

Vocabulary: places in a town, ancient civilisations, past activities, personal memories, types of films, famous figures

Grammar: *was/were, had, could*, past simple of regular/irregular verbs

Everyday English: talk about early childhood memories

Pronunciation: *-ed* ending; /æ/ - /ɑ:/, /ɪ/ - /i:/, /ɒ/ - /ɔ:/

Writing: an email to a friend recommending a film

Culture: Life in the UK: The Swinging 1960s; Catherine the Great

Curricular (History): Native Americans

Module 5

Life in the past

Vocabulary

Places

- 1 Read the box. Which of the places *can/can't* you see in the pictures?

pool/theatre/beach/park/zoo/
gym/library/fast food restaurant/
opera house/aquarium/supermarket

I can see a zoo, but I can't see a school or a supermarket. I can see ..., but I can't see ... or ...

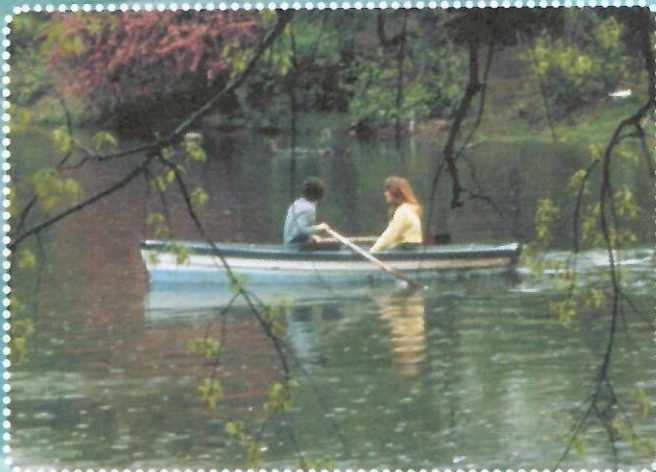
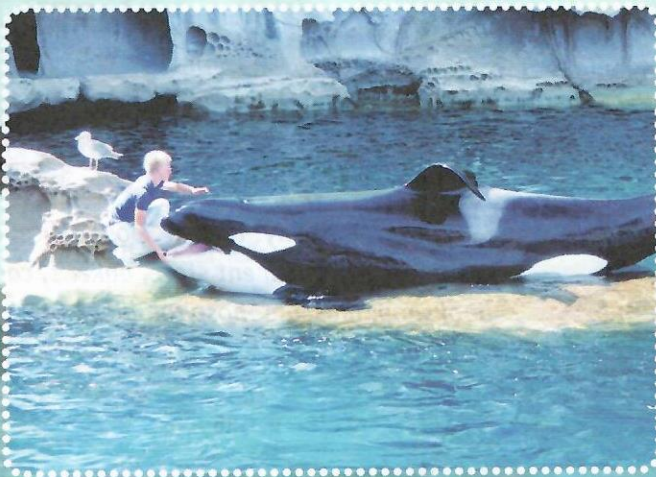
- 2   Listen and find.

- 1 Jane was in the **pool/zoo/park**.
- 2 Tony was in the **library/theatre/aquarium**.
- 3 Sandy and Mark were at **work/home/school**.

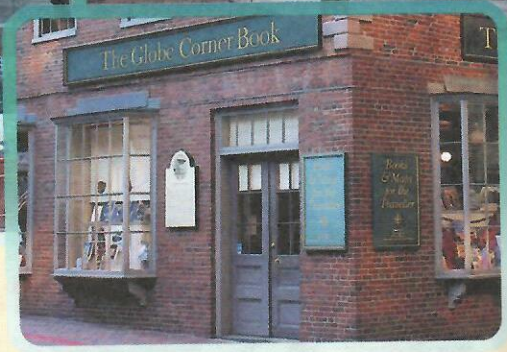
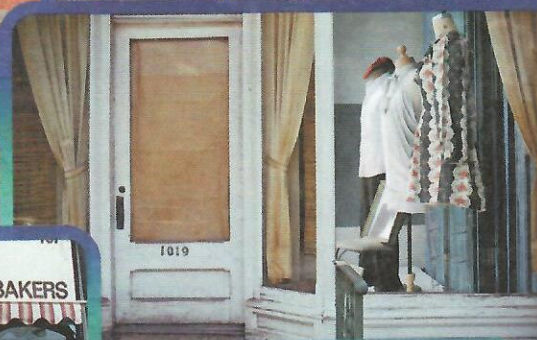
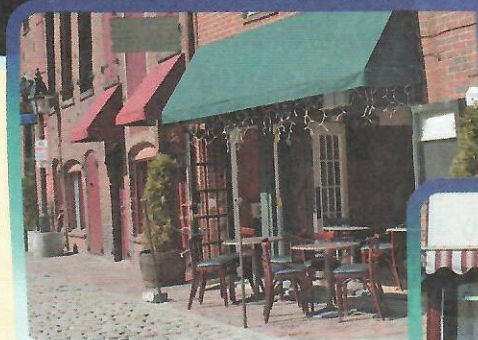
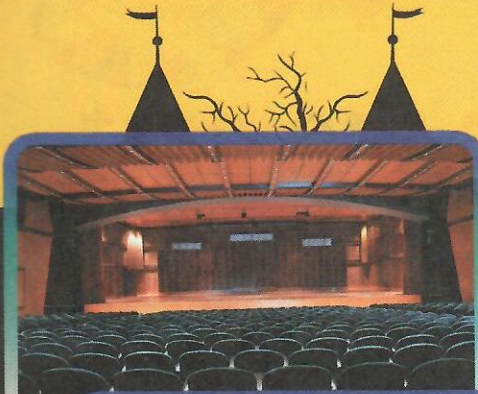


OVER TO YOU!

Yesterday afternoon I was



5a Long Ago



Vocabulary Places in a town

- 1 Listen and say: *theatre, post office, café, restaurant, department store, baker's, car park, hotel, bookshop, museum, hospital, block of flats, clothes shop, grocer's.*

Grammar Was/Were

see
p. GR8

- 2 Read the exchange. Use the verbs in bold to complete the table:

A: **Were** you in the gym yesterday afternoon?
B: No, I **wasn't**. I **was** in the zoo.

AFFIRMATIVE/NEGATIVE

I/He/She/It **1)** in the museum yesterday.

I/He/She/It **wasn't** in the zoo last Saturday.

We/You/They **were** in the museum yesterday.

We/You/They **weren't** in the zoo last Saturday.

INTERROGATIVE & SHORT ANSWERS

Was I/he/she /it at the theatre last night? **Yes**, I/he/she/it **was**./No, I/he/she/it **3)**

2) we/you/they at the theatre last night? **Yes**, we/you/they **were**./No, we/you/they **weren't**.

- 3 Complete with: *was, were, wasn't, weren't.*

- A: Where **1)** Vlad last night?
B: He **2)** at home.
A: **3)** Vasily with him?
B: No, he **4)** He and Kelly **5)** at the theatre.
- A: **6)** you in the gym yesterday afternoon?
B: No, we **7)** We **8)** in the zoo.
Where **9)** you?
A: I **10)** in the library.

- 4 Look and say what *there was/ there wasn't* on Kingsley Street 50 years ago. Make sentences.

There was a theatre on Kingsley Street 50 years ago. There wasn't a post office.

Listening & Reading

5 What do you know about Pompeii? Why do they call it *The Lost City*?

🔊 Listen and read to find out.

6 ✎ Match the underlined adjectives in the text to their opposites: *empty, wide, modern, private, unlucky, small*.

Grammar

see
p. GR9

Had (past simple of to have)

7 a) Read the table. Find examples in the text.

AFFIRMATIVE/NEGATIVE

You/He, etc. **had** a bike at the age of five.

You/He, etc. **didn't have** a car.

INTERROGATIVE

Did you/he, etc. **have** a bike?

SHORT ANSWERS

Yes, I/you/he, etc. **did.**

No, I/you/he, etc. **didn't.**

b) ✎ Now write true sentences about Pompeii. Use *was, wasn't, were, weren't, had, didn't have*.

- 1 Pompeii a Spanish town.
- 2 There cinemas in ancient Pompeii.
- 3 There a hotel.
- 4 There a lot of people in the city.
- 5 There restaurants.
- 6 The town running water.
- 7 The town wide streets.
- 8 They public baths.
- 9 They supermarkets.

Speaking & Writing

8 **THINK!** Read the text again. Imagine you are an archaeologist. In three minutes write what Pompeii had and what it was like before the eruption. Tell the class about it.

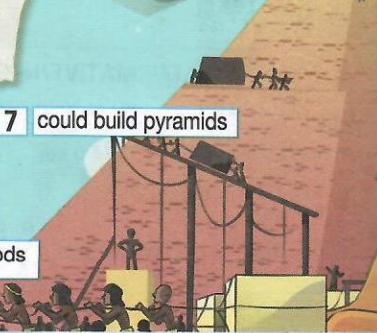
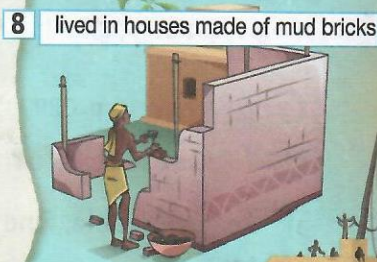
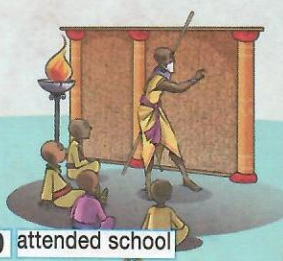
Pompeii

Check these words

ancient city, volcano, busy, narrow street, full of, forum, temple, public baths, running water, eruption, destroy, bury, ash

Pompeii was an ancient Roman city near Naples and Mt Vesuvius, a volcano in Italy. It was a busy city and its narrow streets were often full of people. In the centre of the city there was a large marketplace and a forum. There was a large amphitheatre and two smaller theatres where people watched performances. There were also temples and public baths, and many buildings had running water. The town had bakers', restaurants and even a hotel. Unfortunately, it wasn't a very lucky city, and in 79 AD the eruption of Mt Vesuvius destroyed it and buried it under ash.

5b Ancient Civilisations

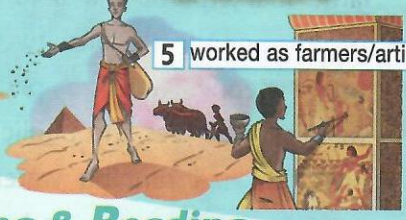


ANCIENT EGYPTIANS

Ancient Egyptians lived along the banks of the River Nile in northeast Africa. Pharaohs ruled this great and powerful empire for more than 2,500 years. The ancient Egyptians lived in houses made of mud bricks, but they also built houses and gigantic pyramids from stone. They worked as farmers and artists. They hunted for animals and went fishing on the River Nile. They also had boats and transported food and other goods along the river. In their free time they played music or board games. Only wealthy boys could attend school. They studied hieroglyphics*.

Ancient Egypt had a great civilisation which many people still study and admire today.

* ancient Egyptian writing



Listening & Reading

1 Listen to and say. Say the phrases (1-10) in your language.

2 The pictures show the lifestyle of the ancient Egyptians. Which sentences below are true about them?

Listen to and read the text to find out.

- 1 They were farmers.
- 2 They fished on the River Nile.
- 3 They played football.
- 4 Only boys attended school.

Grammar see p. GR9
Could (past simple of can)

3 a) Read the table. Find examples in the text.

AFFIRMATIVE/NEGATIVE

I/You/He, etc. **could** walk at the age of five.

I/You/He, etc. **couldn't** talk at the age of two.

INTERROGATIVE & SHORT ANSWERS

Could I/you/he, etc. write at the age of five?

Yes, I/you/he, etc. **could**./**No**, I/you/he, etc. **couldn't**.

b) Use the text to complete the sentences with *had*, *didn't have*, *could* or *couldn't*.

- 1 Ancient Egyptians **could** build huge pyramids.
- 2 They boats.
- 3 They transport things by boat.
- 4 They blocks of flats.
- 5 They travel by plane.
- 6 They cars.

Listening

4 Listen and find what the ancient Romans could do. Write complete sentences.

- | | | |
|-----------------|---------|------------------|
| 1 play football | 3 read | 5 play the piano |
| 2 swim | 4 write | 6 ride bikes |

The ancient Romans **could** play football.

5 What about you? Use the verbs from Ex. 4 to ask and answer questions.

A: **Could** you play football at the age of six?

B: **Yes**, I **could**./**No**, I **couldn't**.

see p. GR9
Past simple
 (regular/irregular verbs)

6 a) Read the table. How do we form the affirmative/negative of **past simple**?

AFFIRMATIVE

I/You/He, etc. **played tennis/swam** yesterday.

NEGATIVE

I/You/He, etc. **didn't play tennis/didn't swim** yesterday.

INTERROGATIVE

Did I/you/he, etc. **play tennis/swim** yesterday?

SHORT ANSWERS

Yes, I/you/he, etc. did./No, I/you/he, etc. didn't.

We use **past simple** for actions which happened at a certain time in the past: He **phoned** his friend last Monday.

Irregular verbs have irregular past forms. See the list at the back of the book.


Time expressions: last week/month/year, etc., a week/two days ago, yesterday afternoon/evening, etc.


b) Read the theory box. Find examples in the text.

Spelling rules


- verb + **-ed** → *start - started*
- verb ending in **e + -d** → *dance - danced*
- verb ending in consonant + **-y + -ied** → *carry - carried*
- verb ending in one stressed vowel between two consonants double the last consonant + **-ed** → *cancel - cancelled*

Pronunciation: /t/, /d/, /ɪd/

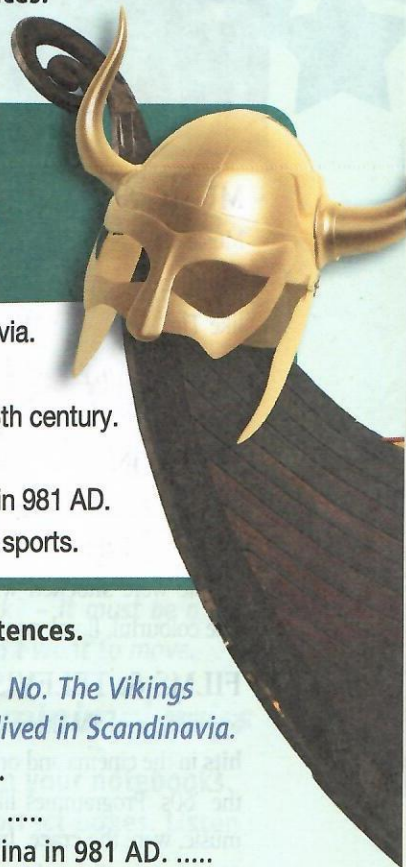
c)  Now write the **past simple** forms of the verbs below.

 Copy the table. Listen and tick (✓) the correct boxes. Listen again and repeat.


	/t/	/d/	/ɪd/
1 arrive			
2 exist			
3 play			
4 design			
5 ask			
6 hurry			
7 want			
8 stop			
9 travel			
10 discover			

7 a)  Use the past forms of the verbs *work, live, discover, travel, design, play* to complete the sentences.

The Vikings



- 1 The Vikings in Scandinavia.
- 2 They as traders.
- 3 They to England in the 8th century.
- 4 They ships to sail fast.
- 5 Erik the Red Greenland in 981 AD.
- 6 They games, music and sports.

b)  Correct the sentences.

- 1 The Vikings lived in Africa. *No. The Vikings didn't live in Africa. They lived in Scandinavia.*
- 2 They worked as sailors.
- 3 They designed aeroplanes.
- 4 Erik the Red discovered China in 981 AD.

8 a) Read the table. How do we form the interrogative form of **past simple**?

b) Use the phrases to ask and answer questions about the ancient Egyptians.



- live on boats? • work as farmers?
- fish on the river? • sail boats?
- play music? • play football?
- girls attend school?

A: *Did they live on boats?*

B: *No, they didn't.*

Speaking & Writing

9 Use the pictures on p. 82 to tell your partner about the ancient Egyptians.

10   Collect information about the Aztecs. Write six T/F sentences about them. Exchange your sentences with another group. You can do some research on the Internet using these key words: *the Aztecs*.

Life in the UK

The Swinging 1960s

MUSIC & DANCE

Music was very important to teenagers in the 1960s. They were **crazy about** music and they listened to their favourite rock and roll bands, like *The Beatles* and *The Rolling Stones*, on the new radio station, BBC Radio 1. Young people also enjoyed dancing in the '60s. They wore the **latest** fashions at the dance halls and danced all night long.

FASHION

The 1960s fashion fads were cheap and colourful. Teenagers made their own clothes. Girls wore short miniskirts and tall boots. A lot of people were **shocked** when long hair became fashionable for boys. The colourful, floral prints of the 'hippy' style were also popular.

FILMS & TELEVISION

Spy films and TV shows, like *James Bond* and *The Avengers*, were big **hits** in the cinema and on TV. Most people had a television at home in the '60s. Programmes like *Top of the Pops*, which showed live pop music, were the **craze**. In 1969, families all over the UK watched Neil Armstrong walk on the moon!

Check these words

crazy about, band, radio station, latest fashion, dance hall, fad, shocked, fashionable, floral print, hippy style, popular, big hit, craze, moon

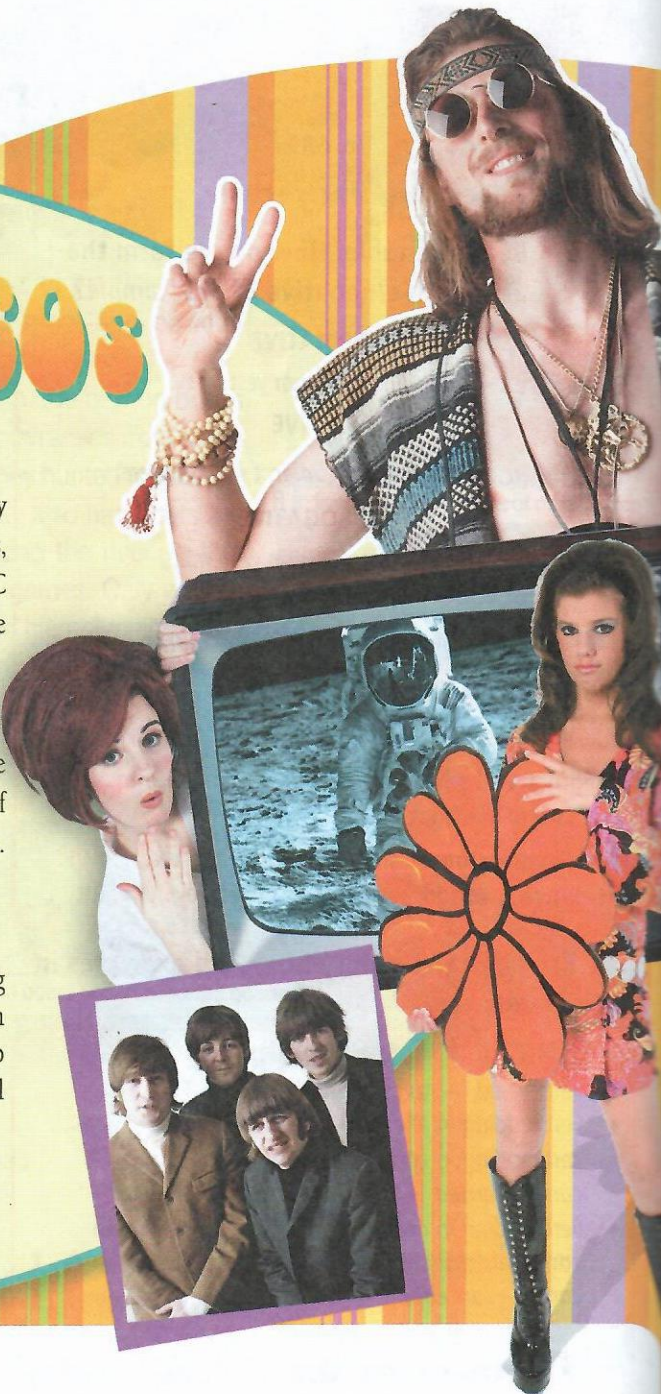
Listening & Reading

1 What do the pictures tell us about the life in the 1960s?

2  Read the text and complete the sentences.

- 1 In the 1960s, teenagers listened to
- 2 Their favourite music bands were
- 3 They liked dancing at
- 4 The girls wore
- 5 The boys wore their hair
- 6 In the 1960s, most homes had a
- 7 *Top of the Pops* showed
- 8 In 1969 Neil Armstrong

 Listen, read and check.



3 Match the words in bold to their definitions: **enthusiastic about**, **very surprised**, **fashion**, **most recent**, **successes**

Speaking & Writing

4 Use the pictures to tell the class what the 1960s were like in the UK.

Young people loved dancing in the 1960s.

5 **THINK!** Compare life in the UK in the 1960s to life in Russia nowadays. In three minutes, write a few sentences about it. Write about: *music, dance, fashion, films and TV*. Tell your partner about it.

Talking about early childhood memories

1 Listen and say. Which of these activities did/didn't you do as a child?



had fancy dress parties



walked the dog



played outside all day



delivered newspapers



helped my parents with chores

2 a) Listen and repeat.

- It looks great. • What was it like?
- It was a lot of fun.
- It sounds like a great place to grow up.
- Do you miss it?

b) The sentences above are from a dialogue between a boy and his mother. Where did the boy's mother live when she was young?

Listen and read to find out.

Paul: Mum, is this a picture of you and Uncle Peter when you were kids?

Mum: Yes, that's us at our old house in the country.

Paul: It looks great. What was it like?

Mum: It was a lot of fun. We had a large garden, and your uncle and I played outside every day after school.

Paul: Cool! What about at the weekend?

Mum: Well, your uncle had a paper round in the morning. He delivered newspapers in the village and I helped our parents with the chores. Then on Sundays we walked our dog in the woods next to the house.

Paul: It sounds like a great place to grow up.

Mum: It was.

Paul: Do you miss it?

Mum: Yes, I was sorry when your grandad started his new job in the city.

Paul: At least you have some good memories.

3 Find sentences in the dialogue which mean: *Do you wish you could go back? – It must be a good life for children. – Yes, I didn't want to move.*

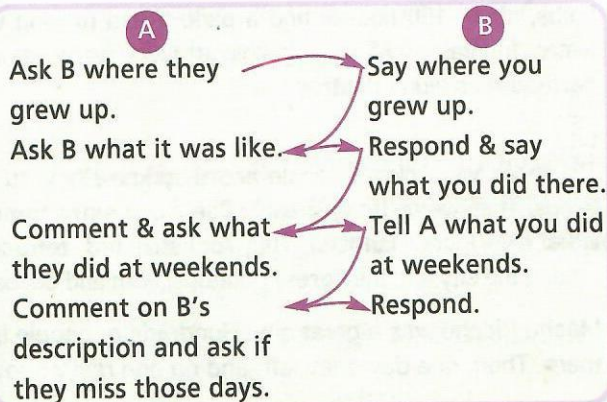
Pronunciation – minimal pairs

4 Copy the table in your notebooks. Listen and tick (✓) the correct boxes. Listen again and repeat.

	/æ/	/ɑ:/		/ɪ/	/i:/		/ɒ/	/ɔ:/
hat			sit			pot		
heart			seat			port		
park			sheep			spot		
pack			ship			sport		


Speaking


5 Imagine you are speaking to your parent about where they grew up. Take roles and act out a similar dialogue. Use the sentences from Ex. 2 and the plan below.



5e Lost Cities

Reading & Listening

- 1 a) Look at the picture. What do you know about this place? What would you like to know about it? Write two questions.
- b)  Listen, read and see if you can answer your questions.

- 2  Read the text and match the headings (A-D) to the paragraphs (1-3). One heading does not match.

- A Culture C History
B Architecture D The people

Study skills

Matching headings to paragraphs

The title of a paragraph gives the main idea of that paragraph. Read the paragraph once to get the main idea. Then look for words related to the title. This will help you match the paragraph to its title.

Machu Picchu

It was 24th July, 1911. Hiram Bingham, an American archaeologist, was in the Andes Mountains in Peru. Suddenly he saw walls of stone in front of him. He couldn't believe it! Was this the lost city of Machu Picchu?

1

Machu Picchu is an ancient Inca site in the Andes Mountains in Peru. It **dates back** to 1436. But what was it exactly and why did the Incas build it so high in the mountains? No one is really certain.

2

Bingham found amazing things in Machu Picchu. He discovered stone buildings with thick walls, homes for the people and a beautiful palace for the **emperor**. There was even a huge pyramid. The city also had a tall tower, temples, storage rooms, baths, about 150 houses and a park. It had running water and water fountains. All the buildings were very strong. Even **earthquakes** didn't **destroy** them!

3

The Incas were clever people and they knew how to do many things. They weren't only great builders and **astronomers**. They were also good farmers. They **constructed terraced** fields around the city and they **grew** potatoes, corn and cocoa.

Machu Picchu was a great city. Hundreds of people lived there. Then, one day, they left, and no one really knows why.

Did you know?

The name Machu Picchu means 'old mountain'.

Study skills

Using dictionaries to explain words

A dictionary presents words in the alphabetical order. For each word there is information about the type of the word and its meaning, spelling, pronunciation and use.

pronunciation type of word meaning

castle /kɑ:səl/ noun a large building with thick high walls

The king has a beautiful castle on the hill.

example sentence (use)

3 Use your dictionaries to explain the words in bold in the text.

Vocabulary Structures

4 Match the words to the structures (1-11). What are these words in your language? Use them to make true sentences about Machu Picchu.

baths, fountain, storage rooms, palace, park, temple, tower, wall, bridge, pyramid, houses

There were baths in Machu Picchu.



Adjectives

5 a) Complete the opposites. Use: *small* x2, *modern*, *thin*, *weak*, *ugly*.

- | | |
|--------------------------------------|--------------------------------|
| 1 thick walls ≠ walls | 4 tall tower ≠ tower |
| 2 strong buildings ≠ buildings | 5 huge pyramid ≠ pyramid |
| 3 beautiful palace ≠ palace | 6 ancient town ≠ town |

b) Fill in: *ancient*, *thick*, *storage*, *stone*, *terraced*, *running*.

- | | |
|----------------|-------------------|
| 1 rooms | 4 site |
| 2 fields | 5 water |
| 3 walls | 6 buildings |

6 Ask and answer questions, as in the example.

- Where/Hiram Bingham/travel to?
A: *Where did Hiram Bingham travel to?*
B: *He travelled to Peru.*
- What/he/discover?
- Who/live/there?
- When/the Incas/build Machu Picchu?
- What/buildings/survive?
- Earthquakes/destroy them?
- What/Inca farmers/construct?

Speaking & Writing

7 Make statements using the prompts. Your partner agrees or disagrees.

- Hiram Bingham/a scientist X
A: *Hiram Bingham was a scientist.*
B: *Wrong! He was an archaeologist.*
- He/American ✓
A: *He was American.*
B: *Correct! He was American.*
- Hiram Bingham/discover/Machu Picchu/1912 X
- The Incas/live/there ✓
- Earthquakes/destroy buildings X
- Many buildings/survive ✓
- Farmers/construct/terraced fields ✓
- The Incas/be clever people ✓

8 **THINK!** Imagine you are Bingham. In three minutes write a few sentences about Machu Picchu. Read them to the class.

I found amazing things in Machu Picchu.

5f Legendary Figures

Merlin the magician

Merlin is one of the most fascinating figures in British mythology. He was a wizard, a poet, a teacher and an advisor to kings. His story is full of mystery and magic.

Today, we think of Merlin as a wise old man with a beard and a cloak who had magical powers. Ancient myths describe him as being half human; the son of a woman and a demon, and they say he could turn into a bird or cloud!

In the 6th century the Kings of Britain were fighting great battles with foreign enemies. News of Merlin's intelligence and magical abilities reached King Uther, and he became the King's advisor. One day, Merlin had a vision that the King's son, Arthur, was in great danger. Merlin advised the King to send his son to live in the forest. As young

Arthur was growing up in the forest, Merlin became his guardian and teacher.

When Uther died, the noblemen of the country started fighting each other for the throne. To put an end to the fighting, Merlin created a contest to choose the new king. He stuck the magic sword, Excalibur, into a large stone and said whoever pulled it out was the true King. All the strongest men in the land tried to free the sword but failed. Then Arthur, who was looking for a sword for a local tournament, saw the sword and lifted it out easily. He became king and made Merlin his special advisor. Even today, people wonder if Merlin was more than just a character of medieval stories. Real or not, Merlin continues to fascinate people whenever they hear his story.

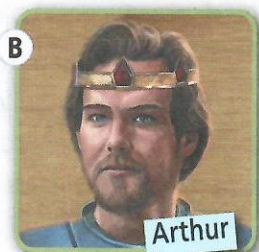
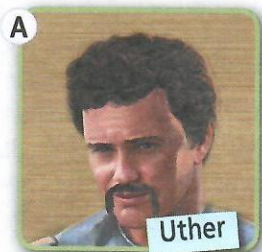
Check these words


fascinating figures, mythology, wizard, advisor, cloak, magical powers, ancient myths, turn into, fight battles, foreign enemies, intelligence, had a vision, guardian, noblemen, stuck, free, sword, local tournament, medieval stories

Listening & Reading

1 What do you know about Merlin? What was he: *a knight? a king? a magician?*

2 a) How are the pictures related to him?
🔊 Listen and read to find out.



b)  Read the text and answer the questions (1-4). Justify your answers.

- In the 6th century, Britain
 - wasn't a very a dangerous place.
 - wasn't a very safe place.
 - was full of demons.
 - was full of magicians.
- Merlin helped Britain by
 - fighting the Kings of Britain.
 - advising foreign enemies.
 - advising the Kings of Britain.
 - fighting foreign enemies.
- Merlin wanted to hide the king's son because he
 - was afraid of him.
 - thought he was dangerous.
 - wanted to protect him.
 - didn't want the king to have a son.
- Merlin organised a contest to find
 - an advisor to the king.
 - the strongest man in the country.
 - a magic sword.
 - the next king.

c) Which sentence from the text best describes picture C?

a) Match the two columns to form phrases, then use the phrases to complete the gaps.

- | | |
|------------|--------------|
| 1 local | A stories |
| 2 ancient | B powers |
| 3 magical | C enemies |
| 4 foreign | D myths |
| 5 medieval | E tournament |

- Wizards in mythology have got
- Arthur needed a sword for a(n)
- The Kings of Britain were fighting
- tell stories of magic and wizards.
- Some mythical characters from could be real.

b) Fill in: fought, put, had, choose.

- Merlin a vision that Arthur was in danger.
- In the stories knights battles with each other.
- Merlin used a competition to the new king.
- Merlin created a contest to an end to the battles between the noblemen.

Grammar see p. GR9
Past continuous

4 Read the table. Find examples in the text.

AFFIRMATIVE	NEGATIVE
<i>I was reading</i>	<i>I wasn't reading</i>
<i>You were reading</i>	<i>You weren't reading</i>
<i>He/She/It was reading</i>	<i>He/She/It wasn't reading</i>
<i>We/You/They were reading</i>	<i>We/You/They weren't reading</i>
INTERROGATIVE	SHORT ANSWERS
<i>Was I reading?</i>	<i>Yes, I was./No, I wasn't.</i>
<i>Were you reading?</i>	<i>Yes, you were./No, you weren't.</i>
<i>Was he/she/it reading?</i>	<i>Yes, he/she/it was./No, he/she/it wasn't.</i>
<i>Were we/you/they reading?</i>	<i>Yes, we/you/they were./No, we/you/they weren't.</i>

We use past continuous for actions: a) which took place at a specific time in the past. *They were sleeping at 7 am yesterday.* b) which were happening at the same time in the past. *He was listening to music while she was watching TV.*

5 Put the verbs in brackets in *past continuous* to complete the sentences.

- The wind (blow) softly.
- He (play) tennis at 6 pm yesterday.
- Mum (cook) dinner while Dad (do) the gardening.
- He (fish) all afternoon yesterday.
- Julia (sleep) at 6 pm yesterday.

6 What were you doing:

- at 5 o'clock yesterday afternoon?
- this time yesterday?
- at 10 o'clock last Sunday morning?
- at 8 o'clock yesterday in the evening?

7 Put the verbs in brackets in *past simple* or *past continuous*.

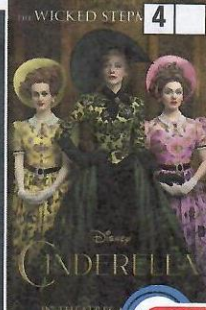
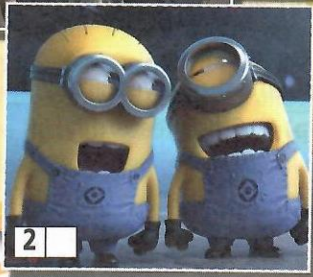
- He (get) a job on a ship when he was 14.
- The boys (find) a wooden box in the garden.
- The sailors (clean) the boat while the officers (have) a meeting.
- He (walk) in the forest when he heard a strange noise.
- The men (drive) to Madrid at 9 o'clock last night.

Speaking & Writing

8 Read the text again and write three things about Merlin. Tell the class about them.

9 **THINK!** Why is Merlin a popular legendary figure? In three minutes write a few sentences. Tell the class about him.

10 Write a paragraph about a legendary figure. Include: name, description, what their legend is about. Tell the class about him/her.



Vocabulary Films

- 1 a) Look at the film posters (1-5). What type of films (A-L) do you think they are?

- | | |
|-------------------|-------------|
| A fantasy | G animated |
| B action | H comedy |
| C thriller | I superhero |
| D adventure | J musical |
| E science fiction | K horror |
| F romance | L western |

Spectre is a(n) ...

- b) Listen to two musical extracts. Which type of film (A-L) does each match?

- 2 What types of films do you like/dislike? Use the adjectives to discuss, as in the example.



boring



interesting



sad/depressing



funny



exciting/
amazing



frightening/
scary

A: What type of films do you like?

B: I like comedies because they are funny. How about you?

A: I don't like comedies. I think they are boring. I prefer science fiction films. I think they're exciting.

Study skills

Listening for specific information

Read the rubric then go through the sentences and find the key words. They'll help you do the task.

Listening

- 3 You will hear five people talking about films.

Listen and match the sentences to the speakers. One sentence **DOES NOT** match:

- A I spend all my money in the cinema.
- B I only go to the cinema at weekends.
- C I like all types of films.
- D I find it hard to stay awake during films.
- E I never go to the cinema.
- F Going to the cinema is an important part of my life.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

Speaking

Talking about films

- 4 Put the verbs in brackets in **past simple**.

A: What 1) (you/do) last night?

B: I 2) (watch) a film on TV.

A: Which one?

B: *17 Again*. It's a comedy.

A: What 3) (it/be) like?

B: It 4) (be) great. I 5) (love) it. Make sure you watch it.

- 5 Use the language in the table to talk about a film you saw. Use the dialogue from Ex. 4 as a model.

Asking

What was ... like?

Expressing likes/dislikes


- It was great/amazing, etc. • I loved it.
- I quite liked it. • It wasn't very good.
- It was boring/tiring/frightening, etc.
- I didn't like it.

Writing

An email about a film


1 Read an email about a film. Which of the following are in it?

- title of the film
- type of the film
- names of actors
- main points of the plot
- recommendation

2  Copy and complete the table with synonyms from the list:


- amusing • dull • depressing • scary • great
- thrilling • terrible

good	great
bad	
boring	
sad	
funny	
frightening	
exciting	




3  Rewrite the extract using positive adjectives.

The story was **boring** and the acting was **awful**. The special effects were **terrible** and the music was **dull**. I think it was a **bad** film.

Recommending

4  Complete the reviews with: *you'll love it, it's a bore to watch, should see it, a must-see, miss it.*

- A *Jurassic World* was full of action and great special effects. It's 1) Don't 2)
- B *Maze Runner: The Scorch Trials* was too long. The story was confusing and the acting was terrible. 3)
- C *Spectre* was a great film. The acting was great and the plot was thrilling. You 4) I'm sure 5)

 Mailbox
Compose mail
 

Hi Julia,
 How are you? I had a great weekend. I went to the cinema on Saturday night with my friends. We watched *The Last Warrior*. It's a fantasy comedy with Viktor Khorinyak playing the lead.
 One day Ivan Naydenov, the main character, finds himself in the unusual land inhabited by fairy tale creatures. A wizard from that magical country thinks that Ivan is Ilya Muromets's lost son, hidden on Earth many years ago and in fact the last warrior. I liked the film a lot. The plot was very interesting, the special effects were amazing. The acting was great, too. I think it's a must-see for everyone. How about you? Did you enjoy your weekend?
 Olivia

Writing (an informal email)

5 Read the rubric and answer the questions.

This is part of an email you received from your English pen friend, Sally, in which she asks:

- Did you enjoy the cinema on Saturday night and why?
- What was the title of the film you saw and what type of film was it?
- Who starred in it and what was it about?
- What did you like most about it and why?

Write an email in reply.

- 1 What are you going to write about? To whom?
- 2 What's the name of the film?
- 3 What type is it?
- 4 Who stars in it?
- 5 What is the film about?
- 6 What did you like most?

Portfolio: Use your answers to write your email. Follow the plan.

Plan

Dear ...

Para 1: opening remarks, reason you are writing
(How are you? I had ... I went ... and I saw ... It's a ... movie ... with ...)

Para 2: main points of the plot *(The film was about ...)*

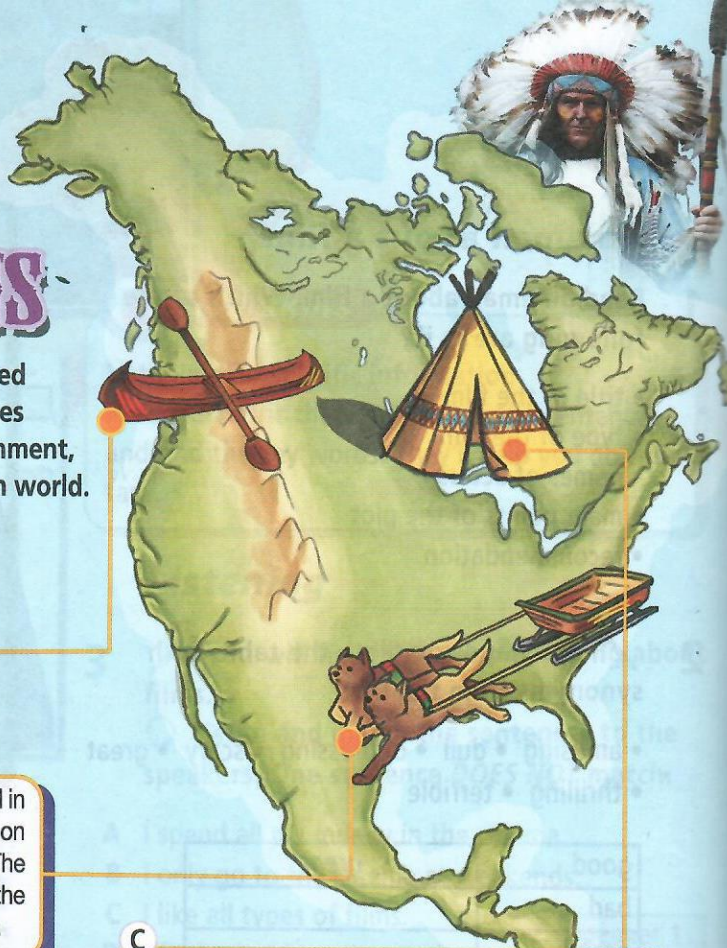
Para 3: your comments & recommendation *(I liked/didn't like it because ...)*

Para 4: closing remarks *(How about you?)*

Yours,
 (your first name)

NATIVE AMERICANS

When the Europeans arrived on the continent they called America in the 15th century, many different native tribes already lived there. Those people respected the environment, and their ways of life can still teach a lot to the modern world.



A The **Kwakiutl** were fishermen. They had large wooden houses. Seven families could live in one house. They had canoes for fishing, hunting and trading. They used animal skin and even wood to make their winter clothes.

B The **Navajo** were farmers and grew crops. They lived in houses made of earth and wood. They travelled on foot. Sometimes dogs pulled them on sleds. The women farmed, looked after the children and did the housework. The men hunted and protected the tribe.

C At first, The **Cheyenne** lived like the Navajo. When the Europeans brought horses to America, they left their farms and moved from place to place. The men hunted buffalo. The women built their houses called 'tepees'. They used buffalo skin. They could take them down and move the village in an hour!

Check these words

arrive, continent, native tribe, respect, wooden, canoe, hunting, trading, animal skin, sled, look after, protect, buffalo

1 Close your eyes and listen to the music. Travel back in time. Now open your eyes. • Where were you? • Who were you with? • What did you do there?

2 Who are Native Americans?
 Listen and read to find out.

3 Write **N** (Navajo), **C** (Cheyenne) or **K** (Kwakiutl) in your notebooks.

Which tribe(s) ...

- 1 made houses out of skin? *C*
- 2 used animals to travel? *V*
- 3 used parts of trees as clothes? *K*
- 4 didn't live in one place? *C*
- 5 lived near the sea? *C*
- 6 grew their own food? *N*

4 Copy and complete the table about each tribe. Choose one tribe and use your notes to tell your partner about it.

	Kwakiutl	Navajo	Cheyenne
homes	wooden houses		
transport			
work/clothes			

5 **ICT** Collect more information about these tribes. You can do some Internet research using these key words: Native American tribes. Present your information to the class.

1 Match the words to the descriptions.

- 1 amphitheatre
- 2 marketplace
- 3 temple
- 4 eruption
- 5 baker's
- 6 aquarium
- 7 bridge
- 8 forum

- a You can see performances there.
- b A square in Roman cities where people met to discuss business or politics.
- c Explosion of a volcano.
- d You can buy bread there.
- e A small area in a town where people buy and sell goods.
- f A building to worship gods in.
- g A place where you can see fish.
- h A structure over a river that people can cross.

2 Choose the correct words.

Inishmore is a beautiful little island off the west coast of Ireland. At first, it seems exactly as it 1) **was/were** eighty years 2) **ago/before**, but in fact it isn't.

Back then, only a few tourists 3) **went/go** to the island. There 4) **wasn't/weren't** any ferryboats or an airport in those days. Life was 5) **thin/difficult**. People didn't 6) **have/had** much money. They 7) **lived/stayed** in small stone cottages. They didn't even have electricity or 8) **moving/running** water. Inishmore is very 9) **boring/busy** today. There 10) **are/were** guesthouses, restaurants and a lot of shops. People have got 11) **ancient/modern** houses and fast cars. There is electricity in every house. There is even an airport. Inishmore is still beautiful, though.

3 Choose the correct preposition.

- 1 The streets were full **with/of** people.
- 2 The ancient Egyptians lived **across/along** the banks of the River Nile.
- 3 The Navajo had houses made **with/of** earth.
- 4 They travelled **by/on** foot.
- 5 Teenagers were crazy **about/for** *The Beatles*.
- 6 We lived **in/on** the country ten years ago.
- 7 We had picnics **in/at** weekends.

4 Complete with: animal, opera, attend, help, hunt, transport, deliver, native, running, special.

- | | |
|---------------------|---------------------|
| 1 tribes | 6 school |
| 2 skin | 7 goods |
| 3 house | 8 newspapers |
| 4 for animals | 9 with chores |
| 5 water | 10 effects |

GAME

In teams make sentences. Use the words from the list. Each correct sentence gets one point. The team with the most points wins.


- ancient city • busy city • narrow street
- public baths • running water • destroyed
- powerful empire • hunted for animals
- transported goods • science fiction film
- thick walls • buried • grew potatoes
- dates back to • a must-see • thrilling plot
- looked after • respected the environment
- protected

Quiz

Decide if the sentences are *T* (true) or *F* (false). Read through Module 5 and write a quiz of your own.

- | | |
|---|---|
| 1 Pompeii is near Milan, Italy. | 6 <i>Top of the Pops</i> showed live pop music. |
| 2 A volcanic eruption destroyed Pompeii. | 7 Machu Picchu is in Bolivia. |
| 3 The Vikings lived in Asia. | 8 'Machu Picchu' means 'old mountain'. |
| 4 The Pharaohs ruled the ancient Egyptians. | 9 <i>The Hunger Games: Mockingjay - Part 2</i> is an animated film. |
| 5 <i>The Beatles</i> and <i>the Rolling Stones</i> were popular in the UK in the 1960s. | 10 Tepees are tents made of buffalo skin. |

Reading

- 1 a) Read the text quickly. What is it about?
- b)  Read the statements (1-5) and find the key words. Now do the task. Find the words in the text and in the sentences that helped you decide. Compare with a partner.
- The Phoenicians lived
 - on an island.
 - at high altitudes.
 - in cold climates.
 - beside the sea.
 - The Phoenicians used the stars to
 - give them light while sailing at night.
 - guide them in the right direction.
 - rule the seas.
 - trade on their ships.
 - The Phoenicians traded mainly
 - raw materials.
 - food.
 - ships.
 - clothes.
 - The Phoenician alphabet
 - was only for the royalty.
 - evolved from the Greek alphabet.
 - had letters based on what they could hear.
 - had only sounds, but no letters.
 - The Greeks created their alphabet
 - so they could cheat the Romans.
 - with fewer letters than the Phoenician alphabet.
 - before the Romans did.
 - around 7th century BC.

You are going to read a text about an ancient civilisation. Read the text and for the questions (1-5) choose the best answer A, B, C or D.

The Ancient Phoenicians


The ancient Phoenicians were a great civilisation that inhabited the east coast of the Mediterranean Sea. The Phoenician civilisation lasted over 1,000 years. It began about 1550 BC and ended about 300 BC.

The Phoenicians were the best shipbuilders and sailors of the ancient world. For more than 400 years, they ruled the seas! They were the first people to learn how to sail using the stars at night.

The Phoenicians were brilliant traders too. They sailed their ships around the Mediterranean, and sold things like wood and glass to the Greeks, Romans, and Egyptians. One special item that they traded made them very rich. It was a purple-coloured dye. Purple was the colour of royalty in ancient times. No one in the ancient world knew how to make purple clothes except the Phoenicians.

Historians think the Phoenicians were the first civilisation in the world to use an alphabet. They also think that all the alphabets in the world today come from the Phoenician alphabet. The Phoenicians invented an alphabet and a writing system around 1400 BC because they wanted to communicate with their trading partners in Greece, Rome and Egypt. It consisted of only 22 letters based on sound.

Once the Greeks and Romans saw the Phoenicians had an alphabet, they learnt it. They wanted to make sure the Phoenicians didn't cheat them out of money! Soon afterwards the Greeks developed their own alphabet. That consisted of 24 letters. The Roman alphabet evolved from the Greek alphabet in the 7th century BC.

- 2  Read again and complete the sentences.


- The Phoenician civilisation lived on
- The Phoenicians used to work as
- They sailed around the Mediterranean selling
- The first alphabet was the
- The Phoenicians needed the alphabet so that
- The Greek alphabet was a model for

Listening

Study skills


T/F statements

Read T/F statements very carefully. It is often **one word** that determines if a statement is T (true) or F (false).

3 a)  Read the rubric and the sentences. What do you expect to listen to?

You will hear an interview with an archaeologist. Listen and say whether the statements (1-7) are T (true) or F (false) by choosing the correct box.

- 1 Emma and her students discovered some ancient buildings in London.
- 2 Some locals told Emma and her students about the buildings.
- 3 Emma believes the buildings are important because of their size.
- 4 Emma says it isn't unusual to find Roman ruins in Britain.
- 5 Emma once discovered a pot full of Roman gold coins.
- 6 The Romans stayed in Britain for 40 years.
- 7 The Romans left Britain because they had to defend their homes in Italy.

b)  Do the task. Which word(s) in each statement determined whether the statement was true or false?



Speaking

Study skills

Sound natural: When you speak English, don't translate the words from your mother tongue. The word order can be different. Also, learn phrases, not isolated words, and use them without thinking of your native language equivalents.

4 a) Read the rubric.

You travelled abroad last month. Your friend wants to find out more about it. Talk to him/her about: *the place you went to, what you saw/did, why someone should visit the place, invite friend to go there next summer*

b)   Listen to two people doing the task and choose the correct box.

	Anna Paul	
includes all points	<input type="checkbox"/>	<input type="checkbox"/>
seems to translate from mother tongue	<input type="checkbox"/>	<input type="checkbox"/>
uses English phrases	<input type="checkbox"/>	<input type="checkbox"/>
sounds confident and fluent	<input type="checkbox"/>	<input type="checkbox"/>
uses correct English grammar structures	<input type="checkbox"/>	<input type="checkbox"/>


5 Brainstorm for ideas and phrases for the points from Ex. 4a. Use your ideas to do the task. Your partner evaluates your performance as in Ex. 4b.

Writing (Writing Bank 3: Postcards p. WB3)

Writing Tip

Postcards

Postcards are short pieces of writing we send to people we know very well to tell them our news.

6  Read the rubric and find the key words. Make notes under the headings.

You are on holiday. It's your last day. Send your English friend Laura a postcard. In your postcard:

- write where you are
- write when you arrived
- mention the place you liked most
- write when you are coming back

Place *Saint Petersburg* Favourite place *museum*
 Accommodation *hotel* Date you return *26th July*
 Date of arrival *19th July* Feelings *happy*

7 a) Which of these sentences can you use in your postcard?

- Greetings from ...
- The weather's just fine.
- I'm staying at a beautiful ...
- It's the best holiday in my life.
- To get there take bus No. 7.
- My family and I wanted to visit the art gallery but it was closed.
- Every morning we go sightseeing.
- Give me a call later
- Everyone can come.

b) Which set can you use to start and end your postcard?

A *Dear friend, Yours,* B *Dear Laura, See you,* C *Dear Laura Smith, Love,*

8 Write your postcard.



Reading & Listening

1 What do you know about Catherine the Great? Think of three questions.

Listen and read. Did the text answer your questions?

2 Read the text and decide if the sentences are *T* (true) or *F* (false). Correct the false statements.

- 1 Catherine the Great was born in Russia.
- 2 Catherine studied at home.
- 3 Catherine got married when she was a teenager.
- 4 Catherine's reign was a good period for Russia.
- 5 Catherine made Moscow a great city.

3 Use the words from the **Check these words** section to complete the sentences.

- 1 Catherine's father was the of a city in Prussia.
- 2 Babette was Catherine's
- 3 Catherine became of Russia in 1761.
- 4 Catherine wanted to create a better system in Russia.

Study skills

Reading years: In English we write years as four-digit numbers, but we usually read them as two sets of two digit numbers.

1964 = nineteen sixty four

1901 = nineteen oh one

BUT

2011 = two thousand and eleven

Speaking & Writing

4 a) Say the years.

1729

1745

1761

1796

b) Make notes under the years, then present the information about Catherine the Great to the class.



Catherine the Great

Catherine the Great was born in Stettin, Prussia (now Szczecin in Poland), on 2nd May 1729. Her father was Prince Christian August of the Anhalt family. He was a Prussian army officer and was governor of Stettin.

In the 18th century wealthy children had their own private teachers, and so Catherine received a lot of her education from her French nanny Babette. She learnt French, German, History, Religion and Music.

When Catherine was fifteen, she went to Russia where she met and married the Grand Duke Peter in 1745. In December 1761 Peter III became Emperor of Russia and Catherine his empress. Only a few months later she became the sole ruler of Russia.

During her reign, Russia became one of the great powers of Europe. Catherine developed the arts and sciences in her country. Under her direction, St Petersburg became one of the world's greatest capitals. It was a fantastic period for theatre and music. Catherine II also improved the country's education system.

Catherine died of a stroke on 17th November, 1796. During her reign she made Russia a great nation.

Check these words

army officer, governor, wealthy, private teacher, nanny, marry, empress, sole, ruler, reign, power, develop, direction, improve, education, stroke

QUOTATION

I praise loudly, I blame softly.

Catherine the Great

5 **ICT** Collect more information about Catherine the Great. Write a paragraph. Present it to the class.