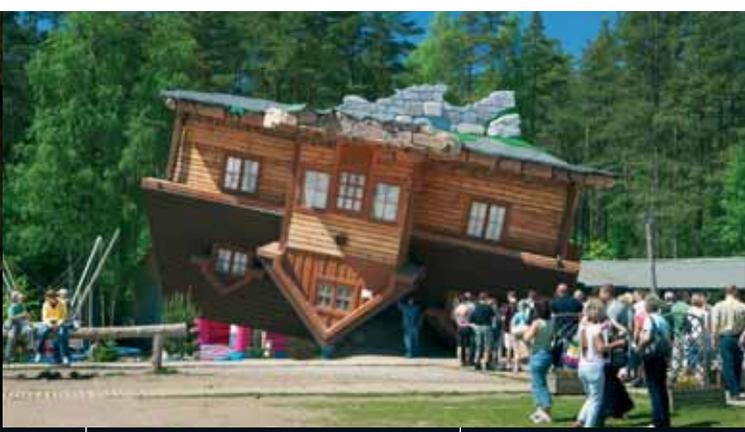


Contents



UNIT	Reading	Vocabulary	Grammar
1 Family Ties p 5-16	Meet the ancestors; multiple-choice questions	family-related words, collocations & expressions, prepositions	present simple, present continuous, stative verbs, countable & uncountable nouns, quantifiers
2 Food, Food, Food! p 17-28	An Oil for Life; missing sentences	food-related words, phrasal verbs, word formation	past simple, past continuous, <i>used to</i> & <i>would, be used to</i> & <i>get used to</i>
REVIEW 1: Vocabulary & Grammar p 29-30			
3 The Wonders of Nature p 31-42	Cities Beneath the Sea; multiple-choice questions	environment-related words, prepositions, collocations & expressions	present perfect simple, present perfect continuous, articles
4 Special Relationships p 43-54	Dogs in a human world; multiple matching	relationship-related words, word formation, phrasal verbs	relative clauses, temporals
REVIEW 2: Vocabulary & Grammar p 55-56			
5 A Place to Call Home p 57-68	The World's Coolest Skyscraper; missing sentences	home-related words, prepositions, collocations & expressions	future simple, <i>be going to</i> , future continuous, future perfect simple
6 Ready, Steady, Go! p 69-80	Advertisements, multiple-choice questions	sport-related words, phrasal verbs, word formation	conditionals, <i>wish</i> & <i>if only</i>
REVIEW 3: Vocabulary & Grammar p 81-82			
7 Extreme Situations p 83-94	Survival in the Andes; multiple-choice questions	words related to extreme situations, prepositions, collocations & expressions	past perfect simple, past perfect continuous, question tags, subject & object questions, negative questions
8 Time to Spare p 95-106	Deep into darkness; missing sentences	words related to free time, word formation, phrasal verbs	modals & semi-modals, modals perfect
REVIEW 4: Vocabulary & Grammar p 107-108			
9 High-Tech World p 109-120	They're Watching You; multiple-choice questions	technology-related words, prepositions, collocations & expressions	passive voice: tenses, <i>by</i> & <i>with</i> , gerunds, infinitives & modal verbs
10 That's Entertainment p 121-132	Music to my Ears; multiple matching	entertainment-related words, phrasal verbs, word formation	reported speech: statements, questions, commands, requests & reporting verbs
REVIEW 5: Vocabulary & Grammar p 133-134			
11 Lessons to Learn p 135-146	Advertisements; multiple-choice questions	education-related words, collocations & expressions, prepositions	causative, gerunds, infinitives
12 The Body Beautiful p 147-158	Your Amazing Brain; multiple-choice questions	body-related words, phrasal verbs, word formation	order of adjectives, adjectives ending in <i>-ed</i> and <i>-ing</i> , adverbs, <i>so</i> & <i>such</i> , comparison of adjectives and adverbs
REVIEW 6: Vocabulary & Grammar p 159-160			

Grammar Reference:	p 161-173
Irregular Verbs:	p 174-175
Writing Reference:	p 176-183
Speaking Reference:	p 184
Collocations and Expressions:	p 185
Prepositions:	p 186
Phrasal Verbs:	p 187
Speaking Information:	p 188



Listening	Speaking	Writing	DVD
multiple-choice questions (pictures)	talking about your family, comparing photos, talking about people	email, linking words & phrases 1	One Woman's Choice
multiple-choice questions	talking about food & restaurants, comparing photos, using linking words	review, order of adjectives	Greek Olives
note-taking	talking about the environment, decision making, opening discussions	article, editing your work	Swimming with Sharks
multiple matching	talking about relationships with people, problem solving, giving your opinion	story, writing interesting stories	Man's Best Friend
multiple-choice questions	talking about homes, comparing photos, talking about similarities and differences	email, dealing with notes	Living in Venice
multiple-choice questions	talking about sport, decision making, agreeing & disagreeing	article, linking words & phrases 2	Water Sports Adventure
note-taking	talking about extreme situations, comparing photos, giving extra information, giving yourself time to think	story, narrative tenses	Coast Guard School
multiple-choice questions (pictures)	talking about free-time activities, problem solving, giving advice	article, making articles interesting	Young Adventurers
multiple-choice questions (pictures)	talking about technology, decision making, justifying choices	essay, topic sentences	Mars Rovers
multiple-choice questions	talking about entertainment, comparing photos, expressing uncertainty	formal letter, clauses of purpose	Steel Drums
multiple matching	talking about school and education, decision making, reaching a decision	report, <i>both, either & neither</i>	The Maasai Teacher
multiple-choice questions	decision making, talking about your body, talking about advantages & disadvantages	informal letter, order of paragraphs	The Memory Man



7 Extreme Situations

Reading: article, multiple-choice questions

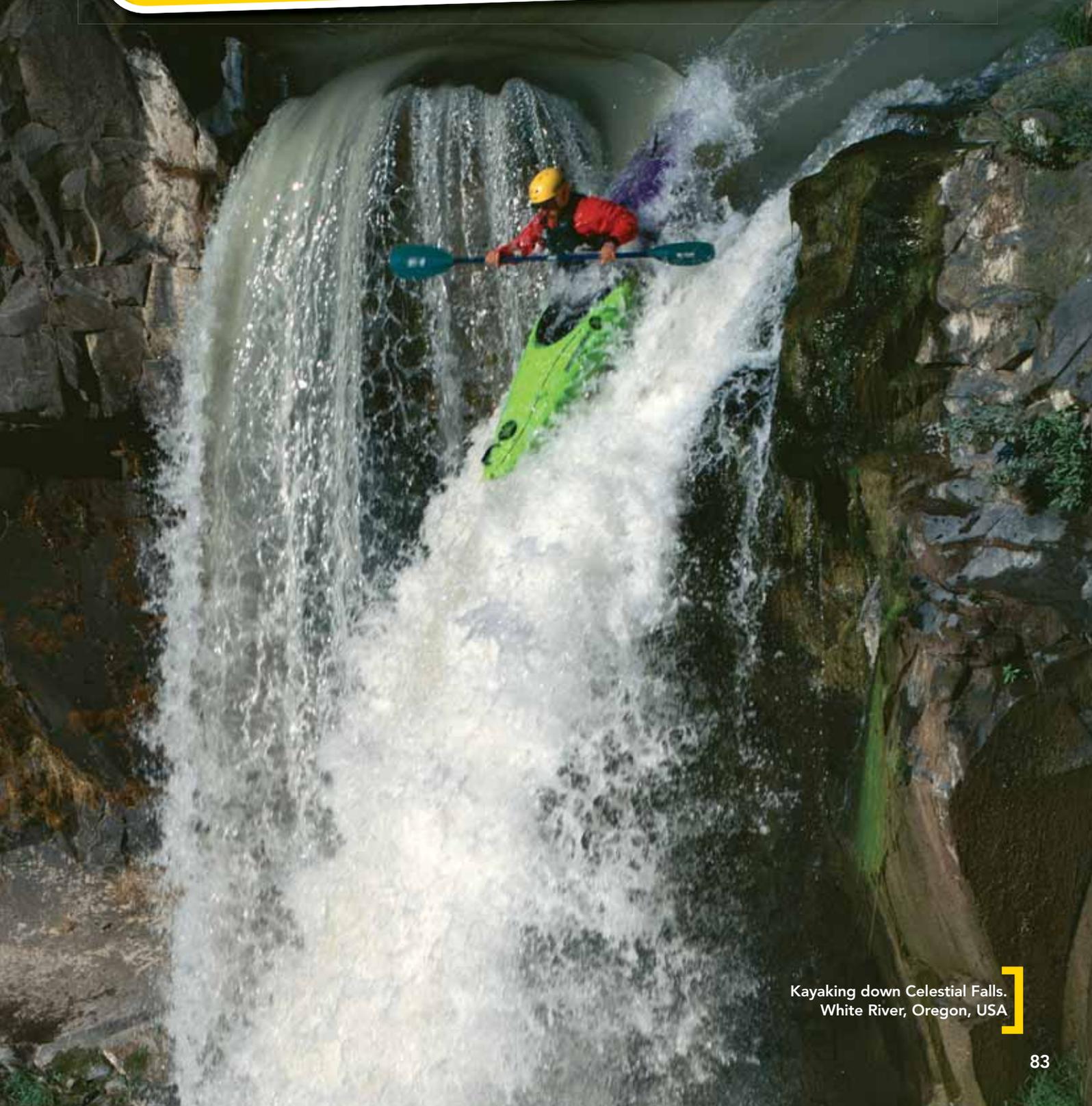
Vocabulary: words related to extreme situations, prepositions, collocations & expressions

Grammar: past perfect simple, past perfect continuous, question tags, subject & object questions, negative questions

Listening: note-taking

Speaking: talking about extreme situations, comparing photos, giving extra information, giving yourself time to think

Writing: story, narrative tenses



Kayaking down Celestial Falls.
White River, Oregon, USA

Reading

A Read the information about a real-life story. Who are the people in the story and where were they? Where were they going? What do you think happened next?



BREAKING NEWS

Thursday, October 12, 1972: Flight 571 carrying Uruguay's championship rugby team took off from Montevideo, Uruguay, heading to Santiago, Chile. On the plane were 45 people: the crew, the Uruguayan players, and their friends and relatives. Soon after take off, the plane had to stop in Mendoza, Argentina, because of bad weather.

Friday, October 13, 2.18 pm: Flight 571 took off again, heading for Santiago.

Friday, October 13, 3.20 pm: About an hour into the flight, the pilots began the descent into Santiago, not realising the plane was still close to the high peaks of the Andes Mountains ...

B You are going to read an article about what happened to the passengers on Flight 571. Quickly scan the article to check your predictions about what happened next.

Survival in the Andes

On Friday, October 13, 1972, a plane that had been flying from Uruguay to Chile with 45 people on board crashed into a mountain in the Andes. How some of the passengers managed to live is one of the greatest survival stories ever told.

Twenty-nine people died in the crash and in the weeks following it. At night, the temperature sometimes dropped to -30°C . The survivors were in great danger. They stayed inside the **remains** of the aircraft, using thin seat covers for blankets, and waited for a rescue that never came.

Days turned into weeks. The survivors had to find a way to get to safety before others died. Three of the passengers, Roberto Canessa, Nando Parrado and Antonio Vizintin, volunteered to walk across the mountains to search for help. Each man wore three pairs of socks, with a plastic bag around each foot to keep the water out, boots, four pairs of trousers and four sweaters. Many of the clothes came from those who had died in the crash. The men also carried a **crucial** piece of survival equipment: a large sleeping bag they had made.

So how did these brave young men cope with such a journey? None of them had mountain-climbing experience and as the land and weather changed, climbing became tougher. However, they kept going. By the second day, they were climbing **steep**, icy **peaks**, hoping to reach the mountain's summit. After several days, exhausted and cold, they reached what they thought was the top. There they paused. They had imagined this moment for days. On the other side of the summit, they hoped, would be a valley leading down and out of the mountains. But instead of a valley, they saw more of the same snow-covered peaks. They weren't near the end of the mountains; they were in the middle of them.



But all hope wasn't lost. Parrado was able to see two low summits about 65 kilometres away that didn't have snow on them. If they could get there, they would be out of the high Andes. Reaching the two distant peaks would require more days of walking and they didn't have enough food or drink. But Parrado had a solution: Vizintin could return to the plane and he and Canessa would take his food. They agreed on the plan, and Canessa and Parrado continued their journey.

Walking towards the two peaks was difficult. But as the two men continued, little by little, the landscape began to change. The men discovered a small stream; the sun was also warmer. Within a few days of walking, the snow had disappeared

C Read the text and choose the answer (a, b, c or d) which fits best according to the text.

- Paragraph 3 is mainly about the
 - story of the crash.
 - preparation to go for help.
 - three volunteers.
 - clothes the men wore.
- What does the word *there* in paragraph 5 line 3 refer to?
 - the high Andes
 - the two summits
 - the crash site
 - the valley
- Vizintin returned to the crash site because
 - he had lost hope.
 - he didn't agree with Parrado's solution.
 - he didn't want to walk any further.
 - there wasn't enough food for three people.

Wordwise

remains: the parts of an object that are left after most of it has been destroyed or taken away

crucial: very important

steep: rising or falling quickly

peak: the top of a mountain

ordeal: a very painful or difficult thing

The Andes mountains, near Santiago, Chile



completely and flowers were everywhere. 'This is the valley,' Canessa said. 'This is the way out.'

Soon, the first signs of human activity started to appear – a few cans on the ground, some farm animals in a field. It was 19th December, and they had been walking for eight days. By 21st December, the exhausted pair made it to the town of Los Maitenes in Chile, and a rescue team was sent to save their fourteen fellow passengers who were still high up in the Andes.

So, what had happened to these fourteen people? Fortunately, they had all managed to survive and they were rescued. The memories of the crash in the Andes would be with them forever, but their **ordeal** was over. They had made it out – alive.



Close-Up

When a question consists of an incomplete sentence and you have chosen the option that completes it, read both parts of the sentence carefully. You must make sure that the whole sentence is correct and not just option a, b, c or d.

- How did Parrado and Canessa know they were getting close to their destination?
 - because they saw things associated with the presence of people
 - because they discovered a stream
 - because they had been walking for eight days
 - because the snow had disappeared
- What is the reading text mainly about?
 - how survivors of a crash waited to be rescued
 - how 29 people died in a plane crash
 - how survivors of a plane crash managed to get help
 - how a rescue team found the site of a plane crash

Get the meaning!

D The words in bold below are in the wrong sentences. Cross them out and put them in the right place.

- The water in this **equipment** is very cold.

- Many tourists visit the **summit** of the old monastery. _____
- The **stream** was beautiful; there were green trees and pretty flowers everywhere.

- We plan to reach the **blanket** of the mountain on Friday. _____
- It was so cold last night that I needed an extra **solution** to keep warm. _____
- I never go into the **remains** where the cows are.

- They had all the necessary **field** for their journey in the mountains. _____
- Finding a **landscape** to the problem was not easy.



What do you think?

How would you survive in the following situations?

- You are a mountain climber and a snow storm has begun. You find a cave and wait for the storm to pass. But the storm is taking a long time to pass ...
- You are a solo sailor in the middle of the ocean. Your engine has caught fire and now it doesn't work. Your radio is also broken ...

Vocabulary

A Circle the odd ones out.

- | | | |
|------------------|----------|---------------|
| 1 survive | die | live |
| 2 give up | continue | persist |
| 3 tolerate | overcome | succeed |
| 4 recover | get well | achieve |
| 5 deal with | excel at | cope with |
| 6 face | avoid | confront |
| 7 battle against | prevent | struggle with |
| 8 suffer | vanish | disappear |

B Complete the text with these words.

co-operation conditions destination
endurance exhaustion journey limits odds

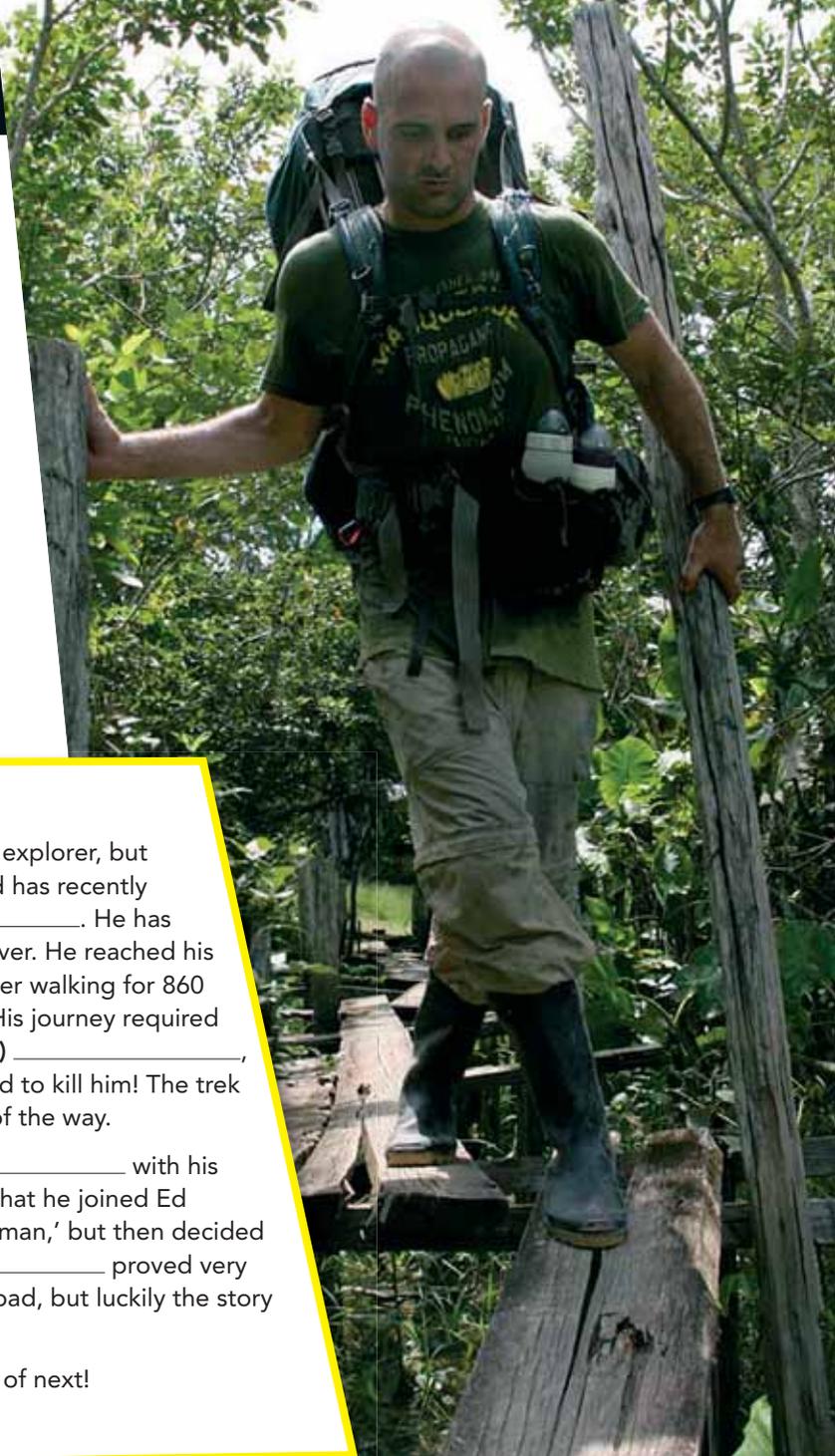
Truly extraordinary: Ed Stafford

Some people call Ed Stafford an amazing adventurer and explorer, but others think he's crazy! How can this be? Well, Ed Stafford has recently completed an epic expedition against all (1) _____. He has become the first man to walk the length of the Amazon river. He reached his (2) _____, a beach on the Atlantic coast, after walking for 860 days in dangerous and extreme (3) _____. His journey required amazing (4) _____ as he had to deal with (5) _____, hunger and some very unfriendly local people who wanted to kill him! The trek tested Stafford to his (6) _____ every step of the way.

Ed Stafford's success was partly based on his (7) _____ with his travelling companion, Cho Sanchez Rivera, who has said that he joined Ed because he 'felt a responsibility to try and help this crazy man,' but then decided to stay on. It seems that the final leg of the (8) _____ proved very difficult, especially when Ed collapsed at the side of the road, but luckily the story had a happy ending.

Let's see what adventure this extraordinary man will think of next!

For more information see www.edstafford.org



C Circle the correct words.

- The explorers had to **crawl** / **shiver** through the bushes on their way through the rainforest.
- The climber **signed** / **signalled** to his companion to follow him.
- The leader of the expedition hurt his leg and started to **injure** / **limp**.
- John had had no food for days and **collapsed** / **endured**.
- They travelled through the jungle and had to **adapt** / **adopt** to the conditions there.
- The hikers had to take shelter during the storm to avoid being **struck** / **stunned** by lightning.
- The divers are always in a cage to **provoke** / **protect** them from the great white sharks.
- You have to be a very **motivated** / **influenced** person to climb to the top of Mount Everest.

D Discuss these questions with a partner.

- If you were offered a trip on a space shuttle, would you go? Why?/Why not?
- What's your favourite adventure story, film or book? Why do you like it?
- What's the most exciting thing you've ever done?
- Would you like to go on a **journey** like Ed Stafford's? Why?/Why not?

Grammar

Past Perfect Simple

A Look at these sentences and answer the questions below.

- We **had forgotten** our passports, so we couldn't board the plane.
- He **had travelled** all over the world by his 30th birthday.

We can use the **Past Perfect Simple** for an action or situation that happened before another action or situation in the past. In which sentence has an action or situation happened

- before a specific time in the past?
- and had an effect on a later action in the past?

Past Simple & Past Perfect Simple

B Look at these examples and answer the questions below.

- The passengers **had arrived** at the airport before the plane **took off**.
 - The passengers **arrived** at the airport before the plane **took off**.
- Do the two sentences mean the same? _____
 - Why does the first sentence use the Past Perfect Simple? _____

Complete the rules.

When the order of events in a sentence is clear, we can use the _____ for both actions. However, when the order of events is not clear, or when we want to emphasise which action happened first, we can use the _____ for the first action.

Read 7.1-7.2 of the Grammar Reference on page 167 before you do the task.

C Look at the sentences and decide if the Past Simple, Past Perfect Simple or both tenses can be used to complete them. Write PS (Past Simple), PPS (Past Perfect Simple), or B (both tenses). Then write the full sentences in your notebook.

- I was annoyed because John _____ (use) my computer without asking me. _____
- Until 2009, I _____ (never / appear) on TV. _____
- I _____ (watch) a documentary, went upstairs and went to sleep. _____
- As soon as they _____ (hear) the loud noise, they rushed outside. _____
- The injured climbers _____ (not eat) anything for days by the time the rescue team arrived. _____
- The skier _____ (have) an accident and his friend took him to hospital. _____

Past Perfect Continuous

D Match each sentence with one use of the Past Perfect Continuous.

- They **had been walking** in the desert for days, so they were exhausted.
- We **had been driving** for a few hours before we realised that we were lost.

We use the Past Perfect Continuous for actions

- that started in the past and were still in progress when another action occurred in the past.
- that were in progress in the past and had an effect on a later action in the past.

Read 7.3 of the Grammar Reference on pages 167-168 before you do the task.

E Complete the sentences with the correct form of the Past Perfect Simple or the Past Perfect Continuous of the verbs in brackets.

- The survivors _____ (finally / reach) a village after days of walking.
- The students _____ (prepare) for their excursion for months.
- We _____ (hope) to find some water for days.
- The man _____ (manage) to stay alive for 5 days before he was rescued.
- The explorer _____ (not / imagine) that it would be so difficult to cross the river.
- The young man _____ (surf) since he was a child.



Listening

A Read the sentences below about a race. Two of the options given fill the gap correctly. For each question, cross out the option that does not fit the gap.

1 **competitors** limits athletes

In this race, the ___ must be extremely fit and strong.

2 **most challenging** toughest incredible

The event is one of the ___ in the world.

3 **run** endure cope with

Competitors must ___ some very difficult conditions.

4 **hot** dry windiest

Most deserts are extremely ___ places.

5 **event** success competition

Only a small number of people can enter this ___.



Close-Up

When words are spelt out on a recording, it is important to spell the name or place correctly in order to get the answer right. Remember that if there's a repeated letter in the word, we often use the word *double*. For example *rubble* would be spelt R-U-double B-L-E.

B Practise saying the alphabet with your partner. Then listen and write down the words that are spelt.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

C You will hear part of a television report about a race held in extreme parts of the world. For questions 1-8, complete the sentences.

- 1 The first stage of the race is run in the _____ Desert, in Chile.
- 2 Runners have to carry their own _____, but tents and medical care are provided.
- 3 Temperatures in the Gobi Desert fall to below _____ at night.
- 4 It can be difficult to _____ in the Sahara because of sandstorms.
- 5 Winds can blow at up to _____ km per hour in Antarctica.
- 6 Competitors must have successfully _____ two or more of the other desert races in order to enter the final race.
- 7 Athletes might be accompanied by _____ for some parts of the Antarctica race.
- 8 Competitors have to push themselves _____ in order to complete this race.



Speaking

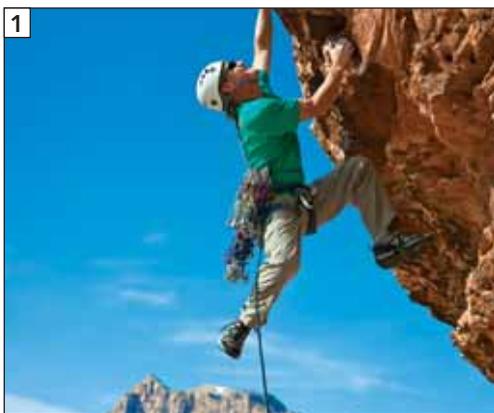
A Work with a partner and answer these questions.

- Have you ever done an extreme sport? If not, would you like to?
- Have you ever been to any extreme places?

B Put a tick next to the statements that describe extreme sports and a cross next to those that do not.

- 1 They're dangerous.
- 2 In the end, you get a sense of achievement.
- 3 They're relaxing.
- 4 They're very exciting.
- 5 You need a good instructor.

C Work with a partner and answer the questions about the photos. One of you should be Student A and the other should be Student B. Remember to use the Useful Expressions.



Student A: Compare photos 1 and 2 and say what you think the people are enjoying about these situations.

Student B: Which situation do you think is more extreme? Why?



Student B: Compare photos 3 and 4 and say what you think are the best and worst parts of these people's jobs.

Student A: If you had to take photos of wild animals, which animals would you prefer to work with?

Close-Up

Don't just give one-word answers. Answer the questions by giving reasons and expanding on your ideas. To make the discussion more natural, use expressions to give yourself time to think.



Discuss these questions with a partner.

- What qualities/skills must a person have in order to be able to deal with extreme situations?
- Can you think of any extreme jobs?
- Why are most extreme sports expensive?
- Are extreme sports appropriate for all ages?

Useful Expressions

Giving extra information

Extreme sports are very interesting and it must be very exciting to ...
It's not just about winning; it's about achieving your goals.
Money is not everything. Some people take great risks in their jobs.

Giving yourself time to think

Now, let's see ...
It's quite difficult to decide, isn't it?
One moment ...
I'm not sure. Perhaps ...
I suppose we could ...

Vocabulary

Prepositions

A Choose the correct answers.



River deep, mountain high!

From the top of the highest mountain to the bottom of the sea, the world is full of extremes. Let's take a look at some of the most spectacular ones.

With temperatures well (1) ___ freezing and wind that can knock you off your feet, a mountain summit is an extreme place to be! The tallest mountain (2) ___ the planet is, of course, Mount Everest. Its peak rises 8,850 metres (3) ___ sea level. (4) ___ the years, 1,200 people have made the long, lonely climb to the top of Everest!

The Sahara Desert is in North Africa and is (5) ___ the same size as the USA! With so much sun and very little rain, summer temperatures there are often (6) ___ 32° Celsius. The hottest temperature ever recorded on earth was in the Sahara, when the temperature reached 58° Celsius!

The Amazon is one of the longest rivers in the world. It begins in the mountains of Peru, stretches (7) ___ South America and ends at the Atlantic Ocean. If you ever take a trip to the Amazon, be very careful! As well as the cute pink dolphins there are some nasty creatures (8) ___ the water, including flesh-eating piranha!

- | | | |
|------------|-----------|------------|
| 1 a after | b below | c besides |
| 2 a on | b at | c of |
| 3 a among | b along | c above |
| 4 a In | b Over | c Down |
| 5 a about | b between | c opposite |
| 6 a toward | b outside | c over |
| 7 a behind | b across | c onto |
| 8 a in | b outside | c above |

Collocations & Expressions

B Match the words to make collocations.

- | | |
|--------|------------------|
| 1 keep | a lost |
| 2 do | b missing |
| 3 get | c calm |
| 4 go | d someone's life |
| 5 save | e a journey |
| 6 make | f one's best |

C Complete sentences 1-6 with collocations from B.

- Everyone should _____ their _____ to achieve their goals.
- You must wear a lifejacket when you're on a boat. It might _____ your _____.
- Don't panic! You must _____ before you do a bungee jump.
- Take a map and a compass with you. You don't want to _____.
- Many people _____ every year while out hiking.
- I'll _____ the _____ to the Amazon next year when I've saved up enough money.

D Do you agree with these statements? Discuss with a partner.

- It's always better to **keep calm** in extreme situations.
- I think climbing Mount Everest would be easy.
- Life in the desert must be quite difficult.



Grammar

Question Tags

A Read the sentences and underline all the verbs. What do you notice?

All the passengers in the train crash were rescued, **weren't they?**

The climbers haven't reached the summit yet, **have they?**

Complete the rules.

Question tags are short questions that we add at the _____ of a sentence.

We use a(n) _____ question tag with an affirmative sentence and a(n) _____ question tag with a negative sentence.

Subject & Object Questions

B Underline the verbs in sentences a-b. Then write T (true) or F (false) for sentences 1-4.

a **Who** climbed Mount Everest for the first time?

b **Who** will the rescue team try to find?

- 1 In sentence a, the word **who** asks about the object of the sentence.
- 2 In sentence a, the words are in the order that we usually use for statements.
- 3 In sentence b, the word **who** asks about the subject of the sentence.
- 4 In sentence b, the words are in the order we usually use for statements.

Negative Questions

C Match each sentence with one use of negative questions.

- 1 Didn't you hear about the flood? It was on the news!
- 2 Isn't that one of the most amazing survival stories you've ever heard?

We can use negative questions

- a to express surprise.
- b when we expect the listener to agree with us.

Read 7.4-7.6 of the Grammar Reference on page 168 before you do the tasks.



D Complete the sentences with question tags.

- 1 Everyone saw the documentary about Peru, _____?
- 2 That was a great view from the mountain, _____?
- 3 The National Park closes at night, _____?
- 4 I am near the mountain peak, _____?
- 5 Don't be nervous during the flight, _____?
- 6 The rescue teams have found the skier, _____?
- 7 We agreed on making this trip, _____?
- 8 Let's continue our hike in the morning, _____?

E Write a subject question (SQ) and an object question (OQ) for each sentence. Begin with the question words given.

- 1 The pilots began the descent into a London airport.
SQ: Who _____?
OQ: What _____?
- 2 A mountaineer needs special equipment.
SQ: Who _____?
OQ: What _____?
- 3 Ted is taking his waterproof backpack on his trip.
SQ: Who _____?
OQ: Which _____?
- 4 A famous reporter is interviewing the survivor of the accident.
SQ: Who _____?
OQ: Who _____?
- 5 The rescuer is looking for the missing hiker.
SQ: Who _____?
OQ: Who _____?

F Write negative questions in reply to these sentences using the prompts given.

- 1 A: You won't see Sue on the skiing trip.
B: Why not? _____ (she / not come / with us)
- 2 A: I got lost in the mountains last week.
B: Oh no! _____ (you / not be / scared)
- 3 A: I haven't slept since we came back.
B: Why not? _____ (you / not tired)
- 4 A: Where are you going?
B: _____ (anyone / not tell you / about the trip today)
- 5 A: You seem familiar to me.
B: Yes. _____ (we / have not met / somewhere before)

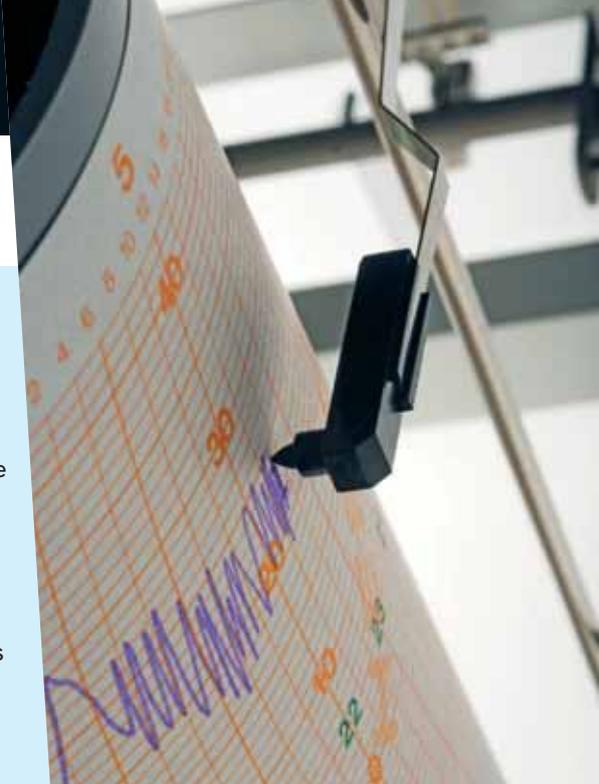
Writing

Narrative tenses

To write stories based in the past, we use narrative tenses. The most common narrative tenses are the Past Simple, the Past Continuous, the Past Perfect Simple and the Past Perfect Continuous.

- Use the Past Simple to talk about a completed action/state in the past, a series of actions that happened one after the other in the past or to take the action of the story further.
- Use the Past Continuous to set the scene of the story and to talk about an action that was in progress in the past when another action interrupted it.
- Use the Past Perfect Simple to talk about an action that happened before the time of the narrative or another past action.
- Use the Past Perfect Continuous to talk about an action that was in progress for some time in the past which was interrupted by another past action, or which had an effect on a later event in the past.

Note: We only use the present tenses in stories when we use direct speech.



A Complete the sentences with the correct form of the verbs in brackets. Sometimes more than one answer is possible.

- 1 He stopped running, took the mobile phone out of his pocket and _____ (throw) it into the river.
- 2 The family _____ (sit) in the garden when they heard the blast.
- 3 Jane couldn't believe that she _____ (make) such a dangerous journey on her own.
- 4 Everyone was exhausted because they _____ (run) for miles.
- 5 She jumped up and _____ (chase) the thief down the street.
- 6 It was the perfect location. Palm trees _____ (sway) gently and the sun _____ (shine) brightly.
- 7 They were getting ready for bed when they _____ (hear) a knock at the door.
- 8 Throughout their ordeal, they _____ (keep) calm.

B Read the writing task below. Write T (true) or F (false) for each of the statements that follow.

Write a story which begins with this sentence: *Everyone was scared to death.*

- 1 The story will involve several people.
- 2 It will be about a frightening situation.
- 3 Someone must die in the story.
- 4 You can begin the story any way you like.
- 5 The story will probably have suspense.

C Read the model story and circle the correct words.

Everyone was scared to death. They were trapped in the classroom following the biggest earthquake they (1) **had ever experienced / ever experienced**. To make matters worse, Mr Gibbs had fainted!

The students (2) **had screamed / were screaming** wildly as pieces of concrete fell from the ceiling. Luckily, no one (3) **was / was being** injured. 'Quick, everyone under the desks!' yelled Toby.

Toby had never been in such an extreme situation before, but he (4) **had been keeping / kept** very calm. The other kids, however, were panicking. More than half an hour (5) **had passed / had been passing** since the earthquake and there was no sign of anyone coming to rescue them.

All of a sudden, Toby (6) **was thinking / thought** of something. At the beginning of the lesson, Mr Gibbs (7) **had taken / took** another student's mobile phone from her. She (8) **had been playing / played** with it and he had told her he would return it later.

As quick as lightning, Toby (9) **was running / ran** to the teacher's desk, found the phone and saw that it was working. He called his mum and (10) **explained / had explained** the situation. 'Don't worry,' she said comfortingly. 'Firefighters are already in the building.' Toby breathed a sigh of relief. Their ordeal was almost over.

Look again!

D Read the model story again and write T (true) or F (false).

- 1 The writer hasn't used the sentence given properly.
- 2 The story describes why everyone was so scared.
- 3 Narrative tenses have been used correctly.
- 4 The writer uses special phrases to create suspense.
- 5 By the end of the story the students are completely safe.

E Complete the plan for the model story with these sentences.

- | | | |
|---|-------------|--------------------------|
| a Describe how the plan is carried out and what happens next. | Paragraph 1 | <input type="checkbox"/> |
| b Describe reactions to the event and give more background details. | Paragraph 2 | <input type="checkbox"/> |
| c Introduce a plan of action. | Paragraph 3 | <input type="checkbox"/> |
| d Introduce the main character and an event that creates suspense. | Paragraph 4 | <input type="checkbox"/> |
| e Use the sentence given and set the scene for the story. | Paragraph 5 | <input type="checkbox"/> |

F Match to form sentences using some of the Useful Expressions.

- | | |
|--------------------------|--|
| 1 As quick as | a sign of a rescue team. |
| 2 Without | b time on, they knew they only had each other. |
| 3 From that | c lightning, she dashed to the car. |
| 4 There was no | d plan that would save them. |
| 5 Then, she thought of a | e point the ambulance turned up. |
| 6 At that | f thinking, he rushed over to the injured man. |

Over to you!

G Read the writing task and make a paragraph plan for your story. Make sure you use the correct narrative tenses and the Useful Expressions below so your story is easy to follow. When you have finished writing your story, remember to edit your work carefully.

Write a story which begins with this sentence: *At last, help was on its way.* (120-180 words)



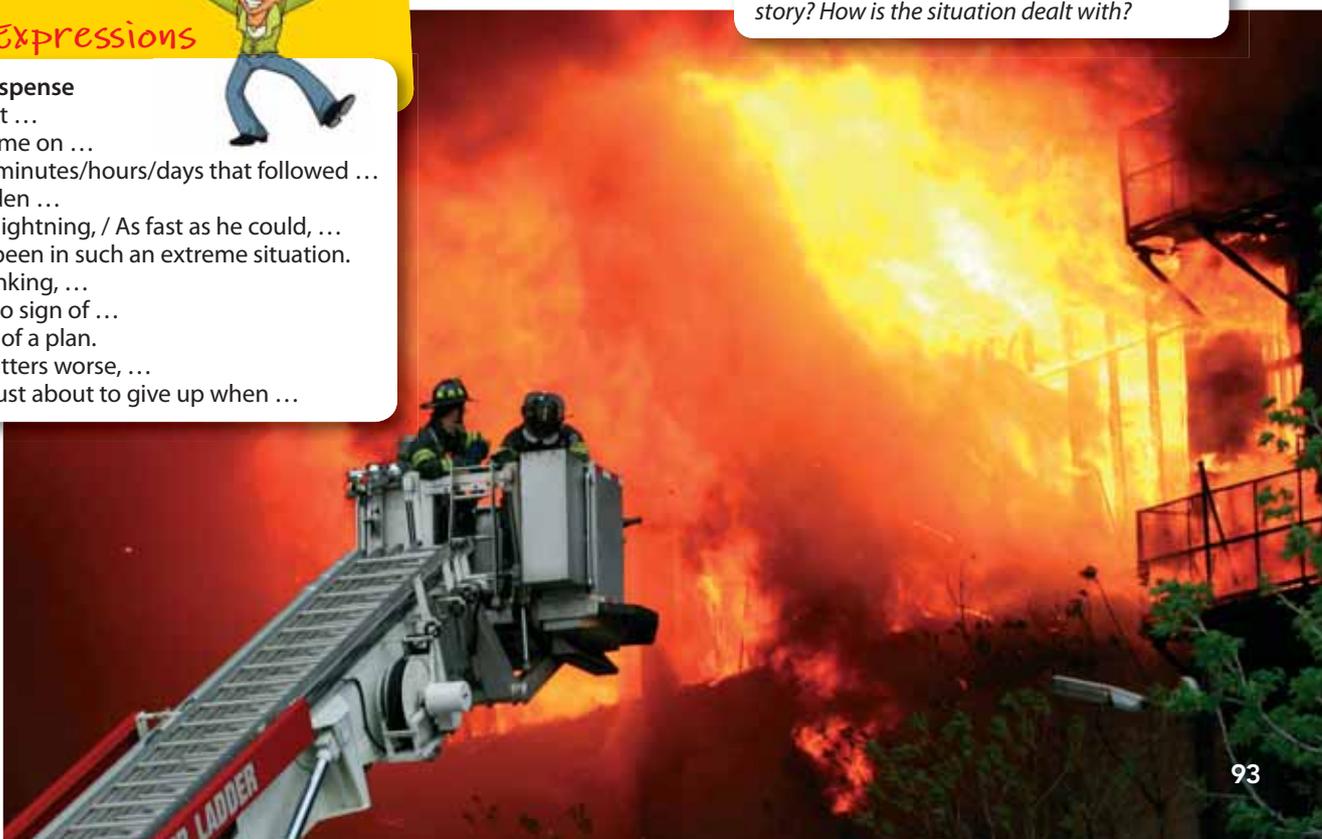
Useful Expressions

Creating suspense

- At that point ...
- From that time on ...
- During the minutes/hours/days that followed ...
- All of a sudden ...
- As quick as lightning, / As fast as he could, ...
- He'd never been in such an extreme situation.
- Without thinking, ...
- There was no sign of ...
- He thought of a plan.
- To make matters worse, ...
- They were just about to give up when ...

Close-Up

Before you begin writing your story, make some notes by asking and answering questions which relate to the sentence you must use. For example, for the task you will do now, ask yourself: *What has just happened? What kind of help is needed? Has anyone been injured? Who is/are the main character(s)? How do they react during the story? How is the situation dealt with?*



Before you watch

A Match the words with their meanings.

- | | | |
|----------------|--------------------------|---|
| 1 adrenaline | <input type="checkbox"/> | a a feeling of excitement about something nice that is going to happen |
| 2 anticipation | <input type="checkbox"/> | b how often your heart beats |
| 3 limitation | <input type="checkbox"/> | c something that prevents you going past a certain point |
| 4 pulse rate | <input type="checkbox"/> | d something your body produces when you are scared, angry or excited that makes your heart beat faster and gives you energy |

While you watch

B Watch the DVD and decide if these statements are T (true) or F (false).

- 1 Many ships sink in the rough waters where the Columbia River empties into the ocean.
- 2 The skills taught at the Coast Guard's national motor lifeboat school can't be used to drive any other boat.
- 3 Aaron Ferguson has been a driver here for over two years.
- 4 For students only, pulse rates accelerate and heart rates rise as soon as the sea becomes more dangerous.
- 5 Student, Ralph Johnston, needs to learn to control the elements.
- 6 If drivers are comfortable in bad weather, then the crew is also more comfortable, and they'll be more effective.

After you watch

C Complete the summary of the DVD below using these words.

convinced cope mercy missions prove rescue satisfaction tragedy training violent

In the US Coast Guard's national motor lifeboat school, trainee boat drivers often find themselves at the (1) _____ of waves that can kill them. They must face some of the most (2) _____ and unpredictable seas. In an area known as the 'Graveyard of the Pacific', drivers learn how to (3) _____ with the kind of rough conditions that they will frequently face in their job, battling against severe weather.

The (4) _____ is important as these skills will help them to perform their dangerous life-saving (5) _____. Instructor Aaron Ferguson is (6) _____ that the motor lifeboat school gives the students the best kind of training.

The two-week class ends with the students ready to do the 'man-overboard drill'. For student, Ralph Johnston, this is the chance to (7) _____ that he can move the lifeboat through huge waves while keeping it steady. The (8) _____ attempt succeeds and he passes the test. For the instructors, there is (9) _____ in knowing that the skills students learn here might one day prevent a terrible (10) _____.



Rough seas crash over the ship *National Geographic Endeavour* in the Atlantic.

D Discuss these questions with a partner.

- Why do you think some people become lifeboat drivers?
- Whose story of survival in this unit do you think is the most incredible? Why?