

1 SURVIVAL INSTINCT



Get THINKING

Watch the video and think: are you adventurous?

OBJECTIVES

FUNCTIONS:

setting and accepting a challenge

GRAMMAR:

verbs followed by infinitive or gerund; verbs which take gerund and infinitive with different meanings: *remember, forget, regret, try, stop*

VOCABULARY:

verbs of movement; adjectives to describe uncomfortable feelings



READING

- 1 Look at the photos. Which one shows an *outboard motor* and which one a *tarpaulin*?
- 2 **SPEAKING** Imagine being in a small boat in the middle of the Pacific Ocean. What would you need to think about?
- 3 Read the article. 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 The boys knew right away that they could only sit, wait and hope.
 - B Tears were shed again, but this time they were tears of joy and gratitude.
 - C A passing fishing boat spotted them and stopped to pick them up.
 - D The boat had no roof to protect them.
 - E All they could do was watch as it continued to sail away.
 - F But they would be proved wrong.
 - G Little did they know their journey would last over seven weeks.
 - H This meant they had something to drink.

- 4 **1.01** Read the article again and listen. Check your answers.

- 5 **SPEAKING** Work in pairs and discuss the statements and questions.

- 1 The boys should not have tried to make the trip without an adult.
- 2 If the boys had taken phones with them, they would have been found earlier.
- 3 I don't think I could survive a situation like that.
- 4 I would like to meet the three boys and ask them more about their experience.
- 5 How do you think you would deal with a situation like this? What would you find the most difficult?

SEVEN WEEKS

Out in the Pacific Ocean, 500 km north of Samoa, lies a small group of islands called Tokelau. The population is only about 1,400 people, but one day early in November 2010, 500 of them gathered for a memorial service for three teenagers. No one had seen 14-year-old Etueni Nasau, or his two 15-year-old cousins Samuel Pelesa and Filo Filo, for a month. Their boat was gone, too. When people realised that the three boys were missing, planes spent over three weeks trying to find them, but eventually they gave up. Their friends and relatives wept at their funeral service, believing that the boys were dead.

In early October, the three boys had clambered into their small 3.5-metre boat because they felt like making a short trip to a neighbouring island. They had decided to take some coconuts and water with them, enough for a couple of days.



Not long after they headed out to sea, the boys lost sight of land and started to become disoriented. Then they ran out of fuel for their outboard motor, and started to drift.

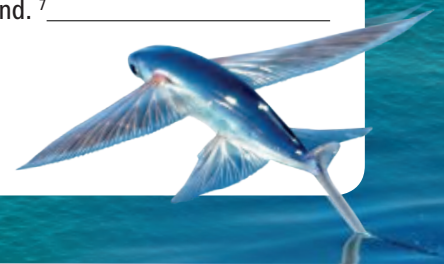
For days, they crouched in the boat under the fierce sun. Their water and coconuts quickly ran out. Sometimes, a small flying fish would fall into their boat and they would eat it, but this wasn't enough food for them. Once, a seabird

landed on the boat. One of the boys leaped up and managed to grab it. They killed it and ate it, raw. At night there were often heavy rainstorms that threatened to overturn the boat, and the boys had to dive to the floor, holding on as hard as they could. But the storms also left a little rainwater in their canvas tarpaulin.

They constantly kept watch for land or boats. One night, they saw the lights of a ship, but it was too far away to see them and they had no lights to attract attention.

After several weeks, the night rains stopped. The boys were desperately thirsty, and, despite knowing the dangers of drinking seawater, they decided to sip some. Then, with perhaps only days, or even hours, to live, the thing they had been desperately hoping for, happened.

The boys were very weak but they managed to stagger onto the fishing boat. They began to recover after having some water and some food. From the boat, Filo Filo phoned his father, who rushed to pass on to the other villagers the scarcely believable news that the boys were safe and sound.



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.

6 Which of these facts were relevant for the three boys in making their decision to drink some seawater?

- 1 They had no fresh water in the boat.
- 2 Seawater doesn't taste very nice.
- 3 Their boat was very small.
- 4 There were no clouds in the sky.
- 5 If you don't drink anything, you can die of dehydration.

7 SPEAKING Work in pairs and discuss how the boys may have felt when they made their decision.

8 SPEAKING Read the situations. For each one, think about what you might want to do and what you should do. Then compare your 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 better 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 66.



GRAMMAR

Verbs followed by infinitive or gerund

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

- 1 They felt like *making* / *to make* a short trip to a neighbouring island.
- 2 One of the boys leaped up and managed *grabbing* / *to grab* it.
- 3 All they could do was watch as it continued *sailing* / *to sail* away.
- 4 Despite of knowing the dangers of drinking seawater, they decided *sipping* / *to sip* some.
- 5 A passing fishing boat spotted them and stopped *picking* / *to pick* them up.
- 6 They began *recovering* / *to recover*.

RULE: We follow the verbs:

- *imagine, feel like, suggest, practise, miss, can't stand, enjoy, detest* and *don't mind* with ⁷ _____ .
- *manage, want, decide, refuse, hope, promise, ask, learn, expect, afford, offer* and *choose* with ⁸ _____ .
- *begin, start* and *continue* with ⁹ _____ or ¹⁰ _____ .

2 Complete the sentences with the verbs in the list. Use the gerund or infinitive form.

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

- 1 The weather was great on Sunday, but I didn't feel like _____ a mountain.
- 2 My friend suggested _____ on a bike ride.
- 3 Nobody asked us _____ our tickets as we entered the cinema.
- 4 I gave Sienna 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

3 Complete the sentences with the correct form of the verbs in the list. Then check your answers in the article on page 13.

dive | leap | rush | stagger

- 1 One of the boys _____ up and managed to grab it.
- 2 The boys had to _____ to the floor, holding on as hard as they could.
- 3 The boys were very weak but managed to _____ onto the fishing boat.
- 4 He _____ to give the incredible news to other villagers.

4 Match the words with the definitions.

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

- to jump on one foot
- to walk around without any clear purpose
- to move easily and without stopping in the air, backwards and forwards or from side to side
- to walk on your toes, especially in order not to make a noise
- to jump into water
- to go up, or to go towards the top of something
- to (cause to) go or do something very quickly
- to make a large jump from one place to another
- to move slowly on hands and knees
- to walk or move with difficulty as if you are going to fall


5 Complete the sentences with the correct form of the verbs from Exercise 4.

- 1 He was really hot, so he _____ into the swimming pool straightaway.
- 2 We spent the morning _____ around the harbour, looking at the boats.
- 3 At the zoo, the monkeys were _____ from the trees and _____ to the top of them.
- 4 Their daughter was asleep, so they _____ around the house.
- 5 Children learn to _____ when they are babies, but they don't learn to _____ on one foot until they are a bit older.
- 6 As soon as I heard Jo was back, I _____ to her mum's house to see her.
- 7 With difficulty she managed _____ to the phone to call for help.
- 8 He saw the snake, and in no time he _____ onto the table.

→ workbook page 12

LISTENING

6  1.04 Listen to a discussion on a radio show. What are the two people discussing?

7  1.04 Listen again. Mark the statements T (true) or F (false). Then correct the false statements.

- 1 The man says that he didn't sleep very well during his exams.
- 2 The woman says she didn't do enough serious revision.
- 3 She says it's important to think about diet and sleep during an exam period.
- 4 She says you should spend more time studying than enjoying yourself.
- 5 She says you should not do more or less revision than your friends.
- 6 The man was happy that he revised along with his friends.
- 7 The woman thinks you should revise in whatever way is good for you.
- 8 She thinks it's important to keep 100 percent to a schedule.

8 **SPEAKING** Work in pairs and do the following:

- 1 List the pieces of advice the woman gives and say which ones you agree or disagree with.
- 2 Add one or two more pieces of advice for dealing with pre-exam stress.

GRAMMAR

Grammar video ▶ 02

Verbs which take gerund and infinitive with different meanings: *remember, forget, regret, try, stop*

9 Complete the sentences from the listening with the verbs in brackets. Use the correct form.

- 1 Remember _____ regularly and well. (eat)
I still remember _____ sleepless nights. (have)
- 2 I really regret _____ it more seriously. (not take)
I regret _____ that we've run out of time. (say)
- 3 Try _____ comparing yourself with friends. (avoid)
I tried _____ together with friends. (revise)

10 Match sentences 1–4 with 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.



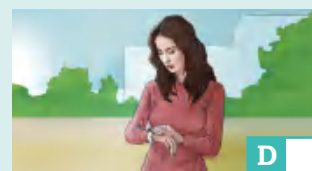
A



C



B



D

RULE: Remember, forget, regret

- Remember + ⁵ _____ means *thinking of a past experience you've had.*
- Remember + ⁶ _____ means *don't forget to do something.*
- Forget + ⁷ _____ means *to no longer think of something that you did.*
- Forget + ⁸ _____ means *to not think of doing something you should do or should have done.*
- Regret + ⁹ _____ means *feeling sorry about something you said or did in the past.*
- Regret + ¹⁰ _____ means *feeling sorry about something you are going to say or do next or in the future.*

Other verbs

- Try + ¹¹ _____ means *try hard to see if you can do something that is really not easy.*
- Try + ¹² _____ means *do it and see what the results are.*
- Stop + ¹³ _____ means *to not continue doing a certain activity or action.*
- Stop + ¹⁴ _____ means *make a pause in one activity in order to do a different activity.*

11 Complete the sentences with the correct form of the verbs in brackets.

- 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)



VOCABULARY

Adjectives to describe uncomfortable feelings

- 1 Match the adjectives from the list with their definitions.

ashamed | awkward | desperate
guilty | puzzled | stuck

- _____ : 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

- 2 Complete the sentences with the adjectives from Exercise 1.

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

→ workbook page 12



SPEAKING

- 3 When you have a problem and get stuck, 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.

- 4 **WRITING** Write three sentences to describe problems and your emotional reactions to them. Use adjectives from Exercise 1.

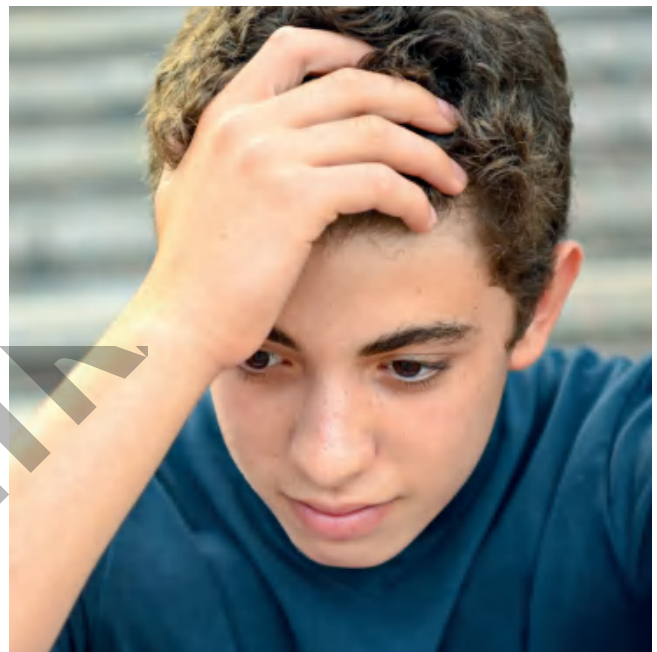
I have a test tomorrow and I haven't studied enough. I'm desperate.

It was my best friend's birthday last Monday and I forgot to give her a present. I'm feeling guilty.

- 5 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 next time.

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



READING

- 6 Look at the photos and the headline of the article. Which of these things do you think are true about Miriam Lancewood?

- She is from New Zealand.
- She lives in a city.
- She sometimes hunts without a gun.
- She lives alone.
- She never eats meat.

- 7 1.05 Read and listen to the article to check your ideas.

- 8 Read the article again. Answer these questions based on your own opinions. Use evidence from the article to support your ideas.

- How did Miriam feel about her life before 2010?
- How does her husband feel about their lifestyle?
- How happy is she about the way she leads her life?

How to SURVIVE in the WILDERNESS

Miriam Lancewood, from the Netherlands, has a university degree, but she has no permanent address and no job. She doesn't have a car, or a computer or a mobile phone. She doesn't have a bed, or a clock or a mirror. And she's very happy this way.

Miriam was living in New Zealand, in 2010, when she began to ask herself: could she survive a terrible natural disaster or a nuclear attack? Could she live without technology, electricity or other people? She decided that she didn't have the necessary skills or experience, so she and her husband Peter set off to live in the wilderness. They left their cottage, filled two 85-litre backpacks with some possessions and took 12 buckets of food to last the winter. And they've never looked back.

Since then, they have lived right in the middle of the wilderness of New Zealand's North Island. They live mostly in a tent or unequipped hut, with occasional returns to a town if their supplies are low – Lancewood sometimes plays the guitar and sings on the street to earn a little money. Otherwise, they don't need anything from anyone.

In 2017, Miriam published a book – *Woman in the Wilderness* – which tells her story and recounts what she learned about nature, other people and herself. Life in the wilderness taught her how to manage with simple things, how to be alone, how to be bored, how to be afraid. She also talks about how she had to learn how to use a bow and arrow to hunt with, and the first time she killed a goat with one. Afterwards, she sat and cried because she had been brought up as a vegetarian. She and her husband ate the meat, because they did not want to waste a life and because it provided protein. Meat then became part of their diet.

Miriam and her husband Peter met in India. They spent two months in the Himalayas, trekking and meeting people who lived very simply in the mountains. The lifestyle attracted them both and once they were back in New Zealand, the idea of living in the wilderness became a possibility and eventually a reality. She does not for one moment regret choosing this way of life. 'If people don't agree with the way I live,



WRITING

A diary page about an experience

9 Imagine you are Miriam Lancewood. Write a page of your diary. Write about:

- the activities you've been doing
- how you felt while you were doing them
- what you've learned from them.

Write 150–200 words.

WordWise: Expressions with *right*

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

right | right away | right in the middle
rightly or wrongly

- 1 The boys knew _____ that they could only sit, wait and hope.
- 2 Since 2010 they have lived _____ of the wilderness.
- 3 _____, the results of their exams will determine what they do next.
- 4 But you survived, _____?

11 Complete the sentences with an expression with *right*.

- 1 You're the new girl at school, _____?
- 2 Look at the time! We're late. We have to leave _____.
- 3 There's going to be a new supermarket _____ of town.
- 4 _____, we have to switch off our phones before class starts.

→ workbook page 12

DEVELOPING

SPEAKING



- 1 1.06 Look at the photo. What do you think the two girls are doing? Read and listen to check.

Ava: Sunday afternoon ... I'm pretty bored.

Paloma: Same here. I think I'll just play some games on my phone.

Ava: Oh, phone, phone, phone. You know what, Paloma? You're addicted to that phone! You're always using it for something or other.

Paloma: Of course I'm not addicted to it. I could stop using it right now if I wanted to!

Ava: Really? OK, I challenge you, Paloma. I bet you can't survive three days without your phone.

Paloma: Seriously? Three days? That's too easy. You're on.

Ava: OK then. You'll have to give me your phone, though, and promise not to use anyone else's either.

Paloma: No problem.

Ava: You'll never manage to do this, Paloma, and you know it.

Paloma: Oh, I'll manage it, Ava, don't worry. And if I don't, we'll go to the burger place, you order whatever you want and I'll pay. Agreed?

Ava: It's a deal! I can't believe I'm ...

Paloma: Oh, just a moment Ava. A message from Mary. Give me two seconds ... yes, replied. Sorry about that. Now, where were we?

Ava: We were talking about you not using your mobile, until you started using your mobile!

Paloma: Oh, you're right! I'm having second thoughts about this challenge. I think you're probably right. I can't do it!

Ava: I knew it! But we had a deal, so I still want my burger!

Paloma: Fair enough. Give me a shout when you know what day you want it.

- 2 1.06 Read and listen to the conversation again and answer the questions.

- 1 What does Ava challenge Paloma to do?
- 2 What does Paloma promise to do if she loses?
- 3 How is their conversation interrupted?
- 4 Why does Paloma change her mind?

- 3 SPEAKING Discuss the statements in pairs. Do you agree with them?

- 1 It's possible to be addicted to your mobile phone.
- 2 Ava is being unfair when she challenges Paloma to not use her phone.

Phrases for fluency

- 4 Find the underlined phrases in the conversation and use them to complete the dialogues.

- 1 A I was really busy over the weekend.
No time to relax! I always had
1 _____ to do.
B 2 _____! I didn't stop for a moment.
- 2 A Listen, if you find the homework difficult,
3 _____ and I can try to help you. Then maybe you can make us a snack later.
B 4 _____! Thanks a lot, Georgia.
- 3 A This exercise is exhausting.
B You're right. 5 _____? We should have a break.
- 4 A Agreed. I think we should do that.
B Hang on, let me answer this phone call ... Sorry about that. Right,
6 _____?

- 5 SPEAKING Work in pairs. You are two friends who are bored and who are trying to find things to do. Try to use as many of the phrases from Exercise 4 as you can.

FUNCTIONS

Setting and accepting a challenge

KEY LANGUAGE

I bet you can't ...	I think you're (probably) right.
Of course I can.	You'll never manage to ...
I challenge you to ...	No problem.
That's too easy.	I bet (you) I can ...

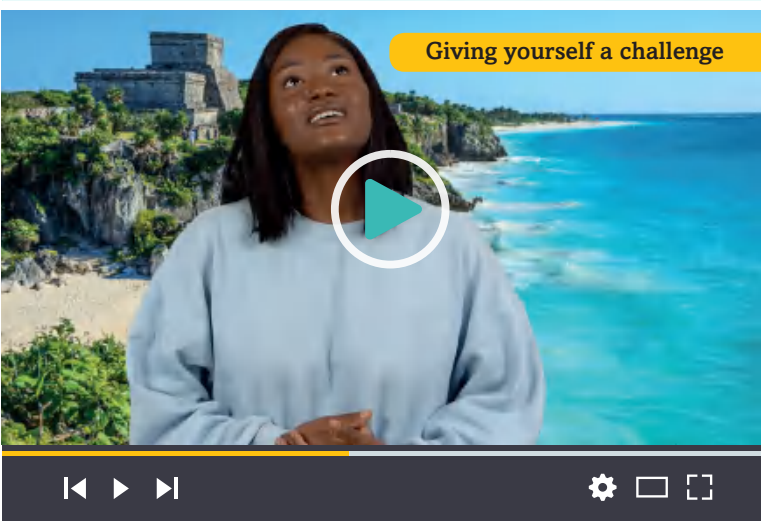
- 6 Read the phrases in the Key Language box. Which are used to set a challenge? Which are used to accept or turn down a challenge?
- 7 SPEAKING Work in pairs. Write short dialogues, where one person challenges the other. Use these ideas or one of your own. Then act them out for the class.

- eat a doughnut without licking your lips
- stay awake for 24 hours
- walk 20 kilometres in four hours
- finish this exercise before the pair next to us
- speak only in English during break times and lunchtimes for a whole week
- _____



LIFE COMPETENCIES

It can be important to try to do new things. It's by taking on challenges that we learn new skills and grow as people. But it's also important to be realistic about what you can achieve.



Giving yourself a challenge

- 1 **▶ 03** Watch the vlog. What challenge does Chloe set the audience? What challenge does she set herself?
- 2 **▶ 03** Watch the vlog again and make notes about:
 - a the obstacles to the challenge
 - b the rewards of the challenge.
- 3 **SPEAKING** Read the blog post. Work in pairs and answer the questions.
 - 1 Why did Sara decide to run a marathon?
 - 2 Why was it a hard challenge for her?
 - 3 What were the results of her running the marathon for herself, and for others?
 - 4 Was it a good idea for her to set herself this challenge? List positive and negative things.
- 4 Imagine you are one of Sara's friends on the day that she told you she was going to run the London Marathon. What would you say to her?

Me and my world

- 5 Think of a time when you set yourself a challenge and make notes.
 - What was it?
 - What did you do?
 - What was the outcome?
- 6 **SPEAKING** Work in pairs and tell your partner about your challenge.

Last year, I started doing some volunteer work for a charity in my town that helps disabled children. I found out that the charity needed to buy some new wheelchairs, but that they really didn't have the money. So, I started to think about what I could do to raise money.



When I mentioned this to my friends, they said, 'Well, why don't you run the London Marathon?!' They laughed and so did I – we all know that I'm not an athlete at all. I've never done any running before. But later, I started to think that it might not be a bad idea.

I talked to the charity people and they agreed to put my name forward. I bought some gear and started running. I went out every night for a run and after a month or so, I found I could do almost five kilometres. The problem, though, is that the marathon is 42 kilometres!

The race was only five months away. I practised as hard as I could. I had to run and finish the race, because if I did, I would raise enough money from my sponsors to buy four new wheelchairs.

Well, when the big day came, I was not at all sure that I was ready. During my training, I'd managed to run 25 kilometres in one session, but 42? Could I do it? Fortunately, it wasn't a hot day and the people running with me helped me a lot. Nevertheless, after about 34 kilometres, I was exhausted and I nearly stopped, but the people watching cheered me on and I managed to struggle on to the finish line. My time was five hours and ten minutes. But I was in pretty bad shape and I was taken to hospital. I had to stay there overnight to recover, but they let me go home the next day.

It was hard, but I'm so proud that I did the marathon and got the wheelchairs for the charity.

TIPS FOR SETTING YOURSELF A CHALLENGE

- When you set yourself a challenge, think about the possible outcomes – if you succeed, and if you don't succeed.
- Think about outcomes not only for yourself, but perhaps for other people, too.
- If you think it's a tough challenge, talk to other people you trust before making a decision about whether or not to accept the challenge.