

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

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?

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/

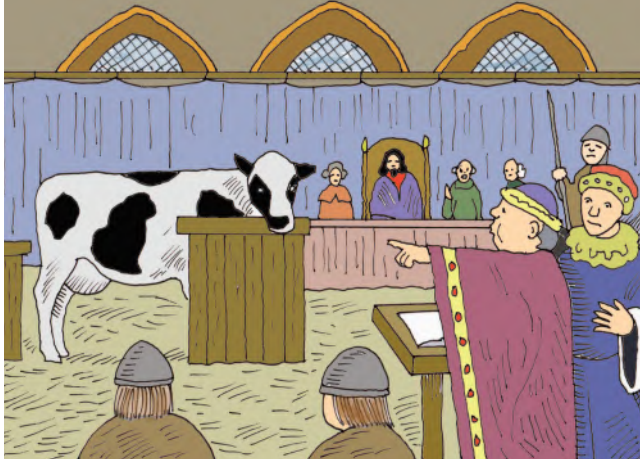
Go to page 120.



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?

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?



- 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?

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

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

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

3 Find and correct the mistake in each sentence.

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

/12

FUNCTIONAL LANGUAGE

4 Circle the correct words.

- 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.
- 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!
- 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!
- 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