

## 2a The film of the book

### Vocabulary books and films

- 1 Work in pairs. Look at the photo below. What kind of film do you think this was a location for?
- 2 Do the words in the box relate to books, films or both? Put them into three categories.

audience author best-seller  
blockbuster box office cast chapter  
characters director location plot  
portrayal producer publisher readers  
scene screenwriter script setting  
storyline theme trilogy

- 3 Match words from the books list and the films list to make pairs of words that are related. What is the difference between the words in each pair? Compare your list with another pair.

Example:

*author and screenwriter – the author is the writer of a book, a screenwriter writes the script of a film*

#### WORDBUILDING synonyms

There are often words which are close in meaning but not exactly the same. Or they have the same meaning but differ in use.

*author and screenwriter*

For further information and practice, see Workbook page 115.

### Speaking and listening

- 4 Work in pairs. Ask each other the questions.
  - 1 Do you like to see film adaptations of books you have read?
  - 2 Do you sometimes read a book because you have seen the film?
- 5 1.7 What do you think is the secret of making a good film adaptation of a book? Tell your partner if you agree with a, b or c. Then listen to an interview with a film critic and say which answer he gives.
  - a to remain completely faithful to the details of the story and the characters in the book
  - b to remain faithful to the spirit and main themes of the book
  - c to create a story that works on film, even if it is not faithful to the book





**6** **1.7** Answer the questions. Then listen again and check.

- 1 What do people generally think are the ingredients for a box office success?
- 2 What does the critic say about the success of film adaptations of books?
- 3 What are *Sense and Sensibility* and *The Shining* examples of, according to the critic?
- 4 What does the critic compare making a good film from a book to?
- 5 What is the central theme of *The Lord of the Rings*?
- 6 Why was it difficult to reproduce the world J.R.R. Tolkien created?
- 7 How did director Peter Jackson compensate for leaving out elements of the story in the book?

**7** Work in groups. Discuss the questions.

- 1 Have you seen any good film adaptations of books? And any bad ones?
- 2 What made them good and bad?
- 3 Were the reasons similar to the ones described by the critic?

## Grammar past simple and present perfect simple

**8** Work in pairs. Match each sentence from the listening text (1–5) to one of the uses of the past simple (a–e).

- 1 Some film adaptations **have worked**, others **have flopped**.
  - 2 'What is the secret?' That **was** the question I **put** earlier to Mark Mowlam.
  - 3 He **has followed** the progress of many book-to-film adaptations in his time.
  - 4 The author, Tolkien, **created** a magical world.
  - 5 It **has become** one of the most successful films of all time.
- a When the action is clearly linked to a specific time in the past we use the past simple.
  - b When the experience is more important than the time and the time is not stated we use the present perfect.
  - c We use the present perfect to talk about people's life experiences.
  - d If the person is dead we must use the past simple to talk about their lives.
  - e When we talk about a period of time that is not finished we use the present perfect (e.g. over the past few weeks, this year) even if the action itself is finished.

### PAST SIMPLE and PRESENT PERFECT SIMPLE

#### Past simple

*I visited / He visited ...*  
*I didn't visit ...*  
*Did you visit ... ?*

#### Present perfect simple

*I have visited / She has visited ...*  
*I have not visited ...*  
*Have you visited ... ?*

For further information and practice, see page 86.

**9** Look at the grammar box. Then put each verb in these pairs of sentences into the correct form, past simple or present perfect simple.

- 1 I first \_\_\_\_\_ (read) *The Hobbit* when I was twelve years old. What about you?  
 No, I \_\_\_\_\_ (never / read) *The Hobbit*, but I know a guy who \_\_\_\_\_ (read) it 24 times. He never gets tired of it.
- 2 There \_\_\_\_\_ (be) a lot of film adaptations of Stephen King books over the years.  
 Yes, I know. There \_\_\_\_\_ (be) a great adaptation of *The Green Mile* a few years ago.
- 3 \_\_\_\_\_ you ever \_\_\_\_\_ (write) a play or a screenplay?  
 No, but my great grandfather \_\_\_\_\_ (write) a play for radio.
- 4 \_\_\_\_\_ you \_\_\_\_\_ (see) *2001: A Space Odyssey* on TV last night?  
 No, but I \_\_\_\_\_ (see) it before. It's amazing, isn't it?

### 10 Pronunciation the letter l

**a** **1.8** Listen to three words which contain the letter *l*. Notice how *l* is pronounced in three ways. Listen again and repeat.

- 1 as a clear *l* before a vowel sound *location*
- 2 a dark *l* before a consonant sound *film*
- 3 silent *l* *would*

**b** **1.9** Listen to these words and say which *l* sound you hear (1, 2 or 3). Compare your answers with your partner. Then practise saying each word.

best-seller calm child details faithful to  
 felt half loyal plot screenplay  
 should told trilogy walk

## Writing and speaking

**11** Think about a living writer or filmmaker. Make notes about their life and work. Then describe this person's work to your partner. Ask questions.



## 2b A close shave

### Reading

- 1 Work in pairs. Discuss how you would react if faced with the following dangerous situations. What do you think would be the right thing to do?
  - a snake showing its teeth at you
  - a shark swimming near you
  - a bear approaching when you are eating a picnic
- 2 Have you had any 'close shaves' with dangerous animals? What happened? Tell the class.
- 3 Read the story below about three encounters two *National Geographic* reporters had with rhinos on the same day. What did the rhinos do in each case and how did the people react?
- 4 Look at the eight highlighted verbs in the article and guess their meaning from the context. Then check in a dictionary to see if you were right.
- 5 What effect does the use of these verbs have on the story?

**KAZIRANGA** National Park in India is home to two of the world's most endangered species: the tiger and the single-horned rhino. Photographer Steve Winter and writer Douglas Chadwick had only been working there a few days when they had a rather frightening close shave with some rhinos.

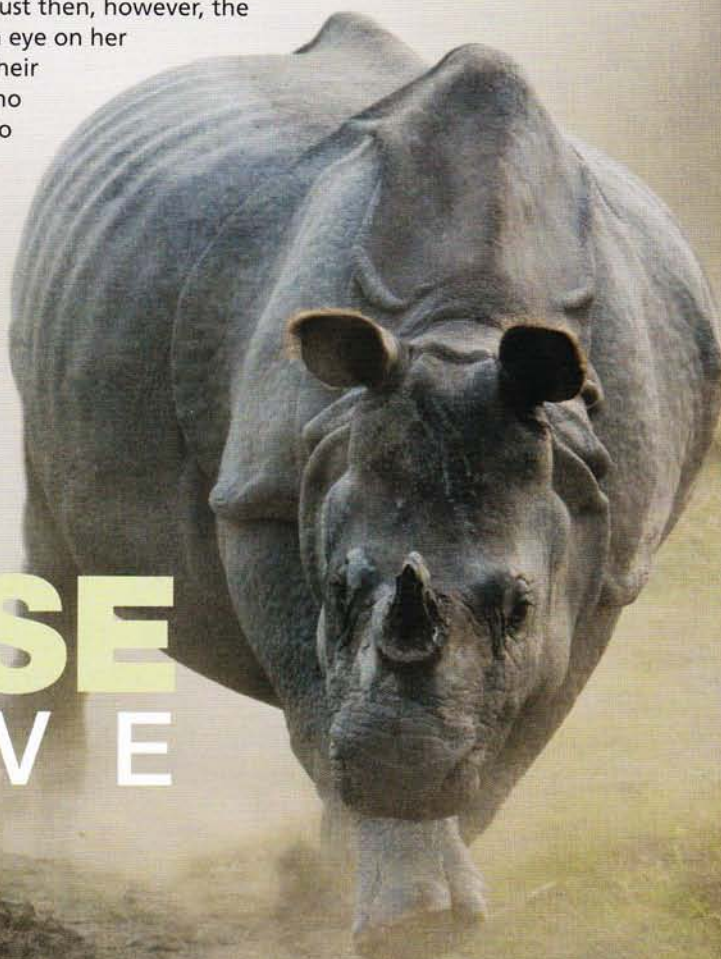
They were driving into the park to start filming, when their guide stopped the jeep to move a turtle from the middle of the road just ahead of them. Winter, Chadwick and their guard got out to **stretch** their legs and watch. But when Chadwick turned to look up the road, he saw something terrible.

About 50 metres away, a rhino was charging at them. Rhinos can **sprint** at more than 40 kilometres an hour, so there was no time to **leap** back in the car. Instinctively, the guard fired a shot into the ground just in front of the rhino. The crack of the rifle and the dirt that the bullet kicked up was enough to distract their attacker and he **veered** off into the grass seconds before reaching them.

Shaken, but relieved the incident had not been worse, they drove on. As they were entering the forest area on a raised section of road, three young rhinos climbed onto the road in front of them. The jeep stopped hurriedly, but this time the animals seemed uninterested and disappeared into the forest. Just then, however, the mother of the three, who had been keeping an eye on her young, came crashing through the trees from their left. No time to shoot this time. The female rhino **slammed** into the side of the jeep and started to **wrestle** it off the road. Indian rhinos don't use their horns in a fight; instead they bite and this female's teeth were **gouging** deep into the side of the jeep.

The guide had laid down a rule for his guests at Kaziranga – 'No one is allowed to be scared.' But his guests were breaking the rule, praying the driver could get them out of there. With the engine screaming, at last the vehicle **skidded** free. Even then the rhino came after them and it was only 150 metres later that she gave up the chase.

A **CLOSE**  
SHAVE





## Grammar past tenses review

- 6 Look at the grammar box. Match the tenses (1–4) with their uses (a–d). Then find other examples of the tenses in the article.

- 1 past continuous
- 2 past simple
- 3 past perfect simple
- 4 past perfect continuous

- a to describe the main events in sequence, i.e. one after another
- b to refer to an action that happened earlier i.e. not in the main sequence of events
- c to describe a (background) event in progress around the time of the main event
- d to describe an action in progress before or up to the main event(s) in the past

### PAST TENSES REVIEW

#### Past continuous

*They were driving into the park to start filming, when their guide stopped the jeep.*

#### Past simple

*Winter, Chadwick and their guard got out to stretch their legs and watch.*

#### Past perfect simple

*Shaken, but relieved the incident had not been worse, they drove on.*

#### Past perfect continuous

*Winter and Chadwick had only been working there a few days when they had a very close shave.*

For further information and practice, see page 86.

- 7 Complete the summary of Winter and Chadwick's story using the past tense of the verbs given. Use contracted forms where possible.

Steve Winter and Douglas Chadwick, who

<sup>1</sup> \_\_\_\_\_ (work) in Kaziranga National Park, <sup>2</sup> \_\_\_\_\_ (have) three close encounters with rhinos all on the same day. Before entering the park, their guide <sup>3</sup> \_\_\_\_\_ (tell) them not to be afraid, so they <sup>4</sup> \_\_\_\_\_ (be / not) especially worried, but clearly the incidents <sup>5</sup> \_\_\_\_\_ (shock) them. They <sup>6</sup> \_\_\_\_\_ (know) that filming in the Park was dangerous work, but they <sup>7</sup> \_\_\_\_\_ (not / expect) to meet danger quite so soon or so frequently. But it <sup>8</sup> \_\_\_\_\_ (not / stop) them carrying on!

## 8 Pronunciation contracted negative forms

- a 1.10 Listen to the summary in Exercise 7 and circle the verbs where the speaker uses contracted forms. How many syllables does each contracted form contain?

- b 1.11 Work in pairs. Read these other phrases to each other. Say how many syllables each contracted negative form has. Listen and check.

- |                                   |                             |
|-----------------------------------|-----------------------------|
| 1 I <i>haven't</i> been to India. | 5 I <i>hadn't</i> noticed.  |
| 2 It <i>isn't</i> far.            | 6 They <i>weren't</i> late. |
| 3 You <i>aren't</i> allowed.      | 7 She <i>hasn't</i> called. |
| 4 It <i>doesn't</i> matter.       | 8 We <i>didn't</i> care.    |

- 9 Complete these reports of lucky escapes by putting each verb in the most appropriate past tense. Use contracted forms where possible.

## THE NEAR MISS

I <sup>1</sup> \_\_\_\_\_ (mountain-bike) with a friend in Wales and we <sup>2</sup> \_\_\_\_\_ (just / finish) a long off-road climb out of the Dysynni Valley. It <sup>3</sup> \_\_\_\_\_ (rain) earlier but now the sun <sup>4</sup> \_\_\_\_\_ (shine) and we <sup>5</sup> \_\_\_\_\_ (feel) quite warm. Since the rest of the route was downhill on tarmac roads, I <sup>6</sup> \_\_\_\_\_ (take) off my bike helmet and <sup>7</sup> \_\_\_\_\_ (set) off. Suddenly the road <sup>8</sup> \_\_\_\_\_ (become) very steep and the bike <sup>9</sup> \_\_\_\_\_ (pick) up speed quickly. There was a turn ahead in the road and I knew I was going to crash. The bike <sup>10</sup> \_\_\_\_\_ (go) straight into a wall, but luckily I ...

## THE UNEXPECTED

Mr Charles Everson and his wife Linda <sup>11</sup> \_\_\_\_\_ (drive) home from church one Sunday when a cow <sup>12</sup> \_\_\_\_\_ (fall) from the sky and <sup>13</sup> \_\_\_\_\_ (land) on the bonnet of their van. The cow, which <sup>14</sup> \_\_\_\_\_ (escape) from a breeding farm, <sup>15</sup> \_\_\_\_\_ (graze) too close to the edge of a cliff next to the road and <sup>16</sup> \_\_\_\_\_ (slip) and plunged 200 feet. When the emergency services <sup>17</sup> \_\_\_\_\_ (arrive) at the scene they ...

- 10 1.12 Complete the last sentence of each story. Then listen to the stories and check your answers to Exercise 9. Compare your endings with what you hear.

## Speaking

- 11 Prepare a description of a time that you had a near miss or lucky escape. Choose one of the following themes. Use each tense at least once. Then tell your story to your partner. When you come near to the end, stop and ask your partner what they think happened next.

- escaping injury or physical accident
- a scary incident when something unexpected happened
- getting away with something you did wrong



## 2b True stories

### Listening the Aron Ralston story

**1** **1.13** Listen to adventurer Aron Ralston's story, which was recently made into the film, *127 Hours*. Which of these sentences summarises what he did?

- a When he became trapped, Ralston panicked.
- b When he became trapped, Ralston thought carefully about what to do next.
- c When he became trapped, Ralston knew immediately what he had to do.

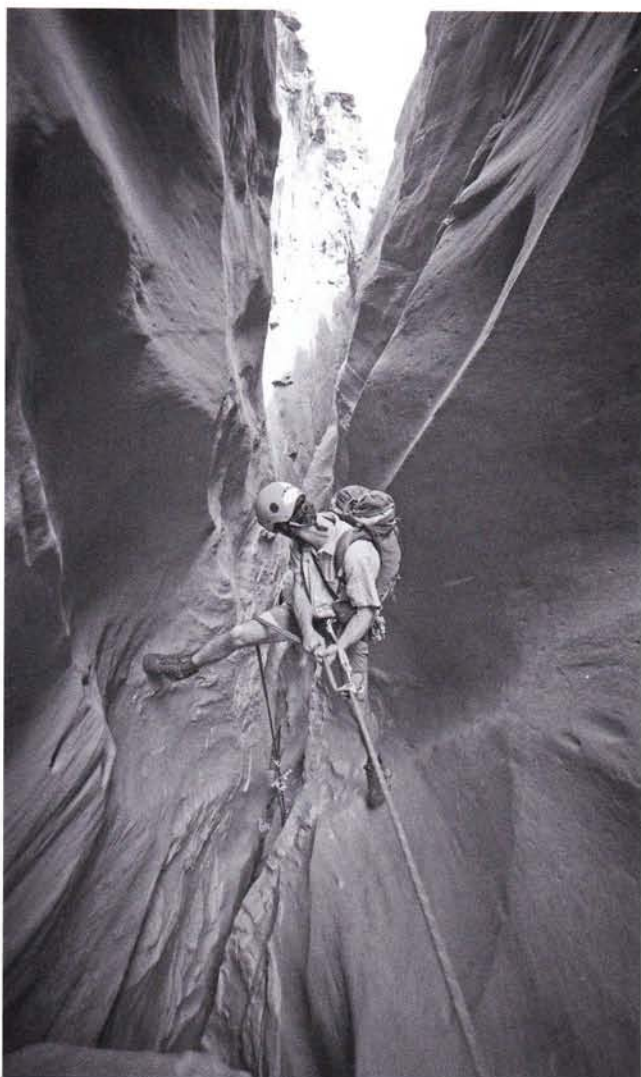
#### Glossary

**boulder** (n) /'bəʊldə(r)/ a large rock or stone

**wedged** (adj) /wedʒd/ caught between two surfaces  
e.g. two walls

**multi-tool** (n) /'mʌltitu:l/ a tool like a Swiss army knife

**numb** (adj) /nʌm/ unable to feel anything



**2** **1.13** Listen again and choose the best option.

- 1 Ralston went to Bluejohn Canyon:
  - a to help prepare himself for a future mountain climb.
  - b to do some mountain biking.
  - c to do a bit of camping.
- 2 His hand became trapped when:
  - a he stood on one of the boulders.
  - b he dropped down onto a boulder.
  - c he put his arm around a boulder.
- 3 Ralston's options were to:
  - a wait for help or free his hand.
  - b wait for help or cut off his hand.
  - c free his hand or cut off his hand.
- 4 The first thing he tried was:
  - a calling for help.
  - b freeing his hand with his multi-tool.
  - c chipping away part of his trapped hand.
- 5 After five days, Ralston finally:
  - a walked out of the canyon.
  - b was lifted out of the canyon by some tourists.
  - c walked all the way out of the National Park.

**3** Look at the verbs in bold. Match the verbs with the correct definition.

- 1 He **stretched** to reach a secure foothold.
  - a extended his leg
  - b stepped
  - c bent his leg
- 2 The boulder **slid down** ...
  - a crashed
  - b slipped
  - c rolled
- 3 The boulder trapped his hand, **crushing** it.
  - a causing it pain
  - b destroying it with pressure
  - c cutting it
- 4 He tried to **shift** the boulder.
  - a move
  - b break
  - c get on top of
- 5 He **chipped away** at the rock.
  - a scratched
  - b rubbed
  - c broke little pieces off
- 6 **Dripping** blood, he made his way back.
  - a letting large amounts escape
  - b letting drops fall
  - c trying to stop the flow

## Grammar past tenses review


- 4 Complete the story using the correct past tense form of the verbs in brackets.

On April 25, 2003, Aron Ralston  
 1 \_\_\_\_\_ (drive) to Moab, Utah,  
 where he mountain-biked the famous Slickrock  
 Trail. He then 2 \_\_\_\_\_ (make) his  
 way to Horseshoe Canyon. When he  
 3 \_\_\_\_\_ (arrive), night  
 4 \_\_\_\_\_ (fall), so he made camp.  
 He 5 \_\_\_\_\_ (climb)  
 into the canyon on April 26. He  
 6 \_\_\_\_\_ (go) about five miles when  
 he came to a section where a series of large  
 boulders 7 \_\_\_\_\_ (hang), wedged  
 between the walls of the canyon.  
 He 8 \_\_\_\_\_ (not/tell) anyone  
 where he was. It would be days before  
 anyone realised that he was missing. Ralston  
 9 \_\_\_\_\_ (stand) on a small stone,  
 facing the boulder that 10 \_\_\_\_\_  
 (crush) his hand. The pain was intense, but he  
 was determined to stay in control ...  
 Ralston 11 \_\_\_\_\_ (wait) there for  
 five days. But by the time the search teams  
 started out, he 12 \_\_\_\_\_  
 (already/decide) what he had to do ...

- 5 Look at the sentences. If it got dark at 6.00 p.m., when did Ralston arrive in each case? Match the sentences (1–3) with the times (a–c).

- 1 When he arrived at Horseshoe Canyon, night fell. \_\_\_\_\_
  - 2 When he arrived at Horseshoe Canyon, night was falling. \_\_\_\_\_
  - 3 When he arrived at Horseshoe Canyon, night had fallen. \_\_\_\_\_
- a around 6.00 p.m.
  - b 6.00 p.m.
  - c 7.00 p.m.

## 6 Pronunciation contracted negative forms

 1.14 Listen and write down the missing word, either an auxiliary verb or a contracted negative form.

- 1 I \_\_\_\_\_ been there before.
- 2 You \_\_\_\_\_ allowed to smoke.
- 3 It \_\_\_\_\_ the first time this has happened.
- 4 She \_\_\_\_\_ the person I told you about.
- 5 They \_\_\_\_\_ as tired from the journey as I expected.
- 6 I \_\_\_\_\_ talking about what happened to me.
- 7 She \_\_\_\_\_ been waiting a long time.
- 8 I \_\_\_\_\_ spoken French for years.

## 7 Grammar extra present tenses for narratives

- a Read this short review of the film *127 Hours*, the Aron Ralston story. What tenses are used to describe the plot of the film?

**Film title:** *127 Hours*

**Rating:** 8.5

**Director:** Danny Boyle (*Slumdog Millionaire*, *Trainspotting*)

**Actors:** James Franco, Kate Mara, Amber Tamblyn

**Genre:** Action film

**Release date:** November 2010

**Synopsis:** Aron Ralston, a 27-year-old hiker, is canyoneering in Utah's remote Bluejohn Canyon. An 800-pound boulder falls and traps his hand, making it impossible for him to move. He hasn't told anyone where he is going. Based on a true story.

### ► GRAMMAR EXTRA present tenses for narratives

We use present tenses to describe the plot of a book or a film and to review them.

*In the film '127 Hours' Aron Ralston is canyoneering in Utah's remote Bluejohn Canyon.*

*An 800-pound boulder falls and traps his hand.*

*He hasn't told anyone where he is going.*

This use of the present tense is sometimes referred to as 'the present historic'.

- b Look at the grammar box. Then complete the synopsis of a book using the verbs in the correct tense.

**Book title:** *To the Ends of the Earth*

**Author:** Ranulph Fiennes

**Genres:** Autobiography; travel; adventure

**Synopsis:** The mountaineer and explorer Ranulph Fiennes 1 \_\_\_\_\_ (give) a personal and gripping account of an expedition around the world from top to bottom. The adventures really 2 \_\_\_\_\_ (begin) once the group 3 \_\_\_\_\_ (reach) Antarctica and tensions 4 \_\_\_\_\_ (grow) between the friends, while all the time conditions 5 \_\_\_\_\_ (get) worse.