

## UNIT 5: HISTORY

### VOCABULARY AND GRAMMAR

#### Exercise 1. Match the words with the definitions.

abdicate

constitution

coronation

emperor

monarchy

president

reign

throne

- 1 a country that has a king or queen:
- 2 a special chair used by a ruler, especially a king or queen:
- 3 a ceremony at which a person is made king or queen:
- 4 to rule as king or queen of a country:
- 5 to make a formal statement that you no longer wish to be king or queen:
- 6 the ruler of an empire:
- 7 the person who has the highest political position in a republic:
- 8 a set of political principles or laws by which a state or organisation is governed:

#### Exercise 2. Read the information. Then correct the underlined mistakes.

**abdicate:** to make a formal statement that you no longer wish to be king or queen

**constitution:** a set of political principles by which a state or organisation is governed

**coronation:** a ceremony at which a person is made king or queen

**emperor:** the ruler of an empire

**monarchy:** a country that has a king or queen

**president:** the person who has the highest political position in a republic

**reign:** period of time ruling as king or queen of a country

**throne:** a special chair used by a ruler, especially a king or queen

- 1 Clause 7 of the throne states that people should pay taxes to the government.
- 2 The date of the princess's monarchy will be Saturday 12 April.
- 3 The king announced on the news that he intended to reign with immediate effect.
- 4 Nelson Mandela became monarch of the Republic of South Africa on 10 May 1994.
- 5 Julius Caesar is probably one of the most famous Roman monarchs.
- 6 The queen sat on her constitution throughout the coronation ceremony.

#### Exercise 3. Read the information. Then choose the correct sentences to match the types of conditional shown in bold.



| Type of conditional                                                                       | If clause (situation)                              | Result clause                       |
|-------------------------------------------------------------------------------------------|----------------------------------------------------|-------------------------------------|
| <b>Second</b> (hypothetical present situation with hypothetical present or future result) | <i>If + past simple / past continuous</i>          | <i>would + verb</i>                 |
| <b>Third</b> (hypothetical past situation with hypothetical past result)                  | <i>If + past perfect / past perfect continuous</i> | <i>would have + past participle</i> |
| <b>Mixed 1</b> (hypothetical past situation with present result)                          | <i>If + past perfect / past perfect continuous</i> | <i>would + verb</i>                 |
| <b>Mixed 2</b> (hypothetical present situation with past result)                          | <i>If + past simple / past continuous</i>          | <i>would have + past participle</i> |

Remember:

- *Would* can be replaced by *could* or *might*.
- There are some possible variations on the *if* clause. For example, we might use an inversion (*If he had known = Had he known*) or express the *if* clause with a paraphrase (*Without his rule = If he had not ruled*).

#### 1 THIRD CONDITIONAL

- ☐ If he had become president, he would completely reform the tax system.
- ☐ If he had become president, he would have completely reformed the tax system.

#### 2 THIRD CONDITIONAL

- ☐ There won't have been a constitutional crisis if he hadn't abdicated without warning.
- ☐ There wouldn't have been a constitutional crisis if he hadn't abdicated without warning.

#### 3 SECOND CONDITIONAL

- ☐ If everyone paid their taxes, the country would have a stronger economy.
- ☐ If everyone pays their taxes, the country will have a stronger economy.

#### 4 THIRD CONDITIONAL

- ☐ If Queen Joanna of Castile hadn't been declared mad, she might have continued to rule Spain until her death in 1555.
- ☐ If Queen Joanna of Castile wasn't declared mad, she might have continued to rule Spain until her death in 1555.

**5 THIRD CONDITIONAL**

- ☐ Had the emperor spared the prisoners' lives, they would have become loyal citizens.
- ☐ Would the emperor have spared the prisoners' lives, they had become loyal citizens.

**6 SECOND CONDITIONAL**

- ☐ The legal system would be fairer if judges came from a wider cross-section of society.
- ☐ The legal system would be fairer if judges come from a wider cross-section of society.

**7 SECOND CONDITIONAL**

- ☐ The approach of officials would change if the government made them more accountable for their actions.
- ☐ The approach of officials would have changed if the government made them more accountable for their actions.

**8 MIXED CONDITIONAL 1 (PAST SITUATION WITH PRESENT RESULT)**

- ☐ Had the prime minister resigned sooner, the country wouldn't be in an economic crisis.
- ☐ Had the prime minister resigned sooner, the country wouldn't have been in an economic crisis.

**Exercise 4. Complete the sentences with the types of conditional shown in bold. Use the verbs in brackets.**

- 1 If she had lived two years longer, she \_\_\_\_\_ (reign) for 60 years. **THIRD CONDITIONAL**
- 2 They could build a new palace for the monarchy if they \_\_\_\_\_ (increase) taxes. **SECOND CONDITIONAL**
- 3 There wouldn't have been a constitutional crisis if the king \_\_\_\_\_ (abdicate) without warning. **THIRD CONDITIONAL**
- 4 If the government \_\_\_\_\_ (improve) the country's economy, there would be less unemployment. **SECOND CONDITIONAL**
- 5 Had the French king treated his subjects better, the revolution probably \_\_\_\_\_ (not happen) when it did. **THIRD CONDITIONAL**
- 6 If I had my camera, I \_\_\_\_\_ (take) a photo of the queen from the palace gates. **SECOND CONDITIONAL**
- 7 Without the support of the government, the emperor \_\_\_\_\_ (force – passive) to abdicate. **THIRD CONDITIONAL**
- 8 Germany might be a very different country today if the Berlin Wall \_\_\_\_\_ (come down) in 1989. **MIXED CONDITIONAL 1**

**Exercise 5. Read the information. Then add the words in the box to the correct groups of expressions.**

Some IELTS Reading and Listening tasks test your ability to understand the attitude of the writer or speaker. The attitude is often expressed by synonyms or paraphrases of the words and ideas in the questions.

It can be useful when you are learning new vocabulary to group words and expressions which have similar meanings. Knowing a number of ways of expressing an idea can also help you in some IELTS Speaking and Writing tasks because it helps you to avoid repeating the same vocabulary. This will help improve your Lexical Resource mark.

difficult

furious

happy

impressive

satisfactory

shocked

- |   |                   |            |                   |                  |                      |
|---|-------------------|------------|-------------------|------------------|----------------------|
| 1 | I lost my temper. | outraged   | I was up in arms. | angry            | <input type="text"/> |
| 2 | extraordinary     | remarkable | striking          | It blew me away. | <input type="text"/> |



|   |            |            |                       |                        |  |
|---|------------|------------|-----------------------|------------------------|--|
| 3 | amazed     | stunned    | My head was spinning. | It left me speechless. |  |
| 4 | tough      | tricky     | challenging           | demanding              |  |
| 5 | acceptable | sufficient | adequate              | up to scratch          |  |
| 6 | pleased    | delighted  | ecstatic              | It made my day.        |  |

**Exercise 6. Read the comments made by different speakers. Choose the correct words to match the speakers' attitudes.**

- I have no idea why the government would change that law. It's beyond me to explain it.  
☐ angry    ☐ confused    ☐ fascinated
- When my tutor told me that I had failed my history test, I was lost for words. In fact, I went bright red and couldn't look her in the eye.  
☐ bored    ☐ embarrassed    ☐ worried
- I can't believe she let me down again. I have put my trust in her so many times, but she always fails to live up to my expectations.  
☐ delighted    ☐ disappointed    ☐ sympathetic
- Wow! That new history exhibition is something else. Whoever made it deserves a round of applause.  
☐ confused    ☐ impressed    ☐ stressed
- Thank goodness for that! I really thought that history test was going to be incredibly difficult, but it wasn't as tough as I imagined.  
☐ confused    ☐ relieved    ☐ shocked
- Oh you poor thing! That must have been terrible.  
☐ angry    ☐ disappointed    ☐ sympathetic

**Exercise 7. Choose the correct prepositions or time phrases to complete the sentences about history**

- At/ During/ On the reign of Queen Victoria, Britain became a world power.
- In the beginning/ early/ end twentieth century, many people living in large cities in Britain suffered from poor health.
- The Stonehenge monument in the west of England was built in the elderly/ old/ prehistoric period.
- Over the latest/ past/ recent 30 years, there has been a huge amount of change in people's living standards.
- At/ In/ On the fifties and sixties, there were massive social changes affecting all aspects of life around the world.
- The *Titanic* sank during the dynasty/ realm/ reign of King George V.

7 At/ Before/ Since 2000, there has been a massive increase in the use of mobile technology globally.

8 The 1960s was the century/ decade/ millennia that saw humans first explore outer space.

**Exercise 8. Complete the table with the phrases in the box.**

|                                          |                            |                                     |                   |
|------------------------------------------|----------------------------|-------------------------------------|-------------------|
| Definitely not.                          | Without a doubt.           | That's exactly how I feel.          | To some extent.   |
| No way!                                  | Possibly.                  | I'd say the exact opposite is true. |                   |
| There are two ways of looking at this.   | Not really.                | Of course.                          | It's hard to say. |
| There may be some truth in that, but ... | I am sitting on the fence. | Absolutely.                         |                   |
| Not at all.                              | Certainly.                 | Not necessarily.                    | Sure.             |

  

| agree | neither agree nor disagree | disagree |
|-------|----------------------------|----------|
|       |                            |          |
|       |                            |          |
|       |                            |          |
|       |                            |          |
|       |                            |          |
|       |                            |          |
|       |                            |          |

**Exercise 9. Read the extract from a seminar discussion between a history professor and two of his students. Complete the sentences with the expressions in the box.**

I'm sitting on the fence    absolutely    hadn't left    not necessarily    would be speaking  
 would have continued    would have increased    would have introduced  
 would have succeeded

**Professor Browning:** We discussed the importance of speculation at our last seminar, and as a follow-up I asked you to consider what might have happened if the Romans \_\_\_\_\_ Britain in the fourth century AD. But firstly, I'd like to ask you both if you agree that speculation can help us better interpret history or at least understand it better. What do you think, Jane? Did you find it a useful approach to looking at Roman history?

**Jane:** \_\_\_\_\_ ! It really helped me think about how empires are built.

**Tom:** For the time being, \_\_\_\_\_. I haven't decided how useful it might be.

**Professor Browning:** OK. Jane, would you like to start off with the task I set you and then we can discuss the approach based on some historical information?

**Jane:** Well, it seems obvious to me that if the Romans hadn't left Britain at that time, they

developing the network of roads. Additionally, they  the number of bridges and aqueducts. I am also pretty sure that the Romans  a new and comprehensive legal system, and that perhaps now we all  a Latin dialect instead of English!

**Tom:** . For a start, I seriously doubt that the Romans  in imposing their language on the Britons!

**Professor Browning:** Interesting. Let's go through some of those other points you raised, Jane ...