

Unit

12

Ancient civilisations

We're going to:

talk and find out about ancient civilisations

read a text about the Egyptian pyramids

give a presentation about life in ancient times

interview a partner about a discovery

write a newspaper report

understand and talk about an

extract from a book

Lesson 1 Ancient Egypt and Rome

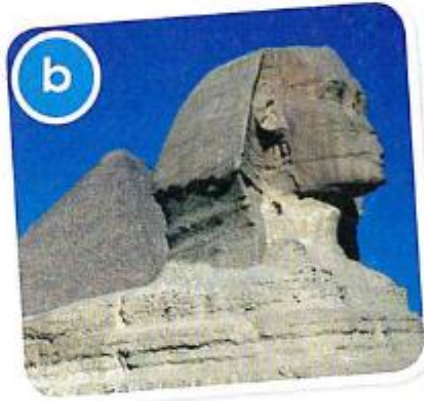
Lesson 1 Ancient Egypt and Rome

1 Talk about it



**A and B are in Egypt /
C and D are in Rome**

- 1 What do you know about these places and buildings?
Where are they? Who built them? Are they modern or **ancient**?
- 2 Which building is the same shape as the Wafi Mall in Dubai?
Which building is round? Which building is a bridge?



A

C

D

76 2 Listen

Listen to two learners talking about these buildings.
Match the names of the buildings with the pictures.

The Colosseum The Sphinx
The Pyramids of Giza An aqueduct

Vocabulary

stone: hard rock

tomb: a place to put dead people and animals (usually made of stone)

fight: hit and try to hurt each other

76 3 Listen

Match the sentences with a building from Activity 1. Listen again and check your answers.

- 1 These were the stone tombs where they put the Egyptian kings when they died. **A**
- 2 It has the body of a lion, and the head of a human. **B**
- 3 It looks like a modern football stadium. **C**
- 4 They were built to bring fresh water from the hills to the town. **D**

Lesson 2 I think that the ancient Egyptians were amazing!

1 Use of English

Look at the *Use of English* box. Make sentences that are true for you. Then tell your partner.

I know that the pyramids are in Egypt.

I know that	the Colosseum	carried fresh water.
I think that	the pyramids	were tombs for Egyptian kings.
I believe that	aqueducts	looks like a football stadium
	the Sphinx	was/were ...
	the Egyptians	is/are ...
	the Romans	

Use of English

Sentences with *know, think, believe*

Use I **know** for facts, and I **think** or I **believe** for opinions.

2 Talk and write


1 Are these facts true or false? Use **I think, know, believe** ... to talk about them.

2 Talk and write

- 1 Are these facts true or false? Use **I think**, **know**, **believe** ... to talk about them.

Is it true that ...

- ... the ancient Egyptians used pictures and not words to show ideas?
- ... zero is not used in Roman numerals?
- ... they put the king's possessions in the pyramid with his body?
- ... the Sphinx doesn't have a nose?

- 2  Now write your own sentences and then ask another pair.

3 Read

Read Maya's description of the pyramids and underline her opinions.

Use of English

Sentences with *know*, *think*, *believe*

Use **I know** for facts, and **I think** or **I believe** for opinions.

I **think** that ancient buildings are interesting.

I **know** that the Romans lived a long time ago.

I **believe** that Sphinx looks like a lion with a human head.

Vocabulary

possessions: the things that are yours (your books, clothes, house)

archaeologists: people who study ancient civilisations

Roman numerals: Roman numbers e.g. I, II, III, IV = 1, 2, 3, 4.

3 Read

Read Maya's description of the pyramids and underline her opinions.

ancient civilisations

Roman numerals: Roman numbers
e.g. I, II, III, IV = 1, 2, 3, 4.

The pyramids are amazing buildings! They were used as royal tombs for the kings in ancient Egypt. Archaeologists say that it took about 20 years to build the Great Pyramid of Giza. Inside the pyramid there were rooms for all the king's possessions and lots of jewels and treasure. It was probably really beautiful inside the pyramids, and I'm sure the pictures on the walls are really interesting because they tell us about life in Ancient Egypt.

Lesson 3 Egyptian pyramids

1 Talk about it

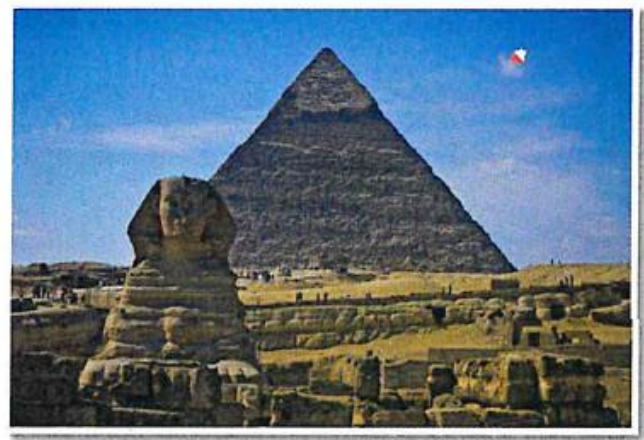


Use a KWL chart to discuss and write notes about:

- (K) What you already **know** about the pyramids.
- (W) What you **want** to learn about the pyramids.
- (L) What you have **learned** about the pyramids (complete this when you have finished the lesson).

K	W	L

Reading strategy:
Use your own knowledge
Discuss what you already know about a topic. Think of questions you'd like to find the answer to in the text. Think of key words.



a mummy

2 Read

Read the text. Check your ideas and try to find the answers to your questions from Activity 1.

Amazing facts

The pyramids in Egypt were tombs for the pharaohs (kings) and their queens. When pharaohs and queens died, people made their bodies into 'mummies' – they put chemicals on their bodies and wrapped them in long pieces of material to preserve the bodies. There are about 120 pyramids in Egypt, but the largest one is called the Great Pyramid of Giza. This pyramid is about 140 metres high and was built for the pharaoh Khufu. Archaeologists think that it is over 4500 years old and that the builders used more than 2 million blocks of rock. One block weighed about 2200 kg, which is the same as about 25 fridges!

Inside the tomb the Egyptians put all the things they thought the pharaoh would need after he died, such as clothes, food, musical instruments and games, as well as many objects made of gold.

3 Read

Read the text again. Answer these questions.

- 1 How many pyramids are there in Egypt? **about 120**
- 2 How old is the Great Pyramid of Giza? **over 4500 years**
- 3 How many blocks of rock did the builders use in Khufu's pyramid? **more than 2 millions**
- 4 What did the Egyptians put inside the pyramids? **clothes, food, games, gold**
- 5 Does the text give facts, opinion or **both?**

Vocabulary

preserve: to keep something as it is (we put food in the fridge to preserve it)

Lesson 4 Building the pyramids

Use of English

Past simple irregular verbs

We use the past simple to talk about finished events in the past.

We form the past simple by adding **-ed** to **regular** verbs: work → worked

But there are many **irregular** past tense verbs in English which you need to learn.

The Egyptians **built** the Great Pyramid of Giza on the west side of the River Nile.

Thousands of workers **made** large blocks of stone.

1 Use of English

1 How do you form the past simple of regular verbs? **add ed or d**

2 Find the past simple form of these irregular verbs in the text on page 173:

build → built make → made put → put think → thought

3 Do you know the past forms of these irregular verbs? Use your dictionary if you need to.

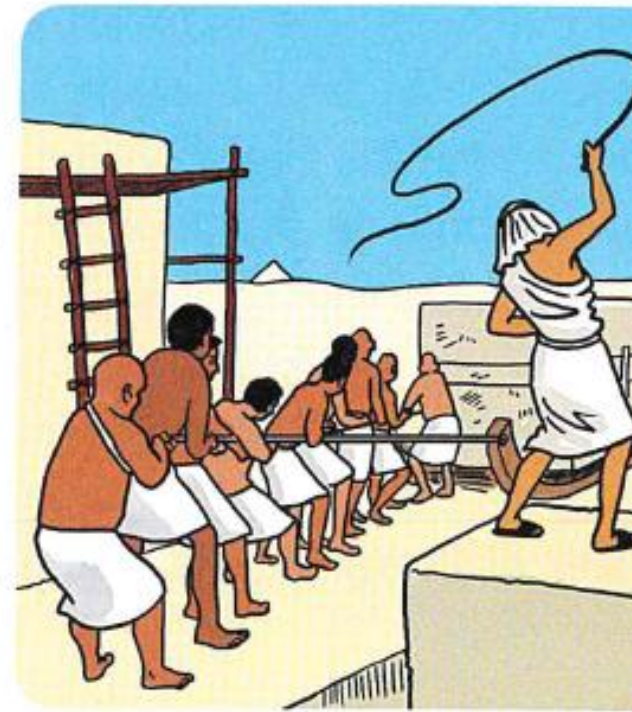
go → went eat → ate begin → began bring → brought

draw → drew come → came

2 Use of English

Complete the sentences about how the pyramids were built, using irregular past simple verbs.

Use your dictionary if you need to check the spelling.



4 a Finally when the pyramid was almost finished, they **put**⁽¹⁾ (**put**) a block of gold on the top.

2 b After they moved the blocks of stone, they **built**⁽²⁾ (**build**) the first layer. Next, they moved more blocks, and **built**⁽³⁾ (**build**) the next layer.

1 c First of all the engineers **drew**⁽⁴⁾ (**draw**) a perfect square in the desert sand.

3 d Then thousands of workers **cut**⁽⁵⁾ (**cut**) large blocks of stone and moved them.

3 Read

Write the sentences from Activity 2 into your notebook, in the correct order.

Lesson 5 Everyday life in ancient times

1 Talk about it



Describe everyday life in your town or city.

Talk about the subjects in the box.

food houses clothes jobs fun activities

2



Write

Choose a subject from the box and compare the present with the past using the linking word *but*. Place a comma before the linking word.

Now we drink fizzy drinks, but in the past we drank water.

Now we *live in* -----, but in the past we *lived in* -----

Now we *eat* -----, but in the past we *ate* -----

Now we *wear* -----, but in the past we *wore* -----

Now we *play* ----- for fun, but in the past we *played* ----- for fun.

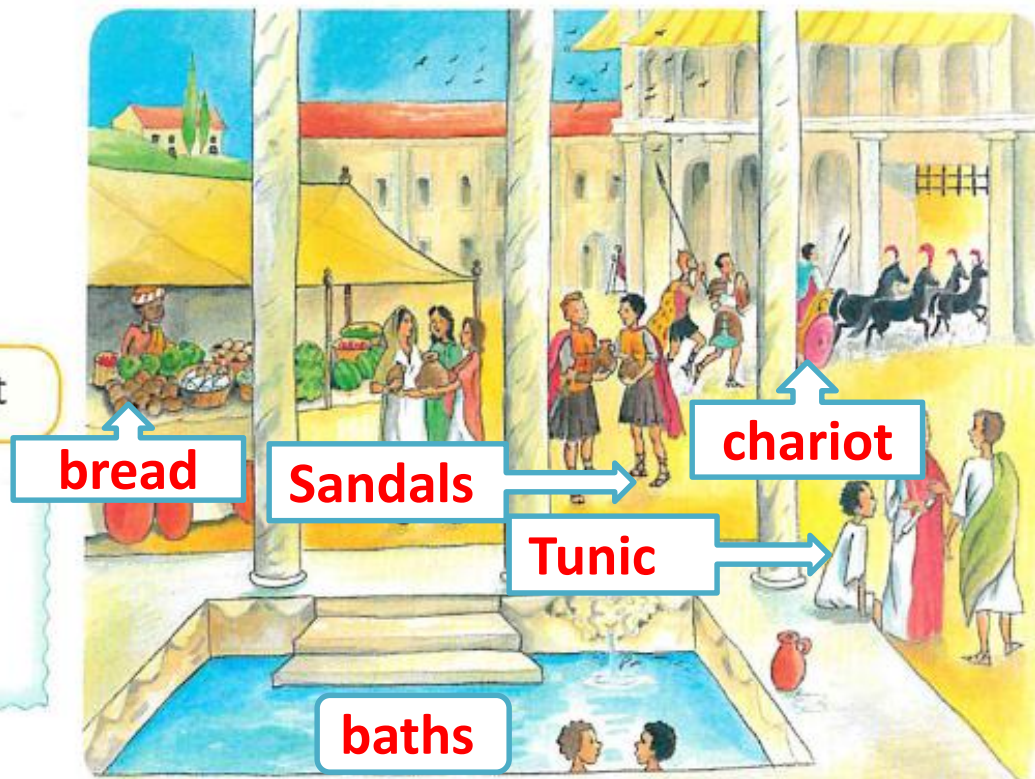
3 Word study Ancient Rome

Look at the picture of everyday life in ancient Rome. How is it different to your town? Which of these objects can you find in the picture?

tunic bread sandals baths chariot

Listening strategy: Listen for clues

Listening for words that you already know can help you complete an activity.



17 4 Listen

Listen to Ryan's talk about life in ancient Rome. Order the different parts of his talk below.

a food 4 c houses 1 e clothes 2 b jobs 3 d fun activities 5

5 Read

Match 1 to 5 with a to e to make sentences.

- | | | |
|---------------------------------------|----------|-------------------------|
| 1 Rich people lived in | _____ | a the public baths. |
| 2 Roman boys wore | C | b were usually farmers. |
| 3 People who lived in the countryside | B | c a tunic and sandals. |
| 4 Romans didn't eat | D | d a lot of meat. |
| 5 The Romans often visited | A | e big, beautiful homes. |

Lesson 6 Life in our country in the past

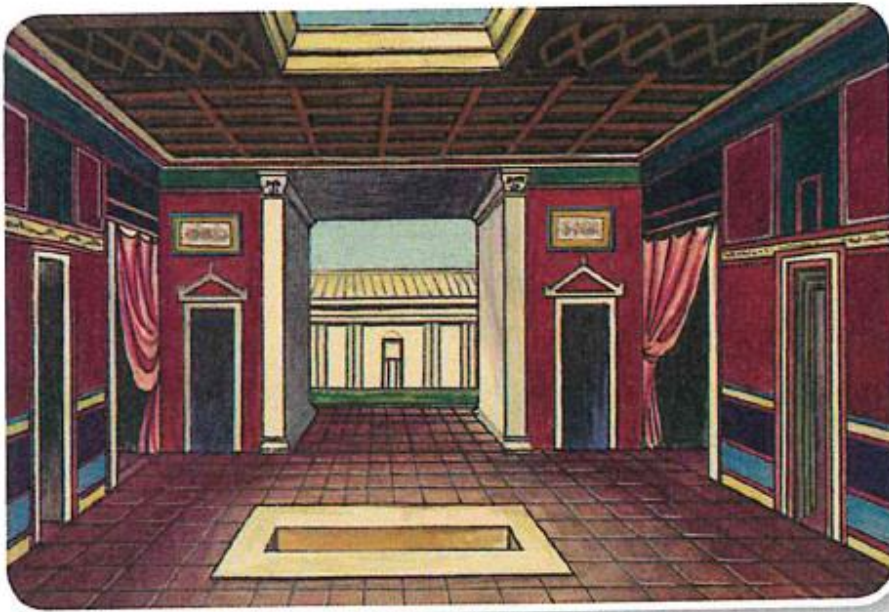
1 Talk about it



Look at the pictures of the houses and think about:

Who lived or lives there? How many rooms are there? Would you like to live in this house? Why or why not?

Now talk to your partner and tell them about what you imagined.



Ancient Roman house



Modern Emirati house

2 Listen

Notebook

Ryan uses phrases to say what he is going to talk about. Copy 1 to 6 into your notebook and then listen to Ryan and complete the sentences.

- 1 Today I'm going to talk ... **about life in the ancient Rome.**
- 2 First of all, I'm going to ... **describe the houses in ancient Rome.**
- 3 Now, I'd like to tell you about ... **Roman clothes.** about a topic. When you give
- 4 Next, I'll ... **talk about jobs.** a factual presentation, talk about a
- 5 Moving on to ... **food.** few different ideas on the topic to
- 6 Lastly, I'm going to tell you ... **what the Roman did for fun.** keep your audience interested.

3 21st Present it Life in your country in ancient times.

Use the graphic organiser in the Activity Book to plan and organise your presentation.

Choose a period of history in your country.

Research the following: clothing, food, housing, jobs and fun activities.

Find or draw pictures to show the class.

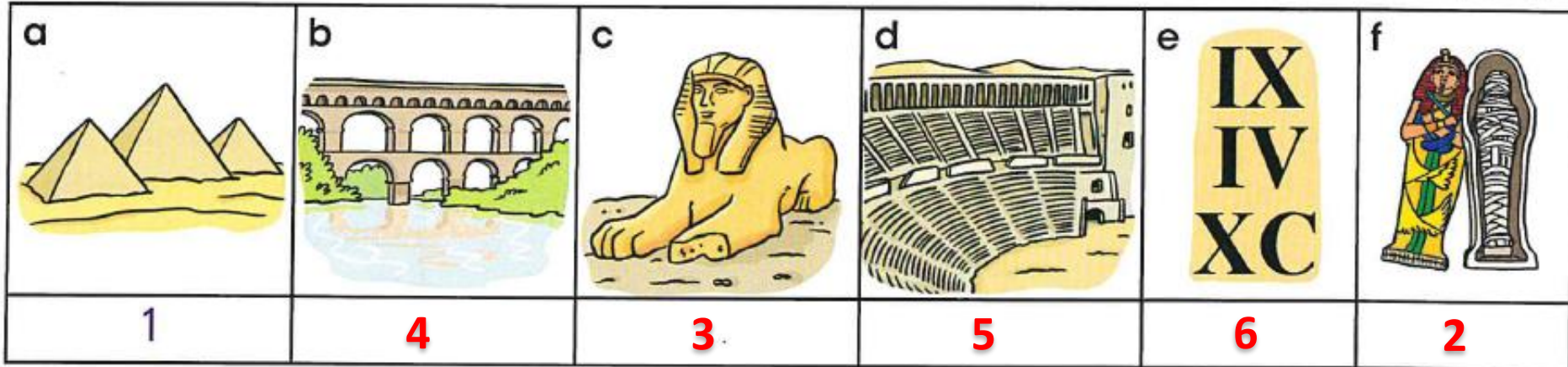
Compare life in the past with the present. Use time expressions e.g. in the past, in ancient times, long ago and the phrases in Activity 2.

Talk for three minutes about your topic.

Lesson 7 My learning

Vocabulary

Complete the sentences about ancient civilisations and then match each one to a picture.



1 The pyramids were the tombs of the Egyptian Pharaohs.

2 A dead king or queen wrapped in material is called a **mummy**.

3 In Egypt the stone animal that looks like a human and a lion is called the **sphinx**.

4 The Romans built **aqueducts** to bring fresh water to the towns.

5 Romans watched shows in the **colosseum** which looked like a football stadium.

6 Romans used to write numbers which are called Roman **numerals**.

2 Use of English

When you write about your opinion you should use different phrases so you do not have to repeat the word 'think'. Look at the phrases in the box.

I think that	Egyptian kings were called pharaohs
I know that	
I believe that	

Write sentences that are true for you, using the phrases in the box.

I think that Egyptian kings were called pharaohs.

- 1 Egyptian kings
- 2 The Egyptian pyramids
- 3 Roman clothes




I think the Egyptian tunics look like the Emirati kandura. We wear long shirts **too**.

3 21st Talk

Make notes about everyday life in your country, and then talk in pairs. Think about clothes, homes, food and free time activities. Try to use the language phrases you learned in Lessons 1 to 6: *I think, I know, I believe, but, too*.

Lesson 8 Tutankhamun's tomb

1 Talk about it  Have you ever discovered something interesting, perhaps on a beach or in an old toy box?

2 Read 

Read the report below about the discovery of Tutankhamun's tomb. **What did the archaeologists find inside?**

King Tut's Tomb Discovered!

Yesterday, on the 24th November 1922, the archaeologist Howard Carter found the tomb of King Tutankhamun in a place called the Valley of the Kings. The tomb was so small that nobody has found it for over 3000 years!

Tutankhamun became the pharaoh of Egypt when his father died. He was only nine years old. He died when he was 18 and nobody knows how he died. Howard Carter and his team were surprised by everything inside the tomb. The archaeologists found more than 3000 treasures in the tomb.

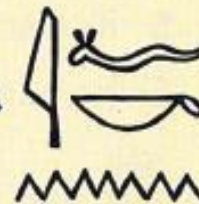
They found many objects made of gold, including a golden chariot, and a throne. There was even a game to play. On the walls there were hieroglyphics, but the best thing they discovered was the mummy of Tutankhamun and his solid gold face mask. 'It was like going into a time machine,' said Carter. 'We can now learn so much about life in Ancient Egypt.'

Vocabulary

treasure: something that is very special or important such as money or gold that is hidden or kept in a safe place

discover: to see or find something for the first time

throne: a king's chair



3



Read

Look at the table and write the questions by reading the text in Activity 2.

Don't forget
question
marks!

Question word	auxiliary verb	subject	verb (infinitive)	phrase	Answer
What	did	Howard Carter	find	in the Valley of the Kings?	the tomb of King Tutankhamun
1. When	<i>did</i>	<i>Howard Carter</i>	<i>find</i>	<i>the tomb?</i>	on the 24th November 1922
2. When	<i>did</i>	<i>Tutankhamun</i>	<i>become</i>	<i>the pharaoh?</i>	when he was nine years old
3. Where	<i>did</i>	<i>Howard Carter</i>	<i>find</i>	<i>the tomb?</i>	in the Valley of the Kings
4. What	<i>did</i>	<i>the archeologists</i>	<i>find</i>	<i>in the tomb?</i>	more than 3000 treasures in the tomb

Lesson 9 Write about a discovery

1 Read

Read the text on page 178 of the Learner's Book again and decide if these sentences are **fact (F)**, or **opinion (O)**.

- 1 The tomb of King Tutankhamun is in Egypt. F
- 2 The king died when he was only 18. F
- 3 More than 3000 treasures were found in the tomb. F
- 4 The golden chariot is beautiful. O
- 5 Tutankhamun's face mask is solid gold. F

2 Write

Match the sentences below with the correct category **a fact/an opinion/a headline/a quotation**.

- 1 King Tut's Tomb Discovered! **a headline**
- 2 'It was like going into a time machine,' said Carter. **a quotation**
- 3 but the best thing they discovered was the mummy of Tutankhamun and his solid gold face mask **an opinion**
- 4 Yesterday, on the 24th November 1922, the archaeologist Howard Carter found the tomb of King Tutankhamun. **a fact**

Writing tip

Use the past simple when you are telling a story.

Howard Carter **discovered** the tomb. The most amazing discovery **was** the mummy of Tutankhamun.

Write a newspaper report about a discovery.

Plan

- Invent a discovery or write about a real discovery.
- Make a list of the facts: What? When? Where? Who?
- Include facts and opinions.
- Think of quotations from the person who made the discovery.
- Think of a headline for the report.

Write

- Write your article.
- Start your article with a sentence about the discovery.
- Don't forget to use past simple. Check the spelling of irregular verbs.

Draw pictures of the treasure and display the reports in your classroom.

Lesson 10 What does an archaeologist do?

78 1 Listen

Rashid is a Grade 6 learner at *Radio Today!*, a radio station at his school. He's talking to Dr Al-Qasimi, a famous archaeologist. Listen and choose a, b or c.

1 Dr Al-Qasimi will talk about

a the UAE

b Grade 6 students

c his job

2 Archaeology is about studying

a the present

b the past

c the future

3 The stone buildings found near Abu Dhabi were a

a round shape

b square shape

c triangle shape

4 Scientists and archeologists believe that in the past the area had more

a animals

b rain

c farms

5 Dr Al-Qasimi found

a cooking pots

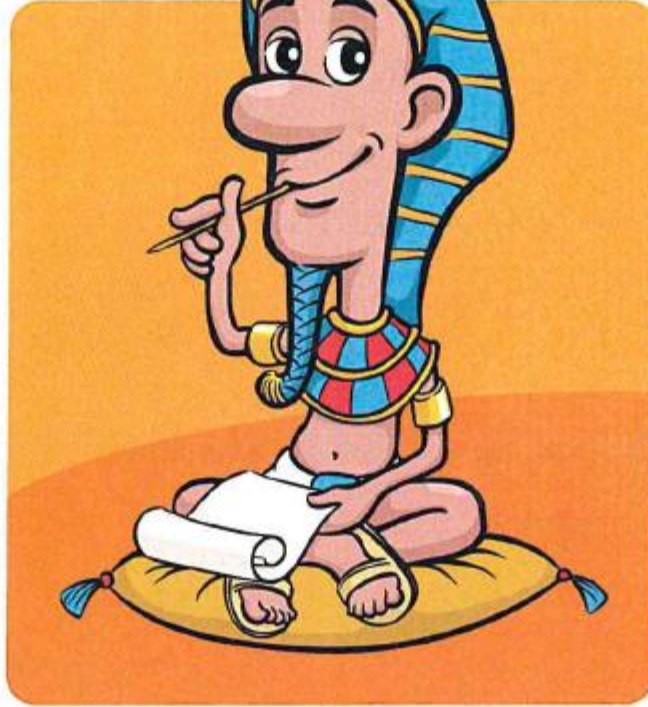
b mummies

c houses


2

 Talk

- 1 How do you think people in ancient times studied?
- 2 What did they write on?
- 3 How did they find out information?



Lesson 11 A time capsule

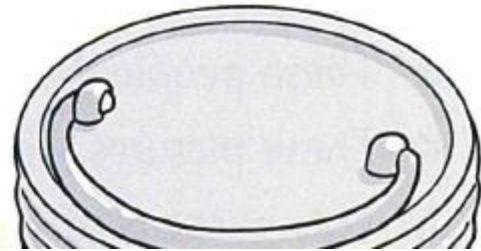
1 Talk about it  Why do people collect and save objects?

What can you find out about people from the things they collect and save?

2 Read and talk 

1 Read the conversation between Ahmed and Fahad.

What did Fahad put in the time capsule. Why?



2 Read and talk

- 1 Read the conversation between Ahmed and Fahad.
What did Fahad put in the time capsule. Why?

Ahmed: Hello Fahad, what's that?

Fahad: It's a time capsule. I'm putting an old mobile phone, a newspaper and some of my old toys into this container. Then I will put it in a safe place, so that people can look at it in the future. I will also look at it in the future!

Ahmed: That sounds interesting! But why open the time capsule in the future, when all the things will be old?

Fahad: Yes, but that is why it's interesting! When I open it in the future, I can remember how we lived now.

Ahmed: Oh I see! I like that idea. How can I make one?

Fahad: Oh it's easy. You can use an empty box or a large container and put things inside. Remember to write the year that you made it, and the place it comes from. Look here – on my time capsule I've written 'Dubai UAE, 2018'.



2 Tell your partner what you would put in a time capsule.

3 Write

Imagine you live in the future. You have discovered a time capsule full of everyday objects you use now. Write an article about what you discovered.

1 First make a poster with pictures of typical everyday items in the time capsule, and write the place and the year.

2 Write a headline.

3 Write about the discovery – When? Where? What? Who?

4 Include facts and opinions.

5 Remember to use past tenses.

1 Read

Look back at Lesson 8 and write the answers to the following statements in your notebooks.

- 1 Archaeologists found this in 1922. Answer: The tomb of King Tutankhamun
- 2 He was the Pharaoh of Egypt for nine years. _____
- 3 These people discovered the treasures inside the tomb of Tutankhamun. _____
- 4 These pictures were on the walls of the tombs. _____
- 5 This quote is about going back in time. _____

2 Write

- 1 Your teacher will write the **answer** to a question on the board.

The archaeologist found the treasure in the Valley of the Kings.

- 2 In groups choose a team leader to write the **question** to the answer on the board, on a piece of paper.

Where did the archaeologist find the treasure?

THE END OF UNIT 12
THANKS FOR WATCHING