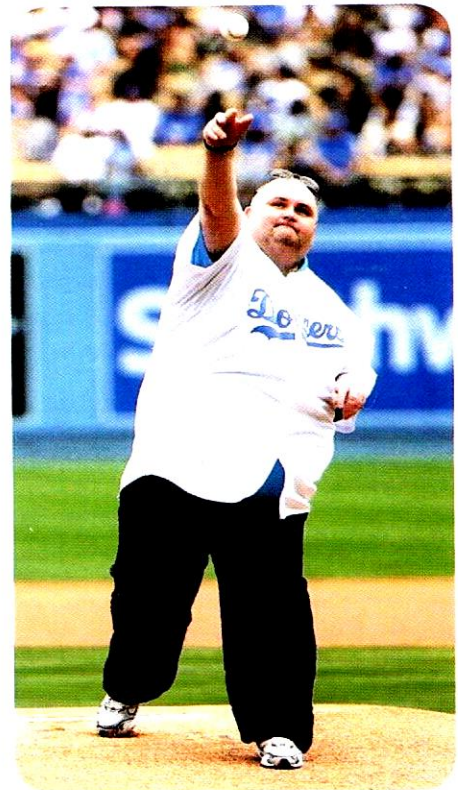


They gave the extra money to anti-bullying charities. By this time, the story of 'Dancing Man' was well known. When Sean opened his own Twitter account (@dancingmanfound) he quickly got more than 80,000 followers. Celebrities offered to help with the party and American TV shows wanted to speak to Sean.

The party took place at a café in Hollywood in May 2015. About 1,000 people were there and they performed to music from celebrity DJ Moby. ⁴ ____ But it was just part of an amazing weekend in the USA. Before the party, he appeared on *Today*, one of the most

popular shows on American TV. On the show, he performed with Meghan Trainor. The day after the party, he threw the first ball of an important baseball match. So in the end, a story about cyberbullying became a story about kindness. 'It really shows the power of people,' said Cassandra Fairbanks.



In a shop

I can talk about products and prices.



1 **SPEAKING** Describe the photo. Where are the people? What are they doing?

2 **3.25** Read and listen to the dialogue. Which phone does the girl buy?

Assistant Hello, can I help you?
Girl Yes, I'm looking for a new smartphone.
Assistant Well, the new SmartTalk 3000 is very popular. Or there's the Micro 4, which is a bit cheaper.
Girl Does the Micro 4 have a good camera?
Assistant Yes, but the camera on the SmartTalk 3000 is better.
Girl And how much are the phones?
Assistant The SmartTalk is £120.50 and the Micro 4 is £89.99.
Girl I'd like the Micro 4, please. Can I pay by debit card?
Assistant Of course. That's £89.99, please ... Can you enter your PIN? ... Would you like a bag?
Girl No, thanks.
Assistant There you are. Thank you very much.
Girl Thanks. Goodbye.

LEARN THIS! Talking about prices

We write **We say**
 25p twenty-five p / twenty-five pence
 £6.99 six pounds ninety-nine / six ninety-nine
 £150 a hundred and fifty pounds

3 Read the **Learn this!** box. Find two prices in the dialogue in exercise 2 and say them correctly.

4 **3.26** **VOCABULARY** Listen to three conversations in a shop. Answer the questions for each conversation.

- 1 What product does the customer want to buy?
- 2 Which features do the customer and the shop assistant mention? Choose from the items below.
- 3 How much does the customer spend?

Features of gadgets battery life built-in 4G built-in webcam a case headphones an HDMI port a memory card slot a motion sensor a SIM card a touch-screen a USB port Wi-Fi wireless speakers

5 **KEY PHRASES** Complete the phrases with the words below. Which phrases are said by a shop assistant? Which are said by a customer?

cash change comes credit card help like looking much next pay PIN receipt would

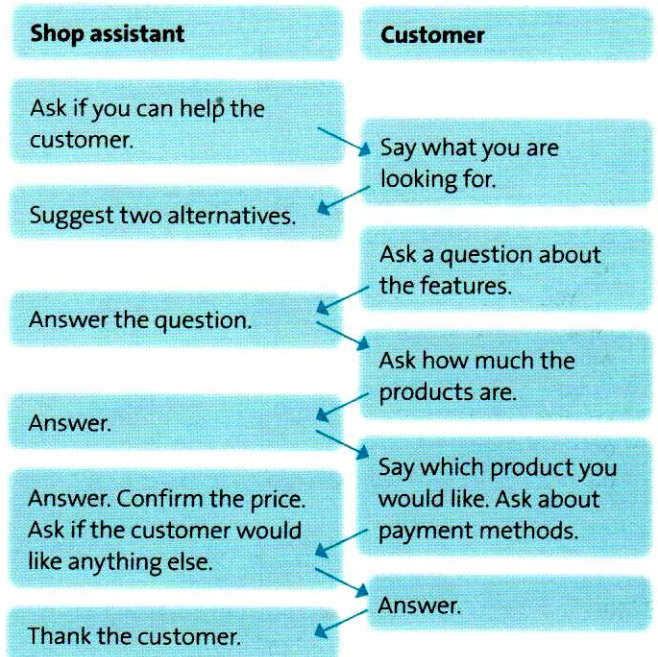
In a shop

How can I ¹ _____ you?
 I'm just ² _____, thanks.
³ _____, please!
 How ⁴ _____ is it / are they?
 That ⁵ _____ to (£10), please.
 How would you like to ⁶ _____?
 Can I pay in ⁷ _____ / by debit card / by ⁸ _____?
 Enter your ⁹ _____, please.
 Here's your ¹⁰ _____ and receipt.
 Could I have a ¹¹ _____, please?
 Would you ¹² _____ a bag?
¹³ _____ you like anything else?

► **Vocabulary Builder** Money and prices: page 120

6 **3.26** Listen again. Which of the phrases in exercise 5 did the speakers use?

7 **SPEAKING** Work in pairs. Prepare a dialogue following the prompts below. Use the information in the **Learn this!** box and key phrases from exercise 5.



8 **SPEAKING** Act out your dialogue to the class.

A narrative

I can write a narrative.

- 1 **SPEAKING** Do you have a PIN (personal identification number) for your phone? Think of other situations in which people sometimes need a PIN. Do you find it easy to remember PINs? Do you always use the same PIN?



- 2 Read the text. Why did the phone become locked when Emily entered her PIN?

Write a story about a time when your phone (or another electronic device) caused problems for you.

LOCKED OUT!

A few months ago, I went out for the evening with my friend Suzie. We planned to have a pizza at a café in town. My dad kindly took us there in his car. 'I can come and get you,' my dad said, 'but don't call too late.'

We had a very nice meal at the café. Afterwards, I tried to call my dad. I entered my PIN, but the phone didn't accept it: I got an error message. I tried again, but the same thing happened.

'This is strange,' I said. I tried a third time; unfortunately, the phone became locked. I couldn't use it.

'Don't worry, Emily, you can use my phone,' said Suzie.

Amazingly, the same thing happened to her. She tried three times, but the PIN was wrong and her phone became locked too. I thought very hard and then I remembered something: we had the same type of phone.

'You've got my phone and I've got yours,' I said. 'We swapped by accident. That's why the PIN numbers were wrong!'

Luckily, we saw a boy from our class in the café and told him about our problem. He lent me his phone and I called my dad. So we got home safely in the end – but our phones were locked for three days!

- 3 **KEY PHRASES** Add the underlined time expressions in the model text to the correct group below.

Time expressions for setting the scene

a few weeks ago ¹ _____ last weekend
one day last summer recently some time last year

Time expressions for ordering events

a few moments later ² _____ at that moment
³ _____ later ⁴ _____
the next day

- 4 Read the **Learn this!** box and answer the questions.

- Find five adverbs ending in *-ly* in the model text.
- Find two adverbs that have the same form as the adjective.
- Are the adverbs use 1) or use 2)?

LEARN THIS! Adverbs

a Most adverbs are formed by adding *-ly* to an adjective:
slow – slowly dangerous – dangerously

b Some adverbs are the same as the adjective. These include: *early fast hard late*

c The adverb related to the adjective *good* is *well*.

We use adverbs in two main ways:

- 1 to describe a particular verb or action:

verb
She shouted angrily.

- 2 to describe a situation or event in general:

event
Sadly, he didn't pass his exams.

► **Vocabulary Builder** Adverbs: page 120

Writing Strategy

Try to include some direct speech when you write a narrative.

Put quotation marks around the words that the person speaks. Put a comma, question mark or exclamation mark before the closing quotation marks.

'Who are you?' I asked. 'I'm Joe,' he said.

- 5 Read the **Writing Strategy**. Then add the correct punctuation to the direct speech.

- Have you got my charger she asked.
- I can't find my memory stick said Tom.
- Good luck shouted my mum. Thanks I said.
- It's very late said my friend.
- Did you see me asked Ben quietly. Yes I replied.

- 6 Plan your own story using the task in exercise 2. Read these questions and make notes.

- Where were you? Who were you with?
- What kind of device caused the problem? What was the problem?
- What did you do when the problem happened? How did you solve it?
- How did it all end? Did it end well or badly for you?

- 7 Write your story using your notes from exercise 6. Try to include some direct speech and one or two adverbs. Use time expressions from exercise 3.

CHECK YOUR WORK

Have you ...

- included some direct speech with correct punctuation?
- used at least one adverb?
- checked your spelling and grammar?

8

Be active!

Unit map

Vocabulary

Sports
Future time expressions
Nationalities
Athletics events

Word Skills

Noun suffixes

Grammar

going to
will

Listening Prediction



Reading Against the odds



Speaking Negotiating



Writing An informal letter

Culture 8 Football



Vocabulary Builder page 121

Grammar Builder page 138

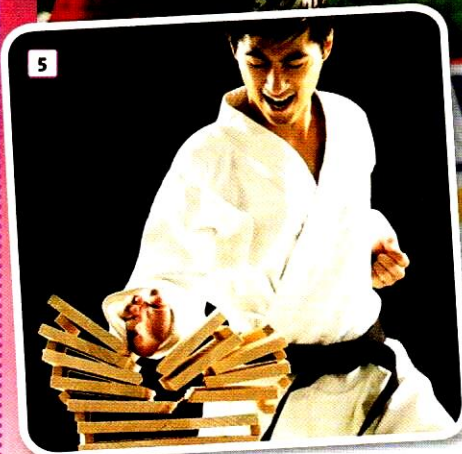
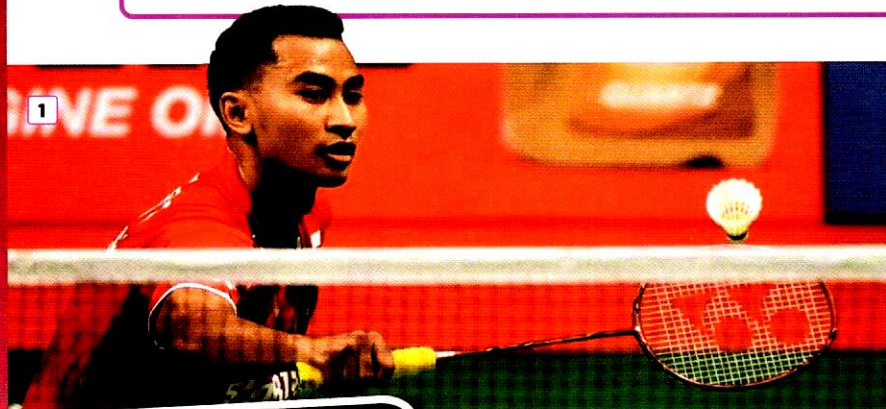
Grammar Reference page 139

8A

Vocabulary

Sports and hobbies

I can talk about different sports and activities.



1 **SPEAKING** How often do you do sport? Where do you usually do it?

2 **VOCABULARY** Match photos (1–6) with six words from the list.

Sports aerobics athletics badminton basketball climbing cycling
football golf gymnastics handball ice hockey ice skating judo karate
roller skating running skateboarding skiing surfing swimming table tennis
tennis volleyball

3 **3.27** Listen and repeat the words in exercise 2.

LEARN THIS! play / go / do

a We normally use *play* with ball games and team sports.

play football play ice hockey

b We normally use *go* with activities which end in *-ing*.

go cycling

c We normally use *do* for individual activities and combat sports.

do athletics do judo

4 Read the **Learn this!** box. Match the sports and hobbies from exercise 2 with the correct verb: *play, go or do*.

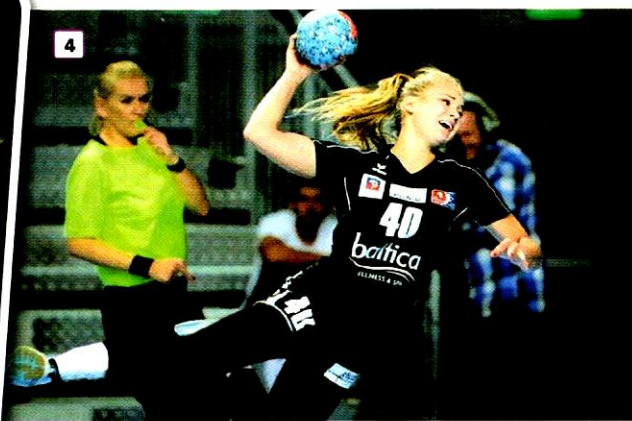
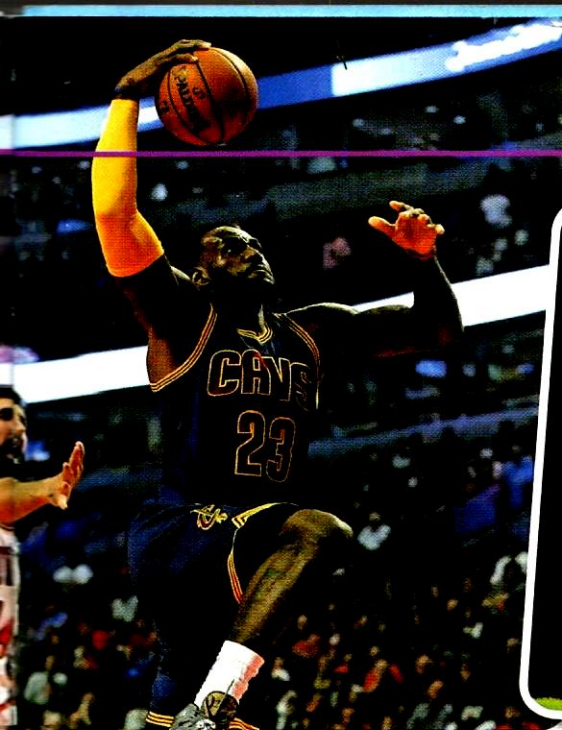
play: badminton, ... go: climbing, ... do: aerobics, ...

5 Work in pairs. Can you add any more sports or hobbies to the verbs in exercise 4?

6 **SPEAKING** Work in pairs. How many of the sports in exercise 2 does your partner do?

Do you do aerobics?

No, I don't. Do you play badminton?



7 Work in pairs. Ask and answer the questions in the Olympics quiz below.

1 Which two are connected to the Olympics?



2 How often do the Olympic Games happen?

- a every 2 years c every 3 years
b every 4 years d every 5 years

3 When do the Winter Olympics happen?

- a the same year as the summer games
b the year after the summer games
c two years after the summer games

4 Which three sports from exercise 2 are part of the Winter Olympics?

5 Complete the names of these Olympic events with words from exercise 2.

- a BMX _____
b cross country _____
c synchronised _____
d beach _____

6 Which of these is NOT an Olympic sport?

- a handball b aerobics c table tennis

7 Match the cities with the Olympic Games for these years.

- a 2008 _____ c 2016 _____
b 2012 _____ d 2020 _____
Tokyo Rio de Janeiro Beijing London

8 3.28

from exercise 2 are they talking about?

- Speaker 1 _____ Speaker 3 _____
Speaker 2 _____ Speaker 4 _____

RECYCLE! Past simple (affirmative and negative)

Regular past simple forms end in *-ed*.

play – played work – worked

Many verbs have irregular past simple forms.

do – did go – went

We don't use the past simple form for the negative; we use *didn't* + infinitive without *to*.

play – didn't play go – didn't go

9 3.28 Read the **Recycle!** box. Then listen again and complete the sentences with the past simple affirmative or negative form of the verbs in brackets. Which verbs are regular and which are irregular?

Speaker 1

- a He _____ (fall) over.
b He _____ (injure) himself.

Speaker 2

- c She _____ (win) the competition.
d She _____ (enjoy) the experience.

Speaker 3

- e He _____ (score) twice.
f His team _____ (lose) the match.

Speaker 4

- g She _____ (come) second in one event.
h She _____ (break) a record.


10 **SPEAKING** Work in pairs. Tell your partner about the last time you took part in a sport or active hobby. Say:

- what sport or hobby it was
- when and where you took part
- who took part with you
- one more thing about the experience (use exercise 9 to give you ideas)

11 **SPEAKING** Tell the class about your partner.

going to

I can talk about plans.

1  3.29 Read and listen to the dialogue. Who is going to take part in the judo competition? Is it ...

- a Suzie and Dexter?
b Dexter
c Dexter and his cousins?

Suzie What are you going to do this weekend?

Dexter I'm going to take part in a judo competition in Newcastle.

Suzie That's great. Are you going to stay in a hotel?

Dexter No, I'm not. I'm going to stay with my cousins, Luke and Toby. They live very near Newcastle.

Suzie Are they going to be at the competition?

Dexter Yes, they are.

Suzie That's good. You're going to have lots of supporters.

Dexter My cousins aren't going to support me. They're going to take part in the competition!

2 Read the **Learn this!** box. Find examples of *going to* (affirmative, negative and interrogative) in the dialogue in exercise 1.

LEARN THIS! going to

a We use *be + going to + infinitive* without *to* to talk about plans for the future.

We're going to have dinner in a restaurant tonight.

I'm not going to be at school tomorrow.

When are you going to leave? At five o'clock.

b We often omit 'to go' when we use *going to* with the verb *go*.

Is he going (to go) cycling? Yes, he is. / No, he isn't.



3 Complete the sentences with the correct form of *going to* and the verb in brackets.

- I _____ (not do) my homework this weekend.
- We _____ (do) yoga after school.
- My friend _____ (buy) some new trainers.
- _____ you _____ (be) at home tomorrow?
- My parents _____ (not have) a holiday this year.
- I _____ (meet) friends in town this afternoon.

➔ Grammar Builder 8B page 138


4  3.30 Listen to six dialogues. Write sentences about people's plans for the weekend. Use the affirmative or negative form of *going to* and the verbs in brackets.

- Charlie (cook) dinner
Charlie isn't going to cook dinner.
- Olivia and Sophie (do) schoolwork
- Bella (send) an email
- Conrad and Alex (watch) a DVD
- George (go) cycling
- Poppy and Alice (play) volleyball

5 **VOCABULARY** Work in pairs. Put the expressions below into the correct order, starting with the soonest. Can you add any other future time expressions to the list?

Future time expressions in a few days next month
next week next weekend next year
the day after tomorrow this afternoon this evening
this weekend tomorrow tonight

this afternoon, this evening ...

6  3.30 Listen to the teenagers again. Then write sentences with *going to* using the names and verbs below and a future time expression from exercise 5.

- Charlie / go shopping
Charlie is going to go shopping this evening.
- Olivia / practise the piano
- Bella / visit relatives
- Conrad and Alex / listen to music
- George / get a new bike
- Poppy and Alice / have a barbecue

7 Think of plans for these times in the future. Your plans can be real or invented. Make notes.

this evening this weekend next week next year

this evening – visit grandparents

8 **SPEAKING** Work in pairs. Find out your partner's plans and make a note of the answers.

What are you going to do this evening?

I'm going to visit my grandparents.

9 **SPEAKING** Tell the class about your partner's plans.

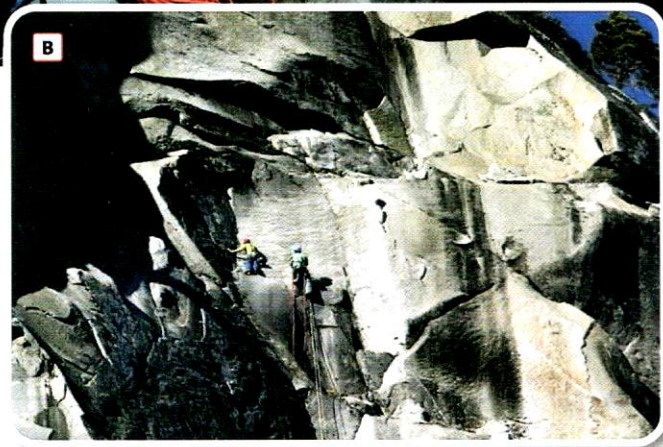
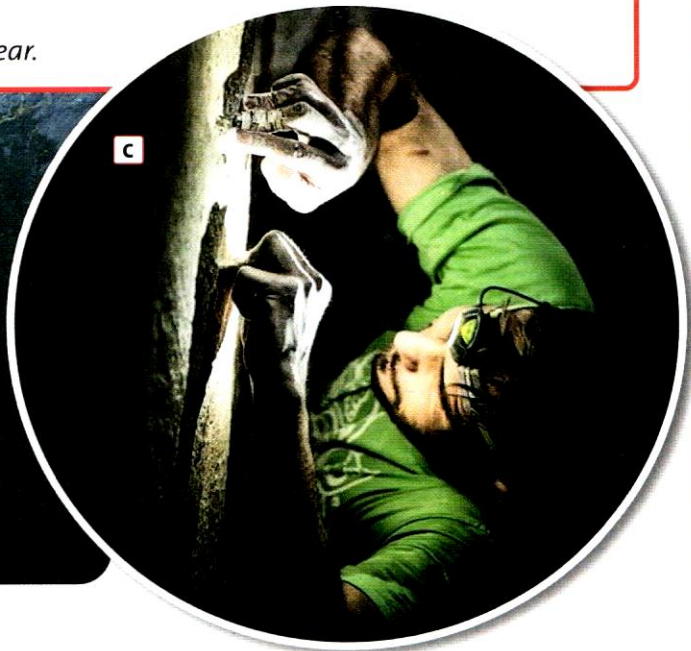
Leyla is going to visit her grandparents this evening.

8C

Listening

Prediction

I can 'listen ahead' and predict what I'm going to hear.



1 **SPEAKING** Describe the photos. Where are the men? What are they doing? Use the words below to help you.

at night climb dark high rock face
rope sleep steep tent

El Capitan

For years, two climbers, Tommy Caldwell and Kevin Jorgeson, dreamed of climbing the Dawn Wall.

The Dawn Wall is a one thousand-metre rock face on El Capitan in Yosemite National Park. It is the steepest, most difficult rock face in the world. Tommy and Kevin decided to 'free climb'. That means they use ropes and equipment only to keep them safe and catch them if they fall. They don't use them to climb. They trained hard for six years and then attempted the climb at the end of 2014. People all around the world followed their progress on social media.

2 Read the text. Answer the questions.

- 1 What was Tommy and Kevin's ambition?
- 2 What is the Dawn Wall?
- 3 What is 'free climbing'?
- 4 How long did they train before attempting the climb?
- 5 When did they attempt the climb?

Listening Strategy

When you listen in your own language, you 'listen ahead' and can often predict how a phrase or sentence will finish. Try to do this when you are listening to English too.

3 **3.31** Read the **Listening Strategy**. Then listen and try to predict how each sentence will end. There are a number of possible answers.

1 Look at those dark clouds. I think it's going to rain / going to snow / starting to rain / etc.

4 **3.32** Listen to the complete sentences and compare them to your ideas in exercise 3.

5 **3.33** Listen to the news story about Tommy Caldwell and Kevin Jorgeson. When the recording pauses, write down up to five words that you think will come next. You will hear each part of the story twice.

- | | |
|---------------------|---------|
| 1 the sun went down | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ | 8 _____ |

6 **3.34** Listen and compare your ideas in exercise 5 with the actual words. Were any of your predictions correct or nearly correct?

7 Work in pairs. Prepare an interview between a journalist and one of the climbers.

Student A You are a journalist. Prepare six questions using the prompts below.

Student B You are Tommy or Kevin. Prepare the answers using the information in the text and the news story.

- 1 how long / train?
- 2 when / start to climb?
- 3 how many hours / climb / each day?
- 4 get any injuries?
- 5 where / sleep?
- 6 biggest danger?

8 **SPEAKING** Work in pairs. Act out your interview for the class.

How long did you train?

will

I can talk about the future and make predictions.

1 SPEAKING Who competes in the Paralympics? Can you name any Paralympic sports people? What are their sports?

2 Read the text. Are the sentences true or false?

- 1 Ellie Simmonds is only thirteen years old.
- 2 She won her first gold medal in 2008.
- 3 She wants to stop swimming.

ELLIE SIMMONDS

is a British Paralympic swimmer. She's only 1.23m tall, but she says, 'I'm a normal person. I'm just smaller!' She was only thirteen when she won two gold medals in the 2008 Paralympics in Beijing. She won gold again at the London Paralympics in 2012. It was the best moment of her career. 'I will never forget that moment,' she says. Now she is studying at a university in central England. What will she do when she finishes her course? 'I think I'll probably take a short break,' says Ellie. She won't stop swimming – that's certain! She'll be a member of the British Paralympic team for many years to come.



3 Read the **Learn this!** box. Then find all the examples of the **will future** in the text.

LEARN THIS! will

- a** We use *will* to talk about the future and to make predictions.
- b** We form the *will future* with *will / 'll* or *will not / won't* and the infinitive of the verb without *to*. The form is the same for all persons.

Affirmative

I'll / she'll / we'll, etc. *see you tomorrow.*

Negative

I / he / you / they, etc. *won't see us tomorrow.*

Interrogative and short answers

When will we see each other again?

Will you be eighteen next July? Yes, I will. / No, I won't.

- c** We don't use the short form *'ll* after names or other nouns, or in short answers.

Ann'll be at the party. X Ann will be at the party. ✓

Will you be at the party? Yes, I'll. X Yes, I will. ✓

4 Complete the sentences with the correct form of *will / won't* and the verbs below.

be meet not arrive not be not do see

- 1 Dad's train is delayed. He _____ until late this evening.
- 2 Bye! I _____ you later.
- 3 I _____ your homework for you!
- 4 Joe is ill. He _____ at school tomorrow.
- 5 I _____ you at nine o'clock at the cinema. Don't be late.
- 6 A: 'It's your birthday tomorrow. _____ you _____ seventeen?'
B: 'Yes, I _____.'

LEARN THIS! I think / don't think + will

When we make predictions, we often use *I think ...* or *I don't think + subject + will*.

I think scientists will discover a cure for cancer.

I don't think scientists will discover a cure for cancer.

NOT ~~*I think scientists won't discover ... X*~~

5 Read the **Learn this!** box. Find a prediction with *I think* in the text in exercise 2.

6 Make predictions about these possible events. Use *I think* or *I don't think*.

- 1 England / win the next World Cup
I think / I don't think England will win the next World Cup.
- 2 the 2028 Olympics / be in Europe
- 3 I / go to a live sports event in the next few months
- 4 Neymar / score more than 30 goals next season
- 5 Andy Murray / play at Wimbledon next year
- 6 Spain / win the World Cup in 2026

7 Complete the sentences with *I think I'll* or *I don't think I'll* to make predictions about your future.

- 1 _____ study science at university.
- 2 _____ earn a lot of money.
- 3 _____ get married before I'm 30.
- 4 _____ have children.
- 5 _____ buy my own house or flat.
- 6 _____ have the same friends when I'm 25.
- 7 _____ stay in this town for the rest of my life.

8 SPEAKING Work in pairs. Take turns to ask and answer questions about the things in exercise 7. Use *Do you think ...* and make a note of the answers.

Do you think you'll study science at university?

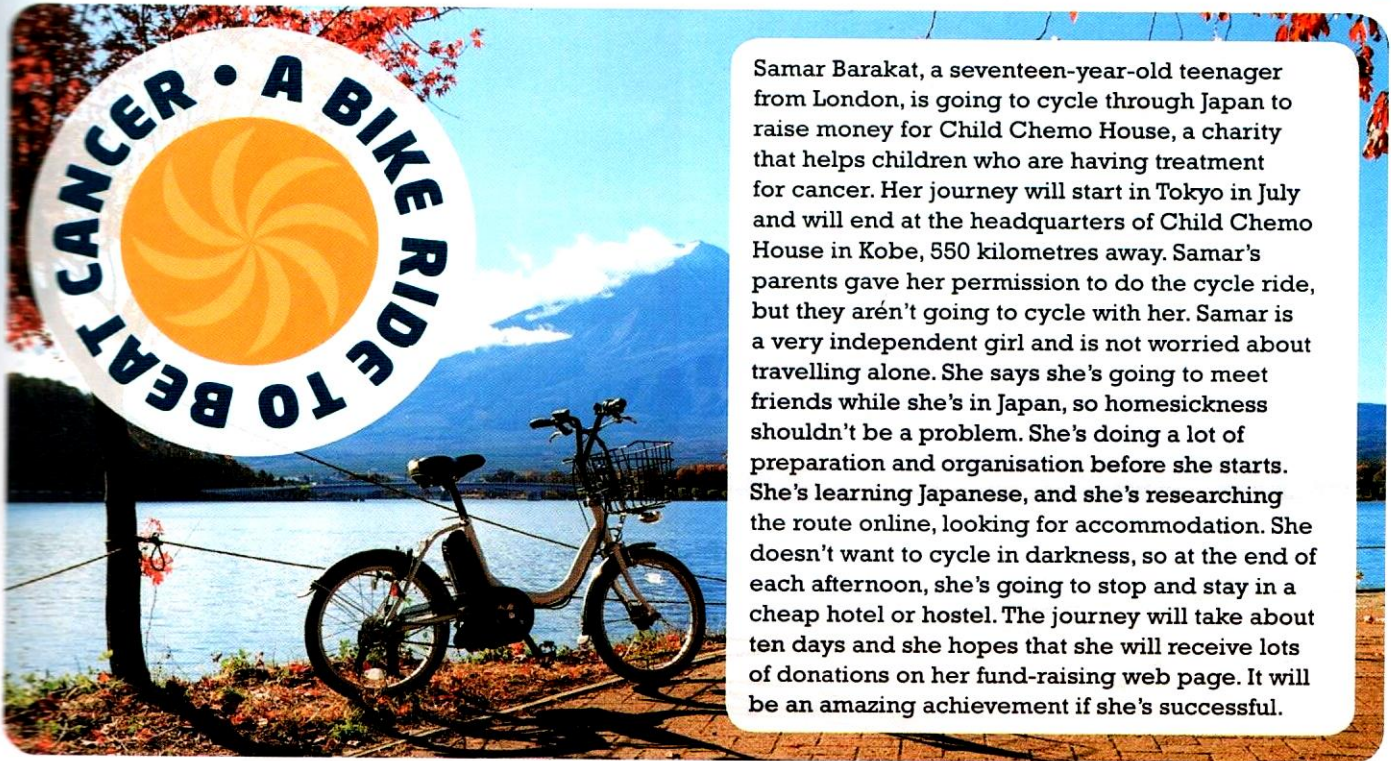
Yes, I think I will. / No, I don't think I will.

9 SPEAKING Tell the class about your partner.

Arda thinks / doesn't think he'll study science at university.

Noun suffixes

I can form nouns with a range of suffixes.



Samar Barakat, a seventeen-year-old teenager from London, is going to cycle through Japan to raise money for Child Chemo House, a charity that helps children who are having treatment for cancer. Her journey will start in Tokyo in July and will end at the headquarters of Child Chemo House in Kobe, 550 kilometres away. Samar's parents gave her permission to do the cycle ride, but they aren't going to cycle with her. Samar is a very independent girl and is not worried about travelling alone. She says she's going to meet friends while she's in Japan, so homesickness shouldn't be a problem. She's doing a lot of preparation and organisation before she starts. She's learning Japanese, and she's researching the route online, looking for accommodation. She doesn't want to cycle in darkness, so at the end of each afternoon, she's going to stop and stay in a cheap hotel or hostel. The journey will take about ten days and she hopes that she will receive lots of donations on her fund-raising web page. It will be an amazing achievement if she's successful.

1 **SPEAKING** Work in pairs. Look at the photo and the title of the text. What do you think the text is going to be about?

2 Read the text and check your ideas in exercise 1. Do you think this is a good way to raise money? Give reasons.

LEARN THIS! Noun suffixes

a We sometimes add *-ment*, *-ion*, and *-ation* to make nouns from verbs.

arrange – *arrangement* *converse* – *conversation*
describe – *description*

b We sometimes add *-ness* to make nouns from adjectives.

sad – *sadness* *happy* – *happiness*

c With some nouns in all these groups, there is a small change in spelling (e.g. *description* and *happiness*).

5 Complete the sentences with the nouns in exercise 4.

- Can you give me some _____ about trains?
- I saw a TV _____ for some great football boots. I think I'll buy some.
- _____ and diet are important if you want to stay healthy.
- My brother and I had a terrible _____ yesterday. He still isn't speaking to me.
- In class today, we had a _____ about the dangers of alcohol and drugs.
- I was surprised at Josh's _____. He upset a lot of people.
- Can I make a _____? Let's go out for dinner tonight.
- Our maths teacher told us how to do the calculation, but I didn't understand her _____.

6 **SPEAKING** Work in pairs or small groups. Imagine you want to raise money for a charity by doing an event similar to the one in the text. Discuss these questions and make notes. Use the phrases below to help you.

help people who ... raise money start training
support a charity take part in (an event)

- Which charity? Why?
- What event? Why?
- How will you prepare?
- How much do you hope to raise?

7 **SPEAKING** Share your ideas with the class.

We're going to raise money for ...
We're going to take part in ...

3 Read the **Learn this!** box. Then look through the text and find nouns formed from the verbs and adjectives below. Which have a change in spelling?

accommodate achieve dark donate homesick
organise permit prepare treat

4 Make nouns from the verbs and adjectives. Use the correct suffixes: *-ment*, *-ion*, *-ation* and *-ness*. Use a dictionary to help you.

- | | |
|--------------------|-------------------|
| 1 advertise (verb) | 5 fit (adjective) |
| 2 rude (adjective) | 6 argue (verb) |
| 3 inform (verb) | 7 discuss (verb) |
| 4 suggest (verb) | 8 explain (verb) |

Against the odds

I can understand a text about inspiring sporting achievements.

- 1 **SPEAKING** Look at photos (A–D). What do you think the reading text is going to be about? Choose a, b or c.
- The Paralympic Games and its competitors.
 - Sportspeople with disabilities.
 - The advantages of team sports for disabled people.
- 2 Read the text and check your answer to exercise 1. Match the photos (A–D) with the paragraphs (1–3). Two of the photos match one paragraph.

Reading Strategy

Make sure you answer every question in a multiple-choice task. If you are not sure of an answer, try to exclude one option and then guess between the other two. You have a 50:50 chance of being correct!

- 3 Read the Reading Strategy. Then choose the correct answer a, b, or c.

- Christian Haettich became disabled in the year
 - 1976
 - 1984
 - 1985
- Christian Haettich didn't compete in the Paralympic Games in Sydney because
 - he wasn't good enough for the French team.
 - he didn't have the right kind of disability.
 - he preferred to cycle up mountains instead.
- Mike Newman's problems with his eyes began
 - when he was eight years old.
 - when he was forty.
 - when he was born.
- Mike Newman did not start driving cars until after the age of forty because
 - somebody told him it was not possible.
 - he did not know about the charity for blind people in motor sports.
 - he did not know that blind people could take part in motor sports.
- According to the text, which sport did Alana Nichols take part in before her accident?
 - basketball
 - skiing
 - snowboarding
- In which sport has Alana Nichols won her most recent medals?
 - surfing
 - basketball
 - skiing

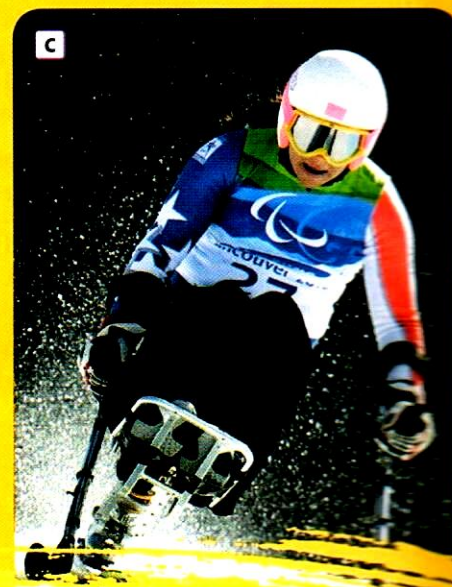
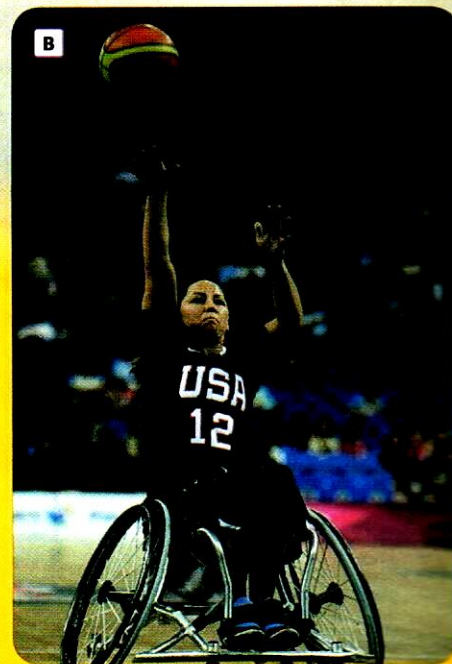
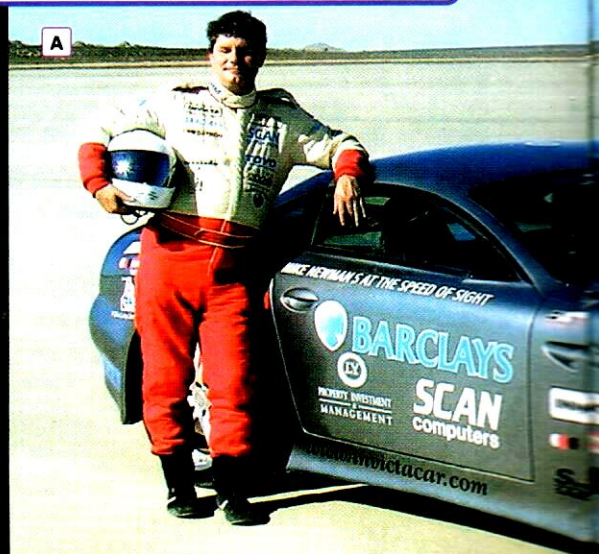
- 4 Answer the questions about the people in the texts. Write *Christian, Mike or Alana*.

Which person ...

- became disabled at the youngest age? _____
- broke records in 2005 and 2013? _____
- took part in a lot of different sports as a child? _____
- found it difficult to learn his / her sport? _____
- took part in the Paralympic Games? _____
- started doing his / her sport after seeing another disabled sports person? _____

UNSTOPPABLE

3.35





1 THE CYCLIST

In 1976, at the age of fifteen, Christian Haettich had a serious car accident. He lost his left arm and his left leg. For the next few years, he found it very difficult to live with his disability. But in 1984 he saw a man with one leg cycle up a steep hill. 'I can do that,' he thought, and he learned to cycle. It was really difficult – he fell off his bike many times – but he kept trying.

In 1985, he began to compete in races for disabled cyclists. His ambition was to compete in the Paralympic Games in Sydney in 2000 and he trained hard to be in the French team. But then the rules for the competition changed and Christian could not take part because his disability did not match the new rules. So Christian found a new challenge: cycling up mountains. Now he competes in mountain races and cycles around 27,000 kilometres every year!

2 THE RACING DRIVER

British driver Mike Newman enjoys breaking speed records. For example, in 2013 he broke two – the land speed and the water speed records. This achievement is more amazing because Mike cannot see. He was born with a serious eye disease and became completely blind at the age of eight.

For many years, Mike did not think it was possible to take part in motor sports. But at the age of forty, he started riding motorbikes and then he tried cars. 'I love the engines, the smells, the noises which come with it,' he says.

He set new land speed records in 2003 and 2005, but in 2010 Metin Senturk, a blind Turkish pop star, went faster. So in 2013, Mike had to set a new record. It is very difficult – and dangerous. Imagine driving a car at 300 kilometres per hour with your eyes closed!

When he isn't breaking records, Mike runs a charity called Speed of Sight. The charity helps other blind people to take part in motor sports.

5 VOCABULARY Find four nationality adjectives in the reading texts. Add them to the list below.

Nationalities Australian Brazilian Canadian Chinese Czech German Hungarian Italian Japanese Polish Russian Slovak Spanish Swedish

6 Work in pairs. Look at the endings of the nationality adjectives in exercise 5. Divide them into three groups: *-an*, *-ish* and *-ese*. Which three do not fit?

7 SPEAKING In pairs, ask and answer these questions about the sports people in the text. Give a reason for your answers.

In your opinion, which sports person is ...

- the bravest?
- the most talented?
- the fittest?

I think ... is the bravest because ...



3 THE SKIER

Alana Nichols was a very sporty child. She loved volleyball and basketball. As a teenager, Alana's ambition was to study sports at university. But then, at the age of seventeen, she broke her back in a serious snowboarding accident. She couldn't walk. For two years, she did not know what to do with her life.

But at the age of nineteen, she discovered a new sport: wheelchair basketball. She became part of the national team for the USA and in 2008 they won a gold medal at the Paralympics in Beijing.

Alana realised that other sports were possible for her too. She tried surfing and kayaking. Then she tried skiing. She trained hard and became part of the American Paralympic team. At the 2010 winter Paralympics, she became the only athlete to win gold medals at the summer and winter Paralympic Games when she won four medals for skiing: two gold, a silver and a bronze. Then, in 2014, she won another silver medal at the winter games.

Negotiating

I can negotiate when discussing plans.

- 1 SPEAKING** Match the pictures with three of the sports events from the list. Then tell your partner which events from the list you a) enjoy watching and b) enjoy doing.

Athletics events 100 metres high jump long jump marathon pole vault relay shot put



► **Vocabulary Builder** Athletics events: page 121

- 2 3.36** Read and listen to the dialogue. Answer the questions.

- Which athletics event from exercise 1 do they mention?
- Which other sports do they mention?
- Which one do they agree to watch?

Tom Hi, Ryan. It's Tom. Are you going to watch the Olympics on Saturday?

Ryan Yes, I am. But I haven't got any tickets. I'm going to buy them online today.

Tom Shall we go together?

Ryan Good idea. Which events do you want to see?

Tom I think the badminton at the indoor arena will be exciting. Let's go to that.

Ryan I'd rather not. It starts at 8 o'clock in the morning. That's too early! I'd rather see some athletics.

Tom OK. Let's try to get tickets for the stadium. The final of the men's 100 metres is at 12 o'clock.

Ryan I don't think that's a good idea. Those tickets are too expensive. What about swimming at the pool? I think that would be better.

Tom Yes, OK. That sounds good.

Ryan Great! I'll book the tickets.



- 3 KEY PHRASES** Add the underlined phrases in the dialogue to category A or B below.

A Rejecting a suggestion

I don't really fancy doing that.

1 _____
2 _____

B Suggesting an alternative

I'd prefer to ...

Do you fancy (+ing) instead?

3 _____
4 _____

- 4 SPEAKING** In pairs, take turns to suggest an activity from the list below. Using phrases from exercise 3, your partner rejects the suggestion and suggests an alternative.

go to a café go to the cinema go skateboarding
go shopping go swimming listen to music play football
play video games watch TV

Do you fancy going swimming?

I'd rather not. I'd prefer to ...

- 5** Read the **Learn this!** box. Find two examples of *too* + adjective in the dialogue in exercise 2.

LEARN THIS! too + adjective

We use *too* + adjective to mean 'more than possible'. We often use it to explain why we are rejecting something.

We can't go to the beach. It's too far.

► **Grammar Builder 8G** page 138

- 6 3.37** Look at the timetable of Olympic events and listen to two teenagers talking about tickets. How many events do they agree to see? Tick the events that they agree to see.

SATURDAY	Pool	Indoor arena	Stadium
08:00	Diving	Badminton	Women's marathon
10:00		Basketball	Men's long jump
12:00	Swimming	Handball	Men's 100 m final
14:00		Gymnastics	Women's pole vault
16:00	Water polo	Volleyball	Men's 400 m relay

Speaking Strategy

When you are interacting with another speaker, react to what they say in an appropriate way.

- 7 3.38 KEY PHRASES** Read the **Speaking Strategy**. Then listen again and complete the phrases the teenagers use for reacting. Use the words below.

mean right see so that think

Reacting

You're ¹ _____.

I suppose ² _____.

I ³ _____ what you ⁴ _____.

Do you ⁵ _____ so?

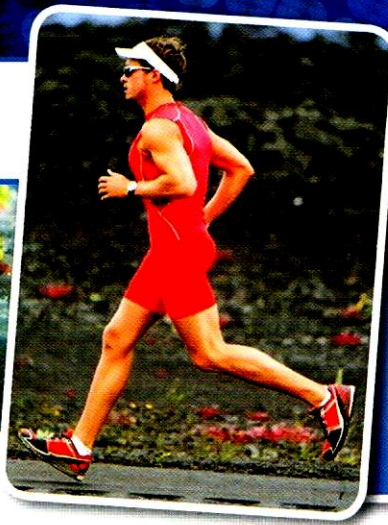
Is ⁶ _____ right?

- 8** Work in pairs. Imagine you are planning a day at the Olympics. Look at the timetable in exercise 6, and agree on four events to see. Prepare a dialogue using phrases from exercises 3 and 7.

- 9 SPEAKING** Work in pairs. Act out your dialogue to the class.

An informal letter

I can write an informal letter.



1 SPEAKING Look at the photos. What three events does the triathlon combine? Would you like to take part in a triathlon? Why? / Why not?

2 Read the letter. When and where will Emily's triathlon take place?

89 Stover Rd,
Birmingham
B99 7HL

4 July 2016

Dear Henry,

Thanks for your letter. Sorry I didn't reply sooner. My exams finished last week, and tomorrow the summer holidays start.

Guess what! I'm going to take part in a triathlon. It's taking place in Hyde Park in London, and I'm already training for it. I run, swim or cycle every day. You need quite a lot of equipment. My parents bought me a really good bike and helmet for my birthday. I've already got a wetsuit, but I'll need to buy goggles and new running shoes before the race. It's quite a big event and I think there'll be a lot of spectators.

Anyway, that's all for now. Write soon.

Love,

Emily

PS The triathlon is at the end of July. It would be great if you could come and cheer me on!

3 VOCABULARY Find five of the pieces of sports equipment below in the letter.

Sports equipment bike boots goggles helmet
running shoes wetsuit

➔ **Vocabulary Builder** Sports equipment and clothes: page 121

4 Choose the correct words to complete the rules for informal letters.

LEARN THIS! Informal letters

- a** The writer puts his / her address in the **top-left / top-right** corner of the letter.
- b** We put the date **above / below** the address.
- c** We start the letter with **Hello / Dear** and the person's name.
- d** We add extra information at the end of the letter after the letters **PS / SP**.

5 KEY PHRASES Add the phrases below to the correct group A, B or C. Which phrases did Emily use in her letter?

Listen, did I tell you that ... / about ...

Oh, and another thing, ...

Sorry, it's ages since I wrote to you.

Maybe you / we could ...

How about (+ -ing form)

A Apologising

Sorry I didn't reply sooner.

Apologies for not replying sooner.

B Giving news

Guess what!

You'll never guess what happened ... / I'm going to ...

Good news! ... / Bad news! ...

By the way, did you know that ...

C Making suggestions

Why don't you / we ... ?

It would be great if you could ...

If you like, we / you could ...

Writing Strategy

Spend a few minutes planning and making notes before you start writing your answer.

6 Read the **Writing Strategy**. Plan a letter to a friend describing and inviting them to a forthcoming sports event that you are going to participate in. Make notes about the following things.

- 1 What is the event? (e.g. football / volleyball / basketball / ice hockey match)
- 2 When and where will it take place?
- 3 How are you preparing for it? What equipment will you need?
- 4 Who will watch it? (e.g. parents / friends / other spectators)

7 Write your letter. Include your address, date and greetings. Lay out the letter correctly and include phrases from exercise 5.

CHECK YOUR WORK

Have you ...

- included phrases from the Learn this! box?
- followed the model for layout?
- checked the spelling and grammar?

Reading

Strategy

Before you do a true or false reading task, read all the statements carefully and underline key words in them. You will understand them better and underlining the key words will give you an idea of the information you are looking for.

- 1 Read the **Strategy**. Read the statements in exercise 2 and underline the key words.
- 2 Read the text. Are the sentences true or false? Write T or F.

- 1 Tricking is a mix of gymnastics and dance. ___
- 2 There is a long list of rules for tricking. ___
- 3 Tricking started in sports like judo. ___
- 4 Trickers post videos of tricks online. ___
- 5 Trickers only learn tricks from social media. ___
- 6 The first tricking meeting was in 2010. ___
- 7 There are trickers all over the world. ___
- 8 The butterfly twist is easy for beginners. ___

Tricking

A young man jumps, turns his body around in the air and lands on his feet. The movement is beautiful, but the man isn't dancing. Nor is he doing gymnastics, judo or karate. He's tricking.



What exactly is tricking? There's no clear definition. It isn't a sport. It hasn't got any written rules. Trickers are athletes who turn their bodies in new and interesting ways to express themselves.

Tricking started in the USA in the mid-1990s. It developed from the martial arts. Players wanted to challenge themselves to do jumps that were bigger, more powerful and more exciting, so they invented new movements. They called these movements 'tricks'. At that time, the internet was becoming more and more popular. Trickers filmed themselves and shared their new movements on the web, and later on social media.

For a long time, not many people knew about tricking. Trickers used social media to arrange meetings at gyms or outdoor spaces. At these meetings they learned new tricks from each other. Then, people started to do tricking in films and on TV. A character in the 2010 film *Tron* did a few tricks, for example, and there are trickers in some music videos and TV advertisements. Now tricking is a worldwide sport.

Some sports centres now offer tricking courses, but most people still learn tricking from the internet. They usually begin with easier movements such as the 540 kick before learning moves like the flashkick and the butterfly twist which are much more difficult.

Listening

Strategy

Before you listen and fill the gaps in a summary, look at the words before and after each gap. Think about what sort of information is needed in each gap. Is it a place, a date, a time, an object, a person, a number or something else?

- 3 Read the **Strategy**. Match the words below to the gaps in sentences 1–6.

a friend by the sea 2nd May two
two o'clock watch films

- 1 We usually go cycling in the park or _____.
- 2 He was born on _____.
- 3 This tennis match started at _____.
- 4 I use my computer to check my emails and _____.
- 5 You could ask _____ or a teacher for their opinion.
- 6 I waited for _____ hours for the file to download!

- 4 3.38 Listen to part of a radio report. Add ONE, TWO or THREE words or numbers in each gap.

SuperTech Summer Camps

Most summer camps offer children activities like swimming, fishing, volleyball and ¹ _____.

SuperTech Summer Camp offers technology-related events for nine-² _____-year-olds.

Courses include web programming, ³ _____ and even how to make a robot.

Some of the course leaders are teachers, others are ⁴ _____ and scientists.

SuperTech Summer Camps take place at the O'Malley Centre, about ⁵ _____ km west of Dublin.

Each camp lasts ⁶ _____, but children can come for more than one camp.

Matthew Day organised the first SuperTech Summer Camp ⁷ _____.

It costs £⁸ _____ per week for a child to go to SuperTech Summer Camp.

Use of English

Strategy

Learn different noun and adjective endings, such as *-er* and *-ist* for people (*teach* > *teacher*, *art* > *artist*), and *-ment*, *-ion* and *-ation* for things (*move* > *movement*, *direct* > *direction*, *organise* > *organisation*). This will help you to decide on the best ending in a word formation task.

- 5 Read the **Strategy**. Add the correct suffixes to the words below to make people, nationalities and things.

achieve argue China climb discuss farm improve
run Sweden swim work

people	nationalities	things
climber		

- 6 Complete the text with words formed from the words in brackets.

Nick D'Aloisio

Nick D'Aloisio is a successful young computer programmer. In 2011, he created a news story app called Summly. Summly allows users to read the news very quickly. It takes all the important ¹ _____ (INFORM) from big news stories and makes them into smaller stories that can fit on one smartphone screen.

People use computer programmes to write the stories, and world-famous ² _____ (ART) and ³ _____ (PHOTOGRAPH) Kevin Aboesch creates the pictures.

D'Aloisio, who is half ⁴ _____ (BRITAIN) and half ⁵ _____ (AUSTRALIA), lives in London. He taught himself how to code when he was at school, and developed Summly when he was still a ⁶ _____ (TEENAGE).

In 2013, when D'Aloisio was 17, he sold Summly to Yahoo for about \$30 million. So far, Summly is his biggest ⁷ _____ (ACHIEVE). What will his next ⁸ _____ (INVENT) be?

Speaking

Strategy

When you want someone to accept your opinion, it's helpful to think of the arguments *against* your point of view as well as the arguments *for* it. When the other person challenges your opinion, you will have a good response ready.

- 7 Read the **Strategy**. Are these arguments *for* (F) an option or *against* (A) it? Write F or A.

- Surfing sounds fun. _____
- I'm terrible at ice skating. _____
- It's too cold. _____
- It would be interesting. _____
- It would be boring. _____
- It would be too dark. _____
- We'd learn something useful. _____
- I think watching a DVD would be more relaxing. _____

- 8 You are on an activity holiday abroad. Work with a partner and discuss your preferences. Agree on ONE morning activity, ONE afternoon activity and ONE evening activity.

PROGRAMME OF ACTIVITIES

MORNING

go swimming • do an aerobics class • go shopping
play golf • learn to design a website

AFTERNOON

go to the cinema • go cycling • play badminton
go climbing • go surfing • learn to design an app

EVENING

watch a DVD • go dancing • play board games
play computer games • learn to design a computer game
go ice skating

Writing

Strategy

When you write an informal letter, you often need to use more than one tense. Read the exam task carefully and make sure you know when you need to use a present tense, past simple or a future form.

- 9 Read the **Strategy**. Use the verbs in brackets to complete the sentences below with the present simple, present continuous, past simple or *be going to* + verb.

- We _____ cycling last weekend. (go)
- I _____ problems with my computer at the moment. (have)
- Thank you for your letter. Sorry I _____ sooner. (not / reply)
- I _____ Adam yesterday. (see)
- Guess what? I _____ team captain next month. (be)
- Erica and I _____ about having a party. (think)
- My dad _____ some old photos of us last week. (find)
- I _____ a printer. (not / have)

- 10 Write a letter to a friend about a ticket you won in a competition. Include information about the points below and suggest that your friend comes with you.

- What is the ticket for? (e.g. a holiday, a sporting event, a music festival)
- How did you win it?
- When are you going to go?
- How are you preparing for it?

9

Home sweet home!

Unit map

Vocabulary

Furniture and household items
Parts of a home
Adjectives to describe rooms

Word Skills

do, make, have, take, bring

Grammar

Present perfect (affirmative)
Present perfect (negative and interrogative)

Listening

University accommodation



Reading

In the middle of nowhere



Speaking

Photo comparison



Writing

A description

Culture 9

The White House



Vocabulary Builder

page 121

Grammar Builder

page 140

Grammar Reference

page 141

Extra speaking task

page 142

9A

Vocabulary

My home

I can describe different kinds of furniture.

1 SPEAKING

Look at the photos. Compare the rooms using the adjectives below.

attractive comfortable modern unusual

I think room A is more attractive than room ...

In my opinion, room C is the most ...

2 VOCABULARY

Match the furniture in the photos with words from below.

Furniture and household items bath bed bin blinds bookcase carpet chair chest of drawers clock cooker cupboard curtains desk dishwasher hi-fi lamp light mirror rug shelves shower sink sofa stool table toilet wardrobe washing machine

3 4.02

Check the meaning of all the words in exercise 2. Then listen and repeat.





4 SPEAKING Work in pairs. Ask and answer questions about a) your bedroom and b) your living room. Use words from exercise 2. For each room find:

- two things which you both have.
- two things which neither of you has.
- one thing which one of you has but the other doesn't have.

Is there a chest of drawers in your bedroom?

Yes, there is. Are there any shelves in your living room?

No, there aren't.

5 VOCABULARY Label the parts of the house 1–13 with the words below. What types of room are in the photos in exercise 1?

Parts of a home basement bathroom bedroom dining room garage garden hall kitchen living room loft study toilet utility room

6 **4.03** Listen and repeat all the words in exercise 5.

7 Which items from exercise 2 do you usually find in the parts of the home below? You find some items in more than one part of the home.

bathroom bedroom dining room kitchen living room study utility room

8 **4.04** Listen to six short discussions in the same family home. Where is each person, and why does he or she scream? Complete the sentences.

- The boy is in the *bathroom*.
He screams because *there's a spider in the bath*.
- The dad is in the _____.
He screams because _____.
- The mum is in the _____.
She screams because _____.
- The girl is in the _____.
She screams because _____.
- The grandad is in the _____.
He screams because _____.
- The grandma is in the _____.
She screams because _____.

RECYCLE! Contrast: present simple and present continuous

- We use the present continuous for events happening now or about now and for future arrangements.
- We use the present simple for habits and routines, and facts that are always true.
- We don't use some verbs with continuous tenses, e.g. *want, believe, understand*, etc.

9 **4.04** Read the **Recycle!** box. Then listen again and complete the sentences. Use the present simple or present continuous form of the verbs in brackets.

- The boy _____ spiders. (like)
- The dad _____ the cooker. (clean)
- Trixie the cat _____ on mum's bed. (lie)
- The boy _____ to watch the football. (want)
- The grandad _____ the car. (not fix)
- The grandma _____ her sun hat. (look for)

10 SPEAKING Work in pairs. Plan your ideal bedroom or your ideal living room. Decide what items of furniture are in it.

We need a ... so that we can ...

We should have some ... so that ...

I agree. / Great idea.

I'm not sure about that. What about a ... ? Then we can ...


11 SPEAKING Tell the class about the room you planned in exercise 10.

In our ideal bedroom, there's a ... so that we can ...


Present perfect (affirmative)

I can talk about recent events using the present perfect.

1 Read the email from a student on an exchange programme. Is he enjoying his stay in Germany? How do you know?

 To: dad@email.com

To: dad
From: Ben
Subject: I'm in Berlin!
Sent: Mon 14 May 2018 19.55



Hi Dad,

I've **arrived** safely in Berlin. Kasper and his family met me at the airport. We've **just had** dinner and now I'm in my bedroom. They've **tried** to make me feel at home. They've **put** a photo of London on the wall and they've **given** me some English books to read! But I really miss my home and my family. Please reply soon! I've **sent** messages to my friends too, but so far only one person has **replied**.

Love, Ben

PS I've lost my German dictionary!

2 Read the **Learn this!** box. Are the highlighted past participles in exercise 1 regular or irregular?

LEARN THIS! Present perfect

a We use the present perfect simple to talk about recent events and give news, especially when the events have an effect on the present.

I can't phone her. She's changed her number.

b We form the present perfect simple with *have* or *has* ('ve or 's) and the past participle of the verb. The past participle of regular verbs is the same as the past simple form and ends in *-ed*.

We've moved house.

My sister has finished school.

c Irregular verbs have irregular past participles. These are sometimes the same as the past simple form and sometimes different.

I've bought a new bike. (buy – bought – bought)

She's broken her phone. (break – broke – broken)

3 Put the past participles of these verbs into three groups: 1) regular; 2) irregular – same as past simple; 3) irregular – different from past simple. See the list on page 143.

be come do eat feel finish forget give help learn leave make meet phone play say see sleep speak spend take tell watch write

Group 1: finished, ... Group 2: felt, ... Group 3: been, ...

➔ Grammar Builder 9B page 140

4 Complete the sentences with the present perfect form of the verbs in brackets.

- 1 What's my password? I _____ (forget).
- 2 She _____ (try) Greek food but she doesn't like it.
- 3 It isn't a secret – they _____ (tell) lots of people!
- 4 I _____ (do) my homework. Can I go out now?
- 5 Oh no! We _____ (leave) our bags on the train!
- 6 We can't buy a snack. You _____ (spend) all our money.

LOOK OUT! just

We use *just* with the present perfect to emphasise that the event is very recent. We usually put *just* between *have* or *has* and the past participle.

Do you want some pizza? No, thanks. I've just eaten.

5 Read the **Look out!** box. Find an example of the present perfect with *just* in the email in exercise 1.

6 **SPEAKING** Work in pairs. Take turns to ask a question from the list below. Your partner invents an answer using *just* and the present perfect.

Why are you ...


- | | | |
|-------------|----------------|-------------|
| 1 crying? | 3 so tired? | 5 laughing? |
| 2 so happy? | 4 feeling ill? | 6 worried? |

Why are you crying?

Because I've just seen a really sad film.

7 Complete the email with the present perfect form of the verbs below.

eat have help learn meet play send speak

 To: dad@email.com

Hi Dad, Sun 20 May

I hope you are well. I ¹ _____ a great first week in Germany! Kasper is really into sport, like me. We ² _____ football and basketball at the park and I ³ _____ lots of Kasper's friends. I ⁴ _____ German to everyone and I ⁵ _____ a lot of new words. The food is really nice. I ⁶ _____ just _____ about ten sausages! I ⁷ _____ with the cooking a few times too.

love, Ben

PS I ⁸ _____ just _____ an email to Mum too.

8 **SPEAKING** Tell your partner five things you have done this week. Use verbs from this lesson. Can your partner remember all five things and tell the class?

I've tidied my room. I've ...

Zoltan has tidied his room. He's ...

University accommodation

I can understand words which sound different in connected speech.

1 **SPEAKING** Work in pairs. Describe the photo. Then answer the questions.

- Who are the people?
- What are they doing?
- Would you like to live in a place like this? Why? / Why not?

living TO LEARN

In the UK, most university students live in halls of residence during their first year. A hall is ¹ _____ building, owned by the university, with lots ² _____ bedrooms for the students. Students usually share bathrooms and toilets, but some bedrooms ³ _____ got their own bathrooms. Some halls have also got kitchens where the students ⁴ _____ cook their meals. In others the students only sleep – they go to the university canteen to eat. They are great places ⁵ _____ make new friends. In the second and third years of study, most students move out of halls and rent accommodation. They often share a flat or a house ⁶ _____ other students. Students can borrow money ⁷ _____ the government to pay for their living expenses.

2 Complete the text with appropriate words. Is university accommodation the same for university students in your country? If not, how is it different?

Listening Strategy

In connected speech, auxiliary and modal verbs (*have, can, want, do, etc.*), prepositions (*to, for, etc.*) and pronouns (*you, he, etc.*) are usually unstressed, and the sounds sometimes change. It isn't necessary to copy this pronunciation when speaking, but it is important to be able to recognise these words in connected speech.

3 **4.05** Read the **Listening Strategy**. Then match phrases (1–12) with the way they are pronounced in connected speech (A–L). Listen and check.

- | | | |
|------------|--------------|--------------|
| 1 going to | 5 are you | 9 kind of |
| 2 want to | 6 do you | 10 lots of |
| 3 have to | 7 did you | 11 there are |
| 4 can you | 8 don't know | 12 can I |
| A havta | E kinda | I wanna |
| B dunno | F dya | J thera |
| C didya | G cunya | K cuna |
| D gunna | H lotsa | L ah-ya |



4 **4.06** Listen and complete the questions.

- Where _____ live? (add two words)
- What _____ do at the weekend? (add four words)
- What _____ do when you leave school? (add four words)
- _____ speak any languages apart from your own language and English? (add two words)
- _____ pay to study at university in your country? (add four words)
- What _____ job _____ do when you finish your studies? (add six words)

5 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 4. You don't need to copy the pronunciation.

6 **4.07** Listen to the conversation and complete the questions.

- Can I help you?
- What _____ place _____ looking for?
- Or _____ looking for your own flat?
- _____ show me some houses?
- _____ visit the house?
- _____ free at the weekend?

7 **4.07** Listen again. Are the sentences true or false? Write T or F.


- The student has just finished her first year at university. ___
- She is certain that she wants to live in a flat. ___
- A house costs between £70 and £130 per person. ___
- The first house isn't in Bristol. ___
- The second house isn't in a quiet area. ___
- The student is free all weekend. ___

8 **SPEAKING** What are the advantages and disadvantages of sharing accommodation while at university? Use the phrases below to help you.

You can (probably) ... You don't have to ...
 You (probably) can't ... You (probably) have to ...
 be very tidy cook for others cook for yourself
 make friends share a living room share bills
 share the housework

Present perfect (negative and interrogative)

I can talk about recent events.

- 1  4.08 Complete the dialogue with the past participles of the verbs below. Then listen and check.

do (X2) finish Hoover
receive tidy

Mum I've just

1 _____ a
text from Uncle Mike.

He and your cousins are
arriving in an hour. Are you
going to tidy your room, Jake?

Jake I've already 2 _____ it.

Mum Good. And have you 3 _____ the living room
yet?

Jake No, I haven't.

Mum I asked you to Hoover it this morning. Can you go and
do it now, please?

Jake Sarah can do it! What has she 4 _____ to help?
She hasn't done anything!

Mum She's changing the beds. I haven't 5 _____
decorating Uncle Mike's birthday cake yet. She's going
to help me with that too.

Jake Oh, OK. But I haven't 6 _____ my homework
yet. I need to do that first.

Mum No, Hoover the living room first, please. Do your
homework later.

- 2 **KEY PHRASES** Find all the examples of the present perfect negative and interrogative in the dialogue. Then complete the phrases with the correct form of the verb *have*.

Present perfect negative

I / You / We / They 1 _____ arrived.

He / She / It 2 _____ arrived.

Present perfect interrogative

3 _____ I / you / we / they arrived?

Yes, I / we / they have.

No, I / we / they 4 _____.

5 _____ he / she / it arrived?

Yes, he / she / it has.

No, he / she / it hasn't.

- 3 Write present perfect questions using the prompts below. Then look at the dialogue in exercise 1 and write short answers.

- Uncle Mike and Jake's cousins / arrive?
Have Uncle Mike and Jake's cousins arrived? No, they haven't.
- Mum / receive / a text from Uncle Mike?
- Jake / tidy / his bedroom?
- Jake / Hoover / the living room?
- Jake / finish / his homework?
- Mum / finish / decorating the birthday cake?

➔ Grammar Builder 9D page 140



LEARN THIS! *already* and *yet*

a We use *already* with the present perfect affirmative to say that something has happened (often earlier than expected). We put *already* between *have / has* and the past participle.

'Can you text Tom?' 'I've *already* texted him.'

b We use *yet* with the present perfect negative to say that something expected hasn't happened, or with the interrogative to ask if something expected has happened. We put *yet* at the end of the sentence.

It's 11 p.m. but Sally hasn't done her homework *yet*.

Have you tidied your room *yet*?

- 4 Read the **Learn this!** box. Then find examples of sentences with *already* and *yet* in the dialogue in exercise 1.

- 5 Look at the list of things that need doing before the visitors arrive. Write sentences using the present perfect affirmative with *already* and the present perfect negative with *yet*.

They have *already* tidied the living room.

They haven't ... *yet*.

tidy the living room ✓
Hoover the living room X
bake a cake ✓
decorate the cake X
prepare dinner X
change the beds ✓

- 6 **SPEAKING** Work in pairs. Ask and answer questions about the list in exercise 5. Use the present perfect interrogative with *yet*.

Have they tidied the
living room yet?

Yes, they have.

- 7 **SPEAKING** What have you and your partner done today? Ask and answer questions about the activities below. Make a note of the answers.

buy anything hand in your homework have a drink
have a shower listen to the news make a phone call
use a computer watch television

Have you had a shower?

Yes, I have. /
No, I haven't.

- 8 **SPEAKING** Tell another student about your partner.

Claudia has had a shower. She hasn't ...

do, make, have, take, bring

I can use do, make, have, take and bring.



1 **SPEAKING** Describe the photo. How often do you tidy and clean your bedroom?

2 **4.09** Read and listen to three teenagers talking about household chores. Who helps most with the housework: Marvin, Harriet, or James? Who helps least?

@Marvin How do I help round the house? I'm afraid I don't **do much housework**, actually. I occasionally **do the hoovering**, but I have to **do a lot of homework** every evening. It **takes ages**, so I haven't got time for much housework.

@Harriet My mum is a single parent, so my sister Emma and I try to help her with the housework. We **make our beds** every morning. Then after we've **had breakfast**, I usually **do the washing up**. At the weekend, Emma often **does the cleaning** while mum and I **take the bus** into town and **do the shopping**.

@James I **do my best** to help with the housework, but it's difficult to find the time. I tidy my bedroom once a week and I sometimes **take the rubbish out** or help mum to **make the dinner**. My brother, Max, **has a lot of arguments** with our parents about housework. He **does nothing** to help.

3 **VOCABULARY** Look at all the **red** collocations with **do, make, have** and **take** in the texts. Use them to complete the gaps below.

do ¹housework ²the hoovering ³_____

⁴_____ ⁵_____ ⁶_____

⁷_____ ⁸_____ / something the washing somebody a favour

make ⁹_____ / breakfast / lunch ¹⁰_____ a mistake friends a phone call an appointment

have ¹¹_____ ¹²_____ a shower a drink a party a rest a conversation

take ¹³_____ ¹⁴_____ ¹⁵_____ a photo an exam medicine / a pill somebody's advice

4 Circle the correct verbs to complete the sentences.

- Can you **take** / **make** a photo of us, please?
- I've **had** / **made** lots of friends at my new school.
- If you're tired, **have** / **make** a rest.
- Can you **take** / **do** me a favour?
- I have to **take** / **make** three exams next week.
- Don't just stand there! **Do** / **Make** something!
- Kate **did** / **made** a lot of spelling mistakes in her essay.
- Would you like to **have** / **do** a game of chess?
- If you're thirsty, **have** / **take** a drink.
- I've got a headache. I'm going to **do** / **take** an aspirin.

LOOK OUT! bring and take

The verbs *bring* and *take* both mean 'to move or carry something / somebody with you when you go somewhere'. However, we use:

a *bring* when the direction of travel is towards the speaker:

Please *bring* me a glass of water.

b *take* when the direction of travel is away from the speaker:

Don't forget to *take* your homework to school.

5 Read the **Look out!** box. Then complete the sentences with **bring** and **take**.

- Can you _____ me into town? I've missed the bus.
- 'Don't forget to _____ your P.E. kit to school tomorrow.'
- I'll _____ you a burger from the takeaway, if you like.
- _____ a hat and gloves with you when you go out. It's very cold.
- Please _____ some food and drink to my BBQ.
- Please _____ this book to Mrs Smith in the teacher's room.

6 **SPEAKING** Work in pairs. Take turns to ask and answer questions about some of the household chores in the table in exercise 3. Try to give extra information. Make a note of your partner's answers.

Do you ever do the washing up?

Yes, I do. I sometimes do the washing up after dinner. / No, I don't. I hate washing up!

7 **SPEAKING** Tell the class about your partner.

Matthew sometimes does the washing up after dinner. / He never does the washing up. He hates it.

In the middle of nowhere

I can understand a text about a remote island home.

- 1 **SPEAKING** Look at photos of Palmerston, an island in the Pacific Ocean. Describe it using the adjectives and nouns below and your own ideas.

Adjectives beautiful clear hot peaceful remote sunny tropical

Nouns beaches ocean palm trees sand

- 2 Read the text, ignoring the gaps. Would you like to live on Palmerston? Why? / Why not?

Reading Strategy

To check if a sentence fits a gap, think about any words in the sentence which refer back to people, things, places or situations / events / ideas mentioned in the sentence before the gap. Check that the reference makes sense.

- 3 Read the Reading Strategy. Then look at the sentences in exercise 4. Does each underlined word refer to people, things, places or situations/events/ideas?

- 4 Read the text. Match the gaps in the text (1–5) with the sentences (A–G). There are two extra sentences.

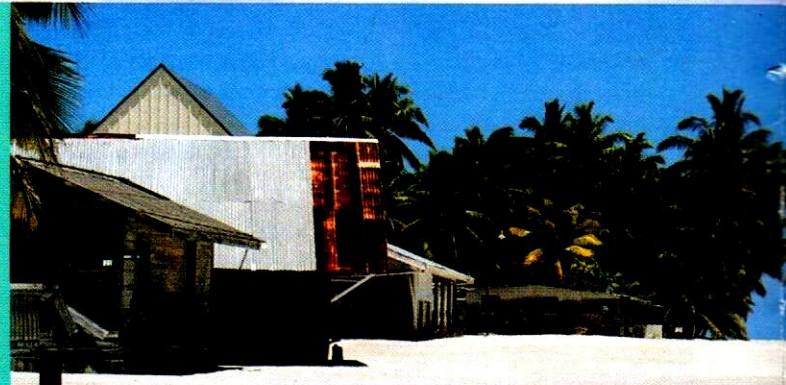
- A They then sell them to the ship and buy the things they need.
 B Visitors usually stay here when they are spending some time on the island.
 C They work together, look after each other and share.
 D When you get there, you will get a very warm welcome.
 E It takes four days to reach it by boat.
 F They understand that, but they are not happy about it.
 G This means going abroad to study.

- 5 Read and listen to the whole text and check your answers to exercise 4. For each gap, decide what the underlined word in the sentence refers to.

In gap 1, 'there' refers to 'the tiny tropical island of Palmerston'.

4.10

ISLAND home



6 Answer the questions.

- 1 Why is part of the journey to Palmerston very dangerous?
- 2 How many buildings are on the main road in Palmerston?
- 3 How often do the islanders usually receive supplies?
- 4 What problems do the islanders experience with internet and mobile phone signals?
- 5 How has the number of people living on the island changed in the past five decades?

7 VOCABULARY Match the two halves of the collocations below. They are all in the text.

- | | |
|-------------|-------------|
| 1 tropical | a beaches |
| 2 sandy | b life |
| 3 basic | c neighbour |
| 4 next-door | d time |
| 5 daily | e island |
| 6 free | f supplies |

8 SPEAKING Work in pairs. Try to include vocabulary from exercise 7 in your role-play.

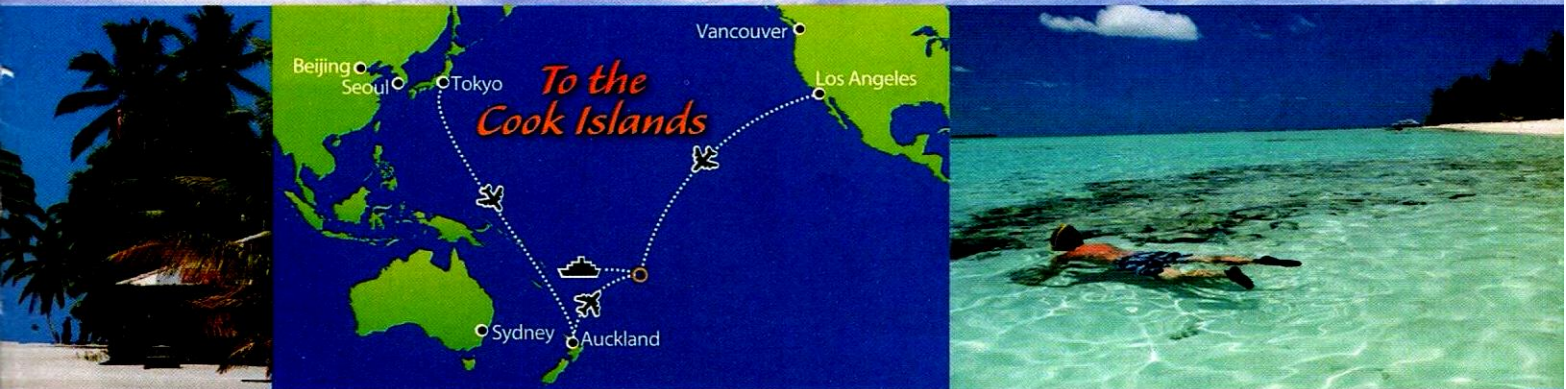
Student A Imagine you live on Palmerston. Talk to Student B about your daily life there.

Student B You live in a big city. Compare your daily life with Student A. Talk about:

- daily routine
- food and drink
- entertainment (sport, hobbies, etc.)

In the morning I get up at nine o'clock and walk along the beach to school.

Really? I catch the bus to school.



It is one of the hardest places in the world to visit. First, you have to fly to Tahiti, an island in the South Pacific Ocean. Then you have to travel by boat – for nine days! During that time, you hardly ever see another boat or plane. And the final part of the journey is the most dangerous, because of the rocks. Over the years, they have caused hundreds of boats to sink. You can still see some of the wrecks on the beaches. But finally, you arrive at the tiny tropical island of Palmerston, part of the Cook Islands. ¹ ____ The islanders love visitors and look after them well.

The island is very beautiful, with white sandy beaches and clear blue water. There are no cars. The main road in Palmerston is only about a hundred metres long and is made of sand, with only about six buildings. There is a small school, but there are no shops. The families on Palmerston don't use money in their daily lives. ² ____ When you run out of rice, you ask your next-door neighbour. They only use money to buy things from other countries.

A ship visits the island twice a year and brings basic supplies, like rice and fuel. The islanders need money to pay for this, so they catch and freeze fish. ³ ____ But sometimes the ship doesn't come. Recently, eighteen months passed without a visit from the ship. But

that wasn't a problem: they could eat coconuts and fish.

These days, the islanders access the internet for one or two hours a day and they can even get a mobile phone signal – sometimes. But everyday experiences, like a visit to the dentist, can be a problem because the island is so remote. The nearest dentist is on Rarotonga, the capital of the Cook Islands. ⁴ ____ And when the dentist has finished, you sometimes have to wait six months for a boat home!

Some of the islanders love the remoteness and think their home is paradise, but others have decided to leave. In the past 50 years, the population of Palmerston has dropped from 300 to just 62. About 20 of these are children. Their life is very happy and relaxed, but as they get older, some of them want a university education. ⁵ ____ They often plan to come home again after their studies – but in reality, they rarely return.

But, for the people who stay on the island, daily life is easy. Nobody works very hard and there is a lot of free time. In the evenings, children swim in the beautiful blue ocean or play volleyball on the beach. The adults watch TV (there is one TV on the island) or chat. There is a policeman on Palmerston, but there isn't any crime, so he makes musical instruments instead!

Photo comparison

I can compare two photos.



3 **4.11** Read the **Speaking Strategy**. Then listen to two students comparing and contrasting photos 1 and 2. Which student followed the advice better? Give reasons for your opinion.

4 **4.11** **KEY PHRASES** Check the meaning of the phrases. Then listen again. Which phrases did the students use?

Comparing and contrasting

The first photo shows ..., whereas the second photo shows ...

In the first photo ..., but in the second photo ...

You can see ... in both photos.

Both photos show ...

Speculating

It looks as if ...

I would say that ...

I think ... probably ...

Perhaps he / she / it / they ...

They look (+ adjective) He / She / It looks (+ adjective)

5 **SPEAKING** Work in pairs. Student A: Look at the two photos below. Student B: Look at the photos on page 142. Compare and contrast the photos. Say which living room you prefer and why.



1 **SPEAKING** Look at the photos above. How many pieces of furniture and household items can you identify?

I can see a chest of drawers in the second photo.

2 **VOCABULARY** Find four pairs of opposites in the list of adjectives to describe rooms. Which adjectives would you use to describe the rooms in exercise 1?

Adjectives to describe rooms bright comfortable cosy dark large relaxing small tidy uncomfortable untidy

➔ **Vocabulary Builder** Adjectives to describe rooms: page 121

Speaking Strategy

In a photo comparison task remember to:

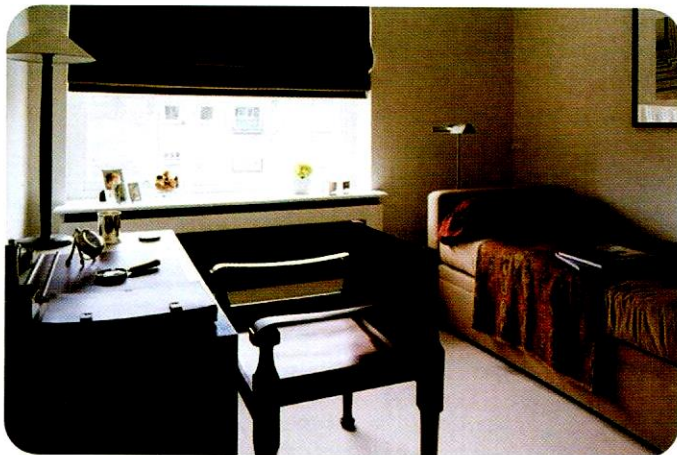
- compare the photos, pointing out any obvious similarities and differences.
- describe the people in the photos and say what they are doing.
- give your opinion and / or speculate about the people and situation.

A description

I can write a description of a home.

- 1 Read the task and the model texts. Which text matches the photo? How do you know?

Your family has agreed to offer a room to a foreign student for three months. Write a description of your home and the student's room. Include information about the rooms, the location of the home and the activities you do there in your free time.



A I live in a fairly modern apartment on the fifth floor. It's a great location because it's right in the middle of the city. You can easily find a café nearby or get the bus to another part of the city.

There are three bedrooms. Your bedroom will be the one at the front of the apartment. The room is a bit small although it's very light. There's a bed, a desk and a chair in the room. The apartment also has two bathrooms, a living room and a kitchen.

In the living room, we have a big 3D TV, so we often lie on the sofas and watch films in the evenings. It's really relaxing! We also have a games console for playing video games.

B I live in a small cottage in a village. It's a bit remote – there are only about 50 houses here and there's only one shop! But there are four buses a day into town and the tickets are not very expensive.

The cottage has a living room, a dining room and a kitchen downstairs. It's extremely cosy in the winter because we always light the fire in the living room. Upstairs, there are three bedrooms. Your bedroom will be the one at the back of the house so you'll have an amazing view of the countryside.

We often play board games in the evenings. Also, there are lots of books on the shelves. We've got a TV, although we don't watch it much.

- 2 Imagine you are choosing a place to stay for three months. Which room in exercise 1 would you choose? Why?
- 3 Match the three paragraphs in each text in exercise 1 with the three elements of the task: a) the rooms b) the location c) free-time activities.

LEARN THIS! *although, because and so*

- a** We use *although* to introduce a fact that contrasts in some way with the main information in the sentence.
Although our flat is small, the kitchen is very large.
We live near the sea, although we never go swimming.
- b** We use *because* to introduce a reason and *so* to introduce a result.
The flat is on the top floor, so it's very quiet.
The flat is very quiet because it's on the top floor.

- 4 Read the **Learn this!** box. Find an example of the three conjunctions (*although, because and so*) in each text in exercise 1. How do you say these conjunctions in your own language?
- 5 Circle the correct conjunction to complete these sentences.
- 1 We can't live in the city centre **although** / **because** it's too expensive.
 - 2 We sometimes go the beach **although** / **so** the sea is too cold for swimming.
 - 3 Our street is in the town centre, **because** / **so** there's a lot of traffic.
 - 4 There's a lot of beautiful countryside, **although** / **so** it's a great place for walks.
 - 5 In the evenings, we usually stay at home **although** / **because** we sometimes visit neighbours.

Writing Strategy

We often use modifiers like *very* or *fairly* before adjectives when we are writing a description. Modifiers make the description sound more natural.

The apartment is very / fairly modern.

- 6 **VOCABULARY** Read the **Writing Strategy**. Which modifiers can you find in the texts in exercise 1. What adjectives are they with?

Modifiers a bit extremely fairly pretty quite really (not) very

➔ **Vocabulary Builder** Modifiers: page 121

- 7 Plan an answer to the task in exercise 1. Make notes for each element (a–c in exercise 3). Include adjectives and modifiers in your notes.
- 8 Write your description following your plan from exercise 7. Use conjunctions to join ideas together within each paragraph.

CHECK YOUR WORK

- Have you ...
- used conjunctions correctly?
 - included modifiers in your description?
 - checked your spelling and grammar?

Reading

Strategy

Make sure you read the whole of each paragraph before you start to match the headings. The extra heading will contain a word or phrase that matches part of one or two paragraphs, but only the correct heading will match the whole of the paragraph.

1 Read the Strategy. Read each paragraph of *Homes in Mexico* and answer the questions.

- 1 Which paragraphs in the text contain the word *rich*?
- 2 Which paragraphs in the text contain the word *big*?
- 3 Which paragraph matches the whole meaning of heading F?

2 Read the text. Match the headings (A–F) to the gaps (1–5). There is one extra heading which does not fit any of the gaps.

- A European-style houses, old and new
- B Old houses in many colours
- C Small houses for Mexico's richest people
- D New houses, old style
- E Colours have made life better
- F Big houses for rich people

Homes in Mexico

Mexico has forests and beaches, high mountains and lowlands. It has very rich people and very poor people. It isn't surprising then that there are so many different kinds of homes in Mexico.

1 _____

There are modern blocks of flats in Mexico's towns and cities, but a lot of Mexican people prefer to live in houses. In the old areas of town you can see traditional houses. Their outside walls are painted bright green, yellow, orange and blue. The houses haven't got gardens, but there's usually a small outside space at the back where you can sit and relax. People can talk to their neighbours easily because the houses are next to each other.

2 _____

Some people in Mexico have built modern *adobe* houses. They look like houses from ancient Mexican cultures. They are small and simple, with red walls and small windows. Inside they are cool and comfortable, even when the weather's hot.

3 _____

Some rich people in Mexico live in Spanish *villas*. These houses may be modern or old, but they all have white walls, red roofs, wooden doors and lots of windows. The walls in the kitchens and bathrooms are usually blue. Some Spanish *villas* have beautiful gardens.

4 _____

Other very rich people live in very big, beautiful houses called *haciendas*. In the past, rich families owned *haciendas* and all of the land around them. They used the land for growing coffee and sugar. Lots of people worked there, but only the family who owned the land lived in the big house.

5 _____

Not everyone in Mexico can live in a beautiful house, but in one town where life is difficult for many people, the government has paid a group of street artists to paint more than 200 new houses in bright colours. The houses make a 20,000 m² picture. 'It's fantastic,' says Ana Flores, who lives in the area. 'It's helped young people believe that a better future is possible.'


Listening

Strategy

Read the instruction and the options in multiple-choice questions carefully before you listen. Then guess what the general topic of the listening is about.

3 Read the Strategy. Read the questions in exercise 4. What is the best summary of the listening text?

- 1 Three teenagers tell us about their new homes.
- 2 Three teenagers describe their homes and bedrooms.
- 3 Three teenagers talk about their experiences of moving house.

4  **4.12 Listen to part of a radio report about moving house. Choose the correct options, A, B, or C.**

- 1 Which feelings does the presenter talk about?
 - A excitement, happiness, worry
 - B sadness, anger, worry
 - C excitement, sadness, worry
- 2 Caitlin, Ahmed and Josie
 - A moved house three months ago.
 - B have moved house recently.
 - C moved house a long time ago.
- 3 Caitlin
 - A has felt unhappy in her new house.
 - B doesn't like her bedroom.
 - C has been to visit her old school.
- 4 Ahmed
 - A started his new school last week.
 - B has already decorated his bedroom.
 - C thinks his bedroom is too dark.
- 5 Josie
 - A has felt very sad in her new house.
 - B hasn't spoken to her old friends.
 - C has made some new friends.