

CAMBRIDGE

AMERICAN THiNK



STUDENT'S BOOK 4

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B2

English
Profile

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 | keep
take | destroy | scream | manage | dive

MIKE Did you see that story about the plane that ⁰ crashed in the Gulf of Mexico?

ANDY No, I didn't. What happened?

MIKE Well, this guy ¹ _____ off from Miami in a single-engine plane and headed toward New Orleans.

ANDY Wow. That's a long way.

MIKE Exactly, and it's normally too far for a plane like that, but he had ² _____ extra fuel tanks. After he had begun his journey, however, he realized he didn't have enough fuel to ³ _____ on flying, so he radioed New Orleans and told them that he was in trouble and had to land in the ocean.

ANDY In the water?

MIKE Yes, but luckily there was a fishing boat nearby that was able to pick him up. But here's the incredible thing. The plane had a parachute, so the pilot opened it, but this didn't work, and the plane started to ⁴ _____ toward the water! Then, almost at the last second, the parachute pulled the plane horizontal, just before it ⁵ _____ the water. The impact almost ⁶ _____ the plane.

ANDY And the pilot?

MIKE Fortunately, he was OK. He ⁷ _____ to get out of the plane and into a life raft from the fishing boat. Then the people on the boat came and ⁸ _____ him out of the raft to rescue him. He was fine. I mean, he didn't ⁹ _____ up in the hospital or anything. Now experts are trying to ¹⁰ _____ out what exactly went wrong.

ANDY Wow – I would have been so scared. I would have ¹¹ _____ like crazy!

2 Read it 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 land the plane safely?
- 4 How was the pilot rescued?



Descriptive verbs

1 Match the verbs with the definitions.

<input type="checkbox"/>	1 demolish	a to hit very hard and break
<input type="checkbox"/>	2 flee	b to run away quickly
<input type="checkbox"/>	3 grab	c to destroy completely
<input type="checkbox"/>	4 rage	d to shout in a high pitch
<input type="checkbox"/>	5 scream	e to take something quickly
<input type="checkbox"/>	6 smash	f to hit
<input type="checkbox"/>	7 strike	g to burn very fiercely

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

- 0 The car went out of control and struck a big truck coming in the other direction.
- 1 By the time the spy was identified, he _____ the country.
- 2 The house was old and unsafe, so the town _____ it.
- 3 Come on, we're late! _____ your coat, and let's go!
- 4 By the time the firefighters got there, the fire _____ for more than 20 minutes.
- 5 When she reached her car, she saw that someone _____ the windshield with a rock.
- 6 I _____, but nobody heard me.

Phrasal verbs

1 Complete the sentences about the story. Then read again and check.

- The pilot _____ from Miami to go to New Orleans.
- The pilot was OK. He didn't _____ in the hospital.
- Now they're trying to _____ what went wrong.

2 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 *put away / clean up* your room?
- If there's a problem, tell me, and we can *sort it out / blow it out*.
- Don't stop! We have to *get on / keep on* running to the finish.
- We're going on vacation next Saturday for the whole month! I'm really *looking forward to / looking into* it.
- There are good players here, but she's the best. She really *stands out / looks out*.
- We had to stay home because our car *broke down / blew out*.
- All the restaurants were full, so we *took up / ended up* buying some food at the supermarket and eating in our hotel room.

Childhood memories

- SPEAKING** Work with a partner. What do you remember about your first trip to a movie theater? (e.g., who you went with, what the movie 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.
 - What did theaters show at Saturday 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

1 Use a word from the list in each space.

plot | set | hero | characters
ending | villain | dialogues

I read a book last week called *Ecuador Escape*. It was a thriller – a kind of detective story. It is ¹ _____ in Manta, Ecuador, in the 1800s. The ² _____ of the story is a woman named Vera, who helps many of the other ³ _____ escape from a terrible situation – they have been kidnapped by a horrible old man named Campos. He's the ⁴ _____ of the story.

Anyway, the book's really good. I thought the overall ⁵ _____ was pretty exciting, and it had an unexpected twist at the end. (I won't tell you the ⁶ _____, though, in case you want to read the book yourself.) I really liked the ⁷ _____, too. The conversations between the different characters sound like real people talking to each other. It's a good read. I'd recommend it.

2 **SPEAKING** In small groups, discuss an example of each of these from a movie or book.

- | | |
|-------------------|------------------|
| 1 a great hero | 3 a great plot |
| 2 a great villain | 4 a great ending |

Talking about past routines

Think about yourself when you were five years old. What routines did you have? What things did you do? Write five sentences. Then compare with others.

The Saturday matinee

I'm in my 70s now and have loved the movies ever since I was a kid. Back in the 1950s and 60s, movie theaters used to have Saturday matinees. It was wonderful! Every Saturday afternoon, the theater showed movies for kids – only kids. They showed cartoons, Westerns, action movies, and sci-fi features – everything that kids loved back then (and I guess they still do!)

My brother, who was five years older than me, used to take me. We always tried to show up early so we could get seats somewhere in the first few rows. The theater sold candy and

popcorn, and we bought as much as we could. We used to sit and watch the movies while stuffing ourselves with food.

We loved the cartoons. Our favorite was always *Tom and Jerry*, and we used to cheer as soon as we heard the theme song start. We also loved action movies. The plots were often terrible, and the acting, 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 ushers sometimes



tried to stop us, but usually they gave up! The endings were always completely predictable, of course. The heroes always won, and we cheered like crazy when they did!

B AN UNCERTAIN FUTURE

Future plans

1 **▶ 1.03** Read the conversation. Put the phrases (a–f) in the correct places. Then listen and check.

- a when you graduate
- b get a good degree
- c to start a family
- d and then travel the world
- e then retire
- f before I think about settling down

MOM So, Greg, have you thought about which colleges you'd like to apply to yet?

GREG I told you, Mom – I'm not so sure that I want to go to college.

MOM But if you ¹ _____, you'll be guaranteed a secure future. You know, in ten years, you could be the manager of a huge company!

GREG But that's just it, Mom. I don't want to manage a big company, or a small company either. I don't want to spend 40 years doing that, ² _____ and wonder where my life went. That's not the future I want.

MOM So, what are you going to do ³ _____ then?

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

MOM 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, Mom. But even so, I want some time for myself ⁵ _____.

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

GREG I know, Mom, and that 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!

MOM Yes, I suppose so.

GREG But don't worry, Mom. I mean, I'd like ⁶ _____ eventually. So you can look forward to playing with your grandchildren someday – I hope.

MOM Well, I'm delighted to hear that, Greg!

2 Mark T (true) or F (false) or DS (doesn't say).

- 1 Greg and his mom have talked about college before.
- 2 Greg's father worked for a big company.
- 3 Greg definitely wants to travel after he graduates.
- 4 Greg's mother values work experience.
- 5 Greg would like to be a father someday.



Life plans

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

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

- 1 I intended to _____ the world, but when I got to Brazil, I loved it so much that I stayed.
- 2 I don't know what to do after I _____ from high school.
- 3 She got her _____ from Harvard.
- 4 He worked really hard, and after a few months, he got _____.
- 5 My grandfather had worked for the same company for 42 years before he _____.
- 6 A marketing class 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 don't have enough money yet to _____ a family.

2 **SPEAKING** Answer the questions in pairs. Then compare your answers in small groups.

- 1 At what age do people usually finish school in your country? Do you think this is the right age? Why or why not?
- 2 At what age can people retire in your country? Is it the same for men and for women? Do you think this is the right age? Why or why not?
- 3 Do you need a degree to have a good career? Why or why not?

Past perfect tenses

Complete the sentences with the past perfect or past perfect continuous form of the verb.

- Greg told his parents that he wants to travel before college.
 - He _____ (think) about it for a long time before he told them.
 - He _____ (plan) to tell them earlier, but he couldn't find a good time.
- Greg and his mom had different future paths for him.
 - She _____ (dream) that he would become a manager of a huge company.
 - He replied that he _____ (think) about getting some life experience.

Being emphatic: so and such

1 Complete the sentences from the conversation on page 6.

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

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

- Going to college is a fantastic idea.
Going to college is such a fantastic idea.
- Working in the same job for 40 years sounds terrifying.

- Traveling is an amazing experience.

- Deciding to settle down is a huge decision.

- A boring job must be awful.

3 **SPEAKING** Do you agree or disagree with the statements in Exercise 2? Explain your ideas.

Extreme adjectives

1 Look at the *so/such* statements you wrote in the previous Exercise 2 again. Find words that mean:

- really big _____
- really good _____
- really bad _____
- really scary _____

2 Write the words in the correct places.

hot | delighted | interesting | exciting | huge
terrible | scared | miserable | freezing | awesome
tiny | funny

Gradable adjective

- bad _____
- good _____
- _____
- _____
- _____
- happy _____
- sad _____
- _____
- big _____
- small _____
- cold _____
- _____

Extreme adjective

- _____ / awful
fantastic / wonderful /
_____ / amazing
fascinating
terrified
hilarious

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

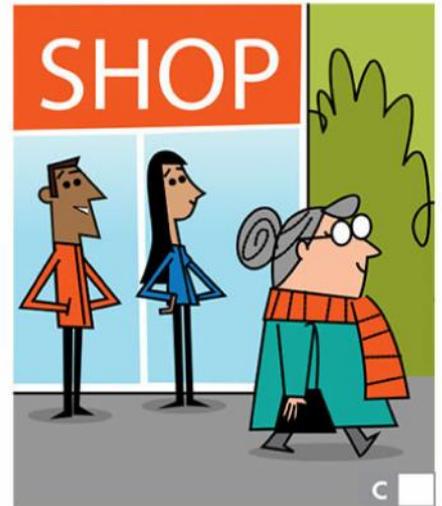
- A It's cold in here, isn't it?
B Yes, it's *freezing* !
- A Are you happy they're coming?
B Yes, I'm _____ .
- A He tells funny jokes, doesn't he?
B Yes, they're _____ .
- A This room's small.
B Small?! It's _____ !
- A So, it's good news, right?
B Yes, it's _____ .
- A Were you scared?
B Yes, I was. I was _____ !
- A Was the film really that bad?
B Yes, it was. It was _____ .
- A Was the roller coaster ride exciting?
B Yes, it was. It was _____ !
- A Be careful. The soup's quite hot.
B It's more than hot. It's _____ .

4 With a partner, write four more mini-dialogues using extreme adjectives from Exercise 2 above that don't appear in Exercise 3.

C HOW PEOPLE BEHAVE

Conversations

1  1.04 Listen and match the conversations to the pictures. Write 1–3 in the boxes.



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

CONVERSATION 1

STEVE What's the matter with you?

MARIA I held the door open for that elderly lady; I let her go through in front of me.

STEVE Yeah. That was thoughtful of you. Very a _____.

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

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

CONVERSATION 2

MILLY Hi, Jack. Here are your headphones.

JACK My headphones! So you're the one who took them!

MILLY Yes. Sorry, I should a _____ asked you, I know, but ...

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

MILLY OK. I'm sorry. But you don't have to be so c _____ about it.

CONVERSATION 3

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

SOFIA Oh, that's a shame. But never a _____, you have other friends, don't you?

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

SOFIA Well, you don't c _____ to lose touch with him – not these days.

JASON That's right. Maybe my parents will d _____ me go and visit him some time.

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

- Steve?
- Milly?
- Sofia?

Personality

SPEAKING 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 | generous | kind | lively
polite | rude | selfish | shy | thoughtful
unfriendly | warm

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

Using should

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

- 0 Someone has given you an expensive present.
You shouldn't have spent so much! That was so generous of you.
- 1 A friend of yours has said something unkind to a mutual friend.
- 2 Your friend wants to ask someone to dance but is shy.
- 3 A child doesn't want to let another child play with a toy.
- 4 Someone is getting angry because another person was rude.

Career paths

- 1 What jobs do you see in the photos?
- 2 Read the article quickly and find which of the jobs in Exercise 1 it mentions.



TIPS FOR CHOOSING A CAREER

Choosing a career isn't always easy, but it doesn't have to be the agony that some people make it. Here are our tips to help you make up your mind.

A 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 major in engineering. 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!

B 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 in college.

C Your first decision isn't forever.

Some lucky people get it right first time – they choose a job, love it, and stick with it. But it isn't always like that. You're allowed to change your mind! On the other hand, it's no good agonizing for years either. Maybe you have three or four possible things you'd like to do. So choose one and try it. If you don't like it, try another one.

D Do something of value.

Some people choose their career simply because they think they'll earn huge amounts of money (although the careers that pay the most also have millions of people who never make it to the top). Generally, however, 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 teacher. Just don't forget that job satisfaction isn't only about money.

- 3 **SPEAKING** 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.

Decisions

- 1 Complete the questions. The first letter has been given to you.

- 1 What do you find it difficult to m ____ decisions about?
- 2 When do you think it's wrong to change your m ____?
- 3 Can you remember a time when you couldn't m ____ u ____ your mind about something?
- 4 Who do you talk to before you c ____ t ____ a decision about something?
- 5 What kind of things do you think I ____ and h ____ about before making a decision?

- 2 **SPEAKING** Answer the questions in the previous exercise for yourself. Make notes. Then discuss your answers in a group.

Permission

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

- 1 You should never _____ other people make decisions for you.
- 2 No one can _____ you do a job that you don't want to do.
- 3 In more and more jobs now, people _____ work from home if they want to.
- 4 My mother's boss _____ her work late sometimes.
- 5 Back when my grandfather worked, he _____ smoke in his office. Can you believe that?
- 6 This company _____ its employees start work at 8:00, 9:00, or 10:00, whatever works best for them.

- 2 Write sentences about your perfect job or career. Use *make / let / be allowed to* 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.

- 1 Where are Tom and Isabel?
- 2 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.
 ISABEL And I was wrong! I'm sorry. Don't be so 1 _____. It'll be open very soon.
 TOM I already wish I hadn't come.
 ISABEL 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.
 ISABEL Right. And I 5 _____ you to come with me to the gym, and you agreed, so here we are.
 TOM I always feel 6 _____ wearing workout clothes. I have skinny legs.
 ISABEL 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!
 ISABEL Look, no one cares about what other people look like. They're too busy exercising.
 TOM That's completely untrue!
 ISABEL Tom, I'm beginning to wish I 8 _____ invited you. Oh look, it's opening. Let's go in and get started.

3 Answer the questions.

- 1 Why has Tom agreed to exercise?
- 2 Why is Tom not happy about wearing shorts?
- 3 Why, according to Isabel, are people not worried about other people's appearance?
- 4 Why is Isabel starting to regret inviting Tom?

Reporting verbs

1 Rewrite each sentence. Use the verb in parentheses.

- 0 "Please come to my party, Jim." (invite)
She *invited Jim to come to her party.*
- 1 "You should watch this show." (recommend)
He _____
- 2 "No, I won't help you, Molly." (refuse)
He _____
- 3 "I'm late because there weren't any buses." (explain)
She _____
- 4 "OK, I'll lend you my jacket, Tony." (agree)
He _____
- 5 "OK, Alice, I'll go to the movies with you." (persuade)
Alice _____
- 6 "Go on. Ask him, Sue!" (encourage)
I _____

2 **SPEAKING** Work in pairs. Tell your partner about:

- 1 a time someone persuaded you to do something
- 2 a book or movie that someone recommended to you
- 3 something you would not encourage another person to do
- 4 a time when you refused to do something that another person wanted
- 5 something you once agreed to do and then regretted it

Negative adjectives

1 Write the negative form of these adjectives.

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

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

expensive | important | logical
 formal | responsible | polite

- 0 I don't like spending a lot of money. I like to buy *inexpensive* things.
- 1 It's an _____ party. Wear what you want.
- 2 The way you dress for school is _____. It's better to focus on your classes.
- 3 The way he was explaining the math problem seemed _____. I didn't understand.
- 4 My brother never says please or thank you. He's so _____.
- 5 You've got an exam tomorrow. It's _____ to stay up so late.

Another country

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



Lety's blog – from Bangkok!

Hi everyone,

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 settle in.

It's so different from home here. 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. 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 travel time wisely – to learn to knit maybe, 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 a lot 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 favorite restaurant at home is Thai, so I'm used to all those spices, and I love them. But here – wow, the flavors are out of this world. Well, that's all for now. I'll write more soon!

- 2 Read again. What three things does Lety have to get used to?
- 3 **SPEAKING** Think of two more possible things that Lety has to get used to. Compare your ideas.

Changes

Use words from the list to complete the sentences.

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

- Lety'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 progress with language skills.
- I love spicy food, so I could never _____ eating hot peppers.
- I need to get in shape, so I'll have to change my _____.
- I don't think I'm ever going to _____ my bad habits.

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

1 Complete the sentences from Lety'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 every day.
- One of my friends told me to try to learn some Thai before coming here – if only _____ to him!

2 Lety wrote some emails to her friends back home. Complete the things she said. Use verbs from the list to help you.

say | wear | find | bring | know

- I didn't see Jack before I left – I wish I'd said goodbye to him.
- Electronics here are really expensive. If only _____ a little more money!
- I went to a party last night, and it was really hot. I wish _____ lighter clothes.
- There are lots of beautiful temples here. If only _____ something about Buddhism before coming here.
- Our apartment here is really small. I wish my dad _____ a bigger one.

1 SURVIVAL

OBJECTIVES

FUNCTIONS: making and accepting a challenge

GRAMMAR: verbs followed by infinitive or gerund; different meanings of verb + infinitive and verb + gerund

VOCABULARY: verbs of movement; adjectives to describe uncomfortable feelings



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 that fits each blank (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 impossible to survive.
 - 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 awful.

- 5 **SPEAKING** 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 movie, *Touching the Void*. It started with an outstanding success. Joe and Simon managed to climb the west face of Siula Grande in the Peruvian Andes.



¹ ____ 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. ² ____ So it wasn't possible for them to melt ice and snow for drinking water anymore. It was getting dark, too, and they knew they needed to descend quickly to the glacier, about 1,000 meters below. ³ ____ Joe slipped and landed awkwardly, breaking his leg.

Both Simon and Joe were terrified. They were at a height of 6,000 meters. ⁴ ____ 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 dire, 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 midair over a huge crevasse.

⁵ ____ 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 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 no signs of life. He assumed Joe was dead.

But he wasn't. Joe had survived the fall. ⁶ ____ 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.

⁷ ____ 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, it is important not to get distracted by irrelevant ideas so we can concentrate on what is relevant and make the right decision.

1 Which of these facts were relevant for Simon in making his decision to cut the rope?

- 1 Siula Grande is part of the Andes region of Peru.
- 2 The two climbers had already reached the summit.
- 3 Joe had a broken leg.
- 4 There was no way they could get help from anywhere.
- 5 Their way back down was via the North Ridge.
- 6 The rope got stuck, and it was impossible to pull Joe out of the crevasse.

2 **SPEAKING** Work in pairs. Discuss how Simon may have felt when he made his decision.

3 **SPEAKING** 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.

- 1 You have an important test tomorrow, and your friend wants you to go to a party tonight.
- 2 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 more than A.
- 3 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 120.



GRAMMAR

Verbs followed by infinitive or gerund

- 1 Read the sentences about 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*.
 - 1 Joe and Simon managed *to climb / climbing* the west face of Siula Grande.
 - 2 Simon tied the rope around Joe and started *to lower / lowering* his injured friend.
 - 3 Simon imagined both himself and his friend *to die / dying* in the snow and ice.
 - 4 For a moment, Simon Yates felt like *to give / giving* up.
 - 5 But then he decided *to cut / cutting* the rope and save his own life.
 - 6 He continued *to descend / descending* the mountain.

RULE:

We follow the verbs

- *imagine, feel like, suggest, practice, 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

- 1 The weather was great on Sunday, but I didn't feel like _____ a mountain.
- 2 I called my friend, and he suggested _____ on a bike ride.
- 3 Nobody asked us _____ our tickets as we entered the theater.
- 4 I gave Sarah a copy of Joe Simpson's book *Touching the Void*. She says she's really enjoying _____ it.
- 5 Can I borrow your umbrella? I can't stand _____ around in the rain.
- 6 I wanted _____ new skis, but I couldn't afford _____ them.
- 7 I don't mind _____ my brother with his homework.
- 8 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

- 1 They managed to _____ the west face of Siula Grande.
- 2 They knew they needed to _____ quickly to the glacier.
- 3 For the next three and a half days, he continued to descend the mountain, _____ and _____ on one leg.

- 2 Match the words with their definitions.

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

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

- 1 They slowly started to _____ into the deep valley.
- 2 We spent time _____ around the beach looking for shells.
- 3 I decided to _____ from the rope into the river.
- 4 The plane _____ to an altitude of 10,000 meters.
- 5 The baby was sleeping, so they _____ around the house.
- 6 The boxer managed to _____ to her corner despite being hurt.
- 7 Some rabbits _____ through the park this morning.
- 8 When he heard that Jo was back, he _____ over to see her immediately.
- 9 Our dog _____ through a hole under the fence and ran away.
- 10 When they saw the rat, they _____ onto the table.

Workbook page 12