

UNIT

1

Football? Soccer?

Aims and objectives

In this unit, students will learn:

- present simple
- present continuous
- present perfect (Revision)
- words for sports clothes
- chat on the phone
- buy things in a sports shop

Warm up

Ask students to look at the picture and ask: *Where are the characters? Are they inside or outside?* (outside, in the street) *How are they dressed – casually or smartly?* (casually) *Look at the title of the unit. What is ‘soccer’?* (the American word for football)

1 Listen and read.

Play the recording. Ask students to follow the dialogue in their books and check their answers to the questions in the warm up activity. Ask some general questions to check comprehension:
What is Emily’s friend’s name? (Greg)
Where is he from? (America)
How long has he been in England? (two weeks)
How long is he going to spend in England? (a year)
What sports equipment has Asher got in his bag? (cricket (batting) gloves)
What other sport does Asher play? (football)
What sport does Greg play? (American football)
Has Greg ever played football? (no)

Ask students to work in groups of three and practise the conversation.
Ask several groups to perform their conversations for the class.

2 Correct the wrong information in each sentence.

Read the first sentence and example answer with the class. Ask students to do the task with a partner. Check answers.

Key

- 2 No - Greg’s dad is working in England for a year.
- 3 No - Greg has been in England for two weeks.
- 4 No - Greg hasn’t seen cricket gloves before.
- 5 No - Asher isn’t very good at cricket.
- 6 No - Asher doesn’t think cricket is a bit like baseball.
- 7 No - Greg has played American football.
- 8 No - Emily doesn’t want to talk about sport any more.

Get talking
Chatting on the phone

3 Listen to the dialogues. Then read the texts and match them with the pictures.

Look at the pictures with the class and ask them to say what they think each person is doing. Make sure they are using the Present continuous tense. Play the recording. Ask students to follow in their books. Play it a second time and then get students to match the dialogues with the pictures.

Key

- A 3 B 2 C 1

4 Work with a partner. Make conversations like the ones in Exercise 3. Use the pictures.

Ask students to work with a partner to make up similar dialogues to the ones in Exercise 3. Ask them to look at the pictures and work out what each person is doing.
Ask several pairs to present their dialogues to the class.
Remind students to use the Present continuous tense in the questions and answers.

Language Focus
Vocabulary
Sports clothes

4 1 Match the words and pictures. Then listen and check.

Say the words and ask students to repeat. Ask them to match the words and the pictures. Play the recording. Check answers with the class. To get students to use the vocabulary, ask *What's C?* etc.

Tapescript Key

- 1 gloves
- 2 vest
- 3 pads
- 4 socks
- 5 helmet
- 6 shorts
- 7 shirt
- 8 boots
- 9 goggles
- 10 trainers

2 Answer the questions about the sports clothes in Exercise 1.

Ask students to work with a partner to answer the questions. In Question 2, ask them to use the example sentence given as a model for their answers. Remind them that the same items can be used in more than one sport. Check answers. Elicit from students, the kind of words that are used with 'a pair of ...' (answer: things which consist of two parts or halves).

Key

- 1 gloves, pads, socks, shorts, boots, goggles, trainers
- 2 a) pads, helmet, gloves
b) shorts, shirt, socks, boots
c) shorts, shirt, helmet, pads, gloves, socks, trainers
d) shorts, vest, socks, trainers
e) shorts, shirt, socks, trainers

FOLLOW UP

Ask students to use their dictionaries to find out what sports use the following clothing and equipment: skates (skating), shuttlecock (badminton), bat (cricket, table tennis), net (tennis, table tennis), wetsuit, paddle, kayak (kayaking), mask, snorkel, flippers (diving, snorkelling).

Get talking
Buying things in a sports shop

5 3 Number the dialogue in the correct order. Listen and check.

Ask students to read the dialogue and, working in pairs, they try to order it. Play the recording. Students follow in their books to check the answers. Play it a second time and then get students to repeat the dialogues in pairs.

Tapescript Key

- WOMAN: Can I help you?
- BOY: Yes. I need a pair of rugby boots.
- WOMAN: OK. What size do you take?
- BOY: 6, I think.
- WOMAN: Well, we've got these.
- BOY: Oh, they look fine. Can I try them on, please?
- WOMAN: Sure – go ahead.

4 Work with a partner. Make similar conversations about:

Ask students to work with a partner. Ask them to substitute the topic in the dialogue in Exercise 3 (a pair of rugby boots) with the items listed. Ask several pairs to demonstrate their dialogues to the class.

FOLLOW UP

Ask students to work with a partner and make 'shopping lists' for one type of sport in Exercise 1. They then make more dialogues buying all the equipment and clothing needed for that type of sport (e.g. running: vest, shorts, socks, trainers).

Grammar
Present simple / Present continuous / Present perfect (Revision)

- 1 Look at the sentences and write the name of the correct tense: PS (Present simple), PC (Present continuous) or PP (Present perfect).

Read through the sentences with the class. As this is revision, they can work in pairs to do the task. Check answers.

Key

- 1 Present simple (PS)
- 2 Present perfect (PP)
- 3 Present perfect (PP)
- 4 Present continuous (PC)
- 5 Present simple (PS)
- 6 Present continuous (PC)
- 7 Present perfect (PP)
- 8 Present simple (PS)
- 9 Present continuous (PC)

Elicit from the students the way they can recognise each tense:
Present simple: infinitive, with -s ending for *he/she/it*
Present continuous: verb + -ing
Present perfect: *have/has* + participle

- 2 Match the questions and answers.

Do the first one as an example with the class. Ask students to complete the task individually, comparing their answers with a partner before a whole class check. As a way of checking answers, ask the questions in the order they are presented, and get students to give you the matching answer.

Key

- 1 b 2 e 3 g 4 a 5 h 6 c 7 d 8 f

- 3 Circle the correct form of the verb.

Ask students to work with a partner to do the task. Remind them to look carefully at the clues in the questions or answers that show if the speaker is talking about a regular habit (present simple tense), something happening at the moment of

speaking (present continuous) or something about a recent experience (present perfect). Ask several pairs to read the correct dialogues to the class for checking.

Key

- 1 She's talking 4 Have you seen
- 2 I go 5 She reads
- 3 I'm watching 6 I haven't read

- 4 Match the sentences and the pictures.

Tell students to read the sentences first. Ask them to say which one refers to something happening at the moment of speaking, and which refers to something that happens regularly. They can then work with a partner to find the matching pictures. Check answers.

Key

- A 4 B 6 C 3 D 5 E 2 F 1 G 8 H 7

- 5 Complete the sentences with the Present simple or the Present continuous form of the verbs.

Ask students to complete the task individually. Check answers by asking students to read full sentences.

Key

- 2 have 5 'm looking
- 3 leaves 6 wins
- 4 'm watching 7 's winning

FOLLOW UP

Point out that sentence pairs 1 and 2, and 6 and 7 show how the same verb changes when it has a different function in the sentence. Ask students to write examples of sentences using *leave* in the present continuous tense, and *watch* and *look* in the present simple tense.

- 6 Circle the correct verb.

Ask students to do the task individually as a form of self-evaluation. Remind them to look carefully at the clues in the questions that show if the speaker is talking about a regular habit (present simple

tense), something happening at the moment of speaking (present continuous) or about a recent experience (present perfect). Check answers.

Key

- 1 've found
- 2 have lived
- 3 hasn't been
- 4 visit
- 5 haven't seen

7 Complete the sentences with the Present perfect simple of the verbs.

Ask students to complete the task individually or with a partner. Check answers by asking students to read full sentences.

Key

- 2 've never wanted
- 3 've bought
- 4 Have you heard
- 5 has given
- 6 've eaten
- 7 hasn't come
- 8 hasn't studied

FOLLOW UP

Check that students have used the correct spelling for the participles. Write some more verbs on the board and ask them to spell the participle forms (e.g. *hurry, carry, teach, bring, catch, tidy, be, drink*).

Skills
Reading and speaking
Warm up

Ask students to look at the pictures. Ask them whether they have ever been to an event or taken part in an activity similar to those in the pictures. Elicit from them what the pictures show: conkers (chestnuts), bog snorkelling (in a muddy river), cheese rolling.

1 Read the texts. Match each text to a photo.

Background notes

- Llanwrtyd Wells (pronounced *ghlan-oo-er-tid wells*) is a small town in Powys, mid Wales.
- The word *conker* comes from the French *conque* meaning a shell, because the game was originally played using snail shells.
- The World Conker Championship in Ashton, Northamptonshire, England, takes place on the second Sunday of October every year.
- Many British schools do not allow children to play conkers for safety reasons.

Ask students to read the texts quickly and match them to the photos.

Key

- A 2 Conkers
- B 1 Bog snorkelling
- C 3 Cheese rolling

Now ask students to read the texts carefully. Ask a few general questions to check comprehension:

- What do you need to take part in bog snorkelling?* (flippers and a snorkel)
- Where do people go bog snorkelling?* (Llanwrtyd Wells, in Wales)
- What is a bog?* (a shallow, muddy river)
- How far do you have to swim?* (60 m up and down)
- What kind of trees do conkers grow on?* (horse chestnut trees)
- How do you win a game of conkers?* (you have to break your opponent's conker)
- Where do people come to take part in the world championship?* (Ashton, England)
- When does cheese rolling take place?* (May)
- How do you know cheese rolling can be dangerous?* (most years someone breaks a leg)

2 Read these sentences. Which sport is each sentence about?

Ask students to do the task individually, comparing their answers with a partner before a whole class check.

Key

- 1 cheese rolling
- 2 conkers
- 3 bog snorkelling
- 4 conkers
- 5 cheese rolling (the winner gets the cheese)

3 Discuss in small groups.

Ask students to work in small groups to discuss the questions. Then have a general class discussion.

Listening
Warm up

Background notes

- Old Trafford is a stadium in Manchester,
- England, and the home of Manchester
- United F.C. The ground held FA Cup semi-final matches, as well as several England
- international matches, while the new
- Wembley Stadium was being built.

Students look at the photo. Ask them if they know which stadium this is. Some of them might know that it is Old Trafford in Manchester, the home of Manchester United.

6 4 Listen to an American boy talking about his trip to an English football game.
Answer these questions.

Read the questions with the class so that they know what information they are listening out for. Play the recording. Check answers.

Tapescript

BOY: I went to the UK last year to stay with my pen friend Josh and his family in Manchester, and I really, really wanted to go and see a sporting occasion. Back home I'm a big baseball fan but I'm starting to get into soccer and I really wanted to see a game in the country where it all started. On my last night, Josh told me that his dad had got tickets to see Manchester United playing Arsenal. I couldn't believe it! Manchester United against Arsenal – the two top teams in the English premier league! I was going to

see a real live game of English soccer! We got to the stadium, Old Trafford, at six in the evening, an hour before the game started. What an amazing place. It was so big and there were thousands of people hanging around outside – all wearing red scarves and hats. There were some men wearing only red T-shirts which was crazy because it was January and it was freezing cold. Everyone was singing – there was a great atmosphere. We showed our tickets and went inside. I was immediately impressed by how big it was and how close the fans could sit to the pitch.

We found our seats, sat down and waited for the game to begin. Everyone was really excited and when the teams came on to the field the noise was amazing. The fans were cheering and letting off their hooters. A man introduced the team to us over the loud speakers and each player got a huge roar from the crowd. When Arsenal came out they weren't so polite. A big boo went around the stadium.

The game was great. The fans sang loads of different songs. I didn't know the words but that didn't stop me singing along. At half time neither team had scored. It was still 0 – 0. We got hotdogs to warm us up – they weren't quite as good as the ones back home but they weren't bad. The second half was fantastic. Manchester United scored first and the noise was incredible. Unfortunately Arsenal scored five minutes later and the whole stadium went silent. The good news is that one minute before the end United scored again. The final whistle went. United had won. The stadium went crazy.

The walk back to the car was great. Everyone was really happy. We got home late and I had a plane to catch early the next morning but I didn't care. It had been a fantastic evening and a great end to my holiday.

Key

- 1 Sam was in Manchester.
- 2 Manchester United and Arsenal.
- 3 Manchester United won.

7 **5 Listen again. Decide if the sentences below are T (True) or F (False).**

Play the recording again for students to listen and circle T (True) or F (False). Ask them to correct the false sentences.

Key

1 T 2 F 3 F 4 F 5 T 6 T 7 F 8 T

Speaking

6 **Choose a sentence for each photo. Compare your answers with a partner and explain your reasons.**

Ask students to work with a partner to match the pictures and the sentences. You may want to do the first one together as a class. Ask students which sentence cannot be about the first picture (7). Then ask them whether any of the others can be about the picture. Remind them that most of the pictures can have more than one matching answer. Check answers.

Key (Suggested answers)

- Picture A: 1, 2, 3, 4, 5, 8
- Picture B: 1, 2, 3, 4, 6, 7, 8
- Picture C: 3, 4, 6, 7
- Picture D: 1, 2, 5, 8
- Picture E: 2, 3, 6, 7, 8

7 **Tell your partner about a memorable sporting occasion.**

Ask students to work in pairs. If they need help, ask them to answer these questions first:
Have you ever played an important / exciting / terrible / unusual match or game?
When, and where?
Why did you take part?
What happened?

Ask several students to tell the class about an interesting sporting occasion their partner has had.

Writing for your Portfolio

8 **Complete Roberto's text with the words on the left.**

Draw students' attention to the words on the left. Read them aloud, with students repeating them.

Elicit the meaning of the words. This exercise can be completed for homework. Students fill in the gaps in the text, comparing their answers with a partner before a whole class check.

Key

- | | |
|--------------|-----------------|
| 1 interested | 5 painted |
| 2 together | 6 unfortunately |
| 3 country | 7 sad |
| 4 windows | 8 wait |

9 **Read the text again and answer the questions.**

Students can do this for homework, if you prefer. Check answers.

Key

- 1 Football
- 2 Flags
- 3 They painted their faces.
- 4 He watched it on TV.
- 5 The other country won.
- 6 He is looking forward to the next World Cup.

10 **Write a text entitled *A sports event I remember*.**

Encourage students to use the information they gave during their discussion in Exercise 7, and the words on this page. Students can complete their writing task at home. Ask students to exchange their work with a partner and read each other's writing.

Sounds right /s/ vs /z/

11 **Listen to some of the words from Exercise 1, page 6. Decide which end with an /s/ sound and which with a /z/ sound.**

Have students listen and write the words in the correct column of the table. Check the answers with the class.

Tapescript

- gloves
- pads
- socks
- shorts
- boots
- goggles
- trainers

Key

/s/		/z/	
socks		gloves	trainers
shorts		pads	
boots		goggles	

Learn MORE
through English
Early US History

Read the key words aloud, with students repeating them after you. Ask them to work in pairs and explain the meanings of the words to each other, using a dictionary to check the meanings of any that they don't know.

1 Read the article about the Pilgrims.
Match the questions and the paragraphs.

Read the questions with the class so that students know what kind of information they will be expecting to find out in each paragraph. Read the text aloud and explain any unknown vocabulary, after asking them to use the context to guess the meanings of new words or check their ideas about the meanings of the key words. Ask some general questions to check.

- Where did the Puritans come from? (England)
- Why were they unpopular? (many didn't like their beliefs)
- What did they hope to become in America? (rich and happy)
- What was the journey like? (long and hard)
- Who helped them when they settled in America? (the Native Americans)
- When is Thanksgiving? (the fourth Thursday in November)

Key

1 c 2 d 3 e 4 a 5 b

2 What do you know about the Boston Tea Party? Decide whether the statements below are T (True) or F (False).

Ask students to read the statements and discuss them with a partner. They can guess the answers.

Key

1 F 2 T 3 T 4 T 5 F 6 T

9 3 Helen, a student, is giving a presentation to her class about 'The Boston Tea Party'. Listen and check your answers.

Tapescript

- WOMAN:** OK everyone. Quiet now, please. Thanks. OK, now listen carefully, please. Today we're going to learn a bit more about the American Revolution and why it happened. OK? Helen is going to tell us about
- GIRL:** The Boston Tea Party. Erm, I've done a poster with some pictures, so that you can look at the same time as you listen.
- WOMAN:** Just one little thing, Helen. Could you please speak more slowly?
- GIRL:** Well, the first thing to say is that the Boston Tea Party wasn't a party at all! The name is a kind of joke, OK? But the Tea Party was a very important bit of the history of how America became independent. Now, I want to say a bit about Boston, because Boston was a very, very important place in America in the 1700s. It was an important port – you know, ships went in and out and took things in and out of America. And don't forget that in those days, we were still a colony of Britain, OK?
- OTHERS:** Yes, we know that! Of course!
- GIRL:** And, you see, in the 1700s, especially after about 1730, the government in Britain started to ask the Americans to pay money, taxes. And the Americans weren't happy about that. Not happy at all. So things weren't very good between Britain and America at that time. So, as I said, a lot of Americans weren't happy with the British. There were British soldiers in Boston. There were fights and the British soldiers shot 5 men in 1770. Now in December 1773 there were three ships in Boston harbour which were bringing the tea for a big British company. This made lots of Americans merchants who sold tea very angry. So on 16th December

American men dressed up as Native Americans and went on board the ships. They took the big boxes of tea, and they started to throw all the tea into the water. And the people of Boston watched them and cheered and waved – they thought it was great! Of course the British company lost a lot of money. And the Americans said they wouldn't pay for the tea, so the British government was very angry with them. In fact, they closed Boston harbour.

OTHER: So this thing, this Boston Tea Party, why was it so important?

GIRL: Well, you see, it was one of the first times that the Americans really said: We don't want the British here. Why should we pay taxes to a foreign government? And more and more Americans started to think, Why can't we be independent? And that's what finally happened. The Declaration of Independence in 1776.

TEACHER: Thanks, Helen – that was really interesting. You really presented it nicely. And now we...

Mini-project

A moment in time

4 Write a project about an important event in your country's history.

Read the instructions with the class. You might want to play the recording in Exercise 3 again, so that they can use it as a model for their own presentations. Explain any difficult vocabulary. Ask them to choose an event to find out about for the project. Students complete the project for homework. They should write their text, and add images, to present to the class or to add to a display.