

Review

1 Fill in *so* or *such*. Compare your results with a partner.

- | | |
|-------------------------------------|---|
| 1 <input type="text"/> nice weather | 7 <input type="text"/> a good idea |
| 2 <input type="text"/> a nice guy | 8 <input type="text"/> little time |
| 3 <input type="text"/> many people | 9 <input type="text"/> nicely dressed |
| 4 <input type="text"/> a mess | 10 <input type="text"/> delicious food |
| 5 <input type="text"/> much noise | 11 <input type="text"/> happily married |
| 6 <input type="text"/> helpful | 12 <input type="text"/> an incredible story |

2 Have a look at the following fact sheets and complete them. Use the words from the VocabBooster on page 130. An example has been given. Compare your results with a partner.

Fact sheet: Football

place:

equipment:



Fact sheet: Squash

place:

equipment:



Fact sheet: Hockey

place:

equipment:



Fact sheet: Kickboxing

place:

equipment:



Fact sheet: Cross-country skiing

place:

equipment:



Fact sheet: Inline skating

place:

equipment:



Fact sheet: Mountainbiking

place:

equipment:



Fact sheet: Volleyball






place:

equipment:



3 Are you a pro?

Step 1: Have a look at the grid on different kinds of sports and write them underneath the pictures (1–5). Answer the questions and take notes in the grid.

					
Why do you like / dislike this type of sport?					
Is this type of sport exhausting? Why?					
Is this type of sport common in your country?					
Which equipment do you need?					
What about the level of difficulty?					
Is it a team sport? Why?/Why not?					
Can this sport be done indoors / outdoors / both?					



Step 2: Get into pairs and compare your notes. Use the phrases from the LanguageBox.

LanguageBox

I like / dislike ... because it is great fun / amazing / motivating / annoying / boring ...

... is really exhausting / not exhausting at all because ...

... is / was very common / not very common in my home country as ...

For doing / playing / going ... you need shin pads / a tennis racket / a net / trainers / comfortable clothes / a football shirt / golf clubs / soccer shoes / a backpack ...

In my view, ... is a very difficult / rather difficult / an easy sport because ...

... is / is not a team sport. / ... can also be done / played alone. / ... is most often done / practised indoors / outdoors.



4 You are currently taking part in a students' exchange programme in London. You are staying with a host family with kids your age. You have discovered that one of them has more or less the same interests as you. In your conversation with the host child you should

- inform each other about your favourite hobbies
- discuss how important it is for young people to participate in sports
- mention differences concerning leisure activities between male and female teenagers in Austria and the UK.

Get into pairs and have a conversation. Speak for about four minutes. Use the phrases from the LanguageBox. Remember that all these phrases need to be followed by the gerund (*verb + -ing*).

LanguageBox

I am keen on ...

I have always been mad about ...

In my free time I am crazy about ...

At the weekend I enjoy ...

I love ...

I absolutely hate ...

My friends and I dislike ...



5 Fighting for new members

Your sports club has recently asked all its members to help design an advertisement to attract new members. The best one will be sent to every household in town.

Get into pairs and create a leaflet. In your leaflet you should

- say why doing sports is beneficial
- give information about the sports club
- outline what the sports club offers to its members.



LanguageBox

We want you! Have you ever thought of doing / going / playing ...?

We offer you ...

Not only is it good for your health, but you also ...

Besides ... the club also offers ...

If you are now interested in joining our club, please contact us at ... (*website*).

Please note: How to write a leaflet

- Leaflets try to catch the reader's attention and present a message as clearly as possible.
- Leaflets usually have a catchy title and convincing subheadings.
- Leaflets usually inform people about a particular issue and/or try to persuade them to do / buy something.
- Often bullet points, bold headings, different fonts or pictures are used to help the leaflet achieve its purpose.

Photo credits (v. l. n. r., oben nach unten): p. 1: Adobe Stock/Alekss, Adobe Stock/MartesiaBezuidenhout, Adobe Stock/Shanwood, Adobe Stock/2dmolier, Adobe Stock/ChiccoDodiFC, Adobe Stock/Xavier, Adobe Stock/BillionPhotos.com, Adobe Stock/Vlastimil Šesták; p. 3: stockphoto-graf