

# 2 Life in the past

## Lesson 1 Vocabulary 1

1 Find and circle nine words. Match to the pictures.



t	o	o	l	s	e	m	e	l	h
r	a	y	e	n	r	s	m	o	u
a	p	t	h	a	r	v	e	s	t
d	d	a	l	t	k	o	w	a	k
e	i	l	o	s	d	f	h	k	o
c	r	o	p	s	r	y	a	n	e
r	c	x	r	i	m	q	r	i	m
a	k	a	g	p	l	o	u	g	h
m	x	r	h	u	l	l	p	h	a
p	m	e	r	c	h	a	n	t	u



2 Write the words in the correct categories. There is one word you don't need.

merchant   plough   cart   trade   knight   ~~ox~~   harvest   straw   grain

One animal: <sup>1</sup> \_\_\_\_\_ OX \_\_\_\_\_

Two people: <sup>2</sup> \_\_\_\_\_ <sup>3</sup> \_\_\_\_\_

Two machines: <sup>4</sup> \_\_\_\_\_

<sup>5</sup> \_\_\_\_\_

Something you make huts with: <sup>6</sup> \_\_\_\_\_

Time when you collect the crops: <sup>7</sup> \_\_\_\_\_

Something you sell after your harvest:

<sup>8</sup> \_\_\_\_\_

3 Write about life in medieval times.



1 live / huts

2 use / oxen / plough the fields

3 make / roofs / straw

4 there / be / knights

5 \_\_\_\_\_

People lived in huts.

---



---



---



---



## 1 Read and choose.

In medieval times, there were many rules about eating, especially in rich families. At mealtimes, everyone <sup>1</sup> **has to / had to** eat together. People <sup>2</sup> **had to / didn't have to** sit at particular places at the table, with the most important person at the head of the table. People <sup>3</sup> **have to / had to** bring their own knife, but they <sup>4</sup> **had to / didn't have to** use a fork. Most people ate with their fingers!



Nowadays, there are still some rules about eating. In my family, we <sup>5</sup> **has to / have to** sit at the table from Sunday to Friday. My baby brother <sup>6</sup> **has to / have to** sit in his baby chair, but we can sit anywhere. On Saturdays, we <sup>7</sup> **have to / don't have to** sit at the table – we can sit on the sofa and watch TV. Today, most people think it's rude to eat with your fingers, so we <sup>8</sup> **have to / don't have to** use a knife and fork!

2 Complete the sentences using the correct form of *have to*.

- When I was a baby, I had to sit at the table in a baby chair.
- When I was younger, I \_\_\_\_\_ use a plastic cup so it didn't break.
- My parents don't like me wasting food now, so I \_\_\_\_\_ eat everything on my plate.
- Last year, I \_\_\_\_\_ do the shopping, but now I help my mum with it.
- We all have different jobs in our house, but I \_\_\_\_\_ cook because my parents do that.
- My job is to clear the table and my brother \_\_\_\_\_ put everything away in the cupboard.

3 Complete the sentences using the correct form of *have to* with the prompts below or your own ideas.

set the table    help in the kitchen    ~~use a knife and fork~~    do the washing up    feed my pet

- When I was younger, I *didn't have to use a knife and fork* \_\_\_\_\_.
- When I was younger, I \_\_\_\_\_.
- When I was younger, I \_\_\_\_\_.
- Now, I \_\_\_\_\_.
- Now, I \_\_\_\_\_.
- Now, I \_\_\_\_\_.



## After you read

1 Remember the story. Number the events in order. 

- He continued to think about the knight's words.
- The knight was very surprised.
- A knight rode into Walter's village.
- Walter told the knight a poem about his qualities.
- Walter worked in the fields while dreaming of a more exciting life.
- After the knight left, Walter ploughed the fields with his father.
- The next day, the knight stopped in the village again.
- Walter said he wanted to be a knight.

  
  
  
  
 1  
  
  

2  Read the poem on Pupil's Book page 25 again. Write answers to the questions. 

- How does Walter show he's a kind person?  
*He gives his mum all the berries he finds.*

2 What three things can Walter learn?

3 What does Walter do every night?

4 Why did Walter write the poem?

3  **Critical thinking** Answer the questions.

- Did the knight think Walter had knight qualities when he met him? Why / Why not?
- Why did Walter's parents hug him at the end of the story?

**Word work: Suffix -ly** 

We often use adverbs with verbs to show how we do / say something. Adverbs often end in *-ly*.

*They shouted **angrily**.*

**Find and write the adverbs in the story.**

## 4 Answer the questions using adverbs from the story.

- How did the knight laugh? kindly
- How did Walter watch the knight? \_\_\_\_\_
- How did Walter act saying his poem to the knight?  
\_\_\_\_\_
- How did Walter's parents hug him? \_\_\_\_\_
- How did Walter jump onto the knight's horse?  
\_\_\_\_\_



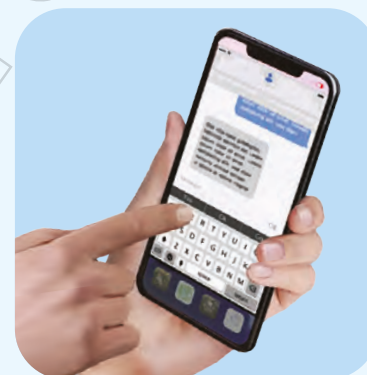


**1 Match to make phrases about communication.**

- |           |                |
|-----------|----------------|
| 1 light   | a information  |
| 2 chat    | b a smartphone |
| 3 message | c a fire       |
| 4 use     | d a messenger  |
| 5 print   | e to people    |
| 6 send    | f someone      |

**2 Complete the text. Use the phrases in Activity 1.**

I like arriving at school early because I want to  
 1 chat to people and find out their news. When  
 I'm not at school, sometimes I 2 \_\_\_\_\_  
 or talk to them on my phone. I 3 \_\_\_\_\_  
 for other things too, like watching funny videos.



It was different in the old days. People had to  
 4 \_\_\_\_\_ - using  
 an actual person not a phone! Sometimes people  
 had to 5 \_\_\_\_\_ so other people  
 could see the flames in the dark. Later, people started to  
 6 \_\_\_\_\_ and make books to read.

**3** **Exam practice** Listen. For each question, write the correct answer in the gap. Write one word or a date or a number.

You will hear a museum guide talking about the beginning of printing.

*Printing press tour*

- |   |                          |
|---|--------------------------|
| Invented by:                                | 1 <u>Johan Gutenberg</u> |
| Where the inventor was from:                | 2 _____                  |
| Printing press invented in:                 | 3 _____                  |
| Number of pages printed per day:            | 4 _____                  |
| Where you can find Gutenberg's first books: | 5 in _____               |



1 Read and choose.

**In medieval times ...**

- 1 people who **can** / **could** paint good portraits were important.
- 2 people could **use** / **using** different herbs and plants as medicines.
- 3 there weren't any fridges, so people **can't** / **couldn't** keep food fresh for long.
- 4 shop signs didn't use words because most people couldn't **read** / **to read**.
- 5 people who made things with wood were very skilled and could **get** / **got** a lot of money.

2 Complete the text with *could* or *couldn't* and the verbs below.

sing   tell   fight   live

# BEING A JESTER

Being a jester was a special job during medieval times. A jester's job was to perform for people. Jesters <sup>1</sup> could sing, dance and tell jokes. They worked for kings and other important people so they <sup>2</sup> \_\_\_\_\_ in castles, but they <sup>3</sup> \_\_\_\_\_ for the king like the knights did. They <sup>4</sup> \_\_\_\_\_ funny jokes but people didn't always laugh. They wore very interesting clothes!



3 **Exam practice** Read. Then write to your friend using some of the words below. Write 25 words or more.

Your friend has asked you about jobs in medieval times. Say what knights or jesters *could* and *couldn't* do.

sing   dance   read   tell funny jokes   write poems   get a lot of money   ride a horse  
 speak different languages   live with their own family   fight for the king

---



---



---



After you read

1 Look at the infographic on Pupil's Book pages 28–29 again. Match the words to the definitions (1–4). Look at the pictures to help you.

My dictionary

compass
gold
silk
pots

1 a material for making clothes

2 you keep things in them

3 this shows you where north is

4 an expensive yellow material

silk

---



---



---



---

2 Match trade routes (1–4) to the pictures (a–d).

1 Silk Road c    2 Spice route       3 Gold route       4 Tea / Horse route   



3 Read the infographic in the Pupil's Book again. Write T (True) or F (False).

- 1 The Silk Road was one long single route. F
- 2 The only goods that people traded along the Silk Route were silk and grain.
- 3 The Chinese invented paper money to avoid using metal money.
- 4 People traded goods through Venice by land and sea.
- 5 Gold travelled to the Mediterranean from Africa.

4 **Critical thinking** What do you think? Write.

- 1 What do you think was difficult about travelling along the Silk Road?  

---
- 2 Do you think the merchants and knights had any fun in their travels? Why / Why not?  

---
- 3 Why do you think the Chinese created new technology?  

---

1 Read and choose.

- A: Today, I'm going to talk about merchants.  
 B: Can I <sup>1</sup> **check** / **try** something, please? What do you mean <sup>2</sup> **by** / **about** 'merchants'?  
 A: Merchants were people who bought and sold goods, like silk and gold. Is <sup>3</sup> **that** / **these** clear? Is everyone <sup>4</sup> **follows** / **following**?  
 B: Yes, thank you.  
 A: They travelled long distances – the Silk Road was over 4,000 miles long.  
 B: Could you say <sup>5</sup> **that** / **there** again, please?

2  **Pronunciation: Check understanding**

Listen and repeat.

- 1 Can you say that again, please?
- 2 Can I check something, please?
- 3 Is everyone following?
- 4 Excuse me, what do you mean by 'Master'?

3 Choose one of the jobs and write notes for your 'museum guide' talk.



knight



messenger



farmer

1 What kind of jobs did a knight / a messenger / a farmer do?


---

2 How long did someone have to train to become a knight / a messenger / a farmer?

---

3 What skills did they have to learn?

---

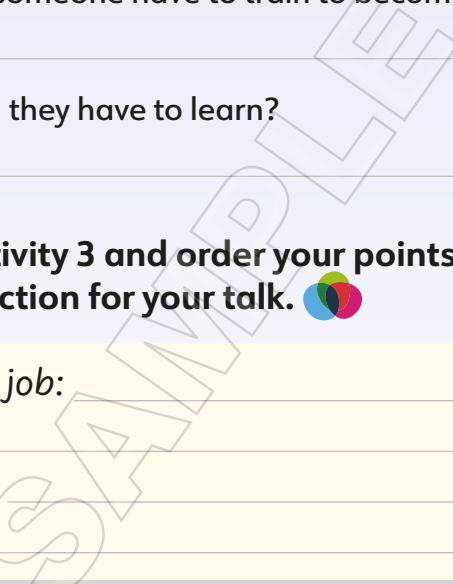
4  Look at Activity 3 and order your points 1–3. Write notes for each point and give an introduction for your talk.

Introduce the job:

First point:

Second point:

Third point:



5 Look at the checklist and tick (✓).

Go back to Pupil's Book, p.30

Decide:

- which points to include.
- on the order of the points.

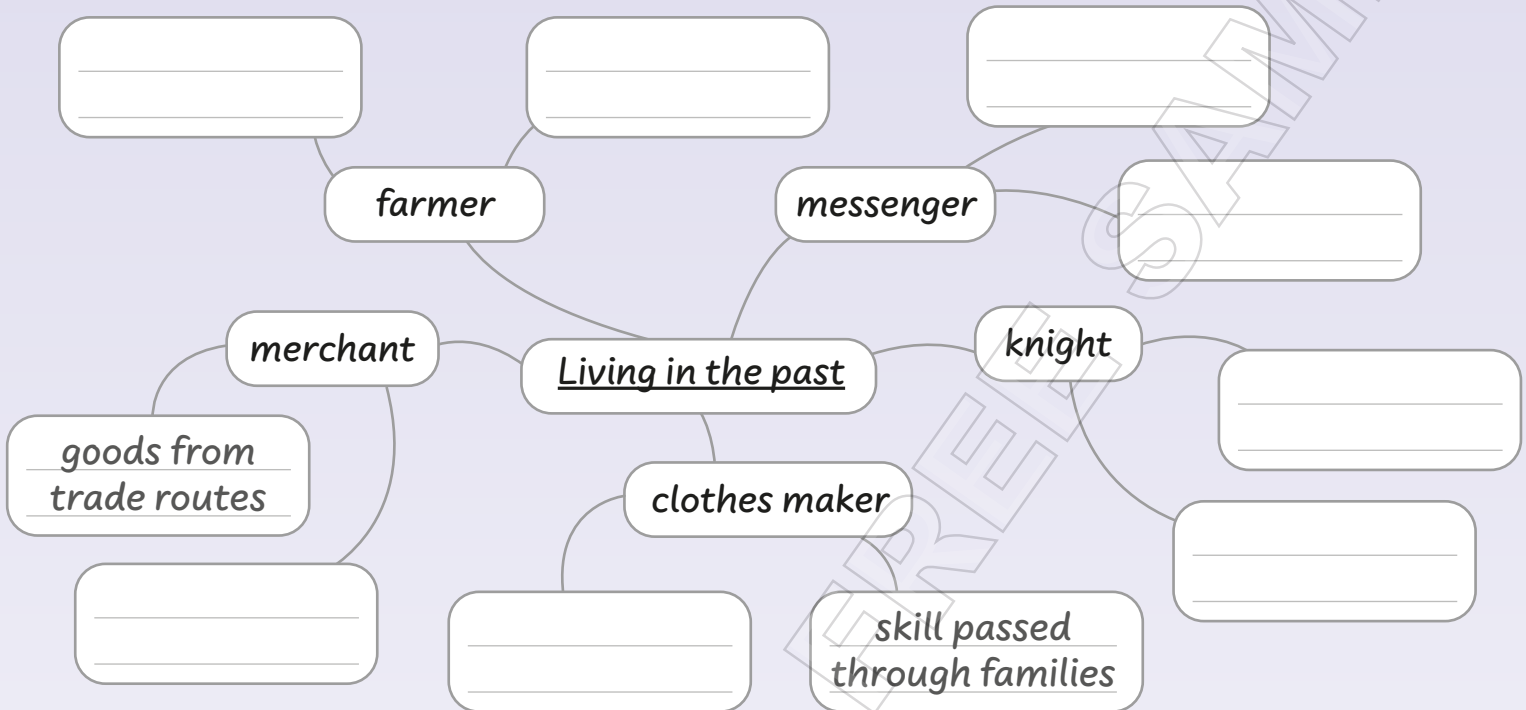
Be ready to:

- check understanding from your listeners.
- respond to questions.



## Plan

1 Think about living in the past. Complete the mind map.



2 Choose one trade from Activity 1. Write notes for your poem.

### Verse 1

Lines 1 and 2 ideas: \_\_\_\_\_

Possible rhyming words: \_\_\_\_\_

Lines 3 and 4 ideas: \_\_\_\_\_

Possible rhyming words: \_\_\_\_\_

### Verse 2

Lines 1 and 2 ideas: \_\_\_\_\_

Possible rhyming words: \_\_\_\_\_

Lines 3 and 4 ideas: \_\_\_\_\_

Possible rhyming words: \_\_\_\_\_

## Write

3 Now write a draft of your poem in your notebook. Remember to use your notes from Activity 2.





# Review

## 1 Match to make sentences.

- 1 In medieval times, it was common to light ...
  - 2 Merchants and other people sent ...
  - 3 People back then didn't use ...
  - 4 I like messaging ...
  - 5 Trade was easier when they started to print ...
  - 6 Farmers often used an ox and ...
  - 7 After the harvest, farmers often used a horse and ...
  - 8 It was common for farmers to use straw ...
- a information and make books.
  - b a smartphone, but they did chat to people like we do.
  - c cart to take the grain to market.
  - d messengers to take notes to other people.
  - e for the roof of their huts.
  - f a fire on a hill to communicate with other villages.
  - g plough to get the fields ready for planting crops.
  - h my friends on my phone, but I prefer chatting to them.

## 2 Read and complete.

oxen harvest straw ~~huts~~ crops tools

[Home](#) | [Blog](#) | [Videos](#) | [Subscribe](#)

Hello, everybody! Thanks for reading my blog. Today, I want to tell you about the day I went to a Medieval Farm Museum.

My friends and I got dressed up as farmers, which was really fun. We saw the little <sup>1</sup> huts with a <sup>2</sup> \_\_\_\_\_ roof that farmers lived in, and we used different <sup>3</sup> \_\_\_\_\_ to cook and make things with.

But the best bit of the day was working on the farm. There weren't many <sup>4</sup> \_\_\_\_\_ in the field, so we didn't have a good <sup>5</sup> \_\_\_\_\_, but we helped with planting (wearing our own clothes again). Before planting, we had to get the field ready, using a plough and real <sup>6</sup> \_\_\_\_\_. They made funny noises! It was really hard work, but so much fun!



## 3 Complete the sentences using the adverb form of the correct adjectives.

kind sad brave happy quick

- 1 She looked happily at her daughter making clothes and felt proud of her.
- 2 'I'll help you make that dress today,' she said \_\_\_\_\_.
- 3 The whole family ran \_\_\_\_\_ to get the harvest in before it rained.
- 4 He wanted to be a knight but realised \_\_\_\_\_ that it wasn't possible for him.
- 5 He stood \_\_\_\_\_ near the horses even though he was scared of them.

#### 4 Read and choose the correct form of the verbs.

**Tom:** Hi, Billie. I <sup>1</sup> **have to** / **don't have to** do a project this week about jobs in medieval times. You <sup>2</sup> **had to** / **didn't have to** do one last week. Is that right? Perhaps you can help me!

**Billie:** Yes, but we <sup>3</sup> **don't have to** / **didn't have to** do it on jobs. We <sup>4</sup> **could** / **couldn't** choose anything about medieval times, and I chose songs and music. I <sup>5</sup> **didn't have to** / **couldn't** find much information in the library, so I looked at some websites. What job are you going to talk about for your project?

**Tom:** I'm going to choose being a spy because it's really interesting. We <sup>6</sup> **couldn't** / **don't have to** give a talk – it's a writing project for a blog post on our class website.

#### 5 Read and complete using *had to* or *could* and the correct verbs.

speak get be use

### Being a spy

In medieval times, being a spy was an important job. The king <sup>1</sup> *had to use* spies to find out things that people didn't want to tell him. Not all spies were men – women <sup>2</sup> \_\_\_\_\_ spies too. In fact, most spies were women. To be a good spy you <sup>3</sup> \_\_\_\_\_ to lots of different people to get information. Being a spy was a difficult job but you <sup>4</sup> \_\_\_\_\_ a lot of money.



#### 6 Complete the sentences. Use the verb phrases and the prompts below or your own ideas.

clean our classroom speak English set the table cook dinner swim run

Every day at school, we <sup>1</sup> \_\_\_\_\_ (have to),  
but we <sup>2</sup> \_\_\_\_\_ (don't have to).

When I was younger, <sup>3</sup> \_\_\_\_\_ (had to),  
but I <sup>4</sup> \_\_\_\_\_ (didn't have to).

When I was younger, <sup>5</sup> \_\_\_\_\_ (could),  
but I <sup>6</sup> \_\_\_\_\_ (couldn't).



How do you say *have to* and *don't have to* in your language? Is the verb the same?

## Think about Unit 2

Read the unit objectives and the sentences below. Write.

### UNIT OBJECTIVES

- Talk about life in medieval times
- Talk about obligation and ability
- Read an infographic
- Read and write a poem
- Give a talk about life in the past

★ What I did best in this unit is ...

---

---

because ...

---

---

★ Something I did really well is ...

---

---

because ...

---

---

☁️ I want to get better at ...

---

---



by ...

- |  |  |
|--|--|
| <input type="radio"/> reading some blogs about medieval times.     | <input type="radio"/> practising the new vocabulary with a friend. |
| <input type="radio"/> writing new sentences with the grammar.      | <input type="radio"/> writing my poem again using my checklist.    |
| <input type="radio"/> listening to a podcast about medieval times. | <input type="radio"/> playing the digital games on my Pupil's App. |

My ideas:

---

---

Go to the map on pp.4-5 and complete your unit pass.



### Exam tip: Listening, Part 2

Read the notes carefully before you listen.  
 Listen for the important words such as days, dates, numbers, times, etc.  
 At the end, read your answers and check your spelling.  
 Read all the questions and answers again. Do they make sense?

#### 1 Look at this sentence about a play. Which word goes in the gap?

The actors couldn't come to our school on Tuesday, so we're going to watch the play on \_\_\_\_\_.

Wednesday

bus

afternoon

#### 2 Listen. For each question, write the correct answer in the gap. Write one word or a number or a date or a time.

You will hear a teacher telling students about a Medieval History Day.

#### MEDIEVAL HISTORY DAY

Day of show: Wednesday

Cost of ticket: <sup>1</sup> £ \_\_\_\_\_

Give money to: <sup>2</sup> Ms \_\_\_\_\_

Give money by: <sup>3</sup> \_\_\_\_\_

Start time: <sup>4</sup> \_\_\_\_\_ am

Bring: <sup>5</sup> \_\_\_\_\_

#### 3 Check your answers with a friend. Do the answers you wrote fit with the meaning of the sentences?

