

Unit 4 Adventure



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

FEATURES

46 Adventurers of the year

Profiles of some of the world's top adventurers

48 The survivors

What personal qualities do survivors need?

50 The right decision?

The real-life story of two climbers and how tough decisions saved their lives

54 Alaskan ice climbing

A video about adventure in the snow and ice of Alaska

1 Look at the photo and answer the questions.

- 1 Do you think what the people in the cave are doing is exciting or dangerous? Why?
- 2 Why do you think cavers need to be physically fit?
- 3 What do you think the Rumble Room is like?

2 Complete each sentence (1–3) with one of the words (a–c).

a risk b challenge c achievement

- 1 You take a when you go caving.
- 2 Discovering a new cave is a great
- 3 Adventurers like a tough

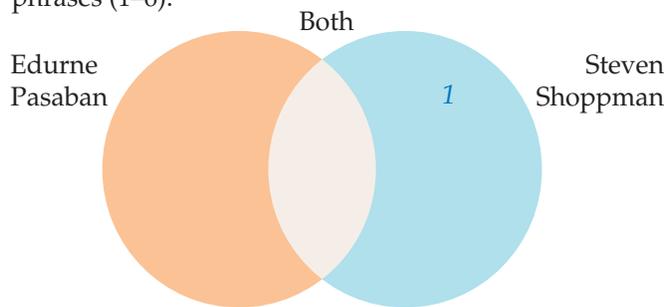
3 Work in groups. Discuss the questions.

- 1 Are you a person who takes risks or are you usually 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?

4a Adventurers of the year

Reading

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



- | | |
|-----------------------------|--------------------------|
| 1 born in the US | 4 is famous |
| 2 traveled around the world | 5 finished the adventure |
| 3 qualified in engineering | 6 loves adventure |

2 Answer the questions.

- 1 What was Edurne's biggest challenge?
- 2 Why is she famous?
- 3 What was the men's ambition?
- 4 What was the men's biggest risk?

Grammar simple past

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 simple past?
- 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 ADVENTURERS OF THE YEAR. HERE ARE TWO OF THEM.

THE MOUNTAINEER

As a child, Edurne Pasaban lived in the mountainous Basque region of Spain. She climbed her first mountain when she was fourteen. In college, she studied engineering but she didn't want a nine-to-five job. In May 2010, she finished her biggest challenge: climbing the world's fourteen tallest mountains. Edurne is famous for her many climbing achievements, but she didn't climb in order to become famous. "For me," she says, "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 around the world. From 2007 to 2010, they drove through 69 different countries and covered 76,000 miles (122,000km). 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) /'rɒd ,trɪp/
a long journey by road

4 Pronunciation /d/, /t/, or /ɪd/

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

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

▶ SIMPLE PAST

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

For more 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 simple past form of the verbs.



THE PHOTOGRAPHER

Reza ¹ was born (be born) in Tabriz, Iran, in 1952. He ² (study) architecture at the university in Tehran but he ³ (not / become) an architect. When he was a teenager, Reza ⁴ (love) photography and, after college, he ⁵ (get) a job with a local newspaper as a photographer. But he ⁶ (not / want) to take photos of local news and in 1978 he ⁷ (go) abroad and he ⁸ (take) photos of wars. These days 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 do after college?
- Did he want to take photos of local news?
- When did he go abroad?

▶ SIMPLE PAST QUESTIONS

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

For more information and practice, see page 159.

8 Working in pairs, read the article in Exercise 1 again and write questions for these answers (1–6). Check your answers with your teacher.

- 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 his or her past. Use some of these prompts to help you.

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

10 Take turns interviewing 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 you think do this?
- 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 worked for 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.”
- 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 “We all have to be there for each other. We 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*.

- 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
an athlete a TV presenter

Example:

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

Listening

- 4 🎧 17 Listen to part of a radio interview with a survival expert. Match the survivors (1–3) to their stories (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 airplane
c surfing when attacked by a shark

- 5** **17** Listen again and choose the correct option (a–c) to complete the sentences.
- The aim of the program is to talk about
 - recent survival stories
 - the best survival stories
 - the personal qualities of survivors
 - Dr. Weisz says all survivors
 - are decisive
 - need determination
 - are decisive and need determination
 - Unlike Bethany, the Carlsons
 - were at sea for a long time
 - were in the water
 - didn't have experience
 - Most survivors
 - don't take risks
 - often take risks
 - 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 or careful?

Grammar past continuous

- 7** Look at the highlighted verbs and answer the questions.

She **was sitting** on an airplane 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 simple past using the words *when* or *while* to talk about one action happening at the same time as another.

*Maria was sitting on an airplane 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 more information and practice, see page 159.

- 8** Choose the correct options to complete the stories.

TRUElife SURVIVAL STORIES!

The sun ¹ *shone / was shining* when Bethany Hamilton arrived at the beach on a beautiful morning in Hawaii. But hours later, the young teenager ² *surfed / was surfing* when a shark attacked her and she lost her left arm. Amazingly, Bethany ³ *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 ⁴ *sailed / were sailing* around the Canary Islands, their boat sank. They ⁵ *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 ⁶ *saw / were seeing* a fire from the window. Immediately, the plane's captain realized that the engines ⁷ *didn't work / weren't working* and radioed for help. While passengers ⁸ *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?

Speaking

- 10** 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
felt scared	fell off your bicycle

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

- 11** Think of three more real or special events in your life. Tell your partner.

Examples:

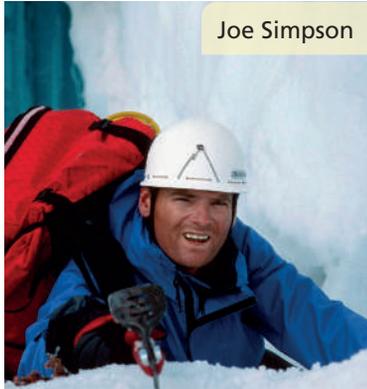
While I was working in ..., I met ...

I was living abroad when I ...

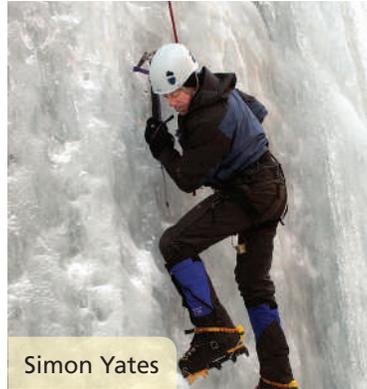
4c The right decision?

Reading

- Working in pairs, talk about the best and worst decisions you have ever made. Tell each other what happened.
- Read the true story on page 51. What decision did Yates make? What decision did Simpson make?
- Mark the sentences true (T) or false (F).



Joe Simpson



Simon Yates

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

Vocabulary geographical features

- Match these words from the story to the picture.

lake north face mountain cave summit
ridges glacier cliff crevasse



Critical thinking identifying opinion

- Read the last paragraph again. Do the following people (1–3) think that Yates made the right decision or not?
 - some climbers
 - Simpson
 - the author of the article
- What do you think? Did Yates make the right decision? Discuss with a partner.

Vocabulary in, on, or at for time expressions

- 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 4:00 in the afternoon in 1988
in the middle of the
night

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

Speaking

- 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 back 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.

*Yates didn't know it,
but Simpson was—
unbelievably—still alive!*

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 when Simpson suddenly 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 what was happening below. He waited for an hour but the rope was too heavy and it was pulling him down the mountain towards the cliff. He had two choices: hold the rope and risk both their lives, or cut the rope and survive. It was an impossible decision for Yates but, at the last second, he cut the rope and saved himself. Immediately, Simpson fell 100 feet (30 m) 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!

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

In the middle of that night, as Yates was sleeping in his tent at base camp, 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 lying on the ground, not moving but still breathing.

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

The RIGHT DECISION?

edge (n) /edʒ/ the place where something stops
crawl (v) /krɔːl/ to move on your hands and knees

4d A happy ending

Real life telling a story

- 1 18 Listen to the conversation and 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 18 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: ¹ _____, we left the house early on Saturday morning but after only half an hour the car broke down.

A: Oh no!

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

A: That was lucky!

B: Yes, it was a great hotel and ⁷ _____ we stayed there for the whole weekend.

A: ⁸ _____!

- 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

- 19 Listen to these expressions in the conversation from Exercise 1. Notice how the listener uses intonation to show interest. Then listen again and repeat.

Why? Oh no! That was lucky!

- 5 Working in pairs, read the conversation in Exercise 2 aloud. Take turns being person A. Pay attention to your intonation when you are responding.

- 6 Practice telling another story with your partner. Student A biked to work and these events happened.

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

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



- 7 Think of a bad trip you had. Did it have a happy ending? Make a list of the events and tell your partner the story.

4e A story of survival

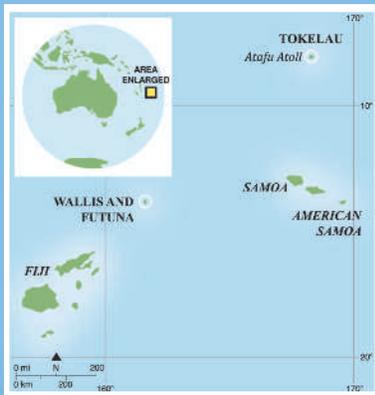
Writing a true story

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

the location the weather the people
why they were there any unusual details
how the situation ended

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 water. 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.
- 2 describe the verb (how someone did something or how it happened).
He slowly swam toward the island. (Also *He swam toward the island slowly.*)
- 3 describe an adjective.
The three survivors were amazingly healthy.

Many adverbs are adjectives + *-ly*: *sudden – suddenly.*

- 5 Make these sentences 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 when one of them slipped. (suddenly)
 - 5 It started raining. Riu had an umbrella. (fortunately)
 - 6 The Amazon River was long and they were lost for days. (amazingly)
 - 7 They walked back. (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 (from your own life or the newspaper). Make notes on:
 - where it happened
 - what the weather was like
 - who was there and what they were doing
 - what unexpected event happened
 - what happened next
 - the ending (happy or sad)
- 7 Write your story. Use *-ly* adverbs to make it more interesting.
- 8 Working in pairs, exchange your stories and check:
 - what information in Exercise 6 your partner includes.
 - which *-ly* adverbs he / she uses effectively.

4f Alaskan ice climbing

Video



It's hard work climbing the glacier.

Before you watch

- Working in pairs, look at the photo and discuss the questions.
 - Where is the woman?
 - What is she doing?
 - Do you think this is a dangerous activity?
 - How do you think she is feeling?
- 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

- Watch the video and check your answers from Exercise 2.
- Put the events from the climbers' trip in order.
 - It was a very special feeling for the climber when she reached the top.
 - They drove to the Matanuska glacier.
 - When they got to Talkeetna, the weather was bad, so they couldn't fly to Denali.
 - A woman slipped, but the rope saved her.
 - After a long hike they reached solid ice at the heart of the glacier.
 - When they arrived at the glacier, the guides explained how to use the equipment.
 - They started climbing the ice wall.
- 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.

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

climb (v) /klaɪm/ go up with a lot of effort
climber (n) /'klaɪmə/ a person who climbs
crampons (n) /'kræmpənz/ spikes that climbers have on their boots
doubtful (adj) /'daʊtful/ not feeling certain about something
glacier (n) /'gleɪʃər/ a large mass of ice
guide (n) /ɡaɪd/ a person who shows a place to visitors
heel (n) /hiːl/ 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) /'steɪbəl/ not likely to fall or move in the wrong way
unsafe (adj) /ʌn'seɪf/ dangerous

UNIT 4 REVIEW

Grammar

- 1 Read about two adventurers and complete the text with the simple past form of the verbs.



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

- 2 Working in pairs, write questions about Steve and Donna using these prompts. Then take turns asking and answering them 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

- 3 Complete each sentence with the correct option (a-c).

- My biggest at school was passing my math exam. I got an A grade in the end!
a achievement b challenge c decision
- When you're in a traffic jam, be
a patient b reliable c experienced
- One of the most people in history was Albert Einstein. He had an amazing brain.
a ambitious b careful c intelligent
- Be when you are ice climbing!
a ambitious b careful c determined

I CAN

talk about challenge and personal qualities

Real life

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



- 5 Working in pairs, take turns telling each other your stories from Exercise 4. 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

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