

# 8

# History and culture

## 8.1 PAST TIMES

### IN THIS UNIT

#### GRAMMAR

- past simple of *to be*
- *could, couldn't*

#### VOCABULARY

- buildings
- verbs + prepositions

#### SCENARIO

- making polite requests
- finding out important information

#### STUDY SKILLS

- remembering new words

#### WRITING SKILLS

- describing objects



'Every day of your life is a page of your history.' Arabic proverb

### VOCABULARY

#### BUILDINGS

**1a** Work with a partner. Which of these things can you see in the picture of Çatal Hüyük page 63?

courtyard door entrance furniture  
garden gate ladder painting  
roof room wall window

**1b** Making comparisons How are these buildings different from your home and street?

### READING

**2a** Guess the answers to these questions. Then read paragraph A in the text about Çatal Hüyük and check.

- This city is in modern-day  
a Iraq.      b Pakistan.      c Turkey.
- The picture shows the place in about  
a 10,000 BC.      b 6000 BC.      c 2000 BC.

**2b** Read paragraphs B and C quickly. Which paragraph (A, B or C) has information about these things?

- location      **A**
- houses
- size of population
- people

### Çatal Hüyük

**A** Çatal Hüyük (now in Anatolia, Turkey) was one of the world's first cities. In fact, many people think it is the oldest city. It was an important and busy place for 2,000 years, from about 7000 BC to 5000 BC. Compared with today's cities, it wasn't big; in 6250 BC, there were only about 6,000 people there.

**B** There weren't any streets in the city; most of the houses were around a central courtyard. There weren't any doors in the houses. There was an entrance to each house through a hole in the roof and down a ladder. Inside, there were paintings of animals and people on some of the walls.

**C** The people of Çatal Hüyük were, we believe, kind and peaceful. Many of them were farmers, but the city was also a centre of trade and ideas. Çatal Hüyük was rich and well organised, but life was very short: an average age of thirty-four years for men and twenty-nine for women. Women were important in this city: many were in high positions and there were a lot of special goddesses.

**3** Use the words in the box to complete the summary of the text below.

farming      good      population      place      unusual

Çatal Hüyük was an important <sup>1</sup> \_\_\_\_\_ about 8,000 years ago, when the <sup>2</sup> \_\_\_\_\_ was about 6,000. The city was one of the first <sup>3</sup> \_\_\_\_\_ communities and also important for trade. People's homes were <sup>4</sup> \_\_\_\_\_, but comfortable. Life was <sup>5</sup> \_\_\_\_\_ for the people here, but it was also short.

GRAMMAR

PAST SIMPLE OF TO BE

**4a** We use the past simple to talk about events and situations that are finished. Look at these three sentences from the text, then underline more examples of the past simple of *to be* in the text.

- Çatal Hüyük was rich and well organised.
- The people were peaceful.
- There weren't any streets in the city.

**4b** Complete the table with past simple forms of *to be*.

affirmative (+)	negative (-)	question (?)
I was	I wasn't	was I?
he/she/it <sup>1</sup> _____	he/she/it <sup>4</sup> _____	was he/she/it?
you were	you weren't	<sup>8</sup> _____ you?
we were	we <sup>5</sup> _____	were we?
they <sup>2</sup> _____	they <sup>6</sup> _____	were they?
there <sup>3</sup> _____	there wasn't	<sup>9</sup> _____ there?
there were	there <sup>7</sup> _____	were there?

GRAMMAR TIP

In more formal English, *wasn't* → *was not* and *weren't* → *were not*.

↪ Language reference and extra practice, pages 116–117

**5** Complete these sentences with *was*, *wasn't*, *were* or *weren't*.

- The people of Çatal Hüyük \_\_\_\_\_ peaceful.
- Roman roads are famous – the Romans \_\_\_\_\_ very good at building them.
- Who \_\_\_\_\_ Cleopatra?
- \_\_\_\_\_ there any important cities in your country in AD 1000?
- I \_\_\_\_\_ good at history at school – it was my worst subject!
- There \_\_\_\_\_ a horrible history teacher at my school. Now, what \_\_\_\_\_ his name?
- A: You \_\_\_\_\_ in the lecture on early cities. Where \_\_\_\_\_ you?  
B: We \_\_\_\_\_ in the café!

PRONUNCIATION

**6a** **8.1** **Vowel sounds** Listen to *was* and *were* in these sentences. What is the vowel sound?

- The city was lovely.
- There were gardens everywhere.

**6b** **8.2** Listen to seven sentences. Then listen again and repeat.

**7a** Look at these past time phrases. Put them in order, starting with the most recent.

1,000 years ago   last month   last week  
last year   six weeks ago   yesterday  
the day before yesterday   two hours ago

*Two hours ago, ...*

**7b** Put these words in order to make questions. Then work with a partner and ask and answer the questions. Use time phrases.

- last / school exam / your / was / When / ?
- holiday / When / your / last / was / ?
- When / your / visit to a museum / was / last / ?

SPEAKING AND WRITING

**8a** What do you know about the Mayan, Inca and Aztec civilisations?

**8b** Work with a partner to find out more about these civilisations.

**Student A:** Look at the information on page 138.

**Student B:** Look at the information on page 136.

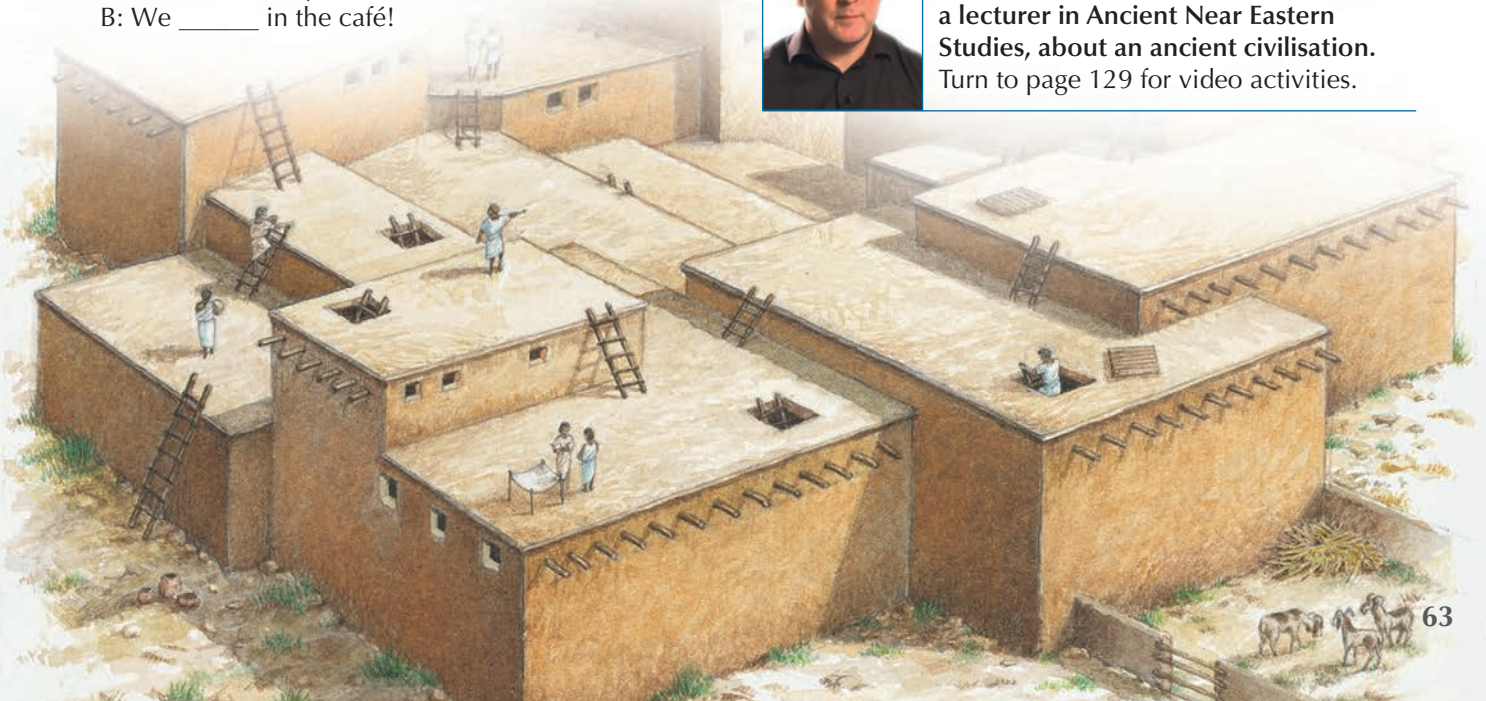
**9** Now choose one of the civilisations and write a few sentences about it.

*The Mayan civilisation was in Mexico, Guatemala, Honduras and Belize. It was important ...*



MEET THE EXPERT

Watch an interview with Mark Weeden, a lecturer in Ancient Near Eastern Studies, about an ancient civilisation. Turn to page 129 for video activities.



## READING

**1** Which of these changes are true for your country? Can you think of any other changes?

- 1 Families are smaller now than they were fifty years ago.
- 2 People work shorter hours than in the past.
- 3 Nowadays, many people cook food from other countries.
- 4 Religion is more important now than in the past.
- 5 US culture (films, food, music) is popular.
- 6 These days, people usually go abroad on holiday.

**2a** Read the article about changes. Which countries or cultures does the reporter write about?

**2b** Complete the headings in the article with these words. There is one word that you do not need.

climate    economics    politics    technology

**3** Read the article again. Who thinks the changes are positive and who thinks they are negative? Write P (positive) or N (negative).

- 1 Han Li
- 2 Bo Li
- 3 Evert Kask
- 4 Tootega

**4 Making deductions** Who says these things? Match the sentences with the names.

- |  |              |
|--|--------------|
| 1 'I'm looking forward to my holiday in London.'             | a Tootega    |
| 2 'Go to Toronto, son. There's no work here.'                | b Bo Li      |
| 3 'I need to buy some petrol.'                               | c Evert Kask |
| 4 'On hot days, I just stay in the house.'                   | d Han Li     |
| 5 'Why don't I drive over and see you in the Berlin office?' |              |

# All change!

*Countries and cultures change for many different reasons. Our reporter, Sarah Stephens, talks to people about changes in their countries.*



**Changes because of** <sup>1</sup> \_\_\_\_\_

China is one of the fastest-growing economies in the world. Han Li's life is completely different from her grandparents' life. 'They couldn't travel to other countries, but I can. I can drive a car, but my grandfather could only ride a bicycle.' Bo Li, Han's grandfather, smiles and says, 'We can afford to buy an air conditioner. Before, we couldn't relax in the house during the hot summer.'

**Changes because of** <sup>2</sup> \_\_\_\_\_

Before 2004, Estonia was not part of the EU. Evert Kask, a businessman, says 'Business is better now we are in the EU. I can sell to other European countries and visit them for easy business trips. It was harder before. I could go, but it was expensive because of the visas. I can speak German and English now. I certainly couldn't do that before!'

**Changes because of the** <sup>3</sup> \_\_\_\_\_

The Inuits of Northern Canada are losing their old way of life because the environment is changing. 'The ice is disappearing now, so we can't get food in the old way,' says Tootega. 'When I was young, I could travel on the ice for days and find seals. Now, there is almost no ice. Our children can't learn the old skills and they are leaving our villages to find work in the cities. It makes me sad.'

GRAMMAR

COULD, COULDN'T

**5a** Complete these sentences from the article with the correct verb. Which sentences are about the present and which are about the past?

- 1 I can \_\_\_\_\_ a car.
- 2 I could \_\_\_\_\_ on the ice for days.
- 3 They couldn't \_\_\_\_\_ to other countries.
- 4 Our children can't \_\_\_\_\_ the old skills.

**5b** Find more examples of *could* and *couldn't* in the article. Which form of the main verb do we use after *could/couldn't*?

- a to + infinitive
- b present simple
- c infinitive without to

→ Language reference and extra practice, pages 116–117

**6** Complete these sentences with *can*, *can't*, *could* or *couldn't*.

- 1 He \_\_\_\_\_ find seals on the ice when he was young.
- 2 We \_\_\_\_\_ take photos at the museum yesterday – you can't take cameras with you.
- 3 We \_\_\_\_\_ fly to other countries today. Our grandparents \_\_\_\_\_ fly.
- 4 I \_\_\_\_\_ run far now, but I \_\_\_\_\_ run ten kilometres when I was younger.

**7** Ask a partner what he/she could do at the ages of five, ten and fifteen. Use these ideas.

cook    drive    ride a bicycle    speak a little English  
swim    use a computer    write

A: *When you were five, could you ride a bicycle?*

B: *Yes, I could. / No, I couldn't.*

LISTENING

**8** **8.3** Listen to a short presentation by two students about technology and cultural changes.

- 1 What is the title of their talk?
- 2 Which four inventions do they talk about?

**9a** **8.4** Listen to Marjorie's part of the talk. Tick (✓) the things she says.

- 1 People can travel longer distances.
- 2 People can live and work in different places.
- 3 Travelling is more comfortable.
- 4 Modern transport is not safe sometimes.
- 5 Modern transport is bad for the environment.

**9b** **8.5** Listen to Pedro's part of the talk and answer these questions.

- 1 What can we do because of the internet and smartphones?
- 2 What is the negative point about these things?
- 3 Do you agree with him?

VOCABULARY

VERBS + PREPOSITIONS

**10a** Listen to the whole presentation again (Audio recording 8.3) for these verbs, and choose the word you hear. Check your ideas with the script on page 153.

- 1 to focus on a *topic* / *technology* / *an-idea*
- 2 to go on a *business trip* / *a tour* / *holiday*
- 3 to read about *places* / *subjects* / *people*
- 4 to move on to *the next point* / *another topic* / *the next type of technology*
- 5 to stay in *one place* / *our house* / *a group*
- 6 to chat to *friends* / *people* / *colleagues*
- 7 to talk to *strangers* / *someone* / *your teacher*

**10b** Complete the sentences with a verb and preposition from Exercise 10a.

- 1 This essay \_\_\_\_\_ religion and cultural changes.
- 2 I'm \_\_\_\_\_ the Mayan civilisation.
- 3 Before I \_\_\_\_\_ the next point, I want to say ...
- 4 Do you \_\_\_\_\_ strangers on the internet?
- 5 We usually \_\_\_\_\_ holiday in August.
- 6 We \_\_\_\_\_ the garden all day in summer.
- 7 I \_\_\_\_\_ my friends on the phone every day.

SPEAKING

**11** Work with a partner. Compare your way of life now with your grandparents' way of life when they were young. Think of four positive differences and four negative differences. Compare your ideas with another pair of students.

*I can travel by plane to other countries, but my grandparents could only use trains.*



## PREPARATION

1 Look at the photos. Work with a partner and answer these questions.

- 1 What country/city is this museum in?
- 2 What can you see inside, do you think?

2 Match sentences 1–8 with notices A–I. There is one notice you don't need.

- 1 You can't go in or out this way. *D*
- 2 You can leave your coats and bags here.
- 3 You can't make a lot of noise here.
- 4 You can't put your hand on this.
- 5 You can go through here in your wheelchair.
- 6 You can leave the museum through this door.
- 7 You can use this to go upstairs.
- 8 You can't use a camera here.



3 **8.6** Harshil and Jessica work at a museum. Listen to six conversations with visitors to the museum. Match conversations 1–6 with topics a–f.

- a how much something costs
- b getting a map
- c how old something is
- d when something starts
- e taking photographs
- f where something is *1*

4 Listen again and answer these questions.

- 1 Where is the cloakroom?
- 2 How much does the multimedia guide cost?
- 3 When does the film start?
- 4 How old is the statue?
- 5 How many maps does the Italian woman take?
- 6 Where do they take the photograph?



## KEY LANGUAGE

## MAKING POLITE REQUESTS

5 Put the lines of conversation 1 (below) in the right order. Check with Audio script 8.6 on page 153.

- a Yes, madam. How can I help you?
- b You're welcome.
- c Could you tell me where the cloakroom is, please?
- d Oh yes. I see it. Thank you.
- e Certainly, madam. You see the main entrance over there?
- f Excuse me.
- g Yes.
- h Well, the cloakroom is just on the right.

6a Complete this table with requests from the conversations in Exercise 3.

Could you	1 _____ me, please?
	2 _____ us a map of the museum, please?
	3 _____ a photo of us?
Could you tell me	4 _____ much they 5 _____?
	6 <i>where</i> the cloakroom 7 <i>is</i> , please?
	8 _____ the film 9 _____?
	10 _____ old it 11 _____?

6b How can you respond to the requests in Exercise 6a? Look again at Audio script 8.6 on page 153.

*Certainly, ...*

## PRONUNCIATION

7 **8.7** **Linked sounds** Listen to three requests. How do we pronounce *could you*? What happens where the words join?

8 **8.8** Put the words in the right order to make requests. Listen and check.

- Could / open / you / please / the / door, / ?
- my coat, / you / Could / take / please / ?
- me / Could / tell / you / when / finishes / the class / ?
- Could / me / what / you / tell / 'wheelchair' / means, / please / ?
- where / Could / tell / you / me / is / the / nearest shop / ?

9 Now make the requests and respond to them with a partner. Remember to use polite intonation.

## TASK

## FINDING OUT IMPORTANT INFORMATION

10 Work with a partner and make short conversations in a museum. Use the Useful phrases below.

Student A: Turn to page 143.

Student B: Turn to page 141.

## USEFUL PHRASES

I'd like to do ...	Sure, no problem.
Yes, sir/madam.	Let me see ...
Please.	Not at all.
Certainly.	(Yes,) of course.
I'm interested in ...	I'm afraid not.
That's no problem.	What would you like?
How can I help?	I'm afraid I can't do that.



## STUDY SKILLS

## REMEMBERING NEW WORDS

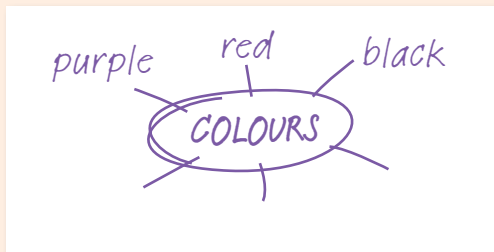
**1 Managing new vocabulary** How do you record and learn new vocabulary? Are these sentences true for you?

- I have a special vocabulary notebook.
- I make grammar and pronunciation notes about new words, e.g. *beautiful* (adj).
- I write translations for words.
- I write English definitions for words, e.g. *wonderful* – *very good*.
- I read my vocabulary notes every day.
- I use online vocabulary trainers and apps to help me.
- I learn ten new words every day.
- I test my memory of new words every week.

**2a Grouping words by meaning** Put these words into two groups: materials and shapes. Then add more words to these two groups.

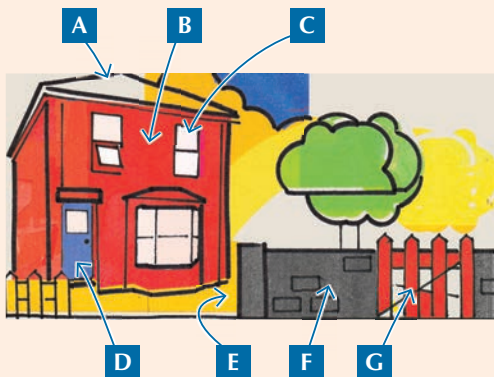
circle leather metal plastic  
rectangle square wood

**2b Using word webs** Add more words to this word web. Can you add more than four?




**3a Using pictures** Many dictionaries have pictures. Match these words with the things in the picture.

door garden gate house roof  
wall window

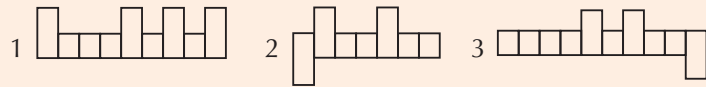


**3b** Draw a simple picture for two or three words that you want to remember.

*ladder* 

**3c** Thinking about the shape of a word can help you remember the spelling. Is the word long or short? Are there tall letters (e.g. *b* and *t*) or letters with a 'tail' (e.g. *p* and *q*)? Match these words with one of the shapes below.

vocabulary plastic beautiful



**4a Word building** Look at these dictionary extracts. Circle is the noun; what is the adjective?

**C circle** /'sɜ:kəl \$ 'sækəl/ **noun** **1** a round flat shape like the letter O, or a group of people or things arranged in this shape: *Draw a circle on a piece of paper.* • We sat **in a circle** round the table. → see picture at SHAPE

**circu·it** /'sɜ:kɪt \$ 'sækɪt/ **noun** **1** a track where people race cars, bicycles, etc.: *The racing cars go three times round the circuit.* **2** the complete circle that an electric current flows around: *an electrical circuit*

**circu·lar** **1** /'sɜ:kjələ \$ 'sækjələ/ **adjective** shaped like a circle **SYNONYM** **round**: *a circular table*

From the Longman WordWise Dictionary

**4b** Use your dictionary and find the adjectives for these nouns.

- rectangle \_\_\_\_\_
- square \_\_\_\_\_
- wood \_\_\_\_\_

**4c** Complete the table with these words.

long widen width lengthen weight

noun	verb	adjective
1 _____	2 _____	wide
length	3 _____	4 _____
5 _____	weigh	

**5 Using opposites** Match the opposite pairs of the adjectives in the box.

heavy light long narrow short wide

**6 Practise new words** Make sentences with five of the new words in this unit. Compare your sentences with a partner.

*circular* – *A coin is circular.*

*plastic* – *I use plastic bags from the supermarket.*

**7** Which of these exercises do you like? Which do you think are useful for you?

WRITING SKILLS

DESCRIBING OBJECTS

8 Look at the photos below (A–D). These four objects are for sale on an internet auction site. Which sections can you find the objects in?

- 1 Antiques: Asia
- 2 Instruments: Europe
- 3 Instruments: North America
- 4 Collectables: North America

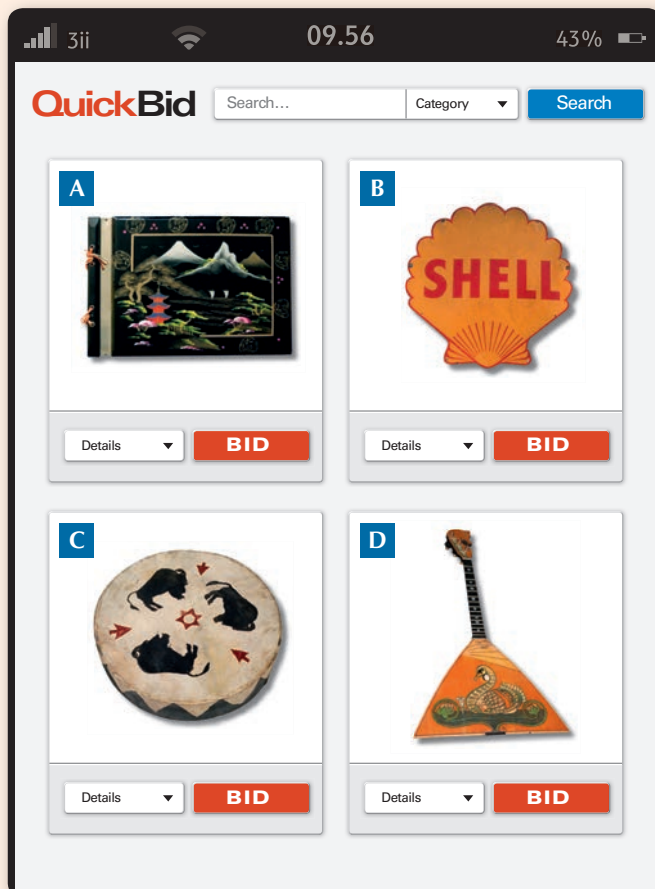
9a Match this description with one of the photos.

**This item** is very <sup>1</sup>\_\_\_\_\_. **It** is a <sup>2</sup>\_\_\_\_\_ photograph album from Japan – when you turn the pages, you hear a beautiful song! It is about fifty years old. **It** is <sup>3</sup>\_\_\_\_\_ (45cm long, 20cm wide) and **it** is in good condition. The album has got ten pages. **These pages** are now <sup>4</sup>\_\_\_\_\_ with age. On the front of the album, there's a wonderful picture. **It** is of a <sup>5</sup>\_\_\_\_\_ temple and Mount Fuji. Thanks for looking and good luck!

9b Complete the description above with these words.

musical    red    rectangular    unusual    yellow

10 *it, this, these* In the first sentence of the description, the words *This item* refer to the name of the item – a photograph album. What do the other highlighted words refer to? Compare your ideas with a partner.



11 Match the description below with one of the other photos. Then complete the description with the words in the box.

it (x5)    these    they    this (x2)

<sup>1</sup>\_\_\_\_\_ item is unusual. <sup>2</sup>\_\_\_\_\_ is a Shell® sign from the 1950s. The metal sign is shell-shaped and <sup>3</sup>\_\_\_\_\_ is 30cm wide. <sup>4</sup>\_\_\_\_\_ weighs one kilogram. <sup>5</sup>\_\_\_\_\_ is yellow and <sup>6</sup>\_\_\_\_\_ has the company name in red letters. <sup>7</sup>\_\_\_\_\_ sign is in good condition, but there are some scratches on the side. <sup>8</sup>\_\_\_\_\_ scratches are very small and <sup>9</sup>\_\_\_\_\_ are not a problem. Hope you like it!

12a Complete the first sentences of these descriptions of the objects in photographs C and D. Use the information in the boxes below.

Native American Drum

<sup>1</sup>\_\_\_\_\_ is a traditional drum from the <sup>2</sup>\_\_\_\_\_. American Indians made it <sup>3</sup>\_\_\_\_\_ years ago for me when I was on holiday there. Its total weight is <sup>4</sup>\_\_\_\_\_ grammes.

Balalaika

<sup>1</sup>\_\_\_\_\_ is a traditional instrument from <sup>2</sup>\_\_\_\_\_. It makes a lovely sound and it is <sup>3</sup>\_\_\_\_\_ years old. It <sup>4</sup>\_\_\_\_\_ 500 grammes.

▼ Item: Native American Drum

<p><b>Country:</b> US  <b>Age:</b> 20 years  <b>Total weight:</b> 350g  <b>Material:</b> top – leather; body – wood  <b>Shape:</b> circular  <b>Width:</b> 30cm</p>	<p><b>Height:</b> 8cm  <b>Colours:</b> white, black  <b>Picture:</b> animals (bison), arrows, star  <b>Condition:</b> very good (small scratch on the side)</p>
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▼ Item: Balalaika

<p><b>Country:</b> Russia  <b>Age:</b> 25 years  <b>Total weight:</b> 500g  <b>Material:</b> wood  <b>Shape:</b> triangular body, rectangular neck and head  <b>Width (body):</b> 45cm</p>	<p><b>Length:</b> 70cm (neck and head = 40cm)  <b>Colours:</b> brown, black  <b>Picture:</b> bird (swan)  <b>Condition:</b> good (small scratches on the body and picture)</p>
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12b Work with a partner. One of you writes a description of the drum. The other writes a description of the balalaika. Then read and check your partner's work.

13 What were the final prices of these objects, do you think? Match a price with each object. Would you like to buy any of these objects?

\$150    \$650    \$75    \$50