

# Out of your comfort zone

# 1

## VOCABULARY New experiences

I can talk about challenging new experiences and emotions.



## A week of challenges

Love the Cinnamon Challenge? What about a week of challenges? Try it, take photos and win a prize.

### VOCABULARY

Adjectives of emotion |  
Phrases with *yourself* |  
New experiences |  
Personality adjectives

### GRAMMAR

Present tenses | Past tenses



### SPEAKING

Asking for and offering help



### READING

Moving to the USA

### LISTENING

Projection mapping

### WRITING

A description of a personal challenge

### BBC Culture and Skills

Would you cross a desert?

- 1 CLASS VOTE** Read about the Ice Bucket Challenge. Would you do it? Why? / Why not?

The Ice Bucket Challenge is an activity involving dumping a bucket of ice water on your head. It's done to encourage people to donate money for research on a serious disease called ALS.

- 2** Your friend has invited you to do the Ice Bucket Challenge. How do you feel?

*I feel excited because I love all challenges.*

*I'm scared. I'd never do anything like this; it might be dangerous.*

*I'm worried I might look silly, but it's worth trying – it's for charity.*

- 3** **1.11** Study the Vocabulary A box. In your notebook, put the adjectives in the correct group in the table. Listen and check.

#### Vocabulary A Adjectives of emotion

afraid annoyed anxious confused determined disappointed  
joyful miserable relaxed satisfied stressed surprised uneasy

Positive

? ? ? ? ?

Negative

*afraid* ? ? ? ? ? ? ?

- 4** Which adjectives could go in both columns?

*'Surprised' could be positive or negative, depending on the situation.*

- 5** Look at Claudia's notes and pictures on page 11. Choose the correct option. Write the answers in your notebook.

**1** Claudia was *determined* / *miserable* to try all the challenges.

**2** Claudia was *disappointed* / *relaxed* with the Yoga Challenge because it didn't go well.

**3** She felt really *confused* / *anxious* about the Ice Bucket Challenge.

**4** She was *satisfied* / *miserable* with the Chubby Bunny Challenge.

**5** When Claudia was doing the Behaviour Challenge, she tried not to get *annoyed* / *uneasy* with her little brother.

*1 determined*

## Claudia's week of challenges

- Monday** Do the One Leg Yoga Challenge. Stand on one leg for as long as you can!
- Tuesday** Try the Be Really Nice Challenge on your brother or sister. Be extra nice until they ask you why you're being so nice!
- Wednesday** Take the Chubby Bunny Challenge: say 'chubby bunny' with marshmallows in your mouth!
- Thursday** This is the big one – video your Ice Bucket Challenge!



- 6** **I KNOW THAT!** How many other adjectives of emotion can you think of? Write your ideas in your notebook.

- 7** Work in pairs. Choose an adjective from the Vocabulary A box. Your partner says when he or she last felt like that.

A: *Satisfied.*

B: *I felt satisfied when I won the Maths competition.*

- 8** **1.12** Study the Vocabulary B box. Listen to five people. Which phrases can you hear? Write the answers in your notebook.

### Vocabulary B Phrases with yourself

express yourself	congratulate yourself
surprise yourself	surprise yourself
tell yourself	make yourself (do sth)
know yourself	challenge yourself
challenge yourself	be yourself

- 9** **1.12** Listen again and complete the sentences. Write the answers in your notebook.

- It's important to  yourself when you meet new people.
- You should  yourself for the challenges you try, even if you aren't successful.
- It's a good thing to  yourself and give your opinion.
- You should  yourself do certain things, even if they aren't easy.
- You need to  yourself that you aren't the only person with problems.

- 10** Do you agree with the sentences in Exercise 9? Why? / Why not?

- 11** **1.13** Complete the verbs in the phrases. Write the answers in your notebook. Listen and check.

### Word Friends New experiences

<b>g</b> give an opinion	<b>b</b> ? your confidence
<b>g</b> ? sth a go	<b>h</b> ? an adventure
<b>ch</b> ? your routine	<b>g</b> ? a buzz (out of sth)
<b>m</b> ? plans	<b>t</b> ? sth on board

- 12** **1.14** Read the blog post. Choose the correct option. Write the answers in your notebook. Listen and check.

*1 change*



## How to ...

## get out of your comfort zone!

*It's the start of a new school year. Everyone's getting back into their 'normal' routine, so it seems like a good time to challenge yourself.*

Here's a simple idea. Why not surprise yourself and <sup>1</sup>change / make your daily routine? You could travel a different way to school. You never know – you might <sup>2</sup>have / make an adventure! Why not eat your meals in a different place or get up early and do some yoga? Our brains <sup>3</sup>have / get a buzz out of change, so it helps you to enjoy your day and focus on what you're doing.

I love making videos, but I was always too shy to share them. Then last month I made myself post my work online. Now people like to comment, <sup>4</sup>give / get their opinions and criticise, but I don't mind. Good comments <sup>5</sup>make / boost my confidence, but I try to <sup>6</sup>take / get on board negative comments too. **Marco**

I tried this idea on my birthday: allow a friend to <sup>7</sup>boost / make plans for you! Your friend chooses a place to go. You have to see a film you wouldn't normally choose or try a new activity. I was really excited about my day – and a bit anxious too. But I decided to <sup>8</sup>have / give it a go and now I have a new hobby: juggling! **Carly**

I can use different tenses to talk about the present.



**NEW BEGINNINGS**

- Nina:** Excuse me. I'm waiting for the number 7 bus. What time does it arrive?
- Woman:** Sorry. The number 7 doesn't stop here. It goes from the other bus stop, around the corner.
- Nina:** Thank you! Oh no, the bus is leaving. I don't believe it! Wait!
- Skye:** Hi. Are you going to Belmont Academy? A lot of students get this bus. I'm Skye. This is Jay.
- Nina:** I'm Nina.
- Jay:** Oh, here comes another bus.
- Nina:** Thank goodness for that!
- Skye:** Hey, Dan. This is Nina. She's starting at Belmont too.
- Dan:** It's nice to meet you, Nina. Where are you from?
- Nina:** I'm from Colombia, but I'm living in London now. Is it always this cold here?
- Dan:** Erm, yes, quite often. What's it like in Colombia? I'd really like to go there. I love travelling. Oh, by the way ...

How do you say these expressions in Polish?

Thank goodness for that!  
By the way, ...

**OUT of class**

- 1 CLASS VOTE** How do you normally travel to school? Tell the class.  
*I usually go by car. My dad takes me.*
- 2** **1.15** Listen. What problems has Nina got?

**3** Study the Grammar box. Find more examples of these tenses in the dialogue.

Grammar	Revision of present tenses
<b>Present Simple</b> Buses usually <b>come</b> past every ten minutes. (routine) She <b>lives</b> in London. (permanent situation)	
<b>Present Continuous</b> I'm <b>looking</b> for the bus stop. (present action) She's <b>living</b> in Brighton now. (temporary situation)	
<b>State verbs</b> state verbs: <i>belong, know, prefer, etc.</i> state or dynamic verbs: I <b>think</b> she's shy. (state verb: opinion) What <b>are</b> you <b>thinking</b> about? (dynamic verb: mental process)	
GRAMMAR TIME > PAGE 126	

**4** Complete the sentences with the Present Simple or Present Continuous form of the verbs in brackets. Write the answers in your notebook.

- I live near the school, so I *don't usually get* (usually/not get) the bus.
- Mum  (not pick) us up today, so we  (walk) home from school.
- you  (usually/give) new after-school clubs a go?
- Why  you  (do) your homework now?
- My brother  (not go) to this school.

**5** **1.16** Choose the correct option. Write the answers in your notebook. Listen and check.

Hi Gran,

How are you? I <sup>1</sup>*have / am having* lunch in the school canteen, so this is just a quick message. First of all, the school and the teachers are great – I <sup>2</sup>*prefer / am preferring* them to the old ones. We usually <sup>3</sup>*discuss / are discussing* things in groups. Everybody can say what they <sup>4</sup>*think / are thinking* about something and teachers often <sup>5</sup>*encourage / are encouraging* students to share their experiences.

This is an international school, so I <sup>6</sup>*hear / am hearing* lots of different languages every day. I <sup>7</sup>*know / am knowing* my Spanish will improve quickly! I've got to go! We can talk on Skype soon.

Besos (that's 'kisses' in Spanish),

Skye

I can identify specific detail in an article about immigrants and talk about the problems they face.

**1 CLASS VOTE** Could you cope with moving to another country? Vote yes or no. What problems do you think you might face? Think about the things below.

friends family home language school

**2 1.17** Read the text and complete the table. Write the answers in your notebook.

	Name	Country of origin	Languages spoken	How long in the USA
Student 1	?	?	?	?
Student 2	?	?	?	?
Student 3	?	?	?	?

**3** Read the text again. Are the sentences true or false? Write the answers in your notebook.

- Mateo says some Americans think of Mexicans in a fixed way.
- Mateo feels people should have some knowledge of the countries around them.
- Ji-Min agrees with Obama’s views on immigration.
- Americans are usually familiar with Ji-Min’s home country.
- Vanessa guessed correctly about the problems she would have in the USA.
- Adele helps immigrants with more than just learning the language.

**4** Look at the highlighted words in the text. Check your understanding. Use a dictionary if necessary.

**5** In pairs, discuss the questions.

- Which migrant do you think has the most problems at the moment?
- What did you learn about the USA?
- What did you learn about immigrants?
- What would you find difficult if you moved to the USA?

## Fitting in

Have you ever felt that it’s hard to fit in with the people around you? Wanting to belong is part of growing up, but it’s definitely more difficult when you move to a new country. This group of young migrants talk about the challenges they face in the USA.



Mateo Martinez is fifteen but his family moved to the USA from Mexico when he was a few years old. Although he loves his life in the USA, Mateo still faces stereotypes. ‘Some Americans expect me to be lazy,’ he explains. ‘That’s what they think of Mexicans. I don’t take it personally, but I don’t like that kind of label.’ Another thing which annoys Mateo is when other students ask if he speaks Mexican at home. ‘Some people don’t know that we speak Spanish,’ he says. ‘Our countries are neighbours, so people should be aware of our language and culture.’

Ji-Min Choy arrived a few months ago. When I meet her, she’s searching for a video on YouTube. In the video, Barack Obama is speaking about immigrants as a big part of American history: ‘We don’t simply welcome new arrivals – we are born of immigrants.’ ‘I love this speech,’ says Ji-Min. ‘It makes me feel welcome. Do you know that almost one quarter of the US population are first or second generation migrants?’ That definitely makes life in this big country easier, but there are still awkward moments for Ji-Min. ‘Many Americans don’t really know where South Korea is!’ she says.

Vanessa Defay, from Haiti, was anxious before she arrived last year. She thought that finding new friends would be her biggest problem, but she was wrong. ‘Making friends is simple because some other students speak Creole, which is my language, and Spanish, which I learned at school. But I often don’t understand the teachers when they speak fast.’ Adele Parker, an English teacher, is helping Vanessa. Adele knows that many children move here due to various problems in their home countries. ‘Learning a new language is a huge challenge for immigrants. I teach students about the culture too, and help them integrate through extra social activities.’

**6 VOX POPS** Talk to your partner. What problems do immigrants face in your country? How can we make a difference in these areas?

culture jobs language stereotypes tolerance



I can use different tenses to talk about past events and experiences.

- 1 **CLASS VOTE** Have you or has anybody in your school done something exciting? What was it?
- 2 Read the article quickly. What was Malavath's challenge?
- 3 Read the text again. In pairs, ask and answer the questions.
  - 1 What did Malavath do in 2014?
  - 2 Why did Malavath want to do the challenge?
  - 3 How did she get to the training centre?
  - 4 Why did they have to walk slowly?
  - 5 Why has Malavath gone back to school?
  - 6 What famous person did Malavath meet after the climb?
  - 7 How has this experience changed Malavath?
- 4 Study the Grammar box. Find more examples of past tenses in the article.

## Grammar

## Past tenses

**Past Simple**

She **became** a good climber. (finished action)

They **trained** in the countryside. (repeated action)

**Past Continuous**

At nine o'clock she **was studying** for her exam. (action in progress)

It **was raining**. (background description)

**Past Simple and Past Continuous**

They **were sleeping** when we **arrived**.

**Present Perfect**

She **has gone** home. (result in the present)

I **have never been** to Paris. (experience)

She's **gone** home. She **went** home an hour ago. (recent event + completed action)

I've **been** to Paris. I **went** there three years ago. (experience + completed action)

GRAMMAR TIME > PAGE 126



In 2014 thirteen-year-old Malavath Poorna became the youngest girl to climb Mount Everest. She was living in a village in the countryside with her parents when a government organisation chose her and a friend for the mountain challenge. At the time, Malavath was looking for a chance to do something different and she was happy to go. She flew for the first time in her life to a special mountain centre where she trained for eight months. The training was hard and sometimes the temperature dropped as low as -35°C. Malavath also hated the packaged food that she had to eat. It didn't smell nice and she missed her mum's cooking! The climb lasted fifty-two days. At times it was dangerous and they had to walk very slowly, but Malavath didn't give up. When she finally raised India's flag on the highest peak in the world, she said she felt great and very proud of herself. Since the climb, Malavath has gone back to school because she couldn't study while she was training. She's also met the Prime Minister, who encouraged her to complete her studies. Has the climb changed her? Definitely! Now she wants to climb more mountains around the world.

- 5 In your notebook, write questions using the correct tense. Write answers that are true for you.
  - 1 you / climb / a mountain / recently / ?  
*Have you climbed a mountain recently?*  
*No, I haven't.*
  - 2 what / you / do / at 5 p.m. / yesterday / ?
  - 3 you / ever / eat / packaged food / ?
  - 4 you / start / English classes / five years ago / ?
  - 5 it / rain / when / you / get up / this morning / ?
  - 6 you / ever / be / abroad / ?

- 6 **VOX POPS** Talk to your partner. Describe a past experience when you were away from home. Did you enjoy it? Was it difficult?

- Where did you go and why?
- Who were you staying with?
- What did you like/not like about it?

*I've been away from home a few times. Once I stayed with a family in France. They were very friendly, but I didn't like the food much.*



I can identify specific detail in a conversation and talk about personality.

- 1 **CLASS VOTE** Do you like trying new things? Why? / Why not?
- 2 **1.18** Complete the sentences with words from the Vocabulary box. Write the answers in your notebook. Listen and check.

Vocabulary	Personality adjectives
calm confident creative curious fussy generous gentle organised punctual reliable sensible	

- 1 Someone who always has new ideas is ? .
  - 2 Someone you can trust is ? .
  - 3 Someone who worries about things that aren't important is ? .
  - 4 Someone who is sure about himself or herself is ? .
  - 5 Someone who wants to learn new things is ? .
  - 6 Someone who always arrives on time is ? .
- 3 In your notebook, write definitions for the other five words in the Vocabulary box.

- 4 **I KNOW THAT!** In pairs, add more adjectives to the list in Exercise 2. Write your ideas in your notebook. Use two words to describe a person you know.

*My best friend is always kind and calm.*

- 5 This photo is an example of 'projection mapping'. Have you ever seen this on TV or where you live? How do you think it works?



- 6 **1.19** Listen to Ivan telling Marisa about a workshop. Which sentence is true?
  - 1 Marisa has seen the information and has decided she isn't interested.
  - 2 Marisa has bought tickets for her and Ivan to go to the workshop.

- 7 **1.19** Listen again. Complete the information with a word or phrase. Write the answers in your notebook.

**Projection mapping workshop**  
new, easy and great fun!

**Location:** <sup>1</sup> ?

**Address:** <sup>2</sup> ? Road

**Title:** 'Bringing the <sup>3</sup> ?'

**For:** fourteen- to <sup>4</sup> ?-year-olds

**Time:** <sup>5</sup> ? to 4 p.m.

**Please bring:** <sup>6</sup> ? and a drink.

**Cost per person for this special event:** <sup>7</sup> £ ?

1 Science Museum

- 8 **1.19** Listen again. In pairs, answer the questions.
  - 1 What did Marisa think the workshop was about?
  - 2 Where do you create the videos in a projection mapping workshop?
  - 3 Where did Marisa see an example of projection mapping?
  - 4 Is Ivan creative or curious?
  - 5 Why can't Marisa go on her own to the workshop?
  - 6 Why does Marisa have to go to Ivan's house on Saturday?
- 9 In pairs, talk about these classes and workshops. What type of person are they right for? Are they right for you? Why? / Why not?

chess cooking creative writing  
gardening photography  
sewing singing

*You have to be organised if you do the cooking class because you plan recipes and shopping lists.*

*I joined a singing class after school. I'm not very confident but the teacher was very gentle and kind.*

I can ask for and offer help, and respond to offers of help.



**FIRST DAY NERVES**

**Dan:** OK, here we are. Do you need anything else?  
**Nina:** No, I'm fine. Thanks for your help!  
**Skye:** Good luck with the Head. I hope you're in our class.  
**Dan:** Catch you later.  
**Student:** Do you need any help?  
**Nina:** Oh hi. You made me jump! I'm meeting the Head at 8.30 but she isn't here.  
**Student:** No surprise there! Just take a seat. She won't be long.  
**Nina:** Excuse me. Can you help me?  
**Woman:** Of course. I'll be with you in a minute. Now, what can I do for you?  
**Nina:** I'm looking for the Head.  
**Woman:** Oh, Nina! I'm so sorry. I'm Ms Holiday, the Head. Welcome to Belmont Academy. It's always crazy on the first day. Let's find your class. Can I give you a hand with that?  
**Nina:** No, I'm fine, but thanks anyway.  
**Woman:** Don't worry. I've asked Dan to look after you.  
**Nina:** Dan? I've just met him by the bus!

How do you say these expressions in Polish?

Catch you later!  
You made me jump!

**OUT of class**

**1 CLASS VOTE** Can you remember the first day at your school? What was it like?

*Everything seemed so big. I didn't know where to go.*

**2** Look at the photo. How do you think Nina is feeling?

**3** **1.20** Listen and answer the questions.

- 1 Who is Nina waiting for?
- 2 What's the surprise for Nina at the end?

**4** Study the Speaking box. Find more examples in the dialogue.

**Speaking Asking for and offering help**

**Asking for help**

Can/Could you help me?  
Excuse me. Would you mind helping me?  
Can/Could you give me a hand (with sth)?

**Replying**

Of course./Sure! I'll be with you in a minute.

**Offering help**

Do you need any help? Can I get you anything?  
Do you need anything else? May I help you?  
Can I give you a hand with ...? What can I do for you?

**Replying**

That would be great, thanks. That's really nice of you, thanks.  
Thanks for helping/your help. No, I'm fine, but thanks anyway.

Would you mind helping me? No, of course not.

**Watch OUT!**

**5** **1.21** Complete the dialogue with phrases from the Speaking box. Write the answers in your notebook. Listen and check. Then practise the dialogue.

**A:** Excuse me. Would <sup>1</sup>*you mind helping me?* I don't know where the school office is.

**B:** No, of <sup>2</sup> . It's over there. I'll show you.

**A:** Thanks for your <sup>3</sup> .

**B:** Do you <sup>4</sup>  else?

**A:** No, <sup>5</sup> , but thanks anyway.

**6** In pairs, read the situations and take it in turns to ask for and/or offer help.

**Student A**

- Ask your teacher to help you with you homework.
- Offer to help your friend to carry a big bag and a guitar.

**Student B**

- Ask your friend to help you buy food and drink for your party.
- A classmate isn't feeling well. Offer to help.

I can write a description of a personal challenge.

**1 CLASS VOTE**

Are you afraid of heights? Where are the worst places to be if you are?



**2** Look at the photo. Where is the girl and how do you think she's feeling?

**3** Study the Vocabulary box. In pairs, take it in turns to use the words in a sentence.

*I gasped at the end of the film because it was a surprise.*

Vocabulary	Verbs that express emotion
gasp	scream
shake	shiver
sweat	yawn

**4** Read Jo's description of a personal challenge. Which paragraph describes:

- a a challenge that helped Jo?
  - b how the experience changed Jo?
  - c a bad experience in the past?
- 1 c

My personal challenge by Jo

I've always loved trying new things, so when Dan invited me to go climbing, I was confused. The problem is I'm scared of heights. I first realised this when I was crossing Tower Bridge in London on a school trip. Suddenly, somebody screamed and I saw that part of the floor was glass. I started shaking and my hands were sweating. I was disappointed with myself and sad.

Soon after that, I heard about the climbing class and I decided to give it a go. When I arrived and saw the climbing wall, I gasped. It was quite high, but the instructor helped me and showed me how to climb slowly and safely. At the beginning it was quite difficult, but gradually I felt less anxious although I had to concentrate very hard.

The experience has made me more confident. That day, I got a buzz out of climbing and I couldn't stop smiling. Now I climb regularly and I'm never scared.

**5** Find more examples of the verbs from the Vocabulary box in Jo's description. In pairs, discuss how Jo felt before, during and after the challenge.

**6** Study the Writing box. Find examples of these phrases in Jo's description.

**Writing** A description of a personal challenge

**Reason for the challenge**  
 I've always loved/wanted/dreamed about ...  
 The problem is/was, I ...  
 I first realised this when ...

**Description of the challenge**  
 Soon after that, I heard about/saw ...  
 I decided to give it a go.  
 When I arrived at/started/saw ... , I gasped/screamed.  
 At the beginning it was difficult/impossible to do,  
 but gradually I felt ...  
 In the end, I ...

**After the challenge**  
 The experience has made me ...  
 That day, I ...  
 Now I'm not afraid of ...  
 Now I ... regularly.  
 I'm thinking of becoming a ...

**7** In pairs, choose one of these challenges and answer the questions below.

- joining a new sports team
- performing in front of your school mates
- staying with a family in another country
- taking an important exam

- 1 Why is the challenge difficult?
- 2 How would you feel before, during and after the challenge?

**8 WRITING TIME** In your notebook, write a description of a personal challenge. Write about:

- why you wanted to do the challenge.
- what the challenge was like.
- how you felt after the experience.

Use the verbs in the Vocabulary box to make your writing more interesting.



# Revision

## VOCABULARY

- In your notebook, write the correct word for each definition.
  - If you can make yourself climb to the top of a mountain, you are **d** ? .
  - People who worry about unimportant things are **f** ? .
  - The total number of people in a country is the **p** ? .
  - You work with others to learn something new at a **w** ? .
  - When you have a fixed opinion about something or somebody, this is a **s** ? .
- Complete the personality quiz with the verbs below. Write the answers in your notebook.

be challenge make surprised

- Name one situation when you ? yourself.
- Name one situation when you could ? yourself do something difficult.
- Name one time when you ? yourself by doing something unexpected.
- Name one situation when you can just ? yourself and relax.

- In pairs, discuss the situations in Exercise 2. Then tell the class about your partner.

## GRAMMAR

- Complete the letter with the Present Simple or Present Continuous form of the verbs in brackets. Write the answers in your notebook.

Dear Student,

<sup>1</sup> ? you ? (start) a new term at Belmont Academy this year? Then this advice might help.

On the first day, all students <sup>2</sup> ? (go) to their classrooms at 8.30 for registration, so everyone <sup>3</sup> ? (meet) their new tutor before lessons.

Your tutor has your timetable. Like most secondary schools, Belmont <sup>4</sup> ? (have) six fifty-minute periods a day.

We hope you <sup>5</sup> ? (not feel) anxious! But if you are worried, please contact me. At Belmont Academy, we <sup>6</sup> ? (believe) that it's good to ask questions!

Best wishes,

Ms Holiday, Head Teacher


- Complete the sentences with the Past Simple, Past Continuous or Present Perfect form of the verbs in brackets. Write the answers in your notebook.

- A: ? you ? (ever/take) part in a dance workshop?  
B: Yes, I ? . I ? (take) part in a salsa workshop in May.
- I've got so much homework to do! I can't believe that a week ago we ? (sit) on a beach and I ? (not think) about school at all!
- The Prime Minister ? (give) a speech when, suddenly, the microphone ? (break).
- Maria is really generous. She ? (already/give) a lot of money to an organisation which helps immigrants.
- A: So, what ? you ? (do) on Bornholm?  
B: Lots of things. We ? (ride) bicycles and we ? (take) lots of photos!

## SPEAKING

- Choose the best response for each question. Write the answers in your notebook. Then use one of the questions to start your own dialogue and role play it in pairs.
  - Excuse me, would you mind helping me? I can't open this door.
    - That would be great, thanks.
    - Could you give me a hand?
    - Of course not!
  - Those bags look heavy. Do you need any help?
    - I'll be with you in a minute.
    - No, I'm fine, thanks.
    - Sure, no problem.
  - OK, the party food is ready. Now, do you need anything else?
    - That's really nice of you, but thanks.
    - May I help you?
    - No, of course not.

## DICTATION

-  1.22 Listen to the recording. Write the sentences in your notebook.

### Check yourself!

- ✓ I can talk about challenging new experiences and emotions.
- ✓ I can use different tenses to talk about the present and about past events and experiences.
- ✓ I can identify specific detail in an article and in a conversation.
- ✓ I can talk about personality and about immigrants and the problems they face.
- ✓ I can ask for and offer help, and respond to offers of help.
- ✓ I can write a description of a personal challenge.

**LESSON 1.1****Adjectives of emotion**

Przymiotniki opisujące emocje

- afraid** /ə'freɪd/ przestraszony  
**annoyed** /ə'nɔɪd/ zdenerwowany, poirytowany  
**anxious** /'æŋkʃəs/ zaniepokojony  
**confused** /kən'fju:zd/ dezorientowany  
**determined** /dɪ'tɜ:(r)mɪnd/ zdeterminowany  
**disappointed** /,dɪsə'pɔɪntɪd/ rozczarowany  
**joyful** /'dʒɔɪf(ə)l/ radosny  
**miserable** /'mɪz(ə)rəb(ə)l/ nieszczęśliwy, ponury  
**relaxed** /rɪ'læksɪd/ wypoczęty, zrelaksowany  
**satisfied** /'sætɪsfaɪd/ zadowolony  
**stressed** /strest/ zestresowany  
**surprised** /sə(r)'praɪzd/ zaskoczony  
**uneasy** /ʌn'i:zi/ skrępowany, niespokojny

**Phrases with *yourself***Wyrażenia z *yourself*

- be yourself** /bi jə(r)'self/ być sobą  
**challenge yourself** /'tʃæləndʒ jə(r)'self/ stawiać sobie wyzwania  
**congratulate yourself** /kən'grætʃʊlət jə(r)'self/ pogratulować sobie  
**express yourself** /ɪk'spres jə(r)'self/ wyrażać siebie  
**know yourself** /nəʊ jə(r)'self/ znać siebie  
**make yourself (do sth)** /meɪk jə(r)'self du: 'sʌmθɪŋ/ zmusić się (do zrobienia czegoś)  
**surprise yourself** /sə(r)'praɪz jə(r)'self/ zaskoczyć samego siebie  
**tell yourself** /tel jə(r)'self/ powiedzieć coś sobie

**New experiences**

Nowe doświadczenia

- boost your confidence** /bu:st jə 'kɒnfədəns/ wzmocnić pewność siebie  
**change your routine** /tʃeɪndʒ jə ru:'ti:n/ zmienić swoje zwyczaje  
**get a buzz (out of sth)** /get ə 'bʌz aʊt əv 'sʌmθɪŋ/ emocjonować się czymś  
**give an opinion** /gɪv ən ə'pɪnɪən/ wyrazić opinię  
**give sth a go** /gɪv 'sʌmθɪŋ ə 'gəʊ/ spróbować coś zrobić, wypróbować coś  
**have an adventure** /hæv ən əd'ventʃə/ przeżyć przygodę

- make plans** /meɪk 'plænz/ planować  
**take something on board** /teɪk 'sʌmθɪŋ ən 'bɔ:d/ zaakceptować coś, przyjąć do wiadomości

- chubby** /'tʃʌbi/ puzaty, puciołowaty  
**criticise** /'krɪtɪsaɪz/ krytykować  
**dump** /dʌmp/ wyrzucić, opróżnić  
**encourage** /ɪn'kʌrɪdʒ/ zachęcać  
**focus** /'fəʊkəs/ skupić się  
**marshmallow** /,mɑ:ʃ'mæləʊ/ pianka cukrowa

**LESSON 1.2****Out of class**

- Thank goodness for that!** /θæŋk 'gʊdnəs fə ðæt/ Dziękuję Bogu!  
**by the way** /baɪ ðə 'weɪ/ przy okazji

- international** /,ɪntə'næʃnəl/ międzynarodowy

**LESSON 1.3**

- arrival** /ə'raɪvl/ przyjazd  
**be aware (of sth)** /bi ə'weə(r) əv 'sʌmθɪŋ/ być świadomym (czegoś)  
**belong** /bɪ'lɒŋ/ należeć  
**challenge** /'tʃæləndʒ/ wyzwanie  
**due to** /'dju tə/ z powodu, z uwagi na  
**face** /feɪs/ stawiać czoło  
**fit in** /fɪt 'ɪn/ dopasować się  
**fixed** /fɪkst/ stały, głęboko zakorzeniony  
**grow up** /grəʊ 'ʌp/ dorastać  
**immigrant** /'ɪmɪgrənt/ imigrant  
**integrate** /'ɪntɪgreɪt/ integrować się  
**label** /'leɪb(ə)l/ etykieta  
**migrant** /'maɪgrənt/ migrant  
**population** /,pɒpjʊ'leɪʃ(ə)n/ populacja  
**search** /sɜ:(r)tʃ/ szukać  
**social** /'səʊʃ(ə)l/ społeczny, towarzyski  
**speech** /spi:tʃ/ mowa  
**stereotype** /'sterɪə'taɪp/ stereotyp  
**take it personally** /teɪk ɪt 'pɜ:(r)s(ə)nəli/ odebrać coś osobiście  
**tolerance** /'tɒlərəns/ tolerancja

**LESSON 1.4**

- government organisation** /gʌvə(r)nmənt ,ɔ:(r)gənə'zeɪʃ(ə)n/ organizacja rządowa  
**peak** /pi:k/ szczyt  
**Prime Minister** /praɪm 'mɪnɪstə(r)/ premier  
**raise (a flag)** /reɪz ə flæg/ wznieść (flagę)

**LESSON 1.5****Personality adjectives**

- Przymiotniki opisujące osobowość  
**calm** /kɑ:m/ spokojny  
**confident** /'kɒnfɪd(ə)nt/ pewny siebie  
**creative** /kri'eɪtɪv/ kreatywny, pomysłowy  
**curious** /'kjʊəriəs/ ciekawy  
**fussy** /'fʌsi/ drobiazgowy, czepialski  
**generous** /'dʒenərəs/ hojny  
**gentle** /'dʒent(ə)l/ łagodny  
**organised** /'ɔ:(r)gənaɪzd/ zorganizowany  
**punctual** /'pʌŋktʃuəl/ punktualny  
**reliable** /rɪ'laɪəb(ə)l/ wiarygodny, solidny  
**sensible** /'sensəb(ə)l/ rozsądny, sensowny

- projection mapping** /prə'dʒekʃən məpɪŋ/ odwzorowanie obrazu w 3D  
**workshop** /'wɜ:(r)kʃɒp/ warsztat

**LESSON 1.6**

- Catch you later!** /kætʃ jə 'leɪtə/ Do zobaczenia później!  
**You made me jump!** /jə meɪd mi 'dʒʌmp/ Przestraszyłeś mnie!

**LESSON 1.7****Verbs that express emotion**

- Czasowniki wyrażające emocje  
**gasp** /gɑ:sp/ z trudem łapać oddech, zachłusnąć się  
**scream** /skri:m/ krzyczeć  
**shake** /ʃeɪk/ potrząsać  
**shiver** /'ʃɪvə(r)/ drżeć  
**sweat** /swet/ pocić się  
**yawn** /jɔ:n/ ziewać  
**concentrate** /'kɒns(ə)n'treɪt/ skupiać się  
**gradually** /'grædʒuəli/ stopniowo

# Would you cross a desert?

## Endurance tests: the most challenging races in the world

You're stressed and anxious, you have problems sleeping. What you need is a challenge. There has never been a better time, but which one to go for? Traditional marathons and triathlons are still popular but newer events have now appeared. They are held on difficult terrain and represent a greater challenge to participants. They are popular in the USA and are very competitive.

The first long-distance triathlon was the Ironman. It started in Hawaii, on Waikiki beach, in the 1970s and there are now forty countries across the world which hold Ironman events. An Ironman is the hardest one-day endurance test in the world. Participants must complete a 3.86-km swim, a 180-km bike ride and run a whole marathon – and no stopping is allowed! The World Championships are held in Hawaii every year. The run in Hawaii is particularly difficult because you have to cross a desert!

Other tough races include the Trans-Rockies. These are six separate contests which take place in different locations in the Rocky Mountains. You can do a twenty-four-hour bike race along Canada's highest peaks – but don't try it if you suffer from vertigo! Alternatively, head for New Mexico in the south of the USA, where there is a ride that lasts three days through the desert – just try cycling through sand dunes!

As for the traditional marathon, you can still take part in the world's biggest, in New York. However, if you really want to push yourself, try the World Marathon Challenge. This is seven marathons, in seven days, on seven different continents! It's called The World Marathon Challenge for a reason! For many people, this is the challenge of a lifetime. Participants have to run 295 km, spend fifty-nine hours in the air and fly approximately 38,000 km from the Antarctic Circle to Sydney, Australia. All at your own risk!

### GLOSSARY

**terrain** (n) a particular type of land  
**competitive** (adj) determined to be more successful than other people  
**endurance** (n) when you can continue to do sth difficult for a long time  
**tough** (adj) difficult  
**peak** (n) the top of a mountain  
**vertigo** (n) a feeling of spinning around and not being able to keep balance

## READING

### 1 In pairs, discuss the questions.

- 1 Would you like to take part in a marathon? Why / Why not?
- 2 Why do you think people run marathons, take part in extreme triathlons, cross deserts or climb the highest mountains?

### 2 Read the article and answer the questions.

- 1 What is the difference between the new events and the traditional ones?
- 2 Why is the Ironman Triathlon famous?
- 3 What makes the Ironman World Championship particularly difficult?
- 4 In which two countries do the Trans-Rockies events take place?
- 5 Why is the New York Marathon special?
- 6 What is the ultimate challenge race? Why?

### 3 In pairs, discuss the questions.

- 1 Which of these challenges would you like to take? Why?
- 2 How do you think people prepare for these types of events?

## LISTENING

### 4 **BBC 1** Listen to Part 1 of a documentary about two men on an adventure. Answer the questions.

- 1 Where are they?
- 2 What are they doing?
- 3 What problems will they have?

### 5 **BBC 1** Listen again. Choose the correct option. Write the answers in your notebook.

- 1 The desert of the Empty Quarter is special because it's the *most hostile* / *most remote* desert on earth.
- 2 Ben and James will *have arguments* / *go on another expedition soon*.
- 3 They have been on many trips but this is the *best* / *most difficult* one.

### 6 **BBC 2** Listen to Part 2 of the documentary and answer the questions.

- 1 What other places have Ben and James travelled to?
- 2 Which country do they travel through on this trip?
- 3 What is their destination? What will they find there?

### 7 **BBC 2** Listen again. Match the numbers below with what they refer to (1–6). Write the answers in your notebook.

1940s eight 250 forty-seven  
ten eleven

- 1 original journey time in days
- 2 maximum temperature in the desert in Celsius
- 3 litres of water drunk per day
- 4 journey across desert in kilometres
- 5 actual journey time in days
- 6 decade of Theisiger's expedition

### 8 Choose the best summary of the programme.

- 1 Ben and James recover their friendship by taking on an almost impossible journey.
- 2 Ben and James are the first people to discover the most remote place on earth.
- 3 Ben and James' final journey is the hardest they have ever done together.

### 9 What's your opinion of Ben and James' journey? Do you think an extreme experience like this can help save a friendship? Why? / Why not? Discuss in pairs or small groups.

## PROJECT

### 10 In groups, prepare a digital presentation about a famous expedition from your country.

- 1 Use the internet to research the expedition.
- 2 Write a short script to describe the journey. Choose images or videos that you would like to use.
- 3 Share your presentation with the class.