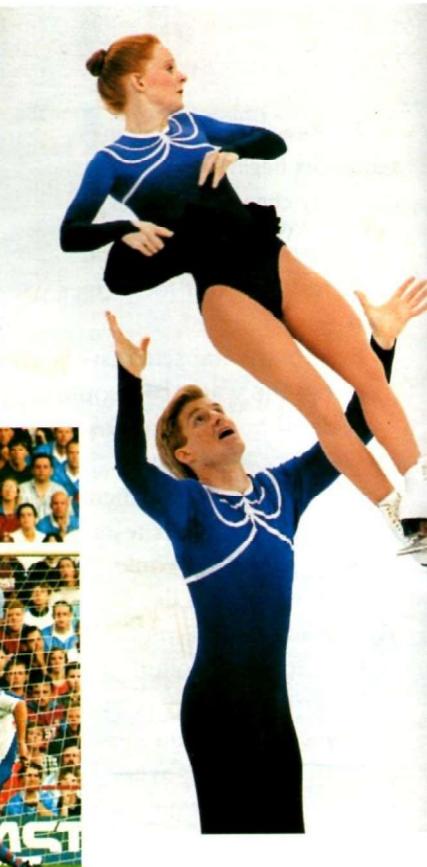


## A sporting chance

Cycling → Destabilizing situations

- ↳ surface irregularities (cracks, slippery surfaces)
- ↳ contact with obstacles (broken glass, rocks)
- ↳ intersection of the rider's body parts or clothing with the components of the bike (brakes, wheel)
- ↳ operational problems (break failure, steering)



## Language Focus: Vocabulary

## Sport

- 1** Describe the activities shown in each photo. In what ways are the people involved taking risks?

**2**

- 1 Look at the lists of factors below. Choose the factors which are most and least important for each of the activities shown in the photos, giving reasons.

**skill**

muscular control  
sense of balance  
co-ordination  
sense of timing

**mental qualities**

strong nerves  
courage  
determination  
self-control  
trust  
sensitivity

**technology**

special clothing and equipment  
back-up support  
safety checks

**fitness**

regular training  
special diet  
individual fitness programme  
genetic traits  
individual body chemistry

- 3** Read the headline of the article opposite and look at the accompanying photo and caption. What do you think 'THE EDGE' refers to? Read the article to find out.

**4**

- 1 Find one phrase from the article which illustrates each of the following ideas.

- the skill of the windsurfer, e.g. '*...he swoops down the front of the wave*'
- the nerve of the windsurfer
- the quality of the technology and equipment involved

- 2 Match each of the verbs in the box below to one of the following subjects. Then check your answers by referring to the text.

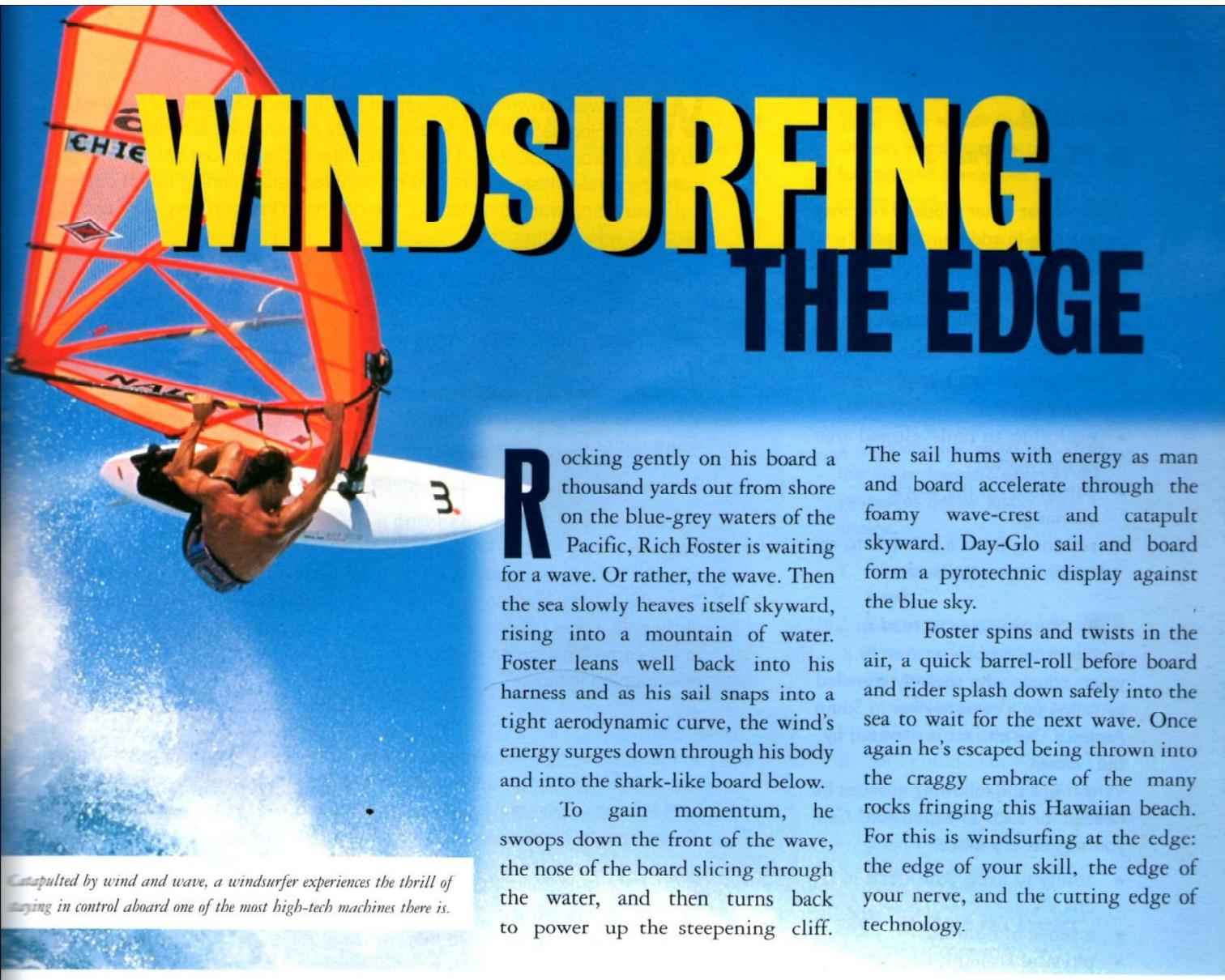
- a) the windsurfer   b) the sail   c) the sea

heaves <i>c</i>	powers <i>a</i>	accelerates <i>a</i>
catapults <i>b</i>	hums <i>b</i>	leans <i>a</i>
rises <i>c</i>	snaps <i>b</i>	spins <i>a</i>
swoops <i>a</i>	twists <i>a</i>	splashes <i>b</i>

- 3 Which verb(s) in the box suggest(s):

- 1 very rapid, powerful movement?
- 2 an upward movement?
- 3 a circular movement?
- 4 movement accompanied by sound?

- 2 Can you add any other factors which may be important?



Catapulted by wind and wave, a windsurfer experiences the thrill of staying in control aboard one of the most high-tech machines there is.

# WINDSURFING THE EDGE

**R**ocking gently on his board a thousand yards out from shore on the blue-grey waters of the Pacific, Rich Foster is waiting for a wave. Or rather, the wave. Then the sea slowly heaves itself skyward, rising into a mountain of water. Foster leans well back into his harness and as his sail snaps into a tight aerodynamic curve, the wind's energy surges down through his body and into the shark-like board below.

To gain momentum, he swoops down the front of the wave, the nose of the board slicing through the water, and then turns back to power up the steepening cliff.

The sail hums with energy as man and board accelerate through the foamy wave-crest and catapult skyward. Day-Glo sail and board form a pyrotechnic display against the blue sky.

Foster spins and twists in the air, a quick barrel-roll before board and rider splash down safely into the sea to wait for the next wave. Once again he's escaped being thrown into the craggy embrace of the many rocks fringing this Hawaiian beach. For this is windsurfing at the edge: the edge of your skill, the edge of your nerve, and the cutting edge of technology.

## 5 Work with a partner.

- 1 Choose one of the photos you discussed in Exercise 1. Use some of the verbs in the box below to help you describe more accurately the type of movement or activity involved.

dive	drive	flash	grasp	hurtle
leap	plummet	shoot	spin	strike
sweep	swerve	wheel	whirl	strain

- 2 Write a caption for your photo similar to the one used with the picture of the windsurfer. Use these prompts to help you.

*Photo 1:* nerves/to the limit/racing cyclist/into a corner/last lap/gruelling race

*Photo 2:* heart pound/striker/swerve round defender/shoot into net/best goal/season

*Photo 3:* grasp partner/under arms/lift/whirl round/fast spin

## 6 Interview a partner about his/her attitudes to sport and risk, using these questions as a guide.

- What is your favourite sport, either as a spectator or participant?
- What skills and training does it need? Is any special equipment required? Which of the factors in Exercise 2 are most important?
- What do you think are the main benefits of sport?
  - builds team spirit
  - provides the chance of fame and fortune
  - builds confidence
  - promotes health and fitness
- What do you think is the attraction of sports that are physically dangerous?
- What drives some people to push themselves to 'the edge' of their skill and nerve?

## Reading

### ► Paper 1, Part 3

**1** What other types of risk may people take in addition to sport?

Which of the following high-risk activities do you think you might like to try one day? Which would you never want to try? Why?

- riding on a 'state-of-the-art' roller-coaster
- exploring an undeveloped area of the world
- gambling on the stock exchange
- resigning from a safe job to set up your own business

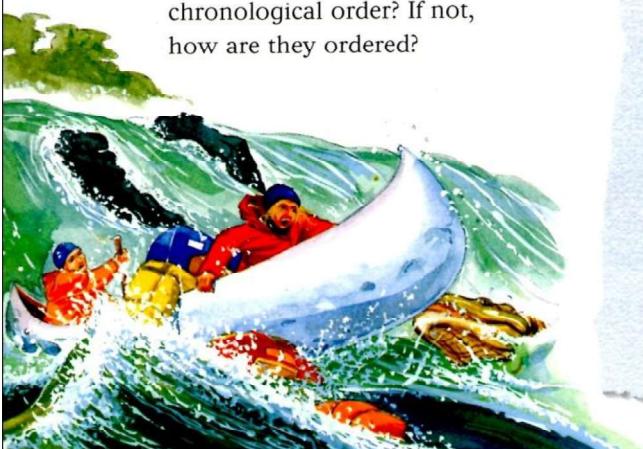
**2** You are going to read an extract from a book written by a young couple who recently travelled by canoe up a remote river in South America. The extract is narrated by the woman.

Why might the following qualities be needed for such an expedition? Can you suggest any more?

- ability to keep your head in a crisis
- a sense of humour
- physical strength
- a high level of fitness

**3** Read the text quickly and answer the following questions. Do not look at the jumbled paragraphs on page 113 yet.

- 1 What is the main event described in the text?
- 2 Are the events described in chronological order? If not, how are they ordered?



**W**hile I was drowning I thought of Martin, and wondered if he were drowning as well. But in the urgency of my predicament there was no time to worry about it – I was being whisked along beneath murky water by a relentless current and my senses were spinning out of control. Everything was going wrong; the day hadn't begun very well, and it certainly wasn't improving.

1 .....

Martin lit the wrong end of a cigarette and spluttered over the smouldering filter tip; I could tell he was nervous. Our anxieties concerned not just the unseasonably high and turbulent river, but also our twelve-foot fibreglass canoe that was overloaded to the point of instability. With only two inches of freeboard we were forever bailing water out of it.

2 .....

By mid-morning we were paddling away upstream like a pair of demented river turtles. My fingers were numb with the cold, and with the effort of fighting the current. As the river narrowed, the current increased. Then the paddle slipped from my hands. Immediately the water carried it away until it was caught against a rock a little way downstream, and at the same time the canoe spun into the bank beneath a mass of overhanging foliage.

3 .....

In that fraction of a second, water flooded in and the bow sank beneath me. Martin, unconcerned in the back, had no idea what was happening until he was unceremoniously tipped out, a look of utter astonishment on his face as he was whipped away downstream.

4 .....

And now I was drowning. I tried to surface but was caught under a mass of roots. I struggled to free myself, but just got further entangled. Then the current snatched me back, swished me around as if in a washing machine, then regurgitated me and flung me against a submerged tree trunk.

5 .....

Once more I was swept off and flung around like flotsam until I hit the slippery trunk of another submerged tree with a rib-crunching smack. I had no time to feel any pain. The water dragged my body under the tree and at first I struggled to hang on to it but as the current pulled me downstream I began to lose my grip.

6 .....

Everything was blurred. I had lost my contact lenses but I could still just distinguish the bank, about thirty feet away. The waves broke over my shoulders. My nose was running and I wiped it with my hand; it was covered with blood. All I could hear was the ceaseless roaring of the water. I yelled for Martin but he was gone. Nothing moved except the water.

7 .....

Then, to my inexpressible relief, I heard a shout over the noise of the waters. It was Martin.

**4** Now choose from the paragraphs **A–H** the one which fits each gap. There is one extra paragraph which you do not need to use. Underline the sections of the text which helped you to decide on the order.

**A**

It wasn't meant to be like this. One of us wasn't supposed to die. It was just another trip, like the others. It was supposed to be fun, an adventure. That's what we did it for, wasn't it? It was dangerous of course, and we'd often talked about getting killed. Usually we joked about it, confident it wouldn't happen to us.

**B**

I hung onto a branch, water up to my chest. I caught a fleeting glimpse of brightly-coloured equipment floating away, then the branch broke and I was sucked under water.

**C**

'Let's put our lifejackets on,' said Martin, and I was eager to comply. Lifejackets were things we normally used as pillows: sometimes we inflated them to sit on; this day, well into our fourth South American river trip, would be the first occasion we'd used them for their intended purpose.

**D**

The single overwhelming need was to get my head out of the water and breathe again. Surfacing briefly I managed it, seeing at the same time that I was a long way from the bank. Back in the depths, brilliant blue lights flashed in my head before I surfaced again, this time to discover that my lifejacket was now so tightly wrapped around my neck and face that I could see nothing.

**E**

The next thing I saw was the canoe floating upside-down next to me. I clutched at it, trying to right it. It turned, but with a mass of slimy green muck on it, and sank under the weight.

**F**

Then, driven by fear, I made a last effort and hauled myself up onto the tree to a position of relative safety, with my head and shoulders above water and my legs wrapped tightly round the trunk, and looked around.

**G**

Unfortunately we'd parked in a residential area and the alligator whose exit we'd blocked chose that moment to emerge, suddenly and violently like a cannon-ball shooting out straight under the boat, tipping it sideways.

**H**

Early that morning, in the second week of our journey, we'd emerged from our jungle camp to survey the river. Downstream stretched the miles of rapids and fast water we'd struggled up the previous day. Upstream there was no visible end to more of the same.

**5** The writer uses carefully chosen words to describe her feelings and sensations during the canoe accident.

1 Find six verbs in the paragraphs beginning *And now I was drowning* and *Once more I was swept off* which have the current or the water as their subject. What do all these verbs have in common?

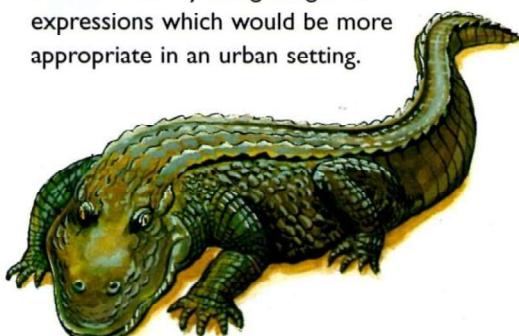
2 Choose the word that gives the most dramatic effect in the sentences below. Justify your choice.

- 1 The boat *spun/went* into the bank.
- 2 The water was *dark/murky*.
- 3 I was *pulled/sucked* under the water.
- 4 I *tried/struggled* to hang on.
- 5 I *hauled/pulled* myself up.
- 6 All I could hear was the *noise/roaring* of the water.
- 7 Then, to my *great/inexpressible* relief, I heard a shout.

**6** Although this extract describes a dangerous and frightening situation, the writer occasionally uses irony and humour to make her point.

1 Find a phrase in the opening paragraph where understatement is used ironically.

2 Find two examples in the rest of the text (main section and paragraphs **A–H**) where the writer adds humour by using images or expressions which would be more appropriate in an urban setting.



## Exam Focus

### ► Paper 3, Part 3

In Paper 3, Part 3 you are given six sets of three separate sentences, each with one gap. For each set, you have to find one word which can fill all three gaps. The word will always be in the same form and will always be used as the same part of speech.

This question tests your knowledge of collocations. There will be more than one possible answer for each individual sentence but only one word will be possible in all the three gaps. You should check your answer carefully with all three sentences. Never base your answer on only one sentence.

The best way to prepare for this question is to record vocabulary in phrases rather than single words.

#### 1

1 Read this example. What part of speech is the missing word? Can you guess what the word might be?

I got a lot of ..... out of that coat.

The carpet is showing signs of .....

The shop has a new range of casual ..... for men and women.

2 Now look at the dictionary definition on page 236 and check your answer.

3 Underline the three sections in the dictionary definition that relate to the three sentences. How many other uses can this word have?

2 Think of one word only which can be used appropriately in all three sentences.

Here is a procedure to follow for this task.

- Read through the three sentences. If you think of a possible word to fill the gaps, do not write anything until you have read all the sentences and you are sure that it fits all three contexts.
- If you cannot immediately think of a suitable word, check what part of speech is required, e.g. noun, verb or adjective. You will probably already know the main meaning of the word, but you may not recognise it immediately in these contexts. Look carefully at the other words in the sentence and see if they suggest any collocations.
- If you still can't think of a possible word, leave the question and go back to it later.

1 She really wanted him to join the company and she got her ..... – though later she regretted it.

The registry office and the hotel where the reception was to take place were a long ..... apart, so we had to organise transport.

Gloria thought that working as a make-up artist might be a ..... of getting into films.

2 I'm sorry, I didn't ..... what you said – could you repeat it, please?

They tried as hard as they could, but didn't manage to ..... up with Susie and her friends.

As she sorted out the children's clothes, she would sometimes ..... herself wishing she was somewhere else entirely.

3 My grandmother was strict, but the advice she gave me was always ....., and I did my best to follow it.

She tossed and turned for several hours and then towards morning she fell into a ..... sleep.

The bodywork of the car appears to be quite ....., but the engine definitely needs replacing.

4 She's ..... to find out about it one day – we can't keep it a secret forever.

He was legally ..... to report to the police once a week, but did not always fulfil this requirement.

The planes ..... for the disaster zone were well equipped with medicine and supplies.

5 When she picked the rose, a thorn went into the ..... of her thumb, and she fell into a deep sleep.

Can you look in the top drawer in the kitchen and see if you can find a ..... of string?

Her parents had arranged a formal ..... for her eighteenth birthday, although she'd have preferred to go to a club.

6 The sailors feared the storm would ..... before they got safely back to harbour again.

If we have a cheap holiday this year then we won't have to ..... into our savings.

I don't expect the news of the discovery will ..... for a few more days.

3 How many of the words above would be the same in all three contexts in your own language?

4 Now work in pairs. You are going to make up similar questions for one another.

**Student A** look at page 237.

**Student B** look at page 239.



## Language Focus: Grammar Emphasis

**1** The words **so** and **such** can be used to intensify adjectives and nouns.

1 In informal contexts, **so** and **such** are stressed, and the sentences have the force of exclamations. Say these sentences aloud with the appropriate stress.

1 It was **such** a relief to know he was safe.

2 The party was **such** fun!

3 The results were **so** disappointing, weren't they?

4 I'm **so** worried about the test.

2 More formally, **so** and **such** are used with clauses of result, as in the following examples.

- 1 The hotel was **so** noisy that I couldn't sleep.
- 2 His performance was **so** impressive that they offered him the leading role.
- 3 She felt **such** anger that she was unable to speak.
- 4 He gave **such** a moving speech that the audience was in tears.

**2** We can make sentences 1–4 in Exercise 1.2 above more emphatic by using inversion. More than one alternative is possible. Complete the sentences below, which show the different options.

### Sentence 1

- So ..... was the hotel ...
- Such was the ..... in the hotel ...  
... that I could not sleep.

### Sentence 2

- So ..... was his performance ...
- So ..... a performance did he give ...
- So ..... were they by his performance ...  
... that they offered him the leading role.

### Sentence 3

- Such ..... did she feel ...
- So ..... did she feel ...  
... that she was unable to speak.

### Sentence 4

- Such .....
- So .....
- So .....
- ... that the audience was in tears.

What do you notice about the use of *a* in the sentences you have completed?

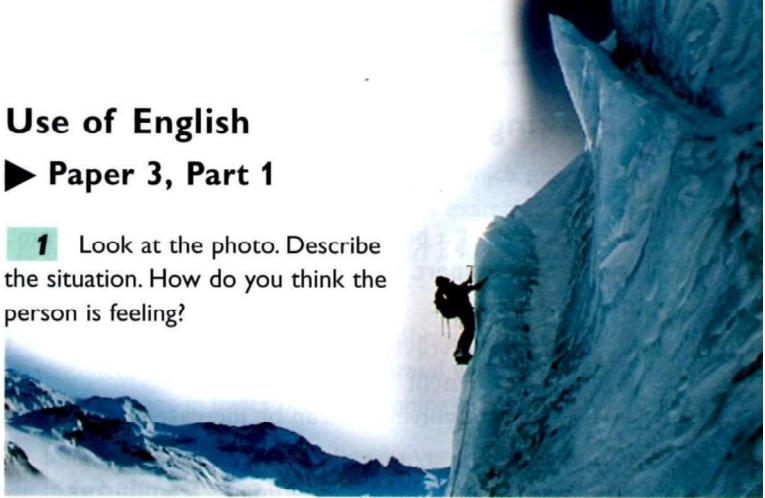
► Grammar reference pp. 220–221

► Exam Maximiser Gold

## Use of English

### ► Paper 3, Part 1

**1** Look at the photo. Describe the situation. How do you think the person is feeling?



**2** The extract below was written by a climber who had to make an important decision during a difficult climb. Read the text, ignoring the gaps for the moment. What decision did he have to make and what effect did it have on him?

### The Fight for the Summit

At 1.30 on May 12 1988, the British mountaineer Stephen Venables was confronted (0) *with*... an agonising dilemma. (1) ..... an epic, month-long ascent of the Kangshung face of Everest, he had reached the final staging point before the summit itself. He was hours (2) ..... schedule, close to exhaustion and utterly alone, his companions (3) ..... fallen far behind. He knew that (4) ..... he did decide to push (5) ..... he would have to (6) ..... a night on the mountainside in plunging temperatures, (7) ..... frostbite almost inevitable and his very survival (8) ..... stake.

As he wondered (9) ..... to continue or turn back, Venables saw the final section of the summit ridge, recognising it (10) ..... the photograph taken by the (11) ..... climbers ever to reach the summit during the British ascent in 1953. Venables later said that (12) ..... was the mythology of the place and a chance to become part of it (13) ..... willed him on. He arrived on the summit two hours later, waiting just ten minutes (14) ..... starting his descent. He (15) ..... indeed suffer frostbite, and almost died as he struggled back to base camp. Later he had three toes amputated – but resolved to carry on climbing.

**3** Fill each of the numbered blanks in the text with one suitable word. Then read the completed text again to check that it makes sense. Compare and justify your answers with a partner.

**4** Can you think of a time when you had to make an important decision that could have had serious consequences? Tell the class about it.