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2A Vocabulary

Landscapes

LESSON SUMMARY

Vocabulary: Landscape: features; landscape: adjectives; prepositions of place

Listening: Four holiday adverts

Grammar: *There is* and *There are*

Speaking: Discussing if students would enjoy different activities; Describing a landscape

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercises 4 and 7 can be set for homework.

LEAD-IN 2–3 MINUTES

- Write *landscape* on the board and elicit its meaning (everything you can see when you look across a large area of land). Describe the landscape of a place you went to on holiday using target vocabulary from the unit, e.g. *Last year when I went on holiday, I stayed in a beautiful village by a river. The village lay at the foot of steep green hills and the shallow river ran through the village.*
- Ask a few students to describe a landscape.

Exercise 1 page 18

- Ask students to describe the photos. Write key words on the board. (A walking; B hiking; C rock climbing; D cave diving; E kayaking) You will need them for exercise 5.
- Ask: *Would you enjoy these activities? Why? / Why not?*

Exercise 2 1.15 page 18

- Focus attention on the words but do not check their meaning. Ask students to work in pairs and match as many words to the photos as they can.
- Play the recording for students to check their answers.
- Check answers as a class and check the meaning of any unknown vocabulary.

KEY

- A** forest, river, rocks, waterfall
B hill, rocks, valley
C cliff, ocean, rocks
D cave, ocean, rocks
E lake, mountain, shore

Transcript

- A** There are two people on a bridge near a forest. There's a waterfall and some rocks below them. The bridge goes across a river.
B There is a man standing on some rocks at the top of a hill. He's looking out over a valley.
C This man is climbing up a cliff. You can see the ocean and the rocks below.
D This diver is inside an underwater cave in the ocean. He's looking between the rocks.

E This person is in a small boat – it's a kayak. The kayak is on a lake, near the shore. In the background, there are mountains.

Exercise 3 page 18

- Check the meaning of the adjectives. Practise the pronunciation, especially *low* /ləʊ/, *narrow* /ˈnæɹəʊ/ and *shallow* /ˈʃæləʊ/.
- Students find three pairs of opposites.
- Check answers as a class.

KEY

deep – shallow; low – tall; narrow – wide

Exercise 4 page 18

- In pairs, students match each adjective with two or more of the landscape features in exercise 2.
- Check answers as a class.

KEY

(Possible answers)

deep cave / ocean / lake / river / valley

icy lake / river / stream

low hill / waterfall

narrow cave / lake / river / stream / valley

rocky desert / mountain / shore / valley

shallow cave / ocean / river / stream

steep cliff / hill / mountain / valley

tall cliff / waterfall

wide cave / lake / river / shore / stream / valley

Extension: Fast finishers

Fast finishers work in pairs and take turns to describe the landscape in photos A–E. Encourage them to use as many words for landscape features and adjectives as they can.

Exercise 5 1.16 page 19

- Tell students they are going to listen to four holiday adverts. They must match three of them with three of the photos A–E.
- Play the recording for students.
- Check answers as a class. Ask students which words helped them to match the photos to the adverts, e.g. 1 lake, tall mountains, deep valleys; 2 rocky caves, ocean; 4 narrow rivers under trees, wooden bridges, waterfalls.

KEY

1 E 2 D 3 – 4 A

Transcript

- 1 Bored with the beach? Hungry for adventure? Why not spend seven days in a remote and beautiful landscape in Alaska? Kayak across icy lakes and shallow rivers. See eagles, bears and other fascinating wildlife. Or just enjoy the amazing scenery on your journey through tall mountains and deep valleys. The view of the mountains as you kayak across the lake is unforgettable.
- 2 For experienced divers only, this holiday offers an amazing chance to explore the rocky caves along the coast of Mexico. You can only reach some of these areas by boat – a boat that will be your home for five days. After three days near the caves, the boat leaves the steep cliffs and heads for the ocean for two days – a chance to see some of Mexico's amazing marine wildlife.

- 3 On this seven-day walking holiday in the Philippines, you'll see mountains and valleys, lakes and forests. But the highlight of the week is the chance to stand beside Lake Pinatubo, a lake inside a volcano. Thirty years ago, this lake didn't exist at all. But when Mount Pinatubo erupted in 1991, the top of the volcano blew off. A shallow lake formed, which soon became deep because of all the rain. Take a break from the tropical heat by enjoying a swim in this beautiful and exotic natural feature!
- 4 Join Forest Trekkers on a Canadian adventure you'll never forget. We offer a two-week journey through the spectacular scenery of Canada. See the parts of the country that most tourists never reach: kayak down narrow rivers under the trees or walk across narrow, wooden bridges. Find dark caves behind tall waterfalls. We promise you'll fall in love with this exciting and magical landscape, with its tall trees, clean waters and clear blue skies.

Exercise 6 1.16 page 19

- Play the recording again for students to complete the sentences.
- Check answers as a class.

KEY

2 through, tall, valleys

3 rocky, along

4 near, cliffs

5 beside, inside, volcano

6 shallow, deep

7 down, under

8 caves, behind, waterfalls

Transcript

See exercise 5.

Exercise 7 page 19

- Go through the *Recycle!* box together.
- With a **weaker class**, elicit countable and uncountable nouns from the photos and write them on the board, e.g. *mountains, water, snow, rocks*. Then elicit sentences describing the photos with *there is / there are* and countable and uncountable nouns.
- Students complete the sentences.
- Check answers as a class.

KEY

1 There's, D 2 There's, there are, B 3 There are, A

4 There's, E

Exercise 8 page 19

- Go through the instructions together. Give an example, e.g. *In this area there are wide beaches. They stretch for hundreds of miles and there are steep rocky cliffs near them.* (the Ionian Sea)
- Students take turns to describe and guess the areas. Monitor and help with vocabulary and grammar where necessary.

Extra activity

- In pairs, students discuss their ideal activity holiday. They should think of different activities they could do and describe their perfect landscape(s) for the holiday.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can describe landscapes. I understand descriptions of holiday adverts using landscape features, adjectives and prepositions of place.*

2B Grammar

Past continuous

LESSON SUMMARY

Grammar: Past continuous

Speaking: Asking and answering questions in the past continuous

Writing: The opening paragraph of a story

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercises 3 and 8 can be set for homework and exercise 9 can be done in the next lesson.

LEAD-IN 2-3 MINUTES

- Remind students of the basic structure for telling a story or describing an event: set the scene, describe the event, describe your feelings about it.
- Describe something that happened to you this morning, e.g. *It was raining this morning and I was running to the bus stop. But I was too late and the bus left without me. I was really annoyed!*
- Ask a few students to describe something that happened to them this morning.

Exercise 1 page 20

- Ask students to look at the scene in the photo. Ask: *Where is it? What are the people doing?*
- Ask a student to read out the text. Then ask: *Why does the narrator notice the tall man?*

KEY

(Possible answer) *Because the man is standing very still, wearing summer clothes and staring at the narrator.*

Exercise 2 page 20

- Go through the *Learn this!* box together.
- Ask: *Do we use the past continuous to describe the main events of a story or the background events?* (the background events)
- Students find the past continuous verbs in the text.
- Check answers as a class. With a **weaker class**, revise the structure of the past continuous: *was / were + -ing* form of the verb.
- Ask: *What were you doing before the class began?* Check that students form the past continuous correctly.

KEY

were hurrying, were sitting, was talking, wasn't looking, was singing, (was) playing, were shouting, (were) waving, (were) carrying, (were) running, was standing, was he wearing, was looking

For further practice of the past continuous: Grammar Builder 2B page 126

- 1 *was texting* 2 *were ... laughing*
3 *weren't paying, was speaking*
4 *was walking, eating*
5 *was watching, was reading* 6 *was ... doing*
- 2 1 *was shining* 2 *were singing* 3 *were getting*
4 *was putting* 5 *were making* 6 *was talking*
- 3 1 *were you doing* 2 *was watching*
3 *were ... watching* 4 *wasn't paying*
5 *was your husband doing* 6 *was making*
7 *was going*

Exercise 3 page 20

- Ask students to read the paragraph and complete it.
- Check answers as a class.

KEY

- 1 *was shining* 2 *was rising* 3 *were carrying*
4 *was lying* 5 *wasn't sleeping* 6 *were sitting*
7 *sharing* 8 *were they listening*

Exercise 4 page 20

- Revise the structure of past continuous questions.
- Students make questions about the people. They then work in pairs to ask and answer the questions. Monitor and check that students are asking and answering correctly.

Exercise 5 page 20

- Go through the instructions together and invite a student to make a sentence, e.g. *Some schoolchildren were walking to school. They were smiling and laughing.*
- Students set the scene. Remind them to omit the subject if it is not needed. Monitor and help with vocabulary and grammar where necessary.

Exercise 6 page 20

- Students swap notebooks with a partner. They choose three things they want to know more about and write their questions.

Exercise 7 page 20

- Students ask and answer their questions. They then write the answers in their partner's notebook. Explain that these additional pieces of information can make a description of a scene more interesting.

Exercise 8 page 20

- Students use their own sentences from exercise 5 and their partner's questions and answers from exercise 7 to write the opening paragraph of a story. Monitor and help with vocabulary and grammar where necessary.

Exercise 9 page 20

- Students take turns to read their opening paragraphs to the class. The class then vote for the best one.
- Alternatively, students read each other's paragraphs in groups and decide on the best paragraph in the group.

Extra activity: Fast finishers

- Ask **fast finishers** to think about their story. Who will be the main characters? What will be the main event?
- Students write their story for homework.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the past continuous to set the scene of a story. I can write the opening paragraph of a story using the past continuous.*

2C Listening

Adrenaline junkies

LESSON SUMMARY

Vocabulary: Adjectives to describe adventure

Exam topic: Synonyms in listening exercises

Listening: An interview about BASE jumping

Speaking: Talking about BASE jumping

Internet research: An extreme sport

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, spend no more than two minutes on exercise 2 and omit exercise 7. Exercise 8 can be set for homework.

LEAD-IN 2–3 MINUTES

- Focus attention on the main photo and the title. Ask:
What is adrenaline? (a substance that your body produces when you are very angry, frightened or excited and that makes your heart go faster)
Why do the people in the photo need adrenaline? (They are doing something exciting and dangerous.)
What is an adrenaline junkie? (a person who is unable to stop being in exciting and dangerous situations)
Are you an adrenaline junkie? Why? / Why not?

Culture note: BASE jumping

BASE jumping is a sport in which participants jump from fixed objects and use a parachute to help them land safely. BASE stands for the type of objects from which people can jump: building, antenna (tower), span (bridge) and Earth (cliff). The sport was invented by Carl Boenish in the 1970s. Boenish died while BASE jumping in 1984. The sport has featured in several James Bond films.

Exercise 1 page 21

- Focus attention on the adjectives and ask students whether they describe people, extreme sports or landscapes. Explain that some may be used to describe more than one category.
- Check answers as a class.

KEY

People athletic, brave, impressive, strong, terrifying

Extreme sports risky, spectacular, terrifying, thrilling

Landscapes impressive, remote, spectacular

Exercise 2 page 21

- Students look at the photo again and describe it. They then answer the questions.

Extra activity: Fast finishers

- Write the following questions on the board:
Name an athletic person.
Give an example of a brave action.
When might it be risky to go swimming?
Give an example of a spectacular concert you have been to or seen on TV.
What's the most thrilling film you've ever seen?
Name an impressive building. Why is it impressive?
What's the most terrifying thing that has ever happened to you?
Would you like to live in a remote place? Why? / Why not?
How physically strong are you? Give an example of something you can do to prove this.
- **Fast finishers** discuss them in pairs or work individually to answer them.

Exercise 3 1.17 page 21

- Go through the strategy together. Then focus attention on sentences 1–6. Tell students they are from a recording of six people talking about BASE jumping.
- Elicit synonyms or opposites for the underlined words. Encourage students to use adjectives from exercise 1 where possible.
- Students listen to the recording and do the task.
- Check answers as a class.

KEY

2 over 30 3 brave 4 unfit 5 spectacular 6 hated

Transcript

Fred I like BASE jumping because it allows me to get away from the city, to remote places where you hardly see anyone.

Sally BASE jumping is really a sport for young people. There aren't many BASE jumpers who are over 30.

Chris I love the outdoors, but I'm not particularly brave, so I haven't considered BASE jumping as a hobby.

Celina BASE jumping certainly isn't a sport to try if you are unfit.

Shelley BASE jumping is a great sport and you get to do it in such spectacular surroundings.

Martin My friend asked me to go BASE jumping with him, and I hated it.

Exercise 4 page 21

- Ask students to read the strategy again. Point out that a synonym can also be a phrase, e.g. safe = not risky.
- Go through the sentences together. Explain that the sentences are from an interview about BASE jumping that the students are going to listen to, but at this point students do not need to know whether they are true or false.
- Students think of synonyms.

Exercise 5 1.18 page 21

- Ask students to read the sentences again.
- Play the recording again for students to record their answers.
- Check answers as a class.

KEY

1 T 2 T 3 F 4 F 5 F 6 T

Transcript

Interviewer Good afternoon, and welcome to the programme. Today, I'm talking to BASE jumper Tanya Marks. Tanya, thanks for joining us.

Tanya My pleasure.

I Now, Tanya, my first question to you is basically ... why? Why choose a sport with so many dangers? Why not something nice and safe, like table tennis?

T Well, I can answer that in one word: adrenaline. Extreme sports aren't safe! That's precisely why I enjoy them so much. I'm the kind of person who loves to feel that thrill of risk and adventure.

I Do you do any others?

T Well, I like skydiving – and hang-gliding too. But BASE jumping is my new sport – and my obsession! I'm totally addicted.

I How did you first get into it?

T It was one of my skydiving friends who suggested it. He had the equipment and invited me to join him. My first jump was terrifying – but I loved it!

I What's your favourite place for BASE jumping?

T Well, it keeps changing because I'm always looking for somewhere new. But at the moment, I love the cliffs in Tonsai, in Thailand. Though it isn't an ideal place to do it, as there are no hospitals nearby!

I So, is danger always in your mind when you're jumping?

T Oh yes. That's not just me, that's all BASE jumpers. We know the dangers.

I Do you think that's why there aren't many women who do BASE jumping? Do the risks put them off?

T I'm not sure ... I don't really agree. More women are joining the sport every year.

I Who are the big names?

T Well, I guess Roberta Mancino is the new star of BASE jumping. She also does skydiving and wingsuit-flying. The media love her because of the way she looks, but she's also brilliant at her sports. She's a great role model and, hopefully, she'll encourage more girls to take up extreme sports.

I Tanya Marks, thank you.

Exercise 6 1.18 page 21

- Ask students to listen to the recording again and make a note of the synonyms they hear. Did they hear any of the synonyms they made a note of in exercise 4?
- Go through the synonyms with the class.

KEY

1 likes enjoys dangerous are not safe; risk

2 told suggested

3 didn't enjoy no synonym

4 venue place

5 dangers risks

6 great sportswoman new star; great role-model

Transcript

See exercise 5.

Exercise 7 page 21

- In pairs, students decide whether or not they would like to try BASE jumping, giving three reasons for their choice.
- Ask for a show of hands to find out how many students would like to try BASE jumping. Then elicit reasons why students would or would not try it.

Exercise 8 page 21

- Elicit as many extreme sports as students can think of, e.g. bungee jumping, hang gliding, ice climbing, kite surfing, mountain climbing, paragliding, parkour, rock climbing, zorbing. For homework, they research an extreme sport of their choice.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about extreme sports. I can identify synonyms in a listening text. I can give my opinion on an extreme sport using different adjectives for the sport, the people who practise it and the locations where it takes place.*

2D Grammar

Contrast: past simple and past continuous

LESSON SUMMARY

Reading: An extract from a story

Grammar: Past simple and past continuous contrast

Speaking: Speculating on what happened next in a story

Listening: The end of a story

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercises 6 and 8 can be set as written activities for homework and exercise 9 can be done in the next lesson.

LEAD-IN 2-3 MINUTES

- Revise the structure of the past continuous.
- Call out verbs in the past simple or the past continuous, e.g. *I ate* or *She was leaving*. If you call out a verb in the past simple, students raise hands and call out the verb in the past continuous. If you call out the verb in the past continuous, students call out the verb in the past simple.

Exercise 1 page 22

- Ask a student to read out the extract. Then tell students to look at the photo and ask them what the story is about.
- Students decide where Harry is at the beginning of the paragraph, and where he is at the end of it.

KEY

(Possible answer) He is on the shore at the start. He is in the sea at the end.

Exercise 2 page 22

- Go through the *Learn this!* box together.

- With a **weaker class**, elicit more events in the past continuous that could form the background of a story, e.g. *It was evening. It was snowing outside and I was sitting on the sofa.* Then elicit a sequence of events in the past simple, e.g. *I opened the door. I walked across the room. I sat down on a chair.*
- Students match the sentences with the rules.
- Check answers as a class.

KEY

1 b 2 b 3 a 4 a 5 c 6 a

Exercise 3 page 22

- Tell students that sentences a–e are from the next part of the story, but they are in the wrong order. Point out that *then* is often used to link two short events, e.g. *I had dinner and then I watched TV.*
- Students complete the sentences.
- Check answers as a class.

KEY

a was listening; started d began; was deciding;
b fell; realised; jumped heard
c swam; came; were e climbed; hid
arguing

Exercise 4 1.19 page 22

- Students put the sentences in the correct order.
- Play the recording for students to check their answers.
- Check answers as a class.

KEY

1 c 2 a 3 e 4 d 5 b

Transcript

Still underwater, he swam close to the boat, then came up silently. Three people were arguing loudly. While he was listening to their argument, the boat's engines started. Before it started moving, Harry quickly climbed onto the back of the boat and hid. The boat began to move away. As he was deciding what to do, he heard a scream. Someone fell into the water. Harry realised who it was and jumped in too.

For further practice of past simple and past continuous contrast: Grammar Builder 2D page 126

- 5 1 dropped, broke
2 got, found
3 didn't hear, was having
4 was sitting, wasn't working
5 saw, were sitting, laughing, chatting
6 wasn't shining
7 were taking, broke down
8 lost, were playing
- 6 1 We were having dinner when my dad arrived home.
2 The phone rang while I was trying to sleep.
3 As she was climbing up some rocks, she fell.
4 You were shopping when I tidied your room.
5 The boat was sailing towards the shore when it hit some rocks.
- 7 1 arrived 2 closed 3 were sleeping 4 took off
5 saw 6 opened 7 read 8 put 9 picked up
10 went 11 was 12 wasn't raining
13 were walking 14 crossed 15 followed
16 didn't know 17 were going 18 didn't want

Exercise 5 page 22

- Go through the *Look out!* box together. With a **weaker class**, point out that *when* goes before the past simple and *while* or *as* go before the past continuous.
- Students look for the sentences in exercises 1 and 3 that begin with *While* or *As* and rewrite them using *when*.
- Check answers as a class.

KEY

He was getting near the boat when he heard a shout.
I was getting dressed when my friend phoned.
He was listening to their argument when the boat's engines started.
He was deciding what to do when he heard a scream.

Exercise 6 page 22

- Focus attention on the boxes. Both boxes relate to Harry's story. Students write five sentences in their notebooks using *while*, *as* or *when*. Monitor and check that students are writing the sentences correctly.

Extension: Fast finishers

In pairs, **fast finishers** take turns to start sentences using the words in boxes A and B. Their partner must finish them, e.g. *As Harry was climbing back onto the boat, ... He found a note ...*

Exercise 7 page 22

- Ask: *What do you think happens next in the story?* Elicit one or two ideas.
- Students work in pairs to decide what happens next. Ask them to discuss and make notes.

Exercise 8 page 22

- In pairs, students use their notes to write five or six sentences describing what happens next.
- Each pair of students reads their sentences to the class. The class then vote for the best ideas and give reasons for their choice.

Exercise 9 1.20 page 22

- Tell students they are going to hear the end of the story.
- Play the recording.
- In pairs, students compare the ending with their own ideas.

Transcript

The woman in the water was Sophie. She and Harry were both police officers. They were investigating a diamond robbery. Sophie wasn't moving so Harry held her head above the water and swam with her back to the shore. When they reached the shore, Sophie opened her eyes again. 'What happened?' asked Harry. 'I told the robbers that I wanted to buy the diamonds,' replied Sophie. 'One of them believed me, but the other didn't. He tried to kill me!' Harry looked out to the sea. The boat was turning round. 'Why are they coming back?' he said. 'They want the diamonds,' said Sophie. 'Look. I've got them! I was holding them when he pushed me into the sea!'

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the past simple and the past continuous. I can write the ending of a story.*

2E Word Skills

Word building

LESSON SUMMARY

Reading: A text about teenage explorers

Vocabulary: Related verbs and nouns

Dictionary work: How related verbs and nouns are listed in dictionaries

Speaking: Discussing teenage exploration

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than three minutes on exercise 1. Exercises 4 and 5 can be set for homework.

LEAD-IN 2–3 MINUTES

- Write *adventurous* and *exploration* on the board and elicit their meanings. Ask: *How adventurous are you? Think of an exciting place that you explored and tell a partner about it.*
- Elicit a few ideas.

Exercise 1 page 23

- Tell students to read the text and find the name of the boy in the photo. (Mike Perham)
- Ask: *How many kinds of exploration are there in the text? (three) What are they?* (Hector Turner wants to run a marathon across the Sahara Desert. Geordie Stewart wants to climb the highest mountain on each continent. Mike Perham travelled round the world by boat.)
- Ask students to read the last paragraph again and discuss in pairs whether Mike Perham's theory is correct.
- Ask a few students to share their ideas with the class.

Exercise 2 page 23

- Write *Related nouns and verbs* on the board and write an example, e.g. *compete – competition*.
- Students read the text again and complete the table.
- Check answers as a class, making sure students can pronounce the verbs and nouns correctly.

KEY

1 attempt 2 complete 3 achieve 4 need
5 exploration 6 experience 7 dream

Exercise 3 page 23

- Go through the *Learn this!* box together.
- Students find the noun suffixes in the text in exercise 1 and identify the nouns without a suffix.
- Check answers as a class.

KEY

-tion exploration
-ure adventure
no suffix attempt

Exercise 4 page 23

- Students read the dictionary entries and answer the questions. With a **weaker class**, ask students to identify the verbs and nouns in the entries.
- Check answers as a class. Check pronunciation, paying attention to the stress.
- Ask: *Where can you find more information about the noun 'thunder'? (the entry for storm and the entry for lightning) How many uses of the verb 'thunder' are there? (two)*

KEY

1 circumnavigation 2 the same 3 attempt
4 countable attempt uncountable thunder
not marked circumnavigation

Exercise 5 page 23

- In pairs, students use dictionaries to find the related nouns.
- Check their meanings and pronunciation. Then ask: *How many uses are there of 'examination'? Which nouns are uncountable? Which are countable?*

KEY

entertainment, eruption, examination, motivation,
relaxation, rescue

Extra activity: Fast finishers

Ask **fast finishers** to choose six words from exercises 4 and 5 and write a sentence for each. Tell them that this is a good way to learn new vocabulary.

Exercise 6 page 23

- Students complete the sentences. They can use a dictionary.
- Do not check answers at this point.

KEY

1 accomplishments 2 employment 3 preparation
4 risk 5 development 6 imagination 7 dream

Exercise 7 page 23

- Check answers and the pronunciation of the verbs and nouns.
- In pairs, students discuss if they agree with the sentences. Monitor and check that students are using the underlined verbs and their corresponding nouns.
- Ask a few students to share their ideas with the class.

Extra activity

- Students discuss the expeditions in exercise 1 in pairs. Ask: *Which of the three would you choose? If you were going on an expedition, where would you go and how would you get there? Who would you take with you?*
- Encourage them to use words from exercises 4, 5 and 6.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand parts of speech and dictionary entries. I can use related verbs and nouns to discuss teen exploration.*

2F Reading

Lost at sea

LESSON SUMMARY

Reading: An article about a couple lost at sea

Exam strategy: Guessing the missing parts of a text

Vocabulary: Extreme adjectives

Speaking: An interview with a couple lost at sea

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercises 1 and 2. Exercises 9 and 10 can be set as written activities for homework and exercise 11 can be done in the next lesson.

LEAD-IN 2–3 MINUTES

- Write *disaster* on the board and elicit its meaning. Ask if students have heard about any human disaster stories on the news recently. If they cannot think of any, tell them the true story of Tom and Eileen Lonergan, who in 1998 were scuba-diving in the Great Barrier Reef of Australia when the boat that had taken them there left the area without them. Neither the crew nor the passengers noticed that they were not on the boat returning home from the trip. The couple were never found and there has been a lot of speculation about how they might have died. The 2003 film *Open Water* was based on the couple's disappearance.

Exercise 1 page 24

- Focus attention on the photos and newspaper headlines and ask students to guess what the text is about.
- Check that students understand the headlines.

Exercise 2 page 24

- Ask a student to read out the first paragraph of the article.
- Students check their answers in exercise 1 and explain how they know what the right answer is.

KEY

a (... an American brother and sister ... were enjoying a fishing trip in the Caribbean ... when their boat sank ...)

Exercise 3 page 24

- Go through the strategy together.
- Ask students to read the text and underline the words they think will help them to guess the missing parts of the text. With a **weaker class**, students work as a class to guess the information in the first gap. Tell them to underline the word *jump* and ask: *Did they jump into the sea? What did they do next?*

- When students have finished, elicit some ideas and the reasons for them.

Exercise 4 page 25

- Go through the instructions together and make sure students understand what they have to do.
- Check answers as a class. Ask which words in the article helped them to choose the correct answers.

KEY

1 D 2 A 3 G 4 E 5 C

Exercise 5 page 25

- Refer students back to the two extra sentences in exercise 4. Ask them work in pairs and explain why the sentences do not match the text.
- Check answers as a class.

KEY

B doesn't make sense because the text says '... in the water ... After an hour, the captain and the Suskis lost each other.'

F doesn't make sense because the Suskis only thought about sharks; they didn't see any.

Exercise 6 page 25

- Ask students to read the article again and decide whether the sentences are true or false. Tell them not to worry about any unknown vocabulary at this stage.
- Check answers as a class and encourage students to support their answers by reading out relevant sentences.

KEY

1 F 2 F 3 F 4 F 5 T 6 T 7 T

Exercise 7 page 25

- Go through the *Learn this!* box together.
- Elicit the meanings of the extreme adjectives and elicit equivalents in the students' own language. Point out that we do not use *very* with extreme adjectives. However, we can use *really* or *absolutely* to enhance the adjective instead, e.g. *The food was really / absolutely disgusting.*
- Students complete the box.
- Check answers as a class.

KEY

1 good 2 dirty 3 hungry 4 small

Exercise 8 page 25

- Ask students to read the text again and try to work out the meaning of the highlighted adjectives.
- They then match the highlighted adjectives to adjectives 1–8.
- Check answers as a class.

KEY

1 awful 2 brilliant 3 stunning 4 huge
5 astonishing 6 tragic 7 terrifying 8 exhausted

Extra activity: Fast finishers

Ask **fast finishers** to use a dictionary to find more extreme adjectives, e.g. *amazing, awesome, freezing*. Point out that some extreme adjectives can be used in certain contexts but not others, e.g. *filthy* can be used to describe anything that is very dirty: a person, clothes, a building, etc. However, *squalid* is only used to describe the conditions in a place. Students should always check in a dictionary for usage.

Exercise 9 page 25

- Students rephrase the sentence using extreme adjectives.
- Elicit possible answers.

KEY

(Possible answer) It was the worst food because the bananas were green (unripe) and disgusting; it was the best food because he was starving.

Exercise 10 page 25

- Students work individually to prepare the questions and answers for the interview.
- With a **weaker class**, check that the 'interviewers' have formed the questions correctly.

Exercise 11 page 25

- Students act out their interviews for the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a survival story. I can understand and use extreme adjectives. I can conduct an interview about a survival story.*

2G Speaking

Photo description

LESSON SUMMARY

Vocabulary: Sports equipment

Exam topic: Using a simple structure to describe a photo

Speaking: Describing a photo

Listening: A candidate in a speaking exam

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, and spend no more than two minutes on exercise 1. Omit the listening section of exercise 2 and omit exercise 6.

LEAD-IN 2-3 MINUTES

- Ask students to look at the photos quickly and say what sports they can see. Elicit as many words as possible for the equipment used in these sports.
- Ask: *What equipment do you use in the sports you do?* Elicit more answers.

Exercise 1 page 26

- In pairs, students match the words to the photos.
- Check answers as a class, making sure students understand what the words mean and how to pronounce them, especially *dinghy* /'dɪŋi/.

KEY

A boots, poles, rucksack

B helmet, dinghy, life jacket, paddles

C rope, safety harness

For further practice of sports clothing and equipment: Vocabulary Builder 2G page 118

1 1 racket 2 ball 3 shirt 4 shorts 5 net
6 socks 7 goal 8 helmet 9 gloves 10 skates
11 puck 12 stick

2 **Clothing** boots; gloves; goggles; helmet; mask; running shoes; shirt; shorts; socks; swimming trunks; swimming costume; vest; wetsuit
Equipment ball; bat; goal; hoop; net; puck; racket; rope; safety harness; skates; stick; surfboard

3 (Possible answers)
basketball ball, hoop; shirt, shorts
climbing rope, safety harness, helmet
football goal, net, shorts, shirt
surfing surfboard, wetsuit, swimming trunks, swimming costume

Exercise 2 1.22 page 26

- Go through the strategy together.
- Tell students they are going to listen to two candidates in a speaking exam. One student uses the strategy better than the other. Students must listen and decide who uses the strategy better.
- Play the recording for students.

KEY

Student 2

Transcript

1 Teacher Please describe the photo.

Student 1 Well, on the left, there are some trees. And in the centre, there's a woman walking along. She's hiking somewhere – it looks like a forest. She's holding a pole in each hand and she's wearing a rucksack, I think. At the bottom of the picture, you can see that it's a really muddy path. But the woman doesn't look worried. She seems to be having a good time.

T Thank you.

2 Teacher Please describe the photo.

Student 2 The photo shows five people in a dinghy. They're white-water rafting on a river. In the top left corner of the photo, there is a man leaning out of the boat. In the foreground, there's a lot of water. The man at the back of the dinghy is trying to guide the dinghy with his paddle. The other four people aren't helping very much. It looks as if they're new to it. They're all wearing the same life jackets and helmets. I imagine they're doing this as a holiday activity.

T Thank you.

Exercise 3 1.22 page 26

- Students complete the phrases.
- Play the recording again for students to check their answers.
- Check answers as a class. Point out that *looks like* and *seems to be* are used when the speaker is not sure about something.
- Elicit a few sentences with the phrases about the photos in exercise 1. With a **weaker class**, help students to describe one of the photos.

KEY

1 shows 2 In 3 In 4 At 5 On 6 In 7 looks
8 looks / seems 9 seems

Transcript

See exercise 2.

Extra activity

- Play *Hangman* to revise landscape features and adjectives from lesson 2A. Draw short lines for each letter in a word on the board and ask students to call out letters. If a student guesses a letter correctly, write it on the correct line. If a letter is incorrect, write it at the bottom of the board and draw a line of the gallows. Students must guess the word before the whole gallows and the hangman are drawn.
- Revise the pronunciation of the words.

Exercise 4 page 26

- In pairs, students take turns to describe a photo. Encourage them to use the speaking strategy and the words and phrases from exercises 1 and 3. Monitor and help with vocabulary and grammar where necessary.

Exercise 5 page 26

- Review the feelings vocabulary from Lesson 1A.
- In pairs, students use the phrases and adjectives to describe how the people in the photos are feeling.
- Ask a few students to share their ideas with the class.

KEY

(Possible answers)

A Judging by her expression, I'd say she's relaxed and excited.

B To me, they look as if they're feeling excited, nervous and scared.

Exercise 6 1.23 page 26

- Students listen and make a note of the adjectives the candidate uses.
- Check answers as a class.

KEY

scared, excited, bored

Transcript

Teacher Do you think the people are enjoying themselves?

Student 2 Yes, I think they are.

T Why do you think that?

S Well, basically, you can see it in their faces. They don't look scared at all. They're smiling and they seem really excited.

T Is it something that you would like to try?

S To be honest, no, I wouldn't.

T Oh? Why not?

S I think I'd be really scared. For me, the worst thing would be that I couldn't stop or get out of the dinghy. I'd have to keep going right to the end, even if I was having a bad time.

T Yes, I see what you mean. Now, can you tell me about the last time you did an outdoor activity?

S A while ago, I went on a bike ride with a friend of mine. We headed out of town and through some woods. We took food and water with us. We stayed out for about six hours, but we didn't get bored at all. In fact, it was a really good day out. I suppose that's the last time I did an outdoor activity.

T OK. Thank you.

Exercise 7 1.23 page 26

- Play the recording again for students to complete the phrases.
- Check answers as a class. Then elicit translations.

KEY

2 To be honest 3 For me 4 A while ago 5 In fact
6 I suppose

Transcript

See exercise 6.

Extension: Fast finishers

Fast finishers write sentences about their own experiences using the phrases in exercise 7, e.g. *A while ago I went bungee jumping. To be honest, it was the worst experience of my life*, etc.

Exercise 8 page 26

- Ask students to work in pairs to describe photo C and answer the questions.
- Ask a few students to share their ideas with the class.

Extra activity

- Ask: *How would the activities in photos A–C make you feel?*
- Students discuss the question in pairs using the adjectives from exercise 5.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can describe and speculate about a photo. I can use vocabulary for sports clothing and equipment. I can use phrases to describe where things are in a photo and adjectives to describe how the people in a photo might be feeling.*

2H Writing

An invitation

LESSON SUMMARY

Vocabulary: Outdoor activities; email phrases; phrases for making suggestions

Exam strategy: Using different phrases to sequence events

Writing: An invitation to a party

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and set exercise 7 for homework. Exercise 8 can be done in the next lesson.

LEAD-IN 2-3 MINUTES

- Ask: *Do you ever go on residential trips with your school? What outdoor activities do you do on school trips?*
- Elicit some answers.

Exercise 1 page 27

- Go through the vocabulary for outdoor activities together, checking meaning and pronunciation.
- Ask students to match two of the words with the photos.
- Check answers as a class.
- In pairs, students describe the photos and answer the questions.
- Ask a few students to share their ideas with the class.

KEY

A orienteering B quad biking

Extension

Ask: *What can go wrong when people are doing these activities?* Elicit students' ideas.

For further practice of outdoor activities:

Vocabulary Builder 2H page 118

- 4 a canoeing, paddleboarding, snorkelling, windsurfing
b hang-gliding
c cycling, karting, rollerblading, walking
d bungee jumping, camping, hiking, riding

Exercise 2 page 27

- Ask students to answer the questions.
- Elicit students' ideas.

Exercise 3 page 27

- Ask students to read the two invitations and the reply together. They then try to match the reply to the correct invitation. Encourage students to think about which words in the reply relate to the correct email (celebrate the end of term – celebrate the start of the school holidays).
- Students then complete the missing names in the reply.

KEY

The second invitation.

1 Lisa

2 Bess

Exercise 4 page 27

- Students read the key phrases and find two more in Bess's reply in exercise 3 to complete the list.
- Check answers and the meaning of the phrases as a class. Encourage students to think of alternative endings for *Why don't we ... ?*

KEY

1 It would be nice to meet up some time.

2 Why don't we go to the cinema?

Exercise 5 page 27

- Go through the instructions together and make sure students understand what they have to do. Remind them to use the expressions from exercise 4 and the ideas from the list.
- With a **stronger class**, encourage them to use their own ideas.
- Monitor and help where necessary.

Exercise 6 page 27

- Go through the writing strategy together. Ask them to find the abbreviations and to use the context to work out the meaning.
- Check answers as a class.

KEY

a.m. morning (*ante meridiem*, before noon)

BBQ barbecue

p.m. afternoon (*post meridiem*, after noon)

e.g. for example (*exempli gratia*)

etc. *et cetera* (to show there are more in the list)

Exercise 7 page 27

- Students use the notes to help them plan their invitations. Encourage them to use abbreviations and short forms. Monitor and help with grammar and vocabulary where necessary.

Exercise 8 page 27

- Students swap the invitations they wrote in exercise 7 with another student. They write a reply making sure that they include all of the points.
- Students swap their replies and check that their partner has included all of the information.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write an invitation to a party and a reply. I can use vocabulary for outdoor activities. I can use abbreviations and short forms to make my invitations more informal.*

Exam Skills Trainer 1

LESSON SUMMARY

Reading: An article about a man lost in the Australian outback

Listening: Six people talking about sport

Use of English: Thinking of words to fill gaps in sentences

Speaking: Speculating about people in photos

Writing: An invitation to a camping weekend

LEAD-IN 2–3 MINUTES

- Elicit sports and outdoor activities and write them on the board, e.g. *hiking, mountain-biking, rafting*.
- Ask students to work in pairs or groups to brainstorm how to prepare for each sport, e.g. What equipment do they need? Do they need to take any food or drink with them? What clothes should they wear?
- Students discuss the sports and activities using *I think you should ...* and *I don't think you should ...*
- Ask a few students to share their ideas with the class.

Reading

Exercise 1 page 28

- Go through the strategy together. Ask students how they should read a text in order to answer a question about the whole text. (They should skim-read it.)
- Students scan the text and answer the questions.
- Check answers as a class.

KEY

- 1 The text is about a British student who got lost in Australia.
- 2 an article
- 3 on a website or in a newspaper or magazine
- 4 to give information about a story

Exercise 2 page 28

- Ask students to read the text again and answer the questions. Remind them that a false multiple-choice option usually includes the same words as the text, but this does not necessarily mean that the option is correct.
- Check answers as a class.

KEY

- 1 D 2 A 3 D 4 C 5 B

Listening

Exercise 3 page 28

- Students prepare for the listening by putting the words into the correct categories.
- Check answers as a class.

KEY

- A proud, bored, confused, delighted, embarrassed
B boat, canoe, climbing, diving, kayaking
C cave, cliffs, landscape, ocean, stream
D burn, condition, cure, cut, injury

Extra activity: Fast finishers

- Ask **fast finishers** to add as many words as they can to each category in exercise 3.
- Elicit their words and write them on the board for the rest of the class to note down.

Exercise 4 1.24 page 28

- Go through sentences A–E together. Ask students if they can guess what words from exercise 3 they might hear in each recording.
- Play the recording for students to match the sentences to the recordings.
- Check answers as a class.

KEY

- 1 G 2 C 3 E 4 A 5 D 6 B

Transcript

- 1 Are you looking for the perfect gift, or an amazing experience with your friends? Then come to Extreme Elements. We offer hundreds of ideas for active people on our website. You can take flying lessons or a helicopter flight. You can drive a Ferrari or go quad biking for a day. Do you like being outdoors? Then why not try rock climbing or canoeing? And if you're really adventurous, you could go skydiving. There's something for everyone at Extreme Elements – so visit our website now!
- 2 Welcome to Water World! First, a few practical details about the timetable ... Breakfast is from seven to eight. Activities begin at nine, and lunch is at one o'clock. Activities begin again at two, and then at five o'clock there is free time until dinner. You all have personal timetables, so you should know what groups you are in, but please see me with any problems. There is a welcome lunch in one hour, and I look forward to seeing you all then.
- 3 Thank you for inviting me to Careers Week. Let me start by telling you how I got started. At school, I enjoyed sport and was in the football and basketball teams. One day, our teacher told us about a new course at the local swimming pool – scuba diving. I wasn't interested, but my friend wanted to go so I decided to go with him. Well, my friend didn't enjoy scuba diving, but I loved it! I finished the course, and then I did more. I did my teaching qualification, and now I'm an instructor.
- 4 Snowboarding is one of the most popular extreme sports, and people do it all over the world. There are snowboarding competitions at the Winter Olympics too. But it's a very young sport. In 1964 an American surfer called Sherman Poppen dreamed about 'surfing' in the mountains. So he built a surfboard for the snow – he tied two skis together and gave it to his daughter, Wendy. People saw it and liked the idea, and a year later, Poppen made wide boards and sold them in toy shops. It was the beginning of the snowboard, and the sport as we know it today.
- 5 We all know that exercise helps you to lose or to control your weight. It also helps you sleep better and look better, too. But don't forget that exercise can also be fun. You don't have to do a sport you don't enjoy. There's no need to go running if you find it boring, or swim for hours if you hate water. Why don't you choose a team game such as football or basketball? You can join a club, have fun and meet other people who enjoy that sport too. There are hundreds of different sports and exercise classes to choose from.
- 6 Do you love sport and meeting people? Then come and see local celebrity and Olympic winner Amelia Green at Brightside Leisure this Saturday at 2 p.m. She is opening the new Olympic pool that we've all been waiting for. As you know, building work started two years ago and the result is fantastic. There is a free swim for the first fifty people. Then, tickets are half-price for the next six weeks.

Use of English

Exercise 5 page 29

- Go through the strategy together.
- Write the following gapped sentences on the board and ask students to come and complete them:
Tell me _____ your summer holiday. (about)
What do we need to _____ with us on our trip? (take)
Who did you dance _____ at the party? (with)
I hope your injury _____ better soon. (gets)
- Students complete the sentences with the answer options.
- Check answers as a class.

KEY

1 their 2 the 3 as 4 they 5 of 6 to 7 much
8 a 9 about 10 than

Extra activity

- Students look back through units 1 and 2 and copy four sentences from the reading texts on pages 13, 15, 23 and 24–25.
- Students gap a word in each sentence but should make a note of the missing word, e.g. *She was going on holiday ... her family. (with)*
- Students exchange their gapped sentences with a partner and complete their partner's sentences.
- Students correct each other's answers.

Speaking

Exercise 6 page 29

- Check the meaning and pronunciation of *speculate* /'spek.jʊleɪt/ (to make a guess about something).
- Go through the strategy together. Then go through phrases 1–5 and ask which ones we can use to speculate.
- Elicit more possible phrases for speculation and write them on the board, e.g. *I expect ...*, *Judging by his expression, I'd say ...*, *To me, it looks as if ...*
- Ask why the other phrases cannot be used to speculate. (*It's clear that ...* and *You can see that ...* show that you know something is true.)

KEY

1, 3, 5

Exercise 7 page 29

- In pairs, students describe the picture using phrases for speculation. Ask them to use the two extra phrases in exercise 6 to describe what they know the man is doing. Make sure students all realise that he is bungee jumping.

Exercise 8 page 29

- In pairs, students answer the questions.
- Ask a few students to share their ideas with the class

Writing

Exercise 9 page 29

- Go through the strategy together. Ask them to complete the phrases with two or three suggestions.
- Ask a few students to share their ideas with the class.
- Ask students what they think about camping and what activities they can do on a camping holiday. Elicit some opinions.
- Working individually, students complete the phrases with something they can do at the weekend. Students can then compare their ideas.

Exercise 10 page 29

- Go through the instructions together. Ask: *What type of language will you need to use? (informal)* *What vocabulary will you need? (outdoor activities)*
- Remind students to use the phrases in exercise 9.
- Allow students a few minutes to brainstorm activities and items to bring. Encourage them not to use a dictionary at this stage. Students write their invitations.
- When they have finished writing, they can swap their invitations with a partner.
- Students read their partner's invitation and offer their own feedback.

Extra activity: Fast finishers

- Ask fast finishers to add as many words to the list of items to bring as they can. They can use their dictionaries to help them. Encourage them to think about what equipment people take on camping holidays.
- Elicit their words and write them on the board for the rest of the class to write down.

Learning outcome

- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can skim a text to get a general idea about it and it read it more carefully for specific information. I can predict the words that will be used in a listening task. I can complete gaps in sentences without looking at answer options. I can speculate about a person's feelings or reasons for doing things. I can write an invitation to a friend to a camping weekend.*