

2 HARD TIMES

OBJECTIVES

FUNCTIONS: talking about the past

GRAMMAR: narrative tenses (review);
used to

VOCABULARY: descriptive verbs;
time periods




READING

1 SPEAKING Look at the pictures and discuss the questions.

- 1 What do the pictures illustrate?
- 2 How was life in the past harder than it is today?

2 Read the article quickly. Make notes on these questions about the Great Fire of London.

1	<i>In what year did it happen?</i>
2	<i>How did it start?</i>
3	<i>How long did it last?</i>
4	<i>How did people get away?</i>
5	<i>How was the fire stopped?</i>
6	<i>What damage did it do?</i>

3  1.13 Read the article again and listen. Add details to your notes from Exercise 2.

TRAIN TO THINK

Following an idea through a paragraph

It can be difficult to follow what a writer is trying to say in a longer paragraph. We need to read carefully to understand fully what the writer is saying.

4 Answer the questions.

The end of Paragraph 2 says: "The situation provided the perfect conditions for flames to spread."

- 1 Look back at the paragraph. How many things are needed to start a big fire? List them.
- 2 What were those things in London in 1666?

The beginning of Paragraph 3 says: "The fire spread quickly, but it was also extremely difficult to fight."

- 3 Look at the paragraph. Why was the fire difficult to fight?

2 HARD TIMES

READING


- 1 **SPEAKING** Books closed. As a warm-up, draw a horizontal line on the board and write *today* on the far right. Divide the line into four sections and title each section from right to left: *21st century*; *20th century*; *19th century*; *18th century*. Check that students know that *20th century* refers to 1900–1999, etc. Divide the class into groups and ask them to think of two historical events that occurred for each century. Set this up as a competition. The first group to think of two events for each century wins.

Books open. Focus on the two pictures and elicit a couple of similarities and differences between them with the whole class before students discuss questions 1 and 2 in pairs. Put prompts on the board to aid discussions, such as: *Both pictures show ...*, *In the first picture ...*, *whereas in the second picture ...*. This is useful practice for Part 2 of the First Speaking test. If you're using an Interactive Whiteboard (IWB), this exercise is best done as a whole-class activity with books closed. Students share their ideas during whole-class feedback. Focus on content rather than language at this stage.

- 2 Books closed. Tell students they are going to read about the Great Fire of London. Before reading, ask students what information they'd like to know. Elicit some questions with the whole class to check understanding. Then ask students to write four or five more questions in pairs. Focusing on the topic encourages prediction, a useful technique for improving reading speed. Books open. Ask students which of their questions appear in Exercise 2. Give students a three-minute time limit (or longer with weaker classes) to read the text and answer all questions. Tell them not to worry about understanding every word and to focus only on answering the questions. Students compare answers with a partner before whole-class feedback.

Suggested answers

- 1 It happened in 1666. 2 It started when an oven in a bakery got too hot. 3 It lasted for four days. 4 Some people escaped from the city on boats, while others dived into the river. 5 The Duke of York stopped it by getting his soldiers to demolish a large warehouse full of paper. This created a "fire break," which prevented the flames from spreading any farther. 6 It destroyed many houses and made many people homeless.

- 3  1.13 Students read again, listen, and add to their answers. Encourage stronger students to do the exercise by listening only – with books closed – then reading to check their answers. Give students time to compare their answers with a partner. Praise those making an effort to expand on their answers. Conduct whole-class feedback.

Background information

The **Great Fire of London** was a massive fire that broke out in 1666. London was much smaller then than it is today, and it is estimated that 70,000 of the 500,000 inhabitants were made homeless. It was thought by many at the time that the fire had either been started by undercover agents of the Dutch government (Britain and Holland were at war at the time, and the British Navy had recently set fire to a town in Holland) or by supporters of the Pope. Even if either conspiracy theory were true, the extent to which the fire spread was due to weather conditions and the highly combustible building materials used in the 17th century.

TRAIN TO THINK

Following an idea through a paragraph

- 4 Focus on the explanation and clarify that fully understanding a paragraph takes time. This is a skill that should be practiced regularly. Reading a paragraph more than once is often useful. Students work individually to answer the questions. Tell them to underline the parts of the text that give them the answers. Students compare answers in pairs before reporting back to the class.

Answers

- 1 Three: a spark, fuel, and oxygen. 2 The spark came from the hot oven in the bakery; the fuel was the food and oil in people's homes and the wood, coal, and other winter supplies in warehouses; the oxygen came from the wind. 3 The fire was difficult to fight because it started in an area of the city where the houses were very close to one another and also because the streets were blocked with people trying to escape and with material that had fallen from houses.

SPEAKING

Clarify that the article is one in a series describing world-changing events. Tell students your own answers to the questions to get them started. To give their discussions a communicative aim, ask them to agree on the following in pairs: *1 Two events that the series should include; 2 Three items to carry between them.* Focus on errors relating to narrative tenses and write these on the board, ensuring anonymity, to review during whole-class feedback. Do not interrupt students' discussions to correct mistakes.

Optional extension

Tell students that there is a longstanding conspiracy theory (it started the day after the fire!) that the fire was started by the government of either France or the Netherlands, both of which were at war with Britain at the time. As with any conspiracy theory, there is no hard evidence for this. Ask students if they know of any other conspiracy theories. You could do an Internet search for *Top ten conspiracy theories* to give them some ideas. If students have access to mobile devices, divide the class into small groups and give them 20 minutes to research one of the theories before presenting it to the rest of the class. If you don't have online access, brainstorm conspiracy theories with the class and encourage students to discuss them in pairs or small groups. You could make AB pairs and task A with trying to convince B that the theory is true, while B attempts to do the opposite.

The great fire of London

The event that changed the face of 17th-century London forever

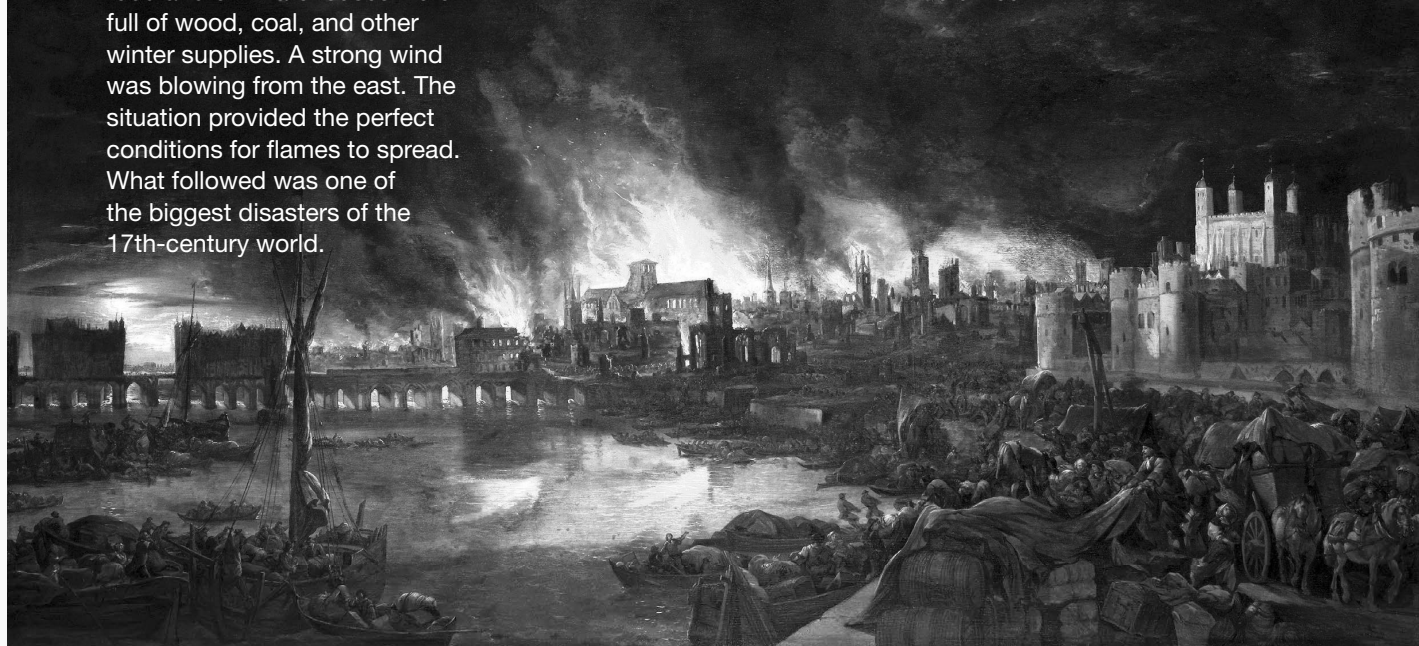
It was 1 a.m. on Sunday, September 2, 1666. London was sleeping. In a small bakery in Pudding Lane, Thomas Farriner and his workers were busily making bread for the coming day when, suddenly, a fire broke out. Just four days later, thousands of houses had been destroyed and countless people were homeless. How did this happen, and why was the damage so extensive?

For a fire to start, three things are needed: a spark, fuel, and oxygen. In the bakery in Pudding Lane, a maid didn't tend to the ovens properly. They got too hot, and sparks began to fly. The weather that year had been extremely hot. It hadn't rained for months. But people knew winter was coming, so they'd stocked their cupboards with food and oil. Warehouses were full of wood, coal, and other winter supplies. A strong wind was blowing from the east. The situation provided the perfect conditions for flames to spread. What followed was one of the biggest disasters of the 17th-century world.

The fire spread quickly, but it was also extremely difficult to fight. It started in a poor area of the city, where houses were built very close to one another. Tens of thousands of people were living in very small spaces. A simple house was often home to many families as well as lodgers. As the catastrophe struck, people panicked. Some had to smash their doors to get out of their homes. The streets were blocked with people and with material that had fallen from houses. Many people had grabbed their most important possessions and were trying to flee from the flames with them. They screamed in terror and suffered from the heat and the smoke. Some escaped from the city on boats. Others simply dived into the river to save themselves.

The fire had raged for almost four days when the Duke of York put a plan into action. His soldiers demolished a large warehouse full of paper. This robbed the fire of more fuel and created a "fire break" that the flames could not jump over. At about this time, the wind also changed direction, driving the fire back into itself. At last, the flames died down enough to be controlled. The fire was finished.

Although surprisingly few people lost their lives, at least 13,000 houses – 80 percent of the city's buildings – had been destroyed. Thousands of people had become homeless and had lost everything they owned. Gradually, houses were rebuilt in the ruins, but this took several years. Many Londoners moved away from their city and never returned.



SPEAKING

Work in pairs. Discuss these questions.

- 1 What other events would you suggest for the *Events that shook the world* series? Why?
- 2 If you had to leave your home in a hurry and could only save three things, what would you choose?

GRAMMAR

Narrative tenses (review)

- 1 Match the sentences from the article on page 21 with the tenses. One tense is used twice. Then complete the rule.

- 1 London **was sleeping**.
- 2 Thomas Farriner and his workers **were** busily **making** bread [...] when, suddenly, a fire broke out.
- 3 It **hadn't rained** for months.
- 4 His soldiers **demolished** a large warehouse.

- a past perfect
- b simple past
- c past continuous

RULE:

We use the ...

- 1 _____ to talk about finished actions in the past.
- 2 _____ to talk about longer actions in the past interrupted by shorter actions.
- 3 _____ to set the scene.
- 4 _____ to talk about actions before a certain time in the past.

- 2 Complete the sentences with the simple past or past continuous form of the verbs.

- 0 While people were running toward the river, a warehouse exploded. (run / explode)
- 1 When they _____ how serious it was, they _____ their possessions and _____ away. (see / take / run)
- 2 A man _____ for his family when he _____ a baby in the street. (look / find)
- 3 While they _____ how to stop the fire, it _____ clear that little could be done. (think about / become)
- 4 While the bakery workers _____ bread, a small fire _____. (make / start)

- 3 Complete the conversation with the correct form of the verbs. Use the tenses from Exercise 1.

burn | do | see | run | sit | walk | go | open

- IAN Yesterday, as I ¹ _____ up to our house, I ² _____ smoke coming from the window.
- ELI ³ _____ something _____?
- IAN Luckily, no. I ⁴ _____ up to the house, ⁵ _____ the door, and there was my brother. He ⁶ _____ on the floor in shock. He ⁷ _____ science experiments! One of them ⁸ _____ wrong and exploded.

Workbook page 18

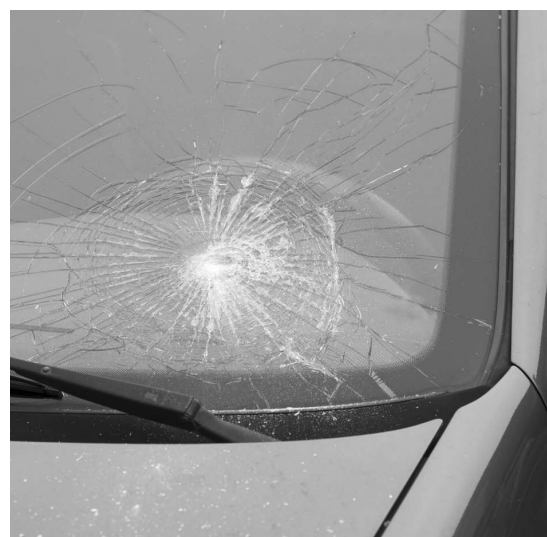
VOCABULARY

Descriptive verbs

- 1 Certain verbs make narratives sound more dramatic. Find these words in a dictionary. On a piece of paper, write down:

- 1 what they mean
 - 2 their simple past and past participle forms
- smash | rage | dive | flee | strike
demolish | grab | scream

- 2 Replace the underlined words with words from Exercise 1. Change the form if necessary.



- 0 He picked up a rock and broke the windshield of the car. smashed
- 1 The thief stole a motorcycle and escaped.
- 2 The fires had burned for days, and no one knew how to stop them.
- 3 When I got there, I heard somebody shouting for help.
- 4 They tore down the houses to make space for new stores.
- 5 The man quickly took my wallet from me and ran away.
- 6 The car lost control and hit another vehicle.
- 7 He took off his coat and jumped into the water.

Workbook page 20

Pronunciation

Initial consonant clusters with /s/

Go to page 120.



Grammar

Narrative tenses (review)

- Books open. Draw students' attention to the words in bold (1–4) and ask them to match them to the correct tenses (a–d). One tense is used twice. Conduct whole-class feedback on this before students complete the rule in pairs. Check answers with the class. Use the example sentences to clarify the rules.

Answers

1 c 2 c 3 a 4 b

Rule

1 simple past 2 past continuous 3 past continuous
4 past perfect

Alternative approach to the grammar

If you need an alternative approach to reviewing narrative tenses, choose one or more of these ideas to clarify the differences between tenses.

For **past continuous vs. simple past**, write on the board: *I saw a parrot while I was waiting for the bus.* To provide context for the sentence and to check meaning, ask: *Where was I? Where was I going on the bus? What did I think when I saw the parrot?* Elicit answers with the whole class. Encourage students to be inventive, and accept all answers. Next, ask: *Which action began first? (Waiting for the bus.) Which action interrupted another action? (I saw a parrot.) Which action continued after the interruption? (Waiting for the bus.)* Remind students that we use the past continuous to give background information and the simple past to describe specific past actions.

For **past perfect vs. simple past**, write on the board: *John was sad because his girlfriend had broken up with him.* Ask students which event happened first (*His girlfriend broke up with him*). Get students to write the two events in the correct order on a time line. Say that when we use the past perfect, there is always another past event in the simple past.

- Before students begin, remind them to use either the simple past or past continuous but not the past perfect. Monitor, and help if necessary. Students compare answers with a partner. During feedback, refer to the rules in Exercise 1 and use timelines to clarify differences between tenses.

Answers

1 saw, took, ran 2 was looking, found 3 were thinking about, became 4 were making, started

- It's a good idea for students to read once to get the gist and then read a second time to fill in the blanks. Ask: *What was happening in Ian's house?* Students read the text quickly to answer the question. Allow 30 seconds before conducting feedback. (*His brother had been doing a science experiment that went wrong.*) Next, ask students to fill in the blanks. Students compare answers in pairs before a whole-class check.

Answers

1 was walking 2 saw 3 Was ... burning 4 ran
5 opened 6 was sitting 7 had been doing 8 had gone

Workbook page 18



Be aware of common errors related to narrative tenses. Go to Get it right! on page 122.

VOCABULARY

Descriptive verbs

- Books closed. To introduce the topic, write this story, or one of your own, on the board.

Sally was walking home when a man stopped her and asked her to give him her money. "No," she said. The man said, "Give me your money!" again. "Help!" said Sally. She ran away from the man. He ran behind her. They ran for a long time. She went into a store. "Help!" she said. "A man is behind me." But the man wasn't there. Sally went home.

Ask students: *What's the problem with this story?* (The sentences are all short; the verbs are uninteresting and repeated.) In pairs, students make the story more exciting. Listen to their ideas with the whole class. Elicit that a greater range of verbs would help. Books open. Explain that all the verbs can make narratives more dramatic. Encourage students to use English–English dictionaries to complete the exercise as there may not be a direct translation in their own language.

Answers

smash

1 to cause something to break noisily into a lot of small pieces 2 smashed / smashed

rage

1 to happen in a strong or violent way 2 raged / raged

dive

1 to jump into water, especially with your head and arms going in first, or to move under the water 2 dived / dived

flee

1 to escape by running away, especially because of danger or fear 2 fled / fled

strike

1 to hit or attack someone or something forcefully or violently 2 struck / struck

demolish

1 to completely destroy something 2 demolished / demolished

grab

1 to take hold of something or someone suddenly and roughly 2 grabbed / grabbed

scream

1 to cry or say something loudly and usually in a high pitch, especially because of strong emotions such as fear, excitement, or anger 2 screamed / screamed

- Check/clarify: *tore down, make space, wallet*. Students complete the exercise in pairs. During whole-class feedback, focus on the pronunciation of the descriptive verbs. Students may have difficulty with the /dʒ/ sound in *raging* and the vowel sounds /i/ in *screaming*, /eɪ/ in *raging*, and /aɪ/ in *dived*.

Answers

1 fled 2 raging 3 screaming 4 demolished
5 grabbed 6 struck 7 dived

Workbook page 20


PRONUNCIATION

1.14

1.15



To practice the pronunciation of initial consonant clusters with /s/, go to page 120.

LISTENING

- 1 Books closed. As a warm-up, students make a list of pets they or their family/friends/neighbors have. Divide the class into groups. Students compare lists and talk about some of the bad things that animals do – dogs chewing shoes, cats scratching furniture, etc. Listen to examples with the class as feedback. Agree on which is the worst thing. Show a photo of a courtroom on the board to pre-teach: *take someone to court / be put on trial*. Ask: *Do you think the animal should be taken to court for this “crime”? Are there any crimes that animals should be put on trial for?* Listen to students’ ideas and encourage whole-class discussion. Books open. Focus attention on the photo and elicit predictions with the whole class. If you’re using an IWB, this exercise is best done as a whole-class activity with books closed.
- 2  1.16 Tell students they are going to listen to someone talking about animals going to court. Add these questions to those in Exercise 2 to ensure students understand the gist:
How did the class react to the story? (They found it funny.) Which animal does the man talk about? (A rat.)
Students listen and answer the questions. Tell them not to worry if they don’t understand every word. If you’re using an IWB, ask students to close their books and look at the board. Students compare answers with a partner before a whole-class check.

Answers

1 Animals were taken to court from the Middle Ages to the 19th century. 2 It happened all over Europe, America, and in some other countries.

- 3  1.16 This exercise is closely modeled on  Listening Part 4 of the Cambridge English: First exam. Check/clarify: *hunting* (searching for animals to kill) and *be found not guilty* (a decision by a court that somebody is innocent). Give students time to answer the questions from memory in pairs. Students listen and check their answers. They then compare answers with a partner before checking with the whole class.

Answers

1 B 2 A 3 B 4 C 5 B

Background information

Animal trials actually took place in Europe between the 13th and 18th centuries. Animals were charged with crimes such as murder and criminal damage. If an animal was found guilty, it was executed.

THINK VALUES

Animal rights

- 1 Do the first one with the class to demonstrate the task. Students complete the exercise in pairs. Check answers with the whole class.

Answers

Scenario A: 3 & 4 Scenario B: 1 & 6

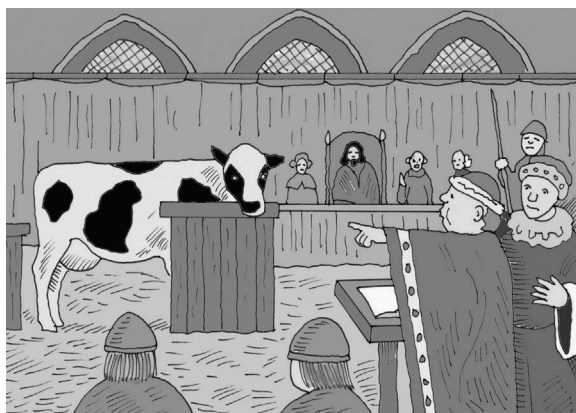
Scenario C: 2 & 5

- 2 **SPEAKING** Tell students they are going to discuss statements 1–6. Consider dividing the class into As and Bs. Tell As (animal “indifferents”) to argue in favor of statements 2, 3, and 6. Tell Bs (animal lovers) to argue in favor of 1, 4, and 5. Forcing opinions like this can generate more discussion and help students express their own ideas. Have the groups of As and Bs plan their arguments and take notes. Encourage quieter students to participate by prompting stronger students to invite everyone to contribute. Regroup students into groups of 6 (AAABBB) and ask them to debate the statements. As a follow up, ask students to discuss their real opinions. Listen to these with the whole class and encourage more discussion.

LISTENING

- 1 Look at the picture. Why do you think the cow was in court? Choose the best option.

- A It was accused of hurting a human.
 B It was interrupting a court meeting.
 C A man was accused of hurting the cow.



- 2 1.16 Listen to Ryan's talk. Then answer the questions.

- 1 When were animals taken to court?
 2 In which parts of the world did this happen?

- 3 1.16 Listen again. For questions 1–5, choose A, B, or C.

- 1 What were the French rats accused of?
 A entering restaurants
 B taking people's food
 C hunting cats
 2 According to the man, why didn't the rats accept their order to appear in court?
 A They hadn't received it.
 B They couldn't read it.
 C They'd never accept an invitation from humans.
 3 Why did he say the rats would never go to court?
 A No one would understand them.
 B They might not be safe.
 C They couldn't be friends with humans.
 4 How did the other people react to the man?
 A They thought he was crazy.
 B They laughed at him.
 C They couldn't argue against him.
 5 What happened to the rats?
 A They were hunted and killed.
 B They were found "not guilty."
 C They were ordered to leave the village.

THINK VALUES

Animal rights

- 1 Read the scenarios. Match them with statements 1–6. There are two statements for each scenario.

Scenario A: ☐ / ☐

Work on a huge multi-million-dollar shopping mall has been stopped because nests of an extremely rare frog have been found in the area. It is one of only five places where this frog breeds. The real estate developers are putting pressure on the local government, saying it will be a disaster for the economy if they aren't allowed to finish the job.

Scenario B: ☐ / ☐

An elderly lady lives on her own. She has family, but they all live far away. A relative has suggested buying her a parrot for her 80th birthday. Other family members are against the idea of keeping an animal in a cage.

Scenario C: ☐ / ☐

There is a hotel that's very popular with tourists because it's close to a beautiful forest. The forest is home to a species of large spider. Although it's harmless, people working in the hotel have been given strict orders to kill any spiders that get into the guest rooms.

- 1 A bird in a cage can be a great companion for a person who lives alone, so it's the right present.
 2 Creating places where people can vacation is more important than worrying about a few animals.
 3 We can't afford to lose any species of animal.
 4 Places where endangered animals have their natural habitat belong to the animals, and not to people.
 5 Spiders are ugly and disgusting, and many people are scared of them. Of course they should be killed.
 6 Birds need to fly, and they need space to be able to do that. Cages should be forbidden.

- 2 SPEAKING Which of the statements (1–6) do you agree with? Which do you disagree with? Why? Make notes about your answers. Then compare your ideas in pairs or small groups.

READING

- 1 Work in pairs. Look at the pictures, the title, and the paragraph headings. What information do you think each paragraph might contain?
- 2 Read the article and check your answers.

Family life in 17th-century Britain

By the 17th century, life in Europe had started to be more comfortable for those who had money. Trade had become more important, and the number of people who could read and write was starting to grow. But while the rich were enjoying good food, poetry, and the theater, life for the poor hadn't changed much at all. Here are a few examples of what ordinary family life was like in the olden days.

A typical household

Women used to have seven or eight children, but typically one in every three children died before their first birthday. Many children had to leave

home when they were as young as seven years old to work as shepherds or helpers on farms. There weren't many elderly people in the families because people died much younger than they usually do today. Few people expected to live beyond 40. In fact, children frequently grew up without parents at all.

A crowded life

Ordinary people used to live in one-room houses, along with their chickens, goats, even cows. Only richer families had mattresses. On cold nights, everyone in the family used to crowd together to sleep, to warm each other up. Unfortunately, this had a bad effect on people's health. Lice infestations were very common, and if one person suffered from an illness, everybody else got it, too.



Taking a bath was such a rare event that everybody smelled bad.

Childcare

Life didn't make it easy for people to spend a lot of time with their children. Parents used to leave even very young children on their own for most of the day. Records from that time report many stories of children who got too close to the fire and burned to death. But even when parents were with their children, they didn't care for them in the ways we're familiar with today. Children were often simply considered workers. Parents didn't use to sing songs to their children or play with them. It used to be normal to call a child "it" rather than "he" or "she."

It's easy to romanticize about the past and think how wonderfully simple life was compared to all the pressure we face in our day-to-day lives. But was it really so great? For most people, it probably wasn't.



- 3 Read the article again. Mark the sentences T (true) or F (false). Correct the false sentences.

- 1 Life in the 17th century was difficult for everybody, no matter how much money they had. ☐
- 2 Grandparents often used to live with families and look after the young children. ☐
- 3 There wasn't a lot of space in most people's homes, and they often shared it with their animals. ☐
- 4 Children sometimes died because their parents weren't or couldn't be concerned about their safety. ☐
- 5 Parents these days spend more time with their children than they did in the olden days. ☐

- 4 **SPEAKING** Work in pairs. Discuss these questions.

- 1 Compare family life in the 17th century with family life now. What are the most striking differences?
- 2 What do you think life will be like 100 years from now? Will it be easier? If so, how?

READING

- 1 A recording of this text is available with your digital resources. Books closed. Ask: *What do you know about life in your country in the 17th century? How was it different from life today? Where did people live? What did they eat? What did they wear?* Write the questions on the board. Students discuss in pairs or small groups. After five minutes bring the class together and listen to their ideas. If you're using an IWB, do an Internet search for *life in the 17th century* and choose images to encourage more discussion.

Books open. Students look at the pictures and titles and discuss in pairs what each paragraph might contain. Tell them not to read the paragraphs yet. If you're using an IWB, this exercise is best done as a whole-class activity with books closed. Listen to students' predictions and write them on the board, but do not confirm answers at this stage.

- 2 Students quickly read the article to check their predictions. Give a three-minute time limit to encourage students to skim the text quickly and not focus on every word. Check answers with the class. During whole-class feedback, focus students on the board and elicit which predictions were correct.
- 3 Students read the text again to answer the questions. Ask them to underline the key parts of the text that gave them their answers. Students compare answers in pairs before whole-class feedback. Encourage students to explain their answers by referring to the text they underlined during both the pair and the class-checking stages.

Answers

1 F Life was becoming more comfortable for people who had money. 2 F There weren't many elderly people because people died young. 3 T 4 T 5 T

- 4 **SPEAKING** Monitor during pair discussions, and encourage students to express themselves in English and to use vocabulary from the unit. Praise those attempting to develop their answers. During whole-class feedback, choose students to report back on their discussions, and review any common errors related to narrative tenses and unit vocabulary.

Optional extension

To focus more closely on the vocabulary in the text, write on the board:

1 *buying and selling*, 2 *normal, nothing special*, 3 *33.333%*, 4 *people who look after sheep*, 5 *often*, 6 *things that you can sleep on*, 7 *unusual or not common*, 8 *look after*, 9 *think something is better than it is*, 10 *easy*

Put students into pairs and ask them to find words in the text that match the definitions.

The definitions follow the order of the text. Set this up as a contest, with students racing to find the answers as quickly as possible. This will encourage students to scan the text quickly to find the words. When you have a winner, check answers with the whole class. Answers: 1 *trade*, 2 *ordinary*, 3 *one in three*, 4 *shepherds*, 5 *frequently*, 6 *mattresses*, 7 *rare*, 8 *care for*, 9 *romanticize*, 10 *simple*

GRAMMAR

used to

- 1 Students should try to complete the example sentences before looking back at the text to check their answers. Next, ask students to complete the rule, encouraging them to refer to the example sentences to help them.

Answers

1 used to 2 used to 3 didn't use to 4 used to

Rule

past

- 2 Do number 1 with the class. Students complete the exercise and then compare answers with a partner before whole-class feedback.

Answers

1 didn't use to 2 Did (you) use to; used to 3 Did (you) use to; used to 4 used to 5 Did (your dad) use to; used to 6 didn't use to

Workbook page 19

VOCABULARY

Time periods

Students match in pairs before a whole-class check.

Answers

1 b 2 c 3 a 4 a 5 c 6 b 7 b 8 b 9 a

Workbook page 20

FUNCTIONS

Talking about the past

To generate interest in this exercise, show a variety of pictures of different things from a particular period and ask students to guess which period they are from. Divide the class into pairs or small groups. Do an example yourself to get them started. Tell students they should speak for one minute on their topic without interruption. Encourage students to use *used to*, *would*, and phrases to refer to time periods in their answers. If appropriate, ask students to time their partners using their mobile devices. Monitor to ensure students are on task, but as this is a fluency practice activity, do not interrupt to correct mistakes.

Optional extension

Put students into pairs and ask them to choose a topic and a time period, e.g., food in the 1970s. Ask students to do an Internet search to find information on their topic and prepare a short presentation. Regroup students into small groups to present their information. During feedback, ask students which things were better in the past.

GRAMMAR

used to

- 1 Complete these sentences from the article on page 24 with *used to* or *didn't use to*. Then complete the rule.

- 1 Women _____ have seven or eight children.
- 2 On cold nights, everyone in the family _____ crowd together to sleep.
- 3 Parents _____ sing songs to their children or play with them.
- 4 It _____ be normal to call a child "it".

RULE: To talk about habits and repeated actions in the *past / present*, we can use *used to* or *didn't use to*.

- 2 Complete the sentences and conversations with the correct form of *used to*.



- 0 My family used to go skiing every winter.
- 1 We _____ have a car. We used to walk everywhere.
- 2 A _____ you _____ have a pet when you were a child?
B Yes, I _____ have a cat.
- 3 A _____ you _____ watch a lot of TV when you were younger?
B Yes, I _____ watch it every day when I got home from school.
- 4 I _____ hate vegetables, but I love them now.
- 5 A _____ your dad _____ read you stories before you went to bed?
B No, he didn't, but my mom _____.
- 6 I _____ like having birthday parties. I was a really shy child.

Workbook page 19

VOCABULARY

Time periods

Look at phrases 1–9 and match them with categories a–c. Compare your answers with the class.

- a the present
b the recent past
c a long, long time ago in history

- | | | |
|--------------------------|---|----------------------|
| <input type="checkbox"/> | 1 | from 1995 until 2004 |
| <input type="checkbox"/> | 2 | in the Middle Ages |
| <input type="checkbox"/> | 3 | in this day and age |
| <input type="checkbox"/> | 4 | these days |
| <input type="checkbox"/> | 5 | in the olden days |
| <input type="checkbox"/> | 6 | in the last century |
| <input type="checkbox"/> | 7 | not so long ago |
| <input type="checkbox"/> | 8 | a decade ago |
| <input type="checkbox"/> | 9 | nowadays |

Workbook page 20

FUNCTIONS

Talking about the past

Work in pairs. Choose a topic for your partner and a period in the past. Your partner makes a comparison between the present and that time period. Take turns.

school | food | technology
games | home | travel

games in the 1930s

Well, children used to play with teddy bears or dolls. These days, many kids prefer video games.



Culture

1 Look at the photos and answer the questions.

- 1 In what part of the world were these photos taken?
- 2 Why might life be difficult there? How many reasons can you think of?

2 1.17 Read and listen to the article. Check your predictions.

Where life is really hard

It's the end of the winter. Most people have been inside for weeks. They haven't seen the sun for a long time. But some men are outside. It's bitterly cold, with temperatures of around -45° Celsius, and the freezing wind makes the situation difficult for them to bear. These men are hunters, and the survival of the people they've left behind in the villages depends on how successful their hunt is.

Akycha is one of these men. He's been out hunting for more than a week now. While he's away from home, he stays overnight in a little igloo that he's made himself from ice and snow. The igloo protects him from the freezing wind. Inside, there's a little stove for cooking, and a small stone lamp, which provides light. Together, they help to create a temperature of around 12° Celsius.

Right now, Akycha is several kilometers away from his igloo. He's riding his snowmobile along the coast, far out on the frozen sea. Suddenly, he can see something in the distance. He stops his snowmobile and checks through his binoculars. It's a seal. Holding a screen of white canvas in front of him with one hand and his gun in the other, he moves forward, cautiously hiding behind the screen all the time so that the seal won't notice him. If he's lucky and his hunt goes well, the meat he brings home should last his family for several weeks.



Akycha and his people are part of the Inuit community. Most of them still live a very traditional life, a life that makes them dependent on hunting seals and whales. Some of them also live off the reindeer they keep.

The Inuit are indigenous people of the Arctic Circle, which means their ancestors were the first people to live on this land. The Arctic Circle is a huge land area that belongs to a number of northern countries: Russia, the U.S., Canada, Greenland, Norway, Sweden, Finland, and Iceland. The northern environment is an exceptional habitat. Temperatures are low during most of the year, and summers are short, which means that plants can only grow for a few weeks every year. If the reindeer eat the moss that grows in a certain area, it can take up to 30 years for the plants to grow back. This is why Inuits who make a living from keeping and breeding reindeer have to be constantly on the move with their herds.

For most of us, life is less hard than it is for the Inuit people. But maybe we can learn something from them. Their traditional way of life is a model of living in partnership with nature rather than exploiting and destroying it.

3 Read the article again. Answer the questions.

- 1 What are winters like inside the Arctic Circle?
- 2 How does Akycha survive when he's out hunting?
- 3 What does he hunt, and how does he do this?
- 4 Why can't the Inuit who keep reindeer stay in one place for a long time?

4 **SPEAKING** Work in pairs. Discuss these questions.

- 1 In what other areas of the world do people live under extreme conditions?
- 2 What is the coldest or hottest place you've ever been in? What was the experience like for you?
- 3 Would you find it easier to live in an area where it's very cold or very hot?




CULTURE

- 1 Books closed. As a warm-up, write these questions on the board:

Does it snow in your country? How do people's lives change when it snows? What becomes more difficult? Would you like it if it snowed more?

Students discuss in small groups. Listen to their answers with the class and encourage more discussion. Books open. Focus attention on the photos and ask students to discuss the questions in pairs.

If you're using an IWB, this exercise is best done as a whole-class activity with books closed. During feedback, invite students to share their predictions with the class and make a note of them on the board, but do give away answers at this stage.

- 2  1.17 Using images found through an Internet search engine, pre-teach: *igloo, stove, binoculars, seals, whale, reindeer*. Play the audio while students read and listen to check the predictions written on the board. During feedback, ask students which of them were correct.
- 3 Students read the article again to answer the questions. Tell students to underline the parts of the article that help them choose their answers. Monitor to ensure they are doing this. Students compare answers with a partner. During feedback, ask students to quote the information they underlined that supports their answers.

Suggested answers

1 The winters are long, bitterly cold, and windy inside the Arctic Circle. 2 Akycha survives by staying overnight in a little igloo that he makes himself. 3 Akycha hunts seals and whales, and he does it by hiding behind a screen of white canvas and shooting the animals with a gun.

4 They can't stay in one place for too long because the moss that the reindeer eat takes a long time to grow back. They therefore need to move to a new place to find more food.

- 4 **SPEAKING** Put students into similar-ability pairings to discuss the questions. Monitor, helping with vocabulary as required and encouraging students to use English rather than L1. Listen to some of their answers with the whole class.

- 5 **VOCABULARY** If you don't have much time, assign this exercise for homework. Otherwise, put students into pairs to complete the exercise.

Mixed-ability

Ask stronger students to not look at the definitions and to just use the context provided by the article to try to figure out the meaning of the highlighted words. They then refer to the definitions to check their ideas. Weaker students work in pairs to match definitions and words from the article directly.

Answers

- 1 last 2 left behind 3 overnight 4 on the move
5 bear 6 herds 7 moss 8 breeding

Background information

The **Arctic Circle** is the northernmost area of the Earth. Very few people live there (roughly 4 million) due to the harsh weather conditions – there are high winds, a constant coating of snow, and average temperatures of –40 degrees centigrade in winter. The **Inuit** people are the native inhabitants of the Arctic Circle. Numbering around 60,000, they live throughout the Arctic Region. They were previously known as Eskimos. The Inuit are traditionally a wandering people who spend part of the year traveling in search of food. They traditionally used dogs, sleds, kayaks, and harpoons to hunt whales. In the 20th century, due to the arrival of whaling operations and the search for oil, Inuit numbers have decreased significantly and their traditional way of life has almost disappeared.

and decide how to organize the information in their article. If mobile-device use is permitted, encourage them to search for information on the Internet. Students can use the text about the fall of the Berlin Wall as a template.

- 5 This can be assigned as homework or it can be done as a collaborative writing activity in class, with pairs of students working together. On completion, ask students to exchange their texts with another pair for them to read and give feedback on content and structure. Students could check if the article uses the same structure as the template. They should also decide what the most and the least interesting part of the article is. If you decide to collect work and grade it, avoid focusing too much on accuracy, as a heavily corrected piece of writing is more likely to demotivate learners than to make them try harder next time.

WRITING

A magazine article about a historical event

- 1 As a lead-in to this activity, ask students what they know about Berlin. Students read the article and answer the questions. Let them check their answers with a partner before whole-class feedback.

Answers

- 1 In 1961, the Berlin Wall was built. 2 In 1989, there were a number of radical political demonstrations across Eastern Europe. East Germans were allowed to visit West Berlin, and this led to the fall of the Berlin Wall. 3 In 1990, the two nations of East and West Germany became one.

- 2 Students read the article again and work with a partner to find examples of 1–4. During feedback ask concept-check questions to check understanding of the different forms. If students find any of the grammar difficult, take the opportunity to go back in the book and review the item.
- 3 Tell students that there is a basic format that should be followed when writing an article. With the whole class, look quickly through the article and elicit the order of the paragraphs.

Answers

- 1 Paragraph 2 2 Paragraph 3 3 Paragraph 1

- 4 Ask students to choose an event that shook the world. If you want students to work together on the final article, they should choose an event they are both familiar with. Students write notes about the event

- 5 **VOCABULARY** There are eight highlighted words or phrases in the article. Match them with these definitions.

- 1 continue to be enough _____
- 2 not taken with them _____
- 3 from one evening through to the next morning _____
- 4 not staying in one place for very long _____
- 5 tolerate, put up with _____
- 6 large groups of animals _____
- 7 a type of plant _____
- 8 raising (animals) _____

WRITING

A magazine article about a historic event

- 1 Read the article. What happened in Berlin in these years?

1 1961 2 1989 3 1990

- 2 Find examples in the article of:

- 1 a sentence containing the simple past and the past continuous.
- 2 the past perfect.
- 3 descriptive verbs.
- 4 expressions referring back to the past.

- 3 The article has three paragraphs. Which of them:

- a sets the scene for the main events? ☐
- b describes the main action? ☐
- c describes the historical background? ☐

- 4 Think of an event that shook the world.

- Do some Internet research to find out more about it.
- Choose the most important and interesting details.
- Organize the information into paragraphs.
- Think about the language you'll need to describe the event.

- 5 Write an article for a school magazine about an event that shook the world (about 200 words).

The fall of the Berlin Wall

For 28 years, Berlin was a divided city. Ever since its construction in 1961, a huge wall had stopped citizens from East Germany from going to the West. Many people had tried. Some were successful, but many more died, shot as they attempted to get to the other side.

In 1989, there were a number of radical political demonstrations across Central and Eastern Europe. The people of countries such as Poland and Hungary protested against their governments and managed to change them. On November 9, the East German government announced that their people were free to go to the western side of the city.

That evening, thousands of East Berliners rushed to the wall and demanded that the border guards open the gates. The guards didn't know what to do. While the crowds were singing, the guards called their bosses for orders. It soon became clear that they had no choice but to let the people pass. On the other side, they were greeted by West Berliners with flowers and champagne. People climbed on top of the wall and began dancing on it to celebrate their new freedom. People started arriving with sledgehammers to try to smash the wall. Many grabbed bricks as souvenirs. A little later, the government sent in bulldozers to demolish the wall. The wall that had divided a city for nearly three decades was soon gone, and, 339 days later, the two nations of East and West Germany also became one.



READING AND USE OF ENGLISH

Part 1: Multiple-choice cloze

Workbook page 17

- 1 For questions 1–8, read the text below and decide which answer (A, B, C, or D) best fills each blank. There is an example at the beginning (0).

0 A stopped B finished C ended D not

Do you ever stop and think about how easy the Internet has made our lives? I know there are times when it's slow or has (0) ___ working altogether, times when maybe you feel like (1) ___ your computer screen into tiny pieces. But just think of all those things you use it for. You want to buy the new song – you can (2) ___ online and download it. You need to (3) ___ some research for your homework – you can find it all there on the Web. You feel (4) ___ chatting with your best friend, so you Skype them. You just want a (5) ___ from your homework, so you start up Minecraft or whatever game is your favorite and start playing. These (6) ___ everything we need is just a click away.

Of course, it wasn't always like this. Only a few decades (7) ___, people had to do things like go to the store if they wanted to buy something – and sometimes the store was closed! They had to look in very large, heavy books called encyclopedias to find information. They had to (8) ___ up the telephone if they wanted to talk – and if their best friend wasn't home, they simply couldn't talk to them. That's how tough life was. And these poor people who had to suffer such hardships were ... our parents! Makes you feel sorry for them, doesn't it?



- | | | | |
|-----------------|------------|------------|------------|
| 1 A demolishing | B striking | C smashing | D grabbing |
| 2 A come | B enter | C click | D go |
| 3 A do | B make | C find | D ask |
| 4 A about | B like | C of | D to |
| 5 A break | B stop | C end | D fix |
| 6 A times | B ages | C years | D days |
| 7 A after | B since | C ago | D past |
| 8 A take | B pick | C grab | D hold |

SPEAKING

Part 1: Interview

Workbook page 25

- 2 In pairs, ask and answer the questions.

- Who do you spend the most time with on weekends, and what do you do with them?
- What kind of movies do you like most? What do you like about them?
- Where did you go on your last vacation? What was it like?
- What's your favorite sport to play? What do you like about it?
- What things do you enjoy doing the most with your parents?
- What is your favorite room in your home, and why do you like it?
- If you could be anywhere right now, where would you be, and why?
- What things do you like to do at home on a rainy day?
- Who is your best friend, and what do you like the most about him/her?

READING AND USE OF ENGLISH

Part 1: Multiple-choice cloze

1

Answers

1 C 2 D 3 A 4 B 5 A 6 D 7 C 8 B

Workbook page 17

TEST YOURSELF UNITS 1 & 2

VOCABULARY

1

Answers

1 travel 2 break 3 change 4 do 5 make 6 grab
7 retire 8 quit 9 smash 10 scream

GRAMMAR

2

Answers

1 see 2 are going to 3 'll love 4 used to love
5 'm seeing 6 was looking

3

Answers

1 When he was young, my dad used to **read** stories.
2 I got there at 4, but no one was there. The party **had finished**.
3 I **run** in the park every morning before school.
4 We're so excited because we **are going** on vacation next week.
5 After the train doors closed, it **started** to move.
6 While I was riding in the park, I **fell** off my bike.

FUNCTIONAL LANGUAGE

4

Answers

1 always; I don't like 2 olden; these days
3 are having; I'll see 4 uses; this day and age

VOCABULARY

1 Complete the sentences with the words in the list. There are four extra words.

break | change | do | form | grab | make | quit
scream | retire | settle | smash | strike | struggle | travel

- 1 It would be wonderful to _____ around the world one day.
- 2 It's a really bad habit. I need to _____ it soon.
- 3 He always used to arrive late, and no one could make him _____ his ways.
- 4 Good luck with the test. I'm sure you'll _____ really well.
- 5 Every December 31, I _____ a resolution to do something, but I usually break it!
- 6 I saw a man _____ that woman's purse and run away.
- 7 On her 65th birthday, she decided to _____ and travel the world.
- 8 I need more time to study for my exams, so I'm going to _____ my judo classes for a while.
- 9 I think he's going to break that window. Oh, no! He's going to _____ it!
- 10 They were so excited by the concert that they started to _____ really loudly.

/10

GRAMMAR

2 Complete the sentences with the phrases in the list. There are two extra phrases.

was looking | used to look | 'm seeing | are going to | go to | used to love | see | 'll love

- 1 I _____ my aunt and uncle once a month.
- 2 Four or five of us _____ eat pizza tonight.
- 3 Have fun at the concert – I'm sure you _____ it!
- 4 When I was a kid, I _____ going to the river to swim.
- 5 I'm not very well, so I _____ the doctor tomorrow.
- 6 When I saw her, she _____ in a store window.

3 Find and correct the mistake in each sentence.

- 1 When he was young, my dad used to reading stories. _____
- 2 I got there at 4, but no one was there. The party finished! _____
- 3 I am running in the park every morning before school. _____
- 4 We're so excited because we will go on vacation next week. _____
- 5 After the train doors closed, it had started to move. _____
- 6 While I was riding in the park, I was falling off my bike. _____

/12

FUNCTIONAL LANGUAGE

4 Circle the correct words.

- 1 A I'm angry with Jack. He's *always* / *often* picking on me.
B I know. He's horrible. *I don't like* / *I'm not liking* him at all.
- 2 A You know, in the *past* / *olden* days, people didn't have the Internet.
B I know! But *these days* / *not so long ago* we can get information so quickly!
- 3 A Gina and I *have* / *are having* lunch tomorrow. Why don't you come, too?
B Great – thank you! *I see* / *I'll see* you at the restaurant!
- 4 A No one *uses* / *is using* typewriters anymore.
B Not in *nowadays* / *this day and age*, no!

/8

MY SCORE /30

22 – 30

10 – 21

0 – 9