# You can do it!

#### **VOCABULARY**

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

#### **GRAMMAR**

Present tenses | Past Simple, Past Continuous and Present Perfect

#### COMMUNICATION

Asking for and offering help | A blog post describing a personal challenge

# **TEEN MATTERS**



## Success and goals

- Read the blog post. Which tip(s) do you follow?
- Study the Vocabulary A box. Are the adjectives positive (P) or negative (N)?

#### **VOCABULARY A** Adjectives of emotion

anxious N ansioso/a calm tranquilo/a cheerful alegre confused confundido/a encantado/a delighted

disappointed decepcionado/a pleased contento/a stressed estresado/a upset disgustado/a

#### 3 Choose the correct option.

- 1 I don't get confused / (upset) and shout when things go wrong. I'm a calm / delighted person.
- 2 It's normal to feel anxious / confused about giving a presentation to the class.
- 3 I often feel *disappointed I stressed* before exams.
- 4 I feel cheerful / upset in Music class. It's my favourite subject.
- 5 I'm anxious / pleased with my schoolwork this year. I'm doing very well.
- Study the Vocabulary B box. Find the words in the blog post.

#### VOCABULARY B Verbs of success

conseguir, lograr achieve aspirar a aim mejorar improve

lograr, poder manage succeed tener éxito

#### Choose the correct answer.

- 1 There are many other ways to (...) apart from making money.
  - a aim
- **b** (succeed)
- 2 It's easier to (...) your life if you're positive.
  - **b** improve a manage
- 3 People who get up early (...) to do more every day.
  - a manage **b** improve
- 4 If you work very hard, you can always (...) your goals.
  - a aim
- **b** achieve
- 5 You should always (...) to do your best.
  - a aim
- **b** achieve

6 Study the Vocabulary C box. Then replace the underlined words in the sentences with these phrasal verbs.

#### **VOCABULARY C**

#### **Achieving goals**

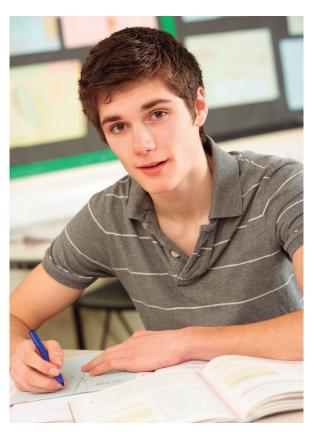
break down dividir get on with seguir adelante rendirse give up

keep on seguir, continuar put off aplazar

1 It's a good idea to divide one big task into several smaller jobs.

#### break down

- 2 If you delay this job, you'll never finish it. It's time to start doing it.
- 3 If you continue working like this, you'll succeed. If you stop trying, you won't.



#### Present tenses

#### GRAMMAR

#### **Present tenses**

#### Present Simple

#### **Rutinas**

I don't usually take the bus. How often do the buses come?

#### **Estados permanentes**

She goes to my school. Where do you live?

#### **Horarios**

What time does the train leave?

Present Continuous

#### Acciones en curso

He's having lunch at the moment. What are they doing now?

#### **Situaciones temporales**

They're learning French at school this year.

#### Planes futuros acordados

I'm playing tennis with Jack this afternoon.

#### State verbs

believe, hate, know, mean, need, prefer, seem, understand, want I need some help with my homework.

#### State and dynamic verbs

I think she's shy. (verbo de estado: opinión) What are you thinking about? (verbo de acción: proceso mental)

- Match the verbs in bold in sentences 1–7 with functions a-q.
  - 1 I **know** the answer. *c*
  - 2 Chris is doing his homework.
  - 3 We're going to the cinema tonight.
  - 4 Sara works in a hospital.
  - 5 I'm working at a café for the summer.
  - 6 School **starts** at 8 a.m.
  - 7 I always **have** cereal for breakfast.
  - a a temporary situation
  - **b** a present action
  - c a state verb
  - d a timetable
  - e a routine
  - f a permanent situation
  - g a future arrangement

- Complete the sentences with the Present Simple form of the verbs in brackets.
  - 1 I live near the school, so I don't usually get (usually/not get) the bus.
  - 2 We (...) (always/walk) home from school.
  - 3 How much homework (...) you (...) (get)?
  - 4 My brother (...) (not go) to this school.
  - 5 Sorry, I (...) (not understand). What (...) you (...) (mean)?
- **3** Complete the sentences with these Present Continuous forms.

are discussing aren't having isn't coming 's raining 's thinking

- 1 We don't need to wait for Charlotte she *isn't coming* with us.
- 2 Oh no! It (...)! We can't have a picnic now.
- 3 Jo (...) about starting dance classes.
- 4 Oh no! Jill and Charles (...) politics again!
- 5 My brothers (...) dinner with us tonight. They're at a summer camp.
- 4 (1) 1.08 Listen and choose the correct option.

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



## An article about living in a new country

## **New beginnings**

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

Arjun Patel is from Mumbai, India.
5 That's more than 12,000 miles from his new home in Toronto, Canada.
Each year over 80,000 people arrive in Canada from India.

In fact, over twenty percent of

- Canada's population are immigrants. Arjun is finding that Canadians are very welcoming. He's already made a few friends. 'The best way to make friends quickly is to join a club or
- take up a new sport.' He's learning to play ice hockey because it's very popular in Canada.

Arjun is enjoying his new life, but he's facing some challenges. 'I don't

20 like certain stereotypes. For example, people often think that my parents work in an Indian restaurant. It's annoying.' In fact, both his parents are doctors.

- Arjun's classmate Martina Castro is from Brazil. Martina is also discovering a new life in Canada, but she is finding it difficult. Her parents don't speak
- much English. 'I sometimes go with my mum to the shops so I can translate. It's a lot of responsibility. I feel like the parent!'
- What does Martina miss about Brazil? 'I miss my grandparents, cousins, friends ... even teachers! I miss Brazilian food, sunshine and
- beaches. Toronto is on a beautiful lake, but I prefer sandy beaches. We're trying to stay positive, but I need some
- 45 new friends!'





join a club (phr) take up a sport (phr) unirse a un club empezar a practicar un deporte

- 1 Read the article. Answer the questions.
  - 1 Which country is Arjun from? *India*
  - 2 Which country is Martina from?
  - 3 Which country do Arjun and Martina live in now?
- **2** Read the article again. Complete the sentences with one word or number.
  - 1 The distance between Mumbai and Toronto is about *12,000* miles.
  - 2 More than (...) people move from India to Canada every year.
  - 3 Arjun recommends joining a club or starting a new (...).
  - 4 Arjun likes living in Canada, but he doesn't like some (...).
  - 5 Martina sometimes has to (...) for her mother in shops.
  - 6 Martina and her family are trying to have a (...) attitude to the challenges.

**3** Complete the table with the words in the Vocabulary box. Classify them as nouns or verbs.

#### **VOCABULARY**

#### **Immigration**

challenges retos face enfrentarse a immigrants inmigrantes miss echar de menos population población stererotypes estereotipos translate traducir

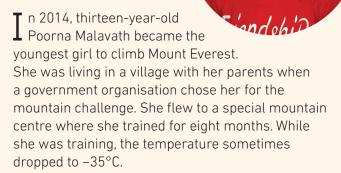
Noun	Verbs
<sup>1</sup> challenges	5 ()
2 ()	6()
3 ()	7 ()
4 ()	

- 4 YOUR WORLD In pairs, ask and answer the questions.
  - 1 Would you like to move to another country?

    I would/wouldn't like to move to another country because ...
  - 2 Where would you like to go? Why?

## Past Simple, Past Continuous and Present Perfect

## REACHING THE TOP



The climb lasted fifty-two days. At times it was dangerous and they had to walk slowly, but Poorna didn't give up. When she raised India's flag on the highest mountain in the world, she said she felt very proud of herself.

Since then Poorna has become famous. They have made a film about her life, Poorna: Courage Has No Limit. She hasn't stopped climbing. In 2022, she completed the 'Seven Summits Challenge'. This challenge involves climbing the highest mountains on seven continents.

#### 1 Read the text and answer the questions.

- 1 What mountain did Poorna climb in 2014? She climbed Mount Everest.
- 2 Where did she train?
- 3 How long did the climb take?
- 4 How did she feel when she raised India's flag?
- 5 Has Poorna continued climbing?

#### 2 Study the Grammar box. Find sentences 1–6 in the text and complete them. Then name the tenses.

- 1 Poorna <u>became</u> the youngest girl to climb Mount Everest. Past Simple
- 2 She (...) in a village with her parents when they chose her for the challenge.
- 3 She (...) to a special mountain centre and she (...) for eight months.
- 4 While she (...), the temperature sometimes (...) to
- 5 Since then Poorna (...) famous.

#### **GRAMMAR**

**Past tenses** 

Past Simple

Acción terminada

She became a good climber.

Acción que se repite

They trained in the countryside.

Past Continuous

Acción en curso

At 9 a.m. she was studying for her exam.

Past Simple and Past Continuous

Acción en curso + acción más corta While I was sleeping, a mosquito bit my leg.

Present Perfect Simple

Resultado en el presente

She's gone home.

Experiencia

I've never been to Paris.

 Present Perfect Simple and Past Simple Acontecimiento reciente + momento específico en el pasado

She's gone home. She went home an hour ago.

Experiencia + momento específico en el pasado

I've been to Paris. I went there three years ago.

#### 3 Choose the correct option.

- 1 Many women *climbed* / have climbed) Mount Everest.
- 2 Poorna sometimes felt scared while she was climbing / has climbed the mountain.
- 3 On 27 July 2017, Poorna has reached / reached the top of Mount Elbrus.
- 4 The film about Poorna got / was getting good reviews when it first came out.
- 5 Someone has written / was writing a book about Poorna's life.

#### 4 Order the words to make questions.

- 1 at 8 a.m.? / were / you / What / doing What were you doing at 8 a.m.?
- 2 last / did / feel proud of yourself? / When /
- 3 ever eaten / Have / packaged food? / you
- 4 did / Where / last weekend? / you / go
- 5 got up? / it / you / raining / when / Was
- 5 YOUR WORLD In pairs, ask and answer the questions in Exercise 4.

A: What were you doing at 8 a.m.? B: At 8 a.m., I was walking to school.

# Listening and Speaking

## A conversation about a workshop | Asking for and offering help

1 Study the Vocabulary box. Then choose the correct option.

#### **VOCABULARY**

#### **Personality adjectives**

active activo/a competitive competitivo/a creative creativo/a curious curioso/a

generous generoso/a organised organizado/a patient paciente sensible sensato/a

- 1 Someone who always has new ideas is *creative*/ sensible.
- 2 Someone who often gives people presents or money is generous / patient.
- 3 Someone who is always moving and doing things is active / organised.
- 4 Someone who wants to learn new things is sensible / curious.
- 5 Someone who always wants to win is competitive / patient.
- 2 (1) 1.12 Listen to Alex telling Mia about a workshop. Complete the information with these words and numbers.

drink Science 5 10 River 14

## PROJECTION MAPPING **WORKSHOP**

## New, easy and great fun!

<b>Location</b> :	<sup>1</sup> <u>Science</u> Museum
Address:	<sup>2</sup> () Road
Title:	Bringing the World to Life
For:	<sup>3</sup> ()- to 17-year-olds
Time:	<sup>4</sup> () a.m. to 4 p.m.
Just bring:	your lunch and a <sup>5</sup> ()
Cost per person: <sup>6</sup> f()	

- 3 4) 1.12 Listen again. Who says these phrases? Write A (Alex) or M (Mia).
  - 1 Is it about making maps? M
  - 2 You learn to create videos on a computer.
  - 3 It's for people who are creative that's you!
  - 4 I'm not confident enough to go on my own.
  - 5 Or are you too shy to go on your own?
- 4 Study the Speaking box.

#### **SPEAKING** Asking for and offering help

#### Asking for help

Would you mind helping me?

¿Le importaría ayudarme?

Can/Could you give me a hand (with ...)?

¿Puedes/Podrías echarme una mano (con...)?

#### Replying

Of course (not)./Sure!

Claro (que no)./¡Por supuesto!

I'll be with you in a minute.

Estaré contigo enseguida.

#### Offering help

Do you need any (more) help?

¿Necesitas (más) ayuda?

Can I give you a hand?

¿Te puedo echar una mano?

#### Replying

That would be great, thanks.

Eso sería genial, gracias.

No, I'm fine, but thanks anyway.

No, estoy bien, pero gracias de todos modos.

5 Complete the dialogue with these words and phrases.

course not excuse great need would you mind

- A: 1 Excuse me. I don't know where the school office is. <sup>2</sup> (...) helping me?
- B: Of <sup>3</sup> (...). Would you like me to take you?
- A: That would be 4 (...), thanks.
- B: Do you <sup>5</sup> (...) any more help?
- A: No, I'm fine, but thanks anyway.
- **YOUR TURN** In pairs, practise the dialogue in Exercise 5.

## A blog post describing a personal challenge

#### **MOMENTS WITH MARCO**

#### My personal challenge

I normally love a new challenge, but when my friend Amy invited me to go to a climbing class, I had a problem: I'm really scared of heights. I first realised this when my class visited Tower Bridge in London. We were standing on a glass floor when I looked down at the river and screamed. I was shaking and my hands were sweating.

I was nervous about the climbing class, but I decided to give it a go. When I arrived and saw the climbing wall, I felt very stressed. It was quite high, but the instructor helped me. At the beginning it was quite difficult, but gradually, I felt less anxious.

The experience has made me more confident. That day I enjoyed the lesson and I couldn't stop smiling. Now I often go climbing and I'm never scared.





- 1 the climbing class? paragraph 2
- 2 how the climbing class changed Marco?
- 3 a bad experience in the past?
- 2 Study the Writing box. Find examples of the phrases in Marco's blog post.

#### **WRITING** A blog post describing a personal challenge

#### Reason for the challenge

I normally love ...

The problem is/was, I ...

I first realised this when/at/on ...

#### Description of the challenge

I was nervous about ...

I decided to give it a go.

When I arrived at/started/saw ..., I felt stressed/nervous. At the beginning it was quite difficult, but gradually, I ...

#### After the challenge

The experience has made me ... That day I ... Now I ... regularly.

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

#### LANGUAGE

Verbs that express emotion

shake scream shout sweat

Before the challenge, Marco felt nervous.

**YOUR TURN** Complete the blog post about a personal challenge. Choose one of these challenges or think of your own.

> go horseriding have a surfing lesson perform in front of the class



I normally love a new challenge, but when my friend/teacher invited me to (...), I had a problem: I'm really scared of (...). I first realised this when (...)ing (...). We were (...) when I (...).



I was nervous about (...), but I decided to give it a go. When I arrived at/ saw/started (...), I felt (...). At the beginning it was quite difficult, but gradually, I felt less anxious.



The experience has made me more (...). That day I enjoyed (...) and I couldn't stop smiling. Now I sometimes/often (...) and I'm never scared.



#### **VOCABULARY**

- 1 Choose the correct answer.
  - 1 I was (...) by the instructions, so I didn't know what to do.
    - (a) confused
- **b** delighted
- 2 My little sister is (...) about everything and asks lots of questions.
  - a anxious
- **b** curious
- 3 This school (...) to help every student get the best possible results.
- **b** improves
- 4 My sister was (...) with her exam results. She didn't do very well.
  - a disappointed
- **b** delighted
- 5 Mr Evans is a very (...) teacher he stays calm when he has to explain things again.
  - a patient
- **b** cheerful
- Complete the text with these words.

<del>challenges</del> down improve managed on up



I like new <sup>1</sup> challenges, so last year I joined a chess club. At first, I lost most of my games. Part of me wanted to give  $^{2}$  (...), but I kept  $^{3}$  (...) trying. I tried to identify why I lost by looking at my games. I broke them  $^4$  (...) into three parts: opening, middle game and endgame. Gradually, I started to  $^{5}$  (...). In the end,  $1^{6}$  (...) to beat some good players!

#### GRAMMAR

3 Choose the correct option.

Hi Tom,

1(I'm writing) I write this email from my new bedroom in our new flat! It's a nice flat and <sup>2</sup> I'm preferring / I prefer it to the old one, but everything is a bit crazy right now! We  $^3$  were moving / moved in yesterday. Dad hurt his leg while he 4 was painting / painted the kitchen. <sup>5</sup> He's waiting / He waits for it to improve so he can return to work. Mum <sup>6</sup> organise / has organised the living room, so at least we can go there to relax.

Julia

- Complete the sentences with the correct form of the verbs in brackets.
  - 1 A: Have you ever <u>taken</u> (take) part in a dance workshop?
    - B: Yes, I have. I (...) (go) to a salsa workshop last May.
  - 2 I can't believe that a week ago we were (...) (sit) on a beach and I wasn't (...) (think) about school at all!
  - 3 Tom was (...) (give) a speech when, suddenly, the microphone (...) (break).
  - 4 Mia's very generous. She has (...) (give) a lot of money to charity.

#### **SPEAKING**

5 Complete the dialogue with these words.

course not excuse great hand mind

- A: <sup>1</sup> Excuse me. Would you <sup>2</sup> (...) helping me?
- B: Of <sup>3</sup> (...). Are you having problems with your phone?
- A: Yes! Can you give me a  $^4$  (...)?
- B: Sure! I'll be with you in a minute.
- A: That would be 5 (...), thanks.

#### DICTATION

6 (1) 1.16 Listen and complete. Then listen again and check.

Welcome once again to our school <sup>1</sup> meeting for the end of the year. I'm <sup>2</sup> (...) to see so many parents here. The students have <sup>3</sup> (...) a lot. You can see some of their  $^4$  (...) on the walls of the  $^5$  (...).

Unit 1