Student's Book
& Workbook

Level 6



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Everyone!

TEENS

British English

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1 A Healthy Lifestyle Page 10

2 What Did They Say? Page 26

Communicative Functions

- Expressing permission and prohibition
- Expressing obligation and lack of obligation
- Expressing regret
- Criticising
- Giving emphasis
- Describing reasons or results

- Reporting what people said

Vocabulary

- Sports actions, places, equipment, and people
- Collocations for sports injuries
- Health problems and treatments
- Exercise verbs

Expressions

- Being vague: *kind of, around, like, or something, or so, and stuff*
- *Keep up (with the pace)*
- *How come?*
- *Suit yourself*
- *Stick to*
- *To a tee*

- Music, instruments, and performers
- Reporting verbs
- Art styles, subjects, and materials
- Gossip collocations

Expressions

- Giving advice: *It would be a good idea to / if… Maybe / Perhaps you can / could… It's high time you… Another idea is to… It's better if we… The best thing you can do is… Try… If you ask me, I would… Have you tried… / thought about…? You might want to… One thing you could do is… You've got no choice but to…*
- *It sounds like a great plan.*
- Voice message structure: *Hi! How are you? This is… Sorry, I'm running late. I'll… See you later!*
- *Bad-mouth*
- *Cheat on (a test)*
- *Stay still*

Grammar Focus

- *Can, can't, have to, don't have to*
- Third conditional (I)
- *Make, let, be allowed to*
- *So, so much, so many, such… (that)*

- Reported speech: *to be*, present simple, present continuous, *can*, *will*, past simple, present perfect
- Reported questions
- Verb + object + infinitive for reported requests and commands

Pronunciation

- *Would've*

- Contraction *'d*

Listening and Speaking

- Talking about the origins, safety guidelines, and risks of an extreme sport

- Reporting what people said about a fictional story

Reading and Writing

- 'Sports Rules Matter, So Don't Play with Them!'
- Writing a short text about a sports scandal

- '*Princess Mononoke*: Balance Between Nature and Humanity'
- Writing a recommendation based on a film review

Project

- Designing a sports injuries brochure

- Writing a book review

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3 Wishes and Regrets Page 42

4 This Will Blow Your Mind! Page 58

Communicative Functions

- Expressing how something is done and how often something is done
- Expressing how likely an event is
- Speculating
- Talking about wishes and regrets
- Talking about things that were ideal in the past but didn't happen
- Focusing on the receiver of an action
- Describing actions someone does for us
- Describing how we do things
- Talking about fixed or regular states, arrangements, plans, and intentions
- Making offers and predictions

Vocabulary

- Natural disasters
- City vocabulary
- Garden tools and actions

Expressions

- Speculating and coming to conclusions: *I'm certain… There's no doubt… It has to be… It's definitely… I bet… It's likely… It's probably… I'm pretty sure… It's possible… There's a chance… Perhaps… Maybe… It's unlikely… I'd be surprised if… It's doubtful… I doubt… It's definitely not… It's out of the question… It's impossible… There's no way…*
- *Get on with*
- *Breathe one's last*
- *Be on tenterhooks*
- *Be in tears*
- *Be bored to death*
- *What a pity! / What a shame! / Too bad!*
- *Be on cloud nine / on top of the world / over the moon / in seventh heaven*
- Science word families and collocations
- Bedroom vocabulary
- Genetics
- Collocations for a check-up

Expressions

- Keeping a dialogue going: *so, well, um, you know, anyway, actually, I mean, kind of, like*
- Conceding and refuting: *Although… Even though… While… We must remember that… On the other hand,… However,… Nonetheless,… On the contrary,… Nonsense. Never in a million years.*
- *Go on*
- *I'm (not) a big fan of…*
- *Look splendid / great / amazing / fantastic / fabulous / wonderful*
- *Stand for*
- *Never better*
- *Kick out*

Grammar Focus

- Adverbs of frequency, manner, and probability
- *Must, may, might, could, can't* (speculation)
- *Wish*: present, future, past
- *Should have, if only*
- Passive voice
- The causative
- *So that, in order to*
- The future (review)

Pronunciation

- Intonation of certainty
- Sentence stress: stressed and unstressed words

Listening and Speaking

- Interviewing a member of your family about their regrets
- Using expressions for conceding, refuting, and disagreeing

Reading and Writing

- 'Reviving Extinct Animals: In the Future There Won't Be Mammoths but "Mammophants"'
- Writing sentences about extinct species using *if only* and *should have*
- 'Medical Breakthrough: ALS Patient in Completely Locked-in Syndrome "Speaks" Thanks to Brain Implant'
- Writing a short biographical text based on models

Project

- Creating a digital wall with pictures of your city
- Preparing a digital collage about a field of study

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5 Think Big! Page 74

6 Past Echoing Through Time Page 90

Communicative Functions

- Giving essential or additional information about a person, thing, or place
- Expressing possibility, permission, and obligation
- Making hypothesis and recommendations
- Expressing future ability, necessity, obligation, and possibility

- Speculating about the past
- Talking about imagined past events
- Talking about actions in progress over a period of time in the future
- Predicting future events

Vocabulary

- Jobs and collocations
- Big numbers
- Technology compound nouns
- Inventions (I)
- Website elements
- Clothing items

Expressions

- Asking for repetition: *I didn't hear what you said. What did you just say? I can't hear you clearly. Can you say that again? Could you please speak up? Would you mind saying that again? What was the question again? Sorry! Come again? Sorry, I didn't get that.*
- *Former, latter*
- *How does that sound?*
- *(It's a) deal*
- *I'll catch you around*
- *Fast fashion, out of fashion*
- *Front-end, back-end*

- Epistemic words
- Dinosaurs
- Ancient sites and objects
- Historical events
- Inventions (II)

Expressions

- Making polite requests: *Can you tell me…? I'd like to know… I wonder if…*
- *Pave the way*
- *Bound to*

Grammar Focus

- Defining relative clauses and pronouns
- Passive modals
- Non-defining relative clauses and pronouns
- *Will be able to, will have to, will need to, may / might be able to*

- Modals + present perfect (speculation and deduction)
- Third conditional (II)
- Future continuous

Pronunciation

- Rhythm and intonation in non-defining clauses

- Contractions: modals + *have*

Listening and Speaking

- Talking about your clothes and how they reflect your personality

- Talking about inventions and their impact on our world

Reading and Writing

- 'Programming, Data Management, and Cybersecurity Are Now the Technology Professions in Highest Demand'
- Writing a cause-effect text that addresses a problematic issue

- 'If the Asteroid Had Missed, Would Humans Still Have Existed?'
- Writing a text about an event that didn't happen

Project

- Designing a professions portfolio

- Creating a PechaKucha about a hypothesis

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1. Label as *CC* (Connector of cause) or *CE* (Connector of effect). Then, complete using the cues.

We Can All Make a Difference





Environmental issues are becoming increasingly urgent due to human activity. Deforestation, pollution, climate change, and habitat loss are all connected to our actions and decisions. [ ] **Because of** our reliance on fossil fuels and intensive agriculture, greenhouse gas emissions have severely increased, which has led to global warming and unpredictable weather patterns. [ ] **As a result**, natural habitats are destroyed, and more species are becoming endangered. [ ] **Since** we produce excessive amounts of waste and plastic, oceans and rivers have become polluted, and marine life is threatened. [ ] **That's why** it's essential to take action now and reduce our carbon footprint, conserve resources, and promote sustainable practices to protect our planet for future generations.

Concrete Actions!	
a. Unless we ___switch___ to renewable energy sources, we ___won't reduce___ greenhouse gas emissions.	won't / switch / reduce
b. If we all _____ to use buses, trains, and bicycles instead of driving our cars, we _____ air quality and slow the pace of global warming.	can / choose / improve
c. Unless we _____ instead of continually buying new stuff, we _____ waste and pollution.	won't / reuse / reduce
d. If we _____ trees, we _____ habitats and combat climate change because plants absorb carbon dioxide from the atmosphere.	plant / can / preserve
e. If we _____ our electronic devices when we don't use them, we _____ energy and reduce our carbon footprint.	save / may / turn off

In conclusion, reducing our carbon footprint, addressing climate change, preserving habitats, and tackling pollution require collective effort and individual actions. By understanding the causes and effects of our habits, we can take action and positively impact our planet.

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2. Pair work. Take turns to make conditional sentences.

a. ~~If / use public transport instead of driving cars~~	~~we / lower our carbon footprint significantly~~
b. Unless / reduce the consumption of meat	greenhouse gas emissions / continue increasing
c. If / continue cutting down trees	we / provoke extreme temperature swings harmful to plants and animals
d. Unless / cut back on single-use plastic products, which end up in the sea	marine wildlife / die of starvation as their stomachs become filled with plastic



3. Read and complete with the correct form of the verbs in the box. Then, listen and check.

Laura: Hey, Simon. What's up?

Simon: Hi, Laura. I was having a nap; your call woke me up.

Laura: Oops, sorry. How's your trip?

Simon: No worries. It's a long story. If I had **(a)** _known_ how this trip was going to be, I'd be home right now. Yesterday morning, I **(b)** _____ horse riding with friends. When we were going up a hill, I **(c)** _____ the horse!

Laura: That's terrible!

Simon: Luckily, it wasn't serious. In the afternoon, we walked in the mountains. And after an hour-long walk, guess what? I realised I had **(d)** _____ my water bottle. I ***was*** totally ***parched***!

Laura: You poor thing!

Simon: I'd **(e)** _____ that there were plenty of insects during the night there, but I didn't **(f)** _____ the insect repellent. So last night, while I was sleeping, a lot of mosquitoes **(g)** _____ me!

Laura: It's your own fault. Those things wouldn't **(h)** _____ to you if you weren't so absent-minded.

Simon: I know! But there's more…

- hear
- bring
- go
- bite
- fall off
- ~~know~~
- happen
- forget

Quick note!

be parched = to be extremely thirsty



4. Read and match.

This action happened before another one.	This action was in progress when another happened.

Simon had forgotten his water bottle before he started to walk in the mountains.

When Simon was going up a hill, he fell off the horse.

While Simon was sleeping, a lot of mosquitoes bit him.

Simon had heard that there were plenty of insects, but he forgot to take the insect repellent.

5. Read and unscramble.

a. if / rucksack / packed / good / your / in / time, / you / forget / wouldn't / things / you

b. help / you / would / we / told / us / you / about / problems / if / your

c. Jane / ill / be / wouldn't / had / if / drunk / bottled / she / water

d. I / if / less / impulsive, / were / regret / I / wouldn't / my / of / decisions / some

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6. Listen and order the phone phrases from 1 to 5. There are three extra options.

a.	You're breaking up. I couldn't hear what you said.	
b.	I have to hang up now, but I'll call you back later.	
c.	Can you call me back later?	
d.	Hold on a sec.	3
e.	Well, I guess I'd better get going. Talk to you soon.	
f.	I wasn't able to take the call.	
g.	It's Simon calling.	
h.	Speak up a little.	



7. Listen again and circle the correct options. Then, tick (✓) who says what.

	Laura	Simon
a. How long have we *met* / *known* each other?	✓	
b. I've *been* / *felt* so confused lately.		
c. I've been *dating* / *seeing* a guy for a couple of weeks.		
d. Have you *advised* / *told* him how you feel?		
e. I've been *thinking* / *talking* about inviting him to my gender equality classes.		
f. I've been *writing* / *trying* to get away from misogynists.		

8. Read and match based on the audio from exercise 6. Then, listen again and check.

a.	I'm fed up with…		being such a *wuss*.
b.	I dream of…		doing things differently.
c.	He's not interested in…	a	hearing his misogynistic comments.
d.	I just want him to apologise for…		living in a world without misogyny.
e.	I'm sick of…		making those comments.

Quick note!

wuss = *coward*



9. Pair work. Ask and answer the following questions.

a. How long have you known each other?
b. What have you been reading or watching lately?
c. Have you been doing new activities recently?
d. What are you fed up with?
e. Have you heard any misogynistic comments lately? What was your reaction?
f. What do you dream of?
g. What are you interested in doing?
h. What do you think people should apologise for?



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10. Read and complete with the present or past passive form.







Tassili-n-Ajjer

It **(a)** is located (locate) in the Sahara Desert, southeastern Algeria. It **(b)** was designated (designate) a UNESCO World Heritage Site in 1982. This vast plateau has got one of the world's most important collections of prehistoric rock engravings and paintings. They **(c)** _____ (discover) around 1910 by French archaeologists. Experts state that this cave art **(d)** _____ (make) between 10,000 BC and the first centuries of our era. Animals like cattle, crocodiles, and antelopes, as well as geometric shapes and human figures, **(e)** _____ (depict) on the rocks. Humans appear hunting and dancing.

The plateau, which **(f)** _____ (call) the 'rock forest', **(g)** _____ now mainly _____ (compose) of sandstone. However, between 7,000 and 12,000 years ago, the Tassili-n-Ajjer wasn't a desert. Its savannas and woodlands **(h)** _____ (feed) by water that flowed from the mountains.

Animals such as cattle, goats, and sheep **(i)** _____ (domesticate) by the people there; some Saharans were hunter-gatherers, while others adopted a pastoral life. Around 4,500 years ago, the Sahara climate started to become drier, so people and their animals moved away.

11. Rewrite the sentences using the passive voice. Then, classify them.

	Past passive	Present passive
a. French archaeologists discovered these prehistoric rock engravings and paintings.		
These prehistoric rock engravings and paintings were discovered by French archaeologists.	✓	
b. UNESCO recognised Tassili-n-Ajjer as a World Heritage Site.		
c. Many people call the plateau the 'rock forest'.		
d. The water that flowed from the mountains fed its savannas and woodlands.		
e. Sandstone mainly composes Tassili-n-Ajjer.		
f. This rock art depicts animals, humans, and geometric shapes.		
g. Some people domesticated cattle, goats, and sheep.		
h. Some Saharans adopted a pastoral life.		

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1 A Healthy Lifestyle



Goals

- Describe the rules of a sport or game that you like.
- Express regret about an experience related to sports.
- Talk about what it is like when you're ill.
- Use *so*, *so many*, *so much*, and *such* to show emphasis.
- Talk about the origins, safety guidelines, and risks of an extreme sport.
- Describe a sports scandal and provide reflections on it.



- Is basketball popular in your country?
- What are the benefits and risks of this sport?
- What are the advantages of exercising regularly?
- How often do you exercise?

Language and Function: A

1. Read and complete. Then, match each fragment to the corresponding pictures.

• basketball and netball • rugby and American football • baseball and cricket

Quick note!

umpire = referee in baseball and cricket



Games Across the Atlantic

British and American sports have got some differences in terminology, equipment, and rules. However, they are almost alike.

In both **(a)** _____, players can carry the ball and also pass it to others. But in rugby, they cannot pass it forward, and in football, they can do it only once during each play. These two sports are both strong and physical, with a lot of hard contact. Rugby players do not need to wear special gear. American football players must wear helmets and shoulder pads, which allow them to hit each other harder than in rugby.

Both **(b)** _____, are played on a field and have ***umpires***. A baseball team has got nine players, while a cricket team has got eleven. In both sports, batters use a bat to hit the ball and try to score runs. In baseball, the pitcher throws the ball, but in cricket, the bowler uses a straight arm to bowl. Baseball batters must wear helmets. In cricket, a helmet is not needed, but many batters wear one because the ball can go very fast.

(c) _____ are both played on a court and are overseen by referees. Both sports involve passing and shooting a ball into a net. In basketball, you can move while dribbling the ball, but in netball, you must stop. Also, netball is usually played by girls, while basketball is popular among all genders.









a





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2. Complete based on the previous text.

sports	actions	places	equipment	people
rugby,	run,			players,

Your grammar: *can*, *can't*, *have to*, and *don't have to*

3. Read and match.

a. In basketball, players can move while dribbling the ball.	◯ It's not permitted.
b. In rugby, players can't pass the ball forward.	◯ It's an obligation.
c. In cricket, batters don't have to wear helmets.	◯ It's permitted.
d. In American football, players have to wear protective gear.	◯ It's optional.

4. Look and match.



a. ~~gloves~~
b. football boots
c. ball
d. goalkeeper
e. footballer
f. goalpost
g. goal area

5. Listen and tick (✓) *True* or *False*.

	True	False
a. In football, the match has to start from the central circle.	✓	
b. Two teams of eleven players each play a football match.		
c. Goalkeepers can't touch the ball with their hands in the goal area.		
d. All players, except for the goalkeepers, can't use their arms and hands to play.		
e. Players can use their chest and head to score goals, pass, and control the ball.		
f. Goalkeepers have to wear gloves to better grip the ball.		
g. Some players don't have to wear football boots.		
h. Goalkeepers have to score goals, too.		
i. There is a team of referees to make sure the sport rules are followed.		
j. The head referee doesn't have to indicate when to start and end the game.		

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Useful English: being vague

6. Listen and complete with the words you hear.

a. Scuba diving looks _____ expensive.
b. Basic gear costs _____ £1,500.
c. It costs _____ £50 a year.
d. The next match is in an hour _____.
e. Wanna practise serves _____?
f. I'm _____ in the middle of something.
g. The one with _____reddish_____ hair.
h. She likes doing parkour _____.



7. Listen to four dialogues. Write the letter of the dialogue (a-d) in which you hear the words below.

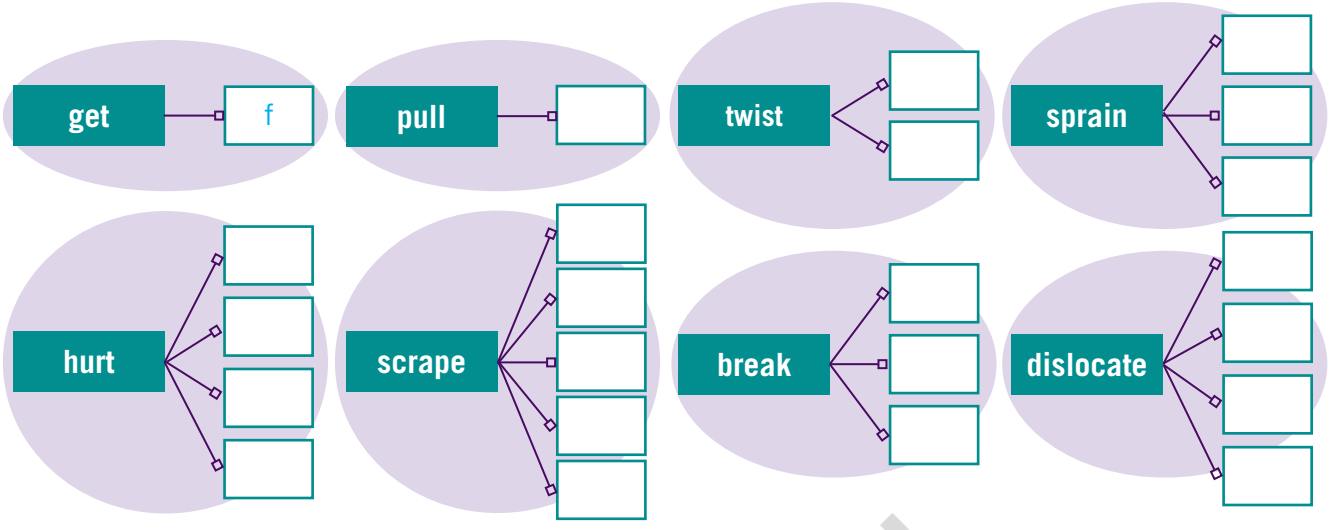
around | blondish | like | a kind of | and stuff | I guess

8. Pair work. Talk about your favourite sport or game and its rules. Use the words from exercise 6.

Checkpoint I can describe the rules of a sport or game that I like.

1. Match to make collocations.

a. your knee	**b.** your ankle	**c.** a bone	**d.** your shoulder
e. a muscle	**f.** ~~a cramp~~	**g.** your back	**h.** your skin



2. Listen and order from 1 to 3. Then, complete.



Jake
Type of injury: He sprained his ankle.
Activity: _____

Matt
Type of injury: _____
Activity: _____

Lauren
Type of injury: _____
Activity: cheerleading

Your grammar: third conditional

3. Read the ***Quick note!*** box and answer *Yes* or *No*.

a.
- Did Lauren fall? _____
- Were her teammates strong enough to support her? _____

b.
- Did Matt get a cramp? _____
- Did he hydrate before the game? _____

Quick note!

Lauren: I wouldn't have fallen if the other cheerleaders had been stronger.

Matt: If I had hydrated before the game, I wouldn't have got that cramp.

4. Circle the correct options.

a. Third conditional sentences describe events in *the past* / *the present*.

b. The third conditional is used to express *advice* / *regret*.

5. Read and complete.

- *would* / *wouldn't have* + past participle
- past perfect

a. if clause: _____

b. main clause: _____

Challenge!

Find out the most common injury in your favourite sport and the possible ways to prevent it. Then, share and compare your findings with classmates who chose the same sport.

Photocopiable

6. Complete using the verbs in brackets and the third conditional.

Reporter: What are your feelings after the race?
Cyclist: Well, I'm pretty disappointed. If I ___had not made___ (not make) some foolish mistakes, I ___wouldn't have had___ (not have) such a ***lame*** performance.
R: What do you think went wrong for you today?
C: First of all, I _____ (not get) any cramps in my legs if I _____ (hydrate) properly before the race. After one hour of having started, I couldn't press the pedals.
R: Geez! Sorry to hear that.
C: As a result, I couldn't ***keep up with the pace*** of the peloton. If I _____ (be able) to go along with them, I _____ (not waste) so much energy and ended behind.
R: I see you've got scrapes and bruises. Want to talk about that?
C: I was taking a turn on a downhill section and, unfortunately, I lost control of my bike. If I _____ (apply) the brakes carefully, I _____ (not hit) the ground nor ended up with a dislocated shoulder.



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Quick note!
lame = weak
keep up with the pace = to go at the same speed

Pronunciation: *would've*

7. Listen and pay attention to how the words in **bold** are pronounced. Then, repeat.

a. I **would've** performed better if I had correctly hydrated before the race.
b. If I had kept up with the pace of the peloton, I **would've** saved more energy.
c. I **would've** applied the brakes carefully if I had been totally focused on the road.
d. If I hadn't underestimated the demands of the race, I **would've** won it.

Believe it or not...
Professional cyclists train at least 25 hours per week.

8. Read the statements. Then, decide if sentences 1 and 2 are *True* or *False*.

a. If Tina had noticed the floor was wet and slippery, she wouldn't have twisted her ankle.
1. The floor was dry. [False] **2.** She hurt her ankle. [ ]

b. Paul wouldn't have broken his arm if he hadn't run on the stairs.
1. Paul broke his arm. [ ] **2.** He was walking on the stairs. [ ]

c. The kids would've scraped their knees if they hadn't played on the grass.
1. The kids scraped their knees. [ ] **2.** The kids played on the pavement. [ ]

9. Pair work. Talk about an experience you regret when playing a sport.

Once I was playing tennis, and I pulled a muscle in my arm.
Ouch! *How come?* What did you do wrong?
I didn't stretch properly. I wouldn't have pulled a muscle if I had warmed up.
So, what did you do? Did you go to the doctor?

Quick note!
How come? = *Why?*

Checkpoint I can express regret about an experience related to sports.

Your grammar: *make* and *let*

1. Read and complete with the correct form of the verbs.

• get up	• feel	• help	• watch	• practise	• use	• ~~have~~	• eat	• play

To:	juvenl@mailout.com
Subject:	News from the camp



Hi Mum and Dad,

After just two days at basketball camp, I'm already exhausted. The trainers don't give us much rest. They **make us (a)** _____ at 5.30 a.m. and run for thirty minutes. Can you believe that? Then, we **(b)** _____have_____ oatmeal for breakfast and spend two hours watching basketball clips. So boring! After that, they **make us (c)** _____ the parts of our game that need the most work for about ninety minutes. That's a lot!

We have lunch at 1.30 p.m., and we **aren't allowed to (d)** _____ any sugar, fried things, red meat, or even dairy. Not exactly my picks! Once lunch is over, the instructors **let us (e)** _____ TV or go online for an hour. In the afternoon, we **(f)** _____ a few short games, and then we sit in a bath filled with ice and cold water. They say it **(g)** _____ your circulation. Isn't that crazy?

The routine's hard, but the coaches are excellent, and I **(h)** _____ a lot stronger than when I started. They even said there's a chance I could enter the Junior NBA League this year. We can't make calls from our mobile phones, but they **let us (i)** _____ online messaging, so feel free to text me. I check my email every day, too, so you can write if you prefer.

With love,

Joe

Richmond

2. Read and label the sentences *O* (Obligation) or *P* (Permission).

a.	They make us practise the weak parts of our game.	
b.	They let us use online messaging.	
c.	The instructors let us watch TV or go online for an hour.	
d.	They make us get up at 5.30 a.m.	

Quick note!

Use *make* and *let* followed by object + verb (without *to*) to talk about things that someone can require or permit another person to do.

3. Circle the correct options.

Reporter: Why do players have to get up at 5.30 a.m.?

Coach: If we *make* / *let* boys get up early, they will develop discipline.

R: Why don't you *make* / *let* them use their phones more often?

C: To encourage them to focus more on their training activities.

R: Could you say something about the strict diet at the camp?

C: Well, we do our best to *make* / *let* students realise the impact of certain foods on their performance.

R: So, is it true that you don't *make* / *let* students consume fried food?

C: Yeah! ***The ban on*** fried food aims to prevent both poor performance and health issues, such as heart disease and obesity. Instead, we *make* / *let* them choose between ***grilled*** and steamed preparations.



Quick note!

the ban on = *the prohibition of*

grilled



4. Listen and tick (✓) the symptoms that Albert has got.

○ vomiting	○ cough	○ headache
○ tiredness	○ fever	○ stomach ache



5. Listen again and answer the questions.

a. What's wrong with Albert? He has got the flu.

b. What does he want to do? _____

c. Why is Albert ill, according to Olga? _____

_____

d. Why is it important to have a good rest after exercising? _____

_____

e. Does she doubt whether she should get him junk food? _____

Your grammar: *be allowed to*

6. Read and match.

a.	I'm not allowed to go outside.	Albert can do this.	
b.	Are you allowed to be out of bed?	Albert can't do this.	
c.	Albert is allowed to get up and walk.	This asks about permission.	

Quick note!

Use ***be allowed to*** when the person or institution that gives a permission or lifts a prohibition is not mentioned.

7. Complete with the correct personal pronouns and *be allowed to*.

a.
A: Why don't you take your mask off?
B: Sorry, I'm not allowed to _____. I've got a terrible cold, and I can spread the virus.

b.
A: Excuse me, _____ play football on this pitch?
B: I'm afraid you're not. It has been reserved for the kids in Year 11.

c.
A: Where's Annie? I want to wish her good luck before the race!
B: Sorry. _____ run tomorrow. The doctor says that she needs plenty of rest.

d.
A: What's wrong with Sue? She's been absent for the last three days.
B: _____ come to the office since she's got the flu.

e.
A: I didn't see Paul at the game last Saturday. Do you know why?
B: _____ play because he failed his science test.

f.
A: How is your back pain going? _____ cycle already?
B: Not yet. It still hurts a little bit. I have to take care for two more weeks.

8. Pair work. Answer and discuss: *What is it like when you're ill?*



What is it like when you have got a cold?

What are you not allowed to do?

Well, my mum makes me have chicken soup and stay hydrated.

I'm not allowed to eat ice cream. What about you?



Checkpoint I can talk about what it is like when I'm ill.

Richmond

Your grammar: *so*, *so much*, *so many*, and *such*

1. Listen and complete the dialogue.

• so (x3) • so much (x3) • so many • such (x2)

Lisa: Hey, Joel.

Joel: Hi, Lisa. You look exhausted. What have you been doing?

L: I just came from Active Zone. I signed up last weekend.

J: Active Zone? Is it any good?

L: Yeah, but it was really crowded today. There were _____ people at the pool that I had to wait to swim.

J: No way!

L: Seriously. I left the pool and went to a yoga class instead.

J: And how was it?

L: It was _____so_____ intense! The instructor gave us _____ stretching to do that my legs feel like rubber.

J: But you're in _____ great shape!

L: I know, right? It was _____ different from what I expected. You should try it sometime.

J: Hmm, I'm not sure. I've got _____ homework these days I barely have time to relax.

L: But it's _____ a cool place. You'd love it! They've even got a steam room, it was _____ nice after class.

J: You know me. I'd rather chill and watch films.

L: ***Suit yourself***.

J: Where are you headed now?

L: Home. I've still got _____ to do tonight. I have to study for tomorrow's test, and I also have to tidy up my bedroom. Catch you later at school!

J: OK. Good luck with everything!

Quick note!

suit yourself = to tell someone to do whatever they want to, even if you don't agree



Active Zone offers lots of fun ways to stay fit and feel better. You'll find a heated indoor pool and a full-size athletics track, plus a gym with weights, bikes, rowing machines, and treadmills. Our trained coaches lead classes in yoga, tai chi, spinning, Pilates, and aerobics. Active Zone also has got a café with wi-fi, a relaxing steam room, and a great sauna.

Save 20% on yoga and power jump classes!

2. Highlight the correct options.

a. **Such** is used *before* / *after* nouns (with or without adjectives).

b. **So** is followed by *a noun* / *an adjective*.

c. **So many** is followed by *an uncountable noun* / *a countable noun*.

d. **So much** is followed by *an uncountable noun* / *a countable noun*.

e. **Such**, **so**, **so many**, and **so much** are all used to *emphasize* / *contrast* ideas.

Quick note!

So and *such* can also mean *very* or *really*:

- *That game is so cool!*
- *He is such a good friend and student.*

3. Circle the odd one out.

a.	**stretch**	*your muscles / your teeth / your arms*	e.	**jog**	*on a bike / in the park / at the gym*
b.	**lift**	*a barbell / a treadmill / your shoulders*	f.	**turn**	*your waist / your nose / your neck*
c.	**bend**	*your elbows / your eyes / to the side*	g.	**breathe**	*with your feet / deeply / in and out*
d.	**kick**	*your toes / your finger / the ball*	h.	**hit**	*a wall / a bone / a target*

Richmond

4. Complete with *so*, *such*, *so many*, and *so much*. Then, match.

a.	Exercise is ___so___ important for your mental health…	that you've got no excuse to avoid looking for an adequate workout programme.
b.	Stretching is _____ an essential practice for everyday life…	that this kind of running not only reduces the risk of heart disease but also builds muscle strength.
c.	Jogging has _____ a huge impact on your overall wellbeing…	that it helps your muscles work efficiently by providing them with oxygen.
d.	Pilates has _____ benefits for your back…	that it reduces the risk of fractures and makes your body stronger.
e.	Weightlifting routines help you build _____ muscle mass…	a that it can improve your mood by reducing stress, anxiety, and depression.
f.	Yoga offers _____ relief from work-life stress…	that it brings you a sense of balance and inner peace.
g.	Breathing properly is _____ vital when exercising…	that it can help you improve your posture and flexibility, which prevents pain.
h.	There are _____ exercise routines and styles to choose from…	that it boosts your mobility to cope with simple activities like bending down to tie a shoe.

5. Read, highlight five mistakes in the use of *so*, *so much*, *so many*, and *such*, and correct them.

The Benefits of Staying Active



Whether we like it or not, staying active is something we all need. In fact, it's such important that schools should make exercise part of the daily routine. It lowers the chances of getting heart disease, cancer, high blood pressure, or diabetes. It also helps the brain release chemicals that make you feel calm and cheerful. Because of that, working out has so great effects that it can help you feel better both physically and mentally.

Besides regular exercise, it's also important to stay away from bad habits like smoking or eating junk food. So much studies show that smoking harms not only the smoker but also the people nearby. That's why some people believe the government should ban it. The same goes for junk food, everyone knows it's such harmful to our health that it shouldn't be sold in school canteens at all.

There's so many work to do if we want to stick to a healthy life, but it's really worth it.

a. so
b.
c.
d.
e.

6. Complete with your own ideas. Then, share in pairs.

a. Even if you don't exercise, stretching your body is so _____

_____

b. Being hydrated is such a vital habit _____

_____

c. There are _____ of being healthy that _____

_____

Quick note!

stick to = to continue doing something

Checkpoint I can use *so*, *so many*, *so much*, and *such* to show emphasis.

Listening and Speaking

1. Label the pictures.

• vines • yams • wooden tower

a. 

b. 

c. 

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Pvince73 / Shutterstock.com

2. Listen and tick (✓) *T* (True) or *F* (False).

	T	F
a. Bungee jumping's roots are found in a ritual.	✓	
b. Land diving is practised in England.		
c. Land diving is a ritual to ensure a good harvest of yams.		
d. Only adult men show how brave they are in land diving.		
e. Land-diving jumpers have got an elastic cord tied to their ankles.		
f. Land-diving jumpers' hair has to touch the ground.		
g. Land-diving towers are about 30 metres high.		

3. Listen again and answer.

a. What traditional activity inspired bungee jumping?

_____

b. Why do jumpers try to touch the ground with their hair?

_____

c. What kind of cord do land-diving jumpers use?

_____

Believe it or not...

Despite the safety standards bungee jumping operators follow, jumpers are always at risk of getting neck, spinal, and eye injuries. At the final stage of the jump, the elastic cord pulls your body back upwards, which shakes it abruptly.

4. Match the bungee jumping recommendations to the reasons in the right column.

a. **Choose trustworthy operators.**		You have to feel comfortable and safe with harnesses, ropes, and cords provided.
b. **Follow age and health restrictions.**		They provide important information on technique, safety precautions, and what to expect during the jump.
c. **Double-check the equipment before jumping.**	a	They have to follow strict safety standards and hire experienced instructors and staff. Check their background.
d. **Respect your limits.**		Don't let people push you to take unnecessary risks. Even if you feel unwell before the jump, inform the instructor.
e. **Always listen to the instructors.**		Teenagers under 16 and individuals with heart conditions and high blood pressure might not be allowed to jump.

5. Pair work. Choose an extreme sport you find interesting. Research its origins, safety guidelines, and risks. Then, share with a partner.

Checkpoint I can talk about the origins, safety guidelines, and risks of an extreme sport. ✓✓✓

Richmond

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

Before reading

1. Pair work. Discuss: *How would you react to the statements below?*

We have to win at all costs!

It's only cheating if you get caught!

The match is fixed. We have to lose.

While reading

2. Read and complete using the subheadings in the box.

- Reasons for respecting the rules
- Origins of sports rules
- Who must follow the rules?
- What are sports regulations for?

Sports Rules Matter, So Don't Play with Them!

(a) _____: In ancient times, when sports were played as part of rituals, people believed rules were set by the gods. Around 2,500 years ago, Greeks established sports rules to transform military violence into creative rivalry. In the Middle Ages, tournaments and ***jousts*** followed the ***code of chivalry*** to guarantee ethical competition and avoid ruthless attitudes. In the 18th and early 19th centuries, private sports clubs owned by the aristocracy formulated their own rules that later became adopted by other social groups. Nowadays, given the global political and socio-economic changes that have influenced the sports field, international institutions formulate and accept rules and regulations that address each sport's needs.



(b) _____: In simple terms, sports regulations determine what is allowed or forbidden during a competition. They are established to make sports events fair, safe, and competitive for all participants. Rules set out guidelines that, for example, ensure equal access to rights and victory opportunities for all participants, regulate body contact to mitigate serious injuries, define the kind of strip and equipment required, and determine the type and size of the place where a sport is played, the length a sporting event lasts, the number of players or athletes involved, how scores or points are earned, among others. Ultimately, rules also introduce elements of challenge to augment the enjoyment derived from the sport.

(c) _____: Rules vary according to the sport, level of sportspeople, and age group. They are binding upon athletes or players, coaches, and officials alike. Sportspeople have to behave correctly, attend practices and training regimes, stay fit, uphold dietary balance, and wear strips and equipment properly. Coaches must know the rules inside out and follow them ***to a tee*** to prevent potential penalties for their teams, remain updated on game ethics, rule modifications, and protocols, and have good knowledge of nutrition and first aid. Officials, including referees and umpires, must understand the rules and codes in order to keep time, determine scores, and effectively resolve any issues that may arise during the competition.

(d) _____: Besides ensuring fairness, safety, and competitiveness, rules must be respected for other reasons. First, their understanding and application maintain the role of ethics and the value of sportsmanship. Winning at all costs should never be the goal; players should aspire to victory with honour and through healthy competition. Second, respecting and following rules may help keep up enthusiasm for athletes or players and fans. When the former stick to the rules and do their best, their eagerness to improve and challenge their limits will remain intact. As for the fans, they will value the example given by their idols, look forward to the next match, and accept the score with modesty and without disappointment.

Last but not least, let us keep in mind that sports are a form of entertainment. They have got lots of suspense and make us feel cheerful, angry, or sad. Not respecting the rules goes against the sense of enjoyment because the goodwill and pleasure of the players, officials, and fans are broken.

Quick note!

jousts = combat on horses



code of chivalry = system of religious beliefs and honourable behaviour

to a tee = *perfectly*

Richmond

After reading

3. Match to make complete statements based on the previous text.

a.	Violence, typical of the army, became creative rivalry thanks to…		officials must understand the rules of the sport they deal with.
b.	The code of chivalry can be considered a set of sports rules because…		pursuing victory with honour and through healthy competition.
c.	Fairness, safety, and ethical competence are guaranteed…		it guaranteed ethics in competitions and fostered kind attitudes.
d.	In order to keep time, determine scores, and solve any problem during the game,…	a	ancient Greeks, who introduced sports rules to handle violence.
e.	The value of sportsmanship has to do with…		for all participants in sports events, thanks to the establishment of rules.





4. Answer the questions. Justify your answers using details from the text.

a. Why can it be stated that the need to control violence in sports didn't appear in the 19th century?

b. How can the length of a sporting event threaten participants' safety?

5. Group work. Read the following sports case, answer the questions, and discuss.

Sport rule

In rugby, a blood substitution occurs when an injured player must be replaced. The replacement can be temporary (15 minutes) or permanent, that is, when the player cannot get back to the pitch.

Scandal

The Bloodgate was a rugby scandal. In 2009, player Tom Williams, from the English Harlequins Rugby Club, was replaced because of a blood injury (uncontrolled active bleeding), which was later proven to be fake. The coach, Dean Richards, orchestrated the plan in order to replace Williams with a goal-kicker who made the team win. The club doctor, Wendy Chapman, agreed to cut William's lip, and the player consented to use a capsule of fake blood provided by Richards to make the injury more realistic. The repercussions were significant: Williams was banned for twelve months, Richards for three years, and the General Medical Council suspended Doctor Chapman. Additionally, the club had to pay a fine of £260,000.

- How did Dean Richards break the rules of fairness?
- In your opinion, did Doctor Chapman respect the rules of safety?
- How do you think Tom Williams breached the rules of professional competition?

Writing

6. Do some research about a sports scandal. Then, write a short text describing the situation and the consequences in your notebook.

Checkpoint I can describe a sports scandal and provide reflections on it.

Richmond

Project

Sports Injuries Brochure

3 GOOD HEALTH AND WELL-BEING

Step 1 Group work. Choose a sport you like and discuss the following sample questions.

- What do you like about (tennis)?
- Do people perceive (tennis) as a dangerous sport?
- How does (tennis) challenge you physically?

Step 2 Research common injuries that could happen when practising this sport. You can also bring up the information you got in the ***Challenge!*** box on page 14. Follow the model.

Body parts prone to injuries	Common injuries when practising this sport	Causes
shoulders	*Shoulder tears: tearing of the cartilage tissue that helps maintain your joint in place*	*Some people use their shoulders to compensate for weakness in the torso without noticing it.*
elbows	*Tennis elbow: pain on the outer part of your elbow*	*Chronic inflammation of the tendons that starts in your elbow.*

Step 3 Research tips to prevent those injuries.

Prevention tips

a. Strengthen and stretch your body before playing tennis. You aren't allowed to exercise without warming up!

b. You can do some shoulder stretching exercises to improve flexibility.

c. After playing tennis, don't let laziness make decisions. Dedicate some time to a cool-down session.

Step 4 Design a brochure to present the results of your research. Keep the ideas below in mind.

- Look for images, icons, and photographs to support your message.
- Use the information in Steps 1, 2, and 3. Include them in your design. Be concise.
- Choose a free brochure maker and use your creativity to make a nice colourful brochure!



Step 5 Present your brochure to the class.

Our favourite sport is tennis. People like it because they associate it with mental strength. Some common body parts that get injured when playing tennis are the shoulders, elbows, and wrists. To prevent tennis injuries, you should strengthen and stretch your body.

Step 6 Discuss your experience.

a. What did I learn about my favourite sport?

b. What grammar and vocabulary aspects do I need to work on?

c. What did I like or dislike about working with my classmates?

d. Are the results of my project satisfactory? Why?

e. What do I have to improve in future projects?

Pichmond

Got It!

1. Circle the correct options and complete with the verbs in the box.

- move
- show
- wear (x3)
- ~~bring~~
- chew

a. Sports competitions *can* / *can't* / *have to* / *don't have to* bring people together and create memorable experiences.

b. Referees and umpires *can* / *can't* / *have to* / *don't have to* _____ favouritism towards any team. That's unethical.

c. Baseball players *can* / *can't* / *have to* / *don't have to* _____ a helmet when they bat to avoid being hit with the ball in the head.

d. Baseball players *can* / *can't* / *have to* / *don't have to* _____ gum in the game. It's allowed.

e. Footballers *can* / *can't* / *have to* / *don't have to* _____ football boots that provide traction on the pitch and avoid falling down.

f. In basketball, players *can* / *can't* / *have to* / *don't have to* _____ by taking more than two steps without dribbling the ball. That's a foul.

g. In basketball, players *can* / *can't* / *have to* / *don't have to* _____ a ***gumshield*** if they don't want to.



Joseph Sohm / Shutterstock.com

Quick note!

gumshield



2. Rewrite the sentences using the third conditional.

a. Rick twisted his ankle. That's why he missed the final match.

If Rick hadn't twisted his ankle, he wouldn't have missed the final match.

b. Pete's coach didn't give him a break in the last match. That's why he suffered from dehydration.

_____

c. Annie didn't stretch properly. That's why she pulled a muscle last Saturday.

_____

d. The weightlifter pushed his limits inadequately. That's why he broke his arm.

_____

e. Aria and Lucy didn't listen to the doctor's advice. That's why their back pain got worse.

_____

3. Complete using the words in the box.

- around
- kind of (x2)
- something
- like
- and stuff
- ~~or so~~

a.
A: What kind of TV shows do you like?
B: I enjoy watching different sports _____.
A: How much time do you spend on it?
B: I'm not sure, like two hours or so.

b.
A: What's wrong with your knee?
B: It's _____ complicated to explain. I dislocated my kneecap, but I guess there's _____ else because it hurts so much.

c.
A: Rock climbing is challenging both mentally and physically.
B: Absolutely. Reaching the summit can take _____ forever sometimes.

d.
A: This professional baseball equipment looks _____ expensive.
B: You're right! It's _____ £500.

Richmond

4. Listen and tick (✓) the correct option.

a. Ski jumping was developed in…

- ○ Finland.
- ✓ Norway.
- ○ Denmark.

b. Ski jumpers get points for…

- ○ length.
- ○ style.
- ○ both of the above.

c. The first competition was made…

- ○ in 1808.
- ○ in 1866.
- ○ in 1924.

d. The first competition took place…

- ○ in Zürich.
- ○ in Høydalsmo.
- ○ in Helsinki.

e. The person who made the first ski jump was…

- ○ Olaf Rye.
- ○ Sondre Norheim.
- ○ Stefan Kraft.

f. The world record set in 2017 had a length of…

- ○ 9.5 metres.
- ○ 53 metres.
- ○ 253.5 metres.



Tyler Olson / Shutterstock.com

5. Circle the correct options to complete the dialogue.

Carlos: Hey Mark! How was the basketball practice game yesterday?

Mark: Ugh, don't even ask. My dad almost didn't *let / make / allow me* go.

Carlos: For real? Why not?

Mark: Well, I *have to / can / am allowed to* clean my room every Saturday morning, but I forgot. He walked in and saw the mess.

Carlos: Oh man. So now you're not *allowed to / let / make* play in any more practice games?

Mark: Exactly. He won't *let / make / allow* me join the team practice for two weeks, and he *makes / lets / has to* me run extra sprints for thirty minutes every day!

Carlos: Wow, that's rough. But how were you *allowed to / let / can* go to the practice game at all yesterday?

Mark: He *let / made / had* me go because I promised I'd wash his car every weekend for a month.

6. Complete with *so*, *such*, *so many*, and *so much*. Then, match.

a. There are _____ health risks linked to a sedentary lifestyle…

b. A cold shower after exercising is _____ beneficial for your body…

c. I feel _____ pain in my lower back…

d. Stretching is _____ an important practice…

- ○ **that it's difficult to perform even simple tasks.**
- ○ **that it prepares the body for physical activity and helps prevent injuries.**
- ○ **that it increases alertness and prevents muscle inflammation.**
- ○ **that schools should raise awareness of exercising regularly.**

7. Pair work. Answer the following questions.

a. Do you exercise regularly? Why? Why not?

b. What are the pros and cons of both exercising and not doing any physical activity?

c. What are your thoughts about the following quote: 'If you don't make time for exercise, you'll probably have to make time for illness'?

d. How can you encourage yourself to work out?

Richmond

Workbook
Level 6

Everyone!
TEENS

British English

Richmond

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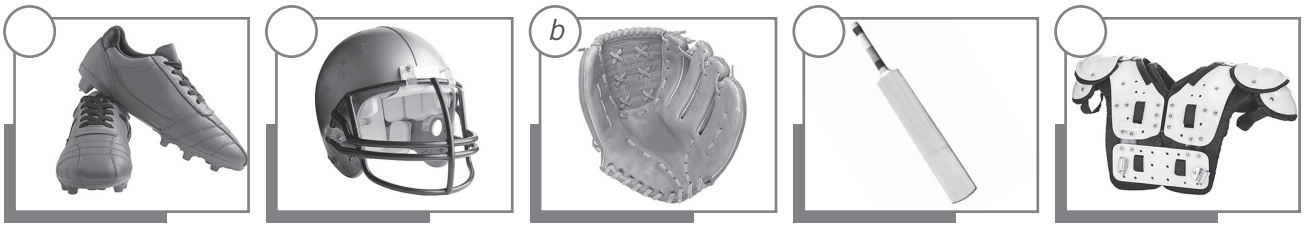
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Richmond

1 A Healthy Lifestyle
Language and Function: A

1. Match the words to the pictures.

a. shoulder pads **b.** ~~glove~~ **c.** football boots **d.** helmet **e.** bat



2. Circle the correct options.

a. In netball, players *can* / *have to* / *can't* stand inside the designated areas.
b. In baseball, you *can't* / *have to* / *don't have to* slide into bases all the time. You can also run as fast as you can and step on them.
c. In American football, you *can* / *can't* / *have to* tackle an opponent by grabbing their mask because it might cause a severe injury to the player's neck or head.
d. In rugby, players *have to* / *don't have to* / *can* wear a gumshield for protection since they constantly experience impacts on the face and mouth.
e. In football, you *can't* / *can* / *have to* either pass the ball to your teammate or shoot the ball directly towards the opponent's goal to score.
f. In basketball, you *don't have to* / *can't* / *have to* wear any protective gear, but it's OK if you want or need to.

3. Complete the dialogue with the phrases in the box.

• kind of (x2) • like (x2) • or so • or something (x2) • and stuff (x2)

Chris: Have you got any hobbies _____?

Amy: Yeah, I'm into chess _____.

Chris: Sounds interesting. Are there any specific openings _____ you prefer?

Amy: Yeah, I like playing the Sicilian Defense. It's _____*kind of*_____ a versatile opening.

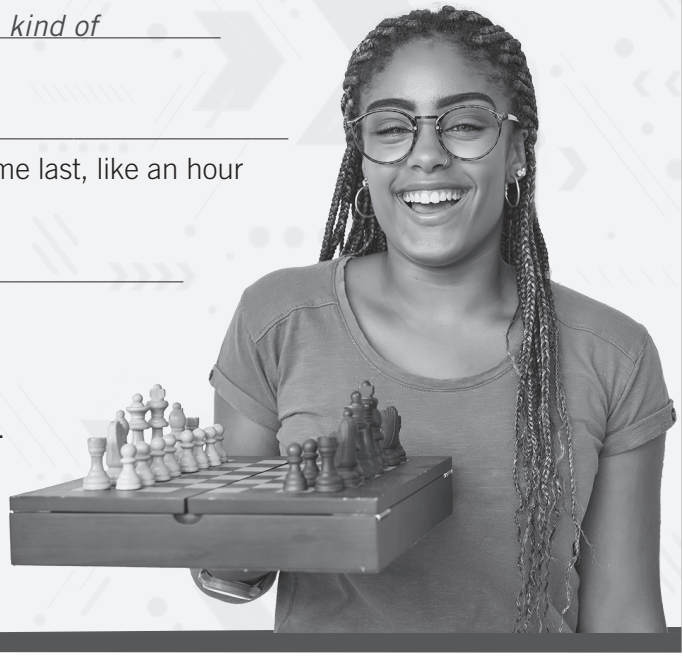
Chris: Nice! I should learn more about different strategies _____ about chess. By the way, how long does a typical chess game last, like an hour _____?

Amy: It can vary, but usually, a game can take _____ one or two hours, depending on the players' skills.

Chris: And how many moves can be made in a match?

Amy: It can be _____ 30 or 40 moves.

Chris: That's good to know! It gives me an idea of the time commitment needed for a game. I also like how chess _____ challenges your thinking skills.



Richmond

Language and Function: B

1. Complete with the correct form of the verbs.

• ~~get~~	• sprain	• scrape	• pull	• dislocate	• break	• hurt



a. Hydrate and stretch before exercising, you don't want to _____*get*_____ a cramp.

b. She tripped on the pavement and _____ her elbow pretty badly.

c. Lifting heavy boxes without proper technique can easily _____ a muscle in your back.

d. He _____ his arm falling off the parallel bars, so he needs a cast for six weeks.

e. I exercised way too much. It made my body _____ afterwards.

f. During the wrestling match, Jake's opponent _____ his shoulder.

g. You could _____ your ankle jumping from a high place.

2. Complete the third conditional sentences with the correct form of the verbs.

a. If we _____*hadn't arrived*_____ (not arrive) late, we _____ (not miss) the warm-up.

b. The team _____ (win) the championship if they _____ (not make) so many turnovers.

c. If the sprinter _____ (not stumble) at the start, he _____ (set) a new personal record.

d. Our goalie _____ (save) that goal if he _____ (dive) to his left.

e. If the fans _____ (not throw) objects onto the pitch, the match _____ (not be) stopped.

f. The boxer _____ (not be) knocked out if she _____ (block) that last punch.

Richmond

3. Read and tick (✓) *True* or *False*.

New message

To leo_14@peer.com

Subject Accident

Hi Leo,

I hurt myself playing tennis yesterday while it was raining, so I'm using my left hand to write this. I was chasing the ball when I slipped on the wet court and landed badly! Sadly, I pulled a muscle in my shoulder and twisted my wrist. The doctor gave me an X-ray, but the good news is nothing was broken. He put a cast on my wrist, so it's really annoying. What a nightmare! If the court hadn't been wet, I probably wouldn't have fallen. And actually, my mum had already told me not to go to practice because of the rainstorm. I guess it's totally my fault. If I'd listened to her, I probably wouldn't feel like this now.

Julia

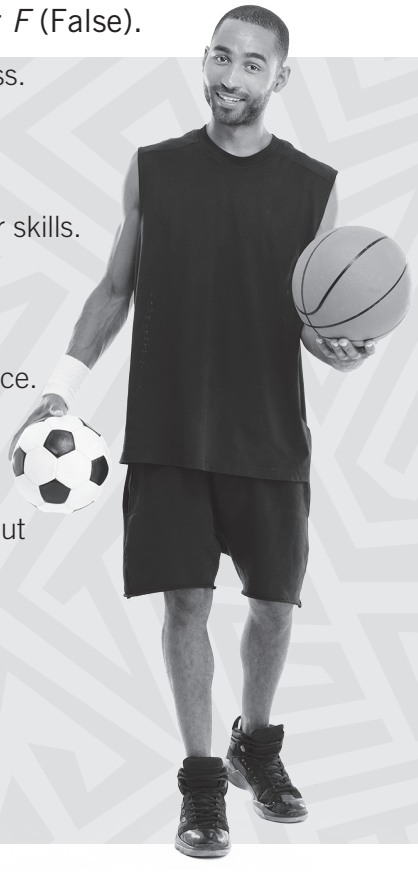
SEND



	True	False
a. Julia hurt her ankle.		✓
b. She hurt her leg and her back.		
c. The doctor took an X-ray.		
d. She didn't break anything.		
e. The doctor put a protective elastic support on her forearm.		
f. She probably wouldn't have fallen over if it hadn't rained.		
g. She listened to her mum's request.		

Language and Function: C

1. Read each situation. Then, decide if sentences 1 and 2 are *T* (True) or *F* (False).



a. The gym teacher let us play the sport of our preference at the end of the class.

1. We had to practise the sport the teacher wanted.	*F*
2. We chose the sport we wanted to practise.	

b. The coach made the team practise for three hours every day to improve their skills.

1. The team had to practise for three hours daily.	
2. The team was allowed to practise for three hours daily.	

c. The trainer made the athletes lift weights to build their strength and endurance.

1. The trainer gave the athletes permission to lift weights.	
2. The athletes were required to lift weights.	

d. Pete's parents let him join the football team despite their initial concerns about his knee injury.

1. Pete was allowed to play football.	
2. Pete had to join the football team, but he didn't want to.	

e. The doctor made the athlete take antibiotics to treat the infection.

1. The doctor suggested the use of antibiotics.	
2. The athlete had to take antibiotics.	

2. Circle the correct options. Then, match the **pronouns** to the person they refer to.

a. Nathaly wasn't lucky at the bat in the previous game. **He** *made* / *let* her swing many times before deciding it was an out. She couldn't hit the ball.

b. Some kids didn't want to wear helmets during their baseball practice, but **he** (*made*) / *let* every player put them on to avoid injury.

c. I didn't want to take my medication because it was awful. But at the end, **she** *made* / *let* me do it because the cough was persistent.

d. The flu symptoms were so obvious that **she** *made* / *let* the student take the test the next class.

e. **He** *made* / *let* the cheerleader stay out of competition for one month, despite her assuring him that she was OK. She was devastated.

- ( ) a mum
- ( ) a choreographer
- (*b*) a coach
- ( ) an umpire
- ( ) a teacher

3. Complete the email with the correct form of the verbs in the box.

- make (x2)
- be allowed
- let
- not be allowed (x2)
- not let

New message

To: annie@toyou.com

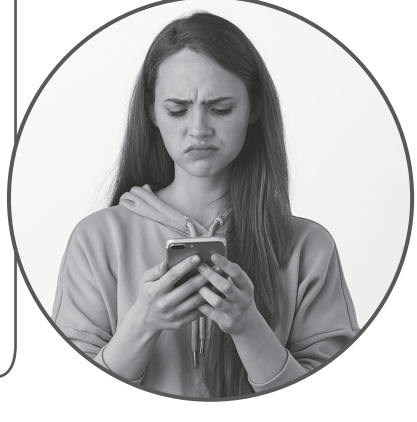
Subject: Back from nightmare

Hi Annie,

I just got back from the tennis camp, and I'm exhausted. Every day, they **(a)** _made_ us get up at 5.00 a.m. and **(b)** _____ us have breakfast until we had made our beds! They were very strict with our diet. I **(c)** _____ to eat any sweets or junk food. They also **(d)** _____ us have cold showers daily (according to them, to build character)! We **(e)** _____ to use our phones occasionally, but we **(f)** _____ to use the internet whenever we wanted. On the last day, they **(g)** _____ us stay in bed until 7.00 a.m., which was a real treat.

Emma

SEND



Q Richmond

Language and Function: D

1. Complete the statements with *so* or *such*.

a. The baseball player had _____*such*_____ powerful swings that he hit five home runs in the game.

b. Stretching before exercising is _____ important that it reduces the risks of injuries.

c. The boxer hit the punchbag _____ hard that it swung wildly from the impact.

d. The weightlifter possessed _____ immense strength that he could lift 130 kilos effortlessly.

e. The basketball player was _____ tall that he could dunk the ball easily.

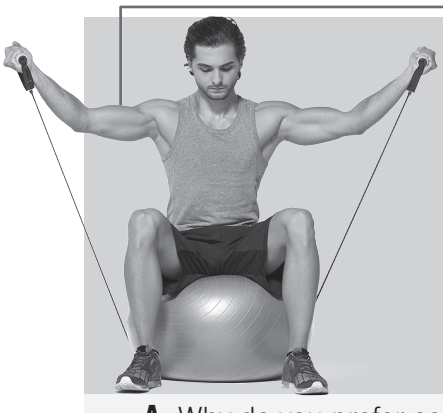
f. The swimmer had _____ excellent lung capacity that he could perform long-distance swims surprisingly fast.

g. The gymnast was _____ flexible that she could execute incredible contortions.

h. The cyclist had _____ incredible endurance that she could pedal for hours without getting tired.



2. Choose the correct options.



A: Why do you like Pilates?

B: Well, I love it *so many* / *so much* because it's a low-impact exercise option that offers significant benefits for my body.

A: What kind of benefits?

B: There are *so many* / *so much* advantages of doing Pilates, for example, you improve strength and flexibility without placing excessive stress on joints.

A: Are there any downsides?

B: Well, buying the necessary equipment is really expensive. But Pilates isn't just an exercise; it's a lifestyle I cherish *so many* / *so much*.

A: Why do you prefer aerobics over other exercise options?

C: Doing aerobics is *so many* / *so much* fun and rewarding because it provides a high-energy workout that boosts my mood and helps me stay fit.

A: How does it help you stay fit?

C: I've noticed *so many* / *so much* positive changes in my body since incorporating aerobics into my routine, including weight loss, improved endurance, and greater overall fitness.

A: Any disadvantages or aspects to be careful about when practising it?

C: Well, there are *so many* / *so much* high-impact movements that may lead to potential injuries or joint discomfort.



3. Complete with *such*, *so*, *so many*, or *so much*.

Cold showers are **(a)** _____ refreshing! They not only wake us up but also give us a burst of energy to kick-start the day.

Plus, if we take cold showers regularly, we can experience **(b)** _____ improvement in our mental wellbeing. The release of endorphins during cold exposure may reduce stress and anxiety levels.

You're right. Cold showers have **(c)** _____ benefits that it's hard to ignore them. Limited research has shown that they can boost our immune system by stimulating the blood cells that fight off infection.

It's amazing the impact that **(d)** _____ a simple practice can have on our health and wellbeing.

Richmond

Listening and Speaking

1. What do you know about parkour? Write *T* (True) or *F* (False).

a. Parkour originated in France and was popularised through social media. *T*

b. Parkour is a water sport that involves riding waves on a board.

c. Parkour is an extreme sport that involves navigating urban environments on a skateboard.

d. Parkour requires physical fitness, strength, and endurance.

e. Parkour is a form of martial arts that focuses on self-defence techniques.



2. Listen and tick (✓) the text that best summarises the podcast.

In this episode, we're bringing you an exclusive interview with a renowned sports doctor who specialises in parkour injuries. Listen in to get expert advice on injury prevention and recovery strategies. ○

In this episode, we're taking a deep dive into the thrilling world of parkour. Join us as we talk to an expert practitioner who will share his experiences and provide valuable insights about the history of parkour and safety techniques. ○

This episode is all about parkour in the city. Discover the best urban spaces and locations worldwide that are perfect for practising parkour. We'll discuss the unique challenges and opportunities of navigating urban environments through the thrilling sport of parkour. ○

3. Listen again and circle the correct answer.

a. How did Adam find out about parkour?
- Reading about it
- Seeing stunts in a film
- Watching parkour videos
- Joining a parkour team

b. What aspects of parkour impressed Adam the most?
- Freedom and creativity
- Discipline and technique
- Adrenaline and risk
- Jumping and climbing

c. Who inspired David Belle to do parkour?
- His father
- Adam Shon
- The Yamakasi
- Top athletes of his time

d. Who were the Yamakasi?
- A group of French parkour practitioners
- A group of Japanese martial artists
- A group of French musicians
- A group of Japanese soldiers

e. What are some of the disciplines that parkour draws on?
- Military training and running
- Gymnastics and rock climbing
- Dance and athletism
- Kung fu and yoga

f. What are some common injuries associated with parkour?
- Sunburn and dehydration
- Broken bones and sprained ankles
- Shin splits and dislocations
- Nausea and blurred vision

4. Research and take notes of some safety precautions parkour practitioners must consider. Then, share with a partner.

Richmond

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

Before reading

1. Rank the following values from 1 (very important) to 5 (less important).

teamwork and collaboration ◯ trustworthiness ◯ perseverance ◯

citizenship ◯ respect and solidarity ◯ fair play ◯

While reading

2. Read the text and do the activity below.

Sports Ethics

The world of sports offers opportunities for social development as well as for the physical and mental wellbeing of individuals. It teaches people how to make decisions, set and achieve goals through discipline, deal with failure and success among other skills crucial for life. However, in the pursuit of recognition, a prize, or victory, participants often navigate between three distinct paths: sportsmanship, gamesmanship, and dishonour. As a result, ethics in sports plays a significant role in assessing the conduct of athletes or players.

The line that differentiates sportsmanship and gamesmanship can be subtle. The former promotes honourable competition, adherence to rules, and graceful acceptance of victory and defeat. Sportsmanship, also known as fair play, represents a genuine love for sport. It values personal success while emphasising fellow athletes' wellbeing. In contrast, gamesmanship involves strategic tactics (physical and psychological) aimed at gaining an advantage over opponents. It has to do with bending or pushing the rules to the limit to achieve a desired result by any means within the confines of what is permitted. Some examples of these tactics are trash-talking or time-wasting. Dishonour, on the contrary, lies on an opposite line since it accounts for the total disrespect of rules.

There is nothing wrong with the desires of sports participants to win. But there is a problem when athletes engage in unethical behaviour. If we understand ethics as a set of rules that dictates the difference between good and bad actions, unethical behaviour is those deeds that are considered improper, dishonest, unfair, or that, in a nutshell, disregard the wellbeing and rights of others. In the field of sports ethics, it is essential to acknowledge that numerous ethical codes exist, varying across different countries, clubs, and organisations. However, there are six key ethical principles that embrace all of them:

a. Label the fragments with the words in the box.

• respect • fairness • caring • citizenship • ~~trustworthiness~~ • responsibility

It is the foundation of ethical behaviour in sports. Athletes prioritise this standard when they avoid cheating or any form of dishonest behaviour to maintain trust within the sports community.

trustworthiness

Game rules and every person involved must be respected. It has to do with refraining from offensive language or gestures, and recognising the efforts and achievements of all participants.

It relates to ownership of one's actions and their impact on others. Athletes should abide by the rules, prioritise physical and mental wellbeing, and seek to balance training, competition, and other life aspects.

It implies athletes should be active and engaged members of society. They can inspire others, serve as positive role models, and embody the values of a good citizen both on and off the field.

In sports, it emphasises empathy, compassion, and concern for the wellbeing of others. Athletes should ensure the wellbeing of teammates, opponents, coaches, officials, spectators, and themselves.

It means treating all participants impartially and ensuring no unfair advantage is gained through cheating, fraud, or any form of discrimination. All participants must accept victory and defeat.

By embracing these six principles, coaches, educators, and organisations can inspire future generations to engage in ethical behaviour within and beyond the realm of sports.

After reading

3. Tick (✓) if the following statements are *True* or *False*.

	True	False
a. Dishonourable behaviour in sports is defined by actions that go beyond bending the rules and involve a total disregard for the wellbeing and rights of others.	✓	
b. Sportsmanship prioritises personal success above the wellbeing and fair treatment of fellow athletes.		
c. Fairness in sports refers to treating all participants equally, regardless of their skill level or experience.		
d. Ethics in sports is exclusively concerned with ensuring the rules and regulations of the game.		
e. Citizenship is the value that represents the pride of the people of a country that has achieved victory in a competition.		
f. Ethics in sports is primarily intended to judge the players' behaviour.		
g. All countries, clubs, and sports organisations around the world work under the premises of the same ethical code.		

4. Correct the false statements in exercise 3.

- _____
- _____
- _____
- _____

5. Decide and write the concept each situation below represents: *S* (Sportsmanship), *G* (Gamesmanship), or *D* (Dishonour).

a. Theresa congratulates her teammate for playing exceptionally. (S)

b. Josh bribes an official to make biased decisions in his team's favour. ( )

c. Mario volunteers his time to coach young athletes. ( )

d. Emma intentionally sabotages her opponent's equipment before a match to give herself an unfair advantage. ( )

e. Sarah intentionally dives onto the pitch, pretending to be fouled in order to deceive the referee. ( )

f. John complains and disagrees with the referee's decisions but accepts and respects them. ( )

g. Juana intentionally trips an opponent during a football match without any serious consequence for her adversary but manages to gain a better position. ( )

h. Paul takes two different supplements to enhance his performance. None of the supplements have got any prohibited substances. ( )

i. Tom explains to the press that their defeat happened because the team had communication problems, which they hope to deal with in the next game. ( )

6. Pair work. Discuss which of the six ethical principles are promoted, bent, or ignored in the situations above.

Writing

7. In your notebook, write about a sports situation in which you have either witnessed or experienced ethical or unethical behaviour.

Richmond

Vocabulary Review

1. Circle the odd word and explain.

a. rugby	baseball	(monopoly)	football	*It's not a sport.*
b. bat	player	helmet	net	
c. sing	pass	tackle	dribble	
d. pitch	court	stadium	classroom	
e. sprain	dislocate	sleep	hurt	
f. bend	jog	eat	lift	

2. Write two examples for each prompt.

a. Two body parts you can dislocate: *knee* , _____

b. Two body parts you can scrape: _____ , _____

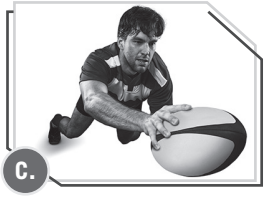
c. Two body parts you can break: _____ , _____

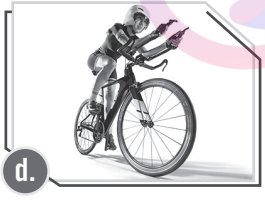
d. Two body parts you can sprain: _____ , _____

3. Look and circle four sports and four exercising disciplines.









p	i	l	a	t	e	s	w
b	d	a	e	f	h	f	e
r	j	i	r	l	f	a	i
u	h	f	o	d	o	a	g
g	f	g	b	j	o	ñ	h
b	c	y	i	c	t	e	t
y	s	h	c	k	b	l	l
b	o	a	s	e	a	y	i
f	c	g	d	f	l	j	f
v	s	b	a	n	l	d	t
c	r	i	c	k	e	t	i
i	r	c	y	c	l	i	n
c	y	c	l	i	n	g	g









4. Complete with the correct verbs from the box.

a. Make sure to *breathe* deeply when you're running a marathon.

b. After a long run, it's a good idea to _____ to prevent injuries.

c. The footballer managed to _____ the ball into the net.

d. Can you _____ that heavy barbell? It looks like it weighs a lot!

e. It's important to _____ your knees when you land from a jump.

f. Long-distance runners _____ for an hour before breakfast.

g. If you _____ too quickly while skiing, you may lose your balance.

h. Golfers try to _____ the ball with precision to get a hole in one.

i. Always remember to _____ your hamstrings after cycling.

- ~~breathe~~
- turn
- hit
- stretch (x2)
- bend
- lift
- jog
- kick

Richmond

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