



2 Hopes and fears

BACKGROUND

1 You are going to watch a TED Talk by Megan Washington called *Why I live in mortal dread of public speaking*. Read the text about the speaker and the talk. Then work in pairs and discuss the questions.

- 1** What facts in the text indicate Megan Washington's success as a singer?
- 2** What is a stutter? How do you think a stutter would affect a person who has one?

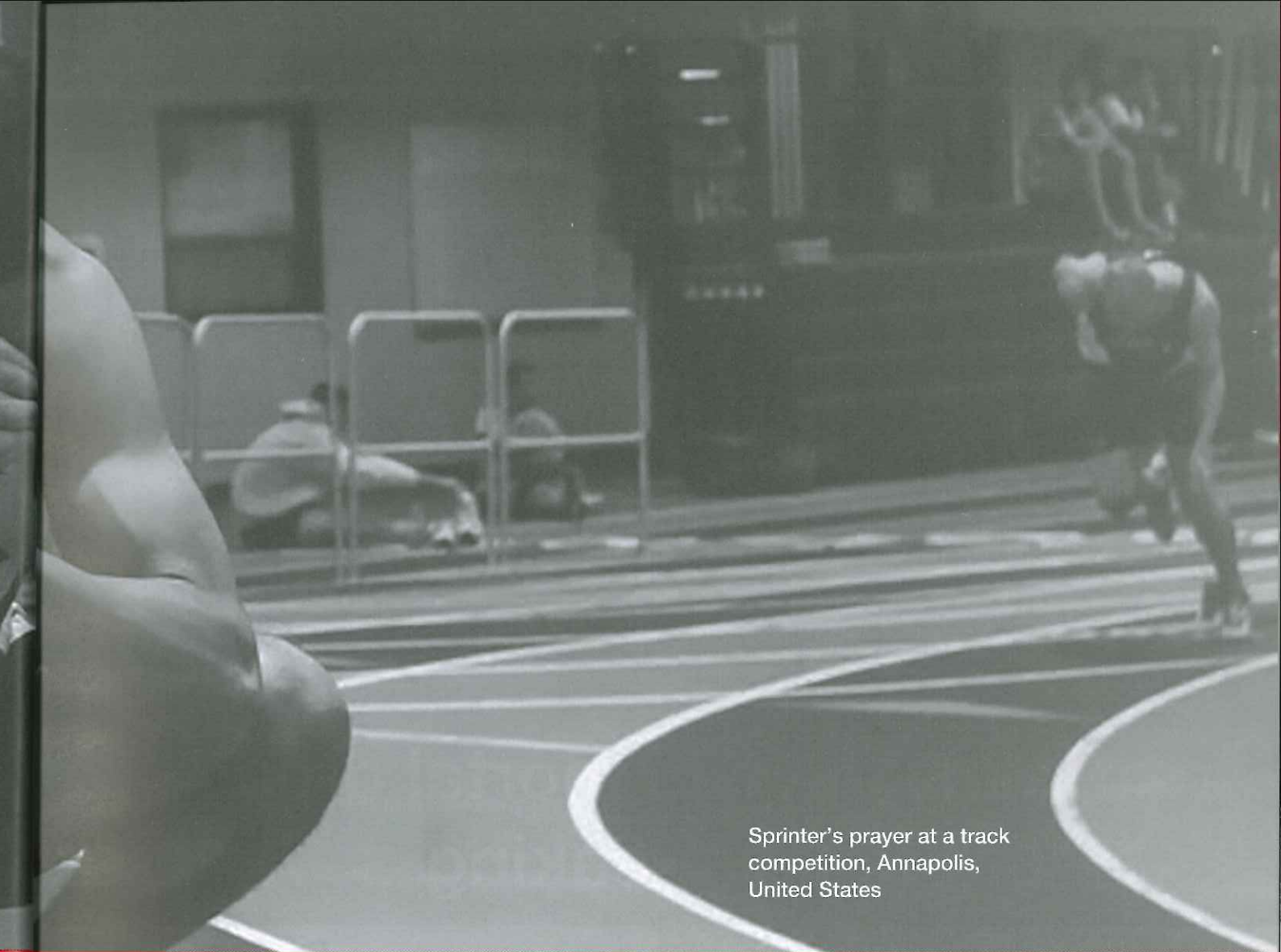
- 3** How do you feel about public speaking? Is it something you dread? Why? / Why not? How comfortable do you feel with other means of communication (for example, speaking on the phone, writing letters and reports, speaking in meetings)?

TED TALKS

MEGAN WASHINGTON is a popular Australian singer and songwriter. She has won two ARIA Awards, the Australian equivalent of the Grammys, and was a judge on the TV singing talent show *The Voice*, in Australia. Her 2010 album *I Believe You Liar* went platinum. In this talk she reveals a secret about herself that she has not shared publicly before – that she has a stutter – and explains how singing helps her with this.

Megan Washington's idea worth spreading is that for all of us there is a way to overcome our fears and find a medium to express ourselves.





Sprinter's prayer at a track competition, Annapolis, United States

KEY WORDS

2 Read the questions (1–6). The words in bold are used in the TED Talk. First guess the meaning of the words. Then match the words with their definitions (a–f) and discuss the questions with your partner.

- 1 What other kinds of **speech impediment** are there apart from a stutter?
- 2 Why do you think people talk to babies or children in a **singsong** voice?
- 3 *Megan and Sydney* are **proper nouns**. Can you think of other examples of proper nouns?
- 4 Is it **cheating** to use notes when you're giving a talk?
- 5 Have you ever been advised **explicitly** about how to speak in public?
- 6 What do you think is the most **miraculous** thing about the human brain?

- a in a clear and detailed way, leaving no room for confusion
- b not following (or abiding by) the rules
- c remarkable and bringing amazing results
- d words that are the names of places or people
- e a defect that makes it difficult to speak or produce the correct sound
- f where the voice rises and falls in a musical way

AUTHENTIC LISTENING SKILLS **Listening to songs**

Listening to songs is something that most non-native speakers like to practise. It is beneficial because songs are memorable and are also good for your pronunciation; it is often easier to imitate something when it is sung than when it is said. But understanding the lyrics can be difficult, because the words are vocalized in a way that suits the music rather than in the most comprehensible way for the listener. Fortunately, you can often find song lyrics on the Internet to read while you listen.

3a **5** Look at the Authentic listening skills box. Cover the lyrics below and listen to the first two lines of Megan Washington's song. What did you understand?

3b **5** Listen to the first two lines from the song again and read the lyrics at the same time. Complete the lyrics.

I would be a beauty but my ¹ _____ is slightly too big for my face

And I would be a dreamer but my ² _____ is slightly too big for this ³ _____

2.1 Why I live in mortal dread of public speaking

TED TALKS Watch at home

1 ▶ 2.1 Watch the TED Talk. What message did you take away from the TED Talk? Discuss with your partner.

2 ▶ 2.1 Watch the first part (0.00–2.47) of the talk again. Then work in pairs and answer the questions.

- 1 How does Megan Washington rate the seriousness of her problem?
- 2 What is she fearful of? What is she not fearful of?
- 3 What things did she hope would happen when she grew up?
- 4 What has she decided to do, now that she's 28?

3 ▶ 2.1 Watch the second part (2.47–5.22) of the talk again. Complete the sentences.

- 1 The other stutterer Megan Washington met, Joe, thought she was *in love with him / making fun of him*.
- 2 Many people think she's *stupid / drunk*.
- 3 For Megan Washington, the most difficult thing as a stutterer is saying *proper nouns / people's names*.
- 4 If Megan Washington thinks she's going to stutter, she *starts the sentence again / thinks of a synonym or paraphrase*.
- 5 She solved the problem of saying her band member Steve's name by dropping *the 's' / the 't'*.

4 ▶ 2.1 Watch the third part (5.22–8.36) of the talk again. Complete the summary with these words.

cheating	fluent	medication	nice
singsong	smooth	TV	understood

One technique that therapists use with stutterers is called ¹ _____ speech where they get the person to speak in a ² _____ way. The problem is that it makes the person sound as if they are on ³ _____. Megan Washington uses this technique when she's on ⁴ _____, but it feels like ⁵ _____.

Singing is not just about making ⁶ _____ sounds or feeling ⁷ _____; it's the only time she can really express herself. When she sings, it is the only time she feels ⁸ _____, because for some reason the brain won't allow you to stutter when you sing.

- 5 ▶ 2.1 Work in pairs. Look at the lyrics of Megan Washington's song and try to complete the missing words. The words at the end of a line rhyme with the last word in the line before. Then watch the fourth part (8.36 to the end) of the talk again and check your answers.

I would be a beauty but my nose is slightly too big for my face
 And I would be a dreamer but my dream is slightly too big for this ¹ space
 And I would be an angel but my halo it pales in the ² _____ of your ³ _____
 And I would be a joker but that card looks silly when you play your ⁴ _____
 I'd like to know: Are there stars in hell?
 And I'd like to know, know if you can ⁵ _____
 That you make me lose everything I know
 That I cannot choose to or not let ⁶ _____
 And I'd stay forever but my home is slightly too far from this place
 And I swear I try to slow it down when I am walking at your ⁷ _____
 But all I could think idling through the cities
 Do I look ⁸ _____ in the rain?
 And I don't know how someone quite so lovely makes me feel ⁹ _____
 So much ¹⁰ _____

VOCABULARY IN CONTEXT

- 6 ▶ 2.2 Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases.
- 7 ▶ 2.3 Watch the clips from the talk. Complete the collocations. Then discuss your answers.
- 8 Complete the sentences in your own words. Then compare your sentences with a partner.
- 1 My best friend / mother / boss manages to stay serene and calm, even when ...
 - 2 For me, speaking good English and ... are inextricably linked.
 - 3 When you're giving a public talk, you can't get away with ...
 - 4 After talking to people all day at work, ... is sweet relief.

CRITICAL THINKING Winning your audience over

- 9 Judging by the applause at the end, Megan Washington clearly won her audience over. Work in pairs. Discuss how you think she was able to do this. What techniques did she use?

- 10 Read this comment* about the TED Talk. Do you agree with the viewer's comment? Were her reasons the same as yours?

Viewers' comments

J Joss – I almost cried watching this. Her vulnerability, grace and humility completely charmed me. It's a very courageous thing to stand up on stage in front of a group of strangers and expose your flaws and insecurities.

*The comment was created for this activity.

PRESENTATION SKILLS Being authentic

- 11 Work in pairs. How can you ensure when you give a talk that you speak from the heart and allow the audience to see your true personality?
- 12 Look at the Presentation tips box. Compare your ideas from Exercise 11 with the points in the box.

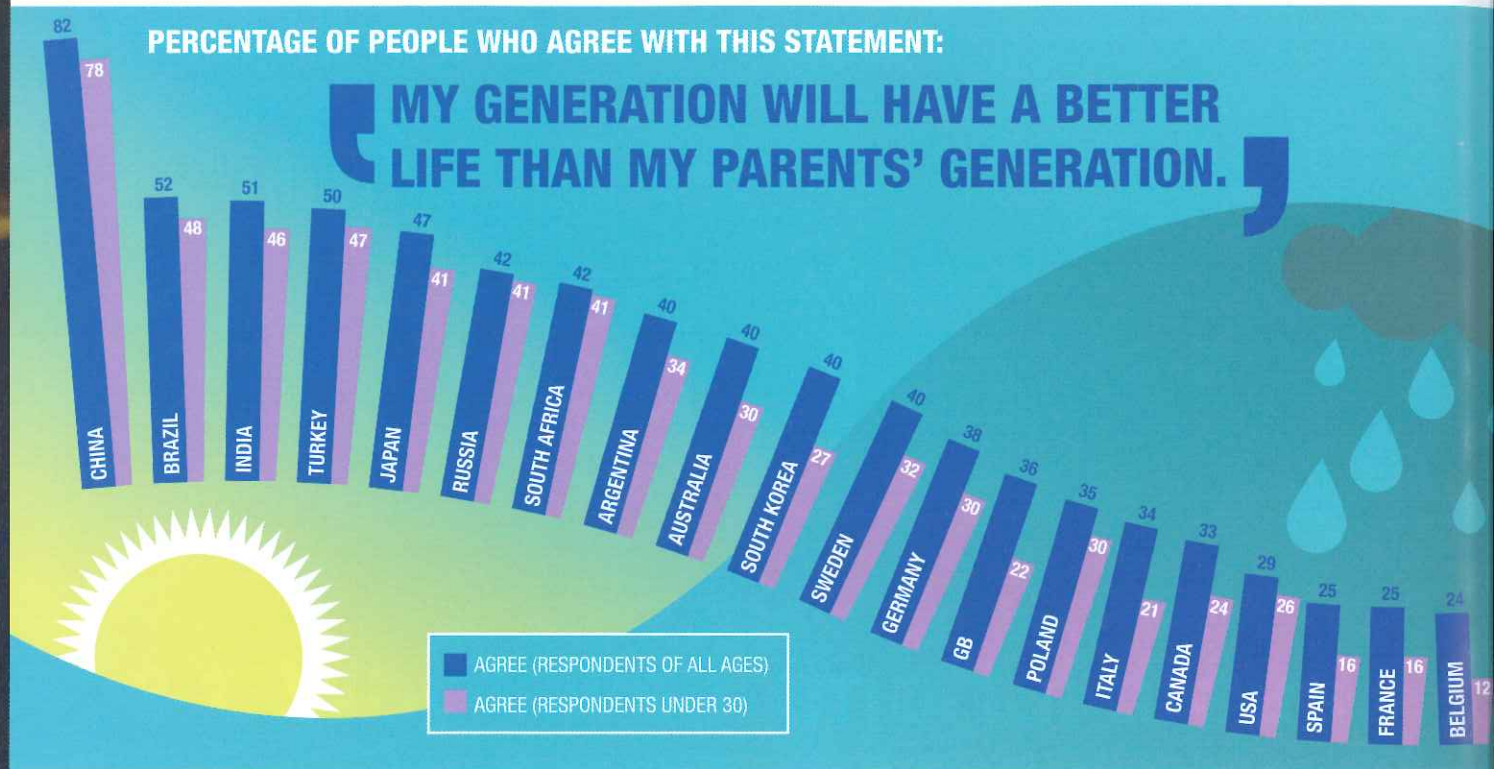
TIPS

When you give a talk, there's a temptation to see the stage as an acting stage and play a different character from the person you really are. Try to resist this temptation: the audience want to see you, not an actor. Follow these tips:

- Be yourself. Write your talk yourself. Use words and expressions that you would normally use. Make sure your words convey your personality and your curiosity about the topic.
- Be personal and relatable. Pepper your talk with stories, examples and applications of your idea – make sure your talk isn't overly conceptual.
- Be passionate. Whenever possible, choose a topic that you feel passionate about. Your excitement translates from the stage and becomes contagious.
- Be comfortable. Wear something you would normally wear and feel comfortable in.

- 13 ▶ 2.4 Watch the clip from the TED Talk. Which of the techniques in the Presentation tips box can you see in Megan Washington's talk?
- 14 You are going to give an introduction to a talk on 'How I overcame a fear'. Use the ideas below or your own idea. Make brief notes for an introductory paragraph and practise presenting your introduction.
- fear of flying
 - fear of heights
 - fear of driving at night
 - fear of making mistakes (e.g. when speaking English)
- 15 Work in small groups. Take turns to present your introductions. Which techniques from the Presentation tips box did you use? Were these techniques successful in helping you to 'be authentic'?

2.2 Optimist or pessimist?



GRAMMAR Future forms

- Work in pairs. When you compare life today to life fifty years ago, do you think people have:
 - a better life?
 - a worse life?
 - a life that is better in some respects but worse in others?
- Look at the infographic. Answer the questions.
 - Overall are people optimistic or pessimistic about having a better standard of living than their parents?
 - Which countries are more optimistic? Which are more pessimistic? Do these countries have anything in common?
 - Are the younger generation more or less optimistic than the overall population?
 - Why do you think China is exceptionally optimistic?
- Listen to an economist's commentary on the statistics in the infographic. Complete the sentences.
 - The economist describes the statistics as just a _____ of how people feel at the moment.
 - He describes China, Brazil and India as _____ industrialized countries and the US, Spain and France as _____ industrial economies.
 - He says in future, Western economies will not rely on _____ sector industries.
 - Instead the economies will be based on _____ thinking and technology. This change will result in a better quality of _____ for everyone.

- Read the sentences (1–8) in the Grammar box. Answer the questions (1–2).

FUTURE FORMS

- In China and India people feel things **are going to get** better.*
 - In the US, Spain and France people think that in thirty years, things **will have got** worse.*
 - In thirty years or so, Western economies certainly **won't be doing** the same things they are doing now.*
 - I'm not saying that things **are about to change**.*
 - If we **are to progress**, the post-industrial economy will have to evolve.*
 - I think we **will use** creative thinking and technology to overcome the problems.*
 - A better standard of living in the post-industrialized nations **may** or **may not come** out of that.*
 - I'm **speaking** at the conference on Tuesday.*
- Which sentence:
 - describes a continuous event in the future?
 - describes a completed event in the future?
 - describes a future arrangement?
 - expresses uncertainty about a future event?
 - describes a change in the very near future?
 - describes a pre-condition for a prediction?

- Which two sentences simply predict a future event?

Check your answers on page 143 and do Exercises 1–3.

5 Complete the sentences. Use an appropriate future form. Sometimes more than one form is possible.

- It's impossible to predict what _____ (happen) in the next thirty years. We _____ (be) better off, we _____ (be) worse off.
- At the rate I'm going, I _____ (still / live) with my parents when I'm forty!
- My partner and I have decided that we _____ (move) to an area where the cost of living is lower.
- The idea that we _____ (save) enough to retire by the time we're sixty like my parents did is a joke.
- We _____ (never / be) able to buy our own house, I don't think.
- You have to look on the bright side. We _____ (earn) as much money as our parents did, but I think we _____ (be) better off in other ways.
- This time next year, I _____ (pay) off all my student debts.
- I _____ (do) a course in money management next week. My friend did it and said it was really good.

6 The last example in the Grammar box uses a present tense to talk about future time. Work in pairs. Look at these other uses of present and future tenses. Which sentences refer to future time? Which sentences refer to present or general time?

- Sorry, I have to go. My train **leaves** in half an hour.
- Can you slow down? We're **going** too fast.
- There's no point calling San Francisco now. No one **will be** at work yet.
- Oh no! I forgot to put a parking ticket on my car. I'll **be** back in a moment.
- Is it five o'clock already? Sorry, I have to go. My wife **will be waiting** outside in the car.
- We're **getting** married on 4th July, American Independence Day.
- He **will keep** interrupting when others are speaking.
- Exercise **works** best for me when I do it early in the day.
- If we **are** to get a good price, we'd better book the flight soon.

7 Work in pairs. Talk about these ideas.

- a future plan or ambition you have, e.g. 'One day I ...'
- an arrangement you've made, e.g. 'Next weekend / month / year ...'
- a prediction about your future, e.g. 'I expect ...'
- a thing you know someone else is doing at this very moment in another place, e.g. 'Right now ...'
- a thing you know you will be doing in the future, e.g. 'In two months ...'

LANGUAGE FOCUS Expressions of certainty

8 Look at the two sentences from the economist's commentary in Exercise 3. How certain is the speaker that these things will happen?

- These statistics are just a snapshot of how people feel at the moment. But the situation is **very likely** to change.*
- We will use creative thinking and technology to overcome the problems that we **are all bound to face** in the future.*

See page 144 for more information about expressions of certainty, and do Exercise 4.

9 Look at these phrases and grade them by order of certainty (A, B, C or D)

A B C D

won't happen _____ I _____ I _____ I _____ I will happen

- It's highly unlikely to happen.
- In all likelihood, it will happen.
- It may well happen.
- It's very likely to happen.
- It's bound to happen.
- It's anyone's guess whether it will happen.
- It's a foregone conclusion.
- It's by no means certain.

10 Work in pairs. What do you think the probability of these things coming true is? Give reasons.

- people will live to be 150 years old
- driverless cars will become common
- the global population will reach 10 billion (currently it's 7 billion)
- global warming will be reversed

SPEAKING Attitudes towards the future

11 **21st CENTURY OUTCOMES**

Work in pairs. Ask and answer the questions to complete this questionnaire.

- Do you think you will be better or worse off than your parents in your lifetime?
- Do you think the world in general will have become a better or a worse place in fifty years' time?
- Are you (or your children) likely to be living in your own home by the time you (or they) are thirty?
- Do you think that having a lower income necessarily means a worse quality of life (and vice versa)?
- Do you think a richer generation should help their children financially when they are adults?

12 Work with another pair. Discuss your answers to the questions in Exercise 11. Are you optimistic for the future?

2.3 Expanding your horizons

READING Outside the comfort zone

1 Work in pairs. Discuss the questions.

- 1 What does *comfort zone* mean? In what situations do you feel outside your comfort zone?
- 2 What feelings – physical and emotional – do you experience when you are outside your comfort zone?
- 3 Do you think it's good to sometimes be in these situations? Why? / Why not?

2 You are going to read an article about being outside the comfort zone. Read the first paragraph. Tick (✓) the two sentences that you think reflect the points of view that are expressed.

- 1 There are few things of value within our comfort zone.
- 2 The general belief is that stepping out of your comfort zone is a useful thing to do.
- 3 Stepping out of the comfort zone is not for everyone.
- 4 Too many of the tips you find on the Internet are about self-improvement.

3 Read the rest of the article. Choose the best option to complete the sentences.

- 1 Being stuck in an overcrowded lift is given as an example of an *everyday* / an *unpleasant* situation.
- 2 According to the article, getting out of the lift gives us a feeling of *accomplishment* / *liberation*.
- 3 We get a feeling of achievement when we manage *frightening situations* / *everyday difficulties*.
- 4 Overcoming your fear in a particular situation makes you *keener to do it again* / *less afraid in other situations*.
- 5 The example of the prison visit is used to show how being taken out of your comfort zone can *build understanding within communities* / *help business leaders to manage teams*.
- 6 Julia Middleton believes putting people in unfamiliar situations teaches them to *be less suspicious of others* / *break out of their own small worlds*.

4 Find the words in bold in the article. Then answer the questions.

- 1 If there's an **overwhelming consensus**, roughly what percentage of people are in agreement? (para 1)
- 2 If someone said to you 'Do you get my **drift**?', what would they be asking you? (para 1)
- 3 What does '**which**' refer to in line 21? (para 2)
- 4 What things can you **overcome**, other than fears? (para 2)
- 5 What kinds of things do '**adrenaline junkies**' do to get their excitement? (para 2)
- 6 What adjective with the word 'day' in it means the same as **mundane**? (para 2)
- 7 What's another word for **inmates**? (para 3)
- 8 If a building is **insulated** against the cold, what kind of measures have been taken? (para 4)

5 Which of the examples in the article of ways that people could be taken out of their comfort zones appealed to you personally? Why? Discuss your ideas with your partner.

VOCABULARY Hopes and fears

6 Complete the idioms about hopes and fears with these words.

butterflies	dark	dashed	feet	get
give	nerves	pinned	plucked	sky

- 1 I'll help you look for your ring, but don't _____ **your hopes up** – I may not find it.
- 2 His **hopes** of becoming a firefighter **were** _____ when he learned that – at fifty – he was too old.
- 3 She had _____ **her hopes** on getting the job, so she was disappointed when they told her that they had hired someone else.
- 4 The thing that sets great sports people apart from ordinary ones is that they never _____ **up hope**.
- 5 She's so talented – she can go anywhere she wants. **The** _____ **'s the limit**.
- 6 He wanted to ask her for her autograph, but he **got cold** _____.
- 7 Poor Jake. He was **a bundle of** _____ before his talk.
- 8 After some hesitation, she _____ **up her courage** and jumped across the gap.
- 9 I **get** _____ **in my stomach** every time I think of my interview next Monday – I'm so nervous!
- 10 We really had no idea what our new life in Australia would be like. It was **a leap in the** _____.

7 Work in pairs. Discuss what each idiom in Exercise 6 means. Then choose four idioms to describe situations that you have been in.

SPEAKING Comfort zone

8 21st CENTURY OUTCOMES

Work in pairs. Look at the suggestions (1–5) for taking people out of their comfort zones. Then discuss the questions (a–c) on page 25.

- 1 Volunteer to work at a soup kitchen, handing out food to the homeless.
- 2 Try to eat a kind of food that you normally avoid eating.
- 3 Go out of your way to thank or show appreciation to someone in your life whom you respect and admire.
- 4 Visit a part of your city that you never normally visit (without any map or GPS help). Get acquainted with the area by asking strangers for directions.
- 5 Give a short performance – a song, a story, a poem – at a local 'open mic' event.

Outside THE COMFORT ZONE



Google 'out of your comfort zone' and, along with a host of tips on how to get there, you will find an overwhelming consensus that this is something we really all ought to be doing. The general drift is that if you stay in your own comfortable little box, never seeking new experiences or taking risks, your life will be pretty dull and unfulfilling. If, on the other hand, you step out of this familiar world, something magical will happen: not only will you grow as a person, but whole new vistas of opportunity will open out before you. However, where a lot of the advice, whether from bloggers or personal coaches, falls short is how being taken out of your comfort zone can profit not just you, the individual, but others too.

At its simplest level, being out of your comfort zone means doing things that make you feel uncomfortable or anxious, such as driving at night in the pouring rain or being stuck in an overcrowded lift. No one, of course, actually advocates seeking out these kinds of situation as a route to self-improvement. Rather, they advise that we place ourselves intentionally in challenging situations, mastery of which will give us not just a sense of relief (as in the case of escaping the crowded lift), but a sense of real achievement. We have managed a difficult situation, overcome a fear, and are now better placed to deal with it the next time. Canoeing on white water for the first time and managing to negotiate some treacherous rapids would offer such a feeling of accomplishment. But it doesn't have to mean seeking adventure or becoming an adrenaline junkie. It could equally be something more mundane, like a person who has no experience of cooking preparing a meal for ten guests. The principle is the same: the more you attempt to do things that scare you, the more confident you will become and the more your fear, in general, will begin to fade. You'll go for that

job you thought you had no hope of getting; you'll go travelling on your own; you'll learn a new language.

There is no doubt that these kinds of achievement bring a greater sense of self-empowerment, but there still seems to be something lacking here. The key perhaps is in the word 'self'. Where is the benefit to others? I was struck the other day reading an article about a leadership training company called 'Common Purpose' which offers a more socially-minded approach to taking people out of their comfort zones. One of their programmes involved participants visiting a local prison and speaking to inmates about how they had got there and what the challenges of being 'inside' were. A managing director of a local company who took part said, 'What I gained from this experience in a business sense might be indirect, but in a social sense it was priceless – and like any business, [my company] exists in a social setting.' This experience wasn't so much about confronting one's demons as opening one's eyes to the situation of others. That can be uncomfortable, but ultimately, it is something that benefits more than just the individual concerned.

We all operate within the confines of certain worlds and our own thoughts and actions are limited by them. The kind of programme offered by Common Purpose removes this insulation and extends our knowledge not just of our own limitations, but of the restrictions and difficulties that others face. As Julia Middleton, the founder of Common Purpose, puts it, 'Most people tend to stay within their limits ... they often don't recognize that a different approach is needed ... As professionals we cannot afford to be isolated from fellow decision-makers, and as people, we cannot continue to be insulated from our fellow citizens.'

Questions

- Would you feel uncomfortable doing this or being in this situation?
- What personal benefit could come from doing this?
- What benefit could it bring to the community or others?

- Think of another activity and answer the questions (a–c) from Exercise 8 for this activity. Then compare your idea and its benefits with another pair.

2.4 Worst-case scenario

READING Being prepared

- 1 Work in pairs. Discuss the questions. Then read the extract from an article and check your answers.
 - 1 What is a worst-case scenario?
 - 2 What is 'scenario planning' and who uses it?
- 2 Match the verbs in box A with the nouns in box B to make collocations. Then discuss which of these things you regularly do (or would do) when you travel abroad.

A

allow	carry	confirm	get	hang on to
pack	read up on	take out	wear	

B

your booking	a first aid kit	insurance	jabs
local laws / customs	a map	a money belt	
plenty of time	receipts		



Worst case scenario

Any forward-looking business or government will put plans in place for all possible scenarios: best-case, worst-case, probable case. Scenario planning doesn't mean predicting the future – it just means being prepared. Unfortunately, many of us as individuals think we're immune to bad things happening. Bad things can happen to anyone, but they happen a lot less if you take proper precautions.

This applies in particular to travellers, because there are an awful lot of things that can go wrong when you are outside your familiar environment. Worst-case scenarios include things like having an accident in your hire car, leaving all your valuables in a taxi, being stranded by a natural disaster, or realizing you aren't covered by your insurance following an accident. The following tips are from people – travel agents, guidebook writers and embassy officials – who routinely deal with these situations and help people to avoid them.

LISTENING Travel advice

- 3 7 Listen to two people giving advice for two of the worst-case scenarios described in the article. Make notes for each scenario using these headings.
 - 1 The worst-case scenario mentioned
 - 2 Preventative measures
 - 3 Actions in the event of this happening
- 4 7 Listen to the advice again and look at the expressions in the Useful language box. Tick (✓) the expressions the speakers use. How do they complete these expressions?

GIVING AND JUSTIFYING ADVICE

Giving advice

Be aware that ... / Be aware of ...
 For your own peace of mind, ...
 Take time to ...
 ...-ing ... is also advisable / a good idea.
 Opt for ... / Choose ... over ...
 Avoid ...-ing
 I'd (strongly) advise against ...-ing
 The best thing is to ...
 In the event that / In the event of ...
 Consider ...-ing ...

Justifying advice

The chances are that ...
 It may be helpful if / when ...-ing
 It can be invaluable when ...-ing
 That way, you'll / you won't ...
 That will ensure that ...

Pronunciation Consonant clusters

- 5 8 How do you think the underlined consonant clusters are pronounced? Discuss with a partner. Then listen and check.

although	ask <u>ed</u>	chang <u>ed</u>	clothes	crisps
expl <u>ain</u>	fif <u>th</u>	helpful	lengthy	month <u>s</u>
six <u>th</u>	spl <u>ash</u>			

SPEAKING Giving advice

- 6 Work in pairs. Choose two of the scenarios (1–4) on page 27. Decide on your roles and act out the conversations.

Conversation 1: Advise the other person about how to minimize the risk of this situation happening

Conversation 2: Help someone to deal with the situation when this has happened

Scenarios

- 1 Someone overcharging you for something you have bought (e.g. a shop owner and a customer)
 - 2 Your hotel cancelling your reservation (e.g. a hotel receptionist and a guest)
 - 3 Having an accident in your hire car
 - 4 Getting bitten by a disease-carrying insect
- 7 Work with a new partner. Act out two more conversations. Then discuss what the most useful advice was that you received.

WRITING An account of an incident

- 8 Read this account from an online travel forum of escaping a tricky situation. How did the writer get out of the situation? Did he follow any of the advice you heard in Exercise 3 on page 26?



Three weeks ago I was returning from a business trip in Krakow in Poland. It was a Friday and I was supposed to be back in London for my sister's wedding the following day. Ironically, I was originally going to come back on the Thursday because my Friday meeting had been cancelled, but I thought it would be more relaxing to stick to my original schedule. What a mistake! Overnight, it snowed very heavily and I woke to a thick blanket of snow. I telephoned the airport immediately to see what the situation was. They told me that no flights would be taking off until the morning after at the earliest.

At that point I went into military mode. My only concern was how I was going to get back in time for the wedding. What were my options? Obviously, I couldn't hire a car. It was an eighteen-hour drive to the UK even in good conditions. I went online and researched the weather situation at other airports. Warsaw, Poznań and Berlin all had the same problems. Knowing that the cheaper airlines flew to more obscure places, I checked their websites. Luckily, Ryanair had a flight that evening from Ostrava to London. Ostrava was only 160 kilometres away and, amazingly, the flight was only £20. With my heart in my mouth, I picked up the phone and called Ostrava airport. Yes, flights were operating as normal and the road to the airport was clear.

I rang hotel reception and asked them to find a taxi that could take me to Ostrava. Imagine my joy when they said that two other people had made the same request and that a taxi would be coming in half an hour. Better still, we could share the cost. Not only was I going to get home in time, but I would have company on the journey too.

QUOTE

- 9 In the account, the writer gives his opinion about certain events by using comment adverbs and phrases. Look at the example in bold. Find four more comment adverbs and phrases in the account and discuss with your partner what each one means.

***Ironically**, I was originally going to come back on the Thursday because my Friday meeting had been cancelled.*

Writing skill Future in the past

- 10a Work in pairs. Look at the example of the future in the past. Then find eight more examples of future in the past in the account in Exercise 8.

*Ironically, I **was** originally **going to come back** on the Thursday because my Friday meeting had been cancelled. (= It was my intention to come back on Thursday.)*

See page 144 for more information on future in the past, and do Exercise 5.

- 10b Complete the sentences using the verbs in brackets in a form of the future in the past. Then compare answers with your partner.

- 1 She _____ (come) with us but she changed her mind.
- 2 The plane _____ (take off) at 7.00, but it was delayed.
- 3 I thought the taxi _____ (be) expensive, but it turned out to be very reasonable.
- 4 I expected that he _____ (wait) at the station when I arrived.
- 5 The insect repellent _____ (be) effective against mosquitoes, but it wasn't.

- 10c How are these times reported in the future in the past in the account?

- | | |
|---------------|--------------------|
| 1 tomorrow | 3 tomorrow morning |
| 2 on Thursday | 4 this evening |

11 21st CENTURY OUTCOMES

Write a similar account about a bad travel experience and how you dealt with it. Use one of the situations you discussed in Exercises 6 and 7, one of the topics below or your own experience. Write 200–300 words.

- 1 arriving at a hotel to find that they haven't finished building it yet
- 2 getting on an overnight train to the wrong destination

- 12 Work in pairs. Exchange your accounts. Use these questions to check your partner's report.

- Are the sequence of events clearly described?
- Does the account use the future in the past correctly?
- Does it include some comment adverbs?