

5 Health and sport

LISTENING

Word building

1 Work in small groups. Fill in the missing parts of speech in the table.

Verb	Noun	Adjective	Adverb
	medicine/medic		
	surgery/surgeon		
prevent			
treat			
prescribe			
infect			
		conscious	
	clinic/clinician		

Part 2

Quick steps to Listening Part 2

- Underline the key words in the questions.
- Decide what kind of information, e.g. a place, you need.
- Listen for ideas similar to the key words.

3 Look at the exam task. Which question(s) focus(es) on:

- types of people?
- places?
- abstract ideas?
- a school subject?
- a physical object?

4 1.12 Do the exam task. For each question, listen for the kind of information you identified in Exercise 3.

Exam task

You will hear a woman called Lin Cheng talking about becoming a medical student.

For questions 1–8, complete the sentences with a word or short phrase.

As a child, Lin was told by her (1) that she should take up medicine as career.

Lin believes the school underestimated her (2)

Lin was not very good at (3) so she decided against studying information technology.

At the medical centre, Lin observed a form of (4) which is unique to a career in medicine.

Lin felt frustrated by her lack of (5) while working at the nursing home.

Lin found talking to (6) the most rewarding aspect of her visits to medical schools.

Receiving the (7) is something Lin says she will always remember.

Lin's long-term aim is to treat patients in (8)

Exam tip

When you hear an answer, write what you hear. Don't try to use your own words.



2 Look at the pictures and answer these questions.

- 1 What does each person's job consist of?
- 2 Which of those jobs would you like to do and which wouldn't you like to do? Why?

5 GRAMMAR

Conditional forms Page 93

1 Look at the Grammar Reference on page 93 and then match three of the endings with each sentence. Why is the other one not possible?

- 1 If you'd drunk more water,
 A you'd have felt a lot better.
 B you'd feel a lot better.
 C you'd be feeling a lot better.
 D you'd felt a lot better.

- 2 Carl would have taken longer to recover
 A if he had not been so fit.
 B if he might not have been so fit.
 C if he were not so fit.
 D had he not been so fit.

- 3 The surgeon will operate on you
 A provided you sign this form.
 B on condition that you sign this form.
 C if you will sign this form.
 D supposing you sign this form.

- 4 This medicine is safe
 A as long as you don't exceed the stated dose.
 B unless you exceed the stated dose.
 C in case you don't exceed the stated dose.
 D assuming you don't exceed the stated dose.

- 5 Others would have caught the disease
 A provided that he had been carrying it.
 B if he were carrying it.
 C had he been carrying it.
 D if he had been carrying it.

- 6 It'd be best to call the health centre
 A if you feel dizzy again.
 B providing you feel dizzy again.
 C should you feel dizzy again.
 D were you to feel dizzy again.

2 Correct the mistakes in these sentences written by exam candidates. Use conditional forms without *if*.

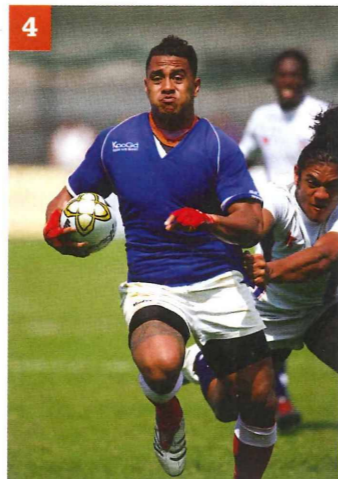
- 1 Holidays are good for us under the condition that we are relaxed.
- 2 I am ready to accept your offer unless you take into account my remarks about the plan.
- 3 If I had children, they would be free and independent as long as they prove to be trustworthy and responsible.
- 4 Had there been more computers available, the users had more time for other activities.
- 5 I am extremely grateful were you to allow me to make some small changes to the schedule.
- 6 It is not dangerous for someone to drive a car, in case that he or she follows the rules.

3 Complete the second sentence so that it has a similar meaning to the first.

- 1 Tyler is feeling ill because he ate too much.
Tyler wouldn't
- 2 I'll call the nurse if your temperature doesn't go down.
Unless
- 3 Emma became a doctor because she is a caring person.
If Emma
- 4 You will only lose weight if you do plenty of exercise.
Provided
- 5 Mr Kay didn't know he was unwell so he carried on working.
Had
- 6 Patients are usually treated in one day, but not if surgery is required.
As long as
- 7 What will Eva's children do if she has to go into hospital?
Supposing
- 8 Please inform the receptionist if you need a further appointment.
Should
- 9 To buy medication on this website you must have a prescription.
On condition
- 10 Paramedics will treat minor injuries if there are any accidents.
Were

4 Use conditional forms to discuss the following in pairs.

- 1 Things you would have done differently if you had known then what you know now.
- 2 What your life would be like now if certain things had or hadn't happened.
- 3 What conditions you would attach to making major changes in your life, e.g. choosing a university, getting a job, moving abroad, buying a house, forming a relationship.



Part 8

1 How dangerous do you think each of these sports is? Complete the table with the names of the sports in the pictures.

Sport	Number of injuries per 1,000 hours of activity
1	30
2	14
3	11
4	8
5	5

2 Which parts of the body do the sports people above risk injuring? Use some of these words:

dislocate fracture sprain tear twist aches
blisters bruises soreness swelling

3 How can sportspeople prevent these injuries?

4 Look quickly at the exam task instructions, then at the title and introduction to the text. What kind of text is it and what is it about?

5 Read the questions, underlining the key words as in question 1. Which questions focus on the same ideas you had in Exercise 3?

6 Look at the Quick steps and do the exam task.

Quick steps to Reading and Use of English Part 8

- Underline the key words in each question.
- Scan each part of the text for words or phrases that express the same ideas as the key words.
- Underline the parts of the text that provide the answers.

Exam task

You are going to read a magazine article in which five athletes give advice on avoiding injuries. For questions 1–10, choose from the sections (A–E). The sections may be chosen more than once.

Which athlete makes the following statements?

The average runner is likely to suffer at least one injury every twelve months.

1

There is no evidence that doing other sports helps runners avoid injury.

2

Building up muscle can help prevent injury.

3

Stretching prior to running has no beneficial effects.

4

At the beginning of a training programme, don't try to do too much too soon.

5

The kind of surface you run on makes little difference to the risk of injury.

6

Avoid speeding up right at the end of a run.

7

It is advisable to do some gentle exercise just after you finish running.

8

The biggest risk comes from not having adequate breaks from training.

9

Pain does not always mean you must stop training immediately.

10

Exam tip

Remember that the answers in the text are not in the same order as the questions.

Avoiding injuries

What can athletes do to prevent injuries occurring? Five experienced runners give some advice.

Athlete A

Wearing the correct running shoes is essential if injury is to be avoided. However, the shock transmitted through the body when running on different types of ground hardly varies at all, as the athlete subconsciously adjusts the stiffness of their leg according to whether their foot is about to land on tarmac, track or grass. Even so, it makes sense to reduce the degree of foot impact, and therefore the danger of stress injuries, by diversifying one's general fitness training. This could include cycling and swimming, while weight training has a role to play in this respect by strengthening the body and thereby improving posture and balance. Needless to say, such training should cease at the slightest sign of any discomfort.

Athlete B

Pain, of course, can be a warning sign of impending injury, and many coaching manuals warn of the dire consequences should an athlete be so foolish as to try to run through it. In severe cases that warning undoubtedly makes sense, but I would take issue with it regarding milder conditions such as muscle soreness that are an inevitable by-product of a hard workout. To minimise post-training discomfort, I'd always make a point of doing a little cooling-down work such as stretching. It also makes sense to cross-train, to strike a balance between running and other disciplines like cycling and rowing, both of which have the advantage of providing relief from the constant pavement pounding which must surely have a harmful effect on marathon runners, above all.

Athlete C

Research shows that the key to preventing injuries occurring is to learn how to run injury-free rather than cross-train, which in fact involves practising movement patterns that have nothing at all in common with running. In some cases, such as weightlifting, cross-training activities can actually cause other kinds of damage that can set a runner's training programme back weeks or even months. Conventional wisdom also has it that pre-exercise stretching lowers the risk, whereas studies comparing the incidence of lower-limb injuries among those who stretch before training and those who don't show no difference whatsoever. Stretching at other times, such as in the evening, does seem to reduce injury risk, although there are probably more effective ways of doing so, for instance by habitually training on soft surfaces.

Athlete D

As a runner, the odds are against you remaining injury-free for a full year, and those odds shorten dramatically if you fail to allow sufficient time for your body to recover between sessions, whether they be workouts, training or racing. Second only to that as a risk factor is being over-ambitious in terms of what you can reasonably hope to achieve when taking up serious running. Everyone likes to win and there's no harm in finishing a race strongly, but try to progress step by step at first. At the first sign of any pain or discomfort, take note of what your body is telling you and stop running straightaway.

Athlete E

Over the two and a half years I've been running, I've only had one physical problem severe enough to force a reduction in training, which from what I can gather is about average. To be blunt, I've never really seen the point of so-called preventative measures such as gradually increasing running speeds when you're starting out, or taking regular breaks from training. I suppose the only exceptions are stretching, which everyone seems to agree is essential, and maintaining an even pace while running, on the grounds that finishing strongly may feel empowering, but that is precisely when your running is at its most erratic and your muscles are at their most susceptible to strains and tears.

7 Find C1-level phrases in the text which mean the following.

- | | |
|---|---------------------------------------|
| a) as you would expect (A) | g) none at all (C) |
| b) disagree (B) | h) it is unlikely (D) |
| c) make certain I always do (B) | i) one stage at a time (D) |
| d) give the same amount of attention (B) | j) pay attention to (D) |
| e) important thing in (achieving something) (C) | k) because of a particular reason (E) |
| f) what most people believe (C) | |

Suffixes

1 Answer these questions about each of the C1-level words in the box.

- 1 What part of speech is it? e.g. comparable – adjective,
- 2 What suffix does it have? e.g. -able,
- 3 What word is it formed from? e.g. compare
- 4 Are there any other spelling changes to that word? e.g. drops final 'e'
- 5 What part of speech is that word? e.g. verb

comparable competence inevitably leadership
 participant pointless qualification skilful
 specific statistical summarise threaten

2 Correct the mistakes in these sentences written by exam candidates.

- 1 Like in many other countries, life in the city here is hectic and stressing.
- 2 Modern machinery and facilities would help the factory immensely.
- 3 Old, unuseful sports equipment should be given away.
- 4 The only inconvenient is that generally you can't find a place near the stadium to park.
- 5 The organisers are very apologising about cancelling tomorrow's race.
- 6 I think the government should subsidies people like musicians, artists and actors.
- 7 The aim of this proposal is to state my views about the culture event.
- 8 And they all lived happy ever after.

Part 3

Quick steps to Reading and Use of English Part 3

- Decide what changes you need to make, e.g. noun to verb.
- Check your spelling, especially when adding a suffix.
- Make sure your completed text makes sense and is grammatically correct.

- 3 Look at the exam task instructions and quickly read the text. Why, according to the author, is the use of modern sports technology sometimes unfair?
- 4 Look at the example (0). What change in part of speech is made? What suffix is added?
- 5 Do the exam task. Note changes to the parts of speech.

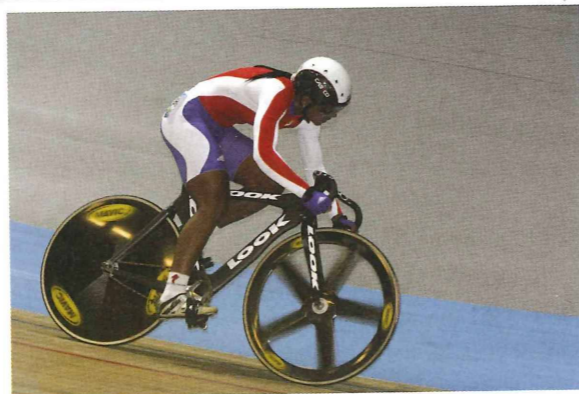
Exam tip

Remember you have to change all eight words in capitals. Don't leave any unchanged!

Exam task

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).

Example: 0 SUBSTANTIAL



Technology in sport

In certain Olympic sports, there has been a (0) increase in speeds in recent Games. This has been particularly (1) in cycling, for instance, leading to questions about how much of the vastly improved (2) is the result of better training and fitter athletes, and how much of it is down to (3) advances such as the use of lighter materials in bike manufacture. Some would argue that the constant (4) of sports technology is just as important as the ongoing improvements in training methods, making the sport more exciting for (5) and spectators alike. For this to be fair, however, it assumes the (6) of the new equipment to all the competing athletes, which for (7) reasons is unlikely to be the case for some. In everyday situations a saving of just 0.01 seconds may sound (8) , but in an Olympic context, where the result can be decided by thousandths of a second, it can make all the difference between winning and losing.

SUBSTANCE

NOTICE

PERFORM

TECHNOLOGY

EVOLVE

PARTICIPATE

AVAILABLE

ECONOMY

SIGNIFY

Compound adjectives

1 Form compound adjectives by matching words from Box A with those in Box B and adding a hyphen, e.g. cross-country.

A

cross fair first friendly full high
 highly left long record twenty world

B

breaking country distance famous
 haired handed kilometre length
 looking qualified rate risk

Now think of more compound adjectives using one word from each compound, e.g. cross-cultural.

2 Complete the sentences. Use compound nouns formed from the words in the boxes in Exercise 1.

- 1 In that picture there's a tall woman wearing a hat and a short, man.
- 2 It looks like a race, probably a marathon because they're on a city street.
- 3 She's a woman, but I'm sure she's also a tough competitor.
- 4 It's a Olympic swimming pool, which measures 50 metres.
- 5 That's the Maracana stadium in Rio de Janeiro. Everybody's heard of it.
- 6 Some say hang gliding is a sport, but it's quite safe if you're careful.

3 Form compound adjectives using each of these words. Explain the meaning of each.

hard- open- one- short-

Part 2 Page 108

Quick steps to Speaking Part 2

- During the other candidate's long turn, listen without interrupting.
- Be ready to comment on the pictures when he or she has finished.
- Listen to the examiner's question and talk for up to 30 seconds.

4 1.13 Read the Quick steps and the exam task instructions. Then listen to Zeinab and Reza doing Part 2 and answer these questions.

- 1 Which two photos does Zeinab compare?
- 2 Does she do both parts of the task?
- 3 Does Reza speak for about the right length of time?

5 1.14 Listen again to Reza and answer the questions.

- 1 What expression does Reza use to ask the examiner to repeat the question?
- 2 Who does he think has put the most effort into acquiring their skills?
- 3 What reason does he give for his answer?

6 Work in pairs and do the exam task using pictures 1 and 2. Then change roles and do the task using pictures 2 and 3.

Exam tip

The question you answer about your partner's pictures is not written down, so ask the examiner to repeat it if you are not clear what you have to do.

Exam task

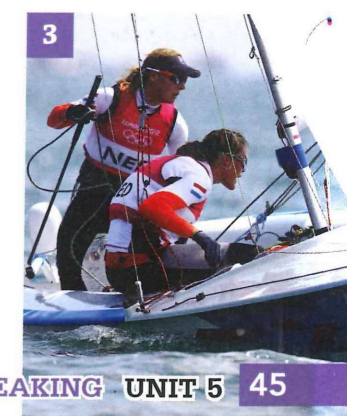
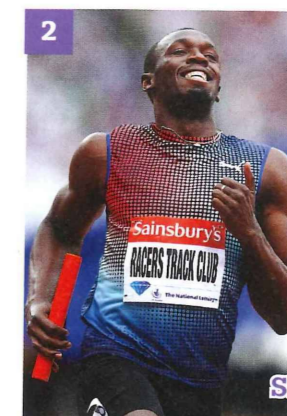
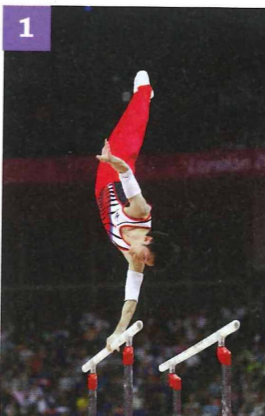
Each of you will be given three pictures. You have to talk about **two** of them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

Candidate A, it's your turn first. Here are your pictures. They show people winning Olympic medals. Compare **two** of the pictures, and say how difficult it might have been for them to acquire the skills needed to reach this level, and how those people might be feeling.

Candidate B, who do you think has put the most effort into acquiring their skills? Why?

How difficult might it have been for them to acquire the skills needed to reach this level?

How might these people be feeling?



Purpose links

- In each sentence, underline the *two* expressions in italics which are possible.
 - We should lower admission fees *to / in order that / in order to* sell more tickets.
 - I bought a new TV *so / so that / so as* I could watch the World Cup on a big screen.
 - The stadium is being rebuilt *in order that / in order to / so that* more spectators can be accommodated.
 - The town needs more facilities, *in order to / so / so as* to cater for a wider variety of sports.
 - I wore protection when I was boxing *so that I wouldn't / to not / in order not* to get hurt.
 - So / So as to / To* ensure fairness, there is a limit on the size and weight of baseball bats.
 - It is important to keep to the footpaths, *in order to not / so as not to / in order that* you do not disturb the wildlife.
 - Some people take up sports like golf *so that / in order to / so as* to make new friends.
- Using purpose links, tell your partner why some people take up the following sports and hobbies.

Example: *aerobics – so as to improve their level of fitness*

astronomy	drawing
hiking	martial arts
Pilates	pottery
Salsa dancing	scuba diving
vegetable gardening	Yoga

Part 2: proposal W Page 104

Exam tip

If you use headings in your proposal, try to use different words from those in the exam task instructions.

- Answer the questions about the exam task below.
 - What is the topic of the proposal?
 - Who are you writing for and why do they want a proposal?
 - What style should you write in?
 - Which main points must you include?

Exam task

You see this notice in a local newspaper of the town where you are studying English.

The Government has promised our town a grant to invest in new sports facilities. The Planning Director invites you, as a resident or visitor, to send a proposal saying which sport should receive the money, how it should be spent and why it would benefit people in the town.

Write your **proposal** in 220–260 words in an appropriate style.

- Quickly read the model proposal on page 47. Match these headings with the paragraphs. Which relates to each of the main points you identified in Exercise 3?

A sensible investment Improving people's lives The missing sport



Proposal for new sports facilities

Introduction

The aim of this proposal is to suggest the most suitable way of spending the government grant for new sports facilities.

1

This town already has extensive facilities for football, rugby and athletics, as well as an Olympic-size swimming pool and a top-class sports centre catering for a wide range of sporting activities. However, one increasingly-popular sport is conspicuous by its absence: squash.

2

The grant would be spent on constructing a number of squash courts. To do this would not be overly expensive as the surface area needed would be small compared with tennis courts, for instance. Apart from the installation of a glass wall at the front of each so that matches can be watched from outside, no further expenditure would be necessary as squash players provide their own equipment.

3

Squash is one of the most physically demanding of all sports, providing intensive exercise for up to four people over a short period of time. As courts would be in constant use from early morning to late evening, they would be a highly efficient way of raising many people's fitness levels. Moreover, it is likely that players would set up a lively social club, thereby strengthening the sense of community in the town.

Conclusion

I would strongly recommend that squash be chosen. It would be the most cost-effective way of spending the money and also the ideal way to improve people's quality of life.

- Look at the model proposal again and answer the questions.
 - Where and how does the writer state the purpose of the proposal?
 - make a recommendation?
- Which verb tense does the writer use to talk about the future? Why?
- Find examples of the following:
 - purpose links
 - compound adjectives
 - addition links
- Look at the exam task instructions and answer the questions in Exercise 3 about it.

Exam task

You see this notice in the college where you are studying English.

The Students' Association wants to increase the number of clubs at the college. Some of these clubs will cater for students' hobbies. Please write a proposal suggesting why your favourite hobby should be included and justifying its inclusion.

Write your **proposal** in 220–260 words in an appropriate style.

- Discuss these questions in small groups.
 - Which is your favourite hobby and what does it consist of?
 - Does it need any special facilities or equipment?
 - What might other people like about it if they took it up?
- Look at the Quick steps and plan your proposal.

Quick steps to writing a Part 2 proposal

- Make notes on the topic and on the arguments you will use.
- Organise your text clearly into paragraphs, using headings if you wish.
- Use a neutral or fairly formal style if the proposal is for an organisation, tutor or boss.
- State the purpose of your proposal in the first paragraph.
- Aim to persuade the reader(s) to accept your suggestions.

- Write your proposal. When you have finished, check your work as in Unit 1, Writing Exercise 8 on page 15.