

<b>IN THE PICTURE</b> Talk about different adventure sports	6-7
<b>READING</b> Recognise and understand idioms in a magazine feature	8
<b>GRAMMAR Present tenses review</b> Talk about things happening now and things that are generally true	9
<b>LISTENING AND VOCABULARY</b> Take notes	10
<b>GRAMMAR Past tenses review</b> Talk about past achievements	11
<b>LANGUAGE &amp; BEYOND</b> Consider the positive and negative aspects of taking risks	12
<b>SPEAKING</b> Start and change topics in a conversation	13
<b>WRITING</b> Edit and proofread a text	14

## IN THE PICTURE Extreme sports

Talk about different adventure sports

Pages 6-7

STAGE	TIME	FOCUS
<b>GET STARTED</b>		Ask questions about sportspeople.
<b>RECALL AND READ</b>		Recycle sports vocabulary and match a text to a photo.
<b>WORK WITH WORDS</b>		Introduce a set of vocabulary related to adventure sports.
<b>EXTEND</b>		Write descriptions of extreme sports. Watch a video about an extreme sport.
<b>SPEAK</b>		Discuss ideas for a new, unusual extreme sport.

### Get started

Introduce the topic by playing a game of *Twenty Questions* (see Games, page 33) using the name of a famous sportsperson the students will all know (eg Rafa Nadal, Lionel Messi, Maria Sharapova). If they get the answer very quickly, play the game again with another famous sportsperson.

Link the overall sports theme to the topic of extreme sports by asking students if they know who Don Kellner is. Tell them that he is in one of the photos in their Student's Book and encourage them to guess which one he is in. You can play another game of *Twenty Questions* so that students can find the correct answer (he is the skydiver in photo c).

### GO BEYOND FOR TEACHERS

Don Kellner

Don Kellner is an American professional skydiver. He did his first skydive in 1961. Since then he has made over 40,000 jumps and now holds the world record for the most parachute jumps. Between them, Don Kellner and his wife have made over 50,000 jumps. They even got married during a freefall jump!

### RECALL AND READ

- Check students understand the task, as well as the vocabulary, eg *challenging* (difficult to do but interesting and enjoyable). Give them a minute or two to read all the instructions.
  - Divide the class into pairs to answer the questions. Set a time limit of three minutes and give regular updates: *two minutes to go, twenty seconds to go*, etc. (See Teaching Tips, *Set time limits*, page 28.)
  - Discuss their ideas in open class. (See Teaching Tips, *Be patient*, page 30.) Make sure they give reasons for their

choices of most and least challenging, eg *Ice hockey is the most challenging because you have to be able to skate very well. Hiking is the least challenging because everyone can walk.*

### SUGGESTED ANSWERS

- baseball, basketball, football, handball, hockey, ice hockey, rugby, volleyball
- badminton, baseball, cricket, hockey, ice hockey, squash, table tennis, tennis
- ice hockey, sailing, skiing, snowboarding, surfing, swimming, water polo, water skiing
- hiking, running, swimming
- horse-riding

### 2

- Ask students to read the text and choose the correct photo before answering the question.
- Check answers in open class.

### ANSWERS

Photo c  
Her parents/Her mum and dad  
Because it was a birthday present from them

### Extra activity

Focus on some of the vocabulary in the text. Elicit from the class the meaning of the verbs *tap*, *bend* and *spin* by asking students to mime the actions.

### WORDS & BEYOND

For extra practice at using the word class to find the right word in a dictionary, refer students to page 130 and ask them to complete the Work with your Dictionary task.

## WORK WITH WORDS

### 3a ▶1.01

- Have students work individually to match the words and phrases to the photos.
- Play the track for students to check their answers, before you check them in open class.

#### ANSWERS / AUDIO SCRIPT ▶1.01

a base jumping   b free running   c skydiving   d rock climbing  
e windsurfing   f skateboarding

#### Alternative procedure: more confident classes

Ask more confident students to label the sports in the photos without looking at the words in the box. Ask them to cover the box with a slip of paper and complete the exercise.

### 3b ▶1.02

- Explain to students that they will hear people talking about the different sports. Ask them to listen and write in their notebooks the sports the people are talking about.
- Play the track. Check progress. If necessary, play the track again.
- Let students compare their answers in pairs before you check them in open class. (See Teaching Tips, *Encourage peer checking*, page 28.)

#### ANSWERS / AUDIO SCRIPT ▶1.02

1 windsurfing   2 rock climbing   3 free running   4 skydiving  
5 base jumping   6 skateboarding

- I started about two years ago. I'd done some sailing before so it didn't take me long to learn. The board is about two to three metres long and it's quite easy to lose control. You need to have good balance.
- You need to be strong both physically and mentally. It can be dangerous so you need to train and you need to have the right equipment. If you want to learn, there are a lot of indoor gyms with climbing walls where you can practise.
- It's all about freedom. There are no rules and no equipment. Well, you need good shoes because you're going to be running, climbing, swinging, jumping, ...
- It's 60 seconds of free fall when you feel like you're on top of the world and you're flying. Then there's five minutes after you open the chute. It's the ultimate adrenaline rush.
- Basically, we climb to the tops of buildings, bridges, cliffs. Anything that's tall. And jump off. People think we're crazy. They're probably right.
- It can be dangerous especially if you're learning a new trick and you fall off the board. So you've got to be prepared for scrapes, cuts, bruises, you know.

### 4

- Explain to students that the extreme sports 1–6 can be completed by adding the words in the box. Ask students to read the descriptions and write the correct words in the spaces. Then have them quickly compare their answers in pairs.
- Ask students to match the descriptions to the words. Let them compare their answers in pairs. Don't confirm any answers at this point.

### 5 ▶1.03

- Play the track for students to check their answers to Exercise 4.
- Check answers in open class, making sure students pronounce the words correctly. Drill each word chorally and individually. Note that five of these two-word phrases are noun + noun phrases so the main stress is on the first word, eg *ice climbing*, *snowboarding*.
- Point out that the exception is *free diving* where the first word is an adjective, so the main stress is on the second word.

#### ANSWERS / AUDIO SCRIPT ▶1.03

1 jumping b   2 running e   3 diving f   4 climbing c  
5 surfing d   6 boarding a

**Boy:** Bungee jumping is jumping from a tall structure while connected to a large elastic cord.

**Girl:** Tower running is racing up staircases inside skyscrapers or other tall structures.

**Boy:** Free diving is diving underwater without any equipment.

**Girl:** Ice climbing is climbing frozen waterfalls, cliffs and rocks covered with ice.

**Boy:** Bodsurfing is riding a wave without using a board.

**Girl:** Snowboarding is travelling down a snow-covered hill while standing on a board.

base jumping, bodysurfing, bungee jumping, free diving, free running, ice climbing, rock climbing, skateboarding, skydiving, snowboarding, tower running, windsurfing

### 6a ▶1.04 PRONOUNCE

- Model the sounds /ɪ/, /i:/ and /aɪ/. Point out the difference in length between /ɪ/ and /i:/ with /i:/ being a longer sound.
- Highlight the fact that /aɪ/ is a combination of two sounds beginning with /æ/ (as in *cat*) and ending with a short /ɪ/ sound.
- Play the track two or three times and ask students to repeat the words chorally and individually. (See Teaching Tips, *Vary drilling techniques*, page 31.)

#### AUDIO SCRIPT ▶1.04

See Student's Book, page 7.

### 6b ▶1.05

- Explain the task. Students should listen and decide if the words contain /ɪ/, /i:/ or /aɪ/. They should write the correct phonemic symbol next to each word.
- Play the track. Check progress. If necessary, play the track again. Check answers in open class.
- Finally play the track again and have students listen and repeat the words chorally.

#### ANSWERS / AUDIO SCRIPT ▶1.05

1 /ɪ/ and /i:/   2 /aɪ/   3 /aɪ/   4 /ɪ/ (twice)   5 /i:/   6 /ɪ/  
7 /aɪ/   8 /i:/   9 /ɪ/   10 /aɪ/

See Student's Book, page 7, for audio script.

## EXTEND

### 7

- Read out the model sentence to the class and explain that they should write similar sentences to describe the other three sports. Encourage students to use dictionaries to help them. Monitor while they are writing and give help if necessary. You may need to help with vocabulary (eg *paddle*, *rope*, *canoe*) by drawing simple pictures on the board to illustrate their meaning.
- Invite students to share their answers in open class.

#### SUGGESTED ANSWERS

Abseiling involves climbing down a large rock or tall building using your hands to control a rope and your feet to guide you.

Hang-gliding involves hanging under a simple aircraft with no engine that you control by moving your body.

Kayaking involves a small canoe that you move with a single paddle.

#### Fast finishers

Ask fast finishers to write sentences describing base jumping, free running and windsurfing.

## 8 THE MOVING PICTURE

- Play the video. Ask students what the extreme sport is and why they need to wear protective clothing.
- Ask students if they would like to try volcano boarding and encourage them to say why or why not.
- Point out how volcano boarding in the video is an example of someone creating a new extreme sport based on an existing one.

### ANSWERS / VIDEO SCRIPT

Volcano boarding

Because of the heat of the volcano

**Narrator:** The first thing you have to do is carry your board up to the top of an active volcano. You put on your safety goggles, an orange jumpsuit, knee- and elbow-pads; and then you're off, flying down the side of the volcano. The extreme sport of volcano boarding, also known as volcano surfing, is attracting thousands of tourists to Cerro Negro in western Nicaragua. Located at 728 metres above sea level, Cerro Negro is one of Central America's youngest volcanoes.

Boarders have to wear protective clothing and use specially constructed boards because of the heat of the volcano.

**Michael Smith:** This was a very exciting trip. Going down the mountain was like an adrenaline rush. You know, you have the ... you try to control your speed but, you know, it's hard to control the board unless you're accustomed to it but it's really fun, something that everyone should really try.

**Narrator:**

This unique sport is for experienced boarders and for people with no experience at all. They're given a few tips and then they're surfing down the side of the volcano, reaching speeds of up to 80 kilometres per hour. In the first four years, the sport attracted over 10,000 participants. They all wanted to experience what's been called 'the ultimate adrenaline rush'.

## SPEAK

9

- Write some suggestions for very strange sports on the board – eg *underwater tennis*, *mountain bike football*, *playing chess while skydiving*.
- Divide the class into pairs and ask them to read the ideas for unusual extreme sports and then to think of an extreme sport of their own.
- Discuss their ideas in open class.

### GO BEYOND

Ask students to do the Words & Beyond exercise on page 130.

### Homework

Ask students to write a short paragraph about their favourite sport from the lesson. They should describe the sport and then say why they like it and/or would like to try it. Have them bring their paragraphs to the next lesson to hand in.

## READING Choose a sport

Recognise and understand idioms

Page 8

STAGE	TIME	FOCUS
GET STARTED		Recycle extreme sports vocabulary from the previous lesson.
SPEAK AND READ		Compare extreme sports and read a magazine feature.
REACT		Explain your opinion to your partner.

### Get started

Write the extreme sports from the previous lesson on slips of paper. Invite a student to come to the front of the class and choose one of the slips. If the student does not remember what the word or phrase means, ask them to choose a different slip of paper. Encourage them to mime the activity for the rest of the class to guess. The student who guesses correctly then comes to the board and writes the word or phrase on the board. If the spelling is not correct, encourage peer correction. Continue until all the words have been practised.

### SPEAK AND READ

1

- Nominate a student to read out the two questions to the class.
- Divide the class into pairs to ask and answer the questions. Then discuss their ideas in open class.

2  1.06

- Explain that students should work individually and follow the instructions in the text, first choosing *a* or *b* in questions 1–5 and then crossing off the sports in the box that are not right for them. Don't play the audio at this point. It is an extra feature and a suggestion for using it in class is included at the end of the lesson.
- Ask students to work with the same partner as in the previous exercise. Invite them to share their findings and their opinions of the results.
- Discuss their ideas in open class. Ask students: *Which sports are left on your list? Would you like to try those sports?*

### Extra activity

Focus on some of the vocabulary in the text. Make sure students understand the phrases *process of elimination* (ie deciding something or solving a problem by getting rid of wrong solutions first), *cross off* and *cross out* (demonstrate by crossing out a word on the board) and *ironing* (demonstrate). At this stage do not explain or elicit the meaning of any of the idioms in the text as this is the focus of the exercises that follow.

## 3a

- Ask students to read the tips in the **HOW TO** box. Make sure they understand *idiom* (an expression whose meaning is different from the meaning of the individual words).
- Write a couple of sentences on the board containing the idiom *to have your feet on the ground*, eg *Although she is a rich and famous singer, she has her feet on the ground. She still lives at home with her parents and she doesn't like the rock-star lifestyle.*
- Invite students to try to identify the idiomatic phrase in the sentences and ask them how they knew which one it was. (Point out that they have just used the first tip.) Encourage students to guess what it means. When they have guessed the meaning correctly (it means to be sensible and has nothing to do with feet or ground), point out that they have just used tips 2 and 3.

## 3b

- Write the expression *right up your street* on the board. Ask students to find it in the text (right at the beginning), and then to choose the correct meaning, a or b.
- Check the answer in open class.

## ANSWER

b

## 4

## Exam-type task

- Explain the task. Point out that all five idioms are in the analysis part of the article. Ask students to work individually to find the idioms.
- Check answers in open class. Note the stress in the expression *It's not my cup of tea*.

## ANSWERS

1 isn't your cup of tea    2 run a mile from    3 a lost cause  
4 a pain in the neck    5 bite off more than you can chew

## Fast finishers

When they have correctly identified the meaning of the idioms, ask fast finishers to write their own sentences using these idioms.

## 5

- Ask students to look at the **HOW TO** box again and to tick any of the tips they used to find the idioms in Exercises 3b and 4.

## REACT

## 6

- Read out the questions to the class. Divide the class into pairs to ask and answer the questions.
- Discuss their ideas in open class.

Recorded reading text  1.06

The audio can be used to check the answers to Exercise 4. Play the track and ask students to call out 'Stop!' when they hear each idiom.

## GO BEYOND

Ask students to write two more questions like the ones in the magazine feature in Exercise 2. Have them ask and answer them in pairs.

## Homework

Ask students to choose one of the extreme sports on the list and research it. Have them write a short paragraph explaining what it involves, and any other interesting information about it, eg names of people who are famous for doing it, where it is done, how popular it is. Encourage them to share their paragraphs in small groups in the next lesson before handing them in for marking.

## GRAMMAR Present tenses review

Talk about things happening now and things that are generally true

Page 9

STAGE	TIME	FOCUS
GET STARTED		Discuss facts about the Olympic Games® to recycle the present simple.
READ AND LISTEN		Read and listen to a conversation about a Paralympic™ sport.
STUDY		Review the rules for using the present simple, the present continuous and the present simple passive.
PRACTISE		Complete a text and a conversation with the correct forms of the present simple, the present continuous and the present simple passive.
SPEAK		Discuss Paralympic sports and give reasons for your opinions.

Get started 

Write the phrase *Olympic Games* on the board. Divide the class into pairs to write down as many Olympic sports as they can in two minutes.

Invite students to share their ideas and make a list of sports on the board.

Elicit some facts about the Olympics and write sentences on the board, eg *The Olympic Games take place every four years;*

*All countries can compete in the Olympic Games; The Olympic symbol has five circles.* Elicit that these sentences use the present simple tense.

## READ AND LISTEN

1  1.07

- Draw students' attention to the question. Play the track for them to listen to the conversation and follow the text in their books in order to answer.
- Check answers in open class.

## ANSWERS

▶ 1.07

Yorkshire, because her family is from Yorkshire  
See Student's Book, page 9, for audio script.

## STUDY

2

- Ask students to work individually and use examples from the conversation in Exercise 1 to fill the gaps.
- Check answers in open class. Highlight the use of the present continuous to describe actions or states in progress around now, eg *The Yorkshire team is playing exceptionally well these days*, (that is, not right now because the game hasn't yet started, but around now / in recent weeks).

## ANSWERS

think; want

Wheelchair basketball is (often) described ...

## PRACTISE

3

- Focus students' attention on the example and elicit why it is present continuous (because it is in progress around now). Ask students to work individually to complete the rest of the exercise.
- Let students compare their answers in pairs before you check them in open class.

## ANSWERS

2 do 3 enjoy 4 feel 5 involve 6 is taking

4

- Remind students that the passive is used when the action is more important than the person or thing that does the action, eg *Tennis is played on clay or grass courts*.
- Ask students to work individually to complete the sentences using either the present simple or the present simple passive.
- Let students compare their answers in pairs before you check them in open class.

## ANSWERS

2 is played 3 are placed 4 follow 5 is made  
6 are strapped 7 travel 8 crash

5

▶ 1.08

- Point out that time expressions such as *at the moment*, *now*, *these days* are used with the present continuous and that words such as *normally*, *so on* and *usually* are used with the present simple.

- Students work individually to complete the exercise.
- Let students compare their answers in pairs before you check them in open class.

## ANSWERS / AUDIO SCRIPT

▶ 1.08

**Sally:** What's Jeff doing? Is he still playing basketball these days?

**Layla:** Yes. In fact, he's at the sports centre right now with the rest of the team. They're practising for a match on Saturday.

**Sally:** Does he usually play during the week?

**Layla:** No. They only train on weekdays when there's a match.

**Sally:** Is he still talking about the Paralympics™? I know that he really wants to go. When are the teams chosen?

**Layla:** The basketball team is normally picked around now.

**Sally:** How do you feel about it?

**Layla:** I think it's exciting.

## SPEAK

6

- Ask students to recall what an extreme sport is (*a sport that is very dangerous or exciting*).
- Encourage them to think about Paralympic sports (visually impaired judo, visually impaired skiing, wheelchair basketball, etc) and what makes them dangerous.
- Divide the class into pairs to discuss the questions. Then invite students to share their ideas with the class.

## GO BEYOND FOR TEACHERS

Wheelchair basketball

Wheelchair basketball was developed by American veterans of World War II as part of their rehabilitation programme and is practised in more than 80 countries today. Wheelchair basketball has featured at every Paralympic Games since Rome 1960, with the women's competition being added at the Tel Aviv 1968 Games. The Wheelchair Basketball World Championship is held two years after every Paralympic Games.

### Fast finishers

Ask fast finishers to work in pairs and think of sports that could be included in the next Paralympic Games. Encourage them to explain and justify their ideas in writing.

### Homework

Ask students to find out about a Paralympic sport and write a paragraph about it. They should include who takes part, what equipment is needed and whether the sport is challenging, exciting, etc. Have them bring their paragraphs to the next lesson to share with the rest of the class.

## LISTENING AND VOCABULARY I did it!

Take notes

Page 10

STAGE	TIME	FOCUS
GET STARTED		Find out about the world's highest mountains.
SPEAK AND LISTEN		Listen to a radio programme and take notes; compare notes in pairs.
REACT		Explain your opinion to your partner.
WORK WITH WORDS		Look at collocations connected to achievements and challenges.

## Get started

Write the names of these mountains in a list on the board: *Everest, Blanc, Kilimanjaro, McKinley, Aconcagua* and *Kosciuszko*. Alongside it, write a list of continents: *Europe, Australasia, Africa, North America, South America* and *Asia*. Elicit or point out that these are the highest mountains in each continent. Divide the class into pairs to match the mountains to the continents. Discuss their answers in open class (Everest – Asia, Blanc – Europe, Kilimanjaro – Africa, McKinley – North America, Aconcagua – South America, Kosciuszko – Australasia).

Write these five facts on the board and ask students to match them with the mountains: *1 This mountain is named after a Polish national hero; 2 This mountain is also called Chomolungma; 3 This mountain is known as Monte Bianco in Italian; 4 By 2020, scientists believe there will be no snow left on the summit of this mountain; 5 At 6,960 metres, this is the highest mountain in the Americas.*

Ask students to compare their answers in pairs and then check the answers in open class (*1 Kosciuszko, 2 Everest, 3 Mont Blanc, 4 Kilimanjaro, 5 Aconcagua*).

## SPEAK AND LISTEN

### 1

- Divide the class into pairs to ask and answer the questions. Monitor while they are working and give help if required.
- Discuss their ideas in open class.

### 2a

- Refer students to the **HOW TO** box. Highlight the importance of listening for the most important points and writing down key words when taking notes.

### 2b 1.09

- Play the track for students to listen and take notes.
- Have them use their notes to answer the questions.

### 2c 1.09

- Play the track again for students to listen and add extra information to their notes.
- Have them compare their notes in pairs before you check answers to Exercise 2b in open class.

## ANSWERS / AUDIO SCRIPT 1.09

- Linda:** Hi. So we're calling the next segment 'I Did It'. Do you want to explain, Glen?
- Glen:** Yes. I was searching the web as part of my research for today's topic when I came across Jordan Romero's website.
- Linda:** Now, if I remember correctly, Jordan Romero was the American teenager who achieved fame when he climbed the highest mountains on each of the seven continents.
- Glen:** That's right. Believe it or not, Jordan climbed Mount Kilimanjaro in Africa when he was just 10 years old. And then he reached the top of Mount Everest, the world's highest mountain, when he was 13.
- Linda:** Wow!
- Glen:** So anyway on December 24, 2011, at the age of 15, he did it, or to quote his actual words: 'I DID IT!' He'd reached the summit of Mount Vinson Massif on the continent of Antarctica and had achieved his dream of climbing the seven summits of the world.
- Linda:** It's an amazing story, but it raises some issues.
- Glen:** I agree.
- Linda:** Like – is it right for teenagers as young as Jordan to risk their lives by taking up such an extreme challenge? How prepared is a teenager both physically and mentally to attempt to do something like that?
- Glen:** I think Jordan was probably very aware of the problems he'd come up against. Before climbing Everest he'd trained for months. Apart from the problems you normally encounter when you climb a mountain, there's very little oxygen at the top of Everest so it's extremely hard to breathe. He had to be prepared.

**Linda:** And mentally?

**Glen:** Jordan said that the toughest challenge he'd had to face was being away from home for so long.

**Linda:** OK. So that brings me to another question. What role do parents play in all of this? I remember cases in which parents were criticised for allowing their kids to set out on adventures like this.

**Glen:** Jordan was always supported by his family. And his team of climbers included his father, Paul Romero, who was trained in emergency medicine. In one interview, Jordan said that the main reason they'd been so successful was because they didn't take risks. But I have another question that relates back to the title of this segment. What happens when you fulfil your dreams and ambitions at the age of 15? What do you do with the rest of your life?

**Linda:** Good question. OK. So we're waiting to hear from you, dear listener. You can join in the discussion by phone, text or social media and tell us what you think.

## Extra activity

Ask students these questions to check the effectiveness of their note-taking: *1 What mountain did Jordan climb when he was 10 years old? (Kilimanjaro) 2 How old was Jordan when he climbed Everest? (13) 3 On what date did he climb Mount Vinson? (December 24, 2011) 4 Where is Mount Vinson? (Antarctica) 5 How old was Jordan when he completed the last of the seven climbs? (15)*

### 3

- Encourage students to reflect on and tick the tips in the **HOW TO** box that helped them to take notes in Exercises 2b and 2c.
- Elicit feedback in open class.

## GO BEYOND FOR TEACHERS

Jordan Romero

Jordan Romero was born in California in 1996. On May 22, 2010, aged just 13 years, 10 months and 10 days, he became the youngest person ever to climb Mount Everest. He was accompanied by his father, his stepmother and three Nepalese Sherpas. After Jordan climbed Mount Everest, he and Katherine Blanc wrote a book *The Boy Who Conquered Everest: The Jordan Romero Story*. Jordan lives in Big Bear Lake, California, USA.

## REACT

### 4

- Divide the class into pairs. Read out the question and have students discuss the answer.
- Elicit and discuss their ideas in open class.

## WORK WITH WORDS

### 5 1.10

- Write the phrase *do your homework* on the board. Explain or elicit that this is a collocation. We have to use *do* with *homework*. We cannot use *make* or any other verbs with this meaning. Collocations are words that typically go together.
- Ask students to work individually to complete the exercise.
- Let students compare their answers in pairs before you check them in open class.
- Make sure students understand all the verbs. If necessary, ask them to translate the collocations into their language. Clarify any words as necessary, eg *attempt* (try to do something) and *take up* (accept, eg a challenge).
- Play the track for students to listen and check their answers.

**ANSWERS / AUDIO SCRIPT**

▶ 1.10

- 1 Jordan Romero achieved his dream while he was still a teenager.
- 2 He reached the top of some of the world's highest mountains.
- 3 Some critics say it's wrong for young people to risk their lives in this way.
- 4 But according to Jordan, he was successful because he never took risks.
- 5 It's normal to encounter problems when you're attempting a difficult task.
- 6 You might have to face your fears, but with the right people to help you, you'll be able to overcome obstacles blocking your way.
- 7 In recent years, Jordan's helped other young people fulfil their potential.
- 8 He's encouraged them to take up the challenge to find their own 'Everest'.

fulfil your potential, fulfil a dream, fulfil an ambition  
 overcome obstacles, overcome difficulties, overcome problems  
 reach the top, reach the summit, reach your goal  
 risk everything, risk your life  
 take a risk, take a chance  
 take up a challenge, take up an offer, take up an invitation

**Fast finishers**

Ask fast finishers to write at least five sentences using some of the verbs in the table and their collocates.

7

- Ask students to read the questions carefully first. Divide the class into pairs to ask and answer the questions.
- Discuss their ideas in open class.

**GO BEYOND**

Ask students to do the Words & Beyond exercise on page 130.

**Homework**

Ask students to write a paragraph about a dream or ambition they would like to achieve.  
 Encourage them to use some of the collocations in Exercise 6.

6 ▶ 1.11

- Explain the task and make sure students understand what they have to do. Then ask students to work individually to complete the table.
- Let students compare their answers in small groups. Then play the track for students to check their answers.

**ANSWERS / AUDIO SCRIPT**

▶ 1.11

achieve a dream, achieve an ambition, achieve fame  
 attempt a difficult task, attempt to do something  
 encounter a problem, encounter difficulties  
 face your fears, face a challenge, face difficulties

**GRAMMAR Past tenses review**

Talk about past achievements

Page 11

STAGE	TIME	FOCUS
<b>GET STARTED</b>		Discuss human achievements related to different geographical areas.
<b>READ</b>		Read a report about a girl who attempted to sail around the world alone.
<b>STUDY</b>		Review the rules for using the past simple, the past continuous, the past perfect simple and the past simple passive.
<b>PRACTISE</b>		Complete questions and a text with the correct forms of the past simple, the past continuous, the past perfect simple and the past simple passive.
<b>SPEAK</b>		Interview a teenager who has just sailed around the world.

**Get started** 

Write these places on the board: *the Amazon, the Sahara, the North Pole, the Pacific Ocean*. Give an example of a sporting achievement that has taken place in one of these places, eg *Someone once swam the entire length of the Amazon from its source to its mouth*. Divide the class into pairs and encourage them to think of different human achievements that could take place in each of these locations, eg windsurfing down the Amazon, skiing to the North Pole, rowing across the Pacific. Discuss their ideas in open class.

**READ**

1

- Refer students to the photo. Elicit what the girl's goal might be (eg sailing across the Atlantic, sailing around the world). (See Teaching Tips, *Encourage prediction*, page 31.)
- Read out the question to the class. Ask students to read the text and find the answer.
- Check the answer in open class.

**ANSWER**

No

**Extra activity**

Check students' comprehension of the text by writing the following numbers and dates from the text on the board: 2009; February 6, 2010; 16; June 10; 3,200. Books closed. Divide the class into pairs to try to remember what each number or date refers to (2009: year she was living a normal life in California; February 6, 2010: date she left home; 16: age she was when she left home; June 10: date she lost contact with outside world; 3,200: the distance in kilometres that she was from Australia).

**GO BEYOND FOR TEACHERS****Solo sailors**

The first person to sail solo around the world without stopping was Robin Knox-Johnston. He left England on 14 June 1968 and returned home on 22 April 1969. In May 2006, another British sailor, Dee Caffari, became the first woman to sail solo non-stop around the world. Her voyage took just 178 days, despite the fact that she sailed 'the wrong way' round the world, ie against the prevailing winds and currents. In 2009, she became the first woman to sail round the world solo in both directions.

**STUDY**

2

- Refer students to the grammar explanations of the uses of the past tenses. Ask them to work individually to underline examples of each tense in the text in Exercise 1.
- Let students compare answers in pairs before you check answers in open class.

**ANSWERS**

past simple: left, attempted, lost, was  
 past continuous: was living, was sailing  
 past perfect: had circumnavigated, had ended  
 past simple passive: was launched, was found, was rescued

**Alternative procedure**

Books closed. Write the names of the four past tenses on the board. Then write the four uses and the four forms in mixed order on the board. Ask students to match the uses and forms with the tenses.

**PRACTISE**

3a

- Explain the task and go through the example. If necessary, do the second sentence with the whole class as a further example (*How old was she when she started her voyage?*).
- Students work individually and write the questions.
- Let students compare their answers in pairs before you check them in open class.

**ANSWERS**

- How old was she when she started her voyage?
- What did she attempt to do? / What was she attempting to do?
- What had her brother done the previous year?
- What happened while she was sailing 3,200 kilometres west of Australia?
- How long did it take the rescue services to find her?

3b

- Divide the class into pairs to ask and answer the questions in Exercise 3a using the information in Exercise 1.
- Check answers in open class.

**ANSWERS**

- a normal life
- 16
- sail solo around the world
- circumnavigated the globe
- She lost contact with the outside world.
- 24 hours (a day)

4

- Explain the task. Elicit or point out that the example is past perfect passive and is used here because it happened before another past event (*began* in number 2). Ask students to work individually to complete the task.
- Check answers in open class.

**ANSWERS**

- began
- had already sailed
- celebrated
- was making
- completed
- arrived
- was met
- had tried
- prevented / had prevented

**SPEAK**

5a

- Ask students to read the instructions carefully and make sure they understand the task.
- Monitor while they are writing the questions and give help if necessary.

**Alternative procedure: less confident classes**

Have less confident students work in pairs to write their questions. Pair them with a different student to ask and answer the questions.

5b

- Divide the class into pairs to take it in turns to ask and answer their questions from Exercise 5a.
- Monitor and make sure they use past tenses correctly. Correct any errors at the end of the class. (See Teaching Tips, *Correct errors effectively*, page 28.)

5c

- Invite students to report their partner's answers to the rest of the class.

**Homework**

Ask students to use the answers from Exercises 5b or 5c to write a short paragraph about the person they interviewed. Have them hand in their paragraphs in the next lesson.

STAGE	TIME	FOCUS
<b>GET STARTED</b>		Discuss risk taking in different areas of life.
<b>SPEAK AND READ</b>		Read a text about a girl who took part in an international dancing competition.
<b>DO</b>		Identify the risks in different situations and discuss the reasons for taking these risks.
<b>REFLECT</b>		Discuss questions related to taking risks.
<b>EXTEND</b>		Write a short questionnaire about taking risks.

**LIFE SKILLS** **KNOW YOURSELF: CONSIDERING RISKS**

Taking risks is an important element in language learning, just as it is in real life. If people are afraid of making mistakes, they will be too shy to speak and their English will not improve as a result. So encourage students to take a risk and try to say things. People will understand and, if there is a problem, they will help them. In other situations, nothing will change if people never take risks. If they don't apply for the exciting job opportunity they dream of, they will never get that job. If people are too shy to ask someone out, they will never find a boyfriend or a girlfriend. Some of the people in this unit took risks, eg Abby Sunderland and Jordan Romero, and they achieved great things. Remember – 'Nothing ventured, nothing gained'.

**Get started** 

Write the phrase *taking risks* on the board. Then write these categories: *Work, Relationships, Entertainment, Sport/Hobbies*. Give an example of a risk people sometimes take in one of the categories, eg *At work people sometimes ask for a pay rise. If they don't ask, they probably won't get it.* Divide the class into pairs to think about and discuss risks in the other categories. Elicit and discuss their ideas in open class.

**SPEAK AND READ**

- Ask students to read the questions carefully first. Make sure they understand the word *accomplish* (to succeed in doing something, especially something you have been trying to do for a period of time).
  - Elicit or give the meaning of these words and phrases: *rehearse* (to practise something before a performance), *definitely* (certainly, for sure) and *play it safe* (avoid taking any risks).
  - Divide the class into pairs to read the text and answer the questions.
  - Discuss their ideas in open class.

**SUGGESTED ANSWERS**

- She should take a risk and perform the new routine because if she does it well, she will definitely win. / She shouldn't take the risk because she could still win if she performs the old routine.

**DO**

- Ask students to read all the situations 1–8 carefully first. Make sure they understand them.

- Divide the class into groups of three or four to discuss their answers.
- Invite students to share their ideas in open class.

**SUGGESTED ANSWERS**

- You might get lost. It's not worth taking the risk unless you will save a lot of time by doing so.
- It's your best friend so there is only a small chance that they won't pay you back.
- There is a risk that you will forget your lines and feel stupid, but people will respect you if you take part so it's worth taking the risk.
- The teacher will probably know if you copy someone else's homework so you shouldn't take the risk.
- Bungee jumping is usually very safe. There have only been a few accidents. The risk is small, but it is a risk.
- There is a risk that your friend might tell your secret to other people.
- You might have an accident so don't take the risk.
- If you tell them, they might laugh at you. If you don't tell them, they will never know, so it's worth taking the risk.

**Extra activity**

Divide the class into pairs to role-play two of situations 2, 4, 5, 6 and 8.

**3a**

- Explain the task. Check that students understand the word *thrill* (a sudden feeling of being very excited or pleased).
- Refer students back to the situations in Exercise 2. Students work in the same groups to find an example for each reason a–d.

**ANSWERS**

- a situation 5    b situation 7    c situation 3    d situation 1

**3b**

- In the same groups, ask students to think of other situations for the four reasons in Exercise 3a.
- Invite them to share their ideas in open class.

**SUGGESTED ANSWERS**

- a extreme sports    b walking home alone at night  
c running a marathon    d copying from the internet

**REFLECT**

**4**

- Ask students to read the **REFLECTION POINT** carefully first. Then nominate a student to read the three questions out loud to the class.

- Give students a couple of minutes to think about their answers and make a few notes. (See Teaching Tips, *Be patient*, page 30.)
- Discuss their ideas in open class.

#### Alternative procedure: less confident classes

Ask students to discuss the questions in pairs or small groups before discussing their ideas in open class.

## EXTEND

5

- Read out the example question to the class.
- Divide the class into groups of three or four and ask them to write four or five more questions that involve taking risks.
- Invite students to share their ideas in open class.

#### Extra activity

Ask each group to swap their questions with another group. They answer each other's questions.

#### Homework

Students write further questions for their questionnaire about taking risks. At the beginning of the next lesson, divide the class into small groups to ask and answer their questions.

## SPEAKING At the sports centre

### Start and change topics in a conversation

Page 13

STAGE	TIME	FOCUS
GET STARTED		Review vocabulary from this unit.
SPEAK		Read a notice advertising courses and answer a question.
WATCH OR LISTEN		Watch or listen to a conversation about signing up for a course.
ACT		Role-play a conversation between a student and an instructor.

### Get started

Play a game of *Hot Seat* (see Games, page 33) to review some of the vocabulary from this unit. Prepare a list of 8–10 words or phrases from previous lessons (eg *bungee jumping*, *snowboarding*, *circumnavigate*, *obstacle*, *achievement*, *Paralympics*, *body surfing*, *not my cup of tea*).

### SPEAK

1

- Refer students to the notice. Check that they understand the word *taster* (a small amount of something that is offered so that you can experience it and decide if you like it or not).
- Divide the class into pairs to read the text and find the answer to the question.
- Check the answer in open class.

#### ANSWER

Three

### WATCH OR LISTEN

2   1.12

- Read out the questions to the class.
- Play the scene for students to watch or listen to find out the answers to the questions.
- Elicit the answers in open class.

#### ANSWERS / VIDEO/AUDIO SCRIPT

  1.12

Nora is the rock-climbing instructor.  
The one-day taster course

**Nora:** Hi. Are you interested in rock climbing?

**Tom:** Yes. I mean, I'm thinking of doing a course.

**Nora:** Did you know the members of the sports centre get a discount?

**Tom:** No, I didn't. But how do I decide which course to choose?

**Nora:** If you don't have any experience, you could try the one-day taster. You do some basic climbing and learn something about using ropes.

**Tom:** That reminds me, do I need to buy any equipment?

**Nora:** No, the price includes all the climbing equipment and the instruction.

**Tom:** Right. Talking of prices, how much does it cost?

**Nora:** The one-day course is £90, but with the 20% discount it's £72.

**Tom:** OK. Sounds good. So what do I have to do?

**Nora:** Choose your dates and fill out a registration form. Oh, look! Is that the time? I'm sorry, but I have to go. Nice talking to you.

**Tom:** Thanks for your help. By the way, what's the instructor like?

**Nora:** You're looking at her. See you on the course.

3

- Explain the task and have students number the topics in the order in which they appear in the conversation. If necessary, play the track again.
- Point out that students may refer to the transcript in Exercise 2, if necessary, to help them with this exercise but they should ignore the gaps for the time being.
- Let them compare their answers in pairs before you check them in open class.

#### ANSWERS

1 rock climbing    2 member discounts    3 equipment  
4 prices    5 the time    6 the instructor

4a  1.12

- Check that students understand the task.
- Play the track. Students listen and write the exact words they hear in the recording in gaps 1–6.
- Check progress. If necessary, play the track again before checking answers in open class.

**ANSWERS / VIDEO/AUDIO SCRIPT**

1.12

See answers underlined in video/audio script in Exercise 2 above.

**4b** 1.13

- Play the track, pausing after each phrase. Point out the stress on *By the way* and *That reminds me*.
- Have students repeat the phrases chorally and individually. (See Teaching Tips, *Vary drilling techniques*, page 31.)

**AUDIO SCRIPT**

1.13

- Are you interested in rock climbing?
- Did you know the members of the sports centre get a discount?
- That reminds me, do I need to buy any equipment?
- Talking of prices, how much does it cost?
- Oh, look! Is that the time?
- By the way, what's the instructor like?

**5**

- Ask students to look at the **PHRASEBOOK**. Point out that these were the phrases they heard in the conversation.
- Ask students to work individually to complete the sentences using the phrases in the **PHRASEBOOK**.
- Let students compare their answers in pairs before you check them in open class.

**ANSWERS**

- Are you interested in
- Did you know that
- That reminds me
- Talking of
- By the way
- Oh, look!

**6**

- Refer students back to the end of the conversation. Elicit the phrases the two speakers use to end the conversation.
- Ask students to add them to the last section in the **PHRASEBOOK**.

**ANSWERS**

Thanks for your help.  
I'm sorry, but I have to go. Nice talking to you. / See you on the course!

**7**

- Divide the class into pairs to practise reading out the conversation from Exercise 2. When they finish, encourage them to swap roles and repeat the activity.
- Circulate and monitor while they are working and give help if necessary.

**Extra activity**

To give students practice in stress, rhythm and intonation, ask them to read the conversation out loud in time with the recording. Divide the class into two halves – one half reads the part of Nora and the other the part of Tom. Play track 1.12 again. (See Teaching Tips, *Vary drilling techniques*, page 31.)

**ACT****8** 1.14

- Invite a volunteer to read out the instructions to the class and check students understand the task.
- Draw students' attention back to the notice in Exercise 1. Play the track with the phrases from the **PHRASEBOOK**. Divide the class into pairs to prepare a similar short notice for a different extreme sport. Give students plenty of time to prepare their conversation. Encourage them to use phrases from the **PHRASEBOOK** where appropriate. Monitor and give help if necessary.
- Encourage them to act their conversation out in pairs. Then invite some pairs to perform their conversation for the whole class.

**Alternative procedure: less confident classes**

If you think this task may be challenging for some of your students, pair strong and weaker students as peer assistance can be a positive factor when performing this task.

**Homework**

Ask students to write a conversation about buying tickets for a music concert. In the next lesson, let students share their conversation with their partner and decide which one they wish to act out or which parts they wish to combine. Give them a few minutes to practise their conversations. Select a random pair or pairs to perform their conversations for the whole class.

**WRITING History of a sport**

Edit and proofread a text

Page 14

STAGE	TIME	FOCUS
<b>GET STARTED</b>		Discuss when different sports originated.
<b>SPEAK AND READ</b>		Read a short article about the history of skateboarding and discuss the answers to a set of questions.
<b>STUDY</b>		Reduce the length of an article.
<b>PRACTISE</b>		Correct mistakes in a paragraph.
<b>PLAN, WRITE AND CHECK</b>		Research a sport with an interesting history. Write a short article and check spelling, punctuation and grammar.
<b>SHARE AND REVIEW</b>		Read and review another student's answer.

## Get started

Write these sports on the board: *athletics, basketball, football, free running, skateboarding, volleyball*. Divide the class into pairs to number the sports from 1 (the oldest) to 6 (the newest). Discuss their ideas in open class. (The correct order is 1 athletics, 2 football, 3 basketball (1891), 4 volleyball (1895), 5 skateboarding and 6 free running.)

## SPEAK AND READ

### 1

- Ask students to read the questions carefully first.
- Divide the class into pairs to look at the photos and discuss the answers.
- Elicit their ideas in open class, but do not correct their answers at this stage.

### 2

- Explain the task and ask students to work individually to number the paragraphs in the correct order. Then let them check their answers to the questions in Exercise 1.
- Circulate and monitor, giving help if necessary. Allow them five minutes to complete this task.
- Check answers in open class.

### ANSWERS

#### Exercise 2

1 d 2 b 3 e 4 a 5 c

#### Exercise 1

1 in the 1950s 2 surfers wanted to surf on the pavement  
3 in the 1970s

## STUDY

### 3

#### Exam-type task

- Ask students to read the article again, in the correct order.
- In open class, ask students which of the pieces of information are included in the article. Ask: *Is 'when and where the sport started' included in the article?* Elicit the answer *yes*. Continue with the other information.
- Ask students to give information to support their answers, eg 'An interesting or unusual fact' – the use and sale of skateboards was banned in Norway.

### ANSWERS

All five pieces of information are mentioned in the article.

### 4a

- Ask students to read the tips in the **HOW TO** box carefully, and check that they understand the three tips.

### 4b

- Divide the class into pairs to discuss which paragraph they could remove from the article without affecting the overall meaning.
- Elicit the answer in open class.

### ANSWER

paragraph a

## PRACTISE

### 5

- Tell students there are five mistakes in this piece of writing. Remind them that these can be related to grammar, spelling or punctuation.
- Ask them to work individually to find and correct the errors.
- Let students compare their answers in pairs before you check them in open class.

### ANSWERS

The Z-Boys became the most successful and original skateboarders of all time and helped make skateboarding popular around the world. They took their name from a shop called Jeff Ho Surfboards and Zephyr Productions which sold surfboards and skateboards. The story of the Z-Boys was told in the 2005 film *Lords of Dogtown*, which starred Heath Ledger.

### 6

- Ask students to work individually to rewrite the paragraph using only 35 words. Monitor while they are writing and give help if necessary.
- Discuss their ideas in open class.

### SUGGESTED ANSWER

The Z-Boys helped make skateboarding popular around the world. They were named after a famous surfboard and skateboard shop – Jeff Ho Surfboards and Zephyr Productions. Their story was told in the film *Lords of Dogtown*.

## PLAN, WRITE AND CHECK

### 7

- Read out the instructions to the class. Highlight that they have a maximum of 130 words. Emphasise that the checklist in Exercise 3 is a good plan to follow.
- Give students time to research their sport and plan their article.

#### Alternative procedure

Set the task in Exercise 7 as a homework task. Suggest to students that they research their sport on the internet, noting down the facts highlighted in Exercise 3. They can write the actual article at the beginning of the next lesson.

### 8

- Ask students to work individually to write their article.
- Monitor while they are writing and give help if necessary.
- As they finish, make sure they check their article using the tips in the **HOW TO** box.

## SHARE AND REVIEW

### 9

- Divide the class into pairs to read and check each other's articles using the tips in the **HOW TO** box.

#### Homework

You can set the task in Exercises 7 and 8 either as a homework task or, if they have already written one article in class, ask them to research a different sport for homework and write another article.

## Introduction

Unit Reviews bring together all the grammar and vocabulary seen in the unit. Students can refer to the Grammar Database and Words & Beyond pages first and then try to do the exercises. Alternatively, they can try the exercises first and then study the reference material if necessary. Unit Reviews can be used in the classroom or for self-study at home. Procedural notes are provided here for their use in the classroom.

As in an exam, in the Unit Reviews students can see clearly how many points they can score for each exercise. When they have finished, encourage students to swap their books with a partner, and mark each other's work, totalling up the score.

## VOCABULARY Extreme sports

1

- Refer students to the poster and the title *To the extreme*. Elicit that this poster is aimed at people who enjoy watching extreme sports and who also take part in them.
- Ask students to write in the missing words to complete the list of extreme sports.
- Invite students to come to the board and write up their answers, asking the rest of the class if they agree and making any necessary corrections.

### ANSWERS

1 rock climbing 2 free diving / running 3 snowboarding  
4 tower running 5 bungee jumping 6 windsurfing  
7 skydiving 8 ice climbing 9 skateboarding  
10 free running /diving 11 base jumping 12 bodysurfing

## Achievements and challenges

2

- Ask students to read the text carefully first, before completing it with the words in the box.
- Check answers in open class by nominating different students to say the answers.

### ANSWERS

1 potential 2 risks 3 problems 4 obstacle  
5 something 6 life 7 challenge 8 summit  
9 invitation 10 fame

## GRAMMAR Present tenses review

3

- Ask students to read the whole text carefully before they complete it. Remind them that they can use the present simple, the present continuous or the present simple passive.
- Let students compare their answers in pairs before you check them in open class. When eliciting answers, encourage students to justify their choices.

### ANSWERS

1 Are you thinking 2 need 3 is signed 4 are tested  
5 always attend 6 is currently touring 7 are you waiting

## Past tenses review

4

- Refer students to the photo and tell them that they are going to read about Fearless Fred, an extreme sportsman.
- Elicit the meaning of *fearless* (not afraid of anything). Encourage them to read through the text quickly before they start to complete it. Remind them that they can use the past simple, the past continuous, the past simple passive or the past perfect of the verbs in the box.
- Check the answers in open class by nominating different students to read out each sentence and eliciting why they chose a particular tense in their answer.

### ANSWERS

1 was organised 2 had; was skydiving 3 won; achieved  
4 worked/had worked; had lived

## Extra Resources

Go to the Teacher's Resource Centre at [www.macmillanbeyond.com](http://www.macmillanbeyond.com) for:

- downloadable audio and audio scripts for the Student's Book and Workbook
- videos, video script and video worksheets
- extra vocabulary at two levels of difficulty
- extra grammar at two levels of difficulty
- culture lessons, with full teacher's notes
- life skills lessons, with full teacher's notes
- extra speaking materials
- the *Beyond B1+* wordlist
- testing materials: test generator and unit test for Unit 1
- tips for using the Grammar Database
- extra reading materials
- and more!

Go to the Workbook, pages 4–15, for further practice material.