

UNIT / 05: HISTORY

LISTENING

IN THIS UNIT YOU WILL LEARN HOW TO

- describe trends and periods in history
- answer 'Select from a list' and matching tasks
- identify attitude and opinion
- use prepositions of time correctly.

LEAD-IN

01▶ Look at the following time phrases. For each, decide which option(s) are NOT correct.

- a in / during / on the 1070s
- b in the end / early / mid twentieth century
- c during the Victorian period / season / era
- d from / between / in 1642 and 1649
- e in / after / before the restoration of the monarchy
- f between / from / in 1914 to 1918
- g since / during / on the 9th century AD
- h in the first half / era / decade of the twenty-first century
- i in the past / recent / last 200 years

02▶ Try to match the events (1–9) with the time periods (a–i) in exercise 1. Then listen and check your ideas.

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- 1 The monarchy has existed in England ...
- 2 Elizabeth II became Queen of England ...
- 3 There was a Civil War in England ...
- 4 The Tower of London has had many functions ...
- 5 The Tower of London was built by William the Conqueror ...
- 6 The First World War lasted ...
- 7 King Charles II gained control of the Tower of London ...
- 8 The Tower of London became a tourist destination ...
- 9 The number of visitors to the Tower of London rose to 2 million per year ...

SELECT FROM A LIST



In this task type you have to choose two correct answers from a list of five options. Make sure you read the question and options carefully before you listen. Try to identify the key words and phrases in the options – the ones which carry the main meaning. Think of different ways to express these ideas as the recording will most likely use different words.

- 03** Read the 'Select from a list' question. The key words are in bold. Choose a synonym for each bold word from the box below. Do not answer the question yet.

Which **ONE** of these is **NOT** mentioned as a previous use of the Tower of London?

- A a home for a king or queen
- B a place where arms are kept
- C a place of worship
- D a destination for sightseers
- E a place where currency is manufactured

church money attraction residence royalty weapons made tourists

- 04** Listen to the first part of a talk about the Tower of London and answer the question in exercise 3.

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- 05** Read the question and the list of statements. For each of the key words and phrases in bold, think of different ways of expressing them, including using different parts of speech.

Which **TWO** of these statements about the history of the Tower are true according to the speaker?

- A Henry the Eighth **ordered the construction of** the Tower of London.
It was built by, commissioned the building of, had the Tower of London built
- B King Charles the First **controlled** the Tower throughout the English Civil War.
- C **Enemies** of Henry the Eighth **lost their lives** in the Tower.
- D There was a **zoo** in the Tower for **six centuries**.
- E Charles the Second **got back** the Crown Jewels from his enemies.

- 06** Listen and answer the question in exercise 5 by choosing **TWO** statements from the list A–E.

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- 07** Look at the exam task. Before you listen, use the strategies from exercises 3 and 5 to pick out the key words and think of different ways of expressing them. Then listen and answer the question.

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Which **TWO** statements are **NOT** true about the Tower of London today?

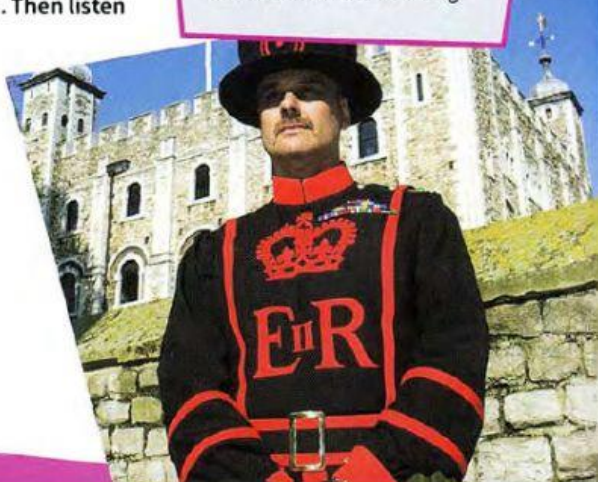
- A The birds called ravens have left the Tower.
- B There is a special person to look after the ravens.
- C The ravens can be dangerous.
- D The guards called Beefeaters also act as tourist guides.
- E Anyone can become a Beefeater.

TIP 05

Be careful. The words you hear on the recording may be synonyms for the whole statement or you may hear the ideas expressed using different parts of speech or grammatical structures. For example, in the statement the key word might be a noun but in the recording the speaker might express the same idea using a verb phrase.

TIP 06

Be careful. The options in this type of task will not be in the same order as the recording.



ATTITUDE AND OPINION



Some exam tasks require you to identify the attitudes or opinions of a speaker on a certain subject. Listen for opinion verbs, adjectives, adverbs and expressions. Also focus on the speaker's reactions and responses to a situation, as how someone reacts can reveal a lot about how they feel.

- 08** Match a word or expression from the box with each group of words which express a similar attitude or opinion.

challenging	sub-standard	famous	My favourite part was
phenomenal	frightening	dazzling	apprehensive

- 1 It didn't live up to my expectations disappointing inadequate
- 2 gorgeous stunning exquisite
- 3 out of this world impressive It took my breath away
- 4 I really like how I love the way that What pleased me the most was
- 5 horrifying terrifying gruesome
- 6 anxious on edge I had butterflies in my stomach
- 7 iconic legendary renowned
- 8 heavy going I really struggled with it tough

- 09** Now read these comments from speakers. For each, what do you think the speaker's opinion or attitude to the situation is?

- 1 To be honest, I was glad when the tour ended. I was beginning to think it never would.
A interested B bored C angry
- 2 I usually hate museums, but in this one the hours just flew by and sadly, before I knew it, it was time to leave.
A frustrated B angry C fascinated
- 3 Pete said that the Science Museum was out of this world. Well, there's no accounting for taste. I certainly won't be recommending it to anyone.
A disappointed B delighted C impressed
- 4 To be frank, that exhibit had an incredible effect on me. I cried my eyes out afterwards.
A surprised B moved C frightened
- 5 When I heard that there was an exhibition on space travel, I was over the moon. And it more than lived up to my expectations.
A pleased B indifferent C surprised

- 10** Listen to two students discussing their ideas for a presentation on The Tower of London and do the task.

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Which **TWO** opinions are **NOT** agreed on by both of the speakers?

- A It is not realistic to talk about the entire history of the Tower.
- B There is not enough to say about the Beefeaters and ravens.
- C The Fusilier Museum topic would appeal to most students.
- D Including a competition would be a good idea.
- E The Crown Jewels would be the best topic to present.

MULTIPLE MATCHING



In this task type you match one set of information (numbered) with another (lettered). For example, you match people or places in the recording with comments they make or comments made about them. There are two versions of this task – one with more lettered options than questions, so some of the letters are distractors, and one with more questions than options, so the letters can be used more than once.

11▶

You are going to listen to two students discussing other tourist attractions in London. First, look at the exam task. Think of different ways of paraphrasing the comments.

What comments do the speakers make about the tourist attractions?

Choose FIVE answers from the box and write the correct letter, A–G, next to questions 1–5.

Tourist attractions

- 1 Madame Tussauds _____
- 2 Buckingham Palace _____
- 3 Westminster Abbey _____
- 4 The Tower of London _____
- 5 The London Bridge Experience _____

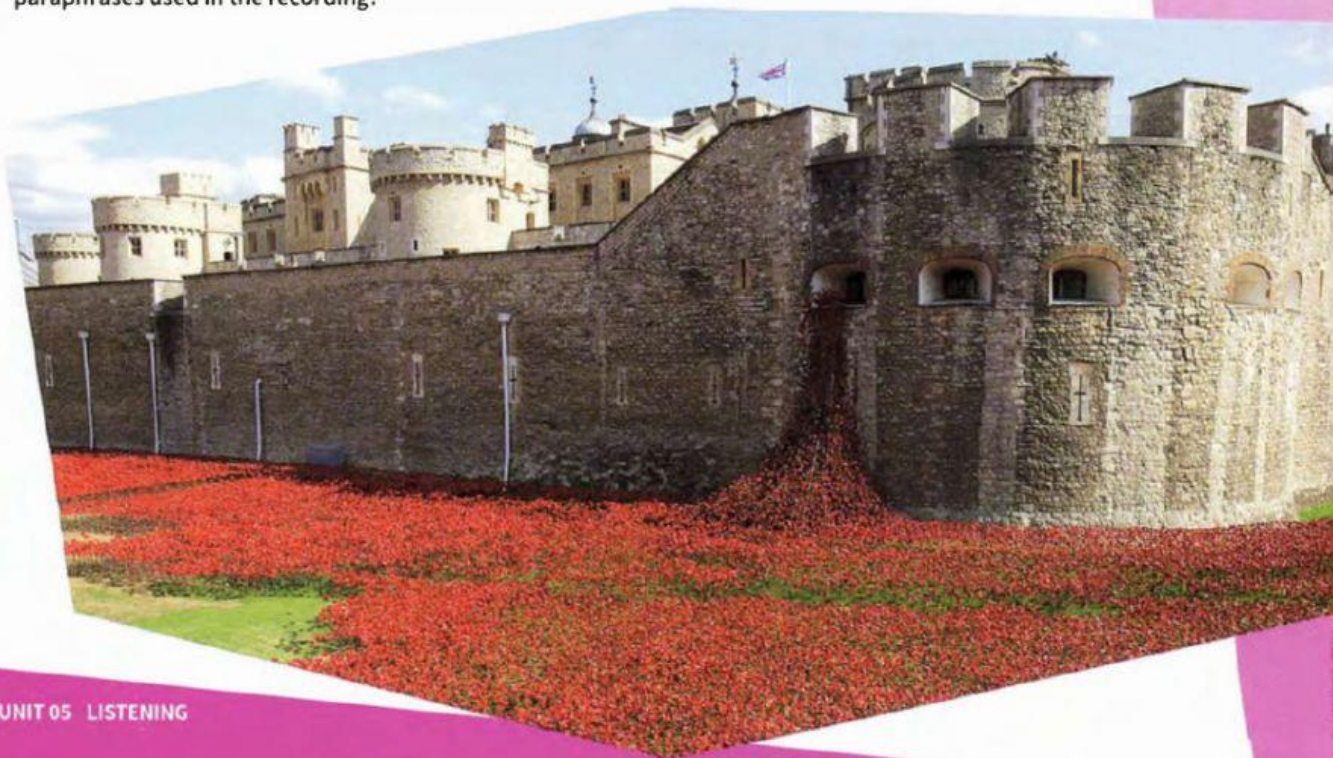
Comments

- A It had previously had a display of real royal clothes.
- B Many famous artists are buried there.
- C It updates its exhibits from time to time.
- D It lived up to its reputation.
- E The queues were too long to get in.
- F It always has beautiful flower displays.
- G It has hosted many royal weddings.

12▶

Listen and answer questions 1–5 in exercise 11. Were any of your suggested paraphrases used in the recording?

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EXAM SKILLS

13 Listen and answer questions 1–7.

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Questions 1–5

What problem is associated with each of the topics Adrian is considering?

Choose **FIVE** answers from the box and write the correct letter, A–G, next to questions 1–5.

- 1 History _____
- 2 Trade routes _____
- 3 Conflicts _____
- 4 Architecture _____
- 5 Modern life _____

Problems

- A Most people are not aware of this aspect.
- B It would involve too much investigative work.
- C It is too large a topic.
- D It could be too technical.
- E It might take the focus off Petra.
- F Most people would not be interested in this aspect.
- G Academically, it is an inappropriate topic.

Questions 6 and 7

Which **TWO** points about water management are **NOT** made by the speakers?

- A Petra's water management was more advanced than that in other comparable areas.
- B The topic of water management systems is very complex to understand.
- C In Petra the people knew how to get the most out of all the sources of water available to them.
- D The advantages of water management were enjoyed by all levels of society equally.
- E Watering crops was a top priority.

