

## 5

## Discovering the past

Unit topic	History
5.1 Test skills	Reading (AC/GT): True/False/Not given Multiple choice Note completion
Vocabulary	Speaking Part 3 Types of building Collocations related to research
5.2 Test skills	Listening: labelling Writing extra (AC): Task 1: A description of a place
Grammar	Review of past tenses
<b>Workbook contents</b>	
1, 2, 3, 4	Vocabulary
5, 6	Grammar: past tenses and sequencing

## 5.1 SB pages 34–35

- 1 It would be useful to take a map of the world into the classroom so that students can point to where the places are. The exercise can be done as a whole-class activity or in pairs or small groups.

**Answers**

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

**Background information**

- The Pyramids: 4th-dynasty stone monuments on the Giza plateau on the south-west outskirts of modern Cairo. The Great Pyramid of Cheops (c. 2589–2566 BC) is 146m high and 230m square and is made up of 2.5 million limestone blocks.
- The Great Wall of China stretches 4,100km across northern China from the Yellow Sea to the Central Asian desert. It was begun in 221 BC. It is 7.6m high and 3.7m wide, made of earth and stone, with a facing of bricks.
- The Parthenon is made of marble. It was built between 447 and 433 BC on the Athenian Acropolis.

- 2 The article gives background information on the Moai. Ask students to scan the text to find the answers to the two questions. It is important that students do not worry about the five missing words or any words they are

unsure of. Tell them not to use a dictionary or ask about vocabulary at this stage. The text is about 700 words, and students should take about three minutes to read it.

**Answers**

- 1 In the Pacific Ocean between Chile and Tahiti.
- 2 They were built by the Rapa Nui people for religious reasons.

- 3 Ask students to work in pairs to match the words with their meanings. These words are all nouns and are quite specialised. If students find this exercise difficult, then allow them to use a dictionary.

**Answers**

a 5 b 3 c 4 d 1 e 2

When students know what the words mean, they should try to find where they go in the text.

**Answers**

1 e extinct 2 c remains 3 d field 4 b sites 5 a clan

- 4 Ask the class to refer to the Test spot. Explain that, up to now, students have had reading passages with only one task type. The article in this unit has three different types of task and, as a result, is similar to one of the readings they will meet in the actual test. Students should work through the questions. They should try to avoid using a dictionary, as one will not be allowed in the test.

**Answers**

- |                                       |   |
|---------------------------------------|---|
| 1 TRUE                                | <i>He co-ordinated a team of experts (line 16)</i>  |
| 2 FALSE                               | <i>Scientists once believed ... in the 5th century. (lines 21–25)</i>   |
| 3 NOT GIVEN                           | <i>We know that the number and size of the Moai varied from clan to clan, but not the burial chambers themselves.</i> |
| 4 NOT GIVEN                           | <i>There is no mention of how long the Moai took to build.</i>  |
| 5 TRUE                                | <i>The building of Moai ... until the 16th century. (lines 53–54)</i>   |
| 6 FALSE                               | <i>they weren't spending ... were hunted to extinction (lines 59–60)</i>  |
| 7 A (line 25) and E (line 67)         |   |
| 8 (Rano Raraku) volcano (lines 44–45) |   |
| 9 33m (tall) (line 45)                |   |
| 10 rollers (line 61)                  |   |

- 5 The collocations in this exercise are all common in Academic English. Explain that *collocations* are words which are often found together. There are many collocations, and being aware of which words go together

will enable students to demonstrate to the examiner a wide range of vocabulary and thus gain higher marks. In this exercise, students need to decide which verb *can't* be used with the specified noun.

**Answers**

1 to get 2 to find 3 to do 4 to make

- 6 The aim of this exercise is to make students aware that they have to expand their answers during the Speaking Module.

**Answers**

- a Too short and doesn't show the examiner what the candidate knows  
 b A good answer, relevant and showing a range of language  
 c An expanded answer, but fails to answer the question and includes irrelevancy

Students should then work through the three questions orally, trying to use some of the language in the Useful language box.

**Possible answers**

- 1 Personally, I think that it is a subject that really needs a teacher who is imaginative and has a real interest in history. Let me give you an example of how *not* to teach history: if a teacher just reads out a list of dates, then it can become very boring and the class will be totally unmotivated.  
 2 For one thing, a teacher could take you to places of historical interest and really make you understand what was happening at the time. For another, he or she could show you films of famous people or battles to make the subject more alive.  
 3 Yes, there are so many periods of history that are interesting – for example, the Egyptian civilisation or the Romans; the Ming dynasty in China or the history of the Ottoman Empire. I think I would choose to study more modern history – American Independence, for example.

### Extension activity

Divide the class into groups and ask each group to do a homework project on a particular aspect of history that interests them – possibly the history of their school, their town/country, etc. or the history of another country or famous person. They should give a presentation to the rest of the class about their subject and also prepare a poster to display in the classroom.

## 5.2 SB pages 36–37

- 1 Ask students to give an example of a sentence using each of the past tenses reviewed here, to ensure that everyone understands the terminology and how each tense is formed, and write them on the board. Allow students to work through the exercise. If they are still unsure, refer them to the Grammar folder (SB page 139).

Note that each example 1–4 contains various past tenses (see verbs in italics).

**Answers**

PS – c – 1 (*invited*), 2 (*believed*), 4 (*found*)  
 PC – a – 3 (*were building*, *weren't spending*), 4 (*were carrying out*)  
 PPS – b – 2 (*had come*), 4 (*had occurred*)

- 2 Students should work through the exercises in pairs orally in class, and then write the answers for homework.

**Answers**

- 1 When did the Berlin Wall fall? It fell in 1989.  
 2 When did the Pharaohs build the Pyramids? They built the pyramids around 2600 BC.  
 3 When did cavemen do the wall paintings at Lascaux? They did the wall paintings at Lascaux approximately 15,000 years ago.  
 4 When did Mao Zedong govern China? He governed China from 1949 to 1976.  
 5 When did the USA become independent? It became independent in the late 1700s.

- 3 It might be useful to draw a timeline on the board so that students can see how this tense is often used to show an interrupted action.

**Answers**

1 was digging; saw 2 was giving; went off  
 3 were looking; heard 4 dropped; was putting

- 4 Write on the board the prompt *Before Europeans arrived on Easter Island ...* This will help to focus students' minds on why the past perfect is used.

**Answers**

- 1 The people had built large sculptures called Moai.  
 2 They had used volcanic rock to build them.  
 3 They had carved pictures on some of the Moai.  
 4 They had cut down the forest.  
 5 They had stopped fishing.

- 5 Sometimes it is not necessary to use the past perfect unless the fact that an event actually happened before another event needs to be emphasised. If this isn't the case and the narrative is simply about something that happened in the past, the past simple is used.

**Answers**

1 was working 2 discovered 3 contained 4 had spent  
 5 hadn't/had not had 6 was 7 began / had begun  
 8 were digging 9 found / had found 10 led / had led  
 11 had broken into 12 were

- 6 Refer students to the Test spot and Test folder 10 if they require more information about this task. Tell students about a museum you have visited and encourage them to ask you questions about it. Then ask them to describe to their partner a museum they have been to. Encourage students to use the language from the Useful language box.
- 7 Ask students to look at the task for this exercise. They are going to listen to a guide describing where things are in a museum. Check they understand *right* and *left*, *middle*, *back*, *opposite*, etc. by asking questions about the classroom. Check also that students understand that they should write the letter(s) next to 1–5. Students should try to get used to hearing the recording only once, as in the examination.

**Answers (see underlined text in script)**

1 AA 2 L 3 B 4 ER 5 GS

### Recording script

Good morning, ladies and gentlemen. Now, before I tell you a little bit about the history of the museum, let's make sure you can find your way around. There are three floors to the museum, and we have a lot of very interesting things for you to see. You are now standing in the hall after entering through the Main Entrance.

I know you are all particularly interested in Australian art, and you'll find examples of this if you go up the steps in front of you and go through the door immediately on your left. There are also other displays of Australian and Native American objects on the second floor – you'll find the lift in the corner of the room off the Australian art gallery.

You may find it useful to go into the bookshop before you begin the tour of the museum. It's here, as you can see, straight ahead of you, up the main steps. The cloakroom and toilets are both in the basement – you can take the stairs next to the main entrance or use the lift.

If you'd like to become a member of the museum, you can apply at the museum office. Membership is £30 a year, and this entitles you to free entry. The museum office is on this floor, up the steps and to your right. And opposite the museum office, also on your right, is the Egyptian room. There, you'll find a selection of mummies and wall paintings – some over 3,000 years old.

At present, I'm sorry to tell you there are two galleries which are closed. The first one – to your right between the main steps and the steps to the basement – is our Greek sculpture gallery. The other one, the African paintings gallery, is on the first floor and is undergoing decoration. Both will be re-opening in March. Now, if you'd like to follow me up the main ...

The pictures are of an Egyptian sarcophagus, the philosopher Epicurus and an Aboriginal boomerang.

### Extension activity

Orally, students should take it in turns to give exact instructions to their partner as to how to reach various places in the college. For example: how to get to the Principal's office; how to get to the library.

- 8 This exercise is to give practice in the use of prepositions of location, which is useful for possible questions in Task 1 of both AC and GT Writing.

### Sample answer

My first school was in the middle of the village where I lived. It was built in the 1960s and had large, airy classrooms and, next to it, some excellent playing fields. When you went into the building, there was a large hall on the left where we had our daily gym class, morning assembly and our lunch.

On the right was where the Headteacher had her own room at the front of the school, next to the Reception. The classrooms were off two long corridors, and there were also toilets on each corridor. The building was only one storey and had a flat roof.

Each classroom was identical. The teacher sat behind a large desk at the front of the class. Behind her was the blackboard. Opposite her were six or seven rows of desks, which is where we sat. No changes were made to the building when I was there.

(153 words)

## Test folder 3

### SB pages 38–39 Sentence and note completion

Make sure students fully understand the notes and advice.

- 1 Ask students to read the rubric and sentences, and think about what might fit each space, considering both meaning and grammar. Point out that they'll hear the example before question 1. Stress the importance of writing no more than three words for each answer. Play the recording.

#### Answers (see underlined text in script)

1 capital 2 houses of rock 3 12th/twelfth 4 royal  
 5 Agriculture 6 Gold 7 trading centre/center  
 8 salt 9 1600

### Recording script

You will hear part of a lecture about the ancient African city of Great Zimbabwe.

First, you have some time to look at questions 1 to 9. (pause)

Now listen carefully and answer questions 1 to 9.

One of the most impressive structures of southern Africa is Great Zimbabwe, a ruined city surrounded by a massive stone wall reaching a height of ten metres. This wall and the stone buildings within the city have survived, but unfortunately not the houses of the majority of people, which were of mud. Great Zimbabwe was part of a state which covered much of the interior of south-east Africa, and may well have been the capital. There's disagreement over the precise meaning of the name 'Zimbabwe': one interpretation is 'houses of rock', as this material was used for the most important buildings. Because of the historical significance of the Great Zimbabwe site, the name was adopted by the present country on independence in 1980.

Not very much is known about the people who constructed Great Zimbabwe, as they had no written language, and their oral traditions haven't survived. They were probably Shona-speaking people who moved into the area around the sixth century, and began building the stone walls – using granite quarried from nearby hills – in the twelfth. The walls were followed by the stone structures within them. One of these, the Great Enclosure, is likely to have been a royal residence, and it's the largest ancient structure south of the Sahara.

It's unclear why that particular site was chosen for Great Zimbabwe. Although the grasslands of the area were ideal for cattle grazing, the soil may not have supported agriculture to the extent required to feed so many people. Grain and other staples may have had to be brought in from elsewhere. It used to be thought that the site was chosen for the city because of the gold found in the district, but it now seems that this wasn't exploited until a century after Great Zimbabwe was founded. At least for part of the time that the city existed, its wealth seems to have come from its role as a trading centre. Ivory and, later, gold were traded through East African ports for cloth and other goods from Arabia and further east. This was probably the main source of Great Zimbabwe's power and wealth.

By the middle of the 15th century, however, the city was in decline. Trade had moved further north. Local resources had apparently been overused, and salt was scarce. Possibly for these reasons, although we may never know for certain, Great Zimbabwe was abandoned by about 1600. At the height of its prosperity, the city was probably home to 18,000 people, perhaps more, but now it simply consists of ruins.

- 2 Ask students to read the words in the box. Point out that words in boxes usually *paraphrase* words or phrases in listening and reading passages. Ask for synonyms of the following:

aim	objective, goal, end
catalogue	list
district	area, region
questions	queries
record	file
society	club, group

Make sure students understand these terms:

- cross-reference: a note in a book or other document that tells you to look somewhere else in the same document for more information;
- source document: a book, letter or other written text that information has been taken from.

#### Answers (see underlined text in script)

1 books 2 aim 3 record 4 questions  
 5 source documents [NB: *three sections are underlined*]  
 6 daily life 7 software 8 cross-references 9 society

### Recording script

You will hear two friends discussing how to carry out research into family history.

First, you have some time to look at questions 1 to 9. (pause)

Now listen carefully and answer questions 1 to 9.

**Martin:** Jo, you're doing research into your family history, aren't you? Can you give me some advice?

**Jo:** I'd be glad to. Are you thinking of doing the same?

**Martin:** Yes, I might. My grandfather's just given me a box of old family photos, and I'd like to find out about the people in them. But I need to know more about how to set about it, before I make up my mind.

**Jo:** Well, the first thing is find out more about the different things you could do. It's worth going to the library and reading one or two introductions to the subject. It'll give you an idea of what the possibilities are and what's involved.

**Martin:** Right.

**Jo:** Then you should work out what you're trying to get out of it.

I mean, do you just want to discover the direct line of your ancestors, or *all* your relations, for instance? You can't really carry out the research efficiently unless you've decided that.

**Martin:** Uh-huh.

**Jo:** Then you should sit down at your computer and get down all the information you already have. Start with yourself, then your parents, then work through all the members of your family that you're interested in. Anything you can think of concerning names, dates, where they lived, and so on. And you need a system to keep track of anything you're not sure of, so you can try and find out later.

**Martin:** Right.

**Jo:** Once you've got that far, you should think about all your living relations, and maybe close friends of theirs, and arrange to talk to them. It's a good idea to put down a list of things you want to ask them first, but don't limit yourself to those. Encourage your relatives to talk about the family in a more unstructured way, too. You never know what might come up.

**Martin:** What about things like, um, birth certificates, photographs and so on? How useful are they?

**Jo:** Oh, they're essential. They're the primary evidence that you need. Ask your relations if they've got anything that would be useful. There might be some real treasures tucked away somewhere.

**Martin:** At the back of a drawer, maybe.

**Jo:** Right. They can give you a real opening into history, particularly if there are any old letters or diaries. Just a casual mention of visiting Auntie Mary, for example, can tell you about people you hadn't heard of, or where someone lived. I think that what you'll enjoy most is finding out as much as possible about your ancestors – where they lived and worked, how much money they had, how they spent their free time – all that sort of thing. That's much more interesting than simply knowing a person's name and when they were born and died.

**Martin:** Yeah, I agree. How should I organise all the material, do you think?

**Jo:** Well, there are special computer programs available for doing family history. It's easiest if you use one of those. I can give you details of what I used – it was very good.

**Martin:** Oh, thanks.

**Jo:** One way it helps is by making it easy to group information together in various ways. For instance, if you've got a file about a person, you need to be able to see that some of the information there also relates to a different file, say about a particular year.

**Martin:** It must have been hard to keep track of everything in the days before computers.

**Jo:** Yes. I think I'd have given up pretty soon! And it's worth becoming a member of a family history organisation – I got so many good ideas from the other members, and it was very helpful to be able to talk about what I was doing with people doing the same thing.

**Martin:** Mm, good idea. OK, well, thanks, Jo. That's given me a lot to think about.

**Jo:** Let me know how it goes.

**Martin:** Oh, don't worry – I'll be on the phone asking you for help!

- 3 This is a difficult passage and task, so students should be given a great deal of help. It may be best to do the exercise as a class activity. Remind students that sentences 1–5 follow the order of the passage.

#### Answers

- 1 G *the history of a nation (or other group) is a story that gives meaning to the members of that nation living today.* (paragraph 1)
- 2 C *Historians try to combine an understanding of social, economic, political and cultural activity into a general story, explaining how these have affected each other to shape the general course of human events.* (paragraph 2)
- 3 E *the historian must develop a theory ... the more evidence it can satisfactorily account for, the better the theory.* (paragraph 3)
- 4 A *historians largely rely on developing new methods of analysis ... that show the relevance of evidence that was previously ignored.* (paragraph 4)
- 5 F *No historical theory can be proved beyond all doubt, because there is room for interpretation in any human activity.* (paragraph 5)