

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

Vocabulary

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

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WB: page 18

Unit 2 Reading skill: use photos to help understanding
WB: page 18 **23**

Learning objectives: Read a diary entry; Reading skill: use photos to help understanding

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

Review vocabulary: emergencies

Resources: Vocabulary 1 worksheet

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 photos. When do you think the boy wrote his diary?

- Children look at the photos on pages 22-23. Ask *Are the items from the past, the present or the future? How do you know?* Elicit answers.
- Ask the children *Whose diary is this? (a boy called Daniel) When did Daniel write this entry? (20th February 1992)*

- Elicit answers for the question in Activity 1.

Answer: b

2 Read the text quickly to find the things that happened. Is the boy happy or sad?

- Elicit answers. Discuss and compare different ideas.

3 2.1 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 section.
- Ask the children if Daniel is happy or sad. Elicit answers.
- Play the audio if the children need additional support.

Answer: He is sad because he is having a bad day.

4 Look at the vocabulary box. 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 box.

- 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 pages 154–155 of the Pupil's Book.

★ Teaching star! ★

Vocabulary

- Encourage the children to manage their learning by making cards with the words in the vocabulary box written on one side and definitions on the other. Tell children they can use the cards whenever they need them.

Cooler: Quick memory game

- Play *Quick memory game* (see Games bank, pages 14–17) with the new vocabulary from this lesson.

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2 Life in the past

Lesson 1 Vocabulary

- 1 **CE:YL** Look and read. Choose the correct words and write them on the lines.

an atlas	borrow	a cassette player	a diary	an encyclopaedia
freezing	a hot water bottle	an office	a phone box	remember

- 1 A book of maps and information about countries. _____ *an atlas*
- 2 Very, very cold. _____
- 3 To think about something that happened in the past. _____
- 4 A machine that plays music. _____
- 5 A building or a room where people work. _____
- 6 A book with information about people, places, things and ideas. _____
- 7 To use something that belongs to someone else. _____
- 8 A small building where you can phone someone. _____
- 9 A book you use to write your thoughts in. _____
- 10 Something you use to help you stay warm. _____

- 2 **2.1** Listen and write **T** (True) or **F** (False).

- 1 George can use an encyclopaedia to do his project. T
- 2 She's going to get a new cassette player for her daughter. _____
- 3 He can only borrow two books from the library. _____
- 4 He saw her diary in the bedroom. _____
- 5 George's grandma got a phone when she was ten. _____
- 6 Mum's cassette player doesn't work. _____

- 3 Complete the sentences with words from Activity 1.

- 1 It was freezing last night – there was a power cut, so we had no heat!
- 2 Mum went to her _____ this morning for work, but she will be home this afternoon.
- 3 Did you _____ to switch off the lights?
- 4 My phone isn't working – I'll use the _____ on the next street.

18 Unit 2 Unit A2 Flyers: Reading and Writing Part 1

- 1 **CE:YL** Look and read. Choose the correct words and write them on the lines.

This activity helps the children prepare for Part 1 of the Reading and Writing paper of the Cambridge English A2 Flyers exam.

Answers: 1 an atlas 2 freezing 3 remember
4 a cassette player 5 an office 6 an encyclopaedia
7 borrow 8 a phone box 9 a diary 10 a hot water bottle

- 2 **2.1** Listen and write **T** (True) or **F** (False).

Audioscript

- 1 **Boy:** I'm doing a history project for school, Mum, but I can't use the internet to find the information.
- Woman:** That's OK! We have a fantastic encyclopaedia here at home. It has all sorts of information in it about history.
- Boy:** Great!
- 2 **Man:** Welcome to my bookshop! Can I help?
- Woman:** Yes, I want to get my daughter a present. She loves maps and learning about different countries.
- Man:** So she loves geography! I think she would like a new atlas.
- Woman:** Fantastic!
- 3 **Boy:** Are we going to the library today?
- Woman:** Yes, this afternoon. But you've got lots of book to read at the moment so you can only borrow two books today..!
- Boy:** OK.
- 4 **Girl:** Andrew, have you seen my diary? It was in my bedroom, but I can't find it!
- Boy:** It's in the living room. I saw it when I was watching TV.
- Girl:** I hope you didn't read it!
- Boy:** Of course I didn't!
- 5 **Boy:** Grandma, did you have a phone in your house when you were a child?
- Woman:** No, but there was a phone box not far from our house. So, I called my friends who had a phone. But my mum and dad both had phones in their offices where they worked, so they decided we needed one at home too. So, we got a phone in the house when I was about ten years old.
- 6 **Girl:** Mum, what's this?
- Woman:** That's a cassette player. You put a music cassette inside it, press the button that says 'Play' and listen to the music.
- Girl:** It looks so old!
- Woman:** Well, it is a bit old, but I loved to have one when I was your age! And it still works – that's why I keep it in the kitchen. I like to listen to music while I'm cooking.

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

- 3 Complete the sentences with words from Activity 1.

Answers: 1 freezing 2 office 3 remember
4 phone box

Lesson 2 Reading comprehension / Working with words

Pupil's Book page 24

- 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: 1 6 2 1 3 4 4 3 5 7 6 2 7 5 8 8

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 In his bedroom at home 2 To help him stay warm 3 He missed the bus at school. 4 She told him to phone his friend Mark and ask him. 5 Because Mark wasn't home. 6 He needed to check some things in the encyclopaedia for his homework. 7 Information to help him with his homework. 8 Children's own answers.

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.

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

- Elicit some ideas for things that have changed over the last 30 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.

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 checked="" type="checkbox"/> | 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 _____ | _____ |

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Unit 2 Reading skill: infer meaning and draw conclusions Working with words: making nouns from verbs WB: page 19

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

Resources: Working with words worksheet

Warm-up: Past, present, or future?

- Write *past (1992)*, *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, 1992 or 2416:
I went to the cinema last night. We used to have a phone in our house, but it's broken, so I walked to the phone box. 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 went to bed and listened to music on my cassette player.

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

- Elicit what the children can remember from Daniel's diary on pages 22–23.
- Read out the example and elicit which event they think would be the last one (8: Daniel's cassette player broke).

Working with words

Making 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. Then add two more to the list.

- The children write the nouns for 1–4. They then add two more to the list before checking 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 worker 2 teacher 3 player 4 visitor
5 Children's own answers. 6 Children's own answers.

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 again. Match to make sentences.

1 Daniel wrote his diary	a to the phone box.
2 There was no heating	b an old atlas.
3 His homework wasn't	c about Antarctica.
4 Daniel walked	d in his bedroom.
5 Daniel's homework was	e on his cassette player.
6 He did his homework with	f or electricity.
7 Daniel listened to music	g in his school bag.



2 Complete the sentences with your own words.

- There was no heating in Daniel's house because there was a power cut.
- Daniel had to walk home because _____.
- He phoned Mark because _____.
- Mark wasn't home because _____.
- Uncle Jack borrowed the encyclopaedia because _____.

Working with words

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

oet	build	direct	invent	paint	sail	sing	teach
-er	_____	_____	_____	_____	_____	_____	_____
-or	actor	_____	_____	_____	_____	_____	_____

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

- Anna wants to be an actor. She's going to act in our school play.
- My uncle is a _____. He _____ around the Caribbean last summer.
- Thomas Edison _____ the light bulb. He's my favourite _____.
- Jane's grandfather _____ their family home. He used to be a _____.
- Steven Spielberg is a famous _____. He _____ the *Indiana Jones* films.

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2 Complete the sentences with your own words.

Suggested Answers: 1 there was a power cut
2 he missed the bus 3 he wanted to ask him about the homework
4 he was playing football 5 he's a teacher and needed it for work.

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

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

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

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

1 Read the diary on Pupil's Book pages 22–23 again. Match to make sentences.

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

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 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 ¹ used to call (call) their friends from phone boxes because they ² _____ (not have) mobile phones. They ³ _____ (do) their homework with encyclopaedias because they ⁴ _____ (not have) the internet. They ⁵ _____ (do) homework with a pen because they ⁶ _____ (not have) computers. People ⁷ _____ (not have) music online, so they ⁸ _____ (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.

An atlas!

Go to Grammar booster: page 135. Unit 2 Use *used to* to talk about past habits and situations WB: page 20 **25**

- 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.

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

Grammar: *used to*: affirmative and negative

Review vocabulary: emergencies, the past

Resources: Graphic Grammar video; Grammar 1 worksheet

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.

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 photos. Tell them to close their books.
- Have them write down all the things they can remember that were different in the past (e.g. phone boxes instead of mobile phones, cassette players, ink pens).

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

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)*

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 Work in pairs. Play a guessing game.

Be a star!

- Organise the children into pairs and then into Student A and Student B. Have Student A turn to page 144 and have Student B turn to page 146.
- Read out the instructions and have a confident pair read the example dialogue so the children have an understanding of how to play the game. The children choose an object on their page and describe what people used to do with it. Remind them not to say the name of the object in their description. Their partner has to guess the object. Then they swap roles.
- Allow time for the children to complete the game.

Grammar booster

Ask the children to turn to page 135 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. Alternatively, you may wish to have the children complete this activity at home.

Answers: 1 I used to play with toys when I was little. 2 I didn't use to go to school. 3 Mum used to read to me. 4 I didn't use to cook my breakfast. 5 I used to go to bed very early.

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.

Lesson 3 Grammar

1 Read and circle the correct forms.

This is my great grandfather. Life was very different when he was young. He ¹ used to / didn't use to work in an office in the city. Travelling to the city was difficult. People ² used to / didn't use to have cars so they ³ used to / didn't use to walk a long way. My great grandmother ⁴ used to / didn't use to work in the city, she stayed at home every day. She ⁵ used to / didn't use to cook and clean, and she ⁶ used to / didn't use to make a fire every morning because it was so cold. There wasn't any electricity so people ⁷ used to / didn't use to watch TV. In the evenings, my great grandfather ⁸ 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*.

- I _____ go to school.
- I _____ go to bed early.
- I _____ read books.
- I _____ play computer games.
- I _____ speak English.
- I _____ 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 servants electricity phones computers

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

Grammar reference:

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

1 Read and circle the correct forms.

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.

Lesson 4 Language in use

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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!**

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Go to Grammar booster: page 135.

- Play the audio. The children listen to the dialogue and 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.

- Play the video and follow the procedure above.
 - Divide the class into two groups and have each group say one part of the dialogue.

2 Work in pairs. 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.

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 Work in pairs. Ask and answer the questions in Activity 3. **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 complete the activity in pairs.

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

Grammar: questions with *used to*

Vocabulary: calculator, carpet, cottage, history, servants, vacuum

Review vocabulary: the past

Resources: Language in use video; Grammar 2 worksheet

Materials: 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 box.
- Read out an example sentence for each word (see Pupil's Book dictionary, pages 154-155). Elicit definitions for the words.
- The children check the definitions in the dictionary.

1 2.2 Listen and say.

- Refer children to the picture in Activity 1. Ask who the boy is (Oliver) and who they think the man is.

Grammar booster

Ask the children to turn to page 135 of their Pupil's Book to complete Activities 2 and 3. Alternatively, you may wish to have the children complete this activity at home.

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; 3 Children's own answers.

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?*

Workbook page 21

Lesson 4 Language in use

1 Order the words to make questions about when you were five. Then answer for you.

- English / Did / you / speak / use / to ? *Did you use to speak English?*
- play / What / use / games / to / you / did ? _____
- pet / use / have / Did / to / you / a ? _____
- bed / What / did / to / go / time / use / to / you ? _____

2 **CE:YL** 2.2 What did each person use to do? Listen and write a letter in each box.

Grandpa Grandma Mr Brown George Mum

A B C D E F

3 Write questions to go with the answers.

- Did you use to have hot water?*
No, I didn't. There wasn't any hot water in my house.
- I used to read or sew in the evenings.
- I used to walk to school.
- Yes, I did. I used to play outside every day.
- I used to play tennis.

Unit 2 Go to Vocabulary and grammar reference on page 119 - A2 Flyers: Listening Part 3 21

Grammar reference:

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

1 Order the words to make 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 **CE:YL** 2.2 What did each person use to do? Listen and write a letter in each box.

This activity helps the children prepare for Part 3 of the Listening paper in the Cambridge English A2 Flyers exam.

Audioscript

Listen and look. There is one example. George is talking to his grandpa about what life was like when he was a child. What did each person use to do?

Boy: Grandpa, can you help me with my homework?

Man: Yes, what can I do?

Boy: Well, I need to answer these questions on my computer.

Man: Oh no! Sorry George - I don't know anything about computers. We used to write our homework in our notebooks.

Can you see the letter C? Now you listen and write a letter in each box.

Boy: That's OK Grandpa - you can help and I can write the answers. So, didn't you use to use a computer?

Man: No! And we didn't have mobile phones either!

Boy: So, how did you speak to Grandma?

Man: She used to ride her bike to my house and we chatted in real life.

Boy: Very funny ... so what about your teachers? Did they use to write your lessons on the whiteboard?

Man: Yes, but the whiteboards weren't white - they were black. And my teacher - Mr Brown - he used to write on the board with a special white pencil, called chalk. He used to get angry when the chalk broke too!

Boy: Chalk? You can still buy chalk in different colours today - I used to draw a game with numbers to jump on when I was younger - I drew it on the path on our street.

Man: That's right. Your mum used to like playing on the street too - just like you.

Boy: Did she? Did she used to ride her bike in front of the house like Grandma?

Man: No - she used to play football with your uncle in the front garden ... and she always used to win!

Answers: Grandpa-C, Grandma-F, Mr Brown-A, George-B, Mum-E


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 get to school? 4 Did you use to play outside? 5 What did you use to play?

Lesson 5 Listening

Vocabulary
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.

Unit 2 Listen for specific information
WB: pages 22-23 **27**

Learning objectives: Listen for specific information

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

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 box.
- Read out an example sentence for each word (see Pupil's Book dictionary, pages 154-155). Elicit a definition for the words.
- The children check the definitions in the dictionary.

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.

2 2.3 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 2.3 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 **Work in pairs. How is this classroom different to your classroom? How is it similar? Discuss.**

- 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.

Cooler: Classrooms in the future

- Ask the children what they think the classrooms of the future will look like.



Can all children go to school?

Introduce the children to Sustainable Development Goal 4: *Quality education*.

Ask: *Can all children go to school?* This question helps the children compare and contrast their own education with opportunities given to other children.

- Ask the children to imagine growing up without being able to go to school. Guide the discussion toward how difficult it is to learn without books and teachers. Explain that not all children are able to go to school if there are no schools in their communities, no teachers, or no money to buy books and other equipment. Have the children brainstorm what they can do to help children who cannot go to school, and emphasise that all children have the right to learn.

Possible answers: No, because they don't have schools or books; we can help these children by sending books, equipment or money to communities without schools.

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 didn'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. b
- 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. _____

<p>a portrait</p>	<p>b freezing communicate</p>	<p>c <table border="1" style="font-size: small;"> <tr><td>Verb</td><td>Noun</td></tr> <tr><td>teach</td><td>teacher</td></tr> <tr><td>visit</td><td>visitor</td></tr> </table></p>	Verb	Noun	teach	teacher	visit	visitor
Verb	Noun							
teach	teacher							
visit	visitor							
<p>d oil lamp candle ink</p>	<p>e <table border="1" style="font-size: small;"> <tr><td>We use a calculator to help us in maths.</td></tr> </table></p>	We use a calculator to help us in maths.	<p>f <table border="1" style="font-size: small;"> <tr><td>dig verb</td></tr> <tr><td>to break up or move earth with a tool or machine</td></tr> <tr><td>He dug a hole to bury the treasure.</td></tr> </table></p>	dig verb	to break up or move earth with a tool or machine	He dug a hole to bury the treasure.		
We use a calculator to help us in maths.								
dig verb								
to break up or move earth with a tool or machine								
He dug a hole to bury the treasure.								

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

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.

This activity helps the children prepare for Part 2 of the Reading and Writing paper in the Cambridge English A2 Flyers exam.

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

Lesson 6 Writing / Learning to learn

Pupil's Book pages 28-29

Lesson 6 Writing

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. Santani 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!' Arrgh, 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
- 2 sounds / noises
- 3 block capital letters
- 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.

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

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

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

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

Answers: 1 The date. 2 himself, his teacher, his mum, his friend Mark, his uncle Jack 3 a, b, c, d, f

2 Read Vera'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 Vera 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 VERA, 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 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

Memorising 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.

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 didn'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. b
- 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 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 6 / Writing

Prepare to write

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

AWESOME cool! BEST yuck! LOVE toot, toot! Yum!!!

Sunday, 8th May
 Today was really '____ cool! ____ I went to an adventure park with my family. There were lots of amazing animals. We watched the lions and one of them roared at me - '____ it was really scary!
 After that, we explored the Adventure Castle - it was '____. Then we took a train round the lake - '____. I took a photo of a crocodile with its mouth open - '____.
 On the way home we stopped for ice cream. It '____ ice cream! I had strawberry flavour. '____ it was the '____ day out ever!

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

- It was delicious. Yum!!!
- It was really scary. _____
- I really like chocolate. _____
- It was really horrible. _____
- I had a fantastic day. _____

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

Where did you go? _____
 Who with? _____
 When did you go? _____
 What did you do? _____

What did you see? _____
 What did you enjoy most? _____
 How did you feel? _____
 What did you think about your day? _____

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 Aaargh!!! 3 AWESOME
 4 toot, toot! 5 yuck! 6 LOVE 7 Yum!!!
 8 BEST

2 How could you write sentences 1-5 in a diary entry? 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.

Date: _____

5 Read and check what you wrote in Activity 4. Tick (✓).

Did I use informal words and expressions?
 Did I use punctuation in the style of a diary?
 Is the information interesting and fun to read?
 Did I use past tenses correctly?
 Is the spelling correct?

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. Tick (✓).

- 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


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 ...


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?

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 ...



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.

30 Unit 2 Give a talk Clarify information WB: page 26

Learning objectives: Give a talk; clarify information

Vocabulary: communicate, 21st century

Resources: Vocabulary 2 worksheet

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, vacuum, carpet.*

Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, pages 154-155). Elicit a definition for the words.
- The children check the definitions in the dictionary on pages 154-155.
- Then use the dictionary to give definitions in the following order to elicit the words: *21st century, communicate.*

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.**

- 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 **Work in pairs. Act out a dialogue. 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 as a class. In 2120, what things about life now will seem different?**

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

ESDC



How can our community be a better place in the future?

Introduce the children to Sustainable Development Goal 11: *Sustainable cities and communities*. Ask: *How can our community be a better place in the future?* This question helps the children connect some of the predictions about the future in this lesson to personal and local action.


- Have the children work in small groups to discuss some of the ideas about the future presented in this lesson. Ask groups to present their thoughts on one more prediction about the future and how what they think will happen can make their community a better place to live, work and go to school.

Possible answers: Robots might clean city streets, types of transport might run on cleaner fuel, people won't waste as much paper and other resources.

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.

Lesson 7 Functional language

1  **2.3 Listen and number the sentences in order. Then underline the key words in each sentence.**

- What do you mean by 'pull every vehicle'?
- Could you repeat that, please?
- Welcome to the History Project.
- Another interesting thing is that most people couldn't use public transport.
- It was very different in those days.
- I'm going to talk about transport in our town 100 years ago.
- Can I check something, please?

Check-up challenge


1 Write the words in the correct columns.

atlas	borrow	carpet	encyclopaedia	guide
remember	servant	teacher	vacuum	
Verbs	People	Things		
			atlas	

2 Unscramble the words to complete the sentences.

- My dad works in an office.
- To learn about the past, we study history.
- My mobile phone is my favourite gadget.
- It snowed last night so this morning it's freezing.
- A small house in the country is called a cottages.
- 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.

26 Unit 2

1  **2.3 Listen and number the sentences in order. Then underline the key words in each sentence.**

Audioscript

Woman: Welcome to the History Project. Today I'm going to talk about transport in our town 100 years ago. It was very different in those days. In 1900, horse were the main form of transport.

Boy: Could you repeat that, please?

Woman: Of course. Horses were the main form of transport. They used to pull almost every vehicle.

Boy: What do you mean by 'pull every vehicle'?

Woman: A vehicle is a type of transport. Horses used to pull most of them, including buses. Another interesting thing is that most people couldn't use public transport because it was very expensive. They used to walk every day.

Boy: Can I check something, please? Were there trains in 1900?

Woman: Yes, there were. There were steam trains for travelling long distances.

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

Children underline: a What do you mean by b Could you repeat that c Welcome d Another interesting thing is e in those days f I'm going to talk about g Can I check something



Lesson 8 Think about it!

Pupil's Book page 31

- 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

Lesson 8 Think about it! In the wrong time




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.

Unit 2 Apply thinking skills: analyse and evaluate information WB: pages 26-27 31

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.'

Learning objectives: Apply thinking skills: analyse and evaluate information

Resources: Unit 2 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.

4 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  2.3 Listen and number the sentences in order. Then underline the key words in each sentence.

- a What do you mean by 'pull every vehicle'?
- b Could you repeat that, please?
- c Welcome to the History Project.
- d Another interesting thing is that most people couldn't use public transport.
- e It was very different in those days.
- f I'm going to talk about transport in our town 100 years ago.
- g Can I check something, please?

Check-up challenge

1 Write the words in the correct columns.

atlas borrow carpet encyclopaedia guide
remember servant teacher vacuum

Verbs	People	Things
		atlas

2 Unscramble the words to complete the sentences.

- My dad works in an fioc office.
- To learn about the past, we study yorstih.
- My mobile phone is my favourite nissospeo.
- It snowed last night so this morning it's zegrifen.
- A small house in the country is called a togcate.
- We use email and text messages to camutciemon.
- If you can't do maths in your head, use a talucoclar.
- Life is very different in the 21st ryncuet.

26 Unit 2

3 Find six mistakes in the picture and write sentences.



- Pupils didn't use to have mobile phones.
- They _____
- Teachers _____
- They _____
- Classrooms _____
- They _____

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

- a We _____ play in the woods and ride our bikes.
- b That's nice. What _____ you _____ do there?
- c About two kilometres. We went to a farm to buy eggs.
- d I _____ visit my grandma. She lived in the countryside.
- e How far _____ you _____ cycle?
- f What _____ did you _____ use to do at the weekend?

What I can do!

Put a tick (✓) or a cross (×).

- infer meaning from a text make nouns from verbs
- ask and answer about past situations write a diary entry
- describe past habits and situations give a talk and clarify information

In this unit, my favourite activity is: _____

Something I did well: _____

Something I could improve: _____

Unit 2 27

Check-up challenge

1 Write the words in the correct columns.

Answers: verbs: borrow, remember, vacuum
people: guide, servant, teacher
things: atlas, carpet, encyclopaedia

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 f did / use to **2** d used to **3** b did / use to **4** a used to **5** e did / use to **6** c

Review 1

1 Write the correct word for each definition.

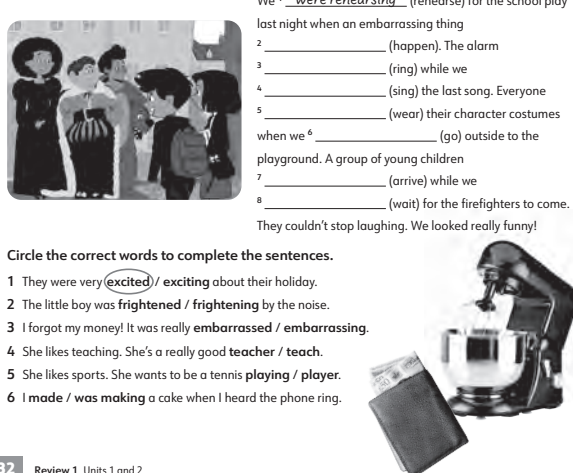
ambulance atlas diary electricity emergency freezing

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

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

We ¹ were rehearsing (rehearse) for the school play last night when an embarrassing thing

- _____ (happen). The alarm
- _____ (ring) while we
- _____ (sing) the last song. Everyone
- _____ (wear) their character costumes when we ⁶ _____ (go) outside to the playground. A group of young children
- _____ (arrive) while we
- _____ (wait) for the firefighters to come. They couldn't stop laughing. We looked really funny!



3 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 teaching. She's a really good teacher / teach.
- She likes sports. She wants to be a tennis playing / player.
- I made / was making a cake when I heard the phone ring.

Cambridge Exams practice A2 Flyers

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 ¹ _____ 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 ² _____ 'I'm very sorry,' he explained. 'There's no dinner tonight because we still haven't got any ³ _____ 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?' ⁴ _____ her mum was chopping the vegetables, Jana's dad heated some water on the barbecue. They made a lovely vegetable ⁵ _____ 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. **Speaking**

Bill

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

Anna

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.

Cambridge Exams practice A2 Flyers: Reading and Writing Part 3; Speaking Part 2 **33**

Learning objectives: Review Units 1 and 2; A2 Flyers: Reading and Writing, Part 3; Speaking Part 2

Resources: Unit 2, Review 1; Speaking exam practice video

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 atlas 5 diary 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 Circle the correct words to complete the sentences.

- The children read the sentences individually and circle the correct words to complete the sentences.
- Check answers as a class.

Answers: 1 excited 2 frightened 3 embarrassing
4 teacher 5 player 6 was making

1  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 A2 Flyers exam.

- 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.
- Have the children complete the activity individually.
- Choose different children to read out a sentence and suggest an answer. Write the answers on the board.

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

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

This activity helps the children prepare for Part 2 of the Speaking paper in the Cambridge English A2 Flyers exam.

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

Cooler: What's it about?

- Divide the class into pairs and have the children write three sentences to summarise the story in Activity 1.
- Have class feedback and compare answers.