

# 3 Active lives



## IN THIS UNIT YOU

- talk about the reasons for doing sport
- read about how athletics is saving Africa's lions
- learn about runners
- watch a TED Talk about swimming at the North Pole
- write an opinion essay about sport



## 3A Pushing the limits

### VOCABULARY Sports

1 Work in pairs. Look at the photo and read the caption. Discuss the questions.

- Why do people do sports like this?
- Have you ever done an 'extreme sport'? Would you like to try this sport? Why? / Why not?

2 Put these words into the correct category. Use a dictionary if necessary. How many more words can you add to each category?

bounce	climbing	coach	court	diving
gymnastics	karate	kick	net	opponent
pass	pitch	referee	rink	rope
sailing	spectator	the 100-metre sprint	throw	track

Sports	People	Places	Equipment	Actions
climbing				

3 Write five sentences about sports using the words in Exercise 2.

*In tennis, you have to hit the ball to your opponent's side of the court.*

4 Match these verbs with the words and phrases they collocate with.

achieve	beat	do	encourage	go
play	represent	score	train	win

- 1 a prize / a trophy / the gold medal
- 2 climbing / sailing / cycling
- 3 golf / tennis / an important role
- 4 gymnastics / yoga / your best
- 5 people to work as a team / children to exercise more
- 6 for the event / before the race / hard
- 7 your goal / your personal best / your ambition
- 8 your school / your country / the team
- 9 a goal / ten points
- 10 your opponent / the champion

5 Work in pairs. Read the statements (1–6). Which sport (or sports) are the statements about?

- 1 The pitch is where I meet all my friends. And I **feel proud** when I'm **representing my club** in tournaments.
- 2 Being out in my boat **gives me a real sense of freedom**. It's always played an important role in my life.
- 3 When I'm up a mountain, it's about **pushing my own limits**, not winning trophies or breaking records.
- 4 I'm doing it to **raise money** for a children's charity. I've been training for months, but I've still got a long way to go!
- 5 I want to **encourage** the younger players to have some fun on the court.
- 6 To be honest, I don't enjoy it much – it's quite boring. I only do it to **keep fit**.

6 MY PERSPECTIVE

Do you do any sports for the reasons in bold in Exercise 5? What other reasons can you think of for doing sport?

Bike base jumping in Canyonlands National Park, Utah.




Ashima Shiraishi on *Slashface*, a V13 bouldering problem in Hueco Tanks State Historic Site, Texas.

## LISTENING

7 Look at the photo of a young climber, Ashima Shiraishi, and read the caption. What do you think the V scale measures?

8 Listen to a podcast about Ashima. Answer the questions.  15

- 1 Why does she enjoy climbing?
- 2 What has she achieved?

9 Listen again. Are these sentences true (T) or false (F)? How do you know?  15

- 1 Ashima started climbing when she was a teenager.
- 2 She has been a professional climber for a year.
- 3 She always uses ropes when she climbs.
- 4 She has climbed in several countries, including Japan and South Africa.
- 5 She is the only female athlete to successfully climb a V14 problem.
- 6 She is the youngest person to successfully climb a V15 problem.
- 7 She recently had an accident, but it hasn't stopped her climbing.
- 8 She does her homework late in the evening because she has to train hard.

## GRAMMAR Past simple and present perfect

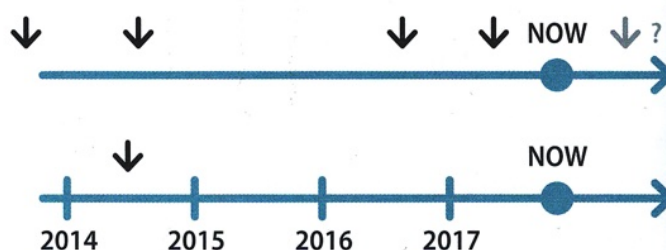
10 Read the extracts from the podcast in the Grammar box. Underline the verbs in the past simple and circle the verb in the present perfect.

### Past simple and present perfect (1)

- a Ashima has travelled to many countries looking for more and more difficult climbs.
- b In 2014, she went to South Africa and completed the 'Golden Shadow' problem.

11 Answer the questions about the sentences in the Grammar box.

- 1 Is it clear when Ashima travelled to *many countries*? Is it important here?
- 2 Do we know when she went to South Africa? Is it important here?
- 3 Which timeline illustrates sentence a? Which timeline illustrates sentence b?





### Past simple and present perfect (2)

- a Ashima discovered climbing at the age of six, and she's **loved** it ever since.
- b She **has travelled** to many countries in her young life looking for more and more difficult climbs.
- c She's just **achieved** an even more amazing record.
- d Earlier this year, Ashima **climbed** 'Horizon', a V15 climb in Japan.
- e Shortly after that, she fell and injured her back, but she **has recovered** and is now climbing again.

### 12 Match the sentences (a–e) in the Grammar box above with the rules (1–5).

#### Past simple

We use the past simple to talk about:

- 1 completed actions in the past. The time is often stated, e.g. *last week, yesterday, in 2017*, etc.

#### Present perfect

We use the present perfect to talk about:

- 2 actions which started in the past and continue to the present. We often use *for* and *since* to say how long the action has continued.
- 3 actions in the past which are connected to a present situation.
- 4 past experiences, when the exact time isn't stated. Any time expression is connected to the present, e.g. *until now, never, in my life*.
- 5 recent actions when the exact time isn't stated. We often use *just* to emphasize that it happened very recently.

Check your answers on page 132. Do Exercises 1 and 2.

### 13 Choose the correct options to complete the text.

Speed climbing is a race against the clock. Climbing as a sport (1) *was / has been* around for a long time, but competition speed climbing (2) *became / has become* popular only a few years ago. Competitors try to climb a fifteen-metre wall as quickly as they can. When they reach the top they must hit a button to stop the clock.

When the sport (3) *started / has started*, climbers (4) *used / have used* walls with different heights and holds but, since 2007, all the walls (5) *were / have been* exactly the same. The men's world record holder is Danyil Boldyrev, who (6) *broke / has broken* the record with a time of 5.6 seconds in 2014.

Competitive climbing (7) *wasn't / hasn't been* in the last Olympic Games, but the organizers of the Games (8) *just accepted / have just accepted* it as a sport for the 2020 Tokyo Olympics.

### 14 Put the verbs in the correct form of the past simple or present perfect to complete the conversations.

- 1 A: (you / play) tennis recently?  
B: No. I (injure) my arm in March, and I (not / play) any sport since then.  
A: That's a shame. When I (see) you in the competition last year, you (be) really good.
- 2 A: What sports (you / do) when you were younger?  
B: Lots of different ones – football, volleyball, swimming. I (always / love) sport.  
A: So what do you do now?  
B: (I / just / start) mountain biking. That's my latest interest.
- 3 A: (you / ever / win) a medal or trophy?  
B: Yes, several times. I (play) baseball for several years, and my team is quite good.  
A: Wow! I didn't know that.
- 4 A: (you / ever / do) karate?  
B: No, but I'd love to. A friend (try) it last year, and he (enjoy) it.  
A: It's not something that (ever / interest) me.
- 5 A: (you / watch) any matches yet this year?  
B: No, I haven't. But my dad (go) to all of them.

### 15 Work in pairs. Talk about your own experiences of sport. Use the questions in Exercise 14 to help you, and continue the conversation.



## 3B Conservation through sport

A Maasai warrior competes in the high jump event during the Maasai Olympics at the Sidai Oleng Wildlife Sanctuary, Kenya, in 2014.

# Can athletics protect AFRICA'S LIONS?

### VOCABULARY BUILDING Phrasal verbs

#### 1 Underline the phrasal verb and its synonym.

- 1 More and more people are taking up capoeira. People often start doing it after seeing it in the street.
- 2 If you don't want to participate now, you can just watch, and join in another time.
- 3 Even professional athletes warm up before running. Our bodies need time to prepare for sport.
- 4 I wanted to keep up with the main group of runners but it was impossible to stay with them.
- 5 Surprisingly, he's knocked out the world number two and could beat the world number one in the final!
- 6 On Sunday, Ghana take on Ivory Coast. Can they challenge them for a place in the quarter-finals?
- 7 I gave up tennis in 2015. I had to stop playing because of a hand injury.
- 8 I don't exercise much during the week, but I work out at the gym on Sundays.

#### 2 Complete the questions with the correct form of a phrasal verb from Exercise 1.

- 1 Do you like to \_\_\_\_\_ sports, or do you prefer to be a spectator? Why?
- 2 Has your team ever \_\_\_\_\_ a better team?
- 3 If you could \_\_\_\_\_ a sport, what would you try? Why?

4 What sports have you \_\_\_\_\_? Why did you stop?

5 What's the best way to \_\_\_\_\_ before running?

6 Do you ever go to a gym to \_\_\_\_\_? Do you enjoy it?

#### 3 Work in pairs. Ask and answer the questions in Exercise 2.

### READING

4 Read the article. Why were the Maasai Olympics started?

5 Complete paragraphs 1–6 with the topic sentences (a–f).

A **topic sentence** summarizes the main idea of the paragraph. Topic sentences are usually the first sentence of the paragraph.

- a The African Wildlife Foundation got together with Maasai leaders to come up with a plan.
- b The Games are not just for the men, however.
- c One of Africa's most famous animals needs protection.
- d Maasai tribes have been hunting lions as trophies for hundreds of years.
- e Have the Games been a successful way to help conservation efforts in Kenya and Tanzania?
- f Preparations for the next Games have been heating up, and everyone involved is getting excited.



16 1 \_\_\_\_\_. In the 1940s there were an estimated 450,000 lions across Africa, but since then numbers have decreased dramatically, to around 20,000 today. Reasons include a loss of habitat as the human population has grown, and the trade in lion body parts. However, another threat to the lions may soon be a thing of the past.

2 \_\_\_\_\_. In Maasai culture, killing lions has been an important tradition amongst the men because it shows their physical strength and skill. The Maasai also hunt lions when the lions kill their cows. Unfortunately, this has brought the lion population to dangerously low levels. Conservationists have believed for some time that the number of lion killings can be reduced without destroying the Maasai culture. But how?

3 \_\_\_\_\_. The idea was to replace lion hunting with a sports event. The Maasai Olympics were born, and *manyattas*, or villages, from across the region were invited to join in. Since 2012 they have held three Maasai Olympics. Young men take part in six running, throwing and jumping events, which all reflect Maasai culture. For example, the javelin competition is similar to the traditional skill of throwing a spear\*, and the high jump is similar to Maasai dancing.

4 \_\_\_\_\_. Including women in the events is very important because the women can influence the men's behaviour. If the women are more aware of lion conservation, they can discourage the men from hunting. At the 2014 Games, there were two running events for women and the winners received the same prizes as the men.

5 \_\_\_\_\_. The coaches in each *manyatta* have already chosen their athletes for the team, and they are training hard. The competitors take their preparation very seriously. Every day they warm up before exercising in groups. Although the final is over a year away, the Games have already started, as *manyattas* take on one another in friendly meetings before the main event.

6 \_\_\_\_\_. A survey among Maasai men shows that attitudes have changed. Although nineteen percent of the people asked haven't even heard of the Maasai Olympics, the majority of them say that the Games have made them less interested in killing lions. And even though trophy hunting still goes on, they see sports as an effective alternative. As one of the athletes said, 'We used to celebrate lion hunting but this programme has shown us a better celebration'.

**spear** a long, sharp stick you throw as a weapon

6 Read the article again. Choose the correct option (a–c) to complete these sentences.

- 1 Lion populations have become smaller because
  - a the animals have less space to live in the wild.
  - b of a number of reasons.
  - c the Maasai have hunted them too much.
- 2 Hunting
  - a is the biggest danger to the lions.
  - b is the only way Maasai men can show how brave they are.
  - c has been a part of Maasai culture for a long time.
- 3 All of the events in the competition
  - a involve throwing.
  - b are like traditional Maasai activities.
  - c include all the villages.
- 4 Women are involved in the competition
  - a as much as the men.
  - b because the women asked to compete.
  - c to help in the goal of reducing lion hunting.
- 5 The *manyattas*
  - a haven't chosen their athletes yet.
  - b get all the hopeful athletes to train.
  - c have already started competing.
- 6 The Maasai Olympics
  - a are changing the way people think.
  - b have stopped the Maasai hunting lions.
  - c are less interesting to the Maasai than killing lions.

## CRITICAL THINKING Presenting a balanced view

It is important to give both sides of an argument, even if the writer wants to persuade readers that one opinion is correct. Including points that support the opposite argument shows that the writer has thought about them and makes the argument more persuasive.

- 7 Read the Critical thinking box. Then read the article again. Does the writer give a balanced view of the Maasai Games? Underline sentences that support your answer.
- 8 Work in pairs. Read the statements (1–5). Do you agree or disagree with the statements? Why? Try to present a balanced view.
  - 1 People can learn important life skills by doing sport.
  - 2 Sport always helps people feel better about themselves.
  - 3 Sport is a good way to help people who don't have much money or education to achieve their ambitions.
  - 4 Sport isn't about winning. It's about joining in and having a go.
  - 5 Sportspeople earn too much money.
- 9 Work in groups. Discuss the statements in Exercise 8 with another pair.





Kenyan Eliud Kipchoge competes in the 2016 Rio Olympics marathon.

## 3C Marathon men and women

### GRAMMAR Present perfect simple and continuous

- 1 Read the sentences in the Grammar box. Underline examples of the present perfect simple. Circle examples of the present perfect continuous.

#### Present perfect simple and continuous

- a Maasai tribes **have been hunting** lions as trophies for hundreds of years.
- b Since the 1940s, numbers **have decreased** dramatically, to around 20,000 today.
- c Preparations for the next Games **have been heating up**, and everyone involved is getting excited.
- d The coaches in each manyatta **have already chosen** their athletes for the team.
- e **Have** the Games **been** a successful way to help conservation efforts in Kenya and Tanzania?

- 2 Match the sentences in the Grammar box with the rules (1–5).

#### The present perfect simple:

- 1 emphasizes the fact that an action is complete.  
Sentence \_\_\_\_\_
- 2 emphasizes the present result of the action, i.e. *How many?* / *How much?* / *How often?*  
Sentence \_\_\_\_\_
- 3 is used with state verbs, e.g. *want, know, believe, be*.  
Sentence \_\_\_\_\_

#### The present perfect continuous:

- 4 emphasizes the fact that an action is incomplete.  
Sentence \_\_\_\_\_
- 5 emphasizes the duration of an action, i.e. *How long?*  
Sentence \_\_\_\_\_

Check your answers on page 132. Do Exercises 3–6.

- 3 Choose the correct options to complete the paragraph about Kenyan marathon runners.

Kenyans know how to run fast. Kenyan men (1) *have run* / *have been running* seven of the fastest ten marathons in history. It's a similar story for the women: Jemima Sumgong has finally (2) *given* / *been giving* Kenya its first Olympic gold in the marathon, and Kenyan women hold more of the records than anyone else. So how long has the title of world long-distance champions (3) *belonged* / *been belonging* to Kenya? Interestingly, although the country (4) *has sent* / *has been sending* athletes to competitions such as the Olympics since 1956, it (5) *hasn't won* / *hasn't been winning* races for all of that time. So what have they (6) *done* / *been doing* more recently to make them so good? Well, about 40 years ago, training camps started in small towns in the mountains, like Iten, and they (7) *have become* / *have been becoming* major centres for sport. Since then, this area (8) *has created* / *has been creating* more world champions than anywhere else in the world.



4 Complete the questions about Catherine Ndereba.



Many people believe that Catherine Ndereba, or 'Catherine the Great', is the greatest female marathon runner ever.

- 1 how long / Catherine / run?  
She started when she was just a girl.
- 2 she / always / love running?  
Yes, she has had a passion for it since she was at school.
- 3 how many marathons / she / win?  
A lot! She won the Boston Marathon four times between 2000 and 2005.
- 4 she / win / any Olympic medals?  
Yes. She's never won gold but she came second in the marathon in 2004 and 2008.
- 5 what / she / do / recently?  
Since retiring in 2014, she's been helping to train young Kenyan runners.
- 6 how far / she / run / this week?  
Only about 50km – much less than when she was competing.

5 Complete the interview with these time expressions. Then listen and check your answers. 17

already	ever	for	just
never	since	since	yet

- A: José, you've (1) \_\_\_\_\_ arrived here in Kenya, haven't you?
- B: Yes, I've only been here (2) \_\_\_\_\_ four days.
- A: Have you (3) \_\_\_\_\_ been to Kenya before? Why have you come?
- B: I've (4) \_\_\_\_\_ been here before. I've loved running (5) \_\_\_\_\_ I was a boy, and I've been competing for a couple of years. But I'm not improving. I haven't won any races (6) \_\_\_\_\_ this year.
- A: And you're hoping that training here will help?
- B: Exactly. A running friend of mine has (7) \_\_\_\_\_ been here twice to train and he's been a lot faster (8) \_\_\_\_\_ then.

6 PRONUNCIATION Weak forms: *for*

- a Listen to the sentences (a–c). Answer the questions (1–2). 18

- 1 Is *for* pronounced the same way as *four*?
- 2 How is *for* pronounced when the next word starts with a vowel sound?

- a Catherine has been competing for 21 years.
- b I've only been here for four days.
- c I've been competing for a couple of years.

- b Practise saying these sentences. Pay attention to the pronunciation of *for*. Then listen and check. 19

- 1 I've only been here for a week.
- 2 You've been playing that game for too long.
- 3 He's been getting ready to go out for 40 minutes.
- 4 We've had this car for over ten years.
- 5 I've been learning English for a long time.

7 CHOOSE

- 1 Work in pairs. Interview each other about sports and hobbies that you enjoy. Use the questions below and any others you can think of.
  - What is one hobby or sport you enjoy?
  - How long have you been doing it?
  - Have you taken part in any competitions?
  - Have you been training for any competitions recently?
  - What are the secrets to doing your sport/hobby well?
- 2 Write about your sport or hobby for a class blog. Use the questions above to give you ideas.
- 3 Find out about a sportsperson you admire and write a short profile about them.



## 3D How I swam the North Pole

“... the paradox is that you’re in freezing cold water, but actually you’re on fire.”

LEWIS PUGH

Read about Lewis Pugh and get ready to watch his TED Talk. ▶ 3.0

### AUTHENTIC LISTENING SKILLS

#### Signposts

Signposts are words and expressions that speakers use to help the listener understand where the argument is going: what they are going to say next or what they have just said. For example: *I'm going to tell you about ...*, *The main thing is ...*, *First of all ...*, *Let's finish by looking at ...*

- 1 Read the Authentic listening skills box. Then listen to these extracts from the TED Talk. Underline the signposts. 🔊 20

- 1 Today I want to talk to you about swimming across the North Pole, across the most northern place in the whole world.
- 2 And the message was very clear: climate change is for real, and we need to do something about it. And we need to do something about it right now.
- 3 But the most important thing was to train my mind to prepare myself for what was going to happen.

- 2 Listen to four more extracts from the talk. Complete each signpost with one word. 🔊 21

- 1 I'd just like to end by just \_\_\_\_\_ this: it took me four months ...
- 2 And I say to them, I think we need to do three \_\_\_\_\_. The first ...
- 3 The \_\_\_\_\_ thing we need to do is ...
- 4 But the most \_\_\_\_\_ thing we must do is ...

### WATCH

- 3 Work in pairs. Discuss the questions.

- Does it take you long to get into the sea or a swimming pool?
- Do you prefer swimming in indoor swimming pools, lakes or the sea? Why?
- Would you describe yourself as a confident/strong swimmer? What's the furthest you've ever swum?

- 4 Watch Part 1 of the talk. Match the numbers (1–8) with the reasons we hear about them (a–h). ▶ 3.1

- |       |            |
|-------|------------|
| 1 23% | 5 -1.7°    |
| 2 27° | 6 hundreds |
| 3 5°  | 7 1        |
| 4 0°  | 8 5        |

- a the number of people in Lewis's team who went with him to the North Pole
- b the number of times Lewis had imagined swimming across the North Pole
- c the number of years Lewis trained for the swim
- d the amount of Arctic sea ice that melted in the two years before the swim
- e the temperature of an indoor swimming pool
- f the temperature of water when it freezes
- g the temperature of the sea at the North Pole
- h the temperature of the sea when the Titanic sank





5 Watch Part 2 of the talk. It describes Lewis's practice swim. Are these sentences true (T) or false (F)? How do you know? ▶ 3.2

- 1 He felt cold in the water.
- 2 He got out of the water after five minutes.
- 3 His fingers were bigger than normal when he got out of the water.
- 4 He was less worried about swimming for twenty minutes after doing the practice swim.
- 5 David was confident that Lewis could do the swim.

6 Watch Part 3 of the talk. Choose the correct option to complete each sentence. ▶ 3.3

- 1 Lewis believes that we need to *break the problem of climate change into smaller parts / look at climate change as one problem.*
- 2 Even children in poor countries *have an effect on climate change / understand climate change.*
- 3 Lewis *tells / asks* us what decisions we need to make to create a sustainable world.

## 7 VOCABULARY IN CONTEXT

- a Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases. ▶ 3.4
- b Think of an example of the following things. Then work in pairs and compare your examples.
  - somewhere you can swim in *fresh water*
  - a time you wore a special *costume*
  - someone who can *barely* swim
  - a time you had a *swollen* ankle or wrist
  - something you *believe in* strongly

8 Read the comments. Which are in favour of Lewis Pugh's swim? Which are against it?\*

- 1 'Lewis Pugh was very lucky that he didn't die. Nothing is worth risking your life like that.'
- 2 'Swimming at the North Pole was a powerful way of showing people the effect of climate change.'
- 3 'The effects of climate change in the Arctic were already very well-known before he did his swim.'
- 4 'The journey to the North Pole was long and expensive, and probably wasn't good for the environment. Wasn't there an easier way to raise awareness?'
- 5 'The personal story of his training and his fears and difficulties make the message about climate change more memorable and real.'

\*These comments were created for this activity.

9 Work in pairs. Discuss the comments in Exercise 8. Which do you agree with most? Why?

10 Work in pairs. Discuss the questions.

- What do you think we can do about climate change?
- What do you already do about climate change?

## CHALLENGE

Work in groups. Choose another important issue. Use these questions to plan a sporting event to raise awareness of it.

- What issue is important to you as a group?
- What sport will you use to raise awareness?
- Where will you hold the event?
- How will you advertise it?



## 3E School sports

### WRITING An opinion essay

**1** Work in pairs. Discuss the questions.

- How many hours a week do you do sport at school?
- Does a break for sport help you focus on other subjects?
- Is sport compulsory for secondary school students in your country?
- Would you like to do more or less sport at school? Why?

**2** Read the essay title below. Which questions (1–6) do you have to answer?

'Sport should be a compulsory subject at school, with the same importance as other subjects like maths and English.' Do you agree or disagree with this statement?

- 1 How many countries have compulsory sport at school?
- 2 Is sport as important as Maths and English?
- 3 What kind of sports do most students enjoy?
- 4 Do schools have enough space for students to do sport?
- 5 Why is sport and exercise important for young people?
- 6 Do you agree with the statement?

**3** Read the essay on page 150. Are the questions you selected in Exercise 2 answered?

**4** Work in pairs. Read the essay again. Discuss the questions.

- 1 What reasons does the writer give to support the argument? Underline them.
- 2 What arguments does the writer give with the opposite view? Circle them.
- 3 Which point do you agree with most / least?
- 4 Can you think of any other arguments for or against the writer's opinion?

#### Useful language

##### Giving your opinion

*Personally, I think that ...*

*I strongly believe that ...*

*I do not think that ...*

*Of course, ...*

*There is no question that ...*

*I would say that ...*

*It's true that ...*

*In my opinion / view, ...*

**5 WRITING SKILL** Giving your opinion

**a** Read the statements. What do you think? Use the Useful language box and make notes about your opinions on two or three of the statements.

- 1 The government should stop people doing dangerous sports like boxing.
- 2 There are more disadvantages than advantages for a country when it holds international sporting events like the Olympic Games.
- 3 There are good reasons why some professional sportspeople make more money than doctors, teachers and nurses.
- 4 It is better to encourage children to practise sports that are not competitive (e.g. yoga) than competitive sports.
- 5 The world of sport is a better place these days because of all the money that has come into it from business and advertising.
- 6 Young people often see professional sportspeople as heroes. Some people think that they have a responsibility to be good role models.

**b MY PERSPECTIVE**

Work in groups. Compare your opinions about the statements in Exercise 5a.



- 6 Choose one of the statements in Exercise 5a and write an essay giving your opinion. Think about the questions you must answer. Make sure each paragraph has a topic sentence. Write about 150 words.

Paragraph 1 Introduce the topic by describing the situation and clearly stating your opinion.


Paragraph 2 Give at least two points that support your opinion.

Paragraph 3 Give one or two points against your opinion.

Paragraph 4 Summarize the main points and give your opinion again.

- 7 Read another student's essay. Is their opinion clear? Do you agree with it?

## SPEAKING

- 8 Listen to a conversation between three friends. Which statement from Exercise 5a are they discussing?  22

- 9 Listen again. Which of the expressions in the Useful language box do you hear?  22

- 10 Read about a competition. Which three sports would you like to win for your school? Why?

Your school has entered a competition to win modern equipment and new facilities for **three** sports. Winners can develop existing sports at the school, or **choose** equipment for new sports. The school with the best argument for their **choice** of sports will win. Each school can only send one proposal.

- 11 Work in pairs. Discuss your choice of sports with your partner. Decide on **three** sports you would like to propose and the reasons why.

- 12 Work with another pair. Decide on the three sports you would all like to propose. Present your proposal to the class.

### Useful language

#### Agreeing

*I totally agree with you.*

*That's true.*

*That's a good point.*

*He's right about that.*

*He's got a good point.*

*You're not wrong there.*

#### Disagreeing

*Yes, but ...*

*I'm not sure I agree.*

*Maybe, but ...*

*I agree up to a point, but ...*

*I see what you're saying, but ...*

*I understand what you mean, it's just ...*

