

Unit 4 Challenges



Alan Cressler explores Krubera cave, Abkhazia

FEATURES

46 Adventurers of the year

Profiles of some of the world's top adventurers

48 An impossible decision

The real-life story of two climbers and a difficult decision

50 Challenge yourself

Find out about some challenges for the mind

54 A microadventure

A video about two friends who spend 24 hours in Croatia

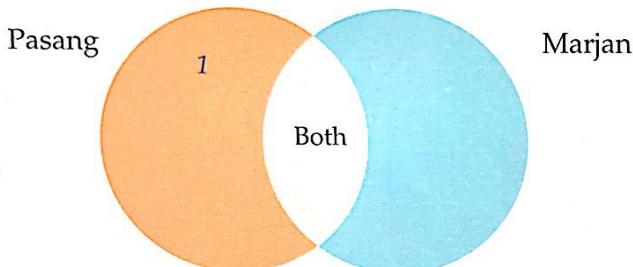
- 1 Look at the photo. Where is the man? Do you think this activity looks exciting or dangerous? Would you like to do this?
- 2 Listen to another caver talking about his hobby. Answer the questions.
 - 1 Why do colleagues at work think he is 'a bit crazy'?
 - 2 Why do cavers work in teams?
 - 3 How do you get to Rumbling Falls Cave?
- 3 Look at these sentences from Vic's description. Match the words in bold with the definitions (a-c).
 - 1 Sometimes you have to **take a risk** when you go caving.
 - 2 Every cave gives you a different **challenge**.
 - 3 Rumbling Falls Cave was probably my biggest **achievement** as a caver.
 - a do something which can be dangerous
 - b success in something after a lot of hard work and effort (e.g. passing an examination)
 - c something very difficult to do
- 4 Work in groups. Discuss the questions.
 - 1 Are you a person who takes risks or are you usually very careful?
 - 2 What is a big achievement in your life so far?
 - 3 What will be a big challenge for you in the future?
 - 4 Is there any kind of risky activity you would like to try in the future?

4a Adventurers of the year

Reading

- 1 Read the article. Are these sentences about Pasang, Marjan, or both of them? Write 1–6 in the diagram.

- 1 She was born in Nepal.
- 2 Her father helped her.
- 3 She started when she was a teenager.
- 4 She trained for her job.
- 5 She competed in other countries.
- 6 She changed other people's lives.



2 Read the article again. Work in pairs and discuss the questions.

- 1 What do you think was Pasang's biggest challenge?
- 2 Why is she famous?
- 3 What was Marjan's ambition?
- 4 What were her team's achievements?

Grammar past simple

PAST SIMPLE

We use the past simple to talk about finished actions, events or situations in the past.

Pasang Lhamu Sherpa Akita lived with her younger sister in Lukla.

Marjan Sadequi grew up in the capital city of Kabul.

People didn't have homes or food.

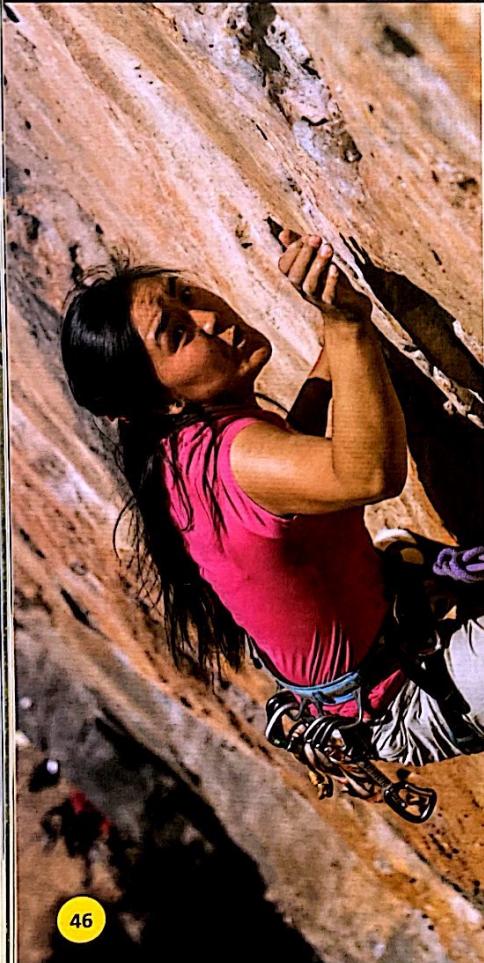
It wasn't easy to practise around the roads of Kabul.

For further information and practice, see page 162.

► 27

ADVENTURERS of the YEAR

EVERY YEAR, READERS OF **NATIONAL GEOGRAPHIC** MAGAZINE VOTE FOR THEIR ADVENTURERS OF THE YEAR. HERE ARE TWO OF THEM.



46

THE MOUNTAINEER

As a child, Pasang Lhamu Sherpa Akita lived with her younger sister in Lukla, a town in northeastern Nepal. Her parents died when she was young. As a teenager she trained as a mountaineer. She worked as a mountain guide and she climbed Mount Everest when she was only 22. In 2015, there was a terrible earthquake in Nepal and many people didn't have homes or food, so Pasang helped them. Nowadays she also works to improve education in Nepal and is famous for her voluntary work as well as her mountaineering.

THE CYCLIST

Marjan Sadequi was born in Afghanistan and grew up in the capital city of Kabul. Her father was the national cycling coach for the men's team and, from very early on in life, Marjan had an ambition to become a cyclist. Her father gave Marjan her first bicycle when she was a teenager, and he soon saw how much Marjan loved cycling. As a result, he built a new women's cycling team with his daughter and ten other women. It wasn't easy to practise around the roads of Kabul but, in 2013, the team went to New Delhi and they had their first international competition against other female cycling teams. They didn't win, but they entered more races in Pakistan, Kazakhstan and South Korea and because of Marjan and her team's achievements, more women are now cycling in Afghanistan.



3 Look at the grammar box on page 46. Underline the past simple forms in the article. Which are regular? Which are irregular?

4 Answer these questions.

- 1 What do we add to regular verbs to form the past simple? What do we add if the verb ends in -e? What if the verb ends in -y?
- 2 What is the infinitive form of the irregular verbs you underlined?
grew up – grow up
- 3 How do we form the negative of most past simple verbs? How do we form the negative of be?

5 Pronunciation /d/, /t/ or /ɪd/

a **► 28** Listen to the -ed ending of these regular verbs. Is the sound /d/, /t/ or /ɪd/? Notice how /ɪd/ comes after the letters t or d and adds an extra syllable.

1 lived	/d/	5 waited
2 finished	/t/	6 looked
3 wanted	/ɪd/	7 decided
4 studied		8 climbed

b **► 28** Listen again and repeat.

6 Complete the text about another adventurer with the past simple form of the verbs.



THE PHOTOGRAPHER

Reza ¹ was (be) born in Tabriz, Iran, in 1952. He ² studied (study) architecture at the university in Tehran but he ³ not / become an architect. When he was a teenager, Reza ⁴ loved (love) photography, and after university, he ⁵ got (get) a job with a local newspaper as a photographer. But he ⁶ not / want to take photos of local news, so in 1978 he ⁷ go (go) abroad and he ⁸ take (take) photos of wars. Nowadays he works for *National Geographic* magazine.

7 Read the text about Reza again. Answer the questions.

- 1 When was Reza born?
- 2 Where did he study architecture?
- 3 What did he love when he was a teenager?
- 4 What did he do after university?
- 5 Did he want to take photos of local news?
- 6 When did he go abroad?

► PAST SIMPLE QUESTIONS

*When was Reza born?
Where did he study architecture?
Did he want to take photos of local news?*

For further information and practice, see page 162.

8 Look at the grammar box. Choose the correct option (a–b) to complete these rules.

- 1 With most regular and irregular verbs, we make questions with:
 - a the past simple form of the verb.
 - b *did* + infinitive.
- 2 With *be*, we make questions with:
 - a *was* and *were*.
 - b *did* + infinitive.

9 Read these questions and answers from interviews with Pasang and Marjan. Complete the questions.

- 1 I: Where did you live as a child?
P: In Lukla, in northeastern Nepal.
- 2 I: When Mount Everest?
P: When I was 22 years old.
- 3 I: Who after the earthquake?
P: People with no homes and no food.
- 4 I: you born?
M: In Afghanistan
- 5 I: your first international competition?
M: In 2013.
- 6 I: the race in New Delhi?
M: No, we didn't.

Speaking my life

10 Write six questions to ask your partner about the past. Use some of these ideas.

where / be / born? where / grow up?
when / learn / to ride a bike?
when / start / studying English?
where / go / holiday / last year?
go / abroad / last year? go / university?
what / be / first job?

11 Work in pairs. Take turns to ask and answer your questions. Make notes about your partner.

12 Work with a new partner. Describe your first partner's life.

my life

► YOUR PAST ► EVENTS YOU REMEMBER ► CHALLENGES IN ENGLISH ► TELLING A STORY

► A TRUE STORY

4b An impossible decision



Vocabulary personal qualities

- 1 Work in groups. Read this English expression and discuss the questions.

'Two heads are better than one.'

- 1 What do you think the expression means?
- 2 Do you have a similar expression in your language?
- 3 What are the advantages and disadvantages of working in teams with other people?
- 4 What do you think makes a good team member?

- 2 Read the sentences (1–7) about what makes a good team member. Match these adjectives with the sentences.

experienced friendly hard-working
intelligent kind patient positive

A good team member:

- 1 likes meeting people and gets on with everyone. *friendly*
- 2 is a good listener and thinks about other people.
- 3 gives people the time they need and waits for them.
- 4 is always happy and looks for the good things in life.
- 5 works extra hours when it's necessary.
- 6 knows a lot about his or her area of work.
- 7 is good at learning and understanding.

- 3 Work in pairs. Which qualities in Exercise 2 do these people have? Why?

a close friend a language learner
a manager a parent a president a teacher

A good teacher is patient because the students need time to learn.

Listening

- 4 What difficult decisions do people have to make in life? What decisions do you have to make at work or for your studies? Tell your partner.

I left my old company last year. It was difficult because I had lots of good colleagues there. But I wanted a new job.

- 5 **► 29** Listen to the first part of a true story about two climbers called Joe Simpson and Simon Yates. Number these pictures in the correct order (1–6).



6 Work in pairs. What was Yates' impossible decision at the end? What do you think he did?

7 ▶ 30 Now listen to the whole story and answer the questions.

- 1 What two personal qualities from Exercise 2 did Simpson and Yates have?
- 2 Why didn't they stay at the top of the mountain for very long?
- 3 What decision did Yates make in the end?
- 4 The next day, what did Yates think about Simpson?
- 5 What did Yates hear in the night?
- 6 How did the story of Yates and Simpson become famous?

Grammar past continuous and past simple

► PAST CONTINUOUS and PAST SIMPLE

While they were going down the mountain, Simpson fell. He wasn't moving, but he was still breathing.

Note: We often use *when* and *while* to talk about one action happening at the same time as another.

For further information and practice, see page 162.

8 Look at the sentences in the grammar box.

Answer these questions.

- 1 Which verb(s) talk about completed actions?
- 2 Which verb(s) talk about actions in progress at a moment in the past?
- 3 We often use the two verb forms together. Which verb form is used for the longer, continuing activity? Which form is used for the shorter, finished action?
- 4 What is the auxiliary verb in the past continuous? What is the form of the main verb?

9 ▶ 30 Read the sentences from the story about Simpson and Yates. Choose the correct option. Then listen and check.

- 1 The sun *shone* / *was shining* when Simpson and Yates left their tents on the first day.
- 2 When they reached the top of the mountain, it *snowed* / *was snowing*.
- 3 While they were going down the mountain, Simpson *broke* / *was breaking* his knee.
- 4 For an hour, Yates held the rope, but it *pulled* / *was pulling* him off the mountain.
- 5 Yates was sleeping in his tent but he suddenly *woke up* / *was waking up*.
- 6 Finally, he *found* / *was finding* Simpson on the ground.

10 Complete the sentences with one verb in the past continuous form and one verb in the past simple form.

- 1 I was working (work) on my own when a group of people came (come) into my office.
- 2 We _____ (met) them when they _____ (live) above our apartment.
- 3 They _____ (not get on) very well, so the team _____ (agree) to have a meeting.
- 4 The weather _____ (be) cold this morning but it _____ (not rain) so I cycled to work.
- 5 I saw you across the street but I _____ (not stop) because I _____ (run) to my job interview!
- 6 What _____ he _____ (do) when you _____ (phone) him?
- 7 Which cities _____ they _____ (visit) while they _____ (travel) through Brazil?
- 8 Why _____ you _____ (answer) that call while we _____ (watch) the film?

11 Pronunciation was/were

a ▶ 31 Listen to sentences 1 to 4 from Exercise 10. Notice the pronunciation of *was*, *were*, *wasn't* and *weren't*. Which are stressed and which are unstressed?

b ▶ 31 Listen again and repeat the sentences.

Speaking my life

12 Which of these events happened to you in the past? Write some sentences about them and say when the events happened.

broke a bone
achieved something with a team of other people
first fell in love
got my first job
had an accident
had an argument with a close friend
received really good news
was late for an important meeting

I broke a bone in my arm on my sixth birthday.

13 Work in pairs. Take turns to tell your partner about the things that happened to you. Ask and answer questions about what you were doing when it happened.

A: I broke a bone in my arm on my sixth birthday.

B: What were you doing when it happened?

A: I was riding my first bicycle when I fell off.

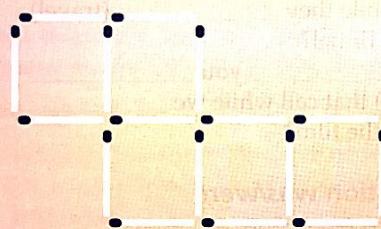
4c Challenge yourself

Reading

- 1 Work in pairs. Do you like doing crosswords, quizzes or puzzles? How much time do you spend playing video and computer games every week? Tell your partner.
- 2 Answer this riddle and solve the matchstick puzzle, then take the numbers memory challenge on page 51. Turn to page 155 to find the answers.

A riddle: *What is yours, but other people use it more than you?*

A puzzle: Move two matchsticks and make four equal squares.



- 3 Why do you think people like taking these types of challenge?
- 4 Read the second part of the article. Are these sentences true (T) or false (F)?
 - 1 Professor Rubik taught students about architecture.
 - 2 He made the cube to teach his students about puzzles.
 - 3 Professor Rubik solved the problem of the cube straight away.
 - 4 A robot can solve a Rubik's cube faster than a human.
 - 5 Some scientists think puzzles and games are only good for older people's brains.
 - 6 A study showed some adults over sixty are better at video games than other adults over sixty.

Critical thinking looking for evidence

- 5 **Evidence** is factual information to support an idea. Which three types of evidence does the writer use in the article? Which does he not use?
 - facts from history
 - data (e.g. numbers and amounts)
 - quotes from people
 - results from a scientific study

- 6 Read these ideas from the article and answer the questions (1–2).

- a The Rubik's cube became one of the most popular toys in history.
 - b Our brain naturally loves solving problems.
 - c Some scientists think puzzles and games can improve memory in the elderly.
- 1 Which two ideas have lots of evidence in the article to support them? Underline this evidence.
 - 2 Which idea doesn't have much evidence in the article? (It's the writer's opinion.)

Wordbuilding verbs and nouns

► WORDBUILDING verbs and nouns

Some words have a verb form and a noun form. Sometimes the verb and noun form are the same: *challenge* (v) *challenge* (n)
Sometimes the forms are different:
achieve (v) *achievement* (n)

For further practice, see Workbook page 35.

- 7 Look at the wordbuilding box. Complete this table with words from the article.

Verb	Noun
challenge	a challenge
achieve	an achievement
1 _____	a solution
2 _____	an answer
3 _____	player
memorize	4 _____
5 _____	a study
test	6 _____
7 _____	a score

Writing and speaking my life

- 8 Complete these questions about learning English with a verb or noun from the table. Then ask your partner the questions.

- 1 What do you think is the biggest *challenge* when learning English?
 - 2 Do you like _____ problems in English on your own or working with other learners? Why?
 - 3 What do you think is the best way to _____ new words in English?
 - 4 When you study for a _____ or exam, how do you do it?
- 9 Work in pairs. Write a list of tips for someone who is a beginner in English. Give them advice about the best ways to learn.

CHALLENGE YOURSELF

THE NUMBERS MEMORY CHALLENGE

Cover the groups of numbers in this list. Then look at the first group, cover it again, and try to say the numbers. Then look at the second group of numbers, cover them and try to say them.

Continue down the list. When do you stop remembering all the numbers in a group?

4	9	2	6						
5	7	8	4	3					
9	5	3	4	5	6				
7	4	3	0	6	7	3			
8	9	3	1	4	2	8	9		
6	3	9	8	1	8	5	3	1	
9	2	7	8	3	6	9	7	0	8

▶ 32

In 1974, Professor Erno Rubik was looking for an interesting way to teach his architecture students about 3D geometry. To do this, he made a cube with nine other cubes on each of its sides. The smaller cubes were different colours and you could turn them in different directions. The challenge was to make each side all one colour. The problem was that there were 43 quintillion (43,000,000,000,000,000) ways to move the cubes. As a result, it took Professor Rubik over a month to solve his own problem.

In the end, the Rubik's cube became one of the most popular toys in history. Over 400 million Rubik's cubes have been sold around the world and one in seven people have played with one. In 2008, a Dutch teenager called Mats Valk solved the Rubik's cube in 5.55 seconds. It's still the world record for a human; a robot beat him with a time of 1.019 seconds.

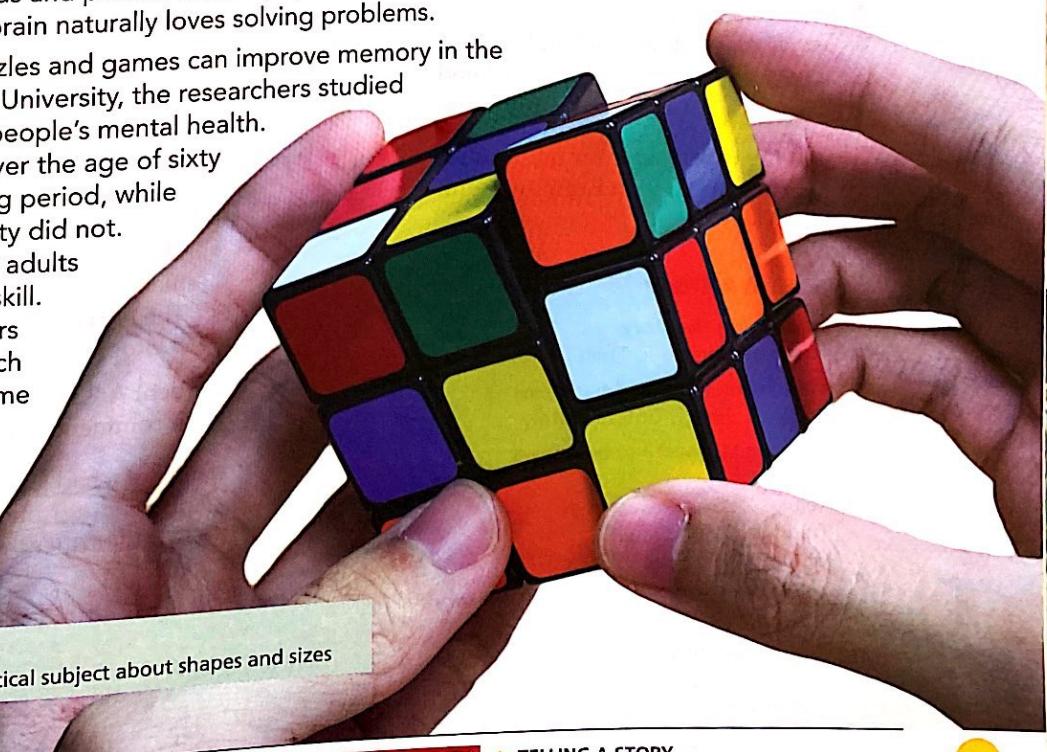
So why do humans love challenging themselves with puzzles like the Rubik's cube? It's the same reason we like crosswords and puzzles in newspapers, or why we play video games on our phones and tablets. Our brain naturally loves solving problems.

Some scientists also think puzzles and games can improve memory in the elderly. In one study at Illinois University, the researchers studied how video games help older people's mental health.

In their study, twenty adults over the age of sixty played a video game for a long period, while another twenty adults over sixty did not.

Afterwards, they gave all forty adults a test of memory and mental skill.

Overall, the video game players scored higher on the test, which means a challenging video game could be good for our brains.



3D (dj) /θri:'di:/ three dimensional
geometry (n) /dʒi:'ɒmətri/ mathematical subject about shapes and sizes

my life

► YOUR PAST ► EVENTS YOU REMEMBER

► CHALLENGES IN ENGLISH

► TELLING A STORY

4d True stories

Real life telling a story

1 Do you ever go camping at weekends or on holiday? Why? / Why not?

2 ► 33 Listen to two friends talking about a camping trip. Answer the questions.

- 1 Was the start of the weekend good or bad?
- 2 When did Mark and the others leave the house?
- 3 What happened to the car?
- 4 Who helped them?
- 5 What was the problem when they found the campsite?
- 6 Where did they go instead?

3 ► 33 Listen again. Complete the conversation.

A: Hi Mark. How was your camping trip?

B: It was great in the end, but we had a terrible time at the beginning.

A: Why?

B: ¹ _____, we left the house late, and then after only half an hour the car broke down.

A: Oh no! ² _____?

B: ³ _____ there was a garage nearby and the mechanic fixed the problem. But ⁴ _____ we arrived at the forest, it was getting dark. ⁵ _____ we drove around for about an hour, we ⁶ _____ found the campsite, but it was completely dark by then. And it was raining!

A: Really? So ⁷ _____?

B: We found a nice, warm hotel down the road!

A: That was lucky!

B: Yes, it was a great hotel and ⁸ _____ we stayed there for the whole weekend.

A: ⁹ _____!

4 Look at the expressions for telling a story. Match the expressions (1–9) in Exercise 3 with the headings (a–d).

► TELLING A STORY

a Sequencing the story

At the beginning ... Then ... Next ... While ...

b Introducing good and bad news

Luckily ... But ... Unfortunately ...

c Reacting to good and bad news

Why?

Really?

That was a good idea!

Oh no!

d Asking about the next part of the story

What did you do?

What happened?

5 Pronunciation intonation for responding

► 34 Listen to the expressions for reacting to good and bad news. Notice how the listener uses intonation to show interest. Listen again and repeat.

Why?

Really?

That was a good idea!

Oh no!

6 Work in pairs. Practise the conversation from Exercise 3. Take turns to be person A. Be careful with your intonation when you are responding.

7 Work in pairs. Practise telling a story and responding.

Student A: Use these ideas to tell a story to your partner.

- You had a terrible journey to work.
- You were cycling and it started raining.
- A car hit your bike.
- You weren't hurt.
- The driver was very nice. He owns a bicycle shop.
- He gave you a new bike! It's much better than your old one!

Student B: Listen to your partner and respond with comments and questions.

8 Now change roles.

Student B: Use these ideas to tell a story to your partner.

- You went hiking with a friend in the mountains.
- It started snowing.
- You went back towards the town, but it was getting dark.
- You passed a large house with the lights on.
- The people in the house invited you in. They made you dinner and you stayed the night.
- The next day the sun was shining. You reached the top of the mountain.

Student A: Listen to your partner and respond with comments and questions.

9 Think of a bad journey you had. Did it have a happy ending? Make a list of the events. Then tell your partner the story.

4e A story of survival

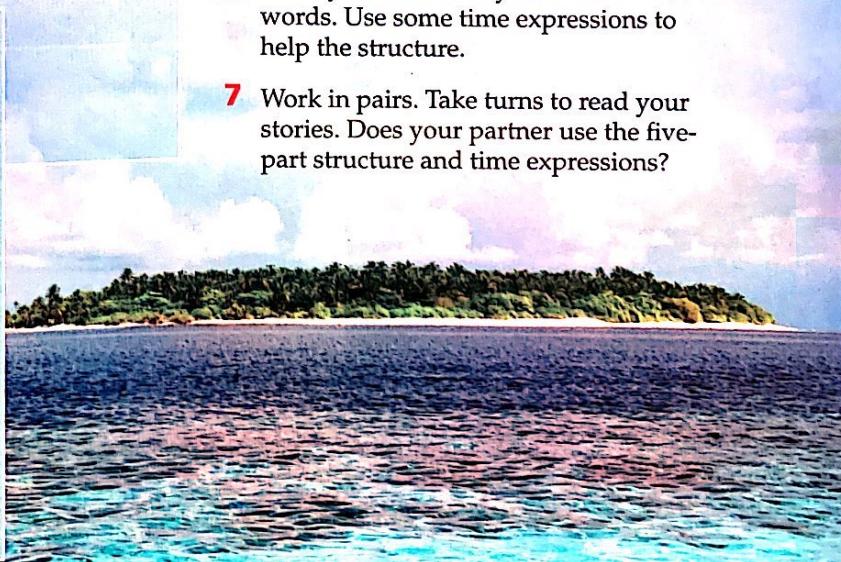
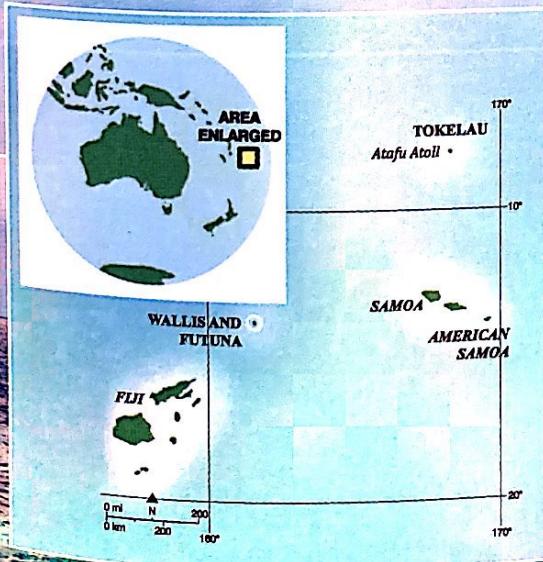
Writing a short story

- 1 What is an interesting story in the news at the moment? Is it good news or bad news?
- 2 Stories in the news answer some or all of these questions. Read the short story and answer the questions.
 - 1 Where did it happen?
 - 2 What was the weather like? Who was there? What were they doing?
 - 3 What went wrong?
 - 4 What surprising event happened? Who was there? What were they doing?
 - 5 Did the story have a happy or sad ending?

Boys survive 50 DAYS lost at sea

The islands of Atafu are in the middle of the Pacific Ocean and the people there go fishing every day. One day, the sun was shining and the sea was calm, so three teenage boys went fishing in a small boat. In the evening, they didn't arrive home, so the islanders went out and looked for them. After many days there was no sign of them and everyone thought the boys were dead.

Fifty days later, some fishermen were sailing in the middle of the Pacific Ocean when they saw a small boat in the distance. The three boys were in the boat, over 1,500 kilometres from their home. They were living on fish from the sea and rainwater. In the end, they returned to their families alive and well.



3 Writing skill structure your writing

The story has a five-part structure. Number the parts (a–e) in the correct order (1–5).

- a The day the story starts, the background events (such as the weather) and what happened at first.
- b An important moment when something goes wrong, and what happens next.
- c There is a happy (or sad) ending.
- d The place and the typical lives of the people. ¹
- e A surprising (and often positive) change in the story after a long time.

- 4 Time expressions help the structure of a story. Look at this example and underline the other time expressions in the story.

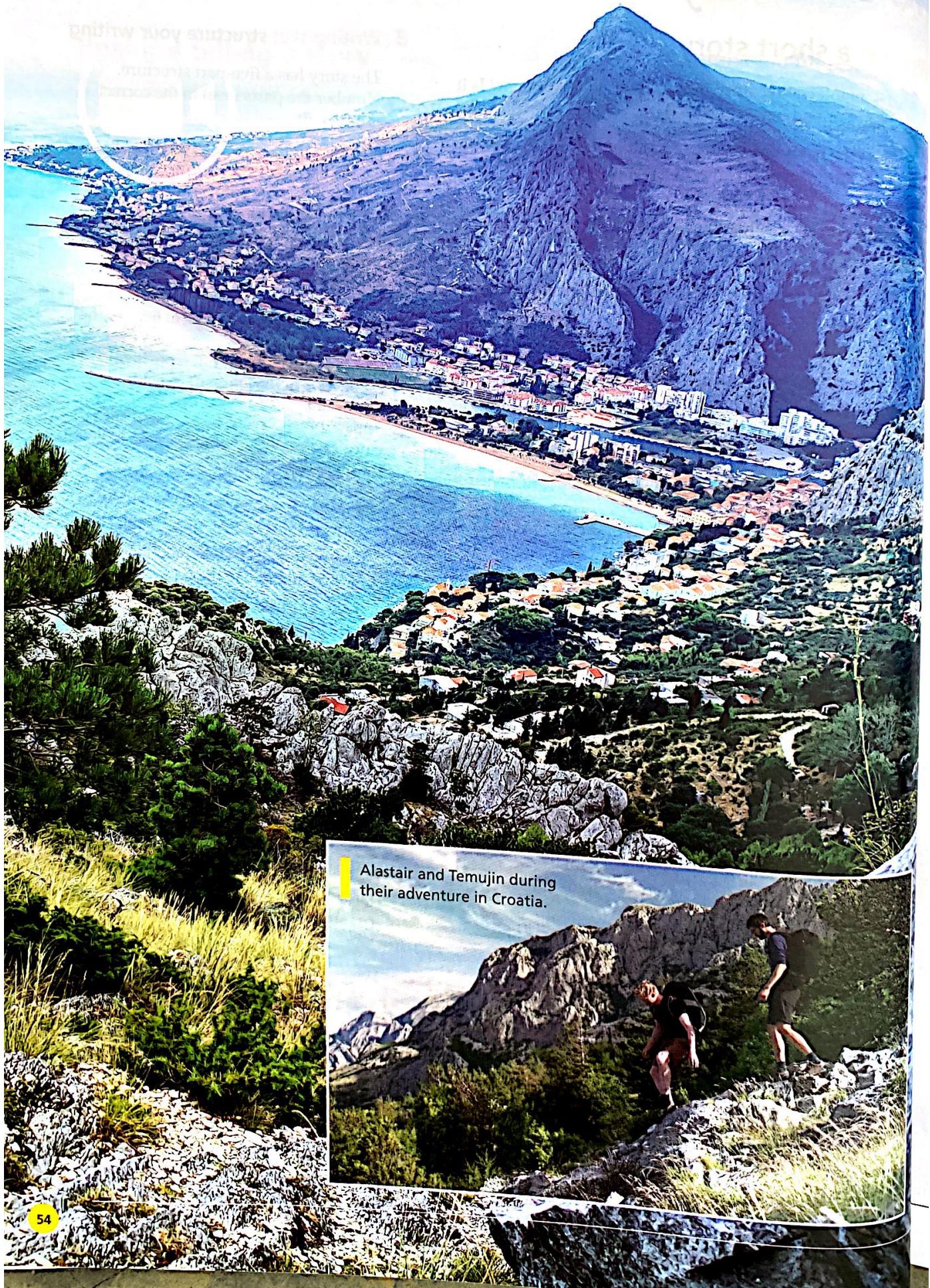
The islands of Atafu are in the middle of the Pacific Ocean and the people there go fishing every day. One day, the sun was shining and the sea was calm, so three teenage boys went fishing in a small boat.

- 5 You are going to write a short story. Use a story from your own life or a story in the news. Plan the story using the five-part structure and make notes to answer the questions in Exercise 2.

- 6 Write your short story in about 80–100 words. Use some time expressions to help the structure.

- 7 Work in pairs. Take turns to read your stories. Does your partner use the five-part structure and time expressions?

4f A microadventure



Alastair and Temujin during their adventure in Croatia.

Before you watch

- 1 Make a list of things you did in the last 24 hours. Write as many things as you can in two minutes. Then work in pairs. Take turns to read your lists. Who wrote the longest list?

I got up, I brushed my teeth, I ate breakfast, ...

- 2 You are going to watch a video about two friends. They are spending 24 hours in Croatia on a 'microadventure'. Complete these sentences from the video in the past simple, using the irregular verb in brackets.

- a We _____ a photo of the city lights below. (take)
- b We _____ the city. (leave)
- c We _____ next to this rock. (wake up)
- d We _____ some bread, some grapes, some meat. (buy)
- e We _____ swimming in the Mediterranean Sea. (go)
- f We _____ an ice cream. (eat)
- g Al _____ on a wall. (sit)
- h We _____ some water and watched the sunset. (have)
- i We _____ a sandwich. (make)
- j We _____ a river. (find)

While you watch

- 3 **4.1** Watch the video. Number the sentences in Exercise 2 in the order they happen (1–10).

We ate an ice cream. 1

- 4 **4.1** Choose the correct option to complete the sentences. Sometimes, more than one option is possible. Then watch the video again to check.

- 1 Alastair Humphreys is:
a a filmmaker. c a writer. ✓
b an adventurer. ✓
- 2 They hired:
a a car. c bicycles.
b motorbikes.
- 3 They drove:
a through a tunnel. c round a bend.
b over a bridge.
- 4 They saw:
a a fish. c a butterfly.
b a dragonfly.
- 5 They stopped:
a at a river. c at a restaurant.
b at a castle.
- 6 On the mountain, they could hear:
a people. c music.
b animals.
- 7 In the morning, Alastair:
a ate a banana. c phoned his mother.
b brushed his teeth.
- 8 Afterwards, they had:
a a shower. c breakfast.
b a coffee.

After you watch

5 Vocabulary in context

- 4.2** Watch the clips from the video. Choose the correct meaning of the words and phrases.

- 6 Work in pairs. Watch the video again with the sound OFF. Try to describe what happened in the microadventure as you see each action on the screen.

- 7 Work in pairs. You are going to plan a 24-hour microadventure. Discuss these ideas and make your plans.

- Where will you go?
- What will you do?
- What will you see?

At 9 o'clock we'll take the train to ... and visit ...

- 8 Work with another pair and describe your plans for your microadventure.



UNIT 4 REVIEW AND MEMORY BOOSTER

Grammar

- 1 Complete the text with the past simple form of the verbs.

In 2013 Aleksander Doba¹

(cross) the Atlantic Ocean in a kayak.

He²

(start) his journey in Lisbon, Portugal and he

³

(arrive) in Florida six months later.

He⁴ (travel) 12,427 kilometres and it⁵

(be) a difficult journey. His kayak

⁶ (break) near the Bahamas, so he

⁷ (stop) to fix it. He also⁸

(have) other challenges – his satellite phone

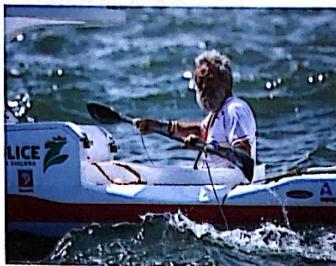
⁹ (not work) for 47 days so he

¹⁰ (not have) any communication.

Aleksander¹¹ (be born) in Poland in

1946 and he¹² (not begin) kayaking

until the age of 34.



- 2 Complete the questions about Aleksander Doba.

- 1 How did _____? In a kayak.
- 2 How long did _____? Six months.
- 3 How far _____? 12,427 kilometres.
- 4 Did he _____? Yes, his phone didn't work for 47 days.

- 3 **» MB** Work in pairs. Answer the questions about the story in Exercise 1.

- 1 What were the personal qualities of Aleksander Doba?
- 2 Why do you think people like Aleksander take risks and give themselves challenges?

- 4 Choose the correct options.

The sun¹ shone / was shining as the plane turned onto the runway. As it² took off / was taking off, the passengers inside the plane sat quietly. They³ took / were taking their first parachute jump. Everyone⁴ was / was being nervous and no one⁵ talked / was talking. When the plane⁶ reached / was reaching the correct height, their teacher shouted, 'Right everyone.'

It's time to jump! She⁷ opened / was opening the door on the side of the plane and, in the next moment, everyone⁸ jumping / was jumping out of the plane towards the ground.



I CAN

use the past simple and past continuous

Vocabulary

- 5 Complete the sentences with these words.

challenging experienced intelligent kind patient positive

- 1 Don't get angry when things don't happen as fast as you want. Learn to be _____.
- 2 He's a very _____ climber. He started mountaineering when he was a child.
- 3 It's very _____ of you to help me with my homework.
- 4 Even when things go wrong, it's important to stay _____.
- 5 My friend is the most _____ person in our class. She always gets 100% on tests.
- 6 Finishing the marathon was very _____ but I did it in the end.

I CAN

talk about personal qualities and challenges

Real life

- 6 **» MB** Work in pairs. Look at the pictures (1–5).

Student A: Tell the story to your partner using some of these words.

at the beginning but luckily next while

Student B: Listen to the story and react to good and bad news with some of these phrases.

Oh no! Really? What happened? Why?



I CAN

tell a story

react to good and bad news