

# Sequence I : Civilisation

## ANCIENT CIVILIZATIONS:

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Reading comprehension

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Vocabulary Building

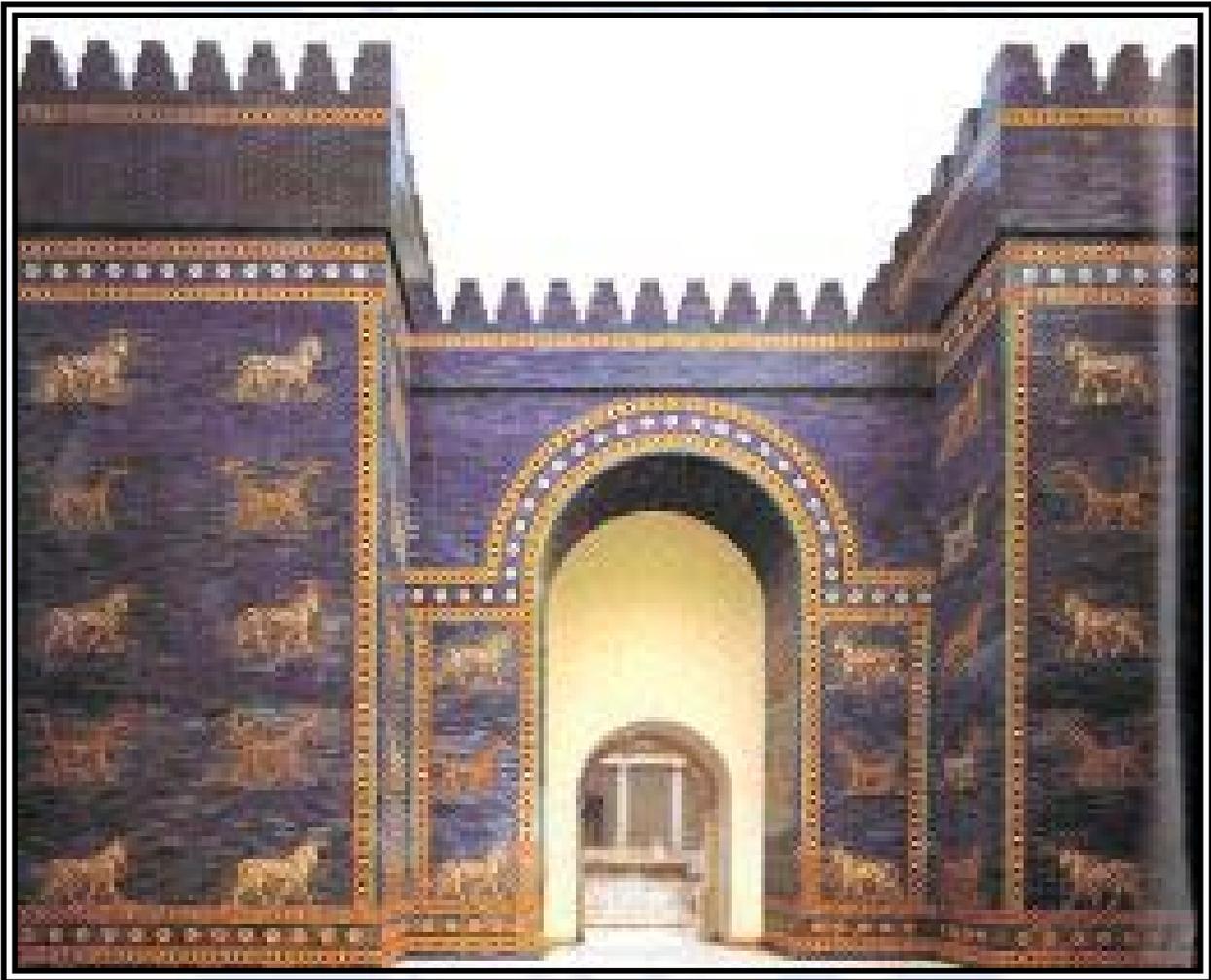
Mastery of Language

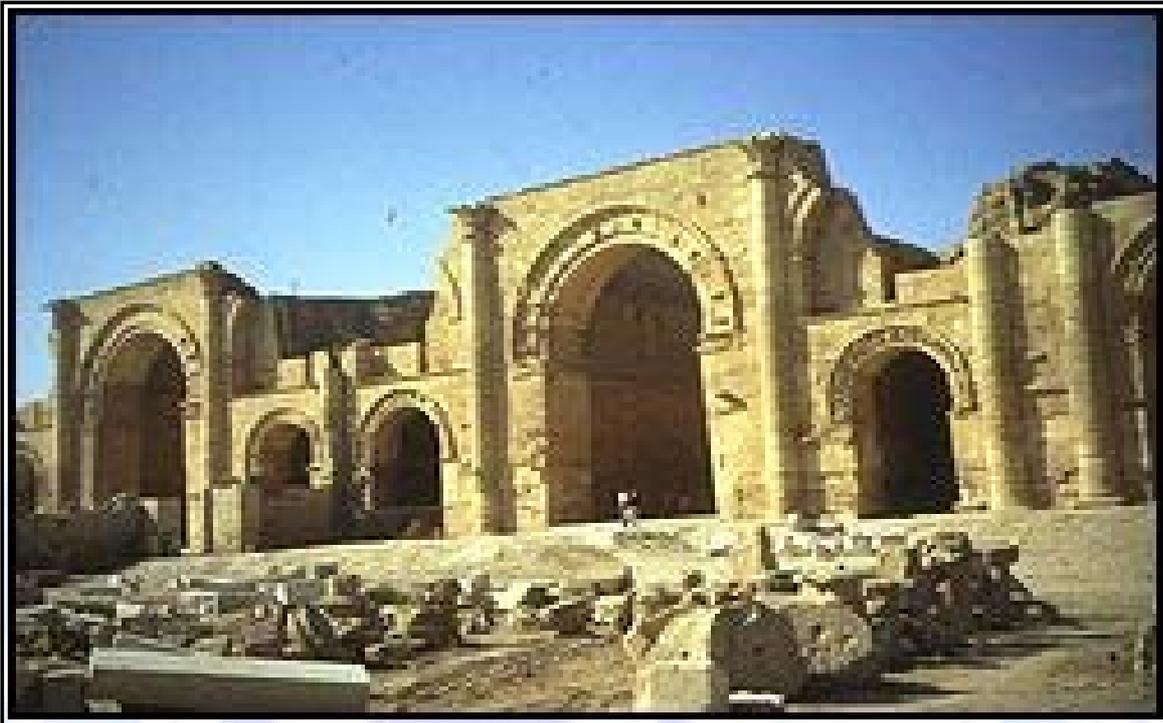
Writing



## ANCIENT CIVILIZATIONS

*Learning about ancient civilizations is also trying to understand the history of mankind'*





**Cities are a major hallmark of human civilization.**



**Civilization comes from the Latin word *civis*. To be "civilized" essentially meant being a townsman, governed by the constitution and laws of a community.**

## A. Reading comprehension

*Read the following text, then answer the questions*

### CIVILIZATION

#### Literal definition

A civilization is a highly organized society that has developed forms of government, religion, written language, art, sciences and learning. "Civilization" can also describe the culture of a complex society. Every society has a specific set of ideas, customs and arts that make it unique.



*An Egyptian farmer using a plough drawn by domesticated animals, two developments in agriculture that led to the first civilizations.*

#### **Civilizations as complex systems :**

Civilizations are complex systems defined by the economic, political, military, diplomatic, and cultural interactions between them. Economic systems were, until the nineteenth century, much more important than cultural or political

spheres. Trade routes were well established 2000 years ago, when civilizations scarcely shared any political, diplomatic, military, or cultural relations.

All civilizations start small, creating state systems for maintaining the elite. Successful civilizations then flourish and grow. They hold a degree of stability for a length of time.

The evolution of most civilizations has been summarized as follows:

1. A group regarded as the `elite` dominates others.
2. Dominance appears into the structure of **\*multi-ethnic** groups.
3. Over the long term civilizations either **\*collapse** or get replaced by a more dynamic civilization.

### ***The Fall of Civilizations***

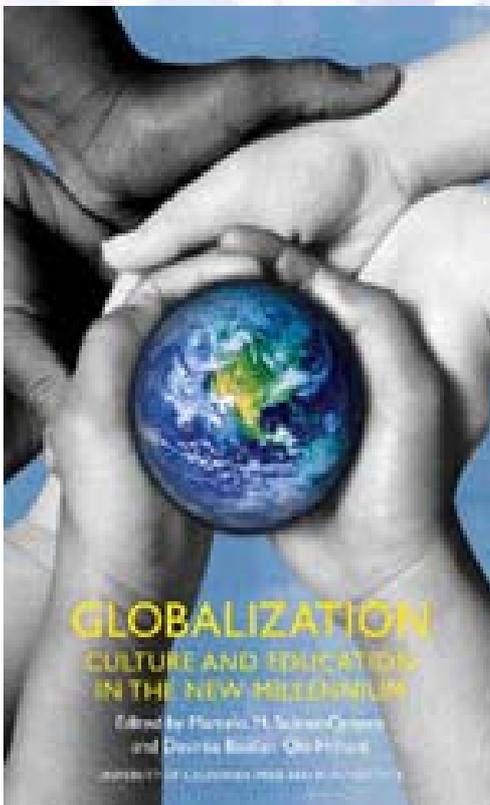
Five major reasons for the collapse of civilization are put forward:

- Environmental damage, such as **\*deforestation** and soil erosion
- Climate change
- Dependence for needed resources
- Increasing levels of internal and external violence, such as war or invasion
- Moral and religious decline

Nowadays, the entire world has already become integrated into a single "world system," a process known as globalization. Different civilizations and societies all over the globe are economically, politically and even culturally interdependent in many ways. This integration might have begun with the Mesopotamian and Egyptian civilizations around 1500 BC

All civilizations have started with writing in an ideographic form:

alphabetic writing, printing, electronic recording and broadcasting, and computer communication. Computer-based communication will shape the future of global society.



Adapted from Wikipedia, the free encyclopaedia, 3 September 2006

**New words:**

**\*Multi-ethnic groups:** groups of people from different countries, races, religions etc

**\*To collapse:** to fall down suddenly.

**\*Deforestation:** massive cutting down of trees in forests.

**Activity 1 :**

**Choose the correct answer a) b) c) or d) to complete each sentence below:**

**1. Among the characteristics of civilizations are:**

- a) - a written language, laws and religion.
- b) - soil erosion and deforestation.
- c) - multi-ethnic groups.
- d) - social changes.

**2. People from different civilizations started exchanges**

- a) - on the cultural level.
- b) - on the political level.
- c) - on the trade level.
- d) - on the military level.

**3. Historians explain the decline and fall of civilizations by :**

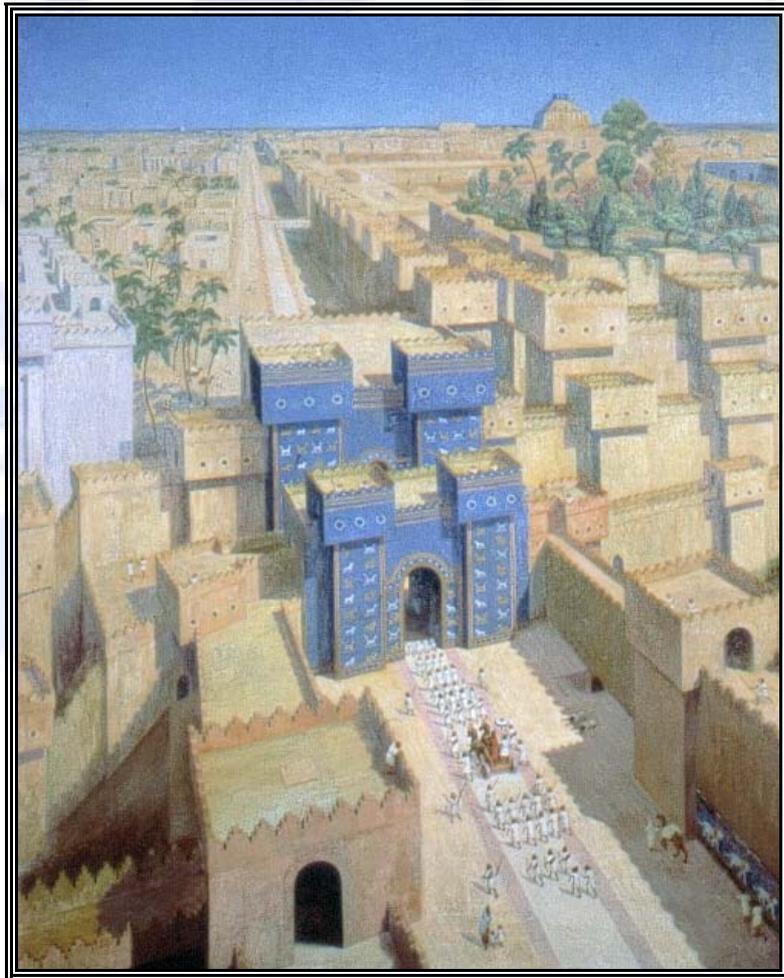
- a) - the emergences of wars.
- b) - environmental changes.
- c) - economic dependence.
- d) - various causes.

#### 4. The development of civilizations started with

- a) - agriculture .
- b) - pottery and metal work.
- c) - a writing system.
- d) - diplomatic exchanges.

#### 5. The future civilizations will be based on

- a) - cultural exchanges.
- b) - modern technology communication.
- c) - diplomatic relations.
- d) - political relations



## B. Pronunciation

1. Read the phonetic transcriptions and write the corresponding words in the space provided:

Phonetic transcriptions:	Words
/ 'sivilai'zeifən //,sivilaiz /	civilization    civilize
/eks'plein /    /eksplə'neifən'/	1. ....
/ in'vent /    /in'venfən /	2. ....
/di'vel: əp // /develəpmənt /	3. ....
/in'vɜ: lv/    /in'vɜ: lvment/	4. ....
/in'veid/    /.in'veifən/	5. ....
/kə'mju:nikeit/ /kə,mju:ni'keifən/	6. ....
/in'ritf/    /in'ritfmənt/	7. ....
/ ə't fi:v /    /ət fi:vmənt /	8. ....
/,kɜ:ntri'bjʊ(:)t/ /,kɜ:ntri'bjʊ:fən /	9. ....
/ ək'n fɜ:lɪdz / /ək'n fɜ:lɪdzment /	10. ....

## C. Vocabulary Building:

### a)- Adjectives + prepositions:

The phrases and prepositions below usually go together.

- to be good at ... / to be bad at ...
- to be interested in ...

e.g.: - Babylonian astrologers were good at observing constellations.

- Mesopotamians were good at mathematics but were bad at surgery.

- They were interested in dreams.

- They were interested in interpreting dreams.

### Activity 1:

Now, supply the correct phrase in the blanks:

e.g.: - Mesopotamians were good at making perfumes.  
- They were interested in the study of planets.

1. Mesopotamians ..... in art and astrology

2. They ..... at fishing and farming.

3. They were also ..... at making refined perfumes.

4. They ..... in architectural ideas.

5. They were ..... at making sophisticated jewels.



*Gold earring with inlays of turquoise. 5<sup>th</sup>-4<sup>th</sup> century BC*

**b)- Suffixes:**

We can form nouns by adding suffixes **-ment** or **-ion** to verbs

e.g.: - We are studying the ancient **civilization** of Greece.

-The **development** of a writing system was the starting point of the growth of Mesopotamia.

**Activity 1:**

**- Now, use the verbs given in the box to form nouns that you can supply in the blanks so as to make coherent sentences:**

civilize - develop - involve - explain - invade - invent enrich -  
educate - communicate - contribute – achieve

1. Historians have given different ..... for decline and fall of ancient civilizations.
2. Citizens' ..... in the town activities is recommended
3. The various ..... weakened the country.
4. .... and exchanges between peoples are always positive.
5. Prosperity in most civilizations is due to the cultural ..... brought by people from various origins.
6. The ..... of a goal is possible through skill and hard work.
7. Ancient civilizations made important ..... to our modern world.
8. There have been new ..... in computer technology.
9. .... is the process of learning.

**Activity 2:**

**- Find the odd word:**

eg.: - decline    fall    sink    grow

1. prosperous    healthy    opulent    wealthy

2. development    growth    experience    progress

3. usual    cultural    habitual    customary

4. achieve    perform    fail    attain



## D. Mastery of Language

The past form of be:

•Study the following sentences:

- Trade networks **were** well established 2000 years ago
- Mesopotamia **was** the earliest known civilization.
- Cultural and political relations **were not** predominant until the nineteenth century.
- Environmental damage **was not** the only cause of the fall of civilizations.

### Wh- questions

What **was** the Oud?

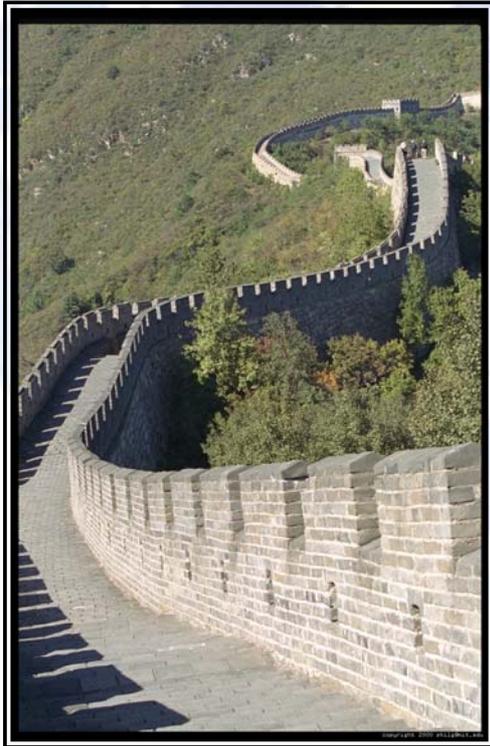
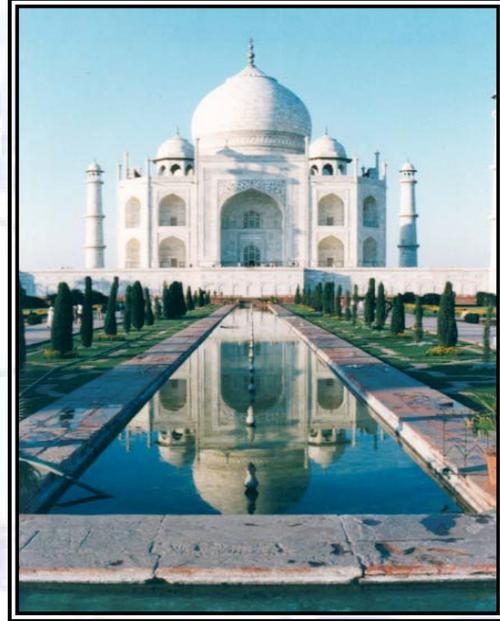
It **was a** small musical instrument.

What **were** the Babylonian astronomers interested in?

They **were** interested in studying the stars and sky.

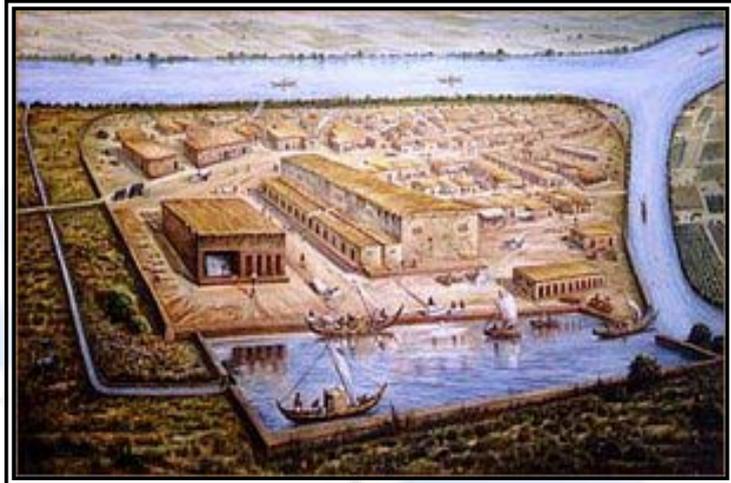
**Activity 1: Now complete the sentences with the correct form of the verb be:**

**1.** The Taj Mahal ..... a tomb built for the wife of an Indian prince.



**2.** The Great Wall of China, which ..... built to protect the Chinese kingdoms, ..... completed in the late 1400's. Parts of the wall ..... built around 200 BC.

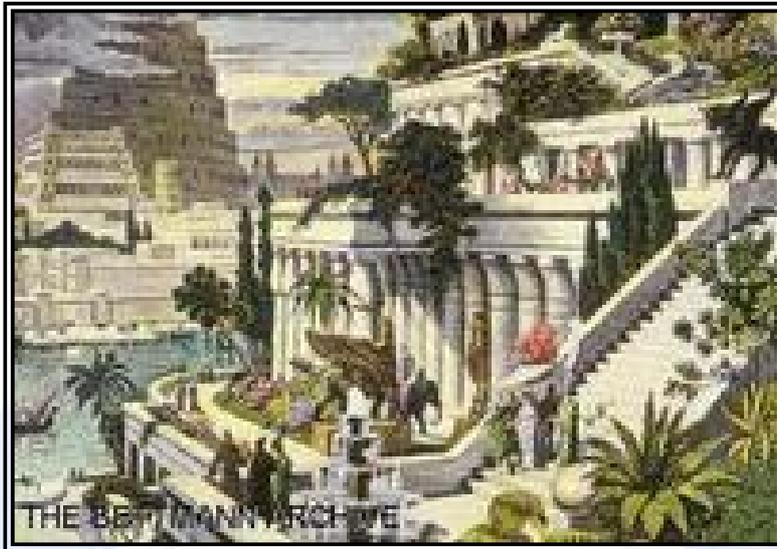
3. Harappa ..... a city that flourished in the Indus River Valley civilization in the 33<sup>rd</sup> century BC.
4. .... there many temples in cities?
5. I don't know. I guess there ..... quite a lot of them.



6. The Pyramids ..... burial places for the Egyptian kings. After a king's death, his body ..... preserved and placed inside the pyramid.

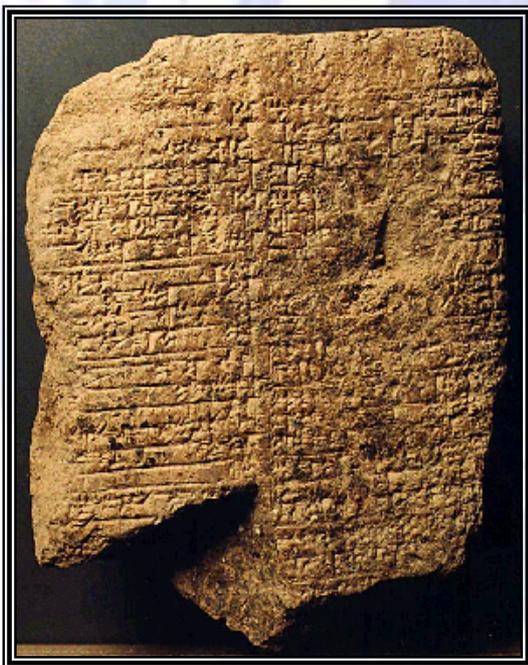
7. Machu Pichu, the ancient Inca city in Peru ..... buried and ..... until discovered in 1911.





9. The Babylonian Gardens ..... a gift of the king for his wife. Unfortunately, they ..... preserved.

Hanging



10. Hammurabi's Code ..... the first form of a legal system.



**Activity2:**

**Complete the conversation with the appropriate questions:**

- How long were you there?	- How did you like it?
- And how was the weather? Was it good?	- How was the food?
-Were you in the city the whole time?	- How was your vacation in Egypt?

A: .....

B: It was great. I really enjoyed it.

A: .....

B: We were there for three weeks.

A: .....

B: No, we weren't. We visited different places of interest.

A: .....

B: It was good but a little too spicy.

A: .....

B: It was hot and sunny all the time.

A: .....

B: I loved it. It was wonderful!

**KEEP IN MIND :**

- The past tense of **BE:**

<b>Positive</b>		<b>Negative</b>		<b>Question</b>	
I	<b>WAS</b>	I	Was not = wasn't	<b>WAS</b>	I?
She		She			She?
He		He			He?
It		It			It?
We	<b>WERE</b>	We	Were not = weren't	<b>WERE</b>	We?
You		You			You?
They		They			They?

➤ How to distinguish between **the strong and the weak form of was / were**

- ✓ If the verb is the **last word in the sentence, it is stressed.**
- ✓ If the verb is the **first word in the sentence, it is stressed.**
- ✓ Otherwise **it is only stressed when you want to insist on a particular information.**

e.g.: - Where **were** you? I called you but there was no answer.

- I was in Egypt.

- **Were** you? Was it interesting?

- Yes, it **was**.

## E. Writing

**Build sentences from the words in brackets ( ). All the sentences are in the past.**

**e.g:** (Mesopotamia land / fertile / due / the location / the two rivers Tigris and Euphrates. /)

Mesopotamia land **was** fertile due **to** the location **of** the two rivers Tigris and Euphrates.

**1.** (The development / irrigation / very important / inhabitants / Mesopotamia ./)

.....

**2.** ( There / other Mesopotamian innovations / included / control / water by dams / the use of aqueducts /)

.....

**3.** ( Mesopotamian people / aware / dangers / contagion. )

.....

**4.** ( family / basic unit / Babylonian society.)

.....

**5.** ( There / high circular wall / protected / city /)

.....