

# 9 Adventures

Focus	personal experiences
Grammar	present perfect <i>ever/never</i>
Vocabulary	adventurous activities adjectives to describe experiences

## Preparation

Copy one photocopiable activity from the Digibook for each pair of students.

For **2a Conversation**, you might want to bring in a world map so students can find New York, Egypt and France.

## 1 Warm-up

(Books closed.) Ask students questions to find out which activities they like (e.g., *Do you like to go to the movies?*).

### a Talk about the pictures with a partner.

(Books open.) Tell students to open their books to page 56. Read aloud the questions. Ask them to get into pairs and talk about the pictures.

## Feeder questions

- Are these places popular with tourists?
- What can you see and do there?
- Which place would you prefer to go on vacation?

### b Do you remember your first vacation? Where was it? Who did you go with?

Read aloud the questions. If necessary, provide a model answer (e.g., *I took my first vacation when I was 10 years old. My family and I went to the beach. It was fun.*). Ask students to stay in their pairs and talk about their answers with their partner. If some students say they haven't taken a vacation, ask them to talk about a school trip.

## 2 Conversation

### a [2.15] Listen and read.

Explain to students that they are going to listen to a conversation between two people. Tell them to read along as they listen. Play the audio. If you brought a world map, ask students to find New York, Egypt and France.

## Extra support

On the board, write *Where?* and *When/How many times?* Ask students to read the conversation again and write down each trip that Sandy made with Mike and when she went there or how many times she went there.

Answers: New York, two years ago; Egypt, last summer; France, twice (two times)

## Optional

Ask students true-false comprehension questions.

- 1 Vince went to New York. (False. He has never been there.)
- 2 Secondly, Vince wants to go to Egypt. (True.)
- 3 Sandy and Vince are brother and sister. (False. They are husband and wife.)
- 4 Sandy and Mike were boyfriend and girlfriend. (True.)
- 5 Vince is jealous of Mike. (True.)

## Language note

*Er* is a pause filler. Other pause fillers include *ah*, *well* and *um*. They are most often used to express hesitation, for example Sandy uses *Er* several times to hesitate before discussing the trips she took with her previous boyfriend.

## Cultural note

In the U.K. and the U.S., the summer vacation between school years is usually from June or July to September. In Australia, New Zealand and other Southern hemisphere countries, the summer vacation is between December and February.

### b Practice the conversation with a partner.

Tell students to get into pairs and practice the conversation. When they finish, they should switch roles and practice again. If necessary, play the audio a second time before students begin.

## Optional

Before students practice the conversation, tell them to listen to the conversation again and notice the stress, rhythm and intonation each speaker uses. Play the audio. If you wish, pause the audio to point out important stress, rhythm and intonation features.

### [2.16] Language box

Ask students to look at the Language box. Play the example question and sentences. Tell students that the question and sentences are the present perfect tense. Explain that the question is asking about whether or not the person has done something in his or her life (i.e., from birth to the present). Point out that *ever* can be used in the question but is optional.

Tell students to look at the last two example sentences. On the board, write *I have been skiing*. After *have* write *n't* so it reads *I haven't been skiing*. If students need additional explanation, use the Grammar reference on page 110.

### Grammar reference, p.110

Tell students to turn to page 110. Read aloud the example affirmative and negative sentences and the questions.

Explain to students that the present perfect is formed by *have/has* + past participle. Point out that they should use *have* for *I/you/we/they* and *has* for *he/she/it*. Tell students that the past participle of regular verbs is formed by adding *-ed* to the infinitive (e.g., *finished, started, walked*) but that the past participle of irregular verbs (e.g., *seen, been, gone*) must be learned.

Write on the board *Have you ever seen a famous movie star?* Write *Yes, I have. I have ever seen a famous movie star.* Put a line through *ever* and tell students that *ever* can be used in questions but not in affirmative sentences.

Write on the board *No, I haven't. I've never seen a famous movie star.* Explain that *never* is used in negative sentences.

Read aloud the section *Present perfect or simple past?* Emphasize that after asking a question about a general experience, using the present perfect, the simple past is used to ask for more specific details.

Finally, read aloud the final sentences that illustrate the difference between *been* and *gone*. Emphasize that *gone* shows the subject of the sentence is at the place mentioned at the time of speaking, whereas *been* shows that the subject went there but came back.

## 3 Vocabulary

### a Match each activity with a picture.

Ask students to turn to page 57. Read aloud the list of activities. Tell students to write the correct picture letter next to each activity. Check answers as a class.

#### Answers

1 C 2 A 3 D 4 E 5 G 6 F 7 H 8 B

### b Which adjectives do you think describe each activity? Tell a partner.

Ask students to get into pairs. Tell them they are going to talk about which adjectives in the box describe the activities in exercise a. Read aloud the list of adjectives as students read along. Tell them they can use the adjectives more than once. Have students do the task.

### Extra support

Tell students to listen as you explain or give examples for each adjective without saying the adjective (e.g., *dangerous: I could get hurt. War is \_\_\_\_\_; scary: Horror movies are \_\_\_\_\_*). Have them tell you which adjective you are explaining. Then ask students to tell you things that each adjective can describe (e.g., *dangerous: driving too fast; tiring: housework; boring: homework; expensive: jewelry*).

### c How adventurous are you? Have you tried any of these activities? Ask and answer questions with your partner.

Ask students to stay in their pairs. Read aloud the questions. Read aloud the example conversation with one student as the other students read along. If necessary, reword *Would you like to try?* (e.g., *Do you want to try?*) You might want to tell students that each of the activities in exercise a uses *been* (i.e., *been horseback riding, been hang gliding*, etc.). Have students discuss the questions. If you feel your students need more help to do this activity, refer to **Extra support** below before they begin.

### Extra support

Before doing the task, ask students to say other responses that they could use instead of *Not really* (e.g., *If I have the chance. / Maybe. / No way! / Absolutely! / Absolutely not!*).

## 4 Exchange

### a [2.17] Listen and complete the conversation. Then practice with a partner.

Explain to students that they are going to listen to a conversation between two people. Tell them to listen and write the words to complete the conversation. Give students time to read the conversation, then play the audio. If necessary, play it a second time. Check answers as a class. Then practice stress and rhythm. Say each sentence in the conversation and have students repeat it. Afterward, tell students to get into pairs and practice the conversation, then have them switch roles and practice again.

### Answers

1 sailing 2 water-skiing 3 with a friend  
4 difficult 5 enjoyed

### b Use these words to make more conversations.

Ask students to stay in their pairs. Explain that they have to substitute the words in exercise b into the conversation in exercise a. Tell students to make three conversations, using the different words in each conversation. They should switch roles each

time. If necessary, drill the pronunciation of any difficult words before students begin.

### Grammar activities, p.110

Tell students to turn to page 110. If necessary, review the examples on the left side of the page. Tell students to do the exercises. When they have finished, check answers as a class. **(Challenge!)** Ask students to get into pairs and take turns asking and answering the questions in exercise b.

#### Answers

a 4, 5, 3, 1, 2

b 1 Have you ever spoken to someone famous?  
2 Have you ever failed an exam? 3 Have you ever had an operation in the hospital? 4 Have you ever written a love letter? 5 Have you ever met someone famous? 6 Have you ever eaten Vietnamese food? 7 Have you ever seen a car accident? 8 Have you ever been abroad?

c study **studied studied**; drive drove **driven**;  
make **made made**; forget **forgot forgotten**; eat ate **eaten**; see **saw seen**

### Pronunciation, p.115

a  [2.18] Listen and notice the pronunciation of *have*.

Tell students to turn to page 115. Ask them to listen to the audio, noting the pronunciation of *have*. Play the audio.

b  [2.18] Listen again and practice.

Tell students to listen a second time. Play the audio, pausing after each sentence for students to repeat it. Play the audio another time, if necessary.

#### Audioscript

Have /həv/ you ever been to the U.S.?

Yes, I have /həv/.

Have /həv/ you ever been water-skiing?

No, I haven't /hævnt/.

### Communication activity, pp.91 and 100

a Interview your classmates. Write notes.

Ask students to get into pairs and decide who is Student A and who is Student B. Tell Student A to turn to page 91 and Student B to turn to page 100. Tell students they both have questionnaires but with different statements. Explain that they are going to circulate around the classroom, interviewing their classmates about their experiences.

Ask students to read the statements and example conversation on their relevant pages silently. Tell them that they must make the statements into questions to ask their classmates. If necessary, write a few statements on the board and have

students tell you the questions. Tell students that if a classmate replies *yes* to a question, they should write his or her name in the **Name** column and ask further questions about that experience, using the simple past. They should write the additional information in the **Notes** column.

Write *has never been horseback riding* and *has never been water-skiing* on the board. Ask students to tell you the questions for these two statements. (*Have you ever been horseback riding? Have you ever been waterskiing?*) Emphasize that they should use *ever* rather than *never* in these questions. Point out that for these two questions only, students should write a classmate's name in the **Name** column if they reply *no* to the question. Have students stand up and do the task.

b Share your results with Student A/B.

Tell students to get back into their original pairs and share their results with their partner. Ask them to read the example on their relevant pages silently. Have students do the task.

## 5 Language in action

With a partner, ask and answer questions about the things Yung-Ho and Annie have and haven't done.

Ask students to turn to page 58. Explain that they are going to get into pairs and take turns asking and answering questions about the things that Yung-Ho and Annie have done this week, using the pictures to help them. As students read along, read aloud the example conversation with one student. Ask students to get into pairs and do the task.

#### Example answers

Yung-Ho has been horseback riding. It was in 2010. It was scary. He also went scuba diving and it was dangerous. Annie went hang gliding in 2011. It was exciting. She's been water-skiing. She went 3 years ago and it was difficult.

#### Fast finishers

Tell pairs to take turns asking and answering questions about what they have and haven't done in the past week.

**Challenge! Close your book. With your partner, try to remember everything Yung-Ho and Annie have and haven't done.**

Ask students to stay in their pairs. Tell them they are going to take turns making statements about Yung-Ho and Annie without looking at their books. Read aloud the example conversation with one student as the other students read along. Tell students to close their books and do the task.

## 6 Listening

- a  [2.19] Listen to Noriko, from Japan, talk about adventurous sports. Check (✓) the sports she has tried.

Explain to students that they are going to listen to an interviewer ask Noriko questions about adventurous sports. Read aloud the list of sports. Tell students to listen and check the sports that she has tried. Play the audio. Check answers as a class.

### Answers

skydiving, hang gliding, scuba diving

- b  [2.19] Listen again and note when Noriko did each sport.

Tell students to listen again and write when Noriko did each sport. Tell them to write their answers next to the relevant sports in exercise a. Play the audio. If necessary, play the audio again. Check answers as a class.

### Answers

skydiving: last year; hang gliding: three (3) years ago; scuba diving: two (2) years ago

### Audioscript

**Interviewer = I** **Noriko = N**

- I:** Noriko, welcome. Good to meet you. I've heard a lot about you!
- N:** Oh, really?
- I:** Yes. Your friends tell me you're a very adventurous person.
- N:** Well, I suppose I am. I've done a few adventurous things, I guess.
- I:** You've been skydiving, for example.
- N:** Yes, last year in Hawaii. It was amazing.
- I:** And you've also been hang gliding.
- N:** Yes, that was three years ago, I think ... on vacation.
- I:** What was it like? Was it scary?
- N:** No, it wasn't scary. It was just ... really exciting.
- I:** And what other adventurous things have you done?
- N:** Well, er, I've been scuba diving in Australia. I went to Sydney two years ago. That was a lot of fun. I really like water sports.
- I:** Oh, so have you tried water-skiing?
- N:** Not yet, but that's the next thing on my list!
- I:** So why do you enjoy these adventurous sports? I mean, they're dangerous. You could hurt yourself.
- N:** I don't think they're dangerous. I think they're very safe. I've never had an accident or anything like that.
- I:** So you've never hurt yourself?
- N:** No, not at all.

### Video

Explain that this is a good point in the unit for students to go online and watch the video for this unit.

## 7 Speaking

- a Interview a partner. Write notes and ask questions for more information.

Draw students' attention to the survey. Explain that they are going to interview a partner, using the questions in the survey. Read aloud the questions, then read aloud the example conversation with one student as the other students read along. Point out that students should ask additional questions for each of their partner's answers (e.g., *When did you last write a poem?*). Tell them to make notes of their partner's answers in the space provided.

You might want to give a model conversation of when the person has not done an activity (e.g., You: *Have you ever written a poem?* Student: *No.* You: *Do you want to try?* Student: *No.* You: *You don't like poems?*). If necessary, check students understand *lost*, and *forgotten* by asking them to provide the infinitives of these past participles (*lose, forget*). If you feel your students need more help to do this activity, refer to **Extra support** below before they begin.

### Extra support

Before students begin the task, ask them to get into pairs. Assign one or two of the questions to each pair. Tell them to brainstorm as many follow-up questions as they can (e.g., *When did you start writing poems? What kind of poems do you write? Why do you like to write poems?*). After a few minutes, read aloud a question and ask the appropriate pair(s) to tell you all of their follow-up questions. You may want to write a few on the board.

- b Make a group and tell your classmates interesting things you've discovered about your partner.

Ask students to make small groups. Tell them to take turns telling the rest of the group interesting things that they've discovered about their partner. Read aloud the example as students read along. Have students do the task.

### Fast finishers


Tell group members to decide who in the group has had the most interesting experiences. When the other groups have finished exercise b, have the fast-finishing groups tell the class about this person and his or her experiences.

If you haven't already used it, this would be a good place to use the Photocopiable Activity for Unit 9.

## EXPANSION

### Listening

#### Skill: Listening for opinion

- a  [2.20] Describe each picture with a partner. Listen and write T (true) or F (false) for each statement.

Explain to students that they are going to listen to four people talk about activities. Give them time to describe the picture with their partner. Tell them to listen and write T (true) or F (false) for each statement. Play the audio. Check answers as a class.

#### Answers

1 T 2 F 3 F 4 T

- b  [2.20] Listen again and answer these questions.

Tell students to listen again and answer each question. Give students time to read the phrases. Play the audio. Check answers as a class.

#### Answers

**Daniel** 20 kilometres, hot **Sue** last summer, Thailand **Sharon** went fishing, water-skiing **Jessica** once, scared / frightened

#### Audioscript

1

**A:** Hey Daniel. You look very hot. What have you been up to?

**B:** I've been out with some friends. We went up into the hills outside the city. I guess we cycled for about twenty kilometres.

**A:** Wow. That's a long way.

**B:** Yes. It was very tiring, especially in this heat.

**A:** I bet!

2

**A:** Do you like water sports Sue?

**B:** Yeah, I do. I'm a good swimmer and I really enjoy being in the sea. Last summer I took a scuba diving course in Thailand, actually.

**A:** Wow. That sounds great. I've never tried it. How was it?

**B:** Fairly boring, actually. I didn't see any fish!

3

**A:** Hey Sharon, how's it going? It's great here, isn't it?

**B:** Yeah, there's so much to do. I went fishing yesterday!

**A:** Wow, that sounds fun. I love being by the sea, don't you? Have you tried water skiing?

**B:** Yes, but it's really difficult! I can't seem to keep my balance, but I'll probably try it again tomorrow and maybe I'll be better.

4

**A:** What did you do last weekend when you went to the country Jessica?

**B:** Loads of things. It was great fun. The best was horseback riding. It was my first time, and to be honest it was pretty scary.

**A:** So you didn't enjoy it then?

**B:** Well, I didn't like it very much at first, but I really enjoyed it in the end. I'd definitely do it again.

### Vocabulary

#### Adjectives to describe experiences

- a How do these people feel? Write each adjective under a picture.

Read aloud the list of adjectives as students read along. Tell them to write each adjective under the correct picture. If students need additional support, have them work in pairs. Check answers as a class.

#### Answers

1 frightened 2 confused 3 disappointed  
4 worried 5 relaxed

- b Complete each conversation with an adjective.

Tell students to write each adjective from the box in the correct blank to complete the conversations. Read aloud the list of adjectives as students read along. Have them do the task. If students need additional support, you might want to have them work in pairs and practice the conversations. Check answers as a class.

#### Answers

1 disappointing 2 worrying 3 frightening  
4 confusing 5 relaxing

#### Challenge! Practice the conversation with a partner. Try to continue each conversation.

Tell students to get into pairs and practice the conversation. When they finish, they should swap roles and practice again.

### Reading

#### Skill: Understanding descriptions

- a Read the e-mail. Who or what do these words describe?

Read aloud the list of words as students read along. Tell them to scan the e-mail to find who or

what each of the words describes. Check answers as a class.

#### Answers

great = weather, lucky = Sarah and Jacob, fantastic = Greece, expensive = water-skiing, fun = sailing, dangerous = scuba diving

#### b [2.21] Answer the questions.

Read aloud the subject of the e-mail. Then read aloud the questions. Tell students to read the e-mail and answer the questions. If necessary, read aloud the e-mail as students read along. Have students do the task. Check answers as a class.

#### Answers

1 (She's gone to) Greece. 2 No, (she hasn't). 3 (Her vacation is) two weeks. 4 (She's been water-skiing) once. 5 No, not yet.

#### Optional

All the main reading texts in the course are recorded on the Class Audio CD for optional use.

## Writing

### Write about three experiences you've had that you enjoyed. Look at the Study guide to help you.

Explain to students that they are going to write about three experiences that they have enjoyed. Read aloud the points in the **Study guide** as students read along. Remind students that at a minimum they should write about each of the points in the **Study guide**. Then read aloud the example under **Writing**. If necessary, remind students that the first sentence for each activity introduces the experience, so they should use the present perfect. After that they should use the simple past to talk about specific details. Have students do the task. If students are having problems thinking of or choosing three experiences, have them get into pairs to brainstorm experiences. After they have finished, you may want to collect the assignments to grade.

#### Example answer

I've lived in Europe. I lived there when I was twenty years old. First I studied there, and then later I worked in two countries. Europe was amazing. The food was delicious, and the people were kind. There was so much to see and do.

I've been to Disney World. I went with my family six years ago. Before I went, I wasn't that interested in going, but after I got there, I had fun. Disney World has five different

amusement parks. It was like being in a dream world. I couldn't believe it. It was a very relaxing vacation.

I've been scuba diving. I first went scuba diving a few years ago. At first, it was scary. I was worried I would hurt myself or get lost. Once I relaxed, it was really fun. I can't wait to go scuba diving again!

#### Optional

Tell students to ask a friend or family member about an amazing trip they have taken and then write an e-mail to themselves, as if the friend or family member had written it. Tell them that they can use the text in **Reading** as a model.

#### Example answer

To: Ava

From: Ashley

Subject: It's great here!

Hi Ava!

The weather has been great! This has been the best vacation of my life. The ocean is cool, the sun is hot, and the sand on the beach is warm.

Saipan is a great place for a five-day vacation. I've been swimming twice, and we have been shopping every night. I bought something for you, too.

We went parasailing yesterday. At first, I was scared, but all of a sudden we were finished. Then I was disappointed. It's very expensive, but I want to go again someday.

Anyway, I hope you are well.

See you soon!

Ashley