



B1+

STUDENT'S BOOK PACK

BEYOND



MACMILLAN

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1

UNIT

BE EXTREME!

pages 6–15

IN THE PICTURE

Sports

Talk about different adventure sports

Vocabulary (1): Extreme sports

PRONOUNCE The /ɪ/, /i:/ and /aɪ/ sounds

▶ Sports



UNIT REVIEW page 15

READING

Choose a sport

Recognise and understand idioms

GRAMMAR (1)

Present tenses review

Talk about things happening now and things that are generally true

2

UNIT

DIGITAL FOOTPRINTS!

pages 16–25

Digital devices

Talk about using digital devices

Vocabulary (1): Digital devices

PRONOUNCE The /k/ and /g/ sounds

▶ Digital devices



UNIT REVIEW page 25

For or against?

Recognise main ideas and supporting points

Present perfect simple

Connect past actions with the present

PROGRESS CHECK 1&2

pages 26–27

3

UNIT

EYEWITNESS

pages 28–37

Our environment

Talk about natural disasters in films

Vocabulary (1): Our environment

▶ Our environment



UNIT REVIEW page 37

A new world

Recognise and understand similes

Past perfect simple and past perfect continuous

Talk about actions before another time in the past

4

UNIT

THINKING AHEAD!

pages 38–47

Jobs

Talk about jobs and apprenticeships

Vocabulary (1): Jobs

PRONOUNCE Diphthongs: /ɪə/, /aʊ/, /aɪ/, /eə/

▶ Jobs



UNIT REVIEW page 47

Job advice

Recognise formal and informal writing

Make, let and allow

Talk about obligation and permission

PROGRESS CHECK 3&4

pages 48–49

5

UNIT

STREET ART

pages 50–59

Art

Talk about different types of art

Vocabulary (1): Art

▶ Art









UNIT REVIEW page 59

On the wall

Transfer information to a different text

-ing forms

Use gerunds and participle clauses

LISTENING & VOCABULARY	GRAMMAR (2)	LANGUAGE & BEYOND 	SPEAKING	WRITING
<p>I did it!</p> <p>Take notes</p> <p>Vocabulary (2): Achievements and challenges</p>	<p>Past tenses review</p> <p>Talk about past achievements</p>	<p>Know yourself:</p> <p>Consider the positive and negative aspects of taking risks</p>	<p>At the sports centre</p> <p>Start and change topics in a conversation</p> <p>By the way </p>	<p>History of a sport (article)</p> <p>Edit and proofread a text</p>
<p>Record. Stop. Play.</p> <p>Use the audio type, grammar and pronunciation to help you understand</p> <p>Vocabulary (2): Negative prefixes: <i>un-</i> and <i>in-</i></p>	<p>Present perfect continuous</p> <p>Talk about activities in progress before or until now</p>	<p>Get thinking:</p> <p>Deal with peer pressure</p>	<p>Be very careful</p> <p>Give warnings and prohibitions</p> <p>Watch out! </p>	<p>Keep in touch (email)</p> <p>Organise information in informal emails and letters</p>
<p>Survival stories</p> <p>Focus on important information</p> <p>Vocabulary (2): Noise verbs</p> <p>PRONOUNCE Consonant combinations</p>	<p>Sense verbs + <i>-ing</i> or infinitive</p> <p>Talk about things that you see, hear, feel and smell</p>	<p>Respect others:</p> <p>Understand another person's feelings</p>	<p>That's not true</p> <p>Contradict facts and opinions</p> <p>I don't think so </p>	<p>It happened to me (story)</p> <p>Link ideas in a story</p>
<p>Film credits</p> <p>Infer meaning when you listen</p> <p>Vocabulary (2): Film jobs</p>	<p>Defining and non-defining relative clauses</p> <p>Add extra information to a sentence</p>	<p>Get organised:</p> <p>Think ahead and make plans</p>	<p>Have you got the idea?</p> <p>Check and correct understanding</p> <p>That's not what I meant </p>	<p>My job application (letter)</p> <p>Write a formal letter</p>
<p>Sand sculptures</p> <p>Recognise general statements and exceptions</p> <p>Vocabulary (2): Words to describe art</p>	<p>Question tags</p> <p>Ask questions and confirm ideas using question tags</p> <p>PRONOUNCE Intonation in question tags</p>	<p>Respect others:</p> <p>Value the art and culture of different societies</p>	<p>So do I</p> <p>Agree or disagree with an opinion</p> <p>I totally agree </p>	<p>I recommend it (review)</p> <p>Use linking words</p>

6

CRIME SCENE

pages 60–69

IN THE PICTURE

Crime

Talk about crimes and criminals

Vocabulary (1): Crime

▶ Crime



UNIT REVIEW page 69

READING

Chicago

Infer meaning when you read

GRAMMAR (1)

Should, must, have to, ought (to), had better

Use modal verbs to give advice and make recommendations

PROGRESS CHECK 5&6

pages 70–71

7

TURNING POINTS

pages 72–81

Money

Talk about money

Vocabulary (1): Money verbs and nouns

PRONOUNCE The /ɒ/ and /əʊ/ sounds

▶ Money



UNIT REVIEW page 81

The power of half

Make notes for a summary

Conditionals review

Talk about possible or imaginary situations in the present and future

8

FRENEMIES

pages 82–91

Relationships

Talk about relationships

Vocabulary (1): Relationships

▶ Relationships



UNIT REVIEW page 91

I wish

Recognise facts and opinions

Wishes and regrets: *I wish* and *If only*

Talk about wishes and regrets

PROGRESS CHECK 7&8

pages 92–93

9

LOOK AFTER YOURSELF

pages 94–103

Food

Talk about street food and how it's made

Vocabulary (1): Food

PRONOUNCE The /ʊ/ and /u:/ sounds

▶ Food



UNIT REVIEW page 103

The right snack

Recognise reasons and results

Modal passives

Use the passive form of modal verbs

10

FUTURE VISIONS!

pages 104–113

Life in space

Talk about visions of the future

Vocabulary (1): Life in space

PRONOUNCE The *g*, *d* and *b* final consonants

▶ Life in space



UNIT REVIEW page 113

Mission to Mars



Understand links between and within sentences


Futures review


Talk about arrangements, schedules, plans and predictions


PROGRESS CHECK 9&10


pages 114–115

LISTENING & VOCABULARY	GRAMMAR (2)	LANGUAGE & BEYOND 	SPEAKING	WRITING
<p>No place to hide</p> <p>Recognise turn-taking</p> <p>Vocabulary (2): Types of evidence</p>	<p>Can't have, could/may/might have, must have</p> <p>Talk about possible explanations for things in the past</p> <p>PRONOUNCE Stressed and unstressed words</p>	<p>Know yourself:</p> <p>Take responsibility for your actions</p>	<p>You shouldn't have done that</p> <p>Give and react to criticism</p> <p>It won't happen again </p>	<p>In my opinion (opinion essay)</p> <p>Use paragraphs and topic sentences</p>

<p>If ...</p> <p>Predict what a story will be about</p> <p>Vocabulary (2): Adjectives ending with <i>-ful</i> and <i>-less</i></p>	<p>Third conditional</p> <p>Talk about imaginary situations in the past</p>	<p>Communicate & cooperate:</p> <p>Adapt to changing situations</p>	<p>At the post office</p> <p>Send letters and parcels at the post office</p> <p>How much will it cost? </p>	<p>Join our appeal (poster)</p> <p>Use persuasive language</p>
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<p>Need to talk?</p> <p>Understand hesitation</p> <p>Vocabulary (2): Reporting verbs</p> <p>PRONOUNCE Stress in two-syllable words</p>	<p>Reported speech review</p> <p>Report what other people say</p>	<p>Communicate & cooperate:</p> <p>Give and accept feedback</p>	<p>Don't worry about it</p> <p>Express regret and forgiveness</p> <p>It doesn't matter </p>	<p>My role model (description)</p> <p>Add detail to a description</p>
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<p>Teen habits</p> <p>Understand the speaker's attitude</p> <p>Vocabulary (2): Services</p>	<p>Have/get something done</p> <p>Talk about things you pay someone else to do</p>	<p>Get thinking:</p> <p>Make decisions</p>	<p>Get your hair cut</p> <p>Ask for advice at the hairdresser's</p> <p>I'd like a haircut </p>	<p>Our school report (report)</p> <p>Write a report</p>
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<p>Futurology</p> <p>Understand paraphrase</p> <p>Vocabulary (2): Prefixes of size, quantity and degree</p>	<p>Future continuous and future perfect</p> <p>Say if actions will be in progress or completed in the future</p>	<p>Get organised:</p> <p>Rate your progress</p>	<p>We'll miss you</p> <p>Express hopes, wishes and promises</p> <p>Look after yourself </p>	<p>You choose! (email)</p> <p>Present options</p>
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1 BE EXTREME!

IN THE PICTURE Extreme sports

»»» Talk about different adventure sports

RECALL AND READ

1 Work in pairs. Do the Sports Challenge. You have three minutes.

THE 5-4-3-2-1 SPORTS CHALLENGE


- A Write the names of the sports.
- Five team sports.
 - Four sports that use a bat, stick or racket.
 - Three water or ice sports.
 - Two sports that don't require any special equipment.
 - One sport that uses animals.
- B Which three sports in A are the least and most challenging? Why?

2 Read Alison's description and match it to the correct photo (a-f). Who does she thank and why?

WORK WITH WORDS

3 a  1.01 Name the sports in the photos. Use the words in the box if you need help. Then listen and check.

base jumping free running rock climbing
skateboarding skydiving windsurfing

b  1.02 Listen to the people talking about the sports. Which sports are they talking about?

4 Read the descriptions (a-f) of six more extreme sports. Then match and complete the names using the words in the box.

- travelling down a snow-covered hill while standing on a board
- jumping from a tall structure while connected to a large elastic cord
- climbing frozen waterfalls, cliffs and rocks covered with ice
- riding a wave without using a board
- racing up staircases inside skyscrapers or other tall structures
- diving underwater without any equipment

boarding climbing diving jumping running surfing

- | | | |
|----------------|--------------|--------------|
| 1 bungee _____ | 3 free _____ | 5 body _____ |
| 2 tower _____ | 4 ice _____ | 6 snow _____ |

5  1.03 Listen and check your answers to Exercise 4. Then listen and repeat all the extreme sports.



First we're told what to do. One tap on the shoulder means open your arms, a second tap means bring your arms to your chest as the parachute opens, and don't forget to keep your knees bent for landing.

Now we're sitting on benches inside the plane and I'm looking down at the Spanish Costa Brava 12,500 feet below. It's too late to turn back now. This is it! My first skydive.

Jump! I'm attached to my instructor, spinning in the sky as we fall towards the Earth at 180 km per hour. How can I describe it? You know how it feels when you hold your arm out of the window of a moving car and the air runs through your fingers. Think bigger!

It's amazing. Nothing beats this; not snowboarding; not diving; nothing. Thanks Mum, thanks Dad. It's the best birthday present ever. Alison x



a

b



e



c



f



HOME

» ABOUT US

» BE EXTREME

6 a 1.04 **PRONOUNCE** Listen and repeat the words, paying attention to the /ɪ/, /i:/ and /aɪ/ sounds.



wind /wɪnd/ ski /ski:/ dive /daɪv/

b 1.05 Listen and write the sounds you hear: /ɪ/, /i:/ or /aɪ/. Then listen and repeat the words.



1 extreme 3 bike 5 free 7 ice 9 cliff
2 climb 4 equipment 6 hill 8 bungee 10 sky

EXTEND

7 Write a sentence describing each of the extreme sports below. Use a dictionary to help you.

abseiling hang-gliding kayaking mountain biking

Mountain biking involves riding over rough tracks, rocks and hills.

8 **THE MOVING PICTURE** Watch the video. What's the extreme sport? Why do you need to wear protective clothing?



GO BEYOND



Do the Words & Beyond exercise on page 130.

SPEAK

9 Work in pairs. Create an unusual extreme sport of your own. Use the names in Exercises 3 and 4 to help you.

What other surfaces can we do a boarding sport on?

We could combine bungee jumping and rock climbing to make bungee climbing.

READING Choose a sport

>>> Recognise and understand idioms

SPEAK AND READ

1 Work in pairs. Answer the questions.

- Which extreme or adventure sports do you do or watch?
- Which extreme sport would you most or least like to try? Why?

2 1.06 Read the magazine feature and follow the instructions.

FIND AN EXTREME SPORT THAT'S RIGHT UP YOUR STREET. READ THE QUESTIONS AND CHOOSE THE ANSWERS THAT REFLECT YOUR CHARACTER AND ABILITIES.

- | | | |
|---|--|--|
| 1 Do you like heights?
a I don't mind heights.
b I don't really like heights. | 3 What do you normally do?
a walk up the stairs
b take the lift | 5 You need to cross a frozen river. It's six metres wide and the ice is 20cm thick. It's a 20-minute walk to a bridge. What do you do?
a I walk across the ice.
b I cross the bridge. |
| 2 How do you feel about the water?
a I'm a strong swimmer.
b I'm not a very confident swimmer. | 4 Which sentence describes you?
a I'm a team player.
b I prefer my own company. | |

READ THE ANALYSIS OF THE QUESTIONNAIRE AND CROSS OFF THE EXTREME SPORTS ON THE LIST THAT AREN'T RIGHT FOR YOU.

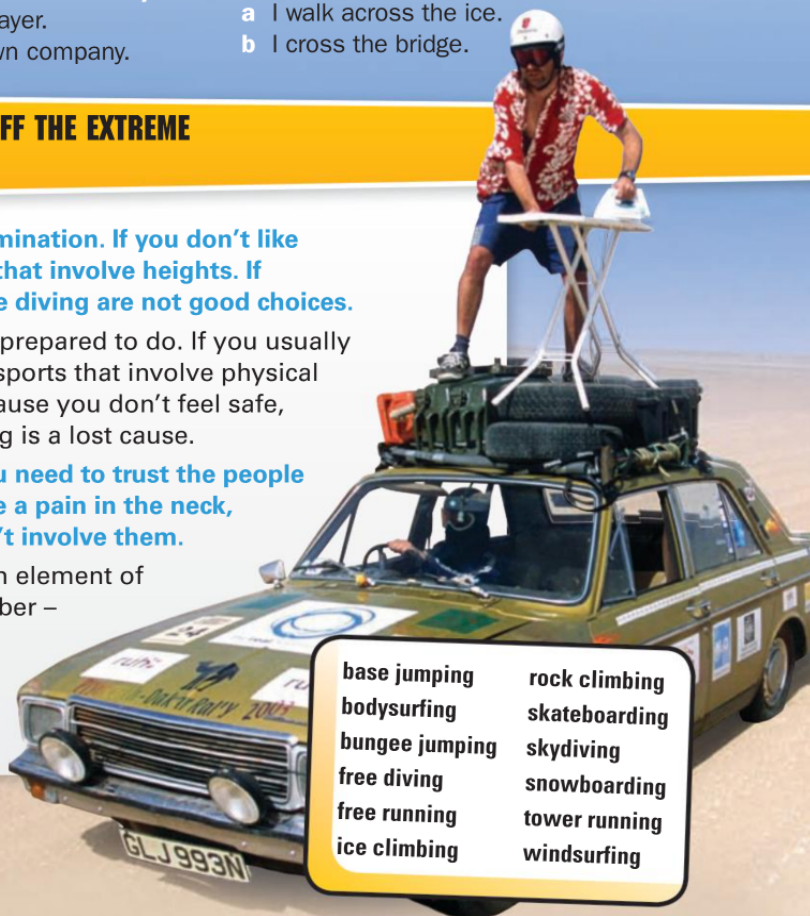
Choosing the right extreme sport is often a process of elimination. If you don't like heights, then don't choose base jumping or other sports that involve heights. If swimming isn't your cup of tea, then bodysurfing and free diving are not good choices.

It's important to know how much physical exercise you're prepared to do. If you usually run a mile from anything that involves exercise, don't try sports that involve physical effort such as free running. If you don't like using lifts because you don't feel safe, then a sport that relies on equipment such as rock climbing is a lost cause.

Other people are often required in extreme sports and you need to trust the people you're with. If you think working with other people can be a pain in the neck, choose sports like skateboarding or windsurfing that don't involve them.

Finally, there's the risk factor. All extreme sports involve an element of risk, but how much risk are you prepared to take? Remember – don't bite off more than you can chew.

Which extreme sports are left on your list? Choose the one you'd like to try. If you've crossed out all the sports, you can always try extreme ironing!



base jumping	rock climbing
bodysurfing	skateboarding
bungee jumping	skydiving
free diving	snowboarding
free running	tower running
ice climbing	windsurfing

3 a Read the tips in the **HOW TO** box.

b Match the idiom 'right up your street' from the introduction to the correct meaning.

- popular with other people like you
- exactly the type of thing that you are interested in or are good at

4 Find the idioms in the analysis that match the meanings (1–5).

- something you don't like or don't find interesting (paragraph 1)
- do everything you can to avoid (doing something) (paragraph 2)
- something that will never succeed (paragraph 2)
- very annoying (paragraph 3)
- try to do something that is too hard for you (paragraph 4)

5 Which tips in the **HOW TO** box did you use for help with Exercises 3b and 4? Tick (✓) them.

HOW TO

recognise and understand idioms

- ☐ Look for expressions where the meaning isn't obvious.
- ☐ Look for clues before or after the idiom to help you understand.
- ☐ Think about how the image in the idiom relates to the text.

GO BEYOND

Write two more questions for the magazine feature in Exercise 2.

REACT

6 Work in pairs. Discuss the questions below with your partner.

Were you happy with the sports that were left on your list? Why?/Why not?

>>> Talk about things happening now and things that are generally true

READ AND LISTEN

- 1  1.07 Read and listen to the conversation. Who does Claire want to win and why?



Jeff: Welcome to the final of the Wheelchair Basketball National Junior Championship at the Stoke Mandeville Stadium. Players from both teams are making final preparations and Claire Walden is sitting next to me. Wheelchair basketball is often described as a tough sport. Who do you think is the stronger team, Claire?

Claire: The Yorkshire team is playing exceptionally well these days. But the North West team always puts up a fight. My family's from Yorkshire so I want them to win.

STUDY

- 2 Complete the explanations with examples from Exercise 1.

Present tenses review

Present simple

Use: For habits, routines, things that are generally true.

Present continuous

Use (1): For things in progress now or around now

State verbs

Don't use the present continuous when verbs express mental states (*feel, know*), opinions (*believe, ...*) and preferences (*like, ...*).

Present simple passive

Use: When the action is more important than the person/thing that does the action.

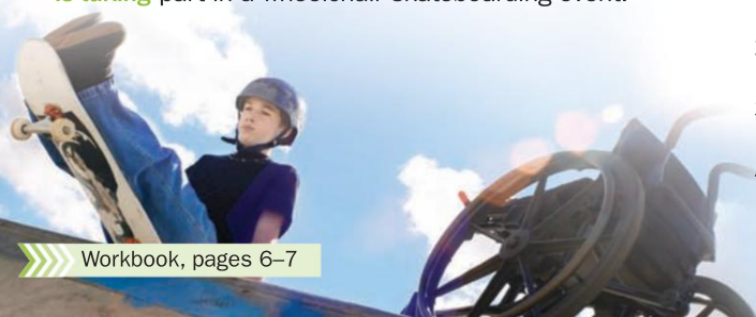
Form: *am/is/are + past participle*

See GRAMMAR DATABASE, page 120.

PRACTISE

- 3 Choose the correct options.

These days, extreme sports (1) *become* / *are becoming* more and more popular among people with disabilities. In general, disabled athletes (2) *do* / *are doing* extreme sports for the same reasons as able-bodied people. They (3) *enjoy* / *'re enjoying* pushing the limits and they (4) *feel* / *are feeling* the same adrenaline rush. Many of the sports (5) *involve* / *are involving* the use of wheelchairs. The boy in the photo below (6) *takes* / *is taking* part in a wheelchair skateboarding event.



- 4 Complete the text with the present simple or present simple passive form of the verbs.

Extreme wheelchair sports (1) *include* (include) wheelchair basketball. The game (2) *plays* (play) on the same court as traditional basketball, the baskets (3) *are placed* (place) at the same height, and players (4) *follow* (follow) the same general rules. At Paralympic™ level, a wheelchair (5) *is made* (make) for each individual player. Players (6) *are strapped* (strap) into the chairs which (7) *travel* (travel) at great speed and often (8) *crash* (crash) into each other.



- 5  1.08 Complete the conversation with the correct form of the verbs. Then listen and check.

Sally: (1) *What's Jeff doing* (what / Jeff / do)?
(2) *he plays* (he / play / still) basketball these days?

Layla: Yes. In fact, he's at the sports centre right now with the rest of the team. (3) *they practise* (they / practise) for a match on Saturday.

Sally: (4) *he plays* (he / play / usually) during the week?

Layla: No. (5) *they train* (they / only / train) on weekdays when there's a match.

Sally: (6) *he talks* (he / talk / still) about the Paralympics™? (7) *I know* (I / know) that (8) *he wants* (he / want / really) to go. When (9) *the teams choose* (the teams / choose)?

Layla: The basketball team (10) *picks* (pick / normally) around now.

Sally: (11) *how do you feel* (how / you / feel) about it?

Layla: (12) *I think* (I / think) it's exciting.

SPEAK

- 6 Work in pairs. Answer the questions in your own words.

- Why do you think some Paralympic™ sports are often called extreme sports?
- In what ways do you think wheelchair basketball is more exciting than traditional basketball?
- What specific problems are faced by blind football players and how do you think they overcome them?
- Do you know of any Paralympic athletes in your country? Who are they? What sports do they play?

LISTENING AND VOCABULARY I did it!

>>> Take notes

SPEAK AND LISTEN

- 1** You're going to listen to a radio programme about the teenage boy in the photo. Work in pairs. Answer the questions.
- Where do you think the photo was taken?
 - What information would you expect to hear in the programme?
- 2 a** Read the tips in the **HOW TO** box.
- b** **1.09** Listen and take notes about Jordan Romero, the boy in the photo. Who is he? What was his dream?
- c** **1.09** Listen again and complete your notes. Then compare in pairs.
- 3** Which tips in the **HOW TO** box did you use for help with Exercises 2b and 2c? Tick (✓) them.



HOW TO

take notes

- ☐ Focus on the most important or interesting points.
- ☐ Write down key words or very short sentences.
- ☐ Use bullet points, abbreviations and symbols
(ie = in other words, → = leads to, eg = for example).
- ☐ Leave space between lines to add more detail later.

REACT

- 4** Work in pairs. Answer the question from the radio programme.
- How prepared is a teenager both physically and mentally to attempt to do something like Jordan did?

WORK WITH WORDS

- 5** **1.10** Complete the achievements and challenges collocations with the verbs in the box. Then listen and check.

achieved attempting encounter face fulfil overcome reached risk take up took

- Jordan Romero achieved **his dream** while he was still a teenager.
- He the top of some of the world's highest mountains.
- Some critics say it's wrong for young people to their lives in this way.
- But according to Jordan, he was successful because he never risks.
- It's normal to problems when you're a difficult task.
- You might have to your fears, but with the right people to help you, you'll be able to obstacles blocking your way.
- In recent years, Jordan's helped other young people their potential.
- He's encouraged them to the challenge to find their own 'Everest'.

- 6** **1.11** Complete the table with the words in the box. Then listen and check.

1 achieve	a dream	an ambition	
2 attempt	a difficult task		
3 encounter	a problem	difficulties	
4 face	your fears	a challenge	difficulties
5 fulfil	your potential		an ambition
6 overcome	obstacles	difficulties	
7 reach		the summit	your goal
8 risk	everything		
9 take		a chance	
10 take up	a challenge		an invitation

a dream
a risk
an offer
fame
problems
the top
to do something
your life

- 7** Work in pairs. Answer the questions.

- What happens when someone fulfils all their dreams and ambitions by the age of 15?
- What dream or ambition would you like to achieve?
- Are you prepared to risk everything to reach your goal?

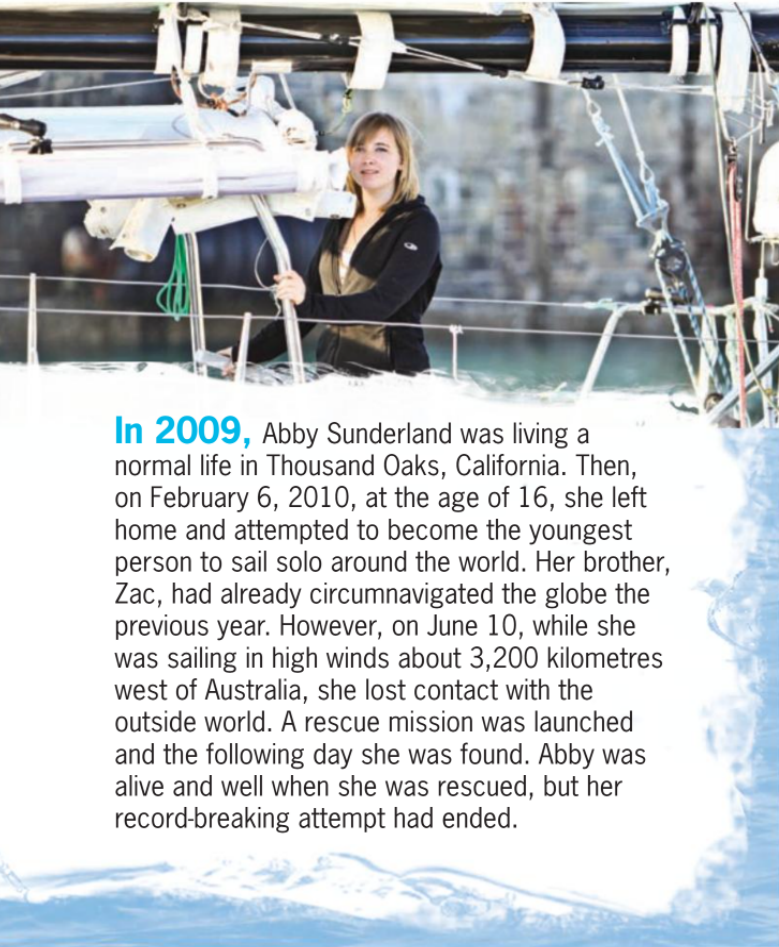
GO BEYOND

Do the Words & Beyond exercise on page 130.

>>> Talk about past achievements

READ

1 Read the report. Did Abby achieve her goal?



In 2009, Abby Sunderland was living a normal life in Thousand Oaks, California. Then, on February 6, 2010, at the age of 16, she left home and attempted to become the youngest person to sail solo around the world. Her brother, Zac, had already circumnavigated the globe the previous year. However, on June 10, while she was sailing in high winds about 3,200 kilometres west of Australia, she lost contact with the outside world. A rescue mission was launched and the following day she was found. Abby was alive and well when she was rescued, but her record-breaking attempt had ended.

STUDY

2 Read the explanations. Then underline an example of each tense in Exercise 1.

Past tenses review

Past simple

Use: For completed actions in the past.

Form: verb + -ed

Past continuous

Use: For actions in progress in the past.

Form: was/were + verb + -ing

Past perfect simple

Use: To show that an action happened before another action or time in the past. Use the past simple for the other action/time.

Form: had/hadn't + past participle

Past simple passive

Use: When the action is more important than the person/thing that did the action.

Form: was/were + past participle

See **GRAMMAR DATABASE**, page 120.

PRACTISE

3 a Write questions about the news report using the past simple, past continuous and past perfect simple.

- What kind of life / Abby Sunderland / lead / in 2009?
What kind of life was Abby Sunderland leading in 2009?
- How old / she / be / when she start / her voyage?
- What / she / attempt / to do?
- What / her brother / do / the previous year?
- What happen / while / she / sail / 3,200 kilometres west of Australia?
- How long / it / take / the rescue services / to find her?

b Work in pairs. Ask and answer the questions in Exercise 3a. Refer to Exercise 1 for the answers.

4 Complete the text with the correct form of the verbs.

Two months after Abby Sunderland (1) had been rescued (**rescue**), a 15-year-old Dutch girl called Laura Dekker (2) (begin) her attempt to become the youngest person to circumnavigate the globe single-handedly. Laura was born on a yacht and (3) (already / sail) solo by the time she was six years old. She (4) (celebrate) her 16th birthday while she (5) (make) her record-breaking trip, which she (6) (complete) in January 2012. When she (7) (arrive) on the Caribbean island of St Maarten, she (8) (meet) by members of her family and fans. She (9) (try) to break the record before, when she was just 14, but the Dutch authorities (10) (prevent) her from sailing because she was too young.

SPEAK

5 a You're a journalist who is going to interview a teenager who has just sailed around the world. Write six questions to ask the sailor about their childhood, the trip and their opinion of young people going on dangerous journeys.

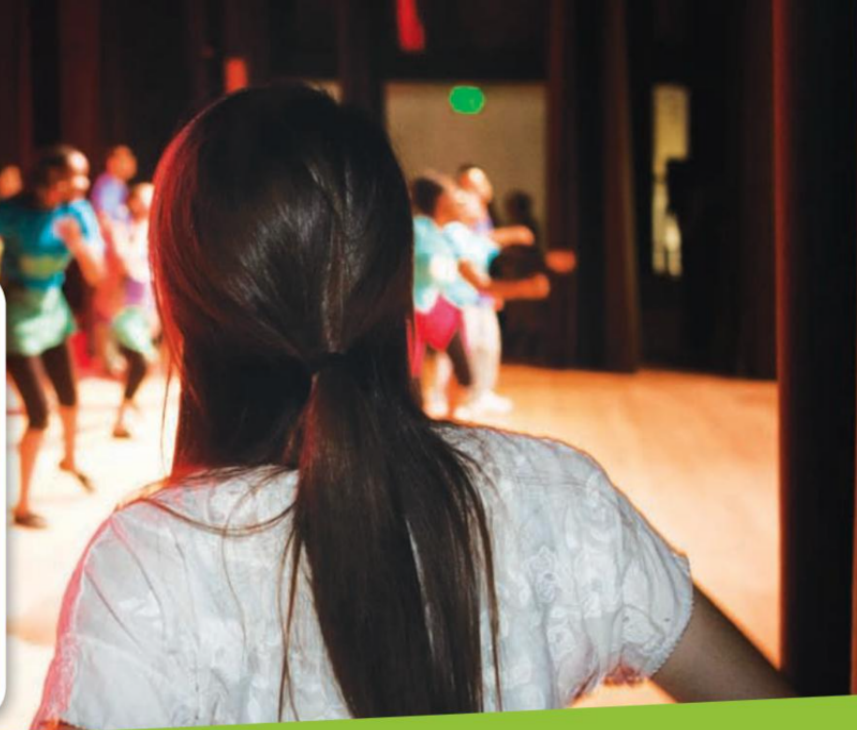
b Work in pairs. Complete the tasks.

- One of you is a journalist. The other is a teenager who has sailed around the world.
- Ask and answer the questions in Exercise 5a. The journalist should make notes of the sailor's answers.
- Swap roles.

c The journalists report to the class.

LANGUAGE & BEYOND

Marta is taking part in an inter-school dancing competition. She's in the final round with two other dancers and a dance group. She's rehearsed a spectacular new dance routine especially for the competition, but it's extremely difficult to do. If she performs the routine successfully, she'll definitely win, but if she gets it wrong, she'll lose. If she plays it safe and performs an old routine, she could still win. What should she do? Should she take a risk and perform the new routine or play it safe?



»»» Consider the positive and negative aspects of taking risks

SPEAK AND READ

1 Work in pairs. Read about Marta and answer the questions.

- 1 What do you think Marta should do? Why?
- 2 Which of these quotes do you agree with? Explain why.
'If you don't take risks, you will never accomplish anything.'
'Taking risks is the quickest way to failure.'

DO

2 Work in groups. Look at the situations and discuss these questions.

- What are the risks in each one?
 - Are the risks worth taking? Why?/Why not?
- 1 You want to walk home through a part of town that you don't know.
 - 2 Your best friend asks to borrow some money.
 - 3 Your teacher asks you to act in the school play.
 - 4 You didn't do your homework, but a classmate says you can copy theirs.
 - 5 A friend asks you to go bungee jumping with them.
 - 6 You want to share a secret with a friend.
 - 7 You have to visit a friend one night, but your bicycle lights aren't working.
 - 8 You want to tell someone that you like them.

3 a People take risks for different reasons. Find an example for each of these reasons in Exercise 2.

- | | |
|----------------------------------|--|
| a for a thrill | c to achieve an ambition or improve their life |
| b because there's no alternative | d to save time and effort |

b Think of other situations for each of the reasons in Exercise 3a.

REFLECT

4 Discuss the questions with your class. Do you agree with the **REFLECTION POINT**?

- 1 In which situations can it be positive/negative to take risks?
- 2 Why do many people avoid taking risks?
- 3 Is it possible to achieve your ambitions without taking any risks?

EXTEND

5 Work in groups. Write a short questionnaire about taking risks.

A friend asks you to go ballroom dancing with them. Do you ...
a) take a risk and agree to go? b) make an excuse?

REFLECTION POINT



Taking risks is necessary if you want to achieve things. However, before taking a risk, always think about the possible consequences to be sure that it's worth taking.

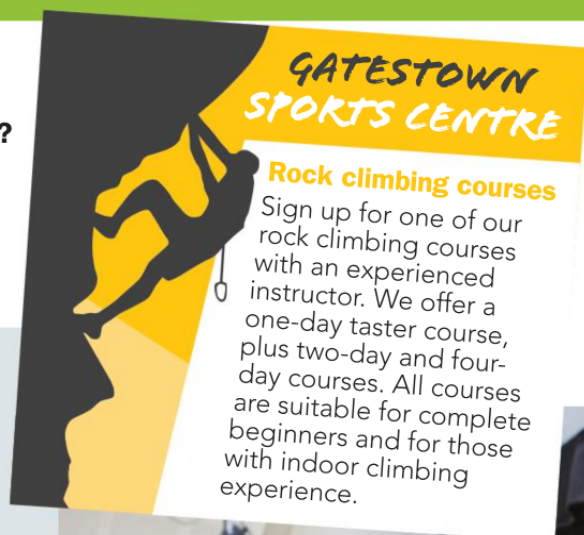
>>> Start and change topics in a conversation

SPEAK

1 Work in pairs. Read the notice. How many courses are there?

WATCH OR LISTEN

2  1.12 Watch or listen to the scene. Who's Nora and which course does Tom decide to do?



GATESTOWN SPORTS CENTRE

Rock climbing courses

Sign up for one of our rock climbing courses with an experienced instructor. We offer a one-day taster course, plus two-day and four-day courses. All courses are suitable for complete beginners and for those with indoor climbing experience.

Nora: Hi. (1) _____ rock climbing?
Tom: Yes. I mean, I'm thinking of doing a course.
Nora: (2) _____ members of the sports centre get a discount?
Tom: No, I didn't. But how do I decide which course to choose?
Nora: If you don't have any experience, you could try the one-day taster. You do some basic climbing and learn something about using ropes.
Tom: (3) _____, do I need to buy any equipment?
Nora: No, the price includes all the climbing equipment and the instruction.
Tom: Right. (4) _____, how much does it cost?
Nora: The one-day course is £90, but with the 20% discount it's £72.
Tom: OK. Sounds good. So what do I have to do?
Nora: Choose your dates and fill out a registration form. (5) _____! Is that the time? I'm sorry, but I have to go. Nice talking to you.
Tom: Thanks for your help. (6) _____, what's the instructor like?
Nora: You're looking at her. See you on the course!



3 Order the topics Tom and Nora talk about.

- | | |
|------------------------|----------------------|
| _____ equipment | 1 rock climbing |
| _____ member discounts | _____ the instructor |
| _____ prices | _____ the time |

4 a  1.12 Watch or listen again and write phrases 1–6 in Exercise 2.

b  1.13 Listen and repeat the phrases, paying attention to intonation.

5  Write the phrases from the **PHRASEBOOK** in the sentences.

- 1 _____ music?
- 2 _____ there's a concert on Saturday?
- 3 _____ I mustn't forget to buy tickets.
- 4 _____ tickets. Have you got your bus ticket?
- 5 _____ thanks for waiting for me. I'm sorry I was late.
- 6 _____ The bus is leaving. We've missed it!

6  Write the phrases in the **PHRASEBOOK** that Tom and Nora use for ending the conversation.

7 Work in pairs. Practise saying the conversation.

ACT

8  Work in pairs. Complete the tasks.

- Write a notice for another extreme sport.
- Prepare a conversation between a student and an instructor. Use phrases from the lesson and information for your sport.
- Perform your conversation.

PHRASEBOOK 1.14

Starting a new topic

Are you interested in ... ?

Oh, look!

Did you know that ... ?

Changing the topic

That reminds me ...

Talking of ...

By the way, ...

Ending the conversation
