

## Unit 3

# A Long Time 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 cycling 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 friend. What did you learn? Ask and answer.

Why did people get up with the sun?

They wanted to do their housework 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 **housework** during the day. Mothers taught their daughters how to cook, **make soap**, **do the washing up** 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.



make soap

sew clothes

# Now



do the washing up

# Then

At night, families used candles or sat by the **fire**. They didn't have **mobile phones**, TV or **computer games**. They liked playing cards, playing guessing games or **telling stories** until it was time for bed.



fire

tell stories

# Now



an electric light

a mobile phone

computer game

**4** Listen, read and sing. TR: A19

# Yesterday and Today

***Things were different a long time ago,  
different in so many ways.***

***Things were different a long time ago,  
different from today.***

*A long time ago, children walked to school,  
but today I ride my bike.*

*A long time ago, we learnt to sew our own clothes,  
but now we buy the clothes we like.*

**CHORUS**

*We used to read by candlelight,  
but now we use electric light.*

*We used to talk only face-to-face.  
Now we use a mobile phone to talk  
to someone in a different place.*

**CHORUS**

*People spent time with friends by the fire.  
Now we play computer games instead.*

*But a friend is still a friend until the end.  
Some things will never change!*

**CHORUS**

**5** Work with a friend. Ask and answer.

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



Luang Prabang, Laos

**GRAMMAR** TR: A20

A long time 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. A long time ago, mothers and daughters sewed clothes at home.  
Today we buy clothes in shops \_\_\_\_\_.
2. Many years ago, people couldn't play computer games,  
\_\_\_\_\_ they had fun playing board games.
3. A long time ago, people didn't have computers.  
They wrote letters \_\_\_\_\_.
4. Many years ago, people didn't have cars, \_\_\_\_\_  
they had horses and carts.

Siberia, Russia



**7 Same or different?** Write true sentences.

A long time ago	Today
People had fireplaces.	<i>We've got fireplaces, too.</i>
People made their own soap.	<i>We buy soap in a shop instead.</i>
People walked everywhere.	
People played board games.	
People read by candlelight.	
People sewed their own clothes.	

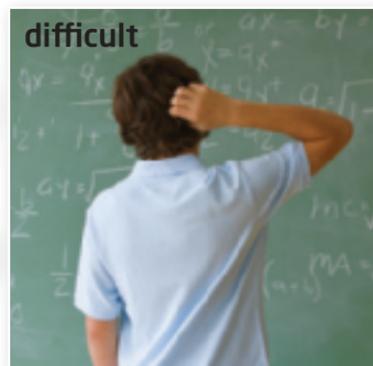
**8 Work in a group.** Talk about your grandparents' lives and your life. How are they different?



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



modern



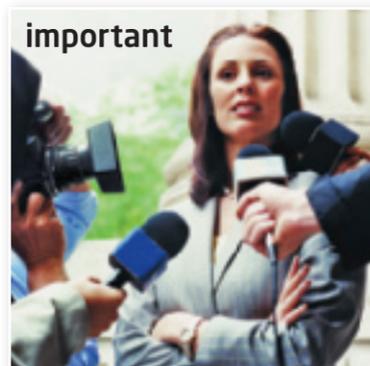
difficult



expensive



old-fashioned



important

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

**10 Work with a friend.** Talk and stick.

Look at this. What do you think?

It's very expensive.

1

2

3

4

5

**GRAMMAR TR: A22**

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

**11 Complete the sentences.**

1. I think riding a skateboard is \_\_\_\_\_ (difficult) riding a bike.
2. Doing exercise is \_\_\_\_\_ (important) watching TV all day.
3. Computer games are \_\_\_\_\_ (expensive) board games.
4. Board games are \_\_\_\_\_ (old-fashioned) computer 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 friend. Make sentences about the pictures.



**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 'penny-farthing'. It was made of metal and had a high front wheel and solid rubber tyres. It was more comfortable than a boneshaker, but people could fall off easily. Women didn't ride penny-farthings 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 tyres, 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**



**Penny-farthing**



**Tricycle**



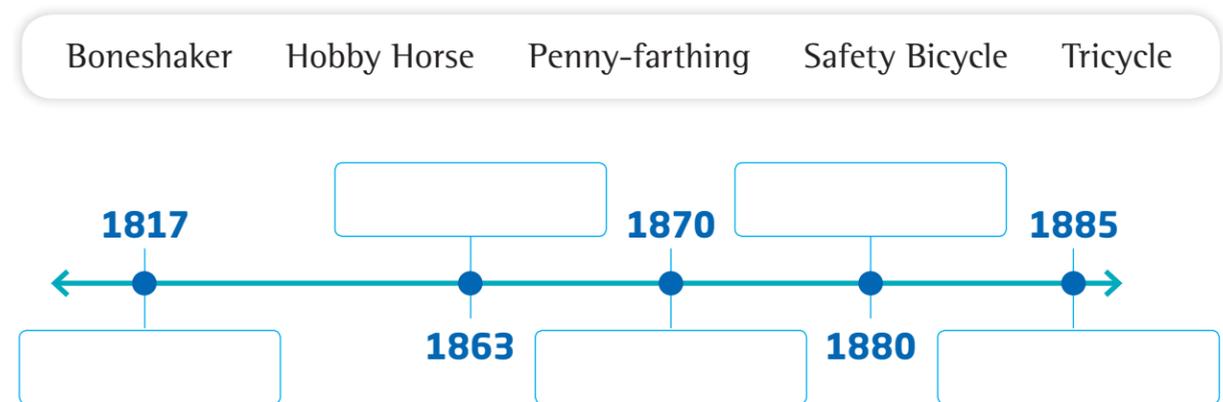
**Safety Bicycle**



**14** Complete the sentences.

1. The hobby horse had two wheels but \_\_\_\_\_ pedals.
2. Velocipedes were \_\_\_\_\_ to ride on cobblestones.
3. Penny-farthings had \_\_\_\_\_ parts and rubber tyres.
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 friend. Talk about bicycles. Ask and answer.

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



The longest bicycle ever made was about 36 metres (117 feet) long!



## Paragraph Unity

In a paragraph, the topic sentence gives 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

A long time ago, school was different from the way it is now. Many towns had one-room schools, and all students were taught in 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 got comfortable desks, one for each student.~~ They copied the alphabet, numbers and poems onto slates with chalk. They also practised their handwriting every day. They used quill pens and ink to write neatly. I use a computer to write. They copied texts and memorised long paragraphs from the one or two books the teacher had. I don't like memorising 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's 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 make 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 young people do to show how you appreciate the past? Work in a small group. Think of ideas. Discuss and write the best ideas in the box.

*We can talk to our grandparents about their lives.*

- 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, sport, 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 favourite toy.  
But they weren't always toys!

**Now I can ...**

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

