

Module 2

- ☐ Talk about exercise, appearance, food.
- ☐ Read about sports stars and diets.
- ☐ Listen to radio interviews about diet.
- ☐ Write a text message.
- ☐ Learn about *have got* and *'s*.



Exercise

Get Ready

1 Look at the photos. Are the activities:

- boring? • really interesting? • funny? • crazy?

2 ➔ Picture Dictionary, page 130. Look at the Key Words. Work in pairs. Ask and answer questions about sport and exercise.



Key Words: Sports

do athletics/gymnastics/judo/skateboarding
play basketball/football/tennis
cycle/run/swim/walk

Example

A: Can you do gymnastics?

B: Yes, I can.



3 Listen and complete the advice.

- 1 Do thirty minutes of exercise every day.
- 2 Play football, basketball or tennis.
- 3 Don't watch hours of TV.
- 4 Don't play computer games for hours.
- 5 Walk or cycle to school.
- 6 Use the stairs – don't use the lift.

25

Extra

Each student tells the class something their partner can do and something he or she can't do, e.g. *(Maria) can swim but she can't do judo.*

Exercise 3 (CD1 Track 36)

Answers → student page

Audio script

Woman: Exercise is great! It is healthy and it's good fun. Here are six ideas. 1 Do thirty minutes exercise every day. 2 Play football, basketball or tennis three times a week. Sport is really good exercise. 3 Don't watch hours of television. It's not good for you. 4 Don't play computer games for hours. Again, it's not healthy. 5 Walk or cycle to school. It's healthy and it's free! 6 Use the stairs. Don't use the lift. Stairs are healthy for your legs!

Extra

Play the recording again. Ask students to listen for what the woman says about the activities, e.g.

Sport is really good exercise.

It's not good for you. (TV)

Ask students if they agree with the woman. Ask students: *Is exercise important for you?*

Get Ready

Background

This introduces different types of sport and exercise. In the Duke of Edinburgh scheme, participants have to choose a type of exercise and do it over a period of six months.

Exercise 1

- Check that students understand the meaning of the adjectives. Point out that *funny* can mean *amusing* or *strange*.

- Encourage students to give reasons for their opinions. (The activities are a extreme ironing, b mountain biking, and c synchronised swimming.)
- Ask students what other activities or sports they think are *crazy*, *boring* or *really interesting*.

Exercise 2 (CD1 Track 35)

- Students check the meaning of the Key Words in the Picture Dictionary.
- Students listen and repeat the words to practise word stress.

This Unit

Short of time: set some of the exercises for homework (e.g. Exercises 5 and 9)

More time: do the extra activities

Background

This lesson focuses on the link between fashion and sport. Fashion companies know that some sports have huge TV audiences and so pay sports stars to wear their products on and off the sporting field.

Maria Sharapova: born 1987. Russian. Trained in the USA from the age of 9.

Svetlana Kuznetsova: born 1985. Russian. She went to Spain at the age of 15 for tennis training and coaching.

Rafa Nadal: born 1986. Spanish. World No. 1 tennis player since 2008. Only player in the history of modern tennis to win the French Open, the AEGON and Wimbledon in the same year. Received the Prince of Asturias Award for his achievements in 2008.

David Beckham: born 1975. British. Former captain of England football team. Has played for Manchester United and Real Madrid and currently plays for Los Angeles Galaxy. Married to Victoria ('Posh' Spice).

Thierry Henry: born 1977. French. Captain of France football team. Has played for Juventus and Arsenal and currently plays for FC Barcelona. Holds the record as the top-goal-scorer for both Arsenal (with 266 goals) and his native France.

Fernando Torres: born 1984. Spanish. Member of Spain football team. Has played for Atlético Madrid and currently plays for Liverpool. Scored the winning goal for Spain in the Euro 2008 final against Germany.

Warm-up

Exercise 1 (CD1 Track 37)

- Students check the meaning of the Key Words in the Picture Dictionary.
- If you wish, divide the class into four groups.

4 Sport Fashion

Warm-up

- 1 → Picture Dictionary, pages 125 and 126. Find examples of the Key Words in the photos.



Key Words: Clothes and Appearance

Clothes: boots, dress, hat, jacket, jeans, shirt, shoes, shorts, skirt, socks, trainers, trousers, T-shirt

Appearance: black/blond/dark/fair/red hair, long/short hair, hairband, shaved head, blue/brown/green eyes, round/square/thin face

Reading



- 2 Read the text and choose the correct answers.

- 1 The new fashion models are *film stars/pop stars/sports stars*.
2 Maria Sharapova is from *Hungary/Russia/Ukraine*.
3 *David Beckham/Henry/Torres* is famous for his tattoos.

- 3 Match the words from the text. Are they one or two words?

Example *fashion model* – two words

Word Builder

1 fashion	a) band
2 hair	b) model
3 tennis	c) player
4 sports	d) style
5 hair	e) star

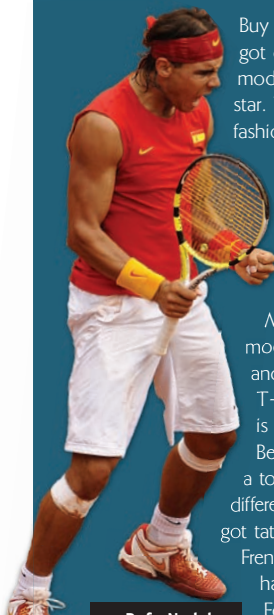
the new fashion models

Buy a fashion magazine. Who has it got on the cover? It hasn't got a top model or a film star – it's got a sports star. Today, sports stars are the new fashion models.

Russian women tennis players (e.g. Maria Sharapova, Svetlana Kuznetsova) are very popular.

They've got blond hair, blue eyes and they're tall and slim – important for models.

Male tennis players are also fashion models. Rafa Nadal has got long hair and he is famous for his colourful T-shirts and long shorts. Appearance is very important for them. David Beckham is a famous footballer and a top model. He is famous for his different hairstyles and tattoos. He's got tattoos on his arms, neck and back. French footballer Thierry Henry has got a shaved head and Fernando Torres has got long hair and a hairband!

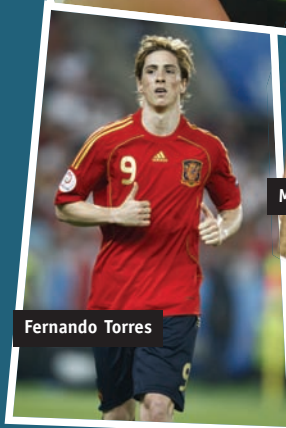


Rafa Nadal

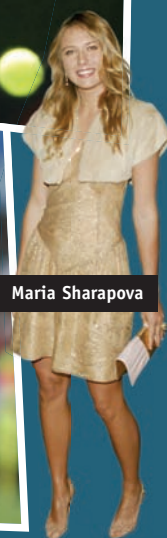
26



Svetlana Kuznetsova



Fernando Torres



Maria Sharapova

Each group studies one photo to find examples of the Key Words and then reports back to the class.

Reading

Exercise 2 (CD1 Track 38)

- Read the three sentences with the students so they know what information they need to find in the text. Tell students not to worry about understanding new words in the text at this stage.
- After checking answers, explain or encourage students to guess the meaning of any new words in the text.

Exercise 3

- After checking answers, ask students to repeat the words after you to practise word stress.

2 a) hairband – one word 3 c) tennis player – two words 4 e) sports star – two words 5 d) hairstyle – one word

Answers → student page

Grammar: *have got / has got*

- 4 Look at the tables and complete the sentences with *have*, *has* or *hasn't*.

Affirmative			
I/You/We/They	1 <u>have</u>	got	blond hair.
He/She/It	2 <u>has</u>	got	tattoos.

Negative			
I/You/We/They	3 <u>haven't</u>	got	long hair.
He/She/It	4 <u>hasn't</u>	got	a hairband.

Yes/No Questions			
Have	I/you/we/they/	got	blue eyes?
5 <u>Has</u>	he/she/it		

Short Answers			
Yes, I/you/we/we/they	have.	No, I/we/you/they/haven't.	
Yes, he/she/it	has.	No, he/she/it	6 <u>hasn't</u> .

Wh- Questions			
What	7 <u>have</u>	I/you/we/they	got on the cover?
Who	8 <u>have</u>	he /she/it	
What colour eyes	9 <u>has</u>	he/she/it	got?
	10 <u>have</u>	I/you/we/they	

Practice

- 5 Look at the photos and complete these sentences with *have*, *has*, *haven't* or *hasn't*.

- Torres hasn't got a shaved head.
- Maria Sharapova and Svetlana Kuznetsova haven't got dark hair.
- Rafa Nadal has got long shorts.
- Maria Sharapova hasn't got a hairband.
- The tennis players have got long hair.

- 6 Write true short answers for these questions.

- Have you got fair hair?
- Has your teacher got brown eyes?
- Have your friends got tattoos?
- Has your mother got short hair?

- 7 Write questions with *have got* or *has got*. Work in pairs. Then ask and answer the questions.

Example

Has your sister got fair hair? No, she hasn't.

- your sister / fair hair?
- your best friend / hairband?
- your teacher / thin face?
- your parents / brown eyes?

- 8 Look at the Sentence Builder.

Sentence Builder

He's got blue eyes. He's got fair hair.
He's got blue eyes **and** he's got fair hair.
She's tall. She is slim.
She's tall **and** she is slim.

- 9 Now use words from the table below to write six sentences about your friends and family.

Example

Your dad has got strong arms and a thin face.

I		brown/blue eyes.
Your dad		dark/fair hair.
My sister		long/short hair.
My dog		strong arms.
Her friend	have got	a thin face.
My boyfriend	has got	a tattoo.
His girlfriend		a hairband.
We	am	tall.
My friend	is	short.
My parents	are	young.
Your cat		old.
My sisters		slim.
Your parents		overweight.

Your Turn

- 10 **Game** Work in pairs. Think of a teacher or student in your school. Ask five questions and guess who it is.

Example

A: *Is it a student?*

B: *Yes, it is.*

A: *Is it a boy?*

B: *No, it isn't.*

A: *Has she got long hair?*

B: *Yes, she has.*

A: *Has she got ...?*

Exercise 8**Extra**

Write phrases on the board for students to make sentences using *has got* or the verb *to be*, e.g.

- he / thin face / blue eyes
- he / long hair / tattoos
- we / young / tall
- my sisters / short / slim
- I / green eyes / red hair
- she / blue eyes / a hairband

Exercise 9

- Check that students understand the vocabulary in the table, e.g. *strong*, *overweight*. Elicit three or four sentences from the class before students write their sentences.

Your Turn**Exercise 10**

- Ask two students to read aloud the example questions and answers. Point out that the questions must be yes/no questions.
- Demonstrate the activity by inviting the class to ask you five questions to guess who you are thinking of.

➔ **TIME OUT!** Page 116, Exercise 4

Photocopiable Activities, Resource 9, Page 13

➔ **TIME OUT!** Page 112, Exercise 4

27

Grammar: *have got / has got***Exercise 4**

Answers → student page

Practice**Exercise 5**

Answers → student page

Extra

Each student tells the class a positive and a negative sentence about their own appearance, e.g. *I've got short hair. I haven't got blue eyes.*

Exercise 6

- Check answers by asking pairs of students to ask and answer the questions.

Exercise 7**Answers**

Questions: 2 Has your best friend got a hairband? 3 Has your teacher got a thin face? 4 Have your parents got brown eyes?

Answers: students' own answers.

This Unit

Short of time: set some of the exercises for homework (e.g. Exercises 9 and 10)

More time: do the extra activities

Background

This lesson looks at the kind of food and drink needed to do exercise. It is important to stress the need for a balanced diet with plenty of fruit and vegetables, and not too many sweets, chocolate, fast food (like hamburgers and chips) and sweet, fizzy drinks.

Arsene Wenger: born 1949. French. Manager of Arsenal since 1997.

Cesc Fàbregas: born 1987. Spanish. Member of Spain football team. Has played for Arsenal since September 2003. In Euro 2008 made a notable contribution which helped lead the team to victory.

Kolo Touré: born 1981. Ivorian. Member of Côte d'Ivoire football team. Plays for Arsenal where he is the longest-serving member and vice-captain. Known for his pace, consistency and power.

Michael Phelps: born 1985. American. Arguably the greatest athlete of all time and unquestionably the greatest Olympic swimmer in history. Winner of a huge array of medals and awards including 14 Olympic golds and holder of seven world records.

Warm-up

Exercise 1 (CD1 Track 39)

- Students check the meaning of the Key Words in the Picture Dictionary.

Answers

apples, carrots, cereal, chicken, eggs, kiwis, milk, nuts, orange juice, toast

Exercise 2

- Draw the table on the board for students to copy and complete.

5 Food for Sport

Warm-up

- Picture Dictionary, page 128. What Key Words can you see in the photos?

1.39

Key Words: Food and Drink

apples, carrots, cereals, chicken, eggs, fish, kiwis, milk, nuts, orange juice, pasta, potatoes, steak, toast, water

- Copy and complete the table with the Key Words. Add more words to the table. Use the Picture Dictionary to help you.

meat	vegetables	drinks	fruit	other
	carrots		apples	cereals

Reading and Listening

1.40

- Read and listen to the radio interview. Complete the gaps with Key Words.

Michael Phelps.
Eight Olympic
gold medals
at Beijing 2008



Presenter: Arsenal are in the Premier League. But what is their secret? Is it Cesc Fàbregas's skill? Is it Kolo Touré's experience? The men's skills are important. But the players' diet is important, too.

Expert: Well, Arsenal's French manager, Arsene Wenger, has got interesting ideas for footballers' food. 1 Steak, eggs and chips are out; fish, 2 chicken, vegetables and 3 water are in. And on the day of a match, potatoes are good.

Presenter: Potatoes?

Expert: Yes, but not 4 chips! And fruit is really important, too. David Beckham is an experienced English football player too. 5 Nuts are David's favourite fruit.

Presenter: And in other sports?

Expert: Well, food experts' advice for tennis players is: Don't eat fruit and don't drink fruit juice in a match. Eat 6 nuts and drink water. And Michael Phelps's advice is: Eat a good breakfast. Michael is America's top swimmer and has got fourteen gold medals (six at Athens in 2004 and eight at Beijing in 2008).

Presenter: So a good breakfast is important.

Expert: Yes. Michael's breakfast is incredible: an omelette with five 7 eggs, three fried egg sandwiches, three chocolate pancakes, 8 cereals, toast and two cups of coffee. The swimmer's diet is 12,000 calories and his favourite food is pasta – a kilo a day.

Presenter: Wow!, that's food for thought. Thank you very much.

Expert: You're welcome.

28

- What nationality is: • David Beckham? • Cesc Fàbregas? • Michael Phelps? • Arsene Wenger?

Answers (suggested new words in italics)

Meat	Vegetables	Drinks	Fruit	Other
chicken	carrots	milk	apples	cereals
steak	potatoes	orange juice	kiwis	eggs
sausages	peas	water	nuts	fish
ham	cabbage	lemonade	oranges	pasta
pork	beans	tea	pears	toast
lamb	onions	coffee	peaches	marmalade
		milkshake	bananas	chocolate

- In turn, the groups add new words to the table on the board. Check spelling and pronunciation.

Reading and Listening

Exercise 3 (CD1 Track 40)

Answers → student page

Extra

Students give their own opinions about the food and diets in the text, e.g. *I think steak and chips are great/fish is OK*. Ask students to suggest what Japanese people eat (e.g. fish, rice) and don't eat (e.g. potatoes, cheese).

Grammar: Possessive 's

5 Look at the table and add the words in the box.

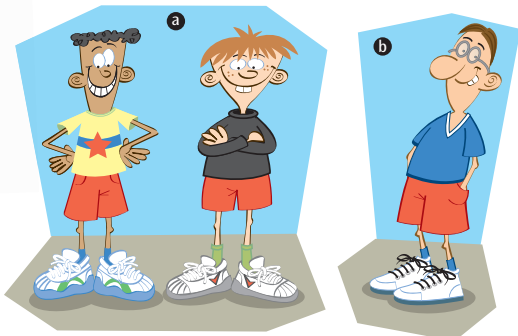
America's, Arsenal's, David's, experts', footballers', men's, Michael's, Phelps's

Apostrophes for possession

singular nouns	Touré's <i>America's</i>
singular nouns with 's' ending	Fábregas's
regular plural nouns	players'
irregular plural nouns	women's

6 Match the sentences (1–2) with the drawings (a–b).

- 1 The boy's shorts are red. *b*
2 The boys' shorts are red. *a*



Practice

9 **Photo Quiz** Read the sentences and put in the apostrophes. Look at the photos. Are the sentences true (T) or false (F)?

- ☐ The swimmers' costumes are red. (page 25)
- ☐ The two tennis players hair is blond. (page 26)
- ☐ Rafa Nadals T-shirt is blue. (page 26)
- ☐ Torress shorts are green. (page 26)
- ☐ Michael Phelps's hair is short. (page 28)

10 Add 's or s' to the underlined words.

Example

1 That is Tom's new football.

- That is Tom new football.
- Thes brother.
- Pat's favourite food is pizza.
- He is in the men's 100 metre final.
- James is Chris's brother.
- Our school has got a girl's football team.
- Our team's new colours are great.
- She is the new women's tennis champion.

11 **Pair work** Ask and answer questions.

► Student A, Page 107 ► Student B, Page 108

Your Turn

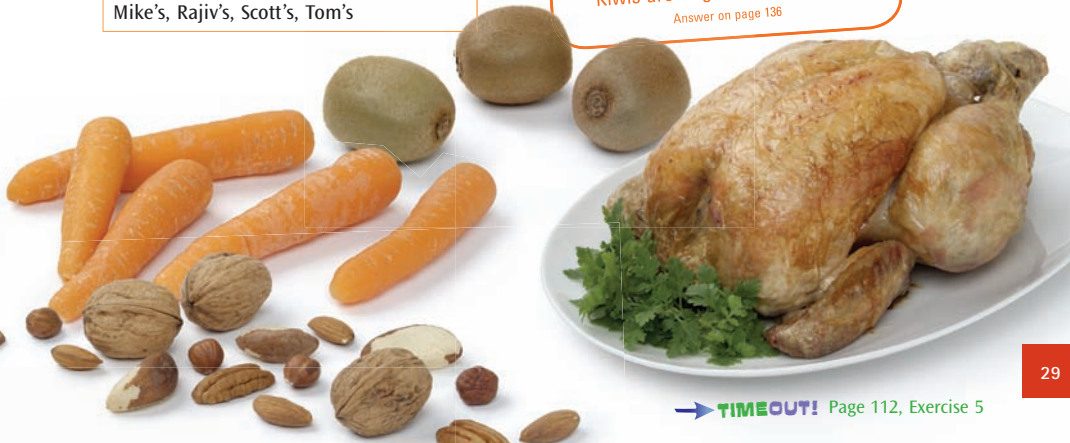
12 Work in pairs. Find out your partner's favourite food and drink. Then tell the class.

Example

Luis's favourite food is pizza **and** his favourite drink is milk.

Fact or Fiction?

Kiwis are originally from China.
Answer on page 136



29

→ **TIMEOUT!** Page 112, Exercise 5

Exercise 4

Answers

- 1 English/British 2 Spanish
3 American 4 French

Grammar: Possessive 's

Exercise 5

- Look at the table with the students. Check that students understand the categories before they complete the table.

Answers

Singular nouns: David's, Michael's, Arsenal's

Singular nouns with 's' ending: Phelps's
Regular plural nouns: footballers', experts'
Irregular plural nouns: men's

Extra

Write phrases on the board for students to add to the table, e.g.

- Anna's books (*singular noun*)
- the children's books (*irregular plural noun*)
- Thomas's books (*singular noun with 's' ending*)
- the students' books (*regular plural noun*)

Exercise 6

Answers → student page

Pronunciation

Exercise 7 (CD1 Track 41)

- Students may find it helpful to think of the voiceless /s/ as the sound a snake makes and the voiced /z/ as the sound a bee makes.

Exercise 8 (CD1 Track 42)

Answers and audio script

Group 1: Kate's, Mike's, Scott's

Group 2: Lucy's, Rajiv's, Tom's

Group 3: Alex's, Charles's, James's

Practice

Exercise 9

Answers → student page

Exercise 10

Answers → student page

Exercise 11

- Group students in pairs. Each student reads the instructions for Student A or Student B. Check that students understand which questions to ask and how to complete the puzzle. Tell students to spell the answers for their partner if necessary.

Your Turn

Exercise 12

- Look at the example sentence with the class. Point out the use of the apostrophe and the linking word *and*.
- Teach new food and drink vocabulary if necessary.

Fact or Fiction?

Answers on page 114.

→ **TIMEOUT!** Page 116, Exercise 5

Photocopiable Activities, Resource 10, Page 14

This Unit

Short of time: set some of the exercises for homework (e.g. Your Challenge, Exercise 2)

More time: do the extra activities

Background

In this episode, we find out about the exercises that the group have chosen to do for the Duke of Edinburgh Award scheme. Alex and Rajiv are running in the park. Rajiv doesn't like it much and is beginning to have doubts. They meet Lucy who is coming back from her badminton class. She likes badminton but finds the classes tiring. Tom is somewhere else doing skateboarding and sends a text message to Lucy. Like Rajiv, he doesn't like his choice much. Finally, they decide to go to a coffee bar and talk about next week's trip to an amusement park (see Module 3).

Warm-up

Exercise 1

- Ask students if they remember (Unit 3) what the group's interests are: Rajiv (*guitar classes*), Alex (*bicycle maintenance*), Tom (*photography*), Lucy (*dog training*).
- Explain that in this unit, the group have new exercise interests. Students look at the photos and match the people with their exercise.

Reading and Listening

Exercise 2 (CD1 Track 43)

- Students check the answers.

Answers → student page

Exercise 3

- Check that students understand any new vocabulary in the dialogue.

Answers → student page

Warm-up

1 Look at the photos. Match the people with their exercise.

- | | |
|----------------------------|------------------|
| 1 Rajiv and Alex <i>c)</i> | a) badminton |
| 2 Tom <i>b)</i> | b) skateboarding |
| 3 Lucy <i>a)</i> | c) running |

Reading and Listening

2 Read and listen to the dialogue. Check your guesses from Exercise 1.

- Rajiv:** Hey, Alex?
Alex: Yes?
Rajiv: Can we stop?
Alex: Not now. Come on.
Rajiv: No ... I can't.
Alex: Oh, all right. Look, there's Lucy.
Lucy: Hi! How are things?
Alex: Not too bad. And you? How is the badminton class?
Lucy: It's great! But I'm really tired. It's hard work.
Rajiv: Hard work? Running's hard work. It's horrible.
Alex: Come on, Rajiv! It's not that bad.
Rajiv: Yes, it is! Tom's lucky. Skateboarding is easy.
Lucy: Easy? Look at this text from Tom.
Rajiv: How are his classes?
Lucy: They're really difficult.
Alex: Oh, well. What about a drink at that new coffee bar?
Lucy: Yeah. We can talk about the trip to the amusement park next weekend.
Rajiv: What trip? What amusement park?

3 Read the dialogue again. Are the sentences true (T) or false (F)?

- ☐ Rajiv is happy.
- ☐ Alex is into running.
- ☐ Lucy's badminton class is great.
- ☐ Lucy has got a text message from Tom.
- ☐ Tom's skateboarding classes are easy.

Speaking

4 Look at the Key Expressions.

Key Expressions: Asking how things are

How are things?	Not too bad.
How is the badminton class?	It's great. It's easy.
	It's hard work. It's horrible.
How are the classes?	They're really difficult.

30



5 Work in pairs. Ask and answer questions. Choose the underlined words.

- A: How are things?
 B: Great/Okay/Not bad/Fantastic/Horrible.
 A: How is your guitar/judo class?
 B: It's easy/difficult/hard work/great. I'm really tired/happy.
 A: And how are your maths/English lessons?
 B: They're fantastic/horrible/not bad.

Extra

Play the recording of the dialogue in Exercise 2 again for students to focus on pronunciation, stress and intonation patterns. Students work in groups of three, reading out the dialogue and taking turns to be Rajiv, Alex and Lucy.

Speaking

Exercise 4

- Point out the use of the question word *How*.

Extra

Write on the board:

How are things?

How are the (guitar) classes?

How is the (swimming) club?

Students ask and answer questions, giving their own answers or inventing answers.



Answers

I am sad. Skateboarding is horrible! Photography is great. I am very happy. See you soon.

Extra

Invite one or two students to write a short text message on the board, using some of the abbreviations. The rest of the class writes the message in full sentences. Ask a student to read it out.

Exercise 2

- Tell students to choose abbreviations from Exercise 1 to use in their messages.

Exercise 3

- Students work in pairs, exchanging messages and reading aloud their partner's message. Pairs can try to sort out any problems in the messages and, if necessary, ask you for help.
- If there is time, students change partners and repeat the activity with a different partner.

Extra

Some students write their messages on the board for the class to read out.

→ **TIME OUT!** Page 116, Exercise 6

Your Challenge

Writing: A text message

- Look at the text message abbreviations. Then read the text message from Tom. Write it in full sentences.

Example *Hi! Are you okay?*

Text message abbreviations

r = are, u = you, c = see, gr8 = great,
luv = love, + = and, 2day = today,
thanx = thanks, pls = please,
b4n = bye for now, xxx = kisses,
:-) = happy, :-)) = very happy,
:-(= sad, :-(= very sad

FOR YOUR PORTFOLIO

- Write a text message to another student about your present activities.

- Read your partner's text message.

→ **TIME OUT!** Page 112, Exercise 6



31



Exercise 5

- Read the dialogue with the class. Elicit suggestions of other activities, school lessons and opinion adjectives, e.g. *boring, interesting, cool, brilliant*.
- Students work in pairs, taking turns to be Speaker A and Speaker B.
- Each pair then chooses one of their dialogues for the class to hear.

Your Challenge

Writing: A text message

Exercise 1

- Look at the text message abbreviations with the class before they write Tom's message in full sentences. If some of your students are not used to text messages, they can work with students who are.

Across Cultures 1

Warm-up

Exercise 1

- Teach any new vocabulary that students need to talk about popular sports in their country.

Reading

Exercise 2 (CD1 Track 44)

Answers

	national sport in	popular in	number of players
ice hockey	Canada	the Czech Republic, Russia	22 players, with 6 players in the game
basketball		about 20 countries (e.g. the USA), Serbia and Spain	10 players with 5 players in the game
football	many European countries, (e.g. Spain) and South American countries (e.g. Brazil)	200 countries	11

Exercise 3

- After checking answers, ask students to correct the false sentences.
- Give students time to look back at the texts and check their understanding of the vocabulary.

Answers → student page

Listening

Exercise 4 (CD1 Track 45)

Audio script → end of notes

Answers

	favourite sports	favourite stars
Anna	volleyball, swimming	Michael Phelps
Daniel	basketball, tennis	the Williams sisters
Silvio	football, athletics	Juninho

Across Cultures 1

Warm-up

- 1 Look at the photos. What is the national sport in your country? What other sports are popular?

Example

Spain's national sport is football. Other popular sports are cycling and tennis.

Reading

- 2 Read the text. Then complete the table.

1.44



National Sports

The national sport in Canada is **ice hockey**. Canada is a top ice hockey country with nine Olympic gold medals. Ice hockey is popular in other countries, e.g. the Czech Republic and Russia.

Ice hockey teams have got twenty-two players with six players in the game. Ice hockey matches are very fast and dangerous!

Basketball is popular in about twenty countries, e.g. the USA, Serbia and Spain. The famous clubs and players are in the USA. Basketball is a popular sport in Spain and the national team has got very good players. Important Spanish players (e.g. Pau Gasol and Jorge Garbajosa) now play in the NBA league in the USA.

Basketball teams have got ten players with five players in the game. Basketball players are very tall. The Turkish player Kosen Sultan is 2 metres, 42 centimetres!

Football is popular in two hundred countries. It is the national sport in many European and South American countries, e.g. Spain, Argentina and Brazil. Brazil is the world's top football country with five World Cups. Brazilians are crazy about football.

Football is an old game from Europe or China. Modern football, with eleven players, is from the United Kingdom. The UK has got four national teams: England, Scotland, Wales and Northern Ireland!



	national sport in	popular in	number of players
ice hockey	Canada		
basketball			
football			

- 3 Read the text again. Are these sentences true (T) or false (F)?

- ☐ Ice hockey teams have got twenty players.
- ☒ Brazil is the top football country in the world.
- ☒ Modern football is from the UK.
- ☒ The UK has one national team.
- ☒ Basketball players are short.
- ☒ Kosen Sultan is from Lithuania.

32

Exercise 5 (CD1 Track 46)

- Check answers by asking students to write the sentences on the board.

Answers and audio script

- I'm into different sports. = 5 words
- My school's got a swimming pool. = 7 words
- They're great! = 3 words
- I've got her photo in my room. = 8 words
- You're in the school football team. = 7 words

Extra

Divide the class into three groups. Play the recording again for each group to listen carefully for extra information about one of the teenagers and what he/she says about his/her favourite sports and sports stars. Each group tells the class the extra information about their teenager.

Listening

- 4** Listen to the interviews with three teenagers. Copy and complete the table with the answers in the box.

athletics, basketball, football, Juninho, Michael Phelps, Serena Williams, swimming, tennis, volleyball

	favourite sports	favourite stars
Anna	volleyball	
Daniel		
Silvio		

- 5** Listen closely Write the number of words in each sentence. Contractions are two words (It's = it is).

Example

1 What's your favourite sport? = five words

- 6** Pronunciation Listen to the two sounds.
1 /s/: see 2 /ʃ/: she

- 7** Now listen and repeat the words in the box. Put them in the correct groups 1 or 2.

science, seven, shaved, shelf, shoes, short, six, skateboarding, skill, skirt, Spain, special, sport

Try this tongue-twister
Seven short, Spanish, sports stars
can sing sixteen special songs.

Speaking

- 8** List your favourite:

• sports • sports stars • team

- 9** Work in pairs. Ask and answer questions.

Example

A: What's your favourite football team?

B: My favourite team's Getafe.

Pronunciation

Exercise 6 (CD1 Track 47)

- Check that students can hear the difference in pronunciation between the two consonants.

Exercise 7 (CD1 Track 48)

- Check answers by asking students to write the words in two lists (Sound 1, Sound 2) on the board and say them.

Answers

Sound 1: science seven six skateboarding skill skirt Spain special sport

Sound 2: shaved shelf shoes short

FOR YOUR PORTFOLIO

Project

Make a poster about your favourite sport. Use the questions to help you.

Around the World

- 1 Where is it popular?

The Players

- 2 How many players have teams got?
3 Who are your favourite players?

Your Country

- 4 Who are the top players in your country?
5 Is your national team good?



This sport is popular in Australia, New Zealand, Germany and The Netherlands.

The top countries are Holland, Argentina and Germany.

Hockey teams have got eleven players.

My favourite players are Nuria Camón and Montse Cruz.

33

Project

- After reading the text about hockey, elicit suggestions of popular sports in the students' own country. As a class, students ask and answer the five questions about one of these sports.
- Students work individually, choosing a sport and making their poster.
- The class can vote for the most attractive poster and/or the most informative poster.

Exercise 4 – Audio script

One

Woman: Okay, Anna. What's your favourite sport?

Anna: Mmm. I'm into different sports. My favourite? Volleyball. It's cool!

Woman: Really? And what are your other favourite sports?

Anna: Swimming. I'm lucky – my school's got a swimming pool.

Woman: Okay, swimming. One more question. Who is your favourite sports star?

Anna: It's Michael Phelps, the American swimmer. He's a fantastic swimmer – and he's good-looking!

Woman: Okay, thanks.

Anna: Not at all.

Two

Woman: Daniel. What's your favourite sport?

Daniel: Basketball. I'm a good player.

Woman: Yes? Well, you're very tall.

And what are your other favourite sports?

Daniel: Tennis. Tennis is great but I'm not a very good player.

Woman: One more question. Who's your favourite sports star?

Daniel: The Williams sisters. They're great. Serena Williams is fantastic. I've got a poster of her in my room.

Woman: Thanks, Daniel.

Daniel: That's okay.

Three

Woman: Silvio. What's your favourite sport?

Silvio: Football. I'm crazy about football. I'm in the school team.

Woman: You're in the school football team. Great. And what are your other favourite sports?

Silvio: Athletics. I'm a good runner.

Woman: One more question. Who's your favourite sports star?

Silvio: That's easy. The Brazilian footballer Juninho. He's cool!

Woman: Thanks, Silvio.

Silvio: That's okay.

Speaking

Exercise 8

- Encourage students to use sports vocabulary from this Module. If necessary, teach new words for students' favourite sports.

Exercise 9

- Tell students not to worry about the English pronunciation of the names of sports stars and teams.

Language Check

Exercise 1

Answers → student page

Exercise 2

Answers

- 6 apple
- 7 kiwi
- 8 carrot
- 9 potato
- 10 mineral water
- 11 cola

Exercise 3

Answers → student page

Exercise 4

Answers

- 16 Jim hasn't got a mobile phone.
- 17 I've got new trainers.
- 18 Has she got a tattoo on her arm?
- 19 My brother has got long hair.
- 20 You haven't got blue eyes.
- 21 Has he got dark hair?

Exercises 5 and 6

Answers → student page

Feedback (CD1 Track 49)

- Students listen to the recording to check their answers. Check spelling where necessary and the position of the apostrophe in Exercise 5 by asking individuals to write the answers on the board.
- Students look at the table to see which sections in the Students' Book they need to look at again.
- Give students time in class or at home to do the exercises on page 30 of the Workbook.

Study Corner 2

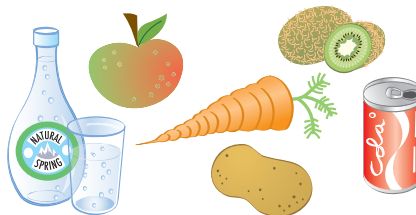
Language Check

1 Complete the sentences with the verbs *do* or *play*.

- 1 Can you do judo?
- 2 I can't play basketball.
- 3 Don't play football in the garden.
- 4 Do 30 minutes of exercise a day.
- 5 She can do gymnastics.

2 Put the words in the correct group.

fruit	vegetables	drink
6 _____	8 _____	10 _____
7 _____	9 _____	11 _____



3 Look at the photos on pages 30–31. Match the names with these descriptions.

a) Lucy b) Tom c) Alex d) Rajiv

- 12 blond hair / long hair / pink jacket a)
- 13 dark hair / trainers / white shirt c)
- 14 black hair / blue shirt / blue trousers d)
- 15 jeans / brown shoes / yellow T-shirt b)

Vocabulary ☐ / 15

4 Write affirmative sentences (✓), negative sentences (X) or questions (?) with *have got*.

Example

Fred / a new TV (?) – Has Fred got a new TV?

- 16 Jim / a mobile phone (X)
- 17 I / new trainers (✓)
- 18 she / a tattoo on her arm (?)
- 19 my brother / long hair (✓)
- 20 you / blue eyes (X)
- 21 he / dark hair (?)

5 Complete the sentences with the words in brackets and possessive 's or s'.

- 22 Is this Kate's dictionary? (Kate)
- 23 That is James's CD. (James)
- 24 The players' shirts are new. (players)
- 25 Who is in the men's final? (men)
- 26 My friend's computer is great. (friend)

Grammar ☐ / 11

6 Complete the dialogue with the words in the box.

difficult, hard, how, too

- A: 27 How are things?
- B: Not 28 too bad.
- A: How are the guitar classes?
- B: Oh, they're 29 hard work. And your French class?
- A: Horrible! It's really 30 difficult.

Key Expressions ☐ / 4

Feedback



- Listen and check your answers to the Language Check. Write down your scores.
- Look at the table below. Then do the exercises on page 30 of the Workbook.

Wrong answers:	Look again at:
Numbers 1–5	Get Ready – Key Words
Numbers 6–11	Unit 5 – Key Words
Numbers 12–15	Unit 4 – Key Words
Numbers 16–21	Unit 4 – Grammar
Numbers 22–26	Unit 5 – Grammar
Numbers 27–30	Unit 6 – Key Expressions

34

Study Help: The Picture Dictionary

You can find meanings of new words in the Picture Dictionary.

You can use the Picture Dictionary to revise words.

- Work in pairs. Choose a page in the Picture Dictionary. Cover the words and test your partner.

Example

- A: What's this?
- B: Basketball.
- A: Yes!

Study Help: The Picture Dictionary

- The example question and answer uses page 130 of the Picture Dictionary (Teacher's Guide, page 124).
- For the pair revision activity, advise students to choose pages in the Picture Dictionary for topics they have already studied in class, not for new topics.

Module Tests, Module 2 Test, Page 6

See Teacher's Development Workshops for extra teaching support.