

UNIT 2 THEN AND NOW

The expression *then and now* is used to contrast the past with the present, for example, *an exhibition of pictures of the city then and now*. If the word order is reversed, it has a completely different meaning: *now and then* means *sometimes*, as in *Now and then, she receives letters from former students*.

Unit plan



Unit opener	(p. 20)	20 min.
Vocabulary: personality types	(p. 22)	25 min.
Grammar: <i>used to</i>	(p. 22)	40 min.
Pronunciation: emphatic stress	(p. 23)	15 min.
Listening: identifying emotion and attitude	(p. 24)	30 min.
Vocabulary: memory	(p. 24)	25 min.
Reading: an academic article	(p. 25)	30 min.
Grammar: past perfect	(p. 26)	40 min.
Speaking: talking about memories	(p. 27)	20 min.
Writing: organising a paragraph	(p. 27)	30 min.
LifeSkills: preparing and giving a short presentation (Study and Learning)	(p. 28)	45 min.
• optional downloadable LifeSkills lesson (Work and Career)		45 min.
• optional downloadable LifeSkills lesson (Self and Society)		45 min.
Language wrap-up	(p. 30)	15 min.
Speaking workshop: talking about the past	(p. 31)	20 min.
Video and downloadable video worksheet		45 min.

Common European Framework: unit map



	Competence developed	CEF Reference (B1)
Vocabulary	can understand and use personality adjectives	Table 1; Table 2; Section 4.4.3.1; Section 4.4.1.1; Section 5.2.1.1
Grammar	can understand and use <i>used to</i>	Table 1; Table 2; Section 4.4.1.1; Section 4.4.3.1; Section 5.2.1.2
Pronunciation	can correctly pronounce <i>use to</i> and <i>used to</i>	Section 5.2.1.4
Listening	can identify emotion and attitude	Table 1; Table 2; Section 4.4.2.1; Section 4.4.2.4; Section 4.4.3.1; Section 5.2.2.4
Vocabulary	can talk about memories	Table 1; Table 2; Section 4.4.3.1; Section 4.4.1.1; Section 5.2.1.1
Reading	can read and understand academic text	Table 1; Table 2; Section 4.4.2.2
Grammar	can understand and use the past perfect	Table 1; Table 2; Section 4.4.1.1; Section 4.4.3.1; Section 5.2.1.2
Speaking	can talk about memories	Table 1; Table 2; Section 4.4.1.1; Section 4.4.3.1; Section 5.2.1.1; Section 5.2.1.2; Section 5.2.3.1;
Writing	can organise a paragraph	Table 1; Table 2; Section 4.4.1.2; Section 4.4.1.3; Section 5.2.1.6

Unit opener (p. 20)

Lead-in

Direct the students to the title of the unit and elicit/explain its meaning. Then have the students look at the photos and ask them what they think these photos represent (the past and the present). Ask the students what the woman in the photo is doing (smelling perfume). Ask the students to make some predictions about what this unit will be about.

To get your students to think about the skills being developed in this unit, ask them to look at the questions in the cogs.

Listening: identifying emotion and attitude

Ask the students in what ways speakers show their listeners how they are feeling about something in addition to the words they say (facial expression, gestures, tone of voice).

Writing: organising a paragraph

Elicit reasons why they might want to write about their childhood memories. Listen to their ideas as a class.

Refer the students to the **LifeSkills** panel. Ask them to think about the last presentation they had to give, either in English or in their own language. Invite them to share their experiences, saying whether it went well, and why or why not. Take a vote on how many students enjoy giving presentations and how many don't like doing this. Ask them to say why.

A

- Encourage the students to think back to when they were children: what they liked to do, the friends they had, what they didn't like, etc.
- Ask the students to look at the photos and to study the situations.
- Put the students into pairs and ask them to talk about what the children are doing in each of the photos, e.g. *In photo A, the little child is holding on to her mother.* Elicit ideas from the class.
- Ask the students to describe the personality of the children in each photo. Elicit adjectives to describe each one, e.g. *shy, adventurous, fun, brave, playful, friendly, curious, cheerful, energetic, mischievous, relaxed, happy, etc.*
- Read the instructions to the class. Ask the students to work individually and think about which photo (or photos) most closely resembles what they were like when they were children, and why. Give them a couple of minutes to make notes to use in the next exercise.

B

- Ask the students to read the model sentences. Explain the expression *similar to* (sharing the same qualities, but not being exactly the same). Encourage them to use this expression when describing what they were like when they were children.
- Direct the students' attention to the **How to say it** box and explain that these expressions will be helpful as they talk about themselves. Make sure the students understand all the expressions.
- Have the students tell the class which child (or children) they were similar to, and why.

Alternative

Ask the students to do this exercise in groups of four or five. Ask them to use the question *Which child were you similar to?* Ask each group to nominate one student to report back to the class. Ask the 'reporters' to summarise their group's discussion like this: *Three students in our group were similar to the girl in photo A because they were all very shy when they were young.*

Vocabulary: personality types (p. 22)

Lead-in

Play an adjective-definition game. Divide the class into two teams. Have a student from each team sit with their back to the board. Write an adjective on the board behind them, e.g. *unattractive*. Each team describes the word to their team member at the front. They must not say the actual word, but can use synonyms or opposites, define its meaning, or even give rhyming words. The two students at the front then have to guess the word. The student who guesses correctly first wins the point for their team. Continue with other students at the front and different adjectives, e.g. *beautiful, enormous, tiny, dangerous, shy, fantastic*.

A

- Make sure the students understand **stereotype** (a very firm and simple idea about what a particular type of person or thing is like) and explain that the pictures are examples of various personality stereotypes. Go through the pictures and ask the students if they know people like the ones depicted. Also ask them if they have these personality stereotypes in their culture.
- Direct the students to the words in the box and explain that each of these words matches one of the pictures. Pronounce each of the words and phrases and have the students repeat them, both chorally and individually.
- Put the students into pairs to complete the exercise. Explain that they should use the process of elimination to match words and pictures they are unfamiliar with.
- Put each pair with another pair to check answers and discuss differences.

Answers

A sporty	E geeky
B a rebel	F popular
C academic	G a party animal
D a joker	H a troublemaker

B

- Have pairs from Ex. A join with other pairs to form groups.
- Explain that the groups will talk about what the group members and their friends were like at school. Direct their attention to the model conversation, and suggest that they use this as a guide.
- Ask the groups to choose a spokesperson to report to the class what their group members were like.

Extra: vocabulary practice

Play a game of charades with the class, using the personality vocabulary from Ex. A. Invite a student to the front of the class and whisper one of the vocabulary items to the student. Have the student act out the term for the other students in the class to guess. The student at the front is not allowed to say anything or write anything on the board. The first person to guess what vocabulary item the student is acting out comes to the front of the class for the next vocabulary item.

▶ Workbook p. 10, Section 1



Grammar: *used to* (p. 22)

Lead-in

Draw the students' attention to the photo. Ask them what they can tell about the boy from the photo (*he's school age, likes alternative music, plays the guitar*). Ask them if they think he fits into any of the stereotypes from Ex. A? Ask them what the problems are with judging someone by how they look?

A 1.06

- See the Student's Book page for the **audioscript**.
- Read the instructions to the class. Have the students close their books.
- Play the recording once, and ask the students to discuss their answer in pairs.
- Ask the students to check their answer by reading the text, and then to tell you what is different about Kevin now.

Answer

No, he isn't. Now he has short hair and different clothes.

NOTICE!

Direct the students' attention to the **Notice!** box. Have them read the conversation again and underline phrases with *used to* / *use to*. After the students have finished the exercise, ask them what types of sentences have *used to* (affirmative) and what types have *use to* (negative and questions).

Answer

We use *used to* to refer to the past.

Culture note

In the UK, teenagers usually attend secondary school or high school from Year 7 to Year 11 (ages 11–16). At the end of Year 11, they take exams called GCSEs (General Certificate of Secondary Education) in all the school subjects they study. These subjects usually include maths, English, a foreign language, at least one science subject and at least one humanities subject. Education in the UK is currently not compulsory beyond the age of 16, and after GCSEs young people can choose either to leave school and get a job or to continue with their education in the vocational or the academic sector.

The more academic students who want to go to university study for A-levels ('A' stands for 'advanced'), in three or four subjects, not usually more. They can do this either by staying on at secondary school and entering the 'sixth form' – the term still used to refer to the senior two classes of UK secondary schools, dating back to the time when the five years of secondary school were known as the first form, second form, etc and the two final years as the lower and the upper sixth – or by going to college. Colleges accept older students and offer different kinds of qualifications, including vocational qualifications, such as NVQs (National Vocational Qualifications) which help prepare students for work in a specific industry or sector.

B

Form

- Read the instructions to the class. Explain that these rules relate to the form (or grammatical structure) of *used to* and *didn't use to*, and ask the students to complete the rules, referring to the text to help them.
- **Highlight** the fact that, as with other verbs, there is no final *d* in the negative form after *didn't* or in the question form. Ask the students to look at and complete the examples in the table.

Answers

1 a 2 a 3 b

Affirmative: You used to have really long hair.

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

Questions: Did your band use to play at parties?

Function

- Have the students look at the example in the Affirmative row of the grammar table. Ask them these questions to highlight the use of this structure: *Did the man have long hair in the past?* (yes), *Does he have long hair now?* (no).
- Ask the students to complete the rule with the correct option.
- Point out that *always* can be used with the affirmative form of *used to*. Also point out that *never* can be used to express negative ideas and add emphasis, but it is used with the affirmative form. These sentences have the same meaning but a slightly different form: *I never used to like fish; I didn't use to like fish.*

- **Highlight** that *used to* can be substituted by the past simple, e.g. *When I was young, I had long hair; When I was young I used to have long hair*, but that *used to* suggests that the action or state continued for a long time and has now stopped.
- Direct the students to the sentences in the **What's right?** box. Remind them that *use to*, not *used to*, is used in both negative and question forms. Ask the students to do this exercise individually and then to compare their answers in pairs. (The correct sentences are: *I didn't use to run. Did you use to play in a band?*)

Answer

b

C

- Have the students complete the conversation with the correct forms and check their answers in pairs before checking as a class.

Answers

1 use to 3 used to 5 use to 7 used to
2 used to 4 used to 6 used to 8 use to

D

- Read the instructions to the class. Invite a student to read aloud the categories.
- Give the students time to work individually and think about what they are going to say. Encourage them to refer to Ex. A and Ex. C if they need help.
- Ask the students to work in pairs and talk about the past using *used to*.
- Listen to some examples from the class.
- Write on the board any errors that you heard while monitoring. Ask the students to correct them.

Alternative

Include in the discussion things that the students didn't use to do and how they didn't use to be when they were younger.

Extra: grammar practice

Ask the students to write a short paragraph about the things they used to do in primary school or secondary school that they no longer do now.

▶ Workbook pp. 10–11, Section 2

Pronunciation: emphatic stress

(p. 23)

A 1.07

- See the Student's Book page for the **audioscript**.
- Write the word *stress* on the board and make sure the students understand that, in this context, it means giving emphasis to certain syllables or words in a sentence. Explain that stressed syllables/words are louder, longer and with a higher pitch than syllables/words that are not stressed.
- Direct the students' attention to the sentences and say that they will listen to the sentences to hear which words the speaker stresses in the answers.
- Play the recording once and have the students underline the stressed words in the answers. Check the answers as a class.
- Point out or elicit the fact that these words are stressed because they are the most important for the meaning of the sentence, – i.e. in the first answer, the speaker stresses *sister* to emphasise that it is not the brother we are talking about, and in the second answer, *short* is stressed to emphasise the fact that the brother's hair was not long.
- **Highlight** the fact that both *use to* and *used to* are pronounced in exactly the same way (because the /t/ sound at the end of *used* is followed by another /t/ sound in *to*, so it gets assimilated).
- Point out the difference between the pronunciation of the word *used* in *used to* and in the past tense of the verb *to use*: in the past tense *used*, the *s* sounds like /z/ and the *d* is pronounced /d/; in *used to*, the *s* sounds like /s/ and the *d* is silent.

Answers

1 sister 2 short

B

- Remind the students that the words in a sentence that are most important for conveying the meaning are the words likely to be stressed.
- Have them work in pairs and read the sentences aloud to each other to try to work out the stressed word in each sentence. Don't check the answers yet because you will do this in Ex. C.

C 1.08

- See the Student's Book page for the **audioscript**.
- Play the recording once and ask the students to work in pairs to check their answers to Ex. B. Then check the answers with the whole class.
- Give the students a few minutes to practise saying the questions and answers in pairs, then elicit a few examples from the class. Correct any errors in the pronunciation of *used to*, especially if the students pronounce the silent *d*.

Answers

1 red 2 cats 3 I 4 used to

Listening: identifying emotion and attitude (p. 24)

Lead-in

Give the students time to read the information in the skills panel. Explain *tone of voice* (the way in which a person says something; the emotion in a person's voice). Ask the students to tell you why it is important to pay attention to a person's tone of voice when you are listening to them (it will help you understand their emotions and attitude).

A 1.09

- Invite several students to read the emotions aloud. To clarify the vocabulary, elicit examples of when a person might feel each of the emotions, e.g. *You feel excited when you are going to take a trip.*
- Read the instructions to the class. Remind them to listen for the speaker's tone of voice for clues.
- Play the recording, and have the students complete the exercise.

Audioscript

- 1 Um ... let's see, was I six or seven when that happened? I can't really remember.
- 2 You never do anything I ask you! You never used to be this lazy!
- 3 Oh, look at those cakes! I used to love those!
- 4 Oh, Mum! How many more of these old pictures do we have to look at?
- 5 Uh, hello ... um, could I speak to Sarah, please? It's James. I'm, um, an old friend of hers ... from school ...
- 6 Oh, this is a picture of my first dog. It was awful when he died.

Answers

1 E 2 B 3 A 4 D 5 F 6 C

B 1.10

- Ask the students to read the four statements carefully and make sure they understand what the differences between the two emotions in each are, and how they expect a person feeling either might sound.
- Play the recording once, and check the answers.
- Elicit from the students which words helped them to identify the speaker's attitude and how each person sounded (e.g. *In item 3, the woman said 'Um ... OK' and sounded bored.*)

Audioscript

- 1
Interviewer: Welcome to *Real People*, and thanks to our studio audience! Today we're asking people in the audience to share their earliest childhood memories. OK, the man in the front row, in the blue shirt. Sir, can you tell us your earliest childhood memory?
Man: Me? Oh, I ... uh, I don't know ... I think it was ... maybe when my sister was born. I was about three and a half. I vaguely remember her coming home from hospital ... I'm not sure ...
I: A memory from the age of three and a half! Does anyone have a memory from a younger age?

2

Woman: Oh, John, this exhibition is amazing! Look at all these toys from the 80s! I remember all of these things! Look, there's a Pac-Man computer game! Oh, and do you remember the Teenage Mutant Ninja Turtles? They were so popular with little kids!

John: Oh, yeah, I remember all of these things. It's a brilliant exhibition.

3

Man: Let's look at these old cars! My parents used to have a Riley like this, but in blue! This is such a great car! It would be so cool to have one now!

Woman: Um ... OK. Then can we go and get something to eat?

M: Oh, OK. Oh, look at that! It's a 1966 Hillman Minx! Isn't it great?

W: It just looks like an old car to me. Have you seen enough cars now? I'm hungry, Mark.

4

Man: What's wrong?

Woman: Oh, these cakes smell just like the ones my grandmother used to make. They made me remember her. I used to help her make these cakes when I visited her at weekends. I really miss my grandma.

Answers

1 nervous 2 excited 3 bored 4 sad

▶ Workbook p. 11, Section 3

Vocabulary: memory (p. 24)

Lead-in

Ask the students to tell you what they can remember about their first day at their very first school. Ask them how they felt. Give them a couple of minutes to think about this and make a few notes. Then elicit several responses.

A

- Check that the students understand the meaning of the English words for the five senses. Get them to show you by pointing to the part of the body used for each one, e.g. sight: eyes, smell: nose, and so on. Also make sure the students understand the phrase *associate with* (make a connection to something).
- Have the students read the instructions carefully. Make sure they understand that they need to identify the sense that is not mentioned in the text.
- Ask the students to do the exercise individually and then to compare their answers in pairs.
- Check the answer with the class. Note that a *beagle* is a dog that is used for hunting or kept as a pet. **Highlight** the meaning of the expression *reminds me of* (helps me remember / makes me think of).

Answer

d touch

Extra: synonyms

Ask the students to read the webpage again to find and underline five different ways of saying 'help to remember'. Elicit the five expressions and write them on the board. Have the students copy the expressions in their notebooks.

Answers

bring back vivid memories, remind me of, makes me think of, remind each other, think back to

Extra: reading practice

Ask the students to find the answers to these questions in the text:

- 1 What do the smell and taste of chocolate-chip cookies remind Fiona of? (her mum)
- 2 What does the song *Call Me Maybe* make her think of? (school and her friends)
- 3 What does she think of when she sees a beagle puppy? (her first dog).

B

- Explain to the students that the sentences in this exercise are different ways to talk about memory and memories.
- Read the instructions to the class and make sure the students understand that they must use grammatical clues in the two parts of each sentence to match them correctly.
- Demonstrate the exercise by doing item 1 with the class. Point out that the first expression is *I memorised*. Have the students look back at the webpage in Ex. A to find the word *memorised*. Ask them what follows *memorised* (that song). Point out that *memorised* is a verb and that in this exercise, it is followed by a noun or nouns related to things that people memorise. Point out that, in the second column, *poems and my times tables at school* are things that people memorise, so the complete sentence would be *I memorised poems and my times tables at school*.
- Have the students complete the exercise individually. Suggest that they look back at the webpage for clues to help them match the sentences. Then have the students check their answers in pairs, discussing differences. Ask the students to explain their reasons for each answer.

Answers

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

C

- Ask the students to do this exercise individually. Encourage them to use the ideas in the text in Ex. A to help them. If necessary, prompt them with ideas like *school, old friends, vacations, pets, etc.*
- Ask the students to compare their sentences in pairs. Then elicit some sentences from the class.

Extra: homework

Have the students write a blog like the one in Ex. A about the memories they associate with certain sights, sounds, smells or tastes. Encourage them to also use some of the ideas from Ex. B in their blog.

▶ Workbook p. 12, Section 4

Reading: a magazine article (p. 25)

Lead-in

Write the following questions on the board: *What are your favourite smells? Do you remember any smells that you used to love when you were a child?* Put the students into groups to discuss the questions. Afterwards, discuss the questions with the whole class. Alternatively, you could have a class discussion without putting the students into groups first.

A

- Elicit the title of the article from the students. Ask the students to make some predictions about what the article might be about based on the title. Write their predictions on the board.
- Have the students read the statements and circle *T* or *F*.
- Explain that they are going to scan the article to check their answers. Elicit/Explain that scanning is fast reading to find a specific piece of information. Remind the students that in scanning, they should not try to read every word in the article, but they should think about what the information will look like before they start to scan.
- Ask the students what the information they will scan for might look like. For example, in item 1, they might look for a word related to *remember* or *memory*. In item 2, they will look for a number. In item 3, they should look for a word like *childhood* or *child*. In item 4, good search words might be *older, remember* or *past*.
- To reinforce the idea that scanning is very fast reading, give the students a time limit to find the answers.
- Put the students into pairs to check their answers, discussing differences.
- After the students read the article, direct their attention to the predictions on the board. Ask them if any of these predictions were correct, and if so, which ones.

Answers

1 T 2 F 3 F 4 T

Alternative

Have the students scan for the answer for one sentence at a time. Instruct them to look for the answer and raise their hands when they find it. Invite the first person who raises their hand to say the answer. Students should not speak out of turn with this method. This will create a fast-paced situation that will encourage the students to read more quickly to find the answer.

B

- Ask the students to read the questions before they begin reading.
- Check that they understand *sense of smell* (ability to smell), *cognitive abilities* (the abilities required for people to be able to recognise and understand things), *smell receptors* (nerves in the nose that send messages to the central nervous system), *cues* (signals or reminders), *dementia* (brain disease affecting memory, most common in old people).
- The term *cognitive abilities* is important for a good understanding of the facts required to answer the questions. Cognitive abilities are the abilities required for people to be able to recognise and understand things.
- Emphasise that the students do not need to understand every word in the text to complete the reading exercise.
- Ask them to work individually and then to compare their answers in pairs, discussing any differences.

Answers

- 1 They can transport us to the past.
- 2 We developed cognitive abilities which meant smell was less important for our survival. As a result, we have fewer smell receptors than other species.
- 3 The centre of memories and emotions in the brain is close to the olfactory cortex, where our sense of smell is located.
- 4 The sense of smell develops in babies before other senses.
- 5 It can help people with dementia, by using smells to help them recall memories they have lost.

C

- Read the instructions to the class, and direct the students' attention to the model sentences. Encourage them to use these and the expressions in the text in the Vocabulary section on p. 24 when they talk about their memories.
- Ask them to work in groups of three or four to discuss their memories, and then listen to some ideas from the class.

Culture note

Other interesting facts about the human sense of smell include:

- Every person has their own smell-print. No two people have exactly the same odour.
- The area of the brain that processes smells is about the size of a postage stamp.
- Women have a stronger sense of smell than men.
- Our sense of smell is weakest when we first wake up and improves as the day goes on.
- Our sense of smell accounts for about 80% of what we taste. If we didn't have a sense of smell, we would only be able to taste things that are sweet, salty, sour or bitter.

A  **1.11**

- See the Student's Book page for the **audioscript**.
- Have the students look at the photo. Ask them what they think this photo depicts and where it might be (a small house by a beach).
- Read the instructions to the class. Draw their attention to the question.
- Have the students listen to the conversation. Encourage them to take notes. Play the recording once.
- Ask the students to compare their answers in pairs.

Answer

the smell of the sea

Alternative

Ask the students to keep their books closed. Write the question on the board. Play the recording once, and check progress. If necessary, play the recording again. Ask the students to compare their answers in pairs. Ask them to open their books and check their answers by reading the conversation.

NOTICE!

Direct the students' attention to the **Notice!** box. On the board, write the two sentences that are in bold in the conversation in the Student's Book.

We went to visit my grandparents for two weeks.

They had just bought a little house by the beach.

Ask the students to read them and decide which action happened first. Explain that the order of the sentences will not give them the answer. Elicit the answer and ask the class how they know the answer is correct (the grandparents had to buy the house first, or there would not have been a house for the family to visit).

Answer

They had just bought a little house by the beach happens before We went to visit our grandparents for two weeks.

B

Form

- Have the students look back at the conversation in Ex. A. to circle the correct option to complete the rule for the formation of the past perfect.
- Point out that we form the past perfect using *had* + past participle, and that in spoken English we often contract *had* to 'd, e.g. *They'd just bought a little house by the beach.*
- Ask the students to complete the example sentences in the table for the affirmative, negative, question and short answer forms, and to check their answers in pairs.

Answers

b
Affirmative: had just bought
Negative: hadn't been
Questions: Had, been
Short answers: hadn't

Function

- Direct the students' attention to the sentences on the board from the conversation. Focus on the sequence of events. First: *My grandparents bought the house.* Then: *We went to visit my grandparents.* Ask the students to do the same thing with the sentences: *The drive from London was fun* and *My mum had just bought a new car.* (First: *My mum bought a new car.* Then: *The drive from London was fun.*)
- **Highlight** that we use the past perfect to describe the event that happened first, and the past simple for the event that happened second. Ask the students to complete the Function rule with the correct option.
- Direct the students' attention to the **What's right?** box and tick the two correct sentences. (The correct sentences are: *They had already left when we arrived.* *I saw this play at the theatre in 2000.*) Elicit/Explain that the first sentence is incorrect because the past perfect should be used for the action that happened first (*left*) not second (*arrived*). The fourth sentence looks wrong but could in fact be considered correct if we had the appropriate background information, if someone had said, for example, *I saw Romeo and Juliet at my children's school last night.* In this case, *I had seen ...* is a logical way of continuing.

Answer

a

C

- Read the instructions to the class.
- Complete the first sentence with the class. Explain that in order to complete this exercise, the students must read the sentence and decide which event happened first: *we arrived* or *parents ate*. The second clause contains the word *already*, so that tells us that first *the parents ate*, and then *we arrived*. Past perfect indicates the first action, and past simple indicates the second action, so the correct answer is *When we arrived, our parents had already eaten.*

- Ask the students to do this exercise individually and then to compare their answers in pairs, discussing any differences.

Answers

1 arrived, had, eaten	5 hadn't finished, rang
2 had, had, was	6 went, had, been
3 had, finished, phoned	7 hadn't, seen
4 had, learnt	8 Had, met, started

D

- Explain that the students are going to talk to their classmates about past experiences using the past perfect and past simple.
- Direct the students' attention to the **How to say it** box. Explain that they will complete these sentences with information about their experiences.
- Give the students a few minutes to think about an experience they want to talk about and make some notes, using the partial sentences in the **How to say it** box.
- Put the students into groups to tell each other about their experiences. Invite a few students to share their experiences with the class. Correct any mistakes in the use of the past perfect.

▶ Workbook pp. 12–13, Section 5

Speaking: talking about memories (p. 27)

A 1.12

- Explain to the students that they will listen to a conversation about someone's childhood memories. Direct their attention to the photo and elicit predictions of what this conversation might be about (an old sports car).
- Ask the students to read the statements. Check that they understand *soft-top* (a car with a cloth roof that can be opened and folded back).
- Explain that listening for key words and intonation can help them to hear the information they will be listening for. Go through the statements and elicit ideas for what to listen for to hear the information they need to complete the exercise. For example, for item 1, what kind of word or phrase should they be listening for (a time word or expression). Ask the students what they can listen for to find out the answer to item 2 (tone of voice). For item 3, they should listen for the word *jaguar*. For item 4, they should listen for information about other sports cars. For item 5, they should listen for *soft-top*.
- Play the recording once. Check progress and, if necessary, play it again.
- Ask the students to compare their answers in pairs, discussing any differences.

Audioscript

Tom: Oh, wow, look at that old Jaguar! That is so cool!

Michael: Now that brings back one of my favourite childhood memories!

T: What do you mean? That car is from the sixties. You weren't even born then.

M: No, of course not, but my grandpa used to have a car like that.

T: Really? Wow!

M: Yeah, he got it when I was about 13. He said he hadn't been able to buy a sports car when he was young, so he was going to buy one when he was old! I think the one he bought was a 1967 model.

T: Did he drive it?

M: Of course, and he used to take me for rides in it. He had always wanted an E-Type soft-top, so that's what he got. It was so much fun to ride around in it with the top down. I had never ridden in a soft-top before. I thought it was really great when we went out in that car!

Answers

1 F 2 T 3 F 4 F 5 T

Culture note

The photo shows the British Jaguar XK150, which was superseded by the E-Type in March 1961. When Enzo Ferrari saw it for the first time, he called it 'the most beautiful car ever made'. Many other car enthusiasts still agree with that statement. In fact, an E-Type Jaguar is on display at the New York Museum of Modern art. The XKE was derived from a racing car, the Jaguar D-Type, which won three victories at Le Mans in 1955, 1956 and 1957.

B

- Explain to the students that they are going to talk to a partner about a memory of a childhood event or experience.
- Direct the students' attention to the questions and explain that they should use the questions as a guide to help them plan what to say to their partners.
- Give the students a few minutes to think of a childhood memory and prepare it.

C

- Put the students into pairs to tell each other about their memories. Remind the students to use the past perfect and *used to* when appropriate, as well as short questions and other expressions to encourage their partners to talk about their memories.
- Invite a few students to share their memories with the class.

Writing: organising a paragraph (p. 27)

Lead-in

Ask the students to read the information in the skills panel. Then check for comprehension by asking the following questions: *How many elements are there in a paragraph?* (three); *What are they?* (topic sentence, supporting details, concluding sentence); *What does the topic sentence do?* (It gives the main idea of the paragraph.); *Where can you find the topic sentence in a paragraph?* (often, but not always, the first sentence); *What do the supporting detail sentences do?* (They explain the main idea or give examples.); *What does the concluding sentence do?* (It summarises or restates the main idea.).

A

- Have the students read the paragraph and underline the topic sentence and the concluding sentence.
- Ask the students how many supporting sentences there are in the paragraph (six).

Answers

Topic sentence: One of my favourite memories from my teenage years is my first concert.

Concluding sentence: 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.

B

- Read the instructions and the steps to the class.
- If the students have trouble thinking of a topic, give them the following as ideas: the birth of a baby brother or sister, starting school, a family activity, a special event.
- Give the students a few minutes to plan and organise their paragraphs, following the bulleted steps.
- Monitor and help with ideas and planning, if necessary.

C

- Explain that now the students will use their notes to write their paragraphs. Remind them to follow the structure explained in the skills panel. Have the students write their paragraphs on a loose sheet of paper.
- Ask the students to look at the language in the **How to say it** box. Encourage them to use these linking words, time expressions and adverbs in their paragraphs.
- Collect the paragraphs to read and mark later.

Extra: editing

Have the students swap paragraphs in pairs to read each other's paragraph and answer the following questions:

- 1 Does the topic sentence clearly state the main idea of the paragraph?
- 2 Do all of the other sentences explain the main idea or give examples?
- 3 Are the supporting details in a logical order?
- 4 Does the concluding sentence summarise or restate the main idea in the topic sentence?

Alternative

After the students have had a chance to organise their paragraphs under your supervision, have them write their paragraphs for homework.

Extra: speaking

Invite individual students to read their paragraphs to the class. Alternatively, you could put the students into groups to read their paragraphs to their groups.

▶ Workbook p. 13, Section 6

▶ Workbook
p. 14, Read and write
p. 15, Down time

LifeSkills: preparing and giving a short presentation (p. 28)

Step 1: Choose a topic for a presentation and brainstorm ideas about it. (Ex. A)

Step 2: Decide which ideas you want to include and organise them. (Ex. B)

Step 3: Practise your presentation and make any necessary changes. (Ex. C, Ex. D, Ex. E, Ex. F)

Lead-in

- Explain to the students that in this LifeSkills section they will learn how to prepare and give a short presentation.
- **Highlight** the importance of organising a presentation: deciding what ideas to include and the order in which to present them. Remind the students that they are usually given a strict time limit in which to give presentations, so they may not have enough time to say everything that they want to say. Therefore, they need to choose specific areas within the general topic that they want to talk about.
- Ask the students what they think makes a good presentation (e.g. the speaker sounded enthusiastic, spoke clearly, kept to the topic, introduced some interesting facts, etc).

A

- Tell the students that first they are going to think of a general topic area of interest to them (e.g. society), and then choose a narrow focus of that general topic for their presentation (e.g. changes in male and female roles). Point out that we refer to this process as 'narrowing the topic'.
- If the students have problems creating a word web, tell them that they should write the general topic in the middle circle and related ideas in the circles around it.

B

- Read the instructions to the class, and ask them to read the model notes.
- Point out that the students can prepare their presentation in complete sentences or in note form, but that the presentation will sound more natural if they can speak from notes rather than simply reading aloud their entire presentation.
- Ask the students to arrange the main points of their presentation in the order they will present them.

C

- Invite a student to read the instructions and the steps to the class.
- Direct their attention to the model presentation opening. **Highlight** the (negative) use of *used to* and encourage the students to use both the affirmative and negative of *used to* when making their presentations.
- Set a strict time limit of three minutes for the students to practise their presentations. The simplest solution is for you to be the timekeeper; signal clearly the beginning and end of the three-minute time limit by saying *Start!* and *Stop!* in a loud voice.
- Repeat the activity so that the students can adjust their presentations to fit the time limit by deleting or adding information.

D

- Ask the students to read the questions in the evaluation form. Make sure the students understand the meaning of the verb *cut* (remove).
- In pairs, have the students take turns to give their presentations, and evaluate each other's presentations using the questions in the evaluation form.

E

- Draw the students' attention to the **How to say it** box. Encourage them to use these expressions to talk about their partner's presentation.
- Ask them to read each other's evaluation forms and then revise their presentations together, using their partner's advice to help them.

F

- Ask the students to give their revised presentations to the class. Note that you may need to adapt this exercise if you have a large number of students (more than ten) in your class (see the Alternative on the following page for suggestions).
- Listen and make notes while the students are speaking. Note any significant errors in their use of language, especially their use of *used to* and other past tense forms, and ask them to self-correct at the end.
- When they finish self-correcting, give them feedback on the clarity of their presentation, whether it was interesting, and whether everything in it was clearly related to the topic.

Alternative

Divide the class into groups of five or six students, and ask each student in turn to give their presentation to their group. Ask the students listening to the presentations to evaluate them using the form in Ex. D and to give feedback to the presenters after each presentation. Note any significant errors that you hear. Ask them to self-correct and/or peer-correct at the end of the exercise.

REFLECT

- Ask the students to read the **Reflect** question.
- Give them some time to think about different situations in the domains of **Work and Career** and **Self and Society** where the skill of *Giving presentations* would be useful.
- Elicit the following ideas: presenting a new idea or product at work, presenting a new business idea to get financial support from the bank, speaking at a meeting or conference; presenting an idea to help people in your community.

Language wrap-up (p. 30)

See notes on p. 11.

1 Vocabulary

Answers

A		
1 popular	4 joker	7 sporty
2 troublemaker	5 geeky	8 party animal
3 rebel	6 academic	
B		
1 makes	4 reminds	7 remind
2 remember	5 brings back	
3 think	6 memorise	

2 Grammar

Answers

1 use to	6 Had, had	11 have, had
2 was	7 hadn't	12 was
3 had wanted	8 used to	13 used to
4 came	9 use to	14 had, got
5 gave	10 grew	15 became

Speaking workshop: talking about the past (p. 31)

Lead-in

Explain to the students that in this exercise, they are going to talk about a childhood memory.

A

- Have the students read the three questions. Then ask them to read the conversation to find the answers.

Answers

- 1 in Leeds, then Brighton
- 2 because her dad got a job offer in Brighton
- 3 candy floss

B

- Direct the students' attention to the list of items and explain that they will read the conversation again to find the items in the list.
- Put them into pairs to compare their answers, discussing any differences.

Answers

- 1 it always brings back great memories, I can clearly remember
- 2 Did you use to live near here or something? Why did you move here? How old were you? How was your first seaside candy floss?
- 3 Really? Wow!
- 4 great, difficult, amazing

C

- Ask the students to think of a memory of a childhood event or experience. Have them make some notes about their memory, using the three questions to guide them.

D

- Put the students into pairs to tell their partners about their memories. Suggest that they use some of the memory vocabulary from p. 24, *used to*, the past perfect, and some of the **How to say it** expressions from p. 26 as they describe their experience. Remind them to ask questions to get more information when they listen to their partner's story.

E

- Have the students find new partners to share their memories with.

How are you doing?

- Ask the students to read the statements and tick the ones they believe are true.
- Ask them to tick the circle that most closely represents how they feel about their speaking.