

CAMBRIDGE

English for Spanish Speakers

STUDENT'S BOOK  
B2

# CITIZEN Z


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# Welcome

## A WHAT A STORY!

### A lucky pilot

- 1  1.02 Complete the conversation with the verbs in the correct tense. Then listen and check.

**crash** | hit | find | add | end | pull | carry  
set | destroy | scream | manage | dive

MIKE: So, did you see that story about the plane that **crashed** into the ocean?

ANDY: No, I didn't. What happened?

MIKE: Well this guy <sup>1</sup>... off from Florida in his plane – a small one, only one engine – to go to New Orleans.

ANDY: Wow – that's a long way.

MIKE: Right, and it's usually too far for a plane like that, but he had <sup>2</sup>... extra fuel tanks. However, after he had begun his journey he realised he didn't have enough fuel to <sup>3</sup>... on flying, so he radioed New Orleans and told them that he was in trouble. He told them he had to land the plane in the sea.

ANDY: In the sea?

MIKE: Yes, there was a fishing boat not far away that was able to pick the pilot up. But here's the incredible thing – and you can see it in a video. The plane had a parachute, but it didn't work and the plane started to <sup>4</sup>... towards the sea! But then almost at the last minute, the parachute pulled the plane horizontal, just before it <sup>5</sup>... the water. The impact almost <sup>6</sup>... the plane.

ANDY: And the pilot?

MIKE: He was OK. He <sup>7</sup>... to get out of the plane and into a life raft from the fishing boat. Then the people from the fishing boat came and <sup>8</sup>... him out of the raft and took him to the ship. He was OK, so he didn't <sup>9</sup>... up in hospital or anything. Now they're trying to <sup>10</sup>... out what went wrong.

ANDY: Wow – I'd have been so scared if I'd been in that plane. I'd have <sup>11</sup>... really loudly!

- 2 Read again. Answer the questions.

- 1 Where was the plane flying to and from?
- 2 Why had the pilot added extra fuel tanks?
- 3 What did the pilot use to try to land the plane safely in the sea?
- 4 How was the pilot rescued?



### Descriptive verbs

- 1 Match the verbs with the definitions.

1 d

- |                   |                                     |
|-------------------|-------------------------------------|
| 1 <b>demolish</b> | a to hit very hard and break        |
| 2 dive            | b to run away quickly               |
| 3 flee            | c to go down quickly                |
| 4 grab            | d <b>to destroy completely</b>      |
| 5 rage            | e to shout loudly in a high pitch   |
| 6 scream          | f to take hold of something quickly |
| 7 smash           | g to hit                            |
| 8 strike          | h to burn very fiercely             |


- 2 Use the correct form of a verb from Exercise 1 to complete each sentence.

- 1 The car went out of control and **struck** a lorry coming in the other direction.
- 2 By the time the spy was identified, he ... the country.
- 3 The house was old and unsafe so the local authority ... it.
- 4 Come on, we're late! ... your coat and let's go!
- 5 By the time the fire service got there, the fire ... for over twenty minutes.
- 6 When she got back to her car, she saw that someone ... the window with a brick.
- 7 I ... but nobody heard me.
- 8 She ... off the bridge and into the river.

## Phrasal verbs


- Complete the sentences from the story. Then read again and check.
  - The pilot ... from California in his plane to go to Hawaii.
  - The pilot was OK so he didn't ... in hospital.
  - Now they're trying to ... what went wrong with the fuel calculations.
- Choose the correct options.
  - My father *gave up / ended up* smoking five years ago – he feels so much better now!
  - If you're bored, why don't you *give up / take up* a hobby?
  - If there's a problem, tell me and we can *sort it out / blow it out*.
  - Don't stop! We have to *get on / carry on* running to the finish.
  - We're off on holiday – I'm *looking forward to / looking into* it.
  - There are lots of good players here but she's the best – she really *stands out / looks out*.
  - We had to stay in the town because our car *broke down / blew out*.
  - All the hotels were full, so we *took up / ended up* sleeping in a hostel.

## Childhood memories

-  Work with a partner. What do you remember about your first visit to the cinema? (e.g. who you went with, what the film was, etc).
- Read the extract from an autobiography. Which of the things that you remember are mentioned?
- Read the extract again and answer the questions.
  - Who couldn't go to the Children's Matinees?
  - Who did the writer go with?
  - Why did they go early?
  - When did the children usually cheer?
  - When did they boo?

## Elements of a story

- Use a word from the list in each space.  
 lot | set | hero | character  
 sending | villain | dialogue  
 I read a book last week called *Vienna Trap*. It was a thriller – a kind of detective story. It is '1...' In Vienna, Austria. The '2...' of the story is a woman called Vera, who helps many of the other '3...' to escape from a terrible situation – they have been kidnapped by a horrible old man called Schwartz, who's the '4...' of the story.  
 Anyway, the book's quite good. I thought the overall '5...' was quite exciting and it had a nice unexpected twist at the end. (I won't tell you the '6...', though, in case you read the book yourself.) And I really liked the '7...', too – the conversations between the different characters sound like real people talking to each other. A good read – I'd recommend it.

-  In small groups, find an example of each of these from a film or book.
  - a great hero
  - a great villain
  - a great plot
  - a great ending

## Talking about past routines

Complete the sentences from the extract 'Cinema paradise'. Use *would* or *used to*.

- Every Saturday morning, the cinema ... show films for kids.
- My brother ... take me.
- The hero always won, and we ... cheer when he did.
- Some kids ... throw popcorn.

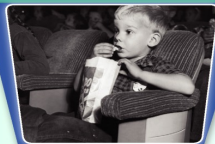
## Cinema paradise ★★★★★

I'm in my 60s now and have loved the cinema ever since I was a kid. Back in the 1950s, there used to be a thing called Children's Matinee at the cinema in the town where we lived. It was wonderful! Every Saturday morning, the cinema would show films for kids – only kids. They showed cartoons and cowboy films, adventure films, detective films and science fiction – everything that kids loved back then (and I guess they still do!).

My brother used to take me – he was five years older than me. We'd always try to get there early so we could get seats in the front row,

or at least, one or two rows back. The cinema sold ice cream and popcorn and we would buy as much as we could, and then sit and watch the films while stuffing ourselves with food.

We loved the cartoons – we laughed a lot; our favourite was always Tom and Jerry and we cheered when we saw the opening pictures. And then there were the adventure films. The plots were often terrible, and the dialogues too, but we really didn't care – after all, we were kids! We used to boo the villains and cheer the heroes. Some kids used to throw popcorn at the screen when the villain came on – the cinema



staff sometimes tried to stop us but usually they gave up! The ending was always completely predictable of course – the hero always won, and we'd cheer like crazy when he did!

## B AN UNCERTAIN FUTURE

### Future plans

- 1 1.03 Read the conversation. Put the phrases into the correct places. Then listen and check.

when you leave school  
get a good degree  
to start a family  
and then travel the world  
then retire

before I think about settling down

MUM: So, Greg, have you thought about which university you want to go to yet?

GREG: I told you, Mum – I'm not so sure that I want to go to university.

MUM: But if you '1... you'll be guaranteed a secure future. You know, perhaps in ten years' time, you'll be managing a huge company!

GREG: But that's just it, Mum – I don't want to manage a big company or a small company either. I don't want to spend forty years doing that, 2... and wonder where my life went. That's not the future I want – I think.

MUM: Well, so what are you going to do 3... then?

GREG: I'm not sure yet. Maybe work, save a bit of money 4... for a few months, you know, get some life experience.

MUM: Well, that won't do you much good. In this day and age, employers want people with work experience, not travel experience.

GREG: Well, maybe you're right, Mum. But even so, I want some time for myself 5...

MUM: There's nothing wrong with settling down. That's what your father and I did.

GREG: I know, Mum and that's fine – it was fine for you and Dad, back in the last century. But the world's different now and people have such different aims, ideas, everything!

MUM: Yes, I suppose so. You're right.

GREG: But don't worry, Mum. I mean, I'd like 6... some time. So you'll be playing with your grandchildren one day – I hope.

MUM: Well, I'm delighted to hear that, Greg!

- 2 Are the statements T (true) or F (false) or DS (doesn't say).

- 1 Greg and his mum have talked about university before.
- 2 Greg's father worked for a big company.
- 3 Greg definitely wants to leave school and travel.
- 4 Greg's mother values work experience.
- 5 Greg would like to have children.

### Life plans

- 1 Use the words from the list to complete each sentence.

leave | settled | retired | travel | degree  
start | career | promoted

- 1 I intended to ... the world, but when I got to Greece, I loved it so much that I stayed.
- 2 I have no idea what to do when I ... school.
- 3 She got an excellent ... from Harvard.
- 4 He worked really hard and after a few months he got ...
- 5 My grandfather worked for the same company for forty-two years, then he ...
- 6 A course in marketing is a good way to start a ... in sales.
- 7 They bought a house and ... down in the town where they grew up.
- 8 They feel they haven't got enough money yet to ... a family.

- 2 Work in pairs and answer the questions. Then compare your answers in small groups.

- 1 At what age can people leave school in your country? Do you think this is the right age? Why (not)?
- 2 At what age can people retire in your country? Do you think this is the right age? Why (not)?
- 3 Is it important in your country to get a degree in order to have a good career? Why (not)?

### Future continuous

- 1 Use the verbs in the list in the correct form to complete the sentences.

study | listen | live | work | travel | wonder

*In five years from now,*

- 1 I'll ... the world.
- 2 I won't ... at home anymore.
- 3 I'll ... at university.
- 4 Some of my friends will ... for companies.
- 5 I'll ... to the same kind of music as I do now.
- 6 I'll still ... what to do with my life.

- 2 Work with a partner. Which of the statements are true for you? Which statements are true for your partner?

### Future perfect

Complete the text with the future perfect form of the verb in brackets.

Don't worry about Greg. He'll be fine. By the time he's twenty he '1... (leave) school. 2... (save) enough money to travel around the world. By the time he's thirty Greg 3... (travel) around the world. 4... (decide) what he wants to do with his life. And by the time he's forty, Greg 5... (settle) down. 6... (start) a family.

## Being emphatic: *so* and *such*

### 1 Complete the sentences from the conversation on page 6.

- I'm not ... sure I want to go to university.
- People have ... different aims, ideas, everything!

### 2 Make these statements more emphatic. Use *so* or *such*.

- Going to university is a fantastic idea.  
*Going to university is such a fantastic idea.*
- The thought of working in the same job for 40 years is terrifying.
- Travelling gives you important experience.
- It's an awful waste of time to go travelling.
- Deciding to settle down is a huge decision.
- It's amazing news that you want to start a family.

### 3 Work with a partner. Which of the statements in Exercise 2 do you (not) agree with? Why (not)?

## Extreme adjectives

### 1 Look at the emphatic statements in Exercise 2 again. Find words which mean:

- |                    |                  |
|--------------------|------------------|
| 1 really scary ... | 3 really bad ... |
| 2 really good ...  | 4 really big ... |

### 2 Write the words in the correct places.

delighted | huge | terrible | scared  
miserable | brilliant | tiny | funny

#### Gradable adjective      Extreme adjective

- |         |                                       |
|---------|---------------------------------------|
| 1 bad   | ... / awful                           |
| 2 good  | fantastic / wonderful / ... / amazing |
| 3 ...   | terrified                             |
| 4 ...   | hilarious                             |
| 5 happy | ...                                   |
| 6 sad   | ...                                   |
| 7 big   | ... / enormous                        |
| 8 small | ... / minute                          |

### 3 Complete the mini-dialogues. Use a suitable extreme adjective.

- A Are you happy they're coming?  
B Yes, I'm ....
- A He tells funny jokes, doesn't he?  
B Yes, they're ....
- A This room's small.  
B Small?! It's ...!
- A So, it's good news, right?  
B Yes, it's ...
- A Were you scared?  
B Yes, I was. I was ...!

### 4 With a partner, write three more mini-dialogues using words from Exercise 2 that don't appear in Exercise 3.

## C HOW PEOPLE BEHAVE

### Conversations

#### 1 1.04 Listen and match the conversations (1–3) to the pictures.



#### 2 1.04 Listen again. Complete the spaces with one word.

1

STEVE: What's the matter with you?

MEGAN: Didn't you see? I held the door open for that elderly lady; I let her go through in front of me.

STEVE: Yes, I saw that. It was very thoughtful of you. Very ...

MEGAN: But she just walked past me and didn't say 'thank you'. She didn't even look at me! It's so ... , I think.

STEVE: Oh, you ... get so worked up. She was probably just thinking about something else.

2

MILLY: Hi, Jack. Here are your headphones.

JACK: My headphones! I've been looking for them. So, you took them?

MILLY: Yes – sorry, I should ... asked you, I know but ...

JACK: Well, give them back. You're not ... to take my things without asking!

MILLY: OK. I'm sorry. But you don't have to be so ... , do you?

3

JASON: I'm really fed up. I just heard that Paul, one of my best friends, is going to move to Canada.

SARAH: Oh, that's a shame. But never ... , you've got other friends, haven't you?

JASON: Yes I know, but I'm going to miss him a lot. He's really fun to ... out with.

SARAH: Well, you don't ... to lose touch with him, do you? You can Skype.

JASON: That's right. And perhaps my parents will ... me go and visit him sometime.

### 3 Work with a partner. What would you have said in these situations if you were:

Steve?      Milly?      Sarah?

## Personality

Work in pairs. Choose six of the adjectives. For each one, think of something that someone could say or do to show that quality.

calm | cold | kind | lively | polite | rude | selfish | shy | thoughtful | warm

If someone talks to you without smiling or being friendly – well that's cold.

## Using should

What could you say in the following situations? Use a form of should and a personality adjective.

- A friend of yours has said something unkind to a mutual friend.  
*You shouldn't be so ....*
- Your friend wants to ask someone to dance but is shy.
- A child doesn't want to let another child play with a toy.
- Someone is getting angry because another person was rude.

## Career paths

- Name these jobs.



- Read the article quickly and find which of the jobs in Exercise 1 it mentions.
- Put the four tips (A–D) in order to show how useful you think each one is. (1 = most useful, 4 = least useful.) Compare your ideas with a partner.

## TIPS FOR CHOOSING A CAREER

*Choosing a career – something you're thinking of doing for the rest of your working life – isn't always easy but equally, it doesn't have to be the agony that some people make it. Here are our tips to help you make up your mind.*

- Don't let other people tell you what to do!** There are always people who want you to become a lawyer, or work in banking, or be a teacher. Listen to them, but remember it's your life and it's your decision, so be sure that you're the one who makes that decision!
- Consider what you think you're good at.** It's true that things like salary are important, but don't let financial considerations lead you down the wrong path. Follow your heart and your personality – if you're not very outgoing, don't go for a sales job, even if the pay's good. In the same way, if you don't like work that involves paying lots of attention to detail, think long and hard before you decide to do something like applying to study engineering at university.
- Your first decision isn't forever.** Some lucky people get it right first time – they choose a job, find they love it and stick at it. But it isn't always like that, so remember – you're allowed to change your mind! Certainly, it's no good agonising for years: maybe you've got three or four possible things you'd like to do, so come to a decision and try one – and if you don't like it, try another one.
- Do something of value.** Some people choose their career simply because they think they'll earn huge amounts of money (although the careers which pay the most also have millions of people who never make it to the top). OK, if that's what you want. But generally, people get more satisfaction out of their career if they feel they are doing something valuable for others. It doesn't have to be charity work – it could be a job that helps other people, like being a child-minder. Just don't forget that job satisfaction isn't only about money.

## Decisions

- Complete the questions. The first letter has been given to you.
  - What do you find it difficult to m \_\_\_\_ decisions about?
  - When do you think it's wrong to change your m \_\_\_\_?
  - Can you remember a time when you couldn't m \_\_\_\_ u \_\_\_\_ your mind about something?
  - Who do you talk to before you c \_\_\_\_ t \_\_\_\_ a decision about something?
  - What kind of things do you think l \_\_\_\_ and h \_\_\_\_ about before making a decision?
- Answer the questions in Exercise 1 for you. Make notes. Then discuss your answers in a group.

## Permission

### 1 Use the correct form of *make / let / be allowed* to complete the sentences.

- You should never ... other people make decisions for you.
- In more jobs now, people ... work from home.
- My mother's boss ... her work late sometimes.
- When my father worked in a bank, he ... smoke in his office – can you believe that?

### 2 Write sentences about your perfect job or career. Use *make / let / be allowed* in some of your sentences.

*My ideal company lets all the employees play their own music.*

## D NEW THINGS

### A change of lifestyle?

#### 1 1.05 Read and listen to the conversation.

- Where are Tom and Ingrid?
- Who doesn't want to be there? Why?

#### 2 1.05 Listen again and complete the conversation.

TOM: You said it opened at eight o'clock.

INGRID: And I was wrong! I'm sorry. Don't be so '...'. It'll be open very soon.

TOM: I already wish I hadn't come.

INGRID: Oh come on, Tom. We 2..., didn't we? You said that you were fed up with your 3... lifestyle.

TOM: True. And then you 4... me that the best thing to do was exercise.

INGRID: Right. And I 5... you to come with me to the leisure centre, and you agreed, so here we are. We're going to work out a bit and then you'll feel great.

TOM: I always feel 6... wearing sports gear. I've got thin legs.

INGRID: Oh stop complaining, Tom. There's nothing wrong with your legs.

TOM: I asked you what I 7... wear and you said shorts. But I look terrible!

INGRID: Look, no one here cares – everyone is completely unconcerned about what other people look like, they're all too busy doing exercise.

TOM: That's completely untrue!

INGRID: Tom, I'm beginning to wish I 8... invited you. Oh look, it's opening. Come on then, let's go in and start.

### 3 Answer the questions.

- Why has Tom agreed to do some exercise?
- Why is Tom not happy about wearing shorts?
- Why, according to Ingrid, are people not worried about other people's appearance?
- Why do you think Ingrid says: 'I'm beginning to wish I hadn't invited you'?

## Reporting verbs

### 1 Rewrite each sentence. Use the verb in brackets.

- 'Please come to my party, Jim.' (invite)  
She *invited Jim to come to her party.*
- 'You should watch this film.' (recommend)  
He ...
- 'No – I won't help you, Molly.' (refuse)  
He ...
- 'I'm late because there weren't any buses.' (explain)  
She ...
- 'OK, I'll lend you my jacket, Tony.' (agree)  
He ...

### 2 Work in pairs. Tell your partner about:

- a time someone persuaded you to do something
- a book or film that someone recommended to you
- something you would not encourage another person to do
- a time when you refused to do something that another person wanted
- something you once agreed to do, and then regretted it

## Negative adjectives

### 1 Write the negative form of these adjectives.

- |            |             |
|------------|-------------|
| 1 happy    | 4 concerned |
| 2 patient  | 5 regular   |
| 3 possible | 6 legal     |

### 2 Complete the sentences using the negative form of an adjective in the list.

important | logical | **formal** | responsible | polite

- It's an **informal** party. Wear what you want.

- The way you dress for school is ..., it's better to focus on your studies than what you wear.
- The way he was explaining the maths problem seemed ... I didn't understand.
- My brother never says 'please' or 'thank you', he's so ...
- You've got an exam tomorrow. It's ... to go to bed late.

## Another country

- 1 Read the blog. Which of the things in the photographs does Hayley not talk about?



### Hayley's blog – from Bangkok!

Well, those of you who read my blog regularly know that I've moved – I'm now living in Bangkok, since my parents got jobs here and they're on two-year contracts, so here we are. We got here about a month ago and we've found a place to live, so we're starting to feel a bit more settled.

It's so different here from home. Well, that's unsurprising, of course! For one thing, there's so much traffic all the time, and for a country girl like me, who's used to peace and quiet, it isn't easy to deal with. Well, I guess I'll get used to it, but it might take a while! I just wish someone had told me in advance that it would take me an hour to get from home to school every day – and an hour to get back! But I've made a resolution: I'm going to use my time travelling wisely – to learn to knit, perhaps, but mainly to learn Thai. I think I'm going to struggle because Thai has a different writing system and incredibly difficult pronunciation, but I'm going to put my mind to it and I hope I can make some progress. (It's a good thing lots of signs are in the Latin alphabet too, otherwise I'd be completely lost!) One of my friends told me to try to learn some Thai before coming here – if only I'd listened to him! It'd be quite a bit easier now I guess.

One of the truly wonderful things here is the food – you may remember that I've already raved about how much I love Thai food. My favourite restaurant at home is Thai, so I'm used to all those spices, and I love them. But here – wow, the flavours are out of this world. Well, that's all for now. I'll write more soon!

- 2 Read again. What three things does Hayley have to get used to?

### Changes

Use words from the list to complete the sentences.

resolution | break | ways | doing well  
taking up | struggle | give up | form

- Hayley's made a **resolution** to use her travel time well.
- She's thinking of ... knitting.
- She thinks she's going to ... to learn Thai.
- She's started learning already, but so far she isn't ...
- Moving to another country is a chance to ... some new habits.
- I love spicy food, so I could never ... eating curry.
- I need to get fit so I'll have to change my ... a bit.
- I don't think I'm ever going to ... my bad habits.

### Regrets: I wish ... / If only ...

- Complete the sentences from Hayley's blog. Then read again and check.
  - I just wish someone ... me in advance that it would take me an hour to get from home to school.
  - One of my friends told me to try to learn some Thai before coming here – if only ... to him!
- Hayley wrote some emails to her friends back home. Complete the things she said. Use verbs from the list to help you.  
say | wear | find | know | bring
  - I didn't see Jack before I left – I wish **I'd said** goodbye to him.
  - Electronic things here are really expensive – if only ... a little more money!
  - I went to a party last night and it was really hot – I wish ... a dress, not jeans.
  - There are lots of beautiful temples here – if only ... a bit more about Buddhism before coming here.
  - Our flat here is quite small – I wish my dad ... a bigger one.

# 1 SURVIVAL

## LEARNING OUTCOMES

**FUNCTIONS:** making and accepting a challenge

**GRAMMAR:** *to + infinitive or gerund; verbs + gerund and to with different meanings: remember, try, stop, regret, forget*

**VOCABULARY:** verbs of movement; adjectives to describe uncomfortable feelings

Work in pairs. Look at the photo and answer these questions.

- 1 What is this man doing?
- 2 Why do you think he's doing something so dangerous?
- 3 Would you like to do something like this?





## READING

- 1 Look at the photos. Can you see a *summit*, a *rope*, a *glacier* and a *crevasse*?
  - 2 Imagine spending time in an environment like this. What kinds of things could go wrong? What are the dangers? Make a list.
  - 3 **1.06** Read and listen to the article to find out what went wrong for two mountain climbers.
  - 4 Read the article again. Seven sentences have been removed from the article. Choose from the sentences A–H the one which fits each gap (1–7). There is one extra sentence.
- A Then something dramatic happened.
  - B Simon couldn't talk to him or see him.
  - C Several teams had tried before, but they had all failed.
  - D Both men knew that it would be almost impossible to survive the situation.
  - E Despite his extreme injuries, he had managed to crawl out of the crevasse.
  - F And they had run out of fuel for their stove.
  - G When he finally arrived at base camp, he was absolutely exhausted.
  - H The weather conditions were dreadful.

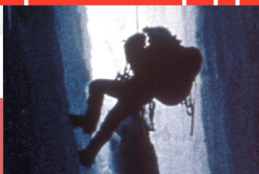
- 5 Read what Joe Simpson said in an interview about his relationship with Simon Yates after the event. Then discuss the questions.

*In a paradoxical way, in cutting the rope, which nearly killed me – and to his mind, he had killed me – he put me in a position to save my own life, and I owe him the world for getting me into that position ... I'd like to say I could have done the same thing. I'm not sure, though. So it was never an issue with Simon and I, and we've been close friends for the last [...] 20 years.*

- 1 What do you think of the decision that Simon made?
- 2 What decision do you think you would have made if you'd been in Simon's position?
- 3 Joe Simpson is now a motivational speaker whose presentations are very popular. Why do you think this is the case and would you go to see one of his talks if you had the chance? Give reasons.

# Sacrifice for survival?

This is the story of two ambitious mountain climbers, Joe Simpson and Simon Yates, whose story was later made into a film. *Touching the Void*, and it started with an outstanding success. Joe and Simon managed to climb the West Face of Siula Grande in the Peruvian Andes.



<sup>1</sup> ... After reaching the summit, Joe and Simon decided to go back down via the North Ridge, an extremely risky but faster route. Their ascent had already taken much longer than they had intended because of bad weather.

<sup>2</sup> ... So it wasn't possible for them to melt ice and snow for drinking water any more. It was getting dark too, and they knew they needed to descend quickly to the glacier, about 1,000 metres below.

<sup>3</sup> ... Joe slipped and landed awkwardly, breaking his leg. Both Simon and Joe were in shock. They were at a height of 6,000 metres. <sup>4</sup> ... They were freezing. They had no communication with the base camp, and there was no chance of a rescue helicopter or any other form of outside help. The situation was really dangerous, not just for Joe, but for both of them. As an enormous snowstorm was building up around them, Simon tied two ropes together, tied them around Joe, and started lowering his injured friend. Suddenly, the knot got stuck between two rocks and Joe was left hanging from a cliff, in mid-air over a huge crevasse.

<sup>5</sup> ... He tried desperately for more than an hour to pull his friend up, but without success. The situation was absolutely hopeless. Simon imagined both himself and his friend dying in the snow and ice. He didn't want to leave his friend alone, but the more he thought about it, the more he began to understand that there was no way he could save both his own life and that of his friend.

For a moment, Simon felt like giving up. But then he decided to cut the rope and save his own life. Joe fell away, right down to the bottom of the crevasse. The next day, when Simon continued down the mountain and passed the area where Joe had landed, he saw nothing, and assumed he was dead.

But he wasn't. Joe had survived the fall. <sup>6</sup> ... For the next three and a half days, he continued to descend the mountain, crawling and hopping on one leg under extremely difficult conditions. He even managed to cross a glacier with no safety equipment or rope assistance whatsoever. <sup>7</sup> ... The others were thrilled and amazed to see him especially because they had been preparing to leave. Joe's incredible determination and the fact that he hadn't given up under the most desperate conditions had helped him to save his own life.

## train to THINK

### Thinking rationally

Solving a problem requires decision-making. In a difficult situation we may need to make sure that we are not distracted by irrelevant ideas, so we can look at the facts that are relevant for making the right decision.

- Which of the following facts were relevant for Simon in making his decision to cut the rope?
  - Siula Grande is part of the Andes region of Peru.
  - The two climbers had already reached the summit.
  - Joe had a broken leg.
  - There was no way they could get help from anywhere.
  - Their way back down was via the North Ridge.
  - The rope got stuck and it was completely impossible to pull Joe out of the crevasse.

- Work in pairs. Discuss how Simon may have felt when he made his decision.
- Read the situations. For each one, think about what you might want to do and what you should do. Then compare ideas with a partner.
  - You have an important test tomorrow and your friend wants you to go to a party tonight.
  - You haven't been feeling well for several days. A tells you to go to a doctor. B tells you to take some medicine. You like B better than A.
  - You borrowed a friend's bike and had a small accident – there's a scratch on the bike that isn't easy to see.

### PRONUNCIATION

Diphthongs: alternative spellings  
Go to page 150.



## GRAMMAR

Verb patterns: *to* + infinitive or gerund

- 1 Read the sentences from the article on page 13 and choose the correct words – there are two sentences in which both options are possible. Then complete the rule with a *gerund* and an *infinitive*.

- Joe and Simon managed to *climb* / *climbing* the West Face of Siula Grande.
- Simon tied two ropes around Joe, and started to *lower* / *lowering* his injured friend.
- Simon imagined both himself and his friend to *die* / *dying* in the snow and ice.
- For a moment, Simon Yates felt like to *give* / *giving* up.
- But then he decided to *cut* / *cutting* the rope and save his own life.
- He continued to *descend* / *descending* the mountain.

**RULE:** We follow the verbs:

- imagine, feel like, suggest, practise, miss, can't stand, enjoy, detest, and don't mind* with '1' ...
- manage, want, decide, refuse, hope, promise, ask, learn, expect, afford, offer and choose* with '2' ...
- begin, start and continue* with '3' ... , or '4' ... with no difference in meaning.

- 2 Use the verbs in the list to complete the sentences. Use the *gerund* or infinitive.

read | help | climb | be | go  
walk | get | buy | show

- The weather was great on Sunday, but I didn't feel like ... a mountain.
- My friend suggested ... on a bike ride.
- Nobody asked us ... our tickets as we entered the cinema.
- I gave Sarah a copy of Joe Simpson's book *Touching the Void*. She says she's really enjoying ... it.
- Can I borrow your umbrella? I can't stand ... around in the rain.
- I wanted ... new skis, but I couldn't afford ... them.
- I don't mind ... my brother with his homework.
- Can you imagine ... caught in a snowstorm for hours?

Workbook page 10



## VOCABULARY

Verbs of movement

- 1 Complete the sentences with the correct verbs in the list. Check in the article on page 13.

- crawling | climb | hopping | descend
- They managed to ... the West Face of Siula Grande.
  - They knew they needed to ... quickly to the glacier.
  - For the next three and a half days, he continued to descend the mountain, ... and ... on one leg.

- 2 Match the words (1–10) with their definitions (a–j).

- |           |            |
|-----------|------------|
| 1 climb   | 6 tiptoe   |
| 2 crawl   | 7 leap     |
| 3 hop     | 8 swing    |
| 4 wander  | 9 rush     |
| 5 stagger | 10 descend |

- a to jump on one foot  
b to walk around without any clear purpose or direction  
c to move easily and without stopping in the air, backwards and forwards or from one side to the other  
d to walk on your toes, especially in order not to make a noise  
e to go or come down  
f to go up, or to go towards the top of something  
g to (cause to) go or do something very quickly  
h to make a large jump from one place to another  
i to move slowly on hands and knees  
j to walk or move with difficulty as if you are going to fall

- 3 Complete the sentences with the correct forms of the verbs from Exercise 2.

- They looked down and then slowly started ... into the steep valley.
- We spent the morning ... around the harbour, looking at the boats.
- At the zoo the monkeys were ... from the trees.
- The plane ... quickly after take off until it reached 10,000 metres.
- Their daughter was asleep, so they ... around the house.
- She was badly injured, but managed ... next door and ask for help.
- When I hurt my ankle, I had to ... around the house on one leg.
- As soon as I heard Jo was back, I ... to her mum's house to see her.
- There was a hole at the bottom of the fence, and we managed ... through it.
- He saw the snake and in no time he ... onto the table.

Workbook page 12



## LISTENING

- 1 **1.09** Listen to an extract from the Radio Show *Desperate Measures*. How does the show work?
- 2 **1.09** Listen again and complete the sentences.  
 \* Use between one and three words.
- 1 *Desperate Measures* is a radio show for ...
  - 2 The winner is the person who gives the most ... and ... answer.
  - 3 Dawn argues that it is always rude to speak with ... in your mouth.
  - 4 Philip argues that it's your own ... if you get into an awkward situation.
  - 5 He says that if you ... your room you'll never get into an embarrassing situation.
  - 6 Amanda's imaginary scenario is in a ... with some friends.
  - 7 She suggests the tactic of looking as if you're ...
  - 8 She recommends keeping your ... closed.



## GRAMMAR

Verbs + gerund and to + infinitive with different meanings: *remember, try, stop, regret, forget*

- 1 **1.09** Complete the sentences from the listening with the verb in brackets. Use the correct form. Listen and check.
- 1 Remember ... a snack with you wherever you go. (take)  
I remember ... a sandwich during a Maths class once. (eat)
  - 2 I regret ... it as the teacher saw me and told me off. (do)  
I regret ... you that you've run out of time. (tell)
  - 3 Try ... that you don't feel awkward but it won't work. (pretend)  
Try ... a place where you can sit down and pretend to be asleep. (find)
- 2 Match the sentences and pictures (A–D). Then complete the rule with gerund or infinitive.
- 1 She should stop to rest, but she needs to finish her work today.
  - 2 She should stop resting, but she just doesn't want to go back to work.
  - 3 He forgot to meet Sandra.
  - 4 He'll never forget meeting Sandra for the first time.

**RULE:** *Remember, forget, regret*

*Remember + <sup>1</sup>... means thinking of a past experience you've had.*

*Remember + <sup>2</sup>... means don't forget to do something.*

*Forget + <sup>3</sup>... means to no longer think of something that you did.*

*Forget + <sup>4</sup>... means to not think of doing something you should do or should have done.*

*Regret + <sup>5</sup>... means feeling sorry about something you said or did in the past.*

*Regret + <sup>6</sup>... means feeling sorry about something you are going to say or do next / in the future.*

**Other verbs**

*Try + <sup>7</sup>... means try hard to see if you can do something that is really not easy.*

*Try + <sup>8</sup>... means do it and see what the results are.*

*Stop + <sup>9</sup>... means to not continue doing a certain activity or action.*

*Stop + <sup>10</sup>... means make a pause in one activity in order to do a different activity.*

- 3 Complete each sentence with the verb in brackets in the correct form.

- 1 On the way to work, dad stopped ... some magazines. (buy)
- 2 I really regret ... Jim. He's going to tell Martha, I'm sure. (tell)
- 3 When you go into town, please remember ... some paper for the printer. (get)
- 4 Don't forget ... food for my packed lunch tomorrow. Mum. (buy)
- 5 Sarah stopped ... the guitar a few years ago. (play)
- 6 I just can't solve this puzzle. I've been trying ... the answer for hours. (find)
- 7 My ankle hurts. I tried ... some cream on it, but it hasn't helped. (put)
- 8 I remember ... strawberry ice cream when I was very small. (love)

Workbook page 11





## VOCABULARY

## Adjectives to describe uncomfortable feelings

## 1 Read the sentences and choose the correct adjectives.

- When I'm with Mrs Meyer I always feel *awkward* / *guilty*. It's difficult to find something to talk about with her.
- Karen ought to be *desperate* / *ashamed* of herself – talking to her mother like that!
- Carl must have done something wrong, because he's looking so *guilty* / *puzzled*.
- After the earthquake, the people on the island were *desperate* / *awkward* for help.
- We're a bit *stuck* / *puzzled* as to why we haven't heard from them for weeks.
- Without your help we'd be *ashamed* / *stuck* and wouldn't know what to do next.

## 2 Now write the adjectives from Exercise 1 next to their definitions.

- ...: feeling extremely embarrassed about something you have done
- ...: feeling confused because you do not understand something
- ...: feeling you are in a difficult situation, or unable to change or get away from a situation
- ...: feeling embarrassed or uncomfortable
- ...: feeling worried or unhappy because you have done something wrong
- ...: feeling the need for or wanting something very much

Workbook page 12



## SPEAKING

## 1 When you are stuck with a problem, which of these three things apply to you? Add three more of your own.

- I go online and look for some advice.
- I stop thinking about it and listen to some music.
- I start feeling helpless.

## 2 Write down three sentences to describe problems and your emotional reactions to them. Use adjectives from Vocabulary, Exercise 1.

- I have a test tomorrow and I haven't studied enough. I'm desperate.*
- It was my best friend's birthday last Monday and I forgot to give her a present. I'm feeling guilty.*

## 3 Work in small groups. Listen to each other's problems and tell each other what to do.

Stop feeling desperate.  
Maybe the test won't be very difficult.  
Otherwise remember to start  
studying earlier the next time round.

Try to relax before the test. Listen  
to some music, or go for an early  
morning walk.



## GET IT RIGHT!

Remember that: **Stop talking** = Be quiet. **Stop to talk**  
= Stop doing something in order to talk to someone.

- ✓ **Stop feeling sad.**
- ✗ **Stop to feel sad.**



## READING

## 1 Look at the photos and the headline of the article. Which of these things do you think you could learn from Bear Grylls?

- how to build a fire
- how to use GPS effectively
- how to build a shelter in the wild
- how to survive outdoors in bad weather
- how to set up your own survival website
- how to tie knots

## 2 Read the article and check your answers.

## 3 Answer these questions based on your own opinions. Use evidence from the text to support your ideas.

- What do you think motivates Bear Grylls?
- Why are his TV shows so popular?
- Do you think Bear Grylls is successful? Why (not)?
- What does Bear Grylls think of the way many young people grow up these days?

# The ULTIMATE SURVIVOR



When he was 20, he broke his back in three places in a parachuting accident. He climbed Mount Everest at the age of 23. Shortly afterwards, he led a trek across the frozen North Atlantic.

In 2007, he set another world record by flying over Mount Everest in a powered paraglider. This helped to raise one million dollars for the Global Angels Foundation, a charity that supports children in Africa.

His first book, *Facing the Frozen Ocean*, got shortlisted for the UK's 'Sports Book of the Year'. Since then he has written more than 15 books, including the No 1 Bestseller: *Mud, Sweat and Tears*.

His name is Bear Grylls, and he was the host of Discovery Channel's famous TV show, *Man vs Wild*. In the show, he was left stranded in remote locations in order to

demonstrate survival techniques. Millions of viewers watched, breathless, as he killed the most poisonous snakes and ate them, climbed extremely dangerous cliffs, parachuted from helicopters and balloons, performed amazing ice climbing stunts, ran through a forest fire, and ate all kinds of insects.

Grylls continues to impress with both his amazing shows, and his incredible charity work. And he has set up his own company, Bear Grylls' Survival Academy, where everyone can learn survival skills from him and his team of highly trained experts.

Recently, Grylls founded Young Survivors – training courses for teenagers comprising a combination of survival skills and adventure tasks designed to teach the fundamentals of outdoor survival and self-rescue. Those who complete the course are given a

Young Survivors Award. Techniques taught include how to build and light a fire, how to navigate in both day and night, building a shelter, extreme weather survival, tracking and hunting and tying knots. A key focus of the course is getting young survivors back in touch with nature and away from technology.

In Grylls' own words: 'The thing I love about the Young Survivor Course is that it is designed to put young adults in just the sort of challenging, character-building and practical situations that help define and distinguish people as adults. So often, youngsters can feel almost over-protected and are stopped from experiencing some of the best things in life – but the Young Survivor Award will challenge and empower them in an incredibly dynamic and fun environment.'

## THINK self-esteem

### How adventurous are you?

1 Write a list of four or five adventurous activities. In pairs, discuss which of the activities from your lists you would like to try (or have tried). Give your reasons.

2 Which of the points below are relevant to each of the activities in your list? Discuss.

- helps you to improve your fitness
- gets you out of your daily routine
- teaches you how to assess and deal with risky situations
- offers opportunities to learn something new
- offers you a challenge
- gives you a chance to feel free
- allows you to have fun with your friends
- helps you to be more confident
- teaches you to accept your personal limits



## WRITING

### An email about an experience

Imagine you are on a Bear Grylls course. Write an email home to your parents. Tell them:

- about the activities you've been doing.
- how you felt while you were doing them.
- what you've learned from them.
- about the people you've met.
- how you feel about the whole experience so far.

Write 150–200 words.

### GET IT right!


Remember that *allow* is followed by an object and an infinitive.

- ✓ It *allows us to learn new skills*.
- ✗ It *allows us learn new skills*.

# THE CHALLENGE

1 Look at the photos and answer the questions.

- 1 What are they all doing in each photo?
- 2 What do you think 'the challenge' is?

2  1.10 Now read and listen to the photostory. Check your ideas.

EMMA: It's been such a busy week.

LIAM: Too right. So many things to do.

NICOLE: Same here. And all of these projects for school. It's been fun, though. Hasn't it, Justin?

JUSTIN: Sorry?

EMMA: Oh, come on, Justin. You're not listening to us at all.

NICOLE: Always on your phone doing something or other.

JUSTIN: Sorry. I know it's a bad habit, but whenever someone texts me I've just got to reply right away.

NICOLE: Seems like we're not important to you any more. You're constantly on the phone. Oh, sorry. Oh, hi, Julia. Yeah ... sure I'm going ... yes, we're all going ... No idea ... Hang on a sec. Let me ask ... Guys? When's the Chilly Balloons concert? Is it next week?

JUSTIN: On the 7th, nine o'clock.

NICOLE: Julia? On the 7th at nine o'clock ... I'll be at home, I guess. Sure ... OK. Well, I have to be off now, but give me a shout over the weekend when you have time. OK, bye! ... Right. Where were we?

JUSTIN: Seems like we're not important to you any more. You're constantly on the phone.

NICOLE: Hang on – it was Julia and it was important. I was only helping her.

EMMA: Did you hear that the cheapest tickets to the concert are £42?

LIAM: What? That can't be right. Let me check. Here we are. Chilly Balloons ... Saturday 7th ... tickets from £25.00 to £100.00.

EMMA: Oh, that doesn't sound too bad. Thanks, Liam.

NICOLE: You know what? We're telling Justin off for being on his phone too much, but we're all just as bad.

JUSTIN: Ha! True! Hey, I challenge us all not to use our phones for the whole weekend. Not once. I bet you can't.

NICOLE: Ridiculous. Of course we can. Why wouldn't we be able to?

EMMA: Oh, come on. Three days without a phone? No problem!

JUSTIN: OK. Let's try it, shall we? You'll never survive the weekend without your phones. You'll see. Anyone who uses their phone has to treat the others to coffee or whatever they want at the café. OK?

EMMA: OK. I'm in.

JUSTIN: No phones, right up to Monday morning, starting now. Deal?

OTHERS: Deal!




1



2

- 3 Work in pairs. Discuss what happens next in the story. Write down your ideas.

*We think that two of them succeed and two of them don't.*

- 4  **EP1** Watch to find out how the story continues.

- 5 Answer the questions.

- Why does Nicole's dad think she doesn't answer her phone?
- What did Emma do that meant she lost the challenge?
- What did Liam do or not do about the challenge?
- How long did Justin manage to not use his phone for?
- What did Nicole do that meant she didn't win the challenge?

## Phrases for fluency

- 1 Find these expressions in the story. Who says them? How do you say them in your language?

- Same here.
- something or other
- Give me a shout
- Where (were we)?
- You know what?
- (It's a) deal!

- 2 Use the expressions in Exercise 1 to complete the dialogues.

- A I was really busy over the weekend. No time to relax! I always had ... to do.  
B ...! I didn't stop for a moment.
- A Listen, if you find the homework difficult, ... and I can try to help you. Then maybe you can make us a snack later.  
B ...! Thanks a lot, Georgia.
- A This exercise is exhausting.  
B You're right. ...?  
We should have a break.
- A So, I think we should do that.  
B Hang on, let me answer this phone call.  
Sorry about that. Right, ...?



## VOCABULARY

*right*

- 1 Look at these sentences from the unit so far. Complete them with phrases from the list.

- right? | right away | Too right  
right up to | All right! | Right ...
- I just feel like I've got to reply ...
  - A It's been such a busy week.  
B ... So many things to do.
  - No mobiles, ... Monday morning. Deal?
  - You know my friends Emma, Justin and Liam, ...
  - OK, bye! ..., where were we?
  - A I told you. No technology all weekend.  
B ...

- 2 Complete the sentences with a phrase using *right*.

- You're the new girl at school, ...?
- The party was great. I stayed ... the end.
- There's a problem at home. I need to leave ...
- ..., everyone. I want you all to listen
- A That film was terrible.  
B ... I hated it as well.
- A Can you give me a hand with my homework?  
B ... I'll be with you in a minute.

**Workbook page 12**



## FUNCTIONS

### Making and accepting a challenge

- 1 Read the phrases. Which ones are used to make a challenge? Which ones are used to accept or turn down a challenge?

- |                                    |                              |
|------------------------------------|------------------------------|
| 1 I bet you can't ...              | 5 I challenge you to ...     |
| 2 I think you're (probably) right. | 6 No problem.                |
| 3 I bet (you) I can ...            | 7 You'll never manage to ... |
| 4 That's too easy.                 | 8 Of course I can.           |

- 2 Work in pairs. Write short dialogues between two people, where one challenges the other. Use these ideas and one of your own.

- eat a doughnut without licking your lips
- stay awake for twenty-four hours
- walk twenty kilometres in four hours
- finish this exercise before me
- speak only in English during break times and lunchtimes for a whole week