

2

Into the past

How can I make a model of an Aztec city?

1



What can you see in the museum?

2

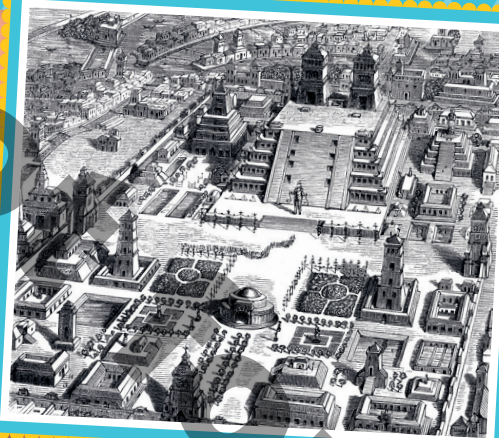



Listen and complete.

AZTEC EXHIBITION

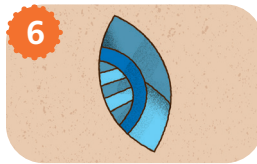
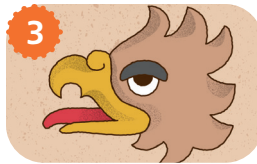
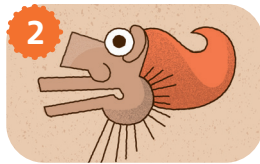
The photo shows the _____ of Tenochtitlan in the _____ century. The city was on an _____ in the middle of a _____. It was the capital city of the _____ Empire.


The Aztecs built pyramids. They made beautiful jewellery. They invented a calendar and they used pictograms for words.



3  What do you think the pictograms mean? Look and complete.

dog eagle house knife rain wind



4  Choose a word from **3**.
Create your own pictogram.

Amazing Aztecs


VOCABULARY

I will learn words to describe life in the past.

1  Listen and number. Sing the song.

SONG TIME

Long ago

 The amazing Aztecs lived long ago.
Let's sing a song about long ago.

The amazing Aztecs looked up at the sky.
They **built** cities with **pyramids** that were high.
The amazing Aztecs **ate** fish and **turkey**.
They **drank cocoa** and they **made** gold **jewellery**.
The amazing Aztecs **grew maize** and **beans**.
They **wore** tunics and sandals. They didn't wear jeans.

(Repeat Chorus)



2  What did the Aztecs ...? Discuss with a partner.

... eat? ... drink?
... wear? ... make?
... build? ... grow?



I think ...

... they didn't
build space
stations.

... they wore
jewellery.



3 Look at **1** and use the words to complete. Discuss your answers with a partner.

ate drank drink eat grew grow wear wore



Atzi lived in a big house in the city.


She _____ . She didn't _____ .
 She _____ . She didn't _____ .
 She _____ . She didn't _____ .

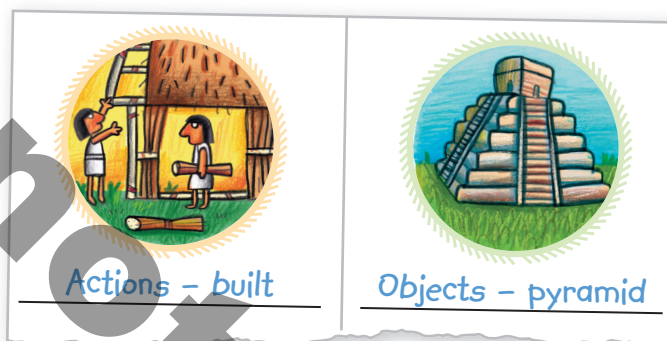


Zuma worked in the fields outside the city.

He _____ . He didn't _____ .
 He _____ . He didn't _____ .
 He _____ . He didn't _____ .



4  Make your own picture dictionary. Draw and label the new words in two groups: *Actions* and *Objects*.



5    Listen and tick. Then say.



There's a fair in the square with a bear on a chair. And the bear wears a feather in its hair.

6   Say it again as quickly as you can.

Language lab

GRAMMAR: PAST AND PRESENT

*I will learn to
compare the past
and the present.*

1 Watch the video.



The players **kick** the ball.

The players **kicked** the ball.

The ancient Mayans and Aztecs

The ancient Mayans lived in southern Mexico and Central America about 4000 years ago. The ancient Aztecs lived in northern Mexico about 700 years ago.

Did you know that Mayans and Aztecs still live in Mexico and Central America today?

2 Look, read and match.



1 We play the game on a pitch. It is 109 metres long with a net at each end. The ball weighs about 450 grams. There are two teams. They kick or head the ball. They don't touch the ball with their hands. The players wear protection on their legs and goalkeepers wear gloves. The aim is to get the ball into the opposite goal.



2 They played the game on a court. It was 50 metres long with a ring at each side. The ball weighed about 4 kilograms. There were two teams. They hit the ball with their elbows, knees, hips and head. They didn't touch the ball with their hands. The players wore protection on their faces, hips and legs. The aim was to get the ball through the rings.

3 Look at 2. What is the same and different? Discuss with a partner.

Players wore protection on their heads for the ball game.

Players wear protection on their legs for football.

4 Number the sentences in order.

- ☐ She kicks the ball towards the goal.
- ☐ The player puts the ball on the penalty spot.
- ☐ She runs towards the ball.
- ☐ She steps back.
- ☐ She waits for the whistle.

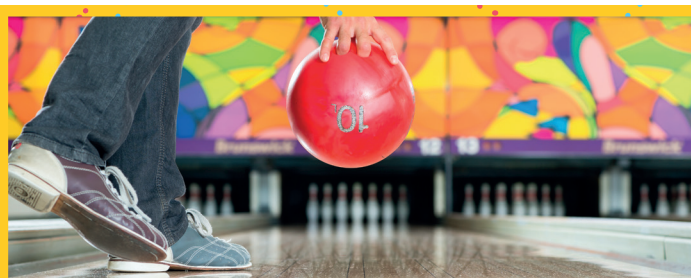
CODE CRACKER

1 2 3 4 5 6 Score a goal



5 Read and complete.

bowling/totoloque don't kick/didn't kick play/played
stand/stood throw/threw use/used wear/wore



BALL GAMES

In _____, the players _____
10 pins and a ball. They _____
inside. They _____ special shoes.
The players _____ 18 metres from
the pins. They _____ the ball at the
pins. They _____ the ball.

TOTOLOQUE WAS A POPULAR GAME FOR AZTECS



In _____, the players _____
a gold bar and a small gold ball. They
_____ outside. They _____
tunics and sandals. The players
_____ 18 metres from the gold bar.
They _____ the gold ball at the
bar. They _____ the ball.

6 Play *Mime the game*.

Story lab

READING

*I will read a story
about a lost treasure.*

- 1** Look at the pictures. Is the story set in the past, present or future?

- 2**  Read and listen.

THE BLACK STONE

- 1** Jacobo liked digging in his garden. Sometimes, he found old pieces of pottery and metal in the ground.

'Many years ago, this town was a large city,' Jacobo's father explained. 'There was a pyramid and a great treasure. Many people looked for the treasure, but nobody found it.'

One day, Jacobo's spade hit a piece of black stone. Jacobo picked it up and cleaned it. It had a square shape at the top and a strange design. It looked very old, but the design was familiar.

- 2** Jacobo showed the stone to his parents. 'What did people use this for?' he asked.

'Maybe women wore it in their hair,' his mother said.

'Maybe people ate with it,' his father said.



Values

Think about others.

- 3** Who does the treasure belong to?
Discuss with a partner.

- 1** It belongs to Jacobo and Angie.
2 It belongs to the city.
3 It belongs to Jacobo's parents.

☐
☐
☐

3 The next day, Jacobo showed the stone to his friend, Angie. 'I saw that design this morning', she said. Angie lived near the ruins of the old city. Grass covered most of the ruins, but there were some walls from the ancient buildings.

Jacobo looked up. 'There it is again!' he said. 'And again.' They followed the design to a small hill. 'I can see something black under the grass', Jacobo said. The children pulled at the grass. There was a door.

In the middle of the door, there was a keyhole. Jacobo looked at the stone. It was the same shape. He put it into the keyhole and turned it. Slowly, the door opened. Inside the room, the children could see many gold boxes full of jewellery and coins. 'It's the lost treasure!'



4 Read the story again and underline an important sentence ...

... at the start of the story.

... in the middle of the story.

... at the end of the story.

5 Complete the story summary.

Title: _____

Setting: _____

People in the story: _____

At the start of the story, _____

In the middle of the story, _____

At the end of the story, _____

6 Act out the story in groups.

Experiment lab

MATHS: NUMBER SYSTEMS

I will learn how to make a number square.

1

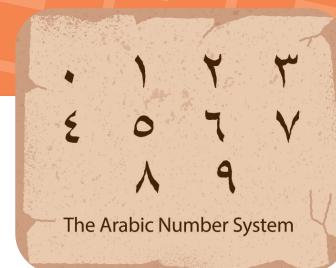


Read, listen and complete.

Chinese Egyptian Mayan

ANCIENT NUMBER SYSTEMS

Although there are different languages and alphabets all over the world, in most parts of the world we use the same number system. This system is called the Arabic number system and it uses a symbol for zero. In ancient times, there were many different number systems.



The Arabic Number System

The ancient

number system had dots and

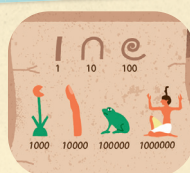
lines. The numbers from one to four were dots. Number five was a line. The numbers after that were dots and lines. The Mayans were the first people to have a symbol for zero.



The ancient

number system used pictures

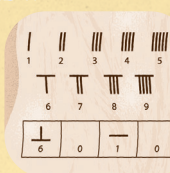
called hieroglyphics for numbers. Number one was a stick, ten was an arch, one hundred was a rope, one thousand was a flower, ten thousand was a finger and one hundred thousand was a tadpole. The hieroglyphic for a million was a man looking surprised!



The ancient

number system

used vertical and horizontal lines. When they wrote a big number, they used vertical lines for the units and horizontal lines for the tens. They wrote the numbers on a counting board. A blank square was a zero in the number.



2

Read and answer.

- 1 Which systems had a symbol for zero?
- 2 Which system used pictures to represent numbers?
- 3 Which system had a picture representing one million?
- 4 Which system do we use all over the world today? Why do you think people all over the world use this system?

3

Use the ancient number systems to write and do the sum.

MATHS
ZONE

Daisy's got five sweets and Robert's got twelve. How many sweets have they got between them? Which system do you think is the easiest to use? Why?

4 Read and answer.

CODE CRACKER

a	b	c	d	e	f	g	h	i	j	k	l	m
2	4	7	11	16	22	29	___	___	56	___	___	92
n	o	p	q	r	s	t	u	v	w	x	y	z
106	121	___	154	172	___	211	232	254	___	301	326	___

Look at the first numbers. What do we add to each number to make the next number?

5 Complete the number code. Then write your friend's name in code.

This is your name, Danny!



11, 2, 106, 106, 326

EXPERIMENT TIME

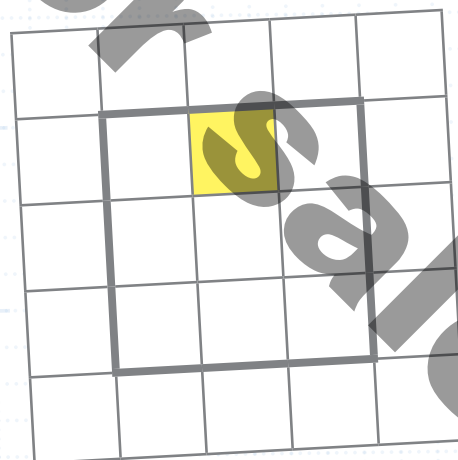
Can you make a number square?

Add the three numbers in any row. What do you notice? Make a number square.

- Write the first number for your sequence in the yellow square.
- Now move up one square and right one square.
- If this takes you out of the square, go down to the bottom box in the square and write the number.
- Now repeat. Move up one square and to the right one square.
- If this takes you out of the square, go to the first left square in the same row.
- Now repeat. Move up one square and to the right one square. If there is a number in the box already or if you are in a corner outside of the square, go down one square from where you started.
- Now continue using the rules above.

8	1	6
3	5	7
4	9	2

1 2 3



thirty-three

33

Could and ago

COMMUNICATION

I will ask and answer using **could** and **ago**.

1 Listen and tick ☒ or cross ☒.



When **could** you read?
I **could** read when I was six.
I **couldn't** read six years ago.

2 Look at 1. Ask and answer with a partner.

When could you swim?

I could swim when I was six.

3 Read and complete.

MATHS ZONE

The year now is _____.
Year I learned to swim: _____.
Year I learned to ride a bike: _____.
I could swim _____ years ago.
I could ride a bike _____ years ago.

4 Choose an action from 1. Do a survey and complete the table.

Action: _____

Name	How many years ago?

When did you learn to read?

When I was six.
That's four years ago.

Writing lab

NEWS ARTICLES

I will learn to write a newspaper article.

1 Read the newspaper article and underline ...

- 1 ... a fact, i.e. something that happened.
- 2 ... someone's opinion, i.e. what someone thinks.
- 3 ... a quotation, i.e. what someone said.

☐ **Children find lost treasure**

☐ by Hugo Lopez

☐ 17th September

Last Saturday, two local children made an amazing discovery. Jacobo, from San Andrés, found a key in his garden. 'At first, I didn't know it was a key,' Jacobo explained. Jacobo's friend, Angie, saw the design on some walls near her house. Together, they found a hidden door and a room with treasure.

The children informed the local museum and now historians are studying the objects. The treasure probably belonged to the last ruler of the city. 'We think it is more than 500 years old,' the museum director said.



☐ Local heroes, Jacobo and Angie

2 Number the features in 1.

- 1 photo 2 headline 3 date 4 by-line 5 photo caption

3 Tick ☒ a lost treasure you find. Then ask and answer with a partner.

a map ☐ a painting ☐ a statue ☐ a coin ☐ a treasure chest ☒

Where did you find it?

When did you find it?

What is it?

How old is it?

What did you do with it?

4 Write a newspaper article about your partner's treasure.

PROJECT AND REVIEW

Make a model of an Aztec city

Step 1

Research

Find out about Aztec cities and materials.

- ☐ Make a list of the buildings and places in an Aztec city.
- ☐ Find pictures of the buildings and places.
- ☐ In groups, discuss how to make the model.
- ☐ Make a list of materials you need.

Buildings:

pyramid, palace, ...

Materials:

clay, paint, boxes ...

Other places:

hill, lake, ...

We can make the palace from an old box.

We can use clay for the pyramid.

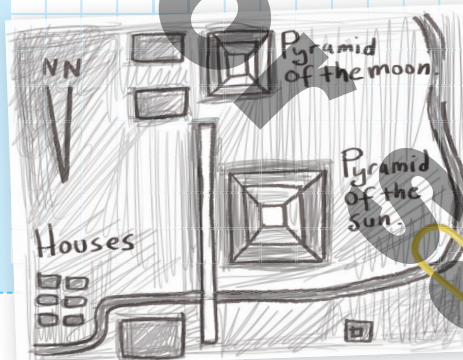
Step 2

Plan

Make a street plan of the city.

- ☐ How many buildings are you going to make?
- ☐ Work in pairs and choose a type of building.
- ☐ As a class, plan the position of the buildings in the city.
- ☐ Make a street plan.

Type of building:	pyramid	house
Number:	2	6
Names:	Juan, Elisa	David, Ana



The small houses were on the outskirts of the city.

Step 3

Create

 Make the city.

- ☐ Work with a partner and make your buildings.
- ☐ Follow the plan and place the buildings on a large board.
- ☐ Invent a name for the city and a date.



Let's call the city Tloto.



OK. I think the city was powerful 600 years ago.

Show your family a photo of the model. Explain how you made it.

Step 4

Show and tell

 Imagine daily life in the city.

- ☐ Work in groups.
- ☐ Imagine a family.
- ☐ Choose a house and invent their daily life.
- ☐ Compare their life to life now.

The family lived near the palace.



The father made jewellery.

Now I can ...

... use words to describe life in the past.

... compare the past and present.

... ask and answer using *could* and *ago*.

... write a newspaper article.

1 Checkpoint

UNITS 1 AND 2

 _____	5 years ago _____	wore _____	A going to make _____	not going to make _____
Z at the weekend _____	 _____	Z  _____	on Saturday _____	 _____
couldn't make _____	A going to use _____	Z swim / swims _____	 _____	A in March _____
Z two years ago _____	wear / wears _____	in the summer _____	A  _____	don't / doesn't swim _____
A  _____	don't / doesn't wear _____	Z every day _____	 _____	 _____
 _____	Z couldn't swim _____	not going to use _____	at five o'clock _____	didn't wear _____
 _____	made _____	ate _____	 _____	play / plays _____
 _____				

1  Listen and write **G** in the squares.



George

2 Read and tick ☒ the true sentences.

Z = Zoe A = Antonio



Zoe



Antonio

- 1** Antonio is going to make a camp in March.
- 2** He's going to use a blanket.
- 3** He's going to wear sandals.
- 4** Zoe couldn't swim two years ago.
- 5** Now, she swims at the weekend.
- 6** She doesn't play every day.

☐

☐

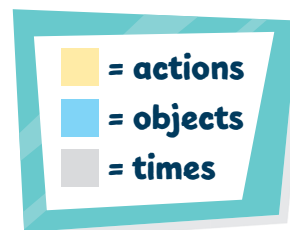
☐

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3 Complete the squares on the board. Then write a sentence.



George
 .

4 Write about yourself.

I .
I .
I .
I .

5  Ask and answer with a partner.

Could you swim five years ago?

Yes, I could.

What are you going to do at the weekend?

I'm going to play with my friends.

What did you eat on Saturday?

I ate ice cream.

What do you wear in the summer?

I wear sandals and a hat.



The Saami people


CULTURE

1  Listen and tick ☒ the true sentences.

- 1 The homelands of the Saami people are in the north of Europe.
- 2 In the winter, the Saami people followed reindeer to the north.
- 3 The Saami people moved camp.
- 4 The Saami people drank cow's milk.
- 5 All of the Saami homelands are in Finland.
- 6 In the twenty-first century, most Saami people live in tents.
- 7 Reindeer herders use modern tools.
- 8 The Saami people have got their own language.

☐☐☐☐☐☐☐☐

2 Look at 1. Correct the false sentences.

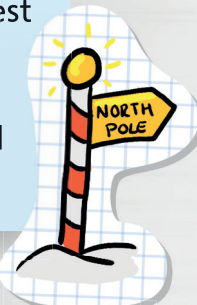
3  What is Hugo going to do in the summer? Compare and discuss with a partner.

I think he's going to sleep in a tent, but I'm going to sleep in my bed.



FINLAND

Finland is the eighth biggest country in Europe, but the population is only about 5.5 million people. Finland is near the North Pole.



Fun Fact!

During summer, there are some days in Finland when the sun shines all day and there is no night sky.



Hugo

My name is Hugo. My life is very different in the winter and the summer. Now, it's winter, and I live in a town and I go to school. But in the summer, I'm going to follow the reindeer with my grandfather. The reindeer go north in the summer because it's warmer than in the winter. We often sleep outside in the wild.

4 Read and choose the missing sentences.

Duodji



Duodji are an important part of Saami traditions. The Saami made objects from the materials around them. ☐ Duodji were beautiful, but they were also useful and easy to carry. ☐

Nowadays, the Saami people still make duodji. Many of the objects are part of the Saami's traditional clothes. ☐ The traditional colours for Saami clothes are blue, red, yellow and green. ☐



Duodji

- 1 These colours are also on the Saami flag.
- 2 The Saami made knives, containers and bags.
- 3 They make boots, hats and gloves in bright colours.
- 4 They used reindeer skin or fur from animals.

5   What do the colours and shapes on the flag mean? Discuss with a partner.



My Culture

6  Make a friendship bracelet.




Choose three of the traditional Saami colours.

You need a 10 cm strip of material or wool for each colour.

What to do:

- 1 Tie the three pieces of wool or material together at one end.
- 2 Plait the pieces to make a bracelet.
- 3 Tie a knot at the other end and make a loop.

7  What do the colours mean? Discuss with a partner.

Blue is for the summer sky and green is for grass.

