

# 2A

## What happened?



C

- › **Goal:** describe past experiences
- › **Grammar:** past simple and past continuous
- › **Vocabulary:** describing feelings and events



A



D



E



B

### Vocabulary

#### 1 Look at the photos and discuss the questions.

- 1 What do you think is happening in each photo?
- 2 How do you think the people are feeling? Which of the adjectives in the box would you use to describe them?

amazed   annoyed   disappointed   embarrassed  
frightened   relaxed   surprised   tired   worried

#### 2 a Read the comments below and match them with three of the photos.

- 1 'The other day I met an old friend for the first time in years. It was such a **surprising** meeting! We were **amazed** and excited to see each other again.'
- 2 'Yesterday was a really **annoying** day. I borrowed my wife's car and got a parking ticket. She was very **annoyed** with me.'
- 3 'I love cooking. I find it very **relaxing** after a long and stressful day at work. I don't like shopping for food though. It's so **tiring**.'

#### b Look at the words in bold in Exercise 2a. When do we use adjectives ending in **-ed** or **-ing**, e.g. **tired/tiring**, **amazed/amazing**?

#### 3 Choose the correct alternatives.

- 1 I get very *annoyed/annoying* when people are late for meetings.
- 2 Last year I spent three months travelling round South America. What an *amazed/amazing* experience!
- 3 My parents get very *worried/worrying* when I don't come home on time.
- 4 The first time I met my boyfriend's parents, I dropped my tea on the floor! It was so *embarrassed/embarrassing*!
- 5 I don't like watching horror films on my own. They're too *frightened/frightening*.
- 6 My sister was so *disappointed/disappointing* when she didn't pass her driving test.
- 7 My brother is travelling abroad and we haven't heard from him for weeks. It's very *worried/worrying*.
- 8 After a few days on holiday, I feel so *relaxed/relaxing*.
- 9 I hate getting up early every day. It's very *tired/tiring*.

#### 4 Work in pairs. Answer the questions using adjectives in Exercises 1 and 2.

- 1 How do you feel when you miss a bus or train?
- 2 What do you think about people who talk very loudly on the train?
- 3 How do you feel when you're on holiday?
- 4 How would you describe a recent film you saw?
- 5 How do you feel when you go to an interview?
- 6 How would you describe the problem of extreme weather?
- 7 How do you feel when you receive a terrible gift?
- 8 Why wouldn't you ask someone how old they are?

Go to your app for more practice.



F

## Listening

5 a 2.1 Listen to three stories. Match speakers 1–3 with topics a–c.

- a a funny incident
- b an annoying day
- c a surprising meeting

b Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Speaker 1 was visiting his old university.
- 2 He was going into a café when he met his old friend.
- 3 While Speaker 2 was walking to the station, she remembered she didn't have her phone.
- 4 When she got to the station, her train was just arriving.
- 5 Speaker 3 was leaving the office when she heard a noise.
- 6 While she was waiting for the security guard, she saw a cat.

## Grammar

6 Read the grammar box and choose the correct alternatives.

### Past simple and past continuous

Use the <sup>1</sup>*past simple/past continuous* to talk about completed actions and events in the past.

*Last year I **had** an interview for a new job.*

Use the <sup>2</sup>*past simple/past continuous*

- to talk about an action or situation in progress around a time in the past.

*One afternoon, I **was walking** along the street ...*

- to describe the background to a story.

*I **was working** late at the office one night ...*

Use the past continuous and past simple with *when* and *while* to talk about interrupted actions. Use *while* or *while/when* + past continuous and *when* + past simple.

*While I **was walking** through the old town, I suddenly **realised** I was late.*

*She **was just leaving** when she **heard** a noise.*

7 a 2.2 Listen and notice the pronunciation of *was*. Is it strong or weak?

- 1 While he was visiting his home town, he met an old friend.
- 2 While he was walking to the station, it started to rain.
- 3 While she was waiting, she saw a cat.

b Listen again and repeat.

8 Complete the story with the correct form of the verbs in brackets.

While I <sup>1</sup>\_\_\_\_\_ (study) at university, I <sup>2</sup>\_\_\_\_\_ (join) the Drama Society. I love the theatre and I really <sup>3</sup>\_\_\_\_\_ (want) to act in a play. In my first year, I only had a small part but I <sup>4</sup>\_\_\_\_\_ (practise) for weeks! However, the day of my first performance was a disaster! While I <sup>5</sup>\_\_\_\_\_ (wait) to go on stage, I <sup>6</sup>\_\_\_\_\_ (start) to get nervous. When I finally <sup>7</sup>\_\_\_\_\_ (go) on stage, I <sup>8</sup>\_\_\_\_\_ (forget) my words. Can you imagine? I <sup>9</sup>\_\_\_\_\_ (stand) on stage in front of a big audience. Everyone <sup>10</sup>\_\_\_\_\_ (wait) for me to speak, but I couldn't say a thing. I was so embarrassed!

9 Complete the sentences with your own ideas.

- 1 Recently, I was sitting in the park/the garden/a café when ...
- 2 While I was walking/driving home the other night, ...
- 3 My phone/The doorbell rang while I was ...
- 4 I was having a cup of tea/coffee with my mum/a friend when ...
- 5 My car/My friend's car broke down while ...
- 6 My friends/dinner guests arrived at my house while I was still ...

Go to page 118 or your app for more information and practice.

## Speaking

### PREPARE

10 You're going to tell a story about a time when you felt frightened, annoyed, embarrassed, surprised, pleased or disappointed. Think about these questions and make notes.

- When/Where did it happen?
- What were you doing at the time?
- What happened?
- How did you feel?
- Why was it annoying/embarrassing etc.?

### SPEAK

11 a Work in pairs. Tell your partner your story. Listen to your partner's story and respond. Use the Useful phrases to help you.

#### Useful phrases

What happened?  
How amazing!  
Really!  
How did you feel?  
I was surprised/excited.

b What adjectives would you use to describe your partner's story?

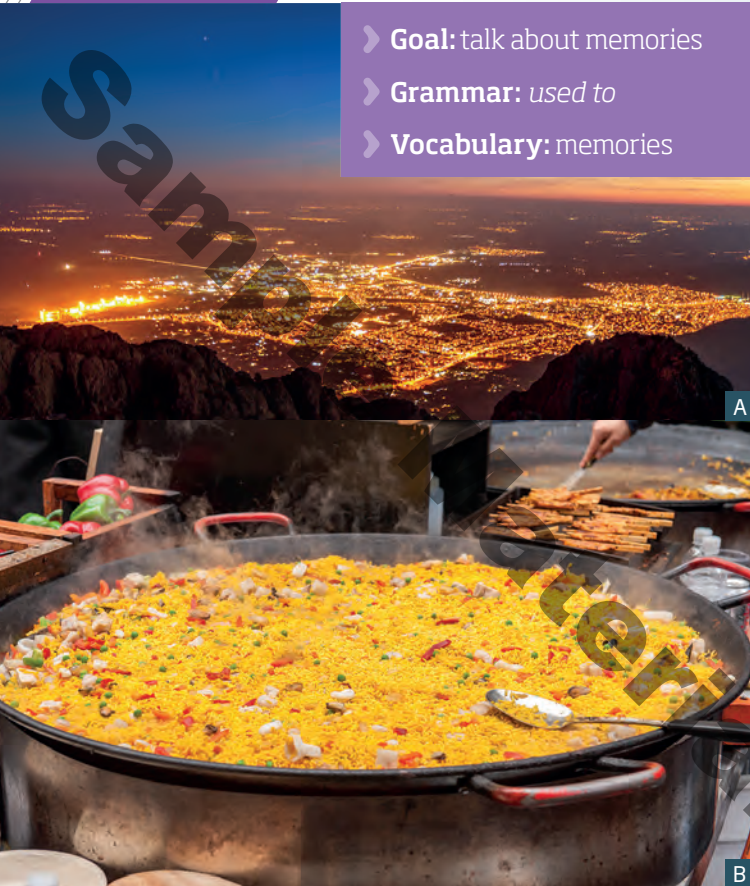
Develop  
your  
reading  
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C

- › **Goal:** talk about memories
- › **Grammar:** *used to*
- › **Vocabulary:** memories



A

B



D



E

## Vocabulary

- 1 a** Look at the things in box A and match them with the senses in box B. There may be more than one answer.

A

a baby's skin a cup of coffee freshly baked bread  
a sunrise a train arriving at a station

B

feel sight smell sound taste

- b** When you think about the past, which of the senses are the most important to you?

- 2** Read the comments. Match them with photos A–E.

- 1 The sound of sea birds always **reminds me of** summer and holidays at the beach.
- 2 The smell of paella **makes me think of** home. I have **happy memories of** eating outside with my family.
- 3 The sight of city lights from a plane at night **makes me feel** excited.
- 4 I'll **never forget** the sight of the sun coming up over the mountains and watching it rise into the sky.
- 5 I'll **always remember** the taste of my mother's homemade apple pie. It was so good!

- 3 a** Which of the phrases in bold in Exercise 2 can be used with ...

- a a verb + *-ing*?
- b an adjective?
- c a noun, e.g. a person or a place?

- b** Choose two correct alternatives.

- 1 I'll always remember **him/meeting her/she**.
- 2 Looking at the sea always makes me **feel calm/feeling calm/calm**.
- 3 This place reminds me of **being young/my old friends/happy**.
- 4 I'll never forget **the first time I saw it/travel to that place/entering that place for the first time**.
- 5 I have happy memories of **school/visiting the seaside/go to my grandmother's house**.

- c** Complete the sentences with your own ideas.

- 1 Tasting oysters always reminds me of ...  
visiting the seaside
- 2 The sound of \_\_\_\_\_ always makes me think of ...
- 3 The smell of \_\_\_\_\_ reminds me of ...
- 4 The taste of \_\_\_\_\_ makes me think of my ...
- 5 Seeing \_\_\_\_\_ makes me feel ...
- 6 Visiting \_\_\_\_\_ always reminds me of my ...

- d** Work in pairs and compare your ideas.

Go to page 137 or your app for more vocabulary and practice.

## Reading

### 4 a Read the post and comments below it. Which of the senses do the comments mention?

Sight, sound, taste, smell, feel – our senses often remind us of important events from our childhood and family life. What are your happiest memories? What helps you remember them?

#### Comments

The smell of chips always reminds me of swimming lessons when I was at school. We used to pass a chip shop when we were walking to the pool every Friday and if we had money, we'd get some. Whenever I eat chips, I remember those Friday swimming lessons. **Ed**

The sound of rain on the windows always makes me think of my childhood. I grew up in Malaysia and it rained a lot from October to March. My sister and I used to love going out and running around in the rain. My mother didn't use to mind! **Tony**

When I hear the old song *Bohemian Rhapsody*, I have happy memories of long car journeys on our holidays. Every summer my father used to drive us to the seaside. During the journey we used to play all kinds of music, but this song was our favourite. It always reminds me of that time. **Tess**

The smell and taste of roast chicken always makes me think of my grandmother. We used to go to her house every Sunday. She used to cook lunch for the whole family. I'll never forget her roast chicken. It tasted so good. **Sara**

### b Read the post and comments again and answer the questions.

- 1 Why does the taste of chips remind Ed of school swimming lessons?
- 2 Why does Tony remember his childhood when he hears the sound of rain?
- 3 Why does Tess love that old song?
- 4 Why does roast chicken make Sara think of her grandmother?

## Grammar

### 5 Read the grammar box. Find more examples of *used to* in the comments in Exercise 4.

#### *used to*

Use *used to* to talk about actions that happened regularly in the past, but don't happen now.

*Every summer we used to go to the seaside.*

*My mother didn't use to mind!*

*What did she and her sister use to do?*

Don't use *used to* for actions or events that only happened once in the past. Use the past simple.

*My mum made a cake last week.*

NOT: *My mum used to make a cake last week.*

### 6 a 2.3 Listen and notice the pronunciation of *used to*. Which is pronounced more strongly, *used* or *to*?

- 1 We used to go every Friday.
- 2 My mother didn't use to mind!
- 3 What did they use to do?

### b Listen again and repeat.

### 7 a Complete the sentences with *used to* or *didn't use to*.

When I was a child, ...

- 1 I \_\_\_\_\_ ride my bike to school.
- 2 I \_\_\_\_\_ fight with my brother a lot.
- 3 I \_\_\_\_\_ play volleyball with my friends after school.

When I was a teenager, ...

- 4 I \_\_\_\_\_ go on holiday with my friends.
- 5 I \_\_\_\_\_ study hard.
- 6 I \_\_\_\_\_ play in the school orchestra.

### b Work in pairs and ask your partner the questions.

*Did you use to ride your bike to school?*

*No, I didn't. I used to take the bus.*

### c Ask and answer more questions about your childhood. Use the prompts and your own ideas.

- play video games
- go to your grandparents' home on Sundays
- be afraid of the dark
- do a lot of sport



Go to page 118 or your app for more information and practice.

## Speaking

### PREPARE

### 8 a 2.4 You're going to talk about your childhood memories. First, listen to two friends talking about their memories. Which senses do they mention?

### b Listen again and answer the questions.

- 1 Does Adam like the song? Why/Why not?
- 2 What smell does Jane love? Why?
- 3 Why does Adam love the smell of coffee and fresh bread?

### 9 Think about the questions and make notes.

- What are your happiest memories of childhood? What makes you remember them?
- Does a particular song have a special meaning for you? Does it make you think of a special time in your life?
- Does a particular smell/sight remind you of something or someone special?
- Do you have a favourite food that reminds you of home?
- Do you have a photo that reminds you of happy times?

### SPEAK

### 10 a Work in pairs. Ask and answer the questions in Exercise 9. Use the Useful phrases to help you.

#### Useful phrases

So, do you have a favourite (food)?

Oh really, why?

Yes, it makes me think of (home/my mum), too.

### b Share your memories with another pair. Did you all choose the same sense?

Develop  
your  
writing  
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- › **Goal:** describe a new experience
- › **Grammar:** *so/such ... that; too ... to; not ... enough to*
- › **Vocabulary:** feelings and reactions



## Reading and vocabulary

### 1 Look at the photos and discuss the questions.

- 1 Where do you think the photos were taken?
- 2 Would you like to live in these places? Why/Why not?

### 2 Read the article. Where did Sue and Mike live?

*Going to live somewhere new is exciting. You won't be bored because whatever happens it won't be dull. However, will it be too strange for you to enjoy it? It's normal to feel a bit nervous and you may even experience a bit of culture shock, but there's no reason to feel anxious. Here are some tips from two people who have lived abroad.*

Remember it will be stressful in the beginning. When I moved to Mexico there were so many new things that I didn't know where to start. Understanding how to pay bills was such a problem that I gave up! I was lucky because friends helped me. Then suddenly everything becomes fun and enjoyable. The towns and cities in Mexico are so lively that you never feel bored. And the historical sites are extraordinary. My best tip is ... learn the language. At first, I didn't feel confident enough to speak. That's the best way to understand the local culture and make friends. – **Sue**

At first, you feel optimistic – you think everything is going to be wonderful, but remember, you will feel homesick. There will be days when you are having such an unpleasant time that you just want to go home! I came to Vietnam. In the beginning, everything was strange. The streets were full of people, cars and bicycles. It was so dangerous, you couldn't cross the road! However, then I started to enjoy life here. The people are so cheerful and friendly that I felt at home very quickly. It's such a beautiful country. The countryside is so peaceful and quiet. In fact, I'm so happy here now that I don't want to go home. So, remember, stay positive! Everything really will be wonderful in the end. – **Mike**

### 3 Look at the adjectives in the box and answer the questions. Use the article to help you.

anxious cheerful dull enjoyable extraordinary  
homesick lively nervous optimistic peaceful  
positive strange stressful unpleasant

- 1 Are the adjectives negative or positive?
  - 2 Which describe how people feel?
  - 3 Which describe what an experience was like?
- 4 Choose the correct alternatives.**
- 1 It was an *enjoyable/unpleasant* trip. I loved it.
  - 2 I'm really glad I went there. It was a *positive/stressful* experience and I learned a lot.
  - 3 I felt tired and *cheerful/anxious* by the time we arrived.
  - 4 We were lucky to see some *extraordinary/dull* places.
  - 5 I thought it was a *peaceful/lively* place. There were a lot of different things happening all the time.
  - 6 I like going to new places and I never feel *nervous/optimistic* about going somewhere new.
  - 7 I was travelling alone. I went home in the end because I was sad and *cheerful/homesick* all the time.
- 5 a Complete the sentences with your own ideas.**
- 1 Going to the dentist is always really stressful.
  - 2 Some people think that \_\_\_\_\_ is really enjoyable, but I find it really dull.
  - 3 \_\_\_\_\_ is a really pleasant and peaceful place.
  - 4 The first time I tried \_\_\_\_\_, I thought it was a bit strange.
  - 5 I'm always cheerful after watching \_\_\_\_\_. It makes me laugh so much!
  - 6 \_\_\_\_\_ is really lively, there's a lot to do.
- b Work in pairs and compare your sentences.**



Go to page 137 or your app for more vocabulary and practice.



## Grammar

- 6 Read the grammar box and choose the correct alternatives.

### so/such ... (that)

Use *so ... that* and *such ... that* to link a cause to a result.

*I'm so happy that I don't want to go home.*

*Understanding how to pay bills was such a problem that I gave up!*

Use *so* before a(n) <sup>1</sup>noun/adjective.

*And the people are so friendly and cheerful ...*

Use <sup>3</sup>*so/such* with an adjective and a noun together.

*It's such a beautiful country!*

Use <sup>4</sup>*so/such* before *many* and *much*.

*... there were so many new things that I didn't know where to start.*

### too ... to and (not) enough ... to

Use *too ... to* to say something is more than you want. Use *(not) enough ... to* to say you have or don't have as much as you want.

Use <sup>5</sup>*too/enough* before an adjective and <sup>6</sup>*too/enough* after an adjective.

*Will it be too strange for you to enjoy it?*

*I didn't feel confident enough to cross the road.*

To say you have what you need, use *enough* before a noun.

*There's enough time to become perfect.*

- 7 a 2.5 Listen and notice the pronunciation of *so* and *such*. In which sentences are they more strongly pronounced? Why?

- 1 It's such a nice day.
- 2 He's so quiet today.
- 3 I was so busy yesterday afternoon.
- 4 She's such a bad liar.

- b Listen again and repeat.

- 8 Choose the correct alternatives.

My dad had <sup>1</sup>*so/such* a wonderful time living abroad <sup>2</sup>*that/than* he didn't want to go home. However, my mum thought this kind of life was <sup>3</sup>*too/so* hard to do forever. There wasn't <sup>4</sup>*enough/too* time to feel at home in one place. It was <sup>5</sup>*too/enough* stressful for her <sup>6</sup>*to/that* keep moving all the time, but staying in one place wasn't exciting <sup>7</sup>*so/enough* for us kids. Mum complained that we went to <sup>8</sup>*so/such* many different schools <sup>9</sup>*that/to* we couldn't get a good education. I think we were fine, though!

- 9 a Complete the sentences with your own ideas.

- 1 When I was at school, I sometimes felt so ...
- 2 I'm not old enough ...
- 3 People are too busy ...
- 4 My friend got so angry ...
- 5 I'm not brave enough ...

- b Work in pairs and compare your ideas.



Go to page 118 or your app for more information and practice.

## Speaking

### PREPARE

- 10 a 2.6 You're going to talk about a time you experienced something new. First, listen to Nick and Maria. Which of the things do they talk about?

- a new country
- a new school
- a new job
- a new town

- b Listen again and answer the questions.

- 1 What did Nick find strange when he moved?
- 2 How has the experience changed him?
- 3 What did Maria's mum find strange when she moved?
- 4 What did she do?
- 5 What was different in Nick's second example?
- 6 How did Nick feel?

- c Make notes about a new experience you had. Use the ideas in Exercise 10a to help you.

### SPEAK

- 11 a Work in pairs. Ask and answer questions about your experiences. Use the Useful phrases to help you.

#### Useful phrases

I remember ...  
No one used to ...  
I thought everyone/no one ...  
It felt/didn't feel strange/stressful.

- b Choose one experience and tell the class.

Develop  
your  
listening  
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▶ **Goal:** show interest in a conversation



A



B



C

- 1 Look at the pictures. What do you think is happening in each one?
- 2 a 2.10 Listen and match conversations 1–3 with pictures A–C. Were your ideas in Exercise 1 correct?
- b Listen to the conversations again. How does the person listening help the person telling the story?
- c Listen again. Tick the phrases in the Useful phrases box that you hear.

### Useful phrases

#### Encouraging someone to continue

Uh huh.  
Right.  
What happened?  
What did you do?  
And what happened next?  
What happened in the end?

#### Reacting and showing interest

Wow!  
That's so cool!  
That's awful!  
That's amazing!  
Great!  
Really?  
Oh no!

- 3 a 2.11 Listen to the phrases below. Which of the people sound interested?
  - 1 And what happened next?
  - 2 That's amazing!
  - 3 Oh no.
  - 4 So what did you do?
- b 2.12 Listen and repeat.

- 4 Work in pairs. Take turns to read this story to each other. Each time you see (...), react to what your partner says and help them to continue talking.

I had an interesting day yesterday ... I was at work, and my boss told me he wanted to speak to me ... He told me that he was leaving the company ... And that I would be the new boss of the department! ... I didn't know what to say. I was so surprised!

*A: I had an interesting day yesterday ...*

*B: Really? What happened?*

- 5 a You're going to tell your partner about an experience you've had. First, choose a topic below or think of your own idea.
  - a bad day
  - somewhere new you visited
  - someone famous you saw or met
  - an amazing day you had
  - something surprising that happened
- b Make some notes. Think about the following:
  - when and where it happened
  - the most important things that happened
  - how you felt
- c Work in pairs. Ask and answer questions about your experiences. Use the Useful phrases to help you.



Go online for the Roadmap video.

# Check and reflect

## 1 a Complete the words with the correct endings, *-ed* or *-ing*.

- 1 The news was surpris\_\_\_\_. I was really surpris\_\_\_\_ when I heard it.
- 2 I was quite disappoint\_\_\_\_ with the film. The story was really disappoint\_\_\_\_.
- 3 I had a really tir\_\_\_\_ day. I was so tir\_\_\_\_ when I finally got to bed.
- 4 I was so embarrass\_\_\_\_. It was a really embarrass\_\_\_\_ situation.

## b Work in pairs. Talk about times when you experienced the things in Exercise 1a.

## 2 a Complete the sentences with the correct form of the verbs in brackets.

- 1 I\_\_\_\_ (meet) my husband while I\_\_\_\_ (study) at university. We\_\_\_\_ (be) at the same party one night.
- 2 I\_\_\_\_ (break) my leg while I\_\_\_\_ (ski). I\_\_\_\_ (go) down a difficult route and I\_\_\_\_ (fall) over.
- 3 I\_\_\_\_ (meet) my best friend at primary school. We\_\_\_\_ (paint) a picture together and we just\_\_\_\_ (not / stop) talking. We're still best friends today.
- 4 While I\_\_\_\_ (travel) around South America just after I\_\_\_\_ (finish) university, I\_\_\_\_ (start) to learn Spanish. I then\_\_\_\_ (become) a Spanish teacher.

## b Write sentences about three significant events in your life. Work in pairs and discuss them.

## 3 a Complete the sentences with the verbs in the box.

forget have reminds smile think

- 1 Saturday evening TV always\_\_\_\_ me of my childhood.
- 2 The smell of chocolate always makes me\_\_\_\_ of my grandparents.
- 3 I\_\_\_\_ very happy memories of my primary school. I loved every second.
- 4 I'll never\_\_\_\_ the first time I rode a bike by myself. I felt so happy.
- 5 The song *Perfect Day* always makes me\_\_\_\_. It's such a great song.

## b Make the sentences in Exercise 3a true for you.

## 4 a Complete the sentences with the correct form of *used to* and the verbs in the box.

be be able not be play

- 1 There\_\_\_\_ a big shopping centre. It opened just a few months ago, actually.
- 2 There\_\_\_\_ more small independent shops, but many of them have now closed.
- 3 We\_\_\_\_ football in the park, but they built offices there.
- 4 You\_\_\_\_ to drive in the city centre. Now cars are not allowed there.

## b Think about a place you know well. Write three sentences about how it used to be different.

## 5 a Complete the sentences with the words in the box.

cheerful dull enjoyable extraordinary homesick optimistic peaceful stressful

- 1 I never feel\_\_\_\_, unless I'm away from home for a long time and then I sometimes do.
- 2 To be honest, I find reality TV quite\_\_\_\_ and boring, but I love watching action films and documentaries.
- 3 There are some lovely,\_\_\_\_, quiet places near where I live. I go walking there quite often.
- 4 I usually get nervous before an exam. I find them quite\_\_\_\_, to be honest.
- 5 I think there are some amazing buildings where I live. Some of them are quite\_\_\_\_.
- 6 I find cooking very\_\_\_\_. If I've got time, I really like preparing nice meals for my friends and family.
- 7 I love spending time with Denise, she's always really\_\_\_\_.
- 8 The exam was really difficult but I feel\_\_\_\_ and think I'll pass!

## b Work in pairs. Decide if the sentences in Exercise 5a are true or false for your partner. Then check and find out more information.

## 6 a Choose the correct alternatives.

- 1 It's *a such/such* a great city.
- 2 It was *so/such* boring!
- 3 I spent *so/such* much money.
- 4 We were having *so/such* a good time that we didn't want it to end.
- 5 I'm *too/enough* young to remember it.
- 6 I'm not *enough good/good enough* yet. I need to improve at it.
- 7 It was *too/such* expensive. I didn't have *enough money/money enough* to buy it.

## b Replace *it* in the sentences in Exercise 6a to make true sentences. Work in pairs and compare your ideas.

## Reflect

How confident do you feel about the statements below? Write 1–5 (1 = not very confident, 5 = very confident).

- I can describe past experiences.
- I can talk about memories.
- I can describe a new experience.
- I can show interest in a conversation.

Want more practice?

Go to your Workbook or app.



**Sample Material © Pearson 2023**

- › **Goal:** understand a news story
- › **Focus:** reading for specific information

**1 Discuss the questions.**

- 1 Have you read any interesting news stories recently? If so, who were they about and what happened?
- 2 What kind of news stories are you interested in? For example, sport, politics, crime, funny stories etc.

**2 Look at the photos and read the headline of the news story. What do you think it's going to be about?**

**3 Read the Focus box. What can help us find the key details in a news story?**

### Reading for specific information

When we read a news story, we look through it quickly to get the key information. To do this successfully, it helps to look for the answers to these *Wh-* questions:

**Who** is it about?

**What** happened?

**Where** did it happen?

**Why/How** did it happen?

**When** did it happen?

**What** happened in the end?

**4 Read the news story and answer the questions.**

**Underline the parts of the article with the specific information.**

- 1 Who is the article about?
- 2 When did the event take place?
- 3 Where did it take place?
- 4 What happened to the Browns?
- 5 Why did it happen?
- 6 What happened in the end?

**5 Read the story again and answer the questions.**

**Underline the parts of the article with the specific information.**

- 1 Why did the Browns need to go back to their boat?
- 2 Why didn't their boat come back?
- 3 Why did they swim away from the shore?
- 4 How did they feel while they were out at sea?
- 5 How did they feel after their rescue?

**6 Work in pairs and discuss the questions.**

- 1 Who was responsible for the situation in the story?
- 2 How could you stop this situation happening again?
- 3 Have you ever had a lucky escape? If so, what happened?

## BRITISH DIVERS IN LUCKY ESCAPE

A British couple had a lucky escape last week after they were lost at sea for five terrifying hours. The couple, both in their thirties, were starting a ten-day diving holiday off the coast of Indonesia. With its warm waters and variety of fish and other sea life, this is an excellent place to go diving.

Jim and Sally Brown were looking forward to their holiday but on their first morning, they had a frightening experience. That morning, the Browns went out with a dive boat and entered the water to explore. However, after only a short time under water, they had to go back up to their boat because the sea was getting rough and they couldn't see well. However, when they got to the surface, their boat wasn't there any more. Unknown to them, it was taking other divers to different places along the coast.

The Browns were only a short distance from land but they had to swim away from the shore to avoid some nearby rocks. Then the waves pulled them further out to sea, the sky went very dark and it started to rain. Their five-hour nightmare began.

When people realised that the Browns were missing, two helicopters and more than 20 boats started searching for them. After five hours, the crew of one of the boats finally saw them. They pulled them out of the water and took them back to land. They were thirsty and tired – but they were alive!

According to Sally Brown, they were afraid they were going to die. They were looking out for sharks the whole time. 'We'd like to thank everyone who looked for us. We're very grateful,' she said.





## 2B

## Develop your writing

➤ **Goal:** write an essay

➤ **Focus:** writing paragraphs



**1 a** Discuss the questions.

- 1 What differences are there between the way we live now and the way we lived in the past?
- 2 Is life easier or more difficult now? Think about things like travel, free time interests, housework and cooking.

**b** Read the essay. Does it mention any of your ideas?

### Was life really better?

<sup>1</sup>People often talk about how life was better in the past, but how true is that? Let's compare my grandparents' lives with my life today.

<sup>2</sup>Life was certainly different in my grandparents' day. There were no modern appliances such as washing machines and vacuum cleaners to make housework easy, so they had to work hard to keep their house clean and prepare their food. They also didn't have the same opportunities to enjoy themselves that we have. They couldn't travel to all the interesting places we go to on holiday and their summer holidays were usually spent at the same local beach every year. Life was harder and less interesting.

<sup>3</sup>Modern life is easier in many ways. Our kitchens are full of electrical appliances to make our lives easier, from fridges to dishwashers. We have more time to do the things we want and more things to do. We now have the opportunity to travel the world easily and experience new cultures. As a result, people are living less stressful and more interesting lives.

<sup>4</sup>I am not saying everything is perfect today, but for all the reasons above, I think I am very lucky compared to my grandparents!

**2** Read the Focus box. How is a paragraph organised?

#### Writing paragraphs

A well-organised paragraph focuses on one subject (the topic).

##### Topic sentence

The first sentence of the paragraph usually gives the writer's main idea about the topic.

*Life was certainly different in my grandparents' day.*

##### Example sentences

The rest of the paragraph usually supports the main idea by giving reasons, examples and supporting details.

*There were no modern appliances such as washing machines and vacuum cleaners to make housework easy, so they had to work hard to keep their house clean.*

##### Conclusion sentence

A paragraph often finishes with a sentence that gives a result or conclusion.

*Life was harder and less interesting.*

**3** Look at the third paragraph of the essay in Exercise 1b. Underline the topic sentence and example sentences. Is there a conclusion sentence?

**4** Put the sentences in the correct order to make a paragraph.

- a For example, there was no social media,
- b In many ways life was easier in the past.
- c People didn't have so many things going on in their lives like we do these days.
- d so people didn't spend so much time checking what their friends were doing
- e They also didn't spend so much time watching the millions of TV programmes that we have now.
- f As a result, they spent more time talking to each other, and maybe that's a good thing.
- g and worrying if they were 'doing enough'.

### Prepare

**5 a** You're going to write an essay answering the question below. What's your opinion?

People often talk about how life was better in the 'good old days', but how true is that?

**b** Look at the topics below. Write topic sentences about the difference between life in the past and life now.

- education
- technology
- communication
- entertainment/leisure

**c** For each of the topics, think of examples that will support your topic sentences.

### Write

**6** Write your essay. Use your topic sentences and examples to help you.

## 2c

## Develop your listening

➤ **Goal:** understand an interview

➤ **Focus:** understanding linkers



### 1 Discuss the questions.

- 1 Do you think it's a good idea to take time off between finishing university and starting work? Why/Why not?
- 2 What is the difference between a 'gap year' and a 'career break'?
- 3 Is it usual for people to take gap years or career breaks in your country?
- 4 When do you think is a good time in life to take a gap year or career break?
- 5 What type of things might you do on a gap year or career break?

### 2 2.7 Listen to two people being interviewed and answer the questions.

- 1 What are they describing?
- 2 What did they do?

### 3 Read the Focus box. How can linkers help when listening?

#### Understanding linkers

Linkers can help us predict what's coming next when we're listening. Look at the beginning of the sentence below:

*I liked my gap year, **but/although/however** ...*

We can guess from the linkers that the speaker will now talk about something negative, perhaps the problems they had during their gap year.

Look at how the sentence changes if we change the linker:

*I liked my gap year **and** ...*

Now we might guess that the speaker will talk about the good times they had during their gap year or how it helped them.

Sometimes we will hear a linker that tells us about the result of an action:

*I was very tired when I got off the plane, **so** ...*

In this case, we can guess that the speaker will tell us about the result, perhaps that they went straight to bed when they got home.

*Because* tells us that we're going to hear the reason for something:

*I didn't stay for a full year **because** ...*

We might guess that this person became ill or got homesick.

### 4 Look at the sentences. How do you think they might finish?

- 1 I didn't take a career break, because ...
- 2 I was pretty tired, so ...
- 3 We enjoyed the food and ...
- 4 The first day we had lovely weather. However, ...
- 5 The service in the restaurant was generally good, but ...
- 6 We thought the film was good, although ...
- 7 We didn't visit them again because ...
- 8 The price of flights was really high, so ...
- 9 They gave flowers to Julia, but ...
- 10 They took his wallet and ...

### 5 a 2.8 Listen and choose the linker that you hear.

- 1 and/but/so
- 2 and/however/because
- 3 however/so/because
- 4 and/because/so

### b Listen again. Work in pairs and predict how the speaker might finish the sentence.

### c 2.9 Listen and check. Were any of your ideas correct?

### 6 2.7 Listen to the interview again and answer the questions. Use the linkers you hear to help you.

- 1 Why did Rob decide to have a gap year?
- 2 Rob found Mexico City quite busy. What did he decide to do?
- 3 Why did Rob leave the job that he got?
- 4 What else did Rob like about Brazil apart from the beaches?
- 5 Was Sally's gap year similar to Rob's?
- 6 Why did she decide to work during her gap year?
- 7 What didn't she like about her job?
- 8 Did they both enjoy their gap years?

### 7 Work in pairs and discuss which kind of gap year you would choose. Say why.



## Vocabulary

### Describing feelings and events

#### 1 Complete the sentences with the adjectives in the box.

annoyed disappointed embarrassed frightened  
relaxed worried

- Someone is talking loudly on their phone at work and you're trying to concentrate. You feel .....
- You see someone who you know at a party, but you've forgotten their name. You feel .....
- You're camping in a forest and hear a strange noise. You feel .....
- You're lying on a sofa watching your favourite TV programme. You feel .....
- You receive your exam results, but you've failed. You feel .....
- Your sister hasn't answered her phone for a week and you're trying to contact her. You feel .....

#### 2 Choose the correct alternatives.

- It's very *annoying/relaxing* when people shout.
- Walking in the country is very *relaxing/worrying*.
- I get *embarrassed/surprised* when I have to speak in public.
- When I go somewhere new, I get *excited/disappointed* thinking about all the new things I'll see.
- That horror film was *frightening/tiring*. I couldn't sleep all night!
- The storm last week was *disappointing/surprising*. The weather forecast was completely wrong!
- I didn't sleep very well last night, so I'm very *tired/embarrassed* today.
- I was really excited about that film, but it was really *disappointing/relaxing*.
- The price of petrol keeps going up. It's really *worrying/embarrassing*.
- I met my ex-boyfriend in town yesterday, and he was with his new girlfriend. It was really *embarrassing/disappointing*.

#### 3 Complete the adjectives with *-ing* or *-ed*.

- I was *surpris<sup>ed</sup>* when I saw my exam results!
- Travelling around the world was an *amaz<sup>ing</sup>* experience.
- Working late makes me feel very *tir<sup>ed</sup>*.
- Climate change is very *worry<sup>ing</sup>*.
- I love staying in and reading a good book – I find it very *relax<sup>ing</sup>*.
- She felt *embarrass<sup>ed</sup>* when she fell over in the street.
- I'm *excit<sup>ed</sup>* about my trip.
- It was raining very hard when I drove home – it was very *frighten<sup>ed</sup>*.

## Grammar

### Past simple and past continuous



#### 4 Choose the correct alternatives.

**A:** First caller, hello. What <sup>1</sup>*did you do/were you doing* when the Berlin Wall came down?

**B:** Well, it's difficult to believe, but I <sup>2</sup>*was being/was* there in West Berlin and I saw all the celebrations. It was amazing.

**A:** <sup>3</sup>*Did you see/Were you seeing* anything interesting?

**B:** Oh yes – when I got to the wall, everyone <sup>4</sup>*was having/had* a great time and lots of people <sup>5</sup>*were standing/stood* on the wall.

**A:** That sounds amazing. Caller two. Can you tell us about your experience?

**B:** Of course. I <sup>6</sup>*learnt/was learning* German at the time, so I was in Berlin, and on that night I was in town with some German friends. No one could believe what <sup>7</sup>*was happening/happened*. We were having a drink when suddenly everyone started shouting. I was frightened at first, but then I <sup>8</sup>*heard/was hearing* someone say 'the wall is down'. We thought it was a joke, but when we saw the police, we realised it was true.

#### 5 Use the prompts to write sentences with the past simple and past continuous.

- Someone call / when / I give a class  
*Someone called when I was giving a class.*
- She met husband / when / she study English at university  
.....
- I wait for a bus for one hour / when / three come at once!  
.....
- He travel / when / he meet an old friend  
.....
- My niece call / when / I watch TV  
.....
- I walk to the station / when / I realise / I (not) have my phone  
.....

## Vocabulary

### Memories

#### 1 Complete the sentences with the words in the box.

forget makes memories of  
reminds think

- The smell of cut grass ..... me of England.
- The sound of church bells makes me ..... of my school days.
- The song *Walk Away* ..... me happy.
- The feel of clean sheets makes me think ..... my grandmother.
- I'll never ..... the taste of my mother's lemon pie.
- I have happy ..... of my grandparents' house.

#### 2 Rewrite the sentences using the words in brackets so that they mean the same.

- The smell of newly cut grass always reminds me of summer.  
The smell of newly cut grass ..... *makes me think of* ..... summer. (think)
- The taste of paella makes me think of holidays in Spain.  
The taste of paella ..... holidays in Spain. (reminds)
- I feel happy when I hear birds singing.  
The sound of birds singing ..... happy. (makes)
- I'll always remember the day the Berlin Wall came down.  
I'll ..... the day the Berlin Wall came down. (forget)
- When I think of my school days, I feel happy.  
I have ..... of my school days. (memories)
- I'll never forget the day my sister got married.  
I'll ..... the day my sister got married. (remember)
- When I walk down this road, I remember walking to school when I was young.  
Walking down this road ..... when I was young. (reminds)
- I remember arriving in Rome. It was an amazing experience.  
I ..... in Rome. (forget)

## Grammar

### used to

#### 3 Correct the mistake in each sentence.

- I didn't ~~used~~ <sup>use</sup> to go camping as a child.
- I used to meeting my friends every Saturday.
- She don't use to like her job, but she does now.
- He didn't use get good marks at school.
- I use to love the taste of roast chicken, but I can't stand it now!
- Did you used to play sports when you were at school?
- We used to smoked, but we quit a couple of years ago.
- We are used to go on holidays to France every summer.

#### 4 Write sentences about Mark using the information in brackets. Use *used to*.

- Mark used to be single, but now he's married.*  
(past: be single, now: be married)
- .....  
(past: wear jeans a lot, now: wear a suit to work)
- .....  
(past: go to school, now: work in an office)
- .....  
(past: do a lot of exercise, now: not do any exercise)
- .....  
(past: not cook, now: love cooking)
- .....  
(past: ride a bicycle, now: drive a car)
- .....  
(past: live with his parents, now: live in an apartment)
- .....  
(past: not travel, now: go on holiday twice a year)





## Vocabulary

### Feelings and reactions

**1a Match words 1–8 with words and phrases a–h.**

- 1 dull .....
- 2 homesick .....
- 3 anxious .....
- 4 lively .....
- 5 stressful .....
- 6 unpleasant .....
- 7 cheerful .....
- 8 peaceful .....

- a feeling sad because you are not at home or with your family
- b with a lot of energy
- c not enjoyable
- d not relaxing
- e boring
- f worried
- g happy
- h calm or quiet

**b Complete the table with adjectives 1–8 from Exercise 1a.**

Positive adjectives	Negative adjectives

**2 Complete the missing adjectives.**

- 1 I'm really n.....s about my exam. I don't think I've studied enough!
- 2 My new boss is really u.....t. She's very demanding and shouts a lot.
- 3 I felt really h.....k the whole time I was there. I really missed my family and friends!
- 4 He is quite o.....c about the whole thing. He thinks everything will go really well.
- 5 My uncle has three degrees and can speak five languages. He's an e.....y person.
- 6 It can be difficult to move to a new country. At first, everything can seem very s.....e.
- 7 I hoped the holiday would be exciting, but it was actually really d.....l.
- 8 Having lunch with the guys from work is really e.....e. I have a good time with them.
- 9 Anna is such a c.....l person. I have never seen her without a smile on her face!
- 10 I had such a good time at my party last week. Everyone was dancing and laughing – it was really l.....y.

## Grammar

### so/such ... that; too ... to; not ... enough to

**3 Choose the correct alternatives.**

- 1 I wonder if the course will be *too tough/enough tough* for me?
- 2 It was *so/such* a difficult year that he decided to return home.
- 3 There are *so/such* many things I want to tell you that I don't know where to start.
- 4 We feel *so/such* happy here that we're going to stay for another year!
- 5 I'm sorry I can't make it on Friday; I hope you aren't *too/enough* disappointed.
- 6 He's had such an interesting life that we didn't have *time enough/enough time* to ask him about everything.
- 7 Working in the office wasn't *enough exciting/exciting enough* for me, so I quit!
- 8 I'm *such/so* relaxed that I don't want to go back to work.



**4 Match the sentence halves.**

- 1 He felt so ..... a .....  
a enough for my exam, so I failed.
- 2 It was such a ..... b angry that he threw the letter in the bin.
- 3 I didn't study ..... c terrible day that we decided to stay in.
- 4 Living abroad wasn't exciting ..... d embarrassed to ask for directions.
- 5 They were too ..... e enough for me, so I moved home.
- 6 I didn't have enough ..... f a bad headache that I had to go to bed.
- 7 I had such ..... g people that I couldn't get a seat.
- 8 There were so many ..... h money for a taxi, so I walked home.

## Functional language

### Show interest in a conversation

#### 1 Complete the missing words in the conversations.

- 1 A: I had an interesting trip.  
B: W..... happened?
- 2 A: In Africa I gave local children free classes.  
B: T..... great!
- 3 A: I got lost in the forest – I was terrified.  
B: O..... n.....!
- 4 A: So, I was walking home the other day ...  
B: U..... h......

#### 2 Choose the correct alternatives to complete the conversations.

- 1 A So I answered the phone and you'll never guess who it was!  
B ..... Go on.  
a Uh huh.    b Oh no!    c Wow!
- 2 A I had a really interesting meeting with my new boss today.  
B Really? .....  
a That's awful!    b What happened?    c Right.
- 3 A Laura told me that she's getting married. I'm so happy for her!  
B ..... That's fantastic news!  
a Oh no!    b And what happened next?    c Great.
- 4 A I've lost my wallet. I had it at the shops and now I can't find it anywhere.  
B ..... You should cancel your cards!  
a That's so cool!    b Wow!    c That's awful!
- 5 A And when I opened the door, I saw a strange man in my kitchen!  
B That's so frightening. ....  
a So, what did you do?    b That's amazing!  
c Great!
- 6 A Our holiday was a disaster. My bag was stolen on the first day and it had my passport in it.  
B That's terrible. ....  
a Uh huh.    b What happened in the end?  
c Right!
- 7 A My wife just won £200,000!  
B ..... Congratulations!  
a Wow!    b And what happened next?    c Oh no!
- 8 A Did I tell you I'm leaving the company?  
B .....? No, you didn't tell me!  
a Really    b Wow    c Right
- 9 A I missed my last train home yesterday, and it was raining really heavily.  
B Oh no, ....  
a Uh huh.    b What did you do?    c Right!

## Listening

### 1 2.01 Listen to three people talking about their memories. Match descriptions 1–3 with the speakers: David (D), Holly (H) or Claudia (C).

- 1 A life-changing experience .....
- 2 New tastes .....
- 3 A lucky escape .....

### 2 Listen again. Which sense does each person mention?

- David: smell / sound / sight
- Holly: smell / sound / sight
- Claudia: smell / sound / sight



### 3 Listen again and choose the correct alternatives.

- 1 David and his brothers saw a herd of *cows/horses* running towards them.
- 2 David and his brothers felt *safe/shocked* when they reached their house.
- 3 *His brother/A smell* reminds David of that day.
- 4 Holly moved to China in *1988/1998*.
- 5 Holly *missed/didn't miss* her friends and family a lot in the beginning.
- 6 The *smell/colour* of rice soup reminds Holly of her time in China.
- 7 Claudia saw Rick Stevens when she was in her local *library/bookshop*.
- 8 Claudia is currently writing her *first/fourth* book.
- 9 A *book/song* reminds Claudia of that day.

## Reading

**1a** Read the title of the article and look at the picture. Guess the correct alternatives.

- 1 Every day *seventy/ninety* percent of people remember something because of a sound, sight, taste or smell.
- 2 The brain is made of *100,000/1,000,000,000* neurons.
- 3 We should get at least *nine/seven* hours sleep at night.

**b** Read the article quickly and check your answers.

**2** Read the article again. Are the sentences true (T) or false (F)?

- 1 Our senses help us to remember certain experiences, places and people. ....
- 2 Memories are stored in the hippocampus. ....
- 3 The action of remembering something is simple. ....
- 4 We only remember happy memories. ....
- 5 We always remember events exactly as they happened. ....

**3** Read the article again and answer the questions.

- 1 What do *neurons* help the brain to do?  
.....  
.....
- 2 Where is the *hippocampus*?  
.....  
.....
- 3 Where is important information stored in the brain?  
.....  
.....
- 4 Why do we sometimes remember things which aren't true?  
.....  
.....
- 5 What is the best way to improve our memory?  
.....  
.....
- 6 What can we do to keep our memory active?  
.....  
.....



# How does memory work?

**H**ave you ever experienced a moment when a sound, sight, taste or smell made you feel happy or sad? Perhaps a song reminded you of something you used to do or somebody you used to know? Or maybe a specific sight or smell made you think of something you were doing at a particular time in the past? Everybody has experienced this at some time; in fact, nine out of ten people experience this at least once a day. Our senses are important in order to help us recall key moments, events and even people in our lives. But how does memory work? And why do we connect particular things with certain memories?

The brain is a complex part of our bodies; in fact, it is the most complex part we have! It is made of about a billion *neurons* and these help the brain to remember. The *hippocampus* is near the centre of the brain. It's responsible for keeping important memories and remembering where things are. It helps us remember the way to work, or where you left your keys.

The hippocampus is very busy. The action of remembering something is quite complicated! When your brain records memory, it usually records other details, such as where you were at the time, who you were with, and what you were eating. This explains why other small things, for example a certain smell or taste, can activate memories and make you think of something in the past.

Important information, like addresses and friends' names or things with a strong emotional connection, are stored in our long-term memory. In fact, we often connect feelings with memory. Feelings can have positive and negative effects on our memories; the sound of a song that makes you think of a happy moment or the sight of something that makes you feel frightened.

So can we trust our memory? Some memories are recorded better than others because of the large amount of information the hippocampus needs to process. However, sometimes when we remember, our brains can make small changes to the memory, mixing old memories with new details and changing it. This is why we sometimes think a particular event happened when it really didn't happen at all!

The best way to improve your memory is to keep it active. The more often you recall a memory, the easier it is to find! Doing exercise, getting at least seven hours sleep at night and developing new skills will keep your memory active and improve your ability to remember at any age!



## Writing

### 1 Read the blog post and match the topics below with paragraphs A–D.

Get a better job!   Independence   Learn a language  
Make international friends

So, you've just finished school and you don't want to see another book for a while! What are your options? You could go to university or start work, but how about a gap year?

## Taking a gap year

#### A Independence

If you take a year out and go somewhere on your own, you quickly learn how to look after yourself. If you travel alone, you have to think for yourself. Finding your way around a new city or country will mean working out the public transport system. For most students, living alone might be a new experience. Just finding a flat and managing your money will teach you independence. If you travel and live alone, there's no choice – you have to look after yourself!

#### B .....

Travelling around the world or volunteering abroad will mean that you meet new people from different places. When you travel alone, you tend to talk to more people. Being in similar situations brings people together and it's always more fun to share experiences when you're travelling with others. And it doesn't take much effort – just sitting next to someone on a bus or a train can lead to a friendship.

#### C .....

'How can a gap year improve my CV?' you might ask. A gap year shows initiative and a sense of adventure and independence. It also says to potential employers that you have cultural awareness. This is important in today's world of work. If you do some voluntary work or an internship and gain work experience along the way, even better!

#### D .....

A gap year normally means going abroad and learning a language. Why not try a country whose language you are interested in learning? The best way to learn a language is to be in the country where you can practise every day with local people. By shopping and speaking to locals you'll have the opportunity to use the language and make fast progress.

So what are you waiting for? Pack your rucksack and decide on where you would like to go!

### 2 Read the Focus box and choose the correct alternatives.

#### Writing paragraphs

A well-organised paragraph focuses on one <sup>1</sup>sentence/topic.

#### Topic sentence

The first sentence of the paragraph usually gives the writer's main idea about the topic.

*Life was certainly different in my grandparents' day.*

#### Example sentences

The rest of the paragraph usually supports the main idea by giving <sup>2</sup>examples/advice, reasons and supporting details.

*There were no modern appliances such as washing machines and vacuum cleaners to make housework easy, so they had to work hard to keep their house clean.*

#### Conclusion sentence

A paragraph often finishes with a sentence that gives a result or conclusion.

*Life was harder and less interesting.*

### 3 Read the blog post again and underline the topic sentence in each paragraph. The first one is underlined for you.

## Prepare

### 4 You're going to write a blog post about finding the perfect job. Use the headings below and make notes about what you will write in your topic sentences, and what examples/extra information you will give.

- Find what motivates you
- Choose the right company
- Be open-minded!

## Write

### 5 Write your blog post. Use your notes in Exercise 4 and the example introduction and conclusion below to help you.

Finding a job can be stressful, so think carefully about what is important to you when you begin looking for your ideal job.

Whatever you decide, make sure that you think about all the factors above before you say yes. We spend so much time in our jobs, so it's important to be happy!

## 2

## OVERVIEW

## 2A What happened?

**Goal** | describe past experiences

**Grammar** | past continuous and past simple

**Vocabulary** | describing feelings and events

**GSE learning objective**

Can talk about past events or experiences using simple language

## 2B Memories

**Goal** | talk about memories

**Grammar** | *used to*

**Vocabulary** | memories

**GSE learning objective**

Can ask and answer questions about past times and past activities

## 2C Culture shock

**Goal** | describe a new experience

**Grammar** | *so/such ... that; too ... to; not ... enough to*

**Vocabulary** | feelings and reactions

**GSE learning objective**

Can give detailed accounts of experiences, describing feelings and reactions

## 2D English in action

**Goal** | show interest in conversation

**GSE learning objective**

Can show interest in conversation using fixed expressions

## Roadmap video

Go online for the Roadmap video.

## Check and reflect

Communicative activities to review the grammar and vocabulary in each lesson.

## VOCABULARY BANK

## 2B The senses

## 2C Adjectives

## DEVELOP YOUR SKILLS

## 2A Develop your reading

**Goal** | understand a news article

**Focus** | reading for specific information

**GSE learning objective**

Can scan short texts to locate specific information

## 2B Develop your writing

**Goal** | write an essay

**Focus** | writing paragraphs

**GSE learning objective**

Can write short, simple essays with basic structure on familiar topics

## 2C Develop your listening

**Goal** | understand an interview

**Focus** | understanding linkers

**GSE learning objective**

Can listen to a short narrative and predict what will happen next

## 2A

## What happened?

## Introduction

The goal of this lesson is for students to describe their past experiences. To help them achieve this, they will revise the past simple and past continuous in the context of telling stories.

## Warm-up

Describe a situation to Ss that can illustrate a few of the target adjectives. For example, *Sue had an interview for a job. It was her first interview. How did she feel? (worried). When she arrived at the interview, an old friend was one of the interviewers. How did Sue feel? (surprised). She didn't get the job. How did she feel? (disappointed).* Write these adjectives in a list on the board. Elicit more adjectives that end with *-ed*. Tell Ss this is the focus of today's lesson.

## Vocabulary

## Describing feelings and events

**1** Ask Ss to look at the first photo and say what is happening. Ask Ss to suggest one adjective in the box for the photo and discuss why they chose it. Put Ss in pairs and give them a few minutes to talk about the other photos, using the words in the box. Point out they may not be able to use all the words. Monitor and help with new vocabulary. When they finish, elicit ideas.

## Optional extra activity

With **weaker classes**, you may want to pre-teach *annoyed*, *embarrassed*, *amazed* and *disappointed* (see Warm-up). Display pictures that demonstrate any feelings in the box that are not shown in the pictures and check that Ss can identify them.

**2a** Ask Ss to read the comments and then discuss in pairs which photos they match. Follow with a whole-class discussion.

Answers: 1 C 2 A 3 D

**b** Ask Ss to read comment 2 again, then discuss in pairs the difference between *annoying* and *annoyed*. Clarify that a situation or activity is *annoying* and we feel *annoyed* because of that. Drill all the target adjectives chorally.

Answers: *-ing* adjectives describe a situation; *-ed* adjectives describe how we respond to that situation and how we feel.

## Pronunciation checkpoint

Like regular past simple endings, *-ed* endings of adjectives are pronounced either /t/, /d/ or /ɪd/. The ending is not pronounced /ed/. The ending sound depends on the preceding consonant sound but you don't need to get too technical. Ss can learn the simple rule that words ending with the sound /t/ or /d/ will have the /ɪd/ ending (e.g. *disappointed* /tɪd/). Others will end with either a /d/ or /t/ sound (e.g. *surprised* /d/, *relaxed* /t/).

## Optional extra activity

Use the list of *-ed* adjectives in Ex 1 to conduct further pronunciation practice in pairs.

Student A says *I was ...ed* and Student B responds by saying *Yes, it was ...ing*.

### Vocabulary checkpoint

Ss often simplify and suggest that *-ed* adjectives describe a person and *-ing* adjectives describes a thing: *The delay is annoying, I am annoyed*. While this is often true, it is not always true. People can be *annoyed* and *annoying*. They can also be *amazing* and *amazed*, and so on. One simple example to help them remember this is to think of a horror film character such as Dracula. He is *frightening* and we are *frightened*.

3 Explain that Ss must choose the correct form. Complete the first item together, then ask Ss to continue alone. Ask Ss to compare in pairs before eliciting answers. Drill again if necessary.


Answers: 1 annoyed 2 amazing 3 worried  
4 embarrassing 5 frightening 6 disappointed 7 worrying  
8 relaxed 9 tiring

4 Explain that Ss must ask the questions and respond with *-ing* or *-ed* adjectives. Elicit responses for the first question, establishing that several answers are possible. Then ask students to continue in pairs. **Weaker classes** may need to prepare first, by writing their choice of adjectives beside each answer.

### Further practice

Photocopiable activities: 2A Vocabulary, p157

## Listening

5a  2.1 Ask Ss to look at the options and make sure they understand the vocabulary (*incident* = something that happens). Play the audio and tell Ss to listen and write 1, 2 or 3 beside each option. Pause after each story.

Answers: a 3 b 2 c 1

b Focus attention on the statements. Allow Ss time to read through them before playing the audio again. Ss mark each statement T or F. Ask them to compare answers in pairs before leading feedback. Elicit corrections for the false sentences.

Answers:

1 F (He was visiting his home town) 2 T 3 T  
4 F (Her train was leaving)  
5 F (She was shutting down her computer) 6 T

### Audioscript 2.1

Speaker 1:

My best friend at school was called Andy. When we finished school, we went to different universities to study. After university, we both went abroad to work and we didn't keep in touch. Then last week I was visiting my home town for a few days. One afternoon, I was walking along the High Street and thinking about Andy. I was wondering where he was and what he was doing. I decided to stop for a coffee in one of the cafés on the High Street. Just as I was going into the café on the High Street, a man came out. It was Andy! We were both amazed!

Speaker 2:

Do you ever have days when everything goes wrong? Last year I had an interview for a new job. I didn't want to be late, so I got up very early. While I was walking to the train station, I suddenly remembered I didn't have my phone. I had to go back home and get it. When I got to the station, my train was just leaving – I was so annoyed! I had to wait for the next train. Finally, I got to the office where I was going to have the interview. I was running up the steps to the main door when I fell over and dropped my bag – my things went everywhere. It was one of the most stressful days of my life. Oh, and I didn't get the job.

Speaker 3:

I was working late at the office one night as I needed to finish a report for my boss. I was just shutting down my computer when I heard a noise. I was alone in the office by that time so I felt rather worried. I decided to call the security guard. While I was waiting for him to come, I saw something move near the wall. By now I was really frightened! Then I saw it – it was just a cat! Maybe it got in through the open window. It was so funny, I laughed out loud!

## Grammar

### Past continuous and past simple

#### Optional extra activity

Ss will have studied the past simple and continuous before. Ask them to find and underline examples of the two verb forms in Ex 5b, then elicit the form (*was/were + -ing* for past continuous and *-ed* for regular past simple). Ask Ss to discuss the difference between the two tenses, using the examples. Elicit ideas. It may be helpful to draw a timeline on the board to show the interaction of the two tenses.

6 Ask Ss to read the Grammar box and underline the correct alternatives. With **weaker classes**, first check the meaning of *interrupt* and *in progress*. (You are teaching the class now – the class is *in progress*. But if another teacher comes to ask you a question, they *interrupt* the class.) Ask Ss to discuss in pairs, then check with the whole class. Ask Ss if the longer action continues after we interrupt it (maybe).

Answers: 1 past simple 2 past continuous

### GRAMMAR BANK 2A pp.118–119


**Stronger classes** could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

Answers:

1 1 saw, was waiting 2 was walking, started  
3 met, were doing 4 didn't answer, was driving  
5 was raining, didn't go 6 were you queuing, got  
2 1 was celebrating 2 released 3 received 4 found  
5 was playing 6 were having 7 threw 8 slipped  
9 hurt 10 received 11 didn't clean up/hadn't cleaned up  
12 were trying

#### Optional extra activity

Ask students to think about where they were and what they were doing during an important event or news story. It could be national or personal, for example: *Where were you and what were you doing when the new president was elected/you received your exam results? I was at work/cleaning my house*. Ss ask each other.

7a  2.2 Ask Ss to read the three sentences and listen to the pronunciation of *was*. Do they think it is strong or weak? (weak) If you think it is useful, explain the information in the Pronunciation checkpoint below, using the examples given.



### Pronunciation checkpoint

When we speak at normal speed, the auxiliary verb *was* or *were* is unstressed. The stress is on the main verb. The auxiliary verb is weak and the vowel sound is replaced by a weak form or schwa: *was* /wəz/ *were* /wə/.

**b** Drill the sentences chorally after they hear them. You may want to pause the audio after each sentence.

**B** Write the first gapped sentence on the board with the two verbs in brackets. Ask Ss to work in pairs to decide on the verb forms, then elicit the correct forms. Ask Ss why *study* is continuous (it is the longer action, it started first) and why *join* is simple (it is short, it interrupts the longer action). Ss work alone to complete the story then check in pairs. Check answers with the whole class. Ask Ss why they chose each verb form, as with the example.

**Answers:** 1 was studying 2 joined 3 wanted 4 practised  
5 was waiting 6 started 7 went 8 forgot 9 was standing  
10 was waiting

### Optional extra activity

Ask Ss to decide which words in the story are stressed and underline them. They should focus on the main verbs. They then practise reading the story to each other and/or record it on their phone. Remind them to stress the underlined words and use the weak forms of *was*. After several tries, they practise recalling the whole story without looking.

**9** Write the first sentence stem on the board and elicit possible endings. Accept any answers with past simple as long as they are grammatically correct (see Teaching tip below), e.g. *Recently, I was sitting in the park when I met an old friend/saw a dinosaur*. Then ask Ss to work alone to complete the sentences for themselves. Monitor and help with new vocabulary. When they finish, ask Ss to share ideas with a partner. With **stronger classes**, students can ask and answer to develop the conversation: *Really, what happened next?* Ask pairs of Ss to tell the class their sentences.

### Teaching tip

Ss can enjoy being playful with language. Motivation can be increased if you encourage them to think of silly examples. This can make the target language more memorable as well as making the lesson more fun. Ss can vote for the craziest sentences.

### Further practice

**Photocopiable activities:** 2A Grammar 1, p155;  
2A Grammar 2, p156

## Speaking

### Prepare

**10** Explain that Ss are going to tell their own story. Ask a stronger student to read the instruction to the class or read it yourself. Ask Ss to read through the list of questions first and make notes. With **weaker classes**, you may want Ss to invent a story and prepare it in pairs so that they can help each other. Monitor and help with new vocabulary.

### Speak

**11a** Go through the Useful phrases with the class. With **weaker classes**, you may want to ask Ss to underline the stressed words and drill the expressions. Refer Ss to the questions in Ex 10 to use in their conversation. When they are ready, put them in new pairs

to tell and respond. Move around the class and listen. When they finish, Ss change roles.

**b** Ask individual Ss to comment on their partner's story to the group. Ss can ask questions if the story sounds interesting or funny to them and they would like to know more.

### Optional extra activity

Students will probably work at differing speeds for this activity. **Fast finishers** can repeat the same conversation with a new partner several times. Each time they will do a bit better.

### Reflection on learning

Write the following questions on the board:  
*How did you feel talking about your story?*  
*What did you do well in this lesson?*  
*What do you need to spend more time on? How will you do that?*  
Put Ss in pairs to discuss the questions. When they have finished, ask if anyone wants to share their ideas with the class.

### Homework ideas

Ss write their story for homework.

**Grammar bank:** 2A Ex 1–2, p119

**Workbook:** Ex 1–5, p10

**Mobile app:** grammar and vocabulary practice

**Fast route:** continue to Lesson 2B

**Extended route:** go to p89 for Develop your reading

## 2B Memories

### Introduction

The goal of this lesson is for students to talk about how the senses, such as smell or sound, bring back memories. To help them achieve this, they will revise *used to* in the context of talking about remembering past events.

### Warm-up

Before the class starts, draw a simple face on the board and elicit the features: eyes, nose, mouth and ears. Ask Ss to tell you what we do with our eyes (*see*) then elicit the verbs *hear*, *smell*, *taste* and *feel*. Next elicit the corresponding noun forms (the senses). List all words on the board in columns.

Body	Verb	Noun
eyes	see	sight
ears	hear	sound
nose	smell	smell
mouth	taste	taste
skin	feel	feel

### Optional extra activity

Put Ss in threes: students A, B and C. A says the body part, B says the verb, C says the noun. This can go in any order. They do this as fast as they can.

## Vocabulary

### Memories

**1a** Ask Ss to look at the photos and think about the senses they represent. They can refer to the board to help them. Then ask Ss to look at boxes A and B. Put Ss in pairs and give them a few minutes to discuss which things could be matched with each sense. Monitor and help with new vocabulary where necessary. When they finish, ask Ss to share ideas.

**Suggested answers:** feel: a baby's skin sight: a sunrise  
smell: freshly baked bread sound: a train arriving at a station  
taste: a cup of coffee

**b** Ask Ss to work in pairs and discuss the question. In class feedback, find out which sense seems to be the most important.

**2** With **weaker classes**, you may want to pre-teach *remember*, *remind*, *forget* and *memory*. Write *remember* on the board. Ask Ss for the opposite (*forget*) and then for the noun (*memory*). Write *remind* and elicit how it is different from *remember* (*we remember* something ourselves but someone or something *reminds* us of something). Use the first sentence to show this. Ss work alone to match the photos with the comments, then compare in pairs.

**Answers:** 1 E 2 B 3 A 4 D 5 C

#### Teaching tip

Ss benefit from recognising the relations between words in the same family. Encourage them to write the words in groups in their notebooks and to mark the word stress there. Suggest that Ss copy or create example sentences to help them understand related but easily confused words like *remember* and *remind*.

**3a** Ask students to work alone to match the phrases in Ex 2 with pattern a, b or c, then discuss in pairs. Point out that some phrases can be used in two ways. In feedback, check answers with the whole class.

#### Answers:

- a** reminds me of, makes me think of, I'll never forget, I'll always remember
- b** makes me feel
- c** reminds me of, makes me think of, I'll never forget, I'll always remember

**b** Ask Ss to choose two correct alternatives, using the information in Ex 3a. Emphasise that *two* alternatives are correct in each sentence. Complete the first one together then ask Ss to work alone and then discuss in pairs. Follow with whole-class feedback.

**Answers:** 1 him/meeting her 2 feel calm/calm  
3 being young/my old friends  
4 the first time I saw it/entering that place for the first time  
5 school/visiting the seaside

**c** Write on the board: *Tasting \_\_\_ always reminds me of \_\_\_* and elicit completions. Ss can use the ideas seen in Exercises 1 and 2 or their own ideas. Then ask Ss to complete the other sentences using the structures provided. Monitor and help with new vocabulary.

#### Teaching tip

Research shows that Ss benefit from expressing their real feelings as opposed to writing correct grammatical sentences using examples provided for them. It is more cognitive and more motivating. You may want to tell Ss this to encourage them to look for their own ideas. **Weaker classes** can simply copy any examples provided, if necessary.

**d** When Ss finish, put them in pairs and ask them to say their sentences to each other and respond if possible.

### VOCABULARY BANK 2B p137

#### The senses

This is an optional extension to the vocabulary section, extending the lexical set and providing further practice. If you're short of time, this can be done for homework.

**1a** Ss complete the table, using dictionaries or mobile devices to help. Check answers with the class, giving further explanations/examples where necessary.

**Answers:** sight: look at, see, watch; sound: hear, listen to; touch: feel, hold

**b** Ss discuss the differences between verbs in the sentences, using their existing knowledge and guessing.

#### Answers:

- 1a** hear: to notice something with your ears, probably by chance
- b** listen to: for a long time deliberately, paying attention to what is happening (e.g. music)
- 2a** see: deliberately or by chance, for a long or short time
- b** watch: for a long time deliberately, paying attention to what is happening (e.g. a TV programme)
- 3a** watch: for a long time deliberately, paying attention to what is happening (e.g. a TV programme)
- b** look at: to notice something using your eyes, usually for a short time and deliberately

**c** Ask Ss to work alone to choose the correct alternatives. Ask pairs to compare, then go through the answers together and elicit further examples.

**Answers:** 1 taste 2 hold 3 Look at 4 listen to 5 feels  
6 see 7 smell 8 touch 9 watching 10 hear 11 sounds

#### Further practice

**Photocopiable activities:** 2B Vocabulary, p160

### Reading

**4a** Ask Ss which sense they think is the best at bringing back memories. Accept any ideas, then ask Ss to quickly read the post and comments to see which senses are mentioned. If they have highlighter pens, they can highlight the senses in the text. Give them a minute to do this as you do not want them to read for detail yet. In feedback, check answers with the whole class.

**Answers:** smell (x2), sound (x2), taste

**b** Ask Ss to read the post and comments again and the questions. Put them in pairs to discuss the answers. It is not necessary to write, as the answers are long. Elicit the answers in feedback.

**Answers:**

- 1 because he passed a chip shop on his way to his swimming lesson every Friday
- 2 because it rained a lot in Malaysia, where he grew up
- 3 because it reminds her of driving in the car on her summer holidays
- 4 because her grandmother used to cook roast chicken for the family every Sunday

**Grammar****used to****Grammar checkpoint**

Students often struggle with a structure for past (*used to*) that is not a tense. They may wonder how to express this in contrast with the present. One simple guide is to contrast *used to* with *usually* + present simple, so: *I usually eat toast for breakfast, I used to eat cereal when I was younger.*

- 5** Ask Ss to read the Grammar box and draw attention to the spelling of *didn't use to*. Explain that it is just like a past simple verb, so in questions and negatives *did* shows the past. Compare with *I didn't go*. Check understanding of the concept with the whole class by asking: *Does used to refer to past or present actions? (past). One time or more than one time? (more than one). Does grandmother cook chicken now? (no).* Ask Ss to look back at the article and find more examples of *used to*. When they finish, go through the answers as a class.

**Answers:** used to pass a chip shop, used to love going out ... in the rain, didn't use to mind, used to drive us, used to play ... music, used to go to her house, used to cook lunch

**GRAMMAR BANK 2B** pp.118–119

**Stronger classes** could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

**Answers:**

- 1 I used to play the guitar when I was younger, but I don't play it now.
  - 2 We used to go skiing every year, but we hardly ever go these days.
  - 3 Did you use to play computer games when you were younger?
  - 4 I didn't use to like Chinese food in the past, but I love it now.
  - 5 There used to be a park here but now it's an office block.
- 1 There used to be more languages in the world.
  - 2 People used to think the world was flat.
  - 3 People didn't use to live so long.
  - 4 We didn't use to buy so many things online.
  - 5 There didn't use to be so much pollution.
  - 6 Life used to be much simpler.

- 6a** 2.3 Ask students to read the three sentences and listen to the pronunciation. If you think it is useful, explain the information in the Pronunciation checkpoint below, using the examples given.

**Answers:** The main verb and *use/used* are stressed, but *to is* not stressed.

**Pronunciation checkpoint**

Ss should pronounce the *s* in *used to* as /s/. It is not a /z/ sound. The words run together so the final /d/ in *used* is not heard. It sounds like one word, /ju:stu/ or /ju:stə/. The main verb is stressed.

- b** Drill the sentences chorally after they hear them. You may want to pause the audio after each sentence and ask individual Ss to repeat.

**7a** Write the first gapped item on the board. Elicit the correct positive and negative forms to complete the sentence. Explain that both are correct and Ss should write what is true for them. Ss work alone to complete the sentences then check in pairs. Check answers with the whole class.

**b** Point out the example question and elicit the positive and negative short answers (*Yes, I did. No, I didn't.*). Put Ss in pairs to ask and answer. When they finish, ask Ss to report back on their partner.

**c** Elicit the correct question form for the first prompt (*Did you use to play video games?*). Then Ss continue in pairs.

**Further practice**

**Photocopiable activities:** 2B Grammar 1, p158; 2B Grammar 2, p159

**Speaking****Prepare**

**8a** 2.4 Tell Ss they are going to listen to two friends talking about their memories. Ask a stronger student to read the instruction to the class or read it yourself. Tell Ss that they will listen twice. The first time they should listen for the senses. Ask them to write the five senses in their notebooks, then listen and tick the senses as they hear them. After they listen, elicit answers.

**Answers:** sound, smell, taste

**b** Tell students to read the questions. Then play the audio for Ss to listen again. Elicit the answers.

**Answers:**

- 1 Yes, he does. It reminds him of summer 2013.
- 2 Newly cut grass. It reminds her of summer when she was a child.
- 3 It reminds him of Saturday mornings when he was a child.

**Audioscript 2.4**

**Adam:** Oh, I love that song! It's one of my favourites!

**Jane:** Why's that?

**Adam:** It reminds me of the summer of 2013. I was staying with friends in London. We used to play that song all the time! I'll never forget that summer.

**Jane:** Isn't it funny how sounds and smells and things often make us remember the past? I was in the park today and the smell of newly cut grass ...

**Adam:** What does it remind you of?

**Jane:** It always makes me think of my childhood. We lived in a house with a big garden and my father used to cut the grass regularly in summer. When I woke up, the smell of grass came through the window, this really beautiful, fresh smell. It made me feel so happy. What about you? Is there a smell or a taste or something that you really like?

**Adam:** Well, I love the smell of coffee and fresh bread. I have happy memories of Saturday mornings when I was a child. My mother used to make coffee for everyone, and we had fresh rolls. I was too young to drink coffee, but the smell was wonderful. I have happy memories of those times.

**Jane:** That's really nice. Fresh coffee and rolls.



9 Tell Ss they are now going to talk about their own memories. Give them a few minutes to read the questions and make notes. It is important that they do not write full sentences, only key words. Monitor and help with new vocabulary.

### Optional extra activity

Ss will probably work at differing speeds for this activity and will need plenty of thinking time. If time is short, ask Ss to choose just one or two areas to make notes on.

### Speak

**10a** Go through the Useful phrases with the class. With **weaker classes**, you may want to ask Ss to underline the stressed words and practise saying the expressions. Refer students to the questions in Ex 9 to use in their conversation. Ss then discuss in pairs. Monitor and encourage them to ask follow-up questions.

**b** Group Ss in fours to share memories. In feedback, ask for a show of hands to find out which sense was chosen the most.

### Optional extra activity

Ss can create a memory activity for vocabulary. For example, Ss use Post-it® notes or stickers to label objects in their home with English words. A week later, ask them to test their recall of the objects by writing a list in class.

### Reflection on learning

Write the following questions on the board:

*How easy was it to talk about your memories?*

*What can help you remember?*

*How can using the senses help you remember English?*

Put Ss in pairs to discuss the questions. When they have finished, discuss how Ss can use the senses such as visuals and listening to music to help them remember English.

### Homework ideas

Ss write a paragraph about their childhood memories.

**Grammar bank:** 2B Ex 1–2, p119

**Workbook:** Ex 1–4, p11

**Mobile app:** grammar and vocabulary practice

**Fast route:** continue to Lesson 2C

**Extended route:** go to p90 for Develop your writing

## 2c Culture shock

### Introduction

The goal of this lesson is for students to describe experiences, feelings and reactions. To help them achieve this, they will study vocabulary for feelings and reactions and structures for talking about responses.

### Warm-up

Put Ss in pairs to write a list of five countries or cities that they would like to visit and five they would not like to visit. Give them a few minutes. When they finish, ask pairs to share their list and say why they have chosen those places. Invite a few Ss to share

their ideas and use these to make two lists on the board, one of problems when travelling (*expensive, too cold, boring, stressful*) and the other of positives (*exciting, beautiful, peaceful, great food*).

## Reading and vocabulary

### Feelings and reactions

#### Culture notes

A **culture shock** is a feeling of confusion and loneliness initially experienced when visiting somewhere with a very different way of life. Common aspects of culture shock are the language barrier and homesickness. Everyday aspects such as different foods and style of dress can cause difficulties.

**1** Look at the photos as a class. Put students in pairs and give them a few minutes to discuss the photos and questions. Monitor and help with new vocabulary. Ask if they think any of the places would cause culture shock (refer to the Culture notes) for them, and why.

**2** Focus attention on the article and ask Ss to read quickly to identify the two countries. Tell Ss they have a minute to do this to encourage them to read only for the main idea. Ss work alone then compare ideas. When they finish, elicit answers. Discuss whether these countries could be in the photos and why.

**Answers:** Mexico and Vietnam

#### Teaching tip

Often Ss need to read quickly to understand the main idea.

This is sometimes called skimming or reading for gist. Help your students to develop this reading skill by setting time limits for gist reading tasks and not allowing dictionaries or phones. Use a timer if you like.

**3** Focus attention on the adjectives in the box. Explain that they should write the words in two lists in their notebook, positive or negative, then answer questions 2 and 3. Ss work alone, then compare answers in pairs. In feedback, check answers with the whole class and write the two lists on the board. Drill problem words chorally and mark the stress.

**Answers:**

**1 Positive:** enjoyable, lively, extraordinary, optimistic, cheerful, peaceful, positive

**Negative:** dull, strange, nervous, anxious, stressful, unpleasant, homesick

**2** optimistic, cheerful, positive, nervous, anxious, homesick

**3** dull, enjoyable, lively, extraordinary, peaceful, strange, stressful, unpleasant

#### Pronunciation checkpoint

Word stress in English is irregular, but in two-syllable words it is often on the first syllable as in these examples. Encourage Ss to mark stress in their notes with a box or dot over the stressed syllable to help them remember.

**4** This exercise checks Ss' understanding of the adjectives. Ask Ss to read the first statement and choose the correct alternative (*enjoyable*). Discuss why this is the case (because it is positive – she loved it). Ss continue the exercise alone, then check in pairs. Elicit answers by asking individual students to read the correct statements aloud. Drill where necessary.

**Answers:** 1 enjoyable 2 positive 3 anxious  
4 extraordinary 5 lively 6 nervous 7 homesick

**5a** This exercise allows Ss to personalise the adjectives. Ask Ss to read the first item and build up ideas on the board (possible answers: *the dentist, parties, job interviews*). Then ask Ss to complete the sentences alone.

**b** Put Ss in pairs to say their sentences to each other. With **stronger classes**, encourage Ss to develop the conversation by asking follow-up questions.

#### Optional extra activity

Give an example such as *I had a stressful day because I woke up late and forgot my bag*. Ask Ss to write their own sentences, using *because* to explain their feelings and/or experiences. Monitor to see that they are writing sentences correctly and help with vocabulary.

#### Vocabulary checkpoint

Point out to students that they need to meet a new word six to eight times before they can remember it. Arranging words by theme or into categories such as positive and negative can help, as well as creating their own examples or images. Encourage Ss to create their own examples and record them in their notebooks. Ask Ss to show each other their notebooks.

#### VOCABULARY BANK 2C p137

##### Adjectives

This is an optional extension to the vocabulary section, extending the lexical set and providing further practice. If you're short of time, this can be done for homework.

**1a** Ask Ss to use their dictionaries to add the correct suffixes to the base form.

**Answers:** 1 peaceful 2 relaxing 3 enjoyable  
4 frightened 5 delicious 6 unpleasant 7 negative  
8 dangerous 9 special

**b** Ask Ss to use guesswork or their dictionaries to complete the table. Go through the answers as a class.

**Answers:** drinkable, financial, stressful, creative, anxious, disappointed/disappointing, poisonous, attractive, helpful, important

**c** Ask Ss to complete the sentences then check in pairs before going through the answers. Deal with pronunciation problems during feedback.

**Answers:** 1 drinkable 2 attractive 3 financial 4 creative  
5 anxious 6 helpful 7 important 8 disappointed  
9 poisonous 10 stressful 11 disappointing

#### Further practice

Photocopiable activities: 2C Vocabulary, p163

## Grammar

### *so/such ... that, too ... to and (not) ... enough to*

**6** Read the explanatory sentences in the Grammar box and check Ss understand *cause* and *result*. Ask them which is first, cause or result (cause). Look at the first two examples and ask Ss to identify cause and result, then ask Ss to use the examples to choose the correct alternatives. With **weaker classes**, go through the Grammar box as a class and elicit further examples. Check answers with the whole class.


**Answers:** 1 adjective 2 noun 3 such 4 so 5 too  
6 enough

#### GRAMMAR BANK 2C pp.118–119

**Stronger classes** could read the notes at home. Otherwise, check the notes with Ss. In each exercise, elicit the first answer as an example. Ss work alone to complete the exercises, then check their answers in pairs. In feedback, check answers with the whole class. Ss can refer to the notes to help them.

#### Answers:

- 1 1 too 2 enough 3 to 4 so 5 such 6 so 7 that  
8 enough money  
2 1 I'm not old enough to vote.  
2 The film was so boring that I fell asleep.  
3 The room is too small to fit everyone.  
4 The food was too cold to eat.  
5 It was such bad traffic that it took us five hours to get there.  
6 It was so dark (that) I/we couldn't see anything.

**7a**  2.5 Focus attention on the four sentences. Ask Ss to listen for *so* and *such* and how they are pronounced.

#### Answers:

In sentences 2 and 4, *so* and *such* are stressed to show extra emphasis. But in sentences 1 and 3 they are not really stressed.

**b** Ask Ss to listen again and repeat the sentences after the audio. Help them to stress only the key words by showing with your hand where the stresses lie.

**8** Ask students to read through the text and choose the correct alternatives, using the rules in the Grammar box to help them. Complete the first item together and elicit why *such* is used (*such* before adjective + noun). Ss work alone and then check in pairs. Check answers with the whole class. Write the answers on the board to ensure Ss spell *too/to* correctly.

**Answers:** 1 such 2 that 3 too 4 enough 5 too 6 to  
7 enough 8 too 9 such

#### Optional extra activity

Ss mark the stressed words in the text, then practise reading it aloud to each other in pairs or groups of three. Alternatively, they record it on their phones.

**9a** Ask Ss to work alone to complete the sentences with their own ideas. Monitor and help with vocabulary.


**b** When they have finished preparing, ask Ss to say their sentences to a partner. Remind them to stress the key words appropriately. Encourage **stronger classes** to ask follow-up questions.

#### Further practice

Photocopiable activities: 2C Grammar 1, p161;  
2C Grammar 2, p162

## Speaking

### Prepare

**10a**  2.6 Tell Ss that they will listen to two people talking about their experience of culture shock, and they should tick the things mentioned. Tell **weaker classes** that they will tick three things. After Ss listen, put them in pairs to compare answers. Check answers with the whole class.

**Answers:** a new country, a new job, a new town

**b** Tell Ss they will listen again for more detail. Allow time for them to read the questions. Play the audio for Ss to listen and make notes. After Ss listen, put them in pairs to compare answers. Monitor and play the audio again if necessary. Check answers with the whole class.

#### Answers:

- 1 People asked personal questions.
- 2 He asks personal questions too now.
- 3 No one asked her about herself.
- 4 She realised people were being polite and told them about herself.
- 5 Students called their teachers Mr and Mrs.
- 6 He didn't feel it was very friendly.

#### Audioscript 2.6

**Nick:** Well, my parents moved to a town in the north when I was about fifteen. We were in the same country but everything was so different!

**Maria:** What do you mean?

**Nick:** Well, for example ... people we didn't know were always asking us about things that were too private to talk to strangers about! Things like, 'Why are you living in that house?', 'Why does your Mum work?', 'Why don't you get up earlier in the morning?' It was really weird at first and we didn't know how to answer! Nobody used to ask questions like that in the south. Not even aunts and uncles! But we got used to it in the end. We probably do the same now.

**Maria:** Yes, you do, actually! Well, ... my mum comes from Spain. And she's got such interesting stories. Like, when she first came here, to a new country, no one asked her anything about herself, so she thought no one liked her. Then she realised they were trying to be polite. So, she just told them all about herself anyway!

**Nick:** Yeah, there are so many interesting things like that. I remember going to my new school. The kids called the teachers 'Mr Jones' or 'Mrs Tyler'. At my old school we called teachers by their first names, like 'Joe' or 'Sally'. It was really hard to change. I didn't feel like I was being very friendly to them.

**Maria:** I bet you didn't ... And what about ... ?

**c** Tell Ss that now they will talk about their own new experiences. Look at the topics in Ex 10a for ideas. Ask Ss to work alone and make notes but not write sentences. Go around and help with vocabulary and ideas.

#### Optional extra activity

Ask Ss to talk about other new experiences. Examples: changing diet (becoming vegetarian), leaving home, starting a new course, joining a new sports club.

#### Optional alternative activity

If you think your students have little to talk about, they can do this task using the information in the audio, taking the roles of Nick and Maria. They can read the audioscript and prepare notes before having the conversation without looking at the script. This approach may be suitable for younger or **weaker classes**.

### Speak

**11a** Ask students to work in pairs to share their experiences. Refer them to the Useful phrases. Monitor and listen to their control of the grammar and vocabulary of this lesson.

**b** When they finish, invite pairs of students to choose which experience to share with the class.

### Reflection on learning

Write the following questions on the board:  
*What will you do to help you remember the vocabulary from this lesson?*  
*How will you use this language outside the classroom?*  
*What one thing did you learn today that is useful for you?*

Put Ss in pairs to discuss the questions. When they have finished, you could ask for ideas on revising the vocabulary.

### Homework ideas

**Grammar bank:** 2C Ex 1–2, p119

**Workbook:** Ex 1–4, p12

**Mobile app:** grammar and vocabulary practice

**Fast route:** continue to Lesson 2D

**Extended route:** go to p91 for Develop your listening

## 2D English in action


### Introduction

The goal of this lesson is for students to show interest in a conversation. To help them achieve this, they will learn some useful phrases for responding to situations

### Warm-up

Ask Ss to think about the last time they had a problem and somebody helped them, or the last time they helped someone who had a problem. Give them an everyday example to show that it does not need to be very exciting or major: *I was very tired on my way home from work and the bus was full. A nice lady saw I was tired and gave me her seat.* Put Ss in pairs to compare ideas then elicit answers from a few pairs. Ask them how it feels to help or be helped.

**1** Ask Ss to look at the first picture and decide who the people are, what is happening and how the people are feeling. Put Ss in pairs to discuss the other pictures. Monitor and help with any vocabulary where necessary. When they finish, ask a few pairs for their ideas and add them to the board, but do not confirm if they are correct at this stage.

**2a**  2.10 Tell Ss they will listen to three conversations. While they listen, they should match the conversations with pictures A–C. Put Ss in pairs to compare answers before checking with the whole class. Look back at the board and ask Ss if they predicted correctly.

**Answers:** 1 B 2 C 3 A

**b** Explain that Ss are going to listen again. This time they should listen not for the main speaker, but for the listener and notice how they respond and help the storyteller. Ask them to check answers together and offer a chance to listen again before conducting feedback.

**Answers:** The listener responds by asking questions and making encouraging comments.



**c** Focus attention on the Useful phrases. Explain that Ss are going to listen again and tick the phrases they hear. They may hear an expression once, more than once or not at all. Play the conversations one by one and check answers as you go.

**Answers:** Uh huh. 1, 3 What happened? 1  
What did you do? 1, 2 Wow! 2 That's so cool! 2  
That's awful! 1 That's amazing 3 Great! 2 Really? 1, 3  
Oh no! 1, 2

### Audioscript 2.10

#### Conversation 1


**A:** Did I tell you about my nightmare day last week?  
**B:** No, I don't think so. What happened?  
**A:** I locked myself out of my house. I left the keys inside and shut the door.  
**B:** Really? Oh, no! What did you do?  
**A:** Well, I called the landlord ...  
**B:** Uh huh.  
**A:** And I found out he was on holiday. In Hawaii.  
**B:** That's awful! So, what happened? Did you get back into the house?  
**A:** Well, it was OK in the end. I got in touch with the landlord's son, but, yeah, a very frustrating day ...

#### Conversation 2

**A:** How was your holiday?  
**B:** Yeah, it was interesting. It was my first time in Asia.  
**A:** Great! Where were you?  
**A:** We spent three days in Beijing and five in Tokyo.  
**B:** Wow, that's so cool!  
**A:** Yes, and no. It was a cool experience, but everything felt really strange to me in the beginning, so many people, and everything so different from home. Plus, our bags got lost between Beijing and Narita airports.  
**B:** Oh, no! What did you do?  
**A:** Well, we had to wait, they arrived at the hotel a couple of days after we arrived. At least we had a good excuse to go shopping for clothes!  
**B:** True! Well, at least you got something good out of it.

#### Conversation 3

**A:** Do you remember that band, 'A-ha'?  
**B:** Yes, of course.  
**A:** Well, I was walking down the street the other day, after work ...  
**B:** Uh huh.  
**A:** And I saw the lead singer!  
**B:** Really? Morten Haarkett? That's amazing! Did you speak to him?  
**A:** Yes! I felt so embarrassed, but I couldn't miss the opportunity, so I went up to him.  
**B:** So, what did you say?  
**A:** Honestly, I don't remember. I couldn't finish a sentence. Something about 'I was such a big fan of your band', and then I realised I said 'was' and the only thing I could do was look at my shoes. But I met him!

**3a**  2.11 Tell Ss they are going to listen to some phrases and decide if the speaker is interested or not, and then practise showing interest using the phrases. Ask them to look at the statements. Play the audio and pause after each one to discuss it as a class. Refer to the information in the Pronunciation checkpoint.

**Answers:** 1 bored 2 interested 3 bored 4 interested

**b**  2.12 Tell Ss to listen again and repeat after the audio.

### Pronunciation checkpoint

When using these phrases, rising intonation will help Ss to sound interested. Flat intonation suggests the opposite. Encourage Ss to repeat the phrases after you (or after the audio) with animated intonation. Help Ss to notice the contrast by saying *That's great* with flat intonation and then with rising intonation.

**4** Model the activity yourself by saying *I had an interesting day yesterday ...* Wait for a range of reactions to show that several responses are possible. Then get two students to say the story across the class in an open pair. Then, put Ss in pairs to try the conversation, with one telling the story and the other responding and reacting. When they finish, give feedback on good use of language then ask them to change roles. Finally, ask a confident pair to perform their conversation for the class.

**5a** Ask Ss to choose a situation from the list or think of their own situation.

**b** Ask Ss to make a few notes for each bullet point. Tell them to write only words, not sentences. Monitor and help with any vocabulary where necessary.

**c** Put Ss in pairs to take turns to tell their story. Remind them to say each sentence and then pause to allow their partner time to respond and show interest. Ask pairs to change roles when they finish.

### Optional alternative activity

Give each pair of Ss two cards with *interested* written on one and *bored* written on the other. Explain that Student B should pick one up each time A speaks and respond in that way. After the response, Student A tells B how their response sounded and then they check the card together. This activity helps Ss become more aware of their range of intonation.

### Reflection on learning

Write the following questions on the board:  
*Which role did you prefer, A or B? Why?*  
*Was it easier to talk about your own story or use the one in the book? Why?*  
*Did your language get better as the lesson continued?*  
Put Ss in pairs to discuss the questions. When they have finished, you could ask for ideas on revising the vocabulary.

### Homework ideas

**Reflection on learning:** write your answers.  
**Workbook:** Ex 1–2, p13  
**Mobile app:** grammar and vocabulary practice

### Roadmap video

Go online for the Roadmap video and worksheet.

## 2 Check and reflect

### Introduction

Ss revise and practise the language of Unit 2. The notes below provide some ideas for exploiting the activities in class, but you may want to set the exercises for homework, or use them as a diagnostic or progress test.

**1a** Ss complete the words alone then check in pairs. In feedback, ask Ss to say the whole sentence, so that you can check for correct pronunciation of the *-ed* ending.

**Answers:** 1 surprising, surprised  
2 disappointed, disappointing 3 tiring, tired  
4 embarrassed, embarrassing

**b** Ss discuss times when they experienced these feelings in pairs. Encourage Ss to ask follow-up questions to find out more information.

**2a** Ss complete the sentences alone then check in pairs. They need to use the past simple and continuous. Go through the answers with the whole class. Ask Ss to read the whole sentence aloud so that you can check their pronunciation and drill if necessary.

**Answers:**

- 1 met, was studying, were
- 2 broke, was skiing, was going, fell
- 3 met, were painting/ painted, didn't stop
- 4 was travelling, finished, started, became

### Optional extra activity

With **weaker classes**, write the answers on the board as you go through them, so that Ss can check their spelling.

**b** Ask Ss to choose three significant events in their own lives and write sentences using the past simple and continuous. When they are ready, Ss share their experiences in pairs. Encourage them to ask follow-up questions to find out more information.

**3a** With **weaker classes**, do the first one together as an example. Point out that the preposition *of* is a clue to which verb to use. Ss complete the gaps alone then check in pairs. Go through the answers with the whole class.

**Answers:** 1 reminds 2 think 3 have 4 forget 5 smile

**b** Explain that Ss can change parts of the sentences in Ex 3a so they are true for them. Complete an example as a class, then ask Ss to work alone. When they finish, Ss share ideas in pairs. In feedback, nominate Ss to give examples to the class.

**4a** Point out that Ss must decide whether to use a positive or negative form of *used to*. Complete the first item together then Ss continue alone before checking in pairs. Go through the answers with the whole class.

**Answers:** 1 didn't use to be 2 used to be 3 used to play  
4 used to be able

**b** Ask Ss to write three similar sentences about somewhere they know well that has changed. Ss should work alone.

**5a** Ss complete the sentences alone then check in pairs. Check answers with the whole class.

**Answers:** 1 homesick 2 dull 3 peaceful 4 stressful  
5 extraordinary 6 enjoyable 7 cheerful 8 optimistic

**b** Tell Ss they should decide which sentences are true for their partner and mark them T. Then they should work in pairs and ask each other to see if they were correct, asking further follow-up questions. In feedback, ask Ss how many they got right.

### Reflect

Ask Ss to rate each statement alone, rating each one 1–5, then compare in pairs. Encourage them to ask any questions they still have about any of the areas covered in Unit 2.

## 2

## First to finish! (Units 1–2 review)

### Introduction

Ss revise and practise the language of Units 1 and 2 in a communicative game. This can be done after the Check and reflect page as a fun way to revise the language of Units 1 and 2.

All Ss place their counters on the START square. Ss take it in turns to draw numbers from the bag (or roll a dice) and move their counter to the corresponding square. When they land on it they must follow the instructions on each square. If they're successful, they stay in the square. If they can't do it, Ss move back to the square they were on before. The first player to reach the FINISH square wins. While Ss are playing, monitor and help with any vocabulary where necessary.

**Answers:** 1 graduate 5 voluntary work 9 confident  
13 decrease, fall 26 of

## 2A

## Develop your reading

### Introduction

The goal of this lesson is for students to understand a news article. To help them achieve this, they will focus on reading for specific information.

### Warm-up

Bring a newspaper into the classroom – it could be in English or another language. Use this to elicit and name the parts of a newspaper such as *cover*, *article*, *headline* and *crossword*.

**1** Put Ss in pairs to discuss the questions. After a few minutes, conduct brief feedback. Use a show of hands to see which news genre is most popular.

**2** Refer Ss to the headline and photos. Ask them to discuss in pairs. Make it clear that they are not expected to know the answers. In feedback, ask Ss for ideas. Accept any answers and write them on the board.

**3** Ask Ss to look at the Focus box and call on individual students to read sections aloud to the class. Then put them in pairs to discuss the question. After a few minutes, elicit the answer.

**Answer:** *Wh-* questions

**4** Ask Ss to read the news article to find the answers to the questions. Tell them they have a few minutes and they should not use phones or dictionaries. Go through the answers as a class.

### Suggested answers:

- 1 Jim and Sally Brown (a British couple)
- 2 at the start of their holiday
- 3 off the coast of Indonesia
- 4 They were lost at sea for five hours.
- 5 Their boat left without them.
- 6 They were rescued.

5 Ask Ss to read the article again and find the answers to the questions. Ask them to compare answers before going through them as a class. Ask Ss how this story compares with what they predicted from the headline and photos at the start.

#### Suggested answers:

- 1 The sea was rough and they couldn't see well.
- 2 because it was taking other divers to different places
- 3 to avoid some nearby rocks
- 4 afraid
- 5 grateful

6 Ask Ss to look at the questions alone, then put them in groups to discuss. Conduct brief whole-class discussion to see what Ss think and to tell of any personal experiences.

#### Optional extra activity

Put Ss in groups and tell them to give themselves key roles in the story – the dive leader, Jim and Sally Brown, the boat captain, the rescuers. Tell groups they are going to roleplay a meeting after the rescue and talk about what happened. Allow some preparation time and then let groups begin their meetings.

#### Homework ideas

Workbook: Ex 1–3, p14

## 2B Develop your writing

### Introduction

The goal of this lesson is for students to write an essay. To help them achieve this, they will focus on writing structured paragraphs.

### Warm-up

Ask Ss to work alone and write down one thing that is better today than 100 years ago and one that is worse. Ask them to compare ideas and ask for suggestions.

1a Put Ss in pairs to look at the photo and discuss the questions. After a few minutes, conduct brief feedback and ask pairs to tell the class any other differences they thought of. Make a list on the board.

### Culture notes

**The good old days** is a term used to refer to the past when you see it as a better time. It doesn't have to be long ago. For example, when there are changes at work and the office is reorganised, then people might say they preferred the good old days to look back to the way it was before.

b Refer Ss to the essay. Ask Ss to read it and see if their ideas are mentioned. Give them a few minutes then go through as a class, ticking off any ideas on the board that are mentioned.

2 Refer Ss to the Focus box and ask individual students to read sections aloud to the class. Then put them in pairs to discuss the question. Elicit the paragraph structure.

**Answer:** topic sentence, example sentences, conclusion sentence

### Teaching tip

Ss may not have heard of topic sentences before. In some languages, there is no topic sentence or it comes at the end of the paragraph. Point out to Ss that the topic sentence should be short and summarise what is to come in the paragraph. If they become aware of this feature it will also make reading much easier, as they can skim a text for the main ideas.

3 Ask Ss to read the third paragraph in the essay and underline the topic sentence and its examples. They should work alone then check in pairs before you go through as a class.

### Answers:

**Topic sentence:** Modern life is easier in many ways.

#### Examples:

- 1 electrical appliances to make our lives easier
- 2 have more time
- 3 opportunity to travel the world, experience new cultures

**Conclusion sentence:** As a result, people are living less stressful and more interesting lives.

4 Refer Ss to the sentences and explain that this is one paragraph but it is not in the correct order. Ask Ss to locate the topic sentence and then put the rest of the paragraph in order by numbering each sentence. They should work alone then check in pairs before you go through answers as a class. Move around and help. If Ss struggle, point out the punctuation and linking words to help them.

**Answers:** 1 b 2 c 3 a 4 d 5 g 6 e 7 f

### Optional alternative activity

Make copies of the sentences and cut them up into strips. Give each pair or group a set to organise and put in order. It is much easier as they can see the sentences and make changes as they go along. This approach may be suitable for **weaker classes** who enjoy collaborating.

### Prepare

5a Refer Ss to the essay title. Tell them they are going to write an essay with paragraphs, organising it in the way they have studied.

b Tell Ss to read the list of topics. Explain that Ss should create a topic sentence for each one.

c Tell Ss to now make notes of examples about present and past for each topic sentence they have written. With **weaker classes**, complete an example at the board, making a list of Ss' ideas. Move around the class and give support with ideas and vocabulary. Go through the topic sentences and examples in whole-class feedback. Check the use of linking words and ideas.

### Optional alternative activity

Ss will benefit from making notes in pairs or threes, as they can share ideas and support each other. They should complete the final writing task alone, but when they finish, they can read and check each other's paragraphs and give feedback.

### Write

6 Tell Ss to choose one or two of the topic sentences and examples and to use them to write their essay. Remind them to refer back to the essay title in Ex 5a. If they have been working in pairs until now, they should write alone, then read each other's paragraphs and suggest improvements and changes.

### Homework ideas

Workbook: Ex 1–5, p15



## 2c Develop your listening

### Introduction

The goal of this lesson is for students to understand an interview. To help them achieve this, they will focus on understanding linkers.

### Warm-up

Ask Ss if they have heard the term *gap year* and what they think it means. Take the opportunity to pre-teach the word *volunteer*.

### Culture notes

A **gap year** is traditionally the year between finishing school and starting university. Students usually work (often as volunteers) and travel around and become more mature before they start university. Others may need to retake exams so they can go to the university they want. Recently older adults have started taking **career breaks**, where they take a break from paid work to travel or volunteer.

**1** Look at the photos and discuss what is happening and where they are. Then put Ss in pairs to discuss the questions. After a few minutes, elicit answers.

#### Answers:

**2** A gap year is usually a break in your studies. A career break is usually when you stop working for a period of time in order to do something else.

**2** 2.7 Tell Ss they are going to listen to two people being interviewed. They should read through the questions, then listen and make notes. Go through the answers as a class.

#### Answers:

- 1 They are describing what they did in their gap years.
- 2 Rob went travelling and Sally worked

### Audioscript 2.7

- Interviewer:** Today, I'm going to be speaking to two people, Rob and Sally, about their gap years. So, Rob, let's start with you, why did you decide to have a gap year?
- Rob:** Well, um, I think it's for several reasons, but the main one is because I love travelling! I went to Mexico City first. I found it a bit too busy, so I decided to go somewhere a bit smaller.
- Interviewer:** So, did you just have a holiday in Mexico, or did you work?
- Rob:** I got a job in the second place I went to, Cancun, working with the local diving centre, and that was OK for a while. However, after a few months, I wanted to travel again and I left the job, and Cancun.
- Interviewer:** Ah, OK. And where did you go next?
- Rob:** Brazil! I loved it there, Obviously the beaches, and I really loved the music there! Have you heard of a kind of music called Forro?
- Interviewer:** I haven't actually.
- Rob:** It's amazing. It's a kind of folk music, and it's so good to dance to.
- Interviewer:** It sounds really interesting! OK, now Sally, tell us something about your gap year.
- Sally:** Oh, well, my gap year was very different from Rob's! I decided to stay at home and work.
- Interviewer:** Oh, right, and why did you decide to do that?
- Sally:** Actually, I had to. My family are not super rich, so I had to work to save some money to pay for my university course.
- Interviewer:** And did you enjoy that?

- Sally:** Hmm, it was OK. I liked the people I worked with, but the work itself was pretty boring.
- Interviewer:** So, overall, do you feel a gap year is a good thing?
- Rob:** Yes! It was a great chance to see the world before I went to university.
- Sally:** You're lucky, Rob! I only took a gap year because I couldn't afford my course. I didn't get the chance to go travelling like some people!

**3** Go through the Focus box as a class, reading each section and discussing examples. When you finish, ask Ss to answer the question. Ask them to check in pairs before class feedback.

**Answer:** Linkers help us predict what is coming next.

**4** Ask Ss to work alone to complete the statements. Monitor and help. When they finish, put Ss in pairs to read their sentences to each other. In feedback, nominate a few Ss to report on one of their partner's answers.

**5a** 2.8 Ask Ss to listen carefully and circle the linking word they hear.

**Answers:** 1 but 2 so, because 3 however 4 and

### Audioscript 2.8

- 1 The couple I stayed with were OK most of the time. I really liked the man but ...
- 2 I worked in an office for ten years, so I decided to take a career break because ...
- 3 My experience living abroad was really great for the first six months. However, ...
- 4 I loved the amazing countryside and ...

**b** Ask Ss to listen again and then work in pairs to predict how the speaker might continue each sentence.

**c** 2.9 Tell Ss to listen and see if they were right. You may need to listen twice and pause the audio the second time. Go through the answers as a class and see how well they predicted.

**Answers:** See audioscript.

### Audioscript 2.9

- 1 The couple I stayed with were OK most of the time. I really liked the man but I don't think the woman liked me so much.
- 2 I worked in an office for ten years, so I decided to take a career break because I was bored of my job.
- 3 My experience living abroad was really great for the first six months. However, in the second part of the year I got homesick, and I decided not to continue.
- 4 I loved the amazing countryside and I really liked the people.

**6** 2.7 Tell Ss they are going to listen again to the two people talking about their gap year. They should read through the questions and underline the question words, then listen and try and answer them using the linkers to help.

**Answers:** 1 loves travelling 2 go somewhere smaller  
3 wanted to travel again 4 (Forro) music 5 no  
6 to save money and pay for university 7 it was boring 8 no

**7** Put Ss in pairs to discuss. When they finish, have a whole-class discussion and see what ideas they have, whether anybody has had a gap year or is planning to do so.

### Homework ideas

**Workbook:** Ex 1–2, p13