

Unit 1 >>> Be extreme

1a

- Students have already watched the video once in class (Student's Book Exercise 8, page 7). Ask students what they remember about the video. Hand out the worksheets.
- Put the students into pairs. Give them two minutes to read the words and talk about which ones they think belong together.
- Play the video for the students to listen and mark the answers.
- Check the answers by inviting pairs to read the collocations out loud for the class.

Answers

safety goggles, jump suit, knee pads, elbow pads, sea level, active volcano, Central America, adrenaline rush

Extra activity

In pairs, students take turns saying one word in the collocation for the other to complete it in order to help them memorise new phrases.

b

- Ask students to look at the picture and describe what they can see (a person preparing to go volcano boarding).
- Point to the sentences and elicit what they remember about volcano boarding.
- Explain that they are going to watch the video and complete the information with words from Exercise 1a. Encourage students to take notes while they are watching to help them.
- Go around the class monitoring students' answers and offering help.
- Play the video once. Elicit the answers from different students.

Answers

1 an active volcano 2 safety goggles
3 elbow pads 4 sea level 5 Central America
6 adrenaline rush

Extra activity

Ask students to think of another extreme sport (*bungee jumping, water rafting, etc.*). Put the students into pairs and ask them to write the protective clothing or equipment you need to do the sport as well as the rules. Then put two pairs together and tell them to take turns reading the information to each other and guessing what the sport is.

2

- Read the first question with the whole class and encourage them to share their ideas. Write some of the ideas in note form as an example on the board. Explain that they are going to discuss the remaining questions in pairs and write similar notes in their notebooks.
- Put the students into pairs and allow them five minutes to discuss the answers and write notes. Go around the class monitoring students' answers and offering help.
- Allow two pairs to compare and share their ideas. Invite pairs to share their answers with the class.

Suggested answers

- 1 The instructions for the clothes and safety equipment you use because they are not difficult to follow.
- 2 They have trouble controlling the speed of the board.
- 3 The dust can get in your eyes. The chemicals from the ash can hurt your eyes. The grit can graze your skin.
- 4 Tired, dirty and thirsty.
- 5 Students' own answers.

3a

- Put the students in groups. Explain that they are going to imagine that they went surfing down a volcano. Ask them to read the questions and answer them to help them say what their experience was like. Encourage them to use their notes from Exercise 2 to help them.
- Walk around the classroom and listen to groups as they work. Encourage them to use verbs in past simple, past continuous and past perfect. Write some of their more original ideas on the board.

b

- Put groups together in twos around the classroom and allow them time to share their imaginary experiences with each other.
- Read some of the ideas on the board from Exercise 3a to round up the class.

Extension

Ask students to write their own version of a volcano boarding experience for homework. Remind students to use the past simple, past continuous and past perfect. Collect the homework in for marking in the next class and/or have students read each other's experiences and make useful comments.