

UNIT

1

Football? Soccer?

Aims and objectives**In this unit, students will learn:**

- simple present (review)
- present continuous (review)
- present perfect (review)
- words for sporting apparel
- to talk on the phone
- to buy things in a sporting goods store

Warm-up

Ask students to look at the picture and ask: *Where are the characters? Are they inside or outside? (outside, on the street) How are they dressed—casually or smartly? (casually) Look at the title of the unit. What is “football?” (an American sport that is different from soccer)*

2 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? (Brazil)*
- How long has he been in the U.S.? (two weeks)*
- How long is he going to spend in the U.S.? (a year)*
- What kind of equipment does Juan have in his bag? (lacrosse equipment)*
- What other sport does Juan play? (football)*
- What sport does Greg play? (soccer)*
- Has Greg ever played American football? (no)*

Ask students to work in groups of three and practice 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 complete the task with a partner. Check answers.

Key

- 2 No. Greg's dad is working in the U.S. for a year.
- 3 No. Greg has been in the U.S. for two weeks.
- 4 No. Greg hasn't seen lacrosse gloves before.
- 5 No. Juan isn't very good at lacrosse.
- 6 No. Juan doesn't think lacrosse is at all like field hockey.
- 7 No. Juan has played American football.
- 8 No. Emily doesn't want to talk about sports any more.

Get talking
Talking 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 along 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 similar to the ones in Exercise 3. Use the pictures below.

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 figure 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 their questions and answers.

Language Focus

Vocabulary

Sports apparel

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

Say the words and ask students to repeat after you. Ask them to match the words and pictures. Play the recording. Check answers with the class. To get students to use the vocabulary, ask *What's 3? etc.*

Tapescript Key

- 1 gloves
- 2 tank top
- 3 pads
- 4 socks
- 5 helmet
- 6 shorts
- 7 sweatshirt
- 8 cleats
- 9 goggles
- 10 sneakers

- 2 **Answer the questions about the sports apparel in Exercise 1.**

Ask students to work with a partner to answer the questions. For 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 that have two parts or halves).

Key

- 1 gloves, pads, socks, shorts, cleats, goggles, sneakers
- 2 a) pads, helmet, gloves
- b) shorts, socks, cleats
- c) shorts, helmet, pads, gloves, socks, sneakers
- d) shorts, tank top, socks, sneakers
- e) shorts, socks, sneakers

FOLLOW UP

Ask students to use a dictionary to find out which sports use the following clothing and equipment: skates (skating), shuttlecock (badminton), bat (baseball), net (tennis, table tennis), paddle (kayaking, table tennis), and mask, snorkel, and flippers (diving, snorkeling).

Get talking

Buying things in a sporting goods store

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

Ask students to read the dialogue and—working in pairs—try to order it. Play the recording. Have students follow along in their books to check their answers. Play it a second time and have students repeat the dialogue in pairs.

Tapescript Key

- WOMAN:** May I help you?
BOY: Yes. I need a pair of soccer cleats.
WOMAN: OK. What size do you wear?
BOY: 10, I think.
WOMAN: Well, we have these.
BOY: Oh, they look fine. Can I try them on?
WOMAN: Sure, no problem.

- 4 **Work with a partner. Make similar conversations about:**

Ask students to work with a partner. Have them substitute the topic in the dialogue in Exercise 3 (a pair of soccer cleats) with the items listed in the exercise.

Ask several pairs to demonstrate their dialogues for the class.

FOLLOW UP

Ask students to work with a partner and make a “shopping list” for one of the sports mentioned in Exercise 2. Then have them create more dialogues to buy all the equipment and clothing needed for that type of sport (e.g., running: tank top, shorts, socks, sneakers).

Grammar

Simple present / present continuous / present perfect (review)

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

Read through the sentences with the class. Since this is a review, have them work in pairs to complete the task. Check answers.

Key

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

Elicit from the students the way they can recognize each tense:

simple present: infinitive, with *-s* ending for *he/she/it*

present continuous: verb + *-ing*

present perfect: *have/has* + participle

- 2 Match the questions and answers.

Model the first one as an example for 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 have students give you the matching answers.

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 complete 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 (simple present 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 as a way of checking answers.

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 of each pair refers to something happening at the moment of speaking, and which one refers to something that happens regularly. Then have them 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 simple present or present continuous form of the verbs.

Have students complete the task individually. Check answers by asking students to read the 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 simple present tense.

- 6 Circle the correct verb.

Ask students to complete 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 (simple present tense), something happening at the moment of speaking (present continuous), or 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 verb in parentheses.

Ask students to complete the task individually or with a partner. Check answers by having individual students read aloud 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, clean, 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: catching fish, a street race, a kind of competition on a log.

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

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

Key

- A 2 Catfish grabbing
- B 1 Street luge
- C 3 Logrolling

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

What are some other names for catfish grabbing? (catfish grappling, stumping, grabbling, noodling, or graveling)

Where is catfish grabbing popular? (along the Tennessee River and in southern states)

What happens to the catfish that are caught? (Usually they are set free, but sometimes they are eaten.)

What is the street luge modeled on? (the luge, an Olympic event in which competitors sled down an ice slide)

Where did the street luge first take place? (in southern California)

When did the first professional street luge race take place? (in 1975)

What is birling? (It's another name for logrolling.)

Where does this sport originate? (in the northwestern United States)

Who wins a logrolling competition? (the person who stays on the log the longest)

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

Ask students to complete the task individually and compare their answers with a partner before checking answers with the whole class.

Key

- 1 street luge
- 2 catfish grabbing
- 3 street luge
- 4 catfish grabbing
- 5 logrolling

3 Discuss in small groups.

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

Listening

Warm-up

Background notes

- *La Bombonera* is the nickname for Estadio
- Alberto J. Armando, a soccer stadium
- in Buenos Aires, Argentina. The stadium
- was given its nickname due to its tiered
- stands, which resemble the layers in a box
- of chocolates. *La Bombonera* means “the
- Chocolate Box.”

Have students look at the photo. Ask them if they know which stadium this is. Some of them might know that it is La Bombonera, in Argentina, the home of Boca Juniors, a famous Argentina soccer team.

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

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

Tapescript

BOY: I went to Argentina last year to stay with my pen pal, Federico, and his family in Argentina, and I really, really wanted to go and see a big sports event. Back home I'm a big baseball fan, but I'm also starting to get into soccer, and I really wanted to see a game in a country that has so many great players. On my last night, Federico told me that his dad had tickets to see a Boca Juniors game. I couldn't believe it! Boca Juniors are one of the most famous soccer teams in the world! I was going to see a real live game of professional soccer! We got to the stadium, which is nicknamed La Bombonera, 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 blue and yellow. It was a warm evening, and I had never seen anything like it. It was like one big party. Everyone was singing, and there was a great atmosphere—and the game had not even started! We showed our tickets and went inside. I was immediately impressed by how

loud it was and how close the fans sat 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 jumping and banging drums. A man introduced the team to us over the loud speakers, and each player got a huge roar from the crowd.

The game was great. The fans sang and chanted the whole time. I didn't know the words, but that didn't stop me from joining in. By half time, neither team had scored. It was still 0–0. The second half was incredible. Boca Juniors scored first, and the noise was deafening. Then the other team scored five minutes later, but the stadium still echoed with the noise of the Boca fans. The good news is that one minute before the end Boca Juniors scored again. The final whistle went. Boca had won. The stadium went totally crazy.

The mood afterward 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 vacation.

Key

- 1 Sam was in Argentina.
- 2 Boca Juniors
- 3 2–1, Boca Juniors

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 T 3 F 4 F 5 T 6 F 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 sentences. Complete 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 the following questions first:
Have you ever played in an important / exciting / terrible / unusual sports competition 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 using the words on the left.

Draw students' attention to the words on the left. Read them aloud and have students repeat them. Elicit the meaning of the words. This exercise can be completed as homework. Have students fill in the blanks in the text and compare their answers with a partner before completing 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 as homework, if you prefer. Check answers.

Key

- soccer
- flags
- They painted their faces.
- He watched it on TV.
- The other country won.
- the next Soccer 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. Have students complete the writing task at home. Then 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 /s/ sound and which end 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
 cleats
 goggles
 sneakers

Key

/s/		/z/	
socks	cleats	gloves	sneakers
shorts		pads	goggles

Learn MORE through English

Early U.S. history

Read the key words aloud and have students repeat 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 words 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 ask students to use the context to guess the meanings of new words or check their ideas about the meanings of the key words. Then explain any unknown vocabulary. Ask some general questions to check comprehension:

Where did the Puritans first come from? (England)
Why were they unpopular? (Many people 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. Then have them 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

TEACHER: OK, everyone. Quiet now, please. Thanks. OK, now listen carefully, please. Today we're going to learn more about the American Revolution and why it happened. OK? Helen is going to tell us about

GIRL: The Boston Tea Party. Um, I've done a poster with some pictures so that you can look at the same time as you listen.

TEACHER: 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 kind of a joke, right? But the Boston Tea Party was a very important part of the history of how the United States became independent. Now, I want to say something about Boston, because Boston was a very, very important place in America in the 1700s. It was an important sea port and many ships used it to take things in and out of North America. And don't forget that in those days, we were still a colony of Great Britain, OK?

OTHERS: Yes, we know that! Of course!

GIRL: And, you see, in the 1700s, especially after about 1730, the government in Great Britain started to ask the Americans to pay many taxes. And the Americans weren't happy about that. Not happy at all. So things weren't very good between Great Britain and the North American colonies 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 five men in 1770. Now, in December 1773, there were three ships in Boston Harbor that were bringing in tea for a big British company. This made many American merchants who sold tea very angry. So, on December 16, a group of Americans dressed up as Native Americans and went on board the ships. They took the big boxes of tea and started to throw them 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 Harbor.

- 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 said loud and clear, “We don’t want to be ruled by Britain. Why should we pay taxes to a foreign government?” And more Americans started to ask, “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 presented it very 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 from 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. Have students complete the project as homework. They should write their text and add images to present to the class or to add to a display.

UNIT

2

Space and beyond

Aims and objectives**In this unit, students will learn:**

- past continuous vs. simple past
- past perfect
- narrative tenses (review)
- words for travel
- to give reasons
- to talk about your trip to school

Warm-up

Ask students to look at the picture and say what they can see (*an astronaut, a space shuttle, the moon, a planet*).

1 Read the texts.

Read the texts aloud and ask students to follow along in their books.

Ask some general questions to check comprehension:

- Who is Dennis Tito?* (the first tourist to travel in space)
- Which country's rocket did he travel on?* (Russia)
- How long did he spend in space?* (seven days)
- Who was Charlie Walker?* (a worker from McDonnell Douglas who went to space)
- How long does it take for a space shuttle to go around Earth?* (90 minutes)
- Why does food taste different in space?* (Space changes the taste of food.)
- Who were the first people to travel to space?* (the Russians)
- Who sent the first man to the moon?* (the U.S.)
- When?* (July 1969)
- What happened in 1986 and 2003?* (two space disasters)

2 Match the titles with the correct paragraph from the text. There is one additional title.

Ask students to read the texts again in pairs and find the matching titles.

Key

The correct order is 5, 1, 3, 4, 2 (6 isn't used)

Get talking
Giving reasons**10 3 Listen and repeat.**

Play the recording for students to listen to and repeat.

4 Work with a partner. Look at the pictures and say the moods.

Read aloud the words in the box to the students and have them repeat after you. Then ask them to match each word to a picture. This will help them figure out the meaning of any words they are not clear about. Check answers by asking a question to get students to use the new vocabulary, e.g., *How does she/he feel in picture A?* Ask them to describe what each person is doing.

Key (suggested answers)

- | | |
|-----------|-----------|
| A bored | D hungry |
| B excited | E nervous |
| C happy | F sad |

5 Work with a partner. Choose a prompt from below and act out dialogues like the ones in Exercise 3.

Demonstrate the first dialogue with a student. Ask: *Why was George sad?* Elicit the answer: *Because he couldn't watch TV all day.* Put students in pairs and ask them to create similar question and answer dialogues. Ask several pairs to demonstrate their dialogues for the class.

FOLLOW UP

Stronger students might be able to make up new dialogues using the different mood words from Exercise 4 and thinking up reasons.

Language Focus

Vocabulary Travel

1 Match the sentences and pictures.

Read the introductory sentence with the class and tell them that all the other sentences are about Minnie's trip. Ask students to work in pairs to match each sentence with a picture. To get students to use the correct phrasal verbs and other travel vocabulary, ask *Describe what's happening in picture G*, etc.

Key

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

FOLLOW UP

Ask students if they can give examples of other uses of these phrasal verbs: *set out, get off, get to, get into, get on, take off, get out of*.

Get talking Talking about your trip to school

11 2 Write the phrases on the right under the questions. Then listen and check.

Ask students to read the dialogue in pairs. Ask them to find the replies that match the questions.

Tapescript Key

- A** How do you get to school?
B On foot usually, but my mom drives me if I'm late.
A What time do you set out?
B I leave the house at twenty past eight.
A What time do you get to school?
B I arrive around ten to nine.
A How long does the trip take?
B Half an hour.

3 Practice the dialogues with a partner. Then find out how your partner gets to school.

Ask students to work in pairs and practice the dialogues from Exercise 2. Walk around the class listening to different pairs. Then ask them to use the dialogue in Exercise 2 as a model to make up a dialogue about their partner's trip to school. Ask several pairs to demonstrate their dialogues for the class.

FOLLOW UP

Ask students to do a survey after the activity to find out: *Who has the longest trip to school? Who has the shortest / easiest / most complicated trip? Who gets up the earliest and sets out on their trip first?*

Grammar

Past continuous vs. simple past

1 Look at the example and circle the two actions. Which action is shorter?

Read through the sentence with the class. Ask students to say which two actions the sentence describes (the *Columbia* broke up / it was reentering Earth's atmosphere). Ask them to think about which of these two actions is shorter (it broke up). Ask them which action was in progress at the time it broke up (it was reentering Earth's atmosphere). Ask students to note which tense is used for the shorter, finished action (simple past) and which tense is used for the action that was in progress at the time (past continuous).

2 Look at the pictures and write sentences.

Model the first one as an example for the class. Read the sentence in two ways, using the past continuous tense and the simple past tense in a different order (e.g., for picture 4 say, "Susan was walking on the beach when a wave hit her / Susan walked on the beach when a wave was hitting her") and ask students to choose the sentence that best describes the picture (*Susan was walking on the beach when a wave hit her*). If they find this difficult, ask them: *Was the wave hitting her repeatedly, or did it hit her once, i.e. a short, finished action?*