



Teaching notes and answer key



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

WORKBOOK ANSWER KEY

2C

1a

1 e 2 a 3 f 4 b 5 d 6 c 7 g 8 h

b

Positive adjectives	Negative adjectives
lively cheerful peaceful	dull homesick anxious stressful unpleasant

2

1 nervous 2 unpleasant 3 homesick 4 optimistic
5 extraordinary 6 strange 7 dull 8 enjoyable 9 cheerful
10 lively

3

1 so 2 such 3 so 4 so 5 too 6 enough time
7 exciting enough 8 too tough

4

1 b 2 c 3 a 4 e 5 d 6 h 7 f 8 g



Photocopiable notes and answer key

2C

Grammar 1 *so/such ... that; too ... to; not ... enough to*

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. Ask them to choose the correct alternatives to complete the sentences. Check answers with the class.

Put Ss in pairs and ask them to roleplay the conversation, taking turns to be A and B. After they have practised the conversation, student B turns over their worksheet. Student A asks/reads the questions and student B tries to answer them from memory. They then swap roles.

Answer key:

1 **1** so 2 such 3 so 4 such a lot
5 didn't have enough 6 too 7 too many 8 such a

Grammar 2 *so/such ... that; too ... to; not ... enough to*

Materials: One worksheet per pair of Ss

Instructions:

Cut up and shuffle one set of sentence cards for each pair of Ss.

Put Ss in pairs. Give each pair a set of sentence cards. Each pair works together to match the beginnings and endings of the sentences. You could make it more competitive by timing them to see which pair finishes first. Check answers with the whole class by getting different Ss to read out completed sentences.

Ss then work with their partner to write their own endings for each sentence beginning.

Finally, each pair joins with another pair. They take turns to read their endings and see if the other pair can guess the beginnings. For example, they say, *that I can't stop thinking about it*, and the other pair has to say the full sentence: *I'm so excited about the trip that I can stop thinking about it*.

Answer key: See the correct order on the worksheet.

Vocabulary Feelings and reactions

Materials: One set of cards per group of four

Instructions:

Put Ss in groups of four. Cut up the cards and give one set to each group. Tell them to place the cards in a pile face down.

Within their groups, ask Ss to divide themselves into two teams. If you have odd numbers, you can have some groups of five.

Elicit and write the adjectives from the lesson on the board: *nervous, optimistic, dull, anxious, stressful, extraordinary, homesick, lively, positive, cheerful, peaceful, unpleasant, enjoyable, strange*.

Write the word BLEEP on the board and tell Ss that on each card there is a sentence that contains BLEEP instead of a word. Teams take turns to pick up a card and read out the sentence. The other team must guess the correct word to replace BLEEP. If they get it right, they score two points. As an example, write the following on the board: *The story was so BLEEP that I'm sure it wasn't true*. Elicit possible replacement words for BLEEP, e.g. *incredible, unbelievable*. If the team doesn't answer correctly the first time, the other team can give the first letter of the word. If they get it right, they score one point. Tell Ss that they can't use the same adjective more than once. Groups can eliminate adjectives from the board as they go along.

The winner is the team with the most points once all the cards have been read out.

