UNIT 1 STUDENT LIFE

In this unit you will:
- read a piece of literature
- read an e-mail
- listen to a dialog about activities in the past

You will learn how to:

Reading
- scan a text to validate predictions
- infer meaning of words from the context
- localize specific information

Listening
- identify general information
- discriminate between correct and incorrect information
- identify specific information

Language
- use the structure *used to / didn't use to*, to express past habits
- talk about things that were happening in the past.

Speaking
- ask and answer questions about past habits
- talk about school life in the past

Writing
- complete a summary of a story.
- write an e-mail about student life

You will also:
- develop respect and admiration for older people
- show respect and acceptance of other people's opinions

GETTING READY

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1 Look at the pictures on the next page and answer these questions.

a. What can you see?
b. What are the differences and similarities between the people and the places?

2 Share your observations in Exercise **1** with your classmates.

3 In pairs, write a list of words related to the name of the unit in your notebook. Then, talk with your partner about your favorite things about student life. Explain why you like them.

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BEFORE YOU START

LESSON 1 OUR SCHOOL

1 Write the correct phrase under each picture (**1** – **6**).

English class | Field trip | Fifteen-minute recess | Lunch in the school cafeteria | Physical education class | Summer camp

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

2 Read these sentences (**a** – **d**) and circle the correct answer.

a. We have English classes on Mondays and Thursdays.
b. I did maths in the after-school program.
c. In summer, we'll be free for over ten weeks.
d. My classmates and I are going on a field trip next week.

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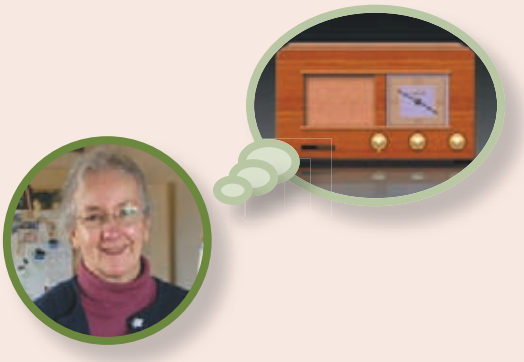
Which of these sentences refers to

i. past events? a / b / c / d
ii. future events? a / b / c / d
iii. everyday events? a / b / c / d
iv. fixed plans? a / b / c / d

Before starting this unit, you need to know:
- Talk about things in the present and in the past.
- Talk about free time and everyday activities.

LESSON 2 WHO HAD MORE FUN?

1 Complete the dialogs with your own ideas and using the pictures as clues. Then, practice them with your partner.



a. ***A:*** *Grandma, do you like music?*
B: _____.
A: *And when you were a teenager,* _____?
B: *Well,* _____ _____.

b. ***A:*** *What* _____?
B: *I remember that,* _____ _____.

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c. ***A:*** *Hey,* _____?
B: *When I was a child,* _____ _____.
A: _____?
B: *Sure!*

d. ***A:*** *In your free time,* _____?
B: _____.
A: *Really?* _____?
B: *When I* _____ _____.
A: *No way!*

READING

OUR SCHOOL

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BEFORE READING

Strategy Spot

Read the first sentence of the text on Page **11** and answer:

- in what way can a school be 'particular'?
- how do you imagine the school?

1 Look at the pictures. Where are the children? How can you tell?

2 Answer these questions in pairs. Then, share your comments with your classmates.

a. What do you think school life was like in the past?
b. What subjects do you think they studied?
c. What differences do you think there are between schools then and now?

3 Have a look at the text you are going to read. Where do you think it was extracted from? Why do you think so?

a. A novel.
b. A play.
c. A report.
d. A short story.

4 What do you think the text will be about? Write two ideas in your notebook and compare them with your partner's.

5 Read the words in the Key Word Spot and match them with these pictures. You can use a dictionary, if necessary.

Key Word Spot

- mice
- red-poll
- ladder
- usher
- musket
- inkwell
- knapsack
- gig

1

2

3

4

5

6

7

8

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The school that was our school before the railroad came and overthrew it was a particular sort of place. It was a school of some celebrity in its neighborhood , but nobody could say why.

Our School was remarkable for white mice. We used to keep red-polls, linnets, and even canaries, in desks, drawers, hat-boxes, and other strange refuges for birds; but white mice were the favourite stock.

The mice were the occasion of some most ingenious engineering, in the construction of their houses and instruments of performance.

The boys used to train the mice much better than the masters trained the boys. ***I recall*** *one white mouse, who used to live in the cover of a Latin dictionary, who ran up ladders, drew Roman chariots, shouldered muskets, turned wheels. He had the misfortune to mistake his way in a triumphal procession to the Capitol, when he fell into a deep inkwell, and was dyed black and drowned.*

The usher at our school, who we considered to know everything as opposed to the Chief, who we considered to know nothing, was a bony, gentle-faced, clerical-looking young man in rusty black.

We all liked him, for he had a good knowledge of boys. He was a writing master, mathematical master, English master, mended the pens, and did all sorts of things. He always used to call at parents' houses to ***inquire*** *after sick boys, because he had gentlemanly manners. He was rather musical, and on some remote day he had bought an old trombone and made the most extraordinary sounds when he sometimes tried to play it of an evening. In the summer vacations he used to take* ***pedestrian*** *excursions with a knapsack; and at Christmas time, he used to go to see his father at Chipping Norton.*

There was a fat master who used to come in a gig, and taught the more advanced matters; and there was a little French master who used to come in the sunniest weather, with a handleless umbrella.

There was, besides, a serving man whose name was Phil. He mended whatever we broke, and made whatever we wanted. He was general ***glazier****, among other things, and mended all the broken windows. One time, when we had the scarlet fever in the school, Phil nursed all the sick boys of his own accord, and was like a mother to them.*

Adapted from: Dickens, C. (n.d.). *Our School*. Retrieved 02/08, 2013, from http://www.readbookonline.net/readOnLine/2519/

Strategy Spot

Identify the author's purpose:

- what is the author doing in this excerpt?
- what examples from the text support your answer?

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6 Read the text and check your predictions in Exercises **3** and **4**. What do you know about Charles Dickens? Do some research and share with your friends.

7 Copy these questions in your notebook. Read the text carefully again and answer them.

a. What did students at this school use to keep?
b. What happened to the most famous white mouse?
c. Who did the students like most?
d. What did the usher use to do on vacations?
e. How did the French master use to get to school?
f. Who was Phil?

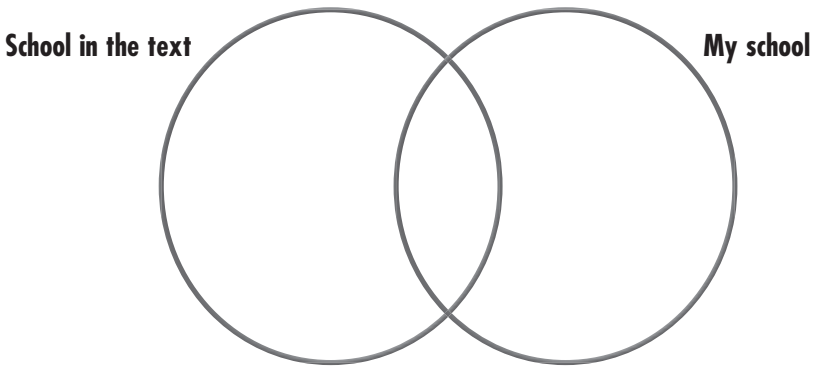
8 Ask your partner to retell the story. Make notes and check if he has missed any points.

9 Read the text once more. Find the words **in bold** in the text in the text (**a** – **e**) and match them with their meanings (**i** – **v**).

a. Our school was ***remarkable*** for white mice.
b. I ***recall*** one white mouse, which used to live in the cover of a Latin dictionary.
c. He always used to call at parents' houses to ***inquire*** after sick boys.
d. He used to take ***pedestrian*** excursions with a knapsack.
e. He was general ***glazier***, among other things, and mended the broken windows.

i. _____ A person whose job is to fit glass into frames of windows
ii. _____ Ask about
iii. _____ Remember
iv. _____ Unusual
v. _____ Walking and not traveling in a vehicle

10 Copy this diagram in your notebook and complete it with information about the school described in the text and your own school.



LET'S READ!
Reading booklet connection
Page 4
Read the extract of a novel about a famous school boy and answer the questions.

Strategy Spot
Decide who was the most important character at the school in the story. Support your answer with evidence from the excerpt.