

# Teacher's Edition

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Series Adviser **Catherine Walter**

# Navigate

**Coursebook**  
with video

**B1**

**Pre-intermediate**

**OXFORD**

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 **Oxford 3000™** *Navigate* has been based on the Oxford 3000 to ensure that learners are only covering the most relevant vocabulary.

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# Going up, going down



## 3.1 The man who fell to Earth

GOALS ■ Describe movement ■ Talk about the past (1)

### Vocabulary & Listening movement

1a Work with a partner. Look at the photo and try to answer the questions.

- 1 Where is this man?
- 2 What is he doing?
- 3 What do you think he's thinking about?
- 4 When did this happen?
- 5 Where did he land?



Felix Baumgartner

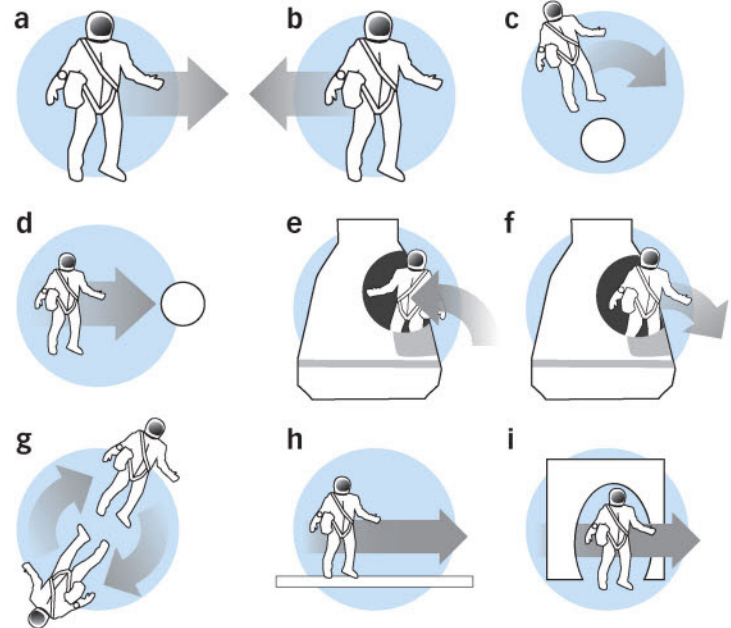
- b 3.1 ))) Listen to a radio programme and check your answers to the questions in exercise 1a.
- 2 3.1 ))) Work with a partner and put sentences a-h in the order they happened. Then listen again and check your answers.
- Everybody shouted and jumped up and down.
  - He moved slowly out of the capsule.
  - A large balloon took him up into space.
  - He got down on his knees.
  - He made the jump.
  - He fell too fast and he suddenly began to turn round and round.
  - He landed safely.
  - He parachuted down towards the desert.

- 3 Why do some people enjoy skydiving? Would you like to do it? Why/Why not?
- 4 Which of these verbs mean *going up*? Which mean *going down*? Write ↑ or ↓.

drop land jump dive fall lift rise climb take off

5 Match words 1-9 to pictures a-i.

- |           |                   |             |
|-----------|-------------------|-------------|
| 1 over    | 4 out of          | 7 backwards |
| 2 towards | 5 round and round | 8 through   |
| 3 along   | 6 forwards        | 9 into      |



- 6 Complete the sentences with the correct form of a verb from exercise 4 and a word or phrase from exercise 5.
- 1 If you \_\_\_\_\_ your phone \_\_\_\_\_ liquid, put it in a bowl of uncooked rice to dry it out.
  - 2 Oh no! I haven't got my key. I know - I'll \_\_\_\_\_ in \_\_\_\_\_ that open window.
  - 3 Why do scuba divers \_\_\_\_\_ and not forwards out of a boat?
  - 4 Watch out! That tree is \_\_\_\_\_ us!
  - 5 Can you help me to \_\_\_\_\_ the new TV \_\_\_\_\_ its box? It's really heavy.



## Grammar &amp; Speaking

## past simple

- 7 Read the Grammar focus box. Underline the past simple forms in exercise 2 and add them to the box.

## GRAMMAR FOCUS past simple

- We use the past simple for finished actions in the past. We often use it to tell stories.

*His journey started at 3.16 p.m.*

*He didn't think about the view.*

*Did he have any problems during the jump?*

- Verbs in the past simple can be regular or irregular.

**Regular:** *shouted*

**Irregular:** *took*

_____	_____
_____	_____
_____	_____
_____	_____

→ Grammar Reference page 138

## PRONUNCIATION irregular past verbs

- 8a 3.2 ))) Listen to these verbs. Notice that when the infinitive of a verb ends in /t/ or /d/, it has an extra syllable /ɪd/ in the past tense.

- watch → watched
- look → looked
- lift → lifted
- land → landed
- dive → dived

- b 3.3 ))) Which of these verbs has an extra syllable in the past tense? Listen and check your answers.

- start → started
- work → worked
- decide → decided
- move → moved
- need → needed

- c 3.4 ))) Listen and repeat the verbs in exercise 8b.

- 9 Work with a partner and complete the factfile about Felix Baumgartner with the past simple form of the verbs in the box.

not like need marry fly wear grow take not sleep set begin be

## Felix Baumgartner

## FACTFILE

- He \_\_\_\_\_ born on 20th April 1969.
- He \_\_\_\_\_ up in Salzburg, Austria.
- He \_\_\_\_\_ skydiving when he was 16.
- In 1999, he \_\_\_\_\_ the world record for the highest jump from a building – Petronas Towers in Malaysia, then the world's highest building.
- In 2003, he \_\_\_\_\_ 23 miles across the English Channel. For this he \_\_\_\_\_ special wings on his arms.
- It \_\_\_\_\_ him seven years to prepare for the space dive.
- He \_\_\_\_\_ wearing his space suit and \_\_\_\_\_ the help of a psychologist.
- He \_\_\_\_\_ the night before his space dive.
- He \_\_\_\_\_ his girlfriend, Nicole Oetl, the year after the space dive.



- 10 Complete the box using the words and phrases below.

three months week year before last she was 13 New Year's Day 2014

## Saying when something happened

- in March, the summer <sup>1</sup> \_\_\_\_\_
- on Tuesday/21st April/ <sup>2</sup> \_\_\_\_\_
- the other day/day before yesterday/ <sup>3</sup> \_\_\_\_\_
- two years/six days/ <sup>4</sup> \_\_\_\_\_ /ago
- last year/night/ <sup>5</sup> \_\_\_\_\_
- when I was young/he left school/ <sup>6</sup> \_\_\_\_\_

- 11 **TASK** Work with a partner and ask about the things below. Begin the question with *When did you last ...?* Ask follow-up questions to find out more.

- go on a journey
- send a text or tweet
- go to a wedding
- see an amazing view
- make or watch a YouTube video

- 12 **TASK** You are going to find out about two more people who have made world records with their amazing achievements. Student A, turn to page 127. Student B, turn to page 131.



## 3.2 Going up... One man's lift nightmare

GOALS ■ Talk about feelings ■ Talk about the past (2)

### Vocabulary & Speaking adjectives for describing feelings

- 1a Work with a partner. Look at the photos. How is the person feeling? Choose one or more words from the box.



guilty in a good mood scared nervous pleased  
exhausted embarrassed disappointed calm  
confused lonely angry anxious stressed excited

- b 3.5 ))) Which words describe a) a positive feeling and b) a negative feeling? Listen and check your answers.
- c 3.6 ))) Listen and repeat the words.
- 2 3.7 ))) Listen to eight short extracts. After each one discuss with a partner how you think each person is feeling.  
*I think he's feeling anxious and maybe stressed.*
- 3 Choose three or four words from exercise 1a. Tell your partner when you have these feelings.  
*I get angry when people drop rubbish in the street.  
I feel exhausted most days!*

### Grammar & Reading past simple and past continuous

- 4 Read the introduction to an online article. Work with a partner and guess the answers to the questions below.
- Which of the feelings in exercise 1a do you think he had?
  - In which order do you think he had them?
- 5 Read the article and check your answers to exercise 4.
- 6 Work with a partner and discuss the questions.
- How often do you take lifts?
  - Have you ever been stuck in a lift?
  - What would you do in Nicholas White's situation?
  - Who would you like/hate to be stuck in a lift with?

### Nightmare stories on video

Our nightmare story this week is about Nicholas White, who was stuck in a lift for 41 hours. See the video [here](#).

34-year-old Nicholas White was a manager for a business magazine in New York. One Friday night he was working late at the office when he decided to go outside for a quick cigarette. It was the longest cigarette break of his life.

While White was returning to his office on the 43rd floor, the lift suddenly stopped between floors. He calmly pushed the alarm button and waited for an answer. Nothing. He began to get anxious.

He rang it a few more times. Then he pulled the button out, so that the alarm rang and rang continuously. Still no answer. It was 11 p.m. and nobody was working – the building was empty. Now he was frightened. He wasn't wearing a watch.

**He had no phone, no food and no water.**

White walked round and round the lift like an insect stuck in a box. Sometimes he lay on the floor, with his face down because the light was very bright. He tried to stay calm by thinking about other things. At one point he took out his wallet and read the back of a football match ticket. After some time, he felt angry – very angry. Why wasn't the lift



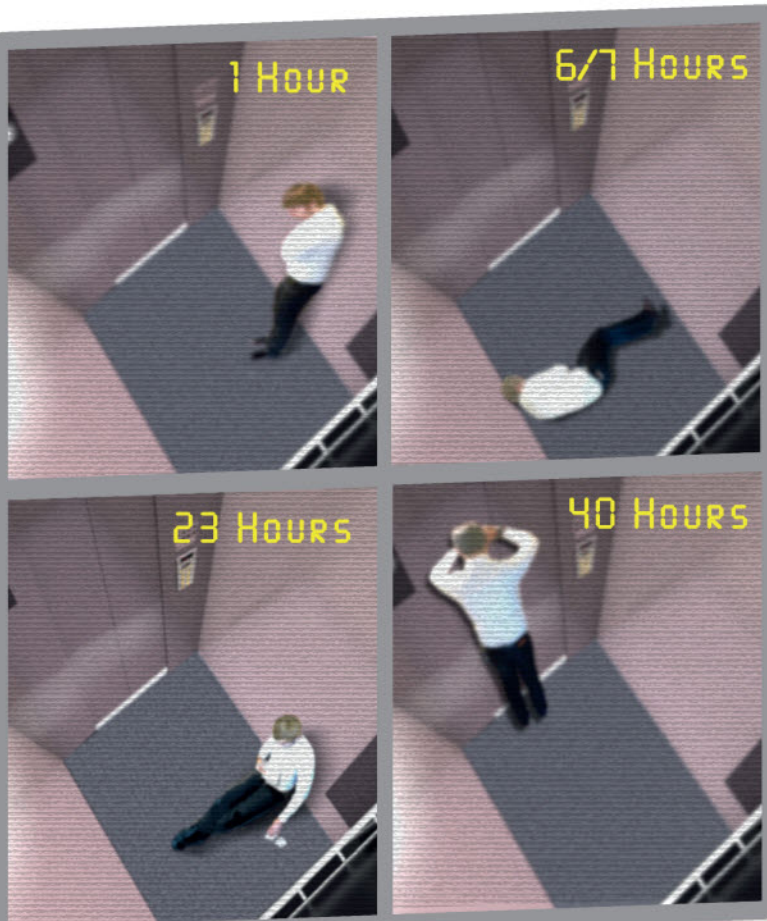


- 7 Read the Grammar focus box and match the highlighted sentences in the article to uses 1–4.

### GRAMMAR FOCUS past simple and past continuous

- We use the past continuous to talk about actions which were unfinished at a past time.  
*At 10.45, he was smoking a cigarette.*
- We use the past simple for finished actions and things that happened one after another.  
*He sat down, turned on his computer and started to work.*
- We often use the past simple and past continuous together. We use the past continuous for the longer action. We use the past simple for a shorter action that happened while the longer action was happening.  
*While he was returning to his office, the lift suddenly stopped between floors.*
- We use the past simple for repeated past actions.  
*He hit the walls several times.*

→ Grammar Reference page 139



working?! Why was nobody answering?! He hit the walls several times and shouted at the video camera. The noise of the alarm was driving him crazy, but he didn't want to turn it off.

As time passed he thought that he was going to die without water. Friday turned to Saturday, and Saturday to Sunday. White was now exhausted. Then, suddenly, at 4 p.m., a voice on the intercom asked, 'Is someone in there?'

- 8 Complete the rest of the story about Nicholas White's lift experience. Use the past simple or past continuous form of the verbs in brackets.

When the voice came over the lift's intercom at 4 p.m. on Sunday, White <sup>1</sup> \_\_\_\_\_ (lie) on the floor, half asleep. He was extremely cold as he <sup>2</sup> \_\_\_\_\_ (not wear) a jacket. When he heard the voice he <sup>3</sup> \_\_\_\_\_ (jump) to his feet. Finally he was free! Almost. First the guard <sup>4</sup> \_\_\_\_\_ (ask) him lots of security questions, 'Where do you work? Which is your office?' The 'interview' lasted a very long time. Then, slowly, the door <sup>5</sup> \_\_\_\_\_ (open). So, what <sup>6</sup> \_\_\_\_\_ he \_\_\_\_\_ (do) first? He took the lift up to the 43rd floor to get his jacket from his office. On his desk an angry note from a work colleague <sup>7</sup> \_\_\_\_\_ (wait) for him. It said, 'Why <sup>8</sup> \_\_\_\_\_ you \_\_\_\_\_ (go) home? We had so much work to do!' Of course, she <sup>9</sup> \_\_\_\_\_ (feel) very guilty when she found out the truth!



- 9a 3.8 ))) Listen and write down the five questions you hear.

b Ask and answer the questions with a partner.

- 10a **TASK** Write three sentences. Two sentences should be about something that really happened to you in the past. One sentence should be an invented experience. Your aim is to persuade your partner that all three sentences are true. Use the ideas below or your own ideas.

- something unusual that you drank or ate
- a competition that you won
- a bone that you broke
- a dangerous animal that you saw
- a big sports event or concert that you went to
- a famous person that you met

*I saw a bear when I was on holiday in Canada.*

*I once met Bill Gates.*

*I was on TV last year.*

- b Work with a partner. Student A, read your three sentences. Try to convince your partner that all three sentences are true. Student B, ask questions about each sentence. Use the past simple and past continuous. Then decide which sentence is not true.

A *I saw a bear.*

B *What were you doing?*

A *I was walking through a forest.*

B *What was the bear doing? ... etc.*

B *I think this is true/a lie.*

- c Now change roles and repeat the activity.





## 3.3 Vocabulary and skills development

GOALS ■ Understand and use adverbs of manner ■ Understand *-t* and *-d* before a consonant

### Vocabulary & Speaking adverbs of manner

- 1a Read the questions and tick (✓) the sentence which best describes you.

When you sit next to a stranger on a bus or train, what do you do?

- a I say hello to them.
- b I smile **politely**.
- c I avoid eye contact.
- d I have a short conversation.

If that person starts listening to very loud music on their headphones, what do you do?

- e I look at them **angrily**.
- f I ask them **nicely** to turn it down.
- g I don't do anything, because it doesn't bother me.
- h I move **quickly** to a different seat.

- b Work with a partner. Compare your answers and give reasons.



- 2 Read the information in the Vocabulary focus box about adverbs of manner.

#### VOCABULARY FOCUS adverbs of manner

- The words in **bold** in exercise 1a are adverbs of manner. They describe verbs. They tell us how we do something or how something happens.
- They often end in *-ly*, e.g. quick → *quickly*, or *-ily*, e.g. angry → *angrily*.
- Some adverbs are irregular, e.g. good → *well*, or don't change, e.g. fast → *fast*.
- Usually adverbs of manner go after the object, or, if there isn't one, after the main verb.  
*I ask them nicely to turn it down. I smile politely.*

- 3a Make an adverb with the adjective in brackets and put it in the correct place in the sentence.

- 1 I make decisions. (quick)
- 2 I can start a conversation with a stranger. (easy)
- 3 In my job I need to dress. (smart)
- 4 I get nervous when people drive. (fast)
- 5 I would like to speak two languages. (fluent)
- 6 I hate it when people speak on their mobile phones. (loud)

- b Are any of the sentences in exercise 3a true for you? Compare your answers with a partner.

- 4a Make questions with a verb + adverb, using the adjective + noun prompts in the box.

*Are you a good cook? → Do you cook well?*

good cook careful driver quick typist slow eater/walker  
regular traveller fast runner

- b Work with a partner and ask and answer your questions.
- A *Do you type quickly?*
  - B *No, I don't. I type really slowly.*
  - A *Me too!*



**Listening & Speaking** understanding *-t* and *-d* before a consonant

- 5 In the city or town where you live, is it usual to smile at or greet strangers in these places?
- in a lift
  - in a doctor's waiting room
  - in a shop
  - in a quiet street

6a 3.9 ))) Read and listen to the information in the Unlock the code box about *-t* and *-d* before a consonant.

**UNLOCK THE CODE**  
*-t* and *-d* before a consonant

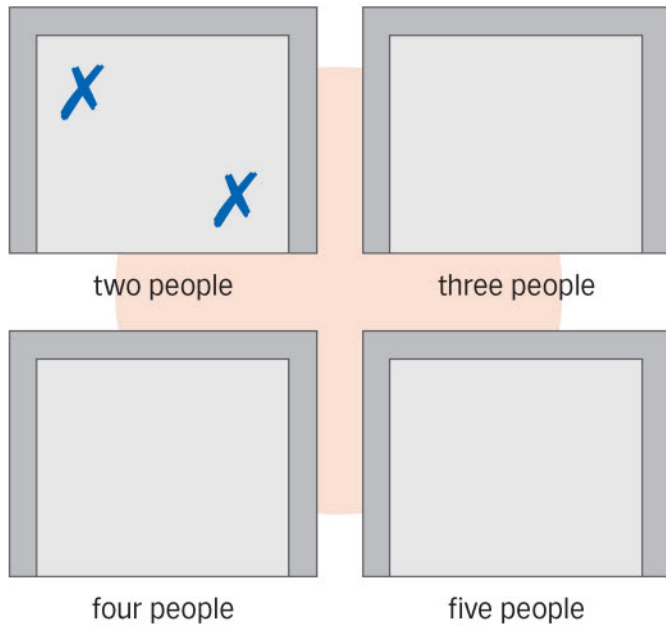
- When a word ends in *-t* or *-d* and the next word begins with a consonant, we don't say the *-t* or *-d*.  
 Lift going up      *sounds like*      Lif going up  
 Second floor      *sounds like*      Secon floor  
 It isn't coming      *sounds like*      It isn coming
- Sometimes this happens with *-t* or *-d* inside a single word.  
 politely      *sounds like*      poli-ly  
 friends      *sounds like*      friens

b 3.10 ))) Listen and complete each phrase with one word. Each word ends with *-t* or *-d*.

- |                |                   |
|----------------|-------------------|
| 1 _____ me     | 7 _____ time      |
| 2 _____ floor  | 8 _____ back      |
| 3 _____ stop   | 9 _____ morning   |
| 4 _____ look   | 10 _____ Cup      |
| 5 _____ lift   | 11 I _____ this   |
| 6 _____ people | 12 _____ going up |

c 3.11 ))) Listen and write down the eight words or phrases you hear.

7 3.12 ))) Now listen to the first part of a radio programme about lift etiquette. Add an X to the diagrams to show the positions people stand in.



- 8 3.13 ))) Listen to the second part of the programme and write down three things people do in lifts.
- 9 3.13 ))) Listen to the second part of the programme again and complete the sentences with one or two words.
- 1 Everybody \_\_\_\_\_ as soon as they enter the lift.
  - 2 Some people look at the door, the floor or at the \_\_\_\_\_ buttons. Others \_\_\_\_\_ at their phones, their \_\_\_\_\_ or their ring.
  - 3 When two people come in at the same time, they stop their conversation, or start \_\_\_\_\_.
  - 4 That's why we don't \_\_\_\_\_ near people.
- 10 In your experience, do people behave like this in lifts? Do you think the ideas in the programme are true?
- 11a **TASK** Work with a partner. Discuss the etiquette or rules of behaviour in the places below. Use adverbs of manner if possible.
- at the cinema
  - in the classroom
  - on a train
  - at the table
  - in a queue at the bank
- At the cinema people speak very quietly. They don't eat or drink noisily. If it isn't crowded, they don't sit right next to another person.*

b Work with another pair. How many of your rules were different and how many the same?



## 3.4 Speaking and writing

GOALS ■ Tell and respond to a story ■ Write an informal email describing an event

### Listening & Speaking telling and responding to a story

- 1a You are going to hear two people, Ryu and Marta, telling a story about a recent experience. Work with a partner and look at the vocabulary below. Can you guess what each story is about?



- b 3.14 ))) Listen and check your ideas.
- 2 3.14 ))) Listen again and answer the questions.
- Ryu**
- 1 What was the young woman wearing?
  - 2 What happened while Ryu was drinking his juice?
  - 3 What did the woman say?
- Marta**
- 4 What was the weather like?
  - 5 What happened while the plane was landing?
  - 6 Why did it happen?

- 3a 3.15 ))) Complete the sentences with the words and phrases in the box. Then listen and check your answers.

happened no embarrassed what in the end anyway  
joking experience really

- 1 A funny thing \_\_\_\_\_ this morning.
- 2 So, \_\_\_\_\_, I was feeling a bit thirsty ...
- 3 Oh \_\_\_\_\_!
- 4 I was so \_\_\_\_\_!
- 5 I had a bad \_\_\_\_\_ last year, when I was ...
- 6 You're \_\_\_\_\_!
- 7 I was \_\_\_\_\_ scared!
- 8 So then \_\_\_\_\_ happened?
- 9 So it was all OK \_\_\_\_\_.

- b 3.16 ))) Listen and repeat the sentences.

- 4a **TASK** You are going to tell a story about a time when you felt angry, embarrassed, excited or scared. First make notes to answer these questions.

- When did it happen?
- Where were you?
- What happened?
- What were you doing when it happened?
- How did you feel?
- What happened in the end?

- b Work in a group. Read the Language for speaking box, then tell each other your stories.
- c Decide which is the most interesting one and tell it to the rest of the class.

**LANGUAGE FOR SPEAKING** telling and responding to a story

#### Starting a story

*A funny thing happened this morning ...  
I had a bad experience last year, when I was ...*

#### Returning to the subject of a story

*So, anyway, ...*

#### Ending a story

*I was so embarrassed!      I was really scared!  
It was all OK in the end.*

#### Responding to a story

*Oh no!      You're joking!      So then what happened?*



## Reading & Writing email (1): describing an event

- 5 Read the email. What did Juliana do recently? What went wrong?

Sent: Tuesday 10.16


Hi Petra


It was great to hear from you. Yes, thanks, I had a very good holiday. A group of us went snowboarding in Switzerland. We had a really good time, but on the last day one of our group, Martina, had an accident and broke her leg. She was snowboarding very fast down the mountain when a little boy suddenly stopped in front of her. She managed to avoid him but then crashed into a tree.

At first we thought she was alright, but after a few minutes she started screaming and complaining about her leg. It was awful. We tried to phone for help, but the signal was really bad. In the end, I snowboarded down to a nearby mountain café and called from there. A rescue team arrived a short time later to take her to hospital. Anyway, we're all back home now. Martina's leg is getting better. She's off college for a month, but she's enjoying the rest, I think.

Let's speak soon. I'll give you a call some time.

Love  
Juliana

 Attachment View Download



- 6 Read the Language for writing box about using time sequencers when telling a story. Which of the sequencers are in Juliana's email?

### LANGUAGE FOR WRITING time sequencers

When we tell a story, we often use time sequencers to show when things happened.

#### Showing how a situation changes

*At first ... but after ...*

*To begin with ... but then ...*

#### Talking about an unexpected event

*suddenly*

#### Showing the order of events

*half an hour later   a short time later   after a few minutes  
then   next*

#### Ending a story or saying that a lot of time has passed

*in the end   finally   at last*

#### Referring to an action which interrupts another action

*when   while*

- 7 Choose the correct option to complete the sentences.
- The accident happened *after* / *when* she was snowboarding.
  - A rescue team arrived. *Then* / *When* they took her to hospital.
  - We were planning a party on the last night, but we cancelled it *after* / *in the end*.
  - Her leg really hurt, but a few days *then* / *later* it felt much better.
  - When* / *At first* she enjoyed the rest, but *after* / *later* a while she felt bored.
- 8 **TASK** Write an email telling a friend about a recent event that went wrong. Choose one of the situations below. Remember to use the past simple and past continuous, time sequencers and adverbs of manner.
- at a party or special event
  - on holiday
  - at work or college







## 3.5 Video

### The RRS *Discovery*

- 1 Do you recognize the ship names? Match them to descriptions 1–5. Do you know any other famous ships?

Black Pearl Santa María Titanic Yamato Vostok 1

- 1 This British boat was travelling from England to the United States when it hit an iceberg in 1912.
  - 2 The explorer Christopher Columbus travelled across the Atlantic in this ship in 1492.
  - 3 This is the name of Jack Sparrow's pirate ship in the film *Pirates of the Caribbean*.
  - 4 This Japanese boat from World War II was the world's largest warship ever built.
  - 5 The Soviet astronaut Yuri Gagarin was the first man to travel around the Earth in this spaceship.
- 2  Look at the photos of another famous ship. Where did it go? What happened? Watch and check your answers.
- 3  Watch again and underline the correct alternative.

In 1900 the British government wanted a boat to explore <sup>1</sup> *Antarctica / the Arctic*. They built the RRS *Discovery*, a boat that could sail through large blocks of ice. It left the UK in <sup>2</sup> *August 1901 / September 1900* with a crew of explorers, sailors and scientists. When the ship arrived at its destination, <sup>3</sup> *they saw new animals and plants / they made a camp*. But the ice froze around the ship and <sup>4</sup> *they could not leave / they had to leave*. The explorers Scott and Shackleton tried to walk to the South Pole, but they didn't succeed. They were rescued after <sup>5</sup> *2 / 3* years. *Discovery* <sup>6</sup> *continued to sail / stopped sailing* after this incident.

- 4a **TASK** Work in small groups. You are going to write a series of short entries in an expedition log. Read the situation and complete the sentences with your own ideas.

You are all on an expedition together to <sup>1</sup> \_\_\_\_\_ (place). You are travelling by <sup>2</sup> \_\_\_\_\_ (form of transport). It is the <sup>3</sup> \_\_\_\_\_ (time of year) of <sup>4</sup> \_\_\_\_\_ (year). Every day one person must make a short record of the events that day.

- b Write the date and a short summary of what happened that day on the expedition. Write three to four sentences each. This is your entry in the expedition log.
- c When you have finished, read your entries to each other.





# Review

- 1a** Work with a partner and look at the photo. What does it show? What do you know about this story?
- b** Complete the text with the past simple or past continuous form of the verbs in brackets.

## The deepest rescue in history



On 5 August 2010, 33 miners <sup>1</sup>\_\_\_\_\_ (work) at the San José mine in northern Chile when some rocks <sup>2</sup>\_\_\_\_\_ (fell) inside the mine and it collapsed. Seventeen days later, rescue workers <sup>3</sup>\_\_\_\_\_ (lose) hope of finding them alive when suddenly they <sup>4</sup>\_\_\_\_\_ (receive) a note from the miners saying they were safe. But they <sup>5</sup>\_\_\_\_\_ (have) to wait 69 days before they could safely rescue them. In that time, they <sup>6</sup>\_\_\_\_\_ (drop) food, water and messages from the miners' families through a small hole in the ground. On 13 October, a metal capsule <sup>7</sup>\_\_\_\_\_ (lift) each miner to the surface. For 24 hours, Chileans <sup>8</sup>\_\_\_\_\_ (not move) from their TV screens. When the miners <sup>9</sup>\_\_\_\_\_ (arrive) at the surface, 1,500 journalists <sup>10</sup>\_\_\_\_\_ (wait) for them. In 2014, Hollywood <sup>11</sup>\_\_\_\_\_ (make) a film called *The 33* about the extraordinary rescue.

- 2a** Complete the questions with the correct verb form. The first letter is given.
- Do you normally j\_\_\_\_\_ or d\_\_\_\_\_ into a swimming pool?
  - Would you like to c\_\_\_\_\_ a high mountain?
  - When was the last time you l\_\_\_\_\_ something heavy?
  - In your country do prices r\_\_\_\_\_ much each year?
- b** Work with a partner and ask and answer the questions.

- 3a** How do you feel in these situations? Write an adjective.

- before an important exam
- someone is rude to you
- after you have slept very badly
- you can't remember someone's name
- your boss tells you that your pay will rise by 25%

- b** Work with a partner. Take turns to make sentences, using the adjectives in exercise 3a and the structure below. Ask each other for more information.

*The last time I felt \_\_\_\_\_ was when \_\_\_\_\_.*

- 4** **3.17** ))) Work with a partner. Listen to six sounds. After each one, make a sentence together about what you can hear. Use a verb and an adverb of manner.

*They are shouting angrily.*

- 5a** Complete the conversation with the words in the box.

later joking so then no experience carefully  
when anyway

- A** I had a bad <sup>1</sup>\_\_\_\_\_ the other day. I was having lunch with a friend in a café <sup>2</sup>\_\_\_\_\_ a man came over and asked for directions to the station. He put a map down on the table and my friend showed him where to go. I noticed that the man wasn't listening <sup>3</sup>\_\_\_\_\_ to my friend. He was looking nervously at the table.

**B** Really? That's strange!

- A** So, <sup>4</sup>\_\_\_\_\_, a few minutes <sup>5</sup>\_\_\_\_\_, I wanted to make a phone call, but I couldn't find my phone.

**B** You're <sup>6</sup>\_\_\_\_\_! Don't tell me ... the phone was on the table and the man lifted it up with the map?

**A** Exactly! I was <sup>7</sup>\_\_\_\_\_ angry!

**B** So <sup>8</sup>\_\_\_\_\_ what happened?

**A** I called the police. But it was too late.

**B** Oh <sup>9</sup>\_\_\_\_\_! That's terrible!

- b** **3.18** ))) Listen and check your answers. Then practise the conversation with a partner.

- 6a** **TASK** Think of a time when you were angry, scared or pleased about something. Prepare to tell your partner about it. Think about how you will include adjectives, adverbs of manner, past tenses and time sequencers.

- b** Take turns to tell each other your stories. While you are listening, remember to respond with interest.