

6. The dodo fed on fruit and built nests on the ground. The dodo was last seen in the 17<sup>th</sup> century.

**b) What are the names of these grammar forms?**

However, it **has never been proved**.

...and it disappeared because it **had been** excessively **hunted** by humans.

#### **4. Discuss with your partner.**

- What is the name of the animal in the picture? Where does it live?

- Turn the phrase ‘wanted alive’ into a full sentence. Why is this leopard wanted alive?

- What other animals are dying out on our planet? What animals are close to becoming extinct? Why?

- What can we do about it?

**Amur leopard – wanted alive!**



## **LESSON 7.**

**Past is history,  
future is a mystery**

**Communicative area:** reading for detail; making guesses about the past and predictions about the future

**Active vocabulary:** invent, invention, 3<sup>rd</sup> forms of irregular verbs

**Receptive grammar:** the Future Simple Passive

**1. Work in pairs. Ask and answer the questions below. Give detailed answers.**

1. How old were you when you first learned about dinosaurs? How did you first learn about rare animals?

2. Did you learn how to read or were you taught by someone? Did you learn to write and count or were you taught?

3. Who do you think invented schools: the Greeks, the Romans, somebody else?

**to invent** – to make, think of or design something absolutely new, which has never been made before

to invent – invention

**2. a) Work in small groups. Try to imagine or recall facts you know about the life of children in Ancient Rome.**

- What toys did they play with?
- Did they have pets? What were they?
- When did they stop playing with toys?
- Did boys and girls go to school?
- How many pupils were there in a class?
- What subjects did they learn?
- How did they write? What did they write with?
- How long did lessons last?
- Did Roman children like school?
- How do you think the things in the pictures were used in Roman schools?



 **b) Check your ideas. Listen and get ready to answer the questions in ex. 2a.**

**c) Compare the school of today and the school of Ancient Rome. If you could travel to Ancient Rome, would you like to be a student there?**

**3. a) Do you think Ancient Roman schooling had good results? Why do you think so?**

**b) Read some facts from history and match the Roman inventions with the pictures. Which of them are not shown in the pictures?**



The Roman Empire fell more than 1,500 years ago, but its inventions can still be seen today. The Romans were great builders and excellent engineers.

The Romans enjoyed using fountains, public baths and toilets and all these wonders would not be possible without aqueducts – bridges for water. Roman aqueducts were so well built that some are still in use to this day.

By aqueducts fresh water was brought into Roman cities, by sewers dirty water and human waste were taken out of the city. Ancient sewers can be found under Rome now.



Pantheon, the Colloseum and the Roman Forum are still standing today thanks to wonderful building material – Roman cement and concrete. The Romans first began building with concrete over 2,100 years ago and used it in everything from aqueducts and



buildings to bridges and monuments.

Early Roman newspapers – *Acta Diurna* ('daily acts') – were written on metal or stone and then put in public areas like the Roman Forum. They had news of military victories, lists of gladiatorial fights, facts of births and deaths and even human interest stories.

Romans also invented the system of feeding the poor and giving them medical help. The prices for some food products were controlled by the government. It helped Roman emperors to control the people, but some historians think that this also led to the fall of the Roman Empire.

The Roman Empire was huge, so by 200 AD a system of roads was built – over 50,000 miles. Many of these roads are still in use today.



What else was invented by the Romans? Socks and shoes!

Left and right shoes were made differently. Many ball and board games and also hoops were first used by the Romans. Cosmetics, umbrellas for both: sun and rain; candles, glass for windows, showers, street lighting were introduced by them. We still use Roman abbreviations – 'etc, PS'. Roman months and days of the week's names and words like 'senator, president, republic' and so on and so on. And that is only a small part of the Roman inventions and innovations.

Many ancient Roman inventions were forgotten for hundreds of years after the fall of the empire. The

secrets of the inventors died together with them. The most famous example is concrete which disappeared for centuries and was reproduced only in the early 1800s. But now we can be sure that Roman inventions will never be forgotten again.

**c) Which of the facts surprised you most? Compare with your classmates.**

**4. a) Compare the verb forms of the two sentences below.**

**A. School was not invented by the Romans.**

**B. But now we can be sure that Roman inventions will never be forgotten again.**

What do they tell us about: past, present or future?

What verb forms are used: passive or active? Why?

**b) Complete the rules below.**

To make the Past Simple Passive we use **was/ were + the ... form of the verb.**

To make the Future Simple Passive we use **... + the 3<sup>rd</sup> form of the verb.**

**c) What is the difference between the Past Simple Passive and the Future Simple Passive?**

**5. Work in groups. Discuss the questions.**

- Why do you think modern roads and buildings don't last long?

- Do you think new materials – better than concrete – will be invented?

- Do you think new clothes will be invented in the future? When will they be invented? What will they look like?

- Would you like to travel back into the past and visit Ancient Rome?

- Read the opinions of two different people. Who do you agree with?

*– I'm sure time travel is possible. I can't say when the time machine will be invented, but it WILL be invented.*

*– Is the invention of the time machine possible? I don't think so. If it were possible, why haven't we been visited by time travellers from the future?*

## LESSON 8. Inventions of the future

**Communicative area:** listening for detail, reading for gist; discussing future inventions

**Active vocabulary:** posture, slouch, straight

**Receptive grammar:** the Future Simple Passive

### 1. Work in pairs. Ask and answer the questions.



1. Do you spend a lot of time in front of your computer?

2. Do you get tired if you spend too much time at the computer?