

5A The survivors' club

1 SPEAKING & READING

- a Answer the questions with a partner. Give reasons for your answers.

1 How do you think you would react in a life or death emergency situation?

- a I'd panic and become hysterical.
- b I'd 'freeze' and wouldn't be able to do anything.
- c I'd act coolly and calmly.



2 If you caught a plane tomorrow and the flight attendant began giving the safety information, would you...?

- a listen, but not take it very seriously
- b carry on reading your book or magazine
- c pay attention and also read the safety information in the seat pocket

3 What would you do if you were hiking alone in the mountains and you got completely lost (without phone coverage)?

- a I'd stay where I was and wait to be rescued.
- b I'd keep walking and try to find my way to my destination.
- c I'd try to find my way back to where I'd started from.



4 What would you do if you woke up in the middle of the night and thought that you could hear an intruder in your home? If you would do something different, say what.

- a I'd confront the intruder.
- b I'd keep still and quiet and hope that the intruder would go away.
- c I'd lock myself in a room and call the police.



- b Read the article *How to eat an elephant* and answer the questions.

- 1 What is the key to surviving in a life or death crisis?
- 2 What is the 10-80-10 principle?
- 3 What is the other important factor apart from keeping calm?

- c Look at the highlighted words and phrases try to work out their meaning. Then match them to 1-8.

- 1 overwhelmed
adj unable to react because the emotion is too strong
- 2 _____
adj so shocked that you cannot think clearly or act
- 3 _____
noun a new or difficult thing that tests your abilities
- 4 _____
adj very confused
- 5 _____
adj based on reason and not emotion
- 6 _____
verb to succeed in dealing with or controlling a problem
- 7 _____
to not get excited or nervous, to not panic
- 8 _____
pieces of work that it is possible to deal with or control

- d Work in groups of three. ► **Communication**
It's an emergency! A p.106 B p.110 C p.112.
Read about what to do in three different emergency situations. Then take turns to say what you should and shouldn't do.
- e Now look back at the questions in a. Did you choose the right answers?

HOW TO EAT AN ELEPHANT

THE LESSONS OF THE SURVIVORS CLUB

- 1 **A**t least 80% of us react in the same way to a life or death crisis or emergency: we're simply overwhelmed – the challenge seems too great, the problem insolvable. In Air Force survival school, they try to teach you how to overcome this feeling. One of the things they ask new cadets, is 'How would you eat an elephant?', and they make them memorize the right answer, which is: 'You eat an elephant one bite at a time.' Survival means dealing with a huge life-or-death problem, one which you may not be able to solve quickly or all at once. The key to survival is to slow down and divide the challenges into small, manageable tasks, one goal at a time, one decision at a time. When an avalanche buried the survivors of a plane crash in the Andes, the survivors whispered to each other 'Breathe. Breathe again. With every breath you are alive.' In a hopeless situation without oxygen or light this approach kept them going until they found a way out.
- 20 This and much more is what survival expert Ben Sherwood tells us in his best-selling book *The Survivors Club*, which brings together stories of real-life survivors from all kinds of disasters. He begins by explaining the 10–80–10 principle. When faced with an emergency 80% of people freeze. They are stunned and 'turn into statues' or are so bewildered by what is happening around them that they can't react. Ten per cent lose control. These people scream and cry, and often make the situation worse. But 10% keep calm and behave in a rational way. They don't panic and they assess the situation clearly and take decisions. These people have the best chance of survival in a crisis, and Sherwood explains how you can try to become more like them.
- 35 He also reminds us that, apart from staying calm and not despairing, knowing the right thing to do in a crisis is also vital, and that in most emergencies many more people survive than don't. For example, most people think that you can't survive a plane crash, but American research has shown that the survival rate in all air crashes is historically 95.7%. Sherwood not only tries to show us how to behave rationally and calmly, he also gives us the information we need to join 'The Survivors Club'.

2 VOCABULARY feelings

- a Look at four adjectives in 1c. Which three describe how people are feeling?
- b ➤ p.157 Vocabulary Bank *Feelings*.

3 PRONUNCIATION

word stress in 3- or 4-syllable adjectives

- a Read the dialogues and underline the stressed syllable in the **bold** adjectives.

- 1 A Hi, Sue. What's the matter?
B I've just been robbed! Please come quickly.
I'm **des|per|ate**.
- 2 A You weren't **of|fend|ed** by what I said, were you?
B Yes, actually I was.
- 3 A What did you think of the film?
B To be honest, I was a bit **dis|ap|point|ed**.
- 4 A What don't you understand in the report?
B I'm just completely **be|wil|dered** by so many facts and figures.
- 5 A Were you surprised to hear that the boss is leaving?
B I was **as|ton|ished**. I really wasn't expecting it.
- 6 A So can you come to dinner next week?
B Yes, we'd be **de|light|ed** to.
- 7 A How did your parents react when you told them you and Susan had separated?
B They were **dev|as|ta|ted**.
- 8 A How did you feel when you heard the news?
B I was absolutely **hor|ri|fied**. It was such an awful accident.
- 9 A So do you like the watch?
B I love it. I'm completely **o|ver|whelmed** – I don't know what to say!

- b (35)) Listen and check. Practise the conversations, copying the intonation and stressing the right syllable in the adjectives.
- c Choose two adjectives from a and tell your partner about a time or a situation when you felt like that.

4 READING & LISTENING

a Answer the questions in pairs.

- 1 Imagine you were going to go backpacking in the Amazon rainforest, what do you think would be the main problems you would need to overcome, e.g. the heat, insects, the food, etc.?
- 2 What would you be most afraid of?

b Read the beginning of a true survival story and then answer the questions below.

- 1 What was the three friends' original plan? How did this change?
- 2 What caused tensions between...?
 - a the three men and the guide
 - b Kevin and Marcus
- 3 Why did they finally separate?
- 4 Which pair would *you* have chosen to go with? Why?
- 5 How would you have felt if you had been in Marcus's situation?

c You are going to listen to part of a documentary and find out what happened to the four men. After each part answer the questions with a partner.



- 3 6)) 1 What happened to Kevin and Yossi on the raft?
2 What piece of luck did Yossi have?

Whose situation would you rather have been in, Kevin's or Yossi's? Why?



- 3 7)) 3 How were Kevin and Yossi feeling?
4 What happened to Yossi on his first night alone in the jungle?

What would you have done if you had been in Yossi's situation?

LOST IN THE

Four young men went into the jungle on the adventure of a lifetime. Only two of them would come out alive...

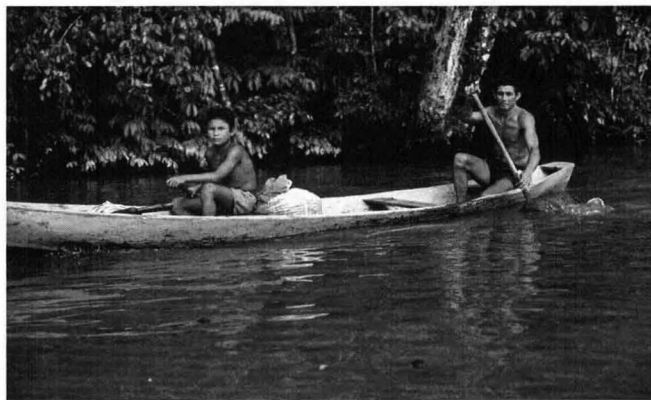
The Amazon rainforest is roughly the size of Europe or Australia. It is the home of more than half the plant and animal species known to man, many of which are lethal.

In 1981 three friends went backpacking in a remote area of Bolivia: Yossi Ghinsberg, 22, and his two friends Kevin Wallace, 29, and Marcus Stamm, 29. They hired an experienced guide, an Austrian called Karl, who promised that he could take them deep into the rainforest to an undiscovered Indian village. Then they would raft nearly 200 kilometres back down river. Karl said that the journey to the village would take them about seven days. Before they entered the jungle, the three friends made a promise that they would 'go in together and come out together'.



- 3 8)) 5 Why did Yossi's spirits change from desperate to optimistic, and then to desperate again?

How would you have felt at this point? What do you think had happened to Kevin?



- 3 9)) 6 What had Kevin been doing all this time?
7 What did Kevin decide to do?
8 Why was he incredibly lucky?

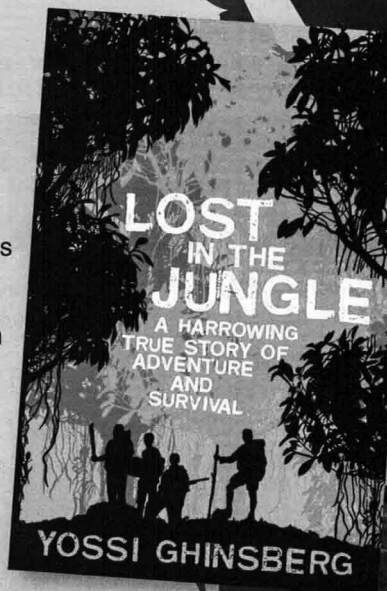
If you had been Kevin, what would you have done now?

JUNGLE

The four men set off from the town of Apolo and soon they had left civilization far behind. But after walking for more than a week there was no sign of the village and tensions began to appear in the group. The three friends started to suspect that Karl, the guide, didn't really know where the Indian village was. Yossi and Kevin began to get fed up with their friend Marcus because he was complaining about everything, especially his feet, which had become infected and were hurting.

Eventually they decided to abandon the search for the village and just to hike back to Apolo (instead of rafting) the way they had come. But Kevin was furious because he thought that it was Marcus's fault that they had had to cut short their adventure. So he decided that he would raft down the river, and he persuaded Yossi to join him, but he didn't want Marcus to come with them. Marcus and Karl decided to go back to Apolo on foot. The three friends agreed to meet in a hotel in the capital La Paz in a week's time.

Early next morning the two pairs of travellers said goodbye and set off on their different journeys...



- 3 10)) 9 How did Kevin first try to get help?
10 Why was it unsuccessful?
11 What was his last attempt to find his friend?



- 3 11)) 12 How long had Yossi been on his own in the jungle? How was he?
13 What did he think the buzzing noise was? What was it?

What do you think might have happened to Marcus and Karl?

- d Do you think you would have survived if you had been in Yossi's situation? Would you have done anything differently?

5 GRAMMAR unreal conditionals

- a Look at four sentences, and complete the gaps with the verbs in the right tense.

- 1 What would you do if you _____ (be) in the mountains and you _____ (get lost)?
- 2 If I thought that somebody was in my house, I _____ (call) the police and I _____ (not confront) the intruder.
- 3 What would you have done if you _____ (be) in Yossi's situation?
- 4 If Kevin hadn't looked for his friend, Yossi _____ (die).

- b Look at sentences 1–4 again. Which two refer to a hypothetical situation in the past? Which two refer to a hypothetical situation in the present or future?

- c ► p.140 Grammar Bank 5A. Learn more about unreal conditionals, and practise them.

- d Complete the two sentences in your own words with a positive ☐ and negative clause ☐.

- 1 If I lived in the city centre...

☐

☐

- 2 My phone bill wouldn't have been so high if...

☐

☐

- e ► Communication Guess the conditionals A p.106 B p.111.

6 WRITING

- p.116 Writing An article. Write an article about how to keep safe.

5B It drives me mad!

1 GRAMMAR *wish + would*

- a Look at a Twitter thread where people tweeted about things that annoy them. Tick (✓) the things that annoy you, too.
- b Compare the things you've ticked with a partner. Which are your top three, and why?



Useful language

I agree with this one.

It really annoys me when...

It's so annoying when...

It drives me mad when...

*people shout
 on mobile phones.*

- c ➤ p.141 Grammar Bank 5B. Learn more about *wish + would*, and practise it.
- d Write three more things that annoy you and that you would like people to change, to add to the Twitter thread. Begin...

I wish...would / wouldn't...

- e In pairs or small groups, compare your tweets.



#iwishtheywouldn't

Tweets Top / All



I wish people wouldn't start stupid rumours that aren't true. #iwishtheywouldn't



I wish my boyfriend wouldn't fall asleep every time I want to talk to him. ☹️ #iwishtheywouldn't



I wish my son wouldn't always leave the car with no petrol every time he borrows it. #iwishtheywouldn't



I wish people would turn up when they say they're going to. #iwishtheywouldn't



I wish people would stop using emoticons and smiley faces. They just annoy me. :(#iwishtheywouldn't



I wish my family would put DVDs back in their cases. I hate finding empty cases when I'm looking for something to watch. #iwishtheywouldn't



I wish my friends would put their phones away when we're having a meal. You shouldn't text at the dinner table! #iwishtheywouldn't



I wish my children would take their tissues out of their pockets before they put their clothes in the washing machine. #iwishtheywouldn't



I wish my boss wouldn't always arrange meetings during my lunch hour. #iwishtheywouldn't



I wish people wouldn't ask me 'What are you doing?' when it's completely obvious what I'm doing. #iwishtheywouldn't



I wish advertising companies wouldn't use songs I really love to advertise something I hate. #iwishtheywouldn't



I wish people wouldn't leave supermarket trolleys in the car park just because they can't be bothered to take them back. #iwishtheywouldn't



I wish shop assistants would serve me when I'm waiting instead of chatting with their friends. #iwishtheywouldn't



I wish people would throw away pens when they don't work any more!!! #iwishtheywouldn't

2 VOCABULARY & SPEAKING expressing feelings with verbs or -ed / -ing adjectives



Ways of talking about feelings

We often talk about feelings in three different ways:

- 1 by using a **verb** (e.g. *annoy*)
That noise is starting to annoy me.
- 2 by using an **-ing adjective** (e.g. *annoying*)
That noise is really annoying.
- 3 by using an **-ed adjective** (e.g. *annoyed*)
I'm getting really annoyed by that noise.

Remember that the rules for pronouncing -ed adjectives are the same as for regular past tense verbs, e.g. *annoyed* = /d/, *irritated* = /ɪd/ and *depressed* = /t/.

a Complete the sentences with the correct form of the word in **bold**.

- 1 It really _____ me when people drive close behind me. **infuriate**
- 2 I get very _____ when something goes wrong with my internet connection and I don't know how to fix it. **frustrate**
- 3 It's so _____ when I can't remember someone's name, but they can remember mine. **embarrass**
- 4 I used to love shopping in the sales, but now I find it _____. After an hour I just want to go home. **exhaust**
- 5 I'm often _____ with my birthday presents. My expectations are obviously too high! **disappoint**
- 6 It _____ me that some people still don't buy things like books and music online. **amaze**
- 7 I find speaking in public absolutely _____. I hate doing it. **terrify**
- 8 I've often been _____ by reading about how some successful people have overcome difficulties. **inspire**
- 9 I never find instructions for electronic devices helpful, in fact usually they just _____ me. **confuse**
- 10 When I travel I'm always _____ if I manage to communicate something in a foreign language. **thrill**

b **3 16**) Listen and check. Then with a partner, say if the sentences are true for you or not. Give examples or reasons.



Feelings adjectives that have an -ed form, but not an -ing form

A few -ed adjectives describing feelings don't have an -ing form, e.g. *impressed* – *impressive* NOT *impressing*

c Complete the sentences below with a form of the adjective in **bold**.

- 1 We are extremely **impressed** by your CV. Your CV is extremely *impressive*.
- 2 I'm very **stressed** by my job. My job is very _____.
- 3 I was really **scared** during the film. The ending was especially _____.
- 4 I was **delighted** to meet Jane. She really is a _____ person.
- 5 I was really **offended** by what you said. What you said was really _____.

d In pairs, choose three circles to talk about.

an embarrassing mistake you once made

a film or a book that you found really disappointing

something that makes you feel depressed

something that really annoys you when you're shopping

something that sometimes frustrates you about learning English

something that really stresses you in your daily life

e Are there any things that make you feel exactly the same way as your partner?

3 READING & SPEAKING

a You are going to read an article about some research that has been done about what people regret in life. Before you read, with a partner say whether you think the following sentences are true or not.

- 1 Most people spend some time every day thinking about things that they regret having done or not having done.
- 2 The main area of life where people have regrets is relationships.
- 3 On average people have one major regret in life.
- 4 Most people think that the things they regret having done (or not done) are other people's fault.
- 5 Most people believe that regrets are positive, because you learn from your mistakes.

b Read the first part of the article (to line 16) once and check.

c Without looking back at the article, can you remember another way of saying...?

- 1 75%
- 2 66.6%
- 3 25%

d Now read *Some of the top 20 regrets*. With a partner, number what you think the top five regrets were in the survey (1= the most common regret).

e 317)) Listen and check. How many did you get right? Which do you think would be the top regrets for people in your age group?

regret doing or regret having done?
After *regret* the following verb must be in the gerund, but you can normally use either a simple gerund or a perfect gerund.
I regret not going to university. OR *I regret not having gone to university.*

Glossary

Regrets, I've had a few... an often-quoted line from the Frank Sinatra song *My Way*
lay the blame at sb else's door *IDM* say that sb else is responsible for sth
getting on the property ladder *IDM* buying your first house or flat

Regrets, we've had a few (our love lives, health, childhoods...)

A recent survey has shown that we spend almost three quarters of an hour every week dwelling on our regrets.



- 1 Three quarters of the people surveyed said they did not believe it was possible to live a life without regrets, perhaps explaining why, on average, we spend 44 minutes a week thinking about things we could or should have done differently. Our main areas of regret are
- 5 our love lives (20%), family (18%), career (16%), health (14%), and finances (14%).

On average, most people have two main regrets in life – and 17% of those interviewed laid the blame at someone else's door. But two thirds of 2,000 people interviewed said they thought their regrets had led them to act more positively and that they had learnt from their mistakes. A quarter of them said their regrets had made them into the person they are today.

Common regrets range from not getting on the property ladder sooner to not having had more relationships when they were younger. Others include regretting not telling someone we loved them and wishing that we had repaired a damaged friendship.

Some of the top 20 regrets were (not in order):

- Getting married too early
- Not asking grandparents more about their lives when they were alive
- Not having done more exercise or eaten more healthily
- Not having saved enough money
- Not learning a foreign language or a musical instrument when you were younger
- Not working harder at school
- Not having travelled more and seen more of the world
- Making the wrong career choice
- Not keeping in touch with friends
- Having taken up smoking
- Falling out with a friend and not making up

4 GRAMMAR

wish + past simple or past perfect

- a Now read four comments which people posted on the newspaper website after reading the article. Do you agree with any of them? Why (not)?

I'm almost 23 and saving incredibly hard to travel round the world! I'd hate to reach my 30s and then look back at my 20s and say 'I wish I'd travelled more when I had the time'.

Matthew, Aberdeen

I don't regret anything. There's nothing that I wish was different about my life. Everything I've done, however stupid it seems now, seemed like the right thing at the time... Of course I've made mistakes, but I don't regret anything. And yes, that includes saving money, bad boyfriends, all the usual things! I see them as pure mistakes – something to learn from, something which makes me the person I am today! I never think 'I wish I'd stayed on at university... I wish I'd married my ex... If I had done these things, then I wouldn't be who I am today.

Cindy, Coggeshall

Regrets? I try not to think about them. What's the point? It's no use crying over spilt milk. But I have a few. Not buying the house I was renting for half the price I eventually paid for it, and smoking. I really wish I hadn't wasted all that money on cigarettes. What a fool. Still, I managed to give it up, which I'm proud of.

Nancy, Norwich

I wish there was a song called 'Je regrette tout*'. That would be my philosophy of life!

Martyn, Oxford

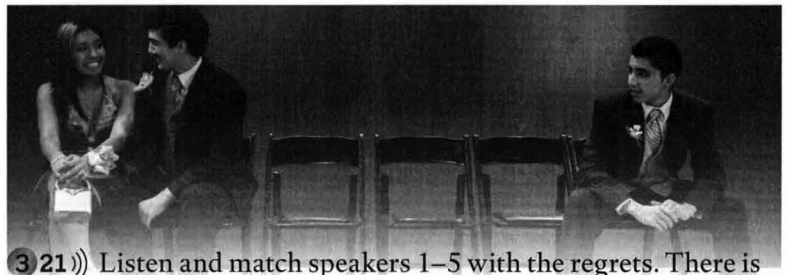
* **Je regrette tout** French for *I regret everything*. There is a very well-known Edith Piaf song called *Je ne regrette rien* (= I don't regret anything).

- b Underline the six sentences in the comments with *wish*. What tense is the verb after *wish*? Are they wishes about the present or about the past?
- c ➤ p.141 Grammar Bank 5B. Learn more about *wish* + past simple and past perfect, and practise it.

5 PRONUNCIATION sentence rhythm and intonation

- a 319)) Listen and write down six sentences with *wish*.
- b Match each sentence from a with a sentence below.
- A ☐ Do you want me to phone and make an excuse?
- B ☐ Well, don't ask me! I've never been here before.
- C ☐ Well, it isn't too late. You're only 22.
- D ☐ Well, it's not my fault. You've got no self-control!
- E ☐ Why don't you go back to the shop and see if they still have them?
- F ☐ Sorry, but it is. And I'm getting hungry.
- c 320)) Listen and check. In pairs, practise the dialogues, copying the rhythm and intonation.

6 LISTENING & SPEAKING



- a 321)) Listen and match speakers 1–5 with the regrets. There is one sentence you don't need to use.

Who...?

- A ☐ wishes he / she had followed somebody's advice
- B ☐ wasn't old enough to do something he / she now regrets
- C ☐ felt very ashamed about what he / she had done
- D ☐ wishes he / she had been more grateful for everything he / she had.
- E ☐ wishes he / she had been a bit braver
- F ☐ regretted what he / she had done immediately after doing it

- b Listen again. Why do the speakers mention or say the following:
- 1 'I really fancied her.'; 'Now it's too late.'
 - 2 'Someone has to say to you that you really don't have to do this.' 'I spent the next 15 years trying to get out of it.'
 - 3 the Russian Revolution; old letters
 - 4 'It was a crazy idea and totally out of character' 'in the long run it was probably a good thing'
 - 5 'My parents were really keen for me to change' 'but I was totally against the idea'
- c Work in small groups. Tell the other students about...
- two things you wish you could do but you can't
 - two things you wish you had which would improve your life
 - two things you wish you had done when you were younger
 - two things you wish you hadn't done when you were younger

7 322)) SONG Same Mistake ♪

4&5 Colloquial English Talking about...

1 VIDEO THE INTERVIEW Part 1

- a Read the biographical information about Candida Brady. Have you seen *Trashed* or any other documentary film about the environment?

Candida Brady is a British journalist and film-maker. She founded her film company, Blenheim Films, in 1996 and has produced and directed several documentaries on a variety of topics, including youth culture, music, and ballet. In 2012, Candida completed her first documentary



feature film, *Trashed*, which follows the actor Jeremy Irons around the world as he discovers the growing environmental and health problems caused by waste – the billions of tons of rubbish that we generate every day – and the way we deal with it. The soundtrack for the film was composed by the Greek composer Vangelis, who wrote the award-winning soundtrack to *Chariots of Fire*. The film had a special screening at the 2012 Cannes Film Festival and has won several awards at film festivals, including the Tokyo International Film Festival.

- b 323)) Watch or listen to **Part 1** of an interview with her. Mark the sentences **T** (true) or **F** (false).

- 1 Candida made the film *Trashed* because she wanted people to know more about the problem of waste.
- 2 Jeremy Irons is a person who loves buying new things.
- 3 Candida was surprised that he immediately loved the film proposal.
- 4 Vangelis is a good friend of Candida's.
- 5 Vangelis had previous experience of projects related to the environment.
- 6 She didn't need to do much research before making the film because she was already an expert on the subject.

- c Now listen again and say why the **F** sentences are false.

Glossary

rough cut /rʌf kʌt/ the first version of a film after the different scenes have been put together

Jacques Cousteau a well-known French conservationist and film-maker who studied the sea and all forms of life in water.

VIDEO Part 2

- a 324)) Now watch or listen to **Part 2**. Answer the questions.

- 1 Which was the bigger problem for Candida: making the film visually attractive, or trying not to make it too depressing?
- 2 What kind of pollution does she think is the most worrying: air, land, or sea?

- b Listen again. Complete the sentences with one word.

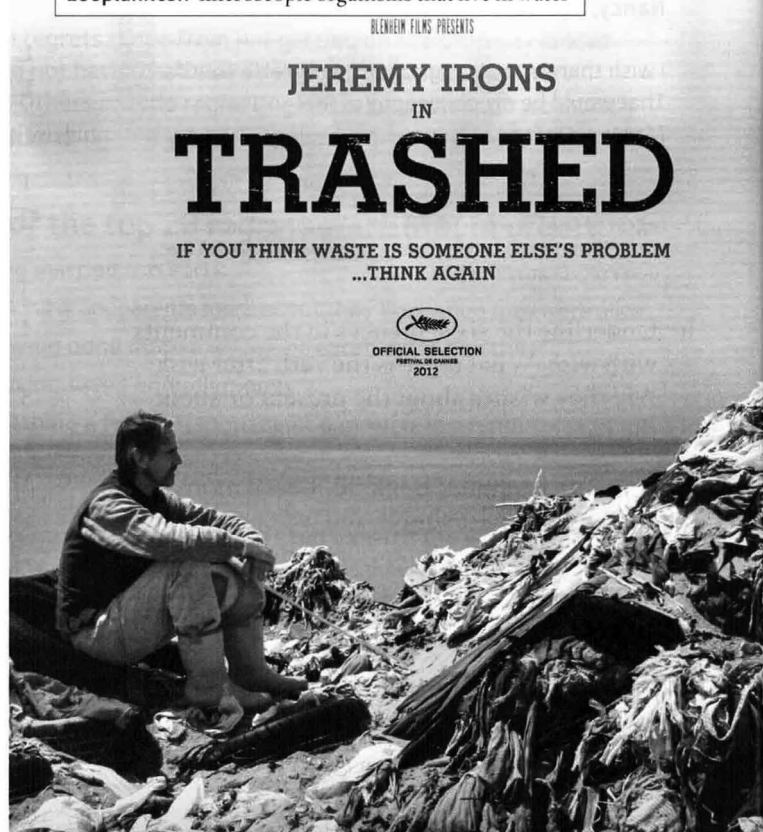
- 1 Candida had a _____ DOP (Director of Photography).
- 2 She wanted to film in beautiful places that had been _____ by man-made rubbish.
- 3 She would have preferred to make a more _____ documentary.
- 4 She thinks they were very much aware that they wanted to offer _____ at the end of the film.
- 5 She says you have to dig down over a foot deep on a beach to find sand that doesn't have any _____ in it.
- 6 She says the pieces of plastic in the water become so fragmented that they're the same size as the zooplankton, which is in the _____ chain.

Glossary

Saida (or Sidon) a port in Lebanon, its third largest city

a foot UK measurement = 30.5 centimetres

zooplankton microscopic organisms that live in water



waste

Part 3

a 3 25)) Now watch or listen to **Part 3**. Answer the questions.

- 1 Who does she blame for the problem of waste?
- 2 Why does San Francisco offer a positive note at the end of the film?
- 3 Has the film changed her own habits?

b Listen again. What does she say about...?

- 1 hotels in San Francisco
- 2 her grandparents
- 3 her bicycle

Glossary

zero waste the recycling and re-using of all products
bins containers where people throw their rubbish

2 LOOKING AT LANGUAGE

Comment adverbs

Candida uses a lot of comment adverbs (e.g. *unfortunately*) to clarify how she feels about what she is saying.

3 26)) Listen to some extracts from the interview and write in the missing adverbs.

- 1 'We ended up _____ filming in eleven countries...'
- 2 '...but the stories that I've chosen are universal and, _____, I spoke to, to people in communities, um, in more countries, um, than we actually filmed in...'
- 3 '...and so I sent him the treatment and _____ he, um, he loved it.'
- 4 'but _____, again, he was very shocked, um, by the film and really wanted to get involved.'
- 5 '...yes and no, _____ enough. Obviously I had a wonderful, DOP, Director of Photography, so he can pretty much make anything look beautiful...'
- 6 'I did a lot of research and so, _____, these things were repeatable and, and in every country around the world...'
- 7 '_____ what's happened with the way that soft plastic degrades in water is that, um, the pieces become so fragmented...'

3 IN THE STREET

VIDEO

a 3 27)) Watch or listen to four people talking about recycling. Which person seems to have the most positive attitude about recycling?



Sally,
English



Jo,
English



Jill,
American



Pranjal,
American

b Watch or listen again. Who (S, Jo, J, or Pr)...?

- ☐ ☐ thinks the government should offer money for recycling and producing less rubbish
- ☐ thinks it's up to people themselves to realize that it's worth recycling
- ☐ thinks the government should provide more containers for recycling
- ☐ thinks the government should do more to show people why recycling is good for the environment

c 3 28)) Watch or listen and complete the highlighted Colloquial English phrases. What do you think they mean?

- 1 '...people haven't really got an _____ not to recycle any more.'
- 2 '...well maybe they could offer a _____ incentive for, for recycling.'
- 3 '...I think we still have a _____ to go.'
- 4 '...filling it up with cans and bottles, newspapers and all _____ of _____.'
- 5 '...and so if everyone could just get in that _____ that the smallest change they can make in their lives makes a big difference.'

4 SPEAKING

Answer the questions with a partner. Try to use comment adverbs to show how you feel about what you're saying.

- 1 How much recycling do people in your country do?
- 2 How much recycling do you do personally?
- 3 What do you think the government, or individuals, could do to make people recycle more?
- 4 What do you think that companies and shops could do to reduce the amount of waste?
- 5 Are you optimistic or pessimistic about the future of the environment?

5A

unreal conditionals

second conditional sentences: **if + past simple, would / wouldn't + infinitive**

- 1 If there **was** a fire in this hotel, it **would be** very difficult to escape. (3 12))
- I **wouldn't have** a car if I **didn't live** in the country.
- 2 If you **weren't** making so much noise, I **could concentrate** better.
- 3 If I **were** you, I'd **make** Jimmy wear a helmet when he's cycling.

- 1 We use second conditional sentences to talk about a hypothetical or imaginary situation in the present or future and its consequences.
- 2 In the *if*-clause you can also use the past continuous. In the other clause you can use *could* or *might* instead of *would*.
- 3 With the verb *be* you can use *was* or *were* for *I*, *he*, and *she* in the *if*-clause, e.g. *If Dan was / were here, he would know what to do.* However, in conditionals beginning *If I were you...* to give advice, we always use *were*.

third conditional sentences: **if + past perfect, would / wouldn't have + past participle**

- 1 If you **had come** to class more often, you **would have done** better in the exams. (3 13))
- I **wouldn't have been** late if I **hadn't overslept**.
- 2 He **would have died** if he **hadn't been wearing** a helmet.
- If the jacket **had been** a bit cheaper, I **might have bought** it.

- 1 We use third conditional sentences to talk about a hypothetical past situation and its consequences.
- 2 You can also use the past perfect continuous in the *if*-clause. You can also use *could have* or *might have* instead of *would have* in the other clause.

second or third conditional?

- 1 If you **came** to class more often, you **would probably pass** the exam. (3 14))
- 2 If you **had come** to class more often, you **would probably have passed** the exam.

Compare the two conditionals.

- 1 = You don't come to class enough. You need to come more often if you want to pass the exam.
- 2 = You didn't come to class enough, so you failed.



Mixed conditionals

We sometimes mix second and third conditionals if a hypothetical situation in the past has a present / future consequence, e.g. *You wouldn't be so tired if you had gone to bed earlier last night.*

If he really loved you, he would have asked you to marry him.

- a Complete with the correct form of the verb in brackets, using a second or third conditional.

If Tim hadn't got injured, he would have played in the final. (not get injured)

- 1 I _____ so much food if you'd told me you weren't hungry. (not made)
- 2 If I were you, I _____ money to members of your family. (not lend)
- 3 I _____ Jack to help me if he wasn't so busy. (ask)
- 4 Joe _____ an accident if he hadn't been driving so fast. (not have)
- 5 I'd run the marathon if I _____ a bit fitter. (be)
- 6 If you _____ where you were going, you wouldn't have fallen over. (look)
- 7 I'm sure you _____ dancing if you came to the classes with me. (enjoy)
- 8 We'd go to the local restaurant if they _____ the menu from time to time. (change)
- 9 Nina wouldn't have gone abroad if she _____ to find a job here. (be able)
- 10 If you _____ for a discount in the shop, they might have given you one. (ask)

- b Complete using a second or third conditional.

You didn't wait ten minutes. You didn't see Jim.

If you'd waited ten minutes, you would have seen Jim.

- 1 Luke missed the train. He was late for the interview.
If Luke _____ the train, he _____ late for the interview
- 2 Millie didn't buy the top. She didn't have any money.
Millie _____ the top if she _____ some money.
- 3 It started snowing. We didn't reach the top.
If _____ snowing, we _____ the top.
- 4 Rebecca drinks too much coffee. She sleeps badly.
If Rebecca _____ so much coffee, she _____ badly.
- 5 I don't drive to work. There's so much traffic.
I _____ to work if _____ so much traffic.
- 6 Matt doesn't treat Sue well. She won't stay with him.
If Matt _____ his girlfriend better, she _____ with him.
- 7 You don't do any exercise. You don't feel healthy.
You _____ a lot healthier if you _____ some exercise.
- 8 The taxi driver had satnav. He found the street easily.
The driver _____ the street if he _____ satnav.
- 9 Jim bought the wrong size. I had to change the sweater.
If Jim _____ the right size, I _____ the sweater.
- 10 You get up late. You waste half the morning.
If you _____ earlier, you _____ half the morning.

5B

GRAMMAR BANK

structures after wish

wish + would / wouldn't



I wish cyclists **wouldn't cycle** on the pavement! (3 15))
 I wish you'd **spend** a bit more time with the children.
 I wish the bus **would come**. I'm freezing.
 I wish you **wouldn't leave** your shoes there. I almost fell over them.

We use *wish* + person / thing + *would* to talk about things we want to happen, or stop happening because they annoy us.

- You can't use *wish* + *would* for a wish about yourself, e.g. NOT ~~I wish I would...~~

wish + past simple or past perfect

- I wish I **was** ten years younger! (3 18))
 I wish I **could** understand what they're saying.
- I wish I **hadn't bought** those shoes.
 I wish you'd **told** me the truth.

- We use *wish* + past simple to talk about things we would like to be different in the present / future (but which are impossible or unlikely).

- After *wish* you can use *was* or *were* with *I*, *he*, *she*, and *it*, e.g. *I wish I was / were taller.*

- We use *wish* + past perfect to talk about things that happened or didn't happen in the past and which you now regret.



If only...

We can also use *If only* instead of *I wish* in all these structures, e.g. *If only he'd hurry up! If only I had a bit more money. If only she hadn't told him about the affair!*

a Write sentences with *I wish...would / wouldn't*.

It annoys me that... you don't put away your clothes.

I wish you'd put away your clothes!

It annoys me that...

- shop assistants aren't more polite _____.
- you turn the heating up all the time _____.
- my sister doesn't tidy our room _____.
- the neighbour's dog barks at night _____.
- it doesn't stop raining _____.
- Jane talks about her boyfriend so much _____.
- my dad sings in front of my friends _____.
- you drive so fast! _____.
- my husband doesn't do the washing-up _____.
- the bus doesn't come _____.

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b Complete with the verb in the past simple or past perfect.

I wish I was a bit thinner! My clothes don't fit me! (be)

- I wish I _____ naturally blonde hair! (have)
- Suzanne wishes her parents _____ so far away. (not live)
- I wish I _____ learning English when I was a child! (start)
- This flat's so cold! I wish it _____ central heating. (have)
- I wish we _____ more expensive seats. I can't see a thing. (buy)
- The party sounds as if it was great fun. I wish I _____ there. (be)
- Is it only five o'clock? I wish it _____ dark so early in winter. (not get)
- I wish I _____ speak French. It would be useful in this job. (can)
- This suitcase is too heavy. I wish I _____ so many clothes! (not pack)
- I'm really tired. I wish we _____ by car instead of deciding to walk. (go)
- I wish I _____ an only child. I'd love to have brothers and sisters. (not be)
- I'd love to be able to play the piano. I wish I _____ when I was a child. (learn)

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Feelings

VOCABULARY BANK

1 ADJECTIVES

a Match the feelings and the situations.

- 1 ☒ J 'I'm very **offended** /ə'fendɪd/.'
- 2 ☐ I 'I feel a bit **homesick** /'həʊmsɪk/.'
- 3 ☐ I 'I'm a bit **disappointed** /dɪsə'pɔɪntɪd/.'
- 4 ☐ I 'I'm very **lonely** /'ləʊnli/.'
- 5 ☐ I 'I'm incredibly **proud** /praʊd/.'
- 6 ☐ I 'I'm really **nervous** /'nɜːvəs/.'
- 7 ☐ I 'I'm very **grateful** /'ɡreɪtfl/.'
- 8 ☐ I 'I'm **shocked** /ʃɒkt/.'
- 9 ☐ I 'I'm so **relieved** /rɪ'liːvd/.'
- 10 ☐ I 'I feel a bit **guilty** /'ɡɪlti/.'

- A You discover that you have a brother you had never known about.
- B You haven't visited your grandparents for a long time.
- C A stranger gives you a lot of help with a problem.
- D You are abroad and you think someone has stolen your passport, but then you find it.
- E You don't get a job you were hoping to get.
- F You go to study abroad and you're missing your family and friends.
- G You move to a new town and don't have any friends.
- H You are going to talk in public for the first time.
- I Someone in your family wins an important prize.
- J A friend doesn't invite you to his wedding.

fed up and upset

fed up = bored or frustrated and unhappy (especially with a situation which has gone on too long)

I'm really fed up with my job. I think I'm going to quit.

upset = unhappy when something bad happens

Kate was terribly upset when her dog disappeared.

b  32 Listen and check.



2 STRONG ADJECTIVES

a Match the strong adjectives describing feelings with their definitions.

astonished /ə'stɒnɪʃt/ bewildered /brɪ'wɪldəd/ delighted /dɪ'laɪtɪd/
desperate /'despərət/ devastated /'devəsteɪtɪd/ horrified /'hɒrɪfaɪd/
overwhelmed /əʊvə'welmd/ stunned /stʌnd/ thrilled /θrɪld/

- 1 stunned very surprised and unable to move or react
- 2 _____ extremely upset
- 3 _____ incredibly pleased
- 4 _____ very excited
- 5 _____ (amazed) / very surprised
- 6 _____ with little hope, and ready to do anything to improve the situation
- 7 _____ feeling such strong emotions that you don't know how to react
- 8 _____ extremely confused
- 9 _____ extremely shocked or disgusted



Modifiers with strong adjectives

Remember you can't use a *bit*, *quite*, or *very* with these adjectives. NOT *I was very astonished*. If you want to use an intensifier, use *really* / *absolutely* / *totally* / *completely*.

b  33 Listen and check.

3 INFORMAL OR SLANG WORDS AND EXPRESSIONS

a Look at the highlighted words and phrases and try to work out their meaning.

- 1 ☒ B I was scared stiff when I heard the bedroom door opening /skeəd stɪf/.
- 2 ☐ You look a bit down. What's the problem?
- 3 ☐ I'm absolutely shattered. I want to relax and put my feet up /'ʃætəd/.
- 4 ☐ I was completely gobsmacked when I heard that Tina was getting married /'ɡɒbsmækt/!
- 5 ☐ I'm sick of hearing you complain about your job.
- 6 ☐ When he missed that penalty I was absolutely gutted /'ɡʌtɪd/.

b Match the words and phrases to the feelings.

- | | |
|---------------------|-----------------------|
| A sad or depressed | D exhausted |
| B terrified | E fed up or irritated |
| C very disappointed | F astonished |

c  34 Listen and check.

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