

2

Life in the past

Lesson 1

Reading

Pupil's Book pages 22–23

2 Life in the past

Lesson 1 Reading

- Look at the pictures. When did the man write his diary?
a two years ago b fifty years ago c more than 350 years ago
- What is happening in each picture?
- Read the diary and check your answers to Activity 2. *Be a star!*
- Look at the vocabulary panel. Find the words in the text. Use the context to work out what they mean.

Friday, 16th March
I can't see very well, so yesterday I bought a pair of glasses. I took the boat to my office and I could see all the ships on the River Thames! There were lots of ships, so it was difficult to get to work. The river didn't use to be so busy. But I'm so pleased that I can see clearly again!

Friday, 15th June
Today I bought Elizabeth a very expensive necklace – it cost £40. Mr Hales is coming to paint her portrait today. He's an artist, but he used to work in my office. I'm worried because Elizabeth's false teeth are very uncomfortable. She'll have to sit for hours while Mr Hales paints her portrait – I hope she doesn't look unhappy!

Sunday, 2nd September
The servants woke me up early this morning – there's a great fire in the City of London! It was an emergency, so I rode my horse into the city to speak to the King. They used to build houses here with stone. Now they use wood, so the fire is growing very quickly. Soldiers are pulling down houses in front of the fire, but it's still moving very fast.

Monday, 4th September
Elizabeth and I were worried that our house was going to burn down, so this afternoon we took our possessions outside and hid them. One of my most expensive possessions is a black of Parmesan cheese from Italy. We dug a hole in the garden and buried the cheese so no one can steal it. I hope it stays safe!

Learning objectives: Read extracts from a diary;
Reading skill: use pictures to help understanding

Vocabulary: build, burn down, bury (buried), dig (dug), freezing, office, portrait, possession, servant, soldier

Resources: (PK) - Unit 2, Lesson 1, Vocabulary tool;
(TRC) - Vocabulary 1 worksheet; (PRC) - Review audio track 1.9

Materials: Class Audio CD1

Warm-up: Disappearing words

- Play *Disappearing words* (see Games Bank, pages 14–17). Write ten words from the vocabulary boxes in Unit 1 on the board.

1 Look at the pictures. When did the man write his diary?

- Children look at the pictures on pages 22–23. Ask *Are the characters from the past, the present or the future? How do you know?* Elicit answers.

- Read out the text in the box at the top of the diary. Ask *Who was Samuel Pepys?* (a writer and government administrator) *What did he do?* (he wrote a famous diary)
- Have the children point to Samuel Pepys in each picture. Find out if they had heard of him before. Ask them how long ago they think he wrote his diary. Ask them to give reasons for their answers.
- Explain that Samuel Pepys wrote his diary in the 17th century, 350 years ago.
- Tell them that Samuel Pepys was born in 1633 and he died in 1703. He is famous for the diary he wrote between 1660 and 1669, in which he described his work and his life in London. He lived through two disasters: the Plague and the Great Fire of London.
- Ask *Was life very different in the 17th century?* (yes) *What objects can you see that are from the past?* (clothes, a pen made from a feather, ships, houses)

Answer: c

2 What is happening in each picture?

- Point to each picture and ask *Where are they? What are they doing?*
- Elicit answers. Discuss and compare different ideas.

3 1.9 Read the diary and check your answers to Activity 2. **Be a star!** ★

- The children read the diary extracts to find out what is happening in each picture. Ask *What are the two women doing in the first picture? (making a fire) What is Samuel Pepys doing? (writing his diary) Where is he in the second picture? (on the River Thames) Where is he going? (to his office) Who is the woman in the third picture? (Pepys' wife, Elisabeth) What is happening? (an artist is painting a picture of her) What is happening in the last picture? (the houses are on fire)*
- Ask questions to elicit what was different 350 years ago, e.g. *Why was there a fire in the bedroom? (it was cold) What did he need the candles for? (to see and write his diary) What does a watchman do? (he shouts the hour and weather) What were houses made of? (wood)*
- Play the audio if the children need additional support.

4 Look at the vocabulary panel. Find the words in the text. Use the context to work out what they mean.

- Children scan the text to find the words in the vocabulary panel.
- Ask children to look at the words before and after the words in bold to help them work out their meaning from the context.
- Have the children explain the meaning of the words in bold.
- Ask them to check their answers in the dictionary on page 135 of the Pupil's Book.
- Read out definitions from the dictionary in the following order: *servant, dig, build, soldier, office, freezing, burn down, portrait, bury, possession*. The class call out the words. Check and correct pronunciation as necessary.

Teaching star! ★

Vocabulary

- Encourage the children to manage their learning by creating their own material to use.
- The children make cards with the words in the vocabulary panel written on one side and definitions on the other. Tell children they can use the cards whenever they need them.

Cooler: Telephone

- Play *Telephone* (see Games Bank, pages 14–17) with the following sentences from the diary on pages 22–23: *Most people haven't got a clock or a watch because they're expensive. I can't see very well, so yesterday I bought a pair of glasses. He's an artist, but he used to work in my office. It was an emergency, so I rode my horse into the city to speak to the King.*

Workbook page 18

2 Life in the past

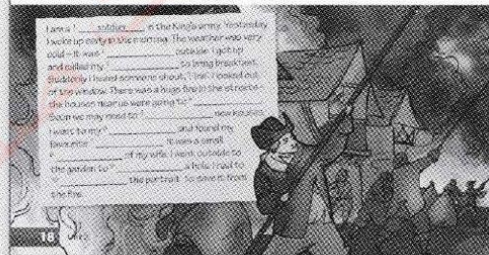
Lesson 1 Vocabulary

- Look and read. Choose the correct words and write them on the lines. There is one example.

build burn down bury dig freezing office permit possession servant soldier

- A picture or painting of a person. Portrait
- Very, very cold.
- Someone who works for another person in their house.
- To put something in the ground and cover it.
- A building or room where people work.
- A person who works in the army.
- Something that is yours – it belongs to you.
- To make something by putting parts or materials together.
- To use a tool to make a hole in the ground.
- To be destroyed by fire.

- Complete the text with the words from Activity 1.



- Look and read. Choose the correct words and write them on the lines. There is one example.

Answers: 1 portrait 2 freezing 3 servant
4 bury 5 office 6 soldier 7 possession
8 build 9 dig 10 burn down

- Complete the text with the words from Activity 1.

Answers: 1 soldier 2 freezing 3 servant
4 burn down 5 build 6 office 7 possession
8 portrait 9 dig 10 bury

Lesson 2 Reading comprehension

1 Read the diary on pages 22–23 again. Number the events of Samuel's life in order.

- Samuel and Elisabeth buried the cheese.
- Samuel bought his first watch.
- An artist painted Elisabeth's portrait.
- Soldiers tried to stop the fire.
- There was a great fire in London.
- Samuel had to wear three jackets.
- Samuel went to work by boat.

2 Work out the answers to the questions. *Be a star!*

- Why didn't Samuel know the time when he woke up?
- Why was he able to see the ships on the Thames?
- Who do you think Elisabeth was?
- Was Samuel an important person? Why? / Why not?
- Why did the fire grow so quickly?
- Why did Samuel and Elisabeth bury the cheese?

3 How do you think life was different in the past? How was it the same? Discuss.

Working with words

Make nouns from verbs

Sometimes we can make nouns from verbs. We often add -er or -on point – painter direct – director Learning how to change words to make different parts of speech can help you expand your vocabulary.

Make nouns from these verbs.

1 act	_____	4 build	_____
2 teach	_____	5 invent	_____
3 sail	_____	6 visit	_____

24 Unit 2: Reading skill: infer meaning and draw conclusions Working with words: make nouns from verbs WBS page 19

Learning objectives: Reading skill: infer meaning and draw conclusions; Working with words: make nouns from verbs

Resources: (PK) - Unit 2, Lesson 2; (TRC) - Working with words worksheet; (PPK) - Working with words activity for Unit 2

Materials: Class Audio CD1; images of different objects, coloured sheets of paper

Warm-up: Past, present, or future?

- Write *past* (1666), *present* (the current year) and *future* (2416) on three different parts of the board. Check children understand that the dates refer to the past, present and future.
- Read out the following sentences and have the children point to the correct word, depending on whether the sentence is about the current year, 1666 or 2416:

I went to the cinema last night. The night watchman woke me up at two o'clock this morning. We are going on holiday to Mars this summer. I bought a pair of jeans last month. They have lived on the Moon for two years. I needed three candles to write my diary yesterday.

1 Read the diary on pages 22–23 again. Number the events of Samuel's life in order.

- Elicit what the children can remember from Samuel Pepys' diary on pages 22–23.
- Read out the example and elicit which event they think would be the last one (a: Samuel and Elisabeth buried the cheese).
- The children read the rest of the sentences. Then they read the diary again quickly and number the rest of the events in order.
- Check answers as a class.

Answers: a 7 b 2 c 4 d 6 e 5 f 1 g 3

2 Work out the answers to the questions. *Be a star!*

- The children read the questions individually and think about the answers.
- Explain that the answers are not given explicitly in the text, but there are clues. Children skim the text to find and underline information to help them answer the questions.
- The children compare their answers in pairs.
- Check answers as a class. Ask the children to give reasons for their answers.

Answers: 1 Because he didn't have a clock or watch. 2 Because he had new glasses and could see the ships clearly. 3 She was Samuel's wife. 4 Yes, he was. He had servants, he was rich, and he knew the King. 5 Because the houses were made of wood. 6 Because it was very valuable, so they wanted to protect it from the fire and from thieves.

Teaching star!

Mixed ability

- Inferring meaning and drawing conclusions is an advanced reading skill. You may need to give less confident learners more support to help them read more attentively.
- When you are checking the answers to Activity 2, make sure you ask some less confident learners to respond. If they find this difficult, help them by asking prompt questions to draw their attention to the appropriate information in the text. This will help boost their confidence and give them a model to follow next time.

How do you think life was different in the past? How was it the same? Discuss.

- Elicit some ideas for things that have changed over the last 300 years, e.g. food, transport, fashion, power, clothes, buildings, music, entertainment.
- Choose one of the topics, e.g. transport. Ask how transport today is different to transport in the past. Elicit whether there are any similarities.
- Divide the class into pairs or small groups. Children discuss how they think life was different in the past and how it was the same, using the topics above to help them.
- While they do this, circulate, monitor and help if necessary.

Working with words

Make nouns from verbs

- Read out the information in the blue box.
- Write on the board *I paint portraits. I am a painter. Ask Is 'painter' a noun or a verb? (noun) Is 'paint' a noun or a verb? (verb)*
- Read out the second example (*direct – director*) and elicit which is the noun and which is the verb.

Make nouns from these verbs.

- The children write the nouns. They then check their answers with a partner.
- Have the children choose three nouns from the list and write sentences with them.
- Children work in pairs and check their partner's sentences with them.
- Check answers as a class.

Answers: 1 actor 2 teacher 3 sailor 4 builder
5 inventor 6 visitor

Cooler: Stickman

- Divide the class into two teams. Play *Stickman* (see Games Bank, pages 14–17) with different nouns and verbs. Allow the children to come to the board and take control of the game.
- Make sure they know that they can only play with nouns and verbs.

Workbook page 19

Lesson 2 Reading comprehension

1 Read the diary on Pupil's Book pages 22–23. Write T (True) or F (False).

- Samuel Page bought a watch to tell the time. ☐
- He got to work quickly on 16th March. ☐
- Elizabeth had her own teeth. ☐
- It took a long time to paint a portrait. ☐
- The Great Fire of London started on 2nd September. ☐
- It destroyed houses built of stone. ☐

2 Complete the sentences with your own words.

- Samuel was wearing three jackets because _____.
- He knew what time it was when he heard _____.
- After he bought a pair of glasses he felt _____.
- The servants woke him up early because _____.
- He went to speak to the King because _____.
- He had his most expensive possession _____.

Working with words

3 Make nouns from the verbs in the box. Write the words in the correct column.

Verb	Noun
act	actor
build	builder
direct	director
invent	inventor
paint	painter
sail	sailor
teach	teacher
sing	singer

4 Complete the sentences with the correct form of the words in Activity 3.

- My friend wants to be an _____ (act). I'm going to watch her _____ (sing) in our school play.
- My uncle is a _____ (build). He _____ (direct) the Caribbean festival summer.
- Thomas Edison _____ (invent) the light bulb. He's my favourite _____ (inventor).
- John's grandfather _____ (paint) their family home. He used to be a _____ (painter).
- Steven Spielberg is a famous _____ (direct). He _____ (direct) the Indiana Jones films.

1 Read the diary on Pupil's Book pages 22–23. Write T (True) or F (False).

Answers: 1 T 2 F 3 F 4 T 5 T 6 F

2 Complete the sentences with your own words.

Answers: Children's own answers.

3 Make nouns from the verbs in the box. Write the words in the correct column.

Answers: -er: builder, painter, teacher, singer
-or: actor, director, inventor, sailor

4 Complete the sentences with the correct form of the words in Activity 3.

Answers: 1 actor / act 2 sailor / sailed
3 invented / inventor 4 built / builder 5 director / directed

Lesson 3 Grammar

Pupil's Book page 25

Lesson 3 Grammar

1 Look and read.

Graphic Grammar

used to: affirmative and negative

He used to be an actor.

He didn't use to teach maths.

I used to work in an office.

We didn't use to wear glasses.

2 Complete the text with *used to* / *didn't use to* and the verbs in brackets.

Life was very different in the time of Samuel Pepys. He used to have (have) servants, and they used to (smoke) a pipe in his room every morning. People didn't use to (not have) electricity, so Samuel didn't use to (not wear) glasses, but he bought a pair so he could see better. There weren't any cameras, so Samuel didn't use to (not go) on a train to paint portraits of his family. People used to (travel) to his office by boat.

3 Talk about when you were three years old. What was different? Use the prompts and add your own ideas. (Be a star!)

play / with toys not / go / to school mum / read / to me

go / to bed very early I used to play with toys when I was little not / choose / my own clothes

(Unit 7 Use *used to* to talk about past habits and situations. WEC page 25)

Learning objectives: Use *used to* to talk about past habits and situations

Grammar: *used to*: affirmative and negative

Resources: (PK) - Unit 2, Lesson 3, Graphic Grammar video; (TRC) - Grammar 1 worksheet; (PPK) - Grammar 1 activity; (PRC) - Review Graphic Grammar video

Warm-up: What can you see?

- The children open their Pupil's Book on pages 22–23. Give them 15 seconds to look at the pictures. Tell them to close their books.
- Have them write down all the things they can remember that were different in the past (e.g. houses made of wood, a fire in the bedroom, candles instead of electric lights).

1 Look and read.

- Refer the children to the picture in Activity 1. Ask *What can you see? Where is the man now? What is his job? Where was he 10 years ago? What was his job?*
- Read out the sentences in the *Graphic Grammar* box. Elicit the verbs (*used to* / *didn't use to*, *be*, *teach*, *work*, *wear*).
- Ask *Was he an actor in the past? (yes) Is he an actor now? (no) Did he teach maths in the past? (no) Does he teach maths now? (yes)*

- Explain that we use *used to* to talk about past situations that are not true now or for things we did regularly in the past, but don't do now.
- Ask *Which sentences are negative? How do you know?* (Refer the children to the red box and the red letters for *didn't*.)
- Refer the children to the blue and red boxes and ask them to notice the form of *used to* in the affirmative and negative sentences. Elicit the different spelling (*used* / *use*). Ask *What form of the verb follows *used to*?* (Infinitive)
- Refer the children to the chart and have volunteers make different sentences.
- Have the children look back at the reading texts on pages 22–23 and find examples of sentences which use the same structure. Have them raise their hands when they find one and share it with the class.

- If using the video, ask children the questions in the first point above. Then play the video and follow the procedure above.
- Play the video again and have the children repeat the sentences.

2 Complete the text with *used to* / *didn't use to* and the verbs in brackets.


- The children scan the text. Ask *How many verbs are negative?*
- Look at the example as a class. Ask *What is the form of the verb after *used to*?* (Infinitive without *to*) Elicit the negative form and spelling of *used to* (*didn't use to*.)
- The children complete the text individually using *used to* / *didn't use to*.
- Check answers as a class.


Answers: 1 *used to have* 2 *used to make* 3 *didn't use to have* 4 *used to light* 5 *didn't use to wear* 6 *used to pay* 7 *didn't use to have* 8 *used to travel*

Teaching star!

Evaluating work

- Peer editing is a very useful way of developing critical reading skills, as well as consolidating new grammar structures. Before checking Activity 2 as a class, have the children swap with a friend and check each other's work. Ask them to circle errors in pencil, but not correct them. They then look at their own work and write in any corrections required.
- After checking answers as a class, ask if any repeated errors occurred. Elicit ideas on how to remember that it's *didn't use to* not *didn't used to* (e.g. *You say didn't play, not didn't played.*)

- 3  **Talk about when you were three years old. What was different? Use the prompts and add your own ideas.**

Be a star! 

- Refer the children to the pictures in Activity 3 and ask them what they can see.
- Have a volunteer read the example in the speech bubble.
- Divide the class into pairs and have children take turns to say what they used to / didn't use to do when they were three years old.
- Ask volunteers to say what his / her partner used to / didn't use to do.

Cooler: True or false?

- Play *True or false?* (see Games Bank, pages 14–17).
- Tell the children some things about yourself that may or may not be true, e.g. *I used to play video games all the time. I used to live in another city. I used to play soccer. I used to be a dentist. I didn't use to like chocolate.*
- The children guess if the sentences are true or false.
- Ask volunteers to make true / false sentences about themselves and continue playing the game.

Workbook page 20

Lesson 3 Grammar

1 Read and circle the correct form.

This is my great grandmother. Life was very different when he was young. He used to / didn't use to work in an office in 1900. Traveling / to travel to the city was difficult. People used to / didn't use to have cars so they used to / didn't use to walk a long way. My great grandmother used to / didn't use to work in the city, she stayed at home every day. She used to / didn't use to cook and clean, and she used to / didn't use to make a fire every morning because it was so cold. There wasn't any electricity so people used to / didn't use to watch TV. In the evenings, my great grandmother used to / didn't use to light candles to read.

2 Write about you when you were four years old. Use *used to* or *didn't use to*.

1 I used to go to school.
2 I used to go to bed early.
3 I used to read books.
4 I used to play computer games.
5 I used to speak English.
6 I used to have a favourite toy.

3 Imagine your country 200 years ago. Write about what people used to / didn't use to do. Use the topics below or your own ideas.

travel science electricity clothes computers

Life in my country 200 years ago was very different.
People didn't use to travel by bus or car.

20 Unit 2 Go to Grammar reference page 119

1 Read and circle the correct form.

Answers: 1 used to 2 didn't use to 3 used to 4 didn't use to 5 used to 6 used to 7 didn't use to 8 used to

2 Write about you when you were four years old. Use *used to* or *didn't use to*.

Answers: Children's own answers.

3 Imagine your country 200 years ago. Write about what people used to / didn't use to do. Use the topics below or your own ideas.

Answers: Children's own answers.

Grammar reference (page 119)

1 Complete the dialogue with the correct form of *used to*.

Answers: 1 used to live 2 did you use to walk 3 didn't use to have 4 Did you use to do 5 used to tidy 6 did you use to do

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 119 while completing these Workbook activities.

Lesson 4 Language in use

Pupil's Book page 26

Lesson 4 Language in use

1 1.10 **Listen and say.**

Vocabulary: calculator, carpet, cottage, history, vacuum

Hi Grandpa. Can I ask you some questions about when you were little?

Yes, of course.

Where did you use to live?

I used to live in a cottage in the countryside.

Did you use to have servants?

No, we didn't. I used to help with the chores.

What chores did you use to do?

I used to tidy up and vacuum the carpets.

Did you use to study maths at school?

Yes, I did. But we used to do it in our heads. We didn't use to have calculators.

Wow! Poor you!

2 **Make a new dialogue with the phrases below. Look at Activity 1 and replace the underlined words and sentences.**

flat in the city dust and wash up history

find information in the library the internet

3 **Write questions about the past. Add two more questions.**

1 where / live? Where did you use to live?

2 what / do / at weekends? _____

3 help / with the chores? _____

4 work / on a computer? _____

5 _____

6 _____

4 **Ask and answer the questions in Activity 3 with a partner. (Use a star!)**

23 Look at Ask and answer questions with used to. (WB page 31)

Learning objectives: Ask and answer questions with *used to*

Grammar: questions with *used to*

Vocabulary: calculator, carpet, cottage, history, vacuum

Resources: (PK) - Unit 2, Lesson 4, Language in use video; (TRC) - Grammar 2 worksheet; (PPK) - Grammar 2 activity; (PRC) - Review audio track 1.10 and Language in use video

Materials: Class Audio CD1; blank cards

Warm-up: 1, 2, 3, unscramble!

- Play 1, 2, 3, unscramble! (see Games Bank, pages 14–17) with the following sentences:
He used to be an actor.
He didn't use to teach maths.
I used to live in a cottage.
We didn't use to have calculators.

Vocabulary

- Refer the children to the vocabulary panel at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, page 135). Elicit a definition for the words.
- The children check the definitions in the dictionary on page 135.
- Then use the dictionary to give definitions in the following order to elicit the words: *history, carpet, calculator, vacuum, cottage*.

1 1.10 Listen and say.

- Refer children to the picture in Activity 1. Ask who the boy is (Oliver) and who they think the man is.
- Play the audio. The children listen to the dialogue and follow in their books. They check if their ideas were correct.
- Have the children notice the structure of *used to* in questions. Write on the board *Where did you use to live? What chores did you use to do?* Elicit that these are *Wh-* questions and that we ask them when we want information. Write on the board *Did you use to live in the countryside? Did you use to study maths?* Elicit that these are *yes / no* questions and that we ask them when we expect the answer to be *yes* or *no*.
- Play the audio again, pausing after each line for the children to repeat.
- Divide the class into two groups and have each group read a part of the dialogue. Then have the groups switch roles.
- The children then practise the dialogue in pairs.
- Ask for volunteers to read out the dialogue.

- Play the video and follow the same procedure as above.
- Children listen to the dialogue and repeat after each line.
- Divide the class into two groups and have each group say one part of the dialogue.

2 Make a new dialogue with the phrases below. Look at Activity 1 and replace the underlined words and sentences.

- Refer the children to the first phrase in the green box (*flat in the city*). Read out the first two lines of the dialogue in Activity 1 with a volunteer for the boy's part. When the volunteer asks *Where did you use to live?*, answer *I used to live in a flat in the city*.
- Explain to the children that they continue in this way, choosing a phrase from each box to replace the underlined words and sentences in the dialogue.
- Divide the class into pairs. They role-play the new dialogue and then they change roles.

- While they do this, circulate, monitor and help.
- Have volunteers role-play their dialogue for the class.

Teaching start

Mixed ability

- Ask fast finishers to come up with a second dialogue, this time replacing the underlined words with their own ideas. This will help them understand how to adapt the new structure to meet their own requirements.
- When volunteers are role-playing their dialogue for the class, invite some fast finishers to perform their own version too.

3 Write questions about the past. Add two more questions.

- Refer the children to the first prompt (*where / live*) and write it on the board. Elicit the full question and write it under the prompt, highlighting what has been added to make the question. Do the same with the third prompt (*a yes / no question*).
- The children complete the activity individually.
- Elicit answers and ask volunteers write their questions for numbers 5 and 6 on the board.

Answers: 1 Where did you use to live? 2 What did you use to do at weekends? 3 Did you use to help with the chores? 4 Did you use to work on a computer? 5, 6 Children's own answers.

4 Ask and answer the questions in Activity 3 with a partner. Be a star!

- Model the activity with a volunteer. Ask *What did you use to do at the weekends?* Let the child answer. Then say what you used to do (e.g. *I used to go to the park with my dog every weekend*).
- The children ask and answer the questions in Activity 3 in pairs.
- Have volunteers perform their dialogue for the class.

Cooler: Tic-tac-toe

- Play *Tic-tac-toe* (see Games Bank, pages 14–17). Give the children prompts to make questions with *used to*, e.g. *Where / live?*; *Who / live with?*; *have / a computer?*; *read / books?*; *play / football?*; *have / lots of toys?*; *What time / go / to bed?*

Workbook page 21

Lesson 4: Language in use

1 Unscramble the questions about when you were five. Then answer for you.

1 English / Did / you / speak / use / to / ? *Did you use to speak English?*

2 play / What / use / games / to / you / did / ? _____

3 pet / us / have / Did / to / you / a / ? _____

4 bed / What / did / to / go / time / use / to / you / ? _____

2 Write questions with the prompts to complete the dialogue.

A: *Where / live?* *Where did you use to live?*
B: I used to live in a cottage near the beach.

A: *I have / servants?* _____
B: No, we didn't. I used to help with the chores.

A: *I read / books / go?* _____
B: I used to read and vacuum the carpets.

A: *I go / to school?* _____
B: Yes, I used to go to the village school.

A: *What / study?* _____
B: We used to study maths, history ... all the subjects that you study!

A: *I go out / with friends?* _____
B: Yes, I did. We used to go to the cinema.

3 Write questions to go with the answers.


1 *Did you use to have hot water?*
No, I don't. There wasn't any hot water in my house.

2 _____
I used to read or sew in the evenings.

3 _____
I used to walk to school.

4 _____
Yes, I did. I used to play outside every day.

5 _____
I used to play tennis.



Go to Grammar reference page 119 119/2

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 119 while completing these activities.

1 Unscramble the questions about when you were five. Then answer for you.

Answers: 1 Did you use to speak English? 2 What games did you use to play? 3 Did you use to have a pet? 4 What time did you use to go to bed? Children's own answers.

2 Write questions with the prompts to complete the dialogue.

Answers: 1 Where did you use to live? 2 Did you use to have servants? 3 What chores did you use to do? 4 Did you use to go to school? 5 What did you use to study? 6 Did you use to go out with friends?

3 Write questions to go with the answers.


Answers: 1 Did you use to have hot water? 2 What did you use to do in the evenings? 3 How did you use to go to school? 4 Did you use to play outside? 5 What did you use to play?


Lesson 5 Listening

Pupil's Book page 27


Lesson 5 Listening

1 Look at the photo. What does it show?




2  1.11 Listen to a guide. How is this school different to many modern schools? Tick (✓) the correct answers.

1 one classroom	<input checked="" type="checkbox"/>	4 no electricity	<input type="checkbox"/>	7 very old	<input type="checkbox"/>
2 pupils some age	<input type="checkbox"/>	5 light from lamps	<input type="checkbox"/>	8 no computers	<input type="checkbox"/>
3 travel by bus	<input type="checkbox"/>	6 no heating	<input type="checkbox"/>		

3  1.12 Circle the correct words. Then listen again and check. **Be a star!**

- This was the school shop for Tyneham Village.
- Students were between four and fourteen / eighteen years old.
- Some students used to walk seven / ten kilometres to school.
- There were thirteen / thirty children in one classroom.
- They used oil lamps / torches for light.
- They used computers / pen and ink to write.

4  How is this classroom different to your classroom? How is it similar? Discuss with a partner.

Values
What can we learn from studying the past?

Unit 5 Listen for specific information
WB pages 26-27

Learning objectives: Listen for specific information

Vocabulary: guide, ink, kilometre, oil lamp, in those days

Resources: (PK) - Unit 2, Lesson 5; (PRC) - Review audio track 1.11

Materials: Class Audio CD1

Warm-up: The best thing at school!

- Ask the children which place and which feature in their school they like the most, (e.g. the playground, the library, their classroom, doing PE, break time, after-school clubs, etc).
- Write answers on the board and have a class vote on the most popular place and feature.

Vocabulary

- Refer the children to the vocabulary panel at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, page 135). Elicit a definition for the words.
- The children check the definitions in the dictionary on page 135.

1 Look at the photo. What does it show?

- Refer the children to the photo and ask them what they can see (an old-fashioned classroom).

- In pairs, the children write the names of the objects in the photo. Who can make the longest list?
- Check answers and write the words on the board. Have the children point to the objects in the photo.
- Ask *Is there a desk / chair / piano / blackboard / clock?* Have the children answer the questions and point to each object.

2 1.11 Listen to a guide. How is this school different to many modern schools? Tick (✓) the correct answers.

- Tell the children they are going to listen to a tour guide explaining how classrooms used to be in the past. Play the audio and ask them to write down all the school / classroom words they hear.
- Check answers as a class. Ask for any words not mentioned in Activity 1.
- Refer the children to the list of options 1–8 and give them time to read through them. Explain that they will have to listen for specific information to complete the activity and that they don't have to understand every word.
- Play the audio. The children listen and tick the correct answers.
- Play the audio again if necessary so children can check their answers.

Audioscript

Guide: Good afternoon, everyone. Welcome to Tyneham Village School. My name's Martha and I'm your guide for the afternoon. This used to be the school for Tyneham Village. The school only had one classroom – all the pupils studied together in the same classroom. The pupils were four to fourteen years old and they all came from villages near here. In those days, people used to walk a lot. Some pupils used to walk ten kilometres to get to school. And then they walked ten kilometres home again. Look around the classroom, and you can see that it's very different from classrooms today.

Girl: How many pupils were at the school?

Guide: There were about 30 pupils. And there was only one teacher!

Boy: Did they use to have electricity?

Guide: No, they didn't. There was no electricity so it was very dark in winter. The only light came from oil lamps, like this one here.

Boy: Did they use to have heating?

Guide: Yes, they did. They used to burn wood on a fire. But there was only one fire so it was often freezing in the classroom.

Girl: Did they use to have computers?

Guide: No, they didn't! There were no computers in those days! They used to write with pen and ink. Now, if you follow me, we'll go outside into the school garden ...

Answers: ✓ by: 1, 4, 5, 7, 8

Teaching star! ★

Ask questions

- Encourage the children to ask questions to find out more information about the topics they're learning about.
- Play the audio. The children write three questions on the information they hear, then ask and answer in pairs.

3 1.11 Circle the correct words. Then listen again and check. Be a star! ★

- Have the children read and circle the correct words.
- Play the audio. The children check their answers.
- Check answers as a class.

Answers: 1 school 2 fourteen 3 ten 4 thirty
5 oil lamps 6 pen and ink

4 How is this classroom different to your classroom? How is it similar? Discuss with a partner.

- Elicit from the children the similarities and differences between the classroom in the photo and their classroom. Write answers on the board.
- The children work in pairs and discuss.

Values

- Have a volunteer read out the question.
- Elicit ideas from the children and write their answers on the board, e.g. how people used to live (clothes, food, transport, houses, lifestyle), important events in history, the problems people used to have and how they solved them, etc.

Cooler: Classrooms in the future

- Ask the children what they think the classrooms of the future will look like.
- Ask them what they would like to change about the classroom they have now.

Workbook pages 22–23

Lesson 5 Exam practice

- 1 Kim is visiting an old school today. She is asking the guide questions about the classroom. What does the guide say? Read the conversation and choose the best answer on page 23. Write a letter (A–H) for each answer. You do not need to use all the letters. There is one example.

Example
Kim: How many pupils were there?
Guide: B

Questions

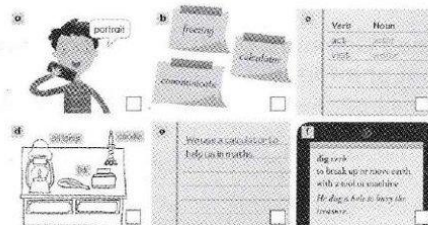
- Guide: Welcome to our old-time classroom. I'm your guide for today. You can see there was only one classroom for all the pupils.
- 1 Kim: Where did the pupils use to live?
Guide: _____
- 2 Kim: There are no computers! How did they use to write?
Guide: _____
- 3 Kim: Did they use to have electricity?
Guide: _____
- 4 Kim: Did they use to have heating?
Guide: _____
- 5 Kim: What sports did they use to do?
Guide: _____
- Kim: Wow! School was very different in those days.



- A They used to use pen and ink.
B There used to be about 30 pupils at the school. (example)
C They used to do gymnastics.
D They didn't use to have a computer.
E They lived in villages near the school.
F Yes, they did. There was only one fire so it was freezing.
G They didn't use to study.
H No, they don't. They used to use oil lamps.

Lesson 6 Learning to learn

- 1 Match the strategies for memorising vocabulary to the pictures.
- Write the words on labels. Stick them in different places around your home.
 - Record the words on your phone, play them back and repeat.
 - Write sentences or definitions with the words.
 - Draw a picture or diagram in your notebook and add labels.
 - Use colour coding for different kinds of words, e.g. nouns, adjectives.
 - Create a mini-dictionary on your phone or computer. Organise by topic.



- 2 Tick (✓) the strategies you use. Then choose a new strategy to try out.

- 1 **CEYL** Kim is visiting an old school today. She is asking the guide questions about the classroom. What does the guide say? Read the conversation and choose the best answer on page 23. Write a letter (A–H) for each answer.

You do not need to use all the letters. There is one example.

This activity helps the children prepare for Part 2 of the Reading and Writing paper in the Cambridge English: Flyers test.

Answers: 1 E 2 A 3 H 4 F 5 C

Lesson 4 Writing

1. Look at the diary on pages 22–23 again. Answer the questions.

- What did Sammi Pappa always do first?
- What did she only go to?
- What did she write about on Tues (2)?
- ☐ sports
☒ school
☐ friends
☐ family
- ☐ food
☐ things and friends
☐ clothes

2. Read Sammi's entry again below. Are decisions normal or unusual?

Friday, 16th May

What a day! I ran late for school and I had a trip to the Sui Sea (I bought the suit for the day and Mrs. Sammi was angry. She gave me extra homework. I had to do it by myself. She said: "You did the homework and I only did my extra job! I feel that I did it was excited for them when we got to the water hole. Yuck! I really liked it."

Luffy: I was watching TV when Mum brought home some chocolate. I was angry, so I said I was going to school tomorrow. She said it had been an OK day. I felt OK.

4. Find and underline examples of these things in the diary on page 28.

- unpleasant notes
- notes about school
- pleasant notes
- notes about homework

5. Write in pencil. Make notes about a school trip that you went on.

- Day on the trip
- Where did you go?
- What did you see?
- What did you do?
- What was the best thing about the day?
- What did you think?
- What did you feel about the school trip?

6. Write a diary entry together about your trip. Use some interesting writing techniques from Activity 4. **Do a class.**

Point to the text on the page and say:

practising using the text: We went on a school trip to ...

Learning to learn

Remember new vocabulary

To help you remember new vocabulary, try to learn a small number of new words about sport and repeat them regularly. This is easier than trying to learn 20 new words at once. You can use the words when you write about a trip, play sports and repeat new vocabulary.

- Write the words on labels. Stick them on your wall or give them to the words cards.
- Repeat the words and play them back.
- Write sentences with the words. Practice saying the sentences out loud.

Learning objectives: Write a diary entry; Recognise features of informal writing; Learning to learn: memorise new vocabulary

Resources: (PK) - Unit 2, Lesson 6

- 1 Look at the diary on pages 22–23 again. Answer the questions.**

- Ask children to remember the diary on pages 22–23. Ask *Who wrote it?* (*Samuel Pepys*)
- The children read the questions and complete the activity individually.
- Check answers as a class.

Answers: 1 The date. 2 his servants, the night watchman, Elisabeth, Mr Hales, the King, soldiers 3 a, b, c, f

- 2 Read Gemma's diary entry below. Are diaries formal or informal?

- Refer the children to the picture. Ask *Where is the girl? What is she doing?*
- The children read the diary entry individually.
- Ask *Are diaries formal or informal? (informal) How do you know? (She uses contractions, informal words and expressions, lots of exclamation marks, block capital letters, etc)*

- 3 How does Gemma write these sentences in her diary?**

- Read out each sentence and have the children write the phrases that express the same meaning.

Answers: 1 What a day!! 2 (I forgot!) 3 Ha! Ha! Ha! 4 Yuck! I HATE snakes! 5 GEMMA, HOMEWORK!


- 4 Find and underline examples of these things in the diary on page 28.

- The children read the diary entry again and underline the examples of informal writing.

Suggested answers: What a day!!; (I forgot!!); a cute baby monkey; Ha! Ha! Ha!; It was awesome!; Yuck! I HATE snakes!; 'GEMMA, HOMEWORK!'; Arrrrgh; SATURDAY!!

- 5 Work in pairs. Make notes about a school trip that you went on.**

- In pairs, the children write short notes to answer each question.

- 6 Write a diary entry together about your trip. Use some informal writing features from Activity 4. Be a star!** 

- Read out the start of the diary entry and elicit from a volunteer how to finish the sentence.

- The children work in the same pairs as Activity 5 to complete the activity.

Suggested answer: Yesterday was awesome!! We went on a school trip to the Modern Art Museum. The whole class was very excited! First, we visited a room full of portraits. They were AMAZING! Some of them had people with green faces ... Ha! Ha! Ha!

The best part of the day was learning about famous artists like Picasso and Dali. Their paintings were strange, but we LOVED them!!

The visit was AMAZING! I really want to go back to the museum with my family to see some more paintings!

Learning to learn

Memorise new vocabulary

- Read out the text in the box. Emphasise how important it is to revise and repeat new vocabulary.
- Ask if the children have tried any of the techniques for memorising new vocabulary. Let them share their experiences.

Lesson 4 Learning to learn

1 Match the strategies for memorising vocabulary to the pictures.

2 Tick (✓) the strategies you use. Then choose a new strategy to try out.

1 Match the strategies for memorising vocabulary to the pictures.

Answers: 1 b 2 a 3 e 4 d 5 c 6 f

2 Tick (✓) the strategies you use. Then choose a new strategy to try out.

Answers: Children's own answers.

Lesson 5 Writing

Prepare to write

1 Complete the diary entry with the words in the box.

2 How would you write sentences 1–6 in a diary? Use your own ideas or the ones in Activity 1.

3 Plan a diary entry about a day out with your family. Write notes.

Prepare to write

1 Complete the diary entry with the words in the box.

- If done in class, ask children what they can see in the photo and what they think the diary entry is about.
- The children read and complete the diary entry.

Answers: 1 cool! 2 Awesome!!! 3 AWESOME
4 toot, toot! 5 yuck! 6 LOVE 7 Yum!!!
8 BEST

2 How could you write sentences 1–5 in a diary? Use your own ideas or the ones in Activity 1.

- If done in class, elicit features of a diary (informal words / expressions, exclamation marks, sounds / noises, block capital letters).
- Ask how the diary writer expresses *It was delicious (Yum!!!)*, *I really like ice cream (I LOVE ice cream)* and *It was horrible (yuck!)*.
- Children use the ideas in the diary, or their own ideas, to rewrite the sentences.

Suggested answers: 1 Yum!!! 2 Aaargh!!
3 I LOVE chocolate! 4 Yuck! 5 It was the BEST day ever!

3 Plan a diary entry about a day out with your family. Write notes.

- The children read the questions and make notes about a family trip.

Answers: Children's own answers.

Ready to write

4 Write your diary entry.

5 Read and check what you wrote in Activity 4.

6 Rewrite your diary entry in your notebook. Use the points in Activity 5 to improve your work.

Ready to write

4 Write your diary entry.

- Children use their notes in Activity 3 to write their diary entry

5 Read and check what you wrote in Activity 4.

- The children check their work against the checklist and make a note of any necessary changes.

6 Rewrite your diary entry in your notebook. Use the points in Activity 5 to improve your work.

- The children write a final version in their notebook.

Lesson 7 Speaking

Pupil's Book page 30

Lesson 7 Speaking

1 Imagine it's the year 2120. How do you think life will be different? Discuss the ideas below with a partner and take notes.

shopping transport food entertainment
clothes communication phones

There won't be any shops. People will do all their shopping online.

2 Act out a dialogue with a partner. Use your ideas in Activity 1 and the phrases to help you. **Be a star!**

Student A: You are a guide in a history museum in 2120. You are going to give a talk about life in the 21st century.

Student B: Listen to the guide. Ask questions if you don't understand or if you want more information.

3 Discuss. In 2120, what things about life now will seem strange?

Libraries will seem strange because people will read electronic books.

10 Unit 2: Give a talk. Class: Information (WB, page 18)

Learning objectives: Give a talk; clarify information

Vocabulary: communicate, 21st century

Resources: (PK) - Unit 2, Lesson 7; (TRC) - Vocabulary 2 worksheet; (PPK) - Vocabulary activity

Warm-up: Disappearing words

- Play *Disappearing words* (see Games Bank, pages 14–17) with the following words: guide, ink, kilometre, oil lamp, calculator, cottage, heating, electricity, history, servant, portrait, carpet.

Vocabulary

- Refer the children to the vocabulary panel at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, page 135). Elicit a definition for the words.
- The children check the definitions in the dictionary on page 135.
- Then use the dictionary to give definitions in the following order to elicit the words: 21st century, communicate.

1 Imagine it's the year 2120. How do you think life will be different? Discuss the ideas below with a partner and take notes.

- Refer the children to the picture in Activity 1. Ask them what the picture shows (a city / life in the future) and what they can see in it (skyscrapers, tall buildings, flying cars, etc).
- Have a volunteer read out the ideas in the coloured boxes and write them on the board.
- Have another volunteer read out the example in the speech bubble. Elicit from the children how they think all these things will change in about a hundred years' time. Write their ideas on the board so they can have them as a reference.
- The children work in pairs and discuss how they think life will be different. Encourage them to take notes.
- While they do this, circulate, monitor and help.

2 Act out a dialogue with a partner. Use your ideas in Activity 1 and the phrases to help you. **Be a star!** ★

- Refer children to the phrases in Activity 2. Elicit ideas for how to complete the unfinished sentences. Have a volunteer read out the speech bubble.
- Divide the class into A and B pairs. Explain that child A is a museum guide and Child B is a visitor to the museum. Check that they understand that the year is now 2120 and they are looking back at how life 'used to be' in the 21st century (the present time).
- In pairs, the children discuss the ideas for their talk (e.g. *People used to travel by road, they didn't use to have flying cars. They used to use mobile phones to communicate.* etc).
- Elicit some ideas from the class and write them on the board.
- The children act out their dialogues in pairs. Encourage them to use the phrases in the box. Then they switch roles and act out the dialogue again.
- Volunteers come to the front and act out their dialogue.
- Congratulate the children for their effort.

Teaching star!

Pairwork

- Encourage turn-taking. Before a pairwork activity, ask one child in each pair to hold a pen.
- Explain that the person holding the pen will speak while the other listens.
- When it's the other person's turn to speak, they hold the pen.

3 Discuss. In 2120, what things about life now will seem strange?

- Read out the question and example answer. Ask *Do you agree? Do you think everyone will read electronic books in the future? Why? / Why not?*
- Elicit more ideas about what things about life in present times will seem strange in the future. Encourage children to think about the topics in Activity 1.

Cooler: Is your life better with technology?

- Ask *Do you think our lives are better with technology?*
- Elicit examples from the children of how technology has improved their life (e.g. *I can search for information on the internet. I can be in touch with my family and friends all the time. I can listen to music and take photos with my phone.*).
- Then ask if they think there are any disadvantages to technology (e.g. *I spend too much time on my phone or tablet.*).
- Have a class vote on whether life is better with technology.

Workbook page 26

Lesson 7 Functional language

1 Complete the dialogue with phrases from the box.

I'm going to talk about... in those days... Could you repeat... Welcome to...
Another interesting thing... Can I check something... What do you mean by...

A: Welcome to... the History Project.
Today's transport in our town 100 years ago. It was very different.
B: In 1900, horses were the main form of transport.
A: That, please?
B: Of course. Horses were the main form of transport. They used to pull almost every vehicle.
A: A vehicle is a type of transport. Horses used to pull most of them, including buses. Is that more people couldn't use public transport because it was very expensive. They used to walk to work every day.
B: Please? Were there trains in 1900?
A: Yes, there were. There were steam trains for travelling long distances.

Check-up challenge

1 Write the words in the correct column.

verbs	people	things
could	servant	gallop
burn down	carpet	control
	dig	

2 Unscramble the words to complete the sentences.

- Samuel Page worked in an office.
- To learn about the past, we study history.
- My mobile phone is my favourite possession.
- It snowed last night so this morning it's frozen.
- A small house in the country is called a cottage.
- We use email and text messages to communicate.
- If you can't do maths in your head, use a calculator.
- Lila is very different in the 21st century.

1 Complete the dialogue with phrases from the box.

Answers: 1 Welcome to 2 I'm going to talk about 3 in those days 4 Could you repeat 5 What do you mean by 6 Another interesting thing 7 Can I check something

Lesson 8 Think about it!

1 Read the text about a man who lived 300 years ago. Find and underline six things from the wrong time.

It was dark when Mr Brockbank woke up, so he switched on the lamp. He was feeling cold. He looked for his servant to make a fire. The floor was dirty.

'Where is she?' asked Mr Brockbank. 'She needs to vacuum the carpet.' But the servant was travelling back from the village by bus. Then the phone rang. It was his brother inviting him to the theatre.

'I can't go tonight,' said Mr Brockbank. 'Jane and I are going to the cinema. Why don't you come over tomorrow? We can go for a drive in the countryside in my new car.'

2 Cross (X) the things you think people didn't have 300 years ago. Then write four more items you think they didn't have.

1 2 3 4 5 6 7 8

3 Work in pairs. Rewrite the text about Mr Brockbank. Include things which people had 300 years ago.

It was dark when Mr Brockbank woke up, so he needed a candle.

4 Work in groups. Take turns reading out your texts to compare your ideas.

Unit 2 Apply thinking skills: analyse and evaluate information (45-49) 31

Learning objectives: Apply thinking skills: analyse and evaluate information

Resources: (PK) - Unit 2, Lesson 8; (TRC) - (TG) - Unit test

Warm-up: Time machine

- Children imagine they are in a time machine and they can choose which period of time they want to visit (e.g. the time when dinosaurs were alive, the ice age to see mammoths, travel in an old train, sail the ocean in an old ship, etc).
- Children close their eyes for 20 seconds and imagine they are in the past.
- Have the children work in pairs and share their experience with their partner.

1 Read the text about a man who lived 300 years ago. Find and underline six things from the wrong time.

- Have children say how they imagine the world 300 years ago. Ask *Do you think there were any mobile phones / digital cameras / medicines / planes? What objects you think people used? Why?*
- Children read the text individually in silence.
- Ask them to underline all the items mentioned in the text which didn't exist 300 years ago.

- Have a volunteer read the first item he / she underlined and ask the class if that item existed 300 years ago.
- Do the same with the rest of the items in the text.

Answers: lamp, vacuum, bus, phone, cinema, car

2 Cross (X) the things you think people didn't have 300 years ago. Then write four more items you think they didn't have.

- Refer children to the pictures and have them say the name of each object.
- Ask what each object is used for.
- Children cross the items people didn't have 300 years ago.
- Ask *What objects do we have now but people didn't have in the past? Give some examples (mobile phone, TV, internet, computers).*
- Children write four more items people didn't have.
- Have the children work in pairs and compare their list of items.

Answers: X by: 2, 4, 5

Children's own answers.

3 Work in pairs. Rewrite the text about Mr Brockbank. Include things which people had 300 years ago.

- Read out the example and say *Mr Brockbank didn't have a lamp, he had a candle.*
- Elicit the next thing in the text in Activity 1 that was from the wrong time (vacuum). Say *There were no vacuum cleaners 300 years ago. How did Mr Brockbank's servant clean the carpet?* Elicit *She needed to sweep the carpet.*
- Elicit ideas for replacing the things from the wrong time in the text (e.g. bus-walk, phone-personal visit, cinema-opera, drive-ride, car-carriage). Explain any new words.
- The children complete the activity in pairs. While they do this, circulate, monitor and help.

Suggested answer: It was dark when Mr Brockbank woke up, so he needed to light a candle. He was feeling cold. He looked for his servant to make a fire. The floor was dirty.

'Where is she?' asked Mr Brockbank. 'She needs to sweep the carpet.' But the servant was walking back from the village. Then there was a knock at the door. It was his brother inviting him to the theatre.

'I can't go tonight,' said Mr Brockbank. 'Jane and I are going to the opera. Why don't you come over tomorrow? We can go for a drive in the countryside in my new carriage.'

Work in groups. Take turns reading out your texts to compare your ideas.

- Divide the class into groups of four or five children. They take turns to read their texts and compare their ideas.
- Circulate, monitor and help.

Cooler: Will they last?

- Have the children think of the objects that have lasted throughout many decades (e.g. cookers, refrigerators, jeans, hats). Ask children if they think these objects will disappear in the near future. Have the children give reasons for their answers.

Workbook pages 26–27

Lesson 7 Functional language


1 Complete the dialogue with phrases from the box.

I'm going to talk about _____ in those days. Could you repeat? _____
 Another interesting thing. Can I check something? _____ What do you mean by _____?


A: "Welcome to _____ the History Project."
 Today _____ transport
 in our town 100 years ago. It was very different
 _____ in 1900, horses were
 the main form of transport.

B: "_____ that, please?"
 A: Of course. Horses were the main form of transport.
 They used to pull almost every vehicle.

B: "_____ 'pull' every vehicle?"
 A: A vehicle is a type of transport. Horses used to pull
 most of them, including buses. _____ is that most people couldn't
 use public transport because it was very expensive. They used to walk to work every day.
 B: "_____ place? Were there trams in 1900?"
 A: Yes, there were. There were steam trains for travelling long distances.



3 Find six mistakes in the picture and write sentences.



- Pupils didn't use to have mobile phones.
- They didn't use to wear T-shirts and jeans.
- Teachers didn't use to have computers.
- They didn't use to have calculators.
- Classrooms didn't use to have central heating.
- They didn't use to have TV.

Check-up challenge

1 Write the words in the correct column.

verbs	people	things
we	servant	guide
build	carpet	soldier
burn down	dig	portrait

2 Unscramble the words to complete the sentences.

- Some of Pepys worked in an office.
- To learn about the past, we study history.
- My mobile phone is my favourite possession.
- It snowed last night so this morning it's freezing.
- A small house in the country is called a cottage.
- We use email and text messages to communicate.
- If you can't do maths in your head, use a calculator.
- Life is very different in the 21st century.

Check-up challenge

1 Write the words in the correct column.

Answers: verbs: build, burn down, dig
 people: servant, guide, soldier
 things: ink, carpet, portrait

2 Unscramble the words to complete the sentences.

Answers: 1 office 2 history 3 possession
 4 freezing 5 cottage 6 communicate
 7 calculator 8 century

3 Find six mistakes in the picture and write sentences.

Answers: 1 Pupils didn't use to have mobile phones. 2 They didn't use to wear T-shirts and jeans. 3 Teachers didn't use to have computers. 4 They didn't use to have calculators. 5 Classrooms didn't use to have central heating. 6 They didn't use to have TV.

4 Number the dialogue in order. Then complete with the correct form of use to.

Answers: 1 g did / use to 2 e used to 3 c did / use to 4 a used to 5 f did / use to 6 d 7 h Did / use to 8 b didn't use to

Review 1

1 Write the correct word for each definition.

ambulance bury electricity emergency freezing possessions

- A dangerous event that needs immediate action. emergency
- It takes people to hospital after an accident. _____
- The power that makes machines and lights work. _____
- The things that are yours. _____
- To put something in the ground and cover it. _____
- Very, very cold. _____

2 Complete the text with the correct form of the verbs.

We were rehearsing (rehearse) for the school play last night when an embarrassing thing happened (happen). The alarm rang (ring) while we were singing (sing) the last song. Everyone wore (wear) their character costumes when we went (go) outside to the playground. A group of young children came (come) while we were waiting (wait) for the firefighters to come. They couldn't stop laughing. We looked really funny!

3 Work in pairs. Ask and answer about what Bill and Anna used to do.

Bill

Where did Bill use to live?

He used to live in a cottage.

live in a cottage ✓
work in an office X
drive a fire engine ✓
cycle 20 kilometres a day ✓

Anna

What did Anna use to do?

She used to write with a pen and ink.

teach history X
write with a pen and ink ✓
paint portraits ✓
work as a guide X

4 Circle the correct words to complete the sentences.

- They were very excited / exciting about their holiday.
- The little boy was frightened / frightening by the noise.
- I forgot my money! It was really embarrassed / embarrassing.
- She likes acting. She's a really good actor / action.
- She likes making things. She wants to be a building / builder.

5 Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

Example

hotel pizza power cut surprised electricity worried if emergency while soup

Last weekend, Jana and her parents stayed in a small hotel near the beach. On Saturday evening, the cook was making downstairs when all the lights went out. It was a power cut. He fell over because he couldn't see where he was going.

At 7 o'clock, everyone was waiting for dinner when the manager arrived. He looked surprised. "I'm very sorry," he explained. "There's no dinner tonight because we still haven't got any food in the hotel. The cook is also in hospital, but he isn't badly hurt. I can see a barbecue in the garden," said Jana's dad. "Does it work?"

"Yes, it does," said the manager. "We cook outside on it in summer!"

"OK," said Jana's mum. "I can make dinner. Could you bring me a large bag of vegetables?" While her mum was chopping the vegetables, Jana's dad heated some water on the barbecue. They made a lovely vegetable soup which everyone enjoyed very much.

Now choose the best name for the story. Tick one box.

The accident ☐
The broken cooker ☐
Dinner in a power cut ☐

Well done! You're an Academy Star!

Learning objectives: Review Units 1 and 2; CE:YL Flyers, Reading and Writing, Part 3

Resources: (PK) - Unit 2, Review 1

Warm-up: What can you remember?

- Ask children what they remember from the last two units. It can be a story, an activity, a video or a grammar point.
- Write their answers on the board and have them vote for the activity they enjoyed the most.

1 Write the correct word for each definition.

- Read out the first sentence and the example answer. Clarify meaning.
- The children complete the activity individually. Have them read the definitions and then choose the correct word from the box for each one.
- Check answers as a class.

Answers: 1 emergency 2 ambulance
3 electricity 4 possessions 5 bury 6 freezing

2 Complete the text with the correct form of the verbs.

- The children read the text individually. Ask them what tenses they need to use to complete the text (simple past and past continuous).
- Children complete the text.
- Check answers as a class and explain the rules of the tenses again, if necessary (see the *Grammar reference* on Workbook page 118).

Answers: 1 were rehearsing 2 happened 3 rang
4 were singing 5 was wearing 6 went 7 arrived
8 were waiting

3 Work in pairs. Ask and answer about what Bill and Anna used to do.

- Have a volunteer read out loud the list of things Bill used / didn't use to do. Have another volunteer read out the list of things Anna used / didn't use to do.

- Role-play the dialogue with a confident child. Read the text in the speech bubbles and continue the dialogue for Anna (e.g. *Did Anna use to teach history? No, she didn't.*)
- Children work in pairs. They ask and answer questions about what Bill and Anna used to / didn't use to do.
- Circulate, monitor and help.

4. **Circle the correct words to complete the sentences.**

- Look at the first sentence with the children. Elicit that adjectives ending in *-ed* describe a feeling and that adjectives ending in *-ing* describe the thing that causes that feeling.
- The children complete the activity individually. They read the sentences and circle the correct words.
- Check answers as a class. Have volunteers explain the difference in meaning between the words in bold.

Answers: 1 excited 2 frightened 3 embarrassing
4 actor 5 builder

5. **Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.**

This activity helps the children prepare for Part 3 of the Reading and Writing paper in the Cambridge English: Flyers test.

- Refer the children to the picture and ask *What can you see? What are they doing? Where are they?*
- Ask *Why did Jana and her parents cook dinner at the hotel?* Have the children scan the story and find the answer (*because there was no electricity and the cook was in hospital*).
- Read out the words in the box and clarify meaning.
- Tell the children that they should look at the words before and after the gaps to help them decide what kind of word is missing (noun, adjective, conjunction, etc).
- Give the children five minutes to complete the story with words from the box.

Answers: 1 power cut 2 worried 3 electricity
4 While 5 soup

Now choose the best name for the story. Tick one box.

- The children read the three options and choose the best name for the story.

Answer: Dinner in a power cut

Cooler: What's it about?

- Divide the class into pairs and have the children write three sentences to summarise the story in Activity 5.
- Have class feedback and compare answers.

