

## Idioms with *get* and *keep*

- 5 Match the first half of the sentence in column A with its ending in column B.

A

- 1 There's a lot of truth in the saying *When the going gets tough, the tough*
- 2 Training hasn't been going well, and
- 3 Laura was easily defeated by her opponent, and she
- 4 The match starts in 20 minutes, so you'd better
- 5 I firmly believe in proverbs such as *An apple a day*
- 6 Yarek found ice hockey hard at first but he's starting to
- 7 Damian really wants to win this match, so
- 8 Ellen has got a new personal trainer, so I

B

- a *keeps the doctor away.*
- b get the hang of it.
- c *get going.*
- d wonder how she's getting on.
- e found it hard to keep a stiff upper lip after the match.
- f keep your fingers crossed.
- g it's getting her down.
- h get a move on.

## Word formation: use of the prefixes *over* and *under*

- 6a Match the words below with the prefixes *over* and *under*. Some may go with both.

come estimate mine cover take shadow  
head hand cut dog awed board go  
crowded developed wrought power pin

- b Explain the use of the words in *italics* in the following sentences.

- 1 When I watch a tennis match, I often favour the *underdog*, as I enjoy seeing people win against the odds.
- 2 The spectators' show of support towards Ken's opponent began to *undermine* his confidence.
- 3 *Overawed* by the fact that he was playing for such a famous team, Christian's first match for Real Madrid was not a good one.
- 4 Alex *underestimated* the difficulty of the climb, and found he was unable to make it to the summit.
- 5 The Olympic Games were *overshadowed* by the discovery that some athletes had been taking illegal steroids.
- 6 Realising his companion was unable to move with a broken ankle, Carl *undertook* the task of going for help.
- 7 Devastated at losing the race by a millisecond, the *overwrought* athlete shouted abuse at his trainer.
- 8 Ellen MacArthur *overcame* many hardships when participating in the Vendée Globe single-handed round-the-world yacht race.

## Use of English 1 (Paper 1 Part 3)

### Word formation

► EXPERT STRATEGIES page 167

- 1 For questions 1–8, read the text below. Use the word given in CAPITALS at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

## Edison Peña

Edison Peña is living proof that sport can be a (0) *powerful* tool. The Chilean miner was trapped two-thousand feet underground with thirty-two others for sixty-nine days. Most people would find this appalling situation (1) \_\_\_\_\_ and Edison almost lost his battle against (2) \_\_\_\_\_. Amazingly, what helped him to overcome such feelings was jogging through the (3) \_\_\_\_\_ system of underground tunnels. He believes he managed to survive his ordeal by concentrating on the (4) \_\_\_\_\_ of a strict fitness routine. Running around six miles a day, his (5) \_\_\_\_\_ paid off, and he emerged from the ordeal in relatively good shape.

Following the miners' dramatic rescue, Peña was invited to attend the New York Marathon, not as a (6) \_\_\_\_\_ but as an honoured spectator, the organisers having been impressed by his story. They (7) \_\_\_\_\_ him, however, because he asked to compete. Disarmingly (8) \_\_\_\_\_, Peña captivated the New York crowds. Not only did he run the race, but he finished it in less than the six hours he had set himself.

POWER

BEAR

DESPOND

EXTEND

MAINTAIN

PERSIST

COMPETE

ESTIMATE

CHARM

### Discussion

- 2 Why do some people run for the sake of running?

### Writing

- 3 Sport and sporting personalities have often been a source of inspiration to people of all ages. Write a short article outlining one example of this. Use words and phrases from this section to help you express your ideas.



## Listening 1 (Paper 3 Part 4)

## Before you listen

- 1 Sporting accidents occur frequently. What are some of the risks involved in the following sports?


sailing show jumping karate basketball skiing sky diving

- 2 Describe a situation in which you took a risk. Use the words below to express how you felt:

a at the time. b after the incident.

exhilarated shattered petrified excited overwhelmed relieved  
ashamed

## Multiple matching

- 3  T2.10 Read the strategy on page 171, then do the task.

► EXPERT STRATEGIES page 171

You will hear five short extracts in which footballers are talking about injuries.

## Task One

For questions 1–5, choose from the list (A–H) what caused each speaker's injury.

## Task Two

For questions 6–10, choose from the list (A–H) the long-term impact of the injury on each speaker.

You will hear the recording twice. While you listen, you must complete both tasks.

- |  |                        |
|--|------------------------|
| A a kick to the head                       | <input type="text"/> 1 |
| B a momentary loss of concentration        | <input type="text"/> 2 |
| C a badly timed attempt to prevent a goal  | <input type="text"/> 3 |
| D hesitation before diving for the ball    | <input type="text"/> 4 |
| E a poorly-aimed tackle                    | <input type="text"/> 5 |
| F two blows in the same game               | <input type="text"/>   |
| G a teammate's misjudgement                | <input type="text"/>   |
| H misinterpreting an opponent's intentions | <input type="text"/>   |

- |                                      |                         |
|--------------------------------------|-------------------------|
| A anxiety at the start of each match | <input type="text"/> 6  |
| B limitations in performance         | <input type="text"/> 7  |
| C fear of getting hurt again         | <input type="text"/> 8  |
| D abandoning the sport               | <input type="text"/> 9  |
| E reluctance to engage with the ball | <input type="text"/> 10 |
| F slow return to full fitness        | <input type="text"/>    |
| G acceptance of the risks involved   | <input type="text"/>    |
| H reduced speed on the field         | <input type="text"/>    |

## Discussion

- 4 Discuss the following question.

What attracts people to team sports?

• the challenge • being part of a team • keeping in shape





## Language development 1

### Sentence adverbials; modifying and intensifying gradable and ungradable adjectives

► EXPERT GRAMMAR page 187

#### Sentence adverbials

- 1a The penultimate sentence of the text in Exercise 4 begins with *Incredible though it may sound*. What is the effect of using this phrase?
- b Complete the following responses with the words and phrases below.

Surprisingly Incredible though (x2) Believe it  
Difficult as

- 'So, were you surprised when Helena won the race?' '\_\_\_\_\_ or not, I'd been expecting it.'
- 'It's odd that Jamie hasn't contacted us since he left for Liverpool, isn't it?' '\_\_\_\_\_ it may sound, I'm not worried at all, as I've heard he's training hard.'
- 'I thought you'd given up riding after your accident.' '\_\_\_\_\_ it is to believe, I couldn't wait to get back in the saddle.'
- 'Where's Sonya these days?' '\_\_\_\_\_ enough, she's head of the physical training department at the college down the road from here.'
- 'I thought you'd be playing basketball professionally by now.' '\_\_\_\_\_ it may seem, I've given up playing altogether.'

#### Common adverb + adjective collocations

- 2 Circle the adjective that does NOT collocate with each of the following adverbs.

- bitterly cold / disappointed / opposed / exhausted
- deeply ashamed / angry / moved / unhappy / attached / upset
- entirely beneficial / unexpected / shattered / true / different / satisfactory
- heavily guarded / loaded / armed / polluted / trained
- highly likely / qualified / captivated / trained / critical
- painfully slow / aware / bored / obvious / shy
- perfectly capable / confident / balanced / normal / safe / serious
- totally convinced / excited / harmless / inadequate / unbelievable
- utterly devastated / crazy / shattered / useless / beneficial / impossible
- widely available / known / publicised / used / read / opposed / understood

- 3 In sentences 1–6, circle the adverb (A–D) which CANNOT be used.

- Jake's performance in the match today was \_\_\_\_\_ awful!  
A absolutely B completely C perfectly D thoroughly
- Stoke City's 3–0 win against Liverpool was \_\_\_\_\_ unexpected.  
A deeply B totally C utterly D entirely
- I think it's \_\_\_\_\_ unlikely that Heather will win the race in Gateshead tomorrow.  
A highly B utterly C extremely D fairly
- Don't worry! Kirsty will be \_\_\_\_\_ safe swimming in the lake with her new coach.  
A deeply B perfectly C completely D totally
- I'm not \_\_\_\_\_ sure that amateurs can enter this competition.  
A entirely B absolutely C thoroughly D completely
- Ivan was \_\_\_\_\_ ashamed of his rude behaviour towards the umpire in the cricket match yesterday.  
A deeply B painfully C totally D thoroughly

- 4 Complete the text below with the adverbs below. Use each adverb only once.

deceptively quite absolutely stupidly  
reassuringly rather thoroughly slightly  
somewhat pretty decidedly totally

## Leaving Dover

The wind was already rising in a (1) \_\_\_\_\_ alarming manner, and the outlook for the next few days was (2) \_\_\_\_\_ bleak. Jeff looked at me and said, 'It's going to get (3) \_\_\_\_\_ rough out there. Are you sure you still want to come?' The inner harbour in Dover was (4) \_\_\_\_\_ peaceful at the time, and, (5) \_\_\_\_\_ convinced that I could handle anything, I replied there was no way I was going to miss it. I had no idea how (6) \_\_\_\_\_ naive I was being.

We motored out, and my eyes eagerly sought the outer harbour entrance to the sea and the elements beyond. It took me a few moments to realise that the reason I couldn't find it was that the sea had swollen to the same height as the thick outer sea wall, making it look like one solid mass.

(7) \_\_\_\_\_ shocked by this, I couldn't believe it when Jeff told me to take the wheel while he put up the mainsail. The boat was already swaying considerably, and I wondered how I was going to control it. Jeff, (8) \_\_\_\_\_ matter-of-fact, explained that partially raising the sail would help steady the boat. I had no choice but to grit my teeth and hang on. Jeff staggered around on deck, struggling with the sail, and at times I was (9) \_\_\_\_\_ terrified that he was going to fall overboard, but he finally managed to hoist the sail. I was (10) \_\_\_\_\_ relieved to find that the boat did indeed become steadier and (11) \_\_\_\_\_ easier to handle. Incredible though it may sound, given the appalling weather, once we were in the open sea, the voyage was actually (12) \_\_\_\_\_ enjoyable. Mind you, I wouldn't want to repeat the experience!



**Writing 1** (Paper 2 Part 2: Essay)**Developing points to express  
your opinion in an essay**

- 1 Read the question below and underline the key points. Then answer the questions.

Your English teacher has asked you to write an essay evaluating the following quotation:

*'Sport can teach us some valuable lessons for life. Through sport many of us first learn that fear can be overcome; that there is pride in working as part of a team, and that it is important to work together to achieve your goals.'*

Write your essay, giving examples to support your views.

- 1 Who is the essay for?
- 2 What do you have to write about?
- 3 Do you agree with the points made in the statement?

**Model answer**

► EXPERT STRATEGIES page 169

- 2a Work in pairs. Place these sentences in order to form a paragraph.

- \_\_\_ A Admittedly, we may have been kicking a ball around the garden with Dad at the weekend since we were toddlers, but it is at school that we tend to learn to play in groups.
- \_\_\_ B Furthermore, we will come to recognise the abilities of opponents, and also learn about the danger that lies in underestimating them.
- \_\_\_ C Through practice, however, we can learn that to do so will ultimately increase the chances of getting the desired result.
- \_\_\_ D Many of us first come into contact with team sport at school, and one of the most valuable lessons we gain from this is that of respect, both for our teammates and perhaps more importantly for our opponents.
- \_\_\_ E For instance, passing the ball to a team mate who is in a better position than us is not always easy for those of us who want to score a goal on our own.
- \_\_\_ F Sports such as football, basketball and volleyball teach us to share and offer each other support.

- b What is the main point of the paragraph in Exercise 2a? What examples are given?

- 3 Write a final sentence for the paragraph in Exercise 2a to reinforce the point being made. Begin with the following words:

In this way, \_\_\_\_\_

- 4 Look at the following counter-argument to the point made in Exercise 2a. Underline the point being made, the example given to support it and the reinforcement of the point.

Nevertheless, we should remember that not all of us are good at sport. There are many for whom the physical education lesson at school conjures up nothing but memories of shame and humiliation, simply because they did not fit into the 'team', were never chosen to be on anybody's 'side', and ended up feeling like outcasts. For them, the lessons learned from sport were often cruel ones, for you are more likely to be admired by your peers in school for your skills in sport than any academic achievement you may make.

- 5a Place the full paragraphs from Exercises 2, 3 and 4 in a suitable order to form the main body of an essay in answer to the question in Exercise 1.

- b Write a suitable introduction and conclusion to complete the essay.