

UNIT OBJECTIVES

- describe a special photo and the story behind it
- discuss childhood memories
- recall and share past experiences
- write a summary and response about keeping pets
- recall and discuss a national moment

LOOKING BACK

12



START SPEAKING

- A** Look at the picture for 15 seconds, then cover it. Make a detailed list of things in the picture.
- B** Compare your list with other classmates. How many things did they remember that you didn't? What things are in the picture but not on anyone's list? Why do you think some things were more memorable than others?
- C** Do you have a good memory for names, dates, or faces? How easily do you remember facts, stories, or appointments? For ideas, watch Andres's video.



How does your memory compare with Andres's?




LESSON OBJECTIVE


- describe a special photo and the story behind it

1 LANGUAGE IN CONTEXT


- A Look at the pictures and read the stories about them. Match the people to the pictures. What does the picture represent for them?

 **Gary**, Trenton, New Jersey, U.S.A.

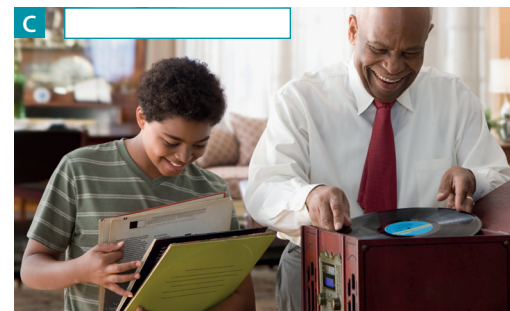
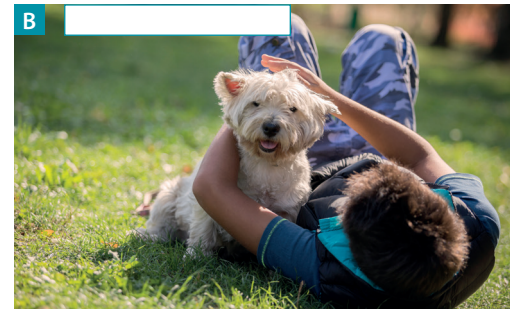
What I remember most about my childhood is my pet dog, Milo. Here, I'm 10 and in our back yard with him. I loved that **fresh** smell of grass. I can almost feel his **smooth** fur and **damp** breath now. (Sometimes it was pretty **stinky**, but I didn't care.) The thing I love about this photo is that it brings back all those **bright** summer days.

 **Sonia**, San Miguel de Allende, Mexico

The air in my grandma's house was **scented** with spices. She baked all kinds of **flavorful** cakes decorated with **colorful** icing. The thing I liked most was licking the **tasty** icing off my fingers. She called me her "helper"! What I love about this photo is that it helps me remember our special relationship.

 **Alex**, Kingston, Jamaica

What I miss most about my grandpa are the hours we spent listening to music. This picture represents that for me. I remember his record cabinet had a **musty** smell, but I liked it. His hands were big and **rough**, but he handled those records so gently. He'd sing along with a **deep, melodic** voice. My voice sounded so **high-pitched** next to his!



- B **PAIR WORK** Which of the senses – touch, smell, taste, sound, sight – do the people mention? What do they talk about exactly?

Sonia talks about the smell of spices in the air.

2 VOCABULARY: Talking about the senses

- A  **2.46** Look at the **bold** adjectives in the stories. Write which sense they describe. Listen and check. Which ones usually describe a positive sensation? A negative sensation? Neither?


Smell: _____, _____, _____, _____

Sound: _____, _____, _____

Touch: _____, _____, _____

Taste: _____, _____

Sight: _____, _____

- B  Now go to page 152. Do the vocabulary exercises for 12.1.

- C **PAIR WORK** Describe some of the things that you have experienced today using sense adjectives.

I opened the curtain and the light was really bright... I hate mornings!

3 GRAMMAR: Adding emphasis

A Choose the correct option to complete the rules. Use the sentences in the grammar box to help you. Can you find two more examples in the text?

- 1 To give emphasis and focus to an idea, you can use the phrase "What I + verb" OR "The thing I + verb" at the **end** / **beginning** of the sentence.
- 2 The thing you want to emphasize comes at the **end** / **beginning** of the sentence.
- 3 Use the verb **be** / **have** to link the two parts of the sentence together.

Adding emphasis

What I remember most about my childhood is my pet dog, Milo.

The thing I liked most was licking the tasty icing off my fingers.

B Now go to page 140. Look at the grammar chart and do the grammar exercise for 12.1.

C **PAIR WORK** Rewrite the sentences and add emphasis.

- 1 I really liked the sunroof in my family's old car.
The thing I really liked about my family's old car was the sunroof.
- 2 As a child I loved mangoes more than anything!
- 3 I miss cooking with my grandma most of all.
- 4 From my childhood I remember riding on trains most clearly.
- 5 As a teenager I really loved skateboarding.

D **PAIR WORK** Are the sentences in exercise C true for you? If not, change them to make them true.

I didn't like mangoes. The thing I loved as a child was ice cream!

4 SPEAKING



A **PAIR WORK** Find a photo on your phone or other device that you could post to an online forum. Describe the story behind it. Use sense adjectives to describe how you felt in the photo.

I was at the beach on vacation. What I remember about that moment was the salty smell of the sea and the fresh wind in my face.

B **GROUP WORK** Share your photos and stories with the rest of the group. Which ones involve the most senses?



1 LANGUAGE IN CONTEXT

- A  2.47 The title of this podcast is “Did it really happen?” What do you think it’s about? Listen and check your answer.

 2.47 Audio script

Has something ever **brought back** a **vivid** memory, but later you find out it never actually happened? Most people feel sure about the accuracy of their own memories of their own life. I know I do, but how trustworthy are our **early** memories really? Listen to David’s story:


*“In 2nd grade, a new student, Nolan, arrived at my boarding school. We became friends, and he came home with me for winter break once because his family lived far away. I have a very **clear** memory of all this when I **look back on** it. Even today, the smell of burning wood **reminds me of** winter breaks spent sitting in front of the fire, especially the one with Nolan.*

*Forty years later I met Nolan again. He didn’t **recognize** me at first or remember much about that time. He had a **vague** memory of me, but he was positive that he had never stayed with my family. I was shocked!”*


Our **long-term** memory can play tricks on us. Psychiatrist Rochelle Rivas explains:

*“The more often you **recall** a specific memory, the more distorted it becomes. It’s like making a copy of a copy of a copy. That’s why this only happens with **distant** or **childhood** memories, not with **short-term** or **recent** ones.”*

Do you have a false memory? If so, send us an email and tell us about it.

- B  2.47 Listen again and read along. Choose the correct words to complete the sentences.
- 1 Nolan and David *stayed friends / lost contact*.
 - 2 Nolan and David recall their time together *the same way / differently*.
 - 3 Dr. Rivas compares recalling distant memories to *recalling short-term ones / making copies of copies*.
- C **PAIR WORK** Do you have a memory that other people say happened differently? Is there any way to find out who’s right? Do you think people sometimes distort memories on purpose? Why or why not?

2 VOCABULARY: Describing memories


- A  2.48 Listen and say the words in the box. Categorize the words into adjectives and verbs. Which adjectives are opposites of each other? What verb is a synonym for all the verbs here?

bring back	childhood	clear	distant
early	long-term	look back on	recall
recent	recognize	remind of	short-term
vague	vivid		



remember vs. remind of

*“I **remember** you.” but “You **remind me of** my cousin. You are similar in many ways.”*

- B  Now go to page 152. Do the vocabulary exercises for 12.2.

3 GRAMMAR: Substitution and referencing

A Choose the best option to complete the rules. Use the sentences in the grammar box to help you.

- 1 To avoid repeating an **uncountable** / a **countable** noun, we can use *one / ones*.
- 2 To avoid repeating a verb or verb phrase, we can use the auxiliary verb for that tense. For example, in the present tense, we use *so / do*.
- 3 To avoid repeating a question, we can use *so / do*.
- 4 To reference a noun or noun phrase, we can use *it/them* for **specific things / whole ideas** and *this/that* for **specific things / whole ideas**.

Substitution

That reminds me of winter breaks, especially the **one** with Nolan.


Most people feel sure about the accuracy of their memories. I know I **do**.

Do you have a false memory? If **so**, send us an email.

Referencing

When you recall a memory often, **it** becomes distorted.

When you recall a memory often, it becomes distorted. That's why **this** only happens with distant memories.

B  Now go to page 140. Do the grammar exercise for 12.2.

C **PAIR WORK** Read the conversation. Change the underlined words to substitutions or referents.

Then check your accuracy.

- A Do you have a favorite childhood memory? If ¹you have a favorite childhood memory, tell me about ²your favorite childhood memory.
- B No, I ³don't have a favorite childhood memory. But did I tell you about the time I met Harrison Ford?
- A No, you never told me about ⁴the time you met Harrison Ford! I love to hear celebrity-sighting stories.
- B I know! I ⁵love to hear celebrity-sighting stories, too! And I really like telling ⁶celebrity-sighting stories.



ACCURACY CHECK

When substituting with *one/ones*, make sure the pronoun agrees with what it is substituting.

It happens with childhood memories, not recent one. X

It happens with childhood memories, not recent ones. ✓

4 SPEAKING

A Look at the pictures. Do you remember these things? If so, what kinds of childhood memories do they bring back for you?

B **PAIR WORK** Discuss the questions.

- 1 What kinds of things do you look back on most fondly (with nice feelings) – school days, family events, sports events, etc.?
- 2 Think about a time when you met an old friend. Did you recognize each other? What did you talk about? Did you remember events from your past the same way or differently?
- 3 Think about a nice early memory. Is it possible that someone told you about it and that you don't really remember it at all?



LESSON OBJECTIVE

- recall and share past experiences

1 FUNCTIONAL LANGUAGE

- A  2.49 Look at the picture of old friends sharing memories. Listen to their conversation. Why is Rebecca frustrated with Peter?

 2.49 Audio script

- A That reminds me of the White Mountains. **Do you remember that time** we got lost there, Peter? It was getting really dark, and we didn't know which way to go. Remember? It was about five years ago ...
- B We got lost?
- A **Don't tell me you don't remember.**
- B I remember us hiking in the White Mountains, but I **don't recall getting lost**. But you know how my memory is. And **that whole period's a bit vague** anyway. I've kind of blocked things out around then.
- A But it was, like, really scary.
- B Yeah, I just don't ... What happened exactly?
- A We got lost! And then your flashlight didn't work, and I totally panicked ...
- B The flashlight – yeah, **that rings a bell**. Yeah, **it's all coming back to me now**. Just after that we found the path again, right?
- A Right!
- B And it turned out that we were, like, only a hundred meters from the campground!



- B Complete the chart with the **bold** expressions from the conversation.

Prompting a response	Recalling a memory
Do you remember that ¹ _____ we ... ?	I don't ³ _____ (getting lost).
Don't ² _____ me you don't remember.	That (whole period's) a bit ⁴ _____ anyway!
	That ⁵ _____ a bell!
	It's all ⁶ _____ back to me now.



C  **2.50** Complete the conversation with expressions from the chart. Listen and check.

A ¹ _____
that time you went to the airport without
your passport?

B Oh, come on. I never did that.

A Yes, you did! ² _____
_____ you don't remember! We had
to go back home and get it, and then we
spent a fortune on a new flight. You had to
ask Mom and Dad for a loan ...

B Oh, OK. That ³ _____
_____. We were going to Cancun,
right?

A Yes! And we had to wait, like, five hours for
the next flight.

B OK, yeah. It's ⁴ _____
_____ to me now! I don't think I
ever paid Mom and Dad back for that. Don't
remind them!

2 REAL WORLD STRATEGY

A  **2.51** Listen to a short conversation. What's the initial memory? What similar memories does the other person share?

SHARING EXPERIENCES

When you want to share a similar story, or invite others to do so, use these phrases:

That reminds me of a story. ...

That's like the time that ...

I had a similar experience once. ...

Has that ever happened to you?



B  **2.51** Read about sharing experiences in the box above. Listen again. Which phrases do the people use?

C **PAIR WORK** Have a conversation in which you share a memory. Your partner then shares a similar or related experience from their own life.

3 PRONUNCIATION FOCUS: Saying consonant clusters

A  **2.52** Listen. Write the missing letters.

1 _____ ocked

4 camp _____ ound

2 hun _____ eds

5 experie _____ e

3 _____ ashlight

6 pani _____ ed

B  **2.52** **PAIR WORK** Listen again. Practice saying the words. Does your partner say each word clearly?

4 SPEAKING

A **PAIR WORK** Do a role play in which two friends recall a memory. Student A recalls the memory and gives details to help Student B remember it. Student B doesn't recall it at first but remembers more as details are given, and adds details, too.

Don't tell me you don't
remember the time we ... ?

I don't quite recall that.
What happened exactly?

Come on. We were in Hawaii ...

B **GROUP WORK** Expand the role play with a third person in the conversation. Student C shares a similar experience from their own past. Change roles and add more details each time.

LESSON OBJECTIVE

- write a pros and cons analysis about keeping pets



1 LISTENING

A **PAIR WORK** Look at the pictures. What are the dogs doing in each picture? What kinds of relationship do these animals have with people?

B **2.53** Listen to a debate about people and their dogs. Who mentions the dogs in the pictures, Kenan or Lucia? What do they say about them? Are their opinions positive or negative?

C **2.54** **PAIR WORK** **LISTEN FOR EXAMPLES** Both Kenan and Lucia use examples to support their arguments. Listen to the extracts and write the phrases you hear to introduce examples.

- 1 For instance, ...
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

D **PAIR WORK** **THINK CRITICALLY** Who do you think made a stronger case, the affirmative side (Kenan) or the opposition (Lucia)? Why? What was the strongest point in their argument?

We liked Lucia's argument, but her point about service dogs wasn't relevant. The topic is about pets.

E Think about your culture and its attitude towards dogs. What is their role in society? Do you agree with that role? Why or why not? For ideas, watch Alessandra's video.



Do you agree with Alessandra?



2 PRONUNCIATION: Listening for transitions

A  2.55 Listen to the excerpts from the debate. Focus on the **bold words**.

- 1 Team A argued that people shouldn't keep dogs as pets and Team B argued that they should. **To finish the debate**, we'll hear a summary of each group's position ...
- 2 All those jobs help people and they keep the dogs happy and active. So, **in conclusion**, we'd actually be helping dogs a lot more by keeping them as working animals ...
- 3 So, **to sum up**, there are many ways that dogs and humans help each other.

B Choose the correct option to complete the statement.

Speakers often say words with *more / less* stress and *higher / lower* intonation to mark and transition to a summary statement.

3 WRITING

A Read one student's summary of Lucia's side of the debate and his own response to it. Does he basically agree or disagree with Lucia's argument?

Lucia argues that dogs should be kept as pets, and she supports that argument with three points. She says that dogs are more predictable and reliable than people. While this may be true, the company of a dog isn't the same as the company of a person. So despite the fact that dogs are trustworthy, it's not a good argument for why we should keep them as pets. She also says that keeping a dog as a pet is good for children because it teaches them to be caring and responsible; however, there are lots of other ways to teach children responsibility. Finally, she points out that dogs help society as service animals for blind people or as police dogs. Although that is true, those dogs aren't pets. They are working dogs.



B **PAIR WORK** **WRITING SKILL** Identify and **circle** the words and phrases used to link contrasting ideas in the summary. Then use the phrases you circled to link the ideas below.

- 1 Dogs are cute. They should not be kept as pets.

- 2 Most dogs are predictable and friendly. Some dogs are unpredictable and dangerous.

WRITE IT

C **PAIR WORK** Write your own summary of and response to Kenan's opinion. In your response, be sure to ...

- mention points that you agree and disagree with.
- use appropriate language to contrast ideas.

D **PAIR WORK** Read another pair's summary and response. Did you include the same information? Do you agree with their response? Why or why not?

The other pair didn't mention how dogs help children. We think that is an important and original idea.



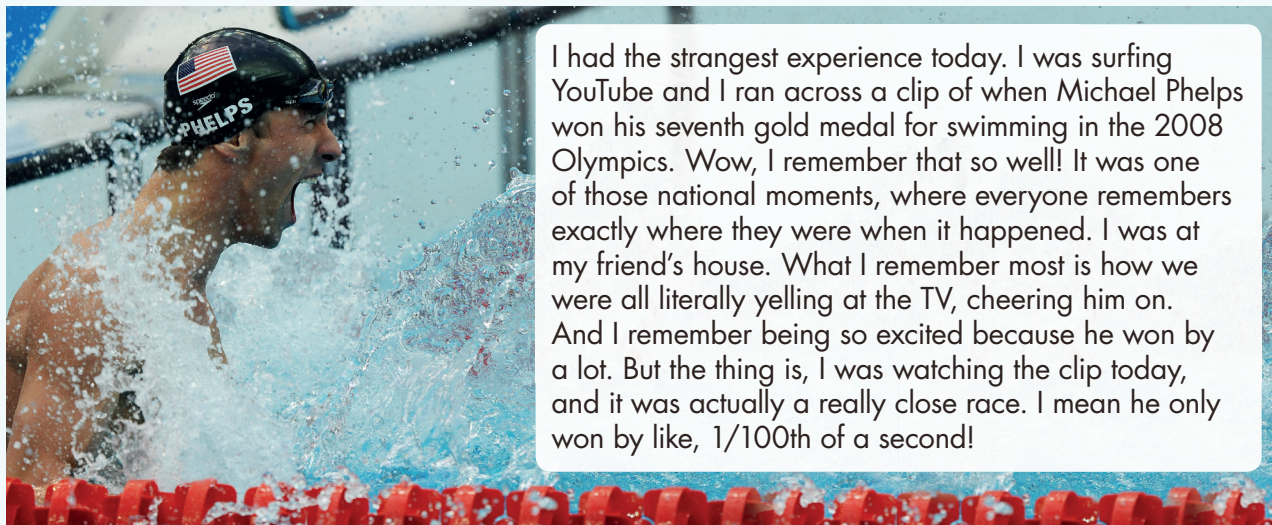
12.5

TIME TO SPEAK Where were you when ... ?

LESSON OBJECTIVE

- recall and discuss a national moment

A Read the blog post about a memory. How does the writer describe the memory? Why does she call it a “national moment”?



I had the strangest experience today. I was surfing YouTube and I ran across a clip of when Michael Phelps won his seventh gold medal for swimming in the 2008 Olympics. Wow, I remember that so well! It was one of those national moments, where everyone remembers exactly where they were when it happened. I was at my friend’s house. What I remember most is how we were all literally yelling at the TV, cheering him on. And I remember being so excited because he won by a lot. But the thing is, I was watching the clip today, and it was actually a really close race. I mean he only won by like, 1/100th of a second!



B PREPARE Think of a “national moment” from your country’s history during your lifetime. It could be something from sports, politics, entertainment, or something else. You can use your phone to help you.

C DECIDE In small groups, share the national moments you thought of. Choose one and discuss your memories of it.

- Where were you when it happened?
- What do you remember most about the event?
- Does everyone in the group remember it the same way, or are your memories of the event different? If so, how? Why do you think they are different?

D PRESENT Choose someone to present your group’s national moment to the class. Describe it but don’t say what it was, so the rest of the class has to guess. Does everyone in the class remember the event? Does anyone remember it differently?

» To check your progress, go to page 156. »

USEFUL PHRASES



PREPARE

What about when ... ?
Do you remember when ... ?
An event I really remember was when ...



DECIDE

What I remember most about ... was ...
Really? The way I remember it was ...



PRESENT

The things we remembered most about this event were ...
Oh! I know. It was when ...
But I remember it differently. The way I remember it, ...