

SOCCER: THE BEAUTIFUL Game

1 FOCUS ON THE TOPIC

1. Look at the photo. Who is he?
2. What is he doing?
3. Is soccer a popular sport in your country?

GO TO [MyEnglishLab](#) TO CHECK WHAT YOU KNOW.

2 FOCUS ON LISTENING

LISTENING ONE THE SPORTS FILE

VOCABULARY

- 1  Read and listen to a student's presentation about soccer.

Soccer: The world's most popular sport

Soccer is the most popular sport in the world. Outside the U.S., people call it "football," and it's their **favorite** sport. Soccer is easy to learn because the **rules** of the game are **simple**, and the **players** don't need a lot of special things. They just need a ball to **kick** into the goal, and a **field** to play on. With a few friends, anyone can play soccer.

When a player makes a point, people in every country say, "Goal!" *Goal* is an international word. In 2010, the **teams** from Spain and the Netherlands (Holland) played in the final **match** of the World Cup. Spain **won** the match (1–nil). It was their first World Cup! 700 million soccer **fans** all over the world watched the final match on TV.




- 2 Take turns with a partner. Read the sentences aloud. Choose the correct definition.

1. My **favorite** sport means (*the sport I love the most / the most popular sport in my country*).
2. The **rules** of a sport are (*the things you must and must not do / the points you get for a goal*).
3. If the rules are **simple**, the game is (*easy / difficult*) to understand.
4. The **players** are the people (*in the game / watching the game*).

5. When you **kick** a ball, you move it with your (*head / foot*).
6. The **field** is the place where you (*play sports outside / watch the game on TV*).
7. A **team** is a group of people who (*watch / play*) sports together against another group of players.
8. A **match** is a (*game / ball*).
9. My team **won the match** means my team (*scored more goals / played the game*).
10. **Fans** are people who like to (*play / watch*) a sport.


GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.


PREVIEW

 Listen to the beginning of a radio show called *The Sports File*. Today's show is about soccer. What will you hear on the show? Check (✓) the items.

- ___ opinions of people who love soccer
- ___ Americans talking about American football
- ___ why soccer is so popular
- ___ how to become a professional soccer player

MAIN IDEAS

1  Listen to the entire radio show. Look again at your answers in Preview above. Were any of your answers correct? Did they help you to understand the radio show?


2  Listen to the radio show again. Circle the correct answer.

1. The main question that Jane Tuttle wants to answer is _____.
 - a. Do Americans love soccer?
 - b. Why are so many people watching soccer at Paolino's?
 - c. Why do people from most countries love soccer?

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2. The four people she talked to are all ____.
- a. soccer fans from around the world
 - b. sports fans from the U.S.
 - c. soccer players on U.S. teams

DETAILS

 Listen again. Check (✓) two correct details about each person on *The Sports File*.

1. Gilberto

- ___ a. is Brazilian.
- ___ b. doesn't understand Jane's question.
- ___ c. thinks soccer is beautiful.

2. Ernesto

- ___ a. thinks soccer brings people together.
- ___ b. is very close friends with Anders.
- ___ c. thinks there are two countries in the world.

3. Anders

- ___ a. is from Italy.
- ___ b. thinks people in the U.S. don't understand soccer.
- ___ c. likes soccer because it is a simple game.

4. Marta

- ___ a. thinks American football is hard to understand.
- ___ b. has read books about football.
- ___ c. thinks soccer is very exciting.

 GO TO MyEnglishLab FOR MORE LISTENING PRACTICE.

MAKE INFERENCES


UNDERSTANDING COMPARISONS

An inference is a guess about something that is not directly stated. To make an inference, use information that you understand from what you hear.

When people want to explain a difficult idea, they sometimes use a comparison. They say that two things are similar, even though those things may seem very different to you. By thinking about how the two things are similar, you can infer the speaker's meaning.

People often use the phrase “be like” before a comparison. This means “be similar to.” (It is **not the same** as the verb *to like*, which means “to enjoy or think something is good.”)

- a. I like my soccer coach. (I think he's a good coach. I enjoy learning from him.)
- b. I'm like my soccer coach. (We have similar personalities. We are the same in some ways.)

 Listen to the example.

Example

Why does Gilberto compare soccer to music?


- a. In Brazil, no one really understands why they like soccer or music, so they can't explain it.
- b. In Brazil, soccer is not just a game. Soccer is as important as an art, like music.

The correct answer is: **b.** In Brazil, soccer is not just a game. Soccer is as important as an art, like music.

Explanation

Most people enjoy listening to music because it's beautiful or it makes them feel good. People don't need to ask, “Why do you like music?” because the reason is clear.

Most people in Brazil love soccer because it's very exciting and beautiful to watch. Brazilians never ask, “Why do you like soccer?” because almost everyone feels the same way. Gilberto is saying that both music and soccer are very important parts of life in Brazil.

 Listen to the excerpts from the radio show. Choose the best answer to each question. Then discuss your answer with a partner.

Excerpt One

Why does Gilberto say that soccer players are like birds and dancers?

- a. because the soccer ball flies through the air very fast
- b. because soccer players are very beautiful to watch

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Excerpt Two

Why does Ernesto say that soccer is like an international language?

- a. because people from many different countries love soccer and can enjoy watching it together.
- b. because people from many different countries all speak English together when they watch a match.

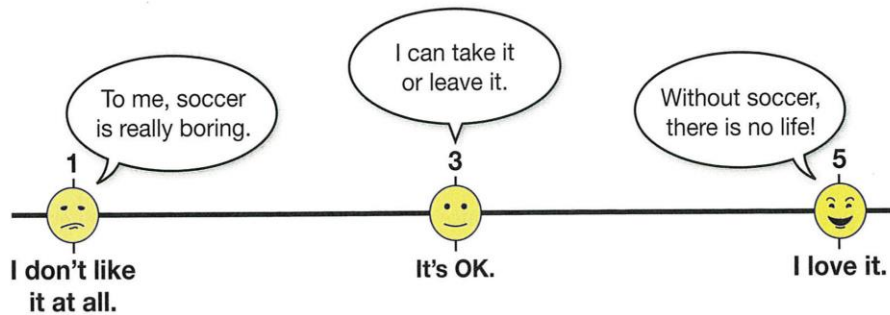
Excerpt Three

Why does Marta say that soccer is not like American football?

- a. American football is more difficult to understand and play.
- b. There are more books about American football.

EXPRESS OPINIONS

1 How do you feel about soccer? On a scale of 1 to 5, where 1 means “not at all” and 5 means “a lot,” put an **X** where your opinion is.



2 Write reasons for your opinion.


- 1. _____
- 2. _____

3 In groups of three or four, compare and discuss your opinions.

GO TO MyEnglishLab TO GIVE YOUR OPINION ABOUT ANOTHER QUESTION.

COMPREHENSION

America Talks is a radio call-in show in the U.S. Listeners call the show and give their opinions.

 Listen to *America Talks*. Read the sentences. Write **T** (true) or **F** (false). Correct the false information.

- ___ 1. Most American sports fans watched the World Cup.
- ___ 2. Bob thinks Americans prefer sports with high scores.
- ___ 3. Americans like sports that always have a winner.
- ___ 4. America has two traditional sports.
- ___ 5. Drew thinks that the U.S. needs an American soccer superstar.
- ___ 6. David and Victoria Beckham helped a lot of people in the U.S.
- ___ 7. Drew wants Michael Jordan to play American soccer.

VOCABULARY

Fill in the blanks with one of the words from the box. You will not use all the words. Then read the conversation aloud with a partner.

higher	lose	low	score	tie	win
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A: Did you see the soccer match yesterday?

B: No. Who won?

A: Korea. The final _____^{1.} was 1-0, but there was a 0-0 _____^{2.} for most of the game.

B: One-nothing! I'm surprised that the final score was so _____^{3.}

A: Yeah, I expected a _____^{4.} score. And Italy had a very strong team. I didn't expect Italy to _____^{5.}!

 GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

LISTENING SKILL

LISTENING FOR REASONS AND RESULTS


A good listener understands signal words. These are important words that help listeners to understand what kind of information they are going to hear next. Some signal words introduce **reasons**. They tell us *why*. Some signal words introduce **results**. They tell us the *effect* of something else. When you hear the signal words for reasons and results, it will help you to understand what the speaker is going to say next.

Here are three common signal words that introduce **reasons**:

because + [subject + verb]	I love soccer because <u>it's exciting</u> .
because of + [noun/noun phrase]	I love soccer because of <u>the excitement</u> .
The reason [result] is that + [subject + verb]	The reason I love soccer is that <u>it's exciting</u> .

Here are three common signal words that introduce **results**. When people use these signal words to introduce a **result**, they always say the **reason first**.

(Reason), so + <i>result</i>	Soccer is exciting, so <i>I love it</i> .
(Reason.) That's why + <i>result</i>	Soccer is exciting. That's why <i>I love it</i> .
(Reason.) That's (a/the) reason that + <i>result</i>	Soccer is exciting. That's the reason that <i>I love it</i> .

 Listen to this excerpt from the radio talk show and choose the correct answer to the question.

Example

In Bob's opinion, why isn't soccer popular in the U.S.?


- a. The games are slow.
- b. The scores are low.

The correct answer is: **b**. The scores are low.

Explanation

Bob used *because of* to introduce his reason (*the low scores*). He expressed his reason with a noun phrase (no verb).

To express the same reason *with a verb*, you can say, "... because *the games have* low scores" or "... because *the scores are* low." All of these sentences have the same meaning.

 Listen to the excerpts from the radio show. Pay attention to the signal words that introduce reasons and results. Choose the reason or result that each speaker explains.

Excerpt One

In Bob's opinion, why isn't soccer popular in the U.S.?

- a. because Americans don't like their team to lose
- b. because Americans don't like games with tie scores

Excerpt Two

Linda says that most Americans didn't grow up playing and watching soccer. What's the result of this today?

- a. Soccer isn't as popular as other sports in the U.S.
- b. American soccer teams aren't on TV.

Excerpt Three

In Drew's opinion, why isn't soccer popular in the U.S.?

- a. because Americans don't love big soccer superstars
- b. because there aren't any American superstar soccer players

 GO TO MyEnglishLab FOR MORE SKILL PRACTICE.

CONNECT THE LISTENINGS

STEP 1: Organize

Write the number of each sentence in the correct column. Use the information from Listening One and Listening Two. The first one has been done for you.

- 1. People from all countries can understand the rules of soccer.
- 2. Soccer is an art.
- 3. Most adults in the U.S. never learned to play soccer well.
- 4. People can play soccer without a lot of expensive things.
- 5. Soccer doesn't have high scores.
- 6. Americans have other traditional sports.
- 7. Soccer sometimes ends in a tie.

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8. There are no soccer stars from the U.S.
9. Soccer brings people from many countries together.
10. People in the U.S. did not grow up watching soccer on TV.

**WHY SOCCER IS POPULAR
IN MOST COUNTRIES**

**WHY SOCCER IS NOT POPULAR
IN THE U.S.**

1

STEP 2: Synthesize

Role-play with a partner. Student A is from France, and Student B is from the U.S. Student A, explain to Student B why soccer is a great sport. Student B, explain to Student A why many Americans don't like soccer. Use all the information from Step 1: Organize. Each student should add at least five more lines to the conversation. Begin like this:

A: I heard that most Americans don't like soccer. Is that true?

B: Yes, it is.

A: Why? Soccer is so easy to understand.

B: Well, one reason is that . . .

A: . . .

B: . . .

 **GO TO MyEnglishLab TO CHECK WHAT YOU LEARNED.**

3 FOCUS ON SPEAKING

VOCABULARY

REVIEW

Work with a partner. Two answers are correct. Cross out the **incorrect** word or phrase. Then take turns reading the sentence aloud with the two correct answers. The first one has been done for you.

1. After their team won, the fans (*were very excited / had a party / ~~scored a goal~~*).
STUDENT A: After their team won, the fans were very excited.
STUDENT B: After their team won, the fans had a party.
2. Real Madrid is my favorite team. (*I can take them or leave them. / They're the best! / I love them.*)
3. No one is in front of the goal! The player can (*take it / kick the ball in / score a goal*).
4. Let's leave when this (*study / tennis / soccer*) match is over.
5. The goalie is the only (*player / team / person*) who can use his or her hands.
6. The score was (*14 to 2 / three-nothing / almost finished*).
7. Don doesn't like ties because (*nobody wins / you don't know who is best / you can't watch those games*).
8. In basketball and baseball, the scores are (*not very important / higher than in soccer / never a tie*).
9. It's important to follow the rules in (*television / soccer / school*).
10. You play soccer and (*baseball / basketball / American football*) on a field.

EXPAND

1 Read sentences **A**, **B**, and **C**. Then choose the correct definition for each **boldfaced** word.

A. In sports, **athletes compete against** their **opponents** and try to **defeat** them.

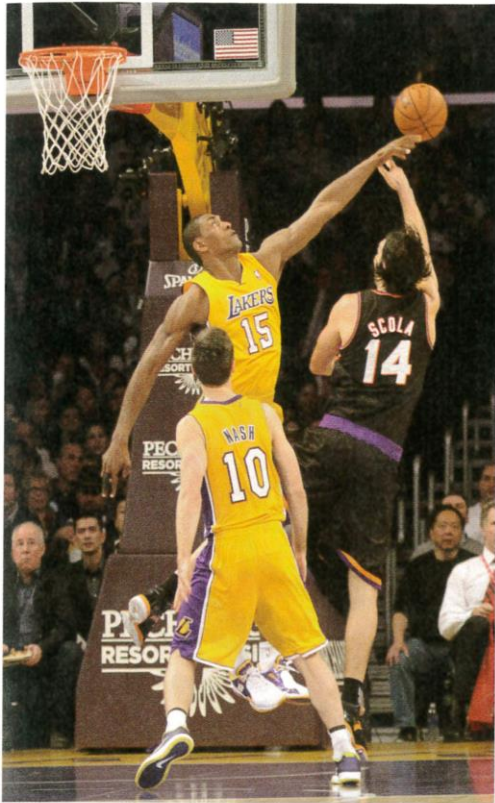
1. **Athletes** are _____.
a. the players in sports b. superstars
2. When you **compete against** a team, you _____ a game or sport with them.
a. play b. win
3. If you **defeat** the other team, you _____ the game.
a. win b. lose
4. Your **opponents** are the players on _____ team.
a. the other b. your

B. When basketball players **throw** the ball into the basket, they usually **score** two points.

5. When you **throw** the ball, you put it in the air with your _____.
a. hand b. foot
6. If you **score** points, your team _____ them.
a. loses b. gets

C. In soccer, only the goalies can **catch** the ball. Their job is to **block** the other team's goal.

7. When you **catch** a ball, you get it with your _____.
a. hands b. feet
8. When you **block** a goal, you _____ it.
a. stop b. win



The Los Angeles Lakers vs. the Phoenix Suns.
Final score: Lakers 91, Suns 85.



The U.S. vs. Japan at the 2008 Beijing Olympics.
Final score: U.S. 1, Japan 0.

- 2** Talk about the photos. What is happening in the two photos? Use the vocabulary from Expand (sentences A, B, and C) to explain what is happening. With a partner, write three sentences to share with the class.

Example

The LA Lakers are competing against the Phoenix Suns.

1. _____
2. _____
3. _____

CREATE

Work in groups of three. Look at the list of activities.

- cheerleading
- poker
- eating contests
- wrestling
- extreme skateboarding
- gymnastics

Discuss these questions. Use the vocabulary from Review and Expand.

What is a sport? Are all of these activities sports? Why or why not?

When you have finished, form new groups and have another conversation.



cheerleading



skateboarding

You may begin like this:

Example

A: I think a sport is a game with two teams, a ball, and a goal.

B: I disagree. Tennis and cheerleading don't have a goal.

C: Is cheerleading a sport? Cheerleaders are not **athletes**.

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

GRAMMAR

1 Look at the sentences and answer the questions.

JANE: The world is getting **smaller**.

MARTA: Soccer is **simpler**—and it's also **more exciting** to watch.

BOB: I think Americans like sports with **higher** scores.

LINDA: I think the main reason soccer is **less popular** here is that we just didn't grow up with it.

DREW: David Beckham made Americans **more interested** in soccer.

1. Which adjectives end with **-er**? _____, _____, and _____.

How many syllables do they have? _____ or _____

2. Which adjectives have *more* or *less* in front of them (and no **-er**)?

_____, _____, and _____

How many syllables do they have? _____

COMPARATIVE ADJECTIVES

1. Use the comparative form of adjectives + *than* to compare two people, things, or places.

If there is a noun after the adjective, use: **a(n) + comparative adj. + noun + than**

If there are two comparative adjectives connected by **and**, use **than** after the second adjective.

Sometimes, it's *not necessary* to mention the second thing in the comparison because it's very clear. In this case, you can omit **than**.

Soccer is **faster** than baseball.

Soccer is **more popular** than American football.

Soccer is **a more popular sport than** baseball.

Soccer is **faster and more popular than** baseball.

The world is **smaller**. (= than in the past)

2. If an adjective has **one syllable** (e.g., small, big, low, high, fast), add **-er** to the adjective.

Baseball games are **longer than** soccer matches.

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3. If an adjective has:

two syllables and ends with -e (e.g., *simple*) add **-r** to the adjective.

The rules of soccer are **simpler than** the rules of American football.

two syllables and ends with -y (e.g., *easy*, *lucky*) change the **y** to **i** and add **-er** to the adjective.

The rules of soccer are **easier than** the rules of American football.

4. For all other **two-syllable adjectives**, and for **adjectives with three or more syllables**, add **more** or **less** before the adjective.

Soccer is **more exciting than** baseball.

Soccer is **less popular** in the U.S. **than** in all other countries.

5. The adjectives **good** and **bad** have irregular comparative forms:

good – **better than**

My team is **better than** your team this year.

bad – **worse than**

Last year, we were **worse** than your team.

2 Complete the sentences. Use the comparative form of the adjective (in parentheses). In some blanks, you do **not** need to use **than**. The first one has been done for you.

Is Soccer Becoming More Popular in the U.S.?

Most Americans love baseball, football, and basketball. Soccer is still less popular than these traditional American sports. However, soccer is slowly becoming 1. (popular) in the U.S. The U.S. has many immigrants² from 2. (popular) other countries. Most of these immigrants grew up with soccer, and they still love it. They play soccer and they watch international matches on TV. Their interest in soccer is one reason that Americans are becoming 3. (interested) in the sport. In 2010, 24.3 million Americans watched the final match of the World Cup on television. This number is 41 percent 4. (high) the number of Americans who watched it in 2006. This shows that many Americans are 5. (excited) about soccer now.

²immigrants: people who leave their native country to live in a new country



Mia Hamm—American women's soccer champion

Mia Hamm is the best women's soccer player in U.S. history. When she was young, she was always very good at sports. She was a _____ athlete _____ most of the boys her age. Mia loved to compete against boys who were _____ and _____ she was. This made her a _____ athlete. But when she got _____, it was _____ for her to play traditional sports like baseball or football. In most American schools, those sports were only for boys. At that time, women's soccer was new in the U.S., so it was _____ for an American girl to play soccer than other American sports. Mia played soccer in high school and she joined the U.S. women's national soccer team when she was only 15 years old. She was _____ all of the other women on the team. At university, Mia was the "Player of the Year" for three years because she was _____ all of her teammates.

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In 1991, when she was 19, Mia competed in her first World Cup (in China).
The U.S. played against teams from Sweden and Brazil. Those teams were _____ the American team, but the Americans, with Mia Hamm, ^{15. (strong)} defeated Sweden (3–2) and Brazil (5–0). Then, the U.S. played against Japan. This match was _____ the first two, and the U.S. won 3–0. The next match against Taiwan was ^{16. (easy)} _____ the match against Japan, and the U.S. won with a ^{17. (exciting)} _____ score (7–0). Then they played in the semi-finals against Germany. The German team was ^{18. (high)} _____ all of ^{19. (strong)} the other opponents, but the U.S. team defeated them 5–2. In the final match, the U.S. competed against Norway, and again, the U.S. team won the match, but the score was _____ ^{20. (close)} (2–1).

Mia Hamm played soccer for the U.S. team for 17 years. She competed in four World Cups and three Olympics. Mia Hamm scored a total of 158 international goals. That is more than any male or female soccer player in the world. Mia wants young girls to become _____ in sports. After winning a gold medal in the Olympics, Mia said, "I hope all you young girls see your[selves] ^{21. (interested)} up there [standing with the winners]. We were just like you." Because of Mia Hamm and her teammates, many young American women love soccer and sports.

 **GO TO MyEnglishLab FOR MORE GRAMMAR PRACTICE.**


PRONUNCIATION

EMPHATIC AND CONTRASTIVE STRESS

Sometimes we want to show that one word is more important than all the other words in our sentence. To do this, we stress the important word **more than** the other stressed words in the sentence. We say it **louder, longer**, and with a **higher pitch** or note.

This word may be important because it:

- a. gives new or surprising information (*emphatic stress*) or
- b. corrects a mistake or gives information that is different from the sentence before it. (*contrastive stress*)


 Listen to how the most important words sound with extra stress and read the explanation.

Example

DAD: Maya, **get** your **SOCcer** ball. (normal stress on the *name, main verb, and noun*)

MAYA: I **HAVE** it. (**extra stress on HAVE**, even though this verb is not usually stressed. Dad thinks she **doesn't have** her soccer ball, but in fact, she **has** it. She is correcting his information.)

But I **can't find** my **Water** bottle. (normal stress on negative verb; **extra stress on WATER**. Maya is contrasting two things: She has her **SOCCER ball**, but she doesn't have her **WATER bottle**.)

1  Listen to the conversations. Then listen again and repeat each line. Be sure to pronounce the most important words with **extra stress**. Then practice with a partner. Take turns reading the lines for **A** and **B**.

1. **A:** SAMMY MADE a GOAL.

B: He made **THREE GOALS**.

2. **A:** I'm **TIRED** of **BASEBALL**.

B: So **WATCH** the **SOCCER MATCH** today.

3. **A:** I **WATCH** soccer, but I **DON'T PLAY** it.

B: **TRY** to **PLAY** it. It's **FUN**.

4. **A:** The **JAPANESE** team is **VERY GOOD**.

B: Yeah. They **WON** the **ASIA CUP** a few **YEARS** ago.

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5. **A:** SOCCER'S VERY POPULAR here.

B: Yeah. EVERYONE LOVES it.

6. **A:** WHAT KIND of SHOES are you LOOKING for?

B: I NEED to BUY RUNNING SHOES.

2 Work with a partner. First, read the sentences and explanations together and decide which words should be stressed the most (louder, longer, and higher pitch). Then take turns. Read sentence **a** or **b** aloud. Do not read the explanation in parentheses aloud. Your partner will tell you if you are saying **a** or **b**. Tell your partner if she/he is correct.

1. **a.** I don't really like watching sports on TV. (But I like watching other programs.)

b. I don't really like watching sports on TV. (But I like watching sports live.³)

2. **a.** All kids need to play sports. (not just a few kids)

b. All kids need to play sports. (But they usually don't.)

3. **a.** Zizou got kicked out of⁴ the World Cup final! (That's the most important game of all!)

b. Zizou got kicked out of the World Cup final! (Oh no! He was one of France's best players!)

4. **a.** Players usually play for their home countries in the World Cup. (but not for other competitions)

b. Players usually play for their home countries in the World Cup. (not on another country's team)

³ **watching sports live:** watching the players in a stadium or sports arena

⁴ **got kicked out of:** was told to leave

- 3** Work with a partner. Student A, read the first question aloud. Be careful to pronounce the word in **BOLD CAPITAL** letters with EXTRA stress. Student B, cover the questions with a piece of paper. Listen carefully for the most stressed word in the question. Choose the response that has the most stress on the new or different information. Pronounce the response with correct stress. Change roles after Question 3.

Student A Questions

1. In American high schools, do girls play **BASEBALL**?
2. In American high schools, do **GIRLS** play baseball?
3. Is soccer very **POPULAR** where you live?
(Switch roles.)
4. What **OTHER** sports are popular in your country?
5. What **SPORTS** did you play when you were a child?
6. Do you play any sports **NOW**?

Student B Answers

- a. No, girls play **SOFTBALL**.
- b. No, **GIRLS** play softball.
- a. No, **BOYS** play baseball.
- b. No, girls don't **PLAY** baseball.
- a. Yes, **SOCCER** is the most popular sport.
- b. Yes, soccer is the **MOST** popular sport.
(Switch roles.)
- a. **BASKETBALL** is very popular in my country.
- b. Basketball is very **POPULAR** in my country.
- a. When I was a child, I played **BASKETBALL** and **SOCCER**.
- b. When I was a **CHILD**, I played basketball and soccer.
- a. No, I don't have enough **TIME** to play sports.
- b. No, I don't have enough time to **PLAY** sports.

SPEAKING SKILL

EXPLAINING REASONS AND RESULTS

It's often important to explain to other people **why** we feel a certain way, or why we are doing something. In speaking, the most common ways to introduce **reasons** are *because* and *because of*.

Results are things that happen because of other things. For example, a student who studies a lot will usually get good grades. The good grades are a **result** of studying a lot. To explain results clearly, a speaker can use the signal words *so* and *That's why*.

[result]

[reason]

I always watch the Olympics **because** the athletes are amazing.

[result]

[reason]

I always watch the Olympics **because of** the amazing athletes.

[reason]

[result]

The athletes are amazing, **so** I always watch the Olympics.

[reason]

[result]

The athletes are amazing. **That's why** I always watch the Olympics.

Nicole found a list of Winter Olympic sports in the newspaper. She made notes about what she wants to watch on TV and what she doesn't want to watch.

Look at the list. With a partner, discuss which sports she is going to watch and which sports she isn't going to watch. Explain her reasons. Write at least six sentences. Use **because**, **because of**, **so**, and **That's why**. Then share some of your sentences with the class.

The Winter Olympic Games are coming!

Events will include:

- ✓ Speed skating — *fast & fun!*
- NO! Figure skating — *want to see Apolo Ohno!*
- ✓ Slalom skiing — *on TV too late at night*
- ✓ Slalom skiing — *makes me remember my racing days!*
- NO! Downhill skiing — *too scary!*
- ✓ Ice hockey — *always fun*
- ✓ Ice hockey — *don't like to see crashes*
- NO! Bobsled — *makes me laugh!*
- NO! Cross-country skiing — *not interesting*



bobsledding



speed skating



downhill skiing

Examples

Nicole is going to watch speed skating **because** it's fast and fun.

Nicole is going to watch speed skating **because of** Apolo Ohno.

Speed skating is fast and fun, **so** Nicole is going to watch it.

Nicole wants to see Apolo Ohno. **That's why** she's going to watch speed skating.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

GO TO MyEnglishLab FOR MORE SKILL PRACTICE AND TO CHECK WHAT YOU LEARNED.

FINAL SPEAKING TASK

In this activity, you will make and present a 30-second TV commercial for an important soccer match. It is going to be on TV in the U.S. next week.

In the U.S., famous athletes “sell” sports. For example, basketball was not very popular in the U.S. until Michael Jordan became famous. He made it popular. Also, Mia Hamm made women’s soccer more popular in the U.S. Many Americans watch football or baseball because they like to see their favorite players.

You are a famous soccer player, and you want Americans to watch the important soccer match next week. Use the vocabulary, grammar, word stress, and language for introducing reasons and results from this unit.*

Presentation

STEP 1: Make notes for your presentation.

- a. Think about your message. What is your main point going to be? TV commercials are very short, so you need to give a clear message in a short time. Write the main message in one sentence. (For example, “The **whole world** is watching soccer—**YOU** should watch it, too!”) Remember: stressed words can help to make your message stronger.
- b. Look back over the unit and choose one or two reasons to support your message. You can also use reasons that are not in the unit.
- c. Make notes about the reason that you want to present. Just write down some key words. Do not write out all of the sentences that you will say. Try to speak naturally from your notes. Remember to look at your classmates when you speak. Don’t look at your paper.

STEP 2: Practice your commercial with a partner. As you listen to each other, think about these questions:

- a. Is the message clear?
- b. Did the speaker use stressed words to make the message clear?
- c. What are the reasons to watch the soccer match on TV?
- d. In your opinion, will people watch the soccer match because of this commercial?

* For Alternative Speaking Topics, see page 216.

STEP 3: Discuss one or two ways to improve the presentation.

STEP 4: Perform your commercial for the class (or record it on video).

STEP 5: a. After you watch your classmates' commercials, answer the question below on a piece of paper. Do not write your name. Give the paper to the presenter when he or she is finished.

Name of presenter: _____

What was the main message? _____

b. After all the students have presented, vote on your favorite commercial.

c. Read your classmates' notes to you. Was your message clear? How could you make it better?

UNIT PROJECT

Famous international players in American sports

Many American sports teams have (or had) players from different countries.

STEP 1: Find information online about **one** of these famous international athletes in American sports:

David Beckham	Yao Ming
Miguel Cabrero	Alex Ovechkin
Yu Darvish	Pele
Pau Gasol	Ricky Rubio
Hideki Matsui	Ichiro Suzuki

Answer these questions. Write very short answers on an index card.

1. What country does he come from?
2. What sport does/did he play?
3. What U.S. team does/did he play for?
4. Why is/was he famous?
5. Is he famous in his native country?
6. Did he win any prizes or awards?
7. Any other interesting information

STEP 2: Prepare a short presentation about the player you chose. Practice at home: Sit in front of a mirror. Look at your card, and then look at the mirror and speak. You may look at your card as often as you want, but when you speak, be sure to look at the mirror. This will help you to look at your classmates when you speak in class.

STEP 3: Sit in a small group with students who have information about different athletes. Take turns giving your presentations. Use your notes, but be sure to look at your classmates when you speak.

Listening Task

Listen to your classmates' presentations. Ask for more information.

ALTERNATIVE SPEAKING TOPICS

Discuss one of the topics. Use the vocabulary and grammar from this unit.

1. Many people say that basketball and soccer are similar games. Do you agree? Compare these two sports. How are they similar? How are they different?
2. What sports are popular in the country where you grew up? Did you play any of these sports? If yes, which ones? Were you a good athlete? If you didn't play any sports, why not? How did you spend your free time?
3. "It is more difficult to stay on top than to get there."—Mia Hamm
What does this mean? Do you agree with Mia Hamm's opinion? Explain why or why not.

 **GO TO MyEnglishLab TO DISCUSS ONE OF THE ALTERNATIVE TOPICS, WATCH A VIDEO ABOUT SPORTS FOR NON-JOCKS, AND TAKE THE UNIT 8 ACHIEVEMENT TEST.** 