

No limits

UNIT OBJECTIVES

What does 'adventure' mean to you?

In this unit, you will:

Investigate

- ▶ Read and understand a profile article about an extreme athlete.
- ▶ Listen and respond to a podcast about taking risks and peer pressure.
- ▶ Participate in a dialogue to practise giving reasons.
- ▶ Plan and write a for-and-against essay.

Apply

- ▶ Create an itinerary for an adventure camp.

3 GOOD HEALTH
AND WELL-BEING



Adventures

Discuss the questions in class.

- 1 How adventurous are you? Do you like trying new things?
- 2 Why do you think people are taking part in this activity? How do you think they feel?
- 3 Does adventure always need to involve danger and risk?

6 Vocabulary Challenges

Activate Work in pairs.

- Tag a friend or famous person if they are someone who ...
 - doesn't run away from a **challenge**.
@malalayousafzai
 - usually **succeeds** in solving problems.
@hemanbekele
 - carries on trying, even after they've **failed**!
- Do you know the **verb** or **noun** forms of the words in bold?

1 Look at the newspaper headlines. What was the challenge? Did they complete it?

1 15-year-old **rises to the challenge** and climbs Everest.

2 Round-the-world sailor **throws in the towel** after terrifying storm.

3 Free climber **nails** El Capitan rockface in record time.

4 Exhausted swimmer **hits a wall** – cancels Channel swim.

5 Hang glider **makes it through** bad weather and breaks world record.

6 Team **runs out of steam** and gives up on Atlantic row.

7 Runner **gets nowhere** after injury in desert marathon.

- 55 Copy and complete the table with the idioms in bold from exercise 1. Do they describe success or failure? Listen and check.

Success	Failure
<i>rise to the challenge</i>	<i>throw in the towel</i>

- 56 Read about a teen surfer. Which adjectives in bold describe a) a person b) a challenge or place? Listen and check.

Record-breaking teen surfs death-defying waves in Nazare!



Thrill-seeking surfer, 18-year-old Robyn Larg, has become the youngest British woman to surf the **mind-blowing** waves off Nazare in Portugal! The **strong-willed** athlete completed the **nerve-wracking** challenge of surfing huge 4.5 metre waves. She said later that ...

- Ask and answer. Can you name ... ?

one death-defying world record

two record-breaking athletes

three mind-blowing, nerve-wracking activities

Mediation Choose an idiom from exercise 1 and explain it or act it out in a 15-second video post. Use the **Mediation guide**.

Vocabulary practice

6 Reading A profile article

- Quickly find the numbers in the text. What do they refer to?

7 • 9 • 15 • 73 • 100s •
16,000 • 1,000,000

- 57 Read and listen to the text. Which paragraph (A, B, C or D) ... ?

1 describes specific problems Russ had to deal with to complete a run

2 explains why he has a reputation for someone who is tough

3 talks about why he almost gave up a challenge

4 suggests what his next adventure might be

5 explains the reasons why Russ completes different challenges

6 mentions a problem all adventurers have in common

The Hardest Geezer

A It's easy to see why Russ Cook is called the Hardest Geezer*. The extreme athlete **and** YouTube star has an impressive list of achievements. In 2020, for example, he completed a record-breaking nine-hour marathon, where he pulled a car the whole way. Then in 2024, he ran the entire length of Africa, through a mind-blowing 16 countries, in 352 days. His family and friends joined him for parts of this epic run, but the Hardest Geezer was easy to spot thanks to his long red hair and beard!

B Whatever he does, Russ rises to the challenge. However, you have to ask yourself, what's the attraction? Russ says his adventures help him to focus and think positively. He wants to make a difference **too**: his endurance runs have raised more than £1m for charity. And maybe there's a desire to be 'the first' to do something. Russ wasn't the first to run the length of Africa, **but** he was probably the fastest.

C Recently, Russ was in New Zealand, the land of adventure, for another endurance challenge: running from one end of the country to the other! The 2,500 km run might sound easy compared to 16,000 km he covered in Africa, but the 300,000 feet of elevation was the same as climbing ten Mount Everests! **Besides** steep trails, Russ **also** dealt with wild weather. It's not surprising that halfway through he hit a wall when he hurt his leg. Russ almost threw in the towel

because of his injury. Luckily, the hardest geezer is pretty strong-willed; he managed to make it through a difficult week and was soon back on the road again. By the time he got to the finish line, he'd gone through seven pairs of shoes, eaten hundreds of pies and climbed lots of mountains. **What's more**, he set a new world record, nailing the challenge in 73 days.

D It's going to take some time for Russ to recover from his latest adventure. But what are his plans for the future? Has he ran out of steam or will he find a new challenge that pushes him to the limits? The problem is that there aren't many *new* things for endurance athletes to do, **although** recently Russ posted suggestions on social media! **So** perhaps he'll do a pole-to-pole trek, and maybe he'll swim across the Drake Passage* too ... with its 15-metre waves and freezing cold winds! **However**, one thing's for sure: this thrill-seeking athlete won't be sitting at home. The Hardest Geezer has adventure in his blood, so watch this space.



- the Hardest Geezer = a person who is extremely strong and tough
- Drake Passage = a body of water from the southern tip of South America to Antarctica

LEARNING TO LEARN

Cohesion devices, such as linking words, connect ideas. They help make a text easier to understand.

3 Copy and complete the table with the words in bold in the text.

Addition	Contrast
<i>moreover, as well as</i>	<i>nevertheless, even though</i>
Reason	Result
<i>due to, because</i>	<i>as a result of, consequently</i>

4 Imagine Russ has swam across the Drake Passage. Complete the sentences with your own ideas so they make sense. Are the words introducing a reason, a result, a contrast or additional information?

- 1 The Hardest Geezer swam across the Drake Passage because ...
- 2 He swam across the Drake Passage as a result of ...
- 3 He swam across the Drake Passage as well as ...
- 4 He swam across the Drake Passage even though ...

5 Critical thinker Why do you think people do endurance challenges and push themselves to the limit?

Project pathway

1 List three benefits of challenging yourself.

Workbook Project preparation

Atacama Desert Adventure



Day 1: Welcome to our trip in the driest place on Earth!

(a) Today we're heading for the Mano del Desierto – a huge hand in the middle of nowhere! Check out my insta later – (b) there'll definitely be photos ... 😊

Day 2: We're camping in the desert tonight, but

(c) we aren't going to be alone! I can see llamas ... I hope we'll be able to sleep!



Day 3: It's 400 kilometres to San Pedro de Atacama, so it might take a while to get there. (d) We're going to go sandboarding near the town ... well, that's the idea!

Day 4: Nailed

sandboarding! We're catching a bus to Val de Luna soon. (e) The next one leaves in ten minutes! Sunset there will probably be unreal. (f) I'll post about it tomorrow!



1 Read the adventure blog. Which day do you think is the most interesting and why?

2 Which of the sentences (a–f) talk about ... ?

- 1 a timetable
- 2 an arrangement with a date, time or place
- 3 a plan or intention without an exact date
- 4 a prediction with *I think, definitely, probably*
- 5 a prediction based on evidence now
- 6 a decision made as you speak

3 Now match uses 1–6 in exercise 2 with future forms a–d.

- | | |
|----------------------|-------------------|
| a present continuous | c <i>will</i> |
| b present simple | d <i>going to</i> |

Plurilingual competence Translate sentences a–f in the blog into your language. How do you express predictions and future plans? What about intentions? Is it similar to or different from English?

4 Choose the correct option.

- 1 When we get back, we **'ll definitely have/ 're having** some interesting stories to tell!
- 2 Let's climb the hill outside San Pedro. We **see/ will be able to see** the volcano from there.
- 3 We **don't try/aren't trying** sandboarding tomorrow. We're off to visit the Asteroid Museum.
- 4 I want to check out the market. I think **I'll buy/ I'm buying** a *quena* – an Andean flute!

5 Look at those clouds! I can't believe that it's **going to rain/will rain** in the desert!

6 I forgot to put on my suncream this morning. **I'm going to get/get** burnt. ☹️

7 Hurry up! The observatory **opens/will probably open** at 8 pm. We **'ll be able to look at/'re looking** at the stars!

5 Write the questions. Then ask and answer.

- 1 Do you think / you / try an adventure sport in the future? Why/Why not?
- 2 Where / you / go on holiday next year?
- 3 What type of activities / you / probably / do there?

Modals in the future

May, could and might can be used to talk about the future.

... it **might** take a while to get there.

Have to/must become *will have to/must* and *can* becomes *will be able to*.

I hope we'll be able to sleep!

6 Work in pairs and discuss the questions.

- 1 What three things might you do/will you be able to do this weekend?
- 2 What two things should you do/will you have to do this weekend?
- 3 What won't you have to do this weekend?

Grammar practice



Project pathway

1

2

3

Make a mind map of adventure activities for a) a forest b) a river c) the desert d) the mountains.

Workbook Project preparation

1 Look at the notes for two TV reality shows. Which show do you think would be the most difficult to take part in?

Survivor

18 people survive on a desert island!

- * They cooperate and adapt to their surroundings.
- * They complete challenges and compete against each other.

Extracted

A person survives alone in the wilderness!

- * Two family members watch them on camera.
- * They send survival packages via drone.
- * They can press a red button and end the challenge.



2 58 Read and listen to someone's advice to contestants. Which show are they talking about?

- A "Put in the effort and work as a team – it will definitely **pay off**. Be open and try out different solutions to problems, but **get on with** the challenges and don't waste time. Decide on a game plan and **stick to** it! You need to **keep up with** other survivors, so push yourself to the limit!"
- B "It's important to **believe in** your son's skills and his ability to solve problems and **get through** the tasks. Don't be **put off** if he finds things difficult – remember you can send him supplies if he **runs into** trouble. And try not to press the red button. Let him **take on** the challenge and encourage him to **keep on** going, even when things get tough."

3 Complete the sentences with the phrasal verbs in bold from exercise 2.

- 1 It's important to ____ yourself – tell yourself you can do it!
- 2 The driving test is hard, but it'll ____ if you pass it – you'll have much more freedom!
- 3 Although she was nervous about public speaking, she ____ the challenge and joined the debating team.
- 4 Don't be ____ by the climbing wall. You don't have to get to the top.
- 5 It's important to ____ the decisions you make. Don't keep changing your mind.

Now take a break and ...

Vocabulary practice

YOU CHOOSE

Fun and games

Game

Me time

Get creative!

What's trending?

ARE YOU A RISK-TAKER?

DO YOU ... ?

- 1 enjoy sports like skateboarding, mountain biking, snowboarding
- 2 feel bored if you stay at home for a long time
- 3 like stories where you can't predict the ending
- 4 like to take the lead when you're in a group
- 5 do things without thinking about 'what happens next'

* 'Yes' to 4+ questions = you're a risk-taker!



1 How adventurous are you? Are you a risk-taker? Take the quiz and find out.

2 59 You will hear four short extracts in which people are talking about teenagers and risk-taking. Which three activities do they mention?

LEARNING TO LEARN

When you match people with statements, listen for their attitude and opinion rather than for specific words. The right answers will always paraphrase what the speaker says.

3 Listen again. Match speakers 1–4 with statements a–g. There are three extra statements that you do not need to use.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

- a Teens don't like to try out new things.
- b The teenage brain encourages risk-taking.
- c Teens should have a go at something different.
- d Most teens don't want to go fast on a motorbike.
- e It's tricky to manage how you feel.
- f Teens are too sensitive to take risks.
- g Other teens might persuade you to do something silly.

4 60 One of the speakers talks about 'peer pressure' or being influenced by our friends. Listen to a short podcast about how to deal with peer pressure and complete the tips.

Dealing with peer pressure

- ☐ 1: Say ____ like you mean it.
- ☐ 2: Use a ____ statement.
- ☐ 3: Try to avoid ____ situations.
- ☐ 4: Have an ____ plan!

Social and emotional learning

Relationship skills

In some situations, it's important to be assertive, stand by your values and express your point of view firmly and confidently.



5 Discuss the questions.

- 1 Which tip in exercise 4 do you think is most useful? Can you add any others?
- 2 When is it important to take on the challenge of saying 'no' to peer pressure?

Mediation Your friend is struggling with peer pressure. Give them some advice about how to deal with it in your own language. Use the **Mediation guide**.

Amira

This adventure park is mind-blowing. I'm going to try ziplining first!

Jake

Ziplining? Er, I'm not sure about that.

Why not? It'll be awesome.

1 ____, it's way too high!

It's a zipline, Jake.

I understand, but it's 2 ____ because I'm a bit scared of heights! What about tubing instead?

Hmm, what about tubing? 3 ____, it isn't as exciting – we'll only be floating down the river.

It's just that it's 4 ____ nerve-wracking than ziplining.

5 ____ we're here, Jake, is to have an adventure!

Well, we could try whitewater kayaking instead ...

Perfect! I'm definitely doing that! Let's go!

1 61 Listen to the dialogue. What does Amira want to do? What about Jake?

Phrase bank

Giving reasons

The reason why ...

I mean, ...

For starters, it's way too ...

It's not my thing because ...

It'll be awesome.

Justifying choices

It isn't as + adjective (+ as)

It's just that it's a lot more/less + adjective + than ...

2 Listen again and number the phrases in the Phrase bank in the order that you hear them.

3 Copy and complete the dialogue with the missing expressions.

LEARNING TO LEARN

When you are having a conversation and need time to think, you can

- a repeat a word or question, e.g. *I'm going to try ziplining first! Ziplining?*
- b use fillers, e.g. *I see what you mean but ..., Well, ...*
- c express uncertainty, e.g. *Er, I don't know ..., It's tricky to say/decide/know ...*

4 Find an example of each of the ways to make time to think in the dialogue.

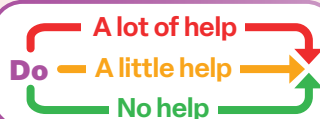
5 Take it in turns to ask the questions. Give yourself time to think before you answer!

- 1 I'm off to study in the library. Are you coming?
- 2 I'm going on a digital detox. What about you?
- 3 I'll empty the dishwasher if you mop. Is it a deal?

It's your turn

Discuss different activities in an adventure park, giving reasons why you want/don't want to try them. Go to the Workbook and choose how much help you need.

Prepare



Share

Evaluate

Workbook Speaking scaffolding

Project pathway

1

2

3

Draw emojis showing how you would feel if you went a) ziplining b) tubing. Think of two adjectives to describe each experience.

Workbook Project preparation



GLOBAL SCHOOLS



1 62 Listen to a podcast about photographer Ulla Lohmann and order the sentences.

- 1 By 6 pm, they'll have already reached the crater.
- 2 She'll be flying to the South Pacific.
- 3 At 9 am they'll be heading back.
- 4 She won't have packed her swimsuit.
- 5 She'll have definitely put on her special suit beforehand.
- 6 She won't be taking photos.

2 Look at the sentences in exercise 1 and answer the questions.

- 1 Which sentences are future continuous and which are future perfect?
- 2 Which tense describes:
 - a actions that will be complete before a specific time in the future?
 - b actions that will be in progress at a specific time in the future?

3 Read the sentence pairs. Complete one with the future perfect and one with the future continuous.

- 1 a **At 9 pm**, they ____ (**put up**) their tent.
b **By 9:30 pm**, they ____ (**cook**) something to eat.
- 2 a **During** dinner, they ____ (**discuss**) the project.
b **After** dinner, they ____ (**decide**) what to do.
- 3 a **This time tomorrow**, they ____ (**still, hike**) to the volcano.
b **By the time** they get there, they ____ (**walk**) 20 km.
- 4 a **In a few hours' time**, she ____ (**look**) into the crater.
b She ____ (**put on**) her gas mask **beforehand**.
- 5 a **Before** they leave, they ____ (**take**) lots of photos.
b **On Monday**, she ____ (**take**) photos inside the volcano.

4 Copy and complete the table with the time expressions in bold in exercise 3.

Future time expressions	
Future continuous	
Future perfect	

5 Complete the sentences with the future continuous or future perfect and your own ideas. Compare your ideas with your partner's.

- 1 In a few hours' time, I ...
- 2 Before I go to bed, I ...
- 3 This time tomorrow, I ...
- 4 On Saturday morning, I ...

Checkpoint 1 2 3 4 5 6 7 8

NO BARRIERS

It's hard to believe that record-breaking adventurer Erik Weißenmayer **1** ____ born with a rare eye disease. Last year, he went ice climbing, and before that he **2** ____ climbed mountains all over the world!

When he was 14 he found he **3** ____ wrestle very well. Wrestling is an activity **4** ____ feel and touch are far **5** ____ important than sight. Then, when he was 16, he tried rock climbing and discovered he was a natural!

Erik has achieved a **6** ____ in his life: he has climbed Everest, and he founded the charity *No Barriers* to help people with disabilities. He's also **7** ____ a documentary made about his life – it's called *Soundscape*. What is he **8** ____ to do next? Perhaps he **9** ____ go trekking in the Himalayas. But one thing's for sure – he'll **10** ____ living a life with no barriers.



Grammar practice

Communication pages 121 & 122

Pronunciation Contractions and weak forms in future perfect and future continuous page 124

1 Read the essay. Is the writer for or against adventure tourism?

For and against adventure tourism

Recent statistics show that adventure tourism is becoming very popular, and that in the future, more travellers will be choosing holidays that offer exciting experiences. Trekking in the jungle, whitewater rafting or canyoning can offer lots of benefits, **however** there are also some downsides.

One major benefit is that people are able to escape from their everyday lives, spend time in the natural world and challenge themselves, which is good for their mental health. **In addition**, more tourism could help local economies by providing more jobs. **What's more**, this type of tourism could help raise awareness of local conservation efforts.

On the other hand, there are drawbacks. Activities can be dangerous and nerve-wracking, and many tourists will be risking injury. **And** locations are often remote, so the transport they'll need to get there will create a lot of pollution that will impact the environment. **Another point to consider** is that more tourists use more resources and leave more rubbish behind!

To sum up, there are some strong arguments in support of adventure tourism. **Nevertheless**, I believe that the rise in the number of tourists will have a mostly negative impact on local communities and the environment.



introduce the topic

use linking words to connect your ideas

use one paragraph for arguments *for* and another for arguments *against*

include a conclusion and state your opinion

2 Read the essay again and look at the expressions in bold. Which introduce a) a new point b) an additional point c) a contrast d) a conclusion?

LEARNING TO LEARN

Remember that you need to have a balanced essay, so include the same number of arguments *for* and *against*. Then, in your conclusion, state which arguments you find more convincing.

3 Copy and complete the table with the arguments for and against in the essay. Is it a balanced essay?

Arguments <i>for</i>	Arguments <i>against</i>

4 Look at the activities in the box. Which are examples of a) responsible tourism b) irresponsible tourism? Can you add any more activities?

buying local • geotagging tourist hotspots •
going on a large cruise ship • leaving litter •
using public transport • using refillable water bottles

It's your turn

Write a for-and-against essay about the advantages and disadvantages of insta-tourism. Go to the Workbook and choose how much help you need.

Watch the tips in the video.

SKILLS EXPERT

Prepare

A lot of help
A little help
No help

Share

Evaluate

Context: Your school is organising a three-day adventure trip for students at the end of the year. They have asked your class for ideas.

Task: Design an itinerary for a three-day adventure trip in your country. Use your Workbook to develop your ideas. **Workbook Project preparation**

Review

1

2

3

- 1 Look back at your notes from the Project pathway exercises. Use them to help you complete the task.



Watch an example of how to present an itinerary for an adventure trip.

Plan

- 2 Read the model itinerary for Absolute Adventure on page 85 and answer the questions.

- 1 What activities can you do there? Which activities would you like to do and why?
- 2 Which day looks the most challenging/interesting/relaxing?
- 3 Which words and expressions can you spot from this unit?

- 3 Now choose a place in your country for your adventure trip and think of activities you can do there. Complete the mind map with your ideas.



Create

- 4 Follow the steps and create a draft itinerary.

- Use your ideas from the mind map in exercise 3.
- Decide which activities you will do each day and when.
- Use words and expressions from the unit to make the itinerary sound exciting.

- 5 Present your itinerary to your class or your partner.

Model project

Absolute Adventure

A three-day camping trip for thrill-seeking teens!

Day 1 Camping skills and jungle walk

In the morning, we'll be learning basic camping skills, e.g. tying knots and lighting a fire. After lunch, we'll head to the jungle for bird-watching and orienteering. Keep up with your group and try not to get lost! In the evening, there'll be dinner, followed by songs around the campfire.



Day 2 Abseiling and river adventure



After an early breakfast, we'll trek to the waterfalls for some abseiling. It'll be nerve-wracking but fun! In the afternoon, we'll work in teams and cross the river on a zipline, using ropes and a harness – will you make it to the other side or run out of steam? A busy day, so there'll be plenty to write about in your journal!

Day 3 Archery competition

Our final activity will be after breakfast – the archery competition. Try out your skills against other teams. Will you nail the bullseye? We'll be heading back home at 2 pm – tired but with lots of good memories!



Peer assessment

Complete the checklist as you look at another group's project.

Creativity: Is the itinerary appealing and well-designed?

Content: Does it include enough information about each day?

Presentation: Is it clear and easy to understand?

Language: Does it use grammar and vocabulary from the unit? Give examples.

Reflect Think about Unit 6 and answer the question.

What does 'adventure' mean to you?

3 GOOD HEALTH AND WELL-BEING



6 Beat the test!

Grammar

Future review

We use the present simple for timetables.

*The next bus **doesn't leave** for ten minutes.*

We use the present continuous for future arrangements, often with a date, time and place.

*I'm **planning** another endurance challenge next year.*

We use *be going to* for future plans or intentions.

*We're **going to travel** to South America.*

We use *be going to* for predictions with some evidence in the present.

*We're **not going to go** to the beach today. It's too cloudy.*

We use *will* for predictions, especially with *I think*, *definitely*, *probably*.

*We'll **probably go** sandboarding when we're there.*

We use *will* for future plans that are decided at the moment of speaking.

*Thanks for reminding me! I'll **phone** her now.*

Modals in the future

We *will/won't be able to* swim in the lake.

You *will have to* bring your swimming trunks.

Future continuous and future perfect

We use the future continuous to talk about actions that will be in progress at a specific time in the future.

*She'll **be hiking** to a volcano.*

We use the future perfect to talk about actions that will be complete before a specific time in the future.

*She **won't have cooked** dinner.*

Future time expressions

Future continuous

at 9 pm, during, this time tomorrow, in a few hours' time, on Monday

Future perfect

by 9 pm, after, by the time, beforehand, before

Vocabulary

63 Challenges

get nowhere

hit a wall

make it through

nail (something)

rise to the challenge

run out of steam

throw in the towel

death-defying

mind-blowing

nerve-racking

record-breaking

strong-willed

thrill-seeking

64 Phrasal verbs: achieving goals

believe in

get on with

get through

keep on

keep up with

pay off

put in

put off

run into

stick to

take on

Self-evaluation

Tell your partner one thing from the unit that a) you learnt, b) was easy, c) was difficult, d) was interesting.

Communication	Learning to Learn	Plurilingual Competence	Critical Thinker
Vocabulary: p76 Activate & ex4 Reading: p76 ex1 Grammar: p78 ex6 Listening: p80 ex5 Speaking: p81 ex5 Grammar: p82 ex5	Reading: p77 Listening: p80 Speaking: p81 Writing: p83	Grammar: p78	Critical thinker: p77
Mediation	Digital Literacy	Video Literacy	Global Citizen
Vocabulary: p76 Listening: p80			Writing: p83 ex4

Go to the Workbook. Complete your Self-evaluation tracker and create your Action plan.

Workbook Self-evaluation tracker