

6

WHAT AN ADVENTURE!

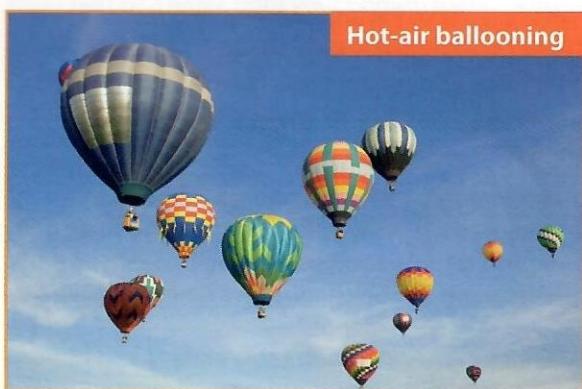


- What kind of activities do adventurous people enjoy?
- Have you ever done anything adventurous? Tell the class.
- What characteristics do adventurous people have? Do you have any of these characteristics?



READING

- 1 Look at the pictures. Do you think the activities are dangerous? How do you think the people feel?
Would you do these activities?



- 2 Work with a partner. Make a list of dangerous activities. Which is the most dangerous? Which is the least dangerous? Compare your answers with the class.
- 3 Read the article about teenagers who like to do dangerous activities. Which activity caused a death?

*Why do
they do it?*

More and more teenagers are taking risks nowadays. They climb mountains, cross oceans, run marathons in the desert and ski to the poles. But why do they take so many risks? Our reporter Brenda Miller investigates.



by Brenda Miller

In 2011, pretty Dutch schoolgirl Laura Dekker wasn't shopping for clothes or gossiping with her girlfriends. She wasn't going to parties or watching popular reality shows on TV. For all of 2011, she was sailing around the world on a boat. But it wasn't a holiday. She wasn't on a cruise ship with her family. She was sailing around the world ... alone.

When she finished her journey, she became the youngest person to sail solo around the world, with stops. She was 16 years and 123 days old. Two years before her record-breaking trip, Australian Jessica Watson also sailed solo around the world. But she did it without stops. She was a bit older than Laura and her challenge was bigger because she didn't stop anywhere.





These girls are not unique. There are many teenagers who are trying to break records. They are young explorers who have big ambitions and it seems that no challenge can scare them. But why are they in a hurry to do it all now? Why don't they wait until they are older and have more experience?

One reason is that we have explored everything except the oceans. There isn't really anything new to do. Many people have climbed Mount Everest or sailed around the world. The only way to break a record now is to do it at a younger age. But this can be very dangerous when something goes wrong. For example, when you are sailing in a storm and you're tired, you need experience to stay alive. You don't have much experience when you are young. A tragic example is Rob Gauntlett. Just after his 19th birthday, he became the youngest person from Britain to reach the top of Mount Everest. Sadly, he died two years later in a climbing accident in the French Alps.

So why do teenagers want adventures? 'Kids dream more than adults,' said one teenage explorer. Maybe he's right. What do you think?



Upgrade

When you answer multiple-choice questions, you might need to look for specific information. First, make sure you understand the question. Then go to the part in the text where you think the answer is. If you can't find the answer there, read the text from the beginning until you find the information you are looking for. If you can't find the information at all, mark answer C, 'Doesn't say'.

- 4** Read the article again. Are sentences 1–6 'Right' (A) or 'Wrong' (B)? If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

- 1 Laura Dekker doesn't enjoy going to parties with her friends.
A Right **B** Wrong **C** Doesn't say
- 2 In 2011, Laura Dekker went on a holiday without her family.
A Right **B** Wrong **C** Doesn't say
- 3 Jessica Watson did something more difficult than Laura Dekker.
A Right **B** Wrong **C** Doesn't say
- 4 Young explorers don't think they need experience.
A Right **B** Wrong **C** Doesn't say
- 5 There are many things we don't know about the oceans.
A Right **B** Wrong **C** Doesn't say
- 6 More teens than adults are doing dangerous activities.
A Right **B** Wrong **C** Doesn't say

- 5** Complete the sentences with words from the article.

- 1 Athletes always try to b _____ records and be the best in the world.
- 2 Gary went to the Himalayas; he's going to c _____ a mountain.
- 3 Are you sure you want to c _____ the Atlantic Ocean in a canoe?
- 4 Who will help you if something g ____ wrong in the desert?
- 5 The explorer's food finished and he had to eat insects to s ____ alive.
- 6 It's very exciting to t ____ a risk, but it's also very dangerous.

- 6** Choose an activity from the article and tell your partner why you want to try it. Your partner must tell you why you shouldn't do it. Use the ideas below to help you.

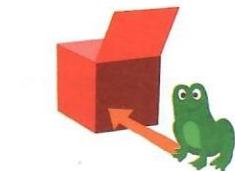
- exciting
- too risky
- dangerous
- no experience
- you only live once
- fantastic experience
- I'm sure it's safe.
- You could have an accident.



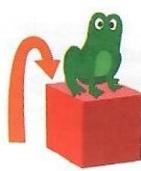
VOCABULARY

- 1 Label the pictures with these prepositions of movement.**

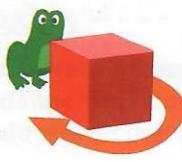
along around down into off onto
out of over past through under up



1 _____



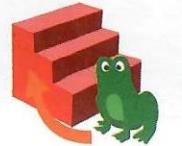
7 _____



2 _____



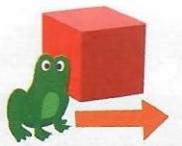
8 _____



3 _____



9 _____



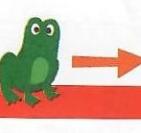
4 _____



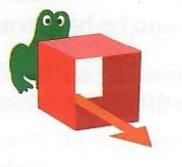
10 _____



5 _____



11 _____



6 _____



12 _____

- 2 Which prepositions in 1 are opposites?**

- 3 Complete the paragraph with the words from 1. Use each preposition once.**

Harry's dream

Harry is an action man! He likes adventures and he loves to travel. Last month, he had a dream. He dreamed that he took part in an unusual race.

In his dream, he jumped ¹ _____ a helicopter and he skied ² _____ a mountain all the way to the bottom. From there, he got ³ _____ a horse and rode ⁴ _____ the fields to a river. When he arrived at the river, he jumped ⁵ _____ a boat quickly. He sailed ⁶ _____ the river for hours. He went ⁷ _____ lots of bridges and he soon came to a village.

In the village, the race continued. He ran ⁸ _____ a library in the village square.

Then he ran ⁹ _____ the square ten times. He got a bit dizzy, so he sat down for a few minutes. When he felt better, he continued the race ... in a Ferrari! There was a long tunnel and he drove ¹⁰ _____ it quickly. Soon, he saw the finishing line in front of him at the top of some steps.

He stopped the car and ran ¹¹ _____ the steps, but just as he got to the top ... he fell ¹² _____ his bed and woke up!

- 4 Which verb can be used with all these nouns?**

- an accident
- an adventure
- an ambition
- experience
- the opportunity

- 5 Complete these sentences with the phrases in 4 in the correct form.**

- 1 Mountain climbing is my hobby and hopefully I will _____ to climb Mount Everest one day.
- 2 Tom and Jerry want to _____ when they go to the Amazon. I hope they don't do anything stupid.
- 3 Skiing in the Alps can be dangerous, so be careful when you do it and you won't _____.
- 4 Oh, you want to be an explorer? That's very interesting. Do you _____ or are you a beginner?
- 5 Can I tell you something? I _____ to become a great sea explorer and to travel the oceans.

Word Formation

Complete the table.

Noun	Adjective	Adverb
adventure	1	adventurously
2	brave	bravely
care	3 /	carelessly / carefully
danger	4	dangerously
fool	foolish	5
help	helpless / helpful	6 /
7	strong	strongly
success	successful	8

Complete the sentences with some of the words from 6.

- 1 The explorer was alone and lost; he didn't know to do. He felt _____.
- 2 Sharks are _____ and they can kill you if you swim near them.
- 3 She _____ ran inside the house and saved the young child from the fire.
- 4 Their climbing trip was _____ because they reached the top of the mountain.
- 5 Please drive _____ when you go home tonight because it's snowing.
- 6 You need a lot of _____ to lift a car!
- 7 This is the first time Alex had been camping and he's looking forward to a(n) _____.
- 8 Tom never listens to the advice I give him. He really is a(n) _____.

Collocations & Expressions

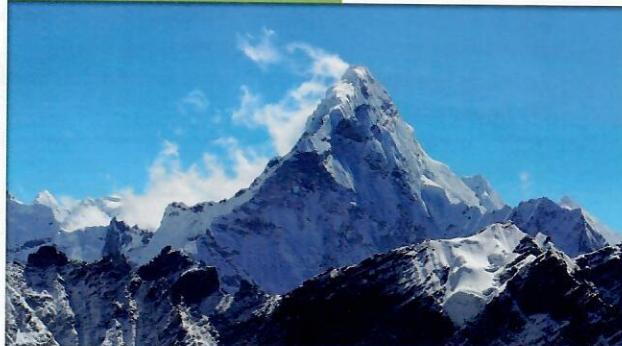
Circle the correct words to complete the expressions in bold. What do you think the expressions mean?

- 1 It isn't a good idea to swim near sharks; you're **going / playing with fire**.
- 2 What do you think? Should I **make / take a chance** and go surfing?
- 3 Let's **make / put a bet**. If I can swim across the river, you give me €10.
- 4 Come on! You can do it! Run faster! **Do / Give it everything you've got!**
- 5 Don't stop now. **Keep / Stay going**. I know you can finish this race.

Prepositions

9 Complete the text with *in* or *on*.

Breaking the record



Geordie Stewart, a university student from Scotland, wanted to go ¹ _____ an adventure. He decided to climb the highest mountain ² _____ each continent. He didn't have much experience, but he was ³ _____ a hurry because he wanted to become the youngest British person to do it.

When he was 18, he climbed Aconcagua, the highest mountain ⁴ _____ South America. ⁵ _____ his 19th birthday, he reached the top of Africa's Mount Kilimanjaro. ⁶ _____ five years, he climbed all seven mountains.

He tried to climb Mount Everest twice. The first time, some other climbers became very sick and were ⁷ _____ danger, so he helped them down the mountain. ⁸ _____ his second journey to Everest, aged 22, he completed the challenge and broke the record. But the record was his for only two hours! George Atkinson, a 16-year-old British boy, also reached the top of Everest after climbing the other six mountains.



GRAMMAR

Adjectives & adverbs

1 Read about the order of adjectives and adverbs.

Adjectives

- We use adjectives to describe someone or something. Adjectives usually come before the noun they describe, or after verbs like *be, feel, look, smell, sound, taste*, etc.
It's a big yellow balloon.
The balloon is big and yellow.
- When there is more than one adjective before a noun, we use them in this order:

Opinion	Size	Age	Shape
nice	small	new	round
Colour	Origin	Material	Type
red	German	glass	electric

a large square plastic table

a beautiful old white bowl

Adverbs

- We already know that adverbs of frequency tell us how often somebody does something.
I always dream about an adventure when I'm sleeping.
He never takes risks.
- There are also adverbs of manner. These adverbs tell us how somebody does something.
Helen skied quickly down the mountain.
- We often form adverbs of manner by adding *-ly* to the end of an adjective.
Laura sailed bravely around the world.
- Some adverbs of manner do not follow this rule.
Katie runs very fast.
- Adverbs of manner usually go after the verb in a sentence. But if the sentence has an object, the adverb goes after that (and not immediately after the verb).
The boys spoke quietly about their plan.
She sails a boat badly.

2 Read the sentences. Tick the sentence which contains adjectives. Are the adjectives in the correct order? Circle the adverb in the other sentence.

- a It was an amazing old wooden sailing boat.
b She climbed the mountain carefully.

3 Read the list of adjectives. Which kind of adjectives are they? Write opinion (OP), size (S), age (A), shape (SH), colour (C), origin (O), material (M) or type (T).

1 paper	—	9 big	—
2 beautiful	—	10 digital	—
3 old	—	11 young	—
4 red	—	12 small	—
5 English	—	13 square	—
6 round	—	14 black	—
7 dangerous	—	15 plastic	—
8 American	—	16 electric	—

4 Read the list of adverbs. Which kind of adverbs are they? Write manner (M) or frequency (F).

1 carefully	—	6 often	—
2 never	—	7 sometimes	—
3 quickly	—	8 happily	—
4 usually	—	9 always	—
5 bravely	—	10 fast	—

5 Read the pairs of sentences. Tick the correct sentence in each pair and underline the adjectives or circle the adverbs that they contain.

- 1 a People often work to break records hard.
b People often work hard to break records.
- 2 a The children screamed loudly at the adventure park.
b The children loudly screamed at the adventure park.
- 3 a My mum bought me this fantastic old wool blanket.
b My mum bought me this old fantastic wool blanket.
- 4 a Jason always is first in the swimming race.
b Jason is always first in the swimming race.
- 5 a Look at these ancient round Greek plates.
b Look at these round ancient Greek plates.
- 6 a Jake drove the racing car fast.
b Jake drove fast the racing car.

Read 6.1-6.2 of the Grammar Reference before you do the tasks.

Comparative & superlative; (not) as ... as

- 6 Read about the comparison of adjectives and adverbs and (not) as ... as.

Comparative

We use the comparative form to compare two people, animals or things, or two groups of people, animals or things. We often use *than* after a comparative.

Jake is taller than Tony.

Fran runs more slowly than her sister.

Superlative

We use the superlative form to compare one or more people, things or animals with a group of people, things or animals. We use *the* before a superlative.

Julia is the bravest of all the children in the climbing club.
Successful people work the hardest of all.

As ... as

We use **as + adjective/adverb + as** to say that two people, animals or things are the same or equal.

Robert's friends are as foolish as he is!

Jessica loves an adventure as much as her father.

Not as ... as

We use **not as + adjective/adverb + as** to say that two people, animals or things are not the same.

Grace isn't as careful as her classmates.

My cousin doesn't feel as excited as I do.

- 7 Read the sentences about the comparison of adjectives and adverbs. Are they true (T) or false (F)?

- a In the comparative form, we often use *than* after the adjective/adverb.
- b In the superlative form, we often add *-er* to the adjective/adverb.

Read 6.3-6.4 of the Grammar Reference before you do the task.

- 8 Circle the correct words in the dialogue.

Megan: Hi, Joel. Did you have a good weekend?

Joel: Hello, Megan. Yes! I had ¹ **better / the best** weekend of my life!

Megan: Really? Well, your weekend was certainly ² **better than / best** mine then! The past few days were ³ **the most boring / more boring** I've had in ages! I studied ⁴ **harder / hardest** than I have all year! So, what did you do?

Joel: My Uncle Tyler took me to the new adventure park – it's ⁵ **bigger than / the biggest** adventure park in the country!

Megan: Oh? Is it ⁶ **as large as / large as** the adventure park in California, USA? You know, the Disneyland Park?

Joel: Well, no, it's ⁷ **not as huge as / as huge as** that. It's ⁸ **smallest / smaller** than the one in America, but lots of people say it's ⁹ **exciting than / more exciting than** Disneyland.

Megan: So, did you go on a rollercoaster?

Joel: Yes, two of them! One was called *The Screamer* and the other was called *The Rock n' Roller*. I liked *The Screamer* ¹⁰ **more / most** than *The Rock n' Roller*.

Megan: Why? Does *The Screamer* go ¹¹ **faster than / the fastest** the *The Rock n' Roller*?

Joel: Yes, for sure – the cars on *The Screamer* travel ¹² **more quickly / quickest** than you can imagine!

Megan: Wow! And I bet you screamed ¹³ **louder / the most loudly** of all the people on the ride, Joel!



LISTENING



Upgrade



In any listening task, you will probably hear some words you don't know. Don't worry though – you can usually work out the meaning by listening carefully to the rest of the recording. If there's a word you don't know, try to listen for other clues in the recording which will help you to understand the meaning.

- 1  Read these short phrases. Listen and circle the words you hear.

- 1 tracking / trekking holiday
- 2 mountain huts / hats

- 2  You probably don't know what the words you circled in 1 mean. Listen again and answer these questions about what you hear to work out the meanings.

- 1 a Where is the man going to go?

b Do you know where or what 'the Alps' are?

c What is the man going to do every day?

- 2 a What does the woman ask the man?

b What are the 'mountain huts' made of?

c What can you find in these places?

- 3 Can you work out what the words you circled in 1 mean now?

- 4  Listen to Emma talking to Harry about a summer adventure camp. For each question, choose the right answer, A or B.

- 1 Where is Emma going this summer?

- A France
B Wales

- 2 To go to the camp, you must be

- A a teenager.
B thirteen years old.

- 3 Emma will choose 'mountain adventure skills' because

- A she will take part in lots of activities.

- B she loves rock climbing.

- 4 Harry thinks that canoeing is

- A safe.
B dangerous.

- 5 The cost of the holiday includes

- A your bed and food.
B your food and train ticket.


SPEAKING

Discuss these questions with your partner.

- Would you like to go on a trekking holiday? Why?/Why not?
- Do you think you are an adventurous person?
- Would you prefer a holiday in the countryside or in a city?

When you compare two photos, it's important that what you say is interesting. Read one student's description of Pictures A and B. Rewrite it in your notebook by replacing the underlined parts with these more interesting words and phrases.

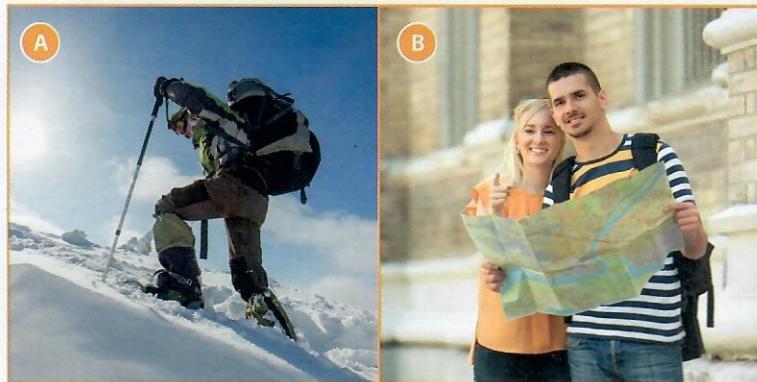
a lovely traditional a mountainous area
 a sporty man a young couple an enjoyable
 ancient beautiful snowy freezing lovely

In the first picture I can see ¹ a person who is skiing through ² a place with mountains. It's ³ cold and there are some ⁴ nice trees. It's a ⁵ nice day and the sun is shining. In the second picture I can see ⁶ two people who are looking at a map. They are standing in front of ⁷ a nice old building. I think they're having ⁸ a nice holiday looking at ⁹ old sites.

Upgrade 

Don't repeat the same adjectives again and again. Use a variety of different adjectives to describe the pictures. This will give 'colour' and interest to what you say.

- 3 Work in pairs to answer the questions about the photographs. One of you will be Student A and the other will be Student B. Use the words and phrases in Express Yourself! to help you.**



Student A: Compare the two photographs. Why do you think the people chose the holidays?

Student B: Which kind of holiday is more adventurous?



Student B: Compare the two photographs. What kinds of holiday are the people having?

Student A: Do you like doing outdoor activities?

- 4 Work in pairs to discuss these questions.**

- When you're on holiday do you prefer doing lots of activities or just relaxing?
- What activities can you do on a city holiday?
- Would you like to go on an adventure holiday?


EXPRESS YOURSELF!
Interesting adjectives: in the countryside

active
 clean
 freezing
 mountainous
 outdoor
 quiet
 snowy
 sporty
 sunny
 windy

Interesting adjectives: in the city

ancient	beautiful
cultural	dirty
enjoyable	indoor
lovely	modern
traditional	

Using phrases for comparison

... are/is more ... than ...
 ... are/is less ... than ...
 ... is/are (not) as ... as ...



WRITING

Story: Writing about the past

Stories are usually about events that happened in the past, so it is important to use past tenses correctly. You should use:

- past simple for the main events in your story.
They sailed to the island in a storm.
- past continuous to set the scene and describe what was happening at the time.
It was raining and the wind was blowing hard.



- 1 Read this paragraph from a story. Look at the verbs in bold and answer the questions below. Write PS for past simple and PC for past continuous.

It was a beautiful day to go skiing. The sun **was shining** and Oliver and his friends **were laughing** and **having** fun on the bus journey. Suddenly, the bus **stopped**. The boys **looked** out of the window and **saw** a police car.

Which tense is used to

- 1 describe the weather? _____
- 2 talk about the bus journey? _____
- 3 say what happened to the bus? _____
- 4 say what the boys did? _____

- 2 Put the verbs in brackets into the correct tense. Use the past simple or the past continuous.

- 1 It was a beautiful day. The sun _____ (shine) and the birds _____ (sing). We _____ (walk) through the forest until we _____ (find) a good place to have a picnic.
- 2 The skiers _____ (take) a risk when they _____ (go) up the mountain in bad weather. It _____ (snow) hard and the wind _____ (blow).
- 3 It _____ (rain) and the children _____ (stand) under a tree. Suddenly, their father _____ (see) a car come over the hill and he _____ (run) up the road.

- 3 When you write a story, it's important to think of a good idea. Read this writing task and the ideas below it. Tick the three ideas that you think are best for the story.

Your English teacher has asked you to write a story. This is the title for your story:

What an adventure!

Write your story. (80-120 words)

- Going to school
- A trip in a hot-air balloon
- Visiting your grandparents
- Climbing a mountain
- A sailing trip
- A birthday party

Now read this story that was written in answer to the question in 3. Did you tick the idea for the story? Underline all the examples of the past continuous and circle all the examples of the past simple.

What an adventure!

It was a beautiful day to go sailing. The sun was shining and Fiona and her family were enjoying themselves on the trip to the island. **At first**, they sailed out to the open sea. **Soon** they arrived at the island and they swam to the beach.

A few hours later, they swam back to the boat for lunch. **While** they were having lunch, some big black clouds appeared in the sky and it started to rain. **Suddenly**, the boat started to move up and down. Fiona and her sister were very scared, but their father decided to wait for the storm to pass.

Eventually, the boat stopped moving and the rain stopped. It was time to go home!

- 5 The writer uses time expressions so that the reader can follow the story. The time expressions in the model are in bold. Do you know what they mean? Write the time expressions next to the meanings below.

- 1 _____ : after a short time
- 2 _____ : after two or three hours
- 3 _____ : in the beginning
- 4 _____ : at the same time as
- 5 _____ : in the end
- 6 _____ : quickly and without warning

- 6 Now circle the correct time expressions in the sentences below.

- 1 **A few hours later / While** they were climbing up the mountain, they saw lots of flowers.
- 2 **At first / Suddenly** we had fun in the snow, but we got very cold so we went home.
- 3 **While / Eventually** the snow stopped and the climbers came down the mountain.
- 4 **At first / A few hours later** it was time to go home.
- 5 **Suddenly / Eventually** the plane fell from the sky.
- 6 **Soon / While** we found a good place to cross the river.

- 7 Read this writing task. Then use the plan and Express Yourself! to help you write your story. When you have finished your story, check your work carefully.

Your English teacher has asked you to write a story.

This is the title for your story:

A day to remember!

Write your story. (80-120 words)

Plan

- Paragraph 1: Set the scene and start your story.
- Paragraph 2: Write about the main events of your story.
- Paragraph 3: End the story with a happy ending.

Upgrade



Read the title and write down a few ideas for what your story could be about. Choose the one you think is best. Think carefully about the tenses you use in your story. Use the past simple for the main events and the past continuous to set the scene and to describe what was happening at the time. Don't forget to use time expressions so that the reader can follow the story.



EXPRESS YOURSELF!

Adventures

climb a mountain
go hot-air ballooning
go on a rollercoaster
go (on a) sailing (trip)
walk through the forest

Weather

It was a beautiful day.
It was raining/snowing (hard) ...
The sun was shining ...
The wind was blowing ...
It started to rain/snow ...
The rain/snow stopped ...
A storm came ...
The storm passed ...
The sun came out ...

Feelings

be scared
enjoy yourself
have fun

Time expressions

a few hours later
at first
eventually
soon
suddenly
while