CAMBRIDGE

Cambridge University Press
978-1-108-94345-1 — Think Level 4 Teacher's Book with Digital Pack British English
Brian Hart
Excerpt
More Information

Welcome
A What a story!

WELCOME

A WHAT A STORY!
A lucky pilot

1 W.01 **Complete the conversation with the verbs from the list in the correct tense. Then listen and check your answers.**

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

Mike So, did you see that story about the plane that [0] *crashed* into the ocean?
Finn No, I didn't. What happened?
Mike Well, this guy [1] _____ off from Florida in his plane – a small one, only one engine – to go to New Orleans.
Finn Wow – that's a long way.
Mike Right, and it's usually too far for a plane like that, but he had [2] _____ extra fuel tanks. However, after he had begun his journey, he realised he didn't have enough fuel to [3] _____ 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.
Finn 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 [4] _____ towards the sea! But then almost at the last minute, the parachute pulled the plane horizontal, just before it [5] _____ the water. The impact almost [6] _____ the plane.
Finn And the pilot?
Mike He was OK. He [7] _____ to get out of the plane and into a life raft from the fishing boat. Then the people from the fishing boat came and [8] _____ him out of the raft and took him to the ship. He wasn't injured, so he didn't [9] _____ up in hospital or anything. Now they're trying to [10] _____ out what went wrong.
Finn Wow – I'd have been so scared if I'd been in that plane. I'd have [11] _____ really loudly!



2 **Read the dialogue 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

3 **Match the verbs with the definitions.**

1 demolish	a to hit very hard and break
2 dive	b to run away quickly
3 flee	c to go down quickly
4 grab	d to destroy completely
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

4 **Complete the sentences with the correct form of one of the verbs from Exercise 3.**
0 When the clock ____*struck*____ 12, I knew it was time to go home.
1 When war broke out, hundreds of people had to _____ the country.
2 I went back to my old school, but it wasn't there any more: it had been _____ .
3 I was late for the bus, so I just _____ my bag and ran to the bus stop!
4 The fire at the old factory _____ for over three hours.
5 She got really angry and _____ a plate against the wall.
6 They _____ but nobody heard them.
7 She _____ off the bridge and into the river.

Phrasal verbs

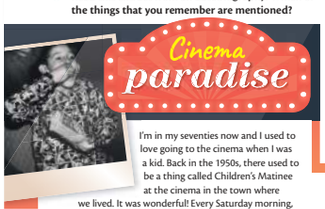
5 **Complete the sentences from the dialogue on page 4. Then read again and check your answers.**
1 The pilot _____ from Florida in his plane to go to New Orleans.
2 The pilot wasn't injured so he didn't _____ in hospital.
3 Now they're trying to _____ what went wrong with the fuel calculations.

6 **Choose the correct words.**
1 My father's health has improved so much since he *gave up* / *ended up* smoking.
2 She wanted to get fit so she *gave up* / *took up* judo.
3 It's a bit of a problem, but I'm sure we can *sort it out* / *blow it out*.
4 If we *get on* / *carry on* walking this slowly, we won't get there before dark.
5 We're going to the big match tomorrow – I'm *looking forward to* / *looking into* it.
6 He's very tall and he's got red hair, so he really *stands out* / *looks out* in a crowd.
7 I got there really late because the bus *broke down* / *blew out*.
8 All the restaurants were closed, so we *took up* / *ended up* eating at a fast-food place.

Childhood memories

7 SPEAKING **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.)?**

8 **Read this extract from an autobiography. Which of the things that you remember are mentioned?**



I'm in my seventies now and I used to love going to the cinema when 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 – and only kids. They showed cartoons and cowboy films, adventure films, detective films and science fiction – everything that kids loved back then (and still do I guess!).

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!



9 **Read the extract again and answer the questions.**
1 Who couldn't go to the Children's Matinees?
2 Who did the writer go with?
3 Why did they go early?
4 When did the children usually cheer?
5 When did they boo?

Elements of a story

10 **Complete the text with words from the list.**

characters | dialogue | ending | hero | plot | set | villain

I read a book last week called *Moscow Mystery*. It was a thriller – a kind of detective story. It is [1] _____ in Moscow. The [2] _____ of the story is a woman called Valentina, who helps many of the other [3] _____ to escape from a terrible situation – they have been kidnapped by a horrible old man called Nikolai, 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.

11 SPEAKING **In small groups, think of an example of each of these from a film or book.**
1 a great hero
2 a terrifying villain
3 an amazing plot
4 a satisfying ending

Talking about past routines

12 **Complete the sentences from the extract 'Cinema paradise'. Use *would* or *used to*.**
1 I _____ love going to the cinema as a kid.
2 My brother _____ take me.
3 The hero always won, and we _____ cheer when he did.
4 Some kids _____ throw popcorn.

1 W.01
1 set 2 added 3 carry 4 dive 5 hit 6 destroyed 7 managed 8 pulled 9 end 10 find 11 screamed

2
1 from Florida to New Orleans
2 Because it's usually too far for a small plane.
3 He tried to use a parachute.
4 People from a fishing boat rescued him.

3 1 d 2 c 3 b 4 f 5 h 6 e 7 a 8 g

4 1 flee 2 demolished 3 grabbed 4 raged / was raging / had been raging 5 smashed 6 screamed / were screaming 7 dived / had dived

5 1 set off 2 end up 3 find out

6 1 gave up 2 took up 3 sort it out 4 carry on 5 looking forward to 6 stands out 7 broke down 8 ended up

7 Students' own answers

8 Students' own answers

9 1 Adults couldn't go. 2 He/She went with his/her older brother. 3 They went early so they could get seats near the front. 4 They cheered when they saw the opening pictures and when the hero won. 5 They booed when they saw the villain.

10 1 set 2 hero 3 characters 4 villain 5 plot 6 ending 7 dialogue

11 Students' own answers

12 1 used to (*would* is not possible as the sentence is describing a state) 2 used to (*would* is also possible) 3 would (*used to* is also possible) 4 used to (*would* is also possible)

TH!NK more

Workbook
A What a story! pp4–5, Ex.1–7

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-94345-1 — Think Level 4 Teacher's Book with Digital Pack British English
Brian Hart
Excerpt
More Information

Welcome
B An uncertain future

B AN UNCERTAIN FUTURE

Future plans

1 W.02 **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, Jordan, have you thought about which university you want to go to yet?

Jordan 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!

Jordan 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 40 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?

Jordan 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.

Jordan 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.

Jordan 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.

Jordan But don't worry, Mum. I mean, I'd like [6]_____ at some point. So you'll be playing with your grandchildren one day – I hope.

Mum Well, I'm delighted to hear that, Jordan!



2 **Mark the sentences T (true), F (false) or DS (doesn't say).**

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

Life plans

3 **Complete the sentences with the words from the list.**

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

1 My plan was to _____ the world, but when I got to Italy, 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 Cambridge University.
4 He worked really hard and he got _____ to junior manager.
5 My uncle got ill when he was 55, so he _____ early.
6 A course in psychology is a good way to start a _____ in teaching.
7 My cousin has always moved from one place to another – he's never _____ down.
8 They feel they haven't got enough money yet to _____ a family.

4 SPEAKING **Work in pairs and discuss 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? Is it the same for men and for women? 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

5 **Complete the sentences with the future continuous form of the verbs in the list.**

listen | live | study | travel | wonder | work

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 big international companies.
5 I'll _____ to the same kind of music as I do now.
6 I'll still _____ what to do with my life.

6 SPEAKING **Work in pairs. Which of the statements from Exercise 5 are true for you? Which statements are true for your partner?**

Future perfect

7 **Complete the text with the future perfect form of the verbs in brackets.**

Don't worry about Jordan. He'll be fine. By the time he's 20, he [1]_____ (leave) school and he [2]_____ (save) enough money to travel around the world. By the time he's 30, Jordan [3]_____ (be) to every continent and [4]_____ (decide) what he wants to do with his life. And by the time he's 40, Jordan [5]_____ (settle) down and [6]_____ (start) a family.

Being emphatic: *so* and *such*

8 **Complete these sentences from the dialogue on page 6.**

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

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

0 Leaving school is an important moment in your life.
Leaving school is such an important moment in your life.
1 Getting a job offer is an amazing feeling.
2 Spending money that you earned and saved is satisfying.
3 It's an awful waste of time to go travelling.
4 Deciding to settle down is a huge decision.
5 Worrying about their children is terrifying for parents.

10 **Who do you think said the things in Exercise 9, Jordan or his mum? Write J or M in the boxes.**

0 M ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

11 SPEAKING **Work with a partner. Which of the statements in Exercise 9 do you (not) agree with?**

Extreme adjectives

12 **Look at the emphatic statements in Exercise 9 again. Find words which mean:**

1 really scary _____
2 really good _____
3 really bad _____
4 really big _____

13 **Write the words in the correct places.**

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

Gradable adjective	Extreme adjective
1 bad	_____ / awful
2 good	fantastic / wonderful / _____ / amazing
3 _____	fascinating
4 _____	terrified
5 _____	hilarious
6 happy	_____
7 sad	_____
8 _____	thrilling
9 big	_____ / enormous
10 small	_____ / minute
11 cold	_____
12 _____	boiling

14 **Complete the dialogues with suitable extreme adjectives.**

0 A The water's cold, isn't it?
B More than that – it's *freezing*!
1 A She's really funny, isn't she?
B Yes, she's _____.
2 A That house is pretty small.
B Small?! It's _____!
3 A I thought the film was really good, didn't you?
B Yes, I thought it was _____.
4 A Wow! I was scared from beginning to end of that!
B Me, too! In fact, I was _____!
5 A Was the concert really so bad?
B Yes, it was. It was_____.

15 WRITING **With a partner, write three more dialogues, using words from Exercise 13 that don't appear in Exercise 14.**

1 W.02
1 get a good degree 2 then retire
3 when you leave school 4 and then travel the world
5 before I think about settling down 6 to start a family

2 1 T 2 DS 3 F 4 T 5 T

3 1 travel 2 leave 3 degree 4 promoted 5 retired
6 career 7 settled 8 start

4 Students' own answers

5 1 be travelling 2 be living 3 be studying 4 be working
5 be listening 6 be wondering

6 Students' own answers

7 1 will have left 2 will have saved 3 will have been 4 will have decided 5 will have settled 6 will have started

8 1 so 2 such

9 1 Getting a job offer is such an amazing feeling.
2 Spending money that you earned and saved is so satisfying.
3 It's such an awful waste of time to go travelling.
4 Deciding to settle down is such a huge decision.
5 Worrying about their children is so terrifying for parents.

10 Suggested answers: 1 M 2 J 3 M 4 J 5 M

11 Students' own answers

12 1 terrifying 2 amazing 3 awful 4 huge

13 1 terrible 2 brilliant 3 interesting 4 scared 5 funny
6 delighted 7 miserable 8 exciting 9 huge 10 tiny
11 freezing 12 hot

14 1 hilarious 2 tiny/minute 3 fantastic/wonderful/brilliant/amazing 4 terrified 5 awful/terrible

15 Students' own answers

THINK more

Workbook
B An uncertain future pp5–6, Ex.1–7

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-94345-1 — Think Level 4 Teacher's Book with Digital Pack British English
Brian Hart
Excerpt
More Information

Welcome
C How people behave

C HOW PEOPLE BEHAVE

Conversations

1 W.03 **Listen and match the conversations to the pictures. Write 1–3 in the boxes.**

2 W.03 **Listen again. Complete the spaces with one word.**

Conversation 1

Dev 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.

Dev Yes, I saw that. It was very thoughtful of you. Very [1]_____.

Megan But she just walked past me and didn't say 'thank you'. She didn't even look at me! It's so [2]_____, I think.

Dev Oh, you [3]_____ get so worked up. She was probably just thinking about something else.

Conversation 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 [4]_____ asked you, I know, but …

Jack Well, give them back. You're not [5]_____ to take my things without asking!

Milly OK. I'm sorry. But you don't have to be so [6]_____, do you?

Conversation 3

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

Sarah Oh, that's a shame. But never [7]_____, you've got other friends, haven't you?

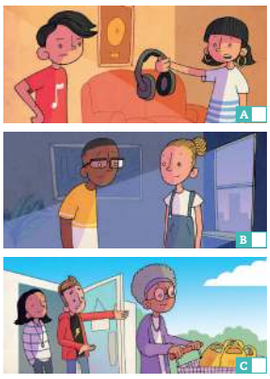
Jason Yes, I know, but I'm going to miss him a lot. He's really fun to [8]_____ out with.

Sarah Well, you don't [9]_____ to lose touch with him, do you? You can Skype.

Jason That's right. And perhaps my parents will [10]_____ me go and visit him sometime.

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

- Dev?
- Milly?
- Sarah?



Personality

4 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 | lively | patient
polite | rude | selfish | shy | thoughtful
unfriendly | warm

If someone goes on holiday and brings you back a present – well, that's thoughtful.

Using *should*

5 **Write what you would say to reply to these people. Use a form of *should* and a personality adjective.**

0 I'm in a hurry – get out of my way.
Sure, but you shouldn't be so rude!

1 I heard you lost your pen, so I bought you a new one.
_____

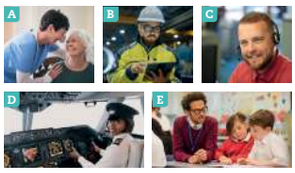
2 I was hungry, so I ate all the sandwiches, OK?
_____

3 I had a big argument with my sister and told her I don't like her now.
_____

4 I'd like to say hello to her, but I can't!
_____

Career paths

6 SPEAKING **What jobs do these people have? Discuss with a partner.**



7 **Read the article quickly. Which of the jobs from Exercise 6 are mentioned?**

Home | New posts | Archives

TIPS FOR choosing a career

Choosing a career – something you might end up doing for the rest of your working life – isn't always easy, but equally, it doesn't have to be the agony that it turns into for some people. 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 doctor, 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!

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 a very active person, don't choose an office 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.

C Your first decision isn't forever.
Some lucky people get it right first time – they start a job, love it straight away 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 your first job doesn't turn out the way you had wanted it to. That doesn't mean the right job for you isn't right around the corner!

D 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 – acting, writing, singing – 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 in the community, like a carer for elderly people. Just don't forget that job satisfaction isn't only about money.

8 SPEAKING **Put the four tips (A–D) from the text in order to show how useful you think each one is (1 = most useful, 4 = least useful). Compare your ideas with a partner.**

Decisions

9 **Complete the questions with the words and phrases from the list.**

come to a | long and hard
make | make up | mind

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

10 SPEAKING **Discuss the questions in Exercise 9 in pairs.**

Permission

11 **Complete the sentences with the correct form of *make*, *let* or *be allowed to*.**

1 You should never _____ other people make decisions for you.
2 No employer can _____ you work longer hours than the law permits.
3 My cousin's got a job where she _____ work from home three days a week.
4 My grandfather left a job when the manager tried to _____ him work late.
5 In the past, factories _____ use children as workers – can you believe that?
6 This company _____ its employees dress smartly from Monday to Thursday, but on Friday it _____ them wear less formal clothes.

12 **Write sentences about your perfect job or career. Use *make* / *let* / *be allowed to* in some of your sentences.**
My ideal job lets me choose the times of day I work.

1 W.03
A 2 B 3 C 1

2 W.03
1 kind 2 rude 3 shouldn't 4 have 5 allowed
6 unfriendly 7 mind 8 hang 9 have 10 let

3 Students' own answers

4 Students' own answers

5 Suggested answers: 1 Thank you, you shouldn't have!
2 You shouldn't have been so selfish.
3 You shouldn't have been so rude.
4 You shouldn't be so shy.

6 Suggested answers: A carer/nurse/doctor B engineer/miner C call centre telephone operator D pilot E teacher

7 doctor, teacher, carer

8 Students' own answers

9 1 make 2 mind 3 make up 4 come to a 5 long and hard

10 Students' own answers

11 1 let 2 make 3 is allowed to 4 make 5 were allowed to 6 makes; lets

12 Students' own answers

THINK more

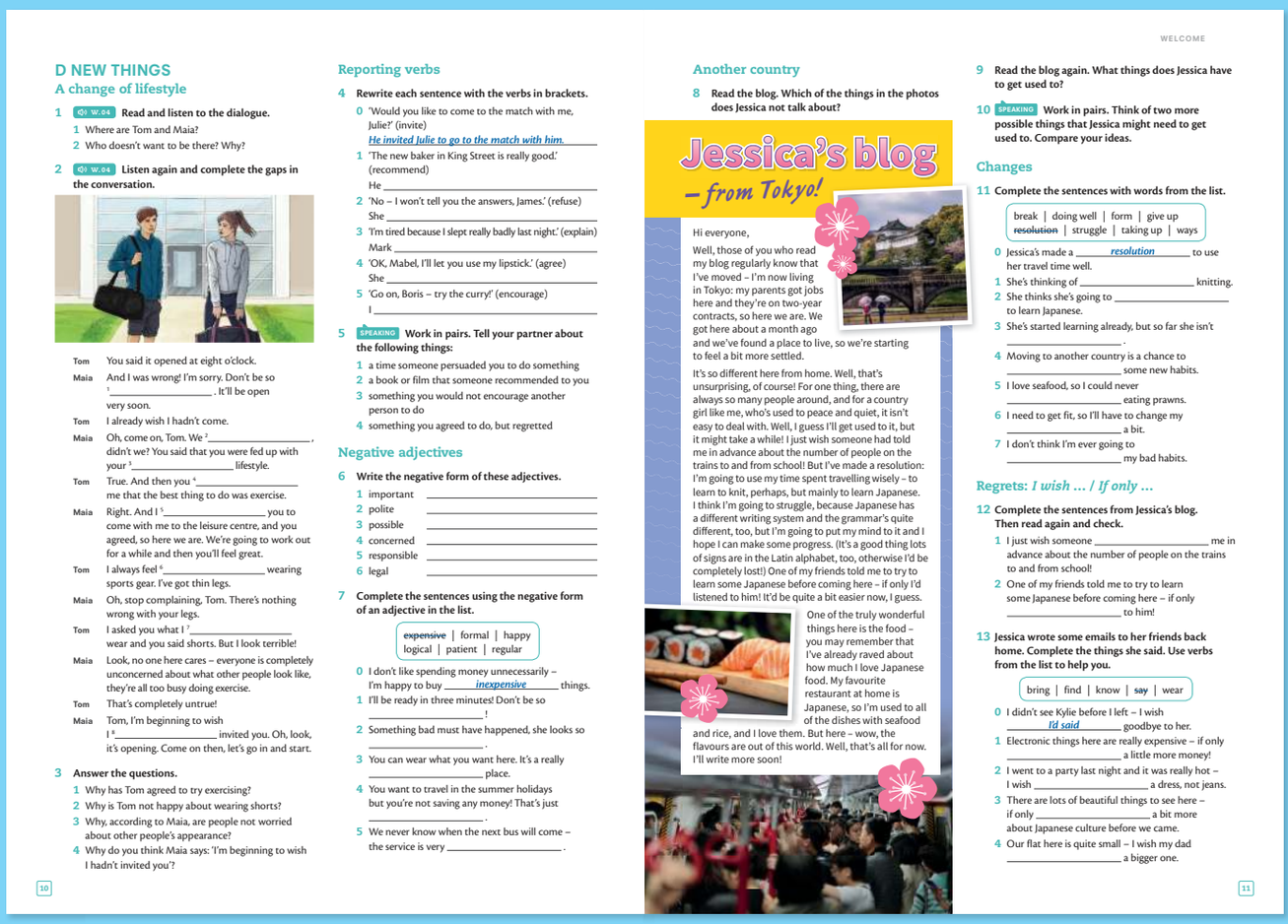
Workbook
C How people behave pp7–8, Ex.1–10

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-94345-1 — Think Level 4 Teacher's Book with Digital Pack British English
Brian Hart
Excerpt
More Information

Welcome
D New things



D NEW THINGS

A change of lifestyle

1 W.04 **Read and listen to the dialogue.**

1 Where are Tom and Maia?
2 Who doesn't want to be there? Why?

2 W.04 **Listen again and complete the gaps in the conversation.**

Tom You said it opened at eight o'clock.
Maia 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.
Maia 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.
Maia 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 for a while and then you'll feel great.
Tom I always feel [6] _____ wearing sports gear. I've got thin legs.
Maia 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!
Maia 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!
Maia 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.**

1 Why has Tom agreed to try exercising?
2 Why is Tom not happy about wearing shorts?
3 Why, according to Maia, are people not worried about other people's appearance?
4 Why do you think Maia says: 'I'm beginning to wish I hadn't invited you'?

Reporting verbs

4 **Rewrite each sentence with the verbs in brackets.**

0 'Would you like to come to the match with me, Julie?' (invite)
He invited Julie to go to the match with him.
1 'The new baker in King Street is really good.' (recommend)
He _____
2 'No – I won't tell you the answers, James.' (refuse)
She _____
3 'I'm tired because I slept really badly last night.' (explain)
Mark _____
4 'OK, Mabel, I'll let you use my lipstick.' (agree)
She _____
5 'Go on, Boris – try the curry!' (encourage)
I _____

5 SPEAKING **Work in pairs. Tell your partner about the following things:**

1 a time someone persuaded you to do something
2 a book or film that someone recommended to you
3 something you would not encourage another person to do
4 something you agreed to do, but regretted

Negative adjectives

6 **Write the negative form of these adjectives.**

1 important _____
2 polite _____
3 possible _____
4 concerned _____
5 responsible _____
6 legal _____

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

~~expensive~~ | formal | happy | logical | patient | regular

0 I don't like spending money unnecessarily – I'm happy to buy _____*inexpensive*_____ things.
1 I'll be ready in three minutes! Don't be so _____!
2 Something bad must have happened, she looks so _____.
3 You can wear what you want here. It's a really _____ place.
4 You want to travel in the summer holidays but you're not saving any money! That's just _____.
5 We never know when the next bus will come – the service is very _____.

Another country

8 **Read the blog. Which of the things in the photos does Jessica not talk about?**

Jessica's blog – from Tokyo!

Hi everyone,

Well, those of you who read my blog regularly know that I've moved – I'm now living in Tokyo: 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 are always so many people around, 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 about the number of people on the trains to and from school! But I've made a resolution: I'm going to use my time spent travelling wisely – to learn to knit, perhaps, but mainly to learn Japanese. I think I'm going to struggle, because Japanese has a different writing system and the grammar's quite different, too, 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 Japanese 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 Japanese food. My favourite restaurant at home is Japanese, so I'm used to all of the dishes with seafood and rice, 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!

9 **Read the blog again. What things does Jessica have to get used to?**

10 SPEAKING **Work in pairs. Think of two more possible things that Jessica might need to get used to. Compare your ideas.**

Changes

11 **Complete the sentences with words from the list.**

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

0 Jessica's made a _____*resolution*_____ to use her travel time well.
1 She's thinking of _____ knitting.
2 She thinks she's going to _____ to learn Japanese.
3 She's started learning already, but so far she isn't _____.
4 Moving to another country is a chance to _____ some new habits.
5 I love seafood, so I could never _____ eating prawns.
6 I need to get fit, so I'll have to change my _____ a bit.
7 I don't think I'm ever going to _____ my bad habits.

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

12 **Complete the sentences from Jessica's blog. Then read again and check.**

1 I just wish someone _____ me in advance about the number of people on the trains to and from school!
2 One of my friends told me to try to learn some Japanese before coming here – if only _____ to him!

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

bring | find | know | ~~say~~ | wear

0 I didn't see Kylie before I left – I wish _____*I'd said*_____ goodbye to her.
1 Electronic things here are really expensive – if only _____ a little more money!
2 I went to a party last night and it was really hot – I wish _____ a dress, not jeans.
3 There are lots of beautiful things to see here – if only _____ a bit more about Japanese culture before we came.
4 Our flat here is quite small – I wish my dad _____ a bigger one.

1 W.04
1 They are at the sports/leisure centre.
2 Tom doesn't want to be there because he feels uncomfortable wearing sports gear.

2 W.04
1 impatient 2 agreed 3 unhealthy 4 persuaded
5 encouraged 6 uncomfortable 7 should 8 hadn't

3
1 Because he's fed up with his unhealthy lifestyle.
2 Because he's got thin legs.
3 Because they're too busy doing exercise.
4 Because Tom keeps complaining.

4
1 recommended the new baker in King Street. / recommended I visit the new baker in King Street.
2 refused to help James. / refused to tell James the answers.
3 explained that he was tired because he (had) slept really badly (the night before). / explained that he was tired because he hadn't slept well (the night before).
4 agreed to let Mabel use her lipstick. / agreed to lend Mabel her lipstick.
5 encouraged Boris to try the curry.

5 Students' own answers

6 1 unimportant 2 impolite 3 impossible 4 unconcerned 5 irresponsible 6 illegal

7 1 impatient 2 unhappy 3 informal 4 illogical 5 irregular

8 nature / the sights / the buildings / the temple

9 the noise, the number of people on the trains / the journey to school, the language / Japanese writing and grammar

10 Possible answers: the traffic, a different currency, different subjects at school, the climate

11 1 taking up 2 struggle 3 doing well 4 form 5 give up 6 ways 7 break

12 1 had told 2 I'd listened

13 1 I'd brought 2 I'd worn 3 I'd known 4 had found

Culture notes

Tokyo was originally a small fishing village called Edo, which means 'estuary'. It became the capital of Japan in 1868 and changed its name. Tokyo comes from the word *to*, which means 'east', and *kyo* which means 'capital'. Tokyo is prone to earthquakes and much of the city was destroyed during World War II. When it was rebuilt, it was constructed to provide more earthquake protection.

THINK more

Workbook
D New things pp8–9, Ex.1–7

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-94345-1 — Think Level 4 Teacher's Book with Digital Pack British English
Brian Hart
Excerpt
More Information

Warmer

Draw a two-column table on the board with the headings *Continents* and *Oceans*. Give students two minutes in pairs to write down as many as possible. If they are struggling, you could remind them that there are seven continents and five oceans (Continents: Africa, Antarctica, Asia, Australasia/Oceania, Europe, North America, South America; Oceans: Arctic, Atlantic, Indian, Pacific, Southern). The first pair to finish can share their ideas with the class.

▶ 01 Get THINKing

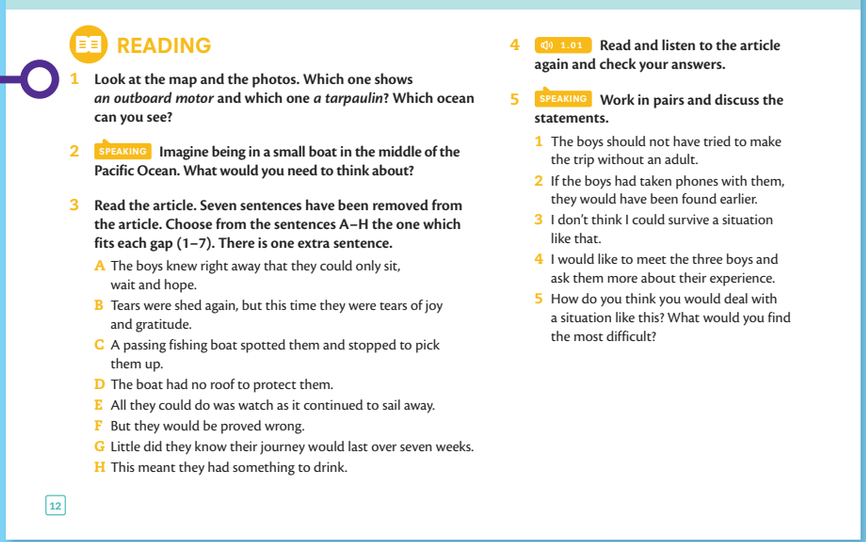
Play the video and discuss the question with your class.

1 Put a copy of the three photos up on the board and do the exercise as a class before students open their books.
B outboard motor C tarpaulin the Pacific Ocean

2 Divide the class into pairs or small groups for students to discuss the question. At the end of the exercise, listen to some of the students' ideas and encourage open class discussion. Write their ideas on the board.
Students' own answers

3 **Check/clarify:** *memorial service, funeral service, clambered, disoriented, drift, crouched, raw, sip, safe and sound.*
Before students do the exercise, give them just two minutes to scan the article quickly and see how many of their ideas in Exercise 2 are mentioned. Encourage them not to focus on every word for now but just to check against the list on the board.





4 1.01
1 F 2 G 3 A 4 H 5 E 6 C
7 B D is the extra sentence.

5 Monitor to help with any difficulties, but do not interrupt as this is a fluency activity. You might also offer ideas if students have none.

Activity idea Mixed-ability

In Exercise 5, make similar-ability pairings. Allow weaker students some time to think about their answers before discussing them. Monitor, helping with vocabulary as required. Listen to some of their answers in open class.

Objectives

Functions and speaking Issuing 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; **WordWise:** Expressions with *right*
Life Competencies Giving yourself a challenge

Resources for this unit

All available online

Videos
- Get THINKing: *Are you adventurous?*
- Grammar video!: Verbs which take gerund and infinitive with different meanings: *remember, forget, regret, try, stop*
- Vlog: Giving yourself a challenge

Tests
- Unit, extension and skills test 1

Worksheets
- Grammar and vocabulary: Basic, Standard and Extension Worksheets
- Project: Survival instinct
- Communication: Survival
- Literature Worksheets: *Gulliver's Travels* and *The Yellow Wallpaper*
- Get THINKing, Grammar video! and Life Lessons video Worksheets

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-94345-1 — Think Level 4 Teacher's Book with Digital Pack British English
Brian Hart
Excerpt
More Information

Unit 1
Survival instinct

Reading; Train to TH!NK; Pronunciation

Culture note

The Pacific Ocean is the world's largest ocean. It covers more than a third of the Earth's surface and separates Asia and Australasia from the Americas. It ranges from warm waters near the equator to icy waters where it connects with the Arctic and Southern Oceans. It also contains the Mariana Trench, the deepest place in the world at a depth of 10,984 metres. The water at the bottom is close to freezing point.

6 Do the first item with the whole class as an example. Encourage students to vote on whether it is relevant or irrelevant. Ask students to work with a partner before checking answers as a class.
Relevant facts: 1, 2, 4, 5

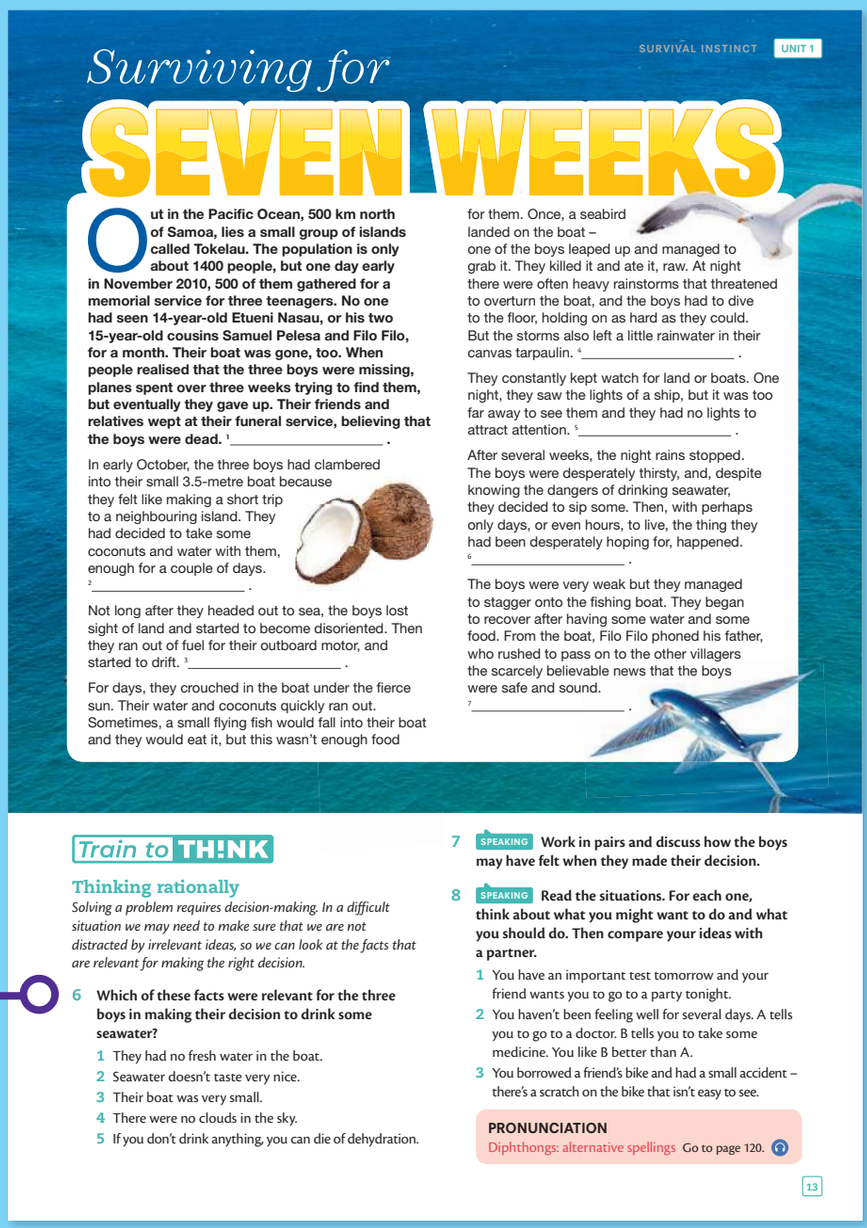
7 Encourage students to think of several different feelings that the boys may have had. Listen to some of their ideas.

8 Ask students to work individually to note down their ideas for situations 1–3 before dividing the class into pairs or small groups to discuss the situations. Monitor and prompt students to keep talking, but as this is a fluency activity, do not interrupt to correct mistakes. Listen to some of the students' ideas and encourage open class discussion.

Pronunciation
Diphthongs: alternative spellings
Student's Book p120

Homework

Ask students to research a survival story from around the world. They can find a picture and make notes of the details of the story in English. If students do not have access to the internet, they can create their own ideas. As a follow-up, students can bring the picture to the next lesson and present their survival story to the class.



SURVIVAL INSTINCT UNIT 1

Surviving for
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 1400 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. [1]_____ .

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. [2]_____ .

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. [3]_____ .

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. [4]_____ .

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. [5]_____ .

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. [6]_____ .

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. [7]_____ .

Train to TH!NK

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 120.

13

Activity idea Extension

Organise a debate. Elicit the names of four famous real or fictional people who have different backgrounds, e.g. a politician, a sportsperson, an actor and a cartoon character.

Tell students that the characters are in a sinking boat. Students throw the characters out, one at a time, in order for the remaining character to survive. Divide the class into groups of four and ask students to decide which characters should be thrown from the boat. They should come up with one relevant and one irrelevant reason for each character and discuss in which order the characters should go overboard and why.

TH!NK more

Workbook
Pronunciation p118

Worksheets
Project Survival instinct
Communication Survival
Get TH!NKing *Are you adventurous?*

Critical TH!NKing
Solving problems and making decisions
Identifying, gathering and organising relevant information.

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-94345-1 — Think Level 4 Teacher's Book with Digital Pack British English
Brian Hart
Excerpt
More Information

Unit 1
Survival instinct — Grammar; Vocabulary

Warmer

In pairs, students find as many infinitive and gerund forms in the article on page 13 as they can in three minutes (not including *be/have*). Ask the pair with the most verbs to read them out and make a list on the board. Ask other pairs to add to the list.

There are 14 infinitives and seven gerunds: *missing, trying, to find, believing, making, to take, to become, to drift, to grab, to overturn, to dive, holding, to see, to attract, drinking, to sip, to live, hoping for, to stagger, to recover, to pass.*

GRAMMAR
Verbs followed by 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 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 They knew all the dangers of drinking seawater, but they decided *drinking / to drink* 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] _____ with no difference in meaning.

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

a ☐ to jump on one foot
b ☐ to walk around without any clear purpose
c ☐ to move easily and without stopping in the air, backwards and forwards or from side to side
d ☐ to walk on your toes, especially in order not to make a noise
e ☐ to jump into water
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

5 **Complete the sentences with the correct forms 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

1 Ask students to try to complete the sentences from memory before referring back to the article to check. Point out that there are no specific rules to decide which verb is followed by which form and that verb patterns need to be learned individually.

1 making 2 to grab 3 both
4 to drink 5 to pick 6 both
RULE: 7 a gerund
8 an infinitive
9 a gerund / an infinitive
10 an infinitive / a gerund

2 If you are short on time, set this exercise for homework.

1 climbing 2 going 3 to show
4 reading 5 walking 6 to buy
7 helping 8 getting

Workbook p10

Get it Right!
Verb patterns

Student's Book p122

3 During feedback, ask concept-check questions, e.g. *When you dive, do your feet touch the water first?* (no, hands first); *What is another word for leap?* (jump); *If you rush, do you move quickly or slowly?* (quickly); *In what situations might a person stagger?* (when ill, exhausted, drunk or hurt).

Workbook p12

1 leaped/leapt 2 dive 3 stagger 4 rushed

4 In pairs, ask students to discuss the meaning of the verbs. Listen to some of their ideas in open class, but do not comment at this stage. Tell students to use an English–English dictionary as this will give them a description of the word and an example of it in use rather than a translation, which may not be entirely accurate.

a 4 b 10 c 8 d 9 e 3 f 1 g 6 h 5 i 2 j 7

5 **Check/clarify:** *harbour.*

1 dived ('dove' is acceptable in US English) 2 wandering 3 swinging; climbing
4 tiptoed 5 crawl; hop 6 rushed 7 to stagger 8 leaped/leapt

THINK more

Workbook
Grammar p10, Ex.1–5
Vocabulary p12, Ex.1–2
Vocabulary Extra p13, Ex.1–2

Worksheets
Grammar Worksheets 1
Vocabulary Worksheets 1

Activity idea Extension

Divide the class into pairs. Ask students to make a list of situations when they might have to or want to: 1 climb, 2 crawl, 3 hop, 4 tiptoe, 5 leap, 6 rush. Listen to some of their ideas in open class.

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-94345-1 — Think Level 4 Teacher's Book with Digital Pack British English
Brian Hart
Excerpt
More Information

6 1.04 Tell students not to worry about understanding every word for now.
They are discussing exams, the stress they cause and how to deal with it.

7 1.04 **Check/clarify:** *maintain a balance, desperate, doesn't suit you.*
Ask students to answer as much as they can from memory. During feedback, play the audio again and encourage students to think about the correct answer to the false statements.
1 T 2 T 3 T 4 F (She says it's important to keep enjoying yourself.) 5 F (She says you have to do the right amount for you.) 6 F (He says it wasn't a success.) 7 T 8 F (She says you should try to be flexible.)

8 Give students some time to discuss in pairs and then hold a class vote on which pieces of advice are the most and the least useful.

▶ 02 Grammar video!
Verbs which take gerund and infinitive with different meanings: *remember, forget, regret, try, stop*

9 Ask students to try to complete the sentences from memory before playing the audio again to check. Explain/elicit that some verbs can be followed by *to* + infinitive or the gerund form but with a change in meaning. During feedback, check understanding with concept-check questions (e.g. *In item 1, which sentence is giving advice? Which sentence refers to the past?*).
1 to eat; having 2 not taking; to say 3 to avoid; revising

10 Ask students to work in pairs to describe the pictures before they match them with the sentences.
A 4 B 1 C 2 D 3
RULE: 5 gerund 6 infinitive 7 gerund 8 infinitive 9 gerund 10 infinitive 11 infinitive 12 gerund 13 gerund 14 infinitive

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 verb in brackets. Use the correct form.**

1 Remember _____ regularly and well. (eat)
I 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 _____ 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.









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 each sentence 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)

workbook page 13

11 If you are short on time, set this exercise for homework.
1 to buy 2 telling 3 to get 4 to buy 5 playing 6 to find 7 putting 8 loving

Workbook p11

Get it Right!
remember, forget, regret, try and *stop*

Student's Book p122

Homework
Ask students to write six positive and negative sentences about themselves and their family using some of the verb patterns. As an alternative, they could write five true sentences and one false one. As a follow-up in the next lesson, they could work in pairs and each partner guesses which of the sentences is untrue.

THINK more

Practice Extra
Unit 1 Practise it!

Workbook
Listening p16, Ex.1
Grammar p11, Ex.6–9

Worksheets
Grammar Worksheets 1

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-94345-1 — Think Level 4 Teacher's Book with Digital Pack British English
Brian Hart
Excerpt
More Information

Unit 1
Survival instinct — Vocabulary; Speaking; Reading

Warmer

Write *to go* and *going* on the board. In open class, read out verbs from the rules on pages 14 and 15, and nominate individuals to say whether they are followed by *to go* or *going* or both.

1 During feedback, work on pronunciation by saying the adjectives for students to repeat. Check that they're placing stress on the correct syllable (on the first in all cases except for *ashamed*, where the second syllable is stressed).
1 ashamed 2 puzzled 3 stuck
4 awkward 5 guilty 6 desperate

2 1 awkward 2 ashamed 3 guilty
4 desperate 5 puzzled 6 stuck

Workbook p12

3 At the end of the exercise, ask students to compare answers with a partner. Listen to some of their ideas in open class.

4 Give your own example to get students started on this. While students write their sentences, monitor to help with vocabulary and to encourage them to use adjectives from Exercise 1 to describe uncomfortable feelings.

5 Read the examples, and point out the use of imperatives and verb patterns with *stop*, *remember*, *start* and *try*. Monitor to make a note of any examples of good usage. Praise students who attempt to expand on their answers.

6 Before students do the task, get them to cover the article on page 17 and just look at the title and picture. In pairs, give students two minutes to think about the answers to the questions. Do not give them the answers yet.

VOCABULARY
Adjectives to describe uncomfortable feelings

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

ashamed | awkward | desperate
guilty | puzzled | stuck

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

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

1 When I'm with Mrs Meyer I always feel _____ . It's difficult to find something to talk about with her.
2 Ciara ought to be _____ of herself – talking to her mother like that!
3 Carl must have done something wrong, because he's looking so _____ .
4 After the earthquake, the people on the island were _____ for help.
5 We're a bit _____ as to why we haven't heard from them for weeks.
6 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 text again. Answer these questions based on your own opinions. Use evidence from the text to support your ideas.**

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

7 1.05 Before playing the audio, give students another two minutes to read the article quickly and check their predictions. Encourage them not to focus on every word for now. Play the audio and encourage students to think about the correct answers to the false statements.
✗ She is from New Zealand. (Miriam is from the Netherlands.)
✗ She lives in a city. (She lives in the wilderness in New Zealand.)
✓ She sometimes hunts with a bow and arrow.
✗ She lives alone. (She lives with her husband.)
✗ She never eats meat. (She used to be vegetarian, but now meat is part of her diet.)

8 **Check/clarify:** *survive, nuclear attack, to recount (a story), bow and arrow.* Encourage students to justify their answers and to underline the language in the article that supports their ideas.

THINK more

Workbook
Vocabulary p12, Ex.3–4
Reading p14, Ex.1–4

Worksheets
Vocabulary Worksheets 1

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-1-108-94345-1 — Think Level 4 Teacher's Book with Digital Pack British English
Brian Hart
Excerpt
More Information

Culture note

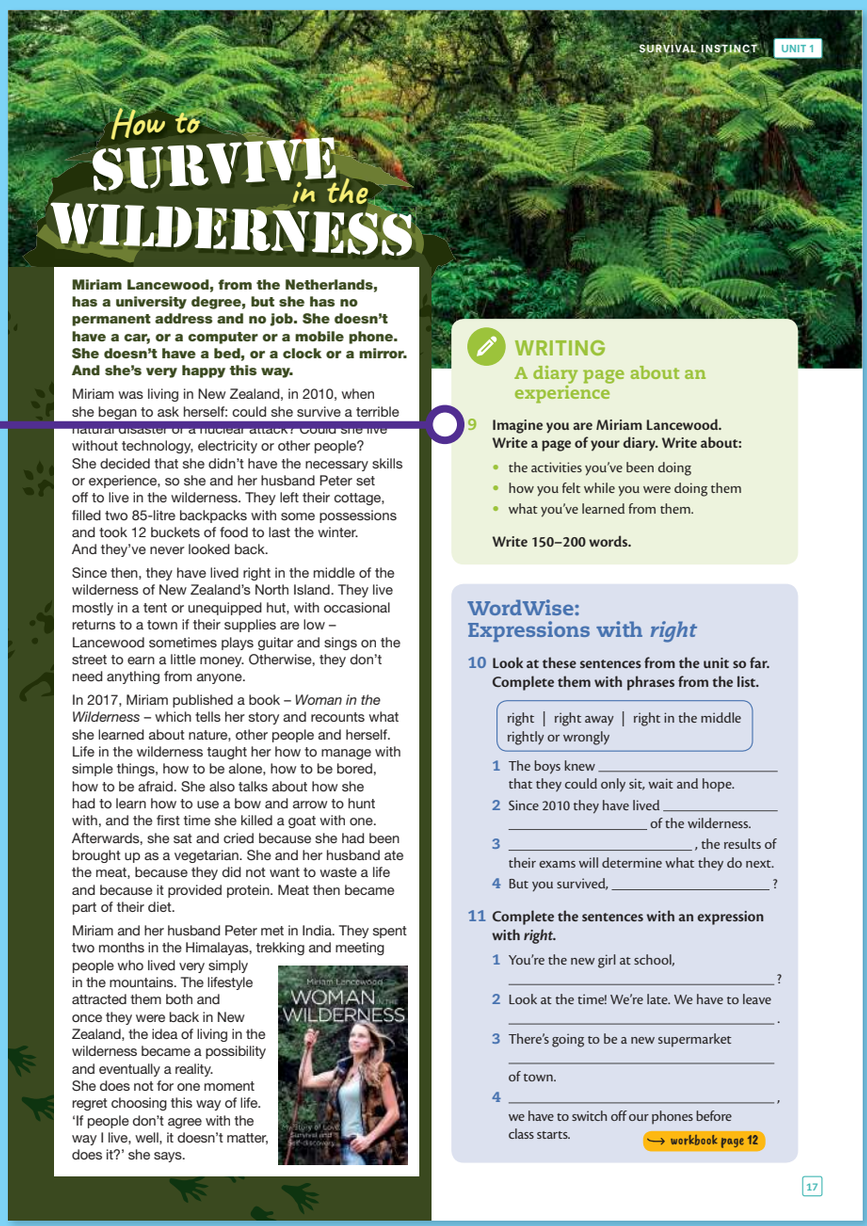
Miriam Lancewood was born in The Netherlands. After studying to be a PE teacher, she travelled the world. After meeting her now husband in India, they hiked together through the Himalayas and South East Asia, and ended up in New Zealand. Miriam was working as a teacher when they decided to move into the Southern Alps of New Zealand with a tent and bow and arrow. They lived for seven years in the wilderness and completed the *Te Araroa* Trail. Miriam's book about their adventures, *Woman in the Wilderness*, became an international success and has been translated into Dutch, French, German and Chinese.

9 This exercise can be done for homework or in class. Ask students to read the instructions, and work in pairs or small groups to discuss the topic and note down their answers. Monitor and help students with any questions. Students work individually to expand their notes into a diary page. In the next lesson, put students back into the same groups to read each other's diaries, then correct each other's mistakes and say what they like about each other's writing.

10 With books closed, write the word *right* in the middle of the board. Ask students to think of different meanings for *right* and any words that could go before or after *right*. Write any correct answers on the board (e.g. *right away*, *too right*, *taste/feel right*, *turn out right*, *make something right*, *a right angle*, *the right side*, *to right a wrong*, *human rights*, *equal rights*, *legal rights*, etc.).
1 right away 2 right in the middle
3 Rightly or wrongly 4 right

11 During feedback, say the phrases for students to repeat and check pronunciation.
1 right 2 right away
3 right in the middle
4 Rightly or wrongly

Workbook p12



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 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, well, it doesn't matter, does it?' she says.

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

Homework

Students could do the writing for homework. If they have access to mobile devices, you could ask them to write a diary page about themselves and send it to another member of the class. Ask them to check that all the points in the task have been covered. Finally, ask students to write comments about their partner's diary entry. What interested/surprised them most?

Activity idea Extension

Ask students to work in pairs and make a list of films, books or television dramas which deal with people surviving in the wild. Regroup students into different groups for them to compare their lists, discuss what happens in each one and make recommendations.

THINK more

Workbook
Reading p14, Ex.1–4
Developing Writing p15
WordWise p12, Ex.5

© in this web service Cambridge University Press www.cambridge.org