

# The importance of the past

## UNIT AIMS

**TASK 1** Comparing information  
Using adverbs in comparisons  
Comparing and contrasting

**TASK 2** Using *it/they/this/these*  
Planning essays  
Developing ideas

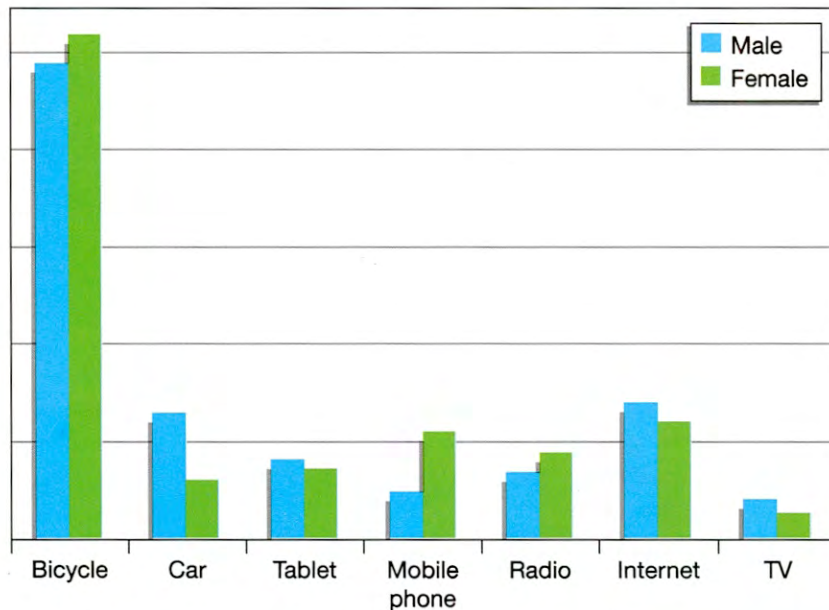
## TASK 1 Comparing information

**1** The pictures and text show some inventions and who invented them. Answer the questions.

- Which is the oldest invention?
- Which is the most recent invention?
- Which do you think are the most and least important inventions?
- What other important historical inventions are not included here?
- What do you think are the three most effective inventions in recent years?

**2** The chart shows the results of a survey about the most important inventions in the last 300 years. Answer the questions.

Most important inventions in the last 300 years



- What is the most noticeable thing about the chart?
- What voting patterns can you see for females?
- What voting patterns can you see for males?
- Do you agree with the survey results? Why/Why not?

### Technique

Circle and number important data on the chart that you are going to write about. Group data that you want to write about together or compare (e.g. by labelling them 2a, 2b, 2c).

Ballpoint pen,  
Laszlo Biro



a



b

Tin can patented  
by Peter Durand



d

Safety pin, Walter Hunt



c

First mercury  
thermometer,  
Gabriel  
Fahrenheit



e

Paper money in China



**3** Complete sentences a–j about the chart in exercise 2 on page 14, using the structures in the Technique box.

- a More females \_\_\_\_\_ males chose the bicycle.
- b The bicycle was more \_\_\_\_\_ than any other invention.
- c The car was \_\_\_\_\_ popular among females than males.
- d \_\_\_\_\_ invention among both sexes was the TV.
- e \_\_\_\_\_ women than men voted for the mobile phone.
- f \_\_\_\_\_ invention among both sexes was the bicycle.
- g \_\_\_\_\_ males than females picked the radio.
- h The tablet was \_\_\_\_\_ for women than for men.
- i More people selected the bicycle \_\_\_\_\_ any other invention.
- j The TV was \_\_\_\_\_ popular than any other invention.

## Technique

Use a range of structures to make comparisons. Read these examples that describe the chart in exercise 2.

### Examples

- More males *than* females chose the TV. (*more* + noun + *than*)
- Fewer females *than* males chose the TV. (*fewer* + noun + *than*)
- The TV *was more popular* among males *than* females. (*more/less* + adjective + *than*)
- The *most popular* form of communication was the Internet. (*the most/least* + adjective)

**4** Rewrite the sentences in exercise 3 using the following words: (a) fewer males (b) the most (c) more popular (d) less popular (e) fewer (f) more ... than (g) more (h) more (i) the most (j) the least

### Example

a *Fewer males than females chose the bicycle.*

**5** Compare male and female attitudes to bicycles, cars, tablets, mobile phones and the Internet.

### Examples

*Almost as many females as males chose the tablet.*

*Not as many males as females chose the radio.*

## Technique

Compare information by using *as many ... as* when numbers are very close, or by using *not as many ... as*. Read the examples in exercise 5.

**6** Make comparative sentences based on notes a–g below and the chart in exercise 2. Use the passive or active form of the verb in *italics*.

### Examples

females/males/*select*/the bicycle *More females than males selected the bicycle.*

males/females/*select*/the bicycle *Fewer males than females selected the bicycle.*

the bicycle/*choose*/females/males *The bicycle was chosen by more females than males.*

a males/females/*choose*/the car

\_\_\_\_\_

b women/men/*select*/the mobile phone

\_\_\_\_\_

c the Internet/*choose*/males/females

\_\_\_\_\_

d females/males/*pick*/the radio

\_\_\_\_\_

e males/females/*pick*/the radio

\_\_\_\_\_

f the tablet/*choose*/females/males

\_\_\_\_\_

g the bicycle/*select*/males/females

\_\_\_\_\_



## Using adverbs in comparisons

1 Read the examples. Then underline the adverbs in sentences a–i.

- a Slightly more women than men voted for the bicycle.
- b In the past, considerably more people lived in the countryside than towns.
- c Many more people can use a computer today than thirty years ago.
- d Substantially less time is now spent doing housework than before.
- e There are significantly fewer people now working in manufacturing than in the past.
- f Sports programmes are watched by practically as many people now as in previous years.
- g The exhibition about cinema attracted far fewer visitors than expected.
- h Illiteracy is much less common than in previous generations.
- i Nearly as many children as adults watch programmes about ancient history.

2 Which adverbs in exercise 1 mean:

- a almost?      b a lot?      c just a few?

3 Add suitable adverbs to the sentences you wrote in exercise 6 on page 15.

## Technique

Add adverbs to comparisons, such as *significantly (more)* or *almost (as many)* to make them more precise.

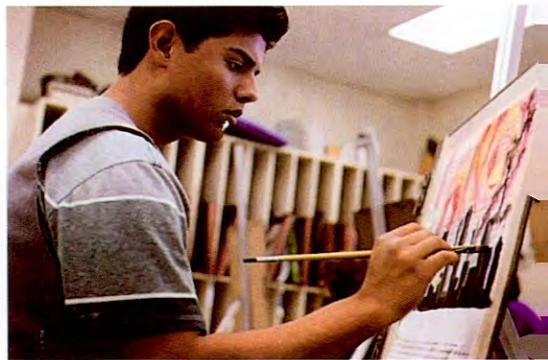
## Examples

- *Significantly more* people voted for the bicycle than the other inventions.
- The bicycle was chosen by *almost as many* males as females.

## Comparing and contrasting

1 What kinds of clubs do people join? Do you belong to any clubs?

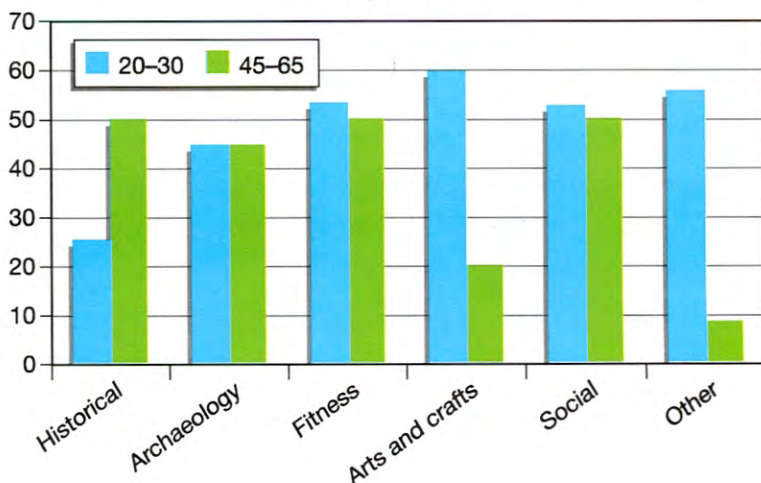
2 What kinds of clubs are shown in the photos below?



3 Find the clubs that you named in exercise 1 on the chart opposite. Answer the following about the bar chart.

- a What does the bar chart provide information about?
- b What could the numbers on the left relate to?
- c What do you think the words along the bottom of the chart relate to?
- d What do the numbers in the box in the top left of the chart refer to?
- e Is there a time reference for the graph?

Membership of various clubs





- 4** Make at least three questions about the data. Then ask your questions to a partner.

*Example*

*Which club or society has the most people aged 20–30?*

- 5** Match sentence beginnings 1–6 with endings a–f to form correct sentences about the chart.

- 1 The arts and crafts club has the greatest number of 20–30 year-olds,
  - 2 Only 25 people from the younger age group are members of the historical club,
  - 3 Some clubs are clearly more popular with one of the age groups,
  - 4 The fitness and social clubs have slightly more members in the younger age group,
  - 5 In general, the 20–30 year-olds are more actively involved in clubs
  - 6 The fitness and social clubs attract a broader range of people
- a *whereas* the archaeological club is equally popular with both.
  - b *in comparison with* the historical club.
  - c *but* it is one of the least popular clubs with the older age group.
  - d *compared with* the older age bracket.
  - e *while* the figure for 45–65 year-olds is about 50.
  - f *although they are fairly popular with both age groups.*

- 6** In which of the sentences in exercise 5 could the ending a–f come first? Which connecting words in italics are followed by a noun phrase only?

- 7** Read the following description of the chart you looked at in exercise 3. In 1–6, two options are possible and one is incorrect. Delete the incorrect option.

The chart provides information about how two age groups participate in several clubs at a centre for adults. We can see from the data that the archaeological, fitness and social clubs are popular with both older and younger people. **1** *While/However/By contrast*, the historical and arts and crafts societies clearly appeal more to one of the age groups. In the historical society, 50 of the members are between 45 and 65, **2** *but/while/however* there are only 25 from the younger age group. For the arts and crafts society, the pattern is reversed. There are about 60 members aged between 20 and 30, **3** *but/whereas in comparison with* the number of people in the 45 to 65 age group is **4** *far/slightly/considerably* lower. The fitness and social clubs are popular with both age groups, **5** *however/but/although* there are slightly fewer older people. Membership of the archaeological society stands at 45 for both groups. In general, the younger age group are **6** *significantly/almost/noticeably* more involved in the various societies than the 45–65 year-olds.

## TASK 2 Using it/they/this/these

- 1 Read the text opposite written by a student as part of a Task 2 answer. Replace the words in *italics* with *it*, *they*, *this* or *these*.

Archaeologists, for example, help us to learn about the past. *Archaeologists* look for evidence in artefacts like pots and jewellery. *Pots and jewellery* reveal a lot of information about our ancestors. *Revealing information about the past* is very useful, but *the information* is still quite limited.

- 2 Match 1–4 with a–d to explain how to use *it*, *they*, *this* and *these*.

- |   |  |
|---|--|
| 1 <i>It</i> and <i>this</i> refer to                      | a nouns and phrases at the end of the previous sentence. |
| 2 <i>They</i> and <i>these</i> refer to                   | b plural nouns.  |
| 3 <i>This</i> and <i>these</i> are often used to refer to | c situations and processes.                              |
| 4 <i>This</i> can also refer to                           | d singular nouns.  |

- 3 Underline the exact text which *it*, *they*, *this* and *these* refer to in sentences a–h. The first one has been done for you.

- a History teaches children not just facts, but a range of skills. For example, *they* can learn how to analyse material, do basic sorting and research.
- b Old buildings help create a more relaxing environment in cities than concrete office blocks. *This* makes them more pleasant to work and live in.
- c Studying history may trigger an interest in other subject areas. *This*, in turn, may lead to different hobbies.
- d Built-up areas can be made more attractive by adding monuments and statues. *These* can then enrich people's lives considerably.
- e Governments should provide more money to preserve historical sites. By doing *this*, our heritage would be saved for future generations.
- f Tradition does not hold us back as some people believe. In fact, *it* helps us to build the future.
- g Schools and colleges need to emphasize history and related subjects as *these* will help give them a wider view of the world.
- h The Internet and computers can be used to preserve the past. For example, *they* can be used by children to do basic research and store images.

- 4 Complete sentences a–g with *it*, *they*, *this* or *these*. Some answers have more than one option.

- a If the past is to be preserved, \_\_\_\_\_ must be done by using modern technology.
- b The art and language of a country represent its history, so it is important that \_\_\_\_\_ are both preserved.
- c The primary role of advertising is to encourage the public to replace the old with the new. \_\_\_\_\_ is called progress by some people.
- d History broadens the minds of most people who study \_\_\_\_\_, but \_\_\_\_\_ also has the potential to narrow the minds of some.
- e History should be given more emphasis in school, as \_\_\_\_\_ will help children to understand better the world they live in.
- f If history is emphasized more in schools, \_\_\_\_\_ will lead to a better understanding of the world.
- g The past informs us of the present and the future, but few people are sufficiently aware of \_\_\_\_\_.



- 5 Complete each blank space in the paragraph below with a sentence of your own. Begin each sentence using either *it*, *they*, *this* or *these* to refer back to the phrases in bold.

One of the most important developments in technology over the past decades has been **the Internet**. 1 \_\_\_\_\_ Reading a webpage is, however, not like reading a book. We **read webpages much more quickly** and **then make an immediate connection** to something on another page. 2 \_\_\_\_\_ Books are also gradually being replaced by **e-readers**. 3 \_\_\_\_\_

## Planning essays

- 1 Read the historical facts in a–f below. Rank the events 1–6 according to how important you think they were in human history (1 = most important; 6 = least important). What other events would you add to the list?
- a In 1792, France abolished the monarchy and replaced it with the first republic.
  - b In 1953, Francis Watson and James Crick described the structure and importance of DNA.
  - c In October 1492, Christopher Columbus set foot in the Americas.
  - d In 1885, Karl Benz built and patented the first automobile.
  - e In 1983, a computer system connecting universities was created, which later became the Internet.
  - f In the ninth century, gunpowder was first invented and used by the Chinese.
- 2 Read the Task 2 essay question below.

*It is sometimes said that history never repeats itself, yet there is much in it which is relevant to our modern world. In what ways can the study of history help us today?*

Decide which of points a–g are relevant to the answer to this question.

- a There is often uncertainty about what really happened with regard to well-known historical events.
  - b Studying other historical periods gives insights into different ways of life.
  - c We can learn about the recent past by asking older family members.
  - d History involves investigation and interpretation, so its study develops thinking skills.
  - e Learning about conflicts in the past can teach us how to avoid them in future.
  - f History is a more difficult area of study than most people imagine.
  - g The past can often provide explanations for the situations we face today.
- 3 Read the statement below and use the trigger words in a–d to develop this point. The first one has been done for you. Refer to Unit 1 page 12 for more examples of similar phrases.
- Studying other historical periods gives insights into different ways of life.
- For example, *students can investigate the way in which people lived in ancient times.*
- such as \_\_\_\_\_
- As a result, \_\_\_\_\_
- Therefore, \_\_\_\_\_
- Furthermore, \_\_\_\_\_
- 4 Look back at the other relevant sentences you chose in exercise 2 above. Develop those ideas in the same way using trigger words. Then write out your ideas in a paragraph.

## Developing ideas

- 1 Read the Task 2 question below. Make a note of any ways you can think of to make history more interesting.

*Some children find learning history at school very exciting but many others think it is very boring. In what ways can history be brought to life for all schoolchildren?*

- 2 The list a–i below contains ideas that a student came up with for the essay question in exercise 1. There are three solutions, each with an example and an effect. Complete the table by matching each idea with the appropriate function.

	Paragraph 1	Paragraph 2	Paragraph 3
Solutions	a		
Examples			
Effects			

a using the Internet and computers

f it increases motivation to do research

b visiting historical sites

g these skills can be applied in other subjects

c historical places seem more real

h doing written projects

d make a poster about local history

i search for information about historical figures online

e go to a local archaeological site

- 3 Decide which function in exercise 2 these linking devices relate to.

- |                                      |                      |
|--------------------------------------|----------------------|
| a Another method is to               | f such as            |
| b This will lead to                  | g As a result,       |
| c For example,                       | h The best way is to |
| d Last but not least, children could | i Then               |
| e For instance,                      |                      |

## Technique

Recycle relevant information from other essays to help you build a bank of ideas.

- 4 Use your answers to exercises 2 and 3 to write the ideas out as three paragraphs.



## Practice Test 2

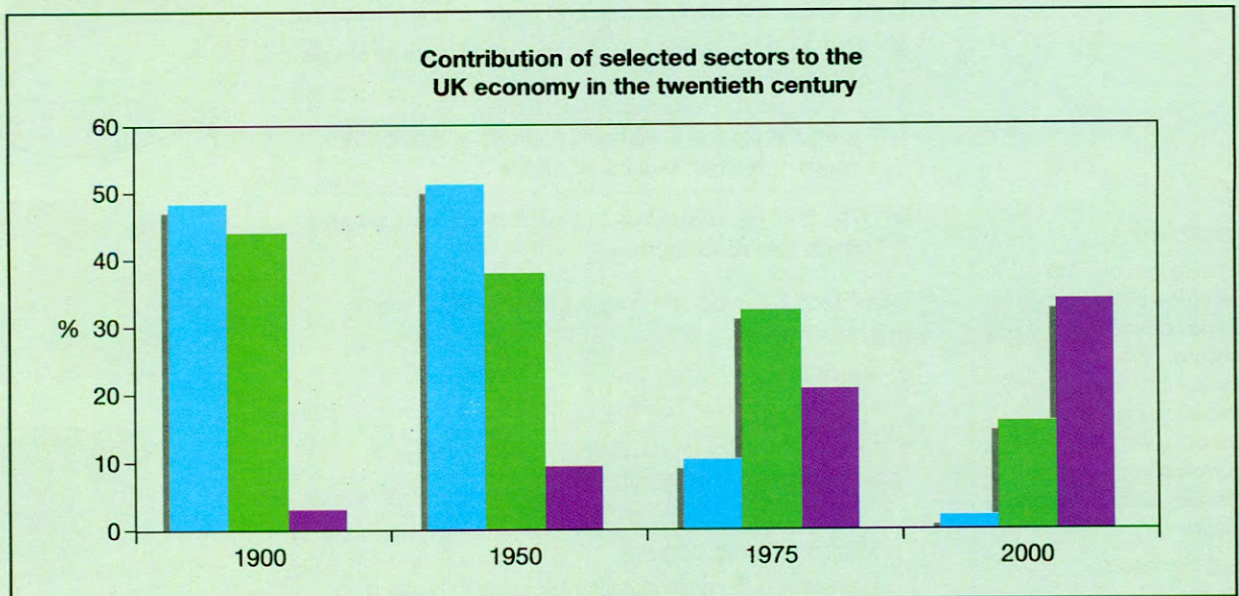
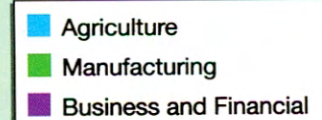
### Task 1

You should spend about 20 minutes on this task.

The graph below shows the contribution of three sectors – agriculture, manufacturing and business and financial services – to the UK economy in the twentieth century.

Summarize the information by selecting and reporting the main features and make comparisons where relevant.

Write at least 150 words.



### Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

**To some people studying the past is the best way to help young people function well in the modern world. To what extent do you agree or disagree? What other measures could be effective in helping young people to function well in the modern world?**

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

#### Task 2 Checklist

- Before you start writing, decide how many paragraphs (usually about 5, including an introduction and conclusion) you are going to have.
- Use trigger words like *because*, *the reason is* to get some ideas for possible causes.
- Look at your causes and think of one or two measures to go with each particular cause.
- Keep the introduction short – no more than two or three sentences.
- Write a conclusion, summarizing your essay.