



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.

Listening: 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?



Vocabulary

- 1** 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

2 Match the words in the two columns.

1b a pair of trainers

You will need to bring:

- | | | |
|------------|----------------------------------|-------------------|
| 1 b | 1 a pair of | a costume |
| 2 d | 2 a sleeping | b trainers |
| 3 f | 3 a waterproof | c clothes |
| 4 c | 4 a change of | d bag |
| 5 a | 5 a swimming
<i>or</i> | e trunks |
| 6 e | 6 swimming | f jacket |

Speaking

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

Lakeside Activity Centre

Learn to survive in the great outdoors, enjoy some exciting water sports and take a trip through the treetops!



rope sliding



windsurfing



following a nature trail

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

Morning activities: **You can choose your activity**

Lunch: 12.00 pm

Afternoon activity: **Zip lining**

Coach leaves at: **4:00** pm



Lesson 13

Learning objectives:

Listening: 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.

Writing

6 Use words ending in *-ing* to complete these sentences so that they are true for you.

- 1 ... 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 ...

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.

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

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

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

Teacher: Now remember, ¹ staying together is important and so is ² listening to the instructors. Right, the first thing we'll do is put up our tents.

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

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

Student: What do we do after lunch?

Teacher: You can do water sports.

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

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

Student: What are forest trail activities, Miss?

Teacher: Well, ⁵ **following** a trail and ⁶ **identifying** trees and plants and wildlife. Or there's mountain biking. And then it'll be 6 o'clock and time for supper.

Students: Mmm.

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

Student: Wow!

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

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

