

8 Time to Spare

Reading:	multiple-choice questions, reading around the gap
Vocabulary:	words related to free time, phrasal verbs
Grammar:	modals & semi-modals 1 & 2
Listening:	multiple-choice questions (pictures), predicting from pictures
Speaking:	talking about free-time activities, decision making, talking about all the options, talking about possibility
Writing:	postcard, linking words & phrases, writing the correct amount, writing a postcard

Unit opener

- Write *Time to Spare* on the board and ask students what they think it means (*free/extra time*). Say the phrase and ask them to repeat it. Correct their pronunciation if necessary.
- Ask students to turn to page 95 and ask them what they think the unit will be about (*free-time activities*).
- Ask students what they like to do when they have time to spare. Make a list on the board of all the activities they mention and then ask them if they can think of any other free-time activities that they don't do personally. Try to elicit *listening to music, reading, watching DVDs/TV, going to clubs, spending time with friends and family, going to the cinema, eating out, exercising, shopping and going out for the day*.
- Ask students to work in pairs or small groups to discuss the picture and accompanying caption on page 95. Encourage them to say what their reaction is to the activity.
- Ask if they would like to try this themselves and their reasons why or why not.

Reading

A

- Ask students to read the instructions and make sure they understand that they have to put the free-time activities in order of popularity among young people in the UK and not according to their own habits. Encourage students to guess as it is unlikely they will know the correct answers.
- Ask students to do the task on their own and then to compare their answers with a partner. Encourage them to justify their answers.
- Check answers as a class.

Answers

- | | |
|-------------------------------------|-------------------------------|
| 1 Spending time with family/friends | 6 Going to after school clubs |
| 2 Listening to music | 7 Exercising |
| 3 Watching TV | 8 Eating out |
| 4 Shopping | 9 Going out for the day |
| 5 Going to the cinema | 10 Reading |

B

- Ask students to read the instructions and work in pairs or small groups to discuss activities people do that are dangerous, and talk about what makes the activities dangerous (e.g. *bungee jumping, base jumping, mountain climbing, skiing, car racing, sailing, windsurfing, parachute jumping*).
- Ask each pair or group to tell the class one of their ideas and to say why the activity is dangerous. Encourage students in other groups to add their reasons for why it might be dangerous (e.g. *bungee jumping – danger of hitting something or the elastic breaking, base jumping – short amount of time to release a parachute, mountain climbing – can fall and break an arm or a leg, or fall down the mountain, skiing – could ski into a tree or other obstacle, break an arm or a leg or sustain a head injury, car racing – possibility of crashing the car and being injured, sailing – winds that are very strong, strong current, boat turning over, drowning, windsurfing – falling and hurting themselves on the board, drowning, parachute jumping – parachute not opening, ropes tangling*).
- Continue until students have told the class all their ideas.
- Deal with any problems in pronunciation that came up.

C

- Ask students to look at the pictures that accompany the text as well as the title to help them decide where the activity takes place.
- Then ask them to skim through the text to find out if they were correct. Encourage them to change to 'skim' as they have just been told to skim the text.

Answer

inside a cave

Word Focus

- Ask students to look at the words in red in the text and to try to work out what they mean from the context they are in.
- Ask them to compare their own meanings with the definitions in the *Word Focus* box.
- Explain anything students don't understand.

D

- Read the information in the *Exam Close-up* box to students and explain anything they don't understand. Remind them to make sure that the word they choose to complete the gap fits logically with the sentence before

and after the gap. Explain that they should also read the whole text through again once they have completed all the gaps, to make sure everything makes sense.

- Ask students to read the text again and write down the words they think should complete each gap.
- Ask students to do the task individually and then compare what they have written with a partner. They should discuss their answers and make any changes. Invite students to tell you a word for each gap and write their suggestions on the board. Reach a class consensus about each answer and leave the answers on the board.

E

- Ask students to read the instructions and then hand out a photocopy of the answer choices to each student.
- Ask them first to look and see if the words they chose in Task D are included in the options a–d. Tell them to look at all the options to see if their choice is correct.
- Ask students to do the task individually, but check answers as a class. Ask students how many of the words they had correct before they saw all the answer options. Remind them this is how they should approach all tasks of this type.
- If students seem interested, you might like to give them further information using the *Background Information* box below.

Exam Task word options

1 A used	B has	C is	D was
2 A which	B where	C who	D when
3 A as	B if	C even	D though
4 A dress	B costume	C equipment	D outfit
5 A cap	B scarf	C hoodie	D helmet
6 A amounts	B other	C also	D others
7 A these	B this	C their	D that
8 A save	B protect	C rescue	D defend
9 A casual	B messy	C fast	D careless
10 A how	B because	C why	D so

Answers

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

Background Information

Stephen Alvarez is an expedition explorer for the *National Geographic* magazine. He has photographed caves in Borneo, Mexico, Belize, Papua New Guinea, Canada and the US, as well as high-altitude archaeological sites in Peru, jungles in Suriname and rainforests in Costa Rica. The pictures which accompany the text were taken by him. The Ora Cave is on an island called New Britain, just off Papua New Guinea. A team of 12 adventurers, of which Alvarez was one, explored these caves and discovered extremely fast-flowing rapids in river caves, which are probably the biggest in the world known to date. The team's goal was to descend into the cave in order to follow the river to its end. The explorers found 8 miles of river caves. This expedition was especially risky as it was on a small island and there was no rescue team nearby. For further information, visit <http://ngm.nationalgeographic.com/2006/09/raging-danger/sheatext>

F

- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary. Elicit that they are all verbs.
- Encourage students to read through all the definitions before filling in any answers and to read back through their answers, to check them when they have finished.
- Ask students to do the task individually, but check answers as a class.

Answers

1 surround	4 explore
2 destroy	5 crawl
3 capture	6 flow

Ideas Focus

- Ask students to read the questions and answer any questions they might have.
- Tell students to work in pairs or small groups to discuss their ideas.
- As a class, make a list on the board of the unusual pastimes they would like to try.
- As students tell you, ask them to explain what makes them interesting.

Suggested answers

Students' own answers

Vocabulary

A

- Read the activities 1–8 to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students which, if any, of these activities they do or have done in the past.
- Encourage students to look carefully at the pictures a–h before writing any answers.
- Ask students to do the task individually, but check answers as a class.

Answers

1e 2b 3c 4f 5d 6g 7a 8h

B

- Ask students to read the instructions and explain that they are going to complete the sentences using some of the words from Task A.
- Encourage students to read the whole sentence in each item before writing their answers.
- Remind them to read the sentences again to check their answers once they have finished.
- Ask students to do the task individually, but check answers as a class.
- When finished, ask students to write sentences for the two words that were not used. Invite students to read them to the class.

Answers

- | | |
|---------------|----------------|
| 1 drama | 4 martial arts |
| 2 painting | 5 cookery |
| 3 photography | 6 sculptures |

C

- Ask students to read the instructions and make sure they understand they are going to use the free-time activities from Task A to talk about.
- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to work in pairs and take it in turns to discuss the activities in the photos, using the words in the yellow wordbank, and say how much they like or dislike each one.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to repeat one of their conversations and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Ideas Focus

- Ask students to read the two questions quickly and deal with any queries they may have.
- Ask students to work in pairs to take it in turns to answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one question and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Grammar

- Ask the questions below at random round the class, making sure each student answers at least one question.
 - Can you play an instrument?
 - What might you do this weekend?
 - Where do you have to go to see a play near you?
 - Were you able to swim when you were five?
 - Could you open the window?
 - What should I do in my spare time?
 - Which needn't you take to the gym – trainers, a tracksuit or a newspaper?

- Elicit from students that all the questions contained modal verbs and explain that this is what they will learn about in this part of the lesson.

A

- Ask students to read the instructions and make sure they understand what they have to do.
- Ask individual students to read one each of the sentences in Group 1. Then as a class, decide what they have in common. Ask for their ideas and write them on the board to compare with their answers in B. Repeat for Groups B and C.

B

- Ask students to read the instructions and work in pairs to complete the task.
- Check answers as a class.

Answers

- | | |
|---------|---------------------------|
| Group 1 | possibility and certainty |
| Group 2 | ability |
| Group 3 | permission and request |

Now read the Grammar Reference on pages 168-69 (8.1-8.9) with your students.

C

- Encourage students to read each pair of sentences through to get the gist of them and to look carefully at all three options before choosing their answers.
- Remind students that they can look back at A in the Grammar box and at the Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

Answers

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

Teaching Tip

You could expand this section further by asking students to work in pairs or small groups to make a fact sheet for a free-time activity, such as the one in the picture on page 99. The factsheet should describe the activity and what you must have/don't need for it, where/when you can do it, how you should do it, what you mustn't do during the activity, as well as any special abilities you must have to do it, etc. Go round the class helping students with their fact sheets and pointing out any corrections that need to be made to modal verbs. When they have finished, hang their fact sheets on the wall and ask them to read each other's whenever they have free time.

D

- Ask students to work in pairs and take it in turns to ask and offer advice for each situation. Remind students they should use the appropriate modal verb in their advice.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure, the incorrect use of a modal verb and pronunciation problems.
- Ask each pair to tell the class what advice they suggested for one of the situations, and repeat until each pair has had a turn.

- Write any structural or modal mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Listening

A

- Ask students to read the instructions and to look quickly at the pictures in 1 and 2. Elicit that they don't have to name the objects or places, but just to say how they are connected.
- Ask students to do the task on their own and then to compare their answers with a partner and justify any differences they have.
- Check answers as a class.

Suggested answers

- 1 means of transport/getting around/travelling/journeys
- 2 pastimes/entertainment/spending money/going out for the day

B

- Explain to students that often questions in listening tasks ask about the thing that connects the three pictures. Ask students to use their answers in A to help them with B.
- Encourage them to name the objects and places in the pictures (e.g. *car, coach, train, theatre, shopping, restaurant*) as they do this task.
- Remind students to discuss any words the people might say (e.g. *fast, comfortable, cheap, expensive, comedy, clothes, hungry, fast food*).
- Check answers as a class.

Answers

Students' own answers

C

- Ask students to read the instructions and make sure they understand they will be looking back at the pictures in A.
- Explain to students that they will only hear the conversations once.
- Play the recording once all the way through and ask students to write their answers. Check the answers as a class and ask students to justify their answers.

Answers

1c 2b

D

- Read the information in the *Exam Close-up* box to students and answer any questions they might have.
- Explain that information relating to all three pictures will be heard on the recording, but the questions might not ask about the most obvious part of the conversation. For example, someone might express a change in opinion or plans and the question could either ask what the person had in mind to begin with or what he/she decided in the end.

- Then ask students to read the *Exam Task* and look at the pictures. Ask them to note down any words they think they might hear to do with the pictures.
- Ask students to tell the class some of the words they have written down.

E

- Give students a few minutes to study the pictures and to discuss with a partner what each one shows as well as the similarities and differences between them. Before listening to the recording, elicit the times in 1, *sailing, water-skiing, windsurfing, concert, classical music, orchestra, piano recital, plain, spotted, striped, bed, chair, on, under, twenty, thirty, fifty, cooking, gardening and surfing the net*.
- Play the recording once all the way through and ask students to mark their answers. Check the answers as a class and ask students to justify their answers.

Answers

1c 2b 3a 4b 5c 6b 7c

Speaking

A

- Ask students to read the questions and answer any queries they may have about them.
- Get students to work in pairs and to take it in turns to answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

B

- Ask students what kinds of things they do to keep themselves occupied on a long car journey. Ask students what they think are the advantages of travelling by car. Ask if they think there are any disadvantages to car travel. Then ask what their favourite means of transport is for a long journey.
- Ask students to look at statements 1–6 and answer any questions they might have.
- Ask students to do the task on their own and then to compare their answers with a partner and justify any differences.
- Check answers as a class.

Suggested answers

1D 2A 3D 4D 5A 6A

Useful Expressions

- Explain to students that the speaking task in this lesson involves discussing the advantages and disadvantages of different items.
- Read the phrases for *Talking about possibility* to students and ask them to repeat them. Correct their pronunciation where necessary and explain anything they don't understand.

C

- Read the information in the *Exam Close-up* box to students and answer any questions they might have.
- Explain that in this task one of the students should talk about the possibility of the first item using some of the *Useful Expressions*. The second student will agree or disagree with a reason for their opinion and then move on to the next item.
- Remind students it is important to talk about all the items before reaching a decision.
- Now ask students to read the *Exam Task* and think of some advantages and disadvantages of each item.

D

- Ask students to read the instructions again and work with a partner to complete the task.
- Remind students to use the *Useful Expressions* when they are discussing each item.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to discuss one of the items and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Ideas Focus

- Ask students to read the questions quickly and deal with any queries they may have.
- Ask students to work in pairs to take it in turns to answer the questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each student to answer one question until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask students to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Vocabulary

A

- Remind students that when they come across new phrasal verbs, they should note down their meaning as well as an example sentence showing their meaning in context. Draw a large circle on the board and write *call* in the centre. Draw lines out from it and at the end of one line write *out* and at the end of another write *for*. Ask students for other prepositions that form a phrasal verb with *call* (e.g. *in, on, at, up, by, off, down, back, upon*). Explain this is a spidergram and a visual means of recording phrasal verbs.
- Read the phrasal verbs to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.

Answers

1h 2g 3e 4b 5d 6f 7c 8a

B

- Ask students to look at the picture at the bottom of the page and ask them to speculate about the relationship between the four teenagers (e.g. *friends, family, actors*) and what they might be talking about (e.g. *the weekend, lunch, a school subject*). Encourage everyone to express their opinion.
- Ask students to read the sentences and think about the meaning of each one and which phrasal verb might complete it correctly. Remind students to put the phrasal verb in the correct form.
- Remind students to read the sentences through again once they have finished to make sure they makes sense.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|---------------|---------------|
| 1 find out | 5 calls for |
| 2 try out for | 6 cut out for |
| 3 show off | 7 taken up |
| 4 take to | 8 called out |

C

- Ask students to read the instructions.
- Explain that they have to replace the words in bold in the sentences with some of the phrasal verbs from A.
- Ask students to do the task individually, but check answers as a class.
- Remind students that there is a list of all the phrasal verbs in *Close-up* on page 184.

Answers

- | | |
|------------|---------------|
| 1 show off | 4 calls for |
| 2 take to | 5 cut out for |
| 3 take up | 6 find out |

D

- Ask students to look at the words in bold in the questions and elicit that they come from task A.

- Ask students to work in pairs to take it in turns to ask and answer the questions. Encourage them to justify their answers.
- Then as a class, ask the questions at random, making sure each student answers at least one question.
- You could also activate the vocabulary in this lesson further by asking students to discuss any other pastimes their friends or family do that they consider strange or unusual. Encourage them to talk about why they think they are unusual and if they would like to do any of these activities themselves.

Answers

Students' own answers

Grammar

A

- Ask students to read the instructions and ask five different students to read one each of the sentences in Group 1. Then as a class, decide what the modal verbs in that group have in common. Then ask the students to look at the other two groups and, with a partner, decide what the modal verbs have in common.
- Ask pairs to tell you their ideas, but do not confirm answers as right or wrong yet.

B

- Ask students to work with the same partner and look at the functions listed to see how similar they are to their ideas in A.
- Tell students to write their answers. Check as a class.

Answers

- Group 1** permission and request
- Group 2** necessity, obligation and prohibition
- Group 3** lack of obligation or necessity

Now read the Grammar Reference on pages 168-69 (8.1-8.9) with your students.

C

- Ask students to read the instructions and all the options before they choose an answer.
- Remind students that they can look back at the Grammar box and Grammar Reference if they need help with the task.
- Ask students to do the task individually, but check answers as a class.

Answers

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

D

- Remind students to read through each sentence and to look carefully at each option and the words immediately before and after each gap before writing any answers.
- Encourage students to read the sentences again once they have finished to check their answers.

- Remind students that they can look back at A in the Grammar box and Grammar Reference if they need help with the task.
- Ask students to do the task individually, and then compare their answers with a partner. Check answers as a class.

Answers

- | | |
|--------------------|-------------------------|
| 1 shouldn't, h | 5 must, f |
| 2 mustn't, g | 6 can, b |
| 3 Do we have to, e | 7 He doesn't have to, a |
| 4 Could, d | 8 may, c |

Teaching Tip

You could expand on the grammar in this section further by writing the situations below on the board. Ask students to work in pairs to take it in turns to comment on each situation using modals.

- Your partner went out in the snow without a coat and now she's freezing. (*You shouldn't go out in the snow without a coat.*)
- Your partner says he/she is going to watch X-Factor on TV tonight, but it isn't on tonight. (*You can't watch X-Factor tonight on TV because it isn't on tonight.*)
- Your partner is going to pay a fortune for new swimming goggles, but you can give him/her a spare pair that you have. (*You don't have to pay / needn't pay a fortune for new swimming goggles. I can give you a spare pair of goggles I have.*)
- Your friend has just accepted a job he/she doesn't really want to do. (*You don't have to take the job if you don't want to do it.*)

Writing: a postcard

- Ask students how often they write and send postcards to friends or family when they are on holiday. If they do not send postcards, ask them why not.
- Explain to students that they are going to learn how to write a postcard in this lesson.
- Ask students to read the information on *Linking words and phrases* and explain anything they don't understand.
- Ask students to come up with two or three possible things they could write in a postcard about the place shown in the picture next to the *Learning Focus* box (e.g. *swimming, the sea, restaurants, cafés, architecture, the weather*). Encourage everyone to say something that they could write in a postcard, even if it is not relevant to the photo.

Teaching Tip

Try to relate the material in each lesson to the students in some way. This helps them to see how English and the skills they are being taught are useful and relevant to their everyday lives, instead of being just a lesson.

A

- Ask students to read the instructions and point out that they can refer back to the *Learning Focus* box to help them make their choices.

- Remind students to read the sentences before they circle their answers and to read them again after making their choices to see each one makes sense.
- Ask students to do the task on their own and then to compare it with a partner's answers and justify any differences.
- Check answers as a class.

Answers

- | | |
|---------------|-----------|
| 1 as well as | 5 and |
| 2 because | 6 like |
| 3 For example | 7 as |
| 4 since | 8 as well |

B

- Ask students to read the writing task and to underline any key words before doing the task.
- Ask students to answer the questions on their own and then to check their answers with a partner.
- Check answers as a class.

Answers

- 1 a postcard
- 2 your friend Jo
- 3 information about your holiday, say what you are going to do tomorrow
- 4 When are you going on holiday?
- 5 35–45 words

C

- Ask students to read the example postcard again and circle the linking words and phrases that Luke has used.
- Ask students to do the task individually, but check answers as a class.

Answers

- 1 as well as, like, and

D

- Ask students if they have eaten any of the food mentioned in the postcard. Ask them if they have ever tried water-skiing or if they would like to and why.
- Ask students to read points 1–8 and then to look back at the postcard to help them find the answers.
- Ask students to do the task individually, but check answers as a class.

Answers

Students should tick the following:
1, 3, 4, 6, 7 & 8

E

- Ask students to read the instructions in the *Exam Task* and underline the key words. Explain anything they don't understand.
- Remind students that they should always make a plan for their writing before they begin.
- Ask them to skim through the example postcard again and complete the sentences with their own ideas about a holiday. Monitor and help with vocabulary where necessary.

- Ask students to do the task individually, but ask for their ideas as a class.

Answers

Students' own answers

Useful Expressions

- Read the expressions in *Useful Expressions* to students and ask them to repeat them. Correct their pronunciation where necessary and explain anything they don't understand.
- Ask students to say which of these expressions are used in the example postcard (*We're having a lovely time. ...The food is ... We've had ...*).

F

- Read the information in the *Exam Close-up* box to students and answer any questions they might have. Explain that it is important they write the correct number of words for the task, so they should count them to make sure.
- Ask students to read the *Exam Task* again and remind them to use the *Useful Expressions* and their ideas from E. Tell them they will not need to use all of them and remind them to be careful with the word limit. They should also check their work to make sure they have included the points they were asked to and an address. Set the writing task for homework.

Suggested answers

Hi Ed,

We're on holiday in France. The hotel is lovely.

We've done some sightseeing. We've been to the Eiffel Tower and tomorrow we're going to Disneyland.

When are you going on holiday? Send me a postcard!

See you soon!

Jo

8 Young Adventurers

Video

General Note

The *National Geographic* videos can be used as an interesting way to introduce your students to other cultures. They are authentic *National Geographic* videos, and it is not necessary for students to understand everything they hear to benefit from them. Some of the tasks focus on the visual aspects of the videos, so students can concentrate more on what they see than on what they hear. They are also a good way to encourage your students to watch TV programmes and films in English so that they can get used to the sound of the language. The more students are exposed to English, the easier it will be for them to pick up the language.

Background Information

Caving is a pastime that was started by Frenchman Edouard-Alfred Martel (1859–1938). It involves the exploration of caves for leisure, as opposed to speleology, which is the scientific study of caves and their environments. Cave systems are among the last unexplored places on Earth today. Cavers take great care once inside a cave and always wear protective clothing such as hard hats and waterproof overalls. A headlamp is usually worn on their hard hats so that they can see where they are going while keeping their hands free.

Before you watch

A

- Ask students to look at the picture on page 106 and ask them what the person is doing and why he might be there.
- Read the words in the yellow wordbank to students and then ask them to label the picture.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|-------------|---------|
| 1 caver | 3 ledge |
| 2 waterfall | 4 ropes |

While you watch

B

- Explain to students that they are now going to watch the video. Tell them that the documentary is quite short.
- Ask them to read sentences 1–6 and explain anything they don't understand.
- Ask them to think about what the answers might be before they listen again. Explain that they will hear these exact sentences on the video and that they should listen out for the specific words highlighted in red.
- Ask students to predict what kind of people the documentary will be about.
- To check students understand where Virginia is, draw their attention to its position on the globe in the top-right corner of the page.

- Play the video all the way through without stopping and ask students to write their answers. Then ask students to compare their answers with a partner and to justify any answers they have that are different.
- Play the video a second time and ask students to check their answers and to fill in any missing answers. Then check answers as a class.

Answers

- | | |
|-----------------------|----------------------|
| 1 ordinary (00:11) | 4 drop (01:11) |
| 2 option (00:57) | 5 encourages (01:42) |
| 3 necessities (01:07) | 6 bigger (03:37) |

After you watch

C

- Explain to students that the text is a summary of the information in the documentary. Before they read it, ask them to work in pairs to discuss the main ideas of the documentary.
- Ask students to read the text without filling in any answers at this stage to see if the ideas they mentioned are covered in the text. Also encourage them to think about what part of speech is missing from each gap.
- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually, but check answers as a class.

Answers

- | | |
|---------------|----------------|
| 1 techniques | 5 narrow |
| 2 descend | 6 confidence |
| 3 underground | 7 huge |
| 4 choice | 8 exhilarating |

Ideas Focus

- Ask students to read the questions and explain anything they don't understand. Then ask them to work in pairs or small groups to ask and answer the questions.
- When they have finished, ask different students at random round the class to answer one of the questions.

Answers

Students' own answers

Objectives

- To revise vocabulary and grammar from Units 7 and 8

Revision

- Explain to students that the tasks in Review 4 revises the material they saw in Units 7 and 8.
- Remind students that they can ask you for help with the exercises, look back at the units and refer to the reference sections at the back of the book if they're not sure about an answer, as the review is not a test.
- Decide on how you will carry out the review. You could ask students to do one task at a time and correct it immediately, or ask them to do all the vocabulary tasks and correct them before moving on to the grammar tasks, or ask them to do all the tasks and then correct them together at the end. If you do all the tasks together, let students know every now and again how much time they have got left to finish the tasks.
- Remind students not to leave any answers blank. They should try to find any answers they aren't sure about in the units or reference sections.
- Inform students in the lesson before the review that they will have a review during the next lesson so that they can revise for it. Revise the vocabulary and grammar as a class before students do the review.
- When checking students' answers to the review tasks, make a note of any problem areas in vocabulary and grammar that they still have. Try to do extra work on these areas so that your students progress well.

Vocabulary Revision

- Write the following pairs of words on the board and ask students to explain the difference between them: *journey/expedition, limits/conditions, companion/explorer, gaming/martial arts, cut out for/try out for, call out/call for* and *take to/take up*.
- Ask students which collocations they know with *keep, go, get, do* and *save*. Make sure they mention *do one's best* and *go on a journey* and ask them to write sentences using these collocations.
- Ask students the questions below at random round the class, making sure each student answers at least one question.
 - Why might someone collapse?
 - Would you be able to cope with being lost on a mountain?
 - Would you find it difficult to adapt to life in the Amazon?
 - Which of your abilities do you tend to show off about?
 - Have you taken up a new hobby recently?
 - Do you think exploring caves is exhilarating?
 - Could you cope with below freezing temperatures?
 - What job do you think you are cut out to do?

Grammar Revision

- Write the verb *explore* on the board and ask students to write it in the affirmative, negative and question forms of the Past Perfect Simple and Past Perfect Continuous tenses. Then revise the uses of these tenses.
- Write the following incomplete questions on the board and ask students to complete them with a question tag.
 - You come from France, ____? (*don't you*)
 - The climbers didn't reach the summit, ____? (*did they*)
 - She will come on the expedition, ____? (*won't she*)
 - The plane hasn't left yet, ____? (*has it*)
 - Let's set off at six o'clock, ____? (*shall we*)
- Write the sentences below on the board and ask students to correct them.
 - Is that not a famous explorer over there? (*Isn't that a...*)
 - Which mountain they climbed? (*Which mountain did they climb?*)
 - Who did fall into the river? (*Who fell...*)Then revise subject, object and negative questions as a class.
- Ask students to write sentences of their own using *can* for ability, *may* for possibility and certainty, *must* for possibility and certainty, *should* for advice and suggestions, *have to* for obligation, *needn't have* for lack of obligation and necessity, and *be able to* for ability.
- Remind students that modal verbs are followed by bare infinitives to refer to present or future. Also remind them that *be able to* can be used in any tense.

Vocabulary

A

- Ask students to look at the words in bold and to write which part of speech each one is next to it.
- Then ask students to read through the sentences and to decide which part of speech is missing from each gap. Point out that it will be a different part of speech from the word in bold.
- Encourage students to read back through the sentences once they have finished to check their answers.

Answers

- | | |
|----------------|---------------|
| 1 exhilarating | 6 photography |
| 2 sculptures | 7 survival |
| 3 cookery | 8 gaming |
| 4 painting | 9 boastful |
| 5 strength | 10 exhausted |

B

- Ask students to read through the sentences for gist before filling in any answers.
- Encourage students to look for clues to help them decide which preposition is correct.
- Encourage students to read back through the sentences once they have finished to check their answers.

Answers

- | | |
|-----------|----------|
| 1 off | 6 with |
| 2 for | 7 for |
| 3 between | 8 up |
| 4 to | 9 below |
| 5 for | 10 above |

C

- Read words 1–6 and a–f to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to do the task individually but check the answers as a class.

Answers

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

D

- Read the words in the yellow wordbank to students and ask them to repeat them. Correct their pronunciation where necessary.
- Ask students to read the sentences through for gist before filling in any answers.

Answers

- | | |
|-------------|-----------|
| 1 companion | 4 do |
| 2 collapse | 5 adapt |
| 3 go | 6 prevent |

Grammar

A

- Ask students to read the instructions and encourage them to read the text for gist before filling in any answers. They should underline any time expressions. Explain that these will help them to find the correct tense.
- Tell students to look back at page 87 and Grammar References 7.1 to 7.3 on pages 167–168 for a reminder if they need to.

Answers

- | | |
|----------------------|-----------------------|
| 1 decided | 5 had not/hadn't told |
| 2 had been exploring | 6 had had |
| 3 had been climbing | 7 was |
| 4 tried | 8 managed |

B

- Ask students to read through the sentences for gist and the three options before choosing any answers.
- Encourage students to think about whether each item tests question tags, subject/object questions or negative questions.
- Tell students to look back at page 91 and Grammar References 7.4–7.6 on page 168 for a reminder if they need to.

Answers

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

C

- Ask students to read each pair of sentences and to underline the information in the first sentence that is missing from the second sentence. Then ask them to consider how the word in bold relates to the missing information.
- Encourage students to think about the function of each sentence.
- Tell students to look back at pages 99 and 103 and Grammar References 8.1–8.9 on pages 168–169 for a reminder if they need to.

Answers

- 1 may be lost
- 2 were able to
- 3 should ask
- 4 had to wear
- 5 did not/didn't need to find
- 6 must have reached
- 7 need not/needn't have taken