

2

Then and now

WDYT?
(What do you think?)

What can we learn from history?

HISTORY THROUGH OBJECTS

Vocabulary: everyday objects; life events

Grammar: past simple, *could*, time expressions, *used to*

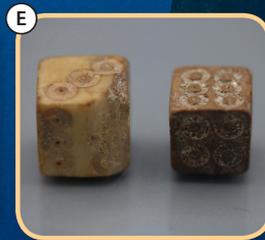
Reading: a history magazine about the Aztec world

Listening: a podcast about First Nations people of Canada

Speaking: asking for clarification

Writing: an email to an e-pal

Project: make a poster about life 25 years ago where you live



Video skills p25



Real-world speaking p31



Project pp34-35

Exercise 1

- 1 ruler
- 2 musical instrument
- 3 socks
- 4 sunglasses
- 5 bottle
- 6 calculator
- 7 board game
- 8 toothbrush
- 9 paper

Everyday objects

1 Match definitions 1-9 with the words in the box.

board game bottle calculator musical instrument paper
ruler socks sunglasses toothbrush

- 1 You use this to draw lines and check distances.
- 2 A guitar and piano are types of this.
- 3 People wear these on their feet, under their shoes.
- 4 You wear these to protect your eyes from the sun.
- 5 You carry water or other liquids in this.
- 6 You use this to do maths.
- 7 Chess and Monopoly are types of this.
- 8 You use this to clean your teeth.
- 9 You write on this with a pen or pencil.

2 Look at the ancient objects. What do you think people used them for?

Vocabulary

Lesson aims Students learn and practise words for everyday objects.

Warmer

Have a short class discussion about museums:

Do you like museums? Why/Why not?

Which local or national museums have you visited?

What did you see there?

Why is it important for us to have museums?

In particular, listen for students talking about museums and experiences related to history. Help the class to expand on these.

WDYT?

What can we learn from history?

Ask students if they think we can learn from history.

What can we learn?

Are we very different from people a long time ago?

Tell students they will return to the question at the end of the unit.

Everyday objects

1  Encourage students to first underline key words in the definitions. Explain that this should make their matching faster.

► **Reinforcement** If students aren't familiar with this vocabulary, tell them to start by looking for any words or part-words they do know in the boxed words (e.g. *game, music, sun, tooth*) and use these as a starting point.

• Draw attention to the compound nouns (see note on the right on *Compound nouns*). Ask: *Can you think of any other noun + noun words?*

(Suggested answers: car park, storyboard, ice cream, action film, swimming pool, video game)

Can you think of any other adjective + noun phrases?

(Suggested answers: mobile phone, social media, special effects)

• If students can't think of many, suggest that they look back in Unit 1.

Extra activity

Write five sentences on the board with an incorrect vocab item in each. Students should rewrite the sentences in their notebooks with the correct words:

- 1 I use my socks to measure lines. (~~socks~~ ruler)
- 2 When the sun is shining, I wear my toothbrush. (~~toothbrush~~ sunglasses)
- 3 Jo and Flo used a bottle to help them do their maths homework. (~~bottle~~ calculator)
- 4 She wrote her friend a note on a piece of board game. (~~board game~~ paper)
- 5 There was a musical instrument of water in the fridge. (~~musical instrument~~ bottle)

Challenge Ask students to write their own sentences for the vocab items they have removed from the sentences.

Compound nouns

ABCD

Point out that three of the words in the box are noun + noun combinations (*board game, sunglasses* and *toothbrush*). (Tell students that *musical instrument* is an adjective and a noun which frequently collocate to make a noun phrase.) The first word in a noun + noun combination acts like an adjective – it describes what kind of game, glasses and brush. Explain that sometimes these words are written together, like *sunglasses* and *toothbrush*, and sometimes as two words, like *board game*, and dictionaries often give different information from each other. If in doubt, students should write two words.

- 2 • Before starting, revise key past simple verbs if necessary, e.g. *wore, carried, cut*.
 - **Reinforcement** Point out the phrase *people used them for ...* in the rubric. There are more useful phrases students could use in exercise 1.
 - Elicit ideas and suggestions from the class, but don't confirm or correct these at this stage. Encourage creative thinking.

3 Students do the task.

- When checking answers, drill *comb* /kəʊm/, *scissors* /ˈsɪzə(r)z/, *knife* /naɪf/ and *mirror* /ˈmɪrə(r)/.
- Follow-up questions:
Does this look like a modern ... ?
Which object is the most different from a modern one?
- Ask students to guess how old some of the objects are, which people used them and where they are from. (See *Culture note* for information.)



Culture note

Photo A shows a very early alarm clock invented by Aristotle. Plato invented the very first alarm clock.

Photo B shows a Roman key.

Photo C shows a winespoon made of bronze ch'ih, which is from Western Chou (or Zhou) dynasty.

Photo D shows a bronze mirror with Hathor-headed handle, from Gurna.

Photo E shows some Roman dice made of carved bone.

Photo F shows a bronze age gold comb, from Caldas de Reyes, Spain.

Photo G shows a knife and fork with a sheath.

Photo H shows a replica of an Aztec calendar.

Photo I shows the world's oldest chewing gum. It is 5,000 years old. It is made from the bark of a birch tree.

Photo J shows a pair of scissors trident from Gallo-Roman civilization.

Photo K shows an asbestos purse owned by Benjamin Franklin, 18th century.

Photo L shows an Apulo-Corinthian helmet.

Get online

Students choose one object from the photos and work in groups to find out about who made/used it. Individual students write down two facts about the ancient people and combine them to make a factsheet.

purse/handbag and wallet

In British English, *purse* is a small bag used by women to hold coins; *wallet* is used by men and women for banknotes and cards. *Handbag* is a larger bag used by women to hold a purse/wallet, etc. In American English *purse* means *handbag*.

4 • When checking answers, ask which words in the sentences gave them clues.

- Follow up questions:
Why didn't poor people need to lock their doors in Roman times? (because they didn't own anything valuable)
What did ancient people want to remove from their hair? (insects)

Extra activity

Play **Hot seat** with the words for things on p25. (See Activities bank, page vi, for full instructions.)

5 • Students do the task.

- ### 6 • Revise the use of frequency expressions from Unit 1 (p16) if necessary.
- ▶ **Challenge** Ask students to use other frequency expressions to add variety.

VIDEO SKILLS

7 See the videoscript on T144.

- Before watching the video, as a class brainstorm some topics students would expect in a video about life in 1927. Elicit if their ideas were correct after the video.
- Ask students to imagine that they live in 1927. Ask what they would miss the most.
- Follow-up questions:
What do they use the fire for? (heating, cooking and washing)
What did they make for Deborah's birthday? (presents, cards and cakes)

8 • Students do the task.

- Nominate pairs to give their answers.

Exercise 8

Suggested answers:

- 1 What life was like in 1927, how different life in 1927 is from life now, what living conditions were like in 1927, what entertainment, clothing and shopping were like in 1927.
- 2 What working conditions were like, did women work outside the home, what school was like, if boys and girls went to school together.
- 3 That life was simpler, and families and people in general were closer and did more things together.
- 4 The video is a good way to learn about history as we actually see how people lived and we can empathise with people and their lives.

Further practice

- Vocabulary → Workbook p18
- Vocabulary extension → Workbook p101
- Basics Vocabulary worksheet → Teacher's Resource Centre
- Vocabulary worksheets (standard and higher) → Teacher's Resource Centre
- Video skills worksheet → Teacher's Resource Centre

Homework

Ask students to write personalised sentences describing their use of four of the objects on this page and to include a frequency expression in each.



4 Complete the sentences about the ancient objects with the words in the box.

alarm clock chewing gum comb
dice key knife spoon

- The Greek philosopher Plato invented the (...) because his students often arrived late for class.
- People first used a (...) to eat soup. Later, they used a (...) to cut meat, and only later a fork.
- In Roman times, only rich people carried a (...) because other people didn't need to lock their doors.
- Thousands of years ago, people used a (...) to look good, and also to remove insects from their hair!
- In ancient times, people didn't use (...) to play games, they used them to predict the future.
- This piece of (...) is over 5,000 years old, but you can still see the tooth marks of a teenager in it!

5 Write the names of objects from this page.

- Things you find in the classroom
- Things you wear or carry
- Things you use to look good
- Things you use in your free time

6 **Work in pairs. Ask each other about the objects from this page. Which ones do you often, sometimes or never use?**

How often do you use an alarm clock?

Never, I use my mobile phone.

Exercise 3

- | | |
|------|------|
| 1 F | 2 B |
| 3 J | 4 H |
| 5 I | 6 G |
| 7 C | 8 E |
| 9 A | 10 D |
| 11 K | 12 L |

Exercise 4

- alarm clock
- spoon, knife
- key
- comb
- dice
- chewing gum

Exercise 5

- calculator, paper, ruler, scissors (possibly calendar)
- socks, sunglasses, helmet, purse
- mirror, comb, toothbrush
- musical instrument, board games, dice

3 **Match words 1–12 with ancient objects A–L.**

- | | | | |
|---------------|----------------|----------|----------|
| ① | ② | ③ | ④ |
| comb F | key | scissors | calendar |
| ⑤ | ⑥ | ⑦ | ⑧ |
| chewing gum | knife and fork | spoon | dice |
| ⑨ | ⑩ | ⑪ | ⑫ |
| alarm clock | mirror | purse | helmet |

VIDEO SKILLS



7 **The video is called 'Living in 1927'. What do you think you will see? Watch and check.**

8 Work in pairs. Discuss the questions.

- What have you learnt from the video?
- What else would you like to know about life in 1927?
- What is the message of the video?
- Do you think this video is a good way to learn about history? Why/Why not?

Exercise 8

See T25 for answers.

A history magazine

1  Work in pairs. Do the quiz.

AMAZING AZTECS!

How much do you know about the Aztecs?
Are the sentences true or false?

- 1 The Aztecs used cocoa beans to make a chocolate drink, and as dice when they played board games.
- 2 The Aztecs ate a lot of meat and fish. They also ate insects and frogs!
- 3 People loved watching the 'Dance of the Flyers.' You can still see this ancient ceremony in Mexico today.
- 4 The Aztecs didn't have paper. Instead, they wrote on stone.
- 5 Many English words like *tomato*, *chocolate*, *avocado* and *chilli* come from the Aztec language.
- 6 There was no popcorn or chewing gum in the time of the Aztecs.



2  Listen and check your answers.

▶ **Subskill: Using visuals to understand ideas**

You often find pictures and captions (short descriptions) in articles. Look at the pictures and read the captions. They can help you understand the ideas in the text.

3 Read the text quickly. Look at the pictures and captions. Which of the ideas in the box does the article talk about?

building a city building roads calculating time
education farming medicine

4  Read and listen to the text. Complete the sentences with words from the text.

- 1 The Aztecs decided to build their city in (...).
- 2 They also built (...) to grow food and (...) to bring water to homes.
- 3 They had new ideas about education because (...) went to school.
- 4 They made a calendar (...) and a calendar (...).
- 5 Today, people use their musical instruments, food and their (...).

5 Answer the questions. Why did the Aztecs ... ?

- 1 create artificial islands
- 2 need to grow more food
- 3 make special gardens
- 4 build aqueducts
- 5 want all children to go to school
- 6 stay at home on certain days

6 **Word work** Match the definitions to the words in bold in the text.

- 1 the way that a person acts
- 2 clean, new
- 3 the effect on how people do things
- 4 not natural
- 5 with a special ability to do a job
- 6 put plants in the ground and look after them

7 Complete the sentences with words from exercise 6.

- 1 Crisps and cereals often contain (...) ingredients.
- 2 Celebrities can have a big (...) on teenagers.
- 3 Can you open the window? I need some (...) air!
- 4 Making webpages is an interesting and (...) job.
- 5 Our teacher wasn't happy with our (...) in class today.
- 6 We (...) oranges and apples in my country.

Exercise 2

- 1 true
- 2 false
- 3 true
- 4 false
- 5 true
- 6 false

Exercise 3

building a city,
calculating time,
education,
farming

Exercise 4

- 1 a lake
- 2 floating gardens, aqueducts
- 3 girls and boys/ both rich and poor/everyone
- 4 for festivals, for counting days
- 5 language

Exercise 6

- 1 behaviour
- 2 fresh
- 3 influence
- 4 artificial
- 5 skilled
- 6 grow

Exercise 7

- 1 artificial
- 2 influence
- 3 fresh
- 4 skilled
- 5 behaviour
- 6 grow

CRITICAL THINKING



- 1 **Understand** Make a list of inventions and new ideas from the Aztec Empire.
- 2 **Evaluate** Which ideas do you think are most important? Think about:
 - building new cities – now and in the future
 - water in homes
 - growing food
 - education
- 3 **Create** What other inventions from the past are important now? Think of three and say why they're important.

Research

Find out about a ball game in the time of the Aztecs and tell your classmates about it.

Exercise 5

- 1 Because there wasn't much land (to build a city).
- 2 Because the population grew.
- 3 Because they couldn't grow vegetables on the water.
- 4 Because the water in the lake wasn't good for drinking.
- 5 Because the Aztecs knew that they needed skilled workers.
- 6 Because these days were unlucky days.

Reading and critical thinking

Lesson aims Students do a quiz about the Aztecs and use visuals to understand ideas.

Warmer

If possible, show photos of Aztec buildings and artefacts and ask students who made them. Write *Aztecs* on the board and ask what students already know about them. Elicit or say that they lived in Mexico about 700 years ago.

A history magazine

- First, ask students to read the title and the first two lines and say what the text is about. Elicit that the word *amazing* suggests that the quiz will contain some impressive facts about the Aztecs.
 - Elicit the names of the things in the pictures. (a chilli, half an avocado, a frog)
 - Ask students to note down their answers, as *True* or *False* (or both, if pairs don't agree).
 - Encourage students to think why the false statements might be false.
- See the audioscript on T135.
 - Play the audio for students to check their answers.
 - When checking the answers, ask students to correct the false quiz statements. Play the recording again if necessary.
 - Ask: *Did anything in the recording surprise you?*

Subskill: Using visuals to understand ideas

Photographs, illustrations or diagrams which go with an article (text) often give helpful clues as to text content. The captions under visuals are also a quick way for students to get an idea of the topic, genre and flavour of a text – even before they read it.

- Focus on the words in the box to check understanding; drill pronunciation of *building* /'bɪldɪŋ/ and *medicine* /'med(ə)s(ə)n/.
 - Give students time to skim the article and also to use the pictures and captions to help them get an idea of its content. Set a time limit if necessary, to prevent detailed reading.
 - When checking answers, have students quickly number the paragraphs, then ask which paragraph contains the relevant information.

(building a city: paragraph 2; calculating time: paragraph 5; education: paragraph 4; farming: paragraph 3)

Extra activity

Ask students what kind of information is in the last paragraph.

(information about Aztec things that are still around today: the Aztec language, a musical instrument and food)

Ask them to think of a phrase to summarise this to add to the box, e.g. *Aztec inventions, Aztec things we use, etc.*

- Ask students to read the gapped sentences first to get an idea of what to listen for.
 - Ask students to guess the meaning of *floating* (= resting on the surface of water).
- Students can answer the questions orally or write the answers down. Encourage them to answer using *so ... and because ...*
 - If useful, point out that *so* is used to explain a consequence or outcome, e.g. *There wasn't much land so they created artificial islands*, and *because* and *as* introduce reasons. Help students to reword this sentence on the board using *because* and *as*, e.g. **Because/As** *there wasn't much land, they created artificial islands.* or *They created artificial islands because/as there wasn't much land.*
 - Challenge** Students try to remember the reasons before they look back at the text.
- Word work** Students do the task.
 - Reinforcement** Tell students to match the definitions they are sure of first, then work on the others afterwards, looking carefully at whether the word is a noun, an adjective or a verb.
- Before students begin, elicit the meaning of *ingredient* (= one of the foods used to make a meal) by writing on the board: *Avocado, tomato, chocolate and chilli are all ingredients in Mexican dishes.*

Fast finishers

Students write two gapped sentences of their own for a partner or the rest of the class to complete.

CRITICAL THINKING

Turn to T27 for notes on the Critical thinking and Research tasks.



CRITICAL THINKING



- 1 • **Understand** (LOT) Give students 4–5 minutes to complete the task. Tell students to read through the text again for ideas or give them additional time to go online to find out more about the Aztecs. You can also give them information from the Culture note on this page.
 - Nominate students to give their answers and write them up on the board.
- 2 • **Evaluate** (HOT) Ask students to look at their answers in 1 and think about which are most important. Give students time to think of their own ideas before comparing with a partner. Model an answer to help students, e.g. *floating gardens, because we need more space to grow food for more and more people.*
 - Ask different pairs to feed back, encouraging others to agree or disagree.
- 3 • **Create** (HOT) Brainstorm some other inventions as a class, then encourage students to use some of these and also think of some of their own.
 - Give students time to discuss in pairs or small groups. Then ask each group to share one invention and the reason why it is important.
 - To follow up, ask students to look at all the inventions and then hold a class vote on which they think is the most important.

Critical thinking

Suggested answers:

- 1 artificial islands to build on; 'floating gardens' to grow food; aqueducts to bring water to homes; free education for boys and girls; calendars to calculate time
- 2 building new cities – because we need more houses for people and we can use their ideas to build on the sea in the future
water – because we use water at home every day
the floating gardens – because we need to grow more food for the world's population
a system of free education – because now all children go to school
- 3 The computer – because we use them to look for information and to communicate
The aeroplane – because we can travel to another place in the world in a short time
Electricity – because we use it for light, televisions, computers



Culture note

The **Aztecs** were warrior people who dominated an empire stretching from the Pacific coast to the Gulf of Mexico from the early 1300s until 1521. The Aztecs built sophisticated irrigation systems, which, together with rich soil and a favourable climate, meant there were three harvests a year. As a result, the population quickly grew.

Aztecs did not have horses, cows or sheep for carrying heavy loads, a fact which makes their sophisticated buildings even more impressive. This also meant communication between districts could only go as fast as a human could run. Nor did they have highly developed metal-working skills; most Aztec weapons were made of obsidian, a volcanic glass, making their weapons weaker than European ones.

Aztec knowledge of astronomy was very advanced. They developed sophisticated calendars which were closely linked to their religious beliefs. They had over 200 gods.

The Aztec empire was crushed by Europeans in the 16th century, partly because local tribes were already discontented with Aztec rule and partly because the Europeans brought diseases such as smallpox to which the local people had no immunity.

Research

Ask students to work in pairs, or groups. Give them time to look through a few websites, then to write notes on one ball game.

They can then share what they found with a small group, or with the whole class if you prefer.

If appropriate, you could try to play one or two of the games with the class.

Ask: *Do you think these games are/were fun?*

Do you think people in history found them fun?

[If the answers to the two questions were different:]

What has changed?

Further practice

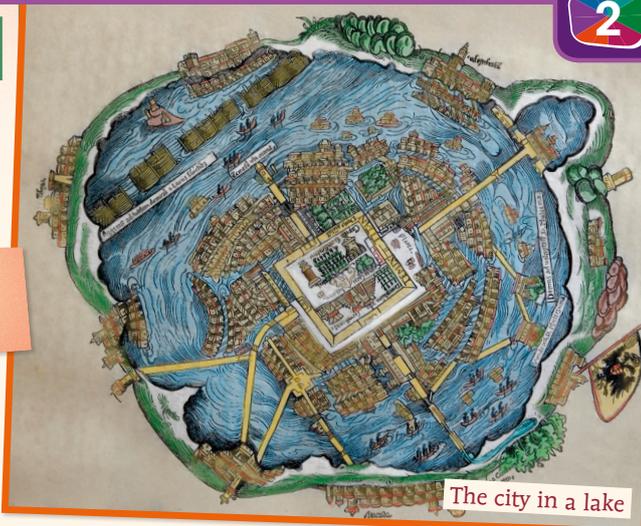
- Reading → Workbook p22
- The longer read → Teacher's Resource Centre
- Reading texts for SEN students → Teacher's Resource Centre

Homework 

Students use the information in the text on p27 to write five more amazing facts about Aztecs. Three facts should be true and two facts should be false, and students should also write the correct answers for the false sentences (upside down or on a separate sheet/page).

How the Aztecs changed the WORLD

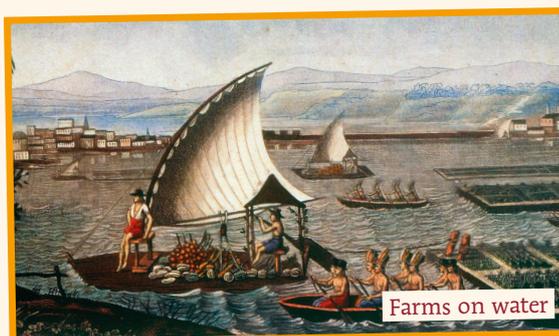
We live in a time of advanced technology, and we often think of ancient civilisations as 'primitive'. It's easy to forget that they invented many amazing things.



The city in a lake

One of these civilisations was the Aztec Empire. When the early Aztecs arrived in the Valley of Mexico in around AD 1250, they decided to live on an island in Lake Texcoco. There wasn't much land, so they created **artificial** islands and built on these. With time, the capital city Tenochtitlan became larger than Rome. There were pyramids, shops and homes, all connected with canals and boats.

As there were more and more people in the city, the Aztecs needed more food. They couldn't **grow** vegetables in the water, so they created special 'floating' gardens on the water. And because the water in the lake wasn't good for drinking, they built aqueducts to bring **fresh** water to homes.



Farms on water

Boys and girls, both rich and poor, went to school in the Aztec Empire. The Aztecs knew that they needed **skilled** workers, so they were the first to start a system of free education. Everyone learnt good **behaviour**, but clever students could become engineers, scientists, artists or doctors.

The Aztecs also created two calendars, one for festivals and the other for counting days. The second calendar had 365 days and 18 months, each with 20 days. There were five extra days that the Aztecs thought were unlucky, and on these days, they usually stayed at home!

More than a million people still speak Nahuatl, the modern Aztec language. People still play a type of drum invented by the Aztecs, and many Mexican recipes use ingredients from Aztec times. The Aztec Empire disappeared hundreds of years ago, but we can see its **influence** today.



New ideas about time

(there) was/were

Exercise 1

- 1 was
- 2 were
- 3 not (n't)
- 4 the subject

1 Read the examples and complete the rules.

The cocoa bean **was** important to the Aztecs.
 Schools **weren't** only for rich children.
Was the water good for drinking? No, it **wasn't**.

The past of *be* is *I/he/she/it* **1** (...) and *you/we/they* **2** (...).

To make the negative, add **3** (...) to the verb.

To make a question, change the order of the **4** (...) and the verb.

there was/were

There was no popcorn. (+ singular noun)
There were two calendars. (+ plural noun)

Exercise 2

- 1 Were
- 2 were
- 3 wasn't
- 4 was
- 5 Was
- 6 was
- 7 weren't

2 Complete the sentences with the past simple form of *be*.

Q: **1** (...) you interested in history when you **2** (...) younger?

A: No, I **3** (...) I thought it **4** (...) boring!

Q: **5** (...) there a sports centre in your town 20 years ago?

A: Yes, there **6** (...), but there **7** (...) any skate parks.

could

3 Read the examples and choose the correct option in the rules.

Both boys and girls **could** go to school.
 They **couldn't** grow vegetables on water.
Could they write on paper? Yes, they **could**.

- 1 We use *could* and *couldn't* to talk about **present/past** ability and possibility.
- 2 We **always/never** use *did* and *didn't* in negative sentences and questions.
- 3 After *could* and *couldn't*, we use the infinitive **with/without** *to*.

4 Complete the sentences with *could* or *couldn't* and the ideas in the box.

become rich and famous buy meat do exercise
 vote watch chariot races

- 1 In Ancient Rome, there were gyms, so people ...
- 2 The politicians were all men, and women ...
- 3 There was a big stadium, where people ...
- 4 Fighting was important and successful gladiators ...
- 5 Most people were poor, so they ...

Exercise 4

- 1 could do exercise.
- 2 couldn't vote.
- 3 could watch chariot races.
- 4 could become rich and famous.
- 5 couldn't buy meat.

Exercise 5

last night, yesterday,
 a week ago, in June,
 three years ago, in
 2015, when I was
 five, in the 19th
 century

Exercise 7

- 1 were 2 were
- 3 was 4 could
- 5 were 6 wasn't
- 7 could 8 couldn't

Exercise 8

yesterday

Past time expressions

5 Order the past time expressions from most recent to oldest.

a week ago three years ago in 2015
 in June in the 19th century last night
 when I was five yesterday

6 Work in pairs. Ask questions using 'When was your last ...' and the ideas in the box.

English lesson exam family celebration
 holiday journey by bus meal in a restaurant

When was your last exam?

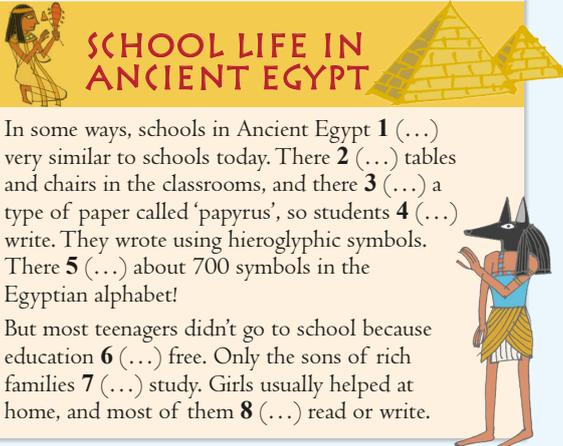
It was yesterday. When was ...

7 Complete the text with the correct past form of *be*, *could* or *couldn't*. Then listen and check.

SCHOOL LIFE IN ANCIENT EGYPT

In some ways, schools in Ancient Egypt **1** (...) very similar to schools today. There **2** (...) tables and chairs in the classrooms, and there **3** (...) a type of paper called 'papyrus', so students **4** (...) write. They wrote using hieroglyphic symbols. There **5** (...) about 700 symbols in the Egyptian alphabet!

But most teenagers didn't go to school because education **6** (...) free. Only the sons of rich families **7** (...) study. Girls usually helped at home, and most of them **8** (...) read or write.



8 Answer the question to solve the Brain teaser.

BRAIN TEASER

A	B	C	D	E	F	G	H	I	J
K	L	M	N	O	P	Q	R	S	T
U	V	W	X	Y	Z				

What is the word in Egyptian hieroglyphics?

Grammar

Lesson aims Students revise ways of talking and writing about the past: (there) was/were, could and past time expressions.

Warmer

Look back at the second paragraph of the text on p27 and ask students to find three instances of past simple forms of the verb *to be* (*was(n't)* and *were(n't)*): *One of these civilisations was ...*, *There wasn't much land* and *There were pyramids, ...*

Write them on the board and underline the verbs.

(there) was/were

- Students do the task.
 - To follow up, elicit a negative version of the first sentence in the box (*The cocoa bean wasn't important to the Aztecs.*), an affirmative version of the second (*Schools were only for rich children.*) and an affirmative short answer to the third example (*Yes, it was.*).
 - Help students to form an example of a Yes/No question using *were*. Write *schools / only for rich children* on the board. Work through forming the question together using rule 4 (*Were schools only for rich children?*). Elicit the short answer *No, they weren't.*
 - Focus on the *there was/were* box. Draw attention to the use of *no* in the first example and follow up using the information in the box below.

no as a determiner

ABCD

Explain that using *no* with an affirmative verb is another way of making a negative:

There was no popcorn. = *There wasn't any popcorn.*

Revise the use of *any* in negatives and questions if necessary.

- Students do the task.

Fast finishers

Ask fast finishers to look again at the second box in exercise 1 and think of another way of wording the last answer (7). (*There were no skate parks.*)

could

- Before students do the task, drill pronunciation of *could* /kʊd/ if necessary. Check understanding of *ability* and *possibility*.
 - Ask students to find one more example of *could* in the text on p27 (*clever students could become engineers ...*). Also elicit the negative of the example short answer (*No, they couldn't.*)

- There is a lot of potentially new vocabulary in this exercise so go through this as necessary before students do the task, e.g. *chariot* /'tʃæriət/, *gym* /dʒɪm/, *stadium*, *fighting*, *successful* and *gladiator*.
 - Ask if any of the facts surprise the students.

Past time expressions

- Revise the meaning of *ago* and explain *century*, if necessary, before students do the task.
 - Check the answers by getting students to label a timeline on the board.
- Students do the task.
 - Challenge** Encourage more confident students to expand on their answer with one piece of information each time, e.g. *It was two weeks ago. I went to a pizza restaurant with my family.*
-  11 Tell students to read through the text before completing the gaps, as this will help them to understand the general sense.
 - Reinforcement** Remind students to look at whether the noun after *there* is singular or plural.
- Divide the class into teams. The first team to solve the puzzle wins. If you wish, prepare other words for teams to race to solve (simpler versions of the symbols in the Student's Book can be found online).



Culture note

The **hieroglyphs** in the puzzle were used to write sounds similar to the sounds shown by the Roman alphabet. The Egyptians used around 700 other symbols to show meanings as well.

Further practice

- Grammar bootcamp → Student's Book pp118–119
- Pronunciation → Student's Book p128
- Grammar → Workbook p19
- Grammar reference and practice → Workbook pp86–87
- Grammar → On-the-Go Practice
- Basics Grammar worksheet → Teacher's Resource Centre
- Grammar worksheets (standard and higher) → Teacher's Resource Centre

Homework

Students think about when they were five years old and write sentences describing what they *could/couldn't* do.

Get online

Students work in pairs to find out what people could watch in stadiums in Ancient Rome, then write notes using *could/couldn't*. They can then discuss these in class.

Vocabulary and Listening

Lesson aims Students learn phrases for life events and how to identify key words in questions.

Warmer

Play **Spidergram** with 'life events' in the centre – students should write up life events like *get married, make friends, start school, have children, grow up* around the centre and add detail.

(See Activities bank, page vii, for full instructions.)

Life events

- Students work independently, then discuss their answers with a partner.
 - Revise the past simple forms of the verbs in the phrases and elicit examples using them, e.g. *I was born in 2006.*
 - Revise *going to* and elicit some personal examples of future plans using the items in the box, e.g. *I'm going to go to university after school.*

Extra activity

Students write personalised sentences using the phrases in the box about themselves and members of their family. Remind them to think carefully about tenses, such as past simple, e.g. *My grandfather retired last year. My cousin got married two years ago.*

- Students do the task.
 - Follow-up questions:
Have you ever moved? Where from/to?
Was it easy to make friends?
What do you find difficult about growing up?
- Students do the task.

Fast finishers

Students look at the corrected versions of sentences 2, 3 and 5 in exercise 3, then rewrite them so that they are true for them/their country.

- Follow-up question:
Do you agree with sentence 4? Why/Why not?

A podcast

- When students have read the fun facts, ask them to look at the pictures and guess the meaning of *indigenous* /ɪnˈdɪdʒənəs/ (= people who have lived in a place for a very long time).
 - As a class, discuss what they think the pictures show before students read the captions.
 - Reinforcement** Help students identify clues contained in the captions, e.g. artist, snowboarding, 12 metres tall (shows that something very high is shown), pictures, life events.

- Follow-up questions:
Do you ever read/look at manga books/comics? What do you think of them?
What sorts of things show important life events for you and your family? (e.g. photos, albums, mementoes, souvenirs)

Subskill: Identifying key words in questions

Students are familiar with underlining key words in questions and texts; in exercise 5 they must identify questions, so question words are important. However they must also understand the time period each question is asking about, so tense is important too.

- See the audioscript on p136.
 - Students listen and do the task.
 - Reinforcement** Make sure students notice the key difference between question a (present tense) and question c (past).
- Remind students that they will hear the information in the order they noted in exercise 5.
 - Make sure that students answer in their notebooks in note form rather than full sentences.
 - If students ask, explain that British Columbia is the westernmost province (region) of Canada.
 - Reinforcement** Pause the audio after the relevant question and answer.
 - Follow-up questions (clarify the meaning of *longhouse* first (= a very large traditional house for more than one family)):
Why did the population fall? (because Europeans brought new illnesses to the island and Haida people became ill and died)
How many people used to live in a longhouse? (50)
How many Haida speakers are there now? (20)
- Students do the task, then share answers in groups or as a class.

Get online

If time allows, encourage students to research the exercise 7 questions.

Further practice

- Vocabulary → Workbook p20
- Vocabulary → On-the-Go Practice
- Basics Vocabulary worksheet → Teacher's Resource Centre
- Vocabulary worksheets (standard and higher) → Teacher's Resource Centre
- Listening → Workbook p23

Homework

Students ask a grandparent (or other family member/friend) about their life and use the past simple to write a short biography with details of their key life events.

Life events

1 Look at the list of life events in the box and write them in a typical order.

be born die get a job get married
go to university have children leave school
retire start school start work

2 Match three more things we do in our lives with definitions a–c. Which two things can you do at any time in your life?

- 1 make friends
- 2 grow up
- 3 move
- a change from a child to an adult
- b meet new people you like
- c go to live in a different place

3 The phrases in bold are in the wrong sentence. Correct the sentences.

- 1 My mother was born in Colombia but she **started school** when she was 20.
- 2 I'd like to study physics when I **retire** because I want to be an astronaut.
- 3 In Britain people **leave school** when they are 65.
- 4 I think it's better for children to **get a job** in the country than in the city.
- 5 I'd like to **grow up** in television after I leave school.
- 6 I **moved to Spain** when I was four years old. I loved my first teacher.

A podcast

4 Read the fun facts. Then match captions 1–4 to pictures A–D.

fun facts The First Nations is the name for more than 600 groups of indigenous people in Canada. There are over a million First Nations people in Canada today.

- 1 Artist Michael Nicoll Yahgulanaas mixes traditional Haida art with manga. **C**
- 2 The First Nations have their own snowboarding team. **D**
- 3 Totem poles like this can be more than 12 metres tall. They represent family history and show important life events. **A**
- 4 These pictures of life events are typical of the art of the Haida, one of the First Nations people from the north-west coast of Canada. **B**

Subskill: Identifying key words in questions

Before you start, underline key words to help you recognise the questions when listening.

5 12 Listen to a podcast about the First Nations in Canada. Number the questions in the order you hear them.

- a How many Haida are there today?
- b Where do First Nations people live today?
- c How many Haida were there?
- d What are the First Nations? **1**
- e Is there a Haida language?
- f How did the Haida live in the past?

6 Listen again and note the answers to the questions.

1 *Groups of indigenous people in Canada.*

7 Work in pairs. Discuss the questions.

- 1 Do you or other people in different parts of your country speak more than one language?
- 2 Do you know if any traditional languages in your country are in danger?
- 3 How can we keep languages alive?

Exercise 1

be born, start school, leave school, go to university, get a job, start work, get married, have children, retire, die

Exercise 2

1 b 2 a 3 c
You can make friends and move house at any time in your life. You can only grow up when you are a child.

Exercise 3

- 1 moved to Spain
- 2 leave school
- 3 retire
- 4 grow up
- 5 get a job
- 6 started school

Exercise 5

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

Exercise 6

- 2 all over Canada
- 3 about 4,500
- 4 30,000 in the 19th century, 600 in 1900
- 5 They lived in longhouses with up to 50 people.
- 6 yes



Past simple

Exercise 1

regular:

lived, married

irregular:

brought, made

negative: Add *not* (n't) (People *didn't speak Haida*.)

- 1 Read the examples. Find two regular and two irregular verbs in the affirmative sentences. How do we form the negative?

Fifty people **lived** in one big longhouse.
Europeans **brought** new illnesses to the islands.
People **didn't speak** Haida.
In 2017 they **made** the first Haida film.
People **married** someone from the other group.

Exercise 2

came, did, got, went, had, liked, played, read, saw, started, studied, talked, thought, worked, wrote

- 2 Write the past simple of the verbs in the box. Look at the Irregular verbs list on pp134–135.

come do get go have like play read see start study talk think work write

- 3 Complete the sentences with the correct form of the verbs in brackets.

- The Maori (...) (**arrive +**) in New Zealand about 700 years ago.
- They (...) (**go +**) 1,000 miles to New Zealand from Polynesia by boat.
- They (...) (**have -**) maps: they (...) (**use +**) the sun and stars to navigate.
- The Maori (...) (**call +**) the country Aotearoa, which means 'The Land of the Long White Cloud'.
- Europeans (...) (**arrive -**) there until the 1600s.

Exercise 3

- arrived
- went
- didn't have, used
- called
- didn't arrive

Exercise 4

- How did they travel to New Zealand?
- Did they use the sun and stars to navigate?/What did they use to navigate?
- What did the Maori call the country?
- When did the Europeans arrive in New Zealand?

- 4 Read the example and write *Wh-* questions about the underlined information in exercise 3.

How did the Haida live? Did the Haida live alone?

- 1 *When did the Maori arrive in New Zealand?*

used to

- 5 Read the examples and choose the correct option to complete the rules.

There **used to be** about 30,000 Haida.
People **didn't use to live** in individual houses.
Did people **use to watch** films in Haida?

- We use *used to* to talk about the **past/present/future**.
- We use *used to* to talk about **states and repeated actions** things we did once in the past.
- We only use *used to* in the **present simple/past simple**.
- After *used to*, we write the verb in the **infinitive/-ing form**.

Exercise 6

- used to watch
- didn't use to exist
- didn't use to have
- used to wait
- didn't use to be

- 6 Complete the text about TV in the 1970s with the correct form of *used to*.

Most families in the 1970s only had one TV, so they all 1 (...) (**watch +**) in the same room. Remote controls 2 (...) (**exist -**) so they couldn't change channels from their chair. It seems strange, but then it was quite normal! People 3 (...) (**have -**) computers so you could only watch series on TV and you 4 (...) (**wait +**) a week to see the next episode. Because there 5 (...) (**be -**) many TV channels, everyone at school talked about the same TV programmes.

- 7 Write questions about TV when you were six years old using *used to*.

- how many hours / watch per day
- where / watch TV
- have / a favourite programme
- what channel / watch
- watch TV / alone or with other people

- 8  Work in pairs. Ask your partner the questions in exercise 7. Is his/her life very different now?

- 9 Choose the correct option.

GRAMMAR ROUND-UP

1 2 3 4 5 6 7 8

Spencer O'Brien is a world champion snowboarder from Canada. Spencer is from the Haida Nation. First Nations people 1 **didn't use to become/didn't used to become** top sports stars, but now they 2 **has/have** more opportunities to train and compete.

Spencer 3 **could to/could** ski when she was only two years old but she first tried snowboarding when she 4 **were/was** 11. She 5 **used to go/use to go** snowboarding for fun but then she started to train more seriously. Later, Spencer represented Canada in the 2014 and 2018 Olympics and she 6 **wins/won** a gold medal at the 2016 X-Games.

When she 7 **isn't competing/doesn't compete**, Spencer loves cooking. She 8 **often works/works often** to help young First Nations people in sport too.



Exercise 7

- How many hours did you use to watch per day?
- Where did you use to watch TV?
- Did you use to have a favourite programme?
- What channel did you use to watch?
- Did you use to watch TV alone or with other people?

Grammar

Lesson aims Students revise the form and use of the past simple and used to.

Warmer

Play **Snowman** with the following suggested phrases: *get married, make friends, start school, have children, grow up*. Tell students you are looking for life events in this game. (See Activities bank, page vii, for full instructions.)

Past simple

- Do the task with the whole class.
 - Elicit the infinitive forms of all the verbs and highlight the spelling of *married*; point out that this is a regular verb but the spelling changes because it ends in -y.
 - Ask: Is **speak** regular or irregular? What's the past simple form? (*irregular, spoke*)
- Students do the task without looking at the irregular verbs list first, then look to check.

Extra activity

Ask students to write a personalised sentence for each of the past simple forms they found difficult to remember or spell.

- Elicit what students know about New Zealand and the Maori. Ask if they remember a word used to describe the Haida in Canada. (*indigenous*) If necessary, explain that the Maori are the indigenous people of New Zealand.
 - Tell students to check the plus and minus signs first to find out whether to write a positive or a negative sentence.
- Use the examples to revise past simple *Wh-* question forms before students tackle this exercise.

used to

- Students do the task. Refer to the box below for additional points to note.

used to

ABCD

Typical errors with *used to* include the following:

- using the present tense form instead of the past simple: *She uses to watch TV a lot. She used to watch TV a lot.*
- inserting a past *be* auxiliary: *He was used to go to the cinema a lot.*
- confusion with *use something to ...*, which came up a lot in the first lesson of the unit
- confusion with *be/get used to* something, e.g. *They were used to the noise/travelling long distances.*
- writing the question form incorrectly, i.e. *Did he used to live in London? Did he use to live in London?*

- Ask students to read the whole text to get an idea of what it is about before they complete it.
 - Check understanding of *remote control* (= device for changing television channel) and *channel* (= television station).
 - After, ask students to guess the meaning of *episode* (= a part of a television story).

Fast finishers

Students change the verbs in text to past simple forms.

- Remind students to be careful with the spelling of *did you use to ... ?* (*use, not used*).
- Students take turns asking and answering.
 - Remind students to also ask their partner about how things are different now.
- When checking answers, elicit why the right option is correct.

(1 correct spelling of negative form *didn't use to* 2 plural pronoun *they* requires plural verb 3 infinitive without *to* after *could* 4 singular subject requires singular verb 5 correct spelling of affirmative form of *used to* 6 past simple for single event in the past 7 present continuous for an event that is going on around now 8 *often* comes before verb)

Further practice

- Grammar bootcamp → Student's Book p119
- Grammar → Workbook p21
- Grammar reference and practice → Workbook pp86–86
- Grammar → On-the-Go Practice
- Basics Grammar worksheet → Teacher's Resource Centre
- Grammar worksheets (standard and higher) → Teacher's Resource Centre

Homework

Students look back at the questions in exercise 7 and write five sentences with *used to* describing their television-watching habits when they were six years old. They can also write about what is different now.

Get online

Students write a past simple question about the Maori in the past and one in the present simple about the Maori today, then find the answers.

Real-world speaking

Lesson aims Students learn Key phrases to ask for clarification.

Warmer

Ask students to look at the objects in exercise 3 on p25 for two minutes and memorise them. Books closed, ask students to write down:

two things beginning with c (**comb, and/or calendar, and/or chewing gum**)

two things beginning with s (**scissors, spoon**)

two things beginning with k (**key, knife**)

one thing beginning with h (**helmet**)

Asking for clarification

- 1  Before students discuss the leaflet, use the photos to elicit the meanings of *ship* and *Viking* /'vaɪkɪŋ/ and find out what they know already about Vikings. Students may remember *longhouse* from the Haida recording.
- 2 • Before students watch the video again, elicit their ideas for the kinds of information they might want to know about the Viking museum, e.g. when it is open, how much it costs. Write the class' suggestions on the board.
 - Follow-up questions:
When is the museum open? (from 10:30 to 3:30 Monday to Friday, from 11:30 to 3:30 at weekends)
How much does it cost? (£12.50)
What number bus does Karen need to take? (number 3)

Culture note

The Vikings lived in Scandinavia from 700 to 1100. They travelled in longboats to Britain and other countries to trade but also to steal animals, gold, jewels and crops. They began to raid Britain in 787, and over the next few decades they conquered large parts of Scotland and northern and eastern England, which they ruled for nearly 100 years. Vikings continued to have influence after that, and many modern British place names are of Viking origin.

- 3 • Read through the Key phrases as a class before watching again. See the *could and get* box.
 - ▶ **Challenge** Ask students if they remember which Key phrases were used.

could and get

ABCD

Explain to students that here *could* is used to make a polite request and is not asking about ability in the past.

Ask students if they can find two examples of *get* in the Key phrases (*How can I get there?* and *Sorry, I didn't get that.*). Ask students to guess the different meanings of *get there* and *get that* and elicit other words/phrases that mean the same: *get there* (= go there, travel there); *get that* (= understand that, hear that).

Explain that *How can I get there?* asks about means of transport: *How can I travel there?*

(Suggested answers: by car, by bus, by train, on foot)

Extra activity

Ask students to find the sentences about prices in the dialogue: *twelve fifty and twelve pounds fifty*. Explain that *pounds* is often omitted in everyday speech. Write some prices on the board for students to practise saying both forms.

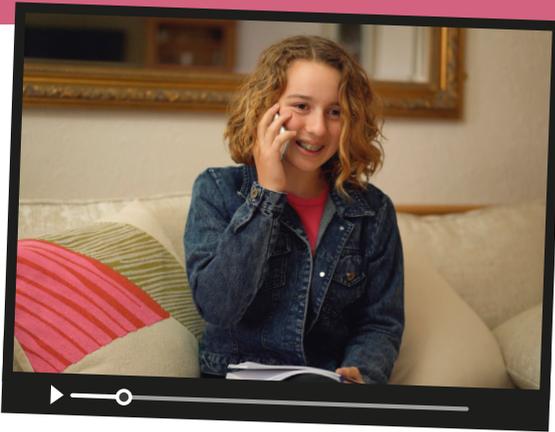
- 4 • After they have done the task, ask students to read the Real-world grammar box.
 - In pairs, students practise the dialogue, trying to use the correct intonation. Allow time to swap parts and read again.
 - **THINK** Students can either choose a place they already know about because they have visited it or, if there is time in your lesson, they can look online for the information about a place they are interested in. Tell them they can use extra questions if they wish.
 - **PREPARE** Remind students to use at least one example in the box. Students can write their dialogue down if they prefer.
 - Remind students to look at the **Peer review** in exercise 5 and think about whether their dialogue covers the first two points.
 - **PRACTISE** Remind students to swap roles to get practice of both asking and responding.
 - **PERFORM** Remind students to look at the **Peer review** section first so that they know what to listen out for.
- 5 • **Peer review** Remind students to be sensitive when they review other students' dialogues; encourage them to focus on the positive things first and to offer constructive suggestions.

Further practice

- Speaking → Workbook p23
- Phrasebook → Workbook p157

Homework

Students look at the website of a different museum in an English-speaking country and make notes of the opening times; the ticket prices; the best way to get there; whether there is a café, a gift shop; etc.



Asking for clarification

- 1 Watch the video. What problems does Karen have on the phone?
- 2 Watch again. Which Key phrases do you hear?
- 3 Complete the dialogue with the Key phrases. Watch again and check.

Receptionist

Good morning. How can I help?

Karen

Oh, hello. I'd like some information about the Viking Museum please. Um, what 1 (...) it open?

Receptionist

It's open from half past ten to half past three and from half past eleven at weekends.

Karen

I'm 2 (...)?

Receptionist

10:30 to 3:30 Monday to Friday and 11:30 to 3:30 at weekends.

Karen

Ah, I see. And 3 (...) does it cost?

Receptionist

Twelve fifty.

Karen

Did you 4 (...) 'Twelve pounds fifty'?

Receptionist

Yes, twelve pounds fifty.

Karen

OK, and how can I 5 (...)?

Receptionist

Take the number 3 bus from the station.

Karen

Could you 6 (...)?

Receptionist

Take the number 3 bus from the station to the museum.

Karen

OK, thank you for your help. Goodbye.

Viking Experience!

Visit a Viking longhouse.
See a typical Viking ship.
Learn how the Vikings lived.
Visit the past – visit the Viking Museum!

For more information
call 07 127 456500 or visit

www.thevikingmuseum.co.uk



Exercise 1

She doesn't understand everything the receptionist says, she drops her pen and misses something the receptionist says

Exercise 2

What time does it open?
I'm sorry?
How much does it cost?
Did you say...?
How can I get there?
Could you repeat that, please?

Exercise 3

1 time does it
2 sorry
3 how much
4 say
5 get there
6 repeat that, please

- 4 Create your own dialogue. Follow the steps in the Skills boost.

SKILLS BOOST

THINK

Think of a place to visit and make notes or look up visitor information.

PREPARE

Prepare a dialogue. Remember to include Key phrases to ask for and clarify information.

PRACTISE

Practise your dialogue.

PERFORM

Act out your dialogue for the class.

- 5 Peer review Listen to your classmates. Answer the questions.

- 1 Which Key phrases did they use?
- 2 Would you like to visit this place? Why/Why not?

Key phrases

Asking for information: What time does it open?

Is there a café?
How much does it cost?
How can I get there?

Checking information: Do you mean ... ?

Is that ... ?
Did you say ... ?

Asking someone to repeat: I'm sorry?

Sorry, I didn't get that.
Could you repeat that, please?
Could you say that again?

Real-world grammar

Did you *say* twelve pounds fifty? Sorry, I *didn't get* that.

Fraser

To: Ekin Friday Attachments 1.4MB

Dear Ekin,

How are you? I hope your exams were OK. In your last letter, you asked me to tell you about my life when I was seven, so here you are!

We lived in a smaller house then and I used to share a room with my brother, Grant. We did more things together, but now he doesn't have much free time because of his job. Six years ago, we used to spend time playing football in our team or on our bikes. Now I do more things indoors and I like this house more because I have my own room.

Another difference is that I didn't use to go to school in Ripon. I went to the village school and I could have lunch at home because the school was very near our house. Sometimes in winter our teacher couldn't get to school because of the snow so we used to have the day off – it was brilliant!

Now it's your turn: tell me about your life when you were seven!

Fraser



Me, when I was seven!

Exercise 3

- 1 true
- 2 false
- 3 no information
- 4 true
- 5 false
- 6 no information
- 7 true

Exercise 4

Sentences with *because*:

I like this house more **because** I have my own room.

I could have lunch at home **because** the school was very near our house.

Sentences with *because of*:

... he doesn't have much free time **because of** his job.

... our teacher couldn't get to school **because of** the snow.

Exercise 5

- 1 because of
- 2 because

An email to an e-pal

1 Read the email from Fraser to his e-pal. Choose the best description a, b or c.

- a what he likes about home and school
- b** how his life was different in the past
- c how things are better now

2 Look at the email again. Match sections 1–6 with descriptions a–f.

- a Paragraph about school **4**
- b Opening paragraph to introduce the letter **2**
- c Signature of the writer **6**
- d Paragraph about home life **3**
- e Closing sentence asking the reader to write back **5**
- f Greeting the person he's writing to **1**

3 Read the email again. Are the sentences true, false or is there no information?

- 1 Fraser lives in a bigger house now.
- 2 Fraser is studying so he spends less time with Grant now.
- 3 Fraser never plays football now.
- 4 He doesn't share a room now.
- 5 Fraser goes to school in his village.
- 6 He doesn't like his school lunch now.
- 7 Fraser sometimes had the day off in bad weather.

Subskill: *because* and *because of*

When we give a reason, we use *because* and *because of*.

4 In the email, find two sentences with *because* and two sentences with *because of*.

5 Look at the sentences in exercise 4 and complete the rules with *because* or *because of*.

- 1 (...) comes before a noun.
- 2 (...) comes before subject + verb.

Writing

Lesson aims Students learn how to write an email to an e-pal and when to use *because* and *because of*.

An email to an e-pal

Warmer

Write a short email on the board, but set the lines out in the wrong order; it could look something like this:

See you! Eddie

Can you help me with something?

How're things?

Can you send me the pages we need to do for maths homework?

Thanks a million

Hi Sasha

Ask students to re-order the writing so it makes sense. Once they have finished and answers checked, ask them what kind of text this is (an email), to elicit the genre and serve as an introduction for today's writing task.

- 1 • Before students do the task, ask them to say what the text is (an email), who wrote it (Fraser) and who it is to (Ekin).
 - Ask students to give reasons for their choice of description.

(b, because in the first paragraph, Fraser says 'you asked me to tell you about my life when I was seven, so here you are!' and the other paragraphs are mainly about his life in the past, not just about what he likes about home and school or how things are better now)
 - Follow-up question:

What tells you it's about the past? (past simple, used to, time expressions)
- 2 • Check students understand descriptions a–f. Revise *greeting* if necessary.
 - Elicit other words for *opening* (beginning/start) and *closing* (ending/finishing) here. Then ask students to guess the meaning of *write back*.
- 3 • Students do the task. Tell students to simply write *True*, *False* or *No information*.
 - ▶ **Reinforcement** Offer support for the questions where they must look carefully at tense and make deductions. In particular:

1 Fraser **lives** in a bigger house **now** versus we **lived** in a smaller house **then**. 5 Fraser **goes** to school in his village versus I **didn't use to go** to school in Ripon. I **went** to the village school.
 - ▶ **Challenge** Students choose their answers before re-reading, then read to check.
 - When you check answers, get students to say which paragraph/section of the email the information was in. (questions 1 and 2: paragraph 3; questions 4, 5 and 7: paragraph 4)

Subskill: *because* and *because of*

Sometimes students mix up *because* and *because of*, e.g. I was late *because* the snow, or He was ill *because of* he got wet and cold. You could explain that *because* is a conjunction that joins two clauses, so it is followed by a subject + a verb; *because of* comes before a noun/pronoun (possibly with an adjective in front of it) which isn't the subject of another clause.

- 4 • Tell students to write the sentences in their notebooks, then underline *because* and *because of*.
- 5 • Students do the task.

Extra activity

Tell students to underline the nouns following *because of* in one colour, and the subjects + verbs following *because* in another in their notebooks.

Extra activity

Write (or project) these two columns of phrases on the board and ask students to choose one phrase from A and one from B, then make two sentences joined with *because* and two sentences joined with *because of*:

A	B
I was late	they were tired.
We missed the concert	the traffic.
They went home early	we were ill.
	the cat.
	the weather.
	I couldn't find my ticket.

- 6 • Students do the task.
- When checking answers, ask students to state the items (noun/pronoun or subject + verb) which follow *because of* and *because*.
 - ▶ **Reinforcement** Students may need help with sentence 5 because 'the book' is followed by a relative clause, but point out that *because* here isn't followed by a subject plus verb but by a noun and then a relative pronoun.

Extra activity

Ask students to look again at sentences 1 and 3, then write two sentences that are true for them beginning *I really enjoy/enjoyed ...* and *I didn't/don't enjoy ...*. They should complete them by giving one reason with *because* and one with *because of*.

- 7 • **THINK** For exercise 1, pairs can help each other with shared memories about schools, for example, or by asking and answering to prompt information. Encourage them to think of as many ideas as they can. Students can then decide individually which two things they want to make notes about for exercise 2.
- When students **PREPARE**, refer them back to their answers to exercise 2 and tell them to organise their paragraphs in the same way.
 - **WRITE** Before writing, ask students to read through the questions in the **CHECK** section, to see what they should include. Encourage them to include interesting details, as well as the basic facts.
 - **CHECK** Ask students to go through their email and answer the questions. Tell them to make any corrections if necessary.
- 8 • **Peer review** Remind students to highlight good and accurate use of the target language first, rather than just pointing out errors. Encourage them to discuss the content as well as the language used – it's important they see English as a means of communication.
- Nominate students to tell the class anything interesting about the email they read and to share their answers to question 2.

Further practice

- Writing → Workbook p24
- Writing competence → Workbook pp110–111

Homework

Students look at photos and/or videos of themselves when they were very small children (aged approximately 2–3) and write either captions to the photos or a short text (using *used to* and the past simple) describing what they used to wear, where they used to live, the toys they used to play with, what they used to eat, etc. Encourage them to include at least one *because* and one *because of*.

- 6 Complete the sentences with *because* or *because of*.**
- I really enjoy history at school (...) the teacher.
 - That series was great (...) we could see how people lived a century ago.
 - I didn't enjoy the visit to the museum (...) the guide was very strict.
 - (...) the weather, we couldn't visit the Aztec pyramids.
 - I think I passed my exam (...) the book that I read about the Romans.
 - My dad says history's useful (...) the past helps us understand the present.

7 Write your reply to Fraser. Follow the steps in the Skills boost.

THINK

SKILLS BOOST

- Work in pairs. With your partner, write a list of things which were different when you were seven years old.
- Choose two of the things and make notes about differences between the past and the present.

Subject	Past	Now
Home	<i>lived in a house grandparents lived with us</i>	<i>live in a flat my mum, me</i>

PREPARE

Organise your notes into sections. Use the same structure as Fraser's email.

WRITE

Individually, write your email. Use the example in exercise 1 to help you.

*Dear Fraser,
How are you?...*

CHECK

Read your email and answer the questions.

- Do you include interesting information about your life when you were seven?
- Do you explain reasons using *because* and *because of*?
- Do you use the past simple and *used to*?

8 Peer review Exchange your email with other students. Answer the questions.

- Does the writer use the past simple and *used to*?
- Did you find out anything new about your classmate?

Grammar

(there) was/were

After *I/he/she/it* use *was/wasn't*.

Tenochtitlan was a very big city.

After *you/we/they* use *were/weren't*.

Some days in the Aztec calendar were unlucky.

Use *there was/wasn't* before a singular noun.

There wasn't much land for growing food.

Use *there were/weren't* before a plural noun.

There were more Haida in the past.

could

Use *could/couldn't* + infinitive (without *to*) to talk about ability in the past.

All Aztec children could go to school.

To make questions and negatives, don't use *do/don't*.

Could the Aztecs drink the water in the lake? No, they couldn't.

Past time expressions

These are some time expressions we use with the past simple:

yesterday, last night week/month/year, a week month/year ago, in June/2015/the morning/the 20th century ...

Past simple

Some verbs are regular in the past: *loved, finished, tried*

Others are irregular: *be* → *was/were*, *do* → *did*, *see* → *saw*

To form questions and negatives, use *did*.

What time did the film start? 8 o'clock.

Spelling rules

Most verbs: add *-ed*: *looked, repeated*

Verbs finishing with *-e*: add *-d*: *liked, created*

Verbs finishing consonant + *y*: change to *-ied*: *tried, replied*

Verbs finishing consonant + vowel + consonant: double final consonant and add *-ed*: *travelled, stopped*

used to

Use *used to* + infinitive to talk about states and repeated actions in the past.

I used to go swimming. I didn't use to like vegetables.

Did you use to like One Direction?

Vocabulary

13 **Everyday objects**

alarm clock, board game, bottle, button, calendar, calculator, chewing gum, comb, cup, dice, helmet, key, knife and fork, mirror, musical instrument, paper, purse, ruler, scissors, soap, socks, spoon, sunglasses, toothbrush

14 **Life events**

be born, get a job, get married, go to university, grow up, have children, leave school, make friends, move (house), retire, start school, start work

Exercise 6

- because of
- because
- because
- Because of
- because of
- because

2

Project

WDYT?
(What do you think?)

What can we learn from the past?

TASK: Create a fold-out poster about life 25 years ago where you live.

Learning outcomes

- 1 I can talk about my culture in the past.
- 2 I can communicate effectively, taking turns to speak and listen.
- 3 I can use appropriate language from the unit.

Graphic organiser → Project planner p130

Exercise 1

free time, music, school

- 1  Watch a video of students presenting their poster. What aspects of life do they talk about?



STEP 1: THINK

- 2 Look at the photos and read the Model project. What aspects of life can you see?
- 3 Where can you find information about life in the past where you live?
 - the library
 - the Internet
 - a book about ancient civilisations
 - by talking to family

Exercise 2

free time, music, school

Exercise 3

All except: a book about ancient civilisations

STEP 2: PLAN

- 4 In groups of four, look at the ideas in the box and choose two topics.

clothes and fashion communication
entertainment family life food
the town

5 Decide:

- where you are going to find information
- what information each student is going to find

6 Find the information.

STEP 3: CREATE

- 7 Work in groups. Read the tips in the Super skills box and practise saying the Key phrases with your group.

COMMUNICATION



Taking turns

Tips

Make sure each student speaks for the same amount of time.

Speak and then ask a question.

Listen and respond to what your partner says.

Key phrases

Can I stop you for a moment? What do you think?

Can I say something? Do you like that idea?

- 8 Share the information you have found and decide what to include. Use the tips and Key phrases in the Super skills box.

9 Create your poster.

STEP 4: PRESENT

- 10 Read the *How to ...* tips on p130. Then practise your presentation.

Project

Lesson aims Students create a fold-out poster about life where they live 25 years ago.

Warmer

Ask students to look at the Graphic organiser for this unit on p130. Allow five minutes to discuss with a partner what they learnt about the past and the present and what they have enjoyed most about the unit.

WDYT?

What can we learn from the past?

Point out to students that this is the same WDYT? question that they were asked at the beginning of the unit. Ask students whether or not they think learning about the past is important. Then ask them which past ideas, events or inventions are still important today. (e.g. calendars, ideas about education).

Elicit if we can learn from mistakes that were made in the past, e.g. about war, illnesses, inventions. (yes)

Then they discuss the WDYT? question.

TASK

Read through the task and learning outcomes as a class. Use the Model project to show students an example of a fold-out poster.

Visit the Teacher's Resource Centre for ideas on how to integrate digital tools into project work.

STEP 1: THINK

1 See the videoscript on T145.

- Before students do the task, explain that *player* describes equipment that plays music, e.g. MP3 player or record player. Check the meaning of *portable* (= something that is easy to move and you can use in different places).

- Follow-up questions:

(You will probably need to write these on the board and allow students to watch the video a second time.)

Who answered their questions about the 1990s? (parents and relatives)

Did students have tablets and smartphones in the 1990s? (no)

How did people find information then? (in books and encyclopaedias)

2 • Students do the task.

3 • Elicit other ideas, e.g. a local museum, local history society, neighbours who have lived in the area where you live for a long time.

STEP 2: PLAN

- Tell groups of four to discuss the ideas and come up with a consensus, i.e. two ideas that everyone (or a majority) is interested in researching.
- Help groups to identify resources and to allocate different roles and tasks if they have trouble doing this themselves.
- Encourage students to stick closely to their research task and to write notes which they can discuss with the rest of their group later as they may not have space for all the information they find. Remind them to think first and foremost about what is interesting and what is relevant.
 - ▶ **Reinforcement** Allow groups to research one topic only and produce just a one-sided poster rather than a fold-out one.

STEP 3: CREATE

- Students read the tips in the Super skills box.
 - Follow-up questions:
 - Can you think of any more tips for taking turns?*
 - How can you make sure everyone speaks for the same amount of time?*
 - Read the Key phrases together as a class, then give students time to practise with a partner. Encourage them to feed back to one another on intonation.
- Students decide together what information and pictures to include. Students should expand their research notes into short texts with headings (see the Model project section on T35). They can cut out, print or draw suitable pictures. (If more appropriate for your classroom, ask students to produce a digital poster which isn't fold-out.)
- Remind them to look at the **Peer review** and the Final reflection so that they know which aspects and which language they need to cover. Also encourage them to be realistic about space.
- Students work together to design their poster, making sure the order is clear and logical and relating appropriate pictures to the text.

STEP 4: PRESENT

- Students practise in their groups of four, ensuring that everyone speaks at some point.
 - Tell students that they should use their notes and their poster as the basis for their presentation, but they should add extra information when they speak, and speak fluently, rather than reading from the poster.
 - Tell them to use the practice to think about ways to improve their poster presentation.

- 11 • **Peer review** If there isn't time for every group to present to the whole class, ask groups to present to one other group.
- Remind students to make positive comments and constructive suggestions for improvement when they give feedback.
 - Nominate students to tell the class/group what they found most interesting.

Model project

Layout: main heading at the top, clear sections with headings illustrated with photos/drawings placed next to the relevant text

Pictures: fun, attractive and relevant photos; fonts and styles of illustration which were popular 25 years ago

Language: full sentences and cohesive texts in paragraphs under informative headings; use of past simple and *used to*, *there was/were* and past time expressions

Tone: formal style suitable for a non-fiction text about historical topics, but with the inclusion of handwritten detail to make the poster fun and attractive



FINAL REFLECTION

- In their groups, ask students to work through the questions and decide which face best matches how they did. Remind students to give examples based on the comments they received from classmates during the **Peer review**, as well as how they think they themselves performed in relation to the criteria. Say that not every group member needs to choose the same colour of face.
- Where students have not chosen the smiling face, ask them what they think they can do differently next time to improve.

Further practice

- Super skills → Workbook p24

Homework

Students write a short paragraph detailing the most interesting things they learnt about life 25 years ago while making their own poster and from other groups' posters.

End-of-unit further practice



- Social and emotional competence → Workbook pp126–127
- Literary competence → Workbook pp140–145
- Exam trainer → Workbook pp146–147
- End-of-unit test (standard and higher) → Teacher's Resource Centre
- Translation and Dictation worksheet → Teacher's Resource Centre
- Communication games → Teacher's Resource Centre
- CLIL and Culture worksheets → Teacher's Resource Centre
- Evaluation rubrics → Teacher's Resource Centre
- CEFR mapping → Teacher's Resource Centre
- Wordlists → Teacher's Resource Centre
- Student's Book audio and audioscripts → Teacher's Resource Centre
- Workbook audio and audioscripts → Teacher's Resource Centre
- Workbook answer key → Teacher's Resource Centre

Model project

1990s

Some free-time activities were the same in the past as they are now. A lot of people did sport and spent time with their families. But in the early 1990s, many people didn't have computers at home. They used to play video games and they watched TV in their free time, but there weren't many channels. Young people listened to music, but 25 years ago they listened to cassettes and CDs. A lot of people had a virtual pet called a Tamagochi.



Many school subjects 25 years ago were quite similar to today, but classrooms were a bit different. The only technology in class was a big overhead projector. Students used encyclopaedias and books to find information because there was no Internet. They used to write all their homework by hand and they counted the number of words in an essay. In maths lessons, they used calculators.



11 Peer review Present your poster to the class. As you listen to other students, answer the questions.

- 1 Is the presentation clear and interesting?
- 2 What did you learn about life in the past?

2 FINAL REFLECTION

1 The task

How well can you talk about your culture in the past?



2 Super skill

Can you take turns to speak and listen when you work in groups? Give examples.



3 Language

Did you use language from the unit? Give examples.

