

2

2.1 goals

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

Misunderstandings

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

VOCABULARY

Dealing with misunderstandings

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 p119.

Student B – read your situations on p120.

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

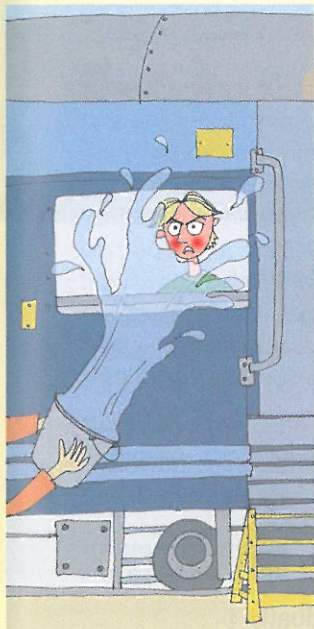
Past simple and past perfect simple

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.



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!

Grammar reference and practice, p132

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.