

# I learned a lot from...

• Asking about significant experiences

• Talking about important events

## 1 | Vocabulary

**A** Look at the phrases below. Check each thing that has happened to you in the last five years.

- |  |   |
|--|---|
| _____ overcome an obstacle                                       | _____ face a challenge                              |
| _____ get into (a new interest)                                  | _____ make a change                                 |
| _____ have a setback   | _____ make the decision to (do something different) |
| _____ have an/the opportunity to (do something you wanted to do) | _____ take a risk                                   |

**B PAIR WORK** Take turns talking about the things that have happened to you. Ask two follow-up questions.

## 2 | Conversation

**CD1** **A** Listen. What happened to Louis recently? What happened to Kristin?

Kristin: Hi, Louis. I hear you've made a big change recently.

Louis: Yeah, I have. I just got a job as a photographer. \_\_\_\_\_

Kristin: Oh, wow! How did you get into photography? \_\_\_\_\_

Louis: I had the opportunity to work with a photographer friend of mine. I learned a lot from working with him. I also learned that I wanted to be a professional photographer.

Kristin: That's great! Congratulations!

Louis: Thanks! Oh, that reminds me, Ana tells me that you just moved.

Kristin: Yes, I did. I had a setback last month when I lost my job, but it turned out to be the best thing that ever happened to me. I just got a much better job, and I moved to São Paulo. \_\_\_\_\_

Louis: I'm sorry to hear about your setback, but so glad to hear about your new job! \_\_\_\_\_



**B PAIR WORK** Practice the conversation. Then find the best places to add the sentences below to the conversation and practice it again.

1. I didn't realize you were a photographer.      3. I love it!

2. I hope I can visit!      4. I've always wanted to live there.

## 3 | Language Booster

**A** Notice the different ways we ask about significant experiences and talk about important events.

Asking about significant experiences

Talking about important events

I hear that  
(Ana) tells me that

you just moved.

Oh, that reminds me. (Ana tells me that you just moved).

It is one of the most exciting things I've ever done.

It turned out to be the best thing that ever happened to me.

It's the best decision I've ever made.

It was one of the biggest challenges I've ever faced.

**B PAIR WORK** Take turns asking and talking about an important event in your life.

## 4 | Listening

**CD1** **A** Listen. Write the correct name under each picture.

Clara      Alex      Victor      Larissa



**CD1** **B** Listen again. Mark the statements T (true) or F (false). Then compare your answers with a partner.

- |  |  |
|--|--|
| _____ 1. Clara wants to be a teacher.  | _____ 3. Victor is studying to become a baker. |
| _____ 2. Alex lost his job last month. | _____ 4. Larissa got married last year.        |

## SPEAK with CONFIDENCE

**A PAIR WORK** Complete each story below with your own idea. Think of the most exciting and challenging things you can. Then share and respond to stories with your partner.

- I faced a challenge. \_\_\_\_\_
- I overcame an obstacle. \_\_\_\_\_
- I took a risk. I made the decision to \_\_\_\_\_

**B GROUP WORK** Join another pair and share and respond to stories.

ONLINE PRACTICE



## 2 Did you hear about...?

• Introducing interesting stories

• Asking for details

### 1 | Vocabulary

A Complete the paragraph with the correct form of a verb in the box.

injure      pass out      react      respond      report      witness

Last week, there was a fire at a local school. A lot of people \_\_\_\_\_ the scene. They were worried because the fire kept growing. Luckily, fire fighters \_\_\_\_\_ very quickly. No one was \_\_\_\_\_ from the fire, but a witness was taken to the hospital. The news \_\_\_\_\_ that a woman \_\_\_\_\_ hysterically and couldn't take the excitement. She \_\_\_\_\_ in the middle of the street!

B PAIR WORK Tell your partner about something interesting you recently heard about.

### 2 | Conversation

CD1 A Listen. How did the man fall onto the subway track? What did he do after he woke up?

Adam: Hey, did you hear about the man who fell onto a subway track last week?

Teresa: No, how did that happen?

Adam: He was texting a friend, and he wasn't watching where he was going. He fell, hit his head, and passed out.

Teresa: No way. What happened next?

Adam: Luckily, someone witnessed the whole thing. He jumped onto the track and pulled the guy out.

Teresa: Wow! Did the guy injure himself in the fall?

Adam: Not really. The guy woke up after a few minutes, and he was fine. He got up and finished typing his text message!



B PAIR WORK Practice the conversation.

CD1 C Listen. Write the three extra sentences you hear in the conversation. Practice the new conversation.

## 3 | Language Booster

A Notice the ways we introduce interesting stories and ask for details.

#### Introducing interesting stories

Did you hear about (the man who fell onto a subway track last week)?

You'll never believe what happened.

You're not going to believe the story I heard.

#### Asking for details

So what did (he) do?

How did (he) react?

How did that happen?

What happened?

B PAIR WORK Tell your partner an interesting story that you know.

Examples:

A: You'll never believe what happened. My neighbors and I kept losing things, like keys and shoes.

B: How did that happen?

A: It turned out that the neighbor's new cat was taking things and hiding them in the basement!

### 4 | Pronunciation Linking vowels in phrases

CD1 A Listen to these phrases. Notice that any word that begins with a vowel inside a phrase links with the word before it.

1. heard about      2. to a friend      3. the story I heard      4. passes out

B Complete the conversation below with your own ideas. Then circle the words that begin with vowels.

A: Did you hear about the woman in California who \_\_\_\_\_?

B: What happened?

A: Well, this woman \_\_\_\_\_.

C PAIR WORK Practice the conversation with a partner.

ONLINE PRACTICE

## SPEAK with CONFIDENCE

A PAIR WORK Work with a partner to make a list of interesting or unusual stories you've heard about recently.

B GROUP WORK Take turns telling the most interesting story to your group members.

Did you hear about the company who held an office chair race?

No way! What happened?

C CLASS ACTIVITY Present one story from your group. Choose the most interesting story from the class.



# 3 I can't stand it when...

• Describing pet peeves

• Sympathizing

## 1| Vocabulary

A Check (✓) the things that annoy you.

- |   |  |
|---|--|
| _____ when people <b>interrupt</b> me       | _____ when salespeople are <b>rude</b>               |
| _____ when a server <b>ignores</b> me       | _____ when people <b>stare</b> at me                 |
| _____ when people <b>chew</b> loudly        | _____ when people are <b>arrogant</b>                |
| _____ when people <b>leave</b> dirty dishes | _____ when people have poor driving <b>etiquette</b> |

B **PAIR WORK** Tell your partner about two of your pet peeves.

## 2| Conversation

CD1 A Listen. Why is Marco annoyed? What are other things that annoy Jenny and Marco?

Marco: Hi, Jenny. I'm so annoyed.

Jenny: What's wrong, Marco? \_\_\_\_\_

Marco: I was just at the movies, and there was a guy there who talked through the whole thing. I can't stand it when people talk during a movie.

Jenny: Yeah, I know what you mean. It gets on my nerves when people are rude like that. But it really gets me when people text during a movie.

Marco: Yeah, I hear you. \_\_\_\_\_

Jenny: You know what else bugs me? I hate it when people chew their popcorn really loudly.

Marco: Me, too! Oh, and it bugs me when people leave their popcorn and sodas on the floor after the movie instead of throwing them away.

Jenny: Oh, same here! \_\_\_\_\_

Marco: Maybe we should just start watching movies at home from now on. \_\_\_\_\_

B **PAIR WORK** Practice the conversation. Then find the best places to add the sentences below to the conversation and practice it again.

- |                                      |  |
|--------------------------------------|--|
| 1. That's one of my pet peeves, too. | 3. We might get less annoyed.                          |
| 2. You look upset.                   | 4. People should turn their phones off in the theater. |

## 3| Language Booster

A Notice the ways we describe pet peeves and sympathize with the other person.

Describing pet peeves	Sympathizing
I hate it when I can't stand it when It bugs me when It gets on my nerves when	people chew loudly. people are rude.
	Yeah, I know what you mean. I can't either. Same here. Yeah, I hear you.

B **PAIR WORK** Take turns describing your biggest pet peeves.

Examples:

A: So what's your one of your biggest pet peeves?

B: I can't stand it when my roommate leaves her clothes all over the apartment.

A: Yeah, I hear you.

B: How about you?

A: It bugs me when people are arrogant.

## 4| Listening

CD1 A Listen to four people describe their pet peeves. Number the pictures from 1 to 4.



CD1 B Listen again. In each conversation, does the listener have the same pet peeve or not? Write yes or no.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

ONLINE PRACTICE

## SPEAK with CONFIDENCE

A **CLASS ACTIVITY** Walk around the class. Ask your classmates, "What's your biggest pet peeve?" Write the person's name and his or her biggest pet peeve.

Name	Pet peeve

B **GROUP WORK** Share the three most interesting pet peeves you learned about your classmates.