

Narrative forms

past simple, past continuous and past perfect

► GRAMMAR REFERENCE p. 177

- 1** You are going to read a story about a man who was shipwrecked on a desert island. Read paragraph 1 and predict what happens next.

Last October, 79-year-old Mark Richards set off from Florida in his cabin cruiser. He had planned to sail to Nassau in the Bahamas in twelve hours. However, while he was sailing there, a storm blew up and he was shipwrecked on a small island.



- 2** Read paragraph 1 again. Which of the underlined forms is

1 past simple? 2 past continuous? 3 past perfect?

- 3** Which one

- 1 refers to a finished event?
- 2 describes a situation which happened before another past action?
- 3 describes an action already in progress when something else happened?

- 4** Read the rest of the story quickly. Don't worry about the gaps yet. How well did you predict the ending?

- 5** Now complete the story with the correct form of the verbs in brackets.

His family realised he (1) (*miss*) and a massive search was launched. But they (2) (*have to*) wait for three long days before they finally (3) (*hear*) that some fishermen (4) (*rescue*) him. Mr Richards survived for three days on a mixture of dried noodles and snack bars which (5) (*float*) ashore from his boat. Mr Richards knew he would be rescued eventually because there were a lot of boats in the area. 'I wasn't frightened but I was pleased to be rescued on the third day because I (6) (*start*) to feel quite hungry,' he said.

past perfect simple and past perfect continuous

- 6** Complete the sentences with the past perfect simple or past perfect continuous form of the verbs in brackets. Then match the examples with one of the statements, A or B.

- 1 He (*work*) as a lifeguard for ten years but (*never need*) to rescue anyone until last week.
- 2 Andy's leg (*hurt*) for ages before he went to the doctor.
- 3 We (*never see*) a glacier before.
- 4 I (*not hear*) the news until Sophie rang me.

A Only the simple form is possible here.

B It is more natural to use the continuous form here because the action continues over a period of time (although it isn't wrong to use the simple form).

- 7** Complete the sentences so that B has the same meaning as A. Sometimes more than one form is possible.

- 1 A Jack was hoping to compete in the Olympics. Then he hurt his back.
B Before he (*hurt*) his back, Jack (*hope*) to compete in the Olympics.
- 2 A Luke spent six months in hospital. He studied to be a lawyer during this time.
B While Luke (*recover*) in hospital, he (*study*) to be a lawyer.
- 3 A During his swim to the island, Lewis cut his knee badly on a rock.
B Lewis (*swim*) to the island when he (*cut*) his knee on a rock.
- 4 A Fauzia didn't feel well all day, so she decided not to go to Zhar's party last night.
B Because she (*feel*) well all day, Fauzia (*decide*) not to go to Zhar's party last night.



Collaborative task (Part 3)

ranking

► EXAM FOCUS p.207

- 1** Work in pairs. Look at the examiner's instructions and underline the two things you have to discuss.

I'd like you to imagine that you are going on a college expedition to a desert island. Here are some survival skills you might need on the island. Talk to each other about how difficult it would be to learn these survival skills.

(after a two-minute discussion) Thank you.

Now you have about a minute to decide which two survival skills would be the most useful on the island.



- 2** Look at the exam task in Activity 1 and discuss the question with a partner. Talk about:

- what in particular you think would be easy/difficult about each skill.
- why you personally might find a particular skill difficult.

- 3** **▶ 15** Look at Activity 1 and listen to two students doing the second part of the task. Do you agree with their opinions?

- 4** Complete the sentences and then listen again to check your answers.

- 1 of the for me would be finding water.
- 2 I'd making a fire making a shelter.
- 3 I think learning how to make a fire would be the for me.
- 4 So five skills, making a fire and finding water would be the most useful.

- 5** Change the sentences in Activity 4 so that they have the opposite meaning.

- 6** Decide with a partner which two survival skills you think would be the *least* useful on the island. Include some of the expressions from Activity 5.

EXAM TIP

Use all of the time (about one minute) you have to decide something together – don't reach a decision too quickly.

Discussion (Part 4)

► EXAM FOCUS p.207

- 7** Work in pairs and discuss the questions.

- 1 What kind of person do you need to be to survive on a desert island?
- 2 How essential is it for people to know how to survive in the wild?
- 3 Do you think most people today have lost touch with nature?
- 4 In what ways can the natural world be a threat to humans?

Speaking

- 1** Look at the paragraph headings in the article. Discuss questions 1–4 with a partner.

- Which of these experiences do you think would be the most frightening?
- Which of these experiences might give you shock, frostbite or hypothermia?
- Which could give you injuries such as broken bones?
- What other kinds of extreme weather conditions can you think of?

Multiple matching (Part 7)

► EXAM FOCUS p.203

- 2** Read the article. Did anyone have serious injuries as a result of their experiences?
- 3** Read the questions in Activity 4 and underline the key words and phrases. Then scan the texts for words and expressions which have the same meaning. The first one is done for you.

EXAM TIP

Be careful! There might seem to be similar information in more than one text. Make sure the word or expression you choose has the same meaning as in the question.

- 4** For questions 2–10, choose from the people A–D. The people may be chosen more than once.

Which person

- | | |
|--|--------------------------|
| remembers <u>panicking</u> about the situation he was in? | 1 <input type="text"/> A |
| describes his efforts to stay awake? | 2 <input type="text"/> |
| mentions being in pain all over after the incident? | 3 <input type="text"/> |
| assumes he must have been thrown up into the air? | 4 <input type="text"/> |
| believes that crying helped him to survive? | 5 <input type="text"/> |
| describes the multiple injuries he received? | 6 <input type="text"/> |
| remembers the long wait before being rescued? | 7 <input type="text"/> |
| mentions the temporary deafness he suffered? | 8 <input type="text"/> |
| says he was unable to relate to his rescuers? | 9 <input type="text"/> |
| talks about experiencing big variations in body temperature? | 10 <input type="text"/> |

- 5** Work in pairs and discuss the questions.

- Which person do you think had the luckiest escape?
- How do you think you would react in these situations?
- Do you know of any disaster films connected to the weather? What happens?

Vocabulary

collocations and idioms: weather

- 6** Match the words in column A with their collocations in column B.

Column A	Column B
1 freezing	A wet
2 boiling	B black
3 soaking	C frozen
4 pitch	D cold
5 absolutely	E hot
6 thick/dense	F wind/sun
7 torrential/heavy	G sea
8 strong	H frost
9 a rough	I rain
10 a hard	J fog

- 7** Work in pairs and discuss the questions.

- Which of the weather conditions in Activity 6 have you experienced?
- Where were you and how did you feel?

- 8** How would someone be feeling if

- they froze when they saw something?
- they stormed out of somewhere?
- they moved like lightning?
- they were icy with someone?
- their face clouded over?
- their face was like thunder?

Battling with nature

FOUR PEOPLE TALK ABOUT THEIR STORIES OF SURVIVAL

A **L**ester Morlang was buried in an avalanche in Colorado.

There was no warning. It was instant. All of a sudden I was curled up in a ball. Then it was over and I was buried under about fifty feet of snow. It was totally dark. My mouth was packed with snow and the pressure was enormous. It was hard to breathe and I didn't know which direction was up. I thought I was already dead. Luckily I had my hands over my face so I cleared the snow out of my mouth and then I started screaming. I absolutely lost it – I was out of my mind, and then I noticed my tears were running across my face so I realised I must be lying kind of upside down. Now I felt determined to get out. I dug for twenty-two hours, and when I finally saw the first little bit of light I was over the moon, although it was fourteen hours before anyone found me. ■

B **R**od Herd was on a boat with the New Zealand Police Search and Rescue team when he nearly drowned.

When we hit the wave, I was thrown against the window, which smashed and let in a tremendous volume of water. There was no air, just pitch darkness, noise and violent movement. I had no idea the boat had overturned. I felt sad, anxious and despairing, and the fear of drowning was unbearable. I couldn't hold my breath any longer and at this point I had a vision of my wife and sons waving me goodbye, and I felt at peace. But then I grabbed a stair rail and found myself back in the real world. I managed to pull myself up to the surface and then had to deal with the shock and hypothermia. Trying to stay afloat kept my mind off it, although I had to fight the desire to go to sleep. When the helicopter arrived soon afterwards, I vividly remember feeling disconnected from the people who were there to save me. ■

C **J**ohn Neidigh survived a tornado in Mississippi.

I heard the warning on the television and had just enough time to lie down and cover my head with my arms. The feel of a twister approaching is like a goods train – that low, ever-louder howl and the shuddering ground. First, a sheet of rain sprayed against the side of my trailer like machine-gun fire. I could hear trees snapping, and the roof began to come off as the trailer started moving up and down. Just as I felt the entire trailer lift off the ground, I lost consciousness and woke up twenty minutes later face-down outside. The evening was completely quiet, no wind, no cars, no insect noises. I had gone through the trailer wall, ended up thirty feet up in a tree, and then dropped to the ground. I had concussion, a collapsed lung, cracked ribs and a shattered leg. These things should have killed me but the surgeons sewed me back together again. ■

D **M**ax Dearing was on the golf course in North Carolina when lightning struck.

It happened on a lovely July afternoon while I was playing golf with friends from work. When it started to drizzle, we decided to get under a shelter. We were standing there teasing each other and I remember the air had an unusual sweet smell. When the lightning struck, I felt absolutely frozen but then part of me was boiling hot too. I saw these flashing lights and there was such an incredibly loud noise that I couldn't hear anything for a while. My arms and legs felt heavy. Every bit of my body – including my hair, my eyelashes – hurt. It was a dull ache and yet so sharp at the same time, like a bad headache and needles being stuck in every part of your body. ■



Articles

definite, indefinite and zero articles

► **GRAMMAR** REFERENCE p. 163

1 Choose the correct option *a/an, the* or *(-)* for no article to complete rules 1–8. Use the text on page 41 to help you.

- 1 We use *a/an/the/(-)* when there is only one of something in existence.
- 2 We use *a/an/the/(-)* when there is only one of something in this context.
- 3 We use *a/an/the/(-)* to talk about plural countable nouns in general.
- 4 We use *a/an/the/(-)* to refer back to nouns mentioned before (or where the meaning is clear from the context).
- 5 We use *a/an/the/(-)* with superlative forms.
- 6 We use *a/an/the/(-)* with many common expressions such as *home, school*, etc.
- 7 We use *a/an/the/(-)* with singular countable nouns when mentioned for the first time, or when it is not important which one.
- 8 We use *a/an/the/(-)* with uncountable and abstract nouns.

2 Match rules 1–8 from Activity 1 with extracts A–F from the text on page 41.

- A I grabbed *a stair rail* and found myself...
- B I could hear *trees* snapping.
- C ... and *the roof* began to come off.
- D My mouth was packed with *snow* and the pressure was enormous.
- E I cleared *the snow* out of my mouth.
- F I was playing *golf* with friends from *work*.

LANGUAGE TIP

We normally use possessives, not articles for parts of the body, e.g. *my face* NOT *the face*.

3 Complete the gaps in the story with *a/an, the* or *(-)*.

Speaking

4 Work in groups. Find somebody who has had one of the following experiences. Tell the class about it.

Have you ever

- 1 been afraid of a storm?
- 2 been snowed in?
- 3 had heatstroke?
- 4 been in a flood?
- 5 skidded on a patch of ice?
- 6 seen lightning strike?
- 7 lost your way in fog?
- 8 been in or on a rough sea?

A pilot's story

As pilots, we have to get used to (1) storms and (2) severe weather, and we are obviously prepared for (3) emergencies. However, sometimes they can take you by (4) surprise. A year ago, I was flying to (5) USA and we were over (6) Atlantic Ocean when a ball of lightning struck (7) aircraft I was flying. Within seconds, (8) bright blue ball of light with (9) yellow tail filled (10) windscreen and there was (11) loud bang. My colleague said it felt as if (12) cat had brushed against his leg as (13) lightning struck. Fortunately, after a lot of violent shaking, (14) things soon returned to (15) normal.



Vocabulary

negative prefixes

1 In each sentence, underline the prefix which makes a word negative.

- 1 The first expedition was unsuccessful.
- 2 The Antarctic is the most incredible place I have been to.
- 3 The group on the expedition felt discouraged at times.
- 4 It's impossible to think of living in such freezing conditions.
- 5 They misunderstood our instructions and went the wrong way.
- 6 Some people thought it was irresponsible to go in such icy conditions.

2 Add a negative prefix to the underlined words in sentences 1–6.

- 1 One advantage of winter is how much we spend on heating our homes.
- 2 I read how severe the weather conditions would be so was not prepared.
- 3 It's likely that we'll be able to have a barbecue unless it gets much warmer.
- 4 I've noticed that people get patient when they're driving during hot weather.
- 5 It was a great job despite the regular working hours.
- 6 I'd be capable of surviving in low temperatures even if I had the right equipment.

3 Work in pairs. Discuss something

- 1 which is unusual about you.
- 2 incredible that has happened to you.
- 3 that makes you impatient.

Word formation (Part 3)

► EXAM FOCUS p.201

4 Look at the photo and the title of the article. What kind of place do you think Death Valley is? How do you think it got its name?

5 Look at each gap and decide what part of speech is missing.

6 Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. Which words need a negative prefix?

EXAM TIP

You may need to add a prefix or a suffix to change the word to another part of speech, e.g. *happy* → *happiness*.

DEATH VALLEY

The (0) hottest place in North America got its name when a very (1) group of miners crossed it on their way to California in 1849. Having no idea that temperatures could get above 120 degrees Fahrenheit, they nearly died there, which is why it was named Death Valley.

HEAT
LUCK

Despite its name, more than 1.3 million (2) still go there every year. It is likely, however, that many of them have absolutely no idea how (3) being in such a hot dry climate can be. Also, (4) walkers often do not drink nearly enough water or wear the (5) clothes that are required in this extreme heat.

VISIT

DANGER

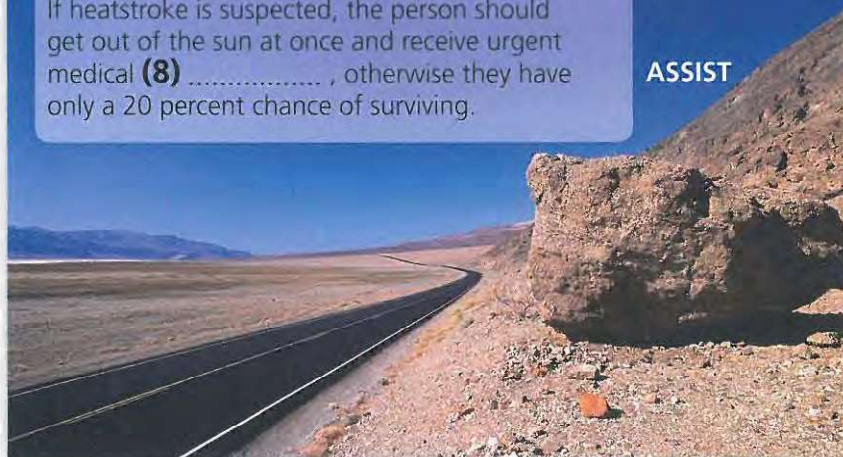
EXPERIENCE
SENSE

Heatstroke often occurs when the body is unable to control its temperature. (6) signs of this are high body temperature, red dry skin, very bad headaches and feeling dizzy. All this is also often accompanied by (7) If heatstroke is suspected, the person should get out of the sun at once and receive urgent medical (8) , otherwise they have only a 20 percent chance of surviving.

WARN

SICK

ASSIST



7 What advice would you give to someone going to a very hot or cold climate?

Examples:

You should (drink)... Make sure you (wear)... Avoid (sitting in the sun). Don't (ignore) warning signs.

Essay (Part 1)

expressing and supporting ideas

► **WRITING** REFERENCE p. 180

- 1 Would you like the chance to explore an extreme environment such as Antarctica? What would you like to do if you had the opportunity?
- 2 Work in pairs. Read the essay title and discuss whether you agree or disagree with the idea of adventure tourism.

In your English class you have been talking about extreme environments. Now your English teacher has asked you to write an essay.

Write an essay using **all** the points and give reasons for your point of view. Write **140–190** words.



Do you think 'adventure tourism' in unexplored parts of the world should be encouraged?

Notes

Write about:

- 1 negative effects of tourism
- 2 personal risk
- 3 _____ (your own idea)

- 3 Match the ideas 1–4 with notes 1 and 2 in Activity 2. Decide whether the writer is agreeing or disagreeing with the essay title in each case.

- 1 If people train and prepare for expeditions, there's a good chance they'll be safe.
- 2 The problem is that beautiful places will get spoilt if too many people go there.
- 3 As long as people respect the environment, there should be very little damage.
- 4 In my view, anything too dangerous should be left to the professionals.

- 4 Match the reasons A–D with the points 1–4 in Activity 3.

- A An increased number of tourists will lead to more building development.
- B If people don't know what they're doing, it can endanger their lives and the lives of others.
- C It requires people to be responsible and avoid leaving rubbish around.
- D These days, there is a lot of equipment to help people.

- 5 Think of some more points and supporting information (examples or reasons) for notes 1 and 2 in Activity 2. Compare your ideas with a partner.

EXAM TIP

Remember to clearly state your main point in the form of a topic sentence for each note. Support it with a reason or example if there is space.

- 6 Think about what your own point will be for note 3 in Activity 2 and compare your idea with a partner. There are some suggestions below. Remember to give a reason for the point you choose.

local job opportunities personal development
cost of rescuing people
knowledge about the world

- 7 Read the essay title and task and plan how you will answer it. Use the guidelines 1–4 below.

In your English class you have been discussing the importance of nature. Now your teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view. Write **140–190** words.



Many people think living in the countryside provides a better way of life. To what extent do you agree?

Notes

Write about:

- 1 health benefits
- 2 day to day life
- 3 _____ (your own idea)

- 1 Read the question and underline the key points.
- 2 Brainstorm ideas around the topic. What will your own idea be?
- 3 Make notes on the positive and negative points. Do you agree or disagree, or can you see both sides?
- 4 Plan how many paragraphs you will have and decide which notes you will include in each one.

- 1** Complete the gaps in the article with *a/an, the* or *(-)* for no article.

- 2** Use the word given in capitals at the end of the sentence to form a word that fits the space.

- 1 I am of skiing. I'm too scared. **CAPABLE**
- 2 I his explanation and went the wrong way. **UNDERSTANDING**
- 3 He is a very worker. He never arrives on time. **RELY**
- 4 My mother is with my younger brother. She never explains things properly. **PATIENCE**
- 5 That is an extremely way to behave. You should be trying to set a good example. **RESPONSIBILITY**
- 6 If you're, speak to the manager and I'm sure he'll be able to help. **SATISFACTION**

- 3** Match the first part of sentences 1–6 with their endings A–F.

- 1 I always *put my foot in it* when I'm nervous and
 - 2 I can never *keep a straight face* so
 - 3 I'm *getting cold feet* about the cycling race because
 - 4 Tom and I don't *see eye to eye* about many issues so
 - 5 My parents want me to *keep an eye* on my brother so
 - 6 If something in a shop window *catches my eye*
- A I'm useless at telling jokes.
 - B I say really embarrassing things.
 - C I won't be able to go out tonight.
 - D I can't resist going in to look at it.
 - E I don't think I've trained enough.
 - F I can't see our relationship lasting.

- 4** Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Use between two and five words, including the word given.

- 1 I lived in London until I got married last year.
BEEN
I in London until I got married last year.
- 2 It took three days for us to walk there.
WERE
We three days.
- 3 I couldn't remember the way there, so I got a taxi.
FORGOTTEN
I get there, so I got a taxi.
- 4 It was three years since I'd visited Peru.
NOT
I to Peru for three years.

Record-breaking walk

After (1) incredible 859 days and 6,000 miles, British explorer Ed Stafford became (2) first man to walk (3) entire length of (4) Amazon. He finally reached (5) Atlantic in (6) Brazil – two and a half years after he started his epic adventure in (7) jungles of Peru.

The final leg proved one of (8) most challenging, with Mr Stafford collapsing (9) few hours before reaching his final destination.

Mr Stafford fell out with his original walking partner Luke Collyer, 37, (10) outdoor activities instructor, and after only three months, Mr Collyer returned to (11) UK. Mr Stafford advertised for (12) new walking partner and was joined by Sanchez Rivera, (13) Peruvian forestry worker. Living off (14) piranha and rice, they made their way through Peru, Colombia and Brazil. Mr Stafford said on Monday, 'All I want now is (15) portion of fish and chips and (16) nice cold beer.'

