

7 ADVENTURE HOLIDAYS

? ABOUT YOU

05 Watch the video and discuss the questions.
What adventure holiday would you like to go on?
How would you like to get/travel there?
Who would you like to travel with?

VOCABULARY AND LISTENING

Holiday activities

1 What activities can you do on adventure holidays?
Match the words in the box to photos A–J.

EP

camping diving hiking horse riding
kite surfing mountain biking paddle boarding
sailing waterskiing zip wiring

51 Listen and check. Then repeat.

52 **2** Listen to Tara and her friend Dan talking about their adventure holiday. Which activities from Exercise 1 do they not mention?

52 **3** Listen again. Complete the table with Tara's and Dan's holiday activities.

Monday	Tuesday	Wednesday	Thursday	Friday

4 Complete the sentences with the verbs in the box.

EP

get back get lost getting on
getting to getting up

- Tara's _____ the airport by car.
- Tara and Dan have to _____ from the mountains to the activity centre alone.
- Tara and Dan are _____ a bus at 5 am in the morning.
- Tara and Dan are _____ early on Monday morning.
- Dan hopes he doesn't _____ in the mountains.

5 In pairs, ask and answer the questions.

- What time do you get up in the morning?
- When was the last time you got lost?
- How do you get to school?
- How did you get back home from your last holiday?
- When did you last get on a train?



✓ PREPARE FOR THE EXAM

Speaking Part 2

6 Work with a partner. Talk together about the adventure activities in Exercise 1. Do you like these activities? Say why or why not.

7 In pairs, ask and answer the questions.

Do you think:

- going sailing is dangerous?
- going camping is boring?
- going kite surfing is difficult?
- going paddle boarding is amazing?
- going horse riding is exciting?
- going mountain biking is hard?

8 In pairs, ask and answer the questions.

- Which of these adventure activities do you like best? Why?
- Do you like doing activities on the water? Why?
- Is it better to do adventure activities when the weather is rainy or cold? Why? / Why not?
- Do you prefer doing activities on your own or with other people? Why?

GRAMMAR

Present continuous for future

- 1** Look at the examples. Then choose the correct words to complete the sentences below.

We're **getting on** a bus at five o'clock in the morning!

I'm **not taking** my keyboard with me next week. When **are we going** mountain biking and paddle boarding?

- 1 We can use the present continuous to talk about *now* / *the future* / *now and the future*.
- 2 The three example sentences are about *now* / *the future*.
- 3 We *usually* / *never* use a time word with the present continuous for the future.

» GRAMMAR REFERENCE AND PRACTICE PAGE 153

- 2** Look at Bella's diary for this weekend. Write her plans using the present continuous and mention the day and time for each activity. Is there anything she isn't doing?

She isn't cleaning her room at 2 pm on Sunday.



- 3** Correct the mistakes in the sentences.

- 1 Taylor Swift sings at the football stadium next Saturday.
- 2 We meet at 3 pm tomorrow, at the bus station.
- 3 I'm very excited that you come to visit next summer.
- 4 Do you bring any money with you this evening?
- 5 I don't visit my grandparents next weekend.



PRONUNCIATION

Sentence stress: present continuous

- 4** Look at the sentences. Decide which words in each sentence are stressed and underline them.

- 1 We're going kite surfing next week.
- 2 Are you going mountain biking in the summer?
- 3 They aren't buying a paddle board this weekend.
- 4 He's going camping next month.
- 5 Is she coming horse riding with us this evening?
- 6 He isn't going hiking during the holidays.



Listen and check. Then repeat.

- 5** In pairs, take turns to read out your sentences from Exercise 2.

- 6** In pairs, write a list of all the activities you'd like to do on an adventure week. Where would you like to go? Now plan your week. Choose at least one activity for each day.

- 7** Work with another pair. Use the present continuous to ask and answer questions about each other's adventure weeks.

What are you doing on Tuesday?

On Tuesday, we're ...

Choose the best activities from your group to make a perfect week. Tell the class.

This is our perfect adventure week on the Black Sea. On Monday morning, we're learning how to waterski and then in the afternoon we're ...

READING

- Look at the photo on the leaflet and answer the questions.
 - What kind of place are the students going to on their adventure weekend?
 - What activities do you think people can do here?
- Read the leaflet from the school quickly and check your answers to the two questions in Exercise 1.
- Read the leaflet again and answer the questions.
 - What can the weather be like in the Brecon Beacons?
 - Where can parents find information on what students should bring?
 - Why should students not take too much in their bags?
 - What's the reason for the length of the walk?
 - How many nights are students spending in their tents?
 - How are they getting to Wales?

Brecon Beacons

adventure weekend



Students are going to the Brecon Beacons in Wales for our adventure weekend in May this year. The Brecon Beacons are mountains and the weather there can be sunny one minute and raining or foggy and cold the next. Please make sure that your son or daughter brings the right clothes. See the kit list below.

It's important students don't bring too many clothes because each group is going to carry everything they need for camping and cooking.

There are lots of different walks in the mountains. We know that some students don't walk very much, so our walk over the two days is only 25 km long.

- Students spend Saturday and Sunday hiking.
- Students camp for one night, on Saturday.
- Students sleep in tents in groups of three or four.

We are travelling to the Brecon Beacons by bus. The bus leaves from the school on Saturday at 6 am and returns on Sunday at 8 pm.

Please contact Mr Jones at the school if you have any questions or would like more information.

VOCABULARY

Things to take on an adventure holiday

- Match the words from the kit list to photos A-L.
- Listen and check. Then repeat.
- Read the kit list again. Which of the things on the list do the students need for:

wet weather?	eating and drinking?
sunny weather?	sleeping?
cold weather?	keeping clean?
having fun?	not getting lost?

TALKING POINTS

Do you like the idea of an adventure weekend with the school? Why / why not?
 Do you like hiking? Why / why not?
 Do you like camping? Why / why not?
 What else would you like to do on an adventure weekend?

KIT LIST

CLOTHES

- walking boots
- waterproof trousers and jacket
- walking socks
- underwear
- T-shirts
- pyjamas
- sweaters
- trainers (for the evening)
- walking trousers (not jeans!)

OTHER KIT

- backpack
- towel
- sleeping bag
- torch
- wash bag
- first-aid kit
- plate, bowl, mug, knife, fork, spoon
- water bottle

YOU MAY ALSO WANT:

- warm hat or sun hat
- gloves
- sun cream
- sunglasses
- playing cards
- snacks

KIT FOR EACH GROUP

- tent
- map and compass
- food



LISTENING

- 1 Work in pairs. How do you say these dates?

17th August
21st November
3rd February

Write down four other dates. In pairs, say them for your partner to write down.

- 2 Read the information sheet about the adventure holiday. What kind of information are you going to listen for?



PREPARE FOR THE EXAM

Listening Part 2

- 3 For each question, write the correct answer in the gap. Write one word or a number or a date or a time.



You will hear a teacher telling students about an adventure holiday.

Exciting New

Adventure Holiday

Name: Across the Water

Start date: (1)

Number of student places: (2)

Place: Close to a (3)

Cost: (4) £

For more information, phone: (5)



SPEAKING



- 1 Laura is on an adventure holiday with her parents. Read the conversation and answer the questions.

- What are Laura and her dad going to do on Saturday morning and Saturday afternoon?
- What's Laura's dad going to do on Sunday morning?
- What's Laura going to do on Sunday morning?

Dad: Let's go waterskiing on Saturday morning, Laura.

Laura: I'm not that interested in waterskiing, Dad. How about mountain biking?

Dad: I'd prefer to go kayaking or something like that.

Laura: Kayaking! That's a great idea!

Dad: What shall we do in the afternoon? Would you like to go horse riding?

Laura: I'd love to. Where is it?

Dad: It's near the beach. It's a shame about the waterskiing. I wanted to do that. Never mind.

Laura: Why don't you go on Sunday morning with Mum, and I can sleep late?

Dad: Good idea. So, on Saturday we're going kayaking in the morning and ...

Laura: ... we're going horse riding in the afternoon!

- 2 Look at the words in the conversation.

Which phrases are used:

- | | |
|-----------------------|---------------------|
| a to make suggestions | c to disagree |
| b to agree | d to express regret |



- 3 Listen to the conversation. Then practise it in pairs.

- 4 Read the programme for an adventure weekend. Circle the activities you want to do.

GOLDEN SANDS BEACH

Come and join us this weekend!

SATURDAY

MORNING

surfing OR waterskiing

AFTERNOON

climbing OR hiking

EVENING

barbecue OR night walk and picnic in the forest

SUNDAY

MORNING

zip wiring OR mountain biking

AFTERNOON

tennis OR beach volleyball

Write your name on the list or speak to John.

- 5 In pairs, talk about your weekend choices. Use Exercise 1 to help you.

Make suggestions, agree and disagree, depending on what you are planning for the weekend.

Can you get your partner to change their mind?

UNIT 7

PRESENT CONTINUOUS FOR FUTURE

»» FOR THE PRESENT CONTINUOUS, SEE UNIT 1 PAGE 147

- We often use the present continuous to talk about things that are happening now or at this moment (see Unit 1).
Tim's in the park. He's climbing a tree.
- We can also use the present continuous to talk about our future plans and arrangements.
I'm meeting Julie later. We're playing tennis.
- When we use the present continuous for the future, we usually use a future time expression (*later, on Monday morning, at 6 pm tomorrow, etc.*) to show we're talking about the future and not now.
We're learning how to ski. (= now, at this moment)
We're learning how to ski next weekend. (= future arrangement)

1 Complete these sentences with the present continuous form of the verb in brackets. Then, read the sentences again. Are we talking about now or the future? Write *N* (now) or *F* (future).

- My friends are hiking (hike) in the mountains. *N*
- We _____ (go paddle boarding) with Mia and Alfie on Friday.
- _____ you _____ (listen) to me?
- My dad _____ (not come) with us on holiday next week.
- Be quiet! I _____ (do) my homework.
- How _____ you and your friends (get) to football practice later?

2 Sara is talking to Vicky. Look at Sara's diary and complete their conversation.

DIARY

Thursday:	am pm help Max with homework
Friday:	am pm go to dentist
Saturday:	am Dad's birthday, have pizza at Paolo's Pizzas pm
Sunday:	am play basketball pm study
Monday:	am maths test! pm

- Vicky:** Would you like to come to my house after school today?
- Sara:** I can't,
(0) *I'm helping Max with his homework.*
- Vicky:** How about Friday afternoon?
- Sara:** No, (1) _____.
- Vicky:** Are you free on Saturday?
- Sara:** It's my dad's birthday and we (2) _____.
- Vicky:** And on Sunday?
- Sara:** In the morning, (3) _____.
- Vicky:** What about the afternoon?
- Sara:** Oh no, I can't! (4) _____.
We've got a maths test on Monday!

3 What are you doing at these times this week? Complete these sentences so they are true for you.

- (after school)
I'm doing my homework after school.
- (tomorrow morning)
- (Friday afternoon)
- (Saturday morning)
- (on Sunday)
- (next week)