



## It used to be different

## Exam practice

- Listening Part 4
- Speaking Part 2

## Vocabulary

- daily life

## Language focus

- past simple and *used to*

## Warmer

- Focus on the pictures and ask: *What can you see in the pictures?* Elicit that the pictures show aspects of life in the past.

## Speaking

- 1 • Ask students to look at the pictures and describe what the people are doing.
  - In pairs, ask students to discuss how we do these things today, and whether they are easier.

## Answer key

- 1 1 The people are singing around the piano.  
2 The boy is writing a letter.  
3 The man is making a phone call.  
4 The women are getting dressed.  
5 The woman is washing clothes.
- 2 1 Today people watch TV for entertainment.  
2 Today people phone or use email.  
3 Today people have mobile phones.  
4 Today people wear jeans and T-shirts.  
5 Today people have washing machines.

## Vocabulary: daily life

- 2 • Ask students to match the verbs and nouns.

## Answer key

**do the:** dishes, housework, shopping, washing, washing up **lay the:** table **make the:** bed, dinner  
**wash the:** dishes, floor

- 3 • Have pairs discuss who does these jobs in their families.
  - Ask some pairs to share their answers with the class.
  - Elicit the past forms of the verbs in the table and write them on the board.
  - Ask students to discuss the questions about the past in pairs.

## Exam practice: Listening Part 4

## 92 Exam guide

- Students listen to a radio interview and answer six multiple-choice questions. Some of the questions test students' understanding of details and some test their understanding of the speakers' attitudes and opinions.

- 4 • Read the **Exam tip** with the class.
  - Ask students to read the instructions and questions and tell you what the topic is (a family who took part in a TV show about the past).
  - Play the audio and ask students to choose the correct answers. Play the audio again for students to check their answers.

## Answer key

1 C 2 A 3 B 4 B 5 C 6 A



## 3.1 Transcript

(I = INTERVIEWER, S = SARAH)

- I: Today I'm talking to 14-year-old Sarah Wallace, who recently took part in a TV programme called *Living in the Past*. For the programme, Sarah's family spent a month living as people did in the year 1900. Sarah, how did your family get involved with this programme?
- S: My mum watched a few of the programmes in the first series, but she didn't know how the families were chosen. Then one day a friend told her that the programme makers were advertising for new families. Mum wasn't sure about us going on TV, but her friend said we'd be great, so Mum phoned up.
- I: Did you go to a school from 1900?
- S: Yes. We've studied that period at school so I knew that the children sat in rows, and the teachers were really strict. Our teacher in the show was an actor, but he still frightened us. And I didn't expect to have different lessons from the boys – cooking and sewing for us, and technical drawing for them!
- I: And the clothes were quite different.
- S: Yes, little boys used to wear dresses until they were about five! My little brother Charlie thought it was really funny to wear a dress. My sister and I wore dresses too, and so did Mum, but her clothes were really hard to move in. She hated them. But Dad's suit wasn't that different from modern ones.
- I: You and your sister did a lot of housework, didn't you?
- S: That's right. We helped to cook, wash the clothes and clean the house – every day! People didn't have fridges or cookers then, so making meals was very different, but actually quite fun. But washing clothes! We spent a whole day doing it, and still didn't finish!
- I: What did people use to do in their free time in 1900?
- S: Well, there were no computers, phones or TV, of course. I was OK with that, as it was only for a month! People got together – kids, parents, grannies – and played music or games, so that's what we did. It was

really enjoyable. Luckily, we can all play the piano. Our singing's not that good, though!

- I: Would any of you like to try a different time period now?  
 S: Definitely! Dad would like to go a bit further back – to the 1800s. I'm reading a book about someone who lived in the 1700s, and it sounds really interesting, so I'd choose that time. My sister wants to try the 1970s. Mum said that's not history – it's when she was born!  
 I: Thank you very much, Sarah.

### Language focus: past simple and used to

- 5 • Read the examples and complete the rules together.

#### Answer key

1 finished 2 past habit 3 the infinitive  
 4 -(e)d 5 did not 6 did

- 6 • Refer students to the article and explain that it is written by the girl (Sarah) who went on the TV show.  
 • Ask students to complete the article with the verbs.

#### Answer key

1 got up 2 had to 3 used to wear 4 looked  
 5 used to wash 6 took 7 used to watch  
 8 used to play

### Exam Practice: Speaking Part 2

#### ✓ 96 Exam guide

- Students take it in turns to describe photos of an everyday situation. (Each student has a different photo.)
- 7 • Ask students to think back to when they were younger. What did they used to do with the parents? Did they used to sing songs at the piano like Sarah's family did on the TV show?

### Speaking Extra

- Ask students to think of some more things that they used to do that they don't do now, and things that they used to like that they don't like now. Write some topic ideas on the board to help them, such as: food, toys, sports, TV programmes, activities, school subjects, places to go on holiday.
  - Give students a few minutes to think and make some notes.
  - Then ask students to ask each other questions. You can write some questions on the board to help them get started:
    - What food did you used to like?
    - What TV shows did you used to watch?
    - Where did you use to go on holiday?
    - What school subjects did you used to hate?
- 8 • Read the instructions and **Exam tip** with the class.  
 • Tell students to imagine they are describing the photo to someone who can't see it.  
 • Students take turns to describe their photograph to their partner.

#### Answer key

(sample answers)

**Photo 1:** This family is talking together in the kitchen. They are making lunch and there are lots of vegetables on the table, such as tomatoes, celery, and garlic. The mother and the father are dancing. They have four children who are all teenagers. Two of their children, a boy and a girl, are watching their parents and smiling. Another girl is looking at her mobile phone.

**Photo 2:** This family is having a picnic in the countryside. They are sitting in a field with yellow and red flowers in it and there are mountains in the background. There is a father, a mother, a boy and a girl. They all have blonde hair. The boy is about eight years old and the girl is about ten. They are sitting on a rug and eating fruit. The girl is drinking a bottle of water.

#### More practice

- Workbook page 8

# 3.2

## The street is lined with trees

### Exam practice

- Reading Part 4

### Vocabulary

- in the city

### Language focus

- passive and active

### Warmer

- Ask: *What can you see in the pictures?*
- Elicit that the pictures show different cities. Ask: *What can you do in cities?* Elicit some ideas (visit museums, go shopping etc). Ask: *What's your favourite city? Why?*

### Vocabulary: in the city

1. Ask students to do the matching activity.
2. Check answers with the class.

#### Answer key

1 New York 2 Moscow 3 London 4 Paris

- In pairs, ask students to discuss which of these places they would like to visit and why.

### Background extra

- **Photo 1** shows New Jersey port in New York. This is the largest port on the east coast of North America. You can see the Statue of Liberty in the background.
- **Photo 2** is Red Square in central Moscow. The photo shows Basil's Cathedral, at the south east end of Red Square. Many major roads lead out from the square into the rest of the country, so the square is often considered to be the central square not only of Moscow but of all Russia.
- **Photo 3** shows Carnaby Street – a famous pedestrianised shopping area near Oxford Street in London.
- **Photo 4** shows a metro station in Paris.

2. Ask students to do this activity in pairs.
3. Check answers with the class and write the correct spellings on the board.
4. Model and drill the pronunciation of the words.

#### Answer key

1 port 2 tower 3 square 4 pedestrian  
5 underground 6 statue

### Speaking extra

- Ask students to write two of their own clues for things they can see in the pictures.
- Students read out their clues and their partner tries to guess the word.

### Exam practice: Reading Part 4



#### 74 Exam guide

- Students are tested on their ability to understand the structure and organization of a long text. They need to complete the text by fitting missing sentences into five gaps. There is a list of eight sentences for them to choose from.

3. Ask students to read the text quickly and say where they think it is from (a travel guide). Ask them how they know this (because of the title, the layout, and the fact that it includes information about things that are of interest to tourists).
4. Read the **Exam tip** with the class. Focus on the first gap and look at each sentence to decide whether it fits. Sentence A says "since then", but there is no reference to a time in the sentence before the gap. Sentence B says the city has "largely recovered", but this doesn't relate to the sentence before the gap. Sentence C says "not many of these", which could relate to the content of the previous sentence, but it also says "the way they did then", which doesn't fit. Sentence D says "down here", which doesn't relate to the previous sentence. Sentence E has "these", which does fit (and this sentence is actually the correct answer). Sentence F says "they are all looking", which doesn't connect to the previous sentence – because the things in this sentence are not able to look at things. Sentence G says "this the same person" and there is no mention of a person in the previous sentence, so this does not fit. Sentence H does not flow logically from the previous sentence.
5. Tell students to complete the task individually.
6. Check answers with the class.

#### Answer key

1 E 2 B 3 H 4 D 5 F

### Speaking extra

- In groups, ask students to plan a day out in Montreal. They must agree on three main attractions they want to see.
- Encourage students to use language for making suggestions: *Why don't we ... ? Let's ... ,*

We could ... , and time sequencers: First ... , after that ... , next ... , finally. Write these on the board.

- Tell students they can use the guide in the Student's Book or they can do their own research.
- Ask one member of each group to describe their day to the rest of the class, and explain why they chose the attractions they did.

## Language focus: passive and active

- 5
- Ask students to read the examples and translate them into their language. Elicit that the subject of the active sentence is *People ...* and the subject of the passive sentence is *This stadium ...*.
  - Elicit the correct words to complete the rules.

### Answer key

1 passive 2 be; past participle 3 by

- Write the following sentence on the board:  
*People built these houses for the 1976 Olympic Games.* Ask students to make this sentence passive and point out the plural form *were*: *These houses were built for the 1976 Olympic Games.*
  - Ask students to find other examples of the passive in the text about Montreal, for example:  
*... its architecture was considered extraordinary.*  
*It's mainly used for ...*  
*This curious artwork is photographed by...*
  - Elicit which verbs are in the present passive and which are in the past. Elicit that in the present simple passive we use *am, is, are* + past participle, and in the past simple passive we use *was, were* + past participle.
  - Write on the board: *Citizens are protected from both the heat of summer and the freezing winter temperatures.* Ask students how they would make this sentence into a question, and elicit that we use *be* + subject + past participle to form passive questions (*Are citizens protected from the cold weather?*). Ask students to transform one or two more of the passive sentences into questions.
- 6
- Ask students to do this activity individually.
  - Check answers with the class.

### Answer key

- 1 In 1852 much of the city was destroyed by a large fire.
- 2 In the 1960s and 70s many old buildings were repaired.
- 3 Old Montreal was declared a historic district in 1964.
- 4 In 1998 an ice-storm caused \$1 billion worth of damage to the city.
- 5 Many famous films were/are made in Montreal.
- 6 66% of Montrealers speak French as their first language.

## Language booster owing to / due to

- Read through the **Language booster** and examples with the class.
- Make sure students understand that *owing to* and *due to* must be followed by a noun, and cannot be followed by a clause: *The match was cancelled due to bad weather.* NOT *The match was cancelled due to the weather was bad.*

## Speaking

- 7
- Divide students into As and Bs and ask them to look at the relevant pairwork pages.
  - Ask students to work in AA and BB pairs to prepare the questions they are going to ask. Monitor and help students as necessary.
  - Put students into AB pairs to exchange the information.
  - Monitor again and review any question forms that were difficult after the activity.
  - Ask students if any of them have visited London or would like to visit it.

### More practice

- Workbook page 9

## Photocopiable activity

### Changing places (page 82)

**Topic:** daily life in cities and the country

**Language:** *used to*

- 1 Ask students to read the letter and choose the correct sentence. Check answers.

### Answer key

2

- 2 Ask students to read the letter again and decide whether the phrases refer to the past or present. Check answers.

### Answer key

1 past 2 present 3 past 4 present  
5 present 6 past

- 3 Ask students to work in pairs to match the sentences halves. Check answers and make sure students understand the difference between *used to* (something you did in the past) and *be / get used to* (something you are familiar with).

### Answer key

1 C 2 A 3 B

- 4 Ask students to find the questions in Andy's letter. Read the questions with the class and make sure students understand them. Elicit some possible answers for each question. Students write their letters individually. Ask students to exchange letters with a partner and suggest corrections or improvements for their partner's letter.