

7

High adventure

Starting off

1



2



3



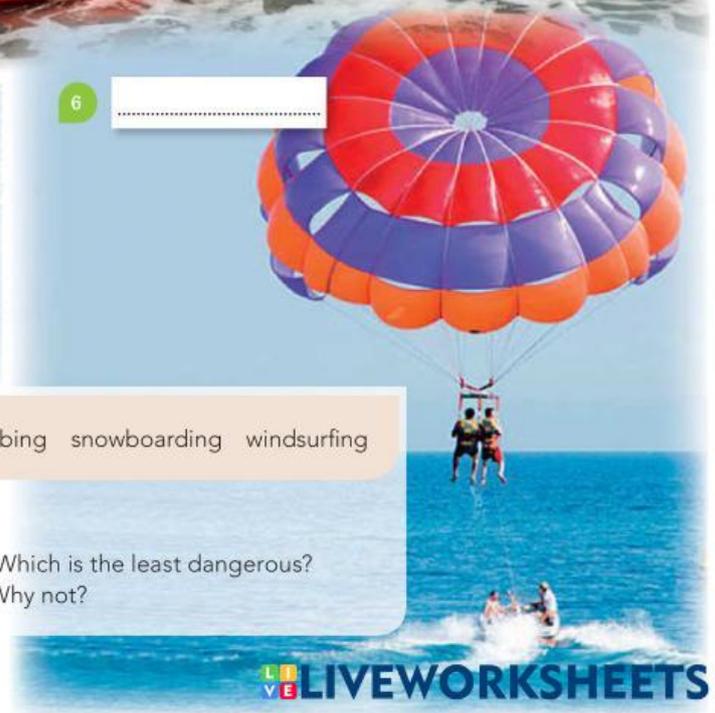
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5



6



1 Match these adventure sports with the photos.

canoeing / kayaking mountain biking parasailing rock climbing snowboarding windsurfing

2 Work in groups.

- 1 Which of these sports do you think is the most dangerous? Which is the least dangerous?
- 2 Which have you tried? Which would you like to try? Why? / Why not?

Listening | Part 2

- 1 Work in pairs. You are going to hear Gary giving a talk about adventure racing as part of a school project. Read this text and discuss what type of information you need for each gap.

Adventure racing

Gary participated with his (1) in his first adventure race last year.

Adventure racing became popular as a sport in the (2), although there were races before that.

In many adventure races, there must be a balance of (3) in each team.

Gary thinks teams which contain (4) are more successful.

Although some races take place in urban areas, most happen in (5)

Teams are really alone on the race because there are almost no (6) in the area where they race.

Gary's ambition is to do a race called the (7) Race in New Zealand.

Some races may take up to (8) to complete.

Gary thinks (9) must be the hardest thing in long races.

Adventure racing is considered (10) by many athletes from other sports as well.

- 2  24 Listen and, for questions 1–10, complete the sentences with a word or short phrase.

Exam advice

Before you listen:

- look at the incomplete sentences, including any words which come after the gap.
- think about what type of information you need for each gap (a date, a job, etc.).
- think about what type of word(s) you need for each gap (a noun (phrase), verb (phrase), etc.).

- 3 Work in groups.

- What do you think are the advantages of racing in teams?
- What are the main difficulties of adventure racing?

Vocabulary

Verb collocations with sporting activities

- 1 Complete these extracts from Listening Part 2 by writing an appropriate verb in the correct form in the gaps.
- 1 Adventure racing is a sport you in teams.
 - 2 Anyway, it's not like just jogging or running or something like that.
 - 3 The races are in all sorts of different places.
 - 4 The majority are in mountains or deserts.
 - 5 Many people who are at the top of their sport in other fields are now because they find that, rather than as individuals ... they need to work as a team.
- 2 Use the table of collocations below to complete these sentences. In some cases, more than one answer may be possible.
- 1 I think local governments should competitions for schools in their area where any student over 15 can
 - 2 I would encourage people to swimming two or three times a week because I think it's an excellent way of exercise.
 - 3 People who enjoy team sports often basketball or football, whereas people who enjoy individual sports golf or windsurfing.

verb	sport
hold / organise / compete in / enter / take part in	a race / a competition / a tournament / a championship
do / take	exercise
go*	jogging / cycling / skiing / swimming / windsurfing
play**	football / golf / basketball
do***	sports / athletics / gymnastics / judo / weightlifting

* for sports that end in *-ing* and are usually or often done outdoors

** for sports which are considered games

*** for other sports which do not use *go* or *play*

- 3 Work in pairs.

- How do you take exercise?
- What sports have you tried, and how much did you enjoy them?

Reading and Use of English | Part 6

- 1 Work in pairs. You are going to read an article by an adventure racer. Before you read the whole article, read the title and the subheading in *italics>. What do you expect to find out by reading the article?*
- 2 Read the article quite carefully and make a short note in the margin about the subject of each paragraph. An example has been done for you.

Are you ready for an adventure race?

Rebecca Rusch has competed in several Eco-Challenge races, where teams of four men and women race non-stop over a 500 km course which includes trekking, canoeing, horse riding, scuba diving, mountaineering and mountain biking.

need for
experience

Obviously, I did not feel so ready for the early races in my career as the races we have done recently. There is a lot to be said for just gaining experience. Just getting out there and getting your feet wet teaches you the right skills and attitude.

It's often not the most physically prepared or the fittest teams that win. The ones who come first are the teams who race intelligently and adapt to unexpected situations.

1 The only way to develop those qualities is to get out and race or do long training trips with your team-mates and friends.

Adventure races are such a huge challenge that when you enter a race you always think, "Am I ready? Did I train enough? Did I forget something?" I remember one race in particular, my very first Eco-Challenge and only my second race ever. **2** A 24-hour race seemed like an eternity to me. My background was cross-country running in high school and college where a two- or three-mile race seemed long. Most of my fear was due to lack of experience and knowledge. I really had no idea what I was getting into because I had never done a 24-hour race before. **3**

In preparation for Australia, I tried to approach my training in a methodical way. Looking back, I wasn't methodical at all. In fact, what I did involved simply running, biking and paddling a kayak as much and as hard as I could. I was also

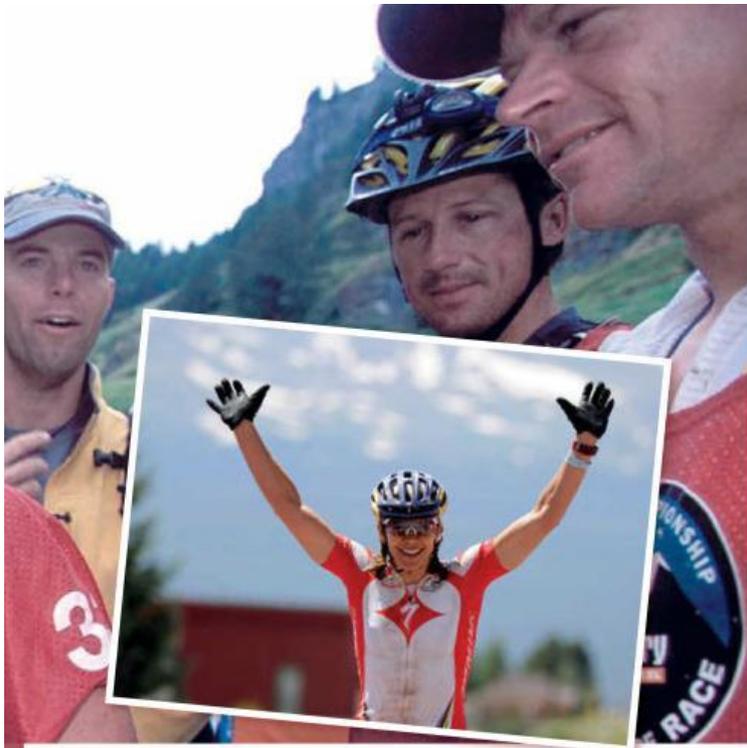
working at the same time. In reality, I was training a couple of hours a day during the week to get fit and at weekends training with the team for perhaps four hours. **4** I spent the rest of the time worrying about how slow I was.

So, we went to Australia and entered the race. We didn't plan a strategy at all, but just ran as fast as possible from the start. I just tried to keep up with my team-mates, who were more experienced than I was. **5** It was a furious 36 hours. We arrived at a few of the check points in first place and were among the top five. I knew we didn't belong there.

To cut a long story short, two of my team-mates decided not to continue the race after just a day and a half. One was suffering hallucinations and feeling ill. He was just too tired to carry on. **6** We had been going so fast that he felt uncomfortable asking us to stop so he could take care of his blisters. The other two of us, feeling fresh still, had to drop out with the rest of our team. Four days later, we watched in disappointment as the winners crossed the finishing line. I knew that our team had not been prepared or realistic about the pace we could keep, but not finishing that race was the most valuable lesson I could have learned.

I promised then to come back one day and finish the race. That was seven years (and thousands of race miles) ago.

Adapted from *Adventure Sports Journal*



3 Six sentences have been removed from the article. Read the sentences below one by one. As you read each sentence:

- underline words and phrases which you think refer to something in the article
 - decide which gap (1–6) it fits.
- There is one extra sentence which you do not need to use.

- A Another had severe problems with his feet.
 B I kept my mouth shut and followed them.
 C We won it even so, and were invited to compete in the Eco-Challenge in Australia.
 D His encouragement helped me to complete it.
 E That was how much I had prepared.
 F When I did it, I felt totally afraid and unprepared.
 G To achieve this, you have to be flexible and patient.

4 Work in pairs.

- Do you prefer team sports or individual sports? Why?

Exam advice

- Pay attention to pronouns (*we, that, it, etc.*), adverbs (*however, even so, etc.*) and other reference words/phrases in the sentences which have been removed. Decide what they refer to before you place the sentence in a gap.
- Work methodically through the sentences, reading them and placing them one by one when you're sure they are right.

Grammar

Infinitive and verb + *-ing*

- 1 These sentences (some of which are from the article you have just read) are examples of when to use the infinitive and when to use the verb + *-ing* form. Decide which sentence (a–i) is an example (1–10) for each of the rules on this page. You can use some of the sentences as examples for more than one rule.
- a **Not finishing** that race was the most valuable lesson I could have learned.
 b I promised then **to come back** one day and finish the race.
 c In fact, what I did involved simply **running, biking and paddling** a kayak as much and as hard as I could.
 d There is a lot to be said for just **gaining** experience.
 e I was training a couple of hours a day during the week **to get fit**.
 f There are medical teams **to take care of** injured runners.
 g He was just too tired **to carry on**.
 h It's no use **entering** a race if you haven't prepared properly.
 i Two of my team-mates decided **not to continue** the race after just a day and a half.

Using the infinitive and verb + *-ing*

The **infinitive** is used:

- 1 to say why you do something (sentence)
- 2 to say why something exists (sentence)
- 3 after *too* and *enough* (sentence)
- 4 after these verbs (there is a more complete list on page 166): *agree, appear, ask, arrange, decide, expect, fail, help, promise* (sentences and)
- 5 The negative is formed by placing *not* before the infinitive (sentence)

The **verb + *-ing*** is used:

- 6 after prepositions (sentence)
- 7 as subjects or objects of a verb (sentence)
- 8 after these verbs (there is a more complete list on page 166): *admit, enjoy, finish, involve, mind, postpone, risk, suggest* (sentence)
- 9 after these expressions: *it's no good, it's not worth, it's no use, it's a waste of time, spend time, can't help* (sentence)
- 10 The negative is formed by placing *not* before the verb + *-ing* (sentence)

→ page 166 Language reference: Infinitive and verb + *-ing* forms

- 2 Complete these sentences by writing the verb in brackets in the correct form in the gaps.
- 1 Carlos has suggested (start) a five-a-side football team. What do you think?
 - 2 I don't think the weather is good enough (go) sailing this afternoon.
 - 3 We've decided (hold) the race early in the morning before it gets too hot.
 - 4 (train) is essential if you want to perform well.
 - 5 I've joined a gym (get) myself fitter.
 - 6 If you train too hard, you risk (injure) yourself before the race.
 - 7 It's no good (run) in a marathon if you're not wearing the right shoes.
 - 8 She was disqualified from the race for (push) an opponent.



- 3 Circle the correct form in *italics* in each of these questions.
- 1 What sport would you advise someone to *do* / *doing* in order to make friends?
 - 2 What sport would you choose to *learn* / *learning* if you had plenty of time and money?
 - 3 If someone needed to get fit, what sport would you suggest to *do* / *doing*?
 - 4 What sports do you avoid to *take part in* / *taking part in* and why?

- 4 Work in pairs. Ask and answer the questions in Exercise 3, giving your opinions.
- 5  Candidates often make mistakes with the infinitive and verb + *-ing*. Some of these sentences are correct. Find and correct the mistakes.
- 1 Students are not allowed running along school corridors.
 - 2 Few people choose spending their time taking exercise.
 - 3 The Internet means that we spend more time sitting at home, but we cannot imagine to live without it.
 - 4 Being fit and healthy does not mean to run 20 km a day.
 - 5 Many students would prefer to cycle to school than go by school bus.
 - 6 Many people only think about take exercise when they are overweight.
 - 7 Unless they try to compete as a team, they will not succeed to win the competition.
 - 8 Doing a sport is a good alternative if you are bored to sit and read a book.
 - 9 It may be good to use a bicycle instead of going by public transport.
 - 10 There are several good reasons for ride a bike.

Reading and Use of English | Part 4

- 1 Work in pairs. For questions 1 and 2, choose the correct answer A–D. Why are the other answers incorrect?
- 1 Why don't we start jogging if we want some exercise?
TAKING
He suggested in order to get some exercise.
A that they should take up jogging
B taking up jogging
C to take up jogging
D going jogging
 - 2 She won the match without difficulty.
EASY
She found the match.
A it easy to win
B that it was easy to win
C she could easily win
D it simple to win

2 Now do these Part 4 questions. Use the clues below each question to help you.

- 1 Marianne prepared for the race by training every evening.

READY
Marianne trained every evening for the race.

 - Can you think of an expression with *ready* which means *prepare*?
 - Why did Marianne train every evening?
 - Do you use the verb + *-ing* or an infinitive to say why she trained every evening?
- 2 I found it impossible not to laugh at his efforts.

HELP
I at his efforts.

 - You need an expression with *help* which means 'find it impossible'.
 - Your answer needs to be in the same tense.
- 3 Cycling on the pavement is prohibited.

USE
Cyclists the pavement.

 - How do you use *allowed* to mean it's prohibited?
 - Do you use the verb + *-ing* or an infinitive after *allowed*?



3 Now do these Part 4 questions.

- 1 We'd like all our students to participate in the sports programme.

PART
We are keen on all our students the sports programme.
- 2 Buying the equipment for this sport is cheaper than hiring it.

MORE
It's the equipment for this sport than to buy it.
- 3 You should have phoned her to tell her the game was cancelled.

GIVE
You were supposed to tell her the game was cancelled.
- 4 Mateo managed to win the race.

SUCCEEDED
Mateo the race.
- 5 'I'll never get angry with the referee again,' said Martin.

TEMPER
Martin promised never the referee again.
- 6 Tanya found windsurfing easy to learn.

DIFFICULTY
Tanya to windsurf.

Exam advice

- Use the word in **CAPITALS** without changing it.
- Count the words. Contractions (*isn't*, *don't*, etc.) count as two words.
- Read both sentences again at the end to check that they mean the same and contain all the same information/ideas.

4 Check your answers by looking at these clues for each of the questions in Exercise 3.

- 1 Did you use a fixed phrase which means *participate*?
- 2 Have you used an opposite of *cheap*? Did you use an infinitive or a verb + *-ing*?
- 3 Did you use an expression which means *phone* (*give her a ...*)?
- 4 *Managed* is followed by an infinitive. Is *succeeded* also followed by an infinitive? Do you also need a preposition?
- 5 Can you remember an expression with *temper* which means *become angry*?
- 6 You cannot write *did not have any difficulty in learning* because it's seven words.

Listening | Part 4

- Work in pairs. You will hear an interview with someone who went on a paragliding course. Before you listen, look at the photo.
 - Do you think paragliding is a risky sport?
 - Would you like to try it? Why? / Why not?
- Read these questions and underline the main idea in each one.
 - Why did Hannah want to try paragliding?
 - She had seen other people doing it.
 - She wanted to write an article about it.
 - She was bored with the sport she was doing.
 - Why did Hannah choose to do a paragliding course in France?
 - The location was safer.
 - The course was cheaper.
 - The weather was better.
 - Hannah says that the advantage of learning to paraglide from the sand dune is that
 - you are unlikely to fall in the sea.
 - you can land comfortably on the sand.
 - you cannot fall too far.
 - How did Hannah spend the first morning of her course?
 - She learned to lift her paraglider.
 - She flew to the bottom of the dune.
 - She watched other people paragliding.
 - When she started flying, her instructor
 - shouted at her from the ground.
 - talked to her over the radio.
 - flew next to her.
 - When you land after paragliding, it feels like
 - jumping from a seat.
 - falling from a horse.
 - falling from a bicycle.
 - What, for Hannah, is the best reason to go paragliding?
 - It's exciting.
 - It's unusual.
 - It's quiet.

- ▶ 25 For questions 1–7, listen and choose the best answer (A, B or C).

Exam advice

- When you listen, wait until the speaker has finished talking about an idea before you choose your answer.
- Listen for the same idea to be expressed, not the same words.



Vocabulary

look, see, watch, listen and hear

- Candidates often confuse the following words: *look*, *see* and *watch*, and *listen* and *hear*. Complete these sentences from Listening Part 4 by writing *look*, *see*, *watch*, *listen* or *hear* in the correct form in the gaps.

 - I spend my life people doing different sports.
 - I was down the course, planning my next shot or something, when I these paragliders floating down.
 - In fact, I to my instructor, Chantalle, through an earphone.
 - It was generally very quiet, calm and civilised, except when she raised her voice to shout at other flyers to keep away from me. And then you really her!
- Read the definitions on page 184. Then circle the correct word in *italics> in these sentences.*

 - I *looked at* / *watched* my watch and saw that it was time to leave.
 - I really enjoy *looking at* / *watching* horror films.
 - We live near a motorway and can *listen to* / *hear* the traffic non-stop.
 - I've been *looking at* / *watching* our holiday photos.
 - Did you *watch* / *see* Buckingham Palace when you were in London?
 - She knew the policeman was *looking* / *watching* what she did.
 - Ivan was in the kitchen, so he didn't *listen to* / *hear* the telephone when it rang.
 - Marisa looks so relaxed when she's *listening to* / *hearing* music on her MP3 player.

Speaking | Part 3

1 Before you start this speaking section, look at the work you did on Speaking Part 3 on pages 37–38. Work in pairs. Read the examiner’s instructions and the speaking task below. Then take about two minutes to do the task together.

“ I’d like you to imagine that your college is interested in getting students to do more sport. Here are some ideas they are thinking about and a question for you to discuss. First, you have some time to look at the task. Now talk to each other about why these ideas might encourage students to do more sport.



2 Look at this checklist. Which things did you do?

		yes	no
1	Talk about all of the activities.		
2	Listen to each other and respond to what the other person says.		
3	Ask each other’s opinion.		
4	Interrupt each other.		
5	One student tried to speak much more than the other.		

- 3 ▶ 26 Now listen to Miguel and Irene doing the speaking task from Exercise 1. Which of the things on the checklist in Exercise 2 did they do?
- 4 Listen to Miguel and Irene again and write each of these phrases in the correct column in the table below.

How do you think ...? Well, perhaps ... Yes, and ...
 I imagine students would see ... Maybe, but ...
 What about ...? I suppose that might be ...
 I suppose so, but ... Yes, I see what you mean.
 That’s a good point, and ... Do you really think ...?
 That’s true. Yes, good idea. You’re right. Yes, but ...

suggesting ideas	asking your partner’s opinion	agreeing	disagreeing
	How do you think ...?		

5 Pronunciation: intonation (2)

You will make a good impression in the exam if you sound interested and enthusiastic about what you discuss. You can use intonation to show your interest.

1 ▶ 27 Listen to how the voices rise and fall on the highlighted words.

Miguel: Well, perhaps this could be organised in a more adult way, you know, with some serious sports for people who were interested and less serious activities for other people. That way everyone could get involved.

Irene: Yes, good idea, and people could be organised into teams and it could all be made quite competitive and enjoyable at the same time. When I think about it, it could be really successful.

2 Now work in pairs and read the extract aloud. Take turns as Miguel and Irene.

6 Work in pairs. Follow the examiner’s instructions for the second part of Speaking Part 3.

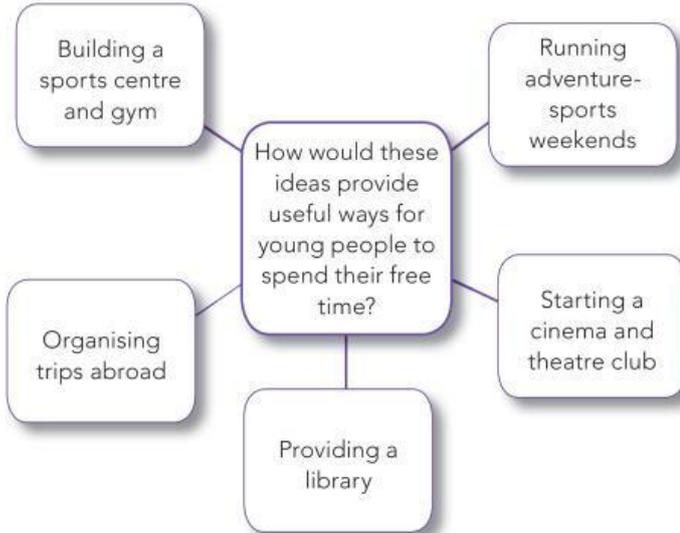
“ Now you have about a minute to decide which idea your college should choose.

7 Work in pairs.

- 1 Take about two minutes to do the first part of this speaking task.



I'd like you to imagine that a town wants young people to spend their free time in ways which are useful for them. Here are some ideas that they are thinking about and a question for you to discuss. Talk to each other about how these ideas would provide useful ways for young people to spend their free time.



- 2 Now follow the examiner's instructions for the second part of Speaking Part 3.



Now you have a minute to decide which two facilities the town should build.



Exam advice

When you discuss the first part of the task, you needn't talk about all of the options, but you should make suggestions, ask your partner's opinion and respond to your partner's ideas.

When you discuss the second part of the task, it's not necessary to reach agreement, but you should:

- discuss which option(s) to choose and give reasons for choice(s)
- listen and respond to what your partner says. Don't be afraid to disagree politely – this can lead to a good discussion.

Writing | Part 2 An article

- 1 Read this writing task and underline the points you must deal with in your answer.

You see this notice on your college noticeboard.

The editors of the college magazine would like contributions to the magazine on the following subject:

A great way to keep fit.

Describe a sporting activity or form of exercise you enjoy, how you started and why you would recommend it to other people.

The writer of the best article will receive ten tickets to the local cinema.

Write your **article**.

- 2 Work in pairs.

- Discuss the ideas each of you could express to deal with the points you have underlined in the task.
- Which ideas would you use in your article?

- 3 Read the article on page 83, which was written by Nacho Pallas.

- What does he enjoy about his way of taking exercise? Why?



