

Grammar

The language of comparison

1 Look at the photographs and then write sentences comparing them, using the comparison words in brackets.

- 1 (*less*) *The people rafting are having a less relaxing time.*
- 2 (*much*)
- 3 (*not so*)
- 4 (*fewer*)
- 5 (*a great deal*)
- 6 (*by far*)

2 **▶ 16** Read what a student said about the photographs and then complete the gaps, using the conjunctions and adverbs in the box below. You will need to use some of them more than once. Then listen and check your answers.

although but despite even if however ~~whereas~~

The people in the top picture look as though they're having to work really hard. That's probably because white-water rafting tends to be a very serious hobby (1) ~~whereas~~ rowing can be enjoyed by anyone. Some people won't agree with that, (2), because they'll say you can be very serious about rowing too. I just mean that anyone can go rowing on a lake (3) they haven't made any preparations, (4) it's more important to plan properly if you go rafting. The weather can change suddenly in the mountains and it doesn't look very good in this picture. They seem to have decided to go rafting (5) the bad weather (6) maybe it wasn't like that when they started. These people must have planned their trip properly as they seem to have the right equipment with them.

(7) rafting can be quite dangerous, some people have been known to attempt it without the right equipment. I've only ever been rafting once – we didn't have all the right things and I got really scared. After that, I decided rafting wasn't for me. I wouldn't go again (8) you paid me!



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Vocabulary

Word building

- 1 Read this short article about allergies and then put the words in brackets into the correct form.

Allergies: their causes and treatment

The number of people in Britain receiving a new (1) *diagnosis* (*diagnose*) of allergies such as asthma, eczema and hay fever is increasing by five per cent every year.

There is some (2) (*evident*) to show that Britain's (3) (*obsess*) with rules and regulations to ensure cleanliness in the home, supermarket and workplace is reflected in the number of allergy (4) (*suffer*). One theory is that we have far less (5) (*expose*) to dirt and germs during childhood than we used to have, so our bodies do not have the opportunity to develop a (6) (*resist*) to allergens. While we may look down on the totally (7) (*hygiene*) approach to food and general living which people had in the past, there are some lessons we could learn today by maybe being a bit less (8) (*caution*).

Nobody would dispute the importance of (9) (*clinic*) advances. These include vaccinations given routinely to children, which have given several generations (10) (*free*) from anxiety about catching some life-threatening diseases. However, despite the obvious benefits of protecting against some diseases, vaccinations for less serious diseases can be (11) (*controversy*). Discussion continues over whether they actually (12) (*weak*) our immune systems and are being given (13) (*necessary*) for diseases which are not dangerous. In the meantime, a whole industry has developed around preventative medicines which are very (14) (*effect*) in treating allergies.

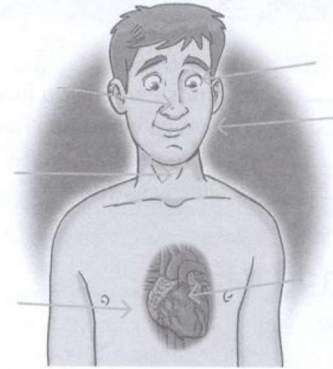
Adjectives followed by prepositions

- 1 Write the correct preposition in each sentence.

- I'm not familiar *with* Sydney so I can't recommend the best places to go.
- I'm always extremely generous my brother.
- I'm not very tolerant people who talk loudly on their mobiles in the train.
- Sarah isn't capable cooking a meal for everybody without help.
- My parents are hopeless art but my sister and I are both artists now.
- Simon has lived in Finland and is very knowledgeable the country's history.
- Paul is very efficient making travel arrangements.
- I suddenly became aware someone standing next to me.

Expressions with parts of the body

- 3a Choose a part of the body to complete these idiomatic expressions. Use some of the words more than once.



- I knew the children shouldn't play in the trees but they were having such a good time I turned a blind *eye*
- Every time I read that poem it brings a lump to my
- She leaves the country and breaks his at the end of the film.
- By doing two jobs I manage to keep my above water.
- I had to get it off my and tell my friend what was annoying me.
- He's in the public so has to be careful what he says and to whom.
- She turned her up at the restaurant I had chosen as it wasn't in a smart part of town.
- After not getting anywhere with her applications to drama school she lost and decided to be a lawyer.

- b Now match each idiomatic expression above to its meaning.

- | | |
|--|----------------------|
| A to stop believing you can succeed | <i>8</i> |
| B to have just enough money to live on | |
| C to tell someone something that's concerned you for some time | |
| D to not accept something which you think is not good enough | |
| E to make someone else feel very sad | |
| F to be famous and often featured in the media | |
| G to choose to ignore something | |
| H to make you feel a strong emotion | |

Illness and health

4 Choose a verb from the box to complete each phrase.

blow catch clear develop feel fracture hold
lose pull ~~suffer~~

- | | |
|---|---|
| 1 to suffer from asthma | 6 to a bone in your wrist |
| 2 to your nose when you have a cold | 7 to a cold from someone |
| 3 to your voice when you have a sore throat | 8 to your throat before you speak |
| 4 to your breath underwater | 9 to a muscle while running |
| 5 to an allergy suddenly | 10 to a sharp pain in your knee |

Writing | Part 2

A letter

1a Match the phrases on the right to a function on the left. Some functions have more than one phrase.

giving an opinion	A to summarise
persuading	B some people argue that ... but others
summing up	C in my point of view
comparing and contrasting	D I would be grateful if you could let me know
recommending and advising	E the benefits of doing this are
asking for advice or help	F I would be more than happy to
making an offer	G the main advantage for you is
describing	H in conclusion,
	I on the one hand ... (on the other hand)
	J it would be a good idea to
	K I would like to know what
	L I think it would definitely
	M is an essential feature of

b Read the letter.

- Who is Tina Brown?
- Why is she writing this letter?
- What does she hope to achieve?

c Use some of the phrases above to complete the gaps.

Dear Sir/Madam,

I am writing on behalf of all members about the extremely poor state of the showers and changing rooms at the tennis club. **(1)**^K..... you intend to do about them.

At present everything is in a very dilapidated condition, and the supply of hot water is constantly running out. In our opinion, **(2)** completely refurbish the showers. **(3)** that current members will be much more content with the facilities, while in addition, having state-of-the-art showers and a pleasant décor **(4)** any club hoping to attract new members in competitive times.

I appreciate that **(5)** the refurbishment will require major investment, but on the other there are long-term benefits, both financial and practical. I would have to say, however, that **(6)** putting an end to the constant flow of complaints you receive from us all.

(7) when the management committee will be able to discuss these matters. Please note that **(8)** come and discuss them with you if it would be helpful. Most of the players at the club live locally, and wish to continue their membership.

Yours

Tina Brown

Reading and Use of English | Part 6

You are going to read the views of four scientists on the effects of sport participation on young athletes. For questions 1–4, choose from texts A–D. They may be chosen more than once.

Sport: A Positive Influence

Four scientists report on the findings of their investigations into the well-being of young athletes

A

The young athletes interviewed seemed emotionally resilient and able to cope with the pressures of the training and performance environments. In this they appeared helped by their family environment and parental interest, with very few of them experiencing persistent tension or anxiety about the prospect of training or competing. Furthermore, the rate of self-reported psychological illness was lower amongst these athletes than in the general population, which must relate to the cohesion which is an obvious characteristic of athletic families. It is not possible to say whether young athletes enter and persist in sport because of their positive family and psychological characteristics, or whether the reverse is the case, with involvement in sport having a positive effect on mood and family function. Nonetheless, as all athletes know, close attention to diet and nutrition is a prerequisite and makes an obvious contribution to well-being.

B

My findings suggest that intensive training had a significant effect on the young athlete and his or her family where leisure time and friendships were concerned. These youngsters devoted a considerable amount of free time to training, but not to the extent that it affected their ability to make and retain key relationships. Training was seen as a positive aspect of their lives rather than increasing their stress levels. In addition, the advantages of intensive training to physical health appeared major, with young athletes rarely experimenting with smoking and eating sensibly being the norm. Unfortunately, because of the cost of accessing sports programmes, it appeared that the positive gains were not equally open to all classes and family types. However, young athletes perceived their families to be more supportive and more willing to embrace change than youngsters who were not participating in sport.

C

Rates of emotional and behavioural problems within a population of young athletes and a group of control youngsters were compared in our survey. Over two-thirds described their daily health as above average, with few actually experiencing poor health. Tension levels, however, were higher among young athletes who feel the pressure on them but they are well trained to handle this. The pattern of medication use and symptom reporting does suggest some degree of physical illness, but certainly not to the extent that it significantly affected general health status. One could conceivably go as far as to speculate that young athletes have more resilience to illness and infection than those who are non-participants; it is however, not known whether this is because of the social incentives and reinforcement practices of the coach or parent involved, or because intense sporting activity in fact affords a measure of protection from illness.

D

As we sampled our sports group, we found that two-thirds of them described their health as significantly above average. Very few appeared to experience poor health during the study. Most interestingly, many young athletes reported a minimal amount of nerves or anxiety during training. Those who had this reaction experienced only the mildest of symptoms, usually characterised by feelings of restlessness. Additionally, the close family environment played a pivotal role in protection against psychological illness. Interestingly, the athletes perceived their families to be closer, more nurturing and more adaptable in their approach than did a comparable group of youngsters. However, some concern was felt about athletes' siblings, who occasionally struggle to accept the success of an elite athlete within the family and may even on occasion feel neglected by parents.

- Which writer expresses a different view from the others about the psychological effects of participating in a sport?
- Which two writers express uncertainty about the relationship between two factors?
- Which writer shares writer A's view that participating in sport encourages the adoption of a healthy lifestyle?
- Which two writers express a similar view on the flexible attitudes found in athletes' families?

Listening | Part 2

▶ 17 You will hear a sports trainer called Bradley Robbins talking to a group of sports science students about his job with a professional basketball team. For questions 1-8, complete the sentences with a word or short phrase.

TRAINING A BASKETBALL TEAM

Bradley says that lack of 1 causes most problems in a team.

From his studies, Bradley finds what he learnt about the 2 particularly useful.

Bradley finds injuries to players' 3 are the most common.

Bradley dismisses most of the new ideas about ways of increasing 4 as unhelpful.

Bradley says exercises focusing on improving 5 are the most effective.

Bradley advises players about 6 to help them recover after a match.

Bradley tries to match his approach to the particular 7 in the team.

According to Bradley, it is absolutely essential to have a 8 if you want to succeed as a trainer.

