UNIT 1
The Yankees are winning

Aims and objectives
In this unit, students will learn:
present simple
present continuous
present perfect
words for sports and sports clothes
to chat on the phone
to buy things in a sports shop

WARM UP
Look at the photo with the class to establish the context. Ask Where are the characters? Are they inside or outside? (Inside, in an office.) What are they doing? (One of the boys and the girl are watching a baseball match.) How about the other boy? Is everything all right with him? (He doesn’t look happy.). Encourage as many suggestions as possible for the last question, but don’t confirm whether or not they are correct.

1 Listen and read.
Play the recording. Ask students to follow in their books and check their answers to the questions in the warm up. Ask some general questions to check comprehension:
What are Manny and Julia doing? (They’re watching a baseball match.)
Does Julia like sport? (She usually doesn’t.)
What is different now? (Manny is explaining the game to her.)
Why hasn’t Paul ever played baseball? (Because it’s an American sport and they’re in Britain.)
What’s a mitt for? (To catch the ball when playing baseball.)
Who’s winning the match? (The Red Sox.)
How does Paul feel? (Unhappy, angry.)
Why? (He feels left out.)
Ask students to work in groups of three and practise the conversation. Ask one or two groups to perform their conversations for the class.

Audiocscript
See SB4, page 4.

Dialogue work
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 – she always says sport’s boring.
3 No – Manny has explained baseball to Julia.
4 No – Paul hasn’t played baseball because it’s an American sport and they are in Britain.
5 No – the mitt helps you to catch the ball more easily.
6 No – Manny brought a mitt and a baseball from the US.
7 No – the Yankees have almost won the match.
8 No – Manny and Julia are going to watch the end of the match.

Chatting on the phone
3 Listen and read the dialogues. Then 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 use 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.

Audiocscript
See SB4, page 5.

Key
1 B 2 C 3 A
b Work in pairs. Invent similar dialogues to the ones in exercise 3.

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.

Vocabulary
Sports and sportsclothes

1 Write the number of the correct word in the picture. 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.

Audioscript

A 2 gloves
B 10 vest
C 9 trainers
D 8 socks
E 6 shirt
F 3 goggles
G 4 helmet
H 1 boots
I 7 shorts
J 5 knee pads

Key

1 helmet, pads
2 helmet
3 swimsuit, goggles
4 shorts, shirt, socks, boots
5 shorts, vest, socks, trainers
6 shorts, shirt, socks, trainers

2 For which sports clothes do we say “a pair of …”?

Ask students to work with a partner to answer the question. Elicit from students that the kind of words that are used with ‘a pair of …’ are things which consist of two parts or halves.

Key

Gloves, boots, shorts, trousers, socks, trainers

3 What do people wear when they do these things?

Ask students to work with a partner to answer the questions. In Question 1, 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.

Key

1 helmet, pads
2 helmet
3 swimsuit, goggles
4 shorts, shirt, socks, boots
5 shorts, vest, socks, trainers
6 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, volleyball), wetsuit, paddle, kayak (kayaking), mask, snorkel, flippers (diving, snorkeling).

4 Complete the sentences with the words below.

Ask students to read the words in the box and the sentences. Do the first item as a model. Ask students to work individually and check their answers in pairs.

Key

1 competitor 2 track 3 athlete 4 players
5 stadium 6 match 7 pitch
Communication
Buying things in a sports shop

Put the dialogue in the correct order. Then listen and check.

Ask students to read the dialogue and to order it working in pairs. 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.

Audioscript

Shop assistant: Can I help you?
Customer: Yes please. I need a bicycle helmet.
Shop assistant: OK. What colour?
Customer: It doesn’t matter. This yellow one looks fine. Can I try it on?
Shop assistant: Yes, of course. There’s a mirror over there.
Customer: I like it. How much is it?
Shop assistant: It’s £36.90.
Customer: OK. I’ll take it.

Key
3, 1, 5, 7, 2, 6, 4, 8

Who asks these questions, the shop assistant (S) or the customer (C)?

Ask students to do the exercise and check their answers in pairs before checking with the whole class.

Key
1 C  2 S  3 C  4 C  5 S  6 S

Work in pairs. Make dialogues like the one in exercise 5. Use the words below.

Ask students to work with a partner. Ask them to substitute the clothes in the dialogue in exercise 5 (a helmet) with the items listed. Ask several pairs to demonstrate their dialogues to the class.

Audioscript

Follow up

Put the dialogue in the correct order. Then listen and check.

Ask students to read the dialogue and to order it working in pairs. 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.

Audioscript

Shop assistant: Can I help you?
Customer: Yes please. I need a bicycle helmet.
Shop assistant: OK. What colour?
Customer: It doesn’t matter. This yellow one looks fine. Can I try it on?
Shop assistant: Yes, of course. There’s a mirror over there.
Customer: I like it. How much is it?
Shop assistant: It’s £36.90.
Customer: OK. I’ll take it.

Key
3, 1, 5, 7, 2, 6, 4, 8

Who asks these questions, the shop assistant (S) or the customer (C)?

Ask students to do the exercise and check their answers in pairs before checking with the whole class.

Key
1 C  2 S  3 C  4 C  5 S  6 S

Work in pairs. Make dialogues like the one in exercise 5. Use the words below.

Ask students to work with a partner. Ask them to substitute the clothes in the dialogue in exercise 5 (a helmet) with the items listed. Ask several pairs to demonstrate their dialogues to the class.

Audioscript

Sounds right
/s/ vs. /z/ in plural nouns

Listen to these words from exercise 1. Which ones end with an /s/ sound? Which ones end with a /z/ sound? Write them in the table.

Read the rubric with the whole class. Play the recording asking students to focus on the pronunciation of the words to identify the different sounds. Ask students to repeat first in a chorus and then individually. Stress the importance of correct pronunciation of the endings. Ask students to write the words in the corresponding column. Check the answers.

Audioscript

See SB4, page 7.

Key
/s/: boots, shorts, socks
/z/: gloves, goggles, knee pads, trainers

Grammar
Present simple, Present continuous, Present perfect

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

Read through the sentences with the class. As this is revision, they can work in pairs to do the task. Check answers. Elicit from the students the way they can recognise each tense:
Present simple: infinitive, with –s ending for he/she/it
Present continuous: am/is/are + verb + -ing
Present perfect: have/has + participle

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

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

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 tense) or about a recent experience (Present perfect tense). Ask several pairs to read the correct dialogues to the class for checking.

Key
1 is crying
2 He’s watching
3 I’ve lost
4 Does he watch

5 haven’t tried
6 haven’t seen

4 Complete the sentences with the Present simple or the Present continuous form of the verbs in brackets.
Ask students to complete the task individually. Check answers by asking students to read full sentences.

Key
2 starts 3 leave 4 ‘m having 5 is doing 6 do/go 7 are playing

Follow up
Read the first sentence of exercise 4 and provide a version in the Present simple. Elicit the difference in meaning between I’m doing my homework now and I do my homework everyday after school. Ask students to write examples of sentences using leave and go in the Present continuous tense, and have, do and play in the present simple tense and explain the difference.

5 Write the number of the correct sentence in the picture.
Ask students to match the sentences with the pictures and compare their answers in pairs. Check the answers with the whole class.

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

6 Circle the correct form of the 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.
UNIT 1

Skills
Reading

WARM UP
Ask students to look at the pictures on page 10 and ask: Who are these people? Have you heard about them? What sport do they do? What sport do you think the second is? Where is it played? What does it look like? Have you ever taken part in one of these activities?

Complete the sentences with the Present perfect simple form of the verbs in brackets.

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

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).

Read the two articles. Who won a world championship?

Ask students to read the articles quickly and then, answer the question. Check with the whole class.

Read these sentences from sports newspapers. Who do you think they are about? (Write T for Takanashi or O for O'Donnell.)

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

Work in small groups. Find out more about these two sports.

Ask students to do the task in small groups and to discuss the information they have found with the whole class.

Key
1 has had 2 watches 3 doesn't want 4 play 5 haven't read

Key
2 have/wanted 3 has dyed 4 Have/heard 5 Have/drunk 6 have lived 7 has/sent 8 haven't met

Key
1 Sara Takanashi
2 T
3 O
4 T
5 T
6 O

Now do CYBER HOMEWORK 1a
www.cambridge.org/elt/more
Listening and speaking

WARM UP

Students look at the photo. Ask What sport are these people playing? Ask them if they know which the team on the photo is.

4 Listen to Sam talking about American baseball. Which city was he in? Which team won?

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

Audioscript

I went to the States last year to stay with my pen friend’s family in Boston, and I really, really wanted to go and see a sports event – any sports event! And on my last night, Josh told me that his dad had got tickets to see the Boston Red Sox play against the New York Mets. I couldn’t believe it! The Boston Red Sox against the New York Mets! I was going to see a real live game of American baseball!

We got to the stadium, Fenway Park, at five 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. We got inside and I was immediately impressed by how big it was. The baseball field was enormous and right at the other end was a massive screen.

We found our seats, sat down and waited for the game to begin. When the teams came on to the field the noise was amazing. The fans were cheering and letting off their hooters and there was a loud organ playing music anytime anything happened. I don’t really understand much about the game. Josh tried to explain the rules to me but they were quite complicated. I understood the basics but there were still lots of things that left me confused. The other thing that amazed me were all the statistics about the game. The people sitting around us kept talking about batting averages and things like that. I had no idea what they were talking about.

The game was really long but we had a couple of big hotdogs so at least I didn’t get hungry. Then, just when I thought the game was about to end, Josh told me that the teams were tied. It was 2 runs for each team – a draw. But apparently you can’t have a draw in American sport, so they played on for another half an hour. The good news is that the Red Sox won so Josh and his dad were happy. I eventually got home to bed at midnight. Wow, it was a long evening but a lot of fun. I’m not sure I’d want to do it every week, though.

Key

1 Boston 2 The Red Sox

5 Listen again. Circle T (True) or F (False) for the sentences below.

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 – Sam was impressed by how big the stadium was.
3 F – They arrived at the stadium at 5 p.m. The game started at 6 p.m.
4 T
5 T
6 F – Sam went to bed at midnight.

6 Work in pairs. Talk about a memorable sports event.

If students need help, have a quick class discussion on the four questions. Ask students to work in pairs. Ask several students to tell the class about an interesting sporting occasion their partner has had.
Writing
An email

7 Read the email and answer the questions.
Students answer the questions, comparing their answers with a partner before a whole class check.

Key
1 Dino has been to see Real Madrid play Barcelona.
2 He's still got 7 days left.

8 To make the writing more interesting, Dino uses different techniques. One example of each is underlined. Find one more example of each.
Students can do this for homework, if you prefer. Check answers.

Key
1 Now, that would be great!
2 Do you think it could be Euro Disney?
3 We've had a brilliant ten days here...
4 Now, that will be too cool for words!

9 Imagine you have been to an amazing event. Write an email of about 250 words telling your friend about it.
Encourage students to use the information they gave during their discussion in exercise 6, 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.

Now do CYBER HOMEWORK 1b
www.cambridge.org/elt/more

CLIL Science
Food and The Body

WARM UP
Ask Have you ever been on a diet? Who has been on a diet? What did you eat? Was it a successful diet?

1 Read the text then write the words in bold next to the correct definition below.
Read the rubric with the class. Ask students to work in pairs reading the text and explaining each other any unknown vocabulary. Ask them to use the context to guess the meanings of new words, or to check their ideas about the meanings of the key words with the dictionary. Ask some general questions to check.

How do we measure energy? (In calories.)
What happens if we consume more calories than we burn? (Our bodies store calories as fat.)
What’s the consequence? (We put on weight.)
What do we have to eat if we want to build our muscles? (Protein.)
What does your body need if you exercise for more than 30 minutes? (Water.)

Read the words in bold aloud, with students repeating them after you. Ask students to complete the exercise in pairs. Check the answers.

Key
1 to consume    2 calories    3 protein
4 it is digested    5 nutritious    6 store    7 fibre

2 Look at the photos. Answer the questions.
Ask students to answer the questions individually and share their answers with a partner before checking with the whole class.

Key
1 Running a marathon.
2 Bananas, because they release energy more slowly, so you’ll have more energy over a longer period of time.
3 Proteins, because they are important for building and repairing muscles.
3 Work in pairs and ask and answer the questions below.

Ask students to do the activity in pairs. As a way of checking, have students report on their partners’ answers. Discuss the topic with the whole class.

WEBQUEST

This exercise can be completed for homework or at the IT lesson. Ask students to present the result of their research to the whole class.

Go to www.cambridge.org/elt/more for extra CLIL

Extra Reading

Story Time

Greetings Earthling

Ask students to read the text. Ask them questions about it to test comprehension. Example questions:

*Where did Dan see the green men for the first time?*
*What did he think they were?*
*Were his parents at home with him?*
*What happened at the football pitch?*
*What do you think happened to his friends and his family?*

Have a discussion with students: Do they think that there is life on other planets? Why? Why not? Have you ever seen a UFO? What would you do if you found somebody from another planet?

Go to www.cambridge.org/elt/more for exercises
UNIT 2 Off on an adventure

Aims and objectives
In this unit, students will learn:
- past continuous vs past simple
- past perfect
- narrative tenses (revision)
- words for travel
- to give reasons
to talk about your journey to school

WARM UP
Ask students to look at the picture and say what they can see. (Possible answers: a rainforest, the Amazon rainforest, some circles on the ground). Do they know of any explorers who have disappeared? What were they looking for?

1 Read the article about the explorer Ed Stafford.
Tell students that they are going to read about two British explorers. Ask the students to read. Then ask questions to check comprehension.
Who was the first man to walk the length of the Amazon river? (Ed Stafford.)
Did he walk alone? (He was accompanied first by Luke Collyer and then by Gadiel “Cho” Sanchez Rivera.)
What did Percy Fawcett want to do? (He wanted to find a city called “Z”, a lost city in the Amazon rainforest.)
Did he find the city? (We don’t know. He disappeared in the forest.)
What did satellite pictures show a few years ago? (They showed shapes of what seems to be a city.)

Text Work
2 Match the titles with the correct paragraph from the text. There are two additional titles.

Giving reasons
3 Listen and repeat.
Play the recording for students to listen to and repeat. Ask students to work in pairs. Allow two minutes for students to practice the dialogues with their partner. Ask some of the pairs to perform the dialogues for the class.

Audio script
See SB4, page 15.

4 Work in pairs. Look at the pictures below and describe how each person is feeling.
Read the words in the box with the students and get them to repeat. Ask them to work in pairs matching them to a picture. This will help them work out the meaning of any they are not clear about. Check answers by asking a question to get them to use the new vocabulary, e.g. How does Meg feel? Ask them what each person is doing.

Key
A happy    B nervous    C excited    D bored    E angry    F sad

5 Work in pairs. Choose a person from exercise 4. Make conversations like the ones in exercise 3.
Ask a pair of students to read the first dialogue to model the activity. Put students in pairs to make similar question and answer dialogues. Monitor and help where necessary.

6 Work in pairs. Invent two other dialogues and perform them to the class.
Students work in pairs making up other dialogues, using different mood words from exercise 4 and thinking up reasons.
Vocabulary
Travel

1 Read the sentences below and write the correct number in the pictures.

Read the introductory sentence with the class and tell them that all the other sentences are about Charlotte's journey. Ask students to work in pairs to match the sentences and the pictures. To get students to use the phrasal verbs and the travel vocabulary, ask What's happening in picture B? etc.

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

Follow up
Ask students if they are able to give examples of other uses of these phrasal verbs: set off, get off, get to, get onto.

2 Circle the correct word.

Students work in pairs doing the exercise. Ask individual students to read the complete sentences to the whole class to check.

Key
1 trip 2 journey 3 transport 4 transfer 5 travel 6 expedition

Communication
Talking about your journey to school

3 Match the verbs to the definitions.

Ask students to work in pairs. Check with the whole class by asking students to read the verbs and their definitions.

Key
1 b 2 f 3 e 4 a 5 d 6 c

4 a Answer the questions with the phrases below. Then listen and check.

Students work individually matching the questions with the answers. Ask students to check their answers with a partner. Play the recording for students to check.

Audioscript
A How do you get to school?
B 'I usually ride my bike. When it rains, I walk, then I leave earlier.'
A What time do you set off?
B 'I leave the house at half past eight when I go by bike.'
A What time do you get to school?
B 'I arrive at quarter to nine.'
A How long does the journey take?
B 'Fifteen minutes.'

Key
1 I usually ride my bike. When it rains, I walk, then I leave earlier.
2 I leave the house at half past eight when I go by bike.
3 I arrive at quarter to nine.
4 Fifteen minutes.

b Work in pairs. Practise the dialogue.

Ask students to work in pairs and practise the dialogue. Walk around the class listening to different pairs. Ask different pairs to do their dialogues for the whole class to check.

5 Circle the correct word.

Ask students to circle the correct verb. Check the answers by asking students to read the complete sentences.

Key
1 set off 2 ride 3 go 4 arrive 5 get 6 takes