

UNIT 12: LIFE'S AN ADVENTURE! (2 Periods)

STARTER: (p 90)

<p>1 How many sentences can you make?</p> <p>2 Make similar true sentences about you. Tell the class.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>I'm going to Brazil</p> <p>I went to Brazil</p> </td> <td style="width: 50%; padding: 5px;"> <p>soon.</p> <p>when I was a student,</p> <p>next month.</p> <p>in a year's time.</p> <p>two years ago.</p> <p>when I retire.</p> </td> </tr> </table>	<p>I'm going to Brazil</p> <p>I went to Brazil</p>	<p>soon.</p> <p>when I was a student,</p> <p>next month.</p> <p>in a year's time.</p> <p>two years ago.</p> <p>when I retire.</p>
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FUTURE PLANS: (p 91)

Going to.

GRAMMAR SPOT: Future tense: "be going to ..."

- Ex: I am going to do my homework tonight.
- He is going to visit his mother next Sunday.
- They are not going to study Japanese next month.
- Are you going to read this book?

Form:

(+) Positive	S + be + going to + V.inf
(-) Negative	S + be not + going to + V.inf
(?) Question and answer	Be + S + going to + V.inf? Yes, S + be. No, S + be not.

Use:

- "Going to" expresses a person's plans and intentions.

- Often there is no difference between “*Going to*” and the *Present Continuous* to refer to a future intention.

- We also use “*Going to*” when we can see now that something is sure to happen in the future.

Note: With the verbs “*to go*” and “*to come*”, we usually use the *Present Continuous* for future plans.

1. Jack and his sports teacher, Danny Carrick, both have plans for the future. Read their future plans. Which do you think are Jack’s? Which are Danny’s? Write J or D.

T 12.1. Listen and check. Were you correct?

Answers: 1.J 2. J; D 3. J; D 4. D 5. J
 6. J 7. D 8. D 9. D 10. J

2. Talk first about Jack, then about Danny. Use the ideas in exercise 1.

Jack’s going to be a footballer.

He’s going to ...

He isn’t going to ...

Which two plans are the same for both of them?

They’re both going to ...

3. T 12.2. Listen and repeat the questions and answers about Jack.

Is he going to be a footballer?

Yes, he is.

What’s he going to do?

Train very hard.

PRACTICE: (p 91)

Questions about Jack.

1. With a partner, make more questions about Jack. Then match them with an answer.

Questions

- 1 Why/he/train very hard?
- 2 How long/play football?
- 3 When/marry?
- 4 How many children/have?
- 5 Who/teach to play?

Answers

- a Until he's 35.
- b Two.
- c His sons.
- d Not until he's very old – about 25!
- e Because he wants to be a footballer.

Answers: 1.e 2.a 3.d 4.b 5.c

2. T 12.3. Listen and check. Practise the questions and answers with your partner.

Questions about you.

3. Are you going to do any of these things after the lesson? Ask and answer the questions with a partner.

Are you going to watch TV?

Yes, I am./ No, I'm not.

4. Tell the class some of the things you and your partner *are* or *are not* going to do.

We're both going to have coffee.

I'm going to catch a bus, but Anna isn't.
She's going to walk home.

I'm going to sneeze! (p 92)

5. What is going to happen? Use these verb.

- Answers:
- Picture 1: It's going to rain.
 - Picture 2: I am going to sneeze.
 - Picture 3: She's going to win.
 - Picture 4: He's going to fall.
 - Picture 5: You are going to be late.
 - Picture 6: They are going to kiss.
 - Picture 7: They are going to have a baby.
 - Picture 8: He's going to fall.

6. Put a sentence from exercise 5 into each gap.

- Answers:
1. It's going to rain.
 2. You are going to be late.
 3. She's going to win.
 4. He's going to fall.
 5. He's going to jump.
 6. They are going to have a baby.
 7. They are going to kiss.
 8. I am going to sneeze.

T 12.4. Listen and check.

I WANT TO TRAVEL THE WORLD: (p 92)

GRAMMAR SPOT: Infinitive of purpose.

The infinitive can express why a person does something.

Ex: I'm saving money to buy a new car.

(= I want to buy a new car).

We are going to Paris to have a holiday.

(= We want to have a holiday).

1. Match the places and activities. Can you find them in the photos?

Nepal	fly over the Grand Canyon
Brazil	climb Mount Everest
The Great Barrier Reef	take photographs of the lions
China	walk along the Great Wall
Hawaii	go scuba-diving
Alaska	visit the rainforest
the USA	watch whales
Kenya	go surfing

Answers: Nepal – climb Mount Everest (picture h).

China – walk along the Great Wall (picture c).

2. Danny Carrick is going to visit all the countries in exercise 1. He is telling his friend, Harold, about his plans. Read their conversation and complete the last sentence.

T 12.5. Listen and check. Practise the conversation with a partner.

Danny First I'm going to Nepal.
Harold Why?
Danny To climb Mount Everest!
Harold Oh my goodness! Where are you going after that?
Danny Well, then I'm going to Kenya to ...

Answers:

3. Would you like to try any of these activities?

PRACTICE: (p 93)

Role-play.

1. Work with a partner. Student A is Harold, student B is Danny. Ask and answer questions about the places.

Harold: Why are you going to Nepal?

Danny: To climb Mount Everest!

Harold: Oh my goodness!

2. Talk about Danny Carrick's journey. Use *first, then, next, after that*.

First, he's going to Nepal to climb Mount Everest.

Then he's

Why ...? and When ...?

3. Write down the names of some places you went to in the past. Ask and answer questions about the places with a partner. Tell the class about your partner.

Why did you go to England?

To learn English.

When did you go?

Two years ago.

4. Use your imagination! Write down the names of some places you are going to in the future and do the same.

Why are you going to Paris?

To go shopping.

When are you going?

In two weeks' time.

Check it.

1. Tick (✓) the correct sentence.

Answers:

1. It's going to rain.

2. Are you going to wash your hair this evening?

3. She's going to have a baby.

4. I'm going to the post office to buy some stamps.

5. I'm going home early this evening.
6. I opened the window to get some fresh air.

READING AND SPEAKING: (p 94)

Born free.

1. Which of these sports do you think is the most dangerous? Put them in order 1 – 6. 1 is the most dangerous. Compare your ideas with a partner and then the class.

- skiing
- wind surfing
- football
- golf
- motor racing
- sky-diving

2. Match a verb with a noun or phrase.

jump	a medal
join	over a wall
win	underwater
swim	a record
break	oxygen
breathe	a class

Answers: jump over a wall join a class win a medal
 swim underwater break a record breath oxygen

3. Look at the photos of Tanya Streeter and David Belle. Do you know what the sport is? Work in two groups.

Group A : Read about Tanya.

Group B : Read about David.

Answer the questions about your person. Check your answers with your group.

Group A : Answer about Tanya.

1. Where did she grow up?

- She grew up in the Cayman Islands in the Caribbean.

2. What did she like doing as a child?

- She liked swimming in the sea.

3. How did she become interested in the sport?

- She became interested in the sport by joining a class in free-diving.

4. How does she feel when she does the sport?

- She feels calm.

5. How dangerous is the sport?

- It's very dangerous.

6. Does she teach the sport?

- No, she does.

7. What did she do last year?

- Last year she broke the world free-diving record. She dived 121 metres with one breath.

8. What are her future plans?

- In the future she's going to teach free-diving and work for sea-life conservation.

Group B : Answer about David.

1. Where did he grow up?

- He grew up in the countryside.

2. What did he like doing as a child?

- He liked running, jumping, and climbing trees in the woods when he was a child.

3. How did he become interested in the sport?

- He became interested in the sport by loving doing gymnastics at school.

4. How does he feel when he does the sport?

- He feels free.

5. How dangerous is the sport?

- It's often dangerous.

6. Does he teach the sport?

- No, he doesn't.

7. What did he do last year?

- Last year they were on television for the first time.

8. What are his future plans?

- He is going to take his art to the world and show people how to move. And he is going to go where no human ever went before.

4. Work with a partner from the other group. Compare Tanya and David, using your answers.

Speaking.

5. Make questions:

Group A: Make questions to ask David.

Answers:

1. Why did he like the countryside?

- He liked the countryside because he always loved the feeling of freedom there.

2. What did he like doing at school?

- He liked doing gymnastics at school.

3. What sport did he invent?

- He invented the sport of Le Parkour or 'free-running'

4. What did he do in Lisses?

- He continued to jump and climb there.

5. What is he going to do next?

- He is going to take his art to the world and show people how to move. And he is going to go where no human ever went before.

Group B: Make questions to ask Tanya.

Answers:

1. What did she like doing as a child?

- As a child, she liked swimming in the sea

2. When did she join a diving class?

- She joined a diving class in 1997.

3. How long can she swim underwater?

- She can swim underwater for nearly six minutes with just one breath.

4. What record did she break?

- She broke the world free-diving record.

5. What is she going to do next?

- She's going to teach free-diving and work for sea-life conservation.'

3. Work with a partner from the other group. Interview each other.

VOCABULARY AND SPEAKING: (p 96)

The weather.

1. Match the words and symbols.

sunny rainy windy snowy cloudy foggy

1 FOG 2 3 4 5 6

Which symbols can the following adjectives go with?

hot warm cold cool wet dry

Answers: 1. foggy 2. snowy 3. windy 4. rainy
5. sunny 6. cloudy

Which symbols can the following adjectives go with?

Answers:

1. foggy - wet 2. snowy - cold 3. windy - dry
4. rainy - cool 5. sunny - hot 6. cloudy - warm

2. T 12.6. Listen and complete the answers.

Answers: snowy cold cold cloudy warmer

Practise the questions and answers. Ask and answer about the weather where you are today, yesterday, and tomorrow.

Note: The question “What ... like?” asks for a description.

What’s the weather like? = Tell me about the weather.

3. Work with a partner. Find out about the weather round the world yesterday.

Student A: Look at the information on p96.

Student B: Go to p151.

Ask and answer questions to complete the information.

What was the weather like in Athens?

It was sunny and warm. 18 degrees.

1. Which city was the hottest? Which was the coldest? Which month do you think it is?

Answers: The Luxor was the hottest city.

The Moscow was the coldest city.

EVERYDAY ENGLISH: (p97)

Making suggestions.

GRAMMAR SPOT: Shall and Let’s

- We use “*shall*” to ask for and make suggestions.

What shall we do?



Shall we go swimming? = I suggest that we go swimming.

- We use “*Let’s*” to make a suggestion for everyone.

Let’s go! = I suggest that we all go. (Let’s = Let us).

Let’s have a pizza!

1. Make a list of things you can do in good weather and things you can do in bad weather. Compare your list with a partner.

Good weather 	Bad weather 
go to the beach	watch TV

2. T12.7. Read and listen to the beginning of two conversations. Complete B's suggestions.

- A: It's a lovely day! What shall we do?
B: Let's
- A: It's raining again! What shall we do?
B: Let's and

Answers: 1. play tennis 2. stay at home/ watch a DVD

1. Continue the two conversations in exercise 2 with these lines. Put them in the correct order a – c.

Answers:

- It's a lovely day! What shall we do?
Let's play tennis!
Oh no! It's too hot to play tennis.
Well, let's go swimming.
OK. I'll get my swimming costume.
- It's raining again! What shall we do?
Let's stay at home and watch a DVD.
Oh no! We watched a DVD last night.
Well, let's go to the cinema.
OK. Which film do you want to see?

T12.8. Listen and check.

4. Have more conversations suggesting what to do when the weather is good or bad.

Use your lists of activities in exercise 1 to help you.

WRITING: Writing a postcard p123.