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# It looks terrifying!



**1** Look at the photos. How would you describe the activities? How do they make you feel? How do you think the people in the photos are feeling?

**2** Circle the best word to complete each sentence about the photos.

- a) I bet the people are feeling really *exhilarated* / *exhilarating*.
- b) Even with a rope, I'd be absolutely *terrifying* / *terrified*.
- c) I love the idea of flying like that. It looks *awesome* / *awful*.
- d) It must be *amazing* / *amazed* to look down and see the world beneath you like that!
- e) They both look like really *thrilling* / *thrilled* things to do.
- f) I'm sure it's *fun* / *funny*, but you won't get me doing it!

**3** Which activity would you prefer to do? Complete the sentences using your own ideas, and giving a reason for your preference. Compare your ideas in pairs.

- a) I'd rather / I'd prefer to .....
- b) Given the choice, I'd .....
- c) I think I'd enjoy .....
- d) If I had to choose, I'd .....

**4** Which sports are the people describing? (Clue: all the sports are mentioned somewhere in the lesson.)

**1** This sport involves jumping from a high place. You need to wear some safety equipment, like a helmet and a harness. There is an elastic rope tied round your ankles, so you don't hit the ground but bounce back up again.

**2** This sport is usually done in urban places. It's about getting from one place to another by jumping, climbing, swinging ... whatever works best. You have to be very fit and quite creative, I imagine.

**3** I think you have to be very brave to do this sport. You go up somewhere very high and then jump off and glide through the air. You need a special suit, which makes you look like a bat.



**5 Work with a partner. For each pair of extreme sports:**

- check you understand what's involved in the sport
- circle which sport in each pair you would prefer to do and say why
  - a) parkour / skateboarding
  - b) mountain biking / snowboarding
  - c) volcano surfing / cave diving

**Exam tip**

Remember to name the photos, and to describe what you can see.

 **EXAM TASK**

**6 Work in pairs: Student A and Student B. Compare your photos and answer the questions.**

**Student A:** Here are your photographs. They show **people doing different extreme sports on water**. Compare the photographs and say **what you think the people are enjoying** about these sports.



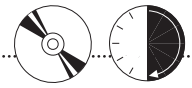
**Student B:** Which of these sports would you prefer to try? (Why?)

**Student B:** Here are your photographs. They show **people climbing in different places**. Compare the photos and say **why you think the people enjoy climbing** in these places.



**Student A:** Which of these sports would you prefer to try? (Why?)

**7 Did you use an expression from exercise 3 to answer your follow-up question? Think of another response to the follow-up question, using a different phrase.**



# Is it healthy?

**1a** Work in pairs. You have five minutes. Look at the three headings. Make a list of as many words as you can to describe each of the photos. Group the words under the following headings:

- objects and equipment
- feelings and adjectives
- activities



**1b** Compare your ideas with another pair. Do you have any of the same words?

**2** Listen to two students talking about the photos in part 2 of the speaking test. Tick any of the words on your list that they mention.

**3a** Circle the correct option to complete the extracts from the recording.

- a) There are *load* / *loads* of crumpled pieces of paper on the desk.
- b) I can make out *a couple* / *both* of notebooks as well as the computer.
- c) There's a pen on the notebook and a *lot* / *number* of pencils in a jar.
- d) There are only *a few* / *few* leaves on the tree.
- e) The tree has *several* / *much* branches.
- f) The man has *lots* / *many* of different things on his waist.

**3b** Listen again and check your answers.

**4** Do you agree with what Gemma and George said about the photos? Why? / Why not? Look at the jobs in the box. Do you think they are good for your health? Explain why.

- air traffic controller
- car driver
- childminder
- construction worker
- pastry chef
- teacher
- cleaner

**Exam tip!**  
 In the actual exam, the examiner will stop you after a minute - even if you haven't finished! Make sure you compare the photos and answer the question in the time.

- 5 Look at the four photos and make sentences using the words in the boxes and the quantity expressions from exercise 3a.



machines equipment light men



walker hills branches grass



cakes biscuits loaves customers



fruit jars shelves basket

### EXAM TASK

- 6 Work in pairs: Student A and Student B. Take it in turns to carry out the exam tasks, using the two sets of photos in exercise 5.

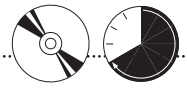
**Student A:** The photographs (A and B) show **people exercising in different ways**. Compare the photographs and say **how often you exercise might be good for your health**. Speak for one minute.

**Student B:** Which of these types of exercise would you prefer to do? (Why?)

**Student A:** The photographs (C and D) show **shops which sell different types of food**. Compare the photos and say **which shop sells healthier items and why**.

**Student B:** Which of these shops do you prefer? (Why?)

- 7 Listen to Sara talking about the photos A and B. Do you think she will get a good mark for this answer? Why? / Why not?



# Good friends

**1a** Work in pairs: Student A and Student B. Look at the four sentences in your box and check you understand the meaning of each underlined phrase.

**Student A**

We had an argument on Friday but made up the next day and we're OK now.

I can't trust her, she always lets me down.

She's nice to my face, but I know she talks about me behind my back.

Everyone in my class is nice. I get on well with all of them.

**Student B**

He never does what he says. I can't rely on him.

I liked her at first, but the time we met, I really hit it off and we started.

We both like sports and watching films. In fact, we've got a lot in common.

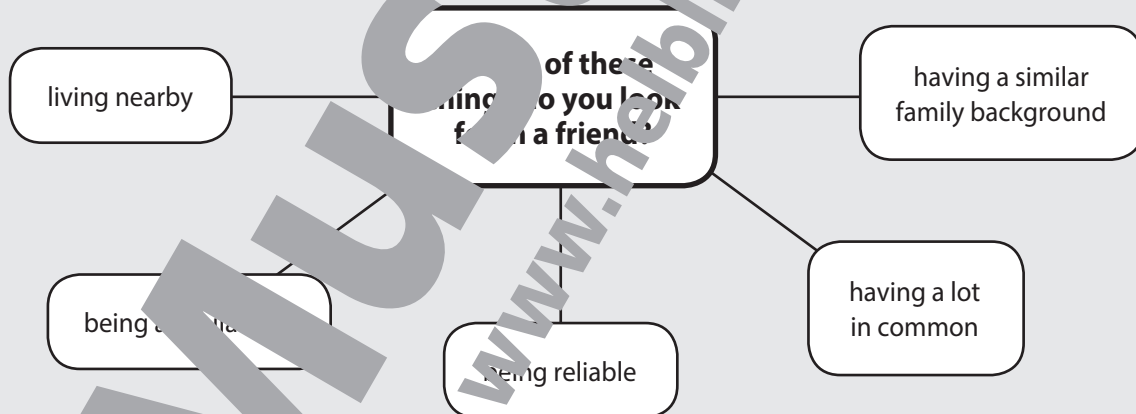
I fell out with him last week but now we're still not talking.

**1b** Take it in turns to read your sentences aloud to your partner, leaving out the underlined phrase. Can they guess what phrase is missing?

**1c** Tell your partner about something that happened with your friend, using at least one of the phrases, e.g. *someone let you down, or you made up with someone, or you fell out with someone, or you hit it off, or you got on well with someone, or you got in a fight.*

**EXAM TASK**

**2a** Work in pairs. Here are some things that many people look for in a friend. Discuss the ideas and question, using phrases from exercise 1. You have two minutes.



**2b** Now talk to your partner about which of the qualities mentioned is most important in a good friend. You have one minute.

**3** Listen to two students carrying out the same task in the Speaking test and number the ideas in the order they mention them. What do they decide is the most important quality for a good friend?

4a Work in pairs. Put the useful phrases into the correct place in the chart.

Starting the discussion

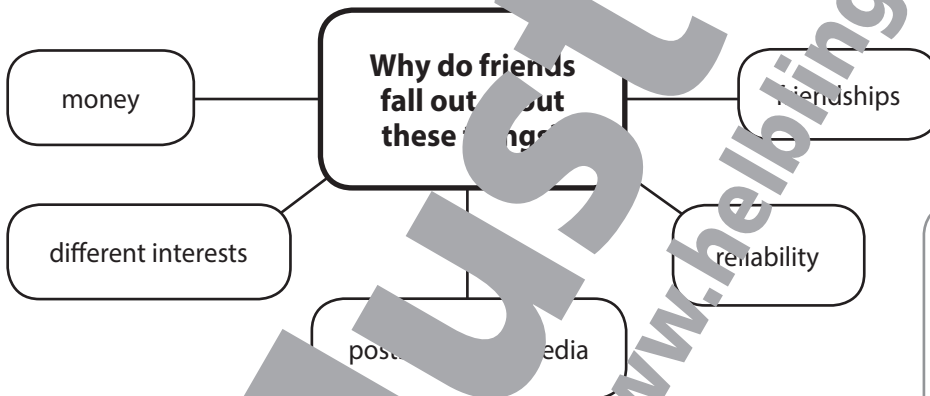
Reaching a conclusion

Changing to a new point

OK, so we agree. Which one shall we start with?  
So what's our final decision? Let's move onto ...  
We still need to talk about ... what about ...?

4b Listen to the students again and tick the phrases you hear in the chart.

5a Work in pairs. Look at the task. Talk to each other about why friends fall out. You have two minutes.



5b Now you have one minute to decide together which of the factors friends often fall out about.



**Exam tip!**

You have one minute to answer the last question in the Part 3 task, so try not to make a quick decision.