

2 Life in the past

Lesson 1 Vocabulary 1

✓ What do you know?

- 1 What do you know about life in medieval times?
- 2 How was it different from life today?

UNIT OBJECTIVES

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



1 ^{2.1} Match the words to the photos. Then listen, check and repeat.

- a crops b tools c ox / oxen d grain e harvest f cart
g plough h hut i straw j trade k merchant l knight

2 Work in groups. Categorise the words in Activity 1.

equipment	animals	produce	jobs and activities
		<i>crops</i>	

3 Think. Answer the questions.

- 1 How are farms today different from the medieval farm in the photo?
- 2 Would you like to go back in time and live like this? Why / Why not?

1 Listen and read. Does Mateo get the answers right?

- L:** Hi, Mateo. How was the Medieval History Museum?
- M:** It was really interesting, but now we've got a test about life in medieval times. **I have to study hard** this week!
- L:** I can help you. Let's do a true or false quiz.
- M:** Good idea!
- L:** OK. To become a knight, **boys had to train** for 14 years.
- M:** I think that's true.
- L:** Well done! Here's another one: **medieval farmers had to use oxen** to plough the fields. Horses pulled carts for trade.
- M:** I think that's false. **Farmers didn't have to use oxen**. They could use horses as well. But most farmers used oxen because they were stronger.
- L:** That's right. You know a lot about medieval times, Mateo! **You don't have to study** much more for the test.



2 Look at the examples in bold in the dialogue. Think and decide.

- We use *have to* and *don't have to* to talk about the **present / past**.
- We use *had to* and *didn't have to* to talk about the **present / past**.
- We use *have to* and *had to* when we **want to / must** do something.
- We use *don't have to* and *didn't have to* when something is **necessary / optional** or unnecessary.

Look

What verb form comes after **have to** and **had to**?

3 Listen and follow. Then make your own sentences.

Grammar reference, p.119

have to (present and past)

I / You He / She	(don't)	have to	take study get up work	medieval history. early on Saturdays. very hard. in the fields. an exam.
	(doesn't)	has to		
We / They	(didn't)	had to		
		have to		

4 Talk Partners Play a card game in pairs.

Go to Activity Book, p.131

In medieval times, children had to go to school.

False! They didn't have to go to school.





Before you read

1 Think and discuss.

- 1 Why do you think knights were important in medieval times?
- 2 What skills do you think a knight needed to have?

2 Look at the title of the story and the pictures. What do you think happens in the story? Read and check.

The unlikely knight

Walter was a normal boy who lived with his family in a small hut. They were poor and they had to work hard in the fields every day. Walter dreamed of a different life, full of exciting adventures, but he couldn't think how to make his dreams come true.

One day, a knight rode into Walter's village. The knight looked different to everyone there. He was wearing colourful, expensive clothes and his horse was big and strong. Walter suddenly knew what he wanted to do. He ran up to the knight and said, 'Please, Sir, I want to be a knight like you!'

The knight laughed **kindly** and said, 'I'm sorry, that won't be possible. I can see that you don't have a rich family and you don't go to school. Knights have to go to training school to learn how to ride a horse and to read, write, dance and sing. Then they have to pay for their horse and equipment.'



Walter was disappointed, but he didn't give up. 'And what do you have to do when you're a knight, Sir?' he asked.

'Well,' said the knight, 'you have to be brave and intelligent but also kind. And you have to write poems about your adventures!'

Walter watched **sadly** as the knight rode away. Soon his dad called him back to work. He ploughed the fields until late that night, but he couldn't stop thinking about the knight's words.

The next morning, the knight passed through the village again on his way back to the castle. He saw Walter running towards him and stopped.

'So, you still think you can be a knight, do you?' he asked.



'I don't think I can, I *know* I can!' said Walter, and he continued **bravely**:

I know I can do it. I can be kind.

I give my mum all the berries I find.

I know I can do it. I can learn to read.

In the fields, one by one, I plant every seed.

I know I can do it. I can learn to ride.

I plough the corn fields with an ox by my side.

I know I can do it. I can learn to fight.

I chop wood with a heavy axe every night.

I know I can do it. I can be a knight.

I've thought of this poem to show you I'm right!

The knight was so surprised he almost fell off his horse.

'If you can think of a poem like that and work at the same time, you'll be a great knight one day!' he said. 'I can take you to the castle right now to begin your training!'

Walter's parents hugged their son **happily**, then Walter **quickly** jumped onto the horse and waved goodbye. His dream had finally come true!



After you read

3 Read the poem again and answer.

- 1 How many verses are there?
- 2 Which words rhyme in each verse?
- 3 Which sentence is repeated in each verse?
- 4 Do you think this poem has a storyline? Why / Why not?

Present yourself positively to others

4 Read and discuss.

- 1 Which qualities does Walter show he has by...
 - a giving berries to his mum?
 - b working in the fields all day?
 - c thinking of a poem?
 - d saying his poem to the knight?
- 2 Walter says, 'I don't think I can, I *know* I can!' Why do you think it's important to believe in yourself?
- 3 Decide which good qualities you have. In what ways could you show others these qualities?
kind brave patient hard-working helpful friendly



Identify features of stories and poems

Stories and poems have different features, e.g. a story can have:

- sentences and paragraphs
- direct speech

A poem can have:

- verses
- rhyming words
- repetition

Both poems and stories can have:

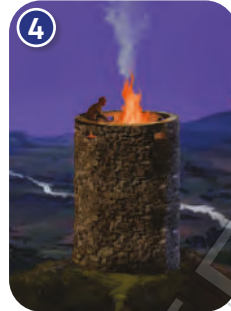
- characters
- a storyline (a beginning, a middle and an end)

What was the name of the social system in medieval times?



1 2.5 Match the words to the pictures. Then listen, check and repeat.

- a send a messenger b light a fire c print information
 d chat to people e message someone f use a smartphone



2 2.6 Look at the forms of communication in Activity 1. Which do you think people used in medieval times? Listen and check.

3 2.6 Listen again. What do they talk about after each phrase?

- ① We're going to talk about ...
- ② Firstly, ...
- ③ Secondly, ...
- ④ Moving on, ...
- ⑤ Finally, ...

Listen to longer texts

When you listen to a longer text, pay attention to phrases that show the different stages in the talk, e.g. *We're going to talk about ... , Firstly ... , Moving on ... , etc.*

4 Which method of communication ...

- 1 did someone invent in late medieval times?
- 2 was good for very long distances?
- 3 was better at night?
- 4 is still used by people today?
- 5 did not exist in medieval times?



5 Discuss in pairs. How did the printing press change communication?

1 **2.7** Listen and read. What skills did people have in medieval times?

- S:** Hi, Amit! What did you find out for your project on what people could do in medieval times?
- A:** Well, they had a lot of skills that we don't have today. For example, **they could make their own pots and pans.** And **they could make their own shoes!**
- S:** That's right. And **they couldn't go to the shops** to buy what they needed. They had to learn different skills so **they could support their family.**
- A:** Yes. **They could grow their own crops** and cook on an open fire too. **They could even make their own butter and honey!**
- S:** And **they couldn't search online** to find information. They had to learn from their parents or grandparents.
- A:** Yes, I think people in the past were really clever.



2 Look at the examples in bold in the dialogue. Think and decide.

- Could* refers to the **present / past**.
- We use *could* and *couldn't* to talk about **ability / obligation**.

3 **2.8** Listen and follow. Then make your own sentences.

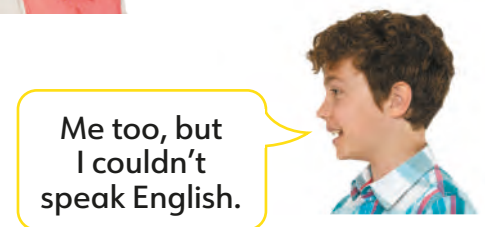
Grammar reference, p.119

could / couldn't (past ability)			
People	could	grow	on the phone.
They	couldn't	make	to the radio.
		chat	their own shoes.
		listen	their own food.
		cut	their own hair.

Look

What verb form comes after *could / couldn't*?

4 Work in pairs. Make sentences about what you could and couldn't do when you were three years old. Use the ideas below or your own ideas.





Medieval cities on trade routes got bigger and more important. Can you name some features of medieval cities?



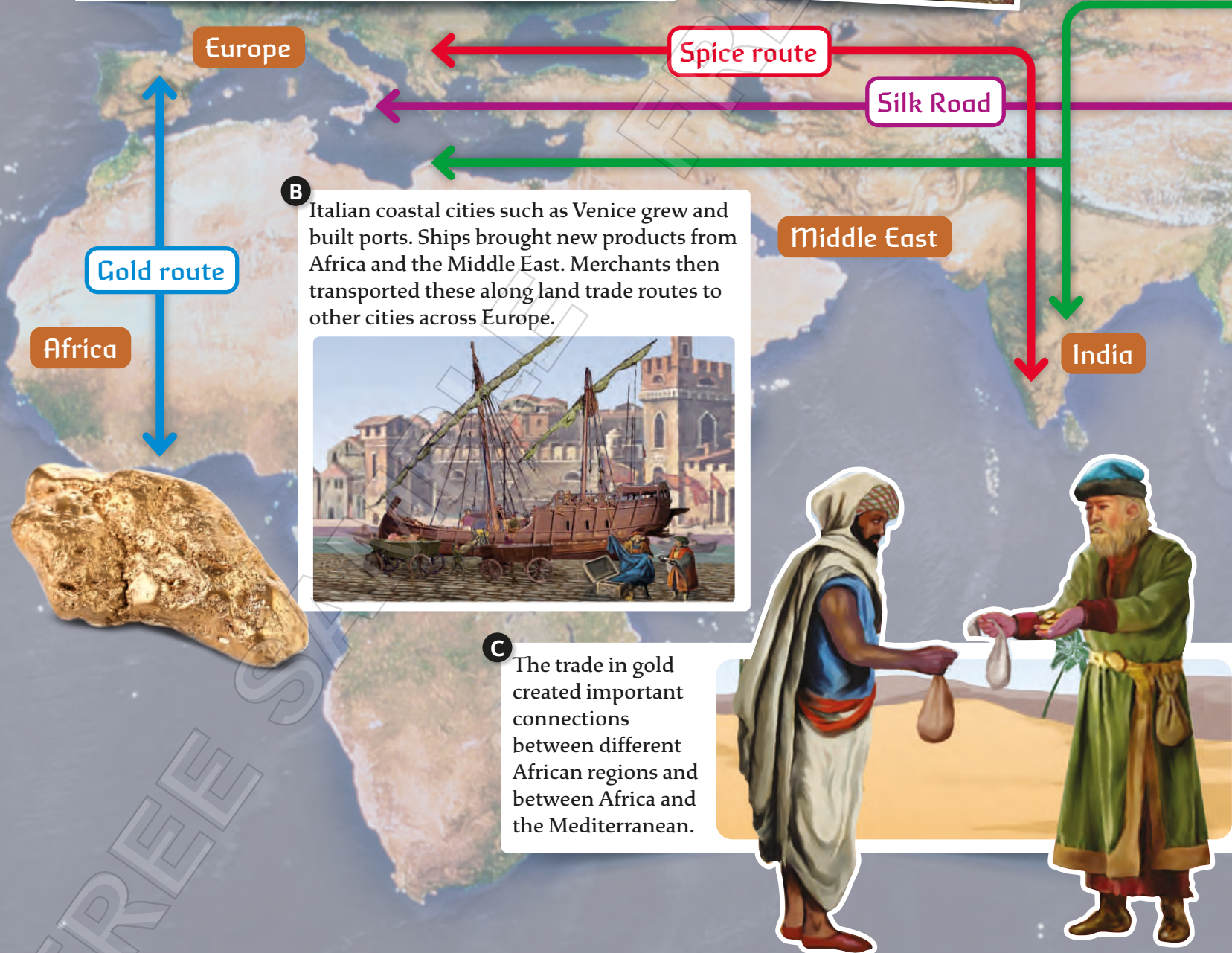
Before you read

- 1 Look at the infographic. What does it not show?
 - 1 Important trade routes in the medieval period
 - 2 Where the trade routes started and ended
 - 3 How trade routes changed over time
 - 4 What products people traded on different routes

Medieval trade routes



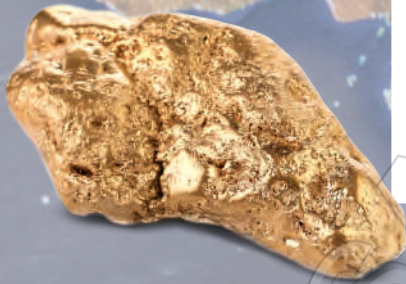
A In the Middle Ages, trade routes connected Asia, Africa and Europe. Merchants and knights travelled the routes and traded products, as well as sharing ideas and knowledge.



B Italian coastal cities such as Venice grew and built ports. Ships brought new products from Africa and the Middle East. Merchants then transported these along land trade routes to other cities across Europe.



C The trade in gold created important connections between different African regions and between Africa and the Mediterranean.



D China invented paper notes called 'flying cash' so people didn't have to use heavy coins. This increased trade between countries. Merchants no longer had to carry heavy bags, so they could travel more quickly.



Tea / Horse route

China

E The Silk Road was actually a large number of trade routes that connected China with the Middle East and Europe. Merchants traded many different products, not just silk. For example, they also traded grain, pots and tools. New technology from China, such as the compass, also arrived in Europe along the Silk Road.



2 **2.9** Look again and read. Match the information (1-5) to A-E on the infographic.

- 1 People trading metal
- 2 An invention that created more trade
- 3 People trading technology
- 4 People trading information as well as goods
- 5 The growing importance of cities

Understand details in an infographic

An infographic shows information in a visual way. Pay attention to these features as they all provide information about the topic:
layout, e.g. a timeline, a chart
graphics, e.g. arrows, colours
text, e.g. text boxes, picture labels
images, e.g. photos, pictures, symbols

After you read

3 **2.9** Look at the infographic again. Match the visual information (1-3) to its purpose (a-c).

- | | |
|------------------|----------------------------------|
| 1 coloured lines | a to present factual information |
| 2 text boxes | b to show trade routes |
| 3 photos | c to show examples of goods |

4 **Think and discuss.**

- 1 Why do you think the writer presented this information as an infographic?
- 2 Which information in the infographic did you find most interesting? Why?



Why do you think these different areas traded these things? How do you think trade helps different cultures understand each other?



1 Look and think. What are they doing? Why do you think they're doing this work?



2 2.10 Watch a museum guide giving a talk. Check your ideas in Activity 1.

3 2.10 Watch again. Which points did the guide explain again for the students?

1	<i>jobs were called 'trades'</i>
2	<i>how long training took</i>
3	<i>what a Master was</i>
4	<i>how young people learned a trade</i>
5	<i>how parents passed their trade to their children</i>



4 Match questions 1-3 to their uses (a-c).

Clarify information

- 1 Can you say that again, please?
- 2 What do you mean by ...?
- 3 Can I check something, please?

- a ask for an explanation
- b confirm that we have understood
- c ask the speaker to repeat information

5 Plan your talk. [Go to Activity Book, p.28](#)

6 **Team Time** Work in groups. Take turns to give your talk. Use questions from Activity 4 to check understanding.

Today, I'm going to talk about knights. They started their training at a very young age.

Sorry. Can you say that again, please?

Check understanding

When you give a talk, check that your listeners understand what you're saying. This makes everyone feel included: *Is that clear?*
When you listen to a talk, ask questions to check you understand: *Excuse me, what do you mean by 'Master'?*

[Go to Activity Book, p.28, Activities 1 & 2](#)

7 Reflect. Discuss your talk with your group.

1 Read the notice and Robert's poem. What's his poem about?

Poetry Slam

Join our Poetry Slam next week. Write your poem and come and read it at the Slam.

Imagine you work in one of these jobs in medieval times:

- a merchant
- a potter
- a knight

Write a poem about your life. **The best poem wins a prize!**

My trade

*I make pots all day, I make jugs all night.
I have to work long hours by candle light.*

*I make pots with colours, red, brown and grey.
Not stone or metal, they're all made of clay.*

*Dad taught me the trade, I couldn't do it before.
But everyone needs pots, and they want more and more.*

*The work is hard and hurts my hands.
But now I'm the best in the land.*



2 Read Robert's poem again and answer the questions.

- 1 When does the boy work?
- 2 How did he learn his trade?
- 3 Is he good at his job?
- 4 Do you think he likes his work? Why / Why not?

3 Answer the questions about the poem.

- 1 How many verses are there?
- 2 How many lines are in each verse?
- 3 Which words rhyme in each verse?
- 4 How many syllables are there in each pair of lines?

4 Plan and write a poem.

Go to Activity Book, p.29

Features of a poem

Poems that use rhythm and rhyme are more enjoyable to read. Follow this checklist to write your poem.

Rhythm: Use the same number of syllables in each pair of lines. Each line in this pair has ten syllables:

*I make pots all day, I make jugs all night.
I have to work long hours by candle light.*

Rhyme: Use words with the same or a similar ending sound, e.g. *before / more*.