

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 **SOC**cer 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 **SOC**cer 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 **SOC**cer **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.

(continued on next page)

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.

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

Miguel Cabrero

Yu Darvish

Pau Gasol

Hideki Matsui

Yao Ming

Alex Ovechkin

Pele

Ricky Rubio

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 & ACHIEVEMENT TEST.