

## Unit Ten

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University of Anbar

جامعة الانبار

College of Science

كلية العلوم

Department of Biology

قسم علوم الحياة

Second Year

المرحلة الثانية

English Language

اللغة الانكليزية

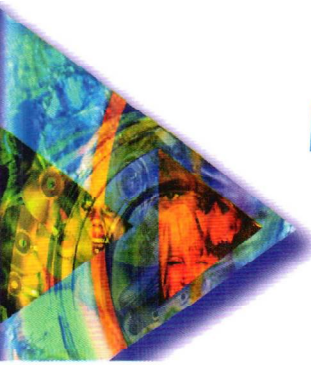
## Lec. 10 (Unit 10)

### Scared to death

مدرس المادة

م.م. يعرب قحطان حميد

Assist. Lec. Yaarub Qahtan Hameed



# 10 Scared to death

Verb patterns 2 • manage to, used to • -ed/-ing adjectives • Exclamations

## STARTER



1 What are these people afraid of? How do they feel?



2 What are you afraid of? Why?

## A WALK WITH DEATH

### Verb patterns and infinitives

1 Look at the photograph. Does the path look safe to you?

Read about Paul Lay's adventure. How did he feel at different times in the story?

2 Complete the text using these words.

began to feel    started aching  
used to have    went camping  
decided to stand up

**T 10.1** Listen and check.

3 Answer the questions.

- 1 What is Paul Lay's hobby?
- 2 What did he use to do with his father?
- 3 Does he go to the same place every year?
- 4 Is the King's Way in good condition?
- 5 Why couldn't he have a rest?
- 6 Why didn't he enjoy the walk?

## Don't look down



### Paul Lay dances with death in the mountains of southern Spain

I have always enjoyed walking.

When I was a boy, I used to go walking at weekends with my father. We (1) \_\_\_\_\_ and climbing together.

I try to visit a new place every year. Last year I decided to walk a path in Spain called El Camino del Rey, which means the King's Way. It is one of the highest and most dangerous footpaths in Europe. It used to be very safe, but now it is falling down.

I took a train to the village of El Chorro and started to walk towards the mountains. I was very excited. Then the adventure began.

The path was about three feet wide and there were holes in it. It (2) \_\_\_\_\_ a handrail, but not any more. I didn't know what to do – should I go on my hands and knees, or stand up? I (3) \_\_\_\_\_ and walk very slowly. At times the path was only as wide as my two boots. I stopped to have a rest, but there was nowhere to sit.

I (4) \_\_\_\_\_ very frightened. It was impossible to look down or look up. I was concentrating so hard that my body (5) \_\_\_\_\_. There was no thrill of danger, no enjoyment of the view. I thought I was going to die.

I finally managed to get to the end. I was shaking, and I was covered in sweat from heat and fear. I fell to the ground, exhausted.

## GRAMMAR SPOT

1 Are these verbs followed by the infinitive or *-ing* in the text?  
enjoy try decide start begin manage

2 Find the examples of *used to* + infinitive.  
*Used to* expresses a past action which doesn't happen any more.

*I used to play games with my brother, but now I don't.*

Notice the pronunciation /ju:st tʊz/.

3 Complete these examples from the text.  
I used to go \_\_\_\_\_ at weekends.  
I didn't know what \_\_\_\_\_ .  
I stopped \_\_\_\_\_ a rest.  
It was impossible \_\_\_\_\_ down.  
There was nowhere \_\_\_\_\_ .

▶▶ Grammar Reference 10.1–10.4 p139

## PRACTICE

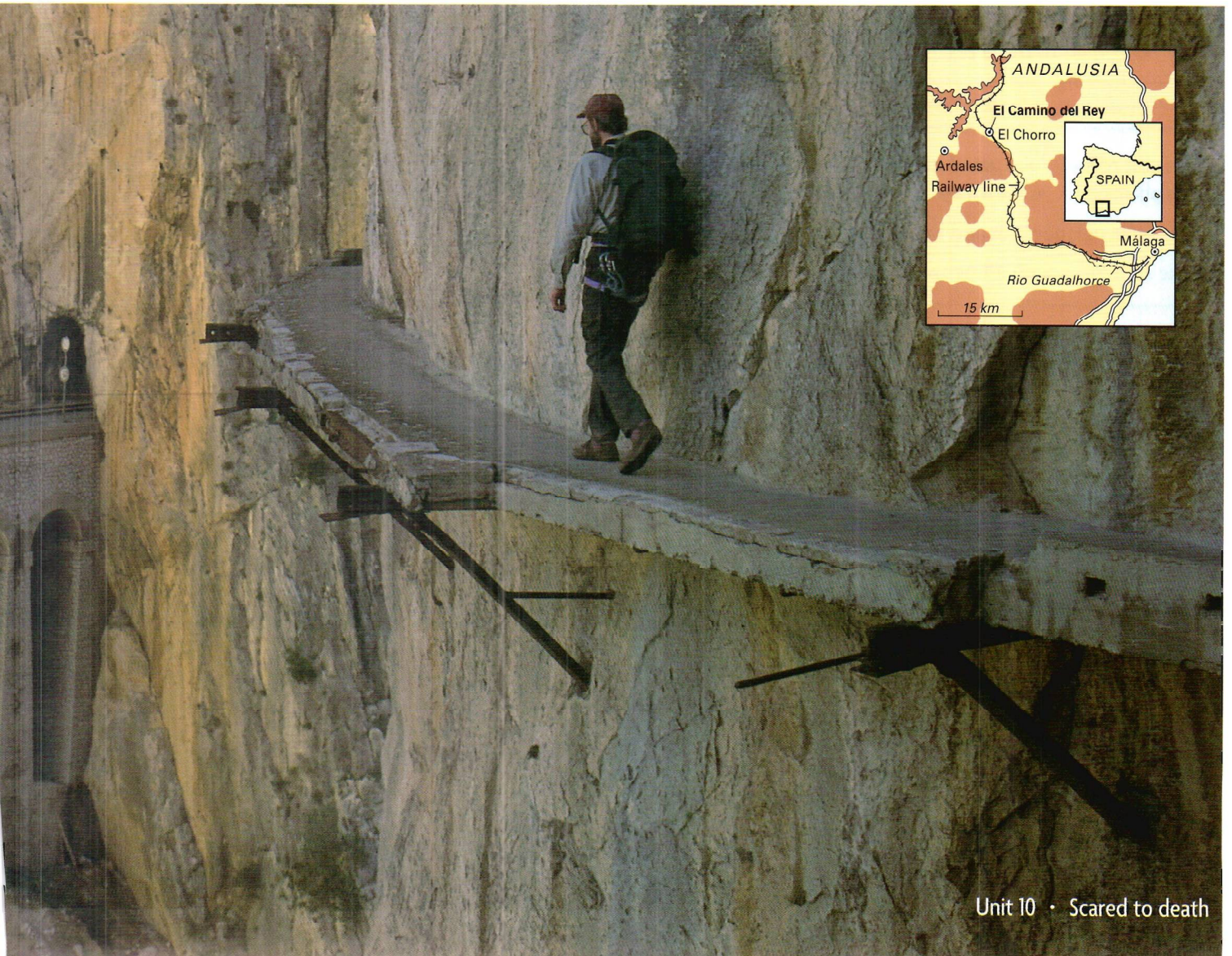
### Discussing grammar

1 Complete these sentences with the verb *swim* in the correct form.

- 1 I go \_\_\_\_\_ every summer.
- 2 I started \_\_\_\_\_ when I was six.
- 3 I tried \_\_\_\_\_ in the sea, but it was too rough.
- 4 My instructor made me \_\_\_\_\_ up and down the pool.
- 5 I enjoy \_\_\_\_\_ very much.
- 6 Dave used \_\_\_\_\_ when he was younger, but not any more.

2 Choose the correct form.

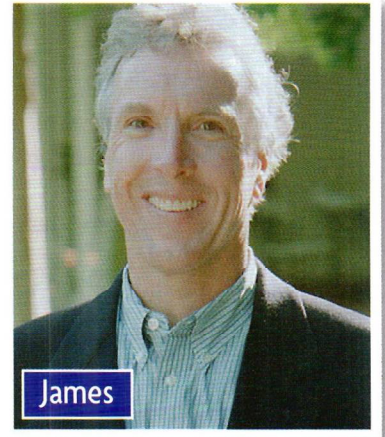
- 1 I've decided *stop* / *to stop* / *stopping* working.
- 2 I managed *find* / *to find* / *finding* my passport.
- 3 Let's go *shop* / *to shop* / *shopping*!
- 4 Please let me *go* / *to go* / *going* to the picnic!
- 5 Would you like something *eat* / *to eat* / *eating*?
- 6 I need a recipe for a cake that's *easy make* / *to make* / *making*.



## When I was young, I used to ...

- 3 **T 10.2** Listen to James talking about his childhood and his life now. Complete the chart. Write one sentence with *used to* for each question.

	Life as a child
1 What/do at the weekend?	
2 What/do in the evening?	
3 Where/go on holiday?	
4 What sports/play?	
5 What TV programmes/like?	
6 What food/like?	



James

Ask and answer the questions above with a partner about your life now and your life as a child.

What do you do at the weekend?

I usually go shopping and ...

What did you do when you were a child?

I used to play with my friends and ...

## Infinitives

- 4 Why do you go to these places?

Why do you go to the hairdresser's?

To have a haircut.

- the post office
- a petrol station
- a bookshop
- the pharmacy
- the library
- the market

With your partner, ask and answer questions about more places.

- 5 Make sentences with a line in **A**, a word in **B**, and an infinitive in **C**.

A	B	C
1 I'm hungry. I need	how	to say to you.
2 I'm going to a formal dinner, but I don't know	anything	to talk to.
3 My CD player's broken. Can you show me	where	to eat.
4 Don't talk to me. I have	somebody	to wear.
5 Do I turn left or right? I don't know	how much	to repair it?
6 I'm bored. I haven't got	nothing	to do.
7 'Can you get some meat?' 'Sure. Tell me	something	to go.
8 I feel lonely. I need	what	to buy.'

- T 10.3** Think of some replies. Then listen and compare your answers.

## Check it

- 6 Choose the correct form.

- 1 I went to the shops *for to buy / for buy / to buy* some shoes.
- 2 Do you enjoy *read / reading / to read*?
- 3 When I was young, I used *to go / go / going* ice-skating.
- 4 He told me he is moving to Canada. I didn't know what *say / to say / saying*.
- 5 When we were on holiday, we went *swim / to swim / swimming* every day.

# VOCABULARY

## -ed/-ing adjectives

1 How can you describe the experiences below? Use an adjective from the box.

frightening exciting surprising terrifying boring exhausting

- 1 You get stuck in a lift.
- 2 You go on a 15-mile walk, then climb three mountains.
- 3 You go on the biggest roller coaster in the world.
- 4 You find a spider in the bath.
- 5 Someone shows you their holiday photos for hours and hours ...
- 6 Your teacher says 'You're all such wonderful students that I won't give you any more homework.'

2 How do the people in the photos feel?

**He's exhausted.**

**T 10.4** Listen and practise the pronunciation of these words.

- ! 1 **-ing** adjectives describe a situation, person, or thing.  
 an **interesting** life  
 a **boring** teacher  
 an **exciting** match
- 2 **-ed** adjectives describe how people feel.  
 I'm very **interested** in modern art.  
 We were **bored** at the end of the lesson.  
 She's **excited** about going on holiday tomorrow.

3 Complete the sentences. Use one of these adjectives.

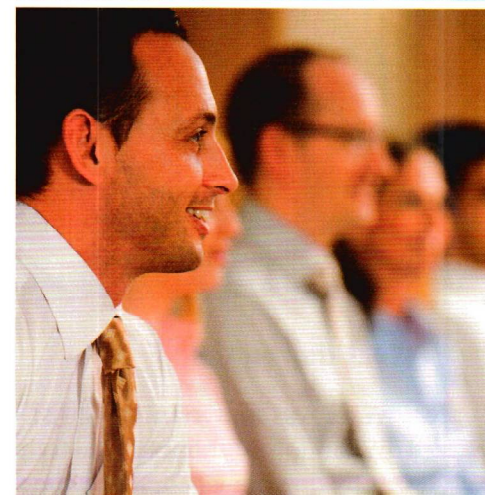
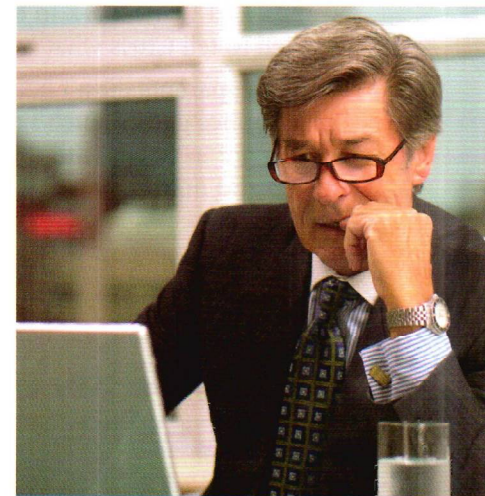
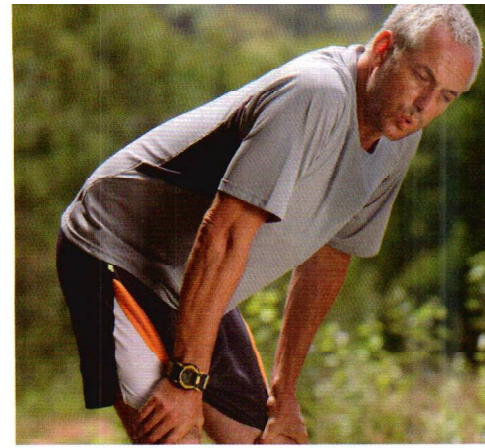
excit-	-ed
frighten-	
bor-	-ing
interest-	
confus-	
disappoint-	
worry/worri-	
surpris-	

- 1 'I met a famous football player today.' 'Really? How \_\_\_\_\_!'
- 2 'I spent four hours going round a museum.' 'Was it \_\_\_\_\_?'  
'No, it was \_\_\_\_\_.'
- 3 'I haven't heard from my parents for two months.' 'You must be \_\_\_\_\_.'
- 4 'Wow, Maria! What are you doing here?' 'Why are you so \_\_\_\_\_ to see me?'
- 5 I failed my exam. I worked really hard for it. I'm so \_\_\_\_\_.
- 6 'Smoke started to come from the front of the plane.' 'Weren't you \_\_\_\_\_?'
- 7 My computer's broken, and I don't understand the manual. It's so \_\_\_\_\_.

**T 10.5** Close your books. Listen to the beginnings of the lines. Complete them.

4 What have you seen on television recently? What books have you read? What did you think of them? Tell a partner.

*I read a spy novel.  
It was very exciting.*



## READING AND SPEAKING

### Into the wild

- 1 Describe what you can see in the photograph. Which country do you think it is? What makes life difficult for people who live here?
- 2 Read the introductory paragraph and the words in **bold**. In pairs, decide whether these statements are true (✓) or false (✗).
  - Chris McCandless died very young.
  - He was killed by hunters.
  - He didn't enjoy his life.
  - He loved nature and a simple life.
  - He wanted to die.
  - He knew he was dying.

What do you want to know about Chris?

- 3 Read to the line ending "... *Thank you!*" his diary reads." and answer the questions.
  - 1 Did Chris keep in touch with his parents?  
When did they last hear from him?
  - 2 Why did he get rid of his car and burn his money?
  - 3 What did he need? What didn't he need?
  - 4 In what way was his life rich?
- 4 Read to the line ending "... *I didn't know where he was.*" Choose the best answer.
  - 1 Chris didn't get on with his father because his father
    - had a lot of money.
    - didn't let Chris work in the family business.
    - tried to tell Chris what to do.
  - 2 When the parents didn't hear from Chris,
    - the police got in touch with them.
    - they got in touch with the police.
    - they did nothing.
  - 3 In July 1992
    - his mother dreamt that she heard Chris calling her.
    - his mother is sure that she heard Chris calling her.
    - Chris phoned his mother for help.
- 5 Read to the end. Correct the mistakes in this summary.

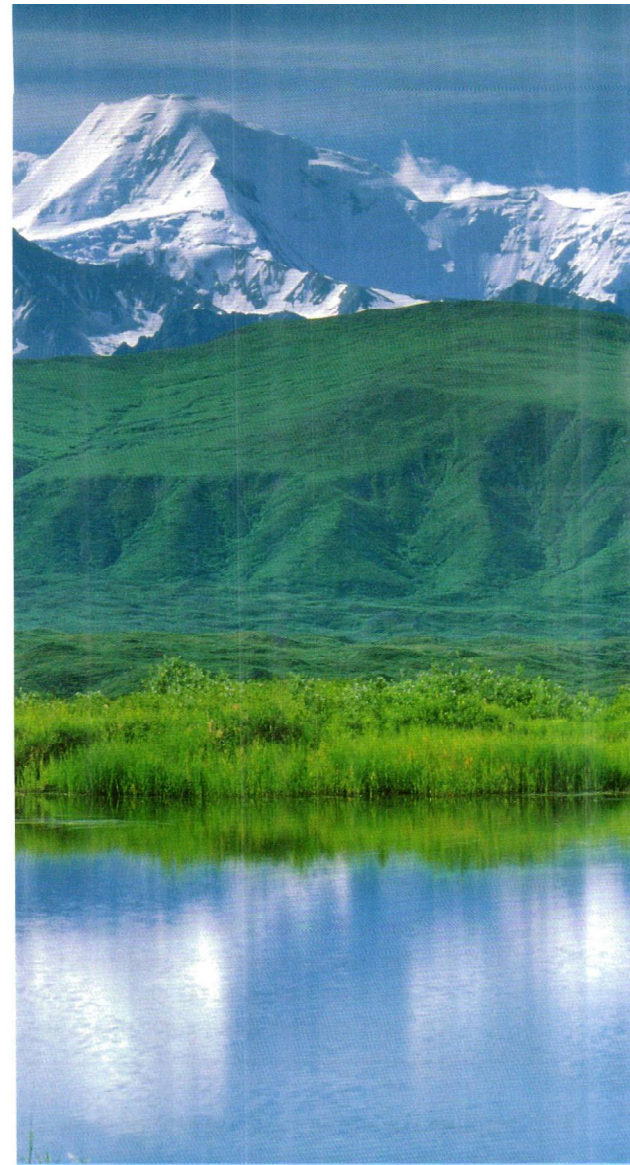
Chris got the train to Alaska, and arrived in May, 1992. He lived in a bus, and there was a bed and a bath in it. He was very happy. There was lots to eat – small animals, and fruit and vegetables, which he grew himself.

After five months of living alone, he started to feel ill. He had no strength because he was eating poisonous plants, but he didn't know that this was the reason. He continued eating. He died of food poisoning.

He knew he was dying. He wrote a letter to his parents, and took a photo of himself. He seemed happy to die in these circumstances.

### What do you think?

- What was important to Chris? What wasn't important?
- What do you think he was trying to do?
- Why do young people feel the need to break away from their parents?



**In April 1992, Chris McCandless, a young man from a wealthy American family, hitchhiked to Alaska. Four months later, his dead body was found by a group of hunters. Jon Krakauer investigated the story.**

**W**hen Chris McCandless graduated from Emory University, Atlanta, in June 1990, he sent his parents a letter containing his final reports. His letter ended 'Say 'Hi' to everyone for me.'

No one in Chris's family ever heard from him again.

He drove west out of Atlanta, and invented a new life for himself with a new name. He left his car in some woods and burned all his money, because, as he wrote in his diary, '**I need no possessions. I can survive with just nature.**'

For the next two years, he hitched to various parts of the United States and



# Into the wild

Mexico. He wanted the freedom to go where he wanted and to work when he needed. For him, his life was very rich. **'It's great to be alive. Thank you! Thank you!'** his diary reads.

**C**hris came from a comfortable background. His father had a business which he ran efficiently, and he controlled his own family in a similar way. Chris and his father didn't get on. When his parents didn't hear from him for several months, they contacted the police, but they could do nothing. In July 1992, two years after Chris left Atlanta, his mother woke in the middle of the night. 'I could hear Chris calling me. I wasn't dreaming. He was begging, 'Mom! Help me!' But I couldn't help him because I didn't know where he was.'

**C**hris's dream was to spend some time in Alaska, and this is where he went in April 1992. In early May, after a few days in the Alaskan bush, Chris found an old bus which hunters used for shelter. It had a bed and a stove. He decided to stay there for a while. **'Total freedom,'** he wrote. **'My home is the road.'**

**'I need no possessions.  
I can survive with  
just nature.'**

However, reality soon changed the dream. He was hungry, and it was difficult to find enough to eat. He shot ducks, squirrels, birds, and sometimes a moose, and with these he ate wild potatoes, wild mushrooms, and berries. He was losing a lot of weight.

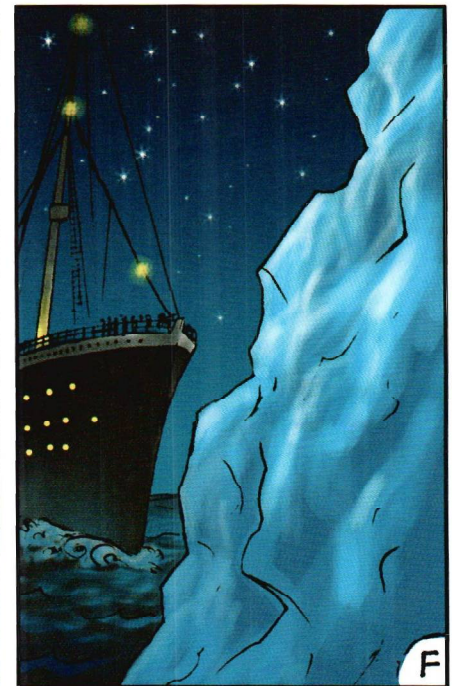
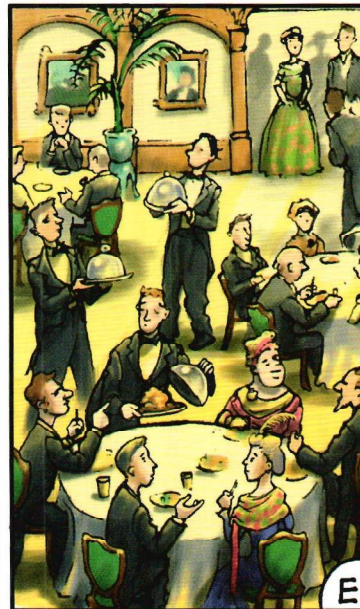
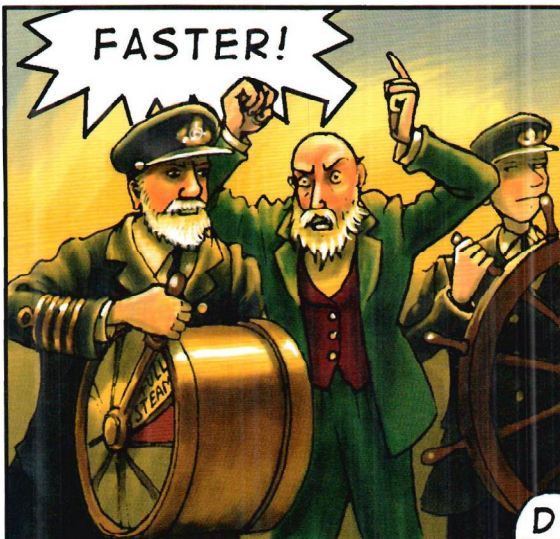
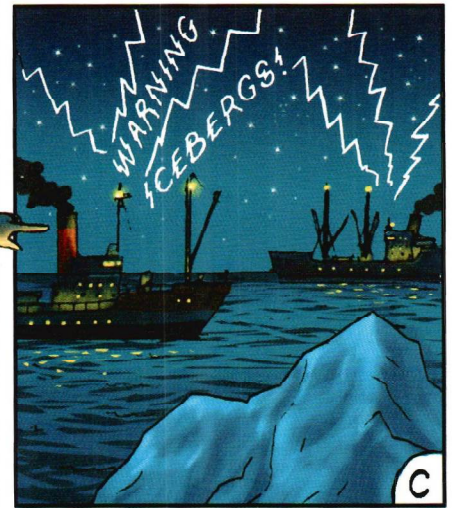
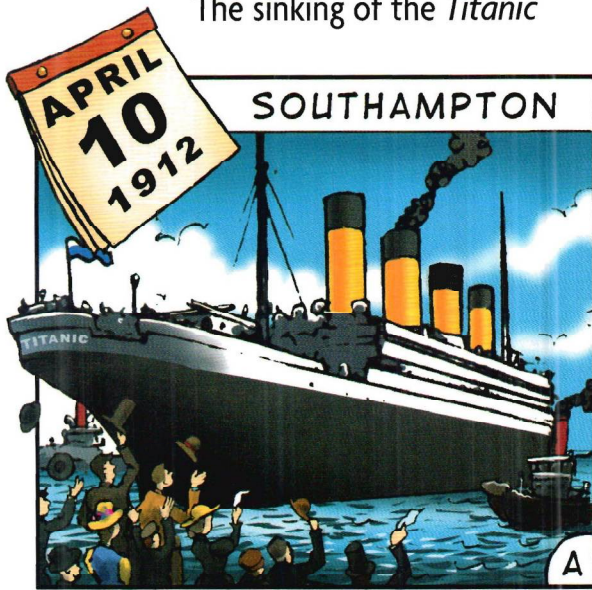
On July 30 he wrote, **'Extremely weak. Fault of potato seed. Can't stand up. Starving. Danger.'** It seems that Chris was eating a part of the wild potato plant that was poisonous. He couldn't get out of the bus to look for food. **'I am trapped in the wild,'** he wrote on August 5.

He became weaker and weaker as he was starving to death. His final note says, **'I have had a good life. Goodbye!'**

Then he crawled into his sleeping bag and lost consciousness. He probably died on August 18. One of the last things he did was to take a photo of himself, one hand holding his final note, the other hand raised in a brave goodbye. His face is horribly thin, but he is smiling in the picture, and the look in his eyes says 'I am at peace.'

# LISTENING AND SPEAKING

## The sinking of the *Titanic*



- 1 What do you know about the sinking of the *Titanic*?  
It happened at the beginning of the twentieth century.
- 2 You will listen to the story of the disaster.  
What do you want to know about it?  
How many people died?  
Weren't there any warnings about icebergs?
- 3 Look at the pictures. Tell the story in your own words.  
The *Titanic* was the biggest and most luxurious ship of its time.  
It left Southampton on ...
- 4 **T 10.6** Listen to two people talking about the *Titanic*.  
Put the pictures in the order they talk about them.

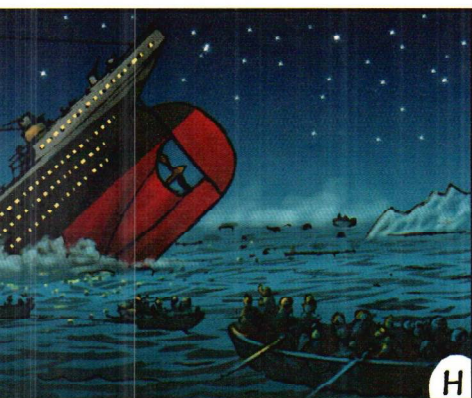
- |         |         |         |
|---------|---------|---------|
| 1 _____ | 4 _____ | 7 _____ |
| 2 _____ | 5 _____ | 8 _____ |
| 3 _____ | 6 _____ |         |

- 5 What do these numbers refer to?

1324	900	two	four days and nineteen hours
twenty	two hours	1,500	706

- 6 Match a line of dialogue to a picture.
  - 1 'Bye! I hope you enjoy living in America!' **Picture A**
  - 2 'Iceberg ahead! Iceberg ahead! Slow down!'
  - 3 'Women and children first! Let the women and children go first!'
  - 4 'We have seen icebergs in your area. Look out for them.'
  - 5 'Faster! Faster! As fast as she can go!'
  - 6 'Look at that! It's huge! We're going to hit it.'
  - 7 'Would you like a dessert, sir?'
  - 8 'I can't look! It's so horrible! I thought the ship was unsinkable.'





## EVERYDAY ENGLISH

### Exclamations with *so* and *such*

1 **T 10.7** Read and listen to the sentences.

*Tom was scared. He was very scared. He was so scared!*

Do you think this use of *so* is more written or spoken? What effect does it have?

2 Look at the sentences. When do we use *so*, *such a(n)*, *such*, *so many*, and *so much*?

We were all *so* worried!  
 The *Titanic* was *such a* luxurious ship!  
 It was *such an* awful accident!  
 They saw *such huge* icebergs!  
 It was *such terrible* weather!  
 There are *so many places* I want to go to!  
 I've got *so much* work!

3 Complete the sentences in **A** with *so*, *such a*, *such*, *so many*, or *so much*. Then match them with the sentences in **B**.

A	B
1 Their house is _____ mess!	I could eat a horse.
2 There were _____ people at my wedding!	I don't know where it's all gone.
3 I'm _____ hungry!	You really didn't have to.
4 Noor and Nabeel are _____ nice people!	She understands every word I say.
5 I've spent _____ money this week!	We had to order more food.
6 A present! For me? You're _____ kind!	Thank you so much for inviting us.
7 We've had _____ nice time!	But I can't stand their kids.
8 Molly's _____ clever child!	I don't know how they live in it.

**T 10.8** Listen and check. Practise the exclamations.

4 What can you say ... ?

- at the end of a long journey



- when you finish an interesting book with a sad ending
- as you go round a friend's new flat
- at the end of a wonderful meal
- in a row with your best friend
- at the end of a great English lesson

### Roleplay

**Student A** You are a journalist in New York.

**Student B** You are one of the passengers who survived the disaster.

A *When did you know something was wrong?*

B ...

A *How was the voyage before that?*

B ...

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## References

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