

**CAREER
PATHS**

Sports

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Express Publishing

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Book
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Express Publishing

Scope and sequence

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

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1 The soccer field

Guidelines for Field Markings

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

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

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

halfway line

center circle

center spot

touch line

penalty spot

penalty box/area

goal box

goal line

Get ready!

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

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

Reading

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

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

Vocabulary

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

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

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

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

1 corner arc / halfway line

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

2 penalty box arc / penalty spot

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

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

Listening

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

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

7 Listen again and complete the conversation.

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

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

Announcer 1: He 1 _____. He's making his way across the 2 _____.

Announcer 2: But will he go all the way?

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

Announcer 2: A defender meets him at the 4 _____.

Announcer 1: He 5 _____ his shot. It's blocked!

Announcer 2: But the ball rolls over the 6 _____!

Speaking

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

USE LANGUAGE SUCH AS:

He's running ...

Who has ...

The ball is ...

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

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

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

Writing

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



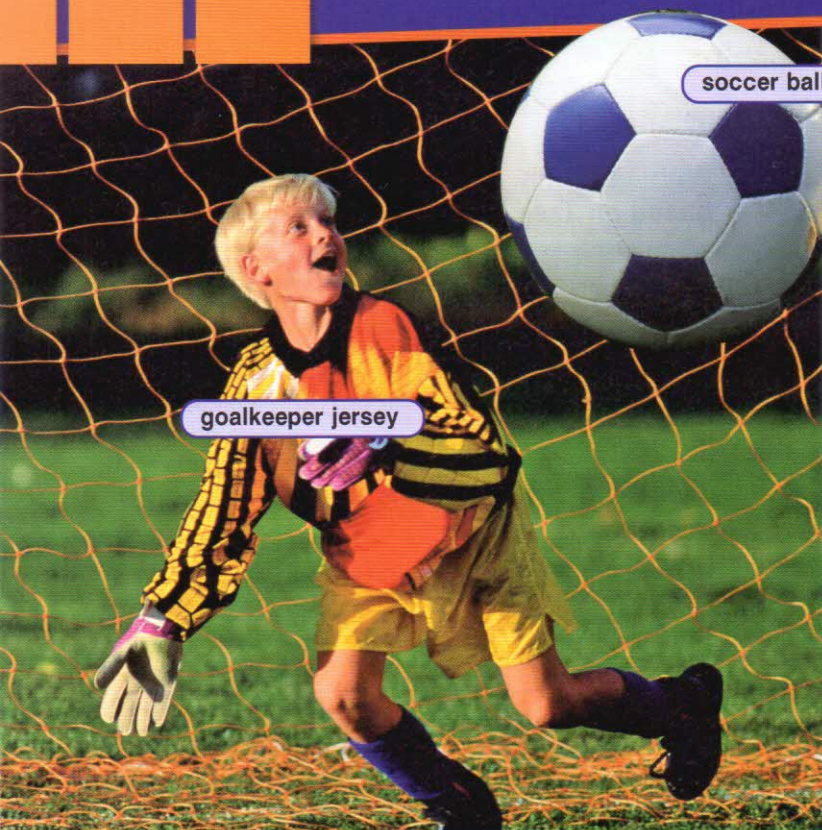
SPORTS FOCUS

Exciting Play

There was an exciting play early in the second half.

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

Doyle _____ . However, the defender _____ .



Get ready!

- 1 Before you read the passage, talk about these questions.
- 1 What does a soccer player wear when playing?
 - 2 What are worn for safety?

Reading

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

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

A shinguards	C a soccer ball
B shorts	D a goal

HARRISON'S SPORTS SUPPLIES

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

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

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

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

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

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

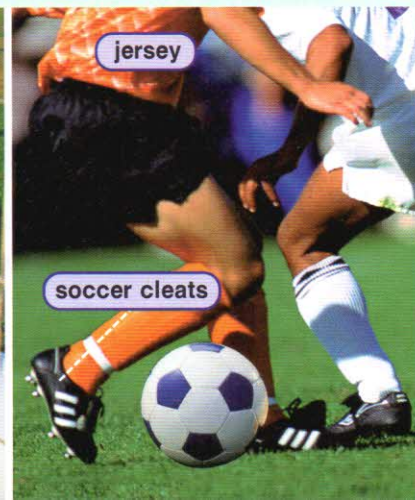
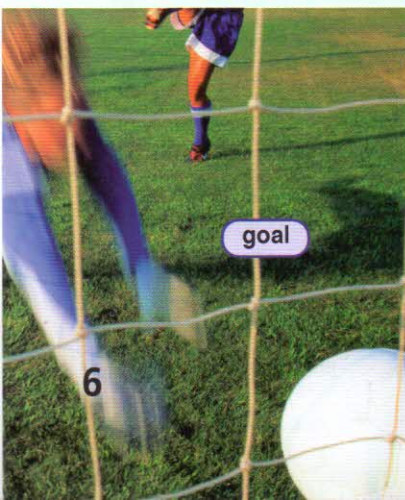
Vocabulary

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

Word BANK

net goal jersey
soccer cleats shorts corner flag

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



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

1 He kicked the ball used in soccer games to his teammate.

_ o _ _ _ r b _ _ l

2 The player's protective equipment protected her from her opponent's stray kicks.

_ h _ _ _ u _ _ d _

3 The ball landed in the net mounted on poles and bars, and the score was 1-0.

g _ _ _

4 The goalkeeper was easy to see because of his special shirt for goalkeepers.

g _ _ l _ _ e _ _ _ _ e _ s _ y

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

Listening

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

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

7 Listen again and complete the conversation.

Customer: Excuse me, can you 1 _____ with something?

Clerk: Sure. What are you looking for today?

Customer: I need some equipment for my son's 2 _____.

Clerk: Okay. What do you need?

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

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

Customer: 5 _____ can you have them printed?

Clerk: They 6 _____ done by next Thursday.

Speaking

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

USE LANGUAGE SUCH AS:

Excuse me ...

How soon ...

They should be ...

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

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

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

Writing

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

Harrison's Sports Supplies

Order Form

Clothing:

15 jerseys

15 _____

30 _____

2 _____

Goals and nets:

2 _____

4 _____

Field equipment:

15 soccer balls

4 _____



HOME

ABOUT US

SERVICES

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JACKSONVILLE TIDAL WAVES TEAM ROSTER

Ryan Bomine

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

Adam Larkson

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

Taylor Sansa

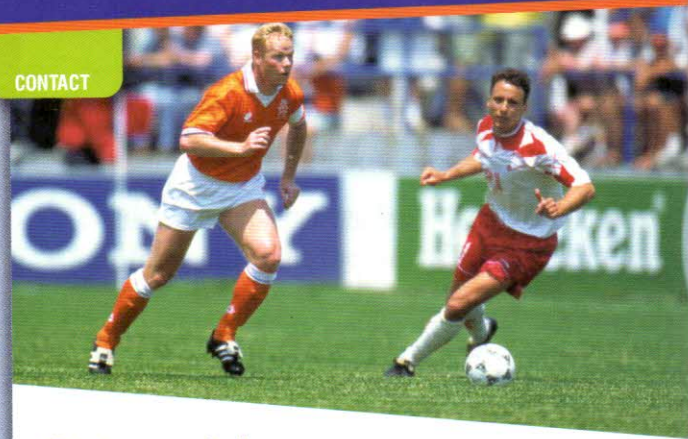
Taylor is a **defender**. He prefers to play the **fullback** position. He also plays **sweeper**. Taylor is an excellent defender in both positions.

Bud Travila

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

Vick Davies

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



Get ready!

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

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

Reading

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

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

Vocabulary

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

- 1 — defender
- 2 — winger
- 3 — midfielder
- 4 — goalkeeper

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

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

Word BANK

forward fullback goalie
striker sweeper wingback

Offensive players	Defensive players
_____	_____
_____	_____
_____	_____

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

Listening

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

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

- 7 Listen again and complete the conversation.

Sports Fan 1: I think I've figured out almost all the 1 _____.

Sports Fan 2: Good. Does 2 _____ make more sense to you now?

Sports Fan 1: Yeah. There's only one thing I'm 3 _____.

Sports Fan 2: What is it?

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

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

Sports Fan 1: It's still confusing. They have 5 _____ names.

Sports Fan 2: You'll get 6 _____ eventually.

Speaking

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

USE LANGUAGE SUCH AS:

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

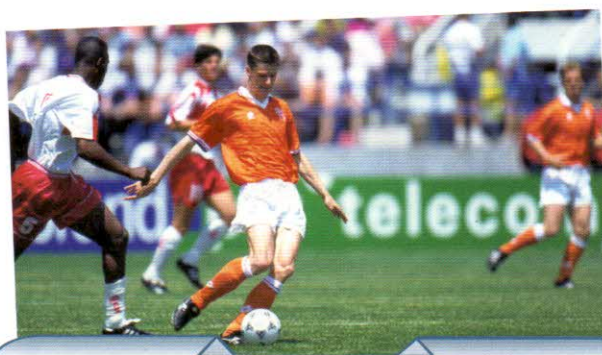
Student A: You are learning soccer positions. Talk about:

- where players stand on the field
- what players do

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

Writing

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



Howard Blight, fullback: _____

George Alsip, goalie: _____

Omar Easton, striker: _____

Paul Cooper, sweeper: _____

4 Soccer: Rules 1

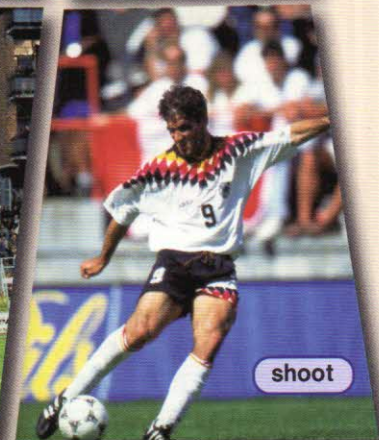
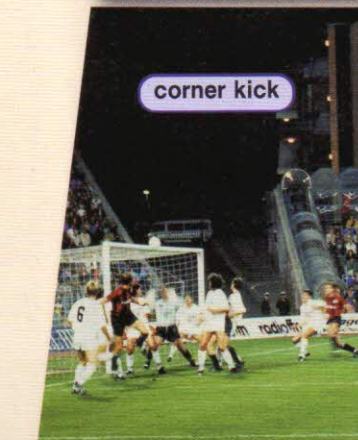
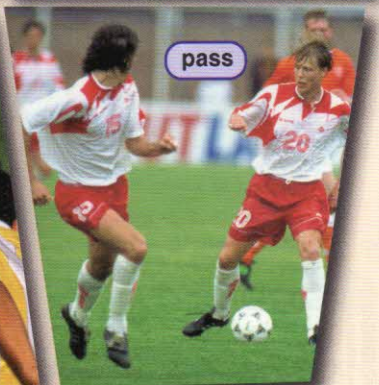
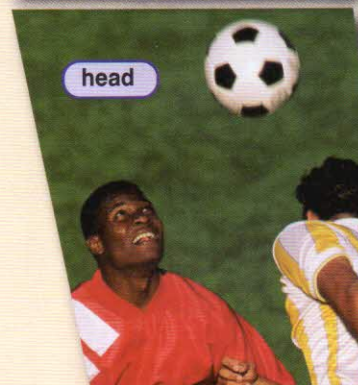
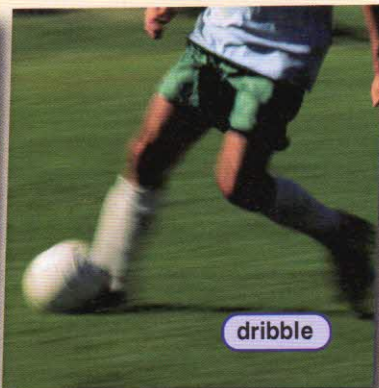
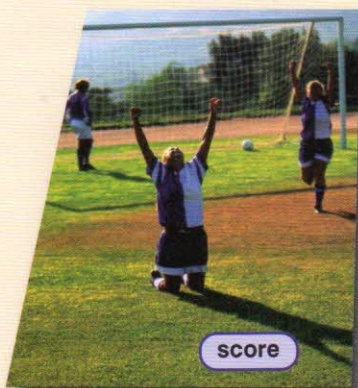
Soccer Rulebook Rules of Play

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

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

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

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



Get ready!

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

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

Reading

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

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

Vocabulary

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

Word BANK

head pass throw in
cross dribble shoot

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

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

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

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

Listening

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

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

7 Listen again and complete the conversation.

Assistant Coach: What should we focus on in 1 _____ today?

Coach: The plan for today is to work on 2 _____.

Assistant Coach: Okay. Should we practice heading?

Coach: No. We'd better practice 3 _____ first.

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

Coach: Yeah. We're going to work on dribbling and passing 4 _____.

Assistant Coach: 5 _____. It seems like everyone is really improving.

Coach: Yeah. I just hope we can get it together for the 6 _____.

Speaking

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

USE LANGUAGE SUCH AS:

What should we ...

We'd better ...

I just hope ...

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

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

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

Writing

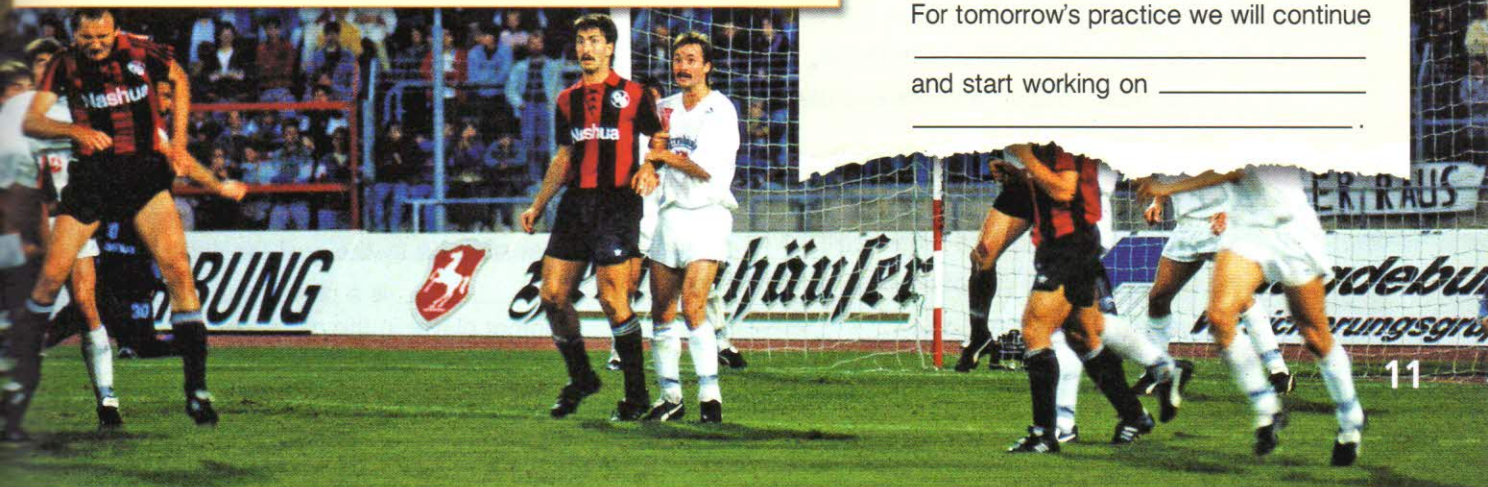
9 Use the rulebook and the conversation from Task 8 to fill out the coach's practice notes.

Friday

Today the team _____

Players really improved their _____ but still need to _____

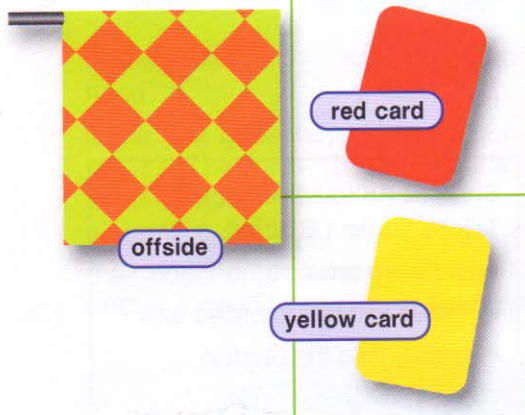
For tomorrow's practice we will continue _____ and start working on _____



by Andrew
Chenman

Sports Report

Tidal Waves sweep Avalanches Away



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



Get ready!

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

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

Reading

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

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



Vocabulary

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

Word BANK

handball substitute out of play
offside penalty kick

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

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

1 yellow card / red card

A A _____ is issued to eject a player from the game.

B A _____ is issued as a warning to a player.

2 steal / slide tackle

A Players attempt to _____ the ball from the opposing team.

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

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

Listening

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

1 ___ A player just received a yellow card.

2 ___ The injured player left the game.

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

7 Listen again and complete the conversation.

Fan 1: Hey, can you 1 _____ what just happened?

Fan 2: Yeah. Vick Davies just got a 2 _____.

Fan 1: No way! What did he do?

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

Fan 1: Is the other guy hurt?

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

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

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

Speaking

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

USE LANGUAGE SUCH AS:

Can you tell me what ...

No way!

I think it was ...

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

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

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

Writing

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



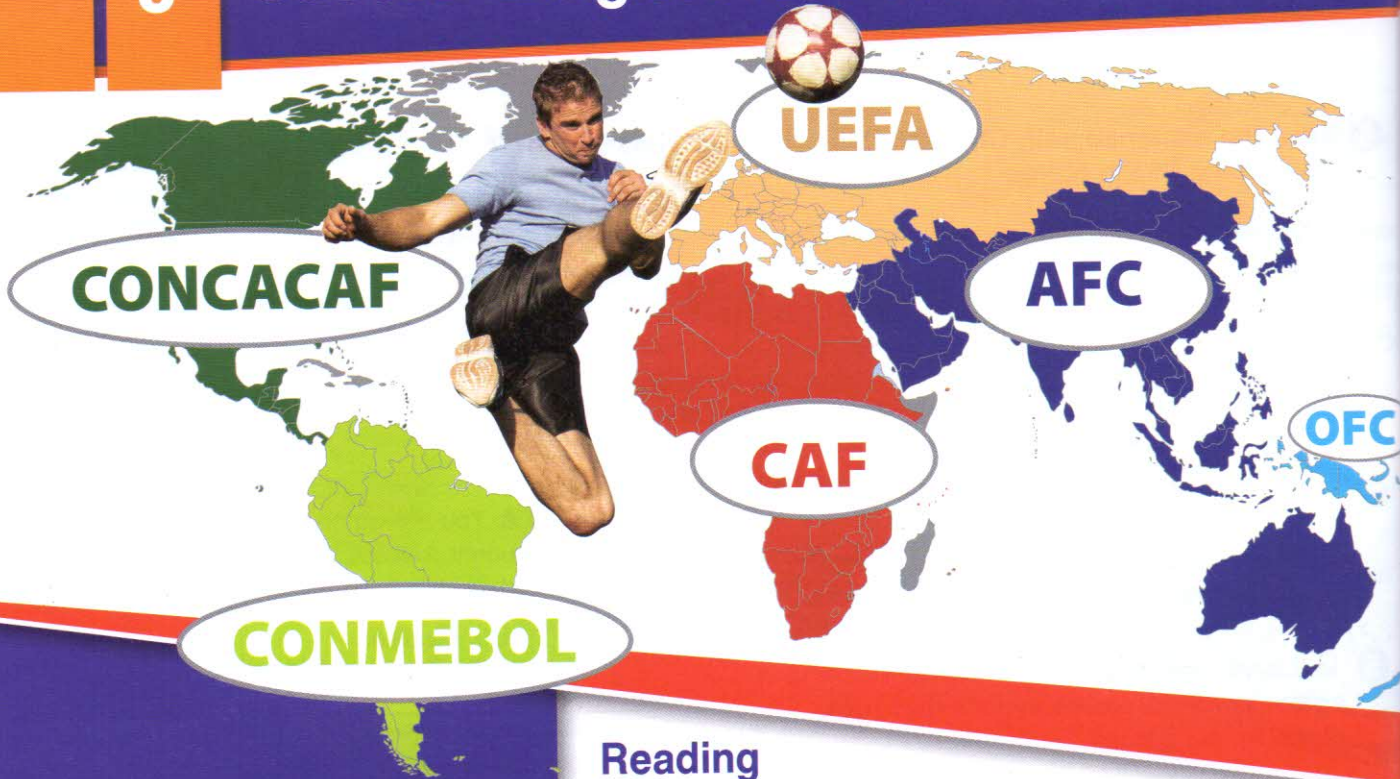
Gunners crush Red Devils

by Ron Marjers

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

The Gunners were awarded _____ when _____.

That kick gave them a 3-0 lead.



Zapp Cable Company Sports Packages

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

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

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

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

Get ready!

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

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

Reading

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

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

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

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

Vocabulary

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

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

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

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

1 qualify / elimination

- A Teams that do not win games face _____ in tournaments.
 B A team can _____ for tournaments by winning many games.

2 World Cup / OFC

- A The _____ is a competition between teams from all FIFA associations.
 B The _____ has its headquarters in New Zealand.

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

Listening

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

- ___ The World Cup is the man's favorite soccer competition.
- ___ The woman prefers a different competition than the man.
- ___ The man only expects to watch the championship game.

7 Listen again and complete the conversation.

Fan 1: Are you excited about the World Cup 1 _____?

Fan 2: 2 _____.

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

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

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

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

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

Fan 2: Not 6 _____. Just the last few matches.



Speaking

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

USE LANGUAGE SUCH AS:

Are you ...
 Don't you ...
 I prefer ...

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

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

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

Writing

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

Dear Peter,

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

I'm hoping to get tickets to _____ because _____.

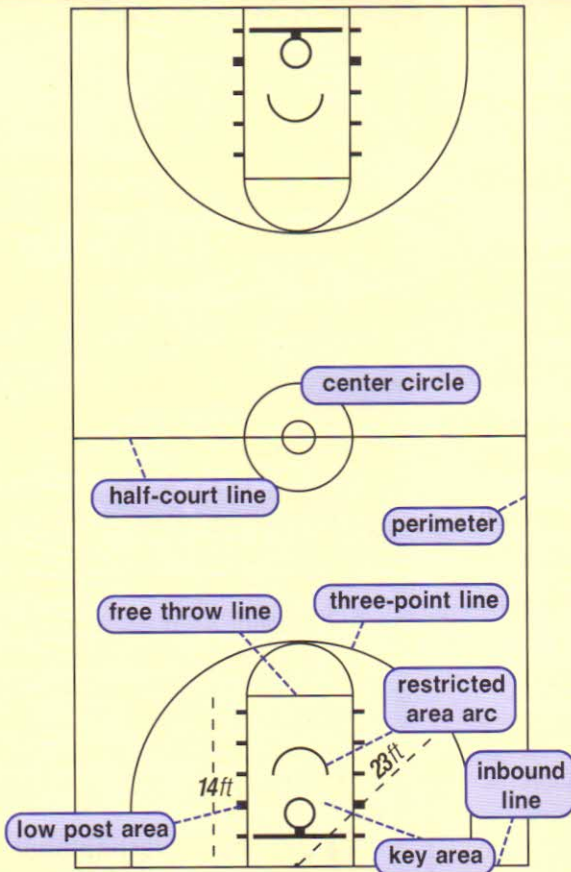
Are you going to watch _____?

Sam

Guidelines for Basketball Court Dimensions



basketball court



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

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

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

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

Get ready!

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

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

Reading

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

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

Vocabulary

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

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

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

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

1 half-court line / center circle

- A The _____ divides the court.
 B The _____ is in the middle of the court.

2 three-point line / free throw line

- A The _____ is used after a foul.
 B A basket from the _____ earns more points.

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

Listening

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

- 1 ___ The woman shot well during yesterday's game.
 2 ___ The man thinks the woman took too many shots from behind the three-point line.
 3 ___ The team will work on getting the ball into the key area.

7 Listen again and complete the conversation.

Coach: Let's talk about yesterday's game.
Player: Okay. I wasn't 1 _____ .
Coach: Well, you took too many shots from behind the 2 _____ - _____ .
Player: I know. I couldn't get to the 3 _____ .
Coach: You don't have to do it all yourself. We need to pass more.
Player: 4 _____ , I'm sorry.
Coach: Don't apologize. We'll just 5 _____ plays to get the ball nearer the basket.
Player: 6 _____ .

Speaking

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

USE LANGUAGE SUCH AS:

Let's talk about ...
I was/wasn't shooting ...
We need to ...

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

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

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

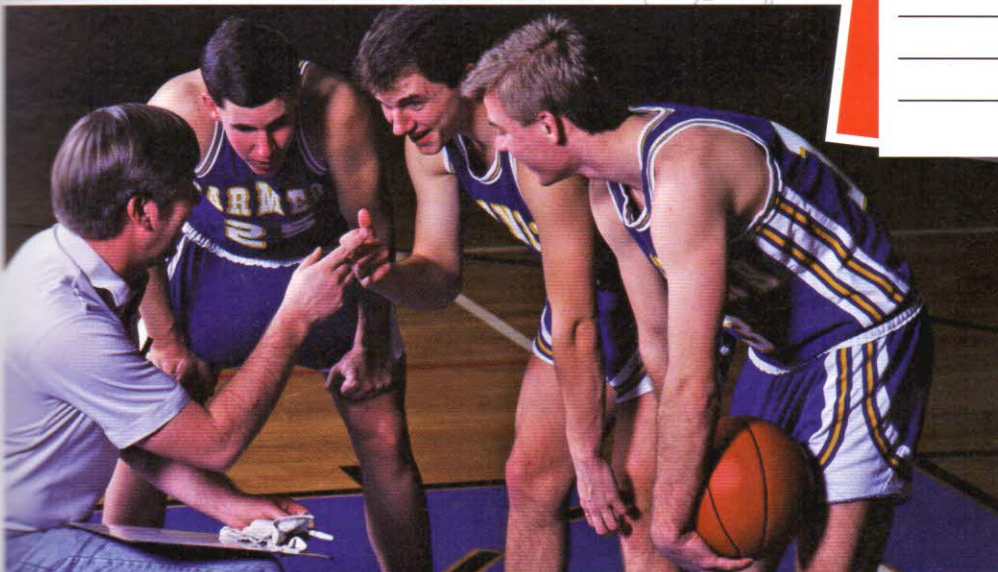
Writing

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

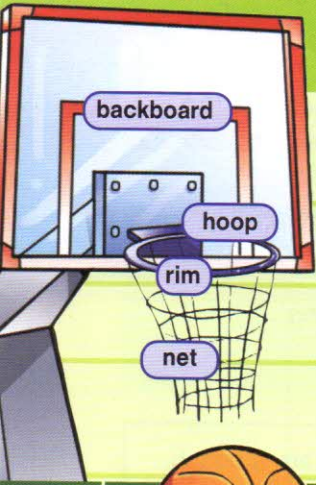
Practice Notes

Previous game problems:

Today's objectives:



BOSTON BASKETBALL BLOG



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

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

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

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



Get ready!

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

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

Reading

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

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

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

Vocabulary

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

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

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

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

1 play board / backboard

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

B The basketball bounced off the _____.

2 basketball shoes / ankle braces

A Good _____ help prevent injury.

B Good _____ help grip the court.

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

Listening

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

1 ___ The man will pack basketballs.

2 ___ The woman already has her play boards.

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

7 Listen again and complete the conversation.

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

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

Coach: What are you going to bring?

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

Coach: We'll need the balls, but I have 3 _____ whistle.

Equipment Manager: 4 _____. Anything else you need?

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

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

Speaking

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

USE LANGUAGE SUCH AS:

I'll pack up ...

I'll grab ...

Do we have ...

Student A: You are a coach.

Talk to Student B about:

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

Student B: You are an

equipment manager. Talk to Student A about equipment.

Writing

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

Equipment Request Form

Sport: _____

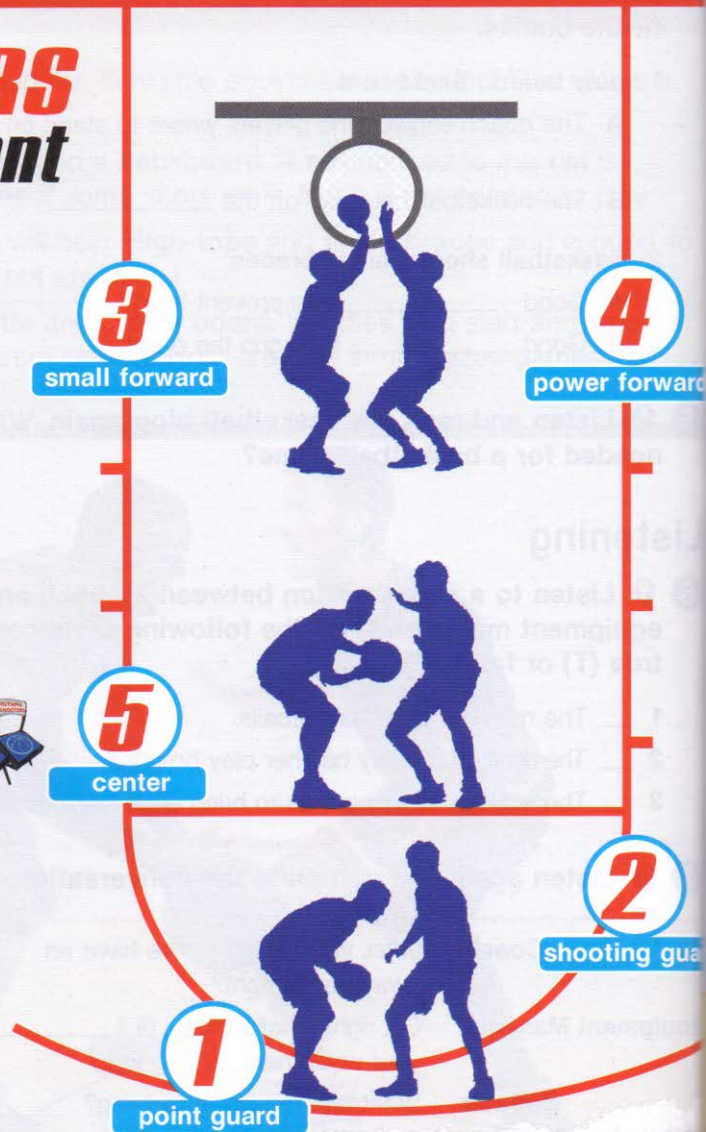
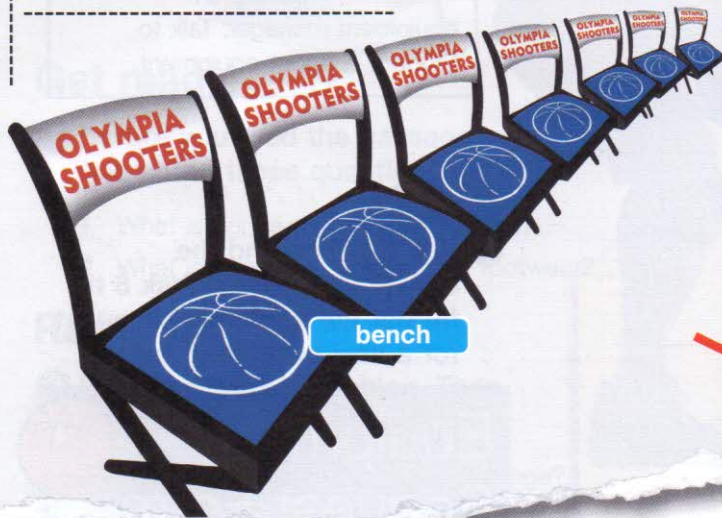
Basic equipment requested: _____

Coaching equipment requested: _____

OLYMPIA SHOOTERS Preseason Assessment

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

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



Get ready!

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

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

Reading

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

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

Vocabulary

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

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

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

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

1 center / lineup

- A A _____ is often the tallest member of the team.
- B The _____ lists team members.

2 frontcourt / backcourt

- A A center generally plays in the _____.
- B A guard generally plays in the _____.

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

Listening

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

- 1 ___ The woman wants the man to play point guard.
- 2 ___ The man played center last season.
- 3 ___ The man worked to improve his shooting.

7 Listen again and complete the conversation.

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

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

Coach: I'd like you at 2 _____.

Player: Oh, wow! I thought I did well at 3 _____ last season.

Coach: You did an 4 _____ . But your skills are better now.

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

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

Player: Thanks, coach!



Speaking

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

USE LANGUAGE SUCH AS:

I'd like you at ...
I thought I ...
I think you'll ...

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

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

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

Writing

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

Coach's notes

Possible Lineup and Changes

Changes: _____

New Lineup:

Position	Player
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Bench: _____

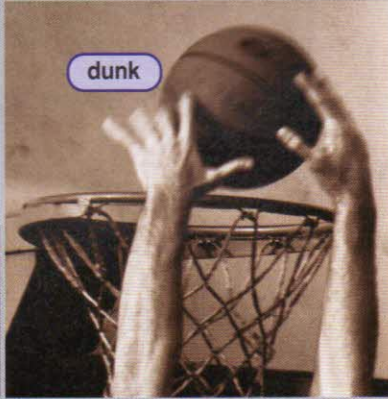
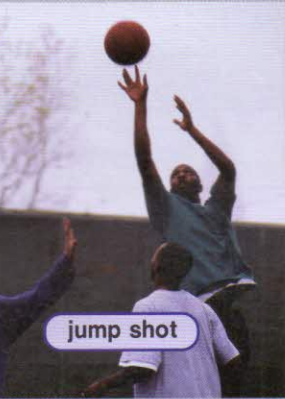
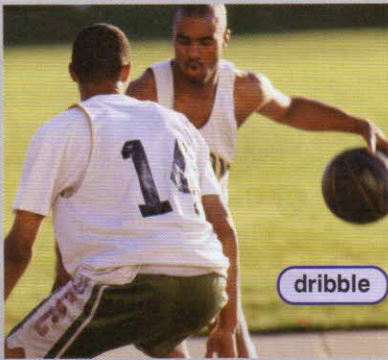
10 Basketball: Rules

The Sunday Gazette

GIANTS-BEARS Game Decided in Final Minutes

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

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



Get ready!

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

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

Reading

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

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

Vocabulary

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

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

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

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

1 jump ball / jump shot

- A The player made a _____ to win the game.
- B The _____ put the ball into play.

2 foul / foul out

- A The player drew a _____.
- B Players don't want to _____ of the game.

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

Listening

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

- 1 ___ The coaches want to work on committing less fouls.
- 2 ___ The woman thinks the problem is on offense.
- 3 ___ The coaches agree that the players need to be less aggressive.

7 Listen again and complete the conversation.

Coach 1: We commit too many fouls. We need to 1 _____ that.

Coach 2: I know. We have too many players 2 _____ each game.

Coach 1: What do you think we should do?

Coach 2: I think 3 _____ work on defending the ball.

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

Coach 2: Yes, the players need to be 4 _____.

Coach 1: I know. They always defend 5 _____ to the other players.

Coach 2: If 6 _____ some distance, they'll draw less fouls.

Speaking

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

USE LANGUAGE SUCH AS:

We need to work on ...

I know ...

What do you think ...

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

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

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

Writing

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



Coach:
Date:
Practice Agenda

What is the main goal of the practice?

List the things to work on:

BASKETBALL TOURNAMENT BRACKET



BASKETBALL IS AN INTERNATIONAL FAVORITE

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

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

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



Get ready!

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

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

Reading

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

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

Vocabulary

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

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

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

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

- 1 tournament / playoff
- A The _____ included Chinese and European teams.
- B The _____ game winner will advance to the championship.
- 2 NBA / WCBA
- A Women play in the _____.
- B Men play in the _____.

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

Listening

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

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

7 Listen again and complete the conversation.

Fan 1: Are you watching 1 _____ of the NBA Finals tonight?

Fan 2: Yeah, it should be a great game.

Fan 1: I agree. Is the championship based on 2 _____ five?

Fan 2: No, it's best 3 _____ for the NBA.

Fan 1: Are you sure?

Fan 2: I'm positive. The leading team has already 4 _____ games. If it was best of five they'd be done.

Fan 1: Oh yeah. But if they 5 _____ it'll be over.

Fan 2: Right! That will be number four, which is 6 _____ out of seven.

Speaking

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

USE LANGUAGE SUCH AS:

Are you ...

It should be ...

Is that best of ...


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

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

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

Writing

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

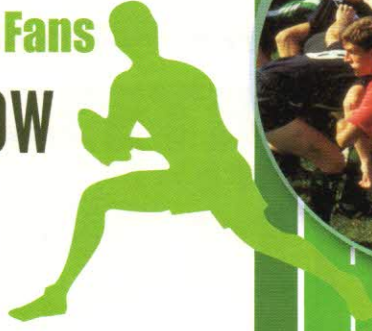


Game #	Date
1	June 12
2	June 13
3	June 15
4 (if needed)*	June 16
5. (if needed)*	June 17

*These games may or may not be played because _____

12 The rugby field

A Guide for Sports Fans Getting to Know Rugby



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

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

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

Get ready!

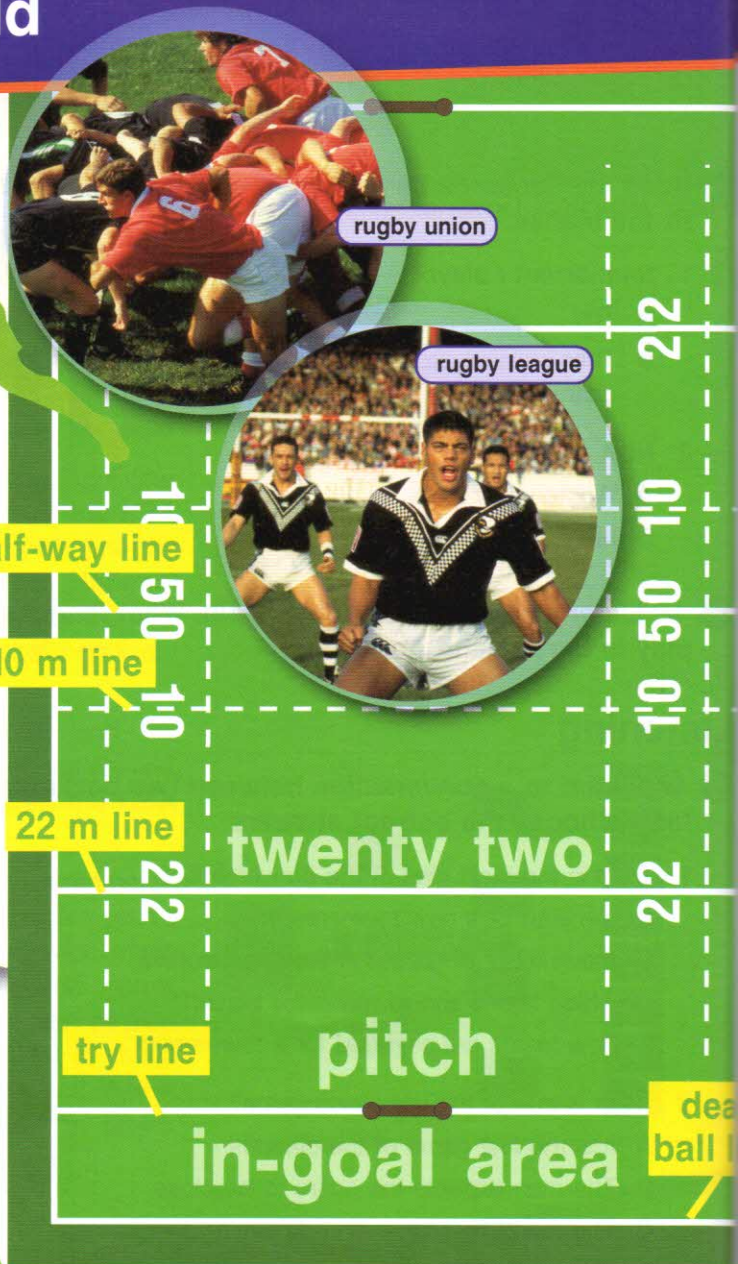
1 Before you read the passage, talk about these questions.

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

Reading

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

- 1 What is the purpose of the passage?
A to explain the field of rugby union
B to compare rugby union and rugby league
C to describe the placement of rugby players
D to introduce the basic rules of rugby
- 2 Which of the following is NOT marked on the field?
A the pitch C the in-goal area
B the try line D the dead ball line
- 3 Where is the in goal area?
A between the twenty two and try line
B between the try line and half way line
C between the try line and dead ball line
D between the half way line and twenty two



Vocabulary

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

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

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

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

1 exceed / maximum

- A The _____ length of the field is 144 m.
- B A 150 m field will _____ the allowable length.

2 try line / dead ball line

- A He ran over the _____ and scored.
- B When players pass the _____, play stops.

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

Listening

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

- 1 ___ A rugby union field is shorter than a rugby league field.
- 2 ___ The man has not watched rugby union before.
- 3 ___ Both types of rugby have the same size in-goal area.

7 Listen again and complete the conversation.

New Fan: This field looks 1 _____ big, doesn't it?

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

New Fan: Well, look at the 2 _____ - _____. It's huge.

Old Fan: Oh, wait. Do you watch rugby union or 3 _____?

New Fan: This is my first 4 _____ game. I just 5 _____ rugby.

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

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

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

Speaking

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

USE LANGUAGE SUCH AS:

This field looks ...
Do you watch ...
The ... field is ...

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

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

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

Writing

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

Rugby Field Guide

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

General sizes: _____

In-goal areas: _____



A Guide for Sports Fans

Getting to Know Rugby Positions

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

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

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

Get ready!

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

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

Reading

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

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

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



Vocabulary

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

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

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

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

1 prop / hooker

- A A _____ plays in the front row.
 B A _____ lines up between two props.

2 fly half / scrum half

- A A _____ links the backs and forwards.
 B A _____ is a strong kicker.

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

Listening

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

- 1 ___ The man is a forward.
 2 ___ The man is too slow to be a wing.
 3 ___ Flankers are injured more often than wings.

7 Listen again and complete the conversation.

Friend: I saw the game yesterday and I'm a bit confused. Do you play 1 _____ ?
 Player: No, I'm 2 _____ be a forward. I'm a back. A 3 _____, to be specific.
 Friend: So what do wings do?
 Player: We're usually the 4 _____ players. We score most of the tries.
 Friend: I see. It's so rough! Aren't you 5 _____ getting hurt?
 Player: Not really, the flankers and locks get hurt 6 _____.



Speaking

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

USE LANGUAGE SUCH AS:

*Do you play ...
 No, I'm too ...
 ... get hurt ...*

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

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

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

Writing

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

Hi Mike,

I can answer your questions.

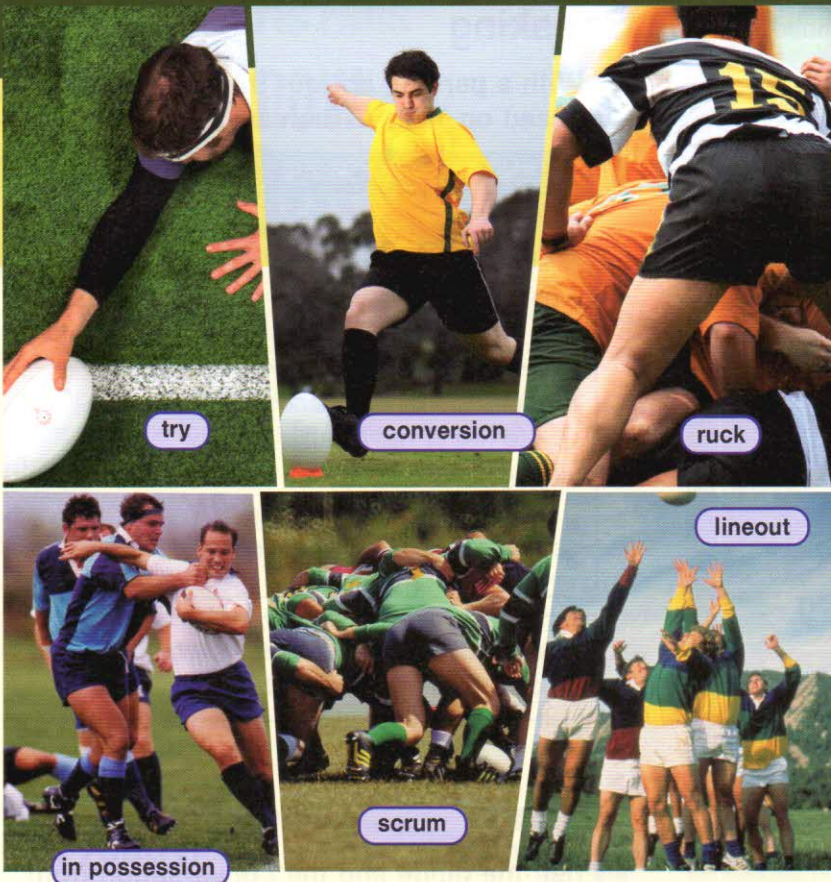
I'm a _____. I'm too _____ to _____.

In my position I have to _____.

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

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

A Guide for Sports Fans

Getting to Know
Rugby Rules of Play

try

conversion

ruck

lineout

scrum

in possession

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

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

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

Get ready!

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

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

Reading

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

- 1 What is the purpose of the passage?
 - A to explain the basic rules of rugby play
 - B to describe important plays in a rugby match
 - C to recommend a rule change in rugby
 - D to compare the rules of rugby union and rugby league
- 2 Which of the following is NOT a method of restarting play?

A scrums	C set pieces
B line-outs	D rucks
- 3 According to the guide, what occurs after a penalty?
 - A A maul is formed.
 - B A conversion is awarded.
 - C A set piece begins.
 - D The opponent is given possession of the ball.

Vocabulary

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

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

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

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

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

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

Listening

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

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

7 Listen again and complete the conversation.

New Fan: Wow, 1 _____ that maul!

Old Fan: That's not 2 _____. It's a ruck.

New Fan: But the players 3 _____ to the ball carrier.

Old Fan: 4 _____. See, the player did have the ball. But he was tackled.

New Fan: Okay. So why isn't it a maul?

Old Fan: Because he's 5 _____. Now two opposing players are binding to each other.

New Fan: 6 _____. A ruck is after a tackle. A maul is when a player is moving with the ball.

Old Fan: You got it!

Speaking

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

USE LANGUAGE SUCH AS:

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

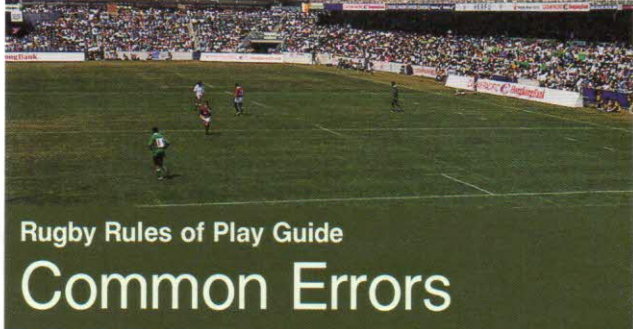
Student A: You are a new fan. Talk to Student B about:

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

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

Writing

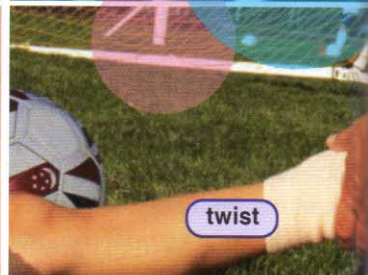
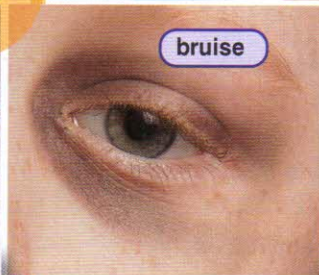
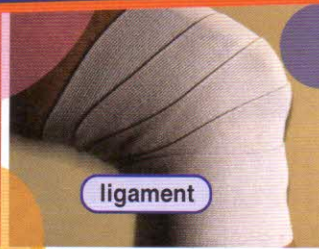
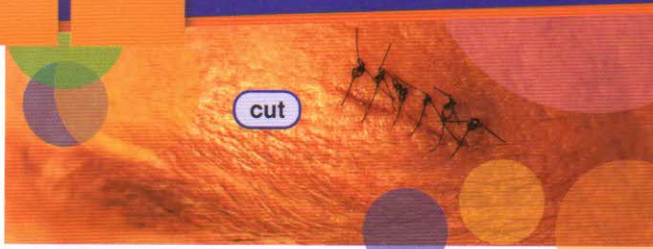
9 Use the guide and the conversation from Task 8 to fill out the Rugby Rules of Play Guide.



Rugby Rules of Play Guide
Common Errors

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

15 Sports injuries



Condition Assessment for the week of: 10/28

Sarah R

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

Michael K

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

Jerome L

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

Rachel G

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

Get ready!

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

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

Reading

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

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

Vocabulary

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

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

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

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

1 bone / ligament

A A sprain is an injury to a _____.

B A fracture is an injury to a _____.

2 concussion / break

A Trauma to the head can cause a _____.

B A fracture is another word for a _____.

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

Listening

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

- 1 ___ The athlete suffered a sprained ankle.
- 2 ___ The man wanted the player back in practice sooner.
- 3 ___ The athlete reinjured himself lifting weights.

7 Listen again and complete the conversation.

Coach: Hi, Jen. How is Jerome doing?

Trainer: He's doing much better. The 1 _____ is mostly healed.

Coach: That's great! When will he be 2 _____?

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

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

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

Coach: So he can't lift weights?

Trainer: Oh, no. Anything but light exercise could reinjure his 6 _____ .

fracture



Speaking

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

USE LANGUAGE SUCH AS:

How is ... doing ...

He/She has to ...

It looks like ...

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

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

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

Writing

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



University Athletics Department Condition Assessment

What is the athlete's primary injury?

Is the athlete undergoing physical therapy?

What is the estimated recovery time?

Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Glossary

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