

5.1

Discovering the past

1 Match places 1–4 with photographs A–D and then say which type of structure each is.

- | | |
|---------------------------|--------------------------|
| 1 The Great Wall, China | a temple |
| 2 The Moai, Easter Island | a system of defence |
| 3 The Parthenon, Greece | tombs or burial chambers |
| 4 The Pyramids, Egypt | sculptures |

Reading

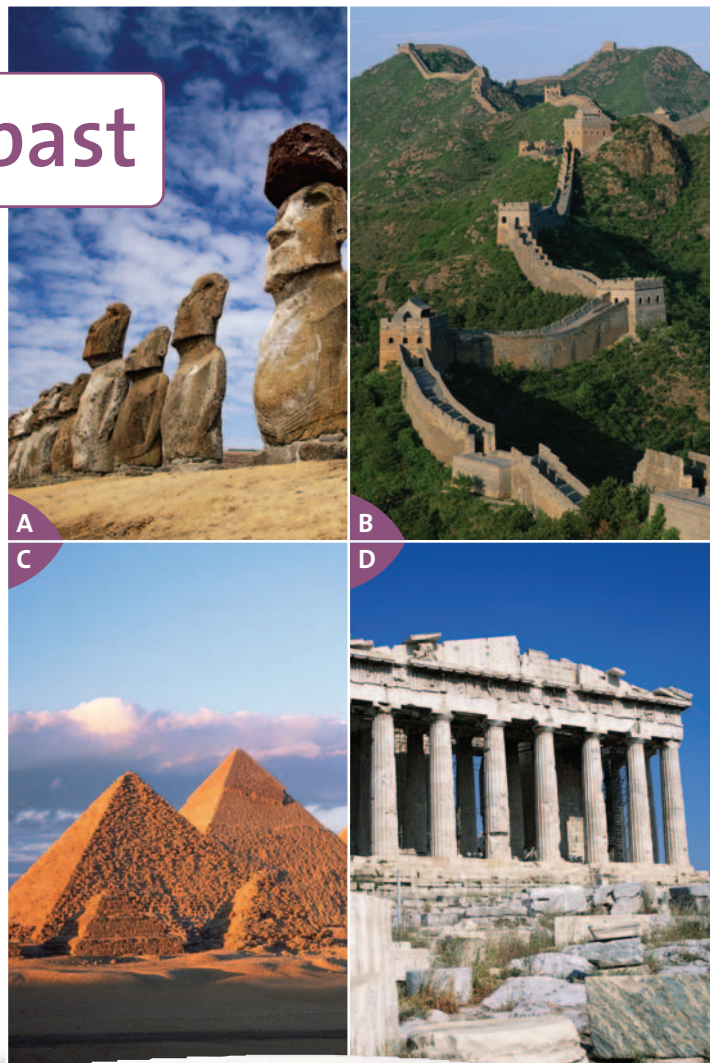
2 Read the article and answer the following questions. Don't worry about the spaces in the article for now.

- Where is Easter Island?
- Who built the Moai and why were they built?

3 Words a–e are taken from the article. Match them with their meanings, 1–5, then decide where they fit in the article.

- | | |
|-----------|--|
| a clan | 1 an area or type of work or study |
| b sites | 2 no longer active |
| c remains | 3 places that are being dug up to find information |
| d field | 4 ruins, what's left behind |
| e extinct | 5 a family group or tribe |

🕒 about 700 words



The Moai of Easter Island

Easter Island was named by a Dutchman, Jacob Roggeveen, who arrived there on Easter Day, 6 April 1722, but its native name is Rapa Nui, sometimes translated as 'centre of the Earth'. Nearly 4,025 km from the coast of Chile and 4,185 km from Tahiti, this island is a triangular volcanic rock of just 17 square kilometres, and is one of the most isolated places on Earth. The top of the highest of its three volcanoes, which are now (1), is 511m above sea level. Currently, the island has 3,000 inhabitants and a single town, Hanga Roa. Easter Island or Rapa Nui is now a nature reserve and is governed by Chile. The island is particularly known for the large statues or sculptures, called Moai, which are found there.

In 1989, the Chilean government invited Giuseppe Orifici, an Italian archaeologist, to visit the island. Impressed by the wealth of archaeological (2), Orifici arranged to begin digging the following year. He co-ordinated a team of experts, each a specialist in their own (3), who visited the island for several weeks over the next ten years. These specialists ranged from archaeologists and anthropologists to botanists and sculpture experts.

Scientists once believed that the Rapa Nui people had originally come from South America around the 7th century.

However, a few surviving traditions, as well as the shapes of some of the sculptures, show that the people are from Polynesia and probably arrived on the island in the 5th century. Recent research on bones and teeth strongly supports this theory. While anthropologists Dr Andrea Drusini and Professor Daris Swindler were carrying out research on teeth from various (4) on the island, they found that something known as a 'genetic bottleneck' had occurred. On a small island, where people never marry outside their own (5), inbreeding is inevitable, and as a result, the gene pool for each group is narrow. A particular feature, such as large or missing teeth, then shows up within family members with much more regularity than would otherwise be expected and this enabled the scientists to prove where the people had originally come from.

Bones were found mostly in burial chambers beneath the Moai. It is thought that the social and economic power of a clan chief was measured by the size and number of Moai he had, so there was fierce competition between clan chiefs to build the biggest and best. Usually, each chief had between one and 15 Moai on his family's tomb, all of which were between 3m and 8m tall. More were constantly being built – in total, nearly 12,000 are thought to have been made, using rock from the Rano Rarku volcano. The largest of the Moai found by Orifici's team was 33m tall and weighed nearly 300 tonnes. Sometimes the sculptures were engraved – one has carvings of a boat – while others have large or small ears, depending on the clan that built them.

Test spot

Each section of the Reading Module has a text (or, in sections 1 and 2 of GT, texts) followed by a set of questions. There will be a variety of question types on each text – for example, multiple choice, sentence completion or a matching task.

You will need to go back to the beginning of the text each time you begin a new section of questions.

4 Questions 1–6

Do the following statements agree with the information in the article? Write

TRUE if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

- Orifici organised the experts who came to Easter Island.
- Experts believe the Rapa Nui people came from South America.
- Burial chambers varied from clan to clan.
- Each of the Moai took many months to construct.
- No Moai were made after the sixteenth century.
- The Rapa Nui people were hungry because they refused to eat fish.

Question 7

Choose **TWO** letters A–E.

In which **TWO** centuries did a number of new people come to Easter Island?

- A 5th B 7th C 16th D 17th E 18th

Most have a pukao – a kind of hat made of red volcanic rock.

- 50 Completed Moai were arranged to face in towards the island, and played an important part in the religion of the island. Islanders worshipped them as ancestors who had become gods.

- The building of Moai and the religion associated with it lasted until the 16th century. A number of factors led to its collapse and 55 the near collapse of the Rapa Nui people, including population growth and the destruction of the forest. But it seems that the main reason was that the religion had simply got too big for the island. More and more people were building ever larger Moai and they weren't spending enough time growing food or fishing. The 60 fish close to the shore were hunted to extinction and increasing numbers of trees were destroyed to use as rollers to transport the Moai. When there were no more trees, the land lost its fertility, people starved and there was no wood to build boats to escape. Luckily, a new, less demanding, religion grew up during the 17th 65 century, which saved the islanders and enabled limited resources to be shared out more fairly.

- Europeans arrived in the 18th century and destroyed much of what remained by introducing foreign diseases and importing a few species which destroyed the native plants 70 and animals. It was also at this time that the key to the Rapa Nui written language was lost.

The history of Rapa Nui and its people should be a warning to us all in the 21st century – to take care of our natural resources before it is too late.

Questions 8–10

Complete the notes below.

Choose **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the reading passage for each answer.

The Moai sculptures

- 8 were made from rock taken from the
 9 could be as high as
 10 were moved about the island on wooden

Vocabulary

Collocations related to research

5 Which verb in each group (1–4) doesn't collocate with the noun on the right?

- | | |
|---|--------------------|
| 1 to get, to do, to perform,
to carry out | an experiment |
| 2 to make, to find,
to lead to | a discovery |
| 3 to draw, to arrive at,
to do, to reach | a conclusion |
| 4 to get, to make, to analyse,
to evaluate | results/statistics |

Speaking Part 3

6 Look at this question and responses a–c below. Which response would gain more marks? Why?

Can history teach us anything or is it a waste of time?

- a No, it's a waste of time.
 b I consider that society could learn a great deal from the study of history because history has a habit of repeating itself.
 c Well, history is very interesting. My favourite historical person is Captain Cook because he discovered many places.

With a partner, ask and answer the following questions. Remember to expand your answers.

- Do you think history is taught well?
- What could be done to make students want to study history?
- Do you think students should have more choice in which area of history they study? What would you choose?

Useful language

Suggesting and giving answers

Let me give you an example.

A case in point is ...

Let me explain why I think that.

For one thing, they could ..., and for another, ...

Personally, I think that ... / I would choose ...

5.2

Grammar Review of past tenses

- 1 Look at the three tenses below and match each with the correct explanation a–c. Then match the examples 1–4, which are taken from the reading passage in 5.1, with the right tense and explanation.

past simple PS
 past continuous PC
 past perfect simple PPS

- a to talk about something which is unfinished at a particular time in the past
 b to talk about something that happened before a particular time in the past
 c to talk about something which began and ended in the past

- 1 In 1989, the Chilean government *invited* Guiseppe Orifici to visit the island.
 2 Scientists once *believed* that the Rapa Nui people *had* originally *come* from South America.
 3 More and more people *were building* ever larger Moai and they *weren't spending* enough time growing food or fishing.
 4 While anthropologists *were carrying out* research on teeth ... they *found* that something known as a 'genetic bottleneck' *had occurred*.

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Past simple

- 2 With a partner, take it in turns to ask and answer questions based on the prompts and the answers in the box.

EXAMPLE: *When did the Space Age start?*
It started in the 1950s.

- 0 The Space Age / start
 1 The Berlin Wall / fall
 2 The Pharaohs / build the Pyramids
 3 Cavemen / do the wall paintings at Lascaux
 4 Mao Zedong / govern China
 5 The USA / become independent

around 2600 BC	in the late 1700s
from 1949 to 1976	in 1989
approximately 15,000 years ago	in the 1950s

Past continuous and past simple

- 3 Complete the sentences with either a past simple or past continuous form of the verb in brackets.

EXAMPLE: Archimedes (have) *was having* a bath when he suddenly (shout) *shouted*. Eureka!

- 1 I (dig) a hole when I suddenly (see) the gold coin.
 2 Dr Smith (give) a lecture this morning when the fire alarm (go off)
 3 While we (look) round the gallery, we (hear) a loud noise outside.
 4 The museum director accidentally (drop) an ancient vase when he (put) it back on the shelf.

Past perfect simple

- 4 Before Europeans arrived on Easter Island, a number of things had happened. With a partner, say what those things were, based on the prompts below.

EXAMPLE: Some people / arrive there from Polynesia in the 5th century.

Some people had arrived there from Polynesia in the 5th century.

- 1 The people / build large sculptures called Moai.
 2 They / use volcanic rock to build them.
 3 They / carve pictures on some of the Moai.
 4 They / cut down the forest.
 5 They / stop fishing.
 5 Complete the passage using the verbs in brackets in either the past simple, past continuous or past perfect simple tense.

TUTANKHAMEN'S TOMB

The British archaeologist Howard Carter (1) (work) for Lord Carnarvon when he (2) (discover) the tomb of King Tutankhamen. Carnarvon was keen to be the first person to find the tomb and the treasure it (3) (contain) Before this Carter (4) (spend) many years looking for the burial place but (5) (not have) any success. However, in 1922, Carter (6) (be) very lucky. His team (7) (begin) digging on November 1, 1922. On November 4, while they (8) (dig) in the Valley of the Kings, they (9) (find) a staircase and this (10) (lead) them to a sealed door. Luckily, no one (11) (break into) the tomb before them and the contents (12) (be) still untouched.

Listening

Test spot

There are different types of diagram in the Listening Module. There may be a map, a plan, a process, a chart or a picture of an object. Study the diagram very carefully before you listen.

TF 10

- 6 You are going to listen to a guide talking about a museum. Before you listen, talk about a museum you have visited. Where was it? What was it like? What did you like best in the museum? Can you remember where everything was?

Useful language

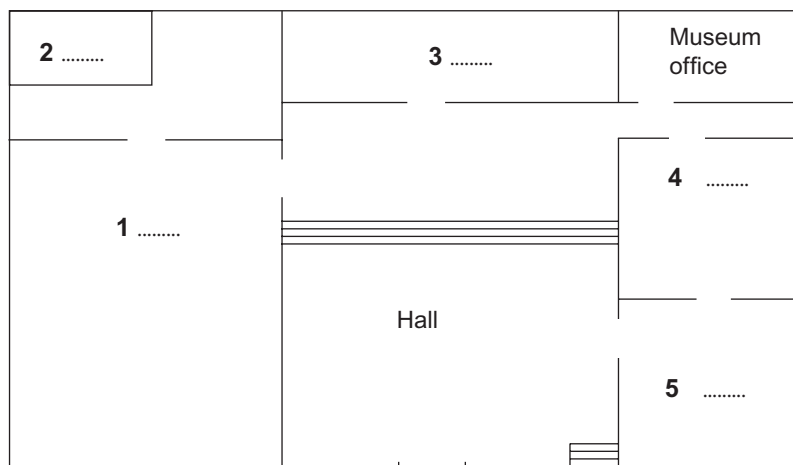
Directions

on your left, on your right
 straight ahead
 the ground/first/second floor
 in the corner/middle
 at the side/back
 behind / in front of / opposite

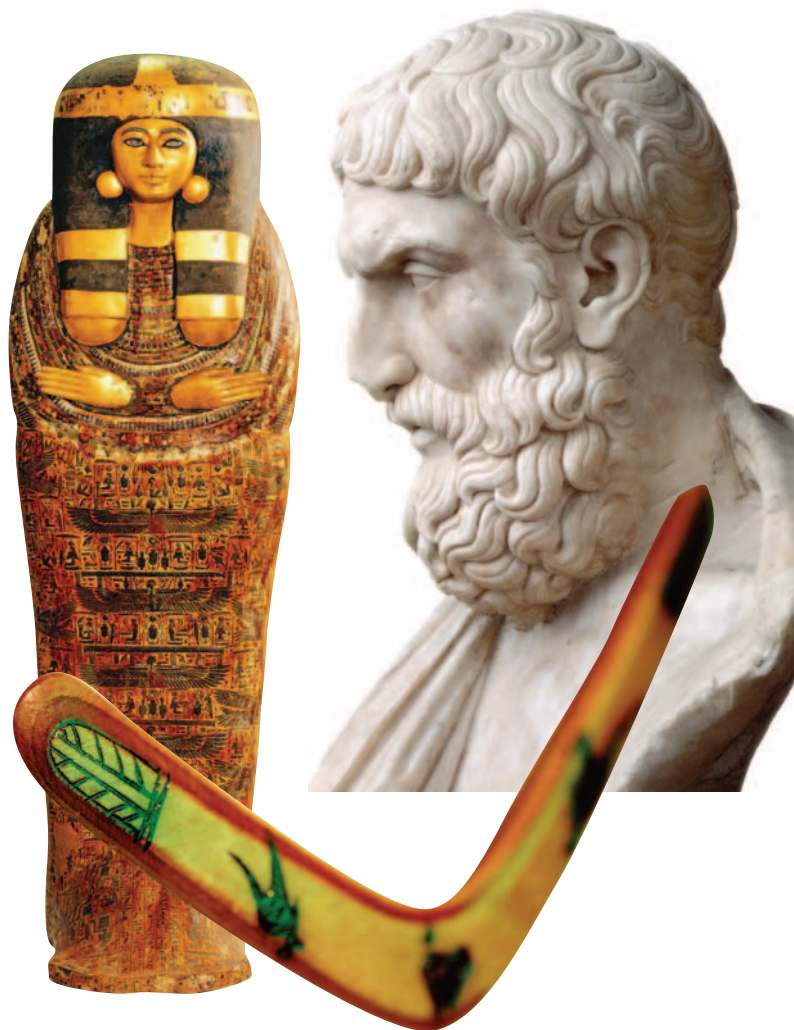
- 7  Look at the floor plan of the museum below and listen to a guide talking about the museum.

Label the rooms on the map of the museum. Choose your answers from the box below and write them against numbers 1–5 on the map.

- | | |
|-----|--------------------------|
| A | African paintings |
| AA | Australian art |
| B | Bookshop |
| ER | Egyptian room |
| GS | Greek sculpture |
| L | Lift |
| NAC | Native American clothing |
| R | Restaurant |



Main entrance



Writing extra

- 8 Write a description of your first school, explaining where it was and saying where the main rooms were. Mention any changes which were made to the building or grounds. You must write at least 150 words.