

2 Life in the past

AfL Activity

Pupils' own answers

Activity 1

1 g 2 l 3 i 4 c
5 f 6 h 7 e 8 k
9 b 10 a 11 j 12 d

Activity 2

equipment: plough, cart, hut, tools
animals: ox
produce: grain, crops, straw
jobs and activities: merchant, knight, trade, harvest

2 Life in the past

Lesson 1 Vocabulary 1

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

What do you know?

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

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
		crops	

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?

22 **Key learning outcome:** Identify and use words to talk about life in medieval times **Activity Book, p.22**

2 Life in the past

Lesson 1 Vocabulary 1

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

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

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

One animal: ¹ ox
Two people: ² merchant ³ knight
Two machines: ⁴ plough
⁵ cart

Something you make huts with: ⁶ straw
Time when you collect the crops: ⁷ harvest
Something you sell after your harvest: ⁸ grain

3 Write about life in medieval times.

- 1 live / huts *People lived in huts.*
- 2 use / oxen / plough the fields *They used oxen to plough the fields.*
- 3 make / roofs / straw *They made roofs with straw.*
- 4 there / be / knights *There were knights.*
- 5 **Pupils' own answers**

22 **I can write about life in medieval times**

Objectives: Identify and use words to talk about life in medieval times

Vocabulary: *cart, crops, grain, harvest, hut, knight, merchant, ox / oxen, plough, straw, tools, trade*

Materials: Classroom Presentation Kit, Flashcards

Opening routine

To **energise** the class, do TPR routine 2 on p. 32.

To **focus** the class, do Mindfulness routine 4.

Pupil's Book, page 22

✔ What do you know?

Follow the **Assessment for learning routine** on p. 17.


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

Follow the **Vocabulary presentation routine** on p. 17.

Explain that the plural of *ox* is *oxen*.

1 plough 2 knight 3 straw 4 ox / oxen 5 cart 6 hut
7 harvest 8 merchant 9 tools 10 crops 11 trade
12 grain

Engage Display the picture flashcards around the classroom. Hold up the word flashcards one at a time and say the word. Pupils repeat the word and point to the corresponding picture card.

 Focus pupils on the irregular plural *ox/oxen*. Elicit other irregular plurals (e.g. *child/children, sheep/sheep, foot/feet, woman/women*).

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

Follow the **Vocabulary practice activity routine** on p. 17.

Support Check understanding of the headings for each category. Show the picture flashcards one at a time. Pupils say the corresponding word and identify which category it goes in.

Reach higher Pupils think of one more word related to medieval times to add to each category.

Classroom management tip

To avoid one pupil dominating in a group, tell pupils to take turns to say a word and suggest which category it goes in, asking the other members of the group to agree or disagree.

3 Think. Answer the questions.

Follow the **Vocabulary practice activity routine** on p. 17.

Activity Book, page 22

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

Review vocabulary before pupils do the activity. Display the word flashcards on the board and put the picture flashcards on a desk face up. Ask different pupils to choose a picture card and stick it under the correct word on the board.

Support Elicit what pupils can see in each picture. Display the picture flashcards and elicit which word card goes with each one. Leave them on the board for reference during the activity.

Reach higher When they finish, pupils write definitions for some of the vocabulary items in Activity 1.

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

Support Give pupils three or four words only to choose from for each category.

3 Write about life in medieval times.

Support Elicit what pupils can see in the pictures. Elicit the past simple form of the verbs in the activity. Write them on the board for reference.

Reach higher Ask pupils to write an extra sentence for each picture.

Closing routine

Do Mindfulness routine 2 on p. 32.

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.



Activity 1
Yes

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**?

the infinitive (without to)

Activity 3

See audioscript on p. 65.

3 Listen and follow. Then make your own sentences.

Grammar reference, p.119

have to (present and past)

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

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.

Activity Book, p.23 Key learning outcome: Talk about obligation and lack of obligation with **have to / had to**

1 Read and choose.

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



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

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

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

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

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

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

Pupils' own answers

I can write about obligation and lack of obligation with **have to / had to**

Unit 2

- Work in pairs. Cut out one set of cards.
- Mix them up and place them face down in a pile.
- Take turns to pick up a card and make a sentence, using the correct form of **have to**. Your partner says whether it's true or false.
- If correct, he/she keeps the card. If not, you keep the card. The player with the most cards wins.

In medieval times, children / go / to school.



(False!)

In medieval times, farmers / not / work / very hard.



(False!)

In medieval times, people / not / build / their own houses.



(False!)

In medieval times, boys / do archery / on Sundays.



(True!)

In medieval times, animals / be / good or they went to prison.



(True!)

In medieval times, knights / learn / to read poetry.



(True!)

Today, children / not / take / exams.



(False!)

Today, children / drive / cars.



(False!)

Today, people / watch / TV.



(False!)

Today, adults / not / learn / to ride a horse.



(True!)

Today, children / learn / a lot.



(True!)

Today, people / brush / their teeth.




(True!)

Objectives: Talk about obligation and lack of obligation with *have to* / *had to*

Grammar: *have to* present and past (affirmative and negative): *I have to study medieval history. You don't have to study much more for the test! They had to work very hard. Farmers didn't have to use oxen.*

Recycled language: *cart, knight, oxen, plough, trade*

Materials: Classroom Presentation Kit, Flashcards,  Something for Everyone Book, Activity Book Cutouts, teacher and peer Assessment Rubrics

Opening routine

To **energise** the class, do TPR Dynamic routine 3 on p. 32.

Pupil's Book, page 23

1 2.2 Listen and read. Does Mateo get the answers right?

Follow the **Grammar presentation routine** on p. 19.

Engage Review *knight, oxen, plough* and *cart* from Lesson 1. Display the picture flashcards in the middle of the board. Display all the word cards around the edge of the board. Invite pupils to the front to choose a word card and match it to a picture.

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

To clarify meaning and use, ask pupils to find sentences from the dialogue with *have to*, *don't have to*, *had to* and *didn't have to*. After each one, ask concept check questions: *When must Mateo study? How long did knights train for? Why did farmers use oxen? Must Mateo study more for the test?*

Follow the **Focus on meaning and use routine** on p. 19.

3 2.3 Listen and follow. Then make your own sentences.

Look Read out the question and elicit answers.

Follow the **Controlled grammar practice routine** on p. 19.

- 1 I have to study very hard.
- 2 He had to work in the fields.
- 3 They didn't have to take an exam.

4 Talk Partners Play a card game in pairs.

Classroom management tip




To help manage noise levels during speaking activities, play some instrumental music at a moderate volume. If pupils become too loud, lower the volume and pupils should adjust their own volume to match.

Follow the **Communicative practice routine** on p. 19.

Divide the class into pairs. Pairs cut out one set of cards and place them face down in a pile. Pupils take turns to pick up a card and make a sentence, using the correct form of *have to*. Pupils say if their partner's sentence is true or false. If they answer correctly, their partner gives them the card. If they answer incorrectly, their partner keeps the card. The player with the most cards wins.

Follow the **Assessment for learning routine** on p. 19.

Activity Book, page 23

- 1 Read and choose. 
- 2 Complete the sentences using the correct form of *have to*. 
- 3 Complete the sentences using the correct form of *have to* with the prompts below or your own ideas. 

Closing routine

Do Mindfulness routine 1 on p. 32.

Activity 1

Pupils' own answers

Activity 2

Walter's dream of becoming a knight comes true.

Lesson 3 Reading

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)

Lesson 3 Reading

The unlikely knight

After you read

1 Remember the story. Number the events in order.

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

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



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

- 1 How does Walter show he's a kind person?
He gives his mum all the berries he finds.
- 2 What three things can Walter learn?
He can learn to read, ride and fight.
- 3 What does Walter do every night?
He chops wood with a heavy axe every night.
- 4 Why did Walter write the poem?
To show he can be a knight.

3 Critical thinking Answer the questions.

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

Pupils' own answers

Word work: Suffix -ly

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

They shouted angrily.
Find and write the adverbs in the story.
kindly sadly bravely
quickly happily

4 Answer the questions using adverbs from the story.

- 1 How did the knight laugh? *kindly*
- 2 How did Walter watch the knight? *sadly*
- 3 How did Walter act saying his poem to the knight? *bravely*
- 4 How did Walter's parents hug him? *happily*
- 5 How did Walter jump onto the knight's horse? *quickly*



Activity 3

- 1 There are five verses.
- 2 kind, find; read, seed; ride, side; fight, night; knight, right
- 3 'I know I can do it'
- 4 It doesn't really have a storyline because it doesn't have a beginning, a middle and an end.

Activity 4


- a kind
- b hard-working
- c creative/clever
- d brave

Objectives: Read and respond to a historical story and poem; Identify features of stories and poems; Social-emotional learning (SEL): Present yourself positively to others

Recycled language: *hut, knight, ox, plough; Knights have to go to training school. They had to work hard in the fields every day.*

Materials: Classroom Presentation Kit,  Something for Everyone Book, SEL Activity Card 2

Opening routine

 Play the mindfulness animation or audio to **calm** pupils before they read.

Pupil's Book, pages 24–25

Before you read

1 Think and discuss.

Follow the **Before you read routine** on p. 21.

2 2.4 Look at the title of the story and the pictures. What do you think happens in the story? Read and check.

Follow the **While you read routine** on p. 21.

Make differentiated True/False statements. Pupils respond with TPR actions (see p. 35):

Support *Walter's family were rich. (False) Walter wanted to be a knight. (True) Walter wrote a poem for the knight. (True) The knight didn't like Walter's poem. (False) The knight takes Walter to begin his training. (True)*

Reach higher *Walter lived in a big house with his family. (False) A rich merchant arrived at Walter's village. (False) The knight told Walter he couldn't be a knight. (True) When he heard the poem, the knight knew Walter could be a knight. (True)*

After you read

Follow the **After you read routine** on p. 21.

3 Read the poem again and answer.

 Pupils practise **comparing two texts** and say whether they think the poem has a storyline.

Reading skill: Identify features of stories and poems

This activity helps pupils to identify different styles of texts so they can adjust their reading style accordingly.

Ask pupils to point to the poem in the story. Ask: *Was it easy to find? Why? What features of the poem make it look different from the rest of the story?* Read out the features in the box and elicit examples from the story and/or poem.

4 Read and discuss.

Follow the **Social-emotional learning (SEL) routine** on p. 21.

Social-emotional learning: Present yourself positively to others



Before pupils do the activity, ask: *What did the knight think of Walter when he met him? How did Walter feel? How did Walter change the knight's mind?*

Before question 2, take pupils through a short visualisation to help them identify how they act when they feel confident. Ask them to close their eyes and think of a time when they acted confidently. Encourage them to think about what it feels like to be confident. Ask: *What do you do with your body? How do you feel in your body? What do you do with your voice?* Ask pupils to describe what they think Walter did with his body and his voice when he read the poem.

Activity Book, page 24

1 Remember the story. Number the events in order.

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

 Pupils practise **relaying specific information** from a text.

3 **Critical thinking** Answer the questions.

Follow the **Word work routine** on p. 21.

 Pupils give a **personal response** to a creative text.

Word work: Suffix -ly

Read out the text in the box. Clarify that adjectives describe nouns, e.g. *a kind knight*. Explain that we add *-ly* to an adjective to make an adverb, which describes a verb: e.g. *The knight laughed kindly.*

4 Answer the questions using adverbs from the story.

Closing routine

Do Communication routine 1 on p. 32.

Lesson 4 Vocabulary 2 & Listening

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



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

3 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?



26 Key learning outcomes: Identify and use words to talk about communication; Listen to longer texts Activity Book, p.25

Activity 1

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

Activity 2

send a messenger, light a fire, print information, chat to people

Activity 3

- 1 We're going to talk about four different types of communication in medieval times.
- 2 Firstly, there were messengers.
- 3 Secondly, lighting a fire was another way to communicate.
- 4 Moving on, another method was printing.
- 5 Finally, chatting to people was a good way to find out and share information.

Science question

Feudalism.

Suggested answers: The hierarchy was made of; the king or queen who governed the country; rich nobles who owned land and lived in castles; knights who fought in the nobles' armies; monks, nuns and priests; peasants and serfs who lived in villages and worked on the land.

Activity 4

- 1 print information
- 2 send a courier
- 3 light a fire
- 4 chat to people
- 5 use a smartphone/ message someone

Activity 5

People could print information, so more people could see messages and communication became easier.

Lesson 4 Vocabulary 2 & Listening 2

1 Match to make phrases about communication.

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

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

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



It was different in the old days. People had to ⁴ send a messenger — using an actual person not a phone! Sometimes people had to ⁵ light a fire so other people could see the flames in the dark. Later, people started to ⁶ print information and make books to read.

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

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

Printing press tour

- Invented by: ¹ Johan Gutenberg
- Where the inventor was from: ² Mainz
- Printing press invented in: ³ 1450
- Number of pages printed per day: ⁴ 3600
- Where you can find Gutenberg's first books: ⁵ in libraries

I can write about communication; I can listen to longer texts



Objectives: Identify and use words to talk about communication; Listen to longer texts, Exam Practice: A2 Key for Schools Listening, Part 2

Vocabulary: chat to people, light a fire, message someone, print information, send a messenger, use a smartphone

Recycled language: knight; They had to send a messenger. Children didn't have to go to school.

Materials: Classroom Presentation Kit, Flashcards, Assessment Rubric

Opening routine

To **focus** the class, do Mindfulness routine 2 on p. 32.

Pupil's Book, page 26

Science question

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

This relates to the social science topic of medieval civilisations. Elicit what pupils know about feudalism. Ask them to look at the pictures and say which ones might be connected to a feudal age and why.

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

Follow the **Vocabulary presentation routine** on p. 23.

1 message someone 2 use a smartphone
3 chat to people 4 light a fire 5 send a messenger
6 print information


Engage Display the picture flashcards face up on a desk. Call out the first part of each phrase (one or two words). Pupils complete the phrase with the correct word as fast as they can, e.g. *Chat to (people)*. Invite a pupil to come up and choose the corresponding picture card.

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

Follow the **Before listening routine** on p. 23.

See audioscript, p. 224.

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

 Pupils listen for linking words and **break the information down** into stages.

Listening skill: Listen to longer texts

Phrases that introduce each part of a talk can help pupils to understand when they will hear a new point.

As pupils listen a second time, ask them to raise one hand each time they hear a phrase that shows a different stage in the talk.

Follow the **While listening activity routine** on p. 23.

Support Pupils point to the corresponding pictures in Activity 1 as they listen.

4 Which method of communication ...

Follow the **While listening activity routine** on p. 23.

Support Write alternative questions on the board:
1 How did messengers travel? (by horse) 2 What did they do? (deliver messages) 3 Where did people light fires? (on top of hills) 4 What did people use to print information? (the printing press)

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

Follow the **After listening routine** on p. 23.

Follow the **Assessment for learning routine** on p. 23.

Activity Book, page 25

1 Match to make phrases about communication.

Support Review vocabulary before pupils do the activity. Display the picture flashcards on the board and the word flashcards face up on a desk. Point to the pictures in turn and elicit the corresponding phrase. Pupils choose the correct word card and place it next to the corresponding picture.

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

3 2.1 **Exam practice** Listen. For each question, write the correct answer in the gap. Write one word or a date or a number.

See audioscript, p. 225.

In this task, pupils listen for specific information and complete the notes. They complete the information the first time they listen and check their answers the second time. Explain that they will hear one piece of information spelled out – usually a name or a place.

Exam tip

A2 Key for Schools Listening, Part 2

Read through each sentence and ask pupils to think about the type of information they need to listen for, i.e. question 1, a place; question 2, a year; question 3, a number; question 4, a place.

Closing routine

Do TPR Dynamic routine 3 on p. 32.

Activity 1

They could make clothes and shoes, grow their own food, cook a meal on an open fire and make their own butter and honey.

Activity 3

See audioscript on p. 71.

1 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.

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

3 Listen and follow. Then make your own sentences. Grammar reference, p.119

could / couldn't (past ability)

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

Look

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

the infinitive (without to)

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.

When I was three, I could talk.
 Me too, but I couldn't speak English.

1 Read and choose.

In medieval times ...

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

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

sing tell fight live

BEING A JESTER

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



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

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


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

Pupils' own answers



Objectives: Talk about past ability with *could* / *couldn't*; Exam Practice: A2 Key for Schools Writing, Part 6

Grammar: *could* / *couldn't* (past ability): *People could grow their own food. They couldn't listen to the radio.*

Materials: Classroom Presentation Kit, Flashcards,  Something for Everyone Book; Write *could* and *couldn't* on two separate sheets of paper.

Opening routine

To **energise** the class, do TPR Dynamic routine 1 on p. 32.

Pupil's Book, page 27

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

Follow the **Grammar presentation routine** on p. 25.

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

Engage Reinforce meaning and use of the new structure before pupils do the activity. Display the sheet of paper with *could* on one side of the classroom and the sheet with *couldn't* on the other. Say phrases about ability in medieval times, e.g: *drive a car, grow vegetables, ride a bike, drive a cart, use a plough, make tools, fly a plane*, etc. Pupils point to the corresponding word.

Follow the **Focus on meaning and use routine** on p. 25.

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

Look Read out the question and elicit answers.

Follow the **Controlled grammar practice routine** on p. 25.

1 People could make their own shoes.

2 They couldn't chat on the phone.

3 They could cut their own hair.

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.

Follow the **Communicative practice routine** on p. 25.

Support As an alternative to doing a speaking task, pupils copy the words and phrases into their notebooks. They tick what they could do and cross what they couldn't do.

Engage Divide the class into two teams. Challenge pupils to make True/False statements about what they could/couldn't do when they were younger, e.g. *When I was five, I could skateboard*. The other team decides if it is true or false. If they answer correctly, the team wins a point.

Activity Book, page 26

1 Read and choose.

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

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

In this task, pupils have to write a message, such as a note or an email. It should be 25 words or more. The activity tells you what to include, so it's important to read the instructions carefully.

Exam tip

A2 Key for Schools Writing, Part 6

Remind pupils to start their message with *Hello, Hi* or *Dear* and to add a friend's name. Ask pupils to decide on three things they want to include using *could* and *couldn't*, and some of the words or phrases given. Encourage pupils to use linking words.

Closing routine

Do Mindfulness routine 4 on p. 32.

Science question

Suggested answers: castle, cathedral, fortified gateway, town hall, main square

Lesson 6 Read the world

Before you read

1 **Look at the infographic. What does it not show?**

- Important trade routes in the medieval period
- Where the trade routes started and ended
- How trade routes changed over time
- What products people traded on different routes

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

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

- People trading metal **C**
- An invention that created more trade **D**
- People trading technology **E**
- People trading information as well as goods **A**
- The growing importance of cities **B**

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.

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.

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

- coloured lines **a** to present factual information
- text boxes **b** to show trade routes
- photos **c** to show examples of goods

4 **Think and discuss.**

- Why do you think the writer presented this information as an infographic?
- 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?

28

Key learning outcome: Read and respond to an infographic

Activity Book, p.27

Key learning outcomes: Use an infographic to understand information; Understand details in an infographic

29

Lesson 6 Read the world **2**

After you read

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

My dictionary

compass gold silk pots

- a material for making clothes
- you keep things in them
- this shows you where north is
- an expensive yellow material

silk
pots
compass
gold

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

1 Silk Road **c** 2 Spice route **d** 3 Gold route **a** 4 Tea / Horse route **b**

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

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

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

- What do you think was difficult about travelling along the Silk Road?
- Do you think the merchants and knights had any fun in their travels? Why / Why not?
- Why do you think the Chinese created new technology?


Pupil's own answers

I can read and respond to an infographic; I can understand details in an infographic

27


Objectives: Read and respond to an infographic; Use an infographic to understand information (visual literacy); Understand detail in an infographic (visual literacy)

Recycled language: *grain, merchant, tools, trade; People didn't have to use heavy coins. Merchants no longer had to carry heavy bags.*

Materials: Classroom Presentation Kit,  Something for Everyone Book, Assessment Rubric

Optional: Examples of infographics

Opening routine

 Play the mindfulness animation or audio to **focus** pupils before they read.

Pupil's Book, pages 28–29

Science question

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

This relates to the social science topic of medieval civilisations. Have pupils brainstorm features of medieval cities (e.g. main square, town hall).

Before you read

1  **Look at the infographic. What does it not show?**

Visual literacy: Understand details and information in an infographic



Elicit or explain that the text is an infographic (a visual representation of information or data). Ask pupils to identify the visual features of the infographic, e.g.: *What can you see in the images? What do the arrows show? How do the images relate to the arrows? What labels are there? What do the labels show?*

Follow the **Before you read routine** on p. 27.

After you read

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

Follow the **While you read activity routine** on p. 27.

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

 Pupils practise **interpreting and describing an infographic.**

Follow the **While you read activity routine** on p. 27.

4  **Think and discuss.**

 Pupils express a **personal response** to the text. Follow the **After you read routine** on p. 27.

Follow the **Assessment for learning routine** on p. 27.


ESDC

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


Elicit why areas traded gold, spices, tea, horses and the other things in the text. (Because other areas didn't have those things, they were valuable, and people from other areas were willing to buy them.)


Elicit ways that trading products and technology with other cultures helped (and helps) people to understand those cultures. Possible answers include: they needed to communicate in order to trade so people learned each other's languages and counting systems; trading products like grains and spices helped people to understand what people in different places ate; trading knowledge and technology allowed other cultures to become more advanced.

Activity Book, page 27

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

Follow the **Activity Book routine** on p. 27.

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

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

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

 Pupils express a **personal response** to the text.

Closing routine

Do Communication routine 4 on p. 32.

Activity 2




They are making clothes, shoes and wooden spoons.

Activity 3

1, 3, 5

Lesson 7 Speaking **Communication skills**


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

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

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

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



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

Clarify information

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

- ask for an explanation
- confirm that we have understood
- 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.**

30 Key learning outcomes: Give a talk about life in the past; Check understanding

Activity 4
1 c 2 a 3 b

Lesson 7 Speaking **Communication skills**

1 Read and choose.

A: Today, I'm going to talk about merchants.
B: Can I **check** / **try** something, please? What do you mean **by** / **about** 'merchants'?


A: Merchants were people who bought and sold goods, like silk and gold. **Is that** / **these** clear? Is everyone **following** / **follows**?

B: Yes, thank you.
A: They travelled long distances - the Silk Road was over 4,000 miles long.
B: Could you say **that** / **there** again, please?


2 **Pronunciation: Check understanding**
Listen and repeat.

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


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



knight



messenger



farmer

- What kind of jobs did a knight / a messenger / a farmer do?
- How long did someone have to train to become a knight / a messenger / a farmer?
- What skills did they have to learn?

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

Introduce the job: _____
 First point: _____
 Second point: _____
 Third point: _____

5 Look at the checklist and tick (✓). [Go back to Pupil's Book, p.30](#)

Decide:

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

Be ready to:

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

28 I can plan a talk about life in the past


Objectives: Give a talk about life in the past; Check understanding

Functional language: *Could you say that again, please? What do you mean by...? Can I check something, please?*

Recycled language: *They had to train for years.*

Materials: Classroom Presentation Kit,  Something for Everyone Book, teacher and peer Assessment Rubrics

Opening routine

 Play the mindfulness animation or audio to **energise** pupils before speaking activities.

Pupil's Book, page 30

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

Follow the **activity routine** on p. 29.

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

Follow the **Video activity routine** on p. 29.

Guide: Hello, everyone. Today, I'm going to talk about jobs in medieval times. In those days, jobs were called 'trades'.

Girl: Can you say that again, please?

Guide: Yes, of course. In medieval times, jobs were called 'trades'.

Girl: Thank you.

Guide: Each trade was different – for example, making shoes or bread or clothes. There weren't any factories or machines, so people had to make these things by hand. They had to train for years. Each trade had a Master who showed younger people what to do ... Is everyone following?

Boy: Excuse me, what do you mean by 'Master'?

Guide: A 'Master' was someone who was very, very good at their trade. Is that clear?

Boy: Yes, thanks.

Guide: And these trades passed from father to son.

Girl: Can I check something, please?

Guide: Yes, of course.

Girl: So, if your father was an artist then you became an artist too?

Guide: Exactly. And trades like making clothes passed from mother to daughter. Everyone in the family did the same thing. That's why they could do it so well.

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

Read out points 1–5 and check understanding. Before pupils listen again, elicit which ones they think the guide explained again.

Follow the **Video activity routine** on p. 29.

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

Follow the **Key phrases routine** on p. 29.

Speaking skill: Check understanding

Read out the information. Elicit another phrase the guide used to check understanding (*Is everyone following?*). Elicit another question someone asked to clarify information (e.g. *Can I check something, please?*). Encourage pupils to use the phrases in the phrase box to clarify information in class any time they are uncertain about something.

5 Plan your talk.

Follow the **Planning and preparation routine** on p. 29.

Activity Book, page 28

1 Read and choose.

2 2.2 Listen and repeat.


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

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

5 Look at the checklist and tick (✓).

Pupil's Book, page 30

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

 Pupils practise **encouraging conceptual talk** by asking questions to check that listeners are following and by asking the speaker to elaborate on specific points. Follow the **Communicative practice routine** on p. 29.

7 **Reflect.** Discuss your talk with your group.

Follow the **Assessment for learning routine** on p. 29.

Closing routine

Do TPR Dynamic routine 2 on p. 32.

Activity 1

Robert's poem is about his trade as a potter.

Activity 3

- 1 four verses
- 2 two lines
- 3 verse 1: night/candle light, verse 2: grey/clay, verse 3: before/more
- 4 lines 1 and 2 = 10 syllables; lines 3 and 4 = 10 syllables; lines 5 and 6 = 12 syllables; lines 7 and 8 = 8 syllables

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

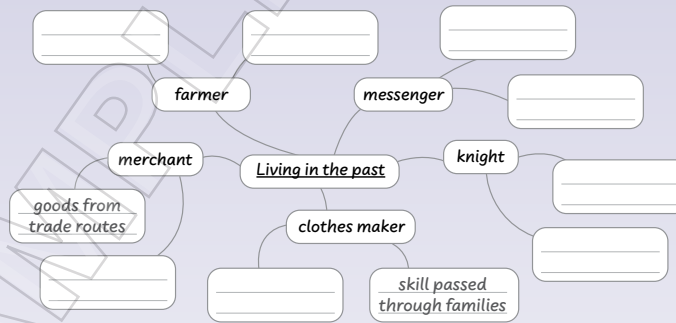
Poems that use rhythm and rhyme are more enjoyable to read. Follow this checklist to write your poem.
Rhythm: Use the same number of syllables in each pair of lines. Each line in this pair has ten syllables:
*I make pots all day, I make jugs all night.
I have to work long hours by candle light.*
Rhyme: Use words with the same or a similar ending sound, e.g. *before / more*.

What do you know now?
Think about Unit 2.
Go to Activity Book, p.32

Key learning outcomes: Recognise features of a poem; Plan and write a poem about living in the past

Plan

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



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

Verse 1
Lines 1 and 2 ideas: _____
Possible rhyming words: _____
Lines 3 and 4 ideas: _____
Possible rhyming words: _____

Verse 2
Lines 1 and 2 ideas: _____
Possible rhyming words: _____
Lines 3 and 4 ideas: _____
Possible rhyming words: _____

Write

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

I can write a poem about living in the past



Objectives: Recognise features of a poem; Plan and write a poem about living in the past

Recycled language: *knight, merchant, trade; I have to work long hours by candle light.*

Materials: Classroom Presentation Kit,  Something for Everyone Book, Assessment Rubrics

Opening routine

To **focus** the class, do Mindfulness routine 3 on p. 32.

Pupil's Book, page 31


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

Elicit or explain that a poetry slam is a competition where people read out poetry in front of an audience and judges. Explain that a student has written the poem *My trade* for the poetry slam. Ask which of the three jobs (merchant, potter or knight) pupils think the poem is about.

Follow the **Model text activity routine** on p. 31.

Engage Check comprehension with True/False statements for pupils to respond to with TPR actions (see p. 35): *The boy makes pots and jugs.* (True) *He makes them from stone and metal.* (False) *He makes blue pots.* (False) *His work is easy.* (False)

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

 Pupils practise scanning a text for **specific information** and **relaying** it to a partner.

Follow the **Model text activity routine** on p. 31.

3 Answer the questions about the poem.

Follow the **Writing skill routine** on p. 31.

Writing skill: Features of a poem

Go over the information with the class. Read out the two lines of the poem, using your fingers to mark the syllables. Encourage pupils to read it out, marking the syllables with their fingers or by tapping the desk.

Ask pupils to look back at the poem on p. 25 (Lesson 3) and find rhyming words (*kind, find; read, seed*, etc.). Pupils read the last two lines of this poem quietly to themselves and count the syllables using their fingers or tapping the desk. Ask *How many syllables are in each line?* (eleven). Invite the class to read out the two lines chorally with you, paying attention to the rhythm.

4 Plan and write a poem.

Follow the **Planning routine** on p. 31.

Activity Book, page 29

Follow the **Activity Book routine** on p. 31.

Plan

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

Brainstorm what pupils remember about each of the medieval trades/roles in the mind map. Collate ideas on the board. Encourage them to think of one more trade to add to the mind map (e.g. farmer, potter, shoe maker) and brainstorm what they remember about it.

Support Go over the mind map with pupils, checking vocabulary. Pupils can choose ideas from the board to complete it.

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

Pupils look back at the poems on pp. 25 and 31 of their Pupil's Book to help them with ideas for their poem.

Write

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

Follow the **Writing activity routine** on p. 31.

Follow the **Assessment for learning routine** on p. 31.

Pupil's Book, page 31

What do you know now?

Follow the **Assessment for learning: Progress review routine** on p. 31.

Closing routine

Do TPR Dynamic routine 3 on p. 32.

Review

1 Match to make sentences.

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

2 Read and complete.

oxen harvest straw huts crops tools

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

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

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



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

kind sad brave happy quick

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

4 Read and choose the correct form of the verbs.

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

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

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

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

Speak get be use

Being a spy

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



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

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

- Every day at school, we ¹ _____ (have to), but we ² _____ (don't have to).
 When I was younger, ³ _____ (had to), but I ⁴ _____ (didn't have to).
 When I was younger, ⁵ _____ (could), but I ⁶ _____ (couldn't).

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

Pupils' own answers

Think about Unit 2

Read the unit objectives and the sentences below. Write.

★ What I did best in this unit is ...

because ...

★ Something I did really well is ...

because ...

🎯 I want to get better at ...

👤 by ...

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

My ideas:

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

Exam practice 2

Exam tip: Listening, Part 2

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

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

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

- Wednesday bus afternoon

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

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

- MEDIEVAL HISTORY DAY
- Day of show: Wednesday
 - Cost of ticket: ¹ £ 3
 - Give money to: ² Ms Simpson
 - Give money by: ³ Thursday
 - Start time: ⁴ 11:30 am
 - Bring: ⁵ a bottle of water

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

Objectives: Review vocabulary and grammar from Unit 2; Assessment for learning Unit 2;

Exam practice: A2 Key for Schools Listening, Part 2

Materials: Classroom Presentation Kit, Flashcards (Unit 2)

Opening routine

To **energise** the class, do Communication routine 2 on p. 32.

Activity Book, pages 30–33

1 Match to make sentences.

Review Unit 2 vocabulary with the flashcards.

Support Give pupils the following matching activity:

- | | |
|-----------|---------------------------------|
| 1 light | a smartphone |
| 2 send | information on a printing press |
| 3 use | a friend on my phone |
| 4 print | a fire |
| 5 message | a message to someone |

2 Read and complete.

Support Give pupils two options for each gap (e.g. 2 ox, straw; 3 crops, tools; 4 tools, crops; 5 harvest, straw; 6 ox, tools).

Reach higher Challenge pupils to cover the word bank and see how many gaps they can complete. Then they look at the word bank and check.

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

Remind pupils how the adverb is formed from the adjective (by adding *-ly*).

4 Read and choose the correct form of the verbs.

Support Go through each option and elicit whether it's the past or present, and if it talks about ability or obligation. Encourage pupils to look for and underline time phrases in the text to help them choose the correct option (e.g. *this week, last week, I chose ...*).

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

Support Give pupils the completed options to choose from: *could be, could get, had to speak*.

Reach higher Pupils write a similar text about one of the other medieval trades they have read about.

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

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

Ask how to say these phrases in pupils' own language. Elicit whether the same verb is used.

Think about Unit 2

Follow the **Think about ... routine** on p. 59.

Exam practice

In this task, pupils complete the information the first time they listen and check their answers the second time. If a word is spelled out in the recording, pupils must spell it correctly in their answer. Common words should also be spelled correctly.

Exam tip

A2 Key for Schools Listening, Part 2

Go through the information in the tip box with the class. Then ask pupils what kind of information they need to complete the gaps (a number, a person's name, a date, a time, an object).

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

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

Hello, class. As you know, we're going to celebrate Medieval History Day next week. It's very exciting as we're going to see a play with kings, jesters and knights! The actors couldn't come to our school on Tuesday, so we're going to watch the play on Wednesday.

Our school got a special price with the theatre, which is now two pounds cheaper than the normal price – only three pounds per person. Please remember to give your money to the history teacher, Ms Simpson – that's S-I-M-P-S-O-N – by Thursday, as she doesn't work on Fridays.

We all have to be in the assembly hall by quarter past eleven. Please don't be late as we will not let anyone in after that time and you'll miss the show. The play starts at eleven thirty.

You can't take food into the theatre, so don't bring any snacks with you, but you can bring a bottle of water. Do you have any questions?

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

Closing routine

Do TPR Dynamic routine 2 on p. 32.