

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?

- 1 They'll probably all be having the same conversation as us right now, ...
- 2 When I'm alone in the car, I'll happily sing along to the radio.
- 3 You'll probably have wondered why I always wear T-shirts and pullovers.
- 4 When I was a child, my parents **would** freak out every time I touched a button.
- 5 I **won't** wear any clothes with buttons – I **won't** even touch them.
- 6 You'll remember, I'm sure, that he always wore pullovers, just like me.
- 7 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**.

- 1 Whenever he sees a spider, **he tends to scream** and run out of the room.
- 2 Ah, you teach at the local school, do you? In that case, **I'm sure you know my son**, Frank.
- 3 She suffers from a terrible fear of public speaking but **she refuses to tell her boss** – she's too embarrassed.
- 4 When I was a child, **I used to dance all the time**. But now **I usually just watch** other people dancing.
- 5 **I'm sure you've heard of claustrophobia** and other well-known phobias.
- 6 What's wrong with my phone? **It's buzzing all the time and it doesn't want to stop**.
- 7 You should call them to say you'll be late. **They're probably getting worried** about you.
- 8 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**.

- 1 What things do you refuse to do? Why?
- 2 Is there anything that you refused to eat as a child but you eat now?
- 3 Do you know anybody with an annoying habit?
- 4 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.

- 1 What is Artur afraid of?
- 2 What probably caused the phobia?
- 3 What causes Artur to have panic attacks?
- 4 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*.



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).

- ▶ **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?



Check and reflect: Units 3 and 4

1 Rewrite the questions using the words given.

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

2 Choose the correct alternatives.

- This meeting is a chance for us to *occur/bounce* ideas around for the new product launch.
- Whose *bright/spring* idea was it not to lock the door?
- I've had a *brainwave/dawn* - let's forget about studying and head to the beach!
- What *gives/springs* to mind when you think of your school days?
- Help me, I'm out of *ideas/brainwaves*.
- 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

- I get **really confused** when I try to understand quantum physics.
- I much prefer to **think about** a problem on my own.
- I always **guess too little about** the amount of time it will take me to get somewhere, and arrive late.
- I'm a rational person. I'm not **relying on feelings**.
- 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.

- Not wanting to wake anyone up,
 - I worked hard at maths at school,
 - I left really early,
 - She was hard to work with,
 - Seeing as I didn't have any money left,
 - 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

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

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

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

- Why kind of thing might cause someone to have a panic _____?
- Do you get a _____ out of being terrified?
- Is the idea of speaking or singing in public a daunting _____ for you?
- Does your stomach _____ when you look down from high places?
- Do you enjoy a sense of _____ from being in dangerous situations?
- 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.