


## 4A | Living in fear

### SPEAKING

- 1 Work in pairs. Look at the list of phobias in the box. Which one would be the most difficult to live with? Why?

fear of dentists    fear of spiders  
fear of the dark    fear of water  
fear of needles    fear of heights

- 2  1.20–1.25 Listen to six people answering one of the questions. Which question are they each answering, 1 or 2?

- 1 What are you afraid of?
- 2 What were you afraid of as a child?
- 3 Work in pairs. Discuss the questions in exercise 2.
- 4 Do you know of anyone who suffers from an extreme or an unusual fear?

### READING

- 1 Work in pairs. Look at the questions 1–5. Which can you answer?

- 1 What is the difference between a fear and a phobia?
- 2 Are phobias hereditary?
- 3 Can phobias be treated successfully?
- 4 Which is the most common phobia?
- 5 What is the weirdest phobia?

- 2 Read the text and match the questions 1–5 in exercise 1 to the answers A–E in the text.

- 3 Complete the text with the phrases a–g in the gaps 1–7.

- a getting into a car is no better
- b and cause so much distress
- c that is far out of proportion to the actual risk that it involves
- d and they never do crosswords
- e but it is also true that anxious behaviour is learnt
- f no matter how many floors they have to climb
- g with the object that triggers their fears

- 4 What information would you expect to find on the other pages of a section of a health magazine about fears and phobias?

## FEARS & PHOBIAS FAQs

- A** It is certainly true that the children of phobics are more likely to be fearful and anxious, but it's difficult to say whether this is genetic or learnt. As the capacity to be anxious or fearful depends on a chemical balance in the brain, it is possible that this chemical imbalance is passed down from parent to child, (1) \_\_\_\_\_. Children learn by watching how their parents, and other adults, react to the world around them. Parents need to be careful not to be too cautious or overemphasize danger, otherwise their children may be prone to developing phobias as they grow older.

- B** Claustrophobia – the fear of enclosed spaces. Sufferers' basic fear is not of the enclosed space itself, but that they are not going to be able to escape from it. Even at home they often need to sit next to an open door so that they know that they'll be able to get out if they need to. Travelling on public transport is impossible – (2) \_\_\_\_\_. Claustrophobics need to feel that they can get out of the car at a moment's notice, otherwise they suffer severe panic attacks. This can be very difficult on a motorway! And of course, they never take a lift, (3) \_\_\_\_\_, just in case it breaks down.

- C** Yes, of course they can. A phobia is a conditioned reflex, so the best treatment is to reverse the conditioning. In order to do so, sufferers of this phobia must try to establish positive associations (4) \_\_\_\_\_. This can be a very long and painful process and is based on gradual exposure to the object, linked to the practice of a range of relaxation techniques. Many sufferers have turned to hypnotism or acupuncture in order to help them.

- D** It's a question of degree. Fear is a normal human reaction to danger. A phobia is an intense, unreasonable fear of a thing or a situation (5) \_\_\_\_\_. The object of the phobia may even be totally harmless, everyday objects like a tap or a light bulb. For a fear to be considered a phobia, it has to be so extreme (6) \_\_\_\_\_ that it seriously limits a person's normal life.

- E** One of the weirdest is hippopotomonstrosesquippedaliophobia: the fear of long words. You can't help thinking that the name was chosen so that sufferers couldn't talk about their problem! People who suffer from this phobia often use abbreviations and acronyms – (7) \_\_\_\_\_! They ask friends to check their letters, postcards or emails in case they contain long words. And then they ask them to delete or cross them out, otherwise they won't be able to read their mail!

## VOCABULARY: word building

1 Complete the table with words from the text.

noun	adjective	negative adjective
(1) _____	(2) _____	fearless
anxiety	(3) _____	
(4) _____	risky	
reason		(5) _____
caution	(6) _____	
harm	harmful	(7) _____

2 Complete the sentences with a word from the table.

- The last time I felt really \_\_\_\_\_ about an exam was *when I took my driving test.*
- I know that *frogs* are basically \_\_\_\_\_, but I don't like touching them.
- I would never take a \_\_\_\_\_ with *money.*
- I'd really like to overcome my \_\_\_\_\_ of *heights.*
- The only thing I do that is \_\_\_\_\_ to my health is *smoke.*
- I'm quite \_\_\_\_\_ about spending money when *I'm on holiday.*
- There is no \_\_\_\_\_ why I would ever *leave my job.*

3 Replace the phrases in italics in exercise 2 so that they are true for you. Then compare your sentences in pairs.

FUNCTIONAL LANGUAGE: explaining reasons (*so that, in order to, in case, otherwise*)1 Work in pairs. Look at the examples of *so that, in order to, in case* and *otherwise* in the text. Then complete the grammar box with the appropriate linkers.Use *so that, in order to, in case* and *otherwise* to explain the reasons for your actions.

- Use (1) \_\_\_\_\_ to talk about what will happen if you don't do something.
- Use (2) \_\_\_\_\_ to talk about a situation you want to be prepared for.
- Use (3) \_\_\_\_\_ and (4) \_\_\_\_\_ to talk about why you do something.
- Use (5) \_\_\_\_\_, (6) \_\_\_\_\_ and (7) \_\_\_\_\_ + clause.
- Use (8) \_\_\_\_\_ + infinitive.

SEE LANGUAGE REFERENCE PAGE 44

2 Complete the text with the correct linkers *so that, in order to, in case* or *otherwise*.

Jenny gets up every two hours during the night (1) \_\_\_\_\_ check that all the windows and doors are locked. She sets an alarm clock (2) \_\_\_\_\_ she forgets and oversleeps. She has to ask her sister to come and house-sit for her, (3) \_\_\_\_\_ she can't go out to do the shopping. She has had closed circuit TV installed in all the rooms (4) \_\_\_\_\_ she can keep an eye on what's happening in the house at all times. She's got three back-up alarm systems installed (5) \_\_\_\_\_ the main system fails. It takes her almost an hour to set the alarms before she goes to bed.

What is Jenny afraid of?

3 Work in two groups, A and B. You will be discussing phobias.

Group A: Turn to page 139.

Group B: Turn to page 146.

## Roleplay

1 Work in pairs (one student from Group A and one student from Group B). Use the questions below to interview your partner about their phobia.

- What phobia do you suffer from?
- How long have you suffered from it?
- How did it start?
- How does it affect your day-to-day life?

## Useful language

*You poor thing!*  
*That must be really difficult for you.*  
*That can't be easy.*  
*How do you manage that?*  
*What a pain!*

# 4B | Gladiators



## SPEAKING

- 1 Work in pairs. Divide the adjectives into three categories. Use a dictionary to help you.

assertive   reserved   confident  
domineering   self-assured   shy  
bossy   aggressive   timid

- 2 Think of a person you know who fits each category in exercise 1. Tell your partner about them. How would each person react in the situations below?
  - 1 They are in a restaurant and order a steak medium-rare but it is served to them well-done.
  - 2 They are a customer waiting in a queue in their busy lunch hour. A frail old lady steps in line ahead of them and claims that she is in a hurry.
  - 3 After walking out of a store, they discover they were short-changed by £3.
  - 4 They are in the middle of watching a very interesting television programme when their partner asks them for a favour which means missing the rest of the programme.
  - 5 A friend drops in to say *hello*, but is staying too long, preventing them from finishing an important work project.
- 3 How would you react? Which situation would you find most difficult to deal with? Why?
- 4 Work in groups. Discuss these questions with the other members of your group.
  - Can you think of a situation you have been in recently where you had to assert yourself?
  - Who is the most assertive person that you know?

## LISTENING

- 1  1.26 Listen to a conversation between two friends. What is the link between their conversation and the photo below?
- 2  1.26 Listen again and complete the sentences with the correct name, Kay (K), Jan (J) or Suzi (S).
  - 1 \_\_\_\_\_ is going to do a gladiator course.
  - 2 \_\_\_\_\_ is doing a gladiator course.
  - 3 \_\_\_\_\_ would never consider doing a gladiator course.
  - 4 \_\_\_\_\_ is working in Rome.
  - 5 \_\_\_\_\_ has never been to Rome.
  - 6 \_\_\_\_\_ has been to Rome a couple of times.
  - 7 \_\_\_\_\_ needs to learn to be more confident.
  - 8 \_\_\_\_\_ thinks she doesn't need to do an assertiveness course.
- 3 Look at these expressions in tapescript 1.26 on page 153 and explain what they mean in your own words.
 

1 That's so Suzi.	4 Suzi's really into it.
2 It's supposed to be the latest thing.	5 This woman walked all over her.
3 You can say that again.	6 No way!
- 4 Work in pairs. Discuss these questions.
  - Do you know anyone who would enjoy a gladiator course?
  - What other ways can you think of to increase your self-confidence?



## GRAMMAR: present perfect & past simple

- 1 Choose the correct form of the verb to complete the sentences.

- How's Suzi getting on? *Have you heard / Did you hear* from her recently?
- She's *phoned / phoned* last night and *said / 's said* she's really enjoying it.
- How long *has she been / was she* out there?
- Have you been / Did you go* out to see her yet?
- The first time she actually *has fought / fought* in front of an audience *has been / was* fantastic.
- She *has signed / signed* up two months ago, and she's *been / was* really happy with it from the word 'go'.
- She *already fought / 's already fought* her a couple of times and she *has lost / lost* on both occasions.
- I *just heard / 've just heard* that I've got to give a presentation at work.
- I *never did / 've never done* anything like that before and the thought absolutely terrifies me!

Check your answers in tapescript 1.26 on page 153.

- 2 Complete the text with the verbs in the correct form, present perfect or past simple.

So, here I am – at gladiator camp! We (1) \_\_\_\_\_ (*meet*) the other participants – all men! And we (2) \_\_\_\_\_ (*pick up*) our tunics and swords. They are heavy! When I first (3) \_\_\_\_\_ (*try*) to pick them up, I literally (4) \_\_\_\_\_ (*fall*) over under their weight! They (5) \_\_\_\_\_ (*put*) me in the beginners group yesterday – obviously – and Suzi's in the advanced group. She (6) \_\_\_\_\_ (*fight*) against one of the men last night in a kind of welcome party. She (7) \_\_\_\_\_ (*be*) very, very impressive. We (8) \_\_\_\_\_ (*only / be*) here 12 hours, but we (9) \_\_\_\_\_ (*try*) out all the weapons. We (10) \_\_\_\_\_ (*do*) two hours of sword training earlier this morning and my shoulders are in agony! We've got our first fights this afternoon. I'll let you know how I get on. Wish me luck! Jan.

- 3 Look at the time expressions in the box. Which are usually used with the present perfect and which are used with the past simple?

yet   already   over the last three weeks   just  
never   yesterday morning   earlier this evening  
this week   so far   last night   for three years

- 4 Look at the actions in the box. Choose five and write sentences about them using some of the time expressions in exercise 3.

*I've never spoken in public.*

speak in public   go to the gym   have lunch  
 send a text message   have an argument  
 take an exam   get angry   really enjoy yourself

### Use the present perfect

- to talk about actions and states that started in the past and continue in the present.  
*I've worked here for over three years now.*  
*She's been really stressed since she started her new job.*
- to talk about actions that happened during a period of time which is unfinished.  
*I've seen him at least three times this week.*
- to talk about past actions when the time is not stated.  
*I've been to Rome twice before.*

### Use the past simple

- to talk about a finished action in the past.  
*I worked there for over three years. (= I don't work there now.)*
- to talk about past actions when the time is stated.  
*I saw him last night.*

➤ SEE LANGUAGE REFERENCE PAGE 44

## DID YOU KNOW?

- 1 Work in pairs. Read the text and discuss these questions.



**It is often said** that the British have a 'stiff upper lip'. They are said to hide their emotions, especially in difficult or unpleasant situations; they remain calm and do not like to complain. Many British people are proud of this characteristic even though they make jokes about it. However, it has been

suggested that it is less true of the British now than it was in the past. When Princess Diana died in 1997, hundreds of thousands of British people cried openly in the streets, and emotional openness is increasingly seen as natural and healthy.

- Do you know anyone who has a stiff upper lip?
- How do people in your country see the British?
- Are people in your country emotionally reserved or the opposite?



# 4c | The land of the brave

## SPEAKING & VOCABULARY: word class

- 1 Work in pairs. Which of the following freedoms is most important to you? Why?

financial freedom	freedom of movement
freedom of speech	political freedom
religious freedom	

- 2 Choose the correct word to complete the sentences.

- Sometimes even to live is an act of *courage* / *courageous*. (Seneca)
- Better to starve free than be a fat *slave* / *slavery*. (Aesop)
- It is easy to be *brave* / *bravery* from a safe distance. (Aesop)
- You can't separate peace from *free* / *freedom* because no one can be at peace unless he has *free* / *freedom*. (Malcolm X)
- It is through *disobedience* / *disobey* that progress has been made, through *disobedience* / *disobey* and through rebellion. (Oscar Wilde)
- The time has come for us to civilize ourselves by the total, direct and immediate *abolish* / *abolition* of poverty. (Martin Luther King, Jr)
- I prefer *liberate* / *liberty* with danger than peace with slavery. (Jean-Jacques Rousseau)
- Equal* / *Equality* rights for all, special privileges for none. (Thomas Jefferson)

- 3 Work in pairs. How strongly do you agree or disagree with the statements in exercise 2?

- 4 Do you think that the United States gives a good example of equality to the world? Why or why not?



## READING

- 1 Read the magazine page and answer these questions.

- What exactly did Rosa Parks do?
- Why was her action considered brave?
- How did the black community react?
- What effect did this have on American laws?

- 2 Read the page again and say if the sentences are true or false.

- Rosa Parks was the first person to defy the segregation laws on the buses.
- Segregation laws continued after the abolition of slavery.
- Many blacks refused to give up their seats on the buses after Rosa's arrest.
- Segregation laws governing buses travelling between states were made illegal in 1952.
- According to the segregation laws, blacks could only sit in the back four rows of seats.
- Martin Luther King was a key figure in the Montgomery bus boycott.
- King was awarded the Nobel Peace Prize the year after the Civil Rights Bill was signed.
- The Civil Rights Bill was passed more than 100 years after the abolition of slavery in the US.

- 3 Complete the sentences with the highlighted words or phrases in the magazine page.

- A huge number of people decided to \_\_\_\_\_ the bus boycott.
  - It took a great deal of courage for black citizens to \_\_\_\_\_ for what they believed in and fight for their rights.
  - Segregation laws governing interstate train services were \_\_\_\_\_ in 1952.
  - Ten years of civil rights protests \_\_\_\_\_ in the signing of the Civil Rights Bill in 1964.
  - The Montgomery bus boycott \_\_\_\_\_ a significant change in the black community's attitude to segregation.
  - The Supreme Court ruling in 1956 \_\_\_\_\_ all passengers the same status.
- 4 Think of a courageous person in the history of your country. Talk to your partner about what this person did.

# It happened on ... December 1

## 1955: Rosa Parks, mother of the American Civil Rights Movement, arrested for challenging race laws on a bus in Alabama

**O**n Thursday, December 1, 1955, Rosa Parks, got on a city bus in Montgomery, Alabama, and sat with three other blacks in the fifth row – the first row that blacks were allowed to occupy according to the transport segregation laws in Montgomery. The front rows filled up with whites and a few stops later, a white man got on and was left standing. The law stated that blacks and whites could not sit in the same row, so the driver asked the four black passengers seated in the fifth row to move and make way for the one white passenger. Three of the passengers stood up, but Rosa Parks refused to give up her seat.



*'When he saw me still sitting, he asked if I was going to stand up and I said, "No, I'm not." And he said, "Well, if you don't stand up, I'm going to have to call the police and have you arrested." I said, "You may do that."'*

The police arrived and Rosa was arrested. She was not the first black passenger to disobey a bus driver. Blacks had been arrested and even killed for disobeying drivers in the past, but Rosa was a well-known and respected figure in the black community and her arrest sparked a mass boycott on the city buses that lasted over a year and culminated in a Supreme Court ruling which abolished segregation on public transport throughout the United States.

Rosa Parks's brave decision marked the beginning of the American Civil Rights Movement. On the evening before she was due in court, a young reverend, Martin Luther King, stood up in a meeting in Montgomery and called for the black community to back Rosa Parks and fight for equal rights on the buses. Almost ten years later, in 1964, President Johnson signed the Civil Rights Bill which granted equal rights to all American citizens regardless of the colour of their skin. In the same year, Martin Luther King was awarded the Noble Peace Prize for his role in the Civil Rights Movement.

### The Civil Rights Movement

Slavery was officially abolished in the USA in 1865. But black Americans, although no longer slaves, continued to be treated as second-class citizens for almost 100 years. Segregation laws in the southern states allowed for racial separation in schools, parks, playgrounds, restaurants, hotels, theatres, public transport and so on. This situation continued until the 1950s and the birth of the Civil Rights Movement, headed by Martin Luther King. The movement would fight for liberty and equality for the next ten years until these laws were finally overturned in 1964.

## Other events

- 1640: Portugal regains independence
- 1835: Hans Christian Anderson publishes first book of fairy tales
- 1919: Lady Astor becomes Britain's first female MP
- 1973: Israel's founding father, David Ben-Gurion, dies
- 1990: Channel Tunnel links France & UK
- 2005: marriage equality for same sex couples in South Africa

### Segregation on public transport

In 1952, segregation on interstate railways was abolished by the US Supreme Court. In 1954, a similar judgment was passed concerning interstate buses. However, states in the Deep South continued their policy of transport segregation. This usually involved whites sitting in the front and blacks in the back. Blacks sitting nearest the front had to give up their seats to whites that were standing. Anyone breaking the law could be arrested and fined.



*'Right here in Montgomery when the history books are written in the future, somebody will have to say "There lived a race of people ... who had the moral courage to stand up for their rights."'*

(Martin Luther King addressing a meeting in Montgomery on December 5th, 1955)

## 4D | Southern snakes



### LISTENING

- 1 Work in pairs. Put the actions in order from 1 (the action which requires the most courage) → 4 (the action which requires the least courage).

- ☐ holding a rattlesnake in your hands
- ☐ eating a dish of fried rattlesnake
- ☐ going for a walk in an area where there are known to be rattlesnakes
- ☐ sitting in a bath with dozens of rattlesnakes

Which of these things would you be willing to do? Under what circumstances?

- 2 Look at the photos and say what you think is happening.
- 3 1.27 Listen to the recording to check your answers.
- 4 1.27 Listen to the recording again and make notes about the following:

- 1 Sweetwater, Texas
- 2 *Crotalus Atrox*
- 3 Nolan County Coliseum
- 4 Jaycees (Junior Chamber of Commerce)
- 5 Jackie Bibby

Work in pairs and compare the information in your notes.

- 5 Work in pairs. Discuss the questions.
- Which adjective in the box best describes the people who participate in the Rattlesnake Sacking Championships?

brave    cruel    foolish    mad

- Have you ever seen a TV show where people try to get into the *Guinness Book of World Records*? What records were they trying to break?

### GRAMMAR: present perfect simple & continuous

The present perfect continuous is used in very similar ways to the present perfect simple (see page 44), but there is a difference in emphasis.

- Use the continuous form to emphasize the action, or the duration of the action.
- Use the simple form (a) to emphasize the result of the action; (b) to talk about single completed actions; (c) with stative verbs.

*In recent weeks we've been exploring America's Deep South, ... and our journey has taken us through Florida, Georgia and Alabama.*

*Hunters have been bringing in snakes since the show opened ...*

*... they have already weighed over 700 kilos.*

*We've been driving around Texas for over a month*

*... we've done hundreds and hundreds of miles.*

SEE LANGUAGE REFERENCE PAGE 44

- 1 In the text below, change four of the verbs in bold which should be in the present perfect simple.

For many years, campaigners in America **have been trying** to get rattlesnake round ups banned. They say that round ups **have been becoming** commercial events that promote cruelty to animals. A number of pressure groups **have been working** together to organize demonstrations. They **have also been speaking** to local politicians and companies that sponsor the shows. They **have been scoring** an important victory in Pennsylvania where the state **has been banning** the killing of snakes during competitions. Campaigners say that this proves that they **have been getting** their message across, but people in Texas **have been being** less responsive.

- 2 Work in pairs. Think of two possible responses (one with present perfect continuous and one with the present perfect simple) to the comments below.

1 A: *You look exhausted!*

B: *I've been working really hard. I haven't slept for two days.*

- 1 You look exhausted!
- 2 Why are your eyes so red?
- 3 Your shoes are really dirty!
- 4 How come you're so wet?
- 5 You've got tomato sauce on your T-shirt!
- 6 You look really worried!
- 7 You're hot! Are you OK?

- 3 Write six sentences about yourself (four true and two false) using the present perfect continuous. If necessary, use the verbs in the box to help you.

hope   feel   live   look for   plan  
study   try   wear   work

Read your sentences to a partner. Your partner must guess which of your sentences are false.

## VOCABULARY: homophones

- 1 Choose the correct word to complete the sentences.

- 1 The rattle on the end of the *tail / tale* is a warning signal.
- 2 Don't move and he'll stay still, too. In *principal / principle* anyway!
- 3 They generally swallow their *pray / prey* whole.
- 4 We need to *ensure / insure* that we give people the right antidote.
- 5 Fried rattlesnake, rattlesnake kebabs, barbecued rattler, or just *plain / plane* baked rattlesnake.
- 6 You could have a three-*coarse / course* meal and eat nothing but snake.
- 7 The idea is to pick it up in your *bare / bear* hands and throws it in the sack.
- 8 I'm getting tired of the *hole / whole* thing.

Check your answers in tapescript 1.27 on page 153.

- 2 Complete the sentences with a word that you did not use in exercise 1.

- 1 Some passengers began to \_\_\_\_ as the \_\_\_\_ took off.
- 2 The film's use of \_\_\_\_ language was my \_\_\_\_ reason for not liking it.
- 3 The rain came through a \_\_\_\_ in the roof and we had forgotten to \_\_\_\_ against water damage.
- 4 Goldilocks is a children's \_\_\_\_ about a little girl who goes into a house belonging to a \_\_\_\_ family.

- 3 Do you know any other English words that have the same pronunciation but a different spelling?

## PRONUNCIATION: word stress

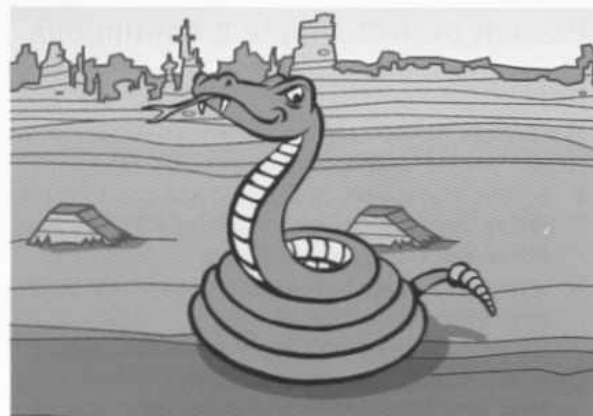
- 1 Find eighteen words in the wordsnake and put them in the correct column below according to their stress pattern.

2-syllable words		3-syllable words		
1 o0	2 0o	3 oo0	4 o0o	5 0oo
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

- 1.28 Listen to the recording to check your answers.

- 2 Can you add two more words to each of the columns?
- 3 Look at tapescript 1.27 on page 153. Find five words with more than three syllables. What are their stress patterns?

## SPEAKING



- 1 Work in groups of four, A, B, C and D. Describe your picture but do not show it to the other students.

A: Turn to page 141. C: Turn to page 139.  
B: Turn to page 142. D: Turn to page 149.

- 2 Decide together the correct order for the pictures, then practise telling the story.



# 4

# Language reference

## GRAMMAR

### Present perfect & past simple

#### Present perfect

We use the present perfect to talk about

- actions or states that started in the past and continue in the present.  
*I've lived here all my life* (= and I continue to live here now).
- actions that happened during a period of time which is unfinished.  
*She's already fought her a couple of times this week.*  
(= This week has not yet finished.)
- actions that happened in the past but the time when they happened is not stated and is not considered important.  
*I've been to Rome.* (= We don't know when.)

If the time is stated the verb form changes to the past simple.

*I went to Rome last year.*

Time expressions which are often used with the present perfect include *already, just, ever, never, yet, since, for, recently*.

#### Past simple

We use the past simple to talk about states and actions in the past.

The use of the past simple shows that the state or action is finished or complete, and that it took place in a finished period of time.

*I worked there for three years.* (= I don't work there now.)

*I was a real fan when I was younger.* (= I'm not anymore.)

We often use the past simple

- to describe the main events in a story.
- to talk about past habits.
- with past time expressions (eg *yesterday, two years ago, when he was a child*).

### Present perfect simple & continuous

#### Similarities

The present perfect continuous is used in very similar ways to the present perfect simple (see above). We use both forms to talk about

- actions that started in the past and continue into the present.  
*We've been living here for almost six years now.*  
*We've worked together for ages.*
- actions that were in progress, or repeated actions, in a period of time which is unfinished.  
*We've been working together a lot this week.*

Questions often begin with *how long ...*

*How long have you been working here?*

We can use *for* (+ a period of time) and *since* (+ the point in time when the action started) in the answers.

*For the last ten years.*

*Since I finished college.*

#### Differences

There is a difference in emphasis and meaning between the present perfect continuous and the present perfect simple.

We use the present perfect continuous (and not the present perfect simple)

- to emphasize the action, or the duration of the action.  
*We've been travelling for six months.*  
(= The emphasis is on the length of the trip and the action of travelling.)  
*So far we've visited eight countries.*  
(= The emphasis is on what they've achieved, ie the number of countries they've visited.)

- to talk about actions that have been in progress recently.

*We've recently been working on a new project.*

Not *so far we've been visiting eight countries.*

We use the present perfect simple (and not the present perfect continuous)

- to emphasize the result of an action (eg with a definite number or quantity).  
*I've sent him three emails but I haven't had a reply.* (= The emphasis is on the number of emails.)  
*I've been trying to get in touch all morning.* (= The emphasis is on the action, ie getting in touch.)
- to talk about single completed actions.  
*I've finished the report.*
- with stative verbs.  
*I've known him since we were at school.*
- with superlatives.  
*It's the funniest thing I've ever seen.*

## FUNCTIONAL LANGUAGE

## Explaining reasons

*So that, in order to, in case, otherwise*

We use *so that* and *in order to* to talk about why we do something.

*They sit near an open door so that they can get out quickly.*

*In order to overcome their phobia they have to confront the object of their fears.*

We use *in case* to indicate a situation we want to be prepared for or avoid.

*They never take a lift in case it breaks down.*

We use *otherwise* to talk about what will happen if we don't do something.

*Parents need to be careful, otherwise their children could develop phobias.*

We use *in case, otherwise* and *so that* with a clause.

We use *in order (not) to* + infinitive.

## WORD LIST

## Word building

anxiety <i>n</i> U **	/æŋ'zi:əti/
anxious <i>adj</i> **	/æŋkʃəs/
caution <i>n</i> U **	/kə:ʃn/
cautious <i>adj</i> *	/kə:ʃəs/
fear <i>n</i> U ***	/fiə/
fearful <i>adj</i>	/fiəfl/
fearless <i>adj</i>	/fiələs/
harm <i>n</i> **	/hɑ:m/
harmful <i>adj</i> *	/hɑ:mfl/
harmless <i>adj</i> *	/hɑ:mləs/
reason <i>n</i> C ***	/ri:zn/
reasonable <i>adj</i> ***	/ri:znəbl/
risk <i>n</i> C ***	/risk/
risky <i>adj</i> *	/riski/
unreasonable <i>adj</i> *	/ʌn'ri:znəbl/

## Word class

abolish <i>v</i> **	/ə'bɒlɪʃ/
abolition <i>n</i> U	/ə'bɒlɪʃn/
brave <i>adj</i>	/breɪv/
bravery <i>n</i> U	/breɪvəri/
courage <i>n</i> U **	/kə'reɪdʒ/
courageous <i>adj</i>	/kə'reɪdʒəs/

disobedience <i>n</i> U	/dɪsə'bi:diəns/
disobey <i>v</i>	/dɪsə'bei/
equal <i>adj</i> ***	/i'kwəl/
equality <i>n</i> U **	/i'kwɒləti/
free <i>adj</i> ***	/fri:/
freedom <i>n</i> C ***	/fri:'dɒm/
liberate <i>v</i>	/lɪbə'reɪt/
liberty <i>n</i> C **	/lɪbə'ti/
slave <i>n</i> C **	/sleɪv/
slavery <i>n</i> U	/sleɪvəri/

## Homophones

bare <i>adj</i> **	/beə/
bear <i>n</i> C **	/beə/
coarse <i>adj</i> *	/kɔ:s/
course <i>n</i> C ***	/kɔ:s/
ensure <i>v</i> ***	/ɪn'ʃʊ:/
hole <i>n</i> C ***	/həʊl/
insure <i>v</i> *	/ɪn'ʃʊ:/
plain <i>adj</i> **	/pleɪn/
plane <i>n</i> C ***	/pleɪn/
pray <i>v</i> **	/preɪ/
prey <i>n</i> C **	/preɪ/
principal <i>adj</i> ***	/prɪnsəpl/
principle <i>n</i> C ***	/prɪnsəpl/
tail <i>n</i> C ***	/teɪl/
tale <i>n</i> C **	/teɪl/
whole <i>adj</i> ***	/həʊl/

## Other words &amp; phrases

acronym <i>n</i> C	/æk'rɒnɪm/
acupuncture <i>n</i> U	/ækjʊpʌŋktʃə/
AGM <i>n</i> C	/eɪ dʒi: 'em/
agony <i>n</i> U	/ægəni/
antidote <i>n</i> C	/æntɪ'dəʊt/
antivenin <i>n</i> U	/æntɪ'vɛnɪn/
arena <i>n</i> C	/ə'reɪnə/
assertive <i>adj</i>	/ə'sɜ:tɪv/
award <i>v</i> ***	/ə'wɔ:d/
back <i>v</i> ***	/bæk/
bake <i>v</i>	/beɪk/
balance <i>n</i> C ***	/bæləns/
boost <i>v</i> **	/bu:st/
bossy <i>adj</i>	/'bɒsi/
boycott <i>n</i> C	/'bɔɪkɒt/
break down <i>v</i>	/breɪk 'daʊn/
bust <i>v</i>	/bʌst/
buzz <i>n</i> s	/bʌz/
conditioned <i>adj</i>	/kən'dɪʃənd/
confront <i>v</i>	/kən'frʌnt/
cookout <i>n</i> C	/kʊk'aʊt/
culminate <i>v</i>	/kʌl'mɪnəɪt/
daunting <i>adj</i>	/dɔ:ntɪŋ/
deep-fried <i>adj</i>	/di:p 'fraɪd/
defy <i>v</i>	/drɪfaɪ/
distress <i>n</i> U	/drɪ'stres/
domineering <i>adj</i>	/dɒmɪ'neərɪŋ/
drop in <i>v</i>	/drɒp 'ɪn/
enclosed <i>adj</i>	/ɪn'kləʊzd/
establish <i>v</i> ***	/ɪ'stæblɪʃ/

fairy tale <i>n</i> C *	/feəri 'teɪl/
fang <i>n</i> C	/fæŋ/
fine <i>v</i> *	/faɪn/
folks <i>n</i> pl **	/fəʊks/
frail <i>adj</i> *	/freɪl/
genetic <i>adj</i> **	/dʒə'netɪk/
gladiator <i>n</i> C	/glæ'dɪeɪtə/
gradual <i>adj</i> *	/græ'dʒʊəl/
grant <i>v</i> ***	/grɑ:nt/
herpetologist <i>n</i> C	/hɜ:pə'tɒlədʒɪst/
homeless <i>n</i> *	/həʊmləs/
hypnosis <i>n</i> U	/hɪp'nɒsɪs/
in a hurry	/ɪn ə 'hʌrɪ/
interstate <i>adj</i>	/ɪntə'steɪt/
medium-rare <i>adj</i>	/mɪ'dɪəm'reə/
needle <i>n</i> C *	/ni:dl/
openness <i>n</i> U *	/əʊpənəs/
overemphasize <i>v</i>	/əʊvə'emfəsaɪz/
oversleep <i>v</i>	/əʊvə'sli:p/
overturn <i>v</i>	/əʊvə'tɜ:n/
pass down <i>v</i>	/pɑ:s 'daʊn/
phobia <i>n</i> C	/fə'biə/
privilege <i>n</i> C	/prɪvəlɪdʒ/
proceeds <i>n</i> pl *	/prə'si:dz/
prone to <i>adj</i> *	/prəʊn tu:/
rancher <i>n</i> C	/rɑ:ntʃə/
rattle <i>n</i> C	/rætl/
rattler <i>n</i> C	/rætlə/
rattlesnake <i>n</i> C	/rætl'sneɪk/
rave about (sth) <i>v</i>	/reɪv ə'baʊt/
reflex <i>n</i> C	/rɪ'fleks/
regain <i>v</i>	/rɪ'geɪn/
regardless <i>adv</i>	/rɪ'gɔ:dləs/
reserved <i>adj</i>	/rɪ'zɜ:v/
reverend <i>n</i> C	/rev(ə)rənd/
reverse <i>v</i> **	/rɪ'vɜ:s/
rodeo <i>n</i> C	/rəʊdiəʊ/
rope someone into sth	/rəʊp 'ɪntə/
roundup <i>n</i> C	/raʊndʌp/
rule <i>v</i> ***	/ru:l/
sacking <i>n</i> C	/sækɪŋ/
scout <i>n</i> C *	/skaʊt/
segregation <i>n</i> U	/segrə'geɪʃn/
self-assured <i>adj</i>	/selfə'ʃɜ:d/
short-changed <i>adj</i>	/ʃɔ:rtʃeɪndʒd/
spark <i>v</i> *	/spɑ:k/
stand up for <i>v</i>	/stænd 'ʌp fɔ:/
starve <i>v</i>	/stɑ:v/
stiff <i>adj</i> **	/stɪf/
strike someone as <i>v</i>	/straɪk əz/
sword <i>n</i> C **	/sɔ:d/
toga <i>n</i> C	/təʊgə/
treat someone <i>v</i> ***	/tri:t/
trigger <i>n</i> C	/trɪgə/
tunic <i>n</i> C	/tju:nɪk/
venom <i>n</i> U	/venəm/
venue <i>n</i> C **	/venju:/
weigh-in <i>n</i> C	/weɪɪn/
well-done <i>adj</i>	/wel'dʌn/