

# 8 Through the ages

## Time, history



### Time

#### 1.1 Which of the statements are true for you?

- |   |   |                             |                         |
|---|---|-----------------------------|-------------------------|
| 1 | A I wear a digital watch.                 | B I wear an analogue watch. | C I don't wear a watch. |
| 2 | A I write important dates on my calendar. | B I keep a diary.           | C I don't use either.   |
| 3 | A I am very punctual.                     | B I am often in a hurry.    | C I am always late.     |

#### 1.2 8a Listen to three people speaking about punctuality and decide whether they are

- A punctual      B always in a hurry      C always late
- Speaker 1 .....      Speaker 2 .....      Speaker 3 .....

#### 1.3 8a Listen again and circle each of the phrases in the box as you hear them. Then complete the sentences below using the correct phrase.

on time   in time   took so long   take my time  
 the right time   spend time   save time  
 lose track of time   time-consuming

- When I surf the net I often ..... . Before I know it a few hours have gone by.
- I try to make my lunch the night before to .....
- At the weekend I try to ..... with my family.
- I find writing notes by hand very .....
- We booked a taxi but it ..... to arrive that we were 15 minutes late.
- Excuse me, do you have .....? I have an appointment at 10 o'clock and I really want to get there .....
- I ran for the bus, but I didn't get there .....
- I got up very early so that I could ..... getting ready.

#### Error warning

We use *take + time* in the following ways: *Take your time* (= don't hurry), *Take a long time / too much time*. NB We can say *It took a lot of time / so much time / too much time*, but be careful when you use *long*: *it took a long time / It took too long / It took so long*. NOT ~~*It took too long-time / It took so long-time*~~. We can also say *I took three hours to get there* or *It took (me) three hours to get there*.

#### 1.4 Say whether the words in bold are closest in meaning to *before* or *after*.

- Twenty people were injured in the accident and the tower was **subsequently** demolished to prevent it from happening again.
- Prior** to the introduction of the steam engine, most people in the UK worked from home.
- Three years **previously** the government had introduced a new law allowing women to vote for the first time.
- There was a great deal of excitement in the days **preceding** the election.
- This is the third year **in succession** that a female has been chosen to manage the club.
- Istanbul was **formerly** known as Constantinople.
- I had to pay \$2,000 rent **in advance**.
- The newspapers warned that a stock market crash was **imminent**.

## History

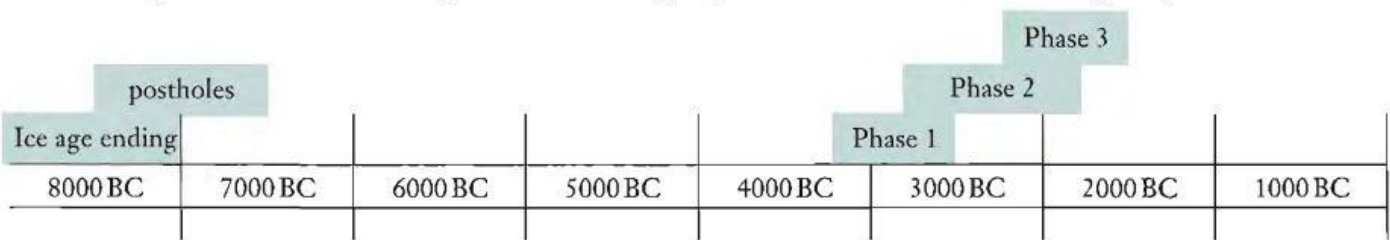
2.1 Read the text and then answer the questions below.



### Vocabulary note

BC is used in the Christian calendar to refer to the time before the birth of Jesus Christ. AD is used to refer to the time after Christ was born. *Circa* is used to mean *about* or *approximately* and is sometimes written simply *c.* NB We do not use an apostrophe to talk about decades: *the 1960s* NOT *the 1960's*.

Stonehenge was built over a long period. If we consider only the ancient stones themselves, the work spanned seventy generations – some 1,600 years. However, the first construction at this site began in prehistoric times. True, these first artefacts were just wooden poles which have long gone, but these were raised by men in times so ancient that Britain was still recovering from the Ice Age. The timeline below shows this history, with a frenzy of activity from just before 3000 BC through to 1600 BC being responsible for most of what we now gaze upon in awe.



Timeline of the building of Stonehenge

If we consider the structure chronologically, we can see that construction took place in several phases over more than a thousand years. Exact dates are not possible, since dates are inferred from minute changes in physical measurements, such as the radiocarbon dating method. Nevertheless, archaeologists have sketched out the following outline of events. First, the people of the Mesolithic period erected pine posts, known as the postholes, near Stonehenge. In the 1960s a car park was built over these. During the next stage, Phase 1 (c. 3100 to 2700 BC), a ditch was carved into the chalk less than 1 km from Stonehenge. This would have appeared brilliant white in the green of what had now become pastureland as the hunter-gatherers that erected the postholes gave way to farmers. Also during this time the 'henge' (the earthworks; ditch and bank) was constructed. Many visitors to Stonehenge fail to notice the 'henge' since the ditch and bank have been greatly eroded over the passing millennia. In Phase 2 of the construction (c. 2700 to c. 2500 BC), a large number of wooden posts were placed on the site. These may have served as markers for astronomical measurements. We do not know if there are more of them as excavation did not cover a large area. This was followed by Phase 3 (c. 2600 to 2500 BC). Stones began to arrive in this era and the circular shape and pattern of these enormous stones, which predate all other known structures, is still standing today. According to historians, there was no written mention of Stonehenge until 1100 AD.

- 1 Approximately when was the Mesolithic period? .....
- 2 What method was used to establish the dates of construction? .....
- 3 When did the earliest structures become permanently hidden from view? .....
- 4 What type of people lived at Stonehenge during the Mesolithic period? .....
- 5 Why do many visitors not see the 'henge'? .....

**2.2** Read the text again and find a word or words that match these definitions.

- |  |  |
|--|--|
| 1 an interval of time .....                                      | 6 stage of development .....                     |
| 2 very old .....   | 7 worn away over time .....                      |
| 3 extended over .....  | 8 thousands of years .....                       |
| 4 before people made written records of events<br>.....          | 9 digging for artefacts .....                    |
| 5 arranged in the order in which they actually<br>happened ..... | 10 a period of history .....                     |
|  | 11 to exist earlier than something else<br>..... |

**2.3** Complete the sentences with suitable words from the box. You do not need to use all of the words. Use a dictionary and make a note of the different meanings in your notebook.

age ancient chronological antique  
antiquated consecutive era  
the Middle Ages middle-aged

**Vocabulary note**

Age = a particular period of history: the Victorian **age**, the digital **age**. Era = a period of time that is remembered for particular events: The arrival of moving pictures marked the end of an **era** for live theatre. Middle-aged = people in their middle years of life: Most companies are run by **middle-aged** men. The Middle Ages = a period of European history between 1000 and 1500 AD.

- You should organise the dates into ..... order from the oldest to the most recent.
- The museum has an excellent exhibition about life during .....
- I much prefer studying ..... history to modern history.
- The first moon landing marked the beginning of an exciting ..... in space exploration.
- My grandparents are refusing to adapt to the computer .....
- It would be better if the meetings were on ..... days. We'd get more done that way.

**3.1** Answer the questions in your notebook.

- Do you often think back to the past or do you prefer to concentrate on the future?
- Do you think it is important for children to study history? (Why? / Why not?)
- If you could go back in time, which period of time would you like to visit? (Why?)

**3.2** Correct the mistakes in *italics* in these answers to the questions in 3.1. Use a dictionary to help you.

- Yes, I do think about the past almost all ~~times~~, in fact. I think I am a very *nostalgia* person, so I often *look backwards* at my life and remember good times as well as bad. I definitely think about it more than the future.
  - I didn't really enjoy studying history at school. I think teenagers are more interested in *the modern time* than in the past! But now that I'm older, I can see that actually it is very important. We need to know about important *history* events because hopefully they can stop us from making the same mistakes in the future.
  - The *stage* of history I'd most like to visit is ancient Egypt. I think it would be amazing to *go back in times* and watch how they lived and how they built the pyramids. I wouldn't want to stay long though – I think I would miss the digital *period* too much!
- 1 *(of) the time* ..... 2 ..... 3 .....
- .....
- .....

# Test practice

## Test Tip



Listen for any plural words and be sure to add an s at the end if you need to. Make sure you check your spelling at the end of the test.

## Listening Section 4

### 8b Questions 1–10

Complete the notes below using **NO MORE THAN TWO WORDS AND/OR A NUMBER**.

### The history of dentistry

#### Early history

- The earliest reference to problems with teeth was in (1).....
- The ancient Sumerians called problems with teeth 'tooth (2).....'.
- There is (3)..... to show that the Chinese used dental treatments.

#### Remedies and treatment

- An old text from (4)..... reveals medical practices from 1700 to 1500 BC. The text refers to the use of (5)..... and (6)..... to relieve toothache.
- In the fifth century BC a Greek (7)..... noted the beginnings of specialisation in medicine.
- A Greek doctor was the first to (8)..... problem teeth.
- In Europe during the (9)....., doctors performed dentistry in people's homes.
- A dentist from France is said to have founded (10)..... dentistry.