



Teaching notes and answer key

2B

Memories

Introduction

The goal of this lesson is for students to talk about how the senses, such as smell or sound, bring back memories. To help them achieve this, they will revise *used to* in the context of talking about remembering past events

Warm-up

Before the class starts, draw a simple face on the board and elicit the features: eyes, nose, mouth and ears. Ask Ss to tell you what we do with our eyes (see) then elicit the verbs *hear*, *smell*, *taste* and *feel*. Next elicit the corresponding noun forms (the senses). List all words on the board in columns.

Body	Verb	Noun
eyes	see	sight
ears	hear	sound
nose	smell	smell
mouth	taste	taste
skin	feel	feel

Optional extra activity

Put Ss in threes: students A, B and C. A says the body part, B says the verb, C says the noun. This can go in any order. They do this as fast as they can.

Vocabulary

Memories

1a Ask Ss to look at the photos and think about the senses they represent. They can refer to the board to help them. Then ask Ss to look at boxes A and B. Put Ss in pairs and give them a few minutes to discuss which things could be matched with each sense. Monitor and help with new vocabulary where necessary. When they finish, ask Ss to share ideas.

Suggested answers: feel: a baby's skin sight: a sunrise
smell: freshly baked bread sound: a train arriving at a station
taste: a cup of coffee

b Ask Ss to work in pairs and discuss the question. In class feedback, find out which sense seems to be the most important.

2 With **weaker classes**, you may want to pre-teach *remember*, *remind*, *forget* and *memory*. Write *remember* on the board. Ask Ss for the opposite (forget) and then for the noun (memory). Write *remind* and elicit how it is different from *remember* (we *remember* something ourselves but someone or something *reminds* us of something). Use the first sentence to show this. Ss work alone to match the photos with the comments, then compare in pairs.

Answers: 1 E 2 B 3 A 4 D 5 C

Teaching tip

Ss benefit from recognising the relations between words in the same family. Encourage them to write the words in groups in their notebooks and to mark the word stress there. Suggest that Ss copy or create example sentences to help them understand related but easily confused words like *remember* and *remind*.

3a Ask students to work alone to match the phrases in Ex 2 with pattern a, b or c, then discuss in pairs. Point out that some phrases can be used in two ways. In feedback, check answers with the whole class.

Answers:

- a reminds me of, makes me think of, I'll never forget, I'll always remember
- b makes me feel
- c reminds me of, makes me think of, I'll never forget, I'll always remember

b Ask Ss to choose two correct alternatives, using the information in Ex 3a. Emphasise that *two* alternatives are correct in each sentence. Complete the first one together then ask Ss to work alone and then discuss in pairs. Follow with whole-class feedback.

- Answers:** 1 him/meeting her 2 feel calm/calm
3 being young/my old friends
4 the first time I saw it/entering that place for the first time
5 school/visiting the seaside

c Write on the board: *Tasting ____ always reminds me of ____* and elicit completions. Ss can use the ideas seen in Exercises 1 and 2 or their own ideas. Then ask Ss to complete the other sentences using the structures provided. Monitor and help with new vocabulary.

Teaching tip

Research shows that Ss benefit from expressing their real feelings as opposed to writing correct grammatical sentences using examples provided for them. It is more cognitive and more motivating. You may want to tell Ss this to encourage them to look for their own ideas. **Weaker classes** can simply copy any examples provided, if necessary.

d When Ss finish, put them in pairs and ask them to say their sentences to each other and respond if possible.

VOCABULARY BANK 2B p137

The senses

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 Ss complete the table, using dictionaries or mobile devices to help. Check answers with the class, giving further explanations/examples where necessary.

Answers: sight: look at, see, watch; sound: hear, listen to; touch: feel, hold

b Ss discuss the differences between verbs in the sentences, using their existing knowledge and guessing.

Answers:

- 1a** hear: to notice something with your ears, probably by chance
b listen to: for a long time deliberately, paying attention to what is happening (e.g. music)
2a see: deliberately or by chance, for a long or short time
b watch: for a long time deliberately, paying attention to what is happening (e.g. a TV programme)
3a watch: for a long time deliberately, paying attention to what is happening (e.g. a TV programme)
b look at: to notice something using your eyes, usually for a

c Ask Ss to work alone to choose the correct alternatives. Ask pairs to compare, then go through the answers together and elicit further examples.

Answers: 1 taste 2 hold 3 Look at 4 listen to 5 feels 6 see 7 smell 8 touch 9 watching 10 hear 11 sounds

Photocopiable activities: 2B Vocabulary, p160

4a Ask Ss which sense they think is the best at bringing back memories. Accept any ideas, then ask Ss to quickly read the post and comments to see which senses are mentioned. If they have highlighter pens, they can highlight the senses in the text. Give them a minute to do this as you do not want them to read for detail yet. In feedback, check answers with the whole class.

Answers: smell (x2), sound (x2), taste

b Ask Ss to read the post and comments again and the questions. Put them in pairs to discuss the answers. It is not necessary to write, as the answers are long. Elicit the answers in feedback.

Answers:

- 1** because he passed a chip shop on his way to his swimming lesson every Friday
2 because it rained a lot in Malaysia, where he grew up
3 because it reminds her of driving in the car on her summer holidays
4 because her grandmother used to cook roast chicken for the family every Sunday

Grammar

used to

Grammar checkpoint

Students often struggle with a structure for past (*used to*) that is not a tense. They may wonder how to express this in contrast with the present. One simple guide is to contrast *used to* with *usually* + present simple, so: *I usually eat toast for breakfast, I used to eat cereal when I was younger.*

5 Ask Ss to read the Grammar box and draw attention to the spelling of *didn't use to*. Explain that it is just like a past simple verb, so in questions and negatives *did* shows the past. Compare with *I didn't go*. Check understanding of the concept with the whole class by asking: *Does used to refer to past or present actions?* (past). *One time or more than one time?* (more than one). *Does grandmother cook chicken now?* (no). Ask Ss to look back at the article and find more examples of *used to*. When they finish, go through the answers as a class.


Answers: used to pass a chip shop, used to love going out ... in the rain, didn't use to mind, used to drive us, used to play ... music, used to go to her house, used to cook lunch

GRAMMAR BANK 2B 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 I used to play the guitar when I was younger, but I don't play it now.
2 We used to go skiing every year, but we hardly ever go these days.
3 Did you use to play computer games when you were younger?
4 I didn't use to like Chinese food in the past, but I love it now.
5 There used to be a park here but now it's an office block.
2 1 There used to be more languages in the world.
2 People used to think the world was flat.
3 People didn't use to live so long.
4 We didn't use to buy so many things online.
5 There didn't use to be so much pollution.
6 Life used to be much simpler.

6a  2.3 Ask students to read the three sentences and listen to the pronunciation. If you think it is useful, explain the information in the Pronunciation checkpoint below, using the examples given.

Answers: The main verb and *use/used* are stressed, but *to* is not stressed.

Pronunciation checkpoint

Ss should pronounce the *s* in *used to* as /s/. It is not a /z/ sound. The words run together so the final /d/ in *used* is not heard. It sounds like one word, /ju:stu/ or /ju:stə/. The main verb is stressed.

b Drill the sentences chorally after they hear them. You may want to pause the audio after each sentence and ask individual Ss to repeat.

7a Write the first gapped item on the board. Elicit the correct positive and negative forms to complete the sentence. Explain that both are correct and Ss should write what is true for them. Ss work alone to complete the sentences then check in pairs. Check answers with the whole class.

b Point out the example question and elicit the positive and negative short answers (*Yes, I did. No, I didn't.*). Put Ss in pairs to ask and answer. When they finish, ask Ss to report back on their partner.


c Elicit the correct question form for the first prompt (*Did you use to play video games?*). Then Ss continue in pairs.

Further practice

Photocopiable activities: 2B Grammar 1, p158;
2B Grammar 2, p159

Speaking

Prepare

8a  2.4 Tell Ss they are going to listen to two friends talking about their memories. Ask a stronger student to read the instruction to the class or read it yourself. Tell Ss that they will listen twice. The first time they should listen for the senses. Ask them to write the five senses in their notebooks, then listen and tick the senses as they hear them. After they listen, elicit answers.

Answers: sound, smell, taste

b Tell students to read the questions. Then play the audio for Ss to listen again. Elicit the answers.

Answers:

- 1 Yes, he does. It reminds him of summer 2013.
- 2 Newly cut grass. It reminds her of summer when she was a child.
- 3 It reminds him of Saturday mornings when he was a child.

Audioscript 2.4

Adam: Oh, I love that song! It's one of my favourites!

Jane: Why's that?

Adam: It reminds me of the summer of 2013. I was staying with friends in London. We used to play that song all the time! I'll never forget that summer.

Jane: Isn't it funny how sounds and smells and things often make us remember the past? I was in the park today and the smell of newly cut grass ...

Adam: What does it remind you of?

Jane: It always makes me think of my childhood. We lived in a house with a big garden and my father used to cut the grass regularly in summer. When I woke up, the smell of grass came through the window, this really beautiful, fresh smell. It made me feel so happy. What about you? Is there a smell or a taste or something that you really like?

Adam: Well, I love the smell of coffee and fresh bread. I have happy memories of Saturday mornings when I was a child. My mother used to make coffee for everyone, and we had fresh rolls. I was too young to drink coffee, but the smell was wonderful. I have happy memories of those times.

Jane: That's really nice. Fresh coffee and rolls.

9 Tell Ss they are now going to talk about their own memories. Give them a few minutes to read the questions and make notes. It is important that they do not write full sentences, only key words. Monitor and help with new vocabulary.

Optional extra activity

Ss will probably work at differing speeds for this activity and will need plenty of thinking time. If time is short, ask Ss to choose just one or two areas to make notes on.

Speak

10a Go through the Useful phrases with the class. With **weaker classes**, you may want to ask Ss to underline the stressed words and practise saying the expressions. Refer students to the questions in Ex 9 to use in their conversation. Ss then discuss in pairs. Monitor and encourage them to ask follow-up questions.

b Group Ss in fours to share memories. In feedback, ask for a show of hands to find out which sense was chosen the most.

Optional extra activity

Ss can create a memory activity for vocabulary. For example, Ss use Post-it® notes or stickers to label objects in their home with English words. A week later, ask them to test their recall of the objects by writing a list in class.

Reflection on learning

Write the following questions on the board:

How easy was it to talk about your memories?

What can help you remember?

How can using the senses help you remember English?

Put Ss in pairs to discuss the questions. When they have finished, discuss how Ss can use the senses such as visuals and listening to music to help them remember English.

Homework ideas

Ss write a paragraph about their childhood memories.

Grammar bank: 2B Ex 1–2, p119

Workbook: Ex 1–4, p11

Mobile app: grammar and vocabulary practice

Fast route: continue to Lesson 2C

Extended route: go to p90 for Develop your writing

WORKBOOK ANSWER KEY

2B

1

1 reminds 2 think 3 makes 4 of 5 forget 6 memories

2

1 The smell of newly cut grass makes me think of summer.

2 The taste of paella reminds me of holidays in Spain.

3 The sound of birds singing makes me (feel) happy.

4 I'll never forget the day the Berlin Wall came down.

5 I'll always remember the day my sister got married.

6 I have happy memories of my school days.

7 Walking down this road reminds me of when I was young.

8 I'll never forget arriving in Rome.

3

1 I didn't **use** to go camping as a child.

2 I used to **meet** my friends every Saturday.

3 She **didn't use** to like her job, but she does now.

4 He didn't use **to** get good marks at school.

5 I **used** to love the smell of roast chicken, but I can't stand it now!

6 Did you **use** to play sports when you were at school?

7 We used to **smoke**, but we quit a couple of years ago.

8 We **used** to go on holidays to France every summer.

4

1 Mark used to be single, but now he's married.

2 Mark used to wear jeans a lot, but now he wears a suit to work.

3 Mark used to go to school, but now he works in an office.

4 Mark used to do a lot of exercise, but now he doesn't do any exercise.

5 Mark didn't use to cook, but now he loves cooking.

6 Mark used to ride a bicycle, but now he drives a car.

7 Mark used to live with his parents, but now he lives in an apartment.

8 Mark didn't use to travel, but now he goes on holiday twice a year.



Photocopiable notes and answer key

2B

Grammar 1 *used to*

Materials: Half a worksheet per student

Instructions:

Give each student a copy of either the Ed Sheeran or Beyoncé worksheet. Ss work individually to complete the sentences with *used to* or *didn't use to* according to what they guess/know about their famous person.

Ss then work together in pairs. Ask Ss to read their sentences aloud to each other. Their partner will tell them whether their guess was correct using the answer key which is beneath their fact file.

Answer key:

A 1 didn't use to 2 used to 3 didn't use to 4 didn't use to
 5 used to 6 didn't use to

B 1 used to 2 didn't use to 3 used to 4 didn't use to
 5 didn't use to 6 used to

Grammar 2 *used to*

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student and explain that they will ask each other questions about their past habits. Elicit the correct form for each question, e.g. *Did you use to play a musical instrument?*, *Did you use to go to the beach in the summer holidays?* Clarify that all questions will need the same form, even when the questioner is trying to find a negative answer. Remind Ss they should answer about when they were younger.

Ss mingle and ask each other the questions. When they find someone who answers *Yes, I did* to the *used to* statements or *No, I didn't* to the *didn't use to* statements, they write the student's name in the appropriate column and ask a follow up question to find out more details, e.g. *Which instrument did you use to play?*. They should try to find three names for each statement. Continue until one student completes their table or give a time limit and see who has found the most names.

Ask different Ss to report back on their results. Establish which past habits were the most and least popular.

Vocabulary Memories

Materials: One worksheet for each student

Instructions:

Give a copy of the worksheet to each student. Tell them they have to complete the sentences about themselves, e.g. *The smell of burgers reminds me of childhood barbecues, I'll never forget visiting Bondi Beach in Australia.* They can use the topics in the box or their own ideas if they prefer. If necessary, brainstorm some of the items you can see.

Put Ss in pairs. They take turns to read out their sentences to their partner who asks follow-up questions to find out more details.

