




# 2 Life in the past

## Lesson 1 Reading

- 1  Look at the photos. When do you think the boy wrote his diary?  
a three years ago                      b thirty years ago                      c three hundred years ago
- 2 Read the text quickly to find the things that happened. Is the boy happy or sad?
- 3  2.1 Read the diary and check your answers to Activity 2. **Be a star!** 
- 4 Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.



## Daniel's diary

20th February 1992

Another power cut! I'm writing this **diary** in my bedroom. It's very cold – there's ice on the inside of the window! There's no heating or electricity but I've got a blanket, a torch and a **hot water bottle** to help me stay warm.

You won't believe what happened today. It was a bad day. A really, REALLY terrible day. I missed the bus, so I had to walk home from school. When I opened my school bag at home, my homework book wasn't there!

I used to get bad marks from my teacher when I forgot my homework. I don't want to do that again.

'Mum, what can I do?' I asked. 'I don't know the homework for tonight!' 'Phone your friend Mark and ask him,' she said.



## Vocabulary

atlas borrow (borrowed) cassette player diary  
encyclopaedia freezing hot water bottle  
office phone box remember (remembered)

Phone mark? We used to have a phone in our house, but it's broken, so I walked to the **phone box**. Then I **remembered** I didn't have any money, so I went back home and got some coins. I wrote mark's phone number on a piece of paper and walked back to the phone box. But mark wasn't home when I phoned him! He was playing football. What? He didn't use to play football on Thursday nights!

I left the phone box and walked home. It was **FREEZING** outside! There was snow on the ground and that helped me remember! The homework was about Antarctica!

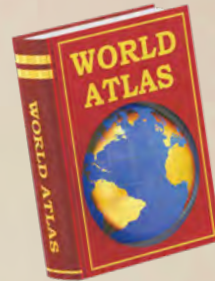
'mum, I remembered my homework!' I said when I got home. 'It's about Antarctica! It used to be really cold there, but global warming is changing it! I need to check some things. where's the **encyclopaedia**?'

mum looked sad. we used to have an encyclopaedia, but we haven't got one now. my uncle Jack came to visit and **borrowed** it for work at school – he's a teacher. So I did my homework with an old **atlas** from my dad's **office** and some information from a children's book. I don't think it's very good.

I sat by the fire for ten minutes to try to get warm, then I went to bed and listened to music on my **cassette player**. Then the cassette broke! The machine doesn't work.

And then, I was writing this diary when I spilt ink on the bed.

I'm having a really **BAD DAY**!





## Lesson 2 Reading comprehension

1 Read the diary entry on pages 22–23 again. Number the events in order.

- |   |                                    |   |                          |
|---|------------------------------------|---|--------------------------|
| 1 Daniel looked for an encyclopaedia at home. | <input type="checkbox"/>           | 5 Daniel wrote his homework using information from a children's book. | <input type="checkbox"/> |
| 2 Daniel forgot his homework book.            | <input type="checkbox" value="1"/> | 6 Daniel wrote Mark's number on a piece of paper.                     | <input type="checkbox"/> |
| 3 Mark wasn't at home when Daniel phoned him. | <input type="checkbox"/>           | 7 Daniel remembered his homework.                                     | <input type="checkbox"/> |
| 4 Daniel walked to the phone box.             | <input type="checkbox"/>           | 8 Daniel's cassette player broke.                                     | <input type="checkbox"/> |

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

- |   |                               |
|---|-------------------------------|
| 1 Where is Daniel now?                                      | <u>In his bedroom at home</u> |
| 2 Why has he got a hot water bottle?                        | _____                         |
| 3 How did Daniel's bad day start?                           | _____                         |
| 4 How did Daniel's mum help him?                            | _____                         |
| 5 Why couldn't Mark tell him the homework?                  | _____                         |
| 6 Why did Daniel need an encyclopaedia?                     | _____                         |
| 7 What information did an atlas give Daniel?                | _____                         |
| 8 What do you think was the worst part of Daniel's bad day? | _____                         |

3   Work in pairs. How do you think life was different in the 1990s? How was it the same? Discuss.

### Working with words

#### Making nouns from verbs

Sometimes we can make nouns from verbs. We often add **-er** or **-or**:

*paint* – *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. Then add two more to the list.

- |         |               |         |       |
|---------|---------------|---------|-------|
| 1 work  | <u>worker</u> | 4 visit | _____ |
| 2 teach | _____         | 5 _____ | _____ |
| 3 play  | _____         | 6 _____ | _____ |

## 1 Look and read.

*used to: affirmative and negative*

He **used to** be an actor .

He **didn't** use to teach maths .

I	You	He	She	It	used to	have	an encyclopaedia.
We	They	didn't use to	play	football on Thursday.			



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

Life was very different 30 years ago. People <sup>1</sup> used to call (call) their friends from phone boxes because they <sup>2</sup> \_\_\_\_\_ (not have) mobile phones. They <sup>3</sup> \_\_\_\_\_ (do) their homework with encyclopaedias because they <sup>4</sup> \_\_\_\_\_ (not have) the internet. They <sup>5</sup> \_\_\_\_\_ (do) homework with a pen because they <sup>6</sup> \_\_\_\_\_ (not have) computers. People <sup>7</sup> \_\_\_\_\_ (not have) music online, so they <sup>8</sup> \_\_\_\_\_ (listen) to music on cassette players.

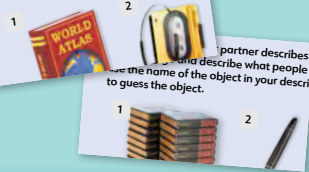
## 3 Work in pairs. Play a guessing game. **Be a star!**

- **A** Look at page 144. **B** Look at page 146.
- Take turns to choose an object and describe what people used to do with it.
- Your partner has to guess the object. **A** starts.

People used to look at maps in this because they didn't use to have the internet.



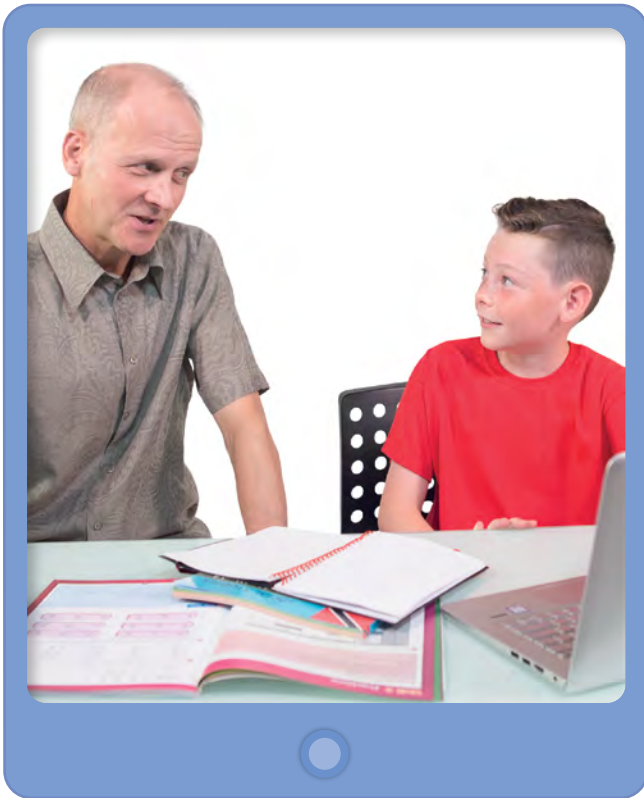
Choose an object on your page and describe it to do with it. Don't use the name of the object. Your partner guesses the object. Then swap.



An atlas!

# Lesson 4 / Language in use

## 1 2.2 Listen and say.



### Vocabulary

calculator   carpet   cottage  
history   servant   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 Work in pairs. Make a new dialogue with the phrases below. Look at Activity 1 and replace the underlined words and sentences.

I used to live in a flat in the city.

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 Work in pairs. Ask and answer the questions in Activity 3. **Be a star!**

guide in those days  
kilometre oil lamp

1 Look at the photo. What does it show?



2 2.3 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 cold <input type="checkbox"/>    |
| 2 pupils same 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 2.3 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.



Can all children go to school?

4 Work in pairs. How is this classroom different to your classroom? How is it similar? Discuss.

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

- 1 What did Daniel write first? \_\_\_\_\_
- 2 Who did he write about? \_\_\_\_\_
- 3 What did he write about? Tick (✓).
- |            |                                     |                      |                          |
|------------|-------------------------------------|----------------------|--------------------------|
| a events   | <input checked="" type="checkbox"/> | d weather            | <input type="checkbox"/> |
| b feelings | <input type="checkbox"/>            | e stories            | <input type="checkbox"/> |
| c opinions | <input type="checkbox"/>            | f family and friends | <input type="checkbox"/> |

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

**Friday, 26th May**

What a day!! I was late for school and we had a trip to the zoo (I forgot!). They had to wait for me and Mrs Tarrant was angry. She gave me extra homework – she used to be my favourite teacher!

The zoo was fun. We fed the monkeys and a cute baby monkey stole Joe's hat! Ha! Ha! Ha! It was awesome! But then we went to the snake house. Yuck! I HATE snakes!

Later I was watching TV when Mum shouted, 'VERA, HOMEWORK!' Arrrgh, we didn't use to get so much homework. Tomorrow I can stay in bed because it's SATURDAY!!



3 How does Vera write these sentences in her diary?

- 1 Today was difficult. What a day!! \_\_\_\_\_
- 2 I didn't remember we had a trip. \_\_\_\_\_
- 3 I laughed. \_\_\_\_\_
- 4 Snakes are horrible. \_\_\_\_\_
- 5 Mum told me to do my homework. \_\_\_\_\_

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

1 exclamation marks

3 block capital letters

2 sounds / noises

4 informal words or expressions

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

- Day and date \_\_\_\_\_
- Where did you go? \_\_\_\_\_
- Who with? \_\_\_\_\_
- What did you do? \_\_\_\_\_  
\_\_\_\_\_
- What was the best thing about the day? \_\_\_\_\_  
\_\_\_\_\_
- How did you feel? \_\_\_\_\_
- What did you think about people and events? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6 Write a diary entry together about your trip.

Use some informal writing features from Activity 4. **Be a star!**

[Date] \_\_\_\_\_

*Yesterday was awesome!! We went on a school trip to ...*

7  Have a class vote. Which diary entry made the trip sound most interesting? Do you agree with what was the best thing about the trip? Why / Why not?

## Learning to learn

### Memorising new vocabulary

To help you remember new vocabulary, try to learn a small number of new words (about eight) and repeat these regularly. This is easier than trying to learn 25 new words all at the same time. Here are some ideas to help you revise and repeat new vocabulary:



- Write the words on labels. Stick them on your wall so you see the words every day.
- Record the words and play them back.
- Write sentences with the words. Practise saying the sentences to a friend.



## Lesson 7 Speaking

### Vocabulary

communicate 21st (twenty-first) century

- 1   Work in pairs. Imagine it's the year 2120. How do you think life will be different? Discuss the ideas below and take notes.

shopping

transport

food

entertainment

clothes

communication

chores

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



- 2  Work in pairs. Act out a dialogue. 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.

Welcome to ...

I'm going to talk about ...

In those days, ...

Another interesting thing is that ...

Welcome to the History Museum. My name is Joe and I'm your guide for today. I'm going to talk about life in the 21st century. In those days, people used to buy things in shops ...

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

Could you repeat that, please?

What do you mean by ... ?

Can I check something, please?



- 3   Discuss as a class. In 2120, what things about life now will seem different?



Libraries will seem strange because people will read electronic books.

Clothes shops will seem strange because we will all wear the same things.





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 things you think they didn't have.

1



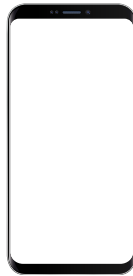
2



3



4



5



6



1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

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 to read out your texts to compare your ideas.

## 1 Write the correct word for each definition.

ambulance atlas diary electricity **emergency** freezing

- 1 A dangerous event that needs immediate action.
- 2 It takes people to hospital after an accident.
- 3 The power that makes machines and lights work.
- 4 A book that shows maps of the world.
- 5 Something to write in about your day.
- 6 Very, very cold.

emergency  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

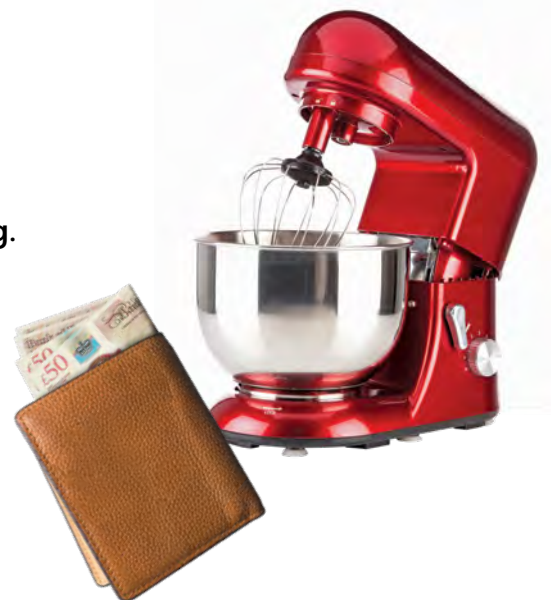
## 2 Complete the text with the correct form of the verbs.




We <sup>1</sup> were rehearsing (rehearse) for the school play last night when an embarrassing thing  
 2 \_\_\_\_\_ (happen). The alarm  
 3 \_\_\_\_\_ (ring) while we  
 4 \_\_\_\_\_ (sing) the last song. Everyone  
 5 \_\_\_\_\_ (wear) their character costumes when we <sup>6</sup> \_\_\_\_\_ (go) outside to the playground. A group of young children  
 7 \_\_\_\_\_ (arrive) while we  
 8 \_\_\_\_\_ (wait) for the firefighters to come. They couldn't stop laughing. We looked really funny!

## 3 Circle the correct words to complete the sentences.

- 1 They were very **excited** / exciting about their holiday.
- 2 The little boy was **frightened** / frightening by the noise.
- 3 I forgot my money! It was really **embarrassed** / embarrassing.
- 4 She likes teaching. She's a really good **teacher** / teach.
- 5 She likes sports. She wants to be a tennis **playing** / player.
- 6 I **made** / was making a cake when I heard the phone ring.



1  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 walking downstairs when all the lights went out. It was a <sup>1</sup> \_\_\_\_\_ . 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 <sup>2</sup> \_\_\_\_\_. 'I'm very sorry,' he explained. 'There's no dinner tonight because we still haven't got any <sup>3</sup> \_\_\_\_\_ 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?'

<sup>4</sup> \_\_\_\_\_ her mum was chopping the vegetables, Jana's dad heated some water on the barbecue. They made a lovely vegetable <sup>5</sup> \_\_\_\_\_, 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

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



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



- teach history ✗
- write with a pen and ink ✓
- live in the city ✓
- work as a guide ✗

Where did Bill use to live?

He used to live in a cottage.

Did Anna use to ... ?



**Watch** the speaking exam practice video.