



APEX ENGLISH

Your voice. Global.

C1 · GENERAL ENGLISH

UNIT 2 · 2B

Reading between the lines

Theme · Memory & Meaning



Unit 2 · 2B

Reading between the lines

Theme: Memory & Meaning

Learning objectives

- Expand C1 vocabulary related to **communication & misunderstanding**.
- Use **advanced reported speech: reporting verbs & patterns** accurately and idiomatically.
- Read a discursive text and discuss inferences beyond the literal.
- Speak fluently on the unit's theme with a partner or in a small group.

This booklet accompanies the digital lesson at

alunos.apexenglish.com.br/general-c1/2b. Interactive audio, video and drag-and-drop tasks live online; use this booklet in class and to review.

Ask the teacher — notes to bring to class



Class Book

Warm-up

In pairs, talk for about a minute on each prompt before feedback:

- 1 What comes to mind when you hear the theme **"Memory & Meaning"**?
- 2 How comfortable are you using vocabulary about **communication & misunderstanding**? Give one recent example.
- 3 When did you last use — or misuse — **advanced reported speech: reporting verbs & patterns**?

Reading

The art of not quite saying it

Most of what we mean at work, at home and online is not said outright. We hint, we imply, we backtrack. When a colleague says, "It's a bold idea," they may mean anything from genuine admiration to polite horror. When your partner asks, "Are you really going to wear that?" they are almost certainly not asking a question. Reading between the lines is not a bonus skill in English — for many speakers, it is the main event.

Linguists call this pragmatics: the study of what people mean beyond what they literally say. A single sentence — "Have you eaten?" — can be a genuine question, an invitation to lunch, a subtle way of asking whether you can be trusted with a difficult conversation, or a mother's disguised complaint. Context does most of the work, but so does tone, timing and what is not said. A five-second pause before "Fine" carries more information than the word itself.

British English pushes this indirectness to a level that other cultures find quietly bewildering. "I hear what you're saying" almost never means agreement; more often, it means "I've registered your objection and I am about to ignore it". "That's an interesting point" can be a warm compliment or a polite refusal, depending on the eyebrows involved. "We should have coffee sometime" is, in most cases, a full sentence and a full closing gesture — an invitation and its own gentle cancellation, delivered in one breath.

Yet indirectness is not just a British eccentricity. Cultures around the world have their own subtext dictionaries. In Japan, silence and gaze do work that English does in words. In much of Latin America, an emphatic "yes" can mean "I hear you" without any commitment to act. What makes English particularly interesting for C1 learners is the way its indirectness is often disguised as directness: the phrasing feels blunt on the page, but the meaning has been carefully softened, hedged and half-taken-back.

To sound truly fluent, then, you have to be able to hear the shape of the sentence someone almost said — and to produce, on demand, the sentence you almost mean. It is a

Ask the teacher — notes to bring to class



skill that no dictionary teaches and that no test quite measures. But it is, arguably, the last real threshold between advanced and native fluency: the point at which a foreigner stops translating words and starts translating silences.

Comprehension — choose the best answer.

1. According to the text, most communication at work and home is:
(A) direct and explicit
(B) indirect and implied
(C) written down carefully
(D) translated into other languages
2. 'It's a bold idea' is offered as an example of a phrase that can:
(A) mean exactly what it says
(B) carry very different meanings depending on tone
(C) only be used in writing
(D) be used only by managers
3. 'Pragmatics' is described as the study of:
(A) grammar of long sentences
(B) meaning beyond the literal words
(C) formal writing conventions
(D) pronunciation of stressed syllables
4. According to the writer, 'I hear what you're saying' usually signals:
(A) complete agreement
(B) polite disagreement or refusal to act
(C) confusion about the message
(D) a formal apology
5. What does the writer say makes English indirectness particularly tricky?
(A) It is universal to all cultures
(B) It is often disguised as directness
(C) It only occurs in writing
(D) It is limited to office life
6. The writer's closing point about the 'last real threshold' of fluency is:
(A) learning technical vocabulary
(B) translating silences, not just words
(C) mastering irregular verbs
(D) improving pronunciation

Ask the teacher — notes to bring to class



Vocabulary

Focus: **communication & misunderstanding**

Study these C1 items and their meanings.

to imply — to suggest something indirectly, without saying it openly

to hint (at) — to give a small, indirect clue about something

to insinuate — to suggest something negative in an indirect, unpleasant way

to gloss over — to mention or treat something briefly to avoid difficulty

to backtrack — to withdraw or soften a previous statement

to talk at cross-purposes — to be having a conversation in which each person misunderstands the other

a slip of the tongue — a small mistake in speech that reveals what you really think

to read between the lines — to understand a hidden meaning that is not stated openly

Ask the teacher — notes to bring to class



Grammar

Focus: **advanced reported speech: reporting verbs & patterns**

Study the online lesson notes, then complete the interactive tasks at **alunos.apexenglish.com.br/general-c1/2b**.

Ask the teacher — notes to bring to class



Speaking

- 1 Tell a partner about a personal experience connected to **memory & meaning**. Aim for at least two minutes without pausing.
- 2 Compare cultures or generations on this topic. Use at least three items from the *communication & misunderstanding* list.
- 3 Discuss: *Is it possible to be objective about memory & meaning?* Justify your view.

Writing

Write 220–260 words on: **“Memory & Meaning — what has changed in the last twenty years?”** Use at least four items from the vocabulary list and one structure from the grammar focus (*advanced reported speech: reporting verbs & patterns*).

Ask the teacher — notes to bring to class



Workbook

Home practice

Complete on your own; check answers in class.

1. She never criticised him openly — she only _____ that he was late for everything.
(A) denied
(B) implied
(C) insisted
(D) apologised
2. The politician started to _____ as soon as he saw how badly his comment had landed.
(A) backtrack
(B) insinuate
(C) insist
(D) warn
3. Journalists trained to interview politicians learn to _____ at the truth beneath the answers.
(A) read between the lines
(B) gloss over
(C) insist on
(D) accuse
4. He kept _____ over the numbers, hoping no one would notice the loss.
(A) glossing
(B) insisting
(C) hinting
(D) backtracking
5. We must have been _____ — she thought I was quitting, and I thought she was firing me.
(A) reading between the lines
(B) backtracking
(C) talking at cross-purposes
(D) denying

Ask the teacher — notes to bring to class

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Workbook · 2B. Reading between the lines

Home practice · reporting verbs & subtext · answer key included



Class Book

Full lesson · in-class material



Workbook

Home practice · with answer key

VOCABULARY

1 · Communication — choose the best expression

10 min

1. She never criticised him openly — she only _____ that he was late for everything.

a. denied

b. implied ✓

c. insisted

d. apologised

2. The politician started to _____ as soon as he saw how badly his comment had landed.

a. backtrack ✓

b. insinuate

c. insist

d. warn

3. Journalists trained to interview politicians learn to _____ at the truth beneath the answers.

a. read between the lines ✓

b. gloss over

c. insist on

d. accuse

4. He kept _____ over the numbers, hoping no one would notice the loss.

a. glossing ✓

b. insisting

c. hinting

d. backtracking

5. We must have been _____ — she thought I was quitting, and I thought she was firing me.

a. reading between the lines

b. backtracking

c. talking at cross-purposes ✓

d. denying

Score: 5 / 5

🔄 Try again

GRAMMAR

2 · Complete with the correct reporting verb + form

10 min

WORD BANK — DRAG OR TAP, THEN TAP A GAP

accused me of

apologised for

warned me not to

recommended

denied

1. The teacher **warned me not to** _ speaking during the exam.
2. He **denied** _ ever taking my keys.
3. She **apologised for** _ being late by more than an hour.
4. My mother **accused me of** _ lying about the phone bill.
5. The nurse **recommended** _ resting for at least three days.

Score: 5 / 5

Try again

GRAMMAR

10 min

3 · Rewrite in reported speech

Choose a natural reporting verb — do NOT use the neutral *said (that)*.

1. *"I didn't take your book," she said.*

Hide answer

She denied taking my book.

2. *"You should really see a doctor," he said to me.*

Hide answer

He advised me to see a doctor.

3. *"I'm so sorry I forgot," she said.*

Hide answer

She apologised for forgetting.

4. *"If you touch that again, I'll call your mother," he said.*

Hide answer

He threatened to call my mother if I touched it again.

5. *"Let's meet on Friday instead," she said.*

Hide answer

She suggested meeting on Friday instead.

VOCABULARY +

8 min

4 · Reporting-verb patterns

DRAG THE MEANING ONTO THE WORD

Reset

to make someone remember to do something

to demand something firmly and repeatedly

to say that someone has done something wrong

to express happiness at someone's success or good news

to say you will do something bad if a condition is not met

to insist on (something)

to demand something firmly and repeatedly

Hide answer

to demand something firmly and repeatedly

to accuse (someone) of

to say that someone has done something wrong

Hide answer

to say that someone has done something wrong

to congratulate (someone) on

to express happiness at someone's success or good news

Hide answer

to express happiness at someone's success or good news

to remind (someone) to

to make someone remember to do something

Hide answer

to make someone remember to do something

to threaten to

to say you will do something bad if a condition is not met

Hide answer

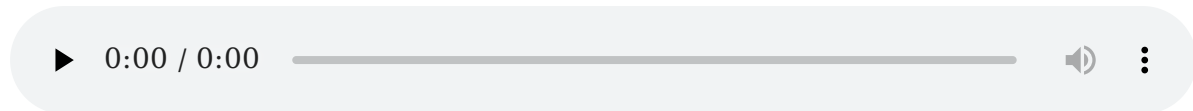
to say you will do something bad if a condition is not met

LISTENING

10 min

5 · A voice message

Listen to a friend leaving a voice message about a lunch that did not go well.



1. What is the speaker's overall feeling about the lunch?

[Hide answer](#)

Uneasy — something was implied but not said.

2. What did her friend seem to be hinting at?

[Hide answer](#)

That she wants to end the friendship, or take a long break from it.

3. What does the speaker plan to do next?

[Hide answer](#)

Send a direct message asking her friend to say clearly what she means.

WRITING

20 min

6 · Reply to the message (120–150 words)

Imagine you are the friend receiving that voice message. Reply in a message that is clear but kind, using at least three different reporting verbs and one expression from the vocabulary bank.

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