

GETTING STARTED

Preserving the past



THIS UNIT INCLUDES:

VOCABULARY

Life in the past

PRONUNCIATION

Stress on auxiliary verbs in sentences

GRAMMAR

Used to: review

Wishes for the present

SKILLS

- Reading for specific information about children's pastimes in the past
- Making comments on or expressing opinions about facts in the past
- Listening for specific information about school life in the past
- Writing a description of how children in the past studied without technology

COMMUNICATION

Describing past practices

1 Listen and read.

Father: This is a present for you, son.

Nguyen: A kite! How cool! Thank you, dad.

Father: I made it for you, just like your grandfather used to make one for me.

Nguyen: Is it a family tradition?

Father: Yes, for generations.

Nguyen: I love it. So when you were a kid, what did you use to do for entertainment?

Father: Oh, it was all very simple back then. We didn't have television or the Internet. A mobile movie team used to come once every two months, and everyone from the village would be there. The children were always early, trying to get a place near the screen.

Nguyen: I suppose it was a special occasion, wasn't it?

Father: Sure.

Nguyen: I wish there were movie teams like that now.

Father: Yeah, it was a lot of fun.

Nguyen: Then how did you get to know about the world outside?

Father: We had the radio; actually, only wealthy people did. The whole village used to listen to the news programme through a loudspeaker.

Nguyen: Wow, I can't imagine that.

Father: I know. The world's changed a lot, son. It's much easier now.

Nguyen: Do you miss the past, dad?

Father: I suppose I do. Sometimes I wish I could go back to that time.

Objectives:

By the end of this unit, students can:

- use the lexical items related to life in the past
- identify in which situations to stress auxiliary verbs in sentences and say these sentences correctly
- use *used/didn't use* + to-infinitive to talk about past practices
- express wishes for the present
- read for specific information about children's pastimes in the past
- make comments on or express opinions about facts in the past
- listen for specific information about school life in the past
- write a description of how children in the past studied without technology

GETTING STARTED

Preserving the past

Introduction

Prepare some photos or magazine cut-outs about some common activities in the past (maybe twenty or thirty years ago) and at the present. Show them to Ss and let them group the pictures into the past or the present. Ask for an explanation of the groupings.

1 Ask Ss to look at the title of the conversation and the picture. Ask them some questions:

- *What do you think the people in the conversation are talking about?*
- *How do you understand the title 'Preserving the past'?*

Ss answer the questions as a class. Play the recording and have Ss follow along.

1 Read the conversation again and answer the questions.

1. What is a tradition in Nguyen's family?
2. How often did the movie team come to the village?
3. What did the children use to do when the movie team came to the village?
4. Who in the village had a radio?
5. Does Nguyen's father miss the past? What did he say?

b Match the expressions (1 - 4) from the conversation with their meanings (a - d). Can you add some more expressions with the same meaning?

1. How cool!

a. expressing agreement

2. Sure.

b. expressing a wish

3. Wow, I can't imagine that.

c. expressing appreciation

4. I wish I could go back to that time.

d. expressing surprise

c Choose suitable expressions from 1b to complete the short conversations.

1. – Would you like to participate in this 'Preserving the past' project?
– _____
2. – Marriages used to be arranged by parents.
– _____
3. – I've finished my painting. Look!
– _____
4. – Children used to play outdoors with things they found, like stones or feathers.
– _____
5. – *The Time Machine* is a science fiction novel by H. G. Wells can take people back to the past.
– _____
6. – It's a New Year tradition in Russia for people to take a bath in a hole which is dug in the ice.
– _____

2 Use the words/phrases in the box to complete the sentences.

- | | |
|----------------|--------------------------|
| a. loudspeaker | b. technological changes |
| c. generations | d. traditions |
| e. events | f. a special occasion |

1. A _____ is used to make the sound much louder so that many people can hear it from a distance.
2. Every country has its own customs and _____.
3. There is always a big gap between _____. The old sometimes find it difficult to understand the young.
4. People in the past were slower in accepting _____ than they are today.
5. Traditionally, weddings and funerals are considered important village _____ in Viet Nam.
6. A wedding is _____, not only for the bride and groom but also for other attendants as they can meet friends and relatives.

3 In groups, brainstorm some of the past events and practices in your area. Make a list and present them to the class.



- a** Ss work independently. Encourage them to answer the questions without looking back at the conversation. Then allow Ss to share answers. Check their answers as a class.

Key:

1. Fathers make kites for sons.
2. Once every two months.
3. They used to come early, trying to get a place near the screen.
4. Only wealthy households.
5. Yes, he does. He said: "Sometimes I wish I could go back to that time."

- b** Ask Ss to find the expressions in the conversation and read the context where they appear to make sure that they understand the meanings of the expressions correctly. Ss then do the matching. Correct the answers as a class. Ask Ss if they can think of some more expressions with the same meaning.

Key:

1. c 2. a 3. d 4. b

- c** Have Ss work independently to find the most suitable response to each item. Ss can then exchange their answers. T checks as a class and explains the answers where necessary.

Key:

- | | | |
|---|--------------------------|--------------------------|
| 1. Sure. | 2. I can't imagine that. | 3. How cool! |
| 4. I wish I could go back to that time. | 5. How cool! | 6. I can't imagine that. |

- 2** Make sure Ss understand the meaning of the words/phrases in the box. T can ask them to give some examples to show that they understand the phrase 'technological changes'. Ss then work independently to complete the sentences. Have them share their answers in pairs. Then elicit the answers from the whole class.

Key:

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

- 3** Have Ss work in small groups to come up with as many past events and practices in their areas as possible. Give the groups a time limit, for example, five minutes. Have them present the list they have made to the class. As a whole class, decide if these practices were specific to their region or neighbourhood or were also practised elsewhere.

Example: Women in Hue used to go swimming at the beach fully clothed, to wear palm leaf conical hats, to wear the traditional long dress whenever they went out, to stay at home as housewives, ...

A CLOSER LOOK 1

Vocabulary

1 Match a verb in A with a word/phrase in B.

A	B
1. go	a. to drum music
2. collect	b. themselves
3. entertain	c. stories
4. dance	d. a diary
5. act out	e. your imagination
6. use	f. bare-footed
7. preserve	g. the post
8. keep	h. our traditions

2 Use the newly-formed phrases in 1 with the verbs in their correct forms to complete the sentences.

- In my time, most girls _____ where they could write down their daily thoughts and feelings.
- 'Grandpa, how did the children in your village use to _____?' - 'They played games like tug of war, hide and seek, or flew their kites.'
- We should work together to _____. They are of great value to us.
- _____ and draw a picture of your dream house.
- Children are very creative. They are good at _____.
- A postman comes once a day to _____ from the post box.
- I love _____ on the beach and feeling the sand under my feet.
- The Lion Dance is usually performed at Mid-Autumn Festival, where the dancers skilfully _____.



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3 Choose a word/phrase from the box to complete the sentences.

illiterate face to face physical
strict rules street vendors seniority

- Paying respect to people of _____ is a tradition in Viet Nam.
- Quite a large number of ethnic people in the mountains are still _____. They can't read or write.
- Eating from _____ is a popular habit of people in big cities in Viet Nam.
- There should be _____ on the roads to reduce the number of accidents.
- _____ punishment was common at schools in the past.
- I prefer talking _____ to talking on the phone.

4 Complete the sentences with the right form of the words below.

tradition habit behaviour practice

- It's never easy to break a bad _____.
- His bold _____ shocked everybody present.
- It runs as a _____ in Viet Nam that elderly grandparents and parents are taken care of by their children until they die.
- It was his _____ to take a nap after lunch.
- Using blackboards and chalk as the only teaching aid is still a common _____ in most developing countries.
- He could be fired for his rude _____ towards the VIP guest.

REMEMBER!

tradition: an inherited way of thinking or acting

habit: what you frequently do

behaviour: the way in which one acts, especially towards others

practice: the actual application or use of an idea, belief, or method



A CLOSER LOOK 1

Vocabulary

- 1** Ask Ss to do the matching individually. Then allow them to share their answers with a partner. Check as a class.

Note: Ss might have difficulty with the meaning of 'act out stories', 'go bare-footed', and 'dance to drum music'. To check comprehension, T can ask Ss to mime activities to ensure everyone has a thorough understanding of the phrases.

Key:

1. f 2. g 3. b 4. a 5. c 6. e 7. h 8. d

- 2** Ss work individually or in pairs. Ask them to choose the correct answer for each sentence first. They then read the sentence carefully to determine the form and the tense of the verb. Check the answers as a class.

Key:

1. kept a diary 2. entertain themselves 3. preserve our traditions 4. Use your imagination
5. acting out stories 6. collect the post 7. going bare-footed 8. dance to drum music

- 3** Have Ss work individually. Then they can exchange their answers with a partner. Check as a class. Now ask for volunteers, or select Ss, to make new sentences using these words and phrases. Let the rest of the class decide whether the sentence makes sense or not. Try to give lots of Ss a go, not just the ones who are the most extrovert in the class.

Key:

1. seniority 2. illiterate 3. street vendors
4. strict rules 5. Physical 6. face to face

- 4** These words have similar meanings. Before doing the task, ask Ss to cover the **REMEMBER!** box and elicit the definitions if possible. Then allow them to read the definitions before doing the task. Have Ss read each sentence and decide what part of speech is missing from the sentence. For example, sentence 1 needs a noun because this word stands after article 'a'. They then complete all the sentences. Confirm the correct answers as a class.

Key:

1. habit 2. behaviour 3. tradition
4. habit 5. practice 6. behaviour

Pronunciation

Stress on auxiliary verbs in sentences

REMEMBER!

An auxiliary verb combines with another verb to help form the tense, mood, voice, of the main verb. They are: *be, have, do, can, shall, will, may, must, need, used (to)*.



5 Listen and underline the auxiliary verbs which are stressed. Then practise saying the sentences.

1. Life will be improved in those remote areas.
2. They can see the rain coming in from the west.
3. You did make me laugh!
4. He hasn't handed in his assignment.
5. I don't like the idea of going there at night.
6. Sam doesn't like fast food but I do.

REMEMBER!

An auxiliary is not usually stressed.

Example: We'll start from here.

Does he like it?

However, an auxiliary will often be stressed when:

- It is emphasised.
Example: I **have** done my homework.
- we add it to emphasise the main verb.
Example: I **did** see him at the party.
- It comes at the end of the sentence.
Example: I can't attend the meeting, but John **can**.
- it is negative.
Example: He **isn't** coming.



6 Underline an auxiliary if it is stressed. Then listen, check, and repeat the sentences.

1. - The men in my village used to catch fish with a spear.
- Could you do that?
- No, I couldn't.
2. I have told you many times not to leave the door open.
3. We're going to visit Howick, a historical village.
4. - You aren't going to the party? Is it because you can't dance?
- I can dance. Look!
5. - I hope she doesn't do any damage to the car.
- Don't worry. She does know how to drive.

A CLOSER LOOK 2

Grammar

Used to: review

1 Read the conversation from GETTING STARTED and underline the examples of *used to + infinitive*. Then tick (✓) the correct answer.

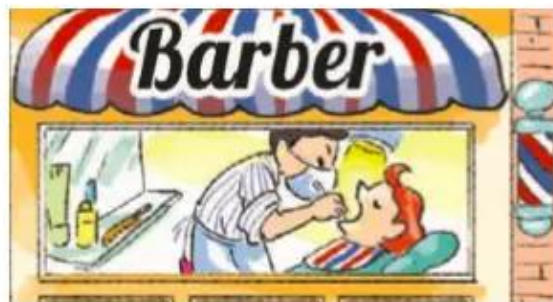
We use *used to* and *didn't use to + infinitive* to talk about _____.

- A. an activity that happened only once in the past
- B. an activity that repeatedly happened in the past
- C. an activity that started in the past and continues to the present

2 Use *used to* or *didn't use to* with the verbs from the box to complete the sentences.

be dye pull out spend kill transport

1. In the countryside in Viet Nam, families _____ extended, i.e. three or more generations lived together in the same house.
2. The farmers in my home village _____ rice home on trucks. They used buffalo-driven carts.
3. In many places in the world, people _____ cloth with natural materials.
4. Tuberculosis - TB - _____ a lot of people. It was a fatal disease.
5. In some European countries, a barber _____ teeth as well as cut hair.
6. My brother _____ his free time indoors. He went out a lot.



Pronunciation

Stress on auxiliary verbs in sentences

5 Ask Ss to note all the auxiliaries they find in the sentences first. Discuss with them which ones they think will be stressed. Play the recording. Ss listen and underline the stressed auxiliaries. They then repeat the sentences with a focus on the stressed ones.

Since Ss often see auxiliaries as unstressed, it is a good idea to give Ss some initial guidance from the **REMEMBER!** box under exercise **5** before they actually do the exercise.



Key + Audio script:

1. Life will be improved in those remote areas.
2. They can see the rain coming in from the west.
3. You did make me laugh!
4. He hasn't handed in his assignment.
5. I don't like the idea of going there at night.
6. Sam doesn't like fast food but I do.

Note: This exercise focuses only on stressed/unstressed auxiliaries. Sentences 1 and 2 contain no stressed auxiliaries.

6 Have Ss work individually to stress the auxiliaries. Ask them to refer to the **REMEMBER!** box as they do the exercise. Then play the recording. Ss listen, check, and say the sentences. Call on some Ss to say the sentences individually.



Key + Audio script:

1. - The men in my village used to catch fish with a spear.
- Could you do that?
- No, I couldn't.
2. I have told you many times not to leave the door open.
3. We're going to visit Howick, a historical village.
4. - You aren't going to the party? Is it because you can't dance?
- I can dance. Look!
5. - I hope she doesn't do any damage to the car.
- Don't worry. She does know how to drive.

A CLOSER LOOK 2

Grammar

Used to: review

1 Have Ss underline the sentences containing *used to/didn't use to + infinitive* in the conversation in **GETTING STARTED**. Ask them to choose the correct answer A, B, or C. T may write the rule on the board as a reminder for Ss as they do exercise **2**.

Key: B

2 Have Ss work individually. Then ask them to exchange their answers. Correct them as a class.

Key:

1. used to be
2. didn't use to transport
3. used to dye
4. used to kill
5. used to pull out
6. didn't use to spend

Note: Dating back to the Middle Ages in many European countries, the 'Barber Shop', or the 'Barber Surgeon' not only cut and shaved hair but also performed teeth extraction and cupping.

Wishes for the present

3 Read the conversation from GETTING STARTED and underline the main verbs in the wish sentences. Then answer the questions.

1. Are the wishes for the present or the past?
2. What tense are the main verbs in the sentences?

Look out!

We use the past simple when we make wishes for the present or future.

Example: I wish my friends spent less time playing computer games and more time outdoors.

We use the past continuous when we make wishes for something that we want to be happening right at this moment.

Example: My son wishes he were studying Marketing instead of Hospitality.

Note: After wish, we can use either was or were with I/he/she/it.



5 Make up wishes from the prompts.



I wish _____



1. we/can communicate/animals

I wish _____



2. no child/be suffering/hunger

I wish _____



3. be playing/the beach

I wish _____



4. there/be no more/family violence/the world

I wish _____



5. I/go bushwalking/friends

I wish _____



6. there/be/four seasons/my area

I wish _____

4 Tick (✓) if the sentence is correct. If the sentence is not correct, underline the mistake and correct it.

Sentences	Correct if necessary
1. I wish I knew how to paint on ceramic pots.	
2. I wish my mum will talk about her childhood.	
3. I wish I can learn more about other people's traditions.	
4. I wish everybody had enough food and a place to live in.	
5. I wish people in the world don't have conflicts and lived in peace.	
6. I wish everybody is aware of the importance of preserving their culture.	

Wishes for the present

- 3** Ask Ss to read the conversation in **GETTING STARTED** again and look for sentences containing *wish*. Ask them to underline the main verbs in the sentences and answer the questions. Elicit the rule for the main verbs in the *wish* sentences for the present. Then have them read the **Look out!** box. T may write the rule on the board.

Key:

1. for the present
2. the past simple and past continuous

- 4** Have Ss do this exercise individually. They may refer to the rule on the board. T checks the answers as a class.

Key:

Correct: 1 and 4

Incorrect: 2. will → would

3. can → could

5. don't → didn't

6. is → was/were

- 5** Have Ss look at the prompts first and decide whether the sentence is a wish for the present/future or for something happening right at that moment. They then choose the appropriate tense for each sentence. Once they have done this, ask them to write out the sentences in full. If time allows, let Ss share their work with their partner. T checks as a class.

Key:

1. I wish we could communicate with animals.
2. I wish no child was/were suffering from hunger.
3. I wish I was/were playing on the beach.
4. I wish there was/were/would be no more family violence in the world.
5. I wish I was/were going bushwalking with my friends.
6. I wish there were four seasons in my area.

COMMUNICATION

Extra vocabulary

downtown remote igloo
domed Arctic

1a Look at the introduction to the competition that was launched on the 4Teen website. Discuss the questions.

1. What do you think is the purpose of the *Looking Back* competition?
2. Who do you think sent in the stories to the competition?
3. What do you think the stories below are about?

b Read the stories and see if your answers are correct.

LOOKING BACK

The *Looking Back* competition has received thousands of stories from all over the world. Here are the two we would like to share with you.

4TEEN

Home News Back Stage Behind Live Events Sport Fun Features

Home > Categories > Competitions

1. I was a postman in a remote area of Myanmar. Once a month I went downtown to collect the post and then walked from village to village, which were far away from each other. In each village, I delivered and collected the post. I also used to read and write letters for the villagers. Most of them were illiterate. I also passed on the news I had heard from the town and the other villages. The people treated me well. It was a hard job but I loved it.

*U Sein Tun
from Myanmar*

4TEEN

Home News Back Stage Behind Live Events Sport Fun Features

Home > Categories > Competitions

2. My mother came from Baffin Island. She used to live in an igloo: a domed house built from blocks of ice. The house had only one room for all the generations: grandparents, parents, brothers, unmarried sisters, and sometimes other relatives. Everyone worked together to survive the Arctic winter. Men went out hunting while women stayed at home making clothes and preparing food. When they had to travel far, they rode on dogsleds. At night they used to entertain themselves by telling and acting out stories. They danced to drum music too.

Akycha from Canada

2 Read the stories and find the words which mean:

Story 1

1. not able to read or write: _____
2. tell: _____
3. behave towards (somebody): _____



Story 2

4. a cubed chunk: _____
5. to live in difficult conditions: _____
6. a vehicle that travels over snow: _____



3 What do YOU think?

Work in groups. Discuss the questions.

1. Why did the postman have to walk from village to village?
2. Why were most villagers illiterate?
3. Why did the people in Baffin Island use ice blocks to build their houses?
4. Why did each house have only one room?

4 Which responses relate to which story?

1. It must be incredible travelling by dogsled. I wish I could do it.

2. The job was hard but worthwhile. I respect him for what he did.

3. Unbelievable! How could they stand the cold?

4. I hope they are now able to get more information from the outside world.

5. Was it possible for them to grow crops?

Story 1: _____

Story 2: _____

5 Work in groups. Work out a story for the *Looking Back* competition.

Decide:

- what aspect of life you want to talk about
- how it was practised
- if you wish it would still be practised

Then present it to your class.

COMMUNICATION

- 1 a** T can start this session by writing 'Looking Back' on the board and leading Ss through the discussion of the questions. Encourage Ss to give any or all ideas. There are no wrong answers at this stage.
- b** Before Ss read the passages, check their understanding of the words in the **Extra Vocabulary** box by drawing simple pictures, giving definitions or examples of usage. Have Ss read the passages individually as quickly as possible. Then refer to their answers in **1 a** and see if their guesses are correct.
- 2** Have Ss read the definitions and look for the words in each story. They may do this individually or in pairs.

Key:

1. illiterate 2. pass on 3. treat (someone) 4. block 5. survive 6. dogsled

- 3** This task encourages Ss to use their critical thinking skills to find explanations for the questions. Ss will consequently gain a deeper understanding of what life was like for these people.
- Have Ss work in groups. Encourage them to use their imagination and background knowledge to explain some information from the stories. Ss then share their opinions with the class. T acts as a facilitator.

Suggested answers:

1. It was difficult to reach the villagers on the mountain./There were no other means of transport available.
2. There was no school in the villages./The nearest school might be too far away.
3. There were no other materials available in that deserted land./There were no easy means to transport materials from other places to the island.
4. It was impossible to build a big house with several rooms in the ice and snow./People felt safer living in communal groups.

- 4** Have Ss work in groups to match the responses with the stories. Ask them to underline the key words in the responses which help them do the matching.

Key:

Story 1: 2, 4

Story 2: 1, 3, 5

- 5** Ask Ss to work in small groups and work out a story of their own. Make sure Ss include the necessary information in the story as suggested in the task. Each group then presents the story to the class. The rest of the class can ask questions about the topic.

SKILLS 1

Reading



1 Think.

1. How different is the way teenagers entertain themselves nowadays compared to the past?
2. What do you think might be the biggest difference?

2 Read the conversation between Phong and his mother, and answer the questions.

Phong: Mum, how did you use to entertain yourself when you were a teenager?

Mother: Well, kids in my days did a lot of physical activities in the fresh air: playing football, riding bikes, flying kites... We used nature as our playground. We also spent a lot of time with each other, playing and talking face to face, not on a screen like today.

Phong: It sounds nice, actually.

Mother: Yes. And this lifestyle kept us healthy and in shape. We didn't know about obesity. Girls didn't worry about getting fat and going on a diet.

Phong: Didn't you eat out with your friends?

Mother: No, we mostly ate at home. Sometimes we just had a snack from a street vendor.

Phong: I like street food. And did you watch much TV?

Mother: Only wealthy households had a TV. Instead, we read a lot. Unlike watching television, you had to use your imagination when you read. Ah! Now I remember – I used to keep a diary.

Phong: A diary? What did you write in it?

Mother: Lots of things: events, feelings, my private thoughts... you know.

Phong: Nowadays we just post them on Facebook.

Mother: I know. Life has changed so much, my darling.

1. Where did teenagers in the past use to play?
2. How did they communicate with each other?
3. What was the advantage of this lifestyle?
4. Where did they mostly eat?
5. What did Phong's mother say about reading?
6. Did teenagers in the past publicise their emotions?

Speaking

3 Discuss in groups: What do you think about teenagers' pastimes in 2?

Example:

Pastime: riding a bicycle

Response A: I love it. I wish I could do it more often.

Response B: I think it's inconvenient, especially when it rains. I prefer a fitness centre.

Pastimes:

1. doing physical activities in the fresh air
2. using nature as your playground
3. meeting and talking face-to-face
4. reading
5. keeping a diary

4 Work in groups.

What do you think about these habits which have been long practised by children in Viet Nam? Would you like to preserve them? Why/Why not?

1. hand-written homework
2. playing traditional games like hide and seek, elastic-band jumping, skipping, and catch the chickens
3. crossing one's hands in the front and bowing when you greet a person of seniority
4. obeying your parents/teachers without talking back

REMEMBER!

When you express your opinion, you can use:

In my opinion, ...

I think/believe...

I totally agree...

I'm afraid I can't agree (with) ...

I'm sorry but I have to say that...



SKILLS 1

Reading

- 1 Brainstorm how teens entertained themselves in the past compared to the present. Make notes of the activities in two lists and leave them on the board while the class reads the conversation in **2**.
- 2 Have Ss read the conversation individually and answer the questions. Check Ss' answers as a class. Ask Ss to show where the information for each answer appears.

Key:

1. They used to play outdoors, in the fresh air.
2. They met and talked face-to-face.
3. It kept them healthy and in shape.
4. At home.
5. You had to use your own imagination.
6. No, they didn't.

Speaking

- 3 Ask Ss to read the example in **3** and the expressions for opinions and comments in the **REMEMBER!** box at the bottom of the page. Once they are clear about what they have to do, they can read each pastime in the list and discuss what they think about it in groups of three or four. T should move around the groups and offer guidance.
- 4 Apart from expressing an opinion on a practice in the past, Ss have to decide whether they would like to keep the practice alive and explain why.
Allow Ss some time to read the practices, make their decision, and think of the reasons for their choice. They can then start their discussion. T moves around the class to facilitate the discussions. If something interesting is expressed, T may wish to bring the whole class together to discuss it.

SKILLS 2

Listening



- 1** An old man is talking about his school days. Listen and decide if the statements are true (T), false (F), or not given (NG).

Statements	T	F	NG
1. The school had classes for different age groups.			
2. All the subjects were taught by one teacher.			
3. Some students didn't wear shoes to school.			
4. Students didn't have exams because they would cost too much.			
5. Students could talk to their teacher whenever they wanted to.			
6. The teacher didn't give students any homework.			

- 2** Listen again and fill the blanks with the correct information.

- Number of students: _____.
- Some students went to school _____.
- Lessons focused on: reading, writing, _____ and _____.
- The school was small but it had _____.
- The students had no homework, no _____.

Writing

- 3** Make a list of the facilities you are using for your studies nowadays. Then tick (✓) the one(s) you think was/were not available about twenty years ago.

Present facilities for studies:

- _____
- _____
- _____



- 4** Choose one facility which was not available twenty years ago and write a short description of how students in the past studied without that facility.

In your writing, you should include:

- what facility it is
- what it is used for
- how students did the job in the past when they didn't have it
- how you feel about the change

SKILLS 2

Listening

- 1** Ask Ss to look at the old photo and read the introduction to the listening and the questions. T may even decide to do a prediction task by asking Ss to guess if each statement is true or false before listening. T then plays the recording and Ss tick (✓) the answers. T can play the recording at least twice. Elicit the answers from Ss. Ask them to explain their answers. Confirm the answers as a class.

Key:

1. F 2. T 3. T 4. NG 5. F 6. T

- 2** Have Ss read the questions first to determine which information they need to fill the blanks. Ss then listen to the recording again and write their answers. T checks the answers as a class.

Key:

1. 15 2. bare-footed 3. maths, history (in any order)
4. strict rules 5. extra classes



Audio script:

I went to a village school. In fact, there was only one classroom for 15 students of different ages, both boys and girls, and one teacher who taught everything. The school didn't have a name, so we just called it 'our school'. We used to walk to school. Some children went bare-footed.

At school we learnt to read and to write. We also learnt a little maths and history. There were no science lessons, and we didn't have exams, either.

Although our school was small, it had strict rules. We had to behave ourselves. We stood up and bowed to greet our teacher at the start of every lesson. We could talk only when we were allowed to. However, we had no homework and no extra classes. I had a lot of time to play outside and to help my parents in the house. I loved my school and those school days.

Writing

- 3** Ss may work in groups of three or four. Together they make a list of the facilities they are using for their studies. They then tick the ones they think were not available about twenty years ago. T may have the groups write their lists on board. Leave the list there for **4**.
- 4** Ss work individually, referring to the framework while they are writing. If time allows, T can ask some Ss to share their writing with the class.

Sample writing:

It is most likely that students twenty years ago were not able to enjoy the Internet in their studies. That's why it took them a lot of time, energy, and even money, to do a project that we can now easily complete in one or two days.

For example, when being asked to write an assignment about past habits, the students had to go to the library, look for books on the topic, read the books, and hand-write any information that they thought was useful for their assignment. They would also have to meet with some old people and talk to them about the past. At home, they had to hand-write their assignment, possibly with a lot of erasing and rewriting of the first draft. After finishing the draft, they had to write a clean copy on another piece of paper for submission.

LOOKING BACK

Vocabulary

1 Choose the best answer A, B, or C to complete the sentences.

- The children in my home village used to go _____, even in winter. Now they all have shoes.
A. on foot B. bare-footed C. playing around
- There is usually a _____ gap between the old and the young, especially when the world is changing so fast.
A. generation B. value C. age
- Every nation has respect for their long-preserved _____.
A. behaviours B. practices C. traditions
- In Viet Nam, _____ often refers to age and social position, not to wealth.
A. seniority B. tradition C. generation
- Giving lucky money to the young and the old at Tet is a common _____ in many Asian countries.
A. behavior B. practice C. tradition

2a Match the verbs in A with their definitions in B.

A	B
1. act out	a. bring together
2. preserve	b. perform
3. collect	c. bring enjoyment
4. entertain	d. no longer exist
5. die out	e. keep alive

b Use the verbs in A in their correct forms to complete the sentences.

- Small children like listening to and _____ stories.
- Hand-writing a letter is a pastime that is beginning to _____. I'm already beginning to miss it.
- Should we try to _____ every custom or tradition which is in danger of dying out?
- He's _____ data for his book *Values in the Past*.
- She often _____ her children by telling them stories and acting them out.

Grammar

3 Write true sentences about the practice of the following things in the past, using *used to* and *didn't use to*.

- men/bread winner of the family
→ _____
- women/go to work
→ _____
- people/travel/on holiday
→ _____
- families/be/nuclear
→ _____
- people/make *banh chung* at Tet/themselves
→ _____
- children/play outdoor games
→ _____

4 Read these situations and write wishes you want to make for them.

- Your village does not have access to clean piped water.
I wish _____.
- Your school is on the other side of a river, and you have to cross the river by boat twice a day to school.
I wish _____.
- There is no organisation for social activities for teenagers in your town.
I wish _____.
- You are interested in basketball but you are not tall enough for the sport.
I wish _____.
- In your area, there are only two seasons: dry and wet. You love autumn and spring.
I wish _____.

5 Look at the picture and finish the boy's wishes.



- I wish _____.
- I wish _____.
- I wish _____.
- I wish _____.

LOOKING BACK

Encourage Ss to complete the **LOOKING BACK** section without referring to the previous sections in the unit.

Ss should record their results for each exercise in order to complete the final **Finished!** self-assessment box and identify areas for review.

Vocabulary

1 Have Ss complete this exercise individually. Check their answers as a class.

Key: 1. B 2. A 3. C 4. A 5. B

2 a Ss work individually. They can then check with their partner. Confirm the correct answers.

Key: 1. b 2. e 3. a 4. c 5. d

b Have Ss complete this exercise individually. Check their answers as a class.

Key: 1. acting out 2. die out 3. preserve 4. collecting 5. entertains

Grammar

3 Ss complete this task independently or in pairs. Discussion may sometimes be necessary to decide if a thing was/was not practised in the past. Only then can they form the correct answers. Check as a class.

Suggested answers:

1. Men used to be the bread winner of the family.
2. Women didn't use to go to work.
3. People didn't use to travel on holiday.
4. Families didn't use to be nuclear.
5. People used to make *banh chung* at Tet themselves.
6. Children used to play outdoor games.

4 Have Ss complete the exercise independently. Have them share their wishes with the class.

Suggested answers:

1. I wish my village had access to clean piped water.
2. I wish there was/were a bridge over the river, so we did not have to cross the river by boat twice a day to school.
3. I wish there was/were an organisation for social activities for teenagers in my town.
4. I wish I was/were tall enough to play basketball.
5. I wish there were four seasons in my area./ I wish we had spring and autumn in my area.

5 Encourage Ss to use their imagination and work out wishes for the situation. Have them share their answers with the class.

Suggested answers:

1. I wish it would stop raining.
2. I wish the wind weren't blowing so hard.
3. I wish the sun were shining.
4. I wish I were sitting in a warm house.

Communication

6 Rearrange the sentences to make a meaningful conversation.

1. Mai, are you going to the Tet flower market with us this afternoon?
2. We used to. But this year my mother wants to bring back some traditions.
3. Interesting! I'll come.
4. I'm sorry I can't. I'm making candied fruits.
5. Wow... That's time-consuming and it requires a lot of patience. My family buys it.
6. Certainly! And we can learn how to make *banh chung* too. My father will teach us.
7. She said that if we didn't do it, our customs and traditions would die out.
8. Oh, I see. Can I join you?
9. Why?

Order: 1 _____

Finished! Now I can...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> • use the lexical items related to life in the past • identify in which situations to stress auxiliary verbs in sentences and say these sentences correctly • use <i>used/didn't use + to-infinitive</i> to talk about past practices • express wishes for the present • read for specific information about children's pastimes in the past • make comments on or express opinions about facts in the past • listen for specific information about school life in the past • write a description of how children in the past studied without technology 			

PROJECT

PRESERVING THE PAST

Life has changed a lot over the past 50 years, and there are many good pastimes and traditions which seem to be dying out. Work in groups and

- search for a past tradition or pastime which you highly appreciate
- give reasons why you like it
- work out a plan to help preserve it

Then make a poster presenting your ideas and share it with your class.



Communication

6 Ss work in pairs or small groups to complete the exercise. Check as a class. Then they can practise the conversation with their best pronunciation and fluency.

Key:

Order: 1-4-5-2-9-7-8-6-3

Finished!

Ask Ss to complete the self-assessment. Discuss as a class what difficulties remain and what areas Ss have mastered.

PROJECT

Preserving the past

This project aims to encourage Ss to do more research about the past with a focus on traditions and habits which are dying out.

Divide Ss into groups of four to five and instruct them on what they have to do. Encourage them to interview previous generations – either members of their family or neighbours. Tell them to

- choose the pastime they most appreciate and would most like to preserve
- explain their choice
- work on a plan of how they can help to preserve it

Have Ss present their posters in the next lesson. When all the groups have given their presentations, the whole class can vote for the best.