

# Influence

Student's Book



macmillan  
education

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# 2

# Then and now

**WDYT?**  
(What do you think?)

**Vocabulary:** everyday objects; life events

**Grammar:** past simple, *could*, time expressions, *used to*

**Reading:** a history magazine about the Aztec world

**Listening:** a podcast about First Nations people of Canada

**Speaking:** asking for clarification

**Writing:** an email to an e-pal

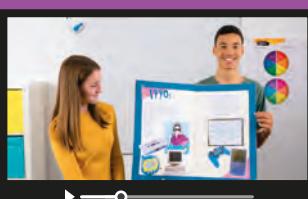
**Project:** make a poster about life 25 years ago where you live

## VIDEO SKILLS

Video skills p25



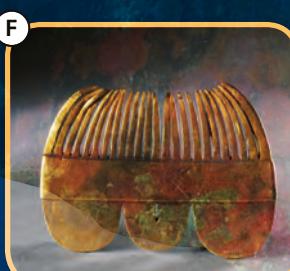
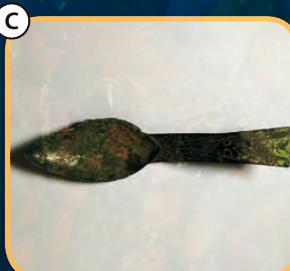
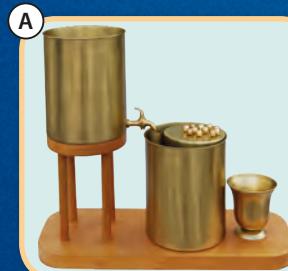
Real-world speaking p31



Project pp34–35

What can we learn from history?

## HISTORY THROUGH OBJECTS



## Everyday objects

1 Match definitions 1–9 with the words in the box.

board game bottle calculator musical instrument paper  
ruler socks sunglasses toothbrush

- 1 You use this to draw lines and check distances.
- 2 A guitar and piano are types of this.
- 3 People wear these on their feet, under their shoes.
- 4 You wear these to protect your eyes from the sun.
- 5 You carry water or other liquids in this.
- 6 You use this to do maths.
- 7 Chess and Monopoly are types of this.
- 8 You use this to clean your teeth.
- 9 You write on this with a pen or pencil.

2 Look at the ancient objects. What do you think people used them for?



### 3 Match words 1–12 with ancient objects A–L.

- |             |                |          |          |
|-------------|----------------|----------|----------|
| 1           | 2              | 3        | 4        |
| comb F      | key            | scissors | calendar |
| 5           | 6              | 7        | 8        |
| chewing gum | knife and fork | spoon    | dice     |
| 9           | 10             | 11       | 12       |
| alarm clock | mirror         | purse    | helmet   |

### 4 Complete the sentences about the ancient objects with the words in the box.

alarm clock chewing gum comb  
dice key knife spoon

- The Greek philosopher Plato invented the (...) because his students often arrived late for class.
- People first used a (...) to eat soup. Later, they used a (...) to cut meat, and only later a fork.
- In Roman times, only rich people carried a (...) because other people didn't need to lock their doors.
- Thousands of years ago, people used a (...) to look good, and also to remove insects from their hair!
- In ancient times, people didn't use (...) to play games, they used them to predict the future.
- This piece of (...) is over 5,000 years old, but you can still see the tooth marks of a teenager in it!

### 5 Write the names of objects from this page.

- Things you find in the classroom
- Things you wear or carry
- Things you use to look good
- Things you use in your free time

### 6 Work in pairs. Ask each other about the objects from this page. Which ones do you often, sometimes or never use?

How often do you use an alarm clock?

Never, I use my mobile phone.

### VIDEOSKILLS



7 The video is called 'Living in 1927'. What do you think you will see? Watch and check.

### 8 Work in pairs. Discuss the questions.

- What have you learnt from the video?
- What else would you like to know about life in 1927?
- What is the message of the video?
- Do you think this video is a good way to learn about history? Why/Why not?

## A history magazine

1  Work in pairs. Do the quiz.



**How much do you know about the Aztecs?**  
Are the sentences true or false?

- 1 The Aztecs used cocoa beans to make a chocolate drink, and as dice when they played board games.
- 2 The Aztecs ate a lot of meat and fish. They also ate insects and frogs!
- 3 People loved watching the 'Dance of the Flyers.' You can still see this ancient ceremony in Mexico today.
- 4 The Aztecs didn't have paper. Instead, they wrote on stone.
- 5 Many English words like *tomato*, *chocolate*, *avocado* and *chilli* come from the Aztec language.
- 6 There was no popcorn or chewing gum in the time of the Aztecs.



2  Listen and check your answers.

### ► Subskill: Using visuals to understand ideas

You often find pictures and captions (short descriptions) in articles. Look at the pictures and read the captions. They can help you understand the ideas in the text.

3 Read the text quickly. Look at the pictures and captions. Which of the ideas in the box does the article talk about?

building a city   building roads   calculating time  
education   farming   medicine

4  Read and listen to the text. Complete the sentences with words from the text.

- 1 The Aztecs decided to build their city in (...).
- 2 They also built (...) to grow food and (...) to bring water to homes.
- 3 They had new ideas about education because (...) went to school.
- 4 They made a calendar (...) and a calendar (...).
- 5 Today, people use their musical instruments, food and their (...).

5 Answer the questions. Why did the Aztecs ... ?

- 1 create artificial islands
- 2 need to grow more food
- 3 make special gardens
- 4 build aqueducts
- 5 want all children to go to school
- 6 stay at home on certain days

6 **Word work** Match the definitions to the words in bold in the text.

- 1 the way that a person acts
- 2 clean, new
- 3 the effect on how people do things
- 4 not natural
- 5 with a special ability to do a job
- 6 put plants in the ground and look after them

7 Complete the sentences with words from exercise 6.

- 1 Crisps and cereals often contain (...) ingredients.
- 2 Celebrities can have a big (...) on teenagers.
- 3 Can you open the window? I need some (...) air!
- 4 Making webpages is an interesting and (...) job.
- 5 Our teacher wasn't happy with our (...) in class today.
- 6 We (...) oranges and apples in my country.

### CRITICAL THINKING



- 1 **Understand** Make a list of inventions and new ideas from the Aztec Empire.
- 2 **Evaluate** Which ideas do you think are most important? Think about:
  - building new cities – now and in the future
  - water in homes
  - growing food
  - education
- 3 **Create** What other inventions from the past are important now? Think of three and say why they're important.

### Research

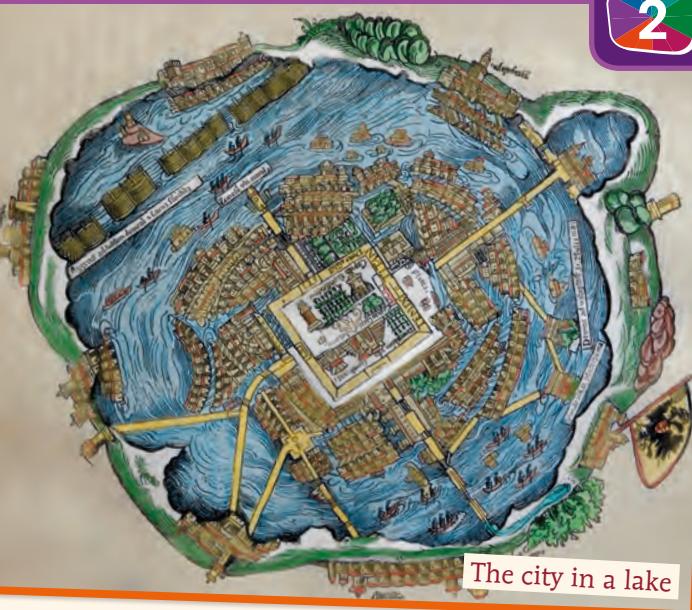
Find out about a ball game in the time of the Aztecs and tell your classmates about it.

# How the Aztecs changed the WORLD

We live in a time of advanced technology, and we often think of ancient civilisations as 'primitive'. It's easy to forget that they invented many amazing things.

One of these civilisations was the Aztec Empire. When the early Aztecs arrived in the Valley of Mexico in around AD 1250, they decided to live on an island in Lake Texcoco. There wasn't much land, so they created **artificial** islands and built on these. With time, the capital city Tenochtitlan became larger than Rome. There were pyramids, shops and homes, all connected with canals and boats.

As there were more and more people in the city, the Aztecs needed more food. They couldn't **grow** vegetables in the water, so they created special 'floating' gardens on the water. And because the water in the lake wasn't good for drinking, they built aqueducts to bring **fresh** water to homes.



Boys and girls, both rich and poor, went to school in the Aztec Empire. The Aztecs knew that they needed **skilled** workers, so they were the first to start a system of free education. Everyone learnt good **behaviour**, but clever students could become engineers, scientists, artists or doctors.

The Aztecs also created two calendars, one for festivals and the other for counting days. The second calendar had 365 days and 18 months, each with 20 days. There were five extra days that the Aztecs thought were unlucky, and on these days, they usually stayed at home!

More than a million people still speak Nahua, the modern Aztec language. People still play a type of drum invented by the Aztecs, and many Mexican recipes use ingredients from Aztec times. The Aztec Empire disappeared hundreds of years ago, but we can see its **influence** today.





## Life events

- 1** Look at the list of life events in the box and write them in a typical order.

be born die get a job get married  
go to university have children leave school  
retire start school start work

- 2** Match three more things we do in our lives with definitions a–c. Which two things can you do at any time in your life?

- 1 make friends  
2 grow up  
3 move  
  
a change from a child to an adult  
b meet new people you like  
c go to live in a different place

- 3** The phrases in bold are in the wrong sentence. Correct the sentences.

- 1 My mother was born in Colombia but she **started school** when she was 20.  
2 I'd like to study physics when I **retire** because I want to be an astronaut.  
3 In Britain people **leave school** when they are 65.  
4 I think it's better for children to **get a job** in the country than in the city.  
5 I'd like to **grow up** in television after I leave school.  
6 I **moved to Spain** when I was four years old. I loved my first teacher.

## A podcast

- 4** Read the fun facts. Then match captions 1–4 to pictures A–D.



The First Nations is the name for more than 600 groups of indigenous people in Canada. There are over a million First Nations people in Canada today.

- Artist Michael Nicoll Yahgulanaas mixes traditional Haida art with manga.
- The First Nations have their own snowboarding team.
- Totem poles like this can be more than 12 metres tall. They represent family history and show important life events.
- These pictures of life events are typical of the art of the Haida, one of the First Nations people from the north-west coast of Canada.

### Subskill: Identifying key words in questions

Before you start, underline key words to help you recognise the questions when listening.

- 5** Listen to a podcast about the First Nations in Canada. Number the questions in the order you hear them.

- a How many Haida are there today?
- b Where do First Nations people live today?
- c How many Haida were there?
- d What are the First Nations? **1**
- e Is there a Haida language?
- f How did the Haida live in the past?

- 6** Listen again and note the answers to the questions.

1 Groups of indigenous people in Canada.

- 7** Work in pairs. Discuss the questions.

- Do you or other people in different parts of your country speak more than one language?
- Do you know if any traditional languages in your country are in danger?
- How can we keep languages alive?



## Past simple

- 1** Read the examples. Find two regular and two irregular verbs in the affirmative sentences. How do we form the negative?

Fifty people **lived** in one big longhouse.  
 Europeans **brought** new illnesses to the islands.  
 People **didn't speak** Haida.  
 In 2017 they **made** the first Haida film.  
 People **married** someone from the other group.

- 2** Write the past simple of the verbs in the box. Look at the Irregular verbs list on pp134–135.

come do get go have like play read  
 see start study talk think work write

- 3** Complete the sentences with the correct form of the verbs in brackets.

- 1 The Maori (...) (**arrive** +) in New Zealand about 700 years ago.
- 2 They (...) (**go** +) 1,000 miles to New Zealand from Polynesia by boat.
- 3 They (...) (**have** -) maps: they (...) (**use** +) the sun and stars to navigate.
- 4 The Maori (...) (**call** +) the country Aotearoa, which means 'The Land of the Long White Cloud'.
- 5 Europeans (...) (**arrive** -) there until the 1600s.

- 4** Read the example and write *Wh*- questions about the underlined information in exercise 3.

How **did** the Haida **live**? Did the Haida **live** alone?

- 1 When **did** the Maori **arrive** in New Zealand?

## used to

- 5** Read the examples and choose the correct option to complete the rules.

There **used to** be about 30,000 Haida.  
 People **didn't use to** live in individual houses.  
 Did people **use to** watch films in Haida?

- 1 We use *used to* to talk about the **past/present/future**.
- 2 We use *used to* to talk about **states and repeated actions/things we did once** in the past.
- 3 We only use *used to* in the **present simple/past simple**.
- 4 After *used to*, we write the verb in the **infinitive/-ing form**.

- 6** Complete the text about TV in the 1970s with the correct form of *used to*.

Most families in the 1970s only had one TV, so they all **1 (...)** (**watch** +) in the same room. Remote controls **2 (...)** (**exist** -) so they couldn't change channels from their chair. It seems strange, but then it was quite normal! People **3 (...)** (**have** -) computers so you could only watch series on TV and you **4 (...)** (**wait** +) a week to see the next episode. Because there **5 (...)** (**be** -) many TV channels, everyone at school talked about the same TV programmes.

- 7** Write questions about TV when you were six years old using *used to*.

- 1 how many hours / watch per day
- 2 where / watch TV
- 3 have / a favourite programme
- 4 what channel / watch
- 5 watch TV / alone or with other people

- 8**  Work in pairs. Ask your partner the questions in exercise 7. Is his/her life very different now?

- 9** Choose the correct option.

## GRAMMAR ROUND-UP

1 2 3 4 5 6 7 8

Spencer O'Brien is a world champion snowboarder from Canada. Spencer is from the Haida Nation. First Nations people **1 didn't use to become/didn't used to become** top sports stars, but now they **2 has/have** more opportunities to train and compete.

Spencer **3 could to/could** ski when she was only two years old but she first tried snowboarding when she **4 were/was** 11. She **5 used to go/use to go** snowboarding for fun but then she started to train more seriously. Later, Spencer represented Canada in the 2014 and 2018 Olympics and she **6 wins/won** a gold medal at the 2016 X-Games.

When she **7 isn't competing/doesn't compete**, Spencer loves cooking. She **8 often works/works often** to help young First Nations people in sport too.





## Asking for clarification

- Watch the video. What problems does Karen have on the phone?
- Watch again. Which Key phrases do you hear?
- Complete the dialogue with the Key phrases. Watch again and check.

Receptionist

Good morning. How can I help?

Karen

Oh, hello. I'd like some information about the Viking Museum please. Um, what **1** (...) it open?

Receptionist

It's open from half past ten to half past three and from half past eleven at weekends.

Karen

I'm **2** (...) ?

Receptionist

10:30 to 3:30 Monday to Friday and 11:30 to 3:30 at weekends.

Karen

Ah, I see. And **3** (...) does it cost?

Receptionist

Twelve fifty.

Karen

Did you **4** (...) 'Twelve pounds fifty'?

Receptionist

Yes, twelve pounds fifty.

Karen

OK, and how can I **5** (...) ?

Receptionist

Take the number 3 bus from the station.

Karen

Could you **6** (...) ?

Receptionist

Take the number 3 bus from the station to the museum.

Karen

OK, thank you for your help. Goodbye.

## Viking Experience!

Visit a Viking longhouse.  
See a typical Viking ship.  
Learn how the Vikings lived.  
Visit the past – visit the Viking Museum!

For more information  
call 07127 456500 or visit  
[www.thevikingmuseum.co.uk](http://www.thevikingmuseum.co.uk)



- Create your own dialogue. Follow the steps in the Skills boost.

### SKILLS BOOST

#### THINK

Think of a place to visit and make notes or look up visitor information.

#### PREPARE

Prepare a dialogue. Remember to include Key phrases to ask for and clarify information.

#### PRACTISE

Practise your dialogue.

#### PERFORM

Act out your dialogue for the class.

- Peer review Listen to your classmates. Answer the questions.

**1** Which Key phrases did they use?

**2** Would you like to visit this place? Why/Why not?

### Key phrases

**Asking for information:** What time does it open?

Is there a café?

How much does it cost?

How can I get there?

**Checking information:** Do you mean ... ?

Is that ... ?

Did you say ... ?

**Asking someone to repeat:** I'm sorry?

Sorry, I didn't get that.

Could you repeat that, please?

Could you say that again?

### Real-world grammar

Did you **say** twelve pounds fifty? Sorry, I **didn't get** that.

Fraser

To: Ekin Friday Attachments 1.4MB

Dear Ekin,

How are you? I hope your exams were OK. In your last letter, you asked me to tell you about my life when I was seven, so here you are!

We lived in a smaller house then and I used to share a room with my brother, Grant. We did more things together, but now he doesn't have much free time because of his job. Six years ago, we used to spend time playing football in our team or on our bikes. Now I do more things indoors and I like this house more because I have my own room.

Another difference is that I didn't use to go to school in Ripon. I went to the village school and I could have lunch at home because the school was very near our house. Sometimes in winter our teacher couldn't get to school because of the snow so we used to have the day off – it was brilliant!

Now it's your turn: tell me about your life when you were seven!

Fraser



*Me, when I was seven!*

## An email to an e-pal

- 1 Read the email from Fraser to his e-pal. Choose the best description a, b or c.**

- a what he likes about home and school
- b how his life was different in the past
- c how things are better now

- 2 Look at the email again. Match sections 1–6 with descriptions a–f.**

- a Paragraph about school
- b Opening paragraph to introduce the letter
- c Signature of the writer
- d Paragraph about home life
- e Closing sentence asking the reader to write back
- f Greeting the person he's writing to

- 3 Read the email again. Are the sentences true, false or is there no information?**

- 1 Fraser lives in a bigger house now.
- 2 Fraser is studying so he spends less time with Grant now.
- 3 Fraser never plays football now.
- 4 He doesn't share a room now.
- 5 Fraser goes to school in his village.
- 6 He doesn't like his school lunch now.
- 7 Fraser sometimes had the day off in bad weather.

### ► Subskill: ***because* and *because of***

**When we give a reason, we use *because* and *because of*.**

- 4 In the email, find two sentences with *because* and two sentences with *because of*.**

- 5 Look at the sentences in exercise 4 and complete the rules with *because* or *because of*.**

- 1 (...) comes before a noun.
- 2 (...) comes before subject + verb.

## 6 Complete the sentences with *because* or *because of*.

- 1 I really enjoy history at school (...) the teacher.
- 2 That series was great (...) we could see how people lived a century ago.
- 3 I didn't enjoy the visit to the museum (...) the guide was very strict.
- 4 (...) the weather, we couldn't visit the Aztec pyramids.
- 5 I think I passed my exam (...) the book that I read about the Romans.
- 6 My dad says history's useful (...) the past helps us understand the present.

## 7 Write your reply to Fraser. Follow the steps in the Skills boost.

### THINK

#### SKILLS BOOST

- 1 Work in pairs. With your partner, write a list of things which were different when you were seven years old.
- 2 Choose two of the things and make notes about differences between the past and the present.

Subject	Past	Now
Home	<i>lived in a house grandparents lived with us</i>	<i>live in a flat my mum, me</i>

### PREPARE

Organise your notes into sections. Use the same structure as Fraser's email.

### WRITE

Individually, write your email. Use the example in exercise 1 to help you.

*Dear Fraser,*

*How are you? ...*

### CHECK

Read your email and answer the questions.

- 1 Do you include interesting information about your life when you were seven?
- 2 Do you explain reasons using *because* and *because of*?
- 3 Do you use the past simple and *used to*?

## 8 Peer review Exchange your email with other students. Answer the questions.

- 1 Does the writer use the past simple and *used to*?
- 2 Did you find out anything new about your classmate?

## Grammar

### (there) was/were

After *I/he/she/it* use *was/wasn't*.

*Tenochtitlan was a very big city.*

After *you/we/they* use *were/weren't*.

*Some days in the Aztec calendar were unlucky.*

Use *there was/wasn't* before a singular noun.

*There wasn't much land for growing food.*

Use *there were/weren't* before a plural noun.

*There were more Haida in the past.*

### could

Use *could/couldn't + infinitive* (without *to*) to talk about ability in the past.

*All Aztec children could go to school.*

To make questions and negatives, don't use *do/don't*.

*Could the Aztecs drink the water in the lake? No, they couldn't.*

### Past time expressions

These are some time expressions we use with the past simple:

*yesterday, last night week/month/year, a week month/year ago, in June/2015/the morning/the 20th century ...*

### Past simple

Some verbs are regular in the past: *loved, finished, tried*

Others are irregular: *be → was/were, do → did, see → saw*

To form questions and negatives, use *did*.

*What time did the film start? 8 o'clock.*

### Spelling rules

Most verbs: add *-ed: looked, repeated*

Verbs finishing with *-e*: add *-d: liked, created*

Verbs finishing consonant + *y*: change to *-ied: tried, replied*

Verbs finishing consonant + vowel + consonant: double final consonant and add *-ed: travelled, stopped*

### used to

Use *used to + infinitive* to talk about states and repeated actions in the past.

*I used to go swimming. I didn't use to like vegetables.*

*Did you use to like One Direction?*

## Vocabulary

### 13 Everyday objects

alarm clock, board game, bottle, button, calendar, calculator, chewing gum, comb, cup, dice, helmet, key, knife and fork, mirror, musical instrument, paper, purse, ruler, scissors, soap, socks, spoon, sunglasses, toothbrush

### 14 Life events

be born, get a job, get married, go to university, grow up, have children, leave school, make friends, move (house), retire, start school, start work

## 2

# Project

**WDYT?**  
(What do you think?)

What can we learn from the past?

**TASK:** Create a fold-out poster about life 25 years ago where you live.

**Learning outcomes**

- 1 I can talk about my culture in the past.
- 2 I can communicate effectively, taking turns to speak and listen.
- 3 I can use appropriate language from the unit.

Graphic organiser → Project planner p130

- 1 Watch a video of students presenting their poster. What aspects of life do they talk about?



**STEP 1: THINK**

- 2 Look at the photos and read the Model project. What aspects of life can you see?
- 3 Where can you find information about life in the past where you live?
  - the library
  - the Internet
  - a book about ancient civilisations
  - by talking to family

**STEP 2: PLAN**

- 4 In groups of four, look at the ideas in the box and choose two topics.

clothes and fashion communication  
entertainment family life food  
the town

**5 Decide:**

- where you are going to find information
- what information each student is going to find

**6 Find the information.**

**STEP 3: CREATE**

- 7 Work in groups. Read the tips in the Super skills box and practise saying the Key phrases with your group.

**COMMUNICATION**



**Taking turns**

**Tips**

Make sure each student speaks for the same amount of time.

Speak and then ask a question.

Listen and respond to what your partner says.

**Key phrases**

*Can I stop you for a moment? What do you think?*

*Can I say something?*

*Do you like that idea?*

- 8 Share the information you have found and decide what to include. Use the tips and Key phrases in the Super skills box.

**9 Create your poster.**

**STEP 4: PRESENT**

- 10 Read the *How to ...* tips on p130. Then practise your presentation.

# Model project

## 1990s

Some free-time activities were the same in the past as they are now. A lot of people did sport and spent time with their families. But in the early 1990s, many people didn't have computers at home. They used to play video games and they watched TV in their free time, but there weren't many channels. Young people listened to music, but 25 years ago they listened to cassettes and CDs. A lot of people had a virtual pet called a Tamagotchi.



Many school subjects 25 years ago were quite similar to today, but classrooms were a bit different. The only technology in class was a big overhead projector. Students used encyclopaedias and books to find information because there was no Internet. They used to write all their homework by hand and they counted the number of words in an essay. In maths lessons, they used calculators.



- 11 Peer review** Present your poster to the class. As you listen to other students, answer the questions.

- 1 Is the presentation clear and interesting?
- 2 What did you learn about life in the past?

## 2

## FINAL REFLECTION

### 1 The task

How well can you talk about your culture in the past?



### 2 Super skill

Can you take turns to speak and listen when you work in groups? Give examples.



### 3 Language

Did you use language from the unit? Give examples.

