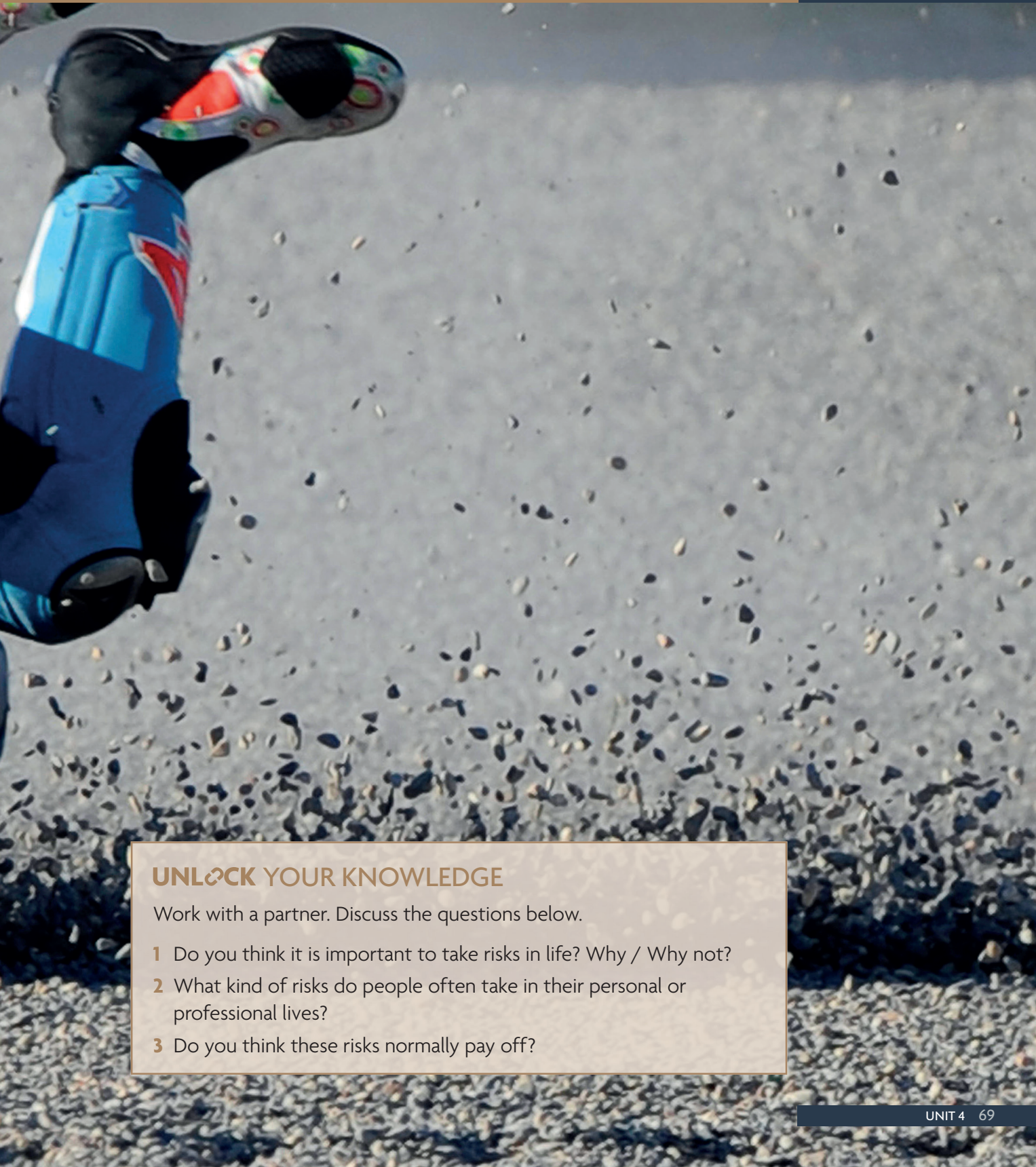


LEARNING OBJECTIVES

Watch and listen	Watch and understand a video about a trip to the Andes mountains
Listening skills	Listen for clarification
Speaking skills	Discuss risk
Speaking task	Discuss and complete a risk assessment form





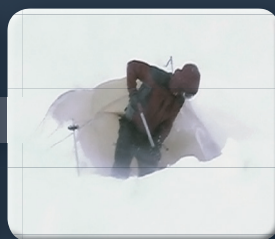
UNLOCK YOUR KNOWLEDGE

Work with a partner. Discuss the questions below.

- 1 Do you think it is important to take risks in life? Why / Why not?
- 2 What kind of risks do people often take in their personal or professional lives?
- 3 Do you think these risks normally pay off?

WATCH AND LISTEN

Discovery
EDUCATION



UNDERSTANDING KEY VOCABULARY

PREPARING TO WATCH

- 1 You are going to watch a video about a trip to the Andes Mountains. Before you watch, match the words (1–8) to the definitions (a–h).

- | | |
|----------------|--|
| 1 protection | a sudden, strong movements of wind |
| 2 sea level | b a severe snow storm |
| 3 blizzard | c be covered with a large quantity of something |
| 4 fierce gusts | d to fall down suddenly because of pressure and having no support |
| 5 collapse | e something that protects someone or something from harm or injury |
| 6 trek | f the average height of the sea, used as a standard for measuring heights and depths |
| 7 trapped | g to walk a long distance, usually over mountains, through forests, etc. |
| 8 buried | h unable to move or escape from a place or situation |

USING VISUALS TO PREDICT CONTENT

- 2 Read the television listing and discuss the questions below in pairs.



Andes Mountain Adventure

9pm, Channel 1 ★★★★★

The story of two trekkers who went missing for nearly two weeks in Patagonia, in the Andes mountains of South America. The pair spent ten days trapped in their tent by a severe snow storm. This programme relives an adventure that could have ended in tragedy, but instead was celebrated with their safe return home.

- 1 What risks do you think the two men took on their trip to the Andes?
- 2 Why do people usually participate in adventure sports?

WHILE WATCHING

3 Watch the video. Write true (T) or false (F) next to the statements below.

- 1 The men were skiing in a place nobody had ever been before. _____
- 2 The trip immediately went wrong. _____
- 3 The weather suddenly turned bad. _____
- 4 They got in their tent for protection. _____
- 5 An avalanche trapped them in their tent. _____
- 6 The trip was risky because this kind of weather isn't unusual. _____

4 Watch again. Correct the notes below.

- 1 One of the biggest dangers when trekking in Patagonia is the wind.

- 2 At the start of the trip the weather was snowy and windy.

- 3 The two men faced winds of 200 kph in the mountains.

- 4 Avalanches buried the men's tent in snow.

- 5 After ten days, the men had to remove snow from the tent to stop it collapsing.

- 6 The total snowfall was five metres.

- 7 The storm lasted for ten days.

- 8 Ground blizzards are unusual in Patagonia.

LISTENING FOR GIST

UNDERSTANDING DETAIL

DISCUSSION

5 Work with a partner. Discuss the questions.

- 1 What additional preparations could the men have made for their adventure?
- 2 Do you think people who do extreme sports in the mountains should expect to be rescued by emergency services if things go wrong? Why / Why not?
- 3 Do you think extreme sports in general are worth the risks people take to do them?

LISTENING 1



PREDICTING
CONTENT USING
VISUALS

UNDERSTANDING
KEY VOCABULARY

PREPARING TO LISTEN

- 1 You are going to listen to a safety presentation for an extreme sport. Before you listen, look at the photograph. What do you think the risks of the sport are? How do you think they could be prevented?
- 2 Match the words (1–10) with the correct definitions (a–j).

risks	precautions
1 crash	6 helmet
2 injury	7 goggles
3 collision	8 harness
4 sunburn	9 sunscreen
5 heatstroke	10 sun-protective clothing

- a eye protection made from glass or plastic _____
- b an accident in which two or more people or vehicles hit each other with force _____
- c a violent accident involving one or more vehicles _____
- d clothing that covers your skin to protect you from the sun _____
- e a piece of equipment used to control or hold someone in place _____
- f physical damage caused to the body by an accident or an attack _____
- g a condition in which your skin turns red and sore after too much time in the sun _____
- h fever and weakness caused by being in the sun for too long _____
- i a cream or oil rubbed into the skin to prevent it from being burned by the sun _____
- j a strong, hard hat worn for protection _____

WHILE LISTENING

3  4.1 Listen to the safety presentation. Choose the correct answers (a–e).

- 1 Which of these hazards does the speaker mention?
 - a hot sand
 - b high wind
 - c the sun
 - d bad driving conditions off road
 - e encounters with wild animals
- 2 What advice does the speaker give for dealing with a crash or collision?
 - a don't panic
 - b get out of the buggy
 - c stop the buggy
 - d check the buggy
 - e take off your harness


LISTENING FOR GIST



POST-LISTENING

Listening for clarification

Speakers sometimes clarify what they have said to make sure the listener understands, often by repeating their point, summarizing the situation, or giving the opposite scenario to contrast with what they have said. Listening for clarification can help you if you don't understand something the first time it is said.

4  4.1 Listen to the safety presentation again. Tick the method of clarification used by the guide for each point below.

	summary of the situation	opposite scenario
1 Wear appropriate footwear.		
2 Use sun protection.		
3 Wear safety equipment.		
4 In a crash or collision stay in the vehicle.		


5 Rewrite the following sentences, using active and passive structures with *to be*.

- 1 You must wear adequate sun protection.
You are to wear adequate sun protection. / Adequate sun protection is to be worn.
- 2 You must not wear sandals.
- 3 You must wear goggles at all times.
- 4 You must not remove the harness.

PRONUNCIATION FOR LISTENING

Stress for emphasis

When clarifying something, a speaker may stress key or additional information, to help show what was previously said was important.

- 6  4.2 Listen and underline the stressed words. The first is done for you.
- 1 The sand is hot, and you always have to be prepared to walk.
 - 2 You definitely need good foot protection. Does everyone else have suitable shoes?
 - 3 I'm talking about using plenty of sunscreen and wearing sun-protective clothing; clothes that cover your skin.
 - 4 If you don't wear a harness when we drive off the road, you bounce around in your seat and you could lose control, or you could fall out.
- 7 Work with a partner. Practise saying the sentences in Exercise 6 with the correct stress.

DISCUSSION

- 8 Work with a partner. Discuss the questions.
- 1 What types of jobs include facing risks?
 - 2 Where do you face hazards in everyday life?
 - 3 What can you do to avoid them?



LANGUAGE DEVELOPMENT

EXPLANATION

Expressing certainty about future events

You can use *will* and *won't* to express certainty about future events.

You will get sunstroke if you stay in the sun too long.

You use *be sure / bound / certain to (not) + infinitive* to talk about something that will definitely or definitely won't happen.

You're sure to cut yourself if you hold a knife that way.

We can use *likely to (not) + infinitive* to say that something will probably or probably won't happen.

You're unlikely to fall out if you wear a harness.

We can also use *can, could, may* and *might* to talk about future possibilities.

You may get sunburn if you don't wear sunscreen.



EXPRESSING CERTAINTY

1 Write certain (C), possible (Poss) or probable (Prob) next to the statements below.

- 1 You might get a head injury. _____
- 2 You could hurt your feet if you don't wear the right shoes. _____
- 3 You're sure to hurt yourself if you don't follow the rules. _____
- 4 You're bound to get sunburn if you wear short sleeves. _____
- 5 You're unlikely to fall out of the buggy if you are wearing the harness properly. _____
- 6 You'll get sunburn if you don't wear sunscreen. _____
- 7 You will get sand in your eyes if you don't wear goggles. _____
- 8 You're likely to fall out of the buggy if you don't wear a harness. _____

2 Put the words in order to make sentences.

- 1 head / so / could / wear / hurt / your / You / please / a helmet / .

- 2 you / crash / driving / like / to / into / You're / a rock / if / bound / keep / that / .

- 3 an eye injury / certain / goggles / not to / You're / if / you're / get / wearing / .

- 4 fall out / a harness / you're / to / if / unlikely / wearing / You're / .

- 5 sure / have / not / you're / concentrating / to / You're / a collision / if / .

- 6 you / may / Careful! / get / You / if / don't use / sunburn / sunscreen / .

ADJECTIVES TO DESCRIBE RISK

3 Match the words (1–8) to the definitions (a–h).

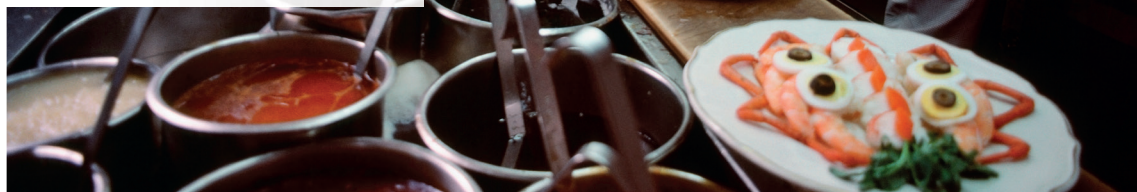
- | | |
|-------------------|--|
| 1 major | a possible when the necessary conditions exist |
| 2 minor | b obvious, or able to be seen or understood |
| 3 potential | c easy or simple to do or understand |
| 4 adequate | d more important, bigger or more serious than something else |
| 5 apparent | e suitable or right for a particular situation or occasion |
| 6 considerable | f more serious than others of the same type |
| 7 straightforward | g enough, or satisfactory for a particular purpose |
| 8 appropriate | h not as serious as others of the same type |

LISTENING 2

USING YOUR KNOWLEDGE

PREPARING TO LISTEN

- 1 You are going to listen to a risk assessment meeting. Before you listen, work with a partner and make a list of hazards that restaurant staff might face in a professional kitchen.




UNDERSTANDING KEY VOCABULARY

- 2 Match the verbs (1–8) to the hazards (a–h).

- | | |
|------------|----------------------------|
| 1 scald | a off a ladder |
| 2 cut | b yourself on a hob |
| 3 irritate | c fumes or smoke |
| 4 burn | d yourself with hot liquid |
| 5 slip | e your skin |
| 6 fall | f your back |
| 7 strain | g yourself with a knife |
| 8 inhale | h on a wet floor |

WHILE LISTENING

- 3  4.3 Listen to the risk assessment meeting. Choose the best answer (a–c) for each question.

- 1 What is the purpose of the meeting?
 - a to make the kitchen safer
 - b to inspect the hygiene of the kitchen
 - c to officially warn the restaurant owner about safety problems
- 2 After discussing ladder safety, what do the men discuss?
 - a fire hazards in the kitchen
 - b potential risks related to food
 - c appropriate precautions while cooking
- 3 What is the inspector's conclusion about the safety of the kitchen?
 - a there are some major safety problems in the kitchen
 - b the kitchen is generally safe and well-run
 - c he needs to continue the inspection before he can comment

LISTENING FOR GIST



- 4  4.3 Listen to the risk assessment meeting again. Complete the table.

hazard	risk	risk level	risk reduction
falling from a height	major injury	very low	Two people should use the ladder, one climbing, the other holding it. Make sure the floor is dried.
stove: burns from the hob			
stove: scalds from hot liquids			
stove: smoke and fumes			

LISTENING FOR DETAIL

POST-LISTENING

- 5 Read the sentences from the listening. Underline the words in each sentence that indicate the important information.
- First of all, we know that burns are highly probable.
 - So, in terms of risk assessment, the main thing is you need to make sure that the floor is dried after it has been cleaned.
 - The most important thing is we've never had a major injury.
 - First of all, you're generally running a really safe kitchen here, but there are some improvements to be made.
 - The main thing I'd like to see is that you get that risk down to low.
 - The most important thing is that the chefs shouldn't fill the pots too full.

DISCUSSION

6 Look at the photographs and discuss the questions.



- 1 What's the hazard?
- 2 What's the risk?
- 3 How serious would the problem be if it happened?
- 4 How could the risk be reduced or removed?

CRITICAL THINKING

At the end of this unit you are going to do the speaking task below.

Assess the table of statistics on accidents, illnesses and injuries at a theme park and complete a risk assessment form.

Understanding statistics

Statistics are collections of numbers which represent facts or measurements. When they are presented in an organized way, they can make information clearer and more useful.

UNDERSTAND

- 1 Work with a partner. Look at the title of the table. Which information would you expect to be included?
 - 1 types of injury incurred at a theme park
 - 2 the names of people injured at the theme park
 - 3 the number of injuries in a given year
 - 4 the most popular attractions in the park
 - 5 detailed information about how injuries were treated
 - 6 information about which injury is most common and least common

annual incidents report (accident, illness or injury): theme park		
incident	total number of cases	% of total number of incidents
1 minor injuries (cuts, scrapes, etc.)	1,253	30.5%
2 heatstroke	1,117	27.2%
3 slipping/tripping and falling	984	24.0%
4 falling off a ride	541	13.2%
5 choking on food	209	5.1%
6 burn from fireworks	3	0.1%
total number of incidents	4,107	100%
total theme park visitors last year: 2,290,010		

2 Look at the table. Discuss the questions below.

- How many people had heatstroke at the theme park?

- What percentage of the incidents were minor? _____
- How many people were burned by fireworks? _____
- What percentage of the incidents were caused by falling off a ride?

- How many incidents were there in total? _____
- How many people visited the theme park in total? _____

INTERPRETING STATISTICS

3 Look at the table again. Answer the questions.

- Based on the information, which incident is the most likely to occur?

- Which incident is the least likely to occur?

ANALYZE

- 4 Number the incident types in order of seriousness (1 = the most serious, 6 = the least serious).

minor injuries (cuts, scrapes, etc.) _____

heatstroke _____

slipping/tripping and falling _____

falling off a ride _____

choking on food _____

burn from fireworks _____

- 5 Work with a partner. Compare your answers for Exercise 4. Did you agree? Why / Why not?

Understanding anecdotal evidence

Anecdotal evidence is based on personal experience rather than statistics. Anecdotal evidence can agree with statistical evidence, but it may not. Together statistics and anecdotes can be used to give a wider picture of the risks in a particular situation.

APPLY

- 6 Write anecdotal (A) or statistical (S) next to the statements below.

1 I had really bad sunburn when I went on a dune buggy safari, so it must be a common problem. _____

2 Only one in ten injuries at the shopping centre required a visit to the doctor. _____

3 More than half of serious motorcycle injuries occur because the rider isn't wearing a helmet. _____

4 Abdullah has crashed his motorcycle several times, but he's never had a head injury, so that proves that wearing a helmet is effective. _____

- 7 Work in pairs. Number the restaurant kitchen injuries (a–c) in order of what you think is most common (1 = the most common, 3 = the least common).

a cut from knife _____

b slipping or falling on a wet floor _____

c burns from cooking _____

- 8  4.4 Listen to the conversation. Check your answers to Exercise 7.

- 9  4.4 Listen again. Answer the questions.

1 What anecdotal evidence is given in the conversation?


2 What statistical evidence is given?

3 Does the anecdotal evidence support the statistical evidence?

SPEAKING

PREPARATION FOR SPEAKING

TALKING ABOUT STATISTICAL EVIDENCE

- 1  4.5 Statistics in a table can be expressed as whole numbers or percentages and can be presented using comparative language. Listen and complete the sentences.



2,290,010 people visited the theme park last year and we **had** ⁽¹⁾_____ medical incidents. We **calculate only** ⁽²⁾_____ of visitors had any kind of medical issue. Or **putting it another way**, ⁽³⁾_____ visitors had a safe visit. By far, **the most common incidents** were minor. ⁽⁴⁾_____ of the medical issues were minor cuts and scrapes. **After that**, the next most common issue was heatstroke, with ⁽⁵⁾_____ cases last year. **That's** ⁽⁶⁾_____ visitors, or ⁽⁷⁾_____ of all medical issues. Fortunately, the three most serious problems – falling off a ride, choking on food, and getting burned by fireworks – were **the least common**. **Together** they made up ⁽⁸⁾_____ of the issues we treated.

- 2 Work with a partner. Use the expressions in bold from Exercise 1 to explain the statistics below.

Burns from dune buggy engines were the least common incident last year.

annual incident report (accident, illness or injury): dune buggy tours		
incident	total number of cases	% of total number of incidents
1 minor injuries (cuts, scrapes, etc.)	25	31.3
2 heatstroke	19	23.75
3 slipping/tripping and falling	17	21.25
4 head injury	15	18.7
5 broken bone	3	3.75
6 burn from dune buggy engine	1	1.25
accident/injury total	80	
total dune buggy passengers last year: 1,200		

Language for clarification

Speakers often use certain expressions to indicate that they are going to clarify what they have just said.

- 3 Complete the statements and clarifications with the words from the box below.

say mean mean is in other talking about

- 1 Everyone needs appropriate shoes. What I _____ shoes that won't fall off.
- 2 You need to take care when using knives. I'm _____ using a good chopping technique and working carefully.
- 3 You may need to drink more than usual. _____ words, you should carry a water bottle.
- 4 There's a problem with the weather today. By 'problem', I _____ it's going to be very dry and dusty.
- 5 Be careful of the danger from stoves. When I _____ 'danger', I'm thinking of the potential for burns and scalds.

USING MODALS TO TALK ABOUT HAZARDS AND RISKS

- 4 Work with a partner. Read the safety inspector's notes about hazards in the kitchen. Use *can*, *could*, *might* and *may* to say what risk each hazard may lead to.

NOTES:

High shelves in kitchen area can only be accessed by ladder.

A lot of boxes on shelves and poor lighting in storage area.

Broken tiles on main kitchen floor.

Pipe from one sink is leaking water on to tiled floor.

Pots full of hot soup noted on kitchen surfaces near to doorway.

Kitchen staff using a ladder to get to high shelves might fall and injure their backs.

EXPRESSIONS FOR TALKING ABOUT LIKELIHOOD AND PROBABILITY

- 5 Number the collocations in order of likelihood (1 = most likely, 5 = least likely).

definitely possible _____
 one hundred percent certain _____
 absolutely impossible _____
 extremely unlikely _____
 highly probable _____

SPEAKING TASK

Assess the table of statistics on accidents, illnesses and injuries at a theme park and complete a risk assessment form.

- 1 Work in groups. Look at the table of statistics from the Critical thinking section on page 79 on incidents at a theme park. Match the risks / incidents to the hazards in the risk assessment form below.
- 2 Look at the statistics for each incident in the table. Discuss the risk level (*very low* to *very high*) for each risk in the risk assessment form.

RISK ASSESSMENT FORM			
hazard	risk	risk level	risk reduction
rides			
paths			
firework display			
rubbish area			
queuing areas			
food areas			

PREPARE

PRACTISE

- 3 Read the anecdotal evidence from theme park visitors. What types of risk reduction could be done for each hazard? Write them in the risk assessment form.

VISITOR COMMENTS

The seats on some of the rides were too big for young children to sit on safely.

There were broken bottles near the rubbish bins.

The seating for the fireworks display was in an area where fireworks could land on visitors.

A leak from the water system meant that one of the paths was wet all the time.

It was easy for us to buy expensive bottled water, but there weren't many drinking fountains, particularly in the areas of the park where there is no shade.

The food, particularly fried food, served in the restaurant was far too hot to eat.

DISCUSS

- 4 Compare answers with another group. Did you get the same answers for your risk assessment form? Why / Why not? Amend your form based on any answers that the other group had that you feel add to your own.

TASK CHECKLIST



Did you use modals to talk about hazards and risks?

Did you use clarification language?

Did you use expressions for talking about likelihood and probability?

Did you use stress for emphasis in clarification?

OBJECTIVES REVIEW

I can ...

understand a video about a trip to the Andes mountains.	
	very well not very well
listen for clarification.	
	very well not very well
discuss risks and hazards.	
	very well not very well
discuss and complete a risk assessment form.	
	very well not very well

WORDLIST

UNIT VOCABULARY	ACADEMIC VOCABULARY
blizzard (n)	adequate (adj)
collision (n)	apparent (adj)
goggles (n)	appropriate (adj)
gust (n)	burn (v)
harness (n)	bury (v)
heatstroke (n)	collapse (v)
helmet (n)	considerable (adj)
inhale (v)	crash (n)
injury (n)	cut (v)
irritate (v)	fall (v)
scald (v)	fierce (adj)
sea level (n)	major (adj)
strain (v)	minor (adj)
sunburn (n)	potential (adj)
sunscreen (n)	protection (n)
trek (v)	slip (v)
	straightforward (adj)
	trap (v)