

Worksheet
English Year 6
Unit 2: Life in the Past

Section A

Instructions: Choose the correct answer for each question. (10 marks)

1. Diaries provide _____ accounts of past events.
 - a) first-hand
 - b) second-hand
 - c) fictional
 - d) future

2. Based on the textbook, which historical event is associated with Samuel Pepys?
 - a) Industrial Revolution
 - b) American Revolution
 - c) Great Fire of London
 - d) French Revolution

3. Why is it important to learn about history and life in the past?
 - a) To understand how people lived in different time periods.
 - b) To ignore the past and focus only on the present.
 - c) To predict the future accurately.
 - d) To avoid studying other subjects.

4. 'used to' and 'didn't use to' are used to describe _____ habits.
 - a) past
 - b) present
 - c) future
 - d) imaginary

5. Language and pronunciation never change over time. (True / False)

6. In the dialogue about life in the past, what might be a common question asked?
 - a) "What did people eat in the past?"
 - b) "What are the current fashion trends?"
 - c) "What are your plans for the future?"
 - d) "Tell me about your favourite movie."

7. People _____ as they grow older.
- a) change
 - b) stay the same
 - c) disappear
 - d) become fictional
8. What does the term “used to” describe?
- a) future actions
 - b) present habits
 - c) past occurrences
 - d) imaginary situations
9. What is the purpose of capturing memories through writing?
- a) To forget about them.
 - b) To preserve and remember them.
 - c) To make them fictional.
 - d) To avoid talking about them.
10. What is the main purpose of reading a diary entry from the past?
- a) To practice handwriting skills.
 - b) To learn about historical events.
 - c) To create fictional stories.
 - d) To analyse grammar and punctuation.

Section B

Answer all the questions given. Refer to your textbooks if needed. (10 marks)

1. If you had the opportunity to visit 17th century London, what would be one question you would ask Samuel Pepys? Why is that question important to you? (2 marks)

2. Put yourself in Samuel Pepys' shoes. Why do you think he decided to write a diary during the Great Fire of London? How do you think his diary entries helped preserve the historical account of the event? (4 marks)

3. Reflecting on the concept of diaries, why do you think first-hand accounts of past events are important for historians and researchers? How do diaries help us understand life in the past? (4 marks)

Section C

Instructions:

1. Imagine you are Samuel Pepys, and you are reflecting on your experiences during the Great Fire of London. Your task is to prepare a monologue where you will share your thoughts and emotions about the event.
2. Write a script for your monologue, focusing on the following aspects:
 - a) Start with an introduction, setting the context of the Great Fire of London and your role as a diarist.
 - b) Reflect on the initial moments of discovering the fire and your immediate reactions.
 - c) Describe the sights, sounds, and smells as the fire spread through the city, painting a vivid picture for the audience.
 - d) Express your emotions and thoughts as you witness the destruction and chaos caused by the fire.
 - e) Discuss the actions you took or witnessed others taking to combat the fire and protect lives and property.
 - f) Reflect on the aftermath of the fire, including the impact on London and its inhabitants.
 - g) Conclude your monologue with any personal insights, lessons learned, or thoughts on the resilience of the people.
3. Practice delivering your monologue, focusing on expression, voice modulation, and gestures to convey the emotions and experiences of Samuel Pepys.
4. Perform your monologue in front of the class, aiming to captivate the audience with your portrayal of Samuel Pepys and his perspective on the Great Fire of London.
5. After each performance, the class can provide feedback and engage in a discussion about the monologue, the historical context, and Samuel Pepys' role as a diarist.
6. Enjoy the process of stepping into the shoes of Samuel Pepys and bringing his experiences to life through your monologue!

Answer Scheme
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Section A

1. a) first-hand
2. c) Great Fire of London
3. a) To understand how people lived in different time periods.
4. a) past
5. False
6. a) "What did people eat in the past?"
7. a) change
8. c) past occurrences
9. b) To preserve and remember them.
10. b) To learn about historical events.

Section B

1. Answers may vary depending on students.
2. Answers may vary depending on students.
3. Answers may vary depending on students.