

6 Xtreme

Unit aims:


- Topic:** Extreme sports
- Grammar**
should and shouldn't; have to and don't have to
- Vocabulary**
Extreme sports; Verbs of movement
- Interaction, Speaking and Pronunciation**
Speak: Guess the sport
Pronunciation: Linking sounds
Interaction 6: Describing rules
- Listening, Reading and Portfolio**
Read: Zorbing and mountain boarding
Listen: Parkour
Portfolio 6: Formal and informal messages
- Culture World**
New Zealand
- Review 5 and 6**

1 Listen

Background information

Parkour
The word *Parkour* is derived from the French expression *parcours du combattant*, the type of obstacle course that is used in military training. The aim of Parkour is to get as quickly and efficiently as possible from one place to another by using your body to negotiate all the obstacles (walls, buildings, fences, steps, railings, etc.) that you find in your way. It was invented in the mid-1990s by David Belle, a teenager from Paris. Belle and his friend Sébastien Foucan formed the world's first Parkour group, *Yamakasi*. Belle and Foucan later split and formed two groups. Belle's more functional Parkour remained the same while Foucan developed the more creative free running, which involves more complex moves and stunts such as jumping between buildings. Parkour and free running have become a part of popular culture, featuring in films like *Casino Royale* and *The Bourne Ultimatum*.

a

 **2.11** Books closed. Write *Parkour* on the board. Ask students if they know what it is. If necessary, briefly describe the sport and give examples of its use in films or advertisements.

Students turn to page 48 and describe the photo. Play the recording. Students listen to the interview and answer the question.

Audioscript

- Ben:** Hi, are you Felicity?
Felicity: Yeah, I am. Are you Charlotte's brother?
Ben: Yes. She told me I could find you here. She said you usually practise in the park on Tuesdays.
Felicity: Yeah, it's really good here. So, Charlotte told me you want some advice on how to get started in Parkour.
Ben: Yes, I do, but I thought I'd talk to you first. I know it can be dangerous.
Felicity: You're right. Have you got any questions, then?
Ben: Yeah. Why did you start doing it?
Felicity: Well, I saw some of my friends from school doing it in the street and thought it looked fun, so I decided to try it.
Ben: And where did all this start?
Felicity: In France in the 1990s. It was originally really popular with boys. It still is, but girls are doing it now too.
Ben: And is it fun?
Felicity: Yeah, it's amazing. I love it.
Ben: It looks really difficult.
Felicity: Well, it's difficult at the beginning so you have to practise a lot. You should learn the basic moves when you start.
Ben: And, if I want to learn Parkour, where should I practise?
Felicity: Well, you shouldn't jump in the street at first as you'll hurt yourself if you fall. Practise on something soft like sand or grass. I had a few lessons and they really helped, so if possible you should have some lessons at the beginning.
Ben: And do I have to wear special clothes?
Felicity: No, not really, just good running shoes and comfortable clothes.
Ben: Is it dangerous?
Felicity: Yes, like all extreme sports, Parkour is very dangerous if you don't follow the rules. And, you know, even though you see it on TV, you don't have to jump off tall buildings to do Parkour.
Ben: Really? I thought that's what it was about.

Felicity: No, it's about being free to move the way you want. Running and jumping down a few steps is Parkour.


Ben: OK. Any more advice?

Felicity: Well, you should check out Parkour websites. They've got loads of useful information and you can find other people in your town who practise. If you can, join a group. You'll get good advice and make friends! You can join us on Tuesdays if you like.

Ben: Hey, cheers, Felicity. I feel like I'm ready to get started now!

Felicity: Well, shall I show you some moves then?

Answer In the park.

b  **2.11** Read through the information box with the class and elicit or explain the meaning of new vocabulary: *follow the rules, land, roll, practise, sand, grass, pavement*. You might also want to pre-teach the words *hurt yourself* and *soft*. Play the recording again. Students listen and circle the correct words.

Answers
1 France 2 boys 3 difficult 4 jump
5 grass 6 comfortable 7 websites

c Ask the questions and elicit a range of answers from different students.

2 Grammar

should and shouldn't

a Read out the first two example sentences and ask students to translate them. Make it clear that we use *should* to suggest that something is the right thing to do but is not compulsory. Ask students to read the other examples and complete the table.

Highlight the basic form: *should* + infinitive. Draw special attention to the negative and question forms. You could give students prompts from the listening text about Parkour (e.g. *get lessons / learn how to roll / start practising in the street*) to elicit full sentences with *You should* and *You shouldn't*.

Answers
Positive: should
Negative: shouldn't
Yes/No questions: Should
Short answers: should
Information questions: should

- are
- aren't
- without

Check it out!

Ask students to look at the information in the box. Point out that *should* and *must* are modal verbs, like *can*, *will* and *might*. Make sure students understand the difference between *must* and *should*. *Must* is used to say that an action is necessary or compulsory, whereas *should* is used to give advice or a suggestion.

You must do your homework. (= Do it! It's necessary.)
You should do your homework. (= I think it's a good idea to do it.)

b Students read the sentences and choose the correct modal verb in each sentence.

Weaker classes: Before students do the exercise, focus on sentences 4 and 6. Ask them to think carefully about the action. Is it necessary or not? Point out that in sentence 4 there is really no choice – Harry can't start diving if he can't swim. On the other hand, in sentence 6 there is no rule about having lessons for snowboarding – the speaker is asking for advice about what would be best.

Answers
1 should 2 shouldn't 3 should 4 must
5 should 6 Should

Optional activity

Ask students to write three or four sentences about an everyday activity (e.g. taking a photo, playing a DVD, riding a bike), using *should*, *shouldn't*, *must* and *mustn't*. In pairs, they read each other's sentences and try to guess the activity.


c Read out the example sentences. Students can work in pairs to write a list of similar suggestions for their country. Give them three or four minutes for this. Invite some pairs to read out their sentences. Do the others agree with the advice? What other suggestions have they got for the visitor to their country?

Stronger classes: You could ask students to write an email to their penfriend giving advice about what to do, where to go and what to bring. Take in the work and choose one or two of the best pieces of writing for the students to read out in the next class.

3

Vocabulary

Extreme sports

- a
-  **2.12** Books closed. Ask who in the class likes being active and what sports they most enjoy. Then compare Parkour with a 'normal' sport like tennis or basketball, to establish what is meant by *extreme sport*.

Students turn to page 49 and match the sports with the photos. Ask them to do this without a dictionary. They should be able to work out the meanings by recognising familiar parts of the words.

Play the recording for students to check their answers. Then play it again, pausing for students to repeat. Give special attention to the diphthongs in *motor* /'məʊtə/, *mountain* /'maʊntɪn/, *diving* /'daɪvɪŋ/, *skate* /skeɪt/, *sky* /skaɪ/ and *snow* /snəʊ/.

Audioscript/Answers

- A 3 mountain biking
B 7 snowboarding
C 2 motor racing
D 1 bungee jumping
E 8 water skiing
F 6 skydiving
G 5 skateboarding
H 4 scuba diving

- b
- Ask students to look at the list. Go through the categories and make sure students understand them. They can work in pairs to put the sports in the right place. Tell them that some sports can belong in more than one category.

Answers

on/in the water: scuba diving, water skiing
on a mountain: mountain biking, snowboarding
in the countryside: bungee jumping, mountain biking, snowboarding
in the city: skateboarding
in the air: skydiving
other: motor racing

- c
- Other examples of extreme sports include: *base jumping, body boarding, cliff jumping, hang-gliding, kite surfing, jet skiing, ice climbing*. Ask students to record all the words for extreme sports in the Vocabulary section of their notebook.
- d
- Read out the questions. Students work in small groups to ask and answer. Ask one member of the group to report back to the class. You might like to take a vote to find out which sport students would most like to do and which they would hate to do.

Check it out!

Ask students to look at the information in the box. Ask them if they can think of any other names of sports which are compound nouns. (Examples could include *football, basketball, baseball, table tennis, water polo, rock climbing, ice skating*.)

Optional activity

Students invent their own extreme sport. Working in small groups, they decide on the kind of activity people do and where they do it. Encourage them to be imaginative about their sport, and welcome ideas that are amusing rather than realistic. Ask them to give their sport a name. Groups then present their new sport to the class.

4

Speak

- a
- Give students a few minutes to write the questions. They then choose an extreme sport (either one of the sports from Exercise 3 or a different one) and consider how to answer the six questions about it.

Answers


- 1 Where do you do the sport?
2 Is it difficult or easy / easy or difficult?
3 Is it dangerous?
4 Should people have lessons?
5 What clothes should you wear?
6 How often should you practise?

- b
- In pairs, students ask the questions and try to guess their partner's sport. They can add other questions of their own if they wish.
- c
- Students report back briefly to the class.

5

Vocabulary

Verbs of movement

- a
-  **2.13** Ask students to look at the pictures and to name the six sports. Then they match the verbs with the pictures. Play the recording for students to check their answers. Point out that these are all verbs of movement, describing physical actions. Elicit sentences about the pictures, using the verbs (*He's jumping, She's spinning*, etc.).

Audioscript/Answers

- | | |
|-----------|----------|
| A 4 jump | D 3 fall |
| B 6 spin | E 2 dive |
| C 1 climb | F 5 roll |

- b** Students can work alone or in pairs to complete the matching exercise.

Answers 1 B 2 E 3 F 4 A 5 D 6 C

- c** Focus on the prepositions. Draw simple diagrams on the board, using a square and an arrow, to illustrate *up, down, into, out of, onto, off* and *over*. Ask students if they can see the difference between *in* and *into* and between *on* and *onto*. Give examples, e.g. *I’m standing in the classroom. I came into the classroom five minutes ago*. Elicit or explain the point that *into* and *onto* are used with verbs of movement, when we are talking about moving from one place to another.

Ask students to look at the list. Make sure they understand that two options are correct but the other is incorrect in each group. Students work in pairs to decide which one is wrong. After checking the answers, elicit suggestions for other phrases using the same verbs, for example:

climb up/down the hill, climb over the rocks, climb out of the window
fall down the chimney, fall off the table, fall out of the cupboard
dive off the cliff, dive into the pool
jump over the fence, jump onto/off the chair

Answers
1 ~~down the ground~~ 2 ~~up the water~~
3 ~~out of the water~~ 4 ~~onto the water~~

- d** Give students two minutes to think of as many other verbs of movement as they can. Examples could include: *come, go, walk, run, travel, fly, kick, hit, throw, dance*. Ask students for their suggestions and write them on the board.
- e** Read out the list. Students work in pairs to say which things they can do. Ask students to tell the class what they found out about their partner.

Optional activity

Mime game
Before the lesson, take small pieces of paper and write phrases using the vocabulary from Exercises 3 and 5, e.g. *water skiing, scuba diving, skateboarding, jumping into the sea, falling off a horse, climbing up a mountain*, etc. Fold the pieces of paper and put them in a pile on your table. Divide the class into two teams. Students from each team in turn come to the front, take a piece of paper and mime the action for their team to guess within a one-minute time limit. The team which guesses the most actions is the winner.

Culture Vulture


Paintball is a game in which players, usually in teams, try to hit each other with capsules of paint fired from a special gun called a *paintmarker*.

Ask students to read the information and discuss the question briefly.


6 Pronunciation

DVD As an optional visual alternative to the audio CD, this exercise is available on the DVD.

Linking sounds

- a**  **2.14** Write the phrase *come on* on the board. Ask students to say it quickly. Draw a line between the *m* of *come* and the *o* of *on* to show how the sounds are linked. Point out that although *come* ends in a vowel, the sound at the end is the consonant sound /m/, and it is this that links with the following vowel.

Focus on the four phrases in the book and draw attention to the sound links. Play the recording. Students listen and repeat. Give special attention to *climb up* and ask: *Why don’t we say /klaɪmbʌp/? (Because the b is a silent consonant.)*

- b**  **2.15** Students work in pairs to find the words that link together in the sentences. Play the recording. As you check the answers, ask students to repeat the individual phrases (*climb onto the board, dive into the water*, etc.).

Answers
1 Climbonto the diving boardand diveinto the water.
2 I jumpedoff the walland rolledon the ground.
3 Geton your skateboardand spinaround.
4 He rodeover the hill, then felloff his bike.
5 We jumpedot of the planeand landedin a field.

Language note

In sentence 4, you may also note that in the unstressed word *his* the /h/ sound is almost lost in rapid speech, so that we hear /ɒfɪz baɪk/.

- c** Students work in pairs and practise reading the sentences in Exercise 6b.

7 Read and listen

Background information

Kite surfing

In kite surfing (or kiteboarding) you ride a type of small surfboard. An inflatable kite attached to your body catches the wind and moves you quickly across the water and sometimes lifts you up over it.

Paragliding


Paragliding is a sport which uses a modified parachute or 'wing'. You take off from a high cliff or hilltop and sit in a harness under the wing to glide over the countryside – sometimes for hundreds of kilometres.

Canyoning

Canyoning means the negotiation of steep, rugged canyons and gorges, often in wilderness country. It typically involves challenging climbs, abseiling and jumping and may require swimming to cross the canyon at the bottom.

- a Ask students to look at the photos and describe what they can see. Then they quickly skim the text to choose the best title. Ask them to explain why the other two titles are not appropriate.

Answer 2 Extreme sports for beginners

- b  2.16 Play the recording. Students listen and read the text. Pause where appropriate to help with key vocabulary, e.g. *harness*, *helmet*, *protect/protection*, *wet*, *skills*, *knee/elbow pads*, *wrist supports*. Also elicit or explain the meaning of *FAQs* (= *frequently asked questions*). Students read sentences 1–6 and decide which sport each sentence refers to.

Answers 1 B 2 Z 3 M 4 M 5 M 6 B

- c Ask students to say what they know about the three sports at the bottom of the webpage. Then discuss the questions with the class.

8 Grammar

have to and don't have to

- a On the board, write the following pair of sentences from the text:
Mountain biking: You have to wear a helmet.
Zorbing: You don't have to wear a helmet.
For each sentence, ask: *Can I choose to wear a helmet or not?* (*Mountain biking:* no. *Zorbing:* yes.)

Explain that *have to* expresses something it is necessary to do. *Don't have to* means it is not necessary to do something. You have a choice whether to do it or not.

Ask students to read the examples at the top of the table. Substitute *she* as the subject in these sentences to elicit *She has to ...*, *She doesn't have to ...* and *Does she have to ...?*

Students complete the table. Elicit the basic form: *have/has + to + infinitive*.

Answers

Positive: have to

Negative: don't have to

Yes/No questions: Do

Short answers: do, don't, doesn't

Information questions: does

- necessary
- not necessary

Check it out!

Remind students of the use of *must* and tell them that in the positive form *must* and *have to* mean the same. For example, we can say *You have to wear a helmet* or *You must wear a helmet*.

Then look at the examples in the box and emphasise the difference between the two negative forms. Give another pair of examples:
You mustn't stay here.
You don't have to stay here.

In the first sentence we are giving an order not to stay – *mustn't* expresses prohibition. In the second we are saying 'It isn't necessary for you to stay (but you can if you want to)'. *Don't have to* expresses a lack of necessity.

Language note

Although in the positive form *must* and *have to* are often interchangeable, there are some differences between them. *Must*, not *have to*, is used for formal rules, for example:
All passengers must wear seat belts.

In other contexts, if we want to talk about an obligation that is imposed on us by someone else or by circumstances, we normally use *have to*. If we want to express a more personal feeling of obligation, coming from within ourselves, we normally use *must*. For example:

I have to get up at 6:30 on school days. (= I have no choice.)
I really must try to work harder. (= It's important to me.)

These are quite subtle points and unless you have a strong class, it is probably best not to go into this much detail now. The main thing is for students to recognise the important difference between the two negative forms.

- b Students work alone or in pairs to read the sentences and choose the correct verbs.

Answers

1 don't have to 2 has to 3 mustn't
4 don't have to 5 mustn't

- c Give students three or four minutes to complete the sentences. Monitor to check that their endings are appropriate.

Weaker classes: If students need help with this activity, write a number of possible endings on the board, for example:

*clean my room get up early eat in class
answer my cousin's email do the cooking
finish my History essay do our homework*

Tell students that they can use any of these ideas, choosing where best to put them and changing the details as they wish; or they can think of similar endings.


- d Students compare sentences with their partner. Ask students to read out any sentences which were the same as their partner's and elicit some alternatives from the rest of the class.

Stronger classes: To extend the activity, ask students to write three sentences using *They have to*, *They don't have to* and *They mustn't* to describe the obligations of cyclists or drivers. Put them in pairs to check each other's work.


Optional activity

Students work in groups of three or four. Ask them to use *must* and *mustn't* to write 'extreme rules' for the worst school in the world. Each group then presents their rules to the rest of the class. Have a vote at the end to decide which school sounds the worst.

Interaction 6

 As an optional visual alternative to the audio CD, this exercise is available on the DVD.

Describing rules


- a  2.17 Ask students to look at the photo and identify the sport (bungee jumping). Use the photo to pre-teach *tower* and *elastic cord*. You might

also want to teach the word *instructor*. Play the recording. Students listen and answer the question.

Audioscript

Dave: Hey, listen, there's an advert for a place that does bungee jumping. Are you interested?
Morgan: Ooh, I'm not sure. I don't know much about bungee jumping.
Dave: Well, you jump from a special tower that's really high. You wear a body harness and you're on a long elastic cord. You fall really far, but you don't touch the ground.
Morgan: Wow! That's exciting!
Dave: Yeah!
Morgan: Do you have to wear special clothes?
Dave: No, not really, but you mustn't wear glasses.
Morgan: Right, no glasses. Maybe it's better not to see the ground! Do you have to have lessons?
Dave: No, you don't need lessons. They have instructors who tell you what to do.
Morgan: OK. It sounds good. How old do you have to be?
Dave: 14, but you must have a letter from your parents if you're under 18.
Morgan: OK then! I'll phone my mum right now and ask if I can come with you ...

Answer She's interested.

- b  2.17 Ask students to read the list of questions, and then play the recording again. Students tick the questions that are asked.

Read out the whole list of questions and ask students to repeat. In the sentences with *have to*, pay attention to the stress on *have* and the weak vowels in the unstressed *do you*:

Do you have to have lessons?
How old do you have to be?

Answers

Do you have to wear special clothes?
Do you have to have lessons?
How old do you have to be?

- c Before beginning the activity, pre-teach or check the following vocabulary: *kite*, *pull (someone)*, *along*, *life jacket*, *provide*, *expert*. Alternatively, make sure that students have dictionaries so that they can check these words themselves and explain them to their partner.

Divide the class into Student A and B pairs. Student A turns to page 119 and Student B turns to page 122. Refer students to Interact 6 on the cover gatefold. Give them a few minutes to read the description of their sport and to think of the questions they will need to ask about their partner's sport. Students ask questions and record the answers in the fact file. At the end, they should

check each other's files for accuracy. Ask the class which of the two sports they would most like to try.

Portfolio 6

Formal and informal messages

- a Books closed. Ask students who they write to and what forms their writing takes. (Answers could include *text messages, comments on website message boards, emails, birthday cards, postcards.*) Write the following phrases on the board: *saying thanks, making an invitation, asking for information.* Elicit examples of situations in which people write to someone for these three purposes.
- Students open their books at page 53. Ask them to look at the photos and identify the sports. Then they complete the matching exercise.

Answers 1 C 2 D 3 A 4 B

Check it out!

Ask students to look at the information in the box. Tell them that they must always consider who they are writing to so as to know the kind of language required.

- b Look at each message in turn and ask: *Who is the person writing to?* (A: *a friend*; B: *someone who works at a sports centre or rollerblading club*; C: *a friend*; D: *a teacher*.) Ask students which texts are formal and which are informal. Tell them to pick out specific phrases in each message which help them decide.

Answers A, C – informal B, D – formal

- c Students look through the texts and put each expression in the right column in the table. Ask them to say which expressions are used for saying hello (*Dear Sir/Madam, Dear Mr/Mrs X, Hi X*), for thanking someone (*thank you, thanks*), for making a request or invitation (*would like to, want to*) and for saying goodbye (*Yours faithfully, Yours sincerely, Love X, See you soon*).
- Make it clear that *Sir/Madam* is used when we don't know the name of the person we are writing to. Explain the difference between *Yours faithfully* and *Yours sincerely*: they are both formal, but *Yours faithfully* is used when we don't know the name of the person we are writing to and *Yours sincerely* when we do. Also point out that contracted forms (*I'm, I'd, etc.*) are used for the conversational style

of informal messages while full forms (*I am, I would*) are normal in formal messages.

Answers
Informal language: Love X, I'm ... thanks, Hi X, want to ..., See you soon
Formal language: Dear Sir/Madam, would like to ..., thank you, Yours faithfully, Yours sincerely, Dear Mr/Mrs X

- d Read out the things students have to think about when writing their formal message. Elicit the expressions they will need to use, e.g. *Dear Sir/Madam, I am writing to ask for information about ..., Thank you for your help, Yours faithfully.* Tell students to plan their message before they start writing it. Remind them that they will need to be direct and clear, without going into personal details. Give students 10–15 minutes to write their message. You could also set this for homework.
- e Elicit or provide expressions to use when writing a response to a request for information, e.g. *Thank you for your letter/email, Here is the information you requested, If you need any other information, please contact me, Yours sincerely.* Students then swap messages and write a reply to their partner's message.

1 Culture World: New Zealand

Background information

New Zealand
New Zealand, lying south-east of Australia, is made up of two major islands (North Island and South Island) and several smaller ones. Its capital is Wellington. Today about 12% of the population are Maori and the rest are mostly European. In the 18th century whalers, traders and settlers came to the islands, mainly from Britain, and the country became a British colony in the 19th century. It was granted dominion status in 1907 and became independent in 1931, although Queen Elizabeth II still remains its head of state. It is famous for its varied and spectacular scenery.

Hobbits
Hobbits are a fictional race of diminutive people who live in underground houses in hillsides. They were created by Oxford professor and fantasy writer J.R.R. Tolkien. They first appeared in his novel *The Hobbit* (1937) before featuring in *The Lord of the Rings* (1954–5). Bilbo and Frodo Baggins are the most famous of Tolkien's hobbits.

Rafting

In white-water rafting people negotiate rapidly flowing rivers in rubber rafts, steered by paddles. Black-water rafting, a speciality of New Zealand, actually does not involve the use of rafts. You wear a wetsuit, and an inflatable rubber ring keeps you afloat as you go down the underground river that runs through an extensive and spectacular system of caves.

Kiwis

The kiwi, New Zealand's national symbol, is a flightless and mainly nocturnal bird which lays a single egg in a burrow. It is unique to New Zealand.

- a
- Books closed. Write *New Zealand* on the board. Elicit everything that students know about the country. Write their ideas on the board. If any students have visited New Zealand, ask them to describe what they saw and did there.

Students turn to page 55. They can work in pairs to answer the quiz questions.

- b
- You may want to pre-teach some of the key words in the article, e.g. *population, adventure, (sports) fans, rafting, fit, war*. Students read the article and find the answers to the quiz questions. As you check these, ask students to read out the parts of the text that provide the answers. Then focus on the photos and ask students to explain what they show.

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

- c
- Read out the definitions. Students work in pairs to find the words in the article.

Answers
1 set off 2 landscape 3 combination
4 trekking

- d
- Give students about five minutes to look back over the text and write two quiz questions (stronger students may have time to write more than two). In pairs, they answer each other's questions.

Optional activity

Class quiz

You could turn Exercise 1d into a class quiz. Instead of speaking with a partner, students form teams and choose their four best questions. Everyone then closes their books. In turn, a student from each team reads out their four questions. The other teams have 15 seconds to confer and write down their answer to each question. At the end, teams announce the answers to the questions they wrote and mark their answers to other teams' questions. The team with the most correct answers is the winner.

2 Your project

An extreme map

- a
- Read out the list of facts about New Zealand. Students then work in groups to complete the other column with similar information about their country. If you have access to the internet, students can find or check their facts online. If not, you can ask them to do some research for this task and for Exercise 2b at home.
- b
- Groups design a map of their country, including the information they found in Exercise 2a. They can add other features if they wish (e.g. largest forest, oldest city, most famous national park, etc.). Then they discuss their sporting 'do's and don'ts' and their 'must-do's' for visitors. Together they write up this information and add it to their page, using drawings or photographs if they wish. They may be able to design their page on the computer and then print it out. Students then present their information to the class. If possible, display the finished pages on the wall.

Review 5 and 6

1 Grammar

- a 1 might 2 will 3 might 4 won't 5 will
6 probably
- b 1 'm going to learn
2 are ... going to see
3 's going to have
4 's going to buy
5 aren't going to come
6 Is ... going to meet
- c 1 must carry an oxygen tank on your back.
2 should practise in a swimming pool before you go in the sea.
3 mustn't dive alone before you have classes.
4 shouldn't go diving if you are tired.
5 should take an underwater camera with you.
6 mustn't swim up too quickly when you finish diving.
- d 1 doesn't have to 2 has to 3 have to
4 has to 5 has to 6 doesn't have to
- e 1 might not get 2 're going to 3 must / have to go to 4 should go 5 she has to 6 doesn't have

- c 1 snowboarding
2 skateboarding
3 skydiving
4 scuba diving
5 mountain biking
6 bungee jumping
Mystery word: skiing
- d 1 up 2 around 3 into 4 up 5 down 6 on

Correct it!

- 1 / *won't* be home this afternoon.
2 I want to paint my room yellow or *maybe* orange.
3 We'll *meet* outside the cinema at 4 o'clock.
4 I might *come* to your party.
5 We *shouldn't/mustn't* forget to take our camera.
6 I think you *should* / I *hope* you can spend your holiday at my house.
7 We can go out with our family on Sunday when we *don't have to* work.
8 You can get here *by train*.
9 Next week we are going to go *skateboarding* together.
10 You *have to* buy a ticket if you want to go to the cinema.

For more grammar and vocabulary practice, direct your students to the *Interactive Student Website* at: <http://interactive.cambridge.org>

2 Vocabulary

a

M	S	F	V	D	B	C	R	R	H
O	H	D	E	O	Y	E	Z	E	B
T	I	N	A	R	T	M	L	D	O
O	P	T	N	O	R	I	B	D	A
R	Q	N	O	R	C	Y	W	P	T
B	A	C	L	O	R	R	Y	X	P
I	S	G	P	C	J	R	Z	F	G
K	P	T	R	A	M	T	Q	A	R
E	E	X	A	J	P	O	R	E	A
R	Y	H	R	K	P	L	A	N	E

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