Vocabulary and speaking

Feelings

1a Work in pairs and discuss. How do you think the people in the photos feel? Use the words/phrases in the box and your own ideas.

ashamed  apprehensive  disillusioned  scared  stiff
devastated  wound-up  envious  relieved  relaxed
desperate  disgusted  insecure  mollified
helpless  overjoyed  indifferent  shamed
stona  under a lot of pressure  sorry

b How do you think the people might have felt before/after the events in the photos?

Which words in exercise 1a suggest particularly strong emotions? Think of other adjectives that express strong emotions.

Work in groups. Choose five of the situations on page 17 and discuss the different emotions you would go through before, during and after these experiences.

I think I would feel kind of / a bit / totally / incredibly …
I’d feel a sense of (envy/disgust).
It wouldn’t bother me that much.

How would you feel?

- You’ve been learning to drive for months and, finally, the big day arrives: your driving test. Unfortunately, a few minutes beforehand you lock yourself out of your car and can’t take the test.
- Your company/college offers you the opportunity to do a special course in the USA for nine months, away from all your family and friends.
- Your brother and sister-in-law ask you to look after their three pre-school children for the weekend while they go to a wedding. It turns out to be a wet, freezing weekend.
- You fail an important exam because you haven’t done any studying. To make matters worse, all your friends seem to have passed with flying colours.
- A colleague you dislike is giving an important presentation. Her delivery is completely incoherent and she keeps going red and apologising. Members of the audience are sniggering openly.
- Things have been going fantastically well with your new boyfriend/girlfriend. Then, suddenly, he/she starts being late for dates or doesn’t turn up at all. There’s no good reason that you can see.
- You have finally got to play for the football team of your dreams. In the first half hour of the biggest match of your career, you score a vital goal, only to have it disallowed by the referee.
- You are in your mid-40s with three teenage children. Out of the blue, you and your husband/wife discover that you are having another baby.

4a Pronunciation Find single-word adjectives in the box in exercise 1a that match the stress patterns in the table below.

<table>
<thead>
<tr>
<th>1●●</th>
<th>2●●</th>
<th>3●●●</th>
<th>4●●●</th>
</tr>
</thead>
<tbody>
<tr>
<td>despair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5●●</td>
<td>6●●●</td>
<td>7●●●</td>
</tr>
</tbody>
</table>

4b Listen and check. Then practise saying the words.

5a Work in pairs and choose three words/phrases from the box in exercise 1a. Spend a few minutes inventing situations like the ones in exercise 3 to illustrate the emotions.

b Describe the situations to other students without saying the emotion you had in mind. Can they guess what the emotion is?
Expressing emotions across the world

by Melissa Thompson

Quite a few years ago, I took my first trip to Thailand to visit my boyfriend’s family. I emerged from the airport to be greeted by a wall of heat unlike anything my pale English skin had ever experienced before, but that wasn’t the only shock in store for me. After 20 minutes or so in the sweltering sun I started to complain: the flight had been exhausting, my feet were aching and so on. Quite suddenly, my boyfriend stopped me.

‘It is not acceptable to show your emotions like that,’ he whispered. ‘You should try to smile.’ I thought he was joking at first, but I soon realised he wasn’t. In Thailand, the ‘land of smiles’, people go out of their way to put on a happy face for reasons I hadn’t yet appreciated.

Ever since that trip, I’ve been trying to learn all I can about how people express emotions in different cultures and how those cultures shape what we feel. What I’d failed to grasp all those years ago is that negativity tends to be taboo in Thailand. The happiness of the group is put above that of the individual and one person’s feelings are seen as closely linked to those of others. For that reason, my public whining and whinging was potentially offensive.

It’s not just complaining which is taboo. In collectivistic cultures like Thailand’s, people who publicly express anger are seen as rude and unsociable. In more individualistic cultures such as Europe or the USA, it is relatively common for friends and partners to have a brief slanging match, slam the door and then make up without too much harm being done. Anger has even been shown to be a successful negotiating strategy in business. In collectivistic cultures though, losing your cool is definitely counterproductive.

This is not to say that you can’t express negative emotions in Thailand. You simply do it much more subtly. Spend a bit of time in the country and you become aware of the myriad of different ways that you can smile: there’s the I don’t trust you smile, the that’s a silly suggestion smile, the smile of genuine warmth and affection, and many others besides. I vividly remember the strained please don’t ever do that again smile from my boyfriend’s mother when I rested my feet on a chair (showing the soles of your feet is extremely rude in Thailand).

Emotions give further clues to the differences. In the USA and Europe, people tend to use the mouth to indicate an emotion, for example, [:)] means happy and [: (] means sad, while in Asia, [\_\_\_] and [\_\_\_] carry these meanings, showing that the emotion conveyed by the eyes is much more important.

Personally speaking, I think of myself as quite an emotional person. I tend to get upset, suck or laugh hystically, depending on the situation. I can also be cynical, sarcastic and argumentative. I try to tone down my behaviour in Thailand (when in Rome . . .), as the saying goes, but it’s not always easy and I often get the feeling that people find me too volatile. However, it does seem overly emotional to one person can seem reserved to another. A flatmate from Italy used to tell me how uptight I was because I didn’t gesticulate and shout with the same carefree abandon that she did. So what’s the truth? Is there a right way to behave whichever culture you come from? Let me know your thoughts and experiences.

Readers’ comments

Arun: Hi, Melissa. I’m kind of in the opposite situation to you. I’m Khmer, but I’ve married into an American family who are much more into expressing their emotions than people in my culture and I find some of their conflicts really make me uncomfortable. But I’m also able to see that the way my family behave can result in dishonesty. My mum will visit someone’s house and smile and compliment everything, then when she gets home, she will say, ‘There wasn’t enough food!’ or ‘Why did they buy that sofa?’

Arun: You’re right that in collectivistic cultures like Thai and Japanese it’s frowned on to express negative emotions like anger, but don’t be fooled – the anger’s still there! I’ve visited Japan and Thailand frequently on business and often wonder what impact all this has on people psychologically – whether it’s really bad for people to bottle up their feelings like this. Personally, it would drive me nuts!

Karly: Great article, Melissa – really thought-provoking. I’m used to a culture where people generally let it be known if they’re not happy, but when I was travelling in South East Asia, I found it much easier to be calm and laid-back. I found the Thai way of smiling, whatever, really suited me – in that respect, I was really able to embrace their culture.

Andreas: You’re right that in collectivistic cultures like Thai and Japanese it’s frowned on to express negative emotions like anger, but don’t be fooled – the anger’s still there! I’ve visited Japan and Thailand frequently on business and often wonder what impact all this has on people psychologically – whether it’s really bad for people to bottle up their feelings like this. Personally, it would drive me nuts!

Work in groups and discuss the sentences below.

1. Do you agree or disagree with the points made on the comments board?
2. Do you generally express your emotions or do you tend to bottle up your feelings?
3. Is it acceptable in your country to express negative emotions like anger?
4. Do you think it is good to express negative emotions in what circumstances?
5. Have you ever experienced a culture where emotions are expressed differently from your own?

6. Read other students’ comments and say if you agree.

Grammar review

Perfect verb forms

1. Read Simon’s comment. Which country is he talking about? What cultural problems does he mention?

Simon: I definitely agree with you, Melissa. Many actions and gestures you usually take for granted can also have unexpected reactions. A few years ago we moved to Jakarta and we’ve been caught out in this way several times. When we first arrived here, I noticed that people sometimes gave me angry looks in public and we were rude to me at work. What I didn’t realise is that I’d been standing with my hands on my hips – something I did without thinking about it. The problem is, this is a sign of arrogance or aggression in Indonesia. This is just one example of many things we’ve had to learn since we moved here. Like not sitting with the soles of your feet showing, not touching people’s heads, etc. Of course, we would like to have known these things before we came – but since those first misunderstandings, we’ve all been trying hard to learn more about the culture of the country we’re living in. By the end of the year, we will have been here for five years and it’s been a fascinating learning experience so far.

2. Work in pairs. Look at the phrases in bold in Simon’s comment and underline the perfect verb forms. Discuss why a perfect form is used in each one.

3. In which phrase (a–g) does Simon use:
   1. the Present perfect with an adverb which links the past to the present?
   2. the Present perfect referring to a period of time which is incomplete?
   3. the Present perfect with a phrase saying how many times it has happened?
   4. the Present perfect continuous to emphasise the duration of the action?
   5. the Past perfect continuous to show that an action happened before another in the past?
   6. the Future perfect to link the present to a point in the future?
   7. a perfect infinitive to emphasise that he is talking about a time further in the past?

   a. We moved to Jakarta and we’ve been caught out in this way several times.
   b. Since those first misunderstandings, we’ve all been trying hard to learn more about the culture of the country we’re living in.
   c. By the end of the year, we will have been here for five years and it’s been a fascinating learning experience so far.
   d. Melissa and I had been planning to have a family for some time.
   e. My kids will have been watching their own sports events.
   f. By the end of the year, we will have been here for five years and it’s been a fascinating learning experience so far.
   g. Melissa and I had been planning to have a family for some time.

4. Complete the sentences with the correct form of the verbs in brackets. Discuss which are true for you.

   1. By the end of this course, I _________ (work) really hard recently.
   2. This is the first time I _________ (study) the perfect aspect.
   3. By the end of this course, I _________ (find) out lots of interesting things about my classmates.
   4. I’d like _________ (start) learning English earlier.
   5. I _________ (not have) a holiday for ages.
   6. I was tired when I went to bed last night because I _________ (talk) to my friends all evening.

   Grammar extension bank, pages 116–119

> Grammar extension bank, pages 116–119

Reading

1. Work in groups and discuss. Which of the things below have you done recently? Why?
   - shouted at someone
   - hidden your feelings
   - laughed out loud
   - cried in public

2. Read the first paragraph of the article. Why do you think Thai people always appear happy?

3. Read the full article and answer the questions.
   1. Which emotions are taboo in Thailand and why?
   2. How are strong emotions expressed?
   3. What are the common writers’ opinions?

4. Read the article again and decide which three statements are true. Underline evidence in the article to support your answers.
   1. The author was surprised at what her boyfriend said.
   2. Thai people make a great effort to smile.
   3. Thinking such as Thailand the individual is more important than the group.
   4. In Europe and the USA getting is acceptable emotional behaviour.
   5. Thai people never express negative emotions.
   6. The author controls her emotional behaviour.

5. Find these colloquial expressions in the article or comments and explain in your own words.
   - whinge and whine about something
   - have a slanging match
   - lose your cool
   - drive someone nuts

6. Work in groups and discuss one or more of the questions below.
   • Do you agree or disagree with the points made on the comments board?
   • Do you generally express your emotions or do you tend to bottle up your feelings?
   • Is it acceptable in your country to express negative emotions like anger?
   • Do you think it is good to express negative emotions in what circumstances?
   • Have you ever experienced a culture where emotions are expressed differently from your own?
   • What differences did you notice?
   • Is it acceptable in your country to express negative emotions?
   • Do you tend to bottle up your feelings?

7. Read the full article and answer the questions.
   1. Which emotions are taboo in Thailand and why?
   2. How are strong emotions expressed?
   3. What are the common writers’ opinions?

8. Read the article again and decide which three statements are true. Underline evidence in the article to support your answers.
   1. The author was surprised at what her boyfriend said.
   2. Thai people make a great effort to smile.
   3. Thinking such as Thailand the individual is more important than the group.
   4. In Europe and the USA getting is acceptable emotional behaviour.
   5. Thai people never express negative emotions.
   6. The author controls her emotional behaviour.

9. Find these colloquial expressions in the article or comments and explain in your own words.
   - whinge and whine about something
   - have a slanging match
   - lose your cool
   - drive someone nuts

10. Work in groups and discuss one or more of the questions below.
   • Do you agree or disagree with the points made on the comments board?
   • Do you generally express your emotions or do you tend to bottle up your feelings?
   • Is it acceptable in your country to express negative emotions like anger?
   • Do you think it is good to express negative emotions in what circumstances?
   • Have you ever experienced a culture where emotions are expressed differently from your own?
   • What differences did you notice?

11. Read other students’ comments and say if you agree.
Listening and vocabulary

Advising and emotions

1 Work in groups and discuss the questions below.
   • Do you have any favorite adverts or any that particularly annoy you? Explain what you like/dislike about them.
   • Look at the adverts in the photos. Are they advertising?
   • How do you think the advertiser is trying to influence your emotions in each?

2a You are going to listen to a radio interview about how adverts appeal to our emotions. Before you listen, read the messages from the adverts below and decide whether the appeal is rational (R) or emotional (E).

   • Many adverts point out the logical benefits of a product.
   • There are important differentiating factors between makes of small cars.
   • Car ads appeal to people's aspirations in a range of different ways.
   • Many ads for phones and MP3 players aim to make people feel that they are part of their peer group.
   • Many adverts for luxury products try to persuade people that they should pamper themselves.
   • Health campaigns and adverts for charities often deliberately set out to annoy people.
   • Campaigning ads can backfire if they do not put their message across strongly enough.
   • Once an advert has been released, the advertisers monitor people’s responses carefully.
   • Adverts for products that are generally considered important are heavily regulated in many countries.
   • Humorous adverts for gamble-boosting flatter people.

2b Work in pairs and compare your answers. Explain why you think the statements are true/false.

3a Read the sentences and check the meaning of the words in bold. Then listen again and decide if the statements are true (T) or false (F), according to the interview.
   1. Many adverts point out the logical benefits of a product. T/F
   2. There are important differentiating factors between makes of small cars. T/F
   3. Car ads appeal to people's aspirations in a range of different ways. T/F
   4. Many ads for phones and MP3 players aim to make people feel that they are part of their peer group. T/F
   5. Many adverts for luxury products try to persuade people that they should pamper themselves. T/F
   6. Health campaigns and adverts for charities often deliberately set out to annoy people. T/F
   7. Campaigning ads can backfire if they do not put their message across strongly enough. T/F
   8. Once an advert has been released, the advertisers monitor people’s responses carefully. T/F
   9. Adverts for products that are generally considered important are heavily regulated in many countries. T/F
   10. Humorous adverts for gamble-boosting flatter people. T/F

3b Work in pairs and compare your answers. Explain why you think the statements are true/false.

4 Work in groups and discuss the questions below.
   • Have you changed your opinions about the adverts in exercise 1a?
   • Do you think the advertisers try to influence your emotions?
   • What kind of adverts appeal to you?
   • Have the interview made you feel differently about advertising? Will it affect what products you do/don’t buy in the future?

PATTERNS TO NOTICE

Cleft sentences

1 2.3 Complete sentence b in each pair so that it gives the same meaning as sentence a.
   a. Most people prefer straightforward facts.
   b. What _______ straightforward facts. T/F
   a. Charity ads often appeal to 'negative' emotions.
   b. It's _______ 'negative' emotions. T/F

2 Read more examples, then answer the questions.

   I didn't invite them. → It wasn’t me who invited them.
   1. What _______ did the interview? (it)
   2._______ you if you own this car. (it)
   3._______ car the advert. (it)
   4. My best friend_______ how do you think the advert? (it)
   5._______ the interview. (it)

3 Work in pairs and compare your answers. Explain why you think the statements are true/false.

4 Work in pairs and compare your answers. Explain why you think the statements are true/false.

5 Rewrite the sentences as cleft sentences. Begin with the word in brackets.

   1. You need a few days’ rest and recreation. (what)
   2. Many people care about the environment. (what)
   3. I don’t think the manager realises what he is doing. (what)
   4. You should tell her the truth. (what)
   5. What I really want is to go on holiday. (what)

6 Complete the sentences using your own ideas. Then work in pairs and compare your answers.

   1. What I really dislike about my city is the terrible traffic and pollution.
   2. What I like about my country is the scenery.
   3. It’s the _______ (in my country) that really make me ... me.
   4. What I really like to do in my English class is _______.
   5. It’s _______ that I find really difficult in English.
   6. What my country needs is _______.
   7. It was _______ who taught me _______.
   8. What I don’t understand about (a famous person) is why _______.

Wordspot

Idioms with laugh, cry and tears

1a Work in pairs and complete the gaps with laugh, cry or tears. Which phrases do you already know? Which can you guess?

   1 a shoulder to _______ on 6 it’s no _______ matter
   2 be in floods of 7 burst out _______ing
   3 have the last 8 burst into _______
   4 your head off 9 _______
   5 be bored to _______ 10 be close to _______

2a Replace the phrases in bold with the correct form of an idiom from exercise 1a. More than one answer may be possible.

   1 I’m not sure you realise just how difficult parking is around here. It’s a very serious problem.
   2 I don’t know what the matter was, but when I went past her room, Linda was crying a lot.
   3 Despite bad reviews from the critics, the show was a success, so the director was proved right in the end.
   4 When I asked Bill where Tara was, he began crying suddenly.
   5 Tom was very sympathetic when Jan’s dad died – he gave her support when she was depressed.
   6 I really enjoyed taking my nephew to the puppet show. He laughed and laughed and laughed.
   7 When we saw Ella in that ridiculous hat, we suddenly started laughing.
   8 The funeral was very moving – many people were nearly crying.
   9 It’s such a sad story – I cried and cried at the end.
   10 I wish our teachers at school had made maths lessons more interesting. I was always completely bored.

2b Work in pairs and compare your answers.

3 Choose four idioms from exercise 1a and think of a time when you felt or behaved like this. Then work in groups and explain what happened.

4 Work in groups and complete the gaps with laugh, cry or tears. Which phrases do you already know? Which can you guess?

   1 a shoulder to _______ on 6 it’s no _______ matter
   2 be in floods of 7 burst out _______ing
   3 have the last 8 burst into _______
   4 your head off 9 _______
   5 be bored to _______ 10 be close to _______
Task

Describe a story that provokes strong emotions

Preparation Listening and speaking

1a Think of stories that you know from a book, film or play that match the descriptions below.
   • It makes me laugh.
   • It moves me or makes me cry.
   • It’s scary or unnerving.
   • It’s thought-provoking.
   • It has a strong feel-good factor.

b Work in groups and compare your answers.

2 Which of the features below do you think are most important in a story? Think of a good example for each feature from a story you know.
   • The characters are convincing and you really care about them.
   • There’s lots of suspense and tension.
   • It’s full of action and moves at a fast pace.
   • There are lots of clever plot twists.
   • It allows you to escape into an imaginary world.
   • The story is realistic and true to life.
   • It convincingly recreates a period of history or a particular way of life.
   • It has a happy ending.
   • The ending is totally unexpected.
   • The ending makes you cry.

3a 2.4 You are going to listen to someone describing a story they really like. Work in two groups.
   Group A: Listen to story A.
   Group B: Listen to story B. Answer the questions below.
   1 What is the name of the story and where does it come from (a book, film, etc.)?
   2 Where and when is it set?
   3 What kind of story is it?
   4 Is it told in detail or only in outline? Why?
   5 Who are the main characters?
   6 Which words/phrases in the box did you hear?
      illegitimate daughter floorboards scream police interview radical group mayor adopts ex-convict uprising false identity heart beating bishop criminal justice system insane narrator

   b Listen again and check. Make brief notes about the story as you listen.

3b Work in new pairs and practise telling your stories. Listen and give feedback about how clear the story is and which parts need more/less detail.

4 Work in A/B pairs. Tell your partner as much as you can about the story you heard. It does not matter if you cannot remember every detail.

5 Read the phrases in the Useful language box. Which were used in the stories you heard? Look at audio script 2.4 on page 164 to check your answers.

USEFUL LANGUAGE

a Introducing the story
   It’s set in (the future / ancient times / an imaginary world where …).
   It tells the story of …
   It’s told in the first person.

b Describing the story
   The story opens as …
   It’s extremely long.
   There are several subplots.
   Little by little, you realise that …
   The tension builds up.
   It’s a bit ambiguous.

c Describing how it makes you feel
   It’s a very chilling story.
   It makes you laugh out loud.
   You have a strong sense of unease.
   It fills you with a sense of despair.
   It’s very heartwarming.
   Parts of it are heartbreaking / very uplifting.
   It’s so moving.
   It leaves you with a feeling that …

d The ending
   It all ends happily.
   The ending really makes you cry.

Task Speaking

1a Work alone or in pairs. Choose a story you like from a film, book or play to describe to the class. Check details of the story online if necessary.

b Spend about ten minutes planning how to describe your story. Ask your teacher for any words/phrases you need. Think about:
   • what to include about the story in about two minutes. You should give enough detail to make the story interesting, but you can cut out unnecessary sub-plots, minor characters, etc.
   • how much background information to give.
   • the important characters and events of the story and the order in which they appear/happen.
   • how the story makes you feel.
   • whether or not you will give away the ending or leave it out so as not to spoil the story.

> Useful language a, b, c and d

2 Work in new pairs and practise telling your stories. Listen and give feedback about how clear the story is and which parts need more/less detail.

3 Take turns to tell your stories in groups or to the class. Which book/film/play that you have heard about would you most like to read/see?

Follow up Writing

1 Choose the story that you have told the class or another favourite story of yours. Write a brief plot summary for a website.

SHARE YOUR TASK

Describe and discuss emotions at a sophisticated level

Describe and discuss brands and the effects of advertising

Add emphasis to what you are saying using cleft sentences

Describe a story and how it makes you feel

Research online and give a short presentation about marketing
Find out first

1a Work in pairs. Look at the list of luxury brands in the box below. What product is each one famous for? Can you add more names to the list?

- Louis Vuitton
- Gucci
- Tiffany and Co.
- Chanel
- Rolex
- Vertu

b Do you or does anyone you know own any items produced by these brands?

2a Do the luxury brands quiz.

Luxury brands quiz

1. Which of the brands above has the highest global turnover?
   a) Louis Vuitton  b) Rolls Royce  c) Rolex
2. Which country is the largest market for luxury goods?
   a) China  b) France  c) the USA
3. How much is spent on luxury goods worldwide a year?
   a) 2 million  b) 2,000  c) 200,000
4. Which luxury car brand was started by a woman called Coco in Paris over 100 years ago?
   a) Rolls Royce  b) Chanel  c) Louis Vuitton
5. Which luxury car brand started in the 1980s?
   a) Lexus  b) Rolls Royce  c) Ferrari
6. Approximate how many watches does Rolex make every day?
   a) 1,000  b) 10,000  c) 3 million

b Go online and check your answers or ask your teacher.

Search: luxury brands, global turnover / largest market luxury goods / global sales luxury goods

View

3a Look at the words in the box. Tick the ones you think a company producing luxury brands would want to be seen as.

- common exclusive high-end mass-market slick tacky

b Watch the video about international luxury fashion brands and choose the correct word to complete each sentence.

1. The two men would / might / wouldn’t willingly wear each other’s belt.
2. Luxury brands make the most money from the top / middle / bottom of the pyramid.
3. Find out first

World view

4. Watch the video again and choose the correct answer. More than one answer may be correct.

a) One of the men says that his belt has an unsophisticated image but he likes that.
   b) The other man says that his belt is one suitable for women.
   c) The presenter says that his belt is cheap and does its job.
5. What is the purpose of the top level of the pyramid model?
   a) to build kudos
   b) to make a lot of money
   c) to appeal to the wealthy elite
6. What is the ‘delicate balance’ that Dana Thomas talks about?
   a) keeping costs down and prices high
   b) appeal to the elite while selling to the general public
   c) making high fashion items while turning a profit
7. Which of these should luxury superbrands do?
   a) maximise profits from the bottom of the pyramid
   b) keep customers focused on the top of the pyramid
   c) make sure that products at the bottom of the pyramid are cheap
8. Discuss the questions in groups.
   - Do you agree that luxury brands are a good thing because they give people something to aspire to or do you think they cause division and envy?
   - Do you think that luxury brands spend too much money on advertising and are therefore bad value for money?
   - Do you ‘try’ luxury brands or do you regard them as a waste of money?
   - What kind of luxury goods do you buy if any? Do you regard them as a waste of money?
   - Do you agree that luxury brands spend too much money on advertising and are therefore bad value for money?
   - What kind of luxury goods do you buy if any? Do you regard them as a waste of money?

Work in pairs and discuss.

- Do the luxury superbrands appeal to you? Why? Why not?
- Which ones appeal the most/least?