

9

Endings

Unit map

Vocabulary

Global threats
Verbs and phrases for dramatic events
Common sayings
Synonyms for *important*

Word Skills

Collocations with common verbs (*come, do, put and take*)

Grammar

Ellipsis and substitution
Advanced uses of the infinitive

Listening

Lost civilizations



Reading

Grand finale



Speaking

Collaborative task



Writing

A report

Culture 9

Developments in science fiction



Literature 9

Fahrenheit 451, Ray Bradbury

Vocabulary Builder

page 130

Grammar Builder and

Reference page 149

9A

Vocabulary

End of the world

I can talk about potential threats to our planet.



1 **SPEAKING** Work in pairs. What in your opinion is the biggest threat to the future of the human race? Why?

2 **3.04 VOCABULARY** Complete the global threats with the words below. Then listen and say which global threat each person is talking about.

alien asteroid global interplanetary nuclear pole robot supervolcanic

Global threats

1 _____ invasion 2 _____ pandemic 3 _____ collision
4 _____ ascension 5 _____ shift 6 _____ eruption
7 _____ impact 8 _____ holocaust

3 **3.04 SPEAKING** Listen again. Which opinions do you agree or disagree with? Why?

4 **VOCABULARY** Match the verbs and phrases from the listening with the definitions.

Verbs and phrases for dramatic events detonate hurtle overthrow slam into
spell disaster unleash wipe out wreak havoc

- 1 make a bomb or other device explode _____
- 2 cause confusion resulting in damage or trouble _____
- 3 hit an object with a lot of force _____
- 4 destroy or remove something completely _____
- 5 suddenly release a violent, uncontrollable force _____
- 6 move very fast in a particular direction _____
- 7 cause something bad to happen in the future _____
- 8 remove forcibly from power _____

Luxury 'doomsday bunker' will allow 34 super rich families to survive the apocalypse

5 **SPEAKING** Work in pairs. Read the headline above and answer the questions.

- 1 What kind of people would you classify as 'super rich'?
- 2 What is 'the apocalypse' and which events do you think might cause it?

6 Read the article and check your answers in exercise 5.

As you read this, an American company called Vivos is building a global network of underground shelters to ensure that at least 6,000 of us survive the end of the world. The company considers that the Earth is facing all kinds of threats ranging from nuclear holocaust and a global pandemic to interplanetary collision or a sudden pole shift causing the globe's axis of rotation to suddenly change. According to Vivos, supervolcanic eruptions or an asteroid impact may be just around the corner, or perhaps we will be wiped out by an alien invasion or killer machines resulting from robot ascension.

Luckily for some, a few of these bunkers have already been completed, one of which is an extravagantly refurbished former military base in Rothenstein, Germany. Admission to the \$1 billion building is not for everyone, however. Applications for a place are only being accepted from high-worth families who pass the selection process. Those who are successful have been instructed that, when disaster strikes, they should make their way to the nearest airport, where they will be picked up by helicopter and taken to the sumptuous shelter. Here they will be able to enjoy a year-long stay in their custom-made apartment while the rest of us are facing extinction.



7 **SPEAKING** Work in pairs. Discuss these questions.

- 1 Do you think the application and selection process is fair? Why? / Why not?
- 2 Would a place in the bunker be a good investment?
- 3 Do you think the bunker would offer protection from all global threats?
- 4 What problems would the people in the bunker face?

8 **3.05** Listen to Justin and Lucy discussing the article in exercise 6. Answer the questions.

- 1 Where in Germany is the survival bunker located?
- 2 What do potential residents get for their money?
- 3 How are places in the bunker allocated?
- 4 What reason is given for the sudden interest in survival bunkers?
- 5 Who is more sceptical about the need for a bunker, Justin or Lucy?

FLUENCY!

A saying is an effective way of either giving advice or expressing an idea that is generally true.

Better late than never. = It's better to do something late than not at all.

Some sayings have two parts. In this case, we often only say the first part.

When in Rome ... (do as the Romans). = Try to behave like the people around you when in a different place.

9 **3.05 VOCABULARY** Read the **Fluency!** box and complete the common sayings from the recording with the words below. Then listen again and check your answers.

birds chickens come forewarned ignorance smoke spoon time

Common sayings

- 1 born with a silver _____ in your mouth
- 2 _____ of a feather flock together
- 3 first _____, first served
- 4 don't count your _____ before they are hatched
- 5 there's no _____ without fire
- 6 _____ is bliss
- 7 _____ is forewarned
- 8 only _____ will tell

10 Match the sentences with sayings in the **Fluency!** box and exercise 9.

- 1 We'll have to wait and see what happens.
- 2 In most places in India, we ate with our fingers.
- 3 Don't buy a new dress – you haven't been invited to their wedding yet.
- 4 I'm glad you told me what they've been saying.
- 5 His dad's the Marquis of Bath.
- 6 I don't want to know the election results.
- 7 Craig is just like the rest of his friends: arrogant.
- 8 Arrive early to avoid disappointment.
- 9 Here's a present for your birthday last month.
- 10 There might be some truth in that rumour about the sports centre closing.

➔ **Vocabulary Builder** Common sayings: page 130

11 **SPEAKING** Work in pairs. Answer the questions. Give reasons for your opinions.

- 1 Do you think we should take warnings about the end of the world seriously? Why? / Why not?
- 2 What if anything should governments do to safeguard their populations from global threats?
- 3 What do you think might happen to the world if humans as a species were wiped out?

Lost civilisations

I can use context to understand a text on lost civilisations.

1 SPEAKING Work in pairs. Discuss the questions.

- Which civilisations do you think the photos represent?
- Look at the factors that might cause the collapse of a civilisation. Number them 1–6 in order of probability.

Factors in the collapse of civilisation

climate change corruption economic collapse
foreign invasion internal conflict overpopulation

Listening Strategy

Read the rubric so that you are aware of the context of the task and read the questions so that you are aware of the information you require. This will help you work out exactly what you need to retrieve from the recording, and show you when the answer is coming up.

2 Read the **Listening Strategy**. Then look at the sentence below. What kind of information do you need to complete the sentence?

Both before and after their period of greatness, the majority of the Maya worked as _____.

3 **3.08** Now listen to some background information about the Mayan civilisation and complete the sentence in exercise 2. Which other options did you hear that might have completed the sentence? Why were they wrong?

4 **3.09** Listen to a talk by an archaeologist about the collapse of the Maya. Answer the questions.

- Which of the factors in exercise 1 are mentioned as possible causes of the collapse of the Maya?
- How did researchers create climate records for the distant past?
- What two pieces of evidence coincided on two occasions, and led the researchers to believe their theory was correct?

5 Read the questions below so that you are aware of the information you require.

- Archaeologists currently believe that _____ may have been responsible for the fall of the Maya.
- Records from the area show that rainfall was _____ when the Maya civilisation was flourishing.
- A period of drought began in _____ which caused part of the Maya civilisation to collapse.
- At first sight, _____ cities, such as Chichén Itzá, appeared to have been unaffected by the droughts.
- In a recent study, researchers looked at _____ to detect periods of prosperity and decline in these cities.
- The study revealed that after AD 850, the number of new constructions fell by _____.
- During the _____ century, the amount of construction fell once again.

6 **3.09** Listen again and complete the sentences in exercise 5 with a word or a short phrase.



7 VOCABULARY Complete the collocations from the listening with the verbs below.

enjoy fall give play put spell trigger undermine

Verb + noun collocations

- _____ the demise (of something)
- _____ (somebody) an indication of something
- _____ success
- _____ a theory
- _____ into decline
- _____ something into perspective
- _____ the end of / for something
- _____ a role (in something)

8 Complete the paragraph with the collocations in exercise 7 in the correct form.

The first settlers from Polynesia landed on Easter Island around 1,200 years ago. The new culture, the Rapa Nui, ¹ _____ and by 1550 AD numbered between 7,000 and 9,000. The people began to build massive stone statues called moai, all made at the same site and then transported across the island. First it was thought they were moved in an upright position, but recent computer simulations have ² _____ this _____ by showing that they were transported horizontally on logs. At one point, moai formed an almost continuous line along the coast, ³ _____ of the power and influence of the Rapa Nui. Then something went wrong and the culture began to ⁴ _____. The nation's obsession with its stone statues most definitely ⁵ _____ in this collapse. Deforestation has been identified as the chief factor that ⁶ _____, because of the huge number of trees that were felled, leading to erosion, crop failure and civil war. At its lowest level of population, the Rapa Nui numbered only 750. Later, slave traders from Peru came, taking away any healthy individuals, and then missionaries arrived, which ⁷ _____ for the Rapa Nui. Their story ⁸ _____ the effect poor management can have on the environment, and provides a valuable lesson for us to learn from.

➡ **Vocabulary Builder** Verb + noun collocations: page 130

9 SPEAKING Work in pairs. Discuss the questions.

- What lessons can we learn from the collapse of civilisations such as the Maya and Rapa Nui?
- What factors do you think contribute to a successful civilisation?

Grand finale

I can understand and react to an article contrasting the endings of books and films.

- 1 SPEAKING** Work in pairs. In your opinion, which is it best to do first, read the book or see the film? Why?
- Skim the text. What do all four film endings have in common?

Reading Strategy

In a multiple-matching task, the questions paraphrase the information given in the text. Read the question carefully and underline the key words and phrases. Then scan the text, watching out for paraphrases of the key words and phrases in the question.

- Read the **Reading Strategy** and the question below. Underline the key words and phrases. Then scan the text to find the answer. How is the information paraphrased in the text?

Which section mentions ...

a film where the focus of the action has been swapped?

- Match questions 1–9 with paragraphs A–D. Use the **Reading Strategy** to help you locate the correct answers.

Which section mentions ...

- a group of characters whose fate is not clearly defined at the end of the book?
- an ending which features a last-minute rescue that didn't occur in the book?
- a film ending with a small sign that the protagonist will overcome an extremely negative experience?
- a film that radically changes the source of a life-saving solution?
- an ending to which a cruel twist has been added?
- a film that did not meet with the approval of the author?
- a situation which jolts people into a feeling of empathy?
- a character who meets his end in a completely different way than he does in the book?
- an ending that leaves more of an opening for a story to be continued in the film than it does in the book?

- Read the whole text again. Answer the questions in your own words.

- The writer says the town 'becomes enveloped' in the mist. What image does this convey?
- At the end of the film, Drayton is described as being 'crushed'. Explain his feelings in your own words.
- Describe Forrest Gump's character, in your own words.
- What grammatical mistake does the author have Forrest Gump make at the start of his next book? Why do you think he includes this mistake?
- In the book *I Am Legend*, how many people are alive after the global pandemic? How do you know?
- Why do the former vampires regard Robert Neville as a monster towards the end of the book?
- Give examples of the 'thrills and spills' the first visitors to Jurassic Park may have experienced.
- Why is the T-rex described as 'the star of the show' at the end of the film?

FINAL PAGE

VS

CLOSING SCENE

**So you've read the book?
That may not make you an expert on the
film, as these examples show.**

CRITICAL ANALYSIS

In English, we can often choose between two verbs with the same or similar meaning: a phrasal verb, and a standard verb or verb phrase.

install = put up, conduct = carry out, ascertain = find out

- Look at the highlighted phrasal verbs in the text. Match them with their equivalents below.

- | | |
|----------------|--------------------------|
| 1 was released | 6 pass |
| 2 raising | 7 starting |
| 3 eat | 8 draw / present quickly |
| 4 diminishing | 9 finds / discovers |
| 5 hidden | |

- Find phrasal verbs in the text that could be replaced with the following standard equivalents.

Text A

- | | |
|-----------------|-----------|
| 1 escaping from | 2 killing |
|-----------------|-----------|

Text B

- 3 take care of

Text C

- | | |
|-----------------------|-----------------------------|
| 4 transform (sb) into | 7 defending himself against |
| 5 locating / hunting | 8 conducts |

6 hiding

Text D

- 9 be involved in

- 8 SPEAKING** Work in pairs. Discuss the questions.

- Do you think filmmakers who adapt a book should be obliged to be faithful to the original story? Why? / Why not?
- What is your personal experience of seeing films after reading the book? How did the adaptation compare to the original?

A THE MIST

This Stephen King novella pushes scariness to the limit as it relates what happens in a small town when it becomes enveloped in an eerie mist. The thick cloud hides huge insect-like creatures that threaten to gobble up anything and everything that crosses their path, including a group of residents trapped in a local supermarket. Four survivors, led by David



Drayton, succeed in breaking out of the building to escape in Drayton's car. The rather ambiguous book ending leaves the group driving through the mist towards a city whose name they picked up through the static on the car radio. The end of the film, however, is more clear-cut – and far bleaker. Drayton's vehicle eventually runs out of petrol, prompting him to pull out his pistol and kill his companions, including his son, Billy, so as not to leave them to the mercy of the monsters. With no bullet to use on himself, Drayton walks off into the mist ... only to find the military finishing off the last of the monsters. Crushed by the unnecessary killing, Drayton drops to his knees in despair, as did a large part of the audience when the film came out.

B FORREST GUMP

Author Winston Groom was far from pleased when he saw Robert Zemeckis's film adaptation of his novel, which follows the kind-hearted but slow-witted title character through several decades of his life. For one thing, the film makers had switched the two main plot threads, shifting the emphasis from the fantastic adventures of the protagonist to his relationship with his childhood sweetheart, Jenny. As a result, the film's ending differs substantially from the original. The book concludes with Forrest setting up his own shrimp business in memory of his college friend Bubba. Jenny has married another man and they have a child together, but she and Forrest remain friends. However, at the end of the film, Forrest looks after Jenny as she is dying. After the funeral, he is shown bringing up his and Jenny's child alone, the only glimmer of hope being that he appears to be doing a good job of it. Groom was so disgusted with the changes made to his novel that he went on to write a sequel that began with the lines 'Don't never let nobody make a movie of your life's story.'



C I AM LEGEND

In Richard Matheson's 1954 novel, Robert Neville is the sole survivor of a global pandemic, the effect of which is to turn its victims into vampires. He spends his days tracking down inactive vampires to kill, and his nights holed up in his house, fighting off the vampires. Three years go by, and the attacks appear to be dying down, but the lull is because the vampires have succeeded in building a new society and developing medication to combat the infection. Now, they regard Neville as he sees them: as a monster. At the end of the book, he has been captured and is in a prison cell, awaiting execution for his crimes. However, in the movie Neville's initial predicament is improved by his knowledge that a survivors' camp exists for the 1% of the population who, like him, are immune to the disease. When he is not fighting for his life – with zombies replacing vampires in the movie – Neville carries out medical research, and eventually comes up with an antidote. Later, he befriends two other survivors, to whom he entrusts the antidote, while he sacrifices himself to enable them to escape and make their way to the camp.



D JURASSIC PARK

Readers of Michael Crichton's best-selling novel will be familiar with the thrills and spills experienced by the first visitors to a dinosaur park on the fictional island of Isla Nublar. In the book, the protagonists are caught up in a race for survival against the dinosaurs, and a race against time to stop a ship from the island reaching the mainland. Unbeknown to the captain, some small dinosaurs have stowed away on the ship. After several run-ins with much larger versions of these creatures in the park, including a ferocious T-Rex, the group manages to contact the ship and stop it from docking in Costa Rica, and is then rescued by the Costa Rican military. As they leave the island, it is blown to oblivion. In the 1993 blockbuster, however, director Steven Spielberg decided to leave the island intact, in all probability to allow for a sequel. Instead of blowing up the island, he had the T-Rex reappear to spice up the action during the final scene, during which the group faces an imminent attack by some small but highly intelligent dinosaurs called velociraptors, which are on the point of bursting into the visitor centre, where the group is hiding. The visitors are saved in the nick of time by the T-Rex, whose actions ultimately turns it into the star of the show.

