

1

Talented

1.1 goals

- ⊗ talk about people's success
- ⊗ discuss and evaluate ideas



Practice makes perfect?

READING

- 1 Talk in groups. Find out:
- 1 what each person in your group does.
 - 2 how they spend their spare time.
 - 3 some things they're good at.
- 2 Read the article on p7 about what makes people successful. Circle the correct options.
- 1 The best soccer players tend to be born at the beginning / end of the year.
 - 2 Ericsson believes people become successful mainly through practice / natural talent.
 - 3 The real reason people give up doing things is that they have no enthusiasm / talent for them.
 - 4 Sports coaches prefer players born earlier in the year because they're more talented / mature.
- 3 Read again. Find out:
- 1 the three things that make up 'deliberate practice'.
 - 2 what Ericsson's research suggests students should do, and why.
 - 3 why January-born players are chosen for teams.
 - 4 four ways in which the January-born players benefit from being chosen.

VOCABULARY

Routes to success

Specific goals?

Set specific goals.

- 4 Match the verbs with the correct endings to make expressions from the article.

1	set	feedback	7	have	your interests
2	get	specific goals	8	follow	the will to succeed
3	concentrate on	results	9	receive	training
4	possess	talent	10	have	high self-esteem
5	put in	experience			
6	build up	a lot of practice			

- 5 Test each other. Take turns to say the endings in 1–10 and remember the verbs.

SPEAKING

- 6 Talk together. Use expressions from 4 and your own ideas.
- 1 What does it take to do these things, in your opinion?
 - play a sport to a high standard
 - be an excellent musician
 - succeed in business
 - manage people effectively
 - speak a foreign language fluently
 - be a good teacher
 - 2 Think of someone who is very successful. How did they succeed?
 - 3 In what ways have you been successful? How do you explain your success?

A Star Is Made

by Stephen J. Dubner and Steven D. Levitt

If you examined the birth certificates of every soccer player in a World Cup tournament, you would find an unusual tendency: elite soccer players are more likely to have been born earlier in the year than later. If you then examined the European national youth teams that supply many World Cup players, this tendency would be even more noticeable. In recent English teams, for instance, half the elite teenage soccer players were born in January, February or March. In Germany, fifty-two were born in the first three months, with just four players born in the last three. What might account for this?

Swedish-born Anders Ericsson, a psychology professor at Florida State University, is leader of a group of scholars trying to answer an important question: when someone is very good at something, what actually makes them good? Early experiments by Ericsson suggested that the best way to learn was a process known as ‘deliberate practice.’ This is more than

simply repeating a task. Rather, it involves setting specific goals, getting immediate feedback and concentrating equally on technique and results.

Ericsson and his colleagues therefore began studying expert performers in a wide range of pursuits, from soccer and surgery to piano playing and software design. They’ve come to a rather startling conclusion: practice really does make perfect. What we call ‘talent’ is highly overrated, as expert performers are nearly always made, not born. The research also suggests that when it comes to choosing a life path, you should do what you love. People often give up trying to do things they don’t like, telling themselves they simply don’t possess the talent. But what they really lack is the will to succeed and to put in the deliberate practice that would make them better. Ericsson’s conclusions, if accurate, suggest that students should follow their interests earlier in their schooling to build up experience and receive meaningful feedback.



The insights of the researchers can explain the riddle of why so many elite soccer players are born early in the year. Since youth sports are organised by age group, teams have a cut-off birth date. In the European youth soccer leagues, the cut-off date is December 31. So when a coach is assessing two players in the same age group, one born in January and the other in December, the player born in January is likely to be bigger, stronger, more mature. Guess who the coach will pick. He may be mistaking maturity for ability but once chosen, those January-born players are the ones who, year after year, receive the training, the deliberate practice, the feedback – and have the accompanying self-esteem – that will turn them into elite players.

I’m not really convinced

LISTENING



VOCABULARY

Reacting to ideas

- 1** **1.1** Listen to Derek and Jennifer’s conversation.
- Which sport has Derek started playing recently? Does he enjoy it?
 - Who’s read the article? Who hasn’t?
 - Who seems to find the ideas in the article convincing? Who’s not so sure?
- 2 a** **1.1** Listen again. What’s Derek’s attitude to these ideas from the article?
- Practice is important if you want to be good at something.
 - ‘Deliberate’ practice is the best way to learn.
 - People are good at things they enjoy because they get more practice.
- b** Compare your answers, then read the script on R-13 to check.
- 3 a** Look at the sentences from the conversation. Which can you use when an idea is:
- | | | |
|--------------------------------|----------------------|---------------|
| a probably true? | b probably not true? | c too simple? |
| d not interesting or original? | e not clear? | |
- | | |
|---|---|
| 1 That’s not saying anything new . | 4 I’m not really convinced . |
| 2 That’s not the whole picture . | 5 I don’t get the bit about ‘deliberate’ practice. |
| 3 It makes a lot of sense . | |
- b** Now match these sentences with a–e.
- | | |
|--|--|
| 6 I don’t find it very persuasive . | 9 It’s a bit obvious . |
| 7 It seems quite simplistic . | 10 The part about ‘deliberate’ practice is hard to follow . |
| 8 It sounds logical . | |
- 4** What do *you* think about the ideas in the article?
- 5** Look at the summaries from a science news website on R-1. Talk together and compare your reactions.

SPEAKING

1.2

I've always been good at ...

1.2 goals

- ⊗ talk about things you're good at
- ⊗ describe and evaluate skills



LISTENING

- 1 1.2 Listen to Darya, Cian and Hyun-Ae talking about things they're good at.
- Match each person to a picture A–C.
 - Does each person talk about their working life, their life outside work, or both?

- 2 1.2 Listen again. Find out:
- when Darya realised what she was good at.
 - how she uses her ability now.
 - who Cian has represented in competitions.
 - how long a race stage can last.
 - how Hyun-Ae's childhood influenced her.
 - what she's doing now.

- 3 Do you think anyone can learn to be good at these things? Talk together.

GRAMMAR

Present perfect
simple and
progressive

- 4 Read examples 1–5 from the recording. Match them with descriptions a–e.

- I've always **been** good with numbers.
- I've **done** a couple of degrees, in psychology and social work.
- I've recently **passed** my final engineering exams.
- I've **been sailing** pretty consistently since I was nine.
- I've **been studying** in the evenings so I'm quite tired.

You can use the **present perfect simple**:

- to summarise experiences in a period up to now. ____
 - to describe finished events with a result now. ____
 - to describe **states** which started in the past and continue up to now. ____
- Verbs that commonly describe **states** include *be, know, understand, love, hate*, etc. They are not usually used in progressive forms.

You can use the **present perfect progressive**:

- to describe longer or repeated activities – finished or not – with a result now. ____
- to describe **activities** which started in the past and are still happening now. ____

- 5 a Complete Esmeralda's profile using the present perfect simple or progressive.



Esmeralda Vallejo, artist

I ¹ _____ always _____ (be) interested in painting but I ² _____ only _____ (do) it seriously for about five years. During that time, I ³ _____ (complete) various courses in techniques and materials and I ⁴ _____ (win) a few prizes in regional competitions. I'm not rich – not at all! – but since last year I ⁵ _____ (advertise) my work on the Internet and I now sell enough of my work to make a living, so I ⁶ _____ (give up) my part-time office job and I ⁷ _____ (become) a full-time artist. I'm feeling really excited about my work at the moment as I ⁸ _____ (experiment) with some new ideas – though I think some of my regular clients might be a bit shocked at the results!

Grammar reference
and practice, R-7

- b Think of something you're good at. Write a paragraph like this about it, using the present perfect simple and progressive.

SPEAKING

- 6 a In groups, talk about the things you're good at and what you've done.
b Get into new groups. Tell each other about the people in your first group.


Transferable skills

VOCABULARY
Skills

- 1 a Look at the expressions from the recording in the box. Which group 1–3 describes:
a people skills? b physical abilities? c mental skills?
- 1 be **physically fit**, be **strong**, have plenty of **endurance**
2 be **good with numbers**, be able to **think logically**, be **focused**
3 be **a good listener**, be **an effective communicator**, have **the ability to compromise**

Well, Cian's physically fit ... And he must have a good sense of balance.

be able to **delegate** have **good eyesight** have **a good sense of balance**
be able to **manage groups** have a lot of **self-discipline** have **quick reflexes**
have plenty of **imagination** be **sensitive to** people's feelings be **well organised**

- b Now add three more expressions from the box to each of the groups, 1–3.
- 2 Talk together. Which skills do you think Darya, Cian and Hyun-Ae probably have?
- 3 a Look at the **highlighted** expressions in 1a and 1b. Which words do you think are stressed? Which are not stressed? Underline the stressed syllables.
be **good with numbers**
b  **1.3** Listen and look at the script on R-13 to check.
c What kinds of words are usually:
1 stressed? **nouns**, ...
2 not stressed? **pronouns**, ...
- 4 Read part of a website for job seekers. What are transferable skills? Does everyone have them?

SPEAKING

www.jobsfoundbyus.com/skills

Find a job

Transferable skills for job seekers

These skills are vitally important for all job seekers, students and people considering a career change. But what exactly are transferable skills? Basically, they're skills that you have naturally or that you've acquired from any activity in your life – classes, parenting, projects, hobbies, sports, other jobs – which you can then take and put to use in a job you'd like to do. For example, a full-time parent who'd like to move into a junior management position might have a number of relevant transferable skills like being well organised, good at managing their time and able to multi-task.

- 5 a Work alone. What transferable skills do you have that would be relevant to these jobs?
- a high-rise window cleaner • a landscape gardener • the mayor of a small town
 - a stock market trader • a tele-sales agent • a writer
- Decide which job would be most suitable for you.
- b In groups, explain your ideas from 5a. Who would be the best person for each job?

I could be a high-rise window cleaner. I've always been quite sporty so I've got a good sense of balance.

Really? I'd be terrified of falling ...

1.3 Target activity

Give advice about an interest or occupation

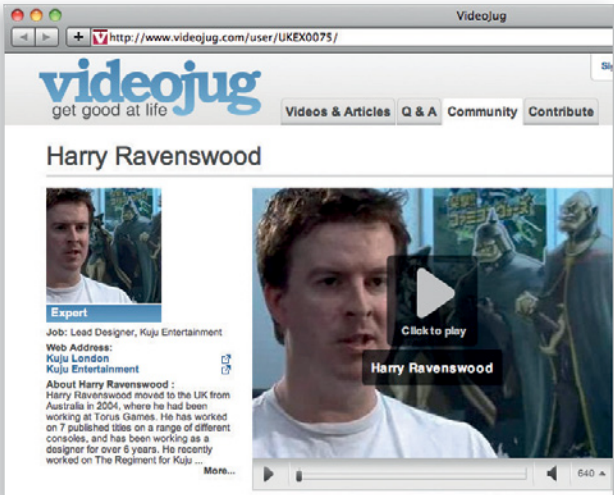
TASK LISTENING

- 1 Read the information about VideoJug. Which of the four guides mentioned would you be most interested in? Have you ever used a website like this?

videojug (www.videojug.com) is an instructional video website which provides 'how-to' guides for thousands of different subjects, from 'How to eat sushi' to 'How to become an airline pilot', from 'How to do face painting' to 'How to behave on a first date'. The site includes both professionally made videos produced internally and videos made and uploaded by amateurs.

1.3 goals

- Ⓢ talk about people's success
- Ⓢ describe and evaluate skills
- Ⓢ give advice about an interest or occupation



- 2 a You're going to listen to an interview from the website on how to become a video games designer. Can you guess the answers to these questions?
- Does a game designer need qualifications?
 - How do I get my foot in the door at a games company?
 - Does a games designer need to know how to write computer code?
 - Does a games designer need to be a good artist?
 - I have an idea for a game. What should I do with it?
- b 1.4 Listen to check your ideas. Compare in groups, then listen again or read the script on R-13-R-14.
- 3 Look at some of Harry's answers to the interview questions. Which questions in 2a is he answering?
- It helps to be able to draw a little bit.
 - A broad qualification can help you.
 - If you can sketch even feebly, I think it helps.
 - A game designer doesn't need to know how to code, but it helps.
 - There are a number of ways you can get your foot in the door.
 - A good way of getting experience is to apply for work experience positions.
 - If you really want that game made, try and get a job in the industry ...
 - ... or hook up with a couple of mates and see if you can make it together.
- 4 Using the highlighted expressions in 3, choose one of your interests or your occupation and write four or five sentences giving advice about it.
- 5 a Imagine you're going to take part in an interview for VideoJug about the interest or occupation you chose in 4. Tell a partner what the topic is.
- b Work alone. Make a list of questions to ask your partner about their chosen topic.
- Would you recommend ... as a career / a pastime?
 - What advice would you give to someone who ...?
 - Can anyone ...?
 - How can you become a ...?
 - How can you get into ...?
 - Do you need a lot of ...?
 - Is it ...?
- c Exchange questions. Think about:
- how to answer your partner's questions.
 - which language you can use from 3.
- 6 a Interview each other. Ask questions to find out more details.
- b If possible, do your interviews again and make an audio or video recording. Listen to or watch the interviews as a class.

TASK VOCABULARY

Giving advice

TASK



1 EXPLORE

Keyword *think*

Meanings of *think*



- 1 a What do you think the people in these pictures are saying?
b Now find one sentence from A–D to go in each picture. Did you have similar ideas?

A You **think** too much. Just choose one and let's go!
You're always **thinking about** your work. You need a holiday.

C How did you **think of** the name for your company?
We really need to **think of** some ways to save money.

B We're **thinking of** having a party on Friday. Are you free then?
My parents are **thinking about** buying a new car.

D What do you **think about** jazz music? Do you like it?
So, what do you **think of** the octopus?

c Match each meaning of **think** with a pair of sentences A–D.

- 1 have an opinion or believe something
- 2 create an idea or a solution to a problem
- 3 consider doing something
- 4 use your mind to consider a topic

d Which meanings go with: a **of**? b **about**? c either **of** or **about**?

- 2 a Choose **of** or **about**. Sometimes both are possible.

- 1 What do you think of / about when you're doing exercise?
- 2 Have you ever thought of / about having your own website?
- 3 What do you think of / about your country's football team?
- 4 Can you think of / about three reasons why you started studying English?

Now write two or three more questions with **think** for the people in your class.

b Answer and discuss all your questions in groups.

Common expressions with *think*

- 3 a Look at the sentences together. Can you work out what the **expressions** mean?

1 I can't think straight if there's music on while I'm trying to work.	think + adverb
2 I find that thinking aloud helps me to solve problems.	
3 Where I live, people generally think highly of doctors ...	think + adverb + of/to/about
4 ... but they don't think much of teachers.	
5 As I get older, I think back to my schooldays more and more.	
6 I know people who are always thinking ahead to their next holiday.	
7 If I won a lot of money, I'd think twice about telling my friends.	
8 I thought long and hard about what shoes to wear today.	think + prepositional phrase
9 I really don't enjoy situations where I have to think on my feet .	
10 The best school teachers encourage children to think for themselves .	

Check your ideas in a dictionary or ask your teacher.

- b Test each other in pairs. Take turns to give definitions and say the expressions in 1–10.

It means think carefully, for a long time.


OK ... think long and hard?

- 4 Which sentences are true for you? Discuss 1–10 in groups.

1 EXPLORESpeaking

1 If you were organising a party, what things would you need to think about?

a venue, food, ...

2  1.5 Listen to Giulia and Brendan organising a party for their friend Indra.

- 1 What has Brendan already done or planned on his own?
- 2 What things do Giulia and Brendan plan together?


3 a Read the conversation in the opposite column. Which **highlighted** expressions 1–9 can you use:

- 1 to describe groups of things, after giving one or two examples?
- 2 in informal situations, when you can't remember or don't know:
 - a the name of a person?
 - b the name of a thing?

b Now add six more expressions to the groups in 3a.

and all that and whatnot what's-her-name
and stuff thingummy and so forth

4 Choose expressions from 3a and 3b to complete the conversation. There's more than one possible answer.



BRENDAN Can you bring your CDs by ¹_____? The Brazilian guitarist?

GIULIA Jobim? Sure. And I'll bring some salsa and meringue ²_____.

BRENDAN Oh, and Stella's bringing some Indian pop – Bollywood music ³_____.

GIULIA Perfect. Now what about games and activities ⁴_____?

BRENDAN I think we're too old for games!

GIULIA But what about a one-minute speech contest? On various topics.

BRENDAN Could be fun. We'd need a ⁵_____ – erm, a video camera.

GIULIA No, we can use our mobiles. OK, now what about drinks ⁶_____?

5 a In groups, choose one of these events to plan for, or think of your own event.

- a weekend hiking trip in the mountains
- a summer picnic near a lake
- a child's birthday party

b Talk together and make a list of things you'll need or want for your event, for example:

food and drink equipment office supplies
decorations clothing transport entertainment

Use expressions from 3a and 3b.

6 Tell the other groups what you've planned.


First, we need to decide on clothes, footwear et cetera.

Yes, and we'd better take a Whatsit, you know, to tell us which direction we're going in.

Goals

- Ⓢ use vague expressions to describe categories of things
- Ⓢ use vague expressions when you can't remember a word





GIULIA So, how much have you managed to do, Brendan?

BRENDAN Well, I've sent the invitations.

GIULIA Great.

BRENDAN And the meal's all planned – the starters, meat dishes, vegetarian dishes ¹and so on.

GIULIA By vegetarian dishes, do you mean salads ²and things?

BRENDAN Yeah, salads of course, but also vegetarian soup, pasta, curry ³et cetera. I want a good variety.

GIULIA Sounds perfect. And have you had a chance to think about decorations?

BRENDAN No, I haven't got that far yet.

GIULIA Right. Well, I think we should have balloons ⁴and that kind of thing. Oh, and flowers. Indra loves flowers.

BRENDAN OK, and how about a ⁵thingy for her to wear? Like, erm, a badge that says 'Top of the class' or 'Best student', you know?

GIULIA Maybe, but I can't see her wearing a badge. She's quite modest. I think we should stick with balloons ⁶and what have you.

BRENDAN Hmm ... well, what about a Mexican ⁷whatsit? You know, erm, you hang it from the ceiling and hit it and out come sweets, toys ⁸and all sorts of things.

GIULIA Oh, you mean a piñata. Yeah, that would be fun. You'd need a car to get it home, though. They're pretty big.

BRENDAN No problem. I can ask ⁹what's-his-name ... er, Kerry's cousin. He's got a car and doesn't live too far from here.

1 Look again 

Review

VOCABULARY Skills

- 1 a Which expressions go with **be**? Which go with **have**? Make two lists.
- good with numbers

physically fit

plenty of endurance

a lot of self-discipline

a good listener

the ability to compromise
- b Add more expressions to each list. Think about physical, mental and people skills. Then look back at p9 to check your ideas.
- c Think of five people who you believe are really skilful at particular things on your lists. They can be well-known people or people you know personally.
- my sister – really good listener*
- d Tell each other about the people you chose. Ask questions to find out more about them.

GRAMMAR Present perfect simple and progressive

- 2 a Read the paragraph and choose the correct options.



I have a friend, Remi, who has been playing the guitar since he was ten. He ¹has released / has been releasing several CDs and he ²has organised / has been organising a number of festivals devoted to different kinds of guitar music. He ³has always had / has always been having a lot of talent and self-discipline, but in the last few years in particular I think he ⁴has become / has been becoming a really great guitarist. The last time I saw him was about three months ago because he ⁵has worked / has been working on a new CD. I can't wait to hear it.

- b Think of someone you know about who's very talented. Write a short paragraph about:
- what the person has experienced and achieved
 - how they've got to their present position
 - what they've been working on recently.
- Use the present perfect simple and progressive.
- c Read each other's paragraphs. Ask questions to find out more.

Extension

SPELLING AND SOUNDS /dʒ/

- 3 a Complete the spelling of these words with: **j g dg**. Then check in a dictionary.
- __ail

mana__er

in__ure

__ym

__igsaw

__ournal


bu__et

sub__ect

lo__ically
- b Find words in 3a to match these spelling patterns for the beginning and middle of words.
- 1 You usually write **j** before *a, o* and *u*.

2 You usually write **g** before *e, i* and *y*.

3 In some words, you write **j** before *e* and *i*.

4 You write **dg** in the middle of some words.
- c  1.6 Spellcheck. Listen and write twelve words. Then check your spelling on R-14.

NOTICE good at, good with

- 4 a Look at the two patterns with **good** from script 1.2 on R-13.
- DARYA I've always been **good with** numbers.

HYUN-AE I'm **good at** helping people get on with each other.
- Which pattern do you use before:
- 1 an activity or subject?

2 a group of things or people?
- b Which of these expressions go after **good at**? Which go after **good with**? Make two lists.
- children computers cooking my hands

explaining things maths money music

people sports words writing
- c Talk to different people in your class. Find at least one person who's good at or good with each of the things in 4b.

Self-assessment

Can you do these things in English? Circle a number on each line. 1 = I can't do this, 5 = I can do this well.

☉ talk about people's success	1	2	3	4	5
☉ discuss and evaluate ideas	1	2	3	4	5
☉ talk about things you're good at	1	2	3	4	5
☉ describe and evaluate skills	1	2	3	4	5
☉ give advice about an interest or occupation	1	2	3	4	5
☉ use vague expressions to describe categories of things	1	2	3	4	5
☉ use vague expressions when you can't remember a word	1	2	3	4	5

- For Wordcards, reference and saving your work → e-Portfolio
- For more practice → Self-study Pack, Unit 1

2

Misunderstandings

2.1 goals

- describe events in detail
- deal with misunderstandings
- describe experiences of things going wrong

Not my day



LISTENING

- 1 What seems to be the problem in each picture? What might the people be saying or thinking?
- 2 1.7 Listen to Rainer's two conversations, first with his colleague Pauline, then with his wife Liana.
- 1 What's the problem in each conversation?
 - 2 What's the solution?
 - 3 Who are the people in the pictures?
- 3 1.7 Listen again. Are these statements true or false?
- 1 Chris's text message to Pauline was badly written.
 - 2 In the office where Rainer works, most people have now got the flu.
 - 3 Pauline will be able to go to her other appointments after the Layton meeting.
 - 4 Rainer's mother phoned to say thank you for her present.
 - 5 Liana chose the wrong thing in the catalogue.
 - 6 They can't return the present because Rainer bought it for a special price.
- 4 If you were Rainer, what would you say to Chris?
If you were Rainer's mother, would you keep the tree?

VOCABULARY

Dealing with misunderstandings

- 5 Complete the sentences from the conversations with the words on the right.

Explaining

- 1 I _____ **you'd** cancelled that meeting.
- 2 Chris _____ **me he'd** cancelled all meetings because of the flu.
- 3 You _____ **you'd** ordered that plant we talked about.
- 4 I think **he** _____ all *his* meetings.
- 5 **That's** _____ **what he said**. He said *all* meetings.
- 6 I see. Well, **that** _____ **it**.

told
said
thought
explains
meant
not

Solving

- 7 **What** _____ I call for a taxi? I can be there in twenty minutes.
- 8 **The** _____ **thing is to** return the tree to the garden centre.
- 9 **The other** _____ **is to** take it to your office.

logical
if
option

PRONUNCIATION


Contrastive stress

- 6 a 1.8 You can stress a word strongly when you want to contrast it with something else. Listen.

PAULINE Chris told me he'd cancelled all meetings.
RAINER I think he meant all his meetings.
PAULINE But that's not what he said. He said **all** meetings.

b Decide which two contrasting words would have strong stress.

- 1 It isn't your fault. It's Chris's fault.
- 2 The problem is, it isn't a plant. It's a tree.
- 3 It wasn't the normal price. It was a special price.

c  **1.9** Listen to check. Practise saying the sentences.

SPEAKING

7 a Work in pairs.

Student A – read your situations on R-2.
Student B – read your situations on R-3.

Think about which expressions from 5 you can use in each situation.

b Imagine you are in each situation and talk to each other.

I was sure I'd ...

GRAMMAR

Past simple and
past perfect
simple

1 Look at these examples. In each sentence, which **verb form** describes the earlier action or event?

- 1 I **assumed** it **had spread** through your whole office.
- 2 After Chris **had texted** me, I **made** other appointments for today.
- 3 She **said** she'd **received** it.
- 4 I **was sure** I'd **circled** the plant in the garden centre catalogue.
- 5 By the time I **got** to the office, the catalogue **had disappeared**.
- 6 I **knew** something **had gone** wrong but I couldn't imagine what.

The past perfect is often used after past simple verbs describing speech and thoughts: *said told thought was sure assumed knew noticed realised ...*

2 a Read Carl's story about a disastrous journey. Choose the best options.



Grammar reference
and practice, R-8

My worst ever journey – though it was kind of funny, too – happened in India a few years ago. I wanted to get a train from Delhi to a town called Dehra Dun near the Himalayas. But half an hour before my train was due to leave, I ¹realised / had realised I ²came / had come to the wrong station. I ³was / had been sure my friend ⁴told / had told me to go to the station in New Delhi but in fact my train went from the Old Delhi station. I jumped in a taxi but when I ⁵got / had got to Old Delhi, my train ⁶already left / had already left.

So I bought a new ticket, waited a few hours and got on the next train. Everything was fine until I ⁷noticed / had noticed one of my bags ⁸disappeared / had disappeared. I ⁹remembered / 'd remembered that a strange man ¹⁰walked / had walked through the carriage some time before, so maybe he ¹¹took / 'd taken it. Unfortunately, there was an old camera in it with some pictures that I ¹²took / 'd taken of my grandmother just before she died, and also a hat some close friends ¹³gave / had given me. The other passengers were very kind and tried to help, but it was too late.

Later, we stopped at a little station in the countryside. Suddenly, a wave of water ¹⁴came / had come through the open window and soaked me to the skin! I ¹⁵forgot / 'd forgotten it was the Hindu festival of Holi, when people throw paints and water at each other. It's all meant to be fun, of course, but by that time I ¹⁶lost / 'd lost my sense of humour!

b  **1.10** Listen to check.

SPEAKING

3 a Think about an incident from your life when things went wrong, involving for example:

- a misunderstanding • wrong information • a lost or stolen item
- something you forgot to do or say • a small accident • transport problems

Plan the language you'll need to describe the incident.

b In pairs, describe your incidents. Ask questions to find out more.

4 Get into new pairs and describe your incidents again. Include the extra details that your first partner asked about.