

Horrible history

Get ideas

- 1 Do you enjoy watching films about people from history? Have you seen any films about pirates? What do you think life was like for pirates?

Time to read

- 2 Read the article on page 75 and match the topics (A–D) with the correct paragraphs (1–4).

A Who chose to be pirates? B Food and drink
C Life on a pirate ship D Free time

- 3 Read the text again and choose the best answer, A, B, C or D.

- 1 What is a pirate's life like in films?
 - A It's romantic.
 - B It's fun.
 - C It's hard.
 - D It's dangerous.
- 2 What did pirates do with their treasure?
 - A They hid it.
 - B They kept it.
 - C They sold it.
 - D They gave it away.
- 3 Why was the food so bad?
 - A Because the rats had eaten it.
 - B Because it didn't taste of anything.
 - C Because there wasn't much of it.
 - D Because it wasn't cooked very well.
- 4 When did the pirates find the animals on board?
 - A After leaving the ports.
 - B On their way to the ports.
 - C Before leaving the ports.
 - D During their stay in a ports.
- 5 Why were pirates bored on board ship?
 - A Because the voyages were very long.
 - B Because there was nothing to do.
 - C Because they wanted to rob more ships.
 - D Because they didn't like sewing.
- 6 What did pirates say when they got home?
 - A That they had tried to escape.
 - B That they had had a good time and made money.
 - C That they had met exciting people.
 - D That they had had a hard time.

EXERCISE

Do you need to answer multiple-choice questions? First read only the statements. Then read the text and find out what it says about each statement.



- 4 Match the words in the text to the correct definition.

- 1 people who kill other people (line 7)
- 2 valuable stones (line 10)
- 3 the end of someone's life (line 12)
- 4 very dirty (line 15)
- 5 liquid that comes through your skin when you are very hot (line 16)
- 6 old and in bad condition (line 22)
- 7 producing something that can kill you or make you ill if you touch it or eat it (line 28)
- 8 a computer system that shows you where to go (line 32)
- 9 used a needle and thread to make something (line 35)
- 10 coloured substances you put on your face (line 38)

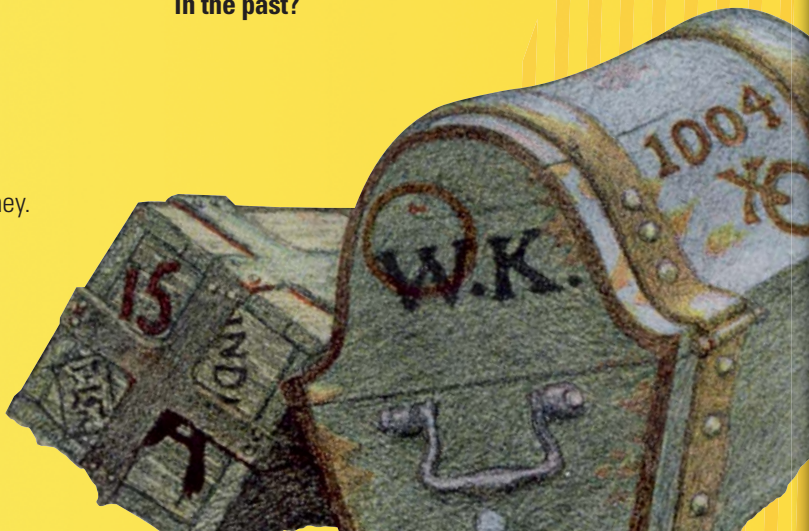
Summarise

In your own words, describe:

- life on a pirate ship *Life on a pirate ship was ...*
- the food and drink *Pirates ate ... they didn't eat ...*
- what pirates did *When they weren't working, pirates ...*

Time to talk

- 5 What was the best/worst thing about life as a pirate? Would you choose to be a pirate if you lived in the past?



Historical truth or HOLLYWOOD FICTION?

1 *Pirates of the Caribbean* is a great film, but don't believe everything you see about the life of an eighteenth-century pirate! The filmmakers clearly hadn't studied history before they made the film. In the film, a pirate's life seems exciting and Johnny Depp looks romantic, but in real life pirates weren't romantic at all, they were robbers and murderers. They attacked ships, killed sailors and took anything valuable. And it's no good looking for hidden treasure, because as soon as they got into port, they sold the jewels or gold they had stolen. A pirate's life involved danger, violence and an early death, so perhaps it was a bit too exciting at times. It was certainly a hard life, because pirate ships weren't like the luxury cruise ships we see nowadays in the Caribbean. Three hundred years ago ships were filthy and cramped. The smell of human sweat on board ship was unimaginable. There wasn't much privacy, there weren't any toilets and lots of pirates had stomach problems!

2 Pirates often suffered from stomachache because of their terrible food. There wasn't any choice, there wasn't very much and what they had was usually dry and tasteless or rotten. Fresh water was a luxury and fresh fruit was definitely not on the menu. Often, when the cook went to the cupboard he found that rats had eaten most of the food. Some ships had thousands of rats on board and they were hungry! Rats weren't the only travelling companions. When they left the tropical ports, sailors often found that snakes, poisonous spiders and scorpions had come with them and everyone had fleas.

FACTS >>

As early as AD 100, the Greek historian Plutarch described pirates as those who illegally attacked ships and maritime cities.

Pirates received money if they lost a body part. They got most money if they lost their right arm or leg.

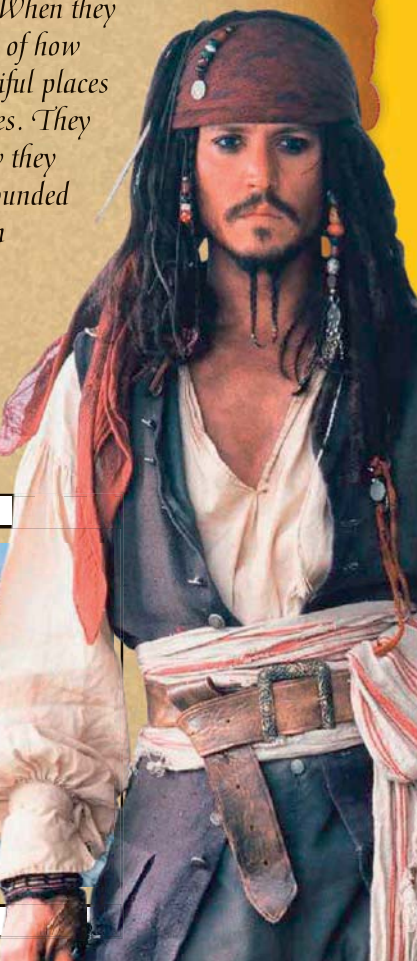
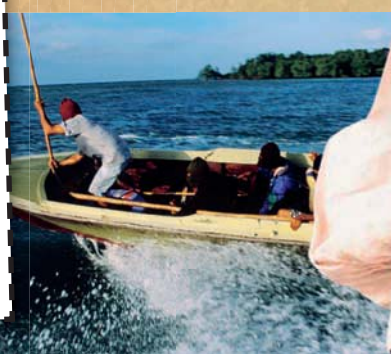
Modern pirates exist and they use mobile phones and speedboats to follow larger ships.

Menu

~~Pizza~~ Rotten fish or meat
~~Fresh fruit~~ Biscuits with insects

3 When they weren't robbing other ships, pirates had time – and lots of it. Without twenty-first century technology such as satellite navigation to plan the route and DVDs to entertain you, voyages were long and boring. Pirates who had finished their work sat around, played cards and sewed. By the time they got home most had become experts at making their own clothes! They probably didn't look as good as Johnny Depp with his high boots and exotic make-up but many liked to look smart when they weren't on board ship.

4 Life at sea was hard, boring, dangerous and dirty, so why did men choose to become pirates? In the 1700s, life on land was just as bad. A pirate's life probably sounded exciting. When they got home pirates told stories of how they had been visiting beautiful places and having lots of adventures. They had stolen treasure and now they were rich. That probably sounded attractive to poor young men who had been working on farms for very little money. You won't learn much about the life of an eighteenth-century pirate from Johnny Depp!



Coming up ... **Pirate legends** on DVD. See page 83.

Dates and times

1 Match the time expressions (1–8) with the definitions (a–h).

- | | |
|----------------|------------------------------|
| 1 a century | a before the birth of Christ |
| 2 AD | b from 1600 to 1699 |
| 3 a decade | c a thousand years |
| 4 BC | d a hundred years |
| 5 a millennium | e more than one century |
| 6 a fortnight | f ten years |
| 7 the 1600s | g after the birth of Christ |
| 8 centuries | h two weeks |

2 Complete the table.

Ordinal numbers

| | | | |
|------|-------|------|---------|
| 1st | first | 11th | |
| 2nd | | 12th | twelfth |
| 3rd | | 13th | |
| 4th | | 14th | |
| 5th | fifth | 15th | |
| 6th | | 16th | |
| 7th | | 17th | |
| 8th | | 18th | |
| 9th | | 19th | |
| 10th | tenth | 20th | |

WORDZONE

Do you want to **write dates**? Write:

17th May 1905/17 May 1905

23rd April 2001/23 April 2001

the 1950s, the 1700s

Do you want to **say dates**? Say:

The seventeenth of May
nineteen-oh-five

The twenty-third of April,
two thousand and one
The nineteen fifties,
the seventeen hundreds

→ Vocabulary File, page 158



3 Practise saying the dates.

- 19 July
- 1900s
- 5 January 1922
- 15/04/1937
- 1920s
- 3 March 1941

4 Ask and answer the questions with a partner.

- 1 What is the date tomorrow?
- 2 What will be the date in three days' time?
- 3 What is your date of birth?
- 4 Think of a date in history. Why is it important?

5 Complete the sentences with the correct preposition.

- 1 Children had to work very hard *in/on* the Middle Ages.
- 2 The ship left *in/on* 12 May 1756.
- 3 He went to France *in/on* 1802.
- 4 Children worked on ships *in/on* the 1600s.
- 5 Pirates sailed the Caribbean *between/from* 1620 to 1740.
- 6 The pirate Morgan controlled Port Royal *during/for* fifteen years.

6 Find the time expressions in these sentences.

- 1 The word pirate (peirato) dates from about 140 BC.
- 2 The pirates sometimes went back to their families at the end of a voyage.
- 3 The pirates arrived on the island in 1705 and left it four years later.
- 4 In the mid 1700s pirates didn't have the advantages of twenty-first century medicine.
- 5 Until the end of the eighteenth century, ships had no scientific method of calculating distance.
- 6 Injured pirates received financial help decades before sailors did.
- 7 The pirates hated the captain and in the end they forced him to leave the ship.

7 Complete the sentences in your own words. Use a suitable time expression.

- 1 Schools are much better than they were
- 2 I can't imagine what life was like
- 3 There weren't any computers
- 4 In the people used horses not cars.
- 5 I started school in
- 6 People didn't write emails
- 7 Mobile phones became popular

Memorise

How many **time expressions** can you remember?
Write a list and compare with a partner.

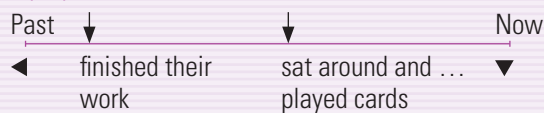
Past perfect simple and continuous

GRAMMARZONE

Past perfect simple

A an action that happened before another action in the past

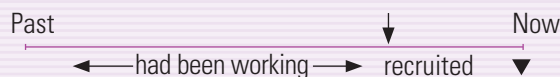
Pirates who had finished their work, sat around and played cards or sewed.



Past perfect continuous

B an action that was in progress in the past before another action happened or interrupted it

Pirates recruited poor young men who had been working on farms for little or no money.



→ Grammar File, page 170

1 Find which took place first in each sentence.

- The ship had left by the time the young pirates arrived at the harbour.
- The chef had been preparing the Captain's dinner when he suddenly fell ill.
- The Captain said that when the storm started he'd been reading his map.
- It was obvious the young boys hadn't been eating much because they were so thin.
- He couldn't eat any cake because the rats had eaten it.
- The pirates fell asleep quickly because they had worked so hard.

2 Complete the sentences with the correct form of the verbs.

- When the Captain *arrived/had arrived*, the pirates *had played/had been playing* music for nearly an hour.
- The men *had done/had been cleaning* the ship all morning and still *hadn't finished/didn't finish* it when the Captain *had come/came* to inspect it.
- When John *woke up/had woken up* he couldn't remember if he *had had/had* a dream about his family at home.
- At the end of the evening they *were/had been* really tired because they *have danced/had been dancing* all night.
- The voyage was cancelled but David *had already decided/already decided* he *didn't want/hadn't wanted* to be a pirate.

3 Complete the text with the correct form (past perfect simple or continuous) of the verbs in brackets.

A pirate's dream

Patrick 1) had been dreaming (dream) about food when he suddenly woke up. In his dream he 2) (work) hard. For dinner he 3) (eat) two large plates of hot sausages and potatoes. A waiter 4) (bring) him two bowls of ice cream and chocolate sauce. Then he had 5) (say) something to Patrick and that was when he 6) (wake up). Next to him was a plate of food that smelled horrible. It 7) (be) a terrible dream.



4 Complete the sentences with your ideas. Use the correct form of the past perfect simple or continuous.

- She didn't do her homework because
- He didn't play in the basketball match because
- Before they came to the party they
- By the time his parents arrived home
- We were really cold when we finally got on the bus because
- When I woke up this morning it was all white outside because

Time to talk

5 What do you know about life in the eighteenth century? What are the best things about life in the twenty-first century?

Messages from the past

Time to listen

Get ideas

- 1** What are the people in the photo doing? Why?
Are the objects similar to things we use today?



- 2** Match the words with the photos.

bone coins pottery jewellery
skull teeth tools weapon arrows

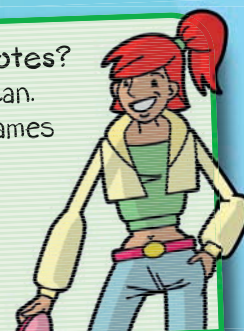
- 3** What information do you think these objects give about the past?

- 4** You are going to listen to a radio interview in four parts. After each part you will hear two questions. For each question, choose the best answer, A, B or C.

- 1 A northern England
B New England
C New York
- 2 A his High School friends
B his History teacher
C archaeology students
- 3 A a dead man
B a man's skull
C a frightening object
- 4 A quickly
B powerfully
C naturally
- 5 A when he was getting into the fort
B when he was running to the fort
C when he was running to the Romans
- 6 A around AD 33
B around AD 43
C around AD 53
- 7 A about one hundred
B less than one hundred
C several hundred
- 8 A They had all died.
B The site was deserted.
C The locals thought there were ghosts there.

EXERCISE 1

Do you need to make notes?
Write as quickly as you can.
Write down the dates, names
or places that you hear.
Use abbreviations:
yr instead of year,
m instead of metre.



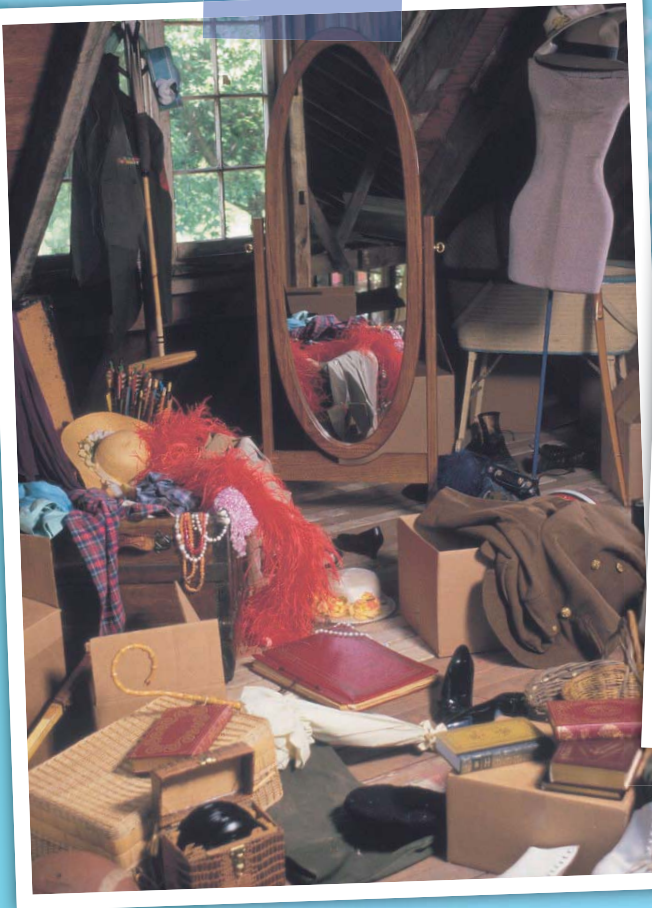
- 5** Listen again and complete the notes.

1 Place: Hill fort in

2 Battle between English and

3 Area deserted for

4 Local people saw



Get ideas

- 1** Look at the photos. Which place do you think is more useful for learning about the past? Which of these words can you use to describe each photo?

boxes chair daytime gallery house
jacket mirror organised paintings quiet
statue untidy

- 2** Look at the photos again and answer the questions for each one.

- 1 Where is it?
Photo 1 – in a house. Photo 2 – in a museum.
- 2 Is it day/night?
- 3 What interesting objects are there?
- 4 How old are the objects in the photos?
- 5 Who used these objects?

Time to speak

- 3** Choose a photo and describe it to your partner. Use the questions in Exercise 2 to help you.

The first picture is in a house. It's daytime because there's light outside.

- 4** Compare your photos with a partner. Use the Useful phrases to help you.

Useful phrases

Beginning your description

Well, the first/second photo shows ...

This looks like a museum, an exhibition, a house ...

Introducing your ideas

I think/I don't think ...

It must be ...

Talking about people

He/She/They seem to be ...

He/She/They look ...

When you're not sure

I can't make out ...

I'm not really sure, perhaps ...

Contrasting

The first picture is ... but the second one is ...

In this picture I can see ... However, in the other one there's a ...

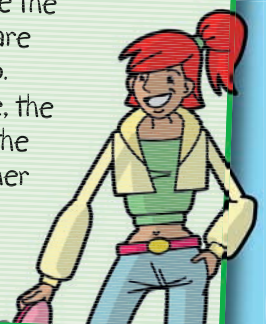
- 5** Take turns in class to describe the photos and compare them.

SKILL ZONE

Do you need to **compare** photos?

Look for things that are the same, and things that are different in each photo.

Think about: the people, the place, the time of day, the atmosphere. Say whether these things are the same in both pictures, or different.



Expressions using time

Vocabulary

Look at some useful **time expressions**.

at the time = a particular moment in the past when something happened

by the time = the point in time when something happens

in time = after a period of time, especially after a gradual process of change

from time to time = sometimes, but not regularly or very often

most of the time = almost always

on time = at the correct time, the time that was arranged

→ Vocabulary File, page 158



1 Match the beginnings (1–6) with the endings (a–f). Find the time expressions.

- 1 Most of the time ...
- 2 The prisoners didn't say anything at the time ...
- 3 If a prisoner didn't start work ...
- 4 The food was bad ...
- 5 By the time the prison closed, ...
- 6 From time to time ...

- a ... the prisoners would try to escape.
- b ... but the prisoners got used to it in time.
- c ... thousands of prisoners had died.
- d ... because they were too frightened.
- e ... the prisoners were too ill to work.
- f ... on time, the guards punished him.

2 Complete the sentences with the correct form of the verbs.

find save spend take waste

- 1 The prisoners most of their time doing physical work on the island.
- 2 The guards watched to see if the prisoners were time.
- 3 The men could never the time to plan their escape.
- 4 The men wanted to escape but knew that they had to their time and plan carefully.
- 5 The prisoners knew that they could time if they left by boat.



What a lovely place for a holiday! The blue skies, beautiful beaches and exotic palm trees look perfect. But 200 years 1) ... this was not a popular holiday destination! Devil's Island was a prison.

The island belongs to French Guiana and the sea that surrounds it is wild and dangerous. Most of the 2) the climate is hot and humid. Emperor Napoleon III built the prison in the 3) 1800s. At that time the remote location seemed perfect for serious criminals. However, 4) the next century it became one of the most famous prisons in history.

Times were very hard and 5) prisoners weren't able to work because they were so ill. Many prisoners who could swim tried to escape but thousands died in the dangerous sea. In contrast, the director of the prison 6) his time in a house on the hill where he was able to write his postcards in a nice breeze!

When the prison closed 7) 1946 it had seen more than 80,000 prisoners and only 30,000 had survived the experience. The survivors had to stay in French Guiana for the 8) of their lives.

Nearly thirty years 9) the film *Papillon* made Devil's Island famous again. It tells the thrilling story of Henri Charrière who could swim but wasn't able to escape!



3 Read the travel guide and choose the correct answer, A, B, C or D.

- | | | | |
|------------|-------------|----------|-----------|
| 1 A ago | B since | C later | D before |
| 2 A month | B time | C while | D summer |
| 3 A mid | B middle | C next | D later |
| 4 A at | B during | C after | D by |
| 5 A always | B times | C often | D forever |
| 6 A took | B made | C wasted | D spent |
| 7 A by | B in | C at | D on |
| 8 A rest | B remainder | C end | D finish |
| 9 A since | B after | C later | D before |

Ability (modal verbs)

GRAMMAR ZONE

can, be able to

A use *can* or *am/is/are able to* for present ability
It tells the thrilling story of Henri Charrière, who can swim (or is able to swim).

will be able to

B use *will be able to* for future ability
He'll be able to swim well after he's had some lessons.

could, were able to

C use *could/was/were able to* for general ability in the past
Many prisoners, who could swim (or were able to swim) ...

was/were able to

D use *was/were able to* for a single completed action in the past
Henri Charrière wasn't able to escape from Devil's Island

→ Grammar File, page 170

1 Choose the correct form to complete the sentences.

- He's a good captain and he *can/could* read maps well.
- In the eighteenth century most of the pirates *can/could* sew.
- The prisoners *can't/weren't able to* survive long because it was so hot.
- Women and children who *can/can't* run fast must stay in the fort.
- He said he *can't/couldn't* work any more because his back was aching.
- For those who *can/can't* swim it's impossible to leave the island.

2 Complete the sentences with the correct form of *can/can't* or *(be) able to*.

- you sew your own clothes?
- If they can't swim, they won't escape from the island.
- They hear the Captain. Ask him if he speak up, please?
- I've never work in hot weather.
- You join the ship if you want. We need more young men.
- Ask the Captain. He will help you.

3 Make questions from the prompts then ask and answer them with a partner.

- can / speak / French?
Can you speak French?
- would like / be able to / dance really well?
- be able to / speak English fluently / next year?
- could / write / five years old?
- be able / help / my homework / tonight?
- can / remember / learn / today?

4 Complete the second sentence so that it has a similar meaning to the first sentence using the word given.

- The interviewer heard a child's voice and then he saw the ghost. AFTER
 The interviewer saw the ghost a child's voice.
- They started looking for the skulls this morning and they're still looking now. BEEN
 They for the skulls all day.
- The prisoners stopped because they were tired. CONTINUE
 The prisoners until they'd had a rest.
- He hadn't forgotten how hard it was on the island. REMEMBER
 He how hard it was on the island.
- It was his first visit to Devil's Island. HAD
 It was the first time Devil's Island.
- There was a lot of talk about the best way to escape. BEEN
 They a lot about the best way to escape.
- The archaeologists wanted to find out about the battle before they went home. HAD
 The archaeologists wouldn't go home until they about the battle.
- Could Johnny Depp fight like a real pirate? ABLE
 Was like a real pirate?

Time to talk

5 Do you know of any islands that are prisons? Why do stories about prisons make good films?

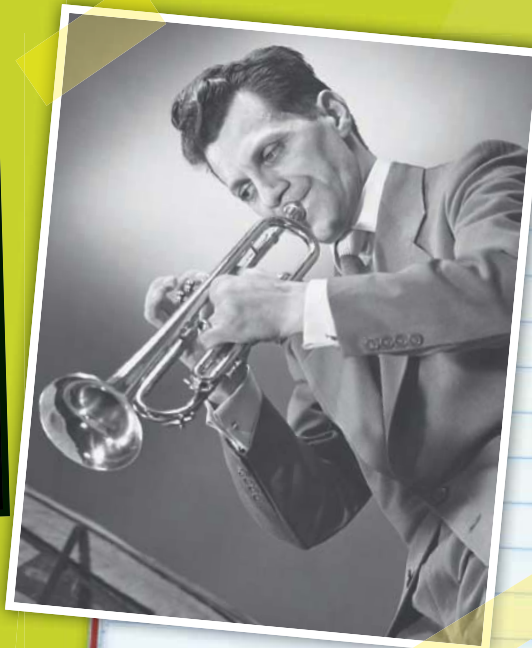


Get ideas

- 1 Do you like hearing about when your parents/ grandparents were young? Why/Why not? What family stories have you heard about life 40, 50, 60 years ago?

Plan ahead

- 2 Match the notes (a–g) with the topics below.



- a went to cinema/theatre
b jazz musician
c grandad
d lived in village then city
e big school, lots of friends
f the 1940s
g not enough to eat

Who

c grandad

When

Where

freetime

food

What

job

school

- 3 Read the article on page 83 and put the notes a–g in Exercise 2 in the correct order.

1 – c

- 4 Read the article again and complete the sentences.

- 1 He moved to the city because ...
- 2 At his new school he ...
- 3 In his free time ...
- 4 There wasn't enough food ...
- 5 He learnt ... which his dad ...
- 6 He worked in clubs then ...

- 5 Find examples of the past perfect simple and past perfect continuous.

Find the right words

- 6 Find the dates and time expressions in the article. Do they describe the past, the present or both?

- 7 Write a paragraph (50–60 words) to describe a family story. Use the questions to help you.

- Who told you the story?
- Who is it about?
- When did it happen?
- Where did it happen?
- What are the main facts of the story?
- What happened at the end?

Then and now

STAR ARTICLE

By Philip Mason, Class 2B

- 1 What was life like sixty years ago? My grandad has always fascinated me with his stories. He was my age in the 1940s.
- 2 Until 1948 he had been living in a quiet village but when his dad found a job in the city, the family moved. He hadn't wanted to leave but in time he loved his new life. He went to a bigger school and soon found friends. Some had come from other countries and could speak different languages. They didn't play computer games or watch TV like we do but went out more to the cinema and theatre.
- 3 He said the worst thing was the food. Most of the time there wasn't enough of it and they couldn't always buy nice things to eat. Nowadays I can't imagine going to the kitchen and not finding a biscuit!
- 4 Grandad loved music and, before they moved to the city, his dad had given him a trumpet. He learnt how to play and started busking in the city centre. He played in the street and people gave him money. After he had left school he found work in clubs and a few years later he became a professional musician. He's 82 now and can still play great jazz!

Time to write an article

SKILLZONE

Do you want to write an article? Make sure you organise your notes. Think of ideas and write them down. Add a key detail to each idea. Add extra details e.g. personal experience, something funny. Put your notes in order and divide them into four paragraphs. Check your article when you've finished it.



- 8 Write your own article 'Then and now' for the school magazine. Think about stories that you've heard from people you know. Write about 150–180 words. Use the Skillzone to help you.

Time to watch *Pirate legends*

- 9 Watch the DVD and do the activities on page 158.

