

## 3.1 Staying alive

- Create a collaborative story
- Tell a personal anecdote

- S following the sequence of a narrative
- V descriptive verbs

- G narrative tenses
- P dramatic storytelling techniques

### READING

**A SPEAK** Work in pairs. Discuss how you might survive in the following situations.

- 1 Your plane crashes in the jungle and you're lost without a phone.
- 2 On a climb in the Alps, you trip and break your ankle.
- 3 Your boat sinks, but you manage to swim to a desert island.
- 4 While driving through the Sahara, your jeep breaks down, miles from any towns.
- 5 There's a fire in your office building and you're on the top floor.

**B READ FOR GIST** Read *Nigerian cook survives for three days in an underwater air bubble* and answer the questions. Make notes.

- 1 Who is the main focus of the story?
- 2 What happened to the *Jacson-4*?
- 3 How did the ship's cook survive for three days?
- 4 What happened to the other crew members?
- 5 How was the cook eventually rescued?

**C FOLLOW THE SEQUENCE OF A NARRATIVE** Read the article again. Put the events in the order they happened. Use the information in the box to help you.

#### Following the sequence of a narrative

Articles describing the sequence of past events don't always present the information in chronological order. To help you identify the order in which things happened, look for:

##### Time expressions

Writers use a combination of specific time expressions (e.g. *at 5 am*, *on 26<sup>th</sup> May*, etc) and phrases (e.g. *24 hours later*, *over the next three days*, etc) to highlight key points in the narrative.

##### Tenses

Identifying which tense has been used and why (e.g. past perfect to show that one action happened before another) will also help you to understand when events happened in relation to each other.

- \_\_\_ He woke up and went to the bathroom.
- \_\_\_ He found some equipment.
- \_\_\_ He gave the divers a huge shock.
- \_\_\_ He thought he heard sharks outside.
- \_\_\_ He stopped the water coming in.
- \_\_\_ The boat was turned over by a powerful wave.
- \_\_\_ He opened the door and went into the corridor.
- \_\_\_ He knocked on the wall with a hammer.
- \_\_\_ He spent two days recovering.

## Nigerian cook **SURVIVES** for **THREE DAYS** in **UNDERWATER AIR BUBBLE**

### Harrison Okene was trapped 30 metres below the surface in freezing waters.

Harrison Okene was a happy young man who was about to get married in a few days. At the time, he was working as a cook on a boat and before getting married, he had to go on one last trip. Unfortunately, it quickly turned into a nightmare.

The events started to unfold at 5.00 am on 26<sup>th</sup> May. The crew of the *Jacson-4* had been sleeping while the boat was resting 20 miles off the Nigerian coast. While a violent storm was raging, Okene got up to go to the toilet. As he was standing in the bathroom, a huge wave hit the boat. It turned over and plunged 30 metres below the surface, with Okene and the rest of the crew still inside. Water quickly began to fill the cabin, blocking the toilet door as the boat sank into the sea. Using all his strength, Okene forced open the door and headed out into the corridor. Wearing nothing but pyjamas, he waded through the corridor in total darkness towards the only light he could see. Quickly he grabbed a drink and a few tools and made it to the light.

Stuck in a small pocket of air, he blocked the sides with furniture to keep the water out. Unknown to Okene, all of his crewmates had already drowned. With hardly any air to breathe, time was running out. Hungry, cold and tired, Okene thought he could hear sharks circling the boat and started to lose hope. However, his luck was about to change.

When a rescue crew arrived, they assumed everyone had died as the boat had been resting on the seabed for 60 hours. Realising the sounds he had heard were human, Okene started banging on the wall with a hammer. Thinking he wouldn't be discovered, he jumped into the water and began swimming through the ship. Seeing a rescue diver swim past him, Okene reached out to touch the man on the shoulder. Although initially terrified, the diver realised he'd found a survivor and called for support. Shortly afterwards, Okene was strapped to diving equipment and taken back to the surface where he spent two days in a decompression chamber.

## GRAMMAR

### Narrative tenses

**A** Complete the sentences with the correct form of the verbs in brackets. Then scan the article again to check your answers.

- At the time, he \_\_\_\_\_ (work) as a cook on a boat.
- While a violent storm \_\_\_\_\_ (rage) outside, Okene got up to go to the toilet.
- It \_\_\_\_\_ (turn) over and plunged 30 metres below the surface, with Okene and the rest of the crew still inside.
- Unknown to Okene, all of his shipmates \_\_\_\_\_ (already / drown).
- When a rescue crew arrived, they assumed everyone had died, as the boat \_\_\_\_\_ (rest) on the seabed for 60 hours.

**B WORK IT OUT** Choose the correct tenses to complete the rules in the box.

#### Narrative tenses

We use the <sup>1</sup>**past simple / past perfect** for completed actions that are the main events in a story.

We use the <sup>2</sup>**past continuous / past simple**:

- for actions in progress at a particular point in time.
- when a longer action is interrupted by a shorter action.
- to set the scene of a story.

We use the <sup>3</sup>**past perfect / past perfect continuous** for completed actions that happened before the main event.

We use the <sup>4</sup>**past perfect / past perfect continuous** for longer actions that started before other events and continued up to these events.

**C** Go to the **Grammar Hub** on page 126.

**D PRACTISE** Complete the text with the correct form of the verbs in brackets.

NEWS SPORT CULTURE LIFESTYLE SEARCH

## 7-YEAR-OLD JAPANESE BOY SURVIVES FOR OVER A WEEK ALONE IN THE WOODS



### FAMILY DAY OUT TURNS TO DISASTER

A family day out looking for wild vegetables quickly turned to disaster when a boy's parents decided to punish his bad behaviour. Yamato Tanooka

<sup>1</sup> \_\_\_\_\_ (throw) stones at cars as he waited for his parents. Spotting his behaviour, his father quickly <sup>2</sup> \_\_\_\_\_ (become) very angry and <sup>3</sup> \_\_\_\_\_ (shout) at him. To punish their son, Mr and Mrs Tanooka <sup>4</sup> \_\_\_\_\_

\_\_\_\_\_ (leave) him on the side of the road and <sup>5</sup> \_\_\_\_\_ (drive) a few hundred metres away. By the time they <sup>6</sup> \_\_\_\_\_

\_\_\_\_\_ (drive) back to the spot, Yamato <sup>7</sup> \_\_\_\_\_ (already / leave).

His father <sup>8</sup> \_\_\_\_\_ (phone) the police and <sup>9</sup> \_\_\_\_\_ (say) he

<sup>10</sup> \_\_\_\_\_ (become) separated from his son while they <sup>11</sup> \_\_\_\_\_ (pick)

wild vegetables. In the meantime, Yamato <sup>12</sup> \_\_\_\_\_

\_\_\_\_\_ (walk) off into the woods, upset that his father <sup>13</sup> \_\_\_\_\_ him \_\_\_\_\_ (tell off). When

the army finally <sup>14</sup> \_\_\_\_\_ (find) Yamato, he <sup>15</sup> \_\_\_\_\_ (live) for six

days on his own in woods that are home to brown bears. Yamato told reporters that <sup>16</sup> \_\_\_\_\_ (walk) for five hours through the woods when he found an old army cabin. Afraid of the dark, he decided to hide there and wait for his parents to find him.

**E PRACTISE** Work in groups. Write the first sentence of a dramatic story. Pass your sentence to the student on your right. Add another sentence to the story you have just received. Keep doing this until your story is complete.

## SPEAKING

**A PREPARE** Go to the **Communication Hub** on page 150.

**B PRESENT** Choose one person to tell your story to the class. Listen to the other stories and ask questions about the details.



## LISTENING

**A** Label the pictures (1–6) with the activities in the box.

bungee jumping free running free climbing  
potholing skydiving whitewater rafting

**B SPEAK** Work in pairs. Discuss the questions.

- Which of these sports do you think is the most dangerous? Why?
- Why do you think some people enjoy doing dangerous sports like these?
- Have you ever done any of these sports? Would you like to? Why/Why not?

**3.1 C LISTEN FOR GIST** Listen to a radio talk show about extreme sports and answer the questions. Make notes.

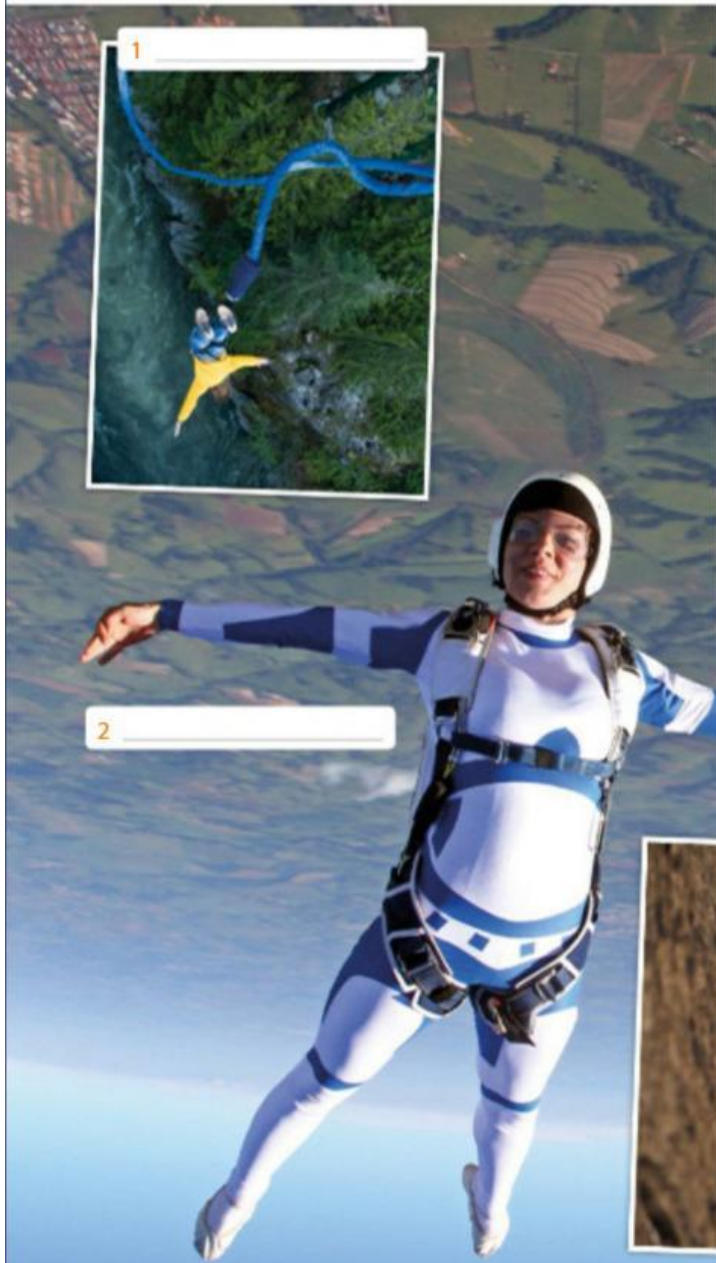
- Which of the sports from Exercise A do the speakers talk about?
- How many of the speakers have been injured whilst doing their sport?

**3.1 D LISTEN FOR DETAIL** Listen again and choose the correct options (a, b or c) to complete the sentences.

- Paul started free climbing when he was ...  
a 10 years old.    b 17 years old.    c 27 years old.
- Paul thinks climbing without safety equipment ...  
a is a terrible idea.  
b is a good challenge.  
c allows him to go higher.
- Paul was most scared when ...  
a he was caught in strong winds during a climb.  
b the bridge he was crossing on broke.  
c a snake shot out of a crack in a rock.
- Hayley thinks that ...  
a potholing is more challenging than rock climbing.  
b rock climbing is too challenging.  
c potholing is more like walking than climbing.
- Hayley was lost underground for ...  
a a few minutes.    b a few hours.    c a few days.
- Lee started free running ...  
a because his friends were doing it.  
b because he saw a film of people doing it.  
c because he wanted something more challenging than gymnastics.
- Lee most enjoys ...  
a the physical challenge of free running.  
b the way free running makes you look at a city.  
c the risks involved in free running.
- Lee says that ...  
a you should push yourself beyond your limits.  
b you need to be very competitive to be good at free running.  
c you should only do what you know you are capable of.

**E SPEAK** Work in groups. Discuss the questions.

- Who do you think had the most frightening experience. Why?
- Which of the sports would you like to try? Why?



## VOCABULARY

### Descriptive verbs

**A** Work in pairs. For each extract, choose the option that makes the same sound as the verb in bold.

- I can still remember the snow **crunching** under our feet as we walked together.
  - old leaves under your feet
  - your feet in an empty hospital corridor
- Sometimes the wood **groans** under your weight, which can be a bit scary, but so far none have ever actually broken!
  - grass under your feet
  - floorboards under your feet
- I am terrified of snakes, so I just froze as it started to **hiss** and arch backwards.
  - the wind closing a door
  - air slowly escaping from a tyre
- It can be silent for just a few minutes and all you can hear is water **trickling** around you.
  - a slow-running tap
  - a large, powerful river
- I can still hear my ankle **snap** as I landed.
  - a branch breaking
  - a window breaking

**B** Complete the sentences with the correct form of the verbs in Exercise A.

- The snake \_\_\_\_\_ and slithered back into the undergrowth.
- The leaves were \_\_\_\_\_ under our feet as we crept slowly through the forest.
- I could hear the branch of the tree \_\_\_\_\_ under my weight before it \_\_\_\_\_ and I fell to the ground.
- Every time it rained, I could hear water \_\_\_\_\_ down the wall behind my bed.

**C** Go to the **Vocabulary Hub** on **page 144**.

**D SPEAK** Work in pairs. Use descriptive verbs to make this story more interesting.

I was walking through the forest with fallen leaves under my feet. The trees were blowing in the wind. Suddenly, I heard a branch break behind me. I turned to see a huge dog running towards me.



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## PRONUNCIATION

### Dramatic storytelling techniques

**A** Listen to this extract from the talk show. Mark the pauses with (/) and underline any words that are emphasised.

3.2

Well, a few years ago I was in South Africa with a few of my friends and we'd nearly finished the first part of an all-day climb. I was just pulling myself up when I saw a huge snake right in front of me. I am terrified of snakes, so I just froze as it started to hiss and arch backwards. I waited for another few minutes, not moving, and then it just seemed to get bored and slithered back into a crack in the rock. It was the most terrifying moment ever and it had nothing to do with climbing!

**B** Listen to the story again. When does the speaker speed up and slow down? Why do you think he does this?

3.2

**C** Read the story extract. Predict where you think the pauses will be, which words the speaker will stress and when they will speed up.

So a few months ago I was staying at my parents' house when this strange thing happened. We were all enjoying the warmth of the crackling fire as the trees creaked in the wind outside. Suddenly, we heard glass smashing upstairs and something heavy banged on the floor. We rushed upstairs to find that a huge branch had crashed through the roof of the house.

**D** Listen and check your answers to Exercise C. Then, practise telling the story with a partner.

3.3

## SPEAKING HUB

**A PLAN** Think of the most amazing, terrifying or embarrassing moment in your life. Make notes about:

- where you were
- who you were with
- what happened

**B PREPARE** Work in pairs. Tell your stories and work together to make them more dramatic or exciting.

**C PRESENT** Work in small groups. Tell your stories as dramatically as you can. Ask questions to get more information.



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- Create a collaborative story
- Tell a personal anecdote