

# UNIT 2

## ECHOES OF THE PAST

You're a time traveller and you're going back to the time of past civilisations. Look at the pictures. What do they illustrate? Can you recognise any of the civilisations? Do you know anything about them? Discuss.



1



2



3



4



In this Unit you will:

- read about ancient civilisations and world mysteries
- listen to scientists talk about ancient cities
- talk about life in the past
- write a story
- enter an art competition
- do a project on world mysteries

On a winter night in 373 BC, a catastrophic earthquake and tidal wave destroyed Helike, the principal Greek city located in Achaia, Northern Peloponnesos, two kilometres from the Corinthian Gulf. The entire city and all its inhabitants were lost beneath the sea.

Helike had been founded in the Bronze Age and its pan-Hellenic sanctuary of Poseidon was known throughout the classical world. It had led the twelve cities of the first Achaean League, and had founded colonies in Asia Minor and in South Italy. The dramatic destruction of Helike was one of the most appalling tragedies of the classical world and may have inspired the creation of a very famous myth.

- Which myth do you think this is?

At the end of this Unit, you should be able to:

- talk about past habits and events
- talk about actions in progress in the past
- describe natural disasters
- react to good or bad news
- relay a message from Greek into English

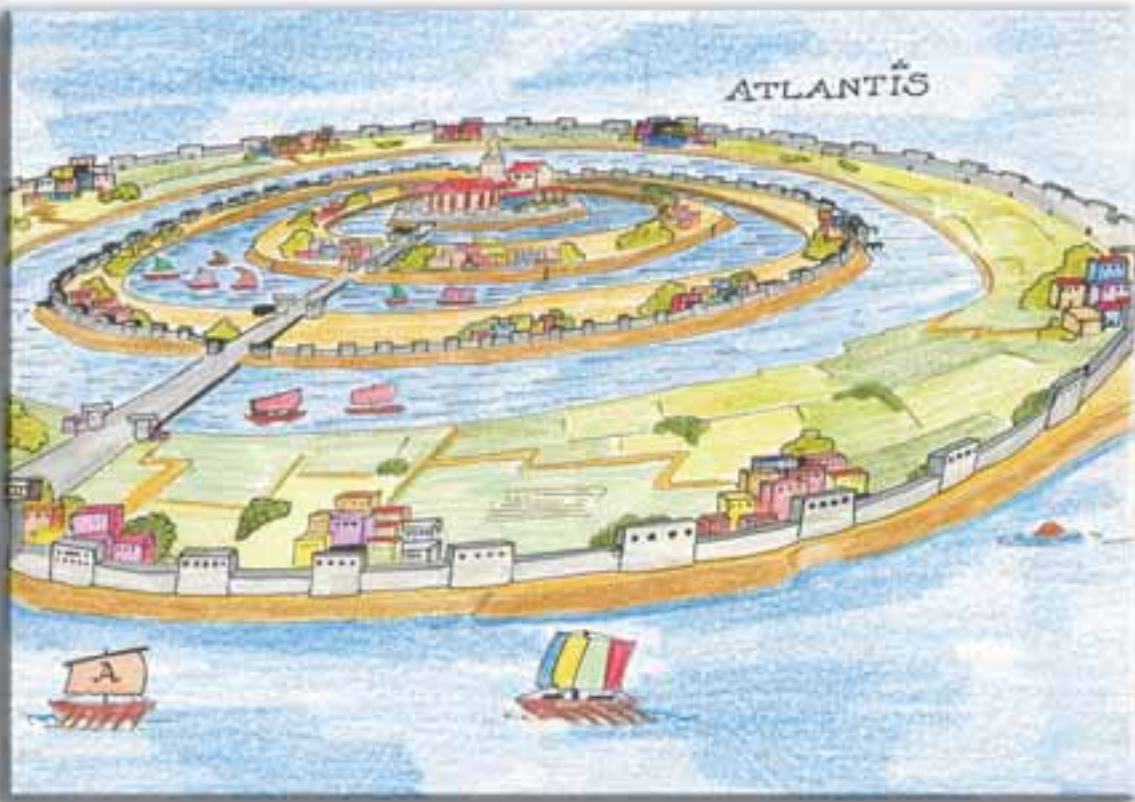


## LESSON 4 • MYSTERIES OF OUR WORLD

# Lesson 4 Mysteries of our World

Speak & Listen

## 1 The legend of Atlantis



- 1.1** What do you know about the lost city of Atlantis? Where was it? What happened to it? Discuss.
- 1.2** You are studying the mystery of Atlantis in your History class and your teacher has asked you to make a short presentation to a group of British students who are visiting your school. You have already done some research, but some information is missing from your notes below. Listen to part of a BBC radio programme about Atlantis and fill in the gaps in your notes.



NOTES

- ✓ Earliest records of Atlantis: 370 BC.
- ✓ Plato learned the story from Solon.
- ? Solon learned the story when he travelled to (1) .....
- ✓ The island was named after Atlas.
- ✓ On top of a hill, there was a temple.
- ? Inside the temple was a (2) ..... statue of the God of the Sea driving six winged (3) .....
- ? A violent (4) ..... shook the land, giant (5) ..... rolled over the shores and the island sank into the sea.

Did you know?

Over 5,000 books have been published on the legend of Atlantis.



LESSON 4 • MYSTERIES OF OUR WORLD

read **2** A myth or not?

2.1 Work in pairs. Complete the first two columns of the KWL chart with what you already know about Atlantis and what else you would like to know about it.

K (know)	W (would like to know)	L (learnt)

2.2 Mr. Alexandros Demetriou, a famous Greek archaeologist, was interviewed about Atlantis for an English language newspaper, "The Athens Tribune". Read the interview and find three more interesting facts about Atlantis. Complete the last column of the KWL chart above.

**Reporter:**

– Mr. Demetriou, just a few questions from our readers about Atlantis... Do we know where it used to be?

**Mr. Demetriou:**

– Well, there are many and varied theories. Plato stated that Atlantis lay in the Atlantic Ocean near the Rock of Gibraltar. Other researchers believe that the island's location was somewhere in the Mediterranean Sea. Finally, there are some people who think that Thera could be the island of Atlantis.

**Reporter:**

– That sounds interesting. I guess it's because of the discovery of the city of Akrotiri, which was excavated by the well-known archaeologist Spyridon Marinatos, right?



The volcano of Thera

**Mr. Demetriou:**

– Possibly. In about 1500 BC, Thera was destroyed by the world's largest volcanic eruption. Akrotiri was buried

beneath 15 feet of ash, which preserved its streets, buildings and impressive wall paintings. It's an exciting theory, but not a widely accepted one, I must say.

**Reporter:**

– What is so interesting about Atlantis?

**Mr. Demetriou:**

– Well, Plato's description was of a land of wealth, beauty and advanced civilisation. This made many explorers seek out its location. They read Plato's dialogues like a treasure map, which would help them locate the lost city.

**Reporter:**

– It sounds like a magical place.

**Mr. Demetriou:**

– It may have been ... There are of course archaeologists and researchers who have challenged these theories, saying the Atlantis story is just a myth. Yet, people still long to discover Atlantis, even with no archaeological proof of its existence...



Adapted from: www.mnsu.edu

**A MATHS PROBLEM FOR YOU**  
 Akrotiri was buried 15 feet below the ground. Can you calculate how many metres that is? Ask your Maths teacher for help.

2.3 Do you think Atlantis really existed or is it a myth? Why?

# LESSON 4 • MYSTERIES OF OUR WORLD

## Grammar 3 Language focus

3.1 Read the following examples.

- In 1967, Marinatos **excavated** Thera and **discovered** a city.
- An earthquake **shook** the island and it **sank** into the ocean thousands of years ago.
- A museum with the findings from Thera **has opened** recently.
- The archaeologist **has finished** his work in Thera.



Did these actions happen in the past? Do we know exactly when they happened? Complete the rule.

We use the **Simple Past** to talk about .....

We use the **Present Perfect** to talk about .....

3.2 Read two more examples of the Simple Past and the Present Perfect.

- He **worked** as an archaeologist when he was 35 years old.
- He **has worked** as an archaeologist for the past 15 years.

Which of the two sentences means that he still works as an archaeologist? Complete the rule.

We use the ..... to talk about an action that started and finished in the past.

We use the ..... to talk about an action that started in the past but continues up to the present time.



Grammar Reference, pp. 168-169

Revise the irregular verbs,  
p. 179

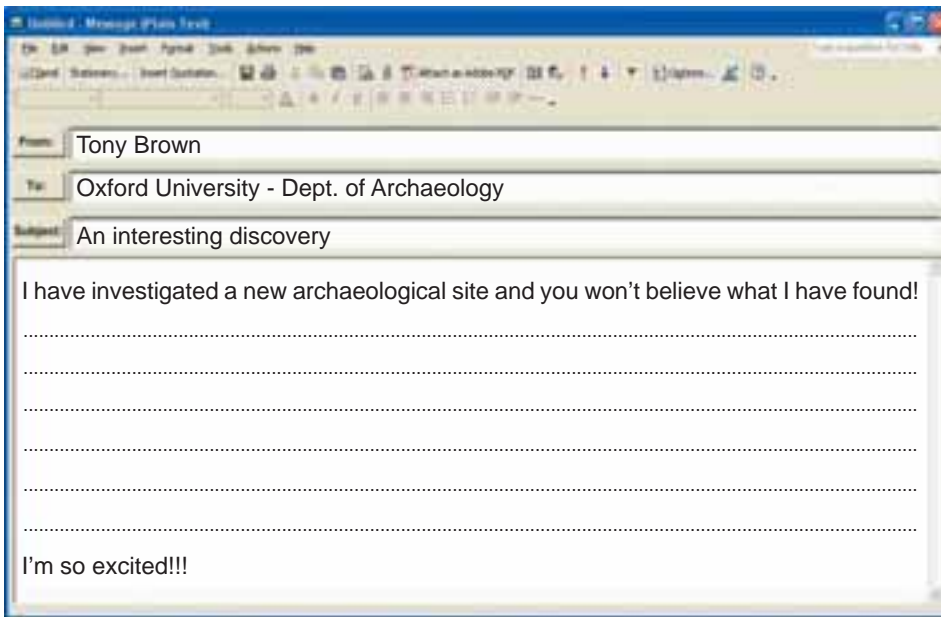
## write & speak 4 Found!

4.1 Suppose you are Mr. Brown, a British archaeologist. You have just made an interesting discovery and you want to send an e-mail to your colleagues to inform them about it. Here are your notes. Use them to write your e-mail.



A piece of pottery from Akrotiri, Santorini

## LESSON 4 • MYSTERIES OF OUR WORLD



**4.2** Work in pairs. One of you is Mr. Brown and the other one is a reporter who is writing an article about Mr. Brown's amazing discovery. Act out the interview using the information from the e-mail in 4.1.

e.g. **Reporter:** Mr. Brown, would you like to say a few words to our readers about the amazing discovery you made two weeks ago?

**Mr. Brown:** Yes, I'd be glad to share this experience with you. What would you like to know?

**Reporter:** What exactly did you investigate?

**Mr. Brown:** I investigated a new archaeological site.

**Reporter:**.....



### 5 Mini-project: A natural disaster

Work in groups. What do we call the giant waves that washed away Atlantis? What do you know about them? Find out which parts of the world these waves usually occur in and why.



Sri Lanka, December 2004

## LESSON 4 • MYSTERIES OF OUR WORLD

Portfolio **6**

Project time: **Unsolved mysteries!!!**

It's up to you p. 152

1. Work in groups. Investigate one of the world mysteries below in order to make a presentation to your class. Look back at page 24 for tips on how to prepare your project.

*Easter island*

- Stonehenge
- The Great Pyramid
- The Sphinx
- Baalbeck
- Tiahuanaco
- Easter island statues
- Ollantaytambo
- Sacsayhuaman
- Kailasa Temple
- Al-Khazneh



2. Research the monument you have chosen. You can find information by looking through newspapers and magazines, relevant books or online sources such as [www.world-mysteries.com](http://www.world-mysteries.com) / [www.mysteriousplaces.com](http://www.mysteriousplaces.com) / [www.discoverychannel.ca](http://www.discoverychannel.ca).

3. Select the information you want to include in your presentation.



*Ollantaytambo*

The following questions might help you:

- When were these monuments made? By whom?
- Where were they found?
- What were they like?
- Who discovered them?
- What materials were used to build them?
- Which were the most important artifacts found?
- Who lived there?
- What were they originally used for?

4. Find pictures to go with your presentation.

5. Present your work in class.



*Tiahuanaco*

*Al-Khazneh*



*Stonehenge*



# Lesson 5 Across the Ages



## 1 What was life like in the past?

- 1.1 Many museums all over the world exhibit items from people's everyday life in the past. What would you expect to see in these museums? Is there such a museum in your town?
- 1.2 Mr. Vabriani, a famous geologist, is being interviewed on Sky-TV. He is talking about a geological phenomenon that changed a city completely. Listen to the interview and take down notes to answer the questions. Compare your answers with your partner's.

1. What place is the geologist talking about? .....
2. What was the place like 2,000 years ago? .....
3. What happened to this place? When? .....
4. What can you see in the local museum in this city today? .....

- 1.3 These pictures show findings from this city. Can you guess what they show?



# LESSON 5 • ACROSS THE AGES

## read 2 It was an ordinary day...

2.1 Read the text and look at its title. Why do you think the writer chose this specific title?

### ... When Time Stood Still...

I

Almost 2,000 years ago, and only a few days' journey from Rome by coach, the lively city of Pompeii lay at the foot of a volcano named Mount Vesuvius.

II

Pompeii was a dynamic, commercial centre full of life. There were dozens of shops where shopkeepers sold jewellery and perfumes, potters worked with clay, and metalworkers and glassblowers amazed passers-by with their skill. There were theatres, bars, taverns and public baths where people used to go to relax and socialise. There was also an amphitheatre where people used to watch gladiators fight.

III

Vesuvius had not erupted in more than a thousand years. There had been an earthquake some years earlier, but no one could imagine what would follow... Then, in August AD 79, the earth started to shake again, and a few hours later, the volcano erupted with a tremendous bang. Tons of rocks, ash and hot lava buried Pompeii. Buildings collapsed, fires broke out everywhere. It was a terrifying scene. People everywhere were screaming, children were crying, and others were praying for the destruction to stop. For the city of Pompeii, time stopped here.

IV

In 1748, when archaeologists began excavations, they discovered that the lava had not only destroyed Pompeii, but it had also preserved it. Everything was found exactly the way it had been almost two thousand years ago. Archaeologists found shops, temples, a theatre, wall paintings. The hot ashes had hardened around people's bodies preserving the positions they were in at the time of the eruption. The bodies had turned into dust, but by pouring plaster into holes in the hardened ash, archaeologists were able to make out their shapes. In some cases, they could even see the expression on a person's face. Inside the houses they found a half-eaten loaf of bread, eggs, a kettle on the fire. They even found a sign at the entrance of a house saying 'Cave Canem', which means: 'Beware of the Dog'!

*Adapted from: "Lost Civilisations: Pompeii, The Vanished City", Time Life Publications*



Detail from a fresco found in Pompeii.

2.2 The sentences below summarise the paragraphs of the text. Match each one with an appropriate paragraph.

1. What happened on the day of the eruption.
2. What Pompeii was like 2,000 years ago.
3. Where Pompeii is located.
4. The archaeological discoveries in Pompeii.

Paragraph  
 .....  
 .....  
 .....  
 .....



**Did you know?** When Mt. Vesuvius, in Italy, erupted in AD 79, the lava was blown 27km into the stratosphere, travelling at twice the speed of sound.

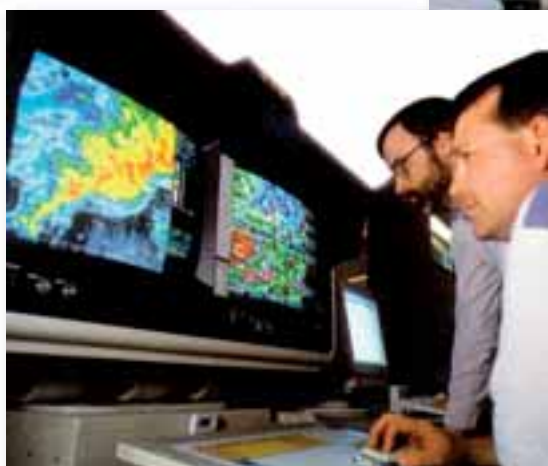


LESSON 5 • ACROSS THE AGES



**A SCIENCE PROBLEM FOR YOU**  
 How are volcanoes created?  
 Ask your Science teacher for help.

**3** *Speak* **What do you think?**



Look at the pictures. What do they illustrate? How do you think modern technology can help us predict and deal with natural disasters today? Discuss.



**4** *Grammar* **Language focus**

**4.1** Read the following examples. Match them with the appropriate use and complete the rule.



1. At the time of the eruption people **were screaming**.
2. Some children **were playing** in the streets when the earth started to shake.
3. While some people **were running**, others **were riding** away on horses.

We use the ..... to talk about:

- a. an action which was in progress when another action interrupted it.
- b. an action in progress at a specific time in the past.
- c. two or more actions happening at the same time in the past.

## LESSON 5 • ACROSS THE AGES

4.2 Look at this sentence.

- Scientists **poured** plaster into holes and **made** plaster casts of people and things.

There are two actions in the sentence. When did they happen?

- one after the other
- at the same time

What tense is used? .....



4.3 Now read the following sentences and circle the correct answer in the box.

- They **used to go** to baths to relax.
- They **used to watch** gladiators fight.

'used to + infinitive' is used:

- to describe a past habit.
- to describe a present habit.

4.4 Compare the following examples. Is there a difference in meaning?

- They **used to go** to baths to relax.
- They **went** to baths to relax.

Grammar Reference, p. 169



## 5 What were the people doing?

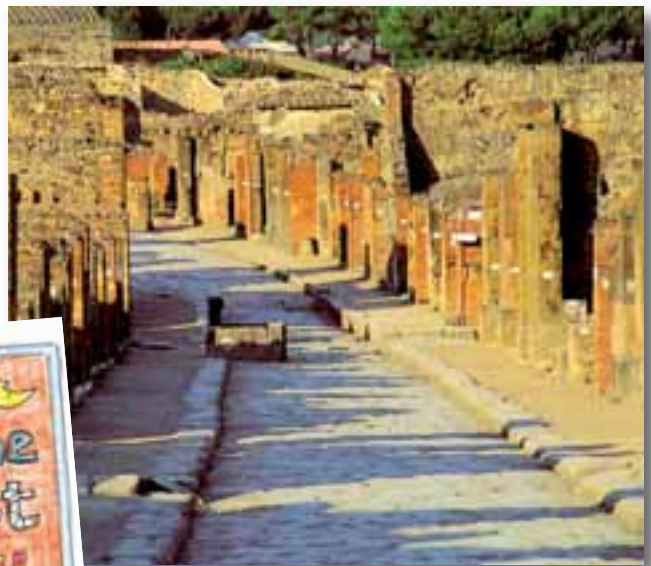
5.1 It was 12:00 noon on August 24<sup>th</sup> in Pompeii. Look at the pictures and say what was happening at that time.



### 5.2 Mini-project: A street from the past comes to life

You have decided to enter an art competition. The title of the competition is: “**A Street from the Past Comes to Life**”. Use the picture of an actual street in Pompeii and bring it to life. Make drawings or a collage showing what people were doing on this street when Vesuvius erupted.

You can write a short paragraph to go with your picture.



### 6 What did they use to do?

Look at the pictures below and talk about what daily life was like for different civilisations of ancient times.

It's up to you p. 152



e.g. Egyptian women used to make bread.



# LESSON 5 • ACROSS THE AGES

## 7 Mini-project: The Roman calendar

The Romans invented the calendar and gave names to the months we use. What month were you born in? Can you find out where its name comes from? Ask your History teacher for help or visit the site: [www.calendar-origins.com](http://www.calendar-origins.com)

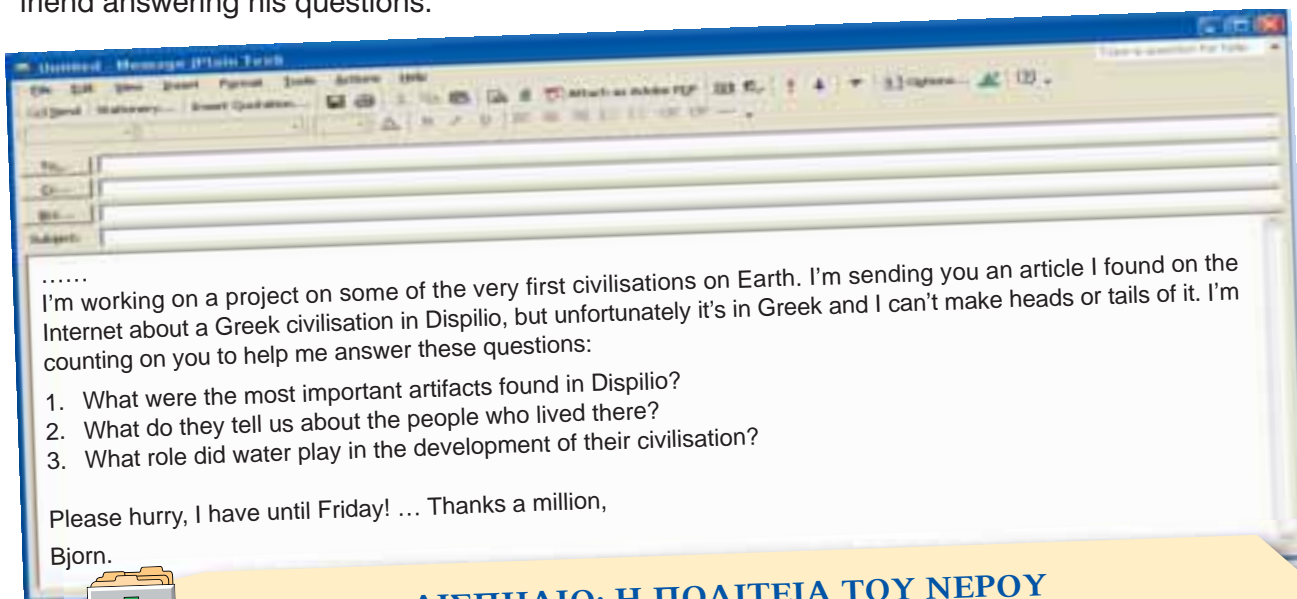


Republican coin showing the god Janus, c. 225-212; (Kunsthistorisches Museum, Wien)

## 8 A city under water



You have received the following e-mail from your Swedish penfriend. Read the e-mail and reply to your friend answering his questions.



### ΔΙΣΠΗΛΙΟ: Η ΠΟΛΙΤΕΙΑ ΤΟΥ ΝΕΡΟΥ

Ένα ταξίδι στο χρόνο, με προορισμό το 5500 π.Χ., τότε που οι άνθρωποι ζούσαν οργανωμένα σε πασσαλόκτιστα σπίτια μέσα ή δίπλα στη λίμνη της Καστοριάς, κάνουν όσοι επισκέπτονται τον λιμναίο οικισμό του Δισπηλιού. Πρόκειται για μια περιοχή μοναδική στην Ελλάδα καθώς ο οικισμός του Δισπηλιού είναι ο μοναδικός λιμναίος στη χώρα μας και ένας από τους πιο γνωστούς στα Βαλκάνια και την Ευρώπη.

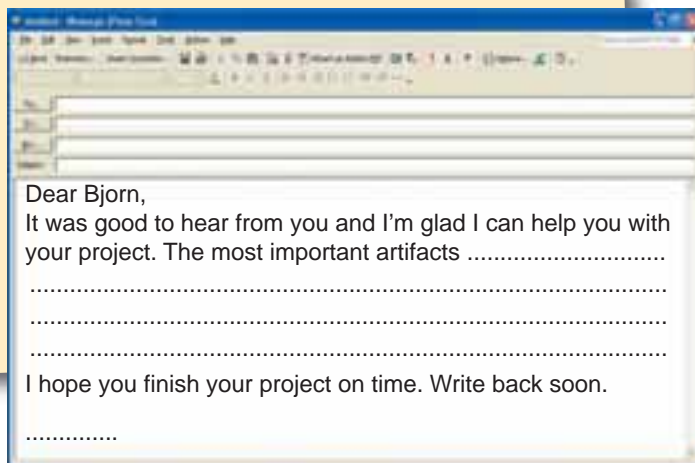
Ο άνθρωπος είχε από την προϊστορία ακόμα μια ιδιαίτερη σχέση με το νερό. Το νερό εξασφάλιζε εκτός από την τόσο απαραίτητη ύδρευση ένα σωρό άλλα πλεονεκτήματα σε μια ανθρώπινη εγκατάσταση. Εκεί ποτίζονταν τα ζώα που εξέτρεφε, και έβρισκαν τροφή στην πλούσια βλάστηση που φύονταν δίπλα του. Πρόσφερε, επίσης, τη δυνατότητα να ποτιστούν τα χωράφια που εξασφάλιζαν στον άνθρωπο την καθημερινή διαβίωσή του. Έτσι οι περισσότεροι προϊστορικοί οικισμοί ήταν ιδρυμένοι κοντά σε πηγές.



Φαίνεται ότι υπήρχε τότε πολιτισμός. Από τα ευρήματα που βρέθηκαν στο Δισπηλιό, ξεχωρίζουν ειδώλια που αναπαριστούν άνδρες, γυναίκες και ζώα, κοκάλινες φλογέρες, πήλινα αγγεία, φιάλες και μαγειρικά σκεύη, κοσμήματα, χάντρες και κοχύλια.

Τέλος, θα πρέπει κανείς να αναφερθεί στο πιο αναπάντεχο από τα ευρήματα. Μια ξύλινη πινακίδα που αλιεύτηκε, στην κυριολεξία, από τη λίμνη και χρονολογήθηκε στο 5260 π.Χ. φέρει επάνω της «σήματα» που θα μπορούσαν να αποδοθούν σ' έναν κώδικα μίας πρωτογενούς γραπτής επικοινωνίας.

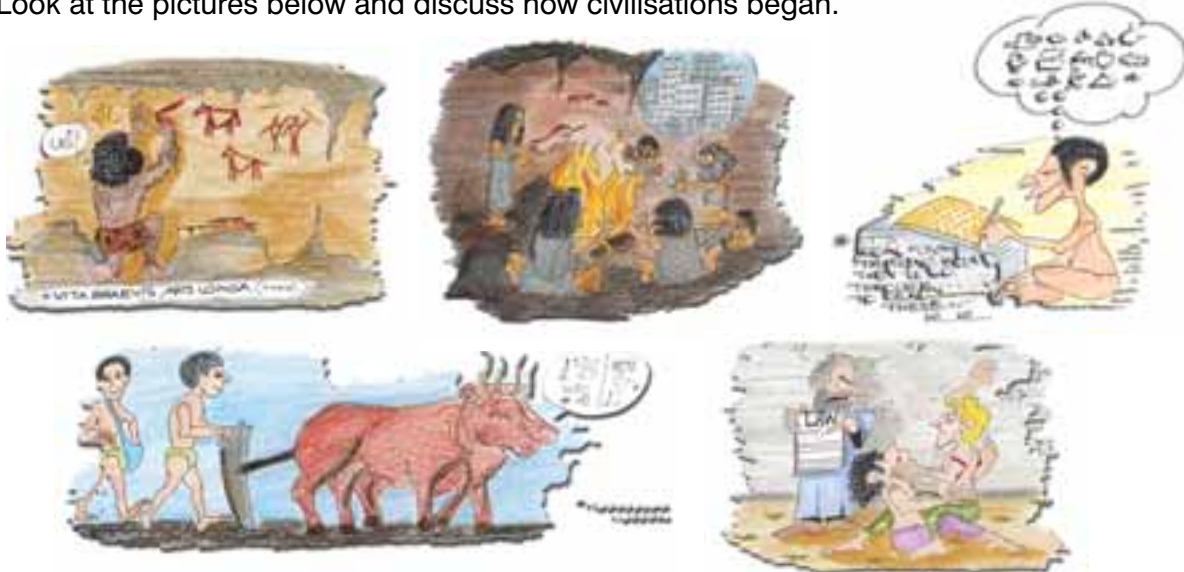
Adapted from: <http://dispilio.cti.gr>



# Lesson 6 Life on the Water

## 1 The dawn of civilisation

1.1 Look at the pictures below and discuss how civilisations began.



1.2 You are doing a project on pyramids from all over the world. You have drawn up a chart to show your classmates, but you haven't been able to find all the information yet. You have just come across an educational programme on TV that may be useful. Listen and fill in the blanks.

Country	Size/Height	Built in...	Made of...	Use
China	(1) .....	—	dirt	royal tombs / observatories
France	22m	(2) .....	(3) .....	decorative entrance to the Louvre
Greece	size of a house	(4) .....	(5) .....	communication post / battle memorial

## 2 A glance back in time

2.1 Look at the pictures below and guess what they show and which civilisation they come from.



## LESSON 6 • LIFE ON THE WATER

**2.2** The following article is about ancient Egypt. You want to read it but paragraphs 2-5 are not presented in the right order because of a printing error. Can you put them in the right order?

### LAND OF THE PHARAOHS

**1** We have all heard of the sophisticated civilisation of the Egyptians. Not only was it one of the first, it also lasted the longest: nearly 3,500 years!

The Egyptians were superb engineers, astronomers, accountants, mathematicians and surgeons, and they used mysterious symbols, called hieroglyphics, to write. They built temples dedicated to their Gods and a famous statue, the Sphinx. What they are best known for, though, are the pyramids they built.

The main role of these tombs was to protect the pharaohs' bodies from decay, since the Egyptians firmly believed that after death, their spirits lived on and would need their bodies in the afterlife! They preserved the bodies by using salt and various substances to dry them out, after they had removed all the internal organs. Afterwards, they wrapped the bodies in linen bandages to become mummies. Many things the pharaohs had used while they were alive accompanied them into the tombs: jewellery, furniture, make-up, toys and especially food!

One reason for this was Egypt's location. It lies in a valley between two deserts, and the great river Nile, almost 1,000

km long, crosses it from top to bottom. Every year, for about 4 months, the Nile overflowed and flooded the surrounding fields. As the water slowly receded, it left behind a thick layer of mud. This made the fields very fertile and gave Egypt its ancient name, Kemet, which meant 'black land'.

How did they build them? No one really knows how they managed to lift the tremendously heavy stone blocks and lay them in place. What is even more remarkable is that they had no heavy equipment, such as cranes, to help them; they didn't even use the wheel until a few centuries later! Probably, thousands of men dragged and pulled the blocks up specially made ramps. These imposing stone structures were constructed as tombs for their kings and queens, the Pharaohs.

**6** Our fascination with the Egyptians has no end. We will always owe this magnificent civilisation more than we will ever know.

*Adapted from: "History of Man: The Last 2 Million Years", Reader's Digest*



**2.3** Listen to check if you have found the right order.

## LESSON 6 • LIFE ON THE WATER

2.4 Read the article again and tick whether the statements are True (T), False (F) or Not Mentioned (NM).

1. The river Nile flows through Egypt and other countries as well.
2. Egypt got its ancient name from the mud.
3. The Egyptians were very good at most sciences.
4. They used heavy equipment to move the stones for the pyramids.
5. The Pharaohs decided where the pyramids would be built.
6. Many Pharaohs were buried in the same pyramid.

T	F	NM

It's up to you p. 153

**A SCIENCE PROBLEM FOR YOU**  
 How is salt connected with the preservation of food? Ask your Chemistry teacher for help.

### 3 What do you think?

Think about the following questions and share your ideas in class.

1. How did location affect the civilisation of ancient Egypt? What role did the river Nile play in this?
2. Does the location of your town affect your way of life? Are geographical features as important today as they were in ancient times?



### 4 Language focus

4.1 Look at the following sentence.

- Many things the pharaohs **had used** during their lives **accompanied** them into their tombs.

What happened first? Tick.

- The pharaohs used these things during their lives.
- These things accompanied them into their tombs.



## LESSON 6 • LIFE ON THE WATER

### 4.2 Simple Past or Past Perfect

Look at the following sentence and answer the questions.

- They **preserved** their bodies after they **had removed** all the organs.

Which tense is used to describe the action that happened first?

.....

Which tense is used to describe the action that happened second?

.....

Circle the right answer to make the rule.

We use the **Past Perfect** to talk about:

- a past action with a present result.
- an action finished at a definite time.
- an action that happened before another past action or time.

Grammar Reference, p. 169



## write 5 How did they do it?

It's up to you p. 153

You are writing an article about activities in the ancient world for your school newspaper. Below are the notes you took during your research. Use your notes to write the paragraphs that refer to Egypt and Greece.

### 1. Egyptian farming

- Egyptian farmers [clear away] the stones and branches / the floods [go down] (after)
- they [clear] the soil / they [plough] it (before)
- they [plough] the soil / they [scatter] seeds (after)

e.g. Egyptian farmers cleared away the stones and branches from their fields after the floods had gone down.



### 2. Wall paintings in Santorini

- Theran artists [begin] a wall painting / they already [think] carefully about what images to draw (before)
- They [rub] the plaster walls with pebbles to make them smooth / they [draw] ideas directly onto the wall (after)
- They [make] sure all details [be] accurate / they [use] colours to fill in the sketches (before)





## A trip down the Nile

Imagine you are taking a guided tour on a riverboat down the Nile during an educational trip to Egypt. The leaflet you were given was not clearly printed. Listen to the guide and write down the missing words on the leaflet.



### JOURNEY TO ANOTHER WORLD

Nile: (1) \_\_\_\_\_ km long

Sphinx: head of (2) \_\_\_\_\_ and body of (3) \_\_\_\_\_

Largest pyramid: That of Khufu (or Cheops)

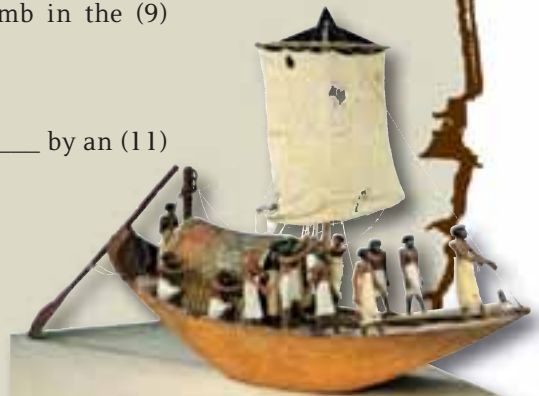
It took (4) \_\_\_\_\_ years to build and (5) \_\_\_\_\_ stone blocks were used to construct it.

A mummy was a home for the spirit. Priests prepared the body with (6) \_\_\_\_\_ and (7) \_\_\_\_\_

Apart from the mummy, in the pyramid there were statues of (8) \_\_\_\_\_.

King Tutankhamen was buried in a tomb in the (9) \_\_\_\_\_

His tomb was discovered in (10) \_\_\_\_\_ by an (11) \_\_\_\_\_, Howard Carter.



## LESSON 6 • LIFE ON THE WATER



## Writing a story

**7.1** Minoas was a young boy who lived in ancient Greece in the year 1470 BC. Read the story about a day that changed his life and answer the questions. Compare your answers with your partner's.

*NOTES*

1. **Who** is the main character in the story?
2. **What** happened in the story?
3. **When** did the disaster happen?
4. **Where** did it happen?
5. **How** did it happen?
6. **Why** did it happen?
7. **How** did life for the villagers change after the disaster?
8. **How** did the main character feel?

**7.2** Find the following in Minoas's story.

1. What does he say in the first and last paragraphs?
2. Why does he use his mother's actual words in paragraph 2?
3. Underline all the time expressions in the story. What are they used for?

**7.3** You have decided to enter a story competition. The title of the competition entry is the following: **"Imagine you are living in ancient Greece, or another ancient civilisation. Write your own story about a life-changing experience you had"**. Make notes first and look at the 'Useful Tips' for help.

**7.4** Write your story.

**7.5** Read your partner's story and help him/her to improve it. Look at p. 162 for tips on how to give peer feedback and write comments on your partner's writing.

**7.6** Rewrite your story in order to improve it. Take into consideration your partner's comments.

I'll never forget that hot summer day many years ago when I was still a young boy living in the village of Malia in Crete. It was a little after noon and I was at home, practising a new song on my lyre.

Suddenly, I heard a loud rumble and the earth started to shake beneath my feet. Mother, who had been in the storage room with the servants, ran up to my room. 'Get out of the room - quick', she shouted, as she grabbed me by the hand and pushed me towards the doorway.

I ran into the yard and looked around. Dust and ashes covered everything and the buildings were in ruins. I suddenly remembered that my brother had gone down to the harbour. I ran off to look for him, worried that something bad might have happened to him. When I reached the harbour, I was relieved to see him running towards me. Before I had time to even think, giant waves started crashing onto the shore. We ran together towards the mainland as fast as we could. Almost out of breath, we managed to climb up a tree and out of harm's way at the very last moment!

A few days later, my father told us that there had been a tremendous eruption on the island of Thera. It had destroyed the whole island along with many other villages like my own. It was shocking news.

In the days that followed, life was very tough. It took us a long time to rebuild the village, but eventually life got back to normal. We could only hope that nothing like this would ever happen again.

### USEFUL TIPS

1. Give specific information about **when**, **where**, **how**, **who**, **what** and **why**.
2. Think of an interesting beginning; it will make the reader want to read on.
3. Use time words (*first*, *next*, *then*, *before*, *as soon as*, *after that*, *later*, *finally*) to help the reader follow the order of events in your story.
4. Make good use of tenses. We mainly use past tenses in stories.
5. Describe feelings.
6. Use interesting vocabulary (*'wonderful' news instead of 'good' news*, *'horrible' accident instead of 'bad' accident*, etc.)
7. Use dialogue, action and detailed description to make your story sound real and your characters come alive.
8. Pay attention to punctuation. Use exclamation marks (!), ellipses (...), etc.

## Unit 2 Review

### 1. Vocabulary

#### 1.1 Read the sentences and try to find the words in the puzzle.

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

1. They evacuated the town after the volcanic e.....
2. They do not c..... his ideas. He's an expert.
3. We can p..... that this is the best solution to our problem. We have evidence.
4. The violent earthquake made a lot of buildings c.....
5. They haven't found the l..... of the ancient city yet.
6. They are going to c..... a bridge to link the remote areas.
7. She is a r..... scientist. Everybody admires her for her work and intelligence.
8. Schliemann's curiosity led to the d..... of Troy.

... / 8

#### 1.2 Circle the appropriate phrasal verb in the sentences below.

1. Someone **broke into** / **broke down** our friends' house and stole all their belongings.
2. The war which **broke up** / **broke out** last year has finally ended.
3. Tom has **broken out** / **broken up** with Joan. They don't go out anymore.
4. We were driving to hospital when our car **broke up** / **broke down**.

... / 4

#### 1.3 React to the news in 1.2 using an appropriate expression.

1. ....
2. ....
3. ....
4. ....

... / 4

### 2. Language focus

#### 2.1 MEMORY TEST: Match the questions to the answers to check how much you can remember about the ancient civilisations you have come across in this Unit.

##### Questions

- 1. What was Atlantis like according to Plato?
- 2. Have researchers found the location of Atlantis?
- 3. What did archaeologists find while they were excavating Santorini?
- 4. When did Mount Vesuvius erupt?
- 5. What did archaeologists discover had happened to Pompeii?
- 6. How did Romans use to enjoy themselves?
- 7. What were the pyramids?
- 8. Why did ancient Egyptians put items of everyday life in the pyramid?

##### Answers

- a. They believed that there was life after death.
- b. They used to go to the theatre and public baths.
- c. It was an island of wealth, beauty and advanced civilisation.
- d. About 2,000 years ago.
- e. No, they haven't yet. They are still looking for it.
- f. They were the tombs of the Pharaohs.
- g. They found Akrotiri.
- h. Lava had preserved the city.

... / 8

#### 2.2 Correct the mistakes where necessary. Tick the sentences which are correct.

1. As they were walking up the mountain, they found an ancient temple.
2. They have lived in the area since three years.

## SELF-ASSESSMENT

3. When did you last visited Egypt? Two years ago.
4. They had finished the preparations when I had arrived.
5. They didn't use to travel a lot.
6. I wasn't reading history books when I was nine years old.

were you with? What happened? What did you do? How did you feel? (about 100 words).

... / 6

### 3. Writing

Imagine you had the chance to travel back in time and visit an ancient civilisation. Write a short story about your experience. Make sure your story answers the following questions: Where did you go? Who

... / 10

0-15: 🌟*	16-20: ☹️	21-25: 😊	26-30: 😄	31-35: ★	36-40: ★★
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## Tips to learn

Work by yourself and tick the sentences that are true for you. You can discuss your answers in class.

### Working in Groups

When working in groups,

- I work well with the others in my group.
- I always consider what the others in my group say.
- I put forward my own point of view.
- I do the same amount of work as the others in my group.
- I always finish my part of the work.
- I learn from the others in my group.
- I use English to communicate with the others in my group.
- other .....

In Lessons 4, 5 and 6 you worked in pairs or groups. Write down some good and bad points and discuss them in class. How can you work better together next time?

### Reflecting on your Learning

Tick the sentences that are true for you.

At the end of Lessons 4, 5 and 6, I think I can

- |   |  |
|---|--|
| <input type="checkbox"/> discuss ancient civilisations and life in the past | <input type="checkbox"/> talk about actions that happened before a specific time in the past |
| <input type="checkbox"/> describe natural disasters                         | <input type="checkbox"/> react to good or bad news   |
| <input type="checkbox"/> talk about past habits and events                  | <input type="checkbox"/> write a story   |
| <input type="checkbox"/> talk about past actions in progress                | <input type="checkbox"/> do a project on world mysteries                                     |