

2A

What happened?



C

- **Goal:** describe past experiences
- **Grammar:** past simple and past continuous
- **Vocabulary:** describing feelings and events



A



D



E



B

Vocabulary

1 Look at the photos and discuss the questions.

- 1 What do you think is happening in each photo?
- 2 How do you think the people are feeling? Which of the adjectives in the box would you use to describe them?

amazed annoyed disappointed embarrassed
frightened relaxed surprised tired worried

2 a Read the comments below and match them with three of the photos.

- 1 'The other day I met an old friend for the first time in years. It was such a **surprising** meeting! We were **amazed** and excited to see each other again.'
- 2 'Yesterday was a really **annoying** day. I borrowed my wife's car and got a parking ticket. She was very **annoyed** with me.'
- 3 'I love cooking. I find it very **relaxing** after a long and stressful day at work. I don't like shopping for food though. It's so **tiring**.'

b Look at the words in bold in Exercise 2a. When do we use adjectives ending in -ed or -ing, e.g. **tired/tiring**, **amazed/amazing**?

3 Choose the correct alternatives.

- 1 I get very *annoyed/annoying* when people are late for meetings.
- 2 Last year I spent three months travelling round South America. What an *amazed/amazing* experience!
- 3 My parents get very *worried/worrying* when I don't come home on time.
- 4 The first time I met my boyfriend's parents, I dropped my tea on the floor! It was so *embarrassed/embarrassing*!
- 5 I don't like watching horror films on my own. They're too *frightened/frightening*.
- 6 My sister was so *disappointed/disappointing* when she didn't pass her driving test.
- 7 My brother is travelling abroad and we haven't heard from him for weeks. It's very *worried/worrying*.
- 8 After a few days on holiday, I feel so *relaxed/relaxing*.
- 9 I hate getting up early every day. It's very *tired/tiring*.

4 Work in pairs. Answer the questions using adjectives in Exercises 1 and 2.

- 1 How do you feel when you miss a bus or train?
- 2 What do you think about people who talk very loudly on the train?
- 3 How do you feel when you're on holiday?
- 4 How would you describe a recent film you saw?
- 5 How do you feel when you go to an interview?
- 6 How would you describe the problem of extreme weather?
- 7 How do you feel when you receive a terrible gift?
- 8 Why wouldn't you ask someone how old they are?



Go to your app for more practice.



F

Listening

5 a 2.1 Listen to three stories. Match speakers 1–3 with topics a–c.

- a a funny incident
- b an annoying day
- c a surprising meeting

b Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Speaker 1 was visiting his old university.
- 2 He was going into a café when he met his old friend.
- 3 While Speaker 2 was walking to the station, she remembered she didn't have her phone.
- 4 When she got to the station, her train was just arriving.
- 5 Speaker 3 was leaving the office when she heard a noise.
- 6 While she was waiting for the security guard, she saw a cat.

Grammar

6 Read the grammar box and choose the correct alternatives.

Past simple and past continuous

Use the ¹past simple/past continuous to talk about completed actions and events in the past.

*Last year I **had** an interview for a new job.*

Use the ²past simple/past continuous

- to talk about an action or situation in progress around a time in the past.

*One afternoon, I **was walking** along the street ...*

- to describe the background to a story.

*I **was working** late at the office one night ...*

Use the past continuous and past simple with *when* and *while* to talk about interrupted actions. Use *while* or *while/when* + past continuous and *when* + past simple.

*While I **was walking** through the old town, I suddenly **realised** I was late.*

*She **was just leaving** when she **heard** a noise.*

7 a 2.2 Listen and notice the pronunciation of *was*. Is it strong or weak?

- 1 While he was visiting his home town, he met an old friend.
- 2 While he was walking to the station, it started to rain.
- 3 While she was waiting, she saw a cat.

b Listen again and repeat.

8 Complete the story with the correct form of the verbs in brackets.

While I ¹_____ (study) at university, I ²_____ (join) the Drama Society. I love the theatre and I really ³_____ (want) to act in a play. In my first year, I only had a small part but I ⁴_____ (practise) for weeks! However, the day of my first performance was a disaster! While I ⁵_____ (wait) to go on stage, I ⁶_____ (start) to get nervous. When I finally ⁷_____ (go) on stage, I ⁸_____ (forget) my words. Can you imagine? I ⁹_____ (stand) on stage in front of a big audience. Everyone ¹⁰_____ (wait) for me to speak, but I couldn't say a thing. I was so embarrassed!

9 Complete the sentences with your own ideas.

- 1 Recently, I was sitting in the park/the garden/a café when ...
- 2 While I was walking/driving home the other night, ...
- 3 My phone/The doorbell rang while I was ...
- 4 I was having a cup of tea/coffee with my mum/a friend when ...
- 5 My car/My friend's car broke down while ...
- 6 My friends/dinner guests arrived at my house while I was still ...

Go to page 118 or your app for more information and practice.

Speaking

PREPARE

10 You're going to tell a story about a time when you felt frightened, annoyed, embarrassed, surprised, pleased or disappointed. Think about these questions and make notes.

- When/Where did it happen?
- What were you doing at the time?
- What happened?
- How did you feel?
- Why was it annoying/embarrassing etc.?

SPEAK

11 a Work in pairs. Tell your partner your story. Listen to your partner's story and respond. Use the Useful phrases to help you.

Useful phrases

What happened?
How amazing!
Really!
How did you feel?
I was surprised/excited.

b What adjectives would you use to describe your partner's story?

Develop
your
reading
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- › **Goal:** talk about memories
- › **Grammar:** *used to*
- › **Vocabulary:** memories



Vocabulary

- 1 a** Look at the things in box A and match them with the senses in box B. There may be more than one answer.

A

a baby's skin a cup of coffee freshly baked bread
a sunrise a train arriving at a station

B

feel sight smell sound taste

- b** When you think about the past, which of the senses are the most important to you?
- 2** Read the comments. Match them with photos A–E.
- The sound of sea birds always **reminds me of** summer and holidays at the beach.
 - The smell of paella **makes me think of** home. I **have happy memories of** eating outside with my family.
 - The sight of city lights from a plane at night **makes me feel** excited.
 - I'll **never forget** the sight of the sun coming up over the mountains and watching it rise into the sky.
 - I'll **always remember** the taste of my mother's homemade apple pie. It was so good!

- 3 a** Which of the phrases in bold in Exercise 2 can be used with ...

- a a verb + *-ing*?
- b an adjective?
- c a noun, e.g. a person or a place?

- b** Choose two correct alternatives.

- I'll always remember *him/meeting her/she*.
- Looking at the sea always makes me *feel calm/feeling calm/calm*.
- This place reminds me of *being young/my old friends/happy*.
- I'll never forget *the first time I saw it/travel to that place/entering that place for the first time*.
- I have happy memories of *school/visiting the seaside/go to my grandmother's house*.

- c** Complete the sentences with your own ideas.

- Tasting oysters always reminds me of ...
visiting the seaside
- The sound of _____ always makes me think of ...
- The smell of _____ reminds me of ...
- The taste of _____ makes me think of my ...
- Seeing _____ makes me feel ...
- Visiting _____ always reminds me of my ...

- d** Work in pairs and compare your ideas.



Go to page 137 or your app for more vocabulary and practice.

Reading

4 a Read the post and comments below it. Which of the senses do the comments mention?

Sight, sound, taste, smell, feel – our senses often remind us of important events from our childhood and family life. What are your happiest memories? What helps you remember them?

Comments

The smell of chips always reminds me of swimming lessons when I was at school. We used to pass a chip shop when we were walking to the pool every Friday and if we had money, we'd get some. Whenever I eat chips, I remember those Friday swimming lessons. **Ed**

The sound of rain on the windows always makes me think of my childhood. I grew up in Malaysia and it rained a lot from October to March. My sister and I used to love going out and running around in the rain. My mother didn't use to mind! **Tony**

When I hear the old song *Bohemian Rhapsody*, I have happy memories of long car journeys on our holidays. Every summer my father used to drive us to the seaside. During the journey we used to play all kinds of music, but this song was our favourite. It always reminds me of that time. **Tess**

The smell and taste of roast chicken always makes me think of my grandmother. We used to go to her house every Sunday. She used to cook lunch for the whole family. I'll never forget her roast chicken. It tasted so good. **Sara**

b Read the post and comments again and answer the questions.

- 1 Why does the taste of chips remind Ed of school swimming lessons?
- 2 Why does Tony remember his childhood when he hears the sound of rain?
- 3 Why does Tess love that old song?
- 4 Why does roast chicken make Sara think of her grandmother?

Grammar

5 Read the grammar box. Find more examples of *used to* in the comments in Exercise 4.

used to

Use *used to* to talk about actions that happened regularly in the past, but don't happen now.

Every summer we used to go to the seaside.

My mother didn't use to mind!

What did she and her sister use to do?

Don't use *used to* for actions or events that only happened once in the past. Use the past simple.

My mum made a cake last week.

NOT: *My mum used to make a cake last week.*

6 a 2.3 Listen and notice the pronunciation of *used to*. Which is pronounced more strongly, *used* or *to*?

- 1 We used to go every Friday.
- 2 My mother didn't use to mind!
- 3 What did they use to do?

b Listen again and repeat.

7 a Complete the sentences with *used to* or *didn't use to*.

When I was a child, ...

- 1 I _____ ride my bike to school.
- 2 I _____ fight with my brother a lot.
- 3 I _____ play volleyball with my friends after school.

When I was a teenager, ...

- 4 I _____ go on holiday with my friends.
- 5 I _____ study hard.
- 6 I _____ play in the school orchestra.

b Work in pairs and ask your partner the questions.

Did you use to ride your bike to school?

No, I didn't. I used to take the bus.

c Ask and answer more questions about your childhood. Use the prompts and your own ideas.

- play video games
- go to your grandparents' home on Sundays
- be afraid of the dark
- do a lot of sport



Go to page 118 or your app for more information and practice.

Speaking

PREPARE

8 a 2.4 You're going to talk about your childhood memories. First, listen to two friends talking about their memories. Which senses do they mention?

b Listen again and answer the questions.

- 1 Does Adam like the song? Why/Why not?
- 2 What smell does Jane love? Why?
- 3 Why does Adam love the smell of coffee and fresh bread?

9 Think about the questions and make notes.

- What are your happiest memories of childhood? What makes you remember them?
- Does a particular song have a special meaning for you? Does it make you think of a special time in your life?
- Does a particular smell/sight remind you of something or someone special?
- Do you have a favourite food that reminds you of home?
- Do you have a photo that reminds you of happy times?

SPEAK

10 a Work in pairs. Ask and answer the questions in Exercise 9. Use the Useful phrases to help you.

Useful phrases

So, do you have a favourite (food)?

Oh really, why?

Yes, it makes me think of (home/my mum), too.

b Share your memories with another pair. Did you all choose the same sense?

Develop
your
writing
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- › **Goal:** describe a new experience
- › **Grammar:** *so/such ... that; too ... to; not ... enough to*
- › **Vocabulary:** feelings and reactions



Reading and vocabulary

1 Look at the photos and discuss the questions.

- 1 Where do you think the photos were taken?
- 2 Would you like to live in these places? Why/Why not?

2 Read the article. Where did Sue and Mike live?

Going to live somewhere new is exciting. You won't be bored because whatever happens it won't be dull. However, will it be too strange for you to enjoy it? It's normal to feel a bit nervous and you may even experience a bit of culture shock, but there's no reason to feel anxious. Here are some tips from two people who have lived abroad.

Remember it will be stressful in the beginning. When I moved to Mexico there were so many new things that I didn't know where to start. Understanding how to pay bills was such a problem that I gave up! I was lucky because friends helped me. Then suddenly everything becomes fun and enjoyable. The towns and cities in Mexico are so lively that you never feel bored. And the historical sites are extraordinary. My best tip is ... learn the language. At first, I didn't feel confident enough to speak. That's the best way to understand the local culture and make friends. – **Sue**

At first, you feel optimistic – you think everything is going to be wonderful, but remember, you will feel homesick. There will be days when you are having such an unpleasant time that you just want to go home! I came to Vietnam. In the beginning, everything was strange. The streets were full of people, cars and bicycles. It was so dangerous, you couldn't cross the road! However, then I started to enjoy life here. The people are so cheerful and friendly that I felt at home very quickly. It's such a beautiful country. The countryside is so peaceful and quiet. In fact, I'm so happy here now that I don't want to go home. So, remember, stay positive! Everything really will be wonderful in the end. – **Mike**

3 Look at the adjectives in the box and answer the questions. Use the article to help you.

anxious cheerful dull enjoyable extraordinary
homesick lively nervous optimistic peaceful
positive strange stressful unpleasant

- 1 Are the adjectives negative or positive?
- 2 Which describe how people feel?
- 3 Which describe what an experience was like?

4 Choose the correct alternatives.

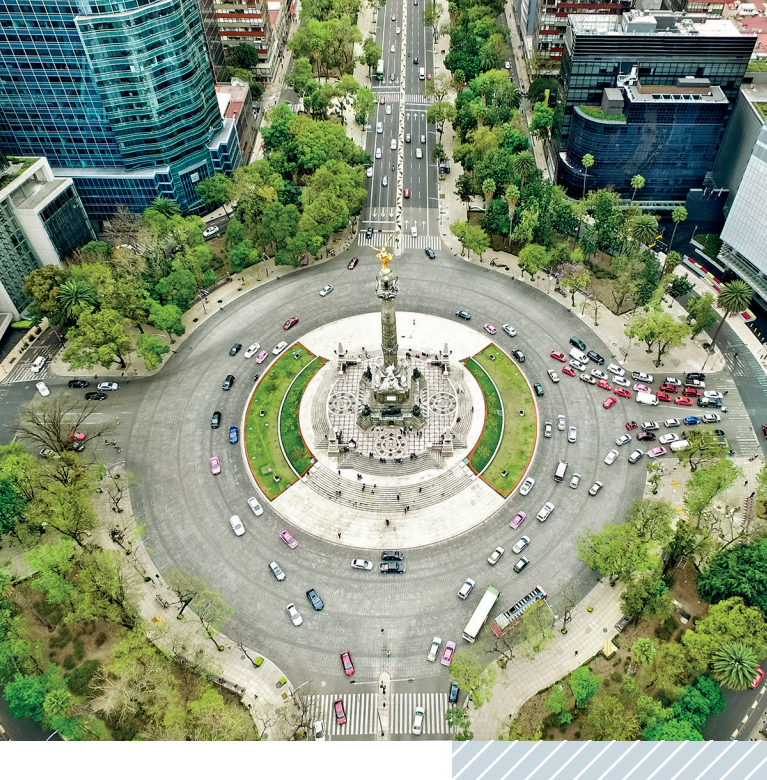
- 1 It was an *enjoyable/unpleasant* trip. I loved it.
- 2 I'm really glad I went there. It was a *positive/stressful* experience and I learned a lot.
- 3 I felt tired and *cheerful/anxious* by the time we arrived.
- 4 We were lucky to see some *extraordinary/dull* places.
- 5 I thought it was a *peaceful/lively* place. There were a lot of different things happening all the time.
- 6 I like going to new places and I never feel *nervous/optimistic* about going somewhere new.
- 7 I was travelling alone. I went home in the end because I was sad and *cheerful/homesick* all the time.

5 a Complete the sentences with your own ideas.

- 1 Going to the dentist is always really stressful.
- 2 Some people think that _____ is really enjoyable, but I find it really dull.
- 3 _____ is a really pleasant and peaceful place.
- 4 The first time I tried _____, I thought it was a bit strange.
- 5 I'm always cheerful after watching _____. It makes me laugh so much!
- 6 _____ is really lively, there's a lot to do.

b Work in pairs and compare your sentences.

Go to page 137 or your app for more vocabulary and practice.



Grammar

- 6** Read the grammar box and choose the correct alternatives.

so/such ... (that)

Use *so ... that* and *such ... that* to link a cause to a result.

*I'm **so** happy **that** I don't want to go home.*

*Understanding how to pay bills was **such** a problem **that** I gave up!*

Use *so* before a(n) ¹noun/adjective.

*And the people are **so** friendly and cheerful ...*

Use ³*so/such* with an adjective and a noun together.

*It's **such** a beautiful **country**!*

Use ⁴*so/such* before *many* and *much*.

*... there were **so many** new things that I didn't know where to start.*

too ... to and (not) enough ... to

Use *too ... to* to say something is more than you want. Use *(not) enough ... to* to say you have or don't have as much as you want.

Use ⁵*too/enough* before an adjective and ⁶*too/enough* after an adjective.

*Will it be **too** strange for you to enjoy it?*

*I didn't feel confident **enough** to cross the road.*

To say you have what you need, use *enough* before a noun.

*There's **enough** time to become perfect.*

- 7 a** **2.5** Listen and notice the pronunciation of *so* and *such*. In which sentences are they more strongly pronounced? Why?

- 1 It's such a nice day.
- 2 He's so quiet today.
- 3 I was so busy yesterday afternoon.
- 4 She's such a bad liar.

- b** Listen again and repeat.

- 8** Choose the correct alternatives.

My dad had ¹*so/such* a wonderful time living abroad ²*that/than* he didn't want to go home. However, my mum thought this kind of life was ³*too/so* hard to do forever. There wasn't ⁴*enough/too* time to feel at home in one place. It was ⁵*too/enough* stressful for her ⁶*to/that* keep moving all the time, but staying in one place wasn't exciting ⁷*so/enough* for us kids. Mum complained that we went to ⁸*so/such* many different schools ⁹*that/to* we couldn't get a good education. I think we were fine, though!

- 9 a** Complete the sentences with your own ideas.

- 1 When I was at school, I sometimes felt so ...
- 2 I'm not old enough ...
- 3 People are too busy ...
- 4 My friend got so angry ...
- 5 I'm not brave enough ...

- b** Work in pairs and compare your ideas.



Go to page 118 or your app for more information and practice.

Speaking

PREPARE

- 10 a** **2.6** You're going to talk about a time you experienced something new. First, listen to Nick and Maria. Which of the things do they talk about?

- a new country
- a new school
- a new job
- a new town

- b** Listen again and answer the questions.

- 1 What did Nick find strange when he moved?
- 2 How has the experience changed him?
- 3 What did Maria's mum find strange when she moved?
- 4 What did she do?
- 5 What was different in Nick's second example?
- 6 How did Nick feel?

- c** Make notes about a new experience you had. Use the ideas in Exercise 10a to help you.

SPEAK

- 11 a** Work in pairs. Ask and answer questions about your experiences. Use the Useful phrases to help you.

Useful phrases

I remember ...
No one used to ...
I thought everyone/no one ...
It felt/didn't feel strange/stressful.

- b** Choose one experience and tell the class.

Develop
your
listening
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► **Goal:** show interest in a conversation



A



B



C

- 1 Look at the pictures. What do you think is happening in each one?
- 2 a 2.10 Listen and match conversations 1–3 with pictures A–C. Were your ideas in Exercise 1 correct?
- b Listen to the conversations again. How does the person listening help the person telling the story?
- c Listen again. Tick the phrases in the Useful phrases box that you hear.

Useful phrases

Encouraging someone to continue

Uh huh.
Right.
What happened?
What did you do?
And what happened next?
What happened in the end?

Reacting and showing interest

Wow!
That's so cool!
That's awful!
That's amazing!
Great!
Really?
Oh no!

- 3 a 2.11 Listen to the phrases below. Which of the people sound interested?
- 1 And what happened next?
- 2 That's amazing!
- 3 Oh no.
- 4 So what did you do?
- b 2.12 Listen and repeat.

- 4 Work in pairs. Take turns to read this story to each other. Each time you see (...), react to what your partner says and help them to continue talking.

I had an interesting day yesterday ... I was at work, and my boss told me he wanted to speak to me ... He told me that he was leaving the company ... And that I would be the new boss of the department! ... I didn't know what to say. I was so surprised!

A: I had an interesting day yesterday ...

B: Really? What happened?

- 5 a You're going to tell your partner about an experience you've had. First, choose a topic below or think of your own idea.
 - a bad day
 - somewhere new you visited
 - someone famous you saw or met
 - an amazing day you had
 - something surprising that happened
- b Make some notes. Think about the following:
 - when and where it happened
 - the most important things that happened
 - how you felt
- c Work in pairs. Ask and answer questions about your experiences. Use the Useful phrases to help you.



Go online for the Roadmap video.

Check and reflect

1 a Complete the words with the correct endings, -ed or -ing.

- The news was surpris____. I was really surpris____ when I heard it.
- I was quite disappoint____ with the film. The story was really disappoint____.
- I had a really tir____ day. I was so tir____ when I finally got to bed.
- I was so embarrass____. It was a really embarrass ____ situation.

b Work in pairs. Talk about times when you experienced the things in Exercise 1a.

2 a Complete the sentences with the correct form of the verbs in brackets.

- I ____ (meet) my husband while I ____ (study) at university. We ____ (be) at the same party one night.
- I ____ (break) my leg while I ____ (ski). I ____ (go) down a difficult route and I ____ (fall) over.
- I ____ (meet) my best friend at primary school. We ____ (paint) a picture together and we just ____ (not / stop) talking. We're still best friends today.
- While I ____ (travel) around South America just after I ____ (finish) university, I ____ (start) to learn Spanish. I then ____ (become) a Spanish teacher.

b Write sentences about three significant events in your life. Work in pairs and discuss them.

3 a Complete the sentences with the verbs in the box.

forget have reminds smile think

- Saturday evening TV always ____ me of my childhood.
- The smell of chocolate always makes me ____ of my grandparents.
- I ____ very happy memories of my primary school. I loved every second.
- I'll never ____ the first time I rode a bike by myself. I felt so happy.
- The song *Perfect Day* always makes me _____. It's such a great song.

b Make the sentences in Exercise 3a true for you.

4 a Complete the sentences with the correct form of *used to* and the verbs in the box.

be be able not be play

- There ____ a big shopping centre. It opened just a few months ago, actually.
- There ____ more small independent shops, but many of them have now closed.
- We ____ football in the park, but they built offices there.
- You ____ to drive in the city centre. Now cars are not allowed there.

b Think about a place you know well. Write three sentences about how it used to be different.

5 a Complete the sentences with the words in the box.

cheerful dull enjoyable extraordinary
homesick optimistic peaceful stressful

- I never feel _____, unless I'm away from home for a long time and then I sometimes do.
- To be honest, I find reality TV quite _____ and boring, but I love watching action films and documentaries.
- There are some lovely, _____, quiet places near where I live. I go walking there quite often.
- I usually get nervous before an exam. I find them quite _____, to be honest.
- I think there are some amazing buildings where I live. Some of them are quite _____.
- I find cooking very _____. If I've got time, I really like preparing nice meals for my friends and family.
- I love spending time with Denise, she's always really _____.
- The exam was really difficult but I feel _____ and think I'll pass!

b Work in pairs. Decide if the sentences in Exercise 5a are true or false for your partner. Then check and find out more information.

6 a Choose the correct alternatives.

- It's *a such/such a* great city.
- It was *so/such* boring!
- I spent *so/such* much money.
- We were having *so/such* a good time that we didn't want it to end.
- I'm *too/enough* young to remember it.
- I'm not *enough good/good enough* yet. I need to improve at it.
- It was *too/such* expensive. I didn't have *enough money/money enough* to buy it.

b Replace *it* in the sentences in Exercise 6a to make true sentences. Work in pairs and compare your ideas.

Reflect

How confident do you feel about the statements below? Write 1–5 (1 = not very confident, 5 = very confident).

- I can describe past experiences.
- I can talk about memories.
- I can describe a new experience.
- I can show interest in a conversation.

Want more practice?

Go to your Workbook or app.

► **Goal:** understand a news story

► **Focus:** reading for specific information

1 Discuss the questions.

- 1 Have you read any interesting news stories recently? If so, who were they about and what happened?
- 2 What kind of news stories are you interested in? For example, sport, politics, crime, funny stories etc.

2 Look at the photos and read the headline of the news story. What do you think it's going to be about?

3 Read the Focus box. What can help us find the key details in a news story?

Reading for specific information

When we read a news story, we look through it quickly to get the key information. To do this successfully, it helps to look for the answers to these *Wh-* questions:

Who is it about?

What happened?

Where did it happen?

Why/How did it happen?

When did it happen?

What happened in the end?

4 Read the news story and answer the questions.

Underline the parts of the article with the specific information.

- 1 Who is the article about?
- 2 When did the event take place?
- 3 Where did it take place?
- 4 What happened to the Browns?
- 5 Why did it happen?
- 6 What happened in the end?

5 Read the story again and answer the questions.

Underline the parts of the article with the specific information.

- 1 Why did the Browns need to go back to their boat?
- 2 Why didn't their boat come back?
- 3 Why did they swim away from the shore?
- 4 How did they feel while they were out at sea?
- 5 How did they feel after their rescue?

6 Work in pairs and discuss the questions.

- 1 Who was responsible for the situation in the story?
- 2 How could you stop this situation happening again?
- 3 Have you ever had a lucky escape? If so, what happened?

BRITISH DIVERS IN LUCKY ESCAPE

A British couple had a lucky escape last week after they were lost at sea for five terrifying hours. The couple, both in their thirties, were starting a ten-day diving holiday off the coast of Indonesia. With its warm waters and variety of fish and other sea life, this is an excellent place to go diving.

Jim and Sally Brown were looking forward to their holiday but on their first morning, they had a frightening experience. That morning, the Browns went out with a dive boat and entered the water to explore. However, after only a short time under water, they had to go back up to their boat because the sea was getting rough and they couldn't see well. However, when they got to the surface, their boat wasn't there any more. Unknown to them, it was taking other divers to different places along the coast.

The Browns were only a short distance from land but they had to swim away from the shore to avoid some nearby rocks. Then the waves pulled them further out to sea, the sky went very dark and it started to rain. Their five-hour nightmare began.

When people realised that the Browns were missing, two helicopters and more than 20 boats started searching for them. After five hours, the crew of one of the boats finally saw them. They pulled them out of the water and took them back to land. They were thirsty and tired – but they were alive!

According to Sally Brown, they were afraid they were going to die. They were looking out for sharks the whole time. 'We'd like to thank everyone who looked for us. We're very grateful,' she said.



Develop your writing

➤ **Goal:** write an essay

➤ **Focus:** writing paragraphs



1 a Discuss the questions.

- 1 What differences are there between the way we live now and the way we lived in the past?
- 2 Is life easier or more difficult now? Think about things like travel, free time interests, housework and cooking.

b Read the essay. Does it mention any of your ideas?

Was life really better?

¹People often talk about how life was better in the past, but how true is that? Let's compare my grandparents' lives with my life today.

²Life was certainly different in my grandparents' day. There were no modern appliances such as washing machines and vacuum cleaners to make housework easy, so they had to work hard to keep their house clean and prepare their food. They also didn't have the same opportunities to enjoy themselves that we have. They couldn't travel to all the interesting places we go to on holiday and their summer holidays were usually spent at the same local beach every year. Life was harder and less interesting.

³Modern life is easier in many ways. Our kitchens are full of electrical appliances to make our lives easier, from fridges to dishwashers. We have more time to do the things we want and more things to do. We now have the opportunity to travel the world easily and experience new cultures. As a result, people are living less stressful and more interesting lives.

⁴I am not saying everything is perfect today, but for all the reasons above, I think I am very lucky compared to my grandparents!

2 Read the Focus box. How is a paragraph organised?

Writing paragraphs

A well-organised paragraph focuses on one subject (the topic).

Topic sentence

The first sentence of the paragraph usually gives the writer's main idea about the topic.

Life was certainly different in my grandparents' day.

Example sentences

The rest of the paragraph usually supports the main idea by giving reasons, examples and supporting details.

There were no modern appliances such as washing machines and vacuum cleaners to make housework easy, so they had to work hard to keep their house clean.

Conclusion sentence

A paragraph often finishes with a sentence that gives a result or conclusion.

Life was harder and less interesting.

3 Look at the third paragraph of the essay in Exercise 1b. Underline the topic sentence and example sentences. Is there a conclusion sentence?

4 Put the sentences in the correct order to make a paragraph.

- a For example, there was no social media,
- b In many ways life was easier in the past.
- c People didn't have so many things going on in their lives like we do these days.
- d so people didn't spend so much time checking what their friends were doing
- e They also didn't spend so much time watching the millions of TV programmes that we have now.
- f As a result, they spent more time talking to each other, and maybe that's a good thing.
- g and worrying if they were 'doing enough'.

Prepare

5 a You're going to write an essay answering the question below. What's your opinion?

People often talk about how life was better in the 'good old days', but how true is that?

b Look at the topics below. Write topic sentences about the difference between life in the past and life now.

- education
- technology
- communication
- entertainment/leisure

c For each of the topics, think of examples that will support your topic sentences.

Write

6 Write your essay. Use your topic sentences and examples to help you.

Develop your listening

► **Goal:** understand an interview

► **Focus:** understanding linkers



1 Discuss the questions.

- 1 Do you think it's a good idea to take time off between finishing university and starting work? Why/Why not?
- 2 What is the difference between a 'gap year' and a 'career break'?
- 3 Is it usual for people to take gap years or career breaks in your country?
- 4 When do you think is a good time in life to take a gap year or career break?
- 5 What type of things might you do on a gap year or career break?

2 2.7 Listen to two people being interviewed and answer the questions.

- 1 What are they describing?
- 2 What did they do?

3 Read the Focus box. How can linkers help when listening?

Understanding linkers

Linkers can help us predict what's coming next when we're listening. Look at the beginning of the sentence below:

*I liked my gap year, **but/although/however** ...*

We can guess from the linkers that the speaker will now talk about something negative, perhaps the problems they had during their gap year.

Look at how the sentence changes if we change the linker:

*I liked my gap year **and** ...*

Now we might guess that the speaker will talk about the good times they had during their gap year or how it helped them.

Sometimes we will hear a linker that tells us about the result of an action:

*I was very tired when I got off the plane, **so** ...*

In this case, we can guess that the speaker will tell us about the result, perhaps that they went straight to bed when they got home.

Because tells us that we're going to hear the reason for something:

*I didn't stay for a full year **because** ...*

We might guess that this person became ill or got homesick.

4 Look at the sentences. How do you think they might finish?

- 1 I didn't take a career break, because ...
- 2 I was pretty tired, so ...
- 3 We enjoyed the food and ...
- 4 The first day we had lovely weather. However, ...
- 5 The service in the restaurant was generally good, but ...
- 6 We thought the film was good, although ...
- 7 We didn't visit them again because ...
- 8 The price of flights was really high, so ...
- 9 They gave flowers to Julia, but ...
- 10 They took his wallet and ...

5 a 2.8 Listen and choose the linker that you hear.

- 1 and/but/so
- 2 and/however/because
- 3 however/so/because
- 4 and/because/so

b Listen again. Work in pairs and predict how the speaker might finish the sentence.

c 2.9 Listen and check. Were any of your ideas correct?

6 2.7 Listen to the interview again and answer the questions. Use the linkers you hear to help you.

- 1 Why did Rob decide to have a gap year?
- 2 Rob found Mexico City quite busy. What did he decide to do?
- 3 Why did Rob leave the job that he got?
- 4 What else did Rob like about Brazil apart from the beaches?
- 5 Was Sally's gap year similar to Rob's?
- 6 Why did she decide to work during her gap year?
- 7 What didn't she like about her job?
- 8 Did they both enjoy their gap years?

7 Work in pairs and discuss which kind of gap year you would choose. Say why.