



# 9

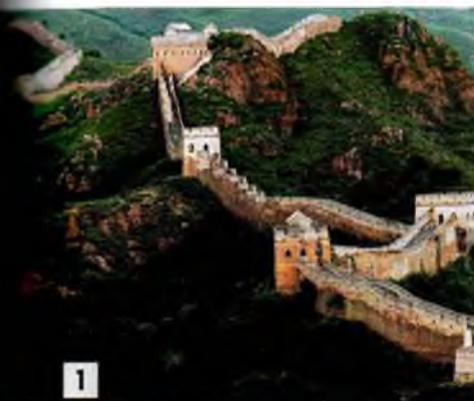
# History lessons

Verb patterns • Homonyms, homophones, and homographs • Telling jokes

## STARTER



- 1 Work in groups. Which historical events do the pictures illustrate? Match them to the events.
- 2 Put the twelve events in chronological order. In which century did they happen? Give any precise dates that you know.



- First World War begins
- Great Wall of China built
- Charles Darwin publishes *On the Origin of Species*
- Storming of the Bastille – start of French Revolution

- Terrorist attack demolishes World Trade Center in New York
- Gottlieb Daimler and Karl Benz produce the first automobiles
- Leonardo da Vinci paints the *Mona Lisa*
- First Olympic Games held in Greece

- US drops first atomic bombs on Hiroshima and Nagasaki
- American War of Independence begins
- AIDS becomes a major health threat throughout the world
- Berlin Wall demolished



- 3 Write down the three events which you feel are most important. Add any others that you feel have been omitted from the list. Compare and justify your ideas in your groups and then with the whole class.
- 4 Which recent news events do you feel will go down in history?

## READING AND SPEAKING

### I was there

- 1 Where do these historical events fit chronologically with those on p81?
  - The destruction of Pompeii by Mount Vesuvius
  - The first transatlantic radio message
  - The sinking of the *Titanic*
  - The first aeroplane flight across the Channel
  - The first men on the moon
- 2 Match the events in exercise 1 with these extracts from eyewitness accounts.
  - 1 It stood upright in the water for four full minutes, then it began to slide gently downwards.
  - 2 There is nothing to be seen – neither the destroyer, nor France, nor England. I am alone. I am lost.
  - 3 It had been awaiting its first visitors for a long time.
  - 4 We saw the sea sucked away and apparently forced back by the earthquake.
  - 5 The result meant much more to me than the mere successful realization of an experiment, it was an epoch in history.
- 3 Work in groups. Look at the historical events on pp82–5 and divide them among you, choosing two or three that interest you. Read them and answer the questions.
  - 1 What was the exact date of the event?
  - 2 Who is describing it? Is the person a protagonist or an observer? In what way?
  - 3 What kind of event is it? Natural or man-made? Good or bad? Describe it.
  - 4 Who were the people involved? How did they react?
  - 5 Why was it so important? What repercussions have there been since it took place?

Compare the answers with your group and share information about all the events.

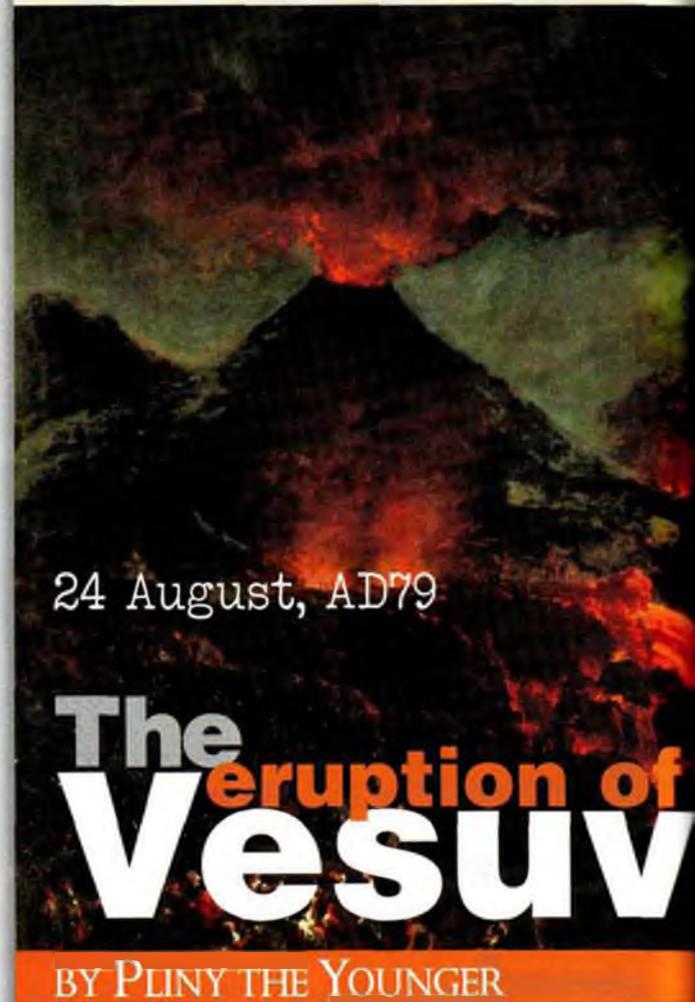
### Vocabulary work

- 4 Which of these words are from the texts you chose? Divide them into nouns, verbs, and adjectives. Use a dictionary if necessary.

amplifiers	crude	shriek	toss
ashes	deploy	slant	trunk
blaze	jettison	slide	unimpeded
blot out	lunar	snowdrift	valves
bow	mob	stern	violent
cart	overwhelmed	stranded	wailing
coils	panic-stricken	swarm	whirl
condensers	pungent	sway	

- 5 Explain the words from your texts to your group.
- 6 Which words are technical words? Which texts are they from?

## I was there ...



24 August, AD79

# The Eruption of Vesuvius

BY PLINY THE YOUNGER

This was the eruption that destroyed and buried the towns of Pompeii and Herculaneum.

On 24 August, in the early afternoon, my mother drew attention to a cloud of unusual size and appearance. It was not clear at that distance from which mountain the cloud was rising. (It was afterwards known to be Vesuvius.) Its general appearance can best be expressed as being like an umbrella pine, for it rose to a great height on a sort of trunk and then split off into branches. Broad sheets of fire and leaping flames blazed at several points. By this time the courtyard was full of ashes so that its level had risen. The buildings were now shaking with violent shocks and seemed to be swaying to and fro.

My mother and I finally decided to leave the town. We were followed by a panic-stricken mob of people. Once beyond the buildings we stopped, and there we had some extraordinary experiences which thoroughly

12 December, 1901

## The first radio signal across the Atlantic

BY GUGLIELMO MARCONI

The signal was sent from Poldhu in Cornwall to Guglielmo Marconi, waiting on a cliff in Newfoundland.

Shortly before mid-day I placed the single earphone to my ear and started listening. The receiver on the table before me was very crude – a few coils and condensers – no valves, no amplifiers, not even a crystal. But I was at last on the point of putting the correctness of all my beliefs to the test. The answer came at 12.30 when I heard, faintly but distinctly, pip-pip-pip. I handed the phone to Kemp: 'Can you hear anything?' I asked. 'Yes,' he said, 'the letter S' – he could hear it. I knew then that all my anticipations had been justified. The electric waves sent out into space from Poldhu had traversed the Atlantic – the enormous distance of 1,700 miles – unimpeded by the curvature of the earth. The result meant much more to me than the mere successful realization of an experiment, it was an epoch in history. I now felt for the first time absolutely certain that the day would come when mankind would be able to send messages without wires not only across the Atlantic but also between the furthestmost ends of the earth.

alarmed us. We saw the sea sucked away and apparently forced back by the earthquake: it receded from the shore so that quantities of sea creatures were left stranded on dry sand. On the landward side a fearful black cloud parted to reveal great tongues of fire, like flashes of lightning magnified in size. Soon afterwards the cloud sank down to earth and covered the sea; it had already blotted out Capri. You could hear the shrieks of women, the wailing of infants, the shouts of men. Many besought the aid of gods, but still more imagined there were no gods left, and that the universe was plunged into darkness for evermore.

At last the darkness thinned. Then there was genuine daylight, and the sun actually shone out. We were terrified to see everything changed, buried deep in ashes like snowdrifts.

I was there ...

25 July, 1909



# The first flight across the Channel

BY LOUIS BLÉRIOT

Blériot's monoplane averaged 46 mph and made the crossing in 40 minutes.

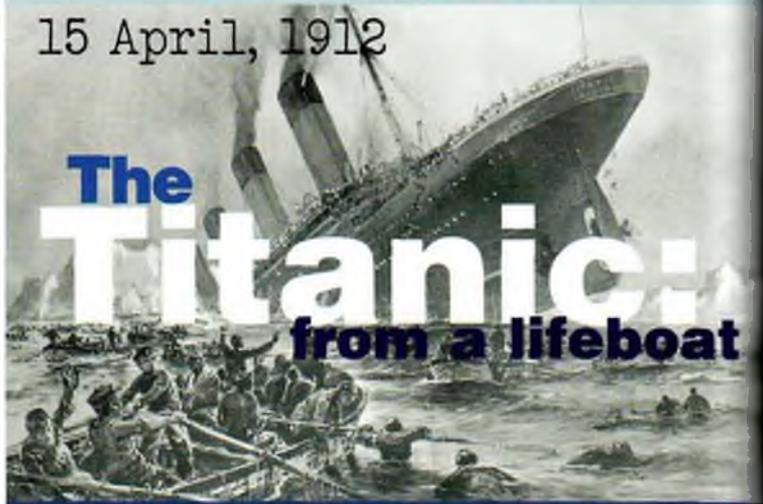
In the early morning of Sunday, 25 July 1909, I left my hotel at Calais and drove out to a field where my airplane was garaged. I had ordered the destroyer Escopette, placed at my disposal by the French government, to go to sea. I examined my aeroplane. I started the engine, and found it worked well.

At half past four daylight had come. Four thirty-five. Tout est prêt! In an instant I am in the air, my engine making 1,200 revolutions – almost its highest speed. I begin my flight steady and sure, towards the coast of England. The Escopette has seen me. She is driving ahead across the Channel at full speed. She makes perhaps 26 miles per hour. I am making over 40 mph. Rapidly I overtake her, travelling at a height of 250 feet. The moment is supreme, yet I surprised myself by feeling no exultation. Ten minutes go. I turn my head to see whether I am proceeding in the right direction. I am amazed. There is nothing to be seen – neither the destroyer, nor France, nor England. I am alone. I am lost.

Then I saw the cliffs of Dover! The wind had taken me out of my course. I turned and now I was in difficulties, for the wind here by the cliffs was much stronger, and my speed was reduced as I fought against it. My beautiful aeroplane responded and I found myself over dry land. I attempted to land, but the wind caught me and whirled me round two or three times. At once I stopped my motor, and instantly my machine fell on the ground. I was safe on your shore. Soldiers in khaki ran up, and also a policeman. Two of my compatriots were on the spot. They kissed my cheeks. I was overwhelmed.

I was there ...

15 April, 1912



# The Titanic: from a lifeboat

BY MRS D.H. BISHOP

The 'unsinkable' Titanic had only 1,178 lifeboat spaces for 2,224 people on board. A total of 1,513 lives were lost.

We did not begin to understand the situation till we were perhaps a mile or more away from the Titanic. Then we could see the rows of lights along the decks begin to slant gradually upward from the bow. Very slowly these lines of light began to point downward at a greater and greater angle. The slant seemed to be greater about every quarter of an hour.

In a couple of hours, though, she began to go down more rapidly. Then the fearful sight began. The people in the ship were just beginning to realize how great their danger was. When the forward part of the ship dropped suddenly, there was a sudden rush of passengers on all the decks towards the stern. It was like a wave. We could see the great black mass of people in the steerage sweeping to the rear part of the boat. We could make out the increasing excitement on board as the people, rushing to and fro, caused the deck lights to disappear and reappear as they passed in front of them.

This panic went on for an hour. Then suddenly the ship seemed to shoot up out of the water and stand there perpendicularly. It stood upright in the water for four full minutes, then it began to slide gently downwards. Its speed increased as it went down head first, so that the stern shot down with a rush. The lights continued to burn until it sank. We could see the people packed densely in the stern till it was gone and we could hear their screaming a mile away. Gradually this became fainter and fainter and died away. Some of the lifeboats that had room for more might have gone to their rescue, but it would have meant that those who were in the water would have swarmed aboard and sunk her.

21 July, 1969



## The first men on the Moon

BY NEIL ARMSTRONG & BUZZ ALDRIN

Apollo 11, carrying Neil Armstrong, Edwin (Buzz) Aldrin and Michael Collins, was launched on 16 July. Five days later they stepped down onto the moon.

### NEIL ARMSTRONG

**On the way there** Of all the spectacular views we had, the most impressive to me was on the way to the Moon when we flew through its shadow. We were still thousands of miles away, but close enough so that the Moon almost filled our circular window. It was illuminated only by earthshine. It made the Moon appear blue-grey, and the entire scene looked decidedly three-dimensional. It seemed almost as if it were showing us its roundness, its similarity in shape to our Earth, in a sort of welcome. I was sure it would be a hospitable host. It had been awaiting its first visitors for a long time.

**After touch down** The sky is black, you know. It's a very dark sky. But it still seemed more like daylight than darkness as we looked out the window. It's a peculiar thing but the surface looked very warm and inviting. From the cockpit it seemed to be tan. It's hard to account for that, because later when I held the material in my hand, it wasn't tan at all. It was black, grey and so on.

### BUZZ ALDRIN

**On the Moon** The blue colour of my boot has completely disappeared now into this – still don't know what colour to describe this other than greyish-cocoa.

**Back on board** The Moon was a very natural and pleasant environment in which to work. On the Moon, in one-sixth gravity, you have a distinct feeling of being somewhere. As we deployed our experiments we had to jettison things, some objects we tossed away and they would go in a slow, lazy motion.

Odour is very subjective, but to me there was a distinct smell to the lunar material – pungent, like gunpowder. We carted a fair amount of lunar dust back inside the vehicle, on our suits and boots, and we did notice the odours right away.

## Listening



7 **T 9.1** Listen to Justin Baines' eyewitness account. Which historical event did he witness? Where was he at the beginning of his story? From where did he watch events unfold?

Describe what he saw in your own words.

Do you remember where you were on that day? How did you hear about what happened? What were the repercussions of this event?

### Personal history

- Close your eyes and select an important event in your own life.
- Write brief notes on what, where, and when.
- Discuss its significance with your group. Ask and answer questions.

# VOCABULARY AND PRONUNCIATION

## Homonyms, homophones, and homographs

- 1 The word *bow* is both a homonym (same pronunciation, same spelling but different meanings) and a homograph (same spelling, but two pronunciations with different meanings).

**bow** /bəʊ/

- noun** 1 The front of a ship is called the **bow**.  
2 The cast took their **bows** after the performance.  
**verb** The Japanese **bow** when they greet each other.

**bow** /bəʊ/

- noun** 1 The ribbon made a beautiful **bow** in her hair.  
2 Robin Hood used a **bow** and arrow to fight.  
3 You play the violin with a **bow**.

- 1 Read aloud all the sentences in the boxes.
- 2 Which meaning is both a noun and a verb?
- 3 Choose sentences to illustrate *bow* as a homonym.
- 4 Choose sentences to illustrate it as a homograph.

- 2 *bow* /bəʊ/ is also a homophone. *bough* /baʊ/ has the same pronunciation, a different spelling and a different meaning. What is the meaning?

### Homonyms

- 1 These sentences all contain words which have homonyms in the texts on pp82–5. Use your dictionary to check meanings and find the homonyms in the texts.

- 1 Our company has branches in New York, Frankfurt, and Singapore.
- 2 It's time I replaced my battered old trunk with a new suitcase.
- 3 Don't pine for him, Clarissa. Cheer up! He isn't worth it!
- 4 We were given a stern warning about the dangers of drink-driving.
- 5 This deck of cards has both the jokers missing.

- 2 Identify the homonyms in these sentences. Make sentences for the other meanings.

- 1 One swallow doesn't make a summer.
- 2 We spotted a really rare bird in the forest.
- 3 Don't go making any rash promises that you can't keep!
- 4 Lessons were interrupted for a fire drill.
- 5 I think we should scrap that idea. It's rubbish.
- 6 Stop rambling and get to the point!

### Homophones

- 3 Read these words aloud. Think of a homophone for each one.

wail whirled fort heir site hire caught soar

- 4 Complete the sentences with the correct homophone.



- |  |                      |
|--|----------------------|
| 1 They tied their boat to a small _____ in the harbour.      | a buoy<br>b boy      |
| 2 His _____ remarks upset all those present.                 | a coarse<br>b course |
| 3 Public speaking makes my voice go _____.                   | a horse<br>b hoarse  |
| 4 They say it was a _____ gunman that shot the president.    | a loan<br>b lone     |
| 5 The thieves got away with a large _____ of old bank notes. | a hall<br>b haul     |
| 6 Squirrels _____ nuts in woods and gardens.                 | a berry<br>b bury    |
| 7 She lifted her _____ and smiled at her new husband.        | a vale<br>b veil     |
| 8 This is only a _____ contract. You don't have to sign it.  | a draft<br>b draught |

### Homographs

- 5 **T 9.2** Listen and write the homograph you hear in each pair of sentences. What are the different pronunciations?

*We're sitting at the back in row 102.*

*We've had another row about our finances.*

- 6 Divide into two groups. Use your dictionaries to find the two pronunciations and the meanings of the words in your box. Make sentences to illustrate the meanings to the other group.

#### GROUP A

wind refuse defect

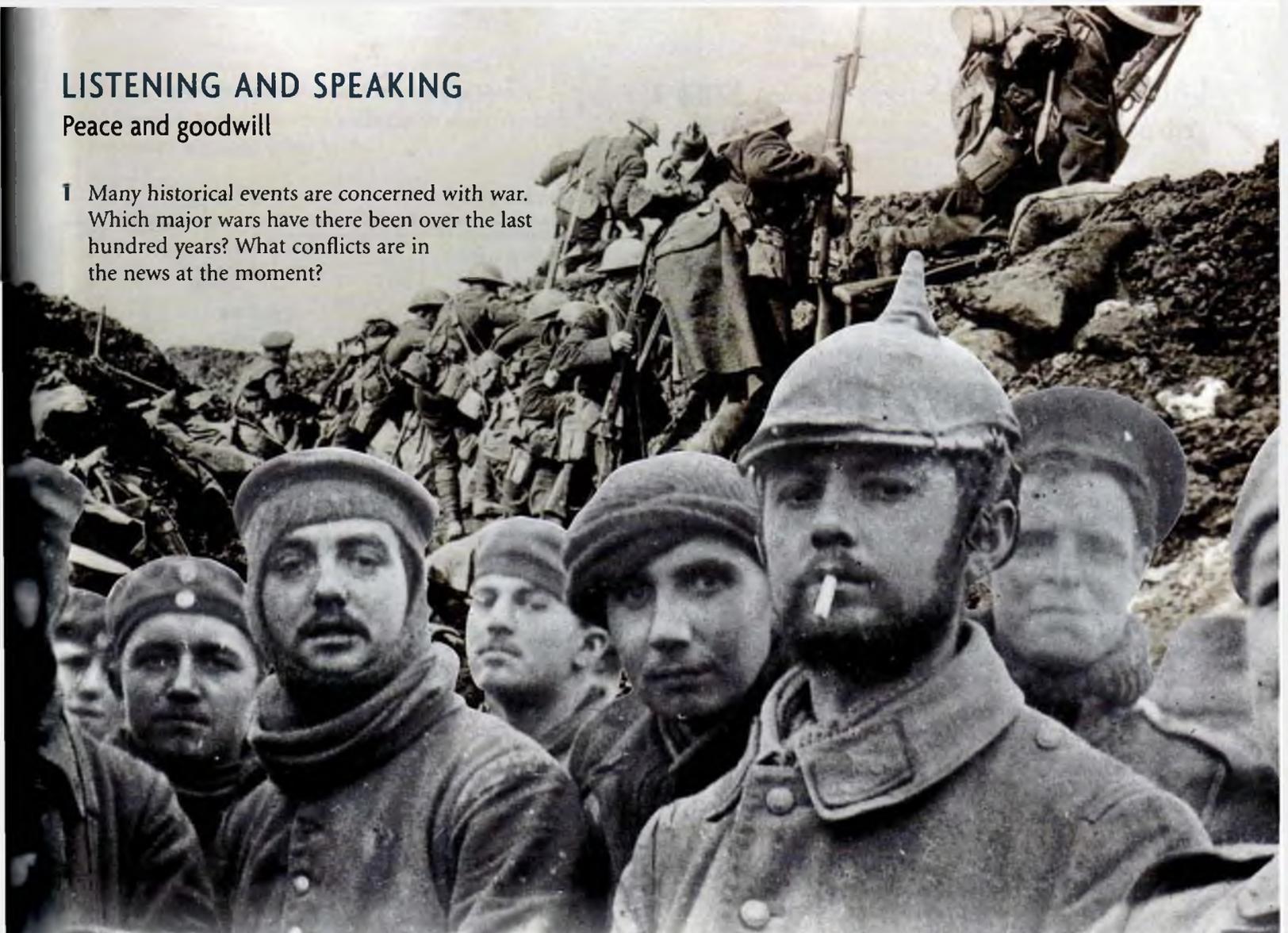
#### GROUP B

wound minute object

## LISTENING AND SPEAKING

### Peace and goodwill

**1** Many historical events are concerned with war. Which major wars have there been over the last hundred years? What conflicts are in the news at the moment?



**2 T 9.3** Listen to an extract from a musical called *Oh, What a Lovely War!*

- 1 Which war is it? Who is fighting who?
- 2 What nicknames do the two sides have for each other?
- 3 Where are they standing?
- 4 What is surprising about this enemy interaction?
- 5 The scene depicts the beginning of the so-called Christmas Truce, which took place on Christmas Eve in the first year of the war. What do you think happened next?

**3 T 9.4** Listen to an interview with Graham Williams and Harold Startin, who were on sentry duty that night. Complete the sentences with the exact words you hear.

- 1 ... lights began to appear all along the \_\_\_\_\_.
- 2 They sang this \_\_\_\_\_ right through.
- 3 ... when I woke up I found everyone was walking out into \_\_\_\_\_.
- 4 They were giving us \_\_\_\_\_ about as big as your arm.
- 5 ... we'd got no \_\_\_\_\_ against them, they'd got no \_\_\_\_\_ against us.
- 6 We were the best of \_\_\_\_\_, although we were there to kill one other.
- 7 They helped us \_\_\_\_\_ our dead, and we \_\_\_\_\_ our dead with their dead.
- 8 ... they'd come and help you \_\_\_\_\_ your defences against them.

**4** Answer the questions.

- 1 How is Graham Williams' account similar to the scene in the play?
- 2 In what ways did the two sides communicate at first?
- 3 What is 'no-man's land'?
- 4 In what ways did they show goodwill towards each other?
- 5 How long did the truce last?
- 6 Who was Otto?

#### What do you think?

- Do you find the story depressing or uplifting? Why?
- How is it possible that enemies become friends in the middle of a war?
- Do you think that commanding officers could become friends in the same way?
- Could such an incident happen in modern warfare? If so, where? If not, why not?

# LANGUAGE FOCUS

## Verb patterns

1 Complete these common verb patterns from this unit with a verb on the right.

<b>verb + infinitive</b>	The buildings <b>seemed</b> _____ to and fro. We finally <b>decided</b> _____ the town. The lights <b>continued</b> _____ until it sank. I <b>attempted</b> _____ my plane. I placed the earphone to my ear and <b>started</b> _____.	appear burn bury go hate land leave listen make see sing sway
<b>verb + object + infinitive</b>	They had <b>trained us</b> _____ the Germans. I had <b>ordered the destroyer</b> _____ to sea. They <b>helped us</b> _____ our dead. It <b>made the Moon</b> _____ blue-grey.	
<b>verb + preposition + -ing</b>	The Germans <b>joined in</b> _____ with the British. Not speaking German <b>didn't stop him from</b> _____ friends.	
<b>verb + adjective + infinitive</b>	We were <b>terrified</b> _____ everything changed.	

▶▶ Grammar Reference p156

2 Read the *Oxford Advanced Learner's Dictionary* entry on verb patterns with the verb *agree*. Use it to help you decide which of the sentences below are correct. Correct the others.

### agree /ə'gri:/ verb

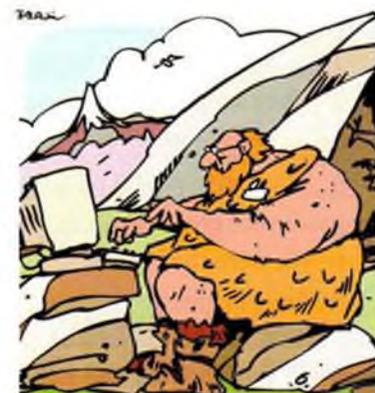
**SHARE OPINION** 1 ~ (with sb) (about/on sth) | ~ (with sth); to have the same opinion as sb; to say that you have the same opinion: [v] *When he said that, I had to agree.* ◊ *He agreed with them about the need for change.* ◊ *I agree with her analysis of the situation.* ◊ *'He's a lousy cook.'* *'I couldn't agree more'* (= I completely agree)! ◊ [v (that)] *We agreed (that) the proposal was a good one.* ◊ [v speech] *'That's true', she agreed.* **[OPP] DISAGREE** 2 be agreed (on/about sth) | be agreed (that ...); if people are agreed or sth is agreed, everyone has the same opinion about sth: [vN] *Are we all agreed on this?* ◊ [vN (that)] *It was agreed (that) we should hold another meeting.*  
**SAY YES** 3 ~ (to sth) to say 'yes'; to say that you will do what sb wants or that you will allow sth to happen **[SYN] CONSENT**: [v] *I asked for a pay rise and she agreed.* ◊ *Do you think he'll agree to their proposal?* ◊ [v (that)] *She agreed (that) we could finish early.* ◊ [v to inf] *He agreed to let me go early.*

- 1 She thinks the war ended in 1918 and I am agree.
- 2 He agreed that they should spend some time apart.
- 3 They agreed on fighting the proposal was a bad idea.
- 4 He agreed to give us more time to finish the project.
- 5 They always agree to each other with the major decisions in life.
- 6 We agree to differ about politics.
- 7 Is this plan agreed with everyone?
- 8 They agreed to me with the time we should start the meeting.

3 Do the same with this entry.

**persuade** /pə'sweɪd; AmE pə'r's-/ verb 1 ~ sb (into sth/into doing sth) to make sb do sth by giving them good reasons for doing it: [vN to inf] *Try to persuade him to come.* ◊ [vN] *Please try and persuade her.* ◊ *She's always easily persuaded.* ◊ *I allowed myself to be persuaded into entering the competition.* ◊ *I'm sure he'll come with a bit of persuading.* 2 to make sb believe that sth is true **[SYN] CONVINC**: [vN that] *It will be difficult to persuade them that there's no other choice.* ◊ *She had persuaded herself that life was not worth living.* ◊ [vN] *No one was persuaded by his arguments.* ◊ (formal) *I am still not fully persuaded of the plan's merits.*

- 1 He persuaded his mother into lend him the money.
- 2 We were persuaded that it was the best course of action.
- 3 What do I have to do to persuade you that I love you?
- 4 You'll never persuade me of taking up mountaineering.
- 5 Eventually I was persuaded of all their arguments.



'Rugged romantic seeks elegant lady. Must like hunting and gathering.'

4 Choose the verb which completes each sentence correctly. Change the verb patterns to make correct sentences with the other verbs.

1 He	enjoys used is used would rather	to be a soldier.
2 We	are trying have decided are thinking of had better	selling our flat.
3 They	stopped wanted hoped let	us to go.
4 I	am looking forward to happened avoided suggested that he	meet her.
5 Did you	mind see him remind him manage	do it?
6 She	didn't feel like made me couldn't help promised not	to laugh.
7 Why	didn't you dare were you made are you threatening were you forced into	resigning?
8 He	is keen helped me encouraged me can't stand	learn English.



“Society for the preservation of dragons” –  
You don't want them to become extinct, do you ???

5 **T 95** Listen and report the conversations using different verb patterns.

- 1 She was delighted \_\_\_\_\_.  
He congratulated \_\_\_\_\_.
- 2 She was concerned \_\_\_\_\_.  
He urged \_\_\_\_\_.
- 3 She was annoyed \_\_\_\_\_.  
They offered \_\_\_\_\_.
- 4 She complained \_\_\_\_\_.  
They denied \_\_\_\_\_.
- 5 She promised \_\_\_\_\_.  
He threatened \_\_\_\_\_.
- 6 She accused \_\_\_\_\_.  
He apologized \_\_\_\_\_.
- 7 He's really scared \_\_\_\_\_.  
She advised \_\_\_\_\_.
- 8 He boasted \_\_\_\_\_.  
He challenged \_\_\_\_\_.

6 Complete these sentences in your own words, using the correct verb pattern. Compare with a partner.

- 1 I remember \_\_\_\_\_ when I was young.
- 2 I'll never forget \_\_\_\_\_ for the first time.
- 3 I like \_\_\_\_\_ when it's raining.
- 4 I'm thinking of \_\_\_\_\_ next year.
- 5 I find it difficult \_\_\_\_\_.
- 6 I mustn't forget \_\_\_\_\_.
- 7 I've always tried \_\_\_\_\_.
- 8 I'm looking forward to \_\_\_\_\_.
- 9 I try to avoid \_\_\_\_\_.
- 10 Our teacher always makes us \_\_\_\_\_.

# THE LAST WORD

## Telling jokes

1 Work with a partner. Match the questions and answers to make jokes.



# HISTORY JOKES

- |   |                                       |
|---|---------------------------------------|
| 1 <input type="checkbox"/> Who invented King Arthur's round table?                              | a Atlas, he held up the whole world!  |
| 2 <input type="checkbox"/> Why were the early days of history called the dark ages?             | b Because his career lies in ruins.   |
| 3 <input type="checkbox"/> Who was the greatest robber in history?                              | c Because there were so many knights! |
| 4 <input type="checkbox"/> What did Noah do for a job?  | d Genghis Khan't.                     |
| 5 <input type="checkbox"/> What did the Sheriff of Nottingham say when Robin Hood fired at him? | e The Cs are.                         |
| 6 <input type="checkbox"/> Who was the famous Mongolian who conquered nothing?                  | f Napoleon Blownapart!                |
| 7 <input type="checkbox"/> Which famous French general stepped on a land mine?                  | g The Sioux. /su:/                    |
| 8 <input type="checkbox"/> What Native American tribe has the most lawyers?                     | h Sir Cumference!                     |
| 9 <input type="checkbox"/> Which letters of the alphabet are like a Roman Emperor?              | i That was an arrow escape!           |
| 10 <input type="checkbox"/> Why is an archaeologist never successful?                           | j He was an arkitect!                 |



2 **T 9.6** Listen and check. Each joke depends on a play on words. Explain how. Which jokes rely on homophones and homonyms for their humour?

3 **T 9.7** Notice which words are stressed in the way the jokes are told.

Who invented King Arthur's round table?

I don't know. Who **did** invent King Arthur's round table?

Sir Cumference! D'you get it?

Aaargh! Of course I get it! How corny is that!

Practise telling the jokes and responding with your partner.

4 **T 9.8** Mark the main stresses in B's replies in these conversations. Listen and check.

- A Have you heard the one about the old man and his dog?  
B I told you it!
- A I invited Anna but she isn't coming.  
B I told you she wouldn't.
- A Peter hasn't told anybody.  
B He told me.
- A I hope you didn't tell Clara.  
B I didn't tell anyone.
- A Who told Clara?  
B I didn't tell her.
- A John won't like it when you tell him.  
B If I tell him.
- A It's the worst film I've ever seen.  
B Tell me about it!
- A He dumped me.  
B I don't want to say 'I told you so'!

Practise them with your partner.

5 Do you know any jokes in English? Tell the class.