

5

The ancient world

OBJECTIVES

Reading

- Reading comprehension – Can understand basic problem–solution relationships in simple structured text.
- Response to text – Can make basic predictions about factual text content from titles or headings.

Listening

- Response to spoken prompts – Can extract factual information from short, simple dialogues or stories about the past events if spoken slowly and clearly and guided by questions or prompts.
- Response to spoken prompts – Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.

Speaking

- Spoken production – Can add detail to descriptions of everyday topics using a range of nouns and verbs.
- Spoken production – Can describe past events or experiences, using simple descriptive language to add interest.

Writing

- Written production – Can organise ideas around a theme and in a logical sequence.
- Written production – Can write a short simple guide to their town/city with appropriate sub-headings, given a model.

KEY LANGUAGE

Key vocabulary	Phonics	Experiment lab	Grammar
archaeologist	The sounds /ɜ:/ and /eə/	block	My name was written in hieroglyphics.
burial place	bear somewhere	force	The burial place wasn't found (by archaeologists) until 1922.
coffin	burn there	friction	The pyramids were visited (by tourists).
dig	curtain wear	log	Many books about Egypt were published.
hieroglyphics	fur where	ramp	When was it built?
hole	hurt word	rope	How were they discovered?
mummy	pear work	sledge	Was it moved?
papyrus	share	stone	Yes, it was.
pyramid			No, they weren't.
treasure			

PROJECT: MAKE AN AUDIO TOUR GUIDE ABOUT THE PAST

Students will create an audio tour guide about an interesting place to visit. They will research facts about their interesting place. They will then write the script for their audio tour guide.

EXPERIMENT LAB: HOW THE PYRAMIDS WERE BUILT

Students will find out how different surfaces affect friction.

Pearson English Portal digital resources

Go to the Pearson English Portal and click on 'Resources' for more teaching resources, including videos and games.

CODING: SEQUENCE PATTERNS AND ALGORITHMS

- Students will learn to recognise sequence patterns.
- Students will learn to use algorithms to plot grid references.

MATHS

Students will learn how to use addition to complete a number pyramid.

VALUES AND SOCIAL-EMOTIONAL LEARNING: OUR HISTORY

Students will learn the value of why it is important to learn about the past.

CREATIVE ACTIVITIES

Write like an Egyptian!

Students apply their skills to write their names using hieroglyphics and have a game to decipher each other's names.

Make your own papyrus!

Students follow a method to create papyrus paper which they can decorate with their names or words in hieroglyphics.

Design your own good luck symbol. Describe it to a partner.

As a follow-up to the story, students design their own good luck symbol using elements from their lives. They practise using description language to describe it to a partner.

Write your fact file. Include a picture of the place.

Students write a fact file about a famous monument or place of their choice. This allows them to practise and consolidate the Past Passive.



How can I make an audio tour guide about the past?

OPENER

5 The ancient world

How can I make an audio tour guide about the past?

1 Look and discuss.

- Where are the children?
- What are they going to learn about?
- Would you like to visit this place? Why/Why not?

2 How much do you know about ancient Egypt? Work in pairs and do the quiz. Then listen and check your answers.

1 Ancient Egyptians preserved the bodies of ... when they died.

☐ humans ☐ humans and animals

2 They put the body in a ... made of wood or stone.

☐ coffin ☐ mummy

3 Ancient Egyptian writing is called ...

☐ papyrus ☐ hieroglyphics

3 Write like an Egyptian!

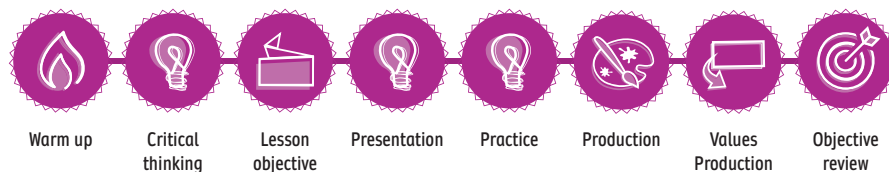
- On a piece of paper, spell your name in hieroglyphics.
- Give it to the teacher.
- Take one of the collected pieces of paper and read it. Whose name is written there?

Values Our history.

4 Think and discuss.

- Is it important to know about the past? Why/Why not?
- What can we learn from studying ancient civilisations?

Lesson flow



LESSON OBJECTIVE

I will learn why it is important to learn about the past.

KEY LANGUAGE

coffin hieroglyphics mummy papyrus

Warm up

- Write *ancient Egypt* on the board. Have students brainstorm in small groups everything they know about ancient Egypt. Elicit ideas and write them on the board. Elicit or pre-teach *pharaoh*, *mummy* and *pyramid*.

- Dictate the following: A *pharaoh* was a very important person in ancient Egypt. King Tut was one of the most important pharaohs. King Tut became a pharaoh when he was 12 years old. When King Tut died, they turned him into a mummy. They put King Tut's body in a pyramid.
- Students swap sentences with a partner for peer correction.
- Explain that one of the sentences is factually incorrect (*King Tut became a pharaoh when he was 12 years old.*). Have students quickly read through the unit to identify and then correct the wrong sentence (... *when he was nine years old*).



CRITICAL THINKING

- Ask students *How can we make an audio tour guide about the past?* Explain that they will make an audio tour guide about a historic place either in their own country or elsewhere in the world. Ask what they will need to think about for their project. Write ideas on the board (*which place to choose, how they can create an audio tour guide, etc.*).
- **Involve** Next, ask students to think about what they will learn so that they can complete the project in English (vocabulary for ancient civilizations, facts about ancient civilizations, etc.). Ask them to discuss ideas with their partner.
- **Assist** Go around the class and ask individuals for ideas. Write the ideas on the board. Encourage students to use English, but also accept ideas in L1 and provide the English translation.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn why it is important to learn about the past.*
- **Involve** Students will learn to recall and identify what they already know about the past and learn some new language to be able to discuss those ideas in English.



CRITICAL THINKING

Presentation

1 Look and discuss.

(Answer: **1** The children are in a museum., **2** They are going to learn about ancient Egypt., **3** students' own answers)

- Ask students to look at the picture and discuss with a partner where the children are and what they are going to learn about. Then ask students if they would like to visit this place. Encourage them to explain their answer.
- Activate prior knowledge by encouraging students to make full sentences using words they know. Then go around the class and ask for one sentence from each student.



CRITICAL THINKING

Practice

2 036 How much do you know about ancient Egypt? Work in pairs and do the quiz. Then listen and check your answers.

(Answer: **1** humans and animals, **2** coffin, **3** hieroglyphics)

- Have students discuss and answer the questions with a partner.

- Play audio 036 while students listen and check.
- Explain what papyrus is (*paper made from a plant that grows along the River Nile in Egypt*).
- **Extra** Students work in small groups to create a short history quiz, of three questions, about either an ancient civilization, such as the Egyptians, Greeks, or Mayans, or their own country. Each group either uses their own general knowledge or they go online to help them write their questions. Groups swap questions and try to do the quiz.



CREATIVITY

Production

3 Write like an Egyptian!

- Ask students what ancient Egyptian writing is called (*hieroglyphics*). Then ask *What is special about hieroglyphics?* (*It uses pictures and symbols to represent words and letters.*).
- Direct students' attention to the table on page 75 of the Pupil's Book. Then make sure students have a piece of blank paper before they use the information in the table to write their name in hieroglyphics.
- Collect the pieces of paper from students and put them in a bag. Go around the classroom and have students take a piece of paper from the bag at random. Have them read and decipher the hieroglyphics.

Values

Production

4 Think and discuss.

- Students will learn the value of why it is important to learn about the past.
- Have students think about ways in which we can learn about the past (*in history lessons, talking to elderly relatives, reading the newspaper, etc.*). Discuss as a class.
- Ask students to work in small groups to discuss the questions.
- Then ask students to work in different groups. Students tell their new group about their answers to the questions.

Objective review

- Revisit the lesson objective. Say *Now I know why it is important to learn about the past.*
- **Involve** Encourage awareness of what students know by eliciting full sentences using the new vocabulary.

Ancient Egypt

VOCABULARY

Ancient Egypt

VOCABULARY

I will learn words to describe life in ancient Egypt.

1 Read, listen and label the pictures.

coffin hieroglyphics papyrus pyramid treasure

EGYPTIAN WRITING

- Egyptian writing – **hieroglyphics** – consists of small pictures.
- The Egyptians made paper from drying and weaving the leaves of the **papyrus** plant.



EGYPTIAN RULERS

- The ancient Egyptians built **pyramids** as **burial places** for their kings and queens, also called pharaohs.
- Tutankhamun, the 'Boy King', became pharaoh at the age of nine.
- The **archaeologist** Howard Carter was amazed when he was **digging** a **hole** and found the **coffin** of King Tut. The coffin contained his **mummy**. They also discovered about 5000 objects of **treasure**: statues, gold jewellery, model boats, chairs and paintings.





1



2



3



4



5

76 seventy-six

2 Answer the questions.

- What did ancient Egyptians use pyramids for?
- How did the archaeologist find King Tut's mummy and treasure?

3 Write sentences with the colour words from 1.

4 Listen and circle T (True) or F (False).


- King Tut is called the 'Boy King' because he was a boy when he became king. T / F
- Nobody found his burial place for about 3000 years. T / F
- The outside of his coffin was covered in gold. T / F
- Like all other pharaohs, his burial place was a pyramid. T / F
- A British archaeologist found the burial place in 1920. T / F
- Along with King Tut's mummy, archaeologists found about 500 precious objects of treasure. T / F

5 Read and complete. Then discuss.

The treasure that archaeologists found with King Tutankhamun's mummy tells us what was important to people at that time. What objects of 'treasure' will tell people in the future about what is important to children of your age today? Make a list.


a mobile phone, a football team's flag,

6 Listen to how we say the coloured letters. Listen again and repeat.



Can you work out what this word means?

Where's the treasure? I'm sure it's over there!



7 Listen. What sound has each word got? Write 1 or 2. Then listen again and check.

Sound 1 work	Sound 2 where, bear
curtain ____	somewhere ____
hurt ____	fur ____
wear ____	burn ____
pear ____	share ____

seventy-seven 77

Lesson flow



LESSON OBJECTIVE

I will learn words to describe life in ancient Egypt.

KEY LANGUAGE

Key vocabulary

archaeologist	papyrus	/ə/ and /ɜ:/	share
burial place	pyramid	bear	somewhere
coffin	treasure	burn	there
dig		curtain	wear
hieroglyphics		fur	where
hole		hurt	word
mummy		pear	work

Phonics

Warm up

- Students make a list of all the things they remember about ancient Egypt from the previous lesson. Then they compare lists with a partner.
- Ask students to write a short sentence about ancient Egypt using information that they learnt in the previous lesson. Monitor and check students' spelling and grammar.
- Draw students' attention to the table of hieroglyphics on page 75 of the Pupil's Book. Have them use the table to convert their sentence into hieroglyphics.
- Students swap sentences with a partner to decipher their sentence.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn words to describe life in ancient Egypt.*

- **Involve** Students will learn new words to talk about life in ancient Egypt. They will practise identifying and making sentences with these words.

Presentation

1 037 Read, listen and label the pictures.

(Answers: 1 pyramids, 2 treasure, 3 papyrus, 4 hieroglyphics, 5 coffin)

- Have students look at the pictures at the bottom of page 76 and discuss with a partner what they can see. Allow confident students to label the pictures with the words in the box before they read the text.
- Play audio 037. Students read as they listen before labeling the pictures with the words in the box.

Practice

2 Answer the questions.

(Answers: 1 as burial places for their pharaohs, 2 He was digging a hole.)

- Students answer the questions before checking their answers with a partner.



CRITICAL THINKING

Practice

3 Write sentences with the colour words from 1.

- Draw students' attention to the colour words in Activity 1. Have students work in pairs to write definitions of each word. Allow them to use a dictionary, but encourage them to use their own knowledge and the context to help them.
- Students write sentences using the colour words in Activity 1. Allow weaker students to work with a partner.
- Students go around the classroom reading their sentences out loud to their classmates. However, ask students to replace the colour words with a noise such as *HMMM* or *SSSSS* when they read their sentences so that their classmates have to guess the word.



CRITICAL THINKING

Practice

4 038 Listen and circle T (True) or F (False).

(Answers: 1 T, 2 T, 3 F, 4 F, 5 F, 6 F)

- This is an exam preparation type activity for the B1 Preliminary for Schools: Listening, Part 4 test. After students have completed the task, explain this to them and ask how they found it.
- Play audio 038. Students listen and circle *T* or *F*.
- **Extra** Students correct the false sentences.



COMMUNICATION

Production

5 Read and complete. Then discuss.

- Write *time capsule* on the board. Have students discuss with a partner what this is. Either elicit the correct answer or explain it to students (*something that you bury that contains different objects typical of the present time; when people find it in the future, they will be able to understand something of that period of time*). Ask students if any of them have ever buried a time capsule.
- Read the text together and explain that King Tutankhamun's burial place was a time capsule.
- Have students discuss with a partner the five items they would put in a time capsule. Encourage them to give reasons why they would include those things.

Ph PHONICS

Presentation

6 039 Listen to how we say the coloured letters. Listen again and repeat.

- Students will learn the sounds /eə/ and /ɜ:/.
- Play audio 039 while students listen.
- Play the audio again for students to repeat and encourage them to emphasise the sounds /eə/ and /ɜ:/.
- **Assist** Play the *Phonics Pronunciation* video while students sit and watch quietly. Play it again and have students copy what they see and hear.

Ph PHONICS

Practice

7 040 Listen. What sound has each word got? Write 1 or 2. Then listen again and check.

(Answers: Sound 1: curtain, hurt, fur, burn, Sound 2: wear, pear, somewhere, share)

- Play audio 040. Have students listen and write 1 if the word has an /eə/ sound and 2 if the word has an /ɜ:/.
- Play the audio again for students to repeat and encourage them to emphasise the sounds /eə/ and /ɜ:/.

Objective review

- Revisit the lesson objective. Say *Now I can use words to describe life in ancient Egypt.*
- **Involve** Encourage awareness of what students know by eliciting full sentences using the new vocabulary.

Language lab

GRAMMAR 1: PAST PASSIVE

Language lab

GRAMMAR 1: PAST PASSIVE

1 Watch the video.



I will learn about the Past Passive.

Active

I wrote my name in hieroglyphics.

Archaeologists didn't find the burial place until 1922.

Tourists visited the pyramids.

They published many books about Egypt.

Passive

My name was written in hieroglyphics.

The burial place wasn't found (by archaeologists) until 1922.

The pyramids were visited (by tourists).

Many books about Egypt were published.

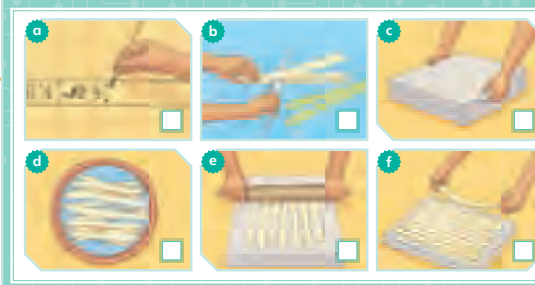
2 Complete the text with the verbs in brackets.

Papyrus is a plant that 1 was grown (grow) beside the River Nile. The roots 2 are eaten (eat) and the leaves 3 are used (use) by ancient Egyptians to make paper. This is how paper 4 was made (make). First, the hard outer leaves 5 were removed (remove) and the soft insides 6 were cut (cut) into strips. They 7 were put (put) in water for three days to soften. Then the strips 8 were rolled (roll) flat and they 9 were laid (lay) next to each other in rows, one row on top of the other. A heavy stone 10 was placed (place) on the papyrus for a few days. The natural 'sugar' in the leaves helped to stick the strips together, like glue. After a few days, the papyrus was dry and ready to use.

78 seventy-eight

3 Number the pictures in order.

CODE CRACKER



4 Work in pairs. Complete and circle. Then listen and check.

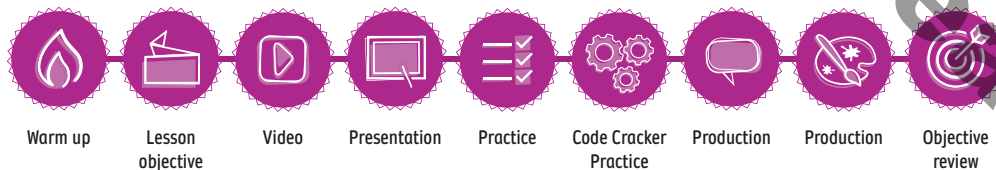
- Chess _____ (invent) 1500 years ago by the Egyptians / Chinese.
- The first coins _____ (use) in 200 / 600 BCE.
- The oldest mummies _____ (find) in Egypt / South America.
- The first toothpaste _____ (make) by the ancient Greeks / Egyptians, using salt, pepper and dried flowers.
- In the ancient world, more pyramids _____ (build) in Sudan / Guatemala than in Egypt.

5 Make your own papyrus!



seventy-nine 79

Lesson flow



LESSON OBJECTIVE

I will learn about the Past Passive.

KEY LANGUAGE

My name was written in hieroglyphics.
The burial place wasn't found (by archaeologists) until 1922.
The pyramids were visited (by tourists).
Many books about Egypt were published.

Warm up

- Play *Story builder*. Before the class, write all the coloured words from the previous lesson on a set of cards. Make sure there are sufficient sets of cards so that each pair of students has one.
- Put students into pairs and give them a set of cards.
- Students turn over a card and describe the word. Their partner has to guess the word.
- When all the words have been described, students turn over a card and make a sentence with that word. Their partner turns over the next card and continues the story by saying a sentence with that word.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn about the Past Passive.*
- **Involve** Students will learn to talk about the past using the passive.

Video

1 Watch the video.

- Play the Unit 5 video. Ask students to sit and watch quietly.
- **Assist** Play the video again. Ask questions to check understanding, for example, *What were built with limestone? (the pyramids) How many people built the Great Pyramid of Giza? (over 20,000).*

Presentation

- Point at the grammar box and read the sentences. Ask students to repeat. Focus students' attention on the arrows in the Passive column and have them note the difference in word order in an active sentence and a passive sentence.
- **Assist** Focus students' attention on the first sentence in both the Active and Passive columns. Ask *What do you notice about the verbs in red?* Students discuss in pairs (*in the Active column the verb is in the Past Simple tense, in the Passive column there is the Past Simple of the verb be and the past participle of the verb in the Active column*).
- Remind students to use the Grammar Reference on page 150 of their Pupil's Books and the table of irregular verbs.

Practice

2 Complete the text with the verbs in brackets.

(Answers: **2** were eaten, **3** were used, **4** was made, **5** were removed, **6** were cut, **7** were put, **8** were rolled, **9** were laid, **10** was placed)

- Ask *What is papyrus?* Elicit (*the first paper, which was invented by the ancient Egyptians*) and ask students to discuss with a partner how it was made. Elicit and write students' predictions on the board.
- Have students read and complete the text. Remind them to use the past participle form of the verbs.
- **Challenge** Students go online to research how paper is made these days. When they have found out, have them tell the class.

- Ask students to use the information in the text in Activity 2 to put the pictures in order.

COMMUNICATION

Production

4 041 Work in pairs. Complete and circle. Then listen and check.

(Answers: **1** was invented, Chinese, **2** were used, 600, **3** were found, South America, **4** was made, Egyptians, **5** were built, Sudan)

- Students work with a partner to complete the sentences using the Past Passive and the verbs in parentheses. Then students circle the word they think is correct.
- Play audio 041 while students listen and check their answers.
- **Extra** Write the following items on the board: *the internet, laptops, fireworks, motorcars.* Have students find out who invented the items (explain that this can be either an individual, an organization, or a civilization), where, and when. Encourage them to use the Past Passive.

CREATIVITY

Production

5 Make your own papyrus!

- **Materials:** (per student) brown paper, water, glue, a bowl, a paper towel
- Have students first cover their desks with a cloth or some paper to protect it. Ask them to mix an equal amount of glue and water in the bowl.
- Then students tear the brown paper into strips and dip the strips one at a time in the mixture. Ask them to lay the strips flat (vertically) on a paper towel with their edges overlapping.
- Students repeat the step above, this time arranging the strips on top of the other strips of paper in a horizontal direction.
- Students allow the paper to dry before decorating it. They might like to write their names or another message on their papyrus in hieroglyphics.
- **Challenge** Students write a description of how they made the papyrus using the Past Passive.

Objective review

- Revisit the lesson objective. Say *Now I know about the Past Passive.*
- **Involve** Encourage awareness of what students can do by having them tell you how the Past Passive is formed. Then ask them to give you a sentence in the Past Passive.

CODE CRACKER

Practice

3 Number the pictures in order.

(Answers: **1** b, **2** d, **3** e, **4** f, **5** c, **6** a)

- **Coding Syllabus:** Students will learn to recognise sequence patterns.

Story lab

READING

I will read a story about a boy and his dream.

- 1** Look at the pictures. What do you think Yusuf was reading about?



A good night story

'Switch off your light, Yusuf!' I heard my mum call from downstairs.

'Yes, Mum, in a minute!' I said. But I couldn't stop reading my book. It was so exciting! It was a true story of how King Tutankhamun's treasures were found by an archaeologist. I was at the part where he was at the bottom of some stairs. There was a door in front of him ... What was behind it? I wanted to know what would happen when he opened it.

But ... why was it suddenly so dark? It was impossible to see in front of me. Luckily, I had a torch in my pocket. I switched it on and looked around me.

I was at the bottom of some stairs, deep under the ground! 'How strange', I thought. 'How did I get here? I don't remember walking down here and opening this small door.'

I could see a small room, and through that, another room, where paintings on the walls showed ancient Egyptian scenes and hieroglyphics.

80 eighty

- 2** Read and listen.

'This is what I was reading about!' I thought. 'I'm here in the burial place of the pharaoh!'

An opening in the wall led to another room, which was covered from floor to ceiling with treasure. There were thousands of gold objects, jewellery, model boats and furniture.

I picked up a small gold statue of an eagle and held it in my hand. For the ancient Egyptians, these small objects were symbols of good luck. I couldn't believe what was happening to me. I was in the past ... 3000 years ago!

The next thing I heard was my mum's voice.

'Wake up, Yusuf!' She was shaking me gently as she took my book out of my hands. She opened the curtains and the sunlight came into the room. 'You fell asleep while you were reading last night!'

'So that's what happened', I thought. I felt a little disappointed. So I wasn't in the pharaoh's burial place at all!

'I had the most amazing dream', I said to my mum, 'but it felt so real ...!'

'Dreams often feel real', she smiled. 'Oh, what's this? I've never seen it before.' She picked up an object on my bedside table and gave it to me.

It was a small gold statue of an eagle ...



- 3** Answer the questions.

- 1 What was Yusuf reading about?
- 2 Why couldn't he stop reading and go to sleep?
- 3 Where was he when he put on his torch?
- 4 What treasure did he see in one of the rooms?
- 5 Why did Yusuf feel disappointed the next morning?

- 4** Work in pairs. How do you think the statue got on the bedside table?

- 5** Work in pairs.

Student A: You are Yusuf. Tell your partner about your 'dream'.

Student B: You are Yusuf's friend. Ask questions to find out more about the 'dream'.

- 6** Find the treasure!

CODE CRACKER



You've found it! It's in D4.

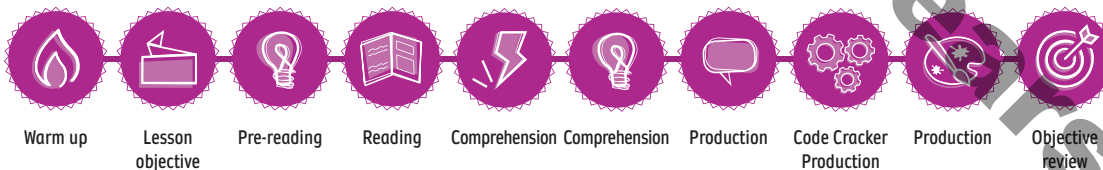
- 7** Design your own good luck symbol. Describe it to a partner.

It's made of ...



eighty-one 81

Lesson flow



LESSON OBJECTIVE

I will read a story about a boy and his dream.

Warm up

- Before the class, prepare a worksheet of general knowledge quiz question prompts using the Past Passive, for example, *Who was ... written by? Who was ... directed by? Who was ... sung by?*
- Have students work with a partner. Ask students to complete the question prompts with their own ideas. Monitor and answer any vocabulary or grammar queries.

- Have a class quiz. Students take turns to ask their questions to the class. If any other student knows the answer, have them raise their hand before answering. If multiple students know the answer, make sure the student who raised their hand first gets the first opportunity to answer the question.

Lesson objective

- Introduce the lesson objective. Say *Today I will read a story about a boy and his dream.*
- **Involve** Students will listen to and read a story about a boy who is reading a book late at night. They will use the information in the pictures to make predictions about the story.



CRITICAL THINKING

Pre-reading

1 Look at the pictures. What do you think Yusuf was reading about?

- Ask students to look at the two pictures in pairs and discuss what they can see. Then ask them to predict what Yusuf was reading about. Ask them to give reasons for their prediction.

Reading

2 042 Read and listen.

- Pre-teach the following words: *torch, pocket, deep, opening, ceiling, eagle*. Ask questions to check understanding, for example, *What do you use when you want to see outside in the dark? (a torch)*.
- Play audio 042 and have students listen and follow the story in their book.
- Check students' predictions from Activity 1.
- Read the story as a class and have students read a sentence each. Choose which student you want to read the next sentence.
- **Challenge** Have students think of extra details to the story, such as what the ancient Egyptian scenes showed, what the hieroglyphics said, or what the gold objects were in the room filled with treasure.

Comprehension

3 Answer the questions.

(Answers: **1** He was reading how King Tutankhamun's treasure was found., **2** Because the book was so exciting., **3** He was in King Tutankhamun's burial place., **4** gold objects, jewellery, model boats, and furniture **5** Because he wasn't in King Tutankhamun's burial place.)

- Students re-read the story and answer the questions. Encourage students to underline the parts of the story to support their answers.
- **Differentiation** Students answer the questions. Then have them re-read the story to check their answers.



CRITICAL THINKING

Comprehension

4 Work in pairs. How do you think the statue got on the bedside table?

- Have students work with a partner to discuss the question.
- Discuss as a class. Then have students vote for their favourite explanation.
- **Extra** Invite students to tell the class about any dreams they remember or have frequently. Encourage them to describe what happens and how they felt or feel when they wake up/woke up from the dream. If necessary, ask the rest of the class to ask questions to get more information.



COMMUNICATION

Production

5 Work in pairs.

- Ask students to work with a partner. Student A is Yusuf and Student B is Yusuf's friend.
- Have Student A re-read the story and make notes about the dream Yusuf had. Student B also re-reads the story and makes notes of questions they would like to ask to get more information about Yusuf's dream. Also, encourage Student B to ask questions depending on what Student A says.
- Students act out the role-play.

CODE CRACKER

Production

6 Find the treasure!

- **Coding Syllabus:** Students will learn to use algorithms to plot grid references.
- Have students look at the grid and ask them to decide on a square in which they want to 'bury the treasure.' When they have done this, ask them to make a note of the grid reference using the letters across the bottom and the numbers up the side, for example, D2.
- Have students work with a partner. Students take turns to guide their partner to the treasure by giving directions from the entrance at square A2. Remind them that they can only guide their partner up, down, left and right by saying, for example, *Go up one square, go right three squares*.



CREATIVITY

Production

7 Design your own good luck symbol. Describe it to a partner.

- Elicit what a good luck symbol is (*a symbol or a drawing that you believe brings you good luck*).
- Explain that students are going to create their own good luck symbol. Encourage them to use elements from their own personal lives (hobbies, family, home, achievements, etc.) to design their own good luck symbols.
- When students have designed their good luck symbol, have them describe it to a partner.

Objective review

- Revisit the lesson objective. Say *Now I can understand a story about a boy and his dream*.
- **Involve** Encourage awareness of what students can do by asking them to give you a summary of the story.

Experiment lab

ENGINEERING: HOW THE PYRAMIDS WERE BUILT

Experiment lab

ENGINEERING: HOW THE PYRAMIDS WERE BUILT

I will learn about force and friction.

- 1** Look, think and discuss. How did the ancient Egyptians move the stones to build the pyramids? Label the picture.

log rope sledge

Watch a video about force and friction.

2 Read. THE PYRAMIDS

The pyramids were built long before electricity, machines or computers were invented. So how exactly were they built?

First, the stone was cut into blocks. The stone was often a long way from the pyramid, so the heavy stone blocks were placed on a sledge. Archaeologists believe the sledge was made with wooden logs. Logs were a good object to roll because they were hard and round. The sledge was pulled to the building site with ropes.



A ramp was built all the way up and around the outside of the pyramid. The ramp was made of rough sand, and this caused friction. When a stone was pulled across the dry sand, it dug into the sand. The stone could not be pulled further until the sand was cleared from the front of the sledge. The Egyptians solved this problem by adding water to the sand in front of the stone. The water molecules made the sand stick together so that an object could slide over it more easily. This wet sand reduced the friction, and also halved the force needed to pull the object along.

The workers used stairs on each side of the ramp and pulled the sledge up with the ropes. The ropes were tied around wooden structures, which helped the workers to pull the blocks more easily.

- 3** Complete the explanation with the words.

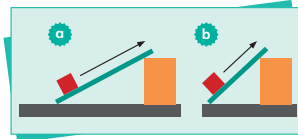
a force a ramp friction

1 _____ is a push or a pull to make an object move in a certain direction. To move an object along a flat surface, from a low level to a higher level, we use 2 _____. When the object moves along a surface, it causes 3 _____.

82 eighty-two

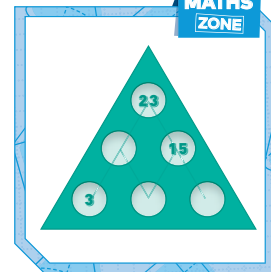
- 4** Look at the pictures and answer.

- Which ramp, a or b, needs more force to pull the block, but takes less time?
- Which ramp needs less force to pull the block, but takes longer?
- What difference would there be to the force needed to pull the block if the sand was dry or wet?



- 5** What are the missing numbers? Add each pair of blocks together to find out the number that appears in the block above them.

MATHS ZONE



EXPERIMENT TIME

How do different surfaces affect friction?

- Build a ramp to slide or push an object up the surface. Make predictions and write them in your notebook.
 - What difference do you think the size, shape, weight and texture of the object will make?
 - How fast will it move without a lot of force?
 - What difference will the surface make?
 - Will an object need more/less force to move along a smooth/rough surface?
 - What will happen if you pull the object up dry/wet sand?
- Do the experiment. Were your predictions correct?

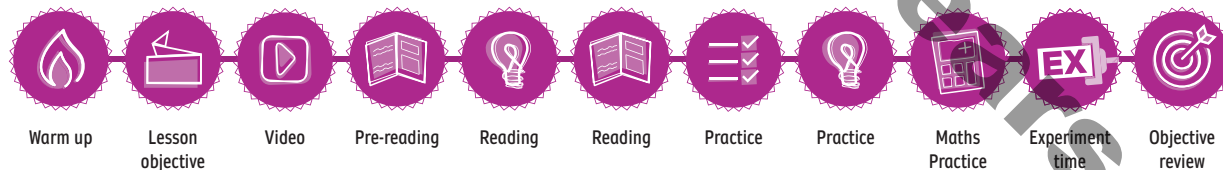
Materials

lengths of different materials (smooth and rough)
small objects of different shapes, weights and textures (smooth and rough)
sand and water



eighty-three 83

Lesson flow



LESSON OBJECTIVE

I will learn about force and friction.

KEY LANGUAGE

block	friction	ramp	sledge
force	log	rope	stone

Warm up

- Ask students to work with a partner and brainstorm what they know about pyramids, such as which country they are associated with and what they were used for.

- Then have pairs work with another pair to compare what they know about pyramids.
- Explain that pharaohs wanted to be buried with items that were important to them.
- Have students imagine they are pharaohs. Ask them to choose the items that they want to be buried with. Explain that these items must be important for the students.
- Students discuss their items with a partner and explain why they want to be buried with them.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn about force and friction.*

- **Involve** Students will do an experiment to consider how different surfaces affect friction.

Video

- Go to the Pearson English Portal and click on 'Resources' for more teaching resources about this topic, including a video about force and friction.

Pre-reading

- Ask students to look at the pictures. Discuss what the pyramids were made from (*large stones*).
- Pre-teach the following words: *log, rope, sledge*.

CRITICAL THINKING

Reading

- 1 Look, think and discuss. How did the ancient Egyptians move the stones to build the pyramids? Label the picture.**

(Answers: **1** sledge, **2** log, **3** rope)

- Discuss as a class and write ideas on the board.
- Ask students to open their books to page 82 and look at the picture at the top of the page. If none of the ideas on the board are correct, ask students again how the ancient Egyptians moved the pieces of stone. Then ask them to label the picture with the words.

Reading

- 2 Read.**

- Students read the text.

Practice

- 3 Complete the explanation with the words.**

(Answers: **1** A force, **2** a ramp, **3** friction)

- Students complete the explanation with the words.
- Have them read the text in Activity 2 again and ask them to identify a force (*the ancient Egyptians pulling the stone on the sledge*) and friction (*the rough sand on the ramp*).

CRITICAL THINKING

Practice

- 4 Look at the pictures and answer.**

(Answers: **1** b, **2** a, **3** On dry sand, it would require more force as the object would get stuck. On wet sand, it would require less force as it would glide more smoothly.)

- Students look at the pictures before answering the questions. Then have students compare their answers with a partner.
- **Differentiation** If you have access to blocks and a ruler, for example, students could use these items to explain their answers.

MATHS ZONE

Practice

- 5 What are the missing numbers? Add each pair of blocks together to find out the number that appears in the block above them.**

(Answers: **8**, **5**, **10**)

- Students will learn how to use addition to complete a number pyramid.
- Explain that students must complete the missing numbers in the pyramid by using the existing numbers and the lines.
- Direct students to the number 23 at the top of the pyramid and the number 15 in the row below. Trace your finger from the empty circle next to 15 up to 23 and ask *What number do we add to 15 to get 23?* (8). Have students write the number 8 in the empty circle next to 15.
- Students complete the remaining missing numbers using addition and the existing numbers as a clue.

Experiment time

How do different surfaces affect friction?

- **Materials:** (per student) lengths of different materials (smooth and rough), small objects of different shapes, weights, and textures (smooth and rough), sand, water
- **Differentiation** Before you start, read all the instructions with students. Check understanding by asking *What do you build? (a ramp) How can you do the experiment? (by pushing an object up the ramp)*, etc.
- Have students predict how much force each object will need to get up the ramp and how this will differ if the surface has sand or water on it.
- Students make their ramp and do the experiment. Encourage them to record how much force each object needs to go up the ramp and what happened when the surface changed. Did they need more force or less force?
- When they have finished, have them check their predictions. Were they correct or incorrect?
- **Extra** Have students repeat the experiment at home with different objects.

Objective review

- Revisit the lesson objective. Say *Now I know about force and friction*.
- **Involve** Encourage awareness of what students know by asking them to tell you about force and friction. You can also test them on some of the vocabulary from the lesson.

A tour back in time

COMMUNICATION: PAST PASSIVE QUESTIONS

A tour back in time

COMMUNICATION: PAST PASSIVE QUESTIONS

I will talk about the history of a place.

1 Look at the photo and read the questions. Try to guess the answers.

- When was it built?
- Who was it built by?
- When were the statues discovered?



2 Listen to Part 1 of the audio tour. Did you guess correctly?

3 Listen to the rest of the audio tour and ask your partner.

- When was the temple moved and why?
- How long did it take?
- How were the huge statues moved?

When/Why/ Where/How	was it were they	built? discovered?
Was	it	moved?
Were	they	
Yes, it/they	was/were.	
No, it/they	wasn't/weren't.	

4 Write the questions. Work in pairs and circle the correct answer. Then listen and check.

- The Sagrada Familia in Barcelona was designed by Antoni Gaudi / Oscar Niemeyer.
Who was the Sagrada Familia in Barcelona designed by?
- The British Museum was opened in 1957 / 1759.
- The Tower of London was used as a prison / stadium.
- Make-up was / wasn't invented by the Egyptians. Yes, it was. / No, it wasn't.

5 Write three questions about a place that you would like to know more about. Then work in pairs and look up the answers.

Who was the Eiffel Tower designed by?

When was it first opened?

84 eighty-four

Writing lab

WRITING A FACT FILE

I will write a fact file.

1 Read the questions. Then find the answers in the fact file.

- Why were sphinxes built?
- How big is the Great Sphinx?
- When was it built?
- How was it damaged by weather?
- How was it different in the past?

THE GREAT SPHINX

- Sphinxes were built to guard the entrance to an important place; for example, a pyramid or burial place.
- The most famous sphinx is the Great Sphinx of Giza. It is one of the largest and oldest statues in the world. It is 73 m long and 20 m high. It's got the body of a lion and the head of Pharaoh Khafre.
- It was built in about 2500 BCE.
- The Great Sphinx has been badly damaged by weather over the past 4500 years. The wind has removed its beard, nose and paint. Archaeologists think that the face and body were painted red, the beard was blue and a lot of the head covering was yellow. No one is sure exactly what colour the nose was.



2 In the fact file underline at least one example of:

- a description
- facts about how, when, why and who
- important dates and what happened
- surprising facts.

3 Plan a fact file about a famous place. Include information about each of the points in 2.

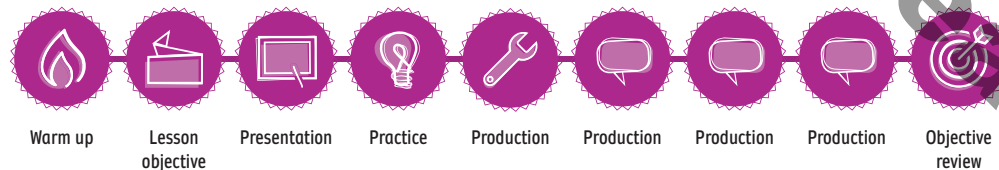
4 Write your fact file. Include a picture of the place.

5 Display your fact files around the classroom. What interesting new facts did you learn?

- Include a title.
- Use only facts, not opinions.
- Use the past passive where necessary.
- Include key dates.

eighty-five 85

Lesson flow



LESSON OBJECTIVE

I will talk about the history of a place.

KEY LANGUAGE

When was it built? Yes, it was.
How were they discovered? No, they weren't.
Was it moved?

Warm up

- Brainstorm the different historical buildings in students' town, city, or country. List them on the board. Have students say a couple of the things about each building.

- Call out each of the buildings and have students stand up when you say their favourite place. Ask them how often they visit this building, and if they know anything about its history.
- Have students put the historical buildings that they know on the board in order of preference. Students compare lists with a partner. Encourage them to explain why they like a particular historical building the best.
- Digital literacy** If students have access to tablets or computers, they can look on a travel ratings website and find the top-10 ranked historical buildings in their town, city, or country.

Lesson objective

- Introduce the lesson objective. Say *Today I will talk about the history of a place.*
- **Involve** Students will learn how to talk about the history of a place and ask and answer questions using the Past Passive. They will gain confidence using the new language through real-life conversations.

Presentation

- Before the class, find an old photo of students' town or city. Show it to them or display it on the interactive whiteboard.
- Point at the grammar box and read the questions and answers.
- Remind students to use the Grammar Reference on page 150 of their Pupil's Books.
- Ask students to think about the questions they could ask to get more information about the photo or what they can see in it, such as *When was it taken? Who are the people in the photo? Who was the photo taken by?* Encourage them to use Past Passive questions, if appropriate.


CRITICAL THINKING

Practice

- 1 Look at the photo and read the questions. Try to guess the answers.


- Direct students to the photo. Ask if any know where it was taken (*Abu Simbel in Egypt*).
- Then have students work with a partner to ask and answer the questions. Encourage them to make a note of their answers, using the Past Passive (*It was built .../It was built by ...*).

Production

- 2  **043** Listen to Part 1 of the audio tour. Did you guess correctly?
(Answers: 1 1244 BCE, 2 Rameses II, 3 in the early 19th century)
- Play audio 043 while students listen and check their answers.

COMMUNICATION


Production

- 3  **044** Listen to the rest of the audio tour and ask your partner.
(Answers: 1 It was moved in the 1960s because the Aswan Dam was built right where the ancient temple was., 2 It took five years., 3 The statues were cut up and moved piece by piece.)
- Play audio 044 while students listen and answer the questions.

- Ask students to work with a partner to ask and answer the questions.
- **Digital literacy** Have students go online to find out about the Aswan Dam. Encourage them to find out why it was built, when it was built and any other interesting facts they can find. Have them present their information to the rest of the class.

COMMUNICATION

Production

- 4  **045** Write the questions. Work in pairs and circle the correct answer. Then listen and check.
(Answers: 1 Who was the Sagrada Família designed by? (Antoni Gaudí), 2 When was the British Museum opened? (1759), 3 What was the Tower of London used as? (prison), 4 Who was makeup invented by? (was, Yes, it was.))
- Have students use the information in the sentences to write questions. Check answers as a class. Then students work with a partner to circle the correct answers.
- Play audio 045 while students listen to check their answers.

COMMUNICATION

Production

- 5 Write three questions about a place that you would like to know more about. Then work in pairs and look up the answers.
- Have students think of a place they would like to know more about. This can either be in their own country or elsewhere in the world. If necessary, give students suggestions, such as the Alhambra, Buckingham Palace, the White House, or the Eiffel Tower.
- Students think of three questions they would like to ask to get more information about their chosen place. Remind them to use Past Passive questions.
- Students work with a partner to find out the answers to their questions.
- Have a class quiz. Students ask their questions to the rest of the class.

Objective review

- Revisit the lesson objective. Say *Now I can talk about the history of a place.*
- **Involve** Encourage awareness of what students can do by getting them to tell you about a place they have learnt about in this lesson.

Writing lab

WRITING A FACT FILE

A tour back in time

COMMUNICATION: PAST PASSIVE QUESTIONS

I will talk about the history of a place.

1 Look at the photo and read the questions. Try to guess the answers.

- When was it built?
- Who was it built by?
- When were the statues discovered?



2 Listen to Part 1 of the audio tour. Did you guess correctly?

3 Listen to the rest of the audio tour and ask your partner.

- When was the temple moved and why?
- How long did it take?
- How were the huge statues moved?

When/Why/Where/How	was it / were they	built? / discovered?
Was	it	moved?
Were	they	
Yes, it/they	was/were.	
No, it/they	wasn't/weren't.	

4 Write the questions. Work in pairs and circle the correct answer. Then listen and check.

- The Sagrada Familia in Barcelona was designed by Antoni Gaudi / Oscar Niemeyer.
Who was the Sagrada Familia in Barcelona designed by?
- The British Museum was opened in 1957 / 1759.
- The Tower of London was used as a prison / stadium.
- Make-up was / wasn't invented by the Egyptians. Yes, it was. / No, it wasn't.

5 Write three questions about a place that you would like to know more about. Then work in pairs and look up the answers.

Who was the Eiffel Tower designed by?

When was it first opened?

84 eighty-four

Writing lab

WRITING A FACT FILE

I will write a fact file.

1 Read the questions. Then find the answers in the fact file.

- Why were sphinxes built?
- How big is the Great Sphinx?
- When was it built?
- How was it damaged by weather?
- How was it different in the past?

THE GREAT SPHINX

- Sphinxes were built to guard the entrance to an important place; for example, a pyramid or burial place.
- The most famous sphinx is the Great Sphinx of Giza. It is one of the largest and oldest statues in the world. It is 73 m long and 20 m high. It's got the body of a lion and the head of Pharaoh Khafre.
- It was built in about 2500 BCE.
- The Great Sphinx has been badly damaged by weather over the past 4500 years. The wind has removed its beard, nose and paint. Archaeologists think that the face and body were painted red, the beard was blue and a lot of the head covering was yellow. No one is sure exactly what colour the nose was.



2 In the fact file underline at least one example of:

- a description
- facts about how, when, why and who
- important dates and what happened
- surprising facts.

3 Plan a fact file about a famous place. Include information about each of the points in 2.

4 Write your fact file. Include a picture of the place.

5 Display your fact files around the classroom. What interesting new facts did you learn?

- Include a title.
- Use only facts, not opinions.
- Use the past passive where necessary.
- Include key dates.

eighty-five 85

Lesson flow



Warm up



Lesson objective



Practice



Production



Production



Production



Production



Objective review

LESSON OBJECTIVE

I will write a fact file.

Warm up

- Write the different historical places from the previous lesson on different pieces of paper.
- Hand out the places so that each student has one and have them imagine they are there. Students write five sentences describing what they can see around them. However, students mustn't include which historical place they are at in any of their sentences.

- Students read their sentences to the rest of the class. Can the class guess where each student is?
- Extra** Students work in small groups. Have them choose one of the historical places a group member wrote about in the previous lesson. Groups write an audio tour for that place, using the information from the previous lesson. Allow them to go online to find more information about the place if it is available.

Lesson objective

- Introduce the lesson objective. Say *Today I will write a fact file.*

- **Involve** Students will learn to write a fact file about a famous place. They will gain confidence through scaffolded writing tasks, to enable them to write their fact file.

CRITICAL THINKING

Practice

- 1 Read the questions. Then find the answers in the fact file.**

(Answers: **1** To guard the entrance to an important place., **2** It is 73 m long and 20 m high., **3** in about 2500 BCE, **4** The wind has removed its beard, nose, and paint. **5** It was painted.)

- Write *fact file* on the board and elicit what this is (*a short text giving you factual information about something*).
- Have students look at the photo in the fact file about the Great Sphinx. Ask if students know what this is. If so, have them tell the rest of the class what they know about the Great Sphinx.
- Students read the fact file and answer the questions.

Production

- 2 In the fact file underline at least one example of:**

- Go through the items in the list together. Explain that good fact files contain all of these items.
 - a description
 - facts about how, when, why, and who
 - important dates and what happened
 - surprising facts.
- Students go through the fact file to find examples of the items in the list.

Production

- 3 Plan a fact file about a famous place. Include information about each of the points in 2.**

- Explain that students are going to write a fact file about a famous place.
- First, ask students to think of a famous place they want to write about. Explain that this can be a place they know, or a place elsewhere in the world.
- Encourage students to research their place, finding information about each of the points in Activity 2. They may want to create a spidergram to help them organise their information.

CREATIVITY

Production

- 4 Write your fact file. Include a picture of the place.**

- Draw students' attention to the tip box and read it together. Have them find the features in the fact file in Activity 1.

- Include a title.
- Use only facts, not opinions.
- Use the past passive where necessary.
- Include key dates.

- Students write their fact file, using the information they found in Activity 3 and the tips in the tip box.
- Encourage students to find a photo of their famous place. Alternatively, allow them to draw a picture of their famous place.

CRITICAL THINKING

Production

- 5 Display your fact files around the classroom. What interesting new facts did you learn?**

- Collect the fact files from students and display them in the classroom.
- Students walk around to read each fact file. Encourage them to make a note of any facts they find interesting about the famous places.
- Discuss as a class the facts that students found interesting. Also, ask students if any of them have visited the famous places.

Objective review

- Revisit the lesson objective. Say *Now I can write a fact file.*
- **Involve** Encourage awareness of what students can do by having them describe their fact file to you.

Project and Review

MAKE AN AUDIO TOUR GUIDE ABOUT THE PAST

PROJECT AND REVIEW

Make an audio tour guide about the past

Step 1

Research

Decide how you are going to learn about the past.

- Work in pairs. Give examples of ways you can learn about the past in your local area.

Ways to learn about the past in our local area:

- You can visit the National Museum.
- You can do research in the local library.
- You can listen to a tour guide at ...

Step 2

Plan

Find out about the history of an interesting place to visit.

- Write a list of questions to ask about the place you have chosen.
- Find the answers to the questions.
- Check the facts! Compare different sources.
- Collect photos of the place or of key events in its history.
- Plan the order of information in your audio guide.

Perge, Turkey

What? An ancient Greek site with an amphitheatre for 14,000 people.

What's it made of? stone

Where? Just outside Antalya, Turkey

When? It dates back to 1300 BCE.

Who? Alexander the Great

Step 3

Create

Write your script and record your audio guide.

- Write the script.
- What are you going to say in your introduction? Think of a way to make your listeners want to find out more.
- Include all the facts, using your Wh- questions.
- Decide who is going to read different sections of the audio guide.
- Are you going to use music or sound effects?
- Record your audio guide.

Meryam	Welcome to the ancient city of Perge! This city was built by the Greeks in 1300 BCE.
Berat	The building you can see in front of you used to be a school. Now, let's go and look at the old amphitheatre.

Step 4

Show and tell

Present your audio guide.

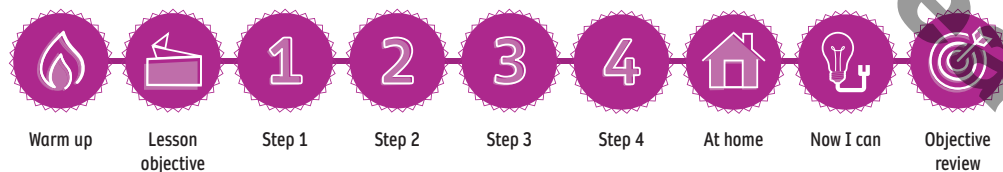
- Play your audio guide to the class as they look at the photo(s) of the place you are describing.
- Discuss the audio guides. Which were most interesting or useful for tourists? Why?

Now I can ...

- ... use words to talk about the ancient Egyptians.
- ... use the Past Passive to say how something was made.
- ... ask questions using the Past Passive.
- ... write a fact file.

86 eighty-six
eighty-seven 87

Lesson flow



LESSON OBJECTIVE

I will make an audio tour guide about the past.

Warm up

- Divide the class up into two teams and put them in lines facing each other. Give a vocabulary prompt to start, for example, *pyramids* and tell students they will create a Past Passive sentence about pyramids. A student at the front of the line creates a sentence, then the person opposite them in the other team must say a different Past Passive sentence related to pyramids. Work your way up the line back and forth until someone

either repeats what has already been said or can't think of anything new. The opposing team gets awarded a point when you restart the game with a new prompt from where it left off.

- Challenge** Students choose five words they have learnt in the unit and write a definition for them in their own words. Students read their definitions to a partner. Can their partner guess the words?

Lesson objective

- Introduce the lesson objective. Say *Today I will make an audio tour guide about the past.*

- **Involve** Students will learn how to make an audio tour guide. They will use the language learnt from the unit to understand how to complete their project and present it to the rest of the class.

Step 1

Research

- Ask students to decide how they are going to learn about the past.
- Have them work with a partner and make a list of all the different ways they can learn about the past of their local area.

Step 2

Plan

- Students find out about the history of an interesting place to visit with their partner.
- Students go through the items in the checklist to help them prepare the script for their audio tour guide. Make sure they compare different sources to check any facts they use.
- Encourage students to go online to find photos of their place. This will help their classmates visualise when they listen to the tour guide.

Step 3

Create

- Students write their script and record their audio guide.
- Have students plan what they are going to say in the introduction of their audio guide. Remind them that they need to make it interesting so that people want to continue listening. They may want to do this by including an interesting fact or posing a question in the introduction.
- Students write their script, making sure they include all the facts they found.
- When students have finished their script, have them decide with their partner who is going to read the different sections. Also, have them consider if they are going to use sound effects in their audio tour guide.
- Students record their audio tour guide, using the technology that is available in the classroom. Alternatively, students can record the audio tour guide in their own time or simply read it out loud to the rest of the class during the next step.



COLLABORATION

Step 4

Show and tell

- Students present their audio guide to the rest of the class. Make sure they give out the photos they found to their classmates or display them on the interactive whiteboard.

- Encourage the class to make notes of the things that they like in each presentation and the things they feel could be improved.
- When all the audio tour guides have been presented, students use their notes to discuss each one.

At home +

Find out about a historical place in your city.

Visit with your family.

- Students choose and research a historical place in their town or city. Then have them visit this place with their family. Encourage students to tell their family all about the historical place during their visit.

Now I can ...

- Show students the *Now I can ...* box and read the sentences. Have students repeat, then ask questions to check understanding, e.g., *Can you use words to talk about the ancient Egyptians?*
- **Involve** Ask students to consider how they feel about these statements. Explain that if they feel confident about a statement, they can stick on the light bulb sticker. If they do not feel confident about a statement, tell them that they can come back to that statement and stick on the sticker when they do.
- **Monitor** Go around the class and have students choose and say the statement they are the most confident about. Make notes of the statements that the fewest students choose and ensure to revise the content in the future.

Objective review

- Revisit the lesson objective. Say *Now I can create an audio tour guide about the past.*
- **Involve** Encourage awareness of what students can do by having them describe how they planned their audio tour guide.

Assessment pack

- For grammar and vocabulary assessment, have students complete the Practice and Unit tests in the Assessment Pack.

Pearson English Portal games

Go to the Pearson English Portal Presentation Tool, choose the unit and the Project and Review lesson for a Class game.

Activity Book answer key and notes

UNIT 5: THE ANCIENT WORLD

1 Complete the words.

(Answers: 1 papyrus, 2 hieroglyphics, 3 coffin, 4 mummy)

2 Look at 1 and find words that mean ...

(Answers: a 4, b 3, c 2, d 1)

3 Read the hieroglyphics to work out the words.

(Answers: I am an Egyptian, gate, pen)

4 Work out the ancient sum.

(Answers: $13 + 271 + 5 + 487 = 776$)

Ancient Egypt

1 Read and complete.

(Answers: 1 archaeologist, 2 hole, 3 coffin, 4 pyramid, 5 mummy, 6 treasure, 7 hieroglyphics, 8 papyrus)

2 020 Listen and choose the correct answer.

(Answers: 1 b, 2 a, 3 b, 4 a)

3 Read and match.

(Answers: 1 c, 2 b, 3 a)

4 021 Listen and sort the words with the same sounds.

(Answers: Group 1: where, wear, bear, pear, Group 2: hurt, turn, work, yogurt, burn, treasure)

- Explain that the words with the /eə/ sound belong in Group 2 and words with the /ɜ:/ (pages 107–108) sound belong in Group 1. Play audio 021 while students listen and put the words in the correct group.

Language lab

1 022 Write sentences using the Past Passive. Then listen and check.

(Answers: 2 was used, 3 was called, 4 were glued, was created, 5 was tied, 6 was covered, was rolled, (was) put)

2 Complete the sentences in the Past Passive.

(Answers: 1 The Great Pyramid at Giza was built by a hundred thousand people., 2 2,300,000 stone blocks were used to build the pyramid., 3 We still don't know exactly how these heavy stones were carried., 4 Egypt was ruled by Pharaoh Khufu at that time., 5 The workers were given food.)

3 Complete the sentences. Then work in pairs and circle T (True) or F (False).

(Answers: 1 were made, T, 2 were found, F, 3 was worn, T, 4 were built, F, 5 was ruled, T, 6 was eaten, F, 7 were eaten, F)

4 023 Listen and check.

5 023 Listen again and correct the false sentences in 3.

(Answers: 2 No mummies were found there because the pyramid was robbed by thieves., 4 They were built from a mixture of dried sand and water., 6 Food was kept underground so that it could stay cool., 7 These foods were eaten only by poor people. Food such as meat, eggs and grapes were eaten only by rich people!)

6 How many stones were used to build the pyramid?

(Answer: 29)

- Students will use multiplication and addition to find out how many stones were used to build the pyramid.

Story lab

1 024 Listen and choose the correct answer.

(Answers: 1 b, 2 a, 3 b, 4 a, 5 c)

2 Find words in the story that mean ...

(Answers: 1 torch, 2 stairs, 3 scenes, 4 ceiling, 5 dream)

3 Look at the diagram. Write the numbers.

(Answers: 1 B, 2 A, 3 C)

4 What do you think happened next in the story? Write a paragraph. Then compare with a partner.

5 Work in pairs. How often do you remember a dream? Tell each other about a dream you remember.

6 Make a paper pyramid!

- **Materials:** (per student) a piece of A4 paper, colouring pens and pencils
- Before the class, go online to find instructions how to make a paper pyramid. Search 'how to make a paper pyramid.'
- Explain to the class they will use the Japanese art of origami to make a paper pyramid. Either display the instructions on the interactive whiteboard or demonstrate how to make one.
- Encourage students to illustrate and colour in their piece of paper before they begin. They may want to draw hieroglyphics on their paper or a stone design to make their pyramid look more real.
- Students create their paper pyramid.

7 Can you find the way out of the maze?

Experiment lab

- 1 Read and answer. Use the words in the box.
(Answers: 1 a sledge, 2 logs, 3 a ramp, 4 ropes, 5 rough sand, 6 friction, 7 molecules, 8 force)
- 2 Discuss in pairs.
- 3 Work in pairs. Look at the pictures and discuss.

Experiment time

- 1 Think and write about your experiment.
- 2 Read about force and friction. Then write your report.
- 3 Try some more experiments with ramps. Write the results of your experiment in the table.
 - Students create a ramp. Have them push different objects up the ramp and encourage them to experiment with different surfaces on their ramp. Ask them to make notes of the objects they used and how the different surfaces affected the object going up the ramp.

A tour back in time

- 1 Look at the photo and the questions. Write the questions in the Past Passive.
(Answers: 1 When was it built?, 2 Who was Rome ruled by at that time? 3 What was the building used for? 4 What food was served there?, 5 How was the building kept cool in hot weather?, 6 How was the building damaged?)
- 2 Work in pairs and guess the answers.
- 3  025 Listen. Did you guess correctly?
(Answers: 1 between 72 and 80 AD, 2 Emperor Vespasian, 3 sporting events and games, 4 meat and vegetables, 5 A roof was pulled over the top of the seating area., 6 earthquakes and fires)
- 4 Write the questions in the Past Passive in your notebook. Then match.
(Answers: 1 Where were the first dinosaur fossils found? c, 2 When was the first pair of glasses invented? f, 3 Who was the first alarm clock used by? d, 4 Where were the world's oldest pyramids discovered? e, 5 Who was paper invented by? a, 6 When was the first car made? b)
- 5  026 Now listen and check.
- 6 Write your own quiz questions in your notebook. Ask the class. Who can get the most correct answers?
 - In groups, students write their own quiz questions.
 - Have a class quiz.

Writing lab

- 1 Read the fact file and answer the questions.
(Answers: 1 'Old Mountain' in Quechua, 2 In the mid-1400s., 3 Because it wasn't discovered until 1911., 4 More than 600 large, flat steps (called terraces) were made., 5 It was discovered by Hiram Bingham in 1911.)
- 2 Find at least one example from the fact file to match the topics.
(Answers: 1 Machu Picchu means 'Old Mountain' in Quechua. It is known as the 'Lost City of the Incas.', 2 The city was built in the mid-1400s. 300–1000 people lived in the city for about a hundred years in the 15th century. They moved away from Machu Picchu in the 1500s., 3 The city was built in the mid-1400s. To stop the city from sliding down the side of the mountain, more than 600 large, flat steps (called terraces) were made., 4 Quechua was the language that was spoken by the Incas. 300–1,000 people lived in the city for about a hundred years in the 15th century. They moved away from Machu Picchu in the 1500s.)
- 3 Plan. Choose a famous place. Write notes about each of the topics in 2.
- 4 Write your fact file about a famous place.

PROJECT

- 1 Think about your project. Discuss in pairs.
- 2 Complete your project report.
- 3 Present your report to your family and friends.

REVIEW

- 1 Complete the sentences in the Past Passive and with words you find in the word search.

l	n	d	j	y	u	n	k	s	z	c	d	o
h	i	e	r	o	g	l	y	p	h	i	c	s
p	a	p	y	r	u	s	e	t	b	j	c	i
r	a	r	c	h	e	o	l	o	g	i	s	t
p	y	r	a	m	i	d	c	o	f	f	i	n
l	t	r	e	a	s	u	r	e	h	o	l	e
b	u	r	i	a	l	m	u	m	m	y	b	a

- (Answers: 1 was preserved, mummy, 2 was put, 3 was decorated, hieroglyphics, papyrus, was made, 4 was taken, burial, 5 was built, pyramid, 6 was made, hole, 7 treasure)
- 2 Write questions. Then ask and answer in pairs.
(Answers: 1 No, it wasn't., 2 When was King Tut's mummy discovered? in 1922, 3 Who was it discovered by? (the archaeologist) Howard Carter, 4 Where was the hole dug? in the Valley of the Kings, 5 How many treasures were found underground? 5000, 6 What was painted on the coffin? hieroglyphics.)