

GRAMMAR

Alternatives to *if* in conditionals

A Work in pairs. Read the extracts from the interview and choose the correct meaning.

- ... in the desert or along the coast, always carry a stick in case you need it.
 - Take a stick because you will definitely need it.
 - Take a stick because you might need it.
- As soon as you start to sink, put the stick on the surface of the sand and lie on it.
 - When you start sinking, use the stick immediately.
 - When you start sinking, use the stick when you can.
- You'll be OK as long as you move slowly out of the sand.
 - It's the only way to get out of the sand.
 - It's one way to get out of the sand.
- Provided you can get into a building, or shelter in long grass, you'll be fine.
 - You will only be fine if you get into a building or shelter in long grass.
 - You will be fine whatever happens.
- Maybe, but unless you lock arms, you won't survive!
 - Don't do this and you might survive.
 - Do this or you won't survive.

B **WORK IT OUT** Complete the rules with words and phrases in the box.

as long as as soon as in case provided (that) unless

Alternatives to *if* in conditionals

We use ¹ _____ to mean *if ... not*.

We use ² _____ and _____

³ _____ to mean *only if*.

We use ⁴ _____ to talk about doing something now to prepare for a possible situation.

We use ⁵ _____ to mean in the shortest time possible.

C Go to the **Grammar Hub** on page 126.

D **SPEAK** Work in pairs. Give advice about the following situations using conditional conjunctions.

- You're in the middle of a field when a thunderstorm begins.
- You're swimming in the sea when you see a shark swim by.
- You're lost in the countryside when your phone runs out of battery.
- You're driving along when your car runs out of petrol.
As long as you can walk to a petrol station, you'll be able to buy petrol.

PRONUNCIATION

Intonation in conditional sentences

A Listen to the conditional sentences. Draw arrows to mark rising (↗) or falling (↘) intonation.

- Provided you don't run (), the bull won't chase you ().
- Take a torch () in case it gets dark ().
- Unless you find a water source (), you won't survive ().

B Listen again and repeat the sentences.

SPEAKING

A **PREPARE** Read the scenario. Make a list of survival priorities.

You are on a small plane that has crashed on a river in a jungle. You can swim to the side of the river, but you can only take a few things with you before the plane sinks. As far as you know, you're a long way from the nearest town and may have to spend a few nights in the jungle.

1 Make a shelter

2 ...

B **PLAN** You have found the items below in the plane. Make notes on how you could use each item to help you achieve your priorities from Exercise A.

C **DISCUSS** Work in groups. Together you must decide on three survival priorities and how you will use the items from Exercise B.



A: I think we should use the rope to make a shelter.

B: That's fine by me, as long as we can save some of the rope for fishing.



LISTENING

A SPEAK Work in pairs. Look at the pictures and discuss the questions.

- 1 What fears are shown in the pictures?
- 2 Do you think these fears are rational (i.e. based on facts, not emotion) or irrational? Why?
- 3 What other common fears can you think of?

B LISTEN FOR GIST Listen to an extract from an audiobook about fear. Put the topics in the order they are discussed.

- ___ the influence of memory
- ___ potential dangers of the modern world
- ___ the physical effects of fear
- ___ how we assess a perceived threat
- ___ the brain's initial response

C LISTEN FOR DEFINITIONS, EXAMPLES AND EXPLANATIONS Listen to the extract again. Complete the notes below with no more than three words or a number. Use the information in the box to help you.

Listening for definitions, examples and explanations

Speakers often use the following to make their ideas clearer:

Definitions

To explain topic-specific language, speakers often provide definitions. These are usually clearly signalled by phrases such as *This is defined as ...*, *This means ...*, but can also be given mid-sentence (e.g. *Claustrophobia – a fear of being in a small or crowded place – is often ...*).

Examples

To help clarify an idea, speakers use examples. These are signalled by phrases such as *For instance ...*, *Such as ...*, *An example of this is ...*

Explanations

To make something easier to understand, speakers may also give explanations. These can be signalled by phrases such as *In other words ...*, *That's to say ...*, *Let me explain ...*

Natural reactions

The amygdala is the section ¹ _____ associated with our emotional responses.

² _____ is the body's natural response to a perceived threat.

The hippocampus and the prefrontal cortex help us to distinguish between a ³ _____ and a perceived threat. Our ⁴ _____ influence this decision.

We often focus on dramatic or emotional events (e.g. although skin cancer causes over ⁵ _____ deaths a year, people worry more about plane crashes).

Increased stress and anxiety can have a ⁶ _____ on our immune system > could lead to physical and mental health issues. Issue of the modern world?

D SPEAK Work in pairs. Discuss the questions.

- 1 Do you think the 'fight or flight' response is useful in the modern world? Why/Why not?
- 2 Why do you think people often refuse to change their mind about something even when shown evidence against it?
- 3 What kinds of things do people fear now that they didn't fear 20 years ago?

VOCABULARY

Phrasal verbs to describe problems

A Match the phrasal verbs (1–7) to their definitions (a–g).

- | | |
|---|-------------|
| 1 go through | 5 deal with |
| 2 sort out | 6 work out |
| 3 put up with | 7 weigh up |
| 4 talk over | |
| a do what is necessary to solve a problem | |
| b accept someone or something unpleasant in a patient way | |
| c accept and control a difficult emotional situation so that you can start to live a normal life again despite it | |
| d experience something difficult or unpleasant | |
| e solve a problem by considering the facts | |
| f discuss a problem or a plan | |
| g consider the good and bad aspects of something in order to reach a decision about it | |



B Choose the correct verbs to complete the questions.

- 1 Do you think you are good at **working out** / **dealing with** how to solve problems?
- 2 Do you **talk over** / **deal with** your plans with the people around you?
- 3 What could you **put up with** / **sort out** more easily – a room full of spiders or snakes?
- 4 When was the last time you **weighed up** / **put up with** the risks and benefits before making a decision?
- 5 What scary situation have you recently had to **go through** / **weigh up**? What happened?
- 6 How would you **sort out** / **weigh up** a situation where everyone was panicking?
- 7 In general, how well do you **deal with** / **go through** risky situations?

C SPEAK Work in pairs. Discuss the questions in Exercise B.**VOCABULARY**

Dependent prepositions: adjectives

Dependent prepositions: adjectives

Some adjectives are usually followed by specific prepositions. These are called 'dependent prepositions' and they are followed by either a noun or -ing. For example:

My mother has always been terrified of spiders. NOT ~~My mother has always been terrified about spiders.~~

Choose the correct prepositions to complete the sentences.

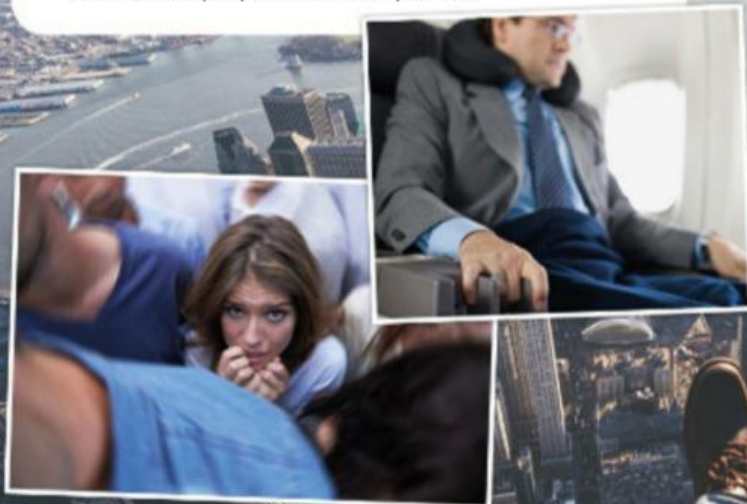
- 1 I'm really anxious **about** / **to** speaking in public.
- 2 I feel a bit ashamed **of** / **for** my fear of flying. I know it's not rational.
- 3 I'm sick **about** / **of** feeling this way – I really need to get some help.
- 4 I'm envious **for** / **of** people who can stay calm in dangerous situations.
- 5 They became suddenly aware **of** / **from** the danger around them.
- 6 I'm not really scared of anything, but I try to be sensitive **towards** / **for** people with a lot of phobias.

SPEAKING HUB**A PREPARE** Read the scenarios (1–3). Make notes about what each person is afraid of and how it affects their life.

- 1 Emily Ronson is a 26-year-old graphic designer working in London. She gets the tube to work every day but hates every minute of the 40-minute journey. Being in tight spaces with lots of people makes her feel incredibly anxious. Sometimes, she feels so overwhelmed that she gets off the train and waits until it's less busy. Sometimes, this makes her late for work. She's ashamed of her fear so she hasn't told anyone about it.
- 2 Helen Masters is a retired police officer from Manchester. Several times over the past decade, she has had to cancel holidays because she had a panic attack shortly after boarding the plane and demanded to get off. She knows this is an issue but has decided to live with it. Now she rarely travels abroad and cannot see her grandchildren as they live in the USA.
- 3 Tom Hawksby is a 43-year-old accountant at a large computer software company in New York. Recently, the company haven't been doing well and hundreds of people have lost their jobs. Tom is worried that he'll lose his job, too, and finds it difficult to sleep at night. This is making him tired and angry at work.

B DISCUSS Work in groups. Use your notes from Exercise A to discuss the questions.

- 1 Which of the fears do you think are irrational? Which are rational? Why?
- 2 How well do you think each person copes with their fear?
- 3 Do you think their fear is a big issue? Why/Why not?
- 4 What would you do in their position?

C PRESENT Choose one person from your group to present the main points of your discussion to the rest of the class.

- Discuss priorities in a survival situation
- Talk about fears and offer advice