

2

CHANGES

LEARNING OUTCOMES

I can ...

- understand texts about international exchanges and a mystery object
- explain how to use something
- write an opinion essay
- understand how to use *used to* and *would* for past habits, the past simple, and the past perfect with *never*, *already*, *by (then)*, *by the time*
- talk about changes and parts of objects
- practise learning new words by using them in different situations and identifying key words to understand audio texts
- make a history exhibition.

 Start it!

- 1 Look at the photo. Do you know what this animal is, and how it changes?
- 2 Before you watch, how do you think cities change over time?
- 3 Which two events changed the city of Seoul? Watch and check.
- 4 How has your town or city changed?



Watch video 2.1



p25

Language in action 2.2



p27

Language in action 2.3



p28

Everyday English 2.4

VOCABULARY

Phrasal verbs: changes

1 Which of the phrases a–l describes picture 1? Which phrase describes picture 2?

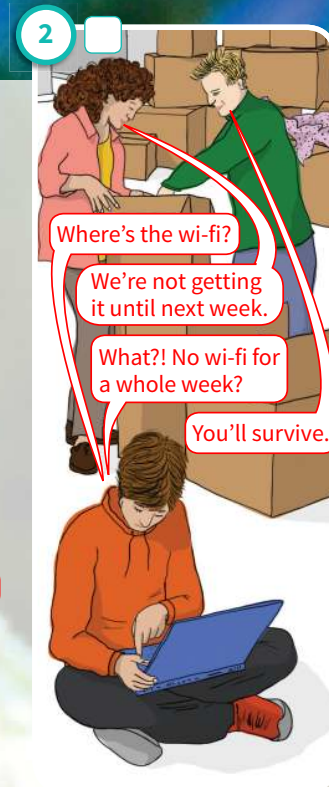
- | | |
|-------------------------------|-----------------------------|
| a settle down in a new school | h go back to the beginning |
| b look forward to the weekend | i end up in the wrong place |
| c sign up for French lessons | j go through a hard time |
| d try out a new restaurant | k do without the Internet |
| e turn out well | l turn down an invitation |
| f move out of a house | |
| g move to a new school | |

2.01 2 Match definitions 1–12 with the phrasal verbs a–l in Exercise 1. Listen, check and repeat.

- | | |
|--|---------------------------------------|
| 1 feel happy about something in the future | <input checked="" type="checkbox"/> b |
| 2 not have something | <input type="checkbox"/> |
| 3 finally be in a place/situation | <input type="checkbox"/> |
| 4 experience | <input type="checkbox"/> |
| 5 stop living in a particular place | <input type="checkbox"/> |
| 6 try something new | <input type="checkbox"/> |
| 7 start to feel happy in a new place/situation | <input type="checkbox"/> |
| 8 return | <input type="checkbox"/> |
| 9 join an organised activity | <input type="checkbox"/> |
| 10 say no to something | <input type="checkbox"/> |
| 11 have a particular result | <input type="checkbox"/> |
| 12 change to | <input type="checkbox"/> |

2.02 3 Listen to six conversations and complete the sentences using the phrases in Exercise 1.

- Mr Smith decides to _____ for French classes.
- Molly _____ the baseball game. Ben _____ to the game.
- Tom is _____ at the moment. He _____ new school.
- Jo asks Ed to _____ the beginning.
- The girls are going to _____ restaurant.
- In the end, Leila's party _____.



LEARN TO LEARN

Using words in different situations

Using new words in different situations helps you to remember them.

4 Think of different situations for the phrasal verbs in Exercise 1.

What can you look forward to?

A party ... the end of exams ...

Use it!

5 Think of questions using the phrasal verbs in Exercise 1. Ask and answer.

Have you tried out a new restaurant recently?

Yes. We went to a great Italian restaurant last week.

Explore it!

Guess the correct answer.

Where do most international students come from?

- a USA b China c India

Find out a fact about students in your country.

Write a question for your partner.

ACE EXCHANGES – DISCOVER A NEW WORLD AND A NEW YOU!

Student testimonials

LUCY

I love school here – it's so different to the USA. Students have almost no homework and very few exams. At my school, we don't even have school subjects. We study topics and do projects instead. It's a great way to learn.

This experience has really helped me to become more confident. I didn't use to be adventurous, but I've tried lots of new things since I arrived here eight months ago. For example, I went on a reindeer safari on my birthday, and I've been going ice-swimming every Saturday. Plus, I've made lots of friends. Finns are very cool people.

It hasn't all been easy. Winter is very hard because it's really dark – there are only three or four hours of light every day. The good thing is that you can see the beautiful Northern Lights.

If you get the opportunity to study abroad don't turn it down, especially not if you can come to Finland!

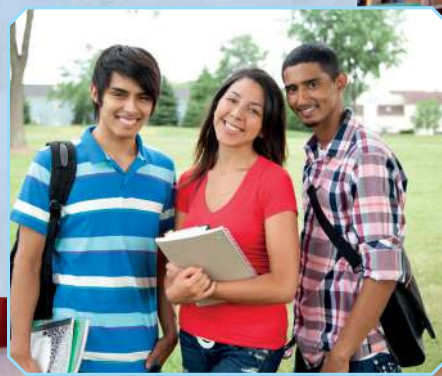


BEN

Last year I spent six wonderful months in Mexico. I used to dream about living in a different country, so when I discovered Ace Exchanges I signed up immediately. It was an absolutely incredible experience. I loved the mix of local, European and African cultures, and the people were really outgoing.

Of course, I went through some ups and downs at first, especially dealing with a different school system. For example, many Mexican schools have two timetables. Some students start school at 7.30 am and some – like me – start at 2 pm. We would finish at 8 pm! Also, I didn't speak much Spanish when I arrived, so it was quite difficult to follow lessons. But my classmates would always help me, and I improved a lot.

I felt a bit homesick from time to time, but now I feel like I have two homes. In fact, I've decided to go to university there. I'm really looking forward to going back.



READING A brochure

1 Look at the photos. Which show Finland? Which show Mexico? What do you think it is like to live there?

2.03 2 Read the brochure. Write L (Lucy) or B (Ben).

Which person ...

- 1 has been abroad for more than half a year? ___
- 2 found the country's education system difficult? ___
- 3 has changed in a positive way? ___
- 4 found part of the year difficult because of the light? ___
- 5 likes the variety of cultures? ___
- 6 can do something better than they used to do? ___

3 Find words in the brochure that mean:

- 1 happy to try new things (Lucy) _____
- 2 from the nearby area (Ben) _____
- 3 friendly and sociable (Ben) _____
- 4 a mix of good and bad experiences (Ben) _____
- 5 missing your family (Ben) _____

4 Read the sentences and write T (true), F (false) or DS (doesn't say).

- 1 In Finland, students never do exams. F
- 2 Students have long breaks in Finland. ___
- 3 Lucy has been ice-swimming more than once. ___
- 4 Ben never wanted to leave the USA. ___
- 5 Mexican students don't all finish school at the same time. ___
- 6 Ben wants to go back home soon. ___

Voice it!

5 Discuss the questions.

- 1 Can you think of a country you would like to go on an exchange to?
- 2 Why would you like to visit that country?
- 3 What do you think would be difficult about living there?

Finished? p119 Ex 1

LANGUAGE IN ACTION

used to, would and past simple



Watch video 2.2
 What did her grandmother use to write on?
 What did she use to do outdoors?

<i>used to / would</i>	Past simple
I ¹ _____ to dream about living in a different country.	I went on a reindeer safari.
I didn't ² _____ to be adventurous.	I didn't speak much Spanish.
Did Lucy ³ _____ to be adventurous?	Did Ben learn a lot of Spanish?
My classmates ⁴ _____ always help me.	

Pronunciation p141

1 Complete the examples in the table above with one word in each gap. Use the brochure on page 24 to help you.

2 Complete the rules with *used to/would* or the past simple.

- We use _____ to talk about situations that continued and actions that happened more than once in the past.
- We use _____ to talk about things that happened only once.

3 Complete the text with *used to* and the verbs in brackets.

My grandfather's childhood was different to mine. When he was a boy, he never ¹*used to have* (have) many toys, but he ²_____ (have) a lot of time. He ³_____ (love) playing outside. Sometimes, his friends ⁴_____ (play) outside all day – they ⁵_____ (go) out early and then they ⁶_____ (come) home late at night. I think it ⁷_____ (be) safer for children then.

4 Circle the correct words. Sometimes both are possible.

- More people *would / used to* live in the countryside than in cities. Now it's the opposite.
- In the past, TV channels *would / used to* stop at night.
- Some people *didn't use to / wouldn't* smile in photos because their teeth were bad.
- Many people *would / used to* think that the Earth was flat.

5 Complete the sentences with *used to, didn't use to* or the past simple and the verbs in brackets.

- For his birthday, Aidan *got* (get) a new bike. He loved it.
- Ada _____ (like) apples much, but now she does.
- I _____ (end up) in the wrong place yesterday because I didn't have a map.
- When Bill was younger, he _____ (turn down) invitations all the time because he was so shy.

Use it!

6 Write questions for a partner about their parents' lives with *used to* or the past simple.

- what toys / play with _____
- study English / at school _____
- how / meet _____

7 Ask and answer the questions.

What toys did your parents use to play with?

I think they used to play with wooden toys, and they would often play outside.

Get it right!

We don't use *would* with past situations, only repeated actions.

We used to live in Murcia.

NOT ~~*We would live in Murcia.*~~

We used to / would play tennis at school.

Finished? p119 Ex 2

VOCABULARY AND LISTENING

Parts of objects

1 Look at the photos. Which objects do you recognise?



2 Match the words in the box with parts of the objects 1-10. Listen, check and repeat.

button	<input type="checkbox"/>	cable	<input type="checkbox"/>	cover	<input type="checkbox"/>	display	<input type="checkbox"/>	handle	<input type="checkbox"/>
key	<input type="checkbox"/>	lens	<input type="checkbox"/>	lid	<input type="checkbox"/>	plug	<input type="checkbox"/>	strap	<input type="checkbox"/>

3 Circle the correct words. Listen and check.

- When you carry a backpack, do you use one *strap* / *cable* or both? Why?
- Do you always put the *handle* / *lid* back on the toothpaste after using it?
- How often do you clean the *key* / *lens* of the camera on your phone?
- Without looking, can you remember what is on the *cover* / *display* of this book?
- Can you name six objects that have an on/off *plug* / *button*?
- Do you take your phone charger *cable* / *display* with you when you go out?

Use it!

4 Ask and answer the questions in Exercise 3. Are your answers similar or different?

A quiz show

5 Listen to a quiz show about retro objects. Which three objects in Exercise 1 are mentioned?

LEARN TO LEARN

Identifying key words

Identifying key words before you listen can help you understand what you hear.

6 Read the questions and the options and underline the key words.

- Joey pushes the buzzer too early because he ...
 - can't wait to play.
 - doesn't understand the rules.
- Nicola guesses the first object correctly because she ...
 - has seen one before.
 - has heard of it before.
- People had fax machines ...
 - in their houses.
 - in their workplaces.
- People used lava lamps ...
 - instead of lightbulbs.
 - because they were attractive.

7 Listen again and answer the questions in Exercise 6.

Voice it!

8 Discuss the questions.

- Do you know any retro objects that have come back into fashion?
- What do you think of them?

LANGUAGE IN ACTION

Past perfect with *never*, *already*, *by (then)*, *by the time*



Watch video 2.3
 Where did she go last week?
 When were 3-D printers first developed?

This was before anyone **had** ¹ _____ **heard** of printers.

I'd **heard** of fax machines before, but I'd ² _____ **seen** one.

They'd ³ _____ **gone** out of fashion **by the time** you were born.

I **hadn't started** yet.

Had you ⁴ _____ **seen** a digital watch before then?

- Complete the examples in the table above with *already*, *ever* or *never*.
- Circle the correct words to complete the rules.
 - Already*, *never* and *ever* come *before* / *after* the main verb.
 - By the time* means *before* / *after* something happened.
- Answer the questions with the past perfect.
 - How did you know what would happen in the film? (already / read / the book)
 Because I had already read the book.
 - Why did you get lost? (never / be / there before)

 - Did you get a ticket for the concert? No, (by the time / I went online / they / sell out)

 - How was the party? (already / finish / when we got there)



4 Complete the text with the past simple or the past perfect. Listen and check.

Last year I ¹ *went* (go) on an exchange to Moscow. I ² _____ (never / travel) alone before, so I ³ _____ (feel) nervous at first. Before I ⁴ _____ (go), I ⁵ _____ (already / learn) to read the Russian alphabet, although I ⁶ _____ (not practise) speaking Russian. By the time I ⁷ _____ (leave), I ⁸ _____ (improve) a lot. Everybody in Moscow ⁹ _____ (be) really kind and friendly, but it ¹⁰ _____ (not be) easy to deal with the cold weather. I ¹¹ _____ (not pack) enough warm clothes, so I had to buy some after I ¹² _____ (arrive). Anyway, I can't wait to go back. I ¹³ _____ (not expect) to enjoy it much before I actually ¹⁴ _____ (get) there, but in the end I really ¹⁵ _____ (do)!

Use it!

5 Ask and answer the questions about the topics below. Use the past perfect.

- hear of / connected clothing?
- see / a picture of 3-D printed clothes?
- hear of / ice-swimming?
- see / a picture of the Northern Lights?

Before you started using this book, had you ever heard of connected clothing?

No, I'd never heard of it, but now I want to know more! / Yes, I had. I'd already read about it online.

Finished? p119 Ex 3

SPEAKING

Explaining how to use something

1 Listen to the conversation. Which of the things in the box does the typewriter have?

cable display ink keys plug speaker



YUSUF What's that? ¹ *Is it some kind of computer?*
MERI No, it's my grandad's old typewriter.
YUSUF Where's the display?
MERI There isn't one, and there's no plug or cable.
YUSUF That's so old-school! How did it work?
MERI The paper would move as you typed.
² _____ press the keys hard, but not too fast or they get stuck. Try it out!
YUSUF ³ _____
MERI That's it. Just imagine – people used to type books on these things!
YUSUF No way! I can't even find the letters I want.
MERI You need to sign up for typing classes! They're in the same place as an ordinary keyboard.
YUSUF Oh no! ⁴ _____ How do I go back? There's no 'delete' key.
MERI ⁵ _____ start all over again.
YUSUF No, thanks! Anyway, how come your grandad had this?
MERI He used to need it for work, but after a while he ended up buying a computer.
YUSUF I'm not surprised! I'm glad they'd invented computers by the time I started school! I'd hate to do my homework on this!

2 Complete the conversation with the phrases from the *Useful language* box. Listen and check.

Useful language

Is it some kind of ...? I've messed it up.
 Like this, you mean? What you do is, you ...
 You'll have to ...



Watch video 2.4 Everyday English

all over again
 I'm not surprised.
 old-school That's it.

3 Complete the sentences with the phrases in the *Everyday English* box.

- Barry's not here yet. _____ – he's always late.
- A** Do I press this button here?
B _____
- Your new jacket's so _____. My dad used to have one like that.
- Oh no! I've lost my homework! I'll have to do it _____.

PLAN

- Choose one of the objects on page 26. Make notes on how to use it.

SPEAK

- Practise the explanation with your partner. Remember to use past tenses, vocabulary from this unit and phrases from the *Useful language* and *Everyday English* boxes.

CHECK

- Work with another pair. Listen to their explanation and complete the notes.

How does the object work? _____

Do you understand how to use it? _____

WRITING

An opinion essay

- 1 In what ways has life changed for teenagers in the last 30 years?
- 2 Read the essay. Does it mention any of your ideas in Exercise 1?

Are teenagers today more or less stressed than previous generations?

The world has changed a great deal in the last few decades, especially for teenagers, and not always in a positive way. In particular, people of my generation are a lot more stressed than teenagers in the past.

Firstly, we are under enormous pressure to do well in exams. This means that we spend a lot of time studying. Young people didn't use to study as much because it wasn't always necessary to go to university. Therefore, they had more time to relax and hang out with friends.

Secondly, previous generations didn't have online profiles to worry about. In fact, young people 20 or 30 years ago hadn't even heard of 'followers' and 'likes' because social media hadn't been invented yet. For people of my age, it is almost impossible to do without social media. In addition, it can become extremely addictive.

In conclusion, I would say that teenagers today have more stressful lives than our parents did.

- 3 Complete the table with the linkers from the *Useful language* box. Look at the linkers in the essay to help you.

Order of ideas	Connection between ideas
firstly	

Useful language

firstly in addition in conclusion secondly
 therefore this means that



- 4 Complete the essay with the linkers from the *Useful language* box. Do you agree with the writer? Sometimes there is more than one possible answer.

Some people think that online games are worse for you than traditional games, because they are addictive and don't involve physical exercise, but is this always true?

In my opinion, online games have many good points. ¹Firstly, they improve your memory and your problem-solving skills.

²_____, you can make friends. ³_____, you play with people from around the world.

⁴_____ you often have to communicate in English and ⁵_____ your English improves. However, it's important to spend time with your friends offline.

⁶_____, online games can be unhealthy, but only if you spend all your time playing them.

Write an opinion essay.

PLAN

- 5 Look at the statement and make notes.

Teenagers today have more freedom than in the past.

Do you agree or disagree with the statement?

Write two reasons for your opinion.

Give a summary of your opinion.

WRITE

- 6 Write your opinion essay. Remember to include, *used to*, the past simple and past perfect and phrases from the *Useful language* box.

CHECK

- 7 Do you ...

- give your opinion?
- give reasons for your opinion?
- summarise your opinion?



THE HISTORY PROJECT

1 FASHION

Fashion is always changing, and old styles often come back into fashion, although few people look forward to seeing 1970s fashion again. If you watch TV shows from that decade, you will see that people used to wear trousers that were tight at the top and wide at the bottom, flowery dresses, a lot of tight cotton T-shirts or shirts with big collars, and plenty of big round glasses. During the early 1970s, bright colours were extremely trendy, but by the end of the decade they had almost completely disappeared. Black, white, grey and brown had replaced them, although people still wore enormous glasses.



2 TECHNOLOGY

It is hard to imagine dealing with the ups and downs of modern life without computers and smartphones. However, in the 70s there were very few computers, and the ones that existed were a lot bigger than those we have today. They were far slower, with simple displays and enormous buttons. Compared to the devices we use today, they also had very little memory. In fact, the computers on the Apollo spaceships that took men to the moon had less memory than some modern toasters. By the beginning of the 1970s, some companies had started to use computers in their offices, but it was extremely rare to see a computer in a house. In fact, most people had never used one, and some people had never seen one.

A retro museum exhibition

1 Look at the photos. What period in history do you think they are from?

2.13 2 Read the exhibit labels. Which one do you find most interesting? Why?

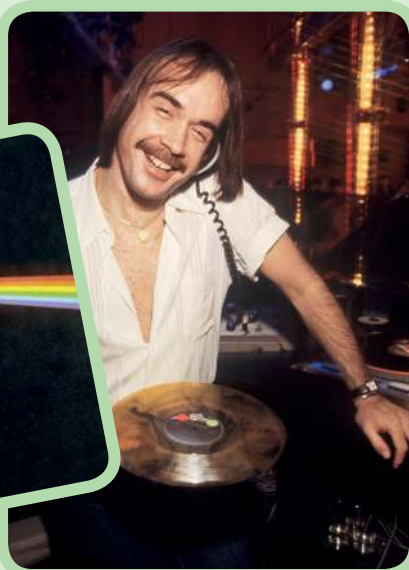
3 Complete the table about exhibits 2 and 3.

	1	2	3
Area	fashion	technology	music
Period	1970s		
Examples	trousers (tight at top, baggy at bottom), flowery dresses, big glasses, bright colours		
Changes over time	black, white, grey, brown became more popular		

OWN IT!

3 MUSIC

Music has always been an important part of teenage identity, but in an age of streaming and downloading it's easy to forget that it hasn't always been as available as it is today. In the 1970s young music fans would spend hours in record shops looking for new music to buy. It wasn't only the music that was popular. The record covers were also important, and many of them became famous for their artwork. By the middle of the 1990s, CDs had become more popular than records. Nevertheless, people continued to collect records and DJs still used to play them at discos. Recently, they have come back into fashion, as many people prefer the sound of a record to the sound of a digital file.



How to schedule

4 Ask your teacher how long you have to complete the project. Then decide together how long to spend on each of these stages:

- 1 looking for information and photos
- 2 writing draft texts for the labels
- 3 checking and correcting the drafts
- 4 writing the final labels and putting them on a poster with the photos.

PLAN

5 Work in groups. Complete the steps below.

- Decide which period in history you want to concentrate on (for example, the 19th century, the 1980s).
- Choose three areas you want to focus on.

entertainment fashion food and drink
 house and home school life
 technology/communication toys and games

- Decide who is going to research and write about which exhibit.

PRESENT

6 Present your history exhibition on the wall of your classroom. Remember to include a title for each label, vocabulary from this unit, *used to*, the past simple and past perfect and the tips in *How to schedule*.

CHECK

7 Read the other groups' history exhibitions. What areas are they focusing on? Which group's exhibition is most interesting?

2 REVIEW

VOCABULARY

- 1 Complete the conversation with the correct form of a phrasal verb.**
- A** How was your bike trip? Where did you go?
- B** Well, we wanted to ¹_____ a new route. We were planning to cycle to this old village near the sea, but we got lost and ²_____ on a farm!
- A** Didn't you have a map with you?
- B** No, but the farmer helped us, so it ³_____ OK in the end. We found the village!
- A** Was it nice there?
- B** Beautiful. I'd love to ⁴_____ one day. How was your weekend?
- A** Not great. I was sick. My friends wanted me to go a concert. I'd said yes, and I ⁵_____ to it, but in the end I had to ⁶_____ them _____.

2 Circle the correct words.

Did you know ... ?

- The ¹*lids / covers* of plastic water bottles are made from a different plastic to the bottle.
- If you change the ²*lens / display* on your phone to black and white, it can become less addictive.
- On old trains, you couldn't open the doors with a ³*button / plug*. You had to use a ⁴*strap / handle*, like a normal door.
- Every second, 600,000 people around the world press the space ⁵*cable / key* when they're on a computer.

LANGUAGE IN ACTION

3 Complete the text with *used to*, *would* or the past simple and the verb in brackets. Sometimes there is more than one possible answer.

My dad's a writer now, although he ¹_____ (not be). He ²_____ (be) a diplomat, so when I was small, my family ³_____ (move) countries all the time. Once, we ⁴_____ (live) in three different countries in two years! I remember when I ⁵_____ (move) to the school where I am now, in Rio de Janeiro. I ⁶_____ (not know) any Portuguese at first, so the first week ⁷_____ (be) difficult. I used to take my lunch to the playground and then I ⁸_____ (eat) it alone. However, Brazilian people are really friendly, so after a few days my classmates ⁹_____ (start) to invite me to eat with them and I quickly ¹⁰_____ (make) lots of friends. We've been living here for many years now, and I'm really happy.

4 Complete Ben's message to Tom with the past perfect.

Tom, I'm so sorry I missed the wedding! I decided to take the car to the airport, but because I ¹_____ (never / drive) there before, I got lost. Just the night before, I ²_____ (think), 'I must fix the GPS!', but then I completely forgot! Anyway, I got to the airport around two o'clock. The plane ³_____ (not taken off), but by the time I finished checking in, the gate ⁴_____ (close). I tried to buy a ticket for the next flight, but they ⁵_____ (already / sell out)!



Self-assessment

I can use phrasal verbs to talk about changes.



I can use words to talk about parts of objects.



I can use *used to*, *would* and the past simple.



I can use the past perfect with *never*, *already*, *by (then)*, *by the time*.





LEARN TO LEARN

LEARN TO ... HELP YOUR PARTNER IMPROVE THEIR WRITING

When you write something, ask your partner to check it. You can improve your writing this way.

- 1 Read the instructions for the writing task.
 Correct Edison's mistakes to help him improve.

WRITING TASK

Write about a favourite toy or game from your childhood.

- Write between 100 and 130 words.
- Use language from this unit.



Don't forget to use punctuation and check your spelling!

When I was little, I ¹~~use~~ used to play with Lego® bricks all the time. I would ²~~building~~ _____ all kinds of things – cars, ³~~airplaynes~~ _____, houses. I even built a computer with keys and a display. After I finished one thing, I would keep it and then try out something else, but I once ⁴~~used to build~~ _____ a ship that I kept for weeks. ⁵~~I've~~ _____ never built anything like it before. However, I remember my mum ⁶~~would be~~ _____ really angry with me one day because I played with it in the bathroom and ended up damaging the sides of the bath. I've still got a photo of it somewhere ⁷, _____

Number of words: 107

- 2 Answer the questions in the checklist.
 Has Edison completed the task in Exercise 1?

Checklist

	Edison's writing	W
Has he/she ...		
1 written about the topic?	Yes / No	Yes / No
2 written between 100 and 130 words?	Yes / No	Yes / No
3 used phrasal verbs for changes and words for parts of objects?	Yes / No	Yes / No
4 added details to make it interesting?	Yes / No	Yes / No
How well has he/she used ...		
5 the past simple?	☹️ 😐 😊	☹️ 😐 😊
6 <i>used to</i> and <i>would</i> ?	☹️ 😐 😊	☹️ 😐 😊
7 the past perfect?	☹️ 😐 😊	☹️ 😐 😊
8 punctuation?	☹️ 😐 😊	☹️ 😐 😊
9 correct spelling?	☹️ 😐 😊	☹️ 😐 😊
Other comments?	I enjoyed the part about your mum being angry!	

OWN IT!

- 3 Do the writing task in Exercise 1.
- 4 Answer the questions in the checklist for your partner's writing.
- 5 Tell your partner what you like and what they can improve.