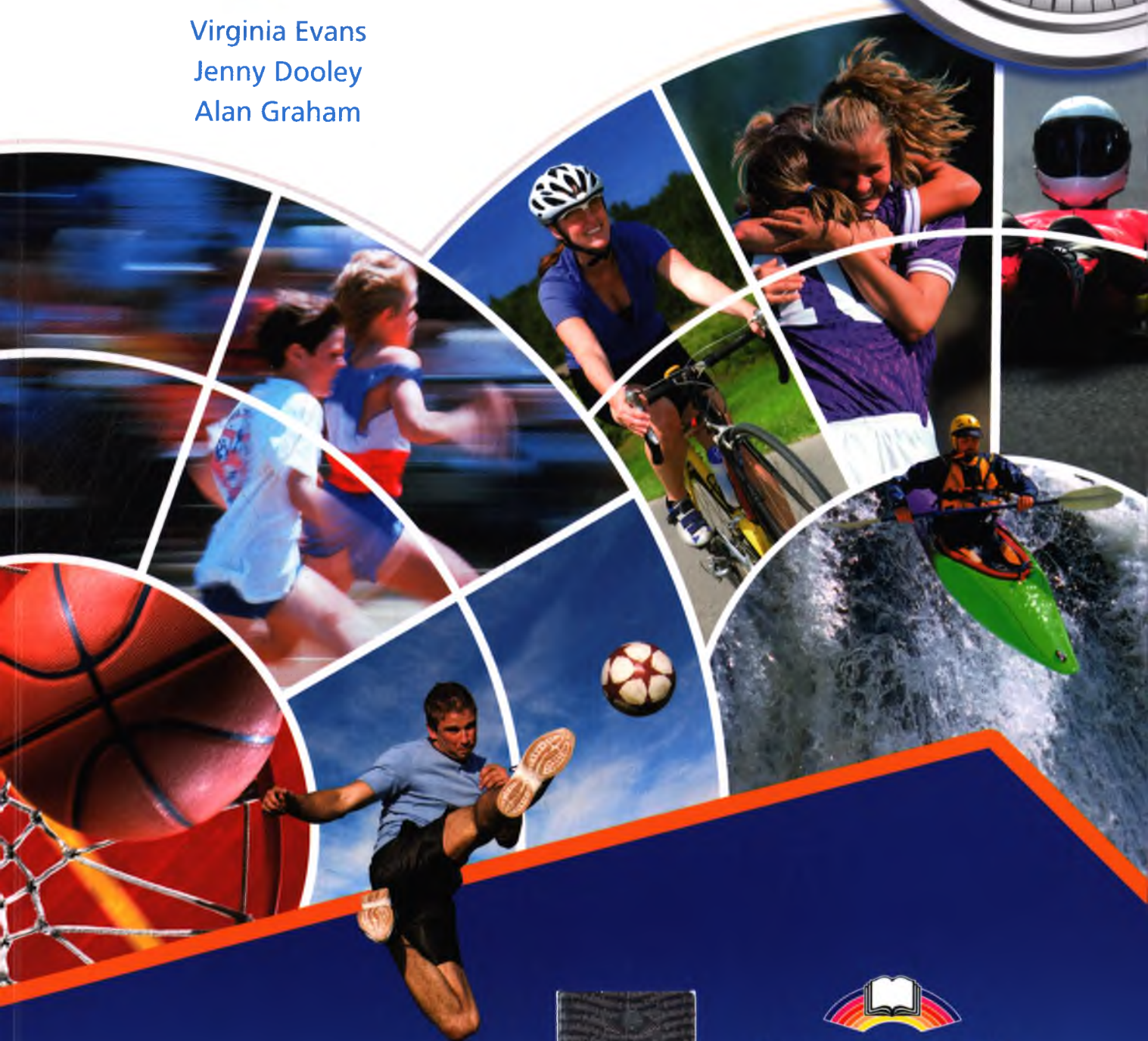


**CAREER  
PATHS**

# Sports

Virginia Evans  
Jenny Dooley  
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Express Publishing

**Published by Express Publishing**

**Liberty House, Greenham Business Park, Newbury,  
Berkshire RG19 6HW**

**Tel.: (0044) 1635 817 363**

**Fax: (0044) 1635 817 463**

**e-mail: [inquiries@expresspublishing.co.uk](mailto:inquiries@expresspublishing.co.uk)**

**<http://www.expresspublishing.co.uk>**

© Express Publishing, 2012

Design and Illustration © Express Publishing, 2012

First published 2012

Made in EU

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ISBN 978-1-4715-0573-7

## **Acknowledgements**

### **Authors' Acknowledgements**

We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks for their support and patience are due in particular to: Alex Newton (Editor in Chief); Sean Todd and Nina Daniels (senior editors); Steve Miller (editorial assistant); Richard White (senior production controller); the Express design team; Sweetspot (recording producers). We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book.

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# Sports



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## Scope and sequence

Unit	Topic	Reading context	Vocabulary	Function
1	The soccer field	Passage	soccer field, goal line, goal box, penalty box, corner arc, center circle, penalty box arc, penalty spot, touch line, halfway line	Describing degree
2	Soccer: Equipment	Advertisement	goal, corner flag, soccer, soccer ball, jersey, shorts, shinguard, net, goalkeeper jersey, soccer cleats	Ordering equipment
3	Soccer: Players	Website	goalie, goalkeeper, defender, fullback, wingback, sweeper, winger, midfielder, forward, striker	Describing differences
4	Soccer: Rules 1	Rulebook	kickoff, throw in, dribble, head, cross, pass, shoot, score, goal, corner kick, goal kick	Making a recommendation
5	Soccer: Rules 2	Newspaper article	red card, yellow card, penalty kick, out of play, handball, substitute, regulation time, steal, slide tackle, offside	Expressing surprise
6	Soccer: Leagues and tournaments	Advertisement	FIFA, World Cup, UEFA, CONMEBOL, CAF, AFC, CONCACAF, OFC, qualify, elimination	Disagreeing with an opinion
7	The basketball court	Guidelines	basketball court, free throw line, center circle, three-point line, perimeter, low post area, key area, restricted area arc, inbound line, half-court line, International Basketball Federation FIBA	Describing location
8	Basketball: Equipment	Blog	basketball, hoop, backboard, rim, net, whistle, basketball shoes, high-top, ankle brace, play board, basketball	Giving a reminder
9	Basketball: Players	Article	backcourt, point guard, shooting guard, front court, small forward, power forward, center, start, lineup, bench	Stating confidence
10	Basketball: Rules	Newspaper article	dribble, rebound, jump ball, foul, foul out, free throw, jump shot, three-pointer, dunk, travel	Identifying problems
11	Basketball: Leagues and tournaments	Article	NBA, CBA, ULEB, Euroleague, WNBA, WCBA, tournament, playoffs, best of, finals	Filling in information
12	The rugby field	Guide	rugby union, rugby league, pitch, try line, half way line, twenty two, in-goal area, dead ball line, rugby ball, maximum, exceed	Using comparatives
13	Rugby: Players	Guide	prop, hooker, lock, blind-side flanker, open-side flanker, full back, wing, center, fly half, scrum half, forward, back	Explaining deficiencies
14	Rugby: Rules	Guide	try, penalty, conversion, set piece, scrum, lineout, ruck, maul, offside, in possession	Identifying a mistake
15	Sports injuries	Assessment	sprain, bruise, fracture, break, tear, cut, bone, ligament, twist, concussion	Assessing health

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# 1 The soccer field

## Guidelines for Field Markings

A **soccer field** has a **touch line** of 100 to 130 yards. The width is 50 to 100 yards. The **penalty box** and the **goal box** are marked in front of the goal. Both of these touch the **goal line**.

The **penalty box arc** extends from the top of the penalty box. The **penalty spot** is centered in front of the goal.

The **center circle** is on the **halfway line**. It reaches ten yards on either side of the halfway line. The field's **corner arcs** are located where the goal lines and touchlines meet. Each has a radius of 1 yard.

halfway line

center circle

center spot

touch line

penalty spot

penalty box/area

goal box

goal line

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some soccer field markings?
- 2 What markings are near the goal?

## Reading

2 Read the passage on field markings. Then, choose the correct answers.

- 1 What is the purpose of this passage?  
A to explain why soccer fields differ in size  
B to designate the layout of the soccer field  
C to compare professional and amateur soccer fields  
D to state where players should be on a soccer field
- 2 Which part of a soccer field is longest?  
A the goal line      C the touch line  
B the halfway line    D the center circle
- 3 Which of these is NOT located in front of the goal?  
A the penalty box      C the corner arcs  
B the penalty spot     D the penalty box arc

## Vocabulary

3 Match the words (1-6) with the definitions (A-F).

- |   |                 |   |                  |
|---|-----------------|---|------------------|
| 1 | __ soccer field | 4 | __ touch line    |
| 2 | __ goal line    | 5 | __ center circle |
| 3 | __ penalty box  | 6 | __ goal box      |

- A the longest side of a soccer field  
B the field on which soccer is played  
C the line on the field where each goal is located  
D a circle with a radius of ten-yards at the middle of the field  
E the area in which a goalkeeper can touch the ball with his or her hands  
F the area where a goal kick is taken from

4 Read the sentence pair. Choose where the words best fit the blanks.

1 corner arc / halfway line

- A The \_\_\_\_\_ extends across the center of the field.  
 B Each \_\_\_\_\_ measures 1 yard in radius.

2 penalty box arc / penalty spot

- A The \_\_\_\_\_ is located in front of the penalty box.  
 B Penalty kicks are taken from the \_\_\_\_\_.

5 Listen and read the passage on field markings again. What is the maximum touchline length?

## Listening

6 Listen to the broadcast of a soccer game. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The player dribbles across the halfway line.  
 2 \_\_\_ The defender meets the player at the center circle.  
 3 \_\_\_ The player scores a goal.

7 Listen again and complete the conversation.

**Announcer 1:** A striker steals the ball! Who is it?

**Announcer 2:** It's Hudson. He's playing very aggressively.

**Announcer 1:** He 1 \_\_\_\_\_. He's making his way across the 2 \_\_\_\_\_.

**Announcer 2:** But will he go all the way?

**Announcer 1:** It seems so. They're trying to catch him. But he is just 3 \_\_\_\_\_.

**Announcer 2:** A defender meets him at the 4 \_\_\_\_\_.

**Announcer 1:** He 5 \_\_\_\_\_ his shot. It's blocked!

**Announcer 2:** But the ball rolls over the 6 \_\_\_\_\_!

## Speaking

8 With a partner, act out the roles below based on Task 7. Then switch roles.

USE LANGUAGE SUCH AS:

*He's running ...*

*Who has ...*

*The ball is ...*

**Student A:** You are a sports announcer for a soccer game. Describe:

- the progress of the game
- where the players are on the field
- the movement of the ball

**Student B:** You are a sports announcer for a soccer game. Describe a game with Student A.

## Writing

9 Use the passage and the conversation from Task 8 to fill out the news article on a game.



SPORTS FOCUS

### Exciting Play

There was an exciting play early in the second half.

Kevin Doyle, a striker, stole the ball. He moved \_\_\_\_\_ . A defender

Doyle \_\_\_\_\_ . However, the defender



goalkeeper jersey

soccer ball



shinguards

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What does a soccer player wear when playing?
- 2 What are worn for safety?

## Reading

2 Read the advertisement. Then, choose the correct answers.

- 1 What is the purpose of the passage?
  - A to explain what different equipment is used for
  - B to advertise the opening of a new soccer equipment store
  - C to describe what soccer equipment is on sale
  - D to emphasize the importance of safety gear
- 2 Which of these is NOT an item for sale?
 

A jerseys	C nets
B goals	D water bottles
- 3 What do customers receive for free with the purchase of a jersey?
 

A shinguards	C a soccer ball
B shorts	D a goal

# HARRISON'S

## SPORTS SUPPLIES

Harrison's Sports Supplies is having a sale! We have a large stock of **soccer** equipment.

Our apparel section has a wide variety of sale items. We have **jerseys**, **shorts**, and even **goalkeeper jerseys**.

Buy a jersey and get free **shinguards** this week only!

This month, all of our **soccer cleats** are ten percent off!

Come check out our deals and browse our **soccer** supplies. We have **goals**, **nets**, and **soccer balls** in stock. We even have **corner flags** for your field.

Become the soccer star you want to be with our sports supplies!

## Vocabulary

3 Fill in the blanks with the correct words and phrases from the word bank.

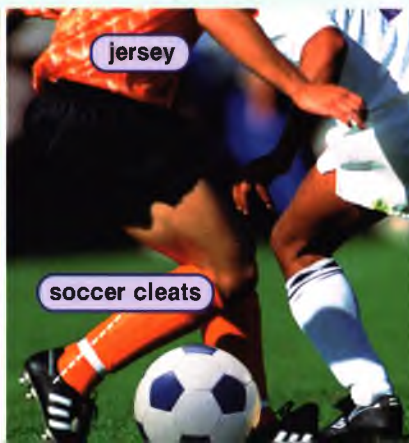
### WORD BANK

net goal jersey  
soccer cleats shorts corner flag

- 1 The object of soccer is to kick the ball into the \_\_\_\_\_.
- 2 A \_\_\_\_\_ is used to indicate what team a player is on.
- 3 A \_\_\_\_\_ shows if the soccer ball has been kicked into the goal or not.
- 4 \_\_\_\_\_ protect a soccer player's feet.
- 5 Soccer players often wear \_\_\_\_\_ to stay cool while playing.
- 6 A \_\_\_\_\_ designates the edges of a soccer field.



goal



jersey

soccer cleats



**4** Write a word that is similar in meaning to the underlined part.

- 1 He kicked the ball used in soccer games to his teammate.  
\_ o \_ \_ \_ r b \_ \_ l
- 2 The player's protective equipment protected her from her opponent's stray kicks.  
\_ h \_ \_ \_ u \_ \_ d \_
- 3 The ball landed in the net mounted on poles and bars, and the score was 1-0.  
g \_ \_ \_
- 4 The goalkeeper was easy to see because of his special shirt for goalkeepers.  
g \_ \_ l \_ \_ e \_ \_ \_ \_ e \_ s \_ y

**5** Listen and read the advertisement again. What equipment is for sale?

## Listening

**6** Listen to a conversation between a store clerk and a customer. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The man needs shinguards for his son.
- 2 \_\_\_ The man orders several jerseys.
- 3 \_\_\_ The man's order will be ready later that day.

**7** Listen again and complete the conversation.

**Customer:** Excuse me, can you 1 \_\_\_\_\_ with something?

**Clerk:** Sure. What are you looking for today?

**Customer:** I need some equipment for my son's 2 \_\_\_\_\_.

**Clerk:** Okay. What do you need?

**Customer:** I need fifteen pairs of shorts and jerseys with their 3 \_\_\_\_\_ printed on them.

**Clerk:** I'll put that order in for you. But you'll 4 \_\_\_\_\_ a bit.

**Customer:** 5 \_\_\_\_\_ can you have them printed?

**Clerk:** They 6 \_\_\_\_\_ done by next Thursday.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then switch roles.

**USE LANGUAGE SUCH AS:**

*Excuse me ...*  
*How soon ...*  
*They should be ...*

**Student A:** You are shopping for soccer equipment. Talk to Student B about:

- help with an item
- what you need
- when it will be ready

**Student B:** You are a clerk at a sports equipment store. Talk to Student A about soccer equipment.

## Writing

**9** Use the advertisement and the conversation in Task 8 to fill out the store order form for supplies for a soccer team.

Harrison's Sports Supplies

# Order Form

### Clothing:

15 jerseys  
15 \_\_\_\_\_  
30 \_\_\_\_\_  
2 \_\_\_\_\_

### Goals and nets:

2 \_\_\_\_\_  
4 \_\_\_\_\_

### Field equipment:

15 soccer balls  
4 \_\_\_\_\_



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## JACKSONVILLE TIDAL WAVES TEAM ROSTER

### Ryan Bomine

Ryan is a strong **forward** player. He is primarily a **striker**. Last year he set the league record for goals.

### Adam Larkson

Adam is our primary **wingback** player. He is the first line of defense against the other team's attacks.

### Taylor Sansa

Taylor is a **defender**. He prefers to play the **fullback** position. He also plays **sweeper**. Taylor is an excellent defender in both positions.

### Bud Travila

Bud is the resident **goalkeeper**. As our **goalie**, he is our last line of defense. He allowed only six goals in twenty games last season.

### Vick Davies

Vick is our best **winger**. In this position, he scored ten goals last year. He provided excellent support to our strikers. He can also play as a **midfielder**.



## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some soccer positions?
- 2 Who is most likely to score a goal?

## Reading

2 Read the website. Then, choose the correct answers.

- 1 What is the purpose of this website?
  - A to report player statistics from a game
  - B to describe changes to the team roster
  - C to list what positions each player plays
  - D to introduce new members of the team
- 2 What position does not play in defense?
  - A winger
  - B sweeper
  - C fullback
  - D wingback
- 3 Which position does NOT defend against the opposing team's attacks?
  - A fullback
  - B striker
  - C goalie
  - D wingback

## Vocabulary

3 Match the words (1-4) with the definitions (A-D).

- |               |                 |
|---------------|-----------------|
| 1 __ defender | 3 __ midfielder |
| 2 __ winger   | 4 __ goalkeeper |

- A a player who is stationed near the touchline
- B a position that keeps a player near the halfway line
- C an outfield player who prevents the opposing team from scoring
- D a player who can touch the ball with his or her hands

4 Place the words from the word bank under the correct headings.

**Word BANK**

forward    fullback    goalie  
striker    sweeper    wingback

Offensive players	Defensive players
_____	_____
_____	_____
_____	_____

5 Listen and read the website again. Which player plays nearest to Bud Travila?

**Listening**

6 Listen to a conversation between a new soccer fan and an old soccer fan. Mark the following statements as true (T) or false (F).

- \_\_\_ The man only recently learned the positions.
- \_\_\_ The man is confused about the difference between two positions.
- \_\_\_ The woman defines the goalkeeper's role.

7 Listen again and complete the conversation.

**Sports Fan 1:** I think I've figured out almost all the 1 \_\_\_\_\_.

**Sports Fan 2:** Good. Does 2 \_\_\_\_\_ make more sense to you now?

**Sports Fan 1:** Yeah. There's only one thing I'm 3 \_\_\_\_\_.

**Sports Fan 2:** What is it?

**Sports Fan 1:** I don't understand the difference between 4 \_\_\_\_\_ and the wingback.

**Sports Fan 2:** It's simple. A wingback is mainly a defensive player. The winger plays offense near a touch line.

**Sports Fan 1:** It's still confusing. They have 5 \_\_\_\_\_ names.

**Sports Fan 2:** You'll get 6 \_\_\_\_\_ eventually.

**Speaking**

8 With a partner, act out the roles below based on Task 7. Then switch roles.

**USE LANGUAGE SUCH AS:**

Does the game ...  
I don't understand ...  
One is ... and the other is ...

**Student A:** You are learning soccer positions. Talk about:

- where players stand on the field
- what players do

**Student B:** You are explaining soccer to Student B. Answer his/her questions about different positions and their duties on the field.

**Writing**

9 Use the website and the conversation from Task 8 to list player duties.



Howard Blight, fullback: \_\_\_\_\_

George Alsip, goalie: \_\_\_\_\_

Omar Easton, striker: \_\_\_\_\_

Paul Cooper, sweeper: \_\_\_\_\_

# 4 Soccer: Rules 1

## Soccer Rulebook Rules of Play

Play begins with a **kickoff**. After that, players **dribble** or **pass** to move the ball. **Crosses** are an effective type of pass.

Players attempt to **score** a goal by **shooting** or **heading** the ball.

If the ball goes beyond the touch line, a **throw in** occurs. The throw in goes to the opponent of the team that put it out of bounds.

When defenders put the ball past their own goal line, their opponent receives a **corner kick**. A **goal kick** occurs if the offense moves the ball over the goal line.



### Get ready!

① Before you read the passage, talk about these questions.

- 1 What is the aim of each team?
- 2 Why might players gather in the penalty box?

### Reading

② Read the rulebook. Then, choose the correct answers.

- 1 What is the purpose of this passage?  
A to describe what different players do in a soccer game  
B to explain the actions allowed in a soccer game  
C to advise coaches how to train their teams  
D to show how soccer rules have changed
- 2 Which of these is NOT a way players may move the ball during regular game play?  
A corner kick      C passing  
B dribbling      D heading
- 3 What happens if a ball goes past the touch line?  
A a kick off      C a corner kick  
B a throw in      D a goal kick

### Vocabulary

③ Fill in the blanks with the correct words and phrases from the word bank.

**Word** BANK

head      pass      throw in  
cross      dribble      shoot

- 1 A long pass across the field is known as a \_\_\_\_\_.
- 2 To \_\_\_\_\_ is to attempt to score a goal.
- 3 Players who want to give the ball to a teammate must \_\_\_\_\_ the ball.
- 4 If the ball goes out of bounds, it is put back into play with a \_\_\_\_\_.
- 5 To \_\_\_\_\_ is to move it across the field using only the feet.
- 6 To \_\_\_\_\_ is to direct the ball using the head.

**4** Write a word that is similar in meaning to the underlined part.

- The player scored a point by kicking the ball into the opposing team's net. \_ o \_ l
- The team was given a free kick after the opposing team kicked the ball past the goal line. \_ \_ r \_ e \_ \_ i \_ k
- Teams attempt to earn a point by kicking the ball into the other team's net. s \_ \_ r \_
- The first kick of the game puts the ball into play at the beginning of a game. k \_ c \_ \_ f \_

**5** Listen and read the rulebook again. What are some movements allowed in soccer?

## Listening

**6** Listen to a conversation between two coaches. Mark the following statements as true (T) or false (F).

- \_\_\_ The practice will focus on defending the goal.
- \_\_\_ The man suggests practicing throw ins.
- \_\_\_ The woman wants to practice dribbling and passing every day.

**7** Listen again and complete the conversation.

**Assistant Coach:** What should we focus on in 1 \_\_\_\_\_ today?

**Coach:** The plan for today is to work on 2 \_\_\_\_\_.

**Assistant Coach:** Okay. Should we practice heading?

**Coach:** No. We'd better practice 3 \_\_\_\_\_ first.

**Assistant Coach:** Okay. Should we also work on passing?

**Coach:** Yeah. We're going to work on dribbling and passing 4 \_\_\_\_\_.

**Assistant Coach:** 5 \_\_\_\_\_. It seems like everyone is really improving.

**Coach:** Yeah. I just hope we can get it together for the 6 \_\_\_\_\_.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then switch roles.

**USE LANGUAGE SUCH AS:**

*What should we ...*

*We'd better ...*

*I just hope ...*

**Student A:** You are a coach. Talk to Student B about:

- what to practice
- what can be practiced later
- what skills the team is improving at

**Student B:** You are an assistant coach. Talk to Student A about what the team will practice.

## Writing

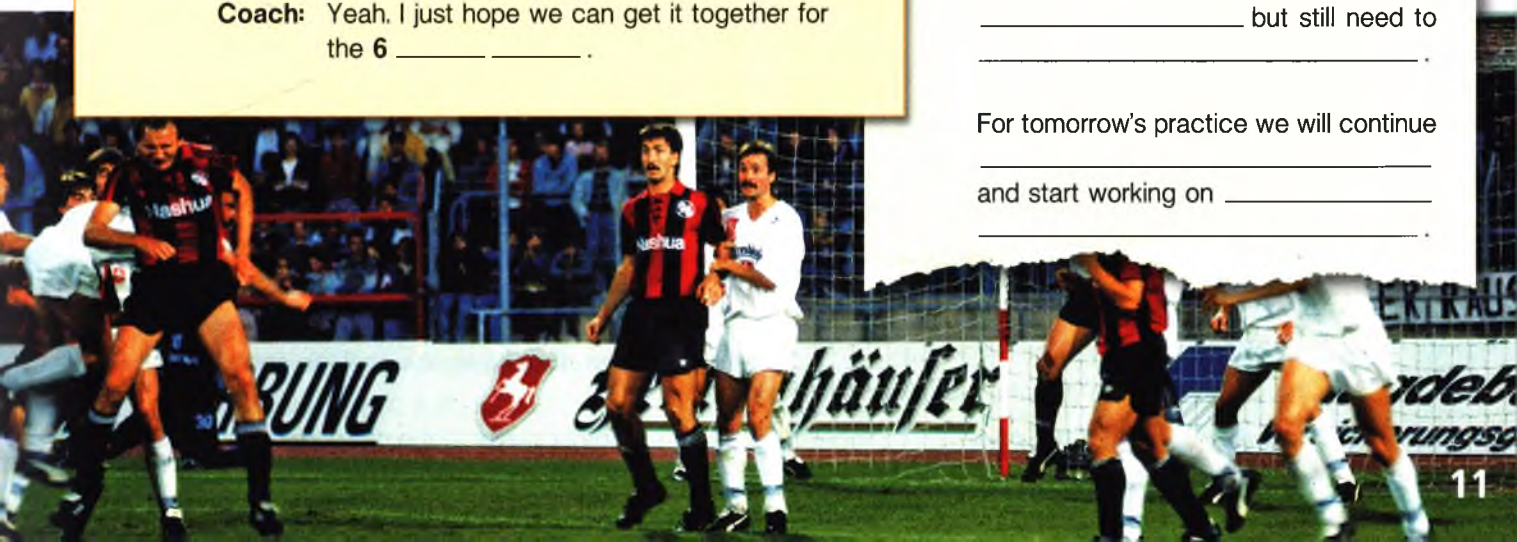
**9** Use the rulebook and the conversation from Task 8 to fill out the coach's practice notes.

## Friday

Today the team \_\_\_\_\_

Players really improved their \_\_\_\_\_ but still need to \_\_\_\_\_

For tomorrow's practice we will continue \_\_\_\_\_ and start working on \_\_\_\_\_



by Andrew  
Chenman

## Sports Report

# Tidal Waves sweep Avalanches Away

It was quite a game last night! The Tidal Waves **stole** the ball from the Avalanches early in the game. That led to a quick goal. Vick Davies was issued a **yellow card** for a hard **slide tackle** soon after. Luckily no **red card** was issued. Adam Larkson committed a **handball** and the Avalanches received a **penalty kick**. That tied the game. Larkson also put the ball **out of play** several times and was **offside** twice. The coach replaced him with a **substitute**. The game was tied until Davies scored just before **regulation time** ended.



offside



red card



yellow card



regulation time

### Get ready!

1 Before you read the passage, talk about these questions.

- 1 What color cards are shown to a player who has been penalized?
- 2 What is one way of getting the ball from an opponent?

### Reading

2 Read the newspaper article. Then, choose the correct answers.

- 1 What is the purpose of the article?
  - A to describe a soccer match
  - B to suggest skills a team needs to work on
  - C to list incorrect penalties in a match
  - D to explain why several players left a match
- 2 Which of these things did NOT occur?
  - A a red card was issued
  - B the ball was kicked out of play
  - C the ball was stolen with a slide tackle
  - D a player was replaced with a substitute
- 3 Why were the Avalanches given a penalty kick?
  - A Vick Davies played too aggressively.
  - B Adam Larkson committed a handball.
  - C The ball was kicked out of bounds.
  - D A player was caught offside.



penalty kick

### Vocabulary

3 Fill in the blanks with the correct words and phrases from the word bank.

Word BANK

handball substitute out of play  
offside penalty kick

- 1 If the ball crosses the sideline, it is \_\_\_\_\_.
- 2 The team won with a(n) \_\_\_\_\_ in the last minute.
- 3 A \_\_\_\_\_ is a foul called when a player purposely touches the ball with his hands.
- 4 The \_\_\_\_\_ rule prevents offensive players from standing by the goal the entire game.
- 5 A \_\_\_\_\_ is a player who replaces another player in the middle of a game.

4 Read the sentence pair. Choose where the words best fit the blanks.

1 yellow card / red card

A A \_\_\_\_\_ is issued to eject a player from the game.

B A \_\_\_\_\_ is issued as a warning to a player.

2 steal / slide tackle

A Players attempt to \_\_\_\_\_ the ball from the opposing team.

B The defender's \_\_\_\_\_ successfully knocked the ball away from the attacker.

5 Listen and read the newspaper article again. What are some events that took place in the game?

## Listening

6 Listen to a conversation between two sports fans. Mark the following statements as true (T) or false (F).

1 \_\_\_ A player just received a yellow card.

2 \_\_\_ The injured player left the game.

3 \_\_\_ The woman thinks the player did not deserve the yellow card.

7 Listen again and complete the conversation.

Fan 1: Hey, can you 1 \_\_\_\_\_ what just happened?

Fan 2: Yeah. Vick Davies just got a 2 \_\_\_\_\_.

Fan 1: No way! What did he do?

Fan 2: He tried a 3 \_\_\_\_\_. But he hit the other player's legs.

Fan 1: Is the other guy hurt?

Fan 2: Maybe. He's still 4 \_\_\_\_\_, though.

Fan 1: Wow. I hope he's okay.

Fan 2: Yeah, it was 5 \_\_\_\_\_. Davies is lucky he didn't get a 6 \_\_\_\_\_.

## Speaking

8 With a partner, act out the roles below based on Task 7. Then switch roles.

### USE LANGUAGE SUCH AS:

*Can you tell me what ...*

*No way!*

*I think it was ...*

**Student A:** You are watching a soccer match. Talk to Student B about:

- an incident in the match
- a player's condition
- your opinion on the incident

**Student B:** You are watching a soccer match. Talk to Student A about what happened.

## Writing

9 Use the newspaper article and the conversation from Task 8 to fill out this newspaper article.



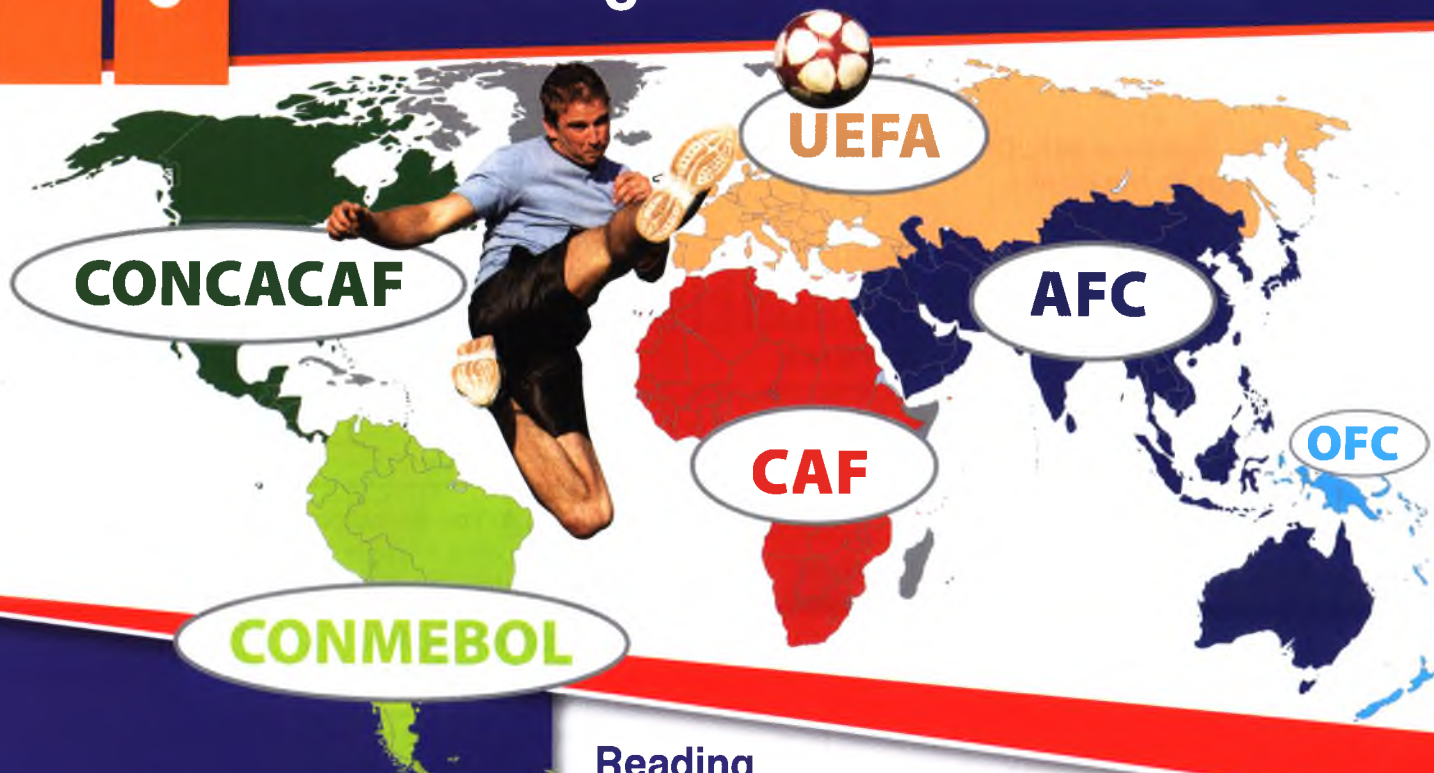
# Gunners crush Red Devils

by Ron Marjers

It was a bad night for the Red Devils. Their leading player, Roy Keane \_\_\_\_\_.

The Gunners were awarded \_\_\_\_\_ when \_\_\_\_\_.

That kick gave them a 3-0 lead.



## Zapp Cable Company Sports Packages

Our soccer package offers everything a soccer fan wants. We broadcast all international games from the **AFC**, **CAF**, **CONCACAF**, **CONMEBOL**, and **UEFA**. We broadcast plenty of **FIFA** specials, to keep you informed.

We are also the number one channel to watch the **World Cup** on. You will be first to know what teams **qualify**. And you'll be the first to know what teams are facing **elimination**. You don't want to miss, as our team of experts analyse each match up.

Sign up this week to catch the **OFC** Nations Cup finals.

Call now and ask for the soccer package to receive a discounted rate.

### Get ready!

1 Before you read the passage, talk about these questions.

- 1 What association represents Europe?
- 2 What association represents Australia?

### Reading

2 Read the advertisement. Then, choose the correct answers.

- 1 What is the purpose of the passage?
  - A to announce the broadcast of another soccer league
  - B to describe the leagues and tournaments available on a channel
  - C to compare different soccer leagues
  - D to report the results of a tournament
- 2 According to the passage, which competition is currently underway?
 

A the World Cup	C the OFC Nations Cup
B the UEFA games	D the CONMEBOL games
- 3 Which of these is NOT included in the soccer package?
 

A FIFA specials	C AFC games
B CAF games	D UEFA analysis

### Vocabulary

3 Match the words (1-6) with the definitions (A-F).

- |              |          |              |
|--------------|----------|--------------|
| 1 _ AFC      | 3 _ UEFA | 5 _ CONMEBOL |
| 2 _ CONCACAF | 4 _ CAF  | 6 _ FIFA     |

- A South American Football Confederation
- B International Federation of Association Football
- C Asian Football Confederation
- D Union of European Football Association
- E Confederation of African Football
- F Confederation of North, Central American, and Caribbean Football



4 Read the sentence pair. Choose where the words best fit the blanks.

1 qualify / elimination

A Teams that do not win games face \_\_\_\_\_ in tournaments.

B A team can \_\_\_\_\_ for tournaments by winning many games.

2 World Cup / OFC

A The \_\_\_\_\_ is a competition between teams from all FIFA associations.

B The \_\_\_\_\_ has its headquarters in New Zealand.

5 Listen and read the advertisement again. How do teams get into the World Cup?

## Listening

6 Listen to a conversation between two soccer fans. Mark the following statements as true (T) or false (F).

1 \_\_\_ The World Cup is the man's favorite soccer competition.

2 \_\_\_ The woman prefers a different competition than the man.

3 \_\_\_ The man only expects to watch the championship game.

7 Listen again and complete the conversation.

Fan 1: Are you excited about the World Cup 1 \_\_\_\_\_ ?

Fan 2: 2 \_\_\_\_\_ .

Fan 1: Really? Don't you like soccer?

Fan 2: I do. I'm just not that big of a fan of the World Cup.

Fan 1: Wow. I 3 \_\_\_\_\_ of the World Cup as the most exciting event for soccer fans.

Fan 2: I don't really agree with that. 4 \_\_\_\_\_ the European Championships to the World Cup.

Fan 1: Well are you still 5 \_\_\_\_\_ the World Cup?

Fan 2: Not 6 \_\_\_\_\_ . Just the last few matches.



## Speaking

8 With a partner, act out the roles below based on Task 7. Then switch roles.

USE LANGUAGE SUCH AS:

Are you ...

Don't you ...

I prefer ...

**Student A:** You are talking with Student B about soccer. Talk about:

- what tournaments he/she is excited about
- what tournaments he/she doesn't care about
- what tournaments he/she plans on watching

**Student B:** You and Student A are talking about soccer. Answer student A's questions about what tournaments you enjoy.

## Writing

9 Use the advertisement and the conversation from Task 8 to fill out the email.

Dear Peter,

I got your letter about soccer. I'm planning on watching \_\_\_\_\_. I probably won't watch \_\_\_\_\_ because \_\_\_\_\_.

I'm hoping to get tickets to \_\_\_\_\_ because \_\_\_\_\_.

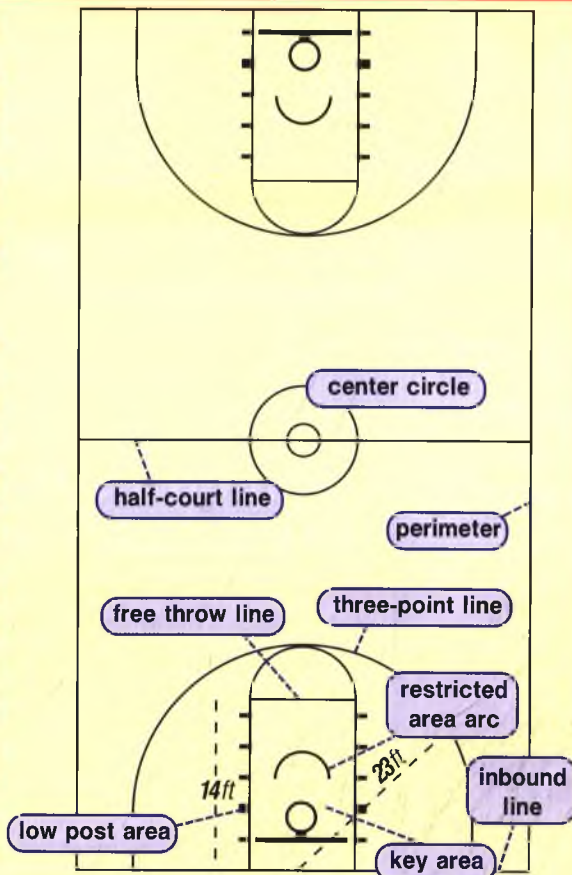
Are you going to watch \_\_\_\_\_?

Sam

# Guidelines for Basketball Court Dimensions



basketball court



The **basketball court** guidelines below are for **International Basketball Federation (FIBA)** rules.

Standard **perimeter** is a length of 92 feet and a width of 49 feet. The **half-court line** is at a distance of 45 feet. At half-court, the **center circle** diameter is 12 feet.

The **restricted area arc** is at 4 feet. The **free throw line** is at 14 feet. The **three-point line** is at 23 feet 9 inches. All these distances are measured from directly below the backboard.

The **key area** has a width of 16 feet and includes the **low post area**. The **inbound line** is near the key.

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 Where is basketball played?
- 2 How far from the backboard is the 3-point line?

## Reading

2 Read the court dimension guidelines. Then, choose the correct answers.

- 1 What is the purpose of the passage?
  - A to suggest changes to basketball court dimensions
  - B to explain where different players should stand on a basketball court
  - C to compare the sizes of men's and women's basketball courts
  - D to describe the typical dimensions of a basketball court
- 2 Which is NOT measured from below the backboard?
  - A restricted area arc
  - B center circle
  - C free throw line
  - D three-point line
- 3 What line is at a distance of 45 feet?
  - A the free throw line
  - B the three-point line
  - C the inbound line
  - D the half-court line

## Vocabulary

3 Match the words (1-8) with the definitions (A-H).

- |                   |                         |
|-------------------|-------------------------|
| 1 — perimeter     | 5 — basketball court    |
| 2 — key           | 6 — restricted area arc |
| 3 — low post area | 7 — inbound line        |
| 4 — center circle | 8 — half-court line     |

- A a shaded area under the basket
- B a curved line four feet from the basket
- C a place where basketball is played
- D an area just under the basket
- E a line near the key
- F a line indicating the outside line of a court
- G a space in the middle of the court
- H a line in the middle of the court

4 Read the sentence pair. Choose where the words best fit the blanks.

1 half-court line / center circle

A The \_\_\_\_\_ divides the court.

B The \_\_\_\_\_ is in the middle of the court.

2 three-point line / free throw line

A The \_\_\_\_\_ is used after a foul.

B A basket from the \_\_\_\_\_ earns more points.

5 Listen and read the court dimension guidelines again. Where is the free throw line?

## Listening

6 Listen to a conversation between a coach and a player. Mark the following statements as true (T) or false (F).

1 \_\_\_ The woman shot well during yesterday's game.

2 \_\_\_ The man thinks the woman took too many shots from behind the three-point line.

3 \_\_\_ The team will work on getting the ball into the key area.

7 Listen again and complete the conversation.

**Coach:** Let's talk about yesterday's game.

**Player:** Okay. I wasn't 1 \_\_\_\_\_.

**Coach:** Well, you took too many shots from behind the 2 \_\_\_\_\_.

**Player:** I know. I couldn't get to the 3 \_\_\_\_\_.

**Coach:** You don't have to do it all yourself. We need to pass more.

**Player:** 4 \_\_\_\_\_, I'm sorry.

**Coach:** Don't apologize. We'll just 5 \_\_\_\_\_ plays to get the ball nearer the basket.

**Player:** 6 \_\_\_\_\_.

## Speaking

8 With a partner, act out the roles below based on Task 7. Then switch roles.

USE LANGUAGE SUCH AS:

*Let's talk about ...*

*I was/wasn't shooting ...*

*We need to ...*

**Student A:** A: You are a coach. Talk to Student B about:

- a previous game
- where players shot from
- what to practice next

**Student B:** You are a player. Talk to Student A about a previous game.

## Writing

9 Use the guidelines and the conversation from Task 8 to fill out the notes.

### Practice Notes

Previous game problems:

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Today's objectives:

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# BOSTON BASKETBALL BLOG



The game of **basketball** is very popular. Very little equipment is needed. This allows a lot of people to participate.

All you need is a **basketball**, **hoop**, and a **backboard**. A **net** hooked to the **rim** is helpful. Without one, it's hard to see if some shots go in. But it is not needed to play.

A good pair of **basketball shoes** will help. **High-tops** and **ankle braces** add support to ankles. These are not necessary, but are useful.

Other equipment includes a **whistle** and a **play board**. Whistles help start and stop play. Play boards help coaches direct players. Both are nice in organized games. But again, you can play without them.



## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What is connected to a backboard?
- 2 What is one type of basketball footwear?

## Reading

2 Read the basketball blog. Then, choose the correct answers.

- 1 What is the main idea of the passage?
  - A the best types of basketball equipment
  - B basketball needs little equipment
  - C how basketball equipment has changed the game
  - D basketball equipment is inexpensive
- 2 How can a net improve game play?
  - A It provides support.
  - B It allows the start and stop of play.
  - C It helps determine if shots go in.
  - D It lets coaches instruct players.
- 3 Which of the following is NOT necessary equipment?
 

A a basketball	C a play board
B a hoop	D a backboard

## Vocabulary

3 Match the words (1-7) with the definitions (A-G).

- |                |                   |
|----------------|-------------------|
| 1 ___ net      | 5 ___ basketball  |
| 2 ___ high-top | 6 ___ backboard   |
| 3 ___ hoop     | 7 ___ ankle brace |
| 4 ___ whistle  |                   |

- A a piece of round metal
- B a device that you blow into
- C a shoe that supports the ankles
- D a flat, vertical surface
- E a ball that is round
- F a piece of equipment that supports the ankle
- G a mesh chain or fabric that hangs from a rim

4 Read the sentence pair. Choose where the words best fit the blanks.

1 play board / backboard

A The coach showed the players where to stand on his \_\_\_\_\_.

B The basketball bounced off the \_\_\_\_\_.

2 basketball shoes / ankle braces

A Good \_\_\_\_\_ help prevent injury.

B Good \_\_\_\_\_ help grip the court.

5 Listen and read the basketball blog again. What is needed for a basketball game?

## Listening

6 Listen to a conversation between a coach and an equipment manager. Mark the following statements as true (T) or false (F).

1 \_\_\_ The man will pack basketballs.

2 \_\_\_ The woman already has her play boards.

3 \_\_\_ The woman asks the man to bring an ankle brace.

7 Listen again and complete the conversation.

**Coach:** John, you know that we have an away game, right?

**Equipment Manager:** Oh, right. That's today. I'll 1 \_\_\_\_\_ your equipment.

**Coach:** What are you going to bring?

**Equipment Manager:** I'll grab about ten 2 \_\_\_\_\_. And probably a few whistles.

**Coach:** We'll need the balls, but I have 3 \_\_\_\_\_ whistle.

**Equipment Manager:** 4 \_\_\_\_\_. Anything else you need?

**Coach:** Yeah. Grab at least two 5 \_\_\_\_\_. And do we have a spare 6 \_\_\_\_\_?

**Equipment Manager:** We do. I'll put it in the bag.

## Speaking

8 With a partner, act out the roles below based on Task 7. Then switch roles.

USE LANGUAGE SUCH AS:

*I'll pack up ...*

*I'll grab ...*

*Do we have ...*

**Student A:** You are a coach. Talk to Student B about:

- an upcoming game
- equipment that is needed or not
- equipment that is available

**Student B:** You are an equipment manager. Talk to Student A about equipment.

## Writing

9 Use the blog and the conversation from Task 8 to fill out the equipment request for a new basketball team.

### Equipment Request Form

Sport: \_\_\_\_\_

Basic equipment requested: \_\_\_\_\_

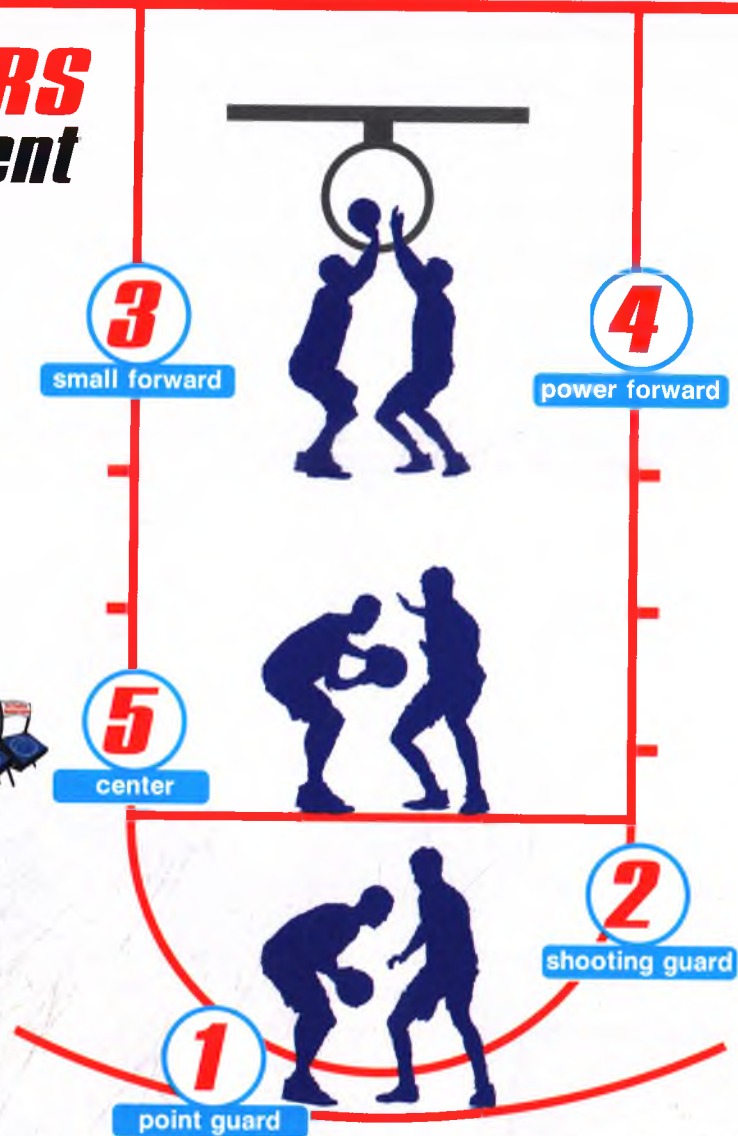
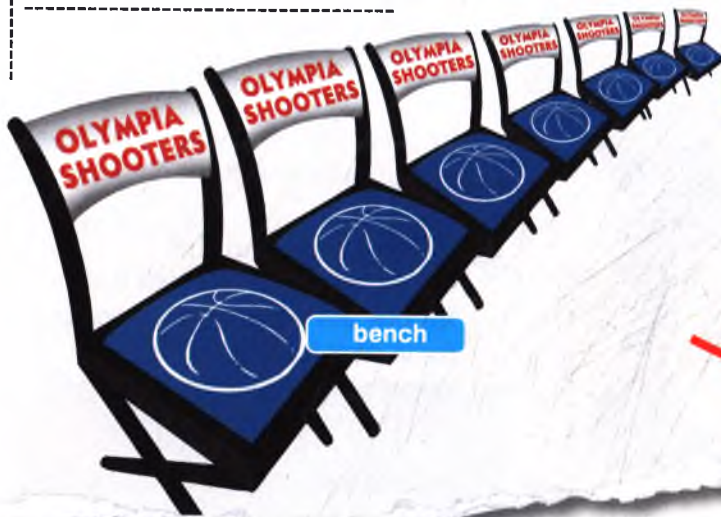
Coaching equipment requested: \_\_\_\_\_



## OLYMPIA SHOOTERS Preseason Assessment

The Olympia Shooters new **lineup** looks good this year. The tallest player, Mike Jones, is a **center**. Mike spent last season on the **bench**, but will now **start**. To aid Jones offensively is Sam Langford. Langford is full of muscle at the **power forward** position. To round out the **frontcourt** is Carl Lucas. He is a **small forward** and his versatility is a big asset for the team.

In the **backcourt** is John Harrison. He has good ball handling skills as a **point guard**, and is the star of the team. Peter Sutton is accurate as the **shooting guard**. Both players are skilled at passing the ball.



### Get ready!

① Before you read the passage, talk about these questions.

- 1 What are some basketball positions?
- 2 Where do substitutes sit?

### Reading

② Read the article. Then, mark the following statements as true (T) or false (F).

- 1 \_\_\_ The center did not start last season.
- 2 \_\_\_ Sam Langford plays in the frontcourt.
- 3 \_\_\_ Peter Sutton is a point guard.

### Vocabulary

③ Match the words (1-7) with the definitions (A-G).

- |                     |                     |
|---------------------|---------------------|
| 1 ___ frontcourt    | 5 ___ lineup        |
| 2 ___ power forward | 6 ___ start         |
| 3 ___ bench         | 7 ___ small forward |
| 4 ___ backcourt     |                     |

- A a position that has a variety of duties  
 B to be on the court at the beginning of a game  
 C a side being defended  
 D a side in offensive play  
 E a position for mid-range jump shots  
 F a group of players that don't start  
 G a list of players

4 Read the sentence pair. Choose where the words best fit the blanks.

1 center / lineup

A A \_\_\_\_\_ is often the tallest member of the team.

B The \_\_\_\_\_ lists team members.

2 frontcourt / backcourt

A A center generally plays in the \_\_\_\_\_.

B A guard generally plays in the \_\_\_\_\_.

5 Listen and read the article again. Who scores a lot of points?

## Listening

6 Listen to a conversation between a coach and a player. Mark the following statements as true (T) or false (F).

1 \_\_\_ The woman wants the man to play point guard.

2 \_\_\_ The man played center last season.

3 \_\_\_ The man worked to improve his shooting.

7 Listen again and complete the conversation.

**Coach:** I want to talk about your position this year. I think you should 1 \_\_\_\_\_.

**Player:** Really? Where do you want me to play?

**Coach:** I'd like you at 2 \_\_\_\_\_.

**Player:** Oh, wow! I thought I did well at 3 \_\_\_\_\_ last season.

**Coach:** You did an 4 \_\_\_\_\_ . But your skills are better now.

**Player:** Well, I've worked a lot on passing.

**Coach:** Yes, you have. And it's 5 \_\_\_\_\_ . I think 6 \_\_\_\_\_ an excellent point guard.

**Player:** Thanks, coach!



## Speaking

8 With a partner, act out the roles below based on Task 7. Then switch roles.

USE LANGUAGE SUCH AS:

*I'd like you at ...*

*I thought I ...*

*I think you'll ...*

**Student A:** You are a coach. Talk to Student B about:

- changing positions
- why he or she is ready
- how he or she has improved

**Student B:** You are a player. Talk to Student A about what position you should play.

## Writing

9 Use the article and the conversation from Task 8 to fill out the coach's notes.

Coach's notes

### Possible Lineup and Changes

Changes: \_\_\_\_\_

\_\_\_\_\_

New Lineup:

Position

Player

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Bench: \_\_\_\_\_

The Sunday Gazette

# GIANTS-BEARS Game Decided in Final Minutes

The tied game came down to the last minute. The Giants gained control of the **jump ball**. But Giant player John Mays **travelled**. The Bears quickly made a **three-pointer** and took the lead.

Then, Giants point guard Mays **dribbled** down for a **jump shot**. He missed, but Mike Bloom **rebounded** the ball and **dunked**. Still behind, the Giants managed to steal a pass. Mays got the ball and tried to draw a **foul**. He was successful, and Bear player Joe Smith **fouled out**. With three seconds left, Mays made both **free throws**. The Bears missed a long shot, and the Giants won, 78-77.



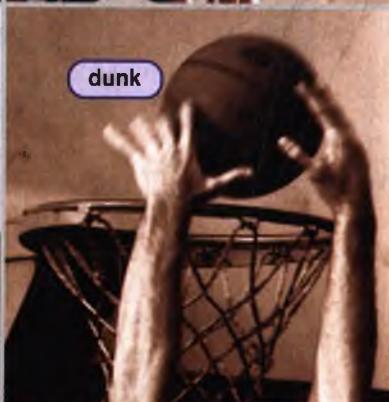
jump ball



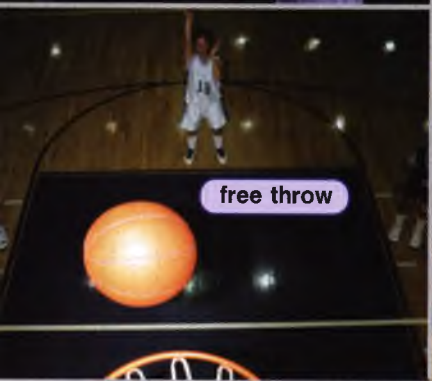
dribble



jump shot



dunk



free throw



three-pointer

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some ways to score in basketball?
- 2 Which score is most difficult?

## Reading

2 Read the newspaper article about the game. Then, choose the correct answers.

- 1 What is the purpose of the article?
  - A to explain the rules of play in basketball
  - B to describe the last minutes of a game
  - C to suggest that a foul was called incorrectly
  - D to list players' fouls and points
- 2 What is NOT described in the article?
  - A the Bears making a three-pointer
  - B the Giants drawing a foul
  - C the Giants shooting free throws
  - D the Bears rebounding the ball
- 3 What happened before the free throws?
  - A A Bears player fouled out.
  - B There was a jump ball.
  - C The Giants made a three-pointer.
  - D The Bears travelled.

## Vocabulary

3 Match the words (1-8) with the definitions (A-H).

- |                |                 |
|----------------|-----------------|
| 1 __ foul      | 5 __ free throw |
| 2 __ rebound   | 6 __ dribble    |
| 3 __ dunk      | 7 __ travel     |
| 4 __ jump shot | 8 __ foul out   |

- A to bounce the ball
- B to take control of the ball
- C to force the ball through the hoop
- D to move the ball without dribbling
- E an undefended shot
- F a play or action that doesn't follow the rules
- G to be taken out of the game
- H a shot while leaping



4 Read the sentence pair. Choose where the words best fit the blanks.

1 jump ball / jump shot

A The player made a \_\_\_\_\_ to win the game.

B The \_\_\_\_\_ put the ball into play.

2 foul / foul out

A The player drew a \_\_\_\_\_.

B Players don't want to \_\_\_\_\_ of the game.

5 Listen and read the newspaper article again. What are some problems that players can have during a game?

## Listening

6 Listen to a conversation between two coaches. Mark the following statements as true (T) or false (F).

1 \_\_\_ The coaches want to work on committing less fouls.

2 \_\_\_ The woman thinks the problem is on offense.

3 \_\_\_ The coaches agree that the players need to be less aggressive.

7 Listen again and complete the conversation.

**Coach 1:** We commit too many fouls. We need to 1 \_\_\_\_\_ that.

**Coach 2:** I know. We have too many players 2 \_\_\_\_\_ each game.

**Coach 1:** What do you think we should do?

**Coach 2:** I think 3 \_\_\_\_\_ work on defending the ball.

**Coach 1:** You're right. We get most of our fouls on defense.

**Coach 2:** Yes, the players need to be 4 \_\_\_\_\_.

**Coach 1:** I know. They always defend 5 \_\_\_\_\_ to the other players.

**Coach 2:** If 6 \_\_\_\_\_ some distance, they'll draw less fouls.

## Speaking

8 With a partner, act out the roles below based on Task 7. Then switch roles.

### USE LANGUAGE SUCH AS:

*We need to work on ...*

*I know ...*

*What do you think ...*

**Student A:** You are a coach. Talk to Student B about:

- an area where the team needs to improve
- when the problems occur
- what can be done

**Student B:** You are a coach. Talk to Student A about what the team should work on.

## Writing

9 Use the newspaper article and the conversation between the two coaches to complete the practice agenda.



**Coach:**

**Date:**

## Practice Agenda

What is the main goal of the practice?

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List the things to work on:

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THE GLOBAL TIMES



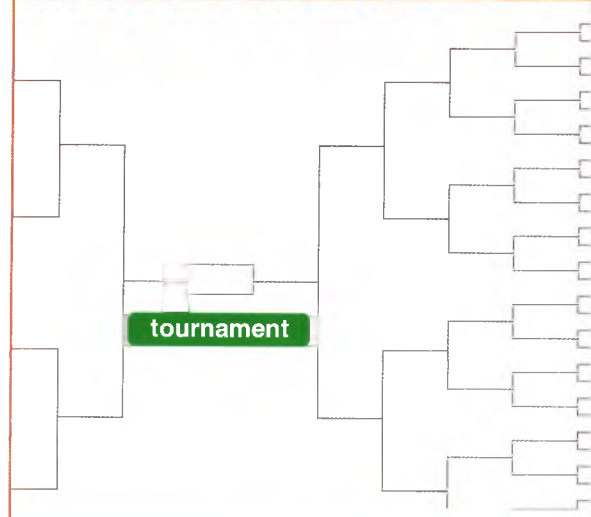
## BASKETBALL IS AN INTERNATIONAL FAVORITE

Basketball started in the United States. Right now, that nation's most popular league is the **NBA (National Basketball Association)**. Another U.S. league is the **WNBA (Womens National Basketball Association)**. But basketball is now an international favorite. The global popularity of the sport spawned FIBA.

Other leagues include the **ULEB** and the **Euroleague**. They both cover European nations. China even has basketball leagues: the **CBA** and **WCBA**.

The most popular leagues end with **tournaments** and **playoffs**. Tournaments can involve teams from different nations. Playoffs determine which teams advance to the championship game. Most championships are based on **best of** play. For example, the champion of a best of seven must win four games. In the NBA and WNBA the championship games are called the **finals**.

BASKETBALL TOURNAMENT BRACKET



### Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some basketball leagues?
- 2 Who plays in the WNBA?

### Reading

2 Read the article. Then, mark the following statements as true (T) or false (F).

- 1 \_\_\_ The WNBA was an earlier version of the NBA.
- 2 \_\_\_ The ULEB is a Chinese league.
- 3 \_\_\_ Best of play determines most championships.

### Vocabulary

3 Match the words (1-8) with the definitions (A-H).

- |                  |                  |
|------------------|------------------|
| 1 ___ tournament | 5 ___ playoff    |
| 2 ___ NBA        | 6 ___ Euroleague |
| 3 ___ CBA        | 7 ___ WNBA       |
| 4 ___ FIBA       | 8 ___ best of    |

- A a professional women's basketball league in North America
- B games leading to a championship
- C the governing body for world basketball
- D a basketball league in Europe
- E a set number of games
- F a series of games
- G a professional men's basketball league in China
- H a professional men's basketball league in North America

4 Read the sentence pair. Choose where the words best fit the blanks.

1 tournament / playoff

- A The \_\_\_\_\_ included Chinese and European teams.  
 B The \_\_\_\_\_ game winner will advance to the championship.

2 NBA / WCBA

- A Women play in the \_\_\_\_\_.  
 B Men play in the \_\_\_\_\_.

5 Listen and read the article again. What leagues play in Europe and Asia?

## Listening

6 Listen to a conversation between two basketball fans. Choose the correct answers.

- 1 What is the main idea of the conversation?  
 A the start of a new tournament  
 B the number of games in the championship  
 C which teams should make the playoffs  
 D how teams are selected for a tournament
- 2 What is true of the upcoming game?  
 A It is the first game of the playoffs.  
 B The man expects the score to be close.  
 C The teams in it have already played four games.  
 D The woman did not realize it was the championship game.

7 Listen again and complete the conversation.

- Fan 1: Are you watching 1 \_\_\_\_\_ of the NBA Finals tonight?  
 Fan 2: Yeah, it should be a great game.  
 Fan 1: I agree. Is the championship based on 2 \_\_\_\_\_ five?  
 Fan 2: No, it's best 3 \_\_\_\_\_ for the NBA.  
 Fan 1: Are you sure?  
 Fan 2: I'm positive. The leading team has already 4 \_\_\_\_\_ games. If it was best of five they'd be done.  
 Fan 1: Oh yeah. But if they 5 \_\_\_\_\_ it'll be over.  
 Fan 2: Right! That will be number four, which is 6 \_\_\_\_\_ out of seven.

## Speaking

8 With a partner, act out the roles below based on Task 7. Then switch roles.

USE LANGUAGE SUCH AS:

- Are you ...  
 It should be ...  
 Is that best of ...

**Student A:** Student A: You are a fan. Talk to Student B about:

- watching the tournament
- what game is being played in the series
- what the best of is for the series

**Student B:** You are a fan. Talk to Student A about how many games are in the series.

## Writing

9 Use the article and the conversation from Task 8 to fill out the schedule.



## WNBA Finals Schedule

Game #	Date
1	June 12
2	June 13
3	June 15
4 (if needed)*	June 16
5. (if needed)*	June 17

\*These games may or may not be played because \_\_\_\_\_

## A Guide for Sports Fans

Getting to Know  
Rugby

**Rugby union** and **rugby league** are two types of rugby. In this section, we'll explain the Union field.

The playing field is known as the **pitch**. The **maximum** size is 144 m long and 70 m wide. The playable area should not **exceed** 100 m long. This area is between the two **try lines**. The **half way line** marks the middle point.

The **in-goal area** is between 10 and 22 m deep. It is between the try line and **dead ball line**. The **rugby ball** is out of play at the dead ball line. Play restarts at the **twenty-two**.

## Get ready!

1 Before you read the passage, talk about these questions.

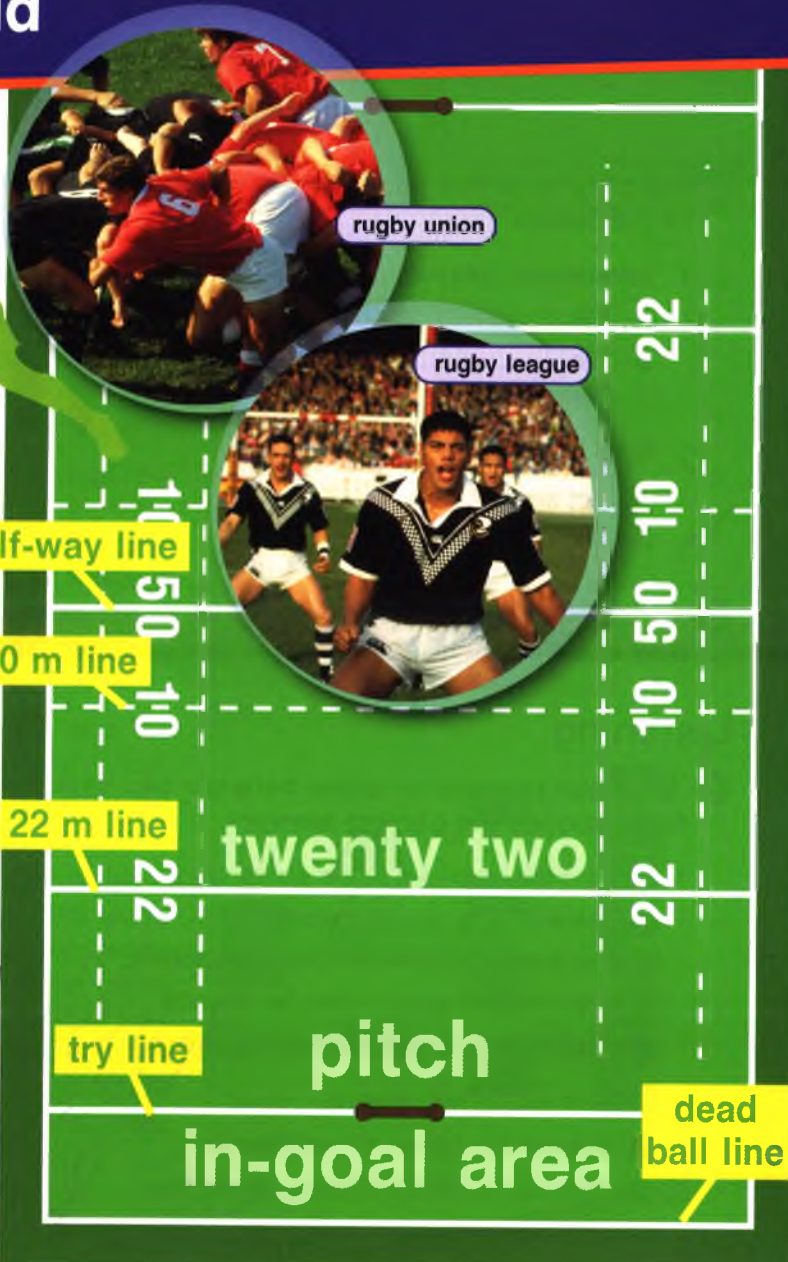
- 1 What are two types of rugby?
- 2 Where is rugby played?

## Reading

2 Read the guide. Then, choose the correct answers.

- 1 What is the purpose of the passage?
  - A to explain the field of rugby union
  - B to compare rugby union and rugby league
  - C to describe the placement of rugby players
  - D to introduce the basic rules of rugby
- 2 Which of the following is NOT marked on the field?
 

A the pitch	C the in-goal area
B the try line	D the dead ball line
- 3 Where is the in goal area?
  - A between the twenty two and try line
  - B between the try line and half way line
  - C between the try line and dead ball line
  - D between the half way line and twenty two



## Vocabulary

3 Match the words (1-8) with the definitions (A-H).

- |                   |                   |
|-------------------|-------------------|
| 1 __ rugby league | 5 __ try line     |
| 2 __ maximum      | 6 __ in-goal area |
| 3 __ pitch        | 7 __ twenty two   |
| 4 __ exceed       | 8 __ rugby union  |

- A the region which players enter to score
- B to go beyond what's allowed
- C the goal line
- D a type of rugby with 13 players per team
- E the rugby field
- F the most allowed
- G a type of rugby with 15 players per team
- H the location where play is restarted

4 Read the sentence pair. Choose where the words best fit the blanks.

1 exceed / maximum

A The \_\_\_\_\_ length of the field is 144 m.

B A 150 m field will \_\_\_\_\_ the allowable length.

2 try line / dead ball line

A He ran over the \_\_\_\_\_ and scored.

B When players pass the \_\_\_\_\_, play stops.

5 Listen and read the guide again. Where does play restart?

## Listening

6 Listen to a conversation between a new rugby fan and an old rugby fan. Mark the following statements as true (T) or false (F).

1 \_\_\_ A rugby union field is shorter than a rugby league field.

2 \_\_\_ The man has not watched rugby union before.

3 \_\_\_ Both types of rugby have the same size in-goal area.

7 Listen again and complete the conversation.

**New Fan:** This field looks 1 \_\_\_\_\_ big, doesn't it?

**Old Fan:** Does it? It looks right to me.

**New Fan:** Well, look at the 2 \_\_\_\_\_ . It's huge.

**Old Fan:** Oh, wait. Do you watch rugby union or 3 \_\_\_\_\_ ?

**New Fan:** This is my first 4 \_\_\_\_\_ game. I just 5 \_\_\_\_\_ rugby.

**Old Fan:** Well, the rugby union field is longer. And it has a 6 \_\_\_\_\_ in-goal area.

**New Fan:** I see. Is that the only difference?

**Old Fan:** Oh, no. There's lots of differences. But players score points the same way in each version.

## Speaking

8 With a partner, act out the roles below based on Task 7. Then switch roles.

USE LANGUAGE SUCH AS:

*This field looks ...*

*Do you watch ...*

*The ... field is ...*

**Student A:** You are a new rugby fan. Talk to Student B about:

- the size of the field
- the type of rugby you are familiar with
- the size of in-goal areas

**Student B:** You are a rugby fan. Talk to Student A about the size of rugby league and rugby union fields.

## Writing

9 Use the guide and the conversation from Task 8 to fill out the Rugby Field Guide.

### Rugby Field Guide

New fans to rugby may be confused by rugby league and rugby union fields.

General sizes: \_\_\_\_\_

\_\_\_\_\_

In-goal areas: \_\_\_\_\_

\_\_\_\_\_



rugby ball

## A Guide for Sports Fans

# Getting to Know Rugby Positions

Rugby players are grouped as **forwards** or **backs**. Forwards make up eight positions on a team. There are seven backs on a team.

Forwards include two **props** and the **hooker**. These players play in the front row. The **lock** lines up in the second row. The **open-side flanker** and **blind-side flanker** make up the back row. Forwards are prone to injury, but are bigger than backs.

The backs include the **full back**, **wing**, and **center**. Full backs and wingers are quick, attacking players. Centers are important both in attack and defense. The **fly half** and **scrum half** are called half backs. Backs generally have more speed than forwards. They need to be able to make quick decisions. Backs are less likely to suffer injuries. Most scoring is done by the backs, and the fly half usually kicks penalties.

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some positions in rugby?
- 2 Who is a team's last line of defense on a rugby pitch?

## Reading

2 Read the rugby guide. Then, choose the correct answers.

- 1 What are the main groups of rugby positions?
  - A backs and half backs
  - B forwards and half backs
  - C forwards and backs
  - D half backs and fly halves
- 2 What is NOT mentioned in the article?
  - A the half back positions
  - B positions on the front row
  - C positions on the back row
  - D positions on the middle row
- 3 What players are likely to be injured?
  - A prop and lock
  - B prop and center
  - C lock and wing
  - D wing and center

1. loosehead prop
2. hooker
3. tighthead prop
4. second row
5. second row
6. blind-side flanker
7. open-side flanker
8. number eight
9. scrum half
10. fly half
11. left wing
12. inside center
13. outside center
14. right wing
15. full back



## Vocabulary

3 Match the words (1-8) with the definitions (A-H).

- |                 |                          |
|-----------------|--------------------------|
| 1 ___ full back | 5 ___ lock               |
| 2 ___ hooker    | 6 ___ center             |
| 3 ___ wing      | 7 ___ blind-side flanker |
| 4 ___ prop      | 8 ___ fly half           |

- A a player that makes scoring attempts
- B a player that lines up in the second row
- C a player that lines up on the front row
- D a player that is a good kicker
- E a versatile player
- F a player several meters behind the back row
- G is player in the back row
- H a player that lines up between the props

4 Read the sentence pair. Choose where the words best fit the blanks.

1 prop / hooker

A A \_\_\_\_\_ plays in the front row.

B A \_\_\_\_\_ lines up between two props.

2 fly half / scrum half

A A \_\_\_\_\_ links the backs and forwards.

B A \_\_\_\_\_ is a strong kicker.

5 Listen and read the rugby guide again. How do forwards differ from backs?

## Listening

6 Listen to a conversation between a rugby player and a friend. Mark the following statements as true (T) or false (F).

1 \_\_\_ The man is a forward.

2 \_\_\_ The man is too slow to be a wing.

3 \_\_\_ Flankers are injured more often than wings.

7 Listen again and complete the conversation.

**Friend:** I saw the game yesterday and I'm a bit confused. Do you play 1 \_\_\_\_\_ ?

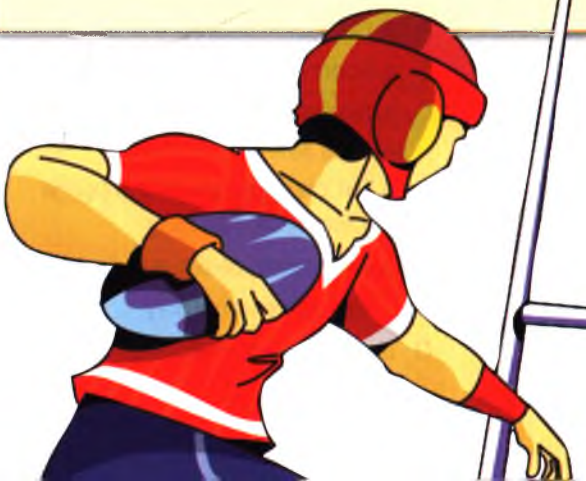
**Player:** No, I'm 2 \_\_\_\_\_ be a forward. I'm a back. A 3 \_\_\_\_\_, to be specific.

**Friend:** So what do wings do?

**Player:** We're usually the 4 \_\_\_\_\_ players. We score most of the tries.

**Friend:** I see. It's so rough! Aren't you 5 \_\_\_\_\_ getting hurt?

**Player:** Not really, the flankers and locks get hurt 6 \_\_\_\_\_.



## Speaking

8 With a partner, act out the roles below based on Task 7. Then switch roles.

USE LANGUAGE SUCH AS:

*Do you play ...*

*No, I'm too ...*

*... get hurt ...*

**Student A:** You are friends with Student B. Talk to him or her about:

- his or her position
- the position's responsibilities
- injuries

**Student B:** You are Student A's friend. Talk to Student A about his strengths and weaknesses.

## Writing

9 Use the guide and the conversation from Task 8 to fill out the email.

Hi Mike,

I can answer your questions.

I'm a \_\_\_\_\_. I'm too \_\_\_\_\_ to \_\_\_\_\_.

In my position I have to \_\_\_\_\_.

And yes, sometimes I worry about getting hurt. Of course, \_\_\_\_\_.

Let me know if you have any other rugby questions. I love teaching people about it.

# Getting to Know Rugby Rules of Play



In this section, we will discuss rugby rules. Scores are made at the opponent's in-goal area through **tries**. **Conversions** are kicks attempted after a successful try.

**Rucks** and **mauls** occur when the ball is in play. Play is stopped by a **penalty** or an **offside**. If this happens, it results in a **set piece**. **Scrums** and **lineouts** are set pieces. Lineouts happen when the ball goes over the sideline. A scrum involves the forwards of both teams binding together in a test of strength and determination. Penalties sometimes allow the opportunity for a kick at goal.

Teams want to be **in possession** of the ball. This allows them to move the ball and score. There is a set period of time for play. A try is worth 5 points, a conversion 2, and a penalty 3. The team with the most points wins.

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some ways to score points in rugby?
- 2 What is a formation involving all the forwards?

## Reading

2 Read the rugby guide. Then, choose the correct answers.

- 1 What is the purpose of the passage?
  - A to explain the basic rules of rugby play
  - B to describe important plays in a rugby match
  - C to recommend a rule change in rugby
  - D to compare the rules of rugby union and rugby league
- 2 Which of the following is NOT a method of restarting play?
  - A scrums
  - B line-outs
  - C set pieces
  - D rucks
- 3 According to the guide, what occurs after a penalty?
  - A A maul is formed.
  - B A conversion is awarded.
  - C A set piece begins.
  - D The opponent is given possession of the ball.

## Vocabulary

3 Match the words (1-7) with the definitions (A-G).

- |   |              |   |               |
|---|--------------|---|---------------|
| 1 | __ ruck      | 5 | __ scrum      |
| 2 | __ penalty   | 6 | __ conversion |
| 3 | __ try       | 7 | __ lineout    |
| 4 | __ set piece |   |               |

- A a five point score
- B a scoring attempt after a try
- C a formation that takes place after a tackle
- D a set piece in which the ball is thrown back into play
- E an infraction of the rules
- F a way to resume play
- G a set piece formed with forwards



**4** Read the sentence pair. Choose where the words best fit the blanks.

- 1 ruck / maul**  
 A Opposing players bind to each other in a \_\_\_\_\_.  
 B Players bind to the ball carrier in a \_\_\_\_\_.
- 2 scrum / lineout**  
 A During a \_\_\_\_\_, the ball is thrown onto the field.  
 B The forwards pushed against each other in a \_\_\_\_\_.

**5** Listen and read the rugby guide again. What are some formations that occur while the ball is in play?

## Listening

**6** Listen to a conversation between a new rugby fan and an old rugby fan. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The man mistakes a ruck and a maul.  
 2 \_\_\_ The tackled player is on the ground.  
 3 \_\_\_ The man wonders why there wasn't a penalty.

**7** Listen again and complete the conversation.

**New Fan:** Wow, 1 \_\_\_\_\_ that maul!  
**Old Fan:** That's not 2 \_\_\_\_\_. It's a ruck.  
**New Fan:** But the players 3 \_\_\_\_\_ to the ball carrier.  
**Old Fan:** 4 \_\_\_\_\_. See, the player did have the ball. But he was tackled.  
**New Fan:** Okay. So why isn't it a maul?  
**Old Fan:** Because he's 5 \_\_\_\_\_. Now two opposing players are binding to each other.  
**New Fan:** 6 \_\_\_\_\_. A ruck is after a tackle. A maul is when a player is moving with the ball.  
**Old Fan:** You got it!

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then switch roles.

**USE LANGUAGE SUCH AS:**

*Look at that ...*  
*So why isn't ...*  
*I see ...*

**Student A:** You are a new fan. Talk to Student B about:

- the current formation
- two similar formations
- the difference between the two

**Student B:** You are a rugby fan. Talk to Student A about a mistake in identifying formations.

## Writing

**9** Use the guide and the conversation from Task 8 to fill out the Rugby Rules of Play Guide.



Rugby Rules of Play Guide

### Common Errors

Newcomers to rugby often misunderstand formations. So, what is the difference between a ruck and a maul?

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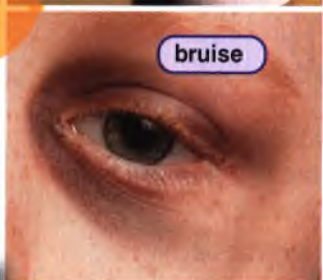
cut



ligament



bone



bruise



twist

## Condition Assessment for the week of: 10/28

### Sarah R

Sarah's **twisted** ankle is healing well. The **sprain** should heal completely in 2-3 weeks. Sarah is to walk, but not run, until it is healed.

### Michael K

Michael has a **concussion** from Thursday's practice. He sustained minor **cuts** as well. He is not to practice or exercise until he is cleared by doctors.

### Jerome L

Jerome sustained a clavicle **fracture** on 9/22. The **break** has mostly healed, but the **bone** is still weak. He is ready to start light exercises.

### Rachel G

Rachel **tore** her ACL last spring. She fell at practice yesterday and was worried about another **ligament** injury. Fortunately, she only has light **bruising** and can resume all practice activities.

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some common sports injuries?
- 2 What is damaged when a fracture occurs?

## Reading

2 Read the condition assessment. Then, choose the correct answers.

- 1 What is the main idea of the passage?
  - A a generalized plan for physical therapy
  - B the recovery progress of injured athletes
  - C training exercises for athletes in recovery
  - D expectations for the next season
- 2 What kind of injury did Rachel get yesterday?
  - A an ACL tear
  - B a clavicle fracture
  - C a concussion
  - D some light bruising
- 3 Which of the injured athletes should NOT engage in physical activities?
  - A Sarah R.
  - B Michael K.
  - C Jerome L.
  - D Rachel G.

## Vocabulary

3 Match the words (1-8) with the definitions (A-H).

- |                |                  |
|----------------|------------------|
| 1 ___ fracture | 5 ___ bruise     |
| 2 ___ twist    | 6 ___ concussion |
| 3 ___ cut      | 7 ___ ligament   |
| 4 ___ tear     | 8 ___ sprain     |

- A a joint injury caused by overstretching
- B to cause damage to capillaries
- C a broken bone
- D to injure by pulling tissue apart
- E a skin wound from a sharp object
- F to injure by rotation or turning
- G fibrous tissues that connect bones
- H a brain injury caused by impact

4 Read the sentence pair. Choose where the words best fit the blanks.

1 bone / ligament

A A sprain is an injury to a \_\_\_\_\_.

B A fracture is an injury to a \_\_\_\_\_.

2 concussion / break

A Trauma to the head can cause a \_\_\_\_\_.

B A fracture is another word for a \_\_\_\_\_.

5 Listen and read the condition assessment again. Why is Jerome L. doing light exercises?

## Listening

6 Listen to a conversation between a coach and a trainer. Mark the following statements as true (T) or false (F).

1 \_\_\_ The athlete suffered a sprained ankle.

2 \_\_\_ The man wanted the player back in practice sooner.

3 \_\_\_ The athlete reinjured himself lifting weights.

7 Listen again and complete the conversation.

**Coach:** Hi, Jen. How is Jerome doing?

**Trainer:** He's doing much better. The 1 \_\_\_\_\_ is mostly healed.

**Coach:** That's great! When will he be 2 \_\_\_\_\_?

**Trainer:** He won't be ready for a few more months.

**Coach:** Too bad. I hoped he'd be 3 \_\_\_\_\_. Can he work out with the team?

**Trainer:** Well, the 4 \_\_\_\_\_ is still weak. I'd 5 \_\_\_\_\_ him to light exercise.

**Coach:** So he can't lift weights?

**Trainer:** Oh, no. Anything but light exercise could reinjure his 6 \_\_\_\_\_.

fracture



## Speaking

8 With a partner, act out the roles below based on Task 7. Then switch roles.

USE LANGUAGE SUCH AS:

*How is ... doing ...*

*He/She has to ...*

*It looks like ...*

**Student A:** You are a coach. Talk to Student B about:

- an injured athlete's recovery
- when he/she will be back to practice
- what he/she can or cannot do

**Student B:** You are a trainer. Talk to Student A about an injured athlete's recovery.

## Writing

9 Use the assessment and the conversation from Task 8 to fill out the condition assessment log.



### University Athletics Department Condition Assessment

What is the athlete's primary injury?

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Is the athlete undergoing physical therapy?

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What is the estimated recovery time?

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- AFC** [N-UNCOUNT-U6] The **AFC** (Asian Football Confederation) is the administrative and controlling body of soccer in Asia and Australia.
- ankle brace** [N-COUNT-U8] An **ankle brace** is a piece of equipment worn around the ankle to support it.
- back** [N-COUNT-U13] In rugby, **backs** are numbered 9-15 and are smaller and faster than forwards. They score most of their team's points.
- backboard** [N-COUNT-U8] A **backboard** is a flat surface positioned vertically that holds the hoop on a basketball court.
- backcourt** [N-COUNT-U9] The **backcourt** is the side of the court a team defends.
- basketball** [N-UNCOUNT-U8] **Basketball** is a team sport played on a court, by two teams of five players.
- basketball** [N-COUNT-U8] A **basketball** is an inflated round ball used to play the game of basketball.
- basketball court** [N-COUNT-U7] A **basketball court** is a court where basketball is played.
- basketball shoe** [N-COUNT-U8] A **basketball shoe** is an athletic shoe made specifically for the game of basketball.
- bench** [N-COUNT-U9] The **bench** is a group of players that don't start the game.
- best of** [ADJ-U11] If a series of games is **best of**, then the winner is determined by winning a set number of games. For example, in a best of three series, the winner would need to win two of the three games.
- blind-side flanker** [N-COUNT-U13] A **blind-side flanker** is a rugby forward in the back row, it is primarily a defensive position.
- bone** [N-COUNT-U15] A **bone** is one of the many rigid structures that together form the skeleton.
- break** [N-COUNT-U15] A **break** is a common colloquial term for a bone fracture.
- bruise** [V-T-U15] To **bruise** tissue is to inflict mild damage on the capillaries, causing blood to flow into the surrounding area.
- CAF** [N-UNCOUNT-U6] **CAF** (Confederation of African Football) is the governing body of soccer in Africa.
- CBA** [N-UNCOUNT-U11] The **CBA** (Chinese Basketball Association) is a men's basketball league in China.
- center** [N-COUNT-U13] A **center** is a rugby back who plays either as inside or outside center. They are versatile players involved in attack and defence.
- center** [N-COUNT-U9] A **center** is a player that typically takes jump balls and plays close to the basket.
- center circle** [N-COUNT-U1] A **center circle** is a circle in the middle of a soccer pitch, with a radius of ten-yards from the spot from which kickoffs are taken to start the game.
- center circle** [N-COUNT-U7] The **center circle** is the circular space in the middle of a basketball court.
- CONCACAF** [N-UNCOUNT-U6] **CONCACAF** (Confederation of North, Central American, and Caribbean Association Football) is the governing body of soccer for North America, Central America, and the Caribbean.
- concussion** [N-COUNT-U15] A **concussion** is a brain injury caused by a hit to the head.
- CONMEBOL** [N-UNCOUNT-U6] **CONMEBOL** (South American Football Confederation) is the governing body of soccer for South America.
- conversion** [N-COUNT-U14] A **conversion** is a kick at goal to gain two extra points after a try in rugby.
- corner arc** [N-COUNT-U1] A **corner arc** is a quarter-circle located at each corner of the field with a radius of 1 yard.
- corner flag** [N-COUNT-U2] A **corner flag** is a flagpole positioned at the corner of a soccer field to establish the boundaries of the field.
- corner kick** [N-COUNT-U4] A **corner kick** is a free kick given to the opposing team when a member of a team has the last touch on a ball before it goes over his own goal line.
- cross** [N-COUNT-U4] A **cross** is a pass of the ball across the field towards the center in an attempt to get it to the opponent's goal.
- cut** [N-COUNT-U15] A **cut** is a wound in which the skin has been opened by a sharp object.
- dead ball line** [N-COUNT-U12] The **dead ball line** is the out of play line at the ends of a rugby pitch.
- defender** [N-COUNT-U3] A **defender** is a defensive outfield player whose primary job is to prevent the opposing team from scoring.

**dribble** [V-T-U10] To **dribble** a basketball is to bounce it between one's hand and the floor.

**dribble** [V-T-U4] To **dribble** a soccer ball is to move it across the field and past opponents with touches of the feet.

**dunk** [V-T-U10] To **dunk** a basketball is to force the ball through the basket while jumping.

**elimination** [N-UNCOUNT-U6] **Elimination** is removal from a competition.

**Euroleague** [N-UNCOUNT-U11] The **Euroleague** is a professional basketball league in Europe.

**exceed** [V-T-U12] To **exceed** is to go beyond the maximum.

**FIFA** [N-UNCOUNT-U6] **FIFA** (International Federation of Association Football) is the international administrative and controlling body of soccer.

**finals** [N-PLURAL-U11] The NBA and WNBA **finals** are the championship games at the end of the playoffs.

**fly half** [N-COUNT-U13] A **fly half** is a rugby back who excels at kicking the ball. They also direct attacking play.

**forward** [N-COUNT-U3] A **forward** is an offensive player who plays close to the other team's goal and whose primary task is to score.

**forward** [N-COUNT-U13] In rugby, **forwards** are numbered 1-8 and are physically stronger and heavier than backs.

**foul** [N-COUNT-U10] A **foul** is a play or action that does not adhere to the rules.

**foul out** [V-I-U10] To **foul out** is to be taken out of the game after committing too many fouls.

**fracture** [N-COUNT-U15] A **fracture** is a common bone injury in which there is a split in the structure of the bone.

**free throw** [N-COUNT-U10] A **free throw** is an undefended shot taken from the free throw line after a foul.

**free throw line** [N-COUNT-U7] The **free throw line** is a line on the basketball court where free throws are attempted after a foul.

**frontcourt** [N-COUNT-U9] The **frontcourt** is the side of the court where a team is on offense.

**full back** [N-COUNT-U13] A **full back** is a rugby back who is the last line of defence for their team. They also field and return long kicks, and participate in attacking moves.

**fullback** [N-COUNT-U3] A **fullback** is a defensive player who plays on the wing, close to their team's goal and whose primary task is to prevent the other team from scoring.

**goal** [N-COUNT-U2] A **goal** is a net mounted on poles and bars into which the ball has to be sent in order to score.

**goal** [N-COUNT-U4] A **goal** is a point scored by putting the ball in the opposing team's net.

**goal box** [N-COUNT-U1] The **goal box** is the area of a soccer field directly in front of the goal that marks where a goal kick can be taken from.

**goal kick** [N-COUNT-U4] A **goal kick** is taken by one team after the ball has been put out of play over the goal line by their opponents.

**goal line** [N-COUNT-U1] A **goal line** is a line marked on the playing field where each goal is located.

**goalie** [N-COUNT-U3] **Goalie** is another word for a goalkeeper.

**goalkeeper** [N-COUNT-U3] A **goalkeeper** is a defensive player who defends and stays close to his team's goal.

**goalkeeper jersey** [N-COUNT-U2] A **goalkeeper jersey** is a distinctive jersey worn by goalkeepers in soccer that is different from the jersey worn by the referees or the other players.

**half way line** [N-COUNT-U12] The **half way line** is a line that separates the field in rugby.

**half-court line** [N-COUNT-U7] The **half-court line** signifies the center of the basketball court.

**halfway line** [N-COUNT-U1] The **halfway line** is a line that extends from one touchline to the other and marks the center of the field.

**handball** [N-COUNT-U5] A **handball** is a foul called when a player other than the goalkeeper touches the ball with his or her hands.

**head** [V-T-U4] To **head** a soccer ball is to shoot or pass it using the head.

**high-top** [N-COUNT-U8] A **high-top** is a type of basketball shoe that covers the ankle.

- hooker** [N-COUNT-U13] A **hooker** is a rugby forward who lines up between the props in the front row.
- hoop** [N-COUNT-U8] A **hoop** is a piece of round metal used to hold a net on a basketball court.
- in possession** [V-I-U14] If a team is **in possession**, they have control of the ball.
- inbound line** [N-COUNT-U7] An **inbound line** is the line near the key.
- in-goal area** [N-COUNT-U12] The **in-goal area** is the area between the goal line and the dead ball line in rugby.
- International Basketball Federation (FIBA)** [N-UNCOUNT-U7] **The International Basketball Federation (FIBA)** is an organization that directs basketball play between nations.
- jersey** [N-COUNT-U2] A **jersey** is the uniform of a player in certain sports.
- jump ball** [N-COUNT-U10] A **jump ball** is a basketball tossed up high to start or resume play in the game.
- jump shot** [N-COUNT-U10] A **jump shot** is a shot taken while leaping into the air.
- key area** [N-COUNT-U7] The **key area** is the shaded area under the basket where most of the scoring takes place during a basketball game.
- kickoff** [N-COUNT-U4] A **kickoff** is the method of beginning play at the start of a soccer game.
- ligament** [N-COUNT-U15] A **ligament** is a tough cord of fibrous tissue that connects bones together.
- lineout** [N-COUNT-U14] A **lineout** is a set piece in rugby. Opposing lines are formed by the forwards. Each team competes for the ball when it is thrown into play.
- lineup** [N-COUNT-U9] A **lineup** is a list of all the players in a game.
- lock** [N-COUNT-U13] A **lock** is a rugby forward who lines up in the back row. Locks compete at lineouts.
- low post area** [N-COUNT-U7] The **low post area** is just under or off to the side of the basket.
- maul** [N-COUNT-U14] A **maul** is a formation that occurs when a number of players from both teams are in contact. One team is challenging the player with the ball, the other is trying to move him or her forward.
- maximum** [N-COUNT-U12] The **maximum** is the most that can be allowed.
- midfielder** [N-COUNT-U3] A **midfielder** is an offensive or defensive player who plays in the middle third of the field between the defenders and the forwards.
- NBA (National Basketball Association)** [N-UNCOUNT-U11] The **NBA (National Basketball Association)** is a men's basketball league in North America.
- net** [N-COUNT-U2] A **net** is the part of the goal that the ball is kicked into, and indicates if a goal has been scored or not.
- net** [N-COUNT-U8] A **net** is a piece of fabric or metal mesh that hangs from a basketball rim to help determine if shots go in the hoop.
- OFC** [N-UNCOUNT-U6] The **OFC** (Oceania Football Confederation) is the governing body of soccer in New Zealand and Oceania.
- offside** [N-COUNT-U14] A rugby player is **offside** if he is ahead of the player who has the ball.
- offside** [N-COUNT-U5] **Offside** is a rule in soccer which states that if a player is in front of the ball on the opposing team's half of the field with fewer than two opposing players between him/her and the goal line when the ball is touched or played by a teammate, he/she may not become actively involved in the play.
- open-side flanker** [N-COUNT-U13] An **open-side flanker** is a rugby forward in the back row. The main duty of this position is to win the ball.
- out of play** [ADJ-U5] If a soccer ball is **out of play**, it has crossed over the touch line of the field.
- pass** [V-T-U4] To **pass** a soccer ball is to kick the soccer ball to another player on one's own team.
- penalty** [N-COUNT-U14] A **penalty** is awarded when a rule is violated.
- penalty box** [N-COUNT-U1] The **penalty box** is the area in front of the soccer goal in which the goalkeeper can touch the soccer ball with his hands.
- penalty box arc** [N-COUNT-U1] The **penalty box arc** is a half circle on the outside of the penalty box.

**penalty kick** [N-COUNT-U5] A **penalty kick** is a free kick taken twelve yards out from the goal awarded when an opposing team commits a punishable foul or a handball.

**penalty spot** [N-COUNT-U1] The **penalty spot** is the place on the center of the goal line from which the penalty is taken.

**perimeter** [N-COUNT-U7] The **perimeter** is the line marking the outside dimension of a basketball court.

**pitch** [N-COUNT-U12] A **pitch** is the grass covered playing field.

**play board** [N-COUNT-U8] A **play board** is a plastic board with a diagram of a basketball court that coaches can draw plays on.

**playoffs** [N-COUNT-U11] **Playoffs** are a series of games leading to a championship.

**point guard** [N-COUNT-U9] A **point guard** is a player that leads the team offensively after an opponent has scored.

**power forward** [N-COUNT-U9] A **power forward** is a post player that sets up for mid-range jump shots.

**prop** [N-COUNT-U13] A **prop** is a rugby forward, who is part of the front row.

**qualify** [V-T-U6] To **qualify** for a tournament is to become eligible to compete in it.

**rebound** [V-T-U10] To **rebound** a basketball is to take control of it after a missed shot.

**red card** [N-COUNT-U5] A **red card** is a card shown by a referee to signify that a soccer player is required to leave the field and is barred from participating in the rest of the game.

**regulation time** [N-UNCOUNT-U5] **Regulation time** is the standard game duration for a soccer game.

**restricted area arc** [N-COUNT-U7] The **restricted area arc** is an arc measured from four feet off the center of the basket.

**rim** [N-COUNT-U8] The **rim** is the outer edge of a basketball hoop.

**ruck** [N-COUNT-U14] A **ruck** is a formation that occurs after a tackle in rugby, when the tackled player is on the ground. Two opposing players bind to each other to try to get the ball.

**rugby ball** [N-COUNT-U12] A **rugby ball** is an oval-shaped ball used to play rugby football.

**rugby league** [N-UNCOUNT-U12] **Rugby league** is a form of rugby with 13 players per team.

**rugby union** [N-UNCOUNT-U12] **Rugby union** is a form of rugby with 15 players per team.

**score** [V-T-U4] To **score** a goal is to kick the ball in the net and earn a point for your team.

**scrum** [N-COUNT-U14] A **scrum** is a set piece in rugby. It is formed with the forwards binding together. The scrum tries to push the other team's scrum backward. Their objective is to gain possession of the ball.

**scrum half** [N-COUNT-U13] A **scrum half** is a rugby back who serves as a link between the backs and the forwards. Good passing ability is vital for this position.

**set piece** [N-COUNT-U14] A **set piece** is a method of starting the game in rugby. It happens after an infringement or the ball has gone out of play. Lineouts and scrums are set pieces.

**shinguard** [N-COUNT-U2] A **shinguard** is a pad that straps onto a player's lower leg to protect the shin from injuries caused by kicks.

**shoot** [V-T-U4] To **shoot** the soccer ball is to kick it in an attempt to land it in the goal.

**shooting guard** [N-COUNT-U9] A **shooting guard** is a player that makes the most scoring attempts.

**shorts** [N-PLURAL-U2] **Shorts** are pants that reach only to the thighs or knees.

**slide tackle** [N-COUNT-U5] A **slide tackle** is an attempt to take the ball away from an opposing player by sliding across the ground with one leg extended to push the ball away or interfere with the other player's dribbling.

**small forward** [N-COUNT-U9] A **small forward** is a post player responsible for scoring and rebounding.

**soccer** [N-UNCOUNT-U2] **Soccer** is a game, known as football in most of the world, in which two teams of 11 players compete to put a ball in the other team's goal.

**soccer ball** [N-COUNT-U2] A **soccer ball** is a round ball made of leather or plastic that is used to play soccer.

**soccer field** [N-COUNT-U1] A **soccer field** is the playing field on which soccer is played, measuring on average 110 yards long and 80 yards wide.

# Glossary

- soccer cleats** [N-PLURAL-U2] **Soccer cleats** are footwear worn when playing soccer.
- sprain** [N-COUNT-U15] A **sprain** is a joint injury caused by overstretching of a ligament.
- start** [V-I-U9] To **start** is to be a player that plays from the beginning of the game.
- steal** [V-T-U5] To **steal** the ball is to take it away from an opposing player.
- striker** [N-COUNT-U3] A **striker** is a offensive player whose primary job is to score.
- substitute** [N-COUNT-U5] A **substitute** is a player who may be brought onto the field during a game to take the place of an existing player.
- sweeper** [N-COUNT-U3] A **sweeper** is a defensive player who plays behind and assists two central defenders.
- tear** [V-T-U15] To **tear** a ligament or other tissue is to damage it by pulling, causing the tissue to separate.
- three-point line** [N-COUNT-U7] The **three-point line** is a line on a basketball court. Baskets made from outside the line count as three points.
- three-pointer** [N-COUNT-U10] A **three-pointer** is a shot worth three points made from behind the three-point line.
- throw in** [N-COUNT-U4] A **throw in** is a method of restarting play in a soccer game in which the opponents of the player who has last touched the ball throw the ball into play from the touch line.
- touch line** [N-COUNT-U1] The **touch line** is the sideline of a soccer field on the long sides of a field.
- tournament** [N-COUNT-U11] A **tournament** is a series of competitive games.
- travel** [V-I-U10] To **travel** is to move the ball without dribbling.
- try** [N-COUNT-U14] A **try** is a score worth five points in rugby. It is scored by touching the ball to the ground in the in-goal area.
- try line** [N-COUNT-U12] A **try line** is a line before each goal that signifies the start of the in-goal area in rugby.
- twenty two** [N-COUNT-U12] The **twenty two** is a line on either side of the field 22 m from the goal in rugby.
- twist** [V-T-U15] To **twist** a joint is to injure it with a turning motion.
- UEFA** [N-UNCOUNT-U6] **UEFA** (Union of European Football Associations) is the governing body of soccer for Europe.
- ULEB** [N-UNCOUNT-U11] The **ULEB** (Union of European Leagues of Basketball) is an organization that directs Basketball tournaments and leagues in Europe.
- WCBA** [N-UNCOUNT-U11] The **WCBA** (Women's Chinese Basketball Association) is a women's basketball league in China.
- whistle** [N-COUNT-U8] A **whistle** is a piece of equipment that makes a loud sound when blown into.
- wing** [N-COUNT-U13] A **wing** is a rugby back who plays outside the back row. Their main function is to complete moves and scoring attempts. A wing can also be called a winger.
- wingback** [N-COUNT-U3] A **wingback** is a defensive outfield player whose primary job is to prevent the opposing team from scoring, while also supporting offensive players.
- winger** [N-COUNT-U3] A **winger** is an offensive midfield player who is positioned near the touchlines.
- WNBA (Women's National Basketball Association)** [N-UNCOUNT-U11] The **WNBA (Women's National Basketball Association)** is a women's basketball league in North America.
- World Cup** [N-COUNT-U6] The **World Cup** is an international soccer competition in which national teams from all around the world compete.
- yellow card** [N-COUNT-U5] A **yellow card** is a card shown by a referee to signify that a soccer player has been officially cautioned for a foul.



**CAREER  
PATHS**

# Sports

Book  
**2**

Virginia Evans  
Jenny Dooley  
Alan Graham



**Express Publishing**

## Scope and sequence

Unit	Topic	Reading context	Vocabulary	Function
1	The golf course	Memo	golf course, hole, teeing ground, fairway, hazard, bunker, rough, water hazard, green, cup, front nine, back nine	Describing difficulty
2	Golf: Equipment	Website	club, driver, wood, iron, wedge, putter, golf ball, tee, golf shoes, golf cart, golf bag, divot tool, golf	Making a recommendation
3	Golf: Rules of play	Article	drive, swing, stroke, par, putt, hole in one, double eagle, eagle, birdie, bogey, double bogey, penalty, scorecard, par	Giving a compliment
4	Golf: Tours and tournaments	Magazine article	golf tour, member, qualifying school, caddy, PGA Tour, European Tour, Champions Tour, LPGA Tour, Asian Tour, entry fee, purse, cut, round, field	Making a prediction
5	Hockey: Equipment	Advertisement	hockey, ice skate, hockey stick, visor, face cage, neck guard, hockey gloves, hockey pants, pads, goal stick, blocker, catch glove, puck, helmet	Asking about completion
6	Hockey: Rink and rules of play	Guide	rink, penalty box, blue line, red line, center line, faceoff, goalie, forward, defenseman, line, period, slap shot, icing, fight, body check	Citing a reason
7	Field hockey: Equipment and field	Email	hockey stick, hockey ball, astro glove, goggles, striking circle, 25 yard line, penalty stroke, penalty stroke line, penalty corner, 16-yard hit, long hit, scrimmage	Describing a lack of time
8	Field hockey: Rules of play	Article	center pass, push, flick, scoop, tackle, mark, clear, obstruction, free hit, side-in, bully, opponent	Describing a loss of control
9	Table tennis	Rulebook	table tennis, racket, paddle, serve, table tennis ball, spin, ITTF, service, return, bounce, rally, let	Requesting information
10	The cricket field	Guide	boundary, pitch, batting end, bowling end, leg side, off side, crease, circle, infield, outfield, close infield	Asking for a description
11	Cricket: Equipment	Poster	wicket, stump, bail, bat, ball, sight screen, boundary rope, leg pads, shin, polo shirt, cricket cap, glove, wicket keeper's glove, helmet	Talking about speed of action
12	Cricket: Players	Website	batsman, runner, wicketkeeper, bowler, captain, all-rounder, fielder, spinner, paceman, fast bowler, substitute, batter, batting order	Describing someone's qualities
13	Cricket: Rules of play 1	Guide	bat, field, over, bowl, illegitimate, extras, bowled, caught, leg before wicket, run out, stumped, hit wicket, dismiss, umpire, scorer	Asking about events
14	Cricket: Rules of play 2	Guide	Test cricket, one day match, innings, limited overs, win, lose, draw, tie, declaration, follow on, close, all out	Acknowledging an argument or reason
15	Cricket: Leagues and tournaments	Website	International Cricket Council, full member, test status, associate member, affiliate member, Cricket World Cup, ODI, powerplay, ODI status, Twenty20 cricket, Twenty20 International, World Cricket League, ICC Champions Trophy	Stressing importance

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# 1 The golf course

## MEMO

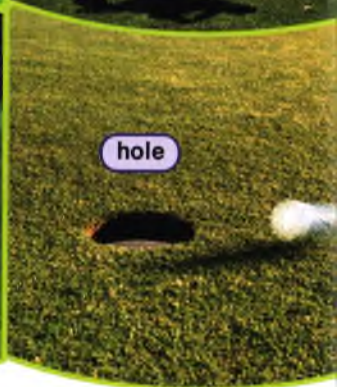
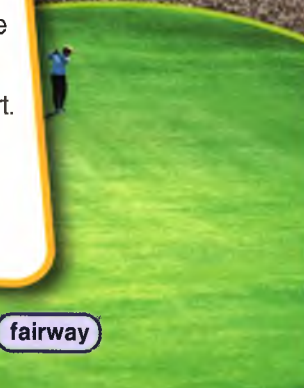
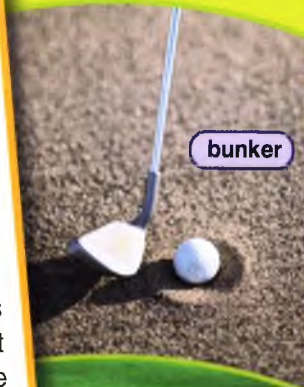
### To All Groundskeeping Staff:

We have a lot of work to do to get the **golf course** ready. A team placed the **cups** in the **holes** and set up the **teeing grounds** this morning. But we have plenty to do on the rest of the course.

First, we need to address the **hazards**. The **bunkers** need some sand added. Then they should be raked. The **water hazards** have trash and branches in them. Let's remove all that. The grass on the **front nine** looks good, but the **back nine** needs work. The grass on the **fairway** is almost as long as the grass in the **rough**. Cut several inches off it, but leave the rough as it is.

We'll also need to prepare the **greens**. Each should be trimmed very short. Report any bare spots, dead grass, or damage to me immediately.

Ron Bassler  
Chief of Maintenance



## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some hazards on a golf course?
- 2 Where is the first shot on a hole taken from?

## Reading

2 Read the memo. Then, choose the correct answers.

- 1 What is the purpose of the passage?  
A to report damage to a golf course  
B to warn players of changes to a golf course  
C to complain about the status of the golf course  
D to describe golf course maintenance needed
- 2 Which of the following does NOT have to be done?  
A raking the bunkers  
B cutting the fairway grass  
C setting up the teeing grounds  
D removing trash from the water hazards
- 3 What problems does the Chief of Maintenance want to be notified of?  
A uncut grass in the rough  
B dead grass on greens  
C tree branches on fairways  
D trash in the bunkers

## Vocabulary

3 Match the words (1-7) with the definitions (A-G).

- |   |                  |   |               |
|---|------------------|---|---------------|
| 1 | __ water hazard  | 5 | __ hole       |
| 2 | __ teeing ground | 6 | __ front nine |
| 3 | __ bunker        | 7 | __ fairway    |
| 4 | __ cup           |   |               |

- A a shallow pit filled with sand  
B a body of water on a golf course  
C a plastic retainer inserted into the hole  
D the area of the golf course between the tee and the green  
E the first half of a golf course  
F the area from which the ball is first hit  
G a receptacle on a golf course into which the ball must be hit

**4** Write a word that is similar in meaning to the underlined part.

- 1 The ball landed in the area of long grass surrounding the green and the fairway.  
r \_ u \_ \_
- 2 Water hazards add beauty and difficulty to a venue in which golf is played.  
\_ \_ l f c \_ \_ r \_ \_
- 3 On a short hole, players can reach the area of short smooth grass surrounding the hole with their first shot.  
\_ r \_ \_ n
- 4 The man hoped his game would improve on the second half of the round of golf.  
b \_ \_ k n \_ n \_

**5** Listen and read the memo again. How are the green, fairway, and rough different?

## Listening

**6** Listen to a conversation between two golfers. Mark the following statements as true (T) or false (F).

- 1  Both players hit into a bunker on the fifth.
- 2  The man expects the back nine to be easier than the front nine.
- 3  The course has water hazards on the front and back nine.

**7** Listen again and complete the conversation.

- Golfer 1:** This has been a pretty 1 \_\_\_\_\_ so far.
- Golfer 2:** Yeah. I was 2 \_\_\_\_\_ that this course would be too hard for us.
- Golfer 1:** Me too! But we've both been playing 3 \_\_\_\_\_.
- Golfer 2:** Yeah. Though I had 4 \_\_\_\_\_ that bunker on the fifth hole.
- Golfer 1:** That's true. And the 5 \_\_\_\_\_ on three hurt my score.
- Golfer 2:** You still did pretty well. But I think the back nine is going to be 6 \_\_\_\_\_.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then switch roles.

**USE LANGUAGE SUCH AS:**

- This is ...*  
*I thought ...*  
*The ... hurt my score.*

**Student A:** You are talking about a game of golf with a friend. Talk about:

- how you have played so far
- difficult features of the course
- what you expect for the rest of the course

**Student B:** You are talking about a game of golf with Student A. Talk about the course.

## Writing

**9** Use the memo and the conversation from Task 8 to fill out a review for a golf course.

### Flower Fields Golf Course FEEDBACK CARD

What parts of the course were challenging to you?

---



---

What did you enjoy about the golf course?

---



---

What would you change about the golf course?

---



---

Would you return to this golf course? Y / N

Why or why not? \_\_\_\_\_

---



---



## Get ready!

### 1 Before you read the passage, talk about these questions.

- 1 How are golf clubs carried?
- 2 What club is usually used to finish a hole?

## Reading

### 2 Read the website. Then, choose the correct answers.

- 1 What is the purpose of this website?
  - A to explain the functions of different clubs
  - B to list the types of golf products available
  - C to advertise special sales and promotions
  - D to compare golf equipment brands
- 2 Which of these is NOT intended to move the ball long distance through the air?
 

A wood	C putter
B driver	D iron
- 3 Which product is sold in the largest amounts?
 

A golf balls	C tees
B divot tools	D wedges



## Golf City Online Store

### Golf Clubs ▾

**Drivers** - Go for the green! You'll get more air and distance with these drivers.

**Woods** - Our woods will get you down the longest fairways.

**Irons** - For mid-range shots, we have the right irons.

**Wedges** - Get out of the bunker and onto the green with our wedges.

**Putters** - Get the ball rolling smoothly with our range of putters.

### Supplies ▾

**Golf Balls** - We carry golf balls of all brands and varieties. Available in packs of four.

**Tees** - Stock up on tees for the upcoming golf season! One hundred tees per bag.

**Divot Tools** - Take care of the green; carry a divot tool. Sold in pairs.

**Golf Bags** - Carry your clubs in style with our golf bags.

### Apparel ▾

**Golf Shoes** - We offer golf shoes for men and women from many brands. Browse our variety of styles. Stop by our store for a free shoe fitting!

### Rentals ▾

**Golf Carts** - Why walk around the course? Call ahead to rent a cart.

## Vocabulary

### 3 Fill in the blanks with the correct words and phrases from the word bank.

#### Word BANK

club      divot tool      golf bag  
golf cart      golf shoes      wood

- 1 A \_\_\_\_\_ is used for long distance shots.
- 2 \_\_\_\_\_ prevent golfers from slipping.
- 3 Some golfers prefer to ride a \_\_\_\_\_ between shots or holes.
- 4 Golf clubs must be carried in a \_\_\_\_\_.
- 5 Use a \_\_\_\_\_ to remove marks left on the green by balls.
- 6 Consider how far you want to hit the ball before choosing which \_\_\_\_\_ to use.

4 Place the words below under the correct headings.

**Word BANK**

tee wedge putter iron driver golf ball

Golf Clubs	Golf Supplies
_____	_____
_____	_____
_____	_____
_____	_____

5 Listen and read the website again. What kind of club is best for getting out of bunkers?

**Listening**

6 Listen to a conversation between a golfer and a caddy. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The next hole has a bunker.
- 2 \_\_\_ The man is concerned he'll hit the ball too far.
- 3 \_\_\_ The woman recommends using an iron.

7 Listen again and complete the conversation.

**Caddy:** I can tell you about the next hole, if you'd like.  
**Golfer:** That would be great. Does it have any hazards?  
**Caddy:** Just one. There's a 1 \_\_\_\_\_ right in front of the green.  
**Golfer:** Okay. What club do you think I should start with?  
**Caddy:** Well, you can probably reach the green with a 2 \_\_\_\_\_.  
**Golfer:** I'm just worried that I'll hit the ball 3 \_\_\_\_\_, Then I'm in the bunker.  
**Caddy:** True. You could use an 4 \_\_\_\_\_ and then use a 5 \_\_\_\_\_ to get onto the green.  
**Golfer:** What would you do?  
**Caddy:** 6 \_\_\_\_\_, I'd use the driver. It's a pretty short fairway.

**Speaking**

8 With a partner, act out the roles below based on Task 7. Then switch roles.

**USE LANGUAGE SUCH AS:**

*I can tell you about ...  
 There's a ...  
 What would you do?*

**Student A:** You are a caddy. Talk to Student B about:

- the next hole
- clubs to start the hole
- your recommendation

**Student B:** You are a golfer. Talk to Student A about clubs to use on the next hole.

**Writing**

9 Use the website and the conversation from Task 8 to fill out the course tips

**Shady Acres Golf Course Course Tips**

Hole 17

Hole 17 presents a challenge to all golfers. There is a \_\_\_\_\_ in front of the green. There are two ways to play it.

- 1) Use a \_\_\_\_\_. The benefit is \_\_\_\_\_, The risk is \_\_\_\_\_.
- 2) Use an \_\_\_\_\_. The benefit is \_\_\_\_\_, The risk is \_\_\_\_\_.





## Three Oaks Tournament Update

It was an exciting day yesterday at Three Oaks Golf Tournament. Louise Jenkins made two **birdies** and a **double eagle**. One of the birdies was almost a **hole in one**. Her **drive** landed inches from the cup. She made **pars** on the final four holes.

Her competitor, Molly Thomas, got an **eagle** on twelve. Unfortunately, she followed with a **double bogey**. First, she incurred a **penalty** after hitting into the water hazard. Then she **putted** poorly. With the added **strokes**, she finished the round at **par**.

Competitor Cynthia White's **scorecard** was disappointing. She got **bogies** on over half her holes. An old shoulder injury may have affected her **swing**.

Jenkins now leads the tournament, with Thacker not far behind. White is currently last. With just one round of play left, Jenkins looks the most likely winner.

### Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some scores over par?
- 2 Where do players record how they played?

### Reading

2 Read the article. Then, choose the correct answers.

- 1 What is the purpose of the article?
  - A to talk about recent events in a golf tournament
  - B to explain the rules of playing golf
  - C to give tips for improving golf games
  - D to describe the features of a golf course
- 2 Which of these did NOT happen at the game yesterday?
  - A A player made a hole in one.
  - B Molly Thomas made an eagle.
  - C Cynthia White got several bogies
  - D Louise Jenkins made double eagle
- 3 Who is currently in first place in the tournament?
  - A Molly Thomas
  - B Cynthia White
  - C Louise Jenkins
  - D Louise Jenkins and Molly Thomas are tied

### Vocabulary

3 Match the words (1-6) with the definitions (A-F).

- |                 |             |
|-----------------|-------------|
| 1 — stroke      | 4 — penalty |
| 2 — hole in one | 5 — putt    |
| 3 — par         | 6 — eagle   |

- A a score of two strokes under par at a hole
- B a score between a birdie and bogey on a hole
- C to strike the ball while on the green so that it rolls, but does not go into the air
- D a hit recorded on a golfer's scorecard
- E a shot that enters the hole directly from the tee
- F an additional stroke added to a player's score if any rules are broken



4 Read the sentence pair. Choose where the words best fit the blanks.

1 birdie / bogey

A A score of one stroke under par at a hole is a \_\_\_\_\_.

B A score of one stroke over par at a hole is a \_\_\_\_\_.

2 double bogey / double eagle

A A score of two strokes over par at a hole is a \_\_\_\_\_.

B A score of three strokes under par at a hole is a \_\_\_\_\_.

3 swing / drive

A A player's \_\_\_\_\_ is the motion of drawing back a club and pushing it forward.

B A \_\_\_\_\_ is the first stroke of any par 4 or par 5 hole.

5 Listen and read the article again. What were the best and worst scores mentioned?

## Listening

6 Listen to a conversation between two golfers. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The woman got a penalty.
- 2 \_\_\_ The man got a hole in one.
- 3 \_\_\_ The man will help the woman with her swing.

7 Listen again and complete the conversation.

- Golfer 1:** I wasn't able to come in 1 \_\_\_\_\_ on any of those holes!
- Golfer 2:** Don't be 2 \_\_\_\_\_ yourself. You only got a few bogies.
- Golfer 1:** Yeah, but I was hoping to do better today.
- Golfer 2:** Well, the 3 \_\_\_\_\_ from the water hazard didn't help.
- Golfer 1:** Yeah. You had a pretty good game, though.
- Golfer 2:** Thanks. All that practice has really 4 \_\_\_\_\_.
- Golfer 1:** I thought you were going to get a 5 \_\_\_\_\_ on the fifth hole!
- Golfer 2:** Me too! But at least I came in 6 \_\_\_\_\_.



## Speaking

8 With a partner, act out the roles below based on Task 7. Then switch roles.

USE LANGUAGE SUCH AS:

*I wasn't able to ...*

*I thought you were going to get ...*

*You were ...*

**Student A:** You just played a round of golf. Talk to Student B about:

- how you both played
- good scores for Student B
- how you can play better

**Student B:** You just finished a round of golf. Talk with Student A about your play.

## Writing

9 Use the article and the conversation from Task 8 to fill out the report a golf game.

# Golf Game Report

Jarvis Meeker had a great game last night. He \_\_\_\_\_.

His only error was on the fifth hole when he \_\_\_\_\_.

Unfortunately Linda Olson didn't have such a good game yesterday. She \_\_\_\_\_.

She did score \_\_\_\_\_.

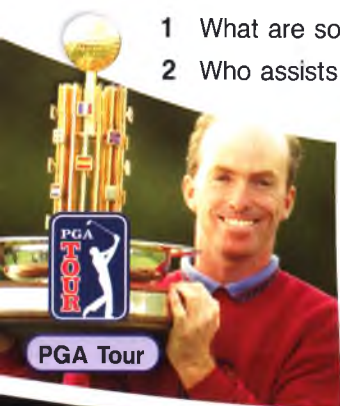
But overall, it was not her best game.

Her driving \_\_\_\_\_.

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some golf tours?
- 2 Who assists a golfer on the course?



PGA Tour



European Tour



LPGA Tour



caddy



Champions Tour

purse



## The Life of a Pro Golfer

by Amber Bartlett

Many of us watch the **PGA Tour** and the **Champions Tour** and dream of playing professional golf. Being a **member** of elite golf tours seems fun. You play **rounds** every day with a **caddy** to carry your clubs.

However, the life of a pro golfer is not as easy as it sounds. Golfers work hard to progress through **qualifying schools** just to become members. And that's after they've paid the big qualifying school **entry fee**. The **golf tour** schedule is challenging. Though the **purse** for many tournaments is large, players may not even make the tournament **cut**.

No matter what tour they're in – the PGA Tour, **LPGA Tour**, **European Tour**, or **Asian Tour** – they worked hard to get there. Keep that in mind the next time you look at the **field** for a golf tournament and wish you were in it.

## Reading

2 Read the article. Then, choose the correct answers.

- 1 What is the purpose of this article?
  - A to talk about the pros and cons of the life of a pro golfer
  - B to give tips on how to become a pro golfer
  - C to advise people on how to improve their golf game
  - D to give the schedule for different pro golf tours
- 2 How can golfers become members of a tour?
  - A pay an entry fee
  - B make the cut in a tournament
  - C get through a qualifying school
  - D become a caddy
- 3 According to the passage, what is a difficulty of being a professional golfer?
  - A low purse awards
  - B challenging tour schedules
  - C strict field requirements
  - D crowded qualifying schools

## Vocabulary

3 Match the words (1-8) with the definitions (A-H).

- |   |              |   |              |   |          |
|---|--------------|---|--------------|---|----------|
| 1 | __ caddy     | 4 | __ field     | 7 | __ purse |
| 2 | __ cut       | 5 | __ golf tour | 8 | __ round |
| 3 | __ entry fee | 6 | __ member    |   |          |

- A the point halfway through a golf tournament when half of the players are eliminated
- B money paid by a golfer before participating in a qualifying school
- C 18 holes of golf
- D the money paid to golfers after a tournament
- E a roster of players participating in a golf tournament
- F a person who has joined a golf club or league
- G a person who carries a golfer's bag and equipment
- H a professional circuit of golf

**4** Read the sentence pair. Choose where the words best fit the blanks.

**1 Asian Tour / Champions Tour**

A He's going to Hong Kong to play in the \_\_\_\_\_.

B The \_\_\_\_\_ is run by the PGA.

**2 PGA Tour / LPGA Tour**

A The \_\_\_\_\_ is a series of weekly professional golf tournaments for women.

B The \_\_\_\_\_ is where American's top golfers play.

**5** Listen and read the article again. Why might a golfer not make any money at a tournament?

## Listening

**6** Listen to a conversation between two golf announcers. Mark the following statements as true (T) or false (F).

1 \_\_\_ This is Mr. Meyer's first tournament.

2 \_\_\_ The speakers disagree on Mr. Meyer's chances of winning.

3 \_\_\_ Mr. Meyers already made the cut.

**7** Listen again and complete the conversation.

**Announcer 1:** Yes, they are. There have been some mixed predictions on 1 \_\_\_\_\_.

**Announcer 2:** That's right. What are 2 \_\_\_\_\_?

**Announcer 1:** Well, it's his first tournament. So I wouldn't expect him to take home 3 \_\_\_\_\_.

**Announcer 2:** I'd have to agree. And this is a tough field he's 4 \_\_\_\_\_.

**Announcer 1:** That's true. I think Mr. Meyers will be lucky to 5 \_\_\_\_\_.

**Announcer 2:** I'd say that's 6 \_\_\_\_\_.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then switch roles.

### USE LANGUAGE SUCH AS:

*What are your ...*

*I'd have to agree.*

*I think he ...*

**Student A:** You are a golf announcer. Talk to Student B about:

- a player about to start
- the player's experience
- how you think the player will do

**Student B:** You are a golf announcer. Talk to Student A about a golfer.

## Writing

**9** Use the article and the conversation from Task 8 to fill out a report on a golf tournament.

Golf tournament

## Report Form

There was a new player \_\_\_\_\_.

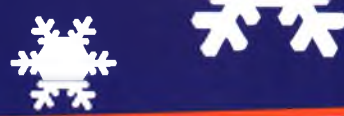
This is \_\_\_\_\_.

So far today he has \_\_\_\_\_.

Our prediction is that he will \_\_\_\_\_.

At the end of the tournament we hope to see him \_\_\_\_\_.





## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What is some equipment used to play hockey?
- 2 What is some gear worn by hockey players?

## Gary's Sports Store is having a winter hockey sale!

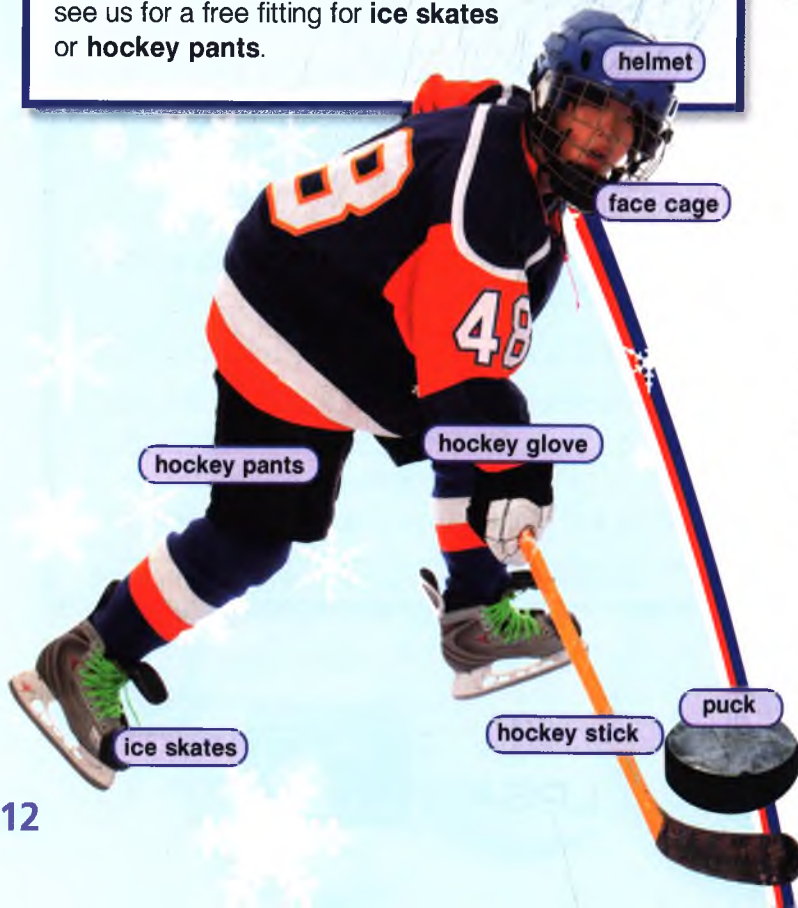
We have everything you need to play **hockey**! Buy hockey equipment for yourself or for your team. Special rates available for bulk orders.

Stock up on the basics that you need for the season. All **hockey sticks** and **pucks** are on sale. Take an additional five percent off **goal sticks** for goalies.

We're also offering a sale on all gloves. All **hockey gloves** are twenty percent off. Are you a goalie? **Catch gloves** and **blockers** are ten percent off.

Stay safe during hockey games with our protective equipment. We have **pads**, **helmets**, **face cages**, and **neck guards** for every position. All come with a high safety rating. All protective equipment is buy one get one free. Helmet **visors** can be purchased with helmets for an additional cost.

We also have a big selection of hockey apparel. Come see us for a free fitting for **ice skates** or **hockey pants**.



## Reading

2 Read the advertisement. Then, choose the correct answers.

- 1 What is the purpose of the passage?
  - A to tell players what equipment they will need to play hockey
  - B to inform readers about available hockey equipment
  - C to advertise for a hockey game
  - D to give safety ratings on hockey equipment
- 2 Which of the following is NOT a piece of protective equipment?
  - A goal stick
  - B pads
  - C face cage
  - D neck guard
- 3 Which of the following items is NOT specifically for goalies?
  - A goal stick
  - B catch gloves
  - C face cage
  - D blockers

## Vocabulary

3 Fill in the blanks with the correct words and phrases from the word bank.

### Word BANK

blocker    face cage    pads  
neck guard    hockey    puck  
hockey pants    ice skate    visor

- 1 \_\_\_\_\_ have space for protective pads.
- 2 A(n) \_\_\_\_\_ is used by a goalie to block shots taken at the net.
- 3 A metal \_\_\_\_\_ protects a hockey player's face.
- 4 A(n) \_\_\_\_\_ is a boot fitted with a blade that is used for ice skating.
- 5 The \_\_\_\_\_ must enter the goal for points to be scored.
- 6 The goalie wore a(n) \_\_\_\_\_ to protect his throat.
- 7 A(n) \_\_\_\_\_ protects a player's eyes, but not his mouth.
- 8 \_\_\_\_\_ go in pants and under jerseys to prevent injuries from collisions.
- 9 \_\_\_\_\_ is most popular in colder regions, but people can still play indoors in warmer areas.

**4** Read the sentence pair. Choose where the words best fit the blanks.

**1 blocker / catch glove**

- A A \_\_\_\_\_ is used by a goalie to grab shots taken at the net.  
 B A \_\_\_\_\_ is used by a goalie to deflect shots taken at the net.

**2 goal stick / hockey stick**

- A Offensive players use a \_\_\_\_\_ to manipulate the puck.  
 B A \_\_\_\_\_ is a special hockey stick used only by goalies.

**5** Listen and read the advertisement again. What goalie equipment is on sale?

## Listening

**6** Listen to a conversation between a goalie and an equipment manager. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The man's blocker is in good condition.  
 2 \_\_\_ The man needs a new goal stick.  
 3 \_\_\_ The woman will purchase a new neck guard.

**7** Listen again and complete the conversation.

**Manager:** Hey, I'm doing an inventory of the team's 1 \_\_\_\_\_. Is there anything that you need?  
**Goalie:** Actually, yeah. I need my 2 \_\_\_\_\_ replaced.  
**Manager:** What happened to the blocker and catch glove I got for you 3 \_\_\_\_\_?  
**Goalie:** The blocker is okay, but the glove is starting to wear out already. Maybe you should get a different brand this time.  
**Manager:** I don't know if the team has the budget for a more expensive brand. I'll 4 \_\_\_\_\_, though.  
**Goalie:** Thanks. I could use a new 5 \_\_\_\_\_, too. The one I have now is really old.  
**Manager:** Okay. I'll put it on the list. Is there anything else?  
**Goalie:** Yeah, are there any 6 \_\_\_\_\_ in the equipment room?  
**Manager:** Yeah, there are a few. Do you need one?  
**Goalie:** Yeah. This one is a little loose. But I can get it myself.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then switch roles.

**USE LANGUAGE SUCH AS:**

- Do you need ...*  
*What happened to ...*  
*Is there anything ...*

**Student A:** You are a team equipment manager for Student B's hockey team. Talk about:

- what equipment he or she needs
- what equipment is worn out
- where available equipment is

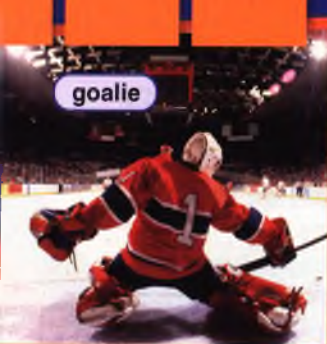
**Student B:** You are a hockey player. Talk to Student A about what equipment you need.

## Writing

**9** Use the ad and the conversation from Task 8 to fill out the note from a coach to a team equipment manager.

Dan,  
 I talked to all the players. They said they need \_\_\_\_\_ because \_\_\_\_\_.  
 I also did an inventory of all the \_\_\_\_\_ in the locker room. We definitely need \_\_\_\_\_ but do not need any \_\_\_\_\_.  
 Also please order \_\_\_\_\_.  
 Thanks.  
 Coach

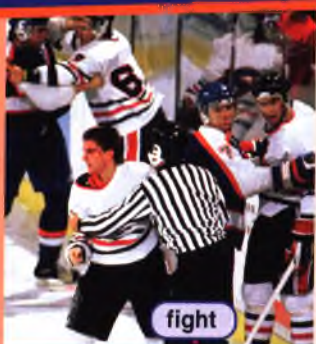




goalie



faceoff



fight



forward



center line

## The Beginner's Guide to **HOCKEY**

A team usually consists of twenty players, with six on the ice at a time. Positions include the **goalie**, the **forwards**, and the **defensemen**. The three forwards form a **line**. There are usually three or four lines that change throughout the game.

The game is played on the **rink** which is marked with several lines. The game is started by a **faceoff** at the **red line**, or **center line**. The red and **blue lines** are important for rules like offside and **icing**.

There are three twenty-minute **periods** in a match. In play, players must abide by certain rules. Players can

body check by using a shoulder, hip, or torso to hit an opponent who is in possession of the puck. A **body check** to the head or back is illegal. If players break rules, such as body checking illegally, they go to the **penalty box**. **Fights** that break out between two players are tolerated. The referee must split them up only if they fall on the ground. Teams try to score goals against the defense. One shot used to score is called the **slap shot**. To win, a team must score more goals than the other team.

### Get ready!

1 Before you read the passage, talk about these questions.

- Where is hockey played?
- How does a hockey game start?



### Reading

2 Read the guide to hockey. Then, choose the correct answers.

- What is the main idea of the passage?
  - an explanation of hockey tactics
  - a description of required equipment
  - an overview of the game of hockey
  - a review of penalties and penalty box times
- Which of the following is NOT a part of the rink?
 

A forward line	C blue line
B center line	D red line
- Which of the following is NOT a rule violation?
 

A changing a line	C icing the puck
B being offside	D body checking illegally

### Vocabulary

3 Match the words (1-8) with the definitions (A-H).

- |                   |                   |
|-------------------|-------------------|
| 1 ___ body check  | 5 ___ period      |
| 2 ___ slap shot   | 6 ___ defenseman  |
| 3 ___ rink        | 7 ___ faceoff     |
| 4 ___ penalty box | 8 ___ center line |

- a frozen body of water where people can skate and play ice sports
- an area where players in violation of certain rules are sent for an allotted period of time
- when players from opposite teams compete for a dropped puck
- a player on the team who helps prevent the other team from scoring
- a set amount of time the players have to play
- to use one's shoulder to hit an opponent in possession of the puck in order to gain control of the puck
- a line on the rink that is used for face-offs and determining calls on icing and offside
- a difficult shot that is made by a powerful downward swing used for extra speed

**4** Read the sentence pair. Choose where the words best fit the blanks.

**1** goalie / forward


- A It's a good thing that the \_\_\_\_\_ stopped the shot from entering the goal.  
B That \_\_\_\_\_ has not scored a goal in three games.

**2** penalty box / rink

- A He was sent to the \_\_\_\_\_ for an illegal check.  
B You need a \_\_\_\_\_ to skate and play ice sports like hockey.

**5**  Listen and read the guide to hockey again. What are some rules in hockey?

## Listening

**6**  Listen to a conversation between a new hockey fan and an old hockey fan. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The man thinks there was an offside penalty.  
2 \_\_\_ The woman doesn't understand the offside rule.  
3 \_\_\_ Icing is called when the opposing team touches the puck first.

**7**  Listen again and complete the conversation.

Fan 1: That was 1 \_\_\_\_\_! The ref didn't call it.

Fan 2: What is that, anyway?

Fan 1: It's called when a player hits the puck across too many lines. Basically, if it goes across two 2 \_\_\_\_\_, it's icing.

Fan 2: Doesn't that happen 3 \_\_\_\_\_?

Fan 1: Well, yes. But in this league, there are times when it's not considered icing.

Fan 2: So then 4 \_\_\_\_\_ called?

Fan 1: 5 \_\_\_\_\_, \_\_\_\_\_ a defensive player hits the puck across his red line and the other team's red line.

Fan 2: Okay, that should be icing.

Fan 1: Yes, unless the 6 \_\_\_\_\_ gets the puck.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then switch roles.

USE LANGUAGE SUCH AS:

*What is ... anyway?*

*It's called when ...*

*When ...*

**Student A:** You are a fan of hockey. Talk to Student B about:

- a type of penalty
- when it is called
- when it isn't called

**Student B:** You are a fan of hockey. Talk to Student A about a type of penalty.

## Writing

**9** Use the guide and the conversation from Task 8 to fill out the hockey rulebook.

### Hockey Rulebook

Penalty: \_\_\_\_\_

This is called when \_\_\_\_\_

However, it is NOT called if \_\_\_\_\_



Hi Martin,

I can't make it to practice today. You'll have to take over. Here's what you need to do.

First of all, get the equipment. **Hockey sticks** and **hockey balls** are in the equipment closet. You have a key. Each girl should have her own **astro gloves** and **goggles**.

After you've gotten all the gear, start doing drills. We need to work on **penalty strokes**. Make sure that everyone gets several turns shooting from the **penalty stroke line**. We also need to work on shooting from farther out in the **striking circle**. Then, we should practice **long hits** and **16-yard hits**. Again, make sure every girl gets a turn.

After drills, set up a **scrimmage**. Make sure you watch for fouls between the **25 yard line** and the end line. If you see any, award the other team a **penalty corner**.

Call me after practice and let me know how it went.

Coach Linda



## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some field hockey field markings?
- 2 What equipment is used to play field hockey?

## Reading

2 Read the email. Then, choose the correct answers.

- 1 What is the main purpose of the email?
  - A to explain how to play field hockey
  - B to define different kinds of hockey equipment
  - C to tell an assistant coach what to do during practice
  - D to explain the new equipment needed for a field hockey team
- 2 Which of the following is NOT directed in the email?
  - A have a scrimmage
  - B work on long hits
  - C practice shots near the goal
  - D run shooting drills from the striking circle
- 3 Which of these is awarded following a foul between the 25 yard line and the end line?
  - A penalty stroke
  - C long hit
  - B penalty corner
  - D 16-yard hit

## Vocabulary

3 Match the words (1-6) with the definitions (A-F).

- |                  |                     |
|------------------|---------------------|
| 1 — goggles      | 4 — hockey stick    |
| 2 — long hit     | 5 — 16-yard hit     |
| 3 — 25 yard line | 6 — striking circle |

- A a line on the field marking the boundary of a zone in which a foul leads to a penalty corner
- B protective eyewear
- C a device players use to hit the ball
- D a region of the field from which the ball must be hit to score a goal
- E a hit made 16 yards from the goal following a foul
- F a hit made from the corner following a hit over the end line



- 4 Fill in the blanks with the correct words and phrases from the word bank.

## Word BANK

hockey ball astro glove penalty corner  
penalty stroke penalty stroke line long hit

- You can protect your hand by wearing a(n) \_\_\_\_\_.
- The goal of field hockey is to hit the \_\_\_\_\_ through the goal from the striking circle.
- If a member of one team commits a foul between the end line and 25 yard line, the opposite team is given a(n) \_\_\_\_\_.
- When a foul prevents a possible goal, the offensive team is awarded a(n) \_\_\_\_\_.
- If a defensive player hits the ball over the end line, the opposing team gets a(n) \_\_\_\_\_.
- Players take penalty shots from the \_\_\_\_\_.

- 5 Listen and read the email from the coach again. What does the team need to work on?

## Listening

- 6 Listen to a conversation between a coach and assistant coach. Mark the following statements as true (T) or false (F).

- The team practiced shooting from the edge of the striking circle.
- The team showed improvement during the scrimmage.
- The man did not have time to practice long hits.

- 7 Listen again and complete the conversation.

**Assistant:** First, we did some 1 \_\_\_\_\_.

**Coach:** Oh, good. Did you work on shooting from the edge of the 2 \_\_\_\_\_?

**Assistant:** Yeah, that's mainly what we practiced. I think that's a 3 \_\_\_\_\_ we have.

**Coach:** I 4 \_\_\_\_\_. How did everyone do?

**Assistant:** They showed a lot of improvement. We practiced 5 \_\_\_\_\_ and 16-yard hits, too.

**Coach:** That's awesome! What else did you do?

**Assistant:** Well, we didn't get a chance for a scrimmage. We ran 6 \_\_\_\_\_.

## Speaking

- 8 With a partner, act out the roles below based on Task 7. Then switch roles.

### USE LANGUAGE SUCH AS:

*We practiced ...*

*What else ...*

**Student A:** You are an assistant coach. Talk to Student B about:

- what you practiced
- your team's weakness

**Student B:** You are a coach. Talk to Student A about today's practice.

## Writing

- 9 Use the email and the conversation from Task 8 to fill out the practice log.



Lady Warriors Field Hockey

## Daily Practice Log

Types of drills done: \_\_\_\_\_

\_\_\_\_\_

Area of greatest strength: \_\_\_\_\_

\_\_\_\_\_

Area needing most improvement: \_\_\_\_\_

\_\_\_\_\_



## Game Decided in Final Moments

Yesterday's game between Greendale and Brockton came down to the last minute. The final moments started with a **center pass** down the field by Greendale's Mary Rogers. Rogers **pushed** the ball toward the goal. An **opponent**, Jennifer Brown, attempted to **tackle** her. But Brown's stick hit Roger's stick and Brown was called for an **obstruction**. Rogers got a **free hit**.

Bonnie Fisher **scooped** the ball and passed it over to Rogers. Rogers **flicked** the ball toward the goal. However, Brown, who was still **marking** Rogers, managed to **clear** it out of bounds.

After the **side-in**, Bonnie Fisher was accidentally hit in the face by a Brockton defender. Play was stopped temporarily to allow the physio to check her injury. The game resumed with a **bully**. Rogers gained control of the ball and scored with just seconds left. The single score gave Greendale the win.

### Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some ways to move the ball in field hockey?
- 2 How can a player steal the ball from an opponent?

### Reading

2 Read the article. Then, choose the correct answers.

- 1 What is the main purpose of the article?
  - A to explain a controversial call
  - B to report a team's movement through a field hockey tournament
  - C to summarize what happened during a recent game
  - D to warn of the dangers of playing field hockey
- 2 Which of the following did NOT happen?
  - A A Greendale player won a bully.
  - B A Greendale player was hit in the back.
  - C Greendale got a free hit.
  - D Greendale won a game.
- 3 Why was a player called for an obstruction?
  - A She tried to tackle another player.
  - B Her stick hit another player's stick.
  - C She pushed an opponent.
  - D Her free hit went out of bounds.

### Vocabulary

3 Match the words (1-6) with the definitions (A-F).

- |             |                   |
|-------------|-------------------|
| 1 ___ mark  | 4 ___ opponent    |
| 2 ___ clear | 5 ___ obstruction |
| 3 ___ bully | 6 ___ center pass |

- A to hit the ball in the opposite direction of one's own goal
- B the illegal use of the stick or body to prevent an opponent from getting the ball
- C the act of hitting the ball from the midfield, used to start each half of the game
- D a situation in which two players face each other and tap sticks before attempting to hit the ball
- E to guard or block an opponent
- F a person one plays against

**4** Read the sentence pair. Choose where the words best fit the blanks.

**1** push / side-in

- A** One way to move the ball around the field is to \_\_\_\_\_ it.
- B** If your opponent hits the ball over the sidelines you will be awarded a \_\_\_\_\_.

**2** flick / free hit

- A** When one team gets a penalty, the other usually gets a \_\_\_\_\_.
- B** If you \_\_\_\_\_ the ball, you hit it into the air using your wrists.

**3** tackle / opponent

- A** To intercept is the same as to \_\_\_\_\_.
- B** The person on the opposite team from you is your \_\_\_\_\_.

**4** scoop / mark

- A** To \_\_\_\_\_ is the same as to guard.
- B** If you \_\_\_\_\_ the ball, you are likely going to toss it through the air.

**5** Listen and read the article again. What did Brown do wrong?

## Listening

**6** Listen to a conversation between a coach and a player. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The woman was called for obstruction.
- 2 \_\_\_ The speakers agree that the opponent is faster than the woman.
- 3 \_\_\_ The man decides not to let the woman return to the game.

**7** Listen again and complete the conversation.

**Coach:** What happened out there?

**Player:** Sorry, coach, I just **1** \_\_\_\_\_ a little bit!

**Coach:** No kidding! Do you understand why you got called for **2** \_\_\_\_\_?

**Player:** Yeah, my stick accidentally hit the other girl's stick.

**Coach:** You know, it **3** \_\_\_\_\_ an accident.

**Player:** I know, coach. I'm sorry. She **4** \_\_\_\_\_ the ball. I just didn't want her to score.

**Coach:** Well, after that call, they got a **5** \_\_\_\_\_ and scored anyway.

**Player:** It's my fault, I know. It won't happen again.

**Coach:** Don't **6** \_\_\_\_\_ . But we can't afford any more mistakes like that.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then switch roles.

**USE LANGUAGE SUCH AS:**

*I just ...*

*Concentrate on ...*

**Student A:** You are a coach. Talk to Student B about:

- the mistake he or she made
- the consequences of the mistake
- how he or she can do better next time

**Student B:** You are a hockey player. Talk to Student A about the game.

## Writing

**9** Use the article and the conversation from Task 8 to fill out the post-game self-assessment.

### Lady Warriors Field Hockey Post-game self-assessment

Best moments in the game: \_\_\_\_\_

Greatest struggles in the game: \_\_\_\_\_

How do you feel about your overall performance?  
\_\_\_\_\_

## TABLE TENNIS FOR BEGINNERS

The following are some basic rules and guidelines to help a **table tennis** beginner. All rules are from the **International Table Tennis Federation (ITTF)** handbook.

### EQUIPMENT

To play table tennis, you need a table and net. The table should be a rectangle 9ft long and 5ft wide, and the net 6 inches high. You also need a **table tennis ball**. The balls have a diameter of 40 mm (1.57 in). The final thing you need is a **racket** or **paddle**.

### GAME PLAY

To begin a **rally**, first someone must **serve**. **Service** begins when the serving player throws the ball into the air. He or she must then hit the ball, hopefully with **spin**, to the other player, **bouncing** it once on their own side of the table after contact with the paddle, before it bounces on his or her own side of the net. Then, the other player **returns** it. When someone fails to return the ball, the opposite person scores a point. Sometimes, outside circumstances prevent a proper return. In this case, the rally is a **let** and no point is scored.



bounce



table tennis



serve



table tennis ball

racket



spin

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 How is a game of table tennis started?
- 2 What equipment is needed to play table tennis?

## Reading

2 Read the table tennis rulebook. Then, choose the correct answers.

- 1 What is the main purpose of the article?
  - A to teach people how to apply spin
  - B to advertise a table tennis set
  - C to help advanced table tennis players improve their games
  - D to outline table tennis rules and regulations
- 2 When does service begin?
  - A when the server hits the ball across the net
  - B when the ball bounces on the table
  - C as soon as the ball leaves the server's hand
  - D when the opposite player returns the ball
- 3 Which of the following events would prevent points from being scored?
  - A a let occurs on a rally
  - B a player fails to return a serve
  - C a ball bounces twice on the opponents end
  - D a player misses the ball during a rally

## Vocabulary

3 Match the words (1-6) with the definitions (A-F).

- |            |                  |
|------------|------------------|
| 1 — spin   | 4 — table tennis |
| 2 — return | 5 — bounce       |
| 3 — serve  | 6 — racket       |

- A the rotation of a ball in the air
- B to come back off a surface
- C the first hit that begins a rally
- D a game played on a large table in which a ball is hit back and forth
- E something used to hit the ball between players
- F to hit the ball back to the other player's side

- 4 Fill in the blanks with the correct words and phrases from the word bank.

**word BANK**

paddle rally service  
ITTF table tennis ball let

- Two players hit a(n) \_\_\_\_\_ back and forth in the game of table tennis.
- The \_\_\_\_\_ is responsible for creating official rules for table tennis.
- A player uses a(n) \_\_\_\_\_ to hit the ball to the other player.
- The period during which the ball is in play is called a(n) \_\_\_\_\_.
- \_\_\_\_\_ begins when the serving player throws the ball up in the air and hits it to his or her opponent.
- A(n) \_\_\_\_\_ is an unscored rally.

- 5 Listen and read the table tennis rulebook again. How high is a table tennis table net?

**Listening**

- 6 Listen to a conversation between a professional and beginner table tennis player. Mark the following statements as true (T) or false (F).

- \_\_\_ The man won the game.
- \_\_\_ The woman asks for advice on making serves.
- \_\_\_ The man recommends having a good racket.

- 7 Listen again and complete the conversation.

**Beginner:** Wow! That was an amazing game. 1 \_\_\_\_\_ on your win.

**Professional:** Thanks a lot! Do you play 2 \_\_\_\_\_ ?

**Beginner:** I'm learning. Tell me something, how did you get so great at 3 \_\_\_\_\_ ?

**Professional:** Well, it just 4 \_\_\_\_\_ of practice.

**Beginner:** Oh, I practice every day. I'm wondering if you have any 5 \_\_\_\_\_, though.

**Professional:** Let's see. 6 \_\_\_\_\_ be aggressive whenever possible. Don't simply react. Think where the ball might go.

**Speaking**

- 8 With a partner, act out the roles below based on Task 7. Then switch roles.

**USE LANGUAGE SUCH AS:**

Can you tell me how ...  
Is there something ...  
It just takes ...

**Student A:** A: You are a beginner table tennis player. Talk to Student B about:

- serves
- spin
- other playing advice

**Student B:** You are a professional table tennis player. Talk to Student A about how to improve his or her game.

**Writing**

- 9 Use the rulebook and the conversation from Task 8 to fill out part of the magazine interview.

**Sports Magazine Interview**

**Table Tennis Weekly**

We sat down with professional player, Mark Jackson. See what he had to say below.

TTW: How can fans become professional players?

MJ: \_\_\_\_\_

TTW: What is the most important skill for a professional player to have?

MJ: \_\_\_\_\_

TTW: What do you do before you serve?

MJ: \_\_\_\_\_

## A Beginner's Guide to Cricket

### Section 1: The Field

Cricket fields can come in different sizes, but they all have the same parts. The center is the **pitch**, a raised area made of earth or clay. The **circle** is drawn onto the field with a radius of 30 yards from the center of the pitch. The circle is the line between the **infield** and the **outfield**. The edges of the field are marked by the **boundary**. The pitch has two ends. The **bowling end** is the end from which the bowler bowls. The **striker's end** is the end from which the batter strikes. The pitch has two sides, which are determined by the batter. The **off side** is the side of the pitch to the right of a right-handed batter as he strikes. The **leg side** is the side of the pitch to the left of a right-handed batter. For left-handed batters it's the opposite. Other marks found on the field are the **creases** and the **close infield** mark.



### Get ready!

1 Before you read the passage, talk about these questions.

- 1 What is at the end of the outfield?
- 2 What area is between the pitch and the infield?

### Reading

2 Read the guide. Then, choose the correct answers.

- 1 What is the purpose of this passage?
  - A to explain the layout of a cricket field
  - B to compare cricket field sizes
  - C to explain what happens in each part of a cricket field
  - D to describe famous cricket fields
- 2 Which of the following is NOT a mark found on a cricket field?
  - A close infield
  - B crease
  - C circle
  - D bowling end
- 3 Where is the outfield found?
  - A behind the batter
  - B outside of the circle
  - C on the batting end
  - D on the leg side

### Vocabulary

3 Match the words (1-7) with the definitions (A-G).

- |                     |                |
|---------------------|----------------|
| 1 ___ pitch         | 5 ___ infield  |
| 2 ___ close infield | 6 ___ crease   |
| 3 ___ circle        | 7 ___ boundary |
| 4 ___ outfield      |                |

- A the mark drawn 30 yards around the center of the pitch
- B the area of the field inside the circle
- C the area of the field enclosed with a dotted circle
- D the edge of a cricket field
- E the rectangular area at the center of a cricket field
- F a mark found on the field near the wicket
- G the area of the field outside the circle

**4** Read the sentence pair. Choose where the words best fit the blanks.

**1 leg side / off side**

- A The side of the pitch to the right of a right-handed batter is the \_\_\_\_\_.
- B The side of the pitch to the left of a right-handed batter is the \_\_\_\_\_.

**2 batting end / bowling end**

- A Players bowl towards the \_\_\_\_\_.
- B Batters face the \_\_\_\_\_.

**5** Listen and read the guide again. What is the purpose of the circle?

## Listening

**6** Listen to a conversation between two cricket players. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The North field is bigger than the practice field.
- 2 \_\_\_ The man has played at the North field before.
- 3 \_\_\_ The team is playing at the North field later that day.

**7** Listen again and complete the conversation.

- Cricket Player 1:** Hey, do you know where 1 \_\_\_\_\_ is going to be tomorrow?
- Cricket Player 2:** Yeah. It's at the North field.
- Cricket Player 1:** Oh. I don't think I've ever 2 \_\_\_\_\_ before.
- Cricket Player 2:** Really? I played there a few weeks ago in a 3 \_\_\_\_\_.
- Cricket Player 1:** Oh, can you 4 \_\_\_\_\_ what the field's like?
- Cricket Player 2:** Yeah. It's much more oval shaped than the one we usually practice on.
- Cricket Player 1:** Oh really? Does that 5 \_\_\_\_\_ the game much?
- Cricket Player 2:** Not really. The size makes it harder to play on, though. It's 6 \_\_\_\_\_ than our field.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then switch roles.

**USE LANGUAGE SUCH AS:**

*Do you know ...*  
*Can you tell me ...*  
*It's much ...*

**Student A:** You are a cricket player. Ask Student B about:

- the size and shape of the field for an upcoming game
- what they expect the game to be like

**Student B:** You are a cricket player. Talk to Student A about an upcoming game.

## Writing

**9** Use the guide and the conversation from Task 8 to fill out the note about tomorrow's game.

### *Note to all players:*

The field we are playing on tomorrow is new to some of you.

The field is \_\_\_\_\_.

It is also \_\_\_\_\_.

This will mean that the game is \_\_\_\_\_ because \_\_\_\_\_.

So be sure to get some rest.

# 11 Cricket: Equipment



## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What makes up a wicket?
- 2 What protects a player's lower leg?

## Reading

2 Read the poster. Then, choose the correct answers.

- 1 What is the purpose of this poster?  
A to advertise cricket equipment  
B to state where certain equipment should be stored  
C to explain how different cricket equipment is used  
D to record which players have borrowed certain equipment
- 2 Which of the following should NOT be stored in personal lockers?  
A gloves  
B leg pads  
C wicket keeper gloves  
D balls
- 3 Where should helmets be stored?  
A in the laundry bin  
B with the boundary rope  
C in personal lockers  
D in the appropriate cabinet

## Cricket Club Equipment Room Rules

1. All **balls** and **bats** must be stored in the appropriate cabinet. Do not store balls in lockers.
2. Separate **bails** and **stumps** when storing **wickets**.
3. **Gloves**, **wicket keeper gloves**, and **leg pads** should be stored in lockers. Any personal equipment left out will be put away with team equipment.
4. Store all **helmets** and **cricket caps** in personal lockers.
5. Place dirty **polo shirts** in the laundry bin. They will be cleaned and returned to your personal locker.
6. Please leave the **sight screens** and **boundary rope** out on the field.

Remember to bring leg pads on the field to protect your **shins**. If you do not own leg pads you can use club leg pads found in the bins in the locker room.

Thank you for following these rules and keeping the club equipment room clean and sanitary.

## Vocabulary

3 Fill in the blanks with the correct words and phrases from the word bank.

**Word BANK**

**bail** **bat** **cricket cap** **glove** **helmet**  
**wicket** **shin** **boundary rope** **leg pads**

- 1 A \_\_\_\_\_ is the traditional headwear worn by cricket players.
- 2 A \_\_\_\_\_ is a set of three stumps and two bails.
- 3 A \_\_\_\_\_ is worn by a batter to protect his or her fingers from the ball.
- 4 The \_\_\_\_\_ is the area of the leg below the knee.
- 5 A \_\_\_\_\_ is a piece of protective equipment worn by batters and some fielders.
- 6 A \_\_\_\_\_ is the instrument batters use to strike the ball.
- 7 The \_\_\_\_\_ goes over the wicket.
- 8 Cricket players protect their shins with \_\_\_\_\_.
- 9 The edges of a cricket field are marked by the \_\_\_\_\_.



**4 Write a word that is similar in meaning to the underlined part.**

- The protective garment for wicket keepers keeps the wicketkeeper from being injured by the ball. \_ \_ c \_ \_ t k \_ \_ p \_ r ' \_ \_ l \_ v \_
- The wicket is comprised of two bails and three vertical posts. \_ t \_ m \_ \_
- The player got ready for the match by putting on his shirt worn by all cricket players. \_ o \_ o \_ h i \_ \_
- The batter struck hard at the round leather object bowled by the bowler. b \_ \_ l

**5 Listen and read the poster again. What do cricket players wear on their head?**

**Listening**

**6 Listen to a conversation between a manager and a player. Mark the following statements as true (T) or false (F).**

- \_ The woman is missing several polo shirts.
- \_ The man borrowed a bat and glove.
- \_ The man offers to replace the missing equipment.

**7 Listen again and complete the conversation.**

**Manager:** I'm checking over all our equipment, and a few items are missing.

**Player:** Oh, what are you looking for?

**Manager:** Well, we should have fifteen extra **1** \_\_\_\_\_. But I only found ten.

**Player:** You know, I probably have one of those. I'll bring it back **2** \_\_\_\_\_ I can.

**Manager:** Great, thanks. But there's **3** \_\_\_\_\_ items missing.

**Player:** Hmm. I think that's all I've borrowed. **4** \_\_\_\_\_ is out?

**Manager:** Well, a **5** \_\_\_\_\_ and gloves are out.

**Player:** I see. Some of the players like to practice with them. You know, to **6** \_\_\_\_\_ them.

**Manager:** I understand. I just need to make sure that they stay here.

**Speaking**

**8 With a partner, act out the roles below based on Task 7. Then switch roles.**

**USE LANGUAGE SUCH AS:**

*A few items are missing.*  
*I probably have ...*  
*... as soon as I can.*

**Student A:** You are an equipment manager. Talk to Student B about:

- missing equipment
- what he or she has
- how he or she can help

**Student B:** You are a cricket player. Talk to Student A about equipment.

**Writing**

**9 Use the poster and the conversation from Task 8 to fill out the memo.**

**memo**

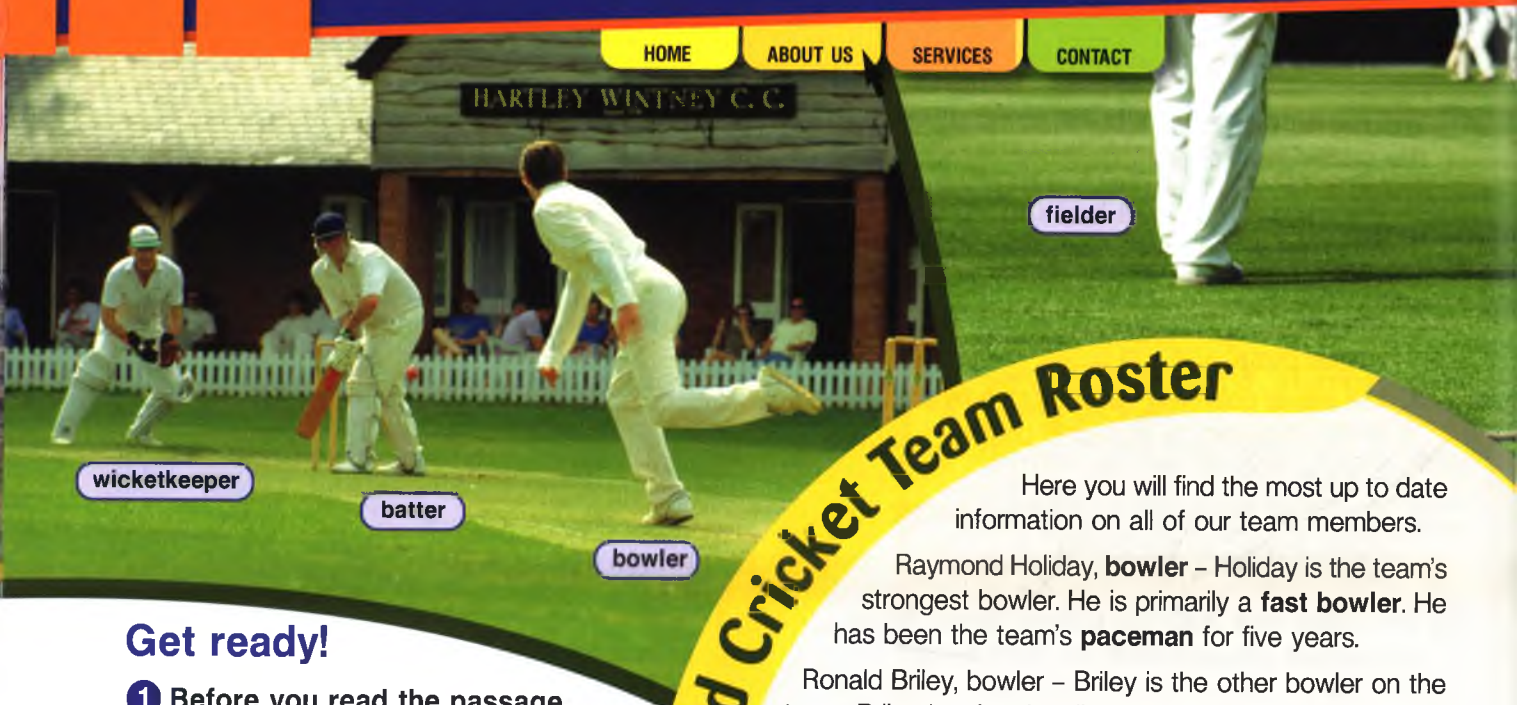
**To:** All players

**Subject:** Equipment

Players,

I checked our equipment, and some items are missing. Please review the list and return any items in your possession.

Equipment	# We should have	# Missing
_____	_____	_____
_____	_____	_____



wicketkeeper

batter

bowler

fielder

## Fairfield Cricket Team Roster

Here you will find the most up to date information on all of our team members.

Raymond Holiday, **bowler** – Holiday is the team's strongest bowler. He is primarily a **fast bowler**. He has been the team's **paceman** for five years.

Ronald Briley, **bowler** – Briley is the other bowler on the team. Briley bowls primarily as a **spinner**. He played with the Trenton Cricket Team for six years.

Eugene Robb, **captain** – He is a true **all-rounder** who performs as a **fielder**, a **batter**, and a bowler. He is a six-year member of Fairfield's team.

Daniel Swenson, **wicketkeeper** – Swenson is the team's wicketkeeper. He has been on the team for three years and has played many positions in that time.

Ed Byrne, **batter** – Byrne is our main **batsman**. He opens the **batting order** and can play a wide variety of shots.

Wayne Burkett, **substitute** – Burkett is a substitute for the team. He is comfortable playing any position on the field. He also performs as the team's **runner** if necessary. This is his first year playing for the Fairfield Cricket Team.

### Get ready!

1 Before you read the passage, talk about these questions.

- Which player stands behind the batter?
- Who plays in the outfield?

### Reading

2 Read the website. Then, choose the correct answers.

- What is the purpose of this website?
  - to list open positions on a cricket team
  - to give information about different members of a cricket team
  - to describe the responsibilities of different cricket positions
  - to review the events of a recent cricket game
- Which of the following players does NOT play as a bowler?
  - Daniel Swenson
  - Eugene Robb
  - Raymond Holiday
  - Ronald Briley
- Which position has different styles of play?
 

A captain	C wicketkeeper
B bowler	D runner

### Vocabulary

3 Match the words (1-8) with the definitions (A-H).

- |                   |                  |                  |
|-------------------|------------------|------------------|
| 1 __ batter       | 4 __ captain     | 7 __ fast bowler |
| 2 __ runner       | 5 __ all-rounder | 8 __ substitute  |
| 3 __ wicketkeeper | 6 __ fielder     |                  |

- a player who runs between wickets
- a player who is comfortable playing as a bowler or a batsman
- a player who plays in a defensive position on the field
- a player who replaces an ill or injured team member
- a fielder who is stationed behind a batsman's wicket
- a bowler who pitches the ball at high speed
- the member of a team who decides a team's batting order
- the batsman who is currently being bowled to

4 Read the sentence pair. Choose where the words best fit the blanks.

1 bowler / batsman

A A \_\_\_\_\_ delivers the ball to a batter.

B A player whose strongest skill is batting is a \_\_\_\_\_.

2 spinner / paceman

A A \_\_\_\_\_ bowls the ball at a high speed.

B A bowler who spins the ball to confuse batsmen is known as a \_\_\_\_\_.

5 Listen and read the website again. What type of player opens the batting order?

## Listening

6 Listen to a conversation between two announcers. Mark the following statements as true (T) or false (F).

1 \_\_\_ Both bowlers are spinners.

2 \_\_\_ A batter sets a scoring record.

3 \_\_\_ The man expects a close game.

7 Listen again and complete the conversation.

**Announcer 2:** We have the line-ups. It looks like a great 1 \_\_\_\_\_ today.

**Announcer 1:** It really does. Ronald Smith and Raymond Holiday are scheduled as bowlers. What do you think about that?

**Announcer 2:** They're both very talented, but with very different styles. Smith is a great 2 \_\_\_\_\_, but Holiday is a strong 3 \_\_\_\_\_.

**Announcer 1:** The batsmen for both teams are in for a challenge.

**Announcer 2:** 4 \_\_\_\_\_, let's talk about Terrance McMillan.

**Announcer 1:** Yes, what a terrific batter he is.

**Announcer 2:** He 5 \_\_\_\_\_ a scoring record last week.

**Announcer 1:** That's right. He was just three scores short of the record. Of course, I doubt he'll set any records against a bowler like Holiday.

**Announcer 2:** I have to 6 \_\_\_\_\_.

**Announcer 1:** Okay, it looks like we're about to get started.

**Announcer 2:** This should be a very close game.

## Speaking

8 With a partner, act out the roles below based on Task 7. Then switch roles.

USE LANGUAGE SUCH AS:

*It looks like ...*

*He/she is ...*

**Student A:** You are a cricket announcer. Talk to Student B about:

- batsmen
- bowlers
- what you expect in the game

**Student B:** You are a cricket announcer. Talk to Student A about players.

## Writing

9 Use the website and the conversation from Task 8 to fill out the player information form.

Player name: \_\_\_\_\_  
Position: Batsman  
Style/Skills: \_\_\_\_\_

Player name: \_\_\_\_\_  
Position: \_\_\_\_\_  
Style/Skills: Can hit well off spinner or pacemen

Player name: \_\_\_\_\_  
Position: \_\_\_\_\_  
Style/Skills: \_\_\_\_\_



## Guide To Cricket

### Get ready!

1 Before you read the passage, talk about these questions.

- 1 What is one way a team puts a batsman out?
- 2 Who decides if a wicket has been taken?

### Reading

2 Read the guide. Then, choose the correct answers.

- 1 What is the purpose of this passage?
  - A to compare cricket strategies
  - B to explain common misconceptions about cricket
  - C to review the events of a recent cricket match
  - D to describe how batting and bowling works in cricket
- 2 Which of the following is NOT a way a batter can be dismissed?
  - A by being bowled
  - B by hitting a ball that is fielded before it hits the ground
  - C by having the wicket keeper put down the wicket
  - D by hitting an illegitimate ball
- 3 What is the result of bowling an illegitimate ball?
  - A The bowler is dismissed.
  - B The batsman is run out.
  - C The batting team gets an extra.
  - D The over is finished.

## Part II: Playing the Game

Cricket games are divided into **overs**. In each over the bowler **bowls** at least six balls to the batsman. The bowler aims to take the batter's wicket. The batsman **bats** the balls. His objective is to protect his wicket and not be **dismissed**.

There are many ways for a batsman to be dismissed. Batsmen are **bowled** if their wicket is knocked over by a ball bowled by the opposing team's bowler. Batsmen are **stumped** if the wicketkeeper puts down their wicket. Batsmen are **caught** if they hit the ball and it is **fielded** before it hits the ground by a fielder for the opposing team. Batsmen can also be dismissed due to a **run out**, **hit wicket**, or **leg before wicket**.

If a bowler bowls a ball that is **illegitimate**, it is counted as an **extra** for the batting team. **Umpires** make judgments on the field about balls and plays. Scores are recorded by a **scorer**.

### Vocabulary

3 Match the words (1-9) with the definitions (A-I).

- |              |                        |              |
|--------------|------------------------|--------------|
| 1 __ dismiss | 4 __ hit wicket        | 7 __ over    |
| 2 __ extra   | 5 __ illegitimate      | 8 __ run out |
| 3 __ field   | 6 __ leg before wicket | 9 __ stumped |

- A a point awarded when a bowled ball is illegitimate
- B to play in the field as opposed to bowling or batting
- C a segment of a cricket game in which six balls are bowled
- D being bowled outside of designated creases or so that the batter cannot hit it
- E to cause a batsman to be out by any method
- F when a wicket keeper puts down a batsman's wicket while he/she is outside of the popping crease
- G when a batsman is not behind the popping crease and his/her wicket is put down by the opposing team
- H when the batsman hits his/her own wicket when attempting to hit the ball
- I when the ball hits a batter's leg when it otherwise would have hit the wicket

**4** Read the sentence pair. Choose where the words best fit the blanks.

**1** scorer / umpire

A An \_\_\_\_\_ makes judgment calls on the field during a game.

B A \_\_\_\_\_ records the runs scored, wickets taken, and overs in a game.

**2** bat / bowl

A To \_\_\_\_\_ is to launch the ball from one end of the pitch to the end where a striker is batting.

B To \_\_\_\_\_ is to attempt to hit the ball a bowler has bowled.

**3** bowled / caught

A A batsman is \_\_\_\_\_ if the bowler knocks over his wicket with a ball bowled.

B A batsman is \_\_\_\_\_ if a player in the field catches a ball he has hit before the ball touches the ground.

**5** Listen and read the guide again. How many balls are usually in an over?

## Listening

**6** Listen to a conversation between two cricket fans. Mark the following statements as true (T) or false (F).

- \_\_\_ A batsman was stumped.
- \_\_\_ The woman disagrees with the dismissal.
- \_\_\_ The woman thinks the Eagles will win the game.

**7** Listen again and complete the conversation.

Fan 1: I'm back! 1 \_\_\_\_\_ anything good while I was getting the snacks?

Fan 2: Yeah, the opening 2 \_\_\_\_\_ is gone.

Fan 1: Wow. How was he 3 \_\_\_\_\_?

Fan 2: He was 4 \_\_\_\_\_. It was a controversial call though.

Fan 1: What was controversial about it?

Fan 2: Well, the ball looked like it was 5 \_\_\_\_\_. I certainly thought it was.

Fan 1: Huh. What did the umpire say?

Fan 2: He didn't call it, so the play was fair. Everyone in 6 \_\_\_\_\_ was really upset.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then switch roles.

USE LANGUAGE SUCH AS:

*Did I miss ...*

*Do you think ...*

*How ...*

**Student A:** You missed part of a cricket game that you are watching with Student B. Talk about:

- what you missed
- how batsmen were dismissed
- what will happen in the game

**Student B:** You are watching a cricket game with Student A. Tell them what plays they missed.

## Writing

**9** Use the guide and the conversation from Task 8 to fill out part of a report on a cricket game.

### Cricket Game Report Form

Two batsmen were \_\_\_\_\_

in \_\_\_\_\_.

The first batsman was \_\_\_\_\_

\_\_\_\_\_.

The second was \_\_\_\_\_

\_\_\_\_\_.

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are two types of cricket matches?
- 2 When does a team's innings end?

## Guide to Cricket

### Innings and Matches

An **innings** in cricket lasts until it's **closed**. An innings is closed when a team is **all out** or when the batting team makes a **declaration** forfeiting the rest of their innings.

Teams alternate between batting and bowling in innings, unless one team calls for a **follow on**. This means that a team postpones their own second round of batting and forces the opposing team to bat two innings in a row.

**Test cricket** is the longest form of the game. It is a match which takes place over multiple days. A **limited overs** match is a game in which the number of innings are limited. This is also known as a **one-day match**. One day matches usually consist of 50 overs per team.

Cricket games can end with **wins** or **losses** as well as **ties** or **draws**. Unlike other sports, ties and draws are not the same thing in cricket. Draws happen in Test matches when the match cannot be finished by the scheduled end of play. Ties are very rare. They can happen in either type of cricket when each team scores the same number of runs.

## Reading

2 Read the guide. Then, choose the correct answers.

- 1 What is the purpose of this passage?
  - A to tell what each player does during a cricket game
  - B to talk about events in a recent cricket game
  - C to explain cricket innings and types of matches
  - D to compare cricket innings with innings in other sports
- 2 Which of the following is NOT a way that a cricket match can end?
  - A win
  - B draw
  - C tie
  - D all out
- 3 What is the difference between Test cricket and limited overs?
  - A Limited overs matches last three days.
  - B Limited overs is much shorter.
  - C Test cricket has fewer innings.
  - D Test cricket does not allow follow ons.

## Vocabulary

3 Fill in the blanks with the correct words and phrases from the word bank.

### WORD BANK

close follow on innings  
limited overs loss win

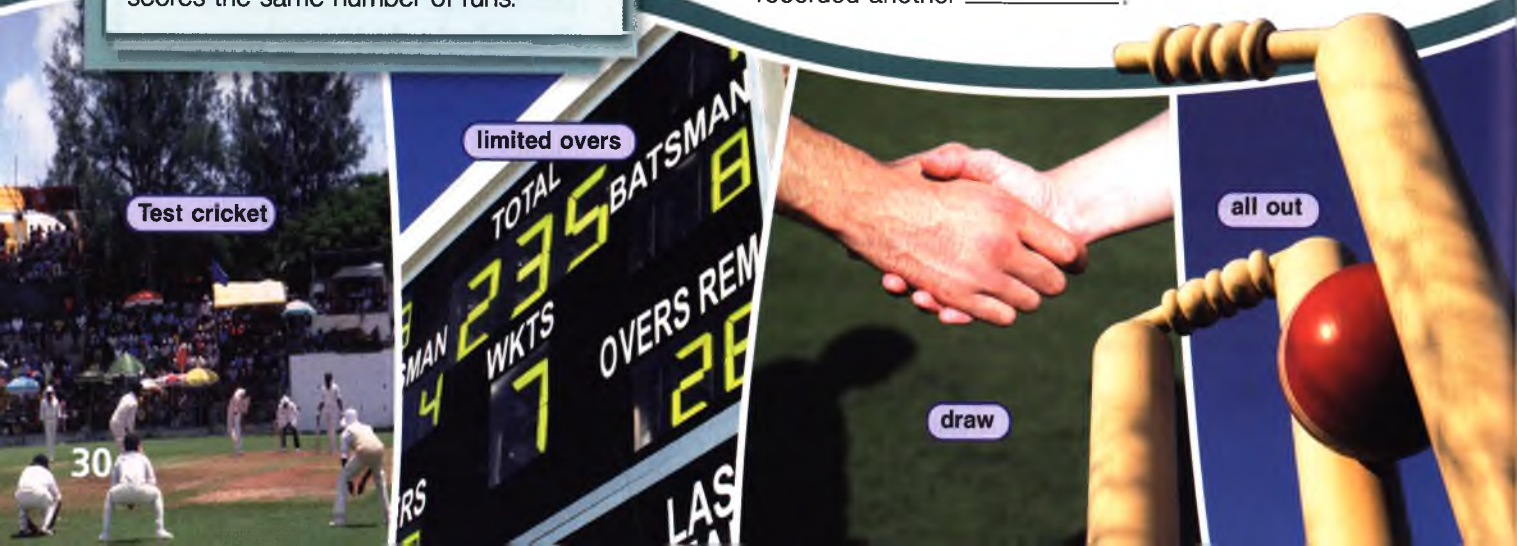
- 1 To \_\_\_\_\_ an innings is to dismiss ten of the eleven batsmen of a team.
- 2 The team had more points than the opposing team, and dismissed all of their batsmen for a(n) \_\_\_\_\_.
- 3 In a(n) \_\_\_\_\_, one team forces the opposing team to bat two innings in a row.
- 4 \_\_\_\_\_ are a player's or team's turn to bat or bowl.
- 5 A(n) \_\_\_\_\_ match is much shorter than Test cricket.
- 6 The team failed to score more than their opponents and recorded another \_\_\_\_\_.

Test cricket

limited overs

all out

draw



**4** Read the sentence pair. Choose where the words best fit the blanks.

**1 all out / declaration**

- A A team is \_\_\_\_\_ is when an innings ends because ten out of eleven batsmen have been dismissed.  
 B A(n) \_\_\_\_\_ is when a team's captain forfeits the rest of the team's batting innings.

**2 draw / tie**

- A A \_\_\_\_\_ occurs when both teams have the same amount of points and all batsmen in the game have been dismissed.  
 B After five days the game wasn't finished, so it ended in a \_\_\_\_\_.

**3 one-day match / Test cricket**

- A A \_\_\_\_\_ is a limited overs game.  
 B \_\_\_\_\_ is the longest form of the game.

**5** Listen and read the guide again. Can one-day matches end in a draw?

## Listening

**6** Listen to a conversation between two cricket fans. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The man prefers one-day matches.  
 2 \_\_\_ The woman doesn't watch every game of a test match.  
 3 \_\_\_ England and Australia are playing a one-day match tonight.

**7** Listen again and complete the conversation.

- Fan 1:** I can't wait for Sri Lanka and Australia to play a 1 \_\_\_\_\_ .  
**Fan 2:** Why? They've already played a bunch of 2 \_\_\_\_\_ - \_\_\_\_\_ matches.  
**Fan 1:** Yeah, but test matches are so much better. Don't you think so?  
**Fan 2:** Not really. Test matches take 3 \_\_\_\_\_ . Do you really like test matches better?  
**Fan 1:** Definitely. Test matches have so much more 4 \_\_\_\_\_ than one-day matches.  
**Fan 2:** I guess so. I just get 5 \_\_\_\_\_ with them after a couple of days.  
**Fan 1:** Really? I think the game gets much more interesting once the players have already been competing for a few days.  
**Fan 2:** I 6 \_\_\_\_\_ . Still, it's hard to follow the action for five whole days.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then switch roles.

**USE LANGUAGE SUCH AS:**

- I'm excited ...*  
*Don't you think ...*  
*I disagree ...*

**Student A:** You are a cricket fan. Talk to Student B about:

- an upcoming match
- what types of matches you prefer
- what you like about cricket matches

**Student B:** You are a cricket fan. Talk to Student A about the types of matches you prefer.

## Writing

**9** Use the guide and the conversation from Task 8 to fill out the comparison.

### Test Cricket vs. Limited Overs

Test Cricket

Pros: \_\_\_\_\_

Cons: \_\_\_\_\_

Limited Overs

Pros: \_\_\_\_\_

Cons: \_\_\_\_\_

## The International Cricket Council Membership and Tournaments

Countries or affiliated countries where cricket is established can become members of the ICC. Three types of membership exist. Countries that qualify for **test status** are **full members**. Other countries can become **associate members** or **affiliate members**.

All members have **ODI status**. Any games they play against other ICC teams are **ODI one-day international** games. **Powerplay** is enforced in ODI games.

All teams can also compete in **twenty20 cricket** matches. In these matches each team has one innings of 20 overs. When international teams compete in twenty20 cricket matches, the game is known as a **twenty20 international**.

The ICC sponsors the **World Cricket League**, a series of one-day international tournaments for all associate and affiliate members to compete in. The ICC also sponsors the **ICC Champions Trophy** and the **Cricket World Cup**. The Cricket World Cup is considered to be the premier cricket event in the world.

one-day  
international

test status

### Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are the three categories of cricket playing nations?
- 2 What status do full members have?

### Reading

2 Read the website. Then, choose the correct answers.

- 1 What is the purpose of this website?
  - A to provide updated statistics for an ICC sponsored cricket tournament
  - B to review upcoming tournaments sponsored by the ICC
  - C to explain membership and tournaments sponsored by the ICC
  - D to announce membership changes in the ICC
- 2 Which of the following types of matches can affiliate and associate members NOT compete in?
  - A one-day international games
  - B twenty20 cricket matches
  - C test matches
  - D the World Cricket League
- 3 How many types of memberships exist for international cricket teams?
 

A two    B three    C four    D five

associate member  
affiliate member  
full member

### Vocabulary

3 Match the words (1-6) with the definitions (A-F).

- 1 — Cricket World Cup
  - 2 — International Cricket Council
  - 3 — ICC Champions Trophy
  - 4 — World Cricket League
  - 5 — powerplay
  - 6 — Twenty20 international
- A a series of one-day international tournaments open to teams without test status
  - B a rule concerning field restrictions in ODI cricket
  - C a one-day international cricket tournament
  - D the international administrative and organizing body of cricket
  - E an international championship of men's one-day international cricket held every four years
  - F a match limited to a specific number of overs



**4** Read the sentence pair. Choose where the words best fit the blanks.

**1 affiliate member / full member**

- A A team that is a(n) \_\_\_\_\_ is qualified to play in test matches.  
 B A team that is a(n) \_\_\_\_\_ is not qualified to play in test matches.

**2 ODI / twenty20 cricket**

- A In a(n) \_\_\_\_\_ match, there are a limited number of overs, usually fifty.  
 B A(n) \_\_\_\_\_ match is the shortest cricket match.

**3 associate member / test status**

- A Teams with \_\_\_\_\_ are allowed to play in all types of cricket matches.  
 B A team that is a(n) \_\_\_\_\_ can only participate in ODI or twenty20 matches.

**5** Listen and read the website again. What type of matches are played in the World Cricket League?

## Listening

**6** Listen to a conversation between two announcers. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The winner of the game will go to the Cricket World Cup.  
 2 \_\_\_ Canada's best player will be unable to play.  
 3 \_\_\_ Only one of the teams has full ICC membership.

**7** Listen again and complete the conversation.

**Announcer 2:** Yes, it 1 \_\_\_\_\_ this. This match determines which team gets the final opening in the 2 \_\_\_\_\_.

**Announcer 1:** Who do you think has 3 \_\_\_\_\_ today?

**Announcer 2:** Well, Kenya is playing without their talented all rounder, Mike Bloom.

**Announcer 1:** We'll see if Canada can 4 \_\_\_\_\_ that.

**Announcer 2:** Of course, there's also another reason why this is such an important game.

**Announcer 1:** Why's that?

**Announcer 2:** Both of these teams are 5 \_\_\_\_\_. A win here could help them qualify for full 6 \_\_\_\_\_.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then switch roles.

**USE LANGUAGE SUCH AS:**

*We are live ...*  
*It all comes down to ...*

**Student A:** You are an announcer at a cricket tournament. Talk to Student B about:

- why the match is important
- which team has an advantage
- ICC membership status

**Student B:** You are a sports announcer. Talk to Student A about a cricket match.

## Writing

**9** Use the website and the conversation from Task 8 to fill out the article.



ICC Cricket World Cup

## Final Match Tonight

Tonight is the final match of the ICC Champions Trophy qualifying tournament. It's between Ireland and Scotland. The winner will \_\_\_\_\_.  
 Who is expected to win? It could be \_\_\_\_\_.

But the game has other importance. Both teams are \_\_\_\_\_.

A win today could help them become \_\_\_\_\_.

- 16-yard hit** [N-COUNT-U7] A **16-yard hit** is a hit in field hockey made 16 yards from the goal following a hit over the end line by an offensive player.
- 25 yard line** [N-COUNT-U7] The **25 yard line** is one boundary of a region inside which intentional fouls lead to a penalty corner.
- affiliate member** [N-COUNT-U15] An **affiliate member** is a country that is recognized by the ICC but a level below associate members.
- all out** [ADJ-U14] A batting team is **all out** if ten of the eleven batsmen are dismissed.
- all-rounder** [N-COUNT-U12] An **all-rounder** is a cricket player who plays as a batter and a bowler.
- Asian Tour** [N-UNCOUNT-U4] The **Asian Tour** is the principal men's golf tour in Asia.
- associate member** [N-COUNT-U15] An **associate member** is a county in which cricket is firmly established and organized that does not qualify for full membership of the ICC.
- astro glove** [N-COUNT-U7] An **astro glove** is a glove used in field hockey to protect a player's hand from being scraped on the ground.
- back nine** [N-PLURAL-U1] The **back nine** is the second nine holes of a golf course.
- bail** [N-COUNT-U11] The **bail** is the part of the wicket that lies on top of the stumps.
- ball** [N-COUNT-U11] The **ball** is hard leather ball that the batsman attempts to strike with the bat.
- bat** [N-COUNT-U11] The **bat** is the flat, wooden implement that the batsman uses to strike the ball.
- bat** [V-T-U13] To **bat** is to hit a cricket ball with a cricket bat.
- batter** [N-COUNT-U12] The **batter** is the player who is currently being bowled to.
- batsman** [N-COUNT-U12] A **batsman** is a cricket player whose strongest skill in cricket is batting or a player who is currently batting. It means the same as a batter.
- batting order** [N-COUNT-U12] The **batting order** is the sequence in which batsmen play.
- birdie** [N-COUNT-U3] A **birdie** is a golf score of one stroke under the par of a hole.
- blocker** [N-COUNT-U5] A **blocker** is a piece of equipment worn by the goaltender that is used to deflect shots.
- blue line** [N-COUNT-U6] The **blue lines** divide a hockey rink into zones used to judge if a player is offside.
- body check** [V-T-U6] To **body check** is to use one's shoulder or hip to hit the opponent in possession of the puck in order to gain control of the puck.
- bogey** [N-COUNT-U3] A **bogey** is a golf score of one stroke over the par of a hole.
- bounce** [V-I-U9] To **bounce** is to quickly rebound after having come in contact with a surface.
- boundary** [N-COUNT-U10] A **boundary** is the edge of a cricket field usually marked by a thick white rope.
- boundary rope** [N-COUNT-U11] The **boundary rope** is the rope that marks the outer edges of the cricket field.
- bowl** [V-I-U13] To **bowl** is to launch a cricket ball across the pitch towards the wicket at the other end.
- bowled** [ADJ-U13] A cricket batsman is **bowled** if the opposing bowler knocks over his wicket by hitting it with the ball.
- bowler** [N-COUNT-U12] A **bowler** is a cricket player who throws the ball towards the wicket.
- bowling end** [N-COUNT-U10] The **bowling end** is the side of the pitch from which the bowler bowls on a cricket field.
- bully** [N-COUNT-U8] A **bully** is when two players face each other with the ball in between them and must tap sticks before trying to hit the ball. It is played whenever the hockey game is interrupted and possession is not clear.
- bunker** [N-COUNT-U1] A **bunker** is a shallow pit filled with sand also known as a sand trap.
- caddy** [N-COUNT-U4] A **caddy** is a person who carries a player's golf bag and equipment and advises a player on the course and the holes.
- captain** [N-COUNT-U12] The **captain** is a member of a cricket team who is responsible for deciding the team's batting order, player positions, and bowlers.

**catch glove** [N-COUNT-U5] A **catch glove** is a glove worn by goaltenders to catch shots aimed at the goal.

**caught** [ADJ-U13] A cricket batsman is **caught** if a fielder from the opposing team catches a ball he has hit without allowing the ball to touch the ground.

**center line** [N-COUNT-U6] The **center line** divides a hockey rink and is used for face-offs and determining calls on icing and offside.

**center pass** [N-COUNT-U8] A **center pass** is a pass originating from the middle of the field and used to start each half of a hockey game.

**Champions Tour** [N-UNCOUNT-U4] The **Champions Tour** is a golf tour for over fifties, run by the PGA Tour.

**circle** [N-COUNT-U10] The **circle** is an area with a thirty yard radius that is marked on the cricket field to separate the infield from the outfield.

**clear** [V-T-U8] To **clear** the ball in field hockey is to hit it in the opposite way of your team's goal.

**close** [V-T-U14] To **close** a cricket innings is to dismiss ten of the eleven batsmen of a cricket team.

**close infield** [N-COUNT-U10] The **close infield** is the area of the cricket field enclosed by a painted dotted circle with a fifteen yard radius.

**club** [N-COUNT-U2] A **club** is an instrument used by a golfer to hit a golf ball during a game.

**crease** [N-COUNT-U10] A **crease** is a line marked on the pitch around the wicket on a cricket field.

**cricket cap** [N-COUNT-U11] A **cricket cap** is a tight-fitting cap that is the traditional form of headwear for cricket players.

**Cricket World Cup** [N-UNCOUNT-U15] The **Cricket World Cup** is an international championship of men's one-day international cricket that is held every four years and is considered to be the premier cricket event in the world.

**cup** [N-COUNT-U1] A **cup** is a plastic retainer which is inserted into the hole on the green.

**cut** [N-UNCOUNT-U4] The **cut** is point halfway in a golf tournament when the players with lower scores are eliminated.

**declaration** [N-UNCOUNT-U14] A **declaration** is when a cricket team's captain voluntarily brings his side's innings to a close.

**defenseman** [N-COUNT-U6] A **defenseman** is a player on the team who helps prevent the other team from scoring mainly by stealing the puck.

**dismiss** [V-T-U13] To **dismiss** a cricket batsman is to cause the batsman to be out by any approved method.

**divot tool** [N-COUNT-U2] A **divot tool** is a tool used to repair marks left on the green by a golf ball.

**double bogey** [N-COUNT-U3] A **double bogey** is a golf score of two strokes over the par of a hole.

**double eagle** [N-COUNT-U3] A **double eagle** is a golf score of three strokes under the par of a hole.

**draw** [N-COUNT-U14] A **draw** can be the result in unlimited overs matches, when one cricket team scores more than an opposing team but fails to dismiss all of the batters, before the end of the final innings. Draws can happen due to weather delays.

**drive** [N-COUNT-U3] A **drive** is the first stroke played of any par-4 or par-5 hole.

**driver** [N-COUNT-U2] A **driver** is a golf club with a flat face, designated to hit the ball farthest.

**eagle** [N-COUNT-U3] An **eagle** is a golf score of two strokes under the par of a hole.

**entry fee** [N-COUNT-U4] An **entry fee** is an amount paid by golfers to enter a tournament.

**European Tour** [N-UNCOUNT-U4] The **European Tour** is a series of golf tournaments for top golfers. Tournaments are played both in Europe and in other parts of the world.

**extra** [N-COUNT-U13] An **extra** is a run that is scored by the batting team when a cricket bowler delivers an illegitimate ball.

**face cage** [N-COUNT-U5] A **face cage** is a protective visor made of metal bars that attaches to a helmet to protect a hockey player's face.

- faceoff** [N-COUNT-U6] The **faceoff** is the procedure to begin play in a hockey game where players from opposite teams meet in a faceoff circle to compete for a dropped puck.
- fairway** [N-COUNT-U1] A **fairway** is the part of the golf course in which the grass is kept short, found between the tee and the green.
- fast bowler** [N-COUNT-U12] A **fast bowler** is a cricket bowler who pitches the ball at a high speed.
- field** [N-UNCOUNT-U4] The **field** is the roster of players participating in a golf tournament.
- field** [V-T-U13] To **field** in cricket is to catch or stop the ball in the outfield, and if there is a chance to take a wicket, return it quickly with the intention of taking the wicket.
- fielder** [N-COUNT-U12] A **fielder** is a cricket player who plays a defensive position in the field while the other team is batting.
- fight** [N-COUNT-U6] **Fights** between two hockey players are usually tolerated, unless it continues after one player can no longer defend themselves.
- flick** [V-T-U8] To **flick** the ball is to use the wrists to bring the ball into the air for a pass or shot.
- follow on** [N-COUNT-U14] A **follow on** is a situation in which a cricket team postpones their second innings and forces the opposing team to bat twice in a row.
- forward** [N-COUNT-U6] A **forward** is the player on the team who is directly responsible for scoring goals.
- free hit** [N-COUNT-U8] A **free hit** is given to players after most penalties.
- front nine** [N-COUNT-U1] The **front nine** is the first nine holes of a golf course or the first half of a round of golf.
- full member** [N-COUNT-U15] A **full member** is a country that has test status in the ICC and is allowed to compete in test matches.
- glove** [N-COUNT-U11] A **glove** is a thickly padded glove worn only by batsmen to protect their fingers from the ball when it is bowled.
- goal stick** [N-COUNT-U5] A **goal stick** is a hockey stick used only by a goalie in ice hockey.
- goalie** [N-COUNT-U6] A **goalie** is the player on the team charged with preventing the other team from scoring by blocking the goal.
- goggles** [N-PLURAL-U7] **Goggles** are protective eyewear that players of many different sports wear to keep their eyes safe.
- golf** [N-UNCOUNT-U2] **Golf** is a game in which players hit a small white ball into holes in the ground, using the fewest hits possible.
- golf bag** [N-COUNT-U2] A **golf bag** is a bag for carrying golf balls and golf clubs.
- golf ball** [N-COUNT-U2] A **golf ball** is the dimpled ball used to play golf.
- golf cart** [N-COUNT-U2] A **golf cart** is a small vehicle golfers travel in between shots or holes.
- golf course** [N-COUNT-U1] A **golf course** is the venue at which golf is played.
- golf shoes** [N-PLURAL-U2] **Golf shoes** are athletic shoes designed especially for golf.
- golf tour** [N-COUNT-U4] A **golf tour** is a series of professional golf tournaments, organized into a schedule.
- green** [N-COUNT-U1] The **green** is an area of smooth short grass that surrounds the hole on a golf course.
- hazard** [N-COUNT-U1] A **hazard** is a golf course obstacle such as a lake or a bunker.
- helmet** [N-COUNT-U11] A **helmet** is a protective covering for the head that is worn by the batsman and fielders standing close to the batsman.
- helmet** [N-COUNT-U5] A **helmet** is head protection worn by hockey players.
- hit wicket** [N-COUNT-U13] A **hit wicket** is a method of dismissing a cricket batsman when the batsman hits his own wicket with his bat or his body while attempting to hit the ball.

**hockey** [N-COUNT-U5] **Hockey** is a sport played on ice in which two teams of six players compete to land a puck in the opposing team's goal.

**hockey ball** [N-COUNT-U7] A **hockey ball** is a small ball used to play field hockey.

**hockey gloves** [N-PLURAL-U5] **Hockey gloves** are gloves worn by skaters to protect their hands from sticks, pucks, and skates.

**hockey pants** [N-COUNT-U5] **Hockey pants** are protective gear worn by hockey players that are padded and extend from the knee to the waist.

**hockey stick** [N-COUNT-U5] A **hockey stick** is an L-shaped stick used by ice hockey players to move the puck.

**hockey stick** [N-COUNT-U7] A **hockey stick** is a J-shaped stick used in field hockey to hit the ball.

**hole** [N-COUNT-U1] A **hole** is a receptacle on a golf course green. Players try to get the ball in the hole.

**hole in one** [N-COUNT-U3] A **hole in one** is a golf shot that enters the hole directly from the tee.

**ICC Champions Trophy** [N-UNCOUNT-U15] The **ICC Champions Trophy** is a one-day international cricket tournament.

**ice skate** [N-COUNT-U5] An **ice skate** is a boot used for skating on ice that has a blade attached to the bottom of it.

**icing** [N-UNCOUNT-U6] **Icing** is a hockey penalty in which a player hits the puck past at least two red lines, the last being the opponent's goal.

**illegitimate** [ADJ-U13] A cricket bowl is **illegitimate** if the bowler bowls the ball where the batsman cannot hit it, or if the bowler bowls from outside the designated creases.

**infield** [N-COUNT-U10] The **infield** is the area of the cricket field inside the circle.

**innings** [N-COUNT-U14] An **innings** is a player's or a team's turn to bat or bowl.

**International Cricket Council** [N-UNCOUNT-U15] The **International Cricket Council** is the international administrative and organizing body of cricket.

**International Table Tennis Federation (ITTF)** [N-UNCOUNT-U9] The **International Table Tennis Federation (ITTF)** is the official governing body of table tennis and is responsible for establishing the sport's rules and guidelines.

**iron** [N-COUNT-U2] An **iron** is a golf club with a thin head, often used to hit balls from the fairway.

**leg before wicket** [N-COUNT-U13] A **leg before wicket** is a method of dismissing a cricket batsman if the ball strikes his/her leg when it would have otherwise struck the batsman's wicket.

**leg pads** [N-PLURAL-U11] **Leg pads** are protective equipment worn to protect the shin bones from impact from the ball.

**leg side** [N-COUNT-U10] The **leg side**, also called the on side, is the side of the pitch to the left of a right-handed batsman as he strikes on a cricket field.

**let** [N-COUNT-U9] A **let** is a rally where a point is not scored due to circumstances beyond a player's control.

**limited overs** [N-UNCOUNT-U14] **Limited overs** is a form of cricket in which each team may only face a set number of overs in the match.

**line** [N-COUNT-U6] A **line** is a group of forwards consisting of a left wing, a center, and a right wing that always play together.

**long hit** [N-COUNT-U7] A **long hit** is a hit in field hockey made from the corner by the offense after a defensive player accidentally hits the ball over the end line.

**loss** [N-COUNT-U14] A **loss** is a result in which a team scores less than the opposing team and have all batters dismissed.

**LPGA Tour** [N-UNCOUNT-U4] The **LPGA Tour** is a series of weekly professional tournaments for female professional golfers.

**mark** [V-T-U8] To **mark** an opponent is to follow him or her closely and try to prevent him or her from getting the ball.

**member** [N-COUNT-U4] A **member** is a person who has become part of a golf club or golf league.

# Glossary

- neck guard** [N-COUNT-U5] A **neck guard** is a piece of protective equipment worn around a hockey player's neck to protect him/her from blades, sticks, and pucks.
- obstruction** [N-COUNT-U8] An **obstruction** is when a player uses his or her stick or body to keep an opponent from reaching the ball.
- ODI (one-day international)** [N-UNCOUNT-U15] A **ODI (one-day international)** is a limited overs cricket game in which international teams play a fixed number of overs, usually 50.
- ODI status** [N-UNCOUNT-U15] **ODI status** means that if a team plays a match against another team with ODI status the game is officially classified as an ODI.
- off side** [N-COUNT-U10] The **off side** is the half of the pitch to the right of a right handed batsman as he strikes on a cricket field.
- one-day match** [N-COUNT-U14] A **one-day match** is a limited overs cricket match.
- opponent** [N-COUNT-U8] An **opponent** is a person against whom one plays.
- outfield** [N-COUNT-U10] The **outfield** is the area of the cricket field found outside of the circle.
- over** [N-COUNT-U13] An **over** is a segment of a cricket game in which six balls are bowled at the batsman by one bowler from the opposing team from the same end of the pitch.
- paceman** [N-COUNT-U12] A **paceman** is a fast bowler.
- paddle** [N-COUNT-U9] A **paddle** is another name for racket, more commonly used in the US.
- pad** [N-COUNT-U5] A **pad** is protective equipment worn by ice hockey players for protection from sticks, pucks, and blades.
- par** [N-COUNT-U3] A **par** is a score on a golf hole, equal to the number of strokes a scratch player would normally require to complete the hole.
- par** [N-UNCOUNT-U3] **Par** is a score for a round of golf equal to the standard par of the course.
- penalty** [N-COUNT-U3] A **penalty** is an additional stroke added to a golf player's score if any rules are broken.
- penalty box** [N-COUNT-U6] The **penalty box** is an area where players in violation of certain rules are sent for an allotted period of time.
- penalty corner** [N-COUNT-U7] A **penalty corner** is when a field hockey offense gets to try to make a goal 10 yards away from the goal post following a foul in the striking circle.
- penalty stroke** [N-COUNT-U7] A **penalty stroke** is a shot awarded to a player when another player's foul has interrupted a probable goal in field hockey.
- penalty stroke line** [N-COUNT-U7] The **penalty stroke line** is the line on the hockey field from which penalty strokes are taken.
- period** [N-COUNT-U6] A **period** in a hockey game is the allotted time the players have to play.
- PGA Tour** [N-UNCOUNT-U4] The **PGA Tour** is the top level of professional golf in North America.
- pitch** [N-COUNT-U10] The **pitch** is the clay or earthen rectangular surface at the center of a cricket field.
- polo shirt** [N-COUNT-U11] A **polo shirt** is the type of shirt worn by players in a cricket match.
- powerplay** [N-UNCOUNT-U15] **Powerplay** is a rule that limits the number of outfielders for a period of time in a ODI cricket match.
- puck** [N-COUNT-U5] A **puck** is a black rubber disk that is used in ice hockey.
- purse** [N-COUNT-U4] The **purse** is the amount of money that is shared between players in a tournament according to their finishing scores.
- push** [V-T-U8] To **push** the ball in field hockey is to keep it in contact with the stick, while at the same time keeping the stick in contact with the ground while moving down the field.
- putt** [V-I-U3] To **putt** is to strike the golf ball gently so that it rolls into the cup.

**putter** [N-COUNT-U2] A **putter** is a golf club used to push the ball on greens.

**qualifying school** [N-COUNT-U4] A **qualifying school** is a tournament in which the winners qualify to compete in higher levels of tournaments.

**racket** [N-COUNT-U9] A **racket** is the official name (according to the ITTF) of the device used to hit the ball back and forth between players.

**rally** [N-COUNT-U9] A **rally** in table tennis is the time during which the ball is in play.

**red line** [N-COUNT-U6] The **red line** divides a hockey rink and is used to start the game and determine certain rules like icing.

**return** [V-T-U9] To **return** the ball is to hit it back to your opponent's side of the table.

**rink** [N-COUNT-U6] A **rink** is a frozen body of water where people can skate and play ice sports.

**rough** [N-UNCOUNT-U1] The **rough** is the area of the golf course surrounding the fairway and the green characterized by longer grass.

**round** [N-UNCOUNT-U4] A **round** of golf is 18 holes.

**run out** [N-COUNT-U13] A **run out** is a method of dismissing a cricket batter when no part of his/her person or bat is behind the popping crease and his/her wicket is put down by the opposing team.

**runner** [N-COUNT-U12] A **runner** is a cricket player who runs between wickets for an injured batsman.

**scoop** [V-T-U8] To **scoop** the ball in field hockey is to use the stick to pick up the ball and throw it across the field.

**scorecard** [N-COUNT-U3] A golf **scorecard** is used to record the scores from the day's round of golf.

**scorer** [N-COUNT-U13] A **scorer** is a person appointed to keep records of runs scored, wickets taken, and overs bowled in a particular cricket game.

**scrimmage** [N-COUNT-U7] A **scrimmage** is a practice game.

**serve** [N-COUNT-U9] A **serve** is the first hit that starts each round of the game.

**service** [N-UNCOUNT-U9] **Service** is the act of serving the ball and beginning the rally.

**shin** [N-COUNT-U11] The **shin** is the front of the leg below the knee.

**side-in** [N-COUNT-U8] A **side-in** is a kind of free hit given to players after the opposing team has hit the ball over the sidelines.

**sight screen** [N-COUNT-U11] A **sight screen** is a screen placed on the field or beyond the cricket field's boundary to help the batsman see the ball.

**slap shot** [N-COUNT-U6] The **slap shot** is a difficult shot that is made by a powerful downward swing used for extra speed.

**spin** [N-UNCOUNT-U9] **Spin** is the rotation of the table tennis ball in the air and can be a strategic part of the game.

**spinner** [N-COUNT-U12] A **spinner** is a bowler who spins the ball as he/she is bowling in an attempt to make the movement of the ball difficult to predict.

**striking circle** [N-COUNT-U7] The **striking circle** is the region of the hockey field from which the ball must be hit in order to score a goal.

**striker's end** [N-COUNT-U10] The **striker's end** is the end of the pitch the batter hits from.

**stroke** [N-COUNT-U3] A **stroke** is a recorded swing on a golf score card.

**stump** [N-COUNT-U11] A **stump** is one of the three vertical posts that comprise the wicket.

**stumped** [ADJ-U13] A cricket batsman is **stumped** if the wicket keeper puts down his/her wicket while he/she is beyond the crease.

**substitute** [N-COUNT-U12] A **substitute** is a replacement player who plays when a team member is injured or becomes ill.

- swing** [N-COUNT-U3] A **swing** is the motion of drawing a club back and then quickly moving it forward to strike a golf ball.
- table tennis** [N-UNCOUNT-U9] **Table tennis** is a game played on large table with a net across the middle, in which opponents hit a small ball back and forth with paddles.
- table tennis ball** [N-COUNT-U9] A **table tennis ball** is a small, hollow, plastic ball used to play table tennis.
- tackle** [V-T-U8] To **tackle** in field hockey is to take defensive measures to steal the ball from an opponent.
- tee** [N-COUNT-U2] A **tee** is a small peg placed in the ground upon which the golf ball rests. It is used on the teeing ground.
- teeing ground** [N-COUNT-U1] The **teeing ground** is the starting point for each hole on a golf course, from which the first stroke is taken.
- test cricket** [N-UNCOUNT-U14] **Test cricket** is the longest form of the sport of cricket with matches played over multiple days.
- test status** [N-UNCOUNT-U15] **Test status** is a nomination given by the ICC to teams which means that they are allowed to play in ICC test matches.
- tie** [N-UNCOUNT-U14] A **tie** is a very rare occurrence when two cricket teams score the same amount and all of the batters in the game are dismissed.
- Twenty20 cricket** [N-UNCOUNT-U15] **Twenty20 cricket** is a form of cricket in which each team has a single innings and bats for a maximum of twenty overs.
- Twenty20 international** [N-UNCOUNT-U15] A **Twenty20 international** is a game of cricket played under the rules of twenty20 cricket between two international teams.
- umpire** [N-COUNT-U13] An **umpire** is a person who makes judgments according to the laws of cricket, on the field during a game.
- visor** [N-COUNT-U5] A **visor** is a part of a helmet that covers the eyes.
- water hazard** [N-COUNT-U1] A **water hazard** is an obstacle such as a man-made lake, that is designed to add difficulty and beauty to a golf course.
- wedge** [N-COUNT-U2] A **wedge** is a golf club designed for short range strokes.
- wicket** [N-COUNT-U11] A **wicket** is a set of three stumps and two bails which is guarded by the batsman. On a cricket field, wickets are positioned at both ends of the pitch.
- wicketkeeper's glove** [N-COUNT-U11] A **wicketkeeper's glove** is a large mitt-like glove that only a wicketkeeper wears.
- wicketkeeper** [N-COUNT-U12] A **wicketkeeper** is a cricket fielder who is stationed behind a batsman's wicket.
- win** [N-UNCOUNT-U14] A **win** is a result in which a team scores higher than an opposing team.
- wood** [N-COUNT-U2] A **wood** is a golf club with a large head, which can be made of wood or metal and is used for hitting the ball long distances.
- World Cricket League** [N-UNCOUNT-U15] The **World Cricket League** is a series of one-day international tournaments open to national teams that do not have test status in the ICC.



**CAREER  
PATHS**

# Sports

Book  
**3**

Virginia Evans  
Jenny Dooley  
Alan Graham



**Express Publishing**

## Scope and sequence

Unit	Topic	Reading context	Vocabulary	Function
1	Tennis: Rules	Guide	tennis court, tennis racket, baseline, service line, service box, net service, fault, set, love, fifteen, thirty, forty, deuce, game point, break point, tennis ball, serve	Asking for an explanation
2	Tennis: Tournaments	Article	singles, doubles, mixed doubles, ranking, ranking points, Grand Slam, seed, Australian Open, French Open, Wimbledon, US Open, International Tennis Federation	Offering a negative opinion
3	The football field	Rulebook	end zone, 50 yard line, hash mark, sideline, end line, red zone, yard line, goal line, pylon, down marker, chains, goalposts, line of scrimmage	Adding items to a list
4	Football: Equipment	Article	gridiron, football, helmet, facemask, shoulder pads, cleats, hip pad, tail pad, knee pad, thigh pad, neck roll, rib protector, knee brace	Making a recommendation
5	Football: Players	Program	quarterback, center, running back, full back, guard, defensive tackle, offensive tackle, tight end, wide receiver, nose tackle, defensive end, linebacker, cornerback, safety, punter, kicker, rush	Describing strengths and weaknesses
6	Football: Rules	Report	kickoff, return, play, down, snap, rush, pass, tackle, out of bounds, fumble, interception, punt, touchdown, field goal, safety, turnover	Emphasizing negative impact
7	Volleyball	Rulebook	volleyball, touch, ground, kill, fault, double hit, set, dig, spike, block, attack line, back row, front row, rotate	Giving a compliment
8	Summer Olympics	Newspaper article	Summer Olympics, track and field, discus, shot put, marathon, wrestling, fencing, equestrian, gymnastics, weightlifting, swimming, gold, silver, bronze, sprint, middle-distance, long-distance	Talking about expectations
9	Winter Olympics	Television schedule	Winter Olympics, alpine skiing, downhill, slalom, bobsled, curling, figure skating, luge, skeleton, ski jumping, snowboarding, halfpipe, speed skating, biathlon	Describing common mistakes
10	The baseball field	Transcript	home plate, batter's box, first base, second base, third base, pitcher's mound, outfield, infield, dugout, bullpen, backstop, baseline, foul pole, safe	Describing a play
11	Baseball: Equipment	Advertisement	baseball, glove, mitt, baseball cap, bat, batting glove, batting helmet, cup, pine tar, rubber, catcher's mask, chest protector, baseball	Stating that something is unlikely
12	Baseball: Players	Announcement	pitcher, reliever, closer, catcher, first baseman, second baseman, shortstop, third baseman, right field, center field, left field, DH, batting order, batting average, ERA	Expressing confusion
13	Baseball: Rules 1	Newspaper article	pitch, strike, strike out, walk, hit, single, double, triple, home run, grand slam, out, safe, slide, double play, error, foul ball	Making plans
14	Baseball: Rules 2	Report	bunt, hit by a pitch, inning, top, bottom, pinch runner, balk, on deck, walk off run, steal, line drive, fly ball, runner, intentional walk, fastball, curveball	Expressing surprise
15	Baseball: Leagues and tournaments	Magazine article	MLB, MiLB, World Series, pennant, Caribbean Series, NPB, KBO, World Baseball Classic, MLBPA, IBAF, Baseball World Cup, Intercontinental Cup	Bringing up information

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## Beginner's Guide to Tennis

Tennis is a popular game played around the world. However, it may be confusing to newcomers. Here are the basics of the game to help get you started.

Tennis is played on a **tennis court**. It can be played on three kind of surfaces: clay, grass, and hard court. The court is divided by a net into two sections. Each section is further divided by the **service line**. Between this line and the net is the **service box**.

Tennis players require only a **tennis racket** and **tennis balls** to play. Players hit the ball back and forth across the court over the net. They score points when their opponents hit the ball out of bounds or against the net or when the ball bounces twice in the opponent's court.

Play begins with a **serve**. The serving player stands behind the **baseline**. The player must hit the ball diagonally to land it inside his opponent's service area. If the server makes two **faults** or a **net service**, their opponent scores a point.

Players begin at **love**, or zero points. The first point is counted as **fifteen**, the second **thirty**, and the third **forty**. At **deuce**, or tie, the server must score the last two points to win. A game ends when the server scores his final **game point** or their opponent the **break point**. A **set** is usually won by the first player to win six games.

### Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some areas of a tennis court?
- 2 What equipment is used when playing tennis?

### Reading

2 Read the tennis guide. Then, mark the following statements as true (T) or false (F).

- 1  Players serve from behind the service line.
- 2  A serving player gets one chance to get the ball over the net.
- 3  "Love" indicates that a player has not scored any points.

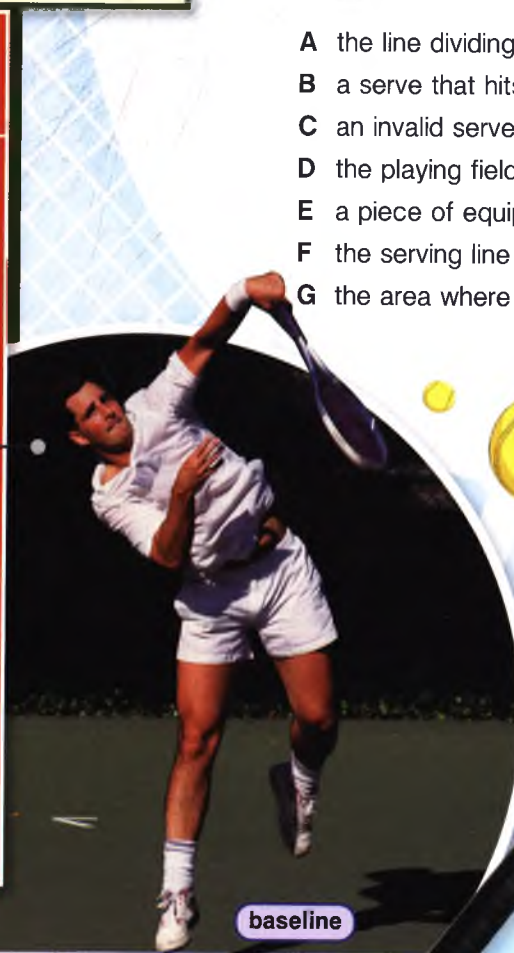
### Vocabulary

3 Match the words (1-7) with the definitions (A-G).

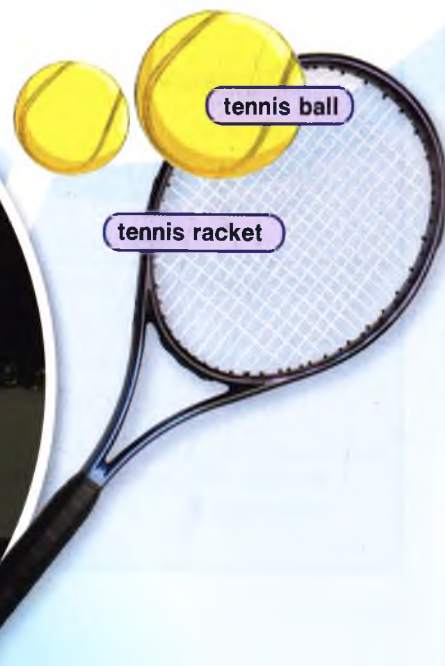
- |   |  |
|---|--|
| 1 <input type="checkbox"/> tennis court | 5 <input type="checkbox"/> fault         |
| 2 <input type="checkbox"/> baseline     | 6 <input type="checkbox"/> tennis racket |
| 3 <input type="checkbox"/> service box  | 7 <input type="checkbox"/> service line  |
| 4 <input type="checkbox"/> net service  |  |

- A the line dividing a player's side of the court
- B a serve that hits the net
- C an invalid serve in tennis
- D the playing field in tennis
- E a piece of equipment used to hit a tennis ball
- F the serving line on a tennis court
- G the area where a player must land a serve

tennis court



baseline



tennis ball

tennis racket

- 4 Fill in the blanks with the correct words and phrases from the word bank.

## Word BANK

set love game point deuce  
forty break point fifteen

- 1 When the player scored at \_\_\_\_\_ he won the game.
- 2 With a score of \_\_\_\_\_, the player had not yet made a point.
- 3 A daring play won the game for the server's opponent at \_\_\_\_\_.
- 4 With scores of \_\_\_\_\_, both players had made one point.
- 5 At \_\_\_\_\_, the server must score two points to win.
- 6 Both players were very tired after playing a \_\_\_\_\_ of tennis.
- 7 After scoring three points, the player's score was \_\_\_\_\_.

- 5 Listen and read the tennis guide again. Why is deuce a special score in tennis?

## Listening

- 6 Listen to a conversation between two spectators. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The man doesn't understand how tennis scoring works.
- 2 \_\_\_ The player has only scored once.
- 3 \_\_\_ The woman compares the deuce score to a tie-breaker situation.

- 7 Listen again and complete the conversation.

**Spectator 1:** In tennis, points are worth 1 \_\_\_\_\_.

**Spectator 2:** So, one point is scored as 2 \_\_\_\_\_?

**Spectator 1:** That's right. Players start at zero, which is called 3 \_\_\_\_\_. The first point is still only one point, but it's scored as fifteen.

**Spectator 2:** What comes after that?

**Spectator 1:** The 4 \_\_\_\_\_ is scored thirty, and the third point is scored forty.

**Spectator 2:** That's the 5 \_\_\_\_\_?

**Spectator 1:** One more point is needed to win, unless the 6 \_\_\_\_\_ forty-forty. They call that deuce.

## Speaking

- 8 With a partner, act out the roles below based on Task 7. Then switch roles.

### USE LANGUAGE SUCH AS:

*I'm confused about ...*

*It's split ...*

*What don't you ...*

**Student A:** You are a tennis fan. Talk to Student B about:

- the tennis court
- how it's divided
- where to serve from

**Student B:** You are new to the game of tennis. Talk to Student A about how a tennis court is arranged.

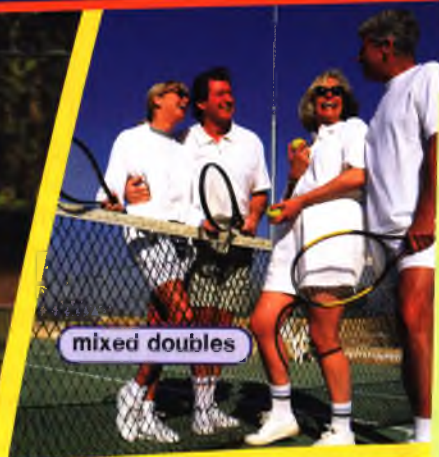
## Writing

- 9 Use the tennis guide and the conversation from Task 8 to write an article on the structure of a tennis court and serving. Include: the net, the service box, and the baseline.





doubles



mixed doubles



French Open



singles

Tennis Spectator

Spring Edition

## My Year on the Tennis Circuit

By Kate Prescott

I'm finally back in the UK after an amazing year traveling the tennis circuit. Tennis Spectator sent me all over the world this past year. In addition to covering dozens of smaller tournaments, I made it to every **Grand Slam**. It was a tennis writer's dream!

The adventure began in Paris at the start of summer for the **French Open**. There I witnessed the best tennis players fighting for the top spot in the **singles** contest. Unfortunately, I did not have time to enjoy Paris. After the Open, I rushed back to London for **Wimbledon**. My favorite event here was the **mixed doubles**.

For the next few weeks I took a break. I reported on changes from the **International Tennis Federation** (ITF) that affect player **ranking**. The ITF adjusted the distribution of **ranking points** to make the system fairer. Because of them, the Opens will **seed** players slightly differently next year.

I then traveled to New York City for the **US Open**. I remained in the US for most of the fall. I traveled across the country to cover smaller tournaments. In January, I flew to Melbourne for the **Australian Open**. The women's **doubles** event was very exciting to watch. I was on the edge of my seat at every match!

### Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some types of tennis matches?
- 2 Where are some of the venues for Grand Slam tournaments?

### Reading

2 Read the article from Tennis Spectator. Then, mark the following statements as true (T) or false (F).

- 1 \_\_\_ One of the Grand Slam tournaments is held in Japan.
- 2 \_\_\_ The Australian Open is held at the beginning of the new year.
- 3 \_\_\_ The ranking system used by the ITF was changed.

### Vocabulary

3 Read the sentence pair. Choose where the words best fit the blanks.

1 Wimbledon / US Open

A Mary traveled to London to see \_\_\_\_\_.

B While James was in the United States he went to the \_\_\_\_\_.

2 singles / seed

A Two opponents battled for the title in the \_\_\_\_\_ match.

B In order to \_\_\_\_\_ players, the tournament directors consider their previous wins.

3 ranking / mixed doubles

A Married couples often enjoy playing in \_\_\_\_\_ tournaments.

B Samantha improved her \_\_\_\_\_ after winning the tournament.

#### 4 Read the sentence and choose the correct word.

- 1 The **French Open / Australian Open** has been held in Melbourne since 1988.
- 2 The players anticipated the new regulations from the **Grand Slam / ITF**.
- 3 Jonathan earned additional **ranking points / doubles** after winning the tennis tournament.
- 4 The **US Open / French Open** was televised live from Paris.
- 5 It is very difficult for a player to win all four **Grand Slam / US Open** tournaments in one year.
- 6 Emma and Grace are very good **doubles / singles** partners when they play tennis.

#### 5 Listen and read the article from *Tennis Spectator* again. What did the writer do in between Wimbledon and the US Open?

## Listening

#### 6 Listen to a conversation between two tennis fans. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The woman prefers the doubles events.
- 2 \_\_\_ The woman thinks there is more ego in the singles events.
- 3 \_\_\_ The man doesn't care for the camaraderie of the doubles events.

#### 7 Listen again and complete the conversation.

- Tennis Fan 1:** What a great 1 \_\_\_\_\_. Did you see the ladies' doubles event yesterday?
- Tennis Fan 2:** I did. The players were excellent. But my favorite was the 2 \_\_\_\_\_.
- Tennis Fan 1:** Oh, really? I prefer the 3 \_\_\_\_\_ events.
- Tennis Fan 2:** If you ask me, the doubles matches are 4 \_\_\_\_\_ for the players.
- Tennis Fan 1:** Not at all! If anything they are more difficult.
- Tennis Fan 2:** How can that be? There are 5 \_\_\_\_\_ players.
- Tennis Fan 1:** That's true, but a team has to 6 \_\_\_\_\_ to beat their opponents. The players must coordinate.

## Speaking

#### 8 With a partner, act out the roles below based on Task 7. Then switch roles.

#### USE LANGUAGE SUCH AS:

*My favorite was ...*

*If you ask me ...*

*I prefer ...*

**Student A:** You are a tennis fan. Talk to Student B about:

- types of tennis matches
- the features of each
- the demands on the players

**Student B:** You are a tennis spectator. Talk to Student A about your opinion of tennis matches.

## Writing

#### 9 Use the article and the conversation from Task 8 to write an article on tennis tournaments. Include: types of matches, features of matches, and which are popular.



# 3 The football field

## Football Rulebook

### The Playing Field and Field Equipment

A football field is a large playing field of grass or a synthetic material. It is 120 yards long and just over 53 yards in width. The **end zone** scoring area at each end extends the final ten yards. The **end line** is the final boundary and contains the end zone.

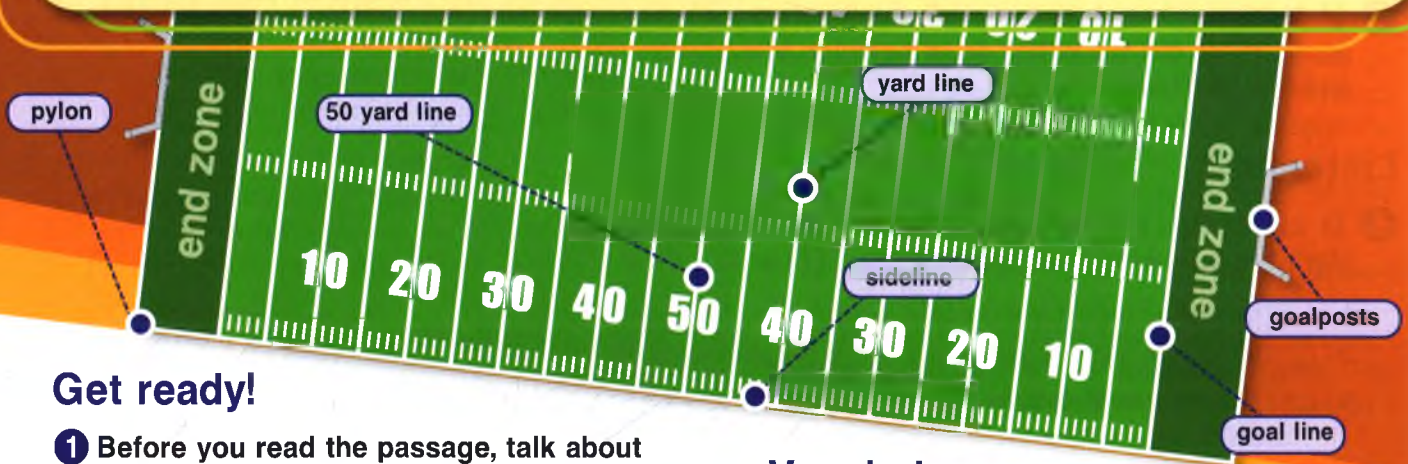
A **yard line** marks the field every five yards and is numbered every ten. A

**hash mark** indicates a distance of one yard between them. The **50 yard line** marks the middle of the playing field. A **sideline** extends the length on each side to mark the field boundary.

The end zone has a number of parts. The **goal line** separates it from the rest of the field. A **pylon** at each corner indicates the boundary. Each

end zone also contains **goalposts** that are used for field goals and extra points. The **red zone** extends twenty yards into the field but is not indicated.

Referees use **down markers** to declare the state of the current play. Referees also use **chains** to measure exactly how far a team must go for a first down. Finally, players must keep track of the **line of scrimmage**. It is an invisible line between the two teams they cannot cross until the current play has begun.



### Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some lines on a football field?
- 2 What do pylons mark out?

### Reading

2 Read the rulebook. Then, choose the correct answers.

- 1 What is the purpose of the excerpt?  
A to discuss changes in the football field  
B to list where different positions stand  
C to describe characteristics of a football field  
D to explain how teams move down the field
- 2 Which of the following is NOT marked on the field?  
A yard lines                      C hash marks  
B sidelines                        D the red zone
- 3 Where is the scoring area on a football field?  
A the end zone                  C the line of scrimmage  
B the 50 yard line                D the end line

### Vocabulary

3 Read the sentence pair. Choose the sentence that uses the underlined part correctly.

- 1 A The referee set the pylon down to mark the middle of the field.  
B The player knew how far he threw the ball because of the nearest hash mark.
- 2 A The player went out of bounds when he crossed the sideline.  
B A team cannot cross the yard line until the play begins.
- 3 A The team scored a touchdown when the wide receiver made it to the end zone.  
B The red zone marks the midpoint of the field.
- 4 A The referee set out the chains to separate the end zone from the rest of the field.  
B The referee changed the down marker after the team made a successful play.




**4 Match the words (1-9) with the definitions (A-I).**

- 1 \_\_\_ goalposts    4 \_\_\_ yard line    7 \_\_\_ 50 yard line  
2 \_\_\_ end line    5 \_\_\_ red zone    8 \_\_\_ line of scrimmage  
3 \_\_\_ pylon    6 \_\_\_ goal line    9 \_\_\_ chains

- A the midpoint line of a football field  
B the final end boundary on a football field  
C the line where the end zone begins  
D the line separating teams at the start of a play  
E a structure in the end zone for points scored by kicking  
F an orange marker placed at the four corners of an end zone  
G the equipment used to measure if a play reached the first down marker  
H a line marking distance on a football field  
I the final twenty yards before the end zone

**5**  **Listen and read the rulebook again. What is the line of scrimmage?**

## Listening

**6**  **Listen to a conversation between a field manager and an employee. Mark the following statements as true (T) or false (F).**

- 1 \_\_\_ The man doesn't think the sidelines require additional paint.  
2 \_\_\_ The woman is using the new down markers.  
3 \_\_\_ The chains are on the field already.

**7**  **Listen again and complete the conversation.**

**Field Manager:** Hi, Mike. Are you ready to prepare the field for the game?

**Employee:** You bet. I've already begun painting the 1 \_\_\_\_\_.

**Field Manager:** Great. Don't forget the 2 \_\_\_\_\_ as well.

**Employee:** I won't. I'm also planning to touch up the sidelines. They're a bit 3 \_\_\_\_\_.

**Field Manager:** You might also do the same for the 4 \_\_\_\_\_ . I noticed they were worn out as well.

**Employee:** I'll take care of it. Are you handling the other 5 \_\_\_\_\_?

**Field Manager:** Yes. I've already pulled out the down markers. We're using the 6 \_\_\_\_\_ this weekend.

**Employee:** The referees will appreciate that.

## Speaking

**8** **With a partner, act out the roles below based on Task 7. Then switch roles.**

**USE LANGUAGE SUCH AS:**

*I've already begun ...*

*You might also ...*

*Plus we have to ...*

**Student A:** You are a field manager. Talk to Student B about:

- painting the yard lines
- marking the hash marks
- gathering other equipment

**Student B:** You are an employee. Talk to Student A about preparing a field for a football game.

## Writing

**9** **Use the rulebook and the conversation from Task 8 to create a guide to the markings on a football field. Include: yard lines, the end zone, and the boundary lines.**





## Sports Healthcare

### The Importance of Protective Gear

**Football** is an aggressive sport with the potential to cause serious injury to players. It is important that players protect themselves with the right equipment. From top to bottom, protective gear is available for every part of the body.

It begins with the **helmet** and a **facemask** to prevent injury to a player's head. **Shoulder pads** prevent injury to the shoulders. Other equipment is optional. A **neck roll** is sometimes used to brace and support the neck. Because players are hit from many angles, some also wear a **rib protector**. Final protection for the upper body comes with a **tail pad** to guard the lower back.

A player's legs must also be supported. Knee injuries are especially common in football. A player wears both a **knee brace** and a **knee pad** to protect the ligaments and bones. Additional padding offers further defense against injury.

A **hip pad** protects the hips from bone fractures. A **thigh pad** cushions the muscles against impact.

Finally, in order to have good footing on the **gridiron**, players wear special shoes called **cleats**. Cleats have rubber spikes that dig into the ground. They prevent players from slipping and from misstepping. Football is a rough sport, but with the right gear players can protect themselves.

### Get ready!

- 1 Before you read the passage, talk about these questions.

- 1 What is worn by a football player?
- 2 What protects a football player's head?

### Reading

- 2 Read the article. Then, mark the following statements as true (T) or false (F).

- 1  A tail pad protects the upper back.
- 2  Neck rolls are required equipment.
- 3  Players wear several pads on their legs.

### Vocabulary

- 3 Match the words (1-5) with the definitions (A-E).

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| 1 <input type="checkbox"/> football | 4 <input type="checkbox"/> neck roll |
| 2 <input type="checkbox"/> cleats   | 5 <input type="checkbox"/> facemask  |
| 3 <input type="checkbox"/> gridiron |                                      |

- A a two team sport played with a special ball  
 B the protective equipment attached to a helmet  
 C padding that supports the neck  
 D sports shoes that grip a playing field  
 E a specially marked field for playing football

**4** Read the sentence and choose the correct word.

- 1 A football player wears a **helmet** / **tail pad** to protect the head.
- 2 A **hip pad** / **thigh pad** protects the leg muscles from injury.
- 3 The **rib protector** / **knee brace** prevented Jonathan from receiving a more serious chest injury.
- 4 A football player wears **knee pads** / **shoulder pads** on his legs.
- 5 The player forgot his **knee brace** / **cleats** so his joint was not supported.
- 6 Tom's football pants are larger than his regular ones so his **neck roll** / **hip pads** fit in them.
- 7 Lower back injuries in football can be prevented by wearing **facemasks** / **tail pads**.
- 8 Curtis has grown so his **shoulder pads** / **gridirons** do not fit him anymore.

**5** Listen and read the article again. What kind of equipment does a player wear on his legs?

## Listening

**6** Listen to a conversation between an equipment manager and a coach. Mark the following statements as true (T) or false (F).

- 1  The woman thinks they can use the facemasks for another year.
- 2  Several players need new pads.
- 3  The team has enough knee braces.

**7** Listen again and complete the conversation.

**Equipment Manager:** First, we need new helmets for both the 1 \_\_\_\_\_.

**Coach:** That's at least eleven each. What about 2 \_\_\_\_\_?

**Equipment Manager:** We can use the current masks for 3 \_\_\_\_\_.

**Coach:** I'm not sure. I'd prefer we had new facemasks as well.

**Equipment Manager:** No problem. I'll order those, too.

**Coach:** Thanks. Do we need any pads?

**Equipment Manager:** A couple of the players have grown during the 4 \_\_\_\_\_ - \_\_\_\_\_. They need bigger pads.

**Coach:** That's definitely important. Wearing the 5 \_\_\_\_\_ can increase the risk of injury.

**Equipment Manager:** True. That's why I want to order the new ones 6 \_\_\_\_\_.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then switch roles.

**USE LANGUAGE SUCH AS:**

*First, we need ...*

*What about ...*

*I'm not sure ...*

**Student A:** You are an equipment manager. Talk to Student B about:

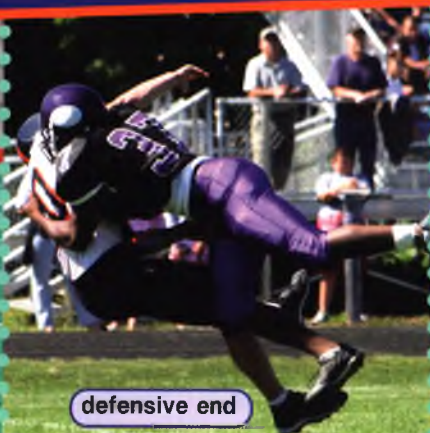
- the list of equipment
- when the equipment will be ordered
- other items that need to go on the list

**Student B:** You are a football coach. Talk to Student A about the new equipment your team needs.

## Writing

**9** Use the article and the conversation from Task 8 to create a summary of the equipment that needs to be ordered for the upcoming football season. Include: footwear, upper body equipment, and lower body equipment.





## Game Program

Springhill State vs. Montezuma State

Springhill State University's starting offensive lineup this evening begins with **quarterback** James Maddow. Starting **center** Gregory Bonds is flanked by offensive **guard** Gus Johnson on the left. To Bond's right is Ronald Merryweather.

Jeremy Biggs begins as **offensive tackle** on the left with Anthony Phelps on the right. Behind the line of scrimmage, **running back** Mike Derry is accompanied by **full back** Joshua Flannagan. Springhill is starting with two **wide receivers** this evening, Lee Bryant and Andrew Kite. Coach Matthews has decided on a single **tight end**, Bill Wards.

**Punter** Kendall Farrow will be available for kicking plays.

On the defensive side, Montezuma State begins with Philip Kaul on **nose tackle**. By his side is **defensive tackle** Brian Marks. To counter runs on the right is **defensive end** Ray Hope. On the left fans will find defensive end Carl Blackwell. These players will **rush** the quarterback.

Behind the four defensive linemen is the toughest **linebacker** set in college right now. Dennis Quail starts in the middle. Greg Houghs takes the outside left and his brother Marcus starts on the right. Spectators will see **cornerback** Chris Yardley swatting passes on the right. Amos Briers begins on the left. Playing **safety** are Ferris Loup and Ethan Bundt.

Montezuma's **kicker** Zane Arial will begin the game with the kickoff.



## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some football positions?
- 2 Who throws passes to the offense?

## Reading

2 Read the game program. Then, mark the following statements as true (T) or false (F).

- 1 \_\_\_ The team on defense makes the kickoff.
- 2 \_\_\_ Centers have guards on each side of them.
- 3 \_\_\_ The punter plays when a team is on defense.

## Vocabulary

3 Match the words (1-9) with the definitions (A-I).

- |                     |                    |
|---------------------|--------------------|
| 1 ___ quarterback   | 6 ___ nose tackle  |
| 2 ___ wide receiver | 7 ___ cornerback   |
| 3 ___ kicker        | 8 ___ running back |
| 4 ___ safety        | 9 ___ guard        |
| 5 ___ center        |                    |

- A the defensive player who is furthest back
- B an offensive player who starts with the ball
- C a defensive player who counters passes
- D an offensive player who receives passes
- E an offensive player who blocks defensive players but does not touch the ball
- F a player who leads the offensive team
- G an offensive player who runs with the ball
- H a player who attempts field goals
- I a defensive player immediately across from the ball

**4** Read the sentence and choose the correct word.

- 1 The offensive team brought out the **punter / tackle** to kick the ball.
- 2 A **tight end / defensive end** lines up at the front to stop the team with the ball.
- 3 The **linebacker / full back** tackled the runner and prevented the other team from scoring.
- 4 The **tight end / kicker** caught the pass and ran for a touchdown.
- 5 The linebacker could not get past the **tackle / cornerback** to get to the quarterback.
- 6 The **fullback / safety** was passed the ball and ran for twenty yards before he was tackled.

**5** Listen and read the game program again. What does the kicker do?

## Listening

**6** Listen to a conversation between two commentators. Mark the following statements as true (T) or false (F).

- 1  The man is impressed with the quarterback's performance.
- 2  The woman thought that the guards needed improvement.
- 3  Both commentators thought the receivers performed poorly.

**7** Listen again and complete the conversation.

**Commentator:** I'm especially impressed with Maddow's performance. What a **1** \_\_\_\_\_!

**Colleague:** Isn't he? He knows just when to **2** \_\_\_\_\_ and when to pass it.

**Commentator:** Speaking of running, that's a **3** \_\_\_\_\_ to their game.

**Colleague:** I agree. The running backs had a great sense for weakness in the **4** \_\_\_\_\_.

**Commentator:** Of course, without the **5** \_\_\_\_\_ it wouldn't mean anything.

**Colleague:** The guards did a great job of keeping the **6** \_\_\_\_\_ safe.

**Commentator:** I know I wouldn't want to go up against them.



## Speaking

**8** With a partner, act out the roles below based on Task 7. Then switch roles.

**USE LANGUAGE SUCH AS:**

*I was impressed with ...  
They knew just ...*

**Student A:** You are sports commentator. Speak with Student B about:

- the defensive game
- the linebackers
- the defensive tackles

**Student B:** You are a sports commentator. Talk to Student A about this evening's game.

## Writing

**9** Use the game program and the conversation from Task 8 to prepare an article about the defensive positions on a football team. Include: defensive ends, linebackers, and safeties.



## Game Report

## Camden Raiders VS. Lewistown Broncos

It was a rough game earlier today when the Raiders took on the Broncos in Lewistown. The action started right at **kickoff**. The Raiders caught the ball and **returned** it seventy yards for a **touchdown**. The Broncos then took possession but suffered an almost immediate **turnover**. It wasn't looking good for the Broncos.

The Raiders, however, were unable to keep the momentum. On the next **play**, the quarterback **passed** the ball but the receiver **fumbled** it. The Broncos recovered the ball and returned it for a quick touchdown. The game was tied. It remained tied until just before the second half. With possession of the ball, the Broncos made a **field goal** for an additional three points.

In the second half the action picked up again. After kicking to the Broncos, the Raiders made a quick **interception**. On third **down** they **rushed** the ball for a touchdown.

The Broncos then made a number of mistakes. The center **snapped** the ball early. Receivers caught the ball **out of bounds** or were **tackled** for losses. The Broncos just could not move up field. They decided to play it safe and **punted** the ball.

A mistake on the return led to a **safety** in the Raiders' end zone. It wasn't enough for the Broncos, though, and they left the field defeated.



snap

rush

field goal

punt



touchdown

play

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are two kicking plays in football?
- 2 What does every play start with?

## Reading

2 Read the game report. Then, mark the following statements as true (T) or false (F).

- 1 \_\_\_ The Broncos scored a touchdown before halftime.
- 2 \_\_\_ The Raiders returned a fumble for a touchdown.
- 3 \_\_\_ The Broncos won the game after scoring a safety.

## Vocabulary

3 Fill in the blanks with the correct words and phrases from the word bank.

## word BANK

snap out of bounds turnover punt  
interception pass touchdown tackle


- 1 To start a play, the center will \_\_\_\_\_ the ball to the quarterback.
- 2 Defenders can only \_\_\_\_\_ opponents with the ball.
- 3 The quarterback will \_\_\_\_\_ the ball to his receivers.
- 4 The team scored six points when they made a(n) \_\_\_\_\_.
- 5 The player went over the sideline and was called \_\_\_\_\_.
- 6 The coach decided to \_\_\_\_\_ the ball and sent out his kicker.
- 7 The defense made a(n) \_\_\_\_\_ and ran it back for a touchdown.
- 8 The player fumbled the ball, resulting in a(n) \_\_\_\_\_.

**4** Read the sentence and choose the correct word.

- 1 A **safety** / **return** occurs when a player is tackled in his own end zone.
- 2 A football game begins with a **kickoff** / **down**.
- 3 When a player **fumbles** / **rushes** with the ball, he might score a touchdown.
- 4 The **field goal** / **play** resulted in a two yard gain.
- 5 The offense was on their fourth **down** / **return** when they scored a touchdown.
- 6 The defense caused the running back to **fumble** / **punt** the ball.
- 7 After the interception, the defense **returned** / **tackled** the ball.
- 8 The quarterback called a **turnover** / **play** that was unsuccessful.

**5**  Listen and read the game report again. What happened when the Raiders' receiver fumbled the ball?

## Listening

**6**  Listen to a conversation between two game announcers. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ Newbury had first possession of the ball.
- 2 \_\_\_ Stanhope first tried to run the ball.
- 3 \_\_\_ Stanhope attempted two passing plays.

**7**  Listen again and complete the conversation.

**Announcer 2:** The game began with Newbury State's 1 \_\_\_\_\_. Stanhope University had first possession.

**Announcer 1:** Stanhope couldn't quite 2 \_\_\_\_\_ though.

**Announcer 2:** No, they couldn't. First down saw Stanhope attempt a 3 \_\_\_\_\_.

**Announcer 1:** The 4 \_\_\_\_\_ made a great throw, but the receiver couldn't catch it.

**Announcer 2:** It didn't stop Stanhope from trying 5 \_\_\_\_\_.

**Announcer 1:** No, it didn't.

**Announcer 2:** On the 6 \_\_\_\_\_, however, the defense tackled the quarterback before he could make the throw.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then switch roles.

**USE LANGUAGE SUCH AS:**

*The game began ...*

*They attempted a ...*

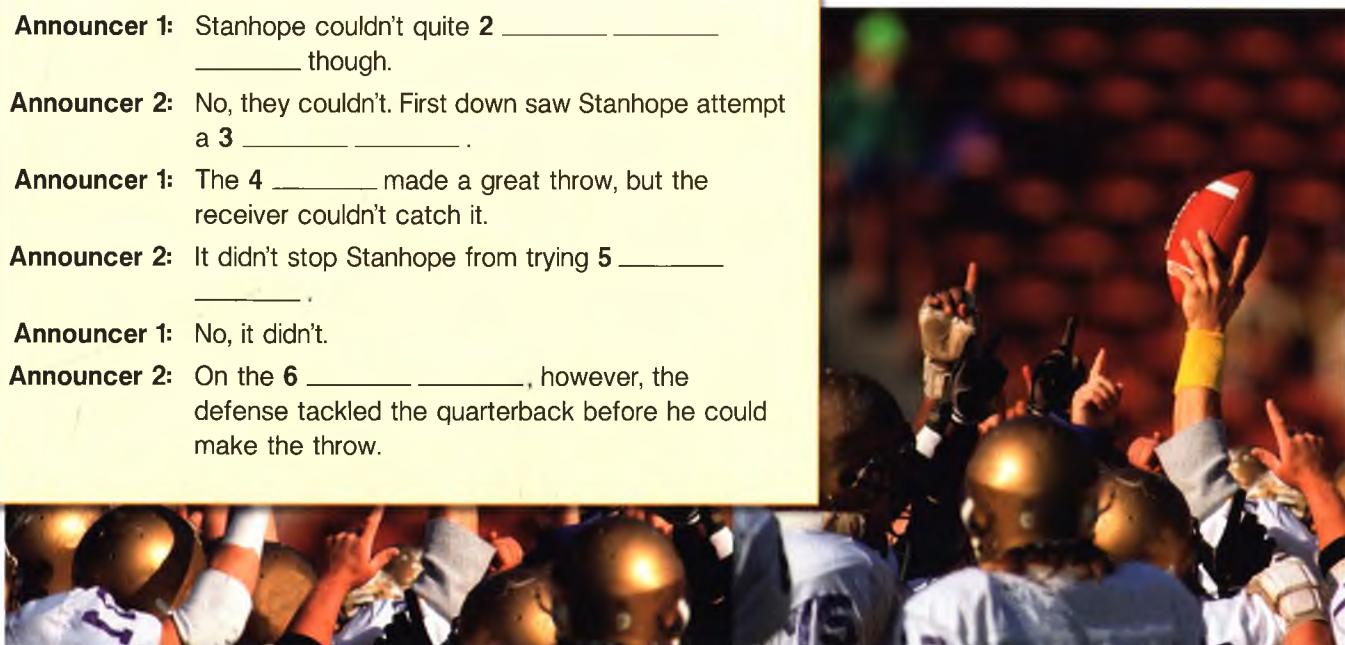
**Student A:** You are a football sports announcer. Talk to Student B about:

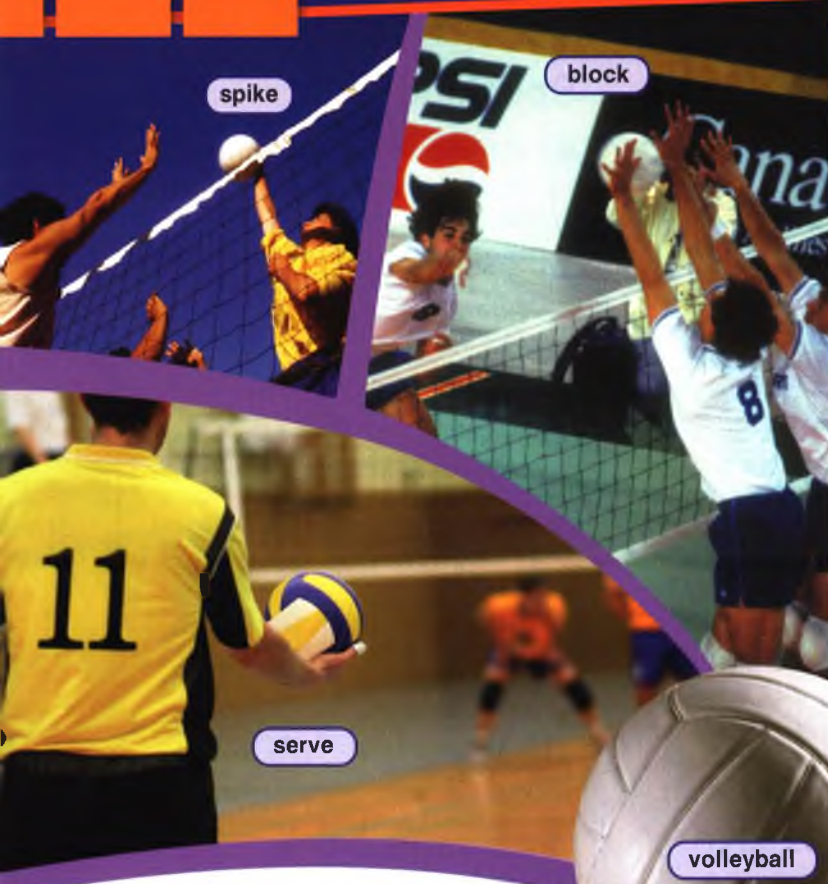
- the kickoff
- the first set of downs

**Student B:** You are a sports announcer. Talk to Student A about the first play of the game.

## Writing

**9** Use the game report and the conversation from Task 8 to create a report about offensive football strategy. Include: rushing plays, passing plays, and the significance of downs.





## Getting Started with Volleyball

Volleyball is played with six players on each team. Three players are **back row** players and three are **front row** players. The front and back rows are divided by the **attack line**. Play begins when one player **serves** the ball to the other side of the court. Players then hit the ball back and forth across the net until they score a point. Points are awarded when one team **grounds** the ball on the opposing team's side. Teams can also score points when the opposing team commits a **fault**. Some common faults are touching the net, crossing the net to the opponent's side and a **double hit**. When the serving team scores a point, the player who served the ball serves again. If the team that did not serve scores the point, the team **rotates** positions. That team now serves the ball for the next round of play.

In volleyball, teamwork is very important. For example, one player must **set** the ball so that another player can then try for a **spike**. Hopefully, this would lead to a **kill**. When a ball gets close to the ground, one player may **dig** the ball so that another one can return the attack. Players also work together when executing a **touch**. Finally, players may work together to perform a **block**, creating a wall with their hands.

### Get ready!

#### 1 Before you read the passage, talk about these questions.

- 1 What are some actions in volleyball?
- 2 How do players try to prevent a successful spike?

### Reading

#### 2 Read the volleyball rulebook. Then, choose the correct answers.

- 1 What is the main purpose of the passage?
  - A to recap the events of a volleyball game
  - B to illustrate different kinds of faults
  - C to describe volleyball rules and play
  - D to explain how to coach a volleyball team
- 2 Which of the following was NOT mentioned as an example of teamwork in volleyball?
  - A setting the ball
  - B committing a fault
  - C performing a block
  - D executing a touch
- 3 When do players rotate?
  - A when it is their team's turn to serve
  - B after their team commits a fault
  - C when the opposing team grounds the ball
  - D after each point is scored for their team

### Vocabulary

#### 3 Match the words (1-8) with the definitions (A-H).

- |             |                   |
|-------------|-------------------|
| 1 ___ kill  | 5 ___ volleyball  |
| 2 ___ fault | 6 ___ double hit  |
| 3 ___ block | 7 ___ attack line |
| 4 ___ dig   | 8 ___ front row   |

- A a game played in teams with a ball and net
- B an illegal move in volleyball
- C a line on the court separating the front row from the back row
- D to save the ball from touching the ground by passing to a teammate
- E an attempt to stop the ball using the arms
- F an attack that leads to a point
- G when the same person contacts the ball two times in a row
- H an area on the court between the net and the attack line



- 4 Fill in the blanks with the correct words and phrases from the word bank.

## Word BANK

touch spike    ground back row    set rotate

- The object of volleyball is to \_\_\_\_\_ the ball on the opponent's side of the court.
  - After a winning serve, players \_\_\_\_\_ in a clockwise direction.
  - A \_\_\_\_\_ is a type of attack in which the ball is forcefully hit downward.
  - The \_\_\_\_\_ is the area behind the attack line.
  - When the defensive team hits the ball as it is going out of bounds, they have performed a \_\_\_\_\_.
  - One player will \_\_\_\_\_ the ball so that another will be ready for a spike.
- 5 Listen and read the volleyball rulebook again. How many players are there on a team in a volleyball match?

## Listening

- 6 Listen to a conversation between two volleyball players. Mark the following statements as true (T) or false (F).
- \_\_\_ The man and woman play on the same team.
  - \_\_\_ The man had a successful spike in the game.
  - \_\_\_ The woman asks for help with her serve.

- 7 Listen again and complete the conversation.

**Player 1:** I've been practicing really hard. It's nice to know it's 1 \_\_\_\_\_.

**Player 2:** Spiking is something I still need to work on. Maybe you can 2 \_\_\_\_\_?

**Player 1:** I'd be happy to. But only if you agree to 3 \_\_\_\_\_ on serving.

**Player 2:** Sounds good to me.

**Player 1:** I really want you to show me how you get that 4 \_\_\_\_\_ on the ball when you serve it. That's amazing!

**Player 2:** It's all in the 5 \_\_\_\_\_.

**Player 1:** I can't wait for you to show me how to do it.

**Player 2:** Well, I learned it from Emily. She's new to the team.

**Player 1:** Yeah, I noticed you had a new teammate. She's a really great 6 \_\_\_\_\_ player.

## Speaking

- 8 With a partner, act out the roles below based on Task 7. Then switch roles.

### USE LANGUAGE SUCH AS:

*That last ...*

*I really want you to show me ...*

*I can give you ...*

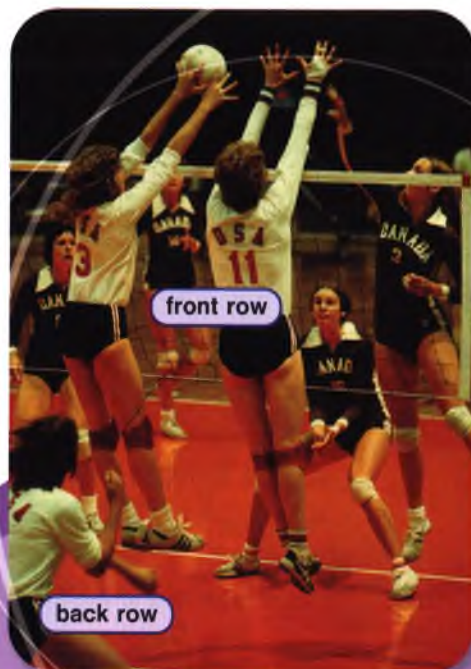
**Student A:** You are a volleyball player. Talk to Student B about:

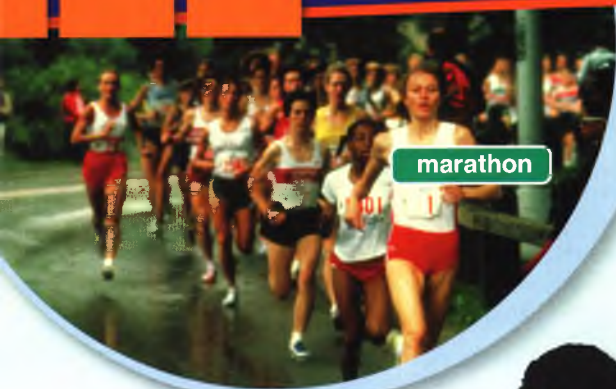
- the game you just played
- what he or she does well
- getting together for extra practice

**Student B:** You are a volleyball player. Talk to Student A about the game today.

## Writing

- 9 Use the rulebook and the conversation from Task 8 to write a player self-evaluation. Include strengths, weaknesses, and what will be done to improve the player's game.





marathon



equestrian



discus

## Latvia Gears Up for the Summer Games by Anita Meltzer

Excitement is in the air as the opening ceremonies for the **Summer Olympics** in Moscow draw near. Latvian fans are looking forward to the games. **Swimming** events begin on Monday, and the Latvian swimmers are strong this year. In particular, Andres Ozols is expected to do well in the 200 meter backstroke.

Latvia has high hopes in the **track and field** division as well. Former **gold** medalists are returning to compete in the **sprints, middle-distance, and long-distance** events. Rising stars in the **discus** and **shot put** events include Georges Balodis and Vilis Zari. Latvia will not have any competitors in the **marathon** due to Stefans Kahn's injury.

Latvian athletes will compete in **weightlifting** and **wrestling**, but even the **bronze** medal is a long shot. Former **silver** medalist Marija Vanags will represent Latvia in the **equestrian** events, but is not expected to place this year. Latvia was once a contender in **gymnastics**, but did not win at the last Summer Olympics.

Olympic newcomer Larisa Jansons is the only Latvian competing in **fencing**. Though inexperienced, she is extremely skillful. Her trainers have high hopes for her to win the gold medal. All in all, Latvia can expect a very good Olympics this year.

### Vocabulary

3 Match the words (1-12) with the definitions (A-L).

- |                |                        |
|----------------|------------------------|
| 1 ___ gold     | 7 ___ silver           |
| 2 ___ swimming | 8 ___ gymnastics       |
| 3 ___ marathon | 9 ___ weightlifting    |
| 4 ___ bronze   | 10 ___ track and field |
| 5 ___ sprint   | 11 ___ wrestling       |
| 6 ___ discus   | 12 ___ Summer Olympics |

- A a sport in which athletes throw a metal disc  
 B the medal awarded for second place  
 C a short distance foot race  
 D the medal awarded for third place  
 E the medal awarded for first place  
 F an international sporting event held every four years  
 G a long distance foot race  
 H a sport in which athletes move through water  
 I a sport in which athletes lift heavy barbells  
 J a sports division involving running and jumping  
 K a sports division involving short athletic routines  
 L a sport in which competitors grapple one another

### Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are some Olympic throwing events?
- 2 What is one Olympic event that takes place in water?

### Reading

2 Read the article on the Summer Olympics. Then, mark the following statements as true (T) or false (F).

- 1 \_\_\_ Latvia will compete in the marathon.
- 2 \_\_\_ Latvian swimmers are predicted to do well at the Games.
- 3 \_\_\_ Latvia is expected to win a medal in wrestling.

**4** Write a word that is similar in meaning to the underlined part.

- Jessica likes to watch running events over 1-2 miles races.  
m \_ \_ d \_ \_ - \_ \_ s \_ \_ \_ c \_
- Derek competes in the horseback riding events.  
\_ q \_ \_ \_ t \_ \_ a \_
- Both men and women enjoy a combat sport with edged weapons. \_ \_ n \_ \_ \_ g
- The origins of a sport where athletes throw a heavy metal ball go back to the Scottish Highlands. s \_ o \_ \_ u \_

**5** Listen and read the article on the Summer Olympics again. Which newcomer is expected to win gold?

**Listening**

**6** Listen to a conversation between two radio hosts. Mark the following statements as true (T) or false (F).

- Debra Vaughn was not expected to win.
- Australia is doing better than expected.
- The US is not doing well in the events.

**7** Listen again and complete the conversation.

**Host 1:** Hello, and welcome back to Radio 690, covering the 1 \_\_\_\_\_!

**Host 2:** And what a day this has been. Wow! Australia is performing very well in the 2 \_\_\_\_\_ competitions.

**Host 1:** They certainly are, Julie. Debra Vaughn 3 \_\_\_\_\_ today by winning the women's 100 meter sprint.

**Host 2:** She did indeed, Tom. Nobody was expecting 4 \_\_\_\_\_ for her this year.

**Host 1:** That's right. And of course Corinne Gulden bravely 5 \_\_\_\_\_.

**Host 2:** Well, today has been full of surprises.

**Host 1:** It sure has. Julie, 6 \_\_\_\_\_ Debra Vaughn will win again in the women's 200 meters?

**Host 2:** It's certainly possible, Tom.



wrestling



swimming

**Speaking**

**8** With a partner, act out the roles below based on Task 7. Then switch roles.

**USE LANGUAGE SUCH AS:**

... has surprised everybody ...  
We were expecting ...  
Do you think ...

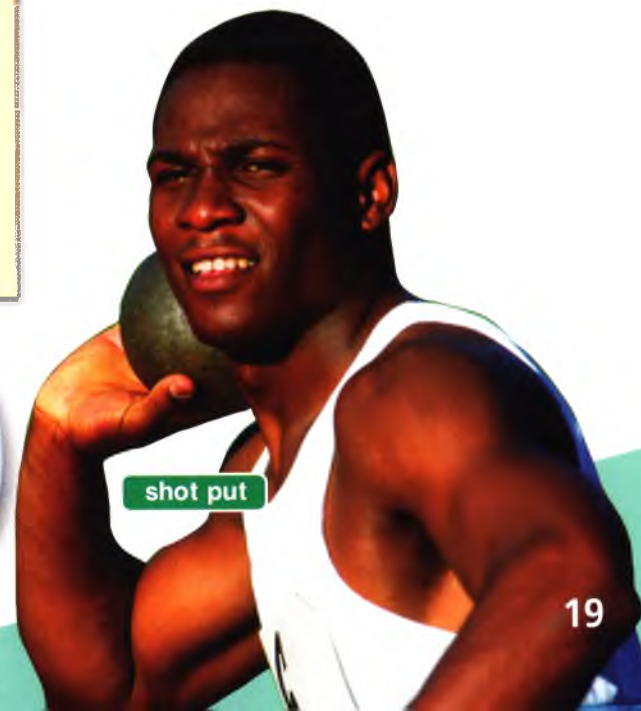
**Student A:** You are a radio host. Talk to Student B about:

- Summer Olympics events
- what athletes are doing well
- expectations for upcoming events

**Student B:** You are a radio host. Talk to Student A about the Summer Olympics.

**Writing**

**9** Use the article and the conversation from Task 8 to write a brief article on the day's Olympic events. Include information about what events took place, what athletes performed well, and what events are still coming.



shot put



## Adjusted Program Schedule

### Special Event: Winter Olympics coverage

#### Monday

7:00 am - Men's **Alpine skiing: Downhill**. Sweden's Erik Jorgensen has returned to this year's Games to try for a second gold medal.

1:00 pm - Women's **Snowboarding: Half-Pipe**. Don't miss world champion Natasha Reisch from Germany compete in this extreme sport.

#### Tuesday

4:00 pm - Men's **Luge**. The fastest and most dangerous of the Olympic sliding sports promises to deliver excitement to viewers.

6:00 pm - Men's **Skeleton**. Italian silver medalist Antonio Patone attempts to capture gold this time.

9:00 pm - Women's **Bobsled**. After crashing at the last Winter Games, the Canadians are determined to come out on top.

#### Wednesday

12:00 pm - Women's **Figure skating** Finals. Grace and beauty on ice as the world's best figure skaters compete for gold.

3:00 pm - Men's **Speed skating**. Skaters from around the world compete in long track, short track, and marathon events.

#### Thursday

10:00 am - Men's **Biathlon**. Watch athletes combine their skiing and sharpshooting skills in this two part event.

2:00 pm - Women's **Alpine skiing: Slalom**. Four time Olympic medalist Susan Shaeffer competes to add new medals to her collection.

#### Friday

5:00 pm - Men's **Ski Jumping**. World champion Ayumu Tanaka returns from injury to compete in this thrilling event.

8:00 pm - Women's **Curling**. The Norwegian team defends as gold medal winners against stiff competition.

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are two Olympic skating events?
- 2 In what event do competitors fly through the air?

## Reading

2 Read the TV schedule. Then, choose the correct answers.

- 1 Which event is taking place on Tuesday?
 

A downhill skiing	C skeleton
B figure skating	D curling
- 2 Which is NOT an event listed on the schedule?
 

A men's figure skating	C men's biathlon
B women's curling	D women's half pipe
- 3 What can be inferred about Erik Jorgensen?
 

A He competes in ski jumping as well.
B He has competed in the Olympics before.
C He is a good skier and sharpshooter.
D He has won World Champion titles.

## Vocabulary

3 Match the words (1-8) with the definitions (A-H).

- |                |                      |
|----------------|----------------------|
| 1 ___ downhill | 5 ___ curling        |
| 2 ___ bobsled  | 6 ___ figure skating |
| 3 ___ luge     | 7 ___ ski jumping    |
| 4 ___ skeleton | 8 ___ speed skating  |

- |  |
|--|
| A an ice skating race                                |
| B a skiing event where athletes jump great distances |
| C a sledding event for teams of two or four          |
| D a sport where athletes lie face up on a sled       |
| E a team sport involving a polished stone            |
| F a dance-like skating event                         |
| G a very high speed skiing event                     |
| H a sport where athletes lie face down on a sled     |

4 Read the sentence pair. Choose where the words best fit the blanks.

1 alpine skiing / bobsled

A Amy competes in downhill \_\_\_\_\_.

B The Jamaican team climbed into the \_\_\_\_\_.

2 luge / snowboarding

A The \_\_\_\_\_ event is taking place on the mountain slope tomorrow.

B It was scary when the sled crashed during the \_\_\_\_\_.

3 half-pipe / biathlon

A The competitor bought a new rifle to use during the \_\_\_\_\_.

B The \_\_\_\_\_ is my favorite event to watch because of the tricks the athletes perform.

5 Listen and read the TV schedule again. Which sport is described as the most dangerous of the sliding sports?

## Listening

6 Listen to a conversation between two Olympics fans. Mark the following statements as true (T) or false (F).

- \_\_\_ The woman's favorite event is luge.
- \_\_\_ The man gets luge and skeleton mixed up.
- \_\_\_ The man believes that some Winter Olympic events are extremely dangerous.

7 Listen again and complete the conversation.

- Fan 1: Yeah, skiing is fun to watch. I was wondering though, what's the difference between 1 \_\_\_\_\_?
- Fan 2: Well, downhill is when they race through a really challenging course 2 \_\_\_\_\_. Slalom is where they ski through the gates.
- Fan 1: Okay, that makes sense. I never really knew which was which.
- Fan 2: What's your favorite event?
- Fan 1: Well, my cousin does 3 \_\_\_\_\_, so that's always been my favorite.
- Fan 2: Oh, wow, that's neat. Is the luge the one where they're lying 4 \_\_\_\_\_?
- Fan 1: No, you're thinking of the 5 \_\_\_\_\_. The luge is the one where they go feet first.
- Fan 2: Oh, okay. I always get them confused.
- Fan 1: A lot of people 6 \_\_\_\_\_. They're pretty similar.

## Speaking

8 With a partner, act out the roles below based on Task 7. Then switch roles.

USE LANGUAGE SUCH AS:

What's the difference ...

What's your favorite ...

A lot of people ...

**Student A:** You are a fan. Talk to Student B about:

- your favorite winter sport
- the difference between similar sports
- common mistakes people make

**Student B:** You are a fan. Talk to Student A about the differences between similar sports.

## Writing

9 Use the TV schedule and the conversation from Task 8 to write a blog post about the Winter Olympics. Include information about what sports you like best, something new you recently learned about the Olympics, and the differences between sports.





## Get ready!

1 Before you read the passage, talk about these questions.

- 1 Where does the pitcher throw the ball from?
- 2 Where are runs scored?

## Third Inning of the Tigers-Lions Game

It is the bottom of the third inning in an already close game. The Lions are up by one, with the Tigers now at bat. Ted Jones is on the **pitcher's mound** for the Lions. Steve Sharp steps into the **batter's box**, tapping **home plate** with his bat. Jones throws a fastball, Sharp connects but sends the ball flying into the **backstop**. Sharp hits the ball on the next pitch, hitting it to the **outfield**.

Sharp runs the **baseline** to **first base** as the ball is thrown **infield**. He keeps running and makes it safely to **second base**.

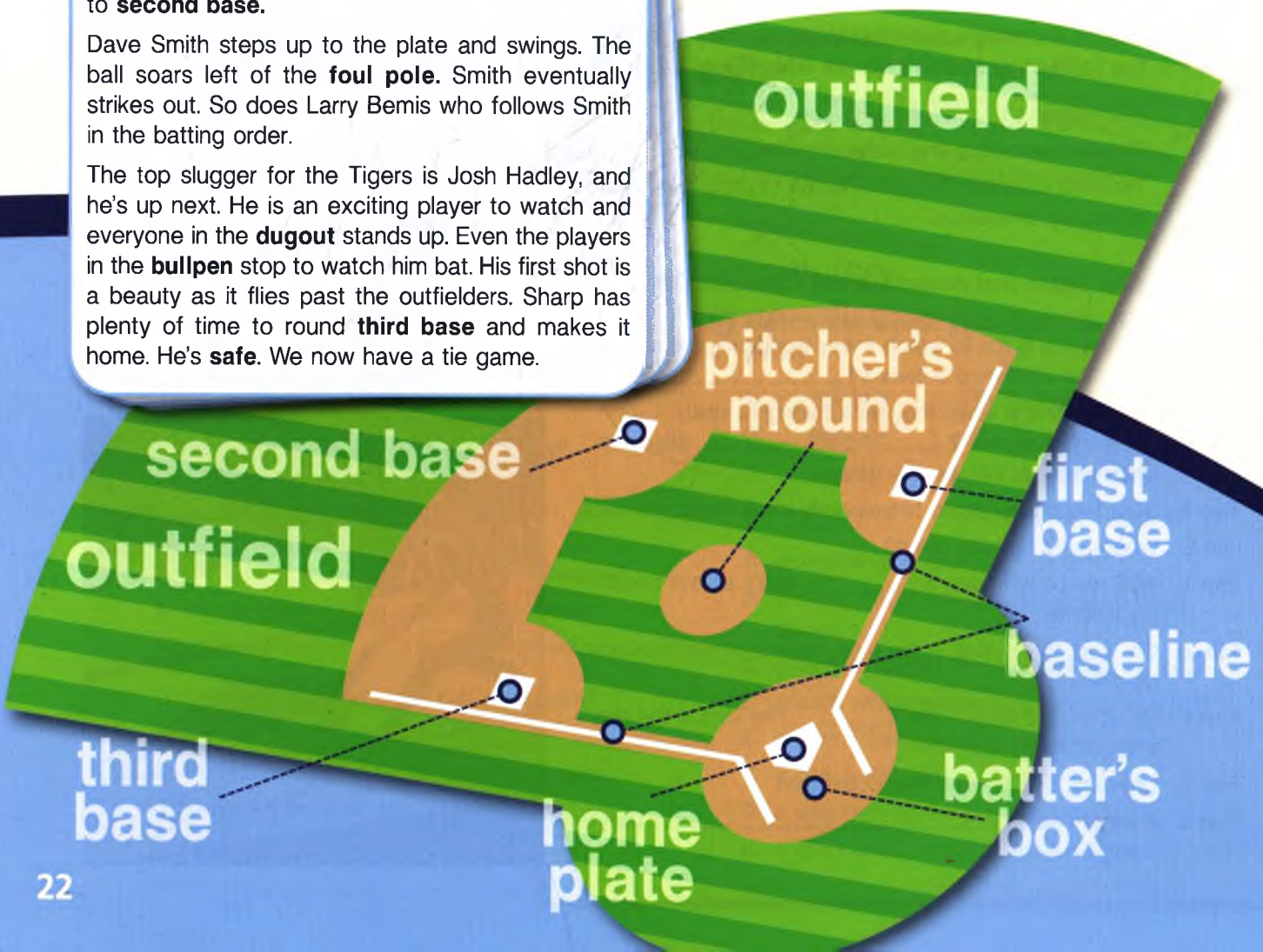
Dave Smith steps up to the plate and swings. The ball soars left of the **foul pole**. Smith eventually strikes out. So does Larry Bemis who follows Smith in the batting order.

The top slugger for the Tigers is Josh Hadley, and he's up next. He is an exciting player to watch and everyone in the **dugout** stands up. Even the players in the **bullpen** stop to watch him bat. His first shot is a beauty as it flies past the outfielders. Sharp has plenty of time to round **third base** and makes it home. He's **safe**. We now have a tie game.

## Reading

2 Read the transcript of a baseball broadcast. Then, choose the correct answers.

- 1 What is the purpose of the broadcast?
  - A to describe what happened during an inning
  - B to explain the features of a baseball field
  - C to give the batting order for a baseball team
  - D to recap all the events of a baseball game
- 2 Which of the following events did NOT occur?
  - A two players struck out
  - B a batter hit a foul ball
  - C a pitcher delivered a fastball
  - D a player hit a home run
- 3 What is the result of Hadley's hit?
  - A The ball flies left of the foul pole
  - B The ball is caught by an outfielder
  - C A teammate is able to score a run
  - D Hadley is able to make it to third base



## Vocabulary

3 Match the words (1-10) with the definitions (A-J).

- |                 |                        |
|-----------------|------------------------|
| 1 ___ outfield  | 6 ___ third base       |
| 2 ___ infield   | 7 ___ home plate       |
| 3 ___ dugout    | 8 ___ backstop         |
| 4 ___ bullpen   | 9 ___ batter's box     |
| 5 ___ foul pole | 10 ___ pitcher's mound |

- A a base between second and home  
 B an area where players sit  
 C an area around home plate  
 D a base where runs are scored  
 E a visual indicator for the umpire  
 F an elevated area in the diamond  
 G an area for relief pitchers to practice  
 H the diamond area  
 I the area beyond the diamond  
 J a wire structure

4 Read the sentence pair. Choose where the words best fit the blanks.

1 dugout / bullpen

- A When a team is at bat, most of the players sit in the \_\_\_\_\_ .  
 B When a pitcher comes out of the game, the new pitcher comes from the \_\_\_\_\_ .

2 batter's box / pitcher's mound

- A A pitcher throws balls toward the \_\_\_\_\_ .  
 B A batter faces out toward the \_\_\_\_\_ .

5 Listen and read the transcript of a baseball broadcast again. What happened when Steve Sharp was up at bat?

## Listening

6 Listen to a conversation between two announcers. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ Jones hits a foul ball on his first swing.  
 2 \_\_\_ The pitcher throws a fastball to Jones.  
 3 \_\_\_ The third baseman is unable to catch the ball.

7 Listen again and complete the conversation.

- Announcer 1:** Jones is at bat. He is their 1 \_\_\_\_\_ .  
**Announcer 2:** Lucky for the Lions.  
**Announcer 1:** Here's 2 \_\_\_\_\_ . It's a curve ball.  
**Announcer 2:** He swings! The ball 3 \_\_\_\_\_ the infield.  
**Announcer 1:** The ball follows the baseline.  
**Announcer 2:** It 4 \_\_\_\_\_ a foul ball.  
**Announcer 1:** No, it 5 \_\_\_\_\_ . It's a hit to deep right field!  
**Announcer 2:** Jones runs toward first base and rounds it toward second.  
**Announcer 1:** The ball hits the back wall. The players out there are having a 6 \_\_\_\_\_ getting to the ball.  
**Announcer 2:** Jones rounds second base and starts for third.

## Speaking

8 With a partner, act out the roles below based on Task 7. Then switch roles.

USE LANGUAGE SUCH AS:

*He is their ...*

*The ball ...*

**Student A:** You are an announcer. Talk to Student B about:

- where the ball goes
- where the runner ends up

**Student B:** You are an announcer. Talk with Student A about the play in the game.

## Writing

9 Use the transcript and the conversation from Task 8 to write a play by play description of a game. Include what teams are playing, what inning it is, and a play that is occurring.



baseball

glove



catcher's mask



baseball cap



batting helmet



bat

## Get ready!

1 Before you read the passage, talk about these questions.

- 1 What is some equipment used when playing baseball?
- 2 What protects a player's head and face?

## Reading

2 Read the advertisement. Then, choose the correct answers.

- 1 What is the main purpose of the passage?
  - A to compare different baseball equipment manufacturers
  - B to list required equipment for members of a team
  - C to explain what equipment is available
  - D to describe improvements in baseball equipment
- 2 Which of the following is NOT protective equipment?
 

A cup	C batting glove
B catcher's mask	D batting helmet
- 3 What equipment is only needed by catchers?
 

A a cup	C a batting helmet
B a mitt	D a chest protector

# Sam's Sporting Goods

Spring is in the air, and everyone is ready for **baseball!** In celebration of the baseball season, we are having a store-wide sale. Come in to Sam's Sporting Goods today for the best selection of baseball equipment.

Basic equipment is now 20% off. We have the most popular wood and aluminum **bats** to choose from. Top brand **gloves** and **mitts** are ready to be broken in. **Baseballs** are available for tee-ball games as well as professional leagues. We also have a large selection of **baseball caps** from your favorite teams.

Protective equipment is now priced at 25% off regular price. You'll need **batting helmets** for every at bat. Catchers need **chest protectors** and **catcher's masks**. And no player should go without a **cup**.

To round out our sale, we've marked everything else 10% off. Come browse the many items we have available. Need a better grip on the bat? Grab some **batting gloves** and **pine tar**. Help your pitchers practice with a new **rubber**. We have many other items in store. Stop in today before you strike out on the awesome deals!



## Vocabulary

### 3 Match the words (1-10) with the definitions (A-J).

- |                       |                |
|-----------------------|----------------|
| 1 ___ catcher's mask  | 6 ___ glove    |
| 2 ___ batting helmet  | 7 ___ cup      |
| 3 ___ batting glove   | 8 ___ pine tar |
| 4 ___ chest protector | 9 ___ baseball |
| 5 ___ baseball cap    | 10 ___ rubber  |

- A a padded vest  
 B an item worn on the hand to catch balls  
 C a hard hat  
 D a soft head covering with a duck bill brim  
 E a sticky substance  
 F a set of metal bars that protect the face  
 G the object thrown and hit  
 H the part of the pitcher's mound that pitchers must touch  
 I an item worn to help grip the bat  
 J a piece of equipment that protects the genitals

### 4 Read the sentence pair. Choose where the words best fit the blanks.

#### 1 batting glove / glove

- A The player used a \_\_\_\_\_ to catch the ball.  
 B A \_\_\_\_\_ can increase your grip on the bat.

#### 2 baseball cap / batting helmet

- A The player's \_\_\_\_\_ prevented an injury when the pitch hit him in the head.  
 B A \_\_\_\_\_ protects the eyes from the sun.

### 5 Listen and read the advertisement again. What is some basic equipment used to play baseball?

## Listening

### 6 Listen to a conversation between a clerk and a customer. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The woman's son will play catcher.  
 2 \_\_\_ The man recommends purchasing protective equipment.  
 3 \_\_\_ The man thinks a batting glove isn't necessary.

### 7 Listen again and complete the conversation.

- Clerk:** Welcome to our store. How can I help you today?  
**Customer:** Hi. I need to buy some 1 \_\_\_\_\_ for my son. This is his first time on a team.  
**Clerk:** Wonderful! Let me show you our gloves. What position will he play?  
**Customer:** He'll be playing 2 \_\_\_\_\_.  
**Clerk:** That's a fun position. But it uses a lot of extra equipment.  
**Customer:** What kind of things?  
**Clerk:** Oh, a 3 \_\_\_\_\_ and 4 \_\_\_\_\_.  
**Customer:** Will I have to buy those?  
**Clerk:** 5 \_\_\_\_\_. The team usually provides those.  
**Customer:** I'm 6 \_\_\_\_\_ that.

## Speaking

### 8 With a partner, act out the roles below based on Task 7. Then switch roles.

#### USE LANGUAGE SUCH AS:

- Welcome ...*  
*Let me show you ...*  
*You probably ...*

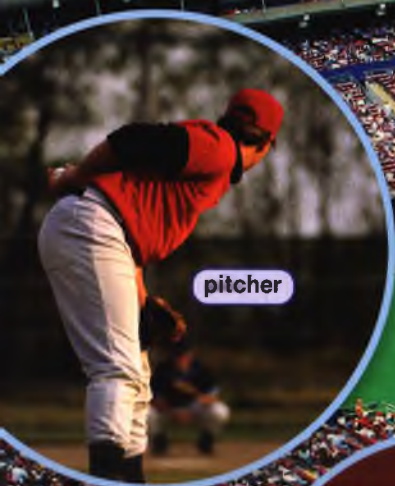
**Student A:** You are a clerk. Talk to Student B about:

- what position the customer needs equipment for
- equipment to buy
- equipment that is not needed

**Student B:** You are a customer. Talk with Student A about equipment you need.

## Writing

### 9 Use the advertisement and the conversation from Task 8 to write a retailer's equipment guide. Include: equipment for batters, catcher, and other positions.



pitcher



catcher



shortstop

second baseman

first baseman

right field

## Get ready!

- 1 Before you read the passage, talk about these questions.

- 1 What is one outfield position on a baseball field?
- 2 Which player wears the most protective gear?

## Reading

- 2 Read the announcement. Then, choose the correct answers.

- 1 What is the main purpose of the announcement?
  - A to review the team's season
  - B to explain the responsibility of each position
  - C to list the starting lineup for the new season
  - D to review how players played in a recent game
- 2 Which of the following positions is NOT filled by a returning player?
 

A catcher	C closer
B third base	D first base
- 3 Which position is part of the starting infield?
 

A DH	C center field
B reliever	D shortstop

# Bulls Ready for Season

Starters Announced for Opening Day

*With spring training behind us, the team looks forward to the season opener. New players fought hard for the starting positions. But your favorite veterans will return for the next season, too.*

Just like last year, the **pitcher** for the first game is Curt Olson, with veteran Blake Hamm at **catcher**. The **reliever** and **closer** positions are filled with new members. John Harper, the long reliever, transferred from the Brockton Strikers. James Henson, the new closer, comes from New Milton. Last year, he finished with an amazing 2.40 **ERA**.

Covering the infield are the starters from last season. Josh Rodriguez is **first baseman** and Byron Smith is **second baseman**. Rounding off the infield positions are Steven Peters, who is **third baseman**, and Alex Brown at **shortstop**.

In the outfield is Brent Meyers at **right field** and Tim Lucas at **center field**. Newly acquired from the Lions is Lu Tang at **left field**.

Dan Heffer will be **DH** after posting a **batting average** of .330 last year. He will occupy the fourth spot in the **batting order**.

*We hope to see you all on opening day!*

## Vocabulary

3 Match the words (1-10) with the definitions (A-J).

- |                       |                   |
|-----------------------|-------------------|
| 1 ___ ERA             | 6 ___ reliever    |
| 2 ___ batting order   | 7 ___ catcher     |
| 3 ___ batting average | 8 ___ shortstop   |
| 4 ___ DH              | 9 ___ right field |
| 5 ___ closer          | 10 ___ third base |

- A a measure of a hitter's success  
 B a pitcher who ends the game  
 C a measure of how many runs a pitcher allows  
 D a player that takes over for a starting pitcher  
 E the position between second and third  
 F a list showing when players will bat  
 G an infield position on a base  
 H a player that bats but does not play a position on the field  
 I an outfield position  
 J the player who receives each pitch

4 Read the sentence pair. Choose where the words best fit the blanks.

1 **batting average / ERA**

- A The starting pitcher has a good \_\_\_\_\_ .  
 B This batter has a poor \_\_\_\_\_ .

2 **reliever / closer**

- A A good \_\_\_\_\_ can be relied on to get the last outs of the game.  
 B The \_\_\_\_\_ is expected to pitch in the middle innings.

5 Listen and read the announcement again. Which positions are filled by new players?

## Listening

6 Listen to a conversation between two baseball fans. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ An outfielder switched positions.  
 2 \_\_\_ The DH is new to the team.  
 3 \_\_\_ The man has seen the new closer pitch before.

7 Listen again and complete the conversation.

Fan 1: 1 \_\_\_\_\_ in center field for the Bulls?

Fan 2: It looks like Tim Lucas.

Fan 1: Wait, 2 \_\_\_\_\_ he played left field.

Fan 2: He did. It looks like he 3 \_\_\_\_\_ . Who's gone to left field?

Fan 1: I'm 4 \_\_\_\_\_ . Let me check the program. It says his name is Lu Tang.

Fan 2: Didn't he play for the Lions?

Fan 1: Yeah, he did. He must've 5 \_\_\_\_\_ . Where did the old player in center field go?

Fan 2: Dan Heffer? He's listed as the 6 \_\_\_\_\_ .

## Speaking

8 With a partner, act out the roles below based on Task 7. Then switch roles.

### USE LANGUAGE SUCH AS:

*Who's that ...*

*It looks like ...*

*I thought ...*

**Student A:** You are at a baseball game. Talk to Student B about:

- players in the outfield
- changes in positions
- new players

**Student B:** You are at a baseball game. Talk to Student A about the players.

## Writing

9 Use the announcement and the conversation from Task 8 to list the starting players for a baseball team. Include: outfield players, infield players, and types of pitchers.

## The Daily Gazette



Last night's game between the Tigers and Sluggers had a slow start, but an exciting finish. Both starting pitchers had over ten **strike outs**. A few **pitches** allowed **hits** for **singles**. Yet no runs were scored until the ninth inning.

There was some excitement at the bottom of the sixth, when the Tigers hit a **triple**. Two **outs** had already been recorded and the next batter was given a **walk**. But the next batter went **out** with three **strikes**, preventing a score.

In the top of the ninth, the game changed. Sluggers first baseman Joe Mays got to first after a fielding **error**. Then Mark Hanson

hit a **double**. The next batter, Mike Smith, hit a **home run**, bringing the score to 3-0. Following that, Rick Steele was called out **sliding** into second. The inning ended when Green and Ince went out on a **double play**.

In the bottom of the ninth, the first three Tiger players hit singles, including Silva with a dramatic dive to first base that was called **safe**. Howard Vickers then hit a powerful drive to the outfield. It was almost a **foul ball**, but stayed in. It reached the stands for a **grand slam**, giving the Tigers the win.



### Get ready!

1 Before you read the passage, talk about these questions.

- 1 What two calls does an umpire make regarding a player?
- 2 What do batters try to do?

### Reading

2 Read the article. Then, mark the following statements as true (T) or false (F).

- 1  Both teams scored in the first inning.
- 2  A player hit a home run in the top of the ninth.
- 3  The Sluggers won the game.

### Vocabulary

3 Match the words (1-10) with the definitions (A-J).

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| 1 <input type="checkbox"/> walk       | 6 <input type="checkbox"/> home run   |
| 2 <input type="checkbox"/> double     | 7 <input type="checkbox"/> slide      |
| 3 <input type="checkbox"/> grand slam | 8 <input type="checkbox"/> strike out |
| 4 <input type="checkbox"/> pitch      | 9 <input type="checkbox"/> foul       |
| 5 <input type="checkbox"/> out        | 10 <input type="checkbox"/> triple    |

- A a hit earning a score
- B the delivery of the ball from the pitcher
- C a move in which a player slips along the ground to reach a base
- D an event in which a player reaches base after receiving four balls
- E to be out of play
- F an event in which a player is removed from play
- G an event in which a player allows three strikes to pass
- H a two-base hit
- I a three-base hit
- J a hit earning four scores

4 Read the sentence pair. Choose where the words best fit the blanks.

1 walk / single

A The man reached first base on a \_\_\_\_\_ after getting four balls.

B The \_\_\_\_\_ allowed the player to take first base after a hit.

2 strike out / strike

A A \_\_\_\_\_ ends a batting attempt.

B A \_\_\_\_\_ is when a player swings and misses.

5 Listen and read the article again. What type of hits led to scores in the game?

## Listening

6 Listen to a conversation between two coaches. Mark the following statements as true (T) or false (F).

1 \_\_\_ Smith hit a double last night.

2 \_\_\_ The man wants to change the DH.

3 \_\_\_ Griggs gets walks frequently.

7 Listen again and complete the conversation.

Coach 1: I think we'll have to take him out of the lineup. We 1 \_\_\_\_\_ that can hit.

Coach 2: I 2 \_\_\_\_\_ it, but you're right.

Coach 1: So, who should we put in his place?

Coach 2: How about Griggs? He's doing well this year.

Coach 1: I couldn't 3 \_\_\_\_\_. Doesn't he have ten doubles already this year?

Coach 2: Something like that. But more importantly, he gets more 4 \_\_\_\_\_ than strike outs.

Coach 1: Okay, so here's how we'll 5 \_\_\_\_\_. You tell Griggs the news. I'll explain things to Smith and try to figure out what's wrong.

Coach 2: Sounds 6 \_\_\_\_\_.

## Speaking

8 With a partner, act out the roles below based on Task 7. Then switch roles.

USE LANGUAGE SUCH AS:

*We need to ...*

*I agree ...*

*I think ...*

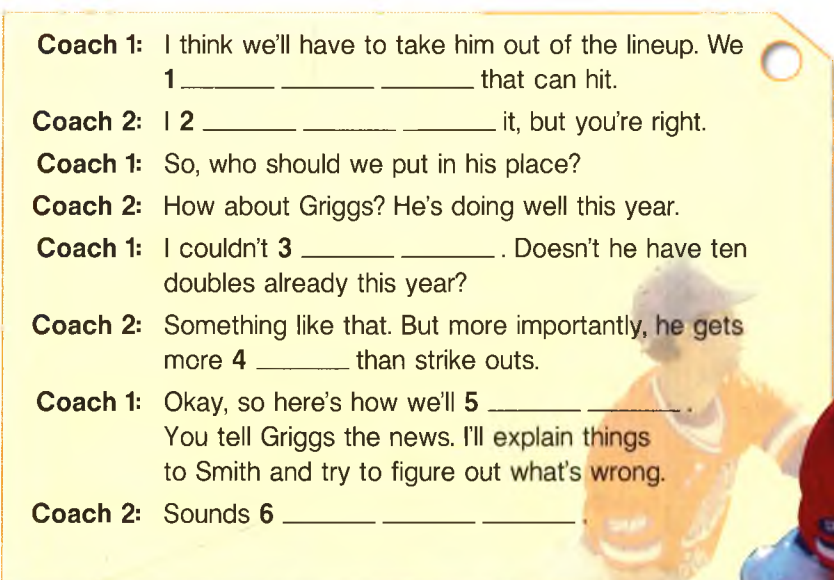
**Student A:** You are a coach. Talk to Student B about:

- a player who is struggling
- a player who is batting well
- what changes are needed

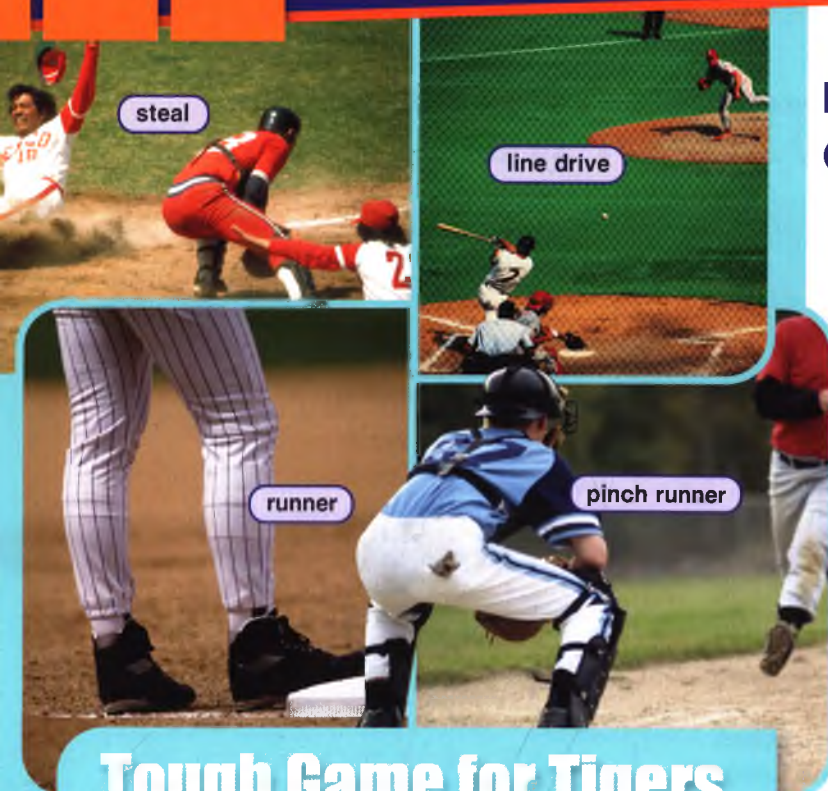
**Student B:** You are a coach. Talk with Student A about two batters.

## Writing

9 Use the article and the conversation from Task 8 to suggest team changes. Include: what players are changing positions, their new positions, and the reasons for the changes.



pitch



## Tough Game for Tigers

The **top** of the first **inning** saw the Bulldogs out in front with a four nothing lead. The next five innings were scoreless.

The **bottom** of the seventh inning brought renewed life to the Tigers. Rogers started with a **bunt** and took first safely with Goodwin **on deck**. A **balk** by the Bulldogs pitcher moved Rogers to second. Goodwin then pounded the ball with a **line drive** off a **fastball**. With Goodwin at first and Rogers at third, a **fly ball** by Tang drove Rogers in to score. The inning ended with two more scores driven in by Jones, after Hays was given an **intentional walk**.

The Bulldogs added three more runs in the eighth. With the score still seven to three in favor of the Bulldogs, the Tigers went to work. With **runners** at first and second, Smith swung and missed for strike three on a **curveball**. But Davis was able to **steal** third. Rogers was **hit by a pitch** and took first. Manager Tom Jenkins replaced him with a **pinch runner**. With the bases loaded, the Tigers were hoping for a **walk off run**. But Griggs hit into a double play, ending the game and leading to a Tigers' loss.

### Get ready!

1 Before you read the passage, talk about these questions.

- 1 What is one kind of hit in baseball?
- 2 What is one kind of pitch in baseball?

### Reading

2 Read the game report. Then, choose the correct answers.

- 1 What is the main idea of the article?
  - A the best moments from a team's season
  - B the major events of a single game
  - C a review of errors committed by a team
  - D a comparison of how a team played in two games
- 2 Which of the following did NOT occur?
  - A a bunt by Rogers
  - B Goodwin hitting a fly ball
  - C Davis stealing third
  - D Smith missing a curveball
- 3 According to the recap, in what innings did the Bulldogs score?
  - A the top of the first and top of the eight
  - B the bottom of seventh and bottom of eighth
  - C the bottom of seventh and bottom of ninth
  - D the top of the eighth and top of the ninth

### Vocabulary

3 Match the words (1-10) with the definitions (A-J).

- |                  |               |
|------------------|---------------|
| 1 — pinch runner | 6 — bunt      |
| 2 — balk         | 7 — steal     |
| 3 — hit by pitch | 8 — on deck   |
| 4 — runner       | 9 — inning    |
| 5 — fastball     | 10 — fly ball |

- A to advance a base during a pitch
- B an event in which the batter is struck by the ball
- C being next up in the batting order
- D a player who has hit the ball or is on base
- E a slight tap on the ball
- F a section of a baseball game
- G a pitch with a high rate of speed
- H a player that replaces a base runner
- I a ball hit high in the air
- J the act of starting and then stopping a pitching motion

4 Read the sentence pair. Choose where the words best fit the blanks.

1 line drive / fly ball

A The \_\_\_\_\_ arced up and almost left the field, but it was caught by the left fielder.

B The \_\_\_\_\_ almost hit the pitcher.

2 fastball / curveball

A A good \_\_\_\_\_ changes direction.

B The pitcher relies on his 95 mph \_\_\_\_\_.

5 Listen and read the game report again. What pitching mistake allowed Rogers to take first base?

## Listening

6 Listen to a conversation between two commentators. Mark the following statements as true (T) or false (F).

1 \_\_\_ The commentators are surprised at the pitcher's poor performance.

2 \_\_\_ The pitcher hit multiple players with pitches.

3 \_\_\_ The pitcher was relieved in the fifth inning.

7 Listen again and complete the conversation.

**Commentator 1:** Did you see all those mistakes by the Tigers' starting pitcher tonight? I'm 1 \_\_\_\_\_ that they lost.

**Commentator 2:** Yeah, I 2 \_\_\_\_\_ they didn't take him out in the fifth.

**Commentator 1:** Me neither. He was obviously getting tired.

**Commentator 2:** I know. There were two batters 3 \_\_\_\_\_ in that inning.

**Commentator 1:** That wasn't the worst of it. He walked way 4 \_\_\_\_\_ batters all game.

**Commentator 2:** I've never seen him walk that many.

**Commentator 1:** And those walks led to at least two runs.

**Commentator 2:** The game was 5 \_\_\_\_\_ for those kinds of mistakes.

**Commentator 1:** That's for sure. He had no control of his 6 \_\_\_\_\_.

fastball

## Speaking

8 With a partner, act out the roles below based on Task 7. Then switch roles.

USE LANGUAGE SUCH AS:

*That was ...*

*I couldn't believe ...*

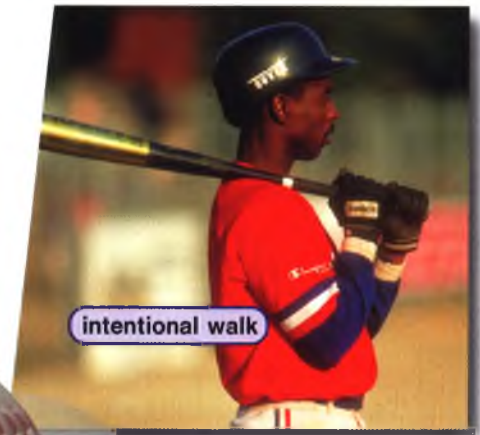
**Student A:** You are a commentator. Talk to Student B about:

- a batter's performance
- plays they made
- how they won the game

**Student B:** You are a commentator. Talk with Student A about the batting.

## Writing

9 Use the game report and the conversation from Task 8 to write a summary of a game. Include: how the batter performed, hits, runs, and home runs.



# Baseball Digest



It is hard to travel anywhere in the world without seeing the game of baseball. The game has become popular internationally with a wide range of teams which range from youth leagues to different levels of professional organizations.

The **International Baseball Federation (IBAF)** oversees competition at the international level. It organizes many tournaments including the **World Baseball Classic** and the **Baseball World Cup**. The **Intercontinental Cup** is another event that falls under IBAF governance.

In North America, organizations include **Major League Baseball (MLB)** and **Minor League Baseball (MiLB)**. MLB governs the **World Series** and the championship game between the National League (NL) and the American League (AL). The NL and AL champions win their respective **pennant** to play in the World Series. Players in the MLB negotiate with the league through the **MLBPA**.

Other regions have leagues and tournaments of their own. In South Korea, the **Korea Baseball Association (KBO)** is made up of different South Korean leagues. In Japan, the league with the highest level of play is **Nippon Professional Baseball (NPB)**. In Latin America, the **Caribbean Series** is a tournament boasting the highest level of play for that region. But no matter where they are, these players are linked by a love of the game.

## Get ready!

1 Before you read the passage, talk about these questions.

- Where are some places baseball is played in the world?
- What is the most important baseball league in America?

## Reading

2 Read the magazine article. Then, choose the correct answers.

- What is the purpose of the article?
  - to show how baseball is governed
  - to illustrate baseball's world-wide popularity
  - to compare international baseball tournaments
  - to show the difference between major and minor leagues
- Which of the following is NOT run by the IBAF?
  - the World Series
  - the Intercontinental Cup
  - the World Baseball Classic
  - the World Baseball Cup
- Which league is a Japanese player most likely to play in?
 

A the MiLB	C the NPB
B the KBO	D the IBAF

## Vocabulary

3 Match the words (1-10) with the definitions (A-J).

- |            |                           |
|------------|---------------------------|
| 1 ___ MLB  | 6 ___ MLBPA               |
| 2 ___ KBO  | 7 ___ World Series        |
| 3 ___ IBAF | 8 ___ pennant             |
| 4 ___ MiLB | 9 ___ Caribbean Series    |
| 5 ___ NPB  | 10 ___ Baseball World Cup |

- a body that governs international play
- a union for players in North America
- the prize for winning a division
- the highest professional league in North America
- the highest professional competition in Latin America
- a competition governed by IBAF
- the highest professional league in Japan
- a minor league in North America
- a collection of leagues in South Korea
- the MLB Championship



**4** Read the sentence pair. Choose where the words best fit the blanks.

- 1 **Baseball World Cup / World Series**  
A The \_\_\_\_\_ is run by MLB.  
B The IBAF controls the \_\_\_\_\_.
- 2 **NPB / KBO**  
A South Korean players play mainly in the \_\_\_\_\_.  
B The \_\_\_\_\_ includes baseball teams from Japan.

**5** Listen and read the magazine article again. What are some international competitions run by the IBAF?

## Listening

**6** Listen to a conversation between two sports reporters. Mark the following statements as true (T) or false (F).

- 1 \_\_\_ The reporters are at the Baseball World Cup.  
2 \_\_\_ The player may move from the NPB to MLB.  
3 \_\_\_ The player won three championships.

**7** Listen again and complete the conversation.

- Reporter 1:** Welcome to the 1 \_\_\_\_\_  
\_\_\_\_\_ pregame show.
- Reporter 2:** Everyone's 2 \_\_\_\_\_ the game between Japan and Mexico. But they're also talking about where a certain player will be next year.
- Reporter 1:** That's right. People are discussing Yoshi Hamato's possible move from 3 \_\_\_\_\_.
- Reporter 2:** Yes. Managers are watching his performance here in the World Baseball Classic.
- Reporter 1:** If he shows his worth in these last few games, it's a 4 \_\_\_\_\_ to bring him to the States.
- Reporter 2:** Yes, but 5 \_\_\_\_\_ that he didn't play well in the Baseball World Cup last year. And he's 6 \_\_\_\_\_ this tournament.
- Reporter 1:** That's true. But he was very consistent throughout the year in Japan.

## Speaking

**8** With a partner, act out the roles below based on Task 7. Then switch roles.

**USE LANGUAGE SUCH AS:**

*Welcome to ...*

*Everyone is ...*

*Keep in mind ...*

**Student A:** You are a sports reporter. Talk to Student B about:

- a player in an international baseball tournament
- what he or she has accomplished
- what may happen to the player

**Student B:** You are a sports reporter. Talk to Student A about the player's move.

## Writing

**9** Use the magazine article and the conversation from Task 8 to write an article about a player. Include: international competitions he's been in, past successes, and where he might move to.



# Glossary

**50 yard line** [N-COUNT-U3] The **50 yard line** is the midpoint line on a football field.

**alpine skiing** [N-UNCOUNT-U9] **Alpine skiing** is a snow sport in which athletes slide down snow covered hills on fixed-heel skis.

**attack line** [N-COUNT-U7] The **attack line** is the mark on the volleyball court dividing the front row and back row.

**Australian Open** [N-COUNT-U2] The **Australian Open** is the Grand Slam tennis tournament held in Australia every year.

**back row** [ADJ-U7] A **back row** player is one who plays in the part of the volleyball court behind the attack line.

**backstop** [N-COUNT-U10] A **backstop** is a wire structure behind home plate. It is used to prevent balls from flying into spectators.

**balk** [N-COUNT-U14] A **balk** is the act of starting and stopping a pitching motion, which is illegal.

**baseball** [N-UNCOUNT-U11] **Baseball** is an outdoor game played by two teams of nine players. Players score by hitting the ball and running around bases.

**baseball** [N-COUNT-U11] A **baseball** is a small round ball used to play the game of baseball.

**baseball cap** [N-COUNT-U11] A **baseball cap** is a cap with a wide brim in the front that resembles a duck's bill.

**Baseball World Cup** [N-COUNT-U15] The **Baseball World Cup** is an international competition.

**baseline** [N-COUNT-U1] The **baseline** is the boundary line in tennis parallel to the net on the length of the court.

**baseline** [N-COUNT-U10] The **baseline** is the line that connects bases on a baseball field. It is the lane in which runners must use when running bases.

**bat** [N-COUNT-U11] A **bat** is a wooden or metal stick with one end fatter than the other, that is used to hit a baseball.

**batter's box** [N-COUNT-U10] A **batter's box** is the marked area around home plate. Players must stand inside of it when at bat.

**batting average** [N-UNCOUNT-U12] A **batting average** is a measure of how many times a player makes a hit compared to the times at bat.

**batting glove** [N-COUNT-U11] A **batting glove** is a glove worn by batters to help grip the baseball bat.

**batting helmet** [N-COUNT-U11] A **batting helmet** is a hard helmet worn by a batter to protect him or her against flying balls.

**batting order** [N-COUNT-U12] The **batting order** is the predetermined list of when players will hit.

**biathlon** [N-UNCOUNT-U9] The **biathlon** is a multidisciplinary winter sporting event which consists of a cross country skiing race followed by a rifle shooting competition.

**block** [N-COUNT-U7] A **block** is an effort to impede the ball's progress using the arms, used in volleyball.

**bobsled** [N-UNCOUNT-U9] **Bobsled** is a winter sport in which teams of two or four travel down an icy track in a gravity-powered sled.

**bottom** [N-COUNT-U14] The **bottom** of an inning is the second half when the home team is at bat and the visiting team is pitching.

**break point** [N-UNCOUNT-U1] **Break point** is the state of a tennis game in which the receiver needs one more point to win.

**bronze** [ADJ-U8] A **bronze** medal is the Olympic medal awarded for third place.

**bullpen** [N-COUNT-U10] The **bullpen** is the area where relief pitchers warm up.

**bunt** [N-COUNT-U14] A **bunt** is a hit in which a player lightly taps the ball so that it lands close to home plate.

**Caribbean Series** [N-UNCOUNT-U15] The **Caribbean Series** is a tournament played in Latin America.

**catcher** [N-COUNT-U12] A **catcher** is a player that catches pitches, calls for pitches to be thrown, and directs and leads his team in defensive play.

**catcher's mask** [N-COUNT-U11] A **catcher's mask** is a wire mask used for protection.

**center** [N-COUNT-U5] A **center** is the offensive football player who starts with the ball and snaps it back at the beginning of a play.

**center field** [N-COUNT-U12] **Center field** is the position in the center of the outfield.

**chains** [N-PLURAL-U3] **Chains** are equipment used in football to measure if a play went far enough to get a first down.

**chest protector** [N-COUNT-U11] A **chest protector** is a piece of equipment worn across the chest by the catcher. It is padded and is used for protection.

**cleats** [N-PLURAL-U4] **Cleats** are a kind of sports shoe with studs on the soles to increase traction.

**closer** [N-COUNT-U12] A **closer** is a pitcher who is expected to get the last outs of a game.

**cornerback** [N-COUNT-U5] A **cornerback** is a defensive football player who stops the wide receiver from catching a pass.

**cup** [N-COUNT-U11] A **cup** is a piece of equipment that protects the genitals.

**curling** [N-UNCOUNT-U9] **Curling** is a team sport in which players slide a polished stone across a sheet of ice to a target.

**curveball** [N-COUNT-U14] A **curveball** is a pitch that changes direction while it is in the air.

**defensive end** [N-COUNT-U5] A **defensive end** is a defensive football player next to the tackle who stops running plays and also tries to sack the quarterback.

**defensive tackle** [N-COUNT-U5] A **defensive tackle** plays at the center of defensive line, they try to rush the passer or block runs.

**deuce** [N-UNCOUNT-U1] **Deuce** is a forty-forty tie in tennis.

**DH** [N-COUNT-U12] A **DH** is the designated hitter, who bats instead of his team's pitcher, but does not play in the field.

**dig** [V-T-U7] To **dig** is to pass the ball to a teammate to stop the ball from hitting the ground following an attack in volleyball.

**discus** [N-UNCOUNT-U8] The **discus** is a track and field event in which athletes compete by throwing a heavy disc as far as possible.

**double** [N-COUNT-U13] A **double** is a hit that earns two bases.

**double hit** [N-COUNT-U7] A **double hit** in volleyball is a fault when the ball comes into contact with the same person twice in a row.

**double play** [N-COUNT-U13] A **double play** is an event that takes two players out during the same play.

**doubles** [N-COUNT-U2] A **doubles** tennis match is one played two teams of two players each.

**down** [N-COUNT-U6] A **down** is one of four attempts to advance a football at least ten yards.

**down marker** [N-COUNT-U3] A **down marker** is a signpost used in football to indicate how many plays have been made of the four allowed in that set.

**downhill** [N-UNCOUNT-U9] **Downhill** is an alpine skiing discipline in which athletes ski through a challenging course at very high speeds.

**dugout** [N-COUNT-U10] A **dugout** is a sheltered area where players sit when not on the field. It is usually below ground level and faces the field.

**end line** [N-COUNT-U3] The **end line** is the boundary line at both ends of a football field.

**end zone** [N-COUNT-U3] The **end zone** is the area at either side of a football field where the ball must arrive for a touchdown.

**equestrian** [ADJ-U8] If something is **equestrian**, it relates to sporting events involving horseback riding.

**ERA** [N-COUNT-U12] An **ERA** (earned run average) measures how many runs a pitcher allows per inning.

**error** [N-COUNT-U13] An **error** is a mistake during a baseball game which allows a batter to reach base even though he or she should have been out. The batter is not given credit for a hit.

# Glossary

- facemask** [N-COUNT-U4] A **facemask** is a network of bars attached to a football helmet to protect the wearer's face.
- fastball** [N-COUNT-U14] A **fastball** is a pitch that is thrown with lots of speed.
- fault** [N-COUNT-U1] A **fault** is tennis serve in which the ball fails to land in a valid area of play.
- fault** [N-COUNT-U7] A **fault** is any illegal move in volleyball and when a team commits one, it loses the serve to the other team or results in a point for the other team.
- fencing** [N-UNCOUNT-U8] **Fencing** is a combat sport using swords.
- field goal** [N-COUNT-U6] A **field goal** is a three-point score made by kicking the ball between the goalposts.
- fifteen** [N-UNCOUNT-U1] **Fifteen** is a player's first point in a tennis game.
- figure skating** [N-UNCOUNT-U9] **Figure skating** is an ice skating sport in which individual competitors or pairs perform dance-like routines incorporating specific athletic feats.
- first base** [N-COUNT-U10] **First base** is the first corner of the baseball diamond from home plate.
- first baseman** [N-COUNT-U12] A **first baseman** is a player that plays on and around first base.
- fly ball** [N-COUNT-U14] A **fly ball** is a ball hit high into the air.
- football** [N-UNCOUNT-U4] **Football** is a sport played by two teams of eleven players each on a large field using an oval shaped ball.
- forty** [N-UNCOUNT-U1] **Forty** is a player's third point in a tennis game.
- foul ball** [N-COUNT-U13] A **foul ball** is a hit that goes outside the foul line.
- foul pole** [N-COUNT-U10] A **foul pole** is a vertical pole placed on the foul line. It allows the umpire to determine if a fly ball is out of bounds.
- French Open** [N-COUNT-U2] The **French Open** is the Grand Slam tennis tournament held in France every year.
- front row** [N-COUNT-U7] A **front row** player is one who plays in the part of the volleyball court in front of the attack line.
- full back** [N-COUNT-U5] A **full back** is an offensive football player who either blocks the opposing team or receives the ball and runs with it.
- fumble** [V-T-U6] To **fumble** a football is to drop the football on the ground.
- game point** [N-UNCOUNT-U1] **Game point** is the state of a tennis game in which the server needs one more point to win.
- glove** [N-COUNT-U11] A **glove** is a piece of equipment made of leather worn on the hand to catch a baseball.
- goal line** [N-COUNT-U3] The **goal line** is the area where the end zone meets the rest of a football field.
- goalposts** [N-PLURAL-U3] The **goalposts** are the structure in each end zone of a football field used for field goals and the extra point after a touchdown.
- gold** [ADJ-U8] If a medalist is **gold**, they are someone who has been awarded the Olympic medal for first place.
- grand slam** [N-COUNT-U13] A **grand slam** is a home run with runners on bases one, two, and three. Four scores are made from one home run.
- Grand Slam** [N-COUNT-U2] A **Grand Slam** is one of the four major tennis tournaments in a year.
- gridiron** [N-COUNT-U4] A **gridiron** is a field marked with yard lines and other codes for playing football.
- ground** [V-T-U7] To **ground** the ball in volleyball is to cause it to touch the floor.
- guard** [N-COUNT-U5] A **guard** is an offensive football player on either side of the center who blocks members of the opposing team.
- gymnastics** [N-UNCOUNT-U8] **Gymnastics** is a division of Olympic sporting events in which individuals perform athletic routines on various types of equipment and are graded on their performance.
- half-pipe** [N-UNCOUNT-U9] The **half-pipe** is a snowboarding event in which competitors perform tricks on a half-moon shaped structure.

**hash mark** [N-COUNT-U3] A **hash mark** is a line that marks a distance of one yard between each five yard line on a football field.

**helmet** [N-COUNT-U4] A **helmet** is a rigid head covering used to protect a person's head from injury.

**hip pad** [N-COUNT-U4] A **hip pad** is equipment worn by football players to protect their hips.

**hit** [N-COUNT-U13] A **hit** is putting the ball into play when at bat.

**hit by a pitch** [PHRASE-U14] To be **hit by a pitch** is to be struck on the body by a pitch.

**home plate** [N-COUNT-U10] **Home plate** is the base where batters stand and where runs are scored. It is at the front corner of the baseball diamond.

**home run** [N-COUNT-U13] A **home run** is a hit that earns all four bases and a score.

**infield** [N-COUNT-U10] The **infield** is the area within the baseball diamond.

**inning** [N-COUNT-U14] A baseball game consists of nine **innings**. A team's innings on offense is over when three players are called out, then the other team takes over and the same rules apply.

**intentional walk** [N-COUNT-U14] An **intentional walk** is a walk given to a batter intentionally by the pitcher by throwing the ball out of the strike zone.

**interception** [N-COUNT-U6] An **interception** is the defensive act of catching a pass from the other team.

**Intercontinental Cup** [N-COUNT-U15] The **Intercontinental Cup** is a competition held among members of the IBAF.

**International Baseball Federation (IBAF)** [N-UNCOUNT-U15] The **International Baseball Federation (IBAF)** is a governing body that oversees baseball competition at the international level.

**International Tennis Federation** [N-UNCOUNT-U2] The **International Tennis Federation (ITF)** is the worldwide governing body of tennis.

**kicker** [N-COUNT-U5] A **kicker** is a football player who kicks the ball for a kickoff, an extra point attempt, or a field goal.

**kickoff** [N-COUNT-U6] A **kickoff** is the opening play of a football game in which the defensive team kicks the ball down the field.

**kill** [N-COUNT-U7] A **kill** is an attack in volleyball that results in a point.

**knee brace** [N-COUNT-U4] A **knee brace** is a device attached to a knee to strengthen or protect it.

**knee pad** [N-COUNT-U4] A **knee pad** is protective equipment worn on the knees to prevent injury.

**Korea Baseball Organization (KBO)** [N-UNCOUNT-U15] The **Korea Baseball Organization (KBO)** governs the play of professional leagues in South Korea.

**left field** [N-COUNT-U12] **Left field** is the position in the left third of the outfield.

**line drive** [N-COUNT-U14] A **line drive** is a ball hit horizontally.

**line of scrimmage** [N-COUNT-U3] The **line of scrimmage** is the imaginary line separating two football teams at the beginning of a play.

**linebacker** [N-COUNT-U5] A **linebacker** is a football player behind the defensive line who stops running and passing plays.

**long-distance** [N-COUNT-U8] A **long-distance** race is a race over 3,000 m.

**love** [N-UNCOUNT-U1] **Love** is zero in tennis scoring.

**luge** [N-UNCOUNT-U9] **Luge** is a sliding sport in which competitors slide down an icy track on a small sled, face up and feet first.

**Major League Baseball (MLB)** [N-UNCOUNT-U15] **Major League Baseball (MLB)** is a professional baseball league consisting of 30 teams from the U.S. and Canada that play at the highest level.

**marathon** [N-COUNT-U8] A **marathon** is a long-distance foot race.

**middle-distance** [N-COUNT-U8] A **middle-distance** race is a race of either 800m or 1500m.

# Glossary

- Minor League Baseball (MiLB)** [N-UNCOUNT-U15] **Minor League Baseball (MiLB)** is a professional baseball league in North America that plays below the MLB level.
- mitt** [N-COUNT-U11] A **mitt** is a piece of equipment made of leather worn on the hand to catch a baseball.
- mixed doubles** [N-COUNT-U2] A **mixed doubles** tennis match is one played by two teams of two players each, one male and one female.
- MLBPA** [N-UNCOUNT-U15] The **MLBPA** (Major League Baseball Players Association) is a union of professional players in the major league.
- neck roll** [N-COUNT-U4] A **neck roll** is padding which football players wear to protect their neck from injury.
- net service** [N-COUNT-U1] A **net service** is a tennis fault in which the server hits the net with the ball.
- Nippon Professional Baseball (NPB)** [N-UNCOUNT-U15] **Nippon Professional Baseball (NPB)** is a league in Japan with the highest level play.
- nose tackle** [N-COUNT-U5] A **nose tackle** is a defensive football player who lines up directly across from the ball to stop running plays.
- offensive tackle** [N-COUNT-U5] An **offensive tackle** is an offensive football player on the far side of a guard whose primary role is to block members of the opposing team.
- on deck** [ADJ-U14] To be **on deck** is to be next at bat.
- out** [N-COUNT-U13] An **out** is an event that takes a runner off of a base, or ends a batting attempt. Each team is allowed three outs per inning.
- out of bounds** [ADJ-PHRASE-U6] If the football or a player is **out of bounds**, it is outside the playing area.
- outfield** [N-COUNT-U10] The **outfield** is the area behind the baseball diamond.
- pass** [V-T-U6] To **pass** a football is to throw it to a team mate.
- pennant** [N-COUNT-U15] A **pennant** is the award given to the winners of each league in MLB.
- pinch runner** [N-COUNT-U14] A **pinch runner** is a player that replaces a base runner.
- pine tar** [N-UNCOUNT-U11] **Pine tar** is a sticky substance that is put on the handle of baseball bats to improve grip.
- pitch** [N-COUNT-U13] A **pitch** is the throw from the pitcher to the batter.
- pitcher** [N-COUNT-U12] A **pitcher** is a player that throws the ball to the batter.
- pitcher's mound** [N-COUNT-U10] The **pitcher's mound** is the elevated area in the middle of the baseball diamond. This is where the pitcher stands to throw the ball to the batter.
- play** [N-COUNT-U6] A **play** is a set of movements and actions which constitutes an attempt to move a football down the field.
- punt** [V-T-U6] To **punt** a football is to kick it from the hands.
- punter** [N-COUNT-U5] A **punter** is a special teams football player who holds the ball in his hand and kicks it, usually only on fourth down.
- pylon** [N-COUNT-U3] A **pylon** is an orange marker placed at each of the four corners of the end zone on a football field.
- quarterback** [N-COUNT-U5] A **quarterback** is the football player who receives the ball from the center and leads a football team's offensive game.
- ranking** [N-COUNT-U2] A **ranking** is a player's position relative to other players in the same sport or activity.
- ranking points** [N-COUNT-U2] **Ranking points** are the points awarded to players for their results in tournaments.
- red zone** [N-COUNT-U3] The **red zone** is the final twenty yards on a football field before the end zone. Teams said to be "in the red zone" are in a scoring position.
- reliever** [N-COUNT-U12] A **reliever** is a player that takes over for the main pitcher.
- return** [V-T-U6] To **return** a football is to run it up field after the kickoff, an interception, or after recovering from a fumble.

**rib protector** [N-COUNT-U4] A **rib protector** is a shirt like pad worn around the torso to protect a football player's ribs.

**right field** [N-COUNT-U12] **Right field** is the position in the right third of the outfield.

**rotate** [V-T-U7] To **rotate** in volleyball is to move positions on the court in a clockwise motion and is done when a team wins the serve back from the opposing team.

**rubber** [N-COUNT-U11] A **rubber** is where the pitcher stands on the mound.

**runner** [N-COUNT-U14] A **runner** is a baseball player that is running bases.

**running back** [N-COUNT-U5] A **running back** is an offensive football player who receives the ball from the quarterback and runs with it.

**rush** [V-T-U5] To **rush** the quarterback is to change towards them, and try to tackle them.

**rush** [V-T-U6] To **rush** is to run up field with the football on a play on offense.

**safe** [ADJ-U10] To be **safe** is to make it safely to a base.

**safety** [N-COUNT-U5] A **safety** is a defensive football player who begins furthest back from the line of scrimmage and attempts to stop passes.

**safety** [N-COUNT-U6] A **safety** is a play in which a member of the offense downs the ball in his or her own end zone, with the result of giving two points to the defensive team.

**second base** [N-COUNT-U10] **Second base** is the second corner of the baseball diamond from home plate. It is after first base.

**second baseman** [N-COUNT-U12] A **second baseman** is a player that plays on and around second base.

**seed** [V-T-U2] To **seed** players or teams is to place them against other players in a tournament based on their ranking.

**serve** [N-COUNT-U1] A **serve** is the action that begins a tennis game, when a player throws the ball up in the air and hits it over the net.

**serve** [V-T-U7] To **serve** in volleyball is to begin the game by throwing the ball in the air and hitting it into the opponents side of the court.

**service box** [N-COUNT-U1] The **service box** is an area in tennis near the net where a serve must land to be valid.

**service line** [N-COUNT-U1] The **service line** is the line in tennis parallel to the net which bounds the service boxes.

**set** [N-COUNT-U1] A **set** is a series of tennis games which forms part of a match.

**set** [V-T-U7] To **set** the ball in volleyball is to pass it to a teammate so that he or she can then make an attack.

**shortstop** [N-COUNT-U12] A **shortstop** is a player that plays infield between second and third bases.

**shot put** [N-UNCOUNT-U8] The **shot put** is a track and field event in which athletes compete by throwing a heavy metal ball as far as possible.

**shoulder pads** [N-PLURAL-U4] **Shoulder pads** are tough, protective pads which athletes use to protect their shoulders.

**sideline** [N-COUNT-U3] The **sideline** is the boundary line that runs the length of football field on both sides.

**silver** [ADJ-U8] A **silver** medallist is an athlete who has been awarded the Olympic medal for second place.

**single** [N-COUNT-U13] A **single** is a hit that earns one base.

**singles** [ADJ-U2] A **singles** tennis match is one played by two players.

**skeleton** [N-UNCOUNT-U9] **Skeleton** is an individual sliding sport in which athletes slide down an icy track on a small sled, face down.

**ski jumping** [N-UNCOUNT-U9] **Ski jumping** is a sport in which athletes ski down a take-off ramp and attempt to land as far downhill as possible.

**slalom** [N-UNCOUNT-U9] The **slalom** is an alpine skiing discipline which involves skiing between a series of closely-set poles.

# Glossary

- slide** [V-I-U13] To **slide** in baseball is to fall or dive feet first or head first when running to a base.
- snap** [V-T-U6] To **snap** a football is to throw it back towards the quarterback.
- snowboarding** [N-UNCOUNT-U9] **Snowboarding** is a sport in which individuals slide down a snowy slope on a single, fixed board attached to the feet.
- speed skating** [N-UNCOUNT-U9] **Speed skating** is an ice skating sport in which athletes race in laps around an indoor track made of ice.
- spike** [N-COUNT-U7] A **spike** is an attack usually made by hitting the ball quickly toward the ground in volleyball.
- sprint** [N-COUNT-U8] A **sprint** is a race over a short distance, such as the 100 m and 200 m.
- steal** [V-T-U14] To **steal** a base is to advance a base during a pitch.
- strike** [N-COUNT-U13] A **strike** is when a batter swings and misses the ball.
- strike out** [N-COUNT-U13] A **strike out** is when a player gets three strikes. He is then out of the innings.
- Summer Olympics** [N-PLURAL-U8] The **Summer Olympics** are a series of sporting events held every four years in which athletes from different countries compete in warm weather sports.
- swimming** [N-UNCOUNT-U8] **Swimming** is a division of Olympic sporting events in which athletes compete for medals in a number of different swimming disciplines.
- tackle** [V-T-U6] To **tackle** a football player is to knock them to the ground.
- tail pad** [N-COUNT-U4] A **tail pad** is equipment worn by football players to protect the base of the spine.
- tennis ball** [N-COUNT-U1] A **tennis ball** is a ball made of rubber, covered in fluffy felt, that is used for playing tennis.
- tennis court** [N-COUNT-U1] A **tennis court** is a rectangular surface divided into two sections by a net on which tennis is played.
- tennis racket** [N-COUNT-U1] A **tennis racket** is a sporting equipment composed of a handle and a wide head, used for hitting a tennis ball.
- thigh pad** [N-COUNT-U4] A **thigh pad** is protective gear worn by football players around their thighs.
- third base** [N-COUNT-U10] **Third base** is the third corner of the baseball diamond from home plate. It is after second base.
- third baseman** [N-COUNT-U12] A **third baseman** is a player that plays on and around third base.
- thirty** [N-UNCOUNT-U1] **Thirty** is a player's second point in a tennis game.
- tight end** [N-COUNT-U5] A **tight end** is an offensive football player next to the tackle who can either block the opposing team or attempt to catch a pass.
- top** [N-COUNT-U14] The **top** of an inning is the first half of the inning, when the visiting team is at bat and the home team is pitching.
- touch** [N-COUNT-U7] A **touch** is when the defensive team contacts the ball as it is traveling out of bounds in a volleyball game.
- touchdown** [N-COUNT-U6] A **touchdown** is a six-point score in football made when the ball is carried into or caught in the end zone.
- track and field** [N-UNCOUNT-U8] **Track and field** is an olympic division involving different types of individual competitions centered around running, jumping, or throwing.
- triple** [N-COUNT-U13] A **triple** is a hit that earns three bases.
- turnover** [N-COUNT-U6] A **turnover** is the loss of the ball to the rival team.
- US Open** [N-COUNT-U2] The **US Open** is the Grand Slam tennis tournament held in the United States every year.
- volleyball** [N-UNCOUNT-U7] **Volleyball** is a team sport played on a court in which players hit a ball back and forth over a net and try to get the ball to touch the ground on the opposite side of the court.



**walk** [N-COUNT-U13] A **walk** is a base given to a player when four non-strike balls are thrown.

**walk off run** [ADJ-U14] If a run is a **walk off run**, it is a run in the ninth or later inning in which the home team scores the winning run before the end of an inning.

**weightlifting** [N-UNCOUNT-U8] **Weightlifting** is a strength sport in which athletes perform single lifts of a barbell loaded with weights.

**wide receiver** [N-COUNT-U5] A **wide receiver** is an offensive football player who tries to catch passes from the quarterback.

**Wimbledon** [N-COUNT-U2] **Wimbledon** is the Grand Slam tennis tournament held in England every year.

**Winter Olympics** [N-PLURAL-U9] The **Winter Olympics** are a series of sporting events held every four years in which athletes from different countries compete in cold weather sports.

**World Baseball Classic** [N-COUNT-U15] The **World Baseball Classic** is a tournament that features international play.

**World Series** [N-COUNT-U15] The **World Series** is the championship of MLB.

**wrestling** [N-UNCOUNT-U8] **Wrestling** is a sporting event in which two competitors grapple with one another in an attempt to hold a superior position.

**yard line** [N-COUNT-U3] A **yard line** is a line marking distance on a football field. Every five and ten yards is marked.