



5

The ancient world

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

1  **Look and discuss.**

- 1** Where are the children?
- 2** What are they going to learn about?
- 3** 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!

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

THE HIEROGLYPHIC TRANSLITERATION

 A	 B	 C	 D	 E OR I
 F OR V	 G	 H	 I	 J
 K OR X	 L	 M	 N	 O
 P	 Q OR R	 S	 T	 U
 W	 Y	 Z	 CH	 KH
 SH	 TH			

NUMBERS

1	2	3	4	5	6	7	8	9
								
10	100	1000	10,000	100,000	1,000,000	10,000,000	100,000,000	1,000,000,000

Values Our history.

4 Think and discuss.

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

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

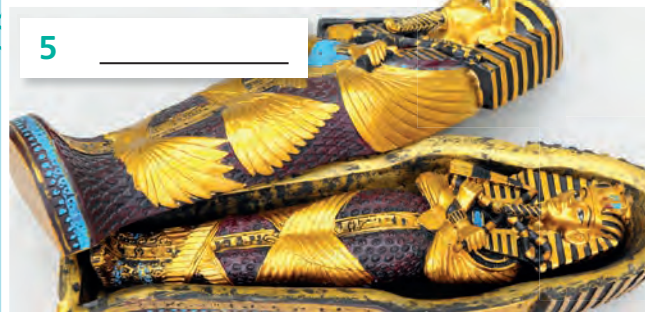
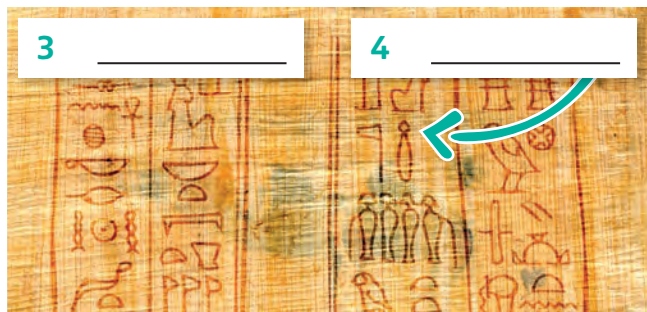
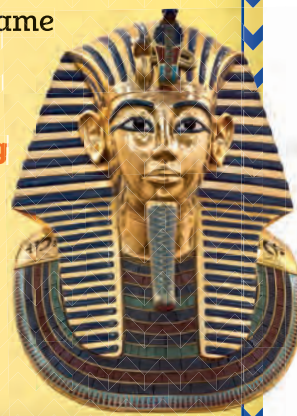
EGYPTIAN WRITING

- 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 **archeologist** 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 5,000 objects of **treasure**: statues, gold jewelry, model boats, chairs, and paintings.





2 Answer the questions.

- 1 What did ancient Egyptians use pyramids for?

- 2 How did the archeologist find King Tut's mummy and treasure?

3 Write sentences with the **color** words from 1.

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

- 1 King Tut is called the "Boy King" because he was a boy when he became king. T / F
- 2 Nobody found his burial place for about 3,000 years. T / F
- 3 The outside of his coffin was covered in gold. T / F
- 4 Like all other pharaohs, his burial place was a pyramid. T / F
- 5 A British archeologist found the burial place in 1920. T / F
- 6 Along with King Tut's mummy, archeologists found about 500 precious objects of treasure. T / F

5 Read and complete. Then discuss.

The treasure that archeologists 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 cell phone, a soccer team's flag, _____

6 Listen to how we say the colored parts of these words. 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 does each word have? Write 1 or 2. Then listen again and check.

Sound 1
work

Sound 2
where, bear

curtain ____
hurt ____
wear ____
pear ____

somewhere ____
fur ____
burn ____
share ____

Language lab

GRAMMAR 1: PAST PASSIVE

I will learn about the Past Passive.

1 Watch the video.



Active

I **wrote** my name in hieroglyphics.

Archeologists **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 archeologists) 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** _____ (eat) and the leaves **3** _____ (use) by ancient Egyptians to make paper. This is how paper **4** _____ (make).

First, the hard outer leaves **5** _____ (remove) and the soft insides **6** _____ (cut) into strips. They **7** _____ (put) in water for three days to soften.

Then the strips **8** _____ (roll) flat and they **9** _____ (lay) next to each other in rows, one row on top of the other.

A heavy stone **10** _____ (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.

3 Number the pictures in order.

CODE CRACKER



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

5 Make your own papyrus!

- 1 Chess _____ (invent)
1,500 years ago by the Egyptians / Chinese .
- 2 The first coins _____
(use) in 200 / 600 BCE.
- 3 The oldest mummies _____ (find)
in Egypt / South America .
- 4 The first toothpaste _____ (make) by the
ancient Greeks / Egyptians , using
salt, pepper, and dried flowers.
- 5 In the ancient world, more pyramids
_____ (build) in
Sudan / Guatemala than in Egypt.



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



"Turn off your light, Yusuf!" I heard my mom call from downstairs.

"Yes, Mom, 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 archeologist. 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 flashlight in my pocket. I turned 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.

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, jewelry, 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 ... 3,000 years ago!

The next thing I heard was my mom'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 mom, "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 flashlight?
- 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?

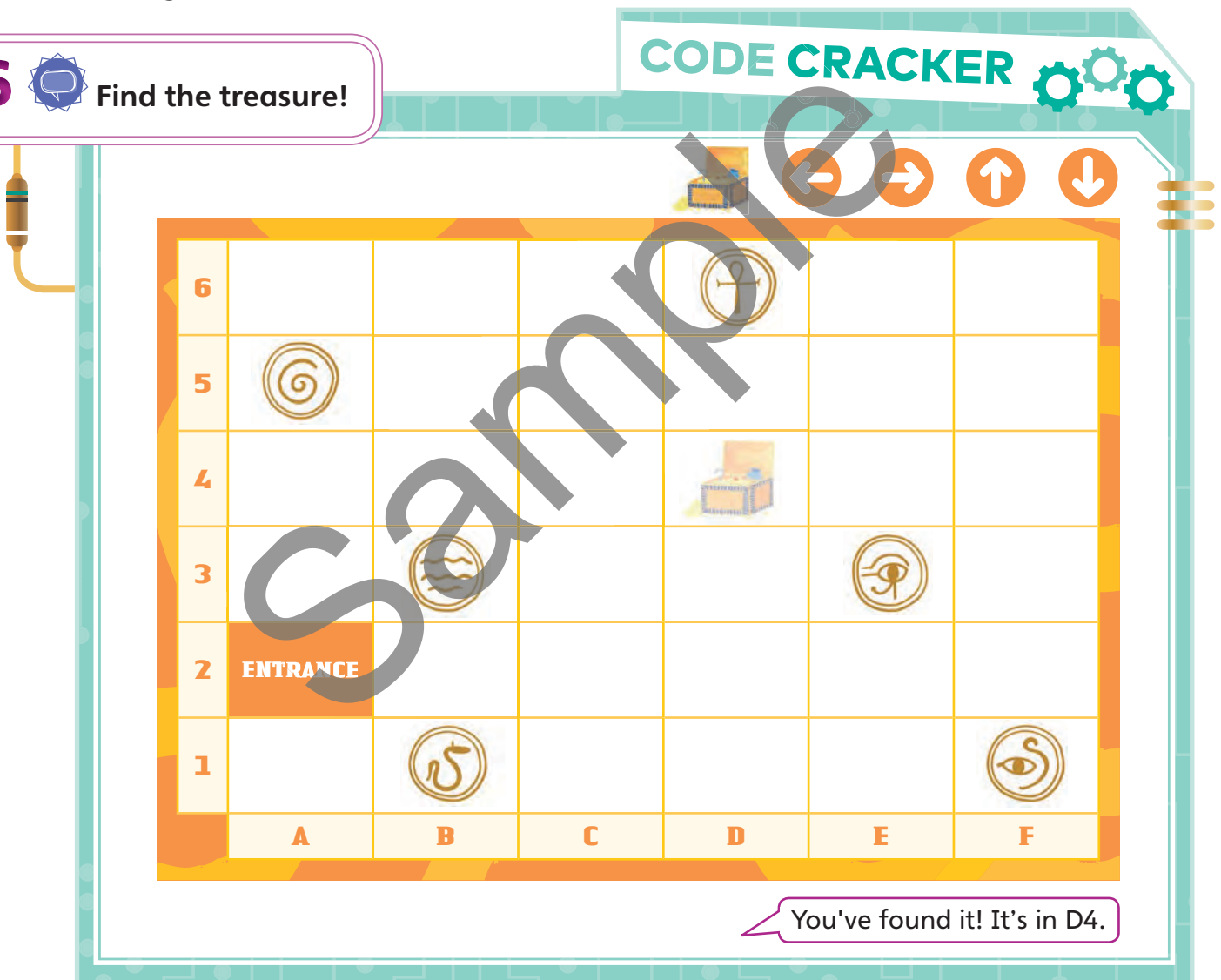
5 Work in pairs.







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



6						
5						
4						
3						
2	ENTRANCE					
1						
	A	B	C	D	E	F

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


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

It's made of ...

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 sled



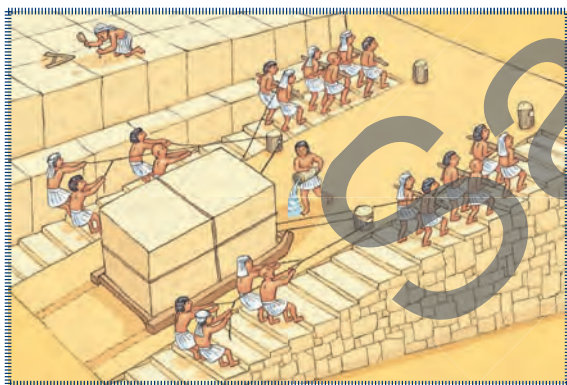
Watch a video about
force and friction.

- 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 sled. Archeologists believe the sled was made with wooden logs. Logs were a good object to roll because they were hard and round. The sled 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 sled. 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 sled up with the ropes. The ropes were tied around wooden structures, which helped the workers to pull the blocks more easily.



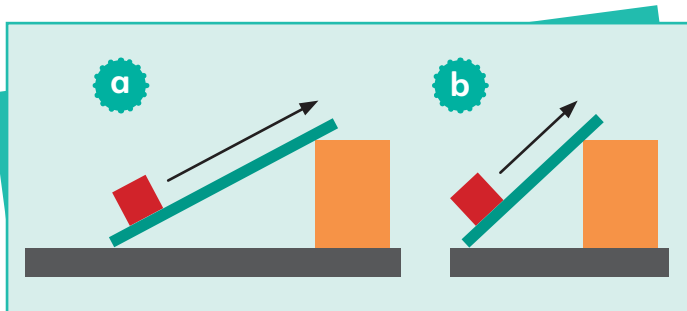
- 3** Complete the explanation with the words.

a force a ramp friction

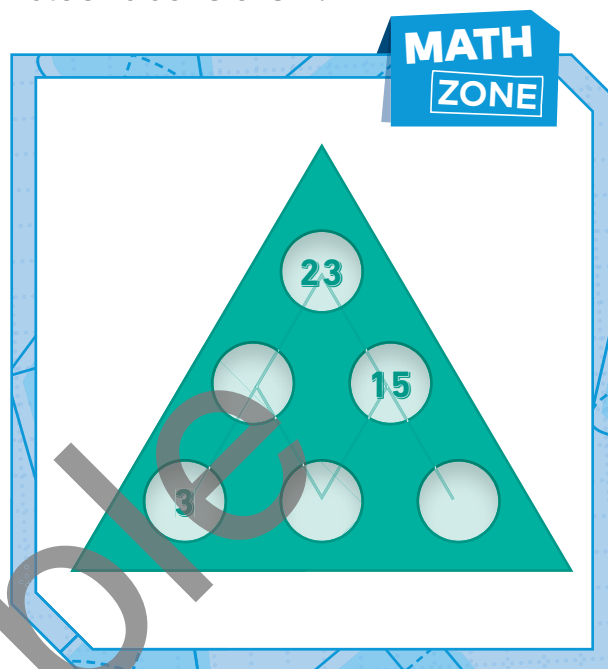
1 _____ is a push or a pull to make an object move in a certain direction. To move an object along a flat surface, from a low level to a higher level, we use **2** _____. When the object moves along a surface, it causes **3** _____.

4 Look at the pictures and answer.

- 1 Which ramp, a or b, needs more force to pull the block, but takes less time?
- 2 Which ramp needs less force to pull the block, but takes longer?
- 3 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.



EXPERIMENT TIME

How do different surfaces affect friction?

- 1 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?

- 2 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



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.

- 1 When was it built?
- 2 Who was it built by?
- 3 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.

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

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


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

1 The Sagrada Familia in Barcelona was designed by Antoni Gaudí / Oscar Niemeyer .
Who was the Sagrada Familia in Barcelona designed by?

2 The British Museum was opened in 1957 / 1759 .

3 The Tower of London was used as a prison / stadium .

4 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?

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

- 1 Why were sphinxes built?
- 2 How big is the Great Sphinx?
- 3 When was it built?
- 4 How was it damaged by weather?
- 5 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 has 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 4,500 years. The wind has removed its beard, nose, and paint. Archeologists 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 color 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.

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

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?

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 amphitheater 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 Pergel! 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 amphitheater.

 Find out about a historical place in your city. Visit with your family.

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.