

6

Adventures

Unit plan

Reading:

multiple choice (right, wrong, doesn't say), choosing 'doesn't say' (Option C)

Vocabulary:

prepositions of movement and words related to adventure, word formation, collocations & expressions, prepositions

Grammar:

adjectives & adverbs, comparative & superlative, (not) as ... as

Listening:

multiple choice, understanding the meaning of words you don't know

Speaking:

comparing photos, talking about adventurous holidays, using interesting adjectives, using phrases for comparison

Writing:

story, writing about the past, using the correct past tenses, using time expressions so the reader can follow your story easily

Unit Opener (SB page 69)

- Ask students to look at the picture and to tell you what they can see (*four people are climbing a snowy mountain*).
- Ask students to tell you how the title and the picture are related (*The title is 'Adventures' and the people are doing something adventurous.*).

1

- Ask students to read the instructions and check that they understand what they have to do.
- Explain anything they don't understand.
- Students discuss the question in pairs before discussing as a class.
- Write students' answers on the board.

Answer

Students' own answers

2

- Ask students to read the instructions and check that they understand what they have to do.
- Explain anything they don't understand.
- Students discuss the question in pairs before discussing as a class.

Answer

Students' own answers

Background information

Sir Edmund Hillary, a bee keeper from New Zealand, and his climbing partner Tenzing Norgay of Nepal were the first people to reach the summit of Mt Everest at 11:30 am on May 29, 1953. This was an amazing achievement. However, there is speculation that two other climbers may have reached the top almost 30 years before Hillary and Tenzing. George Mallory and Andrew Irvine – two British mountaineers – died while attempting to conquer the mountain. They were last seen climbing on June 8, 1924. They never returned to base camp and were presumed dead. Then, in 1999, Mallory's body was discovered by an American climber. It raised a number of questions. Did Mallory and Irvine make it to the top? Did they die on their way up or on their way down? One piece of evidence would be Mallory's camera, which he was known to have had with him. →

If they had reached the top, he would surely have taken a photo there. Unfortunately, it has never been found, and until it is, the mystery will remain unsolved.

TOP TIP

Make the most of interesting or unexpected facts to generate discussion. In this section, for example, it would not be widely known that Sir Edmund Hillary may not have been the first person to climb Everest. Ask students how they think Hillary would have felt when Mallory's body was discovered in 1999. Edmund Hillary died in 2008.

Let's talk about it!

- What characteristics do you think adventurous people have?
- Do you have any of those characteristics?
- What is something adventurous you would like to do? Why?

DVD 6

Summary of DVD 6: The video is titled 'Mount Everest Wingsuit Jump Video: Man Jumps Off Peak With Wingsuit'. In it, a man named Valery Rozov base jumps off Mt Everest in a custom made wingsuit. He travels at speeds of over 120 miles per hour (193 km/hr), for a distance of over 4 miles (6.4 kilometres). It is the highest base jump ever made.

DVD link: <https://www.youtube.com/watch?v=Zgf9x3cRjk4>

Answer

2 years

Reading (SB pages 70-71)

1

- Ask students to read the instructions and check that they understand what they have to do. Explain anything they don't understand.
- Ask students if they have ever done either of these activities.

- Students discuss in pairs before discussing as a class.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.

Answers

Students' own answers

2

- Ask students to read the instructions and check that they understand what they have to do. Explain anything they don't understand.
- Students discuss in pairs before discussing as a class.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.

Answers

Students' own answers

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the text to look for the answer.
- Ask students to skim read the text and look for the answer. Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later.
- Students work individually to complete the task.
- They then check their answer in pairs before checking as a class.

Answer

mountain climbing

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that in multiple-choice questions such as these (right, wrong, doesn't say), they may need to look for specific information. The first thing they should do is read the question carefully in order to understand it. Tell them to start looking for the answer in the part of the text where they think it might be. If they can't find it there, they should read from the beginning. If they can't find the information anywhere in the text, they should mark option C 'Doesn't say' as their answer.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the statements and explain anything they don't understand.
- Remind students that they did a form of this task in Unit 2, where they had two options to choose from, 'Right' and 'Wrong'.
- Encourage students to use the tips from the *Download* box when doing the task and to mark option C 'Doesn't say' if they can't find the answer after looking for it carefully.
- Students work individually to choose the answers.
- They then check their answers in pairs before checking as a class.

Answers

- 1C** We know that in 2011 Laura wasn't going to parties with her friends, but the text doesn't say anything about whether she enjoyed parties or not.
- 2B** *For all of 2011, she was sailing around the world on a boat. But it wasn't a holiday. She wasn't on a cruise ship with her family.*
- 3A** *Jessica Watson ... and her challenge was bigger because she didn't stop anywhere.*
- 4C** We know that young explorers don't have much experience, but we don't know what the young explorers think about experience.
- 5A** *... we have explored everything except the oceans.*
- 6C** We know that teens dream more than adults, but the text doesn't tell us which group has more adventures.

▶ EXTENSION ACTIVITY

Ask students to work in pairs and discuss what it would be like to sail around the world solo. Ask them to think about what they would have to give up, but also what they think they would gain from the experience. Monitor and help with vocabulary and grammar if necessary. When students are ready, discuss as a class.

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that all of the words are from the article.
- Ask students to read the sentences and explain anything they don't understand.
- Elicit that these are collocations.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1** break
2 climb
3 cross
4 goes
5 stay
6 take

6

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the ideas and explain anything they don't understand.
- Remind students to read the text in the orange box under the title of the article, which mentions mountain climbing, crossing oceans, running marathons in the desert and skiing to the poles.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.

Answers

Students' own answers

Vocabulary 1 (SB page 72)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that prepositions of movement tell us in which direction a person or object moves. Ask students to tell you any prepositions of movement that they already know and have them mime the movement in front of the class.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Once answers have been checked, check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.

Answers

1 into	7 onto
2 around	8 off
3 up	9 down
4 past	10 over
5 out of	11 along
6 through	12 under

2

- Ask students to read the instructions and check that they understand what they have to do.
- Do the first one as a class. Ask students if 'into' has an opposite (*it does*) and to look for it among the prepositions in 1 (*out of*).
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Suggested answers

into ≠ out of, onto ≠ off, over ≠ under, up ≠ down

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will use all of the prepositions from 1, and that they will use each one only once.
- Ask students to read the text and explain anything they don't understand.
- Encourage students to look for clues in the text that will help them to choose the correct preposition.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1 out of	7 under
2 down	8 past
3 onto	9 around
4 over	10 through
5 into	11 up
6 along	12 off

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that the same verb is used with all of the nouns.
- Ask students to read the words and explain anything they don't understand.
- Students work individually to complete the task.

- They then check their answer in pairs before checking as a class.

Answer

have

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will use all of the phrases from 4 and that they must use them in the correct form.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 have the opportunity
- 2 have an adventure
- 3 have an accident
- 4 have experience
- 5 have an ambition

EXTENSION ACTIVITY

Ask students to work in pairs. One student chooses a preposition of movement from 1 and mimes the action or uses objects that are to hand, such as books, pens, etc to show the direction of movement. The other student must guess the preposition. They continue until all of the prepositions have been covered.

Extra Task (for early finishers)

See photocopiable material on page 119.



Grammar 1 (SB page 73)

Before you read the Grammar box

- Revise/Introduce adjective order by writing the following on the board: *an old blue bike, a beautiful black leather bag*. Explain to students that when we use more than one adjective to describe a noun, there are rules about the order of the adjectives.
- Introduce adverbs by writing the following on the board: *I write quickly and I speak slowly*. Explain to students that adverbs tell us how something is done and ask them to tell you which words in the sentence are adverbs (*quickly, slowly*). Point out that they end in *-ly*, but that not all adverbs do. Remind them that adverbs of frequency, such as *always, never, often, sometimes* do not end in *-ly*.

1

- Read through the grammar theory with the class.
- Ask students to look around the classroom and to choose an item that they can describe using more than one adjective. Encourage them to look at the table with the order of adjectives. Go around the class and ask each student for their example. Correct any errors at this stage.
- Ask students to write two sentences about themselves that are true, using adverbs of manner. Remind them to write the adverb after the verb, but

after the object of the sentence if there is one. Go around the class and ask students for their sentences. Correct any errors before moving on to 2.

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Refer them to the grammar theory to help them complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Students should tick sentence *a*. Yes, the adjectives are in the correct order. Students should circle *carefully* in sentence *b*.

Read 6.1-6.2 of the Grammar Reference on pages 140-141 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the adjectives and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1M 2OP 3A 4C 5O 6SH 7OP 8O 9S 10T
11A 12S 13SH 14C 15M 16T

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that adverbs of manner tell us how something is done while adverbs of frequency tell us how often something happens or is done.
- Ask students to read the adverbs and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1M 2F 3M 4F 5M 6F 7F 8M 9F 10M

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that in each pair of sentences, one is correct and the other is not. Tell them that they should underline and circle only the adjectives and adverbs in the correct sentences.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the grammar theory for help.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Students should tick:

- 1b (circle *hard*)
- 2a (circle *loudly*)
- 3a (underline *fantastic old wool*)
- 4b (circle *always*)
- 5a (underline *ancient round Greek*)
- 6a (circle *fast*)

EXTENSION ACTIVITY

Ask students to write their own pairs of correct and incorrect sentences. One pair should use adjectives while the other uses adverbs. They swap with a partner and tick the correct sentences. Monitor and help with vocabulary and grammar.

Extra Task (for early finishers)

See photocopyable material on page 119.

a-2 Vocabulary 2 (SB page 74)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must write nouns, adjectives or adverbs.
- Ask students to read the words in the table and explain anything they don't understand.
- Explain that in items 3 and 6 there are two forms.
- Students work individually to complete the table.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in the table to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|----------------------|--------------------------|
| 1 adventurous | 5 foolishly |
| 2 bravery | 6 helplessly / helpfully |
| 3 careless / careful | 7 strength |
| 4 dangerous | 8 successfully |

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the sentences with some of the words from the table in 1.
- Ask students to read the sentences and explain anything they don't understand.
- Tell them to look for clues in the sentences that will show them what kind of word they need in the gap (noun, adjective or adverb) before they choose their answer.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|--------------|-------------|
| 1 helpless | 5 carefully |
| 2 dangerous | 6 strength |
| 3 bravely | 7 adventure |
| 4 successful | 8 fool |

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must circle the correct words to complete the expressions and then they must think about the meaning of each expression.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the first part of the task.
- They then check their answers in pairs before checking as a class.
- Allow students time to think about what the expressions mean.
- Check answers as a class.

Answers

- | | |
|-----------|--------|
| 1 playing | 4 Give |
| 2 take | 5 Keep |
| 3 make | |

Meanings:

playing with fire = doing something dangerous or risky
 take a chance = do sth although it is dangerous or risky
 make a bet = risk an amount of money because you are sure sth will happen
 give it everything you've got = try your hardest although it's difficult
 keep going = continue although it is difficult

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the text and explain anything they don't understand.
- Tell them to look carefully at the words after the preposition in order to make the correct choice.
- Students work individually to choose the prepositions.
- They then check their answers in pairs before checking as a class.

Answers

- | | | | |
|------|------|------|------|
| 1 on | 3 in | 5 On | 7 in |
| 2 on | 4 in | 6 In | 8 On |

▶▶ EXTENSION ACTIVITY

Ask students to write a sentence using a word from the table in 1, an expression from 3 and a prepositional phrase from 4. For example, *It is foolish to play with fire because you could put your life in danger.*

Extra Task (for early finishers)

See photocopiable material on page 119.

Grammar 2 (SB page 75)

Before you read the Grammar box

- Revise/Introduce comparative and superlative forms. Write the following words from the Reading text on the board: *older than, the youngest*. Ask them what they think the words mean.
- Explain that we use words like these to make comparisons.

1

- Read through the grammar theory with the class.
- Make sure students understand that we use the comparative form to compare two people, animals or things, or two groups of people, animals or things. Elicit that we often use *than* after a comparative. Make sure students understand that we use the superlative form to compare one or more people, things or animals with a group of people, things or animals and that we use *the* before a superlative. Tell them that we use phrases like *in the world* and *of all* with the superlative.
- Explain/Elicit that we use *as + adjective/adverb + as* to say that two people, animals or things are the same or equal and that we use *not as + adjective/adverb + as* to say that two people, animals or things are not the same. Ask students to write three sentences – one using a comparative form, one using a superlative form and another using (*not*) *as ... as*. Check their sentences and clear up any problems before moving on to 2.

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- a T
 b F (We often add *-est* to the adjective/adverb.)

Read 6.3-6.4 of the Grammar Reference on page 141 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the dialogue and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory to choose the correct form. Also, remind them to look for clues in the sentences that will help them to decide if a comparative or a superlative form is required.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|-------------------|----------------------|
| 1 the best | 8 smaller |
| 2 better than | 9 more exciting than |
| 3 the most boring | 10 more |
| 4 harder | 11 faster than |
| 5 the biggest | 12 more quickly |
| 6 as large as | 13 the most loudly |
| 7 not as huge as | |

▶▶ EXTENSION ACTIVITY

Ask students to write two sentences about dangerous activities. One must use a comparative form and the other must use a superlative. They can be adjectives or adverbs. For example: *I think climbing a mountain is harder than running a marathon.* / *Solo sailors feel the loneliest of all adventurers.*

Extra Task (for early finishers)

See photocopiable material on page 119.

Listening (SB page 76)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must circle the words they hear.
- Do not explain what the words mean at this stage. Students will be asked to work out the meanings in 3.
- Explain to them that the words sound similar when spoken. Ask them to read the words out loud after you.
- Play the recording and ask students to circle the words that they hear. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

- 1 trekking (... *your trekking holiday*)
2 huts (... *wooden mountain huts*)

See the recording script on pages 111-112.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will listen to the same conversation as in 1 and that they must answer some questions about it.
- Ask students to read the questions and explain anything they don't understand.
- Play the recording and ask students to answer the questions. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

- 1a the French Alps (*We're going to the French Alps.*)
1b they are a mountain range in France
1c walk through the mountains (*We're going to walk about ten kilometres through the mountains every day.*)
2a And where are you going to stay? (*And where are you going to stay?*)
2b wood (... *wooden mountain huts.*)
2c a bed and a shower (... *you have a bed, and you can have a shower ...*)

See the recording script on page 112.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must work out the meanings of 'trekking' and 'huts'.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

trekking: walking in the mountains
mountain huts: a kind of wooden house you can sleep in

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain that in any listening task, they will hear words they don't know, but that this shouldn't cause any panic. Tell them that they can usually work out the meaning by listening to the rest of the recording. Tell them there are often clues to help them out.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and explain anything they don't understand.
- Encourage students to work out the meaning of new words by listening for clues in the recording.
- Play the recording and ask students to choose their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

- 1B (*I'm going to Snowdonia in North Wales.*)
2A (*The camp is for thirteen to nineteen year olds ...*)
3A (*I'll choose mountain adventure skills because you do all kinds of different things.*)
4B (*Canoeing? Isn't that a bit risky?*)
5A (... *it includes your food and accommodation.*)

See the recording script on page 112.

Speaking (SB page 77)

1

- Ask students to read the three questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask each pair to ask and answer one of the questions and continue around the class until each pair has had a turn.
- Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

TOP TIP

Time permitting, these pair work tasks can be turned into a class discussion or students can be asked to report back to the class on what they talked about.

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask them to look at pictures A and B and to think about how they could describe them.
- Ask students to read the words in the orange box and the text, and explain anything they don't understand.

- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Once answers have been checked, check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|----------------------|------------------------|
| 1 a sporty man | 6 a young couple |
| 2 a mountainous area | 7 a lovely traditional |
| 3 freezing | 8 an enjoyable |
| 4 lovely | 9 ancient |
| 5 beautiful, snowy | |

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain that they should avoid using the same adjectives when they describe pictures. Tell them that by using a variety of adjectives, they can make what they say more interesting.

3

- As this may be only the second time students have attempted this particular exam task, allow plenty of time to explain the mechanics of it. At this stage, however, students will be asked to simply describe what they can see without having to consider the similarities and differences between the two photographs.
- Go through the *Language Bank* with the students and make sure they understand the words and the phrases and how to use them. Ask them to look back at 2 to see how the adjectives were used.
- Ask students to read the instructions and check that they understand what they have to do. (*Photographs A and B: Firstly, Student A must describe the two photographs and then he/she must answer the specific question about why the people chose the holidays. Student B must reply to one question about which holiday is more adventurous. / Photographs C and D: Firstly, Student B must describe the two photographs and then he/she must answer the specific question about the kinds of holiday the people are having. Student A must reply to one question about outdoor activities.*)
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Answers

Students' own answers

4

- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.

- Time permitting, you may want to discuss the questions more extensively as a class.

Answers

Students' own answers



Writing (SB pages 78-79)

Story: Writing about the past

- Ask students to read the information on stories and writing about the past.
- Explain to students that stories are usually about the past and that when they write a story, they should use the correct past tenses.
- Tell them to use the past simple for the main events of the story and the past continuous to set the scene, or give some background information, at the start of the story.

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must look at the tenses in bold used in the paragraph and answer some questions about them.
- Ask students to read the paragraph and explain anything they don't understand.
- Encourage them to look back at the writing tip if they need help.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Elicit that the verbs in the past continuous have been used to set the scene and the past simple has been used to talk about main events.

Answers

1PC	2PC	3PS	4PS
-----	-----	-----	-----

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage them to look back at the writing tip if they need help. Tell them also they may look back at Unit 2 for help with the past simple and Unit 3 for help with the past continuous.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 was shining, were singing, walked, found
- 2 took, went, was snowing, was blowing
- 3 was raining, were standing, saw, ran

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to read the task and tick the three ideas that they think are best for the story.
- Ask students to read the writing task and answer any queries they might have about it.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Students' own answers, but most likely to involve an adventure are: A trip in a hot-air balloon, Climbing a mountain, A sailing trip.

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will read a story that has been written in answer to the writing task in 3.
- Ask students to read the story and explain anything they don't understand.
- Ask them if the idea in the story is one of those they ticked in 3.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Students should underline:

Paragraph 1: was shining, were enjoying

Paragraph 2: were having

Students should circle:

Paragraph 1: was, sailed, arrived, swam

Paragraph 2: swam, appeared, started, started, were, decided

Paragraph 3: stopped, stopped, was

5

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the meanings and explain anything they don't understand.
- Encourage them to work out the meanings of the time expressions by looking at them in context in 4.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1 soon

2 a few hours later

3 at first

4 while

5 eventually

6 suddenly

6

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage them to look back at 5 if they need help.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1 While

2 At first

3 Eventually

4 A few hours later

5 Suddenly

6 Soon

LANGUAGE BANK

- Go through the words and phrases in the *Language Bank*.
- Explain that students can use words and phrases from the *Language Bank* as well as their own phrases in their stories.

- Remind them to use words and phrases from all of the sections in the *Language Bank*.

7

- Read the task out to students and explain anything they don't understand. Elicit that they must write a story.
- Go over the *Plan* with the students.
- Remind them to begin their story by setting the scene, then to write about the main events and, finally, to give their story a happy ending.
- Remind them to use the correct past tenses.
- Assign the writing task for homework.

Answers

Students' own answers

DOWNLOAD

- Read out the information in the *Download* box.
- Choose a student to explain the tips in his/her own words.
- Remind students to read the title and to write down some suitable ideas and then to choose the best one. Remind them also to use the correct tenses in their story – the past continuous to set the scene at the start and describe what was happening at the time, and the past simple for the main events of the story. Remind them to use appropriate time expressions that help the reader to follow the story.

EXTENSION ACTIVITY

Time permitting, students can write down some ideas for their story. Monitor and help with vocabulary if necessary. Make a note of any mistakes to go over with the class afterwards.

Reload 6 (SB page 80)

Objectives

- To revise vocabulary and grammar from Unit 6.

Revision

- Tell students that Reload 6 revises the material they saw in Unit 6.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 20 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Vocabulary 1

- 1, 2 and 3: Revise the prepositions of movement by writing them all on the board (*along, around, down, into, off, onto, out of, over, past, through,*

under, up) and then miming them or using objects in the classroom to show direction of movement. Ask individual students to tell you the preposition.

- 4 and 5: Write the collocations on the board and ask individual students to give you sentences using them (*have an accident, have an adventure, have an ambition, have experience, have the opportunity*).

Vocabulary 2

- 1 and 2: Practise word formation. Write these nouns on the board and ask individual students to come to the board and to write the adjective and adverb forms.

- 1 *adventure (adventurous, adventurously)*
- 2 *bravery (brave, bravely)*
- 3 *care (careless/careful, carelessly/carefully)*
- 4 *danger (dangerous, dangerously)*
- 5 *fool (foolish, foolishly)*
- 6 *help (helpless/helpful, helplessly/helpfully)*
- 7 *strength (strong, strongly)*
- 8 *success (successful, successfully)*

- 3: Practise collocations and expressions. Write the collocations on the board and then read out the meanings, one by one. Ask students to match them. *give it everything you've got, keep going, make a bet, play with fire, take a chance*

- 1 *give it everything you've got: try your hardest although it's difficult*
- 2 *keep going: continue although it is difficult*
- 3 *make a bet: risk an amount of money because you are sure sth will happen*
- 4 *play with fire: do something dangerous or risky*
- 5 *take a chance: do sth although it is dangerous or risky*

- 4: Practise prepositions. Write these gapped phrases on the board and ask students to tell you if they are completed with *in* or *on*.

- 1 _____ *danger (in)*
- 2 _____ *my 16th birthday (on)*
- 3 _____ *two years (in)*
- 4 _____ *a continent (on)*
- 5 _____ *a hurry (in)*
- 6 _____ *my journey (on)*
- 7 _____ *an adventure (on)*
- 8 _____ *Asia (in)*

Grammar Revision

Grammar 1

Practise adjectives and adverbs.

- Revise adjectives and adverbs by writing these on the board and asking students to choose the correct word.

- 1 *He looked at me helpless/helplessly. (helplessly)*
- 2 *The explorer did a very brave/bravely thing. (brave)*
- 3 *It's a hard job, but he works hard/hardly to succeed. (hard)*

- Revise adjective order by writing these on the board and asking students if they are correct or incorrect. Ask students to correct the ones that are wrong.

- 1 *a box wooden big (a big wooden box)*
- 2 *an old English poem (correct)*
- 3 *a blue plastic boat (correct)*
- 4 *leather black new shoes (new black leather shoes)*

Grammar 2

Practise comparison of adjectives and adverbs.

- Revise the comparative and superlative forms, as well as *(not) as ... as*. Then write the following gapped sentences on the board and ask students to complete them using the words in brackets and any others they need.

- 1 *Mountain climbing is _____ (dangerous) than sailing. (more dangerous)*
- 2 *No, I'm not as _____ (adventurous) you. (adventurous as)*
- 3 *I can sail much _____ (fast) my brother. (faster than)*
- 4 *I think that activity is _____ (risky) of all. (the riskiest)*
- 5 *He drives _____ (careful) as you do. (as carefully)*

- Students are now ready to do Reload 6.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Answers

Vocabulary

1b 2a 3a 4c 5c 6b 7a 8b 9c 10a

Grammar

1a 2b 3c 4b 5c 6c 7b 8a 9c 10c



Objectives

- To revise vocabulary and grammar from Units 5 and 6.

Revision

- Tell students that Progress Review 3 revises the material they saw in Units 5 and 6.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the units if they're not sure about an answer. Stress that the Progress Review section is not a test.
- Decide how the Progress Review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 40 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question.
- When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Revise places at school.

- Unit 5, Vocabulary 1, Exercise 1: Write the words on the board (*cafeteria, classroom, laboratory, library*) and then read out the following descriptions, one by one. Ask students to tell you which place you are describing.

- 1 *This is where you do experiments to learn about sciences, such as chemistry and physics. (laboratory)*
- 2 *In this place, students are taught many different subjects like history and languages by their teachers. (classroom)*
- 3 *You go here when it's time to have your lunch. (cafeteria)*
- 4 *This is a quiet place where you can go to find books and to study. (library)*

Revise easily confused words.

- Unit 5, Vocabulary 1, Exercise 2: Write the word pairs on the board (*advanced/beginners, classmates/student, lesson/subject, homework/project, term/year, practice/practise, course/studies, information/instructions*). Then write the following sentences on the board and ask students to complete them with the words.

- 1 *Mary is doing a history ____ at university and she's enjoying her _____. (course, studies)*
- 2 *When this ____ ends, we will have a short break and then come back to school to finish the _____. (term, year)*
- 3 *The ____ students know a lot more about this than the ____ who started last week. (advanced, beginners)*
- 4 *I was late for my first ____ today and it was my favourite ____ - biology. (lesson, subject)*
- 5 *If you don't understand the ____, ask your teacher for more _____. (instructions, information)*
- 6 *My brother, Mark, is older than me, so we aren't ____, but he's a ____ at the same school. (classmates, student)*
- 7 *I was late for band ____ today, so the music*

teacher asked me to ____ more at home. (practice, practise)

8 *We have a few weeks to do our geography ____, but I have to finish my maths ____ tonight. (project, homework)*

Revise school words.

- Unit 5, Vocabulary 1, Exercise 3: Write the words on the board and ask individual students to tell you what they mean: *book, chemistry, class, coach, desk, dictionary, history, level, teacher, whiteboard*.

Revise prepositions of movement.

- Unit 6, Vocabulary 1, Exercises 1, 2 and 3: Write the prepositions on the board, one by one. After each one, ask individual students to show you what the preposition means by using objects on their desk or miming (*along, around, down, into, off, onto, out of, over, past, through, under, up*). Ask students which prepositions are opposites (*into/out of, onto/off, over/under, up/down*).

Revise words with *have*.

- Unit 6, Vocabulary 1, Exercises 4 and 5: Write all of the phrases on the board and ask students to give you example sentences with them: *have an accident, have an adventure, have an ambition, have experience, have the opportunity*.

Revise phrasal verbs.

- Unit 5, Vocabulary 2, Exercise 1: Write these phrasal verbs on the board. Then write these gapped sentences and ask students to complete them with the correct form of the phrasal verb: *ask for, belong to, hand in, put down, rub out, work out*.

- 1 *That pen is mine. It ____ me. (belongs to)*
- 2 *I finished the essay and ____ it ____ to the teacher. (handed ... in)*
- 3 *My bag was heavy, so I ____ it ____ on the floor. (put ... down)*
- 4 *Can you ____ the answer to this problem? (work out)*
- 5 *Oh, no! I forgot to ____ the mistake in my test! (rub out)*
- 6 *If you need help, you can ____ me ____ it. (ask ... for)*

Revise prepositions.

- Unit 5, Vocabulary 2, Exercise 2: Write the following gapped sentences on the board and ask students to complete them with the correct prepositions. Only write the prepositions on the board if students struggle to complete the sentences on their own.

- 1 *Write it ____ the board. (on)*
 - 2 *He works ____ a secondary school. (in/at)*
 - 3 *The teacher complained ____ me! (about)*
 - 4 *Is your sister ____ university? (at)*
 - 5 *Everyone ____ my class is nice. (in)*
 - 6 *Who are you talking ____? (to)*
 - 7 *I have known him ____ a long time. (for)*
 - 8 *Are you listening ____ me? (to)*
 - 9 *Seeing my friends is the best part ____ my day. (of)*
 - 10 *I left the classroom ____ the end of the lesson. (at)*
- Unit 6, Vocabulary 2, Exercise 4: Write the following gapped sentences on the board and ask students to

complete them with the correct prepositions, *in* or *on*.

- 1 What happened ____ your journey? (*on*)
- 2 I will finish my course ____ two years. (*in*)
- 3 Do you know the longest river ____ each continent? (*on*)
- 4 Sorry, I have to leave now. I'm ____ a hurry. (*in*)
- 5 I got a new phone ____ my 15th birthday. (*on*)
- 6 Are you ready to go ____ an adventure? (*on*)
- 7 The climbers are ____ danger! (*in*)
- 8 The most amazing museums are ____ Europe. (*in*)

Revise collocations and expressions.

- Unit 5, Vocabulary 2, Exercises 3 and 4: Ask individual students to tell you what the expressions mean: *a bookworm, a brain, a copycat, a know-it-all, a teacher's pet*.

- Unit 6, Vocabulary 2, Exercise 3: Write the verbs and the gapped expressions on the board. Ask students to complete the expressions and then give you sentences with them: *give, keep, make, play, take*.

- 1 ____ with fire (*play*)
- 2 ____ a chance (*take*)
- 3 ____ a bet (*make*)
- 4 ____ it everything you've got (*give*)
- 5 ____ going (*keep*)

Revise word formation.

- Unit 6, Vocabulary 2, Exercises 1 and 2: Copy Table A onto the board, without the words in brackets, and ask students to fill in the word forms. Then ask students to give you sentences using the words from the table.

TABLE A

Noun	Adjective	Adverb
adventure	(adventurous)	(adventurously)
bravery	(brave)	(bravely)
care	(careless/careful)	(carelessly/carefully)
danger	(dangerous)	(dangerously)
fool	(foolish)	(foolishly)
help	(helpless/helpful)	(helplessly/helpfully)
strength	(strong)	(strongly)
success	(successful)	(successfully)

Grammar Revision

Revise future simple, *be going to* and present continuous for future.

- Write these gapped sentences on the board and ask students to complete them with the future simple or *be going to* and the verbs given.

- 1 Climb carefully or you ____ (*fall*)! (*will fall*)
- 2 We ____ (*have*) a maths test tomorrow. (*are going to have*)
- 3 I ____ (*probably/not go*) to university. (*will probably not go*)
- 4 This book is boring! I ____ (*stop*) reading it. (*am going to stop*)
- 5 Don't worry. I ____ (*help*) you. (*will help*)
- 6 Mr Smith ____ (*not teach*) us today; he's ill. (*isn't going to teach*)

- Write these gapped sentences on the board and ask students to complete them with the present continuous and the verbs given.

- 1 He ____ (*he/go*) to the Amazon – he's bought his equipment. (*is going*)

- 2 Our trip is cancelled. We ____ (*not go*) to the museum. (*aren't going*)

- 3 We ____ (*watch*) an adventure film; it starts in five minutes. (*are watching*)

- 4 ____ (*he/change*) schools next year? (*Is he changing*)

Revise quantifiers.

- Ask each student to give you an example of a quantifier in context. Write these quantifiers on the board: *some, any, a lot of, many, a few, much, a little* to help them.

Revise order of adjectives and adverbs.

- Write the adjectives on the board and ask students to use two or three of them to describe a noun: *round, German, awful, new, automatic, wooden, big, red, square, Italian, nice, old, electric, silk, small, black*.

- Write the adverbs on the board and ask students to give you sentences using them: *carefully, quickly, slowly, hard, fast, cleverly, sweetly, angrily, hungrily, loudly*.

Revise comparative and superlative.

- Write these sentences on the board and ask students to correct them.

- 1 English is easier from maths. (*easier than*)
- 2 Mountain climbing is most dangerous than walking. (*more dangerous*)
- 3 Do you ski as faster as Eric? (*as fast as*)
- 4 Joe is the tallest from all the boys in my class. (*the tallest of all*)
- 5 Physics is my worse subject at school! (*worst*)
- 6 Jack isn't as adventurous like Mike. (*isn't as adventurous as*)

- Students are now ready to do Progress Review 3.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Vocabulary

Answers

1

- 1** subject, work out
- 2** foolish, bravely
- 3** about, past
- 4** have, down
- 5** on, homework
- 6** in, a brain
- 7** out of, over
- 8** to, on

2

- 1** adventurous
- 2** beginners
- 3** helplessly
- 4** careless
- 5** information
- 6** dangerous
- 7** successfully
- 8** instructions

3

- 1** take
- 2** Give
- 3** playing
- 4** asked
- 5** have
- 6** put
- 7** keep
- 8** hand

4

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

Grammar

Answers

1

- 1** I'll be
- 2** won't pass, isn't going to pass
- 3** is swimming, is going to swim
- 4** will fall, are going to fall
- 5** is going to become

2

- 1** small green
- 2** drive carefully
- 3** did her homework fast
- 4** quiet
- 5** enjoyable
- 6** interesting old Roman
- 7** big blue Aegean
- 8** studied hard for her exams
- 9** comfortably
- 10** serious

3

- 1** any, some
- 2** many, lot
- 3** much, few
- 4** little, some
- 5** any, few
- 6** lot, many

4

- 1a 2b 3a 4a 5b 6a**