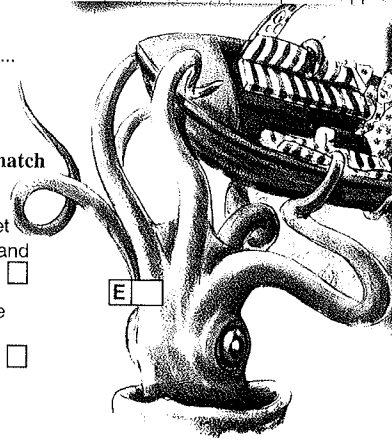
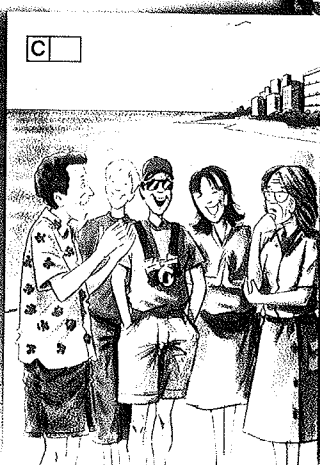




## Lead-in

- 1 Look at the pictures, then read the sentences and circle the correct item.

- In picture A there is a squid and ...  
a a school of whales.  
b a school of dolphins.
- The people in picture C are ...  
a on the beach.  
b in the sea.
- The tourists in picture D are ...  
a fishing.  
b going on a guided tour of the island.
- In picture E the giant squid is lifting the boat out of the water with its ...  
a fingers.  
b tentacles.
- In picture F the man is holding ...  
a a fishing rod.  
b a camera.



- 2 Listen to the story and number the pictures in the correct order.

## Reading

- 4 Read the story and choose the correct answers (a, b or c) to questions 1 - 4, then explain the words in bold.

## The Giant Squid

"Kaikoura is New Zealand's most beautiful island," Jim Banning said to the latest group of tourists. "You can often see whales here, too, swimming near the **shore**." Jim was a fisherman, but during the summer he gave guided tours of the island. He used to tell the tourists exciting stories about a sea monster which lived off the coast of New Zealand. Of course, he had never seen it himself and didn't really believe it **existed**. Still, tourists enjoyed the story, and Jim hoped this would help to improve business.

Leaving the tourists on the beach to take some photographs and have lunch, Jim **set off** to do some fishing on his own for an hour. He stopped at his favourite quiet spot on the other side of the island and prepared his fishing rod. He was happy to be alone for a while.

He had just **cast** his **fishing line** into the water when the boat began **rocking** from side to side. Jim was surprised, then frightened. Suddenly, giant tentacles **curled** around the sides of the boat and **lifted** it out of the water. "Help! A giant squid! Somebody help me!" Jim started screaming, but there was no one around.

Suddenly, a school of whales appeared in the **distance**. The squid let go of the boat and quickly disappeared. Jim couldn't believe what had happened. He looked at the water, then quickly started the boat engine.

When he **reached** the beach, he told the tourists what had happened. Everybody started laughing, **except for** a middle aged woman. "You've just met Architeuthis, the giant squid!" she said. She explained that she was a **scientist** who had spent most of her life in search of this squid. She was waiting for her **colleagues** to arrive. "Did you take any photographs?" she asked excitedly. "Of course not!" said Jim. "Who would take pictures at a time like that? I'm just glad I'm alive to tell the story."

The team of scientists searched for the giant squid for two months, but they found nothing. **In the end**, the only one who had **benefitted** from this was Jim. His guided tours **became** the most popular attraction on the island.

- At the beginning of the story, Jim ...  
a believed in sea monsters.  
b had seen lots of sea monsters.  
c didn't think the sea monster was real.
- What scared the giant squid away?  
a a school of dolphins  
b some whales  
c a sea monster
- How did the tourists feel when they heard Jim's story?  
a amused  
b scared  
c angry
- What happened to Jim's business after he saw the squid?  
a The scientists bought it.  
b It improved.  
c He lost it.

## Language Development

- 5 Fill in the words from the list, then make sentences using the completed phrases.

*school, popular, sea, fishing, guided*

- ..... tours
- a ..... monster
- a ..... rod
- a ..... of whales
- a ..... attraction

- 6 Fill in: *set off, colleagues, shore, spot*.

- There were a lot of small boats near the .....
- The photographer ..... to take pictures of the scenery.
- They chose a quiet ..... for their picnic.
- I'm Dr Stuart and these are my .....

- 7 Fill in the correct preposition, then make sentences using the completed phrases.

- to stop ..... a place;
- to rock ..... side ..... side;
- ..... the distance;
- except ..... sb;
- ..... search ..... sth;
- ..... the end (= finally);
- ..... an island;
- to benefit ..... sth

## • Speaking

Put the events below in the correct order. Then, use the list of events, and the pictures on p. 54, to help you retell the story.

- ..... Jim went fishing.
- ..... Jim told the tourists about the incident.
- 1. Jim left the tourists on the beach.
- ..... A giant squid lifted the boat out of the water.
- ..... Jim's guided tours became the island's most popular attraction.
- ..... A school of whales appeared.
- ..... The scientist and her colleagues didn't find anything.
- ..... The giant squid let go of the boat.

- Grammar: Past Perfect Simple (had + past participle)

8 Study the example and complete the rule.

When he reached the beach, he told the tourists what had happened.

Form/Use

- We form the **past perfect simple** with ..... + the ..... participle of the main verb.

**Affirmative:** I/you/he/she/it/we/you/they **had eaten**.  
**Negative:** I/you/he/she/it/we/you/they **had not/ hadn't eaten**.  
**Interrogative:** **Had** I/you/he/she/it/we/you/they **eaten**?  
**Short answers:** Yes, I **had**./No, I **hadn't**. etc.

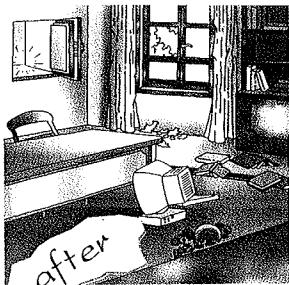
- We use the past perfect simple to talk about a past action which happened before another past action.  
*He called Jane **after** he **had finished** dinner. (First he finished dinner, then he called Jane.)*
- The past perfect simple is the past equivalent of the present perfect simple.  
*He **has never travelled** abroad. (present perfect simple)*  
*He **had never travelled** abroad. (past perfect simple)*
- Time expressions used with the past perfect:** *already, by the time, never, as soon as, just, after, when, before etc.*

9 Read the story in Ex. 4 again and find the past perfect simple forms.

10 Sheila went on holiday last month. When she returned, she discovered that burglars had broken into her home. Look at the pictures, then complete the sentences, as in the example.



before



after

- The burglars .....**had broken**..... (**break**) the window in the study.
- They ..... (**open**) the safe.
- They ..... (**steal**) the jewellery from inside the safe.
- They ..... (**smash**) her favourite vase.
- They ..... (**pull**) most of her books out of the bookcase.
- They ..... (**throw**) her computer onto the floor.

• Writing (Project)

Look at the Photo File section and complete the letter Sheila sent to her friend.

11 Read the list of chores for the cleaner, then listen and tick (✓) those which she had done when Mary came home from work. Then, in pairs, ask and answer questions, as in the example.

- do the laundry ☐
- do the ironing ☐
- mop the kitchen floor ☐
- do the washing-up ☐
- clean the bathroom ☐
- vacuum the dining room ☐
- polish the silver ☐
- dust the living room ☐
- clean the windows ☐
- sweep the garden path ☐

SA: Had she done the laundry?

SB: No, she hadn't.

12 Put the verbs in brackets into the past simple or the past perfect simple.

- I ..... (just/finish) the cleaning when Bill ..... (come) round for a cup of coffee.
- She ..... (never/eat) Thai food before she ..... (go) to Thailand.
- After Peter ..... (have) a bath, he ..... (read) his paper.
- They ..... (spend) all their money before they ..... (come) back from their holidays.
- We ..... (see) the film before we ..... (watch) the play.

13 Match the items in column A to those in column B, then say which action happened first.

**A**  
 Tracy served dinner ...  
 After the film had ended ...  
 She had read the book several times ...  
 When they arrived at the theatre ...  
 Paula had already finished tidying her room ...

**B**  
 Colin left the cinema. after all her guests had arrived.  
 the play had already started.  
 by the time her mother came home from work.  
 before she understood it.

14 Join the sentences using the word(s) in brackets and the past perfect simple, as in the example.

- Jim cast his fishing line into the water. His boat began rocking from side to side. (**just, when**)  
*Jim **had just cast** his fishing line into the water **when** his boat began rocking from side to side.*
- We played Monopoly. We finished dinner. (**after**)
- Ann got into the shower. The doorbell rang. (**just, when**)
- I didn't go to sleep. I finished the book. (**until**)
- Kirsty spoke to George several times. He asked her out to dinner. (**before**)
- The train left. We arrived at the station. (**already, by the time**)
- I prepared the meal. My guests called to say they couldn't come. (**already, when**)
- Paula went to bed. Her guests left. (**as soon as**)

15 Look at the pictures and compare the two sentences. Which sentence includes a finished action? Which includes an action in progress?



A They **were cooking** dinner at 7 o'clock yesterday.



B They **had cooked** dinner before their guests arrived.

Past Continuous vs Past Perfect Simple

We use the **past continuous** for an action which was in progress at a specific time in the past.

We use the **past perfect** for an action which had finished in the past before another action happened.

16 Look at the pictures, then put the verbs in brackets into the correct tense.



1 When we returned, we found the hurricane ..... (destroy) our house.



3 When Mary reached the top of the hill, the sun ..... (set).



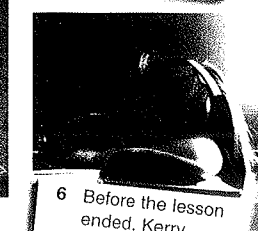
5 When Jeff got back to his car, he discovered that a traffic warden ..... (leave) him a parking ticket.



2 When Cath got home, her daughters ..... (wait) for her on the steps.



4 When we went to see the new house, the painters ..... (paint) the outside.



6 Before the lesson ended, Kerry ..... (fall asleep).

17 Write three things you had done before you had lunch yesterday, and three things you hadn't done.

I had done my shopping before I had lunch yesterday.

## • Reading &amp; Listening

18 Read the questions and circle the correct answers.

- What is a **deserted beach**?  
a an empty beach  
b a crowded beach
- What does **sink** mean?  
a to move slowly upwards  
b to move slowly downwards
- What happens when the tide comes in?  
a the sea moves up the beach  
b the sea moves down the beach
- What is **quicksand**?  
a deep wet sand you sink into as you try to walk on it  
b sand that moves very fast

19 Look at the pictures. How does Ted feel in each one? Underline the correct adjectives.

- Picture 1: a excited b sad  
Picture 3: a terrified b upset  
Picture 4: a angry b frightened  
Picture 5: a relieved b anxious

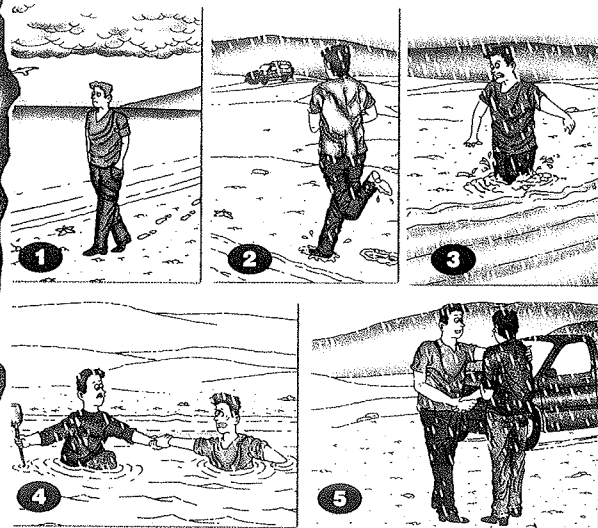
20 Read the story and put the paragraphs in the correct order, then explain the words in bold.

21 Read the list of events below, then listen and put the events in the correct order.

- ..... It started raining.
- ..... Steve pulled Ted out of the quicksand.
- ..... Ted started sinking into the quicksand.
- ..... Ted was walking along the beach.
- ..... Steve heard Ted's cries.
- ..... Ted shouted for help.

## • Speaking

Use the pictures (1-5) and the list of events in Ex. 21 to help you retell the story.



## A Narrow Escape

**A** The soft dry sand of the beach **slowed** him **down**, so he started running on the hard sand at the **water's edge**. Before he had gone fifty metres, though, he suddenly felt himself sinking into the sand. Within seconds, he had sunk in up to his **waist**. He realised to his **horror** that he had **stepped** into quicksand. When he tried to move, the sand pulled him deeper — and the tide was coming in! The water soon covered his **chest**, and continued to rise. "Help!" he shouted **desperately**. "Help! I'm going to **drown**!"

**B** Walking to the far end of the beach, Ted was so **deep in thought** that he didn't notice the dark clouds which had **gathered overhead**. When the first heavy **drops** of rain began to fall, he looked up in surprise and hurried back towards his car.

**C** After what had happened, Ted realised that losing a job wasn't the worst thing that could happen to someone. He was glad to be **alive**, and felt sure that everything would be all right in the end.

**D** The early evening air was cool and **mild** as Ted Wilson walked along the **almost-deserted** beach. He wanted to be completely alone to think about his problems. Since he had lost his job, his life seemed to be full of problems.

**E** Steve MacDonald was looking for **shells** at the other end of the beach when he heard Ted's cries. By the time Steve reached him, the water was up to Ted's **chin** and he was in real danger. Steve **grabbed** his arms, pulled him out of the quicksand and helped him to safety. Ted was so **relieved** to have escaped that he couldn't say a word. He **shook Steve's hand**, again and again, in **silent thanks**.

## • Communication: Apologising

22 Listen and fill in the missing words. Then, use the prompts to act out similar dialogues in pairs.

- 1 A: I'm so 1) ..... I didn't **meet** you for lunch. I was **really tired**.  
B: That's okay. That's all right.

- come to your wedding/ill
- make it to your party/out of town

- 2 A: Sorry I 2) ..... **phone** you last night. I was **too busy**.  
B: Never mind. That's all right.

- B: That's okay. It doesn't 3) .....

- wash your shirt/too tired
- take the dog out/exhausted

- 3 A: I'm afraid I can't **help** you with the **dishes**. I haven't finished my **homework** yet.

- B: Don't 4) ..... about it.

- go to the supermarket/my work
- help you wash the car/cooking

## • Vocabulary Revision Game

23 In teams, use the words/phrases below to make sentences. Each correct sentence gets one point.

*guided tours, deep in thought, drown, except for, colleagues, deserted beach, rocking from side to side, alive, tide, benefit from, to his horror, grab, sink, help him to safety, shook his hand*

## Pronunciation

24 a) Listen and tick the sound you hear. Listen again and repeat.

	/ɔ:/	/ɒ/
saw		
was		
more		
got		
want		
walk		

	/ɔ:/	/ɒ/
lost		
your		
on		
watch		
course		
floor		

b) Listen and repeat.

- I **saw** your **watch**. It was **on** the **floor**.
- I haven't **got** it any **more**. I **lost** it.
- We **want** to **walk**, of **course**.

## Writing (a story)

When we write a **story narrating a frightening experience** we can divide our composition into five paragraphs.

In the **first paragraph**, we set the scene. We write about **who was involved in the story, when and where it happened**, and **what happened first**. We continue in the **second, third and fourth paragraphs**, writing the events in the order they happened. In the **last paragraph**, we write **what happened in the end** and how the people in the story **felt**.

We normally use **past tenses** in such pieces of writing.

25 Read the notes and try to put them in order, then listen and check. Finally, talk about the climbers' experience.

- snow block entrance to cave

- trapped in cave

- freezing cold - scared **A**

- radio for help

- Bob & Ian

- steep, dangerous mountain

- experienced climbers

- stop and rest in small cave

- three hours later rescuers arrive

- take six hours to dig them out

- rescuers explain: small **D**

avalanche

- make instant soup

- light small stove

- rumbling noise

- snow and ice fall **C**

- helicopter take them to Rescue Centre

- rescuers ask: "Give up climbing?"

- Ian: "No - but not go in caves!" **E**

26 Your teacher has asked you to write a composition entitled 'Trapped in the Snow' (120-150 words). Use the information in Ex. 25, as well as the plan below, to write your story.

## Plan

## Introduction

Para 1: set the scene (who-when-where-what)

## Main Body

Paras 2-4: develop the story (events before the main event/the main event itself)

## Conclusion

Para 5: end the story

## Words of Wisdom

Read these sentences. What do they mean?

- Hasty climbers have sudden falls.
- Any port in a storm.
- It's easy to be wise after the event.