

Do you get embarrassed easily?

1 Vocabulary: Physical actions

A 3.1 Read and match the highlighted verbs in the radio station's countdown to pictures a-g. Listen to check.


38.2FM

RADIO NEWS DISCOVER WIN SHOP

LISTEN

Don't you hate it when ...?






That incredibly embarrassing moment when ... This week's winners

- 7 You get into the wrong classroom and sit there for a long time before realising you're not supposed to be there. Then you leave in the middle of the lesson while all the students **stare** at you. (Hugo, New Mexico)
- 6 You **push** doors that you should **pull** and vice versa, especially in a crowded room – twice, three, four times. I have a 50 / 50 chance, but, guess what, I always get it wrong. (Ana, Medellín)
- 5 You're in the middle of a boring lesson, and you're dying to break for coffee, so you **yawn** and **glance** at your watch – as discreetly as possible. Trouble is, the teacher sees you. And again. And again. (Bruce, London)
- 4 You think a spider has landed on you, so you **scream** at the top of your lungs – in a public place. And, of course, the spider is just a fly. (Amanda, São Paulo)
- 3 You're talking to a friend and **whisper** something to her so nobody can hear you – especially gossip! To your horror, she repeats what you said out loud, for the whole room to hear. (Gloria, Dallas)
- 2 You meet someone you don't know well, and neither one of you knows whether you should **hug** , shake hands, or kiss – one, two, three, or (if you're French) even four times. So you go for the hug, and the other person extends his or her arm, or tries to kiss you. (Albert, Montreal)
- 1 You're running on the treadmill when suddenly you **trip** on your shoelaces and fall. Trust me, it's painful on your body and on your ego. (Tomiko, New York)

B Are the **highlighted** verbs a) movement, b) speech, or c) vision? Notice the preposition, if any, that goes with each verb. *stare (at) – vision*

Common mistake

Everybody looked / glanced / stared ~~to~~ ^{at} me when I fell.

C Do you agree with the station's ranking? Which stories would be in your personal top three?

Not knowing how to greet people should be Number 1.

D **Make it personal** Embarrassing moments! In groups, use the pictures to ask and answer questions. Any surprises?

Don't you hate it when you trip on your shoelaces, fall, and the whole room stares at you?

Oh, yeah, that keeps happening to me. Once I fell down an airport escalator!

2 Listening

A 3.2 Listen to three friends doing activity 1C. Which two stories from 1A are they talking about?

B 3.3 Listen to the rest of the story. Answer 1–3.

- 1 Where did Marco go and why? 2 Who did he see here? 3 What did he do?

C 3.3 Listen again. What can you infer about Marco? Check (✓) the wrong statement.

- He sometimes goes to the cinema on his own. He and his sister-in-law get on.
 He'd been looking forward to that film. Marco is a friendly person.

D 3.4 In pairs, how do you think the story will end? Listen to check. How close were you?

E Read *Narrative style*. Then underline seven examples in AS 3.3 and 3.4 on p.162.

Narrative style

When telling stories or jokes, we sometimes use present tenses to create a dramatic narrative effect. Don't mix present and past tenses in the same sentence.

Then I click 'send' and ~~realised~~ ^{realise} I ~~had~~ ^{'ve} sent a message to the wrong person, so I start to sweat.

F Make it personal Tell your own 'embarrassing moment' story.

1 3.5 **How to say it** Complete these expressions from Marco's story. Then listen, check, and repeat, first at normal speed and then faster. Be sure to use appropriate gestures.

Creating suspense	
After that	What next?
1 The _____ thing I know (the woman moves three rows back.)	4 OK, go _____.
2 You _____ believe what happens next.	5 And _____ what?
3 Before I _____ it, (everybody's staring at us).	6 So what _____ next?

2 Choose an idea below for inspiration, or think of your own.

- Note down what happened, using the past tense.
- In groups, tell your story. Use the present tense for dramatic moments.
- Use physical action verbs and *How to say it* expressions.
- Write each student's name on the 'embarrassment continuum' and compare your rankings!

You're never going to believe what happened to me! Last week ...

being caught doing something wrong breaking something texting / emailing the wrong person
 forgetting your wallet mistaking people spilling drinks / food forgetting appointments

EMBARRASSMENT CONTINUUM



Slightly awkward



I started to turn red.



Extremely embarrassing

3 Language in use

A ▶ 3.6 Guess how these photos are connected. Listen to the radio show to check. How close were you?



Ellen DeGeneres



Bradley Cooper



Meryl Streep



Hmm ... Ellen's not an actress, is she? What's she doing there?

Yeah. And I don't think Bradley Cooper has won an Oscar.

Longer numbers

In informal writing, longer numbers are sometimes simplified:
 23k followers = 23 **thousand**
 1.1m retweets = 1.1 **million**
 2m **plus** views = **over** 2 million

B ▶ 3.7 Read *Longer numbers* and listen to the rest of the story. Which two longer numbers do you hear?

C In each paragraph, tick (✓) the action that happened first. Did you hear the correct numbers?

DeGeneres then **posted** the photo online, and it reached nearly 800k retweets in about half an hour, temporarily crashing Twitter®. Before the three-and-a-half hour show **was** over, it **had become** the world's most retweeted photo ever, with 2m plus tweets. The selfie had just made history. 'We're all winners tonight,' said DeGeneres.

Was it 100% spontaneous? No one knows for sure. The photo was taken with a popular phone, so some people say it **was** a multi-million dollar deal with the phone company, which **had been sponsoring** the Oscars for years. Others believe it was totally unplanned.

HOW ABOUT YOU? WHAT DO YOU THINK?

LEAVE A MESSAGE ON OUR WEBSITE.

D Make it personal In pairs, answer 1–6. Any major differences?

- 1 Is the word *selfie* used in your language?
- 2 Should selfie sticks be banned?
- 3 Are you both into taking selfies? Looking at others' selfies?
- 4 Where and when was the last one you took?
- 5 Would you have the courage to ask a celebrity to take a selfie with you?
- 6 🌐 Find the Ellen DeGeneres selfie. Why do you think it was retweeted so many times?

I'd never have the courage. I'm way too shy to ask a celebrity for a selfie!

4 Grammar: Narrative tenses

A Read the grammar box and match examples a–d with rules 1–4.

Past narration: simple, continuous, and perfect tenses

When telling a story, use a variety of tenses to sequence events logically:

- a Ellen took her phone out of her pocket and **went** into the audience. (past simple)
- b The photo was taken while she **was hosting** the show. (past continuous)
- c Later she announced that the photo **had crashed** Twitter®. (past perfect)
- d Ellen was tired because she **had been working** really hard. (past perfect continuous)

- 1 **d** : longer action in progress before the time of a new event
- 2 **a** : longer action in progress at the same time as a new event
- 3 **b** : two single or short events that happened at the same time
- 4 **c** : a single or short event before the time of a new event

» Grammar expansion p. 142

B Circle the most logical way to complete five people's reactions to the show.

- 1 I thought the Oscars were a bit boring, so I [**turned** / **had turned**] off the TV and went to bed.
- 2 I could hardly recognise some of the actors! They [**had changed** / **had been changing**] a lot.
- 3 Ellen was the best host I [**had seen** / **had been seeing**] in years! She did a wonderful job.
- 4 When they took the selfie, I [**hadn't paid** / **wasn't paying**] attention. What a pity I missed it!
- 5 When the show finally ended, I [**was sleeping** / **had been sleeping**] for hours!

C Read *Spoken grammar*. Then rewrite the underlined sentences in tweets 1–4 to make the grammar traditional.

Spoken grammar

Here is one traditional grammar rule that people sometimes break in informal spoken English:

Avoid continuous forms with stative verbs, such as *like*, *need*, and *love*.

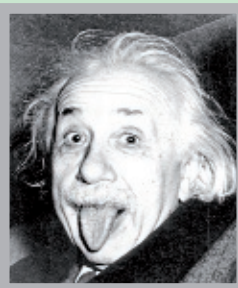
- 1 Wow, Katie, I'm loving your hair!
When did you have it done?
- 2 You look tired! Are you needing a cup of coffee?
- 3 I was really liking the programme at first until I saw that silly selfie!

D Complete the text with the verbs in the correct tense. **E** **Make it personal** Share a selfie (or recent photo) and tell the story behind it. Which is the class favourite? Think through these three questions:

This photo was taken on Einstein's 72nd birthday in 1951, while he ¹ _____ (return) from an event that ² _____ (take place) in his honour.

Einstein ³ _____ (just / get) into his car to go home when photographer Arthur Sasse ⁴ _____ (ask) him to smile for the camera.

It ⁵ _____ (be) a long day and Einstein was exhausted. But Sasse wouldn't give up. Einstein finally ⁶ _____ (agree), but stuck out his tongue. The photo became a cultural icon!



and tell the story behind it. Which is the class favourite? Think through these three questions:

- The event: When did it happen? Where were you? What were you doing?
- Background: What had just happened? What had you been doing?
- The aftermath: What happened after the event? Why do you think you still remember it?

This is me right here ... This photo was taken in 2014, and I was 17 at the time. I had just left school.

5 Reading



A **3.8** Read the blog quickly and tick (✓) the meaning of *serendipity*.

- The ability to make logical connections. Scientists' ability to create new inventions.
 Something good that happens by accident.

BLOGADMIN

THE POWER OF SERENDIPITY

☰

A lot of the things we buy, eat, and drink today were not **designed** and created **step by step**. Here are two examples of chance **discoveries** you might be **unaware** of.

If crisps are **ruining** your diet, blame it on chef George Crum. According to one **legend** that became popular after Crum's death, in the 1850s, he had an impossible customer who kept sending his chips back to the kitchen because they were 'not **crunchy** enough.' **Eventually**, Crum got **sick and tired** of the customer's never-ending **complaints** and decided to **ignore** all the **dos and don'ts** of potato **frying**: He **sliced** the potatoes extra thin, fried them in hot oil, and drowned them in salt. To his surprise, the customer, completely unaware of the changes, loved the new **recipe** and kept going back, **again and again**. Before long, Crum's chips became the house speciality, changing the history of junk food **forever!**

Speaking of food ... sometimes all you need to make a **groundbreaking** discovery is a snack. In the early 1940s, American engineer Percy Spencer was **conducting** an **experiment** to **generate** microwaves – a form of **electromagnetic radiation** – when he felt an **odd** **sensation** in his trousers. Spencer reached for his pocket and found out that the chocolate bar he'd been saving for later had **melted**. He then tried to **replicate** the same experiment with **popcorn** – sure enough, it worked. A few years later, Spencer gave us the first microwave oven, which weighed 350 kilograms and cost between \$2,000 and \$3,000. Little did he know that one day, his **invention** would become one of the most **widely** used **household appliances** in the whole world.

Some scientists and inventors are **understandably reluctant** to report **accidental** discoveries out of fear that they might appear **foolish**. Fair enough, but I can't help wondering, though, how many other discoveries and inventions we would have if all of us were more willing to **admit** that **necessity** isn't always the mother of invention and that serendipity does seem to play a major role in **innovation**. What do you think?

B Tick (✓) the correct statement in each group. Which story did you enjoy more?

Crum ...

- was surprised by his customer's feedback on the new chips.
 invented a very popular story about a customer.

Spencer ...

- knew the microwave oven would become very popular.
 suspected that the microwaves might pop the corn.

C What's the writer's main point in the last paragraph? Do you agree?

- If we were more open-minded about serendipity, we might have many more good inventions.
 If we focused more on necessity, we would have more good inventions.

D **3.9** Look at the **highlighted** words in the blog and choose the correct alternatives. Listen to check.

- 1 *Crunchy* sounds like a [**positive / negative**] adjective to describe [**food / places**].
- 2 *Slice* probably describes a way of [**cutting / cooking**] food.
- 3 *Groundbreaking* sounds like a [**positive / negative**] adjective that describes [**minor / major**] events.
- 4 *Odd* sounds like a [**positive / negative**] adjective.
- 5 *Widely* is an adverb that probably describes [**frequency / size**].

E Make it personal Choose one item from each pair that you couldn't live without. Compare in groups. Can you change everyone's mind?

- | | | |
|----------------|---------------------------|-------------------------|
| bed / sofa | fridge / air conditioning | microwave / oven |
| buses / trains | fruit / vegetables | wide-screen TV / tablet |

I'd die without a microwave.
I don't know how to cook!

6 Vocabulary: Binomials

A Read *Binomials*. Then scan paragraphs 1 and 2 of the blog in **5A** and complete the table with the bold expressions.

Binomials

Remember that **binomials** are expressions where two words are joined by a conjunction, most frequently 'and.' The word order is usually fixed. Binomials may have:

- 1 Repeated words: *I've never met a famous scientist **face to face** (in person).*
- 2 Combined opposites: *What are the **pros and cons** (advantages and disadvantages) of microwave cooking?*
- 3 Combined related words: *Creativity is the **heart and soul** (essence) of successful businesses.*

1 fed up <u>sick and tired</u>	3 done in stages _____
2 repeatedly _____	4 rules _____

Common mistake

I'm sick and tired ~~to eat~~ ^{of eating} junk food.
I need some vegetables for a change!

B **3.10** Use your intuition to complete these song lines.

Listen to check.

- 1 'If you fall, I will catch you. I'll be waiting, **time after** time .' (Cindy Lauper)
- 2 'We've had some fun, and yes, we've had our **ups and** _____ .' (Huey Lewis and The News)
- 3 'It's not the game; it's how you play. And if I fall, I get up again, **over and** _____ .' (Madonna)
- 4 '**Sooner or** _____ , we learn to throw the past away.' (Sting)
- 5 'For **better or** _____ , till death do us part, I'll love you with every beat of my heart, I swear.' (All4one)
- 6 'Every **now and** _____ I get a little bit tired of listening to the sound of my tears.' (Bonnie Tyler)
- 7 'You've got a friend in me when the road looks rough ahead, and you're **miles and** _____ from your nice warm bed. You've got a friend in me.' (Randy Newman)

C **3.11** Listen to two friends and answer the questions.

- 1 How did Ann start dating her boyfriend?
- 2 Where did she know him originally?

D **3.11** Listen again. Write down the six binomials Ann uses. Check **AS 3.11** on p.162. Have you got a favourite word in English, like Ann?

E Make it personal In groups, share good things that have happened to you by accident. Use at least one binomial. Does the whole class believe serendipity is both real and powerful?

winning money unexpectedly
meeting old friends / your **soulmate**
near **misses**
a lucky find
an amazing **coincidence**
an accidental / **fortunate** discovery
following your **intuition** successfully

I had an amazing experience last month! I'd just left home for work when all of a sudden ... and ...

7 Listening

A **3.12** Read the webpage and tick (✓) the meaning of *fad*. Then listen to a conversation. Which fad from the website are they talking about?

A fad is something that ...

- is really fun and enjoyable. wastes people's time. is very popular for just a short time.

I MISS THAT FAD

Our favourite fads from years past! *What are yours?*

2000s			2010s		
					
High school Musical	Oversized sunglasses	MP3 players	Psy's Gangnam Style dance moves	Angry Birds	Photo bombing
Every teenager's dream; every parent's n ightmare.	For those who want to be noticed.	Yes, people didn't always use their phones!	Biggest YouTube hit ever.	A mobile-phone game with over 500m downloads!	The art of s abotaging people's photos.

B **3.12** Listen again. T (true) or F (false)?

- | | |
|--|---|
| 1 The fad was very popular in Joe's class. | 4 He usually played with friends. |
| 2 He didn't want the teacher to see what he was doing. | 5 He lost his enthusiasm after a while. |
| 3 He never played at home. | |

C **3.13** Write the missing letters. Listen carefully. How are the sounds pronounced?

JOE: I was mad about [beep], you know. Actually, everyone in my class, boys and girls, sed to love it.

PEDRO: Oh, yeah?

JOE: Yeah. It was such an bsessin. I used tsit in the back row so the teacher woldn't see me. Then I'd get home from school, lock myself in my room, and start again, playing the same game over and over.

PEDRO: Sonds boring.

JOE: No, it was fun, actually, though a bit soltary. I'd spend hours and hours on my own, trying to get rid of the pigs. I just kept playing the same game again and again.

PEDRO: How good were you?

JOE: I was OK, I guess. Well, eventually I begon to use it less and less ... , and then I just deleted the app from my phone.

D Re-read the conversation in **C** and underline the evidence supporting 1-5 in **B**.

E Make it personal In pairs, answer 1-4. Anything in common?

- 1 Are you familiar with the fads in **A**? Which ones are still popular?
- 2 Can you think of any other fads, past or present?
- 3 If you could bring a fad back from an earlier time, which would it be?
- 4 Which would you love to kill off forever?

Oh, I'd get rid of those stupid online fads – like the ice-bucket challenge that was so popular a few years ago.

8 Grammar: Describing past habits and states

A Read the grammar box and complete the table for *used to*.

Past habits and states: simple past, *used to*, and *would*

- a Once I **got** a Tamagotchi for my birthday. I **played** with it every single day. I really **liked** it. (simple past)
 b I **didn't use to** / **never used to** collect DVDs. (*used to*)
 c I **used to** have really long hair. I'd spend hours combing it. (*used to* and *would*)

We often start with *used to* and then continue with *would*. Past tenses can express:

	a single action	a habit	a state
simple past	✓	✗	✓
<i>used to</i>			
<i>would</i>	✗	✓	✗

Common mistakes

In the 90s, ~~it~~ ^{there} used to be a show on TV called *Dinosaurs*. It ~~would be~~ ^{was / used to be} very popular.

Grammar expansion p.142

B Read about two more fads. Which verbs in **bold** can be replaced by *used to*? Have you ever tried these or similar fashion fads?

In the 60s, straight hair used to be very fashionable.



Don't be alarmed by the photo – there's a logical explanation! In the 60s, straight hair **was** very fashionable. Teenagers **would spend** hours and hours ironing their hair, trying to look their best! Thank goodness for modern technology. Today's hair straighteners are much safer!



Bellbottoms **became** extremely popular in the 60s, partly because artists like Elvis Presley and James Brown **would wear** them in their shows, night after night. Also, in the 70s, hippies **saw** bell-shaped trousers as a way to rebel against their parents. Bellbottoms **came back** a few years ago and haven't completely disappeared. Are there any in your cupboard?

9 Pronunciation: *Used vs used to*

A 3.14 Pronounce *used to* with /s/, not /z/. Which do you hear? Write 's' or 'z.'

- 1 s I used to have an MP3 player. 3 ___ My mum used to play that game over and over.
 2 ___ We used that book in class last year. 4 ___ Have you ever used a PlayStation?

B Make it personal Did you have a childhood **obsession**? In groups, share your stories.

- How old were you at the time?
- How often did you use to do it?
- How did your obsession start?
- How long did it last? When did you lose your enthusiasm?

I used to be mad about *Friends*. I'd spend hours and hours watching *Friends* repeats.

10 Listening

A ▶ 3.15 What do you think makes these people happy? Listen and fill in the missing words.



1 Getting good _____ on my _____



3 Learning how to _____



2 Spending _____ with my child



4 Enjoying life's _____

B ▶ 3.15 Listen again. Note down one reason for each person's answer.

11 Keep talking

A ▶ 3.16 Competition! In teams, complete each quote with one word. Listen to check. Which team guessed the most words correctly?

- 1 'For every minute you are *angry*, you lose 60 seconds of happiness.' (Ralph Waldo Emerson)
- 2 'Happiness is not something ready-made. It comes from your own _____.' (Dalai Lama)
- 3 'Joy is not in _____; it is in us.' (Richard Wagner)
- 4 'One of the keys to happiness is a bad _____.' (Rita Mae Brown)
- 5 'If you spend your whole life waiting for the storm, you'll never enjoy the _____.' (Morris West)
- 6 'The true way to make ourselves happy is to love our _____ and find in it our pleasure.' (Madame de Motteville)

B Which is your favourite quote and why?

I love number 4. If you think about ... too often, you can't enjoy it.

C **Make it personal** In groups, answer 1–5 and compare your choices. You can't say 'both' or 'It depends.' Can you change anyone's mind?

What do you really need to be happy?

- | | |
|---|---|
| 1 a very high IQ or very good looks | 4 luck or persistence |
| 2 a loving family or a circle of very close friends | 5 perfect health and not enough money or less-than-perfect health and lots of money |
| 3 a well-paid job or a job you love | |

I think a high IQ is much more important. Looks are temporary; IQ is permanent!

D In pairs, complete this sentence in as many ways as you can.

My idea of perfect happiness is ...

My idea of perfect happiness is having a long weekend lunch with my family.

12 Writing: Telling a story (1)

A Read Omar's story and complete the first sentence with a choice from **11C**. Do you identify with his story?

WHAT DO YOU REALLY NEED TO BE HAPPY?

This week's winner:
Omar Sharif, from Leeds

Last year I made a decision that completely changed my life and taught me that in order to be really happy all you need is _____.

I come from a family of well-respected lawyers who had always expected me to follow in their footsteps. Day after day, Mum and Dad would spend hours talking about cases they'd won, trials they'd attended, and people they'd helped – just to get me interested in law. Eventually, they were able to persuade me to study law at university.

Initially, I enjoyed my lessons, but after a while, I realised that law was probably not for me. I started missing classes, and my marks kept getting worse and worse.

In the meantime, a friend who had a small band invited me to be the bass player, and I jumped at the chance. We played mostly at weddings and birthday parties, usually on at the weekend, but it was wonderful.

One day, as we were packing up after a gig, a man who had come to see us several times introduced himself as an agent. He said he loved our music, and he offered us a record deal – just like that! Suddenly, it all made sense: Music, not law, was my destiny. So I left university, got into music school, and continued playing with the band on a part-time basis. I know I might only make half as much money as I would as a lawyer, but I don't care. I followed my heart, and I'm happier than I've ever been.

B Write *Do* or *Don't* at the beginning of guidelines 1–4.

When you write a narrative ...

- 1 do include at least three paragraphs.
- 2 _____ try to build suspense.
- 3 _____ reveal the main event right in the first paragraph.
- 4 _____ include enough background information.

C Read *Write it right!* Then find and match the highlighted linking words in the story to the synonyms in the table.

Write it right!

When you are writing a story, use linking words, such as *at first*, *while*, and *immediately*, to make the sequence of events clear and build interest and suspense.

Sequencing		
1 at first	2 some time later	3 finally
a <u>initially</u>	b _____	c _____
Simultaneous events		Interruptions
4 while	5 meanwhile	6 all of a sudden
d _____	e _____	f _____

D **3.17** Improve these extracts from other competition entries by adding two linking words from 1–6 in **C** to each. Then do the same for a–f. Listen to some sample answers. Did you choose the same words?

- 1 We moved to London in 2010. *At first* I hated the neighbourhood, our house, and my new school. *Some time later*, I began to change my mind, though, little by little.
- 2 I was on my way back home from work, my phone rang, and I got the best news ever: My wife had just had twins! I realised that our lives had changed forever.
- 3 I lost my job last year and spent months looking for a new one. I started learning another language to increase my chances. I found the job of my dreams, but it took a long time.

E Your turn! Write your own competition entry in about 200 words.

Before

Pick an item from **11C** and think of a story that illustrates your choice.

While

Check the guidelines in **B** and use at least four linking words from **C**.

After

Proofread, especially the tenses. Share your story with the class. Which one should win the competition?