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DIDDLE ENGLISH	

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mysterious feeling as Easter Island. It in the Pacific about 2,300 miles wes						
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disappeared the i						
	Easter society is never an					
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in ruin. Are we going to make the same mistakes as these						
people did? Well, they did	people did? Well, they did, and we could. Many experts agree our					
industrialized civilization	, just like Easter					
Island, Maya civilization and Roman _	Looking at these beautiful ruins,					
the question we have to ask ourselves	is, "what can we these					
societies?"						

No other <u>place that I</u> have ever visited on earth gave me such a mysterious feeling as Easter Island. It <u>lies</u> in the Pacific about 2,300 miles west of the South American coast and 2,000 miles away from the nearest <u>inhabited</u> island. I was amazed to see hundreds of stone statues <u>across</u> the island. Many of them <u>have been left</u> unfinished or <u>abandoned</u>, as if the inhabitants had <u>suddenly</u> disappeared <u>from</u> the island. Even more surprisingly, the rise and <u>fall</u> of Easter society is never an exceptional <u>case</u>. Many of the most <u>advanced</u> societies in the past <u>ended up</u> in ruin. Are we going to make the same <u>sort of</u> mistakes as these ancient people did? Well, they did, and we could. Many experts agree our <u>modern</u> industrialized civilization could <u>fall apart</u>, just like Easter Island, Maya civilization and Roman <u>Empire</u>. Looking at these beautiful ruins, the question we have to ask ourselves is, "what can we <u>learn from</u> these <u>past failed</u> societies?"

collapse	崩壊、倒壊	end up	最終的に~になる
abandone	放棄する、置き去る	ruin	廃墟、遺跡、荒廃
inhabitant	住民、生息動物	fall apart	崩壊する、行き詰まる
exceptional	例外的な、並外れた	empire	帝国



Many archeologists believe that the	ne island was	by Pol	ynesians in the	e 5th century.	
They made their livings	by raising chic	kens and gro	owing root cro	ps like sweet	
potatoes and taro.	the environment v	vas	, a		
archeological evidence	eological evidence successfully established				
to	a populatio	n of about 15	5,000.		
Researchers		_ carving the	e statues	t ¹	
12th century. Building and	statues	feeding	lots of people	who work o	
this project. This was made possib	ole by the food			their	
agricultural success.					
Most of the statues were carved _	a quarry at Ra	no Raraku, _	 		
stone platforms		How did t	hey carry these	e heavy statu	
the island? It seems tha	t they used log rol	lers to	the statues	. They	
trees along the ground	t	he statues ac	ross the logs		
be a massive consumption	of	this project.	By the time E	Europeans	
arrived on Easter Island	l in the 18th centu	ry, there was	no single tree		
island.					

Many archeologists* believe that the island was <u>settled</u>* by Polynesians in the 5th century. They made their livings <u>mainly</u> by raising chickens and growing root crops like sweet potatoes and taro. <u>Though</u> the environment was <u>harsh</u>*, a <u>series of archeological evidence shows that they had</u> successfully established <u>intensive</u>* agriculture to feed a population of about 15,000. Researchers <u>estimated that they began carving the statues in around the12th century.</u> Building and <u>erecting</u>* statues <u>required</u>* feeding lots of people who work on this project. This was made possible by the food <u>surpluses</u>* <u>produced by</u> their agricultural success.

Most of the statues were carved <u>at</u> a quarry at Rano Raraku, <u>and then transported to</u> stone platforms <u>along the coastline</u>. How did they carry these heavy statues <u>across</u> the island? It seems that they used log rollers to <u>move</u> the statues. They <u>placed</u> trees along the ground <u>and then slid</u> the statues across the logs. <u>There had to</u> be a massive consumption* of <u>wood for</u> this project. By the time Europeans <u>first</u> arrived on Easter Island in the 18th century, there was no single tree <u>left on the</u> island.

Vocabulary List : No. 9∼19



the first	st Europeans arrived of	n the island in 172	22, there was n	o tree
standing. Scientif	fic studies have shown	that this was the i	result of	
most extreme exa	amples of deforestation	n history.		
huma	ns migrated, Easter Isl	land was	fore	sts. But the
cut do	wn trees for	_ purposes, such a	as cultivating f	armlands and
getting timber an	d But the la	argest consumption	n of trees was	for
statues across the	island. Easter society		a dozen o	of clans, each of
which	show their	and	by building	ng
	statues. The increase i	n statue size	time sugg	ests competition
between	_ chiefs became fierce	year by year. The	loss of trees _	
drastic	changes	lifestyle. They	lost	for
fishing canoes an	d houses	also decre	ased	soil erosion by
	People on the	e island had nowho	ere	or ask for help.
They started figh	ting overr	esources and destr	roying each ot	her's statues.
What was	a remarkable civiliz	zation now began	to	

When the first Europeans arrived on the island in 1722, there was no tree <u>left</u> standing. Scientific studies have shown that this was the result of <u>one of the</u> most extreme examples of deforestation* <u>in</u> history. <u>Before</u> humans migrated*, Easter Island was <u>covered in</u> forests. But the <u>settlers</u> cut down trees for <u>multiple</u> purposes, such as cultivating farmlands and getting timber* and <u>firewood</u>. But the largest consumption* of trees was for <u>carrying</u> statues across the island. Easter society <u>consisted of</u> a dozen of clans*, each of which <u>wanted to</u> show their <u>power</u> and <u>status</u> by building <u>bigger and more</u> statues. The increase in statue size <u>with</u> time suggests competition between <u>rival</u> chiefs* became fierce* year by year. The loss of trees <u>brought about</u> drastic* changes <u>in their</u> lifestyle. They lost <u>raw materials</u>* for fishing canoes and houses. <u>Cropyields</u>* also decreased <u>due to</u> soil erosion* by <u>rain and wind</u>. People on the island had nowhere to go or ask for help. They started fighting over <u>limited</u> resources and destroying each other's statues. What was <u>once</u> a remarkable civilization now began to <u>collapse</u>.

Vocabulary List : No. $20\sim27$



If their life is	a forest, w	a forest, why did the Easter Islanders		
down? They	changed their course of action and sustainably			instead of
completely destroy	ring the environment.			
When we look bac	k at the past	perspective, we o	often	that these
changes were	, acute and drastic: one	e year, the island still	a	forest; the
next year, half of th	ne forest gone. It wasn't like	this. The process of defore	station took hu	ndreds of
years. The changes	in forest cover from	were too gra	adual and	to
recognize. Each in	dividual could	only a few percent loss of t	heir forest in th	eir lifetime.
And, more	, we forget. We	remember		
20 years ago. How	could they manage to tell th	ne difference between the fo	orest today and	the forest a
de	cades ago?			
Similarly, we had a	a lot of trouble detecting the	climate change. We now re	alize that	
around the world _	slowly risi	ing in the last several decad	es. However, th	ne changes
have been so	, about 0.01 degree war	mer each y	ear. That's why	it was only
the last co	ouple of decades or so that n	nost climate researchers		on
this issue.				
Unlike us, Easter I	slanders didn't have science	to what was ha	ppening and _	
language to	information for their	To begin with, the	hey	recognize
the problem,	the prob	olem.		

If their life is <u>dependent on</u> a forest, why did the Easter Islanders <u>cut all</u> the trees down? They <u>could</u> <u>have</u> changed their course of action and <u>went</u> sustainably, instead of completely destroying the environment.

When we look back at the past <u>from our own</u> perspective, we often <u>assume</u> that these changes were <u>intense</u>, acute and drastic: one year, the island still <u>covered with</u> a forest; the next year, half of the forest gone. It wasn't like this. The process of deforestation took hundreds of years. The changes in forest cover from <u>year to year</u> were too gradual and <u>subtle</u> to recognize. Each individual could <u>experience</u> only a few percent loss of their forest in their lifetime. And, more <u>importantly</u>, we forget. We <u>hardly</u> remember <u>what it looked like</u> 20 years ago. How could they manage to tell the difference between the forest today and the forest a <u>couple of</u> decades ago?

Similarly, we had a lot of trouble detecting the climate change. We now realize that <u>temperatures</u> around the world <u>have been</u> slowly rising in the last several decades. However, the changes have been so <u>subtle</u>, about 0.01 degree warmer <u>on average</u> each year. That's why it was only <u>within</u> the last couple of decades or so that most climate researchers <u>reached a consensus</u> on this issue.

Unlike us, Easter Islanders didn't have science to <u>investigate</u> what was happening and <u>written</u> language to <u>leave</u> information for their <u>descendants</u>. To begin with, they <u>failed to</u> recognize the problem, <u>let alone solve</u> the problem.

Vocabulary List: No. 28~37



To summarize, Easter Island's downfall was most by by						
action	the lesson	ns we can	from their	? Their o	collapse can be	
seen as a metaphor, a w	nario, for what m	ay	of us in our	r own future.		
The between Easter Island and our world are Thanks to					s to	
globalization,	trade	advanced	and infor	mation technolog	gy, all countries	
on Earth today share res	sources and a	ffect each other,	just as Easter's do	zen clans. Polyn	esian Easter	
Island was						
What's different today is	is a	of far r	nore population, f	ar higher consur	nption rates and	
far higher	power	they had	to destro	y their environm	ent with just	
stone tools and their	p	ower, we could _	destroy	our v	with	
science a	nd technolog	y.				
But it's possible to	a d	ifferent	We now know	ow that the globa	al temperature	
is increasing,	the Easter	Islanders did no	t realize deforesta	tion. They could	not	
that Maya civilization _		for simil	ar reasons,	we can learn	n how these past	
collapsed societies	Today	, 8 billion people	are collaborating	as a	problem-	
solving machine to	(our	Our	education, techn	ology and	
globalization		If we	think me	ore deeply about	the	
humanity, they	can be power	ful forces for	a		_,	
than an	to our colla	pse.				

To summarize, Easter Island's downfall was most <u>likely caused</u> by <u>their own</u> action. <u>What are</u> the lessons we can <u>draw</u> from their <u>failure</u>? Their collapse can be seen as a metaphor, a worst case scenario, for what may <u>lie ahead</u> of us in our own future.

The <u>parallels</u> between Easter Island and our <u>modern</u> world are <u>obvious</u>. Thanks to globalization, <u>international</u> trade, advanced <u>transportation</u> and information technology, all countries on Earth today share resources and affect each other, just as Easter's dozen clans. Polynesian Easter Island was <u>as isolated</u> in the Pacific Ocean as the Earth is today in the universe.

What's different today is a <u>combination</u> of far more population, far higher consumption rates and far higher <u>destructive</u> power. If they had <u>managed</u> to destroy their environment with just stone tools and their <u>muscle</u> power, we could <u>easily</u> destroy our <u>planet</u> with <u>advanced</u> science and technology. But it's possible to <u>imagine</u> a different <u>outcome</u>. We now know that the global temperature is increasing, <u>whereas</u> the Easter Islanders did not realize deforestation. They could not <u>learn</u> that Maya civilization <u>fell apart</u> for similar reasons, <u>while</u> we can learn how these past collapsed societies <u>failed</u>. Today, 8 billion people are collaborating as a <u>collective</u> problem-solving machine to <u>work on</u> our <u>existential issues</u>. Our education, technology and globalization <u>cut both ways</u>. If we <u>dare to</u> think more deeply about the <u>fate of</u> humanity, they can be powerful forces for <u>bringing</u> a <u>brighter future</u>, <u>rather</u> than an <u>accelerant</u> to our collapse.

Vocabulary List: No. 38∼42