

Lesson 1.1

Vocabulary

Lead-in

Topic introduction

Write the word *EMOTIONS* vertically on the board. Using the first two letters, make the words *nervous* and *calm*.

nervous
calm

Elicit which is a positive emotion and which is a negative one. Put students into pairs. Tell half the pairs to write more adjectives of emotion for the other letters of the word *emotions*, but making the first adjective positive, the second one negative, the third one positive, etc. The other pairs do the same, but start with a negative emotion, then a positive one, a negative one, etc.

When students have finished, put pairs together to compare their answers. Elicit words for each letter of the word *emotions* from the class.

Exercise 1

Before students open their Students' Books, write *Ice Bucket Challenge* on the board and ask if anyone knows what this is and why people do it. When students have read the text and had a class vote, elicit any other similar challenges that students have heard about.

Background notes

ALS (Amyotrophic Lateral Sclerosis) is a fatal disease that attacks nerves which control muscles.

Exercise 2

Hold a class discussion to find out which of the three responses is the most popular.

Exercise 3 1.11

If any of these adjectives were suggested during the Lead-in activity, ask students to remember whether the words were positive or negative. Encourage students to add the adjectives from Exercise 2 to the table.

Exercise 4

Give students an example of how *surprised* could be positive or negative, e.g. a student who usually gets 70 percent in tests would be positively surprised if he/she got 90 percent, but negatively surprised if he/she got 40 percent. Put students into groups of three to think of how any other adjectives could fit into both categories. Elicit examples from the class.



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

Culture and Skills

Would you cross a desert?

10 Unit 1

Exercise 5

Elicit the answers and the reasons for students' choices.

Exercise 6

Put students into groups of three for this activity so they can help each other with ideas. Ask groups how many words they thought of and invite the group with the most words to share them with the class, giving meanings where necessary. Other groups then add any other adjectives they thought of.

Out of your comfort zone

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.

- 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 *determined, joyful, relaxed, satisfied, surprised*

Negative *afraid annoyed, anxious, confused, disappointed, miserable, stressed, uneasy*

- 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*

Exercise 7

Give students a minute to think of ideas for each adjective before you put them into pairs to complete the task. Invite pairs to share some of their ideas with the class and question any that sound strange, e.g. *Why were you surprised when you won the swimming race? You're very good at swimming.*

Exercise 8 1.12

When students have completed the task, go through the meanings of the less obvious expressions, e.g. *express yourself* (to show others what you think and feel) and *be yourself* (to show others the real you, not to pretend to be something different). Ask students to write all the reflexive pronouns in their notebooks: *myself, himself, herself, itself, ourselves, yourselves, themselves.*

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!



exciting (have an adventure), do something different (change your routine), listen to other people's ideas and criticism (take something on board), have ideas about what to do in the future (make plans), tell people what you think (give an opinion).

Exercise 12 1.14

When students have finished the task, put them into groups of three. Ask each group to choose three phrases from Exercise 11 and make true sentences about themselves, e.g. *Every day I do my homework, have supper and watch TV. It's really boring. I'd like to change my routine.*

Extra activity

Students work in groups of four. Tell groups to look at the text about a week of challenges at the top of page 11. In their groups, students think of their own week of similar challenges. Set a time limit and invite each group to share their ideas with the class. Groups vote for the best ideas.

ANSWER KEY

Exercises 1, 2, 7 and 10
Students' own answers.

Exercises 3, 5, 8, 9, 11 and 12

Answers on student page.

Exercise 4

Possible answers:
Determined is generally a positive adjective, but it can cause somebody to be stubborn.
Relaxed is generally positive, but if someone is too relaxed, they may not achieve very much in life.

Uneasy is generally negative, but unease can make someone more alert to danger.

Exercise 6

Possible answers:
angry, bored, embarrassed, excited, happy, sad, worried, upset

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	make yourself (do sth)
tell yourself	be yourself
know yourself	
challenge yourself	

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

- 1 It's important to **be** yourself when you meet new people.
- 2 You should **congratulate** yourself for the challenges you try, even if you aren't successful.
- 3 It's a good thing to **express** yourself and give your opinion.
- 4 You should **make** yourself do certain things, even if they aren't easy.
- 5 You need to **tell** 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
give an opinion	boost your confidence
give sth a go	have an adventure
change your routine	get a buzz (out of sth)
make plans	take 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 ¹change / make your daily routine? You could travel a different way to school. You never know - you might ²have / make an adventure! Why not eat your meals in a different place or get up early and do some yoga? Our brains ³have / 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, ⁴give / get their opinions and criticise, but I don't mind. Good comments ⁵make / boost my confidence, but I try to ⁶take / get on board negative comments too. **Marco**

I tried this idea on my birthday: allow a friend to ⁷boost / 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 ⁸have / give it a go and now I have a new hobby: juggling! **Carly**

Unit 1 11

Exercise 9 1.12

When students have finished, give more examples of phrases with *yourself* that could be used in the gaps and encourage students to record them in their notebooks. (1 *introduce yourself*; 2 *be proud of yourself*; 4 *force yourself to do*; 5 *convince yourself, reassure yourself*)

Exercise 10

Discuss the first sentence in Exercise 9 with the whole class. Elicit reasons why being yourself is important (*so that other people see the real you; because it is difficult to pretend forever*), and ask whether this is important on social media and why/why not. Put students into groups of three and tell them to discuss the other sentences in a similar way, giving reasons and/or examples. Set a time limit and invite groups to share some of their ideas with the class.

Exercise 11 1.13

Students work in pairs to try to guess the verbs before listening. Play the audio and ask students to complete the gaps. As a follow up, ask students to find synonyms for these phrases in the Word Friends box: *make you feel more confident* (boost your confidence), *enjoy something* (get a buzz out of something), *try something new* (give something a go), *do something*

Further practice

- Photocopiable Resource 1, page 189
- Workbook, page 4

I can use different tenses to talk about the present.

Lead-in

Review of adjectives of emotion

Put students into groups of three. Give each group an adjective of emotion written on a piece of paper. Tell them not to show it to any other group. Students make a short dialogue which shows that one of them is feeling this emotion. When they are ready, invite groups to act out their dialogues in front of the class and the other students have to guess which emotion they are expressing.

Exercise 1

Write these phrases on the board: *by car, by bus, by bike, by train, on foot*. Discuss the question with the class and hold the class vote. Elicit questions students could ask each other as a follow up, e.g. *Who drives the car? How long does it take? Do you walk if it is raining?*

Exercise 2 **1.15**

Remind students who Nina is and what they know about her. After they have watched the video, draw their attention to the *Out of class* box and ask when they would say these phrases. (*Thank goodness for that!* When a problem is solved. *By the way* doesn't really add any extra meaning – it just shows that the speaker is adding extra information.)

Exercise 3

Remind students about when we use the Present Simple (*to talk about facts and routines*) and when we use the Present Continuous (*to describe things happening now or around now*). Discuss state verbs and point out that *think* can act both as a state verb, when it refers to an opinion, and as an action verb, when you are thinking about something specific.

Exercise 4

Discuss the example with the class and elicit why the Present Simple is the correct option (*the sentence is describing a routine*).

Exercise 5 **1.16**

As you elicit the answers, ask students to explain why they have chosen the specific tense.



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? *She is at the wrong bus stop and misses the bus.*

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

Grammar Revision of present tenses

Present Simple

Buses usually **come** past every ten minutes. (routine)
She **lives** in London. (permanent situation)

Present Continuous

I'm **looking** for the bus stop. (present action)
She's **living** in Brighton now. (temporary situation)

State verbs

state verbs: *belong, know, prefer*, etc.
state or dynamic verbs:
I **think** she's shy. (state verb: opinion)
What **are you thinking** about? (dynamic verb: mental process)

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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 *isn't picking* (not pick) us up today, so we *are walking* (walk) home from school.
- Do you *usually give* (usually/give) new after-school clubs a go?
- Why *are you doing* (do) your homework now?
- My brother *doesn't go* (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 ¹*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 ²*prefer / am preferring* them to the old ones. We usually ³*discuss / are discussing* things in groups. Everybody can say what they ⁴*think / are thinking* about something and teachers often ⁵*encourage / are encouraging* students to share their experiences.
This is an international school, so I ⁶*hear / am hearing* lots of different languages every day. I ⁷*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

Video scripts: page 152

Further practice

- Photocopiable Resource 2, page 190
- Workbook, pages 6 and 14
- Grammar Time, page 126

ANSWER KEY

- Exercise 1**
Students' own answers.
- Exercises 2, 4 and 5**
Answers on student page.
- Exercise 3**
Present Simple: What time does it arrive; The number 7 doesn't stop here; It goes from, students get; I'm Skye; This is Jay; I'm Nina; here comes another bus; This is Nina; it's nice; Where are you from; I'm from; Is it always; What's it like
Present Continuous: I'm waiting; the bus is leaving; Are you going; She's starting, I'm living
State Verbs: I don't believe it;

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

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



Lesson 1.3 Reading and Vocabulary

Lead-in

Review of present question forms

Remind students about state verbs, routines and things happening now or around now. Elicit an example of a question students could ask for each structure, e.g. *Do you like football? How often do you do exercise? Are you reading a book at the moment?* Students work alone to write

three questions of their own, then mingle and ask and answer their questions. Set a time limit and then invite students to share their questions and any interesting answers they heard with the class.

Exercise 1

Ask students to discuss the questions in pairs before carrying out the class vote.

Exercise 2 1.17

Tell students not to write in their notebooks while they are reading and listening

or they will miss parts of the recording. Play the audio and ask students to follow the text in their Students' Books. They should complete the table after they have read the text.

Exercise 3

Elicit the answers and ask students to explain where in the text they found the correct information.

Exercise 4

Tell students to work in pairs and read the text to try to work out the meaning of the

highlighted words from the context.

Exercise 5

Set a time limit for pairs to discuss the questions. When they have finished, invite them to share their ideas with the class and see how much agreement or disagreement there is.

Exercise 6 2

Students then work in groups of three to discuss the questions. Invite groups to share their ideas with the class. Before watching, check that students understand these words: *pursue a career, funding and hostile/hostility*. While watching, students should decide which person is the most negative about their own country's attitude to immigrants. Encourage students to share their ideas after they have watched the video.

Extra activity

Students work in groups of four. Tell them to imagine that a group of immigrants is going to join their school. Students brainstorm cultural events and other activities which could make the new students feel welcome and help them to adapt to life in the new country. Invite groups to present their ideas to the class.

ANSWER KEY

Exercises 1, 4, 5 and 6 Students' own answers.

Exercise 2

- Student 1:
Name: Mateo Martinez;
Country of origin: Mexico;
Languages spoken: English (implied, not stated), Spanish;
How long in the USA: ten years or more
- Student 2:
Name: Ji-Min Choy; Country of origin: South Korea;
Languages spoken: English, Korean (implied, not stated);
How long in the USA: a few months
- Student 3:
Name: Vanessa Defay;
Country of origin: Haiti;
Languages spoken: Creole, Spanish, English (she is learning English);
How long in the USA: about a year

Exercise 3

Answers on student page.

Video scripts: page 152

Further practice

- Workbook, page 7
- Extra Online Homework: Vox Pops Extra Activities

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

Lead-in

Review of past tenses

Tell students to each write a list of ten verbs. When they have finished, ask them to form groups of three.

Ask: *What is the Past Simple form of be? (was/were)*

Ask: *What is the past participle of be? (been)*

In their groups, one student asks the same questions, using the verbs they have listed. The other two students race to give the correct answer. The first to do so gets a point. Students take it in turns to ask and answer. The student with the most points is the winner.

Exercise 1

Ask the question and allow students to discuss ideas for two minutes. Invite each group to share ideas with the class.

Exercise 2

Set a time limit to ensure that students skim-read the text. Once you have elicited the answer to the question, ask follow-up questions.

Exercise 3

When students have read the text, ask them to cover it. In pairs, they take turns to ask each other the questions without looking back at the text.

Exercise 4

Discuss the Grammar box with the class. When students have found examples of the tenses in the article, elicit why these tenses were used, e.g. *became* (Past Simple to talk about a finished action at a past time).

Exercise 5

When students have written the questions, put them into pairs to check that they have used the correct form and to ask and answer the questions.

Exercise 6 

While watching, ask students to write down the names of the countries mentioned by the speakers (*Ukraine, America, Croatia, Italy, France*). After watching, elicit the countries and ask students if they have visited any of them.

 **Video scripts:** page 152

Further practice

- Photocopiable Resource 3, page 191
- Workbook, page 8
- Grammar Time, page 126
- Extra Online Homework: Vox Pops Extra Activities

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? *to climb Mount Everest*

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)

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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 / ?



In 2014 thirteen-year-old Malavath Purna 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.

 **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.



ANSWER KEY

Exercises 1 and 6

Students' own answers.

Exercise 2

Answer on student page

Exercise 3

- 1 She climbed Mount Everest.
- 2 It was a chance to do something different.
- 3 She flew.
- 4 Because it was dangerous.
- 5 Because she couldn't study while she was training.
- 6 She met the Prime Minister.

7 She now wants to climb more mountains.

Exercise 4

Past Simple: became, chose, was, flew, trained, was, dropped, hated, had to, didn't smell, missed, lasted, was, had to, didn't give up, raised, said, felt, couldn't, encouraged
Past Continuous: was living, was looking for, was training
Past Simple and Past Continuous: was living ... when ... chose, couldn't study ... while ... was training

Present Perfect: has gone back, has also met, Has the climb changed

Exercise 5

- 2 What were you doing at 5 p.m. yesterday?
- 3 Have you ever eaten packaged food?
- 4 Did you start English classes five years ago?
- 5 Was it raining when you got up this morning?
- 6 Have you ever been abroad?

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

- Someone who always has new ideas is *creative*.
- Someone you can trust is *reliable*.
- Someone who worries about things that aren't important is *fussy*.
- Someone who is sure about himself or herself is *confident*.
- Someone who wants to learn new things is *curious*.
- Someone who always arrives on time is *punctual*.

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?

- Marisa has seen the information and has decided she isn't interested.
- 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: ¹ ?

Address: ² River Road

Title: 'Bringing the ³ World to Life'

For: fourteen- to ⁴ 17-year-olds

Time: ⁵ 10 (a.m.) to 4 p.m.

Please bring: ⁶ (your) lunch and a drink.

Cost per person for this special event: ⁷ \$ 5

1 Science Museum

8 1.19 Listen again. In pairs, answer the questions.

- What did Marisa think the workshop was about? *making maps*
- Where do you create the videos in a projection mapping workshop? *on a computer*
- Where did Marisa see an example of projection mapping? *at the theatre*
- Is Ivan creative or curious? *curious*
- Why can't Marisa go on her own to the workshop? *She isn't confident enough.*
- Why does Marisa have to go to Ivan's house on Saturday? *His dad can take them both to the workshop.*

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.

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Lesson 1.5
Listening and Vocabulary

Lead-in

Review of past tenses

Write on the board:

Have you ... ?

Did you ... ?

Were you ... -ing?

Elicit examples of questions that could be formed. Students write three questions of their own. Then they mingle and ask their questions to as many other students as possible, noting the

number of yes and no answers. Invite students to report their findings to the class.

Exercise 1

Tell students to keep their Students' Books closed. Ask the questions in the rubric and follow up by asking students for examples of new things they have tried and whether or not they enjoyed them.

Exercise 2 1.18

Ask students to work in pairs to complete the task. After listening, elicit translations

for the adjectives used in the sentences.

Exercise 3

Students stay in their pairs. When they have finished, invite pairs to read out a definition and ask other students to guess the adjective.

Exercise 4

Set a time limit. Elicit ideas and make sure students understand the meaning of the words they have added. Invite pairs to share their sentences with the class.

Extra activity

Students work in groups of three. They choose four adjectives to describe each person in the group and write them on a piece of paper. Collect in the pieces of paper. Choose one and tell the class which group wrote it. Read out the adjectives for one person in the group and see if other students can guess which person in the group they describe.

Exercise 5

Put students into groups of four to share their ideas. Invite groups to tell the class anything they know about projection mapping. If necessary, tell the class what it involves: creating videos on a computer which are then projected onto buildings. These can show stories, adverts or simple images.

Exercise 6 1.19

After listening, elicit the correct option and ask students how they know option 2 is wrong (*Marisa didn't buy tickets, Ivan did.*).

Exercise 7 1.19

Put students into pairs. Ask them to read the advert and complete any information they remember from the first listening before you play the audio again.

Exercise 8 1.19

Ask students to close their Students' Books and choose a new partner to work with. Read the questions from Exercise 8 and tell students to raise their hands if they think they know the answer. Choose the first student who raises his/her hand and award a point if their answer is correct. Students then open their Students' Books and listen to the recording again to hear what the speakers actually said.

Exercise 9

Before students discuss the classes and workshops, ask them what free-time activities they do after school or at the weekend.

ANSWER KEY

Exercises 1, 3, 4, 5 and 9
Students' own answers.

Exercises 2, 6, 7 and 8
Answers on student page.

Audio scripts: page 136

Further practice

• Workbook, page 9

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

Lead-in

Review of personality adjectives

Put students into two groups. Ask one student from each group to sit at the front of the class, facing their group. Tell students that you are going to write an adjective from the last lesson on the board. The two students at the front cannot turn round to look at the word and the rest of the students cannot say, spell or translate the word. The students in each group take turns to define the word and the two students at the front try to guess it. When one of the two students has guessed the word correctly, their group gets a point. Repeat with different students and different words.

Exercise 1

Before students open their Students' Books, put them into groups of three and ask the questions.

Exercise 2

With Students' Books still closed, review what happened in the last episode of the video. Ask questions to help students remember, e.g. *What problem did Nina have?* (she missed the bus), *Who did she meet at the bus stop?* (Skye and Jay), *Who did she chat to at the end?* (Dan). Students then discuss the photo in pairs, giving reasons for their answers.

Exercise 3 **1.20**

Elicit the answers, then discuss with students how the school is different from their own. Ask them to think about the reception area, the corridor and the locker area. After students have watched the video, look at the *Out of class* box with them and ask when they would say each phrase. (*Catch you later!* means *See you later!* We say *You made me jump!* when someone or something surprises or frightens us.)

Exercise 4

Point out that the response to *Would you mind ... ?* (and *Do you mind ... ?*) is negative because the speaker is saying *No, I wouldn't/don't mind.*

Exercise 5 **1.21**

Encourage stronger students to extend the activity by changing the last line from *No, I'm fine, but thanks anyway* to a response that asks for 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? *the head teacher*

2 What's the surprise for Nina at the end? *Dan is in her class.*

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 ¹*you mind helping me?* I don't know where the school office is.

B: No, of ²*course not.* It's over there. I'll show you.

A: Thanks for your ³*help.*

B: Do you ⁴*need anything* else?

A: No, ⁵*I'm fine,* 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 your 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.

Exercise 6

Allow students to practise their dialogues, then invite pairs to act out a dialogue in front of the class.

Video scripts: page 152

Further practice

- Photocopiable Resource 4, page 192
- Workbook, pages 10 and 15

ANSWER KEY

Exercises 1, 2, 6
 Students' own answers.

Exercises 3 and 5
 Answers on student page.

Exercise 4
 Asking for help: Can you help me?; I'm looking for the Head.
 Replying: Of course.; I'll be with you in a minute.

Offering help: Do you need anything else?; Do you need any help?; What can I do for you?; Can I give you a hand with that?
 Replying: No, I'm fine.; Thanks for your help!; No, I'm fine, but thanks anyway.

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? **2**
b how the experience changed Jo? **3**
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.

floor on Tower Bridge.), what challenge helped Jo (climbing a wall) and how it helped her (It made her more confident and less scared.).

Exercise 5

Write *somebody screamed* on the board. Students find the phrase in the text (line 5) and then write other phrases with the verbs from the Vocabulary box in their notebooks. Elicit these and Jo's feelings.

Exercise 6

When students have found the phrases, write on the board: *I've always loved English. Say: The problem is ...* and elicit an ending, e.g. *I'm not very confident at speaking.* Then say: *I first realised this when ...* and elicit another ending. Continue with: *Soon after that, I heard about ... ; I decided to ... ; At the beginning ... but gradually I felt ... ; The experience has made me ... ; Now I*

Exercise 7

When students have chosen their challenge and answered the questions, tell them to think of phrases from the Writing box they could use and complete them for the challenge they have chosen.

Exercise 8

Before students start writing they should talk about the challenge in pairs and ask and answer questions about what happened and how they felt. This will give them ideas when they start writing.

ANSWER KEY

Exercises 1, 2, 3
Students' own answers.

Exercises 4 and 6
Answers on student page.

Exercise 5
Verbs: screamed; I started shaking; my hands were sweating; When I ... saw the climbing wall, I gasped
Before the challenge: Jo was confused and she was sad and disappointed with herself for being scared of heights. During the challenge: She felt less and less anxious as she went on.
After the challenge: She felt happy and more confident.

Further practice

- Photocopiable Resource 5, page 193
- Workbook, page 11

Lesson 1.7
Writing

Lead-in

Review of asking for and offering help

Tell students to think about a problem they may have for which they may need to ask for help. Put students into pairs. One student starts by miming their problem. The other student watches and, when they think they know what is wrong, they offer

to do something to help. The first student responds appropriately. Students then swap roles.

Exercise 1

Before students open their Students' Books, ask the questions in the rubric. Ask students if they have ever stood on a glass floor, been on a high viewing point, crossed an unsafe-looking bridge or been in any other situations where they have felt a fear of heights.

Exercise 2

Students discuss the photo in pairs and then as a class.

Exercise 3

Set a time limit and then invite pairs to demonstrate the meaning of the words to the class.

Exercise 4

When students have completed the task, ask what the bad experience was (*She got scared while walking on a glass*

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 **determined**.
 - People who worry about unimportant things are **fussy**.
 - The total number of people in a country is the **population**.
 - You work with others to learn something new at a **workshop**.
 - When you have a fixed opinion about something or somebody, this is a **stereotype**.
- Complete the personality quiz with the verbs below. Write the answers in your notebook.

be challenge make surprised

- Name one situation when you **challenged** yourself.
- Name one situation when you could **make** yourself do something difficult.
- Name one time when you **surprised** yourself by doing something unexpected.
- Name one situation when you can just **be** 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,

¹Are you **starting** (start) a new term at Belmont Academy this year? Then this advice might help.

On the first day, all students ²**go** (go) to their classrooms at 8.30 for registration, so everyone ³**meets** (meet) their new tutor before lessons.

Your tutor has your timetable. Like most secondary schools, Belmont ⁴**has** (have) six fifty-minute periods a day.

We hope you ⁵**aren't feeling** (not feel) anxious! But if you are worried, please contact me. At Belmont Academy, we ⁶**believe** (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: **Have** you **ever taken** (ever/take) part in a dance workshop?
B: Yes, I **have**. I **took** (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 **were sitting** (sit) on a beach and I **wasn't thinking** (not think) about school at all!
- The Prime Minister **was giving** (give) a speech when, suddenly, the microphone **broke** (break).
- Maria is really generous. She **has already given** (already/give) a lot of money to an organisation which helps immigrants.
- A: So, what **did** you **do** (do) on Bornholm?
B: Lots of things. We **rode** (ride) bicycles and we **took** (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.

DICTIONATION

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

Audio script: page 136

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/ zdeorientowany
determined /drɪ'ts:(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 /'sætɪsfɑɪd/ zadowolony
stressed /strest/ zestresowany
surprised /sə(r)'praɪzd/ zaskoczony
uneasy /ʌn'i:zi/ skrepowany, 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'grætʃuleɪt 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/ 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'pɪniən/ 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/ pyzaty, 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/ Dzięki 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)/ 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 /'steriə,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)nɪmənt ,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, czepiański
generous /'dʒenərəs/ hojny

- gentle** /'dʒent(ə)l/ łagodny
organised /'ɔ:(r)gənəɪzd/ 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, zachłysnąć 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? *The new events are held on difficult terrain.*
- 2 Why is the Ironman Triathlon famous? *It was the first long-distance triathlon and is the hardest one-day endurance test in the world.*
- 3 What makes the Ironman World Championship particularly difficult? *You have to cross a desert.*
- 4 In which two countries do the Trans-Rockies events take place? *Canada and the USA*
- 5 Why is the New York Marathon special? *It's the biggest marathon in the world.*
- 6 What is the ultimate challenge race? Why? *The World Marathon Challenge. You do seven marathons in seven days and travel between seven continents.*

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

For this section, we recommend using the DVD instead of audio recordings.

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

- 1 Where are they?
In a desert, the Empty Quarter in the Middle East.
- 2 What are they doing? *They are following the route taken by a British explorer and want to recover their lost friendship.*
- 3 What problems will they have? *They will face extreme heat and dehydration, violent sandstorms, unpredictable camels.*

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? *They have crossed the Atlantic Ocean and raced to the South Pole.*
- 2 Which country do they travel through on this trip? *Oman*
- 3 What is their destination? What will they find there? *the quicksands of Umm as Samim*

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 *eight*
 - 2 maximum temperature in the desert in Celsius *forty-seven*
 - 3 litres of water drunk per day *ten*
 - 4 journey across desert in kilometres *250*
 - 5 actual journey time in days *eleven*
 - 6 decade of Theisiger's expedition *1940s*
- ### 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.

 Video scripts: pages 152–153

Tell your group about ...



something you could do when you were five

something you have to do every day at home

something you don't have to do that some of your friends have to do

something you aren't allowed to do that some of your friends are allowed to do

something difficult that you managed to work out by yourself

something you tried to do but couldn't

something you'd like to be able to do soon

three things you mustn't do in lessons

something you aren't allowed to do at school that you can do outside of school

something you weren't able to do until someone showed you how

something most of your friends can't do that you can do

something you can do but not very well

a level in a computer game that you haven't managed to complete yet

something one of your parents allows you to do but the other parent doesn't

something you won't allow your teenage children to do when you are a parent

Match up



school	prom
blow out	candles
house-	warming party
family get-	together
name	day
wedding	reception
make a	toast
bring bad	luck
hire a	limo
let off	fireworks
put off	decorations
turn	eighteen
unwrap	presents
public	holiday
traditional	costume
religious	ceremony

Great/Terrible party!



Section A

In pairs, use your imagination to complete the sentences. They should show that the party was great.

A great party!

- 1 We had a DJ who _____.
- 2 We hired a limo which _____.
- 3 The person whose birthday it was _____.
- 4 I wore some clothes which _____.
- 5 Some people who we hadn't invited _____.
- 6 The hall where the party was held _____.
- 7 My friends, who _____.

Section B

In pairs, use your imagination to complete the sentences. They should show that the party was terrible.

A terrible party!

- 1 We had a DJ who _____.
- 2 We hired a limo which _____.
- 3 The person whose birthday it was _____.
- 4 I wore some clothes which _____.
- 5 Some people who we hadn't invited _____.
- 6 The hall where the party was held _____.
- 7 My friends, who _____.

Be polite



Section A

1 Complete the indirect questions.

- 1 Hi. What's your name?
Hi. Could you tell _____ ?
- 2 Whose party is it?
Do you know _____ ?
- 3 Who are those people over there?
Do you have any idea _____ ?
- 4 Where did you get that pizza?
I was wondering _____ .
- 5 Are there going to be any fireworks later?
Do you know _____ ?
- 6 What's the weather going to be like this evening?
Do you have any idea _____ ?
- 7 Can I have a bite of that pizza?
Do you mind _____ ?

- 2 **Work with Student B. You and Student B are at a party. Ask the indirect questions you wrote in Exercise 1.**
- 3 **Work with Student B. You are the mother/father of Student B's friend. Use your imagination to answer Student B's questions.**

Section B

1 Complete the indirect questions.

- 1 Hello, Mr/Mrs Green. Is John at home?
Hello, Mr/Mrs Green. Could you tell _____ ?
- 2 What time will he be back?
Do you know _____ ?
- 3 Can I wait for him?
Do you mind _____ ?
- 4 Thanks. Excuse me. Where's the bathroom?
Could you tell _____ ?
- 5 Thanks. Can I use your phone?
I was wondering _____ .
- 6 Thanks. I have to go home now. Can I come to see John later?
Thanks. I have to go home now. Do you mind _____ ?
- 7 Great. Thanks. Oh, no. It's raining. Where's the nearest bus stop?
Great. Thanks. Oh no. It's raining. Do you know _____ ?

- 2 **Work with Student A. You are at a party. Use your imagination to answer Student A's questions.**
- 3 **Work with Student A. You are at a friend's house talking to their mother/father. Ask the indirect questions you wrote in Exercise 1.**

Plans



Student A _____

What are your plans for this weekend?

Answer Student B's question using:

I'd love to ...

Answer Student C's question using:

I feel like ...

Answer Student D's question using:

I wish I could ...

Student B _____

Have you got any plans for the summer?

Answer Student A's question using:

I fancy ...

Answer Student C's question using:

I can't wait to ...

Answer Student D's question using:

I'd like to ...

Student C _____

What do you fancy doing after school?

Answer Student A's question using:

I need to ...

Answer Student B's question using:

I'm planning to ...

Answer Student D's question using:

I hope I ...

Student D _____

What would you like to do in the future?

Answer Student A's question using:

I'm dying to ...

Answer Student B's question using:

I wish I could ...

Answer Student C's question using:

I'm looking forward to ...

Hi Max, ...

Choose the correct option to complete the email.

Wedding plans

Hi Max,

How are ¹things / *you up to?* ²Where / *How* are your summer holidays going? My sister's getting married on 15 August. Do you ³fancy / *want* coming? I'm allowed to invite one friend so that I don't get bored, but I don't think there's much danger of that! One of my sister's friends is a DJ and he's going to be playing the music. He's really good! He DJs at clubs in London. The wedding ⁴reception / *get-together* is going to take place at a castle near our town. I ⁵hope / *wish* the weather is good because there are large gardens where we can sit and eat and play Frisbee.

Mum and Dad said that you could stay at our house after the wedding. My sister won't be there, so you can have her bedroom. We probably won't do much on the day after the wedding as we won't get home until about 2 a.m., but my uncle has ⁶suggested / *invited* us all to a restaurant in the evening. I'd also ⁷like / *want* to introduce you to some of my new school friends.

⁸On / *By* the way, my sister doesn't want everyone to wear the same colour clothes like you see at some weddings, but I think it would be a good idea if you wore a shirt and tie and maybe a jacket if you've got one. Also, black shoes would be better than trainers! Sorry, I know you hate looking smart!

I ⁹wish / *hope* you can come. Please ¹⁰tell / *let* me know as soon as possible.

¹¹Speak / *See* soon,

Jason

Have you got ... ?



body ...	nail ...	... space	... messaging
predictive ...	sign ...	... audience	... liquid
art ...	graphic ...	... life	... forecast
dinner ...	Independence ...	... Day	... holiday
school ...	soya ...	... costume	... reception



personal ...	instant ...	... contact	... varnish
target ...	washing-up ...	... text	... language
still ...	weather ...	... gallery	... novel
Mother's ...	public ...	... party	... Day
traditional ...	wedding ...	... prom	... bean

Grammar-go-round

10 Modals of ability

Finish this sentence in three different ways.
By the time I am twenty, I will be able to ...

9 Relative clauses

Talk to your group about a person who has had a big influence on your life.

8 Indirect questions

Think of three indirect questions you might ask your teacher during a lesson.

7 Modals of obligation and prohibition

Make three sentences about rules in your home. Two should be true and one should be false. See if the others can guess which sentence is untrue.

6 Modals of ability

Make three true sentences about yourself using these phrases.
I can't ... I managed to ... I will be able to ...

5 Passive

Complete the questions about exams in your country and answer them.
*When will I ___ (tell) my results?
Will they ___ (send) to my house?
Will I ___ (give) a chance to take the exams again if I fail?*

4 Relative clauses

Talk to your group about something you own which you couldn't live without.

3 Modals of obligation and prohibition

Make rules for a younger brother or sister.
You mustn't ... You have to ... You aren't allowed to ...

1 Passive

Make sentences using these phrases.
*... will be given ...
... can be written ...
... must be paid ...*

START

2 Modals of ability

Imagine your teachers are talking about you. Complete their sentences.
*... can ... very well.
... could ... if he/she tried harder.
Last month he/she managed to ...*

11 Indirect questions

Complete these indirect questions and ask other members of the group.
*I was wondering if ...
Do you know ... ?
Could you tell me ... ?*

12 Modals of obligation and prohibition

Ask each member of your group a question.
*Are you allowed to ... ?
Do you have to ... ?
Will you be allowed to ... ?*

13 Relative clauses

Complete this sentence in three different ways.
Russell Crowe, who ... , is my favourite actor.

14 Modals of obligation and prohibition

Make three sentences starting with these phrases.
*I'm not allowed to ...
I don't have to ... I have to ...*

15 Passive

Make these sentences passive.
*Our teacher tells us what to do.
Someone gave my friend a lift to school this morning.*

16 Modals of ability

Ask each person in the group about something he/she can do well.

17 Passive

Complete these questions with passive forms and ask people in your group.
*How often ___ (you/take) to school by your parents?
How often ___ (you/give) clothes you don't like by relatives?*

18 Indirect questions

Tell the student on your left to ask you a question. Then ask the same question indirectly to the student on your right. Use: *Could you tell me ... ?*

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