

# 4A

## High emotion



- › **Goal:** talk about personal experiences
- › **Language focus:** non-future uses of *will*
- › **Vocabulary:** anxiety and excitement

### Reading

**1** Work in pairs. Look at the photos and discuss the questions.

- 1 What might cause fear in each situation?
- 2 What makes you scared or anxious? Why?
- 3 Do you ever enjoy being scared? Why/Why not?

**2** Read the article quickly and answer the questions.

- 1 What's the difference between a fear and a phobia?
- 2 Why are some people scared of certain foods?
- 3 Why do many people hate giving presentations?
- 4 How can you alter your emotions?
- 5 Why do some people like being scared?
- 6 Which phrase can help you harness the power of your fears?

### How to conquer your anxiety

**1** On the whole, fear is a good thing. If we weren't afraid of fires, heights and venomous snakes, we would never survive. But sometimes our fears do more harm than good, holding us back from doing what we want to do. They can also become self-reinforcing: if the sight of a spider once gave you a terrifying **panic attack**, you'll now be scared not just of spiders but also of more panic attacks. In other words, you've become afraid of fear itself, and your simple fear has become a complex phobia.

**2** We can categorise fears and phobias into two types. The first type is the fear of death or injury. To give a simple example, arachibutyrophobia is the fear of peanut butter, which may come from a **traumatic** experience of having a sticky substance blocking your throat and being unable to breathe. If you experienced this as a child, it'll be no surprise if the thought of peanut butter **brings you out in a cold sweat**.

**3** The second type of fear and phobia involves social embarrassment – basically, looking foolish in front of others. Again, these may originate from traumatic childhood experiences, when social pressure can be at its strongest. For many people, speaking to a large audience can be a **daunting prospect**. Even the sight of a microphone can cause your stomach to **churn**, your knees to go weak and your heart rate to soar – which can be **debilitating** if your job requires you to give presentations.

**4** Luckily, there's a simple trick to overcoming fears: convince yourself that you're excited. According to the scientific consensus, our emotions consist of two elements: the physical symptoms we feel and our conscious analysis of what those symptoms mean. This suggests that it's possible to change the emotions simply by changing your interpretation, a process called 'emotional reappraisal'.

**5** Emotional reappraisal explains why so many people enjoy bungee-jumping or scary films: they've trained themselves to interpret the physical symptoms of fear as signs of excitement. And it shows why some people report **getting a buzz out of** performing in public: the **rush** of adrenaline and cortisol can create a feeling of **exhilaration**.

**6** So if your fears are holding you back, try to transform your anxieties into **thrills**. Just repeat these three simple words: 'I am excited.'

### Vocabulary

**3** Read the article again. Match the words and phrases in bold with definitions 1–10.

- 1 so bad that it prevents you from doing what you want/need to do
- 2 exciting experiences
- 3 a sudden large quantity of something (e.g. hormones)
- 4 a sudden and intense feeling of uncontrollable fear and discomfort
- 5 to twist and turn unpleasantly
- 6 feeling excited because of
- 7 extremely unpleasant with long-term effects
- 8 something scary in the future
- 9 extreme excitement
- 10 makes you feel very anxious

**4** Work in pairs and discuss the questions. Use the words and phrases in Exercise 3. Then compare your ideas with the explanations on page 180.

- 1 What bad experiences might lead to chorophobia (the fear of dancing)?
- 2 What's the connection between sports and emotional reappraisal? What other everyday activities might involve emotional reappraisal?

Go to page 169 or your app for more vocabulary and practice.

### Language focus

**5 a** **4.1** Listen to a conversation between Rickie and Ula.

- 1 Who has a hidden talent?
- 2 Who often uses emotional reappraisal?
- 3 Who developed a phobia from other people's reactions?
- 4 Who often wears the same item of clothing?
- 5 Who shares a fear with a famous person?
- 6 Who changes their mind during the conversation?

**b** Work in pairs. What do you think of the 'I'm excited' technique? Would it work for everybody?



**6 a** Look at extracts 1–7 from the conversation. Why are **will** and **would** used in each case?

- They'll probably all be having the same conversation as us right now, ...
- When I'm alone in the car, I'll happily sing along to the radio.
- You'll probably have wondered why I always wear T-shirts and pullovers.
- When I was a child, my parents **would** freak out every time I touched a button.
- I **won't** wear any clothes with buttons - I **won't** even touch them.
- You'll remember, I'm sure, that he always wore pullovers, just like me.
- Near the beginning of his career, he **wouldn't** even touch the multi-button computer mouse ...

**b** Read the language focus box and check your ideas.

## Non-future uses of *will*

### Predictions

We can use *will/won't* to make predictions about the present as well as the future. Use the future continuous to make predictions about events in progress now, and the future perfect to make inferences about the past.

*You'll be wondering why I'm wearing this hat, I bet.*  
(= You're probably wondering.)

*Don't phone Kim now. He'll be in a lecture at the moment.* (= He's probably there.)

*You won't have heard this joke before.*  
(= I predict that you haven't heard it.)

### Habits

We can use *will/won't* to talk about present habits (i.e. repeated actions) and *would* for past habits.

*My son will sit for hours playing with his toy cars.*  
(= He often does this.)

*When I was younger, I'd often watch scary movies with my parents.* (= I used to watch them.)

### Refusals

We can use *won't* and *wouldn't* to talk about a refusal to do something in the present or past.

*Daniela's angry with me but she won't tell me why.*  
(= She refuses.)

*I asked him to help but he wouldn't even listen to me.*  
(= He refused to listen.)

We often use *will/would* to pretend that the weather/an object refuses to do something.

*Why won't it stop raining?*  
(= Why does the rain refuse to stop?)

*Sorry I'm late - my car wouldn't start.*  
(= It decided it didn't want to start.)

**7** Rewrite the parts of these sentences in bold, using **will** or **would**.

- Whenever he sees a spider, **he tends to scream** and run out of the room.
- Ah, you teach at the local school, do you? In that case, **I'm sure you know my son**, Frank.
- She suffers from a terrible fear of public speaking but **she refuses to tell her boss** - she's too embarrassed.
- When I was a child, **I used to dance all the time**. But now **I usually just watch** other people dancing.
- I'm sure you've heard of claustrophobia** and other well-known phobias.
- What's wrong with my phone? **It's buzzing all the time and it doesn't want to stop**.
- You should call them to say you'll be late. **They're probably getting worried** about you.
- We got lost on the way but **Greg refused to stop** and ask for directions.

**8 a** 4.2 Listen to two sentences. In which sentence is **will/won't** stressed? Why?

**b** Practise saying sentences with stressed and unstressed **will/won't**.

**9** Work in pairs and discuss the questions using **will** or **would**.

- What things do you refuse to do? Why?
- Is there anything that you refused to eat as a child but you eat now?
- Do you know anybody with an annoying habit?
- Did you have any unusual habits as a child/teenager?

Go to page 152 or your app for more information and practice.

## Speaking

### PREPARE

**10** 4.3 Listen to part of a radio interview with a person who suffers from asymmetriphobia. Answer the questions.

- What is Artur afraid of?
- What probably caused the phobia?
- What causes Artur to have panic attacks?
- How sympathetic are Artur's colleagues?

### SPEAK

- 11** You are going to tell a story about a phobia. Turn to page 181.
- 12** Work in groups. Tell your stories, using language from this lesson. Guess whether each story is real or made up.

Master your  
reading  
page 112



# 4B

# Volunteering

- › **Goal:** discuss political or social issues
- › **Language focus:** real conditionals
- › **Vocabulary:** adjective + noun collocations



## Reading

**1** Work in pairs. Look at the photos and discuss the questions.

- 1 What types of volunteering can you see? What other jobs do people volunteer for?
- 2 Have you ever worked as a volunteer? If so, what happened? If not, would you like to?
- 3 What are the benefits of volunteering? What does the volunteer get out of it?

**2** Read the article quickly and answer the questions.

- 1 What are the benefits of intergenerational volunteering for the two groups of people?
- 2 What are the benefits for society as a whole?

## Bridging the age gap

For many retired people, the greatest threats to their health and well-being are loneliness, isolation and lack of purpose. Studies have shown that when they have a strong sense of purpose, they live longer, healthier lives. At the other end of the spectrum, teenagers and young adults face daunting challenges of their own. In some cases, young people may experience peer pressure to join gangs, commit crimes or simply drift away from education and employment. They may face the challenge of finding a job without prior work experience or practical skills. Or they may wish to live independently but be unable to pay the exorbitant rents in their area.

Intergenerational volunteering can provide a solution to these problems. It involves bringing older and younger people together for mutual support. After all, 'the aged' represent a huge untapped resource: they include retired engineers, doctors, teachers and businesspeople with years of accumulated experience and expertise. Young people, too, have valuable skills to share, most obviously their up-to-date knowledge of technology.

In some schemes, retired people help out in primary schools, to hear the children read and offer them individual support. Similar schemes are run in secondary schools and even universities. Other projects involve sending children and teenagers into old people's homes on a regular basis to teach them 'twenty-first century skills', to entertain them or simply to befriend them and listen to their stories and advice. Elsewhere, there are schemes that match university students with more affluent elderly people who have spare rooms. The student can either live rent-free in exchange for household chores and support for the homeowner, or they can pay a reduced rent in exchange for chatting with the older person regularly and keeping an eye on their health and well-being.

Intergenerational volunteering projects have had a truly profound impact on both demographics. By bringing together people of different generations and socioeconomic backgrounds, they have fostered trust, respect and friendship, which are essential for the fabric of society.

**3** Work in pairs and discuss the questions.

- 1 Do you think intergenerational volunteering exists where you live? If not, would it work?
- 2 Can you think of any challenges or risks arising from projects like this?

## Vocabulary

**4 a** Choose the adjectives that collocate with the nouns in bold. Then find the collocations in the article to check.

- 1 I have a very *high/rich/strong* **sense** of duty towards society.
- 2 Applicants must have at least two years' *foregoing/preceding/prior* **work experience**.
- 3 I can't afford the *exorbitant/extravagant/inflated* **rent** on my flat - I need to find something cheaper.
- 4 I like studying with friends because we can offer each other *mutual/reciprocal/shared* **support**.
- 5 The island's unspoilt beaches represent an *intact/untapped/untested* **resource** which could encourage tourism.
- 6 You should practise on a *frequent/persistent/regular* **basis**, not just every now and then.
- 7 My elderly grandfather can no longer cope with all his *household/homely/indoor* **chores**.
- 8 My year as a volunteer had a *changeable/metamorphic/profound* **impact** on my outlook on life.

**b** Find at least three more adjective + noun collocations in the article.

Go to your app for more vocabulary and practice.

## Language focus

**5** **4.4** Listen to part of a meeting. Choose the correct alternatives.

- 1 The main purpose of the project is to *encourage intergenerational communication/improve buildings and natural environments*.
- 2 The main challenge facing the project is that *some participants steal from others/there's a shortage of mentors*.
- 3 Alison agrees to provide *the full amount to fund the project/a document containing a provisional offer*.



B



C

**6 a** Look at five extracts from the meeting. In what way are they different from regular zero and 1st conditional sentences?

- 1 If you'd like to come in and sit down, we can start when you're ready.
- 2 If they didn't have children, then at least they had a network of friends and relatives living nearby.
- 3 It'll really help our negotiations if we've already got 50% from you.
- 4 If they won't help, then you'll have to find another partner.
- 5 If it'll help your negotiations, we'd be happy to put up the 50%.

**b** Read the language focus box. Why are these different structures used?

### Real conditionals

Real conditionals refer to real or likely situations. Two very common patterns are:

the zero conditional, which is often used to describe something that is always true (*if + present, present*).

*If people **have** a strong sense of duty to each other, society **improves**.*

the first conditional, to describe possible future events (*if + present, will*).

*If you **set something up**, people **will definitely help**.*

However, many other verb forms are also possible with these structures, e.g.:

Zero conditional for something that was always true in the past.

*If you **had** a problem, people **helped you/would help** you.*

First conditional featuring a past action with present/future result.

*If they've **worked** with older people before, they'll **know** how to help.*

We usually don't use *if* and *will* in the same clause.


However, we can use *if + will* to talk about promises, predictions and willingness/refusals.

*If you'll **give us the money**, we'll **run the project by ourselves**.*

*If you **won't help me**, I **don't know who will**.* (= if you refuse to help me)

In real conditionals, *if + would* is mainly used for polite requests and offers (e.g. *if you'd like/if you wouldn't mind*).

*If you'd **like to follow me**, I'll **show you your room**.* (= if you want)

**7 a**  4.5 Listen to three more extracts from the meeting and answer questions a–d.

- 1 So, if you'd like to tell us more about your project ...
- 2 If you could say a few words about why they're so isolated from society ...
- 3 If you'll just bear with me a moment, ...
  - a Are the phrases offers or requests?
  - b What do you notice about their intonation?
  - c Why doesn't the speaker finish the sentences?
  - d What would be a suitable reply?

**b** Work in pairs. Practise saying and responding to the extracts.

**8 a** Rewrite the sentences using the word(s) in brackets.

- 1 I can't help you if you refuse to tell me your name. (won't)
- 2 Maybe he has had a bad experience, and he doesn't want to try again. (If)
- 3 When I was a child, my grandfather used to fix anything that was broken in our house. (if anything/would)
- 4 I can lend you my car but you need to promise to take care of it. (you'll)
- 5 Would you like to cook? If so, we can stay at home. (you'd)

**b** Work in pairs. Think of reasons for the situations and possible consequences.

- 1 young people who refuse to go to school  
*If they had a bad time at school, they ...*  
*If they won't go to school, they ...*
- 2 older people who are isolated in society
- 3 young people who can't find work



Go to page 152 or your app for more information and practice.

## Speaking

### PREPARE

**9** Work in groups. You're going to plan a project to help people in your community. Discuss the questions.

- 1 Who will you try to help?
- 2 What challenges do these people face? How might your project help them?
- 3 What do you need from the council? What benefits can you offer to the community?
- 4 What will happen if the council refuses to help?

### SPEAK

**10** Work in different groups. You are going to take part in a meeting with a committee of the local council. Try to persuade them to support your project (e.g. by providing money).



## 4c

## The mind's eye

- ▶ **Goal:** answer questions about abstract topics
- ▶ **Language focus:** giving impressions
- ▶ **Vocabulary:** the senses



## Reading

- 1 a** Work in pairs. Take turns to close your eyes and imagine the following scenes in as much detail as possible. Tell your partner what you can see.
- 1 An imaginary countryside scene (e.g. a forest).
  - 2 A room you knew well in the past.
  - 3 A friend or family member walking or running.
- b** Discuss your experiences of visualisation.
- 1 Did you find the visualisation activities easy or difficult?
  - 2 How clear and detailed were the images in your mind?
  - 3 Did your mental image include smells, tastes, etc?
  - 4 Were you surprised by anything your partner said?
- 2** Read the article. Which conditions do statements 1–6 below refer to – aphantasia (A), hyperphantasia (H) or both (B)?
- 1 Researchers don't know how common it is.
  - 2 People with this condition can't imagine some things.
  - 3 This condition might make reading fiction painful.
  - 4 Most people with this condition assume they're completely normal.
  - 5 The condition can be overcome to some extent with hard mental work.
  - 6 It affects a range of senses (e.g. sight, hearing, smell).
- 3** Work in pairs. Think back to your experiences in Exercise 1a. Are you more like an aphantasiac or a hyperphantasiac – or somewhere in the middle?

## Aphantasia and hyperphantasia

In 2005, Professor Adam Zeman was approached by a man who claimed to have lost the ability to visualise, as if his mind's eye had gone blind. Dr Zeman was unable to find any similar cases, so he researched it himself. When he published his research in 2010, the reaction from most quarters was fairly **muted**. But a handful of readers were astonished – people who had never been able to visualise since birth, but never realised that they were different from the rest of the population. The revelation that most other people could form genuinely **vibrant** mental images in **rich** detail was truly stunning ... and a little disorienting.

By 2015, Dr Zeman had conducted more research and given the condition a name, 'aphantasia', meaning 'no ability to visualise'. Some aphantasiacs report a vague ability to conjure up a **fleeting** and **fuzzy** image of a person or place they know well, but it requires a great deal of effort. The idea of adding movement, sounds and smells to those images is literally unthinkable.

As aphantasia became more prominent in the media, it was the turn of another group to be stunned. For people with hyperphantasia, or an extreme ability to visualise, there is no distinction between the real, imagined and remembered worlds – all are equally **vivid** in all the senses. They can taste a meal they ate twenty years earlier and feel its textures in their mouth. They can play back a childhood event in their mind's eye – see every tiny detail and smell every **odour** and **aroma**. In fact, they are unable to turn off their mind's eye, so that when they read a novel, for example, they experience the same **crystal-clear** sights, sounds, smells and pains as the protagonists. Like aphantasiacs, most hyperphantasiacs are unaware that they're in any way unusual.

Research into aphantasia and hyperphantasia has barely started, so we can only guess how widespread they are. But there could well be thousands more conditions like them, just waiting to be discovered, if only we would talk a bit more about what it's like to be 'me'. The idea that other people process the world in radically different ways is astonishing, but also rather reassuring. Perhaps it can help us to treat other people (and ourselves) with a bit more respect: 'Not weird, just different ... and that's fine.'

## Vocabulary

- 4** Find words and phrases in bold in the article that mean the following:
- 1 almost too quick to notice
  - 2 a pleasant smell
  - 3 an unpleasant smell
  - 4 without clear lines/edges, like an out-of-focus photo
  - 5 clear and (almost) alive
  - 6 not expressed strongly; quiet, as if the sound is 'turned down'
  - 7 strong, powerful
  - 8 colourful, full of energy
  - 9 in perfect focus

- 5 a** Work in pairs. Which senses (sight, hearing, touch, smell, taste) do the adjectives in the box refer to? Some words refer to more than one.

blurry   crisp   faint   fluffy   hazy   indistinct  
mellow   metallic   muffled   musty   pungent  
resonant   savoury   shrill   silky   succulent  
textured



- b** Work in pairs to think of things that the adjectives might describe.

*a blurry photograph*

- 6** Use some of the words in Exercises 4 and 5 to describe the following:
- the sounds you can hear now in the distance
  - the taste and smell of something you ate recently
  - your memories from primary school (your desk, your teacher's voice, etc.)

 Go to page 169 or your app for more vocabulary and practice.

## Language focus

- 7 a**  **4.6** Listen to two people describing the same experience. How are Jenny and Marge's experiences different? Which person feels more certain about what they have experienced?
- b**  **4.7** Read the language focus box, then listen to Jenny's experience again. What language does she use to make the description less definite?

### Giving impressions

To communicate that our memories or sensations are not completely clear, use phrases like these with nouns:

*I see something resembling a tree.*

*I come to what could almost be a castle.*

*It's like a doughnut, or that kind of thing.*

*It might possibly be a cave.*

*I see what can only be described as a sausage*

*I can just make out the shape of the whale.*

Use *ish* or *y* with adjectives to make them less precise.

*It's a kind of blueish greenish colour.*

Use modifiers to make adjectives sound less definite.

*It's somewhat cold.*

*It's verging on unbearable.*

Also use the adverb *vaguely* with adjectives such as *familiar*, *aware*, *troubling* or *guilty*.

*It's vaguely familiar.*


With actions, use phrases like these:

*Somehow, we cross the bridge.*

*I don't know how, but we're suddenly on a beach.*

- 8 a** Work in pairs. Look at the words. How do you think they are pronounced?

- |             |           |
|-------------|-----------|
| 1 yellowish | 4 longish |
| 2 blueish   | 5 highish |
| 3 lowish    | 6 greyish |

- b**  **4.8** Listen and check. What is the sound before *ish* in each word?

- c** Listen again and repeat.

- 9** Add one word to make the sentences correct.

- 1 I see resembling a house.
- 2 I come to could almost be a castle.
- 3 It's like a leopard, or that kind thing.
- 4 I see what can only be described a giant shoe.
- 5 It's sort like a postbox but not exactly.
- 6 I don't know, but somehow we escape.
- 7 In the distance, I can just make the shape of a hill.
- 8 We're verging exhaustion.

- 10** Make the description sound less precise.

We're walking up a mountain, and we see a sheep. We get near to it, and we see it has a yellow mark on its back, a mark from the farm it comes from. We hear a whistle, and the sheep runs off, and we follow it to an old house. There's a man there. He's a farmer.



 Go to page 152 or your app for more information and practice.

## Speaking

### PREPARE

- 11** You are going to do a guided visualisation and check whether you might be an aphantasiac or a hyperphantasiac. Work in pairs. Student A: Turn to page 180. Student B: Turn to page 182. Read the text and add two more questions of your own.

### SPEAK

- 12 a** Take turns to ask and answer the questions on pages 180 and 182.
- b** Do you think your partner might have aphantasia or hyperphantasia? Why/Why not?

Master your  
listening  
page 99

› **Goal:** resolve conflicts in negotiations

› **Vocabulary:** negotiating

## Vocabulary

- 1** Work in pairs. Think of five people that you encounter fairly often (e.g. partner, parents, teacher, boss, neighbour, etc.). Then think of some situations where you have negotiated with each person. What happened?

*I often negotiate with my parents about whether I can stay out late. They usually want me to ...*

- 2 a** Match 1–9 with a–i to complete the idioms.

- 1 If both sides stay positive and open-minded, it's usually possible to **reach a**
  - 2 All successful negotiations involve a lot of **give and**
  - 3 OK, so we're prepared to **make a**
  - 4 Don't give up so easily – you ought to **stick to**
  - 5 We made a very generous offer, but they just **dug their**
  - 6 Listen, you're offering £80, but we want £100. Shall we just **split**
  - 7 I think they're just using the 3-year warranty as a **bargaining**
  - 8 A good starting point in any negotiation is to **find common**
  - 9 The negotiation was going nowhere, but then I had a brilliant idea to **break**
- a **chip** – they don't really care about it, but they want something in return for giving it up.
- b **the deadlock** and move things forward again.
- c **your guns** and fight for what you want!
- d **compromise** that keeps everyone happy.
- e **ground** – things that you already agree on.
- f **take** – you can't expect to get your way 100%.
- g **concession on** the price, if you'll show some flexibility with the dates.
- h **heels in** and refused to compromise.
- i **the difference** and call it £90?

- b** Which idioms from Exercise 2a have a generally positive meaning? Which are generally negative? Which can be both?

- c** Work in pairs. What sort of negotiator are you (or do you think you would be)? Try to use all the idioms in Exercise 2a in your discussion. Use examples from the situations you discussed in Exercise 1.

- 3** Read the text and think of a heading for each paragraph. Use language from Exercise 2a where possible.



## Negotiating skills: de-escalating a conflict

We might think of negotiating as a business skill, but in fact we negotiate all the time in our day-to-day lives. These simple techniques can reduce the risk of turning a difficult situation into a battle ... and may help both sides find an amicable solution.

**1** \_\_\_\_\_

In a negotiation, your 'position' is what you want – a higher salary, a quicker delivery, a longer guarantee, whatever. But your 'interest' explains *why* you want those things. If you negotiate *over* positions, you won't get very far. But if you make the effort to understand each other's interests, you're much more likely to find a creative solution.

**2** \_\_\_\_\_

If you *accuse* the other person of having a flawed character and making stupid mistakes, you'll likely provoke a hostile defence, as they *battle* to prove you wrong. Instead, talk about how a situation makes you *feel*, which is an indisputable fact.

**3** \_\_\_\_\_

It may be cathartic to use *emotional language* to attack the other person, but it rarely, if ever, moves the negotiation forward. And if the other person uses *aggressive language* towards you, or *misrepresents* your motives and your actions, it's often better to *de-escalate* the situation by letting it go.

**4** \_\_\_\_\_

Sometimes the simplest way to deal with a fire is to let it burn itself out. The same goes for an angry person: allow them to let off steam. Encourage them to keep talking. After a few minutes, they'll run out of things to say and calm themselves down.

**5** \_\_\_\_\_

Try to see the situation through the other person's eyes. Why are they so angry? Would you be angry in the same situation? What would calm you down?

**6** \_\_\_\_\_

Remember almost all negotiations have two goals: resolve the current issue and develop a lasting relationship. Don't let the first goal distract you from the second.



## Listening 1

### 4 a Work in pairs and discuss the questions.

- 1 Have you ever rented a flat to/from somebody? Did everything go smoothly?
- 2 What is involved in renting a flat? What are some possible sources of conflict between a landlord/landlady and a tenant? Make a list.
- 3 What can happen if the relationship between landlord/landlady and tenant turns sour? What options do they each have?

### b 4.11 Listen to a conversation between a landlady and a tenant. What sources of conflict did they mention? Were any of them the same as your ideas in Exercise 4a?

### 5 a 4.12 Complete the Useful phrases 1 box with one word in each space. Then listen and check.

#### Useful phrases 1

##### Understanding emotional language

- 1 Pay the money you owe me tomorrow \_\_\_\_\_ you'll have to find somewhere else to live.
- 2 If you \_\_\_\_\_ stick to your side of the agreement, I'll find somebody else who will.
- 3 I won't \_\_\_\_\_ you spoiling my good relations with my neighbours.
- 4 I'll \_\_\_\_\_ you know, Toby, that this is still my flat.
- 5 Any more excuses \_\_\_\_\_ it's over.

##### Responding to emotional language

I know and I'm really sorry. I'll try to sort it out as soon as I can.

Yes. It's just that ...

Was there anything else?

I'll be a model tenant from now on - believe me.

### b Which three pieces of emotional language in the Useful phrases 1 box are threats? What structures did the speaker use to make them?

### c Work in pairs. Think of less emotional ways of saying the things in Exercise 5a.

### 6 a Imagine you are Mrs Ricardo. Complete the emotional statements with your own ideas.

- 1 Break one more of my ... and ...
- 2 ... or you're out of here.
- 3 I won't have you ...-ing ...
- 4 If you won't ... then ...
- 5 I'll have you know that ...

### b Work in pairs. How could Toby respond to the statements in Exercise 6a in order to calm the situation down? Roleplay the scenarios.

## Listening 2

### 7 4.13 Listen to the next part of the conversation, which takes place 24 hours later. Are the statements true (T) or false (F)?

- 1 Toby still hasn't paid this month's rent.
- 2 Toby thinks Mrs Ricardo should get rid of her old furniture.
- 3 Mrs Ricardo was initially reluctant to rent out the flat.
- 4 Toby's client has refused to pay him for a lot of work.
- 5 Mrs Ricardo is completely confident that Toby is telling the truth.

### 8 a Match the phrases from the Useful phrases 2 box with the functions. Some phrases may have more than one function.

- a Showing empathy (= understanding the other person's situation)
- b Reassuring the other person not to worry
- c Trying to find compromise
- d Apologising/Admitting mistakes
- e Identifying reasons

#### Useful phrases 2

- 1 It must have been quite upsetting to see everything in a mess.
- 2 I may have lost my temper a little yesterday.
- 3 How come you decided to rent out this flat, if you don't mind me asking?
- 4 I can see why you're so desperate for me to pay the rent on time.
- 5 That can't be easy for you!
- 6 Perhaps I was a little harsh with you yesterday.
- 7 Maybe we can try and work something out.
- 8 I suppose I might be able to wait a few more days.
- 9 Well, I'm sure it won't come to that.
- 10 It's not that I don't trust you, of course.

### b 4.14 Listen to two versions of some of the extracts. Which version, a or b, sounds more empathetic? Why?

### c Work in pairs. Practise the phrases to sound as empathetic as possible.

## Speaking

### 9 a Work in pairs to roleplay two situations, using the advice and language from this lesson. Student A: Turn to page 181. Student B: Turn to page 182.

### b Report back to the class. What hidden interests did you discover? What compromises did you reach? Was there anything that you were unable to resolve?



Go online for the Roadmap video.



# Check and reflect: Units 3 and 4

## 1 Rewrite the questions using the words given.

- 1 What do you want to speak to me about?  
*What is*
- 2 How much experience do you have?  
*Could you tell me*
- 3 Do you want to speak to Clare? I'm sure you said you did.  
*Didn't*
- 4 Should we ask them for more money?  
*You mean*
- 5 Who came up with this idea?  
*Who was*
- 6 Where did you go after the meeting?  
*You went*

## 2 Choose the correct alternatives.

- 1 This meeting is a chance for us to *occur/bounce* ideas around for the new product launch.
- 2 Whose *bright/spring* idea was it not to lock the door?
- 3 I've had a *brainwave/down* - let's forget about studying and head to the beach!
- 4 What *gives/springs* to mind when you think of your school days?
- 5 Help me, I'm out of *ideas/brainwaves*.
- 6 You've *given/bounced* me an idea! Why don't we ask Cheryl to organise the food?

## 3 a Replace the words in bold in each sentence with the words or phrases in the box.

befuddled intuitive misinterpret mull over underestimate

- 1 I get **really confused** when I try to understand quantum physics.
- 2 I much prefer to **think about** a problem on my own.
- 3 I always **guess too little about** the amount of time it will take me to get somewhere, and arrive late.
- 4 I'm a rational person. I'm not **relying on feelings**.
- 5 I'm very honest, and sometimes people **understand incorrectly** what I say as criticism.

## b Work in pairs. Discuss which sentences are true for you. Give more information.

## 4 a Match the sentence halves.

- 1 Not wanting to wake anyone up,
  - 2 I worked hard at maths at school,
  - 3 I left really early,
  - 4 She was hard to work with,
  - 5 Seeing as I didn't have any money left,
  - 6 I was on the phone for over half an hour,
- a since it was my favourite subject.  
b I had to walk home.  
c for fear of arriving late.  
d trying to get someone to help me.  
e I crept out of the house really quietly.  
f in that she never really shared her ideas.

## b Work in pairs. Choose two of the sentences in Exercise 4a and think of a time that they were true for you (or change them so that they were). Tell your partner about them.

## 5 Complete the sentences with the adverbs in the box.

completely deeply perfectly quite seriously utterly

- 1 We're \_\_\_\_\_ sorry for your loss. Let us know if we can do anything.
- 2 You just need to be \_\_\_\_\_ open with her about how you feel.
- 3 I'm \_\_\_\_\_ capable of doing that myself, thank you.
- 4 To say that the new measures are effective is \_\_\_\_\_ ridiculous.
- 5 His new book was \_\_\_\_\_ good, but not as interesting as his earlier work.
- 6 Several people were \_\_\_\_\_ hurt in the accident.

## 6 Choose the correct alternatives. In one sentence, both options are possible.

- 1 It was nothing short of *character assassination/ publicity stunt* of the old president.
- 2 The news story took an *impartial/bending* view of the situation.
- 3 We have yet to receive any reliable information on the incident. All claims to date have been *unsubstantiated / impartial*.
- 4 The news station prides itself on its *impartial/objective* coverage of the facts over the years.
- 5 The tabloid press were criticised for their simplistic *interpretations/disclose* of the facts.
- 6 Some viewers may find the following *publicity stunt/ footage* of the accident disturbing.

## 7 a Complete the questions with the words in the box.

attack buzz churn exhilaration prospect thrill

- 1 Why kind of thing might cause someone to have a panic \_\_\_\_\_?
- 2 Do you get a \_\_\_\_\_ out of being terrified?
- 3 Is the idea of speaking or singing in public a daunting \_\_\_\_\_ for you?
- 4 Does your stomach \_\_\_\_\_ when you look down from high places?
- 5 Do you enjoy a sense of \_\_\_\_\_ from being in dangerous situations?
- 6 Do you ever do something dangerous just for a \_\_\_\_\_?

## b Work in pairs. Discuss three of the questions. Ask follow-up questions.

**8 Complete the sentences using *will/would* and the verb in brackets.**

- 1 There's a cat that pesters me for food every day. She \_\_\_\_\_ until I've fed her. (not go away)
- 2 I hear you've got a big exam next week. You \_\_\_\_\_ hard at the moment, I imagine. (study)
- 3 I was stuck in the lift for two hours. The door \_\_\_\_\_ . (open)
- 4 I'm not surprised you're tired. You \_\_\_\_\_ late watching TV, won't you? (stay up)
- 5 You've left your phone at home, have you? In that case, you \_\_\_\_\_ the text I sent. (not see)
- 6 When Jake was a child, he \_\_\_\_\_ the most amazing pictures. (draw)

**9 Complete the sentences to make strong adjective-noun collocations.**

- 1 When it comes to family, I have a **s\_\_\_\_\_g sense** of duty.
- 2 I help our elderly neighbour with **h\_\_\_\_\_d chores**.
- 3 After their traumatic experience, they gained a strong sense of **m\_\_\_\_\_l respect** for each other.
- 4 I moved out of my flat because of the **e\_\_\_\_\_t rent**.
- 5 I catch up with my friends on a **r\_\_\_\_\_r basis**.
- 6 Helen didn't get the job because she didn't have enough **p\_\_\_\_\_r work experience**.

**10 Use the phrases in bold to make real conditionals.**

- 1 There's a chance that **I'll fail my exam**. If so, **I may have to retake it**.
- 2 Many people **loved her previous book**. If you're one of those people, **you'll love her new one**.
- 3 Apparently **your boss won't listen to your opinions**. In that case, **you should find a new job**.
- 4 Perhaps **you'd prefer to be alone**. If so, **I'll leave you in peace**.
- 5 Some of **you have never skied before**. If you're one of those people, **please raise your hand**.
- 6 **You can read my poems** on one condition: you promise **you won't laugh**.

**11 a Put the adjectives in the box in the correct place in the sentences.**

hazy    fleeting    mellow    muffled    pungent  
vivid

- 1 My most childhood memory is of my first day of school – it is still clear in my mind.
- 2 I can remember people's faces even if I've only had a glimpse of them.
- 3 I love listening to music – something relaxing to calm me down.
- 4 If I try to remember my childhood home, I can conjure up a image, but nothing clear.
- 5 I love flavours like garlic, ginger, mustard and raw onions.
- 6 I find it hard to sleep if I can hear a conversation in the next room.

**b Work in pairs. Change the statements so that they are true for you.**

**12 Choose the correct alternative.**

- 1 It's sort of *like/as* a wedding cake.
- 2 *Somehow/Somewhere* we manage to run away from the criminals.
- 3 We met a woman closely *remembering/resembling* the old Queen, Larissa.
- 4 There was no need for a big meeting, or *that kind of thing/somehow*.
- 5 I can just make *out/up* the shape of a cat on the roof of the shed.
- 6 She was verging *in/on* collapse from the heat.
- 7 I see what *can/will* only be described as a nightmare come to life.
- 8 We arrive at *what/which* could almost be one of those old houses from my country.


**13 Match the sentence halves.**

- 1 We can't reach a compromise
  - 2 There are no issues we can't resolve
  - 3 OK, we'll make a concession
  - 4 Stick to your guns
  - 5 We tried to convince them, but they just
  - 6 Can we just split the difference
  - 7 They don't really want the goods quickly, they're just using that
  - 8 Good, I think we've found some common ground –
  - 9 Unless there's a way to break the deadlock
- a and don't let them push you around.  
b and settle on five thousand for everything?  
c we both need this done quickly.  
d I'm afraid we're done here, Nigel.  
e dug their heels in and refused to negotiate any further.  
f on the delivery date if you're willing to offer us better payment options.  
g with a little give and take.  
h as a bargaining chip so we'll bring the price down.  
i if you're not willing to offer us anything.

## Reflect

**How confident do you feel about the statements below? Write 1–5 (1 = not very confident, 5 = very confident).**

- I can use brainstorming techniques.
- I can solve a problem.
- I can discuss how to fact-check news stories.
- I can summarise information.
- I can talk about personal experiences in detail.
- I can discuss political or social issues.
- I can answer questions about abstract topics.
- I can make proposals to resolve conflicts in negotiations.

 For more practice go to your Workbook or app.

## Vocabulary

### Anxiety and excitement

#### 1 Match the sentence halves.

- 1 The thought of deep-sea diving brings me out .....
- 2 Speaking in public is a daunting .....
- 3 My stomach's .....
- 4 I nearly had a panic .....
- 5 Kite surfing gives me a real rush of .....
- 6 I always get a .....
- 7 What's fun for me may be a traumatic .....
- 8 I love it when that first feeling of .....
  - a churning and I feel sick.
  - b experience for someone else.
  - c in a cold sweat.
  - d exhilaration hits me.
  - e adrenaline that lasts for ages.
  - f prospect for someone like me.
  - g buzz out of performing on stage.
  - h attack when I heard the news.

#### 2 Complete the conversations with words from Exercise 1.

- 1 **A:** I want to get over my phobia of spiders. They always bring me out in a cold <sup>1</sup>..... It stems from a <sup>2</sup>..... experience I had when I got bitten by one and the bite got infected.
 

**B:** How do you cope when you see one?

**A:** If it's huge, I've been known to have a panic <sup>3</sup>.....
- 2 **A:** I'm toying with the idea of doing a bungee jump. I guess it's one of those thrills I should experience at least once. I'm sure I'll get a <sup>4</sup>..... out of it.
 

**B:** Well, you're brave. For me, even standing on the end of a bridge looking down onto a river is a <sup>5</sup>..... prospect. You might get a feeling of <sup>6</sup>..... I think I'd just feel terror. My stomach's <sup>7</sup>..... now just thinking about it!

## Language focus

### Non-future uses of *will*

#### 3 Choose the correct alternatives.

- 1 I asked him to help me, but he *won't/wouldn't* do it!
- 2 Don't bother texting Luis. *He'd/He'll* be in a meeting.
- 3 My husband *will/would* insist on talking when I'm trying to read. It drives me up the wall!
- 4 The car *will/won't* seem to start. I'd better call the garage.
- 5 *We'd/We'll* often go and play down by the river as kids.
- 6 I imagine you'll *be seeing/have seen* this film already.
- 7 Susana knows what's going on, but she won't *tell/have told* me.
- 8 I bet Alex *will be waiting/wait* there for us already.

#### 4 Complete the discussion using the verbs in the box and *will* or *would*.

be come complain insist on put on wake up

##### @smithy123

My new neighbours <sup>1</sup>..... playing music in the evening and then leave it on half the night. It's loud enough to stop me sleeping. What should I do?

##### @yume

I <sup>2</sup>..... my music pretty loud when I was at uni. I never thought about about the impact it had on my neighbours until one of them mentioned it. So, go and talk to them.

##### @smithy123

I tried. Despite ringing the bell several times, they <sup>3</sup>..... to the door.

##### @mallory

Someone <sup>4</sup>..... to them about their noise before. That's why they're avoiding you. They <sup>5</sup>..... well aware of how loud their music is.

##### @yume

Play loud music yourself. Give them a taste of their own medicine. Then when they come round to complain, you can talk to them about it. It's early morning – do it now!

##### @smithy123

Good thinking! OK, I've just put the radio on high. They <sup>6</sup>..... to a nice bit of heavy metal around now! Let's see if they get the message.

#### 5 Complete the second sentence so it has a similar meaning to the first. Use *will* or *would*.

- 1 I used to spend hours making model planes when I was a kid.  
As a kid, I ..... making model planes.
- 2 My sister has an annoying habit of borrowing things without asking.  
Annoyingly, my sister ..... without asking.
- 3 I asked Daniel why he isn't talking to me, but he refused to say.  
Daniel ..... he's not talking to me.
- 4 I think you've seen this presentation already.  
No doubt you ..... this presentation already.
- 5 I bet Thomas is practising in the music room.  
I reckon Thomas ..... in the music room.
- 6 I couldn't get my car to start this morning.  
My car ..... this morning.





## Vocabulary

### Adjective + noun collocations

#### 1 Complete the words. The first letter is given.

- I go to the gym, but not on a **r**..... basis.
- It's hard to get a job when your **p**..... work experience is non-existent.
- Learning a second language has had a profound **i**..... on my life.
- We try and do at least two **h**..... chores a day.
- Abi's always had a **s**..... sense of responsibility.
- Our staff are an untapped **r**..... when it comes to new ideas.
- The rents people pay here in the city are **e**.....
- It's great that the kids offer **m**..... support to each other.

#### 2 Choose the correct option, a, b, c or d.

#### Tamara is feeling good 😊

I've been volunteering on a regular <sup>1</sup>..... for five years. I've always had a strong <sup>2</sup>..... of duty and I feel that if I have time to spare, then I should spend it helping others. I help out at a charity each weekend, as well as visiting an elderly lady near me.

At the charity, I work with people who are suffering from depression. It was a <sup>3</sup>..... challenge at first, especially as the other volunteers there have prior work experience in this field. However, there's a lot of mutual <sup>4</sup>..... among the staff, so if I need help, I get it. Mostly, I just need to spend time listening to people. I do the same when I visit my neighbour, but I also go shopping for her and do some household <sup>5</sup>.....

My voluntary work has had a <sup>6</sup>..... impact on my life. I've made fantastic friends and have grown as a person. Volunteers are an <sup>7</sup>..... resource in our community. If everyone gave a few hours a month, our community would be much better off. I appreciate the <sup>8</sup>..... are exorbitant round here and people work hard to make a living, but if you have time, I'm sure a charity would love to hear from you.



- |              |                |            |            |
|--------------|----------------|------------|------------|
| 1 a premise  | b foundation   | c routine  | d basis    |
| 2 a sense    | b impression   | c feel     | d insight  |
| 3 a severe   | b discouraging | c daunting | d subdued  |
| 4 a support  | b loyalty      | c aid      | d backing  |
| 5 a errands  | b burdens      | c chores   | d routines |
| 6 a vital    | b profound     | c sharp    | d sweeping |
| 7 a idle     | b underdone    | c empty    | d untapped |
| 8 a salaries | b jobs         | c rents    | d homes    |

## Language focus

### Real conditionals

#### 3 Choose the correct option, a or b.

- If you'd like to come with me, I
  - 'd introduce you to Lia.
  - 'll take you to your table.
- I wouldn't be where I am today if
  - I haven't had you by my side.
  - it wasn't for you.
- If you make dinner,
  - I'll wash the dishes.
  - I load the dishwasher.
- Anyone can run a marathon if
  - they'll put the work in.
  - they've trained hard enough.
- If you won't come and pick me up,
  - I'll just have to get a taxi.
  - I get the bus instead.
- You have access to the site if
  - you've paid a subscription.
  - you'll subscribe.

#### 4 Complete the conversation with real conditional forms of the verbs.

My name's Cynthia. How can I help you?

I can't seem to log into my account.

Have you used your account in the last six months? If you <sup>1</sup>..... (not / log in) since May, your account <sup>2</sup>..... (now / be) disabled.

I logged in a couple of months ago.

OK. Did you use the wrong user name or password? If you <sup>3</sup>..... (enter) them incorrectly, the log in process <sup>4</sup>..... (not / work).

I'm pretty sure they were correct.

If you <sup>5</sup>..... (type in) the wrong details, there <sup>6</sup>..... (be) a message on your screen now.

There isn't. The screen's just blank. I've tried it several times.

If I <sup>5</sup>..... (do) it again, it <sup>6</sup>..... (not / work).

OK. I think I know what the problem is. If you <sup>9</sup>..... (like) to follow my instructions, I <sup>10</sup>..... (able to) get you back in.

## Vocabulary

### The senses

#### 1 Choose the odd word out in each group.

- 1 a *blurry/faint/hazy/savoury* image
- 2 a *faint/fluffy/muffled/resonant* sound
- 3 *faint/musty/pungent/succulent* smells
- 4 a *crystal-clear/mellow/metallic/savoury* taste
- 5 a *fluffy/shrill/silky/textured* sweater

#### 2 Choose the correct alternatives.

- 1 Have you got any *rich/savoury* snacks? Crisps maybe?
- 2 The sea looks *crystal-clear/muted* today.
- 3 Stop screaming! You're so *shrill/resonant*.
- 4 I've got a horrible *metallic/succulent* taste in my mouth.
- 5 I can't see out of one eye. Everything's *blurry/crisp*.
- 6 I can hear them, but their voices are *fuzzy/muffled*.
- 7 Are you getting *fluffy/textured* wallpaper or smooth?
- 8 He gave me a *fleeting/musty* look as he went past.
- 9 Sean has this beautifully deep, *indistinct/resonant* singing voice.
- 10 This painting is lovely – really *mellow/rich* in detail.

#### 3 Complete the post with the words in the box.

aroma faint hazy mellow muted pungent  
shrill silky vibrant

#### What's your favourite smell

The perfume my grandmother wore as it reminds me of her. It's not <sup>1</sup>..... It has this very <sup>2</sup>..... smell of vanilla you barely notice unless you pay attention.

#### What's your favourite taste

It's got to be coffee – something with a light <sup>3</sup>..... and a <sup>4</sup>..... rather than strong taste.

#### What's your favourite thing to touch

My cat with his soft, <sup>5</sup>..... fur.

#### What's your favourite sound

I can tell you what it's not, and that's the <sup>6</sup>..... sound of my alarm clock going off in the morning. I live right next to the sea, so I guess it's the <sup>7</sup>..... sound of the gentle waves I can faintly hear when tucked up in bed.

#### What's your favourite sight

A <sup>8</sup>..... blue sea with <sup>9</sup>..... sunshine. Gorgeous!

I nominate @Tariq to answer the questions next!

200 Likes • 120 Comments • 85 Shares

## Language focus

### Giving impressions

#### 4 Match the sentence halves.

- 1 I don't know .....
  - 2 That man looks vaguely .....
  - 3 This might .....
  - 4 I'm eating what can .....
  - 5 I think I can just make .....
  - 6 I love Kung Pao chicken, or that .....
- a only be described as cardboard.  
b familiar to me.  
c you out in the distance.  
d possibly be what you're looking for.  
e kind of thing.  
f how, but we've got here on time.

#### 5 Correct the mistake in seven of these sentences.

- 1 It was tough, but somewhat, we did it. Well done us!
- 2 I'm vaguely aware of the problem, but I need more details.
- 3 This film is so strange, it's verging in ridiculous.
- 4 Can you make on the shape of a dog in those clouds?
- 5 I was given which could only be described as a bowl of coffee – the cup was enormous!
- 6 That shirt's definitely greyish, not green as you said.
- 7 Do you want me to order sushi, or this kind of thing?
- 8 I might be possibly late home tonight.

#### 6 Complete each gap with an item from each box.

described might pretty six somehow  
something vaguely verging

as familiar -ish on possibly resembling  
start warm

When I need to think about something happy, I visualise a particular place – a lake with mountains behind it. I'm standing on a hill overlooking it. It's sunny and the lake is shimmering in the sun. It's <sup>1</sup>....., but not hot. It's about <sup>2</sup>..... in the afternoon, and the sun's starting to set. When I look to my right, I see a little cabin. It's <sup>3</sup>..... although I've never seen it in real life. It <sup>4</sup>..... be something I've seen on TV. In front of me, I see <sup>5</sup>..... a film scene – a path surrounded by grass and flowers. I imagine myself walking down the path. The smell in the air is what can only be <sup>6</sup>..... fresh and sweet. Everything is quiet, <sup>7</sup>..... silent. As I head further and further down the path, I <sup>8</sup>..... to feel calmer and less anxious.

## Vocabulary

### Negotiating



#### 1 Choose the correct alternatives.

- I know we don't agree now, but I'm sure we can find an *amicable* / *amicable* solution.
- I find talking about my problems *cathartic* / *purifying*.
- Noah *de-escalated* / *diminished* the situation by suggesting a break.
- I go for a run if I need to let off *smoke* / *steam*.
- It's an *evident* / *indisputable* fact that our climate is changing.
- Let's try and see the situation *by* / *through* Manu's eyes.
- That's not what I'm trying to do. Please don't misrepresent my *motivation* / *motives*.

#### 2 Complete the conversation with the phrases in the box.

a compromise and take bargaining concessions the deadlock  
the difference their heels in to their guns

A: How did the negotiations go?

B: It was tough. You expect some give <sup>1</sup>..... in situations like this, but the other party dug <sup>2</sup>..... and wouldn't change anything.

A: So you didn't reach <sup>3</sup>....., then?

B: We did, eventually. The prices we both had in mind were wildly different. After reducing our price slightly a few times without success, we ended up offering to split <sup>4</sup>..... with them, but they wouldn't accept it. Unfortunately, they had a <sup>5</sup>..... chip – a much cheaper offer from one of our competitors. We tried to break <sup>6</sup>..... by throwing in a few extras. They stuck <sup>7</sup>....., however, and refused to make any <sup>8</sup>......

## English in action

### Adjusting tone or language

#### 3 Match the sentence halves.

- I won't .....
- Stop that .....
- Any more mistakes .....
- I'll have you know .....
- If you don't sort it out, .....

- or face the consequences.
- that this is my project.
- I'll have to do it for you.
- let you ruin the surprise.
- and you're off the project.

#### 4 Add one word to complete each sentence.

- Maybe we could try work something out.
- It's not I don't trust you, of course.
- It must have quite upsetting to see that.
- I suppose I might be able wait a few days.
- How come you're here, you don't mind me asking?
- I have lost my temper a little yesterday.

#### 5 Complete the conversation with phrases a–f.

A: I'm sorry about yesterday. <sup>1</sup>..... I'd had a bad day. I'm facing possible redundancy.

B: Oh, <sup>2</sup>.....

A: No, it wasn't.

B: <sup>3</sup>..... get into your car.

A: Yeah, sorry. I just wanted to get inside and shut the world out. Obviously, when I couldn't get into my drive, I got a bit frustrated.

B: <sup>4</sup>.....

A: It's not surprising – I was rude. How come you didn't park in your drive, <sup>5</sup>.....?

B: Oh, we're having some work done. The workmen were parked there.

A: Right, well, I need to start looking for a new job.

B: Oh, <sup>6</sup>.....

A: Let's hope not.

- I may have lost my temper a little, too
- Perhaps I was a little harsh with you
- I can see why you were so desperate to
- that can't have been easy for you
- I'm sure it won't come to that
- if you don't mind me asking



## Reading

- 1 Read the description of an activity on page 33. What is being described?

No two ways about it – this is a dangerous activity. One which can be done as an extreme sport, or for scientific purposes. Either way, you need to be good under water and confident in enclosed spaces.

- 2 Read the title and first three paragraphs of the story. Choose the most likely description of what happens next.

- One diver struggles to find his way but is led to safety.
- The divers discover the remains of a historic creature.
- The divers find a way to reach a mythical cave.

- 3 Read the whole story and check your answer.

- 4 Complete the sentences with one word from the article.

- For Matias, cave diving allows him to visit places where other people haven't .....
- Matias felt a sense of ..... prior to the dive.
- Matias describes the design of the cave as .....
- Matias suggests the water they travelled in was murky due to the ..... they disturbed.
- Matias knew that spending too long in the chamber would create a cause for ..... for his partner.
- When Matias was thrown into darkness, he believed his ..... was at an end.
- Matias was saved by plant life which generated ..... light.
- Matias says that the appearance of this light helped him break out of his .....
- Matias's friend appeared to have been ..... by Matias arriving late.
- Matias had a sense of ..... as he made his way out of the cave.

- 5 Find and underline words/phrases in the article which match definitions 1–10. More than one answer might be possible.

- dark and difficult to see through (paragraph 1)
- held on to something tightly (paragraph 2)
- unpleasantly wet and cold (paragraph 3)
- dividing into two parts (paragraph 4)
- moved along something long with many bends (paragraph 4)
- pulling something from the bottom of a river or lake (paragraph 4)
- rubbing against a rough surface in a way that might cause damage (paragraph 4)
- pull something along because it's heavy (paragraph 5)
- very small (paragraph 5)

- 6 Match words and phrases in Exercise 5 with the things they describe (1–5).

- the tunnels .....
- the actions/movement of the tunnels .....
- the air in and out of the tunnels .....
- the way the divers held onto the guideline .....
- the movements of the divers down the tunnels .....

- 7 Choose the correct alternatives.

I <sup>1</sup>*forked* / *wound* my way through tunnel after tunnel. The space was <sup>2</sup>*confined* / *dank*, but I'd been in narrower ones. I could at least move without my equipment <sup>3</sup>*clutching* / *scraping* along the rock walls. It was cold and I was getting tired, but I managed to <sup>4</sup>*drag* / *scrape* myself nearer and nearer towards the entrance. In my hand I <sup>5</sup>*clutched* / *wound* something special – a piece of rock that would shed light on the history of the cave. I couldn't wait to share it with my diving partners who were all a little way ahead of me.

I came to a place where the tunnel <sup>6</sup>*dredged up* / *forked* in two different directions. I reached along the guideline to see which one I should go down, but it went nowhere. The line had snagged on a piece of rock and broken. I looked at my oxygen tank level – I had enough to try one tunnel, but maybe not both. I looked along both tunnels to see if I could see the one in which mud had been <sup>7</sup>*confined* / *dredged up* by my partners. It was hard to tell, but my gut was saying left, so I went left. Ten minutes later, I stood up out of the water and breathed in what was still horribly <sup>8</sup>*confined* / *dank* air. I didn't care. My diving team were in front of me and I let out a sigh of relief.

# A guiding light

By Matias Gil

**1** I've been cave diving for nearly a decade. Where some see murky, enclosed watery spaces small enough to trigger claustrophobia, I see the chance to explore places where few other humans have ventured before. So, I was full of anticipation one Sunday morning in September because my friend and I were going to help chart the chambers of a cave we'd not set foot in previously.

**2** When we arrived at the mouth of the cave, everything was normal. Nothing ominous hinted at what was to come. We unloaded our equipment, checked it all worked and then made our way inside, each equipped with mask, fins and four oxygen tanks. In our hands we clutched our guideline – the thin nylon rope that would mark out our route as we investigated the different chambers.

**3** The cave greeted us with cold, dank air, the sun shedding light for just a few metres before we fell into total darkness. We switched our torches on to see the tunnel stretched out in front of us, with the promise of adventure (a promise that was kept, as it turned out).

**4** The first tunnel soon swallowed us up, narrowing as we headed further in, forking in different directions in several places very quickly, revealing just how complex the layout of the cave was. We wound our way through a myriad of cramped tunnels, dredging up sediment as we went, scraping our tanks along the rock face. We used our trusty guideline and markers to ensure we could find our way back.

**5** Just before we prepared to head back, I left my diving partner collecting rock samples in a small chamber and went on to drag myself down one last tunnel. Only, it wasn't long before the confined space opened out and I found myself in a huge chamber. A rush of adrenalin flooded through me. This chamber hadn't

been on the maps drawn up by previous divers. I might be the first person ever to be there. Excitedly, I swam round to examine my surroundings. I eked out every second I could before I knew I had to make my way back. Causing my partner to wait longer than necessary would raise concern at the very least and at worst put his life at risk. So, I swam back to the tunnel I thought I'd come through. However, I couldn't feel the guideline anywhere. I headed to one of the other two tunnels leading into the chamber, then the other one. There was no guideline there either, no matter where I groped. I had another rush of adrenaline, this time for an entirely different reason.

I tried to calm my breathing – oxygen was a limited resource and I couldn't afford to waste it – but just then, the light on my torch cut out and everything went pitch black. My immediate thought was this is it. My time is up. My heart thumped in my chest and my breathing started to get out of control, but then something amazing happened. A miracle. The cave suddenly lit up, fluorescent light created by flora lighting my way.

I shook my head. This was what I needed to shake me out of my stupor. I used the light to search again for the guideline and realised that a piece of rock had broken off and hidden it – probably knocked by one of my tanks. Once I'd found it, I clasped it as if my life depended on it, (which it did), and swam back to my friend. I could see he'd been unnerved by my delayed return. We made our way back through the kilometre of twisty tunnels, exiting into sunlight an hour later. I pulled out my regulator, dragged my severely depleted tanks off my body and breathed in some fresh air. I saw the expression of relief on my partner's face. One that I'm sure was mirrored in my own.

## Listening



**1** 4.01 Listen to a conversation between four friends. What do they discover during their discussion?

- They all go through a similar process when reading.
- They all struggle to use their imaginations when reading.
- They all see stories differently in their minds when reading.

**2** Are the statements true (T) or false (F)?

- Justin says that the book is to blame when he doesn't see an image clearly in his mind. ....
- Magdalena's experience is auditory rather than visual. ....
- Sebastian sees and hears words rather than images. ....
- Sebastian sees the characters rather than feels them. ....
- Ruby sees moving images in her mind when reading. ....
- Ruby likes it when her imagination doesn't square with the author's description. ....
- Justin's viewpoint changes depending on how the book is written. ....
- Justin imagines only what the book describes. ....

**3** Complete the extracts with the words in the box. Then listen and check.

bits and pieces clarity contradicts fuzzy irks revert sketchier snippets thin

... if there's a house or something, I could walk around it and see it with as much <sup>1</sup>..... as my own house ... but other times, the scene's a bit <sup>2</sup>..... I just see an outline – not sure if that's my mind or the description in the book's a bit <sup>3</sup>.....

I don't see moving pictures, just <sup>4</sup>..... from the story, almost like <sup>5</sup>..... of paintings. They kind of flash in and out of my mind. And they can be pretty <sup>6</sup>....., like washed-out watercolours, and just outlines, too.

Anyway, my mind definitely makes up the detail. It really <sup>7</sup>..... me when I read something that <sup>8</sup>..... what's in my mind and then I have to adjust it. Often, I'll <sup>9</sup>..... to my original image very quickly.

## Writing

**1** Read the advert and the email application. Does Lee have extensive experience or only a little?

### Volunteers needed

We're looking for enthusiastic animal lovers to spend a few hours each week helping us at our animal sanctuary. We need people to deal with meal times, exercising the animals and mucking out enclosures. People who don't like getting dirty need not apply!

Contact Ms Browning at sbrowning@firthsanctuary.uk.

Dear Ms Browning,

- I am writing to apply for the position of volunteer, as advertised on your website. I believe that my current studies and extra-curricular experience will stand me in good stead as a carer for animals at your impressive animal sanctuary.
- I am in my second year of university where I am studying to become a veterinarian. I have a keen interest in wildlife and I have read **a great deal** about domestic and wild animals. I enjoy furthering my understanding of these incredible creatures and believe **I have a good knowledge of** the type of animals in your care.
- Last summer, I spent two months working on a local farm, where I gained experience in handling the full range of farm animals. After just one day, the farmer recognised my eagerness to learn and put me in charge of the chickens. **I was instrumental in** ensuring the animals were fed and kept in sanitary conditions over the two-month period.
- As well as studying full-time, I also work in the kitchen of a local restaurant and have done so for the last two years. While preparing food and washing dishes does not directly relate to the work at your sanctuary, it demonstrates that I am a reliable employee who is happy to work within a team. The job has **taught me the value of** communicating well with others, something I believe I have **become proficient in**.
- I believe that I would be a valuable asset to your charity. I have visited the sanctuary on many occasions and am excited at the prospect of being part of such an important organisation. I would approach my work with enthusiasm from the start and would be happy to complete whatever tasks are deemed necessary. The role would provide me with further experience of working with animals. I hope that you will consider me for the position and look forward to hearing from you in due course.

Yours sincerely,  
Lee Jones



**2 Match purposes a–e with paragraphs 1–5.**

- a Provide details of a work/study situation .....
- b Summarise why he should get the position .....
- c Describe the reason for the email .....
- d Provide details of other experience .....
- e Provide details of work experience .....

**3 Are the sentences true (T) or false (F)?**

- 1 Lee shows enthusiasm. ....
- 2 Lee relates his studies and experience to the job advert. ....
- 3 Lee describes extra-curricular experience. ....
- 4 Lee describes specific tasks involved in past work experience. ....
- 5 Lee includes information about his personal circumstances. ....
- 6 Lee describes skills gained during past work experience. ....

**4 Look at the phrases in bold in the email. What do you think their purpose is? Read the Focus box to check your ideas.**

**Putting a positive spin on limited experience and skills**

When applying for an internship, we are unlikely to have much experience in the job field that we are applying for and so it is important to make the most of our coursework and extra-curricular activities in the application letter. Certain phrases help us to do this.

For subjects that you have studied you can say:  
*I have read a great deal about domestic and wild animals.*

For concepts and ideas that you have studied you can say:

*I believe I have a good knowledge of the types of animals in your care.*

For software and programmes that you know how to use you can say:

*... something I believe I have become proficient in.*

For principles that you learned through experience you can say:

*The job has taught me the value of communicating well with others.*

For goals that you helped achieve in a project you can say:

*I was instrumental in ensuring the animals were fed ...*

**5 Complete the second sentence so it means the same as the first. Use the word in brackets.**

- 1 I know how to exploit social media to get the attention of customers.  
I am ..... social media to get customers' attention. (proficient)
- 2 I had to be patient when I was a waiter.  
My role as a waiter ..... patient. (taught)
- 3 I participated in extra-curricular activities a lot at school.  
I participated in extra-curricular activities ..... at school. (deal)
- 4 As team captain of a netball team, I know that team work is important.  
Because of my work as team captain of a netball team, I ..... the importance of team work. (understanding)
- 5 When I worked at a hotel reception, I was the main person who implemented a new way of organising requests.  
While working as a hotel reception, I ..... a new way of organising requests. (instrumental)

**Prepare**

**6 Read the advertisement. You are going to apply for this position. Make a list of skills and attributes that you can bring to this job.**

**Intern Jobs**

**Intern wanted for marketing department**

Ottery Financial is looking for an intern to work in its marketing department. We are looking for someone with experience of social media who can help us to communicate our financial products better to our customers or potential customers online.

If you think you can help us, please contact richard.mccarter@otteryfin.uk.

**7 Plan your email application. Make notes about what you will include in each section of your email.**

**Write**

**8 Write your email. Make sure that you put a positive spin on your experience and studies.**

**9 Use the checklist to review your email. Revise it where necessary to make it more effective.**

- Have you stated why you're writing?
- Have you included details of experience and specific tasks?
- Have you related this information to the job ad?
- Have you summarised why you should get the position?
- Have you put a positive spin on your experience?
- Do you come across as enthusiastic?

# 4

## OVERVIEW

### 4A High emotion

**Goal** | talk about personal experiences

**Language focus** | non-future uses of *will*

**Vocabulary** | anxiety and excitement

**GSE learning objective**

Can talk about personal experiences in detail using linguistically complex language

### 4B Volunteering

**Goal** | discuss political or social issues

**Language focus** | real conditionals

**Vocabulary** | adjective + noun collocations

**GSE learning objective**

Can take part in discussion on political or social issues using linguistically complex language

### 4C The mind's eye

**Goal** | answer questions about abstract topics

**Language focus** | giving impressions

**Vocabulary** | the senses

**GSE learning objective**

Can answer questions about abstract topics clearly and in detail

### 4D English in action

**Goal** | resolve conflicts in negotiations

**Vocabulary** | negotiating

**GSE learning objective**

Can make proposals to resolve conflicts in complex negotiations

#### Roadmap video

Go online for the Roadmap video and worksheet.

#### Check and reflect

Review exercises and communicative activities to practise the grammar and vocabulary from Units 3 and 4.

## VOCABULARY BANK

### 4A Words with self-

### 4C Describing the senses

## MASTER YOUR SKILLS

### 4A Master your reading

**Goal** | understand a narrative or biography

**Focus** | recognising foreshadowing of events

**GSE learning objective**

Can recognise literary techniques used to suggest future events in a narrative

### 4B Master your writing

**Goal** | write a letter of application for an internship

**Focus** | putting a positive spin on limited experience and skills

**GSE learning objective**

Can write a letter of application using appropriate conventions and a range of linguistically complex language

### 4C Master your listening

**Goal** | understand a group discussion

**Focus** | recognising references to common expressions

**GSE learning objective**

Can follow a group discussion on complex, unfamiliar topics

## 4A High emotion

### Introduction

The goal of this lesson is for Ss to talk about personal experiences. To help them achieve this, they will learn or revise non-future uses of *will* and vocabulary related to anxiety and excitement.

### Warm up

Ask Ss to divide a piece of paper (or page in their notebooks) into two columns. At the top of one column they should write *Yep!* and at the top of the other *Nope!* Tell them that you're going to read out a list of things and they should write each one in one of the columns, according to how they feel about them: if they think it's exciting, they write it in the *Yep!* column. If they think it's scary and wouldn't want to do it, they write it in the *Nope!* column. Read out these things: *a bungee jump, flying a plane, a storm, climbing a mountain, scuba diving, swimming with sharks, exploring caves, staying in a haunted house, driving a fast car.* When they have finished, put Ss in pairs to compare their answers. In feedback, ask a few Ss for their answers and find out if anyone has done any of these activities.

## Reading

**1** Focus attention on the photos and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, elicit answers from a few Ss and find out if other Ss agree.

### Suggested answer:

- A** a fear of heights/water/bridges
- B** a fear of public speaking
- C** a fear of sharks/diving/water

**2** Give Ss a time limit to read the article quickly and answer the questions then check in pairs. Check answers with the class.

### Answers:

- 1 A phobia is self-reinforcing – you become scared of fear itself.
- 2 They're afraid of being unable to breathe (e.g. if peanut butter is blocking their throat).
- 3 Because they're scared of looking foolish in front of others.
- 4 By changing your interpretation of the symptoms you feel.
- 5 They interpret the physical symptoms of fear as excitement.
- 6 'I am excited.'

## Vocabulary

### Anxiety and excitement

**3** Ss match the words and phrases in bold with the definitions individually, then check in pairs. Check answers with the class and be prepared to give further explanations and examples if necessary.

- Answers:** **1** debilitating **2** thrills **3** rush **4** panic attack  
**5** churn **6** getting a buzz out of **7** traumatic  
**8** a daunting prospect **9** exhilaration  
**10** brings you out in a cold sweat

4 Ss discuss the questions in pairs. Encourage them to use the words and phrases from Ex 3 in their answers. When they have finished, direct them to page 180 to check their answers, then discuss them as a class.

#### Suggested answers:

- 1 It might come from a traumatic childhood or teenage experience of being laughed at (by friends or peers) for dancing in an embarrassing way.
- 2 People interpret the physical fear (e.g. from dangerous sports) or social fear (e.g. from the embarrassment of losing) as exhilaration. Even non-dangerous sports like running might trigger our 'fear' reactions (like running to escape from danger). In a similar way, people can get a buzz out of films (e.g. thrillers, etc.), music (e.g. heavy rock) and video games.

#### Optional extra activity

Tell the class the following situation:

*In an experiment, young single people were asked to tell stories to an attractive researcher while standing on a bridge (either a solid brick bridge or a rickety rope bridge). Those on the rickety bridge told much more romantic stories and were more likely to phone the researcher later. Why?*

Ss either discuss the question in pairs, then report their answers back to the class, or discuss the question as a class.

**Answer:** They misinterpreted the symptoms of fear (e.g. fluttering heart rate, churning stomach) as signs that they were falling in love with the researcher.

#### VOCABULARY BANK 4A p169

##### Words with self-

These optional exercises build on the lexical set in the vocabulary section.

**1a** With **weaker classes**, go through the words in the box with the class first and check understanding. Ss complete the sentences individually, then check in pairs. Check answers with the class.

**Answers:** 1 self-reinforcing 2 self-conscious  
3 self-sacrificing 4 self-made 5 self-righteous  
6 self-contained 7 self-inflicted 8 self-esteem  
9 self-explanatory 10 self-reliant 11 self-effacing  
12 self-indulgent 13 self-pity 14 self-control

**b** Ss decide if each word is generally positive or negative individually, then compare in pairs. Check answers with the class. Afterwards, put Ss in pairs to discuss which ones they can use to describe themselves.

#### Suggested answers:

(the words in brackets aren't especially positive or negative)

**Generally positive:** (self-contained), self-control, self-effacing, self-esteem, self-explanatory, self-made, self-reliant, self-sacrificing

**Generally negative:** self-conscious, (self-indulgent), self-inflicted, self-pity, (self-reinforcing), self-righteous

#### Further practice

**Photocopiable activities:** 4A Vocabulary, p196

**App:** 4A Vocabulary practice 1 and 2

## Language focus

### Non-future uses of will

**5a** 4.1 Go through the questions with the class so they know what to listen for. Ss listen and identify the people individually, then compare their answers in pairs. Check answers with the class.

**Answers:** 1 Rickie 2 Ula 3 Ula 4 Rickie 5 Ula 6 Rickie

#### Audioscript 4.1

- S:** Ladies and gentlemen, welcome to karaoke night! I'm looking for brave volunteers to get the ball rolling. Anybody? Come on, you know you want to.
- U:** What do you think, Rickie? Shall we go for it?
- R:** You must be joking! I could never sing in front of a crowd of strangers! I'd be a bag of nerves!
- U:** Well, it's not exactly a crowd – there are only a handful of people. And they'll probably all be having the same conversation as us right now, over whether to sing or not! Are you worried about singing out of tune?
- R:** No. I'm actually quite a good singer. When I'm alone in the car, I'll happily sing along to the radio. But the thought of performing in public makes me go all hot and cold.
- U:** Well, there's a trick you can use. I use it all the time. Whenever I'm feeling anxious, I'll say to myself, again and again, 'I'm excited.'
- R:** And that works? I'll have to try that. So is there nothing you're afraid of?
- U:** Er ... well, there is one thing, but it's a bit embarrassing. You'll probably have wondered why I always wear t-shirts and pullovers. It's because I hate buttons.
- R:** Buttons? Why?
- U:** Well, I remember when I was a small child, my parents would freak out every time I touched a button because they were worried about me choking. You know how protective parents can be – they will panic, won't they? I must have learnt to associate the objects with the panic, because now I won't wear any clothes with buttons – I won't even touch them.
- R:** Wow! So I guess you're not keen on the jacket I'm wearing, then, with all these buttons on the front? It's my favourite, too!
- U:** I don't like it at all! And you will keep wearing it whenever we meet! But it's OK as long as you keep those buttons a safe distance from me.
- R:** Sure. But it's quite an unusual phobia, though, isn't it?
- U:** Well, it's not as rare as you might think. There's a theory that Steve Jobs, the founder of Apple, suffered from a fear of buttons. You'll remember, I'm sure, that he always wore pullovers, just like me. That might explain why he was obsessed with removing buttons from his gadgets, from computer mouses to iPhones. Apparently, near the beginning of his career, he wouldn't even touch the multi-button computer mouse that his engineers had designed – and sent them back to design a button-free version!
- R:** And the rest is history!
- U:** Exactly.
- S:** Come on ladies and gentlemen, who's going to be first?
- R:** OK, I'm going to go for it.
- U:** Wow! Good for you! How are you feeling?
- R:** Terrified ... I mean, excited, I'm really excited. Wish me luck!

**b** Ss discuss the questions in pairs. When they have finished, elicit their ideas and have a brief class discussion.

**6a** Focus attention on the first extract and ask: *What time does this refer to? (now) Why do they use will?* and elicit that they're making a prediction (but not about the future). Explain that *will* doesn't always refer to the future. Ss read the extracts individually and think about why *will* and *would* are used in each case, then compare their ideas in pairs.

**b** Ask Ss to read the language focus box and check their ideas. Check answers with the class and answer any questions Ss have about the information in the box.

**Answers:** 1 prediction 2 habit 3 prediction 4 habit  
5 refusal 6 prediction 7 refusal



## Optional alternative activity

If you think this language focus will be new to your Ss, you may want to read the language focus box with them before they attempt Ex 6, going through each point and answering any questions they have. Then read the extracts in Ex 6a and check answers with the class.

## Language checkpoint

*Will* is not necessarily a future form in English, it's a modal, which we can use to make personal predictions (i.e. predictions not based on evidence, but on everything we know about the situation). Because the future is less certain than the past or present, it is most commonly used to make predictions about the future, but not exclusively so.

7 With **weaker classes**, elicit the first answer as an example first. Ask Ss to rewrite the parts of the sentences in bold individually, then check in pairs. Check answers with the class and write them on the board (or invite Ss to do so).

## Answers:

- 1 he'll scream
- 2 you'll know my son
- 3 she won't tell her boss
- 4 I'd dance all the time, I'll (usually) just watch
- 5 You'll have heard of claustrophobia
- 6 It won't stop buzzing
- 7 They'll be getting worried
- 8 Greg wouldn't stop

8a 4.2 Ss listen to the recording then answer the questions in pairs. Check answers with the class. Then go through the Pronunciation checkpoint to clarify the answer.

Answer: *won't* is stressed in the first sentence for emphasis.

## Audioscript 4.2

- 1 I *won't* do it!
- 2 I won't do it.

## Pronunciation checkpoint

Without the stress, the *will/won't* might be hard to notice. We don't always need to stress *will/won't* for habits; the stress is just there for emphasis or clarity. If the meaning is clear from context, *will/won't* can be unstressed as normal.

b If necessary, play the recording again as a model. Ss practise saying the sentences in pairs.

9 Ss discuss the questions in pairs. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

## LANGUAGE BANK 4A pp.152–153

**Stronger classes** could read the notes at home. Otherwise, check the notes with Ss, especially the use of the future perfect to refer to the past. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

## Answers:

- 1 1 c 2 e 3 a 4 d 5 b 6 f
- 2 1 I'll have turned off I'll turn off (= a present habit)
- 2 would live used to live (= a long-term state, not a habit)
- 3 you'll wear you will wear ... (*will* for insistence is always stressed)
- 4 won't be going won't go (= a refusal)
- 5 they'll get worried they'll be getting worried ... (= an inference: they're probably getting worried)
- 6 I'd often spend I'd/I would often spend (= a past habit)

## Further practice

Photocopiable activities: 4A Language focus 1, p194;

4A Language focus 2, p195

App: 4A Grammar practice 1 and 2

## Speaking

## Prepare

10 4.3 Tell Ss that they're going to tell a story about a phobia, but first they're going to listen to someone doing the same. Go through the questions so Ss know what to listen for. Ss listen and answer the questions individually, then compare their answers in pairs. Check answers with the class.

## Answers:

- 1 Asymmetrical things, especially things that should be symmetrical but aren't.
- 2 Traumatic experiences in his childhood, when his older brother would often mess up his things just to wind him up.
- 3 When he's unable to achieve perfect symmetry.
- 4 Not very. They'll often move his things around just to wind him up.

## Audioscript 4.3

- P: Welcome back after the break. I'm still speaking with the renowned journalist Artur Palmeira, about his life and background. Artur, I understand you have an unusual phobia. Can you tell us about it?
- A: Yes, well, please don't laugh, but I suffer from asymmetriphobia, which is a fear of asymmetrical things. I think it comes from my childhood, when I would spend hours and hours tidying my room or drawing perfectly symmetrical patterns. It just seemed to put my mind at rest, for some reason – symmetry seems to create a sense of order and balance in my mind. But my older brother, Tomas, would often come along later and mess up all my things just to annoy me, which was really upsetting.
- P: Oh no. Your parents won't have been happy about that, I bet!
- A: No, absolutely not.
- P: What about nowadays? I guess your phobia will cause all sorts of problems for you, right?
- A: Well, obviously there are lots of things in the world that aren't symmetrical, like trees and lakes, which don't freak me out. The problem for me is things that should be symmetrical but aren't, for whatever reason. So for example, let's say I'm cooking dinner and arranging it on a plate, or I'm arranging the objects on my desk, then I'll spend ages making sure everything is arranged symmetrically. And if I'm unable to achieve perfect symmetry, for whatever reason, then I'm likely to get a panic attack – my heart will race, I'll go weak at the knees and I'll find it hard to breathe. The worst thing is that my

colleagues at work will often move my things around just to annoy me – for example, they'll move my computer a few centimetres to the left – and then they'll laugh at me when I get stressed about it. So it's not exactly debilitating, but it does have a negative impact on my life.

P: I'm sure. OK, so how did that affect ...

## Speak

**11** Direct Ss to page 181 and ask them to choose a phobia, then prepare their stories, making notes to answer the questions. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

**12** Put Ss in groups to tell their stories. Monitor and make notes on Ss' language use for later feedback. When they have finished, nominate a student from each group to report back to the class. Give Ss feedback on their language use as a class.

### Reflection on learning

Write the following questions on the board:

*What were the three most useful words or phrases you learnt in today's lesson?*

*How might you use them in the future?*

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

### Homework ideas

**Language bank:** 4A Ex 1–2, p153

**Workbook:** Exs 1–5, p28

**App:** grammar, vocabulary and pronunciation practice

**Fast route:** continue to Lesson 4B

**Extended route:** go to p112 to Master your reading

## 4B Volunteering

### Introduction

The goal of this lesson is for Ss to discuss political or social issues. To help them achieve this, they will learn or revise real conditionals and adjective + noun collocations.

### Warm up

Bring in some logos of famous charities and show them to the class. Put Ss in pairs to try and identify the charities and discuss what work they do.

## Reading

- Ask Ss to look at the photos and discuss the questions in pairs. When they have finished, elicit Ss' ideas and find out if others agree.
- Before Ss read the article, you may want to pre-teach or remind Ss of the meaning of *a (strong) sense of purpose* and *daunting*. Give Ss a strict time limit to read the article quickly and answer the questions individually, then check in pairs. Check answers with the class.

### Answers:

- Benefits for older people:** a sense of purpose (which is good for their health and well-being), reduced loneliness and isolation, a chance to make some rental money and/or for somebody to help with chores around the house, satisfaction of teaching skills to others, a chance to learn twenty-first century skills
- Benefits for young people:** reduced temptation to join gangs, etc., chance to gain work experience and learn skills, opportunity to live independently with reduced rental costs, personalised support at school (e.g. someone to hear them read), chance to learn from experienced experts, satisfaction from teaching twenty-first century skills to others
- Benefits for society:** Bringing different people together fosters trust, respect and friendship, which are essential for the fabric of society.

**3** Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

## Vocabulary

### Adjective + noun collocations

**4a** Explain that only one of the adjectives collocates with each noun. Encourage Ss to choose which collocates, then check by finding the collocation in the article. Allow Ss to compare answers in pairs, then check answers with the class.

**Answers:** 1 strong 2 prior 3 exorbitant 4 mutual  
5 untapped 6 regular 7 household 8 profound

**b** Ss find more collocations in the article. You could suggest they first underline nouns in the article, then look for the adjectives which go with them. Ss compare answers in pairs. When they have finished, elicit Ss' answers and write them on the board.

### Suggested answers:

daunting challenges, practical skills, accumulated experience, valuable skills, socioeconomic backgrounds

### Teaching tip

Texts are a great way to research and find collocations. Not only that, but they also help Ss see how collocations are used naturally and in context. You can ask Ss to underline nouns in all or part of any text. After that, they can look for adjectives which collocate with the nouns in the text and draw lines between them before recording them in their notebooks. This helps Ss see how collocations are used, as they aren't necessarily placed neatly next to each other in a text.


### Further practice

**Photocopiable activities:** 4B Vocabulary, p199

**App:** 4B Vocabulary practice 1 and 2

## Language focus

### Real conditionals

**5**  4.4 Give Ss a couple of minutes to read the statements so they know what to listen for. Ss listen and choose the correct alternatives individually, then compare their answers in pairs. Check answers with the class.

### Answers:

- encourage intergenerational communication
- there's a shortage of mentors
- a document containing a provisional offer

## Audioscript 4.4

- A: Ah, good. You're here. It's Kamaria, right?
- K: Yes, that's right. Nice to meet you in the flesh. And thanks for finding the time to see me about sponsoring our project.
- A: No problem. If you'd like to come in and sit down, we can start when you're ready. My name's Alison, and this is my colleague Roger. Now, we've read your application, and we were very impressed, weren't we, Roger?
- R: Yes, absolutely. So, if you'd like to tell us more about your project ...
- K: Well, as I wrote in our application, we work with retired people who are living alone and isolated from society, and young unemployed people, many of whom have low self-esteem. And we bring them together to work on infrastructural and environmental projects. But of course, while those issues are noble causes in their own right, our real aim is to create a bond between the two groups. You see, when people work together, they talk and listen to each other, which builds mutual respect.
- A: OK. That sounds like a very noble cause. I'm just wondering about the older people you mentioned. If you could say a few words about why they're so isolated from society ...
- K: Sure. Well, a few decades ago, people tended to live in very close-knit families, so most older people had grown-up children who could look after them. And if they didn't have children, then at least they had a network of friends and relatives living nearby. But in the modern world, that's just not true anymore. So one of our main aims is to help those people to reintegrate into society.
- R: OK, and tell us a little about the issues for young people.
- K: Well, most employers want people with experience – they won't even give you an interview if you've never had a job before. So our project helps young people by giving them work experience and skills. But much more importantly, we also work on giving people a more positive mindset, so they get used to having responsibility, making and sticking to their commitments, and taking pride in their work, which really improves their self-esteem.
- A: It all sounds great. But one thing concerns me. If you're putting young people together with vulnerable old people, mightn't they be tempted to take advantage of them?
- K: Yes, well, it's something we need to monitor carefully. Basically, each participant is assigned a mentor, who keeps a very close eye out for any signs of danger. But the problem is, there are only three of us mentors, and we're all unpaid volunteers. That's why we're hoping to employ ten more full-time mentors, in order to monitor more effectively and greatly expand the project.
- A: Well, we'd like to help you, but we certainly wouldn't be able to stretch to ten salaries.
- K: Er, we wouldn't be asking for the full amount from you. We've got a meeting with the Chamber of Commerce tomorrow, and we're hopeful that they'll offer us 50 percent of the money we need. But it'll really help our negotiations if we've already got 50 percent from you.
- A: OK, if it'll help your negotiations, we'd be happy to put up the 50 percent.
- K: Oh great. Yes, it'll definitely help. Thank you. But what if the Chamber of Commerce refuse to provide the other 50 percent, would you be willing to put in the other half?
- A: No, I'm afraid if they won't help you, you'll have to find another partner that will. Does that make sense?
- K: Yes, absolutely. I'm sure we'll find the other 50 percent somewhere.
- A: Great. Let's hope we can make this work. We'll draw up a letter of intent now, outlining our provisional offer, which you can show to potential partners. If you'll just bear with me a moment, ...

**6a** Ss read the extracts and think about how they're different, then compare their ideas in pairs.

## Answers:

- 1 *Would* doesn't usually appear in the *if* clause.
- 2 Both parts of the sentence are in the past tense.
- 3 There is a present perfect verb in the *if* clause.
- 4 *Will* doesn't usually appear in the *if* clause.
- 5 *Will* doesn't usually appear in the *if* clause.


**b** Give Ss a minute to read the language focus box (or go through it with the class) and decide why the different structures in Ex 6a are used. Check answers with the class and answer any questions Ss have about the information in the box. This should mainly be revision for Ss at this level.

## Answers:

- 1 *If + would* is being used as a fixed expression for a polite request.
- 2 This is the real past.
- 3 This is a first conditional featuring a past action with a future result.
- 4 We can use *if + will* to talk about refusals.
- 5 We can use *if + will* to talk about willingness.

## Language checkpoint

Conditionals in English are often taught as one of five types (zero, first, second, third or mixed). However, at this level, it's usual to group them into one of two types: real or unreal. Here Ss focus on the first type (real). Ss will study unreal conditionals in Lesson 5B.

**7a**  4.5 Go through the questions with the class so Ss know what to listen for. Ss listen to the extracts then answer the questions in pairs. Check answers with the class.

## Answers:

- a requests
- b They have rising intonation at the end, to mark them as questions.
- c Because the second part is obvious (e.g. If you'd like to tell us more about your project, please do exactly that.)
- d *Yes, of course; No problem; etc.*

**b** Ss practise saying and responding to the extracts in pairs.

**8a** Elicit the first answer as a class and write it on the board. Ss rewrite the rest of the sentences individually, then check in pairs. Check answers with the class and write them on the board (or invite Ss to do so).

## Answers:

- 1 I can't help you if you won't tell me your name.
- 2 If he's had a bad experience, he might not want to try again.
- 3 When I was a child, if anything was broken in our house, my grandfather would fix it.
- 4 I can lend you my car if you'll take care of it.
- 5 We can stay at home if you'd like to cook.

**b** Go through the situations with the class and check understanding. Put Ss in pairs to think of reasons and consequences for each situation. Monitor and help with ideas and vocabulary where necessary, writing any new words and phrases on the board. When they have finished, ask each pair to share their ideas with the class and find out if others had similar ideas.



**LANGUAGE BANK 4B** pp.152–153

**Stronger classes** could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

**Answers:**

- 1 1 don't/won't 2 you/you'd 3 lived/used to live  
4 you/you'll 5 we  
2 1 's watching, 'll be/'m going to be  
2 enjoyed, 'll love/'re going to love  
3 is, can/could/may/might go, can/could/may/might just get  
4 'd prefer, is

**Further practice**

**Photocopiable activities:** 4B Language focus 1, p197;

4B Language focus 2, p198

**App:** 4B Grammar practice 1 and 2

**Speaking****Prepare**

9 Arrange Ss in small groups and go through the questions with the class. With **weaker classes**, give them some ideas for question 1 (e.g. disabled people, refugees, homeless people). Give Ss plenty of time to plan their projects. Monitor and help with ideas and vocabulary where necessary, writing any new words and phrases on the board. Monitor and make notes on Ss' use of language, especially real conditionals and the adjective + noun collocations from the lesson. Make sure every student in each group makes notes on their ideas, as they'll work with different Ss in the next stage.

**Speak**

10 Arrange Ss in new groups and divide each group into project team members and committee members. Go through the instructions with the class. Ss take turns to convince the committee members to support their projects. Monitor and make notes on Ss' language use. When they have finished, nominate a student from each group to report back on the projects they decided to support and why. Give Ss feedback on their language use as a class.

**Reflection on learning**

Write the following questions on the board:

*Which collocations in today's lesson were new for you?  
How can you use these in the future?*

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

**Homework ideas**

**Reflection on learning:** Ss write their answers.

**Language bank:** 4B Ex 1–2, p153

**Workbook:** Exs 1–4, p29

**App:** grammar, vocabulary and pronunciation practice

**Fast route:** continue to Lesson 4C

**Extended route:** go to p132 to Master your writing

**4c** The mind's eye**Introduction**

The goal of this lesson is for Ss to answer questions about abstract topics. To help them achieve this, they will learn or revise language for giving impressions and vocabulary related to the senses.

**Warm up**

Write on the board: *smell, taste, hear, see, touch*. Tell the class that you're going to read out some things and ask Ss to write the sense that they associate with that thing when they hear it. Tell them not to think too long about their answers and just to write the first sense they think of. Read out these things: *coffee, bread, baby, bus, train, their home town/city, English*. Put Ss in pairs to compare what they've written. Elicit answers from the class via a show of hands for each thing you read out.

**Reading**

1a Focus attention on the picture and elicit what Ss can see. Put Ss in pairs and ask them to take turns to close their eyes and imagine the scenes, while their partner reads out the description of each situation.

**Optional alternative activity**

You could do the visualisations as a class activity, adding more detail in order to help Ss visualise. For example, ask Ss to close their eyes, relax and imagine the following situations in turn:

- 1 *Imagine you're on a long train journey. You slowly leave the city and the scenery starts to become greener. You're looking out of the window and see trees, fields, animals. Take it all in and look at the detail of what you see.*
- 2 *Imagine you're 15 years old and you're just waking up on the first day of the summer holidays. You have many weeks of freedom ahead of you and as you open your eyes you see the warm, summer sun peeking through your closed curtains, slowly lighting up the room. Look around you at your room, at all the furniture and things in it, as you imagine what adventures await you this summer.*
- 3 *Imagine it's a very special day, a family wedding. Everyone is happy, laughing and chatting and catching up on news. You're standing in a group of family members, telling them about what you've been up to. As you glance across the room, you see a family member slowly walking towards you. They look happy and they're calling your name.*

After each one, tell Ss to open their eyes and describe what they saw to their partner in as much detail as possible.

b Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and find out if others in the class agree.

2 Write on the board: *aphantasia* and *hyperphantasia* and ask if Ss have ever heard of them and what they mean (they probably won't have at this stage). Ss read the article then say which condition each statement refers to. Check answers with the class and ask if they found the information surprising.

**Answers:** 1 B 2 A 3 H 4 B 5 A 6 B

**3** Ss discuss the question in pairs. When they have finished, ask a few Ss where they think they are on the scale between the two.

#### Optional extra activity

There's a mild form of synaesthesia called vEAR, where 30 percent of people can 'hear' silent videos. You could search and find videos of this on the internet and show one to Ss. Check if anyone can hear them.

## Vocabulary

### The senses

**4** Refer Ss back to the words and phrases in bold in the article. Ask them to match them with the definitions, then check in pairs. Check answers with the class and be prepared to give further explanations and examples where necessary.

**Answers:** 1 fleeting 2 aroma 3 odour 4 fuzzy 5 vivid  
6 muted 7 rich 8 vibrant 9 crystal-clear

**5a** With **weaker classes**, go through the adjectives in the box with the class first and check understanding of each one. Ss categorise the adjectives in pairs. Explain that some may go in more than one category. When they have finished, divide the board into five sections according to the senses and invite Ss to come up and write the adjectives where they think they go. Find out if the rest of the class agrees.

#### Suggested answers:

**Sight:** blurry, crisp, faint, hazy, indistinct

**Hearing:** faint, indistinct, (metallic), muffled, resonant, shrill, (textured)

**Touch:** (crisp), fluffy, metallic, silky, (succulent), textured

**Smell:** faint, (indistinct), (metallic), musty, pungent, (savoury)

**Taste:** faint, (indistinct), mellow, metallic, pungent, savoury, succulent

**b** Read the example with the class, then ask Ss to think of more examples in pairs. In feedback, elicit their answers and find out if others agree.

**6** Give Ss a couple of minutes to think of answers individually, then put Ss in pairs to compare. In feedback, elicit a few answers and find out if other Ss had any of the same.

## VOCABULARY BANK 4C p169

### Describing the senses

These optional exercises build on the lexical set in the vocabulary section.

**1a** With **weaker classes**, go through the words in the box with the class first and check understanding of each one. Explain that some may go in more than one category. Ss categorise the words individually, then compare their answers in pairs. Check answers with the class.

#### Suggested answers:

**Vision:** blotchy, bristly, crinkly, starlit, willowy

**Sound:** blare, bloodcurdling, clank, clatter, ear-splitting

**Feel:** bristly, crinkly, fleecy

**Taste:** piquant

**b** Ss match the sentence halves individually, then check in pairs. Check answers with the class.

**Answers:** 1 f 2 j 3 l 4 a 5 g 6 d 7 k 8 c 9 h  
10 e 11 b 12 i

**c** Ss categorise the words individually, then compare their answers in pairs. Check answers with the class.

#### Answers:

1 blare, clank, clatter

2 blotchy, bloodcurdling, bristly, crinkly, ear-splitting, fleecy, piquant, starlit, willowy

3 piquant, starlit, willowy

4 blare, bloodcurdling, blotchy, bristly, ear-splitting

5 clank, clatter, crinkly, fleecy


### Further practice

**Photocopiable activities:** 4C Vocabulary, p202

**App:** 4C Vocabulary practice 1 and 2

## Language focus

### Giving impressions

**7a**  4.6 Tell the class that they're now going to listen to two people, Jenny and Marge, describing the same visualisation experience as they did in Ex 1. Go through the questions with the class so they know what to listen for. Ss listen and answer the questions, then compare their answers in pairs. Check answers with the class.

#### Answers:

Jenny is less certain about her experience than Marge. Marge sees a more definite picture, but she is perhaps not trying too hard to imagine the scene.

### Audioscript 4.6

1

A: OK, Jenny, so we're going to do a guided visualisation, OK?

B: Erm, OK ...

A: So – it's a bright sunny day, and you enter a forest. What can you see?

B: Well, lots of trees, obviously!

A: And what can you smell?

B: Hmm, kind of like an old smell ...

A: An old smell?

B: Yes, of things that have been there for a long time, that kind of thing.

A: And can you hear anything?

B: No, it's quiet. Too quiet.

A: And how do you feel?

B: A little afraid. It's pretty cold, and like I said, quiet.

A: OK, so you start to move through the forest. What happens?

B: OK, I start to move through the trees, and I can make out a building in the distance.

A: What kind of building?

B: It resembles a castle. Although it might be a cave ...

2

A: OK, Marge, so it's a bright sunny day, and you enter a forest. What can you see?

B: So, I see trees.

A: And what can you smell?

B: I can smell the trees, and plants.

A: And can you hear anything?

B: Yes, I can hear some birds ... er, in the trees.

A: And how do you feel?


B: I feel OK. It's relaxing.

A: OK, so you start to move through the forest. What happens?

B: OK, I walk through the forest, and I see a bridge.

A: What kind of bridge?

B: Just a regular stone bridge.

**b**  4.7 Give Ss time to read the language focus box or read it with the class. Answer any questions Ss have. Then play the recording for Ss to listen and identify the language Jenny uses. Check answers with the class.

#### Answers:

kind of like an old smell; that kind of thing; a little afraid;  
It's pretty cold; I can make out a building; It resembles a castle;  
it might be a cave


#### Language checkpoint

The use of adjective + *-ish* is very common in informal, spoken English, as a way of being vague. Sometimes, in response to a question, just the suffix is used e.g.:

– *Was the film good?*

– *Ish. It wasn't brilliant but it wasn't bad, either.*

**8a** Put Ss in pairs to discuss how they think the words are pronounced. Elicit Ss' ideas to confirm that they realise that the presence of *ish* may cause intrusive sounds to appear between it and the adjective.

**b**  4.8 Play the recording for Ss to listen and check their answer to Ex 8a. Check answers with the class.

**Answers:** 1 /w/ 2 /w/ 3 /w/ 4 /g/ 5 /j/ 6 /j/

**c** Play the recording again for Ss to listen and repeat. Model and drill the words yourself if necessary.

**9** Explain that one word is missing in each sentence. With **weaker classes**, you could write the missing words on the board in random order first for them to use. Ss complete the sentences individually, then check in pairs. Encourage them to use the language focus box to help if necessary. **Stronger classes** could cover the language focus box while they do the exercise then look back afterwards to check. Check answers with the class.

#### Answers:

1 I see **something** resembling a house.

2 I come to **what** could almost be a castle.

3 It's like a leopard, or that kind **of** thing.

4 I see what can only be described **as** a giant shoe.

5 It's sort **of** like a postbox but not exactly.

6 I don't know **how**, but somehow we escape.

7 In the distance, I can just make **out** the shape of a hill.

8 We're verging **on** exhaustion.

**10** Individually, Ss use phrases from the language focus box to make the description sound less precise. Monitor and check they are using the phrases correctly and offer help where necessary. When they have finished, put Ss in pairs to compare their descriptions. In feedback, ask one or two Ss to read out their descriptions to the class.

#### LANGUAGE BANK 4C pp.152–153

**Stronger classes** could read the notes at home. Otherwise, check the notes with Ss, especially the use of modifiers. In each exercise, elicit the first answer as an example. Ss work individually to complete the exercises, then check their answers in pairs. In feedback, elicit Ss' answers and drill the questions. Ss can refer to the notes to help them.

#### Answers:

1 1 that kind of thing 2 kind of like 3 verging on  
4 vaguely 5 Somehow  
2 1B 2E 3A 4D 5F 6C

#### Further practice

**Photocopiable activities:** 4C Language focus 1, p200;  
4C Language focus 2, p201

**App:** 4C Grammar practice 1 and 2

## Speaking

### Prepare

**11** Arrange the Ss in A/B pairs and direct them to the relevant pages. Give them a minute to read the text and check they understand. Tell them to add two more questions of their own.

### Speak

**12a** Student A starts by reading their script to Student B, who listens and responds. They then swap roles. Monitor and check they are using the language correctly.

**b** Ss discuss the question in pairs, giving reasons. When they have finished, ask each pair to share their conclusions with the class.

#### Reflection on learning

Write the following questions on the board:

*What were the three most useful phrases you learnt today?*

*How might you use them in the future?*

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

#### Homework ideas

**Reflection on learning:** Ss write their answers.

**Language bank:** 4C Ex 1–2, p153

**Workbook:** Exs 1–6, p30

**App:** grammar, vocabulary and pronunciation practice

**Fast route:** continue to Lesson 4D

**Extended route:** go to p99 to Master your listening



## Introduction

The goal of this lesson is for Ss to practise resolving conflicts in negotiations. To help them achieve this, they will learn phrases for understanding and responding to emotional language, as well as vocabulary related to negotiating.

## Warm up

Introduce the topic of the lesson with an anagram dictation. Tell the Ss that you're going to read out the letters of a word in random order. Ss listen (and write the letters if they want). The first student to correctly guess the word wins. Read out the letters in *negotiating* in random order, e.g., E - T - G - I - N - N - O - G - A - T - I.

## Vocabulary

## Negotiating

**1** Focus attention on the photo and elicit what Ss can see. Read the example with the class. You could also demonstrate the activity by giving the class some examples from your own life. Ss discuss the question in pairs. In feedback, elicit some examples from the class. To extend discussion on the topic, ask: *How do you usually approach negotiations like these (for example, by being extra nice to the other person, by losing your temper or by offering something in exchange)?* Think of specific examples. Discuss the question as a class.

**2a** Ss match the sentence halves individually, then check in pairs. Check answers with the class.

**Answers:** 1 d 2 f 3 g 4 c 5 h 6 i 7 a 8 e 9 b

**b** Ss categorise the idioms individually, then check in pairs. Check answers with the class and be prepared to give further examples and explanations where necessary.

## Answers:

**Generally positive:** reach a compromise, give and take, find common ground, break the deadlock

**Generally negative:** dig their heels in, a bargaining chip

**Can be both:** make a concession, stick to your guns, split the difference

Note that some answers depend on your preferred style of negotiating (e.g. whether it's better to be a tough negotiator or the kind who is happy to split the difference). They also depend on whether it's you or your opponent who is sticking to your guns, for example.

**c** Ask Ss to discuss their preferred negotiating style in pairs. When they have finished, ask a few Ss to share their ideas with the class.

**3** Ask Ss to read the text and think of a heading for each paragraph individually and then compare their ideas in pairs. Encourage them to use as many of the idioms from Ex 2a as they can. When they have finished, ask a few Ss to share their ideas with the class and find out if others agree.

## Suggested answers:

- 1 Find common ground
- 2 Focus on what's true
- 3 Take the emotion out
- 4 Break the deadlock – let them do the talking
- 5 Put yourself in their position
- 6 Reach a compromise and move forward

## Listening 1

**4a** Introduce the topic by asking Ss if it's common to rent rather than buy property in their country/ies. Ss discuss the questions in pairs. When they have finished, elicit Ss' ideas and write any possible sources of conflict they come up with on the board.


**b** **4.11** Ss listen to the recording and note any sources of conflict they mention. Elicit answers from the class and refer back to the ideas on the board to see if any of them were mentioned.

**Answers:** late rent payment, noisy parties/gatherings, leaving a mess, privacy (entering the flat without warning)

## Audioscript 4.11

- T:** Ah, Mrs Ricardo. Er ... is everything OK?
- MR:** Not really, Toby. We need to talk about your ... Just a moment, can you turn off that music? I can't hear myself think.
- T:** Sorry? What was that? Just a sec ... I'll turn the music off. Sorry about that. What can I do for you, Mrs R?
- MR:** Well, for a start, can you tell me when you're planning to pay this month's rent? In case you're not aware, today is the twelfth, and our contract clearly states that 'Payment must be made by the third of each month. Failure to pay on time may result in immediate termination of this agreement.'
- T:** I know and ... I'm really sorry. I'll try to sort it out as soon as I can. You see, I'm having a few problems with one of my clients, and ...
- MR:** I'm not really interested in your problems with your clients. You have an obligation to pay me for this flat, by the third of each month. Do you understand?
- T:** Yes. It's just that I'm waiting for my client to pay me for a big project, and, well, it's been held up. There's nothing I can do about it.
- MR:** Sorry, Toby, but that's of no interest to me. Pay the money you owe me tomorrow or you'll have to find somewhere else to live. If you won't stick to your side of the agreement, I'll find somebody else who will. Is that clear?
- T:** Yes, Mrs Ricardo. Was there anything else?
- MR:** Actually, yes. I hear you had a party here last week. I've had complaints from the neighbours.
- T:** Really? But it wasn't a party. I just invited a handful of friends round for a meal and a chat. You need to be a little more reasonable, Mrs Ricardo.
- MR:** I am being reasonable, Toby. But I won't have you spoiling my good relations with my neighbours. Do I make myself clear?
- T:** OK. I'll be a model tenant from now on – believe me.
- MR:** I wish I could believe you, Toby, but we've had this conversation before about paying your rent on time, and you've broken your promises every time. I mean, you were supposed to keep everything spotlessly clean, but last week, after your party, it looked like a bomb had hit it.
- T:** Sorry, but what were you doing here last week without my knowledge or permission? It makes me feel really uncomfortable to know you've been in my flat when I'm out.
- MR:** In your flat? I'll have you know, Toby, that this is still my flat, and I'm entitled to come and inspect it whenever I so please.
- T:** Well, no, not really. According to our rental agreement, you have to give me 24 hours' notice before visiting the flat for an inspection. I'm paying a lot of rent for this flat, so I'm entitled to a bit of privacy.

- MR:** Oh, you're paying rent, are you? I hadn't noticed! I'll tell you what: I'll start respecting your privacy as soon as you start respecting my right to receive rent.
- T:** I'll pay you as soon as I can, Mrs R. I promise.
- MR:** Tomorrow, Toby. I'll be here to pick it up this time tomorrow. Any more excuses and it's over.

**5a**  4.12 Ss complete the Useful phrases 1 box individually, then compare their answers in pairs. Play the recording for Ss to check their answers, then check with the class.

**Answers:** 1 or 2 won't 3 have 4 have 5 and

**b** Check understanding of exactly what is meant by a threat in this context (= a suggestion of hostile action). Ss identify the threats in the Useful phrases 1 box individually, then check in pairs. Check answers with the class and elicit the structures used on the board.

**Answers:**

Extracts 1, 2 and 5 are threats.

- 1 Imperative + *or* + statement
- 2 *if* + *won't* (for refusal), *will*
- 5 Noun phrase + *and* + statement

**c** Put Ss in pairs to think of less emotional ways of saying each of the things in Ex 5a. When they have finished, elicit Ss' answers and compare them around the class. Point out the use of *I need...* to make statements sound less emotional and more factual.


**Suggested answers:**

- 1 I need you to pay the money you owe me tomorrow. Otherwise, I'm afraid you'll have to find a new flat.
- 2 I need a tenant who sticks to our agreement.
- 3 It's extremely important for me to maintain my good relationship with my neighbours.
- 4 Don't forget, Toby, it's still my flat.
- 5 If you make any more excuses, I'm afraid that'll be the end of it.

**6a** Ss complete the statements individually. Monitor and help with ideas where necessary.

**b** Put Ss in pairs to roleplay the conversations. When they have finished, ask a different pair to perform each mini-conversation for the class and ask Ss to compare with their own ideas.

## Listening 2

**7**  4.13 Tell the class that they're going to listen to the next part of the conversation, 24 hours later. Go through the statements with the class so they know what to listen for. Ss listen and decide if the statements are true or false individually, then compare their answers in pairs. Check answers with the class and ask Ss to correct the false statements.

**Answers:**


- 1 T
- 2 F – He thinks it's important to keep it, but not in a rented flat.
- 3 T
- 4 F – His client has paid the money into the wrong bank account and the bank is taking a long time to transfer it to Toby's account.
- 5 F – She trusts him, but wants to check because she's been tricked like this before.

## Audioscript 4.13

- T:** Ah, Mrs Ricardo. I've been expecting you. Come in. Would you like a cup of tea?
- MR:** Er ... no thanks. I won't stay long. Toby, there's still no sign of the rent money. That means that, as per yesterday's discussion, ...
- T:** ... I'm out on the streets. Yes, I know. I'm all packed and ready to go, if that's what you really want.
- MR:** Er ... yes, I suppose so. And I see you've been cleaning too.
- T:** Yes. I've tried to make it look nice. I never noticed how beautiful these chairs are. Are they antiques?
- MR:** Well, I'm not sure about antiques, but they're quite old. They belonged to my parents. This was their flat, you see, before they died. So all this furniture is their old stuff. There are a lot of memories here.
- T:** Oh, wow. I had no idea. So it must have been quite upsetting to see everything in a mess before. I'm so sorry.
- MR:** It's OK. They're just things. Maybe it's time to move on.
- T:** Hmm, I'm not so sure. I think it's important to keep things like that ... but maybe not in a flat you're renting to a nightmare tenant like me!
- MR:** Er, yes, sorry. I may have lost my temper a little yesterday.
- T:** It's fine. It's completely understandable. So how come you decided to rent out this flat, then, if it has so many precious memories for you? If you don't mind me asking, of course.
- MR:** Well, I didn't want to rent it out at first. But then, well, I lost my job, and I needed some extra income.
- T:** Oh no. So I can see why you're so desperate for me to pay the rent on time. I'm really sorry about the situation with this month's rent. This situation with my client is driving me crazy – I hate being late with my payments.
- MR:** So what exactly is the problem?
- T:** Basically, they tried to pay me for a big job about two months ago. Unfortunately, due to a stupid mix-up, they ended up paying it into somebody else's bank account. They're in the process of recovering it and transferring it to my own account, but it's ridiculously bureaucratic, and everything is taking weeks and weeks. I can show you all the emails, if you like, to prove that I'm not making it up. It was the payment for about six months' work, you see, so you can imagine I'm pretty desperate for it by now.
- MR:** Yes. I can imagine. That can't be easy for you! So are you saying you expect to have the rent in the next couple of weeks?
- T:** The next couple of days, hopefully. Once the money arrives in my account, I'll be able to pay you for the next two months' rent upfront, if you need it – to apologise for all the trouble. Er ... unless you've kicked me out on the street by then.
- MR:** Well, perhaps I was a little harsh with you yesterday. Maybe we can try and work something out. I suppose I might be able to wait a few more days for this month's rent.
- T:** That would be amazing. I love living here. I'd hate to have to leave.
- MR:** Well, I'm sure it won't come to that. It's more a matter of long-term stability for me – I need to ensure I have a steady income, month in, month out.
- T:** Yes. I completely understand.
- MR:** But yes, I'd like to see that email, if you don't mind. It's not that I don't trust you, of course, but, well, I have been taken advantage of by previous tenants in the past, so you can't be too careful these days.
- T:** Yes, of course.

**8a** Focus attention on the Useful phrases 2 box, then ask Ss to match the phrases with the functions. Point out that some phrases may have more than function. Check answers with the class.

**Answers:** a 1, 5 (also possibly: 3, 4) b 9, 10 c 7, 8 d 2, 6 e 3, 4

**b**  4.14 Ss listen to the two versions of each extract and identify the more empathetic version in each case, then check in pairs. Check answers with the class and elicit what makes the phrase sound more empathetic.

**Answers:**

1 b 2 a 3 b 4 a 5 b 6 b

The empathetic version has more 'musical' intonation (i.e. rising and falling) and pauses.

## Audiocscript 4.14

- 1 a It must have been quite upsetting to see everything in a mess.  
b It must have been quite upsetting to see everything in a mess.
- 2 a I may have lost my temper a little yesterday.  
b I may have lost my temper a little yesterday.
- 3 a I can see why you're so desperate for me to pay the rent on time.  
b I can see why you're so desperate for me to pay the rent on time.
- 4 a That can't be easy for you!  
b That can't be easy for you!
- 5 a Maybe we can try and work something out.  
b Maybe we can try and work something out.
- 6 a Well, I'm sure it won't come to that.  
b Well, I'm sure it won't come to that.

c Ss practise saying the phrases in pairs. If necessary, play the recording again as a model for Ss to repeat.

## Speaking

**9a** Put Ss in A/B pairs and direct them to the relevant pages. Give them plenty of time to read about the situations and plan what they're going to say. Encourage them to refer back to the Useful phrases boxes in the lesson to help them. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

**b** Give each pair a couple of minutes to plan how they'll report back to the class, using the questions to help them. When they are ready, ask each pair to report back to the class and find out if other pairs had similar responses.

## Reflection on learning

Write the following questions on the board:

*Do you feel more confident resolving conflicts in English now?  
What other kinds of conflicts do you think this language might be useful in?*

Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class, but don't force them to if they'd rather not.

## Homework ideas

**Reflection on learning:** Ss write their answers.

**Workbook:** Exs 1–5, p31

**App:** grammar, vocabulary and pronunciation practice

## 4

Check and reflect:  
Units 3 and 4

## Introduction

Ss revise and practise the language of Units 3 and 4. The notes below provide some ideas for exploiting the activities in class, but you may want to set the exercises for homework, or use them as a diagnostic or progress test.

**1** With **weaker classes**, elicit the first answer as an example and write it on the board. Ss rewrite the rest of the questions individually, then check in pairs. Check answers with the class and write them on the board (or invite Ss to do so).

## Answers:

- 1 What is it that you want to speak to me about?
- 2 Could you tell me how much experience you have?
- 3 Didn't you want to speak to Clare?
- 4 You mean we should ask them for more money?
- 5 Who was it that came up with this idea?
- 6 You went where after the meeting?

## Optional extra activity

Write a range of prompts on the board, each one using one of the question forms from the language focus box in Lesson 3A, e.g. *Can you tell me ...*; *What is it ...*. Ask Ss to write a question for each prompt that they can ask another student in the class. Monitor and check Ss are forming the questions correctly. When they have finished, ask Ss to stand up and walk around the classroom, asking other Ss their questions. Encourage them to ask follow-up questions. When they have finished, ask Ss to share any interesting information they found out with the class.

**2** Ss choose the correct alternatives individually, then check in pairs. Check answers with the class.

**Answers:** 1 bounce 2 bright 3 brainwave 4 springs  
5 ideas 6 given

**3a** Ss replace the words in bold individually, then check in pairs. Check answers with the class.

**Answers:** 1 befuddled 2 mull over 3 underestimate  
4 intuitive 5 misinterpret

**b** Demonstrate by telling the class which sentences are true for you and giving more information, then put Ss in pairs to do the same. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

**4a** Ss match the sentence halves individually, then check in pairs. Check answers with the class.

**Answers:** 1 e 2 a 3 c 4 f 5 b 6 d

**b** Put Ss in pairs to share their sentences and give more information. When they have finished, ask a few Ss to share their ideas with the class.

**5** Ss complete the sentences individually, then check in pairs. Check answers with the class.

**Answers:** 1 deeply 2 completely 3 perfectly 4 utterly  
5 quite 6 seriously



**6** Highlight that both options are possible in one of the sentences. Ss choose the correct alternatives individually, then check in pairs. Check answers with the class.

**Answers:** 1 character assassination 2 impartial  
3 unsubstantiated 4 both possible 5 interpretations  
6 footage

**7a** Ss complete the questions individually, then check in pairs. Check answers with the class.

**Answers:** 1 attack 2 buzz 3 prospect 4 churn  
5 exhilaration 6 thrill

**b** Ss discuss three of the questions in pairs. **Fast finishers** could discuss more of the questions. Encourage Ss to ask follow-up questions to find out more information. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

**8** Ss complete the sentences individually, then check in pairs. Monitor and check they are using the correct forms to complete each sentence. Check answers with the class.

**Answers:** 1 won't go away 2 'll/will be studying  
3 wouldn't open 4 will stay up (Not: 'll stay up)  
5 won't have seen 6 'd/would draw

**9** Point out that the first and last letter of each adjective are given. Ss complete the sentences individually, then check in pairs. Check answers with the class.

**Answers:** 1 strong 2 household 3 mutual 4 exorbitant  
5 regular 6 prior

**10** Elicit the first answer as an example. Ss rewrite the sentences individually, then check in pairs. Check answers with the class.

**Answers:**

- 1 If I fail my exam, I may have to retake it. (NB The speaker isn't predicting or promising that he/she will fail, so *will* is wrong.)
- 2 If you loved her previous book, you'll love her new one.
- 3 If your boss won't listen to your opinions, you should find a new job. (NB Here, *won't* refers to a refusal, so it's fine after *if*.)
- 4 If you'd prefer to be alone, I'll leave you in peace.
- 5 If you've never skied before, please raise your hand.
- 6 You can read my poems if / as long as you won't laugh. (NB The speaker is asking for a promise not to laugh later.)

**11a** Ss complete the sentences individually, then check in pairs. Check answers with the class.

**Answers:** 1 vivid childhood memory 2 fleeting glimpse  
3 mellow music 4 hazy image 5 pungent flavours  
6 muffled conversation

**b** Give Ss time to change the statements so that they are true for them. Monitor and check they're using the adjectives correctly and offer help where necessary. When they have finished, put Ss in pairs to share their sentences.

**12** Ss choose the correct alternatives individually, then check in pairs. Check answers with the class.

**Answers:** 1 like 2 Somehow 3 resembling  
4 that kind of thing 5 out 6 on 7 can 8 what

**13** Ss match the sentence halves individually, then check in pairs. Check answers with the class.

**Answers:** 1 i 2 g 3 f 4 a 5 e 6 b 7 h 8 c 9 d

## Reflect

Ask Ss to rate each statement individually, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Units 3 and 4.

## Homework ideas

**App:** grammar, vocabulary and pronunciation practice

## Roadmap video

Go online for the Roadmap video and worksheet.

# 4A Master your reading

## Introduction

Ss develop the reading skill of understanding a narrative or biography by learning how to recognise foreshadowing of events.

## Warm up

Write the following questions on the board:

- Which biographies of famous people have you read?*
- What kind of information do you find in biographies?*
- What's the most interesting one you've read?*

Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

**1** Introduce the topic by telling the class the last time you wrote a letter on paper and what other things you still write on paper. Ss discuss the questions in pairs. When they have finished, elicit their ideas and have a brief class discussion.

**2a** Focus attention on the photos and ask if Ss have heard of Richard Feynman. Feed in information from the *Culture notes* below. Ss read the first two paragraphs of the blog post then discuss the questions in pairs. Elicit ideas from a few Ss and find out if others agree.

## Culture notes

**Richard Phillips Feynman** was an American theoretical physicist, born in 1918 in New York. He is known for his work on quantum physics and won the Nobel Prize for Physics in 1965. He died in 1988 in Los Angeles.

**b** Give Ss a strict time limit to read the whole blog post quickly and put the events in order, then check in pairs. Check answers with the class.

**Answers:** 1 d 2 e 3 a 4 c 5 b

**3** Ss read the blog post again and decide individually if the statements are true or false, then check in pairs. Check answers with the class and elicit which part of the post gives each answer.

**Answers:**

- 1 T – *he revolutionised the fields of ...*
- 2 T – *in his native New York*
- 3 F – *She ... began to recover*
- 4 T – *The prognosis was bleak*
- 5 F – *killed more people than any other illness*
- 6 T – *against his better judgement he agreed to tell her it was only a mild illness*
- 7 F – *his university ... threatened to withdraw his funding because they felt he should focus on his studies*

**4** Ss find words with the meanings individually, then check in pairs. Check answers with the class and be prepared to give further explanations and examples where necessary.

- Answers:** 1 penned 2 revolutionised 3 pioneer  
4 eminent 5 mutual 6 prognosis 7 talked out of it  
8 succumbed

**5a** Refer Ss back to the last (unfinished) line of the blog post. Ss discuss what they think the reason is in pairs. When they have finished, elicit Ss' ideas.

**b** Direct Ss to the ending of the blog post on page 190 to check their ideas. Check the answer with the class and find out if anyone guessed correctly.

**Answer:** He wrote it two years after she died.

**6** Ss discuss the questions in pairs. When they have finished, elicit their answers and have a brief class discussion.

**7a** Refer Ss back to the sentences in bold in the blog post and ask them to discuss their ideas in pairs. Don't give any answers yet.

**b** Ss read the Focus box and check their answers. Check answers with the class and answer any questions Ss have about the information in the box.

**Answer:** They all foreshadow future events, that is they refer to events in the future of the narrative that have not yet been reached. Their purpose is to help the reader understand the events of the narrative, to stop the narrative becoming too boring with event after event and to create interest and curiosity about how something happens.

**8a** Ss read the extracts and think about what might follow, then discuss their ideas in pairs. Elicit Ss' ideas, but don't give any answers yet.

**b** Ss turn to page 182 and check their ideas. Check answers with the class.

**Answers:**

- 1 Apple used Feynman's image in a commercial in the 1990s, more than ten years after his death.
- 2 Feynman's last words were 'I would hate to die twice. This dying business is boring.'

**9** Put Ss in small groups to discuss the questions. When they have finished, elicit Ss' ideas.

**Homework ideas**

**Ex 9:** Ss write a short biographical piece about themselves.

**Workbook:** Exs 1–7, pp.32–33

**4B**

**Master your writing**

**Introduction**

Ss develop the skill of writing a letter of application for an internship by learning how to put a positive spin on limited experience and skills.

**Warm up**

Write the following questions on the board:

*What information do you usually include in a job application?*

*What three top tips would you give for someone applying for a job?*

Ss discuss the questions in pairs. When they have finished, elicit ideas from the class and find out if others agree.

**1** Focus attention on the photos and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, elicit Ss' answers and have a brief class discussion.

**Answer:** 1 An internship is usually unpaid and short term.

**2** Give Ss time to read the advert, then put them in pairs to discuss their ideas. Elicit Ss' answers and ask a few Ss to share their reasons.

**3a** Ask Ss to read the email and then discuss in pairs. Elicit Ss' answers and have a brief class discussion.

**b** Read the example with the class, then ask Ss to read the extracts and decide in pairs what points in the advert the other extracts refer to. Check answers with the class.

**Answers:**

- 1 We are seeking a young and very enthusiastic intern ...
- 2 helping with all the latest digital marketing techniques
- 3 for the late teen/early 20s market
- 4 the most interesting and inspiring cultural events / with experience of cultural events and/or organisations
- 5 helping with all the latest digital marketing techniques
- 6 Punctuality is a must!

**4** Ss identify the paragraphs individually, then check in pairs. Check answers with the class.

**Answers:** a 4 b 2 c 5 d 5 e 1 f 1, 5 g 3  
h 1 (and a bit of 5) i 2, 3, 4

**5a** Draw attention to the phrases in bold in the email, then ask Ss to match them with phrases a–e individually, then check in pairs. Check answers with the class.

**Answers:** 1 d 2 c 3 a 4 e 5 b

**b** Discuss the question as a class.

**Answer:** They help the letter to stand out and to make the candidate seem strong and business minded.

**6a** Explain that Rachel hasn't had a paid job in marketing, so she needs to put a positive spin on what she's done academically. Ss look for ways in which she does this, then compare ideas in pairs. Don't give any answers yet.

**b** Go through the information and examples in the Focus box with the class and answer any questions they have. Ss then check their answers to Ex 6a. Check answers with the class.

**Answers:** See Focus box.

**7a** Ss rewrite the phrases, using the information in the Focus box to help. Monitor and offer help where necessary. When they have finished, check answers with the class.

**Answers:**

- 1 ... this experience taught me the value of patience.
- 2 During the project, I was instrumental in helping the team to stage an exhibition ...
- 3 ... I now have a good understanding of how to design a mobile application.
- 4 I completed a great deal of coursework on various aspects of commercial law.
- 5 I am up to date on the latest spreadsheet software.

**b** Ss write their sentences individually. Monitor and help with ideas and vocabulary where necessary, writing any new words and phrases on the board. When they have finished, put Ss in pairs to compare what they've written.

### Prepare

**8a** Go through the list of jobs and elicit ideas as to what each one might involve. Ss choose one they'd like to apply for or choose their own idea. (If any Ss are currently thinking about applying for internships then this would be a good opportunity to practise doing so.)

**b** Ss complete the advert with details that suit them. Monitor and help with ideas where necessary and check Ss are completing it with relevant information.

**c** Ss make notes individually. Monitor and help with vocabulary where necessary.

### Write

**9** Ss write their emails. Encourage them to refer back to the application in Ex 3 as a model and the information in the Focus box to help them. Monitor and offer help and corrections where necessary.

**10a** Remind Ss of the checklist in Ex 4, then put Ss in pairs to swap emails and offer advice and suggestions on how to improve their applications.

**b** Ss write their second drafts, following the suggestions they've received. If you're short of time, they could write their second drafts for homework.

### Homework ideas

**Ex 10b:** Ss write a second/final draft of their email.

**Workbook:** Exs 1–9, pp.34–35

## 4c

## Master your listening

### Introduction

Ss develop the listening skill of understanding a group discussion by learning how to recognise references to common expressions.


### Warm up

Put Ss in pairs to discuss the advantages of spending time alone (e.g. you can do what you want, you can relax, etc.). When they have finished, elicit Ss' ideas and find out if other Ss have similar ideas.

**1** Focus attention on the photo and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, elicit Ss' ideas and find out if others agree.

**Answer:**

**1** It's a dining in the dark experience. People do this in order to have a different kind of experience and to allow themselves to focus on the food.

**2**  **4.9** Go through the sentence starters with the class so they know what to listen for. Ss listen and complete the sentences individually, then compare their answers in pairs. Check answers with the class.

**Answer:** **1** a bathroom **2** any contact at all **3** 20 days

### Audioscript 4.9

- A:** Thanks again guys for having me over, that's the second time I've blown all the fuses this year. It sure makes you realise how much you rely on electricity.
- B:** Well, accidents will happen! Talking of darkness, I read the other day that someone spent a whole month in complete darkness ...
- A:** Complete darkness?
- B:** Yeah ...
- C:** Where? In a cave?
- B:** In a bathroom.
- A:** A bathroom? You're joking.
- B:** No, she spent most of a month in a pitch black bathroom.
- A:** Why? Sounds like an odd holiday destination ...
- B:** Well, it was like a challenge.
- A:** A challenge?
- B:** Yeah, I think someone challenged her to do it ...
- A:** But why would she want to ...
- C:** ... She probably wanted a book deal and a TV series out of it!
- B:** ... I was about to say that!
- C:** Hehe, great minds!
- A:** Anyway, what happened? I mean, how did she cope?
- B:** Well, it's quite interesting actually because they created this set of rules that she had to abide by during the challenge ...
- C:** They?
- B:** Yeah, the woman and whoever challenged her to do it.
- C:** What sort of rules?
- B:** Well, for example, she wasn't allowed any contact from outside whatsoever. The bathroom was completely soundproofed so she couldn't hear anything from outside and completely dark so she couldn't see anything, and of course no phone, no torch, no TV or anything like that. She had to be in complete darkness for the whole time.
- A:** Wow.
- B:** But there were positives. Like, all her food was brought to her from a local restaurant ...
- C:** Every cloud, I guess, at least she didn't have to cook.
- B:** ... but the meals were delivered at odd times so she couldn't use that to guess the time of day ...
- C:** Why not?
- B:** Well one of the important rules was that she couldn't know what time of day it was ... or how long she'd been in there.

- A: Unbelievable. I don't think I could handle that. Total darkness and not knowing how long till you got out. Did she stick it out for a month?  
 B: Well that's the thing because after 20 days ... no, actually, I'm jumping ahead of myself here. Let me go back to how she got through it ...  
 C: Yeah, OK.  
 B: So what she did, this woman, I've forgotten her name, what she did is she made a routine for herself. She decided that as much as possible she'd follow the same routine inside the bathroom as she had on the outside.  
 A: Hmm, easier said ...  
 B: Indeed! When she woke up in the morning, at least she thought it was morning, she couldn't be sure, but when she woke up she had a bath, combed her hair, got dressed, ate something. Then she did yoga and meditation and she used this routine to keep herself as calm and happy as possible.  
 C: And did it work?  
 B: Up to a point, yeah. She said there were a couple of times when her mind started to play tricks. One was when she started hallucinating, you know ...  
 C: Hallucinating?  
 B: Yeah, she started to see little white balls floating around the room.  
 A: Why?  
 B: I'm not sure exactly but after a while in total darkness your mind starts to see things that aren't there, I guess.  
 A: That would freak me out.  
 B: And a couple of times she started to get into a negative thought cycle where she started thinking 'What if I never get out?', 'What if I go crazy in here?' that kind of thing.  
 A: I'm not remotely surprised.  
 B: She just had to stop herself going down that mental path, you know, she just started meditating or doing yoga or anything to break the thought pattern, really. But we're getting off topic. Let me finish my story. So actually this woman came out after 20 days ...  
 C: Only 20 days?  
 A: That's not such a bad effort.  
 B: The guy who had challenged her said that he realised she was going to win the challenge so he admitted defeat and said that she may as well come out.  
 C: Well, well done her. Hey, maybe my boss will go and hide in a darkened bathroom for a month ...  
 A: Heh, don't count your chickens! Actually, Patrick should be here soon, he's into caving and crawling around in the dark, he might be into it.  
 B: And, speak of the devil ...

**3a** Go through the questions with the class so they know what to listen for, then play the recording again for Ss to listen and answer them.

**b** Ss check in pairs, then check answers with the class.

**Answers:**

- 1 how much she relies on electricity
- 2 Perhaps to become famous and get a book deal or a TV series from it.
- 3 so she didn't know what time of day it was
- 4 By sticking to a routine similar to her one on the outside. She also did yoga and meditation.
- 5 She started hallucinating and she started to go into a negative thought cycle at times.
- 6 The person who challenged her to do it accepted that she would succeed and allowed her to come out early.

**4** Ss discuss the meaning of the phrases in bold in pairs. Check answers with the class.


**Answers:**

- 1 completely dark
- 2 follow
- 3 at all
- 4 he/she can do it because it doesn't make a difference to the situation
- 5 keep going with something until the end
- 6 not even slightly

**5a** Ss read the extract and discuss the question in pairs. Don't give any answers yet.

**b** Ss read the Focus box and check their answers. Go through the information and examples in the box and answer any questions Ss have. Explain that it's common in informal speech to refer to common expressions with just the beginning of the phrase.

**Answers:** See Focus box.

**6a**  **4.10** Ss listen to the extracts and note the shortened expressions individually, then compare their answers in pairs. Play the recording again if necessary, then check answers with the class, elicit or give the full expression and write them on the board.

**Answers:**

- 1 Every cloud (has a silver lining).
- 2 Easier said (than done).
- 3 Don't count your chickens (before they hatch).
- 4 Speak of the devil and he doth appear, or, in modern English, Speak of the devil and here he/she is.

**Audioscript 4.10**

- 1  
 B: But there were positives. Like, all her food was brought to her from a local restaurant ...  
 C: Every cloud, I guess, at least she didn't have to cook.
- 2  
 B: She decided that as much as possible she'd follow the same routine inside the bathroom as she had on the outside.  
 A: Hmm, easier said ...
- 3  
 C: Well, well done her. Hey, maybe my boss will go and hide in a darkened bathroom for a month ...  
 A: Heh, don't count your chickens!
- 4  
 A: Actually, Patrick should be here soon, he's into caving and crawling around in the dark, he might be into it.  
 B: And, speak of the devil ...

**b** Allow Ss to discuss the questions in pairs, then check answers with the class.

**Answers:**

- 1 1 There is something good, even in a situation that seems very difficult or sad.  
 2 Even though the situation was very tough, there were some positives, like having her food brought to her.
- 2 1 It's easy to talk about it but much harder to do it.  
 2 Following a routine in total darkness sounds simple but it's probably difficult.
- 3 1 You shouldn't make plans that depend on something good happening, because it might not.  
 2 She wants her boss to go away for a month, but it's unlikely to happen.
- 4 1 When someone you have just been talking about walks into the room where you are.  
 2 They were talking about Patrick when he arrived.

**7** Ss discuss the questions in pairs. When they have finished, elicit their answers to find out which situation Ss think would be most difficult via a show of hands.

**Homework ideas**

**Workbook:** Exs 1–3, p34