

# You can do it!

# 1

## VOCABULARY

Adjectives of emotion | Verbs of success and failure | Phrasal verbs for achieving goals | Phrases for achieving goals | Immigration | Personality adjectives

## GRAMMAR

Present tenses | Past Simple, Past Continuous and Present Perfect

# TEEN MATTERS

**Tips and ideas for improving your life and achieving your dreams, by life coach Emma Witcot.**



## Get things done

It's a new school year with new challenges. Read these tips to help you work out how to make progress and improve your results.

### 1 Give it a go

Just do it! When you have to do something, get on with it! Don't put things off until tomorrow if you can do them today.

### 2 Step by step

You can't jump to the top of a building; you have to climb the stairs. So make a plan and break it down into smaller steps. Small regular targets are easier to reach.

### 3 Friends help

When you work in a team, you don't feel so anxious or stressed. Share ideas and help each other achieve your goals.

### 4 Do your best

Always aim to do your best, but don't be upset if the end result isn't perfect. Be pleased that you managed to do something, not disappointed that you failed to do everything.

### 5 Try, try again

We all make mistakes. Things go wrong. You can't always get everything right. But don't give up. Remember: if at first you don't succeed, keep on trying.

## 1.1 Vocabulary

### Success, failure and goals

**1** Look at the photo in the blog post and describe the girl. Do you often feel like this? How do you motivate yourself to get up and do things?

**2** Read the blog post. In pairs, discuss the questions.

- Which tip(s) do you follow?
- What do you think are the three most important tips in the blog post?
- How do you feel when you have to manage lots of tasks and duties?

**3** **1.1** Study Vocabulary box A. Are the adjectives positive (P), negative (N) or both (B)? Listen and check.

### VOCABULARY A Adjectives of emotion

- |                                       |                                   |                                       |                                    |
|---------------------------------------|-----------------------------------|---------------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> N | <input type="checkbox"/> anxious  | <input type="checkbox"/> delighted    | <input type="checkbox"/> stressed  |
| <input type="checkbox"/>              | <input type="checkbox"/> calm     | <input type="checkbox"/> disappointed | <input type="checkbox"/> surprised |
| <input type="checkbox"/>              | <input type="checkbox"/> cheerful | <input type="checkbox"/> exhausted    | <input type="checkbox"/> upset     |
| <input type="checkbox"/>              | <input type="checkbox"/> confused | <input type="checkbox"/> pleased      |                                    |

**4** Choose the correct option. Then, in pairs, say if the sentences are true for you.

- I don't get *confused / upset* and shout when things go wrong. I'm a *calm / delighted* person.
- I always feel *exhausted / surprised* the next day if I go to bed late.
- I often feel *disappointed / stressed* before exams.
- I feel *cheerful / upset* in Music class. It's my favourite subject.
- I'm *anxious / pleased* with my schoolwork this year. I'm doing quite well.

**5** In pairs, choose an adjective from Vocabulary box A. Your partner says when they feel like that.

A: *Disappointed.*

B: *I feel disappointed every time I fail a test.*

**6** **1.2** Study Vocabulary box B. Find the words in the blog post. Check you understand them.

### VOCABULARY B Verbs of success and failure

achieve aim fail improve manage reach succeed

**7** **1.3** Complete the sentences with words from Vocabulary box B. Listen and check. Then, in pairs, say if you agree or disagree with the statements.

- There are other ways to *succeed* apart from making money.
- It's better to try and \_\_\_\_\_ than to never try at all.
- People who get up early \_\_\_\_\_ to do more every day.
- Practice makes perfect, so if you want to \_\_\_\_\_ your results, keep practising.
- If you work hard, you can always \_\_\_\_\_ your goals.
- You should always \_\_\_\_\_ to win or there's no point playing.

**8** **1.4** Study Vocabulary box C. Find the phrasal verbs in the blog post. Check you understand them.

### VOCABULARY C Achieving goals

break down get on with give up keep on put off work out

**9** Replace the underlined words and phrases in the sentences with phrasal verbs from Vocabulary box C.

- To find the solution to a difficult Maths problem, it's a good idea to divide it into easy steps.
- It's time to start doing it. If you keep delaying it, you'll never finish it.
- If you continue working like this, you will succeed. If you stop trying, you won't.

**10** **1.5** **WORD FRIENDS** Complete the verbs in the phrases. Listen and check.

- do your best
- g \_\_\_\_\_ something right/wrong
- g \_\_\_\_\_ things done
- g \_\_\_\_\_ something a go
- make decisions
- m \_\_\_\_\_ mistakes
- m \_\_\_\_\_ progress
- make the most of something
- take it easy
- take something seriously

**11** **1.6** Read the message and reply from a website. Choose the correct option. Listen and check.

## Advice from Aidan

### Fear of failure

I feel anxious about <sup>1</sup>doing / making mistakes because I always feel so upset when things go wrong. I want to <sup>2</sup>do / make my best, but it's really hard for me to <sup>3</sup>give / make decisions. I just keep <sup>4</sup>getting / putting them off. I need to learn to <sup>5</sup>get / make things done and start enjoying life.  
Lyle, Glasgow

Lyle, you're suffering from a fear of failure. You've got to learn to <sup>6</sup>have / take it easy. It's not the end of the world if you <sup>7</sup>get / make something wrong. Nobody succeeds all the time. If you want to <sup>8</sup>do / make the most of your life, you need to change the way you think. You should <sup>9</sup>keep / work out what you really want to do and just <sup>10</sup>get / give it a go! Contact a friend and start making plans together now! Go on, <sup>11</sup>get / give on with it! Be brave!  
Aidan

## YOUR WORLD

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

- Are you good at making decisions and plans, and getting things done on time or do you prefer to take things easy and see what happens?
- Do you like to give things a go or do you worry about making mistakes and getting things wrong?
- Do you give up easily or do you always keep on trying?

- Are you a morning person or do you like to stay in bed late?
-  1.7 Read the introduction to a podcast. What problem does Mel have in the morning? What is the podcast going to be about?



## GET THE MOST OUT OF YOUR MORNINGS!

I don't find it easy to get out of bed and get ready in the morning. When I'm feeling sleepy, I don't want to get up. All the statements below are true for me. I think I need help!

- I always press 'Snooze' when my alarm goes off at 7 a.m.
- I love to stay in bed as long as possible.
- I spend ages in the shower because I always listen to my favourite playlist.
- It's often hard to find my clothes because they're in a pile on a chair ... or on the floor.
- I don't always have time for breakfast, so I have a snack instead.

Which statements are true for you? Be honest!

Are you looking for ideas to improve your morning routine? Zac's not a morning person either, but he's making progress this term. Today Zac and I have our friend Joe with us. We're sharing some fresh ideas on how we can get the most out of our mornings on school days.



-  1.8 Listen to the podcast. What ideas do Zac and Joe have that can help people get ready in the mornings? Do you use any of these ideas?
-  1.9 Study the Grammar box. Complete the sentences under the box with the correct form of the verbs in brackets. Listen and check.

## GRAMMAR Present tenses

## Present Simple

I always **press** 'Snooze' when my alarm goes off. (routine)  
I **don't find** it easy to get up. (permanent situation)

## Present Continuous

Lots of people **are listening** to this podcast right now. (present action)

This term I **'m trying** to change my routine. (temporary situation)

He **'s making** progress this term. (changing situation)

## State verbs

belong, know, prefer, etc.

I **know** you're always at school early. NOT I'm knowing.

## State and dynamic verbs

I **think** I need help! (state verb: opinion)

What **are** you **thinking** about? (dynamic verb: mental process)

GRAMMAR TIME &gt; PAGE 000

- Are you having** (you/have) lunch now?
- When I \_\_\_\_\_ (listen) to my playlist, I never \_\_\_\_\_ (feel) stressed.
- \_\_\_\_\_ (you/have) any advice to help us?
- I \_\_\_\_\_ (live) near the school, so I \_\_\_\_\_ (usually/not get up) early.
- My marks at school \_\_\_\_\_ (get) better all the time!

-  1.10 Choose the correct option. Listen and check.

I <sup>1</sup>**think** I'm thinking I waste a lot of time in the morning, so I <sup>2</sup>**try** I'm trying to change my routine this term. First of all, I make the most of my time on the bus journey to school. I sometimes revise for tests, but I <sup>3</sup>**prefer** I'm preferring to listen to Spanish podcasts because they're more interesting. I <sup>4</sup>**learn** I'm learning lots of new words and phrases with this routine. I think my Spanish <sup>5</sup>**improves** I is improving and I'm doing well in class now. I <sup>6</sup>**know** I am knowing my accent is getting better, too!

## YOUR WORLD

- In pairs, describe your morning routine. Are you trying to change something in it? Tell the class about your partner's routine.

## New beginnings

Changing schools is always a challenge, but what happens if your new school is on the other side of the world? We asked two young people who are starting a new life in Canada.

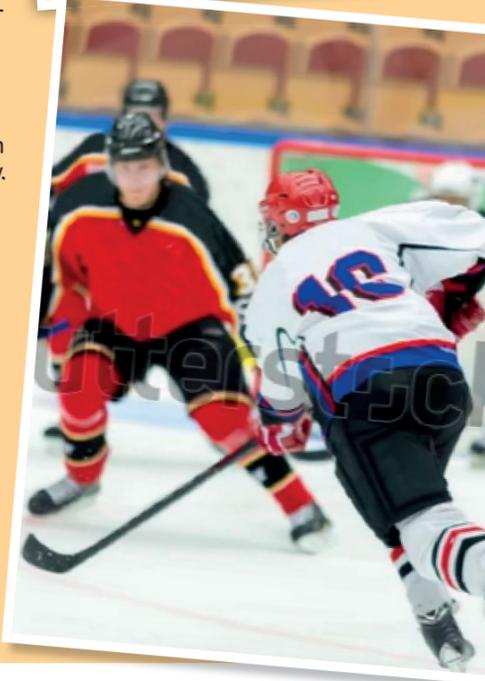
Arjun Patel grew up in Mumbai, India, more than 12,000 miles from his new home in Toronto, Canada. However, his parents think that a fresh start is good for their family. And they're not alone. Each year, over 80,000 new arrivals in Canada come from India.

In fact, over twenty percent of Canada's population are immigrants. Why are so many people moving here? There's a lot of support for migrants and their families. Arjun is finding that Canadians are very welcoming. He's already made a few friends. 'The best way to make friends quickly is to join a club or take up a new sport.' Arjun is doing just that. He's learning to play ice hockey because it's very popular in Canada.

Arjun is enjoying his new life, but he's facing some challenges. 'I don't like certain stereotypes. For example, people often think that my parents work in an Indian restaurant. It's annoying.' In fact, both his parents are doctors. Some things make his life in Toronto easier, though. 'Five students in my class are from other countries and one girl is from Mumbai!'

Arjun's classmate Martina Castro, from Brazil, is also discovering a new life in Canada. Unlike Arjun, Martina is finding things hard. Her parents don't speak much English. They can read and write basic English, but they don't like it when people speak fast. 'I sometimes go with my mum to the shops so I can translate. It's a lot of responsibility. I feel like the parent!'

What does Martina miss about Brazil? 'Right now, everything! My grandparents are so far away. I miss my cousins, friends ... even teachers! I miss Brazilian food, sunshine and beaches. Toronto is on a beautiful lake, but I prefer sandy beaches.' The Canadian climate is much colder than in Brazil, so that's a challenge too. Martina's family are exploring the area at the moment. 'Our trip to Niagara Falls was pretty awesome. We're trying to stay positive, but I need some new friends!'



- Would you like to move to another country? Where would you like to go? Why?

-  1.11 Read the article. Where are Arjun and Martina from? What do they like and dislike about their new lives?

- Read the article again and complete the sentences. Write no more than three words in each gap.

- The distance between Mumbai and Toronto is about \_\_\_\_\_.
- People who move to Canada can find a lot of help and \_\_\_\_\_.
- Arjun recommends joining a club or starting \_\_\_\_\_.
- Arjun likes living in Canada, but he dislikes some \_\_\_\_\_.
- Martina feels like her mother's parent when she has to \_\_\_\_\_.
- Martina and her family are trying to keep a \_\_\_\_\_ attitude to the challenges.

- Look at the highlighted immigration words in the article. Sort them into verbs and nouns. Then check you understand them.

- In pairs, discuss the questions.
  - What did you learn about Canada?
  - What did you learn about life as an immigrant?
  - What would you find difficult about life in Canada?

## VIDEO



## WIDER WORLD

-  2 Watch two people talking about problems that immigrants face. Which of these things do they mention?

culture food jobs language stereotypes

- What would you miss if you moved to another country? What would be helpful for newcomers to feel at home?

- 1 Think about a challenge you have faced recently. In pairs, describe it and say how it made you feel.  
*Last month I cycled fifty kilometres to make money for charity. It was hard, but I enjoyed it.*
- 2 1.12 Look at the photo and read the article quickly. What was Poorna's challenge?

## REACHING THE TOP



In 2014, thirteen-year-old Indian Poorna Malavath became the youngest girl to climb Mount Everest.

One day some government officials came to Poorna's village. They were looking for children from poor backgrounds to send on an expedition to Mount Everest. They wanted to show there are no limits for anyone. From 100 children, they chose just two: Poorna and an older boy. They went on an eight-month training programme in the mountains. While they were training, the temperature often fell as low as -35°C and they ate packaged food, which didn't taste very good. The climb to the top of Mount Everest lasted fifty-two days. It was dangerous, but Poorna didn't give up. When she reached the top of the world's highest mountain, she felt happy and proud.

Since then Poorna has become famous. They have even made a film about her life: *Poorna: Courage Has No Limit*. She hasn't stopped climbing. So far, she has climbed the highest mountains in six continents. In 2019 she reached the highest peaks in South America, Oceania and Antarctica. She hasn't climbed Mount Denali, the highest mountain in North America, yet but that's her next target. For Poorna, climbing has become her life.

- 3 Study the Grammar box. Find more examples of the Past Simple, Past Continuous and Present Perfect in the article.

### GRAMMAR Past Simple, Past Continuous and Present Perfect

**Past Simple**  
*In 2014 she reached the top of Mount Everest. (finished action)*  
*The temperature often fell as low as -35°C. (repeated action)*

**Past Continuous**  
*It was raining on Sunday afternoon. (background description)*  
*At three o'clock we were watching a film about Poorna Malavath. (action in progress)*

**Past Simple and Past Continuous**  
*The teacher was speaking when some officials came into the classroom. (a longer action interrupted by a shorter one)*

**Present Perfect**  
*She has become famous. (result in the present)*  
*She has climbed Mount Aconcagua. (experience)*

**Present Perfect and Past Simple**  
*Poorna has climbed many mountains. She climbed Mount Everest in 2014.*

GRAMMAR TIME > PAGE 000

- 4 Choose the correct option.
  - 1 Many women *climbed / have climbed* Mount Everest, but Poorna was the youngest.
  - 2 She sometimes felt scared while she *was climbing / has climbed* the mountain.
  - 3 On 27 July 2017, Poorna *reached / has reached* the top of Mount Elbrus.
  - 4 The film about Poorna *got / was getting* good reviews when it first came out.
  - 5 Someone *has written / was writing* a book about Poorna's life.
- 5 Complete the sentences with the Past Simple, Past Continuous or Present Perfect form of the verbs in brackets. Then, in pairs, ask and answer the questions.
  - 1 What *were you doing* (you/do) at 8 p.m. last night?
  - 2 How many mountains \_\_\_\_\_ (you/climb)?
  - 3 \_\_\_\_\_ (you/ever/eat) packaged food?
  - 4 Where \_\_\_\_\_ (you/go) for your summer holiday last year?
  - 5 \_\_\_\_\_ (it/rain) when \_\_\_\_\_ (you/get up) this morning?

### VIDEO



- 6 3 Watch six people talking about being away from home. Where did they go? What did they think of the places?
- 7 In pairs, talk about a time when you were away from home. Think about the questions in Exercise 6.

### WIDER WORLD

- 1 Do you like trying new things? Why?/ Why not?
- 2 1.13 Study the Vocabulary box. Can you add more words?

### VOCABULARY Personality adjectives

active competitive creative curious generous  
gentle organised patient reliable sensible

- 3 1.14 Complete the sentences with words from the Vocabulary box. Listen and check.
  - 1 Someone who always has new ideas is *creative*.
  - 2 Someone you can trust is \_\_\_\_\_.
  - 3 Someone who is always moving and doing things is \_\_\_\_\_.
  - 4 Someone who wants to know and learn new things is \_\_\_\_\_.
  - 5 Someone who always wants to win is \_\_\_\_\_.
- 4 Write definitions for the other five words in the Vocabulary box.
- 5 In pairs, take it in turns to describe a person you know. Use words from the Vocabulary box.  
*My best friend is always confident and reliable.*
- 6 Look at the photo showing an example of projection mapping. Have you ever seen projection mapping before? What was it like?



- 7 1.15 Listen to Alex telling Mia about a workshop. Choose the correct answer.
  - a Mia has seen the information, but wasn't interested at first.
  - b Mia has bought tickets for her and Alex to go to the workshop.
- 8 1.15 Listen again. Complete the information with a word or phrase in each gap.

### PROJECTION MAPPING WORKSHOP new, easy and great fun!

**Location:** <sup>1</sup> *Science* Museum  
**Address:** <sup>2</sup> \_\_\_\_\_ Road  
**Title of workshop:** *Bringing the* <sup>3</sup> \_\_\_\_\_  
**For:** fourteen- to <sup>4</sup> \_\_\_\_\_-year-olds  
**Time:** <sup>5</sup> \_\_\_\_\_ a.m. to 4 p.m.  
**Please bring:** <sup>6</sup> \_\_\_\_\_ and a drink.  
Cost per person for this special event: <sup>7</sup> £ \_\_\_\_\_

- 9 1.15 Listen again and answer the questions.
  - 1 What did Mia think the workshop was about?
  - 2 Where do you create the videos in a projection mapping workshop?
  - 3 Where did Mia see an example of projection mapping?
  - 4 Is Alex creative or curious?
  - 5 Why can't Mia go to the workshop on her own?
  - 6 Why does Mia have to go to Ivan's house on Saturday?

### YOUR WORLD

- 10 In pairs, talk about the classes and workshops below. What type of person are they right for? Are they right for you? Why?/Why not?

chess cooking climbing 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'm not very organised, so I don't think this is the right class for me.*

## VIDEO DO YOU NEED A HAND?

- Eren: Hi, Abe. What are you doing? Are you making chocolate cookies?
- Abe: I'm making a chocolate brownie for my dad. It's his birthday today. I've never baked a cake before, so it's quite a challenge.
- Eren: I'm impressed! Do you need a hand?
- Abe: I don't know. Maybe. OK, so can you pass me the flour, please?
- Eren: Sure. Here you go. Hey, your T-shirt is getting dirty with the flour. Why don't you wear this apron?
- Abe: Cool, thanks ... Oh! The food mixer isn't working.
- Eren: Can I help you with it?
- Abe: That would be great, thanks.
- Eren: You didn't switch it on at the wall.
- Abe: Oh OK, thanks. Would you mind getting some nuts from the cabinet over there?
- Later ...
- Abe: Look, a complete failure! I baked it for too long, I guess.
- Eren: Hmm ... it looks more like a giant chocolate cookie. Hmm, it's crispy and it tastes fabulous. Admit it: you needed me!
- Abe: All right, I admit it. All great chefs need assistants.
- Eren: So true!

SOUNDS GOOD!

I'm impressed! • A complete failure! • I admit it. • So true!



- 5 Study the Speaking box. Find examples of the phrases in the dialogue.

## SPEAKING Asking for and offering help

## Asking for help

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

## Replying

Of course. Sure!  
Sorry, I can't. Of course not.  
I'll be with you in a minute.

## Offering help

Do you need any help/anything else?  
Can I get you anything?  
Can/May I help you?  
Do you need/Can I give you a hand?  
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.

- 6 1.17 Complete the dialogue with one word in each gap. Listen and check. Then, in pairs, practise the dialogue.

- A: Can you <sup>1</sup>give me a hand? I don't know how to install this programme.
- B: <sup>2</sup>\_\_\_\_\_. Just click there.
- A: Thanks for your <sup>3</sup>\_\_\_\_\_.
- B: Do you <sup>4</sup>\_\_\_\_\_ anything else?
- A: No, I'm <sup>5</sup>\_\_\_\_\_, but thanks anyway. Oh! Yes, would you <sup>6</sup>\_\_\_\_\_ getting me some water?
- B: Of <sup>7</sup>\_\_\_\_\_ not. Here you are.

- 7 In pairs, go to page xxx and role play the situations.

YOUR WORLD

## MOMENTS WITH MARCO

## My personal challenge

1 How do you feel about trying new things? I normally love a new adventure, but when my friend Amy invited me to go climbing, I had a problem. I'm *really* scared of heights, and I first realised this on a school trip to Tower Bridge in London. Suddenly, we were standing on a glass floor and looking down to the water below. I screamed, I started shaking and my hands were sweating. I shut my eyes to cross the glass, but I was very stressed.

2 So, when Amy told me about the climbing class, I was nervous, but I decided to give it a go. When I arrived and saw the climbing wall, I shivered with nerves. 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.

3 The experience has made me more confident. That day, I made the most of the lesson and I couldn't stop smiling. Now I climb regularly and I'm never scared.



- 1 Read Marco's blog post. Which paragraph describes:
- a challenge that helped Marco?
  - how the experience changed Marco?
  - a bad experience in the past?
- 2 Study the Writing box. Find examples of the phrases in Marco's blog post.

## WRITING A blog post describing a personal challenge

## Reason for the challenge

- 1 I normally love ... I often dream about ...  
The problem is/was, I ...  
I first realised this when/at/on ...

## Description of the challenge

- 2 When I heard/my friend told me about ...  
I decided to give it a go.  
When I arrived at/started/saw ... , I shivered/screamed.  
At the beginning it was quite difficult, but gradually, I ...  
In the end, I ...

## After the challenge

- 3 The experience has made me ...  
That day, I ... Now I ... regularly.  
Now I'm not afraid of/to ... I'm thinking of becoming a ...

- 3 Study the Language box. Find examples of the verbs in Marco's blog post. Then, in pairs, discuss how Marco felt before, during and after the challenge.

## LANGUAGE Verbs that express emotion

cry scream shake shiver shout sweat

- 4 In pairs, take it in turns to use verbs from the Language box in a sentence.  
*The film was so sad that it made me cry.*

- 5 In pairs, choose one of the challenges below. Why is it difficult? How would you feel before, during and after it?

joining a new sports team  
performing in front of your schoolmates  
staying with a family in another country

## WRITING TIME

- 6 Write a blog post with a description of a personal challenge.

## 1 Find ideas

Make notes for your blog post. Think about:

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

## 2 Plan

Organise your ideas into paragraphs. Use Marco's blog post to help you.

## 3 Write and share

- Write a draft of your blog post. Use the Language box and the Writing box to help you.
- Share your blog post with another student for feedback.
- Write the final version of your blog post.

## 4 Check

- Check language: have you used verbs that express emotion?
- Check grammar: have you used a variety of past tenses?

## WORDLIST 1.18

### Adjectives of emotion

anxious (adj)  
calm (adj)  
cheerful (adj)  
confused (adj)  
delighted (adj)  
disappointed (adj)  
exhausted (adj)  
pleased (adj)  
stressed (adj)  
surprised (adj)  
upset (adj)

### Verbs of success and failure

achieve (v)  
aim (v)  
fail (v)  
improve (v)  
manage (v)  
reach (v)  
succeed (v)

### Achieving goals

break down (v)  
get on with (v)  
give up (v)  
keep on (v)  
put off (v)  
work out (v)

### Word friends

(achieving goals)

do your best  
get something right/wrong  
get things done  
give something a go  
make decisions  
make mistakes  
make progress  
make the most of something

take it easy  
take something seriously

### Immigration

arrival (n)  
explore (v)  
face challenges  
immigrant (n)  
migrant (n)

### Personality adjectives

miss (v)  
population (n)  
stereotype (n)  
support (v)  
translate (v)  
active (adj)  
competitive (adj)  
creative (adj)

curious (adj)  
generous (adj)  
gentle (adj)  
organised (adj)  
patient (adj)  
reliable (adj)  
sensible (adj)

### Extra words

accent (n)  
adventure (n)  
advice (n)  
basic English  
brave (adj)  
confident (adj)  
courage (n)  
cry (v)  
culture (n)  
discover (v)  
experience (n)  
fear of failure  
find things hard  
fresh ideas (n)  
fresh start (n)  
get better/worse at something  
give up (v)  
goal (n)  
gradually (adv)

impossible (adj)  
in a rush  
join a club  
limit (n)  
make friends  
move to another country  
need a hand  
poor background  
proud (adj)  
responsibility (n)  
result (n)  
routine (n)  
scared of heights  
scream (v)  
set my alarm  
shake (v)  
share (v)  
shiver (v)  
shout (v)  
solution (n)  
stay positive  
step by step  
suffer (from) (v)  
sweat (v)  
take something up (v)  
target (n)  
workshop (n)

**1** Complete the words in the school report comments. Then, in pairs, say which ones describe you.

- 'An active student; g\_\_\_\_\_ things done.'
- 'An o\_\_\_\_\_ student – always plans his work and takes it s\_\_\_\_\_, making great p\_\_\_\_\_.'
- 'Always does his b\_\_\_\_\_, but should remember that it's OK to get things w\_\_\_\_\_ sometimes.'
- 'Really makes the m\_\_\_\_\_ of lessons, is c\_\_\_\_\_ and asks questions, and g\_\_\_\_\_ on with the work.'

**2** Complete the questions with verbs from the wordlist. Then, in pairs, discuss the questions.

- When did you last \_\_\_\_\_ a difficult challenge?
- When did you last \_\_\_\_\_ off something you needed to do and then had a problem?
- When were you last the only one who could \_\_\_\_\_ out the answer to a puzzle?
- How did you relax the last time you \_\_\_\_\_ it easy?

**3** Find the negative word in each group. Then, in pairs, choose one of the negative words and say how it can also be positive sometimes.

- |            |          |         |          |
|------------|----------|---------|----------|
| 1 explore  | miss     | support | succeed  |
| 2 succeed  | achieve  | fail    | reach    |
| 3 generous | stressed | gentle  | sensible |

**4** Answer the questions with words from the wordlist. Then write a similar question. In pairs, answer your partner's question. What do you call:

- the number of people in a city or country?
- a person who likes to be the best at something?
- a person who goes to live in another country?
- the feeling you have when you wanted something but didn't get it?
- a person you can trust to help you?

**5**  **1.19 PRONUNCIATION** Listen to how we pronounce the underlined vowels and decide which sound you hear. Write the words in the correct column.

active competitive delighted disappointed  
migrant miss organised reliable surprised

/ɪ/

active

/aɪ/

**6**  **1.20 PRONUNCIATION** Listen, check and repeat.

## Vocabulary

**1** Choose the correct answer.

- I was \_\_\_\_\_ by the instructions, so I didn't know what to do.  
a disappointed b confused c delighted
- Our Science teacher says we should be \_\_\_\_\_ about everything and ask questions.  
a anxious b reliable c curious
- This school \_\_\_\_\_ to help every student get the best possible results.  
a reaches b aims c improves
- I was so \_\_\_\_\_ after the school trip that I fell asleep on the sofa when I got home.  
a exhausted b sensible c surprised
- Mr Evans is a very \_\_\_\_\_ teacher – he stays calm when he has to explain things again.  
a generous b patient c cheerful

**2** Complete the text with the words below.

best down go mistakes on out progress right seriously up



After I watched the film series *The Queen's Gambit*, I started playing chess again, but not just for fun. I joined a club because I wanted to take it <sup>1</sup>seriously and become a good player. But I lost most of my games because I often made <sup>2</sup>\_\_\_\_\_. To win, it wasn't enough just to do my <sup>3</sup>\_\_\_\_\_. Part of me wanted to give <sup>4</sup>\_\_\_\_\_ chess, but I kept <sup>5</sup>\_\_\_\_\_ trying. I tried to work <sup>6</sup>\_\_\_\_\_ the reasons why I lost by looking at my games. I broke them <sup>7</sup>\_\_\_\_\_ into three parts: opening, middle game and endgame. I learned how to play the openings because you have to get that <sup>8</sup>\_\_\_\_\_ or you lose right away! I made <sup>9</sup>\_\_\_\_\_ and started to think about playing in hard competitions. I gave it a <sup>10</sup>\_\_\_\_\_ and beat some good players!

## Grammar

**3** Complete the dialogues with the correct form of the verbs in brackets. Then, in pairs, practise the dialogues.

- A: What's your mum doing (your mum/do) at the moment?  
B: I think she's at work.
- A: Where were you when it was time to come to class?  
B: I \_\_\_\_\_ (talk) to my friends.
- A: I'm hungry. I \_\_\_\_\_ (not eat) very much today.  
B: Would you like a sandwich?
- A: My dog \_\_\_\_\_ (not like) to be alone. Can I bring him when I come to your house?  
B: Of course!
- A: \_\_\_\_\_ (you/watch) anything interesting last night?  
B: Yes! A spy film with Bradley Cooper.
- A: What's so funny? Why \_\_\_\_\_ (you/laugh)?  
B: You've got chocolate all over your face!

**4** Choose the correct option.

← → ↻

Hi Tom,

<sup>1</sup>I'm writing / I write this email from my new bedroom in our new flat! It's a nice flat and <sup>2</sup>I'm preferring / I prefer it to the old one, but everything is a bit crazy right now! We <sup>3</sup>were only moving in / only moved in yesterday. Dad can't do much to help because he hurt his leg when he <sup>4</sup>was painting / painted the kitchen. <sup>5</sup>He waits / He's waiting for it to improve so he can get back to work. Mum <sup>6</sup>organised / has organised the living room, so at least we can go there to relax.

Julia

## Speaking

**5** In pairs, do the speaking task. Student A, go to page 000. Student B, go to page 000. Role play both situations.

## Dictation

**6**  **1.21** Listen. Then listen again and write down what you hear during each pause.



## ENDURANCE TESTS

### The most challenging races

You're stressed and anxious, and you have problems sleeping. What you need is a challenge. There has never been a better time, but which one to go for? Marathons and triathlons are still popular, but there have been a few changes to the traditional kind: newer events have appeared. Participants race in tough natural landscapes like mountains or deserts, which represent a greater challenge to them. These races are popular in the USA and are very competitive.

The first long-distance triathlon was the Ironman. It started in the 1970s in Hawaii, on Waikiki Beach, 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 – no stopping is allowed! The world championships are held in Hawaii every year.

Other tough races include the TransRockies in Canada. It is a seven-day, 400-km mountain bike race. Participants cycle up and down the Rocky Mountains in all kinds of weather, but they enjoy some fantastic views at the same time. Don't try it if you're scared of heights. Alternatively, head for New Mexico, 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 want to push yourself even more, try the World Marath on 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 and spend up to sixty-eight hours in the air – all at their own risk!

**endurance** (n) the ability to keep going  
**landscape** (n) a type of area in a country  
**participant** (n) a person who takes part in something  
**sand dune** (n) a hill made of sand  
**tough** (adj) difficult to do

#### 1 In pairs, discuss the questions.

- 1 Look at the photos. What three triathlon activities can you see?
- 2 Which do you think is the most difficult? Why?
- 3 Would you like to take challenges like this? Why?/Why not?
- 4 Are there races or challenges like this in your country? If so, what are they?

#### 2 1.22 Read the article and mark the sentences T (true) or F (false).

- 1  New events in modern triathlon marathons are more difficult than the traditional ones.
- 2  Long-distance triathlons started in ancient Greece.
- 3  There are no breaks for Ironman participants.
- 4  People who suffer from fear of heights shouldn't enter the TransRockies race.
- 5  The bicycle races only take place in mountain landscapes.
- 6  The World Marathon Challenge is more challenging than the New York marathon.
- 7  Organisers of the World Marathon Challenge are responsible for participants' safety.

#### 3 Read the article again. In pairs, discuss the questions.

- 1 Why do you think people take part in these types of events?
- 2 How do you think people prepare for them?

### An almost impossible journey



#### 4 Look at the photos and discuss the questions.

- 1 What kind of landscape can you see in the photos? Where do you think it is?
- 2 What are the two men doing?
- 3 What problems do you think they will have in the desert?

#### 5 Watch Part 1 of a TV programme about two desert travellers and check your answers to Exercise 4.

#### 6 Watch the video again and choose the correct option.

- 1 The Empty Quarter is the *highest / largest* sand desert in the world.
- 2 Ben and James are travelling in the same way as *British / American* explorer Wilfred Thesiger.
- 3 The goal of their journey was to *have an adventure / repair a friendship*.

#### 7 Watch Part 2 of the video and answer the questions.

- 1 What other places have Ben and James travelled to?
- 2 Which countries do they travel through on this trip?
- 3 Why did the trip take them longer than planned?

#### 8 **VISIBLE THINKING** In pairs, follow these steps.

##### WHY DO YOU SAY THAT?

- 1 Study the discussion question and decide on your own opinion.  
Can friendships become stronger when friends face difficult situations together?
- 2 Match the sentence halves. Then think about how each one could support your opinion.
  - 1 The two men planned this trip
  - 2 The desert trip was really tough
  - 3 They congratulated each other
  - a when they finished the trip.
  - b because they wanted to be friends again.
  - c so the two men had fights.
- 3 In pairs, decide on three pieces of advice on how to stay friends when you face difficult problems together.

### PROJECT TIME

#### 10 In groups of four, prepare a digital poster about a desert. Follow these steps.

##### 1 In your group, choose which desert your poster will be about. Decide who will find answers to these questions.

- Where is the desert located? What is its climate?
- Are there any animals and/or plants there?
- Do any people live there? What can you say about their lifestyle?
- What dangers are there?

##### 2 Individually, prepare your part of the poster.

- Find answers to your question(s) and write a short text.
- Find photos to illustrate the information.

##### 3 In your group, create your poster. You can use an online poster maker.

- Put all the texts and photos together.
- Decide on a layout.
- Think of a title for the poster.
- Check and edit the poster.

##### 4 Share your poster with the class.

- Answer other students' questions.
- Ask questions and comment on the other posters.