



Do you remember?

Complete the adjectives and idioms with the words in the box.

blowing • breaking • challenge • defying • nowhere •
seeking • steam • towel • wall • willed • wracking

Adjectives

- 1 death- _____
- 2 nerve- _____
- 3 record- _____
- 4 strong- _____
- 5 thrill- _____
- 6 mind- _____

Idioms

- 7 get _____
- 8 hit a _____
- 9 rise to the _____
- 10 run out of _____
- 11 throw in the _____



1 ★★☆☆ Match the sentence halves.

- 1 The expedition was going well until they hit
 - 2 We couldn't continue so we threw in
 - 3 The runner was exhausted – he'd run out of
 - 4 You should train every day if you want to nail
 - 5 Hard work will help them make it
- a the towel.
b steam.
c a wall.
d through.
e the marathon.

2 ★★★☆☆ Complete each sentence with a word from Box A and Box B.

Box A

get mind-
record- run out of
thrill-

Box B

blowing breaking
nowhere seeking
steam

- 1 White-water rafting in the Grand Canyon must be a(n) _____ experience.
- 2 Don't go too fast at the start of the race because you'll _____
- 3 His _____ speed in the 200 metres earned him a gold medal.
- 4 It doesn't matter how talented you are. Without practice, you _____
- 5 _____ travellers can find a range of adventure activities in New Zealand.

3 ★★★★★ Replace the words in bold with an adjective or idiom.

The latest trend among extreme cyclists is a **1 very dangerous** ride along a cliff's edge. Only the most experienced bikers can **2 successfully deal with it**.



The speed skaters had a **3 very anxious** wait for their results. Only the fastest would **4 survive** to the final.

Even though she is **5 very determined**, she **6 became blocked** during training and couldn't continue.



- | | |
|---------|---------|
| 1 _____ | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |

REAL
LIFE

Write a short journal entry or record a short video about a personal success or failure.

Use some of the idioms and adjectives from the page, e.g. *We had a science project today and we hit a wall with the robot we'd designed. Luckily, we were strong-willed ...*



Do you remember?

Complete each sentence with the words from the sticky notes.

Motivational Checklist

1 Don't be afraid to _____ a challenge. _____ your abilities.

ON

BELIEVE

IN

TAKE

2 Be prepared to _____ the effort.
Hard work will always _____

PAY

OFF

IN

PUT

3 Make a plan and _____ it. Don't be _____ by other people.

TO

PUT

STICK

OFF

4 _____ what you have to do. Don't try to _____ others.

KEEP

ON WITH

UP WITH

GET

5 And don't give up if you _____ trouble. _____ going!

RUN

KEEP

ON

INTO

1 ★★☆☆ Choose the correct option.

- 1 Skateboarding is challenging, but practice pays **on/off**.
- 2 You can always get **through/up with** the difficult times.
- 3 We made an agreement, and I'm going to stick **in/to** it.
- 4 You shouldn't take **on/into** the task if you aren't ready.
- 5 I'm more successful when I put **in/on with** time and effort.
- 6 Who do you talk to if you run **off/into** a problem at school?

2 ★★★☆☆ Complete the sentences with the verbs in the box.

get • keep • put • stick

- 1 I'd hate to be on *Survivor*. I'd be _____ off by the insects!
- 2 No matter how you're feeling, you have to _____ on with things.
- 3 You can't throw in the towel. You have to _____ on trying.
- 4 I wouldn't be able to _____ to the diet!

3 Review ★★★☆☆ Complete the text with the missing words. The first letters are given.

Racing around the world

In the reality show *The Amazing Race*

1 t_____ **-s**_____ contestants travel around the world and **2 t**_____

o_____ tasks along the way. For example, they have to **3 n**_____ a traditional dance in Slovakia or learn **4 d**_____ **-d**_____ Samurai sword techniques. Contestants who don't

5 m_____ it **t**_____ the tasks or arrive last at the next destination are eliminated.

We feel sad when that happens because they **6 p**_____ **i**_____ so much effort, but we support the ones who **7 k**_____

o_____ going. In the end, the contestants who **8 r**_____ to the **c**_____ and get to the final destination first, take home the prize money.



Do you remember?

Match each use 1–8 with the correct form a–f. You can repeat forms.

- | | |
|---|--------------------------------------|
| 1 to talk about timetabled events | a going to |
| 2 to talk about arrangements with a date, time or place | b will |
| 3 to talk about a plan or intention without a date | c will have to/must, will be able to |
| 4 to make a prediction with <i>I think, probably</i> , etc. | d present simple |
| 5 to make a prediction based on evidence now | e present continuous |
| 6 to make a decision as we speak | f might, may, could |
| 7 to talk about possibilities in the future | |
| 8 to talk about obligations and abilities in the future | |

1 ★★☆☆ Match sentences a–e with the uses in Do you remember? above. Write 1–8.

- a This year, we're going to have a winter holiday.

- b We're meeting some friends on Saturday to plan it.

- c We'll probably go to the north of Finland.

- d We might stay in an igloo or an ice hotel.

- e Hopefully, we'll be able to see the Northern Lights.

2 ★★★☆☆ Choose the best option.

A: What time **1** does our train leave/is our train going to leave on Saturday?

B: At 6 am, which means we **2** 'll have to/'re having to get a taxi to the station.

A: Apparently, it's snowing there, so it **3** 's going to be/will be able to be cold.

B: Right. I **4** 'll pack/pack my extra-thick jacket.

3 ★★★☆☆ Complete the voice notes about a trip to the Atacama desert. Write the correct future form of the verbs in brackets.

- 1 'We _____ (**stay**) at a really cute hostel in San Pedro tomorrow. I booked it ages ago. The pool looks lovely, so we (**spend**) a lot of time sunbathing!'
- 2 'I _____ (**visit**) the Salt Lagoons at some point this week. I (**probably, swim**) while we are there. Maybe it (**feel**) like floating in space!'
- 3 'We _____ (**camp**) under the stars with friends tonight. _____ we _____ (**see**) the llamas again? Hope so!'

4 ★★★☆☆ 07 Listen to the questions and write your answers.

- 1 It _____
- 2 Yes, I _____ /No, I _____
- 3 I'm _____
- 4 I think I _____
- 5 I'll have to _____, but I'll also be able to _____
- 6 I may/might/'ll probably _____

Out Loud

Work with a classmate. Talk about your answers in exercise 4.

Our next lesson is maths and it starts ...

I haven't got maths next. My next lesson is at ...



Do you remember?

Complete the table with the options on the right.

Future continuous	Future perfect
e.g. At 8:30 am tomorrow, I'll 1 _____ to school.	e.g. By 4:30 pm tomorrow, I'll 2 _____ school.
will + 3 _____ + verb -ing	will + 4 _____ + past participle
For actions that will be 5 _____ at a specific time in the future.	For actions that will be 6 _____ by a specific time in the future.
Time expressions	
at, 7 _____, this time tomorrow, in a few hours' time, on Monday	after, by, 8 _____, before, beforehand

have finished / be walking

be / have

complete / in progress

by the time / during

1 ★★☆☆ Correct the underlined mistakes in each sentence.

- At 7 o'clock tomorrow, we'll boarding our plane.
we'll be boarding
- By this time on Friday, we have arrived at our hotel.

- In a few days' time, we'll be travel around Europe.

- We'll visit Rome before the end of the trip.

- We'll have see some amazing places by the time we go home.

2 ★★☆☆ Complete the sentences with the future continuous or future perfect form of the verbs in brackets.

- Days 1–2: Sydney
- Days 4–5: Hiking in Blue Mountains
- Day 6: Travel to Cairns
- Day 7: Great Barrier Reef



- On this trip, we _____ (spend) two days in Sydney!
- By Day 4, we _____ (reach) the Blue Mountains.
We _____ (hike) there for two days.
- On Day 6, we _____ (head) to Cairns.
- By Day 7, I _____ (do) my diving training, and we _____ (dive) at the Great Barrier Reef.
- On Day 8, we _____ (travel) home. I _____
(not feel) sad as we _____ (done) some mind-
blowing things on our trip.

3 Review ★★☆☆ Complete the text with the verbs in the box.

is going to • is taking • may • starts •
will be climbing • will have to •
will probably be • won't have reached

On top of the world

Nadin is a high-altitude mountain guide, one of the most dangerous jobs in the world. Next month, he 1 _____ a group to climb Mount Everest. The expedition 2 _____ in April, and they 3 _____ for several weeks. Nadin 4 _____ help the climbers if they run into trouble. Even though April and May are the best months to climb, there 5 _____ be a storm or an avalanche. It's possible they 6 _____ the top by the time they have to return. It 7 _____ a nerve-wracking experience, so Nadin 8 _____ take a break to relax after the expedition.



You've been talking about future plans in a careers lesson at school. Tell a friend in a text message or voice note the ideas you have about your future. Talk about your studies and job, and also about where you hope to live, your hobbies, possessions, friends, etc. Use different future forms.

6 Speaking scaffolding Giving reasons

It's your turn Have a conversation where you discuss different activities at an adventure park, giving reasons why you want/don't want to try them.

Prepare by reviewing an example and organising your ideas.

Do what you need to build your conversation. You can choose the level of help you need.

Share with others and help them improve.

Evaluate your own work using a checklist.

Prepare

1 08 Read and listen to the dialogue between Amira and Jake. Look at the expressions in the Phrase bank.

Amira

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

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

Jake

Why not? It'll be awesome.

It's a **zipline**, Jake.

For starters, it's **way too high**!

I understand, but it's not my thing because **I'm a bit scared of heights**! What about **tubing** instead?

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

It's just that it's a lot less **nerve-wracking** than **ziplining**.

The reason why 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!

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 Organise your ideas for your conversation. Choose two activities you'd like to do and two that you'd prefer not to do. You can use the ideas in the photos or your own ideas. Make notes about your reasons.

Activities	Reasons
1 <i>I'd like to try ... because</i>	
2	
1 <i>I wouldn't like to try ... because</i>	
2	

It's dangerous! *It's (not very) exhilarating!*

Water sports aren't my thing. *It's good exercise!*



Do

3 Build your dialogue. Choose the level of help you need. Make notes to help you remember the key points if you need to.

I need a lot of help

Look at the dialogue on page 58.
Replace the information in **bold** with ideas from your plan.

- 1 Replace the activity you want to try.
- 2 Change the reasons *against* trying this activity.
- 3 Change the justifications for trying/not trying other activities.
- 4 Choose an activity that you agree to try.

I need a little help

Build your dialogue. Use the steps as a guide if you get stuck.

- 1 **A:** Tell your partner which activity you want to try.
- 2 **B:** Give several reasons why you're not sure about it. Suggest another activity.
- 3 **A:** Justify why you *wouldn't* like to try it. Compare it to the first activity.
- 4 **B:** Say why you'd prefer it. Suggest another activity.
- 5 **A:** Choose an activity that you agree to try.

I'm ready to discuss activities

Close your book and practise with other students.

Share

- 4 Discuss the different activities at the adventure park. Give reasons why you want/don't want to try them and choose an activity to do. Remember to use techniques to give yourself time to think if you're not sure about what to say.
- 5 Listen to another pair's dialogue. Complete the Peer assessment checklist.

Peer assessment

- ☐ Did they give themselves time to think by repeating words, using fillers or expressing uncertainty?
- ☐ Did they use expressions from the Phrase bank to give reasons and justify their choices?

Evaluate

6 Use the checklist to evaluate your own task.

- **Task:** Did you follow the steps: Prepare, Do and Share? ☐
- **Help routes:** Did you follow the help routes to guide your dialogue? ☐
- **Content:** Did you give reasons and justify choices? ☐
- **Language:** Did you use language from the Phrase bank? ☐

6 Writing scaffolding) A for-and-against essay

It's your turn Write a for-and-against essay about the advantages and disadvantages of insta-tourism.

Prepare by reviewing an example and organising your ideas.

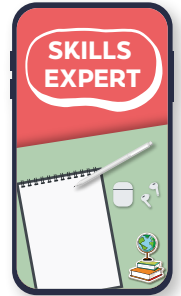
Do the steps to write your work. You can choose the level of help you need.

Share your work with others and help them improve.

Evaluate your own work using a checklist.

Prepare

- 1 Watch the Skills expert video.
- 2 Read the instructions for the essay. Make a list of advantages and disadvantages of insta-tourism.



Arguments for	Arguments against
1	1
2	2
3	3

Do

- 3 Write a for-and-against essay about the advantages and disadvantages of insta-tourism. Think about tourists, tourist destinations and influencers. Choose the level of help you need.



I need a lot of help

Complete the essay in your own words.

For and against insta-tourism

- 1 Recent statistics show that insta-tourism is increasing, and that in the future, more tourists will be choosing holidays that _____ (write how social media influences tourists). Insta-tourism can have benefits for (mention who benefits) _____. However, there are also some downsides.
- 2 One major benefit is that people are able to _____. In addition, _____. What's more, insta-tourism could help _____.
- 3 On the other hand, there are drawbacks. It can cause _____. (describe disadvantages of insta-tourism). And _____. Another point to consider is that _____.
- 4 To sum up, there are some strong arguments in support of/against insta-tourism. Nevertheless, I believe _____ (give your opinion, with your reason(s)).

I need a little help

Write your essay step by step. Remember to include four paragraphs and linking words to connect your ideas.

- 1 Introduce the topic. Write about the rise of insta-tourism (*Recent statistics/studies show that insta-tourism is increasing, and in the future, ...*). Mention who benefits (*Insta-tourism can have benefits for ...*). Write that there are also disadvantages (*However, there are also some downsides*).
- 2 Describe three advantages of insta-tourism (*One major benefit is that In addition, What's more, ...*).
- 3 Describe three disadvantages (*On the other hand, And Another point to consider is ...*).
- 4 Write a conclusion. Summarise and give your opinion with reasons. (*To sum up, there are strong arguments in support of/against Nevertheless, I believe ...*.)

I'm ready to write

- 1 _____

- 2 _____

- 3 _____

- 4 _____

Share

Peer assessment

- 4 Exchange your essay with a partner. Check if they included four paragraphs – an introduction, advantages, disadvantages and a conclusion. Check that there are the same number of pros and cons. Check that they use linking words to connect ideas.
- 5 Make corrections to your essay considering your partner's suggestions. Write the final version of your essay.

Evaluate

6 Use the checklist to evaluate your own task.

- **Task:** Did you follow the steps: Prepare, Do and Share? ☐
- **Help routes:** Did you use the help routes to guide you? ☐
- **Structure:** Did you follow the paragraph organisation you learnt in your Student's Book? ☐
- **Language:** Did you include linking words to connect your ideas? ☐

1 List three benefits of challenging yourself.

PURPOSE
RESILIENCE
TALENTS
CREATIVITY
HAPPINESS
MOTIVATION
DISCOVERY
CONFIDENCE
STRENGTHS
EXCITEMENT

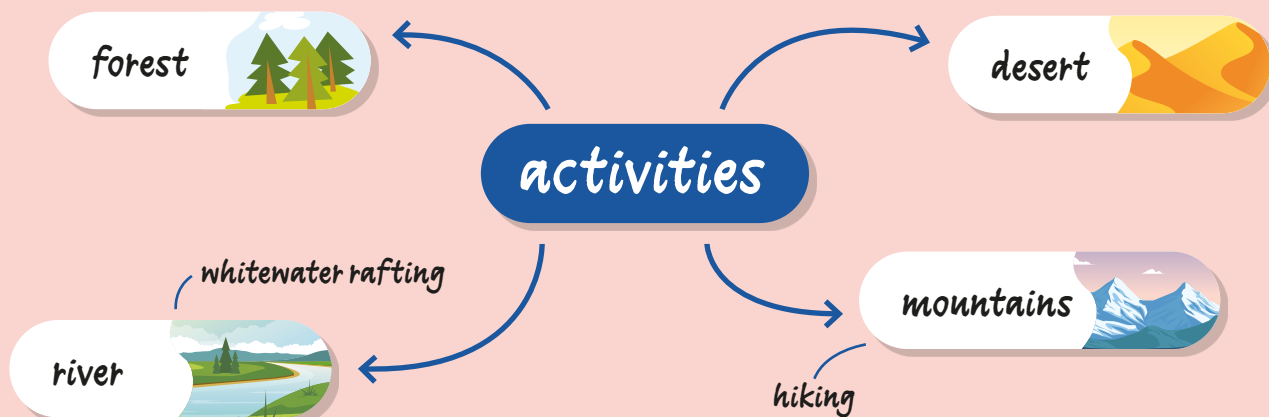
Three benefits

#1

#2

#3

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



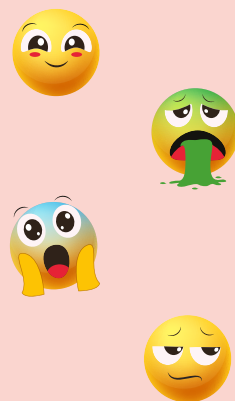
3 Draw emojis showing how you would feel if you went a) ziplining b) tubing. Think of two adjectives to describe each experience.

Ziplining

Tubing

1 _____
 2 _____

1 _____
 2 _____



Evaluate

4 Follow the instructions in your Student's Book to complete your task. Use the checklist to evaluate it.

- **Creativity:** My itinerary is appealing and well-designed. ☐
- **Content:** My itinerary includes enough information about each day. ☐
- **Presentation:** My itinerary is clear and easy to understand. ☐
- **Language:** I've included grammar and vocabulary from the unit. ☐

Self-evaluation tracker

Look at Student's Book Unit 6 and choose the correct option for you.

What can I do?		How well can I do it?			
Reading and listening	Read and understand a profile about an extreme athlete.				
	Understand how cohesive devices can make a text easier to understand.				
	Listen to soundbites about taking risks.				
	Listen for attitude and opinion.				
Speaking and writing	Participate in a dialogue giving reasons to do/not to do something.				
	Use techniques to give me time to think in a conversation.				
	Write a for-and-against essay about insta-tourism.				
	Include a balanced number of for and against arguments.				
Communication	Talk about what adventure means to me.				
Mediation	Explain or act out an idiom in a short video post.				
	Use information to give a friend advice about peer pressure.				
SEL	Understand that it is important to be assertive and stand by my values.				
Plurilingual	Translate sentences with different future tenses into my language.				
Global citizen	Give examples of responsible and irresponsible tourism.				

My action plan

- I think I need to review _____
- My goal for the next unit is _____
- To work on this, I'm going to _____
and I'm NOT going to _____

Go back to page 53 and read your Action plan from Unit 5. Did you complete everything?