Life Now and in the Past

UNIT 9

Lesson A Vocabulary and Grammar

A Match the words in the box to the underlined words and phrases.

beyond	challenging	exchange	opportunity
published	set off	silk	trade

1. My friend had the <u>chance</u> to travel to Germany during college. _____
2. The explorers <u>left</u> for Antarctica on October 15th. _____
3. No human has traveled <u>further than</u> the moon. _____
4. The first English dictionary was <u>produced</u> in 1604. _____
5. Marco Polo and his father found that <u>a soft, expensive cloth</u> was made in China. _____
6. <u>Buying and selling</u> between countries is important for the world's economy. _____
7. Traveling to the North Pole is still one of the most <u>difficult</u> trips. _____
8. In many wedding ceremonies, there is the <u>giving and receiving</u> of rings. _____

B Match the sentence halves.

1. Travel often leads to an exchange ____
2. China has benefited from its trade ____
3. Becoming president was a great opportunity ____
4. Marco Polo's first book ____
5. Space travelers are planning to explore beyond ____
6. Last summer, my brother set off ____

a. for her.
b. with the rest of the world.
c. the moon in the future.
d. on a cross-country trip.
e. was published in the 14th century.
f. of ideas and culture.

C Correct the errors with the verb forms in the sentences.

American Life in the 1920s

1. People used to listened to the radio.
2. A short hair style called a *bob* use to be fashionable for women.
3. A dance called *the Charleston* used being popular.
4. People used listen to the radio to get the news.
5. Women don't use to wear pants very often; they used to wear dresses and skirts.
6. Most Americans used to went to the movies once a week.
7. People didn't used to listen to rock music; they listened to jazz.
8. **A:** How people use to travel?
   B: They used to travel by car, train, or boat.

LIVEWORKSHEETS

Lesson B Listening

A 19 Write questions with *use to* and the words given. Then listen to Miguel talking to his grandmother about life fifty years ago and how it has changed. Answer the questions with *Yes* or *No*.

1. everyone / go to school
   Did everyone use to go to school _____? No.
2. there / be a lot of traffic
   _____? _____
3. the city / be greener
   _____? _____
4. Miguel's grandmother / go dancing
   _____? _____
5. people / travel easily
   _____? _____
6. people / shop in large supermarkets
   _____? _____

B 19 Read the statements. Then listen again to the conversation. Circle **T** for *true* or **F** for *false*.

1.	Miguel's grandmother doesn't recognize the city today.	T	F
2.	Life used to be boring in Miguel's grandmother's day.	T	F
3.	People often traveled outside the city.	T	F
4.	Food was grown and sold locally.	T	F
5.	Miguel's grandmother doesn't have a cell phone.	T	F
6.	Miguel's grandmother has never heard of social media.	T	F

C Complete the sentences with words from the conversation.

1. Miguel's grandmother remembers seeing _____ in the streets. Now, it's not common to see them in the city.
2. There didn't use to be _____ in the city. Now, you see them everywhere if you look up.
3. The _____ used to be part of the city. Now, the area is so developed that you can only see it outside the city.
4. International _____ wasn't what it is now. You couldn't buy things from other countries so easily.
5. Fifty years ago, people didn't _____ as much, so there was less trash.



▲ All of Panama City's 52 buildings over 150 meters tall were built within the last 30 years.

LIVEWORKSHEETS

Lesson C Vocabulary and Grammar

A Circle the correct phrasal verb.

The ways people (1) *bring up* / *put up* their kids have changed a lot over the years. If you spend time with young children, consider some of these ideas:

- Instead of (2) *turning in* / *turning on* the TV, teach children to play and use their imaginations.
- In order to help children become more independent, allow them to (3) *figure things out* / *figure things off* for themselves sometimes. Don't try to solve all of their problems for them.
- Encourage children to (4) *put on* / *turn on* costumes when they play to help develop their imaginations.
- Encourage children to (5) *help on* / *help out* with household chores, like making their beds.
- Teach them important lessons. For example, (6) *turn back* / *bring back* what you borrow.

B Rewrite the underlined part of each sentence with a separable phrasal verb and the correct pronoun.

1. Put on your raincoat before you go outside. Put it on
2. I bring up my kids differently from how my grandmother used to. _____
3. I'll help you with your math homework. We can figure out the problem together. _____
4. Can you bring back the library books today, please? _____
5. Can you turn on the radio, please? _____
6. I promised to help out my sister with moving. _____

C Complete the text with the past passive form of the verbs in parentheses. Use contractions where possible.

Before the internet, web design (1) was done (do) by spiders. The only apples around (2) _____ (eat). A tweet (3) _____ (not type); it was the sound a bird makes. Friends (4) _____ (not add) with the click of a button; you met them in person. Photos were usually private; they (5) _____ (not share) with the world. Calls (6) _____ (not make) with video; you couldn't see your friends or family on the other side of the world. When people got lost, paper maps (7) _____ (use), not cell phones. The world is changing so fast. What will happen next?

D Rewrite these sentences in the past passive. Keep the meaning the same.

1. People bought food locally. Food was bought locally.
2. People didn't eat fast food. _____
3. People didn't buy food from large supermarkets. _____
4. People used salt to preserve food. _____
5. People cooked food in stone ovens. _____
6. People often boiled meat. _____
7. People didn't waste food. _____

LIVEWORKSHEETS

The History of Bartering

Have you ever given a friend a book, video game, or other item in exchange for something of theirs? If so, then you have bartered. *Bartering* means trading goods or services with another person without paying any money. This type of exchange was used by early civilizations, and some cultures still use it today.

Bartering was first used in 6000 BCE before money was invented. It was introduced in ancient Mesopotamia, an area in what is now southwest Asia. In the city of Babylon, the bartering system was improved. Goods were exchanged for food, tea, and spices. Salt was a popular item that was often exchanged. It was so valuable during the Roman Empire (27 BCE–476 CE) that Romans used to be paid in salt. In Europe in the Middle Ages (the time after the Roman Empire and before the mid-1400s), people used to travel around the world to trade crafts and furs for silks and spices. When money was invented, bartering didn't stop, it just became more organized.

As with most things, bartering has its positives and negatives. One problem is that you can't always be sure of the quality of the item you receive. It's not like buying something in a store where you can return it if you're not happy with it. Another problem can be how well you know the person you're making the exchange with. Can you be sure the other person is honest and trustworthy?

On the positive side, you don't need money to barter. People swap things that have similar value, but they aren't always the same kind of thing. For example, you don't have to exchange clothes for clothes or food for food. In the past, people used to exchange fur for tea and spices. Today, you might exchange a sofa for a television. Some people offer services in exchange for items. For example, if you're good at fixing things, you can offer to repair something in exchange for an item you want; or if you know about taxes, you can offer to help a local business with theirs in exchange for a free service. The best thing about bartering is that if it's done well, it can be a win-win for everyone.



▲ The "floating markets" of Thailand used to be local places for trading and bartering, but now they are mostly for tourists.

LIVEWORKSHEETS

B Read the article. Match the main ideas to the paragraphs.

Paragraph 1: _____	**a.** how bartering has been used throughout history
Paragraph 2: _____	**b.** the possible negatives of bartering
Paragraph 3: _____	**c.** what bartering is
Paragraph 4: _____	**d.** the positives of bartering

C Match the underlined words and phrases in the article to the meanings below.

1. _____: goods made by hand
2. _____: in return for
3. _____: true to their word
4. _____: a situation that everyone is happy with
5. _____: trade
6. _____: from a very long time ago

D Read the statements. Then read the article again and circle **T** for *true* or **F** for *false.* Correct the false information.

1. Bartering was only used in the past.	T	F
2. The people of Mesopotamia were the first to barter.	T	F
3. Bartering stopped when people started to use money.	T	F
4. When you barter, you can bring back the item if the quality is bad.	T	F
5. When two people barter, they have to exchange the same kind of thing.	T	F
6. Bartering can make people's lives better.	T	F

E Answer the questions with information from the article.

1. When did people first barter? _____
2. What did the Romans like to barter with? _____
3. Which people used to barter furs for silks? _____
4. If you want to barter with someone, what should that person be like? _____
5. What do some people offer to exchange instead of goods? _____

LIVEWORKSHEETS

Lesson E Writing

A Complete the sentences with the descriptive adjectives in the box.

amazing	ancient	famous	huge	proud

1. The Christ the Redeemer statue has become an image that makes everyone think of Rio de Janeiro and Brazil. The statue is very _____ around the world.
2. The size of the Colosseum is very impressive. It used to seat 50,000 people. It is a _____ structure.
3. The Taj Mahal is considered the most perfect example of Muslim art in India. It's _____.
4. When Chichen Itza was named one of the New 7 Wonders of the World, it showed that the rest of the world recognized the importance of the Maya civilization. It was a _____ moment for all Mexicans.
5. Machu Picchu is _____. It was built during the Inca empire in the mid-1400s and wasn't rediscovered until 1911.

B Circle the correct descriptive adjective.

The Great Barrier Reef is located on the Queensland coast of northeastern Australia. It is (1) *famous* / *proud* for its size. Covering about 133,000 square miles, it is the largest living structure on the planet. What is more (2) *amazing* / *scary* is that it is bigger than the UK, the Netherlands, and Switzerland combined! It is also one of the most biologically diverse places on Earth. It is home to a (3) *strong* / *large* number of sea creatures: 1,625 species of fish, 30 types of whales and dolphins, and 6 types of sea turtles. The Great Barrier Reef is (4) *ancient* / *active*. It has survived for the last 18 million years, but now this undersea world is rapidly disappearing. This is why it is so (5) *important* / *interesting* to see it. If you see this (6) *colorful* / *lifeless* world under the sea, you will be convinced it is a wonder of the world worth saving.



▲ A turtle swimming over the Great Barrier Reef

LIVEWORKSHEETS

Review

UNIT 9

A Complete the sentences with words from Lesson A. The first letter of each word is given.

1. Learning how to use new technology can be c_____.
2. Forty years ago, young people didn't have the same o_____ to study abroad as they do today.
3. When people from different cultures come together, there can be a wonderful e_____ of ideas and experiences.
4. Traditionally, Indian saris were made of s_____, but now many women buy cotton ones because they are cheaper.
5. The Silk Routes were important t_____ routes connecting China with the West.
6. Christopher Columbus originally s_____ o_____ on a trip in search of India.
7. Before the first English dictionary was written, lists of words were p_____ in educational texts.
8. Explorers often find it interesting to go b_____ the borders of their own countries.

B Complete the text about the Maya with the correct form of *used to* and verbs in the box.

build	create	decorate	depend	live	make	not have	write

How (1) _____ the Maya _____?

Exploration of classic Maya historical sites started in the 1830s. Since then, we have discovered that they (2) _____ with hieroglyphics instead of letters and (3) _____ paper from tree bark. With this paper, they made books, called *codices*. Four of these books still exist today. The Maya depended on and used things from their natural environment. They (4) _____ irrigation systems to water their crops like farmers do today. Instead, they (5) _____ on the rain to water their crops. They (6) _____ tools and weapons from volcanic rock, and they (7) _____ structures using limestone. Also, rich Maya (8) _____ their costumes with brightly colored bird feathers.

C Match the sentence halves.

1. When you find your shoes, _____
2. The recipe is a little difficult, _____
3. If you want to use the computer, _____
4. If you borrowed my blue sweater, _____
5. If they have car trouble, _____
6. I promised your grandmother _____

a. that I'd bring you up to be polite.
b. just turn it on.
c. can you help them out?
d. but you'll figure it out.
e. put them on.
f. can you bring it back?

LIVEWORKSHEETS