

ENGLISH

Chapter 5
Session B

2nd
SECONDARY

THEN AND NOW



 **SACO OLIVEROS**

BE HAPPY



Life events

- 1** Look at the list of life events in the box and write them in a typical order.

be born die get a job get married
go to college have children leave high school
retire start school start work

be born .:

start school .:

leave high school .:

go to college .:

get a job .:

start work .:

get married .:

have children .:

retire .:

die .:

2 Match 1–3 with a–c. Which two things can you do at any time in your life?

make friends

grow up

move

change from a child to an adult

meet new people you like

go to live in a different place

3 The phrases in bold are in the wrong sentence. Correct the sentences.

1

My mother was born in Colombia, but she **started school** when she was 20.

My mother was born in Colombia, but she **moved to Spain** when she was 20.

2

I'd like to study physics when I **retire** because I want to be an astronaut.

I'd like to study physics when I **leave high school**.

3

In Britain people **grow up** when they are 65.

In Britain people **retire** when they are 65.

I think it's better for children to **get a job** in the country than in the city.

I think it's better for children to **grow up** in the country than in the city.

I'd like to **leave high school** in television after I leave college.

I'd like to **get a job** in television after I leave college.

I **moved to Spain** when I was four years old. I loved my first teacher.

I **started school** when I was four years old. I loved my first teacher.

4 Match captions 1–4 to photos A–D.

- 1 ___ Artist Michael Nicoll Yahgulanaas mixes traditional Haida art with manga.
- 2 ___ The First Nations have their own snowboarding team.
- 3 ___ Totem poles like this can be more than 12 meters tall. They represent family history and show important life events.
- 4 ___ These pictures of life events are typical of the art of the Haida, one of the First Nations people from the northwest coast of Canada.

a



Caption 3

b



Caption 4

c



Caption 1

d



Caption 2

▶ Subskill: Identifying key words in questions

Before you start, underline key words to help you recognize the questions when listening.

5  **12** Listen to a podcast about the First Nations in Canada. Number the questions in the order you hear them.

- a How many Haida are there today? 3
- b Where do First Nations people live today? 2
- c How many Haida were there? 4
- d What are the First Nations? 1
- e Is there a Haida language? 6
- f How did the Haida live in the past? 5



Simple past

- 1 Read the examples. Find two regular and two irregular verbs in the affirmative sentences.
How do we form the negative?

Fifty people **lived** in one big longhouse.


Europeans **brought** new illnesses to the islands.

People **didn't speak** Haida.

In 2017 they **made** the first Haida movie.

People **married** someone from the other group.

2 Write the simple past of the verbs in the box.
Look at the Irregular verbs list on pp134–135.

come	came	see	saw
do	did	start	
get	got	study	
go	went	talk	

have	had	think	thought
like	liked	work	worked
play	played	write	wrote
read	read		

3 Complete the sentences with the correct form of the verbs in parentheses.

- 1 The Maori arrived (arrive +) in New Zealand about 700 years ago.
- 2 They went (go +) 1,000 miles to New Zealand from Polynesia by boat.
- 3 They didn't have (have -) maps: they used (use +) the sun and stars to navigate.
- 4 The Maori called (call +) the country Aotearoa, which means 'The Land of the Long White Cloud.'
- 5 Europeans didn't arrive (arrive -) there until the 1600s.

5 Read the examples and circle the correct option.

There **used to** be about 30,000 Haida.

People **didn't use to** live in individual houses.

Did people **use to** watch movies in Haida?

- 1 We use *used to* to talk about the **past/**
present/future.
- 2 We use *used to* for **states and repeated**
actions/things we did once in the past.
- 3 We only use *used to* in the **simple present/**
simple past.
- 4 After *used to*, we write the verb in the
base form/-ing form.

6 Complete the text about TV in the 1970s with the correct form of *used to*.

Most families in the 1970s only had one TV, so they all **1** used to watch (**watch +**) in the same room. Remote controls **2** didn't use to exist (**exist -**), so they couldn't change channels from their chair. People **3** didn't use to have (**have -**) computers, so you could only watch a series on TV and you **4** used to wait (**wait +**) a week for the next episode. Because there **5** didn't use to be (**be -**) many channels, everyone talked about the same shows.

7 Write questions about TV when you were six years old using *used to*.

1

how many hours / watch per day

How many hours did you use to watch per day ?

2

where / watch TV

Where did you use to watch TV ?

3

have / a favourite programme

Did you use to have a favorite show ?

4

what channel / watch

What channel did you use to watch ?

5

watch TV / alone or with other people

Did you use to watch TV alone or with other people ?

HOMEWORK

from 1 to 5

9 Circle the correct option.

GRAMMAR ROUND-UP

1 2 3 4 5 6 7 8

Spencer O'Brien is a world champion snowboarder from Canada. Spencer is from the Haida Nation. First Nations people **1 didn't use to become/didn't used to become** top athletes, but now they **2 has/have** more opportunities to compete.

Spencer **3 could to/could** ski when she was only two, but she first tried snowboarding when she **4 were/was** 11. She **5 used to go/use to go** snowboarding for fun, but then she started to train more seriously. Later, Spencer represented Canada in the 2014 and 2018 Olympics® and she **6 wins/won** a gold medal at the 2016 X-Games®. When she **7 isn't competing, doesn't compete**, Spencer loves cooking. She **8 often works/works often** to help young First Nations people in sports too.

