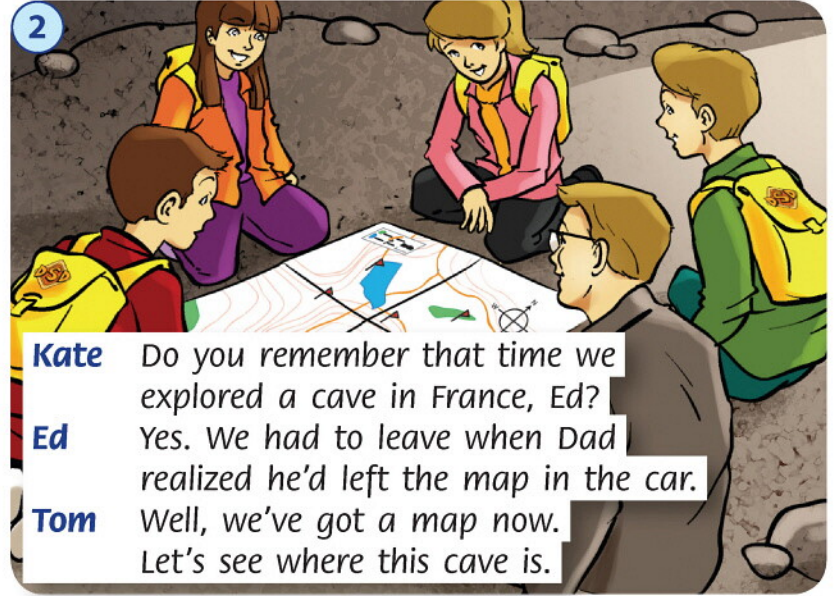
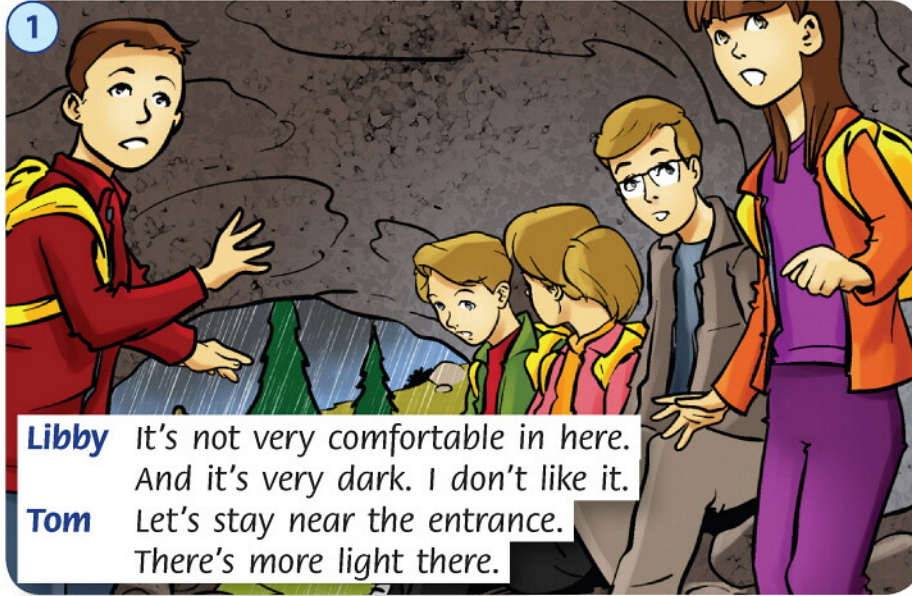


## Lesson One Story

1 Listen and read. What do the children find in the cave?  68



2 Listen to the story again and repeat. Act.

3 Read again and write the names.

Ed Kate Libby Tom

- 1 Libby doesn't like the dark.
- 3 \_\_\_\_\_ looks at the map.
- 5 \_\_\_\_\_ sees that the cave wall is coming down.

- 2 \_\_\_\_\_ and \_\_\_\_\_ explored a cave in France.
- 4 \_\_\_\_\_ describes the weather.
- 6 \_\_\_\_\_ sees the treasure chest.

1 Listen and repeat.  69**ancient** *adj* very old**artefact** *noun* an object that was made by a person**evidence** *noun* facts that make you believe something is true**fascinating** *adj* very interesting**investigation** *noun* something to try to find out what happened**mysterious** *adj* that no one can understand or explain**site** *noun* a place where a building used to be, or where something happened**strange** *adj* unusual and difficult to understand or explain

## 2 Write the words.

- 1 It is a very strange cave painting. There is nothing else like it.
- 2 They found an interesting \_\_\_\_\_ in the cave.
- 3 \_\_\_\_\_ history is about things that happened very long ago.
- 4 I think it's \_\_\_\_\_ to know how people lived long ago.
- 5 The police are doing an \_\_\_\_\_ into the robbery.
- 6 The story is very \_\_\_\_\_. No one can explain it.
- 7 There is \_\_\_\_\_ that shows how people used to live.
- 8 There is the \_\_\_\_\_ where the old stadium was long ago.

## Working with words

We add the suffix **-able** to some verbs to make adjectives:

verb

accept

comfort

reason

advise

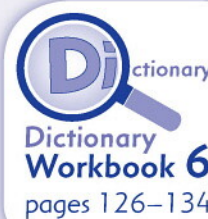
believe

use

adjective

accept**able**comfort**able**reason**able**advise**able**believe**able**use**able**

When a verb ends in **-e**, we remove the **-e** and add **-able**.

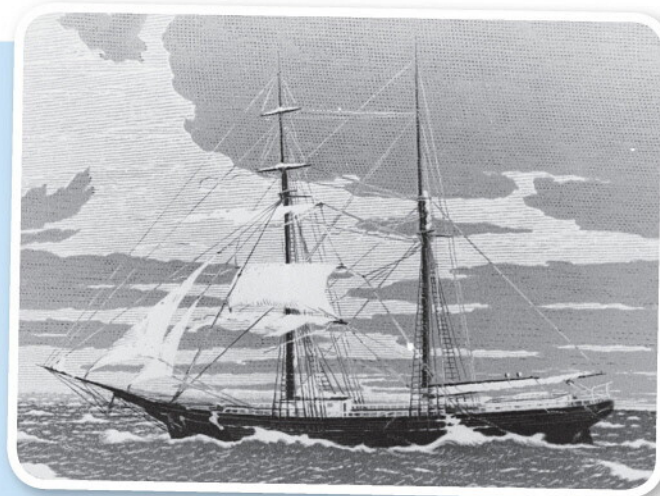
3 Listen and repeat.  70

## 4 Read and circle.

- 1 This chair's very *comfort* / comfortable. I'd like to stay here all day.
- 2 We *advise* / *advisable* people not to go climbing when the weather is bad.
- 3 Our teacher gives us a *reason* / *reasonable* amount of homework each week.
- 4 We think the price for the car is *accept* / *acceptable*.
- 5 Ted's story was very *believe* / *believable*.
- 6 We often *use* / *usable* the computer in the evening.

## 1 Listen and read. When was the *Mary Celeste* found? 71

There was a mysterious ship called the *Mary Celeste*. In November 1872, the ship left New York for Italy. The captain, his wife, their daughter and the ship's crew were on board. In December 1872, a passing ship found the *Mary Celeste* floating in the ocean. The captain went onto the ship. After they had climbed onto the ship, they saw there was no one there! They explored the ship and discovered that someone had taken the lifeboat and a few other things. But the ship wasn't damaged. There hadn't been a storm. What happened to the people? No one knows! It's a mystery!



## 2 Read and learn.

### Past perfect

Use the **past perfect** for one thing that happened in the past before another thing happened in the past. After they **had climbed** onto the ship, they **saw** there was no one there.

Past perfect = **had (not) + past participle**

Look! 'd = had

Use the **past perfect** for the earlier thing that happened and the **past simple** for the thing that happened after that.

They **discovered** that somebody **had taken** the lifeboat.

## 3 Complete the sentences. Use the past simple or the past perfect.

 Irregular verb list Workbook 6 page 135

- I went out after I had finished (finish) my homework.
- When I got home, I remembered I \_\_\_\_\_ (leave) my bag at school.
- After we had finished the exam, we \_\_\_\_\_ (go) home.
- My fish were hungry because I \_\_\_\_\_ (forget) to feed them.
- When they \_\_\_\_\_ (get) to the cinema, the film had already started.
- We had just finished lunch when my uncle and aunt \_\_\_\_\_ (arrive).

## 4 Speaking Talk about the pictures.

a few / a lot of / all of    a little of / half of / all of    none of / a little of / half of  
taken / the sandwiches    drunk / the juice    eaten / the cake



When she arrived, the children had drunk half of the juice.

It's Meg!



# 1 Listen and read.

What do Chip and Professor want to know? 72

How did the Egyptians build the pyramids? How did they get all those big stones there? Had they invented trucks and trains before they built the pyramids?

No, they *hadn't* invented trucks and trains before they built the pyramids. I don't know how they built them. But I have an idea!

This contains information on all the history of the world! Let's test it. What is the biggest pyramid in Egypt?

The answer is 'The Great Pyramid of Khufu'.

Wow!

How did the Egyptians build the pyramids?

The answer is not known.

Oh, well! Some things we'll never know!

# 2 Read and learn.

## Past perfect: negative sentences

They **hadn't invented** trucks and trains before they built the pyramids.

Look! **hadn't** = **had not**

## Past perfect: questions

**Had** people **invented** trucks and trains before they built the pyramids?

# 3 Complete the questions. Use the past perfect.


Irregular verb list Workbook 6 page 135

- Had the film already started (start) when you got to the cinema?
- \_\_\_\_\_ Sam \_\_\_\_\_ (finish) his homework when you arrived at his house?
- \_\_\_\_\_ the boys \_\_\_\_\_ (visit) England before they went to London?
- \_\_\_\_\_ your mum \_\_\_\_\_ (cook) lunch when you arrived home?
- \_\_\_\_\_ your teacher \_\_\_\_\_ (tell) you to learn the words before she gave you the test?
- \_\_\_\_\_ you ever \_\_\_\_\_ (see) a football match before you went last weekend?

# 4 Write sentences.

- Billy woke up late because he hadn't gone to bed early (not go / to bed early).
- He was hungry because he \_\_\_\_\_ (not eat / any breakfast).
- The teacher was angry because Billy \_\_\_\_\_ (not do / his homework).
- When Billy's friend arrived, he \_\_\_\_\_ (not finish / his lunch).
- Billy and his friend went to the park as they \_\_\_\_\_ (not practise / for the match).
- Billy and his friend didn't buy an ice cream as they \_\_\_\_\_ (not bring / any money).

### Reading

- 1 Look at the interview. When were the Nazca lines discovered?
- 2 Listen and read.  73

## The Nazca Lines

In this interview, historian Michael Jones talks about the mystery of the Nazca Lines. Michael Jones has studied the Nazca lines for many years.

1 \_\_\_\_\_

The Nazca were an ancient people that lived in Peru, in South America, about 2,000 years ago. The people are well-known for creating the Nazca lines. The Nazca lines are famous all over the world, and they can still be seen clearly and easily today.

2 \_\_\_\_\_

They are giant sketches which the Nazca people drew in the desert in the Nazca Valley. Some of the drawings are just long, straight lines, but there were other drawings, too.

3 \_\_\_\_\_

No, they also drew birds, animals and figures. For example, there's a monkey, a giant condor, which is a type of bird, and a huge spider. There's also a human which has a big, round head and is known as 'the astronaut'. We don't know why they drew these objects.

4 \_\_\_\_\_

The desert in the Nazca Valley is made of dark red stones and soil. Underneath there is a lighter, yellow soil. The Nazca cleared away the top to show the lighter colour. The area has a very dry climate and there is little wind. Archaeologists say this is why the drawings were able to survive.

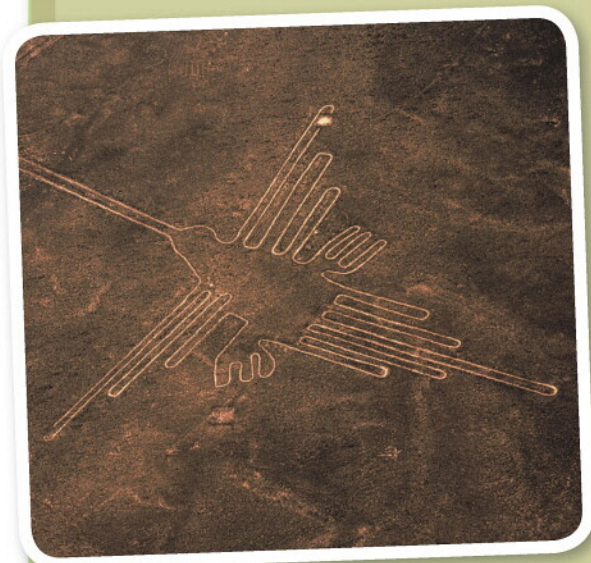
5 \_\_\_\_\_

We can't be sure, but it probably took hundreds of years to make so many drawings and probably hundreds or even thousands of people made them. We don't know exactly why the Nazca people made them, although they were obviously very important because they spent so long making them.



6 \_\_\_\_\_

The drawings were first discovered in 1927, when a plane was flying across this part of the desert. What is incredible is that because they are so huge, you can only really see them from the air. Today, people travel in small planes and look down on them, but in those days, how did they see them? It's a mystery!

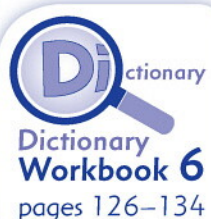


- 3 Read again and match the questions with the answers in the interview.

- |                                      |          |                                |       |
|--------------------------------------|----------|--------------------------------|-------|
| a Did they only draw lines?          | _____    | b How can we see them today?   | _____ |
| c How long did it take to draw them? | _____    | d How did they make the lines? | _____ |
| e Who were the Nazca people?         | <u>1</u> | f What are the Nazca lines?    | _____ |

Words in context

1 Find the words in the interview to match the pictures and definitions.



*noun* a person who studies history

*verb* to move something to a different place because you don't need it

*noun* the normal weather that a place has

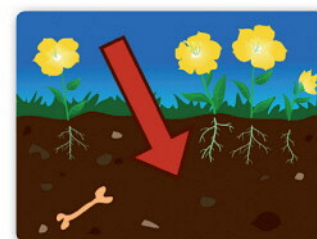
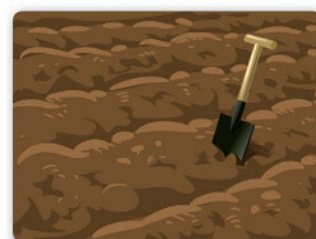
*adj* really amazing; difficult to believe

1 historian

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_



5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

Listening

2 Listen. What is the advert for? 74

3 Listen again and complete.

- 1 Flights leave at 7 a.m. and 4 p.m. every day.
- 2 Each plane takes \_\_\_\_\_ people.
- 3 Trips last one hour and \_\_\_\_\_ minutes.
- 4 A guide will meet you at the \_\_\_\_\_ in Nazca.
- 5 The guide shows you a \_\_\_\_\_.
- 6 People should wear \_\_\_\_\_ clothes in the desert.



Speaking

4 Ask and answer. Use the prompts or your own answers.

Would you like to visit the Nazca lines?

Why?

Which other stories do you think are mysterious?

Why are they mysterious?

How do you think people could solve these mysteries?

\_\_\_\_\_

I'm (not) interested in \_\_\_\_\_.

\_\_\_\_\_

Because nobody really knows \_\_\_\_\_.

They could \_\_\_\_\_.

Yes, I would. / No, I wouldn't.

ancient culture / mysteries / amazing art

The story of the *Mary Celeste*. /  
The building of the pyramids.

what happened to the people /  
who really built them

look for archaeological clues / read more  
about the subject / visit the sites

### Writing

- 1 Look at the text. What is Stonehenge? 2 Read.

#### A tourist information leaflet

We write a tourist information leaflet to give information about important places to visit in our country.

In a tourist information leaflet, we include all the important information:

- when it's open
- how much it costs
- where it is

We explain what the tourist attraction is, and why it is important.

We use *It is thought...* and *Historians think...* to explain the history of a place.

We finish a tourist information leaflet by giving an exciting reason why tourists should visit.

## Visit Stonehenge!



### Opening times

9.30 a.m. – 4 p.m. (winter)  
9.00 a.m. – 7 p.m. (summer)

### Prices

£6.40 for adults  
£3.20 for children

### Where is it?

Salisbury, England

### What is Stonehenge?

Stonehenge is a huge and mysterious circle of stones in the south of England. No one is sure who built Stonehenge or why, but *it is thought* that people began building it around 5,000 years ago. Some *historians think* that the circle was built for festivals. Other historians think that it is a kind of ancient calendar. This is because of the way the sunlight falls on different stones at different times of the year.

### Why visit?

Stonehenge is an incredible sight. It is amazing because of the size of the stones. The tallest stone is more than six metres high. The heaviest stone weighs about 45 tons. The stones came from hundreds of kilometres away. People didn't have transport then, so how did they move them? No one really knows! Come and visit and see what you think!

- 3 Read again and answer the questions.

- 1 Where is Stonehenge? 2 How high is the tallest stone?

- 4 Match.

#### Visit Buckingham Palace!

1 Opening times

b

a London, England

2 Prices

b 9.45 a.m. – 6 p.m. (July–September)

3 Where is it?

c It is one of the most famous buildings in England!

4 What is Buckingham Palace?

d It is where the British Queen or King lives.

5 Why visit?

e £16.50 for adults; £9.50 for children

- 5 Complete the writing task on page 72 of Workbook 6.

## 1 Complete the quiz.

1

(noun) *facts that make you believe something is true*  
What is the word?

2

Why does the wall of the cave fall down in the story?

3

Make the word into an adjective. believe

4

Correct the sentence.  
After I had finished lunch, I had done my homework.

5

Correct the sentence.  
When I arrived at the party, everyone finished all the cake.

6

Correct the sentence.  
When I get home, I realized I had left my bag on the bus.

7

In which country can you find the Nazca lines?

8

(noun) *a person who studies history* What is the word?

9

Circle the correct word.  
It is *think / thought* that Stonehenge was built 5,000 years ago.

10

Write two things to include in a tourist information leaflet.

2 Listen and order the lines. Sing.  75**Mysteries of the ancient world**

1

I know the Earth goes round the sun

I really just don't know.

But some things about the ancient world,

And I know how flowers grow.

1

How did they build the pyramids?

Did people study the stars?

When they didn't have trains or cars?

How did they transport stones and things

1

I know the Earth is big and round

I really just don't know.

And I know why rivers flow.

But some things about the ancient world,

1

Why did they build mysterious sites?

What were those figures and sketches?

Who drew the Nazca lines?

Were they just maps and signs?

