

Dramatic events

Unit objectives

- **Reading and Use of English Part 7:** reading for general understanding and for detail / completing text with missing paragraphs
- **Writing Part 2:** writing a proposal; choosing an appropriately formal register; using persuasive language
- **Reading and Use of English Part 4:** asking yourself relevant questions about grammar required / idiomatic language and phrasal verbs
- **Listening Part 1:** inferring information from questions and multi-choice options
- **Speaking Part 2:** listening to instructions and answering the questions asked; planning what you want to say
- **Grammar:** verbs followed by *to* + infinitive or the *-ing* form
- **Vocabulary:** idiomatic language

Starting off

- 1 **As a warmer** With books closed, ask students to tell each other about exciting or unusual things they have done on holiday and elicit a few examples from the class. Then ask: *What's an adventure holiday?* Elicit some examples of activities that people do on an adventure holiday (e.g. trekking, white-water rafting, rock climbing, mountain biking).
- 2 When students have compared choices, you could conduct a brief class survey to find the most popular of the three activities.

Extension idea Ask pairs or groups of students to invent an original adventure activity which they think would be popular with people of their own age. You could impose certain conditions – for example, the activity should be affordable by the average student; it must be in the students' own country; it must not last longer than three days, etc.

Ask pairs to give their interpretation of the two quotations and to show how they contrast with each other, giving examples of the kind of behaviour each writer might have had in mind. Elicit views from several different students and use these as the basis for class discussion

Listening | Part 1


- 1 This exercise prepares students for the listening task by introducing language used to express reactions to dramatic events. Students match the beginnings and endings to make complete sentences.

Answers

1 i 2 g 3 d 4 b 5 h 6 e 7 c 8 a 9 j 10 f

- 2 Suggest that students spend just two or three minutes on this activity. Get feedback by eliciting examples from the class.
- 3 Ask students to read the Exam advice on page 53 and emphasise the value of inferring information from questions and multiple-choice options. Exercise 3 asks the kind of questions students should get used to asking themselves about questions and options before they listen.

Suggested answers

- 1 He has been to the gym. He has had an accident, probably to do with running and / or a machine. It might have been his own/ the gym company's fault.
 - 2 He had some kind of accident while driving – he was hit by a stone. Perhaps the man had been driving dangerously / a crime had been committed / someone was injured.
 - 3 Perhaps her home has been hit by some disaster (fire / flood / gale / explosion, etc.). It may be very badly damaged.
- 4  Remind students that they will hear each extract twice with only a few seconds' pause before the next one begins.

Answers

1 C 2 B 3 C 4 A 5 C 6 A

CD 1 Track 13

Extract One

Jasmine: Are you all right now?

Harry: Hmm, so so – it comes and goes. I'm still having occasional flashbacks.

Jasmine: What happened, exactly?

Harry: Well, I was doing my normal workout on the treadmill. I started with a gentle jog for ten minutes or so, then I decided to run fast for ten minutes. So I pressed the increase button.

Jasmine: So then what happened?

Harry: Well, nothing for a few seconds, but then the belt suddenly speeded up. ¹I tried to slow it down, but nothing happened. When I tried pressing the slow-down button, it was as if I was putting my foot on a car accelerator.

Jasmine: That must have been terrifying! ²I've never trusted those control buttons. That's why I stopped going to the gym. Anyway, sorry. Go on. What did you do?

Harry: I looked round for help - thought maybe someone could switch the electricity off. It would have been a very sudden jolt, but better than not stopping at all. In the end, all I could do was jump off and keep my fingers crossed.

Jasmine: And that's how you broke your leg? Are you going to do anything about it?

Harry: I'm not sure yet. I'm considering taking the company that runs the gym to court - that's what my solicitor suggests, but I'm in two minds about it.

Extract Two

Police officer: OK, just tell me in your own words what happened, Mr Philips.

Driver: It's all a bit of a blur, I'm afraid.

Police officer: I understand you were on your way back from a holiday at around midnight. Is that correct?

Driver: Yes, but ³I'd say it was nearer one o'clock. We were coming home from a holiday. We'd spent all day travelling, so I suppose we were pretty tired.

Police officer: How far were you from home?

Driver: About half an hour. We were travelling fairly fast - the roads were empty and we were looking forward to a good night's sleep.

Police officer: What's the first thing that happened?

Driver: We were driving under a bridge when there was a crash of breaking glass and something hit my left arm. I managed to keep my right hand on the steering wheel but I didn't have much control over the car. Before I knew what was happening, we'd left the road and were heading for a clump of trees. ⁴I was sure we'd had it.

Police officer: What's the next thing you remember?

Driver: Well, everything happened so quickly. I remember coming round with people looking down at me.

Police officer: And when did you realise what had actually happened?

Driver: When one of the paramedics showed me the stone that had come through the window and landed on the backseat.

Extract Three

Reporter: So, what's your situation at the moment?

Resident: We're sleeping at the local secondary school with many of our neighbours. We're all in the same situation - just doing our best to look on the bright side.

Reporter: ⁵I've interviewed families in other towns and villages who are in more or less the same situation. Everyone's worried because they haven't been told when they can move back in. Have you heard any news?

Resident: No, nothing. Apparently, all our houses are under a metre of water - and it's still rising. It hasn't stopped raining since Tuesday.

Reporter: Can you tell me what happened in your area?

Resident: Well, there's a river at the bottom of our street - more of a sluggish stream most of the time, actually. Last weekend, with all the rain we'd had, it burst its banks. It was very quick once it started. I was frazzled trying to stop it by digging ditches to take the water away - but there was too much of it, and in the end it just gave up digging and got out as quickly as possible.

Reporter: And what's the damage?

Resident: Well, everything downstairs is ruined. We need new furniture and carpets, and we'll probably need to have the walls replastered. ⁶I keep thinking how disastrous it could have been. At one stage I imagined seeing the whole building collapse.

Vocabulary

Idiomatic language

- 1 When looking at question 4, explain that *had it* is often used for things that have stopped working and can no longer be used (e.g. *I'll have to have a new battery. This one's had it.*). Note that we can also use *I've had it* to mean 'I've had enough - I can't continue in this situation any longer'.

Answers

- 1 Flashbacks can be either pleasant or unpleasant; they are often caused by traumatic events.
- 2 a hard, boring and repetitive routine
- 3 for example, if something happens really fast and the events aren't clear
- 4 He thought he and his passengers were going to die.

Extension ideas You could add these words and phrases from the recording and elicit their meaning:

Extract One: *taking the company to court* (starting legal proceedings against the company), *I'm in two minds about it* (I haven't reached a decision about it)

Extract Two: *coming round* (regaining consciousness)

Extract Three: *look on the bright side* (focus on the positive aspects of a generally negative situation), *sluggish* (slow-moving), *burst its banks* (broke out over its sides, overflowed)

You may also like to mention other idiomatic expressions meaning 'to die' (e.g. *kick the bucket*, *come to a sticky end*) or 'to be close to death' (e.g. *be at death's door*, *be on your last legs*, *have one foot in the grave*).

Answers

- 1 I hope for good luck. 2 try hard to persuade me (but without force) 3 betray you or be disloyal to you when you are not expecting it 4 pretend not to notice something 5 joking/teasing

Extension ideas Ask students if they have any idiomatic expressions in their language with similar meanings to those in this exercise. Get them to discuss similarities and differences in pairs or groups. In multilingual classes, this might make an interesting whole-class activity.

There are dozens of other English idioms with parts of the body. You could ask students to guess the meaning of these examples:

get someone's back up

pick someone's brain

keep your eyes peeled

get something off your chest

take something on the chin

get cold feet

stick your neck out

turn your nose up at something

be tongue-tied.

Grammar

Verbs followed by *to* + infinitive or the *-ing* form

- 1 **As a warmer** Write these four sentences on the board and ask students to say which is not correct (Answer: the third sentence).

I like to swim in the sea when I'm on holiday.

I like swimming in the sea.

I enjoy to swim in the sea.

I enjoy swimming in the sea.

Establish the point that second verbs can be in the infinitive form with *to* or the *-ing* form. Point out that there are no rules about which verbs are followed by which form, so it is advisable to list the verbs with examples and revise them frequently.

Answers

- 1 to run 2 taking 3 thinking 4 to stop 5 digging

- 2 Elicit example sentences using some of the verbs in the list.

Answers

Verb + *to* + infinitive: afford, agree, choose, expect, hope, offer, pretend, promise, refuse

Verb + *-ing*: admit, avoid, can't help, deny, enjoy, finish, involve, keep on, mind, put off, resent, risk, suggest

Extension idea A number of these verbs can also be followed by *that* + clause, for example:

- *He pretended to be asleep.*
- *He pretended (that) he was asleep.*

You could ask students to pick out the verbs in the list that can be used this way. (Answers: *agree, expect, hope, pretend, promise, admit, deny, mind, suggest*)

- 3 Point out that a small number of verbs can be followed by both *to* + infinitive and the *-ing* form and that sometimes this changes the meaning.

Answers

- 1 a I have a memory of doing this.
b Don't forget to do it.
- 2 a This was an experiment, to see what would happen.
b I attempted to do this but failed.
- 3 a We saw part of the taking-off process.
b We saw the entire landing process.
- 4 a I wish I hadn't said anything.
b I'm sorry to tell you that ...
- 5 a It involves paying attention.
b I didn't intend to offend you.

4 

Answers

- 1 to take taking 2 maintaining maintain / to maintain 3 to sail sailing 4 to do doing 5 work working 6 going to go

Extension idea You might want to remind students that verbs can also be followed by *to* + infinitive when the meaning of *to* is 'in order to', i.e. to express purpose:

I am writing to complain about the product that you sent me.

She went out to get some bread.

We had to run to catch the train.

- 5 **Alternative treatment** Students could prepare a one-minute talk on one of these topics to give to their group or the whole class.

Reading and Use of English | Part 4

- 1 **As a warmer** (for monolingual classes) Give students a key word transformation task in their own language. If you choose sentences carefully, this will demonstrate the essential characteristic of the exercise: to complete the second sentence using the given key word requires the use of a different and specific grammatical structure.

The example in Exercise 1 shows how it is possible to form a grammatically correct sentence which, however, would not be a correct answer in the exam.

Answers

- 1 Yes 2 Yes 3 No – it doesn't use the key word (*until*) and it uses more than six words to complete the sentence. 4 was not / wasn't until we were

- 2 The clues included in this exercise are designed to get students to think about possible ways of approaching key word transformation tasks.

Alternative treatment Work through the clues with the class before asking students to complete the tasks on their own.

Answers

(Answers to the clues are in brackets.)

- 1 don't / do not appeal to me (preposition: *to*)
- 2 he could protect / would be able to protect (modal verb, with subject and verb)
- 3 is against the law to drive (*against the law*)
- 4 is generally considered (*to be*) (The sentence becomes passive.)
- 5 inland, the more primitive (*the* + comparative adjective/adverb, *the* + comparative adjective/adverb)
- 6 should avoid climbing (modal verb: *should*)

3

Answers

- 1 f 2 d 3 e 4 a 5 c 6 b

4

Example answers

- 1 We couldn't take our car away until we settled up with the garage.
- 2 Considering how foggy it was, it's a wonder the plane was able to take off.
- 3 Could you keep an eye on the children while I go shopping?
- 4 Sorry I didn't phone you back – I've been up all day.
- 5 I've had a cold for the last two weeks, but I'm on the mend.
- 6 I don't know why she was so rude – I thought she was trying to pick a fight with me.

Reading and Use of English | Part 4

- 1 Allow students five or so minutes to discuss the questions in pairs and then elicit a few ideas from the class.
- 2 Talk the class through the sequence of steps suggested as a way of working with gapped paragraphs like this. Emphasise that they shouldn't panic – they should place the ones they are sure of first, drawing a line through these to eliminate them. Then, for the choices that are left, and then return to the ones that remain. Remind them that the paragraph that does not fit into the text at all.

Give students about 15 minutes to complete the task.

Answers

1 C 2 D 3 F 4 A 5 G 6 B

(Para E is not used.)

Notes

- 1 C trees surround you, press in from all sides ... make you feel small, confused and vulnerable ... a vast, featureless nowhere. And they are alive. (paragraph 1) – So woods are spooky. (start of paragraph C)
- something sinister ... aware that you ought to keep your ears pricked. (paragraph C) – you can't shake off the feeling that you are being watched (paragraph 2)
- 2 D feeling jumpy ... Every sudden noise makes you spin in alarm ... you are a coiled spring. (paragraph 2) – The American woods have been unnerving people like this (start of paragraph D)
- Henry Thoreau ... the experience left him 'almost hysterical'. (paragraph D) – But men tougher than this were sobered by this strange menace. (start of paragraph 3)
- 3 F there were perhaps 950 million acres of woodland ... an immense canopy (paragraph F) – Most of this vast forest area ... four million acres ... the scale of it is colossal (paragraph 4)
- 4 A four days before Katz and I crossed a highway and eight till we came to a town. (end of paragraph 4) – And so we walked ... mile after mile (start of paragraph A) – In a normal year we would be walking (start of paragraph 5)
- 5 G we fell into a simple routine. (end of paragraph 5) – Each morning we (start of paragraph G)
- I would sit and wait for Katz to catch up. (end of paragraph G) – Sometimes other hikers would come along, and tell me where he was. (start of paragraph 6)
- 6 B several times a day you bump into fellow hikers (paragraph 6) – In consequence, you get to know your fellow hikers (start of paragraph B)

Background note

The extract is from *A Walk in the Woods* by the humorous American travel writer Bill Bryson, telling the story of a walking expedition through undeveloped parts of the USA.


Alternative treatment This could be a whole-class discussion activity.

Speaking | Part 2

- 1 Allow students a few moments to work through these questions about the format of Part 2 and then elicit answers.

Answers

1 three 2 two 3 one minute 4 The other candidate has to answer a question related to what his/her partner was talking about.

- 2 Elicit the main points in the examiner's instruction. Remind students that the task is not to describe everything they see in the photos but to focus specifically on the dangers of these activities and the reasons people do them. Give students time to look at the photos and consider what they would say about them.
- 3 You can ask students to discuss the question briefly in pairs before they listen to the candidate's answer in Exercise 4.
- 4  When checking the answer to question 1, ask students to say how well the candidate covers the task requirements.

Draw attention to the way he uses the language in question 2 to express definite views or to speculate when he isn't sure. Elicit other similar words and phrases, e.g. *I'm (pretty/fairly) sure, I should think, I suppose, He could/might/may, maybe, possibly, definitely.*

Answers

1 photos 1 and 3 2 The words and phrases express varying degrees of doubt or certainty.

CD 1 Track 14

Examiner: Here are your pictures. They show people doing dangerous jobs. I'd like you to compare two of the pictures and say what the dangers of the jobs might be and why people choose to do jobs like these.

Lukas: OK, well, in this photo there's a fire fighter putting out a fire and he's almost certainly doing it to save lives and property. It's a pretty dangerous job because obviously he could die in a fire or get seriously burnt. And I suppose he's doing it, because someone's got to do it. It must be a worthwhile occupation – you know, very rewarding when you save someone's life. And in this photo there's a diver – he could be a police diver – he