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PRESENTAZIONE

Ready, set, go! è un corso di inglese specialistico che promuove lo sviluppo di competenze specifiche, linguistiche e professionali richieste dal settore delle Scienze Motorie e delle discipline sportive.

La finalità educativa generale del testo è quella di fornire una sintesi che integri al suo interno competenze di carattere comunicativo e pratico-operativo con elementi culturali. *Ready, set, go!* pone l'accento sull'apprendimento autonomo, fornendo materiali di facile consultazione e utilizzo finalizzati all'acquisizione non solo di contenuti, ma anche di strategie di apprendimento. Nello specifico, gli obiettivi che ci si propone di raggiungere sono i seguenti:

- far acquisire le competenze necessarie per comprendere testi che presentano termini, espressioni, strutture sintattiche e modalità discorsive specifiche del linguaggio settoriale;
- arricchire il patrimonio lessicale sia con il lessico generico, sia con quello afferente all'ambito motorio/sportivo;
- favorire l'acquisizione di specifiche abilità orali e scritte di comprensione e produzione anche tramite attività tipo PET, FCE ed Invalsi;
- offrire un percorso sistematico, ma allo stesso tempo flessibile e personalizzabile, in grado di soddisfare i diversi bisogni di docenti e studenti del settore;
- sviluppare competenze culturali trasversali;
- favorire l'autonomia linguistica e operativa;
- offrire spunti per moduli e percorsi trasversali;
- stimolare l'interesse e la partecipazione attiva degli studenti, dando spazio alla loro esperienza personale e a problematiche di attualità;
- contribuire a sviluppare la riflessione su temi di cittadinanza e sui valori dello sport, attraverso l'approfondimento di casi autentici, con letture tratte da quotidiani e periodici anche online;
- proporre materiali fruibili anche da allievi BES.

STRUTTURA DEL TESTO

Ready, set, go! è diviso in sette moduli, ognuno dei quali è ripartito in un numero variabile di unità. I primi tre moduli trattano degli **sport più comuni** in ambito italiano ed anglosassone, presentandone le origini, le regole, le attrezzature e i protagonisti; gli ultimi quattro trattano di argomenti più trasversali e, se da una parte approfondiscono il campo delle **discipline sportive**, dall'altro propongono **spunti interdisciplinari** con le altre discipline che gli studenti studiano nel loro percorso scolastico: **storia, filosofia, fisica, diritto ed economia dello sport, ed educazione civica.**

UNITÀ

Ogni unità è suddivisa in brevi capitoli su due pagine – teoria ed esercizi – per favorire non solo uno studio più parcellizzato, ma anche la scelta dei contenuti antologica da parte dell’insegnante. I contenuti dei capitoli sono divisi in paragrafi titolati per renderne la comprensione più agevole. I testi vengono affrontati in modo graduale, attraverso esercizi di esplorazione del lessico specifico, comprensione scritta e orale, globale e specifica, reimpiego dei termini del linguaggio settoriale e produzione scritta e orale. Alcune rubriche di approfondimento o curiosità, inoltre, corredano la pagina degli esercizi. Un ricco apparato iconografico correda i brani di lettura, per ognuno dei quali è previsto un esauriente glossario.

Al termine delle unità dei primi tre moduli dedicati all’approfondimento di specifici sport, l’ultima pagina è dedicata al linguaggio specifico settoriale di quello sport e propone un articolo di giornale (con ricco ed esauriente glossario) che commenta una performance in quel settore. L’obiettivo è quello di avvicinare e preparare gli studenti alla lingua utilizzata quotidianamente da esperti e giornalisti per fare cronaca sportiva.

Ogni brano di teoria è disponibile per l’ascolto, in modo da favorire l’esposizione ad una pronuncia corretta e la possibilità di usare i brani come ripasso e esercizio di *listening*, oltre che a favorire gli studenti con difficoltà di apprendimento.

FINE MODULO

Al termine di ciascuno dei sette moduli, il testo propone delle ulteriori attività, suddivise nelle seguenti parti:

- **People** – Vengono presentati sei personaggi, del passato e del presente, che si sono distinti nelle discipline sportive o nei settori trattati nel modulo;
- **Case study** – Presentazione di un argomento di attualità collegato ai contenuti introdotti, tratto da fonti autentiche e corredato da esercizi mirati anche all’approfondimento e alla discussione tra gli studenti dell’argomento presentato;
- **Clip** – Brevi filmati tratti da opere cinematografiche che offrono spunti di riflessione e svago su aspetti contenutistici del Modulo.

APPENDICE

Questa sezione comprende:

- **Glossary** – Un ricco glossario che riprende i lemmi specifici presenti in tutto il testo e ne fornisce una traduzione o un’immagine rappresentativa. Un utile ed immediato strumento per avere sempre sotto mano il lessico necessario per trattare di discipline sportive ed affini.
- **What to do if/when/for...** – Riassume le tecniche per allenarsi in sicurezza e per affrontare piccoli infortuni o emergenze che possono verificarsi durante la pratica di attività motorie o sportive.

MATERIALE DEL TESTO

Audio e Video

Tutti i testi di teoria sono disponibili per l'ascolto, e un elevato numero di esercizi di ascolto – la cui lunghezza e complessità sono diversificate – viene ulteriormente proposto in tutte le unità. Gli *audioscript* sono tutti disponibili nel *Teacher's Book*. Dal punto di vista lessicale, gli ascolti riprendono i vocaboli chiave dell'unità, inserendoli in contesti reali e di vita professionale con l'utilizzo di registri linguistici diversi, da informale e familiare a più formale. I video, tutti autentici, sono tratti dalla rete e rappresentano quindi materiale reale e non creato ad hoc. La trascrizione dei testi è anch'essa fornita nel *Teacher's Book*.

Digitale

Disponibili sul sito www.edisco.it:

- file audio formato .mp3 con la registrazione delle attività di ascolto
- film clip e video
- approfondimenti relativi ai vari moduli
- esempio di prova INVALSI.

I vari materiali proposti offrono spunti per altre attività, anche di gruppo, e offrono la possibilità di impostare percorsi personalizzati e in armonia con il livello di competenza raggiunto da ogni singolo allievo.

Completa le risorse online un supplemento di **civiltà** che tocca le principali tematiche sociali, culturali, economiche e storiche in maniera contrastiva tra Regno Unito e Stati Uniti d'America.

Test

I test presenti nel *Teacher's Book* sono proposti anche in versione editabile per lasciare ampia libertà al docente di comporre i test da somministrare secondo le proprie esigenze. I test, che offrono diverse tipologie di attività, sono organizzati per modulo. All'interno di ciascun modulo sono presenti per ciascuna unità due diversi test di uguale difficoltà che includono sempre un test di comprensione di lettura, un paio di esercizi su lessico e contenuti dell'unità, e un breve esercizio di produzione scritta.

I punteggi delle varie prove sono in multipli di 5 in modo da facilitare il lavoro del docente nella composizione della versione finale del test.

La versione editabile consente di organizzare i test secondo le specifiche esigenze del docente e/o della classe:

- per singola unità
- per gruppi di unità
- per modulo
- per specifiche abilità linguistiche
- in modalità mista: abilità e contenuti.

La flessibilità di tali test li rende personalizzabili anche rispetto alle diverse esigenze degli studenti BES (DSA, ADHD, DAA, ecc.), ognuno dei quali necessita di una verifica quanto più possibile adeguata alla specificità del proprio bisogno educativo.

Recupero, obiettivi minimi e BES

Ready, set, go! è corredato da materiali che rendono il testo fruibile anche da studenti in difficoltà. Gli strumenti che facilitano la comprensione, semplificano i contenuti e agevolano il lavoro e lo studio individuale sono i seguenti:

- la grafica del testo tende a tener conto delle difficoltà di lettura di alcuni DSA e le pagine chiuse che caratterizzano il libro possono anch'esse rappresentare una risorsa perché facilmente consultabili per lo studio e nei momenti di verifica;
- il libro di testo in formato digitale può favorire il lavoro in classe e a casa;
- le mappe ed il glossario possono rientrare nelle misure compensative suggerite nella maggior parte dei casi per lo svolgimento delle prove in classe;
- le tipologie di attività, sia del testo che dei test, sono molto spesso adatte a studenti con problematiche di dislessia o difficoltà di apprendimento:
Ready, set, go! è molto ricco di esercizi a risposta chiusa, quali vero/falso, abbinamento, scelta multipla e riconoscimento – attività generalmente suggerite per le prove scritte;
- i test per il docente sono forniti in formato editabile per facilitarne la personalizzazione a seconda delle esigenze particolari di ciascun studente, in conformità con le misure dispensative o compensative individuate.

Per ulteriori informazioni si può consultare la normativa di riferimento composta dalla Legge n. 170/2010 e dai Decreti Attuativi n. 5669 del 12 luglio 2011 con le relative Linee Guida.

Spunti interdisciplinari

Stante l'importanza di essere in grado di connettere i saperi e creare relazioni tra le varie discipline ai fini dello sviluppo di competenze trasversali e di dimostrazione di crescita e approfondimento in vista dell'Esame di Maturità, il testo offre interi moduli legati a tematiche interdisciplinari che possono essere utilizzati in maniera flessibile per sviluppare l'abitudine a collegare tra loro pensieri, conoscenze e riflessioni.

Certificazioni linguistiche

Ready, set, go! presenta attività che riflettono le tipologie specifiche delle certificazioni linguistiche di livello B1 e livello B2, come delineate dal CEFR (Common European Framework of Reference for Languages). Altri esercizi del testo sono ispirati ai test INVALSI e IELTS.

Educazione Civica

Diversi sono i materiali proposti che possono offrire spunti e collegamenti con i temi trattati in Educazione Civica. In particolare, si vedano i *Case Studies* al termine di ogni modulo e il Modulo 7.

Didattica Orientativa

Secondo le Linee Guida del D.M. 22 dicembre 2022 n. 328, l'orientamento è un processo volto a facilitare la conoscenza di sé, del contesto formativo, occupazionale, sociale culturale ed economico di riferimento, delle strategie messe in atto per relazionarsi ed interagire in tali realtà. Obiettivo di tale processo è favorire la maturazione e lo sviluppo delle competenze necessarie per poter definire o ridefinire autonomamente obiettivi personali e professionali aderenti al contesto, elaborare o rielaborare un progetto di vita e sostenere le scelte relative.

Le scuole secondarie di secondo grado attivano, a partire dall'anno scolastico 2024-2025 per il primo e secondo biennio e il quinto anno, moduli curriculari di orientamento formativo degli studenti di almeno 30 ore per anno scolastico. Tali moduli rappresentano uno strumento essenziale per aiutare gli studenti a fare sintesi riflessiva e interdisciplinare della loro esperienza scolastica e formativa, in vista della costruzione in itinere del personale progetto di vita culturale e professionale.

In quest'ottica, il testo **Ready, set, go!** propone attività mirate atte a sviluppare abilità di auto-orientamento e *problem solving*.

Esame di maturità

Visto il riordino dell'Esame previsto dal decreto 127/2025, si rimanda ad apposita sezione sul sito edisco.it per materiali riguardanti il nuovo esame di fine ciclo.

LE ABILITÀ LINGUISTICHE

Le quattro abilità linguistiche fondamentali (lettura, ascolto, scrittura e parlato) possono essere divise in due gruppi:

1. abilità ricettive o di input (lettura e ascolto) vs. abilità produttive o di output (scrittura e parlato);
2. abilità orali (ascolto e parlato) vs. abilità scritte (scrittura e lettura).

La prima distinzione nasce dalla consapevolezza che nella comunicazione sono coinvolte due distinte sfere (e quindi capacità) che, pur influenzandosi a vicenda, si sviluppano secondo meccanismi differenti.

Quando si studia una lingua, infatti, è frequente trovare studenti che possono mostrare più difficoltà in entrambe le abilità linguistiche dello stesso gruppo. È probabile che uno studente che non riesce ad esprimersi compiutamente quando cerca di comunicare nella lingua straniera abbia problemi anche quando scrive in quella lingua oppure quando deve capire che cosa ha detto un parlante madrelingua, mentre è meno probabile che riscontri tali problemi quando legge. Ciò può naturalmente variare da individuo a individuo e/o con il passaggio da un livello linguistico all'altro; potenziando le abilità più carenti o facendo leva sulla *language skill* più sviluppata all'interno dello stesso gruppo, è infatti possibile equilibrare il livello delle varie abilità.

Ascolto (*Listening*)

È la prima *language skill* che mettiamo in pratica nella vita. Implica l'identificazione di suoni, accenti, inflessioni, intonazioni, ecc. e la comprensione di parole e frasi a livello orale per recepire un messaggio. Di solito ci sono due tipi di situazioni in cui possiamo ritrovarci a utilizzare questa abilità linguistica: situazioni interattive e situazioni non-interattive. Le prime sono rappresentate da conversazioni faccia a faccia o al telefono e comportano un'interazione con un altro parlante, a cui possiamo chiedere spiegazioni, chiarimenti o semplicemente di ripetere e parlare più lentamente. Le seconde, invece, sono costituite da tutte quelle situazioni in cui l'ascolto è "passivo": radio, televisione, registrazioni, conferenze, ecc. In questi casi non abbiamo l'opportunità di interagire con il parlante e pertanto esse richiedono solitamente uno sforzo maggiore.

È importante che lo studente non si scoraggi e pertanto è importante che capisca che il raffinamento di questa abilità richiede esercizio costante, che l'insegnante provvederà a fornire. Si deve insistere sulla concentrazione, nel caso di ascolto di test registrati, poiché gli stimoli non uditivi possono distrarre dal *task*. Inoltre, l'insegnante provvederà ad incoraggiare gli studenti a riconoscere parole/segmenti chiave della registrazione e li inviterà a non preoccuparsi eccessivamente di stringhe linguistiche non funzionali alla comprensione in oggetto.

Parlato (*Speaking*)

È strettamente legato alla capacità di ascolto, in quanto insieme rappresentano il fulcro primario della comunicazione. Parlare, così come scrivere, implica tante altre micro-abilità che permettono di veicolare al meglio un messaggio: ad esempio, il tono, il registro, la pronuncia, il ritmo, l'intonazione, ecc. Tutte queste caratteristiche sono parte integrante di questa abilità linguistica e, di conseguenza, la mancanza di anche una sola di tali caratteristiche può compromettere l'efficacia comunicativa del messaggio che vogliamo veicolare. Anche in questo caso, l'insegnante offrirà uno stimolo/pretesto per la comunicazione, preferibilmente basato sugli interessi personali o le curiosità disciplinari degli studenti. L'insegnante, inoltre, incoraggerà gli studenti al raggiungimento della comunicazione orale attraverso frasi non complesse ed alla ricerca di equivalenti comunicativi per veicolare concetti troppo complessi o al ricorso ad esempi per raggiungere lo scopo comunicativo.

Letture (*Reading*)

È una delle *skills* che, anche nella propria lingua madre, richiede formazione e pratica. Oltre al riconoscimento dei caratteri, la lettura necessita anche la comprensione del significato delle varie parole codificate in quei caratteri e delle frasi che a loro volta queste formano. È importante incoraggiare gli studenti ad acquisire metodi di lettura selettiva come lo *skimming* (leggere velocemente un testo per estrapolarne un'idea generale – *general gist*) o lo *scanning* (andare alla ricerca selettiva dell'informazione richiesta dalla consegna) attraverso un esercizio alternato e costante di entrambi. Un'ottima attività introduttiva alla lettura di testi tecnici e quindi piuttosto specializzati linguisticamente, consiste in un'attività introduttiva di *brainstorming* su parole/concetti chiave che si incontreranno nel testo. Questo consente agli studenti di affrontare la lettura dotati di un minimo di pre-conoscenze.

Scrittura (*Writing*)

Pur sottostando a quasi tutte le norme che regolano il parlato, l'ascolto e la lettura, ha peculiarità proprie, specialmente in L2 poiché le regole stilistiche e la strutturazione della frase non sono sovrapponibili a quelle della lingua madre. È importante innanzitutto che gli studenti siano consapevoli dei diversi tipi di testo scritto (lettera, riassunto, relazione, messaggio, email, ecc.) e dei relativi registri (formale/informale) che si realizzano attraverso l'impiego di strutture linguistiche e lessico diversificati. Pertanto sarà cura dell'insegnante offrire esempi e modelli di tali testi ed evidenziarne le peculiarità. I testi scritti dovranno preferibilmente aderire ad una traccia, inizialmente più dettagliata e via via più generica. È importante anche determinare la lunghezza del testo richiesto, segnalando le parole, da un minimo ad un massimo. Cura particolare nella correzione degli elaborati andrà nel tentativo di distinguere il tipo di errore (*vocabulary, word order, punctuation, grammar, appropriacy, ecc.*)

CLIL

Content and Language Integrated Learning (CLIL), o Apprendimento Integrato di Lingua e Contenuto, è un approccio educativo centrato su due obiettivi in cui una seconda lingua viene usata per insegnare ed imparare sia lingua che contenuti.

Fu introdotto da David Marsh e Anne Maljers nel 1994. Il CLIL è una metodologia di insegnamento che si è sviluppata in diversi Paesi Europei a partire dalla metà degli anni '90; in questo periodo, anche in Italia, grazie allo sviluppo di progetti europei organizzati da varie istituzioni e Università, alcune scuole hanno attivato sperimentazioni di insegnamenti di contenuti disciplinari in lingua straniera.

Il CLIL è diventato un'innovazione che implica la costruzione di competenza linguistica e comunicativa contestualmente allo sviluppo ed acquisizione di conoscenze ed abilità disciplinari; non è apprendimento di lingua ma nemmeno di una materia, bensì una fusione di entrambe. L'approccio CLIL comprende sempre un duplice obiettivo in quanto in una lezione CLIL si presta contemporaneamente attenzione sia alla disciplina insegnata sia alla lingua straniera veicolare.

Grazie al suo approccio a doppia focalizzazione, il CLIL offre un contesto più naturale per lo sviluppo della lingua che porta immediatezza, rilevanza e valore aggiunto al processo di apprendimento della stessa, sviluppando competenze sia nella disciplina non linguistica sia nella lingua straniera in cui questa è insegnata. Conseguire questo duplice obiettivo richiede lo sviluppo di uno speciale approccio integrato sia all'insegnamento sia all'apprendimento e richiede che gli insegnanti dedichino attenzione speciale non solo a come insegnare la lingua, ma anche al processo educativo più in generale. Il CLIL si dimostra efficace in tutti i settori dell'istruzione, dalla scuola primaria fino all'istruzione degli adulti ed istruzione accademica.

Gli insegnanti che lavorano con il CLIL normalmente parlano fluentemente la lingua obiettivo, oppure sono bilingui o madrelingua. In molte istituzioni gli insegnanti di lingua lavorano in collaborazione con altri dipartimenti che offrono il CLIL in diverse materie. Il fattore chiave è che il discente acquisisce nuove conoscenze su una materia che non implica di per sé l'insegnamento della lingua, ma in realtà usa ed impara una lingua straniera. Le metodologie e le strategie usate sono spesso legate all'area della materia di riferimento, in cui sono i contenuti che guidano le attività. Inoltre, il CLIL permette alle lingue di essere insegnate in modo relativamente intenso senza richiedere una eccessiva parte dell'orario scolastico.

Il profilo del docente CLIL

Il profilo del docente CLIL della scuola secondaria di secondo grado è caratterizzato da:

- competenze linguistico-comunicative nella lingua straniera veicolare di livello C1 del Quadro Comune Europeo di Riferimento per le lingue (QCER);
- competenze metodologico-didattiche acquisite al termine di un corso di perfezionamento universitario del valore di 60 CFU (Credito Formativo Universitario) per i docenti in formazione iniziale e di 20 CFU per i docenti in servizio.

Iniziative dell'Unione Europea per supportare l'apprendimento attraverso le lingue

Data la sua efficacia e l'abilità di motivare i discenti, il CLIL è indicato come un'area prioritaria nel *Piano d'Azione per l'Apprendimento delle Lingue e la Diversità Linguistica* (Sezione 1.1.2). Il Simposio Europeo su “La classe europea che cambia – il Potenziale dell'Istruzione Plurilinguistica”, che si tenne nel marzo 2005, ribadì il bisogno di assicurare che alunni e studenti partecipino al CLIL a differenti livelli dell'istruzione scolastica. Fu anche enfatizzato il fatto che gli insegnanti dovrebbero ricevere una speciale formazione per il CLIL. In quello stesso anno, l'Unione Europea pubblicò uno studio approfondito su come il CLIL si stava svolgendo nelle scuole in tutta Europa. L'Unione Europea ha anche supportato molti progetti CLIL insieme allo sviluppo di un network europeo per Classi di Contenuto e Apprendimento Integrato.

Il percorso normativo in Italia

La Legge 53 del 2003 ha riorganizzato la Scuola Secondaria di Secondo Grado e i Regolamenti Attuativi del 2010 hanno introdotto l'insegnamento di una disciplina non linguistica (DNL) in una lingua straniera nell'ultimo anno dei Licei e degli Istituti Tecnici e di due discipline non linguistiche in lingua straniera nei Licei Linguistici a partire dal terzo e quarto anno.

La Legge 107 del 2015, all'articolo 7, definisce come obiettivi formativi prioritari “la valorizzazione e il potenziamento delle competenze linguistiche, con particolare riferimento all'italiano nonché alla lingua inglese e ad altre lingue dell'Unione Europea, anche mediante l'utilizzo della metodologia CLIL”. Il Piano per la Formazione dei docenti 2016-2019, nel punto 4.4 Competenze di lingua straniera, evidenzia che i percorsi di metodologia CLIL sono fondamentali per:

- attuare pienamente quanto prescritto dai Regolamenti del 2010;
- ampliare l'offerta formativa attraverso contenuti veicolati in lingua straniera in tutte le classi delle scuole primarie e delle scuole secondarie di primo e secondo grado.

Il nostro è il primo paese dell'Unione Europea a introdurre il CLIL in modo ordinamentale nella Scuola Secondaria di Secondo Grado.

PROGETTARE PER COMPETENZE

I saperi e le competenze, articolati in conoscenze e abilità, con l'indicazione degli assi culturali di riferimento, sono descritti nel documento tecnico allegato al regolamento emanato con decreto del Ministro della Pubblica Istruzione n. 139 del 22 agosto 2007. La certificazione dei saperi e delle competenze acquisite dagli studenti nell'assolvimento dell'obbligo di istruzione è prevista all'art. 4, comma 3, del citato regolamento, in linea con le indicazioni dell'Unione europea, con particolare riferimento al Quadro Europeo dei titoli e delle qualifiche EQF.

“COMPETENZA: comprovata capacità di usare conoscenze, abilità e capacità personali, sociali e/o metodologiche, in situazioni di lavoro o di studio e nello sviluppo professionale e/o personale”.

(European Qualifications Framework - Quadro europeo delle Qualifiche e dei Titoli)

La certificazione delle competenze è uno strumento utile per sostenere e orientare gli studenti nel loro percorso di apprendimento sino al conseguimento di un titolo di studio o, almeno, di una qualifica professionale di durata triennale entro il diciottesimo anno di età e si configura come “espressione dell'autonomia professionale propria della funzione docente, nella sua dimensione sia individuale che collegiale, nonché dell'autonomia didattica delle istituzioni scolastiche” (articolo 1, comma 2, del D.P.R. 22 giugno 2009, n. 122). I consigli di classe utilizzano le valutazioni effettuate nel percorso di istruzione di ogni studente in modo che la certificazione descriva compiutamente l'avvenuta acquisizione delle competenze di base, che si traduce nella capacità dello studente di utilizzare conoscenze e abilità personali e sociali in contesti reali, con riferimento alle discipline/ambiti disciplinari che caratterizzano ciascun asse culturale. Questo significa che l'insegnamento si deve slegare progressivamente dal nozionismo e far sì che l'allievo sappia utilizzare in modo autonomo, originale e consapevole quanto appreso in ambito scolastico. Quindi, è possibile apprezzare precise competenze solo in azione per affrontare e risolvere situazioni problematiche in cui occorre mobilitare conoscenze, abilità e disponibilità all'agire. Secondo le Linee Guida, la competenza si può “accertare facendo ricorso a *compiti di realtà*” che devono essere autentici e rispettare alcuni parametri:

- proporre tematiche che possono essere affrontate nel mondo reale, personale o professionale;
- offrire l'occasione di esaminare i problemi da diverse prospettive teoriche e pratiche;
- permettere più soluzioni alternative;
- fornire l'occasione di collaborare;
- estendere i loro risultati al di là di specifiche discipline;
- essere strettamente integrati con la valutazione;
- sfociare in un prodotto finale completo autosufficiente.



DIDATTICA INCLUSIVA E BES

Suggerimenti per la programmazione e la valutazione

di Nadia Sanità

1. Normativa e inquadramento scolastico
2. Dislessia, didattica e inglese
3. Didattica inclusiva e resilienza
4. Altri tipi di Bisogni Educativi Speciali
5. Suggerimenti e modelli per la valutazione

1. NORMATIVA E INQUADRAMENTO SCOLASTICO

1.1 Introduzione

La presente sezione non ambisce a fornire un'illusoria ricetta di didattica miracolosa ai docenti, ma, nella pletora dei testi sul medesimo argomento, si impegna a chiarire alcuni punti e a fornire suggerimenti orientativi a quegli insegnanti di lingua inglese che sempre più intendono riuscire ad "includere" tutti gli studenti nelle proprie lezioni. La prima parte sarà dedicata alla normativa quadro che ci consente di categorizzare e definire il fenomeno – normativa intesa dunque come risorsa e non come qualcosa di noioso e astratto; si cercherà poi di inquadrare meglio il fenomeno della dislessia, poiché la lingua inglese, non essendo trasparente fonologicamente (cioè non avendo corrispondenza tra scritto e parlato come in larga misura sono l'italiano e il tedesco), causa notevoli problemi di decodifica agli studenti affetti da tale disturbo; infine, scopo ambizioso di tale pubblicazione sarà anche quello di tentare di contribuire a superare lo schema "misure compensative e dispensative", provando a suggerire una didattica qualitativamente diversa da inserire in un Piano Didattico Personalizzato che recepisca pienamente la CM n. 8 del 6/3/2013 e che diventi davvero adatta a tutta la classe: «Il piano Didattico Personalizzato non può più essere inteso come mera esplicitazione di strumenti compensativi e dispensativi per gli alunni con DSA».

1.2 La normativa inclusiva italiana: breve excursus

La normativa inclusiva italiana ha visto i propri albori negli anni Settanta, con l'inserimento degli alunni con disabilità nelle scuole statali e si è ampliata con la **legge 62/2000** che sancì il diritto all'integrazione degli alunni con disabilità anche nelle scuole paritarie. Precedentemente, l'obbligo scolastico era esteso solo ai ciechi e ai sordi (**Riforma Gentile del 1923**). In seguito, l'istruzione speciale prevedeva classi differenziali per gli allievi con lievi ritardi, ospitate nei plessi scolastici ordinari e scuole speciali per sordi, ciechi e "anormali psichici" ospitati in plessi distinti.

I casi più gravi venivano separati dalle famiglie per lunghi periodi e ospitati in istituti speciali. Le classi differenziali, tuttavia, erano destinate anche agli allievi con problemi di condotta o disagio sociale o familiare. Talvolta il disagio familiare consisteva nel parlare esclusivamente un dialetto del sud. Si deve attendere il **1971** con la **legge 118** per superare la logica della separazione in cui il disabile veniva percepito come un malato e come potenziale elemento di disturbo. Tale legge però non accennava minimamente né alla didattica speciale, né allo sviluppo potenziale o alle risorse da impegnare. Con la **legge 104/1992** si giunge, invece, ad una legge quadro che non si concentra solo sull'assistenza, ma anche sull'integrazione e sui diritti dei disabili al fine di promuoverne la massima autonomia individuale, specificando che l'integrazione deve avvenire in ogni ciclo, università compresa, nelle classi comuni.

Negli altri paesi europei, invece, si era diffusa una normativa inclusiva che riguardava alunni con difficoltà di apprendimento non dovute a cause sanitarie ma a svantaggi socioculturali, ambientali, familiari e/o personali. Tali alunni venivano considerati alunni con SEN (*Special Educational Needs*), di cui l'acronimo italiano BES è la traduzione. L'apertura a questo nuovo approccio è stata la traduzione italiana degli ICF¹ (*International Classification of Functioning, Disability and Health*) dell'Organizzazione Mondiale della Sanità. Il modello diagnostico degli ICF considera la persona in modo olistico, in una prospettiva globale – dunque biologica, psicologica e anche sociale – prendendo quindi in considerazione la totalità e la complessità dei funzionamenti delle persone e non solo gli aspetti bio-strutturali. La **direttiva ministeriale 27 del dicembre del 2012** basa, quindi, il concetto di bisogno educativo speciale proprio sugli ICF:

«Gli alunni con disabilità si trovano inseriti all'interno di un contesto sempre più variegato, dove la discriminante tradizionale – alunni con disabilità/alunni senza disabilità – non rispecchia pienamente la complessa realtà delle nostre classi. Anzi, è opportuno assumere un approccio decisamente educativo, per il quale l'identificazione degli alunni con disabilità non avviene sulla base della eventuale certificazione, che certamente mantiene utilità per una serie di benefici e di garanzie, ma allo stesso tempo rischia di chiuderli in una cornice ristretta. A questo riguardo è rilevante l'apporto, anche sul piano culturale, del modello diagnostico ICF (*International Classification of Functioning*) dell'OMS, che considera la persona nella sua totalità, in una prospettiva bio-psico-sociale. Fondandosi sul profilo di funzionamento e sull'analisi del contesto, il modello ICF consente di individuare i Bisogni Educativi Speciali (BES) dell'alunno prescindendo da preclusive tipizzazioni. In questo senso, ogni alunno, con continuità o per determinati periodi, può presentare Bisogni Educativi Speciali: o per motivi fisici, biologici, fisiologici o anche per motivi psicologici, sociali, rispetto ai quali è necessario che le scuole offrano adeguata e personalizzata risposta».

Nel 2007, quindi diversi anni prima della direttiva ministeriale di cui sopra, la Regione Piemonte emise una delibera in cui si parlava di EES (Esigenze Educative Speciali). Successivamente, alcuni confusero i due acronimi, immaginando che fossero la stessa cosa. In realtà i BES (Bisogni Educativi Speciali) non devono essere intesi come una nuova categoria, ma come una macro-categoria, un termine-ombrello che comprende al suo interno tre sottocategorie:

- la **prima fascia**, corrispondente alla disabilità
- la **seconda fascia**, riguardante i disturbi evolutivi specifici e a sua volta divisa in DSA (Disturbi Specifici di Apprendimento) e EES (per la Regione Piemonte)
- la **terza fascia**, comprendente le difficoltà che nascono da uno svantaggio socio/economico, linguistico e culturale.

Di seguito, una tabella riepilogativa aiuterà a comprendere il quadro normativo di riferimento.

1. https://www.reteclassificazioni.it/portal_main.php?portal_view=public_custom_page&id=25

FASCIA	NORMATIVA	OGGETTO	PUNTI CHIAVE
Prima	L. 104/92	Legge quadro per l'assistenza, l'integrazione sociale e i diritti delle persone handicappate	Tratta della certificazione di disabilità e invita a una lettura equa dei bisogni. Il <i>Profilo Dinamico Funzionale</i> e il <i>Piano Educativo</i> sono, per tale legge quadro fondamentale, i momenti concreti in cui si esercita il diritto all'istruzione e all'educazione dell'alunno con disabilità.
	L. 17/1999	Integrazione e modifica della legge quadro 104/1992	Garantisce agli studenti handicappati iscritti all'università sussidi tecnici e didattici specifici.
	L. 62/2000	Norme per la parità scolastica e disposizioni sul diritto allo studio e all'istruzione	Stabilisce che le scuole paritarie, svolgendo un servizio pubblico, devono accogliere chiunque, compresi gli alunni e gli studenti con handicap.
	DM 185 del 23/02/2006	Regolamento recante modalità e criteri per l'individuazione dell'alunno come soggetto in situazione di handicap	Prevede che ai fini della individuazione dell'alunno come soggetto in situazione di handicap, le Aziende Sanitarie dispongano, su richiesta documentata dei genitori o degli esercenti la potestà parentale o la tutela dell'alunno, appositi accertamenti collegiali, documentati attraverso la redazione di un verbale che rechi l'indicazione della patologia accertata con riferimento alle classificazioni internazionali dell'OMS.
	Nota MIUR del 4/08/2009	Linee guida sull'integrazione degli alunni con disabilità	Le direttive mirano ad innalzare il livello qualitativo degli interventi formativi ed educativi sugli alunni portatori di disabilità fisiche, psichiche e sensoriali, a garanzia di una più piena conformità ai principi dell'integrazione da parte di tutti gli operatori nel mondo della scuola. La prima parte consta di una panoramica sui principi generali (norma costituzionale del diritto allo studio, DPR 275/1999, Convenzione ONU per i diritti delle persone con disabilità, L. 18/2009) ribadendo il modello sociale della disabilità. La seconda parte entra nelle pratiche scolastiche, riconoscendo la responsabilità educativa di tutto il personale della scuola e ribadendo la necessità della corretta e puntuale progettazione individualizzata per l'alunno con disabilità, in accordo con gli Enti Locali, l'ASL e le famiglie. La terza parte prende in considerazione la dimensione inclusiva della scuola: il POF è inclusivo quando prevede nella quotidianità azioni da compiere per dare risposte precise ad esigenze educative individuali e non concepisce nella pratica scolastica la presenza dei disabili come un "incidente di percorso" da affidare al docente di sostegno.
	D. L.ivo 66 del 13/04/2017	Norme per la promozione dell'inclusione scolastica degli studenti con disabilità	Il decreto aggiorna, riorganizza e razionalizza i provvedimenti vigenti in materia, tenendo conto della nuova prospettiva nazionale ed internazionale dell'inclusione scolastica, riconosciuta quale identità culturale, educativa e progettuale del sistema di istruzione e formazione in Italia.
Seconda	L. 170/2010	Norme in materia di Disturbi Specifici di Apprendimento in ambito scolastico	Tratta della diagnosi del disturbo, della personalizzazione e relativa necessità di flessibilità. Riconosce la dislessia, la disgrafia, la disortografia e la discalculia quali disturbi specifici dell'apprendimento, "che si manifestano in presenza di capacità cognitive adeguate, in assenza di patologie neurologiche e di deficit sensoriali, ma [che] possono costituire una limitazione importante per alcune attività della vita quotidiana". Stabilisce inoltre misure educative e didattiche di supporto (strumenti compensativi e dispensativi). ➤

FASCIA	NORMATIVA	OGGETTO	PUNTI CHIAVE
Seconda	DM 5669/2011	Linee guida per il diritto allo studio degli alunni e degli studenti con Disturbi Specifici di Apprendimento	Fornisce precisazioni sulle lingue straniere, invitando le istituzioni scolastiche ad attuare ogni strategia didattica per consentire agli studenti con DSA l'apprendimento delle lingue straniere (valorizzazione delle modalità attraverso cui il discente meglio può esprimere le sue competenze e dell'espressione orale, strumenti compensativi e misure dispensative). "In sede di esami di Stato, conclusivi del primo e del secondo ciclo di istruzione, modalità e contenuti delle prove orali - sostitutive delle prove scritte - sono stabiliti dalle Commissioni, sulla base della documentazione fornita dai consigli di classe. I candidati con DSA che superano l'esame di Stato conseguono il titolo valido per l'iscrizione alla scuola secondaria di secondo grado ovvero all'università. [...] Solo in casi di particolari gravità del disturbo di apprendimento, anche in co-morbilità con altri disturbi o patologie, risultanti dal certificato diagnostico, l'alunno o lo studente possono - su richiesta delle famiglie e conseguente approvazione del consiglio di classe - essere esonerati dall'insegnamento delle lingue straniere e seguire un percorso didattico differenziato. In sede di esami di Stato, i candidati con DSA che hanno seguito un percorso didattico differenziato e sono stati valutati dal consiglio di classe con l'attribuzione di voti e di un credito scolastico relativi unicamente allo svolgimento di tale piano, possono sostenere prove differenziate, coerenti con il percorso svolto, finalizzate solo al rilascio dell'attestazione di cui all'art. 13 del DPR n. 323/1998."
	Nota MIUR 3573 del 26/05/2011	Diagnosi alunni con DSA precedente all'entrata in vigore della L. 170/2010	Stabilisce che gli alunni e gli studenti con diagnosi di DSA redatta anteriormente all'entrata in vigore della Legge 8 ottobre 2010 n. 170 potranno regolarmente usufruire degli strumenti compensativi e delle misure dispensative previsti, sia nella normale attività didattica sia nell'ambito degli Esami di Stato.
	Dir. Min. 27/2012	Strumenti di intervento per alunni con Bisogni Educativi Speciali e organizzazione territoriale per l'inclusione scolastica	Delinea e precisa la strategia inclusiva della scuola italiana. Estende il campo di intervento e di responsabilità di tutta la comunità educante all'intera area dei Bisogni Educativi Speciali, comprendente: "svantaggio sociale e culturale, disturbi specifici di apprendimento e/o disturbi evolutivi specifici, difficoltà derivanti dalla non conoscenza della cultura e della lingua italiana perché appartenenti a culture diverse". Stabilisce la redazione del <i>Piano Didattico Personalizzato</i> , strumento in cui si potranno includere "progettazioni didattico-educative calibrate sui livelli minimi attesi per le competenze in uscita, e strumenti programmatici utili in maggior misura rispetto a compensazioni o dispense".

FASCIA	NORMATIVA	OGGETTO	PUNTI CHIAVE
Seconda	CM 8/2013 (esplicativa della DM 27/2012)	Indicazioni operative alunni con BES	Ribadisce il nucleo fondante della Direttiva, aggiungendo che per gli alunni in possesso di una diagnosi di DSA rilasciata da una struttura privata, si devono adottare le misure della 170 nelle more del rilascio della certificazione da parte di strutture sanitarie pubbliche o accreditate. Richiama inoltre l'attenzione sul fatto che ogni alunno può manifestare Bisogni Educativi Speciali anche in modo temporaneo e che essi devono essere suffragati da elementi oggettivi. Per gli alunni stranieri è possibile attivare percorsi individualizzati e personalizzati, nonché strumenti compensativi e dispensativi. Rammenta infine che le due ore di insegnamento della seconda lingua comunitaria nella secondaria di primo grado possono essere utilizzate per potenziare l'insegnamento della lingua italiana.
	Nota MIUR 2563 del 22/11/2013	Strumenti di intervento per alunni con Bisogni Educativi Speciali. Chiarimenti	Richiama l'attenzione sulla distinzione tra ordinarie difficoltà di apprendimento, gravi difficoltà e disturbi di apprendimento che hanno carattere permanente e base neurobiologica. La scuola può intervenire nella personalizzazione in tanti modi diversi, informali o strutturati, secondo i bisogni e la convenienza; pertanto la rilevazione di una mera difficoltà di apprendimento non dovrebbe indurre all'attivazione di un percorso specifico con la conseguente compilazione di un <i>Piano Didattico Personalizzato</i> .
Terza	Dir. Min. 27/2012	Strumenti di intervento per alunni con Bisogni Educativi Speciali e organizzazione territoriale per l'inclusione scolastica	Identifica l'area dello svantaggio, e chiarisce la responsabilità pedagogico-didattica versus delega biomedica: “[o]ve non sia presente certificazione clinica o diagnosi, il consiglio di classe o il team dei docenti motiveranno opportunamente, verbalizzandole, le decisioni assunte sulla base di ben fondate considerazioni pedagogiche e didattiche; ciò al fine di evitare contenzioso.” (CM 6/03/13). Vedi sopra.
	CM 8/2013	Indicazioni operative alunni con BES	Vedi sopra.
	Nota MIUR 2563 del 22/11/2013	Strumenti di intervento per alunni con Bisogni Educativi Speciali. Chiarimenti	Vedi sopra.

1.3 Bisogni Educativi Speciali: inquadramento scolastico

Per cercare di semplificare quanto attiene ai Bisogni Educativi Speciali, seguono un paio di tabelle riepilogative circa le varie tipologie, i vari gruppi/organismi interessati e gli adempimenti didattico-burocratici che vedono il coinvolgimento del consiglio di classe a tutela del diritto allo studio e all'inclusione di tutti gli studenti.

BISOGNI EDUCATIVI SPECIALI (BES)			
FASCIA	Prima	Seconda	Terza
DEFINIZIONE	Disabilità	Disturbi evolutivi specifici	Svantaggio socio-economico, linguistico, culturale
CERTIFICAZIONE	Sì	No	No
DIAGNOSI ²	Sì	Sì	No
TIPOLOGIE	<ul style="list-style-type: none"> • Minorati psicofisici • Minorati vista • Minorati udito 	<p>EES</p> <p>Esigenze Educative Speciali</p> <ul style="list-style-type: none"> • Disturbi del linguaggio • Disturbi delle abilità non verbali (disturbo visuospatiale) • Disturbi della coordinazione motoria/ disprassia • Disturbi da deficit di attenzione/iperattività (ADHD)³ • Disturbo da comportamento dirompente • Disturbi d'ansia, disturbi dell'umore • Disturbo evolutivo specifico misto⁴ • Funzionamento cognitivo limite (o borderline) 	<ul style="list-style-type: none"> • Difficoltà derivanti da elementi oggettivi (segnalazione servizi sociali, per esempio) <p>oppure</p> <ul style="list-style-type: none"> • Fondatte considerazioni psico-pedagogiche e didattiche rilevate dal Consiglio di Classe



2. La diagnosi deve essere a cura delle ASL (o dalle Aziende Ospedaliere e Universitarie e dalle IRCSS, ossia Istituti di Ricovero e Cura a Carattere Scientifico) o di un medico privato in attesa di quella dell'ente pubblico.

3. Nel caso di alunni con iperattività all'interno di un quadro clinico grave, anche per co-morbilità con altre patologie, può venire assegnato il docente di sostegno.

4. Qualora sia lieve e non rientri nelle previsioni della L. 104/1992.

		DSA Disturbi Specifici dell'Apprendimento <ul style="list-style-type: none"> • Dislessia (disturbo che impedisce la decodificazione del testo scritto) • Disortografia (disturbo specifico della scrittura che riguarda l'ortografia) • Discalculia (disturbo che riguarda il sistema numerico e i calcoli) • Disgrafia (disturbo specifico della scrittura che riguarda il tratto grafico) 	
DIRITTI	<ul style="list-style-type: none"> • Insegnante di sostegno • PEI 	<ul style="list-style-type: none"> • Personalizzazione del percorso di studio 	<ul style="list-style-type: none"> • Personalizzazione del percorso di studio
DOCUMENTAZIONE DA PRODURRE DA PARTE DEL CONSIGLIO DI CLASSE	PEI (Piano Educativo Individualizzato): documento obbligatorio (redatto congiuntamente dalla scuola e dai servizi socio-sanitari che hanno in carico l'alunno in collaborazione con la famiglia) e parte integrante della programmazione educativo-didattica di classe. Le azioni definite nel PEI sono coerenti con le indicazioni espresse nella Diagnosi Funzionale e nel Profilo Educativo Funzionale (documenti predisposti dalla Neuro-psichiatria Infantile) e descrivono annualmente: <ul style="list-style-type: none"> - obiettivi educativi e didattici - metodi e criteri di valutazione. 	PDP (Piano Didattico Personalizzato): documento obbligatorio redatto dal consiglio di classe entro tre mesi dalla ricezione della diagnosi da parte dell'istituto. Include: <ul style="list-style-type: none"> - la tipologia del disturbo - le attività didattiche personalizzate - gli strumenti compensativi - le misure dispensative - le modalità di verifica e valutazione personalizzate e comprende tutti i supporti e le strategie che possono portare al successo formativo dell'alunno. Le azioni in esso definite devono essere coerenti con le indicazioni espresse nella diagnosi consegnata alla scuola.	PDP (Piano Didattico Personalizzato): documento non obbligatorio ma consigliato redatto dal consiglio di classe entro tre mesi dalla ricezione di eventuali relazioni di esperti da parte dell'istituto o dalla rilevazione dell'area di svantaggio. Include: <ul style="list-style-type: none"> - la problematica rilevata - le attività didattiche personalizzate - gli strumenti compensativi - le misure dispensative - le modalità di verifica e valutazione personalizzate e comprende tutti i supporti e le strategie che possono portare al successo formativo dell'alunno. Deve tenere conto di eventuali relazioni cliniche, di esperti o educatori consegnate alla scuola.
TITOLI DI STUDIO CONSEGUIBILI AL TERMINE DELLA SCUOLA SECONDARIA SUPERIORE	<ul style="list-style-type: none"> • Attestato di credito formativo, nel caso di allievo con percorso didattico differenziato (art. 13, DPR 323/98) • Diploma, nel caso di allievo con programma ad obiettivi differenziati (DPR 323/98) 	<ul style="list-style-type: none"> • Diploma • Attestazione, nel caso di studenti DSA con esonero totale delle lingue straniere⁵ 	<ul style="list-style-type: none"> • Diploma

5. Vedi tabella normativa, DM 5669/2011.

ACRONIMO	SIGNIFICATO	NORMA	FUNZIONE
CTS	Centri Territoriali di Supporto	CM 6/03/13	Interfaccia fra l'Amministrazione e le scuole, e tra le scuole stesse e rete di supporto al processo di integrazione, allo sviluppo professionale dei docenti e alla diffusione delle migliori pratiche.
CTI	Centri Territoriali per l'Inclusione	L. 35/2012	Definire, per ciascuna istituzione scolastica, "un organico per l'autonomia, funzionale all'ordinaria attività didattica, educativa, amministrativa, tecnica e ausiliaria, alle esigenze di sviluppo delle eccellenze, di recupero, di integrazione e sostegno agli alunni con bisogni speciali e di programmazione dei fabbisogni di personale". Si occupano anche della costituzione di reti di scuole, della prevenzione dell'abbandono scolastico e di contrasto alla dispersione scolastica e formativa e al bullismo.
GLI	Gruppo di Lavoro per l'Inclusione	Istituito dalla L. 104/92 e ripreso nella CM 8/2013	Rilevazione dei BES presenti nella scuola, raccolta e documentazione degli interventi didattico-educativi posti in essere; focus/confronto sui casi, consulenza e supporto ai colleghi sulle strategie e metodologie di gestione delle classi; rilevazione, monitoraggio e valutazione del livello di inclusività della scuola; raccolta e coordinamento delle proposte formulate dai singoli GLHI.
GLIP o GLH	Gruppo di Lavoro Interistituzionale e Provinciale	Istituito dalla L. 104/92 e definito nel DM 216/1992	Il GLIP è composto da operatori della scuola e delle altre Istituzioni che operano sul territorio. Svolge funzioni di consulenza alle scuole per quanto riguarda l'integrazione e promuove la piena attuazione del diritto allo studio.
GLHI o GLIS	Gruppo di Lavoro e di Studio d'Istituto	L. 104/92, art. 15	Consulenza e proposta al Dirigente scolastico regionale e alle singole scuole, collaborazione con enti locali e unità sanitarie locali per la conclusione e la verifica dell'esecuzione degli accordi di programma per l'impostazione e l'attuazione dei piani educativi individualizzati, nonché per qualsiasi altra attività inerente all'integrazione degli alunni in difficoltà di apprendimento.
GLHO	Gruppo di Lavoro per l'Handicap Operativo	L. 104/92	Per ogni alunno con disabilità certificata, in genere, viene costituita un'equipe di lavoro, composta dal Dirigente scolastico, da almeno un rappresentante degli insegnanti di classe, dall'insegnante specializzato sul sostegno, dall'assistente educatore eventualmente presente, dagli operatori della ASL o ente privato convenzionato che si occupano del caso, dai genitori o dai facenti funzione e da qualunque altra figura significativa che operi nei confronti dell'alunno. Per esercitare le sue funzioni di competenza, il gruppo elabora il <i>Profilo Dinamico Funzionale</i> e formula il <i>Piano Educativo Individualizzato</i> .
PAI	Piano Annuale per l'Inclusività	Istituito dalla L. 122/2010	Formulare, da parte del GLI, un'ipotesi globale di utilizzo funzionale delle risorse specifiche, istituzionali e non, per incrementare il livello di inclusività generale della scuola. È riferito a tutti gli alunni con BES e si deve redigere al termine di ogni anno scolastico.

2. DISLESSIA, DIDATTICA E INGLESE

2.1 Dislessia: una breve analisi

La dislessia non è una malattia, ma una neuro-diversità, cioè uno sviluppo neurologico atipico che è espressione della varianza della popolazione. Lo sviluppo atipico interessa i processi di apprendimento impliciti che non sono facilmente identificabili in maniera isolata e che partecipano alla costruzione dei macro-apprendimenti, tra cui quelli scolastici.

La Classificazione internazionale ICD10¹ (International Statistical Classification of Diseases and Related Health Problems) dell'Organizzazione Mondiale della Sanità registra i disturbi specifici di apprendimento nell'asse F81. Si tratta di disturbi evolutivi specifici delle abilità scolastiche, disordini in cui le normali modalità di acquisizione delle competenze sono disturbate fin dai primi stadi di sviluppo. Ciò, però, non in diretta conseguenza di una mancata opportunità di apprendimento, non come risultato di un ritardo mentale e non in conseguenza di alcuna forma di trauma cerebrale o di deficit.

Tali disturbi, che possono occorrere tutti insieme perché vi è spesso comorbilità, sono:

F81.0 – Disturbo specifico della lettura

F81.1 – Disturbo specifico della scrittura

F81.2 – Disturbo specifico delle abilità aritmetiche

F81.3 – Disturbi misti delle abilità scolastiche

F81.8 – Altri disturbi evolutivi delle abilità scolastiche

F81.9 – Disordine evolutivo di abilità scolastiche non meglio specificato.

Leggere vuol dire decodificare, ossia dover fare continue traduzioni, ma se la corrispondenza tra grafemi e fonemi non è stabilizzata, come nel caso della dislessia, le lettere vengono invertite, le desinenze dimenticate, la frase “Whatyouthinkdyslexialookslike” diventa “whatewtinhkdyxlesiaklooslke”. La metafora che si usa più frequentemente è quella delle lettere che galleggiano².

Lo sviluppo delle tecniche di *neuroimaging* ha dato un contributo notevole alla ricerca sulla dislessia, arrivando a identificare un'elaborazione fonologica disfunzionale dei soggetti nella regione perisilviana, ossia tutta l'area intorno alla scissura laterale fra il lobo temporale e il lobo parietale. Sulla base dei risultati delle ricerche condotte sui task di discriminazione visiva, i sostenitori di tale ipotesi ritengono che le difficoltà correlate alla dislessia si manifestino a causa di una impossibilità di filtrare contemporaneamente i vari input e, pertanto, a categorizzare le informazioni in modo da distinguere i dati sensoriali importanti da quelli meno rilevanti.

Alternativa a tale ipotesi è quella del deficit fonologico, la *Rapid auditory processing theory*, in base alla quale il deficit principale risiede nella percezione di brevi e rapidi suoni

1. Cfr. <http://www.who.int/classifications/apps/icd/icd10online/>

2. Si consiglia la visione del seguente filmato: <http://indy100.independent.co.uk/article/this-website-shows-what-its-like-to-read-when-you-have-dyslexia—bkvKwiQLJW>

e nella valutazione dell'ordine temporale, fenomeno che spiegherebbe la difficoltà nel percepire, decodificare o riprodurre i suoni nella giusta posizione.

Per quanto concerne l'apprendimento della lingua inglese, si è sviluppato un filone di ricerche su studenti di nazionalità diverse che ha messo in luce come, nelle lingue in cui la dimensione grafica e quella fonetica è "trasparente"³, l'incidenza delle difficoltà fonologiche derivanti dalla dislessia sia inferiore.

Secondo tali ricerche, tre fattori principali concorrono allo sviluppo delle attività di lettura. Il primo è costituito dalla disponibilità di diverse unità fonologiche pre-esistenti alla lettura; il secondo è rappresentato dalla coerenza nelle associazioni tra dimensione fonetica e dimensione grafica; il terzo è la *granularity*, per cui il numero di unità ortografiche da imparare è maggiore del numero di unità fonologiche utilizzate. Un sistema viene considerato completamente trasparente quando a ogni suono corrisponde un segno, cioè, nei sistemi cosiddetti alfabetici, quando a ogni fonema corrisponde una lettera (rapporto 1:1). Il grado di trasparenza si riduce quando la trascrizione ortografica di un fonema richiede più di una lettera e il rapporto fra fonemi e lettere non è più 1:1, ma diventa 1:2, come, per esempio, per il fonema che si riproduce con 2 lettere (il digramma GN in italiano, per esempio). Questa differenza di "granularità" dipende dalla difformità fra il numero di fonemi di una lingua e il numero di lettere di ciascun alfabeto. Per esempio, per l'italiano ci sono circa 30 fonemi, che devono essere trascritti con 21 lettere, anche se nella pratica sono utilizzate altre 5 lettere di origine non-latina (j, k, w, x, y). Il grado di trasparenza non può quindi essere perfetto perché il numero di lettere dovrebbe essere uguale a quello dei fonemi, tuttavia non c'è paragone con la lingua inglese: la regolarità dell'italiano è notevolmente maggiore di quella della lingua inglese, che ha circa 44 fonemi, ma solo 26 lettere a disposizione per la loro trascrizione.

Sulla base di questo criterio, è stata costruita la teoria della dimensione della granularità in base alla quale:

- nei sistemi ortografici ad alta regolarità la scrittura viene acquisita in tempi più rapidi;
- nei sistemi regolari la didattica di insegnamento della lettura e della scrittura più consona è quella sillabico/alfabetica, in quanto la segmentazione e la fusione fonemica risultano molto facili e si prestano a una transcodifica assemblativa (il metodo fonico-sillabico);
- nei sistemi regolari sia la lettura sia la scrittura vengono acquisite in tempi più rapidi che nei sistemi meno regolari;
- i bambini che imparano con i sistemi regolari commettono meno errori ortografici e di lettura di quelli che apprendono un sistema ortografico irregolare come quello inglese.

Secondo tale approccio, la lettura dipenderebbe quindi dall'astrazione di mappe ottimali tra unità grafiche e fonologiche della lingua e l'organizzazione lessicale, così come le strategie che servono a processare le parole al fine di leggere sarebbero fortemente influenzate dai limiti imposti dai diversi sistemi di scrittura. L'apprendimento di una lingua seconda, inoltre, non è inconscio come quello della lingua madre quindi non vi è solo la difficoltà dell'aspetto decifrativo, ma anche quello della fatica cosciente richiesta che è

3. Vedi capitolo 1, introduzione, paragrafo 1.1.

necessaria per apprendere una seconda lingua, come l'inglese, con divergenze notevoli ma non omogenee e regolari tra pronuncia e resa grafica.

La letteratura scientifica attesta che le abilità di codifica (produzione in forma scritta e orale) e decodifica (comprensione di forme scritte e orali) richieste e quelle necessarie per processare l'aspetto fonologico-ortografico hanno bisogno di una motivazione molto forte che, nel caso dei dislessici, può essere pregiudicata dal basso livello di successo percepito e che quindi deve essere accresciuta con stimoli che rendano piacevole un apprendimento così ostico.

2.2 Dislessia: le difficoltà principali

Si elencano ora una serie di difficoltà che possono presentare gli studenti dislessici, con l'avvertenza, tuttavia, che esse potrebbero essere presenti solo in parte o solo in alcuni, o che, ancora, potrebbero essere già state compensate nell'età che qui si prende in considerazione (ossia quella degli alunni della scuola secondaria di primo e secondo grado), poiché gli alunni dislessici non rappresentano una popolazione scolastica omogenea – li accomuna la difficoltà di lettura, ma le differenze soggettive possono essere decisamente consistenti:

- lentezza nell'apprendere e nello stabilizzare la corrispondenza tra le lettere e i suoni nella lingua straniera
- difficoltà con parole funzionali (preposizioni, congiunzioni, ecc.)
- tendenza a non ricordare le elencazioni (nomi, cose, numeri, ecc.), specie se in sequenza
- la comprensione in lettura potrebbe essere compromessa per via della poca accuratezza, velocità e scorrevolezza di lettura
- difficoltà nell'indicare destra o sinistra, l'ordine dei giorni della settimana, dei mesi, ecc.
- difficoltà nella sintassi e nella punteggiatura
- difficoltà a riassumere e a sintetizzare
- difficoltà a prendere appunti o a copiare dalla lavagna
- difficoltà nell'uso del dizionario
- lentezza nel rispondere alle domande, soprattutto quelle aperte che richiedono una risposta articolata
- lentezza nel memorizzare.

In particolare, in inglese, i problemi di decodifica più frequenti sono:

- il cosiddetto *spoonerism*, ossia lo scambio di iniziali di due termini, ad esempio: *fips and chish* per *fish and chips*
- d per b, ad esempio *dog* al posto di *bog*
- confusione tra m e w
- parole lette al contrario (*tip* per *pit*)
- parole scambiate (*home* per *house*)
- confusione tra sequenze di lettere (ad esempio *soiled* per *solid*; *left* per *felt*)
- spelling incoerente: *dolls/dols*, *thanks/thinks*, *natulal/natural*
- conversione fonema/grafema: *ajsrink* (*icerink*), *distroyd* (*destroyed*)
- addizione/sottrazione di lettere: *ekspresioning* (*expressing*), *stoy* (*story*)
- scelte non interpretabili: *witol* (*vehicle*), *endangires* (*endangered*).

2.3 Qualche suggerimento operativo di facile attuazione

STRUMENTI COMPENSATIVI

- Uso di organizzatori anticipati per gli argomenti complessi, ossia schemi o mappe
- Possibilità di registrare le lezioni per uso personale
- Possibilità di usare il computer o il tablet
- Uso dei programmi di sintesi vocale
- Uso di dizionari elettronici
- Uso di calcolatrice, formulari e tabelle
- Uso di programmi di videoscrittura con correttori automatici

MISURE DISPENSATIVE

- Dispensa dalla lettura ad alta voce
- Dispensa dallo scrivere sotto dettatura
- Dispensa dal prendere appunti
- Dispensa dal copiare dalla lavagna
- Dispensa dalla scrittura alla lavagna
- Dispensa dallo studio mnemonico (es. poesie, forme verbali, sequenze...)
- Dispensa di un eccessivo carico di compiti con riadattamento e riduzione delle pagine da studiare mantenendo gli stessi obiettivi

VERIFICHE E VALUTAZIONI

- Interrogazioni programmate e/o concordate
- Dispensa dalle prove scritte in lingua straniera
- Prove orali equipollenti in sostituzione delle prove scritte
- Utilizzo di schemi/mappe/formulari durante le verifiche scritte
- Utilizzo di schemi/mappe/formulari durante le verifiche orali
- Valutazione attenta più ai contenuti che alla forma
- Diminuzione del numero di item per esercizio
- Tempi più lunghi nelle verifiche scritte
- Verifiche su porzioni ridotte di programma
- Utilizzo prevalente di domanda a risposta chiusa
- Lettura delle consegne degli esercizi
- Fornitura delle prove su supporto digitalizzato
- Consegne in italiano delle verifiche di lingua straniera
- Peso maggiore delle verifiche orali rispetto alle prove scritte di lingua straniera
- Tempi più lunghi ai fini del recupero
- Possibilità di utilizzare il dizionario bilingue cartaceo o su supporto informatico

LEZIONI

- Chiarire esplicitamente il piano della lezione e, a ogni passaggio a fase successiva, ricordare il piano
- Se si usa la LIM o un proiettore, fornire alla fine della lezione i file allo studente
- Prevedere esercizi di discriminazione fonologica (ad esempio distinzione tra fonemi dell'inglese che in italiano non hanno valore distintivo /n/ e /ŋ/)
- Ricordarsi di spiegare agli studenti che per motivi storici la lingua inglese è molto “opaca” e quindi...
 - **Una lettera, diversi fonemi: that's the problem!**
 - O → 17 fonemi
 - A → 10 fonemi
 - E → 9 fonemi
 - **Una lettera → nessun fonema**
gave, castle, subtle
 - **Un grafema multi-lettera → diversi fonemi**
EA → lead, meadow, sea
 - **Grafemi diversi → uno stesso fonema**
Be, chief, key
 - **Omografi non omofoni**
Pear/pair
 - **Omofoni non omografi**
Right, rite, wright, write

Quest'ultimo è un problema per tutti gli apprendenti, non solo per i dislessici. Sottolineare le difficoltà dovute alla scarsa “trasparenza” della lingua è molto importante, così come far conoscere agli studenti le seguenti percentuali di errori nella decifrazione delle parole al termine del primo anno di scolarità nel Regno Unito rispetto agli altri paesi europei la cui lingua è più “trasparente”:

Regno Unito: 67% – Germania: 7% – Spagna: 6% – Italia: 5%

2.4 Qualche accorgimento nella didattica quotidiana

Spesso, purtroppo, nonostante i numerosi corsi di aggiornamento e le pubblicazioni su questo argomento – per tacere dell'ottimo e corposo materiale pubblicato online e dell'impegno dell'Associazione Italiana Dislessia – l'associazione tra dislessia e pigrizia è ancora molto frequente.

Gli studenti affetti da tale disturbo, talvolta, oltre a essere visti come problematici e trattati con malcelata insofferenza, vengono anche definiti svogliati, a riprova del fatto che il misoneismo – ossia il timore di ciò che è nuovo e scardina, o anche solo intacca, abitudini e stili di insegnamento, convincimenti e mode didattiche – è ancora molto diffuso.

Limitarsi infatti ad applicare misure compensative e dispensative in modo meccanico, senza invece pensare a una didattica inclusiva ad ampio raggio, per poi concludere che sono gli studenti DSA a non voler vedere applicate le misure o le strategie suggerite, non è forse la strada migliore da intraprendere per chi ha a cuore i propri studenti.

Sapere di dover svolgere la verifica in modo diverso dagli altri, per esempio, molte volte spinge gli adolescenti a non avvalersi delle misure compensative e dispensative proposte perché vengono intese come marcatori di differenza. Usare il tablet o un notebook quando i compagni usano il foglio protocollo, non è concepito come una strategia strumentale equiparabile a mettersi gli occhiali se non si vede la lavagna. E queste differenze, seppur minime, possono avere conseguenze serie per gli apprendenti.

Come osserva Giacomo Stella⁴: “Alla scuola superiore il problema viene accentuato dal rifiuto da parte degli studenti di utilizzare strumenti compensativi e misure dispensative per non essere identificati come ‘diversi’”. Quindi, oltre ai fattori di rischio di insuccesso, ci sono anche fattori di rischio psicosociale e psicopatologico. “Ci vorrebbe”, sempre secondo Stella, “una scuola completamente diversa, basata sull’apprendimento e non sull’insegnamento. Questo significa non valutare unicamente le risposte alle nozioni, ma far crescere gli studenti agendo sulle loro potenzialità, senza diversificare chi necessita di computer o di tavola pitagorica da chi non ne ha la necessità. Inoltre, è necessario un nuovo contratto educativo in cui ciascuno viene riconosciuto per quello che può dare e superare, almeno alla primaria, l’attuale modello classificatorio. È importante una scuola senza compiti, ma con attività di potenziamento e di allenamento diversificate condotte all’interno della scuola, anche se affidate ad agenzie diverse. Insomma, una scuola amica che consideri l’apprendimento un’opportunità per tutti e non una punizione per alcuni.”

Chi vive quotidianamente la realtà scolastica, che si sa essere fatta non solo di didattica ma anche di burocrazia, edilizia, sicurezza, arredi e programmazioni talvolta eccessivi e/o inadeguati, potrà considerare quanto sopra utopico, se non la solita aria fritta, ma, come si spera di poter dimostrare con alcuni esempi, basta estendere alcuni accorgimenti a tutta la classe per creare un ambiente inclusivo a costo zero.

La dislessia, da “problema” che affatica la vita dei docenti e la riempie di ulteriori e lunghi documenti e doppi lavori, che stigmatizza gli studenti in “diversi” e “difficili”, può trasformarsi in “opportunità”, occasione di dare una svolta al proprio metodo di insegnamento, riuscendo finalmente a trasformare la propria didattica, talvolta cattedratica, monodiscendente e frontale, in una didattica più personalizzata, ricca e coinvolgente, a misura di ogni studente.

Gli accorgimenti che seguono tengono anche conto delle differenze tra le difficoltà di apprendimento nella scuola primaria e in adolescenza, momento nel quale il problema è

4. Professore ordinario di Psicologia clinica all’Università di Modena e Reggio Emilia, fondatore dell’Associazione Italiana Dislessia, membro del comitato tecnico-scientifico per l’attuazione della legge 170 e del comitato promotore per il panel di aggiornamento e revisione della Consensus conference sui DSA, direttore scientifico della rete di centri clinici S.O.S. Dislessia per diagnosi e rieducazione dei DSA e di I.RI.DE, Istituto di Ricerca sulla dislessia evolutiva. Citazione tratta da <http://www.sardegnamecicina.it/content/dislessia-e-dsa-sotto-la-lente-di-giacomo-stella>.

più della memoria di lavoro che non nelle difficoltà di letto-scrittura, ossia la capacità di mantenere in mente e manipolare le informazioni per un breve periodo di tempo. Essa è implicata in molteplici attività della vita quotidiana, come farsi la cartella e capire informazioni stradali, ma anche nell'attività scolastica, come ripetere una parola in una lingua straniera e memorizzare consegne complesse. Infatti, il recupero delle informazioni a lungo termine che opera quando l'insegnante spiega e lo studente ascolta oppure legge e prende appunti, interviene nell'organizzazione del discorso e nella comprensione del testo. Se si producono enunciati troppo complessi, si sollecita in modo eccessivo la memoria di lavoro, perché non si riesce a mantenere il collegamento tra l'inizio dell'enunciato e la fine, il che è necessario al fine dell'apprendimento.

Un esempio molto facile da capire è quello delle indicazioni stradali: “Svolta alla prima a destra e poi di nuovo a sinistra in corrispondenza del semaforo di fronte alla farmacia, poi procedi sempre dritto e, dopo aver oltrepassato alla tua destra il tabaccaio, svolta a destra e in corrispondenza della rotonda...”. Questo tipo di informazione, nella vita reale, sarebbe interrotta dall'interlocutore con DSA che deciderebbe di chiedere la ripetizione della sequenza già dalla prima svolta oppure di affidarsi a un navigatore. In classe ciò non è possibile, ecco quindi che una modalità diversa di trasmettere i contenuti può essere risolutiva, poiché è il sovraccarico di informazione nella memoria che porta lo studente DSA a distrarsi e a cancellare anche le poche informazioni trattenute.

Nella scuola, spesso, il problema della memoria di lavoro non viene identificato, ma attribuito a scarsa attenzione⁵. Una capacità di memoria di lavoro inefficiente impedisce di manipolare le informazioni. Una semplice verifica per rendersi conto del problema potrebbe essere quella di far ripetere in ordine inverso sequenze di numeri o parole. A sviluppo di memoria terminato, ossia a 15 anni, si dovrebbe essere in grado di ricordare tra le 5 e le 6 parole dette in sequenza.

Accorgimento 1: abbassare il filtro affettivo

Secondo il celebre linguista statunitense Stephen Krashen, per acquisire una nozione è necessario che non sia inserito il filtro affettivo, altrimenti ciò che si comprende viene collocato nella memoria a breve termine e non diventa acquisizione stabile e definitiva.

Nelle situazioni di sfida piacevole, nella convinzione di poter riuscire, l'organismo rilascia neurotrasmettitori (come la noradrenalina) necessari per fissare la “traccia mnestica”, ossia per fare proprio l'input che viene recepito, mentre in stato di paura e stress si produce uno steroide che blocca la noradrenalina e fa andare in conflitto l'amigdala – la ghiandola “emotiva” che vuole difendere la mente da eventi spiacevoli – e l'ippocampo – la ghiandola che invece ha un ruolo attivo nell'attivare i lobi frontali e iniziare la memorizzazione.

Il filtro affettivo è dunque un preciso meccanismo di autodifesa che viene attivato da stati di ansia e condiziona negativamente il passaggio dei dati. In sostanza, lo stato

5. G. Stella, *La dislessia in adolescenza*, in <https://www.youtube.com/watch?v=iiGNykzaAPI>

emozionale del soggetto, causato dall'ansia di fronte al compito, può favorire o impedire l'elaborazione mentale di ciò che sente: in presenza di un filtro affettivo attivato non si può avere acquisizione, ma solo apprendimento.

Le modalità e l'intensità attraverso le quali il filtro agisce sull'apprendimento del soggetto dipendono dalle sue caratteristiche personali, ma anche e, in alcuni casi soprattutto, da come l'ambiente è in grado di "leggere" e di soddisfare le sue motivazioni profonde in relazione ai contenuti da apprendere, e di come questo possa procurare al soggetto benessere emozionale, in quanto "lo stato mentale rilassato dello studente [...] aumenta la recettività verso la nuova materia"⁶.

La soluzione dunque è quella di non far innescare tale filtro affettivo, solitamente attivato da:

- stati di ansia: ad esempio, un dettato autocorretto non è ansiogeno, ma solo una sfida con se stessi, mentre un dettato che poi viene corretto dall'insegnante crea ansia;
- attività che pongono a rischio l'immagine di sé che lo studente vuole offrire al resto della classe: ad esempio, chiedere a uno studente di parlare o dialogare in lingua straniera prima che egli si senta sicuro di riuscirci;
- attività che minano l'autostima: per esempio, la procedura *cloze* (tecniche di incastro), gli esercizi in cui occorre rimettere in ordine le parole e gli esercizi in cui si deve trovare un sinonimo sono attività che pongono lo studente di fronte alla propria capacità di *problem solving*, che può parere inadeguata;
- attività che provocano la sensazione di non essere in grado di apprendere: ad esempio, le attività di comprensione che aprono un'unità d'apprendimento devono facilitare al massimo il primo contatto con un nuovo testo in lingua straniera, evitando l'inserimento del filtro affettivo⁷. Un accorgimento quindi potrebbe essere quello di scegliere testi di questo tipo in modo da alzare il livello di autostima.

Quanto elencato non si riferisce esclusivamente a studenti con BES, si può dunque facilmente cogliere come la dislessia possa concorrere a moltiplicare gli stati d'ansia di fronte a una qualsiasi attività di apprendimento.

La chiave è, forse, aiutare chi la dislessia non ce l'ha, ossia rendere i docenti consapevoli che la didattica trasmissiva e gli esercizi di cui sopra escludono e non includono, e spingerli a chiedersi se abbassare il filtro affettivo non giovi a tutta la classe e non solo ai dislessici.

Accorgimento 2: multisensorialità

Come già accennato, occorre puntare sulla motivazione e su strategie didattiche appropriate, come l'approccio multisensoriale, per esempio, il cui principio fondante è che "gli studenti percepiscono l'input linguistico mediante il ricorso a più di un canale

6. Cfr. P. E. Balboni, *Le sfide di Babele. Insegnare le lingue nelle società complesse*, UTET, 2012, p. 39.

7. *Ibidem*, p. 40.

sensoriale, facendo sì che si realizzi simultaneamente un'elaborazione visiva, uditiva, e tattile-cinestetica dell'informazione"⁸.

Scrivere e pronunciare le nuove parole sollecitando l'associazione a un simbolo visivo, compitare le parole ad alta voce, far percepire che quando si pronuncia la lettera "h" in inglese si emette dell'aria (espirazione) che ad esempio sposta una pallina di carta che l'insegnante tiene in mano, aiuta ad associare struttura grafica, pronuncia e significato della parole.

Trasformare la classe in un laboratorio multisensoriale o poter disporre di un laboratorio linguistico sarebbe l'optimum, ma, partendo da ipotesi più realistiche e cioè che non sia possibile accedere ad un siffatto laboratorio, che non vi sia una LIM in classe, né un proiettore collegato a un computer, si può chiedere agli studenti di portare i loro apparecchi in base alla nota strategia BYOD (*Bring Your Own Device*) oppure almeno reperire delle casse per il PC d'aula.

Accorgimento 3: flessibilità e clima relazionale positivo

Un'altra parola chiave è flessibilità, perché non esiste un alunno dislessico standard e spesso vi è un disturbo misto: si tratta quindi di trovare insieme allo studente strategie diverse che vanno adattate di volta in volta.

Ogni insegnante di lingua inglese conosce molto bene quale sia il ciclo di apprendimento delle lingue straniere: *comprehension-assimilation-production*. Tuttavia, talvolta non attribuiamo abbastanza valore all'aspetto della ricezione-comprensione, tendendo a darlo quasi per scontato. Ciò capita soprattutto con l'inglese, sia perché è la più romanza tra le lingue germaniche, sia perché nel registro formale annovera molti termini di derivazione greca o latina che la maggior parte degli studenti italiani non ha eccessiva difficoltà a comprendere. Valorizzare la comprensione del testo e non sottovalutarla potrebbe aiutare gli studenti ad elevare il livello di autostima e a rafforzare la fiducia nelle proprie abilità di comprensione, anche se si tratta di testi puramente referenziali, in questo modo affronterebbero con meno timore testi in cui abbondano verbi fraseologici, figure retoriche, polirematiche e proverbi.

Flessibilità significa anche non procedere per tappe forzate, ma privilegiare le attività in cui gli studenti riescono meglio in modo da trarre gratificazione da ciò che fanno.

Alcuni suggerimenti potrebbero essere:

- contestualizzare sempre i vocaboli anche rispetto a campi semantici vicini agli interessi dei ragazzi, come la musica, il calcio, la danza, per esempio, e rinunciare a un paragrafo del libro su una corrente letteraria o su un autore
- parlare di un autore raccontando aneddoti sulla sua vita privata che attirino l'attenzione degli studenti
- dire che Shakespeare non sapeva scrivere il proprio cognome e lo scriveva in modi sempre diversi

8. P. Aiello et alii, "Dislessia e complessità didattica della lingua inglese nei contesti scolastici italiani: proposta di un approccio multisensoriale ed interattivo" in *Italian Journal of Special Education for Inclusion*, anno 1, n. 2, 2013, p. 113.

- raccontare le difficoltà che avevano a scuola letterati di primo piano, e, soprattutto, raccontare le proprie difficoltà di quando eravate voi gli studenti
- non aver paura di usare l'italiano per attirare l'attenzione: se gli studenti non capiscono, si distraggono, pensano che l'inglese sia troppo difficile e assumono atteggiamenti rinunciatari
- usare colori per le parole chiave
- usare lo stampatello e chiedere se capiscono, o scusarsi per la propria brutta grafia sono strategie che non costano niente e migliorano la relazione tra docenti e studenti, permettendo agli alunni dislessici di capire le parole meglio senza rivolgersi al compagno di banco
- sorridere, chiedere agli studenti come stanno, come si sentono, soprattutto se ci si rende conto che è successo qualcosa che li ha rattristati o agitati nell'ora precedente e rinunciare a spiegare quello che ci si era prefissi o a interrogare o a svolgere la verifica scritta è un esempio di flessibilità che influisce molto positivamente sull'aspetto emotivo-motivazionale, perché gli studenti associano inevitabilmente il docente alla materia e se il docente li considera persone e non secchi da riempire – per citare la celebre metafora di Yeats⁹ – la fiamma prima o poi si accenderà
- lodarli: gli insegnanti madrelingua dicono continuamente “good” o “excellent”: è una buona tecnica motivazionale
- mimate: mettetevi sotto la cattedra se dovete spiegare “under” o fate cadere una biro per spiegare “to drop”: oltre a catturare la loro attenzione innescherete un altro canale di riconoscimento del nuovo vocabolo.

Liberate la vostra fantasia: in fondo le indicazioni nazionali stesse sottolineano l'importanza di programmare un'azione educativa che tenga in considerazione principalmente le risorse dell'individuo, puntando su un'accoglienza educativa che gli permetta di affrontare con serenità le attività richieste.

Accorgimento 4: lavori di gruppo o di coppia e cooperative learning

Lavorare in coppia o in gruppo è più delicato perché una cosa è doversi esporre di fronte all'insegnante e alla classe, altra cosa è, invece, relazionarsi tra pari, in un'intervista, in un *role play* o in un'attività di *work in pairs*.

Il confronto ridotto consente anche di lavorare sulle dinamiche relazionali della classe: gli studenti imparano a confrontarsi anche con i compagni meno simpatici o meno conosciuti e non solo con il compagno di banco; se il clima è positivo, si possono creare dei gruppi basandosi sulle date di nascita e associando tutti coloro che sono nati nello stesso mese o tutti coloro che sono nati in primavera o in estate in modo da evitare che qualcuno si senta escluso. Associare studenti che ottengono risultati molto positivi ad altri che non li ottengono, non è sempre una buona idea, perché talvolta il criterio è troppo ovvio e finirebbe per umiliare questi ultimi, se non si sa mediare e far accettare un messaggio di aiuto tra pari.

9. “Education is not the filling of a pail, but the lighting of a fire”, W.B. Yeats.

L'importante è sempre chiarire perché si deve svolgere un determinato esercizio e che cosa si impara facendolo: se l'insegnante sa dove deve andare, gli alunni lo seguono, ma in coppia o in gruppo è più divertente.

Il metodo principe per quanto riguarda l'apprendimento cooperativo formale e strutturato, molto differente quindi dall'approccio grammatico-traduttivo, è il *cooperative learning*, ispirato alle teorie costruttiviste e alla teoria della valutazione autentica. Per quanto riguarda la didattica delle lingue straniere, l'approccio di Spencer Kagan¹⁰ ha il vantaggio di essere di facile implementazione e di non richiedere una lunga progettazione preparatoria.

Nell'interazione "a stella", tipica della lezione frontale, al centro vi è sempre l'insegnante, mentre nelle attività di apprendimento cooperativo l'interazione è reticolare e coinvolge tutti gli allievi in modo olistico senza essere mediata dal docente.

Nell'interazione "a stella" gli alunni considerano importante solo il parlato di quest'ultimo e si sentono esonerati dall'ascoltare i compagni¹¹. L'attività didattica suddivisa in momenti di spiegazione e interrogazione instaura un rapporto solitario, a due, tra alunni e insegnante, che alza il livello del filtro affettivo. L'interrogazione, tipico esempio di conversazione diseguale, è un *unicum* italiano che causa noia e distrazione, soprattutto nel caso delle interrogazioni cosiddette "programmate", negative soprattutto nell'apprendimento di una lingua straniera, in particolare nel caso di alunni dislessici che necessitano di sistematicità e non possono affrontare molte pagine di contenuti tutte insieme, anche se, ovviamente, devono sapere quando e su che cosa saranno interrogati.

Accorgimento 5: schemi/tabelle/quaderno compensativo/mappe

L'utilizzo di poster didattici, la realizzazione di schemi con la reiterazione di forme linguistiche di difficile memorizzazione, un formulario di rielaborazioni sintetiche da realizzare insieme, sono strategie che funzionano sempre. Tali attività sono socializzanti e favoriscono l'integrazione piuttosto che la differenziazione. Difficilmente gli studenti le rifiuteranno o le troveranno banali, soprattutto se si dirà loro che possono utilizzare tali materiali anche durante le verifiche scritte o orali (le neuroscienze hanno dimostrato che scrivendo si memorizza, tanto più se lo si fa con colori diversi). Gli studenti dislessici potrebbero disegnare i mediatori iconici oppure si occuperanno di reperire mappe e sintesi sul loro apparecchio elettronico in base alle loro preferenze.

In alcune facoltà universitarie si permette agli studenti di tenere aperto il libro di testo durante gli esami, perché se l'argomento non è stato compreso e non si è acquisito un metodo di studio adeguato, non si riesce comunque a svolgere il compito assegnato in maniera adeguata; quindi, perché puntare sulla memorizzazione non contestualizzata delle preposizioni dei *phrasal verbs*, per esempio, quando si apprendono in modo più proficuo utilizzandoli e magari disegnando delle vignette che li illustrino? Anche le *flash card* sono efficaci e divertenti. Si possono coinvolgere gli studenti nella loro creazione e

10. S. Kagan, *L'apprendimento cooperativo: l'approccio strutturale*, Edizioni Lavoro, 2000, Roma.

11. C. Lavinio, *Comunicazione e Linguaggi disciplinari*, Carocci, Milano, 2006, p. 190.

sono utili per ripassare il lessico e alcune regole grammaticali. O, ancora, si possono realizzare dei poster... per esempio dal titolo “Attenti a quei due” per elementi grammaticali o lessicali a confronto e soggetti a interferenze o “Usare solo in caso di necessità” (ma la creatività degli studenti sarà certamente più accattivante), oppure conseguenze temporali con traduzione a fianco per ricordare la differenza di uso tra L1 e L2...

<i>Mangio</i> una mela ogni giorno.	I eat an apple every day.
Oggi a pranzo <i>mangio</i> una mela.	I'm going to eat an apple at lunch.
Adesso <i>mangio</i> una mela.	I'm eating an apple now.
Ho fame: <i>mangio</i> una mela.	I'm hungry. I'll eat an apple.
<i>Mangio</i> solo una mela a pranzo da una settimana.	I've been eating just an apple at lunch for a week.

Agli studenti si può chiedere di osservare l'economicità dell'italiano rispetto all'inglese, una volta tanto, oppure semplicemente che in inglese cambia sempre il tempo e in italiano si usa sempre il presente indicativo per indicare azioni che si svolgono in tempi diversi, oppure si può parlare dell'aspetto del verbo, delle funzioni linguistiche, ecc., ma è importante che ce l'abbiano sempre davanti quando svolgono un esercizio di produzione scritta.

È fondamentale chiarire che questa differenza causa errori di interferenza e che ci sbagliavamo anche noi quando avevamo la loro età perché tutti traducono dalla lingua madre. È inutile ipotizzare situazioni di “bagno linguistico” e di metodo comunicativo puro che difficilmente sono praticabili in una classe con 24 studenti per tre sole ore alla settimana in cui si deve anche spiegare, correggere e valutare e che, comunque, funzionano solo con i bambini piccoli: l'adolescente vuole sapere perché e fa confronti con la lingua italiana. Rispondiamogli o, meglio ancora, anticipiamolo.

Lo studente dislessico potrebbe utilizzare un quaderno compensativo in cui inserire gli ostacoli alla memoria sia durante le verifiche scritte sia durante quelle orali. Ciò ovvierebbe al problema di confondere una parola con un'altra e consentirebbe di testare più la sua comprensione che la sua memoria.

La mappa concettuale è un altro strumento utile. Si tratta della rappresentazione grafica di un concetto, un'informazione o una conoscenza. L'utilizzo delle mappe concettuali nella didattica permette non solo un apprendimento significativo, ma anche lo sviluppo della meta-cognizione, intesa come la consapevolezza che un soggetto ha della propria capacità cognitiva. Non è da dimenticare, inoltre, che le mappe concettuali disegnano l'articolazione della rete cognitiva in cui un dato sapere è collocato e collegato ad altre conoscenze, pertanto la sua rappresentazione grafica obbliga ad una lettura di tipo ipertestuale e abituata chi le utilizza ad abbandonare il pensiero lineare/sequenziale e ad utilizzare il cosiddetto pensiero reticolare.

Imparare ad usare ed insegnare ad usare software specifici può essere una buona strategia. Tali software infatti solitamente utilizzano due strategie peculiari affinché una

mappa sia effettivamente utile: la riduzione del numero di informazioni e della complessità visiva e l'aumento del valore informativo del singolo nodo. Alcuni esempi sono: 'IperMAPPE' (studiato appositamente per gli apprendenti dislessici), 'cmap', 'XMind', e 'Mindomo' (quest'ultima applicazione presenta anche la possibilità di collaborazione in tempo reale poiché più utenti possono lavorare contemporaneamente sulla stessa mappa). Tali mappe possono anche essere integrate da altre applicazioni o piattaforme eLearning (*Moodle, Blackboard, Desire2Learn, Clever, itslearning*).

In ogni caso, le mappe non si devono improvvisare e bisogna imparare a costruirle e a farle costruire, altrimenti si rischia di ottenere esiti opposti che confondono gli studenti. Le mappe non devono essere ricche, ma essenziali e con chiare relazioni. I ragazzi con DSA tendono a perdersi quando devono preparare un'argomentazione, sia scritta sia orale, a causa delle difficoltà che hanno nei processi di automatizzazione delle informazioni. La mappa aiuta a minimizzare i punti deboli dello studente, compensando la lentezza nella lettura, la stanchezza nella lezione, la disorganizzazione e la struttura sintattica esclusivamente paratattica, a patto che:

- si eviti la prima progettazione a mano libera da parte dello studente: la dislessia severa rende arduo individuare nel testo le parole grafiche, la memoria a breve termine fa dimenticare i collegamenti, la disgrafia rende incomprensibile la rilettura
- si faccia utilizzare il PC con sintesi vocale guidandoli nell'uso, non delegando al PC ciò che è peculiare del docente
- si forniscano le mappe nel caso di contenuti complessi di genere storico-letterario ricordandosi di individuare i nodi e i concetti associati, assegnando loro etichette significative (parole-concetto)
- si individuino i collegamenti (anche quelli che al docente paiono scontati) e si assegnino le parole-collegamento
- si facciano svolgere attività di preparazione alla costruzione delle mappe come, per esempio, imparare a scegliere il significato in base al contesto o saper ricavare informazioni dagli espedienti grafici dei libri di testo, dai mediatori iconici, dalle fotografie e dai titoli dei paragrafi.

Accorgimento 6: provare la *flipped classroom*

Anche la *flipped classroom* può essere una strategia per abbassare il filtro affettivo. L'idea è quella di fornire agli studenti dei materiali didattici appositamente selezionati o predisposti dall'insegnante prima di affrontarne il contenuto insieme in classe.

La prima cosa che gli studenti fanno diventa quindi quella di studiare guardando video, consultando i materiali ed adoperandoli più volte fino a quando i concetti non sono sufficientemente chiari. Visto che lo studente dislessico non può permettersi lo stesso metodo di studio dei normolettori – ossia leggere più volte il materiale di studio – dato che la difficoltà di lettura rallenta i tempi e affatica in modo eccessivo rendendo precari i processi di comprensione e elaborazione del testo, occorre spiegare quali siano le strategie per ottimizzare il metodo di studio. In questo caso il concetto di classe capovolta funziona solo se il docente conosce e fornisce prima il materiale da preparare

a casa e lo corredata di una traccia per creare aspettative e focalizzare l'attenzione su determinati argomenti. L'insegnante potrebbe quindi, per esempio, dare come consegna di leggere il titolo e individuare l'argomento centrale del titolo e i sotto-argomenti; fornire un glossario evidenziando prima le parole più difficili che si troveranno nel testo; suggerire di gerarchizzare le informazioni utilizzando le congiunzioni, dopo aver fornito una tabella con i *linking signals*; o ancora usare colori diversi per far ricordare meglio le informazioni più importanti e le parole chiave.

La seconda parte del lavoro avviene invece in classe dove l'insegnante si troverà (almeno dal punto di vista teorico) un gruppo di studenti già preparato e, a detta dei sostenitori, finalmente omogeneo ed "allineato"¹². Nella terza parte c'è un momento di recupero e sistematizzazione delle informazioni e una simulazione di verifica.

In sintesi:

SÌ	NO
Ridondanza (riutilizzo in vari contesti dei medesimi vocaboli)	Uso di sinonimi
Multisensorialità (vari linguaggi: paraverbali, iconici, uditivi)	Metodo <i>'talk and chalk'</i>
Input segmentato (tempi più lunghi e compiti scorporati in più fasi)	Assegnazione di contenuti da studiare "da pagina a pagina"
Input sistematico (schemi di riferimento e ricapitolazioni)	Scarso rinforzo, digressioni, pianificazione disordinata della lezione
Input ludico	Assegnazione di elenchi di vocaboli o verbi da sapere a memoria
Usare organizzatori anticipati: schemi, tabelle, mappe con uso di colori diversi per gerarchizzare le informazioni, le desinenze, l'ordine delle parole che devono imparare e controllare l'aggiornamento sistematico del quaderno compensativo	Non dare come consegna la rilettura di argomenti nuovi o poco chiari

12. In realtà non è proprio così, perché dipende dall'ambiente di apprendimento domestico e dalla possibilità di consultare il materiale o di farsi aiutare, ma è un tentativo che val la pena fare.

3. DIDATTICA INCLUSIVA E RESILIENZA

3.1 Superare la logica compensativa

In considerazione di una visione pedagogica che si proponga come ponte e non come muro e che non deleghi alle tecnologie il lavoro dell'insegnante, fatto di relazione e accompagnamento, si propone in questa sezione un approccio didattico orientato a superare la logica compensativa e a sviluppare le potenzialità individuali. Le misure compensative previste dalla normativa vigente sono già state accennate e sono in genere ormai note a tutti i docenti, ciò che forse è più opportuno ricordare è la differenza tra didattica individualizzata e didattica personalizzata¹.

Mentre "individualizzato" è l'intervento didattico misurato su ogni singolo individuo, tale intervento diventa "personalizzato" quando è ideato ad hoc per ogni studente, calibrato sulle sue necessità.

L'azione formativa individualizzata si prefigge obiettivi comuni per tutti gli studenti della classe, ma è concepita modellando le metodologie in funzione delle caratteristiche individuali dei singoli studenti. La didattica individualizzata si caratterizza per l'assegnazione di determinate attività individuali che può svolgere il singolo discente per potenziare specifiche competenze: ad esempio nella classe terminale della secondaria di secondo grado scrivere una mail all'Ufficio Relazioni con il Pubblico per lamentarsi della qualità del servizio, gerarchizzare le informazioni di un testo storico o in una biografia, individuare le informazioni referenziali e inferenziali in un dato testo, scrivere un testo argomentativo, svolgere un esercizio di scrittura documentata, individuare le figure retoriche di un testo poetico, scrivere un testo utilizzando solo termini denotativi e non connotativi e viceversa, o ancora distinguere il registro formale da quello informale in un articolo di giornale.

La didattica personalizzata, invece, gestisce l'offerta didattica e le modalità relazionali sulla specificità e univocità a livello personale dei bisogni educativi considerando le differenze individuali sotto il profilo qualitativo, accrescendo i punti di forza di ciascun allievo. Gli individui apprendono in maniera diversa l'uno dall'altro secondo le modalità e le strategie con cui ciascuno elabora le informazioni e quindi la didattica inclusiva deve tener conto degli stili di apprendimento che differiscono da studente a studente. Quando si usano mappe concettuali, organizzatori anticipati, mediatori iconici calibrati sul singolo studente e adeguati al suo particolare stile di apprendimento, si usa la didattica personalizzata. La sinergia tra didattica individualizzata e personalizzata crea le condizioni più favorevoli per l'apprendimento.

Non si tratta più dunque di far fare a ciascuno la stessa cosa nello stesso modo, ma di adattare a necessità e stili diversi attività che rimangano simili negli obiettivi ma diverse nella modalità di somministrazione, gestione e valutazione.

1. Cfr. AA. VV., *Dislessia e altri DSA a scuola. Strategie efficaci per insegnanti*, Erickson, Trento 2013, p. 79.

Il primo passo per diventare un docente inclusivo è l'analisi dei prerequisiti degli studenti. Dando per scontato che il docente debba credere egli stesso nell'inclusione perché possa riuscire a realizzarla, per quanto riguarda i discenti occorre conoscere il retroterra scolastico di ogni alunno dislessico per capire se vi sia stata una presa in carico tempestiva o meno e capire le specifiche difficoltà di ciascuno. Le differenze soggettive, come già chiarito, sono infatti essenziali per la scelta adeguata degli strumenti compensativi da adottare.

Alcuni studenti incontrano difficoltà nella comprensione del testo e quindi la sintesi vocale o l'uso di programmi di video-scrittura con correttore ortografico bastano da un punto di vista legale, ma potrebbero non essere sufficienti da un punto di vista didattico. Il computer funziona solo se l'alunno lo sa usare bene, sapendolo adattare alle proprie esigenze di studio, tuttavia difficilmente gli studenti dislessici sono dattilografi provetti che conoscono perfettamente i programmi di video-scrittura, pur essendo molto veloci nello scaricare film e musica o interagire sui social network. Inoltre, raramente gli studenti sanno filtrare le fonti, se non glielo si insegna a scuola, per cui le teorie sconclusionate di un blogger qualsiasi spesso sono considerate alla pari di quelle di accademici di fama. Occorre dunque insegnare loro la differenza, così come è necessario spiegare il divario culturale e di affidabilità che corre tra l'enciclopedia Treccani online, ad esempio, e Wikipedia, nonché informarli sull'esistenza di Google Scholar e scoraggiarli, invece, dall'utilizzare Google traduttore, dato che traduce "tu sei" con "you six"²!

Più che affidarsi unicamente a strumenti digitali, è invece essenziale potenziare le capacità di ascolto degli alunni dislessici e rafforzare le loro relazioni sociali, così come la competenza sociale di saper chiedere aiuto è una competenza che molti studenti devono ancora apprendere: un progetto di autonomia non significa infatti imparare a fare a meno degli altri, ma significa imparare a chiedere aiuto e a ringraziare per averlo ricevuto³.

Il PC non basta se il modello di lezione è quello trasmissivo in cui il docente parla e scrive date e nomi alla lavagna in corsivo! Forse adottare strategie è più opportuno che adottare tecnologie, come suggerito dalla seguente tabella⁴:

2. Un sistema infallibile è, per esempio, quello di prendere un testo autentico, letterario o giornalistico, che loro conoscono e farlo tradurre da Google traduttore, mettendo a fronte la traduzione di un anglista.

3. Cfr. F. Fogarolo, "Tecnologie per compensare la dislessia: che cosa fare perché siano efficaci" e E. Ghidoni, D. Angelini, "La dislessia negli adolescenti e negli adulti", in *La Dislessia e i Disturbi specifici dell'Apprendimento*, in *Annali della Pubblica Istruzione* 2/2010.

4. Vedi F. Fogarolo, *op. cit.*, p. 111.

STRATEGIE COMPENSATIVE	TECNOLOGIE COMPENSATIVE
Vengono spesso acquisite, e anche individuate, autonomamente dagli alunni.	Almeno all'inizio, l'intervento degli adulti è indispensabile.
Raramente hanno controindicazioni. Possono essere più o meno efficaci ma è molto raro che possano essere considerate dannose.	Le tecnologie mal somministrate possono essere seriamente controproducenti: calo di motivazione e autostima, netta diversificazione dalla classe, complicazione operativa, allungamento dei tempi...
Spesso le strategie sono utili a tutti i ragazzi e quindi possono essere proposte a tutta la classe. Non hanno alcuna caratteristica stigmatizzante e vengono accettate molto più facilmente dagli alunni con problemi di vario tipo.	L'uso delle tecnologie usate in funzione compensativa è davvero conveniente solo in presenza di un serio disturbo; per gli altri alunni sarebbero un'inutile complicazione in più. Problemi di rifiuto e/o accettazione sono molto frequenti.
Le strategie, almeno quelle di base, non hanno costi e possono essere usate con tutti gli alunni senza problemi. Questo facilita l'accettazione e la condivisione.	Molte tecnologie richiedono prodotti software distribuiti con licenza unica e che non possono pertanto essere usati da tutti i compagni.
Possono essere introdotte o suggerite anche in modo strutturato o informale, in base ai più svariati stimoli o suggerimenti educativi.	È necessario un percorso di formazione e addestramento, almeno in certi momenti più significativi, per acquisire alcune abilità per una efficace competenza.

Diventare un insegnante inclusivo è molto difficile perché richiede molto tempo e la messa in discussione della propria routine didattica, ma è anche una sfida emozionante che si può vincere se si riesce a sviluppare resilienza e ad accettare che è un percorso ad ostacoli con poche gratificazioni a breve termine. Non bisogna stancarsi di provare e cambiare strategia quando questa non funziona, evitando sia i conflitti che a volte si creano, ma anche il pietismo, per cui “la sufficienza è scontata dato che l'alunno è dislessico”. Cerchiamo di ricordarci ogni giorno le parole di Thomas Jefferson: “There is nothing more unequal than the equal treatment of unequal people”.

3.2 Come sviluppare la resilienza e l'autoefficacia nell'ora di inglese

La resilienza è definita come un processo di adattamento funzionale per affrontare le avversità, le situazioni stressanti e traumatiche della vita (Masten, 1994), o come la capacità di “rimbalzare” (*rebound*) o far fronte con successo alle avversità, o, secondo la definizione di Froma Walsh (2003), come l'abilità di resistere e affrontare senza soccombere alle sfide che la vita impone, come un processo che coinvolge aspetti dinamici che sostengono, incoraggiano e promuovono l'abilità di contrastare e opporsi. Essere resilienti implica lo sviluppo di quelle competenze emotive, sociali, e cognitive necessarie al superamento delle difficoltà nonostante l'individuo sia esposto a notevole fonte di stress⁵. Tuttavia, le definizioni proposte dagli esperti sono ben più numerose di quelle sopra citate.

5. Cfr. V. Cavioni, M. Lupica Spagnolo, G. Beddia, M. A. Zanetti, “Promuovere la resilienza a scuola. Un curriculum europeo per docenti e studenti”, in *Psicologia e Scuola*, maggio-giugno 2015.

In ambito anglofono, associato alla resilienza si trova il concetto di *empowerment*, termine di difficile traduzione perché sintetizza in una parola la capacità di padroneggiare una situazione e la consapevolezza di avere il potere di influire sull'ambiente grazie alle proprie competenze in quel determinato ambito. Secondo questo approccio, gli indicatori dell'*empowerment* personale sono principalmente fondati sulla capacità di controllo personale e di autonomia e rimandano ai concetti di auto-apprezzamento/valutazione delle competenze e alla stima di sé. Per questo concetto, i ricercatori canadesi francofoni usano il termine *habilitation* (accrescimento dell'abilità)⁶. Al di là della questione terminologica, a scuola interessano gli aspetti operativi delle componenti dell'*empowerment*, identificate dagli studiosi Zimmerman, Bandura e Mechanic⁷:

1. attribuzione di causalità interna
2. percezione di auto-efficacia
3. speranza appresa (traduzione di *learned hopefulness*)
4. pensiero positivo operativo.

Si potrebbe obiettare, ironicamente, "Vasto programma!". In classe, però, gli studenti trascorrono parecchie ore e quindi ci sarebbe il tempo per tentare di far sviluppare tali atteggiamenti nei confronti delle difficoltà scolastiche.

Nel caso del fattore uno – ossia l'attribuzione di causalità interna –, è tipico di alcuni adolescenti attribuire i risultati delle proprie azioni e dei propri risultati scolastici negativi all'insegnante del momento, al sistema scolastico, al libro di testo, agli insegnanti degli ordini di scuola precedenti, ossia a forze esterne e indipendenti dai propri comportamenti. Nei confronti dell'inglese, l'atteggiamento di alcuni studenti dislessici è rinunciatario perché esso è da sempre fonte di frustrazione e diminuzione del livello di auto-stima. Altri adolescenti, invece, come meccanismo di difesa, per non riconoscere che c'è qualcosa che non va, si attribuiscono tutte le responsabilità: "non lo imparo perché non ho voglia di studiarlo", "mi annoia", "non mi va". Anche questo è un modo per reagire allo stress causato dall'insuccesso scolastico, è una strategia di *coping*, ossia un processo di adattamento, uno sforzo cognitivo e comportamentale per far fronte a una difficoltà, al fine di ridurre la minaccia che stressa l'individuo. Meglio dire di non aver voglia di studiare, meglio convincersi che il problema è la mancanza di volontà, piuttosto che chiedere aiuto e riconoscere che c'è un problema. Questo atteggiamento è anche influenzato dall'egocentrismo dell'adolescente oppure dal meccanismo psicologico della profezia che si auto-avvera (*self-fulfilling prophecy*) per cui l'individuo mette in atto comportamenti atti a provocare ciò che egli teme.

Per rispondere a ciò in modo positivo, si può cominciare con il chiedere agli studenti dislessici due parole che associano all'inglese: purtroppo, si sentiranno risposte molto negative, sempre collegate alla materia scolastica e mai alla lingua in cui sono cantate la maggior parte delle canzoni che ascoltano o in cui sono scritte quasi tutte le frasi delle magliette che indossano. Partire da questa considerazione e insegnare loro ad associare

6. Cfr. E. Malaguti, "Articolazioni teoriche della resilienza", in B. Cyrulnik, E. Malaguti, *Costruire la resilienza*, Erickson, Trento 2015.

7. *Ibidem*.

immagini positive all'inglese può essere un modo per farli riflettere sul fatto che l'atteggiamento negativo condiziona i risultati.

Per quanto riguarda il punto due, ossia la percezione di auto-efficacia, occorre far riflettere questi studenti su che cosa intendano per imparare l'inglese e far loro capire che sanno già fare molte cose con questa lingua, ma che le sottovalutano, perché hanno deciso di concentrarsi su altre materie, dato che l'inglese “tanto è troppo difficile”, “si scrive in un modo e si legge in un altro”, “non ci sono regole fisse”, ecc. Una strategia vincente per l'auto-efficacia è spiegare perché l'inglese è così, fare esercizi di consapevolezza fonologica e scoprire che una logica c'è, suddividendo ad esempio le parole in gruppi fonologici, evidenziandoli con colori diversi per ricordarsi che tutte corrispondono a un suono preciso:

- *cat, sat, bat...*
- *but, duck, mug...*
- *see, bee, teen...*
- *food, soon, moon...*

Il concetto di “speranza attesa” e di “pensiero positivo operativo” sono collegati. Il primo è definibile come la tendenza a ritenere che determinati eventi siano gestibili e controllabili, anche la grammatica inglese con le sue deviazioni dalla norma così ampie rispetto alle lingue romanze! Vi sono insegnanti di inglese italiani dislessici, si tratta quindi di sviluppare abilità e conoscenze per influire sul proprio apprendimento perché nulla può avvenire di default. A volte gli studenti hanno dei falsi miti sull'apprendimento della lingua inglese: “l'inglese si impara solo andando sul posto, non sui libri, non a scuola”, “così non serve a niente”, ma tale mito si sfata facilmente anche semplicemente citando i tanti immigrati italiani del passato che non lo parlavano neanche dopo molti anni di permanenza, perché non l'avevano studiato e frequentavano solo italiani in quartieri abitati da italiani, mentre i figli che lo hanno studiato a scuola l'hanno imparato molto bene. Un altro esempio sono gli studenti dei paesi ex-membri del Patto di Varsavia che, pur non potendo soggiornare in Paesi anglofoni, conoscevano ugualmente la lingua molto bene. È necessario affaticarsi per imparare l'inglese, così come per qualsiasi altra materia, e l'impegno dura tutta la vita. Gli alunni dislessici si stancano prima degli altri ed è per questo che hanno diritto a più tempo.

Un modo efficace per creare un pensiero operativo positivo collegato alla materia è, per esempio, usare attività inconsuete o che scatenino ilarità e collaborazione, come per esempio insegnare l'aspetto continuo del verbo chiedendo agli studenti di disegnare delle vignette illustrando frasi assurde o comiche per presentare, sdrammatizzare e interiorizzare la spesso ostica *duration form*. Un altro esempio potrebbe essere cercare di coinvolgerli maggiormente attraverso le canzoni, ottimo spunto con cui affrontare i tempi verbali⁸. Anche YouTube può essere fonte di ispirazione, ma se non si dispone di LIM o di PC collegato a un proiettore, si può usare comunque il metodo BYOD. Perché non chiedere poi agli studenti di preparare una verifica sul tempo verbale affrontato utilizzando le canzoni e

8. Al link <http://www.teflitunes.com/grammarsongs.aspx> si può trovare una tabella indicante, per ogni testo verbale, quale canzone potrebbe essere utile e il link relativo al testo.

inventando esercizi collegati ad esse? Qualsiasi occasione di protagonismo (spesso anche proposta dagli stessi studenti) non può che motivare e lavorare nella giusta direzione. Per concludere: l'alunno dislessico non può diventare resiliente da solo, la comunità educante tutta, le associazioni, le istituzioni sul territorio devono interagire per aiutarlo, ma anche la didattica spicciola e il singolo docente possono fare molto e ciò migliorerà l'ambiente di apprendimento e avrà risultati positivi su tutti gli studenti. Val la pena quindi di pensare a una rilettura in chiave di *empowerment* delle misure compensative e dispensative per un Piano Glottodidattico Resiliente:

1. Sviluppare il pensiero positivo per incoraggiare l'ottimismo e l'umorismo nell'affrontare la dislessia
2. Potenziare i punti di forza degli studenti deboli, diagnosticati e non, per aiutarli nell'utilizzo delle proprie abilità e potenzialità per il successo scolastico e sociale aumentandone l'autoefficacia e l'autostima
3. Sviluppare l'autodeterminazione per stimolare l'impegno, l'autonomia e la tenacia degli studenti dislessici mediante attività di *problem solving* e *decision making*
4. Potenziare le capacità di *listening* e *speaking* che non sono condizionate dalla dislessia
5. Potenziare l'assertività e la capacità di chiedere aiuto
6. Incoraggiare la costruzione di relazioni amicali sviluppando le capacità di cooperazione, di imparare a studiare insieme ai compagni e l'empatia. Le schede, le mappe e le sintesi servono a tutti e trasformare la propria difficoltà nell'opportunità di aiutare gli altri, insegnando loro un metodo di studio efficace, è una arma potentissima
7. Promuovere processi metacognitivi fa riflettere sulle proprie difficoltà e trovare il modo di aggirarle
8. Evitare verifiche a sorpresa per tutti, non solo per gli studenti con DSA. Anche all'università gli studenti sanno con largo anticipo quando vi sarà l'esame e su cosa verterà. Inoltre, far sempre fare a tutta la classe una simulazione di verifica è utile a tutti
9. Consentire l'uso del dizionario a tutti, ma non prima di aver insegnato come utilizzarlo. La traduzione è un esercizio di *problem solving* di elevata difficoltà, dunque esercitarla è un ottimo sistema per stimolare i giusti processi di apprendimento
10. Usare gradualità nell'affidarsi agli strumenti compensativi e adattarli in base a ciò che si deve valutare di volta in volta, personalizzandoli
11. Stare attenti ai prerequisiti: se l'alunno dislessico non ha mai usato programmi di videoscrittura con correttore ortografico e non vuole cominciare a 16 anni, non si deve insistere, ci si limiterà a non tener conto dei tipici errori di *spelling* che vengono compiuti. Anche per quanto riguarda il tempo a disposizione, che può essere più ampio, è meglio lasciare allo studente la facoltà di scegliere questo tipo di misura oppure di avvalersi della possibilità di svolgere un esercizio in meno

12. Insegnare a tutti a tenere un diario di bordo è fondamentale. Lo studente migliore non è mai il più intelligente o il più creativo, bensì il meglio organizzato. Alcuni, anche se non sono dislessici, non riescono a scrivere i compiti e le date delle verifiche sul diario perché i docenti le dettano troppo velocemente. Scrivere sempre sulla lavagna la data e l'argomento della lezione, suddividendola nelle varie sezioni è, per esempio, uno dei modi per aiutare a compilare un diario di bordo
13. Suddividere spiegazioni e verifiche in porzioni idonee. Non serve rispettare sempre e comunque la scansione del libro di testo, è più efficace adattare il testo alle esigenze della propria classe. Un'unità di apprendimento si suddivide in unità didattiche, ma non è detto che le varie sezioni strutturate per uno studente immaginario funzionino a livello pratico. In fondo, il programma non esiste più: esistono gli studenti e le loro esigenze formative che non sono mai omogenee
14. Coinvolgere lo studente dislessico nella redazione del PDP, di cui è il protagonista, in questo modo diventerà sempre più consapevole delle proprie modalità di "funzionamento" e si sentirà parte attiva del processo.

4. ALTRI TIPI DI BISOGNI EDUCATIVI SPECIALI

4.1 Quando il Bisogno Educativo è raro e superspeciale

All'interno degli alunni con Bisogni Educativi Speciali devono anche essere inclusi i cosiddetti "gifted", ossia gli studenti plusdotati definiti anche "ad altissimo potenziale intellettuale". Si tratta di studenti con un QI più alto di 25/30 punti rispetto al 100, che è il punteggio standard per un'intelligenza media. A causa della rapidità di pensiero¹, questi studenti svolgono le attività assegnate prima degli altri e si annoiano nell'attesa che gli altri terminino. Nel 2014 l'Organizzazione Mondiale della Sanità ha segnalato che questi alunni sono a rischio di insuccesso formativo se non riescono a realizzare i propri talenti cognitivi.

Tuttavia, non solo coloro che hanno un QI al di sopra della media possono essere considerati superdotati. Infatti, una seconda linea teorica sostiene che si debbano tenere in considerazione anche altri indici. Non si tratta quindi di alunni geniali, non ci si riferisce agli *enfants prodiges*, a novelli Mozart, ma ad alunni che hanno qualcosa in più da un punto di vista qualitativo, più che un QI superiore alla media, anche perché nella maggior parte dei casi gli insegnanti ignorano il QI dei loro studenti. La Regione Veneto, all'avanguardia su questo aspetto, ha pubblicato un documento con le linee guida sui "gifted", al quale si rimanda², in cui vengono prese in considerazione caratteristiche quali creatività, pensiero divergente, autoregolazione e intelligenza emotiva.

Pertanto non si tratta neanche delle "eccellenze", non sono gli alunni con tutti 9 e 10 in pagella, anche perché come è noto, spesso gli studenti che ottengono voti migliori a scuola coincidono con gli studenti meglio organizzati e con un migliore metodo di studio, ma non sempre questi ultimi sono anche i più intelligenti o i più creativi. Infatti, fattori come l'istruzione ricevuta nel ciclo precedente, la famiglia di origine e la motivazione contribuiscono notevolmente ad avere una media di voti molto alta.

Si tratta quindi, nel complesso, qualsiasi sia il loro talento in più, di studenti che occorre non demotivare e, soprattutto, scoprire. A volte, infatti, soprattutto nella secondaria di secondo grado, essi tendono a nascondersi, perché gli adolescenti sono molto conformisti, non vogliono differenziarsi dal gruppo dei pari ed essere considerati "secchioni". Una volta "scoperti" tali alunni, gli errori da non compiere sono i seguenti: non considerarli assistenti dei docenti, non chiedere loro di spiegare qualcosa che gli altri non hanno capito, non considerarli adulti da un punto di vista emotivo e affettivo – le loro intelligenze infatti si sono sviluppate in modo asincrono e potrebbero avere dei problemi relazionali, non assegnare loro un numero di esercizi superiore a quello assegnato ai compagni o approfondimenti personali non supervisionati dal docente. Anche aspettarsi che siano eccellenti in tutte le materie è sbagliato.

1. Cfr. <http://gcq.sagepub.com/content/51/4/342.refs> VanTassel-Baska& Brown, "Toward Best Practice: An Analysis of the Efficacy of Curriculum Models in Gifted Education", in *Gifted Child Quarterly*, Fall 2007 51: 342-358, 2007.

2. <http://www.istruzioneveneto.it/wpusr/wp-content/uploads/2015/05>.

Come fare dunque a identificarli? In genere tali alunni condividono alcune o tutte le seguenti caratteristiche:

- sono lettori avidi
- hanno senso dell'umorismo
- dimostrano curiosità intellettuale prolungata nel tempo su alcuni argomenti
- si esprimono con notevole proprietà di linguaggio
- operano collegamenti originali
- amano le attività di *problem solving* e i giochi enigmistici
- hanno un'immaginazione particolarmente vivida
- sono interessati all'equità e alla giustizia
- si annoiano facilmente
- preferiscono la compagnia di persone adulte
- tendono a mettere in discussione l'autorità
- sono abili con i numeri
- sono molto creativi
- sono molto sensibili e dimostrano empatia per chi ha subito un torto o è in difficoltà
- sono particolarmente vulnerabili a livello emotivo
- hanno acquisito le abilità di letto-scrittura precocemente.

Che cosa fare quindi, quando si ha la fortuna di avere alunni con queste caratteristiche intellettive? Coltivare il talento di ciascuno. Sembra uno slogan, difficilmente applicabile nella prassi, ma, soprattutto nell'insegnamento della lingua straniera, sperimentare e individualizzare è facile e possibile.

Supponiamo di dover affrontare un'unità didattica su *Il mercante di Venezia* nell'ambito di un'unità di apprendimento su Shakespeare. Si potrebbe ipotizzare di partire dal monologo di Shylock e chiedere agli studenti di cercare su YouTube i vari contributi presenti. A ciascuno poi si potrebbero assegnare compiti differenziati: distinguere tra le rappresentazioni degli attori professionisti e quelle dei dilettanti, classificare le sequenze tratte dalle riduzioni cinematografiche, chiedersi come mai tale monologo è così famoso e così rappresentato anche a livello di recite scolastiche e provare a dare più risposte. Agli alunni "gifted" si potrebbe chiedere, invece, di capire come mai il monologo di Shylock è allo stesso tempo sublime e pericoloso, qual è il rapporto con il denaro dei veneziani così ben rappresentato da Shakespeare, di spiegare perché i critici hanno accostato quest'opera a *Il Timone d'Atene* e sostenuto che Shakespeare ha anticipato Marx, in che modo nella Germania nazista è stato rappresentato *Il Mercante di Venezia*, oppure di individuare gli errori di traduzione nel doppiaggio e nei sottotitoli in italiano nella riduzione cinematografica più famosa, quella del 2004 in cui Shylock è interpretato da Al Pacino diretto da Michael Radford. Gli studenti in cui il pensiero divergente è meno sviluppato, ma che possiedono buona memoria, potrebbero imparare a memoria il monologo e recitarlo.

In generale, quando si assegnano attività di *problem solving*, vi è una fase che riguarda la produzione delle idee che si chiama "fase divergente", in cui alcuni allievi sono più versati, e una "fase convergente", in cui si selezionano le idee. Gli alunni "gifted" hanno bisogno di compiti sfidanti, che stimolino la loro curiosità intellettuale e mettano in gioco il

pensiero divergente. Si può chiedere loro di confrontare due traduzioni di due brani di narrativa tratti da un classico della letteratura o due poesie, oppure di rispondere a domande aperte che richiedano capacità argomentative e di ricerca delle informazioni particolarmente impegnative.

Ad esempio, se si propone l'analisi di una recensione cinematografica oltre alle solite domande di comprensione del testo e a quelle sulle caratteristiche testuali della recensione, sul contenuto, sull'opinione del critico, e su quale tipo di film preferiscano gli studenti, si può chiedere, a livello facoltativo, di scoprire se vi siano tycoon donne, in quale romanzo Fitzgerald tratta dei magnati hollywoodiani, di approfondire la storia della censura a Hollywood. A questo punto si potrebbero ulteriormente differenziare i compiti: ad alcuni si chiede di scoprire perché nei film degli anni Cinquanta anche le coppie sposate venivano rappresentate sempre in stanze con letti gemelli, ai "gifted" di scrivere una relazione sulla censura a Hollywood durante il Maccartismo; ad altri di scoprire esempi di *product placement* (pubblicità indiretta) nei film di James Bond; ai "gifted" di studiare la questione dal punto di vista giuridico. Esistono contratti in cui una casa di produzione "vende" un certo numero di inquadrature dell'acqua minerale San Pellegrino? Quali termini del linguaggio settoriale giuridico vengono usati in questi contesti?

Se si affronta una lettura tratta da un qualsiasi *quality paper* britannico, si potrebbe assegnare loro il compito di esaminare molto attentamente il paratesto e poi di confrontarlo con un'altra testata britannica e, successivamente, con una testata statunitense e italiana, oltre alle usuali domande di comprensione del testo.

Per quanto riguarda l'aspetto grammaticale, quando si spiega *used to*, per esempio, si può chiedere loro di scoprire che cos'è il *would* iterativo e di scrivere degli esempi. Oppure quando si trattano i verbi fraseologici chiedere di analizzare e tradurre in italiano frasi come *He drank himself into the hospital*, *In 1931 England was forced off the gold standard*, o *The rain washed out the match*.

In conclusione, la creatività, il senso critico e l'empatia sono doti con cui si nasce, sta all'insegnante cercare di farle venire fuori e, ciò che più conta, è che spesso esse non sono così limitate. Compito dei docenti è quindi insegnare a chi le possiede a mettersi in relazione in modo positivo con gli altri, a conoscere i propri punti di forza ma anche quelli deboli, a gestire lo stress e le emozioni, creando un ambiente di apprendimento in cui tutti si impegnano per risolvere un problema contribuendo con le proprie capacità e collaborando. L'importante è far capire che tutti contano e sono utili: chi riesce a trovare soluzioni originali ma magari è disordinato sarà aiutato da chi è meno creativo ma più sistematico. Poiché ormai è scientificamente accertato che le intelligenze sono multiple e gli stili di apprendimento sono diversi, un insegnante inclusivo dovrebbe cercare di far star bene in classe sia il timido insicuro di sé, sia l'estroverso creativo che si spazientisce se ci sono esercizi ripetitivi.

5. SUGGERIMENTI E MODELLI PER LA VALUTAZIONE

5.1 Suggerimenti di formattazione per documenti *dyslexic-friendly*

Le tipologie di esercizi da utilizzarsi nelle verifiche qui di seguito proposti si basano sui seguenti criteri di accessibilità suggeriti dagli esperti:

- usare font ‘bastoni’ come Arial o Verdana a grandezza 14, con interlinea almeno 1,5 (i font graziati, infatti, ossia quelli con allungamenti ortogonali alle estremità delle lettere detti appunto ‘grazie’, sono di più difficile leggibilità) oppure usare font creati ad hoc e scaricabili gratuitamente: 1. *Open Dyslexic*, le cui lettere hanno una forma particolare; 2. *TestMe*, i cui caratteri sono senza grazie, con spaziatura abbondante e lettere ascendenti e discendenti lunghe; 3. *Bianconero* che rende molto più leggibili le lettere che più spesso vengono confuse: p-b, p-q, a-e
- usare carta opaca, color bianco avorio: lo sfondo non bianco stanca meno la vista
- non spezzare la parola per andare a capo
- utilizzo del colore quando possibile
- giustificazione a sinistra
- sottolineamento delle frasi per evitare errori dovuti alla confusione tra la riga di sopra e quella di sotto
- adoperare molte tabelle e numerare gli elenchi
- non usare più di 60-70 caratteri per rigo
- aumentare i margini della pagina
- consentire la verticalizzazione del testo con un leggio
- predisporre due cartoncini colorati tagliati a L per inquadrare il paragrafo da leggere
- evitare testi fotocopiati.

5.2 Suggerimenti per la predisposizione di verifiche

Di seguito, un insieme di buone pratiche per impostare nella maniera corretta i testi necessari a valutare gli studenti:

- ridotta quantità di produzione scritta con esercizi non strutturati
- esercizi strutturati costituiti per lo più da attività di abbinamento e T/F o scelta multipla limitate a 2 o 3 sole opzioni
- assenza di esercizi che richiedono una riflessione astratta sulla lingua
- assenza di esercizi che si focalizzano sullo spelling
- evitare esercizi del tutto decontestualizzati tipo riordinamento di frasi, esercizi con verbi all’infinito tra parentesi da coniugare nella forma corretta
- fornire un glossario riferito alla tematica da trattare e un elenco di *linking signals* con a fronte la traduzione in italiano. Infatti, anche se viene concesso l’uso del bilingue

cartaceo nella ricerca del lemma e del traduttore corretto, lo studente può perdere tempo sia per problemi nell'individuare il corretto ordine alfabetico sia nell'individuare il contesto corretto al quale si riferisce il traduttore, anche a causa dei caratteri molto ridotti dei traduttori e delle glosse esplicative dei dizionari in commercio. Qualora, invece, sia possibile far utilizzare un dizionario on line, il problema non si pone e si può fornire solo un elenco di *linking signals*, tipo quello suggerito.

ADDITION	SIMILARITY	LIMITATION	CONTRADICTION	RESULT	CONDITION
not only... but also non solo... ma anche	as well as così come	although sebbene	however tuttavia	accordingly in base a	as long as purché
as well as oltre a	likewise allo stesso modo	despite (+ nome) malgrado	instead invece	hence quindi	provided that a patto che
moreover/furthermore inoltre	together with insieme con/a	even though anche se	conversely viceversa	therefore perciò	unless a meno che non
in addition to this inoltre		in spite of (+ verbo) nonostante	nevertheless ciò nonostante	thus dunque	due to a causa di
			on the one hand, ... on the other hand da un lato... dall'altro		
			while/whereas mentre		

5.3 Modelli di verifica per studenti dislessici

Nelle domande aperte, gli esercizi non possono differire per contenuto da quelli del resto degli studenti. Sono possibili solo accorgimenti grafici, l'uso del dizionario bilingue, nonché la possibilità di rispondere a un quesito in meno, oppure più tempo a disposizione. Il tutto, ovviamente, deve essere specificato nel PDP ed essere stato applicato nelle simulazioni.

Al fondo della sezione, dopo alcuni modelli di verifica che hanno il semplice scopo di mostrare alcune tipologie di esercizi impostati nella maniera corretta e formattati secondo i suggerimenti consigliati, sarà possibile anche trovare un paio di esempi di griglie valutative che valorizzano la comprensione globale del testo o la capacità di esprimere la propria opinione in modo efficace, non penalizzando gli errori che non inficiano la comunicazione, in particolare gli errori ortografici, la punteggiatura, la non differenziazione tra minuscole e maiuscole, gli errori dovuti a distrazione o stanchezza. Per gli esercizi puramente grammaticali si consiglia di trascurare gli errori ortografici, valutando quindi maggiormente il contenuto rispetto alla forma.

Prima di valutare, comunque, ricordiamo sempre che la legge 170 (art. 5, c. 4) parla di “adeguate forme di verifica e di valutazione”, e pertanto i ragazzi con DSA devono essere valutati in rapporto alle loro capacità e alle loro difficoltà, senza paura di discostarsi da come in genere si valuta in classe, ma secondo il principio della personalizzazione. Si deve tenere conto delle caratteristiche personali del disturbo dell’allievo, del punto di partenza e dei risultati conseguiti, premiando i progressi e gli sforzi: è importante che l’insegnante ricordi che la valutazione è un processo di natura psicologica, perché tocca il giudizio che ciascuno ha di sé, pertanto dovrebbe essere pensata e progettata come un processo per migliorare i risultati degli studenti e non solo per verificarli.

Ricapitolando, un docente, per una attenta e accurata valutazione, deve:

- valutare più il contenuto e meno la forma
- considerare le conoscenze e non le carenze
- applicare una valutazione formativa e non sommativa dei processi di apprendimento
- fornire copia delle verifiche per una riflessione consapevole
- dimostrarsi ottimista sulle capacità di recupero.

1. Complete the chart with the right words.

Will, Could, Perfect (3), Past continuous, Past simple

DIRECT SPEECH	REPORTED SPEECH
Present simple	...
Present continuous	...
Past simple	Past...
Present ...	Past...
Can	...
...	Would

2. Tick (✓) the right option.

1. If you ... practise, you won't pass.

- a. don't b. won't c. will

2. They will be scolded if they... arrive late.

- a. will b. / c. do

3. Paula's daughters ... fail their exams if they don't study harder.

- a. will b. won't c. don't

4. If she doesn't apologise, I ... talk to her again.

- a. don't b. won't c. will

5. My phone plays a Leonard Cohen song when someone ... me.

- a. will call b. calls c. won't call

3. Complete with the participle adjectives of these verbs.

ADJECTIVE + -ED / -ING

0. **INTEREST:** She's INTERESTED in old books, she's just bought one.
1. **TIRE:** The journey was _____, it lasted nearly ten hours.
2. **EXCITE:** I like windsurfing, it's so _____.
3. **FRIGHTEN:** He was so _____ he couldn't speak.
4. **AMUSE:** He's an _____ person. He always tells jokes and stories.

4. Match the two parts of the sentences and add the correct relative pronoun to complete them.

THAT – WHAT – WHICH – WHO – WHOSE

1. The film _____
2. I'd never met a person _____
3. My country house, _____
4. Carl, _____
5. This is _____
- a. I would like to receive for my anniversary.
- b. speaks so badly before.
- c. we saw yesterday won two Oscars.
- d. wife you met last Christmas, has just left for India for two months.
- e. is in Lake District, is very old but I've renovated it.

1. Read the text.

THE DISTANCES TOURISTS TRAVEL AND THE SEASONABILITY¹ OF THEIR TRIPS

Efficient and cheaper travel allows people to travel all over the world as tourists. The numbers travelling tend to decrease with distance. In the UK, Europe remains the most popular destination, while in the USA, California and Florida are popular. Some people enjoy returning to familiar places and following the same routine year after year. Others search for new experiences in unfamiliar locations. These people travel increasing distances. The mountains of South America, the foothills² of the Himalayas and Antarctica have become tourist goals.

Tourism can be a very seasonal activity with people looking for sunshine and coasts in the summer. In winter a significant number of tourists seek out snow for winter sports. This seasonability can cause problems for destination areas. People managing resorts attempt to extend their season, for example:

- seaside resorts use elaborate illuminations and put on carnival events to attract visitors out of the season
- ski resorts have summer walking routes
- Mediterranean resorts offer long breaks for the over-60s during cooler autumn and spring periods
- extensive indoor facilities provide resorts that are not dependent on the weather.

Adapted from J. Hancock and Alan Bilham-Boult, *Revise GCSE*, Letts 2009, p. 176

Glossary

1. SEASONABILITY = stagionalità
2. FOOTHILLS = colline pedemontane

2. Now, say whether these statements are true (T) or false (F).

1. Both busy and quiet seasons pose problems for holiday resorts. _____
2. Tourism develops everywhere. _____
3. Most people like unfamiliar locations. _____
4. Italy, France and Spain are popular destinations in Britain.

5. The numbers travelling tend to increase with distance. _____
6. People managing resorts try to attract tourists out of season. _____
7. Few people like returning to familiar places. _____
8. In winter tourists stay at home. _____
9. People over 50 do not travel abroad. _____
10. Very few people enjoy skiing. _____

3. Match the first part of the sentence to the final one.

1. This e-mail message is intended...	a. that any use of this message is unauthorized and may be unlawful.
2. If you are not the intended recipient, ...	b. delete this message from your system.
3. ... by replying to this message and then...	c. please, notify us immediately...
4. You are hereby notified...	d. only for the use of the individual or entity to which it is addressed.

1. _____; 2. _____; 3. _____; 4. _____

1. Read the text.

MUSIC IN LITERATURE

People who love both fiction and music might talk Hamlet-like about whether to enjoy a book or some tunes in their free time. But there's a way to combine both!

I don't mean reading and listening to music at the same time, though you can do that if you don't pay full attention to either. I mean reading fiction containing some musical elements.

Music is so much a part of our lives that its presence in literature can help readers relate to fictional situations and characters. Also, characters who love music are often creative people (as is the case with real-life music lovers), and creative people tend to be quite interesting.

In addition, music can give us insights into what makes protagonists tick: What do they listen to? Do they also sing, write tunes and/or play an instrument? Does music set off *Casablanca*-like memories in the minds of fictional characters (as music can do in the minds of real-life readers)?

Music's jogging of memory is quite profound in James Joyce's "The Dead." That magnificent short story gets *really* interesting when Gretta Conroy hears a song that sparks a melancholy recollection of a major event in her youth. She subsequently discusses this with her kind-of-stunned husband Gabriel, and readers are reminded that we often don't know everything about the people we're closest to.

Of course, there are also longer fictional works with major musical elements. Five of many novels that come to mind are Willa Cather's *The Song of the Lark*, Colette's *The Vagabond*, Nick Hornby's *High Fidelity*, Tom Perrotta's *The Wishbones* and Jonathan Franzen's *Freedom*.

Adapted from http://www.huffingtonpost.com/dave-astor/music-in-literature_b_2590404.html

2. Now answer the following questions.

1. At the very beginning of the article is there an implied quotation?
2. What does the writer suggest about people who read and listen to music at the same time?
3. Why does the writer quote *Casablanca*? Can music help us understand characters' tastes?
4. Are music lovers more creative than other people?
5. Does the writer quote an Irish musician?
6. Does Gabriel Conroy know everything about his wife?
7. What does the song Gretta Conroy listens to remind her of?
8. Does the writer like a very famous short story taken from *Dubliners*?
9. How would you translate "Music's jogging of memory"?

3. Ask the questions for these answers about the passage.

1. _____ ?
No, the writer thinks that we often don't know people closest to us.
2. _____ ?
The article deals with the link between literature and music.
3. _____ ?
It means *to activate*.
4. _____ ?
The writer defines the short story as *magnificent*.
5. _____ ?
Yes, there are longer fictional works on this topic.
6. _____ ?
The film quoted stars Humphrey Bogart and Ingrid Bergman.
7. _____ ?
No, it is not taken from a British newspaper.
8. _____ ?
No, the short story quoted was written by James Joyce.
9. _____ ?
It is set in Ireland.
10. _____ ?
Yes, I've found it interesting.

1. Prepare the pre-call checklist to call a supplier for your firm.

Here are some prompts:

**PREPARA UNA LISTA DI CONTROLLO PRE-TELEFONATA
PER CHIAMARE UN FORNITORE PER LA TUA DITTA.
ECCO ALCUNI SPUNTI:**

a. Who do I need to speak to?

b. What time zone is the receiver in?

c. _____

d. _____

e. _____

f. _____

2. Now try to write the phone call. Complete the dialogue.

**ADESSO PROVA A SCRIVERE LA TELEFONATA,
COMPLETANDO IL DIALOGO.**

The supplier's secretary: ABC Ltd., how can I help you?

You: I'd like to _____

The supplier's secretary: Who's calling, please?

You: This is _____. It's about _____

The supplier's secretary: Hold the line. I _____ put you
_____ .

You: _____

The supplier: _____

You: _____

Griglia – Domande aperte

Parametri	Descrittori	Punti	Quesiti		
			Primo	Secondo	Terzo
Aderenza alla traccia	Non coerente	0			
	Coerente	1			
Conoscenza dei contenuti	Gravemente insufficiente	1			
	Insufficiente	2			
	Sufficiente	3			
	Discreta	4			
	Buona	5			
	Ottima	6			
Complessità della struttura linguistica e del lessico	Minima	1			
	Sufficiente	2			
	Buona	3			
	Totale	10			

VALUTAZIONE COMPLESSIVA DELLA PROVA

...../10

Griglia – Essay

Parametri	Descrittori	Punteggio
Capacità argomentativa	Insufficiente	1
	Sufficiente	2
	Buona	3
	Ottima	4
Organizzazione dei contenuti	Scarsa	1
	Sufficiente	2
	Buona	3
Complessità della struttura linguistica e del lessico	Minima	1
	Sufficiente	2
	Buona	3
	Totale	10

VALUTAZIONE COMPLESSIVA DELLA PROVA

...../10



PROGRAMMAZIONE DIDATTICA

The following didactic planning aims to work as a guide and support to teachers in the writing of their 'piani di lavoro' and the 'programmazioni di dipartimento'. It can easily be adapted and modified from the editable file published on the publishing house website: www.edisco.it.

MODULO 1 • TO PLAY...

UNIT 1.1 – FOOTBALL

Teoria	Lessico
<ul style="list-style-type: none">• La storia del calcio• Organizzazione e principali tornei e campionati, nazionali e internazionali• Le regole dello sport	<ul style="list-style-type: none">• Enti organizzativi del calcio• Strutture e equipaggiamento in uso nel calcio• Ruoli dei giocatori• Termini specifici usati nelle telecronache, nei commenti alle partite e negli articoli di giornale sul calcio

ABILITÀ LINGUISTICHE			
Reading	Listening	Speaking	Writing
<ul style="list-style-type: none">• Completare tabelle• Completare frasi (anche con parole date)• Vero/falso• Abbinare parole alle definizioni• Domande aperte	<ul style="list-style-type: none">• Unire due metà di frasi• Domande aperte• Completare frasi• Vero/falso	<ul style="list-style-type: none">• Confrontare immagini	<ul style="list-style-type: none">• Relazionare su un avvenimento dato seguendo una traccia• Scrivere regole

COMPETENZE
<ul style="list-style-type: none">• Utilizzare la terminologia specifica del gioco del calcio• Conoscere la storia di questo sport• Conoscere gli organismi nazionali e internazionali che regolano, dirigono e organizzano il gioco del calcio• Saper parlare delle regole del gioco• Saper descrivere i ruoli dei calciatori e il loro abbigliamento/equipaggiamento• Saper raccontare eventi legati al gioco del calcio• Saper comprendere la cronaca giornalistica e il commento di una partita di calcio

RISORSE EXTRA	VALUTAZIONE
<ul style="list-style-type: none">• Il calcio femminile• Glossario di unità 1.1	<ul style="list-style-type: none">• Test unità 1.1

UNIT 1.2 – BASKETBALL

Teoria	Lessico
<ul style="list-style-type: none"> • Le origini della pallacanestro • Organizzazione e principali tornei e campionati nazionali e internazionali • Le regole dello sport 	<ul style="list-style-type: none"> • Enti organizzativi della pallacanestro • Attrezzature usate alle origini dello sport • Campo di gioco e attrezzature usate nella pallacanestro • Nomenclatura relativa a tiri, passaggi, azioni di gioco e punteggio • Termini specifici usati nelle telecronache, nei commenti alle partite e negli articoli di giornale sulla pallacanestro

ABILITÀ LINGUISTICHE			
Reading	Listening	Speaking	Writing
<ul style="list-style-type: none"> • Domande aperte • Unire due metà di frasi • Abbinare parole a definizioni • Abbinare due frasi con lo stesso significato • Vero/falso 	<ul style="list-style-type: none"> • Completare frasi • Vero/falso • Completare frasi con un numero massimo di parole • Completare tabelle • Completare un testo con parole date 	<ul style="list-style-type: none"> • Raccontare una storia partendo da un video • Riferire informazioni su alcuni aspetti dello sport 	<ul style="list-style-type: none"> • Scrivere definizioni

COMPETENZE
<ul style="list-style-type: none"> • Utilizzare la terminologia specifica del gioco della pallacanestro • Conoscere la storia di questo sport • Conoscere gli organismi nazionali e internazionali che regolano, dirigono e organizzano il gioco della pallacanestro a vari livelli • Saper parlare delle regole del gioco • Saper descrivere il campo e come è strutturato • Saper descrivere le azioni di gioco e parlare del punteggio • Saper comprendere la cronaca giornalistica e il commento di una partita di pallacanestro

RISORSE EXTRA	VALUTAZIONE
<ul style="list-style-type: none"> • Basket-spettacolo • Glossario di unità 1.2 	<ul style="list-style-type: none"> • Test unità 1.2

UNIT 1.3 – TENNIS

Teoria	Lessico
<ul style="list-style-type: none"> • Le origini del tennis • Organizzazione e principali tornei e campionati internazionali • Equipaggiamento, regole e punteggio nel tennis 	<ul style="list-style-type: none"> • Principali tornei internazionali • Campo e attrezzature delle origini dello sport • Tipologie di campo, sua struttura e attrezzatura del tennis odierno • Nomenclatura relativa a tiri, azioni di gioco e punteggio • Termini specifici usati nelle telecronache, nei commenti alle partite e negli articoli di giornale sul tennis

ABILITÀ LINGUISTICHE			
Reading	Listening	Speaking	Writing
<ul style="list-style-type: none"> • Completare tabelle • Abbinare parole a definizioni • Domande aperte • Cercare informazioni 	<ul style="list-style-type: none"> • Completare tabelle • Vero/falso • Completare un testo 	<ul style="list-style-type: none"> • Raccontare una storia partendo da un video • Riferire informazioni su alcuni aspetti dello sport 	<ul style="list-style-type: none"> • Scrivere una relazione partendo da dati o seguendo una traccia • Scrivere un riassunto

COMPETENZE
<ul style="list-style-type: none"> • Utilizzare la terminologia specifica del gioco del tennis • Conoscere la storia di questo sport • Conoscere i principali tornei e come sono strutturati • Saper parlare delle regole del gioco • Saper descrivere il campo, il materiale di cui è fatto e come è strutturato • Saper descrivere le azioni di gioco e parlare del punteggio • Saper comprendere la cronaca giornalistica e il commento di una partita di tennis

RISORSE EXTRA	VALUTAZIONE
<ul style="list-style-type: none"> • Padel • Badminton • Glossario di unità 1.3 	<ul style="list-style-type: none"> • Test unità 1.3

MODULO 2 • TO GO...

UNIT 2.1 – SWIMMING

Teoria	Lessico
<ul style="list-style-type: none">• Le origini del nuoto e le prime competizioni• Lo sviluppo tecnologico nel nuoto• Gli stili del nuoto• Le competizioni nel nuoto e le relative vasche	<ul style="list-style-type: none">• Attrezzature in piscina e in vasca• Stili del nuoto• Tipologie di vasca e diverse competizioni• Termini specifici usati nelle telecronache, nei commenti alle gare e negli articoli di giornale sul nuoto

ABILITÀ LINGUISTICHE			
Reading	Listening	Speaking	Writing
<ul style="list-style-type: none">• Completare tabelle• Abbinare parole a definizioni e descrizioni• Abbinare parole alle loro traduzioni• Cercare informazioni specifiche• Riordinare frasi in sequenza	<ul style="list-style-type: none">• Vero/falso• Domande aperte• Completare un testo con parole date	<ul style="list-style-type: none">• Raccontare una gara di nuoto	<ul style="list-style-type: none">• Scrivere definizioni

COMPETENZE
<ul style="list-style-type: none">• Utilizzare la terminologia specifica del nuoto• Conoscere la storia di questo sport• Conoscere i principali stili del nuoto• Conoscere le attrezzature utilizzate in vasca e in piscina• Conoscere i vari tipi di gara e in quali vasche sono disputate• Saper comprendere la cronaca giornalistica e il commento di una gara di nuoto

RISORSE EXTRA	VALUTAZIONE
<ul style="list-style-type: none">• Il nuoto artistico• La pallanuoto• Glossario di unità 2.1	<ul style="list-style-type: none">• Test unità 2.1

UNIT 2.2 – HORSE-RIDING

Teoria	Lessico
<ul style="list-style-type: none"> • Le origini dell'equitazione • L'equitazione moderna • Enti organizzativi internazionali • Discipline equestri olimpiche • Equipaggiamento del cavallo e del cavaliere 	<ul style="list-style-type: none"> • Discipline dell'equitazione • Movimenti del cavallo • Equipaggiamento del cavallo e del cavaliere e attrezzatura usata da quest'ultimo • Spazio di gara e sua attrezzatura • Termini specifici usati nelle telecronache, nei commenti alle gare e negli articoli di giornale sull'equitazione

ABILITÀ LINGUISTICHE			
Reading	Listening	Speaking	Writing
<ul style="list-style-type: none"> • Cercare informazioni specifiche • Abbinare parole alle definizioni • Trasformare parole in altre derivate e completare un testo • Vero/falso • Completare tabelle • Abbinare frasi con lo stesso significato 	<ul style="list-style-type: none"> • Domande aperte • Completare frasi • Esercizi a scelta multipla 		<ul style="list-style-type: none"> • Paragonare varie discipline

COMPETENZE
<ul style="list-style-type: none"> • Utilizzare la terminologia specifica dell'equitazione • Conoscere la storia di questo sport • Conoscere le principali discipline • Conoscere l'equipaggiamento del cavallo e del cavaliere • Conoscere le attrezzature sul campo e quelle utilizzate dal cavaliere • Riflettere sul rapporto tra uomo e animali nello sport e sul rispetto verso questi ultimi • Saper comprendere la cronaca giornalistica e il commento di una gara di equitazione

RISORSE EXTRA	VALUTAZIONE
<ul style="list-style-type: none"> • La monta western • Glossario di unità 2.2 	<ul style="list-style-type: none"> • Test unità 2.2

UNIT 2.3 – SKIING AND SNOWBOARDING

Teoria	Lessico
<ul style="list-style-type: none"> • Le origini dello sci e dello snowboard • Sci e snowboard oggi • Enti organizzativi internazionali • Discipline e competizioni dello sci alpino • Discipline e competizioni dello sci nordico • Discipline e competizioni dello sci freestyle • Competizioni di snowboard 	<ul style="list-style-type: none"> • Discipline dello sci alpino, nordico, freestyle e dello snowboard • Stili e tecniche delle varie discipline • Piste e loro attrezzature • Termini specifici usati nelle telecronache, nei commenti alle gare e negli articoli di giornale su sci e snowboard

ABILITÀ LINGUISTICHE			
Reading	Listening	Speaking	Writing
<ul style="list-style-type: none"> • Completare tabelle • Abbinare parole alle definizioni • Cercare informazioni specifiche • Completare un testo con parole date • Vero/falso • Abbinare frasi con lo stesso significato • Abbinare frasi alla loro traduzione 	<ul style="list-style-type: none"> • Vero/falso • Completare frasi con parole date 	<ul style="list-style-type: none"> • Parlare di sciatori/sciatrici e della loro carriera e vittorie 	<ul style="list-style-type: none"> • Scrivere il racconto di una gara • Scrivere di sciatori/sciatrici e della loro carriera e vittorie

COMPETENZE
<ul style="list-style-type: none"> • Utilizzare la terminologia specifica dello sci e dello snowboard • Conoscere la storia di questi sport • Conoscere le principali discipline e le tecniche usate in esse • Conoscere i vari tipi di pista, la loro struttura e le loro attrezzature • Saper comprendere la cronaca giornalistica e il commento di una gara di sci o di snowboard

RISORSE EXTRA	VALUTAZIONE
<ul style="list-style-type: none"> • Lo sci fuori pista • Glossario di unità 2.3 	<ul style="list-style-type: none"> • Test unità 2.3

MODULO 3 • TO DO...**UNIT 3.1 – ATHLETICS**

Teoria	Lessico
<ul style="list-style-type: none"> • La storia dell'atletica leggera • Gare di corsa e camminata • Salti e lanci 	<ul style="list-style-type: none"> • Lessico dell'atletica leggera • Le piste e il campo • Termini specifici usati nelle telecronache, nei commenti alle gare e negli articoli di giornale sull'atletica leggera

ABILITÀ LINGUISTICHE			
Reading	Listening	Speaking	Writing
<ul style="list-style-type: none"> • Completare tabelle • Completare frasi (anche con parole date) • Vero/falso • Scrivere domande a risposte date • Domande aperte 	<ul style="list-style-type: none"> • Domande aperte • Completare frasi • Compilare tabelle 	<ul style="list-style-type: none"> • Fare/rispondere a domande su traccia data 	<ul style="list-style-type: none"> • Domande aperte

COMPETENZE
<ul style="list-style-type: none"> • Utilizzare la terminologia specifica dell'atletica leggera • Conoscere la storia di questo sport • Conoscere gli organismi nazionali e internazionali che regolano, dirigono e organizzano gli eventi di atletica • Saper parlare delle regole dello sport • Saper descrivere le diverse gare con relative regole • Saper comprendere la cronaca giornalistica e il commento di una partita di calcio

RISORSE EXTRA	VALUTAZIONE
<ul style="list-style-type: none"> • Maratone estreme • Glossario di unità 3.1 	<ul style="list-style-type: none"> • Test unità 3.1

UNIT 3.2 – GYMNASTICS

Teoria	Lessico
<ul style="list-style-type: none"> • La storia della ginnastica • Organizzazione, principali tornei e campionati nazionali e internazionali • Le regole della ginnastica artistica • Le regole e gli attrezzi della ginnastica ritmica • L'aerobica 	<ul style="list-style-type: none"> • Enti organizzativi della ginnastica • Gare e tornei della ginnastica artistica • Attrezzi della ginnastica ritmica • Nomenclatura delle figure e degli esercizi della ginnastica artistica, ritmica e aerobica • Termini specifici usati negli articoli di giornale sulla ginnastica

ABILITÀ LINGUISTICHE			
Reading	Listening	Speaking	Writing
<ul style="list-style-type: none"> • Completare frasi • Abbinare immagini a definizioni • Domande aperte • Abbinare definizioni a immagini • Vero/falso 	<ul style="list-style-type: none"> • Completare frasi • Rispondere a domande 	<ul style="list-style-type: none"> • Commentare un video 	<ul style="list-style-type: none"> • Scrivere commenti • Tradurre

COMPETENZE
<ul style="list-style-type: none"> • Utilizzare la terminologia specifica della ginnastica artistica, ritmica e aerobica • Conoscere la storia di questo sport • Conoscere gli organismi nazionali e internazionali che regolano, dirigono e organizzano la ginnastica a vari livelli • Saper parlare delle regole della ginnastica artistica, ritmica e aerobica • Saper descrivere le figure e gli esercizi • Saper parlare del punteggio • Saper comprendere la cronaca giornalistica e il commento di una gara di ginnastica

RISORSE EXTRA	VALUTAZIONE
<ul style="list-style-type: none"> • Salti proibiti nella ginnastica artistica • Glossario di unità 3.2 	<ul style="list-style-type: none"> • Test unità 3.2

UNIT 3.3 – MARTIAL ARTS

Teoria	Lessico
<ul style="list-style-type: none">• Le origini delle arti marziali• Karate e judo• Altre arti marziali (kendo, aikido, jiu-jitsu, taekwondo)	<ul style="list-style-type: none">• Regole delle principali arti marziali• Mosse e colpi nelle arti marziali• Il sistema dei punti e la loro nomenclatura• Nomenclatura relativa ad attrezzi ed equipaggiamenti• Termini specifici usati negli articoli di giornale sul judo

ABILITÀ LINGUISTICHE			
Reading	Listening	Speaking	Writing
<ul style="list-style-type: none">• Completare tabelle• Abbinare definizioni a immagini• Domande aperte• Vero/falso	<ul style="list-style-type: none">• Completare tabelle• Scegliere l'opzione corretta	<ul style="list-style-type: none">• Commentare un video	<ul style="list-style-type: none">• Scrivere un riassunto• Tradurre

COMPETENZE
<ul style="list-style-type: none">• Utilizzare la terminologia specifica delle arti marziali• Conoscere l'origine delle arti marziali• Conoscere i principali tipi di arti marziali• Saper parlare delle regole del gioco• Saper descrivere le mosse e i colpi• Saper parlare del punteggio• Saper comprendere il commento giornalistico di un evento di judo

RISORSE EXTRA	VALUTAZIONE
<ul style="list-style-type: none">• Kung fu• Glossario di unità 3.3	<ul style="list-style-type: none">• Test unità 3.3

MODULO 4 • PHYSICAL EDUCATION

UNIT 4.1 – TRAINING

Teoria	Lessico
<ul style="list-style-type: none">• Definizione di allenamento• Utilità e importanza dell'allenamento• Le vari fasi di una sessione di allenamento• L'allenamento sportivo• L'importanza della mente nell'allenamento sportivo	<ul style="list-style-type: none">• Caratteristiche dell'allenamento• Varie fasi dell'allenamento• Parti del corpo• Caratteristiche e tempi dell'allenamento sportivo• Relazione corpo-mente

ABILITÀ LINGUISTICHE			
Reading	Listening	Speaking	Writing
<ul style="list-style-type: none">• Completare frasi• Abbinare parole alle definizioni• Esercizi a scelta multipla• Domande aperte• Scrivere traduzione di parole e usarle per completare frasi• Correggere frasi errate	<ul style="list-style-type: none">• Completare frasi con un numero massimo di parole• Completare un testo con parole date• Domande aperte	<ul style="list-style-type: none">• Condividere oralmente un breve saggio	<ul style="list-style-type: none">• Scrivere un testo seguendo una traccia• Scrivere un breve saggio

COMPETENZE
<ul style="list-style-type: none">• Conoscere e saper utilizzare la terminologia specifica relativa all'allenamento• Conoscere le tecniche e gli obiettivi dell'allenamento• Conoscere le tempistiche e le varie fasi dell'allenamento• Riconoscere la funzione e l'importanza di ognuna delle fasi dell'allenamento• Conoscere gli effetti dell'allenamento sul corpo e sulla mente• Riflettere sull'importanza della mente nello sport e nell'allenamento sportivo

RISORSE EXTRA	VALUTAZIONE
<ul style="list-style-type: none">• Allenare corpo e mente: Yoga e Pilates• L'allenamento durante il ciclo mestruale• Glossario di unità 4.1	<ul style="list-style-type: none">• Test unità 4.1

UNIT 4.2 – COACHING

Teoria	Lessico
<ul style="list-style-type: none"> • I principi del coaching • Caratteristiche del coach nello sport • Ruolo e responsabilità del coach in campo e fuori dal campo • Pianificazione delle varie fasi di una sessione motoria o sportiva da parte del coach • Come evitare i rischi e garantire la sicurezza dei partecipanti ad una sessione motoria o sportiva 	<ul style="list-style-type: none"> • Caratteristiche del coach nello sport • Ruoli di un coach • Fasi della sessione motoria o sportiva • Possibili rischi per la salute/sicurezza durante una sessione motoria o sportiva

ABILITÀ LINGUISTICHE			
Reading	Listening	Speaking	Writing
<ul style="list-style-type: none"> • Completare frasi • Spiegare concetti • Vero/falso • Abbinare parole alle definizioni • Completare un testo con parole date • Abbinare parole ai loro sinonimi • Scelta multipla • Completare tabelle • Correggere frasi errate 	<ul style="list-style-type: none"> • Completare frasi • Completare riassunti 		<ul style="list-style-type: none"> • Spiegare concetti per iscritto

COMPETENZE
<ul style="list-style-type: none"> • Conoscere e saper utilizzare la terminologia specifica relativa al coaching • Saper riflettere sulle caratteristiche di un buon coach • Conoscere e riconoscere i vari ruoli del coach e le sue responsabilità • Conoscere come deve essere strutturata una sessione motoria o sportiva • Saper riflettere sulla necessità di adeguare ogni sessione ai partecipanti e alle loro caratteristiche • Conoscere i vari rischi per la sicurezza dei partecipanti ad una sessione motoria e sportiva • Sapere come evitare detti rischi

RISORSE EXTRA	VALUTAZIONE
<ul style="list-style-type: none"> • Il coaching mentale • Glossario di unità 4.2 	<ul style="list-style-type: none"> • Test unità 4.2

UNIT 4.3 – REFEREEING

Teoria	Lessico
<ul style="list-style-type: none"> • I doveri di un ufficiale di gara nelle gare individuali e di squadra • Caratteristiche di un ufficiale di gara • Abbigliamento ed equipaggiamento • Strumenti video di supporto all'ufficiale di gara 	<ul style="list-style-type: none"> • Doveri di un ufficiale di gara • Tipi di ufficiale di gara • Abbigliamento, equipaggiamento e strutture utilizzate dagli ufficiali di gara • Strumenti video di supporto agli ufficiali di gara nei vari sport

ABILITÀ LINGUISTICHE			
Reading	Listening	Speaking	Writing
<ul style="list-style-type: none"> • Completare frasi con un numero dato di parole • Completare un testo con frasi mancanti • Vero/falso • Abbinare parole alle definizioni o ai sinonimi • Domande aperte • Completare tabelle 	<ul style="list-style-type: none"> • Completare riassunti • Abbinare le due metà di frasi 		<ul style="list-style-type: none"> • Scrivere un testo per fare paragoni seguendo una traccia

COMPETENZE
<ul style="list-style-type: none"> • Conoscere e saper utilizzare la terminologia specifica relativa all'arbitraggio • Saper riflettere sulle funzioni degli ufficiali di gara nelle gare e nelle partite • Conoscere i vari tipi di ufficiale di gara e le loro responsabilità • Conoscere in cosa consistono l'abbigliamento e l'equipaggiamento usati dagli ufficiali di gara • Conoscere i vari strumenti video di supporto agli ufficiali di gara nei vari sport

RISORSE EXTRA	VALUTAZIONE
<ul style="list-style-type: none"> • I giudici sportivi • Glossario di unità 4.3 	<ul style="list-style-type: none"> • Test unità 4.3

MODULO 5 • SCIENCE AND PHYSICS

UNIT 5.1 – ANATOMY

Teoria	Lessico
<ul style="list-style-type: none">• La fisiologia• Il sistema muscolo-scheletrico• I sistemi nervoso ed endocrino• Il sistema cardio-respiratorio• L'apparato digerente e il sistema urinario• Il sistema riproduttivo• L'apparato sensoriale	<ul style="list-style-type: none">• La fisiologia (cellula, tessuto, organo, sistema)• L'apparato muscolo-scheletrico• I sistemi nervoso e endocrino• Il sistema cardio-respiratorio• L'apparato digerente e il sistema urinario• Il sistema riproduttivo• L'apparato sensoriale

ABILITÀ LINGUISTICHE			
Reading	Listening	Speaking	Writing
<ul style="list-style-type: none">• Abbinare parole a definizioni e descrizioni• Completare schemi• Abbinare parole alle loro traduzioni• Domande aperte• Vero/falso	<ul style="list-style-type: none">• Mettere in ordine frasi• Domande aperte• Completare frasi• Abbinare definizioni e termini• Scegliere l'opzione corretta• Completare tabelle	<ul style="list-style-type: none">• Descrivere alcune funzioni fisiologiche	<ul style="list-style-type: none">• Scrivere definizioni• Traduzioni

COMPETENZE
<ul style="list-style-type: none">• Utilizzare la terminologia specifica della fisiologia umana• Conoscere l'anatomia di organi e sistemi• Conoscere da cosa sono formati i sistemi e gli apparati• Conoscere il funzionamento dei sistemi e degli apparati

RISORSE EXTRA	VALUTAZIONE
<ul style="list-style-type: none">• Malattie neurodegenerative• Le principali malattie cardiovascolari• Glossario di unità 5.1	<ul style="list-style-type: none">• Test unità 5.1

UNIT 5.2 – MOTOR SKILLS

Teoria	Lessico
<ul style="list-style-type: none"> • La coordinazione • L'equilibrio • La forza • La mobilità • La velocità • La resistenza 	<ul style="list-style-type: none"> • Le diverse abilità motorie • L'allenamento per migliorare le abilità motorie • I disturbi delle abilità motorie

ABILITÀ LINGUISTICHE			
Reading	Listening	Speaking	Writing
<ul style="list-style-type: none"> • Domande aperte • Abbinare parole alle definizioni • Completare un testo • Vero/falso • Completare tabelle • Abbinare termini a immagini 	<ul style="list-style-type: none"> • Domande aperte • Completare frasi • Esercizi a scelta multipla 	<ul style="list-style-type: none"> • Commentare tecniche ed esercizi per migliorare la velocità 	<ul style="list-style-type: none"> • Completare tabelle • Traduzioni

COMPETENZE
<ul style="list-style-type: none"> • Utilizzare la terminologia relativa alle abilità motorie • Conoscere il funzionamento e i possibili disturbi della coordinazione • Conoscere il funzionamento e i possibili disturbi dell'equilibrio • Conoscere il funzionamento e i possibili disturbi della forza • Conoscere il funzionamento e i possibili disturbi della mobilità • Conoscere il funzionamento e i possibili disturbi della velocità • Conoscere il funzionamento e i possibili disturbi della resistenza

RISORSE EXTRA	VALUTAZIONE
<ul style="list-style-type: none"> • I disturbi della coordinazione • Glossario di unità 5.2 	<ul style="list-style-type: none"> • Test unità 5.2

UNIT 5.3 – HEALTH

Teoria	Lessico
<ul style="list-style-type: none">• Educazione alla salute• Peso e salute• Disordini alimentari• Dipendenze	<ul style="list-style-type: none">• I tipi di prevenzione• La misurazione del peso corporeo• Anoressia e bulimia• Le dipendenze da sostanze (droga, alcol, fumo)

ABILITÀ LINGUISTICHE			
Reading	Listening	Speaking	Writing
<ul style="list-style-type: none">• Completare tabelle• Abbinare parole alle definizioni• Completare schemi• Domande aperte• Completare frasi• Unire termini e definizioni• Completare un testo	<ul style="list-style-type: none">• Unire termini e definizioni• Completare tabelle con informazioni acquisite	<ul style="list-style-type: none">• Scrivere un testo su una dipendenza	<ul style="list-style-type: none">• Parlare di una dipendenza• Tradurre

COMPETENZE
<ul style="list-style-type: none">• Utilizzare la terminologia specifica dell'educazione alla salute• Conoscere i tipi di prevenzione• Conoscere i principali disordini alimentari• Comprendere cause, sintomi e cure dei principali disordini alimentari• Conoscere le principali dipendenze (droga, alcol, fumo)

RISORSE EXTRA	VALUTAZIONE
<ul style="list-style-type: none">• La battaglia contro il cibo spazzatura in USA• Glossario di unità 5.3	<ul style="list-style-type: none">• Test unità 5.3

UNIT 5.4 – NUTRITION

Teoria	Lessico
<ul style="list-style-type: none"> • Le basi della nutrizione • Proteine e carboidrati • Grassi, vitamine e minerali • La dieta bilanciata 	<ul style="list-style-type: none"> • Micro e macronutrienti e le loro funzioni • Il ruolo e la struttura di carboidrati, proteine, grassi, vitamine • Tipi di minerali • Caratteristiche della dieta bilanciata • La piramide alimentare

ABILITÀ LINGUISTICHE			
Reading	Listening	Speaking	Writing
<ul style="list-style-type: none"> • Completare frasi • Abbinare parole alle definizioni • Esercizi a scelta multipla • Domande aperte • Completare schemi • Vero/falso 	<ul style="list-style-type: none"> • Completare frasi • Completare dialogo • Abbinare termini e definizioni 		<ul style="list-style-type: none"> • Scrivere definizioni • Tradurre

COMPETENZE
<ul style="list-style-type: none"> • Conoscere i nutrienti utili al corpo umano • Conoscere e descrivere la funzione di carboidrati e proteine • Conoscere e descrivere la funzione dei grassi, vitamine, minerali • Descrivere in cosa consiste una dieta bilanciata • Conoscere e descrivere le caratteristiche di una piramide alimentare • Riflettere sull'importanza di una dieta bilanciata nello sport

RISORSE EXTRA	VALUTAZIONE
<ul style="list-style-type: none"> • Diversi stili di dieta • Quali vitamine per il sistema immunitario? • Glossario di unità 5.4 	<ul style="list-style-type: none"> • Test unità 5.4

UNIT 5.5 – SPEED

Teoria	Lessico
<ul style="list-style-type: none"> • Differenza fra velocità e velocità vettoriale • Condizioni che influenzano la velocità • Velocità e velocità vettoriale nelle performance sportive 	<ul style="list-style-type: none"> • La misurazione e le caratteristiche di velocità, velocità vettoriale e accelerazione • Condizioni del terreno, della gravità, dell'inclinazione del piano, altitudine, densità, atmosferiche che influenzano la velocità • Condizioni di indoor e outdoor • Fattori fisici che influenzano la velocità • Fattori fisici che influenzano la velocità vettoriale

ABILITÀ LINGUISTICHE			
Reading	Listening	Speaking	Writing
<ul style="list-style-type: none"> • Completare frasi • Spiegare concetti • Domande aperte • Abbinare parole alle definizioni • Completare un testo con parole date • Completare tabelle 	<ul style="list-style-type: none"> • Completare frasi • Scegliere l'opzione corretta • Completare tabelle 	<ul style="list-style-type: none"> • Esporre oralmente una ricerca online 	<ul style="list-style-type: none"> • Scrivere termini per ogni definizione data • Preparare una presentazione • Tradurre

COMPETENZE
<ul style="list-style-type: none"> • Conoscere e saper descrivere la differenza fra velocità e velocità vettoriale • Conoscere e saper descrivere i concetti di accelerazione e gravità • Conoscere e descrivere quali fattori ambientali possono influenzare le prestazioni sportive • Conoscere e descrivere quali fattori fisici possono influenzare le prestazioni sportive

RISORSE EXTRA	VALUTAZIONE
<ul style="list-style-type: none"> • Abbigliamento high-tech per migliorare la velocità • Glossario di unità 5.5 	<ul style="list-style-type: none"> • Test unità 5.5

UNIT 5.6 – JUMPS, BENDS, AND LAUNCHES

Teoria	Lessico
<ul style="list-style-type: none"> • La fisica nello sport • I salti • Le curve • I lanci 	<ul style="list-style-type: none"> • Le leggi di Newton • La fisica negli sport con la palla e negli sport su ruota • La fisica dei salti • Moti e traiettorie • Gli angoli • La fisica dei lanci

ABILITÀ LINGUISTICHE			
Reading	Listening	Speaking	Writing
<ul style="list-style-type: none"> • Completare frasi con un numero dato di parole • Scelta multipla • Abbinare parole alle definizioni • Vero/falso • Domande aperte • Completare tabelle 	<ul style="list-style-type: none"> • Completare frasi • Domande aperte 	<ul style="list-style-type: none"> • Fare e rispondere a domande 	<ul style="list-style-type: none"> • Tradurre

COMPETENZE
<ul style="list-style-type: none"> • Conoscere e saper utilizzare la terminologia specifica relativa alla fisica in ambito sportivo • Descrivere i momenti fisici che determinano i salti • Descrivere i momenti fisici che determinano le curve nello sport • Descrivere i momenti fisici che determinano i lanci

RISORSE EXTRA	VALUTAZIONE
<ul style="list-style-type: none"> • La fisica del salto in alto • Glossario di unità 5.6 	<ul style="list-style-type: none"> • Test unità 5.6

UNIT 6.1 – LAWS AND ASSOCIATIONS

Teoria	Lessico
<ul style="list-style-type: none"> • Regole e regolamenti negli sport professionisti • I diritti degli atleti e questioni legali (contratti e unioni sindacali) • Il ruolo delle associazioni sportive nazionali • Il diritto allo sport • Eventi sportivi mondani 	<ul style="list-style-type: none"> • La sicurezza, il fair play e la prevenzione nello sport • Leggi e regolamenti • Organizzazioni sportive • Leggi e regolamenti internazionali relativi allo sport

ABILITÀ LINGUISTICHE			
Reading	Listening	Speaking	Writing
<ul style="list-style-type: none"> • Domande aperte • Completare frasi • Vero/falso • Abbinare parole o espressioni alle definizioni • Completare tabelle • Completare testi con frasi mancanti 	<ul style="list-style-type: none"> • Unire inizio e fine delle frasi • Completare un testo con le parole mancanti • Vero/falso • Domande aperte 		<ul style="list-style-type: none"> • Scrivere un testo sui sindacati degli sportivi • Tradurre

COMPETENZE
<ul style="list-style-type: none"> • Conoscere le leggi sulla sicurezza e prevenzione nello sport • Conoscere il ruolo delle associazioni e organizzazioni (nazionali e internazionali) sportive • Conoscere la funzione dei sindacati nello sport • Conoscere e saper riflettere sui diritti degli atleti • Conoscere le normative e saper riflettere sul diritto di tutti allo sport

RISORSE EXTRA	VALUTAZIONE
<ul style="list-style-type: none"> • I sindacati e le associazioni degli sportivi • Glossario di unità 6.1 	<ul style="list-style-type: none"> • Test unità 6.1

UNIT 6.2 – THE ECONOMY BEHIND THE GAME

Teoria	Lessico
<ul style="list-style-type: none"> • La pubblicità • <i>L'endorsement</i> • I diritti dei media • Gli stipendi nello sport 	<ul style="list-style-type: none"> • I diversi tipi di pubblicità che riguardano lo sport • <i>L'endorsement</i> • I media nello sport

ABILITÀ LINGUISTICHE			
Reading	Listening	Speaking	Writing
<ul style="list-style-type: none"> • Riordinare lettere per formare parole • Completare un testo con parole mancanti • Completare frasi con parole date • Completare un testo con frasi mancanti • Completare tabelle • Abbinare parole o espressioni alle definizioni • Domande aperte 	<ul style="list-style-type: none"> • Completare una tabella con informazioni acquisite 	<ul style="list-style-type: none"> • Discutere sul divario salariale nello sport 	<ul style="list-style-type: none"> • Scrivere un testo partendo da una traccia

COMPETENZE
<ul style="list-style-type: none"> • Conoscere i tipi di pubblicità nello sport • Saper descrivere in cosa consiste <i>l'endorsement</i> nel mondo dello sport • Conoscere il ruolo dei media nello sport • Saper riflettere sull'impatto dei media nello sport • Saper riflettere sul gap salariale nello sport

RISORSE EXTRA	VALUTAZIONE
<ul style="list-style-type: none"> • I più famosi <i>endorsement</i> nella storia dello sport • Glossario di unità 6.2 	<ul style="list-style-type: none"> • Test unità 6.2

UNIT 6.3 – CAREERS AND OPPORTUNITIES

Teoria	Lessico
<ul style="list-style-type: none"> • Come diventare un atleta professionista • Carriere dello sport • Arbitri, allenatori e preparatori atletici • Giornalisti sportivi e commentatori 	<ul style="list-style-type: none"> • L'istruzione e la preparazione per diventare atleta professionista • Professioni relative al management dello sport • Eventi e statistiche dello sport • Le professioni di arbitro, allenatore e preparatore atletico • Giornalismo sportivo

ABILITÀ LINGUISTICHE			
Reading	Listening	Speaking	Writing
<ul style="list-style-type: none"> • Completare tabelle • Completare un testo con frasi mancanti • Domande aperte • Vero/falso • Abbinare termini e definizioni 	<ul style="list-style-type: none"> • Completare un testo con parole date • Completare tabelle 	<ul style="list-style-type: none"> • Discutere sulle professioni sportive 	<ul style="list-style-type: none"> • Scrivere un articolo • Tradurre

COMPETENZE
<ul style="list-style-type: none"> • Saper descrivere le varie professioni relative allo sport • Conoscere i percorsi per intraprendere le diverse professioni • Saper riflettere sulle abilità e sulle sfide per le professioni legate allo sport

RISORSE EXTRA	VALUTAZIONE
<ul style="list-style-type: none"> • La storia di Wilma Rudolph • Glossario di unità 6.3 	<ul style="list-style-type: none"> • Test unità 6.3

MODULO 7 • HISTORY, PHILOSOPHY, AND CIVIC EDUCATION

UNIT 7.1 – TOP MOMENTS IN HISTORY AND SOCIETY

Teoria	Lessico
<ul style="list-style-type: none">• L'impatto dello sport sulla politica e sulla società nel XX e XXI secolo• La Guerra Fredda e le sue conseguenze sullo sport• Lo sport come lotta al razzismo• Il tifo violento• Eventi sportivi mondani	<ul style="list-style-type: none">• Politica e storia moderna• Giochi Olimpici e organizzazioni internazionali• Tifoserie organizzate• Leggi e regolamenti• Eventi sportivi mondani più famosi nel mondo e loro organizzazione

ABILITÀ LINGUISTICHE			
Reading	Listening	Speaking	Writing
<ul style="list-style-type: none">• Cercare informazioni specifiche• Trasformare parole in derivate e completare un testo• Vero/falso• Abbinare parole o espressioni alle definizioni• Abbinare parole ai loro sinonimi• Domande aperte	<ul style="list-style-type: none">• Completare un testo con le frasi mancanti• Completare un testo con parole mancanti• Riordinare frasi in sequenza	<ul style="list-style-type: none">• Discutere di eventi sportivi legati a situazioni storico/sociali	<ul style="list-style-type: none">• Scrivere definizioni

COMPETENZE
<ul style="list-style-type: none">• Conoscere gli avvenimenti principali della storia del XX e XXI secolo, anche in relazione ad eventi sportivi salienti• Saper riflettere sull'impatto dei conflitti e delle dittature sullo sport• Saper riflettere sulla funzione dello sport nel far emergere e combattere problemi nella società• Saper riflettere sul tifo e sulle sue modalità• Saper riconoscere il tifo violento o scorretto• Conoscere le leggi che puniscono i tifosi violenti• Conoscere gli eventi sportivi mondani più famosi al mondo e dove si svolgono

RISORSE EXTRA	VALUTAZIONE
<ul style="list-style-type: none">• Lo sport giovanile e i genitori violenti• Glossario di unità 7.1	<ul style="list-style-type: none">• Test unità 7.1

UNIT 7.2 – THE VALUES OF SPORTS

Teoria	Lessico
<ul style="list-style-type: none"> • Il <i>fair play</i> e la sportività • L'etica dello sport: l'attenzione all'ambiente e il rispetto per gli animali negli sport che li coinvolgono • Gli sport "sanguinari" • Le disuguaglianze di genere nello sport • Il doping 	<ul style="list-style-type: none"> • Etica sportiva e <i>fair play</i> • Sport che coinvolgono animali • Pratica del doping e sostanze dopanti • Normativa e regolamenti anti-doping

ABILITÀ LINGUISTICHE			
Reading	Listening	Speaking	Writing
<ul style="list-style-type: none"> • Cercare informazioni specifiche • Riordinare lettere per formare parole • Abbinare due metà di frasi • Trasformare parole in derivate e completare un testo • Completare un testo con parole mancanti • Completare frasi con parole date • Abbinare parole o espressioni alle definizioni • Domande aperte 	<ul style="list-style-type: none"> • Vero/falso • Completare frasi con un numero massimo di parole • Domande aperte • Completare riassunti 		<ul style="list-style-type: none"> • Domande aperte

COMPETENZE
<ul style="list-style-type: none"> • Saper riflettere sull'importanza dell'etica nello sport, della sportività e del <i>fair play</i> • Conoscere e saper riflettere sull'impatto ambientale dello sport • Saper riflettere sulla controversa pratica di sport violenti verso gli animali • Conoscere le tecniche del doping e le sostanze dopanti • Conoscere i rischi del doping per la salute • Saper riflettere sulle ragioni per bandire la pratica del doping

RISORSE EXTRA	VALUTAZIONE
<ul style="list-style-type: none"> • Le donne musulmane nello sport • La transizione di genere nello sport • Glossario di unità 7.2 	<ul style="list-style-type: none"> • Test unità 7.2

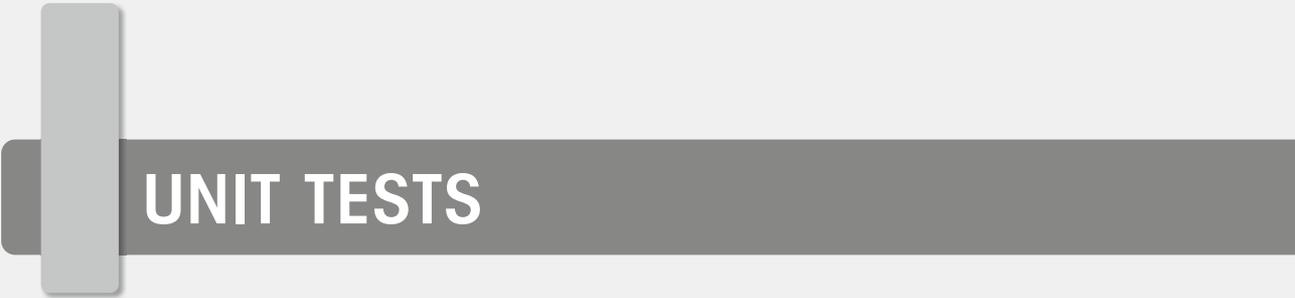
UNIT 7.3 – SPORT IS LIFE-SAVING

Teoria	Lessico
<ul style="list-style-type: none"> • Lo sport e l'integrazione sociale e razziale • Sport e riabilitazione: benefici fisici e mentali • Lo sport e i rifugiati • Sport e disabilità 	<ul style="list-style-type: none"> • Ruolo sociale dello sport per l'integrazione degli individui • Riabilitazione fisica e mentale • Disabilità fisiche e mentali • Eventi internazionali per atleti disabili • Ausili per la pratica dello sport degli atleti disabili

ABILITÀ LINGUISTICHE			
Reading	Listening	Speaking	Writing
<ul style="list-style-type: none"> • Cercare informazioni specifiche • Riordinare frasi in sequenza per formare un riassunto • Vero/falso • Completare tabelle • Completare un testo con frasi mancanti • Completare frasi con un numero massimo di parole 	<ul style="list-style-type: none"> • Completare un testo con parole date • Domande aperte 	<ul style="list-style-type: none"> • Discutere a coppie • Discutere in classe 	<ul style="list-style-type: none"> • Completare frasi • Scrivere descrizioni • Scrivere il significato di frasi

COMPETENZE
<ul style="list-style-type: none"> • Saper riflettere sull'importanza dello sport per l'integrazione nella nostra società • Conoscere i benefici dello sport nella riabilitazione fisica e mentale • Saper riflettere sulla questione delle competizioni sportive degli atleti rifugiati • Conoscere i principali eventi sportivi per atleti disabili • Saper riflettere sul legame tra sport e disabilità

RISORSE EXTRA	VALUTAZIONE
<ul style="list-style-type: none"> • Atleti e cittadinanza: storie • Glossario di unità 7.3 	<ul style="list-style-type: none"> • Test unità 7.3



UNIT TESTS

The following tests aim at verifying the knowledge, abilities, and competences of students for each unit of the text. Each test is available in two versions and is about 50 minutes long. The material is editable so that each teacher can adapt it easily to each of their classes and also each of their SEN students. Visit the publishing house website: www.edisco.it.

Name

Class Date



READING COMPREHENSION

1. Read the text and complete it with the missing sentences.

- a. a professional football club based in Old Trafford
- b. in 1910
- c. in the Clayton stadium in Manchester
- d. includes more than 200
- e. one of the most widely supported
- f. the city of Manchester
- g. the club's youth academy
- h. they were founded in 1878
- i. which reflects the club's old nickname
- j. with over 82 million Facebook followers

Manchester United Football Club

Manchester United Football Club, also referred to as Man Utd, is **1.**, Manchester, England; the club competes in the English Premier League. Nicknamed the Red Devils, **2.**, but its name was changed to Manchester United in 1902. After playing for some years **3.**, the club moved to their current stadium, Old Trafford, **4.**

Manchester United is one of the most popular football clubs in the world and **5.**, It has rivalries with Liverpool, Manchester City, Arsenal, and Leeds United. The club states that its worldwide fan base **6.** officially recognised supporter clubs in at least 24 countries. In addition, the club has the third highest social media following in the world among sports teams after Barcelona and Real Madrid, **7.**

Manchester United's logo is a yellow shield with a red devil on it, **8.** The devil stands on one leg holding a trident in its hands. Above the devil there is a ship, which recalls the old symbol of **9.**

Manchester United has won more Premier League titles than any other English team. They have a group of players, called *The class of '92*, who started playing in **10.**, and have since become famous footballers; David Beckham and Ryan Giggs are among them.

Adapted from: https://en.wikipedia.org/wiki/Manchester_United

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MULTIPLE MATCHING

2. Match each word with the correct definition.

- | | | |
|---------------------|--------------------------|--|
| 1. Defender | <input type="checkbox"/> | a. A team which is at the highest position of a chart. |
| 2. Direct free kick | <input type="checkbox"/> | b. To grant or assign. |
| 3. Linesman | <input type="checkbox"/> | c. A player whose task is to protect their own side's goal post. |
| 4. Pitch | <input type="checkbox"/> | d. A shot from which a goal can be scored directly. |
| 5. Striker | <input type="checkbox"/> | e. The area where a football match takes place. |
| 6. Stud | <input type="checkbox"/> | f. A game official who stands on an end line of the field. |
| 7. Suit | <input type="checkbox"/> | g. To end the game with the same number of goals. |
| 8. To award | <input type="checkbox"/> | h. A team uniform. |
| 9. To draw | <input type="checkbox"/> | i. Part of a football boot. |
| 10. Top-ranking | <input type="checkbox"/> | j. A player who mainly attacks and scores goals. |

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GAP FILL

3. Complete the sentences with the missing word(s).

- A usually plays in the centre of the pitch.
- On the stroke of the first, the two teams were drawing 0-0.
- The usually wears a black suit, to be distinguished from players.
- After committing a bad, the player was given a red card.
- The is made of a net held by two vertical poles and a horizontal one.
- The shirt of a club uniform is also called a
- are the only players who must wear gloves.
- The team was losing 1-0, but in the 89th minute, the striker scored a goal and the result.
- I always go to the stadium when my team plays at, in my town.
- A is the player who scored the most goals in a championship.

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SHORT OPEN QUESTIONS

4. Answer the questions.

- 1. Briefly describe how football was played and organised in England in the 1800s.
- 2. What was the first professional football club in England and when was it founded?
- 3. What is soccer?
- 4. Explain what the acronym FIFA stands for and write about its foundation.
- 5. How is football organised in Italy?

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Total score/40

Name

Class Date



READING COMPREHENSION

1. Read the text and complete it with the missing sentences.

- a. derived from the club's nickname "The Gunners"
- b. During the 2010s and now the 2020s, a competitive rivalry with Manchester City began too
- c. fifth highest in world football
- d. first called it Dial Square
- e. is with the Tottenham Hotspur club
- f. munitions workers
- g. outside London and all over the world
- h. based in Holloway, North London.
- i. won a Junior Gunners contest
- j. which intensified in the early 2000s

Arsenal Football Club

The Arsenal Football Club, commonly known as Arsenal, is an English professional football club **1.** The club competes in the Premier League, the top division of English football, and it was founded in 1886 by a group of **2.** at the Royal Arsenal in Woolwich, who **3.** Arsenal's fans are referred to as *Gooners*; the name **4.**

Like all major English football clubs, Arsenal has a great number of domestic supporters, together with a significant number of them **5.** The club's social media activity is the **6.**

Arsenal's oldest and deepest rivalry **7.**; matches between the two are called the North London derby. In addition, Arsenal developed a strong rivalry with Manchester United in the late 1980s, **8.**, when both clubs were competing for the Premier League title. **9.**, as both clubs were competing for the Premier League title in the 2022-2023 season.

The club mascot is a smiling, green dinosaur, based on a drawing by then-11-year-old Peter Lovell, whose design and another similar idea **10.**

Adapted from: https://en.wikipedia.org/wiki/Arsenal_F.C.

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MULTIPLE MATCHING

2. Match each word with the correct definition.

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|---------------|--------------------------|---|
| 1. Fullback | <input type="checkbox"/> | a. A player whose role is to play mainly in the centre of the field. |
| 2. To assist | <input type="checkbox"/> | b. Part of the football match which lasts 45 minutes. |
| 3. Half | <input type="checkbox"/> | c. A game official who decides about fouls and penalties. |
| 4. Kick-off | <input type="checkbox"/> | d. A defender who is normally positioned towards the goal they are defending. |
| 5. Midfielder | <input type="checkbox"/> | e. The initial kick of the match. |
| 6. Referee | <input type="checkbox"/> | f. A way of restarting the game awarded to the opponents of the player who last touched the ball. |
| 7. Shin pads | <input type="checkbox"/> | g. Part of a team's uniform. |
| 8. Stocking | <input type="checkbox"/> | h. A piece of equipment which protects the players' legs. |
| 9. Throw-in | <input type="checkbox"/> | i. To lose. |
| 10. To drop | <input type="checkbox"/> | j. To send the ball to another player of the same team. |

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GAP FILL

3. Complete the sentences with the missing word(s).

1. A occurs when a player hits the ball with their head.
2. The team captain wears a around their left sleeve.
3. Football have studs to avoid players slipping on the ground.
4. To shoot a kick, the player is alone in front of the goalkeeper.
5. The Champions League is a European tournament among teams.
6. A player who mainly attacks and scores goals is a
7. Milan was held to a (0-0) by the opponent team.
8. As the game was stopped frequently for injuries, the referee decided to assign
9. A football club's shirt, which is part of the uniform, is also called a.....
10. To score a goal, the ball must entirely go over the

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SHORT OPEN QUESTIONS

4. Answer the questions.

- 1. Briefly write about the first football competitions in Britain and Ireland.
- 2. When did women start playing football matches?
- 3. What happened when football reached the status of a professional game?
- 4. Explain what the acronym UEFA stands for and write about its foundation.
- 5. What are the main international football tournaments and how often are they played?

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Total score/40

Name

Class Date



READING COMPREHENSION

1. Read the text and decide if the sentences are true or false. Correct the false ones.

Basketball Superstars: LeBron James

Lebron James was born on December 30, 1984, in Akron, Ohio. His mother was 16 at the time of his birth; his father had an extensive criminal record and was not involved in his life. When he was a boy, life was often difficult for his family, as his mother could not find a steady job and they moved from one apartment to another. Realising that her son could have a better life, Lebron James's mother allowed him to move in with the family of Frank Walker, a local youth football coach who introduced James to basketball when he was nine years old.

James began playing organised basketball at school. He immediately appeared as a very gifted player and a team leader; at the beginning of the 2003-2004 season, he was selected to play in his hometown team, the Cleveland Cavaliers, where he scored 25 points in a game. As this was a record for a young player at his first experience in a professional team, at the end of the season he was given the "Rookie of the Year" Award. After that, his career took off, leading him to be a basketball superstar and the most highly paid athlete in the history of this sport.

Besides the NBA championship, he became part of the USA National basketball team in 2004. In 2012 he was the only basketball player after Michael Jordan to win an Olympic gold medal, an NBA championship, and to receive the NBA Most Valuable Player (MVP) and NBA Finals MVP awards in the same year.

Adapted from: https://en.wikipedia.org/wiki/LeBron_James

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Lebron James grew up with his father until he was 9 years old. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. To grant him a better life, he went to live with another family. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. James started playing basketball in his church team. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. From the beginning, it was clear he could become a great basketball player. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. He was selected to play in a professional team when he was 19. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. His first professional team was far from where he lived. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. He won an award at the end of the season. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The "Rookie of the Year" is an award given to players in school teams. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. He started playing in the National basketball team in 2012. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. He is the only basketball player in history who has won several awards in the same year. | <input type="checkbox"/> | <input type="checkbox"/> |

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VOCABULARY

2. Write the words corresponding to the definitions.

1. The surface where a basketball game is played.
2. The foot of a player which does not move on the ground.
3. A synonym of "basket".
4. Inside the area of the game.
5. The action of recovering the ball after it has hit the ground.
6. A violation of the rules of the game.
7. A passage of the ball from one player to another, which allows the second player to score.
8. To take the ball from an opponent player.
9. The two groups of teams which make up the NBA.
10. To bounce the ball while walking.

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GAP FILL

3. Complete the sentences with the correct expression.

by one game • FIBA • free throw • games • high • NCAA • on offence • opponent • withdrawn • season

1. was founded by eight nations.
2. The Federation of college basketball teams is called
3. The team is the one which holds the ball and tries to score.
4. A is worth one point.
5. International basketball are divided into four quarters of ten minutes each.
6. Denver Nuggets defeated the team by 116-96.
7. The player scored a 25-points game
8. During the NBA, 82 games are played.
9. Los Angeles Lakers lead the Western Conference
10. Unfortunately, our best player was due to an injury.

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SHORT OPEN QUESTIONS

4. Briefly answer the questions.

- 1. Write about the invention of basketball in the 19th century.
- 2. Write about the birth of professional basketball.
- 3. What is the NBA?
- 4. Write at least two rules that a team on offence must follow.
- 5. Describe a basketball court.

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Total score/40

Name

Class Date



READING COMPREHENSION

1. Read the text and decide if the sentences are true or false. Correct the false ones.

Basketball Superstars: Nikola Jokić

Jokić was born in February 19, 1995, in the city of Sombor, in the north of Serbia. Jokić developed a love of basketball at an early age while playing with his two older brothers, both of whom played basketball in amateur teams. Jokić also loved horse racing as a child and competed as an amateur, a passion he still has today. After playing in Serbian professional basketball teams from 2012 to 2015, and appearing in five games in the Serbian League, he was selected by the Denver Nuggets team, and signed a contract for the 2015-2016 season. At the beginning of the season, he scored a best-season game with 23 points and 12 rebounds; in January he recorded nine assists and in April he set a new career record with 15 rebounds in a game. At the end of the season, he came third for the “Rookie of the Year” award and received the NBA All-Rookie Team Award, which is a prize given to all top rookies of the regular season.

As a young player, Jokić was a member of the Under-19 Serbian National Basketball team, which won the Silver Medal at the 2013 FIBA Under-19 World Championship. Since 2016, he has joined the senior Serbian National Basketball team, competing in the 2016 Olympic Games and winning a silver medal, after being beaten by the USA in the final game.

Unfortunately, he decided not to take part to the 2023 FIBA World Cup Championship, as his physical and mental conditions were not good enough, after a victorious season at Denver Nuggets.

Adapted from: https://en.wikipedia.org/wiki/Nikola_Joki%C4%87

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Jokić is a European footballer who plays in an American team. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. He played basketball with his father when he was a child. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. His brothers loved horse racing. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. As a boy, he played some games in the Serbian League. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. He signed up with Denver Nuggets when he was in his early twenties. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. He received the “Rookie of the Year” award. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. He has played in the Serbian National team at various levels since 2019. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The Serbian National team came first in the 2016 Olympics. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Jokić took part in the 2023 FIBA World Cup Championship. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. His 2022-2023 season was a successful one. | <input type="checkbox"/> | <input type="checkbox"/> |

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VOCABULARY

2. Write the words corresponding to the definitions.

1. The action of the ball when it hits the ground and returns.
2. A line on the basketball court behind which a score counts for three points.
3. A shot awarded to a team after a foul.
4. A line which divides the basketball playground in two halves.
5. To oppose a player.
6. The highest score made by a player in one game.
7. The team, or group of teams, reaching the highest positions in a rank.
8. To make the ball change direction by touching it.
9. The period of time, usually from October to April, when NBA teams play.
10. Action of a team trying to prevent the other team from scoring.

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GAP FILL

3. Complete the sentences with the correct expression.

..... tied for • court • ended the chances • to dribble • hoop • lead • NBA • pivot • scored • steal

1. is made up of thirty professional teams.
2. A is nearly three metres high.
3. means walking while bouncing the ball.
4. The two teams second place in the regular season.
5. In the final game of the season, the player his game-high.
6. When a player stops with the ball in their hands, they can only turn on their foot.
7. A player makes a when they take the ball from an opponent.
8. Basketball superstars usually their teams to victory.
9. A basketball is a rectangular field where games take place.
10. Losing the game of the team going on to play-offs.

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SHORT OPEN QUESTIONS

4. Briefly answer the questions.

- 1. Write about the first basketball game played by Naismith's class.
- 2. Write about college basketball.
- 3. What is the FIBA?
- 4. How long does a basketball game last?
- 5. What is a free-throw and how many points is it worth?

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Total score/40

Name

Class Date



READING COMPREHENSION

1. Read the text and complete it with the missing sentences.

- a. such as Eddie Van Halen and Eric Clapton
- b. including four at the US Open and three at Wimbledon
- c. when he ended a match 82-3
- d. known for his volleying skills
- e. he has been a tennis commentator for some American and British TV channels
- f. he left the band and stopped his career as a musician
- g. he was number twenty in the world's singles ranking
- h. in both singles and doubles
- i. mixed doubles title at the French Open.
- j. undisciplined behaviour during the matches

Tennis Stars from the Past: John McEnroe

John Patrick McEnroe Jr., born on 16th February 1959, is an American **former** professional tennis player **1.**, his rivalries with Björn Borg and Jimmy Connors, and his **2.**, which frequently got him into trouble with umpires and tennis authorities.

McEnroe is the only male player to hold the world number one rankings **3.**; the total number of his victories remains the men's highest one in the era of the Open tournaments.

He won seventy-seven singles titles, **4.**; seventy-seven doubles titles, including nine Grand Slam ones, five at Wimbledon and four at the US Open, and one Grand Slam **5.**

McEnroe's best season came in 1984, **6.**; this score remains the highest single-season one of the Open tournaments era.

McEnroe retired from professional competitions in 1992; at that time, **7.** After retiring, he started another career as a musician: having learned to play the guitar with the help of some famous musicians **8.**, who were friends of his, he formed a band and played on tours for nearly two years. After marrying the American singer Patty Smith in 1997, **9.** Since then, **10.** In 1999, he was included the International Tennis Hall of Fame.

Adapted from: https://en.wikipedia.org/wiki/John_McEnroe

Glossary:

former: ex

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MULTIPLE MATCHING

2. Match each word with the correct definition.

- | | | |
|--------------|--------------------------|--|
| 1. Baseline | <input type="checkbox"/> | a. The area where a tennis match is played. |
| 2. Court | <input type="checkbox"/> | b. A surface made of rigid materials. |
| 3. To bounce | <input type="checkbox"/> | c. The line marking on the end of a court. |
| 4. Forehand | <input type="checkbox"/> | d. A sequence of shots between tennis players. |
| 5. Hardcourt | <input type="checkbox"/> | e. To jump repeatedly up and down. |
| 6. Love | <input type="checkbox"/> | f. A stroke with the palm of the player's hand facing the ball. |
| 7. Rally | <input type="checkbox"/> | g. A game played to decide the winner of a set. |
| 8. Tie-break | <input type="checkbox"/> | h. A word used in tennis instead of "zero". |
| 9. To serve | <input type="checkbox"/> | i. To make a shot in order to start a match. |
| 10. To slam | <input type="checkbox"/> | j. To strike with a strong, noisy impact. |

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GAP FILL

3. Complete the sentences with the missing word(s).

1. Modern tennis derives from a French game called
2. From the 16th century onwards, players started using instead of their bare hands.
3. When tennis started to be played on the grass, it was called
4. The first European tennis championship was played at
5. The French Open is also known as
6. The is a tournament organised by the ITF.
7. Racket are usually made of nylon.
8. The hitting is the only part of a racket which can hit the ball.
9. A tennis match is divided into points,, and sets.
10. Players must change ends after every game.

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SHORT OPEN QUESTIONS

4. Answer the questions.

- 1. Describe the features of a regular tennis court.
- 2. Write about the two non-European Grand Slam tournaments.
- 3. What are ATP Finals?
- 4. What is an ace?
- 5. How many sets must be gained to win a match?

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Total score/40

Name

Class Date



READING COMPREHENSION

1. Read the text and complete it with the missing sentences.

- a. he never won the US Open
- b. behaviour on court
- c. a record surpassed only by Roger Federer's
- d. his dominant right hand
- e. put great power on both his forehand
- f. taking his racket back
- g. Grand Slam singles titles
- h. number one tennis player
- i. six French Open titles
- j. his coolness under pressure

Tennis Stars from the Past: Bjorn Borg

Björn Borg, born in Stockholm on the 6th June 1956, is a Swedish former world **1.** He was a sportsman of great athleticism and physical strength; he was very fast and he had a distinctive style and appearance. His muscularity allowed him to **2.** and his typical two-handed backhand, which involved **3.** with both hands but actually generating his power with **4.**

Between 1974 and 1981, he became the first man in the Open tournaments era to win eleven **5.** and he won **6.**, four of which consecutively between 1978 and 1981. Borg was the first man since 1886 to play in six consecutive Wimbledon finals, **7.** seven consecutive finals from 2003 to 2009. Borg competed in the French Open, Wimbledon, and US Open finals in the same year three times (1978, 1980, and 1981) and won three major titles without losing a set during those tournaments. However, **8.**, as he ended up second for four times.

Borg was famous for his distinctive style, as he played from the baseline, from where he shot powerful groundstrokes, and for **9.** His calm **10.** earned him the nickname of the "Ice Man" or "Ice-Borg". The tennis star was also well-known to Italian gossip magazines for his troubled marriage with the Italian singer Loredana Berté, which lasted from 1989 to 1993.

Adapted from: https://en.wikipedia.org/wiki/Bj%C3%B6rn_Borg

Glossary:

former: ex

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MULTIPLE MATCHING

2. Match each word with the correct definition.

- | | | |
|-----------------|--------------------------|--|
| 1. Ace | <input type="checkbox"/> | a. The score of 40-all in a tennis game. |
| 2. Backhand | <input type="checkbox"/> | b. A type of material which tennis courts are made of. |
| 3. Break point | <input type="checkbox"/> | c. The situation in which the receiving player can win the game by scoring the next point. |
| 4. Clay | <input type="checkbox"/> | d. A stroke with the back of the player's hand facing the ball. |
| 5. Bat | <input type="checkbox"/> | e. A serve which is not touched by the receiver and makes the server win the point. |
| 6. Deuce | <input type="checkbox"/> | f. One of the two halves of the court. |
| 7. End | <input type="checkbox"/> | g. A tool with a handle and a surface which hits the ball. |
| 8. Groundstroke | <input type="checkbox"/> | h. A shot made after the ball has bounced on the court. |
| 9. Sideline | <input type="checkbox"/> | i. To hit the ball with a strong action down towards the ground. |
| 10. To smash | <input type="checkbox"/> | j. One of the lines which border the tennis court. |

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GAP FILL

3. Complete the sentences with the missing word(s).

1. The game of tennis played in royal courts was called tennis.
2. Wingfield introduced the expression “.....” to mean zero points.
3. A tennis is about 74 centimetres long.
4. The first non-European tennis tournament to be played was the
5. The French Open is one of the four tournaments.
6. The two main professional tennis associations are the ATP and the
7. A tennis is nearly 24 metres long.
8. A tennis player has to score four to win a game.
9. To win a match, a tennis player must gain at least two out of three.
10. The ATP Finals are generally played on a surface of acrylic resins called

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SHORT OPEN QUESTIONS

4. Answer the questions.

- 1. Write about the origins of tennis, from the 12th to the 17th century.
- 2. Write about the Wimbledon tournament.
- 3. Describe the Davis Cup as it is organised today.
- 4. What is the progression of points in tennis?
- 5. What is a tie-break?

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Total score/40

Name

Class Date



READING COMPREHENSION

1. Read the text and decide if the sentences are true or false. Correct the false ones.

Great Britain Retain Relay Title and Win First Swimming Gold in Paris 2024

The British team came first in the Olympic 4x200 metre men's freestyle relay final at the Paris Olympic games. This was the team's first Olympic title in the games, which brought Great Britain a fourth gold of the Games and the total number of medals up to twelve. After Adam Peaty and Matt Richards came close to the first place in their individual races by winning silver medals, the same quartet that won in Tokyo – Richards, James Guy, Tom Dean and Duncan Scott – reunited to win at La Défense Arena in the French capital city. Even if they started the final leg with a small advantage over the second team, Scott brought the team to win by a 1.35-second advantage. After the medal ceremony, the Britons celebrated with their families, who were supporting them among the crowd; they had been unable to do that in the 2021 edition of the Olympic Games in Tokyo because of the restrictions due to the Covid-19 pandemic. Swimmers Kieran Bird, who was born in England and swims for Wales, and Jack McMillan from Northern Ireland will also receive medals, having substituted Richards and Scott in the elimination rounds.

Adapted from: <https://www.bbc.com/sport/olympics/articles/c1vdlykx5lxo>

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|--|--------------------------|--------------------------|
| 1. The article is about the victory of a female team. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The race the article deals with is a freestyle relay. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The British relay team had never won a gold medal in the Olympic Games. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. After this victory, Britain had twelve gold medals. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Adam Peaty and Matt Richards were first in their individual races. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. After their races, they both swam in the relay, too. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Duncan Scott swam in the final leg. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The team won with an advantage of less than two seconds. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The swimmers' families had joined them in Paris. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. The Tokyo Olympics edition had restrictions due to the pandemic. | <input type="checkbox"/> | <input type="checkbox"/> |

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VOCABULARY

2. Write the words corresponding to the definitions.

1. Something which is related to, or characterised by, competition.
2. A small panel containing touch-sensitive areas.
3. A quick rotation done underwater to change the swimming direction.
4. The movement of a swimmer's arms towards the body.
5. A stroke in which the arms are pushed forwards and then swept back in a circular movement.
6. A swimming stroke performed on the back.
7. The platform from where a swimmer starts a race.
8. A small area full of water, used for training or competitions.
9. A kick in which the legs move up and down together.
10. The exchange between two swimmers in a relay.

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GAP FILL

3. Complete the sentences with the missing word(s).

1. pools are 50 metres long.
2. The front is generally preferred for freestyle competitions.
3. medley teams are made up of men and women.
4. A kick is made with legs moving up and down.
5. A relay is not an competition.
6. A pool must be at least two metres wide.
7. More technological fabrics have contributed to the evolution of
8. is considered the most physically demanding stroke.
9. 20-kilometre competitions are held in
10. One of the phases of breaststroke is called

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OPEN QUESTION

4. Briefly describe the breaststroke and butterfly strokes, highlighting similarities and differences between them.

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Total score/40

Name

Class Date



READING COMPREHENSION

1. Read the text and decide if the sentences are true or false. Correct the false ones.

Golden Quartet Wins Again in Paris 2024

Men's freestyle is Britain's great strength in swimming. The winning relay quartet of the 2024 Olympic Games, Matt Richards, James Guy, Tom Dean and Duncan Scott, have all won World or Olympic gold medals in the individual 200 metres freestyle relays.

Richards and Scott, who had very tiring schedules, as they were also competing in individual races, were rested for the elimination rounds, but came in for the final two legs.

Guy gave the team a good start, leading the race over American Luke Hobson, who had won bronze in the previous individual race.

With USA and France in the race, there was a lot of noise from the audience. Dean, the 200 metres individual champion from 2021, who did not qualify for the individual final in 2024 because of Richards and Scott, lost the lead momentarily but came on strong in his final length.

Richards increased the advantage in his leg again, to give Scott the chance to lead Great Britain to win the relay.

Scott now has seven Olympic medals including two golds; teammate Dean now has three Olympic golds, and Guy, who is considered Great Britain's most reliable relay specialist, has three golds and three silvers, all of them as a part of a quartet.

Adapted from: <https://www.bbc.com/sport/olympics/articles/c1vdlykx5lxo>

Glossary:

to be rested: *essere messo a riposo*

schedule: *orario, programma*

- | | T | F |
|--|--------------------------|--------------------------|
| 1. British swimmers are generally very good in freestyle. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Some of the swimmers in the relay team have won a gold medal in an individual race. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Two of the swimmers only competed in the final race. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The American team led the race at the beginning. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Luke Hobson came first in his individual competition. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The audience were especially cheering the American and French teams. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Dean got a medal in the individual races both in the 2021 and 2024 Olympics. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Dean swam better in the second part of his leg than in the first. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Scott finished his Olympic races in first position twice. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Guy won six Olympic medals, some of them in individual races. | <input type="checkbox"/> | <input type="checkbox"/> |

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VOCABULARY

2. Write the words corresponding to the definitions.

1. A method of moving arms and legs to swim.
2. The most commonly chosen stroke for freestyle competitions.
3. The movement of a swimmer's arms outwards.
4. Part of a stroke in which the swimmer's arms return to the initial position.
5. A stroke in which the legs move in a dolphin kick.
6. The name of the International Swimming Federation since 2003.
7. A relay race in which each member of a team uses a different stroke.
8. Each of the numbered parts into which a swimming pool is divided.
9. The movement of the legs going up and down together.
10. Outdoor expanses of water such as oceans, lakes, and rivers.

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GAP FILL

3. Complete the sentences with the missing word(s).

1. pools usually host 50-metre competitions.
2. The World Aquatics federation was born as
3. Swimmers wait for the start of the competition on a
4. To reverse their direction, swimmers make a underwater.
5. Officiating equipment helps control the legality of a relay
6. Before the start, backstroke swimmers a handle of the starting block.
7. In a swimming competition, the speaker announces the start by saying:
"Take your"
8. Modern fabrics increase the swimmer's
9. The American swimmer won the gold medal and did his PB (.....).
10. Recovery is one of the three steps in

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OPEN QUESTION

4. Write about all the different types of swimming competitions.

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Total score/40

Name

Class Date



READING COMPREHENSION

1. Read the text and complete it with the missing sentences.

- a. was a Shire horse named Sampson
- b. that have been domesticated
- c. while carrying swords
- d. to the fascinating characteristics of these magnificent animals
- e. piece of horse-riding equipment is a bit
- f. horse-riding has many physical and mental benefits
- g. was coined by James Watt in the 18th century
- h. it was considered an Olympic event.
- i. they can recognise up to 50 different people
- j. to dismount and lead your horse

Ten Fun Facts about Horse-riding

Whether you are an expert rider or just a beginner, there is always something new to discover about the world of horse-riding. From the history and culture of the sport **1.**, horse-riding truly has something for everyone to enjoy.

- Horse-riding is one of the oldest sports in history, dating back to ancient Greece, where **2.**
- Horses are the only animals **3.** only for riding.
- The tallest horse ever recorded **4.**, who was 2.15 metres tall.
- Horses have a great memory: **5.** and remember them for years.
- Mounting from the left side is a tradition that dates back to ancient times when soldiers would mount their horses **6.** on their left side. By mounting from the left, they could draw their swords with their right hand.
- The term “horsepower” **7.** to compare the power of steam engines to that of horses.
- Horse-riding etiquette varies depending on the culture and region. For example, in some cultures, it is customary **8.** when passing a place of worship out of respect.
- A horse’s top speed can reach up to 88 kilometres per hour, making it one of the fastest land animals on the planet.
- **9.**, including improved balance, coordination, and focus.
- The oldest known **10.** which was used as early as 3500 BC.

Adapted from: <https://saddletravel.com/blog/did-you-know-ten-fun-facts-about-horseriding/>



MULTIPLE MATCHING

2. Match each word with the correct definition.

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|-----------------|--------------------------|--|
| 1. Dressage | <input type="checkbox"/> | a. A discipline in which a horse is required to jump over a number of fences. |
| 2. Show-jumping | <input type="checkbox"/> | b. The passage between gaits in a competition. |
| 3. Canter | <input type="checkbox"/> | c. A piece of equipment used to control a horse. |
| 4. Transition | <input type="checkbox"/> | d. A discipline in which a horse performs precise movements. |
| 5. Shoulder-in | <input type="checkbox"/> | e. A lateral movement performed by the horse. |
| 6. Arena | <input type="checkbox"/> | f. A discipline involving athletes doing gymnastics on horseback. |
| 7. Bridle | <input type="checkbox"/> | g. A light cart used for racing. |
| 8. Vaulting | <input type="checkbox"/> | h. An enclosed place where some horse competitions are held. |
| 9. Sulky | <input type="checkbox"/> | i. A small whip used to govern a horse. |
| 10. Crop | <input type="checkbox"/> | j. One of the paces at which a horse is ridden. |

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GAP FILL

3. Complete the sentences with the missing word(s).

1. races were popular pastimes in ancient Rome.
2. Equestrian competitions have been included in the Olympic games since
3. and *passage* are called “collected movements”.
4. In dressage, a horse must perform the different, such as walk or trot, with rhythm.
5. A is to be placed into the horse’s mouth.
6. Polo players use a to hit the ball.
7. A’s design varies according to the discipline it is used for.
8. A helmet is also called a hat.
9. A allows the bridle to be fixed to the horse’s head.
10. races must be no longer than 160 kilometres.

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OPEN QUESTION

4. Briefly describe what eventing competitions consist of.

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Total score/40

Name

Class Date



READING COMPREHENSION

1. Read the text and complete it with the missing sentences.

- a. at the 1900
- b. helped his team win the gold medal.
- c. who loves to explore the interesting side of horses
- d. horses were trained to perform
- e. looking at two different points
- f. has ten muscles in each ear
- g. at the 1960
- h. was an athlete competing
- i. has one less vertebra and one less
- j. her name was Prometea

Things you May not Know about Horse-riding

Even if you are an expert, there is always something new to learn about horses! If you are a curious equestrian or a horse lover **1.**, here we have some fun facts for you.

- Anatomy facts: the Arabian horse **2.** rib than the other horses.
- A horse **3.** that allow them to rotate 180 degrees. To understand where a horse is looking, you can look in the direction where the ears are turned; if the ears are turned in different directions, then the horse is most likely **4.** at the same time.
- After scientists found how to clone a sheep, they used the same method on a mare; **5.** and she was a lovely mare from Italy, where she was born in 2003.
- Did you know there were more athletes than spectators during the equestrian games **6.** Paris Olympics? Clearly, this sport was not this popular in the past, especially not in Paris.
- Today's dressage has its roots in times before Christ. Back in time, **7.** numerous figures that could be useful in a war.
- At the 1976 Olympic Games in Canada, there was a princess on horseback: Princess Anne of the United Kingdom **8.** as a member of the British Equestrian Team. She competed in three-day eventing with her horse Goodwill.
- Last but not least, Australian rider Bill Roycroft broke his neck on the cross-country track **9.** Olympics in Rome. However, he came out of hospital the next day to get back in the saddle and **10.** Disclaimer: do not try this!

Adapted from: <https://www.equestroom.com/blogs/equestrian-lifestyle/15-equestrian-fun-facts?srsId=AfmBOooCFhLr-iYoKRAIwzzxh9RdVn2Tkb1aela4SsFRXvBcmoOXjFME>

Glossary:

rib: costola

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MULTIPLE MATCHING

2. Match each word with the correct definition.

- | | | |
|------------------|--------------------------|---|
| 1. Eventing | <input type="checkbox"/> | a. A team game played on horseback. |
| 2. Polo | <input type="checkbox"/> | b. A piece of equipment on which the rider sits. |
| 3. Trot | <input type="checkbox"/> | c. A movement in which the horse moves forwards and sideways. |
| 4. Leg-yield | <input type="checkbox"/> | d. An obstacle for the horse to jump. |
| 5. Cross-country | <input type="checkbox"/> | e. One of the gaits at which a horse is ridden. |
| 6. Fence | <input type="checkbox"/> | f. A piece of equipment protecting the rider's head. |
| 7. Saddle | <input type="checkbox"/> | g. Optional equipment mounted on the rider's boots. |
| 8. Endurance | <input type="checkbox"/> | h. A discipline which takes place on open land. |
| 9. Helmet | <input type="checkbox"/> | i. A competition in which a horse performs in three different disciplines. |
| 10. Spur | <input type="checkbox"/> | j. Long-distance race taking place in a natural environment. |

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GAP FILL

3. Complete the sentences with the missing word(s).

1. In driving competitions, horses are to a cart.
2. The establishes the rules of most equestrian sports.
3. Changes between gaits are called
4. In show-jumping, are also given for a horse's disobedience.
5. In driving competitions, horses pull a light cart called
6. In high-level vaulting competitions, horses ride at gait.
7. To lead or tie a horse, a is fastened around its head.
8. In harness racing, horses compete at gait.
9. are a support for the rider's feet.
10. Equestrian clubs and societies were the first to set standards.

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OPEN QUESTION

4. Briefly describe what dressage competitions consist of.

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Total score/40

Name

Class Date



READING COMPREHENSION

1. Read the text and decide if the sentences are true or false. Correct the false ones.

Downhill: Speed and Safety

Downhill, or alpine, skiing is the discipline that comes to mind when most people think of skiing, maybe because the **steep** slopes and high speeds make it feel more exciting than cross-country.

Downhill skiing is the fastest non-motorised sport: the fastest skiing speed ever recorded is over 158 miles per hour. In 2023, French skier Simon Billy broke the world speed skiing record when he reached it. Italian Valentina Greggio has held the women's record since 2016, when she set it with a speed of 153 miles per hour.

Despite the impressive speed they reach, skiers did not use to wear helmets until the early 2000s, as they were considered **uncool**. Unfortunately, the tragedy of Sonny Bono's death after a skiing accident in 1998 brought attention to the risks of skiing and **prompted** a rise in helmet use; as a result, the use of helmets among skiers increased from 5 percent in 1995 to 76 percent in 2010 to over 90 percent by 2022.

Programmes to promote the use of ski helmets among kids and teenagers were also developed: in Colorado, for example, a safety campaign was launched in the early 2000s. The slogan "A Helmet – It's a Smart Idea" was printed on posters and promotional cards at resorts nationwide. The result was a significant increase in kids wearing helmets. Nearly 100% of kids age 9 and under reported wearing a helmet while skiing or riding without state or local **mandates**. In the 2023-24 season, about 96% of all kids age 17 and under wore helmets on the slopes and it can be said that helmets are now an official piece of downhill skiing equipment.

Adapted from: <https://montanadiscovered.com/skiing-facts/>**Glossary:****mandate:** *obbligo***to prompt:** *indurre***steep:** *ripido***uncool:** *fuori moda*

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Downhill skiing is generally considered as exciting as cross-country. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Downhill skiing is the sport where the highest speeds are reached without using a motor vehicle. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Skiers can go downhill at more than 150 miles per hour. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The male world speed skiing record belongs to an Italian skier. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Helmets have always been an important piece of equipment for downhill skiers since the 1990s. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The percentage of skiers using helmets doubled between 1995 to 2010. | <input type="checkbox"/> | <input type="checkbox"/> |

- 7. A small percentage of skiers still did not use a helmet by 2022.
- 8. The use of ski helmets was promoted among young people through posters and cards.
- 9. The use of helmets among kids was made mandatory and this increased the percentage of users.
- 10. Helmets are now recognised as an essential piece of equipment for kids, too.

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VOCABULARY

2. Write the words corresponding to the definitions.

- 1. A skiing discipline performed going down a slope.
- 2. A competitive event that is made up of two different disciplines.
- 3. A defined path where races take place.
- 4. The difference in metres between the highest and the lowest point of a slope.
- 5. A competition where skiers turn alternatively around gates in very fast turns.
- 6. A discipline where skiers go against each other at the same time on two identical courses.
- 7. A bump on a ski slope.
- 8. The exclusion of athletes from competitions due to doping or some other offence.
- 9. The international skiing governing body.
- 10. The first snowboard invented in the 1960s.

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GAP FILL

3. Complete the sentences with the correct expression.

Alpine World Ski Championships • defending • Giant Slalom • Norway • rookie • run •
sideways • skating • skis • World Cup

- 1. Super-G competitions are held in a single
- 2. courses have gates at least 22 metres far from each other.
- 3. is one of the techniques of cross-country skiing.
- 4. People already used 100,000 years ago.
- 5. Skiing as a sport developed in
- 6. A snowboard has to be ridden
- 7. At the highest level, skiers compete in circuits.
- 8. are held every two years.
- 9. The won his first world title.
- 10. The champion finished the race second.

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OPEN QUESTION

4. Write a short description of all the Nordic disciplines.

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Total score/40

Name

Class Date



READING COMPREHENSION

1. Read the text and decide if the sentences are true or false. Correct the false ones.

Some Facts about Olympic skiing

- **Disciplines and events:** There are currently six skiing disciplines in the Winter Olympics and across those six disciplines are over fifty skiing events, nearly half men's and half women's, with a few mixed-gender team competitions. Most of the best-known events come from alpine skiing and freestyle skiing.
- **Up and down the slopes:** A new skiing discipline was introduced in the 2026 Olympics: ski mountaineering, also called "skimo", which resembles prehistoric skiing. Skiers climb or ski up mountains before skiing down them, using or carrying skis, skins, and other equipment as needed.
- **Female competitions:** Women were allowed to compete in downhill skiing for almost 20 years before they were admitted to Olympic cross-country competitions. This happened for the first time at the 1952 Olympics in Oslo. However, there is still no women's competition in the Nordic Combined, even if the men's Nordic Combined has been part of the Winter Olympics since the beginning.
- **Medals:** Austria has won the most medals in Olympic downhill skiing, and the USA and Canada tie for the most medals in freestyle skiing. However, the country with Olympic medals in most disciplines is Norway: this country has won the highest number of Olympic medals in four of the six skiing disciplines: cross-country skiing, ski jumping, Nordic combined, and the biathlon. Considering that skiing was born and developed there, that's probably no surprise!

Adapted from: <https://montanadiscovered.com/skiing-facts/>**Glossary:**to tie for: *essere pari*

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|--|--------------------------|--------------------------|
| 1. Skiers at the Winter Olympics could compete in six disciplines up to 2026. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The overall number of events is approximately twenty-five. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Men and women can compete together in the same team in some events. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The most famous skiing events belong to alpine and Nordic skiing. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. "Skimo" was introduced in the early 2000s. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Ski mountaineers do not take a chair lift to go up the ski course. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Their equipment does not only include skis. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Women have competed in Olympic cross-country and Nordic combined since the first edition. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Canada and the USA have the same number of medals in downhill skiing. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. The country with medals in most disciplines is Norway. | <input type="checkbox"/> | <input type="checkbox"/> |

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VOCABULARY

2. Write the words corresponding to the definitions.

1. A skiing discipline performed on flat courses.
2. A device used for carrying people up and down a mountain.
3. A structure made of poles used to mark skiing courses.
4. A skiing discipline in which four skiers compete simultaneously on a course with obstacles.
5. A sportsperson in their first season.
6. A discipline involving going down a course on a board.
7. A competition in which athletes race on a course overcoming artificial structures.
8. A fast slalom race usually held in a single run.
9. A discipline involving acrobatic jumps with skis.
10. A surface with one end at a higher level than the other.

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GAP FILL

3. Complete the sentences with the correct expression.

downhill • drop • FIS • freestyle skiing • head-to-head • Nordic combined • shooting • snowy • snurfer • Winter Olympics

1. Skiing in the past was a way of moving across land.
2. is considered the most impressive of skiing disciplines.
3. The first skiing competitions included while skiing.
4. includes two different disciplines.
5. The was invented as a toy for children.
6. The of a course is the difference between its highest and lowest point.
7. In the parallel discipline, skiers go on two identical courses.
8. The includes 133 countries.
9. The first took place in 1924.
10. developed in the 1960s.

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OPEN QUESTION

4. Briefly describe all the different slalom competitions.

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Total score/40

Name

Class Date



READING COMPREHENSION

1. Read the text and say if the sentences are true or false, then correct the false ones.

World Athletics Athlete Refugee Team

Looking through the entry list of the World Athletics Cross Country Championships Belgrade 24, one can hardly miss the inclusion of the World Athletics Athlete Refugee Team (ART) in the 10km senior women’s race. For the first time, an all-female ART participated in a World Championships event. “The objective is to motivate more female refugee athletes to take up sport. If it’s not athletics, then any other sport, but if it’s athletics, even better. Because we believe that it can impact their lives in a positive way,” says Alice Annibali, Senior Manager of Athletics for a Better World.

The all-female squad is part of the larger World Athletics Athlete Refugee Team founded in 2016 to provide an athletics home to athletes who have fled their homes due to conflict, violence, and injustice.

This programme has grown over the years, since the first athlete made an appearance at the 2016 Olympic Games. Several other athletes have competed at four editions of the World Athletics Championships and other major events since. The athletes are motivated. This is a project about shaping their lives, changing the narrative, and – above all – providing a sense of belonging and quality. It is not about the medals right now, but being part of the athletics movement.

Adapted from: <https://worldathletics.org/competitions/world-athletics-cross-country-championships/45th-world-athletics-cross-country-championsh-7190594/news>

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|--|--------------------------|--------------------------|
| 1. The athletes of ART are both men and women. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The World Athletics Cross Country Championships Belgrade 24 was the first World Championship event in which ART participated. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Alice Annibali is the Senior Manager of ART. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. ART was founded in 2016 to give refugees the opportunity to compete in World Championships. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The aim of the project is to give a sense of equality and belonging. | <input type="checkbox"/> | <input type="checkbox"/> |

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MULTIPLE CHOICE

2. Choose the correct option.

1. The *stadion* was...
 - a. an illustration of an arena in ancient Egyptian tombs.
 - b. a stadium-length running race in ancient Greece.
 - c. a Celtic festival in 1928 BC.
 - d. the original name of high jump.

2. When did athletics become an international sport?
 - a. When IAAF was founded in 1912.
 - b. When the first running competitions were held in England in 1825.
 - c. When the first championships started in North America in 1860.
 - d. When King Henry VIII revived athletics competitions.
3. Which of the following elements belongs to hurdling?
 - a. Obstacles.
 - b. Water jumps.
 - c. Baton.
 - d. Pole.
4. Which of the following statements refers to an 800-metre race?
 - a. It requires a sustained top speed.
 - b. The athletes line up at the starting blocks.
 - c. During the run one foot must always be in contact with the ground.
 - d. The athletes start at staggered blocks and can change lane after the first bend.
5. How long is a racewalking?
 - a. 2,000 or 3,000 metres.
 - b. 20 km or 50 km.
 - c. 42 km.
 - d. 45 km.
6. What type of jump does the “hitch-kick” belong to?
 - a. High jump.
 - b. Triple jump.
 - c. Long jump.
 - d. Pole vault.
7. In which throw must the arm not extend behind the shoulder?
 - a. Javelin throw.
 - b. Hammer throw.
 - c. Shot put.
 - d. Discus throw.
8. Which of the following elements belongs to a Fosbury flop?
 - a. Hop phase.
 - b. Back over the bar.
 - c. Sandpit.
 - d. None of the above.
9. What does “to miss out” mean?
 - a. To climb back.
 - b. To go ahead.
 - c. To be over.
 - d. To lose the chance.
10. Which of the following is the translation of the expression: “to speed past”?
 - a. Superare.
 - b. Gareggiare
 - c. Terminare.
 - d. Attraversare.

Name

Class Date



READING COMPREHENSION

1. Read the text and say if the sentences are true or false, then correct the false ones.

Eritrea National Olympic Committee Female Empowerment Programme

To close the gender disparity gap and ensure more female athletes remain in athletics, Eritrea is on a mission to empower women.

The country has had seven female Olympians in the sport so far and the Tokyo Games had the highest representation of four female athletes. At the World Athletics Championships, performances were led by Nazret Weldu's fourth place in the marathon and Rahel Daniel finishing fifth in the 10,000m in Oregon in 2022. Now there are a number of rising athletes looking to follow in their footsteps.

The athletes are under the Eritrea National Olympic Committee female empowerment programme aimed at developing women in different sports practically and technically. Unlike in Kenya, where the girls train and can compete at high level even inside the country, there are no female competitions in Eritrea. So, when the athletes go to the international competitions, they don't have any experience. This is the reason why the committee promotes a training camp in Kenya, where the athletes can train and learn from a different culture.

Adapted from: <https://worldathletics.org/women-in-athletics/news/eritrea-mission-empower-female-athletes>

- 1. The mission of Eritrea National Olympic Committee is to empower female athletics.
- 2. In the Tokyo Games there were seven female athletes from Eritrea.
- 3. Nazret Weldu is an Eritrean athlete who came fifth in the 10,000m in Oregon in 2022.
- 4. In Kenya it is not easy for female athletes to train and compete.
- 5. Eritrea National Olympic Committee promotes a training camp in Kenya for female athletes.

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<input type="checkbox"/>	<input type="checkbox"/>

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MULTIPLE CHOICE

2. Choose the correct option.

- 1. The Tailteann Games were...
 - a. stadium-length running races in ancient Greece.
 - b. the original name of the Olympic Games.
 - c. part of a Celtic festival.
 - d. the original name of the running events.

2. Where were the first organised running competitions held?
 - a. In England.
 - b. In North America.
 - c. In Africa.
 - d. In Latin America.
3. Which of the following elements belongs to relay?
 - a. Baton.
 - b. Obstacles.
 - c. Pole.
 - d. Water jumps.
4. Which of the following statements refers to racewalking?
 - a. The athletes line up at the starting blocks.
 - b. It requires a sustained top speed.
 - c. The athletes start at staggered block and can change the lane after the first bend.
 - d. During the run one foot must always be in contact with the ground.
5. How long is a marathon?
 - a. 10,000 metres.
 - b. 50 km.
 - c. 40 km.
 - d. None of the above.
6. What type of jump does the “hop phase” belong to?
 - a. Pole vault.
 - b. Triple jump.
 - c. High jump.
 - d. Long jump.
7. In which throw does the athlete release the object after three or four body turns?
 - a. Discus throw.
 - b. Javelin throw.
 - c. Hammer throw.
 - d. Shot put.
8. Which of the following elements refers to the long jump?
 - a. Flexible pole.
 - b. Hitch-kick.
 - c. Fosbury flop.
 - d. Back over the bar.
9. What does “to make up the stagger” mean?
 - a. To improve the position in a race.
 - b. To win a race.
 - c. To run fast.
 - d. To be over.
10. Which of the following is the translation of the expression: “to blaze past”?
 - a. Andare avanti.
 - b. Sfrecciare oltre.
 - c. Attraversare.
 - d. Perdere l'occasione.



TRUE/FALSE

2. Say if the sentences are true or false, and correct the false ones.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. We find traces of gymnastics in ancient Greek and Egyptian remains. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The FIG is the oldest international federation of any Olympic sport. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. During the qualifications and team finals, gymnasts compete individually. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. In the floor routine, both men and women perform for 90 seconds with music. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The “iron cross” is a typical move of the pommel horse routine. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. In gymnastics each E score starts at 10.0 points. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Men can compete in international events of rhythmic gymnastics. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. In the ribbon routine, any knots which may form in the ribbon during the execution are penalised. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Aerobic gymnastics has international championships even though it is not an Olympic sport. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. The Italian translation of “double pike vault” is “doppio salto in rondana”. | <input type="checkbox"/> | <input type="checkbox"/> |

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GAP FILL

3. Read the text and fill in the gaps with the correct expression. There are three extra words.

diameter • ball • floor • length • Olympic • body • head • apparatus • ballet • routine • leap • throw • wrist

Rhythmic Gymnastics

Rhythmic gymnastics is an **1.** sport in which gymnasts perform on a 12 x 12m **2.** accompanied by music and using an **3.** that they have to handle during the **4.** Gymnasts can perform in individual events or in group events made of five athletes. It is a very choreographical sport which combines **5.**, acrobatics, and gymnastics and that requires agility, coordination, grace, and strength. Some of the apparatuses include the **6.**, which should rest in the gymnast’s hand and not against her **7.**; the clubs, which are required to rotate at least once per **8.**; the hoop, whose routine includes rotation around the hand or **9.**, swings, circles and throws; and the rope, whose **10.** is based on the gymnast’s height.

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SHORT OPEN QUESTIONS

4. Answer the questions.

- 1. How and when did the modern form of artistic gymnastics evolve?
- 2. Describe the uneven bars routine.
- 3. Describe the horizontal bar routine.
- 4. What is support in aerobic gymnastics?
- 5. What are the events in aerobic gymnastics?

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TRUE/FALSE

2. Say if the sentences are true or false, and correct the false ones.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. In its present form, gymnastics evolved in Greece at the beginning of the 18 th century. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. In gymnastics, the Code of Points defines the scoring system for each level of competition. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. In the all-around finals and event finals the gymnasts compete with their national teams. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. In artistic gymnastics, men's competitions consist of six routines while women's consist of four. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The "scissors" is a typical move of the pommel horse. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The D score starts at 10.0 points and the judges deduct points for errors. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. In rhythmic gymnastics, athletes always have to handle an apparatus during the entire routine. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. In rhythmic gymnastics, the clubs are thrown from alternate hands. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. In aerobics, the planche is when the gymnasts balance their torso between their arms while swinging their legs beneath in continuous circles. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. The Italian translation of "back handspring" is "flic smezzato". | <input type="checkbox"/> | <input type="checkbox"/> |

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GAP FILL

3. Read the text and fill in the gaps with the correct expression. There are three extra words.

tumbling • runway • side • twists • common • difficult • apparatuses • standing • music • vault • uneven bars • springboard • corner

Artistic Gymnastics

Unlike most of the sports, in artistic gymnastics men and women compete with different **1.** The only two which are **2.** for men and women are the **3.** and the floor routine. In the vault routine the gymnast sprints down a **4.** before leaping onto a **5.** and pushing their hands onto a vaulting table.

During the vault the gymnast executes multiple **6.** before landing in a **7.** position. The floor exercise occurs on a 12x12m square onto which women perform with **8.** for 90 seconds while men's performances are without music and last 60-70 seconds. Their routines consist of **9.**, passes, jumps, dance elements, acrobatic skills, and turns, and during the routine they must touch each **10.** of the floor at least once.

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SHORT OPEN QUESTIONS

4. Answer the questions.

- 1. Where were the earliest traces of gymnastics found?
- 2. Describe the balance beam routine.
- 3. Describe the still rings routine.
- 4. In rhythmic gymnastics, what does the rope routine consist of?
- 5. In rhythmic gymnastics, what does the ball routine consist of?

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SENTENCE COMPLETION

2. Complete the sentences using between two and four words.

1. The expression “martial arts” includes several physical activities which mainly originated in
2. The ancient root of martial arts is centred on military fighting and is connected
3. In ancient Olympic games, fighting sports were very popular, for example *pankration* was the precursor of
4. Kumite is a where the winner is the karateka who obtains the highest number of points.
5. In the karate scoring system, a waza-ari is given for a and is evaluated 2 points.
6. The objective of judo is to throw the opponent onto the tatami and immobilise them with a hold or a
7. Jujitsu is focused on grappling, striking, and throws and primarily uses
8. Taekwondo is a and an Olympic sport known as one of the oldest forms of martial arts in the world.
9. In Aikido, points are scored by touching the opponent with the bokken, a wooden sword, or with the tantō, a
10. The term posture means the position in which someone when standing or sitting.

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TRUE/FALSE

3. Say if the sentences are true or false, and correct the false ones.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Martial arts involve techniques only focused on hand-to-hand combat. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The etymology of martial arts derives from Mars, the Roman god of war. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Karate became an Olympic sport at Tokyo 2020. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. In films, martial arts emerged in action cinema in the 1970s in Tokyo. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. In karate, yuko is a score obtained with a punch to the head. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Judo competitors are divided into age categories and matches last three minutes. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. In judo, two waza-ari are the equivalent of an ippon. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Jiu-jitsu is not an Olympic sport. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Aikido competitors wear a special armour called bogō. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. To get a foul means to punish a combatant for a move against the rules. | <input type="checkbox"/> | <input type="checkbox"/> |

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Name Class Date

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OPEN QUESTION

4. Briefly talk about karate.

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SENTENCE COMPLETION

2. Complete the sentences using between two and four words.

1. Martial arts include fighting techniques focused on hand-to-hand and for attack and self-defence.
2. Daoism and Zen Buddhism place a strong emphasis on the dimensions of martial arts.
3. Combat sports such as have always been present in modern Olympics, but judo became an Olympic sport only in 1964.
4. Karate includes blocking and defensive techniques and is centred on the balance between
5. Kata is a in which judges evaluate a pre-arranged performance from a technical and athletic point of view.
6. Judo is a Japanese martial art deriving from the hand-to-hand fighting technique of ancient
7. If a judo competitor achieves an ippon, they immediately.....
8. Taekwondo competitors wear called dobok and are equipped with a trunk protector, helmet, forearm, gloves, and a mouth guard.
9. Aikido is mainly based on grappling and throws and has got three: irimi, kokyū-ho, and tankan.
10. With the term “.....” we indicate a move which is not very difficult.

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TRUE/FALSE

3. Say if the sentences are true or false, and correct the false ones.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Daoism is a Chinese philosophy based on the balance between life and the universe. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Films focused on martial arts became popular in Hong Kong in the 1970's. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Kata is a form of karate in which the competitor who obtains eight points in a row wins the match. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. In karate, an ippon is awarded when a competitor pins the opponent to the ground on their back for 20 seconds. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Judo was the first martial art widely practised outside Japan. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. In judo, three waza-ari are equivalent to a yuko. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Jiu-jitsu is a Japanese martial art which also has a Brazilian variation. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. In taekwondo, the matches last three rounds of two minutes each. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Aikido is a modern Japanese martial art based on turning movements and breathing control and no weapon is used. | <input type="checkbox"/> | <input type="checkbox"/> |

10. The English expression “over-the-back throw” can be translated as “caduta di schiena”.

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OPEN QUESTION

4. Briefly talk about judo.

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Total score/40

Name

Class Date



READING COMPREHENSION

1. Read the text and complete it with the missing sentences. There are two extra sentences.

- a. a more positive attitude and greater emotional
- b. after a heart attack
- c. always concentrate on what they have learned
- d. flexibility training improves motion
- e. improving concentration and mental discipline
- f. last for a long time
- g. like playing a musical instrument or speaking a new language
- h. reducing the risk of developing heart disease
- i. reducing the risk of obesity
- j. reorganise itself
- k. strength training builds and maintains muscle mass
- l. training brings significant improvements

The Benefits of Training

Constant training has a positive impact not only on physical, but also mental well-being, emotional resilience, and, in general, the whole quality of life. On a physical level, **1.** to all the body functions: cardiovascular training strengthens the heart and lungs, **2.**, **stroke**, and diabetes; **3.**, which is fundamental for bone density and injury prevention; **4.**, posture, and balance and reduces the risks of **strains** and **sprains**. Moreover, physical training plays a vital role in weight control, by burning calories and speeding-up metabolism, **5.**

In addition to physical improvements, training also offers cognitive benefits. Learning new skills, **6.**, stimulates the brain and promotes its ability to **7.**, This can have a positive effect on cognitive functions such as memory, attention, problem-solving skills, and critical thinking, also **8.**

Finally, regular training can help alleviate anxiety, depression, and frustration. Setting goals and working towards them contributes to **9.** well-being. Moreover, training in a group can provide opportunities for social interaction and build a sense of community, improving mental and emotional health to a greater extent. The benefits of training are numerous and **10.**, making it an important part of a person's life.

Adapted from: <https://www.who.int/news-room/fact-sheets/detail/physical-activity>

Glossary:

stroke: *ictus*

strain: *strappo*

sprain: *slogatura, distorsione*

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VOCABULARY

2. Write the words that correspond to the definitions.

1. The amount of work that a person has to do when training.
2. Tiredness deriving from great physical effort.
3. The principle of training by which the human body adapts to a higher level of performance.
4. The initial phase of a training session.
5. One of the points in the human skeleton where two or more bones are connected.
6. A person who constantly trains to reach goals in physical activity or competitive sports.
7. A piece of fibrous tissue in the body that contracts producing movement.
8. A poisonous substance produced by the human body.
9. A sudden, strong feeling of anxiety or fear.
10. Physical harm or damage caused to a person's body by an accident.

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GAP FILL

3. Complete the sentences with the correct expression.

barrier • blood • efficiency • fitness • heart rate • mindset • potential • transition • technique • specificity

1. Cardio training acts on the cardiovascular system, increasing the athlete's
2. Regular training helps increase the athlete's
3. People who want to reach and maintain physical have to train regularly.
4. Without regular training, the body returns to its initial levels of
5. The improvement of flow acts positively on the internal structures of muscles.
6. The period is vital to recover the energy lost during training.
7. and tactics, as well as physical fitness, are developed in competitive training.
8. As it is characterised by, training develops one function at a time.

- 9. Building a positive is very important to succeed in sports.
- 10. Low confidence can be a high mental for an athlete.

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SHORT OPEN QUESTIONS

4. Briefly answer the questions.

- 1. Give a definition of the cool-down phase and list its benefits.
- 2. What is globality in training?
- 3. What is a mesocycle and how is it divided?
- 4. What are the three periods of a macrocycle? Briefly describe them.
- 5. List the strategies to build up a positive mindset and briefly explain them.

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Class Date



READING COMPREHENSION

1. Read the text and complete it with the missing sentences. There are two extra sentences.

- a. a more positive attitude
- b. and a more positive self-image
- c. blood flow to the brain
- d. by improving
- e. constant training increases
- f. improving blood circulation
- g. leading to better sleep
- h. making it easier to maintain
- i. reducing the risk of obesity
- j. training may also reduce the risk of chronic diseases
- k. training strengthens bones
- l. which have positive effects

Some Reasons Why a Regular Activity Is Good for You

Constant training can sometimes be tiring and take a lot of time. However, it brings numerous benefits, not only to the body, but also to a person's mind and brain.

- Training improves cardiovascular health: regular exercise strengthens the heart, **1.**, and reduces the risk of heart disease and attacks; moreover, **2.** energy levels, helps combat fatigue, and increases overall energy levels **3.** cardiovascular efficiency.
- A regular training activity helps control weight through calory burning, **4.** a healthy weight and prevent obesity.
- **5.** and muscles, increasing bone density and reducing the risk of fractures. It also contributes to build and maintain muscle mass, improving strength, balance, and coordination.
- Physical activity releases endorphins, **6.** on mood and reduce stress, anxiety, and depression; in addition, training can increase **self-esteem** and confidence by achieving fitness goals and observing physical improvements **7.**
- Training improves **8.**, which can act positively on memory and other cognitive functions, reducing the risk of cognitive decline later in life.
- It improves sleep quality by regulating the body's natural **sleep-wake cycle**, **9.**
- **10.** including diabetes, certain types of cancer, and some autoimmune diseases.

Adapted from: <https://themovementsoflife.com/blogs/the-movements-of-life/what-reasons-to-start-exercising-now>

Glossary:

self-esteem: *autostima*

sleep-wake: *sonno-veglia*



VOCABULARY

2. Write the words that correspond to the definitions.

1. It usually lasts a year or a season in training.
2. The process of returning to a normal state of strength or health.
3. A session of physical training.
4. The final phase of a training session.
5. The speed at which a heart beats.
6. It occurs when the body is subjected to a very big effort.
7. The ability to move quickly and easily.
8. The mental attitude a person has.
9. The aim or desired result of an activity.
10. The process that leads a person to calm down or release muscular tension.

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GAP FILL

3. Complete the sentences with the correct expression.

athlete • work path • levels • loads • lubricating • endure • mental • physiological • preparation • respiratory

1. Training should be done by gradually increasing
2. An trains regularly to prepare for competitions.
3. Every phase of a training session has important effects.
4. To reach higher efficiency, training demands must be gradually increased.
5. The warm-up phase has the effect of increasing the activity.
6. joints makes movement easier.
7. During the period, the athlete must reach a suitable fitness level to take part in competitions.
8. To suffer something difficult with patience and resistance:
9. A predetermined set of activities to do for people who train is called
10. Anxiety and excessive pressure are often big barriers.

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Class Date



READING COMPREHENSION

1. Read the text and complete it with the missing sentences.

- a. But the world of sports coaching is much richer and more complex than we imagine.
- b. Finally, coaching careers can be incredibly long.
- c. Their presence often becomes synonymous with their teams and institutions, making them legends in sports history.
- d. History is full of examples of coaches who achieved great success despite having modest careers as athletes.
- e. Coaches are often part-time psychologists, counsellors, and motivators.

The Hidden Strengths of Sport Coaches

When we think of sports coaches, images of long speeches, detailed game plans, and triumphant celebrations often come to mind. **1.** To excel in this profession, the knowledge of psychology, strategy skills, and dedication are required.

Coaches generally come from the world of sports, and some were athletes themselves, even if they were not necessarily the best athletes. **2.** A lot of coaches who were former athletes have a profound ability to observe, analyse, and communicate, understanding the game on a deeper level and transforming this understanding into strategies for others.

Moreover, the psychological aspect of sports coaching is as important as the technical or tactical one. **3.** They need to understand individual athletes' personalities, manage team dynamics, build motivation after losses, and encourage a winning mindset.

4. Unlike athletes, whose careers are often limited by physical performance, coaches can continue to inspire and lead for decades. Legendary figures like Sir Alex Ferguson, who managed Manchester United for 26 years, demonstrate the impact a great coach can have, adapting to changing eras, technologies, and generations of athletes while consistently maintaining high levels of performance. **5.**

Adapted from: <https://www.fasttalklabs.com/fast-talk/do-top-athletes-make-top-coaches-with-melanie-mcquaid/>

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TRUE/FALSE

2. Read the sentences and decide if they are true or false. Correct the false ones.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Empathy is a very important quality for a coach. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Communication from a coach should be effective even if it hurts the athlete's feelings. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Managing athletes' diets is not the responsibility of a coach. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The inability of a coach to organise activities can affect the athletes' performances. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. A good coach does not need to know competitors' weaknesses. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Knowledge of group dynamics is particularly important for coaches in team sports. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. A training session must consider the participants' characteristics and needs. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Coaching sessions should be based on the coach's goals for the participants. | <input type="checkbox"/> | <input type="checkbox"/> |

9. Coaches should plan the same activities for all participants.

10. Children tend to prefer short, fun activities, and games for developing physical skills.

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MULTIPLE MATCHING

3. Match the beginnings and endings.

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| 1. A coach who is too extrovert... | <input type="checkbox"/> | a. a coach tailors programmes on the athletes' needs. |
| 2. When performances do not meet expectations, ... | <input type="checkbox"/> | b. is an off-field role of a coach. |
| 3. The role of a tactician... | <input type="checkbox"/> | c. must include a moment for discussion. |
| 4. As a trainer, ... | <input type="checkbox"/> | d. a coach must always keep good relationships with athletes. |
| 5. As a planner, ... | <input type="checkbox"/> | e. a coach organises competitions and sessions. |
| 6. The role of a coach... | <input type="checkbox"/> | f. involves developing plans. |
| 7. A coaching session... | <input type="checkbox"/> | g. can become aggressive. |
| 8. Vulnerable adults... | <input type="checkbox"/> | h. need to be protected by their coach. |
| 9. Being a role model... | <input type="checkbox"/> | i. and gives feedback. |
| 10. A coach observes performances... | <input type="checkbox"/> | j. involves great responsibilities. |

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OPEN QUESTION

4. What risks can the environment hold for a coach?

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Total score/40

Name

Class Date



READING COMPREHENSION

1. Read the text and complete it with the missing sentences.

- a. providing a sense of control and mental preparation for the high pressure of the competition
- b. becoming a part of the team's identity as the players themselves
- c. putting their passion into making young athletes grow and develop together with their primary employment
- d. Their influence often provides opportunities for a big number of individuals
- e. Together with their tactical skills, a great number of coaches possess some peculiarities

Peculiarities and Charisma of Sports Coaches

The world of sports coaching is populated by some of the most fascinating and unique characters in modern culture. **1.** which help them building an **unmistakable** identity and consolidate their place in the world of sports.

A lot of coaches follow unconventional paths to get into this profession. If some of them move directly from playing into coaching, others come from entirely different backgrounds, such as the military one, which helps instilling discipline and strategy in teams, or the high school one, where they generally balance coaching with teaching other subjects, **2.**

A funny aspect of coaching is the big variety of pre-game rituals some coaches have. From wearing the same "lucky" tie, to chewing specific gum, to standing in a precise place on the sideline, these personal superstitions are often born from a past victory and become habits, **3.** For fans, these eccentricities add to the character of their favourite coaches, **4.**

Finally, people often do not know the philanthropic efforts some coaches make off the field. Numerous coaches dedicate time and resources to charitable causes, youth development programmes, and community service. These efforts often derive from a deep understanding of the positive impact sport can have on young lives. **5.** who may never become professional athletes.

Adapted from: <https://www.nfhs.org/articles/beyond-the-scoreboard-using-athletics-to-build-life-skills/>

Glossary:

unmistakable: *inconfondibile*

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TRUE/FALSE

2. Read the sentences and decide if they are true or false. Correct the false ones.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Coaches must be aware of their great responsibilities. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Technical skills are more important for coaches than the knowledge of group dynamics. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The final results of an athlete or team depend on the coach's ability to lead them well. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. An introvert coach is usually more successful at motivating athletes. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. A good coach should build and maintain relationships with athletes all through the season. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Men usually prefer group activities over individual ones. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Coaching sessions should always be very difficult. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Coaches should consider the participants' skill levels when planning a session. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. A coaching session must include moments of instruction, activity, and discussion. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. During the instruction phase, participants actively carry out performances. | <input type="checkbox"/> | <input type="checkbox"/> |

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MULTIPLE MATCHING

3. Match the beginnings and endings.

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|---|--------------------------|--|
| 1. Being a sports coach... | <input type="checkbox"/> | a. a coach who lacks organisational skills. |
| 2. A coach showing empathy... | <input type="checkbox"/> | b. to respect opponents and officials. |
| 3. When providing guidance and support, a coach... | <input type="checkbox"/> | c. encourages athletes to do their best. |
| 4. As a motivator, a coach... | <input type="checkbox"/> | d. that facilitates teamwork and promotes respect among athletes. |
| 5. A coach should create a supportive environment... | <input type="checkbox"/> | e. helps avoid demotivation in weak athletes. |
| 6. One of the things a coach does... | <input type="checkbox"/> | f. they become role models. |
| 7. Athletes should be educated... | <input type="checkbox"/> | g. are particularly suitable for children. |
| 8. The performance of athletes can be negatively affected by... | <input type="checkbox"/> | h. is to help athletes follow a balanced diet. |
| 9. When good coaches set positive examples of behaviour, ... | <input type="checkbox"/> | i. is performing the role of mentor. |
| 10. Funny activities and games... | <input type="checkbox"/> | j. involves a variety of on-field and off-field roles. |

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OPEN QUESTION

4. What risks does malpractice hold for a coach?

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Total score/40

Name

Class Date



READING COMPREHENSION

1. Read the text and match the beginnings and endings. There is one extra ending.

The Importance of Referees in Promoting Sportsmanship

Sportsmanship is one of the essential values in sport as it includes respect, fairness, and integrity. Athletes, coaches, and also referees are responsible for promoting and maintaining sportsmanship across various sports. By enforcing rules, setting a tone of respect, and penalising unsportsmanlike behaviour, referees help build a positive competitive environment, where fairness and respect are as important as the athletes' results. The task of referees is to ensure that games are played according to the established rules. These rules are not simply governing the technical aspects of the game: they also include codes of conduct designed to promote fair play, respect, and integrity. By enforcing these regulations, referees help prevent situations where athletes might gain an unfair advantage or use unsportsmanlike tactics. For example, in sports like basketball and football, rules against unnecessary roughness and disrespect towards opponents are necessary to maintain sportsmanship. When referees penalise these behaviours with technical fouls, yellow or red cards or dismissals, they send a clear message that such actions are unacceptable. This enforcement keeps players focused on the game itself rather than trying to win through intimidation or disrespect. In football, officials are responsible for flagging unsportsmanlike conduct such as excessive celebration or taunting, which could cause tensions between teams. By applying these penalties, referees promote respect among players and prevent emotions from turning into physical confrontations. This enforcement of the rules sets a standard that players, coaches, and fans must follow, helping to create a positive atmosphere.

Adapted from: <https://www.refrsports.com/blog/the-importance-of-referees-in-promoting-sportsmanship>

Glossary:

roughness: *violenza*

to taunt: *schernire*

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|---|--|
| <p>1. Among the values in sport...</p> <p>2. Referees are responsible for maintaining sportsmanship...</p> <p>3. A positive competitive environment...</p> <p>4. Referees ensure the respect of...</p> <p>5. The task of referees is to prevent...</p> <p>6. In some sports, the intervention of referees...</p> <p>7. Referees can penalise disrespect towards opponents...</p> <p>8. The enforcement of rules in competitions...</p> <p>9. Excessive celebration has to be sanctioned...</p> <p>10. As well as coaches and athletes, fans are required...</p> | <p><input type="checkbox"/> a. as well as athletes and coaches.</p> <p><input type="checkbox"/> b. unfair advantage or unsportsmanlike tactics.</p> <p><input type="checkbox"/> c. to follow the standards of sportsmanship.</p> <p><input type="checkbox"/> d. is necessary to avoid excessive roughness.</p> <p><input type="checkbox"/> e. keeps players focused on the game.</p> <p><input type="checkbox"/> f. sportsmanship is one of the most important.</p> <p><input type="checkbox"/> g. using dismissals, fouls, or cards.</p> <p><input type="checkbox"/> h. can be built by enforcing rules.</p> <p><input type="checkbox"/> i. codes of conduct to promote fair play.</p> <p><input type="checkbox"/> j. as it may result in tensions between teams.</p> <p><input type="checkbox"/> k. prevent emotions from turning into violence.</p> |
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TRUE/FALSE

2. Decide if the sentences are true or false. Correct the false ones.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. A referee's decisions can be discussed by designated players or coaches. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Officials have to ensure the correct behaviour of all participants of a competition. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Referees always communicate their rulings by talking or shouting. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The category of referees includes linesmen. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Impartiality is one of the qualities required to be a referee. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Referees decide the colour and pattern of the uniform they wear. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Referees stand still on a platform in any type of competition or game. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. A referee platform is usually positioned high above the field. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. A referee's whistle is primarily used to assign extra time at the end of a game. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Communication devices like headsets are used by referees to talk to spectators. | <input type="checkbox"/> | <input type="checkbox"/> |

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GAP FILL

3. Complete the sentences with the missing word(s).

- In a competition, officials must have their with them: it is their responsibility.
- A is used to control the duration of halves and matches.
- Referees use yellow and red cards to give players warnings or to them.
- Video is one of the most important technological innovations in refereeing.
- The system is the video refereeing system used in football.
- The VAR team monitors the game from a video room.
- The video refereeing system used in rugby is called
- In basketball, the centre helps determine which player last touched the ball.
- Video recording in athletics helps referees decide about false
- In tennis, the umpire can call the Eye check to decide about double bounces.

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OPEN QUESTION

4. Write about the various types of referees in individual competitions and their roles.

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Total score/40

Name

Class Date



READING COMPREHENSION

1. Read the text and match the beginnings and endings. There is one extra ending.

The Role of Referees to Promote Respect

Referees are often seen as authority figures who help maintain order in a competitive environment. However, they also serve as educators who promote respect for the game and for opponents. By treating all players with fairness and impartiality, referees demonstrate the importance of mutual respect in sports.

During games, referees frequently interact with players to explain calls or provide warnings before administering penalties. This interaction is not just about maintaining control: it's also about teaching athletes how to manage their emotions, respect authority, and play within the rules. Especially for younger athletes, these lessons are crucial as they learn not just about competition but about character and integrity.

In sports like tennis and golf, where players are often responsible for self-regulation, referees serve as role models for honesty and fairness. Their presence ensures that the game remains free of cheating or manipulation, helping athletes learn that respect for the game is as important as winning.

In high-stakes games, tensions can rise quickly and conflicts between players or coaches may emerge. In these moments, referees play a crucial role in maintaining a spirit of sportsmanship. Their ability to manage emotions, keep the game under control, and prevent situations from escalating into violence is essential to promote a respectful and fair competition.

By continuously enforcing rules against unsportsmanlike conduct, referees help athletes understand that respect for their opponents is non-negotiable. This promotes a culture where players can compete fiercely following principles of fairness and respect.

Adapted from: <https://www.refrsports.com/blog/the-importance-of-referees-in-promoting-sportsmanship>

Glossary:

to administer: *assegnare*

high-stakes: *di grande importanza*

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|---|--|
| <p>1. In a competitive environment, referees...</p> <p>2. Their role is also...</p> <p>3. They demonstrate how important mutual respect is in sport...</p> <p>4. Referees often interact...</p> <p>5. For young athletes in particular, it is important...</p> <p>6. The presence of referees in tennis and golf also ensures...</p> <p>7. Athletes should be helped to understand that...</p> <p>8. In games where the tension is high, ...</p> <p>9. Through their continuous work of rules enforcement, ...</p> <p>10. The culture of respect allows athletes to compete fiercely...</p> | <p><input type="checkbox"/> a. with players during games.</p> <p><input type="checkbox"/> b. the absence of cheating and manipulation.</p> <p><input type="checkbox"/> c. by treating players with fairness.</p> <p><input type="checkbox"/> d. to promote respect for opponents.</p> <p><input type="checkbox"/> e. referees are essential to avoid an escalation of violence.</p> <p><input type="checkbox"/> f. how to manage their emotions.</p> <p><input type="checkbox"/> g. referees make athletes understand that respect for their opponents is crucial.</p> <p><input type="checkbox"/> h. respect in sport is as important as winning.</p> <p><input type="checkbox"/> i. with fairness and respect.</p> <p><input type="checkbox"/> j. are the authorities who help to keep order.</p> <p><input type="checkbox"/> k. to learn to manage emotions and respect authority.</p> |
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TRUE/FALSE

2. Decide if the sentences are true or false. Correct the false ones.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. It is the officials' responsibility to have their equipment with them during a competition. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. A stopwatch is used by referees to keep track of time. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Yellow and red cards are used in all sports to give players warnings or send them off. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Video refereeing aims to assist officials in making accurate decisions. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The VAR system is exclusively used in basketball. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The VAR official team continuously monitors the game from a video operation room. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The assistant VAR official is called Avatar. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. In volleyball, only the teams can ask for a video challenge. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Volleyball teams are given two video challenges per set. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. The Hawk-Eye system in tennis is called for by the players or their coaches. | <input type="checkbox"/> | <input type="checkbox"/> |

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GAP FILL

3. Complete the sentences with the missing word(s).

- 1. A referee is an who makes sure the rules of a competition are followed.
- 2. Referees make calls on fouls and violations.
- 3. Referees communicate their using gestures or signals.
- 4. behaviour is sanctioned by referees.
- 5. Sometimes the game is stopped because the referee has to give
- 6. Referees do not decide the colour and pattern of the they wear.
- 7. In some sports like horse-riding, officials stand still on a
- 8. A referee disqualifies athletes in case of technique violations.
- 9. judges control the order of arrival of athletes in races.
- 10. are devices which allow communication among officials.

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OPEN QUESTION

4. Write about the video refereeing systems used in rugby, basketball, and athletics.

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Total score/40



MULTIPLE MATCHING

2. Match each term to its definition or function.

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|-----------------------------|--------------------------|---|
| 1. Tissue | <input type="checkbox"/> | a. It controls the nerves of internal body organs over which humans have no conscious control. |
| 2. Organ | <input type="checkbox"/> | b. A cord of strong, flexible tissue attached to the bones. |
| 3. Joint | <input type="checkbox"/> | c. An accessory organ that releases insulin and glucagon. |
| 4. Tendon | <input type="checkbox"/> | d. A structure composed of two or more types of tissue that form a functional unit. |
| 5. Somatic nervous system | <input type="checkbox"/> | e. The act of expelling air from the lungs. |
| 6. Autonomic nervous system | <input type="checkbox"/> | f. A group of similar cells that work together to perform a specific function. |
| 7. Male testes | <input type="checkbox"/> | g. Peripheral nerves that pick up sensory information from distant organs and carry them to the central nervous system. |
| 8. Exhalation | <input type="checkbox"/> | h. A hollow organ that receives and stores urine. |
| 9. Bladder | <input type="checkbox"/> | i. Glands that produce testosterone and sperm. |
| 10. Pancreas | <input type="checkbox"/> | j. The area where two bones meet. |

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TRUE/FALSE

3. Say if the sentences are true or false and correct the false ones.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. The most fundamental level of organisation of the human body is the cytoplasm. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Epithelial tissue has several functions such as secretion, absorption, excretion, filtration. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Skeletal muscles are under our control. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Neurotransmitters are chemical messengers that carry chemical signals from a nerve cell to the next target cell. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The thymus is a gland that produces melatonin, which is responsible for sleep. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The vessels that carry blood from ventricles to the capillaries in organs and tissues are called veins. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The lungs are part of the digestive system. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The duodenum is a hollow tube connecting the stomach to the small intestine. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The urethra balances body fluids and forms urine. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Gametogenesis is the process of reproduction during which sex cells are produced. | <input type="checkbox"/> | <input type="checkbox"/> |

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OPEN QUESTION

4. Briefly describe the anatomy of the heart.

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Total score/40



MUTLIPL E MATCHING

2. Match each term to its definition or function.

- | | | |
|---------------------------------|--------------------------|---|
| 1. Epithelial tissue | <input type="checkbox"/> | a. The tubes that conduct urine from the kidneys to the urinary bladder. |
| 2. Connective tissue | <input type="checkbox"/> | b. Responsible for blood pressure, metabolism, and blood sugar levels. |
| 3. Cartilage | <input type="checkbox"/> | c. It is located between the right atrium and the right ventricle. |
| 4. Peripheral nervous system | <input type="checkbox"/> | d. It provides a physical barrier that protects the entire body. |
| 5. Adrenal glands | <input type="checkbox"/> | e. A muscular tube about 25 cm long that carries food into the stomach. |
| 6. Tricuspid valve | <input type="checkbox"/> | f. It includes the nerves connecting the brain and the spinal cord to other parts of the body. |
| 7. Electrical conduction system | <input type="checkbox"/> | g. The tubes that carry egg cells from the ovaries to the uterus. |
| 8. Oesophagus | <input type="checkbox"/> | h. A smooth substance that covers the ends of the bones. |
| 9. Ureters | <input type="checkbox"/> | i. It controls the rhythm and pace of the heartbeat. |
| 10. Fallopian tubes | <input type="checkbox"/> | j. It is specialised in storing fat and repairing damaged tissue. |

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TRUE/FALSE

3. Say if the sentences are true or false, and correct the false ones.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Organelles, which are in the cytoplasm, perform various cellular functions, for example the production of energy. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. An organ system is a structure of the body composed of two or more types of tissue that form a functional unit. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. There are three types of bone: flat, short, and long. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Skeletal muscles are attached to bones and allow movement. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The nervous system is responsible for external and internal stimuli and helps the body to adapt to new conditions. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The thyroid and parathyroid produce testosterone and sperm for reproduction. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Capillaries drain blood in the tissues and organs and return it to the heart. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Inhalation is the act of drawing air into the lungs. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The large intestine is the longest part of the alimentary canal which absorbs most of the nutrients from digested food. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. The testicles are two oval shaped organs whose function is that of producing sperm. | <input type="checkbox"/> | <input type="checkbox"/> |

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OPEN QUESTION

4. Briefly describe the stages of reproduction.

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Total score/40



SENTENCE COMPLETION

2. Complete the sentences.

1. Motor skills are the physical characteristics that allow humans
2. Coordination is the skill that lets us synchronise our muscles in order to carry out
3. Hand-eye coordination is a perceptual skill that refers to the ability of
4. Physiotherapy is a treatment that restores movements and functions of specific parts of the body when someone
5. To function effectively, balance must be kept during both
6. Postural control is the ability to stabilise the trunk and neck to enable
7. Flexibility is how well joints can passively move whereas mobility is how well you can actively
8. Active training to improve mobility is based on the traditional physical exercises which comprise
9. Osteoarthritis, muscular dystrophy, cerebral palsy, multiple sclerosis, and Parkinson's are
10. In the repetition method, short distances are covered at maximum speed for a brief duration, followed by recovery, then

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TRUE/FALSE

3. Say if the sentences are true or false. Correct the false ones.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Gross motor coordination involves large, complex movements and several muscles. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Dyspraxia refers to coordination problems linked to injuries or trauma. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Static balance is the ability to hold a position during a specific movement. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Bilateral integration is the ability to use both sides of the body in a coordinated way. | <input type="checkbox"/> | <input type="checkbox"/> |

- 5. Muscular endurance is the ability of muscles to exert force repeatedly against resistance.
- 6. Agile strength is the ability to continue repeated muscle contractions over an extended period.
- 7. Maximal strength is the ability to generate force at the beginning of a movement.
- 8. Hot temperature facilitates mobility, cold temperature reduces it.
- 9. Generally, women have better mobility than men.
- 10. The constant speed method includes medium-intensity exercises in the same period of time.

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OPEN QUESTION

4. Briefly talk about speed.

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Total score/40

Name

Class Date



READING COMPREHENSION

1. Read the text and answer the questions.

How to Train Speed

Whether you're relatively new to the sport or have decades of experience, everyone wants to improve running speed in competitions and beat their personal best. We can't all be Usain Bolt, but we can incorporate different kinds of exercise to increase our overall times, whether running for fun or in a race.

Many runners find they reach a fitness plateau and struggle to know how to increase running speed. The simple truth is that the only way of increasing running speed is to actively run faster – you won't improve your race times by simply doing the same kinds of long, slow, endurance-building jogs you've always done.

It can be useful to think about your motivation for increasing your running speed. This may also influence the kinds of methods of training for speed you decide to use. For example, a marathon runner will focus on adding sprints into their long runs, while a competitive track racer will benefit from building muscle. There are five simple methods to train and increase your running speed:

- interval training helps improve running speed by gradually increasing your body's efficiency at clearing lactic acid from the muscles – which means that, over time, you'll be able to run faster for longer;
- add sprints into your long run. This is an especially useful method for long-distance-marathon runners because it helps build power and a "speed reserve" that makes marathon pace easier and improves running economy and efficiency by enhancing muscular and metabolic adaptations;
- choose lightweight running shoes: they are different to regular trainers because they use new kinds of extra-light foam soles while also stripping back any unnecessary weight;
- using a skipping rope can play a big part in making you a faster runner and is a great training method for speed used by many of the world's most successful athletes;
- even if runners don't want big muscles, strength training can still help them run faster and stronger. Doing strength training will help make bodies stronger and more powerful, which is important for running, especially when they need to sprint or speed up quickly.

Adapted from: <https://www.asics.com/gb/en-gb/running-advice/5-different-methods-to-improve-speed-when-running/>

Glossary:

plateau: *stallo*

1. Why won't long, slow endurance runs improve your race times?
2. How can interval training help increase your running speed?
3. Why should a marathon runner put sprints into their long runs?
4. What is special about lightweight running shoes?
5. How does strength training help runners?

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SENTENCE COMPLETION

2. Complete the sentences.

- 1. Coordination can be defined as the ability to move our body in a way
- 2. Fine motor coordination includes small movements and is the ease
- 3. Dyspraxia refers to coordination problems that can have a major
- 4. The vestibular system is inside our inner ear and helps
- 5. Sensory processing refers to the sensory stimulation in our own body for
- 6. Strength is the ability of a muscle or a group of muscles
- 7. Agile strength refers to the ability to change direction quickly and efficiently while
- 8. Doing push-ups for three minutes is useful training to test
- 9. The main parts involved in mobility are the joints, which are placed at the end of the bones and allow
- 10. Active exercises to improve mobility comprise continuous movement without

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Name

Class Date



READING COMPREHENSION

1. Read the text and answer the questions.

Healthy Weight

Reaching and maintaining a healthy weight is important for overall health and can help you prevent and control many diseases and conditions. If you are overweight or obese, you are at higher risk of developing serious health problems, including heart disease, high blood pressure, type 2 diabetes, gallstones, breathing problems, and certain cancers. That is why maintaining a healthy weight is so important: It helps you lower your risk for developing these problems, helps you feel good about yourself, and gives you more energy to enjoy life. Overweight is having extra body weight from muscle, bone, fat, and/or water. Obesity is having a high amount of extra body fat. Body mass index (BMI) is a useful measure of overweight and obesity. It is calculated from your height and weight and is an estimate of body fat and a good gauge of your risk for diseases that can occur with more body fat. Many factors can contribute to a person's weight. These factors include the environment, family history and genetics, metabolism (the way your body changes food and oxygen into energy), and behaviour or habits.

Energy balance is important for maintaining a healthy weight. The amount of energy or calories you get from food and drinks (energy IN) is balanced with the energy your body uses for things like breathing, digesting, and being physically active (energy OUT):

- the same amount of energy IN and energy OUT over time = weight stays the same (energy balance)
- more energy IN than OUT over time = weight gain
- more energy OUT than IN over time = weight loss.

To maintain a healthy weight, your energy IN and OUT don't have to balance exactly every day. It's the balance over time that helps you maintain a healthy weight.

Adapted from: https://www.nhlbi.nih.gov/health/educational/lose_wt/index.htm

Glossary:

gallstone: *calcolo biliare*

gauge: *indicatore*

1. Why is it important to have a healthy weight?
2. What are the main risks of obesity?
3. What is the difference between overweight and obesity?
4. What kind of indicator is BMI?
5. How can energy balance be described?

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...../10**GAP FILL****2. Complete the sentences with the missing expression.**

1. is about informing and inviting people and communities to make informed decisions about their health and well-being.
2. Health education is focused on the importance of, providing strategies to deal with stress and depression.
3. One of the of health education is to raise awareness about the factors that influence health.
4. Basal metabolism refers to the that your body needs to perform essential functions while at rest.
5. Even diets can influence metabolism, in fact or malnutrition can lower BMR.
6. involve an intense preoccupation with food and body weight, which can lead to severe physical and psychological consequences.
7. Anorexia nervosa manifests itself as a and causes extreme thinness. It is characterised by extreme restriction and control of food intake.
8. Eating disorders can be a way to cope with difficult emotions such as stress, anxiety, sadness, and anger maybe deriving from
9. Addictions are chronic conditions characterised by consumption of substances which involve physical and
10. Hallucinogens are drugs that alter perception, mood, and thought. The most common are

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TRUE/FALSE

3. Say if the sentences are true or false. Correct the false ones.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Disease prevention refers to efforts aimed at reducing the risk of developing diseases. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Health education involves measures that healthcare systems take to stop prevention. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. BMR always increases with age. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Hormones, especially thyroid hormones, play a significant role in regulating metabolism. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The World Health Organization has established parameters for BMI. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Eating disorders affect teenage women. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. In anorexia nervosa the act of eating is generally followed by self-induced vomiting. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Individuals with eating disorders may set unrealistically high standards for themselves. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. For individuals with severe eating disorders hospital treatment may be necessary. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Opioids are used to alter perception, mood, and thought. | <input type="checkbox"/> | <input type="checkbox"/> |

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OPEN QUESTION

4. Describe the different types of health prevention.

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Total score/40

Name

Class Date



READING COMPREHENSION

1. Read the text and answer the questions.

Signs of Drug Addiction

Drug addiction, also called substance use disorder, is a disease that affects a person's brain and behaviour and leads to an inability to control the use of a legal or illegal drug or medicine.

Drug addiction can start with experimental use of a recreational drug in social situations, and, for some people, drug use becomes more frequent. For others, particularly with opioids, drug addiction begins when they take prescribed medicines or receive them from others who have prescriptions.

The risk of addiction and how fast you become addicted varies by drug. Some drugs, such as opioid painkillers, have a higher risk and cause addiction more quickly than others. As time passes, your drug use increases, and you may find that it's increasingly difficult to go without the drug. Attempts to stop drug use may cause intense cravings and make you feel physically ill. These are called withdrawal symptoms.

Sometimes it's difficult to distinguish normal teenage **moodiness** or anxiety from signs of drug use. Moreover, signs and symptoms of drug use or intoxication may vary depending on the type of drug. However, possible signs include:

- **Problems at school or work** – frequently missing school or work, a sudden disinterest in school activities or work, or a drop in grades or work performance;
- **Physical health issues** – lack of energy and motivation, weight loss or gain, or red eyes;
- **Neglected appearance** – lack of interest in clothing or looks;
- **Changes in behaviour** – major efforts to bar family members from entering the teenager's room or being secretive about going out with friends; or drastic changes in behaviour and in relationships with family and friends;
- **Money issues** – sudden requests for money without a reasonable explanation; or your discovery that money is missing or has been stolen or that items have disappeared from your home, indicating maybe they're being sold to support drug use.

Adapted from: <https://www.mayoclinic.org/diseases-conditions/drug-addiction/symptoms-causes/>

Glossary:

moodiness: *irritabilità*

1. What do we mean by drug addiction?
2. What are the main causes of drug addiction?
3. What factors influence the risk and speed of addiction?
4. How can progression in drug addiction be described?
5. What changes might a teenager experience during addiction?

Name

Class Date



READING COMPREHENSION

1. Read the text and answer the questions.

The Truth about Fats

For years, we were urged to banish fat from our diets whenever possible. We switched to low-fat foods but the shift didn't make us healthier, probably because we cut back on healthy fats as well as harmful ones.

You may wonder if fat isn't bad for you, but your body needs some fat from food. It's a major source of energy as it helps absorb some vitamins and minerals. Fat is needed to build cell membranes, the vital exterior of each cell, and the **sheaths** surrounding nerves. It is essential for blood **clotting**, muscle movement, and inflammation. For long-term health, some fats are better than others. All fats have a similar chemical structure: a chain of carbon atoms bonded to hydrogen atoms. What makes one fat different from another is the length and shape of the carbon chain and the number of hydrogen atoms connected to the carbon atoms. Seemingly slight differences in structure translate into crucial differences in form and function.

The worst type of dietary fat is the kind known as trans-fat. It is a byproduct of a process called hydrogenation that is used to turn healthy oils into solids and to prevent them from becoming rancid. Trans fats have no known health benefits and there is no safe level of consumption.

Is saturated fat bad for you? A diet rich in saturated fats can drive up total cholesterol, and tip the balance towards more harmful LDL cholesterol, which prompts blockages to form in arteries in the heart and elsewhere in the body. For that reason, most nutrition experts recommend limiting saturated fat to under 10% of calories a day.

Good fats – i.e. monosaturated and polysaturated fats – come mainly from vegetables, nuts, seeds, and fish. They differ from saturated fats by having fewer hydrogen atoms bonded to their carbon chains. Although there's no recommended daily intake of monounsaturated fats, the National Academy of Medicine recommends using them as much as possible along with polyunsaturated fats to replace saturated and trans fats.

Adapted from: <https://www.health.harvard.edu/staying-healthy/the-truth-about-fats-bad-and-good>

Glossary:

clotting: *coagulazione*

sheath: *guaina*

1. Why does the body need fat from food?
2. What makes one type of fat different from another?
3. Why are trans fats considered harmful?
4. How does saturated fat affect cholesterol levels?
5. What are good fats, and where do they come from?

Name

Class Date



READING COMPREHENSION

1. Read the text and answer the questions.

Why Cholesterol Matters

Cholesterol is a **waxy**, fat-like substance found in all cells of the body. It is essential for producing certain hormones, vitamin D, and substances that help digest food. It comes from two sources: the liver makes all the cholesterol we need, the rest comes from foods from animals, for example, meat, **poultry**, and dairy products.

Cholesterol circulates in the blood: as the amount of cholesterol in your blood increases, so does the risk to your health. High cholesterol contributes to a higher risk of cardiovascular diseases, such as heart disease and stroke.

There are two types of cholesterol:

- HDL, High-Density Lipoprotein, helps remove excess cholesterol from the bloodstream and transports it to the liver, where it can be processed and excreted. High levels of HDL cholesterol are associated with a lower risk of heart disease because it prevents cholesterol from building up in the arteries;
- LDL, Low-Density Lipoprotein, carries cholesterol from the liver to the cells, but if there is too much, it can join with other substances to form a thick, hard deposit on the inside of the arteries. This narrows the arteries and makes them less flexible – a condition known as *atherosclerosis*. This can lead to a blood **clot**, which can block one of these narrowed arteries, causing a heart attack or a stroke.

To maintain low cholesterol levels, you should choose a healthy diet rich of omega-3 fatty acids found in fish such as salmon, limit saturated fats, and avoid trans fats. You should also choose a healthy lifestyle, avoid smoking and drinking alcohol, exercise, and lose excess weight. For some people, lifestyle changes alone may not be enough, and cholesterol-lowering medications may be prescribed by a doctor.

Adapted from: <https://www.heart.org/en/health-topics/cholesterol/about-cholesterol>

Glossary:

clot: *coagulo*

poultry: *pollame*

waxy: *ceroso*

1. What is cholesterol and why is it important?
2. Where does cholesterol come from?
3. Why do we refer to cholesterol as 'bad' and 'good'?
4. How does high cholesterol affect health?
5. How can you maintain low cholesterol levels?

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...../10**SENTENCE COMPLETION****2. Complete the sentences.**

1. Nutrients have energy functions because they supply the energy needed for the body's activities; the unit of measurement
2. A diet is poor when it does not our body needs, both in terms of quality and quantity.
3. Water does not provide energy, but it is essential for survival and is the most important among of our body.
4. Plant proteins do not contain all, except for legumes and cereals when consumed together.
5. Proteins have a transport function because and nutrients throughout the body.
6. Carbohydrates are compounds made up of
7. Simple sugars are composed of a single molecule, such as and are digested very quickly.
8. Vitamins are nutrients that the body needs in small amounts to function properly and they are divided into
9. Minerals are inorganic substances found in soil, water, and food that cannot be produced by the body, so they must
10. In a balanced diet, the calories consumed through food should come 50-60% from carbohydrates, 25-30% from fats, and

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Name

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READING COMPREHENSION

1. Read the text and answer the questions.

The Need for Speed in Football

Speed is an integral aspect of football, influencing everything, from individual player performance to team dynamics and tactics. In a sport where the difference between winning and losing can come down to a single moment, speed can be the determining factor. This article will investigate the importance of speed in football, examining its various facets and how it affects the modern game.

Physical speed refers to a player's ability to cover ground quickly, whether sprinting, accelerating, or changing direction. It is a valuable asset for any football player, enabling them to **outpace** opponents, reach loose balls, and create space for themselves or their teammates. Speedy players can exploit **gaps** in the opposition's defence, making it difficult for defenders to track their movements and react accordingly.

Speed is particularly important for specific positions on the field. For example, wingers and **fullbacks** need to be fast to execute their attacking and defensive duties effectively. A fast winger can stretch the opposition's defence, creating opportunities for themselves or their teammates to exploit. Similarly, fullbacks require speed to overlap in attack, provide width, and track back quickly to defend against counterattacks.

Tactical speed refers to how fast a team can transition between phases of play, such as from defence to attack or vice versa. A team that can quickly capitalise on **turnovers** and launch rapid counterattacks can catch their opponents off guard, creating scoring opportunities before the defence has a chance to regroup.

On the other hand, a team that can quickly transition from attack to defence can **stifle** their opponents' attacking threats, closing down spaces and denying them the opportunity to create chances.

Certain professional football teams have become renowned for their fast-paced playing style and preference for quick players. One example is Borussia Dortmund, a German team known for their explosive counter-attacking style. Another example is Real Madrid, which has often relied on speed as a vital component of their playing style.

Adapted from: <https://www.soccertake.com/performance/the-need-for-speed-the-importance-of-pace-in-soccer>

Glossary:

fullback: *terzino*

to outpace: *distanziare*

to stifle: *ostacolare*

turnover: *cambio di possesso palla*

1. Why is speed considered a decisive factor in football?
2. What is physical speed and how does it help players?
3. Which football positions especially benefit from speed?
4. What is tactical speed in football?
5. Why are teams like Borussia Dortmund and Real Madrid mentioned as examples in relation to speed?

Name

Class Date



READING COMPREHENSION

1. Read the text and answer the questions.

The Importance of Speed for Basketball Players

Speed, in general, is the ability of basketball players to move from one area of the court to another area, particularly as it relates to moving fast in a vertical direction, which would be up and down the court, in the shortest amount of time as possible. Essentially, one particular basketball player with a moderate to high degree of speed would almost certainly be able to move up or down the court from point A to point B at a much faster rate than another player with a lesser degree of speed.

Speed is important for basketball players because it can be utilised to create scoring opportunities on the offensive side of the ball and, at the same time, speed can be utilised to prevent or mitigate scoring opportunities from a defensive standpoint. Players in perimeter positions like **point guard**, **shooting guard**, or **small forward** can use their speed to score quickly. This is especially useful during fast breaks across the court, but also in situations like 1-on-1 plays against a defender. If an offensive perimeter player can't use their speed to get past the defender, it makes things easier for the defence and harder for their own team to score. Defensive players can use speed to prevent offensive scoring. Especially during transition defence, one particular player's speed can be highly beneficial even if the other team members are not as fast.

Basketball players should also have a basic knowledge of acceleration and deceleration in relation to speed because, without it, players will most likely go too fast or simply be out of control, which could possibly lead to negative outcomes. In other words, players should be able to read the defence and then speed up or slow down based on the situation, especially when in possession of the ball.

Adapted from: <https://hoopstudent.com/basketball-shooting-guard/>

Glossary:

point guard: *playmaker*

shooting guard: *guardia tiratrice*

small forward: *ala piccola*

1. What does speed mean in basketball?
2. Why is speed important for basketball players?
3. Which basketball positions benefit most from speed?
4. What happens if an offensive player can't use speed to beat a defender?
5. Why is it important for players to understand acceleration and deceleration?

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OPEN CLOZE TEST

2. Fill in the gaps with the missing words.

Factors Affecting Speed

Speed is a **1.** quantity that measures how fast an object moves, regardless of direction. It is calculated using the formula $\text{Speed} = \text{distance}/\text{time}$ and is typically measured in m/s, km/h, or mph. A stationary object has **2.** speed, while a fast-moving object covers more distance in less time.

3. is a vector quantity that considers both magnitude and direction and indicates the rate at which an object's position changes, calculated as $\text{Velocity} = \text{displacement} / \text{time}$. If an object moves forward and returns to the starting position, its velocity is zero.

4. is another vector quantity that refers to the rate of change of velocity, measured in m/s^2 . It is calculated as $\text{Acceleration} = \Delta v / \Delta t$.

Environmental **5.** affect speed. Indoor conditions, with controlled surfaces and less air resistance, allow faster movement. **6.** conditions introduce wind resistance, temperature changes, and uneven terrain, which can slow down motion.

Different surfaces influence speed, too. **7.** surfaces (like polished wood) reduce friction and allow faster movement, while rough surfaces (like sand or gravel) increase friction and slow motion. Wet or icy surfaces reduce **8.**, making movement faster but less stable. Other factors affecting speed include friction, air **9.**, and **10.** power, which helps athletes accelerate quickly in sports.

Adapted from: <https://www.quora.com/What-factors-determine-the-speed-of-an-objects>

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Name

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READING COMPREHENSION

1. Read the text and fill in the gaps with the missing sentences.

- a. the player converts potential energy
- b. The block also illustrates physics.
- c. Newton's laws of motion are clearly demonstrated.
- d. making passes more accurate and controlled.
- e. which is the product of force and contact time.
- f. while momentum helps them reach further.
- g. volleyball is a dynamic application of physics.
- h. the faster the ball travels.
- i. makes the ball dip quickly
- j. allows for maximum downward force and angle.

Physics in Volleyball

Volleyball is not only a sport of skill and teamwork but also a perfect example of physics in action. Every serve, set, spike, and block involves concepts such as force, motion, gravity, and energy transfer.

When a player serves the ball, **1.** The player applies a force to the ball, which accelerates in the direction of that force. The stronger the force, **2.** Once in motion, the ball is influenced by gravity, air resistance, and spin. A topspin serve, for example, **3.** because the spin creates a pressure difference in the surrounding air (Magnus effect).

During a spike, **4.** (from jumping) into kinetic energy (as they strike the ball).

The higher the jump, the more gravitational potential energy is stored, which can then be released in the hit. Timing is crucial, as contacting the ball at the peak of the jump

5.

6. The defender anticipates the path of the spiked ball by predicting its velocity and trajectory; successful blocking depends on reaction speed and positioning to intersect the ball's path.

Passing and setting depend heavily on impulse, **7.** By keeping hands soft and increasing the time of contact, players reduce the force on the ball, **8.**

Even the court itself highlights physics principles. For instance, when a player dives for the ball, friction between their body and the floor slows them down, **9.**

In short, **10.** Understanding these principles helps players refine their technique, improve performance, and gain a deeper appreciation of the science behind the sport.

Adapted from: <https://www.javelinsportsinc.com/posts/understanding-the-physics-behind-volleyball>

Glossary:

spike: *schacciata*

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CLOZE TEST

2. Fill in the gaps with the missing words. There are two extra words.

speed • kinetic • parabolic • jump • motion • curved • central • potential • acceleration • vertical • centripetal • momentum

Jumping and Newton's Laws

Jumping in sports relies on physics principles such as force, energy conversion, and projectile **1.** Athletes push against the ground, generating force that propels them into a **2.** trajectory. Newton's second law states that greater force or lower mass increases **3.**, enhancing jump height. Newton's third law explains how the ground exerts an equal and opposite reaction force, pushing athletes upward. Impulse, which measures the change in **4.**, plays a crucial role in jumps. A stronger, longer push increases impulse, leading to higher jumps. In long jump, sprinting **5.** boosts horizontal momentum, while in high jump, extended ground contact enhances **6.** motion. Once airborne, jumpers follow a **7.** path due to gravity, with horizontal velocity remaining constant. Energy conversion also occurs: at take-off, muscle force transforms chemical energy into **8.** energy; at peak height, kinetic energy converts into **9.** energy; during descent, gravity pulls the jumper down, redistributing kinetic energy. Additionally, curved motion in sports like running, cycling, and skating requires **10.** force, which pulls athletes inward and prevents them from moving in a straight line.

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TRUE/FALSE

3. Say if the sentences are true or false, and correct the false ones.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Newton's three laws of motion help athletes improve their speed, performance, and movement in various sports. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. In ball sports, the Magnus effect explains how spin creates a pressure difference, causing the ball to curve. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Newton's third law states that a sprinter moves forward because the air pushes them ahead. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. In wheel-based sports, turning is achieved without the need for centripetal force or leaning. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Moving along a curve requires a continuous change in direction and the involvement of special forces. | <input type="checkbox"/> | <input type="checkbox"/> |

- 6. The lean angle depends on speed and mass.
- 7. Banked tracks can negatively affect athlete's speed and stability while turning.
- 8. A launch is a combination of force application, energy conversion, and controlled motion.
- 9. Impulse is the product of force and the time over which it is applied.
- 10. A shorter application of force results in greater momentum, leading to more powerful throws.

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OPEN QUESTION

4. Describe energy conversion in launches.

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Total score/40



READING COMPREHENSION

1. Read the text and fill in the gaps with the missing sentences.

- a. Its path depends on the launch angle
- b. The bat's swing produces kinetic energy,
- c. appreciate the science behind every pitch and hit.
- d. When a pitcher throws the ball,
- e. the ball is influenced by gravity,
- f. by estimating its velocity and angle,
- g. the faster the ball travels.
- h. they must apply force in the opposite direction
- i. can launch the ball into a home run trajectory.
- j. Spin plays a crucial role:

The Physics behind Baseball Pitches

In baseball, every **pitch**, **swing**, and catch can be explained through principles such as force, energy transfer, momentum, and aerodynamics.

1. Newton's laws of motion are clearly demonstrated. The pitcher applies force with the arm to accelerate the ball toward the plate. Once released, **2.** which pulls it downward, and by air resistance, which slows it slightly. **3.** pitches like curveballs or sliders use the Magnus effect, where spinning creates air pressure differences that cause the ball to curve or dip, making them difficult to hit.

Batting is another showcase of physics. **4.** which is transferred to the ball upon impact. The greater the bat's speed, the more energy is delivered, and **5.** Striking the ball on the bat's "sweet spot" minimises vibration and maximises energy transfer, producing the strongest, most controlled hits.

Once hit, the ball follows the laws of projectile motion. **6.** velocity, air resistance, and gravity. Low angles create line drives, while an optimal angle of roughly 30-35 degrees

7. Backspin can also help keep the ball aloft longer, extending its distance.

Fielding and catching further highlight physics concepts. Outfielders judge the ball's trajectory **8.** while catchers rely on impulse. By moving the glove backward slightly during the catch, they extend contact time, reducing the force on their hand and ensuring better control.

Even base running involves physics. Runners accelerate by pushing against the ground with friction, and **9.** to slow down at a base.

Understanding forces, energy, and motion not only explains the game but also helps players refine their performance and **10.**

Adapted from: <https://www.comsol.com/blogs/physics-behind-baseball-pitches>

Glossary:

pitch: *lancio*

swing: *oscillazione (della mazza)*



CLOZE TEST

2. Fill in the gaps with the missing words. There are two extra words.

reaction • speed • Magnus • height • aerodynamics • performance • force • kinetic • conversion • energy • trajectory • second

Newton's Three Laws of Motion in Sport

Physics plays a crucial role in sports, helping athletes refine techniques, enhance

1., and prevent injuries. Newton's three laws of motion – inertia, acceleration, and **2.** – explain how athletes generate movement, increase speed, and optimise performance. In track and field, force, energy, and

3. help sprinters run faster and jumpers reach greater heights. Ball sports rely on physics principles like projectile motion and the **4.** effect, which explains how spin affects a ball's **5.**

Launching in sports involves force application, energy **6.**, and controlled motion. Newton's **7.** law states that acceleration depends on applied force and mass.

Impulse-momentum principles show how longer **8.** application leads to greater momentum, improving throws and jumps. **9.** conversion plays a key role, as chemical energy from muscles transforms into

10. energy, powering movements in sports like football and volleyball.

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TRUE/FALSE

3. Say if the sentences are true or false, and correct the false ones.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. According to the third law of motion, the runner pushes the track, and the track pushes back, moving them forward. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. In cycling and racing, faster-spinning wheels help riders stay balanced and in control. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. A jumper's acceleration only depends on their body mass. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. In high jump, a shorter ground contact time allows for greater impulse, increasing vertical momentum. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. During descent, a jumper continues to gain kinetic energy. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. At peak height of a jump, vertical velocity becomes zero. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. At take-off, a jumper's muscles contract to generate force. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. On banked tracks, a very steep banking angle increases energy loss. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Impulse is the product of speed and the time over which it is applied. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. A discus thrower builds up momentum by running before launching the discus. | <input type="checkbox"/> | <input type="checkbox"/> |

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OPEN QUESTION

4. Describe the role of centripetal force and lean angle in bends.

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Total score/40



READING COMPREHENSION

1. Read the text and write the questions to these answers.

Personality Rights in the World of Sport

In the sports industry, an athlete’s identity is more than just a name or a face; it is a valuable **asset**. Athletes are constantly in the spotlight due to sponsorships and media coverage, but with fame comes the need for protection. The right to one’s image or name is crucial for both privacy and control over how the image or name is used.

Personality rights refer to the legal protections that safeguard an individual’s identity, including their image, name and other distinctive attributes, from unauthorised use.

These rights help individuals, especially public figures, maintain control over how they are represented in public and commercial settings.

The right to one’s image, often referred to as “portrait rights”, grants individuals control over the use of their image. It prohibits anyone from capturing, publishing, or distributing one’s image without their explicit consent. It is closely linked to the right to privacy and the protection of personal data, and it protects individuals from unwanted intrusions into their private lives. For public figures, such as professional athletes, this right is of particular importance because it ensures that no one can use an athlete’s image, whether it be photos, videos, or other media, without their consent.

Similarly, the right to one’s name follows the same principles. No entity can use an athlete’s name for commercial gain without proper authorisation: while an athlete’s image may be used to inform the public about sports events, it may not be commercially **exploited** without permission. This means that advertisements, promotional materials, and branded content featuring an athlete cannot be used without their explicit consent. If their image or name is used without consent, athletes have the right to take legal action to protect their interests.

Adapted from: <https://www.akd.eu/insights/personality-rights-in-the-world-of-sports>

Glossary:

asset: *risorsa*

to exploit: *sfruttare*

1. Because they attract media attention, so they need to protect their privacy and control how their image or name is used.
2. They protect athletes from the use of their name, image, and other distinctive attributes without their permission.
3. It is to ensure that individuals keep control over how they are portrayed in public and in commercial contexts.
4. They are similar because no entity can use either the image or the name of an athlete for commercial purposes without authorisation.
5. They can take legal action to defend their rights.

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SENTENCE COMPLETION

2. Complete the sentences.

1. In professional sports, rules and regulations are very important because they create a set of that every athlete must follow.
2. In high-contact sports like American football or rugby there are strict regulations on tackling techniques and, such as helmets.
3. Athletes and coaches who break the codes of conduct may be subject to
4. Sports contracts are legally binding, so if a team violates the terms, the athlete has the right
5. Teams have to provide, including access to specialists, physical therapists, and other medical professionals.
6. Sports regulations require athletes to undergo to ensure they are not using forbidden substances.
7. enforce disciplinary measures and handle any disputes that arise during competitions.
8. National associations help the development of athletes by creating programmes to identify young talents, providing training facilities and even
9. The IOC organises both the summer and winter Olympic Games and oversees
10. UNESCO's sports programmes are aimed at promoting sports as a tool for

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Name

Class Date



READING COMPREHENSION

1. Read the text and write the questions to these answers.

From GAISF to SportAccord

The Global Association of International Sports Federations (GAISF) was the umbrella organisation for all international sports federations, as well as the organiser of multi-sports games and sport-related international associations up until a few years ago. It was founded in 1967 and was a non-governmental organisation recognised by the IOC. It changed its name to SportAccord from March 2009 to April 2017, when it reverted again to GAISF. It had 95 full members (international sports federations governing specific sports worldwide) and 20 associate members (organisations which conduct activities closely related to the international sports federations). However, in November 2022, the members of GAISF voted to dissolve the organisation and become SportAccord once again.

SportAccord, which is based in Lausanne, Switzerland, has as a key role the advocacy for its members, representing their interests to global institutions such as the International Olympic Committee and the United Nations, while promoting the autonomy and integrity of sport. SportAccord also works to ensure good governance, ethics, and anti-doping standards across all member organisations.

A major focus of SportAccord is to encourage cooperation among federations by providing opportunities to share knowledge and best practices. It also supports the development of smaller or emerging sports by offering resources and guidance to help them grow on an international level. SportAccord also organises high-profile events, such as the SportAccord World Sport & Business Summit and the World Combat Games, which help connect sports leaders, business professionals, and media stakeholders.

Additionally, SportAccord provides services such as legal support, strategic advice, and media tools to assist its members. By promoting innovation, sustainability, and digital transformation in sport, it helps federations adapt to modern challenges and expand their global reach. Overall, SportAccord plays a vital role in the growth, governance, and promotion of international sport.

Adapted from: <https://www.worldurbangames.sport/what-is-sportaccord/> and
[https://en.wikipedia.org/wiki/Global_Association_of_International_Sports_Federations#:~:text=Global%20Association%20of%20International%20Sports%20Federations%20\(GAISF\)%20was%20the%20umbrella,it%20reverted%20to%20its%20GAISF](https://en.wikipedia.org/wiki/Global_Association_of_International_Sports_Federations#:~:text=Global%20Association%20of%20International%20Sports%20Federations%20(GAISF)%20was%20the%20umbrella,it%20reverted%20to%20its%20GAISF).

Glossary:

advocacy: sostegno

1. It was founded in 1967; it was a non-governmental organisation recognised by the IOC composed of 95 full members and 20 associated members.
2. From March 2009 to April 2017, GAISF operated under the name SportAccord before returning to its original name. In November 2022, GAISF members decided to dissolve the organisation and become SportAccord again.

3. SportAccord primarily supports and represents its member organisations by advocating for their interests to major global bodies like the International Olympic Committee and the United Nations.
4. By organising important events, such as the SportAccord World Sport & Business Summit and the World Combat Games.
5. Because it supports federations in adapting to modern issues and increasing their presence on the international stage.

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SENTENCE COMPLETION

2. Complete the sentences.

1. The rules of a sport can be changed when new information shows that injuries
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2. An important reason why rules and regulations exist in sports is to make sure that everyone
3. are responsible for establishing the rules, regulations, and guidelines for their specific sports.
4. Sports associations provide coaching, training facilities, and financial support to help athletes
5. Some sports organisations are not limited to one sport, they work across, for example the IOC.
6. of cross-sport associations are to promote gender equality, anti-doping, and sustainability.
7. The right to is widely recognised as an important part of human development and well-being.
8. The on the Rights of the Child states that children have the right to engage in play, recreation, cultural and artistic activities.
9. European institutions have developed funding initiatives to increase participation in sport for
10. In there are articles that have been interpreted to include access to sport as a vital component of the society.

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Name

Class Date



READING COMPREHENSION

1. Read the text and choose the correct option.

Sports Advertising and Marketing

Sports advertising and marketing harness the **1.** fans have for sports to promote both sports-related and non-sports products. They encompass the marketing of sports (promoting **2.**, leagues, and events) and marketing through sports (using sports platforms to advertise other products). At its core, sports marketing **3.** the traditional 4 P's – Product, Price, Place, Promotion – and extends them with Planning, Packaging, Positioning, and Perception to address sports' service nature. **4.** use a variety of strategies, including sponsorships of teams or athletes, event activations, in-stadium signs, licensed merchandise, and endorsements. Modern trends heavily emphasise **5.**, offering experiences and targeted campaign based on fan's behaviour. Digital channels, especially social media and influencers, amplify reach, enabling realtime **6.** during games. High-profile campaigns illustrate impact: Nike's "Dream Crazy" and Puma's "Pelé and the Pause" tied social **7.** to athletic narratives, generating massive engagement.

The three major types of sports marketing are:

- **Individual sponsorship**, which focuses on sponsoring a specific **8.**, typically in individual sports such as golf, tennis, or track and field. The sponsor is made more visible through the athlete's appearance, brand, and performance;
- **Team sponsorship**, in which a **9.** finances an entire sports team and its competitions. The sponsor's logo and branding are on the team's apparel, merchandising, and signs;
- **Event sponsorship**, which involves sponsoring a particular sporting event, such as a **10.**, championship game, or season. The sponsor may also get visibility through media coverage, as their name and logo are frequently displayed prominently during the event.

Adapted from: <https://online.lindenwood.edu/blog/impact-of-sponsorship-and-endorsements-in-sport-management>

Glossary:

to encompass: *includere*

to harness: *sfruttare*

- | | | | |
|-----------------|--------------------|-----------------|----------------|
| 1. a. passion | b. dedication | c. aversion | d. intensity |
| 2. a. sponsors | b. game | c. teams | d. brands |
| 3. a. follows | b. starts | c. takes | d. means |
| 4. a. Players | b. Athletes | c. Clubs | d. Brands |
| 5. a. cost | b. personalisation | c. imitation | d. event |
| 6. a. influence | b. coordination | c. interactions | d. expectation |
| 7. a. media | b. messages | c. views | d. profiles |
| 8. a. athlete | b. club | c. partner | d. company |
| 9. a. mentor | b. event | c. business | d. stadium |
| 10. a. arena | b. player | c. sponsor | d. tournament |

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SENTENCE COMPLETION

2. Complete the sentences.

1. Companies use sports and athletes to promote their products because sport is watched by
2. occur when companies decide to contribute to the construction or maintenance of a stadium to have it named after them.
3. are highly visible and can be seen by both audiences and viewers at home, if the event is broadcast.
4. Endorsements are powerful marketing tools because athletes have
5. Even after retiring, athletes can continue to make money through
6. Since endorsements create a strong emotional connection, fans may choose that brand just because
7. Media rights refer to the agreements that give television and streaming platforms the permission to
8. Because so many people watch popular sports, TV networks compete hardily to
9. Some broadcasters put matches behind paywalls, so fans must buy subscriptions or
10. are changing how fans engage with sports because they sometimes share live clips or highlights.

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TRUE/FALSE

3. Say if the sentences are true or false. Correct the false ones.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Companies finance sports teams or events to have their logos associated with them. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. TV ads focus only on images to engage the viewers on multiple levels. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Global spending on sports media rights has been decreasing compared to before the pandemic. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Endorsement is when an athlete publicly supports or promotes a product, service, or brand. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Even today, Michael Jordan keeps earning millions from Nike every year. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Posts on social media help companies reach millions of people. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The value of TV rights has decreased dramatically in recent years because of social media. | <input type="checkbox"/> | <input type="checkbox"/> |

- 8. TV rights can make it cheaper for people to follow sports.
- 9. Traditional TV channels are no longer the only way to watch sports.
- 10. The money football players earn does not depend on the number of goals they score.

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OPEN QUESTION

4. Talk about salaries in sports and the gender pay gap.

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Total score/40

Name

Class Date



READING COMPREHENSION

1. Read the text and choose the correct option.

What are Sports Sponsorship and Endorsement?

It is no surprise that **1.** have a “face” associated with them in today’s context.

Sports sponsorship refers to a **2.** agreement according to which a company provides financial support – or products and services – to a sports team, event, or athlete. In return, the brand gains **3.** and association with the sports organisation or personality.

Endorsement is a specific form of sponsorship: a personal recommendation by an athlete or celebrity **4.** a product or service. But how do endorsements work?

Companies sponsor athletes to have them act as brand advocates. The athlete’s **5.** promotes the product, increasing visibility and credibility. A classic example is Nike’s long-term partnership with Cristiano Ronaldo: Ronaldo endorses Nike gear and, in exchange, earns around \$13 million annually, while generating around \$36 million in promotional value through social media alone.

Endorsements and sponsorships create a powerful emotional **6.** Fans often trust products recommended by their favorite athletes, increasing brand awareness, loyalty, and sales. These deals are mutually beneficial: **7.** amplify their marketing through the athlete’s image, and athletes receive financial rewards and broader exposure.

In sponsorship and endorsement, the following factors are imperative:

- **compliance and legal considerations:** several **8.** and regulations must be followed when drafting contracts for sports sponsorship and endorsement;
- **contractual obligations:** contract law governs agreements for sports funding and endorsement. Each party and any third-party agent should have a clear understanding of their rights and **9.** under the contract;
- **reputation management:** a player or team’s reputation may benefit or suffer as a **10.** of a sponsorship or endorsement deal in the world of sports.

Adapted from: <https://geraldsportssponsorshipendorsement.wordpress.com/>

Glossary:

compliance: *conformità*

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|-------------------------|----------------------------|------------------------|------------------------|
| 1. a. athletes | b. products | c. sponsors | d. events |
| 2. a. commercial | b. TV | c. sport | d. brand |
| 3. a. money | b. exposure | c. rights | d. benefits |
| 4. a. buying | b. paying | c. supporting | d. taking |
| 5. a. cost | b. personality | c. imitation | d. reputation |
| 6. a. intensity | b. coordination | c. connection | d. expectation |
| 7. a. media | b. brands | c. views | d. profiles |
| 8. a. rules | b. connections | c. interactions | d. companies |
| 9. a. intentions | b. responsibilities | c. meanings | d. sponsorships |
| 10. a. question | b. cost | c. action | d. result |

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SENTENCE COMPLETION

2. Complete the sentences.

1. Advertising is very important in sport because it is one of the main ways teams, events, and athletes
2. One of the most common types of sports ads is the commercial shown at sports events broadcast on TV during
3. Athletes, teams, and sports events may promote themselves and their reputation on
4. because fans often admire athletes and want to copy their behaviour, clothing, or lifestyle.
5. When a well-known athlete appears in a commercial, people notice the brand and
6. Naming rights occur when companies choose to support the building of a stadium or arena in exchange for
7. Salaries athletes get from the teams or clubs they play for depend on
8. Athletes can make money from bonuses based on their performance, such as
9. between an athlete and a team and outlines the terms of employment, including salary, duration and other benefits.
10. in sports is often due to differences in media coverage, sponsorship deals, and fan interest.

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TRUE/FALSE

3. Say if the sentences are true or false. Correct the false ones.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Sports advertising allows companies to reach a large audience and increase revenue. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The cost of a commercial during an important sport event is standardised. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. During the FIFA World Cup the average cost of an ad is \$2 million in every country. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Companies pay popular athletes to be the face of their product, hoping that fans will trust the brand more. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Social media create a connection between the athlete and their fans which is hard to build with normal advertising. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Athletes cannot activate any incentives to increase their income. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. In sports, contracts also include clauses about injuries, behaviour, and sponsorship obligations. | <input type="checkbox"/> | <input type="checkbox"/> |

- 8. The agreements included in contracts are aimed at protecting only the athlete.
- 9. In many sports, male athletes earn much more than their female counterparts.
- 10. The 2019 World Cup sued the US Soccer Federation for equal pay between female and male players.

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OPEN QUESTION

4. Talk about media rights in sports.

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Total score/40

Name

Class Date



READING COMPREHENSION

1. Read the text and choose the correct option.

Sports Scholarships at U.S. Colleges and Universities

In the United States, many colleges and universities offer athletic scholarships to **1.** student-athletes. These scholarships provide financial support to cover tuition, accommodation, and other educational expenses, **2.** students to pursue both academic and athletic excellence simultaneously.

Athletic scholarships are primarily offered by **3.** affiliated with major sports organisations such as the National Collegiate Athletic Association (NCAA) and the National Association of Intercollegiate Athletics (NAIA). Within the NCAA, Division I and Division II schools are particularly known for offering substantial **4.** across a variety of sports, including football, basketball, soccer, tennis, swimming, and track and field.

To be considered for a sports scholarship, students must demonstrate a high level of athletic **5.**, as well as meet the academic **6.** set by both the university and the athletic association. The recruitment process often involves the submission of performance videos, participation in competitions, and direct **7.** with college coaches. Besides this, each year international students receive significant amounts of financial assistance for their **8.** However, competition is high. Applications for financial aid go together with applications for admission.

Notable institutions that offer athletic scholarships include the University of Florida, Stanford University, University of Southern California (USC), and Duke University. These universities are recognised not only for their strong athletic programs but also for their academic **9.**

While athletic scholarships are highly competitive, they present a unique opportunity for talented individuals – both domestic and international – to receive quality **10.** while continuing to develop in their chosen sport. For many students, these scholarships open the door to future careers in professional sports, coaching, or related fields.

Adapted from: <https://educationusa.state.gov/athletic-scholarships>

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|---------------------------|-------------------------|--------------------------|------------------------|
| 1. a. wealthy | b. outstanding | c. prosperous | d. demanding |
| 2. a. enabling | b. giving | c. leaving | d. getting |
| 3. a. institutions | b. companies | c. negotiations | d. scholarships |
| 4. a. studies | b. information | c. support | d. scholarship |
| 5. a. excellence | b. ability | c. goal | d. sensibility |
| 6. a. recruitment | b. fulfilment | c. importance | d. requirements |
| 7. a. messages | b. communication | c. impact | d. negotiation |
| 8. a. schools | b. colleges | c. studies | d. sport |
| 9. a. talent | b. ability | c. recommendation | d. prestige |
| 10. a. education | b. sport | c. performance | d. institution |

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SENTENCE COMPLETION

2. Complete the sentences.

1. is a journey that requires dedication, discipline, and passion.
2. Early training helps develop basic skills and builds the foundation needed for
3. It is important for athletes to manage their career decisions carefully, working with
4. and oversee the financial responsibilities of clubs and athletes.
5. Physical therapists, nutritionists, and sports psychologists help athletes
6. Event coordinators manage logistics for games and promotional events, ensuring
7. To become a coach, are usually required by sports organisations.
8. Personal trainers guide clients toward their fitness goals through
9. Sports journalists must be skilled writers and communicators, able to simplify
10. Challenges in working as a sports commentator or journalist include constantly adapting to

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TRUE/FALSE

3. Say if the sentences are true or false. Correct the false ones.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Regional competitions and youth academies are fundamental experiences for young athletes. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. In the USA, college-level competition is often a step towards turning professional. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Sports advisors ensure teams and organisations adhere to rules and regulations. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. An athletic trainer's only role is to prevent injuries during competitions. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Sports analysts manage logistics for games, tournaments, and events. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. To become a coach, it's important to stay updated and keep learning about the latest techniques. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. In Italy, there are no specific age requirements to become a professional volleyball referee. | <input type="checkbox"/> | <input type="checkbox"/> |

- 8. Play-by-play announcers narrate the events as they happen.
- 9. Many commentators start their careers as athletes before moving into broadcasting.
- 10. Sports journalists and commentators don't need social media for their work.

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OPEN QUESTION

- 4. Talk about the careers of an athletic trainer and a strength and conditioning coach.

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Total score/40

Name

Class Date



READING COMPREHENSION

1. Read the text and choose the correct option.

Becoming a Sports Agent

A career as a sports agent has often been glamourised by media and movies, showing agents negotiating multi-million-dollar **1.** and living a jet-set lifestyle. While there is some truth to the excitement and financial **2.**, becoming a successful athlete agent requires a unique mix of education, networking, and **3.**

A sports agent represents athletes in negotiations for contracts, endorsements, and other business dealings. Their primary goal is to **4.** the financial and career opportunities for their clients. Athletic agents handle contract negotiations, marketing and branding, financial planning, and sometimes even personal matters. While there are no specific educational requirements for professional sports agents, having a solid educational foundation can significantly **5.** your prospects.

Common fields of **6.** include sports management, business, finance, marketing, or law. These disciplines provide a robust understanding of the business aspects of sports. Many agents also hold advanced **7.**, such as a Master's in Sports Management or Sport Administration. Experience in the sports industry is crucial. Here are some ways to gain valuable experience:

- **internships:** seek internships with sports agencies, professional sports teams, or athletic **8.** Internships provide hands-on experience and valuable networking opportunities;
- **entry-level positions:** starting in an entry-level position at a sports agency can help you learn the **9.** Roles such as assistant or junior agent provide insights into the industry's workings;
- **networking:** building a network within the sports **10.** is essential. Attend industry events, join professional organisations, and connect with professionals in the field.

Adapted from: <https://news.miami.edu/uonline/stories/2024/06/how-to-become-sports-agent.html>

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|--------------------|---------------|----------------|-----------------|
| 1. a. negotiations | b. contracts | c. brands | d. expenses |
| 2. a. outcomes | b. request | c. rewards | d. impact |
| 3. a. perseverance | b. importance | c. tournament | d. scholarships |
| 4. a. establish | b. inform | c. maximise | d. get |
| 5. a. decrease | b. import | c. manage | d. enhance |
| 6. a. study | b. fulfilment | c. sport | d. requirements |
| 7. a. professions | b. degrees | c. talent | d. institutions |
| 8. a. companies | b. colleges | c. departments | d. studies |
| 9. a. basics | b. ability | c. clubs | d. prestige |
| 10. a. education | b. connection | c. events | d. industry |

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SENTENCE COMPLETION

2. Complete the sentences.

1. Many aspiring athletes participate in regional competitions and youth academies where they can be
2. In the Anglo-Saxon world, some young athletes attend schools or universities with
3. Reaching the professional level involves
4. Sports advisors serve as trusted mentors,
5. focus on injury prevention, rehabilitation, and overall health.
6. Analysts take statisticians' data and identify patterns and trends
7. To become a referee, one must have a strong understanding of the game's rules and the ability
8. Athletic trainers immediately treat injuries as they
9. Personal trainers can work in studios, gyms or independently and help individuals
10. Successful sports journalists combine

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TRUE/FALSE

3. Say if the sentences are true or false. Correct the false ones.

- | | T | F |
|--|--------------------------|--------------------------|
| 1. For professional athletes, nutrition and mental preparation are essential. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Only clubs can sign athletes at professional levels. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. A sports advisor's role is to manage all the financial aspects of an athlete's contract. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Sports managers handle the administrative, budgeting, and strategic planning. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Sports agents handle conflicts or disputes on behalf of the athlete. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Event coordinators organise important events such as the Olympic Games. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Coaches work only with their team with no interaction with other coaches. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. To become a referee, official training courses and certifications are required. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The role of strength and conditioning coaches is to design general workouts for athletes. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. To become an athletic trainer, you need a mix of education, certification, and experience. | <input type="checkbox"/> | <input type="checkbox"/> |

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OPEN QUESTION

4. Talk about the professions of a sports journalist and a commentator.

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Total score/40

Name

Class Date



READING COMPREHENSION

1. Read the text and match the beginnings and endings. There is one extra ending.

Protests and Scandals at Sochi Winter Olympics

The 2014 edition of the Winter Olympic Games, held in Sochi, Russia, from the 7th to the 23rd February, was characterised by a lot of controversies and a doping scandal.

First of all, the Games saw protests from the Circassians, an ethnic group coming from North Caucasus, who demanded the event to be cancelled or moved unless Russia apologised for the 19th century Circassian genocide, a massacre which resulted in the deaths of between 1 and 1.5 million and the destruction of Circassia, which was then annexed by the Russian Empire. Moreover, the Russian environmental and economic policies, lack of political stability, and the rights of LGBT athletes and journalists, which seemed in danger due to Russia's "gay propaganda" laws, gave origin to widespread protests against the Olympic Games.

Besides this, some months after the end of the Games, a German public TV showed a documentary which accused Russia of having organised a state doping programme, which supplied their athletes with drugs that made them improve their performances. As a result, some federations started to **provisionally** suspend the athletes who had taken part in the Games: as an example, the International Biathlon Union suspended two biathletes, Olga Vilukhina and Yana Romanova, who retired after the 2014/2015 season.

In December 2016, the IOC started an investigation of 28 Russian athletes at the Sochi Olympic Games, most of which had won a medal in the Games. However, evidence was not strong enough to **charge** them for doping, so Russia had their medals confirmed.

Adapted from: https://en.wikipedia.org/wiki/Concerns_and_controversies_at_the_2014_Winter_Olympics

Glossary:

to charge: *accusare*

provisionally: *provvisoriamente*

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|--|--------------------------|--|
| 1. The Sochi edition of the Games... | <input type="checkbox"/> | a. and were held in February. |
| 2. The Games lasted two weeks... | <input type="checkbox"/> | b. state doping programs were reported by the media. |
| 3. This edition of the Games was... | <input type="checkbox"/> | c. were killed in the massacre. |
| 4. First of all, the protests concerned... | <input type="checkbox"/> | d. by the IOC at the end of 2016. |
| 5. More than one million Circassians... | <input type="checkbox"/> | e. LGBT athletes and journalists. |
| 6. Other protests... | <input type="checkbox"/> | f. retired after the Games. |
| 7. Some months after the Games, ... | <input type="checkbox"/> | g. suspend the athletes who had taken part in the Games. |
| 8. Some federations decided to... | <input type="checkbox"/> | h. regarded civil rights and some Russian Government policies. |
| 9. Two biathletes... | <input type="checkbox"/> | i. characterised by protests against Russia. |
| 10. 28 athletes were investigated... | <input type="checkbox"/> | j. a genocide dating back to the 19 th century. |
| | | k. took place in 2014. |

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TRUE/FALSE

2. Read the sentences and decide if they are true or false. Correct the false ones.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. International sports events are a chance to give visibility to political issues. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The Refugee team was created in 2006. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The Cold War was fought by armed soldiers in the USSR and the USA. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. State-sponsored doping was one of the effects of the Cold War. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The 1980s Olympics were boycotted by 85 states. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. North Korea took part in the Games held in Seoul in 1988. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. South Africa was excluded from the Olympics for 28 years. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Hooligans are supporters whose behaviour is violent and destructive. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The tragedy of the Heysel Stadium took place in 1991. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. The match at the Heysel Stadium was cancelled after the tragedy. | <input type="checkbox"/> | <input type="checkbox"/> |

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GAP FILL

3. Complete the sentences with the missing word(s).

- To fight hooliganism, the Sporting Events was issued in 1985.
- The Olympic states that the Olympics must not be political.
- Pre-sold help identify football matches attendees.
- The 1972 Olympic Games were suspended for hours.
- Smith and Carlos raised a black-gloved at their award ceremony.
- The 1984 Olympic Games were boycotted by all the Eastern countries except Romania.
- The spectators at the Heysel Stadium were killed by a that crashed.
- supported sports practice for black people to fight racism.
- and Japan were excluded from taking part in the 1948 Olympic Games.
- The New York Marathon is the largest one for the number of participants and

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OPEN QUESTION

4. Briefly describe the political situation of Germany in 1936 and say how it influenced the Olympic Games.

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Total score/40

Name

Class Date



READING COMPREHENSION

1. Read the text and match the beginnings and endings. There is one extra ending.

Boycotts and Controversies at the Beijing Winter Olympics

The 2022 Winter Olympics took place between the 4th and 20th February 2022 and were hosted by China in the capital city of Beijing. The selected country was the subject of various concerns and controversies about their cost, environmental impact, censorship, espionage, sportswashing, and human rights issues.

As far as China government's policies were concerned, there were diplomatic boycotts of the Winter Olympics due to the human rights situation in China in general, in particular the persecution of the ethnic group of Uyghurs, a Muslim minority living in the region of Xinjiang. Moreover, after China had won the bid to host the 2022 Olympics, many Tibetan protesters had criticised the IOC for allowing China to host the games due to its policies against Tibetans. Several countries, such as the UK, the USA, Canada, and Belgium, declined to send any diplomats or official representatives to the games, specifically calling their non-attendance a "boycott" or clearly stating that their non-attendance was due to human rights concerns. Other countries, such as Austria, Germany, Japan, Hong Kong, the Netherlands, Norway, Sweden, and Switzerland did not send any official representatives either, but stated that their non-attendance was due to the COVID-19 pandemic, and not to a boycott.

Also, the decision to bid for the Olympics was controversial, because Beijing itself, and some of the proposed outdoor venues, would not have reliable snowfall in winter for snow sports. Snow would need to be transported to the venues at great cost and with uncertain environmental consequences.

Adapted from: https://en.wikipedia.org/wiki/Concerns_and_controversies_at_the_2022_Winter_Olympics

Glossary:

bid: *candidatura*

sportswashing: *uso dello sport per sviare l'attenzione da un comportamento contrario all'etica*

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|--|--------------------------|--|
| 1. China hosted the 2022 Winter Olympics... | <input type="checkbox"/> | a. were held in February. |
| 2. The Games... | <input type="checkbox"/> | b. the situation of human rights in China. |
| 3. The cost of the Games and some environmental issues... | <input type="checkbox"/> | c. persecution of religious minorities. |
| 4. The strongest protests concerned... | <input type="checkbox"/> | d. Tibetans had raised their protests. |
| 5. China was guilty for the... | <input type="checkbox"/> | e. was expensive and dangerous for the environment. |
| 6. China's policies towards... | <input type="checkbox"/> | f. clearly boycotted the Games. |
| 7. Some countries such as the UK and the USA... | <input type="checkbox"/> | g. were not favourable to host winter sports games. |
| 8. Other countries, such as Austria, Germany, and Switzerland... | <input type="checkbox"/> | h. were some of the controversies about the selected country. |
| 9. The climate conditions in Beijing... | <input type="checkbox"/> | i. in the capital city of Beijing. |
| 10. The transportation of snow to the venues... | <input type="checkbox"/> | j. because the Chinese government was also accused of sportswashing. |
| | | k. said they did not participate due to the risks connected to Covid-19. |

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TRUE/FALSE

2. Read the sentences and decide if they are true or false. Correct the false ones.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. The Olympic Charter allows political issues during the Olympic Games. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. In 1972, the Olympic Games were briefly suspended due to a terrorist attack. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The Cold War ended in 1980. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The athletes' performances were part of governments' propaganda during the Cold War. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The USSR boycotted the Olympic Games in 1984. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Romania refused to take part in the Los Angeles Games. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Smith and Carlos were punished for their protest. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Violent acts by hooligans only take place in stadiums. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. In the Heysel Stadium accident, more than 600 people died. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Liverpool was banned from European competitions for six years. | <input type="checkbox"/> | <input type="checkbox"/> |

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GAP FILL

3. Complete the sentences with the missing word(s).

1. The Football Act introduced football banning orders in 1989.
2. During the Cold War, state-sponsored was a common procedure.
3. Video control systems such as help watch and identify hooligans.
4. South Africa was banned from the Olympic Games for years due to their policy.
5. Organised groups of hooligans in the UK are called
6. Smith and Carlos went on the podium without
7. The phenomenon of was fought by the British government through laws, campaigns, and policies.
8. The 1972 Olympic Games continued despite a terrorist attack, as a decision of the International Olympic
9. The Super Bowl takes place on the second Sunday of
10. The most important horse race in Britain takes place in the town of

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OPEN QUESTION

4. Talk about the America's Cup.

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Total score/40

Name

Class Date



READING COMPREHENSION

1. Read the text and complete it with the missing sentences.

- a. and should have set a better example
- b. every time you train a horse, you remove a bit
- c. from an acceptable form of training
- d. question if horses should be ridden at all
- e. when it is used as a machine and not as a partner

Horse Abuse and Training: Where is the Limit?

Whips and bridles are used by riders around the world, but the line dividing horse abuse

1. and control can seem difficult to respect.

Charlotte Dujardin, an Olympic equestrian, was banned from the Olympics – and then from her sport for six months – after she was filmed whipping a horse in training.

“What happened does not reflect how I train my horses, however there is no excuse,” she said. “I am deeply ashamed 2. in that moment.”

On the one hand, horse trainers say that they understand what horses need from working with them all day. They also claim that the horse will tell you what it wants pretty quickly, and that it’s a foolish trainer who tries to dominate rather than work together with one of these animals. “The line that should not be crossed is when you stop respecting the animal, 3. that you should love and protect above your priorities, when there is submission instead of collaboration and when for the horse it is no longer fun to be with you, but a sacrifice.”

Some activist groups, however, even 4., “This issue of what is acceptable or not does not take into account the horse,” said José De Giorgio-Schoorl, one of the founders of *Learning Animals*, a research institute for the relationship between man and animals. The *Learning Animals* association argues every animal wants to live on their own terms. De Giorgio added: “Riding horses raises the same questions as circuses and farming or any animal use. We should not be riding horses or training them at all. Because 5. of their autonomy.”

Adapted from: <https://www.theguardian.com/sport/article/2024/jul/24/dressage-is-in-trouble-where-is-the-line-between-horse-abuse-and-training>

Glossary:

bridle: *briglia*

whip: *frusta*

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OPEN QUESTION

4. Write about the different types of doping substances and their effects on health.

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Total score/40

Name

Class Date



READING COMPREHENSION

1. Read the text and complete it with the missing sentences.

- in July and August, from over four thousand athletes
- the substances involved were anabolic steroids and a diuretic
- they could be opened and analysed again
- were those with the biggest teams in Paris
- which was created by the International Olympic Committee in 2016

Five Athletes Caught for Doping at Paris 2024

The anti-doping programme for the Paris Olympics caught five athletes positive to drugs, after earlier finding 40 rule violations among competitors who had been expected to take part in the Games.

The International Testing Agency (ITA), **1.** to bring more independence to global anti-doping campaigns and manage testing programmes for the sports' governing bodies, said that more than six thousand samples were collected before the Games, **2.**

Samples were taken from almost 39% of the athletes, which, according to ITA, were 4% more than those taken at Tokyo 2020 and 10% more compared to Rio 2016. The agency said nearly 90% of the athletes who took part were tested at least once before the Summer Games opened.

The most tested nations **3.**: the United States, France, China, Australia, and Britain. The five positive tests in Paris came from two cases in judo and one each in track and field, aquatics, and boxing; **4.**

The athletes, from Afghanistan, Bolivia, Congo, Iraq, and Nigeria, were removed before their competitions or had their results disqualified. Disciplinary procedures were also opened by their sport's governing body.

The samples will be stored for 10 years; **5.** if better tests are developed and new intelligence emerges.

Adapted from: https://www.espn.com/olympics/story/_/id/41324982/paris-found-almost-50-doping-cases-olympics

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GAP FILL

2. Complete each sentence with the missing word(s).

- Sport develops the habit of teamwork and
- includes fair play towards opponents and following sports etiquette.
- During major sports, environmental resources should be used responsibly.
- Employing animals in sports must avoid any risk of or even death.
- Blood sports often cause or, in some cases, the death of the animals. ►

Name

Class Date



READING COMPREHENSION

1. Read the text and decide if the sentences are true or false. Correct the false ones.

Stories of Resilience: Perina Lokure Nakang

Perina Lokure Nakang, born in 2003, was one of the members of the Refugee Olympic Team competing at the 2024 Summer Olympics, where she took part in the 800 metres event. Perina Lokure Nakang was just seven years old when her parents sent her away with her aunt to escape conflict in South Sudan. Separated from her friends and family, she and her aunt crossed into Kenya and settled at a refugee camp along with thousands of other South Sudanese.

Of her early life, she said: "I left South Sudan in 2010 when I was young with my aunt. They told me that we had to leave because people were fighting, there was a war, and it was safer for me to be away. I didn't even know what the word 'war' meant." Sadly, Perina's father was killed in South Sudan; she has just recently been reunited with her mother and siblings, who she could barely remember.

Perina found some relief to her hard life in sports. "In a refugee camp, life can be monotonous. Wake up, go and get water, go to school, then back home. Some days, when you are lucky, you have something to eat. If not, being the eldest children, you have to leave the little food that is there for the younger ones. Then when I discovered sport, it helped fill my empty and sometimes hard days. I played some basketball, then mostly football, until the day I was introduced to some people running."

Perina then entered the World Athletics Under 20 Refugee programme and participated in the World Athletics Championships in Budapest in 2023. She was also one of the refugee athletes chosen as protagonists of the spot *Where We're Going*, issued by Nike in cooperation with the IOC, to highlight the experiences of prejudice and discrimination lived by refugee athletes.

Adapted from: <https://www.concern.net/news/stories-resilience-meet-refugee-olympic-team>

Glossary:

barely: a malapena

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Perina was born in South Sudan in 2003. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. In 2010 the army took her away from her family. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. In the refugee camp in Kenya, she was the only South Sudanese. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Perina had no idea of the conflict that was going on in her country. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Recently, she was reunited with her parents and siblings. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. She could not remember her siblings very well, as she had escaped at a young age. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Before she took up sports, Perina's life was monotonous. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The refugee camp offered Perina running water and plenty of food. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. When she discovered sport, she started running immediately. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. She was admitted to an athletics refugee programme before she was twenty years old. | <input type="checkbox"/> | <input type="checkbox"/> |



SHORT OPEN QUESTIONS

4. Describe the origins and the evolution of the Paralympic Games.

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Total score/40



READING COMPREHENSION

1. Read the text and decide if the sentences are true or false. Correct the false ones.

Stories of Resilience: Farzad Mansouri

Farzad Mansouri, a taekwondo champion, was one of the members of the Olympic Refugee Team at the 2024 Paris Olympics. He had been Afghanistan's **flag-bearer** in the opening ceremony at the Tokyo Olympics, where he competed in the +80 kilograms category in taekwondo. Unfortunately, some weeks later, he was forced to escape from his home in Kabul when the Taliban took over. Of his experience, Farzad said, "When I left my country and my house, the only thing I had was my Olympic kit. My only goal was the Olympic Games. I said I would carry on anything I could, so I could go to Paris."

At the age of nineteen, Farzad managed to get on a USA evacuation flight along with his family, and they flew to the United Arab Emirates. Tragically, the day after Farzad and his family landed, his taekwondo teammate Mohammed Jan Sultani was killed in a suicide bomb attack at Kabul Airport.

In Abu Dhabi, Farzad and his whole family were confined to one room due to Covid restrictions, in a **compound** which hosted thousands of Afghan refugees. He got a special **exemption** to train outside the compound to continue his athletic dreams, and eventually he received an invitation to train at the Great Britain Taekwondo centre in Manchester. So, after eight months, speaking little English, he left his family in the compound and travelled to the UK, where he completed his training for the 2024 Olympics. Unfortunately, his parents were unable to see him compete at the Olympics as they could not travel due to their refugee status.

Adapted from: <https://www.concern.net/news/stories-resilience-meet-refugee-olympic-team>

Glossary:

compound: *struttura*

exemption: *esenzione*

flag-bearer: *portabandiera*

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Farzad is an Iranian judo champion. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The 2024 Olympics were not the first ones for him. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. He was considered one of the most representative athletes of his country. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. When he had to leave his country, he thought he would no longer go to the Olympics. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. All his team left the country with him and were safe. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Farzad and his family were the only ones from their country in their refuge. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. In the Emirates, Farzad and his family had to face another difficulty. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Farzad had special permission to continue training outside his refuge in Abu Dhabi. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Farzad was invited to train in a European taekwondo training centre. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. His parents left for Paris to cheer him on during the Olympic competitions. | <input type="checkbox"/> | <input type="checkbox"/> |

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SENTENCE COMPLETION

2. Complete the following sentences about the importance of sports for rehabilitation.

1. Sport can help manage pain since
2. Sport and physical activity improve global well-being, in particular
3. Sport and exercise regulate mood, stimulating the release of
4. Sport is important for people recovering from addiction because
5. The introduction of sports into rehabilitation must always

...../10



GAP FILL

3. Complete the sentences with the correct words.

assistive • at-risk • defections • empathy • environments • limb • major • racial • scholarships • space

1. A lot of from Cuban athletes were registered in the 1990s.
2. Athletes with deficiency take part in the Paralympic Games.
3. Sports can be important for social integration of youth.
4. People from different social can be united by sports practice.
5. Sports provide a safe to build positive relationships.
6. Sport is a powerful means to destroy barriers.
7. Jackie Robinson was the first Afro-American to play in a baseball league.
8. for merits in sport help poor children change their lives.
9. The interaction among players in team sports develops understanding,, and respect.
10. devices have made sport practice possible for disabled people.

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SHORT OPEN QUESTIONS

4. Write about the Special Olympics movement and its competitions.

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Total score/40

Unit 1.1 TEST 1

p. 88

1.

1. a; 2. h; 3. c; 4. b; 5. e; 6. d; 7. j; 8. i; 9. f; 10. g.

2.

1. c; 2. d; 3. f; 4. e; 5. j; 6. i; 7. h; 8. b; 9. g; 10. a.

3.

1. midfielder; 2. half; 3. referee; 4. foul; 5. goal post; 6. jersey; 7. goalkeepers; 8. equalised; 9. home; 10. top scorer.

4.

Sample answers

1. In the first decades of 1800s, football was played in competitions among the most prestigious public schools in England. Around 1843, the University of Cambridge started to establish the rules of the game, which were initially spread by the Cambridge graduates who played in the first English football clubs. In 1863, some clubs founded the Football Association; thanks to their work, the rules of football were finally printed; 2. The first professional football club in England was the Notts County, which was formed in Nottingham in 1862 and still exists today; 3. Soccer is the word which indicates football in countries such as North America and Canada, to distinguish it from American Football; 4. FIFA is the acronym of *Fédération Internationale de Football Association* and it was founded in 1904 by representatives from the football associations of six countries, Denmark, France, the Netherlands, Spain, Sweden, and Switzerland. Now it includes 209 nations from all over the world; 5. In Italy, national championships are organised by the *Federazione Italiana Giuoco Calcio*, or FIGC. The main national football championship is the *Serie A* one, where twenty clubs play; at a lower level, there are *Serie B*, *Lega Pro Prima Divisione*, and *Lega Pro Seconda Divisione*, all of them are professional championships. At the amateur level, the *Lega Nazionale Dilettanti* includes all the clubs with non-professional players; the most important championship among these is the *Serie D* one.

Unit 1.1 TEST 2

p. 91

1.

1. h; 2. f; 3. d; 4. a; 5. g; 6. c; 7. e; 8. j; 9. b; 10. i.

2.

1. d; 2. j; 3. b; 4. e; 5. a; 6. c; 7. h; 8. g; 9. f; 10. i.

3.

1. header; 2. band; 3. boots; 4. penalty; 5. top-ranking; 6. striker; 7. draw; 8. additional time; 9. jersey; 10. goal line.

4.

Sample answers

1. The first match between two national teams, England and Scotland, was held in 1872 and it was watched by 4,000 people. In 1883, the first international tournament took place among: England, Ireland, Scotland, and Wales. International games involving European countries outside the British Isles began in the 20th century; 2. Women started playing football matches in the late 19th century: the first official women's game took place in Inverness, Scotland, in 1888; 3. When football became a professional game, clubs started selling tickets for the matches; this happened for the first time in the 1880s; 4. UEFA is the acronym of *Union of European Football Associations*. It was founded in 1954 to develop collaboration among European football federations and counts 55 members as of 2024; 5. The main international football tournaments are: the UEFA European Championship (EURO), a tournament among national European teams held every four years; the UEFA Champions League, a competition among top-ranking European football clubs taking place every year; the UEFA Nations League, a competition among all of UEFA's member associations' national teams divided in Leagues according to their recent results, held every two years; the FIFA World Cup, organised every four years with national football teams from all over the world.

Unit 1.2 TEST 1

p. 94

1.

1. F, He grew up with his mother, his father was not involved in his life; 2. T; 3. F, He started playing in his school team; 4. T; 5. T; 6. F, It was his hometown team; 7. T; 8. F, It is given to the best young players at their first experience in a professional team; 9. F, He started playing there in 2004; 10. F, Michael Jordan won more than one award in the same year, too.

2.

1. court; 2. pivot; 3. hoop; 4. in-bounds; 5. rebound; 6. foul; 7. assist; 8. to steal; 9. conferences; 10. to dribble.

3.

1. FIBA; 2. NCAA; 3. on offence; 4. free throw; 5. games; 6. opponent; 7. high; 8. season; 9. by one game; 10. withdrawn.

4.

Sample answers

1. Basketball was invented by James Naismith in 1891. Naismith was a PE teacher at the Springfield College in Massachusetts and he was asked by the local YMCA director to create an indoor game which could help athletes keep fit during the winter months with the least possible risk of injury; 2. The first professional league, the National Basketball League, was founded in 1898. After that, the Eastern Basket Ball League was founded in 1909, the Metropolitan Basketball League in 1921, and the American Basketball League in 1925. In 1946, the Basketball Association of America (BAA) was founded; it was called National Basketball Association (NBA) three years later; 3. The NBA is the largest men's professional basketball league in the world; it includes 30 teams divided into two conferences: the Western and the Eastern Conference. Each conference is divided into three Divisions; 4. Two of the following: the player must dribble the ball with one hand while moving both feet; once a player has stopped dribbling, they cannot start another dribble; the ball must stay in bounds; if the team loses the ball out of bounds, the other team gets control of it; if the offensive team puts the ball into play behind the mid-court line, they have ten seconds to get the ball over the mid-court line. If they do not, then the defence gets the ball; 5. The court is divided into two main sections by the mid-court line; each half-court has a semi-circular three-point line and a smaller circle, the free-throw circle.

Unit 1.2	TEST 2
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p. 97

1.

1. T; 2. F, He played with his older brothers; 3. F, They were basketball players, while Nikola had a passion for horse racing; 4. T; 5. T; 6. F, He received the All-Rookie Team Award; 7. T; 8. F, They came second; 9. F, He decided not to take part in it; 10. T.

2.

1. bounce; 2. three-point line; 3. free throw; 4. mid-court line; 5. to contest; 6. game-high; 7. seed; 8. to deflect; 9. season; 10. defence.

3.

1. NBA; 2. hoop; 3. to dribble; 4. tied for; 5. scored; 6. pivot; 7. steal; 8. lead; 9. court; 10. ended the chances.

4.

1. The first basketball game played by Naismith's class involved eighteen students divided into two teams. Naismith had devised a set of thirteen rules; the aim of the game was to throw a ball into fruit baskets nailed to the gym balcony. Every time a point was scored, the game was stopped to retrieve the ball from the basket; 2. College basketball is very popular in the USA; the federation of college basketball teams is called NCAA. Every year in March NCAA Division I teams compete in a tournament, the *March Madness*, to determine the men's national champion college basketball team. College basketball also provides players for the NBA teams; 3. FIBA is the acronym for *Fédération Internationale de Basketball*. It was founded in Geneva in 1932 by eight national basketball federations and today it counts 215 nations divided into five areas, each covering one continent. The FIBA establishes the rules and regulations regarding the international competitions to advance to the Olympic Games; 4. The length of a basketball game varies according to the level of the teams playing; an NBA game, for example, lasts forty-eight minutes, divided into four quarters of twelve minutes each; 5. A free throw is awarded to a team on offence after a foul committed by the team on defence while an opponent player is shooting the ball; it is worth one point.

Unit 1.3	TEST 1
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p. 100

1.

1. d; 2. j; 3. h; 4. b; 5. i; 6. c; 7. g; 8. a; 9. f; 10. e.

2.

1. c; 2. a; 3. e; 4. f; 5. b; 6. h; 7. d; 8. g; 9. i; 10. j.

3.

1. jeu de paume; 2. bats/rackets; 3. lawn tennis; 4. Wimbledon; 5. Roland Garros; 6. Davis Cup; 7. strings; 8. surface; 9. games; 10. odd.

4.

1. A tennis court is nearly 24 metres long; the courts used for singles games are 8 metres wide, doubles courts are 11 metres wide. It is delimited by a baseline at each end and two sidelines; the service line is 6.4 metres from the net; 2. The Australian Open is played in Melbourne in mid-January; the US Open takes place in New York starting from the last Monday of August. Both of

them are played on hardcourt; 3. ATP Finals is the final event of the Masters 1000 tournament, which is played on clay courts or hardcourt and counts for up to 1,500 points; 4. An ace is a point scored from a serve, when the receiver is unable to get the ball; 5. To win a match, players are required to win two sets out of three, if the match is in the best-of-three format, or three sets out of five if the match is in the best-of-five format.

Unit 1.3 TEST 2

p. 103

1.

1. h; 2. e; 3. f; 4. d; 5. g; 6. i; 7. c; 8. a; 9. j; 10. b.

2.

1. e; 2. d; 3. c; 4. b; 5. g; 6. a; 7. f; 8. h; 9. j; 10. i.

3.

1. real; 2. love; 3. racket; 4. US Open; 5. Grand Slam; 6. ITF; 7. court; 8. points; 9. sets; 10. hardcourt.

4.

1. In the 12th and 13th centuries, a game called *jeu de paume* was played in French monasteries; in this game, players hit the ball with their bare hand. This game spread all over the courts of Europe in the 16th and 17th centuries; for this reason, it was called “real tennis” (“real” meant “royal”). In the 16th century, bats and rackets started to be used; 2. Wimbledon is the oldest of the Grand Slam tournaments and the only one played on grass courts; it is named after the borough of London where it is played every year at the end of June; 3. The Davis Cup is now organised by the International Tennis Federation (ITF). In the Davis Cup, the best eighteen teams from all over the world compete on hardcourt over one week in November. The location varies every year; 4. The progression of points in tennis is the following: first point: 15; second point: 30; third point: 40; fourth point: game; 5. A tie-break is a short set played to determine the winner of a set; the player who first reaches seven points with a two-point lead wins the set.

Unit 2.1 TEST 1

p. 106

1.

1. F, It is about the victory of a male team; 2. T; 3. F, They had already won in Tokyo in 2021; 4. F, After this victory, Britain had twelve medals in total and four golds; 5. F, They came second; 6. F, Only Richards was part of the relay team; 7. T; 8. T; 9. T; 10. T.

2.

1. competitive; 2. touchpad; 3. flip; 4. insweep; 5. breaststroke; 6. backstroke; 7. block/stand; 8. (Swimming) pool; 9. dolphin kick; 10. takeover.

3.

1. long course; 2. crawl; 3. mixed; 4. flutter; 5. individual; 6. lane; 7. swimwear; 8. butterfly; 9. open water; 10. outsweep.

4.

Sample answer

In breaststroke, the arms move simultaneously in outward circles in three steps: outsweep, insweep, and recovery. At the same time, the legs make a simultaneous movement called frog kick, which is performed by drawing both legs towards the body, bending the feet together, straightening them out with the legs apart, and then bringing them together again quickly. The head must be kept underwater and comes out when arms and legs are at the widest point of the circle, every two strokes.

In the butterfly stroke, the arms swing overhead, like the wings of a butterfly, and the movement is combined with a dolphin kick, which involves both legs moving up and down together. The butterfly stroke is visually impressive, and it is considered the most physically demanding stroke of the four. Both breaststroke and butterfly competitions start with the contestants standing on a platform, called block or stand, at the edge of the pool, ready to jump off into the water as far as possible. In both strokes, swimmers make a flip underwater to reverse their direction.

Unit 2.1 TEST 2

p. 109

1.

1. T; 2. F, All of them have won gold medals; 3. T; 4. F, British swimmer Guy led the race over the American Hobson; 5. F, He came third; 6. T; 7. F, Only in the 2021 edition; he did not qualify in 2024; 8. T; 9. T; 10. F, He always won as a part of a quartet.

2.

1. stroke; 2. front crawl; 3. outsweep; 4. recovery; 5. butterfly; 6. World Aquatics; 7. medley (relay); 8. lane; 9. dolphin kick; 10. open water.

3.

1. short course; 2. FINA; 3. stand/block; 4. flip; 5. takeover; 6. grab; 7. marks; 8. buoyancy; 9. personal best; 10. breaststroke.

4.

Sample answer

There are three types of swimming competitions: individual, team, and open-water ones. Individual

competitions can involve one of the four strokes at a time, or they can be medley races. In a medley race, competitors swim all the four strokes. Individual single stroke races are disputed on 50, 100, and 200 metres length.

In addition, individual freestyle competitions also have 400, 800 and 1,500 metres races; 800 metres are for women, 1,500 for men only. Individual medley races are disputed on 100, 200, and 400 metre lengths.

Team races in swimming are called relays and are disputed by teams of four swimmers, generally all male or female; mixed relays teams, which are made up of two men and two women, are also admitted in some competitions such as the Olympic Games. Relays can be freestyle, with contestants alternating in swimming freestyle over 50, 100, and 200 metre distances; and medley, in which each of the contestants swims using a different stroke. Medley relays are disputed over 50 metre and 100 metre distances.

Open water competitions are held in lakes or the sea. Swimmers compete over 5-, 10-, and 25-kilometre races. Only the 10 kilometres event is included in the Olympic games.

Unit 2.2 TEST 1

p. 112

1.
1. d; 2. h; 3. b; 4. a; 5. i; 6. c; 7. g; 8. j; 9. f; 10. e.

2.
1. d; 2. a; 3. j; 4. b; 5. e; 6. h; 7. c; 8. f; 9. g; 10. i.

3.
1. chariot; 2. 1900; 3. piaffe; 4. gaits; 5. bit; 6. mallet; 7. saddle; 8. riding; 9. headpiece; 10. endurance.

4.
Sample answer

Eventing is a competition where a single horse competes across the three disciplines of dressage, cross-country, and show jumping. The competition may be held in one or in three days; in this case dressage is the first competition, followed by cross-country the next day, and then show jumping. Dressage consists of a series of tests where horses have to perform predetermined movements; in show jumping horses have to jump over a number of fences in a given time, while in cross-country competitions horses have to overcome obstacles consisting of natural objects, ponds, streams, ditches, and combinations of these. Dressage and show jumping competitions take place in an arena, while the cross-country phase is performed on a long circuit created in the countryside.

Unit 2.2 TEST 2

p. 115

1.
1. c; 2. i; 3. f; 4. e; 5. j; 6. a; 7. d; 8. h; 9. g; 10. b.

2.
1. i; 2. a; 3. e; 4. c; 5. h; 6. d; 7. b; 8. j; 9. f; 10. g.

3.
1. harnessed; 2. FEI; 3. transitions; 4. penalties; 5. sulky; 6. canter; 7. headcollar; 8. trot; 9. stirrups; 10. horsemanship.

4.
Sample answer

Dressage competitions consist of a series of tests in which horses have to perform some predetermined movements. Competitions are held at all levels in rectangular arenas: high level competitions are held in standard arenas, while competitions at lower levels take place in smaller arenas.

The movements which horses are required to perform in a dressage competition are: walk, trot, and canter, which have to be performed with regularity, rhythm, and impulsion; transitions between gaits; lateral movements such as leg yields and shoulder-in, and collected movements, such as piaffe and passage, which demonstrate the horse's collection and balance.

Unit 2.3 TEST 1

p. 118

1.
1. F, Downhill skiing is generally considered more exciting; 2. T; 3. T; 4. F, It belongs to a French male skier, the female record belongs to an Italian; 5. F, Skiers did not use to wear helmets until the early 2000s despite the high speeds they reached; 6. F, The use of helmets among skiers increased from 5 percent in 1995 to 76 percent in 2010; 7. T; 8. T; 9. F, There weren't any mandates for the use of helmets, the campaign made the difference; 10. T.

2.
1. downhill; 2. (nordic) combined; 3. course; 4. drop; 5. slalom; 6. parallel; 7. mogul; 8. ban; 9. FIS; 10. snurfer.

3.
1. run; 2. Giant Slalom; 3. skating; 4. skis; 5. Norway; 6. sideways; 7. World Cup; 8. Alpine World Ski Championships; 9. rookie; 10. defending.

4.

Sample answer

Nordic disciplines are performed both on slopes and on flat courses. One of them is cross-country skiing, which has two techniques: the *classic technique*, in which athletes stride forward on skis, and the *skating technique*, which involves a skating motion. The competitions range from 1-2-kilometre to 50-kilometre events. Another Nordic discipline is ski jumping, in which the athletes go down a jumping ramp to a take-off table from which they jump and fly as far as possible over a landing hill. Finally, in nordic combined, athletes compete in both cross-country skiing and ski jumping. Traditionally, the athletes complete the ski jumping portion first and then start the cross-country race. Nordic combined competitions have been part of the Winter Olympics since their first edition in 1924, while the FIS World Cup has been held since 1983.

Unit 2.3 TEST 2

p. 121

1.

1. T; 2. F, The overall number of events is fifty; 3. T; 4. F, They belong to alpine and freestyle skiing; 5. F, It was introduced in 2026; 6. T; 7. T; 8. F, They started competing in cross-country events since 1952 and they still do not have Nordic combined competitions; 9. F, They have the same number of medals in freestyle; 10. T.

2.

1. cross-country; 2. chair lift; 3. gates; 4. ski-cross; 5. rookie; 6. snowboarding; 7. slopestyle; 8. super-G; 9. aerial; 10. slope.

3.

1. snowy; 2. downhill; 3. shooting; 4. Nordic combined; 5. snurfer; 6. drop; 7. head-to-head; 8. FIS; 9. Winter Olympics; 10. freestyle skiing.

4.

Sample answer

In alpine skiing there are three different slalom competitions. In slalom, skiers have to ride turning alternatively around gates planted in the snow at a distance between 8 and 12 metres from each other. The turns to be made are very fast and require quick changes in direction. Slalom events generally consist of two runs on the same day, whose times are added together. Giant slalom is performed on courses with more turns and a larger number of gates than the slalom one; gates are placed at a distance between 22 and 30 metres from each other. Like in slalom, events generally consist of two runs on the same day. A super-G course consists of widely set gates

which skiers must pass through making turns. It is a fast race, as the speeds that skiers reach are much higher than in giant slalom, and it is a single-run event.

Unit 3.1 TEST 1

p. 124

1.

1. F, It is a women-only team; 2. T; 3. F, She is the Senior Manager of Athletics for a Better World; 4. F, To provide a home to athletes who have fled their homes due to conflict; 5. T.

2.

1. b; 2. a; 3. a; 4. d; 5. b; 6. c; 7. c; 8. b; 9. d; 10. a.

3.

1. f; 2. i; 3. a; 4. h; 5. b; 6. d; 7. c; 8. g; 9. j; 10. e.

4.

1. To emphasise the non-amateur status of top competitors and the professionalisation of the sport; 2. They are 100-200-400-metre races which require a sustained top speed. The athletes start the race at starting blocks and keep their lane during the entire race. In the 100m, the athletes line up at the starting blocks while in the 200m and 400m the starting blocks are staggered; 3. It includes two team events (4x100m and 4x400m) and involves four runners per team, each member carrying a baton for 25% of the total distance before passing it to the next team runner; 4. The jumper jumps on the take-off board with one foot (the hop phase), lands, takes a step (the step phase), and ends with a jump into the sandpit; 5. The javelin is a spearlike object which is thrown with an over-the-shoulder motion at the end of a run. The javelin must land point-first.

Unit 3.1 TEST 2

p. 127

1.

1. T; 2. F, There were four athletes; 3. F, She came fourth in the marathon at the World Athletics Championships; 4. F, In Kenya girls train and can compete at high level; 5. T.

2.

1. c; 2. a; 3. a; 4. d; 5. d; 6. b; 7. c; 8. b; 9. a; 10. b.

3.

1. f; 2. c; 3. h; 4. a; 5. b; 6. j; 7. e; 8. g; 9. i; 10. d.

4.

1. Because of where the competitions take place: tracks for walking and running and fields for throwing and jumping events; 2. In long-distance running races, speed is a less important factor, while pace, endurance, and aerobic capacity are fundamental. Athletes do not stick to lanes and reserve energy for the fast final lap; 3. It combines sprinting with jumping over ten obstacles called hurdles which can be knocked down by feet or legs, but not with hands; 4. It is a high-jump style characterised by a frontal approach, a take-off twisting the back, a flight with the back over the bar and landing; 5. A disk-shaped object is thrown from a circle of 2.5 metres in diameter and must fall as far as possible within a specific sector marked on the ground.

Unit 3.2 TEST 1

p. 130

1.

1. The major change was that very young gymnasts began participating in important events like the Olympics; 2. They brought a new sense of danger blended with the traditional balletic style; 3. Because doping caused the delay of their physical development and its resulting changes to a gymnast's centre of gravity and weight; 4. Because many of them were pushed by their families to train in unfamiliar surroundings; 5. The age requirement for Olympic participants in gymnastics was raised to 16.

2.

1. T; 2. T; 3. F, They compete with their national teams; 4. F, Women perform with music for 90 seconds, men perform without music for 60-70 seconds; 5. F, It is a typical move of the still rings; 6. T; 7. F, Only women can compete at international events; 8. T; 9. T; 10. F, it is "doppio salto carpiato".

3.

1. Olympic; 2. floor; 3. apparatus; 4. routine; 5. ballet; 6. ball; 7. wrist; 8. throw; 9. body; 10. length.

4.

1. In its present form, gymnastics evolved in Germany at the beginning of the 19th century: the German educator Friedrich Ludwig Jahn, the father of modern gymnastics, invented several apparatuses, including the horizontal and parallel bars; 2. It is a women-only routine and consists of two horizontal bars set at different heights. Gymnasts perform transition moves between the bars before leaving them to land in a standing position; 3. It is a men-only routine and consists of a rigid bar at 2.5 m from the floor around

which gymnasts perform revolutions, swings, twists, and vaults; 4. It is an element in which the gymnasts lift hips and legs supporting the body only with the hands; 5. There are nine different events: Individual Women, Individual Men, Mixed Pairs, Trios, Group (five athletes), Step and Dance (these last two categories have eight athletes).

Unit 3.2 TEST 2

p. 133

1.

1. Because it has taken home 10 out of 17 titles since rhythmic gymnastics joined the Olympic programme; 2. Because European gymnasts have always belonged to the very top in the world; 3. It combines difficult gymnastics movements with high flexibility, elements of dance, and apparatus handling in perfect harmony with music; 4. It organises European Championships every year and an annual training camp for girls aged 10 to 12 under the guidance of the world's best experts; 5. They are organised to increase the knowledge of the sport, its rules and competitions in Europe.

2.

1. F, It evolved in Germany at the beginning of the 19th century; 2. T; 3. F, They compete individually; 4. T; 5. T; 6. F, The D starts at zero, and a gymnast earns points for composition and difficulty of the elements; 7. T; 8. T; 9. F, It is when the gymnast balances on their hands with the rest of the body parallel to the floor; 10. T.

3.

1. apparatuses; 2. common; 3. vault; 4. runway; 5. springboard; 6. twists; 7. standing; 8. music; 9. tumbling; 10. corner.

4.

1. The earliest traces were found in writings by Greek author Homer who wrote about the people of Faiakes, whose performers danced with a ball. Traces of gymnastics can also be found in ancient Egyptian pottery and tombs; 2. It is a women-only routine in which gymnasts perform acrobatic moves, turns, leaps, and dance elements on a beam which is 5m long, 1.25 m high, and 10 cm wide; 3. It is a men-only routine that consists of two rigid rings suspended on a wire cable at 5.8 m from the floor that the gymnast holds while swinging. At least one static move is required, the most famous being the iron cross; 4. A rope routine includes leaps and skipping, swings, throws, circles, and rotations during which the rope follows the gymnast's movements; 5. In the ball routine the gymnast handles a ball that should rest in their hands and not against the wrist.

1.

1. They can be useful for self-defence, help with self-confidence and well-being, and can be a positive way to release stress and unexpressed frustration; 2. They learn risk avoidance and fighting skills; 3. Because students can learn and apply skills that help them realise not only what they are capable of, but also give them a sense of pride for what they have accomplished; 4. Training helps the body fight disease, stay flexible, strong and active as people age; 5. Because it's where people train hard, celebrate the wins and happy moments, and find comfort in times of trouble and loss.

2.

Sample answers

1. East-Asian countries; 2. with spirituality; 3. modern mixed martial arts; 4. type of karate; 5. kick to the body; 6. joint lock; 7. leverage techniques; 8. Korean martial art; 9. (rubber or) wooden knife; 10. holds their body.

3.

1. F, They are focused both on hand-to-hand and foot combat; 2. T; 3. T; 4. F, They emerged in Hong Kong; 5. T; 6. F, They are divided according to weight and matches last four minutes; 7. T; 8. T; 9. F, Kendo competitors wear a bogō; 10. F, To give a penalty means to punish a combatant for a move against the rules.

4.

Sample answer

Karate is an ancient Japanese martial art. It employs kicking, striking, blocking and defensive techniques using hands, feet, elbows, and knees and is centred on the balance between mind and body. It has two modalities: Kumite, which is a score-based fighting in which the winner of the three-minute fight is the one who obtains eight points in a row or the one who has the highest number of points when the time is up; Kata, in which competitors execute a set of pre-arranged movements, and the winner is evaluated from a technical and athletic point of view.

1.

1. Because martial arts started for self-defense and involve attacks such as kicks and punches; 2. They are focused on peace and harmony; 3. The real value of martial arts is helping individuals harness their natural strength and power within the spirit and mind; 4. It usually

includes introspection and meditation, breathing and relaxation drills; 5. It reduces stress and anxiety, improves the cardiovascular system, and enhances the immune system.

2.

Sample answers

1. foot combat; 2. mental and spiritual; 3. Greco-Roman wrestling and boxing; 4. mind and physical performance; 5. karate modality; 6. samurai warriors; 7. win the match; 8. a white uniform; 9. fundamental principles; 10. low technique.

3.

1. T; 2. T; 3. F, This happens in kumite; 4. F, In karate an ippon is awarded for a high kick to the head; 5. T; 6. F, Two waza-ari are equivalent to an ippon; 7. T; 8. T; 9. F, It includes a wooden sword or a rubber knife; 10. F, It can be translated as "carica sul dorso".

4.

Sample answer

Judo is an ancient Japanese martial art whose objective is to throw the opponent onto the tatami, immobilising them with a pinning hold or force them into submission with a joint lock. Touching the opponent's face is not permitted. Judo competitions are divided into weight categories. In the judo scoring system, an ippon is awarded when an athlete throws and pins the opponent to the ground on their back for 20 seconds, and a waza-ari is awarded when the opponent does not land primarily on their back or when the opponent is pinned down for less than 20 seconds.

1.

1. l; 2. h; 3. k; 4. d; 5. i; 6. g; 7. j; 8. e; 9. a; 10. f. Extra: b, c.

2.

1. workload; 2. fatigue; 3. supercompensation; 4. warm-up; 5. joint; 6. athlete; 7. muscle; 8. toxin; 9. panic; 10. injury.

3.

1. heart rate; 2. potential; 3. fitness; 4. efficiency; 5. blood; 6. transition; 7. technique; 8. specificity; 9. mindset; 10. barrier.

4.

1. Cool-down is the phase of a training session which is necessary to eliminate muscle fatigue in order to make the body return to its normal state. The cool-down phase has some important physiological effects, such as accelerating the elimination of the toxins induced by the workout

effort and allowing the restoration of heart rate, blood pressure, and pulmonary ventilation; 2. Globality is the principle of training consisting in performing various activities suitable for developing almost all skills globally; 3. A mesocycle is one of the parts of a macrocycle. It is a medium-length cycle lasting from several weeks to a few months and focusing on specific goals. Mesocycles are further divided into microcycles; 4. The three periods of a macrocycle are: the preparation period, during which the athlete must reach a suitable level of physical fitness, the competitive period, when competitions take place, and the transition period, during which much lighter work or a period of complete rest allows the body to fully recover; 5. The strategies to build up a positive mindset are: focusing on the actions, not on the result, without continuously thinking about winning or losing; talking to oneself in a positive way, keeping a mindful and purposeful attitude towards competitions; and building up the correct pre-event environment by listening to music, asking for encouragement from fans, or finding a quiet space to meditate.

Unit 4.1 TEST 2

p. 145

1. 1. f; 2. e; 3. d; 4. h; 5. k; 6. l; 7. b; 8. c; 9. g; 10. j. Extra: a, i.
2. 1. macrocycle; 2. recovery; 3. workout; 4. cool-down; 5. heart rate; 6. fatigue; 7. agility; 8. mindset; 9. goal; 10. relaxation.
3. 1. loads; 2. athlete; 3. physiological; 4. levels; 5. respiratory; 6. lubricating; 7. preparation; 8. endure; 9. work path; 10. mental.

4.

Sample answers

1. The warm-up phase consists of a series of exercises whose aim is to prepare the body to best sustain the activities that will follow and prevent possible injury. Warm-up has some effects on the body, such as: the improvement of respiratory activity and blood circulation, the rise of body temperature, the increase of blood flow, and the improvement of psychological readiness for movement; 2. Specificity in training allows an athlete to concentrate on the development of specific skills or functions through dedicated exercises; 3. Periodisation is important because it helps define the period of the year in which the athlete should reach the best physical fitness to enter the competition sessions; 4. Overload is

the engagement of the body at a level higher than the normal one. It may be obtained by increasing training frequency, exercise intensity, and the time dedicated to all these; 5. To return to competitions after an injury, it could be useful for athletes to focus on the little achievements that marked their recovery, thinking about the way they made them feel in order to overcome the insecurity and fear of returning to compete.

Unit 4.2 TEST 1

p. 148

1.

1. a; 2. d; 3. e; 4. b; 5. c.

2.

1. T; 2. F, Communication should avoid hurting the athlete's feelings; 3. F, Organisational skills also involve helping athletes follow a balanced diet; 4. T; 5. F, Knowledge of the sport as well as of strengths, weaknesses, and strategies of competitors is one of the requirements of a coach; 6. T; 7. T; 8. F, They should be based on the participants' goals; 9. F, They should plan different activities according to age, gender, and physical conditions; 10. T.

3.

1. g; 2. d; 3. f; 4. a; 5. e; 6. j; 7. c; 8. h; 9. b; 10. i.

4.

Sample answer

One of the duties of a coach is to ensure that sports sessions take place safely. Risks for the participants may come from an inappropriate environment; for this reason, the coach must check it before starting the session. To be safe, the place where the sports session is delivered must be appropriate in terms of space, especially in relation to the number of participants, free from obstacles and obstructions, and clear from occasional hazards, for example spills of water or bumps on the floor. To avoid injuries during the session, a coach must remove any obstacles, mark out any unsafe space with cones, dry the floor if they see any drops of water, and report any hazard to the person responsible for the area.

Unit 4.2 TEST 2

p. 150

1.

1. e; 2. c; 3. a; 4. b; 5. d.

2.

1. T; 2. F, Knowledge of group dynamics, especially when coaching a team, is as important as technical skills; 3. T; 4. F, An introvert coach may have difficulties in motivating a team; 5. T; 6. F,

Women usually prefer group activities, while men prefer individual ones; 7. F, Sessions should not be too difficult to avoid demotivating athletes; 8. T; 9. T; 10. F, Participants carry out active performances during the active phase; in the instruction phase the coach tells participants what to do.

3.

1. j; 2. e; 3. i; 4. c; 5. d; 6. h; 7. b; 8. a; 9. f; 10. g.

4.

Sample answer

Injuries for the participants of a sports session may derive from an incorrect way of performing the activities or using equipment. For this reason, a coach must be with the group during the entire session, supervising the participants to make sure they follow the instructions given in order to avoid the risk of injury, and following all the procedures necessary to carry out the session safely. Moreover, a coach should be aware of previous signs of injury or illnesses of participants and report them when necessary. This practice ensures the coach will not be accused of incorrect behaviour or neglect later and may address the coach towards more appropriate work for the participant who still has the marks of some previous injury.

Unit 4.3 TEST 1

p. 153

1.

1. f; 2. a; 3. h; 4. i; 5. b; 6. d; 7. g; 8. e; 9. j; 10. c. Extra: k.

2.

1. F, Referees are the ultimate authority in a competition and their decisions cannot be discussed; 2. T; 3. F, They use specific signals or gestures; 4. T; 5. T; 6. F, The patterns and colours of the referees' uniforms are decided by the sport's national governing body; 7. F, In sports played at a fast pace, referees need to continuously follow the game closely on the field; 8. T; 9. F, It is used to start and stop the game and to make foul or violation calls; 10. F, They are used to communicate with other officials.

3.

1. equipment; 2. stopwatch; 3. dismiss; 4. refereeing; 5. VAR; 6. operation; 7. TMO (Television Match Official); 8. replay; 9. starts; 10. Hawk.

4.

Sample answer

Referees in individual sports are often committed to different roles, such as that of starters. In this case, they give racers the start signal ensuring a

fair start and sanctioning false starts. Officials can also be track or lane referees; in this case, they oversee the correct development of competitions, disqualifying athletes committing track or technique violations. Field referees ensure proper technique in field events, measure distances accurately, and confirm legal attempts; finally, time-keepers and finish judges determine official time and finish order.

Unit 4.3 TEST 2

p. 156

1.

1. j; 2. d; 3. c; 4. a; 5. k; 6. b; 7. h; 8. e; 9. g; 10. i. Extra. f.

2.

1. T; 2. T; 3. F, They are used only in certain sports; 4. T; 5. F, It is exclusively used in football; 6. T; 7. F, It is called AVAR; 8. F, The first referee can also ask for a video challenge; 9. T; 10. F, It is called by the umpire.

3.

1. official; 2. judgement; 3. rulings; 4. unsportsmanlike; 5. penalties; 6. uniform; 7. platform; 8. lane/track; 9. finish; 10. headsets.

4.

Sample answer

In rugby, a system called Television Match Official (TMO) is used to review doubtful offside positions and fouls. In basketball, a replay centre, together with court-side monitors, can be used by referees to review plays; these video systems are mainly used, for example, to determine if a shot was released before the time expired or which player last touched the ball. Finally, in athletics, video recording helps decide on false starts, finish order, and settle controversies about relay exchanges and lane violations.

Unit 5.1 TEST 1

p. 159

1.

1. In the walls of hollow organs, in the walls of passageways, in arteries and veins, in some tracts of the urinary, respiratory, and reproductive systems, in the eyes and skin; 2. They act to change the size of the pupil and the shape of the lens; 3. They allow hair to raise in response to cold temperatures or fear; 4. They consist of thick and thin filaments arranged in a non-striated pattern and on microscopic examination they appear homogenous; 5. Smooth muscle cells contract more slowly than skeletal muscle cells but they are stronger, more sustained, and require less energy.

2.

1. f; 2. d; 3. j; 4. b; 5. g; 6. a; 7. i; 8. e; 9. h; 10. c.

3.

1. F, It is the cellular level, the cytoplasm is part of the cell; 2. T; 3. T; 4. T; 5. F, It is a gland that produces white blood cells; 6. F, They are called arteries; 7. F, They are part of the respiratory system; 8. T; 9. F, It is a tube that takes urine outside for elimination; 10. T.

4.*Sample answer*

The human heart has got four cavities called chambers and a structure that resembles that of a building. It includes: the pericardium, which surrounds the heart and is composed of three layers: endocardium, myocardium, and pericardium; the chambers: the upper chambers are called the left and right atria, and the lower chambers are called the left and right ventricles; four valves (tricuspid, pulmonary, aortic, mitral), which open and close to allow blood to flow through; and an electrical conduction system, which controls the rhythm and pace of the heartbeat.

Unit 5.1 TEST 2**p. 162****1.**

1. It is the network of organs and tissues that allow us to breathe; 2. By a thin layer of tissue called pleural tissue that covers, protects, and cushions the lungs; 3. The right lung is divided into three lobes: the superior, the middle, and the inferior; it is shorter but wider. The left one has two lobes: the superior and the inferior; 4. They are parts of the left lung: the former is where the heart fits, the latter is an extension of the superior lobe that allows bloodstream to enter and leave the lung; 5. Healthy lungs are pinkish-grey in colour while damaged lungs are darker grey and can have black spots in them.

2.

1. d; 2. j; 3. h; 4. f; 5. b; 6. c; 7. i; 8. e; 9. a; 10. g.

3.

1. T; 2. F, It is a group of organs that work together to perform major functions; 3. F, There are four types: flat, short, irregular, and long; 4. T; 5. T; 6. F, They control the body's metabolism and regulate the balance of calcium; 7. F, They allow exchanges between the blood and body cells and between the blood and air in lung tissue; 8. T; 9. F, It is the final section of the digestive tract which stores and eliminates undigested waste and reabsorbs water; 10. T.

4.*Sample answer*

Reproduction consists of several stages:

- gametogenesis, during which sex cells are produced;
- insemination, in which the male system delivers sperm cells to the female reproductive tract;
- fertilisation, in which a sperm cell unites with a female ovum;
- implantation, when the sperm and ovum unite in one of the female tubes to form a zygote;
- gestation, which is the period in which the female reproductive system carries the embryo which develops into a foetus 11 weeks after implantation;
- parturition, which is the process of delivering the baby and placenta from the uterus.

Unit 5.2 TEST 1**p. 165****1.**

1. The four types of exercises (endurance, balance, strength, flexibility) should be included because each type supports different aspects of physical health and, together, they help keep the body healthy; 2. Variety is important because it helps keep the body fit and healthy and makes exercise more interesting; 3. Examples of endurance exercises include walking, jogging, swimming, biking, and jumping rope; 4. Endurance exercise keeps your heart, lungs, and circulatory system healthy, and can reduce the risk of diseases such as diabetes, heart disease, and stroke; 5. By adding new physical activities, increasing the distance, time, and difficulty, or doing activities more often.

2.*Sample answers*

1. to perform all types of movement; 2. an action as appropriately as possible; 3. moving hands following the eyes; 4. is affected by disability, illnesses, or injuries; 5. static and dynamic activities; 6. coordination of the limbs; 7. coordinate the limbs; 8. continuous movement without static stages; 9. neurological and musculoskeletal disorders; 10. the exercise is repeated.

3.

1. T; 2. F, They are linked to a delay in the neuron development within the brain; 3. F, It is the ability to hold and control a stationary position; 4. T; 5. T; 6. F, It refers to the ability to change direction quickly and efficiently while maintaining control and balance; 7. F, It refers to the highest amount of force that a muscle or muscle group can generate in a single effort; 8. T; 9. T; 10. F, The exercise is performed for progressively longer periods while maintaining the same speed.

4.

Sample answer

Speed is the ability to perform movements or cover a distance quickly, and it depends on the nervous and muscular systems. Key factors include neuromotor coordination between muscles, correct execution technique, and genetic influence on muscle fibres (white fibres contract faster than red ones). Speed has three components: reaction speed (time between stimulus and response), acceleration (rate of velocity increase until maximum speed is reached), and movement speed (time to perform a movement), which depends on range of motion and frequency. While partly genetic, speed can be improved through short, high-intensity exercises with proper recovery to enhance mobility, strength, and coordination.

Unit 5.2 TEST 2

p. 168

1.

1. Because to improve speed, you need to practise running faster; 2. It helps your body clear lactic acid more efficiently. This allows you to run faster for a longer time; 3. Because it helps build power and a “speed reserve” that makes marathon pace easier, and improves running economy and efficiency by enhancing muscular and metabolic adaptations; 4. They are different from regular training shoes because they have light foam soles and less extra material. This helps runners run faster and more easily; 5. It makes their bodies stronger and more powerful. This helps when sprinting or increasing speed suddenly.

2.

Sample answers

1. that preserves posture; 2. with which they performed; 3. impact on everyday life; 4. with spatial orientation; 5. quick and appropriate responses to movement; 6. to exert force against resistance; 7. maintaining control and balance; 8. upper body strength; 9. movements in every direction; 10. static stages.

3.

1. T; 2. T; 3. T; 4. F, It is the ability to remain in a controlled position while engaged in a movement; 5. F, It is the ability to use both sides of the body in a coordinated way; 6. T; 7. F, Physical strength is also determined by age, genetic factors, and the quality of muscle fibres; 8. F, It is the ability to exert force quickly during high-speed movements; 9. T; 10. F, It consists of achieving a specific position starting with a tension and then keeping that position for at least 20 seconds.

4.

Sample answer

Endurance is the body's ability to sustain exercise for a long time, while fatigue signals when this limit is exceeded. To delay fatigue, the body must efficiently use energy and resources. Endurance has three key components: cardiorespiratory endurance (the heart and lungs' ability to supply oxygen during activity), muscular endurance (the capacity of muscles to contract repeatedly against resistance), and body structure (the balance between fat and fat-free mass). Training methods to improve endurance include constant speed exercises, variable speed activities with pace changes, interval training with partial recovery, and repetition methods combining short, intense efforts with full recovery.

Unit 5.3 TEST 1

p. 171

1.

1. It is important for overall health and it can help you prevent and control many diseases and conditions; 2. The main risks include heart disease, high blood pressure, type 2 diabetes, gallstones, breathing problems, and certain cancers; 3. Overweight is extra body weight from muscle, bone, fat, and/or water while obesity is high amount of extra body fat; 4. Body mass index (BMI) is a useful measure of overweight and obesity. It is calculated from height and weight and is an estimate of body fat and a good gauge of your risk for diseases that can occur with more body fat; 5. Energy balance is important for maintaining a healthy weight. The amount of energy or calories you get from food and drinks (energy IN) is balanced with the energy your body uses for things like breathing, digesting, and being physically active (energy OUT). This balance over time helps you maintain a healthy weight.

2.

1. Health education; 2. mental health; 3. main goals; 4. amount of calories/energy; 5. severe calorie restriction; 6. Eating disorders; 7. refusal to eat; 8. trauma or abuse; 9. psychological dependency; 10. LSD, ketamine, and PCP

3.

1. T; 2. F, Health prevention involves measures that individuals, communities, and healthcare systems take to stop the onset of diseases before they occur; 3. F, It decreases; 4. T; 5. T; 6. F, They can affect anyone, regardless of age, gender, or background; 7. F, In bulimia nervosa; 8. T; 9. T; 10. F, They are commonly used for pain relief.

4.

Sample answer

There are different levels of intervention when dealing with prevention.

- Primordial prevention aims at reducing risks and works on the social conditions that promote the potential onset of a disease.
- Primary prevention is aimed at preventing a disease from occurring. It includes activities that limit risk exposure or increase the immunity of individuals at risk.
- Secondary prevention works on the early detection of a disease and is targeted towards healthy-appearing individuals who may have developed a disease without apparent symptoms. Screenings are examples of this type of prevention.
- Tertiary prevention targets symptomatic patients and aims at reducing the severity of the disease, and possible complications, for example with medication and rehabilitation.

Unit 5.3 TEST 2

p. 174

1.

1. Drug addiction is a disease that affects a person's brain and behaviour and leads to an inability to control the use of a legal or illegal drug or medicine; 2. Experimental use of a recreational drug in social situations, prescribed medicines, or receiving them from others who have prescriptions; 3. The risk of addiction and how fast you become addicted varies by drug. Some drugs, such as opioid painkillers, have a higher risk and cause addiction more quickly than others; 4. As time passes, drug use increases, and it becomes increasingly difficult to go without the drug. Attempts to stop may cause intense cravings and withdrawal symptoms; 5. A teenager might have problems at school or work, physical health issues, neglected appearance, changes in behaviour, and money issues.

2.

1. health education; 2. Disease prevention; 3. early detection; 4. Sex influences BMR; 5. immune responses; 6. 25 and 29.9; 7. bulimia nervosa; 8. psychological factors; 9. emotional and psychological; 10. pleasure and satisfaction.

3.

1. T; 2. F, It is aimed at reducing the risk of disease; 3. T; 4. F, BMI relates height to weight; 5. T; 6. T; 7. F, Anorexia nervosa; 8. F, For individuals with severe eating disorders or those at risk of medical complications, residential or hospital treatment may be necessary; 9. T; 10. F, Characterised by the compulsive consumption of substances.

4.

Sample answer

Drug addiction leads to physical and psychological dependence. The most common types of drugs are:

- Stimulants, which increase the activity of the central nervous system. The most common are cocaine, methamphetamine, and ecstasy;
- Opioids, commonly used for pain relief, but which can lead to severe dependence. The most common are heroin, painkillers, and fentanyl;
- Hallucinogens, which alter perception and mood. The most common are LSD, ketamine, and PCP;
- Psychoactive drugs, which possess properties of multiple drug categories. Cannabis and hashish belong to this category.

Unit 5.4 TEST 1

p. 177

1.

1. The body needs fat as a major source of energy, to absorb vitamins and minerals, to build cell membranes and nerve sheaths, and for essential functions like blood clotting, muscle movement, and inflammation; 2. The difference lies in the length and shape of the carbon chain and the number of hydrogen atoms attached to it. These small structural differences lead to significant differences in form and function; 3. Trans fats are created through hydrogenation, which turns healthy oils into solids. They have no known health benefits and there is no safe level of consumption; 4. A diet high in saturated fats can increase total cholesterol and shift the balance towards harmful LDL cholesterol, which can lead to artery blockages; 5. Good fats, such as monounsaturated and polyunsaturated fats, come mainly from vegetables, nuts, seeds, and fish. They are healthier alternatives to saturated and trans fats.

2.

Sample answers

1. transforms into simpler substances; 2. distribute fluids throughout the body; 3. all the necessary nutrients; 4. as the amount expelled; 5. eight of them are essential; 6. through collagen and keratin; 7. have to be converted; 8. solid at room temperature; 9. food or supplements; 10. foods, moderation, and proportion.

3.

1. T; 2. T; 3. F, They need approximately 35 grams of water per day for every kilogram of body weight; 4. F, It should be 12-20% of the total daily caloric intake; 5. T; 6. F, They are simple sugars; 7. T; 8. F, Unsaturated fats are considered healthier than saturated and trans fats; 9. F, It helps with calcium absorption and bone health; 10. T.

4.

Sample answer

Minerals are inorganic substances and cannot be produced by the body, so they must be obtained from food. They are divided into:

- macrominerals (needed in larger amounts) like calcium, which strengthens bones and teeth, magnesium, which supports muscle and nerve function, and potassium, which regulates blood pressure;
- trace minerals (needed in smaller amounts) like iron, which helps produce red blood cells, zinc, which supports immunity, and selenium, which supports the thyroid function.

Unit 5.4 TEST 2

p. 180

1.

1. Cholesterol is a waxy, fat-like substance found in all cells of the body. It is essential for producing certain hormones, vitamin D, and substances that help digest food; 2. Cholesterol comes from two sources: the liver, which makes all the cholesterol the body needs, and foods from animals, such as meat, poultry, and dairy products; 3. There are two types of cholesterol: HDL (High-Density Lipoprotein), which helps remove excess cholesterol from the bloodstream, and LDL (Low-Density Lipoprotein), which can contribute to narrow the arteries if levels are too high; 4. High cholesterol contributes to an increased risk of cardiovascular diseases, such as heart disease and stroke, as it can lead to atherosclerosis and the formation of blood clots in the arteries; 5. To maintain low cholesterol levels, you should eat a healthy diet rich in omega-3 fatty acids, limit saturated fats, avoid trans fats, exercise, avoid smoking and alcohol, and lose excess weight. In some cases, medications may be needed.

2.

Sample answers

1. for energy is the kilocalorie; 2. contain all the nutrients; 3. the inorganic components; 4. the twenty amino acids; 5. they carry molecules like oxygen; 6. carbon, hydrogen, and oxygen; 7. glucose, fructose, and galactose; 8. fat-soluble or water-soluble; 9. be obtained from food; 10. 12-20% from proteins.

3.

1. F, It consists of complex substances that the body, through digestion, transforms into simpler substances that it uses as fuel; 2. T; 3. T; 4. F, They are made up of a chain of twenty amino acids; 5. T; 6. F, Complex sugars have to be converted into glucose by the liver; 7. F, Also vitamin E; 8. T; 9. T; 10. F, They are those that should be limited.

4.

Sample answers

Fats are the most calorie-rich nutrients which provide energy, build, and maintain cell structure. Fats can be:

- saturated, contained in animal products and some plants and solid at room temperature. They raise cholesterol levels if consumed in excess;
- unsaturated, contained in plant-based oils, nuts, and fatty fish and liquid at room temperature. They are healthier fats as they can help lower bad cholesterol levels;
- trans, created during food processing and harmful. They should be avoided.

Unit 5.5 TEST 1

p. 183

1.

1. Speed is crucial in football because it influences player performance and team tactics. It can determine the outcome of a game by allowing players to outpace opponents, create space, and respond quickly during key moments; 2. Physical speed refers to a player's ability to sprint, accelerate, and change direction quickly. It helps players reach loose balls, beat defenders, and create opportunities for themselves or teammates; 3. Wingers and fullbacks benefit greatly from speed. Wingers use speed to stretch defence and create chances, while fullbacks rely on it to support both attack and defence, especially during overlaps and counterattacks; 4. Tactical speed refers to how quickly a team transitions between phases of play, like shifting from defence to attack. Teams that transition quickly can catch opponents off guard or shut down attacks efficiently; 5. Because both teams are known for their explosive counter-attacking style and have often relied on speed as a vital component of their playing style.

2.

1. kinematic; 2. forces; 3. speed; 4. time; 5. vector; 6. direction; 7. rightward; 8. weather; 9. tailwinds; 10. resistance.

3.

1. F, Speed does not take into account direction; 2. T; 3. T; 4. F, It points in the same direction as its movement; 5. F, Indoor conditions have less air resistance allowing for faster movements; 6. T; 7. F, They either increase or decrease movement efficiency; 8. T; 9. T; 10. F, Muscular power increases acceleration.

4.

Sample answer

Athletes often change velocity by altering direction, as seen in sports like football and basketball.

Momentum is the product of an object's mass and velocity, representing the quantity of motion. It is a vector quantity, meaning it has both magnitude and direction. Athletes with greater mass and velocity have more momentum, which impacts collisions in contact sports like rugby. Projectile motion describes the movement of objects launched into the air, influenced by gravity and air resistance.

Unit 5.5 TEST 2

p. 186

1.

1. Speed in basketball is the ability to move quickly from one part of the court to another, especially up and down the court; 2. Speed helps players create scoring chances on offence and stop scoring opportunities on defence; 3. Perimeter positions like point guard, shooting guard, and small forward benefit the most because they often score quickly and need to beat defenders; 4. It makes it easier for the defence to stop them, which can decrease the offensive team's chances of scoring; 5. Knowing when to speed up or slow down helps players stay in control and make better decisions during the game.

2.

1. scalar; 2. zero; 3. velocity; 4. acceleration; 5. factors; 6. outdoor; 7. smooth; 8. friction; 9. resistance; 10. muscular.

3.

1. T; 2. F, They are both kinematic quantities; 3. T; 4. F, It the straight-line distance from the initial to the final position, including direction; 5. F, Considering both speed and direction; 6. T; 7. T; 8. F, Speed is more relevant in linear motion; 9. F, A football player needs also to adjust direction quickly and maintain control in high-speed conditions; 10. T.

4.

Sample answer

Going downhill accelerates motion due to gravity, improving pace by about 5 seconds per km per 1% decline. Going uphill requires more force, slowing movement by 7.5-9 seconds per km per 1% incline.

Rain and snow increase slipperiness, reducing friction and control. Wind affects speed; tailwind boosts motion, while headwind increases drag, slowing movement.

Higher altitudes have lower air density, reducing drag but also lowering oxygen levels, impacting endurance. Lower altitudes provide more oxygen but create more air resistance, affecting speed.

Unit 5.6 TEST 1

p. 189

1.

1. c; 2. h; 3. i; 4. a; 5. j; 6. b; 7. e; 8. d; 9. f; 10. g.

2.

1. motion; 2. parabolic; 3. acceleration; 4. momentum; 5. speed; 6. vertical; 7. curved; 8. kinetic; 9. potential; 10. centripetal.

3.

1. T; 2. T; 3. F, Newton's third law states that a sprinter moves forward because they push against the track, and the track pushes back with an equal and opposite force; 4. F, In wheel-based sports, turning requires centripetal force, which is provided by friction and leaning into the curve; 5. T; 6. F, The lean angle depends on speed, acceleration due to gravity, and the curve radius; 7. F, Banked tracks help athletes maintain speed and stability; 8. T; 9. T; 10. F, A longer application of force results in greater momentum.

4.

Sample answer

Launching involves energy conversion: chemical energy from muscles turns into kinetic energy for motion. In sports like volleyball or football, kinetic energy transfers to the ball. The kinetic energy equation, $KE = 1/2 mv^2$, explains this process. As the object rises, kinetic energy is converted into potential energy, which is converted back into kinetic energy during descent until landing.

Unit 5.6 TEST 2

p. 192

1.

1. d; 2. e; 3. j; 4. b; 5. g; 6. a; 7. i; 8. f; 9. h; 10. c.

2.

1. performance; 2. reaction; 3. aerodynamics; 4. Magnus; 5. trajectory; 6. conversion; 7. second; 8. force; 9. energy; 10. kinetic.

3.

1. T; 2. T; 3. F, A jumper's acceleration depends on both the force they apply to the ground and their body mass; 4. F, In high jump, a longer ground contact time allows for greater impulse, increasing vertical momentum; 5. F, During descent, potential energy is converted back into kinetic energy until landing; 6. T; 7. T; 8. F, A steep banking angle minimises energy loss; 9. F, It is the product of force and the time over which it is applied; 10. T.

4.

Sample answer

To move along a curved path, athletes need centripetal force, which pulls them inward toward the curve's centre. Without it, inertia would push them in a straight line. In sports like running, cycling, and speed skating, friction provides this force. Athletes lean inward to balance the centrifugal effect. The lean angle depends on speed and curve radius: faster speeds and tighter curves require steeper leans to stay on track.

Unit 6.1 TEST 1

p. 195

1.

Sample answers

1. Why do athletes need to protect their identity?; 2. What do personality rights protect?; 3. What is the main purpose of these rights?; 4. Why are personality rights and the right to one's name similar?; 5. What can athletes do if their name or image is used without their permission?

2.

Sample answers

1. clear guidelines; 2. use of equipment; 3. suspensions or bans; 4. to take legal action; 5. adequate healthcare; 6. random drug testing; 7. national sports associations; 8. financial support; 9. all the sports; 10. education and development.

3.

1. T; 2. F, They can be changed when new information shows that injuries are too frequent, or when new technology becomes available; 3. T; 4. F, It has been introduced to reduce human error in refereeing; 5. F, They regulate areas such as fair treatment, equal pay, and the right to compete safely; 6. T; 7. F, Their role is to negotiate better wages, working conditions, and benefits; 8. F, It is an agency which sets global standards for anti-doping policies and testing; 9. T; 10. T.

4.

Sample answer

The right to participate in sport is internationally recognised as vital for health, development, and well-being. Key documents like the Universal Declaration of Human Rights and the International Covenant on Economic, Social and Cultural Rights affirm this right for everybody. The UN Convention on the Rights of the Child further emphasises children's right to play and engage in recreational activities. In Europe, the European Sports Charter promotes equal access to sport and supports social inclusion. Italy, while not explicitly mentioning sport in its Constitution, protects related rights through laws promoting

health, culture, and education. Law No. 91/1981 specifically supports sport as a social good. Together, international, European, and Italian laws ensure sport is a fundamental human right accessible to all.

Unit 6.1 TEST 2

p. 198

1.

Sample answers

1. What was GAISF and when was it founded?; 2. What happened to GAISF and its name over the years?; 3. What is the main role of SportAccord?; 4. How does SportAccord help connect leaders, business professionals, and media stakeholders?; 5. Why does SportAccord promote innovation, sustainability, and digital transformation?

2.

Sample answers

1. are too frequent; 2. plays fairly; 3. national sport associations; 4. progress in their careers; 5. many disciplines; 6. the main purposes; 7. participate in sport; 8. United Nations Convention; 9. disadvantaged people; 10. the Italian Constitution.

3.

1. F, They are developed by governing organisations; 2. T; 3. T; 4. F, Performance-enhancing substances are forbidden; 5. F, They govern sports both at professional and amateur levels; 6. T; 7. T; 8. F, They are aimed at promoting sports as a tool for education and development; 9. F, It was adopted by the Council of Europe; 10. T.

4.

Sample answer

Athletes have legal rights similar to other workers, including fair treatment, equal pay, and safe working conditions. Professional sports contracts protect athletes by outlining payment, duration, and benefits, and offer legal recourse if terms are violated. Athletes are also protected from discrimination based on gender, race, or religion. Health and safety are increasingly prioritised, with laws limiting contact in high-risk sports and requiring strict medical checks. Teams must also provide proper medical care. Moreover, athletes have the right to unionise and negotiate for better conditions, wages, and post-career support. Doping is a major issue, with strict drug testing to ensure fair play. Violations can lead to penalties or bans, enforced by global bodies like WADA to maintain fair and safe competition.

1.

1. a; 2. c; 3. a; 4. d; 5. b; 6. c; 7. b; 8. a; 9. c; 10. d.

2.

Sample answers

1. millions of people around the world; 2. Naming rights; 3. On-site ads; 4. a strong influence over their supporters; 5. long-term sponsorship deals; 6. they feel loyal to the player; 7. air sporting events; 8. secure broadcasting rights; 9. pay-per-view to watch them; 10. Social media platforms.

3.

1. T; 2. F, They use images, music, and words; 3. F, It has increased; 4. T; 5. T; 6. T; 7. F, It has increased dramatically; 8. F, They make it more expensive; 9. T; 10. F, They can make money from bonuses based on their performance, such as scoring goals.

4.

Sample answer

Athletes earn money through salaries, endorsements, and performance bonuses. Salaries vary based on the sport, skill level, and league popularity, and sometimes include significant bonuses. They are defined in an athlete's contract, together with terms of employment, duration, and conditions, protecting both the athlete and the team. A major issue in sports is the gender pay gap. Male athletes typically earn much more than female athletes, mainly due to greater media coverage and sponsorships. For instance, NBA players average \$9 million annually, with stars earning up to \$50 million, while WNBA players average \$147,000, with the top players earning around \$234,000. The 2019 Women's World Cup brought attention to this inequality when the US women's team sued for equal pay.

1.

1. b; 2. a; 3. b; 4. c; 5. d; 6. c; 7. b; 8. a; 9. b; 10. d.

2.

Sample answers

1. raise money; 2. breaks in the game; 3. digital channels and social media; 4. endorsements are powerful tools; 5. feel more confident in buying the product; 6. giving it their name; 7. the sport, the athlete's skill level, and the popularity of the league; 8. scoring goals or winning championships; 9. a contract is a legal agreement; 10. the gender pay gap.

3.

1. T; 2. F, It depends on the popularity of the event; 3. F, It can vary from \$500,000 up to 2 million depending on the country; 4. T; 5. T; 6. F, They can activate multiple tiers of performance-based incentives; 7. T; 8. F, They protect both the athlete and the team; 9. T; 10. F, In the 2019 Women's World Cup, the US Women's National Team sued the US Soccer Federation for equal pay.

4.

Sample answer

Media rights in sports are legal agreements allowing TV networks and streaming platforms to broadcast games. Sold by leagues or clubs, these rights are a major revenue source, funding player salaries and competitions. The value of broadcasting rights has grown rapidly due to the global popularity of sports like football and basketball. For example, the English Premier League earns billions from its deals. While TV rights make sports more accessible to global audiences, they can also raise costs for fans, as some content is hidden behind subscriptions or paywalls. The future of media rights is shifting towards digital streaming, with platforms like Amazon Prime and DAZN competing alongside traditional TV.

1.

1. b; 2. a; 3. a; 4. c; 5. b; 6. d; 7. b; 8. c; 9. d; 10. a.

2.

Sample answers

1. Becoming a professional athlete; 2. higher-level competitions; 3. coaches and advisors; 4. Sports managers handle the administrative aspects; 5. perform at their best, both physically and mentally; 6. the efficient coordination of all activities; 7. coaching courses and certifications programmes; 8. personalised workout plans, motivation, and nutritional advice; 9. complex game details into easy-to-understand content for audience; 10. new technologies and media.

3.

1. T; 2. T; 3. F, This is a sports manager's task; 4. F, They focus on injury prevention, rehabilitation, and overall health; 5. F, They study data to identify patterns and trends to improve strategies; 6. T; 7. F, There are strict age requirements, in fact the age must be between 16 and 54 years old; 8. T; 9. T; 10. F, They use social media, blogs, podcasts, and video channels to reach fans.

4.

Sample answer

Athletic trainers and strength and conditioning coaches play key roles in athlete health and performance. Athletic trainers focus on injury prevention, diagnosis, and recovery. They provide immediate care on the field, create personalised recovery plans, and guide athletes in warm-ups, hydration, and proper techniques. They also monitor players to prevent long-term issues and ensure career longevity. Strength and conditioning coaches aim to enhance athletic performance by designing tailored training programmes that build strength, speed, endurance, agility, and flexibility, based on the athlete's sport and role. To enter either profession, one typically needs a university degree in a related field, such as sports science or physiotherapy, along with certifications that enhance credibility.

Unit 6.3 TEST 2

p. 210

1.

1. b; 2. c; 3. a; 4. c; 5. d; 6. a; 7. b; 8. c; 9. a; 10. d.

2.

Sample answers

1. coached by professionals and scouted by talent seekers; 2. strong sports programmes; 3. competing at high levels; 4. especially for young or inexperienced athletes; 5. professionals in sports medicine; 6. to improve strategies and decision-making; 7. to make quick, fair decisions; 8. happen on the field, offer initial medical assistance, and create personalised recovery plans; 9. improve strength, endurance, and overall well-being; 10. passion for sports with strong communication skills.

3.

1. T; 2. F, Some athletes are signed by clubs or organisations, while others are drafted into professional leagues; 3. F, This is the role of sports managers; 4. T; 5. T; 6. F, They manage logistics for games, tournaments, and promotional events; 7. F, They network with other coaches and sports professionals to find opportunities and mentorship; 8. T; 9. F, They personalise each training plan to match the specific requirements of the sport; 10. T.

4.

Sample answer

Sports journalists research, report, and write about events, athletes, and sports news. They attend games, conduct interviews, and turn complex details into engaging stories for newspapers, websites, or broadcasts. Their work requires writing skills, accuracy, speed, and deep sports knowledge. Sports commentators, on the other

hand, bring live games to life by narrating the action and offering expert insights. Play-by-play announcers describe events as they happen, while colour commentators explain strategies and give context. Both roles demand strong communication, quick thinking, and passion for sports. They often use social media, podcasts, and videos to reach audiences. Challenges include irregular hours and high-pressure situations. Most start with studies in journalism or sports, gaining experience through internships or entry-level media roles.

Unit 7.1 TEST 1

p. 213

1.

1. k; 2. a; 3. i; 4. j; 5. c; 6. h; 7. b; 8. g; 9. f; 10. d. Extra: e.

2.

1. T; 2. F, It was created in 2016; 3. F, It was not a war fought by armies, but a constant state of rivalry and ideological conflict between the USSR and the USA; 4. T; 5. T; 6. F, The country boycotted the Games; 7. T; 8. T; 9. F, It happened in 1985; 10. F, The game was played anyway to avoid trouble.

3.

1. Act; 2. Charter; 3. tickets; 4. thirty-four; 5. fist; 6. Bloc; 7. wall; 8. Mandela; 9. Germany; 10. applicants.

4.

Sample answer

The 1936 edition of the Games was held in Berlin, Germany, which, at that time, was ruled by Adolf Hitler. Hitler wanted to exploit the visibility given by the Games to assert the theories about the superiority of the Arian race through the results of the German athletes. However, this edition of the Games saw the extraordinary achievements of Jesse Owens, an Afro-American athlete who won the 100 and 200 metres race, the long jump, and the 4x100 metres relay. The audience in Berlin was amazed by these performances, and they cheered the Afro-American athlete enthusiastically. Hitler, however, considered this appreciation as a humiliation, as it proved his theory of race to be false. For this reason, he refused to take part in the medal ceremonies to award the athlete and left the stadium.

Unit 7.1 TEST 2

p. 216

1.

1. i; 2. a; 3. h; 4. b; 5. c; 6. d; 7. f; 8. k; 9. g; 10. e. Extra: j.

2.

1. F, The Olympic Charter states that the Games are supposed to be non-political; 2. T; 3. F, It ended in 1991; 4. T; 5. T; 6. F, The state participated in the Games; 7. T; 8. F, They also take place far from stadiums, to avoid police control; 9. F, 39 people died and more than 600 were injured; 10. T.

3.

1. Spectators; 2. doping; 3. CCTV; 4. apartheid; 5. firms; 6. shoes; 7. hooliganism; 8. Committee; 9. February; 10. Ascot.

4.*Sample answer*

The America's Cup is the oldest international competition of all sports. It is a sailing competition whose races are held between two yachts: the one that holds the trophy, the defender, and the other that is challenging for the cup, the challenger. The history and prestige associated with the America's Cup attract the world's best sailors, yacht designers, rich entrepreneurs, and sponsors: competing for the cup is very expensive. Races do not follow a fixed schedule, but they are generally held every three or four years, on dates agreed between the defender and the challenger, and every edition takes place in a different location.

Unit 7.2 TEST 1**p. 219****1.**

1. c; 2. a; 3. e; 4. d; 5. b.

2.

1. discipline; 2. fair play; 3. impact; 4. suffering; 5. cruelty; 6. crimes; 7. fragility; 8. gender; 9. sponsorship; 10. role.

3.

1. h; 2. a; 3. b; 4. g; 5. e; 6. i; 7. c; 8. f; 9. j; 10. d.

4.*Sample answer*

Doping includes a number of substances and methods, such as: anabolic steroids, used to increase muscle mass and strength and accelerate recovery; stimulants like amphetamines that increase alertness, reduce fatigue, and improve concentration; hormones, in particular Human Growth Hormone (HGH), which facilitates muscle growth and recovery; diuretics, used to quickly reduce weight or hide the presence of other forbidden substances in drug tests and blood doping, which is the use of substances acting on blood to increase oxygen transport to muscles. Doping substances such as steroids or hormones can increase the risk of heart attack or stroke,

cause liver damage, hormonal imbalances, and increased risk of cancer. Stimulants can cause anxiety, insomnia, and cardiovascular problems. In general, athletes using doping may also have mood disorders, psychosis, and addiction; moreover, the pressure and need for secrecy associated with doping can also contribute to significant mental stress.

Unit 7.2 TEST 2**p. 222****1.**

1. e; 2. a; 3. d; 4. b; 5. c.

2.

1. cooperation; 2. Sportsmanship; 3. events; 4. injury; 5. bloodshed; 6. traditions; 7. Olympics; 8. testosterone; 9. counterparts; 10. facilities.

3.

1. j; 2. a; 3. h; 4. b; 5. e; 6. d; 7. i; 8. g; 9. f; 10. c.

4.*Sample answer*

Fair play is not only the absence of cheating, but it is the attitude of athletes who show honesty and integrity during competitions, accepting both victory and defeat and giving their best while ensuring that the competition is fair for all participants. Fair play embodies the idea that the spirit of the game is as important as the result, promotes the idea that rivalry does not exclude respect for the opponent, refuses the use of doping or drugs to reach better results, and recognises that true victory is not just outscoring an opponent but also being able to demonstrate ethical conduct and treating opponents with dignity. The promotion and defence of fair play is ensured by the International Fair Play Committee (IFPC), founded in 1963 by UNESCO and a number of sport governing bodies around the world. The IFPC is responsible for ensuring that fair play is respected and promoted by athletes, coaches, and trainers, especially among children and teenagers.

Unit 7.3 TEST 1**p. 224****1.**

1. T; 2. F, She was taken away by her aunt to escape war in South Sudan; 3. F, In the refugee camp where they lived, there were thousands of South Sudanese people; 4. T; 5. F, She could be reunited with her mother and siblings, but her father was killed; 6. T; 7. T; 8. F, She had to go and get water, and food was scarce; 9. F, She practised basketball and football first; 10. T.

2.*Sample answers*

1. put together people from different environments, encouraging empathy and tolerance; 2. help people set a common goal and share rituals and experiences; 3. people can feel comfortable, build genuine relationships, overcome barriers, and develop a sense of shared responsibility; 4. change their social and economic situation through scholarships for merits in sports; 5. was the first Afro-American playing baseball in a major league.

3.

1. recover; 2. targeted; 3. defected; 4. Refugee; 5. impairments; 6. self-esteem; 7. Special; 8. endorphins; 9. addictions; 10. relationships.

4.*Sample answer*

The first competitions for physically impaired athletes took place in 1948 at Stoke Mandeville Hospital in England. They were organised for the World War II veterans with spinal cord injuries hosted in the structure. This event – an archery competition for wheelchair athletes – marked the beginning of the Paralympic movement. The Stoke Mandeville Games were then held every year; in 1952 they became international. The 1960 edition, held alongside the Summer Olympics, is considered the first edition of the Paralympic Games. Since then, the Paralympics have evolved to include a wider range of sports and athletes with various disabilities, becoming a global sporting event. The event now includes athletes with ten different impairment types.

Unit 7.3 TEST 2**p. 227****1.**

1. F, He is an Afghan taekwondo champion; 2. T; 3. T; 4. F, His only goal was the Olympics; 5.

F, One of his teammates died in a suicide attack in Kabul when Farzad was already safe with his family; 6. F, They were in a facility with thousands of people from Afghanistan; 7. T; 8. T; 9. T; 10. F, They were unable to see him, as they could not travel due to their refugee status.

2.*Sample answers*

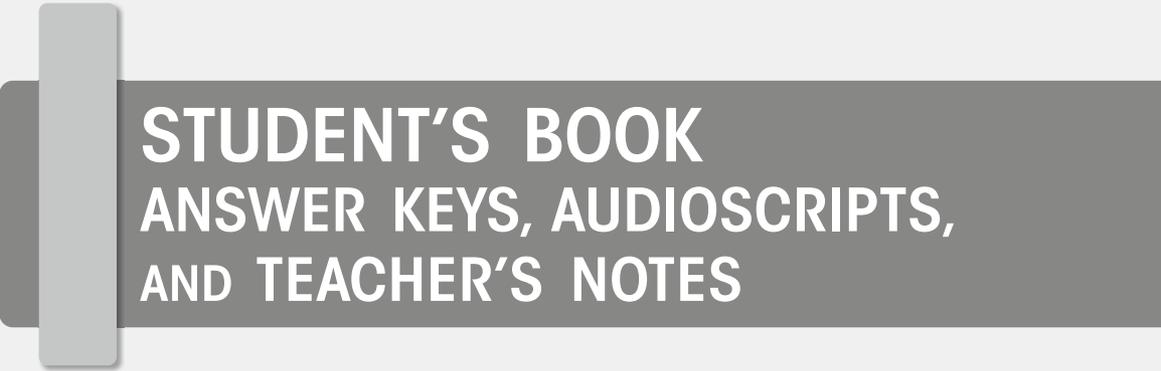
1. physical activities release endorphins, which are the body's natural painkillers; 2. they improve cardiovascular health, help manage weight, and strengthen the immune system; 3. neurotransmitters like endorphins, dopamine, and serotonin; 4. it favours the establishment of a routine, which can create a sense of purpose and stability and can provide a way to restore the brain's reward system; 5. be gradual and supervised by professionals.

3.

1. defections; 2. limb; 3. at-risk; 4. environments; 5. space; 6. racial; 7. major; 8. Scholarships; 9. empathy; 10. Assistive.

4.*Sample answer*

The Special Olympics is a global movement providing sports training and competition for children and adults with intellectual disabilities. The movement was founded by Eunice Kennedy Shriver, the sister of US President John F. Kennedy, in the early 1960s, beginning with a summer day camp for children with intellectual disabilities at her home in Maryland. The first International Special Olympics Summer Games were held in Chicago in 1968. Special Olympics provides training and competition opportunities for millions of athletes all over the world, in individual and team sports. The Special Olympics World Games, which alternate between summer and winter games, are held every two years.



STUDENT'S BOOK
ANSWER KEYS, AUDIOSCRIPTS,
AND TEACHER'S NOTES

Unit 1.1 Football

Pages 12-13

1.
 1. A game similar to football was played; 2. The rules of football were established by the university of Cambridge; 3. 1862; 4. Foundation of the football association and printing of the rules of football; 5. The first competitions were organised by the football association; 6. 1880s; 7. 1883; 8. The first match between two women's teams was played.

2.
 1. team; 2. professional; 3. match; 4. club; 5. tournament; 6. soccer.

3.  2

Why is Football Called Soccer in the USA?

If you're watching a sport which has eleven players on both sides, goes on for about 90 minutes and has funny, questionable crowd chants, then you are most likely watching football. The sport has this name in most corners of the world.

Football is an English name, but even countries with non-English languages use a variation of the name. For example, in German it is called Fussball, and in Mexico it's called fútbol, but in other English-speaking countries apart from the UK, football isn't called in the same way. Countries like Australia, New Zealand, Canada, and the USA use an entirely different name: soccer.

Where did this word come from? The modern game of football as we know it today came from England and was called association football but was originally quite different: players could use hands and feet to hit the ball, and even hack, i.e. kick opposing players in the shins. In 1863, a meeting between football associations established its rules of football, differentiating it from rugby football, known as rugby, and eliminating the possibility to run holding the ball in hand or hack. The expression association football was then shortened by people to assoccer and finally soccer. The word soccer gained popularity in the USA because there the word football was already associated with the more popular sport of American football. American football is the shortened version of American rugby football, because rugby had become very popular in the USA, although with changed rules, which made it the sport Americans know today.

Adapted from: https://www.youtube.com/watch?v=XGb1D_xbtY – Why is football called soccer in the USA? posted by Name Explain

1. d; 2. g; 3. c; 4. a; 5. e; 6. b. Extra: f, h.

Pages 14-15

Do you know what the main national football championships corresponding to the Italian Serie A are called in other European countries? Name as many as you can.

In Europe, the championships corresponding to the Italian Serie A are called: *Premier League* in England, *La Liga* in Spain, *Bundesliga* in Germany, *Ligue 1* in France, *Primeira Liga* in Portugal, *Superliga Srbije u fudbalu* in Serbia, *Eredivisie* in Holland, *Premier Division* in the Republic of Ireland, and *Pro League* in Belgium.

Is there any international football tournament planned this year?

Personal answer

4.
 1. F, The founder countries were Denmark, France, the Netherlands, Spain, Sweden, and Switzerland; 2. T; 3. T; 4. T; 5. F, They are organised every four years alternately; 6. T.

5.  All FIFA World Cup Winners Comparison posted by Real Data

Teacher's note
 This video presents many items of vocabulary related to football, and examples of phrases widely used in commentaries and articles about football matches. It shows the history of the World Cup and its winners from the beginning in 1930 up to 2018. The teacher could ask students to cover the gap between 2018 and the following World Cup games by asking students to say which countries finished third, second, and first in the 2022 (Argentina won the World Cup, France came second, and Croatia third) and in the following editions of the World Cup.

[The FIFA World Cup is the greatest sports event in the world. Check out the competition winners since 1930.]

*"That fearsome front two combines to give Uruguay a stunning start."
 "...but this particular Italian job is complete..."
 "...Italy rack up another Roman Conquest..."
 Cancelled due to World War II
 "...the South Americans of Uruguay twice world champions..."
 "...Germany scores! It takes..."*

“...and Brazil lead the match at all times... it's Pelé again???”
 “...Brazil running away with it...”
 “England finally found a way...”
 “...Brazil become the first team to ever win the World Cup three times...”
 “...end of the game and West Germany have won the World Cup... that's the man who did it...”
 “... Argentina crowned world champions in a final fitting...”
 “...Italian glory magnified by the last king of the game...”
 “...the world's greatest player receives the world's most important football prize...”
 “...West Germany lead 10-men Argentina by one goal to nil.”
 “...with a second goal here, there's a big chance... it's two, it's two... Brazil are on their way now...”
 “... Emmanuel Petit made it right... finish in Paris...”
 “... Ronaldo to make the breakthrough...”
 “...Italy are champions of the world...”
 “And it's Goetze...”
 “...and it's Mbappé's ... the first teenage World Cup final goal since Pelé himself...”

.....
 1. The 1942 and 1946 ones because of the Second World Wars; 2. It is called “the Roman Conquest”; 3. Brazil; 4. Diego Armando Maradona; 5. The World Cup was won by Italy in 1934, 1938, 1982, and 2006; 6. Ronaldo and Pelé; 7. They are Italy and Germany, who have won four championships each; 8. Argentina.

6.
 1. was crowned; 2. led; 3. scored; 4. runs; 5. led; 6. racked up.

7.
Sample answer
 The 1982 World Cup championship was hosted by Spain. The final match was played in Madrid on the 11th July between Italy and Germany; Italy won the match with a final score 3 – 1. The top scorer of the 1982 World Cup championship was the Italian player Paolo Rossi, who scored six goals, one of which in the final match. The head coach of the Italian team was Enzo Bearzot, who was famous for being a pipe smoker. The Italian President of the Republic, Sandro Pertini, went to Madrid to watch the match and support the Italian team; they came back to Italy on the same plane, and they were pictured playing cards on the flight back home, with the World Cup in the foreground.

Pages 16-17

8.
 1. c; 2. d; 3. f; 4. a; 5. b; 6. e.

9.
 1. goalkeeper; 2. pitch; 3. midfielder; 4. referee; 5. striker; 6. shin pads.

10.
Sample answers
 • At the beginning of the match, all players must be in their half of the field and the ball must be stationary on the centre spot.
 • The kicker taking the kick-off must not touch the ball again until another player touches it.
 • The goalkeeper is the only player on the field who can use their hands, all other players must use their feet, head, or chest to control the ball; if a player touches the ball, it's considered a foul.
 • The game clock does not stop, even if the ball goes out of bounds or there is an injury.
 • An offside offense occurs when a player is in the opponent's half of the field and closer to their goal than both the ball and the last opponent.
 • Players can't wear anything dangerous and must remove all jewellery.

11.
Sample answers
 In 1970, the National football team's players used to wear a light blue shirt and white shorts; today, the shirt and the shorts are the same colour. Stockings were light blue both in 1970 and today, with white stripes on the upper part. Today, both the shirts and the shorts have the player's number on the front, the sponsor's brand logo and the Italian shield; shirts also have a patch on the right sleeve. In 1970, shirts only had the Italian shield, while shorts didn't have anything on them. Shorts today are a little bit longer than in 1970. Football boots today come in different colours, while in 1970 they were all black.

Pages 18-19

12.
 1. The match took place in San Siro; 2. The final score was 1-1; 3. Inter defender Matteo Darmian; 4. The second goal was scored in the 81st minute; 5. Napoli defender Juan Jesus; 6. Inter is at the top, Napoli is seventh; 7. Napoli leading scorer Victor Osimhen; 8. Napoli won a “scudetto” in 1990 and another one in 2023.

13.  6

The Principles of VAR
The use of VAR, or video assistant referee, is based on a number of principles:
 1. A video assistant referee is a match official who may assist the referee only in the event of “clear and obvious error” or “serious missed incident” in relation to:

- a. Goals,
 - b. Penalties,
 - c. Direct red card,
 - d. Mistaken identity, when the referee sends off the wrong player.
2. The referee must always make a decision before using the VAR and then, if necessary, review it.
 3. The original decision given by the referee will not be changed unless the video review shows that the decision was a 'clear and obvious error'.
 4. Only the referee can start a review; other match officials can only recommend a review to the referee.
 5. The final decision is always taken by the referee, either based on information from the VAR or after the referee has undertaken an 'on-field review'.
 6. There is no time limit for the review process as accuracy is more important than speed.
 7. The players and team officials must not surround the referee to influence him or protest against a reviewed decision.
 8. The referee must remain 'visible' during the review process to ensure transparency.
 9. If play continues after an incident which is then reviewed, any disciplinary action taken during the post-incident period is not cancelled, even if the original decision is changed.
 10. If play has stopped and restarted, the referee may not undertake a review except for a case of mistaken identity or for extremely serious actions.

Adapted from: <https://www.theifab.com/laws/latest/video-assistant-referee-var-protocol/#principles>

-
1. T; 2. T; 3. F, Only the referee can start a review, the other match officials can only recommend it to the referee; 4. F, The referee must make a decision and then, if necessary, use the VAR to review it; 5. T; 6. F, Players and team officials must not surround the referee to influence or protest against his decisions; 7. T; 8. F, A review can be done in case of mistaken identity or serious offense, even though the play has been stopped and restarted.

14. ▶ West Ham 5-0 SC Freiburg - Hammers Cruise Into Quarter-Finals - UEFA Europa League Highlights posted by West Ham United FC

Teacher's note

West Ham United is an English football club based in the London borough of Stratford. West Ham players and supporters are called "hammers"; this is a word pun on the name *Ham* and the hammers on the club logo, which remind that the club was originally made by shipyard workers.

In the video, the team is playing a round-of-sixteen match to gain access to the quarter-final UEFA Europa League. The 5-0 win overturned a 1-0 first-leg deficit. Before or after playing the video, teach the following words and expressions:

- aggregate: *punteggio aggregato*
- to back off: *indietreggiare*
- to be off: *andarsene, staccarsi*
- to cruise: *veleggiare*
- to get out of the way: *togliersi di mezzo*
- to get the shot off: *far partire il tiro*
- hat trick: *tripletta*
- here come: *ecco*
- hit: *tiro*
- leg: *partita di andata o di ritorno di un torneo o campionato*
- to level the tie: *pareggiare il punteggio*
- mazy: *labirintico*
- to overturn: *ribaltare*
- to pick up: *raccogliere*
- quarter-finals: *quarti di finale*
- return: *rinvio*
- round of sixteen: *ottavi di finale*
- to seal the deal: *chiudere l'affare*
- take off for: *decollo per*
- three out: *tre goal in più*
- turnaround: *svolta*
- win: *vincita*
- to zip into the net: *sfrecciare nella rete*

.....

That's a ball of the goalkeeper just looking for a little bit of room. It's taken away from him. Turned in by Paquetà. The dream starts and more than that. Lucas Paquetà levels the tied on aggregate West Ham in front in eight and a half minutes... Bowen, Jarrod Bowen goes on, gets the shot off... take off for West Ham. What a turnaround in this first half! Brilliant from Bowen, his first European goal of this season. Nice return by him to Jarrod Bowen, here come West Ham again. Aaron Cresswell, stopped it, hit it, scored... Aaron Cresswell, another of the old guard. West Ham's three out and 3-1 now on aggregate. Kudus picked it up, wants to run with it at every opportunity, now. He's off on one of his mazy runs, on and on he goes... A thing of wonder to seal the deal for West Ham United... wow! Kudus at home, so often unstoppable, but never quite like that before this season... Gunde has got out of the way of it. Souček backing off him. They're frightened of him. Bowen... that's it, just a marvellous hit again. Kudus now a hattrick. West Ham five, Freiburg nil. It zipped into the net.

.....

1. six-yard box; 2. goalkeeper; 3. scores; 4. season; 5. half; 6. aggregate; 7. assisted; 8. quarter finals.

Pages 20-21

1.

1. The earliest evidence of basketball dates back to 1591; 2. It was a target made of twigs mounted on a pole; 3. James Naismith; 4. It was invented in Springfield, Massachusetts, USA; 5. It was invented to find a soft activity for athletes to keep fit during winter; 6. The first teams were made up of nine players; 7. Each time a point was scored, the ball had to be retrieved from the basket; 8. They were: the Amateur Athletic Union (AAU) founded in 1897; the Basket Ball Rule Committee, founded in 1905, and the National Collegiate Athletic Association (NCAA), created in 1909; 9. The first professional basketball association was the National Basketball League, founded in 1898 and dismissed in 1904; 10. The NBA was founded in 1946 with the name of Basketball Association of America, which was changed in 1949 into National Basketball Association, or NBA.

2.  Heritage Minutes: Basketball posted by Historica Canada

Teacher's note

The verb to *dribble*, at the beginning of the video, is used both in football and in basketball. It means to take the ball forwards past opponents, but while in football this happens with slight touches of the feet, in basketball it occurs by continuous bouncing.

.....
 Springfield, Massachusetts, 1891
J. Naismith: Frank, Frank! No, no, Frank, don't carry it! Dribble it! Dribble it! Dribble it! Frank, shoot!
Frank: Is this some kind of Canadian joke, sir? I mean, I know you're the instructor and everything, but if we can't carry the ball, how can we get a decent shot at the... peach basket?
JN: All right, maybe we can allow a carry of a couple of steps.
Janitor: And Mr Naismith, sir, it sure slows things down to have to climb up here every time.
JN: Well then, let's cut the bottom of the basket.
J: But I need these baskets back!
Narrator: A hundred years after James Naismith from Almonte, Ontario, invented it, basketball was being played by hundreds of millions of people around the world.

.....
 1. Springfield, Massachusetts, in 1891; 2. to dribble the ball, not to carry it, and finally to shoot; 3. instructor; 4. peaches; 5. having to climb to get the ball back; 6. to cut the bottom of the basket; 7. he needs those baskets back; 8. hundreds of millions of people playing it.

3.

Sample answer
 The video shows the first game of basketball in Springfield, Massachusetts, in 1891. It shows its inventor, James Naismith, a Canadian PE college instructor, playing with his athletes and setting some rules, like dribbling or carrying the ball. The first baskets were peach baskets mounted high on the walls; every time a player threw the ball into them, the ball had to be retrieved by a janitor. As this slowed down the game, the bottoms of the baskets were then removed. The video shows basketball's early days and underlines the success of this sport, which, after more than a century since its beginning, has hundreds of millions of players around the world.

4.  8

James Naismith and the Invention of Basketball

Only one American sport has a clear founding, creator, and beginning: basketball. It started in December 1891 when the cold Massachusetts temperature drove young men inside. They missed their usual outdoor sports and indoor baseball was never going to take off. The director of the Young Men's Christian Association asked Naismith to create a new indoor sport: an athletic distraction, he called it, to help their members make it through the winter. It had to be interesting, easy to learn, easy to play in the winter and playable by artificial light and it needed to be more strategic than forceful – no broken bones. Naismith studied rugby, baseball, and soccer, thinking about ways to adapt the best parts of each sport to a small gym. He decided to use two peach baskets and a soccer ball, nailed the baskets ten feet up, wrote thirteen rules and launched his basketball league. The first game, nine against nine, was played on December 21st, 1891: it had two 15-minute halves and it ended with the score of 9 to 3. The game spread quickly: dribbling was added, YMCA leagues formed around the country, and in 1901 colleges began adding basketball to their sponsored list of sports. Eventually, holes were cut in the bottom of the baskets, so that the ball would drop through automatically, and the number of players on the court dropped to five. Less than forty years after its invention, the sport they called "basketball" became an Olympic sport. Naismith's attempt was actually the third time the YMCA had tried to create a winter sport, but unlike the people who came before him, he wanted to create a sport that felt like play, mainly to serve students. And... it worked!

Adapted from: <https://www.youtube.com/watch?v=AdGeedbl1fg&t=28s>, James Naismith & the Invention of Basketball, posted by Senator Ben Sasse

.....
 1. F, It had to be easy to learn; 2. F, It had to be more strategic than forceful; 3. T; 4. T; 5. F, The first game ended 9-3; 6. T; 7. T; 8. F, Less than forty years after

Pages 22-23

Who was Larry O' Brien and when did the trophy get this name?

Larry O' Brien was an NBA commissioner from 1975 to 1984; the trophy got his name in 1984.

5.

1. j; 2. e; 3. c; 4. d; 5. a; 6. i; 7. f; 8. h. Extra: b, g.

6.

Sample answers

1. FIBA (Fédération Internationale de Basketball) is the only international basketball organisation recognised by the International Olympic Committee and it is the main international basketball authority. It establishes the rules and regulations regarding the international qualifying competitions to advance to the Olympic Games; 2. NCAA (National Collegiate Athletic Association) is the organisation which manages college, non-professional basketball in the USA and organises a tournament among college teams, called March Madness, which takes place every year in March; 3. FIP (Federazione Italiana Pallacanestro) is the Italian organisation which manages basketball in Italy, both at professional and amateur level; 4. LBA (Lega Basket) is an organisation which works by delegation from the FIP to organise the Serie A basketball championship in Italy.

7. 10

The Dream Team

The first American basketball team made up of active professional players from the NBA was admitted to the Olympic Games only in 1992, in Barcelona; before then, only amateur players could take part in the Olympics to represent the USA.

The 1992 USA Olympic Men's Basketball Team is commonly referred to as the "Dream Team", not only because they won the gold medal with a great victory over Croatia, but also because they won all eight of their matches by an average of 44 points. Led by coach Chuck Daly, the team included the best basketball players in the world, who would be elected to the FIBA Hall of Fame in 2017; among them were the stars Michael Jordan, Magic Johnson, and Larry Bird. The "Dream Team" has often been described as the greatest sports team ever assembled.

General interest in basketball increased due to the success of the "Dream Team"; International Olympic Committee head Juan Antonio Samaranch stated that "the most important aspect of the Barcelona Games has been the success of the basketball tournament, as it was the best basketball ever

played in the world". The team's success attracted increasing numbers of non-American players to the NBA, and many said that the Dream Team was the reason they had taken up basketball.

Adapted from: https://en.wikipedia.org/wiki/1992_United_States_men%27s_Olympic_basketball_team

.....
1. the Olympic Games; 2. the gold medal; 3. Croatia; 4. won; 5. coach; 6. in 2017; 7. team; 8. general interest in basketball; 9. non-American players; 10. take up basketball.

Pages 24-25

8.

1. a; 2. g; 3. e; 4. c; 5. f; 6. h; 7. b; 8. d.

9.  The Basic Rules of Basketball posted by Sikana English

Teacher's note

Before or after playing the video, pre-teach the following words or expressions:

- foul: *fallo (con contatto tra giocatori)*
- free-throw lane (also called key): *area dei tre secondi*
- halftime: *intervallo*
- violation: *infrazione (senza contatto tra giocatori)*

.....
In this video you will learn the basic rules of basketball. Basketball is played on a rectangular court which is 22 to 28 metres long and 13 to 15 metres wide. At each end of the court, there is a 45-centimetre-wide hoop fixed on a panel suspended 3.05 metres above the ground – the basket. Two teams of five players compete over four quarters of ten minutes each. A 15-minute halftime takes place between the second and the third quarter. The objective of both teams is to put the ball through the opponent's hoop to score as many points as possible. A scored shot, called a field goal, is worth two points, or three if the player has thrown the ball from outside the three-point arc. The team with the higher score at the end of play wins the game. In case of a tie, the teams play 5-minute rounds in overtime until one team wins. To get the ball across the court, players can only move while dribbling; to pass the ball, they are only allowed to use their hands. In offence, players can be sanctioned by violation, which leads to a turnover from behind the opponent's baseline. To learn more about it, check out our video on violations. In case of illegal contact, players can be sanctioned by fouls. To learn how not to commit them, watch our video on fouls. Fouls are sanctioned by turnovers or free shots for the opponent. Free throws are shot from a line placed near the edge of the key and are worth one point. The key, also called free-throw lane, is the rectangular

area drawn beneath both hoops. At each time-out, the coach may make substitutions: there is no limit to the number of players that can be substituted.

Now you know the basic rules of basketball: it's over to you.

1. 22 to 28 metres; 2. 13 to 15 metres; 3. 45 centimetres; 4. Between the second and the third quarter; 5. Three; 6. Five-minute rounds in overtime, until one team wins; 7. Turnovers or free shots for the opponents; 8. Rectangular area drawn beneath both hoops, aka free-throw lane; 9. One; 10. Unlimited.

10.

Sample answers

1. The key in a basketball court is visible because it is an area painted in a different colour from the court's floor; 2. A violation happens when a player breaks a rule without coming into contact with another player; a foul takes place when a player comes into illegal contact with an opponent, or when their behaviour during the game is incorrect; 3. In all of these federation games, halftime lasts fifteen minutes; 4. It is called a tiebreak, or tiebreaker.

Pages 26-27

11.

1. g; 2. f; 3. a; 4. h; 5. e; 6. d; 7. c; 8. b.

12.

1. T; 2. F, San Antonio Spurs were beaten by Oklahoma City Thunder; 3. F, He is a rookie; 4. T; 5. F, Three more players were out of the game for injuries; 6. T; 7. F, They scored 29 and 25 points each, 54 in total; 8. T.

13. ▶ 76ers secure 105-104 Victory Over Heat in Play-In Game posted by NewsBOT Network

Teacher's note

The news report is about a play-in game between the Philadelphia 76ers and the Miami Heat, two teams playing in the Eastern Conference.

Before playing the video, pre-teach some expressions:

- matchup: *partita, incontro*
- game-seven: *partita finale di ogni serie di sette squadre dei playoff*
- key block: *blocco nell'area di tiro libero*
- game-tying: *del pareggio*
- three-pointer: *tiro da tre punti*
- to cap off: *concludere brillantemente*
- looming: *incombente*
- head of the snake (*idiomatic*): *l'avversario più pericoloso*

.....
Philadelphia. In a thrilling Eastern Conference playing game, the Philadelphia 76ers managed to secure a hard-fought 105-104 victory over the Miami Heat. The game was a back-and-forth battle that saw Nicholas Batum shine with six three-pointers including five in the second half and twenty points. Despite Joel Embiid's early struggles, he came alive in the fourth quarter, scoring 11 of his 23 points to lead the Sixers to victory.

The win secured the seventh seed for Philadelphia, setting up a first-round matchup with the New York Knicks. The Heat will now face the Chicago Bulls for the eighth seed and a chance to play the East-leading Boston Celtics in the first round. Embiid expressed the team's resilience stating: "Being down a lot, we stuck together. It shows you that I don't play my best, I don't get to my spots the whole game until the fourth quarter, and we still found a way to win". The game had the intensity of a game-seven, with both teams fighting hard for a spot in the playoffs. Embiid's pivotal plays in the fourth quarter, including a crucial assist to Kelly Oubre Jr, helped seal the victory for Philadelphia.

Baum's stellar shooting and key block on Tyler Herro's potential game-tying three-pointer were instrumental in the Sixers' comeback, despite a rough first half, where the 76ers struggled with turnovers and shooting, they regrouped in the second half to turn the game around. The win marked the team's ninth consecutive victory, capping off a rollercoaster season that saw Embiid's sideline due to injury, looking ahead to the first round series against the Knicks. Tyrese Maxey emphasised the need to match the physicality and toughness of their opponents. With the series against the Knicks looming, the 76ers are gearing up for another challenging playoff battle. Maxey acknowledged the Knick's strength stating, "They're tough". They start at the head of the snake, Jalen Brunson; "we got to find ways to slow him down". The upcoming series promises to be a test of grit and determination for Philadelphia as they aim to continue their playoff journey. The hard-fought victory over the heat has set the stage for an exciting postseason for the 76ers, who are eager to make a deep playoff run and put their past postseason disappointments behind them.

-
1. 76ers; 2. three-point; 3. half; 4. quarter; 5. injury; 6. pivots; 7. assist; 8. seed; 9. playoffs; 10. seed.

Pages 28-29

What is croquet and how is it played? Search the Internet to find out.

Croquet is a game that involves hitting wooden or plastic balls with a mallet through hoops planted on a grass playing court.

1.

1. 12th-13th centuries; 2. 16th-17th centuries; 3. Gem and Pereira play the first game of lawn tennis; 4. Gem and Pereira found the Leamington Tennis Club; 5. 1874; 6. The rules of tennis are established by the Marylebone Cricket Club; 7. The Wimbledon Tournament is played for the first time; 8. 1881; 9. The Roland Garros tournament is established; 10. 1905.

2.

1. b; 2. h; 3. d; 4. g; 5. a; 6. c; 7. e; 8. f.

3.

Sample answer

A game similar to tennis started to be played in French monasteries in the 12th-13th centuries. It was called *jeu de paume* because players used to hit the ball with their bare hand. Later on, in the 16th-17th centuries, paddle-like rackets were introduced and the game spread all over the royal courts of Europe, mainly in France and England; for this reason, it was called “real tennis”. In 1859, tennis began to be played on fields of grass in England and it took the name of “lawn tennis”. The first two players of lawn tennis were Major Harry Gem and Augusto Pereira, who founded the Leamington Tennis Club, the first tennis club in history, in 1874. In the same year, Major Walter C. Wingfield patented a game, based on the rules of real tennis, to be played on an hourglass-shaped field. In 1875 the rules of tennis were officially established and the first tennis tournament at Wimbledon was played. Tennis rapidly spread in the world and other tournaments were established: the US Open in 1881; the Roland Garros in France in 1891, and the Australian Open in 1905. These four tournaments are grouped under the name of Grand Slam.

Pages 30-31

4.

1. The Davis Cup; 2. Master 500; 3. Roland Garros and some ATP tournaments; 4. The Grand Slam tournaments; 5. The Australian Open, the

US Open, some ATP tournaments, and the Davis Cup; 6. Wimbledon and the US Open; 7. The Davis Cup; 8. Roland Garros and Wimbledon; 9. Wimbledon; 10. The Davis Cup.

5. 🎯 Masters 1000 Tournaments Explained
posted by Snowman Sports Media

Teacher’s note

The “Sunshine Double” mentioned in the video is the victory at both the Indian Wells and the Miami Open tournaments in the same season.

.....
What’s up guys? The Snowman here and today I want to answer the tennis question: “What is a Masters 1000 tournament?”. So, basically on the ATP men’s tour, and I said the men’s tour because the women’s tour is organised a little bit differently, but on the men’s tour there’s a hierarchy of all the tennis tournaments and it starts at the top. The four Grand Slams are the most important: they give out the most points, the most prize money: they are the Australian Open, the French Open, Wimbledon, and the US Open. Then, second, you have the ATP year-end finals. Then we have Masters 1000 tournaments; we have 500 series level tournaments, 250, and Challenger Tour events. So, the system of organisation is very simplistic: the Masters 1000 level has been in place since 1990, but it has had other names: the ATP Super 9 used to be called, also the ATP Master Series, but right now they’re called Masters 1000 tournaments and they’re very important. All the top players basically play every single Masters 1000 tournament if they are healthy, with, you know, a few exceptions. Roger Federer didn’t play the clay court season the last few years; but most of the guys, they want to be at these Masters 1000 tournaments because they give a ton prize money, they go a long way in terms of ranking points and they have a lot of prestige. Now, since 2009 we have had nine annual Masters 1000 tournaments on the calendar year, six on hard court, three on clay and it starts off in March with the Sunshine Double in the United States. You have Indian Wells and the Miami Open; both of those tournaments have 96 contestants – they’re huge, huge tournaments, kind of thought of as the pseudo fifth and sixth Grand Slams of the year. Let me go to the clay court swing in April: we have the Monte Carlo Masters, it’s got 56 players. In May, we have the Madrid Open and the Italian Open again, both of those tournaments on clay and with 56 each. Then, in August we have the US Open Series, so two more Masters 1000 back-to-back with the Canadian Open, which alternates being in Montreal and Toronto every year and Cincinnati, both of those also 56 contestants, and then in October finally we have Shanghai and

Paris. Paris is the only one of the smallest Masters 1000 tournament: it only has 48 players. So hopefully you understand how these men's tournaments are organised; now, basically Masters 1000, they're not as big as the Grand Slams, not as big as the ATP year-end finals, but at these events the stars will certainly be showing up. If you have any questions about Masters 1000 level tournaments or anything on to the ATP or WTA tour, please leave a comment. Let me know if you enjoyed this video or found it helpful. Please subscribe to the Snowman Sports Media and I'll be back very soon. Cheers!

.....

Position of the tournament in order of importance
1. Grand Slam. It includes: Australian Open, Roland Garros, Wimbledon, US Open
2. ATP end-year Finals
3. Masters 1000
4. 500 Series Level
5. 250 Series Level
6. Challenger Tour

6.

Sample answer

The ATP Finals is the tennis championship which ends the season of the ATP Tour. It is considered the most important tennis event after the Grand Slam. It was played for the first time in 1970, originally known as Masters Grand Prix; in 1990 it started to be organised by the ATP and it was renamed ATP Finals in 2017. Eight single players and eight double teams take part in the tournament. They are divided into two groups of four; within each group, each player or team plays three preliminary matches. At the end of the preliminary phase, the two best players or teams of each group compete in the semi-finals and the final to determine the champion of each category. The players who can compete in the ATP Finals are the eight players, or double teams, who reached the best results in the season. The champion can be awarded up to 1,500 points if he wins undefeated in the preliminary round. The players who have won the most ATP Finals as of 2024 are Nolan Djokovic and Roger Federer; as far as double teams are concerned, the most successful team was the one made up by John McEnroe and Peter Fleming.

Name of tournament	Location	Period	Number of contestants	Type of court
Indian Wells	United States	March	96	Hardcourt
Miami Open	United States	March	96	Hardcourt
Monte Carlo Masters	Monte Carlo	April	56	Clay
Madrid Open	Spain	May	56	Clay
Italian Open	Italy	May	56	Clay
Canadian Open	Montreal/Toronto alternately	August	56	Hardcourt
Cincinnati	US	August	56	Hardcourt
Shanghai	China	October	not mentioned	Hardcourt
Paris	France	October	48	Hardcourt

Pages 32-33

7.

- 1. tiebreaker; 2. sideline; 3. rally; 4. end; 5. ace; 6. baseline; 7. racket; 8. shot.

8. 16

Five Ways to Win Points in Tennis

When playing a tennis match, the player's main aim is to win as many points as possible. Each point begins with a serve, for which the player needs to stand behind the baseline and hit the ball into the target area, a specifically marked box diagonally opposite, on the other side of the net. The ball can only bounce once before the other player hits it back over the net. However, the

player is allowed to hit the ball before it bounces, unless they are returning a serve.

There are five ways of winning points: winners, double-bounces, errors by the opponent at the net, errors by the opponent where they hit the ball outside the court markings, and double-faults. Each of these ways gives the player one point.

1. Winners are the most satisfying way of winning a point, as they are not based on the other player's errors. A player hits a 'winner' when they hit the ball into their opponent's half of the court, and their opponent does not manage to hit it before it bounces for the second time.

2. Double bounces are not allowed in tennis. Sometimes the ball drops into the part of the court close to the net; in this case, the player needs to run quickly in order to hit it before it bounces for a second time. If they don't do that, the opponent

wins the point. Double bounces are often difficult to detect, even for umpires, and this can lead to arguments about the points given.

3. During some rallies, one player will move forward to an area of the court close to the net. If a player strikes the ball into the net, their opponent wins the point. In general, any shot which fails to go over the net will result in the point being won by the opponent.

4. The game area is clearly marked with lines between which players must serve. If a player hits a shot that lands outside the relevant markings, their opponent wins the point.

5. If a player makes two successive serves which fail to find the target area, the point is won by the opponent. This is called a 'double fault'.

Adapted from: <https://mytennisq.com/how-to-win-points-in-tennis-5-ways/>

.....
1. F, A serve must be shot from behind the baseline; 2. T; 3. F, The ball is only allowed to bounce once; 4. F, A player is not allowed to hit the ball before it bounces if they are returning a serve; 5. T; 6. F, Double bounces are often difficult to detect; 7. T; 8. T; 9. F, A player is allowed to serve a second time if the first fails; 10. T.

9. ▶ Officiating: Winning and losing points posted by Tennis Australia

.....
Now we'll look at the various ways that players can win and lose points starting with losing the points. Here Pavel loses the point because the ball hits him as he tries to get out of the way. If the ball hits any part of the player's body or clothing, he loses the point. Sometimes this is easy to spot and sometimes it isn't. Here the point is awarded, but does the ball hit his body or the racket? A player loses the point if they touch the net during play. On this occasion, it's Francesca Schiavoni who finds herself unlucky in the Fed Cup. The player also loses the point if they deliberately hit the ball twice. Tursunov is the player caught out this time. The player loses the point if they touch the ball before it crosses to their side of the net; in this instance, Lindstedt put away his volley and the chair umpire has to decide if it was a legal shot. In this case, it was allowed, but it was close. Now, we can see quite clearly here the ball touches Keeper's foot. Even though this happens behind the baseline, the point is awarded against Keeper and sometimes players will see things a little differently, and here the chair umpire has got to get involved. Now, the Bryan brothers are renowned for their doubles play, but not for this innovative technique, an impressive return by any standards, but unfortunately this is illegal: the racket must be in hand on contact with the ball. And here we see Rusedski lose the point against

Ferreira because he jumps onto his opponent's court while the ball is still in play. And here Tim Henman wins an unusual point: a player loses the point if he touches his rival's court, including with his racket or if he or his equipment touches the net while the ball is in play. Now, this was a great call from the official – can you see what it is? That's right, if the ball hits the part of the net outside the single stick, the player who hit the ball loses the point.

.....
1. c; 2. h; 3. a; 4. e; 5. f; 6. g; 7. b; 8. d.

Pages 34-35

10.

1. Eastbourne; 2. Emma Raducanu; 3. Daria Kasatkina; 4. Russian; 5. It was windy; 6. 6-2, 6-2.

Sample answer

The match we read about was played in the town of Eastbourne and was a quarter-final match between the British player Emma Raducanu and her Russian opponent Daria Kasatkina. The wind was blowing during the match, which ended with victory for the Russian player with a score of 6-2-6-2.

11.

1. backhand; 2. ground stroke; 3. cross-court; 4. to smash; 5. break point; 6. to slam; 7. to hold to love; 8. forehand; 9. volley; 10. quarter-final.

12. ▶▶ 18

Sinner Earns Opening Win in Turin

Jannik Sinner made a winning start to his Nitto ATP Finals campaign on Sunday when he downed Stefanos Tsitsipas 6-4, 6-4 to the delight of the Italian fans inside the Pala Alpitour.

The 22-year-old Italian performed at his best from the start at the prestigious year-end event in Turin, striking his powerful groundstrokes against the Greek. Sinner hit through the court, shot twenty-two winners and successfully targeted Tsitsipas' backhand to earn his 58th win of the season after one hour and 25 minutes.

Sinner arrived in Turin after an exceptionally favourable season, as he won four tour-level trophies in 2023, including his ATP Masters 1000 in Toronto.

Sinner did not disappoint his fans, who came to greet him inside a crowded Pala Alpitour. He earned the decisive break of the first set in the fifth game, while he won eighty-four per cent of his first serve points in the opening game. Sinner then gained further control at the start of the second set, dominating the first game, when

Tsitsipas could only find the net with a backhand. The Italian looked relaxed on his groundstrokes, gaining victory on his first match point.

"I would like to congratulate Jannik on a very good match, a great performance from start to finish," Tsitsipas said. "He showed good strength, very responsible play from the beginning of the match, from the very first point."

-
- 1. year-end; 2. groundstrokes; 3. court; 4. winners; 5. backhand; 6. season; 7. Masters 1000; 8. break; 9. set; 10. serve; 11. game; 12. match point.

Pages 38-39

CLIP KING RICHARD

1.

- 1. facility; 2. Grand Slam; 3. pro/professional; 4. ranked; 5. stance; 6. to cheer; 7. top seeded; 8. underdog.

2.

.....
 Speaker: Venus Williams!
 Speaker: Now, please join me in welcoming to the

court, hailing from Spain, a three-time Grand Slam champion, and the number-one seed, Arantxa Sanchez Vicario!

Umpire: 15-love.

Tunde: Venus!

Umpire: 30-love.

Rick: There you go.

Richard: Y'all gonna miss it.

Umpire: 40-love.

-
- 1. F, The crowd applauds and cheers Venus; 2. F, Sanchez Vicario is Spanish; 3. F, She has won the Grand Slam three times; 4. F, Venus serves the ball first; 5. T; 6. T; 7. F, The match is played on hardcourt; 8. T; 9. T; 10. T.

3.

- 1. WTA; 2. French Open; 3. professional; 4. strokes; 5. semifinals; 6. Olympics; 7. possession; 8. match; 10. comeback; 10. shoulder.

Page 40

CASE STUDY

4.

- 1. e; 2. b; 3. d; 4. h; 5. f; 6. c; 7. g; 8. a.

Unit 2.1 Swimming

Pages 42-43

Can you think of another edition of the Olympic Games in which swimmers competed in the Seine River?

Sample answer
 The 2024 edition of the Olympic games took place in Paris. The swimming competitions over long distances (from 15 kilometres on) and the swimming part of the triathlon competitions were supposed to be held in the Seine River. Some of the swimmers disagreed about the decision of competing in the river. A Belgian female swimmer was sick after a competition due to some bacteria which were in the water; as a result, the Belgian federation withdrew all its swimmers from the Olympic games. However, the competitions organised were regularly held as programmed.

1. 1. 2500 BC; 2. The Romans started building swimming pools; 3. Swimming started to be practised again after several centuries; 4. 1846; 5. National swimming federations were formed in some European countries; 6. The Amateur Athletic Unit (AAU) was founded; 7. 1909; 8. Male swimming competitions were included in the first modern Olympic games; 9. Women's swimming competitions were included in the Olympic Games; 10. 2023.
2. 1. e; 2. f; 3. d; 4. a; 5. c; 6. b; 7. competitive; 8. resistance; 9. stroke; 10. Federation; 11. buoyancy; 12. fabrics.

3. 20

Technological Doping

Olympic swimsuits have evolved over the last few decades. In the past, men generally wore swimsuits that covered as little skin as possible. Some swimmers shaved their bodies as a way to gain speed. But times have evolved, and suits nowadays look a lot different. The "bodysuit revolution" officially began at the 1996 Atlanta Olympic Games, when some swimmers chose suits which covered their bodies from neck to knee; several swimmers wearing these bodysuits won medals. By the 2000 Sydney Olympics,

swimmers started wearing suits that covered all body parts except their feet, hands, and head. World Aquatics, which was then named FINA did not, despite challenges from some observers, ban the suits and most competitors decided to wear them. Most gold medal champions in 2004 wore a bodysuit called Fastskin, which in the 2008 Beijing Olympics was replaced by the LZR Racer suit. Michael Phelps won a record eight gold medals in Beijing with this new suit. An extraordinary number of world records, forty-three, were then set at the 2009 World Championships in Rome after other new "supersuits" became popular. World Aquatics banned high-tech suits from 2010, asking for suits made of textile-only fabric. Moreover, men's suits are only allowed to extend from waist to knees, while women's suits are limited from shoulders to knees. Additionally, World Aquatics controls each suit before competitions, and each one must have a tag to show it has been approved.

Adapted from: <https://www.nbcnewyork.com/paris-2024-summer-olympics/why-are-full-body-swimsuits-banned-olympics-history-rule/5643607/>

-
1. T; 2. F, Swimmers could shave their bodies; 3. F, Swimsuits covered the swimmers' bodies from neck to knee; 4. T; 5. T; 6. F, There were forty-three world records; 7. F, They were banned in 2010; 8. F, They are allowed to extend from the waist to the knees; 9. T; 10. T.

Pages 44-45

4. 1. b; 2. d; 3. h; 4. f; 5. a; 6. j; 7. i; 8. g; 9. e; 10. c.
5. 1. breaststroke; 2. backstroke; 3. freestyle; 4. butterfly; 5. breaststroke; 6. butterfly; 7. front crawl/freestyle; 8. backstroke; 9. breaststroke; 10. front crawl/freestyle.

6. How to swim: Freestyle posted by SwimGym

Teacher's note
 The front crawl, or freestyle stroke, shown in the video, is completed in four phases. Pre-teach the corresponding words:

- catch, when the arm first enters the water;
- pull, which is done underwater and propels the body;
- exit, when the hand comes out of water;
- recovery, when the arm goes over and past the head.

.....

Swimming freestyle is not as easy as it seems. It requires good technique, body control, strength, rhythm, and much more. There are different freestyle techniques depending on your level of swimming, body mobility, or even your goal. However, there are some basic rules you should apply in order to swim smooth and efficient. The freestyle is the fastest stroke in swimming. You alternate your arms one by one and breathe to the side. You flutter kick with your legs to stay high and balanced in the water. How to do it? Start the pull with the catch position, bend your elbow, and point your fingers to the bottom. From here, push the water backwards keeping your elbows up and slightly bent. Pull through at shoulder width and keep your wrists tight and locked. Finish your stroke as far as you can, exiting the water at your hip. During the recovery let your elbow lead your arm back to the front, keeping the elbow your highest point. Once your arm passes your shoulder, initiate the catch with your other arm. Timing is important. Continue this sequence while performing a steady flutter kick. This will keep you balanced and your body high positioned. The focus points: breathe in to the side by rotating your body and turning your head during the recovery phase. Make sure you keep one arm stretched in front of you for support while breathing. Keep your head in a neutral position while breathing out on the water. Face down towards the bottom of the pool. To learn the freestyle, you need to break up the stroke in pieces and practise them separately with technique drills. Only then you will understand how to connect all the elements of freestyle. This will take a while, but by practising the drills consistently you will master it. Check out all of our freestyle drills and technique programmes that will help you get started or get better at it.

.....

1. To swim freestyle, a swimmer requires a good technique, body control, strength, and rhythm;
2. It is the fastest of all strokes;
3. Arms are alternated one by one and legs are used to flutter kick;
4. They point to the bottom;
5. Wrists should be kept tight and locked;
6. Breathing in to the side by rotating the body and turning the head during the recovery phase;
7. When breathing in, the head is turned to the side, when breathing out, the head is in a neutral position, face down towards the bottom of the pool;
8. It suggests breaking up the stroke into pieces and practising them with technique drills.

Pages 46-47

In what order are the strokes performed in an individual medley race?

Strokes are performed in the following order: butterfly, backstroke, breaststroke, and freestyle.

7.

1. Long course pool length, distance of individual stroke races, freestyle relays, and medley relays;
2. Short course pool length;
3. An Olympic pool's lane width;
4. An Olympic pool's minimum depth expressed in metres;
5. Freestyle race only for women;
6. Freestyle race only for men;
7. Olympic open water race;
8. Number of swimmers who make up a relay team.

8.

Length	Possible races
50 metres	Individual single stroke, freestyle relay, medley relay
100 metres	Individual single stroke, individual medley, freestyle relay, medley relay
200 metres	Individual single stroke, individual medley, freestyle relay
400 metres	Individual freestyle, individual medley
800 metres	Individual freestyle (only female)
1,500 metres	Individual freestyle (only male)
5 kilometres, 25 kilometres	Open water
10 kilometres	Olympic open water

9.

1. lane;
2. season;
3. officiating equipment;
4. touchpad;
5. relay;
6. takeover;
7. medley;
8. open water.

Pages 48-49

10.

1. 4x100 men's final medley relay;
2. Second;
3. Third;
4. "Take your marks";
5. Ndoye-Brouard;
6. Seventh;
7. Adam Peaty;
8. Adam Peaty for Great Britain, Nick Fink for the USA, and Quin Haiyang for China;
9. He missed out on a medal in the individual race;
10. 33;
11. Hunter Armstrong and Florent Manaudou;
12. Over a second;
13. He set the world record;
14. The American team came second and the French one came third.

11.

1. d;
2. f;
3. c;
4. h;
5. a;
6. j;
7. g;
8. b;
9. i;
10. e.

12.

Sample answer

There's a lot of expectation and cheering at the Défense Arena for the men's final 100 metres medley relay. As the Arena falls silent, the speaker warns swimmers to take their marks. The first swimmers who compete are the backstroke ones; the Chinese one dominates the first leg of the relay.

In the third leg, Grousset tries to set his personal best, while in the last anchor China dominates again over the USA and France. The Chinese freestyle swimmer sets a new world record, leading China to win the gold medal; the American team win the silver medal, while the French crowd at the Arena exults for France's third place.

13. 🎧 Men's Swimming 100m Backstroke Highlights | #Paris2024 #Olympics posted by Eurosport

.....
 ...and Olympic record holder in this field...

Speaker: Take your marks.

Man: The final of the men's 100 metres backstroke. They are submerged, but they will explode above the surface.

Woman: Xu from China, a really good start across, as well Ryan Murphy got off those blocks very well. He is going to try and steal this from lane number two, Murphy, but Xu already is starting to put in some really nice strokes. Let's see what he turns out. Will he go in 24 again? He does. 24.88 at the 50-metre mark.

M: Even faster than this morning. Ryan Murphy closing second, a fantastic underwater for Murphy.

W: Murphy's putting the foot down right now, a great 25 metres off the wall, he's starting to fatigue bouncing up and down a little. It's across here, the Italian world record.

M: Hold on, it's the Italian Thomas Ceccon coming through the field. Ceccon gold, Xu silver, Murphy bronze. Thomas Ceccon finds the wall first, he owns the world record and has a world championship, but it took until now to know what it feels like to grab an Olympic gold.

W: 52.00 the winning time, Xu from China into second as Craig said, 52.32, so the winning margin was point three two of a second and Murphy 52.39. He completes his set of medals...

Ellie: Hi, I'm Ellie Simmons. Subscribe to Eurosport on YouTube to catch the very best of the action from the Paris 2024 Olympics.

.....
 1. Chinese; 2. lane; 3. blocks; 4. strokes; 5. 50-metre; 6. world champion; 7. world record; 8. 52.32. Extra: 100 metres, 0.32.

Unit 2.2 Horse-riding

Pages 50-51

1.

1. 3500 BC; 2. Cattle herding, hunting, and moving fast over big distances; 3. Fighting; 4. The Greek and Roman civilisations; 5. Chariot races; 6. The organisation of equestrian events throughout Europe, the establishment of rules and competitions, and the creation of equestrian clubs and societies;

7. By 1912; 8. Dressage, eventing, and jumping; 9. Polo, driving, endurance, and vaulting; 10. FEI (*Fédération Equestre Internationale*).

2.

1. horse-riding; 2. horseback; 3. equestrian; 4. chariot; 5. club; 6. horsemanship; 7. jumping; 8. para equestrian.

3.

1. peacefully; 2. comfortable; 3. training; 4. connection; 5. relaxed; 6. foundation; 7. patient; 8. most.

Pages 52-53

Teacher's note

The **leg-yield** is a lateral movement in which a horse travels both forward and sideways at the same time; the **shoulder-fore** is a lateral movement where the horse slightly bends its body and brings its shoulders towards the inside of the arena while maintaining a relatively straight line of travel. The **piaffe** is a diagonal movement almost performed on the spot; the **passage** is a very elevated and collected type of trot.

What are the dimensions of a standard and a small arena? Search the Internet to find out.

A standard arena measures 20 by 60 metres; a small arena measures 20 by 40 metres.

4.

1. show jumping, cross-country; 2. show jumping; 3. dressage, show jumping; 4. dressage; 5. show jumping; 6. eventing; 7. dressage; 8. cross-country; 9. show jumping, cross-country; 10. cross-country; 11. eventing; 12. show jumping.

5. 🎧 Know all about Equestrian Eventing - An Olympic Sport Guide - Paris 2024 posted by JioCinema and Sports

.....
Equestrian eventing: a sport that requires the same horse and rider to participate in three separate disciplines: dressage, cross-country, and jumping. In both the individual and team competitions, the best combined score across all three disciplines wins. In dressage, horse and rider must perform a series of mandatory turns, transitions, and movements in an arena. Judges evaluate the horse's obedience, flexibility, and coordination with the rider.

Cross-country is an exciting and physically demanding discipline. Athlete and horse navigate a course within a predetermined time, and any jumping errors are penalised. The course features up to 42 obstacles,

with fixed obstacles being no higher than 1.2 metres and hedges or bush fences no more than 1.4 metres. The final discipline is jumping, which challenges the horse and rider technique and temperament. In this 600 metre-course, athlete and horse jump 10 to 13 obstacles.

Both jumping and cross-country riders receive penalties for exceeding the maximum time and failing to jump obstacles.

Competition will take place at the Palace of Versailles; initially a hunting pavilion, the Palace later became the residence of Louis XIV's court in 1682. This is equestrian eventing.

.....

1. No, they are both individual and team competitions;
2. The athlete and horse with the best combined score across all three disciplines;
3. They must perform a series of mandatory turns, transitions, and movements;
4. The horse's obedience, flexibility, and coordination with the rider;
5. Yes, it is, rider and horse must navigate the course within a fixed time;
6. There are up to 42 obstacles;
7. On a course there are both fixed obstacles and hedges or bush fences;
8. Fixed obstacles are no more than 1.2 metres high, hedges and bush fences no more than 1.4 metres high;
9. The horse and rider's technique and temperament are challenged;
10. From 10 to 13 obstacles;
11. They receive penalties for exceeding the maximum time and failing to jump obstacles;
12. They took place at the Palace of Versailles.

6.

Sample answer

Dressage and show jumping competitions are held in arenas, while cross-country competitions take place in the countryside. Dressage requires horses to perform a series of predetermined movements and gaits, while in both show jumping and cross-country competitions horses have to jump over obstacles. In show jumping, horses must jump over fences, while obstacles in cross-country are natural objects, ponds, streams, and ditches. In dressage competitions, marks from 0 to 10 are awarded for regularity, rhythm, and impulsion in the performance of gaits; in show jumping and cross-country, on the contrary, placements are based on the lowest number of penalties accumulated for knockdowns, refusals, exceeding the given time, or falls.

Pages 54-55

7.

1. T;
2. F, They usually compete at trot gait;
3. F, A sulky is the cart pulled by the horse;
4. T;
5. F, Endurance competitions develop over distances between 20 and 160 kilometres;
6. F, They are held in natural, outdoor settings;
7. T;
8. T;
9. F, The horse's movements and behaviour also receive scores;
10. F, Polo players use mallets to hit a wooden ball.

8.

Definition	Piece of equipment	Italian translation	Picture
1. If the rider uses them, they are mounted on boots.	Spurs	Speroni	a
2. The rider sits on it.	Saddle	Sella	e
3. It protects the rider's head in case of a fall.	Riding hat/helmet	Casco/elmetto da equitazione	d
4. A short whip which may be used to direct the horse.	Crop	Frustino	g
5. It is necessary to keep control of the horse.	Bridle	Briglie, testiera	c
6. They are designed to support the rider's feet	Stirrups	Staffe	b
7. The horse keeps it in its mouth	Bit	Imboccatura	h
8. They are used for driving the horse	Reins	Redini	f

9.  27

.....

The Rules of Polo

Today we are going to talk about the rules of polo. Polo is a sport played on horses; the objective of the game is to score more goals than the other team. The game is played on a field that measures a maximum of 300 yards by 160 yards, which is equal to six football pitches, and is the largest playing field of any modern sport. Teams consist of four players on horses; the players use wooden mallets to hit the ball into the goal, which is eight

yards wide and without a crossbar or other upper limit, before the opposing team can stop them. A player can pass the ball to a teammate if required; every time a goal is scored, the teams change ends. The game is played in periods which are seven minutes long. At the end of each period, the game continues for 30 seconds or until play stops. Depending on the competition, a game can be made of a number of periods varying between four and eight. The team with the highest score at the end of the game wins.

If one of the teams commits a foul, a penalty hit may be awarded to the other team. It is taken from the 30-, 40-, or 60-yard line and can be defended or undefended, depending on the type of penalty being issued. If a serious foul occurs, the umpire may award a penalty goal to the opposing team. The game is restarted and the teams do not change ends.

At halftime, spectators are invited onto the field to help replace the divots, the mounds of earth that have been dug up by the horses. This is known as divot stomping and is a great way for spectators to help repair the surface as well as socialise.

Adapted from: <https://www.youtube.com/watch?v=NrJ6WdoM8zQ> - The Rules of Polo - EXPLAINED! posted by Ninh Ly

-
1. horseback; 2. field; 3. four; 4. mallets; 5. height; 6. ends; 7. seven; 8. four, eight; 9. penalty hit; 10. halftime.

Pages 56-57

Teacher's note

- Il Defender Burghley è un evento annuale della durata di tre giorni che si svolge a Burghley House, dimora storica nella cittadina di Peterborough nell'Inghilterra meridionale. Insieme al Defender Kentucky, che si svolge a Lexington, Kentucky, USA, il Burghley è uno degli eventi internazionali di Concorso Completo più prestigiosi al mondo. Entrambi gli eventi sono sponsorizzati da Land Rover, casa produttrice del fuoristrada Defender, che dà il nome ad entrambe le manifestazioni.
- CCI5*: il livello più alto di Concorso Completo riconosciuto dalla FEI
- Badminton è una competizione annuale di concorso completo di livello 5* (five stars, il più alto livello di competizione) e che si svolge a Badminton House, Gloucestershire, Inghilterra, ogni anno nel mese di maggio.

10.

1. Defender Burghley Horse Trials began in earnest; 2. In front of a packed house; 3. Withdrew... from the holding box; 4. A line-up of 66 combinations; 5. CCI5* winner; 6. A

- second five-star win; 7. Ros Canter will partner her Paris ride; 8. The chestnut mare, who boasts impressive top-level form; 9. Bowed ... with a front leg; 10. Harry Meade will enter the arena on the first of his three rides; 11. Six-time Defender Burghley winner William Fox-Pitt; 12. William Fox-Pitt will team up with his wife, Alice.

11.

1. Christina Klingspor (Sweden), Nick Burton (Great Britain), and Robert Stevenson (USA); 2. Oliver Townend, Pippa Funnell, Tim Price, and Caroline Powell; 3. Caroline Powell and Greenacres Special Cavalier; 4. Ros Canter and Tom McEwen; 5. Zara Tindall; 6. 9.30; 7. A demonstration will take place during the lunch break, while the presentation "preparing for Burghley" will take place at the end of the dressage competition; 8. Burghley TV broadcasts all the event, from the first horse inspection to the final prize giving, interviews, feature content, and daily highlights.

12. 🎧 Matt Hicks explains how to ride shoulder-in posted by YourHorseOnline

Teacher's note

You should pre-teach some words or phrases, such as:

- to supple: *ammorbidire*
- uphill: *verso l'alto*
- carriage: *portamento*
- hind leg: *zampa posteriore*

.....

Okay, so this is a Dylan Deutrom riding an eight-year-old horse by Fleming that we've been working on for the last year or so. He's competing at medium level so he's just here starting by doing some shoulder-in on the diagonal line, which we use a lot in training. We don't have much angle, we use it as a suppling exercise and a straightening exercise, and also eventually it becomes a good collecting exercise, the more advanced you make it, but we, at this stage, this horse's training, Dylan will just keep the angle very, very slight. We're just looking for a nice uniform bend through the horse's whole body and he just trots easily over. Shouldn't be any hassle or any stress: he just trots sideways in a good rhythm with ease, so of course you see the exercise should bring you a better balance, more suppleness and more control and you see the horse is in a good outline, in a good uphill carriage: the trot's good, is keeping a good rhythm... good... so what you're looking for in the show doing is the horse should just be on three tracks, so the head's on one track, the fore legs on another track, and a hind leg stay on the same track all the way through the movements.

-
1. b; 2. a; 3. b; 4. c; 5. a; 6. c; 7. b; 8. a.

Unit 2.3 Skiing and snowboarding

Pages 58-59

Can you guess where and when the first chair-lifts appeared in a ski resort?

The first chair-lift was installed in Davos, Switzerland, in 1934; in the same year, two more chair-lifts were placed in St Moritz, Switzerland, and in Megève, France.

1.

1. 100,000 years ago/last ice age; 2. Skiing developed as a sport thanks to Norwegian army competitions; 3. Skiing became a popular sport and recreational activity; 4. 1843; 5. First downhill skiing competition; 6. First Winter Olympic Games; 7. 1934; 8. 1965; 9. The “snurfer”’s design was modified; 10. 1998.

2.

1. downhill; 2. cross-country; 3. slalom; 4. Winter Olympics/Winter Olympic Games; 5. combined; 6. “snurfer”; 7. sideways; 8. chair-lift; 9. slope; 10. leisure activity.

3. 30

Teacher’s note

Pre-teach the following words and expressions:

- camber ski: a type of ski which does not lie flat on the ground, but whose central part is curved, while the two ends touch the ground
- stem turn: *curva a spazzaneve*
- parallel turn: *curva con gli sci paralleli*

The Development of Skiing

Skiing has been around for a very long time: we’re not exactly sure who invented skis; however, we know for sure that the Sami people in Scandinavia have been using skis for hunting since the time of the Roman Empire and that, later on, the Vikings used skis to help them travel from one place to another. Skis then were very different from what we use today: they were made of long pieces of wood about two metres long and had horse hair covering them.

Norwegians started skiing on racing trails in the mountains and during this time the design of skis improved, especially with the invention of the camber ski in Telemark, a city in Norway. This ski had a curved shape that distributed the skier’s weight along its length and helped prevent skiers from sinking into deep snow or holes.

During the mid-1800s, there was a shift in popularity from cross-country skiing to downhill skiing, which provided a more thrilling experience. The continuous improvements in ski design made it possible to develop more sophisticated downhill

skiing techniques, too. In 1868, Sandra Norheim created the Telemark ski, which had a side cut that allowed skiers to carve instead of sliding, and was a revolutionary way of going down the slopes. In 1881, the first ski school in the world was opened in Norway. There, people could learn techniques and style from experienced skiers. In the late 1920s, Hansse Schneider, an Austrian, developed two new techniques: the stem turn and the parallel turn, which introduced a new style of skiing. During the 1930s, alpine skiing became popular outside Europe, spreading first to North America and then to New Zealand, Japan, Australia, Chile, and Argentina. Over the years, ski resorts have expanded greatly and now attract thousands of visitors from around the world every day.

Adapted from: <https://www.youtube.com/watch?v=CfWKZw3NhXI> Who Invented Skiing? | A Brief History of Skiing posted by mountainsight

.....
1. T; 2. F, The Sami people in Scandinavia are reported to have used skis since the time of the Roman Empire; 3. F, They were two metres long; 4. T; 5. F, They were developed in Telemark, Norway; 6. T; 7. F, Downhill skiing provided a more thrilling experience; 8. T; 9. F, It was opened in Norway in 1881; 10. F, They were invented by Hansse Schneider, an Austrian skier.

Pages 60-61

When was the first parallel competition held?

The first parallel competition was held in 1969, but it was not disputed many times until the season 2010-2011, when it was reintroduced in World Cup competitions.

4.

1. downhill; 2. alpine combined; 3. parallel; 4. slalom, giant slalom, super-G; 5. super-G; 6. giant slalom; 7. downhill, super-G; 8. slalom, giant slalom, parallel; 9. downhill; 10. slalom, giant slalom, alpine combined, parallel.

5.

1. international; 2. Competitors; 3. slalom; 4. downhill; 5. combined; 6. points; 7. racer; 8. cup; 9. women; 10. annually; 11. Olympic; 12. run.

6.  Federica Brignone delivers GS masterclass on her way to gold | Saalbach 2025 posted by FIS Alpine

.....
Federica Brignone is the second Italian woman ever to have won the World Championship gold and she has won it in style. Twenty-eight-year drought since an Italian woman has won the World Championship giant slalom: Compagnoni, Deborah Compagnoni back in '97. Had to settle for silver in the Super-G,

can she go one better in the giant slalom here... point 44 – that advantage is slipping the way but the light is still green. This is lovely, fluid, flowing ski racing from Brignone. She builds again on her advantage. Point 74, now Italy hold their breath. Brignone comes into this last breakaway, last steep pitch. Execution is key, execution is sweet. Brignone is heading home... it's gold for Italy! Surely Brignone has finally got there! Federica Brignone: a magical gold medal for the Italian Superstar!

Teacher's note

The sentence "The light is still green" refers to the banner appearing on the right side of the screen; when it is green, it shows a time advantage of the skier on the previous racers. The time advantages that the speaker announces for Federica Brignone are 0.44 (point 44) and 0.74 (point 74) seconds.

Sample answer

Federica Brignone won the gold medal in the Giant Slalom in the 2025 Alpine Ski World Championships; before her, Debora Compagnoni had won a gold medal in the same competition in 1997. Federica Brignone had already won a silver medal in the Super-G, but in this competition, her 0.74-second advantage leads her to victory. The speaker describes her way of skiing as lovely, fluid, flowing, and sweet.

Pages 62-63

The Four Hills Tournament is considered the most important event of this discipline on the FIS World Cup calendar. Search the Internet to find some information about how it is structured.

The Four Hills Tournament is a prestigious ski jumping event held annually in Germany and Austria. It consists of four World Cup events taking place at four different venues, usually from the end of December to early January. It is considered one of the most important events in the ski jumping calendar.

7.
1. g; 2. c; 3. b; 4. h; 5. f; 6. e; 7. a; 8. d.

8.
1. Championships; 2. skating; 3. fifty; 4. take-off table; 5. members/athletes; 6. eight; 7. ski cross; 8. slopestyle; 9. trampoline; 10. freestyle.

9.
1. T, After the invention of; 2. T, At the same time; 3. F, The sport developed a; 4. T, Big, famous brands started; 5. F, Snowboarding was finally recognised; 6. T, Competitors have to race.

Pages 64-65

10.
1. Breezy Johnson won women's World Championship downhill gold; 2. The first major title of her career; 3. Returning from a 14-month ban; 4. For three anti-doping whereabouts failures; 5. Johnson, whose career has also been blighted by injuries; 6. The opening run of the day; 7. "When I came across the line"; 8. No-one was able to match her time; 9. Having crashed out of the Super-G; 10. "All of my tests have been clean"; 11. A best finish of second; 12. Swiss rookie; 13. Knocking Vincent Kriechmayr into second place by 0.24 seconds; 14. Defending champion Marco Odermatt.

11.
1. e; 2. j; 3. f; 4. a; 5. g; 6. l; 7. h; 8. d; 9. b; 10. i; 11. k; 12. c.

12. ▶ Shiffrin bounces back in style to set new milestone in Sestriere | FIS Alpine World Cup 24-25 posted by FIS Alpine

Teacher's note

The video shows highlights of the women's final slalom race of the 2025 Alpine World Cup held in Sestriere, Italy. Mikaela Shiffrin wins the gold medal, gaining the one-hundredth victory in her career. The speaker mentions Ingmar Stenmark, a Swedish skier who competed in the 1970s-1980s. When he retired in 1989, he held the record for the greatest number of international race wins, a record that was only broken by Mikaela Shiffrin and remains unbroken among men.

Pre-teach the following words:

- Straddle: *inforcata*, when a gate goes in between a skier's legs
- Drag: *trascinamento, toccata* when a skier bends and lays the skis on their edge, so that they are low enough to the ground that their inside hand drags on the snow
- Flush: a consecutive series of vertical gates typical of slalom courses
- From the doldrums to brilliance: this phrase probably refers to the serious accident that Shiffrin had during the Alpine Ski World Cup competitions in 2024, when she crashed into the course protective barriers and suffered a deep wound on her chest. Despite this serious injury, Shiffrin was able to come back to competitions after some months and to win the slalom final, securing her one hundredth victory.

Mikaela Shiffrin, it is 100! Untouchable, unreachable, and I think unrepeatable!

Hello and welcome to the Audi first Women's World Cup tour. This is our third day of racing here in Sestrière, it has been slightly different weather every single day this weekend, but Rast is ready to go. She pushes strong out of the start gate, your current World Cup leader on the slalom tour, so important on this bottom section not to over-ski it too... oh and she's gone down on the last combination. Here we'll have a look and it's an awkward straddle on the flat.

Oh, she's chasing several records here today... clean skiing here for Mikaela. Point 23 back now, nice little drags through that triple flush, really starting to let the skis run, keeping ahead of the feet and yes, she goes into the lead by 9-hundredths of a second. It's Mikaela Shiffrin at the top of the table, Zrinka Ljutic right behind her only 9-hundredths of a second back.

Paula Moltzan out of Lakeville, Minnesota. She's getting pushed a little bit low... oh and again in there oh the delays in the right spot... stay in touch with the Swede here on these finishing turns. Oh, Paula Moltzan giving it absolutely everything right now, the 30-year-old Moltzan into the lead.

Katharina Liensberger this year has made it to the podium two times. Couple of late turns right there for Liensberger and now the skiing looks good for the Austrian Liensberger. It's going to be close this one here, Liensberger just outside, and so Moltzan assured a podium.

Ljutic, 21 years young. Now, this is where she needs to change gear. She knows that this is where she lost time on this slope in the first run; this is her moment to do it with Mikaela Shiffrin in the start and with the lead, Zrinka Ljutic giving it everything she has got. Now, into the final turns, the Croatian is looking strong and oh just in front of Moltzan goes Ljutic by 3 hundredths of a second.

10,000 hours: that has been the story of Mikaela Shiffrin doing absolutely everything she can in her power. She looks to be skiing well within herself here. Just that good, clean skiing from Shiffrin; 75% of that time she has led after the first run she has brought it home to victory and Mikaela Shiffrin well on her way right now leaving nothing to chance. It is stunning. From the doldrums to brilliance. Mikaela Shiffrin, it is 100! Untouchable, unreachable, and I think unrepeatable. Mikaela Shiffrin today equals Ingmar Stenmark with her 155th World Cup Podium. "Everybody's been so nice and so supportive, all of my teammates and competitors and coaches in the whole world cup and I'm so, I'm so grateful. Thank you and the fans, thank you."

And there you see the overall Federica Brignone, not a slalom skier, doesn't need to be because she has almost a thousand points right now. History made. One hundred World Cup wins.

.....

1. slalom; 2. straddle; 3. drags; 4. flush; 5. hundredths; 6. podium; 7. slope; 8. hundredths; 9. skiing; 10. World Cup.

13.

Sample answer

Breezy Johnson was born on 19th January 1996; since her beginnings as a ski racer, she has been a Downhill and Super-G races competitor. She has achieved eight World Cup podium finishes, primarily in Downhill, and a World Championships gold medal in 2025, in downhill and team combined. Her 2025 victory came after a 14-month ban due to violations of the anti-doping policy, which made her completely miss the 2023-24 season. Her victorious comeback after the ban, together with the fact that, in her career, she had to overcome a series of injuries, make her an example of a resilient athlete.

Mikaela Shiffrin's career is marked by a record number of victories across multiple disciplines. Born on 13th March 1995, her specialities are Slalom and Giant Slalom. Mikaela Shiffrin is one of the most decorated alpine skiers of all time: she holds the record for the most World Cup wins in history, and she gained three Olympic medals and fifteen World Championships gold medals.

Pages 68-69

CLIP THE SWIMMERS

1.

1. Istanbul is nearly 500 kilometres away from Lesbos; 2. The Refugee Olympic Team was created in 2015 by the International Olympic Committee in response to the global refugee crisis. It is made up of athletes who have been displaced and are recognised as refugees. It competed for the first time in the 2016 Rio Olympics; 3. After 2016, Yusra also competed in the 2020 Summer Olympics in Tokyo with the Refugee Olympic Team; in 2017, Mardini was appointed a UNHCR Goodwill Ambassador. In 2023, she was named one of the 100 most influential people in the world by *Time* magazine together with her sister, Sarah; 4. Sarah, who had returned to Lesbos as part of voluntary workers to assist incoming refugees in 2016, was arrested in 2018 in Greece together with other aid workers, and charged of favouring illegal immigration; these charges, however, were later dropped. The rest of the Mardini family crossed the sea later in 2016 and was re-united in Berlin.

2.

.....
Sarah: It will never work.
She adds a sentence in Arabic, meaning: Yusra, he's training.

Yusra: Hi, we're swimmers and we need training twice a day. We'd like to swim for your club. Please.

Sven: I'm sorry. What?

Yusra: We both swam for our country, in Syria, and I even competed in the World Championship. I went to Russia and... This is a real swimming club, yes? I mean, people train to be professional here? Because I wanna go to the Olympics. My father was training us.

Sven: I wish I could help, but the club is full.

Lena: I told them already.

Sarah: Yeah. Have a good day.

Sven: Have a nice day.

Sarah: Thank you.

Yusra: Wait. I swim 200 metres freestyle in 2.12 and the 100 metres butterfly in 1.09.

Sven: Butterfly in 1.09?

Yusra: Yes.

Sven: She kidding?

Sarah: No, no, she swims. She swims.

Sven. Ok. Ok, I have a small break before my eleven o' clock session, so in the indoor pool if you're quick.

Yusra: Thank you, thank you, thank you, thank you!

Sven: Ok.

Yusra: But I don't have a swimsuit.

Sven: You don't have a swimsuit?

Yusra: And goggles.

Sven says something in German to Lena.

Lena replies in German.

Yusra: Thank you so much. Thank you, thank you.

Sven: Yes. Ok, you're welcome.

Yusra: Let's go.

Sven: Hey, hey, what's your name?

Yusra: Yusra Mardini.

Sarah: Yeah, and I'm Sarah. Who are you?

Sven: Sven!

Yusra: Thank you, Sven!

Sarah: Nice to meet you!

Lena: Let's go, girls.

Sarah speaks Arabic.

Yusra: We're gonna swim now!

.....

1. l; 2. d; 3. i; 4. b; 5. k; 6. g; 7. a; 8. c; 9. j; 10. e; 11. f; 12. h.

3.

1. Yusra; 2. Sarah; 3. Yusra; 4. Sven; 5. Lena; 6. Sarah; 7. Yusra; 8. Yusra; 9. Sven; 10. Lena and Sven.

4.

1. potential; 2. IOC; 3. coach; 4. butterfly; 5. ranking; 6. 100; 7. place; 8. heat. Extra: female, backstroke.

Page 70

CASE STUDY

5.

1. revival; 2. to refurbish; 3. bobsleigh; 4. to sustain; 5. to repurpose; 6. maintenance; 7. community; 8. fund.

Unit 3.1 Athletics

Pages 72-73

1.

1. Tailteann Games; 2. 776 BC; 3. practice fields for athletics in London; 4. organised running competitions; 5. first championships; 6. 1912; 7. International Association of Athletics Federation; 8. 2019.

2.

1. Because of where the competitions take place: tracks for walking and running, fields for throwing and jumping events; 2. They were an ancient Celtic festival held in Ireland in 1829 BC which included running and throwing a stone; 3. It was a stadium-length running race; 4. In 1912, when the International Amateur Athletic Federation (IAAF) was founded; 5. To emphasise the non-amateur status of its top competitors and the professionalisation of the sport; 6. To reflect the global nature of the organisation.

3. 35

.....
By the late 1800s, popular enthusiasm for all types of physical exercise had caused a boom in participation sports. Athletics was especially popular, and soon became central to the exercise components of national educational systems. The International Amateur Athletic Federation was founded in 1912 by 17 national athletic federations who saw the need for a governing authority, a programme, standardised technical equipment, and, possibly, new world athletics records.

At first, athletics was done to enhance the quality of life, it was something done for love and other noble principles, but this allowed only a limited group of athletes to achieve high-level performances thanks to their privileged social and financial situation. However, the growing interest and the improvement of individual performances of athletes boosted the importance of athletics and led many companies to see commercial value in this sport. It became harder to follow the amateur principle in the traditional sense, especially considering the time and resources needed for top athletes to train and maintain their levels. For this reason, in 1985, the IAAF created trust funds for athletes, and the way to high performance was opened to larger groups of extremely talented athletes. This development continued with the introduction of the IAAF Competition Awards in 1997, which offered prize money to successful

athletes for the first time in the history of this sport. Until the late seventies, athletics had its moment of glory every four years, at the Olympic Games. Today, the official IAAF Competition Programme includes several more competitions at different local, national, and international levels. With regard to administration, the number of affiliated federations grew dramatically, from 17 in 1912 to 213 in 2008, and back to 212 in 2010 when the Netherlands Antilles federation ceased to exist independently. While it was once based on a voting system which favoured the wealthier, developed nations, in 1987 the IAAF adopted the ultimate democratic system of "one country, one vote".

Adapted from: <https://worldathletics.org/news/news/introduction-to-iaaf-history>

-
1. participation sports; 2. athletic federations; 3. governing authority; 4. high-level performances; 5. commercial value; 6. amateur principle; 7. talented athletes; 8. successful athletes; 9. competitions; 10. one country, one vote.

Pages 74-75

Can you describe the crouch position?

In this position, the knees and fingers touch the ground.

4.

1. baton; 2. lanes; 3. adjustable starting block; 4. line-up start; 5. staggered start; 6. hurdle.

5.

1. F, To let them run the same distance; 2. T; 3. F, The key factors are pace, endurance, and aerobic capacity; 4. F, It is 110m for men and 100m for women; 5. T; 6. F, In racewalking.

6. Relay Race Rules: Relay Race Rules for Beginners posted by Mr. Animate

.....
Track relay race rules. Greetings folks, today we're going to talk about one of the most exciting events in the Olympics: track relay. Relay race objective: in a relay race athletes compete in teams; each team consists of four players. The team that completes four separate baton passes legally and successfully and has its last runner cross the finish line first wins the race. Relay Race Setup: in a relay race the track is set up differently than ordinary sprint races. One: the relay baton is a smooth hollow one-piece tube made of wood, metal, or another rigid material.

Two: it measures between 28 and 30 centimetres long and between 1.2 and 1.3 centimetres in circumference and must weigh at least 50 grams. Three: athletes in a team are positioned 100 metres apart on a circular track. Four: the lead off runners in this race start off in starting blocks. Five: they hold the baton in one hand and take off when they hear the starter's gun.

Rules for relay racing: One: a relay team includes a maximum of six runners: the four who run in the first heat and a maximum of two substitutes. Two: each team assigns within their team which number runner will be one, two, three, or four and the runners must run in order one, two, three, four then one, two, three, four again. You cannot deviate from your order, or your team will be disqualified. Three: runner number four must have the bib with the tear-off tag so when he finishes relay the timer can take the tag at the finish line in order to get an official time. Four: the runner must carry the relay baton with them the entire run until you hand it off to the next runner on your team. Five: in case a runner leaves the starting blocks early, the gun fires a second time to indicate a false start and the race must start again. Six: if a runner makes a second false start his team is disqualified from the race. Seven: each runner runs 100 metres with a baton in hand and stays in his own lane. Eight: after each runner runs his course of 100 metres, he hands off the baton to his teammate. Nine: the baton passing zone is 20 metres long: that teammate must receive the baton within a 20-metre area. If the pass comes before or after this area, that pass is considered illegal, and the team is disqualified. Ten: it is recommended that runners must remain in their lanes after the pass to avoid blocking other runners. Eleven: the baton must be carried by hand, if it is dropped the runner can leave the lane to retrieve the baton as long as the recovery doesn't lessen his or her total running distance. Twelve: runners may not wear gloves or place substances on their hand to obtain a better grip on the baton. Thirteen: if a runner drops the baton while passing or in the middle of the race the team is disqualified. Fourteen: relay races involve such fast and decisive passes judges sometimes have to review recordings of significant races before declaring a winner. That's it for today, folks. Make sure that you go through the rules thoroughly before going onto the track. Happy running! Share with us your experience in the comments down below.

-
1. Four runners and two substitutes; 2. Runner number four; 3. The race starts again; 4. It is 20 metres; 5. It is considered illegal, and the team is disqualified; 6. No, they are not allowed to use any gloves or substances; 7. The team is disqualified; 8. Because relay races involve very fast and decisive passes.

7. 1. f; 2. a; 3. h; 4. b; 5. c; 6. d; 7. g; 8. e.

Teacher's note

Extra activity

Suggest your students take note of the rules while watching the video, then ask them to summarise them in a table.

Pages 76-77

Do you know of any other high-jump styles?

Scissors, Eastern roll, Western roll, and belly roll.

8. 1. d; 2. a; 3. h; 4. f; 5. b; 6. g; 7. e; 8. c.

9. Sample answers

1. What is the Fosbury flop? It's the most popular high-jump technique; 2. In triple jump, what is the hop phase? It is the phase in which the athlete jumps on the take-off board with one foot; 3. In long jump, what happens if the athlete's foot goes beyond the take-off board? The jump is not valid; 4. How do pole vaulters use the pole to jump? They plant the end of the pole in a box in the ground and pull themselves upward; 5. What is the shot? It is a heavy metal ball; 6. How is the javelin thrown? It is thrown with an over-the-shoulder motion at the end of a run.

10. ▶ Rules of High Jump posted by Mr. Animate

Rules of high jump. Greetings, fellow athletes. Today we're talking about Olympic high jump rules, so let's start.

Objective in a high jump. In the high jump the major objective for the athlete is to jump over a bar placed over a certain height without touching it. The athlete starts by running for a certain distance before jumping over a bar with his back towards the bar without dislodging it. This game is played by both men and women.

Scoring in high jump. Scoring in high jump is calculated in terms of the greatest height cleared by the athlete. The victory goes to the athlete with the highest jump. Tiebreakers are used for a place in which scoring occurs.

Rules of high jump. One: in the high jump, the jumping area includes a runway that is at least 15 metres long, a crossbar that is four metres, and a crash mat. Two: jumpers should make their take-off with one foot only. Three: if the jumper dislodges the bar or breaks the plane near the edge of the bar before clearing, it will not be counted as a successful jump. Four: chief judges decide the height of the jump which can either

Pages 80-81

What is parkour?

Parkour is an athletic discipline in which athletes try to get from point A to point B in the fastest and most efficient way possible, without assisting equipment and often while performing acrobatics.

be accepted or passed by the athlete. Five: if the competitor fails to jump the required height in three consecutive attempts, then they'll be disqualified from the competition. Six: while competing for the final match, the athlete who clears above the bar with the highest height is declared as the winner. Seven: in case there is a tie, the following two conditions may be applied to decide the winner: one, the player who has the fewest misses at the height at which the tie occurred is declared as the winner, or two, the player who has the fewest misses in the overall tournament is declared as the winner. Eight: if the tie is for first place, the jumpers have to face a jump off. The height will be greater than the previous level; each player will be given one chance for each clearance. Nine: high jumper's shoes can have a maximum thickness of 13 millimetres in the sole and 19 millimetres in the heel. This is it, folks. Make sure you thoroughly go through them before participating, share with us your experiences in the comments section down below. If you like the video, hit the like button and don't forget to subscribe to our YouTube channel.

Sample answers

1. Jump over a bar placed over a certain height;
2. Calculated in terms of the greatest height cleared by the athlete;
3. Includes a runway, a crossbar, and a crash mat;
4. Decide the height of the jump;
5. Athlete who clears the bar at the highest height;
6. Player who has the fewest misses wins;
7. Final jump in case of a tie for first place;
8. Maximum thickness of 13 millimetres in the sole and 19 millimetres in the heel.

11.

1. muovere, spostare;
2. spareggio;
3. pista;
4. traversa;
5. materassino;
6. stacco, partenza (per il salto);
7. passare;
8. pareggio;
9. (salto) mancato, fallito;
10. salto ulteriore.

Pages 78-79

12.

1. She is a 400-metre hurdler who set the world record twice;
2. She is a 100m and 200m sprinter; she didn't qualify because she failed the finals finishing 23rd;
3. He is the 2019 world champion in the 200m;
4. At the first curve of the 200m race;
5. Noah Lyles won by 20 milliseconds, he sped past Knighton just before the finish line;
6. Because she missed out on an individual spot.

13.

1. crossed;
2. qualify;
3. made up;
4. lowered;
5. the clock;
6. climbed;
7. represent;
8. heading down.

14.

1. throw;
2. highlight;
3. meeting;
4. records;
5. performance;
6. metres;
7. competition;
8. fouls.

1.

Sample answers

1. Who were the Faiakes described by Homer?;
2. Where can traces of gymnastics be found in ancient Egypt?;
3. Who was Friedrich Ludwig Jahn?;
4. What is the FIG?;
5. What is the Code of Points?;
6. When was gymnastics first included in the Olympic games?;
7. What does the format 4-4-3 mean?;
8. In which events do gymnasts compete individually?

2.

1. half;
2. celebrated;
3. Olympic;
4. viewers;
5. gymnasts;
6. dreams;
7. decades;
8. events;
9. coaches;
10. nations.

3.  *Gymnastics have changed for the better/Rio Olympic posted by MTV News*

Gymnastics has become a very different sport than it used to be. If this was today's Olympics, it wouldn't be so tough to get in! We'll stick with Simone, though.

Sample answer

In general, movements, flexibility, and choreography are much more complicated now than in the past. The floor exercises were closer to ballet than to gymnastics. The jumps and vaults are more spectacular than in the past and the performances on the balance beam and on the uneven bars are more difficult today, with a greater variety of movements.

Pages 82-83

4.

1. F, Men compete in six events while women in four;
2. F, At the end of the runway;
3. T;
4. T;
5. F, They are set at different heights;
6. F, They also perform acrobatic and dance moves;
7. F, It is a typical move of the pommel horse;
8. T;
9. T;
10. F, It starts at zero.

- 5.**
1. pommel horse; 2. uneven bars; 3. parallel bars; 4. balance beam; 5. floor exercise; 6. vault; 7. still rings; 8. horizontal bar.

- 6.**
1. to swing; 2. ring; 3. release; 4. twist; 5. position; 6. balance; 7. skill; 8. acrobatic; 9. movement; 10. to execute/perform.

Pages 84-85

Do you know of any other women-only or men-only sports?
Women-only sports are netball and synchronised swimming, men-only sports are American football, baseball, and sumo.

- 7.**
1. rhythmic gymnastics; 2. Japan, France, and Spain; 3. will be penalised; 4. at least once; 5. rotates the hoop; 6. the gymnast's height; 7. aerobic gymnastics; 8. continuous circles.

8.  42

Aerobics

Aerobics or aerobic gymnastics is a sport where athletes perform a number of highly intense gymnastic moves and patterns making sure they are in perfect time with background music. In aerobics, the target for athletes is to perform a perfectly choreographed routine with as little deduction in their scores as possible. Athletes can participate as a team or individually, and both men and women are allowed in the competition. Athletes are given exactly 90 seconds to perform their routine. They must include in their routines all of these four elements: dynamic strength, static strength, balance, and flexibility. Moreover, all the routines must include moment patterns with both arms and legs and should be performed as music choreography. Athletes are judged on the basis of artistic quality, creation, execution, and level of difficulty. Depending on its value in the difficulty tables in the Aerobic Gymnastics Code of Points, a single element will earn a gymnast between 0.1 and 1.0 as long as it is performed correctly and provided that the element meets its minimum requirements. In the end, the team or the gymnast with the highest score is declared the winner.

Adapted from: <https://www.youtube.com/watch?v=MI-RUbHfd8o>

*How to participate in aerobics (Aerobic gymnastics):
Sport Encyclopedia posted by Mr. Animate*

-
1. background music; 2. choreographed; 3. individually; 4. 90 seconds; 5. artistic quality; 6. single element.

- 9.**
1. clubs, d; 2. rope, a; 3. support variation, e; 4. hoop, f; 5. ribbon, c; 6. leap/jump, b.

Pages 86-87

- 10.**
1. World Championships; 2. two; 3. fourth; 4. floor exercise; 5. difficulty; 6. Biles; 7. back; 8. flips.

11.

Sample answers

1. British gymnast Jake Jarman clinched the silver medal at the European men's artistic gymnastics championships; 2. Jocelyn Robertson pulled off her balance beam routine with a double pike vault; 3. Romanian gymnast Sabrina Maneca-Voinea performed a perfect back handspring in her floor routine; 4. All the gymnasts of the German team nixed to land the Biles II vault; 5. No wonder the women's American team notched the victory thanks to Simone Biles's performance; 6. The main elements of the vault routine consisted of a round-off entry, a double pike vault, and a flip.

- 12.**  Suni Lee records a perfect 10 on bars
posted by ESPN Gymnastics

.....
Man: Here is among the top all-arounders in the world the Olympic champion, Olympic medallist on this event. Suni Lee.

Woman: She's now number one in the country in the all-around and I spoke to her yesterday and she was actually shocked and talking to me she said, "I didn't know I could feel better than I felt competing at the Olympics, but I do now", and you're gonna see just how easily she swings here. Her swing is phenomenal and this back to back to back to back difficulty is unreal, connecting every single element effortlessly. Supremely confident on this event, this is in a class, all by itself. Unbelievable, she's a unicorn.

Man: I think there's almost no way you can't give that a perfect ten.

Woman: Oh no.

Man: She has the technique, the difficulty, the superb amplitude. What does she not have?

Woman: She has more difficulty than everybody put together so and...

Man: Oh my.

Woman: You don't have to do this much difficulty but what a treat for all of us!

Man: Yeah.

Woman: To watch the superior work of Suni Lee.

Man: Put your pencils down judges!

Thank you for watching ESPN on YouTube, for live streaming Sports and premium content subscribe to ESPN Plus.

.....

1. She is competing in the all-around; 2. Her swings; 3. She can connect every single element of the routine; 4. She means that she is way superior to all the other gymnasts and competes on another level of difficulty. She is a unicorn in that she is almost unreal; 5. She has the technique, the difficulty, and the amplitude; 6. That it is more difficult than everybody else's put together.

Unit 3.3 Martial arts

Pages 88-89

MMA stands for mixed martial arts. Do you know what it refers to?
It is an extreme combat sport in which athletes can use techniques of wrestling and boxing mixed with those of martial arts, for example judo.

Can you name any films based on martial arts?
Karate Kid, Warrior, Hard to Kill, Kill Bill.

1.
1. T; 2. F, It was invented in Europe; 3. F, They combine military fighting with spirituality; 4. T; 5. T; 6. F, It refers to the effect of action films developed in Hong Kong in the 1970s.

2.
1. Physical and mental benefits; 2. By calming the mind and training it to stay present in the moment; 3. They can avoid distractions; 4. By learning to detach from their thoughts and emotions and remain calm; 5. Enhanced physical performance and coordination; 6. Stress hormone levels.

3.  45
.....
Martial Arts for Girls
Martial arts are a great choice of sports for girls. They offer some specific benefits that can be particularly helpful for girls of all ages, for example, the opportunity to channel their energy and any frustration or anger at a target safely. The physical activity associated with martial arts releases endorphins, which relieve stress and pain, and trigger positive feelings. Girls can walk in after a challenging day and leave everything on the mat, so they end class in a better mental and physical state than when they started. Martial arts classes also create a sense of community and support among

classmates as the girls encourage one another and work through barriers to their success. Another important aspect is the girls' sense of self-determination, which grows when they learn self-defence skills, particularly when they're practising those techniques regularly. Part of those self-defence skills is the ability to set boundaries, especially in threatening situations.

Adapted from: <https://tigerrockhutto.com/2021/04/why-martial-arts-is-great-for-girls/>

.....
1. all ages; 2. anger, frustration; 3. endorphins, relieve; 4. in a better mental and physical state, on the mat; 5. support, barriers; 6. threatened.

Pages 90-91

Who was a samurai? If you don't know, search the web to find some information.
A samurai was a member of the Japanese warrior caste. The term samurai was originally used to denote aristocratic warriors, but eventually it was applied to all the members of the warrior class.

4.
1. It originated on the Japanese island of Okinawa; 2. It involves kicking, striking, blocking and defensive techniques using hands, feet, elbows, and knees; 3. It is a score-based combat which lasts for three minutes. The winner is the karateka who obtains eight points in a row or the one who has the highest number of points when the match is finished; 4. It is a performance in which the karatekas execute a set of pre-arranged movements; 5. In karate, yuko is one point for delivering a punch with a closed hand to the head, neck, belly, side, back or torso of the opponent; 6. It is to throw the opponent to the tatami, immobilising them with a pinning hold, or force them into submission with a joint lock or choking; 7. They are categorised according to the athletes' weight; 8. It is a score awarded when an athlete throws and pins the opponent to the ground on their back for 20 seconds; 9. It is a score awarded when the opponent does not land primarily on their back or when the opponent is pinned down for less than 20 seconds; 10. When they get an ippon or two waza-ari.

5.
1. calcio frontale (a denti di tigre); 2. ginocchiata in avanti; 3. calcio all'indietro; 4. calcio circolare (a denti di tigre); 5. calcio frontale saltando; 6. pugno dal basso verso l'alto; 7. pugno diretto; 8. attacco con pugni paralleli; 9. attacco con mani a lancia; 10. attacco con i palmi.

6. Old School 1980's karate vs. modern karate 2022 posted by YBHD

No audio

Sample answer

The old match was much more dynamic, and the attacks were very fast; the new match is slower, and the competitors are further apart. In the old match the attack strategies look predominant while in the new one defence strategies seem to be more common. In the old match there are a lot of punches straight to the trunk and head while in the modern one the punches are few. The kicking technique looks quite similar in both matches, even if the amount of kicks in the old match is higher. On the other hand, gripping strategies seem to be more frequent in the modern match than in the old one. In the old match the referee was very close to the competitors while in the new match he is further away.

Pages 92-93

Can you give a definition of a knockout?

A knockout is a hard hit that makes an opponent fall to the ground and be unable to get up, so that they lose the fight.

7.

Sample answers

1. What are the origins of jujitsu?; 2. What are the main techniques of jujitsu?; 3. When is a jujitsu match won?; 4. What are the main elements of taekwondo?; 5. How are points scored in taekwondo?; 6. What special equipment does kendo use?; 7. How long does a kendo match last and how does it end?; 8. How are points scored in aikido?

8.

Martial art	Origins	Olympic sport?	Fundamental moves	Weapons
Jujitsu	Japan, 17 th century	No	Grappling, striking, throws, and joint locks, leverage	No
Taekwondo	Korea, 2000 years ago	Yes	Punches and kicks	No
Kendo	Japan	No	Strikes to the head, wrist, body and thrust to the throat	Bamboo swords (<i>shinai</i>)
Aikido	Japan, 1920s	No	Throws and grappling	Wooden sword (<i>bokken</i>), rubber or wooden knife (<i>tantō</i>)

9.

1. kendo; 2. jujitsu; 3. taekwondo; 4. haikido.

Pages 94-95

10.

1. T; 2. T; 3. F, It is a move that causes the opponent's posture to be unbalanced; 4. F, Throws are amazing moments for spectators; 5. F, When they use these techniques it looks as if they don't want to make real contact; 6. T; 7. F, Attacking techniques are the most attractive; 8. T.

11.

1. attack/defence; 2. technical analysis; 3. amplitude; 4. penalty; 5. over-the-back throw; 6. tournament.

12. The 6 ways to score an Ippon posted by International Judo Federation

The 6 Ways to Score an Ippon

Throw: throwing opponent in the floor with speed,

with strength, with complete control on the back
Armlock: three hand taps to retire

Choking

Holding: 10 seconds waza ari, 20 seconds ippon
Rolling rival on the back

Bridging: voluntarily ending in the bridge position is forbidden, opponent winner by ippon

Sample answers

1. When throwing the opponent on the floor with complete control on the back; 2. When the opponent taps their hands three times to retire; 3. When the opponent is choked and asks to be released; 4. When the opponent is held with their back to the ground for 20 seconds; 5. When the opponent touches the ground with all of their back and not simply part of it (in this case it would be a waza-ari); 6. When the opponent voluntarily ends in the bridge position to avoid rolling their back on the ground.

Pages 98-99

CLIP THE NEXT KARATE KID

1.

1. f; 2. e; 3. g; 4. b; 5. d; 6. a; 7. h; 8. c.

2.

.....
Miyagi: Rock garden is very sacred place, is example of inner peace, sand represents ocean, big rock Japan, small rock Okinawa where Miyagi born.

Julie: So?

M: So, go visit Japan.

J: What?

M: Hurry up! Get on big rock.

J: Alright, I'm on Japan! Think I could buy a TV set while I'm here?

M: No, no, no! No TV set. First you fake front kick at opponent, roll hip, come around, make round kick, land on Okinawa.

J: That sounds hard.

M: Try.

J: That's impossible!

M: Anything try first impossible, but must try. Do again.

J: Is there a trick to this, something I haven't figured out?

M: Pray.

J: Pray?

M: Hay.

J: Great! Wonderful! That's a big help.

M: Very good Julie-san. Try again.

.....
1. In a rock garden; 2. The ocean; 3. Japan; 4. Okinawa; 5. To go and visit Japan; 6. She would like to buy a TV set; 7. A fake front kick at the

opponent, roll hip, come around, and round kick; 8. She says it's impossible; 9. She falls down; 10. He suggests praying.

3.

1. religion; 2. lives; 3. martial; 4. emphasise; 5. association; 6. overcome; 7. development; 8. face; 9. meditation; 10. goal.

Sample answer

Most probably, Buddhism helped Julie face her anger and fears through practice and self-control. Focus on the target and meditation turned Julie from a tough teenager into a winner.

Page 100

CASE STUDY

4.

1. Ten gymnasts (five regulars and five substitutes) who take part in international competitions; 2. It was created in 1960, when the first team competitions were held during international events; 3. She was the first coach of the team who trained the gymnasts for their Olympic debut at the 1996 Atlanta Summer Olympics; 4. She is the gymnast who first won the silver medal at the 2004 Athens Olympic Games; 5. Because a journalist, after having watched a training session of theirs, defined them as something between a butterfly and an athlete; 6. They denounced the enormous pressures, insults, and humiliations they suffered inside the academy to meet the weight parameters of the Italian national rhythmic team.

Unit 4.1 Training

Pages 102-103

1.

Sample answers

1. Training is regular practice; a random physical activity cannot be considered training; 2. Training must be defined according to the biological and physiological features of each individual; 3. Improvements must be regularly monitored; 4. To train someone, good technological knowledge is needed; 5. Training improves one function at a time; 6. The body needs an active recovery phase when the body feels fatigue because energy reserves are almost exhausted; 7. During the recovery time, the body has more energy to perform the same workload than before because it is in a state of supercompensation; 8. To be effective, training must be carried out regularly.

2.

1. fatigue; 2. training; 3. adaptation; 4. workload; 5. supercompensation; 6. recovery; 7. physiological; 8. regular.

3. 50

Teacher's note

Pre-teach the following words:

- breathing rate: *frequenza respiratoria*
- heart rate: *battito cardiaco*
- store: *scorta*
- sprinting: *scatti*
- weightlifting: *sollevamento pesi*

Aerobic and Anaerobic Training: Which Is Best for You?

Aerobic and anaerobic training are both beneficial for a person's health, although each benefits the body in different ways.

Features of aerobic training. Aerobic training is endurance-type training that increases a person's heart rate and breathing rate over a relatively long time. Examples of aerobic training include fast walking, running, cycling, swimming, and riding a bicycle. Aerobic exercises tend to be rhythmic, gentle, and of longer duration and, generally speaking, aerobic training helps increase endurance. Some potential benefits of aerobic training include: reduced fatigue, better weight management, lower blood pressure, stimulation of the immune system, and improved mood and sleep.

Features of anaerobic training. Anaerobic training

does not involve an increase in body absorption and transportation of oxygen. During anaerobic exercise, in the absence of oxygen, the body breaks down glucose stores in the absence of oxygen, leading to an increase of lactic acid in the muscles. Sprinting and weightlifting are forms of anaerobic exercise. Anaerobic training generally involves short, highly intense activity increasing muscle mass and strength; it may be particularly beneficial for people who want to lose body fat.

Aerobic and anaerobic exercises are both beneficial for the cardiovascular system as they both help strengthen the heart, improve circulation, and increase metabolism.

Adapted from: <https://www.medicalnewstoday.com/articles/aerobic-vs-anaerobic-exercises#benefits-and-risks>

.....
1. the body; 2. heart and breathing; 3. running, cycling, swimming; 4. duration; 5. endurance; 6. fatigue, mood and sleep; 7. lactic acid; 8. muscle mass and strength; 9. body fat; 10. increase metabolism.

Pages 104-105

Do you know how long a warm-up phase should last?

A warm-up phase for beginners generally lasts 15-20 minutes, while for an expert athlete it may last 40-45 minutes.

What exercises are appropriate for a cool-down phase?

A cool-down phase must include exercises like light running, muscular relief exercises, respiratory and relaxation exercises.

4.

1. b; 2. b; 3. c; 4. a; 5. d; 6. c.

5.

Sample answer

The warm-up phase induces some changes in the body such as the improvement of respiratory activity and blood circulation, and the rise of body temperature – which has the effect of lubricating joints, facilitating muscle work, and increasing the blood flow, which improve muscular movements. Moreover, warm-up makes the mind more ready to accept a demanding activity. To plan warm-up activities, it is necessary to consider factors such as the physical conditions of the individual,

their training habits, and the climate conditions. When setting up a workout session, its final purpose must be taken into account since this is the phase in which workloads are more demanding. On the other hand, the cool-down phase is the moment in which muscle fatigue needs to be eliminated to make the body return to its normal state and restore the energy consumed. Light movement is beneficial in this phase because the oxygen debt deriving from the workout phase is reduced more quickly if the body keeps moving. The cool-down phase has some important physiological effects such as: accelerating the elimination of the toxins induced by the workout effort and allowing for the restoration of normal vital activities in the body.

6. ▶ Why You Should Warm Up and Cool Down
posted by Mahalodotcom

Teacher's note

The video presents some words that the students may not know, so it would be necessary to pre-teach them.

- sturdy: *robusto*
- treadmill: *tapis roulant*
- recumbent bike: *bicicletta reclinata*
- foam rolling: *esercizio fatto con un cilindro di schiuma espansa*
- tinge: *sfumatura*

.....

Hi, I'm Torri Shack, a personal fitness trainer with over five years of experience. I'm going to help you get fit by telling you how to properly warm up and cool down. Some advantages of warming up properly would be overall increase of flexibility, better range of motion, and increased muscle stability. Now, when I say warming up, I don't mean stretching, okay? So, you don't want to be stretching before you're working out, but warming up meaning get the blood pumping, do some extra some cardio sets, or, erm... some light walking prior to your run, stuff like that, getting your blood flowing. Warming up also makes you less prone to injury. Have you ever taken out a piece of cold meat from the refrigerator? Okay? Try to like rip it up? No, it's not going to work, so... well, you want to have your muscles nice and loose, malleable and full of blood when you're working the big pump in there. So, that's why you want to have some warm-up going on, you want the blood pumping all right when you're going to get in there lifting those weights, and when you're running, you want to be strong and sturdy. A lot of people miss one of the most important things to do post-exercise and that would be a proper cool-down, and when you're cooling down, you definitely want to incorporate some stretching here. You've just gotten done with an intense, intense exercise, hopefully, and your blood pressure is up, your heart

rate's up, and your blood's pumping like crazy. You don't want to just... you don't want to stop, right? 'Cause your whole body is still going on. So, you want to make sure you give it time to come down back into its normal range and you want to make sure you stretch it out because some of your muscles are tight and they're all like this, so you want to make sure they go like this again, and the way you do that is by doing some nice stretches at the end. Some cool-down would be to, you know, if you've done some weight training, maybe walking on the treadmill or getting on the recumbent bike, and some stretching would be some good, you know, some yoga poses, but stretching out the legs, stretching out the upper body, maybe doing some foam rolling would be a really good idea post-workout.

Overall, when you are warming up and cooling down, that's the time when you're really tuning in and checking in with your body. It's time where you're going to become most aware of any kind of pain or little annoyance that's going on with you, so you really want to be... pay attention to what's going on, so in the initial stages, when you're warming up, notice anything that's kind of... seems off, and especially when you're done working out, if you're stretching out and you notice a tinge or any kind of weird sensation, definitely be aware of that.

When you are warming up and cooling down, it's the time when you're going to check in with your body to make sure that there everything's kind of feeling all right. You're going to notice if there's any pains or anything kind of feels out of place... that's when you're really going to notice: it's during the warm-up and the cool-down.

Also, when you're warming up, you want to make sure the warm-up consists of at least 5 to 10 minutes. If you're gonna be in the gym, get on the cardio machine for 5 to 10 minutes, or if you're gonna be doing some chest workouts, do some push-ups before you start with the heavy lifting.

So, your workout, your workout should consist of a beginning, a middle, and an end. The beginning obviously is the warm-up: it should consist of about 5 minutes; the middle part is your workout, and the ending is your cool-down, 5 to 10 minutes of cooling down, whether it be on a recumbent bike and stretch or just a stretch as a cool down.

Thanks for watching. If you want any information on these topics covered, please click the link below or any of the links above. Please also rate, comment, and subscribe to our Channel and if you have any additional ideas for workout videos, please send them to requests@mahalo.com. Peace out.

-
1. cardio; 2. workouts; 3. motion; 4. muscle; 5. injury; 6. treadmill; 7. recumbent; 8. foam; 9. check; 10. pain.

Pages 106-107

7.

1. d; 2. f; 3. h; 4. a; 5. b; 6. e; 7. c; 8. g.

8.

a. function; b. weightlifting; c. muscular mass; d. slow running; e. beginner; f. (to) engage; g. frequency; h. schedule; i. competitive season; j. workout; k. preparation; l. (to) recover.

1. d; 2. i; 3. e; 4. h; 5. c; 6. b; 7. k; 8. a; 9. f; 10. g; 11. j; 12. l.

9.

1. Periodisation is important to carefully schedule training activities and define the period of the year in which the athlete should reach top physical fitness, coinciding with competition sessions; 2. The three periods are: the preparation period, which is important to reach a suitable level of physical fitness; the competitive period, which is necessary for developing a specific sporting form including technique and tactics, and the transition period for energy recovery; 3. Overload can be achieved by increasing training frequency, exercise intensity, and the time dedicated to them; 4. Overload needs to be progressive because the body needs to get used to increasing work gradually, according to the athlete's physical conditions.

Pages 108-109

In your opinion, what factors can occur during competitions that cannot be controlled?

Some factors such as bad weather, very hot or cold temperatures, a strong wind or bad conditions of the ground in outdoor competitions can occur and cannot be controlled.

10.

1. h; 2. f; 3. b; 4. a; 5. g; 6. d; 7. e; 8. c; 9. j; 10. i.

11.

1. goal setting; 2. achievement; 3. to panic; 4. uplifting; 5. mindset; 6. mindful; 7. gifted; 8. recovery; 9. self-criticism; 10. relaxation technique.

12. 54

Teacher's note

Before listening to the recording, pre-teach the following words and expressions:

- to enhance: *migliorare*
- to fill out: *completare*
- cue: *spunto, indicazione*
- breakdown: *resoconto analitico*

.....
Patrick: Hi, I'm Dr Patrick Cohn with Georgia Miller back with another sports psychology podcast. In this episode we're going to talk about what happens in a mental training session and how athletes benefit from it.

Georgia: During mental training, we're helping athletes overcome any mental and emotional barriers that they might be feeling, but also, we're just helping them perform better and enjoy their sport. There doesn't necessarily need to be a problem or a challenge that the athlete is facing; maybe they just want to learn the mental skills to help them enhance their performance even more. To start, we give them a couple of assessments to fill out; that way we can get a really good idea of where their mindset is already at and how to best help them move forward with a more personalised game plan.

Patrick: Now, what happens? What do we do? Essentially, we help athletes manage their expectations and pressure, we help them focus on the right performance cues, we help them have proactive confidence – what we call stable confidence – and not ride the confidence roller coaster – what we call fragile confidence; we help them trust in their skills from their practice, be able to take their practice skills to competition, manage fear of failure, develop pre-game routines, be able to let go of mistakes. It's not therapy, we're actually teaching mental skills.

Georgia: So, typically, we're meeting with the athlete once a week for about 45 to 60 minutes and we have something for them to break down that day, but in addition to that, we want to hear about their week and their performances, we want to know what's going well, what's not going well, we're talking about the good and the bad in all of our sessions and giving them techniques and strategies to implement and use in their practices and games that week, and, along with our conversations, they will have workbooks to be filling out, sports specific ones that help them get more breakdown and reflection than just what we're talking about in session together.

Patrick: Yeah, we're not just talking with the athletes about their sport, we're actually doing something with them and that is teaching them specific mental skills like how to focus and how to refocus, how to keep their confidence at a stable level, how to let go of mistakes quickly, how to enjoy their sport more by managing their expectations and the pressure that they feel from others as well.

Adapted from: <https://www.youtube.com/watch?v=bH9b8WKdYIQ> - Mental Toughness Training for Sports | Sports Performance posted by Peak Performance Sports, LLC

.....
1. They help athletes overcome their mental and emotional barriers, perform better, and enjoy their sports; 2. Some of them just want to learn the mental skills needed to enhance their performance;

3. They give athletes some assessments to fill out in order to get a good idea of their mindset and how to personalise their training plan; 4. They are helped to manage their expectations and pressure, focus on the right performance cues, trust in their skills from their practice, be able to take their practice skills to competition, manage fear of failure, develop pre-game routines, be able to let go of mistakes; 5. A "confidence roller coaster" is a state of mind in which athletes are at times very confident about themselves and at times lacking confidence in their possibilities; 6. They talk about the athletes' week and their performances, what is going well and what is not going well; 7. They give them techniques and strategies to implement and use in their practices and games that week, together with workbooks to help their analysis and reflections beyond the sessions; 8. They teach them specific mental skills; for example, how to focus and how to refocus, how to keep their confidence at a stable level, how to let go of mistakes quickly, how to enjoy their sport more by managing their expectations and the pressures that they feel from others as well.

13.

Sample answer

Mental barriers are feelings that can affect even gifted sportspeople, such as low confidence, high anxiety, or exaggerated pressure. These feelings can seriously affect the results in competitions, even though performances in training are very good. In these cases, relaxation techniques, realistic goals setting, goal flexibility, and strategies to overcome panic can help athletes face their mental barriers, focusing on the process of training rather than on the results. Mental training also encourages positive thought to avoid excessive self-criticism and positively transforms negative thoughts. Mental barriers can be hard to overcome for athletes who return to competitions after serious injuries. For these athletes, it could be useful to focus on the small achievements that marked their recovery, thinking about the way these made them feel.

Unit 4.2 Coaching

Pages 110-111

1.

Sample answers

1. He/She demonstrates lack of empathy; 2. He/She shows bad communication skills; he/she may also not know enough about the sport performed by the athletes he/she coaches; 3. He/She is not aware of the policies concerning safety and the physical features he/she is working on; 4. He/

She seems not to be aware of group dynamics and is incapable of building up cohesion; 5. He/She might not have a good knowledge of the strength and weaknesses of the opponents; 6. He/She seems to ignore group dynamics, as he/she is not building up cooperation in the group; 7. He/She lacks organisational skills; 8. He/She is too introvert or simply impolite; 9. He/She lacks empathy; 10. He/She does not know enough about the techniques of the sport performed by the athletes he/she coaches.

2.

1. responsibilities; 2. attitude; 3. introvert; 4. empathy; 5. communication; 6. organisation; 7. knowledge; 8. dynamics.

3.

1. F, Coaches also need to know about laws and procedures to grant safety to their athletes; 2. F, Coaching is also important in an athlete's performances and results; 3. F, If they are too extrovert, they may become aggressive; 4. T; 5. T; 6. F, Good communication skills involve giving information in a correct and appropriate way; 7. T; 8. F, They also need to know which problems the athletes may face during training or competitions.

Pages 112-113

In your opinion, who are vulnerable adults?

Sample answer

The vulnerable adults coaches could find themselves in charge of are, for example, mentally or physically disabled athletes. In other contexts, instead, an adult athlete can be considered vulnerable because they are victims of racial prejudice, insults, and maybe violence.

4.

1. evaluator, on-field role; 2. role model, off-field role; 3. instructor, on-field role; 4. tactician, on-field role; 5. motivator, off-field role; 6. planner, on-field role; 7. mentor, off-field role; 8. trainer, on-field role; 9. facilitator, off-field role; 10. performance analyst, on-field role.

5. Sports Thoughts #2: Top Three Things Good Coaches Do posted by Wayne Goldsmith Coaching

.....
I'm often asked of all the coaches that I work with around the world: have I learned anything particular? Is there anything in common when you're working with some of the best coaches and athletes around the world? And I'll talk about listen, learn, and love. Listen, learn, and love. First of all, great coaches will listen to the athletes: they

don't just talk to them or talk at them; they really listen to athletes and try and connect with them, and try and connect with them emotionally and understand what it is that's motivating and what it is that's inspiring them, what's that fire that's burning inside their chest. Secondly, we know that great coaches learn: they learn with their athletes, they learn from their athletes, they learn from other coaches, but they're committed to lifelong learning and continuous improvement; they keep getting better at what they're doing, and they really believe in the saying "Getting better never stops". And thirdly, great coaches just love coaching: they love the opportunity to inspire the hearts and minds of athletes, they just love to get out there and make a difference on an athlete and see an athlete change, grow, develop, and achieve remarkable things.

.....
 1. all the coaches he has worked with; 2. listen, learn, and love; 3. listen to the athletes, connect with them emotionally; 4. motivating and inspiring; 5. with and from their athletes, other coaches; 6. learning and continuous improvement; 7. getting better never stops; 8. coaching; 9. inspire the hearts and minds; 10. make a difference, remarkable things.

6.

1. coaches; 2. athletes; 3. learning; 4. grow; 5. make; 6. solve; 7. programme; 8. motivation; 9. wrong; 10. extraordinary.

Pages 114-115

Can you think of examples of health conditions which must be taken into account by a coach when planning a session?

Sample answer

For example, if a coach knows that a participant is recovering from a sprain or a fracture, they should plan their session to avoid exercises that can stress the bones or joints too much.

7.

1. The first thing to consider is the participants' characteristics and needs; 2. Sessions should be based on the participants' goals; 3. They are particular suitable for children; 4. Women usually like group activities more than individual ones; 5. Sessions should be challenging but not too difficult to avoid demotivation; 6. Coaching sessions should consider the skill levels of the participants; 7. It must consider also the health conditions of participants; 8. Together with instructions and activities, also discussion has to be balanced in a session; 9. Each activity within the session should be correctly timed; 10. The

intensity of the session should be regulated to avoid injuries; 11. Providing praise and positive feedback can improve athletes' motivation; 12. Different methods and techniques should be employed in the coaching sessions.

8.

1. objective; 2. participant; 3. gender; 4. fitness; 5. skill; 6. instruction; 7. length; 8. intensity; 9. method; 10. performance.

9.  58

Preparing Participants for a Coaching Session

A coach must always ensure that the participants are fully prepared for all sessions; at the same time, coaches themselves should mirror the same standards that they expect from their athletes. For example, a coach must always be on time and greet the participants to the session in order to make them feel welcome. From the physical point of view, coaches should also ensure that participants are physically ready for the session, checking for injuries or illnesses, asking them about possible treatments they are having. They also have to make sure that participants have the correct clothing and equipment for the session. Finally, a coach must set behaviour rules for the session, making participants aware of its final goals.

Adapted from: Bointon, Bray, Chapman, Myatt, Short, Martin, Cambridge Technicals Level 3, Sport and Physical Activity, Hodder Education, page 38.

.....
 1. fully prepared; 2. same standards; 3. on time, greet; 4. physically ready; 5. injuries or illnesses; 6. possible treatments; 7. correct clothing, equipment; 8. behaviour rules, final goals.

Pages 116-117

Can you think of examples of equipment which is not in appropriate working order?

For example, balls which are not pumped up enough, broken wall bars, a dangling net, broken mattresses.

What obstacles may a coach need to remove?

A coach may need to remove benches or balls rolling on the floor, or wrap up dangling nets.

10.

1. c; 2. b; 3. c; 4. a; 5. b; 6. d.

11.

1. safety; 2. inadequate; 3. equipment; 4. participants; 5. obstacle; 6. marked out; 7. spill; 8. malpractice; 9. (to) supervise; 10. injury.

12.

Unsafe situation	Source of the risk	Possible accidents	How to avoid accidents
Water on the floor	Environment	Slipping	Dry the floor before the session starts
Broken wall bars	Equipment	Falling off the bars	Mark out the bars
A bench left on the side of a playing court	Environment	Tripping	Move the bench away from the ground
Balls rolling all across the floor of a gym	Environment	Tripping	Put the balls aside
An uneven floor	Environment	Tripping, ankle spraining	Mark out the area
The coach temporarily leaves the session area and participants alone	Malpractice	Injuries due to lack of supervision by the coach	Do not leave participants alone

Unit 4.3 Refereeing

Pages 118-119

Where are field referees generally employed?
Field referees are employed in athletics in throwing and jumping events.

1.

1. c; 2. f; 3. i; 4. e; 5. j; 6. b; 7. g; 8. h; 9. d; 10. a.

2.

1. T; 2. F, Referees are the ultimate authority in the competition and their decisions cannot be discussed; 3. F, Referees can be appointed to matches or individual sports competitions; 4. T; 5. T; 6. F, It is; 7. T; 8. T; 9. F, They have to intervene in case of dangerous play to ensure the safety of participants; 10. F, In many sports, referees work as a part of a larger officiating group; 11. T; 12. F, Finish judges determine the finish order.

3. How to be a confident referee *posted by Referee POV*

Teacher's note

Pre-teach some words that you will hear in the video:

- to dwell: *indugiare*
- to yell: *gridare*
- to book: *dare il cartellino giallo* (the referee records the player's name in their book as a form of official caution)

.....
Having confidence as a referee is vital. If you're not a confident referee, you won't be able to make the difficult decisions, keep the players in line, or stay in control of the game. In today's video, I'm going to show you three tips on how you can

become a confident referee. So, let's get started. In the middle of the game there's no time to dwell on past errors; even if you make a mistake, you have to let it go and move on. After the game, you want to objectively look at your performance, talk to other referees, and see how you can improve the next time. As a referee, you cannot be emotional. Now, it's hard: you're gonna have players yelling at you, coaches yelling at you, even parents are gonna be yelling at you, but you cannot react, just ignore it and keep refereeing the way that you are.

As a referee, you're in charge of the match: if a player dissents, you have every right to book them. However, don't go around giving a red card to every player just to assert your authority; make sure you're giving the right consequence for each action.

I hope these tips help you become a more confident referee. Confidence is hardly ever talked about; however, it's the most vital skill that you can have as a referee.

If you enjoyed today's video, hit the like button or, if you'd like to see more videos like this, subscribe. Thanks for watching.

.....
1. confident; 2. decisions; 3. game; 4. errors; 5. officials; 6. emotional; 7. refereeing; 8. book; 9. consequence; 10. skill.

Pages 120-121

Think about a sport and describe the uniform of the referee.

Personal answers

In what sports do referees need to continuously run to keep up with the game?

Sports like football or ice hockey need referees to continuously follow the players in order to stay close to the action.

Do you know in what sports referees use yellow and red cards to warn or dismiss players?

In sports like football, volleyball, or ice hockey, yellow and red cards are used by referee to sanction players.

4.

1. The essential qualities to be a referee are fair-mindedness, impartiality, authoritativeness, and a good knowledge of the rules of the sport they are officiating; 2. Because it reinforces their role and importance, differentiating them from the athletes; 3. The National Governing Body (NGB) for each sport; 4. It is important for referees in some fast-paced sports because they need to continuously follow the game closely on the field, keep up with it, and ensure they are always in the correct position to see and make calls on fouls or other violations; 5. They position themselves high above the field, on a stand or elevated platform; 6. They are: a whistle, a stopwatch, communication devices, and, in some sports, yellow and red cards; 7. A referee usually whistles to start and stop the game and to make foul or violation calls; 8. They allow referees to communicate with other officials during competitions.

5.

Sample answers

Characteristics of a referee	Equipment needed for refereeing
<ul style="list-style-type: none"> • Fair-mindedness • Impartiality • Authoritativeness • Good knowledge of the rules • Keeping up-to-date with new rules • Recognisability • Fitness • Being correctly equipped 	<ul style="list-style-type: none"> • A uniform • A stand/elevated platform • A whistle • A stopwatch • Communication devices

6. 62

Teacher's note

Students may not know or remember some specific words used in the extract, which you may need to pre-teach, such as:

- offside: *fuorigioco*
- throw-in: *rimessa laterale*
- free kick: *calcio di punizione*
- protective padding: *imbottitura protettiva*

Sport-specific Referee Equipment Highlights

In addition to the equipment which is common to a number of sports, such as uniforms, whistles, red

and yellow cards, and communication systems, referees also have some tools which are specific to certain sports.

For example, in football, linesmen use flags to signal offsides, throw-ins, corners, goal kicks, and fouls to the main referee. Another device used in professional football games is vanishing spray, which is employed to mark the position of the ball and the defensive wall for free kicks, ensuring the correct distance is maintained. The spray disappears after a few minutes. Moreover, manual or electronic substitution boards are used to display the numbers of players entering and leaving the field.

In basketball, possession arrows or switches are used to indicate which team has the next ball possession when the ball jumps or after stoppages. In tennis, umpires are equipped with measuring tape to check the net height and other court dimensions. Finally, in ice hockey, as referees have to stay on skates on the same rink as players, they are equipped with a helmet, a visor, and protective padding on their arms and legs in case of a fall. They also use finger whistles, specific types of whistles designed to be held on the finger, and easily used.

Adapted from: <http://www.sidelinesoccer.com>

-
1. i; 2. a; 3. g; 4. f; 5. e; 6. d; 7. j; 8. c; 9. b; 10. h.

Pages 122-123

In what situations is the VAR employed in a football match?

The VAR is generally employed to determine the existence and regularity of a goal, the regularity of the assignment of a penalty kick, and to review simulations and fouls that determined the immediate dismissal of a player.

7.

Sample answers

1. the integration of technology; 2. video refereeing; 3. a video operation room; 4. motion feeds; 5. video challenge; 6. two (video) challenges per; 7. rugby (matches); 8. the umpire; 9. last touched the ball; 10. the finish.

8.

1. c; 2. a; 3. f; 4. b; 5. d; 6. e.

9.

Sample answer

Both the VAR and the video challenge are video refereeing systems used in football and in volleyball respectively. They help referees decide about controversial situations that can be decisive for a victory or a loss, when doubts about the referee's decisions occur. A VAR check

in football can be called by the VAR officials, who continuously monitor the game, or requested by an on-field referee; in volleyball, teams, as well as the first referee, can ask for a video challenge. A VAR check in football can be unlimitedly asked for; in volleyball, each team has the possibility to ask for a video challenge twice per set; if the original referee's decision is confirmed, the number of possibilities to ask for a challenge does not decrease.

Pages 126-127

CLIP BEND IT LIKE BECKHAM

1.

1. Indian; 2. London; 3. Football; 4. Jules Paxton; 5. Hounslow Harriers; 6. Joe; 7. (Multiple) Injuries; 8. Her sister Pinky's wedding; 9. A sports scholarship at a university in California; 10. David Beckham and his wife Victoria.

2.

.....
Coach: Good. Then I want five more laps round the pitch! Elbows to knees as you go!

Jules: Joe, that is totally out of order!

Coach: Hey! I don't remember telling the rest of you to stop! Come on. Move it! You're doing very well. Just keep it up for another two minutes. Good, Mackie! Good, Sally! Excellent! Excellent!

Jess! You can stop now! I said stop! You'll do yourself an injury!

Jess: No, I'm OK. I've just got one more lap.

Coach: I said stop!

Coach: Come, let's have a look at you.

Jess: It's nothing!

Coach: Sit down. Let me decide if it's nothing. Why didn't you tell me you'd twisted it?

Jess: I didn't want you to think I'm not as strong as the others.

Coach: That's stupid, Jess. Look, my dad was my coach. And scouts kept telling him that I was too slight to play, so he kept pushing me. That's how I screwed my knee.

Jess: Your dad made you?

Coach: I wanted to show him I wasn't soft, so I tried to play injured. He was a bit of a bastard anyway.

Jess: You shouldn't say that about your dad.

Coach: You don't know my dad. Alright. Come on. Good. Now put your weight on me. There you are.

.....
1. j; 2. e; 3. g; 4. n; 5. a; 6. b; 7. c; 8. i; 9. h; 10. d; 11. m; 12. k; 13. f; 14. l.

3.

a. 6; b. 11; c. 7; d. 8; e. 9; f. 4; g. 3; h. 2; i. 5; j. 1.

4.

Sample answer

Joe hears Jess and Jules chatting during the training session and orders Jess to run five laps around the football pitch as a punishment, while telling the other girls to continue their physical training. Then, as the other girls have finished their physical training and are going towards the dressing room, he calls Jess, who's still running, to tell her to stop, as the extra running she did was enough. He sees Jess limping and asks her why she hadn't told him she had twisted her ankle. As Jess answers that she feared to be considered too weak to play in the team, he tells Jess about his experience as a player: his father continuously pushed him to play hard, even if he wasn't strong enough and for this reason he screwed his knee, probably having to stop playing as a consequence. Then he helps Jess to get up and offers her to lean on him to walk.

Joe seems to be a strict coach at the beginning, as he does not want the girls to chat during the training session. However, he praises the girls of the team while they exercise and is very helpful to Jess, examining her ankle and helping her to walk towards the changing room. He is also supportive, telling her about his personal past experience as a player.

Page 128

CASE STUDY

5.

1. In 2025; 2. The abuses started in 2022; 3. She was said to victimise the young athletes over their weight and eating habits; 4. They were forced to weigh themselves in front of teammates and coaching staff, who insulted them if they appeared overweight; 5. Maccarani received a three-month disqualification; 6. She said she had found out about it from social media; 7. An organisation called "Change The Game"; 8. The president of "Change The Game" said that the dismissal would bring new coaching methods more favourable to the athletes; on the other hand, some athletes sided with Maccarani, saying that her dismissal could damage the gymnastics team.

Unit 5.1 **Anatomy**

Pages 130-131

What is DNA? Give a definition.

DNA is self-replicant material that is present in all living organisms. It has chromosomes and is the carrier of genetic information.

1.

1. Physiology describes the chemistry and physics that govern basic body functions; 2. A body has different levels of structural organisation, and higher levels are built from lower levels; 3. A cell is the smallest independently functioning unit of a living organism, and is capable of self-reproduction; 4. It is composed of many similar cells that work together to perform a specific function; 5. An organ is a structure composed of two or more types of tissue that form a functional unit; 6. An organ system, i.e. a group of organs that work together to perform major functions.

2.

1. c, body, sensory reception; 2. d, contraction; 3. a, messages, body; 4. b, fat, organs.

3.

1. Endoplasmic reticulum: it assembles proteins for the cell; 2. Cytoplasm: it holds and protects all the components of the cell; 3. Nucleolus: it produces and assembles the cell's ribosomes; 4. Nucleus: it sends out messages to the cell; 5. Mitochondrion: it turns energy from food into energy that the cell can use; 6. Ribosome: it synthesises proteins; 7. Cell membrane: it envelops the cell to protect it and prevent water-based substances from entering it. It helps the cell communicate with other cells and the environment.

Pages 132-133

4.

1. organs; 2. cells; 3. long; 4. ankle; 5. flat; 6. vertebrae; 7. joints; 8. muscles; 9. contraction; 10. pairs; 11. skeletal; 12. internal; 13. cardiac.

5.

1. f; 2. d; 3. b; 4. h; 5. g; 6. a; 7. c; 8. e.

6. ▶ Visible Body: Learn | How does a muscle contract? posted by Visible Body

.....
Skeletal muscles contract and relax to mechanically move the body. This process is called the mechanism of muscle contraction. There are three steps to this process, let's go through each one. Muscle contraction begins when the nervous system generates a signal called an action potential that travels through a type of nerve cell called a motor neuron. Skeletal muscle tissue is composed of cells called muscle fibres. When the nervous system signal reaches the neuromuscular junction, a chemical message is released by the motor neuron. The chemical message binds the receptors on the outside of the muscle fibre, which starts a chemical reaction within the muscle. The proteins inside muscle fibres are organised into long chains that can interact with each other, reorganising to shorten and relax. When acetylcholine reaches receptors on the membranes, channels open and the process that contracts relaxed muscle fibres begins. When the stimulation of the motor neuron providing the impulses to the muscle fibres stops, the chemical reaction also stops. This reverses the chemical process in the muscle fibres and the muscle relaxes. To learn more about your anatomy, visit visiblebody.com learn.

.....
1. relax; 2. muscle contraction; 3. action potential; 4. motor neuron; 5. junction; 6. receptors; 7. muscle; 8. chains; 9. relax; 10. contracts.

Pages 134-135

Can you give a definition of homeostasis? If you can't, look for information about it on the web.

A state of balance among all the body systems needed by the body to survive and function correctly.

7.

1. F, They transmit information in different ways; 2. T; 3. T; 4. F, The nerves connect the brain and the spinal cord to other parts of the body; 5. F, The nerves of the somatic nervous system pick up sensory information from distant organs and carry them to the CNS; 6. T; 7. T; 8. F, The hypothalamus and the adrenal glands are responsible for blood pressure; 9. F, Only white blood cells are produced by the thymus; 10. T.

8. 67

The Hypothalamus

Like the thermostat in your house works to keep the temperature there stable, the job of your hypothalamus is to keep your body in a stable state called homeostasis. This is your body's way of adapting to the changing conditions in the world around you to keep its internal balance. For example, if the hypothalamus gets signals from your body that your temperature has dropped lower than 36°C, it signals to your pituitary gland that you need to warm up. Your pituitary gland sends signals to your heart, blood vessels, and skin to help you keep the heat you have, for instance by shrinking your blood vessels so you lose less heat through your skin.

Nutrition and exercise have a deep impact on the hypothalamus. If your body doesn't have enough energy, it goes into a stress state and produces cortisol, which can inhibit activity in your hypothalamus and lead to problems. A stress response may be caused by eating disorders, drugs, or eating lots of saturated fats, which cause inflammation. An unhealthy hypothalamus can cause obesity, diabetes, high blood pressure, and sleep and appetite disorders.

Adapted from: <https://www.webmd.com/brain/what-to-know-about-hypothalamus>

-
 1. temperature; 2. homeostasis; 3. pituitary; 4. exercise; 5. cortisol; 6. inflammation.

9.

1. hypothalamus and pineal gland; 2. female ovaries; 3. thyroid and parathyroid; 4. adrenal glands and pancreas; 5. male testes; 6. pineal gland.

Pages 136-137

10.

1. cardiovascular; 2. connective; 3. pump; 4. vessels; 5. capillaries; 6. pericardium; 7. ventricles; 8. valves; 9. waste; 10. dioxide; 11. cavity; 12. inhalation.

11.

1. cardiovascular system; 2. blood vessels; 3. exhalation; 4. lungs; 5. plasma; 6. ventricles; 7. pericardium; 8. respiratory system; 9. heart; 10. inhalation.

12. The Human Respiratory System Explained posted by Teach PE

.....
The function of the respiratory system is to transport air into the lungs and to diffuse oxygen into the bloodstream and carbon dioxide out. It is separated into the upper and lower respiratory tracts. Air enters the upper respiratory tract through the mouth or nose and nasal cavity where it is filtered, warmed, and moistened. Next, it passes into the pharynx and then into the larynx, which is known as the voice box. From here, the air passes down into the trachea, also known as the windpipe. The inner membrane of the trachea is covered in tiny hair cells called cilia which catch particles of dust which are removed through coughing. The trachea is surrounded by 15 to 20°C shaped rings of cartilage at the front and side, which help protect it and keep it open. The trachea divides into two smaller tubes called bronchi, which pass air into the left and right lungs. Once inside the lung, the bronchi split several ways forming tertiary bronchi. These continue to divide forming bronchioles, which are narrow tubes less than one millimetre in diameter. Eventually, air enters alveolar sacs and alveoli, where gaseous exchange takes place.

-
 1. e; 2. c; 3. f; 4. a; 5. h; 6. b; 7. d; 8. g.

Pages 138-139

13.

Organ	System	Description	Function
Tongue	Digestive system	Muscular organ that moves food around the mouth	Pushes the bolus into the pharynx
Oesophagus	Digestive system	Muscular tube about 25 cm long	Carries food into the stomach
Stomach	Digestive system	Expanded organ in the abdominal cavity	Digests food
Small intestine	Digestive system	Longest part of the alimentary canal	Absorbs most of the nutrients from digested food
Large intestine	Digestive system	Final section of the digestive tract	Stores and eliminates undigested waste and reabsorbs water
Kidney	Urinary system	Bean-shaped organ	Extracts waste from blood, balances body fluids, forms urine
Ureter	Urinary system	Tubes	Conducts urine from the kidney to the urinary bladder
Bladder	Urinary system	Hollow organ	Receives and stores urine
Urethra	Urinary system	Tube	Takes urine outside for elimination

14.

Sample answers

1. What is the function of the digestive system?; 2. What happens to food once it is broken down?; 3. What is the bolus?; 4. What is the oesophagus?; 5. What happens in the small intestine?; 6. What are bile, insulin, and glucagon?; 7. What are the kidneys?; 8. How is urine expelled from the body?

15. ▶ How the Digestive System Works | 3D

Animation posted by Dr. Paulien Moyaert

.....
Digestion begins the moment you take a bite. Food is shuttled from the mouth to the stomach via the oesophagus, a ride that will take about 5-8 seconds. The peristalsis is the involuntary muscular force that propels food through the digestive tract. It almost looks like an ocean wave pushing food from one organ to the next. When food reaches the end of your oesophagus, a ringlike muscle, called the lower oesophageal sphincter, relaxes and lets the food pass into your stomach. Weakness of this sphincter causes a back-flux of stomach acid and heartburn. The stomach is where the real action begins. Digestive juices and enzymes break down the food that you swallowed. This helps make nutrients available for absorption later in the small intestine. The digestive juices are powerful hydrochloric acids that kill pathogens in food and give the stomach the low pH digestive enzymes need. This acid could literally dissolve most of the other organs in your body. Luckily, your stomach contains a thick, mucous lining. However, when there's too much acid in the stomach, it can eat away the inner surface of the stomach, causing an ulcer. The process of digestion takes longer for some types of food than others. Simple carbohydrates such as an energy drink break down the fastest. This explains why many recommend energy drinks for a quick energy boost. Proteins take longer to digest, and fats take the longest time of all. The stomach slowly empties its contents into your small intestine. The muscles of the small intestine mix food with digestive juices from the pancreas, liver, and intestine and push the mixture forward for further digestion. The walls of the small intestine are covered by tiny finger-like projections called villi. These projections increase the surface area through which nutrients can be absorbed into your bloodstream. As peristalsis continues, the waste products of the digestive process move into the large intestine. The large intestine is named for the diameter of the cavity, not for its length. It is actually much shorter than the small intestine. Its role is to absorb any extra water from the digested material before it is finally excreted. If food passes through too quickly, too little water is absorbed, and you might have diarrhoea. If it

passes too slowly, your body absorbs too much water, and you may become constipated. It takes about 30 hours for food to move through the large intestine. All in all, the whole process – from the time you swallow food to the time it leaves your body as faeces – takes about two to four days. Solid waste is characteristically brown and stinky. Do you know what causes its odour? If you guessed that bacteria are involved, you'd be right. Microbes that reside in the large intestine make a meal of the leftovers from the small intestine. The smell associated with stool comes from the gases released by bacteria. The large intestine then empties its contents into the rectum. Its job is to let you know that there is a stool to be evacuated and to hold the stool until the evacuation happens. Thank you for watching this video. If you want to learn more about how our heart or lungs work, please take a look at my next video.

.....
1. f; 2. b; 3. h; 4. a; 5. d; 6. c; 7. i; 8. e; 9. g; 10. j.

Pages 140-141

What is the placenta and what is its function?

It is an organ that forms in the uterus during pregnancy and provides oxygen and nutrients to the foetus through the umbilical cord.

16.

1. reproduction of new human beings; 2. sperm and ova; 3. unites with an egg; 4. the tubes into the uterus; 5. foetus after eleven; 6. male reproductive system; 7. ovaries, fallopian tubes, uterus; 8. external genital apparatus.

17. ▶ 71

Pregnancy

Pregnancy is the term used to describe the period in which a foetus develops inside a woman's uterus. Pregnancy usually lasts about 40 weeks, or just over nine months, as measured from the last menstrual period to delivery. Health care providers refer to three segments of pregnancy, called trimesters. In the first, the fertilised egg (called a zygote) travels through the woman's fallopian tube to the uterus, where it implants itself. The zygote is made up of a cluster of cells that later form the foetus and the placenta. The second trimester is the time in which the parents can discover the baby's sex through ultrasound, the mother begins to feel movements, footprints and fingerprints have formed, and the foetus sleeps and wakes regularly. At the beginning of the last trimester, the bones are soft but almost fully formed, and the eyes can open and close. Babies born before 37 weeks are considered

"preterm", while those born between 38 and 40 weeks are "full term".

Adapted from: <https://www.nichd.nih.gov/health/topics/pregnancy/conditioninfo>

-
- uterus; 2. delivery; 3. three; 4. zygote; 5. second; 6. sleeps; 7. beginning; 8. full term.

18.

- embryo; 2. glans; 3. childbirth/delivery; 4. implantation; 5. testicles; 6. menstrual flow; 7. gland; 8. foetus; 9. gestation; 10. duct.

Pages 142-143

Do you know where the vestibular system is located? If you don't, search the web for information.

Within the ear.

19.

- exteroception; 2. tactile system; 3. olfactory system; 4. buds; 5. pleasant; 6. mouth; 7. vestibular; 8. well.

20.

- organs; 2. tongue; 3. olfactory; 4. experience; 5. food; 6. break; 7. chemicals; 8. signals; 9. nose; 10. intensity; 11. throat; 12. temperature.
- Extra words: bitter, mouth.

21. ▶ The Visual System: How Your Eyes Work
posted by National Eye Institute

.....

Your eyes allow you to see the world around you. But have you ever wondered how they work? First, it's important to know that vision depends on your brain as much as on your eyes. Your eyes' main job is to detect patterns of light. Then, they work with your brain to turn those patterns into images. Let's take a closer look. Light rays bounce off an object you are looking at. Let's say the object is a dog. The light reflects off the dog to your eye. Then, the light enters through the outer part of your eye, called the cornea. The cornea is clear like a window. It helps your eye focus the light to make things look sharp and clear. Next, the light rays pass through an opening called the pupil. The pupil is the dark round circle in the coloured part of your eye. The coloured part is called the iris. It controls how wide the pupil is and how much light can pass into your eye. In bright light, the iris narrows the pupil, reducing the amount of light that enters the eye. In dim light, the iris widens the pupil to let in more light. All of this happens automatically. Behind the iris is the lens of the eye. It helps focus the light coming into your eye

so you can see things clearly. The lens flattens so you can see things that are far away and bends so you can see things up close. When the lens, cornea, and pupil are all working together properly, they will focus light on the back of the eye. That's important, because lining the back of the eye is the retina. There are about 130 million tiny cells in the retina that are sensitive to light. When these cells detect light, they turn it into electrical signals. Those signals eventually make their way through the optic nerve, which is like a cable connecting the retina to the brain. The retina helps create a rough image, but it sees the world upside down. It's your brain that turns what you see right side up. Also, when you look at an object, each eye gets a slightly different view of the world. The brain combines those views and makes them into one picture. The brain also adds a lot of details to your vision, so that you can see complex shapes, movement, depth, and a rainbow of colors. And of course, the brain connects your sense of sight to things you already know, so that when you see a dog, you recognise it as a dog, and not a cat, or a monkey. And that's how you're able to see. To learn more about how your eyes work, visit nei.nih.gov/kids.

-
- sharp and clear; 2. light rays pass; 3. coloured part of the eye; 4. wide the pupil is; 5. focus the light coming into the eye; 6. retina; 7. back of the eye; 8. electrical signals; 9. upside down; 10. the brain.

Unit 5.2 Motor skills

Pages 144-145

What is involved in the javelin throw?

It is a track and field sport in which you throw a "spear" at a great distance and make it land with its metallic point into the ground.

1.

- T; 2. F, It lets us synchronise our muscles to perform movements; 3. F, It is placed in the lower part of the brain; 4. T; 5. F, They involve large, complex movements; 6. T; 7. F, Poor coordination can affect people of all ages; 8. T; 9. T; 10. F, Physiotherapy can help people with disability, illnesses, or injuries that affect coordination.

2. 🗣️ 74

Hand-eye Coordination

Even people with perfect vision and motor skills may have problems with hand-eye coordination.

That's because the problem is generally not with the individual system, but rather with how the brain, eyes, and body communicate. Hand-eye coordination is just one of the vision skills required for sports. Individuals with poor hand-eye coordination may find it difficult to play sports, hitting or catching a ball. Here's how it works: the visual information we see around us is captured by our eyes and sent to the brain. The brain processes and interprets these images before informing our hands and arms of the object's location, speed, size, and a variety of other characteristics. This very complex process must run smoothly to allow our hands to respond quickly to visual stimuli. We utilise hand-eye coordination multiple times a day when doing things like exercising or playing sports, driving, inserting a credit card into a chip reader, typing, writing. When the motor and visual systems don't communicate efficiently, a person may experience serious problems, both in private and professional life. For this reason, appropriate therapy may be necessary to increase the efficiency of this communication.

Adapted from: <https://www.optometrists.org/general-practice-optometry/guide-to-sports-vision>

-
1. vision; 2. brain; 3. skill; 4. information; 5. hands; 6. process; 7. hand-eye; 8. therapy.

3.

1. posture; 2. to train; 3. ability/skill; 4. childhood; 5. muscle; 6. injury; 7. illness; 8. treatment; 9. to perform; 10. symptom.

4.

Sample answer

Exercise	Execution	Benefit
Juggling	Tossing into the air and catching objects so as to keep at least one in the air while handling the others	To improve hand-eye coordination
Single-leg deadlift	Leaning hips forward, shifting weight onto one leg while the other leg engages and starts to extend straight behind	To strengthen muscles
Jump rope drill	Jumping a rope with one or both legs	To strengthen muscles
Ball toss from different positions	Throwing a ball against a wall and catching it changing the body's position	To improve hand-eye coordination

Pages 146-147

5.

1. Balance is the ability to keep a controlled body position during a performance; 2. Static balance refers to the ability to hold a stationary position, dynamic balance refers to the ability to remain in a controlled position while moving; 3. It is the body's sense of awareness in space; 4. Because the vestibular system, which is the inner part of the ear, helps to keep balance; 5. It is the ability of muscles to exert force repeatedly against resistance to allow sustained physical task engagement; 6. The trunk and neck; 7. A knee injury or an ankle sprain; 8. Marching on the spot with high knees, step-ups, and side stepping.

6.

1. standing on one leg; 2. side stepping; 3. step-ups; 4. standing on one leg with closed eyes; 5. standing on an unstable surface; 6. marching on the spot with high knees.

7.

1. feel; 2. happen; 3. body; 4. ear; 5. balance; 6. functioning; 7. injury; 8. blood; 9. quickly; 10. suddenly.

Pages 148-149

What is a muscle and what is its function?
A muscle is a system of cells responsible for movement.

8.

1. e; 2. i; 3. f; 4. a; 5. b; 6. h; 7. c; 8. g; 9. j; 10. d.

9. ▶ Fast twitch vs. slow twitch muscle fibers posted by Ali Tajran

.....

In running you've all seen the sprinter and the marathoner: one looks like an '80s movie character and the other? Like he's had too many crash-course diets. They're both runners, so how come they don't look alike? Simple, they practise different sports. It's explosive strength versus endurance. The answer is in the way these athletes train their muscles. What you need to know about muscles is this: that they contain different fibres, fast twitch and slow twitch. A sprinter will primarily train his fast switch fibres: these react instantly and work super-fast, but quickly run out of power. When trained, fast twitch fibres naturally become big and heavy. On the other hand, a marathoner uses mostly his slow twitch fibers: not as reactive and speedy as their fast twitch brothers, but they can work non-stop for hours. Even when trained,

these fibres remain slim and light. OK. The running capability of both athletes doesn't only depend on the physique of their legs: the upper body is also important. For the sprinter, to be able to burst from the starting line and to maintain a good rhythm whilst running, he needs balance so his arm should have a considerable size as well, so he works out his upper body in the gym. That's why the sprinter looks very muscular, and because the sprinter only has to perform for a couple of seconds, the added weight is trivial. The marathoner is a different story. Every pound in his body has to be carried around for a total of 42.2 km; he gains a lot of benefits by being light, so all excessive muscle mass and fat has to be shed in order to be a top marathoner. That's why he looks so skinny. On top of the difference in training, genetics also play a part. A normal person has about an even amount of fast and slow twitch fibers but the persons that make it to the top tend to have more of one kind, so even untrained they wouldn't have the same physical appearance. The sprinter and the marathoner, both runners yet different athletes.

-
1. instantly; 2. out of power; 3. big and heavy;
 4. reactive and speedy; 5. slim and light; 6. muscular; 7. big; 8. balance; 9. skinny; 10. muscle mass and fat.

10.

1. explosive, maximal; 2. agile; 3. agile; 4. endurance; 5. speed, starting; 6. agile, explosive, speed; 7. starting, speed; 8. agile; 9. agile, explosive, maximal; 9. agile, relative.

Pages 150-151

Do you know any of these tools? If you don't, search the web.
Slant boards, shoulder stretchers, wheels, and ladders.

11.

1. motion; 2. hot; 3. disorders; 4. injuries; 5. joints; 6. age; 7. women; 8. continuous; 9. force; 10. tension.

12.  78

The F.I.T.T. principle

.....
The F.I.T.T. (that stands for frequency, intensity, time, and type of exercise) principle, is a set of guidelines for structuring your exercise and tracking your progress to help you reach your fitness goals. It is used to describe how often you should perform specific exercises based on your

age, sex, training level (i.e. beginner, intermediate, or advanced), and final goals. But how does it work? Let's say that Linda, 28, beginner, wants to create her own F.I.T.T. workout plan to improve her flexibility and muscular strength. According to her goals, she should muscle train once a week and have a daily stretching routine for flexibility. The intensity of her muscular training should consist of 8 to 12 repetitions of lifting weights and squats, while the intensity of the exercises for flexibility, such as quad stretch and side stretch, should be to the point of tightness or mild discomfort. Each session for her muscular training should last 15 minutes, while for flexibility stretching, she should hold the stretched position for 20 seconds.

Adapted from: <https://www.docsity.com/en/frequency-intensity-time-type-principle/5336460/>

F.I.T.T.	Muscular strength	Flexibility
Frequency	Once a week	Daily routine
Intensity	8 to 12 repetitions	To the point of tightness or mild discomfort
Time	15 minutes per session	Hold position for 20 seconds
Type	Lifting weights and squats	Quad stretch and side stretch

13.

Sample answers

1. An inactive lifestyle can damage joints; 2. Traumatic injuries or musculoskeletal disorders can adversely affect mobility; 3. For correct mobility, every joint of the body has to be adequately stimulated; 4. Passive exercises to improve mobility require an external force to carry out traction or pressure; 5. Flexibility and mobility are two different skills: the former refers to the passive movement of the joints, the latter to their active movement; 6. During stretching, workout tension should be held for at least 20 seconds.

Pages 152-153

14.

Sample answers

1. What is speed?; 2. What is the difference between agonist and antagonist muscles?; 3. Why is a correct execution technique important in speed?; 4. What are genetic factors related to?; 5. What does reaction speed depend on?; 6. What is acceleration?; 7. In movement speed, what does frequency refer to?; 8. How should speed exercises be performed?

15. ▶ Blaze Speed Training with Speed Bands | Increase Your Speed (For Young Athletes) posted by Instant Speed

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No audio
.....

Sample answers

1. Because elastic bands create a resistance that helps the athlete make his muscles stronger and increase the power of reaction and speed;
2. Because, by pulling the bands, the boy has to apply greater strength to run, thus improving both power and acceleration;
3. He does lateral jumps and runs to improve balance, speed and agility.

16.

1. involves;
2. used;
3. improve;
4. help;
5. develop;
6. react;
7. provides;
8. burns.

Pages 154-155

Can you list the most common signs of fatigue?

Sample answer

Pain and stiffness in the muscles and joints used during exercise, increased heart rate, loss of energy, dizziness, nausea.

17.

1. sustain;
2. limit;
3. energy;
4. oxygen;
5. resistance;
6. fat mass;
7. speed;
8. changes;
9. recovery intervals;
10. maximum speed.

18.

1. T;
2. F, Oxygen is converted into ATP;
3. F, It can lower the risk of chronic diseases as diabetes;
4. T;
5. T;
6. F, It should be increased by 10 percent on a weekly basis.

19.

Sample answer

Distance runs for twenty/thirty minutes three days a week; Interval /speed workout: sets of 3 x 300m, interval of five minutes; Core/strength workout: push-ups, crunches, mountain climbers, planks.

Unit 5.3 Health

Pages 156-157

Can you give examples of screening?

Sample answer

Mammograms for breast cancer, blood pressure checks for hypertension, or cholesterol tests to assess the risk of heart disease.

1.

1. factors;
2. environment;
3. costs;
4. public health;
5. prevention;
6. primordial;
7. population;
8. disease;
9. primary;
10. immunity;
11. healthy-appearing;
12. detection;
13. symptomatic;
14. severity.

2. ▶ Public Health – Concepts of Health and Its Determinants: By Natalie Lovesey M.D. posted by Medskl.com

.....
What is "health"? A useful definition comes from the World Health Organization: "Health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity". "Wellness" refers to the presence of positive attributes in one's life – well-being, quality of life, happiness, and satisfaction. "Illness" is a person's subjective experience of feeling unwell. A "sickness" is a socially and culturally defined entity. Finally, a "disease" is the pathologic process going on in the body. For example: a person experiences chest pain – this is their illness. They fear a heart attack – a sickness – which causes them to seek help. The doctor explains to the patient that he has pericarditis – a disease. So, what determines how healthy someone is? The determinants of health include genetics and biology, but they also include social factors. Many of these social determinants of health are as important as physical factors like smoking status, blood pressure, and exercise. They include income, social support networks, education, and social exclusion, for example. Why do these social factors matter so much? The common theme is stress. When income is low, employment opportunities are few, and social support networks are limited, people have difficulty meeting their basic needs and have uncertainty about their future. This chronic stress takes a toll on the body – contributing to many chronic diseases – and may also lead to unhealthy coping behaviours. So, when talking to your patients, consider their social context. Factor it into your clinical decision-making. And remember that health is more than just being "disease free", and means different things to different people.

-
1. c; 2. e; 3. d; 4. b; 5. a.

Determinants: income, social support networks, education, and social exclusion.

Common theme: stress.

3.

1. condition;
2. treating;
3. prevention;
4. fitness;
5. wellness;
6. healthier.

Pages 158-159

What is the function of the WHO?

It is an agency of the United Nations responsible for international public health. Founded in 1948, its primary objective is to promote and protect global health, ensuring that everyone has access to the highest possible standard of health.

4.

Sample answers

1. helps prevent and manage a range of health conditions; 2. perform essential functions while at rest; 3. have a higher BMR than women due to differences in muscle mass and hormonal factors; 4. the body requires more energy for immune responses and recovery; 5. severe calorie restriction or malnutrition can lower BMR; 6. the proportion between fat mass and muscle mass.

5.

1. energy; 2. rest; 3. systems; 4. blood; 5. daily; 6. digest; 7. nutrients; 8. physical; 9. planned; 10. activities; 11. active; 12. use.

6.

1. Conditions like hypothyroidism can lower BMR, while hyperthyroidism can raise it; 2. The minimum energy required to keep your body functioning while you're awake but at rest, not engaging in physical activity; 3. Being in extreme cold or heat can increase BMR, as the body works harder to maintain a stable internal temperature; 4. Underweight: BMI less than 18.5, normal weight: BMI between 18.5 and 24.9, overweight: BMI between 25 and 29.9, and obesity: BMI of 30 or higher.

Pages 160-161

Describe "residential treatment" in your own words.

Residential treatment is an intensive, structured programme where individuals live full-time at a treatment facility while receiving comprehensive care for their disorder.

7.

1. persistent disturbances in eating behaviours; 2. refusal to eat; 3. uncontrolled binge eating; 4. extreme thinness, fatigue, weakness, dizziness, feeling cold, dental erosion, control of food intake; 5. constant vomiting, gastrointestinal problems, sore throat, dehydration; 6. lack of self-esteem; 7. perfectionism; 8. emotional regulation; 9. residential or hospital treatment; 10. psychotherapy.

8. 84

Eating Disorders or Disordered Eating?

Disordered eating and eating disorders are related but unique concerns. The key difference between them lies in the intensity, frequency, and impact of the behaviours.

Disordered eating includes a range of irregular eating behaviours, such as chronic dieting, meal skipping, and binge eating, which don't automatically meet the criteria for a clinical diagnosis. While unhealthy and potentially harmful, disordered eating patterns are often more sporadic and less severe.

Eating disorders include diagnoses such as anorexia nervosa and bulimia nervosa. These are mental health conditions that have specific diagnostic criteria and are characterised by more severe, persistent, and distressing eating behaviours. An eating disorder requires a professional diagnosis and often a more intensive treatment plan compared to disordered eating. Disordered eating can often be treated by a nutritionist who can help individuals learn how to make balanced food choices.

Disordered eating and eating disorders both have in common not only psychological origins, such as low self-esteem, anxiety, and depression, but also the influence of social media, for example with the pervasive media images of what an ideal body image looks like.

Adapted from: <https://www.verywellhealth.com/disordered-eating>

	Eating disorders	Disordered eating
Behaviours	Anorexia nervosa and bulimia nervosa	Chronic dieting, meal skipping, and binge eating
Frequency	Severe, persistent	More sporadic and less severe
Treatments	Professional diagnosis, intensive treatment	Nutritionists for more balanced food choices
Origins	Psychological origins: low self-esteem, anxiety, depression + social influences: pervasive media images about ideal body types	

9.

Sample answer

Bigorexia is a psychological condition characterised by an obsessive concern with being excessively muscular. The main characteristics of bigorexia are a distorted image of the body, an excessive focus on muscle-enhancing activities, and rigorous dietary restrictions or excessive protein consumption. This disorder has a negative impact on daily life and leads to neglect of personal relationships and work, and anxiety or depression. It may also lead to the use of anabolic steroids causing risks for health. Treatments include psychotherapy and in some cases medications. Bigorexia is more common in men but can affect anyone.

Pages 162-163

10.

Sample answers

1. What do we mean by the term “addiction”?
2. What are the physical dependences of drug addiction?
3. What are the psychological dependences of drugs addiction?
4. What is an overdose?
5. What are examples of stimulants?
6. What are hallucinogens?
7. What properties do psychoactive drugs possess?
8. What is the effect of nicotine on our body when it is smoked?
9. What kind of health issues can tobacco cause?
10. What health risks are related to alcohol addiction?

11. How Drug and Alcohol Abuse Affect the Brain posted by Ventura Recovery Center

.....
 With long-term alcohol and drug abuse, the brain physically changes: the brain shrinks, actually shrinks, and its ability to process information is damaged.

A part of the brain called the limbic system, which supports a variety of functions including emotions, behaviour, motivation, long-term memory, and olfaction, is affected by heavy alcohol or drug abuse. When someone drinks or takes drugs, the

limbic system emits dopamine, the substance that makes us feel good. With prolonged abuse, the brain stops making as much dopamine as it used to; as a result, the brain’s reward system receives very little input, and the person has a hard time experiencing pleasure of any kind. That’s why many drug and alcohol abusers are no longer interested in the things that used to bring them joy.

The frontal lobe of the brain also suffers: it shrinks and loses its ability to function properly. This part of the brain regulates decisions, choices, and ability to know the difference between right and wrong. When the frontal lobe is not working as it should, you can’t control the impulse to drink or take drugs. The amygdala is controlled by the frontal lobe and is the emotional centre of the brain. Without proper control from the frontal lobe, the amygdala becomes oversensitive to stress: in this state someone can have extreme mood swings and become trapped in a state of panic and worry. Because of this, many addicts and alcoholics are constantly fearful and rarely feel safe.

The cellular structure of the brain is affected by heavy drinking and drug use as well. The grey cells control thinking and feeling, while the white cells provide the connection and communication between the grey cells: they’re like network cables, passing information from one grey cell to another. Persistent drug and alcohol use kills the white cells in the brain. This severs the communication pathways so that information is not passed along properly. The brain can reroute these communication pathways using the remaining white cells, but it requires abstinence and time for this to happen.

These negative effects that drugs and alcohol have on the brain are frightening, but there’s good news: if someone can stop drinking and taking drugs completely, the brain begins to heal. Cognitive function and brain shrinkage can be reversed; new pathways in the brain can be forged and a person can return to normal brain function. If someone can learn to live without the drugs or alcohol, there is hope for full physical recovery.

Brain structure		Function	Damages from addiction
Limbic system		It regulates emotion, behaviour, motivation, long-term memory, olfaction, dopamine production	It produces less dopamine
Frontal lobe		It regulates decisions, choices, and ability to know the difference between right and wrong	It stops controlling impulses
Amygdala		It is the emotional centre of the brain	It becomes oversensitive to stress causing extreme mood swings and states of panic and fear
Cellular structure	Grey cells	They control thinking and feeling	White cells are killed: information is not passed along properly
	White cells	They provide the connection and communication between the grey cells	

12.

1. release; 2. harmful; 3. behaviour; 4. painkiller; 5. reward; 6. consumption; 7. opioid; 8. muscle pain; 9. symptom; 10. stimulant.

13.

Personal answer

Unit 5.4 Nutrition

Pages 164-165

1.

1. The body needs energy to perform various activities and ensure vital functions necessary for survival; 2. The body's main source of energy is food, which consists of complex substances that are broken down into simpler forms during digestion; 3. Nutrients serve three main functions: energy function (providing energy), structural function (renewing cells and tissues), and regulatory function (ensuring proper biological processes); 4. The body needs proteins, carbohydrates, lipids, vitamins, water, and minerals to function properly; 5. A balanced diet includes foods that provide all the necessary nutrients in the right amounts for the body to perform its functions; 6. Water is vital because it helps maintain thermal balance, enables digestion, absorption, and transportation of nutrients, and eliminates waste substances; 7. In adults, water makes up about 65% of body weight; 8. Water is obtained by drinking liquids and consuming foods rich in water, such as fruits, vegetables, and meat.

2. 87

Dehydration occurs when the water lost is not replenished. Losing water means depriving the blood of necessary fluids. During aerobic activities, if water loss exceeds 6%, the cardiovascular system becomes strained and the body can collapse. Additionally, body temperature rises, which can lead to heat stroke, a very dangerous condition. Athletes should not wait until they feel thirsty to drink because by the time thirst is felt, dehydration has already begun. For this reason, athletes should drink small amounts of water throughout their physical activity. Since sodium is the mineral lost in the greatest quantity through sweat, it is better to drink mineralised water. A lack of sodium can reduce the sensation of thirst and cause excessive urine production, which worsens dehydration. Dehydration also affects athletes who train at low temperatures. Combined with low air humidity, cold weather can lead to an

increased urine production, further contributing to dehydration, as well as to significant water vapour loss from the body, thus increasing heat loss.

Adapted from: <https://www.sciencedirect.com/topics/medicine-and-dentistry/dehydration>

1. replenished; 2. blood; 3. collapse; 4. heat; 5. thirsty; 6. physical; 7. sweat; 8. train; 9. urine; 10. temperatures.

3.

1. survival; 2. nutrients; 3. regulatory function; 4. to renew; 5. tissue; 6. balanced diet; 7. inorganic component; 8. thermal balance; 9. to maintain; 10. weight; 11. food; 12. to expel.

Pages 166-167

What is pH?

pH indicates the concentration of hydrogen ions (H⁺) in a solution and is a measure of how acidic or basic a substance is, ranging from 0 to 14. A pH of 7 is neutral, values below 7 are acidic, and values above 7 are basic (alkaline).

4.

1. amino acids; 2. animal; 3. all; 4. tissues; 5. biochemical; 6. nutrients; 7. hormonal; 8. antibodies; 9. insufficient; 10. fluid; 11. compounds; 12. energy; 13. molecule; 14. digested; 15. complex; 16. liver; 17. disaccharides; 18. starch.

5.

1. A hormone that regulates blood sugar levels; 2. A hormone that triggers the body's fight-or-flight response; 3. A protein that speeds up chemical reactions in the body; 4. A protein produced by the immune system to fight pathogens; 5. A microorganism that causes disease; 6. A substance that triggers an immune response.

► Functions Of Protein In The Body - How The Body Uses Proteins posted by MooMooMath and Science

Welcome to MooMooMath and Science and how the body uses proteins. Proteins are made up of hundreds or thousands of smaller units called amino acids, which are attached to one another in long chains. Proteins are put together by ribosomes from a blueprint stored in DNA, and more specifically, from sections of the DNA called genes. There are 20 different types of amino acids that can be combined to make a protein. The order of amino acids determines each protein's unique shape and its specific function or job. Let's take a look at five important functions of proteins.

Messenger proteins. Hormones are an example of messenger proteins. These proteins are secreted by the endocrine glands and act as chemical messengers that transmit signals from one cell to another. An example of a hormonal protein is insulin, which is secreted by the pancreas to regulate levels of blood sugar. Adrenaline, which is secreted by the adrenal glands, especially in conditions of stress, increases rates of blood circulation and breathing and is part of the fight-or-flight response.

Enzymatic proteins help accelerate chemical reactions in your body. These include liver functions, stomach digestion are just a couple of examples. For example, digestive enzymes help break down food into simple forms that your body can easily absorb.

Structural proteins are necessary components of your body. They include collagen, keratin, and elastin. Collagen forms the connective framework of your muscles, bones, and cartilage, and keratin is the main structural component in your hair, nails, and skin.

Defensive proteins like antibodies, are large Y-shaped proteins used by the immune system to identify and attack harmful bacteria and viruses. Antibodies are formed in the white blood cells. They recognise a unique molecule of the pathogen called an antigen and then attack.

Transport and storage proteins carry vital materials to the cells, while others help with storage. Haemoglobin, for example, carries oxygen to the body tissues from the lungs. Calbindin is another protein that helps with the absorption and storage of calcium, and ferritin stores iron and releases it in a controlled fashion.

So there we go, some examples of how proteins are used in the body. Thanks for watching, and MooMoomath uploads a new math and science video every day. Please subscribe and share.

Teacher’s note

The fight-or-flight response is the body’s automatic reaction to stress or danger. It prepares you to either fight the threat or flee from it. This response is triggered by the release of adrenaline, which increases heart rate, breathing, and energy levels, helping the body react quickly.

Enzymatic proteins	Accelerate chemical reactions	Digestive enzymes
Structural proteins	Form structural components of the body	Collagen, keratin, elastin
Defensive proteins	Identify and attack harmful bacteria and viruses	Antibodies
Transport and storage proteins	Carry vital materials to cells and help with storage	Hemoglobin, calbindin, ferritin

6.

Sample answers

1. What are fibres? Can they be digested? – Fibres are indigestible carbohydrates that are part of plant-based polysaccharides. Since they cannot be digested, they do not provide the body with nutrients or calories;
2. What is the difference between insoluble and soluble fibres? – Insoluble fibres are found in whole grains, nuts, and leafy green vegetables, while soluble fibres are present in legumes, oats, fresh fruit, and onions;
3. How does fibre benefit heart health? – Fibre regulates cholesterol levels by preventing its absorption and aiding in its removal from the body, which contributes to heart health and reduces the risk of cardiovascular diseases;
4. How does fibre help with weight management? – Fibre increases satiety by slowing down absorption of food.

Pages 168-169

Give examples of processed food.

Sample answers

Canned foods, frozen meals, chips, sugary drinks, packaged food, breakfast cereals, processed meat.

7.

1. F, Fats are the most calorie-rich nutrients;
2. T;
3. T;
4. F, They are considered healthier fats as they can help lower bad cholesterol levels;
5. T;
6. F, Our body needs small amounts of vitamins and they are not all produced by our body;
7. T;
8. T;
9. F, They are inorganic and our body cannot produce them;
10. F, It supports muscle and nerve function.

8.

1. f;
2. i;
3. h;
4. b;
5. j;
6. a;
7. c;
8. g;
9. d;
10. e.

Type of Protein	Function	Examples
Messenger proteins	Transmit signals from one cell to another	Hormones like insulin and adrenaline

- 9.**
 1. substance; 2. cholesterol; 3. arteries; 4. vessels; 5. habits; 6. drinks; 7. levels; 8. healthy; 9. weight; 10. check-ups.

Pages 170-171

10.

Sample answers

1. How often should a person eat for a healthy diet?; 2. What percentage of daily calories should come from carbohydrates, fats, and proteins?; 3. Why is it important to vary food choices?; 4. What are some unhealthy eating habits that should be avoided?; 5. What is the purpose of the food pyramid?; 6. Why do different food pyramids exist?

11.  91

.....
 Nutritionist: Good morning! How can I help you today?
 Patient: Good morning, doctor. I want to eat more healthily, but I find food labels confusing. Could you explain how to read them?

Nutritionist: Of course! Food labels provide important information about the nutritional value of a product. Do you check them when you shop?

Patient: Not really. I usually just look at the calories.

Nutritionist: Calories are important, but you should also check the macronutrients – carbohydrates, proteins, and fats. Look for products with less saturated fat, sugar, and sodium.

Patient: I see. What about the ingredients list?

Nutritionist: Good question! Ingredients are listed in descending order by weight. If sugar or unhealthy fats appear at the top, it means the product contains a lot of them.

Patient: And what do all those percentages mean?

Nutritionist: Those are % daily values. They show how much a nutrient contributes to a daily diet based on a 2,000-calorie intake.

Patient: That makes sense! Should I avoid additives and preservatives?

Nutritionist: Not all additives are bad, but try to limit artificial colours, flavours, and preservatives. Natural, whole foods are always a better choice.

Patient: Thank you! I'll start paying more attention to food labels.

Nutritionist: That's a great step towards a healthier lifestyle! Let me know if you have any more questions.

Adapted from: <https://www.hy-vee.com/recipes-ideas/advice-how-tos/wellness/nutrition/answers-to-diet-questions>

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 1. Look at macronutrients like carbohydrates, proteins, and fats; 2. Choose products with less saturated fat, sugar, and sodium for a healthier diet; 3. Ingredients are listed in descending order by weight; 4. Avoid products where sugar

or unhealthy fats are among the first ingredients; 5. These show how much a nutrient contributes to a daily diet based on a 2,000-calorie intake; 6. Avoid artificial colours, flavours, and preservatives when possible.

12.  What Happens When You Stop Eating Sugar? | The Human Body posted by Insider Tech

.....
 So, when you decide to stop eating sugar, and when I say stop eating sugar, stop eating a lot of added sugar from things like soda, and cookies, and candy, a few physiological changes happen within hours. The hormonal levels shift. Your levels of a hormone called insulin will start to come down. It's what we call an anabolic hormone; it favours building up body mass or retaining fat. It's really, really hard to lose weight and to burn fat for calories when you've got a lot of insulin circulating. But when you stop eating a lot of sugar, it makes it a lot easier for your body to access stored fat and burn it for energy. Over a few days and weeks, you'll notice that the lipid levels in your blood start to drop, especially stores of fat in your blood called triglycerides. And that's really important because having high triglycerides can contribute to your risk of heart disease and sometimes, you'll also see other cholesterol levels go down, especially that bad cholesterol, which is called LDL. Another important change that we see, over prolonged periods of time, is that your palate changes. And so, things that used to taste normal to you in terms of their sweetness level will start to taste really unpleasantly sweet, and your palate adjusts to require a lot less sugar to feel satisfied. Your palate changing will make it easier for you to sustain that change in your diet because you're not going to crave as much, and sweet things don't taste as good to you as they might have before.

-
 1. physiological changes; 2. insulin; 3. burn fat for calories; 4. stop eating sugar; 5. start to drop; 6. LDL cholesterol; 7. to taste unpleasantly sweet; 8. crave as much.

Unit 5.5 **Speed**

Pages 172-173

- 1.**
 1. F, It describes motion without considering the forces that cause it; 2. T; 3. F, In a long amount of time; 4. T; 5. F, The velocity would be zero; 6. T; 7. F, It depends also on the direction; 8. T.

2.

1. physics; 2. forces; 3. acceleration; 4. position; 5. distance; 6. rate; 7. fast; 8. time; 9. equations; 10. graphs; 11. deceleration; 12. exploration.

3.

1. vector quantity; 2. to measure; 3. position; 4. to speed up; 5. to speed down; 6. amount of time; 7. to maximise; 8. rightwards; 9. downwards; 10. distance.

4.

Sample answer

This is a velocity-time graph that shows how velocity changes over time. It could represent the trend of a race. Velocity increases for the first 4 seconds, it remains constant for the next 3 seconds, and it decreases during the last 3 seconds after, for example, the athlete crosses the finish line.

Pages 174-175

Can you define friction? Search online if necessary.

Friction is a force that opposes the motion of an object when it comes into contact with a surface. It acts in the opposite direction of movement and can either slow down or stop an object.

5.

Sample answers

1. What are some factors that affect speed?; 2. Why is movement generally faster indoors than outdoors?; 3. How do smooth and rough surfaces affect speed?; 4. What effect do wet or icy surfaces have on speed?; 5. How does gravity affect speed on slopes?; 6. How much does a downhill slope affect speed?; 7. Why do rain and snow affect speed?; 8. How does wind influence speed in outdoor conditions?; 9. Why does high altitude affect speed and endurance?; 10. How does altitude at sea level impact speed?

6. ▶ Inertia: Newton's First Law posted by LearnFree

.....
Newton's first law. Newton's first law of motion, also called the law of inertia, wasn't an idea he came up with on his own. He had been thinking about the experiments of another scientist named Galileo and then added his own ideas. In his writings, Newton concluded that an object that's not moving, or still, will remain still, or an object moving, or in motion, will remain in motion, both in a straight line and at a constant speed unless another force acts upon it. Consider this: the

ground and this ball are both still or motionless. The ball won't move unless someone kicks it or picks it up. It moves because a force is applied that changes its state – it goes from being still to being in motion. According to Newton's first law, the ball should continue to roll without stopping, but at some point, it does stop. This happens because the foot's push isn't the only force acting on the ball. There are also other forces affecting it that we might not notice, like friction and gravity. Friction occurs when two moving objects touch each other or if one is moving but the other remains still. It's an opposing force that affects the motion of things. Let's go back to our example. While the ball's rolling, it's rubbing against the grass. Friction makes the ball slow down little by little. The force of gravity is also pulling the ball downwards. Both of these factors affect the ball's movement. When the ball stays still, it's because all of the forces are equal. But when it gets kicked, this greater force causes the ball to move. If gravity and friction weren't there, the ball would keep moving forever, like a rocket in space. That's because of Galileo's concept of inertia: objects at rest stay at rest, and objects in motion stay in motion. Newton confirmed this idea. Objects move in the same direction and at a constant speed unless acted on by a force. Hopefully, this video has given you a good sense of the first law of motion. Feel free to check out our other two videos about Newton's second and third laws.

.....
1. Newton, experiments; 2. unless, state; 3. should, at some point; 4. isn't, friction; 5. friction, opposing; 6. rolling; slow; 7. stays still, equal; 8. inertia, confirmed.

7.

1. downhill; 2. indoors; 3. resistance; 4. uphill; 5. drag; 6. tailwind; 7. rain/snow; 8. headwind; 9. smooth, polished; 10. rough.

Pages 176-177

Can you name any sports which are highly affected by air resistance?

Sample answer

Sailing, baseball, cycling, skiing, tennis, running, parachuting, paragliding, etc.

8.

Sample answers

1. changing direction is essential; 2. minimise wasted effort; 3. strategic in their movements; 4. essential for rapid movements and to have quicker acceleration; 5. the ground or in other directions; 6. the quantity of motion; 7. gravity and air resistance; 8. involve projectile motion.

9. 95

The Importance of Acceleration and Deceleration in Sports

Field-based sports like football involve a lot of sudden changes of direction, whether to avoid a defender, make a run into space, or quickly switch the direction of play. Being able to accelerate and decelerate quickly allows a player to execute these movements effectively and efficiently. The ability to accelerate quickly can help a player create space for themselves or close down space for their opponent. For example, a quick burst of speed can help a forward get past a defender or a midfielder close down an opposing player with the ball. Accelerating quickly is essential for counterattacks, where a team quickly transitions from defence to attack. A quick burst of speed can help a team catch their opponents off guard to create scoring opportunities. Decelerating is important for recovery, allowing a player to slow down and regain their balance after making a fast run or change of direction, which can be especially important for defenders who need to quickly change direction to keep up with attackers. Finally, mastering acceleration and deceleration can help prevent injuries. Players who can quickly and efficiently change direction are less likely to over-extend themselves, suffer muscle strains or other injuries.

Adapted from: <https://statsports.com/the-locker/maximum-acceleration-and-decelerations-significance-for-an-athletes-physical>

Activity	Aim
Change of direction	To avoid a defender, make a run into space, or quickly switch the direction of play.
Creating and closing gaps	To create space for themselves or close down space for their opponent.
Counterattacks	A team can quickly transition from defence to attack.
Recovery	A player can slow down and regain their balance after making a fast run or change of direction.
Injury prevention	Players who efficiently change direction are less likely to suffer from muscle strains or other injuries.

10.

Personal answers

Teacher's note

Extra activity

Read the text and answer the questions.

Projectile Motion in Physics

Projectile motion is the motion of an object that is launched into the air and moves under the influence of gravity and, in some cases, air resistance. The object follows a curved path known as a parabolic trajectory due to the combined effects of horizontal and vertical motion.

The key components of projectile motions are:

- **Horizontal Motion (constant velocity)**
 - There are no horizontal forces acting on the projectile (assuming no air resistance)
 - The horizontal velocity (V_x) remains constant throughout the motion
 - The horizontal distance travelled is given by: $x = V_x t$
- **Vertical Motion (acceleration due to gravity)**
 - The only force acting on the projectile vertically is gravity ($g = 9.81, \text{ m/s}^2$ on Earth)
 - The vertical velocity (V_y) changes over time due to acceleration by gravity
 - The vertical displacement is given by: $y = V_y t - gt^2$

The time to reach the highest point occurs when $V_y = 0$, and the total time of flight depends on the initial velocity and launch angle.

Adapted from: <https://openstax.org/books/physics/pages/5-3-projectile-motion>

1. What is projectile motion?
2. What does a parabolic trajectory occur due to?
3. What remains constant during horizontal motion?
4. What is the formula for the horizontal distance in horizontal motion?
5. What force acts on vertical motion?
6. What is the formula for vertical displacement?
7. What does $V_y = 0$ refer to?
8. What does the total time of flight in vertical motion depend on?

Keys

1. It is the motion of an object launched into the air and which moves under the influence of gravity and air resistance;
2. To the combined effects of horizontal and vertical motion;
3. Horizontal velocity;
4. $x = V_x t$;
5. Gravity;
6. The vertical displacement is given by: $y = V_y t - gt^2$;
7. It refers to the moment when the vertical velocity of a projectile becomes zero;
8. On the initial velocity and launch angle.

Pages 178-179

1.

Sport	Physics principles	Examples
Athletics	Force, energy, aerodynamics, Newton’s laws of motion	Running, jumping, throwing
Ball sports	Velocity, gravity, air resistance, Magnus effect	Football, basketball, tennis, golf
Wheel-based sports	Angular momentum, centripetal force, friction	Cycling, skateboarding, motor racing, wheelchair racing

2. ▶ Nyjah Huston demonstrates the physics of skateboarding | Sport Science posted by ESPN

.....
 To examine the physics of skateboarding, we listed the X-Games defending street skate champion, Nyjah Huston.

First, force: Nyjah is able to ollie, up to more than half his own height, because of an imbalance of forces around the board. Foot sensors reveal Nyjah presses down on the tail with nearly 300 pounds of force, about twice his body weight. Acting as lever, the board rapidly rotates around the rear wheels, or the fulcrum, at 600 degrees a second. When the tail makes contact with the ground, an equal and opposite reaction force rebounds the skateboard, giving liftoff. And because gravity exerts an equal force on all objects, Nyjah and his board are able to travel through the air in unison. Next up, friction: the grip tape on top of Nyjah’s skateboard is made from a sandpaper-like silicon carbide material, which actually forms bonds with the molecules on the bottom of Nyjah’s shoes. When airborne, as Nyjah slides to speed, the resistance created from breaking these bonds enables him to control the direction of the board’s motion with a simple kick of a foot. Lasting just 12 hundredths of a second, Nyjah can bring the skateboard to the optimum height and rotate the board at about 1800 degrees a second – that’s as fast as a helicopter would.

Finally, balance: when Nyjah grinds, he has to pinpoint 1200 pounds of landing force on a surface only about half the width of a hockey puck. Even though Nyjah’s arms account for only 12 percent of his total mass, they’re crucial for balance. While gymnasts tuck in their arms to

increase angular velocity, Nyjah’s arms extend as he grinds down the rim. This increases the total mass away from the pivot point, creating a higher moment of inertia. In other words, a greater resistance to changes in rotation. The end result? Better balance, a perfect landing, and a regular spot on top of the podium.

Thanks for watching ESPN on YouTube! For more sports highlights and analysis, be sure to download the ESPN app. And for live streaming sports and premium content, subscribe to ESPN+ right now.

.....
 1. b; 2. c; 3. b; 4. c; 5. a; 6. c; 7. d; 8. b.

Sample answer

- Nyjah’s skateboarding tricks rely on three forces:
- Force:** Nyjah uses nearly 300 pounds of force on the tail of the skateboard, which causes it to rotate rapidly, lifting him off the ground. This force, combined with gravity, helps him stay in the air with the board.
 - Friction:** The grip tape on Nyjah’s skateboard creates friction with his shoes, allowing him to control the board while airborne. This friction lets him rotate the board quickly, up to 1,800 degrees per second.
 - Balance:** When grinding, Nyjah applies 1,200 pounds of force on a small surface. His arm position helps with balance by increasing resistance to changes in rotation, leading to a more stable landing.

Teacher’s note
 The ollie is a skateboarding trick where the rider and board leap into the air without the use of the rider’s hands.

Pages 180-181

Go online to look up the difference between chemical, kinetic, and potential energy. Chemical energy is stored in substances (e.g. muscles, food, fuel) and released during reactions. Kinetic energy is the energy of motion and depends on an object’s speed and mass. Potential energy is stored energy due to position (e.g. height in jumping).

- 3.**
- A jumper’s acceleration depends on the force they apply to the ground and their body mass. A greater force or lower mass results in higher acceleration;
 - When an athlete pushes down on the ground, the ground exerts an equal and opposite reaction force, propelling them upward;
 - This generates more upward momentum and

results in a higher jump; 4. Sprinting speed increases horizontal momentum, and a quick, explosive push at take-off maximises impulse; 5. It refers to the fact that when a jumper leaves the ground, they move in a curved parabolic trajectory due to gravity; 6. Gravity slows the ascent, stops it at the peak, and accelerates the descent; 7. The jumper's muscles contract to generate force that propels the jumper off the ground, converting chemical energy of muscle into kinetic energy; 8. At peak height; 9. Vertical velocity becomes zero because all kinetic energy is now potential energy; 10. Some kinetic energy is absorbed by the ground and body, while some may transfer into forward motion.

4. 98

Potential Energy

Gravity is a force that draws things together. It is what keeps us on Earth and a key factor in how we move. Gravity is a key factor in how we move when we leap. It constantly pulls us downwards, giving us the resistance we need to get off the ground. Potential energy is a form of stored energy that an object possesses due to its position or condition. In the context of jumping, it is the energy associated with an object's height above the ground: the higher an object is, the greater its potential energy. We bend down to get ready to jump, which lowers our centre of mass closer to the ground. Because we are getting lower to the ground, this lowers our potential energy. But our potential energy rises as we push off the ground and go up. We are gaining in height and advancing away from the surface of the Earth, which results in a rise in potential energy. Our potential energy is highest at the top of our jump, right before we begin to descend. This is due to the fact that we have a greater height and a greater distance to travel before reaching the ground. Our potential energy gradually reduces as we begin to descend, while our kinetic energy gradually rises.

Adapted from: <https://school.careers360.com/articles/physics-of-jumping-premium>

-
1. force; 2. downwards; 3. potential; 4. height; 5. mass; 6. go up; 7. highest; 8. kinetic.

5.

1. projectile motion; 2. trajectory; 3. take-off; 4. to maximise; 5. ascent; 6. kinetic; 7. peak; 8. upwards; 9. descent; 10. forward.

Pages 182-183

What does a Newton correspond to?

$1\text{N} = 1\text{kg}\cdot\text{m}/\text{s}^2$

Which of Newton's laws is about inertia?

The first.

6.

1. T; 2. T; 3. F, It is provided by the friction of feet or wheels against the ground; 4. F, It depends on speed; 5. F, They tilt inwards to counteract the outward centrifugal effect; 6. T; 7. T; 8. F, The steeper the banking angle, the greater the support, enabling higher speeds.

7.

1. role; 2. turn; 3. pull; 4. centrifugal; 5. outwards; 6. speed; 7. principle; 8. posture; 9. blades; 10. counteracting.

8.

1. Their body feels an outward pull due to centrifugal force; 2. They lean inwards to stay balanced and avoid slipping outwards; 3. The faster they go, the more they need to lean to stay stable; 4. Higher speed and sharper turns; 5. They use the edges of their blades to grip the ice and stay in control; 6. Because it helps skaters stay more stable and make smoother turns.

Pages 184-185

9.

1. force application; 2. Newton's second law of motion; 3. an object move; 4. momentum gained; 5. greater the momentum; 6. to the ball; 7. half the mass; 8. potential energy; 9. starting speed; 10. air resistance slows.

10. Force, Mass, and Acceleration: Newton's Second Law posted by LearnFree

.....
Newton's second law. Newton's second law of motion says that the amount of force applied to an object affects its speed. For example, when Tony's car breaks down, he'll need to push it. The more force he applies, the faster the car will move. But this law has a second part too. The speed, or acceleration, of an object also depends on its mass – whether it's lightweight or heavier. If Tony pushes his bicycle with the same force he used to push the car, the bike moves faster because it has a lighter mass. There are three elements at play here: force, acceleration, and mass. Mass is the amount of material an object is made of. The weight of an object depends on its mass. In Tony's case, his car has more steel, glass, and aluminium, so it's heavier and more difficult to move than something lightweight like his bike. Let's take another example: shopping carts. Whatever the cart is made out of –

metal or plastic – makes up its mass. When you apply force to an empty cart, it accelerates rather quickly. That's because the mass of an empty cart is lower than a full one. It's easy to push at first, but as you add your favourite foods, the cart slowly becomes heavier. You'll need to apply more force in order to keep it moving forward since the total mass of the cart grows with each item added. Just remember, the amount of force needed depends on how fast you want an object to move as well as its mass. Feel free to check out our video about the third and final law of motion. GCF Global, Creating opportunities for a better life.

-
1. Force and motion; 2. The amount of applied force; 3. Mass; 4. Force, acceleration, mass; 5. Mass; 6. Because it has less mass.

11.

Sample answer

When a ball is thrown, its path follows a parabola. During its motion, two main forces act on it: gravity and air resistance. The ball moves upwards from the moment it is thrown until it reaches its highest point, where its vertical velocity becomes zero. After that, it begins to fall back down. As the ball approaches the ground, its speed increases due to gravity.

Pages 188-189

CLIP TO THE BONE

1.

1. The main focus of *To the Bone* is the emotional and physical journey of a young woman, Ellen, as she battles anorexia; 2. Ellen uses sarcasm and a biting sense of humour to avoid dealing with her family's problems; 3. Because her father is emotionally distant, her mother is absent, and her stepmother is perceived as intrusive; 4. After being dismissed from another treatment centre, Ellen enters a special residential programme for young adults; 5. Dr Beckham is an unconventional and enigmatic doctor whose approach is unorthodox but compassionate; 6. The film explores themes of identity, control, and the desire to be accepted.

2.

1. c; 2. d; 3. f; 4. b; 5. a; 6. e.

3.

.....

Everybody: Hi Ellen.
Luke: Hello.
Doctor: So how this works: this is just an end of day check-in. The morning sessions are a

little more focused. This is just to talk about our struggles and our victories and... any other issues you might have here in the house. Let's start with Pearl.

Pearl: Struggle... I got tubed today and, you know, it hurts. Now I feel all... hot. I can't stop thinking about how many calories are in that drip. They won't say.

Ellen: Fifteen hundred. I looked it up, I was tubed a couple times.

Doctor: Ellen, we try not to crosstalk. We don't talk about numbers or weight or anything like that.

Ellen: Sorry.

Pearl: Fifteen hundred?

Doctor: How are you feeling right now, Pearl? It's ok.

Pearl: I don't know, just... that it's hard getting better.

Doctor: And I'm guessing that you're worried about how you're going to burn it off especially when everybody's here watching you. Do you know why you feel that way?

Pearl: Because I have an addiction.

Doctor: In a way, yes. When the exercises and the rituals kick in, and the cyclical thought about weight takes over, everything else goes away and starving yourself can make you feel euphoric, like a drug addict, or an alcoholic. It's not about "thin enough", right? There's no thin enough. It doesn't exist. What you crave is the numbing of the thing you don't want to feel.

-
1. check in; 2. struggles; 3. hurts; 4. calories; 5. looked; 6. weight; 7. feeling; 8. getting; 9. watching; 10. addiction; 11. exercises; 12. euphoric.

4.

Sample answers

1. Because their loss of weight and very poor diet can cause serious diseases; 2. Because they need to discuss their progress, their fears, feel supported and understood, and guided by a psychologist; 3. Because she doesn't want to be given too many calories that will make her gain weight; 4. He means: "What you really desire is to not feel the emotion you don't want to feel."

Page 190

CASE STUDY

5.

1. iOS and Android; 2. interface; 3. physical activity; 4. meals; 5. vitamins; 6. exercises; 7. workout; 8. community; 9. charts; 10. sense.

Unit 6.1 **Laws and associations**

Pages 192-193

Give examples of illegal actions in at least two sports.

For example, the offside rule in soccer helps prevent unfair advantages by stopping players from 'goal-hanging', i.e waiting near the goal, while the three-second rule in basketball limits how long a player can stay in the key.

1.

1. Rules and regulations are important because they provide clear guidelines for fair play and ensure that each game is played correctly and safely; 2. Governing organisations specific to each sport, such as FIFA, NBA, and NFL; 3. They cover aspects like the size of the field, number of players, and actions that are legal or illegal during competitions; 4. Rules include strict guidelines on tackling, equipment use, and dangerous actions to prevent injuries, especially in high-contact sports; 5. Athletes may need to wear helmets, pads, or other gear to help prevent injuries like fractures; 6. Rules can change if new information shows high injury rates or if new technology can make the game safer; 7. Technology like VAR and instant replay helps reduce human error and improves decision-making during games; 8. They may face suspensions or bans as part of the sport's code of conduct enforcement.

2. 102

Tackling Rules in American Football

Tackling is one of the most fundamental and exciting aspects of American football. It's a critical skill that defines defensive plays and can change the momentum of a game. However, to ensure player safety and maintain fairness, tackling is governed by a comprehensive set of rules. These rules are designed to prevent injuries and ensure that football remains competitive yet safe at all levels. A legal tackle is defined by specific techniques that prioritise safety while allowing effective defense. To execute a legal tackle players must avoid leading with their helmet. Tacklers are taught to "keep their heads up" and "see what they hit", reducing the risk of neck and head injuries. Tacklers should aim below the shoulders and above the knees. Contact with the head or neck

area is strictly prohibited. Additional protections are afforded to players in vulnerable positions, such as quarterbacks in the act of throwing or receivers attempting to catch a pass. Tackling these players in an aggressive or unsafe manner results in penalties. Tacklers are required to use their arms to wrap around the opponent, avoiding collisions that rely solely on body impact.

Adapted from: <https://atavus.com/tackling-rules-in-american-football/>

.....
1. c; 2. e; 3. d; 4. a; 5. f; 6. b.

3.

1. c; 2. a; 3. f; 4. b; 5. d; 6. e.

Pages 194-195

4.

Sample answer

Topic	Description
Athlete rights	Legal rights for fair treatment, equal pay, and safe competition.
Contracts	Outline obligations and protections for athletes, including payment, commitment length, and incentives.
Discrimination	Athletes have rights against discrimination based on gender, race, or religion.
Safety	Protection from risks, serious injuries, and long-term health problems.
Healthcare	Medical protocols and access to healthcare have to be regulated.
Unions	Athletes have the right to form unions and engage in collective bargaining.
Doping and drug testing	Violations can lead to suspensions, fines, or bans.

5. FIFA doping control overview posted by FIFA

.....
Before the match, the doping control officer (or DCO) and her assistant prepare the doping control room, ensuring that it's in perfect condition for the procedure that will later take place. In the 75th minute of the match, the representatives of each team take part in the random draw for the four players who'll be tested after the game. The number

of each token represents the number of a player on the team sheet. It is then the duty of the 14 chaperones to wait for the selected players. After the final whistle, they guide them to the doping control waiting room. Visiting the team dressing rooms or anywhere else is not allowed. For urine testing, the players are given water to drink, and when they are ready to give their sample, they enter the doping control room. According to the FIFA anti-doping regulations, the player should handle the samples herself. The player is accompanied to the bathroom by the DCO or the assistant. After pulling her shorts down to her knees and her shirt up to her bra, the player urinates into the beaker under the supervision of the DCO or the assistant. At all times, the DCO or the assistant must have an unobstructed view of the urine leaving the player's body. The minimum amount of urine required is 90 ml. The sample is divided into bottle A and bottle B. The urine sample needs to be a certain concentration; if it is too diluted, then more volume is needed to find all the substances being tested for. The bottles and boxes are then sealed and put into plastic cases for air travel. Throughout the whole procedure, the player and the team representative have to be present. Both are required to check the forms thoroughly and sign them. That way, if there is an adverse analytical finding, the player cannot say the process was not done properly. In some cases, a player produces less than 90 ml, and this is called a partial sample. This partial sample is sealed in a cover and saved until additional urine can be produced. The player has to stay in the doping control waiting room. For legal reasons and to protect the player's privacy, the bottles and boxes are marked with an identical number. As soon as the player has produced more urine, the first sample is opened again, and then mixed with a second sample and the test is completed in the correct way. Only the doping control officer keeps the names of the players that refer to the samples. The anonymous samples are couriered to a laboratory, where the testing procedure is completed. The results are then sent to FIFA.

-
1. T; 2. F, The players are chosen in a random draw; 3. F, They are not allowed to enter the dressing rooms; 4. F, The player is accompanied to the bathroom by the DCO or the assistant; 5. NG; 6. T; 7. T; 8. NG; 9. T; 10. F, The results go directly to FIFA.

- 6.**
1. commitment; 2. to advocate; 3. treatment; 4. pay, wages; 5. injury; 6. employer; 7. improvement; 8. issue; 9. violation; 10. ban.

7.
Personal answer

Pages 196-197

8.

Sample answers

1. sports activities within their countries; 2. for both professional and amateur matches in Italy; 3. disciplinary actions and resolving conflicts that happen during matches or events; 4. coaching, access to training centres, and financial aid to boost athletic careers; 5. athletes to compete on the world stage; 6. operate across multiple disciplines; 7. gender equality, anti-doping, and sustainability; 8. a tool for learning and global development.

9. 105

.....
Interviewer: The USTA has set a goal of 35 million players by 2035. Can you talk a bit about the aims behind that and the strategies involved in achieving it?

Brian Vahaly: This is an ambitious goal, and that's intentional. We set it to challenge ourselves to think differently about how we grow the game. To achieve it, we've identified three strategic areas of focus: player retention, coaching, and facilities. Each of these areas requires clear objectives, specific tactics, and measurable outcomes that will help drive sustainable participation.

I: Any growth in participation will require more courts and improved facilities. What action is the USTA taking to address this need?

BV: Expanding access to courts is a major priority, and we're putting real resources behind it. We've increased our facility grants to \$10 million – not just to build new courts, but also to resurface ageing ones and ensure existing facilities remain in top condition.

I: Coaching is obviously critical, but why has the USTA identified it as one of the key priorities?

BV: Coaches are the heartbeat of our sport. They're the ones who bring tennis to life for players of all ages and levels. That's why the USTA believes we must do more to support coaching, not just by improving the quality and expertise of coaches, but by increasing the number of them.

I: How is the USTA ensuring that tennis is accessible to all, regardless of background or income level?

BV: Making tennis truly accessible starts with a few key things. First, people need public, playable courts nearby because if there's no place to play, everything else becomes a challenge. Second, we need great, affordable coaches and programming, so that learning the game is not only possible, but welcoming and enjoyable. Third, finding a court and someone to play with should be easy: if it's complicated, people will choose another activity.

Adapted from: <https://www.usta.com/en/home/stay-current/national/a-q-a-with-brian-vahaly-usta-president-and-chairman-of-the-board.html>

1. To reach 35 million players; 2. By focusing on player retention, coaching, and facilities; 3. It requires more courts and improved facilities; 4. \$10 million; 5. Coaches; 6. Improving the quality and expertise of coaches and increasing their number; 7. They must be public, playable, and nearby; 8. Great and affordable coaches and programming.

10.

Organisation	International Olympic Committee (IOC)
Year of foundation	June 23, 1894
Founder	Pierre de Coubertin
Headquarters	Lausanne, Switzerland
Responsibilities	Selecting host cities, working with sport federations, ensuring fair play
Efforts	Anti-doping, gender equality, sustainability
Support programmes	Olympic Solidarity
Motto	"Citius, altius, fortius" (faster, higher, stronger)

Pages 198-199

11.

Sample answers

1. Why is the right to participate in sport considered important at an international level?; 2. What international document first promoted the right to rest and leisure, including participation in cultural and recreational activities?; 3. Which international document recognises the right to take part in cultural life, including sports and physical education?; 4. What does the United Nations Convention on the Rights of the Child say about children's rights related to sport?; 5. What is the European Sports Charter, and what does it promote?; 6. How do European institutions support sport participation?; 7. Does the Italian Constitution explicitly mention the right to sport?; 8. What does Sport Law No. 91/1981 promote?

12.

1. collaboration; 2. development; 3. movement; 4. opportunities; 5. beach; 6. agreement; 7. inclusive; 8. pride; 9. organisations; 10. events.

Pages 200-201

For example, do you know where the Emirates Stadium is? And why it is called that?

The Emirates Stadium is the home ground of Arsenal Football Club. It is named after Emirates Airlines. It was one of the first major football stadium naming deals in Europe, setting a trend for clubs to find big-name sponsors.

1.

Sample answers

1. What is the role of advertising in the world of sports?; 2. Why are TV ads successful?; 3. What is sponsorship?; 4. What can the double advantage of on-site ads be?; 5. What is endorsement and what is its main advantage?; 6. Why are social media and digital ads used?; 7. Why do companies want their name associated with that of a stadium or an arena?; 8. What does the cost of a sports commercial depend on?

2. 108

Brands and Sponsorship: Beyond the Logo

Sponsoring sports events is a crucial tactic in marketing strategies for brands to connect with their audiences authentically and emotionally. It's not just about visibility. It's about creating a narrative that aligns with consumers' values and aspirations. As the marketing landscape evolves, brands need to understand and exploit the innovative and meaningful opportunities that sports sponsorships offer. Traditionally, it was limited to placing logos on clothing, stadiums, and other promotional materials. However, this strategy has evolved, and brands now seek not only visibility or reach but also an emotional connection that strengthens their identity and forges a deep bond with fans. For sports sponsorship to be truly effective, there must be a clear alignment between the brand's values and those of the sponsored event or team. Today's consumers, in fact, are highly aware and critical and can easily sense when a partnership seems forced or opportunistic.

Adapted from: <https://lyc.global/en/ideas/brands-and-sport-events-sponsorships-beyond-the-logo/>

1. crucial; 2. visibility; 3. aspirations; 4. opportunities; 5. promotional; 6. emotional; 7. alignment; 8. forced.

3.

1. with; 2. for; 3. or; 4. to; 5. the; 6. on; 7. so; 8. like; 9. despite; 10. terms.

Pages 202-203

Can you name any other famous endorsements in Italian sport?

Francesco Totti with Pepsi, Valentino Rossi with Yamaha, Federica Pellegrini with Armani.

4.

1. to promote; 2. to trust; 3. brand; 4. commercial; 5. to support; 6. confident; 7. loyal; 8. partnership; 10. visibility; 10. income.

5.

Sample answer

In 2016, Cristiano Ronaldo signed a lifetime contract with Nike, making it the most expensive endorsement deal in sports history, with an estimated value of over \$1 billion. The agreement includes regular payments, performance bonuses, and product royalties, particularly from his personal brand, CR7, which features football boots, clothing, and other merchandise. Ronaldo has worked with Nike since 2003, and his global popularity, combined with his talent on the pitch, made him an ideal long-term partner. The deal has significantly boosted Nike's global sales and brand visibility, especially in football markets across Europe, Asia, and the Americas. This endorsement highlights the power of athlete branding and how a single figure can have a massive impact on a company's image and commercial success.

6.

1. c; 2. f; 3. a; 4. e; 5. b; 6. d.

Pages 204-205

7.

Media rights	
Aspect	Details
Definition	Legal agreements for broadcasting sporting events
Sellers	Sports leagues, clubs, event organisers
Buyers	Television networks, streaming platforms
Advantage for sellers	Major source of income

How money is employed by sellers	To pay players' salaries and organise competitions
Popular sports that are aired	Football, basketball, tennis, American football
An example of expensive agreement	English Premier League's TV rights
Impact on fans	Easier access to watch sports, but it can be expensive
New buyers	Amazon Prime, Netflix, DAZN
What social media platforms add to the game	They share live clips or highlights
Future trends	More digital streaming and more personalised viewing experiences

8. 🎧 How Much Do Clubs Make in Broadcasting Income? *posted by Tifo Football by The Athletic*

Teacher's note

The video was released in 2017, so figures may be different, but it gives a good idea of the money involved in the business.

.....

This summer has seen the financial power of the Premier League come into focus once again, with a number of clubs breaking their previous transfer records during the months of June, July, and August. In attempting to understand the reasons behind England's financial dominance, one must look at the benefit of the TV rights deal. The latest Premier League TV rights deal kicked in during the 2016/17 season, and saw clubs earn a record windfall of 5.14 billion pounds. Compared from the deal three years earlier, it represented a 71% increase for broadcasters according to the BBC, with Sky paying 83% more than it did the last round, three years ago. The money is split up in three key ways. Domestic TV money is estimated to be worth around £1.7 billion pounds per season. 50% of this is divided equally and is worth roughly £35 million per club (or one Alex Oxlade-Chamberlain). A further 25% is merit-based and earned dependent on a club's final league position. The team that finishes bottom of the Premier League will receive roughly 1.9 million pounds, with a further 1.9 million pounds for each place above that. For example, the Champions earn roughly 38 million pounds and 10th place earns 21 million pounds. The remaining 25% is divided up among clubs depending on how often they appear on live TV

broadcasts and is also known as ‘facility fees’. Each team receives £1 million per TV appearance and is guaranteed a minimum of 10 million per season, even if they appear less than 10 times. Beyond that, is the overseas rights, which add a further £780 million to the pot per season. This is dished out equally to each Premier League club and earns them roughly 39 million pounds per season. All in all, this helps produce some staggering incomes for Premier League clubs. Taking last season as an example, Champions Chelsea earned a £150.8 million for winning the title. Relegated Sunderland earned an equally impressive £93.471 million. The ratio between highest and lowest earning clubs last season was 1.61 to 1, the lowest among Europe’s top leagues, which means the Premier League is more equal when it comes to sharing revenue than its rivals. For example, Spain had at one time seen Barcelona and Real Madrid enjoy a lion’s share of the funds. This season Atletico Madrid won the league and they collected €42 million, compared to €140 million for Real Madrid and Barcelona, and 18 million for Almeria. In 2016, however, a renegotiation saw the structure change to the following parameters. A 50% equal share for all 20 clubs in La Liga, 25% merit-based on how clubs finish in the table of the last 3 years, and 25% according to the resource generation ability of clubs. However, don’t expect a glut of spending in Spain. Their 3-year deal still represented half of what the Premier League collects during the same period for domestic rights. While reliance on the money fluctuates from club to club, a piece in the Daily Express estimated Bournemouth, Watford, and Swansea, as the three clubs most reliant on TV money, and Manchester United the least reliant.

.....

1. 2016/17; 2. £5.14; 3. 71%; 4. £1.7 billion; 5. £35; 6. £1.9; 7. facility fees; 8. £10 million; 9. £780 million; 10. £39 million; 11. 1.61; 12. 50%.

Pages 206-207

9.

1. Athletes earn money through their salary from the teams or clubs they play for, endorsements, and bonuses based on their performance, such as scoring goals or winning championships; 2. The sport, the athlete’s skill level, and the popularity of the league; 3. It is a legal agreement between an athlete and a team or organisation outlining terms like salary, duration, and benefits; 4. Contracts include clauses about injuries, behaviour, and sponsorship obligations; 5. It refers to male athletes earning much more than female athletes; 6. The 2019 Women’s World Cup, when the US Women’s National Team sued the US Soccer Federation for equal pay.

10.

1. sources; 2. pay; 3. endorsements; 4. athletes; 5. sponsorship; 6. opportunities; 7. brands; 8. dollars; 9. support; 10. prestige.

11. ● Fixing the Gender Gap in Sports posted by Bloomberg News

.....

This has been a catalyst year for women’s sports, with record-breaking numbers around the world. The appetite has never been bigger, but they’re still playing for a fraction of what men get paid. Now, let’s take a look at why that is and how it can possibly change.

Tennis has been light years ahead of other sports in terms of equal pay, with every major tournament offering equal prize money for men and women since 2007, a fight pioneered by Billie Jean King in 1973, when she successfully threatened to boycott the US Open. So, why has tennis been able to achieve something no other global sport has yet to figure out? Well, the major tournaments for men and women are played in the same place at the same time, so it’s easy to cultivate the same fan for both sides. In fact, in some cases, the women outdrew the men. According to Nielsen, at the 2021 US Open, the women’s match was watched by nearly 2.5 million viewers, and the men’s drew just under 2.1 million. So, are the two related: equal pay and audience popularity? The simple answer is yes, but things are much more complicated than that.

Soccer has seen perhaps the biggest equal pay fight in sports since Billie Jean King. After a three-year battle, the US Women’s National Team finally came to an agreement with US Soccer this May on a deal that would give them equal pay as the men for the same appearances. The fight was long but justifiable, and not just because of their on-the-field dominance, being four-time World Cup champions and having four Olympic gold medals. This team is popular, and people tune in to watch them play. They own the record for most-watched soccer game in US history for the 2015 World Cup final, which 25.4 million people tuned into. And in 2021, a down year from any major tournaments, they averaged 435,000 viewers per game, on par with the men who averaged 599,000 on a year where they were looking to secure their first World Cup berth since 2014. With this new deal, the US joins five other countries as national teams that have promised equal pay for their men’s and women’s soccer teams, a feat that seems years away when looking at league play. The payout is incredibly different, and there is a massive drop-off in viewership.

According to Nielsen, in 2021 the MLS Cup was watched by nearly 1.2 million people, while the NWSL final was about half of that at 535,000 viewers. So, why the drop-off? Well, when you

take a look at broadcast deals, they don't even compare. The MLS currently has a TV deal worth more than 90 million dollars a year to play on ESPN, Fox, and Univision, and the NWSL just signed a deal worth 2.5 million a year for their games to be shown on streaming services such as Paramount+ and Twitch. Accessibility could be the key here to the gap in viewership. Playing on major networks versus playing on streaming services that not everybody has access to could hinder fans from watching. It's hard to be a fan of a game you can't watch. So, a way to get more consistent viewership is by giving fans access to the games, but that may take a leap of faith from broadcasters. But it's proven for the national team, so it isn't impossible.

1. Because major tournaments for men and women are played in the same place at the same time, making it easier to cultivate the same fan base for both; 2. It led to a historic agreement in 2022 where the US Women's National Team secured equal pay with the men's team for the same appearances. It brought significant attention to the gender pay gap in sports and inspired other national teams to promise equal pay; 3. TV deals greatly affect viewership because men's leagues have high-value contracts with major networks like ESPN and Fox, offering broader accessibility. Women's leagues have smaller deals mostly with streaming services, which fewer people have access to, resulting in lower viewership; 4. They could offer women's games on major TV networks instead of limiting them to streaming platforms.

Personal answers

Unit 6.3 Careers and opportunities

Pages 208-209

How would you define the term "fanbase"?
 A fanbase is a group of loyal supporters or followers of a particular person, team, artist, or brand, especially in sports, music, or entertainment.

1. It often begins at a very young age when children discover a passion for a particular sport and join local teams or clubs; 2. Early training helps develop basic skills and builds the foundation needed for higher-level competitions; 3. They can participate in school sports, regional

competitions, and youth academies, where they are coached and possibly scouted; 4. Physical preparation, skill practice, recovery routines, good nutrition, and mental preparation; 5. Education allows athletes to continue learning while competing, especially in schools or universities with strong sports programmes that can help them turn professional; 6. By performing well in high-level competitions, getting noticed by scouts or agents, and possibly being signed by clubs or drafted into leagues; 7. Agents help manage contracts, sponsorships, and media relations; 8. Athletes must stay healthy, avoid injuries, improve constantly, manage their image, make wise career decisions, and often work with coaches and advisors.

2. 1. professional; 2. broke; 3. titles; 4. player; 5. captured; 6. beat; 7. ascending; 8. ranking; 9. game; 10. disciplined.

3. 113

The Importance of Formal and Informal Education for Professional Athletes

In the fast-paced and physically demanding world of professional football, the importance of training the mind and body is well recognised.

Formal education, i.e. school or university, impacts athletes' success, including their athletic outcomes, cognitive abilities, decision-making skills, and personal growth. Learning enhances athletic performance by sharpening cognitive abilities and decision-making skills both on and off the field. Athletes with higher levels of education, in fact, often demonstrate stronger mental focus and strategic thinking. These abilities help them process information more quickly, respond more effectively to changing situations, and make smarter decisions during competitions. This cognitive edge can lead to improved performance, better adaptability under pressure, and potentially longer, more successful careers in sports.

Informal education, which happens naturally through daily life experiences, can include a non-academic book, attending a writing course, or participating in activities that improve personal growth and intellectual stimulation. These activities contribute to a player's overall development and can have a profound impact on their success in sport and beyond. Also, the benefits of learning extend well beyond an athlete's playing career. For example, athletes who have invested in conversational skills find themselves well-prepared for life after their professional career.

Since education plays such an important role in the development of athletes, many actively engage in continuous learning, seeking opportunities to

expand their knowledge and develop new skills, thus augmenting their abilities on the field.

Adapted from: <https://russellstreetreport.com/2023/05/30/street-talk/education-in-sports/>

-
- athletic;
 - decision-making;
 - cognitive abilities;
 - mental focus;
 - thinking;
 - changing situations;
 - performance;
 - more successful;
 - overall development;
 - abilities.

Pages 210-211

Who is a mentor?

A mentor is someone with experience and knowledge who supports and guides another person, usually someone younger or less experienced. In sports, a mentor helps an athlete grow both professionally and personally. They offer advice, encouragement, and honest feedback.

4.

1. T; 2. T; 3. F, They assist with managing athletes' public image and media presence; 4. F, They help with academic support, mental health, media coaching, and more; 5. F, They help athletes perform at their best mental condition; 6. T; 7. T; 8. F, Analysts interpret data to find trends and improve team strategies.

5.

1. manager; 2. analyst; 3. event coordinator; 4. advisor; 5. advisor; 6. agent; 7. agent; 8. statistician; 9. manager; 10. agent.

6. 115

The Role of Sports Nutritionists

A sports nutritionist plays a vital role in supporting athletes' health and performance through personalised nutrition strategies. One of their main responsibilities is to evaluate and analyse an athlete's dietary habits, body composition, and energy balance to ensure alignment with performance and health goals. Based on these evaluations, they offer expert advice on optimal nutrition throughout different phases of training, competition, and recovery. They help athletes manage body mass, body fat, and muscle mass, guiding them towards levels that support both performance and well-being. Nutritionists also create customised meal and snack plans to help athletes reach their short- and long-term performance targets. Hydration is another key area, where they develop and teach proper hydration protocols for various training and competition scenarios. Sports nutritionists address common nutritional challenges such as food allergies, gastrointestinal problems, iron deficiency, and bone mineral imbalances. They may also provide medical nutrition therapy when needed and offer guidance during recovery from illness or injury.

Working as part of a larger medical or performance team, sports nutritionists collaborate with physicians, coaches, and families to provide comprehensive care. They assist in coordinating with programmes for athletes dealing with issues like disordered eating and support educational efforts by developing useful resources.

Lastly, they evaluate dietary supplements, including herbal products, for legality, safety, and effectiveness, and monitor their proper use to ensure they support the athlete's goals without putting their health at risk.

Adapted from: <https://www.shpndpg.org/about-us/what-is-a-shpn-rd/sports-dietitian-job-description>

Main responsibilities	Areas/Challenges addressed	Collaboration
<ul style="list-style-type: none"> Evaluation of dietary habits, body composition, energy balance Offer expert advice on nutrition Help manage body mass, body fat, and muscle mass Create customised meal and snack plans Develop hydration protocols Address common nutritional challenges Provide medical nutrition therapy Guide recovery from illness or injury 	<ul style="list-style-type: none"> Dietary habits Body composition Hydration Food allergies Gastrointestinal problems Iron deficiency Bone mineral imbalances Recovery Disordered eating Dietary supplements 	<ul style="list-style-type: none"> With physicians, coaches, families With programmes for athletes with issues Support educational efforts

Pages 212-213

7.

Sample answers

1. What skills does a coach need?; 2. How can someone become a coach?; 3. Why is it important for a coach to stay updated?; 4. What are the

characteristics of a referee?; 5. What is needed to become an athletic trainer or a strength and conditioning coach?; 6. What does an athletic trainer do?; 7. How do strength and conditioning coaches help athletes?; 8. What is the role of a personal trainer?

8.

1. athletic trainer; 2. training session; 3. warm up; 4. recovery; 5. training plan; 6. dietitian; 7. injury; 8. off-season; 9. improvement; 10. strength and conditioning coach.

9.  117

.....
Sports journalist: Thank you for joining us today! Can you tell us what an athletic trainer does specifically for volleyball players?

Athletic trainer: Of course! For volleyball players, my role is to prevent injuries by educating them on proper warm-ups, stretching, and hydration. I also provide immediate care when injuries occur during games or practice and help develop personalised recovery plans to get them back on the court safely.

SJ: What are the most common injuries you see in volleyball players?

AT: The most common injuries are ankle sprains, knee problems, shoulder overuse injuries, and finger jams. Volleyball requires quick lateral movements and repetitive overhead actions, which can strain these areas.

SJ: How do you help players prevent these injuries?

AT: I focus on teaching correct techniques, ensuring they do proper warm-ups and cool-downs, and incorporate strength and flexibility exercises targeting vulnerable areas like ankles, knees, and shoulders.

SJ: What role do you play during matches?

AT: During matches, I'm on the sidelines ready to provide immediate treatment if a player gets injured. I also monitor players for signs of fatigue or stress to prevent injuries before they happen.

SJ: How important is hydration and nutrition in injury prevention and recovery?

AT: It's vital. Proper hydration keeps muscles functioning well and reduces cramps, while good nutrition supports muscle repair and energy levels. I often work with dietitians to help athletes optimise their diet.

SJ: Thank you for sharing your expertise. It's clear that your role in keeping athletes healthy is crucial.

AT: Thank you! It's always a pleasure to talk about the work we do behind the scenes.

.....
1. prevent, stretching; 2. care, matches; 3. knee, finger; 4. techniques, cool-downs; 5. muscles, cramps; 6. nutrition, dietitians.

10.

Personal answers

Pages 214-215

11.

Sample answers

1. research, report, and write about sports

events, athletes, and related news; 2. turn complex game details into interesting and understandable content for readers, viewers, or listeners; 3. the sports they write about; 4. provide analysis, and share information that helps viewers understand the flow of the game; 5. the events as they happen; 6. strategies, player personalities, and key moments; 7. excellent speaking skills and quick thinking; 8. working irregular hours, handling live pressure, and constantly adapting to new technologies and media.

12.  Top 3 tips to Sports Commentary by Peter Furst posted by Camera House

.....
The opportunities for sports commentary are really evolving. Now that cameras are more available, you're finding even your local community games are being filmed, and there's opportunities there to be able to do commentary on them. Then, all sorts of produce – highlights, packages afterwards – and make it look just like it does – back in my day – on Sports Tonight or on Fox Sports.

Here are my tips if you're starting out for how you can get into sports commentary.

To be a good communicator, it's important to consume other communication. Read as much as you can. It will improve your vocabulary, it'll help you in constructing meaning and being able to convey it accurately. That would be my number one tip: read as much as you can.

Number two: you've actually got to get used to your voice. It's the tool that you're gonna use. You've got to know how low you can go; you've got to know how high you can go. You need to know what it sounds like. You need to know how to use your timing and your rhythm. Make it your tool, use it like it's an instrument. And listen to it. Listen back to it and get comfortable with it, because once you're comfortable with it, you can just use it the same way you use a guitar or a saxophone, depending on your voice.

When I first started out, Maddie White – who now is the Head of Sport for Channel Ten – took me aside and helped me with my voicing. What he said is: you need to be as enthusiastic as you can. Go over the top. Learn what range you have so then you know where you can pull it back to. And then you practise. Practise reading scripts. Pick up a book. Practise verbalising it. The more you practise, the more you'll be able to clearly express what you want to express.

.....

Tips	Description
Read as much as you can	Improves vocabulary, helps in constructing meaning and conveying it accurately
Get used to your voice	Know your voice range, use timing and rhythm, listen back to it, get comfortable with it
Be enthusiastic	Learn your range, practise reading scripts and verbalise them, clearly express what you want to express

13.

Personal answer

Pages 218-219

CLIP AIR

1.

1. c; 2. a; 3. f; 4. e; 5. b; 6. d.

2.

.....
 Sonny Vaccaro: *This is his fourth and maybe his last time. Dean Smith didn't even start freshmen. Michael's only the third freshman to start for the guy. And what does he do? He puts the ball in the hands of an 18-year-old freshman. Why? Because Dean sees the same thing that I see, the same thing that Lynwood Robinson saw. Greatness. I don't want to sign three players, I want to sign one. I want to sign him. We build a shoe line around just him. We tap into something deeper, into the player's identity. Into that.*

Rob Strasser: *What's that mean?*

SV: *That he doesn't wear the shoe, he is the shoe. The shoe is him.*

RS: *You want to anthropomorphise the shoe? Put little legs and arms on it?*

SV: *Have you seen the Arthur Ashe commercial? "This is the racket that I won Wimbledon with, that you could've bought it". We do that, but with a shoe.*

RS: *I'm gonna blow a quick 20 right here, ok? It's gonna cost too much money.*

SV: *No, no if we bet it all on one guy.*

RS: *Too risky. You want the whole budget?*

SV: *The whole budget.*

RS: *Can't do that. We're gonna spread it across three or four players, I've said that.*

SV: *We have 250k, we can get him for 250k.*

RS: *Guess who else has 250k. Adidas has 250k, too, ok? So even if we were to offer him \$ 250.000, Adidas would be able to match it. Meanwhile, all our other prospects have signed with other teams. Plus, Jordan*

has made it abundantly clear, painful clear, that he doesn't want to come here. So, you would have to have a pretty compelling pitch. Do you have that?

SV: *Yeah, I can tell him the one thing the other companies can't compete with. Our basketball division is fucking terrible.*

RS: *I do not love it.*

.....
 1. start; 2. hands; 3. greatness; 4. shoe; 5. identity; 6. wear; 7. commercial; 8. cost; 9. risky; 10. spread; 11. offer; 12. prospects; 13. companies; 14. love.

Teacher's note

- Dean Smith was Jordan's coach when he started playing at college at North Carolina.
- Lynwood Robinson was a freshman member of the 1982 UNC team who was recruited the same year as Jordan.
- The expression "I'm gonna blow a quick 20 right here" means "I'm going to bet \$20 right now", implying you are sure about the outcome of your bet.

3.

1. He's talking about Michael Jordan, who was only the third freshman ever to start for Dean Smith. Sonny sees greatness in him; 2. Sonny suggests using the whole \$250,000 budget to sign up only Michael Jordan instead of spreading it across multiple players; 3. Rob says other companies like Adidas also have \$250,000. Besides, Jordan has already shown he's not interested in Nike; 4. Sonny suggests building the entire shoe line around Jordan and making the shoe part of his identity: "He doesn't wear the shoe, he is the shoe"; 5. Rob sarcastically asks if Sonny wants to put little legs and arms on the shoe; 6. He believes Nike's struggling basketball division is actually an advantage because they can offer Jordan something unique that other companies can't.

4.

Personal answers

Page 220

CASE STUDY

5.

Sample answers

1. When was HBO launched and what industries did it influence?; 2. What significant step did HBO take in 1991 related to sports broadcasting?; 3. Which famous boxers were featured in HBO's broadcasts during the 1990s and 2000s?; 4. What record-breaking boxing event did HBO air in 2007?; 5. What made HBO's boxing coverage stand out from others?; 6. Why did HBO stop broadcasting boxing?

Unit 7.1

Top moments in history and society

Pages 222-223

Guess what the Olympic Charter is.

Sample answer

The Olympic Charter is the foundational document of the Olympic Movement, defining its fundamental principles, rules, and laws. It governs the organisation, actions, and operations of the Olympic Movement and sets the conditions for the celebration of the Olympic Games.

1.

1. 1936; 2. 1948; 3. 2016; 4. 1936; 5. 1972; 6. 1936; 7. 2024; 8. 1972; 9. 1936; 10. 1972.

2.

1. j; 2. b; 3. k; 4. g; 5. i; 6. d; 7. c; 8. h; 9. l; 10. e. Extra: a, f.

3.

Sample answers

In 1936 Germany was ruled by the Nazi leader Adolf Hitler, who wanted to establish the superiority of the Arian race over the others. The fact that an Afro American athlete won most of the competitions was felt by Hitler as a danger, as this could make people realise that the idea of race superiority was wrong.

In 1948, World War II was just over and the countries involved were trying to recover from it. As the Olympic Games were organised in London, defeated countries were not invited. This reflected the hatred of Britain and the allied countries towards Germany, which was responsible for the beginning of the war, and Japan, which had strongly opposed the USA, a British ally, during the conflict.

The conflict between Israel and Palestine saw a moment of particular harshness at the beginning of the 1970s. In 1972, it burst out in a terrorist attack; like most attacks of this kind, terrorists took advantage of having a lot of people gathered together for an event with great visibility, which could bring their issues to the foreground.

The conflicts in Syria and in a number of countries in Africa prevented athletes from these countries from continuing training and

practising their sport and participating in international competitions. The creation of the first Olympic Refugee Team was a mirror of this situation and led people to be aware of the difficulties of athletes living in some parts of the world which are constantly at war.

Pages 224-225

What did the acronym USSR stand for?

USSR stood for Union of Soviet Socialist Republics, in Italian “Unione delle Repubbliche Socialiste Sovietiche” o Unione Sovietica (URSS).

4.

1. capitalism; 2. communism; 3. propaganda; 4. proof; 5. long-term; 6. boycott; 7. bloc; 8. ally.

5. ● The 1980 Moscow Olympics Boycott | Flashback | NBC News posted by NBC News

Teacher’s note

Pre-teach the following words and expressions:

- to reel from: *vacillare per*
- coup: *colpo*
- to westernise: *occidentalizzare*
- to sit well: *essere in armonia con*
- Chairman: *Presidente*
- counter-insurgency: *contro-insurrezione*
- to dig in for war: *prepararsi alla guerra*
- turnout: *partecipazione*
- to bristle: *irritarsi*
- bandwagon: *carro del vincitore*
- to have a go at: *provare*

.....
Anchorwoman: *The United States Olympic Committee voted to boycott the Summer Olympic Games in Moscow...*

Narrator: *In 1979 Afghanistan was already reeling from a violent coup: the new communist leader Hafizullah Amin had plans to westernise a largely Muslim country and quickly became the target of a widespread effort to remove him from power. None of this sat well with the USSR or its powerful Chairman Leonida Breznev, who feared that the uncertainty in Afghanistan would diminish the Kremlin’s influence in Central Asia. Soviet troops arrived on Christmas Eve of 1979 to back the counter-insurgency and dug in for war.*

Anchorman: *Soviet troops were all over the place in Afghanistan today.*

Narrator: *The action was met with condemnation*

from all around the globe. US President Jimmy Carter issued an ultimatum.

President: ... and I have notified the Olympic Committee that with Soviet invading forces in Afghanistan neither the American people nor I will support sending an Olympic team to Moscow.

Narrator: Breznev didn't back down and the Moscow Games proceeded with the smallest turnout of any Olympics in decades and while the boycott had widespread international support, many athletes bristled, feeling like the Olympics should transcend politics.

Sue Reeves: You can look anywhere around the globe and you'll find a problem where help is needed, where we could jump on a bandwagon if you like and I think it's just a little unfortunate that we've chosen now the Olympic Games to have a go at.

Narrator: In response to that boycott, the USSR counter boycotted the 1984 Olympics in Los Angeles; the country would eventually return to Olympic competition in 1988, but Soviet troops remained in Afghanistan until '89, some estimates put the number of deaths during that conflict at nearly 2 million people.

-
- 1. c; 2. i; 3. g; 4. j; 5. d; 6. b; 7. a; 8. e; 9. h; 10. f.

6.

1. "Ping-pong diplomacy" refers to the exchange of table tennis players between the USA and China; 2. It was promoted in the early 1970s; 3. They were a symbol of the good will of establishing better relationships between the two countries; 4. Yes, the "ping-pong diplomacy" is widely recognised as a significant example of the power of sports in promoting peace and good relationships among nations.

Pages 226-227

What is Afrikaans?
It is a language spoken in southern Africa, derived from the form of Dutch brought to the Cape Colony by Protestant settlers in the 17th century, and an official language of South Africa.

7.

1. F, In South Africa; 2. T; 3. T; 4. F, Public services were separated; 5. F, He was released in 1991 and was awarded the Nobel prize for Peace in 1993; 6. T; 7. F, It lasted 28 years; 8. T; 9. T; 10. F, South Africa has reached excellent results in rugby.

8. ● The story behind the 1968 Olympics podium protest posted by KGW News

Teacher's note
Pre-teach the following words:

- bead: *perlina*
- lynching: *linciaggio*
- swift: *rapido*
- to boo: *fischiare*
- to breach: *infrangere*
- scrutiny: *indagine*
- pall bearer: *portatori del feretro*

.....
Narrator: October 16th, 1968. American Tommy Smith had just won the 200 m race with a world record time. Fellow American John Carlos finished third. It was a historic day that was just getting started. A little context.

The games were taking place only months after the assassination of Dr Martin Luther King, Jr and Vietnam war protests were picking up. Both Smith and Carlos wanted to use their platform to shine a spotlight on civil rights issues. Smith and Carlos went to the podium shoeless, wearing black socks to represent black poverty, wore beads to protest lynchings, and as the "Star Spangled Banner" played, each raised a black gloved fist to show support to black people and oppressed people around the world. The reaction was swift and ugly. The pair got booed when the anthem ended and the IOC president sent them home saying they breached the fundamental principles of the Olympic spirit. Back home, the pair faced abuse, even death threats, and their athletic careers were essentially over. Smith is now a public speaker. Carlos, a retired track coach; now, in their mid-seventies, both remain committed to raising awareness about human rights issues and helping others break barriers.

Anchorwoman: The third man on the podium, Australian Peter Norman wore a badge in support of Smith and Carlos and faced severe scrutiny when he returned home. He never competed in the Olympics again and, when he died in 2006, both Smith and Carlos were pall bearers in the funeral.

-
- 1. assassination/death; 2. rights; 3. shoeless; 4. socks; 5. beads; 6. booed; 7. President; 8. threats; 9. careers; 10. awareness; 11. supported; 12. compete.

9.

Sample answers
The two actions were similar because they both involved the Olympic Games, which are world-scale competitions and give great visibility. The main difference is that South Africa's ban was decided by a governing body, the International Olympic Committee, in response to the state's apartheid policy, while Smith and Carlos's gesture was a private action.

In my opinion, the actions were effective, because.../ were not effective because.... (personal answers)
Other ways in which sport can effectively help to fight racism are... (personal answers).

Pages 228-229

Where does the word *hooligan* come from?

There are several theories for the origin of this word. One of these says that the word may have originated from the surname of a turbulent Irish family in a song of the 1890s. Another theory says that the word came from Patrick Hoolihan (or Hooligan), an Irish thief who lived in London.

Can you explain in what ways pre-sold tickets and the improvement of stadiums may make supporters at the stadium feel safer?

Sample answer

Pre-sold tickets, combined with CCTV, make it easier to identify and track people attending matches; moreover, the improvement of stadiums, with better layout and infrastructure for separating opposing fans and managing crowds more effectively, may be very useful in contributing to a safer environment.

10.

1. g; 2. c; 3. d; 4. h; 5. a; 6. b; 7. f; 8. e.

11.

1. Attending sport events sometimes becomes a display of bad emotions and frustrations, leading to violent and destructive behaviour; 2. It is a phenomenon involving violent and destructive behaviour by groups of football club supporters; 3. It gained significant prominence in the United Kingdom during the 1970s and '80s; 4. They intimidated and physically attacked supporters of opponent teams; 5. They crashed shop and car windows, set fire to rubbish bins, and overturned cars; 6. At the Heysel Stadium, a wall crashed on a crowd of supporters who were trying to escape from violent attacks from Liverpool hooligans; 7. Thirty-nine people were killed and six hundred were injured; 8. Liverpool was banned from all European competitions for six years, one year more than the other English clubs; 9. The Sporting Events Act was introduced in 1985 and prohibited alcohol consumption in stadiums; the Football Spectators Act of 1989 introduced football banning orders to stop individuals from attending matches; 10. Other measures included campaigns aimed at promoting responsible behaviour among supporters, the introduction of control systems such as CCTV, and measures such as pre-sold tickets and the improvement of stadiums.

12.

1. attending; 2. dangerousness; 3. accessing; 4. criminal; 5. safety; 6. violent; 7. participation; 8. powerful.

Pages 230-231

How much can participation in the America's Cup cost, in your opinion?

The cost for taking part in the America's Cup ranges from 100 million to 300 million dollars per team.

Where was the last edition held, and when will the next one be?

As of 2026, the last edition was held in 2024, and the next one will be in 2027.

13.

1. Super Bowl, New York Marathon; 2. America's Cup; 3. Royal Ascot; 4. Super Bowl; 5. America's Cup; 6. Royal Ascot; 7. Super Bowl, New York Marathon; 8. Royal Ascot; 9. New York Marathon; 10. America's Cup.

14.

1. f; 2. h; 3. e; 4. d; 5. b; 6. g; 7. c; 8. a.

15. 124

A Royal Ascot Eventing Guide

Royal Ascot is Britain's most valuable race meeting, hosting 35 races over five days in June. It attracts world-class contenders from all over the world to compete for over £10 million of prize money; so it is not surprising that the Royal Ascot brings together the sport's best representatives.

Racing at Ascot was established by Queen Anne in 1711; the founder Queen is today commemorated in a race that bears her name, the Queen Anne Stakes, which has been run as the opening race of the week since 2008.

Participants at Royal Ascot must follow a dress code: ladies must either wear a dress or skirt falling just above the knee or longer, with a top worn under a jacket or pashmina, or a suit made of trousers and a matching jacket. Hats must be worn; fabrics like chiffon are permitted.

Gentlemen are required to wear a suit of black, grey or navy material, a waistcoat, and a tie. Patterns of a patriotic nature, for example a national flag, are acceptable. They must also wear a black or grey hat and black elegant shoes worn with socks covering the ankle.

The organisation wishes all guests may feel as comfortable as possible during their visit, so if

particular medical conditions prevent guests from adhering to the Royal Ascot's dress code, they are warmly invited to contact the access officer at accessibility@ascot.com, and will be accommodated wherever possible.

Adapted from: <https://www.ascot.com/royal-ascot/royal-ascot-racing-guide>

Teacher's note

A stake horse race is a type of race where horse owners pay an entry fee, called a "stake", to allow their horse to compete. This money is part of the race's prize money, which can make these races especially rewarding for those involved.

- 35 races; 2. Contenders; 3. prize money; 4. bears her name; 5. the opening race; 6. above the knee; 7. A hat; 8. black, grey, and navy; 9. Patterns; 10. black and cover(ing); 11. comfortable; 12. accessibility@ascot.com.

Unit 7.2 The values of sports

Pages 232-233

Sometimes, great rivalries between athletes in sport develop into strong friendships. Can you think of any athletes who were great rivals and became good friends?

Sample answer

A great historic rivalry was the one between the two cyclists Fausto Coppi and Gino Bartali in the years following World War II. However, there is a famous photo which shows one of them passing a bottle of water to the other on a hard climb during a competition.

Another great rivalry is the one between the two tennis players Roger Federer and Rafael Nadal. After a tennis match where they competed as opponents, they were portrayed crying together, as that was the last match for Federer as a professional before retiring. During the Olympic Games in 2021, Gianmarco Tamberi and Mutaz Barshim reached exactly the same results in the high jump final. Instead of asking for another round, they decided together to share the gold medal.

1.

- dedication; 2. commitment; 3. discipline; 4. cooperation; 5. failure; 6. fair play; 7. cheating; 8. rivalry.

Personal answers

2. 126

Sportsmanship

Like life, sport is tough and not always fair; for this reason, it can be a wonderful training ground for life's challenges. Practising sportsmanship in everyday life can bring significant benefits to individuals, as sport is the key to so much more than just the game, match, or race. The behaviour, mental attitude, and ethics of the person as an athlete is often a mirror of the person as a whole. Good sportsmanship is when people who are playing or watching sports treat each other respectfully: this concerns not only players, but also coaches and spectators. Sportsmanship doesn't mean going easy on opponents, because most of the time aggression or competitiveness are part of the game; however, being a good sportsperson means behaviour is polite and respectful before, during, and after game time. Signs of good sportsmanship include having a positive attitude, shaking hands with opponents before and after the game, supporting teammates and never criticising them for trying and failing, accepting officials' calls and not arguing with them, helping another player who has fallen, accepting a loss without protesting or making excuses. These behaviours and attitudes not only benefit everyone involved in sport but can help promote a more positive, collaborative, and productive working and social community in the wider world.

Adapted from: <https://sportsafeuk.com/blog/promoting-sportsmanship-and-fair-play-essential-values-in-school-sports/>

- tough and unfair; 2. training (ground); 3. a mirror of; 4. players, coaches, and officials; 5. spectators; 6. and competitiveness; 7. with opponents; 8. try and fail; 9. another player who has; 10. officials' calls; 11. protest or make excuses; 12. social community.

3.

- who; 2. both; 3. during; 4. with; 5. though; 6. the; 7. to; 8. for.

Personal answers

Teacher's note

Extra activity

In groups, discuss the following statement and share your opinions with the class.

What makes an athlete great is fair play more than their technical and physical skills.

Pages 234-235

4.

- environmental; 2. resources; 3. care; 4. bloodshed; 5. suffering; 6. values; 7. cruelty; 8. illegal; 9. ethics; 10. traditions.

5. 1. suffering; 2. care; 3. traditions; 4. bloodshed; 5. environmental; 6. resources; 7. cruelty; 8. illegal; 9. ethics; 10. values.

6. 128

Teacher's note

Pre-teach the verb:

- to outlaw: *essere fuorilegge*

Animal Cruelty or Local Culture? Bullfighting Ban Divides France

Bullfighting is already outlawed in most of France. The penal code punishes animal cruelty and abuse with a three-year prison term and a €45,000 fine. However, ten departments in the south and south-west of the country benefit from an exception on the basis that bullfighting is an "uninterrupted local tradition".

It is estimated that a number between 160 and 200 bullfights, known as corridas, are held in those areas each year, with around 1,000 bulls killed in the ring. To put an end to this, a group of members of Parliament have proposed a bill to be effective all over the country with no exceptions. The politicians say bullfighting is a barbaric and immoral practice which has no place in a modern society concerned about animal welfare. They appear to have public support, as a recent survey has showed that around 75 percent are in favour of a ban on bullfighting, which they consider a show based on animal suffering. In an interview released to a French network, animal rights campaigner Sophie Maffre-Baugé said that bullfighting is really an extremely barbaric show and that, in the 21st century, countries should free themselves of such cruelty.

Adapted from: <https://www.rfi.fr/en/france/20221124-animal-cruelty-or-local-culture-bullfighting-ban-divides-france>

1. T; 2. F, Animal cruelty is also punished with three years of prison; 3. F, They are ten south and south-western departments; 4. T; 5. T; 6. F, A survey showed that 75% of people were in favour of the ban; 7. T; 8. T.

Pages 236-237

Search for the video and discuss it with the class.

Personal answers

7. 1. Their bodies' supposed fragility; 2. 1900; 3. Golf and tennis; 4. The Olympic marathon; 5. 1999; 6. It limits visibility and sponsorship opportunities and prevents having female role models; 7. The NCAA basketball tournament; 8. They soon provided better facilities for women players.

8. Nike: Dream crazier #JustDolt, posted by Campaigns of the world.

Teacher's note

Pre-teach the following words:

- to be nuts: *essere matto*
- unhinged: *svitato*
- to dunk: *schiacciare la palla a canestro*
- a hit job: *un lavoro di successo*
- double cork 1080: *il cork è una rotazione eseguita nel freestyle. 1080 è la misura dell'angolo di rotazione, equivalente a tre rotazioni da 360 gradi*

If we show emotion, we're called dramatic. If we want to play against men, we're nuts. And if we dream of equal opportunity, delusional. When we stand for something, we're unhinged. When we're too good, there's something wrong with us. And if we get angry, we're hysterical, irrational, or just being crazy. But... a woman running a marathon was crazy. "...officials tried to pull her off the course." A woman boxing was crazy, a woman dunking crazy, coaching an NBA team crazy, a woman competing in a hit job, changing her sport, landing a double cork 1080, or winning 23 grand slams, having a baby and then coming back for more, crazy. Crazy, crazy, crazy, and crazy. So, if they want to call you crazy, fine, show them what crazy can do.

Sample answers

1. The adjectives and expressions used are: dramatic, nuts, delusional, unhinged, hysterical, irrational, crazy; 2. All of them refer to madness or emotionality; the latter is a quality which is typically referred to women; 3. They are not generally referred to men in the same situations, for example, when they get angry; 4. The video shows women in sports such as American football, soccer, boxing, tennis, basketball, athletics, fencing, swimming, freestyle, weightlifting, gymnastics, and wheelchair racing. They were probably chosen because most of these sports are traditionally done by men, or are generally considered too hard for women; 5. Marathon running was forbidden to women until 1972, as it was believed that the fatigue related to it could harm the women's body. Other episodes of women running the marathon despite the ban were Bobby Gibb in 1966 and Katherine Switzer in 1967. They both enrolled in the race not giving their full name in order to be accepted; Bobbi wore her brother's clothes and was able to finish the race, while Katherine was grabbed while running by one of the judges who wanted her to abandon the race. However, she managed to free herself from the judge and finish the race; 6. Nike is a widely recognised brand in the world of sports; their engagement in a campaign can draw great attention to the issues of the campaign itself. *Personal answer.*

9.

Sample answers

1. They concern how women and girls do not practise enough sport; 2. Because if a girl hasn't participated in sports by age 10, there's only a 10% chance that she will be physically active as an adult; 3. 41% of girls aged between 3 and 17 do not take part in sports; 4. 81% of adult women do not practise sport at all; 5. Girls should be encouraged to take up sports more and they should have more female role models, coaches, and leaders; 6. It was 5.1%.

Personal answer

Pages 238-239

Do you know any case of athletes whose career has been affected by doping charges?

Sample answer

The most recent and popular cases are:

- Ben Johnson, Olympic champion in the 100 metres race in 1988 when he established the world record, was disqualified after the competition for being tested positive to steroids. His medal was given to Carl Lewis and his world record cancelled. He tried to start competing again after the disqualification terms expired, but he was again tested positive in 1993 after a competition, which cost him a lifetime ban.
- Diego Armando Maradona was disqualified twice for doping; the first time in 1991, when he was tested positive for cocaine and disqualified for two years, which was the end of his career in the Naples Football Club. The second one during the World Cup in 1994, where he was found positive to some forbidden stimulating substances, which caused his immediate ban from the competition.
- Alex Schwazer was disqualified for four years after testing positive in an anti-doping control before the 2012 London Olympics. He returned to activity at the 2016 World Race Walking Team Championships, where he won the 50 km event, qualifying for the 2016 Rio de Janeiro Olympics. Before the Olympic Games, FIDAL (Italian Athletics Federation) was informed that Schwazer had again tested positive in an anti-doping control in January 2016 and provisionally suspended him until a final decision. In August 2016, the Court of Arbitration for Sport, considering it his second anti-doping rule violation, disqualified the athlete for 8 years. As a consequence, in addition to not being able to participate in the 2016 Rio Olympics, all his 2016 sporting results were cancelled. Schwazer's case was brought in front of a civil court, too, and Schwazer was discharged of all accusations for not committing the offence. The court accused WADA of samples manipulation. However, his eight-year ban remained in place because the WADA rejected all accusations, so, Schwazer was not able to take part in the Tokyo 2020 Olympic Games.

10.

1. i; 2. a; 3. h; 4. f; 5. g; 6. d; 7. j; 8. c; 9. b; 10. e.

11. Blood doping - Mayo Clinic posted by Mayo

Teacher's note

The video shows some highlights of Lance Armstrong, one of the most award-winning cyclists of our times, during one of the Tour de France competitions which he won. Armstrong was involved in a big doping scandal some years later and his titles revoked (see activity 12).

Pre-teach the following words:

- marrow: *midollo*
- to enhance: *potenziare*
- to get cranked up: *salire alle stelle*
- onslaught: *assalto*

.....
Speaker: *Armstrong wins the time trial and wins the Tour de France!*

Vivian Williams: *In professional sports, the stakes are high: athletes want to win.*

Michael Joiner, M.D.: *It's you versus the clock, you versus the other competitors, you against yourself.*

S: *Too late, is there any stopping of Lance Armstrong in this Tour de France?*

VW: *And there's big money. Some will do whatever it takes to be the best.*

MJ: *We live in a performance-enhanced world so... so we have performance-enhancing drugs in sports.*

VW: *Mayo Clinic Dr Michael Joiner is an anaesthesiologist whose research focuses on understanding elite athletes, how they reach maximum performance. He says it's all about oxygen delivery to the body's tissues.*

MJ: *One of the things that determines the maximum ability of somebody to use oxygen is how many red blood cells they have circulating around in their body. Blood doping is an effort to raise the number of blood cells by taking blood out, storing it, and then reinfusing it later.*

VW: *Red blood cells carry oxygen to the body's tissues. When the stored blood is returned to the body, there's a sudden boost of red blood cells. Those cells carry higher than normal amounts of oxygen to muscles, enhancing performance.*

MJ: *The other thing people do is use a drug called erythropoietin or EPO to boost the body's natural production of red blood cells.*

VW: *An injection of EPO stimulates your bone marrow to make more red blood cells, boosting levels of oxygen getting to your muscles and boosting performance.*

MJ: *Just kind of the body's own factory that makes red cells gets cranked up.*

W: Both techniques are not just for athletic enhancement: they're also needed in the medical world. EPO is used to help keep up red blood counts such as for people on dialysis and removing blood to put back later is common during surgery.

S: You're not going to stop the onslaught of Lance Armstrong...

VW: Still, blood doping for performance enhancement is illegal in the sports world and Dr Joiner suspects that as long as the stakes are high some athletes will be tempted to dope.

MJ: I think the athletes would tell you that they would be happy to not dope if they were convinced the playing field was level.

For Mayo Clinic News Network, I'm Vivian Williams.

.....
1. stakes; 2. anaesthesiologist; 3. drugs/doping; 4. oxygen; 5. number; 6. boost; 7. performance; 8. EPO; 9. illegal; 10. dope.

12.

1. controversial; 2. cyclist; 3. accusations; 4. charged; 5. trafficking; 6. competitive.

Pages 240-241

Search the web to find out what the *Pok Ta Pok* consisted of.

Pok Ta Pok, also known as the Mesoamerican ballgame, was a ritualistic sport played for over 3,000 years by various pre-Columbian civilisations in Central America. It involved teams of players using their hips, elbows, and knees to keep a heavy rubber ball in motion, aiming to pass it through a stone hoop. The game had deep cultural and religious significance: it was a ritual often associated with sacrifice, renewal, and the favour of the gods.

13.

1. competition(s); 2. activities; 3. physically; 4. combat; 5. armour; 6. fishing; 7. honour; 8. rituals; 9. symbolism/symbols; 10. sacrifice.

14.

1. aesthetics; 2. character development; 3. pursuit of excellence; 4. character development; 5. ethics; 6. aesthetics; 7. character development; 8. ethics.

15.

1. b; 2. a; 3. d; 4. c; 5. f; 6. e.

Pages 242-243

Look up some information about Jackie Robinson.

Jack "Jackie" Roosevelt Robinson (January 31, 1919 - October 24, 1972) was an American professional baseball player who became the first Black American to play in Major League Baseball (MLB) in the modern era. Robinson "broke the colour line" when he started playing for the Brooklyn Dodgers in 1947; by hiring him, the team ended racial segregation in professional baseball, which had relegated black players to the Negro leagues since the 1880s.

1.

1. Matches among friends and colleagues, local amateur tournaments, school championships, and bigger sport events; 2. People from disadvantaged groups and marginalised communities; 3. Empathy and tolerance; 4. Being part of, or supporting, a team means having a common goal, sharing rituals associated with that sport and experiences related to it; 5. For building genuine relationships, overcoming barriers, and developing a sense of shared responsibility; 6. Jackie Robinson and Jesse Owens; 7. Understanding, empathy, and respect; 10. They challenge stereotypes and provide hope and aspirations for young people.

2. 133

How Local Sports Shape Community Spirit and Economic Growth

From Friday night football games to youth baseball tournaments, sports are deeply rooted in life in our county. Beyond the excitement on the field, local sports play a powerful role in uniting communities, increasing pride, and even driving economic development. As national trends influence local traditions, understanding the impact of sports on our neighbourhoods has never been more important.

Local sports have long been one of the most important things for community engagement. Whether it's cheering on the high school basketball team or gathering for a Little League championship, these events create opportunities for residents to connect,

celebrate, and support one another, building lasting relationships across generations and backgrounds. In our county, sports are more than just games.

Community involvement often extends to volunteers coaching youth teams, local businesses sponsoring events, and families organising fund-raising. These efforts not only support athletes but also encourage civic participation and pride. By participating in and supporting local sports, residents contribute to a vibrant, connected community where everyone has an interest in the outcome. Moreover, investment in sports facilities and programmes often lead to job creation and infrastructure improvements. Local governments and organisations recognise the value of these projects, not only for their immediate economic impact but also for their long-term contributions to community development. As sports continue to evolve, so, too, does their role in keeping up the economic vitality of our region.

Adapted from: <https://www.sungazette.com/news/2025/07/how-local-sports-shape-community-spirit-and-economic-growth/>

-
1. rooted;
 2. games;
 3. baseball;
 4. communities;
 5. support;
 6. backgrounds;
 7. volunteers;
 8. sponsoring;
 9. investments;
 10. economic.

3.

Sample answers

1. Young people may feel they do not belong to a community because they come from abroad or due to their socio-economic status. Sports can help them feel included in a community for the role they have in it;
2. Sport goes beyond social background, and people can be valued for what they can do, and not the background they come from;
3. Having lived through traumatic experiences, maybe in the family, can make people stay apart from other people for fear of living those experiences again. Sports can help build positive relationships among players and with coaches and trainers that may help overcome distrust of adults;
5. In sports, people are valued for their skills, so physical aspect becomes secondary;
6. In many communities, volunteers coach young people who do not have enough money to enrol in a club; schools organise tournaments students can take part in. In most neighbourhoods there are free playgrounds where children can gather and play on their own.

Pages 244-245

Search the web for some information about endorphins, dopamine, and serotonin.

Endorphins are natural chemicals produced by the body that act as pain relievers and mood improvers. They are released in response to stress or pain and can also be stimulated by pleasurable activities. Endorphins work by attaching to opioid receptors in the brain, reducing the perception of pain and promoting feelings of well-being.

Dopamine is a chemical messenger in the brain that plays a vital role in several bodily functions including pleasure, motivation, movement, and mood, influencing our experiences of reward and reinforcement. Low dopamine levels can be associated with Parkinson's disease, depression, and ADHD; high dopamine levels can be linked to conditions like schizophrenia.

Drugs can cause an increase of dopamine, leading to a strong desire for them and compulsion to repeat actions such as drug taking.

Serotonin plays a crucial role in various body functions, including mood, sleep, digestion, and healing from wounds. Low serotonin levels are associated with depression and other mental health conditions; stress, as well as some medications, like antidepressants, can affect serotonin levels and receptor sensitivity.

4.

Sample answers

1. thanks to the release of endorphins;
2. by improving cardiovascular health, managing weight, and strengthening the immune system;
3. setting and achieving physical goals;
4. through the establishment of a routine;
5. team sports offer opportunities for social interaction;
6. through the re-establishment of the brain's reward system.

5.

Sample answers

1. can be very important;
2. (generally) offer an overall;
3. physical and psychological;
4. physical functions;
5. the endorphins;
6. self-esteem and confidence;
7. a (regular) routine;
8. team sports;
9. drugs;
10. professionals.

6.

1. f;
2. e;
3. a;
4. c;
5. d;
6. g;
7. h;
8. b.

Pages 246-247

Search for the names of these baseball players who escaped from Cuba. Did they have a career in baseball in the USA?

The Cuban national baseball team players who defected in the 1990s were: René Arocha, who was the first prominent player to defect in 1991, after the fall of the Soviet Union; Rey Ordóñez, who defected in 1993, Osvaldo Fernández in 1995, and Rolando Arrojo, who defected during the 1996 Summer Olympics, held in the USA. After their defection, they had a professional career in the Major League Baseball in the USA.

Teacher's note

At the 2024 Olympics, the athletes in the Olympic Refugee Team came from Afghanistan, Cameroon, Cuba, Eritrea, Ethiopia, Iran, Siria, Sudan and South Sudan, Democratic Republic of Congo, Venezuela.

7.

1. f; 2. d; 3. b; 4. e; 5. a; 6. c.

8.

Teacher's note

The article deals with the Commonwealth Games, a multi-sport event held every four years for athletes from the Commonwealth of Nations. They are known as the "Friendly Games" and are the second largest multi-sport event in the world. The Commonwealth Games are also known for their inclusive nature because athletes with disabilities compete as full members of their national teams.

1. T; 2. F, Some of them disappeared between one event and another, while others never showed up; 3. T; 4. F, The article says that some of them might have had serious concerns about their safety, but for others it was a way to search for a better life in a richer country; 5. T; 6. F, Some of them reported religious persecution, others homophobic violence; 7. T; 8. F, They were unable to answer questions about sports.

9.  IOC Refugee Olympic Team | Watch Where We're Going *posted by Nike*

.....
Athlete 1: You ask me where I'm really from? I'll tell you where I'm really from. Come on!

Athlete 2: I'm from the mat.

Athlete 3: From the track.

Athlete 4: I'm from the ring.

Athlete 5: From running two marathons a week.

Athlete 3: From cycling 200 kilometres before the sun sets.

Athlete 5: From being an athlete and a refugee.

Athlete 1: I'm from losing my flag, my country, and my home. But never giving up.

Athlete 2: Yeah!

Athlete 1: That's where we're really from.

Athlete 1: Now watch where we are going.

.....

1. The protagonists of the video are athletes from different sports. They are shown training both in gyms and in natural environments, probably those in their home countries; 2. At the beginning, they say they are from the mat, the track, the ring, from running two marathons a week, and from cycling 200 kilometres a day. They probably want to draw attention to their qualities as athletes; 3. At the beginning of the video an explosion is heard; this recalls war sceneries; 4. At the end, they say they come from being athletes and refugees who have lost their flag, countries, and homes; 5. The Nike company provides sports kits to the IOC Refugee Team; 6. *Sample answer.* The video wants to convey the message that the athletes competing in the Olympic Refugee Team are not less qualified than their colleagues competing for their national teams; they have had more trouble in practising sports than their colleagues because they are from countries where war or local conflicts are always present, but they have never lost faith and continued training. Now they are ready to compete at the Olympic Games with the same dignity as their colleagues.

Teacher's note

Extra activity

The Olympic Refugee team has been the object of controversy for the reasons below. Find arguments for and against these statements and discuss them in class.

- In the event of a medal, they will not be able to sing the anthem of their country of origin, but the Olympic anthem will be played.
- The team is not a complete representation of the global refugee community.

Pages 248-249

What are adaptive sports? Can you name some of them?

Sample answer

Adaptive sports are athletic activities that have been modified or created to enable people with disabilities to participate. These modifications can involve changes to rules, equipment, or playing environment. Examples include wheelchair basketball, rugby and volleyball, sledge hockey, paracycling, and adaptive skiing.

To sum up, what are the differences between the Paralympic and the Special Olympic Games?

Both organisations are recognised by the International Olympic Committee and are meant for athletes with disabilities. However, the Paralympic Games are for elite athletes with a wide range of physical disabilities, while the Special Olympics focus specifically on individuals with intellectual disabilities of all ability levels.

10.

1. The Stoke Mandeville Games for disabled veterans were organised; 2. The Stoke Mandeville Games became international; 3. 1960; 4. Early 1960s; 5. The first International Special Olympics Summer Games were held; 6. The Special Olympics World Games are held (alternating between summer and winter games).

11.

Sample answers

1. Hand cycles are three-wheeled devices that can be operated by a rotating handle and are normally employed in cycling by athletes who cannot use their legs; 2. Blackened goggles have dark lenses; they are mainly used in swimming, but can also be employed in other sports by blind or visually impaired athletes; 3. A sit ski consists of a seat mounted on one or two skis; it is used in ski or snowboard competitions by athletes with limb deficiency; 4. A frame runner is a three-wheeled structure that gives support in athletic competitions to runners who can walk but have severe coordination impairment or serious imbalance problems due, for example, to brain damage; 5. Running blades are prostheses used by athletes with limb deficiency in sports such as athletics, skiing, snowboarding, football, and water sports; 6. A sports wheelchair is particularly designed to be lighter and easier to be moved rapidly by athletes who cannot use their

legs. The wheelchair design varies according to the sport it is destined to: basketball, volleyball, rugby, or tennis.

12. ▶ Special Olympics World Games Berlin 2023 – Highlights posted by Special Olympics Europe Eurasia

.....
Speaker: Athletes! Are you going to blow us away with your skills and your bravery?

Woman: Special Olympics are certainly about joy.

Presenter: I'm getting a hug.

Athlete 1: I feel amazing, it's so much fun, everybody should try it.

Athlete 2: I'm actually proud of myself that I came so far.

Ukrainian girl: I'm really proud that Ukraine has an opportunity to be here and people around the world are supporting us.

Athlete's father: When she was born, I could never have imagined that she would ever do anything like this...

Athlete 3: I think it's the most important event in the world. An amazing week with lots of emotions.

Athlete's father: ...it's incredible.

Athlete's mother: Congratulations!

Athlete 4: It's brilliant! I'm very happy!

Athlete 5: You make a lot of friends and it's very fun. The bonds will never be forgotten, I think.

Athlete 6: Beautiful! Berlin is beautiful, Berlin I love you!

..... Sample answers

1. The phrase expresses the feeling of people waiting for the competitions, who, according to the speaker, will be overwhelmed by the enthusiasm of the athletes; 2. Bravery is the characteristic of the Special Olympics athletes, who have fought their difficulties to take part in the event; 3. Joy refers to the overall atmosphere of the games and the feeling of participants; 4. Amazing refers to the event and to the fact that it is an extraordinary thing for people with disability to be able to take part in it; 5. This phrase shows the feeling of satisfaction and excitement of people who fought against the limits of their disabilities and are now able to take part in an international sporting event; 6. Bonds refers to the fact that the event makes it possible to make friends and keep these relationships alive.

13.

Personal answers

Pages 252-253

CLIP INVICTUS

1.

1. j; 2. e; 3. l; 4. i; 5. n; 6. h; 7. c; 8. f; 9. k; 10. m; 11. a; 12. d; 13. g; 14. b.

2.

Personal answers

3.

Teacher’s note

The Afrikaaners are one of the ethnic groups living in South Africa. They are descendants from the early Dutch colonists and speak a language called Afrikaans.

.....
Brothers, sisters, comrades, I am here because I believe you have made a decision with insufficient information and foresight. I am aware of your earlier vote. I am aware that it was unanimous. Nonetheless, I believe we should restore the Springboks. Restore their name, their emblem, and their colours immediately. Let me tell you why. On Robben Island in Pollsmoor Prison, all of my jailers were Afrikaners. For 27 years, I studied them. I learned their language, read their books, their poetry. I had to know my enemy before I could prevail against him. And we did prevail, did we not? All of us here, we prevailed. Our enemy is no longer the Afrikaner. They are our fellow South Africans, our partners in democracy. And they treasure Springbok rugby.

.....
The correct words are: emblem, decision, vote, enemy, unanimous, democracy, restore, partners, Springbok, comrades, believe, twenty-seven.

4.

1. comrades; 2. believes, decision; 3. vote, unanimous; 4. restore, Springbok, emblem; 5. twenty-seven, enemy; 6. partners, democracy.

5.

Teacher’s note

INVICTUS
poem by W.E. Henley (1875)

Out of the night that covers me
Black as the pit from pole to pole,
I thank whatever gods may be
For my unconquerable soul.

In the fell clutch of circumstance,
I have not winced nor cried aloud.
Under the bludgeonings of chance
My head is bloody, but unbowed.

Beyond this place of wrath and tears
Looms but the Horror of the shade,
And yet the menace of the years
Finds, and shall find, me unafraid.

It matters not how strait the gate,
How charged with punishments the scroll,
I am the master of my fate
I am the captain of my soul.

When Henley was 16 years old, his left leg required amputation below the knee due to complications from tuberculosis. In the early 1870s, after treatment for problems with his other leg, he was told that it would require a similar procedure. Fortunately, he was treated by another surgeon who was able to save his leg after multiple surgical interventions on the foot. While recovering, he wrote the poem *Invictus*, in which Victorian stoicism, self-discipline, and fortitude are widely present. The poem, whose title is a Latin word meaning “unconquered”, mainly describes the author’s perseverance and fearlessness throughout his early life and over twenty months under care and refers to the strength that helped him through a childhood marked by his struggles with tuberculosis. Finally, Henley alludes to the fact that each individual’s destiny depends on each of us, not on the obstacles people face, nor other worldly powers.

Personal answer

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CASE STUDY

6.

1. g; 2. d; 3. c; 4. h; 5. f; 6. e; 7. a; 8. b.

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