

# 2

# Home and away



## Reading and Use of English

- 1 Look at the young people in the photos. Work in pairs to answer the questions.
- 1 Which picture shows: base jumping, polar trekking, rock climbing?
  - 2 Would you like to do any of these activities? Why? / Why not?
  - 3 How do you think they prepared before doing these things?

### Part 6

- 2 Look at the text opposite. Read it quickly to answer the following question.
- What do teenage students do if they are selected for the Nordic Exploration Club?

#### Exam tip

When you are matching a missing sentence with a section of text, look for different words and phrases that refer to the same thing or person.

- 3 Read the text again. Write what or who the bolded phrases refer to.
- 1 the explorer .....
  - 2 the organisation .....
  - 3 participants .....
  - 4 the expedition itself .....
  - 5 the whole experience .....
  - 6 the young people .....
- 4 Find the pronouns underlined in the text. Write what they refer to.
- 1 this = .....
  - 2 it = .....
  - 3 where = .....
  - 4 others = .....
  - 5 their = .....

### The Nordic Exploration Club

On visits to schools to give talks about exploring the North Atlantic, Gemma Mann observed that many teenagers had very little self-confidence and lacked motivation. **The explorer** decided to do something to address this, and so the Nordic Exploration Club was born.

**The organisation** visits schools and selects 14–16-year-old students on the basis of who could benefit most from journeying across the North Atlantic – Iceland and Greenland. Once selected for it, **participants** undergo a tough and lengthy training programme. **The expedition itself** involves a trip to Iceland, and then on to Greenland, where they spend ten days navigating through some of the world's remotest Arctic terrain.

**The whole experience** positively changes the lives of **the young people** as well as others around them. On their return home, they share their stories of the trek with thousands of school children in their region. They are living, breathing proof that dreams are attainable and that ordinary teenagers can achieve something truly extraordinary.

## Exam task

You are going to read a text about a child who climbed a very high cliff of rock. Six sentences have been removed from the text. Choose from the sentences **A–G** the one which fits each gap (**1–6**). There is one extra sentence which you do not need to use.

## Climbing El Capitan at ten years old

Ascending any of the routes on El Capitan, a cliff of rock rising nearly 1,000 metres above Yosemite National Park in the USA, is a demanding task for even the most experienced of climbers. Selah Schneiter from Colorado, however, managed the feat when she was just ten years old.

Selah was no stranger to El Capitan: the site, her father Mike said, was 'in her blood'. He's a climbing guide and instructor, and he'd initially taken his daughter there when she was two months old. **1** In the process, they'd fallen in love so it seems Selah was connected to the Yosemite rock even before she was born.

Selah's achievement on El Capitan led to a flurry of media attention and TV appearances in New York. Coming from a small town in Colorado, city life in the spotlight was sometimes a struggle for her. **2** In fact, the thing that she was most concerned about was the possibility of not reaching her goal. Ultimately, her determination proved stronger than any fear. At particularly dangerous points, she took a deep breath and thought: 'What does this mean to me? Am I gonna bail or am I not gonna bail?' Clearly, she didn't 'bail', and on making it to the top, she cried happy tears.

Selah and Mike climbed with a friend, Mark Regier, and the three of them didn't rush to the top, according to Mike. **3** By Mike's standards, this was a fairly relaxed schedule.

Selah made her way up the 1,000-metre route – a particularly challenging one known as the Nose – primarily by jumaring, which essentially means pulling yourself up a rope. Only a handful of people have ever made 'free climbing' ascents of the Nose, when the climber uses hands and feet on the rock while attached to a rope purely as protection against falls. **4** It's



a piece of kit used by climbers on routes that take several days. This may sound pretty terrifying to non-climbers, but as a climbing guide, Mike is used to the risks of the sport, and they didn't seem to trouble Selah. 'Oddly, we never felt really in danger at any point. We felt really comfortable up there,' Mike said.

When they finally reached the top, they received a surprising text from Joy, Selah's mum. A friend who wrote for *Outside* magazine had investigated the matter and identified Selah as the youngest ever to have scaled El Capitan. **5** 'Don't even look it up,' he told her. 'We don't want that to be our motivation.'

After the climb, though, Mike realised how inspiring his daughter's story could be to young people, which is why he and Selah gave interviews to news organisations around the world. **6** 'If you have a big goal, it's really hard to attack it all at once. You have to do it piece by piece. Take that big goal and make it into a bunch of small goals.' She adds that when you're climbing, it helps if 'you look up a lot more than you look down'.

**5** Work in pairs. Which words in the text and sentences helped you decide your answers? Which sentence didn't you use and why?

- A** They spent five days on the climb, taking long lunch breaks and starting as late as seven.
- B** In one, Selah had wise words for anyone facing a challenging or frightening task.
- C** She was less bothered by the climb itself, however.
- D** She says it's hard to remember a time when she didn't love grabbing a rope and heading up a rock.
- E** At night, father and daughter slept on a portaledge, a tent-like device that hangs off the rock.
- F** It was also the first place Mike and Selah's mother, Joy, had climbed together.
- G** Before the climb, Mike had warned Selah against focusing on setting a record.

## Part 3

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- 1 Think about a city or town you know or have visited. Tick (✓) the places you go/went to.

café cinema museum  
shopping mall swimming pool theatre

Write them in order of importance for you (most important = 1). Add any other leisure facilities you use regularly. Which do you think are most popular with young people? Why?

- 2 Compare your lists in a group. Use some of these expressions.

I think ... is the most/least important because ...  
For me, ... is less important than ... because ...  
I'd prefer to go to / I'd rather go to ... than ... because ...  
I would like to ... but we don't have one.

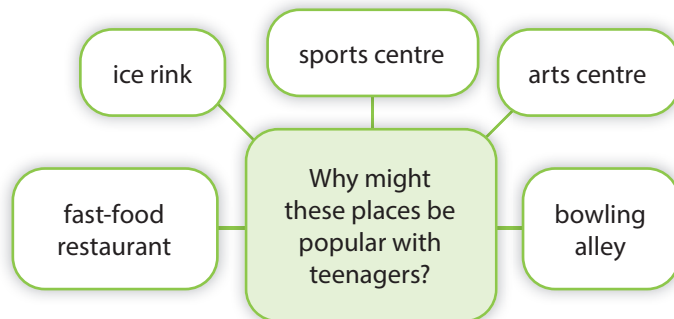
- 3 Are there enough things for young people to do in your area? Which things would you like to be able to do?

- 4 Think about how you will agree and disagree with the others. Mark these expressions A (agree) or D (disagree).

I agree with you.  
I think it would be better to ...  
That's what I think too.  
I think you're right.  
I disagree.

### Exam task

Work in groups of three. The local council in your town wants to build new leisure facilities for young people. Here are some of the places that the council might build. Talk to each other about whether the places would be popular with teenagers.



Now decide which two places should be built.



## Part 4

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- 5 Do you live in a city, town or village? Tick (✓) the words and expressions below you can use to talk about it.

a lot of traffic by a lake capital crowded farming  
historic in an area called ... in the centre of ...  
in the countryside in the middle of nowhere  
in the mountains industrial isolated  
medium-sized mining modern mountain  
not far from ... on the coast quiet  
rural sleepy university wide streets

- 6 Use the words and expressions from Exercise 5 to answer these questions.

- 1 How would you describe your city/town/village?

I live in an industrial city.

My village is quite isolated.

- 2 What do you like about the place where you live? What do you dislike about it?

I love living on the coast.

### Exam task

Practise asking your partner his/her opinion on these questions.

- What's the best thing about living in the middle of a city? Why?
- Do you think it's better to live in a city, or in a village in the countryside? Why?
- Is it better for children to grow up in one place or move around? Why?


### Exam tip

It is OK to disagree with each other. The discussion is more important than whether you agree.


## Part 1

**1** Work in pairs. Look at the photos below of activities in cities and answer the questions.

- 1 Are these the kinds of activities tourists usually do when visiting a city? Explain your answer.
- 2 Which activity do you think looks most exciting? Why?
- 3 Why do you think these sorts of activities are becoming more common in cities?


**2**  **06** Listen to a teenager talking about doing a similar activity to one of the photos below. Which activity is he talking about?

Write down all the words which helped you get the answer and compare with your partner.

**3**  **06** Read the question about the recording. First, try to answer it. Then listen to the recording again and check your answer.


You hear a boy talking about going on a tour in a city. He says that the only negative aspect of the tour was that the guide

- A failed to give enough help to those who were scared of heights.
- B tried too hard to make money from participants.
- C did too much talking to the group.

**4**  **06** Listen again and read the script your teacher gives you. Underline the words which give you the answer. Why are the other answers wrong?

## Exam task

In Listening Part 1 you hear eight recordings and you answer one question about each. There are only four recordings in the task below.

 **07** You will hear people talking in four different situations. For questions 1–4, choose the best answer (A, B or C).

- 1 You hear a woman on the radio talking about a basketball exhibition centre. She says it offers visitors the opportunity to
  - A meet a player.
  - B interact with a coach.
  - C practise basketball.
- 2 You hear two friends talking about Disneyland. What does the boy suggest to the girl?
  - A He has never been interested in going to Disneyland.
  - B The event she creates may be as good as a trip to Disneyland.
  - C He could help make her dream about Disneyland come true.
- 3 You hear two friends talking about wild camping. What is the boy's attitude towards wild camping?
  - A He would only try it under certain conditions.
  - B He might prefer it to normal camping.
  - C He can see its appeal to some people.
- 4 You hear a boy talking about travelling. What point is he making?
  - A Many people value the idea of adventure too highly.
  - B People must switch to greener forms of transport.
  - C Young people should consider the impact of trips abroad more.



Silent disco tour



O<sub>2</sub> Skywalk

## Part 2

- 1 Read the text below quickly to find out what it is about. Complete the gaps with prepositions from the box.

from of on out x2 up x2 with

### A city boy who lives in a village

I live in a sleepy little village just outside the city of Bath. When I was growing (1) ....., there was nothing to do except hang (2) ..... with friends in the village. Now I spend the majority (3) ..... my time in Bath, either working, going to college or socialising. I have a part-time job in a burger restaurant, and I'm studying music technology. I don't play an instrument, I DJ. Obviously, the dream is to be famous, but that's not exactly realistic! I'll probably end (4) ..... working in a studio, which is fine. In my free time, I go to mates' houses or go (5) ..... to a club in town. The clubs in Bath are not very good but there are quite a few to choose (6) ..... Once a month at college, I put (7) ..... a music night (8) ..... some other DJs.

- 2 Find the two-word phrasal verbs in Exercise 1 and write them on the lines next to the correct meaning.

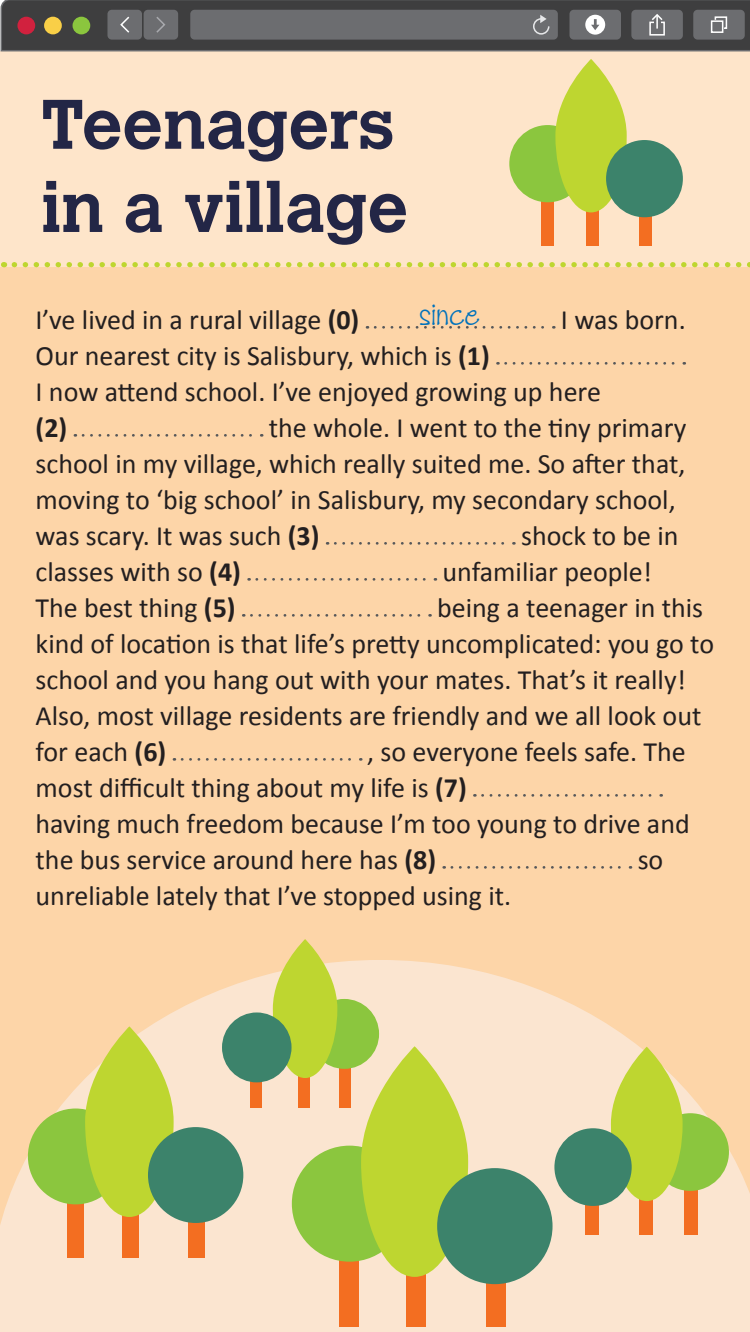
- 1 leave the house .....
- 2 arrange and perform entertainment .....
- 3 to finally be in a particular situation without intending to be .....
- 4 going through childhood .....
- 5 spend time somewhere .....

## Exam task

For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

### Exam tip

In Reading and Use of English Part 2 you must only write one word in the gap. Do not put a contraction like *didn't* as this is really two words (*did not*).



**Teenagers in a village**

I've lived in a rural village (0) *since* ..... I was born. Our nearest city is Salisbury, which is (1) ..... I now attend school. I've enjoyed growing up here (2) ..... the whole. I went to the tiny primary school in my village, which really suited me. So after that, moving to 'big school' in Salisbury, my secondary school, was scary. It was such (3) ..... shock to be in classes with so (4) ..... unfamiliar people! The best thing (5) ..... being a teenager in this kind of location is that life's pretty uncomplicated: you go to school and you hang out with your mates. That's it really! Also, most village residents are friendly and we all look out for each (6) ....., so everyone feels safe. The most difficult thing about my life is (7) ..... having much freedom because I'm too young to drive and the bus service around here has (8) ..... so unreliable lately that I've stopped using it.

## Part 3

### Vocabulary – Word building (1)

- 3 Using the endings in the table, make adjectives from these words. Write them under the best heading. There is one example.

astonish attach bother convince demand  
entertain exhaust exist fascinate  
fix inexperience irritate terrify

-ed	-ing	-ed or -ing
		terrified, terrifying

- 4 Complete these sentences with an adjective from the table above.

- The ten km run was so ..... in the heat that few of the young runners finished.
- Maisie and Hulya were ..... when they passed the test because they hadn't revised at all.
- Although Nicola felt completely ....., she jumped into the deep, icy water.
- Ravi argued a case for meat-eating really well – we all found him very .....
- The people on the reality show were so silly and ..... that I turned it off.

- 5 When you are deciding between *-ing* or *-ed*, what general rule do you follow?
- .....

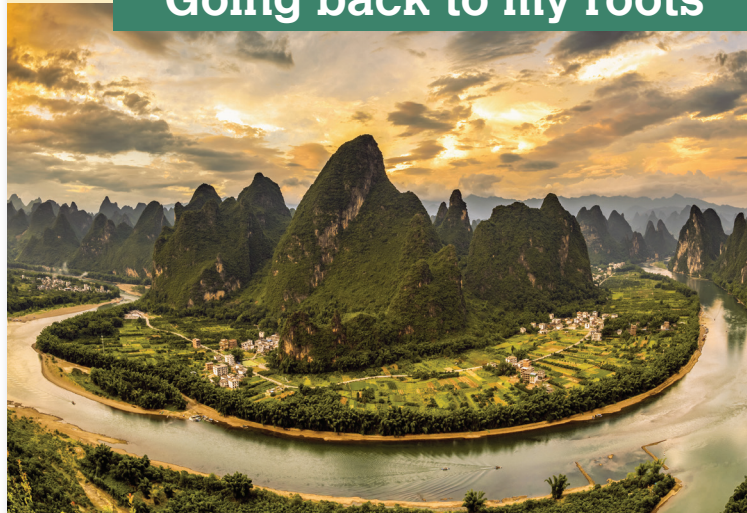
#### Exam tips

- Each gap has its own word at the end of the line that you must change. Don't try to put that word in any other gap.
- Check your spelling carefully, especially when adding letters to a word ending in *e*!

#### Exam task

For 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

### Going back to my roots



Although I was born in (0) central ..... China, I have no memory of living there because I've lived in New Zealand since my early (1) ..... My mum's from Guilin, a city surrounded by (2) ..... that's totally unique: steep, rocky hills with pointed peaks and the River Li winding through them. Mum had a painting of this area which I found completely (3) ..... when I was younger, and I longed to go there. Last summer, aged 13, my dream became a (4) ..... We went on a two-month tour of China, a trip of a (5) ..... which included two weeks with an aunt in Guilin. The landscape looked just like the painting! It was (6) ..... And so was the food. My aunt's a (7) ..... cook, so every dinner was a treat. Afterwards, she'd say, '100 steps after eating is good for the (8) ....., ' and we'd walk the streets with the hills lit up in the background. It was magical.

**CENTRE**

**CHILD**

**SCENE**

**FASCINATE**

**REAL**

**LIFE**

**BELIEVABLE  
TALENT**

**DIGEST**

## Adverb formation

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### 1 Make adjectives from these adverbs.

- |             |              |
|-------------|--------------|
| 1 bitterly  | 6 positively |
| 2 clumsily  | 7 politely   |
| 3 happily   | 8 rapidly    |
| 4 hopefully | 9 rarely     |
| 5 miserably | 10 simply    |

### 2 Now use the adverbs and adjectives above to answer these questions.

- Which adjectives change their last letter to *-i* before adding *-ly*?
- What happens to adjectives ending in a consonant and *-le*?
- What happens to other adjectives ending in *-e*?
- What happens to adjectives ending in *-l*?

### 3 Match the correct adjective with the noun in these sentences.

concerning courageous  
interesting strong

- It's a(n) ..... idea, and I want to see if it works.
- Lola made a(n) ..... attempt to win the competition, but she was beaten in the final.
- Peter suddenly had a(n) ..... thought – what if the homework was due in last week?
- When I walked into the room, I had a(n) ..... sense that something was wrong.

aggressive detailed  
excellent successful

- One of the teachers drew up a(n) ..... plan which outlined all aspects of history teaching for the year.
- Max's ..... attitude got him into trouble throughout his school years.
- It was a(n) ..... solution to the problem, so we decided to test it straight away.
- Victoria made a(n) ..... attempt on the school shot put record.

### 4 Choose the correct adverb to go with the verb in these sentences.

- The head teacher spoke **angrily** / **calmly** to the young girl and she soon settled down.
- The crowd reacted **positively** / **optimistically** to the team's performance.
- The man ate **loudly** / **boldly**, which annoyed some people in the restaurant.
- Patrick ran **awkwardly** / **quickly** and scored the goal that won the match.
- The parents were pleased that the talent show was run very **efficiently** / **poorly**.
- My best friend **kindly** / **funnily** offered to pay for my ticket to the cinema.
- The teacher encouraged his pupils to watch **happily** / **closely** as he completed the experiment.
- The couple waited **patiently** / **slowly** for their dinner to be brought out.

## Past tenses

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### 5 Read this text about Parker Liautaud and put the verb in brackets into the correct tense (past simple or past perfect).

Parker Liautaud (1) ..... (attempt) to reach the North Pole. Two other teenagers (2) ..... (reach) the North Pole previously. They (3) ..... (travel) with their parents, but Parker (4) ..... (go) with a guide called Doug, who (5) ..... (be) to the North Pole seven times before. Unfortunately, the cracks in the ice (6) ..... (be) too large for them to cross. Doug (7) ..... (not see) problems like that before on his other trips. In the end, they (8) ..... (fly) the last part of the journey in a helicopter.

### 6 Choose the correct word or words in these sentences.

- Last week I went to the cinema and I **'ve watched** / **watched** a funny film.
- When we **got** / **were getting** home, my father realised he **'d forgotten** / **forgot** to buy some bread.
- I **finished** / **was finishing** my homework last night.
- There's nothing to do here during the winter, so we **travelled** / **were travelling** to the city.
- Yesterday, as I **was coming** / **came** home, I **was finding** / **found** an injured animal.
- The games console **was sold** / **selling** out before I got to the shop, because everyone else had arrived at opening time.
- I **'ve been trying** / **tried** to make some lunch since I got home and I still **haven't done** / **didn't do** it.
- My purse disappeared so I **looked** / **was looking** everywhere for it.

## Part 2 story

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- 1 You are going to read a story set in a jungle. Read the exam task and the words and phrases below. Tell your partner what you think is going to happen.



Your English teacher has asked you to write a story for a competition.

Your story must begin with these words:

**It was dark and I could hear strange sounds all around me.**

Your story must include:

- a jungle
- treasure

Write your **story**.

archaeologist expedition  
fall into a hole gold Inca city

- 2 Stories are usually written in the past tense. Choose the correct form of the past tense verbs in the story.

It was dark and I could hear strange sounds all around me. I was in the jungle, (1) **looking / looked** for a lost city. Everyone (2) **knew / was knowing** it was there, but no one (3) **had / has** ever found it. The local people told stories of a city full of gold which the Incas (4) **built / had built** centuries ago. Suddenly I (5) **heard / was hearing** a different sound and I (6) **was realising / realised** that it must be Kate. Kate (7) **was / had been** another archaeologist who was part of our expedition. 'Kate, is that you?' I (8) **was calling / called**. 'Yeah, come over here, I (9) **'ve / 'd** found a plate or something,' she replied. I (10) **was rushing / rushed** over to find Kate, without looking where I (11) **went / was going** and without warning I (12) **'ve disappeared / disappeared** down into a deep hole. Fortunately, I (13) **didn't / haven't** hurt myself. I (14) **got out / had got out** my torch and (15) **shone / was shining** it around the hole. Gold! Piles and piles of gold plates, vases, jewellery, swords! I (16) **'ve / 'd** found it – the treasure everyone (17) **had / has** been looking for!

- 3 Divide the story in Exercise 2 into three paragraphs, one for each section of the story.

- 4 Here is another exam story question. How will the story continue? How could it end? Discuss your ideas with your partner. Then do the exam task.

Remember to:

- decide on your storyline before you start writing.
- make sure your story follows from the prompt sentence.
- use past tenses and write in paragraphs.
- try to use a range of interesting adjectives, adverbs and collocations.
- write 140–190 words.

### Exam task

Your English teacher has asked you to write a story for a competition.

Your story must begin with these words:

**When I was walking home from school, I looked up from my phone and realised I didn't recognise the street I was in!**

Your story must include:

- a relative
- a building

Write your **story** in **140–190** words in an appropriate style.

### Exam tip

Your story will read better and get a better mark if you can use some interesting and varied vocabulary and use words that go together well. These are known as collocations.