UNIT 2 THEN AND NOW

IN THIS UNIT YOU

- 🚺 learn language to talk about personality, memories and the past
- listen to how people express emotions and attitudes
- read a magazine article about smell and memory
- talk about memories
- write about a favourite memory
- learn steps for preparing and giving a short presentation
 - watch a video about memory

LISTENING

identifying emotion and attitude

In what ways do speakers let their listeners know how they feel about something?

organising a paragraph

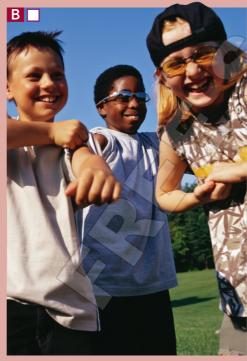
What are some reasons why you might want to write down your childhood memories?

LIFE SKILLS STUDY **& LEARNING**

preparing and giving a short presentation
What was the last presentation you had to give, in English or in your own language? Did it go well?
Why or why not?

A Look at the photos and tick the photo that shows the child (or children) that seem(s) the most like you when you were young. It doesn't matter if he or she is a different gender from you.













Tell your classmates which child (or children) in the photos you were similar to, and why.

- A. I was similar to the little boy in photo C because I liked doing dangerous things. I always terrified my mother.
- **B**: I was like the girl in photo A. I was shy and quiet.

Talking about yourself

This boy/girl reminds me of me at that age. I was exactly like him/her.

I think I was like this boy/girl because I liked ... I think I was ...

(1/2)

VOCABULARY: personality types

A Match the words for stereotypical personality types with the people in the pictures.

a joker a rebel academic geeky a party animal a troublemaker popular sporty



B Work in groups. Talk about what you and your friends were like at school.

- A: Sarah, did you fit any of these stereotypes when you were at school?
- B: I was a bit of a rebel, I suppose. You know, black clothes, loud music. I always questioned authority, like teachers and my parents. I never did anything really bad though. What about you, Holly?
- A: I was quite academic and I enjoyed school. I generally didn't get into trouble, so the teachers liked me. Well, except the P.E. teacher. I wasn't very sporty!

HOW TO SAY IT

Qualifying phrases

a bit of a ...

sort of a ...

quite / fairly / a bit ...

very / not very ...

GRAMMAR: used to

A 1.06 LANGUAGE IN CONTEXT Listen to the conversation below. Is Kevin the same now as he was at school?

James: Is this a picture of you at school?

Kevin: Yes, that was in the Sixth Form.

James: That's you? I don't believe it! You used to have

really long hair! Now your hair is really short!

Yeah, I used to be a bit of a rebel. You know, long hair, weird clothes. I used to play in a band, so I wanted to look cool. But those were the old

days. I don't do that anymore.

James: Did your band use to play at parties?

Kevin: Yeah, parties, and sometimes school events.

James: That's great!

Well, we weren't very good. I mean, we didn't do concerts or anything. Anyway, that's all in the past. Now that I work in IT, I'm totally boring!

James: I didn't use to do any of the things you did.

Well, I still don't. I am boring now, and I was

boring then!





Look at the underlined sentences. Do we use *used* to to refer to the present or the past?

B ANALYSE Read the conversation in Exercise A again.

Form Choose the correct options. Then complete the table with examples from Exercise A.

- 1 The verb after used to 2 In affirmative statements, 3 In questions and negative is in the ... we use ...
 - a) base form.
 - b) -ing form
- a) used to.
- statements, we use ...
 - a) used to.
 - b) use to

b) -ing form.	b) use to.	b) use to.	
Affirmative	Negative	Questions	Short answers
You	<i>1</i>	your	Yes, it did.
		band	No, it didn't.
really	any of the		
long hair.	things you did.	at parties?)

Function Choose the correct option to complete the rule.

We use *used to* to talk about

- a) things that were true in the past and are still true in the present.
- b) things that were true in the past, but are not true in the present.

You can use never and always with used to: e.g. My brother always used to get up really early.

I never used to get up before 11am at weekends.

- () I didn't use to run.
- I didn't used to run.
- Did you use to play in a band?
- Did you used to play in a band?

C PRACTISE Complete the conversation with the correct form of used to.

- A: Do you think you've changed a lot in the last five or ten years?
- B: Yeah, a lot. I didn't (1) _____ work full time, so khad a lot more time to go out.
- A: Yeah, me too. Also, I (2) _____ go out with a lot of different girls, but now I have a girlfriend.
- B: Well, that's nice.
- A: Yeah, we'll probably get married. Anyway, I remember I never (3) ___ home before 4am at weekends. I was definitely a party animal!
- B: Yeah, I always (4) _____ stay out late, too. Where did you (5) ___
- A: To live music clubs, mostly. I (6) ______ go to hear music a lot. They always had great bands. We (7) ______ dance all night!
- B: I liked going out to hear live music, too, but I didn't (8) like dancing. I actually dance more now because my wife loves dancing.
- NOW YOU DO IT Work in pairs. Talk about what you used to be like and things you used to do when you were younger. Use the conversation in Exercise C and the ideas below to help you.
- appearance
- personality
- routines
- leisure activities

PRONUNCIATION: emphatic stress

A 1.07 Listen to these sentences. Underline the words the speaker stresses in the answers.

- 1 A: Did your brother use to have long hair?
 - B: No, my sister used to have long hair.
- 2 A: Did your brother use to have long hair?
 - B: No, my brother used to have short hair.
- B Read these questions and answers. Underline the words in the answers that you think will be stressed.
- A: Did you use to have a blue car?
 - B: No, we used to have a red car.
 - A: Did you use to like dogs?
 - B: No, we used to like cats.

- 3 A: Did your brother use to play football?
 - B: No, I used to play football.
- 4 A: Do you live in a flat?
 - B: No, we used to live in a flat.
- 1.08 Listen to the sentences and check. Practise saying the questions and answers in pairs.

LISTENING: identifying emotion and attitude

When you listen to someone, pay attention to a person's tone of voice. It will help you understand their emotions and attitude.

A 37 1.09 Listen to the speakers. Match each speaker to these emotions.

Speaker 1

Speaker 2 Speaker 3

Speaker 4

Speaker 5 🔲

Speaker 6 🗌

1.10 Listen to four conversations. Choose the correct option.

- The man feels sad / nervous.
- The woman feels angry / excited.
- The woman feels bored / uncertain.
- The woman feels bored / sad.







A excited

B angry







D bored

E uncertain

nervous

VOCABULARY: memory

A Read the webpage. Circle the sense which is NOT mentioned.

sight

taste

d) touch

e) hearing



askandanswer

Home About Questions



I haven't got a very good memory, but it's funny how certain sights, smells, tastes or even sounds can bring back vivid memories of your childhood. For example, the smell and taste of fresh chocolate-chip cookies always remind me of my mum because she used to make them a lot when I was young. And hearing the song Call Me Maybe makes me think of school and the friends I had there. We had all memorised that song, and we used to sing it to remind each other to phone! And let's see ... when I see a beagle puppy, I think back to when I got my first dog. She was a beagle named Lucky. I can clearly remember the day I got her. I was really excited. It was my eighth birthday. She was SO sweet!



Match the sentence halves.

- memorised
- It reminds me
- Please remind me

Fiona, Glasgow

- It brings back
- I think back
- That makes me
- I can clearly/definitely/vaquely
- I have an excellent / a good / a really bad

- a) think of my grandma.
- b) memory.
- to when we met.
- d) remember when I started school.
- e) poems and my times tables at school.
- to phone them.
- vivid memories.
- of the time when we went skiing.

Complete the sentences with your own ideas. Then work in pairs and compare your sentences.

The smell of ___ reminds me of The song ___ brings back memories of

As a young child, I can clearly remember when

, I think back to when

READING: a magazine article

The taste of ___

A Read these statements about the sense of smell and choose T (true) or F (false). Then scan the article quickly to check your answers.

Smells can cause us to remember things very clearly.

Humans have about 220 million smell receptors.

Smells do not help us remember things from our early childhood.

_____ makes me think of

Smells can help older people remember things from their past.

Now read the text carefully and answer the questions below.

What is one important characteristic of smell memories? 4

Why do humans have a weaker sense of smell than

Why do smells cause strong emotional responses?

Why do smells often help us remember things from a very early age?

What medical implications does research in smell and memory have?



Almost everyone has experienced vivid memories associated with smells. Smell memories are so strong that they can transport us immediately to the past. You smell a certain perfume or cologne, and you are with an old love again. You smell popcorn, and you are a child at a fair. We often forget an experience until we smell something associated with it; then we can

suddenly see and hear the whole experience and feel the emotions that we felt. It's as if we are having the experience again.

The sense of smell is very important for animals, as it helps them find food, recognise danger and recognise other members of the same species. However, when humans developed higher cognitive abilities, such as language, the sense of smell became less important for survival. This is why humans only have about 20 million smell receptors, while a bloodhound has 220 million. So why are our smell memories so strong? The answer is in our physiology. The reason that we usually have strong emotional responses to smell memories is that the olfactory cortex, where our sense of smell is located, is close to the amygdala, which is the centre of emotions and memories.

Researchers have done experiments to compare smell stimuli with other stimuli as memory cues. With visual cues and word cues, people tended to remember things that happened after the age of 10. With smell cues, they remembered more things from early childhood. This makes sense, because the sense of smell develops in babies before the senses of vision and later, words.

These findings have positive implications for helping people who suffer from dementia. If they can't remember things from their past, the memories can often be stimulated with smells. Researchers have found that when people with memory loss smell something associated with their youth, they are often able to describe a memory in great detail.



C Work in groups. Talk about your own 'smell memories'.

The smell of flowers makes me think of my grandma. She had a beautiful flower garden.

GRAMMAR: past perfect

A 1.11 LANGUAGE IN CONTEXT Listen to the conversation below.

What made Lauren remember something from her childhood?

It's so great to be at the beach! The smell of the sea brings back Lauren:

memories of one of the best times of my life.

Really? When was that? Danielle

Lauren: The summer when I was eight years old. We went to visit my

grandparents for two weeks. They had just bought a little house

by the beach, and we swam and played on the beach every day.

That sounds really nice. Danielle:

Yeah, even the drive to get there from London was fun. My mum Lauren:

had just bought a new car. When we started the journey, we hadn't

been in the new car yet, so we were really excited.

Had you and your brother been to the beach before? Danielle:

No, we hadn't, so you can imagine how exciting it was! We had Lauren:

> never tasted salt water or seen waves! I can clearly remember my little brother's face when he accidentally swallowed some water!

He was so surprised!



B ANALYSE Read the conversation in Exercise A again.

Form Choose the correct option to complete the rules. Complete the table with examples from Exercise A.

We form the past perfect with ...

- a) have/has + the past participle of the verb.
- had + the past participle of the verb.

Affirmative	Negative	Questions	Short answers
They	We in the	you and your brother	Yes, we had.
a little	car yet.	to the beach before?	

Function

We use the past perfect to talk about

- something that happened before a specific time in the past.
- something that happened a very long time ago.

C PRACTISE Complete the sentences with the correct past simple or past perfect form of the verbs in brackets.

WHAT'S RIGHT?

- They already left when we had arrived.
- They had already left when we arrived.
- I saw this play at the theatre in 2000.

(eat). (be) 18.

I had seen this play at the theatre in 2000.

Look at the sentences in bold in

actions happened first?

the conversation. Which of the two

1	When we(arrive), our parents alre	ady	(eat).
2	lalready	(have) two jobs by the tim	ne I	(be) 18.
3	l just	_ (finish) my work when you _	(pho	ne).
4	By the age of five, my brother	already	(learn) how	to use a
	computer.			
5	We (not finish) o	ur exam when the bell	(ring).	
6	I (go) to New Yo	rk last summer. I r	never	HOV
	(go) there before			Talking
/1	Why we	(not see) this movie befor	re last night?	_
8	you already	(meet) Sally when you	J	By the
	(start) university?			already
\wedge	(Start) driiversity.			When I

NOW YOU DO IT Work in groups. Complete the sentences about your experiences. Then tell your group.

HOW TO SAY IT

Talking about memories

By the time I was ..., I had already ...

When I ... for the first time. I had never ...

When ..., I hadn't ... yet. When ..., I had just ...

SPEAKING: talking about memories

A 1.12 Listen to the conversation. Then choose T (true) or F (false) for the statements.

- 1 Michael is telling Tom about a recent event in his life.
- 2 Both men like the car they are looking at.
- 3 Michael used to have a Jaguar.
- 4 Michael's grandfather had had several sports cars before he got the Jaguar.
- 5 Michael hadn't ridden in a soft-top before.

B Think of a memory of a childhood event or experience to share. Use these questions as a guide to help you plan what to say.

- 1 What was the event or experience, and what reminds you of it?
- 2 When did it happen?
- 3 What was the background? (something you used to do/had never done/had always wanted, etc.)
- 4 What happened?

Work in pairs. Tell your partner about your memory. When you listen to your partner's story, ask questions to find out more about the event or experience.

One of my best memories was when ...



T/F

T/F

WRITING: organising a paragraph

- A formal paragraph usually has three main elements: a topic sentence, supporting details and a concluding sentence. The topic sentence gives the main idea of the paragraph. This is often, but not always, the first sentence. Then there are usually several sentences that explain the main idea or give examples. Finally, the concluding sentence summarises or restates the main idea.
 - A Read the paragraph and underline the topic sentence and the concluding sentence.
 - B You are going to write a paragraph about a favourite memory. First, make some notes to help you organise your paragraph.
 - Choose a topic. Write a topic sentence in your notebook.
 - Under the topic sentence, write four or five details that you want to include in your paragraph. You do not have to write complete sentences.
 - Write a concluding sentence. Remember that this sentence summarises the main idea or restates your topic sentence in a different way.

C Write your paragraph. Make sure the supporting details are in a logical order. Use linking words and time expressions as necessary.

One of my favourite memories from my teenage years is my first concert. It was in 2008, and I was 15. I really loved music, but I had never been to a concert before. There was an American band called Fall Out Boy, and they were my favourite band at that time. They were touring Europe that year, and one of the venues was London. My brother was going to the concert with some friends, and I convinced my parents to let me go with them. The concert was amazing! Maybe it's because it was my first concert, but I have more memories of that concert than of any of the other concerts I saw in those years.

HOW TO SAY IT

Linking words

and, but, also, so, because

Time expressions

at that time, that year, my first ... in those years

Adverbs

already, just, never, yet, before

Then and now

Unit 2 2

LifeSkills

PREPARING AND GIVING A SHORT PRESENTATION

- Choose a topic for a presentation and brainstorm ideas about it.
- Decide which ideas you want to include and organise them.
- Practise your presentation and make any necessary changes.

A You are going to prepare a three-minute presentation. First, choose a topic. You can choose from the table below, or think of your own topic. Brainstorm your ideas on the word web.

Brainstorm your ideas on the word web. Society The world Education

- How technology has changed society
- Changes in male and female roles
- How entertainment has changed in my lifetime
- Has the world become better or worse in recent years?
- A very positive or negative change in my country
- An event that had international importance
- How I have changed since I started/left school/university
 - How technology has changed education
- Education now and in my parents' generation



Self and Society Work and Career Study and Learning

B Decide which ideas from your word web you want to talk about in your presentation. Write notes about them on a piece of paper or on small cards in the order you want to talk about them. Add details, if necessary, but you don't have to use complete sentences.

Topic: How technology has changed education

- The past: boring teacher, book and blackboard only
- Now: more interesting because of variety in the classroom: DVDs, presentations with video or slide shows, the internet
- Result: better learning more interesting, more access to information



C Practise your presentation on your own. Follow the steps below.

- Practise the whole presentation and time yourself. You have three minutes!
- If your presentation is too long, cut some information and time yourself again.
- Practise one part of your presentation at a time to help you learn it. Remember, you want to sound as natural as possible.

I remember when education was very different from how it is now. Teachers and students didn't use to have all the resources they have now, so learning was more boring. I mean, good teachers made it interesting, but they had only books and the blackboard, and maybe a CD player. Education has really changed since then. Now, ...

Work in pairs, Student A and Student B.

Student A, give your presentation.

Student B, listen carefully and complete the evaluation form. Then swap roles.

Presentation evaluation	•
Was the talk three minutes or less?	Yes / No
Was the talk interesting?	Yes / No
Did the speaker speak slowly and clearly?	Yes / No
Did everything in the talk relate to the topic?	Yes / No
Should the speaker add more information?	Yes / No
Does the speaker need to cut any information?	Yes / No

HOW TO SAY IT

Giving feedback

I thought your presentation was ... I think you need to ...

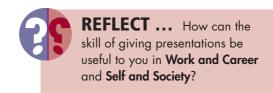
I didn't understand the part about ...

Maybe you should give more information about ...

I think you should cut the part about ...

🗲 🌠 Look at each other's evaluation forms. Then help your partner revise their presentation notes.

🚰 Give your revised presentation to the class.



Language wrap-up

1 VOCABULARY

A Complete the definitions with the personality types in the box. (8 points)

geeky joker party animal popular rebel sporty academic troublemaker
A/An person is liked by a lot of people.
A/Andoes bad things and causes problems.
A/An constantly questions authority.
A/An tells jokes and does silly things.
A/An person is fascinated with technology.
person gets good grades and likes learning.
A/Anperson spends most of his/her time doing exercise.
A/Anloves socialising and going out at night.
3 Complete the sentences with the correct form of a verb connected with
memory. (7 points)
Whenever I smell roses, it me think of my mum.

1	Whenever I smell roses, it me think of my mum.
2	I can clearly the first time I went on a plane.
3	If I smell freshly cut grass, I of my dad.
4	The taste of popcorn me of the circus.
5	The smell of pine trees wonderful memories of my grandma's house
6	Do you try to a story before you tell it?
7	Please me to give you back your jacket.

11 – 15 correct: I can describe people's personality types and use phrases to talk about memories.

0 – 10 correct: Look again at the vocabulary sections on pages 22 and 24–25. **SCORE:**

/15

/15

2 GRAMMAR

Complete the conversation with the correct form of used to or the past simple or past perfect form of the verbs in brackets. (15 points)

Jenny:	Did you (1)have a pet when you were a child, Sofia?
Sofia:	
	one for years, and my dream finally (4) (come) true on my 14th birthday
	when my parents (5) (give) me a kitten.
Jenny:	your parents (have) pets before?
Sofia:	No, they (7)
	something, but nothing like a dog or a cat, and my mum didn't even (9)
	like animals.
Jenny:	Wow. 1 (10) (grow) up with loads of animals. My parents (11)
	(have) pets all their lives. I remember that when I (12) (be)
/>.	very small, our two cats (13) sleep downstairs in a basket in the kitchen.
	My parents (14) just (got) a puppy when I was born, and
~	that dog (15) (become) my best friend!

11-15 correct: I can use used to, the past simple and the past perfect to talk about the past.

0 - 10 correct: Look again at the grammar sections on pages 22–23 and 26. SCORE:

SPEAKING WORKSHOP

talking about the past

A Read the conversation and answer the questions below.

1 Where did Lauren use to live when she was younger?

2 Why did the family move?

3 What did Lauren eat for the first time on the pier?

Lauren: When I come to Brighton beach, it always brings back great memories of my childhood.

Mike: Did you use to live near here or something?

Yes, we moved to Brighton from Leeds, and we were living in a flat, so we didn't have a garden to play in. We used to have a big garden in

Leeds, so being in a flat was difficult.

Mike: Why did you move here?

Lauren: My dad had lost his job in Leeds, and he got a

job offer here, so ...

Mike: And the beach became your garden?

Lauren: Yeah, we had a lot of fun here. I can clearly

remember the first time we bought candy floss on the pier. I had seen people eating candy

floss, but I'd never eaten it myself.

Mike: Really? You'd never eaten candy floss? How old

were you?

Lauren: I was about ten, but we never used to eat

things like candy floss.

Mike: Wow! Well, so how was your first seaside candy

tloss?

Lauren: It was amazing! I remember that by the time

my mum started to eat hers, I'd already

finished mine!

B Read the conversation again and find these things.

1 two phrases to talk about memories

2 four questions asking for more information

- 3 two expressions of surprise
- 4 three adjectives to describe the experience

C Think of a memory of a childhood event or experience. Answer these questions about the event or experience.

- 1 Where did it take place?
- 2 What details do you remember about it?
- 3 How did you feel?

Work in pairs. Tell your partner about your memory. Include words related to memory and adjectives to describe the experience. When you listen to your partner, ask questions to get more information.

Find a new partner and tell them about your memory again.

HOW ARE YOU DOING?

Think about your speaking and tick the statements that are true.

I feel confident using ...

- phrases to talk about memories.
- the past simple, the past perfect and used to to talk about the past.
- adjectives to describe experiences.

How do you feel about your speaking generally?



Very confident



Need to practise