

Long Ago and Today

In this unit, I will . . .

- describe what people did in the past.
- talk about what the past was like.
- compare the past and the present.
- write a unified paragraph.

Look and circle.

1. This photo is
a. from the past. b. from the present.
2. They are riding
a. to school. b. to the market.
3. The boy is holding
a. a box. b. a computer.

Father and son biking to school, Uttar Pradesh, India



1 Listen and read. TR: A17

2 Listen and repeat. TR: A18

How did people **spend time** long ago?
Their **life** was different from ours.

3 Work with a partner. What did you learn?
Ask and answer.

Why did people get up with the sun?

They wanted to do their chores in the daytime. They didn't have electric lights.



Then

How did a typical day **begin**? It began when the sun came up! There were no **electric lights**, so people did all their **chores** during the day. Mothers taught their daughters to cook, **make soap**, **wash** the dishes, and **sew** clothes. Fathers taught their sons to make useful **things** for the house, garden, or market in **town**. Some children moved away from home to **learn** a craft or trade by working as apprentices.



Now



Then

At night, families used candles or sat by the **fire**. They didn't have **cell phones**, TV, or **video games**. They liked to play cards, play guessing games, or **tell** stories until it was time for bed.



Now



4 Listen, read, and sing. TR: A19

Yesterday and Today

***Things were different long ago,
different in so many ways.
Things were different long ago,
different from today.***

*Long ago, children walked to school,
but today I ride my bike.
Long ago, we learned to sew our own clothes,
but now we buy the clothes we like.*

CHORUS

*We used to read by candles at night.
But now we read by electric light.
We used to talk only face-to-face.
Now we use a cell phone to call a different place.*

CHORUS

*People spent time with friends by the fire.
Instead, now we play video games.
But a friend is still a friend until the end.
Some things will never change!*

CHORUS

5 Work with a partner. Ask and answer.

1. How do you get to school? How did your parents get to school?
2. What do you do on the weekend? What did your parents do on the weekend when they were your age?



Luang Prabang, Laos

GRAMMAR TR: A20

Long ago, children walked to school, **but** I ride my bike.
Many years ago, people didn't have TV. They told stories **instead**.

6 Complete the sentences.

1. Long ago, mothers and daughters sewed clothes at home. Today we buy clothes in stores _____.
2. Many years ago, people couldn't play video games, _____ they played some fun board games.
3. Long ago, people didn't have computers. They wrote letters _____.
4. Many years ago, people didn't have cars, _____ they did have horses and carts.

Siberia, Russia



7 Same or different? Write true sentences.

Long Ago	Today
People had fireplaces.	<i>We have fireplaces, too.</i>
People made their own soap.	<i>We buy soap in a store instead.</i>
People walked everywhere.	
People played board games.	
People read by candlelight.	
People sewed their own clothes.	

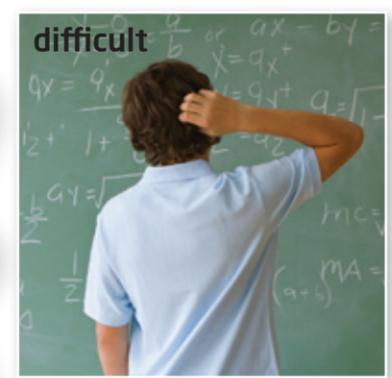
8 Work in a group. Talk about your grandparents' lives and your life. How are they different?



9 Listen and say. Then read. Check **T** for *True* or **F** for *False*. **TR: A21**



modern



difficult



expensive



old-fashioned



important

1. Video games are modern toys. (T) (F)
2. Parents say that cleaning your room is an important chore. (T) (F)
3. A pencil eraser is expensive. (T) (F)
4. Typewriters are old-fashioned. (T) (F)
5. This sentence isn't difficult. (T) (F)

10 Work with a partner. Talk and stick.

Look at this. What do you think?
It's very expensive.

1	2	3	4	5
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GRAMMAR TR: A22

Life was **more difficult** back then.
That cell phone is **more expensive than** this one.

11 Complete the sentences.

1. I think riding a skateboard is _____ (difficult) riding a bike.
2. Getting exercise is _____ (important) watching TV all day.
3. Video games are _____ (expensive) board games.
4. Board games are _____ (old-fashioned) video games, but they're fun to play.
5. Our new house is _____ (modern) our old one.

12 Play a game. Cut out the game board on page 163. Play with a partner. Make sentences about the pictures.

Heads: Move 1 space.
 Tails: Move 2 spaces.

13 Listen and read. TR: A23

From Walking to Biking

The bicycle is not the idea of just one person. Over time, many people contributed to its development.

The first bicycle was made of wood. It had two wheels but no pedals. You didn't ride it—you walked it! It was called a "hobby horse" or "walking machine."

The velocipede came next. Velocipedes had pedals. Pedals were a good idea. With pedals, people could ride instead of walk or push their velocipedes. But velocipedes were hard to ride on cobblestone streets, and so they were called "boneshakers."

Later, people rode a new kind of bicycle called a "high wheeler." It was made of metal and had a high front wheel and solid rubber tires. It was more comfortable than a boneshaker, but people could fall off easily. Women didn't ride high wheelers because women at the time wore long skirts. They rode a machine with three wheels, called a tricycle.

The next bicycle went back to two wheels of the same size. It had metal parts and pneumatic tires, and was called the "safety bicycle." This design became the standard for modern bicycles. Then companies began to make bicycles for children. Now everyone enjoys bicycles!

Hobby Horse



Boneshaker



High Wheeler



Tricycle



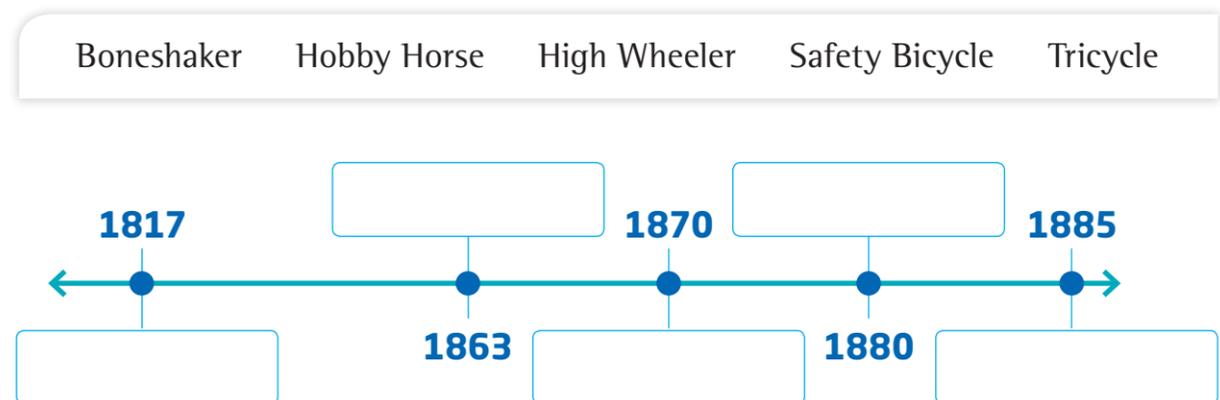
Safety Bicycle



14 Complete the sentences.

1. The hobby horse had two wheels but _____ pedals.
2. Velocipedes were _____ to ride on cobblestones.
3. High wheelers had _____ parts and rubber tires.
4. Safety bikes had two wheels of the _____ size.

15 Complete the timeline. Read the text again. Put the bicycles in order to complete the timeline.



16 Work with a partner. Talk about bicycles. Ask and answer.

1. Are bicycles now just for children, or for adults, too?
2. Do you have a bicycle? When and how do you use it?
3. Why are bicycles a good idea?



The longest bike ever made was about 36 m (117 ft.) long!



Paragraph Unity

In a paragraph, the topic sentence tells the main idea. The other sentences that make up the body give facts and examples about the main idea. A paragraph has unity when all the sentences refer to the main idea.

- 17 Read.** This paragraph has five sentences that do not belong. Two are crossed out. Find the other three and cross them out.

School in the Old Days

Long ago, school was different from the way it is now. Many towns had one-room schoolhouses, and all students went to the same one room. There was just one teacher, who taught all students of different ages. ~~All the students in my class are nine or ten years old.~~ Students sat on hard wooden benches in rows. ~~My class has comfortable desks, one for each student.~~ They copied the alphabet, numbers, and poems onto slates with chalk. They also practiced their handwriting every day. They used quill pens and ink to write neatly. I use a computer to write. They copied texts and memorized long paragraphs from the one or two books the teacher had. I don't like to memorize things from books. When students didn't do their work, the teacher used branches from trees to punish them. My teacher is kind, so she doesn't use branches. Some teachers made bad students stand in a corner and wear a pointed hat called a dunce cap. Students felt ashamed, and they looked silly, too. School is very different now.



- 18 Write.** Write about life long ago. What did children do after school? What kinds of work did they do? What were their houses like? What clothes did children wear? Choose a topic. Make sure your paragraph has unity.

- 19 Work in a group.** Share your writing. Listen and take notes.

NATIONAL GEOGRAPHIC

Mission

Appreciate the past.



“The past is a source of knowledge, and the future is a source of hope. Love of the past implies faith in the future.”

Stephen Ambrose (1936–2002)
Historian
Explorer-in-Residence Emeritus

- Why is it important to appreciate the past? Discuss.
- What can you and other kids do to show how you appreciate the past? Work in a small group. Think of ideas. Talk and write the best ideas in the box.

- Work with another group. Share your ideas. Are they the same or different? Which idea does everyone like best?

20 Make a poster about life in the past and life now.

1. Choose a topic such as clothing, toys, sports, food, houses, or games.
2. Research information about your topic in the past and now.
3. Compare and contrast details related to your topic.
4. Cut out or draw pictures to support your writing.
5. Create a poster with your pictures and information.
6. Sign your poster.

Kites are my favorite toy. But they weren't always toys!

Now I can . . .

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