DESCRIPTION
A group of students goes on a school visit to a museum. There they ask questions and learn about clothes, transport, communication and homes in the past, present and future.

CROSS CURRICULAR
Social Studies: History and Geography. Students learn about clothes, transport, communication and homes in different countries in the past, present and future.

VALUES
Appreciation: Students learn to appreciate cultural lifestyle differences, as well as the differences between life today and in the past.
Imagination: Students can try to imagine what life will be like for them in the future.

LANGUAGE
Vocabulary: also, apartment, blouse, building, call, camel, canoe, cap, carriage, clothes, communicate, cousin, dress, e-mail (verb), enjoy, fax (verb), future, hats, horse, imagine, jacket, mobile phone, museum, past, phone (verb), present, rickshaw, sandals, section, scooter, size, skirt, smoke, tepee, trainers.
Structures: present simple, past simple, future simple (affirmative and question forms, negative for past and future), present continuous, adjective-noun placement with one or two adjectives.
Expressions: these days, I can’t wait…, I think…, in… years’ time, to get around, to have a great time, the old days, these days.
BEFORE

1. On one side of the board, make a “word splash” of verbs relating to your class, such as: go to Physical Education (PE), have music class, do maths homework, etc. On the other side write ‘Yesterday’, ‘Today’ and ‘Tomorrow’ on the board, separated by vertical lines. Ask the students ‘When do we…., yesterday, today or tomorrow?’ When students answer, place the verb in the correct column. When the verbs have been classified, write ‘Past’, ‘Present’ and ‘Future’ in the corresponding columns. Tell the students ‘Past tells about things that happened yesterday or before today, present means things that happen every day or are happening now, and future means things that will happen after today.’ Say some of the verbs in the columns and ask students to tell you if they are in the past, present or future. Get the students to help you change the verbs in the Yesterday column into the past (went to PE, etc.) and the verbs in the Tomorrow column into the future (will do our maths homework). Students can work in pairs to invent complete sentences using all the verbs.

2. Ask ‘Did anyone in this class ever go to a museum?’ ‘What did you see there?’ ‘Did you enjoy it?’ ‘How did you get there?’ ‘When did you go?’ Gather ideas from the students. Or, if your students have been on a school trip to a museum, recall the visit using the simple past.

3. Tell the students ‘Today we are going to read about a group of students that visits a museum. They see a lot of things from the past, present and future.’ Ask ‘What kind of things do you think they will see?’ Make a list on the board.

DURING

1. Show the cover of the book and ask ‘What is the title of this book?’ ‘What do you see on the cover?’ ‘What are the children looking at?’ ‘How do their faces look?’ Elicit answers.

2. Give out the books and tell the students to look through the books for a few minutes, looking for things the students see in the museum. Then ask ‘What kinds of things do the children see in the museum?’ Check their answers against the predictions you wrote on the board.

3. Allow the students to read the story silently. Fast finishers can work on pages 17 and 18 while the others finish. When everyone finishes reading silently, read the story out loud, as the children follow along in their books.

AFTER

1. Have students read the story aloud in small groups or pairs on other days, before or after working on the exercises.

2. Pages 17 and 18: If necessary, review the vocabulary before students match the words and pictures. Remind them to use the picture dictionary if they need it.

3. Page 19: Remind students to look in the text to find the answers, and that they do not need to answer in full sentences. This page can be extended with students working alone or in pairs to write full sentences.
4 Page 20: On the board write sentences like ‘People in China lived in/ didn’t live in tepees. In America, some people used/ didn’t use smoke signals’. Elicit the correct responses from the students, pointing out that when didn’t is used the sentence, the verb stays the same. Look at page 20 and discuss the mistakes with the students using didn’t before they go on to write the sentences on their own.

5 Page 21: Write some forms of transport your students use on the board. Write ‘go by/ goes by’. Ask questions like ‘Jorge, do you go home from school by bus? Ana, do you go to the park by bicycle?’ With the students’ answers, generate sentences like, Jorge and Pablo go home by bus. Ana goes to the park by bicycle. Ask students when to use go or goes. Then students go on to do page 21 in class or at home.

6 Pages 22 and 24: Prepare small cards with the verbs: wear, travel, live, use and write in the present, past and future simple tenses. Also prepare five or six cards with the words ‘Past’, ‘Present’ and ‘Future’. Get students to cut out and mix up the words in groups of 3 or 4. In their groups, they give out all the cards and students take turns to place their verbs in the past, present, or future columns. When they finish, have the groups compare their results with each other. They can then go on to do pages 22 and 24, using verbs in the past, present and future. If necessary, remind students that the first word of each sentence starts with a capital letter.

7 Page 23: Allow students to do this alone or in pairs. It is best if they connect the numbers in pencil as they read the passage.

8 Page 25: Classify the items in the yellow box in the lists. Fast finishers can also classify the words as clothes, transport, communication and homes by writing numbers 1-4 next to the words in the columns, or by making a mind map with four branches with the words on it.

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**EXTRA PROJECT IDEA**

**Project: Interview a parent or grandparent.**

Students find out about how family members used live.

1 Tell the class ‘Think about the oldest person in your family. Can you contact that person to ask them some questions face-to-face, by phone, or by email? We are going to find out about your family members when they were your age: Where they used to live, what they wore, how they lived, communicated and travelled.’

2 Brainstorm some questions the students can ask, in English, using did and get the children to copy the questions in their notebooks. Of course they will have to ask the questions in their first language, but they can write the questions and answers in English for class. If necessary, give them some sentence frames such as:

- I interviewed my… His/ her name is…
- He/She is…years old.
- When he/ she was my age, he/ she lived in/ wore/ travelled by/ used…

Give students about a week for this project, and at the end allow them to present their findings to the class and make a class display.