

ROADMAPTM



STUDENT'S BOOK

with Online Practice: Workbook and Resources

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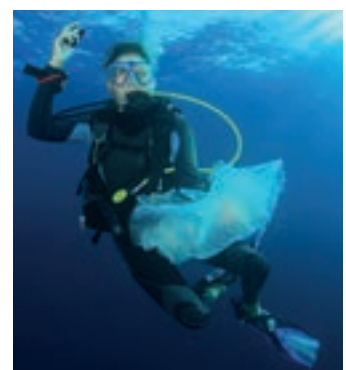
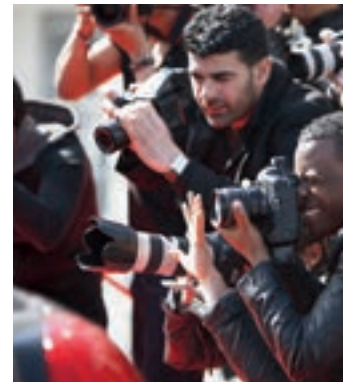
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1A

Team building

- › **Goal:** give feedback on an event
- › **Language focus:** present, past and future perfect
- › **Vocabulary:** phrases with delexical verbs



Reading

1 Work in pairs and discuss the questions.

- 1 What are the people doing in the photos? Why?
- 2 Have you ever taken part in activities like these? What happened?
- 3 What are the benefits of team-building activities?

2 Read the article. Which team-building activity/activities does each statement refer to?

- 1 The first team to finish is the winner.
- 2 You can do it in your workplace with no preparation or equipment.
- 3 There are two stages: making something and doing something with it.
- 4 It involves a lot of walking.
- 5 It forces people to ask and answer questions.
- 6 It's best to make a plan before you start construction.

6 quick but powerful team-building activities

Let's face it, most of us prefer to work alone. But if we make the effort to break down the barriers between us, it unleashes boundless potential in each of us. Whether you're a business leader or an educator, you need to give your people a nudge to push them beyond their comfort zones. Let's take a look at six of the best ways to do some priceless team building.

Scavenger hunt: Each team has a list of objects to find, such as a snail shell or a golf ball. At the end of the time limit, the team with the most objects is the winner. Alternative versions include photo scavenger hunts (where teams have to photograph items on the list) and data hunts (where they go on a search for information, like dates on buildings). A fun way to get some exercise in the fresh air!

Tell the truth: Team members take turns to share quirky facts about themselves. The others ask questions to work out if they're lying or telling the truth. A great way to get to know your colleagues' hidden sides!

Raft building: Divide your people into teams and give them 30 minutes to design and construct a raft from plastic drums, planks of wood and rope. Afterwards, they use the rafts to hold an exhilarating race across a river.

Get in line: Divide the group into two teams. The teams then race to organise themselves into lines based on questions like 'How many countries have you visited?' A great way of getting people talking – and listening to each other.

Marshmallow challenge: Give each team a packet of spaghetti and some marshmallows, and set a time limit. At the end, the team with the tallest tower is the winner. This activity encourages design thinking as much as teamwork: it's much better to plan your structure before making a start.

Out and about: Why not simply go for a long hike together? Sometimes all it takes to integrate a team is a change of scenery and the time to have a good old-fashioned chat.

3 Work in pairs and discuss the questions.

- 1 Which activities in the article sound like fun? Which wouldn't you enjoy?
- 2 Which do you think would be the most successful at enhancing team spirit?

Vocabulary

4 a Underline phrases in the article that match phrases 1–9. Which words replace the verbs in bold?

- 1 if we **try** to break down the barriers
make the effort
- 2 you need to **nudge** your people
- 3 Let's **look** at six of the best ways
- 4 to **build** teams, which is priceless
- 5 they **search** for information
- 6 to **exercise** in the fresh air
- 7 to **race** across a river, which is exhilarating
- 8 Why not simply **hike** a long way
- 9 the time to **chat** in a good old-fashioned way

b Look at the answers in Exercise 4a. Which part of the phrase helps you understand the meaning in each case? What is a 'delexical verb'?

5 a Complete the phrases with the delexical verbs in the box.

do get give go have hold make take

- 1 _____ a lie-down/a well-earned rest/a sit down
- 2 _____ for a run/on a teambuilding course/for a stroll
- 3 _____ someone help/someone a break/someone a warm welcome
- 4 _____ some fresh air/people talking/the benefits of something
- 5 _____ a welcome meeting/a singing competition/a feedback session
- 6 _____ a contribution/a success of something/a statement
- 7 _____ some rock-climbing/plenty of preparation/someone good
- 8 _____ the initiative/the lead during an activity/something into consideration

b Work in pairs. Think of how some of the phrases in Exercise 5a might relate to team building.

At the start of a team building day, the organisers might give people a warm welcome.

Go to your app for more vocabulary and practice.



Language focus

6 1.1 Listen to some people organising an event. Answer the questions.

- 1 What was wrong with last year's event?
- 2 What was good about it?
- 3 What do they decide to do differently this year?

7 a 1.2 Choose the most natural alternative to complete the extracts. Then listen and check.

- 1 We've *talked/been talking* about this a lot recently and we've *come/been coming* to the conclusion that it was a bit of a waste of time.
- 2 Everyone just worked with people they'd already *known/been knowing* for years.
- 3 People will be in teams with people from other departments, so they won't have *met/been meeting* most of them before.
- 4 They were exhausted because they'd *travelled/been travelling* for hours.
- 5 We spent a week hiking in the mountains, and by the third day we *have had/had had* enough of each other!

b Read the language focus box and check your answers.

Present, past and future perfect

Present perfect simple and continuous

1 Measuring time up to now: Use the simple form for states and the continuous form for actions.

We've known each other for years.

I've been waiting here since 10 o'clock.

2 Present results: Use the simple form to talk about the present result of completed events and the continuous form to talk about the results of processes.

I'm worried because I've lost my keys.

I'm tired because I've been running.

3 Experiences up to now: Almost always use the simple form, even for repeated events.

I've already seen this film ten times.

4 Recent events and trends: Use the simple form for recent events and the continuous form for trends.

I've just been to the park. I've been reading a lot recently.

Past and future perfect simple and continuous

We use these forms for the same reasons as the present perfect simple and continuous, but with a focus on 'then' instead of 'now'.

I'm tired now because I've been running.

I was tired then because I'd been running.

I'll be tired then because I'll have been running.

8 a 1.3 How do you think *have/had* is pronounced in these sentences? Listen and check.

- 1 We'd been doing activities all day.
- 2 By then, they'll have been travelling for two days.
- 3 We've been taking regular breaks.

b Listen again and practise.

9 Complete the sentences with the most natural perfect form of the verb in brackets.

- 1 They'll be tired when the activity finishes - they _____ non-stop for two hours. (hike)
- 2 I was bored in the training session because I _____ the same information dozens of times over the years. (already/hear)
- 3 Recently, people _____ tired of all these silly games during team-building events. (get)
- 4 Please let me know as soon as you _____ where you want the group to go. (decide)

Go to page 146 or your app for more information and practice.

Speaking

PREPARE

- 10** You're going to give feedback on an event. Turn to page 176.

SPEAK

- 11** Work in pairs. Take turns being the event organiser and an attendee. Attendee: Give feedback on the event. Organiser: Respond to the attendee's feedback, justifying your decisions.

Master your
writing
page 126

1B

Online/Offline

- › **Goal:** describe your reaction to a situation
- › **Language focus:** subject raising
- › **Vocabulary:** idioms for expressing and controlling emotions



Reading

1 Work in pairs and discuss the questions.

- 1 What things irritate you when you're online? What about when you're offline?
- 2 Is there a difference between the way you (and other people) handle frustrating situations online and offline? Why?

2 a Work in pairs. Think of reasons why people's behaviours might change when they go online.

They might not think they're talking to a real person.

b Read the article. Which of the ideas you discussed are mentioned?

Language focus

3 a Underline the ways ideas 1–6 are expressed in the article.

- 1 It turns out the person we're abusing isn't the evil CEO ...
the person we're abusing turns out not to be the evil CEO ...
- 2 It happens by chance that we see a member of our own community ...
- 3 It might appear that the respondent is blanking you deliberately.
- 4 It appears that the writer is actively trying to humiliate us individually.
- 5 It turns out that the writer had a completely different target in mind.
- 6 It seems that some genuinely unpleasant people enjoy causing trouble ...

b Work in pairs. How are the two versions in Exercise 3a different grammatically? Think about the subjects and what comes after the verbs.

6 reasons why people change when they go online

Have you ever noticed how lovely people turn into monsters when they're online? Here are six reasons why everyone seems so angry on the internet.

Lack of feedback clues: In normal life, we get irritated all the time. But we calm down quickly when we see the other person's facial expression or hear the tone of their voice and realise they feel bad about making an honest mistake. But online, that information is missing and our anger quickly gets out of hand.

Lack of empathy: Most of us hate upsetting others. But online, it's easy to forget that the object of our abuse is a real person with feelings. When we're communicating with large corporations, we assume they're impervious to normal emotions, so we unleash our fury on them. But the person we're abusing turns out not to be the evil CEO but rather some low-paid temp simply trying to help.

Herd mentality: We naturally organise ourselves into online communities with people of similar opinions. So when we happen to see a member of our own community engaged in a conflict with an 'outsider', it's hard to resist the temptation to defend your own 'side'. As more and more people wade in, a simple disagreement can quickly spiral out of control.

Knee jerk reactions: When you post a complaint on a company's social media feed, you naturally expect an instant response. If you have to wait more than a few minutes, the respondent might appear to be blanking you deliberately, which quickly transforms your mild irritation into intense fury.

Egocentric assumptions: Whenever we read general criticisms from our social circle, such as 'I hate people who do X', we tend to take them personally. The writer appears to be actively trying to humiliate us individually, because we once did X. So we take offence, even if, as is often the case, the writer turns out to have had a completely different target in mind.

Lack of punishment: The final reason is actually much less powerful than most people assume. It's true that there are rarely repercussions for bad online behaviour. It's also true that some genuinely unpleasant people seem to enjoy causing trouble simply because they can. But the vast majority of online rage and abuse is committed by normal people who wouldn't dream of upsetting others in real life. In other words, people like me, people like you.

4 Read the language focus box to check your answers to Exercise 3b.

Subject raising

With a small number of verbs (e.g. *seem*, *appear*, *turn out*), it is possible to express the same idea in two different ways:

1 *it* + verb + *that*-clause

It seems that you're right.

2 subject + verb + *to*-infinitive

You seem to be right.

A range of *to*-infinitive structures are possible:

1 *It appears that they're lying.* →

2 *They appear to be lying.*

1 *It turned out that they'd left.* →

2 *They turned out to have left.*

1 *It seems that they were misbehaving.* →

2 *They seem to have been misbehaving.*

Version 1 is useful if you want to avoid a complicated *to*-infinitive structure. In most other cases, version 2 is preferred because it's shorter and there's no need for a meaningless subject (*it*).

Two versions are also possible with the verb *happen*, but version 2 suggests that the event was unplanned/unexpected. Version 1 is quite rare.

1 *It happened that Joe came to visit yesterday.* →

2 *Joe happened to come to visit yesterday.*

(= I wasn't planning/expecting him to visit.)

5 a 1.4 Listen to three sentences. In which sentence is *it* pronounced most clearly? Why?

- 1 It seems that you want to leave.
- 2 It turned out that the solution was simple.
- 3 It appeared that somebody was watching us.

b Practise saying the three sentences as naturally as possible.

6 Rewrite the sentences so they start with the subject in bold.

- 1 It seems that **nobody** understood the rules.
Nobody seems to have understood the rules.
- 2 It turned out that **she'd** been reading a text when she crashed her car.
- 3 It happened that **my video** went viral.
- 4 It appears that **somebody** has been trying to contact me for days.
- 5 It turned out that **the abusive post** had been written by a 14-year-old boy.
- 6 Did it happen that **you** noticed who broke the window?

7 Work in pairs. Complete the sentences so that they are true for you. Then ask questions about your partner's stories.

- 1 The other day, I happened to ...
- 2 _____ (Somebody/Something) turned out to be/to have been a lot more ... than I expected.
- 3 _____ (Somebody/Something) appears to have been _____ (doing what?)
- 4 I'm not sure, but _____ (somebody) seems to be _____ (doing what?) at the moment.

Go to page 146 or your app for more information and practice.

Vocabulary

8 a Read sentences 1–8 below. Which phrases are about:

- a feeling strong emotions?
- b expressing your emotions?
- c controlling your emotions?

- 1 I don't mind a little honest criticism – I've got a pretty **thick skin**.
- 2 It really **drives me up the wall** when people leave all the windows open.
- 3 I often want to scream at people, but I usually decide to **bite my tongue**.
- 4 Nasty online comments really **get under my skin**. Sometimes I think about them for days.
- 5 If I'm angry, I **let off steam** by kicking a tree rather than **lashing out** at other people.
- 6 I sometimes **bottle up** my emotions and **put a brave face on** things, but in the end it makes me more stressed.
- 7 I didn't want to **make a scene**, but I needed to **get something off my chest**. I knew he was lying to me.
- 8 Whenever I'm feeling annoyed, I try to remember to **take a step back** and look at the bigger picture. It really helps me to **put things into perspective**.

b Work in pairs. Tell your partner which of the sentences in Exercise 8a are true for you. Why?

Go to page 166 or your app for more vocabulary and practice.

Speaking

PREPARE

9 1.5 Listen to three people talking about conflicts. Answer the questions. Who:

- 1 had a bad experience which helped him/her avoid a worse experience?
- 2 blamed themselves for allowing the conflict to spiral out of control?
- 3 changed their opinion after seeing somebody face-to-face?

10 You're going to tell a story about a good or bad experience where you expressed or controlled strong emotions. Use the questions below to help you.

- What happened? Why? How did it make you feel?
- What did you do? What happened as a result?

SPEAK

11 Work in pairs. Take turns to tell your stories. Work out some general advice for how to avoid and deal with conflict.

Master your
reading
page 106

- › **Goal:** justify a point of view
- › **Language focus:** infinitive phrases
- › **Vocabulary:** connotation 1

Reading

influencer (n)

a person who uses social media sites (e.g. YouTube, Instagram) to promote or recommend products and services to followers. Also: *social media influencer*

kidfluencer (n)

a social media influencer who is still a baby or child

- 1** Work in pairs. Read the definitions and discuss the questions.
 - 1 Do you know any influencers or kidfluencers? What do you know about them?
 - 2 What sort of people are influenced by influencers and kidfluencers? Have you ever been influenced by them?
 - 3 Would you like to be an influencer/kidfluencer? Why/Why not?
- 2** Read the article quickly. Is it generally positive or negative about kidfluencers? Underline words and phrases that helped you decide.

Kidfluencers

One of the biggest trends of the internet age has been the rise of social media influencers – people who share their advice and recommendations with subscribers on their YouTube channels, or followers on their Instagram accounts. The most successful influencers have audiences of millions, all hungry to learn what's hot and what's not.

Needless to say, where there's influence, there's money. Marketers were quick to realise that a glowing recommendation from a top influencer can be far more powerful than a traditional marketing campaign. As a result, influencers can make outrageous sums of money in exchange for a few not-so-subtle recommendations. **To be sure**, many influencers started out with modest ambitions, by giving genuine recommendations based on their expertise, but later, once their audiences have grown and the marketers start offering money, the temptation to give paid-for recommendations can be overwhelming.

Of course, it wasn't long before a few pushy parents spotted the potential for turning their babies and toddlers into child influencers – or kidfluencers, **to give them their proper title**. After all, what better way to sell tacky toys and sugary snacks to children than to get other children to do the selling? Marketers have long known that their most powerful allies are children, who have the ability to manipulate their parents into spending money on junk, **not to put too fine a point on it**. And the best way to drive those kids crazy with the urge to spend their parents' money is to show them other cooler kids using the same products.

In many countries, there are tight restrictions on advertising to – and with the help of – children. But because kidfluencing isn't exactly advertising, the kidfluencers (or, **to be more precise**, the marketers pulling the strings) are able to exploit loopholes in the restrictions and make a fortune.

And so we see toddlers making millions from unboxing videos before they can walk, pre-schoolers launching their own branded product lines before they can read and write, and pre-teens with larger followings of adoring fans than A-list pop and film stars. This creates all kinds of ethical problems, **to put it mildly**, but as long as the money keeps flowing, the rise of kidfluencers is only likely to continue.



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

- 1 Where might you see an article like this? What is the writer's purpose in writing it?
- 2 Do you think the writer is being reasonable in their assertions and opinions?

Vocabulary

- 4 a** Match adjectives 1–7 with nouns a–g.

- | | |
|--------------|------------------|
| 1 pushy | a fans |
| 2 tacky | b recommendation |
| 3 glowing | c sums of money |
| 4 modest | d parents |
| 5 sugary | e toys |
| 6 adoring | f snacks |
| 7 outrageous | g ambitions |

- b** Work in pairs. Which adjectives in Exercise 4a have a positive (+) connotation? Which have a negative (–) connotation?

- c** Here are some more adjectives that go with the nouns in Exercise 4a. Do they have positive (+) or negative (–) connotations?

- 1 die-hard/obsessive/screaming fans
- 2 lukewarm/gushing/informed recommendations
- 3 meagre/moderate/phenomenal sums of money
- 4 firm/doting/supportive parents
- 5 educational/flimsy/durable toys
- 6 nutritious/bite-size/processed snacks
- 7 blind/driving/consuming ambition

- 5** Add adjectives from Exercise 4 to this sentence to make it as positive as possible and then as negative as possible.

Kidfluencers make sums of money by making recommendations to their fans and persuading their parents to buy snacks and toys.



Go to page 166 or your app for more vocabulary and practice.

Language focus

6 a Match functions 1–6 with the phrases in bold in the article in Exercise 2.

- 1 to clarify something you just said
to be more precise
- 2 to provide the official name for something
- 3 to point out that you're using delicate language, although you want to say something stronger
- 4 to admit that you're going to say something that the listener/reader probably already knows
- 5 to admit that you're not really using delicate language
- 6 to admit that your statement might contradict your previous argument

b Read the language focus box and choose the correct alternatives.

Infinitive phrases

Infinitive phrases ¹*always/usually* start with a *to*-infinitive (e.g. **to tell the truth**), but some have a negative word before the *to* infinitive (e.g. **needless to say**).

We often use them to show how we feel about ²*an action/a whole statement* or to explain why we're making it.

To come back to my earlier point, I think we should...

They can come at the beginning or end of a statement and are usually separated from the rest of the statement by ³*commas/full stops* or brackets (in writing) or pauses (in speaking).

To be honest, I'm not sure./I'm not sure, to be honest.

Many infinitive phrases are fixed expressions (i.e. you ⁴*can/can't* usually change the words).

7 Complete the infinitive phrases in bold with the verbs in the box.

add be begin cap cut make name put

- 1 You spend far too much time on social media. You're going to lose all your friends soon if you're not careful, **to _____ it bluntly**.
- 2 I don't like social media. **To _____ with**, everyone's so negative, and in addition there's so much false information.
- 3 I've had a terrible day. And **to _____ it all**, I've been locked out of my social media account.
- 4 I use loads of social networking sites: Facebook, Twitter and Instagram, **to _____ but a few**.
- 5 He didn't reply to my invite. Then, **to _____ insult to injury**, he planned something for the same day.
- 6 **To _____ perfectly honest**, if you post strong opinions on social media, you'll probably regret it ten or twenty years from now.
- 7 They started the network as a homework project as students and, **to _____ a long story short**, 20 years later it has grown into one of the biggest in the world.
- 8 I accidentally upset someone on Twitter today – I was trying to be funny but it didn't work. Then, **to _____ matters worse**, I tried to send a smiley emoticon but I sent an angry one by mistake.

8 Work in pairs. What do the infinitive phrases in Exercise 7 mean? Write another example sentence for each one.

9 a Work in pairs. How does the comma/pause change the meaning in each pair of sentences?

- 1 a It's not a good idea to be brutally honest.
b It's not a good idea, to be brutally honest.
- 2 a She tried her best to be fair.
b She tried her best, to be fair.
- 3 a I'm not keen to say the least.
b I'm not keen, to say the least.

b 1.6 Listen. Which version do you hear, a or b?

 Go to page 146 or your app for more information and practice.

Speaking

PREPARE

10 1.7 Listen to Ann and Jordan discussing kidfluencers. Who expresses these opinions, Ann (A) or Jordan (J)?

- a Parents have selfish motives regarding their children becoming kidfluencers.
- b Some kids may want to be kidfluencers.
- c Their argument won't be resolved.

11 Work in pairs. Think of arguments for and against each statement below.

- 1 Social media platforms should be responsible for the content that users post on them.
- 2 It shouldn't be possible to post anonymous comments on the internet.
- 3 Influencers provide a valuable public service – sometimes it's good to be told what to think.
- 4 It's reasonable for 'free' websites and apps to make money from advertisers.

SPEAK

12 Work with a different partner. Discuss the statements in Exercise 11. Try to disagree with your partner – but always justify your opinions.



Master your
listening
page 96

› **Goal:** join a conversation already in progress

› **Vocabulary:** socialising

Vocabulary

1 Work in pairs and discuss the questions.

- 1 Have you ever attended a face-to-face networking event (e.g. a conference)? Why were you there?
- 2 Why do you think some people don't like networking events?


2 a Complete the comments with the words in the box.

acquaintance blank brains breaker frosty
hover ice mingle mutual pleasantries small

- 1 Whenever I go to networking events, I prefer to _____ on the edge of conversations without saying anything.
- 2 I'm quite good at making _____ talk with strangers, but I find it hard to move on to more serious topics.
- 3 I set myself a target at events like this - I need to make the _____ of at least twenty new people.
- 4 There can be a rather _____ atmosphere at first, but once you break the _____, everybody is more talkative.
- 5 When I meet new people, my mind goes _____ after we've exchanged a few _____, and I never know what to say next.
- 6 My favourite trick for making conversation is to pick somebody's _____ about their area of expertise - asking for advice is a great ice- _____.
- 7 It's much easier to meet new people when you have a _____ acquaintance who can introduce you.
- 8 I like to _____ at large social gatherings - I just wander around the room having brief conversations with lots of people.

b Work in pairs. Which comments in Exercise 2a do you agree with? Can you think of any advice for the people who made the comments?

Listening 1

3 a  **1.12 Listen to a conversation between three people at a networking event for local businesspeople. Which person: Jagruti (J), Martin (M) or Tahira (T) does the following:**

- 1 _____ apologises a lot.
- 2 _____ has a clear idea of why they are at the event.
- 3 _____ checks and practises other people's names.
- 4 _____ complains and is negative.
- 5 _____ makes assumptions about another person.
- 6 _____ talks a lot about themselves.
- 7 _____ seems reluctant to say much about themselves.



b Work in pairs. Which things in Exercise 3a should you avoid doing? Why? What should you do instead?

4 Look at the Useful phrases 1 box. Match the phrases with tips 1–5. Some phrases match more than one tip.

Tips for joining a conversation

- 1 Check it's OK to join (and continue) a conversation – but you don't need to apologise for it.
- 2 Ask simple, open-ended questions to get the other person talking.
- 3 Stay positive and enthusiastic about what the other person says – even if you're not really interested.
- 4 Make sure everyone in the group is involved. If necessary, put one speaker 'on hold' while you bring in another speaker. You can invite them to talk again later.
- 5 Learn everyone's names and other important details, and use them regularly during the conversation.

Useful phrases 1

Do you mind if I join you? _____
So, how's the conference for you so far? _____
Would you like me to leave you in peace? 1 _____
So what do you do? _____
I'd love to listen in on your advice, if that's OK.

So I'd love to pick your brains in a moment, Martin – I'm sure 'The Sands' is an amazing golf course.

And you are? _____

Sorry, I'm not very good with names. Can you say it again? _____

So, Jagruti, what brings you to this event? _____

So, Martin. We're all ears. Tell us your tips for ...



5 a **1.13** Listen again to Tahira's introduction. Match parts 1–4 with techniques a–d.

- 1 Well, I'm Tahira, and I'm an interior designer.
 - 2 I've recently quit my job to 'follow my dreams' and become my own boss.
 - 3 I'm here to pick up some tips and meet some like-minded people.
 - 4 So I'd love to listen in on your advice, if that's OK.
- a Throw in some unusual information that others can ask you about later.
 - b Make it clear you're not planning to take over the conversation.
 - c Present your name and (if appropriate) your job clearly, succinctly and confidently.
 - d Explain your purpose.

b Work in pairs. Imagine you're at a networking event for students and local businesspeople. Plan your own introductions based on Tahira's model. Then practise them so they sound confident and natural.

6 a **1.14** Listen to some extracts from the conversation. Which speakers sound enthusiastic (E)? Which sound unenthusiastic (U)?

- 1 No, that's fine. Go ahead.
- 2 Aha. Nice to meet you.
- 3 Right. Nice to meet you.
- 4 Hah, I know what you mean.
- 5 Oh, right.
- 6 Er ... OK.
- 7 It's lovely to meet you.
- 8 Woah! That's impressive!

b Work in pairs. Practise saying the phrases in Exercise 6a as enthusiastically as possible.

7 Work in groups. Stand up. Introduce yourself to one or two other members of the group. Listen carefully to each other's introductions and respond enthusiastically.

Listening 2

8 **1.15** Listen to part of a radio interview about networking skills. Answer the questions.

- 1 How do most people feel about networking events?
- 2 What does Giorgio mean by 'Be curious'?
- 3 What's the best way to join a group that is already in conversation?
- 4 How can you then get involved in the conversation?
- 5 Why should participants prepare a story?
- 6 In what situations does Giorgio suggest that showing sensitivity is important?

9 Add headings A–D to the Useful phrases 2 box.

- A Reacting to stories
- B Telling an anecdote
- C Showing sensitivity
- D Relating your experience to other people's

Useful phrases 2

1 _____

Please carry on.
Don't mind me – I'm just listening.
But that's a different story. Do carry on.
Don't let me interrupt you.
Do you mind if I join you?

2 _____

Wow! That's a great story!
Oh, that's so unlucky!
That's unbelievable.

3 _____

A similar thing happened to me.
I had a rather different experience.
That reminds me of the time when I ...
That's exactly what happened to me.

4 _____

I once lost a car in a forest.
I'm ashamed to say it, but I once travelled 500 km to a conference, but realised when I got there that I'd got the dates mixed up.
I had the good luck to meet my all-time hero.

Speaking

PREPARE

10 Work in pairs. Turn to page 177 and plan some stories together in preparation for the conference.

SPEAK

11 a Work in groups to tell your stories – without sounding like a bore!

b When you're ready, leave your group and join a different group. Try to break into their conversation.

