UNIT 3 To the limit

Vocabulary
Adventure sports and activities

1 Listen and repeat the words in blue. Which activities would you like to try?

2 Complete the table with the words in blue.

<table>
<thead>
<tr>
<th>go</th>
<th>do</th>
<th>ride</th>
<th>climb</th>
</tr>
</thead>
<tbody>
<tr>
<td>hiking</td>
<td>martial arts</td>
<td>a horse</td>
<td>a rock wall</td>
</tr>
</tbody>
</table>

3 Where in your country (or other places you know) can you do the activities in Exercise 1? Write sentences and compare them with a classmate.

In my country, you can do white-water rafting down the Atuel river in Mendoza.

4 In pairs, talk about the activities you would like to try. Use phrases from the box to react to your classmate’s ideas.

- I’d like to take a chair lift to the top of a mountain and then go down mountain biking!
- That sounds fun! I’d like to go sailing and...

Really? I wouldn’t like to try that!
Me too! That sounds fun!
That’s very scary! Sounds dangerous!

I’d like to take a chair lift...

WB p8o
Aaron Fotheringham can’t walk. He was born with spina bifida* and he uses a wheelchair to get around. His nickname is ‘Wheelz’ and that’s not surprising when you see his amazing abilities: for him, his wheelchair is a BMX or a skateboard!

Aaron was born in Las Vegas in 1991. At the age of 8, he started going to the skatepark with his older brother, Brian. At first, he watched his brother riding his BMX. But one day, Brian told Aaron, ‘Why don’t you have a go and ride your wheelchair in the park?’ Aaron tried and fell several times but soon he was hooked. Since then, he has participated in several BMX competitions. He hasn’t always won but he has always had fun. Today, Aaron is a professional extreme wheelchair athlete.

Has Aaron broken any wheelchairs? Yes, he has! He has broken about 30 wheelchairs and he has broken a bone too but he’s also done some incredible stunts, including the world’s first wheelchair backflip. He was 14 years old at the time!

When Aaron put the video clip of his first backflip on the Internet, he became famous. His life has changed since then. He has appeared in magazines and newspapers. He has also appeared on TV. He has joined an action sport group, Nitro Circus, and performed on live tours in several parts of the world. He has been to Australia, New Zealand and Europe.

Aaron wants to change the world’s perception of people in wheelchairs. He has been to camps for children with disabilities and taught them simple tricks to show them that their wheelchair is not a restriction. Aaron inspires children – and people of all ages around the world – to have a go and have fun along the way!

*spina bifida: the spine is closed to protect the nerves that send messages between the body and the brain. When a baby is born with spina bifida, there is an opening in the spine and these nerves are damaged.
Grammar
Present perfect: affirmative, negative and questions

USE

A Analyze these sentences from the text on page 29. Underline six more present perfect forms.

- He has participated in several BMX competitions.
- He hasn’t always won but has always had fun.
- Has Aaron broken any wheelchairs? Yes, he has!
- He has appeared in magazines and newspapers.
- He has joined an action sport group.
- He has been to Australia, New Zealand and Europe.

B Choose the correct options to complete the rules.

We use the present perfect to talk about present / past actions that have a connection with the present / past.

Sentences in the present perfect say / don’t say when the past action happened.

C Complete the table.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Yes/No questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I / You / We / They</td>
<td>have / ‘ve appeared</td>
<td>on TV.</td>
</tr>
<tr>
<td>He / She / It</td>
<td>______ / ‘s</td>
<td>haven’t been</td>
</tr>
<tr>
<td>Have</td>
<td>I / you / we / they</td>
<td>won?</td>
</tr>
<tr>
<td>He / She / It</td>
<td>______</td>
<td>hasn’t been</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes / No</td>
</tr>
<tr>
<td>______</td>
</tr>
</tbody>
</table>

D Complete the diagram.

To form the present perfect, we need:

_____ / _____ + past participle

E Look at the table. Then choose the correct options to complete the rules.

<table>
<thead>
<tr>
<th>past simple</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>participate</td>
<td>participated</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
</tr>
</tbody>
</table>

Regular verbs: past participle forms are / aren’t the same as past simple forms.

Irregular verbs: past participle forms are always / sometimes the same as past simple forms.

3 Free practice > Write sentences about the things that you, your family or friends have or haven’t done. Use verbs from Exercise 1.

I have climbed a mountain.
My brother has done white-water rafting.

1 Write the past participles. Use the verbs from Exercise A and the ones from the box.

- seen
- done
- taken
- ridden
- climbed

participate: ...
appear: ...
be: ...
have: ...
join: ...
do: ...
win: ...
break: ...
ride: ...
climb: ...
see: ...
take: ...

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

1 Aaron ... (not be) to Africa. He ... (be) to Australia.
2 Aaron ... (not break) one wheelchair, he ... (break) about 30!
3 ... (you / see) Nitro Circus on TV? No, I ...
4 Aaron ... (win) BMX competitions.
Vocabulary
-ed and -ing adjectives

1 Read the text. Who is Helen Skelton? What is special about her?

Life for the children’s TV presenter Helen Skelton is certainly not (1) bored / boring. She’s already run the 125 km ultra-marathon in Namibia, so no one was too (2) surprised / surprising when she decided to travel 3,000 km down the Amazon by kayak. Was she (3) worried / worrying about the sharks and caimans? No, she wasn’t (4) frightened / frightening of the wildlife. She had a more (5) embarrassed / embarrassing problem: a bruised bottom! She also found the extreme heat very (6) tired / tiring. So what’s next for Helen Skelton? A (7) relaxed / relaxing time at home before planning her next trip? Not likely! She’s already (8) excited / exciting about her next adventure to raise money for Sport Relief.

2 Read these rules. Then choose the correct words in the text.

- We use -ed adjectives to describe how people feel at a given moment.
  I’m interested in Helen’s story.
- We use -ing adjectives to say how people, situations or things are.
  Helen is an interesting person. Her life is interesting too.

3 Listen and repeat the words in blue in the text.

4 Make sentences about Helen.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Helen</td>
<td>is</td>
<td>worried about...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>isn’t</td>
<td>frightened of...</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>excited about...</td>
<td></td>
</tr>
</tbody>
</table>

5 Complete the sentences so they are true for you.

1 I sometimes feel worried about ...
2 I’m usually tired when I’ve ...
3 I think the most exciting sport is ...
4 I feel embarrassed when ...
5 I feel very relaxed when ...

LEARNING TO LEARN

Pay attention to the verbs we often use with -ed adjectives: be, feel and get.

I’m tired right now.
I always get tired when I run a lot.
I usually feel tired in the morning.

Listening
Helen’s latest challenge

6 Listen to a TV programme about Helen’s adventure. Choose the correct options.

1 Helen and her team went to the North / South Pole.
2 They went there to raise money for a charity / Helen’s TV programme.

7 Listen again. Write T (True) or F (False).

1 Helen and her team took 20 days to travel 800 km across Antarctica.
2 Helen used skis and an ice bike.
3 She took 60 kg of clothes and equipment with her.
4 She wrote a blog during her trip.
5 Sport Relief started in 2012.
**Reading**

**News reports**

1. **Before you read**
   - Look at the headlines. What is the problem or who is in danger in each case?

2. **Read for general ideas**
   - Why are these people or things important in each story? Complete the table.

<table>
<thead>
<tr>
<th>Patrizia and Oberdan Cosimi</th>
<th>Pat Askwith</th>
<th>A helicopter</th>
<th>Firefighters</th>
<th>A neighbour</th>
<th>The police</th>
<th>A toy tiger</th>
</tr>
</thead>
</table>

3. **Read for details**
   - Answer.
     1. When did the firefighters rescue Sally Webb?
     2. What does she think of the firefighters?
     3. Why did the Italian tourists need help?
     4. Who did they call for help?
     5. What did they do after the frightening experience?
     6. When did the security operation to close the M27 motorway start?
     7. Why did the police take action immediately?

**COMPARING CULTURES**

What emergency services are there in your area? What number do you call for help in your country? Have you ever called for help? Have you ever seen the emergency services in action?
Grammar
Present perfect and past simple

USE
A Analyze these sentences from the text on page 32. Underline four more present perfect forms and two more past simple forms.

A helicopter has rescued two Italian tourists from a beach in Devon.

Patrizia and Oberdan Cosimi visited the shop after the frightening experience.

They went to the scene at 11 o’clock last night.

I’ve never been so terrified in my life.

Have you ever thought a receipt could save your lives?

We’ve just received a report.

The security operation started in the afternoon.

We haven’t identified the owner of the tiger yet.

1 Choose the correct options.

FORM
B Choose the correct options to complete the rules.

We use the present perfect / past simple for an action that happened at an unspecified time.

We use the present perfect / past simple for an action that happened at a specific time.

C Look at Exercise A again. Find and write an example for each rule.

We also use the present perfect with...

- never: __________________________
- just: __________________________
- yet: __________________________
- ever in negative sentences: ____________
- ever in questions: ____________

Rewrite the sentences and questions. Put the words in brackets in the correct place.

1 I’ve started this exercise. (just)
2 I woke up. (two hours ago)
3 I’ve studied Chinese. (never)
4 I haven’t finished the exercise. (yet)

4 Free practice In pairs, ask and answer ‘Have you ever...?’ questions using vocabulary from page 28. Use the past simple to ask and answer about details.

- Have you ever gone down a water slide?
- Yes, I have!
- When was that?

COMPARING LANGUAGES
Translate these sentences.

I’ve never had an accident.
I’ve just seen an accident.
The ambulance hasn’t arrived yet.

Have you ever called the emergency services?

How do you say never, just, yet and ever in your language? Which tense do you use with these words in your language?
IN AN EMERGENCY

Always call 999 in the UK or go to Accident & Emergency (A&E) in life-threatening emergencies such as:

- loss of consciousness,
- severe bleeding,
- severe chest pain,
- breathing difficulties.

If it isn’t an emergency, do one of the following:

- make an appointment to see your GP.
- call NHS 111.
- go to the Minor Injury Unit at your local hospital.
- talk to your local chemist.

Reading & Listening

A notice

1 Before you read > Look at the notice. What is it about?

2 Read > Find words or expressions that mean...

1 the hospital department you should go to if you have a serious accident.
2 situations which are a risk to your life.
3 your doctor.
4 the hospital department you should go to if you have a less serious accident.
5 the person who works at the chemist.

3 Read the notice again. In which two cases should people not go to A&E?

1 Someone has become unconscious.
2 Someone has got sunburnt.
3 Someone has got a severe cut.
4 Someone has got a cold or flu.
5 Someone can’t breathe.

4 Listen to three conversations. Match the conversations to the places.

1 Conversation 1 a at the chemist
2 Conversation 2 b at the doctor’s surgery
3 Conversation 3 c at the Minor Injury Unit

5 Listen again. Complete the table with the problems and solutions from the box.

<table>
<thead>
<tr>
<th>Conversation</th>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a headache</td>
<td>take paracetamol</td>
</tr>
<tr>
<td>2</td>
<td>a broken arm</td>
<td>have a plaster cast</td>
</tr>
<tr>
<td>3</td>
<td>a throat infection</td>
<td>take antibiotics</td>
</tr>
</tbody>
</table>
Listening & Speaking
Making an emergency call

1 Before you watch the video > Look at the photo and answer.
   1 What is Ben doing?
   2 What is the problem?

2 Watch the video and listen for general ideas > Complete the sentences.
   1 Ben wants an ...
   2 A boy had an accident on his ...
   3 The accident happened in a ...

3 Watch the video and listen for details > Complete the conversation.

<table>
<thead>
<tr>
<th>Emergency services, which (1) ... do you require?</th>
<th>Ambulance, please.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s the (2) ... ? Tell me exactly what has happened.</td>
<td>There’s been an (3) ... . A boy has crashed his bike.</td>
</tr>
<tr>
<td>OK. When did this happen?</td>
<td>About (4) ... minutes ago – I’ve just seen it.</td>
</tr>
<tr>
<td>All right. And (5) ... are you exactly?</td>
<td>I’m at the skatepark.</td>
</tr>
<tr>
<td>Sorry, can you say that again?</td>
<td>Yes, I’m at the skatepark. It’s on Howard Street.</td>
</tr>
<tr>
<td>OK. An (6) ... is on the way.</td>
<td>Great. Thanks!</td>
</tr>
<tr>
<td>Please hold on while I explain what you should do next. Is he conscious?</td>
<td>(7) ... , I think so...</td>
</tr>
</tbody>
</table>

4 Speak > Role play in pairs.
   1 Role play the conversation in Exercise 3.
   2 Role play a new conversation. The service you require is mountain rescue. Choose one of the situations from the box.
   3 Change roles.

   a Your friend has fallen while he/she was rock climbing in the mountains.
   b Your brother/sister has had an accident while mountain biking.

Match the questions to the answers.
   1 Which service do you require?  
   2 What’s the problem?  
   3 When did it happen?  
   4 Where are you exactly?

   a There’s been an accident.
   b About [two minutes] ago.
   c Ambulance / Fire / Police / Mountain rescue.
   d At the [skatepark]. On [Howard] Street.

Remember to use them to make an emergency call.
Writing
Blog posts

1 Read the blog posts. Why is Shaun in Barcelona? Has he visited Nou Camp stadium?

We've arrived!
Posted by Shaun on 12th May, 9.10 pm
Well, we've just arrived in Barcelona. We're very excited! We're here because my dad won tickets to watch the X Games! Our flight was late, so we missed the motocross finals but there are a lot of competitions tomorrow. We haven't had dinner yet. We're going to eat something in the hotel because we're very tired.

An exciting day at the competition!
Posted by Shaun on 13th May, 8.45 pm
This morning, we watched the skateboarding competitions. Then we saw the BMX Freestyle finals. They were fantastic! I've uploaded lots of photos, so now you can have a look. We've just had dinner and now we're going for a walk because Dad wants to visit the city centre.

A bit of sightseeing...
Posted by Shaun on 14th May, 5.23 pm
Today, we went on a bus tour of the city and then we went to the beach. I haven't been to the Camp Nou stadium yet but I hope to go there tomorrow. I want to buy a football shirt and other souvenirs!

2 Read the ‘Write it right!’ section.

Write it right!
Linkers: because and so

We use because to give a reason.
We're going for a walk because Dad wants to visit the city.

We use so to talk about a result or consequence.
Our flight was late, so we missed the motocross finals.

3 Read the blog posts again and find one more example of because and so.

4 Complete the sentences in two ways. Use because and so.
1 I didn't do my homework ...
2 My mum's just given me €10 ...
3 I haven't slept much ...

Writing task
Plan > Imagine you have won two tickets to go to California and try extreme sports there. Write two blog posts. Make notes to answer these questions:
Day 1
• When did you arrive in California?
• Who went with you?
• What have you done?
• What haven't you done yet?
Day 2
• What extreme sports have you tried?
• How did you feel?
• What extreme sports haven't you tried yet?

Write > Write two blog posts. Remember to use:
• vocabulary from page 28.
• the present perfect and the past simple.
• because and so.

Check > Check your writing.
My name’s Matthew and I’m on holiday in Canada. I’ve never been to this country before and I’m definitely coming back! I’ve had a brilliant time and I’ve done some amazing things – I’ve visited my cousins in the city of Seattle, I’ve been skiing at a spectacular ski resort and I’ve been whale-watching near some beautiful islands!

**Sky scrapers in Seattle, Canada**

Seattle is a big, modern city with lots of skyscrapers. The Space Needle is one of the tallest buildings in the city and, on my first day in Seattle, I had lunch with my cousins at the restaurant at the top. The restaurant slowly moves around 360° and it has amazing views of the city.

**My first ever skiing trip**

At the first weekend, I went skiing in Whistler Mountain with my cousins. Whistler is a very famous ski resort in Canada near the border with the USA. We drove there by car because it’s only about four hours from Seattle. There was a lot of snow, the mountains were great and I was really excited. I’ve never taken any ski lessons, so I was rubbish at skiing but I loved it!

**Whale-watching. Awesome!**

Have you ever seen a whale? My cousins took me on a whale-watching trip to the San Juan Islands, just over the Canadian border in the United States. We set off for Friday Harbour early in the morning and we got there in just under three hours. The boat trip went around the San Juan Islands and it lasted about four hours. We were really lucky! We saw a group of six killer whales (their proper name is ‘Orcas’). They were swimming together and they came quite near our boat. I loved skiing but this was truly amazing!

Well, I can’t believe it – it’s nearly time to go home now because I’m flying back tomorrow. This has been the best trip I’ve ever had. I’m looking forward to seeing my family but I don’t want to leave!

**Read the text and answer the questions.**

1. Listen and read about Matthew’s trip. What three amazing things has he done?

2. Read again and write **T** (True) or **F** (False). Correct the false sentences.

   1. Matthew and his cousins were on holiday in Seattle.
   2. The Space Needle is a restaurant at the top of a tall building.
   3. Whistler Mountain is a ski resort in the USA.
   4. Matthew loves skiing and he’s great at it.
   5. Matthew went to Friday Harbour by boat.
   6. The San Juan Islands are in Canada, near the USA.
   7. Matthew enjoyed skiing more than whale-watching.

3. Choose one of these activities.

   1. Write eight false sentences about the text on a slip of paper. Exchange slips with a classmate and correct the sentences.
   2. Draw a mind map about the text. Compare mind maps with a classmate.
Vocabulary
Adventure sports and activities

1. Complete the table with the words from the box. Then circle the activities you do in the water and underline the activities you do on land.

- base jump
- do down a water slide
- go on a roller coaster ride
- parkour
- sailing
- mountain biking
- tricks
- white-water rafting
- a mountain
- a BMX bike
- kite surfing

done
base jump
go
climb
ride

Grammar
Present perfect: affirmative, negative and questions

2. Jean arrived in Paris on Sunday morning and she is still there. Today is Tuesday at midday. Look at Jean’s diary and write questions about her experience in France. Then answer.

<table>
<thead>
<tr>
<th>Sunday 7</th>
<th>Monday 8</th>
<th>Tuesday 9</th>
<th>Wednesday 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>visit a museum</td>
<td>base jump off the Eiffel Tower with the French team</td>
<td>parkour at Montmartre in the morning</td>
<td>bike ride to Carcassonne</td>
</tr>
</tbody>
</table>

3. Complete the text with the present perfect form of the verbs in brackets.

1. Have you heard (hear) of the American racer Ashley Fiolek? She (2) ________ (win) two gold medals at the X Games. It is really amazing because Ashley (3) ________ (be) deaf all her life. Ashley (4) ________ (love / always) motorbikes. She says that she (5) ________ (not forget) her first bike: a Yamaha PW50. Her parents (6) ________ (support) her from the moment she started competing at the age of 7. It (7) ________ (not be) easy because she (8) ________ (have) some motocross accidents. But she says that she loves her sport and I’m sure that we (9) ________ (not see) the best of Ashley yet!

4. Read the text in Exercise 3 again and correct the information about Ashley.

1. Ashley has won six X Games.
   Ashley hasn’t won six X Games. She has won two.

2. She has been blind all her life.

3. She has always hated motorbikes.

4. Her parents have interfered with her sport career.

5. She has never had a motocross accident.
Vocabulary
-**ed** and -**ing** adjectives

5 Complete the table with -**ed** or -**ing** adjectives.

<table>
<thead>
<tr>
<th>-<strong>ed</strong></th>
<th>-<strong>ing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>bored</td>
<td>boring</td>
</tr>
<tr>
<td>worried</td>
<td>exciting</td>
</tr>
<tr>
<td>tired</td>
<td>embarrassed</td>
</tr>
<tr>
<td>relaxed</td>
<td>frightening</td>
</tr>
<tr>
<td>interested</td>
<td>surprising</td>
</tr>
</tbody>
</table>

6 Choose the correct options.

I love listening to my grandad. He always tells us really (1) **interesting** / interested stories. He has been to many (2) **exciting** / excited places, like remote islands full of strange animals. Since he is never (3) **tiring** / tired, he is always doing (4) **surprising** / surprised things. It is (5) **amazing** / amazed to listen to him when he tells us about (6) **frightening** / frightened experiences in the Malaysian jungle. It is really funny to hear how he was sometimes (7) **embarrassing** / embarrassed because he made some cultural mistakes. If you are (8) **interesting** / interested in knowing about the world, come home and listen to my grandad’s stories. I am positive that you’ll be greatly (9) **surprising** / surprised.

Grammar
Present perfect and past simple

7 Write sentences or questions in the past simple or present perfect forms.

1 I / never / see / accident / like that.

   ____

2 Two girls / crash / into a tree / this morning.

   ____

3 The girls are in hospital. They / not open / their eyes / yet.

   ____

4 You / ever / be / terrified?

   ____

5 I / be / horrified / when / I / hear / the explosion.

   ____

6 I / just / ask / the doctor / about the girls.

   ____

7 He / be / quite relaxed.

   ____

8 Complete the text with the past simple or present perfect forms of the verbs in brackets. Pay attention to the time expressions in bold!

   (1) Did you watch (watch) the last Olympic Games? I really (2) enjoy (enjoy) watching them on TV. Now I (3) start (just / start) reading this book about the unofficial history of the Olympics, It is really interesting. Did you know that the first Olympic Games (4) take (take) place in Greece nearly 3,000 years ago? They (5) change (change) a lot since then! The modern Olympics (6) start (start) in 1896 and the first Paralympic Games were in Rome in 1960. I (7) finish (not finish) reading the book yet, but I (8) learn (already / learn) some amazing facts. For example, did you know that women (9) compete (not compete) in athletics until the 1960s?

9 Read the text in Exercise 8 again and write questions about it.

1 What / the writer / just / start doing

   ____

2 When / the first Olympic Games / take place

   ____

3 Where / they / take place

   ____

4 What / happen / the Olympic Games / since then

   ____

5 What / the writer / learn

   ____
Have you ever heard of Felix Baumgartner? His life is really amazing.

Felix was born in 1969 in Austria. He has been interested in flying and skydiving since he was a child. He has set a world record for skydiving. He jumped from 39 kilometres above earth on 14th October 2012. He trained hard for this achievement. A sports psychologist helped him to fight claustrophobia when he wore the pressurized suit for the jump. But this is not the only risk he has taken. He is famous for the particularly dangerous stunts he has performed.

Felix started parachute jumping when he was 16 and has never stopped taking risks. He has jumped from the Petronas Towers in Kuala Lumpur. He has also skydived across the English Channel using a specially-made carbon fibre wing. And he has jumped off the hand of the Christ the Redeemer in Rio de Janeiro. Incredible, isn’t it?

He became the first person to base jump from the Millau Viaduct in France, in 2004, and the first person to base jump from the Turning Torso building in Malmö, Sweden, in 2006. He has also jumped from Taipei 101 building in Taiwan.

He likes travelling around the world and he loves taking risks wherever he is.

Felix Baumgartner
Speaking
Making an emergency call

13 Match the sentence halves.
1 Emergency services, which
2 All right. And where
3 OK. When
4 What's the problem? Tell me exactly what
  a did it happen?
  b has happened.
  c are you, exactly?
  d service do you require?

14 Complete the conversation with the sentences from Exercise 13. Then practise it in pairs.

Assistant: (1) 
Girl: Ambulance, please.
Assistant: (2) 
Girl: There's been an accident. A boy has fallen off his skateboard.
Assistant: (3) 
Girl: Just a minute ago.
Assistant: (4) 
Girl: I'm near the fun fair, just opposite the Big Eye.
Assistant: OK. An ambulance is on the way.
Girl: Great. Thanks!

15 Think of other possible accidents and prepare two more conversations. Practise them in pairs.

Writing
Blog posts

16 Read the blog post and choose the correct options.

Wow! We (1) **'ve arrived / arrived** at a small town in the south of France last night. We're terribly excited! Dad (2) **has given / gave** us two tickets for the Tour de France for our graduation day a month ago. The competition started three days ago but we (3) **haven't seen / didn't see** anything of it yet.

This morning, we (4) **have gone / went** on a tour of the town. We (5) **have visited / visited** many beautiful places. We (6) **have seen / saw** so many things that we can hardly remember them. Luckily, my brother (7) **has taken / took** lots of photos. Now, the memory in his camera is full.

We (8) **haven't been / weren't** to the racing area yet. We're going tomorrow three hours before the racers arrive. I (9) **always wanted / have always wanted** to ride one of those special bikes and talk to the racers but I (10) **have never done / didn't do it.** Tomorrow my dream will come true!

17 Write your own blog post. Use these questions to help you.
- Where are you?
- When did you arrive?
- What have you done?
- What haven't you done yet?
- How do you feel?
- What have you always wanted to do?
Vocabulary
Adventure sports and activities
1. Look at the photos and complete the texts.

1. I’ve always liked adrenaline! When I was a child, I loved ______ roller coaster _________. Now that I’m older, I want to climb to the top of a mountain and ________ a base _________.

2. I like going on adventure holidays. When I go to the mountains, I usually ______ mountain _________. We sometimes ______ white-water _________.

-ed and -ing adjectives
2. Choose the correct options.

Ben Breston has an _______ life. He’s got a boat and he loves sailing to different destinations. He isn’t _______ about storms. His boat is small but fully equipped. Sailing is hard work on stormy, windy days and Ben sometimes feels _______.

Grammar
Present perfect
3. Complete the sentences with the present perfect form of the verbs from the box.

see do be (x2) have go take

1. He _______ to Australia but he _______ (not) to Africa yet.
2. We _______ Aaron Fotheringham on TV. He gave an interview on Channel 3 last night.
3. They _______ amazing tricks on their BMX bikes.
4. I _______ a great time at the party.
5. They _______ (not) the chair lift to the top. They _______ to the restaurant at the base.

Present perfect and past simple
5. Complete the sentences and questions with the correct form of the verbs in brackets.

1. My brother _______ a firefighter in 2013.
2. _______ you ever _______ a shark?
3. They _______ never _______ do kite surfing.
4. The ambulance _______ yet.
5. Yesterday, I _______ in a local newspaper.
6. _______ you _______ in the competition last week?
7. We _______ just _______ an accident.

Check your performance!

Try again! Keep up! Well done! Great job!

0–9 10–16 17–23 24–30

Total Score: _______ / 30 points
1 Complete the news stories with the correct form of the verbs in brackets. Pay attention to the colour of each verb and follow this colour code: present simple, past simple, past continuous, present perfect.

**Tsunami survivor finds lost motorbike**

Japanese authorities (1) **found** the owner of a Harley-Davidson motorbike that got lost when a disastrous tsunami (2) **hit** Japan in March 2011. The Harley-Davidson motorbike (3) **travelled** more than 6,000 km across the Pacific Ocean in a storage container.

Last 18th April, Peter Mark (4) **walked** along the coast of an island in Canada when he (5) **found** the bike on the beach. He (6) **saw** its Japanese licence plate and immediately (7) **knew** its origin.

‘When I (8) **looked** at the photo, I (9) **knew** it was my bike,’ said 29-year old Ikuo Yokohama. He added, ‘I (10) **had** really nice memories of this bike because I (11) **rode** it on tours around Japan. He (12) **wanted** to thank Mark in person but so far he (13) **has thanked** him on TV.

At present, Yokohama (14) **lives** in a small town in Japan. The shop where he (15) **bought** the bike (16) **offered** to repair it and send it to him but Yokohama (17) **did not** want it. He (18) **felt** it should be in the Harley-Davidson museum in Milwaukee, USA.

**Japanese teenager recovers ball after tsunami**

Misaki Murakami (19) **is** a 16-year-old teenager who (20) **lost** his home in the 2011 Japanese tsunami. On the day of the disaster, he (21) **rested** in his house when he (22) **heard** a loud noise, so he quickly (23) **ran** to high ground to save his life. Fortunately, Murakami (24) **had** a lucky escape but he (25) **lost** all his possessions.

Last month (and a year later after the tsunami), something amazing (26) **happened**. David Baxter and his Japanese wife, Yumi, (27) **explored** the island where they (28) **lived** in Alaska when Baxter (29) **found** a ball on a beach. The ball (30) **had** a message on it but it was written in Japanese. Immediately, Baxter (31) **asked** his wife to translate it. She said it was a good luck message, so the couple (32) **decided** to work hard to find the owner of the ball.

After doing some research, they (33) **found** Murakami. In an interview, the teenager said, ‘I can’t believe the ball (34) **crossed** the Pacific Ocean. I (35) **never imagined** this.’ ‘This ball (36) **has** an amazing story! I (37) **received** it from my friends in 2005 when I (38) **was** in third grade, as a good luck gift before I (39) **changed** schools. I’m so happy that somebody (40) **found** it. It’s a miracle!’ he added.

2 Correct the sentences. Write a negative and an affirmative sentence.

1 Peter Mark is from the USA.
2 Peter was sailing when he found the bike.
3 The bike travelled across the Atlantic Ocean.
4 Misaki Murakami lives in Alaska.
5 Misaki has recovered many of his possessions.

3 Complete the questions. Then answer.

1 What ... the Japanese authorities found?
2 Where ... Peter find the bike?
3 ... Ikuo want his bike back?
4 What ... David doing when he found the ball?
5 ... Misaki ever changed schools?
6 ... Misaki recovered his ball?
Let’s analyze.

1 Read the definition.

A phone-in: a radio or TV programme that people can phone to ask questions, make comments or share their experiences.

2 Read the script of a radio phone-in programme and answer.

1 What’s the name of the programme?
2 How many presenters are there?
3 What is today’s programme about?
4 Is Ron Jarvis a presenter?
5 What is Ron going to talk about?
6 Who can phone the programme?

<table>
<thead>
<tr>
<th>Time</th>
<th>Who / What</th>
<th>Script</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.30</td>
<td>Carol – introduction</td>
<td>Hello and welcome to Teen Views! Our programme is live from Blackhorn High School. This is Kate, Simon and Carol.</td>
</tr>
<tr>
<td></td>
<td>Kate – description of first part of programme</td>
<td>Do you want to hear some amazing stories? Then you’re listening to the right programme! Today, we have an interview with Ron Jarvis, a student from our neighbourhood. He has an amazing story about his passion for urban sports and how he helped to rescue a little boy from a house on fire.</td>
</tr>
<tr>
<td></td>
<td>Carol – description of rest of programme</td>
<td>After that, our listeners are going to share their amazing stories. Have you ever been in a dangerous situation? Have you ever had an amazing experience? You can email us at <a href="mailto:amazingstories@radioblackhorn.net">amazingstories@radioblackhorn.net</a> or phone us on 02646578779.</td>
</tr>
<tr>
<td>1.30</td>
<td>Simon – interview questions for Ron Jarvis</td>
<td>S: So, let’s welcome Ron! Hi, Ron. Welcome to our programme. S: Tell us, where did you start doing urban sports? S: What were you doing when you saw the house on fire? S: What did you do to help the boy?</td>
</tr>
</tbody>
</table>

Let’s do it!

Step 1 Sit in groups of five or six students. You will need two or three presenters, one interviewee (person at the studio) and two callers. Distribute these roles among the members of the group.

Step 2 Make up three amazing stories: one story for the interviewee and one story for each caller. Write notes about the stories on the Project Planning sheet, Table 1. Then write the programme’s script in Table 2. Remember to use vocabulary and structures from Units 1, 2 and 3.

Step 3 Write your script for a phone-in. Choose one of these options:

- Go online and search for a web-based voice recording tool. Record your programme and save it.
- Record your programme on a recorder.

Step 4 Share your work.

- If you used a web-based voice recording tool, share the link with your teacher and the class. Listen to your classmates’ programmes.
- If you used a recorder, play your programme to share it with the class.