

UNIT 6

UNIT 6

SPEAKING

- ▶ Talk about your emotions
- ▶ Discuss what you would do in different situations
- ▶ Introduce/Respond to news
- ▶ Talk about memorable moments

LISTENING

- ▶ Listen to a radio show about therapies
- ▶ Listen to conversations where people hear news
- ▶ Watch a BBC comedy about a man's terrible day

READING

- ▶ Read about basic emotions
- ▶ Read about a BBC programme *The People Watchers*

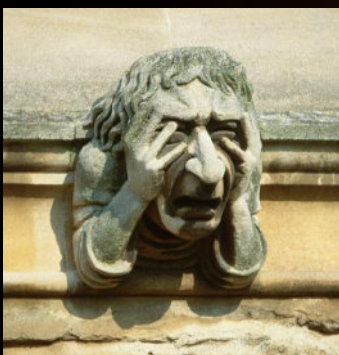
WRITING

- ▶ Write a letter of advice
- ▶ Write a website entry

BBC CONTENT

- ▶ Video podcast: How are you feeling today?
- ▶ DVD: My Worst Week

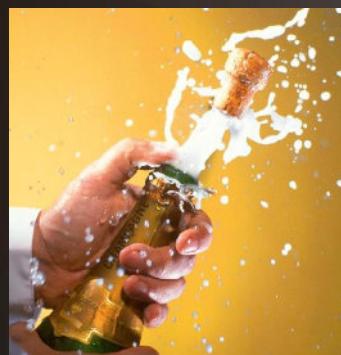
emotion



▶ Feeling stressed? p68



▶ The people watchers p71



▶ That's great news! p74



▶ My worst week p76



▶ GRAMMAR | zero and first conditionals ▶ VOCABULARY | -ing/-ed adjectives ▶ HOWTO | talk about your emotions



The Six Basic Emotions

According to BBC Focus Magazine, there are six basic emotions which we all experience, recognise in other people, and show in our own facial expressions. They are:

- 1 FEAR** – probably the most basic emotion, fear activates a part in our brain which allows us to escape from danger.
- 2 ANGER** – our ancestors used this emotion to try and deal with a problem rather than run away from it.
- 3 DISTRESS** – loss or tragedy prompt a feeling of sadness. This often results in tears, a lump in the throat and a feeling of heaviness in the chest. See a sad person and you may feel sad, too.
- 4 JOY** – the simplest things can induce this, like a kind word, or a sunny day. This is the most positive emotion and a great motivator as we will actively try to repeat activities which bring us joy.
- 5 SURPRISE** – life is unpredictable, so surprise is a useful emotion. When something surprising happens to us, we raise our eyebrows to open our eyes wider, to allow us to see what is happening.
- 6 DISGUST** – we will naturally feel disgust at certain objects and smells (like the smell of rotten food). We move away from these things (which may carry disease) so this emotion protects us.

SPEAKING

- 1A** Look at photos A–F. What emotions do you think these people are feeling? Why are they feeling them?
- B** Read the text and match photos A–F with the emotions.
- C** When was the last time you felt these emotions? Give some examples.

-ing/-ed adjectives

2A Work in pairs and complete the questions.

- 1 What makes you angry or **annoyed**?
- 2 What sorts of things do you find **relaxing**?
- 3 Do you enjoy spending time alone, or do you get **bored**?
- 4 Is there anything you are **frightened** of?
- 5 What kinds of things make you **worried**?
- 6 Have you ever been really **embarrassed**?
- 7 What makes you feel **exhausted**?
- 8 What sorts of things do you find **confusing**?
- 9 When was the last time you were **shocked** by something? What was it?
- 10 Do you find your job/hobbies **satisfying**?

B Look at the quiz again and answer the questions.

- 1 Which ending is used to talk about feelings: *-ed* or *-ing*?
- 2 Which ending is used to talk about the cause of feelings: *-ed* or *-ing*?

C Complete the sentences with the correct form of the adjectives above. Remember to use *-ed* or *-ing* endings.

- 1 It's very worrying watching the news at the moment. I think there's going to be another war.
- 2 I'm going to bed. I'm _____ because I've been working late every night this week.
- 3 My face went bright red when I realised what I'd said. It was really _____.
- 4 I can't watch sport on television. It's so _____ that I just go to sleep.
- 5 I don't understand the grammar. I find the rules very _____.
- 6 I go to yoga every week, because it makes me feel so _____.

D Choose two sentences above and make them true for you. Compare your ideas with a partner.

▶▶▶ page 153 **VOCABULARYBANK**

3 ▶▶▶ 6.1 Read the definition and listen to the radio programme. Answer the questions.

therapy treatment of a physical or mental illness, often without the use of drugs

- 1 Which two therapies does the programme talk about?
- 2 The therapies are used in different situations. What situations are mentioned in the programme?

4A Are the statements true (T) or false (F)?

- 1 Eight out of ten people have trouble controlling their anger.
- 2 With destruction therapy you use your anger to destroy something in a controlled way.
- 3 If you think about a situation when you were angry, the therapy will be more enjoyable.
- 4 In Spain, some companies pay for their workers to build hotels.
- 5 In Mexico, they use destruction therapy in hospitals.
- 6 Laughter therapy can help people to feel less pain.
- 7 On average, children laugh 100 times a day, and adults laugh seventeen times.

B Listen again to check. Correct the false statements.

C Discuss the questions.

- 1 Do you think destruction therapy and laughter therapy are good ideas? Why/Why not?
- 2 Would you try any of the ideas in the programme?

GRAMMAR zero and first conditionals

5A Look at four sentences from the programme. Which talk about a general situation (GS) and which talk about a specific/future situation (FS)?

- a) When people get angry, they don't know what to do with their anger.
- b) When we get there, I'll give you a hammer.
- c) If I smash the car to pieces, will I feel better?
- d) If people laugh about something, they feel better.

B Underline the correct alternative to complete the rules.

Rules:

- 1 Use the zero conditional (If/When + present simple + present simple) to talk about a general/specific situation (fact), or something which is always true.
- 2 Use the first conditional (If/When + present simple + will/might/could) to talk about a general/specific (possible) situation in the future.

▶▶▶ page 138 **LANGUAGEBANK**

6A ▶▶▶ 6.2 Listen and underline the alternative you hear.

- 1 If he shouts, I get/ll get angry.
- 2 If I see him, I tell/ll tell him.
- 3 When they arrive, we eat/we'll eat.
- 4 When we get there, I phone/ll phone you.
- 5 If I finish early, I go/ll go home.

B Listen again and repeat. Pay attention to the weak form of /ll/ɔl/ in the contraction I'll/aɪəl/ or we'll/wɪəl/.

PRACTICE

7A Complete the sentences with the correct form of the verbs in brackets. Mark each sentence zero (0) or first (1st) conditional.

- 1 a) If I go running every day, it _____ (make) me feel good.
b) I'm feeling down. If I go for a run, I _____ (feel) better.
- 2 a) When I finish reading this book, I _____ (give) it to you to read.
b) When I _____ (finish) reading a book, I usually feel disappointed.
- 3 a) I'm meeting my boss later. If I tell him about my new job, he _____ (get) angry.
b) If I _____ (get) angry, I take a deep breath and count to ten.
- 4 a) If I'm tired, I _____ (like) to eat in front of the television and go to bed early.
b) I'm planning to drive through the night. If I get tired, I _____ (stop) and sleep.

B Complete the sentences so that they are true for you. Compare your ideas with a partner.

When I get older ...
When my English gets better, I ...
If I'm happy, I usually ...
When I get home this evening ...
If I'm stressed, I usually ...

SPEAKING

8A Work in pairs. What do you do in situations 1–5? Write three pieces of advice to give to someone in the same situation.

- You're nervous about a job interview/exam.
- You're annoyed with someone in your family.
- It's the weekend and you're bored.
- You're stressed about your work/studies.
- You've got too many things to do.

B Work in groups and compare your ideas. Who has the best ideas?

VOCABULARY PLUS multi-word verbs

9A Match the following topics: *Clothes, Computers and Love and friendship* with paragraphs 1–3.

1 _____: I met my ex-boyfriend when he **chatted me up** in a bar. We **got on** really well. We were together for two years and we were planning to **settle down**, but then I **went off** him!

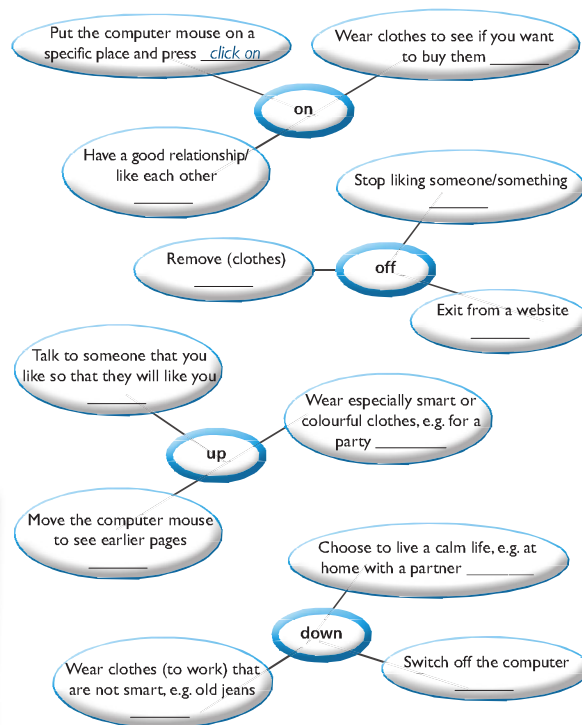
2 _____: You have to **scroll up** and then **click on** the arrow icon. And don't forget to **log off** before you **shut down**.

3 _____: I love **dressing up** so when I **tried on** that purple suit, I thought it was perfect for my first day at work! So I arrived and the receptionist told me to **take off** my tie because everyone **dresses down** at the company!

SPEAKOUT TIP

There are different ways to group multi-word verbs (including phrasal verbs) in your notebook. For example, you can group them by topic (e.g. weather, travel, work), or by preposition (e.g. multi-word verbs with *on, over, by*). Decide how you want to group them and then add the phrases to your notebook.

B Match the multi-word verbs in bold in Exercise 9A with the correct definition in the word webs. You will need to use the infinitive form.



10A Look at the dictionary definitions below and answer the questions.

- Which verb needs an object?
- Which verb does not need an object?
- Which verb can be followed by another preposition?

try sth ↔ **on** phr v to put on a piece of clothing to find out if it fits or if you like it: *Can I try these jeans on, please?*

get on phr v 1 Br E if people get on, they have a friendly relationship: + **with** *She doesn't get on with my mum very well.*

shut down phr v if a company, factory, machine etc shuts down, or if you shut it down, it stops operating: *Hundreds of local post offices have shut down.* | **shut** sth ↔ **down** *Did you shut the computer down?*

B Use the dictionary definitions to help you decide which sentences are possible. Mark the sentences with a tick or a cross.

- I **tried** the suit **on** / I **tried** on the suit.
- I **get on** really well with Simon / I **get** Simon on really well.
- You need to **shut down** the computer / You need to **shut** the computer down.

C Choose 3–4 verbs from above and write your own example sentences. Use a dictionary to help. Then compare them with a partner's.

▶▶▶ page 153 VOCABULARY BANK

IF you wanted to persuade someone to dress up as a tree in public, what would you do? If you wanted to raise money for charity on the streets, who would you ask to help you? What would you do if you wanted to sell cakes and nobody was buying them? What would you do if you needed to think creatively but didn't have any ideas?

One thing you could do is watch a programme from the BBC series *The People Watchers*. The programme asks the question 'Why do we do what we do?' Through twenty episodes, Professor Richard Wiseman, two psychologists and a neuroscientist do experiments involving members of the public, secretly filming them with a hidden camera. The experiments show why we behave the way we do in everyday situations. If you wanted to know how to get a seat on a crowded

train, stop people from jumping queues, get someone to do you a favour, work out if someone is lying, and get a complete stranger to lend you a mobile phone, you could find out by watching.

In one experiment, two of Wiseman's psychologists pretended to be cake-sellers. They stood at a stall on the street and tried to sell cakes for a pound each. No one bought any. So they did what shops do: they held a sale. But it wasn't a real sale. They pretended that one cake cost two pounds, and if you bought a cake, you would get another one free. People started buying! Later they told people that the cakes usually cost two pounds but they were doing a special deal and selling them for just one pound. Again, people bought the cakes. It seems that everyone loves the idea of a bargain even if they aren't really getting one.

Another experiment looked at

'experts' who aren't. Emma, a psychologist, pretended to be a hairdresser. While 'cutting' three people's hair, she talked like a hairdresser, saying all the right things, and dropped a few bits of fake hair. The three volunteers later said they were very happy with their haircuts. In reality, Emma hadn't cut any hair. Richard Wiseman's conclusion? People would do better if they didn't always listen to 'experts'. Instead, they should trust their own eyes.

In another experiment, Jack, a psychologist, had to persuade ordinary people to dress up as a tree. The trick was to 'start small'. First, Jack asked a man to wear a badge; then he asked him to wear a cap; and finally the tree suit. This, Wiseman says, is called 'The foot in the door technique': if you want a big favour from someone, first ask for a small favour!



READING

1A Work in pairs and discuss. What do you think 'people-watching' means? What professions need to be good at people-watching? Why?

B Read the article and check your ideas.

2A Work in pairs and answer the questions.

- Who is in Professor Wiseman's team?
- What question does the programme answer?
- Why did people suddenly start buying the cakes?
- How much hair did Emma cut?
- What is 'The foot in the door technique'?

B Read the article again. Make notes under headings 1–3.

- People involved in the programme
- Situations
- Conclusions from the experiments

C Work in pairs and take turns to explain the article using your notes.

VOCABULARY verb–noun collocations

3A Match verbs 1–7 with nouns a)–g).

- | | |
|---------|--------------------------|
| 1 hold | a) money (for something) |
| 2 raise | b) experiments |
| 3 do | c) a programme |
| 4 get | d) hair |
| 5 jump | e) a queue |
| 6 cut | f) a seat |
| 7 watch | g) a sale |

B Which do you do:

- to sell something cheaply?
- to avoid standing up in a train/bus/waiting room, etc.?
- to help a charity?
- to be informed or entertained?
- to make someone look more beautiful?
- to obtain new scientific information?
- to avoid waiting in a long line (for example, to get tickets)?

GRAMMAR second conditional

4A Read a review of *The People Watchers*. Why does the reviewer like the programme?

Pick of the month

My own favourite series this month? *The People Watchers*. Presented by Professor Richard Wiseman and his rather attractive psychologist friends, the show asks some very interesting questions. If no one saw you, would you take something without paying for it? How close to someone would you stand if you didn't know them? It's all good stuff, but maybe the programme could be even better if we heard from more experts. Unfortunately, for most of the series, we only hear Professor Wiseman's voice. And it would also be nice if we had more statistics. Some of the experiments using hidden cameras show only one or two people in action – not enough to make big conclusions about human nature. But overall, this is good TV: light, easy on the eye, and fun.



B Look at the four underlined sentences above and complete the rules with the words in the box.

would could hypothetical imaginary past

Rules:

- 1 We use the second conditional to describe a _____ or _____ situation.
- 2 In the *if* clause, we use the _____ simple.
- 3 In the result clause, we use _____ or *'d*.
- 4 If we are not sure of the result, we can also use _____.

C Find other examples of the second conditional in the article on page 71.

page 138 **LANGUAGEBANK**

5A **6.3** Listen and complete the conversations.

- 1 A: What _____ if your laptop exploded?
B: If my laptop exploded, I'd call for help!
- 2 A: What would you do if you lost your house keys?
B: If I lost my house keys _____ climb through the window!
- 3 A: How would you feel if your car broke down?
B: If my car broke down, I _____ happy!

B Listen again and answer questions 1–3.

- 1 How do we pronounce *would* in the question form?
- 2 How do we pronounce *would* in fast spoken English in positive sentences?
- 3 How do we pronounce the negative of *would*?

PRACTICE

6 Complete the sentences with the correct form of the verbs in the box.

write work do can learn fail have not/rain
see (x2) go like not/have not/be not/work tell

- 1 I would write my autobiography if I didn't have so much work to do.
- 2 If I _____ enough time, I _____ Japanese.
- 3 If I _____ go anywhere in the world, I _____ to the Caribbean.
- 4 If it _____ so much, I _____ to live in Norway.
- 5 You _____ very happy if you _____ the exam.
- 6 Who _____ for if you _____ for our company?
- 7 What _____ if you _____ a UFO?
- 8 If you _____ a friend stealing something, would you _____ the police?

7A Complete the sentences about your classmates.

- 1 If _____ could go anywhere, he/she ...
- 2 If _____ wasn't so busy, he/she ...
- 3 If _____ was able to speak to the President of his/her country, he/she ...
- 4 If _____ knew how to, he/she ...
- 5 _____ would feel very happy if ...
- 6 _____'s life would be easier if ...
- 7 _____ wouldn't like it if ...
- 8 _____ wouldn't care if ...

B Ask your classmates if your sentences are true.

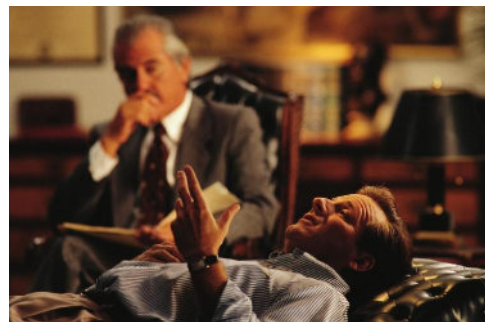
SPEAKING

8A Work in pairs and discuss. What would you do if ...

- 1 you saw a very young child smoking in the street?
- 2 you found a bag of money in the street?
- 3 you inherited a house on the other side of the world?
- 4 you discovered that one of your colleagues was taking drugs?
- 5 you heard someone saying bad things about your friend?
- 6 one of your relatives asked to live with you?
- 7 someone asked you to take part in a TV programme?
- 8 you saw someone stealing bread in the supermarket?

It depends. If they looked like they were hungry, I might not say anything.

B Tell other students your ideas. Which dilemmas were the most difficult?


WRITING a letter of advice

9 Look at the photo and discuss. What do you do when you need advice? Would you ever consider getting professional help, going online or asking a relative/friend/experienced older person? What does it depend on?

10A Read the dilemma. What do you think the person should do?

My cousin has asked me to lend her some money to start an internet business. She is intelligent and reliable, and I like her, but she is only twenty years old. Also, I know nothing about internet businesses. Should I lend her the money?

B Read the responses. Which do you agree with? Why?

YES

You have the money. She has the ideas, the energy and the expertise. If I were you, I wouldn't worry about her age. As a young person, in all likelihood she knows more about the internet than you do. And she isn't asking for your advice, only your money. So, come on - you're a member of her family. What do you have to lose apart from a bit of money? And if you're really worried, maybe tell her you want 50% of the money back within two years. If she's reliable, you'll probably get it.

NO

So your cousin wants money. Perhaps you really trust her, but aged twenty, she probably doesn't have much experience in business. If I were you, I'd ask a lot of questions first. I'd find out how much research she has done, how well she knows the market, and who else is involved. It's possible that she will be successful, but over 90% of new companies disappear within the first year. The other thing is time. In all probability, it'll take her a few years to start making a profit. Can you wait that long to get your money back? And think about this: if it wasn't your cousin asking, would you lend the money?

C Tick the things a letter of advice might include. Compare your ideas with other students.

- 1 a short summary of the situation
- 2 a few sentences describing your qualifications
- 3 some ideas about what the person should do
- 4 some background information explaining your ideas
- 5 a question for the reader to think about

D Find the things you ticked in the letters of advice in Exercise 10B.

LEARN TO qualify what you say

11A Look at the words/phrases in the box. Find and underline these in the letters of advice in Exercise 10B. Then answer the questions.

maybe probably perhaps in all likelihood
It's possible that in all probability

- 1 Which words/phrases mean 'there is a strong possibility'?
- 2 Which two phrases have the same meaning?

B How do you feel about statements 1–4? Qualify them, using the words and phrases above.

- 1 As life in the twenty-first century gets more complex, people will have more complex problems.
- 2 In the future, machines will 'read' our emotions and 'know' if we have a problem.
- 3 In the future, most young people will prefer to talk to strangers online about their problems rather than have face-to-face conversations with family and friends.
- 4 I'd never write to a problem page if I needed advice.

Most people ask their family and friends for advice. They don't need to write to problem pages.

Most people probably ask their family and friends for advice. In all likelihood, they don't need to write to problem pages.

12A Read the problem below. Work with other students and think of possible solutions.

I have a problem. My twenty-six-year-old brother has always loved football, but now it's becoming an obsession. He goes to watch matches every weekend even though the tickets are expensive and he doesn't have much money. At his house, he sometimes watches three or four matches on TV a day! His only friends are football fans, and his last girlfriend broke up with him because of his obsession. I want to help him, but he's older than me and he thinks it's none of my business what he does in his free time. Please can you give me some advice?

B Write a letter of advice to the letter writer above.

C Work in groups and take turns to read your letters. If you were in the person's situation, which letter would you like to receive?

▶ **FUNCTION** | giving news ▶ **VOCABULARY** | life events ▶ **LEARN TO** | respond to news

VOCABULARY life events

1A Look at phrases 1–12. Are they good news (G), or bad news (B)?

- | | |
|-----------------------------|---------------------------|
| 1 pass your exams | 7 fail a test |
| 2 have an accident | 8 split up with a partner |
| 3 be offered a job | 9 win a competition/match |
| 4 get a place at university | 10 get promoted |
| 5 get engaged/married | 11 get a degree |
| 6 lose your job/money | 12 buy a house |

B Work in pairs and answer the question. Have any of the things above happened recently to you, or anyone you know?

2A Work in groups and discuss. What is the best way to give bad news?

B Complete the article with the phrases in the box. Does it mention any of your ideas?

give a reason tone of voice prepare your listener
making people too upset bad news good news

Good ways to give bad news

It's easy to give someone good news, but what about when you have some ¹_____ to tell? Are there any good ways to give bad news without ²_____? The following steps might help:

- Say something positive: Try to start or end the conversation with some ³_____, so that it's not all bad. For example, 'You did very well in the interview, but unfortunately we've given the job to somebody else.'
- ⁴_____ for the news: Use phrases to introduce what you're going to say, like 'Unfortunately, ...', 'I'm really sorry, but ...' or 'I'm afraid I've got some bad news.' This gives the listener time to prepare for what you're going to say.
- Try to ⁵_____: People like to know why things go wrong. Try to explain the decision: 'If someone doesn't get the job, can you explain why? If you have to cancel an arrangement, try to give a reason.'
- Use a soft ⁶_____: If you're giving someone bad news, try to use a soft, calm voice to make you sound kind. Say things to show you understand, like, 'I'm really sorry,' or 'I know this must be disappointing.'

C Read the article again. Do you agree with the advice? Why/Why not?



FUNCTION giving news

3A ▶ 6.4 Listen to seven conversations. Match the conversations to pictures A–G.

B Look at the pictures again. What is the good news or bad news in each situation?

4A Look at the phrases the speakers use to introduce their news. Listen again and write the conversation number next to each phrase.

good news	I've got some good news (for you). I'm really pleased to tell you ... You'll never guess what.
bad news	Bad news, I'm afraid. I'm sorry to have to tell you, but ... I'm afraid / Unfortunately, ... I'm afraid I've got some bad news ... There's something I've got to tell you.
good or bad news	You know ...? Well, ... I've / We've got something to tell you. 1

B ▶ 6.5 Listen to some of the phrases in the table again. Underline the stressed syllables.

C Listen again. Is the speaker's voice high or low for good news? Is it high or low for bad news? Practise the phrases.

▶▶▶ page 138 **LANGUAGEBANK**

5 Put the words in the correct order to make sentences.

- news / afraid / I'm / bad - / the / we / match / lost
- to / I'm / the / you / tell / got / pleased / you / really / job / that
- going / I'm / to / late / we're / be / afraid
- got / you / there's / tell / I've / to / something
- never / what / you'll / guess
- got / news / I've / for / good / you / some
- was / concert / the / unfortunately, / cancelled
- lost / ? / you / the / we / cat / know / we / again / found / him / well.

respond to news

6 How do the speakers respond to the news? Complete the conversations with the words in the box.

joking sorry lucky annoying pleased
Congratulations done shame terrible

- W: We're getting married.
M: Wow! That's fantastic. _____!
- W: We've offered the job to someone else.
M: Oh. That's a _____. Thanks, anyway.
- W1: I've just won some money on the Spanish lottery.
W2: You're _____? ... How much did you win?
W1: 1,000 euros.
W2: You _____ thing!
- M1: I've crashed the car.
M2: Oh no. That's _____.
- W: They've offered me a place.
M: That's wonderful news. Well _____! I'm so _____ for you.
- W1: Steve's lost his job.
W2: Oh no. That's awful. I'm really _____ to hear that.
- M: I've got too much work to do.
W: Oh no. That's really _____.

speakout TIP

Exaggerate! Sometimes when you speak in a foreign language, your intonation can sound flat. This can mean that you don't sound as polite or enthusiastic as you want to. Try to exaggerate the intonation pattern to sound enthusiastic or concerned. Say the responses in Exercise 7A with an exaggerated intonation.

7A ▶ 6.6 Listen to responses 1–4. Notice the intonation patterns.

- Congratulations!
- That's fantastic news!
- That's a shame.
- That's awful.

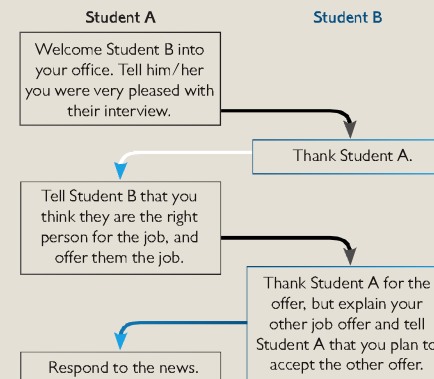
B Practise saying the phrases with the correct intonation.

C ▶ 6.7 Mark the main stress on sentences 1–6. Which ones use a higher voice? Listen and check, then listen and repeat.

- You lucky thing!
- That's terrible.
- Well done.
- I'm so pleased for you.
- That's really annoying.
- That's awful. I'm really sorry to hear that.

SPEAKING

8A Work in pairs and role-play the situation. Student A: you interviewed your partner for a job last week. You have asked him/her back to the office to give them the job. Student B: you were interviewed for a job last week, but since then you have been offered a better job with another company, and you have decided to accept their offer.



B Work in pairs. First, think of three pieces of good/bad news to tell your partner. Then take turns to give and respond to each other's news using expressions in Exercises 4 and 6.



DVD PREVIEW

1 Read about a BBC comedy. Why is this week supposed to be special for Howard? What's the problem?

BBC My Worst Week

The week before a wedding can be a difficult time, but for publisher Howard Steele, marrying the beautiful Mel, it becomes a complete nightmare. Everything that can possibly go wrong does go wrong, even though Howard tries desperately to do the right thing. During the week, Howard accidentally kills his in-laws' dog, puts Mel's granny in hospital, and loses the wedding ring (which has been in the family for many generations) twice. It's not a good start, and what should have been a very special week soon turns into the worst week of his life.



DVD VIEW

2 Watch the DVD then number the events in the correct order.

- Mel calls Howard in his office. _____
- Eve tries to take the ring off using soap in the bathroom. _____
- Howard arrives in his office and shows his secretary, Eve, the ring. _____
- Mel reminds Howard to collect the ring. _____
- The ring gets stuck. _____
- Eve bursts into tears, so Howard lets her try the ring on. _____

3A Who says this: Howard (H), Eve (E) or Mel (M)?

- 'Don't forget the ring.'
- 'It's been in Mel's family for 150 years. They have this rather charming tradition where they (uh) pass it down from generation to generation.'
- 'I always wanted a fairy-tale wedding of my own.'
- 'Try it on. See what it feels like.'
- 'When the vicar asks me to put the ring on my fiancée's finger, it would be very nice if my secretary was not attached.'
- 'No, really – it's stuck.'
- 'I'll get a plumber.'

B Watch the DVD again to check.

4A Complete the sentences about how the characters felt.

- Mel is worried about ...
- Eve is impressed when she sees ...
- Eve gets upset about ...
- Howard is annoyed when ...
- Eve is anxious about ...
- Howard is shocked when ...

B Compare your ideas with another student.

speakout memorable moments

5A 6.8 Listen to a man talking about a special weekend. Which of the following statements is not true?

- His brother organised a surprise weekend away.
- They went on a boat trip to a lighthouse, and slept there.
- They went shopping with his brother's money.
- They went to the theatre and then ate an expensive five-course meal.

B Listen again and tick the key phrases you hear.

keyphrases

One of the most memorable moments/events in my life was ...

The happiest moment of my life was when ...

It all started one day when ...

I was so embarrassed/delighted/shocked/terrified when ...

I had absolutely no idea.

The funniest thing that ever happened to me was ...

The next thing/The next morning ...

That weekend/day was one of my happiest memories.

C Choose one of the following questions. Plan your answer using some of the key phrases.

- What are your strongest memories of your childhood?
- Have you ever done anything you regret?
- What's the most embarrassing/funniest/scariest thing that has ever happened to you?
- What do you remember about the house you lived in as a child?
- Can you remember a time when you felt very proud?
- What is your happiest memory?

D Work in groups and tell your stories.

writeback a website entry

6A Read the website entry. What kind of things do people write about on this website? What was special about Ross's car journey?

100 lives: real life, real people, real experiences

Join people from around the world who want to share their stories and experiences. Read true personal stories, chat and get advice from the group.

Q: What's your happiest memory?

One of my happiest memories is of a car journey I took with some friends from Canada down to California nearly fifteen years ago. It was a clear night with a full moon, and as we drove we listened to music, and talked. The roads were empty, and there was a wonderful sense of freedom and adventure. We were driving away from our families and everything we knew so well. We drove with the windows open and I can remember the warmth of the wind on my face, and the sound of the music playing out to the open skies. Even now, when I hear any of the songs on that album, it takes me straight back to that journey, and that feeling. I hope it never goes away.

Ross, Calgary

B Choose another question from Exercise 5C and write your story (150–200 words). Use the website entry above and the key phrases to help.



6.5 << LOOKBACK

-ING/-ED ADJECTIVES

1A Work in pairs. Use adjectives to describe how you feel in the following situations.

- you lose your bus/train ticket
- you get lost at night in a foreign city
- you wait for a delayed flight
- you forget someone's name (when you should know it)

B Write situations for the adjectives in the box.

annoying worried boring
embarrassing relaxing
confusing exhausted
frightening satisfied

annoying – When you discover your phone has run out of power, it's ...
worried – My exams are tomorrow. I'm really ...

C Work in pairs. Take turns to read your situations. Don't say the adjectives they describe. Can your partner guess the adjective?

ZERO AND FIRST CONDITIONALS

2A Match 1–7 with a)–g) to make sentences.

- If you drink too much coffee,
 - If you go to bed early,
 - If you go to bed late all the time,
 - If you listen to loud music when you study,
 - You won't get fit if you
 - If you don't like your job,
 - You'll have problems at work if you
- a) drive everywhere in your car.
b) you won't sleep tonight.
c) it's difficult to concentrate.
d) you'll exhaust yourself.
e) don't finish that report on time.
f) you'll feel better in the morning.
g) look for a new one.

B Look at the sentences in Exercise 2A. Can you think of other ways to complete them? Compare your ideas with a partner.

3 Work in pairs and take turns.

Student A: write down three things you would like to achieve this year. Show your list to your partner.

Student B: look at Student A's list and make *if/when* sentences to give advice.

A: one: find a new job two: get fit three: improve my English

B: one: find a new job: If you look on the internet, you might find a new job.

4 Rearrange the letters in blue to complete the sentences with *watch/hold/raise/do/get/cut*.

- We should go to the concert early so we can **est gates**. **get seats**
- They are going to **heal loads** to sell their old clothes.
- The schoolchildren decided to **ease my iron** for cancer research.
- I'm going home early because I want to **grammar two peach** on TV.
- He gave up his job because he didn't want to **opened term six** on animals.
- My cousin **i shut car** for a living.

SECOND CONDITIONAL

5 Work in pairs. **Student A:** use an *if* clause with the phrases in your box. **Student B:** respond with the correct *would* clause from your box.

A

I/be/rich there/be/no war
there/be/more hours in the day
I/have/more/energy
nobody/smoke I/give up/coffee
can/paint/well

B

dance/all night sleep/better
people/be/healthier
do/a portrait of you
give/money/charity
people/work/more
the world/be/peaceful

A: If I was rich ...

B: I'd give the money to charity.

GIVING NEWS

6A Each conversation has two words missing. Write in the missing words. You may have to change the punctuation.

- A: Bad news, ^{I'm} afraid.

B: What's the matter?

A: The computers aren't working.

B: Not again! Annoying.
 - A: You'll never what.

B: What?

A: I got the job.

B: Congratulations! That's news.
 - A: I've got some good news you.

B: What is it?

A: I've been promoted.

B: Well. That's great news.
 - A: I'm to have to tell you, but I'm leaving the company.

B: What? Why?

A: The company has got problems, so they're reducing the number of managers.

B: I'm sorry to that.
 - A: You that exam I did last week?

B: Yes?

A: Well, I passed.

B: Congratulations! I'm so for you.
- B** Work in pairs and practise the conversations.

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