

UNIT 9

UNIT 9

SPEAKING

- › Talk about important events in history
- › Talk about your own history
- › Compile and do a quiz
- › Describe a role model

LISTENING

- › Listen to descriptions of past decades
- › Listen to people doing a quiz about history
- › Watch a BBC documentary about a great artist

READING

- › Read about important moments in history
- › Read about time travel
- › Read a quiz about history

WRITING

- › Write a short essay
- › Write a wiki entry

BBC CONTENT

- ▶ Video podcast: Do you think life is better now than in the past?
- ▶ DVD: The Divine Michelangelo

history



▶ Giant leaps p104



▶ In our time p107



▶ I have no idea! p110



▶ Michelangelo p112



VOCABULARY history

1A Work in pairs and look at the photos. What important developments in history do they show? What do you think are the three most important events in history?

B Read the comments below. Are any of your ideas mentioned?

- A** lot of **revolutions** have been important. For example, the Industrial Revolution was a great **turning point** in history.
- The **development** of the internet. The **spread** of the net has been so fast.
- For me, the greatest **advances** in history have been about social justice. There have been some really important **movements**, such as the Civil Rights Movement. These have made the world a better place.
- I'd choose the **invention** of the wheel. It's the **foundation** of most transport and machines.
- Maybe the **discovery** of fire? I think it was the most important thing in human beings' **progress**.

C Put the words in bold above in the definitions below.

- 1 A moment of great change: revolution
- 2 When someone makes or finds something new: development
- 3 Something getting better: advance
- 4 When a group of people work to achieve an aim, e.g. human rights: _____
- 5 The basic idea behind something: _____
- 6 When something increases and affects more people: _____

D Complete sentences 1–5 in any way you choose. Compare with other students.

- 1 The biggest turning point in my country's history was ...
- 2 A discovery that changed my life is ...
- 3 My favourite invention is ...
- 4 One thing I hope won't spread is ...
- 5 My country has made progress in ...

▶▶▶ page 156 **VOCABULARYBANK**

READING

2A Read the introduction to an article from *BBC History Magazine*. What 'alternative moments' do you think the historians will choose?

Giant Leaps for Mankind looks at why we should be celebrating the Moon landing of July 1969 and asks twelve historians to nominate alternative moments in the past that they consider to be giant leaps for mankind.

B Student A: read the texts on the opposite page and make notes with the prompts below. Student B: turn to page 159.

- What?
- Where?
- When?
- Why was it important?

3A Work in pairs. Cover your texts. Look at the notes you made in Exercise 2B. Take turns to tell each other what you read. As you listen, make more notes.

B Work in pairs and answer the questions.

- 1 Which two books helped the spread of new developments?
- 2 Which advances help us to study things?
- 3 Which developments happened mainly because of one person? Which happened because of many people?

C Discuss. Which of the four big moments did you know about? Which do you think are the two most important?

Learning to eat meat

Humans are badly designed animals. We are slow, we have weak teeth, and we don't have tails. That's why we need something extra to match other animals. And that's why eating meat – a development that probably started in Africa around 2.5 million years ago – became so important. Meat gives you fats and proteins that you can't get with other food. But more importantly, meat-eating led to hunting, and hunting helped to develop our imaginations. When you hunt, you need to see what isn't there, to see what's behind the next tree or over the next hill. We wouldn't have become the most imaginative – and the most intelligent – of the animals if we had continued eating only plants.

Teaching people to read

Until the end of the twelfth century, Latin was very difficult to learn. Students read and memorised texts for years. Then a Frenchman called Alexander de Villedieu developed a fast method to teach Latin: he used simple rules and wrote them in verse so the students could remember them more easily. Seeing the success of his method, Alexander wrote a grammar book, *Doctrinale*, published in France in 1199. It became a bestseller and spread quickly through Europe, and started a great literacy movement. This new type of learning became the foundation of modern education. If he hadn't written *Doctrinale*, education would probably have remained the same for hundreds of years.

GRAMMAR third conditional

4A Read the sentences below. Do they describe an imaginary situation in the past or an imaginary situation in the present?

- 1 If he hadn't written *Doctrinale*, education would probably have remained the same.
- 2 If Galileo hadn't defended his theories, he would have been a free man.

B Look at the sentence patterns and find one other example in your texts.

If + subject	had(n't) + past participle		would(n't) + have + past participle	
If we	had invented	the wheel earlier, life	would have been	easier.
	hadn't discovered	fire, man's progress		slower.

C Read two more sentences from the article. How is the grammatical structure different from the sentences in Exercise 4A?

- 1 We wouldn't have become the most imaginative of the animals if we had continued eating only plants.
- 2 Life would have been different if we hadn't invented the steam engine.

▶▶▶ page 144 **LANGUAGEBANK**

PRACTICE

5A Complete the sentences with the correct form of the verbs in brackets.

- 1 Machu Picchu _____ (remain) unknown if Hiram Bingham _____ (not explore) the Andes in Peru.
- 2 If the 'I love you' virus _____ (be) found earlier, forty-five million computers _____ (not crash).
- 3 The first experiments in cloning _____ (be) impossible if Gregor Mendel _____ (not discover) genes.
- 4 If John Lennon _____ (not meet) Paul McCartney, they _____ (not form) The Beatles.
- 5 The invention of the mobile phone _____ (not be) possible if Alexander Graham Bell _____ (not invent) the telephone.
- 6 If the Nestor Film Company _____ (not open) a film studio there in 1911, Hollywood _____ (remain) a quiet community.

B ▶▶▶ 9.1 Listen and check your answers.

C Listen again and repeat. Pay attention to the pronunciation of *had*, *hadn't*, *would* and *wouldn't have*. How are they pronounced in fast speech?

6 Make a note of three things that have happened to you in the last year. Write third conditional sentences about how your life would have been different if they hadn't happened to you.

I got a new job. If I hadn't got a new job, I would have been bored in my old job!

SPEAKING

7A Work in pairs. You are going to describe a big moment in history. Choose an important historical event. If you need help, Student A: turn to page 163; Student B: turn to page 160. Think about the questions below.

- 1 Why was this event important?
- 2 What happened before and after the event?
- 3 Would the world have been different if this event had not happened?

B Describe your big moment to other students.

WRITING a short essay

- 8 Work in pairs. Put the six stages of essay-writing in order.
- Write a second, final draft. _____
 - Proofread before you submit your work. Look for errors in grammar, spelling and punctuation. _____
 - Look carefully at the task/title you are given. What do you need to do: analyse, compare, argue? _____
 - Check that the sections of the first draft are well-organised. Think about how you can reorganise any unclear parts. _____
 - Brainstorm ideas. Write down lots of thoughts quickly and don't worry if they are not all good ideas. _____
 - Write a first draft quickly – it doesn't have to be perfect. _____

9 Read the short essay below and answer the question. What does the writer think would have happened if China had reached the Americas before the Europeans?

WHAT IF ... Chinese explorers had landed in the Americas first?

Once, China led the world in technology. Centuries before Europe, they had printing and gunpowder. They also had the compass, which meant they could navigate without relying on the position of the Moon. Furthermore, they were brilliant shipbuilders. This ability to build large, strong ships went hand in hand with their other talent: exploration.

In 1405, a Chinaman called Zheng He went on a journey. The idea was to create new trade routes for China. On his first trip, he took 28,000 men in sixty-two ships. Zheng He landed in India and brought home many things that were new to the Chinese: plants, animals, even people.

Zheng He made seven westward journeys. If he had continued to explore, he would probably have reached the Americas before Columbus and the Europeans. However, for political reasons, China stopped exploring. Its leaders believed that China didn't need to trade with these simple, uncivilised people so the country became isolated.

Now, let's imagine Zheng He had reached the Americas first. What would have happened? He would have seen the incredible size of the land and the riches in the ground. He probably would have returned with more men and farmed the land. They would have got rich. The new Chinese colony would have grown and grown, and perhaps they would have later spread to other lands.

Would China have created the next great empire if Chinese explorers had landed in the Americas first? We will never know.

LEARN TO structure paragraphs

10A Read the paragraph below. Then complete statements 1–3 using the labels from the key.

Chinese ships were extremely advanced compared to ships in other parts of the world. **Firstly** they were larger: the biggest was 400 feet long and weighed 1,500 tons. **They were also** better designed: unlike European ships at the time, they had rooms which were 'watertight' – water could not get inside them. **What's more**, Chinese ships had better equipment: they all had compasses, which meant the sailors would never get lost.

Key:

- = linking words
- = topic sentence
- = supporting sentence 1
- = supporting sentence 2
- = supporting sentence 3

- Each paragraph should have a _____ that explains the main idea. Often this is the first sentence.
- Each paragraph needs several _____ to provide examples that illustrate the main idea.
- The examples should connect well, using _____.

B Label the parts of the first paragraph in the essay in Exercise 9 using the labels above.

11A Read instructions 1–4 for a *What if ...?* essay.

- Choose an important development in history: an invention, a discovery or an event.
- Think about the world without this development. How would life be different? How would people's ideas or actions be different? Brainstorm ideas.
- Plan and write your essay.
- When you finish, follow the instructions in the Speakout Tip.

speakout TIP

- Check the 'big' things first: did you answer the question in the title? Are the paragraphs in the right order? Is there anything missing?
- Check the 'little' things second: grammar, spelling, punctuation, missing words.

B Exchange your essay with another student and check each other's work.

GRAMMAR active versus passive

1 Write three words or ideas that you associate with teenagers. Compare them with other students.

2A Read the paragraph and choose the best title.

- Music through the ages
- How the young found their voice
- The Death of James Dean

The word 'teenager' was invented in the 1950s. This was the first decade in which teenagers had their own style, their own heroes, their own music and their own way of looking at the world. The 'safe' world of adults was rejected by teenagers, and their heroes were more likely to be actors Marlon Brando on a motorbike (in *The Wild One*, 1954) or James Dean, who was killed in a car crash in 1955, aged twenty-four. The business world immediately saw its opportunity. Magazines, cosmetics and cars were designed to appeal to teenagers, who could usually be found in coffee bars listening to Elvis Presley songs. The truth is that young people want to be different. Many styles in music and fashion have been created since the 1950s: punk music, techno, hip hop. It's safe to say the teenager is here to stay.

B Read the sentences below and answer questions 1–3.

- The word 'teenager' was invented in the 1950s.
- Teenagers had their own style.
- The 'safe' world of adults was rejected by teenagers.
- The business world immediately saw its opportunity.
- Many styles in music and fashion have been created since the 1950s.

- What are the main verbs in each sentence? Find and underline them.
- Two of the sentences don't say who 'did' the action (because we don't know or it's not important). Which two?
- Which sentences use active verbs? Which use the passive?

C Look at the sentences again. Complete the rule.

Rule: We form the passive with: subject + the verb _____ (in the present, past or other tense) + past participle.

D Find three more examples of the passive in the text.

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PRACTICE

3A Rewrite the sentences below using the passive.

- People all over the world wear jeans.
Jeans are worn by _____ people all over the world _____.
- Companies are designing mobile phones especially for teenagers.
Mobile phones _____.
- The media has always influenced teenagers.
Teenagers _____ by _____.
- In Sweden they made a great film about a teenage vampire.
A great film about a teenage vampire _____.
- In the past, we saw children as mini-adults.
In the past, children _____.
- In the future, the government will prevent people from smoking until they are twenty-one.
In the future, people will _____.
- In Mexico they hold a party called *quinceañera* when a girl reaches the age of fifteen.
In Mexico, a party called quinceañera _____.
- Teenagers will design many of the computer games of the future.
Many of the computer games of the future _____ by _____.

B ▶▶▶ 9.2 Listen and check your answers.

C Listen again and notice the pronunciation of *are* /ə/, *has been* /hæzbi:n/, *was* /wɒz/ and *were* /wə/? Then listen and repeat.

VOCABULARY periods of time

4A Put the words and phrases in order from the shortest to the longest periods. Use a dictionary to help you.

a decade a millennium an era a century a quarter-century
a fortnight an age the nineteen-seventies/eighties (1970s, 1980s)
the seventies/eighties (70s/80s) a generation

B Finish sentences 1–8 with your own words.

- 1 The best thing about this decade so far has been ...
- 2 The worst thing about this decade so far has been ...
- 3 The thing I remember most about the nineteen-nineties is ...
- 4 One thing I don't know or understand about the nineteen-nineties is ...
- 5 My parents' generation criticises my generation for our ...
- 6 My generation will criticise the next generation for their ...
- 7 One thing that represents my parents' era is ...
- 8 One thing that represents this era is ...

C Compare your sentences with other students. Are there any that you agree on?

LISTENING

5A Look at photos A–C. Which decades do you think they are from?

B **9.3** Listen to three people speaking about different decades. Which decades did they grow up in? Generally, do they feel positive or negative about that decade?



speakout TIP

Before listening, read the task. Which are the most important words? Listen for those words and for their synonyms or words with a similar meaning. For example: *North Americans = people from the United States; films = movies; environmental problems = pollution and the hole in the ozone layer; fashion = clothes/hairstyles*. Read the task in Exercise 5C and listen for the key words and synonyms.

C Listen again and answer the questions.

- 1 What 'two important aspects' of his life does Speaker 1 mention?
- 2 What 'celebrations' do you think Speaker 1 is talking about?
- 3 Where is Speaker 2 from?
- 4 Which musician was 'an icon' for Speaker 2?
- 5 What two things did Speaker 3 think he didn't like during the 80s (he later changed his mind)?
- 6 What trend did Madonna start in the mid-eighties?

6A Read the underlined sentences in audio script 9.3 on pages 173–174 and answer the questions.

- 1 Which decade do you think was good for film and music?
- 2 What was 'one of the most memorable moments' of the decade in which you grew up?
- 3 Were things 'developing and getting better' for your generation?
- 4 What part of your past do you like 'in retrospect'?

B Discuss your answers with other students.

SPEAKING

7A Choose a period when you were a child, a teenager or in your twenties. What did you listen to/do/watch/wear? How did it change as you got older? Make some notes about the following:

- music
- TV and/or films
- sport
- technology
- fashion
- issues in the news

B Work with other students and talk about your personal history. What do you have in common with other students? Tell the class.

PLUS collocations

8A Read the text and answer the questions.

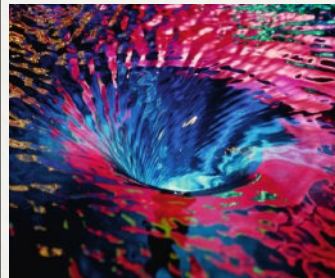
- 1 According to the writer, why is time travel difficult for people to believe in?
- 2 Why is time travel probably boring?
- 3 Why is it probably not the solution to man's problems?

B Read the text again. Find and underline eight phrases with *come*, *give*, *have* and *make*. The first two have been done for you.

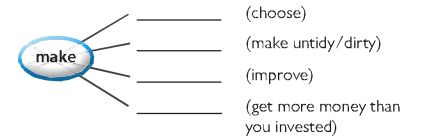
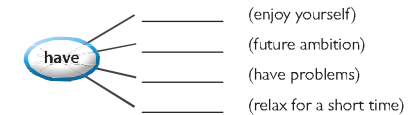
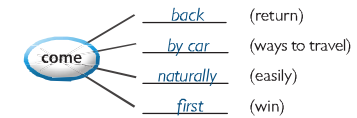
Time travel

All theoretical physicists have the same dream. They want to travel in time. Normal people like you and me have trouble believing that time travel is possible. The idea is outside our imagination and such thoughts just don't come naturally to us. We can't imagine seeing our parents as little children taking their first steps, or our grandparents' youthful faces as smooth and unlined as glass. We can't imagine watching Stone Age men dragging dead animals to their caves, or watching Alexander the Great conquering half the world, or seeing Mozart at his piano. And the truth is, even if we could travel in time, unless we could also choose an exact moment in an exact place, it would probably be very boring. When we read history books, the past always sounds exciting. But humanity makes progress slowly. And Stone Age man didn't own TVs for entertainment.

If time travel is ever possible in the future, time travellers are probably with us now, today. And if they exist, they have come back from a time in the future and are watching while we make a mess of the world. Why don't they give us directions on how to save the planet? Why don't they give instructions about the environment or how to stop war? Here's a sad thought: maybe they don't know the answers either.



C Look at the underlined phrases and add them to the word webs below.



D Look at the words in the box and add them to the word webs above. Then add any other phrases with *come*, *give*, *have* and *make* you can think of.

by car first a talk a break a profit a good time
a decision (someone) a call

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9A Complete the topic headings 1–10.

- 1 How to have a good t_____ in your home town
- 2 How to give i_____ to children
- 3 How not to get fired when you're having t_____ with your boss
- 4 How to make p_____ when you've been learning English for years
- 5 How to give d_____ to the best restaurants in town
- 6 How to relax and have a complete b_____ from work
- 7 How to give a t_____ to an audience of a hundred
- 8 How to make a p_____ on your investments
- 9 How to come f_____ in a competition or game
- 10 How not to make a m_____ when you're cooking

B Which of the topics above do you know more about? Choose one or more and prepare to talk about it/them.

C Work with other students. Tell them which you chose and explain how to do it.

SPEAKING

1 Work in pairs and discuss.

- 1 What are the most famous quiz shows in your country? Do you like them?
- 2 What type of questions do they ask (history, general knowledge, culture, etc.)?
- 3 If you had to answer quiz questions on one subject, which subject would you choose?
- 4 If you had to answer questions on one famous person in history, who would you choose?

I'd choose Walt Disney because I loved his films when I was young and I read his biography.

VOCABULARY describing people

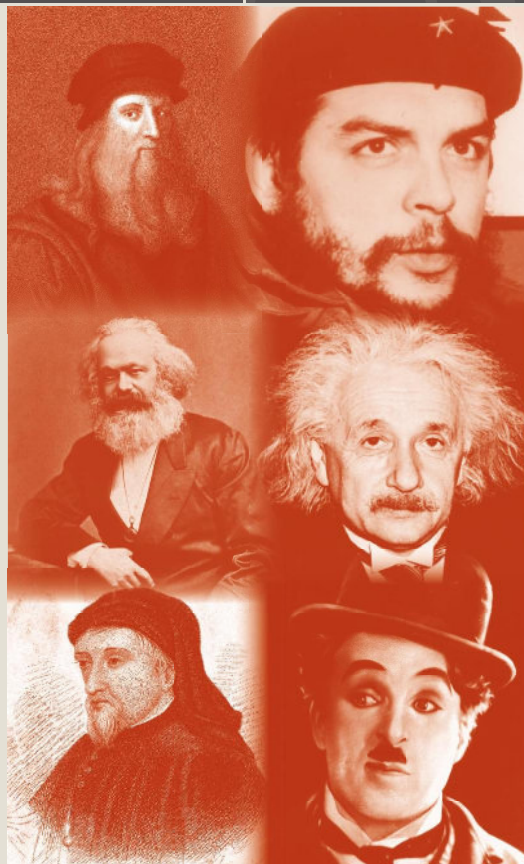
2 Work in pairs. Do the quiz about famous people in history. If you don't know the answers, guess or look at the photos opposite to help.

- 1 Which highly **original** writer was once kidnapped in France?
(a) Geoffrey Chaucer (b) Isabelle Allende (c) Jane Austen
- 2 Which **influential** political thinker was famously messy?
(a) Karl Marx (b) Confucius (c) Machiavelli
- 3 Which **innovative** and **inspirational** actor and film-maker was stopped by the US government from entering the US?
(a) Jodie Foster (b) Charlie Chaplin (c) Yoko Ono
- 4 Which **charismatic** scientist spent his free time playing the violin when he wasn't changing the world?
(a) Galileo (b) Albert Einstein (c) Isaac Newton
- 5 Which **brave** and **exemplary** freedom fighter went on a road trip across a continent before becoming famous?
(a) Che Guevara (b) Nelson Mandela (c) Joan of Arc
- 6 Which amazingly **creative** artist rarely finished the work he started?
(a) Pablo Picasso (b) Edgar Degas (c) Leonardo da Vinci

3A Work in pairs and look at the quiz again. What do the words in bold mean? Use a dictionary to help you.

B Think of one famous person for each of the adjectives in Exercise 2A. Compare your ideas with other students.

Diego Maradona – He is probably the most influential sportsperson in the history of Argentina.



FUNCTION expressing uncertainty

4A 9.4 Listen to someone giving the answers to the quiz to her friend. Which answers did the friend know?

B Look at the phrases in the box. Match them to the groups of phrases below.

I don't know I used to know I know it isn't ...
I'm not sure but I think ...

- 1 _____, I have no idea, I haven't a clue
- 2 _____, I'm not a hundred percent certain but it might be ..., I'm fairly sure it's ...
- 3 _____, It's definitely not, I'm sure it isn't
- 4 _____, I can't remember, I've forgotten

C Listen again and tick the phrases you hear.

5A Complete speaker B's responses in the conversations by adding the pairs of words in the box.

have no fairly sure percent certain sure it
haven't a I've forgotten I can't it's definitely

- 1 A: Which sculptor is famous for the statue of David?
Was it Leonardo da Vinci or Michelangelo?
B: *have no* idea. I don't know anything about art.
- 2 A: What's the name of that American politician who made a film about the environment?
B: Oh, um, remember. Was it Rumsfeld? No, um, Bush?
- 3 A: Who was the white South African leader who freed Mandela?
B: I'm it was Botha, wasn't it?
- 4 A: Who's that Mexican actor who was in *Amores Perros*?
B: Oh, his name but I know who you mean. He's quite small and good-looking.
- 5 A: Which company invented the CD-ROM?
B: I'm not a hundred but it might be Sony.
- 6 A: Do you know who wrote *The Lord of the Rings*?
Wasn't it William Golding?
B: I don't know, but not Golding.
- 7 A: Who won the last football World Cup?
B: I'm wasn't England.
- 8 A: What was the name of that Steven Spielberg film about dinosaurs?
B: I clue. I don't watch Hollywood movies.

B Work in pairs and answer the questions. Then turn to page 160 to check your ideas.

C Work in pairs and practise the conversations.

LEARN TO react to information

6A 9.5 Read the extracts from audio 9.4 below. Then listen and notice the intonation patterns speaker B uses.

- 1 A: It was Chaucer. I think he worked for the British government.
B: Did he? I didn't know that.
- 2 A: It was Karl Marx.
B: Oh really?
- 3 A: It was Einstein. He was a very good violinist, apparently.
B: Was he? That's interesting.
- 4 A: Yeah, Guevara was a medical student ...
B: Oh yes, I knew that. I just couldn't remember.
- 5 A: Who went on a road trip with his friend?
B: Ah, that's right.
- 6 A: It was da Vinci. He invented the parachute.
B: Oh yeah, I was just about to say that!

B Answer the questions.

- 1 Which information did speaker B know already?
- 2 Which information was new?

SPEAKING

7 Work in pairs. Student A: you are going to ask your partner the questions below. First, add two more questions of your own. The answers can be found on page 158. Student B: turn to page 162.

Geography
1 What's the capital of Australia? Is it Sydney, Melbourne or Canberra?
2 Which country has the second biggest population? Is it China, India or Russia?
3 Which one of these countries is not next to the sea: Venezuela, Ecuador or Paraguay?
4
5



DVD PREVIEW

1 Discuss. What do you know about the painting at the bottom of page 113, and the artist who created it?

2 Read the sentences about Michelangelo. What do you think the words in bold mean? Which two pairs of words have opposite meanings?

- 1 His work is **unique** – no one has ever done anything similar.
- 2 Some said his work was **divine** because only God could create such beauty.
- 3 His fame is **eternal**. He will never be forgotten.
- 4 The sculptures are **extraordinary**. They are incredibly beautiful and realistic.
- 5 Although he was **mortal**, his work will never die.
- 6 His art is **awe-inspiring**. We feel small when we look at it.
- 7 His painting on the ceiling of the Sistine Chapel is an incredible **feat**.
- 8 In those days, many normal men worked with stone, but he was far from **ordinary**.
- 9 Even as a child, he had **aspirations** to be a great artist.
- 10 As a young man in Florence he began his **quest** for fame.

3 Read about the BBC programme, *The Divine Michelangelo*. What is the contrast between Michelangelo's life and his art?

BBC The Divine Michelangelo

This BBC documentary examines the life and work of Michelangelo Buonarroti, one of the greatest artists in history. It looks at his background as a child in Florence, and how he went on to produce works such as the statue of David, the awe-inspiring ceiling of the Sistine Chapel, and the dome of St Peter's Cathedral, described here as 'the jewel in the crown on the Roman skyline'. The programme also reveals Michelangelo's tempestuous life, his fights with rivals and with his own demons, showing that an imperfect life can produce perfect art.

▶ DVD VIEW

4A Which of these sentences do you think are true?

- 1 Michelangelo was a sculptor, painter and architect.
- 2 He said he was divinely inspired (inspired by God).
- 3 He lived and worked three hundred years ago.
- 4 His mother died when he was a child.
- 5 He was from a rich family.
- 6 His father always wanted him to be an artist.

B Watch the DVD to check.

5A Read the notes. Which words do you think are missing?

Who was Michelangelo?

... a **tempestuous** genius ... he wanted **eternal** fame and ¹ **riches**
 ... an **outsider** who created works so big and so ² _____ nobody believed they were produced by a mortal
 ... **NOT** an ordinary labourer or honest, ³ _____ stonemason

Background

... had an ⁴ _____ childhood
 father, **Ludovico**, was a **lowly-paid** local official

What did he do?

... **persevered** and produced works which showed an **extraordinary** ⁵ _____
 ... created a **unique** vision of heaven on ⁶ _____

B Watch the DVD again and complete the notes.

C Work in groups and discuss. What do you think of Michelangelo's work? Have you ever seen any of his work? How do you think his work has influenced other artists?

speakout influential work

6A ▶ 9.6 Listen to someone talking about someone whose work influenced her. Who does she talk about? How did this person's work change her life?

B Listen again and tick the key phrases you hear.

keyphrases

I fell in love with his novels.
 That book really made its mark on me.
 It had a big impact on me.
 He's one of the best-known writers.
 I'm a big fan of that type of writing.
 The style is brilliant.
 It was very influential.
 He/She/Their work (really) inspired/influenced me ... / to (do) ...

C Plan to describe someone whose work influenced you. Write brief notes about the following:

- what they did
- their place in history
- what you learned from them
- how it has influenced the way you do things

D Work in groups and take turns to describe your person.

writeback a wiki entry

7A Read the proposal.

Subject: proposal

Dear student,

We are compiling a student wiki about world-famous, influential people in the arts and sciences. Please write a short piece (no more than 200 words) including information about where they live(d), when they did their work, their place in history, why they are influential, and who they have influenced. Do not write about political leaders, sports stars or businesspeople. Send your entry to the web address ...

B Read an example entry. Does it fit the requirements in the proposal? Is anything missing?

Ravi Shankar is probably India's most famous musician. A sitar-player, composer, performer, musical director and teacher, he is best known in the west for his collaborations with **George Harrison of The Beatles**, who studied sitar under him and later produced some of **Shankar's records**.

Born into a wealthy family in 1920, at the age of ten Shankar went to Paris with his brother's dance group. By thirteen, he was part of the group, working as a dancer and playing different instruments. A few years later he decided to focus full time on the sitar and soon became a master of the instrument. In the 1950s and 60s he toured the world, giving **Indian classical music** a wider audience. It was during this time that he met and influenced Harrison and other well-known musicians from the UK and the United States.

Shankar wrote film scores and recorded numerous popular albums. He was deeply committed to playing live music, and even performed at **Woodstock** during the hippie era. In his seventies and eighties he was still performing regularly. He has been very influential because he helped to bring Indian music to the rest of the world.

C Now write your wiki entry about the person whose work influenced you. Use the wiki above and the key phrases to help.

1A Work in teams. Write ten sentences. Each sentence must use a different word from the box. The first team to finish wins!

revolution turning point
development movement
spread advance invention
foundation discovery progress

B Read your sentences to the class.

THIRD CONDITIONAL

2A Complete the sentences with your own words.

- Dayo left his job because ...
- Lily didn't pay for the meal at the restaurant because ...
- Cristian asked for a replacement phone because ...
- I didn't go on my free holiday to Jamaica because ...
- Kim didn't go to see U2 because ...
- I stopped talking to my mother because ...

B Exchange sentences with a partner. Write third conditional sentences for each of the situations your partner completed.

Dan left his job because he didn't like his boss. If he had liked his boss, he wouldn't have left his job.

PERIODS OF TIME

3A Complete the sentences with words for periods of time.

- In which d_____ were you born?
- What can you remember about the n_____n_____?
- How did you celebrate the new m_____?
- What's your favourite e__ in history?
- If you could go back in time for a f_____, where and what c_____ would you choose?
- What do you think your g_____ are/will be famous for?

B Work in pairs. Take turns to ask and answer the questions.

THE PASSIVE

4A Complete the sentences with the correct passive or active form of the verbs in the box.

discover assassinate become
build climb declare destroy
elect release identify

- The tomb of Tutankhamun was discovered in the Valley of the Kings, Egypt.
- US and French scientists _____ the AIDS virus.
- A wall _____ between East and West Germany.
- Edmund Hillary and Tenzing Norgay _____ Mount Everest.
- The Titanic _____ after hitting an iceberg in the North Atlantic.
- Nelson Mandela _____ from prison.
- Mahatma Gandhi _____ by a terrorist.
- Margaret Thatcher, the UK's first female prime minister, _____.
- The UK and France _____ war on Germany.
- Two-year-old Pu Yi _____ Emperor of China.

B Match the events above with the dates in the box.

1922 1908 1912 1939
1948 1953 1961 1979
1984 1990

1922: The tomb of Tutankhamun was discovered.

C Work in groups. Compare your answers and correct each other's work if necessary.

EXPRESSING UNCERTAINTY

5A Put part B's words in the correct order to complete the conversations.

- A: Where's the nearest bank?
B: no / I / idea / have / sorry,
- A: Is there anywhere you can smoke in this building?
B: allowed / it's / definitely / no, / here / not
- A: What time does this school open in the morning?
B: at / fairly / opens / sure / I'm / it / 7.00a.m.
- A: What was your last teacher's name?
B: remember / can't / I
- A: Do you know where the nearest restaurant is?
B: clue / sorry, / haven't / I / a
- A: What's the school director's name?
B: it / not / a / might / I'm / percent / but / certain, / be / hundred / Timothy
- A: How far away is the nearest supermarket?
B: isn't / it / sure / far / I'm
- A: What was yesterday's homework?
B: forgotten / sorry, / I've

B Work in pairs. How many of your partner's questions can you answer?

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