NEWS LESSON

The Stone That Led to a Giant Statue



BEFORE YOU READ

1 Warm up

Talk about these questions with a partner.

1. What is the most interesting old object you have seen?
2. If you found a strange object in your garden, what would you do first?
3. Would you rather uncover an ancient building or a tiny personal object?

2 Key words

These words are in the article. Write the letter of the meaning (A to H) in each box.

1	**resident**	☐	A	people who study the past by looking at old things in the ground
2	**archaeologists**	☐	B	big buildings or statues made to remember a person or event
3	**granite**	☐	C	a female god
4	**goddess**	☐	D	a very hard grey or pink stone
5	**monuments**	☐	E	a belief in a god or gods
6	**authorities**	☐	F	a person who lives in a place
7	**site**	☐	G	a place where something happens or is found
8	**religion**	☐	H	the people or offices that are in charge

3 Read

Read the article and underline the key words from task 2. The paragraphs are numbered.

A man in a Nile Delta village reported a stone with writing on it. Below it lay two huge statues of Ramesses II.

1 In October 2026, a resident of Bahbit al-Higara, a village in the Nile Delta of northern Egypt, noticed a strange stone near his home. It had writing on it. He could have thrown it away or kept it. Instead, he reported it to the experts, and his decision led archaeologists to something remarkable.

2 Experts from Egypt's antiquities authorities came to take a closer look. When they began digging, they found parts of two enormous statues and a block of pink granite covered in ancient writing.

3 The statues were connected to Ramesses II, a famous king of ancient Egypt. He ruled more than 3,000 years ago and is remembered for building impressive temples and monuments. One statue head was about 1.6 metres tall. Experts believe the complete statue may once have stood around 8.5 metres high, which is taller than a two-storey house.

4 The objects were found near the remains of a temple linked to Isis, an important goddess in ancient Egyptian religion. That makes the location especially interesting to archaeologists. A giant statue of a king standing close to a temple can show how religion and royal power were connected. The new finds may also help experts work out how people used the area thousands of years ago.

5 Discoveries like this are not simply about beautiful old objects. A broken statue can tell historians about religion, power and the way people organised their cities. Even the exact position of an object in the ground can provide valuable information. If somebody digs a statue up and carries it away, that information is lost for good.

6 The man who reported the stone could not have known what was waiting beneath the surface. By getting in touch with the authorities, he helped protect the site for future study. Archaeologists still have plenty of work to do before they can explain where the statues once stood. Sometimes a small discovery opens the door to a much bigger piece of history.

Sources: Ahram Online. Picture: AI illustration.

4 True, false or not given

Circle **T** (true), **F** (false) or **NG** (the article does not say).

1. One of the statue heads was more than one and a half metres tall. T F NG
2. The complete statue may once have been taller than a two-storey house. T F NG
3. Archaeologists found the statues close to a temple linked to a goddess. T F NG
4. The statues will be moved to a museum in Cairo. T F NG
5. The resident kept the stone and sold it privately. T F NG

5 Vocabulary

Complete the sentences with words from the box. Two words are not needed.

ancient	enormous	explain	organise	protect	remains	valuable

1. The statue was so _____ that it would not fit through the door of an ordinary house.
2. Old coins can be very _____ to a museum, even when they are small.
3. Guards were sent to _____ the site so that nobody could steal anything.
4. The guide was asked to _____ why the statue was so big.
5. Only the _____ of the old wall were left, and most of it had fallen down.

6 Verb forms

Write the correct form of the verb in brackets.

1. He could have _____ the stone away or kept it. (THROW)
2. His decision _____ archaeologists to something remarkable. (LEAD)
3. Ramesses II _____ more than 3,000 years ago. (RULE)
4. He _____ for building impressive temples and monuments. (REMEMBER)
5. Archaeologists still have plenty of work _____ . (DO)

7 Language focus: phrasal verbs

Complete the sentences with words from the box. Two words are not needed. A phrasal verb is a verb plus a small word, like out or away. The small word changes the meaning, so learn them together.

away	give	look	on	out	round	work

1. The experts will _____ out how old the statue is.
2. Please do not carry the stones _____ ; leave them where you found them.
3. It looked like an ordinary stone, but it turned _____ to be a piece of history.
4. The team will carry _____ with the dig next week.
5. The guide asked us to _____ after the stone, because it is very old.

SPEAK

8 Talk about it

Discuss in pairs or small groups. Give reasons for your answers.

1. Who should decide what happens to something old found on private land?
2. Which everyday object from today might interest people in 3,000 years?
3. Would you enjoy living near a place where history keeps turning up?

9 Role-play: what should we do with the stone?

Work in pairs. Read your card, then have the conversation. Swap roles and do it again.

Student A · the neighbour

Your neighbour has found a strange stone with writing on it. You think it could be worth a lot of money. Try to persuade your neighbour to keep it or sell it. Ask at least two questions.

Student B · the finder

You found a strange stone with writing on it near your home. You want to report it to the experts. Explain why, and answer your neighbour's ideas politely.

Useful phrases

I think it could be worth a lot of money.

What if it's really important?

I'd rather call the experts first.

That's not a good idea, because we don't know what it is.

Let's find out what it is before we decide.

We could both agree to ask for advice.

Afterwards, tell the class: what did you decide to do with the stone, and why?

ANSWER KEY

2 Key words

1 F · 2 A · 3 D · 4 C · 5 B · 6 H · 7 G · 8 E

4 True, false or not given

1 T · 2 T · 3 T · 4 NG · 5 F

5 Vocabulary

1 enormous · 2 valuable · 3 protect · 4 explain · 5 remains

6 Verb forms

1 thrown · 2 led · 3 ruled · 4 is remembered · 5 to do

7 Language focus

1 work · 2 away · 3 out · 4 on · 5 look

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