

Sport and fitness

Part A

Objectives

By the end of this part of Unit 1 you will be able to:

- discuss how much you know about sports and athletics
- talk about sports
- listen to a newspaper report about Derartu Tulu
- read about East African athletes
- use relative pronouns to join two pieces of information
- make comparisons between East African athletes
- use adverbs of frequency
- use the present perfect tense
- write about your favourite sport
- speak about future plans using the correct pronunciation
- list some ground rules for using English in the classroom.

A1.1 Introduction: How much do you know about athletics?

Work in a small group and see how many of these questions you can answer. Then listen to your teacher and check your answers.

- 1 What distances are run in:
 - a international running events
 - b hurdling events?
- 2 What is
 - a a steeplechase
 - b a relay?
- 3 How often are the Olympic Games held?
- 4 What is the difference between track and field events in athletics?
- 5 What does it mean 'to break a record' or 'set a new record'?
- 6 What colour medal do you win when you finish an event in these positions?
 - a 1st
 - b 2nd
 - c 3rd



A1.2 Speaking: Talking about sport

Work in a small group and talk about the following:

- 1 Do you like sport? Which sports do you like watching?
Which sports do you like to take part in?
- 2 What sports are you good at?
- 3 What are the most popular sports in your school?
- 4 Have you taken part in your school sports day?
What did you do? How did you get on?
- 5 Do you have any good athletes in your school or
in your area? Who? Have you seen her / him
in action?
- 6 Which of the following do you need most to be
successful at sports?
 - a To have a natural talent.
 - b To be ready to work very hard and give up other interests.
 - c To have a good coach.
- 7 Why do you think Africa has produced so many successful athletes?



A1.3 Listening: Derartu Tulu

- 1 Listen to a newspaper report about Derartu Tulu and answer the questions that follow.



- 1 Whom did Derartu Tulu defeat in the report?
- 2 What distance had she run?
- 3 With whom did she share a lap of honour in the 1992 Games?
- 4 What position did Gete Wami achieve in the race?
- 5 Where was Derartu's first Olympic win?



A1.4 Reading: East African athletes

Since the 1960s African middle and long distance runners have dominated international athletics. Here are some stories of a few of them. Read them quickly and then do the exercise that follows.



Haile Gebrselassie is one of Ethiopia's most famous long distance runners. Many people call him the best long distance runner ever. He was born in 1973 in Asella, Arsi, Ethiopia. He had to run 10 kms to and from school every morning and even now he runs with his left arm bent as if holding his schoolbooks. He was one of ten children and his father wanted Haile to be a farmer, but when he was 13 he competed in his first race. By the 1990s he was taking part in international races. His achievements are great: he has broken 26 world records both indoors and out, won two Olympic 10,000 metres gold medals, and four world outdoor and three indoor 10,000 metres titles. He moved to road running in the latter part of his career. In September 2008, at the age of 35, he won the Berlin Marathon with a world record time of 2:03:59, breaking his own world record by 27 seconds. Haile is so famous that he starred as himself in an American film called *Endurance*. He loves running and hopes he can continue running or jogging all his life.



Kipchoge ("Kip") Keino was born in 1940 in Kipsano, Kenya. He did not participate in organised sports events until he went to police college. In the 1960s and early 1970s he astonished the world with the range and number of events that he competed in at international level. In 1962 and in 1965 he set new world records in the 3,000 metres steeplechase and the 5,000 metres. He won Olympic gold medals in the 1968 Mexico Olympics in the 1,500 metres, and in 1972 in Munich in the 3,000 metres steeplechase. He won two golds in the Commonwealth Games in 1966 in the one mile and the three miles, and again in 1970 in the 1,500 metres. Also in the 1970 games he won bronze in the 5,000 metres. While competing in international events, Keino began what was to be his life's work: with his wife he has brought up over 80 orphaned or abandoned children on his farm.



Derartu Tulu, the first woman from Africa to win an Olympic gold medal, was born in 1969 in Bekoji, in the Arsi highlands of Ethiopia. The seventh in a family of ten children, she began her career in athletics at school, but did not realise that she was an unusually fast runner until she was 16 years old. She launched her career by winning her first 10,000 metres Olympic gold medal in Barcelona in 1992, defeating Elana Meyer of South Africa. She competed in the Olympics in 1994, but suffered a knee injury and finished a disappointing fourth. In 1999 she gave birth to her daughter Tsion, but her running career was far from over. Regaining her form in the 2000 Sydney Olympic Games, she sprinted ahead to a clear victory. Derartu is still winning races and bringing home gold, silver and bronze medals to her people and her country. In her short career she has so far managed to win 35 gold, 12 silver and 15 bronze medals.



Catherine Ndereba is one of Kenya's leading marathon runners. She was born in 1972 in Nyeri, Kenya. She started running at school, where she had to train before and after class. After leaving school, she joined the prison service, which allowed her to continue training and running races, and it was there that she met her husband. She began her international career in 1995 and the following year won eight out of her 13 international races. In 1997 she took time off to have a baby, but she has been running ever since and has achieved even greater international success. In 2000 and 2001 she won both the Boston and Chicago

marathons and set a new world marathon record. In the 2004 Olympics she won a silver medal and in the World Championships she won gold in 2003 and silver two years later. Ndereba says she owes much of her success to her husband who has supported her throughout her career and has taken much of the responsibility for looking after their daughter.



Filbert Bayi is Tanzania's most successful athlete. He was born in 1953 in Karatu, Tanzania. His first international competition was the 3,000 metres steeplechase at the Munich Olympics in 1972. In 1973 he caught people's attention when he beat Kenya's legendary Kip Keino to gain the gold medal at the Lagos African Games. A year later at the Commonwealth Games in New Zealand he won the 1,500 metres in record time in what many people have called the most exciting 1,500 metre race ever. He was unable to repeat this success at Montreal four years later because of the African boycott of the Games. In 1980, though, he won silver at the Moscow Olympics in the 3,000 metres steeplechase. His health was not good and he never repeated these successes. In later life, however, he has devoted himself to the Filbert Bayi Institution, which helps young Tanzanian athletes and also educates young people about HIV and AIDS.

Find the information in the texts that tells us which of these athletes ...

- a** ... was a prison officer.
- b** ... was a police officer.
- c** ... has helped children.
- d** ... has an institution named after him / her.
- e** ... suffered a knee injury which delayed his / her career.
- f** ... came from a very large family.
- g** ... holds one arm in a special way while running.
- h** ... won eight out of 13 races in the same year.
- i** ... was in a race that many people remember.
- j** ... has won two Olympic gold medals.
- k** ... has had a film made about his / her life.
- l** ... won the same race two years running.
- m** ... did not run in the Montreal Olympics.
- n** ... ran with another of these athletes in the same event and won it.
- o** ... continued to run after giving birth.

Write full sentences in your exercise book.

A1.5 Language focus: Relative clauses

1 Read these sentences.

- Derartu Tulu, *who* was born in Ethiopia, is a famous runner.
- Haile Gebrselassie, *who* starred in a film called *Endurance*, was born in 1973.

Now work in groups to make sentences about the athletes in the passages above, using the relative pronoun *who* to introduce the relative clauses.

We use the relative pronouns *who*, *whose*, *whom*, *which*, *that* to join two pieces of information together.

We use *who*, *whom* and *whose* to give extra information about *people*. They can be used to link two separate sentences:

- The children worked hard. They all passed their exams.
The children who worked hard all passed their exams.
- This is my friend. I told you about her.
This is my friend whom I told you about.
- Isha is a policewoman. Her job is very interesting.
Isha is a policewoman whose job is very interesting.

Who is used in relation to the subject of a sentence or clause; *whom* is used in relation to the object. For example:

Adem gave Fetia a necklace.
Who gave Fetia a necklace?
To whom did Adem give a necklace?

We use *which* and *that* to give extra information about people, things or animals, to link two separate sentences.

He is the kind of man that everyone can admire.
She took a flight from Addis Ababa to Gaborone, which is in Botswana.

In many instances, *that* and *which* are used interchangeably, for example:

This is the car that he bought yesterday.
This is the car which he bought yesterday.

In either case, the pronoun clearly refers to the car.

2 Use the correct relative pronoun to join these sentences.

Example:

Berta enjoys sport. His father is an Olympic athlete.
Berta, whose father is an Olympic athlete, enjoys sport.

- 1 I gave my friend Tiringo a book for her birthday. She likes reading thrillers.
- 2 The boys went to the match with their uncle. Their parents were out at work.
- 3 Haile Gebrselassie is a famous long distance runner. He competed in his first race at the age of 13.
- 4 Derartu Tulu has won many gold, silver and bronze medals. Her daughter is called Tsion.
- 5 Turbo Tumo was a popular Ethiopian athlete. He died in a car accident.
- 6 Catherine Ndereba began running at school. She later joined the prison service.
- 7 Derartu comes from the Arsi region. Her cousins are also successful long distance runners.
- 8 Kip Keino set new world records. He astonished the world with his success.

A1.6 Language focus: Making comparisons

Read the passage on East African athletes again, then working in groups use the words in the box to compare the following runners. Share your sentences with the rest of the class.

- a Derartu Tulu and Catherine Ndereba
- b Kipchoge Keino and Filbert Bayi
- c Haile Gebrselassie and Catherine Ndereba

both / neither one / the other the former / the latter

Examples:

Both Haile Gebrselassie and Derartu Tulu were born in Arsi.

The one was born in 1973; the other was born in 1969.

The former broke 17 world records; the latter won 35 gold medals.

A1.7 Language focus: Adverbs of time

Adverbs of time tell us *when* something has happened. Complete the sentences below using the adverbs of time *still* / *yet* / *already*.

Example:

Derartu has already won three gold medals.

- 1 Haile Gebrselassie had not _____ taken part in a race before he was 13, although he _____ did some long distance running to and from school every day.
- 2 By the 1990s Haile was _____ taking part in international races and he _____ loves running or jogging even today.
- 3 Kip Keino was _____ an international star by 1962, but he was _____ to win an Olympic gold medal.
- 4 Although Kip was _____ competing in international events, he _____ knew what his life's work was to be.
- 5 Before Derartu gave birth to her daughter, she _____ knew she wanted to continue running and did not want to give it up _____.
- 6 Catherine Ndereba had _____ started running at school, but she _____ needed to continue her training when she joined the prison service.
- 7 In 1997 she won eight international races, but she _____ wanted to keep on running although she had _____ achieved international success.
- 8 Filbert Bayi had _____ beaten Kip Keino in 1973, but was _____ to win in the Commonwealth Games.

A1.8 Language focus: The present perfect tense

Make five different sentences from this table, using the words in brackets correctly, then write them in your exercise book.

<i>I</i>	<i>(still)</i>	<i>has</i>	<i>done</i>	<i>the clothes</i>	<i>for</i>	<i>two hours.</i>
<i>Tesema</i>		<i>have</i>	<i>washed</i>	<i>the rice</i>		<i>Year 1.</i>
<i>Kebebush</i>	<i>(already)</i>	<i>hasn't</i>	<i>written</i>	<i>this exercise</i>	<i>since</i>	<i>I got home.</i>
<i>The boys</i>		<i>haven't</i>	<i>studied</i>	<i>an essay</i>		<i>half an hour.</i>
<i>My partner and I</i>	<i>(yet)</i>		<i>made</i>	<i>geography</i>		<i>a few minutes.</i>

A1.9 Writing: Your favourite sport

Work in groups to write some paragraphs to describe your favourite sport, following the seven stages of writing: *think, brainstorm, plan, draft, check, re-write, proofread*. Include your reasons why young people should do exercise and try to persuade them to take up your chosen sport.

Suggested paragraph topics might be:

Introduction

Favourite sport

Why exercise is important, etc.

A1.10 Speaking: Talking about future plans

1 Work in pairs and groups to practise this conversation: *'I'm going to go shopping this afternoon.'* *'Well, I'll come with you.'*

2 Now make similar conversations from this table.

<i>I</i>	<i>is going to</i>	<i>telephone you tonight.</i>
<i>My friends</i>		<i>visit Addis Ababa next week.</i>
<i>We</i>	<i>are going to</i>	<i>write a letter to the school.</i>
<i>Leta</i>		<i>look it up on the Internet.</i>
<i>Ato Muhaba</i>		<i>learn to play tennis next year.</i>
<i>They</i>	<i>will</i>	<i>go to the football match this weekend.</i>

A1.11 Study skills: Using English in the classroom

- 1** Ask students to say what the rules are for their school and list them on the board.
- 2** Students then work in groups to list some ground rules for the English classroom.
Examples:
Students and teachers must respect each other.
Students should participate in all activities.
It's OK to make mistakes, etc.
Ask individuals to report on their suggested ground rules and write them on the board.
- 3** Students can then write these rules on a poster and display it in the classroom.
- 4** Students discuss the use of English in other subjects. Ask:
What English skills do students need?
What strategies are useful in other subjects?
- 5** Remind students to record new words in their vocabulary books. For this unit they should have recorded sports and fitness vocabulary.

Part B

Objectives

By the end of this part of Unit 1 you will be able to:

- listen to and answer questions about a passage about Pelé
- read a newspaper article about women's soccer
- use adverbs of time
- listen to a lecture about the importance of keeping fit
- talk about the importance of health and fitness
- give some good advice
- make plans and suggestions
- write a report about the African Nations Cup
- read a passage about playing basketball
- write about learning a new sport
- organise your study time better.



B1.1 Listening: A great player

Listen to your teacher and answer the following questions.

- 1** When and where was Pelé born?
- 2** What was the name of his first football team?
- 3** How many World Cups has he played in?
- 4** What is the total number of goals he has scored?
- 5** When did he retire?
- 6** What books has he written since then?

**B1.2 Reading:** A newspaper extract

- 1** Read the following newspaper article quickly, then tell your teacher what you have found out about it.

Breakthrough for Women's Soccer

By *Rosalind Amoh*

For the past few years men have dominated the soccer scene, while the performances of the women have been moved into the background. But 1998 saw women fighting hard to keep abreast, not only in track and field but in a sport that hitherto was considered exclusively for men.

FIFA, the world football governing body, must have seen a lot of potential in the development and enhancement in the women's game to have devoted the future to women.

Indeed the rapid development of women's soccer in the world has more than given substance to FIFA's belief that the future is feminine.



Giant leap

While women footballers all over the world have been making strides in further advancement of their careers, the women of Ghana also took a giant leap towards the future of soccer feminism. 1998 may not have been the best of years for Ghana soccer, but it certainly was for women's football. After almost eight years of trial and error, disappointments and failures, the Black Queens, Ghana's women team, made history by qualifying for the women's World Cup.

Though the Queens were not the first team to achieve such a feat, the Falcons of Nigeria having beaten them to it, they made sure they didn't miss out when the places allotted to Africa were increased to two.

In fact, the Queens will always be remembered as the first non-age side from Ghana to have made an appearance at any World Cup, a feat their male counterparts, the Black Stars, are yet to accomplish.

Comparing the level of acceptance between the men and the women's game, it would be quite unfair to also compare the achievement or

performance of the Queens to that of the Stars. But the fact can't be denied that the ladies were the best thing to have happened to Ghana soccer in the year under review.

Historic feat

And their feat is even more remarkable, given that they have not received the same level of support, especially in terms of finance, to advance their cause. Until 1997 when the Queens began their preparations towards the historic feat, very little was done for them, in fact not much was even heard of them as a team.

But once they went into action, the will to succeed where the men had failed, the determination to become their own heroines, drove the Queens to ensuring that they did not spare any opponents that came their way.

Guinea, considered one of the fastest growing sides in women's soccer in Africa, were the first to taste the venom of the Queens, losing by an unbelievable 19-0 in the two-leg encounter in the African Nations Cup qualifiers.

Proving the critics wrong

The score line was the biggest in the qualifiers, and many thought it was a fluke, but the Queens proved all critics wrong and went ahead to beat Egypt in a friendly match, before beating South Africa, who had a bloated ego of thinking they were the best ever after Nigeria's Falcons during the Maiden Nations Cup in Abeokuta, Nigeria.

That excellent show and a record of not losing a match in 1998 was cut short when the Falcons beat the Queens 2-0 to lift the Maiden trophy, but that didn't prevent the Ghanaians from making history. They picked silver and the other ticket to the 1999 USA World Cup.

While the team collectively made history, the goal-scoring skills of Vivian Mensah in particular

caught the attention of the CAF and FIFA officials, and she was invited to feature alongside other brilliant players in the World XI team against the defending world champions, USA, during the 1999 World Cup draw in America in February. Ghana has also won three silver medals in the Africa Women's Championship with two Queens' players winning the Women's Footballer of the Year award.

While Queens have been making strides on the international scene, back home the game is yet to gain the needed popularity. But with the performance of Queens, it is hoped that the interest will be aroused and sustained to ensure that more talent can be unearthed and groomed to keep the torch that the present crop of Queens have lit burning bright in the years to come.

2 Work in pairs to find the words in the passage and match them with their definitions, then write the words with their correct definitions in your vocabulary book.

- | | |
|-----------------------|--|
| a dominated | i given out |
| b exclusively | ii essence or chief part |
| c enhancement | iii amounts of money |
| d substance | iv solely or singly |
| e feat | v something that is like another |
| f allotted | vi making sure |
| g counterpart | vii all together |
| h achievement | viii ruled over |
| i finance | ix unexpected success |
| j ensuring | x a great deed |
| k fluke | xi increase in value |
| l collectively | xii an act of extraordinary skill |

3 Answer the questions about the passage above.

- 1 Why is it unfair to compare the achievements of the female and male soccer teams of Ghana?
- 2 Give three achievements of the Black Queens yet to be accomplished by their male counterparts.
- 3 **a** Did the Queens ever think they would achieve their goal?
b Quote a phrase or sentence to support your answer.
- 4 What other national teams are mentioned in the article?
- 5 Is soccer played by many women in Ghana?

B1.3 Language focus: Adverbs of frequency

Adverbs of frequency tell us how often something happens.

Example:

*Amare is often late for school and he is never early for anything.
He is late every day of the week.*

Work in pairs and use *sometimes, often, never, every day, once a week, regularly* to ask and answer questions about how often you:

- a** ... are late for school.
- b** ... play sports after school.
- c** ... forget your homework.
- d** ... eat fresh vegetables.
- e** ... go to bed after midnight.
- f** ... play with your friends.



B1.4 Listening: Keeping fit

- 1** Listen to your teacher read part of a lecture on the importance of health. Take notes about the main points.
- 2** Now answer the questions below.
 - a** What sports do you play?
 - b** How do you keep fit?
 - c** What is your favourite meal?
 - d** Why do you need sleep?
- 3** With the class, brainstorm your ideas for keeping fit.



B1.5 Speaking: Health and fitness

Discuss in groups the importance of health and fitness and prepare a presentation on one of the following topics: *Health, diet, fitness, hygiene.*

B1.6 Language focus: Giving good advice

When we talk about things which are necessary or essential, or a very good idea, we use expressions like: *must*, *mustn't*, *have to*, *don't have to*, *should*, *shouldn't*, *ought to*, *oughtn't*. These are called 'modals'.

1 Look at these sentences and decide where to put the words in italics in the table below. Write the table in your exercise book.

- a You *must* take exercise to keep fit.
- b To keep fit, we *have to* get enough sleep every night.
- c You *should* go to bed early before a big match.
- d We *mustn't* drink alcohol if we want to keep fit.
- e You *shouldn't* eat a big meal before an important match.

It is necessary	It is forbidden	It's not necessary	It's a good idea	It's not a good idea
<i>must</i>				

2 Now add these expressions to the table: *shouldn't*, *ought to*.

3 Which of the modals have similar meanings?

4 Make eight sentences from this table. Write them in your exercise book.

You <i>must</i> / <i>have to</i> borrow other people's things without asking them.
You <i>mustn't</i> talk when your teacher comes into the classroom.
You <i>don't have to</i> take enough exercise every day.
You <i>should</i> / <i>ought to</i> tell me before you visit; you are always welcome.
You <i>shouldn't</i> / <i>oughtn't to</i> eat too many sweets.
	... have seven or eight hours sleep every night.
	... keep wounds clean.
	... wash your clothes every day.

5 Work in groups to make more suggestions about keeping fit, using the modal verbs *must*, *mustn't*, *have to*, *don't have to*, *should*, *shouldn't*, *ought to*, *oughtn't* and adding your own suggestions.

B1.7 Language focus: Making plans and suggestions

Write down ten ways of keeping fit / healthy, then work in pairs, with one student choosing a problem and the other suggesting ways of solving it, using the phrases in the box:

Why don't you ...? If I were you, I'd ... How about ...?
Perhaps you could ...? You could always ... Let's ...


B1.8 Writing: The African Nations Cup

1 Look at the following data table and write five sentences about it.

Example:

Tunisia was the host nation twice between 1990 and 2008 for the African Nations Cup, and won the cup in 2004 with a score of 2–1.

Results

Year	Host nation	Final			Third Place Match		
		Champion	Score	Second Place	Third Place	Score	Fourth Place
1990	Algeria	Algeria	1–0	Nigeria	Zambia	1–0	Senegal
1992	Senegal	Côte d'Ivoire	0–0 aet (11–10) ps	Ghana	Nigeria	2–1	Cameroon
1994	Tunisia	Nigeria	2–1	Zambia	Côte d'Ivoire	3–1	Mali
1996	South Africa	South Africa	2–0	Tunisia	Zambia	1–0	Ghana
1998	Burkina Faso	Egypt	2–0	South Africa	Congo DR	4–4 (4–1) ps	Burkina Faso
2000	Ghana & Nigeria	Cameroon	2–2 aet (4–3) ps	Nigeria	South Africa	2–2 aet (4–3) ps	Tunisia
2002	Mali	Cameroon	0–0 aet (3–2) ps	Senegal	Nigeria	1–0	Mali
2004	Tunisia	Tunisia	2–1	Morocco	Nigeria	2–1	Mali
2006	Egypt	Egypt	0–0 aet (4–2) ps	Côte d'Ivoire	Nigeria	1–0	Senegal
2008	Ghana	Egypt	1–0	Cameroon	Ghana	4–2	Côte d'Ivoire
2010	Angola	Egypt	1–0	Ghana	Nigeria	1–0	Algeria

2 Now write a short report, combining the sentences about each country into a paragraph and adding a brief introduction and conclusion.

Your report could follow the following outline:

Paragraph 1: Introduction

Paragraph 2: Country A

Paragraph 3: Country B

Paragraph 4: Country C, etc.

Final paragraph: Conclusion (country with the most / fewest wins, predictions for the future).



B1.9 Reading: Basketball

Read the text and answer these questions below.

Basketball is a team sport in which two teams of five active players each try to score points against one another by placing a ball through a 3.048 metre high hoop (the *goal*) under organised rules. Basketball is one of the most popular and widely viewed sports in the world.

Points are scored by throwing (*shooting*) the ball through the basket from above; the team with more points at the end of the game wins. The ball can be advanced on the court by bouncing it (*dribbling*) or passing it between team mates. Physical contact adversely affecting a member of the other team (*foul*) is penalised and there are restrictions on how the ball can be handled (*violations*).

Through time, basketball has developed to involve common techniques of shooting, passing and dribbling, as well as players' positions, and offensive and defensive structures. Typically, the tallest members of a team will play centre, or one of two forward positions, while shorter players or those who possess the best ball handling skills and speed, play the guard positions.

While competitive basketball is carefully regulated, numerous variations of basketball have developed for casual play. In some countries, basketball is also a popular spectator sport.

Competitive basketball is primarily an indoor sport played on a basketball court, but less regulated variations played outdoors have become increasingly popular among both inner city and rural groups.

- 1 What is the total number of players in a game of basketball?
- 2 How are points scored in the game?
- 3 What happens if a player does not play fair?
- 4 What are the three main elements in a game of basketball?
- 5 Why are tall members of the team valued?
- 6 What advantages do smaller team members possess?
- 7 Where is basketball played by inner city and rural groups?
- 8 What are the correct words for the following activities:
 - a the hoop or basket on the end of the pole.
 - b throwing the ball through the basket.
 - c bouncing or passing the ball between team mates.
 - d physical contact affecting an opponent.
 - e rules about how the ball can be handled.


B1.10 Writing: Learning a new sport

Choose a sport you do not play, for example tennis or badminton. Write down a number of things you would like to know about the sport, then find out as much as you can about it from a library or the Internet. Make brief notes on what you learned, under headings *Necessary equipment, Training, Where you would practise your chosen sport, How you would fund your training, and Competitions you would enter*. Then write sentences about what you will or are going to do.

Example:

I'm going to learn to play tennis.

I will need to buy a tennis racquet and some balls.

Perhaps one day I will represent Ethiopia in an international tennis tournament.


B1.11 Study skills: How well do you organise your study time?

1 Try this quiz on your own. Write down ONE answer to each question.

- 1** When do you do your homework?
 - a** Immediately after school.
 - b** In the evening before dinner.
 - c** Just before I go to bed.
 - d** In the morning before I go to school.
- 2** Do you do lots of homework on some days and none on other days?
 - a** Yes, so that I can have some free evenings.
 - b** No, I try to do a little every day.
 - c** It depends. I generally do it the day before I have to give it in to my teacher.
- 3** Where do you do your homework?
 - a** In my bedroom.
 - b** At school.
 - c** In the kitchen.
 - d** In the living room while watching TV.
- 4** Do you do your homework with one of your classmates?
 - a** Yes, so that we can listen to music and have some fun at the same time.
 - b** Yes, so that we can talk about what we are doing.
 - c** No, because I like to study alone.
- 5** Do you take a break when you are studying?
 - a** No, because I just want to get it done.
 - b** Yes, I go and talk to Mother or play with my sister every ten minutes.
 - c** Yes, I take a break when I have completed one piece of work before starting another.
- 6** Where do you keep your books and study materials?
 - a** In my school bag.
 - b** In my bedroom.
 - c** Nowhere special.



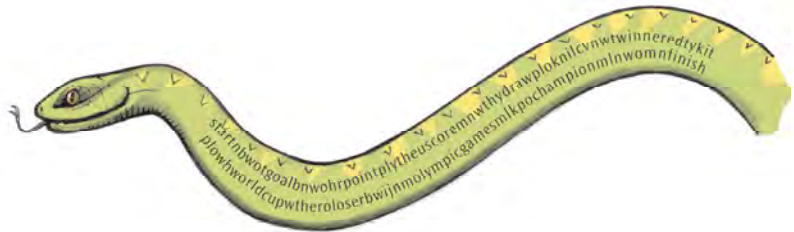
- 2 Now compare your answers with your partner's.
- 3 Listen to your teacher reading out how you can score each of your answers.
Add up your scores for each answer and look at this explanation of what your score tells you about how you organise your study time.

Scores:

- 18 Excellent. You organise your study time very well.
- 14–17 Very good. You generally organise your study time well. There may be one or two things you could improve.
- 10–13 Not bad. You study quite well but there are some things you need to think about that may help you to study better.
- 6–9 Hmm! You need to think about how you study. The quiz will give you some ideas about how you can study better.

B1.12 Fun with words: A word snake

Find the sports words hidden in this word snake. Write them in your exercise book.



Assessment

- 1 Listening
Your teacher will read a passage about Ethiopian football and give you some multiple-choice questions. Listen and choose the correct answers to the questions.
- 2 Speaking
You will be asked to compare information about the people shown in these two photographs. Find out what you can about Mahmoud Ahmed and Asnakech Worku beforehand.

