

Adventures and mishaps

- ▶ Verb forms in the narrative
- ▶ Continuous aspect in other tenses
- ▶ Speaking and reading: How adventurous are you?
- ▶ Vocabulary and listening: Mishaps
- ▶ Reading and speaking: *The gentle touch*
- ▶ Task: Tell a story from two points of view
- ▶ Pronunciation: Sentence stress, Intonation
- ▶ Writing: A narrative
- ▶ Real life: Dealing with unexpected problems

Speaking and reading

- 1 Work through the quiz with a partner. Keep a note of his/her answers.
- 2 Re-read your partner's answers and decide how adventurous he/she is. Tell the class what you decided and why.



How adventurous are you?

Are you a wild child or do you prefer to play it safe? Find out from our quiz.

- 1 Which of these activities appeal to you? Why? Which have you tried?
 - hill-walking • karate • motor-racing
 - mountaineering • sailing • skiing
 - sky-diving • surfing • tennis
- 2 What is your dream holiday? Why?
 - a a golden beach and a good book
 - b a self-drive tour of American/European cities
 - c a yoga retreat in India
 - d two months backpacking in the Himalayas
- 3 The government has just produced new guidelines about safety in the home. What is your attitude?
 - a I'll follow them carefully.
 - b I'll decide for myself if they make sense.
 - c Nobody takes any notice of that kind of thing, do they?
- 4 Which of these things have you done? Which would you never do?
 - a driven at 150 kilometres per hour
 - b hitchhiked either alone or with a friend
 - c ridden on the back of a motorbike
 - d walked home alone at two o'clock in the morning
- 5 Which of these things do you dream of doing? Why?
 - a buying an old house in the country and renovating it
 - b starting a pension plan
 - c starting your own business
 - d taking a year off from your job/studies and travelling round the world
- 6 How would you describe your attitude towards rules and authority?
 - a I'm a completely law-abiding citizen.
 - b I break the rules, but only when I have to.
 - c Rules? What rules?

Vocabulary and listening

Mishaps

1 Match words in A to B to make phrases describing mishaps. Which mishaps are shown in the pictures?



- | A | B |
|-----------------------|--------------------------------------|
| a you spill | 1 and fall over |
| b you stumble | 2 on some ice |
| c you bang your | 3 at home |
| d you run out of | 4 breaks down |
| e you lock yourself | 5 head / knee / elbow |
| f you get | 6 in bad traffic |
| g you over- | 7 for school / work / an appointment |
| h you get on the | 8 lost |
| i you're late | 9 your ticket / bag / ID card |
| j you miss | 10 out |
| k you leave something | 11 petrol |
| l you lose | 12 sleep |
| m you slip | 13 wrong train |
| n you get stuck | 14 your plane |
| o your car | 15 your drink over someone |

2 **T3.1** Listen to four people talking about one of the mishaps in exercise 1. Which of the following questions can you answer about each anecdote?

- Where was the speaker and what were the circumstances?
- Which other people were involved?
- What went wrong?
- How did the speaker feel?

3 Have any of these mishaps ever happened to you? Choose two or three events to tell your partner about. Use the questions in exercise 2 to help you tell the story.

Reading and speaking



1 a Read and complete the list of crimes / anti-social behaviour below. Cross out the things that are not a problem in your country.

- 1 dropping litter in the street
- 2 vandalism and graffiti
- 3 drinking and driving
- 4 truancy from school
- 5 noisy/anti-social neighbours
- 6 football hooliganism
- 7 speeding
- 8 parking where you shouldn't
- 9 begging
- 10 drug abuse

b Mark the others as follows:

- * this should not be a matter for the police
- ** sometimes the police are needed to deal with this
- *** the police should be really tough on this

c Compare and explain your opinions with other students, giving any examples you know of.

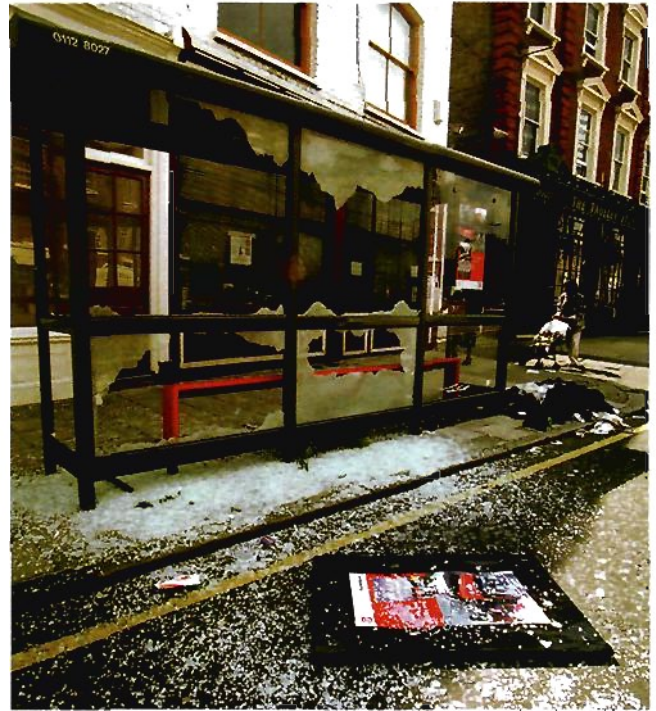
2 a Look at the picture at the bottom of page 31. What can you see? Think of three possible interpretations of the situation.

It could be a demonstration.

b Skim the text. What was the correct interpretation?

3 Read the text again and answer the questions.

- a Which city was the writer in?
- b What attracted his attention?
- c What had the boy done?
- d How did the police officers behave?
- e What will happen to the boy?



4 Find the words/phrases in the text that tell you:

- a the police officers were speaking kindly to the boy.
- b the boy was in a confused state.
- c the boy had fallen and hurt himself.
- d the police officers looked capable and efficient.
- e there is very little crime in Denmark.
- f the author was treated harshly by the American police.
- g the writer had a positive opinion of the way the police officers dealt with the situation.

5 Can you guess what the words in bold mean? Discuss with a partner, then check in your mini-dictionary.

- a as **gorgeous** as everyone else in this city (lines 2–3)
- b a **trickle** of blood ran from above his hairline to his cheek (lines 8–9)
- c the most **virulent** crime in the country is bicycle theft (lines 17–18)
- d I found myself following them almost **involuntarily** (lines 30–31)
- e I was stopped by police ... and **frisked** (lines 38–40)
- f taken to the police station and **booked** (lines 40–41)

6 Discuss the following questions in small groups.

- Do you agree with the approach of the Danish police officers?
- Do you believe a lenient or a tough approach to crime is more effective?
- Are there any crimes in your country that you think are treated too harshly, or too leniently?

The gentle touch

The author is walking across a square in Copenhagen, the capital of Denmark, when he sees a small crowd by the town hall. He stops to have a look.

Two police officers, a man and a woman, both young and blond and as gorgeous as everyone else in this city, were talking softly and with sympathy to a boy of about seventeen who had clearly taken the kind of substance that turns one's brain into an express elevator to Pluto. Disorientated by this sudden journey through the cosmos, he had apparently stumbled and cracked his head; a trickle of blood ran from above his hairline to his cheek.

The police officers were wearing the smartest commando-style uniforms I have ever seen. They looked as if between them they could handle any emergency, from outbreaks of Lassa fever to disarming a nuclear submarine.

And the thing is, this was probably the biggest thing they would have to deal with all evening. The Danes are almost absurdly law-abiding. The most virulent crime in the country is bicycle theft. In the year for which I happen to have the facts, there were six murders in Copenhagen, compared with 205 in Amsterdam, a city of similar size, and 1,688 in New York. The city is so safe that Queen Margarethe used to walk from Amalienborg Palace to the shops every

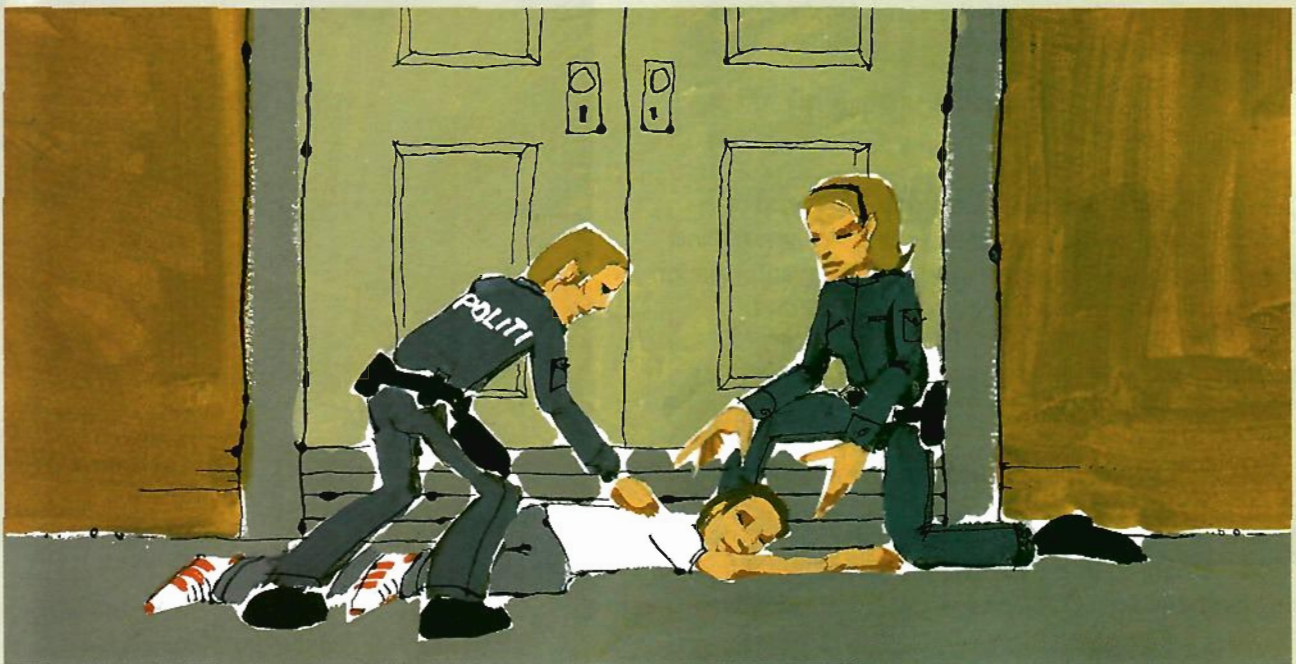
morning to buy flowers and vegetables just like a normal citizen. I once asked a Dane who guarded her in such circumstances, and he looked at me with surprise and replied, 'Why, we all do,' which I thought was rather sweet.

The police officers helped the boy to his feet and led him to their patrol car. I found myself following them almost involuntarily. I don't know why I was so fascinated, except that I had never seen such gentle police. I said in English to the female officer, 'Excuse me, what will you do with the boy?' 'We'll take him home,' she said simply, 'I think he needs his bed.'

I was impressed. I couldn't help thinking of the time I was stopped by police in my home town and made to stand with my arms and legs spread against a wall and frisked, then taken to the police station and booked because of an unpaid parking ticket. I was about seventeen at the time. God knows what they would have done with me if they had found me like they found the young man. I suppose I'd be getting out of jail about now.

'Will he be in trouble for this?' I asked. 'With his father, I think so, yes. But not with us. We are all a little young and crazy sometimes, you know? Goodnight. Enjoy your stay in Copenhagen.' 'Goodnight,' I said and with the deepest admiration watched them go.

Adapted from *Neither Here Nor There* by Bill Bryson.



Task: Tell a story from two points of view

Preparation: listening

1 The pictures show an unfortunate incident that happened to Bill, a young Englishman, while visiting a friend in another country. The words and phrases in the box all relate to the story.

a Check the meaning of the words in your mini-dictionary, if necessary.

laughing your head off	thick ice
a police car drawing up	a police cell
breaking into a car	shouting
a slippery road	swaying all over the place
a steep hill	swearing

b Which words are illustrated in the pictures?

2 In groups, discuss briefly what you think happened to Bill.

3 You are going to listen to two different accounts of what happened. Work in two groups.

T3.2 Group A: Listen to Bill's version of what happened.

T3.3 Group B: Listen to the old lady's side of the story. Listen as many times as necessary in order to be sure of the details.

Task: speaking

1 Work with students from the same group. Check that you understood the recording. Then practise re-telling the story.

► Useful language a

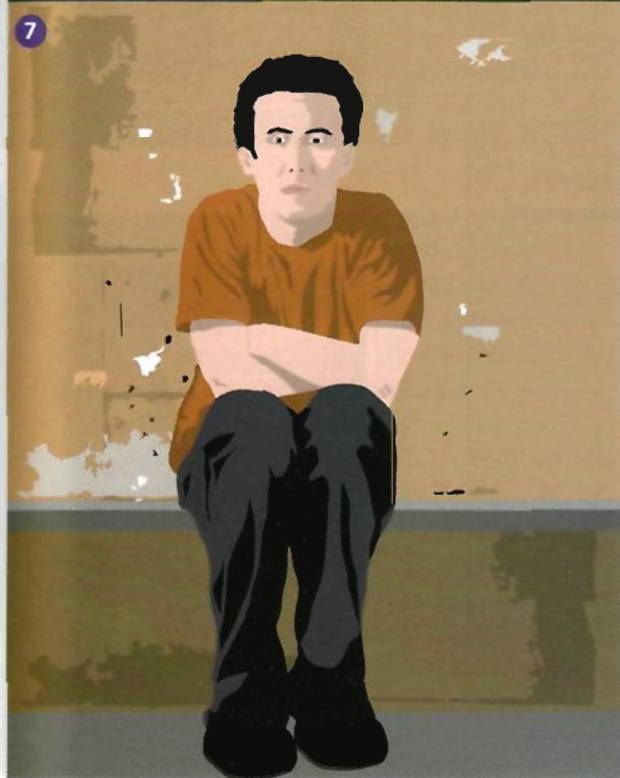
2 Work in pairs, one person from Group A and one from Group B. Each re-tell the story you heard. Find differences between the two stories and any information that one person mentioned, but the other didn't.

3 With the rest of the class, make a list of the differences you found.

► Useful language b

4 Whose side of the story do you believe? Were the police right to arrest Bill and his friend? What do you think happened next?





Useful language

a For telling the story

He was just *-ing* when ...

All of a sudden / Suddenly / At that moment ...

She saw/heard them *-ing*

So then he/she/they ...

In the end / Eventually ...

b For comparing the two stories

According to ...

He/She claimed/insisted that ...

He/She said ..., whereas he/she said ...

He/She was absolutely certain that ...

He/She mentioned / didn't mention the fact that ...

He/She didn't mention anything about ...

Language focus 1

Verb forms in the narrative

Look at the sentences below from the story on pages 32 and 33, and choose the best verb form.



- 1 I came / was coming home from a Christmas party with my friend Frank ... it had been / was very, very cold.
- 2 There had been / was thick ice everywhere and it had been snowing / was snowing for several hours.
- 3 We laughed / were laughing our heads off and calling to each other for help.
- 4 Suddenly, this police car drew / was drawing up and two police officers got / were getting out.
- 5 I had gone / was going to bed at ten, as usual, but I had to / had had to get up to go to the bathroom.
- 6 As I had been getting / was getting back into bed, I heard / was hearing this dreadful noise.
- 7 They had obviously been drinking / were obviously drinking ... you could see they had been / were drunk.
- 8 As soon as I realised / was realising what had gone / was going on, I called / had called the police straightaway.

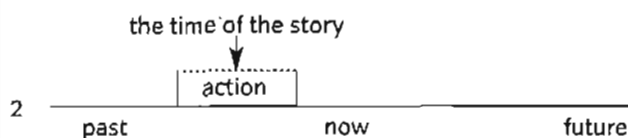
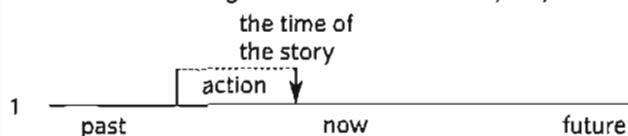


Analysis

- 1 Complete the table with an example of each verb form from exercise 1.

Past simple <i>A police car <u>drew</u> up</i>	Past continuous
Past perfect simple	Past perfect continuous

- Which form describes the main events in the story?
 - Which form describes background events at the time of the story?
 - Which forms describe events which happened **before** the main events of the story?
- 2 Match the sentences to the timelines.
- It had been snowing for many hours.*
 - We were coming home from a Christmas party.*



In continuous tenses the action has duration, or is repeated. Why is this important in the two examples above?

► Read Language summary A on page 146.

Practice

1 **T3.4** Read some more stories about mishaps that happened while people were travelling. Complete the gaps with the best verb forms. (There may be more than one possibility). Then listen and check.

It's not uncommon for people to fall asleep on trains, but snoring loudly in public is another matter. One day recently I (1) _____ (read) my newspaper on the train when I (2) _____ (become) aware of a loud snoring sound coming from the man opposite me. As the train (3) _____ (come) into the last station on the line, I (4) _____ (give) the man a sharp poke with my umbrella to wake him up. Instead of being grateful, he (5) _____ (look) at me furiously: he (6) _____ (not be) asleep at all! The snoring (7) _____ (come) from the enormous dog who (8) _____ (lie) at his feet!

My friend (9) _____ (travel) on a domestic flight in South America a few years ago. They (10) _____ (go) for about forty minutes, when the pilot (11) _____ (suddenly start) speaking excitedly in Spanish. Most of the passengers (12) _____ (run) forward, shouting, and in panic, my friend (13) _____ (get) into the crash position, leaning forward with his head between his knees. He (14) _____ (sit) like that for some minutes when the stewardess kindly (15) _____ (explain) to him that they (16) _____ (fly) over the Angel Falls, and would he like to look out of the window like the other passengers?

An Australian woman travelling home from Melbourne (17) _____ (drive) down a narrow road one dark evening when she (18) _____ (enter) a tunnel. Although a little surprised at this, as she (19) _____ (not notice) a tunnel on that route before, she (20) _____ (carry on). But after half an hour of twisting and turning, she (21) _____ (run out) of petrol. It (22) _____ (be) completely dark in the tunnel, so she (23) _____ (decide) to wait for help. She (24) _____ (only wait) for a few minutes when she (25) _____ (see) three men coming towards her. Rather surprisingly, the three men (26) _____ (wear) helmets with lamps on the front. The three men (27) _____ (seem) even more surprised to see her. It was then that the woman (28) _____ (realise) that she (29) _____ (drive) into a coal mine.

Pronunciation

1 a **T3.5** Listen again to the first sentence of the third story. Notice how the most important words are stressed, and where the speaker pauses (/ /).

An Australian woman travelling home from Melbourne // was driving down a narrow road one dark evening // when she entered a tunnel.

b Listen to the next sentence and underline the stressed words.

Although a little surprised at this // as she had not noticed a tunnel on that route before // she carried on.

c Which words do you think will be stressed in this sentence? Listen and check.

But after half an hour of twisting and turning // she ran out of petrol.

2 Practise reading the three sentences together, paying attention to the stress. Then read the rest of the story and underline the words that should be stressed. In pairs, practise reading the whole story aloud.

2 a You are going to tell the story of a mishap or adventure. Spend a few minutes planning what to say, and thinking about the best verb forms to use.

Either Re-tell any of the stories in the module, but from the point of view of another character (for example, one of the police officers). Use these ideas to help you.

We were walking through ... when we saw ...

He was ... because he had ...

We decided to ... because ...

We were having a quiet evening when ...

The woman was worried because she thought ...

The two young men had ...

Or Tell a true story that happened to you or a friend. For example:

- an encounter with the police/authorities
- a journey when something went wrong
- another incident or mishap

Start the story at the most interesting point, giving background information where necessary. Use these ideas to help you.

This happened to me when I was ...

I was *-ing* when ...

I ... because I had/hadn't ...

b Tell your story to other students. They listen and ask any questions that they have.

Writing A narrative

1 Look at the photo and read the story of what happened when the Brown family visited the Grand Canyon. Which way of seeing the Grand Canyon does Mrs Brown think is best?

2 Read the description of how the narrative is structured, and complete the gaps with the words and phrases from the box.

the setting	the narrator
the climax	dialogue
an unexpected problem	an amusing conclusion
the main characters	the beginning
an interesting new character	

- Paragraph A introduces *the main characters* and provides _____ for the story.
- Paragraph B describes the first part of the story and how _____ felt.
- Paragraph C brings in _____.
- Paragraph D continues the story introducing _____.
- Paragraph E describes _____ of the story, and uses _____ to make the events more vivid.
- Paragraph F provides _____ which links back to _____ of the story.

3 a You are going to write a story about a frightening experience. You can choose something that happened to you or to someone you know, or an incident from a book or film that you like.

b Spend about ten minutes planning how to tell the story. Use the ideas in exercise 2 to help you.

4 Write a first draft of your story. Read it through to check that you have used the correct narrative tenses. Show your first draft to your teacher or another student. Does he/she have any suggestions?

5 Write the final draft of your story. Display the stories around the class so that you can read each other's. Which story did you like best?



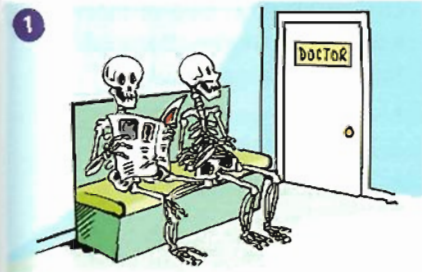
The Grand Canyon is a popular tourist destination in north-west Arizona, USA, known for its amazing rock formations.

- A They say there are three ways to experience the Grand Canyon: on foot, on mules or by air. We chose the first. Up early, my husband Dave and I and our three kids – teenagers Matt and Liam and little Laura, aged six – couldn't wait to get started. We decided to walk along a lovely path named Bright Angel Trail. My husband had spoken to a park ranger who told him that walking to the first water station would be no problem.
- B As the five of us set out, I was shocked at how narrow the path was – there seemed to be no more than thirty centimetres between us and falling hundreds of metres to our deaths. And I couldn't help noticing that the other hikers weren't dressed like us. They had heavy backpacks and water bottles, strong leather boots and hats. In our shorts, T-shirts and trainers we felt very under-dressed.
- C We walked and walked ... but unfortunately the beauty of the Canyon was lost on us. As the sun rose higher, Arizona's famous heat seemed to roast us. There was no shade and our legs were aching. We decided to go back, with Laura on my back and the boys far behind. By the time we finally got back, our legs were like jelly.
- D The next day, after we'd had a long rest and a good breakfast, we were ready for another view of the Canyon ... by air. After our walk the previous day, this would be the easiest thing in the world. For \$200, we rented a small plane. The pilot, Joe, was handsome and funny. He joked with the kids and put us all at our ease.
- E We called to each other excitedly as the plane took off and circled around the Canyon. But the smiles on our faces vanished as Joe tossed the plane around, pretending he was going to crash and shouting, 'This is the exact spot where another plane ... just like this one ... crashed!' I was so terrified I could barely croak, 'STOP, TAKE US BACK!' But we had paid for fifteen minutes of airtime, and that's what we got. When we finally arrived back on land, once again our legs were like jelly ... but this time, it was from fear, not tiredness. We hardly spoke as we drove back.
- F As I said, there are three ways to view the Grand Canyon: on foot, on mule or by air. We never tried the mules, but personally I'd recommend a fourth: buy yourself a good magazine like *National Geographic*. That way, you can see the Canyon and you don't end up an exhausted nervous wreck.

Language focus 2

Continuous aspect in other tenses

Choose the best alternative for each cartoon.



They've waited / 've been waiting to see the doctor for ages.



He's brought / 's been bringing her flowers for weeks.



Practice

- 1 Which is the best ending to the sentences below? Why?
- Careful of the wet grass;
 - it's rained.
 - it's been raining.
 - Hurry up
 - or you'll miss the train.
 - or you'll be missing the train.
 - I feel exhausted;
 - I've run up and downstairs all morning.
 - I've been running up and downstairs all morning.
 - I can't pick you up this evening
 - I'll work.
 - I'll be working.
 - Don't come in here;
 - I've dropped a glass on the floor.
 - I've been dropping a glass on the floor.
 - My car's broken down,
 - so I'll go to work on the bus next week.
 - so I'll be going to work on the bus next week.
 - Can you call me a bit later?
 - I'll have my dinner at that time.
 - I'll be having my dinner at that time.

2 a **T3.6** Listen to two people answering the same six questions. Can you guess what the questions are?

b **T3.7** Listen to the questions and answers together. Did you guess correctly? Listen again and write down the six questions.

c If necessary, change the questions to make them more suitable for your partner. Then ask and answer in pairs.

Example:

How long have you been learning to drive? English?

Analysis

1 Complete the table with forms from the cartoons.

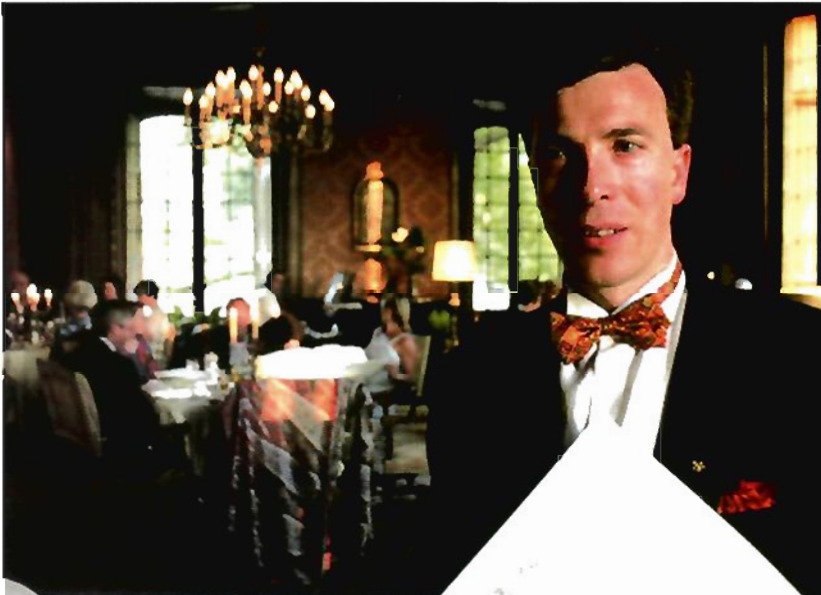
Present perfect simple	Present perfect continuous
Future simple	Future continuous

2 Which form, simple or continuous, is used to show duration or repetition?

► Read Language summaries B and C on page 147.

Real life

Dealing with unexpected problems



1 **T3.8** Listen to four short conversations in which there is an unexpected problem and answer the following questions.

- Where does the conversation take place?
- Who are the people (e.g. waiter/customer)?
- What is the unexpected problem?

2 Do the sentences in the box express acceptance, annoyance or regret?

That's fine.	Oh, that's a pity.	I don't believe it!
Oh, what a nuisance.	I don't see why not.	Oh, what a shame!
Oh, dear!	Right, I see.	Oh, for goodness' sake!
This is ridiculous!	Oh, no! You're joking!	

Pronunciation

T3.9 Listen and practise the sentences in exercise 2. Pay attention to the stress and intonation.

3 a What unexpected problems might occur in these situations?

- You want to pay your restaurant bill by credit card.
- You phone up to buy two tickets for a concert.
- You phone a computer repair company to get your computer fixed.
- You want to buy a copy of an Italian newspaper at a station newsstand.
- You phone the hospital to find out how your sick friend is.
- You want to buy a pair of black trainers in a shoe shop.
- You arrive at a hotel where you have made a reservation for two nights.
- You want to park your car in a public car park.

b With a partner, prepare short conversations about two of these problems. Act out one of the conversations to the class.

Noticing and remembering useful collocations

1 A collocation is a combination of two or more words that frequently occur together. These could be:

- adjective + noun: *a domestic flight, a steep hill*
- verb + noun: *miss + a bus, a plane, a train*
- verb + preposition (including phrasal verbs): *break down, run out of (petrol)*
- other common phrases or idioms: *put someone at their ease, laugh your head off*

2 Even if you 'know all the words' in a text, you can still learn a lot by noticing which words occur together. Look back at the text on page 36 and find:

- which adjectives go with *path, backpacks* and *day*
- which verb goes with *a long rest* and *breakfast*
- two phrasal verbs which mean *begin a journey* and *leave the ground*
- two idiomatic phrases meaning *really wanted to do something* and *something very easy*

3 Look at three students' vocabulary notes. Which give the most/least useful information about the phrases?

- run out of: to use all of something
we ran out of money so we had to go home
- Phrasal verb = run out
run out of, petrol, money, time
Time is running out
- Phrasal verbs: run away, run out, run over

4 Make a note of useful collocations from *The Gentle Touch* text on page 31, using the techniques above which you think are useful.

PRACTISE...

1 Narrative tenses

Which of the verbs in the sentences describe:

- a main event in the story?
- a background event?
- an event which happened before the other events?

- a Two police officers were talking softly to a boy.
 b He had apparently stumbled and cracked his head.
 c They were wearing commando-style uniforms.
 d They helped the boy up and led him to the car.
 e I had never seen such gentle police.
 f 'Goodnight,' I said and watched them go.

► Need to check? Language summary A, page 146.

2 Narrative phrases

Match A and B to make narrative phrases.

- | | |
|------------------------|------------------------------|
| A | B |
| a all of a | 1 end |
| b the car drew | 2 up |
| c he insists that they | 3 anything about the weather |
| d in the | 4 to each other |
| e she didn't mention | 5 hadn't been drinking |
| f we were calling | 6 sudden |

► Need to check? Useful language, page 33 and Recordings 3.2 and 3.3, pages 163–164.

3 Past perfect simple and continuous

Which of the highlighted verbs should be in the Past perfect simple or continuous?

- a It was obvious that they play football in the park.
 b As soon I saw her, I realised we met before.
 c The frustrated passengers waited for several hours before someone finally made an announcement.
 d Everyone was amazed at his appearance: they never see anyone with dyed blue hair before.

► Need to check? Language summary A2, page 146.

4 Continuous aspect

Choose the correct alternative. In some cases, both or neither are correct.

- a 'What's wrong?' 'I've been hurting / I've hurt my arm.'
 b I've been coming / I've come to this beach for years.
 c You seem out of breath. Have you been running / Have you run?
 d I've been bought / I've been buying this new scooter. Do you like it?
 e We've finished / We've been finishing our homework. Can we go out now?
 f We'll be watching / We'll watch the game at home. Would you like to join us?
 g I've been trying / I've tried to phone you all morning.
 h The Australian swimmer has been winning / has won the gold medal twice before.

► Need to check? Language summaries B and C, page 147.

5 Collocations with mishaps

Underline the things that you can:

- a bang your drink / your elbow / your head
 b leave at home your bag / the bus / your ID card
 c lose a bus / your keys / your ticket / a train
 d miss a bus / your keys / your ID / a ticket
 e slip on your drink / some ice / the traffic
 f spill your clothes / a drink / the pavement

► Need to check? Vocabulary, page 29.

6 Unexpected problems

Complete the phrases with the words in the box.

for it oh see shame this what you're

- a _____ dear! e _____ joking!
 b _____ goodness' sake! f _____ a nuisance.
 c I don't believe _____ ! g Right, I _____ .
 d _____ is ridiculous! h What a _____ .

► Need to check? Real life, page 38.

Pronunciation spot

Voiced and unvoiced sounds (1):

/tʃ/, /dʒ/, /θ/ and /ð/

a **T3.10** Listen to the pronunciation of the words. Notice the different sounds of the letters in bold.

chat /tʃ/ joke /dʒ/ bath /θ/ bathe /ð/

The /dʒ/ and /ð/ sounds are **voiced**: our throat vibrates when we say them (feel!).

The /tʃ/ and /θ/ sounds are **unvoiced**: our throat does not vibrate when we say them.

b **T3.11** Put the words in the correct category, according to the pronunciation of the letters in bold. Then listen and check.

sympathy approach thick cheek gentle theft
leather gorgeous jelly check thought father

c Practise saying the words, paying attention to the voiced and unvoiced sounds.

REMEMBER!

Look back at the areas you have practised. Tick the ones you feel confident about. Now try the MINI-CHECK on page 158 to check what you know!