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Lesson and objective		Grammar	Vocabulary	Pronunciation	Everyday English
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Listening	Reading	Speaking	Writing
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CAN DO OBJECTIVES

- Discuss dangerous situations
- Give advice on avoiding danger
- Give and respond to compliments
- Write guidelines in a leaflet



SURVIVAL

UNIT 2

GETTING STARTED

a  Look at the picture and answer the questions.

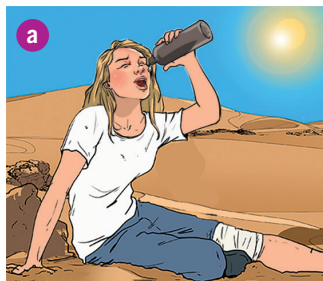
- 1 What do you think has happened here?
- 2 Who are the people in the picture?
- 3 What's the man on the phone saying?

b  Discuss the questions.

- 1 What do you think are the worst kinds of natural disasters? Why?
- 2 Think of a natural disaster that has happened in your country.
How effective was the response of the emergency services?
How well did people cope?
- 3 Why do you think some people cope better with challenging situations than others?

1 LISTENING

- a Look at pictures a–d. What would you be most afraid of in each situation?
- b ▶02.01 Listen to someone talking about their vacation. Which of the pictures is being described? Where was the vacation?
- c ▶02.01 Listen again. Number events a–h in the order that they happened.
- | | |
|---|---|
| a ☐ bought a new surfboard | e ☐ fell off the surfboard |
| b ☐ lost the board | f ☐ learned to surf with instructors |
| c ☐ waved to a lifeguard | g ☐ went surfing alone |
| d ☐ swam against the current | h ☐ was rescued |

2 VOCABULARY Expressions with *get*

- a Match expressions 1–10 in **bold** with meanings a–j.
- ☐ I can't wait to **get away**.
 - ☐ I've always wanted to learn how to surf, and I'll finally **get to** do it.
 - ☐ I **couldn't get over** just how strong they are.
 - ☐ Actually, I **got into** a little **trouble** once.
 - ☐ I tried to **get hold of** it.
 - ☐ It **got swept away** by the wave.
 - ☐ I soon realized that I **wasn't getting anywhere**.
 - ☐ I **got the feeling** I was being pulled out to sea.
 - ☐ So I waved to **get someone's attention**.
 - ☐ I had a bad experience, but I soon **got over** it.
- | |
|---|
| a make no progress |
| b move in a different direction in a powerful way |
| c have the chance to do something |
| d go somewhere else |
| e be very surprised by something |
| f find myself in difficulty |
| g take it in my hand |
| h recover from something negative that happened |
| i make someone notice |
| j have the sensation that |

- b Complete the sentences with the correct form of the phrases in 2a. Write one word in each blank.
- She ran out on the road to _____ the police officer's _____.
 - They were exhausted and hungry, but after some food and sleep they soon _____ the experience.
 - When he saw the same tree for the third time, he began to _____ that he was lost.
 - He took a class about surviving in the woods and _____ put into practice his fire-making skills.
 - They decided to ski off the main trail where the snow was fresh, but it was also very dangerous and they soon _____.
 - The boat was sinking, but we all managed to _____ a life jacket.
 - She was crossing the river, but the current was strong and she _____ by the water.
 - They had been walking for hours, but they'd only walked about two kilometers. They felt like they weren't _____.
 - They were in such a rush to _____ to the mountains, they left without taking hiking boots.
 - When they were in the water, they _____ how high the waves were.

c ➤➤➤ Now go to Vocabulary Focus on p. 155.

3 READING

a Read the article “Lost at Sea” and answer the questions.

- 1 How long was Robert Hewitt in the water?
- 2 What problems did he have to overcome?

b Can you remember what these numbers refer to? Write sentences about each number. Then read the text again and check your answers.

- | | |
|--------------------|--------------------|
| 1 200-meter | 4 three hours |
| 2 seven kilometers | 5 half a kilometer |
| 3 fourth day | 6 third day |

c  Answer the questions.

- 1 What do you think most helped Robert to survive?
- 2 Do you think that Robert made the right decision on day one not to try to swim for shore? Give reasons.
- 3 What was the biggest challenge Robert had to overcome?
- 4 What would you have done in Robert's situation?

REAL DIVING



Stories Locations Learn to Dive Shop

LOST AT SEA

How long could you survive at sea? One day? Two? And when would you start to lose hope?

When Robert Hewitt came to the surface, he ¹**realized** right away that something was wrong. He ²**had been diving** for sea urchins and crayfish off the coast of New Zealand with a friend, and ³**had decided** to make the 200-meter swim back to shore alone. But instead, strong underwater currents had taken him more than half a kilometer out to sea.

Lying on his back in the middle of the ocean, Robert told himself not to panic. He was a strong swimmer and he ⁴**was wearing** his thick wetsuit. “I’m not going to die. Someone will come,” he told himself. But three hours passed and still no one had come for him. Robert would soon have to make a tough decision.

He was now a long way from the coast, and the tide was taking him further out, but he decided not to try to swim for shore. He felt it was better to save his energy and hold on to his brightly colored equipment. But the decision was not an easy one. “I just closed my eyes and said, ‘You’ve made the right decision. You’ve made the right decision’ until that’s all I heard,” he remembers.

As night approached, Robert established a pattern to help him survive in the water. To stay warm, he kept himself moving and took short naps of less than a minute at a time. Every few hours, he called out to his loved ones, “Just yelling out their names would pick me up, and then I would keep going for the next hour and the next hour and the next.”

When he woke up the next morning, he couldn’t believe he was still alive. Using his bright equipment, he tried to signal to planes that flew overhead. But as each plane turned away, his spirits dropped. He managed to drink rainwater that he collected in his mask to keep himself alive, but as day turned to night again, he started to imagine things.

Robert woke up on the third day to a beautiful blue sky. Now seven kilometers off the coast, Robert decided he had to swim for it. But the sun was so strong and Robert quickly ran out of strength. Hope turned to disappointment yet again. “I felt disappointed in myself. I thought I was a lot fitter. I thought I would be able to do it.” Robert then started to think he might not survive.

On the fourth day, the lack of food and water was really starting to affect him. Half unconscious, and with strange visions going through his head, he thought he saw a boat coming toward him with two of his friends on board. Another vision, surely.

But no: “They put me in the boat and I said something like, ‘Oh, how’s it going, what are you guys doing here?’” Then he asked them the question that he’d asked in all his visions, “Can I have some water?” As they handed him the water and he felt it touch his lips, he knew. This was not a vision. He’d been found! After four days and three nights alone at sea, Robert had been found! Sunburned, hungry, and exhausted, but alive ...

GLOSSARY



sea urchin



crayfish

4 GRAMMAR Narrative tenses

a Look at the verbs in **bold** in “Lost at Sea” and match them with the uses a–d.

- a a completed action that takes place before the main events in the story
- b a background action in progress at the same time as the main events in the story happened
- c a continuous activity that happens before the main events in the story and explains why the main events happen
- d a completed action that tells you what happens at a specific time in the story

b  **02.05 Pronunciation** Listen to the three sentences. Underline the stressed verb in each sentence. How do we pronounce the words *had been*? Listen again and repeat.

He *had been* diving for seafood.
He *had been* swimming in the sea.
He *had been* wearing a wetsuit.

c  Now go to Grammar Focus 2A on p. 136.

d Work in pairs. Student A: Read about Eric LeMarque. Student B: Read about Ricky Megee. Answer the questions about your text.

- 1 Where does the event take place?
- 2 Does the person survive?

e Underline the correct verbs in your text.

f You are going to tell your partner about your story. Take notes.

g  Tell your partner your survival story. Use correct verb forms.

5 SPEAKING

a Think of a dangerous situation that you or someone you know was in, or it could be something you know about from a book or movie. Take notes about the questions.

- Where and when did it take place?
- Who was involved?
- What was the scene or background to the story?
- What were the main events?
- How did you / the person feel?
- What was the outcome?

b  Tell each other your story. Use different narrative tenses and expressions with *get*. Ask questions.

Student A: ERIC LEMARQUE

It was getting late, and Eric LeMarque decided to have one final run on his snowboard. As he ¹*'d gone / was going* down the mountain, he ²*'came / was coming* across some thick fog and headed in the wrong direction. All of a sudden, he was completely lost. All he had with him was his snowboard, some bubble gum, and an MP3 player. Eventually, he ³*'remembered / 'd remembered* something he ⁴*'was seeing / 'd seen* in a movie about using an MP3 player as a compass. This meant he was able to get an idea of where he was and head in the right direction, up the mountain. Eric was missing for a week. During that time, he fell in a river, almost went down a waterfall, and had to walk through snow that was four and a half meters deep! On the eighth day, he was seen by a helicopter that ⁵*'had searched / had been searching* for him. He was completely exhausted but alive.



Student B: RICKY MEGEE

A farmer couldn't believe it when he found a strange man living in the Australian bush. Ricky Megee ¹*'lived / had been living* off the land for over two months. It's unclear how Ricky ended up in the bush, but he claimed he ²*'had been driving / had driven* when he ³*'stopped / had stopped* to help some people whose car had broken down. He said the people stole his car and he was left alone and lost in the bush. According to his story, he ⁴*'ate / had eaten* insects, snakes, and frogs before he eventually found a pond with water. He built a small shelter and waited until he was rescued. The mystery of the stolen car and robbers was never solved, and some people didn't believe the story of how Ricky got there, but one thing seemed to be true. He survived for 71 days in the bush, and by the time he was discovered, he ⁵*'d lost / was losing* more than 50 kg.



1 READING

a Think of three wild places.

- Would you be scared to go for a walk there?
- What dangers could you face?
- What would you do to get out of danger?

b Look at pictures a–e and answer the questions.

- 1 Which of the animals do you think are the most and least dangerous?
- 2 How good do you think your chances are of surviving an attack by these animals?

c Read the text and check your answers.

d Read the text again. Check (✓) the correct sentences.

- 1 ☐ Some animals are less dangerous than people think.
- 2 ☐ If you go walking, you can't avoid meeting dangerous animals.
- 3 ☐ Not many animals attack without reason.
- 4 ☐ Having a weapon may help you survive an attack.
- 5 ☐ Most animals have a part of their body that is vulnerable.
- 6 ☐ It's better to run away than to try to fight.

e Do you think the text is ... ?

- a a serious survival guide for travelers
- b part of a scientific book about animals
- c an article written mainly for interest and amusement

How to Survive ...

an Animal Attack



YOU'RE WALKING IN A FOREST WHEN SUDDENLY A WILD ANIMAL APPEARS FROM NOWHERE AND IT DOESN'T LOOK FRIENDLY. WHAT DO YOU DO?

The first important point is that there's not usually much you can do, except hope it goes away again. With luck, you may never have to defend yourself against a wild animal, but it doesn't hurt to know what to do if an escaped leopard attacks you in your backyard, or if you're going for a country walk and you suddenly meet a pack of wolves.

BE AWARE

The first thing is to know which animals are really dangerous. Many people are scared of animals that are in fact harmless, and not scared enough of animals that could kill you. Most animals won't attack people unless you do something to make them angry. Bears, for example, will usually move away as soon as they hear you, and they'll only fight if they think you're attacking them or their young. Wolves won't normally attack unless they are very hungry, and then only if they're in a group. Tarantulas are big, hairy spiders, but they aren't actually dangerous at all – you can keep them as pets. On the other hand, tigers and crocodiles are serious killers who will be happy to eat you for breakfast.

BE PREPARED

It's a good idea to take a stick, knife, or pepper spray when you go for a walk in the wild in case you meet a dangerous animal. Have it in a place where you can easily find it. It may mean the difference between life and death.

KNOW YOUR ENEMY

If you ever find yourself face-to-face with a large and dangerous animal, you'll want to know their strong and weak points. Common weak points are:

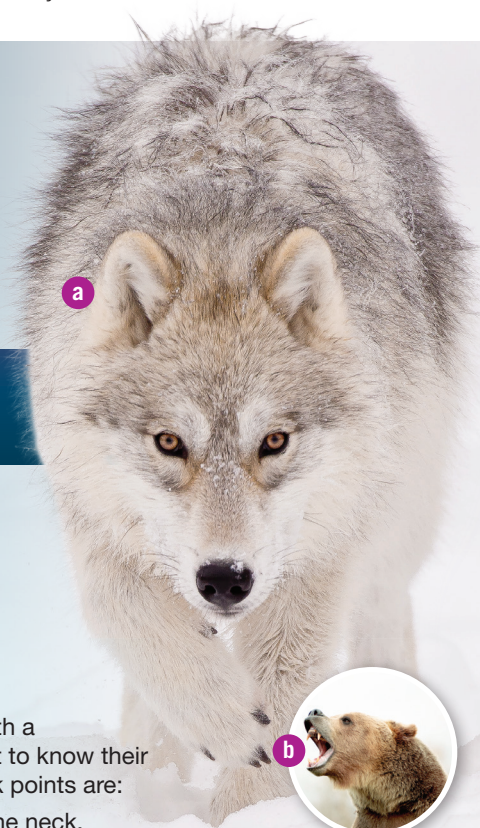
- the nose
- the eyes
- the neck.

People have sometimes survived by punching sharks, large cats, and crocodiles on the nose, and pushing your thumbs into their eyes will also work well, as long as you press hard enough. Otherwise, you might just make them angry!

You can also try to get a psychological advantage. Provided you seem bigger and more dangerous than the animal, it will probably leave you alone, so make a lot of noise and try to make yourself look bigger.

WHAT NEXT?

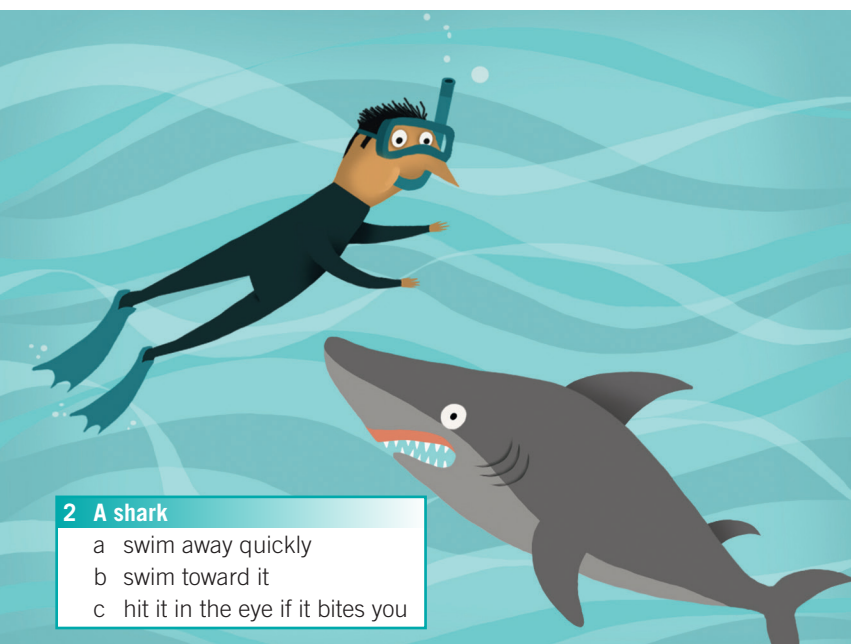
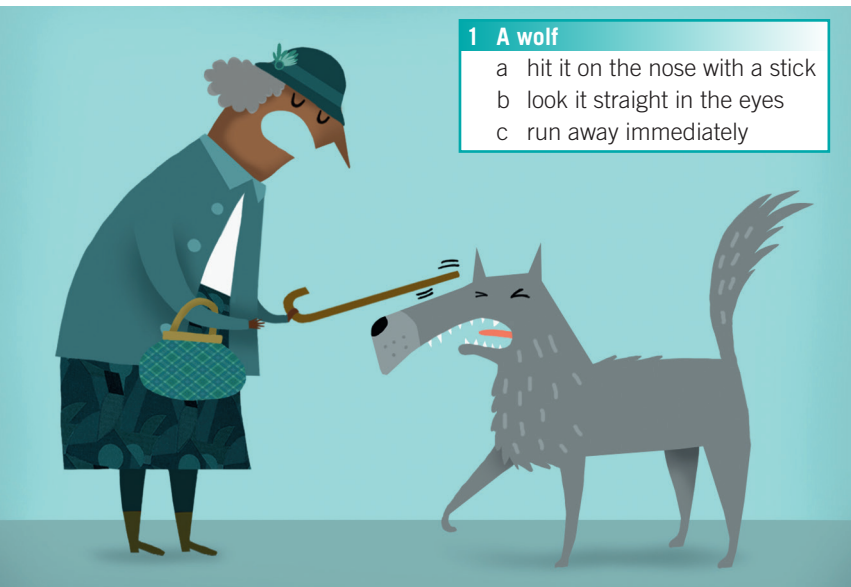
If scaring them doesn't work, then you have two options: running or fighting. Remember that most animals are better at running and fighting than humans, so don't expect things to end well. But if you decide to fight, fight back with everything you have. Often during animal attacks, people give up before the fight has even started. If you have any sharp objects or weapons, then use them. Hit the animal's weak points, keep shouting, and make sudden movements. Good luck out there!



UNIT 2

f Look at the ideas below for surviving attacks by three different animals. For each animal, decide which ideas are the best. More than one answer is possible.

g **Communication 2B** Now go to p. 127 to check your answers.



2 GRAMMAR Future time clauses and conditionals

a Look at the words and phrases in **bold** in sentences 1–5 and answer questions a–e.

- 1 They'll only fight **if** they think you're attacking them.
- 2 They won't attack people **unless** they're trapped or provoked.
- 3 Bears, for example, will usually move away **as soon as** they hear you.
- 4 **Provided** you stay absolutely still, the bear will lose interest and go away.
- 5 **As long as** you don't panic, it will probably swim away.

a Which two words or phrases have a similar meaning to *if*?

b What does sentence 2 mean?

- 1 A bear will only attack you if it's trapped or provoked.
- 2 A bear will attack you anyway, even if it isn't trapped.

c What does sentence 3 mean?

- 1 When bears hear you they will wait, then move away slowly.
- 2 When bears hear you they will move away immediately.

d Look at these examples:

If you stay still, the bear will go away
(= something good will happen).

If you move, the bear will attack you
(= something bad will happen).

In which example could we use *as long as* or *provided* instead of *if*?

e What tense is used after the words and phrases in **bold**? What tense is used in the other part of the sentence?

b Find one more example in "How to Survive ... an Animal Attack" of each of these words and phrases:

- 1 as long as
- 2 unless
- 3 provided.

c **Now go to Grammar Focus 2B on p. 136.**

d Complete the sentences. There is more than one possible answer. Compare with other students.

- 1 Sharks won't attack you unless ...
- 2 Wolves will only attack if ...
- 3 A stick may help you provided ...
- 4 If you hit a crocodile on the nose, ...

3 LISTENING AND VOCABULARY

Animals and the environment

- a** *The Tiger* by John Vaillant tells the true story of a hunter and a Siberian tiger. Use the words in the box to guess what the story is about.

tiger mattress attacked
hut forest wounded shot
killed boots



- b** **02.10** Listen to an interview about the book. Was the story similar to yours?

- c** **02.10** Which of these questions *doesn't* Miles answer? Listen again and check.

- Is a Siberian tiger bigger than other tigers?
- How far can it jump?
- Have many people been killed by Siberian tigers?
- Can tigers plan ahead?

- d** **02.11** Listen to the second part of the interview. Check (✓) the things Miles talks about.

- ☐ his own feelings about the tiger
- ☐ life in Siberia
- ☐ the relationship between humans and tigers
- ☐ tigers as an endangered species
- ☐ how to survive a tiger attack

- e** Do you think Miles would agree with statements 1–5? Write *Yes* or *No*. Then explain why.

- It's a good thing they killed the tiger. _____
- The tiger was just behaving naturally. _____
- Tigers have always caused problems for people in Siberia. _____
- In some ways, humans are more dangerous than tigers. _____
- We should hunt more tigers to keep them under control. _____

- f** Which of the words in the box can we use to describe ... ?

- 1 animals 2 places

at risk creature endangered environment extinct
habitats hunt natural protected rare species

- g** **02.12** Complete the sentences with the words in 3f. Then listen and check your answers.

- Eastern Siberia is one of the wildest and most _____ for tigers on Earth.
- Imagine a/an _____ that is as active as a cat and has the weight of an industrial refrigerator.
- Humans and tigers _____ the same animals and share the same _____.
- Tigers are _____ because of humans.
- Tigers have become extremely _____.
- There are many more humans than tigers, so they really are an _____, and although they're _____, they could easily become _____ in a few decades.

4 SPEAKING

- a** A visitor is coming to stay in your country. Take notes about:

- endangered species and where you can see them
- dangerous animals or other creatures (e.g., birds, fish, insects)
- other possible risks or dangers (e.g., diseases, dangerous places, travel, weather).

- b** Imagine what you could tell the visitor and what advice you could give. How could you use the words in the box?

if as soon as in case unless as long as provided

- c** Work in pairs. Student A, talk about your country. Student B, you are the visitor. Ask Student A questions. Then change roles.

Take malaria pills in case you get bitten by a mosquito.

Be careful of dogs if you go jogging.



1 LISTENING

a Discuss the questions.

- 1 Do you like trying new kinds of food? Why / Why not?
- 2 In your opinion, what makes a good meal?
- 3 Do you know how to cook? Have you ever cooked a meal for your family or friends?

b Look at the photo and answer the questions.

- 1 What kind of food is shown?
- 2 How do you think it is prepared?

c **02.13** Listen to Part 1. Check your answers.

d **02.13** Are the sentences true or false? Listen again to check.

- 1 Esther tells Maya how to prepare the food.
- 2 Esther says that the meat is usually eaten raw.
- 3 Maya likes the food.
- 4 Esther says the food needs less sauce.



2 CONVERSATION SKILLS Agreeing using question tags

a **02.13** Listen again. How does Esther respond to Maya's comment, "It cooks quickly, doesn't it?"

b Choose the correct word.

- 1 We can use statements with question tags to *agree / disagree* with someone.
- 2 Using a different adjective in the answer is more *interesting / friendly*.

c Complete B's answers with the correct verb forms.

- 1 **A** I think she's a delightful person.
B Yes, she's very charming, _____ she?
- 2 **A** Their instructions weren't very clear.
B No, they weren't helpful, _____ they?

d Complete the rule with *affirmative* or *negative*.

If the sentence is affirmative, we use a/an _____ tag.
 If the sentence is negative, we use a/an _____ tag.

e Complete B's replies. Use the adjectives in the box in the first blank and the correct verb form in the second blank.

welcoming soaking breathtaking worried

- 1 **A** Your clothes are all wet.
B Yes, they're _____, _____ they?
- 2 **A** The scenery there is exceptional.
B Yes, it's _____, _____ it?
- 3 **A** They weren't a very friendly group of people.
B No, they weren't _____ at all, _____ they?
- 4 **A** He looks a little anxious.
B Yes, he looks _____, _____ he?

3 PRONUNCIATION Intonation in question tags

a **02.14** Listen to the examples. Does the intonation go up (↗) or down (↘) on the question tag? What's the difference in meaning?

- 1 No, it isn't very fast, is it?
- 2 No, they weren't helpful, were they?
- 3 Yes, you need to make things easy, don't you?

b Practice the conversations in 2e. Try to use the correct intonation in the reply.

c Discuss people and things you and other students know – for example, a person, a café, a movie, or a car. Use the adjectives below and question tags to agree.

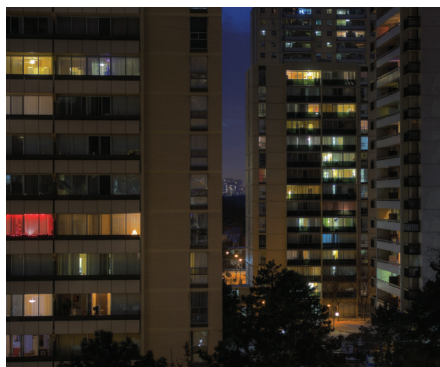
- amusing – funny
- cheerful – happy
- interesting – fascinating
- frightening – terrifying
- exhausting – tiring

That photo is really amazing.

Yes, it's impressive, isn't it?

4 LISTENING

- a Look at the photo of the apartment buildings. Which floor do you think the photo is taken from? How can you tell?



- b Look at the two photos below. What are Maya and Esther eating this time?



- c **02.15** Listen to Part 2. Where are Maya and Esther?
- d **02.15** Listen to Part 2 again. Answer the questions.
- 1 What did Maya just finish doing?
 - 2 How does Maya describe the food?
 - 3 How does Esther feel about cooking?
 - 4 Where do they go for dessert?

5 USEFUL LANGUAGE

Giving compliments and responding

- a **02.16** Listen and complete the conversation.

MAYA Wow! What an _____ apartment, Esther!

ESTHER _____. It's all _____, I guess.

MAYA Oh, you have a _____ view.

ESTHER _____, after you walk _____ floors.

- b Answer the questions about the conversation.

- 1 Do Maya's compliments sound excited?
- 2 Are Esther's responses grateful or neutral?

- c Look at the **bold** words in compliments 1–4. Match them to the words and phrases in a–d.

- | | |
|--|------------------------------------|
| 1 That was excellent ! | a motivated / dedicated |
| 2 You're so good about working out. | b incredible / amazing / delicious |
| 3 I love that you know where the best places are. | c were able to / succeeded in |
| 4 You really managed to get it just right. | d really like / am impressed |

- d Which of these responses are grateful and which are neutral?

Do you think so?

It's OK, I guess.

Thanks, I'm glad you like it.

I'm really pleased you like it.

- e **02.17** Work in pairs. Imagine you have both finished writing an essay and have read each other's essays. Use the ideas below to have a short conversation. Take turns being A and B.

A

B

Tell your partner how easy/difficult it was to write the essay.

Agree with A using a question tag.

Say you've read your partner's essay and compliment him/her.

Respond gratefully.

6 SPEAKING

- a Work alone. What compliments can you give to your classmates? Think about:

- things they do or make as hobbies
- their jobs
- things they have done in your English classes
- the clothes they are wearing.

- b **02.18** Talk to different students in your class. Give compliments and respond.

That's a really nice sweater you're wearing.

Thanks. It's not bad, is it?

UNIT PROGRESS TEST

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

1 SPEAKING AND LISTENING

a Discuss the questions.

- 1 When was the last time you went to some kind of natural environment?
- 2 What did you do there?
- 3 How did you prepare for your trip?

b **02.17** Listen to Luiza talk about an experience she had in Canada. Answer the questions.

- 1 Which natural environment does she talk about?
- 2 Near the beginning, she says, "I got in trouble." What was the trouble?

c **02.17** Listen again and answer the questions.

- 1 Why did Luiza get lost?
- 2 How did she decide which way to go?
- 3 What helped her find the clearing?

d At the end, Luiza says, "I suddenly had the strange feeling I was not alone." What do you think happened next? Discuss your ideas.

e **02.18** Listen to the rest of Luiza's story. Were your ideas correct?

f **02.18** Listen again. Are the sentences true or false?

- 1 Luiza knew what to do.
- 2 She felt calm and wasn't afraid.
- 3 The helicopter saw Luiza the first time it flew over.
- 4 Luiza was surprised to find out she was close to the main trail.

g What would you have done in Luiza's situation?

2 READING

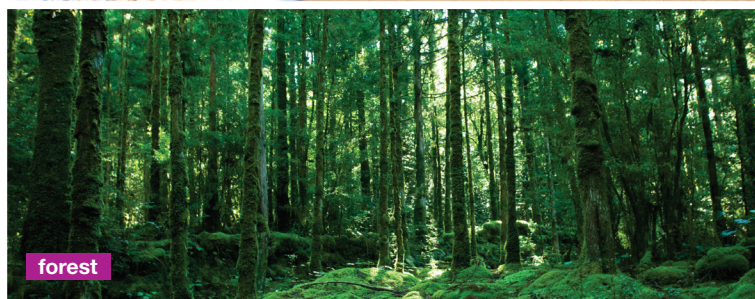
a Think about Luiza's experience. Imagine you are going hiking in a forest. What do you need to remember in order to be safe?

b Read the leaflet "Be Wise and Survive!" Were your ideas similar? Put headings in spaces A–C in the leaflet. There is one extra heading.

- | | |
|-------------------|-----------------------------|
| 1 In the forest | 3 Identifying useful plants |
| 2 If you get lost | 4 Preparation |

c Read the leaflet again. What should you ... ?

- 1 take with you when you go hiking
- 2 not do when you are hiking
- 3 do about food and drink if you are lost
- 4 do if you are lost: move around or stay in one place



BE WISE AND SURVIVE!

We all enjoy being in the great outdoors. There are lots of amazing environments, but some of them can be quite challenging, even dangerous, and it's important that you think about safety. Here are some simple guidelines to help you stay safe.

A _____

- 1 Get a map of the area and make sure you know where you are going.
- 2 Check the weather forecast.
- 3 Wear clothes and shoes that are suitable for the conditions. If you think the weather may change suddenly, take extra clothing.
- 4 If you are going on a longer walk, take some emergency food with you.

B _____

- 5 Provided you follow the signs, you shouldn't get into trouble.
- 6 Never take shortcuts unless you're absolutely sure where they go.
- 7 Allow plenty of time to get to your destination or get back before it gets dark.

C _____

- 8 As soon as you realize you're lost, stop, keep calm, and plan what you will do next.
- 9 Don't eat all your food at once. Have a little at a time.
- 10 Try to find a source of water you can drink from, like a river or a stream. Being able to drink is more important than being able to eat.
- 11 Don't keep moving around. Find somewhere that is dry and get plenty of rest. It's easier for rescuers to find you if you stay in one place.
- 12 Always try to stay warm. You can cover yourself with dry plants.
- 13 If you need to keep moving, make sure you use rocks or pieces of wood as signs that show rescuers where you are going.
- 14 As long as you tell yourself you'll survive, you probably will!



3 WRITING SKILLS

Organizing guidelines in a leaflet

- a Notice these verb forms used in the leaflet.
- 1 **Check** the weather forecast. – affirmative imperative
 - 2 **Don't eat** all your food at once. – negative imperative
 - 3 **Never take** shortcuts ... – frequency adverb + imperative
 - 4 **If you think** the weather may change suddenly, **take** extra clothing. – if + present tense + imperative

Find one more example of each verb form in the leaflet.

- b Choose the correct answers.

- 1 What's the function of the verb forms in 3a?
 - a to give advice
 - b to make indirect suggestions
- 2 Why are those forms used?
 - a to make the information clear and direct
 - b to show hikers they have a strong obligation

- c Correct the incorrect sentences.

- 1 Not eat any plants you don't recognize.
- 2 Never leave the group of people you are hiking with.
- 3 If you will hear a rescue team, make a lot of noise.
- 4 Always carries a pocket knife.
- 5 As soon as it starts getting dark, stop and think about what to do next.
- 6 If you have a map, take it with you.

4 WRITING

- a Choose one of the situations in the box and take notes on advice you could include in a leaflet.

camping in a forest backpacking in a foreign country
swimming in the ocean hiking in the mountains

- b Write a leaflet for the situation you chose above. Remember to:

- use headings
- include the different imperative forms in 3a
- make the information clear and direct.

- c Switch leaflets with another student. Does the leaflet include headings and different imperative forms? Is the information clear and direct? What improvements could be made?

- d  Give your leaflet to other students. Read other leaflets and decide which leaflet you think is the clearest and the most useful.

UNIT 2

Review and extension

1 GRAMMAR

a Complete the text with the verbs in parentheses. Use the simple past, past continuous, past perfect, or past perfect continuous forms.

The first time I ¹ _____ (try) scuba diving ² _____ (be) when I ³ _____ (live) in Costa Rica. I ⁴ _____ (travel) around Central America and I ⁵ _____ (decide) to stop and work for a few months. I ⁶ _____ (be) on a break between finishing college and beginning my career. Years before, someone ⁷ _____ (tell) me the best way to see the ocean ⁸ _____ (be) by scuba diving. The diving I ⁹ _____ (do) in Costa Rica ¹⁰ _____ (be) amazing. As I ¹¹ _____ (dive), I ¹² _____ (see) spectacular marine life.

b Make sentences by matching the halves. Put the connecting expression in parentheses in the correct place.

- | | |
|--|--------------|
| 1 ☐ you won't find it difficult to learn to ski | |
| 2 ☐ you won't make much progress | |
| 3 ☐ you'll make steady progress | |
| 4 ☐ you won't be able to control your skis | |
| 5 ☐ you'll stay warm | |
| 6 ☐ you'll start making progress after a week | |
| a you can move your toes in your boots | (unless) |
| b you're generally fit and healthy | (if) |
| c you keep moving | (provided) |
| d you choose an easy ski slope | (as long as) |
| e you're patient with yourself | (provided) |
| f you're prepared to fall down a lot at first | (unless) |

2 VOCABULARY

a Correct the errors in the sentences.

- I dropped my hat in the ocean and it got swept by a wave away.
- She couldn't get it over how hot it was.
- He got trouble for being late.
- I got feeling they didn't like guests.
- She's now getting over it the shock of losing her job last week.
- They're planning to get to the countryside this weekend.

b Complete the words.

- In North America, red wolves are considered an *e* _____ *s* _____.
- In the UK, large blue butterflies are *a* _____ *r* _____ and are *p* _____.
- The South American Spix's Macaw, featured in the movie *Rio*, is now *e* _____ in the wild.
- It's possible to find many Chinese alligators in zoos and research centers, but there are fewer living in their *n* _____ *h* _____.
- In Australia, just over 20 percent of the native plants are considered *r* _____ and need to be conserved.

3 WORDPOWER *face*

a Match examples 1–8 with definitions a–h.

- ☐ Although he said he enjoys the taste of raw fish, he still **made a face**.
- ☐ She **faced a difficult choice** between the two jobs she was offered.
- ☐ Her **face fell** when I told her the painting was worthless.
- ☐ I've been studying all day, and I **can't face** doing my homework now.
- ☐ It's not good news, but I feel I need to **say it to his face**.
- ☐ We just have to **face the fact** that we don't have enough money to buy a house.
- ☐ I tripped on a loose brick and **fell flat on my face**.
- ☐ I could tell my boss wasn't happy about the outcome. Now I have to talk to her and **face the music**.

- to be disappointed
- to accept another person's criticism or displeasure
- to accept an unpleasant situation
- to show from your expression that you don't like something
- to fall down badly and feel embarrassed
- to make a tough decision
- to say something directly to someone
- to not want to do something unpleasant

b In which of the expressions in 1–8 is *face* used as a noun and in which as a verb?

c Which one of the following nouns doesn't collocate with *face*?

- | | | |
|-------------|-------------|------------------------|
| 1 a problem | 2 the truth | 3 a difficult decision |
| 4 the facts | 5 a success | 6 reality |

d Add words to the blanks.

- When did you last fall _____ on your face?
- What was the last _____ choice you had to face?
- What happened the last time you saw someone's face _____?
- What's something difficult you've had to say _____ someone's face?
- What food causes you to _____ a face when you eat it?
- When was the last time you had to face _____ music?

e Ask and answer the questions in 3d.

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2, or 1 for each objective.

3 = very well 2 = well 1 = not so well

I CAN ...

discuss dangerous situations	☐
give advice on avoiding danger	☐
give and respond to compliments	☐
write guidelines in a leaflet.	☐