

Lucky break?

9

Vocabulary

sport and competition

1 Complete the text with the words in the box. There are some words you do not need to use.

charm opponents mascot stamina rivals medallist
laid-back coach referee scuba diving gymnast
athlete track training championships competitive

I started doing rhythmic gymnastics when I was a small girl. I suppose you could say I'm a fairly good **(1)** now. I've taken part in the national **(2)** though I've never won a medal or anything like that. My sister, on the other hand, is a really world-class **(3)** She specialises in **(4)** events like the 800 metres and was a silver **(5)** at the last Olympics. Her **(6)** says she's just more **(7)** than some of her **(8)** When she's not **(9)** or competing she's actually pretty **(10)** especially when we're on holiday. We usually go to Tenerife and we both love **(11)** off Octopus Cove there. Naturally, we take our Yorkshire terrier, Tiger, with us. He comes along when we compete too. We wouldn't be able to do it without him. He's our lucky **(12)**

Reading

Gapped text (Part 6) ► CB page 88

1 You are going to read an article from a sports science magazine. Six sentences have been removed from the text. Read the article and the sentences quickly and choose the best title.

- 1 What it takes to win a race
- 2 Why athletes get tired
- 3 Mind over matter is the key to success

2 Read the article and the sentences again. Choose from sentences A–G the one which fits each gap. There is one extra sentence which you do not need to use.

- A If you did accumulate too many chemicals in your muscles that too would be very dangerous.
- B What they will tell you is that athletes tire when something in their physiology fails, causing them to stop or slow down.
- C That simplifies things far too much.
- D But there is another theory which gives the brain a much greater role.
- E Everyone who has ever run in the heat will tell you that you actually start *more slowly*.
- F We still don't have an answer to that question.
- G How is this possible?

We've all seen it: a runner or cyclist looks exhausted, he seems to be struggling to even get to the end of the race, his face a mask of agony. And then suddenly he speeds up in the final 400 metres, sprints to the finish line and wins.

1 And if the runner or cyclist had that 'reserve capacity' all along, why did he not speed up 800 metres before the end? Why not two kilometres? Why didn't he maintain that speed throughout the race?

Conventional theories can't really answer these questions. 2 The failure can be a failure to supply enough oxygen to the muscles, failure to keep levels of 'poisonous' chemicals down or a failure to lose heat, causing the body temperature to rise too high. Once this failure point is reached, the athlete must slow down or stop altogether. The key point is that the origins of fatigue lie in the muscles.

3 Called the 'Central Governor' theory, the idea is that during exercise, the brain regulates performance to balance all the body's physiological systems. Fatigue, or the slowing down in pace, is the result of this regulation, which happens before any physiological 'failure' can occur. Therefore, rather than slowing down as a result of lack of oxygen, high body temperatures, high chemical levels and so on, you slow down in order to prevent them.

In this alternative theory, performance and fatigue are regulated to prevent the potentially harmful limits from being reached. If your body temperature rises above 41 degrees, you'd stop and be in serious trouble. 4 But when exercise takes place, neither of these things happen because the brain is in control, and it regulates the body specifically to protect against that damage.



This theory is controversial but there is evidence to support it. Let's say you run a 10km race at sea-level and in cool temperatures. Your time is forty minutes, giving you a speed of four minutes per kilometre. But if I put you in Beijing in the summer time, where it's 35 degrees, and humidity is 60 percent and I make you run that same 10 km race, immediately your time of forty minutes is under threat. You might be lucky to do forty-two minutes in these 'extreme' conditions.

The important question, however, is: when do you first slow down? 5 In fact, it takes less than twenty seconds for your body to 'decide' to run more slowly than usual. It happens so early that nothing is different, except for your sensation that it's hotter. That sensation, then, seems to be key. But it can't be that you are already overheating within the first thirty seconds, or even two minutes of your run. So how, then, do you 'decide' to slow down? The answer is that your brain tells you to. So is fatigue all in the mind then? 6 Mental strength and willpower are part of the answer, but they never beat physiology. You cannot commit suicide by holding your breath, and the same goes for exercise: physiology wins the day, every day, but with the help of the brain.

3 Complete sentences 1–6 with the correct form of the words underlined in the article.

- 1 The referee to send her off in the second half of the match but in the end he only gave her a yellow card.
- 2 He was suffering from heat and had to abandon the race.
- 3 He regretted his to retire from professional tennis and made a come-back last year.
- 4 The team suffered so many disastrous that a lot of their fans stopped going to see them play.
- 5 Many sports stars took drugs they believed were only to discover later that they had done permanent damage to their health.
- 6 When it comes to sports injuries, is always much better than cure.

Vocabulary

collocations: success

► CB page 89

1 Cross out the word or phrase that does **not** collocate with the verbs in bold.

- 1 have** a bad day/a vicious streak/a brilliant sporting career/an enormous effort
- 2 fulfil** a lifelong ambition/her early potential/an important obligation/a good deed
- 3 set** a strong demand/a reasonable target/a high standard/a clear limit
- 4 make** a go of something/a good try/a favourable impression/a serious attempt
- 5 overcome** considerable obstacles/anxiety/a sporting rival/a difficult past

2 Underline the correct alternatives to complete the sentences.

- In sport it's vital to know how to cope *with/for/to* success as well as failure.
- She just couldn't face *out/up/on* to the fact that her sporting career was over.
- He's taken *in/on/after* some new challenges and has really improved his game.
- She decided to focus *at/in/on* improving her serve and backhand.
- Our national team are going *for/at/to* three gold medals in the athletics at the next Olympics.
- He was so exhausted he gave *in/on/over* to an overwhelming urge to stop and rest.


Speaking

Discussion (Part 4): compensation strategies

► CB page 90

1 Look at compensation strategies 1 and 2. Would you use them to a) give you time to think or b) stop the other candidate from interrupting you?

- 1 Well, it's difficult to say ... 2 OK, let me see ...

2  **18** Two students are discussing some questions in Paper 4, Part 4. Listen and complete their conversation.

E = Examiner, D = David, S = Sara

E: Do you think luck is important in life?

D: (1) Well, I always wish my friends good luck before an exam or job interview so I suppose that does mean I believe in it to some extent. What about you?

S: Me too – and I really believe it makes a difference. I always carry a – I'm not sure how to say this in English – it's a little thing that is supposed to be lucky. It's a silver bead that my grandmother gave me. If I did an exam without it, I know I would fail.

D: (2) that you actually think it affects your success in the exam?

S: Well, yes. I do.

D: Well, I suppose I do too now I come to think of it. I have things I always do like wearing the same socks and walking on the same side of the street on the way to the exam.

E: How much does luck contribute to success in sporting events?

D: (3) but not so much, in my opinion. (4) other things are more important like – I can't remember the word – how well you can do things like hit the ball or passing in football.

S: But in tennis, for example, you often see that for one player the ball hits the top of the – what's it called? – you know, the long thing that divides the court into two halves – and the ball doesn't go over. That's to do with luck if you ask me.

D: So you think luck is more important?

S: No, not always. (5) that in some sports it can play quite an important role. I'm very superstitious. There are a lot of things that I avoid doing, like stepping on the lines on the pavement or walking under those things that you use to climb up to paint the house – and if I do my English friends tell me to say 'bread and butter'!

D: Why?

S: (6) it's supposed to stop anything terrible happening to you.

D: But perhaps some superstitions are logical.

S: What do you mean?

D: (7) that sometimes there really is a danger. For example, the painter could drop something and it could fall on you and cause some kind of harm or damage to you physically.

E: Do superstitions ever stop people doing things they might enjoy or benefit from?

D: (8) enjoy?

E: Yes.

D: (9) I suppose they do but I would never decide not to go on a trip or something because it was on the thirteenth of the month.

S: (10) that if you go to the airport and the airline gave you seat 13D on the plane you would still go?

D: Well, I might feel a bit ... not exactly afraid but kind of a bit worried and uncomfortable but it wouldn't stop me flying.

3 Match the underlined paraphrases the students used in Activity 2 with words 1–6.

- 1 ladders 2 skill 3 uneasy 4 injury 5 good luck charm 6 net

Grammar

conditional forms (I) ▶ CB page 91

1 Match sentence beginnings 1–6 with endings A–I. There are some endings that you do not need to use.

- 1 If I play tennis with you on Saturday afternoon,
- 2 If I spend too much money every month,
- 3 If I moved to live in another country,
- 4 If I drink too much coffee,
- 5 If I go to the disco on Saturday night,
- 6 If I walked under a ladder,

- A I find it difficult to sleep.
- B I would have a lot of bad luck.
- C I am not able to pay my credit card bill.
- D I will get a job more easily.
- E I would be able to go out with my friends.
- F I would miss my family a lot.
- G I will probably meet a lot of my friends there.
- H I can't have a good time.
- I I will not have time to go out in the evening.

2 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 1 You can't smoke in restaurants without getting into trouble.

SMOKE

If you get into trouble.

- 2 The only thing stopping me doing my homework is that I don't have my dictionary here.

IF

I I had my dictionary here.

- 3 It's going to rain so you are sure to get wet.

IT

If get wet.

- 4 I am not very good at typing but it would be useful for my job if I could do it.

WERE

It would be useful for my job if at typing.

- 5 People often find it difficult to concentrate in noisy places.

THEY

When people often find it difficult to concentrate.

- 6 I refused to swim when the sea was rough.

NOT

If the sea was rough I swimming.

Listening

Multiple choice (Part 4)

▶ CB page 92

1 ▶ 19 You will hear a radio interview with Carol Johnson, a successful young racing cyclist. For questions 1–7, choose the best answer (A, B or C).

- 1 Why did Carol start cycling?
A Her parents encouraged her.
B A younger person made her jealous.
C She wanted to do something better than her friend.
- 2 How does Carol describe herself?
A too competitive
B very quiet when she's working
C different from some other athletes
- 3 Carol thinks that her training programme is
A hard and not very enjoyable.
B the key to winning all the time.
C important for the right mental attitude.
- 4 What does Carol say about the attitude of other sportspeople?
A They are less confident than they appear.
B They are often self-centred.
C They are driven to succeed.
- 5 What is Carol's attitude to luck?
A It's more important than anything else.
B It's balanced by practical techniques.
C It's limited to certain aspects of racing.
- 6 How does Carol feel about the media?
A It is an unnecessary part of her sport.
B It is difficult to deal with sometimes.
C It stops her getting financial support.
- 7 What advice does Carol have for young cyclists?
A Keep things in perspective.
B Plan for life after sport.
C Enjoy your success.

2 Match 1–6 with A–F to make collocations.

- | | |
|-----------|------------------------|
| 1 ride | A about an achievement |
| 2 boast | B a goal |
| 3 take up | C a bike |
| 4 keep | D your best |
| 5 achieve | E your mouth shut |
| 6 do | F a new sport |

Use of English

Word formation (Part 3)

► CB page 93

1 Use forms of the word *compete* to complete sentences 1–4.

- Sandra is a fantastic She never gives up.
- He won an underwater photography The prize was a scuba-diving holiday in Thailand.
- Denise says that she isn't a person but she hates to lose.
- Those new exercise machines are quite priced. I think I might get one.

2 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.

Do we make our own luck?

We all rely on an element of luck to get by, but where does it come from and why do some people appear to be (0) consistently lucky or unlucky?

Richard has spent years investigating this and says it's not (1) or psychic ability that matters but a person's approach to life. He has some advice for people seeking an (2) in their luck.

'If you expect to be (3), then sadly you often will be. Accept that bad luck will happen but turn it around by imagining how things could have been worse and looking for (4) to a problem.'

So the secret is learning to look at life (5), Richard now runs courses, helping people to change their mindset. Trish says that before attending the course she was prone to (6) in her personal life. Now she has a more positive outlook. Since changing her (7), by not looking for bad luck, she feels luckier.

So those (8) people who keep telling us to cheer up and look on the bright side may be right after all!

CONSISTENT

INTELLIGENT

IMPROVE

FORTUNE

SOLVE

DIFFERENT

HAPPY

BEHAVE

ANNOY

Grammar

third conditional ► CB page 95

1 Complete sentences 1–8 with the correct form of the words in the box. There is one word you do not need to use.

win give know go out buy make be see meet

- You the match easily if you had practised hard enough.
- If I how much fun surfing is, I'd have started doing it years ago.
- If you had bought a laptop from that store in town, they you a free smartphone.
- If I'd realised the film was on television last night, I with friends.
- If I hadn't gone on holiday to France last year, I Sue.
- If I more money when I was younger, I would have been able to buy a house by now.
- I Mike at the party if I had arrived earlier but I'm not sure whether he was there.
- I the car if it had been cheaper, though I'm not sure.

2 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- Given more time, I'd have been able to finish all the work.
HAD
If I, I'd have been able to finish all the work.
- Jo would have been very upset if he hadn't had an invitation to our party.
NOT
If we to the party, Jo would have been very upset.
- George turned up late for the meeting because his alarm didn't go off.
IF
George would not have been late for the meeting off.
- It's very unfortunate that the referee didn't give a penalty as the team would have won the game.
LOST
It's very unfortunate; if the referee had given a penalty, the team the game.
- It's lucky that I have got a car otherwise I'd have to use the bus.
GOT
If a car I'd have to use the bus.
- I didn't have the right tools to finish the job, so I had to leave it.
HAD
If I'd had the right tools to finish the job, I leave it.

Writing

Essay (Part 1) ► CB page 96

- 1** Look at the task below and read the plans (A and B) two students wrote. Which plan matches the essay?

In your English class you have been talking about how luck influences success in sport. Now your English teacher has asked you to write an essay.

In many sports, luck is sometimes more important than skill or physical fitness. Do you agree with this?

Notes

Write about:

1 luck

2 skill

3 (your own idea)

A

Introduction: repeat the statement in the title in different words

Paragraph 2: luck is more important (example)

Paragraph 3: skill is more important (example)

Paragraph 4: motivation plays an equal part (example)

Conclusion: summarise main points and give my opinion

B

Introduction: Say whether I agree or disagree with the statement in my own words.

Paragraph 2: Arguments to support my point of view with examples.

Paragraph 3: Arguments to support the opposite point of view with examples.

Paragraph 3: Arguments to assess both points of view.

Conclusion: Sum up and repeat my point of view in different words.

- 2** Choose phrases from the box to substitute underlined words in the essay. There is one extra phrase you do not need.

many people claim that we can easily see
this can be said of nevertheless
in conclusion it is my view that
in contrast as an illustration of this point

- 3** Put the instructions for planning and writing an essay A–E into the correct order.

- A Check carefully for mistakes with spelling and grammar, especially verbs and conditionals.
B Choose one of the plans from Activity 1 (they are both good plans).
C Write your essay.
D Make notes of ideas and reasons for the ideas in the task.
E Think of your own ideas.

- 4** Read the task below and write your answer. Use 140–190 words.

In your English class you have been talking about sport in school. Now your English teacher has asked you to write an essay.

Not all schools have sport as a compulsory subject. Do you think this is a good thing?

Notes

Write about:

1 health

2 new interests

3 (your own idea)

(1) It is often said that luck is the most important factor in sporting success and it has more influence than physical fitness and skill.

There are aspects of sport where luck plays a part. Let's take a penalty kick in football (2) as an example. A goalkeeper who moves in the same direction as the ball and stops it going into the goal has probably just been lucky rather than skilful.

(3) It is clear, (4) on the other hand, that skill and fitness contribute most to success in many other circumstances.

(5) This is true of tennis, for example. If a ball hits the net, is it because a player is unlucky? The player himself would probably say he had made a mistake and his skill was not good enough.

The last factor in success is motivation; a runner who is really determined to win trains harder and then tries harder than other competitors, and so wins races.

(6) To sum up, although luck does occasionally influence the outcome in some sports, (7) in my opinion, there is simply no substitute for skill, fitness and determination.