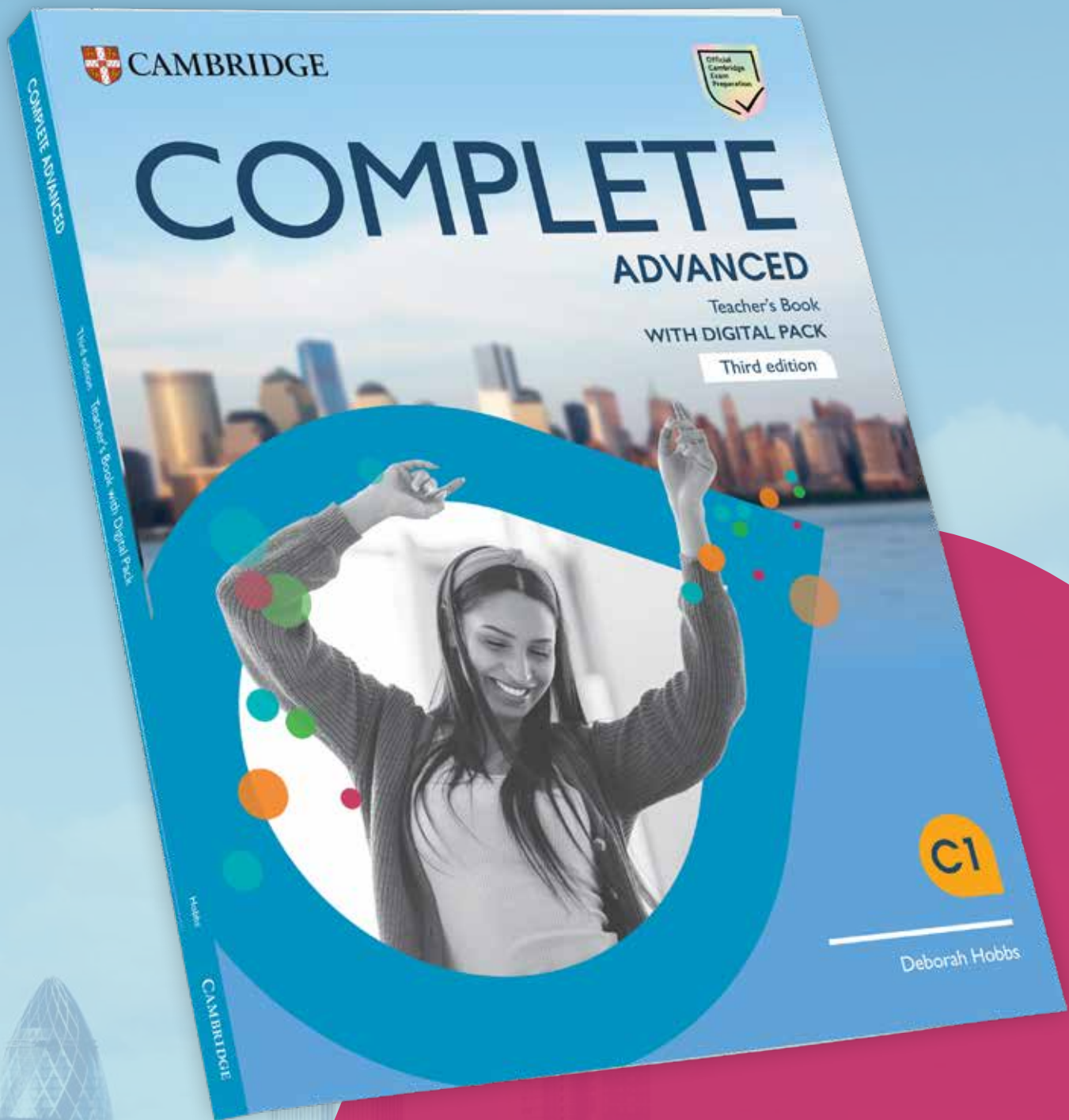


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# COMPLETE TEACHER'S BOOK



Complete Advanced

# 5 Events to remember

## Unit objectives

**Topic:** life experiences

**Reading and Use of English Part 4:** using syntax for clues; use of idiomatic language and multi-word verbs

**Reading and Use of English Part 7:** reading quickly for gist; identifying reference words and linking words and phrases

**Listening Part 1:** inferring information from questions and multi-choice options

**Speaking Part 2:** identifying key information to respond to; using advanced vocabulary appropriately; expressing certainty and probability

**Writing Part 2:** a proposal: choosing an appropriate register; using persuasive language

**Vocabulary:** idiomatic language

**Grammar:** verbs followed by *to* + infinitive or *-ing* form

## Starting off SB page 52

### Lead in

With books closed, ask: *What's the most adventurous thing you've ever done? What happened?* Give students a minute to consider their answers, before putting them into pairs or small groups to share their experiences. After feedback, ask them to decide, from the experiences shared, who they think is the most adventurous person in the class, and why.

- 1 Give students time to read the three advertisements and choose the activity that appeals to them most. They should think of reasons for their choice and for rejecting the other two activities, making notes if they wish.
- 2 Put students into small groups to discuss their choices. After feedback, hold a class vote to find out which activity is the most popular choice.
- 3 As a variation on this exercise, you could divide the class in half (A and B), with pairs in group A discussing the first quotation and pairs in group B discussing the second. If you choose this option, try to ensure that B pairs are stronger, as some students could find the second quotation more challenging. After two minutes, put the students into groups of four with an A and a B pair in each one. Pairs take turns to share their ideas before they discuss as a group.

## Background information

Eleanor Roosevelt (1884-1962) was an American political figure, diplomat and activist. She served as first lady of the United States from 1933 to 1945.

Benjamin Franklin (1706-1790) was an American writer, inventor, scientist, diplomat, publisher and politician. He was one of the Founding Fathers of the United States and served as its sixth president between 1785 and 1788.

- 4 Put students into new groups. This is a good opportunity to recycle personality adjectives, so refer students to Exercise 4 on page 8. After feedback, you could provide an opportunity to recycle language from Unit 4 by asking: *How might being more or less adventurous influence people's career choices?* A response might be: *In my view, someone who is highly adventurous is more likely to sign a zero hours contract as they are inclined to take risks. Working set hours may bore them.*

## Listening Part 1 SB page 53

Books closed. Remind students that they practised Listening Part 1 in Unit 2. Elicit information about the task, such as how many extracts they hear (three), how many questions they must answer (six, two per extract), how many times they'll hear the extracts (twice), what type of questions they must answer (multiple choice) and how many options they are given (three per question). Then read the exam advice with the students on page 53.

Exam advice

- 1 Students work individually before comparing their answers in pairs. After whole-class feedback, you may wish to remind students of the importance of recording collocations and set phrases in their notebooks rather than single vocabulary items, pointing out, for example, that their knowledge of collocations and set phrases may be tested in Reading and Use of English Part 1.

### Answers

1i 2g 3d 4b 5h 6e 7c 8a 9j 10f

- 2 Give students time to consider their ideas and make notes before pairing them. Encourage them to use some of the expressions in Exercise 1. You may wish to pair weaker students with stronger ones who could provide peer support by modelling the target language.

- 3 Remind students that it is very important to extract as much information as possible from the questions and options to prepare themselves for what they will hear. Focus on Extract One and brainstorm possible answers for both the pre-listening questions (e.g., Maybe the tractor crashed / injured someone / frightened farm animals. Options B and C both suggest a positive reaction, so a happy ending is likely.). With a weaker class, continue working through Extracts Two and Three together. Stronger students can work in pairs.

#### Suggested answers

- 1 The farmer was probably working on his farm with the tractor when an unfortunate incident occurred. Two of the options in question 2 hint at a happy ending.  
 2 He must have been confident that he could tackle the challenge. But because it was such a dangerous thing to do, his feelings before setting off might have been very conflicted.  
 3 She might have been piloting the other plane, or an incident might have occurred involving the plane that put her at risk.

- 4 Tell students that as this is an exam task, they should not confer until after they have listened to all the extracts. Play the recording twice. Then put students into groups to compare answers and explain why they chose them. If there is disagreement or uncertainty about some answers, focus particularly on these during whole-class feedback. Where necessary, play the recording again to elicit the correct answers and the reasons why they are correct.

#### Answers

1 B 2 C 3 C 4 A 5 B 6 A

### Track 17

#### Extract One

**Examiner:** You hear a man telling a friend a story that involves a local farmer and a runaway tractor.

**Man:** Did you hear that story about a local farmer? He'd driven across a field in his tractor, his dog beside him, then got out to fix a fence, only to see his tractor rolling away, out of control – with his dog still in it!

**Woman:** Oh, really?

**Man:** Yeah, the dog apparently seemed completely unbothered about being in the tractor, but the vehicle was gathering speed, heading towards a thick hedge, with a main road the other side! So the farmer set off in hot pursuit.

**Woman:** What on earth was he intending to do?

**Man:** Well, apparently, to run and catch up with the vehicle, then jump in and pull on the handbrake – but just after he'd started running he tripped and fell, poor guy. In the end, the vehicle rolled down a bank, and came to a stop. Just a few cuts and bruises for both of them.

**Woman:** Gosh! It's awful to think that an ordinary day could turn out like that and could've potentially ended disastrously, even if he had managed to climb inside the tractor. What a lucky escape! They got off pretty lightly, didn't they, considering how they might've ended up.

#### Extract Two

**Examiner:** You hear an interview with a man who climbed up a very high mountain in order to ski down it.

**Woman:** So, what gave you the idea to undertake the trip?

**Man:** Where I grew up skiing's popular, and I quickly became a skilled and confident skier. My uncle introduced me to ski mountaineering – climbing up, then skiing down – and I started taking on increasingly difficult climbs and descents, then considered tackling the biggest climb close to home – an absolute monster of a mountain, known to be deadly. Other ski mountaineers had already backed off. But when I finally got a good look at it during a different expedition, I could see it might be feasible.

**Woman:** How did you feel before you set off?

**Man:** By then, I was ready to face it – and ignore any negative feelings I was having. Fear can act as a restraint and keep you safe. But in order to undertake something that challenging, I just had to stop being afraid. In fact, I didn't talk much about the trip to family and friends, to avoid seeing how anxious I was making them. Anyway, my psychological preparation paid off because we made it to the top and back successfully – but when we returned to base camp, I just lay in the snow, totally exhausted.

#### Extract Three

**Examiner:** You hear a woman talking to a friend about her experiences of flying a light plane.

**Man:** Congratulations on your first solo flight!

**Woman:** Thanks! Actually, though, while the Chief Instructor was still flying with me beforehand, checking I was up to it, I completely messed up the take-off, which was down to nerves more than anything. Anyway, we landed again, he pointed out some navigational landmarks, then got out and sent me off alone, first time ever! I flew a couple of circuits – a rectangular route above the airfield – and even I was amazed that I managed OK, and I've done more solo flights since.

**Man:** But what's this story I heard about a disorderly yellow plane? Sounded awful ...

**Woman:** Well, I was flying the last leg of the airfield circuit, before turning 90 degrees and coming in to land. All approaching aircraft have to join the circuit in exactly the same direction, otherwise it'd be chaos. Anyway, another plane suddenly appeared, completely ignored the rules, and flew straight across in front of me, jumped the queue to land! Totally forbidden – and dangerous – and I'd got hardly any flying experience, remember!

**Man:** Scary!

**Woman:** Yeah, I'm still having flashbacks! I somehow managed to keep my head – no idea how – and just went round again. If I'd attempted to land, I would've hit the other plane.

- 5 Give students time to consider their ideas before putting them into pairs or groups to discuss the questions.

### Vocabulary SB page 54

#### Idiomatic language

- 1 Allow pairs to check their ideas using a dictionary before you elicit the answers. Point out that we also use the phrase **let someone off lightly** (to give little or no punishment to someone), e.g., *I didn't do my homework, but the teacher let me off lightly with just a few sharp words.* After feedback, ask one or two questions to encourage personalisation, e.g., *In your country is it acceptable to jump the queue?*

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**Answers**

- 1 Flashbacks can be either pleasant or unpleasant; they are often caused by traumatic events.
- 2 The other mountaineers had changed their minds and withdrawn from the challenge.
- 3 It means you had a lucky escape – that perhaps the damage caused or injuries sustained could have been a lot more serious.
- 4 You go in front of other people who are waiting, instead of waiting your turn behind them.
- 5 You could check they were up to it by, for example, questioning them, observing them, or even checking their qualifications, depending on the thing you were undertaking.

- 2 Give students time to read the sentences and consider their ideas before pairing them. Encourage them to guess the meaning of the idioms by looking at the context and thinking about the literal meaning of the words. They may also be able to think of similar idioms in their own language. Allow students to check their ideas in a dictionary before you elicit answers from the class. On sentence 1, you may want to mention that we sometimes say *keep everything crossed*, e.g., *I've got the exam in the morning. Keep everything / your fingers crossed for me!*

**Answers**

- 1 hope for good luck
- 2 try hard to persuade me (but without force)
- 3 betray you or be disloyal to you when you are not expecting it
- 4 pretend not to notice something
- 5 joking/teasing

**Extension activity**

Put students into groups and ask them to write five questions using any idioms they have studied in this unit for another group to answer, e.g., *When was the last time a friend twisted your arm to do something you weren't keen on doing?*

**Grammar** SB page 54

**Verbs followed by *to* + infinitive or the *-ing* form**

► Page 168 The COMPLETE grammar reference

**Lead in**

With books closed, write two headings on the board: *to* + infinitive and *-ing*. Put students into groups and tell them they have 30 seconds to brainstorm verbs which are followed by either *to* + infinitive or *-ing*. Invite a representative from each group to write their lists on the board. Encourage students to peer-correct any errors. You may wish to leave the lists on the board to use at the end of Exercise 2.

- 1 Tell students to work individually before they compare their answers in pairs. If students' answers differ, encourage them to say the sentences aloud as the correct answers may be easier to identify orally. Allow students to check their answers using the COMPLETE grammar reference, pages 168–169.

**Answers**

- 1 to keep 2 tackling 3 seeing 4 to do 5 to land

- 2 To help students choose the right form, you could suggest that they try out each verb followed by *to do* and *doing*, to see which one sounds better (e.g., *I admitted to do or I admitted doing?*). This is an area where students make frequent errors, so at the end of the activity make sure they write the correct lists in their notebooks and tell them to add *manage*, *consider*, *intend* and *attempt* from Exercise 1. If you did the lead in and the verb lists are still on the board, you could call out verbs from Exercise 2 in random order and invite students to add them to the correct lists on the board.

**Answers**

- Verb + *to* infinitive: agree, can't afford, choose, expect, hope, offer, pretend, promise, refuse  
Verb + *-ing*: admit, avoid, can't help, deny, enjoy, finish, involve, keep on, mind, put off, resent, risk, suggest

**Extension activity**

Put students into pairs. Tell them to choose five verbs from Exercise 2 and write questions for other pairs to answer, e.g., *Would you **refuse to help** your mum make dinner if you were watching your favourite TV programme? Have you ever **pretended to be** asleep when you weren't? What's something you **can't help eating**, even when you're full?* Monitor and help with error correction. Then tell students to stand up and circulate, joining up with other pairs to ask and answer their questions.

- 3 Give students time to think about the differences between the sentences before putting them into pairs. Monitor and support weaker students. Allow students to check their ideas with the examples under the heading *With different meanings* on page 169 of the COMPLETE grammar reference, before you elicit the answers from the class.

**Answers**

- 1 a I have a memory of doing this.  
b Don't forget to do it.
- 2 a This was an experiment, to see what would happen.  
b I attempted to do this but failed.
- 3 a I didn't do something I meant to do.  
b I did this and recall it well.
- 4 a I wish I hadn't said anything.  
b I'm sorry to tell you that ...
- 5 a It involves paying attention.  
b I didn't intend to offend you.

**Fast finishers**

Using verbs from Exercise 3 or the longer list under *With different meanings* on page 169, students write three statements about themselves, e.g., *I regret lying to my teacher about completing my homework, especially after I got caught!*

- 4 At the end of this exercise, remind students to add any of the mistakes they make themselves to their list of *Common errors I make* in their notebooks. They can refer to this when revising for the exam.

**Answers**

- 1 to take taking  
2 maintaining maintain / to maintain  
3 to sail sailing  
4 to do doing  
5 work working  
6 going to go

- 5 Make sure students recognise that a verb following *look forward to* is an *-ing* form, not an infinitive. Point out that the word *to* is a preposition in this case and a verb following a preposition is always in the *-ing* form. Monitor the pair discussions and write down examples of correct language use and common student mistakes. In whole-class feedback, praise the students for the correct examples and elicit error correction for the mistakes.

**Extension activity**

This is a short writing and speaking task which will provide students with another opportunity to practise using the target grammar. Students choose one of the topics in Exercise 5 and write a one-paragraph response. They should include at least three examples of verb + *to* + infinitive and three of verb + *-ing* verb. Refer students back to the lists they made in Exercise 2 or, for a fuller coverage of this grammar, to the COMPLETE grammar reference, pages 168–169. Once they have finished, display the paragraphs around the room and ask students to walk round, read them and ask the author for more information where appropriate. For example, if a student wrote about something they tried to do but failed, a student reading the paragraph might ask: *Do you think you will try to do it again? / If you had approached things differently, do you think you would have succeeded?* Finally, praise the students for their correct use of the target language before eliciting error corrections from the class.

**Reading and Use of English Part 4** SB page 55

Remind students of the Part 4 task they did in Unit 1 and read the exam advice with them. Emphasise that the words in capitals must not be changed in any way. On the second point, ask: *What's the maximum number of words you can use in your answer? (six) What's the minimum number? (three)*

Exam advice

- 1 Support weaker students by pairing them with stronger ones, or alternatively, allowing them to work in groups. Students use questions 1–3 to evaluate the sample answer before working out what the correct answer should be. Tell them to check that in their answer they have followed each of the steps in the exam advice box.

**Answers**

- 1 Yes  
2 Yes  
3 No – it doesn't use the key word (until) and it uses more than six words to complete the sentence.  
4 n't / not until the snow had stopped

- 2 Students work in pairs. Point out that they should not try to complete the second sentence yet but should just consider the questions in the clues. Monitor and give support where needed to steer them in the right direction.
- 3 Tell students to work individually and set a time limit of 12 minutes. Then allow them to compare answers with a partner and make improvements if necessary. Question 4 is likely to cause the most difficulty, so during feedback you might need to teach or revise the structure *No sooner had [one thing happened] than [another thing happened]*, explaining that this is an alternative to using *as soon as*.

**Answers**

Answers to the clues are in brackets.

- 1 (ever) had any intention of accompanying (preposition is *of*, and verb takes the *-ing* form after it)  
2 nearly as tough as I (as ... as, (not) nearly)  
3 on increasingly difficult (take on = tackle)  
4 no sooner had she left than  
5 regretted not turning back before  
6 might have been woken (up) by

- 4 Students work individually before comparing answers with a partner. Allow them to check their ideas using a dictionary before you elicit them.

**Answers**

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

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- 5 To start students off, elicit one or two examples from the class for the first expression. Encourage students to use examples from their own experience where appropriate, as this will make the sentences more meaningful and may help them internalise learning.

**Reading and Use of English Part 7** SB page 56

This is the first time students will have approached a Part 7 task in this course, so ask them to read the exam information carefully. Then tell them to close their books and ask the following questions: *Does the task in Part 7 feature a reading text? (yes) How long is the text? (650–800 words) What is missing from the text? (six paragraphs) What do you have to do? (decide which paragraph fits in each gap) Do you choose from six paragraphs? (no, seven)*

Exam info

- 1 Give students time to consider their ideas before pairing them to discuss the questions.
- 2 Before students begin the task, read through the exam advice with them and elicit some examples of reference words that can link a paragraph with the one before (e.g., *this, these; later, after that, subsequently; however, in addition, in fact, as a result*). As this is the first time students have attempted this exam task, set a longer time limit of 15–20 minutes.

**Answers**

1 G 2 D 3 B 4 A 5 C 6 E (F is the distractor)

- 3 Monitor the pair/group discussions and make a note of any issues with language that you hear, especially with the use of the second conditional. Then, in full-class feedback, write any errors you heard on the board and ask the class to correct them.

**Speaking Part 2** SB page 58

▶ Page 207 Speaking bank

Go through the exam advice after students have done Exercise 1. Help them to see what is meant by an 'irrelevant comparison': for example, in the Unit 2 task, the examiner's questions asked what the people were explaining and what problems they might have. Comparing the clothes people are wearing or the furnishings in the room would be irrelevant to these questions. You could also ask students why they should not describe the photos in detail (because they wouldn't have sufficient time to compare and contrast).

Exam advice

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- 1 Remind students of the Speaking Part 2 task they did in Unit 2. Tell them to answer the questions individually before comparing their answers in pairs. Before eliciting the answers, allow students to check their ideas with the exam information on page 24.

**Answers**

1 three  
2 two  
3 one minute  
4 The other candidate has to answer a question related to what his/her partner was talking about.

- 2 Allow weaker students to discuss ideas in pairs. For question 3 you could encourage students to recycle language from previous units by referring them to personality adjectives (Unit 1, page 8) and aspects of work (Unit 4, page 40). When you elicit answers for question 1 (fire fighter, construction worker / roofer, diver), ask for ways of describing each job without using the title (e.g., *someone who is / works / has to ...*). Tell students not to worry if they don't know or can't remember a correct term in the exam but to try to explain the meaning in a paraphrase. For questions 2 and 3, elicit a range of ideas, reminding students that there are no single 'correct' answers to these questions.
- 3 Remind students that they need to compare the photos, and that their comparisons should be on the dangers of the jobs and the reasons for choosing them. Elicit example phrases to compare and contrast or refer students to the phrases in Exercise 4 on page 24 (*looks as if, gives the impression that, judging by, in both jobs I imagine*). Students should try to speak for a whole minute but no longer than this.
- 4 Ask students to read the questions and then play the recording twice. Students compare answers with a partner before you elicit them in whole-class feedback.

**Answers**

1 photos 1 and 3  
2 The words and phrases express varying degrees of doubt or certainty.  
3 Students' own answers  
4 Students' own answers

**Track 18**

**Examiner:** Here are your pictures. They show people doing dangerous jobs. I'd like you to compare two of the pictures and say what the dangers of the jobs might be and why people choose to do jobs like these.

**Lukas:** OK, well, in this photo there's a fire fighter putting out a fire and he's almost certainly doing it to save lives and property. It's a pretty dangerous job because obviously he could die in a fire or get seriously burnt. And I suppose he's doing it because someone's got to do it. It must be a worthwhile occupation – you know, very rewarding when you save someone's life. And in this photo there's a diver – he could be a police diver – he seems to be in a lake, or it

could be a river. It's probably quite dangerous because the water could be deep or there might be strong currents. There could be glass or other dangerous things in the water. I suppose police divers find their work quite exciting – I'm sure it's never boring and it's very worthwhile – though they must never know what they're going to find in the water. I don't really know why people do jobs like these; perhaps they're people who get excitement from doing dangerous things.

- 5 Ask students to identify the two questions that the examiner is asking (*What skills and personal activities does each activity involve? How do these activities make people feel?*). Check that they know the meaning of the boxed words and elicit one or two suitable phrases for each of the examiner's questions. Then tell students to work individually. When eliciting the answers, make sure students give reasons to support their choices as this will to help you identify any phrases that students are still unsure about.

#### Suggested answers

Skills and personal qualities: concentration, control, courage, daring, fit, self-confident, stamina, steady nerves, strength

How activities make people feel: adrenaline rush, excitement, exhausted, exhilarated, proud, satisfaction, a sense of achievement, terrified, thrill

- 6 Set a time limit of two minutes for students to prepare for the exam task. Tell them to think of ways they can include some of the words and phrases from Exercises 4 and 5 in their answers. You may want to pair weaker and stronger students together and ask the stronger one to speak first in Exercise 7 so that they model the target language.
- 7 Students speak for one minute each. Warn students that they will have little time to prepare an answer and will be expected to choose which two images to discuss almost straight away.
- 8 Provide or elicit some examples of the type of follow-up question that the examiner might ask, e.g., *Which of the activities do you think is more dangerous / has more health benefits / requires more skill?* Students can use any of these questions or think of their own. Once they have completed the activity, refer them back to the exam advice on page 58. They can then use this to evaluate their performance in the speaking task, for example:

Student A: *Did we spend about half our time comparing and half answering the questions?*

Student B: *Well, I spent too long describing the first photograph and I only made one comparison. On the other hand, you ...*

#### Extension activity

Students find a new partner and repeat the task for photos 1–3 on page 58, this time using some of the words and phrases in Exercise 5. The listening students should tick the phrases as their partner uses them.

## Writing Part 2: A proposal

SB page 60

### ▶ Page 202 Writing bank

Read through the exam information with the class. Then, with books closed, dictate the following questions about writing a proposal:

*Who might the proposal be written for?  
What are you expected to include in the proposal?  
How should the proposal be organised? In what style should it be written?*

Put students into pairs to discuss the answers before they check back with the exam information.

Exam info

- 1 Ask students to read the task and underline the key points that need to be included in the proposal. Elicit two or three suggestions for local heroes from the class, and then give students time to choose their own hero and to note down some reasons for their choice.
- 2 Tell students to partner with someone they do not normally work with as this will help them build their speaking confidence. Tell them not to interrupt while their partner is speaking but to follow up with questions when they have spoken.
- 3 Set a time limit of about one minute for students to read the proposal and a further two minutes to answer the questions. Tell them to underline the parts of the proposal that provide the answers. Ask them to share their ideas in pairs before you elicit answers from the class.

#### Answers

- 1 not well ('not someone I know personally')
- 2 She rescued a lorry driver from his burning lorry.
- 3 She could have driven home and left the emergency services to deal with the accident.
- 4 She has shown that you don't need special training to help other people / that anyone can make a difference.
- 5 She should have an annual award named after her.

- 4 Refer students back to the exam task and ask: *Who are the target readers for this proposal?* (members of the town or city council) *Should the language be formal, quite informal or very informal?* (formal) When considering question 2, they should look back at the key points that they underlined in Exercise 1.

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**Answers**

- 1**  
 1 in my opinion  
 2 mother  
 3 reached  
 4 suffered burns  
 5 driven home  
 6 emergency services  
 7 make a difference  
 8 set up a fund  
 9 an annual prize

**2**  
 Yes – including two reasons for choice of hero

- 5** Check that students have identified all the words before you put them in pairs to work out the grammar. During feedback, ask specific questions, e.g., *What noun is this adjective describing? What's the full verb? What's the preposition? What other noun could you substitute in this sentence?* If students are having difficulty identifying the participle clause, focus on the sentence starting 'One Friday' in paragraph 2 and ask: *Which verb, 'driving' or 'looking', is part of the main verb in this sentence? (driving) How do we know? (Driving is combined with the auxiliary was, but looking has no auxiliary, so it is not a full verb.)*

**Answers**

- 1** working, relaxing  
**2** looking, going, leaving  
**3** writing, driving, coming  
**4** hesitating, choosing  
**5** training

- 6** Tell students to work individually to complete the task. You might want to tell them that one sentence is correct and one contains several different errors.

**Answers**

- 1** charge charging  
**2** keep keeping  
**3** correct  
**4** hardwork hardworking; interested interesting; for improve for improving / to improve; be offered offered / being offered / that/which is offered  
**5** To bring By bringing  
**6** to leave leaving  
**7** to take from taking  
**8** visited visiting

- 7** Check that students understand the meaning of the words by eliciting example sentences from the class, or allow weaker students to use a dictionary. Students work in groups. When eliciting the answers, make sure students justify their choices.

**Answers**

All the adjectives could be used except *cautious, greedy, narrow-minded* and *self-interested*.

- 8** Point out that changing all these adjectives to adverbs involves adding an *-ly* ending, but some require other changes as well. Ask students to identify four adverbs that call for other spelling changes (*enthusiastically, extraordinarily, greedily, remarkably*). Then put students into pairs to complete the sentences.

**Suggested answers**

- 1** courageously/fearlessly  
**2** enthusiastically/tirelessly  
**3** exceptionally/extraordinarily  
**4** significantly  
**5** exceptionally/extraordinarily/remarkably  
**6** passionately  
**7** kindly  
**8** creatively  
**9** enthusiastically

- 9** If weaker students need additional support, you could refer them to the Writing bank, page 202, where they can study an additional model if they wish. Remind students that they should spend between five and ten minutes planning their answers before they start writing. As this is an exam task, tell them to work individually and set a time limit of 45 minutes. Remind them that this should include five minutes at the end to read their answers and correct any spelling or grammar mistakes.

**Extension activity**

In pairs, students read each other's proposals. Using the exam information for reference, they pick out features in their partner's proposal that work particularly well and any parts that they think could be better expressed. Pairs should confer together and help each other to make corrections or improvements to their work.

## Vocabulary

### Explaining dramatic experiences

- a bit of a blur
- an experience you will never forget
- as though time stood still
- be over in a flash
- go on forever
- happen at once
- happen in slow motion
- have nightmares
- jump out of your skin
- remember something as if it was yesterday

### Idiomatic language

- back off
- be up to it
- flashback
- get off lightly
- jump the queue
- keep your fingers crossed
- pull someone's leg
- stab someone in the back
- turn a blind eye to something
- twist someone's arm



### Words for doing adventurous activities

a sense of achievement	fit
adrenaline rush	proud
concentration	satisfaction
control	self-confident
courage	stamina
daring	steady nerves
excitement	strength
exhausted	terrified
exhilarated	thrill

### Personality adjectives

cautious	innovative
courageous	inspiring
creative	kind
enthusiastic	narrow-minded
exceptional	passionate
extraordinary	remarkable
fearless	self-interested
generous	significant
greedy	tireless

### Vocabulary activity 1

In pairs, students take turns to either describe the meaning of a personality adjective without using the word or use an appropriate antonym. Their partner has to guess the correct adjective and then suggest a celebrity or fictional character who they feel fits that description. Students should give reasons for their choice. For example:

Student A: *This person is definitely NOT cowardly.*

Student B: *Fearless. Batman is **fearless** because he always battles the bad guys.*

### Vocabulary activity 2

This is a role-play activity where travel agents try to persuade tourists to sign up for an experience which they are selling. The experiences should have some degree of danger. First, divide the class into travel agents and tourists. Then give students time to prepare their roles, considering the following:

Travel agents

- the experience they want to sell
- what the experience involves and why the tourist would want to do it
- why the experience is dangerous
- what safety measures are in place

Tourists

- what type of experience they would be prepared to do
- what type of experience they would definitely *not* do
- what minimum safety measures they would need in place

Once students have prepared, tell each travel agent to stand next to a tourist. Travel agents should try to persuade the tourist to sign up for their experience while the tourist raises concerns and asks questions. Students should use target vocabulary from the unit, for example:

Travel agent: *You look like the sort of person who enjoys an **adrenaline rush**. I've got just the experience for you ...*

Tourist: *To be honest, I'm far from **enthusiastic**. I think I'd **have nightmares** about doing something like that ...*

Every two minutes the travel agent must move on to a different tourist until they have each spoken to every one. At the end, tourists must say which experience they are going to sign up for and why. You and your students can come up with ideas for the activities but here a few if you need them:

- freediving to find oysters
- kayaking over a waterfall
- wing walking (you are strapped to the wing of a plane as it turns and rolls)
- cliff diving
- motorcar racing

### DIGITAL CLASSROOM



**Practice Extra** Unit 5



**Test Generator** Unit 5 test

**Test and Train Exam Practice**