

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.

8 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 to 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