Unit 4: Outdoor pursuit Lessons 12-13 Surviving in the great outdoors

vocabulary

survive: to deal with a difficult or dangerous situation the great outdoors: the countryside, especially somewhere that you visit to do outdoor activities

Lesson 12

Learning objectives:

Speaking: To take part in discussions about school trips and the great outdoors.

Reading: To read a brochure about outdoor activities and survival skills.

Writing: To complete verb/noun collocations related to outdoor survival skills.

<u>Listening</u>: To listen to a conversation and understand general and specific information.

Objective 1:Speaking: To take part in discussions about school trips and the great outdoors.

• Have you ever been on a school trip? Where was it? What was it like? Where would you like to go on your next school trip?



Objective 2 Writing: To complete verb/noun collocations related to outdoor survival skills.

Vocabulary

 Complete the list using the words in the box.

making cooking following identifying putting up

Outdoor survival skills

1 _____ a tent

2 _____ a campfire

3 _____ over a campfire

4 _____ a path or a trail

5 _____ trees, plants and wildlife

1 putting up

2 making

3 cooking

4 following

5 identifying

Objective 2 Writing: To complete verb/noun collocations related to outdoor survival skills.

2 Match the words in the two columns.

1b a pair of trainers

You will need to bring:

1 b 1 a pair of

2 d² a sleeping

3 f 3 a waterproof

4 c 4 a change of a swimming

or

6 e 6 swimming

a costume

trainers

c clothes

d bag

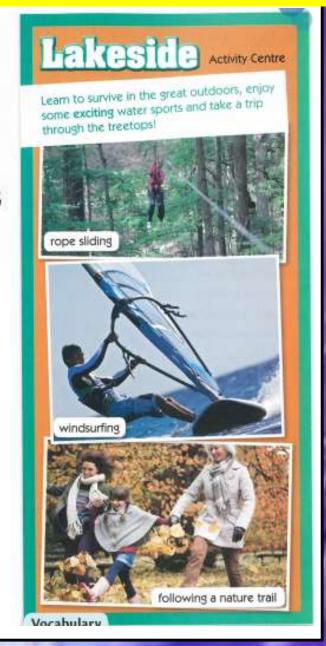
e trunks

f jacket

Objective 1:Speaking: To take part in discussions about school trips and the great outdoors.

Speaking

3 Imagine that you are going to an activity centre with your class tomorrow. What information does your teacher need to give you?



Listening (22)



- 4 Listen and answer the questions.
- 1 Who are the people in this conversation?
- 2 What is the conversation about?
- 1 A teacher and some learners.
- 2 A trip to an activity centre.
- 5 Listen again and complete the notes about the school trip.

School trip to Lakeside Activity Centre

Day 1

Meet at school at: 7:30 am

Coach departs at: 8:00 am

Morning activities: Putting up a tent

Lunch: sandwiches and a drink

Afternoon activities:

(1) Water sports

(2) forest trail activities - following a trail and identifying trees and plants and wildlife OR mountain biking

Supper:6:00 pm

Evening activities: story telling and singing

round the campfire Lights out: 9.30 pm

Day 2

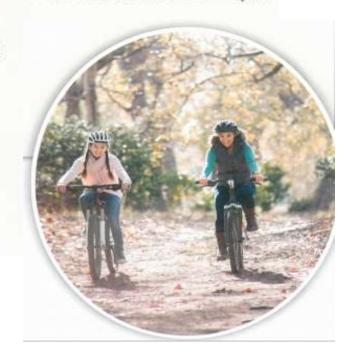
Breakfast: 8:00 am

Moyou can choose your activity

Lunch: 12.00 pm

Afternoon activity: Zip lining

Coach leaves at: 4:00 pm



Lesson 13

Learning objectives:

<u>Listening</u>: To listen to a conversation and understand general and specific information.

Reading: To read a schedule for a school trip.

Writing: To complete a schedule for a school trip; to write sentences about preferences using -ing forms.

Use of English: -ing forms

We can use verb +ing in different ways, for example:

At the beginning of sentences

Putting up a tent is easy.

After other verbs

I don't like falling into the water.

After a preposition

I'm no good at putting up tents.

Writing

- 6 Use words ending in -ing to complete these sentences so that they are true for you.
- is easy / difficult. Riding a bike is easy.
- 2 ... is fun.
- 3 I don't like ...
- 4 I enjoy ...
- 5 I'm good at ...
- 6 I'm no good at ...

2 Read about -ing forms in the Coursebook (page 70). Then write the -ing form of the verbs in the chart.

following putting follow put beginning begin forgetting riding building forget ride build getting Running buying get run buy giving give seeing choosechoosing see having have sing singing come coming identify identifying sit_ sitting cook cooking leaving leave stay staying cutting cut letting <u>swim</u> swimming doing let do listening take taking drive driving listen making win winning make fall falling

3 Complete the conversation using suitable verbs from Activity 2 in the -ing form.

Now remember, 1 staying together is important and so is 2 listening to the Teacher:

instructors. Right, the first thing we'll do is put up our tents.

But I'm no good at 3_putting up a tent. Student:

Don't worry. The instructors will help you. Teacher:

What do we do after lunch? Student:

Teacher: You can do water sports.

Oh, I'm no good at water sports. I don't like 4 falling into the water. Student:

That's OK. You can do some of the forest trail activities. Teacher:

What are forest trail activities, Miss? Student:

Wellfollowing trail and identifying and plants and wildlife. Or there's Teacher:

mountain biking. And then it'll be 6 o'clock and time for supper.

Mmm. Students:

And the good news is ... we're cooking our own supper - over a campfire. Teacher:

Student: Wow!

Yes, 7 making a campfire and 8 cooking over it are important survival skills. Teacher:

And 9 Singing songs around the fire is really fun.

Objective 1: revise key words.

1 Find the following in the picture. Write the words on the picture in the correct places.

· mountain bike · inflatable boat · wetsuit · tent · sleeping bag · path · wildlife · pair of trainers • fish bridge • kayak • treetops · lake · waterfall · helmet · life jacket · campfire • plane · windsurfer · rope sliding

