

UNIT 2

Going to extremes

UNIT CONTENTS

G GRAMMAR

- Comparison (modifying comparisons with *than* and *as ... as ...*; comparative patterns; superlative patterns)
- Intentions and arrangements (*going to*; present continuous; future simple and continuous; present simple; expressions with *be*)
- Linking: contrast and concession: *alternatively* (offering alternatives), *by comparison* (comparing), *even though* (conceding), *on the contrary* (opposing), etc.

V VOCABULARY

- Multi-word verbs: Social interaction: *bombard (sb) with*, *bring out (the best/worst in sb)*, *come across (to sb)*, *cut (sb) off*, *fit in*, *go on about sth*, *hold (sb) back*, *relate to (sb)*, *run (sb) down*, *slip out*
- Verbs of movement: *crawl*, *creep*, *drift*, *hurtle*, *leap*, *limp*, *march*, *plunge*, *roll*, *rush*, *slide*, *soar*, *stagger*, *stroll*, *whirl*, *whizz*, *whoosh*, *zoom*
- Language in context: Sounds; Synonyms; Being tactful or frank
- Wordpower: Idioms: Movement: *crawl*, *drift*, *plunge*, *soar*, *whirl*, *whizz*

P PRONUNCIATION


- Consonant–vowel linking
- Word groups and main stress
- Emphatic stress

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Put students into pairs to compare how long they could do these things and which would be the most challenging. As feedback, tell students the world records given in brackets for these extreme achievements:

- standing on one foot (76 hours)
- holding their breath (22 minutes)
- going without sleep (264 hours)
- running without stopping (80 hours / 560 km)
- staying in an ice bath (2 hours).

- a  Ask students what they notice about the man's hair (it has iced up). Give students one minute to think about their answers to the questions before talking about the photo as a class. If you wish, give students information from the Culture notes below.



UNIT OBJECTIVES


At the end of this unit, students will be able to:

- understand and summarise details, attitudes and opinions in texts about extreme sensory experiences and thrill-seeking activities
- understand, note and summarise details, opinions and attitudes in: extended speech and interviews describing physical and mental experiences; idiomatic conversations in which people discuss sensitive issues and give advice tactfully
- use a range of lexis and main stress accurately to discuss, describe and evaluate: extreme experiences; future plans; communication styles; suggestions for how to cope with noise; various extreme sports and leisure activities
- use a range of lexis to write descriptions of extreme experiences and future plans
- use a range of expressions to give advice in an appropriate register
- write a clearly structured, cohesive report, prioritising key issues, outlining problems and solutions and using linkers of contrast and concession appropriately



CULTURE NOTES

This photo shows a man bathing in a hole in the ice in the sea. Cold-water swimming may be done as a challenge, for health reasons or even as a sport. The International Ice Swimming Association requires that the water is colder than 5°C (41°F) for ice swimming competitions. In 1987 Lynne Cox swam the freezing Bering Strait between Alaska and the then Soviet Union, braving waters of just 3.3°C (the water in a swimming pool is about 27°C). Ice swimming is most popular in Eastern Europe and Russia; for example, there is a tradition in Russia to jump into an icy pool after a *banya* (a type of dry sauna) because it is believed this hot/cold contrast helps the immune system. (Advise students that cold-water swimming, anything below 15°C, may be a risk for people with certain health conditions such as high blood pressure.)

- b  Put students into pairs to discuss the questions. Make sure that they make a list of at least six questions to ask the man. If students need encouragement, prompt them with ideas from the Suggested answers below. As feedback, find out the most interesting interview questions and who has had the coldest/hottest experience.

Suggested answers

- 1 How often do you do this? How long do you stay in the water for? How do you feel afterwards? Is it painful to be in such cold water? Why don't you wear a wetsuit? Do you think you'll keep doing this as you get older? Why / Why not?



EXTRA ACTIVITY


Put students into different pairs to take turns being an interviewer from the local newspaper and the man in the ice. Tell them to ask each other their questions from b1.

2A I would happily have stayed longer

OPTIONAL LEAD-IN


Books closed. Get students to write down three sounds that they find pleasant and three that annoy them. Give some examples, e.g. *a coffee machine working and the alarm clock in the morning*. Students then compare ideas as a class.

1 SPEAKING


- a  1.24 Tell students to listen for one minute and then tell you what they heard around them, e.g. *a car parking nearby*. Play the recording for students to listen to the six sounds. Put students into pairs to identify the sounds and discuss the questions. Take feedback as a class and ask students which sound they have experienced most recently and how they felt.

Suggested answers

- 1 a market with lots of traffic
- 2 a beach with the sound of waves
- 3 a noisy nightclub heard through a wall
- 4 a forest with birdsong
- 5 a park with children playing
- 6 a restaurant with people talking

- b  Tell students to go to SB p.127 and do Communication Plus 2A. Put students into pairs to do the questionnaire. Discuss their answers as a class and see who is the most sensitive to sound. Students then discuss the questions in b. Check students understand *apprehensive* (feeling worried about something that you are going to do or that is going to happen). Take feedback as a class and tell students to go to SB p.133 and do Communication Plus 2A. Ask students to read and discuss each suggestion with their partner, answering the questions. Take feedback as a class. Tell students to go back to SB p.20.

2 READING

- a  Ask students where they go if they need to have some peace and quiet. Tell students to look at the picture and caption and say which country the 'quietest place on Earth' is in (the USA – Minneapolis is a city in the Midwest). Highlight that the pronunciation of *anechoic* is /æni'kəʊɪk/. Tell students to discuss the questions. Check ideas as a class.
- b Give students two minutes to read the text quickly and find out whether the experience was positive overall. Check the answer as a class.

Answer

Yes, it was. He says he felt rested and calm and would happily have stayed longer in there, despite some disappointment.

LOA TIP REVIEW AND REFLECT

Get students to highlight the exact part of the text which told them that George had a positive experience. The key information can be found in the second from last paragraph, e.g. *began to enjoy it* in the first sentence. In the last paragraph George then makes a more general point about what the experience should teach us. Tell students that a final paragraph often summarises and evaluates a text.

At the end of this lesson, students will be able to:

- talk about their reactions to extreme physical and mental sensory experiences
- talk about the role and forms of social interaction
- read a text for detailed comprehension and work out the meaning of new words from context
- use a range of comparative forms to give different degrees of comparison
- listen and react to a personal narrative
- use multi-word verbs to describe social interaction

- c Do the first comprehension question with the class and ask students to identify the part of the text with the answer (the first paragraph). Give students time to read the text and answer the questions. To save time, students could underline the relevant parts of the text rather than writing out sentences. Encourage students to guess the meaning of the words and phrases in the Vocabulary support box if they ask about them. Help with the meanings if necessary.

Answers

- 1 He needed to get away from the constant noise in cities like New York and recapture a sense of peace.
- 2 It is insulated with layers of concrete and steel, internally lined with buffers and the floor is a suspended mesh.
- 3 No, they don't. Most people find its perfect quiet upsetting.
- 4 They can experience extreme symptoms, from claustrophobia and nausea to panic attacks and aural hallucinations.
- 5 He thought he might go mad or be disappointed.
- 6 He felt very peaceful.
- 7 No, he didn't. He was a little disappointed that he didn't experience total silence.
- 8 They should become master of their own sound environment.

VOCABULARY SUPPORT

cower – to lower your head or body in fear

lined – with a thin layer of material covering the inside surface

buffer – a barrier which gives protection from something

sensory deprivation – a situation in which the senses (sight, hearing etc.) are not stimulated at all

business as usual – said when things are continuing as they always do

be plunged into darkness – suddenly be in the dark

jangle your nerves – make you feel annoyed or nervous

be going overtime – working much more/faster than usual


FAST FINISHERS

Ask fast finishers to find the word in the text which means *a fear of closed places* (claustrophobia). Ask them to think of as many other phobias as they can while the other students finish, e.g. *technophobia* (fear of technology, which came up in Lesson 1B), *aquaphobia* (fear of water).

- d Tell students to cover their text. Ask why George mentioned astronauts (NASA astronauts train in an anechoic chamber). In pairs, students try and remember the six things. In class feedback, try and get as much information from students as possible, e.g. question 1, elicit what exactly happened in the subway.

Answers

- 1 It's where the deafening noise made him want to find total silence.
- 2 They are very quiet places he went to in his search for absolute silence.
- 3 He could hear the blood rushing in his veins, so the anechoic chamber wasn't completely silent.
- 4 He became so aware of the sounds of his body that he heard the scraping sound of his scalp moving over his skull when he frowned.
- 5 Everyone was impressed that he'd beaten the record, but he was enjoying the experience and only came out because his time was up.
- 6 Turning off the TV is a way of becoming master of your sound environment.

- e  Ask students if they think George is eccentric (someone who behaves in a strange or unusual way). Then put students into small groups to discuss whether they could repeat his experience. Take feedback as a class.


f Language in context Sounds

- 1 Ask students to look at *whining*, the first highlighted word in the text on SB p.21 (note there is one highlighted word in the picture caption). Ask: *Is this a nice or not nice sound?* (not nice). *How do the children feel?* (unhappy). *What part of speech is it?* (verb). Ask students to go through the definitions and find the correct one (d). Students then match the rest of the highlighted words with the definitions. Check answers as a class.
- 2 Ask students to find the adjectives next to *roar*, *whisper* and *thump*. Tell them that *dull* and *soft* basically have the same meaning, *not loud*, but that *dull* collocates with *roar* and *thump*, while *soft* collocates with *whisper*.
- 3 Ask students to read the Learning Tip. Tell them that recording words as collocations increases your vocabulary and often makes words easier to remember. Then ask students to find the collocations for *noise* and *sound(s)* in the text and their part of speech, using a dictionary. Encourage students to look at the full information for words in the dictionary entry, e.g. *ambient* applies to both sound and light around you and is a technical word.

Answers

- 1 a eerie b deafening c hammered d whining
e gurgling f roar g thump h whisper i decibels
- 2 dull; soft; dull
- 3 *absorb* sound (v.); *ambient* sounds (adj.); a *scraping* noise (adj.); *background* noise (n., making a compound noun with *noise*)

HOMEWORK ACTIVITY

 Highlight the sentence from the text *The experience was nowhere near as disturbing as I had been led to believe.* (at the end of the second to last paragraph) and ask which adjective collocates with *experience* (disturbing). Tell students to use several dictionaries to find as many collocations for *experience* as they can. Students then choose one of the collocations, e.g. *amazing experience*, and prepare and present a short anecdote about this in the next class, e.g. about a great holiday they had.

Suggested answers

adjective + *experience*: great; memorable; personal; terrible; unusual
compounds: hands-on experience; life experience; work experience
experience + preposition: experience as something; (no) experience of doing something; experience in something

3 GRAMMAR Comparison

- a Write on the board *George stayed in the room __ anyone else.* Elicit comparative phrases to go in the gap, e.g. *a lot longer than.* Tell the students to cover the text and complete the sentences. Check answers as a class.


Answers

- 1 the 2 The 3 considerably 4 and 5 more
- 6 nowhere near 7 infinitely

- b Tell students to look at sentence 1 and ask if you hear more things if it is quiet or loud (*quiet*). Tell students to look at sentence 6 and ask if the experience was more or less disturbing than George thought before he went in (*less*). Tell students to answer the questions in pairs, then check as a class.

Answers

- 1 sentences 1, 2 and 5. The degree of each is dependent on the other, for example as one increases so does the other.
- 2 sentences 2 and 4
- 3 sentence 3: slightly; a good deal; decidedly; significantly
sentence 6: nothing like; not nearly


- c  1.25-1.29 Students read the information in Grammar Focus 2A on SB p.140. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p.21.

Answers (Grammar Focus 2A SB p.140)

- a 2 The plant hasn't grown / didn't grow nearly as quickly/fast/big/large/tall/high/much as she expected.
3 He isn't/wasn't strong enough to control the horse.
4 A kilogram of iron is no heavier than a kilogram of feathers.
5 Sales have been marginally better since June.
6 The harder the rain fell, the more difficult the game became.
- b 1 and 2 the 3 so 4 than 5 far/miles 6 get 7 more
8 not 9 nowhere 10 miles

CAREFUL!

A typical error students make is with word order and *much more*. Highlight that when *much more* modifies a verb, it goes after the noun phrase: ~~*Students will enjoy much more the film club than before.*~~ (Correct form = *Students will enjoy the film club **much more** than before.*). Point out that when *much more* modifies an adjective or noun, it goes before the adjective or noun phrase: ~~*They replaced the computers with new ones much more expensive.*~~ (Correct form = *They replaced the computers with **much more** expensive new ones.*). Students also often make the mistake of adding *at* and/or *the* to the fixed phrase *last but not least*. ~~*At last but not the least, the publicity for the club is boring.*~~ (Correct form = ***Last but not least**, the publicity for the club is boring.*). Another typical error is to use either just *as* or *so ... as* instead of *as ... as*. ~~*I'm surprised as you.*~~ (Correct form = *I'm **as** surprised **as** you.*). ~~*The candidates were not so experienced as I would like them to be.*~~ (Correct form = *The candidates were not **as** experienced **as** I would like them to be.*).

- d  Give your own example (it doesn't need to be true!) of a place or an event using several comparative structures. Then ask students to think of a place or an event and discuss the questions in pairs.



EXTRA ACTIVITY

Ask students to compare these experiences using the target language where possible:

- having no sense of smell / no sense of taste
- dealing with a broken arm / broken leg
- working outside in extreme heat / extreme cold
- being an only child / having six other siblings
- being unemployed / working 12 hours a day.

4 LISTENING

a Try and communicate something to the class using only gestures, e.g. what you did that morning. Stop after a few minutes and ask the class what they understood. Ask students if they have ever had a situation when they had to communicate in this way, e.g. they were in a foreign country and couldn't use English. Then put students into pairs to discuss the questions.

b **1.30** Ask students to look at the picture of Lena. Elicit what a *vow of silence* is (a promise not to speak for a period of time) and predict why a young woman would want to take one. Play the recording of the first part of Lena's story for students to listen and see if their prediction is correct. Check the answer as a class.

Answer

She was intrigued by the idea of a public vow of silence and wanted to see how it would affect her and other people.

Audioscript

LENA A few months ago, I went to a friend's place for dinner. It was a fun night – lots of lively company – y'know, one of those nights you feel you've talked about everything and solved the world's problems! Towards the end of the evening, I was feeling a bit tired and I just kind of sat back and watched and listened – did nothing. It was interesting. It struck me how what we say sort of defines who we are. Talking is a way of fitting in – y'know, a way of showing that we belong to a social group.

The next day I couldn't stop thinking about this and began to wonder what would happen if I just stopped talking altogether and was just ... silent. What would happen to me? How would I come across to other people? I decided to read up on the topic of vows of silence. There were some really interesting stories online. Often a vow of silence is for spiritual purposes and people go into some kind of retreat to cut themselves off from the outside world. I guess you could say that's not about communicating at all – it's like taking time out to focus on yourself. But some of the other stories I read were about people taking what you'd call a more public vow of silence. What I mean is they continued to live in the real world and communicate with people – just they didn't speak. Some people did this as a protest – y'know, like against censorship or something like that.

I didn't have any kind of burning cause I wanted to protest against but, for my own reasons, I was still intrigued by the idea of a public vow of silence. So I decided to take one – just for a weekend. I knew I'd find it hard to last much longer than that. I looked on it as a kind of social experiment. I knew it was going to be a challenge!



VOCABULARY SUPPORT

read up on sth – to learn about something by reading

take time out – spend time away from one's usual work or studies, for rest or leisure

a burning cause – a strong belief about something in society you want to change

c **1.30** Ask some questions before you play the recording again, e.g. *Did Lena enjoy the dinner party? (yes). How did she get information about vows of silence? (through the Internet).* Play the recording for students to summarise what Lena says about the four things.

Suggested answers

- 1 It was fun and everyone talked a lot.
- 2 She realised that what you say defines who you are and that by talking you show you belong to a social group.
- 3 A spiritual vow of silence means you retreat from the outside world, look inside yourself and don't communicate with other people.
- 4 A public vow of silence means you continue to live in the real world and communicate with people without speaking.

d Tell students to discuss the questions in pairs. Ask some questions to get students thinking about what situations might be difficult, e.g. *What if she meets a friend? Will people who don't know about her vow think she's rude?*

e **1.31** Play the recording of part two of Lena's story for students to check their ideas.

Audioscript

LENA So ... a whole weekend without speaking. The person I found hardest to deal with was ... myself. When I'm alone I often talk to myself, or sing, or hum. But, no – I wasn't allowed to do any of that. I had to keep my vocal cords completely out of action. I managed OK, except for a couple of times – like when someone held a door open for me and a little 'thank you' slipped out.

Also when my phone rang, I couldn't answer. I was quite proud that I remembered, even when someone woke me up calling early on Saturday morning. But I did text back. So, you see, I still communicated – email, text – all that sort of thing. I just had to keep my mouth well and truly shut.

The first thing that amazed me was just how easy it is to communicate without words – like, buying a coffee. I just sort of pointed to what I wanted and nodded in agreement when the person in the café got it right. I even met a friend for a chat. I could react to what he had to say by means of a facial expression. Occasionally, I did have to write some things down on a notepad, but I was amazed how much information I could get across without trying too hard.

The most interesting thing was the way other people related to me. When I was queuing in the supermarket, a woman tried to have a conversation with me. She bombarded me with questions. When she eventually realised that I couldn't or wouldn't speak, she just made up her own answers to her own questions. She had a whole conversation with herself about why I couldn't speak! She thought I was unwell.

Also my landlord was interesting. I had to go and pay my rent on the Saturday. He always goes on about something when I go and see him – he usually likes to run down some politician or other. I don't always agree with him, and we often end up having a heated discussion. But this time, I just listened ... And when I left he said, 'It was great to have a good chat.' This was interesting. I don't think he really noticed that I hadn't been saying anything. He was so caught up in what he was saying he wasn't very aware of me. And it made me think ... well, aren't we all a bit like that? We're all so busy talking and expressing our ideas – it's like a kind of prison that doesn't allow us to communicate with each other and see what's going on around us. Most of the time people treated me kindly. I often felt that my silence brought out the best in people.

Being silent for two days really gave me a chance to see and feel things without feeling I needed to respond or react. I mean, I often wanted to, but I had to hold myself back. And this meant I just had to let things go – just let them be. And, you know, I felt more peaceful – more connected with everyone and everything. So it really was fascinating – my weekend of silence. I recommend giving it a go.

- f 1.31 You can treat this as a summarising exercise similar to 4c, playing the recording straight through, or you can pause after each person (this is helpful for weaker students who tend to get lost in a long listening). Check answers as a class.

Suggested answers

herself: she was the person she found hardest to deal with, she generally remembered not to speak but broke her own rules a couple of times, she still communicated by text and email
 the person in the café: she could communicate by pointing and nodding
 her friend: she could communicate by using facial expressions and writing some things down
 the woman in the supermarket: she managed to have a conversation with herself while Lena said nothing; the woman thought Lena was ill
 her landlord: they usually get into political arguments but this time he thought they'd had a good conversation even though Lena had said nothing
 At the end of the experiment she felt more peaceful, and more connected with everyone and everything.

VOCABULARY SUPPORT

out of action (C1) – not in use

well and truly – completely

a heated discussion – a discussion in which people get excited/angry because they feel strongly

be caught up in sth – so involved in an activity that you do not notice other things

let sth go – not react to something annoying which somebody else says or does

let sth be – not interfere or try to control a situation

give sth a go – try something new

- g Put students into small groups to discuss the questions. Then compare ideas as a class. Ask students if it would be easy for someone to do this in their country.

5 VOCABULARY

Multi-word verbs: Social interaction

- a 1.32 Write on the board:

I don't get __ well with my sister-in-law.

Ask students to complete the multi-word verb (*get on*) and give an equivalent phrase (*have a good relationship*). See if students can complete the sentences without listening again and then play the recording to check. Point out that *relate to* (to understand someone and be able to have a friendly relationship with them) can also mean *be connected to*: *This growth is related to the economic trends of those years.*

Answers

1 in 2 across 3 off 4 out 5 to 6 with 7 about
 8 down 9 out 10 back

CAREFUL!

A typical error students make is to use *fit in* not *fit in with* when there is an object: ~~*He doesn't fit in the rest of us.*~~
 (Correct form = *He doesn't fit in with the rest of us.*)

- b Get students to categorise the multi-word verbs according to their meaning by looking back at the sentences. Check answers as a class.

Answers

social interaction in general	spoken interaction
come across	bombard sb with questions
cut yourself off	go on about
relate to sb	run sb down
bring out the best in people	
hold (yourself) back	

- c 1.33 **Pronunciation** Write *I don't get on well with my sister-in-law* on the board again and ask students to repeat it. Ask whether *get on* sounds like one or two words (one) and why (there is linking between the final consonant and opening vowel). Tell students that identifying linking is very important for listening to connected speech and linking will help them sound more natural in many contexts, too. Play the recording for students to listen and identify the linking consonant sound. Check the answers as a class.

Answers

/m/; it's an example of consonant–vowel linking

- d 1.34 See if students can identify the linking before they listen and then play the recording for them to check. Check answers as a class. Drill the phrases concentrating on the consonant–vowel linking.

Answers

- ... cut themselves off from ...; /z/
- ... a little 'thank you' slipped ot ...; /t/
- ... goes on about something ...; /z/
- ... my silence brought ot the best ...; /t/

- e Give your own examples of people you know and then ask the students to talk about people they know in pairs. Alternatively you could organise this as a *Find somebody who ...* activity, with students going round the class and asking one another questions until they have a person for every multi-word verb in 5a. Take feedback as a class. Then elicit different ideas from the class for learning multi-word verbs before asking students to read the Learning Tip. Tell students that they also need to record grammatical information about multi-word verbs, e.g. separable verbs like *run (sb) down* or *run down (sb)* and non-separable verbs like *relate to (sb)*.

EXTRA ACTIVITY

Revise the multi-word verbs by saying sentences and getting students to rephrase them with a multi-word verb.

Do I belong here? (fit in)

I asked him loads of questions. (bombarded him with)

She gives the impression of being bored. (comes across as)

Stop repeating it again and again. (going on about it)

Our teacher does things so that we do as well as we can. (brings out the best in us)

I wouldn't criticise people who do crazy sports. (run down)



HOMEWORK ACTIVITY

▶ Ask students to create and record in their vocabulary notebooks examples of the multi-word verbs in 5a using people they know or know about. Give students some examples of your own, e.g.:

*My friend Janice is really nice but she sometimes **comes across** as a bit arrogant.*

*On TV last night the reporter really **bombarded** the star **with** questions.*

In the next class put students into groups to compare sentences. Take feedback as a class and elicit any interesting sentences.

6 SPEAKING

Write on the board *Humans are the only animals which can communicate in a meaningful way.* and get students to agree or disagree with you in a short class discussion. Put students into small groups first to read and then discuss statements 1–5, answering the questions.

ADDITIONAL MATERIAL

- ▶ Workbook 2A
- ▶ Photocopiable activities: Grammar p.203, Vocabulary p.223, Pronunciation p.254

2B I'll be jumping from 900 metres



OPTIONAL LEAD-IN

Books closed. Ask students for examples of extreme sports and the risks involved. Give an example:

Cliff diving – jumping into the sea from a cliff – is very dangerous if you land badly in the water.

Then ask students to give you extreme sports vocabulary in three categories:

- types of sports (e.g. base jumping, skydiving)
- feelings (e.g. terror, stress)
- places (e.g. mountains, skyscrapers).

1 READING and SPEAKING

a Students rank the activities individually and then compare their ranking with other students. Take feedback as a class and ask students which of these activities they have actually done and what they were like.

b Ask students some questions about the four pictures, e.g.:

Is the ball on flat ground or on a hill? (a hill)

Are the two men snowboarding? (No, there isn't any snow.)

Put students into groups of four and allocate a different text to each person in the group. Students read and answer the questions about their text. They then report back to their group. Use the Vocabulary support box to help with vocabulary if necessary.

At the end of this lesson, students will be able to:

- talk about experiencing extreme sports
- understand the main points and detail of a magazine-style article and identify synonyms
- divide connected speech into word groups and identify the main stress
- use a range of verbs of movement
- follow an interview and understand a detailed description
- use a range of future forms for intentions and arrangements

Answers

Zip-lining

- 1 Costa Rica, Hawaii and other places nearer home
- 2 a harness (attached to a wheel that dangles from a cable/line)
- 3 go very fast (100 mph) down a zip line
- 4 Suggested answer: quite safe because you wear a harness, although the speed and height would make a fall or a collision very dangerous
- 5 \$100–\$300

Indoor skydiving

- 1 at iFly facilities nationwide / inside a vertical wind tunnel
- 2 a flight suit and a helmet
- 3 do free-fall skydiving in a wind tunnel where winds of 160 miles per hour push you into the air
- 4 Suggested answer: quite safe because suitable for any age
- 5 \$60–\$250

Zorbing

- 1 anywhere in the world
- 2 –
- 3 roll downhill inside a clear plastic ball typically 10 feet in diameter at high speed
- 4 Suggested answer: quite safe because you're strapped in
- 5 –

Volcano-boarding

- 1 Cerro Negro volcano, Nicaragua
- 2 Suggested answer: In the picture the participants are wearing a safety helmet, elbow pads, knee pads and gloves
- 3 go very fast down a steep, 1,600-foot volcanic slope, on a plywood board reinforced with metal and Formica
- 4 Suggested answer: slightly dangerous because of the threat of another eruption although there hasn't been once since 1999
- 5 \$28

VOCABULARY SUPPORT

dangle – hang loosely

mingle with – literally, to move among and chat to people at a social event, used figuratively here


trial run – a practical test of something new or unknown

don – (formal) to put on a piece of clothing

hit the scene – when something new etc. first appears in a particular area of activity / social group

junkie – addict, somebody who habitually enjoys something


a threat looms (C2) – an unwanted event seems likely to happen

- c**  Check the meaning of *exhilarating* by asking *Does it mean very exciting or very dangerous?* (very exciting) and drill the pronunciation /ɪgˈzɪləreɪtɪŋ/. Students rate the sports individually and then compare with other students, giving reasons for their ratings.

EXTRA ACTIVITY

Put students into groups to think of a variation of one of these sports to make it even more exciting or challenging, e.g. zorbing could be done as a race – first you have to push your ball up the hill and then it's the first person to come back down in it. Groups then compare ideas.

2 READING

- a**  Ask students to look at the picture of the people on the roller coaster and ask *How are the people feeling? How will they feel after their ride?* Then ask students to read the list of reasons for doing extreme sports. Put students into pairs to discuss the motivation for extreme sports. Encourage students to add more reasons to the list. Students then check which reasons from the list are mentioned in the text. Check answers as a class.

Answers

to feel more alive
to feel they are in control
to test their limits
to feel great afterwards

- b** Give students time to read the text in detail and answer the questions. Ask students to underline the sections of the text that give the answers. Check answers as a class and encourage students to paraphrase in their answers. Use the Vocabulary support box to help with vocabulary if necessary.

Suggested answers

- skydiving
zip-lining
whitewater rafting
going on a roller coaster
- thrill-seekers: people who want variety, novelty, intensity and risk
- Biology, from birth, is important, but it's not yet known how important. Neurochemicals like dopamine and testosterone, and the amount of white matter in the brain, appear to affect whether people are thrill-seekers or not.
- They tend to be creative, energetic and self-confident. They feel in control and they don't like to be told what to do.
- The relief of escaping death gives a rush of adrenaline, ecstasy and elation.

VOCABULARY SUPPORT

sth keeps sb going – when something motivates or supports you to be able to continue

be scared silly – be so scared that you are no longer able to think clearly

push yourself – do an activity harder than usual / you have ever done before

play (it) safe – to be careful and not take risks

live on the wild side – live in an adventurous, risky way

figure (v.) (C2) – to expect or think that something will happen

be in for something (C2) – to be going to experience

white matter – light-coloured brain tissue, made up of nerves

be rooted in sth – develop because of/from a particular thing

FAST FINISHERS


Fast finishers write down three challenging things that they would like to have done by the end of their life, e.g. *run a marathon*, and compare their list with other fast finishers. Are any of the challenges the type that thrill-seekers enjoy?


- c Language in context** Synonyms: *want, like, love*

- Ask students if they know any synonyms of *want* (e.g. *desire, fancy, be desperate for*). Tell students to try and match the expressions with the sentences without looking at the text. They then check their answers in the text.
- Tell students to look at their dictionaries and find how these expressions are different from *want, like* and *love*. They should look at both the explanations and the example sentences. Check answers as a class.

Answers

- a *crave*; thrive on b long for c is inclined d are drawn to
- crave* and *long for* are very similar in meaning, the same as, but much stronger than *want*.
thrive on and *love* have quite different meanings. If somebody thrives on something, it means that they feel at their best, for example happy, healthy and alive, when they experience that thing.
be inclined to can mean *want*, but it also means *likely to*. If someone is inclined to be late, they are likely to be late.
be drawn to means both *like* and *be attracted to* at the same time.

- d**  Ask students: *Do Type T people play it safe or live on the wild side?* (live on the wild side). Then put students into pairs to discuss the questions. In class feedback, ask students what the advantages/disadvantages of being a Type T person in everyday life would be, e.g. they may get bored easily.

- e**  **1.36 Pronunciation** Write Helen Keller's quote from the end of paragraph 2 on the board and ask students how many word groups there are and where the main stress is in each word group: *Life is a daring adventure, | or it is nothing*. Play the recording for sentence 1 and tell students to mark the word groups and main stress as they listen. Tell students to look at the other sentences and try and mark the word groups and main stress. Play the recording for students to listen and check. Check answers as a class.

Answers

- I need a guide | in new cities | in case I get lost.
- I do feel scared | when I face danger | but I know that I'll be OK.
- I'm paid to innovate at work, | so I spend half my time daydreaming!
- I think people should dress neatly | and look respectable, | especially in public.

f Elicit the complete rule and then drill the comments in 2e.

Answer

last



LOA TIP DRILLING

When you drill sentences rather than single words, divide the sentence into word groups and drill these individually before the whole sentence. So for comment 2 drill:

I need a guide

in new cities

in case I get lost

When you are happy with how students pronounce the individual word groups, drill word groups together and finally the whole sentence:

I need a guide | in new cities

in new cities | in case I get lost

I need a guide | in new cities | in case I get lost.

g Put students into groups to discuss whether a Type T person would agree with the comments in 2e. You could make groups of all Type Ts and all non-Type Ts (based on the discussion in 2d) and see what consensus there is between the groups. Take feedback as a class.

3 VOCABULARY Verbs of movement

a Read out some verbs of movement and get students to say whether they are on land, through water or through air: *crawl* (land), *row* (water), *float* (water, air), *skip* (land), *paddle* (water), *dive* (land, water, air). Students look at the sentences and categorise them in the same way, using a dictionary. They should also check in the dictionary whether there is any sound suggested. Check answers and in class feedback, tell students that *whoosh* is a good example of an onomatopoeic word, based on the sound in real life.

Answers

- a A b L;W;A c L d L;W;A e W;A f L;W;A g W;A h L;W;A
- whizz; zoom; whoosh; whirl



FAST FINISHERS

Ask fast finishers to list other onomatopoeic words that they know in English, e.g. *crash*, *babble*, *screech*, and find some new ones. The easiest way to do this is to find the English translation for words that describe a sound in their own language.

b Students complete the exercises in Vocabulary Focus 2B on SB p.159. Play the recording for students to check their answers to Exercise a. Check answers to Exercise b, c and e. Monitor Exercise d and ask students to compare sentences in Exercise f. Tell students to go back to SB p.25.

Answers (Vocabulary Focus 2B SB p.159)

- a k 2 o 3 q 4 p 5 l 6 j 7 i 8 n 9 h 10 m
- a creep; crawl; drift; limp; stagger; stroll
2 leap; march; rush; slide
3 crawl, creep; drift
4 limp; stagger
- c creep, crept; slide, slid
- e 2 She staggered/crawled down the road.
3 He crept down the road.
4 She hurtled/rushed/whizzed/zoomed down the road.
5 He limped/crawled down the road.
6 She drifted/strolled down the road.
7 He hurtled/slid/whizzed/zoomed down the road.
8 It hurtled/soared/whirled/whizzed/whooshed/zoomed down the road.
9 He hurtled/rushed/whizzed/zoomed down the road.
10 She drifted down the road.
11 It crawled down the road.

4 LISTENING

a If you have the technology, show a short YouTube video of base jumping and get the students to share their impressions. If you don't, tell students to look at the picture and ask: *How do the people watching feel? How does the person jumping feel? How high do you think they are?* Put students into pairs to say what base jumpers do and predict what Ada will say about base jumping. Then play the recording for students to check. Pre-teach *hit* (succeed in reaching or achieving a number) and *keyed up* (very excited or nervous, usually before an important event) if necessary.

Audioscript

PRESENTER Millions of visitors come to the Swiss Alps every summer.

There's walking, climbing, swimming, cycling, paragliding – almost no limit to what you can do here. For some people these sports aren't exciting enough. Instead, they go base jumping. This means jumping off a cliff and free falling before opening your parachute and landing safely, they hope, in the valley below. The idea of jumping off a mountain may be a nightmare for some people. Base jumpers say it's an experience like no other. To find out, I watched 24-year-old Ada Hoffman go on her first jump.

So Ada, you're about to go base jumping and it's your first time.

ADA Yes. I'm due to jump in about 10 minutes.

P How are you feeling? Nervous?

A Yes nervous, but also excited, very excited. I'm keyed up – you know, I'm going to enjoy this. I've been parachute jumping quite a bit. I've had training in that, I jump maybe ... about er ... 300 jumps. Most people say, like, 200 is a minimum, other people say 5 ... 500 is a minimum so ... I feel ready for this base jumping, so ... , yes it feels like a natural step.

P And what are you going to do exactly? You'll be jumping off the mountain, right?

A Yes. There is a platform which sticks out over the cliff. And um ... yes, basically, I'm planning to jump off that one.

P And then?

A Then I'll be jumping from about 900 metres ... So ... I'm aiming to free fall for exactly 25 seconds. And um ... then I'm going to fall for a further 30 seconds with er ... the parachute completely open.

P And land safely in the valley?

A Yes – you'd hope so, yeah.

P And how will you know when it's time to open the parachute?

A I'm going to count the seconds – that's the only way of doing it. Um ... when I reach 20 seconds, or count on 20, I'm going to pull this string hard and um ... then the parachute will open in about 5 seconds.

P OK, well good luck. I'll talk to you again after the jump.

A Thank you.

...

A Hi.

- P Hi, you made it.
 A Yes.
 P So how was it?
 A Oh it was good, it was a good jump. Everything was fine.
 P How did it feel?
 A Amazing – there’s nothing like it really – absolutely amazing! A bit scary at first – you know, you walk along this platform and then you just have to jump. And then, you feel really calm, completely in control. And after the parachute opens it’s quite peaceful you know ... it’s just ... you drift down, and it’s ... oh ... it’s just wonderful.
 P So will you go base jumping again?
 A Oh yes, definitely. I’m definitely going to do it again, maybe I’ll go later today actually. I’m also thinking of trying a tandem jump some time. You know when you jump with somebody else, you jump together? I think that should be really fun, but er ... you have to be very careful.
 P With the number of jumps likely to hit 30,000 this year, it’s clear that the sport is highly attractive. But there’s no question that it is a very dangerous sport and not everyone survives. Many people say it should be better regulated, or even banned. But base jumpers disagree.
 A Well it certainly is dangerous. Yes it’s very dangerous and I think you need to be aware of the risks when you take a jump. So ... if you don’t ... if you’re not aware then you maybe shouldn’t jump. But you know, you’re not coming here thinking, ‘Oh, I’m planning to have an accident.’ That’s ... that’s not what you’re aiming to do. You come here with the intention of having a great experience and ... and that’s what you do.

- b 1.37 See if students can remember what the numbers refer to before they listen again. Some numbers can be guessed quite easily, e.g. 900 metres, the height of the jump. Then play the recording to check.

Answers

- 1 a how long until Ada jumps
 b the number of parachute jumps Ada has done
 c the height she’ll be jumping from
 d how long people free fall before opening their parachute
 e the number of seconds (you count) before you open your parachute
 f the number of jumps that will probably take place this year in the Swiss Alps
 2 She says you need training and to be aware of the risks.

- c Ask students to discuss the question in pairs. Then take feedback as a class.

5 GRAMMAR Intentions and arrangements

- a 1.38 Write these sentences on the board:

1 *Ada is going to fall off the mountain!*

2 *Ada is going to do another base jump.*

3 *Ada is going to jump next weekend.*

Ask students how the meaning of *be going to* is different in each one. Elicit that sentence 1 is a prediction (Ada doesn’t want to do this!), sentence 2 is her intention and sentence 3 is an arrangement. Ask students if they know any other ways of talking about intentions and arrangements. Students look at the pairs of sentences. Tell them to try and remember which one Ada said and explain why she said it. Then play the recording for them to check which sentence Ada used and then check students’ explanations as a class.

Answers

- 1 a Ada’s jump will happen very soon.
 2 a She’s expecting to jump at a certain, pre-arranged time.
 3 b The jump height is fixed, therefore this will happen naturally, with no further decisions or arranging.
 4 a She intends to do it again (but has not arranged it yet).

- b 1.39 Students look at the sentences and try and remember what Ada said. Then play the recording for them to check.

Answers

- 1 thinking 2 planning 3 aiming 4 intention

- c 1.40–1.43 Students read the information in Grammar Focus 2B on SB p.141. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p.25.

Answers (Grammar Focus 2B SB p.141)



- a 2 going
 3 will you be
 4 going
 5 'll be standing
 6 about
 7 going
 8 'll be wearing
 b 2 ~~ll be doing~~
 3 ~~don't see~~
 4 ~~is looking~~
 5 wears
 6 'm not aiming to answer
 7 repays
 8 aims
 9 due
 10 are becoming
 c 2 'll
 3 thinking
 4 due/going
 5 be
 6 due/going/about
 7 not
 8 won't
 9 'll
 10 is

CAREFUL!

Students often make mistakes with word order. A common error is to put adverbials like *as soon as* and *this morning/weekend* etc. between the verb and noun. *We're going to give as soon as possible the exact date.* (Correct form = *We're going to give the exact date as soon as possible.*) *We'll be organising this year transport.* (Correct form = *We'll be organising transport this year.*) Another problem students have is prepositions. Students sometimes use *in* in front of *this morning/weekend*, etc. *The report will be ready in this week.* (Correct form = *The report will be ready this week.*) Remind students to use *in* not *after* with measurements of future time. *I'm going to be back after two days.* (Correct form = *I'm going to be back in two days.*)

- d Talk about your own plans using as much of the target language as you can. Then give students time to write down some ideas of their own. Give some more prompts if necessary (places they intend to visit, people they haven’t seen for a long time that they want to meet up with, hobbies they want to take up, etc.).
 e Put students into groups to compare their plans. Ask who has got the most unusual or challenging plan. Then find out if any students have the same or similar plans. Put them into groups made up of students who have the same or similar plans if possible. Ask them to talk about how they are going to achieve their plans, perhaps by helping each other.

6 SPEAKING and WRITING

- a  Ask students to look at the photo, guess where it is and say why someone would want to live there.
- b  Tell students to go to SB p.135, read the blog and answer the questions. Put students into pairs. Tell them to read the prompts and write a blog post about their plans. They could make a real blog post online if they have the technology or they could just write in their notebooks. Pairs swap blog posts. They read them, think of questions to ask and add comments. Students give back the blogs with the comments. Students imagine that a year has passed. They ask and answer questions, and respond to the comments. You could have an extra speaking stage where pairs compare their experiences, and say what the comments were and how they responded to them.

Answers

The photo shows the Rocky Mountains in Canada.

- a He works in insurance. He's probably writing to the people he used to work with.

EXTRA ACTIVITY

In groups, ask students to make a multiple-choice personality test to work out whether someone is a Type T person or not. Tell students to write questions testing the traits and attitudes, and ideally the vocabulary, covered in the reading and the lesson. Give an example:

If you won a thousand euros, how would you be inclined to spend it?



A go on holiday to somewhere new and exciting

B put it in the bank

C buy something I need for the house

Ask students to think of question types in their groups, divide them up and write them out of class. They then compile and check them in class, write a key to interpret the answers and give the test to another group to do.

ADDITIONAL MATERIAL

-  Workbook 2B
-  Photocopiable activities: Grammar p.204, Vocabulary p.224

2C Everyday English


Don't get so wound up about it

OPTIONAL LEAD-IN

Books closed. Ask students to rank these typical aims for young people who have just finished school or university from 1 (easiest to achieve) to 6 (most difficult to achieve):

- finding a good job
- becoming financially independent from parents
- keeping in touch with friends from school/university
- finding new friends and interests
- understanding what they want to do with their life
- finding somewhere to live.

1 LISTENING



- a  Ask students where they live and how long they've lived there. Put students into small groups to discuss the questions. Take feedback as a class and ask students to justify their opinions on question 2.

EXTRA ACTIVITY

Tell students that a shortage of housing in the UK is making it increasingly difficult for young people to buy their first property and that the cost of renting has increased. Have a short class debate on what governments could do to help young people buy or rent their own homes.

At the end of this lesson, students will be able to:

- understand conversations between people in which they talk about their problems and concerns
- talk about problems and discuss solutions
- use a range of expressions to be tactful and frank
- recognise and use emphatic stress
- use a range of expressions for giving advice and warnings

- b  Tell students to look at the pictures. Ask: *Does Emma look happy?* (no). *What book is Alex holding?* (*Solar Wind*). *Do you think Max would be a good guest?* (no). Students work in pairs and guess the connection between the pictures.
- c  1.44 Check students understand the idiom *get on sb's nerves* (to annoy someone a lot) and pre-teach *volatile* (likely to suddenly become angry) and *boot sb out* (force somebody to leave). Play Part 1 of the video or the audio recording. Check answers to 1b as a class.

Answers

Emma's brother, Max Redwood, is the author of the book, *Solar Wind*. Alex is Emma's boyfriend and he is reading Max's book. He also knows that his colleague Oscar is interviewing Max on *City FM* the next day.

Videoscript/Audioscript (Part 1)

- EMMA** Uh-huh ... yeah ... uh-huh. **A** Why don't you just tell him straight, then? Don't beat around the bush. There's a lot to be said for being upfront about things.
- ALEX** Right, so I'll pick you up about seven. **E** I can't just boot him out!
- E** Great! **A** Hang on, did you say his name is Max?
- A** What else is going on today, then? **E** Yeah.
- E** Nothing much. Max is due back soon. **A** Max Redwood?
- A** Max? Who's Max? **E** Yes.
- E** My brother. He's staying with me at the moment, remember? **A** The same as that guy who wrote *Solar Wind*?
- A** Oh, yeah, that's right. **E** No, he is the guy who wrote *Solar Wind*.
- E** He's getting on my nerves, to be honest. There's just not enough space! **A** You mean it is him?! Your brother is **the** Max Redwood!
- A** Wait, he's not still sleeping on the sofa, is he? **E** It's no big deal.
- E** Yes! And his stuff's everywhere! **A** I don't believe it! Oscar is interviewing him tomorrow!
- A** Hmm ... **E** I know. Look, I've really got to go. Max will no doubt be hungry when he gets in. See you tonight.
- E** And he's just so volatile! It's like walking on eggshells half the time. **A** Yeah, OK. Bye then ...
- A** Isn't it about time you asked him to leave? **E** Well, I keep dropping hints, but he doesn't seem to notice.

- d** **1.44** Play Part 1 of the video or the audio recording again and ask students to answer the questions. Check answers as a class.

Answers

- 1 Max is staying with her and he's very untidy and volatile.
- 2 She's kept dropping hints.
- 3 She should tell him what she thinks.
- 4 Emma isn't impressed. Alex is excited and impressed.

- e** **Language in context** *Being tactful or frank*

- 1 **1.45** Tell students to match the halves of the expressions from Part 1. Play the recording for students to listen and check.
- 2 Make sure that students understand what they are being asked by concept checking tactful and frank language. Say to students: *You're making too much noise. It's very annoying.* and then ask *Was that tactful?* (no) *Was it frank?* (yes). Then say: *It seems a bit noisy here.* Ask students: *Was that tactful?* (yes). Ask students which of the expressions describe being frank and which describe being tactful. Books closed. Read out half of the expression. Tell students to complete it and say whether it is frank or tactful, e.g. *drop ...* (hints, tactful).

Answers

- 1 1 e
2 c
3 b
4 a
5 d
- 2 being tactful: walk on eggshells; drop hints
being frank: tell someone straight; be upfront about something; don't beat around the bush

- f** Put students into groups to discuss the questions. Check that students understand *outstay your welcome*. Ask: *If your guests outstay their welcome, do you want them to stay longer?* (no). Check ideas as a class. Ask pairs to share interesting anecdotes about their experiences with the whole class.

EXTRA ACTIVITY

Tell students to think of five tactful ways of telling a friend or a family member that their new dress/suit looks awful, e.g. *It isn't the best thing in your wardrobe*. Check ideas as a class and ask students whether they would ever be this honest in real life.

2 PRONUNCIATION Emphatic stress

- a** **1.46** Ask students: *Would you like to write a book?* and elicit some answers from the class. Write the question on the board and ask students how many word groups there are (one) and where the main stress is (*book*). Play the recording for students to listen and underline the main stress in the word groups. Then ask them to say which word in a group has the main stress, and to refer to SB p.24 if necessary. Check answers as a class.

Answers

- 1 Max is due back soon.
 - 2 He's getting on my nerves.
 - 3 Isn't it about time you asked him to leave?
 - 4 Did you say his name is Max?
- The last word in a word group normally has the main stress.

- b** **1.47** Borrow a student's book and say *This isn't my book*. Ask students if the rule on SB p.24 applies here (no). Tell students to listen and underline the main stress in the word groups.

Answers

- 1 He's not still sleeping on the sofa, is he?
- 2 He is the guy who wrote *Solar Wind*.
- 3 You mean it is him?
- 4 Your brother is the Max Redwood!

- c** Put students into pairs to answer the questions. Check answers as a class. Ask students how *the* is pronounced differently in 4 (/ðɪ:/ not /ðə/).

Answers

- 1 Alex and Emma emphasise different words to communicate more precisely: 1 showing disapproval 2 correcting 3 checking/showing disbelief 4 (See answer to question 2 below.)
- 2 '*the* Max Redwood' means the famous person called Max Redwood, rather than another, non-famous person who has that name.

- d** Write *I know Max*. on the board. Say it three times, putting the main stress on a different word each time and asking students how the meaning changes.

I know Max. (normal main stress)

I know Max. (not everyone does)

I know Max. (but he's not really a friend)

Then tell students to match the sentences with their meanings. Students repeat the sentences with the main stress in the appropriate place.

Answers

- 1 d 2 b 3 a 4 e 5 c

- e Read out the sentences and encourage students to think of an appropriate follow-up, e.g. *I'll give you a ring later. (You will? Why? Isn't Nino around today?)* Drill all three sentences. Put students into pairs to make and practise a conversation for each sentence. Stronger students can plan in their heads. Encourage other students to make notes rather than write out the conversations in full. Take feedback as a class and ask students to act out one of their conversations. The other students say which of the three sentences the conversation is based on.

3 LISTENING

- a Tell students to look at the picture. Ask them to say what might be happening between Emma and Max and how each person might be feeling. Pre-teach *wound up* (very worried, nervous or angry), *be short of sth* (not having enough of something) and *desert island* (an island where no people live). Put students into pairs to look at the picture and guess who said the sentences.
- b 1.48 Play Part 2 of the video or the audio recording and tell students to check their answers in 3a. Check answers as a class.

Answers

1 Max 2 Max 3 Emma 4 Emma 5 Max

Videoscript/Audioscript (Part 2)

- | | |
|---|---|
| EMMA So, Max, I was thinking – have you thought about the possibility of finding your own place to live? | E Uh-huh? |
| MAX Hadn't really thought about it, to be honest. | M I don't know what to say! |
| E Well, I mean, it's not as if you're short of cash any more, is it? | E Oh, don't worry about it. You might want to have a think about what you could say tonight. |
| M True. | M There's nothing else to say about <i>Solar Wind!</i> The book is the book. |
| E It might be in your interests to invest some of it into property. | E Oh Max, don't get so wound up about it. It's only an interview. |
| M Invest? Property? What are you talking about? | M Only an interview?! You're joking. |
| E Well, it would be lovely to have your own workspace, wouldn't it? What do you think? | E Hey. I'll be able to listen to you. |
| M Sure. Yeah. Yeah. But I can't think about any of that right now. | M Don't you dare listen! |
| E Why not? | E Alright, alright. Calm down! |
| M Well, I've got that radio interview tomorrow. | M Maybe I'll just go far, far away, take a vow of silence, live on a desert island somewhere ... |
| | E Yeah, you might as well! |
| | M Emma! |

- c 1.48 Ask students to read the questions and note down any answers they remember. Play Part 2 of the video or the audio recording again for students to answer the questions or check their answers. Check answers.

Answers

- Because he isn't short of cash any more.
- It would be a good investment; it would be lovely for him to have his own workspace.
- She suggests that he might want to have a think about what he could say that night.
- He doesn't want her to listen.
- He doesn't feel he has anything to say in the radio interview and he is being dramatic about how to avoid it.

- d Put students into groups to discuss the questions. Take feedback as a class.

EXTRA ACTIVITY

Ask the students to look at the Part 1 audioscript on SB p.178 and find the word used in written dialogue to represent the sound that people make to show they agree with or understand what someone is saying (*uh-huh*). Tell students to try and guess what these sounds mean when used in writing: *ahem* (a little cough to get attention), *tut-tut* (disapproving), *ugh* (something very unpleasant), *uh-oh* (something has gone wrong), *phew* (relieved or tired and hot).

4 USEFUL LANGUAGE Giving advice

- a Tell students to look at the picture and ask: *Who do you think the man with the map is?* Put students into groups to discuss the questions. Check answers as a class.

Suggested answers

- It depends if there is a train coming or not; fine if there's no sense of urgency.
- Look out! / Don't stand there – you're on a railway line! / Get off the line! / Move!, etc.
- if someone was unintentionally in the way of somebody else and there is no urgency or danger involved / if there were plans to build an airport near your home / if your neighbours were very unpleasant, etc.

- b 1.49 Tell students to match the sentence halves. Play the recording for students to listen and check. Check answers. You could point out that we use *it's (about) time + past tense* to say that it's past the time when something should have happened: *It's about time he got a job.* (See *It's time* used to express criticism in Grammar Focus 10A on SB p.156.)

Answers

- b
- e
- d
- g
- c
- f
- a

- c Put students into pairs to answer the question and check answers as a class. Ask students why the two expressions sound more polite and formal (the modal verb *might* is less strong than *must* or *should* so it implies a less bossy, more polite attitude from the speaker).

Answers

It might be in your interests to
You might want to

- d Tell students to complete the sentences with expressions in 4b. Check answers.

Answers

- might want to
- thought about the possibility of
- a lot to be said for
- might as
- your interests to

FAST FINISHERS

Tell fast finishers to think about question 2 and to write two advantages and two disadvantages of working overseas.

- e Put students into pairs to say which conversation is more formal and to think of possible contexts. Check which is more formal and compare ideas on context as a class.

Answers / Suggested answers

Conversation 2 is more formal.
 Conversation 1 could involve one speaker trying to encourage the other to confront an issue/person they're finding it hard to deal with.
 Conversation 2 could be two colleagues discussing a contract.

- f Tell students to plan and perform the two conversations in pairs. Tell them that the language in conversation 1 should be informal and formal in conversation 2.



LOA TIP MONITORING

During a freer speaking activity in groups (or pairs), do not interrupt students unless students make errors with the target language or conversation breaks down. Listen and make a note of other errors you notice which you feel would be useful for the students to focus on. At C1 it can be useful to correct for mismatched register as well as incorrect lexis. If you notice any particularly good language use, including consistent use of formal or informal register, note this too without making it clear who said them. Write up your notes on the board and point out good use of language and elicit corrections as feedback.

5 SPEAKING

- Divide the class into pairs and assign A and B roles. Student As go to SB p.137 and Student Bs go to SB p. 127. Tell students to read about their problem and think about what to say. Students take turns to tell their partner about it, paraphrasing rather than reading aloud. They should give each other advice including two suggestions, using the language for advice on SB p.27. Put students into groups to compare the advice they gave. Take feedback as a class.



EXTRA ACTIVITY

- Put students into new pairs. Ask them to role-play a conversation between either the two flatmates or the boss and the employee. Tell them to discuss the situation and to try and find a solution. You could ask some pairs to act out their conversations for the class.

ADDITIONAL MATERIAL

- Workbook 2C
- Photocopiable activities: Pronunciation p.255
- Unit Progress Test
- Personalised online practice

2D Skills for Writing

Less adventurous students could try paintball

OPTIONAL LEAD-IN

Books closed. Give these examples of possible new sports: *underwater golf, synchronised bungee jumping, melon-and-spoon racing*. Ask students what kind of event could have these sports, e.g. an under-21 Olympics, and choose the most suitable event. Put students into groups to think of ideas for sports for this event. Compare ideas as a class and ask students to vote for the sport they'd like to include.

1 LISTENING and SPEAKING

- a Ask students what kind of activities their university or school have organised for them and if these include any of the activities shown in the photos. Put students into pairs to choose one activity based on the criteria given. Check ideas as a class.
- b **1.50** Play the recording. Tell students to listen to the speakers and make notes on their feedback on the two activities they tried out. You may wish to pre-teach the words and phrases from the Vocabulary support box.

At the end of this lesson, students will be able to:

- discuss different sports activities
- make notes on a listening involving multiple speakers
- understand the structure and content of a formal report
- identify and use a range of linking devices in understanding and writing a report
- plan and write a report

Answers

	Positives	Negatives
bungee jumping	very exciting, most incredible sensation, big rush, amazing sense of freedom	didn't understand the thrill, had thought there would be no cost but had to pay half the cost (\$100)
whitewater rafting	a lot of fun, exciting, unpredictable	quite expensive (but worth it), slipped on wet rock and twisted ankle, not exciting enough, a bit risky for people who aren't such good swimmers
other feedback		no one from the social programme committee went with them to the river or to the jump site (airfield), doesn't like extreme sports

Audioscript

LUBA The social activity I liked most was the whitewater rafting excursion. I'd never done anything like that at all and it was a lot of fun. It was quite expensive to do, but I think it was worth it. We had to pay for the guide and hire of the wetsuits and everything like that. But the feeling of being swept along by the current of the water was a bit like being on a roller coaster – it was infinitely more exciting because everything was far less predictable. The only negative thing that happened to me was that when I got off the raft, I slipped on a wet rock, and sort of twisted my ankle. Still, it won't stop me from trying this again.

MEHMET I did both the social programme activities: whitewater rafting and the bungee jump. The rafting was nowhere near as exciting as the jump. I loved it – so much, in fact, I'm planning to do another jump before I go back home ... For me, there was one thing I found a bit strange about these activities. When we went to the river, and to the jump site, we were just picked up by a minivan driver – there was no one from the social programme who came with us. I mean, we had a good enough time just with ourselves, but it was a bit odd that no one from the committee was there. Not very friendly, I thought.

PAOLO Actually, I didn't do either of the sports activities. I like sports, but I'm not so keen on these extreme sports. The more dangerous they are, the less I want to do them. So, with the whitewater rafting – well, I'm not such a good swimmer, and I was told it'd be a bit risky. And then with the bungee jump – well, I've never really understood the thrill of throwing yourself off a bridge. I'm quite good at 'normal' sports – football, tennis, volleyball – and I like hiking. Why do sports have to be extreme all the time? Some people complained about the cost, but that didn't surprise me. These things cost money. I don't mind paying – it's just it needs to be something I really want to do.

CHANGYING For me, the highlight of the year was doing the bungee jump. To begin with, I really wasn't sure about it and I remember when we were in the minivan on the way there, the closer we got, the more nervous I became. I almost pulled out at the last minute, but everyone encouraged me to go ahead with the jump. It was truly amazing – the initial free fall is the most incredible sensation I've ever felt – just a big rush with this amazing sense of freedom. The only negative aspect of the experience was that we had to pay half the price. A hundred dollars is a lot of money. I'd been led to believe that all these activities would be paid for. I mean, I could afford it and it was worth it, but I thought these things were meant to be covered as part of the social programme.

VOCABULARY SUPPORT


be swept along by sth – something powerful makes you move very fast and without control

twist your ankle (C1) – injure your ankle by suddenly turning it
pull out of sth – withdraw from something you had planned to take part in

a rush – a sudden strong emotion or other feeling

be led to believe sth – be caused to believe information which later is revealed as untrue

sth be covered by sb/sth – an expense is paid for by somebody else, or from a particular source of funds

- c**  Put students into new pairs to think about the students' feedback in 1b. Then ask them to choose two different sports. Put pairs together into groups of four to explain their choices to one another. Check ideas as a class.

2 READING

- a** Ask students what the purpose of a report is (to analyse a situation and make recommendations). Tell students to read the report, compare the content with their notes on the four speakers' feedback and answer the questions. Check answers as a class.

Answers

- 1 safety, cost
- 2 No one from the social programme committee went with the students to the river or jump site (airfield).

- b** In pairs, students discuss if the recommendations in the report agree with their own. Take feedback as a class.

3 WRITING SKILLS

Reports; Linking: contrast and concession

- a** Ask students which order the headings should logically go in. Then tell the students to match the headings with the paragraphs. Highlight that report headings should be clear and brief. Check answers.

Answers

- 1 Introduction
- 2 Level of challenge
- 3 Safety concerns
- 4 Cost and budget
- 5 Recommendations

- b** Ask students to go through the report and find and underline the phrase which introduces the reason for the report and a phrase which introduces recommendations, noting whether the register is formal or informal. In class feedback, tell students that the register of reports is usually formal.

Answers

- 1 The purpose of this report
 - 2 we would recommend (that) (we choose)
- These phrases are formal.

- c** Tell students to cross out the word in italics in each sentence which is not possible and explain why. Check answers as a class.

Answers

- 1 agenda (this is about meetings)
- 2 establish (not a synonym of *recommend*)
- 3 resolution(s) (can mean the solution to a problem, but is not used in this type of text or context)

- d** Ask students to give three examples of linkers, e.g. *but*, *however*, *because of*. Elicit that linkers are either conjunctions, which connect ideas in sentences (*but*), adverbs, which give extra information (*however*), or prepositions, which go before noun phrases (*because of*). Students replace the words in the sentences with the linkers in the report. Check answers.

Answers

- 1 In contrast to
- 2 Nevertheless
- 3 However / On the other hand
- 4 Despite
- 5 Even though

LOA TIP ELICITING

When you elicit, give as much support as you can for students to give the correct answer. *What is a linker?* isn't an easy question to answer. *Could a conjunction be a linker?* is easier because it requires a Yes/No answer. *Could words like 'but' and 'so' be linkers?* is easier still because there are concrete examples.

- e Write these two sentences on the board. Ask students to say which linker expresses a comparison where two different things are contrasted and which linker expresses a concession where two different ideas about the same subject are contrasted.

I'll try it, even though I'm scared. (concession)

Unlike football, rugby is quite dangerous. (comparison)

Explain that concession and contrast are not separate concepts; contrast means that two ideas are different in some way, which includes concession, some types of comparison and more. Some linkers, e.g. *however*, can be used flexibly for different types of contrast, but others only have one use, e.g. *even though* for concession, *unlike* for comparison. Students match the sentences and underline the linkers.

Answers

- 1 b For all that 2 f Despite the fact that 3 a On the contrary
4 e When compared to 5 d Regardless of 6 c While

FAST FINISHERS


Ask fast finishers to choose three of sentences 1–6 and finish them in a different way, e.g. *1 ... not everyone agrees that they belong on the social programme.*

- f ► Students complete the exercises in Writing Focus 2D on SB p.170. Tell students to complete the sentences in Exercise a with linkers from the box and then, in Exercise b, to think of alternative answers from the table. Check answers as a class. Students rewrite the sentences in Exercise c using the linker in brackets. Check answers as a class. Then tell students to complete the sentences in Exercise d with their own ideas. Compare answers as a class. Tell students to go back to SB p.29.

Answers / Suggested answers

- a 1 Regardless of 2 However 3 By comparison
4 Even though 5 On the contrary 6 When compared to
b 1 In spite of; Despite 2 On the other hand; Alternatively
3 However; On the other hand 4 Although 5 –
6 In contrast to
c 1 Despite the large class, it was still possible to get individual attention.
2 The teacher we had was very strict, unlike my old teacher, who was very easy-going.
3 Although I was very disappointed with the lunches, the evening meals were great. / I was very disappointed with the lunches, although the evening meals were great.
4 For all that it rained every single day, I enjoyed everything that we did. / It rained every single day. For all that, I enjoyed everything that we did.
5 There were several injuries. Nevertheless, spirits were high among the groups.

4 WRITING

- a  Check students understand *itinerary* (a detailed plan or route of a journey). Put students into small groups. They should think of and discuss problems foreign students might have had during a three-day visit. Give some examples in addition to the prompts, e.g. local people not speaking much English.
- b Tell students to plan the report in groups. Remind students that the first step is to decide on the headings as this gives the report structure. Students then make notes, based on their discussion in 4a, under each heading with possible linkers. Read through the Writing Tip with the class and remind students to bear these points in mind as they complete the final task.
- c Ask students to write the report individually or in groups, with different students taking responsibility for a heading or paragraph. Encourage students to use the linkers covered in the lesson.
- d Students read one another's reports and compare the structure and content. To save class time, students could post their reports and comments on a closed group of a social networking site.

EXTRA ACTIVITY

Put students into small groups to act as a student committee. Tell students they have a budget of 12,000 euros and they need to choose how to spend the money. Write the budget on the board (add new categories if you like).

Cost	Categories
€4,000	Subsidising extreme sports
€5,000	Grants to students in financial hardship
€3,000	New sports equipment for the student sports hall
€2,000	Subsidising a late-night minibus service
€3,000	End-of-year party for all students
€6,000	Improving the quality of student accommodation
€4,000	Grants for students to study abroad

Students decide on their budget and explain it to the rest of the class.

ADDITIONAL MATERIAL

- Workbook 2D

UNIT 2

Review and extension

1 GRAMMAR

- a Tell students to complete the sentences with one word only. Highlight the example and make sure students understand that the missing word is a grammar not a content word. Check answers as a class.

Answers

- deal
- far
- the
- more
- like
- near
- as

FAST FINISHERS

Ask fast finishers to write two more sentences each with a gap to test other fast finishers on comparative forms.

- b Tell students to choose the best option for expressing intentions and arrangements. Check answers as a class.

Answers

- are going to
- begins
- going to get
- will you be
- to
- due to

2 VOCABULARY

- a Tell students to match the sentence halves, remembering which preposition/adverb goes with each verb to make a multi-word verb. Check answers as a class.

Answers


- d
- a
- e
- c
- b

- b Tell students to answer the questions with one word only. Give an example: *Would a soldier or a base jumper march?* (soldier). Check answers as a class.

Answers

- cat
- no
- truck
- ill
- child
- stones
- ice

3 WORDPOWER Idioms: Movement

- a  1.51 Elicit the difference in meanings of the words in the box. Which is faster, 'whizz' or 'crawl'? (whizz). If something plunges, does it go up or down? (down). If things are whirling around your head, do you feel calm? (no). Ask *Are any of these verbs irregular?* (no). Tell students to look at the pictures and describe them. Then ask students to replace the word in italics in the sentences with the correct form of the verbs in the box. Play the recording for students to check their answers.

Answers

- a soaring b plunged
- a drift b whirling
- a whizzing b crawl

- b Give an oral example first and ask students to read out the definition which applies: *City will definitely win their next match, they're playing so well.* (on a roll). Students then match the expressions with the definitions. Check answers as a class.

Answers

- do something you're afraid of
- get a sudden strong feeling
- accept something eagerly
- having a series of successes
- try something for the first time

- c Write an example on the board and elicit the answer: *No one noticed that the boat had begun to ___ out to sea.* (drift). Students choose two words or expressions and write two sentences with a gap for the word/expression. They read out their sentences for other students to guess. Remind students that the word or expression should be in the correct form.

EXTRA ACTIVITY

Dictate to students: *live in an English-speaking country for a year, go parachuting, be interviewed on TV, take part in a clinical trial for extra cash, travel back in time.* In pairs, ask students to discuss whether they would *jump at the chance* to do each one.

- ▶ Photocopiable activities: Wordpower p.242



LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable worksheets and the Personalised online practice.