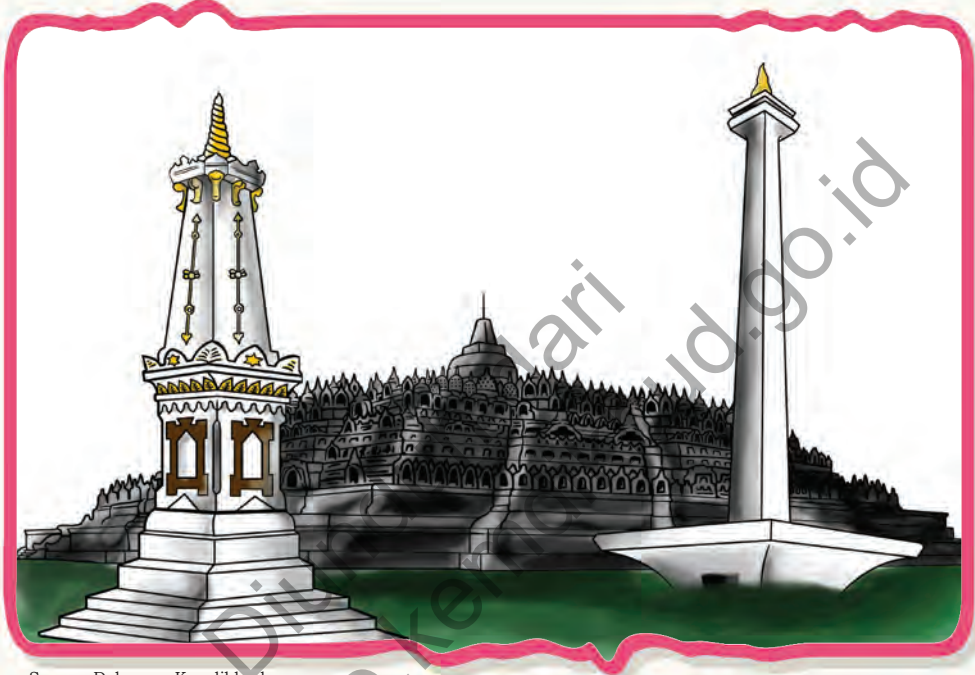


# Describing Historical Places



Source: Dokumen Kemdikbud  
Picture 8.1

### Tujuan Pembelajaran:

Setelah mempelajari Bab 8, siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang bangunan bersejarah terkenal.
2. Menunjukkan perilaku peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi terkait teks deskriptif sederhana tentang bangunan bersejarah terkenal.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang bangunan bersejarah terkenal.
4. Merespon makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang bangunan bersejarah terkenal.
5. Menyunting teks deskriptif tulis tentang bangunan bersejarah terkenal.
6. Menyusun teks deskriptif lisan dan tulis sederhana tentang bangunan bersejarah terkenal.

**A****WARMER**

**Think of a historical building you once visited. Then, talk with your partner about the building. Use the following questions to guide you.**

What is the name of the building?

Where is it?

What does it look like? (What words describe the building?)

What history do people know about the building?

Is there any information saying that the building is mysterious?

**B****VOCABULARY BUILDER**

**Read the Indonesian equivalents. Guess the English words using clues provided. Using your dictionary, check whether you guessed correctly. Compare your work with that of your friends'.**

c\_\_vil\_\_za\_\_ion (*noun*)

peradaban

\_\_b\_\_nd\_\_ned (*adjective*)

ditinggalkan

be\_\_t-k\_\_ow\_\_ (*adjective*)

terkenal

c\_\_ll\_\_ag\_\_e (*noun*)

sejawat

un\_\_ar\_\_h (*verb*)

menggali

e\_\_id\_\_nc\_\_ (*noun*)

bukti

h\_\_ly (*adjective*)

suci

ci\_\_e (*verb*)

mengutip

off\_\_ci\_\_ls (*noun*)

pegawai

an\_\_ie\_\_t (*adjective*)

kuno

## C

## PRONUNCIATION PRACTICE

**Listen to your teacher reading these words. Repeat after him/her.**

unearth	: / ʌn'ɜ:θ /
abandoned	: / ə'bændənd /
colleague	: / 'kɒli:g /
evidence	: / 'evəd ə ns /
holy	: / 'həʊli /
best-known	: / best noun /
cite	: / saɪt /
civilization	: / ,sɪv ə l-aɪ'zeɪʃ ə n /
officials	: / ə'fɪʃ ə l /
ancient	: / 'eɪnʃ ə nt /

## D

## READING

**Task 1:**

Read the following text carefully.

### THE SECRETS OF STONEHENGE



Source: [http://upload.wikimedia.org/wikipedia/commons/7/79/Stonehenge\\_from\\_the\\_northeast.jpg](http://upload.wikimedia.org/wikipedia/commons/7/79/Stonehenge_from_the_northeast.jpg)  
Picture 8.2

All over the globe are historical mysteries left to us by the ancient world – lost civilizations, abandoned cities, and puzzling monuments. One unexplained mystery that has both inspired and mystified modern man for centuries is Stonehenge. Though it is one of the best-known

artifacts in the world, we have no definitive idea of why it was built and what it was actually used for. Today, however, two new investigations may offer some answers.

The first theory begins with findings being unearthed not at Stonehenge, but at a location nearby. Archeologist Mike Parker Pearson and his colleagues have been studying an area about three kilometers (two miles) northeast of Stonehenge. Here stands Durrington Walls – a structure similar to Stonehenge but about 20 times larger. In and around Durrington Walls were three circular structures made of wood. Evidence suggests that these wooden circles were holy places, or perhaps the residences of important officials who cared for Durrington. Outside Durrington Walls, Parker Pearson and his colleagues have also recently discovered a village of up to 300 houses which date back more than 4,500 years.

What do the findings at Durrington Walls have to do with Stonehenge? Parker Pearson believes there is a connection between the two places, and he cites his recent studies of the Malagasy cultures in Madagaskar to help explain his theory. In Malagasy culture, stone is a symbol of hardened bones and death. Wood, in contrast, is associated with life.

Using this model, Parker Pearson sees associations between the wooden structures of Durrington and the hard monument of Stonehenge. Durrington, in this new theory, is the domain of the living, while Stonehenge is a place of the dead.

... ..

In Wales, about 400 kilometers (250 miles) west of Stonehenge, archeologists have another theory about why the monument was built and what it was used for. In this region of Wales are the Preseli Mountains. Archeologists have traced the origin of Stonehenge's oldest stones (often referred to as "bluestones" because of their appearance when wet) to this site.

... ..

Stonehenge was one of the last great monuments built in ancient England. It was abandoned about 3,500 years ago, and because its creators wrote no texts to explain it, they have left us forever with one of history's great puzzles to solve.

(Taken from Reading Explorer 3 by Nancy Douglas, 2010)

## Task 2:

Write words that describe Stonehenge and Durrington Walls.

### Stonehenge

puzzling \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Durrington Walls

larger (than Stonehenge) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Task 3:

Based on the information in the previous text, write T if the sentence is True or F if the sentence is False.

1. Lost civilizations, abandoned cities, and puzzling monuments are examples of historical mysteries. \_\_\_\_\_
2. Stonehenge is one of the world artifacts. \_\_\_\_\_
3. Durrington Walls is far away from Stonehenge. \_\_\_\_\_
4. Durrington Walls is about southwest of Stonehenge. \_\_\_\_\_
5. The structure of Durrington Walls is different from that of Stonehenge. \_\_\_\_\_
6. Parker Pearson proposes two possible theories about the why and the what for. \_\_\_\_\_
7. Stonehenge is made of wood. \_\_\_\_\_
8. Durrington Walls is the place for the living, whereas Stonehenge for the dead. \_\_\_\_\_
9. The Preseli Mountains are in Wales. \_\_\_\_\_
10. The paragraphs before the last one are likely to be about why Stonehenge was built and what it was for. \_\_\_\_\_

#### Task 4:

#### Discussion

**Work in groups. Take one example of historical places. Discuss what each of the following can do to preserve those ancient remains.**

- Central government
- Local government
- Society
- Individual people

#### E VOCABULARY EXERCISE

**Complete the following sentences using the words in the box.**

civilization    abandoned    best-known    colleague  
unearth    evidence    holy    cite  
officials    ancient

1. I have a new \_\_\_\_\_ now. She has been in this company for a week.
2. Both my father and my mother are senior high school teachers. They are government \_\_\_\_\_.
3. I love learning sociology. Through this subject, I can see how human \_\_\_\_\_ has developed from time to time.
4. Malang is \_\_\_\_\_ as an education city in East Java because there are many universities and colleges there.
5. The data that the researchers have presented in the conference provide additional \_\_\_\_\_ concerning strategies for learning English.
6. Hidden behind Beijing's \_\_\_\_\_ walls is the cultural richness of the society.
7. Authors might need to \_\_\_\_\_ from other sources to support their arguments. In order to avoid plagiarizing, they have to acknowledge this.
8. Students in this region generally do not go to schools on \_\_\_\_\_ days.

9. Archeologists have managed to \_\_\_\_\_ the remains and findings related to Stonehenge.
10. One of the theories that archeologists propose suggests that this city was once \_\_\_\_\_.

## F

## TEXT STRUCTURE

### THINK-PAIR-SHARE

#### Task 1:

Individually, complete the following chart to find out the structure of the text about Stonehenge.

Parts of the Text	Details
Introductory sentences to identify the place	
Descriptive sentences about Stonehenge as well as Durrington Walls	
Closing comment	

#### Task 2:

Work in pairs (Students A and B) discussing and comparing the text structure you have identified, and then share this with the class.



## PARTICIPLES

All over the globe are historical mysteries left to us by the ancient world – **lost civilizations, abandoned cities, and puzzling monuments.**

**Study the following examples.**

lost civilizations	= civilizations which are lost
abandoned cities	= cities which are abandoned
puzzling monuments	= monuments which are puzzling
boring classes	= classes which are boring
bored students	= students who are bored
annoyed people	= people who are annoyed
exhausted workers	= workers who are exhausted

**Do as the examples.**

- |                            |                          |
|----------------------------|--------------------------|
| 1. annoying noise          | 11. a disappointing book |
| 2. annoyed people          | 12. disappointed readers |
| 3. exhausting work         | 13. an amazing place     |
| 4. exhausted workers       | 14. amazed visitors      |
| 5. embarrassing experience | 15. interesting places   |
| 6. embarrassed people      | 16. interested people    |
| 7. a frustrating situation | 17. confusing subjects   |
| 8. frustrated learners     | 18. confused students    |
| 9. a depressing story      | 19. irritating behaviors |
| 10. depressed children     | 20. irritated parents    |

**Classify the words from the above exercise into the categories below.**

Participles	Present (V-ing)	annoying
	Past (V-3)	annoyed



**Ask your parents or relatives about historical places that they know. Use these questions to guide you. Report the information you have obtained to the class.**

- What is the name of the place?
- How old is the place?
- Is the place spooky?
- Why is it mysterious?
- How does the place look like?

### Task 1:

The following text is **not written properly**. Edit the text to find out the 15 misspelled words so that it makes sense.

Parker Pearson goes on to explain that the houses neer Durrington Walls were probably occupied at certain times of the yeer when people gatherd for the summer and winter solstices (the longest and shortst days of the year) to celebrate certain religius ceremonies. And in fact, large amounts of pottery and annal bones have been found near Durrington, suggesting that this site was usd as a place for eating and drinking. In contrst, very little pottery has been found in Stonehenge. In addition, almst no human remains have been found at Durrington, but a number of grves have been uncovered at Stonehenge.

Paths from Stonehenge and Durrington Walls to the nearbi River Avon also suggest that the two sites were linkd. At certain times of the year, most of the ded would have been carred down the road from Durrington and put in the river. Later, remains of the society's rulers would have been brought down the river, carried up the long avenu, and deposited at Stonehenge.

Parker Pearson further suggests that \_\_\_\_\_

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Find some information about historical places in your hometown. Write a text about one of those places that interests you most.

# J

## REFLECTION

**At the end of this unit, ask yourself the following questions to know how effective your learning process is.**

1. Do you know how to describe historical places orally?
2. Do you know how to describe historical places in a written form?

If your answer is ‘no’ to any one of these questions, see your teacher and discuss with him/her on how to make an announcement.