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# Tough times don't last Tough people do

Gregory Peck

# 6

Survival



We all face tough times in our lives. But it helps to know that they pass and that dealing with them helps you become stronger.

Have you or has someone you know been in a difficult situation? What did you / they do to cope with it?

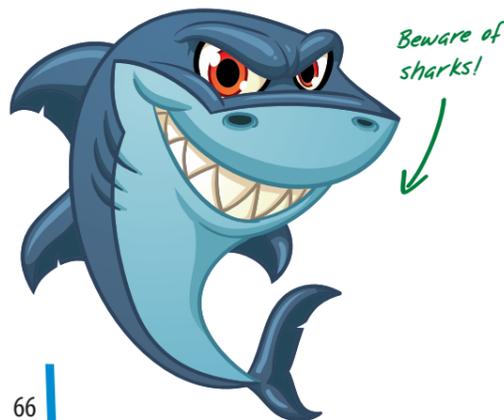
## Vocabulary 1 Before you read

1 You are going to read an article about survival at sea. Are the facts below T (True) or F (False)? Circle.

- If you swim in cold water for too long, your muscles may **cramp**.  T  F
- If you swim all day, you'll be **exhausted** afterwards.  T  F
- If you are **floating** in the sea, you are under the water.  T  F
- If you have an experience that is an **ordeal**, it's something pleasant.  T  F
- If you're awake and **conscious**, you're aware of what's going on.  T  F
- If a jellyfish stings you, the sting is usually **deadly**.  T  F
- If a cut on someone's hand is **bleeding**, it needs to be bandaged.  T  F
- If a plane makes a **crash landing**, everything is fine.  T  F
- If planes are flying **overhead**, they are above you.  T  F

2 Read the sentences and circle the correct meaning of the words in colour.

- It's easy to **spot** Ashley at the beach because of her red hat. (*contact / notice*)
- I couldn't find my friends, so I decided to **stay put** at the beach bar and call them. (*remain in the same place / find a place to stay*)
- When I'm stressed, I find a day at the beach **distracts** me from worrying. (*bothers / takes my mind off*)
- Going for a swim makes a hot day **bearable**. (*easier to cope with / shorter than it is*)
- My canoe was so heavy I had to **drag** it down to the water. (*roll / pull hard*)
- My brother was tired of rowing the boat, so I **took over**. (*replaced him / encouraged him*)



## Reading

### Task 1

You are going to read an article about a plane crash. For questions 1-6, choose the answer (a, b, c or d) which you think fits best according to the text.

# LOST AT SEA

Five thousand feet above the Pacific Ocean, two pilots, Dave McMahon and Sydnie Uemoto, were flying from Oahu to Hawaii. Then the engines went quiet ... The plane was moving fast towards the ocean and then everything flashed white as the plane made contact.

In a daze, Dave opened his eyes. He got his bearings and realized that he was, miraculously, OK. Sydnie was slumped next to him, shocked and bleeding, but still conscious. Then Dave felt the water pouring through the open door, and a new realization hit him: they had to get out of there, fast! He got out of his seat and climbed out onto the wing of the plane.

"Sydnie, get out!" Dave called.

Sydnie rose to her feet unsteadily and felt the blood pouring down her face, which would attract the deadly sharks in the waters around Hawaii. "Get out!" Dave called again. The water was knee-high inside the plane, and in moments, she would be underwater.

"What about the sharks?" she said.

"You can't think about that!" said Dave.

As the plane sank, they jumped into the ocean. Within seconds, the ocean had erased all signs of human life except for the two small figures alone in the Pacific Ocean. As the waves broke around them, Dave felt a strange sense of calm. He was an easy-going native of the island of Oahu and had grown up in the water – surfing, canoeing and spending years on the swim team. He and Sydnie had done the impossible by surviving a crash landing into the ocean. It was a clear, beautiful day, and the Coast Guard knew where they were. Now, he believed they just had to stay put, treading water in the warm sea until they were rescued.

Sydnie, however, was a wreck – crying and terrified. Dave tried to calm her, keeping the two of them turned away from the waves and making small talk. "Tell me about your family," he said. "Do you have any siblings?"

"I have a sister," she said between gulps of air. "When will the Coast Guard get here?"

"They're coming," Dave said. "We're just going to float here." Over the next several hours, plane after plane flew overhead, circling in search of the lost pilots ... without spotting them.



adapted from an article by Nicholas Hune-Brown

As the sun began to set, Dave's calm began to crack. He became scared. We're going to have to spend the night in the water, he thought. Sydnie saw the fear on his face. A Hawaiian native, Sydnie knew what all locals know: there is nothing south of Hawaii until you hit Antarctica, 7,400 miles away. She and Dave made the decision quickly. They looked to the outlines of the volcanoes at Kailua-Kona, 25 miles away, and swam towards them.

By about 10 that night, Sydnie's legs began to cramp, so she swam with her arms, letting her legs drag behind her. Soon enough, Dave was in even worse condition. More than eight hours in the water had left him exhausted. He, too, cramped up and began shivering uncontrollably. While Dave had been the one supporting Sydnie those first few hours, she now took over. Swimming on her stomach, she had Dave wrap his arms around her knees. He rested his head on the back of her legs while they swam in tandem – Sydnie pulling Dave with her arms as he kicked.

As Sydnie swam, hour after hour, a feeling of calm came over her. The two had begun as colleagues who had never exchanged a sentence, but in the quiet of the night, they had become partners. To be alone in the ocean was awful and terrifying. But to be with someone else in the darkness – somehow made the terrible ordeal bearable.

It was while they were still in this position, Dave clinging to her legs, that Sydnie felt a flash of pain. She lifted up her arm. In the moonlight, she saw something white and silky clinging to her forearm. Jellyfish. Within seconds, Hawaiian box jellyfish can cause nausea, loss of consciousness, muscle problems and difficulty breathing. She gasped for air as her body cramped up, each muscle clenching. Then she fell unconscious.



**Predicting** From what you have read about the pilots and their determination, do you think they will reach Hawaii? See Teacher's Guide for possible answer.  
▶ Listen to the end of the story to find out.

- Dave climbed out of the plane because he
  - needed to help his injured friend.
  - was worried the plane would sink.
  - had seen a shark approaching.
  - wanted to see where they were.
- How did Dave feel once they were floating in the ocean?
  - uneasy about the dangers surrounding them
  - relieved that the water was warm
  - confident that help was on its way
  - strange to be so far away from land
- Dave asked Sydnie about her family because he wanted to
  - make sure she was conscious.
  - distract her from her fears.
  - get to know her better.
  - convince her help would come.
- Why did they decide to start swimming?
  - They were afraid of drifting in the darkness.
  - They thought land didn't look far away.
  - They were getting colder as the sun set.
  - They realized it was their only option.
- In lines 44-53, Sydnie takes over because
  - she is suffering from cramp in her legs.
  - Dave is afraid of drowning.
  - it's her turn to be strong for him.
  - she swims better on her stomach.
- What have we learned about their ordeal so far?
  - They have both suffered severe injuries.
  - The biggest challenge was deciding what to do.
  - They had to work together to get through it.
  - Exhaustion has prevented them from reaching land.

### Task 2

Answer the questions. Use a maximum of 5 words.

- What was the sign that the plane was going to crash?  
**The engines went quiet.**
- Why didn't Sydnie want to leave the plane?  
**She was concerned about sharks / her blood would attract sharks.**
- How long did it take for the plane to sink?  
**The plane sank within seconds.**
- What was their relationship before this accident?  
**They were colleagues.**
- What ultimate effect did the jellyfish have on Sydnie?  
**She fell unconscious.**



1 EXPRESSIONS Complete the expressions. Use the words below.

signs • hour • seconds • loss • came  
small talk • impossible • search

- In the article, the two pilots manage to do the **impossible** and survive.
- There were no **signs** of life in the camp as everyone had gone to sleep.
- The selfie I uploaded got lots of likes **within seconds**.
- When our car ran out of petrol, I went **in search** of a garage.
- I lay awake **hour after hour** and couldn't fall asleep.
- I don't know what **came over** Kyle at the party last week, but he just left.
- A flu virus can cause a fever and a **loss** of appetite.
- When people first meet, they **make small talk** to get to know each other.

2 Circle the correct answers.

- The heavy rain was **drowning** / **pouring** through a hole in the roof of the house.
- My first day at work was so hard that I felt like a complete **crash** / **wreck!**
- The nurse tried to **erase** / **calm** the worried patient.
- It was cold on the mountain so the climbers couldn't help **shivering** / **wrapping**.
- You can build **muscle** / **blood** by lifting weights and working out.
- Rescue services often go out to help people during **uneasy** / **severe** storms.

3 WORD BUILDING Complete the chart. Then complete the story using words from the chart. Make any necessary changes.

verb	noun	adjective
realize	<b>realization</b>	–
<b>survive</b>	survivor / survival	surviving
terrify	terror	<b>terrified</b> / terrifying
exhaust	exhaustion	<b>exhausted</b> / exhausting
darken	<b>darkness</b>	dark
<b>breathe</b>	breath	breathless
strengthen	strength	<b>strong</b>

# TRAPPED!

In Thailand, in July 2018, 12 football players, aged 11-16, and their coach were rescued after being trapped in a cave for over two whole weeks! The group had gone exploring in the cave, but hours later, they still had not returned home.

What was scary was the awful (1) **realization** that the cave was filling up with rain water. "In less than an hour, the water rose by three metres," the coach said. In order to ensure their (2) **survival**, the boys climbed onto a high, rocky shelf and ended up sitting in the (3) **darkness**, four kilometres inside the cave, which made a rescue very difficult.

Being trapped in a cave would (4) **terrify** anyone! The boys were cold and had no food. "I was dizzy, weak and starving. I had no (5) **strength**," said the youngest, Chanin. He said he tried not to think about food so he wouldn't get hungrier. They had water to drink though, and a coach who taught them to (6) **breathe** slowly and not use up the air in the cave. They missed their families, but at least they had each other!

Almost three weeks later, with the world watching, the boys were brought out of the cave, thin and (7) **exhausted**, but alive! This is a remarkable story of teamwork, friendship and survival.

← preparing for the rescue



What do you think helped the boys most: Being tough? Being together? Believing they would be rescued? Having an adult with them?

The causative is used to talk about actions that we cause someone else to do for us. The causative can be expressed in several ways and in all tenses.

- have / get + object + past participle (+ by + agent) We **have / get the fire alarms checked** every year.
- have + agent + bare infinitive (+ object) The teacher **had the students put up the tents**.
- get + agent + infinitive (+ object) We **got the older boys to build a fire**.

Note: have / get + object + past participle is sometimes used instead of passive when referring to something that was damaged, destroyed or taken. Here the subject did not cause the action.

We **had the roof blown off** our house in that storm. I **got my phone stolen** yesterday.

▶ Grammar Appendix, page 162

1 Read the first sentence. Then complete the second sentence with a causative form, using have or get.

- I can't talk to you right now.  
I / my eyes / test  
**I am having / getting my eyes tested.**
- Your arm may be broken.  
You should / the doctor / check it  
**You should have the doctor / get the doctor to check it.**
- I can't do my maths homework.  
I / my brother / help me  
**I'm going to get / I'll get my brother to help me. / I'll have my brother help me.**
- Our classroom was in a mess!  
Our teacher / us / tidy it up  
**Our teacher had us / got us to tidy it up.**
- My brother's tablet isn't working properly.  
He / it / fix / tomorrow  
**He is going to get / have / He is getting / having it fixed tomorrow.**
- Your poster project is amazing!  
you / an artist / help you with it / ?  
**Did you get an artist to / have an artist help you with it?**

### let / make

let / make + object + bare infinitive  
Let me help you carry the bags. (allow me)  
They made us wait for over an hour. (forced us)

Note: In the passive, make is followed by the infinitive.  
We were made to wait for over an hour.

▶ Grammar Appendix, page 162



2 Read the comments from a parent and a teenager about rules at home. Then complete the sentences using let and make. Which of these rules do you think are fair?



MOTHER

When I was 13, ...



TEENAGER

Today, ...

- I wasn't allowed to go out if I had homework.  
My parents **wouldn't let / didn't let me go out** if I had homework. (let / go out)
- I couldn't stay out after 8 pm.  
They **made me come** home before 8 pm. (make / come)
- We had to clean our rooms.  
We **were made to clean** our rooms. (make / clean)
- I have to ask before borrowing my sister's clothes.  
My sister **doesn't / won't let me borrow** her clothes without asking. (let / borrow)
- My dad says I can only play computer games for one hour a day.  
My dad **only lets me play** computer games for one hour a day. (let / play)
- It's forbidden to go out with someone I met online.  
My parents **don't / won't let me go out** with someone I met online. (let / go out)
- I am not allowed to use my phone at dinner.  
My parents **make me turn off** my phone at dinner. (make / turn off)

**3a** Read about two teenagers who tried giving up their phones. Complete with the correct form of the verbs given.

## CAN YOU SURVIVE WITHOUT YOUR PHONE?



Many children across the world have no clean water, so UNICEF set up a project to raise awareness about the problem and to raise money to deal with it. It was called the UNICEF Tap Project and my friends and I decided to take part.

UNICEF (1) had participants go without (have / participants / go without) something far less important than water – their phones! They (2) got participants to download (get / participants / download) the Tap Project app, and the moment we logged on, a timer started. It measured how long we stayed off our phones. By (3) having us avoid (have / us / avoid) using the phones for 10 minutes, UNICEF (4) got sponsors to pay (get / sponsors / pay) for one day of clean water for children in need. The project raised \$1.6 million! It really (5) made me think (make / me / think) about what's important. And the average time people managed to stay off their phones? One hour!



My family and I went on holiday to a tech-free resort, where the guests (6) were made to leave their phones (make / leave / their phones) at the front desk. Imagine, no TVs, no computers, nothing! I thought I'd die! But they had organized outdoor activities, so I went rock-climbing and kayaking. They even (7) had us compete (have / us / compete) in teams! Fantastic! There are even local restaurants where they (8) let diners have (let / diners / have) a 20% reduction on the price of a meal for not using their phones! Sure, I missed my games, but I survived! 😊

**3b** Could you manage to go a whole week without your phone? What would you miss most?



## Vocabulary 3 Expansion

**1 WORD PAIRS** Match the expressions to their meanings. Use the word pairs to complete the blog below.

- |                              |                                  |
|------------------------------|----------------------------------|
| 1. <b>safe and sound</b>     | 4. a. from one side to the other |
| 2. <b>pick and choose</b>    | 3. b. calm and not disturbed     |
| 3. <b>peace and quiet</b>    | 1. c. out of danger and unhurt   |
| 4. <b>back and forth</b>     | 2. d. take only what you want    |
| 5. <b>now and then</b>       | 7. e. most important             |
| 6. <b>by and large</b>       | 6. f. generally                  |
| 7. <b>first and foremost</b> | 5. g. occasionally               |
| 8. <b>more or less</b>       | 8. h. approximately              |



## Andy's blog

**Hi!** It's not often, but (1) now and then I just have to share a story about my nerdy sister.

It was around 11 pm when my Dad shouted, "There's smoke in the kitchen! Get out of the house now!"

"What do I take with me?" my nerdy sister cried. I watched her going (2) back and forth in her room, desperately trying to (3) pick and choose from her stuff. She grabbed two things: her phone and *history notes*! Did I say nerdy?

We got out of the house (4) safe and sound, but all she wanted was a calm place with some (5) peace and quiet to study for her history exam the next day! I told her she'd got the best excuse not to take it. But she studied and got 90! Unbelievable!

It got me thinking, though. What's the most important thing to save in an emergency? (6) By and large, most teenagers would say our phones. So here's a challenge. You're taking part in a survival show on a desert island. You can take one bag with 10 items, (7) more or less OK – up to 12 max!

Well, (8) first and foremost, I'd take a penknife, then maybe a box of matches ... What about you?



Look at the list below and say what you would take to a desert island. Justify your choices.

- |          |              |                  |
|----------|--------------|------------------|
| penknife | batteries    | passport or ID   |
| matches  | water        | family photos    |
| clothes  | water filter | sleeping bag     |
| a book   | your phone   | favourite snacks |
| maps     | tinned food  |                  |

**2 NOUN SUFFIXES: -ness / -ity** Complete the answers to the questions below using the correct noun form of the words in colour. Make any necessary changes.

**What happens when ...**

- you feel dizzy and faint and are no longer **conscious**?  
You lose **consciousness**.
- you are **curious** about a new girl in class?  
You ask her questions out of **curiosity**.
- you are keen and **eager** to work in a team?  
You show your **eagerness** to be a team player.
- you are **flexible** and can play in any position on the team?  
You have enough **flexibility** to play anywhere.
- you are always **willing** to help?  
You show **willingness** to lend a hand.
- you are **generous** and give money to charity?  
Your **generosity** is appreciated.
- you are **aware** of the need to get fit?  
You have an **awareness** of the need to get fit.
- you sometimes make **careless** mistakes in your essays?  
You might lose marks because of **carelessness**.
- you have to be **responsible** for your younger brother?  
You take **responsibility** for him.

## Exam Practice

**1** Choose the word or phrase that best completes the sentence.

**Grammar**

- "Several students came late again."  
"I know. How can we get ..... on time?"  
a. they come                      c. they came  
b. them come                      d. them to come
- "So you did get a dog!"  
"Yes. My parents finally ..... me have one!"  
a. got                                  c. had  
b. let                                    d. made
- The patient's chance of ..... is good.  
a. survivor                          c. survival  
b. survived                          d. survive
- "Where did you get that beautiful dress?"  
"I ..... especially for the wedding."  
a. had it made                      c. had made it  
b. have made it                      d. was making it
- Our sailing instructor makes ..... life jackets.  
a. to wear                              c. us wearing  
b. us wear                              d. us to wear

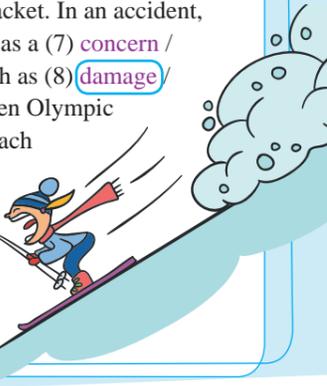
**3 TOPIC VOCABULARY** Read the text on road safety and circle the correct answers.



Many teenagers want to be independent, so some think about getting a motorcycle licence. But what about the (1) **disasters** / **hazards** on the road? We know (2) **collisions** / **explosions** between cars and motorcycles are common, but often teenagers don't wear gloves, boots or even a crash helmet to (3) **defend** / **protect** themselves. It isn't cool or (4) **cautious** / **daring** to go without protective clothing. In an accident, riders could (5) **suffer** / **treat** serious (6) **wounds** / **injuries** and end up in hospital.

Now there's a new protective device for motorcyclists – a special airbag that looks like a life jacket. In an accident, it blows up like a balloon and is worn as a (7) **concern** / **precaution** against serious injuries such as (8) **damage** / **bruises** to the rider's neck or back. Even Olympic skiers are trying it out because they reach speeds of 140 kph coming down the slopes.

Who knows? This new jacket might soon become standard (9) **first aid** / **safety gear** for all riders, not to mention sportspeople too.



The words *wound* and *injury* (item 6) are easily confused. Can you complete the sentences below with the correct words?

- The soldier had a bullet ..... **wound** ..... in his leg.
- Our goalkeeper can't play because of a knee ..... **injury** ..... he got in the last game.

What is the difference in meaning?

**Vocabulary**

- I hope the noise won't ..... you from your studies.  
a. erase                                  c. distract  
b. drag                                    d. exhaust
- The guests made small ..... until dinner was served.  
a. chat                                    c. talk  
b. speech                                  d. conversation
- A gas leak caused a loud ..... in the building.  
a. disaster                              c. collision  
b. hazard                                  d. explosion
- There were no ..... of life in the office as the staff had gone home.  
a. marks                                  c. forms  
b. signs                                    d. sides
- Although the weather was stormy, we all got home safe and .....  
a. strong                                  c. careless  
b. sound                                    d. quiet

2 Complete the second sentence so that it has a similar meaning to the first, using the word given. Use between two and five words, including the word given.

1. Talk to the shop about delivering the television to your home. **GET**  
You should ..... get the shop to deliver ..... the television to your home.
2. A mechanic is checking the brakes on my car. **HAVING**  
I ..... am having a mechanic check ..... the brakes on my car.
3. Staying out late wasn't allowed when I lived at home. **LET**  
My parents ..... did not let me stay ..... out late when I lived at home.
4. Tom doesn't understand how dangerous motor racing is. **AWARE**  
Tom ..... is not aware of ..... the dangers of motor racing.
5. My parents were out so I locked the doors before I went to bed. **RESPONSIBILITY**  
My parents were out so I ..... took responsibility for locking / and locked ..... the doors before I went to bed.
6. No one has ever stolen my motorcycle. **HAD**  
I have ..... never had my motorcycle ..... stolen.

3 Read the text below and decide which answer (A, B, C or D) best fits each gap.

# Running Wild with Bear Grylls



Picture the scene on reality TV from the popular survival show *Running Wild with Bear Grylls*. Two people are on top of a mountain: one is survival expert Bear Grylls, the other is international tennis star Roger Federer. The two are about to set off on one of Grylls's (1) ..... adventures – to survive for two days in the Swiss Alps. But what makes a celebrity like Federer (2) ..... to take part in this programme? Some guests are on the show for fun. Others are in search (3) ..... a challenge.

What kinds of challenges do participants face? Roger Federer had to climb down an icy waterfall, eat raw fish eyes (!) and climb up a steep cliff! He described himself as a "real scaredy-cat" when faced with the climb. His main worry was safety and not suffering a major (4) .....

As he put it, "With me, maybe they see this very focused, strong tennis player who never cracks under pressure, and it's all nonsense. At the end of the day, we are all the same. We all have our fears." Grylls often tries to (5) ..... his guests by chatting with them and encouraging them. He believes the outdoor challenge makes us (6) ..... that no matter how anxious we feel, we can face our fears, (7) ..... the impossible and succeed.

Though outdoor challenges require some physical (8) ....., they mainly demand courage. As Bear Grylls says, "Survival can be summed up in three words – Never give up!"

- |                  |                  |                  |                   |
|------------------|------------------|------------------|-------------------|
| 1. A deadly      | <b>B</b> daring  | C eager          | D severe          |
| 2. A curious     | B generous       | <b>C</b> willing | D cautious        |
| 3. A to          | <b>B</b> of      | C with           | D for             |
| 4. A damage      | B wound          | C hazard         | <b>D</b> injury   |
| 5. <b>A</b> calm | B treat          | C protect        | D defend          |
| 6. A notice      | <b>B</b> realize | C relate         | D identify        |
| 7. A make        | B have           | <b>C</b> do      | D get             |
| 8. A concern     | B precaution     | C consciousness  | <b>D</b> strength |

See Teacher's Guide for possible answer.

**Growth Mindset**  
How do you think you would feel if you had to face the same challenges as Roger Federer? What would you find most difficult? How would you cope?



## Listening

1 Every year, runners from all over the world travel to Epirus in Greece to take part in the long-distance Zagori Mountain Running in the Pindos Mountains.

- What would be special about a race in this region?
- What do you think some of the challenges would be for runners?



2 You will hear a young man called Luke talking to other runners about Zagori Mountain Running. For questions 1-10, complete the sentences with a word or short phrase.

Luke is going to compete in a race of (1) ..... 80 / eighty ..... kilometres.

Luke decided he wanted to participate when he saw a (2) ..... photograph (on a website) .....

At the third refreshment station, runners will be given honey, cake and (3) ..... potato ..... to eat.

Luke uses the word (4) ..... challenging ..... to describe the uphill part of the route.

Luke recently injured his leg because he didn't see a (5) ..... rock ..... when he was running.

According to Luke, runners often rest for a while near a (6) ..... lake .....

Luke was excited to learn there was a (7) ..... river ..... in the Vikos Gorge.

Luke was surprised to find out that (8) ..... bears ..... still live in that region.

Luke is looking forward to seeing the (9) ..... bridges ..... the area is known for.

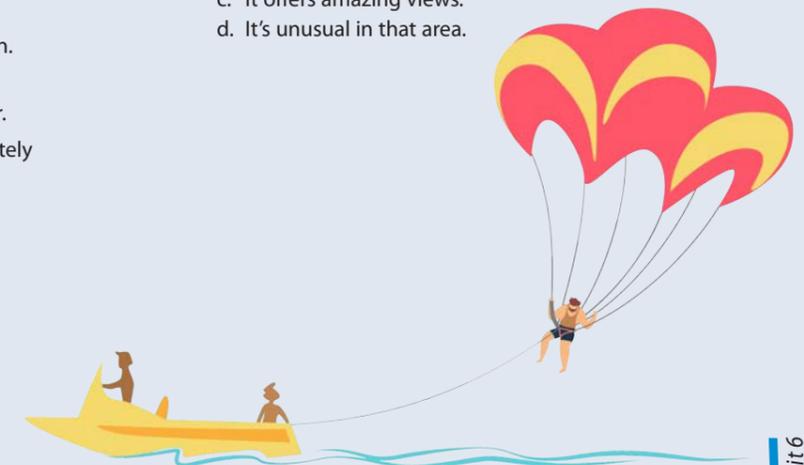
Luke thinks he will finish the race in approximately (10) ..... 15 / fifteen ..... hours.

3 **FOCUS ON LANGUAGE** Circle the correct words to complete the phrases. Listen and check your answers.

1. When I first read a blog about this challenge, I thought maybe I should give it a miss / go.  
(not do something)
2. I wasn't looking out for dangers – you know, fallen branches, tree roots and things like them / that.  
(other similar examples)
3. Don't get me wrong / angry, I don't give up easily.  
(misunderstand me)
4. The muscles in my legs will be killing / stinging me by then!  
(hurting very much)
5. Even if it takes me 20 hours, I won't be bothered / disturbed.  
(It's not important to me.)

4 Look at questions 1-5. Then listen to a water sports instructor talking to a group of students.

1. What does the speaker congratulate the group on?  
**a** being well behaved  
b. learning to paddle board  
c. mastering some basic skills  
d. getting through a difficult situation
2. According to the speaker, what is one reason to go parasailing?  
**a** to see some marine life  
b. to learn about safety  
c. to get over your fears  
d. to pick up some new skills
3. What will Donna and Mark do soon?  
a. give out life jackets to everyone  
b. accompany the children on the boat  
c. divide the children into groups of three  
**d** supervise two water sports
4. Why is the speaker talking to the group?  
a. to compare different activities  
b. to reassure the nervous children  
**c** to explain the morning's programme  
d. to persuade everyone to try a new activity
5. What does the speaker mean when he says: It's just out of this world!  
**a** It's extremely good.  
b. It takes you very high up.  
c. It offers amazing views.  
d. It's unusual in that area.



## Speaking How to celebrate a birthday party

1 Have you ever tried any of the activities below? Would you like to? Why? / Why not?



• trampolining



• wall-climbing



• singing at a karaoke party



• go-karting

2a **EXPLAINING YOUR CHOICE** When explaining why you would choose to do an activity, you should give reasons. Use the words below to complete the sentences.

~~love the chance to~~ • enjoy doing • appeal to • have a lot of fun • find ... boring • popular with

- Most young people would love the chance to try this activity.
- I think adventurous kids would have a lot of fun doing this activity.
- This wouldn't appeal to shy kids.
- Parties are popular with children that age.
- Some young people find parties boring.
- Even if they aren't sporty, they might still enjoy doing something adventurous.



2b Use the expressions in Exercise 2a to talk about the activities in Exercise 1.

Most young people would love the chance to try go-karting.

3 **YOUR TASK** Read the task and follow the steps below.

The Tip and the Speaking Guide will help you. See Teacher's Guide for model speaking.

**Situation:** I am your friend and I have a problem. Find out what my problem is and offer me some good advice.

**First:** You should look at the pictures below and ask:

- What is the problem?
- What are the options?
- What are the advantages of each option?

**Then:** When you have all the information you need, explain which option you think is best and why. Be ready to explain why you didn't choose the other option. Remember to use information you learn from asking questions to explain your final choice.



- Student A:** Read the information in the task and ask your partner the questions given above.
- Student B:** Use the information on page 126 to explain the two options to your partner. Then explain the advantages of each one and ask for advice.
- Student A:** Talk about both options. Explain which option you would choose and give advice.
- Student B:** Ask why Student A didn't choose the other option.
- Student A:** Explain why you didn't choose the other option.

**Tip Student A:** Include as many details as you can about the option you choose. Refer to the ideas Student B gives you and then give your own personal opinion.

4 **DISCUSSION** Discuss the questions below.

- What activities are popular at parties for young people where you live?
- Why do some people like dangerous or risky activities?
- Should young people be encouraged to try sports and activities that might be risky?
- When is it important to be tough?

See Teacher's Guide for possible answers.

### Speaking Guide

#### Asking for advice

- What do you think I should do?
- Can you help me make a decision?

#### Giving advice

- Well, it's not an easy choice and I guess ...
- If you ask me, I would choose ... because ...
- Personally, I'd go / wouldn't go for ...
- Taking everything into account, I would choose / I don't think ...
- I think ... should have the final say.

#### Explaining your choice

- I think most young people would love the chance to ...
- It seems to me that many young people enjoy doing ...
- I'm sure that ... would appeal to ...
- Personally, I believe kids could have a lot of fun ...
- You know, some young people find ... boring.
- In my opinion, ... is / are quite popular with ...

## Writing A Story

### Work with a Model

1 Read the task below and answer the questions that follow.

You have seen this announcement in an English-language magazine for teenagers.

### Stories wanted!

We are looking for stories for our new English-language magazine for schools. Your story must **begin** with this sentence:

*Emily was looking forward to a fun day out in the country.*

Your story must include:

- a life jacket
- some rocks

- Where should you use the sentence given? **at the beginning of the story**
- What two things must your story include? **a life jacket and some rocks**

2 Read the model and complete the plan. Use the words below.

suspense • characters • feelings • problem • resolution

### Plan

#### Par 1

- Begin with the sentence given.
- Set the scene.
- Introduce the characters and where they are / what they are planning.

#### Par 2

- Say what happened first.
- Introduce a problem or something unexpected.

#### Par 3

- Say what happened next.
- Build up the suspense or drama.

#### Par 4

- Say what finally happens. Talk about the resolution of the problem or situation.
- Mention the characters' feelings.

### Model

Emily was looking forward to a fun day out in the country. She and her cousin Mark were going on a hike to a waterfall. They packed snacks and water and set off enthusiastically.

They took a path which ran along the banks of a river. The water level was high because there had been a lot of rain recently. It looked like an ideal place for whitewater rafting. All of a sudden, Mark spotted something floating in the water. To his surprise, it was a life jacket. But where was its owner? "I hope there hasn't been an accident," he said anxiously as he pulled it out of the water.

Emily and Mark carried on walking in silence. Before long, they came across a large raft stuck against the rocks and a group of people sitting on the river bank. What had happened? They went over to the group nervously to show them the life jacket.

Just then, the instructor noticed them and stood up. "You found it!" he said cheerfully. "We hit some rocks and fell into the water. Some equipment was lost, but everyone's fine. We're waiting for the jeep to come and pick us up." Emily sighed in relief, and after a while, she and Mark continued their hike. They had been really worried and were so glad that everything had ended well.

3 **All stories have characters and settings. Many stories describe something unexpected that happens or a challenge the characters face.**

- Who are the characters in this story? **Emily, Mark**
- Where is the story set? How does the writer describe it? **in the country; ideal place for rafting**
- What happened that was unexpected? **Mark spotted a life jacket in the water.**

4 **ADVERBS** You can make your story more interesting by using adverbs to show how people say or do things.

They packed snacks and water and set off **enthusiastically**. Underline three more examples of adverbs in the model above.



**Tip** We use past tenses to tell a story. Expressions of time and sequence help to move your story along, for example: *All of a sudden* (par 2); *Before long* (par 3). Circle two examples in paragraph 4.



## Prepare for Your Task

- 5 Read the task below and answer the questions that follow.

You have seen this announcement in an English-language magazine for schools.

### Stories wanted!

We are looking for stories for our new English-language magazine for schools.

Your story must **begin** with this sentence:

*Greg looked at the sky and wondered if they should turn back.*

Your story must include:

- a noise
- a rescue

1. What two things must your story include? **a noise and a rescue**
2. Who is the main character? What is he thinking or feeling at the beginning of the story? **Greg; he is wondering / worried about the weather**

- 6 **BRAINSTORM IDEAS** You can get ideas for a story by imagining your characters, the setting and the unexpected situation or problem they face. Here are some possible ideas for a story. Put the following words in the correct category. Add one idea of your own under each heading.

**an accident • call an air ambulance • in the hills  
lose their way • a climber • out at sea  
phone the emergency number • a paramedic**

<b>Characters</b>	<b>a climber</b>
	<b>a paramedic</b>
<i>your idea</i>	<b>my younger brother</b>
<b>Setting</b>	<b>in the hills</b>
	<b>out at sea</b>
<i>your idea</i>	<b>by the river</b>
<b>Problem</b>	<b>an accident</b>
	<b>lose their way</b>
<i>your idea</i>	<b>be caught in a storm</b>
<b>How they deal with it</b>	<b>call an ambulance</b>
	<b>phone the emergency number</b>
<i>your idea</i>	<b>found shelter in a cave</b>

*Look at the sky.  
Would you turn back?*

- 7 Complete the sentences with the adverbs below.  
**eventually • calmly • anxiously • promptly  
desperately**

1. Julie held her hand and told her ..... **calmly** ..... that everything would be all right.
2. They looked around ..... **desperately** ..... – where on earth could they find shelter?
3. .... **Eventually** ....., the heavy rain stopped.
4. They waited ..... **anxiously** ..... for half an hour.
5. They ..... **promptly** ..... climbed into the rescue boat.

## Your Task

- 8 Read the task in Exercise 5 again and write your story in 140-190 words. Use Exercises 6 and 7 and the plan below to help you. See **Teacher's Guide** for model writing.

### Plan Story

#### Par 1

- Begin with the sentence given.
- Set the scene.
- Introduce the characters.

*Greg looked at the sky and wondered if they should turn back.*

○ Greg and his friend ...  
*The sky began to darken / was full of dark clouds ...*

#### Par 2

- Say what happened first.
- Introduce a problem or something unexpected.

*All of a sudden, he / they ...*  
*At that moment, they ...*

○ *That's when he / they ...*  
*To his surprise / horror, he / it ...*

#### Par 3

- Say what happened next.
- Build up the suspense.

*At first sight, ...*  
*Before long, ...*

○ *In the meantime, ...*  
*Just then, ...*  
*Soon after, ...*

#### Par 4

- Say what finally happens. Talk about the solution to the problem or situation.
- Mention the characters' feelings.

*By the end of ... ,*  
*At that moment, he felt ...*  
*Out of nowhere, a ...*  
○ *appeared.*

*After a while, ...*  
*They sighed in relief.*  
*Thank goodness, ...*  
*Fortunately, it all ended well.*

