

Narrow escapes!

◆ What's in this module?

- people's experiences & feelings
- natural phenomena
- past simple
- forming adverbs from adjectives
- time words
- sequence of events
- stories

Which of the pictures (1-8) can you find in Module 2?

◆ Find the page numbers for

- an extract from a novel
- a quote

Vocabulary

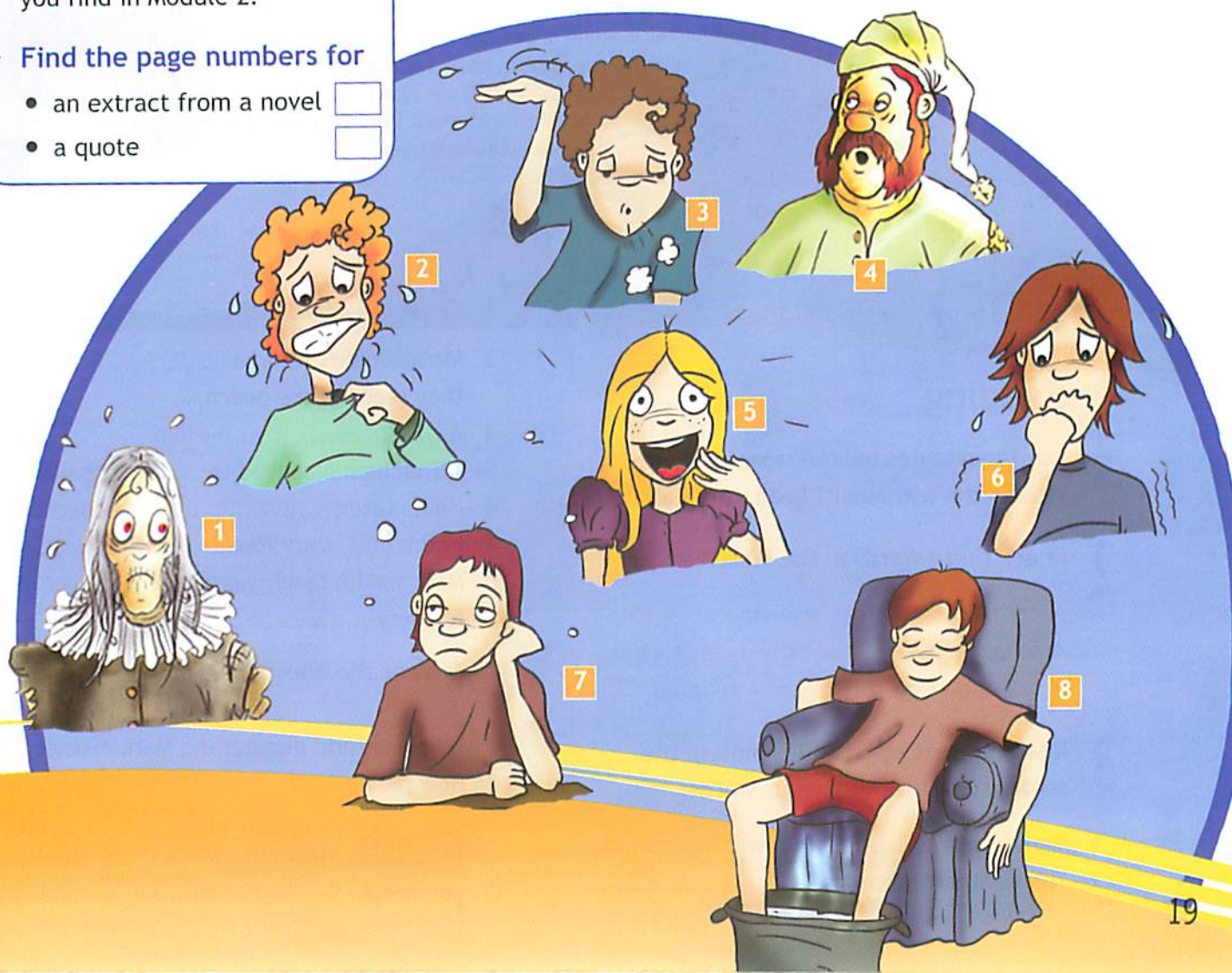
• Feelings

- ◆  Match the pictures to the words below. Listen and check.

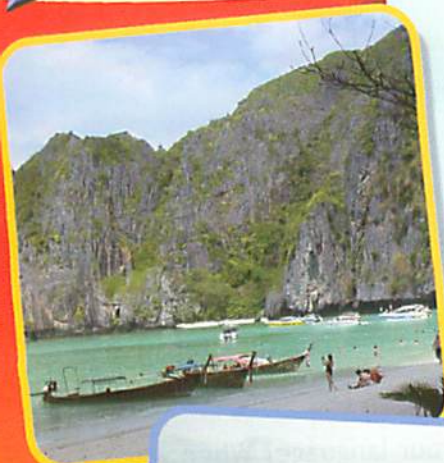
- surprised • relieved • tired • bored • terrified
- worried • calm • excited

What are these words in your language? When was the last time you felt this way?

- ▶ *The last time I felt surprised was when my parents bought me a cat as a pet for my birthday.*



TRUE STORIES



The morning of 26th December was warm and sunny on Phi Phi Don Island in Thailand. The sunshine was a welcome change from the wet, rainy weather in London. After breakfast we went to the beach. My parents decided to sunbathe and I ran straight into the crystal clear water. Nothing could prepare me for what was about to happen.

Suddenly, I heard a loud roar. The water under my feet disappeared. I heard people screaming and pointing at the sea. "What's going on?" I wondered as I turned to see a massive wave coming towards me. "Mark, run!" I heard my mum shout before the huge wave swallowed me. I was under the water. I tried to breathe and reach the surface but the force of the water just pushed me down. Then, out of nowhere a hand grabbed me and pulled me up. I gasped for air and looked around. I was in a palm tree with a Thai man. I could see people in the distance running around.

I felt like crying but I was too shocked to even do that. The only thing I could do was to sit and watch, unable to move. Hours passed slowly. Suddenly, the Thai man started shouting and pointing to a helicopter. The pilot saw us and came to rescue us. Half an hour later we were safe in the hills. There were a lot of people there. I felt lonely and lost. "Mark, you're safe," I heard my mum's voice say. I don't remember feeling more relieved in my life than at that moment.

Two days later we left the island. We felt lucky to be alive but we were sorry for the locals that lost their homes. It was a terrible experience.

TSUNAMI

Reading

- 1 The pictures tell the story in the text. What is the text about? Read, listen and check.
- 2 Check these words in the Word List.
 - crystal clear • roar • disappear • hills
 - screaming • breathe • surface • safe
 - grabbed • gasped for air • relieved
- 3 Read the text again and complete the sentences. Use two to four words.
 - 1 Mark went with his parents.
 - 2 The weather there was

- 3 Mark couldn't wait to when they reached the beach.
- 4 A hit him.
- 5 A Thai man managed to a palm tree.
- 6 Hours later, rescued them.
- 7 In the hills, Mark found
- 8 Mark and his family went back to London. They felt very

4 Answer the questions.

- 1 Which natural disaster did Mark experience?
- 2 How did he feel?

THINK! How does Mark's story make you feel?

5 Match the adjectives to their synonyms. Then explain the words in bold.

1 sunny (l. 1)

2 massive (l. 8)

3 shocked (l. 14)

4 safe (l. 18)

5 lonely (l. 19)

6 relieved (l. 21)

a huge

b horrified

c bright

d calm

e abandoned

f unharmed

Grammar see p. 120

• Past simple

6 Read the theory. How do we form the *past simple*?

We use the **past simple** for actions which happened in the past.

They stayed in a hotel. (regular verb)

They went to Thailand. (irregular verb)

They didn't enjoy their holiday.

Did they leave the island?

Yes, they did.

Time expressions: yesterday, last week/month, two days/a week ago, etc

7 a) Explain these verbs. Find the past forms of the verbs below in the text. Which are regular? Which are irregular?

- | | | |
|-------------------|------------|----------|
| 1 be ► was | 9 turn | 17 feel |
| 2 go | 10 swallow | 18 pass |
| 3 decide | 11 try | 19 start |
| 4 run | 12 push | 20 see |
| 5 can | 13 grab | 21 come |
| 6 hear | 14 pull | 22 leave |
| 7 disappear | 15 gasp | 23 lose |
| 8 wonder | 16 look | |

b) Copy and complete the table with the past regular forms in Ex. 7a. Listen and check.

/t/	/d/	/ɪd/
► pushed		

c) Choose five of the verbs and make sentences about yourself.

► *My aunt came to visit us last Sunday.*

8 Put the verbs in brackets into the *past simple*.

A I 1) (feel) scared. I 2) (not/know) what to do. People 3) (start) to run and scream but I 4) (not/can) move.

B It 1) (not/take) long to realise it was an earthquake. We quickly 2) (grab) a few things and 3) (rush) outside the hotel.

C The sky 1) (become) grey and cloudy and it 2) (start) to rain. George 3) (try) to radio for help but the radio 4) (not/work). We 5) (be) scared to death.

9 Ask and answer questions about your funniest, saddest or scariest experience on holiday.

- | | |
|---|-----------------------------|
| 1 where/you go? | 6 what happen? |
| ► A: <i>Where did you go?</i> | 7 who/with you? |
| B: <i>I went to ...</i> | 8 how/you feel? |
| 2 what/weather be like? | 9 what/happen in the end? |
| 3 how/you get there? | 10 how/you feel in the end? |
| 4 where/you stay? | |
| 5 what/you do? (<i>eat local dishes, take pictures, visit museums, etc</i>) | |

Speaking

10 Use your partner's answers in Ex. 9 to tell the class about his/her **funniest/saddest/scariest** experience on holiday.

Nightmares



1 earthquake



2 lightning



3 flood



4 tornado

It could happen to you!

Vocabulary

- Natural phenomena

1 Listen and repeat words 1-7. Which are common in your country?

THINK! Which three of these phenomena do you think are the most dangerous? Give reasons.

Learning to learn

Predicting content

Key words from a text help you predict what the text is about.

Reading

2 Read the title and the introduction. The following words/phrases appear in the text. What is the text about? Read, listen and check. Where could you read this text?

- nightmares about drowning
- water swept me away
- rain heavily
- river burst its banks
- grabbed a lamppost
- wet and cold
- relieved
- alive

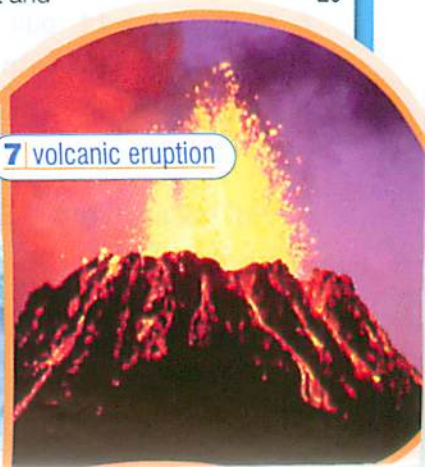
5 hurricane

6 tsunami

You probably can't imagine being caught up in the middle of a tornado, a hurricane or a flood, but don't be so sure that it could never happen to you! We spoke to John about his experience ...

Are you afraid of water? Well, John is! He had terrible 5 nightmares about drowning. "In the nightmares there was always heavy rain," he said, "and then water swept me away. I desperately shouted for help but no one ever came. I woke up very scared, but happy that it was just a bad dream." Last year, while John was on holiday in Cornwall, 10 his horrible dreams came true! One morning, he decided to go for a cup of tea in the village. On his way, he went into a little shop to buy some postcards. As he entered the shop, it started to rain heavily. "Nice weather for ducks," said the lady in the shop. "I hope the river doesn't burst its banks 15 again like last year," she added. John opened the door to leave the shop but as soon as he stepped out, water swept him off his feet and washed him down the road. "Oh no! The river!" he thought, terrified. Then suddenly, he hit a lamppost. He quickly grabbed it and 20 pulled himself out of the water. He was wet and cold but very relieved to be alive!

7 volcanic eruption



3 Read the text again and answer the questions. Then explain the words in bold.

- 1 What was John afraid of?
- 2 Where did he go last year?
- 3 What happened to him?
- 4 What did he do?
- 5 How did he feel?

4 Match the pronouns (1-7) from the text with the nouns below.

John the river's the lady in the shop
John's the lamppost

- 1 He (l. 5) ► *John*, 2 I (l. 8),
- 3 his (l. 11), 4 its (l. 15),
- 5 she (l. 16), 6 him (l. 18),
- 7 it (l. 20)

• **Forming adverbs**

5 a) Read the examples. How do we form adverbs?

He's a *careful* driver. He drives *carefully*.
The test was *easy*. He answered the questions *easily*.

She's a *terrible* cook. She cooks *terribly*.
He's an *early* bird. He gets up *early*.
He's a *good* swimmer. He swims *well*.

b) Form adverbs from the adjectives. Make sentences.

- slow • happy • safe • fast
- real • complete • good

► He walks very slowly.

• **Time words**

6 Read the theory. Find examples in the text.

We use *as soon as*, *when*, *while*, *so*, *after*, *until* and *then* to refer to the time or order in which something happened.

It started raining as soon as he left.

7 Join the sentences. Use the words in brackets.

- 1 They started screaming. They saw the lion. (when)
► *They started screaming when they saw the lion./When they saw the lion, they started screaming.*
- 2 They walked in the park. It got dark. (until)
- 3 He went on holiday. He finished school. (after)
- 4 The phone rang. She entered the room. (as soon as)
- 5 It stopped raining. They left the office. (and then)
- 6 It was late. He decided to get a taxi. (so)

Listening & Speaking

8 a) Listen and complete the missing words.



10th April 0) ► 1912:

left port of Southampton for 1) hit iceberg in the North Atlantic at 11:40 pm

2) April:

ship sank at 3) am, more than 4) people died

15th April:

ship located near Newfoundland, Canada

1st 5) 1985:

b) Put the words in the correct order to form questions. Use the information in Ex. 8a to ask and answer the questions.

- 1 When/did/Southampton/the *Titanic*/leave?
► *A: When did the Titanic leave Southampton?*
B: On 10th April, 1912.
- 2 was/What/its destination?
- 3 later/What/days/happened/four?
- 4 the/did/When/sink/ship?
- 5 time/What/was/it?
- 6 people/How many/died?
- 7 they/When/did/ship/locate/the?

9 **ICT** Work in groups. What other disasters at sea do you know of? Collect information. Then, present it to the class.

You can visit this website: <http://en.wikipedia.org>

Search keyword: Titanic

Go to See Also and click on List of ship and ferry disasters

Relieved

Reading & Writing

- 1 🗣️ Look at the picture and listen to the sounds. What do you think the story is about? Read and check.
- 2 🗣️ Complete Laura's story with phrases (a-e). Listen and check. Explain the words in bold.

- a and asked us to keep calm
 b when suddenly the sky turned dark grey
 c but she was very scared
 d so we ran quickly inside the house
 e because they couldn't find their dog

- 3 Put the events in the order they happened. Use the plotline to summarise the story for the class.

It began to rain.
 They went to the basement.
 The wind stopped.
 The children were in the garden. ▶ 1
 They closed the windows.
 They helped their neighbour.
 They went inside the house.
 They heard a loud crashing noise.
 They went outside again.

Learning to Learn

Sequence of events

Write the events in the order they happened. This helps the reader follow your story.

My sister Susan and I were in the garden playing with our neighbour's dog last Saturday afternoon 1) Minutes later, it began to rain **heavily** 2)

Mum asked us to close all the windows. Just as I shut the window in the kitchen, I heard a loud noise. It sounded like a train. Dad took us to the **basement** 3) From there, we could hear the strong wind outside. **All of a sudden**, we heard a loud **crashing** noise and my sister started to cry. We tried to calm her down 4)

After a few minutes, the wind stopped and everything was quiet. We slowly **made our way** up from the basement. The house was full of glass from the broken windows. The real **damage** was outside though. There were trees on the streets and damaged cars all over. Our neighbours were very **worried** 5) We **searched** everywhere and finally found him behind some bushes.

It was a horrible experience and we were relieved it was over. At least we were all OK. (Laura, 15)

Writing (a story)

- 4 🗣️ Think of an unusual experience you have had. Answer the questions in the plan.

Introduction (set the scene)

- Para 1
- Where were you (school, home)?
 - What was the weather like?
 - Who else was with you?

Main Body (events in the order they happened)

- Para 2
- What happened?
 - What did you/the others do?
- Para 3
- What happened afterwards?

Conclusion (end the story)

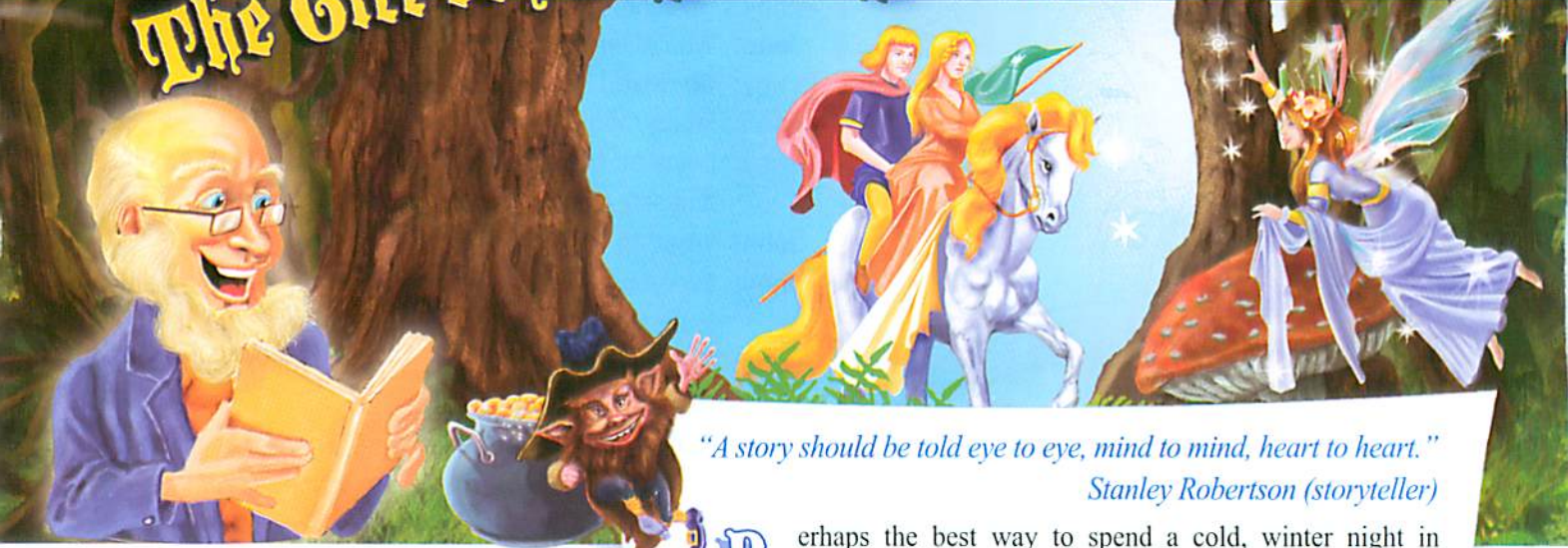
- Para 4
- What happened in the end?
 - How did you/the others feel?

Portfolio: Use your answers to write your story entitled 'What an Experience' (80-100 words).



The Gift of Storytelling

Irish stories



"A story should be told eye to eye, mind to mind, heart to heart."

Stanley Robertson (storyteller)

1 Listen to the music. Which country does it remind you of?

2 What can you see in the pictures? What do you know about them? Listen and read to find out.

3 Answer the questions. Then explain the words in bold.

- 1 What do 'seanchais' do?
- 2 What types of stories do people tell in Ireland?
- 3 What are Irish myths/legends about?
- 4 What characters do you find in Irish folk tales?

• **Word power**

4 Read the box. Which phrase can you find in the text? Make sentences using the phrases.

spend

+ money (= pay) *He spent £10 on sweets.*

+ time (= pass) *He spent all day reading the book.*

Perhaps the best way to spend a cold, winter night in Ireland is to enjoy the company of a 'seanchai', a storyteller. Ireland has great stories to tell.


Myths and legends are stories about giants, warriors and kings. They are tales of heroes who overcome¹ great obstacles, fight with magical beasts and have incredible² adventures. One such legend is the story of Finn Mac Cumhail and his group of warriors, the Fianna, who protected the high kings of Ireland.

Folk tales entertain³ people while teaching them moral values⁴. These stories are about very unusual characters such as fairies and elves. The most popular are the leprechauns. Their name means 'small body'. They make shoes and have a hidden pot of gold. As legend has it, if you catch a leprechaun, it must tell you where the pot of gold is. But be careful! It will try to trick you into looking away for a second, and then it will disappear!

¹ get over ² unbelievable ³ amuse ⁴ right behaviour

5 **THINK!** Name three stories you like. What value(s) does each one teach?

Project

6  Work in groups. Think of a popular folk tale in your country.

- What is it about?
- Who are the main characters?
- What happens in the story?
- What moral values does the story teach?

Tell another group.

Oh my goodness!



John: Hi, Penny.
 Penny: Hi, John. You'll never guess what happened to me.
 John: What's wrong? You look a little upset.
 Penny: Oh dear. I had quite a shock this morning.
 John: Really? Why?
 Penny: I was at the zoo, when I heard people shouting and screaming.
 John: What on earth was it?
 Penny: Everyone was around the fountain and they all looked really scared.
 John: Oh my goodness! What was going on? Did someone fall in the water?
 Penny: Not someone, but something. There was a long orange snake with black stripes swimming around in it.
 John: Oh dear! Was anyone hurt?
 Penny: No. The guards caught it quickly and put it back in its cage.
 John: Imagine that! You don't see that every day, do you?
 Penny: No, you certainly don't.

• Narrating past events

- Listen and repeat. Which are the stressed words?
 - You'll never guess what happened to me.
 - I had quite a shock.
 - What on earth was it?
 - What is it?
 - Oh my goodness!
 - You look a little upset.
 - What was going on?
 - Oh dear!
- The sentences in Ex. 1 are from a dialogue between John and Penny. Look at the picture. What do you think happened to Penny? Listen and check.
- Read the dialogue and list the events in the order they happened. Compare with your partner.
- Say the sentences in Ex. 1 in your language.

5 **Everyday English** Find phrases in the dialogue which mean:

- Oh my word.
- What's the matter?
- You seem a bit shaken up.
- That's unusual.
- Fancy that.

6 **Portfolio** Tell your friend about something unusual that happened to you. Use the sentences from Ex.1 to act out your dialogue. Record yourselves.

Pronunciation /i:/, /ɪə/

7 Listen and tick (✓). Listen again and repeat.

	/i:/	/ɪə/		/i:/	/ɪə/
he			beer		
here			knee		
bee			near		

Literature



A *Oscar Wilde (1854-1900) was a popular Irish poet, novelist and dramatist. His most famous works include 'The Picture of Dorian Gray' and 'The Importance of Being Earnest', as well as some excellent short stories like 'The Canterville Ghost'. This story is about an American ambassador and his family who buy a haunted house.*

The Canterville Ghost

B

- 1 What is 'The Canterville Ghost' about? Read text A to find out.
- 2 Listen to the sounds. What do you think happens in this extract? Listen, read and check.
- 3 Check these words in the Word List. Use them to complete the sentences. Explain the words in bold.

clank of metal	ambassador
struck a match	haunted house
handcuffs	ghost
rusty chains	lubricant

At eleven o'clock the family went to bed, and by half-past all the lights were out. Some time after, Mr Otis woke up because of a noise outside his room. It sounded like the clank of metal. He got up at once, struck a match, and looked at the time. It was exactly one o'clock. Mr Otis was quite calm. The strange noise continued, and with it he heard the sound of **footsteps**. He put on his **slippers**, took a small bottle out of his **dressing** case, and opened the door. Right in front of him he saw an old man. He looked terrible. His eyes were red. His hair was long and grey. His clothes were old-fashioned and dirty, and there were handcuffs and rusty chains on his **wrists** and **ankles**.

"My dear sir," said Mr Otis, "those chains need oiling. Here take this small bottle of lubricant. I will leave it here for you and I will give you more if you need it." With these words the ambassador put the bottle down on a **marble** table, and went back to bed, closing the door behind him.

- 1 Mr Otis was a(n)
- 2 Mr Otis bought a(n)
- 3 Mr Otis woke up because of a(n)
- 4 Outside his bedroom, he saw a(n) with and
- 5 Mr Otis gave the ghost

4 Which sentence best describes the picture?

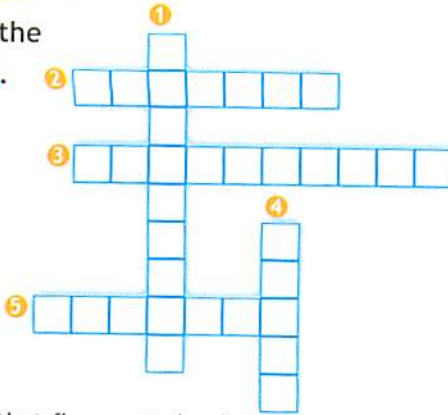
5 What do you think happened afterwards? In groups, continue the story. Then, listen and check.



2

Self Check

1 Complete the crossword.



Across

- 2 large wave that flows onto land
- 3 shaking of the ground
- 5 strong wind storm in which a tall column of air spins around quickly

Down

- 1 violent wind or storm
- 4 large amount of water that covers an area

(Points: $\frac{20}{5 \times 4}$)

2 Fill in the correct word related to feelings.

- 1 We were all r _ _ _ _ _ to be back home safe.
- 2 She had nothing to do so she felt b _ _ _ _ .
- 3 He was very w _ _ _ _ _ when he realised the kids weren't back from school.
- 4 Sam tried to keep c _ _ _ when he saw the ghost.
- 5 He's afraid of flying. He feels t _ _ _ _ _ each time he gets on a plane.

(Points: $\frac{20}{5 \times 4}$)

3 Choose the correct words.

- 1 He waited in the airport as soon as/until the plane arrived.
- 2 Mary called her mother as soon as/until she got home.
- 3 He tried to find a good job until/after he graduated.
- 4 *She was in bed when/after* the phone rang.
- 5 He watched TV when/after he had dinner.

(Points: $\frac{10}{5 \times 2}$)

4 Put the verbs in brackets into the *past simple*.

- 1 How (you/feel) when it (start) to rain?
- 2 He (not/find) his friends so he (come) back home.
- 3 Where (they/go) last weekend? They (travel) to Paris.
- 4 (he/ask) for help? No, he (be) afraid.
- 5 When (he/arrive)? An hour ago. He (bring) Ann with him.

(Points: $\frac{20}{5 \times 4}$)

5 Write the *past simple* forms.

- | | |
|---------------|----------------|
| 1 reach | 6 come |
| 2 dive | 7 decide |
| 3 find | 8 hear |
| 4 try | 9 leave |
| 5 start | 10 feel |

(Points: $\frac{10}{10 \times 1}$)

6 Match the sentences (1-4) with their responses (a-d).

- | | |
|---|------------------------|
| 1 <input type="checkbox"/> What was that? | a I had quite a shock. |
| 2 <input type="checkbox"/> You look a little upset. | b A snake. |
| 3 <input type="checkbox"/> Where did you go? | c Oh my goodness! |
| 4 <input type="checkbox"/> I heard a loud roar. | d To Lisbon. |

(Points: $\frac{20}{4 \times 5}$)

Now I Can ...

(My score: $\frac{100}{100}$)

- talk about natural phenomena
- talk/ask about past events
- describe feelings
- use time words in narration
- tell/write a story

... in English

