

# Unit 4 Adventure



The Rumble Room in Rumbling Falls Cave, Tennessee  
Photo by Stephen Alvarez

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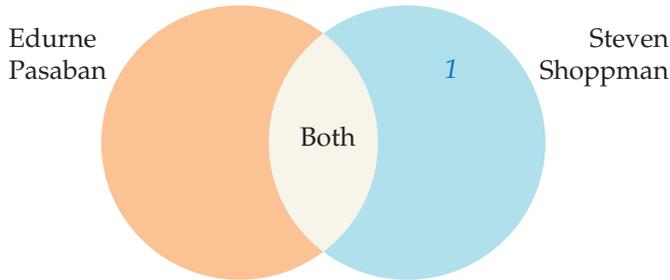
- 1 Look at the photo. Where are the people? Do you think it looks exciting or dangerous?
- 2  **1.21** Listen to a caver whose favourite cave is the Rumbling Falls. Answer the questions.
  - 1 Why do colleagues at work think Vic is 'a bit crazy'?
  - 2 Why do cavers need to be physically fit?
  - 3 What does Vic say 'The Rumble Room' is like?
- 3 Match these words from the caver's description (1–3) with the definitions (a–c).

1 risk	2 challenge	3 achievement
a something which is dangerous	b something after a lot of hard work and effort (e.g. passing an examination)	c something new and very difficult to do
- 4 Work in groups. Discuss the questions.
  - 1 Do you think you are a person who takes risks or are you usually very careful?
  - 2 What is your biggest achievement in life so far?
  - 3 What is your biggest challenge in the future?
  - 4 Is there any kind of adventurous or risky activity you would like to try in the future?

# 4a Adventurers of the year

## Reading

1 Read the article. Complete the diagram with the phrases (1–6).



- |                             |                          |
|-----------------------------|--------------------------|
| 1 born in the USA           | 4 is famous              |
| 2 travelled round the world | 5 finished the adventure |
| 3 qualified in engineering  | 6 loves adventure        |

2 Read the article again. Answer the questions.

- 1 What was Edurne's biggest challenge?
- 2 Why is she famous?
- 3 What was Steven and Stephen's ambition?
- 4 What was their biggest risk?

## Grammar past simple

3 Underline all the verbs in the past tense in *The mountaineer* section of the article. Answer the questions.

- 1 What do you add to regular verbs in the past simple?
- 2 What auxiliary verb do you use to make the verb negative?

## ADVENTURERS of the YEAR

EVERY YEAR, READERS OF NATIONAL GEOGRAPHIC MAGAZINE VOTE FOR THEIR ADVENTURERS OF THE YEAR. HERE ARE TWO OF THEM.

### THE MOUNTAINEER

As a child, Edurne Pasaban lived in the mountainous Basque region of Spain and she climbed her first mountain when she was fourteen. At university, she studied engineering but she didn't want a nine-to-five job. In May 2010 she finished her biggest challenge, to climb the world's fourteen tallest mountains. Nowadays she is famous for her many climbing achievements. However, she didn't climb in order to become famous. She says, 'For me, adventure is a way of life.'

### THE ROAD TRIPPERS

Steven Shoppman and Stephen Bouey were old friends who grew up together in Denver. But they knew each other a lot better after their adventure. They both had an ambition to go on a road trip round the world. From 2007 to 2010, they drove through 69 different countries during their 122,000-kilometre journey and had many adventures. They took a big risk when they went across a minefield (see photo). They also got help from lots of people and they found that the world wasn't as dangerous as they thought!



road trip (n) /'rəʊdtrɪp/  
a long journey by road



#### 4 Pronunciation /d/, /t/ or /ɪd/

**1.22** Listen to the *-ed* ending of these regular verbs. Write /d/, /t/ or /ɪd/. Then listen again and repeat.

- |                |           |
|----------------|-----------|
| 1 lived /d/    | 5 waited  |
| 2 finished /t/ | 6 looked  |
| 3 wanted /ɪd/  | 7 decided |
| 4 studied      | 8 climbed |

##### PAST SIMPLE

He climbed the mountain.  
He didn't climb a mountain.  
Did he climb a mountain?

For further information and practice, see page 159.

**5** Find the past tense form of these irregular verbs in *The road trippers* section of the article in Exercise 1.

- |                        |                 |
|------------------------|-----------------|
| 1 be <u>was / were</u> | 6 grow up ..... |
| 2 drive .....          | 7 have .....    |
| 3 find .....           | 8 know .....    |
| 4 get .....            | 9 take .....    |
| 5 go .....             | 10 think .....  |

**6** Complete the text about another adventurer with the past simple form of the verbs.



### THE PHOTOGRAPHER

Reza <sup>1</sup> was born (be born) in Tabriz, Iran, in 1952. He <sup>2</sup> ..... (study) architecture at the university in Tehran but he <sup>3</sup> ..... (not / become) an architect. When he was a teenager, Reza <sup>4</sup> ..... (love) photography and, after university, he <sup>5</sup> ..... (get) a job with a local newspaper as a photographer. But he <sup>6</sup> ..... (not / want) to take photos of local news and in 1978 he <sup>7</sup> ..... (go) abroad and he <sup>8</sup> ..... (take) photos of wars. Nowadays he works for *National Geographic* magazine.

**7** Read the text in Exercise 6. Answer the questions.

- When was Reza born?
- Where did he study architecture?
- What did he love when he was a teenager?
- What did he do after university?
- Did he want to take photos of local news?
- When did he go abroad?

##### PAST SIMPLE QUESTIONS

When were you born? In 1989.  
What did you study at university? Economics.  
Did you go abroad when you were young?  
Yes, I did. / No, I didn't.

For further information and practice, see page 159.

**8** **1.23** Work in pairs. Read the article in Exercise 1 again. Write questions for these answers (1–6). Then listen and compare your questions with the recording.

- In the mountainous Basque region of Spain.
- When she was fourteen.
- Engineering.
- From 2007 to 2010.
- A minefield.
- That the world wasn't as dangerous as they thought.

### Speaking

**9** Write eight to ten questions to ask your partner about their past. Use some of these prompts to help you.

where / born?    where / live?  
what subjects / like / at school?  
go / university?    what job / want?  
what / do after that?

**10** Take turns to interview each other. Make notes about your partner's answers.

**11** Swap partners and describe your first partner's life.

*Chan was born in Hong Kong in 1982 ...*

## 4b The survivors

### Vocabulary and speaking personal qualities

- 1 Look at the photo of an expedition. How dangerous is this situation? What kind of people do this, do you think?
- 2 Read the sentences and comments (1–8) about this kind of expedition. What kind of personal quality does each describe? Match these adjectives to the sentences.

ambitious careful decisive determined  
experienced intelligent patient reliable

- 1 'The leader of our team has climbed in the Himalayas many times before in his thirty years as a mountaineer.'
- 2 'Whatever the risk, we always achieved our goal. Nothing stopped us.'
- 3 'Even as a child, I wanted to be the best at everything.'
- 4 'It's important to plan before any expedition.'
- 5 'When the weather is really bad, you have to wait. There's no point in taking stupid risks.'
- 6 'Everyone in the team always has to be there for each other. You won't survive without each other's help and support.'
- 7 'He has a quick brain and you need that for this kind of expedition.'
- 8 'The leader is the person who makes the final decision and everyone has to agree.'

#### ▶ WORDBUILDING negative prefixes

You can make some adjectives for personal qualities negative by adding a prefix: *unambitious*, *indecisive*, *impatient*.

For further information and practice, see Workbook page 35.

- 3 What personal qualities do these people need? Make sentences with the adjectives in Exercise 2 and explain your reasons.

a teacher a close friend a language learner  
a news photographer a President  
a sports competitor a TV presenter

Example:

*A teacher is patient because the students need time to learn.*

### Listening

- 4  1.24 Listen to part of a radio interview with survival expert Doctor Weisz. Match the survivors (1–3) to the situations (a–c).

- 1 Maria Garza
  - 2 Bethany Hamilton
  - 3 Mr and Mrs Carlson
- a lost at sea for thirty-one days  
b escaped from a burning aeroplane  
c surfing when attacked by a shark

5  1.24 Listen again. Choose the correct option (a–c) to complete the sentences.

- The main aim of the TV programme is to talk about .....  
a recent survival stories  
b the best survival stories  
c the personal qualities of survivors
- Doctor Weisz says all survivors .....  
a are decisive  
b need determination  
c are decisive and need determination
- The Carlsons' story is different to Bethany's because .....  
a they were at sea for a long time  
b they were in the water  
c they didn't have experience
- Most survivors .....  
a don't take risks  
b often take risks  
c aren't very careful

6 Do you ever need the personal qualities of a survivor? For example, are there other situations when you need to be decisive, experienced or careful?

## Grammar past continuous

7 Look at the highlighted verbs in the extract from the interview in Exercise 4. Answer the questions.

She **was sitting** on an aeroplane in Denver airport with her one-year-old child when she **saw** a fire from the window. While the other passengers **were running** to the exits, Maria **climbed out** of the window.

- Do all the highlighted verbs talk about the past?
- Which verbs describe a completed action?
- Which verbs describe actions in progress at a particular time?
- How do you form the past continuous tense? What is the auxiliary verb? What is the form of the main verbs?

### PAST CONTINUOUS

I/he/she/it was sitting	you/we/they were sitting
I/he/she/it wasn't sitting	you/we/they weren't sitting
Was I/he/she/it sitting?	Were you/we/they sitting?

We often join the past continuous tense with the past simple with the words *when* or *while* to talk about one action happening at the same time as another.

*Maria was sitting on an aeroplane in Denver airport when she saw a fire from the window.*

*While the other passengers were running to the exits, she climbed out of the window.*

For further information and practice, see page 159.

8 Look at the grammar box. Then choose the correct options to complete the true life survival stories.

## TRUE life SURVIVAL STORIES!

The sun <sup>1</sup> *shone / was shining* when Bethany Hamilton arrived at the beach on a beautiful morning in Hawaii. But hours later, the young teenager <sup>2</sup> *surfed / was surfing* out at sea when a shark attacked her and she lost her left arm. Amazingly, Bethany <sup>3</sup> *swam / was swimming* back to the beach with one arm and, as she was swimming, she told other surfers to get out of the water.

While Steven and Rachel Carlson <sup>4</sup> *sailed / were sailing* around the Canary Islands, their boat sank. They <sup>5</sup> *didn't have / weren't having* much food and water but after 31 days at sea they still survived.

It was a normal afternoon at Denver airport but as Flight 455 was taking off, passengers <sup>6</sup> *saw / was seeing* a fire from the window. Immediately, the plane's captain realised that the engines <sup>7</sup> *didn't work / weren't working* and radioed for help. While passengers <sup>8</sup> *ran / were running* towards the front exits, Maria Garza pulled her daughter through the window exit next to the wing.

9 Which survival story do you think is the most amazing? Why?

## 10 Pronunciation was

 1.25 Listen to these sentences. Notice how the pronunciation of *was* changes. Then listen again and repeat.

- /wəz/*  
She was surfing in Hawaii.
- /wɒznt/*  
It wasn't snowing.
- /wɒz/*  
Was it raining?

## Speaking

11 Work in pairs. Tell your partner which of these events happened to you in the past. Explain:

- when they happened
- what you were doing at the time

broke a bone    got your first job  
first fell in love    fell off your bicycle

*I was climbing on a wall when I was eight. I fell and broke my arm.*

12 Think of three more real or special events in your life. Tell your partner.

Examples:

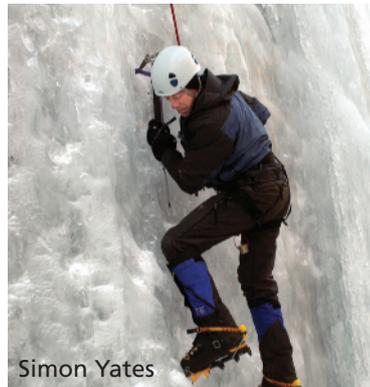
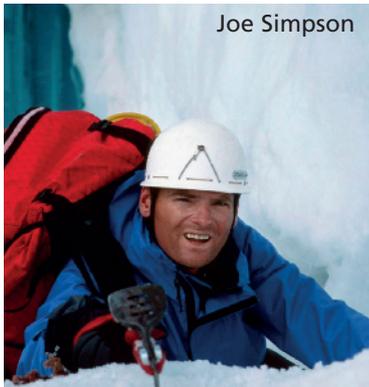
*While I was working in ..., I met ...*

*I was living abroad when I ...*

# 4c The right decision?

## Reading

- 1 Work in pairs. What was your best decision in life? What was your worst decision? What happened? Tell your partner.
- 2 Read the true story on page 51 about two climbers, Simpson and Yates. What decision did Yates make? What decision did Simpson make?
- 3 Read the story again. Are the sentences true (T) or false (F).



- 1 The accident happened while Simpson and Yates were climbing up the mountain.
- 2 They didn't reach the top of Siula Grande.
- 3 Yates cut the rope because he wanted to survive.
- 4 Yates didn't look for Simpson afterwards.
- 5 Simpson managed to get to the base camp on his own.

## Vocabulary geographical features

- 4 Match these words from the story to the picture.

lake north face mountain cave summit ridge  
glacier cliff crevasse



## Critical thinking identifying opinion

- 5 Read the last paragraph again. Do the following people (1–3) think that Yates made the right decision or the wrong decision?
  - 1 some climbers
  - 2 Simpson
  - 3 the author of the article
- 6 Do you think Yates made the right decision? Why? / Why not?

## Vocabulary in, on or at for time expressions

- 7 Look at these time expressions from the story. Then complete the rules (1–4) with *in, on or at*.

in May 1985 on Day 1  
three days later at the last second  
at four o'clock in the afternoon  
in the middle of that night in 1988

- 1 We use ..... with months, years, seasons, decades, centuries and parts of the day.
- 2 We use ..... with days, dates and special days such as *her birthday, New Year's Day*.
- 3 We use ..... with times and special expressions such as *night, the weekend, the final moment*.
- 4 We don't use ..... or ..... with time expressions such as *yesterday, last week, two days later*.

## Speaking

- 8 Work in pairs. Match the time expressions in Exercise 7 to these events from the story. Then tell the main parts of the story using the time expressions.

stood at the top of the mountain  
cut the rope wrote a book  
heard his name  
crawled near to base camp  
started climbing Siula Grande

In May 1985 two climbers, Joe Simpson and Simon Yates, left their base camp by a lake and started climbing the north face of a mountain called Siula Grande in the Peruvian Andes. This climb was incredibly dangerous but the two men were experienced climbers and physically fit. On Day 1, the weather was good and the climb began well. At night they made a snow cave and slept on the side of the mountain.

Three days later, after some very difficult climbing and bad weather, the two men stood at the summit. Unfortunately, the weather was getting worse so they didn't stay long. As they were going down a mountain ridge, a disaster happened. Simpson fell and broke his knee. Quickly, Yates tied a rope to himself and then to his friend. He began lowering Simpson down the mountain and, for hours and hours, Yates helped Simpson get down the mountain. They were getting close to the glacier at the bottom of the mountain but suddenly Simpson slipped. This time he went over the edge of a cliff. He was hanging in mid-air. Simpson shouted up to Yates, but the wind was blowing loudly and Yates couldn't hear him.

*Yates didn't know it but Simpson was – unbelievably – still alive inside the crevasse.*

Yates didn't know what was happening below. He waited for an hour but the rope was too heavy and it was pulling Yates down the mountain towards the cliff. He had two choices: hold the rope but then both of them might die, or cut the rope and survive. It was an impossible decision for Yates but, at the last second, Yates cut the rope and saved himself. Immediately, Simpson fell thirty metres into a crevasse.

The next day, while Yates was desperately looking for Simpson, he found the crevasse. He called for Simpson but he heard nothing. Sadly, he decided that Simpson was dead. Yates didn't know it but Simpson was – unbelievably – still alive inside the crevasse.

Simpson waited for hours but when he realised Yates wasn't coming, he decided to take a risk. He had some rope so he abseiled to the bottom of the crevasse. He managed to find a way out. For three days, Simpson drank water from the snow and ice. He crawled back towards the base camp and at four o'clock in the afternoon of Day 7, Simpson was very near.

In the middle of that night, Yates was sleeping in his tent at base camp when he woke up. He was sure someone was shouting his name. Excitedly, he ran outside and looked around. Finally, after searching and searching he found Simpson. He was lying on the ground, not moving, but he was still breathing.

After a few days, the two men returned home and their story became famous. Unfairly, some climbers criticised Yates for cutting the rope. But, in 1988, Simpson wrote a book about the events and defended Yates. Simpson believed Yates made the right decision.

# The RIGHT DECISION?

**edge** (n) /edʒ/ the place where something stops

**abseil** (v) /'æbseɪl/ to lower yourself down a mountain on a rope

**crawl** (v) /krɔːl/ to move on your hands and knees

# 4d A happy ending

## Real life telling a story

**1** **1.26** Listen to a conversation between two friends about a camping trip. Answer the questions.

- 1 Was the start of the weekend good or bad?
- 2 When did Mark and the others leave?
- 3 Where did the car break down? Who fixed it?
- 4 Why couldn't they find the campsite at first?
- 5 What happened after they found the campsite?
- 6 Where did they go instead?

**2** **1.26** Listen again and complete the conversation.

A: Hi Mark. How was your camping trip?

B: It was great in the end but we had a terrible time at the beginning.

A: Why?

B: <sup>1</sup> \_\_\_\_\_, we left the house early on Saturday morning but after only half an hour the car broke down.

A: Oh no!

B: <sup>2</sup> \_\_\_\_\_, there was a garage nearby and the mechanic fixed the problem. But <sup>3</sup> \_\_\_\_\_ we arrived at the forest, it was getting dark. <sup>4</sup> \_\_\_\_\_ we drove around for about an hour, we <sup>5</sup> \_\_\_\_\_ found the campsite but it was completely dark by then. <sup>6</sup> \_\_\_\_\_, it started raining so we found a nice hotel down the road!

A: That was lucky!

B: Yes, it was a great hotel and <sup>7</sup> \_\_\_\_\_ we stayed there for the whole weekend.

A: <sup>8</sup> \_\_\_\_\_!

**3** Match the words and expressions (1–8) in Exercise 2 with the correct section in the box.

### ▶ TELLING A STORY

#### Sequencing the story

At the beginning ... Then ... Next ...  
While ...

#### Introducing good and bad news

Luckily ... But ...

#### Reacting to good and bad news

Why? That was a good idea! Oh no!

## 4 Pronunciation intonation for responding

**1.27** Listen to the expressions in 'Reacting to good and bad news' in the box. Notice how the listener uses intonation to show interest. Then listen again and repeat.

**5** Work in pairs. Read the conversation in Exercise 2 aloud. Take turns to be person A. Pay attention to your intonation when you are responding.

**6** Practise telling another story with your partner. Student A cycled to work and these events happened.

- You had a terrible journey to work.
- You were cycling and it started raining.
- A car hit your bicycle.
- You weren't hurt.
- The driver was very nice. He owns a bicycle shop.
- He gave you a new bike! It's much better than your old bicycle!

Tell your story to Student B. Student B listens and responds. Then change roles and repeat the story.



**7** Think of a bad journey you had. Did it have a happy ending? Make a list of the events. Then tell your partner the story.

# 4e A story of survival

## Writing a true story

- 1 When you read the news, is it always bad news? Are there ever any news stories with good news or happy endings?
- 2 True stories in the news often include some or all of this information. Read the story and find out which of this information is included.

the location    the weather    the people  
 why they were there    any sudden or unexpected  
 events that changed the situation  
 how the situation ended    a happy or sad ending

## BOYS SURVIVE 50 DAYS LOST AT SEA

It's an amazing story and it's true! Fifty days ago, three teenage boys suddenly disappeared from the island of Atafu in a small boat. Immediately, rescue boats went to look for them but sadly there was no sign of their boat. Eventually, a fishing boat in the middle of the Pacific Ocean safely pulled them from the sea. The boys were badly sunburned and dehydrated but doctors said they were in surprisingly good health. Now, they are back happily with their families.



### 3 Writing skill using -ly adverbs in stories

Look at the sentence from the story in Exercise 2. We often use *-ly* adverbs to make a story more interesting. Underline the other *-ly* adverbs in the story.

*Fifty days ago, three teenage boys suddenly disappeared from the island of Atafu in a small boat.*

- 4 Match the adverbs you underlined in Exercise 3 with the rules (1–3).

#### ▶ -LY ADVERBS

We often use *-ly* adverbs to:

- 1 comment on the whole clause or sentence.  
*Eventually, they saw another ship in the distance.*
- 2 describe the verb (how someone did something or how it happened).  
*He slowly swam towards the island. (Also He swam towards the island slowly.)*
- 3 describe an adjective.  
*The three survivors were amazingly healthy.*

Many adverbs are adjectives + *-ly*, e.g. *sudden – suddenly*.

- 5 Make these sentences from short stories more interesting using the adverbs.
  - 1 The climb was dangerous. (*incredibly*)  
*The climb was incredibly dangerous.*
  - 2 The sun was shining. (*brightly*)
  - 3 The man jumped into the car. (*quickly*)
  - 4 They were nearly at the top of the mountain but one of them slipped. (*suddenly*)
  - 5 It started raining. Gill had an umbrella. (*fortunately*)
  - 6 The Amazon river was long and they were lost for days. (*amazingly*)
  - 7 They walked back and looked into each other's eyes. (*slowly*)
  - 8 They were lost in the forest for hours but they found the road again. (*eventually*)
- 6 You are going to write a true story. It can be from your own life or a story you read in the newspaper. Think about these questions and make notes.
  - Where did it happen?
  - What was the weather like?
  - Who was there and what were they doing?
  - What unexpected event happened?
  - What happened next?
  - Did it have a happy or sad ending?
- 7 Write your story. Use *-ly* adverbs to make it more interesting.
- 8 Work in pairs. Exchange stories. Use these questions to check your partner's story.
  - What information in Exercise 6 does your partner include?
  - Does he/she use *-ly* adverbs effectively?

# 4f Alaskan ice climbing



It's hard work climbing the glacier.

## Before you watch

- 1 Work in pairs. Look at the photo and discuss the questions.
  - 1 Where is the woman?
  - 2 What is she doing?
  - 3 Do you think this is a dangerous activity?
  - 4 How do you think she is feeling?
- 2 What do you think these words mean? Try to match the words (1–3) with the correct meaning (a–c).
 

1 serac	a a narrow, deep hole in ice
2 crevasse	b an area with many seracs
3 ice fall	c large piece of glacial ice that sticks up in the air

## While you watch

- 3 Watch the video and check your answers from Exercise 2.
- 4 Watch the video again and put the events from the climbers' trip in order (1–8).
  - a It was a very special feeling for the woman when she got to the top.
  - b They drove to the Matanuska glacier.
  - c They hiked across the glacier.
  - d When they arrived at Talkeetna, the weather was so bad that they couldn't fly to Mount McKinley.
  - e A woman slipped, but the rope saved her.
  - f After a long walk they reached solid ice at the heart of the glacier.
  - g When they arrived at the glacier, the guides explained how to use the equipment.
  - h They started climbing the ice wall.
- 5 Watch the video again and make notes about these topics.

the weather on the trip	
the glacier	
the guides	
the equipment	
the dangers	

## After you watch

### 6 Roleplay telling a friend about a trip

Work in pairs.

Student A: You are one of the people who went to the glacier. You are now back at home. Tell a friend about your trip. Use the ideas below to make notes.

Student B: Your friend went on a trip to a glacier in Alaska. Use the ideas below to prepare questions to ask your friend.

- the journey to the glacier
- what the glacier was like
- what the weather was like
- the equipment
- what the climb was like
- how it felt to get to the top

Act out the conversation. Then change roles and have another conversation about a different trip.

- 7 The narrator says Colby and Caitlin are not usually doubtful when they're in the mountains. What does this tell you about them?
- 8 Work in pairs. Discuss these questions.
  - 1 What kind of people like ice climbing?
  - 2 Would you like to go ice climbing? Why? / Why not?

**climb** (v) /klaɪm/ go up with a lot of effort  
**climber** (n) /'klaɪmə/ a person who climbs  
**crampons** (n) /'kræmpɒnz/ spikes that climbers put on the bottom of their boots  
**doubtful** (adj) /'daʊtfl/ not feeling certain about something  
**glacier** (n) /'glæsiə/ a large mass of ice  
**guide** (n) /gaɪd/ a person who shows a place to visitors  
**heel** (n) /hi:l/ the back part of the foot  
**hike** (n) /haɪk/ a walk in a wild place  
**rope** (n) /rəʊp/ a thick string used for tying things  
**stable** (adj) /'steɪbl/ not likely to fall or move in the wrong way  
**unsafe** (adj) /ʌn'seɪf/ dangerous  
**weather** (n) /'weðə/ atmospheric conditions like rain, snow, sun, temperature

# UNIT 4 REVIEW

## Grammar

- 1 Work in pairs. Look at the photo. What can you see? Where do you think it is?
- 2 Read about two adventurers and check your ideas in Exercise 1. Then complete the text with the past simple form of the verbs.



Steve O'Meara <sup>1</sup> ..... (meet) Donna in Boston in 1986. On their second date, Steve <sup>2</sup> ..... (take) Donna in a helicopter to Hawaii. That sounds romantic but they <sup>3</sup> ..... (not / fly) to a beach. They <sup>4</sup> ..... (go) to the Kilauea volcano. A year later, they <sup>5</sup> ..... (visit) to the volcano again and this time they <sup>6</sup> ..... (get) married on the volcano. It <sup>7</sup> ..... (not / be) only for romantic reasons. Steve and Donna both <sup>8</sup> ..... (become) volcanologists and they <sup>9</sup> ..... (travel) all over the world to study volcanoes. But they really <sup>10</sup> ..... (want) to spend more time by the Kilauea volcano and some years later they <sup>11</sup> ..... (buy) a house there. Donna explains why: 'This volcano can still kill you but for me to live on the volcano is exciting every day.'

- 3 Work in pairs. Make questions about Steve and Donna O'Meara using these prompts. Then take turns to ask and answer using information from the text.

Student A: When / meet?

Where / get married? What / want to do?

Student B: Where / take Donna?

What / become? What / buy?

### I CAN

talk about past events and important moments in my life

ask questions about the past

## Vocabulary

- 4 Choose the correct option (a–c) to complete the sentences.
  - 1 My biggest ..... at school was passing my mathematics exam. I got an A grade in the end!  
a achievement b challenge c decision
  - 2 Don't get angry when things don't happen as fast as you'd like. Learn to be .....  
a patient b reliable c experienced
  - 3 Probably the most ..... person in history was Albert Einstein. He had an amazing brain.  
a ambitious b careful c intelligent
  - 4 You dropped water everywhere. Please try to be more .....!  
a ambitious b careful c determined

### I CAN

talk about challenge and personal qualities

## Real life

- 5 Look at the pictures (1–5) and write sentences about what happened in each part of the story.



- 6 Work in pairs. Take turns to tell each other your stories from Exercise 5. The person telling the story has to include the words on the left. The person listening uses the words on the right.

then next  
while luckily

Why? Oh no!  
Good idea!

### I CAN

sequence the stages of a story

introduce good and bad news in a story

respond to a story

## Speaking

- 7 Write down five years when something important happened in your life. Show the years to your partner. Take turns to guess why each year was important.