



THE RICHEST PERSON IN HISTORY



Scan to review worksheet

Expemo code:
1CBQ-R2EE-LDUS



1

Warm up

Look at the photos and try to match the name to the person. What do these people have in common? What do you know about them?

Bill Gates

Francoise Bettencourt Meyers

Catherine the Great

Henry Ford

Elon Musk

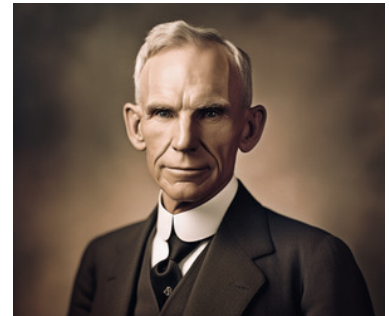
Mansa Musa



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



2

Vocabulary 1

Before you watch the video, match the words to their meanings.

Group 1

- | | |
|-------------------|--|
| 1. chronicler (n) | a. something that exists because of something that happened before |
| 2. racked (adj.) | b. a person with great power and influence |
| 3. legacy (n) | c. a thing that proves clearly that something else is true |
| 4. testimony (n) | d. someone who records historical events |
| 5. mogul (n) | e. make something (e.g. a relationship) stronger |
| 6. cement (v) | f. suffering great physical or mental pain |

Group 2

- | | |
|------------------|---|
| 1. entourage (n) | a. a large quantity |
| 2. bear (v) | b. people travelling with an important person |
| 3. persist (v) | c. a small piece of valuable metal (e.g. gold) |
| 4. nugget (n) | d. collect a large amount of something (e.g., money) |
| 5. abundance (n) | e. continue to exist for a long time |
| 6. amass (v) | f. hold or support the weight of somebody/something |
| 7. sceptre (n) | g. a decorated stick carried by kings or queens at ceremonies |





3

Listening 1



Complete the summary with some of the words from the previous exercise. You may have to change the word. Then watch the video and check.

King Musa Keita I, also called Mansa Musa, was much richer than any _____¹ of the present time. He _____² a fortune based on natural resources, at a time when Europe was _____³ by problems such as war and famine. According to oral and written _____⁴ from _____⁵ at the time, he once went to Mecca with an enormous _____⁶ of people and animals. He also took an _____⁷ of gold, which he distributed to the poor, causing inflation. His legend was _____⁸ by Mali inclusion in an important European map, with a picture of him holding a long _____⁹ and a gold _____¹⁰. His legacy, including universities, schools and mosques, _____¹¹ for centuries.

4

Listening 2



Watch the first part of the video again (00:00-02:17). Correct the underlined parts of the sentences below.

1. Musa Keita I was an Asian king from the 14th century. _____
2. He became king in 1320, when Europe was going through a difficult period. _____
3. Mansa Musa established key business routes between the Mediterranean and Africa. _____
4. Among Mali's valuable natural resources were spices and gold. _____
5. Mansa Musa took hundreds of soldiers, civilians and slaves with him to Mecca. _____
6. His spending helped the local economy. _____



5

Listening 2



Watch the second part of the video again (02:19-03:54). Complete the sentences with a word, number or short phrase.

1. Mansa Musa's trip to Mecca lasted more than _____.
2. Mali was included in the Catalan Atlas in _____.
3. Timbuktu was a centre of education and _____ even before it was annexed by Mansa Musa.
4. Mansa Musa built a mosque in Timbuktu with the assistance of an Andalusian _____.
5. The legacy of Mansa Musa continued for _____ and even today many buildings remind us of this golden period.

6

Vocabulary 2

In pairs, discuss the meaning of the words below. Then complete the extracts from the video with the words below. Watch the video again to check.

annexing
inflation

elevated
mausoleums

famine
reportedly

flourishing
Ruling

gleaming
urbanised

1. _____ the Mali Empire in the 14th century CE, Mansa Musa, or the King of Kings, amassed a fortune that possibly made him one of the wealthiest people who ever lived.
2. When Mansa Musa came to power in 1312, much of Europe was racked by _____ and civil wars. But many African kingdoms and the Islamic world were _____, ...
3. By strategically _____ the city of Timbuktu, and re-establishing power over the city of Gao, he gained control over important trade routes...
4. In fact, his spending may have destabilised the regional economy, causing mass _____.
5. This journey _____ took over a year, and by the time Mansa Musa returned, tales of his amazing wealth had spread to the ports of the Mediterranean. Mali and its king were _____ to near-legendary status, cemented by their inclusion in the 1375 Catalan Atlas. One of the most important world maps of Medieval Europe, it depicted the King holding a sceptre and a _____ gold nugget. Mansa Musa had literally put his empire and himself on the map.
6. Under Mansa Musa, the Empire became _____, with schools and mosques in hundreds of densely-populated towns. The king's rich legacy persisted for generations and to this day, there are _____, libraries and mosques that stand as a testament to this golden age of Mali's history.



7

Grammar

Read the Grammar box. Then complete the sentence with one word in each gap.

Speculating about the past

When speculating about the past, we often use modal verbs or passive structures followed by **have + past participle**.

*Mansa Musa **is said to have spent** massive quantities of gold, ...*

*In fact, his spending **may have destabilised** the regional economy, ...*

1. You were there during the tornado?! That must have _____ terrifying!
2. Andy couldn't _____ eaten the pizza. He wasn't home last night.
3. Dinosaurs _____ believed to have disappeared after an asteroid crashed on the planet.
4. The robber _____ have been someone close because they knew exactly where to look.
5. The painting is said _____ have reached over £1 million in auction.
6. I think I _____ have left the oven on. Can you check?

8

Talking point

In groups, discuss the questions below.

1. What comes to mind when you hear the word 'wealthy'?
2. What are the pros and cons of being wealthy?
3. Is it fair that a few people possess so much of the world's wealth?
4. How could rich people do more to reduce poverty and inequality?
5. How would your life be different if you were wealthier?
6. Which wealthy person would you like to talk to? What would you ask them?



9

Extension activity 1

Complete the script below with the correct form of the word in brackets. Then watch again (02:19-03:54) and check.

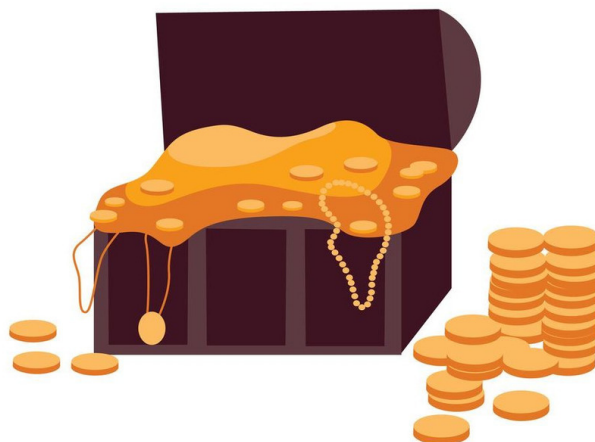
This journey _____¹ (REPORT) took over a year, and by the time Mansa Musa returned, tales of his _____² (AMAZE) wealth had spread to the ports of the Mediterranean. Mali and its king were elevated to near _____³ (LEGEND) status, cemented by their _____⁴ (INCLUDE) on the 1375 Catalan Atlas. One of the most important world maps of Medieval Europe, it depicted the King holding a sceptre and a gleaming gold nugget. Mansa Musa had _____⁵ (LITERAL) put his empire and himself on the map.

But material riches weren't the king's only concern. As a devout Muslim, he took a particular interest in Timbuktu, already a centre of religion and learning prior to its _____⁶ (ANNEX). Upon returning from his pilgrimage, he had the great Djinguereber Mosque built there with the help of an Andalusian architect. He also established a major university, further _____⁷ (ELEVATE) the city's reputation, and attracting scholars and students from all over the Islamic world. Under Mansa Musa, the Empire became _____⁸ (URBAN), with schools and mosques in hundreds of _____⁹ (DENSE) populated towns. The king's rich legacy persisted for generations and to this day, there are mausoleums, libraries and mosques that stand as a testament to this _____¹⁰ (GOLD) age of Mali's history.

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Extension activity 2

In groups, do some research on another wealthy person from history. Prepare and deliver a presentation to the whole class.





Transcripts

3. Listening 1

Narrator: If someone asked you who the richest people in history were, who would you name? Perhaps a billionaire banker or corporate mogul, like Bill Gates or John D. Rockefeller. How about African King Musa Keita I? Ruling the Mali Empire in the 14th century CE, Mansa Musa, or the King of Kings, amassed a fortune that possibly made him one of the wealthiest people who ever lived.

Narrator: But his vast wealth was only one piece of his rich legacy. When Mansa Musa came to power in 1312, much of Europe was racked by famine and civil wars. But many African kingdoms and the Islamic world were flourishing, and Mansa Musa played a great role in bringing the fruits of this flourishing to his own realm. By strategically annexing the city of Timbuktu, and reestablishing power over the city of Gao, he gained control over important trade routes between the Mediterranean and the West African Coast, continuing a period of expansion, which dramatically increased Mali's size.

Narrator: The territory of the Mali Empire was rich in natural resources, such as gold and salt. The world first witnessed the extent of Mansa Musa's wealth in 1324 when he took his pilgrimage to Mecca. Not one to travel on a budget, he brought a caravan stretching as far as the eye could see. Accounts of this journey are mostly based on an oral testimony and differing written records, so it's difficult to determine the exact details. But what most agree on is the extravagant scale of the excursion.

Narrator: Chroniclers describe an entourage of tens of thousands of soldiers, civilians, and slaves, 500 heralds bearing gold staffs and dressed in fine silks, and many camels and horses bearing an abundance of gold bars. Stopping in cities such as Cairo, Mansa Musa is said to have spent massive quantities of gold, giving to the poor, buying souvenirs, and even having mosques built along the way. In fact, his spending may have destabilized the regional economy, causing mass inflation.

Narrator: This journey reportedly took over a year, and by the time Mansa Musa returned, tales of his amazing wealth had spread to the ports of the Mediterranean. Mali and its king were elevated to near-legendary status, cemented by their inclusion in the 1375 Catalan Atlas. One of the most important world maps of Medieval Europe, it depicted the King holding a sceptre and a gleaming gold nugget. Mansa Musa had literally put his empire and himself on the map. But material riches weren't the king's only concern. As a devout Muslim, he took a particular interest in Timbuktu, already a centre of religion and learning prior to its annexation.



Narrator: Upon returning from his pilgrimage, he had the great Djinguereber Mosque built there with the help of an Andalusian architect. He also established a major university, further elevating the city's reputation, and attracting scholars and students from all over the Islamic world. Under Mansa Musa, the Empire became urbanized, with schools and mosques in hundreds of densely populated towns. The king's rich legacy persisted for generations and to this day, there are mausoleums, libraries and mosques that stand as a testament to this golden age of Mali's history.



Key

1. Warm up

5 mins.

Ask students if they can identify all the people in the photos. Provide the name of any they don't know. In pairs, students discuss what the people have in common and what else they know about them. Elicit some ideas as a whole class.

Images taken from Reuters and Wikipedia.org

- | | | |
|---------------------------------|---------------|------------------------|
| 1. Bill Gates | 2. Elon Musk | 3. Henry Ford |
| 4. Francoise Bettencourt Meyers | 5. Mansa Musa | 6. Catherine the Great |

2. Vocabulary 1

5 mins.

Students match the words to their meanings. When correcting, drill the correct pronunciation and elicit example sentences using them.

Group 1

1. → d. 2. → f. 3. → a. 4. → c. 5. → b. 6. → e.

Group 2

1. → b. 2. → f. 3. → e. 4. → c. 5. → a. 6. → d. 7. → g.

3. Listening 1

5 mins.

In pairs, students complete the summary of the video using the words from the box. They then watch the video and check their answers. Correct as a whole class.

1. mogul
2. amassed
3. racked
4. testimonies
5. chroniclers
6. entourage
7. abundance
8. cemented
9. sceptre
10. nugget
11. persisted

4. Listening 2

10 mins.



Ask students to read the sentences and try to remember what is wrong about the underlined parts of the sentences. They then watch the video again and correct the sentences. Ask students to compare answers in pairs, then correct as a whole class.

- | | | |
|------------|----------------------|------------------------|
| 1. African | 2. 1312 | 3. gained control over |
| 4. salt | 5. tens of thousands | 6. destabilised |

5. Listening 2

10 mins.

Students video again from 02:19 onwards and complete the sentences. When correcting, play the video again and pause after each answer.

- | | | | | |
|-----------|---------|-------------|--------------|----------------|
| 1. a year | 2. 1375 | 3. religion | 4. architect | 5. generations |
|-----------|---------|-------------|--------------|----------------|

6. Vocabulary 2

10 mins.

Ask students to discuss in pairs what they think the words mean. They then complete the extracts from the video using the words. When correcting, drill the correct pronunciation and elicit the meaning or a synonym of the words.

ruling (v) - exercising ultimate power or authority over (an area and its people)

reportedly (adv.) - according to what some say (used to express the speaker's belief that the information given is not necessarily true)

famine (n) - extreme scarcity of food

elevated (adj.) - having a high rank or social standing

flourishing (adj.) - developing rapidly and successfully

gleaming (adj.) - (of a smooth surface) reflecting light, typically because very clean or polished

annexing (v) - adding (territory) to one's own territory by appropriation

urbanised (v) - made or became urban in character

inflation (n) - an increase in the general price level of goods and services in an economy

mausoleums (n) - an alternative type of memorial, built as free-standing monuments to house the remains of the deceased

- | | |
|-------------------------------------|---------------------------|
| 1. Ruling | 2. famine } flourishing |
| 3. annexing | 4. inflation |
| 5. reportedly } elevated } gleaming | 6. urbanised } mausoleums |

7. Grammar

10 mins.

Read out the sentences with the students and ask them what is the speaker doing (speculating about the past). Students read the whole grammar box and complete the sentences. When correcting, elicit other examples using the same structure.

- | | | | | | |
|---------|---------|--------|---------|-------|--------------|
| 1. been | 2. have | 3. are | 4. must | 5. to | 6. may/might |
|---------|---------|--------|---------|-------|--------------|



8. Talking point

5 mins.

In small groups, students discuss the questions. Elicit some ideas as a whole class.

9. Extension activity 1

10 mins.

In pairs, students complete the text by changing the form of the words in brackets. When correcting, pause after each answer and check the spelling. After correcting, play the video again and ask students to 'shadow' the narrator, i.e. read the script out loud at the same time.

- | | | | | |
|---------------|--------------|--------------|--------------|--------------|
| 1. reportedly | 2. amazing | 3. legendary | 4. inclusion | 5. literally |
| 6. annexation | 7. elevating | 8. urbanised | 9. densely | 10. golden |

10. Extension activity 2

20 mins.

In small groups, students choose another wealthy historical figure and research about them. The groups then take turns in presenting their historical figure to the other students. Emphasise that when presenting, they should use the correct grammar structures to speculate about the past.