

Sequence III Ancient Times

THE TOWER OF BABEL

Reading comprehension

Pronunciation

Vocabulary Building

Mastery of Language

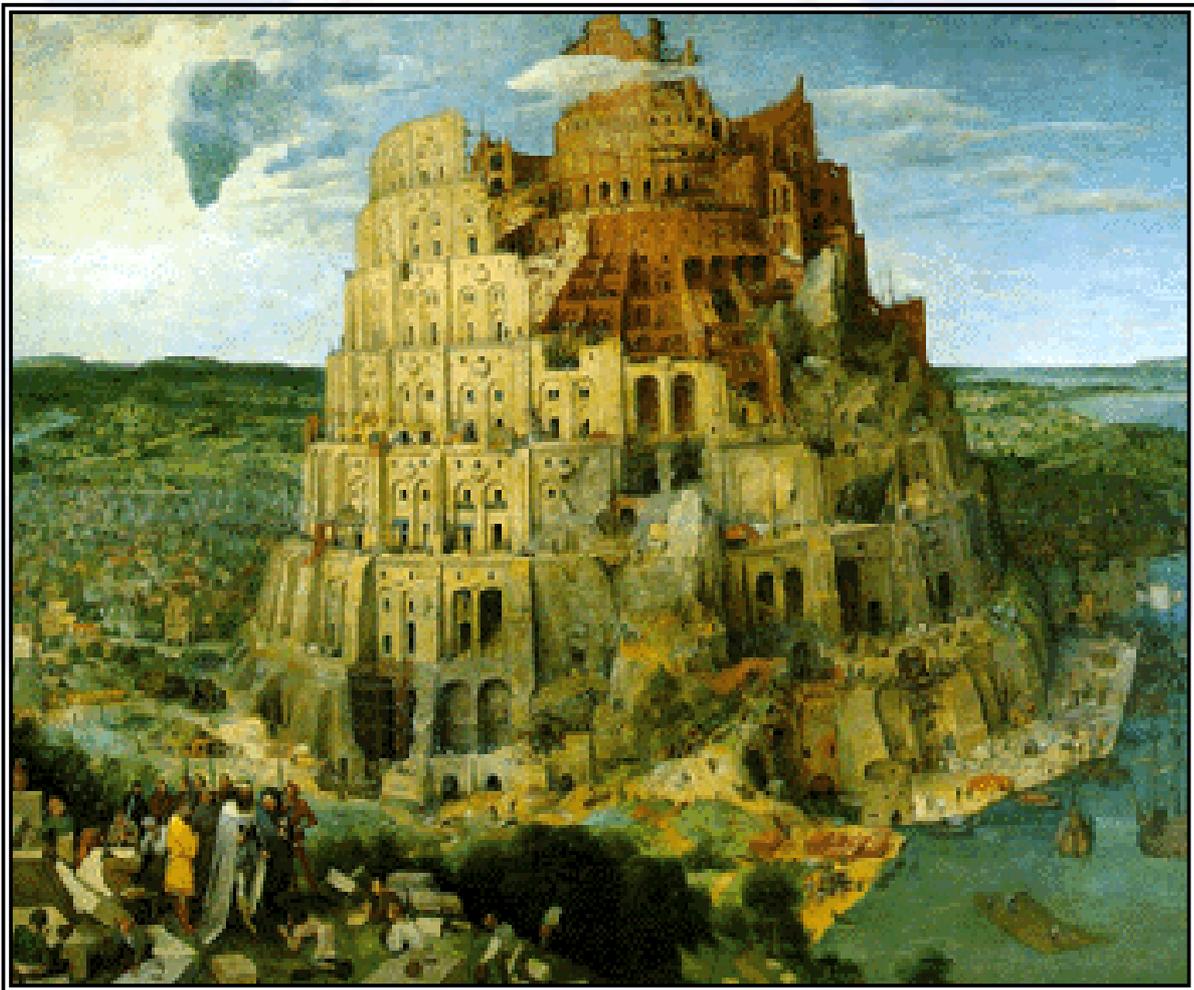
Writing



THE TOWER OF BABEL

The legend says that the people of the Earth were building a colossal tower that would reach heaven. To stop their plans, God separated them to different lands and languages.

The Tower of Babel marks the origins of the nations of the Earth.



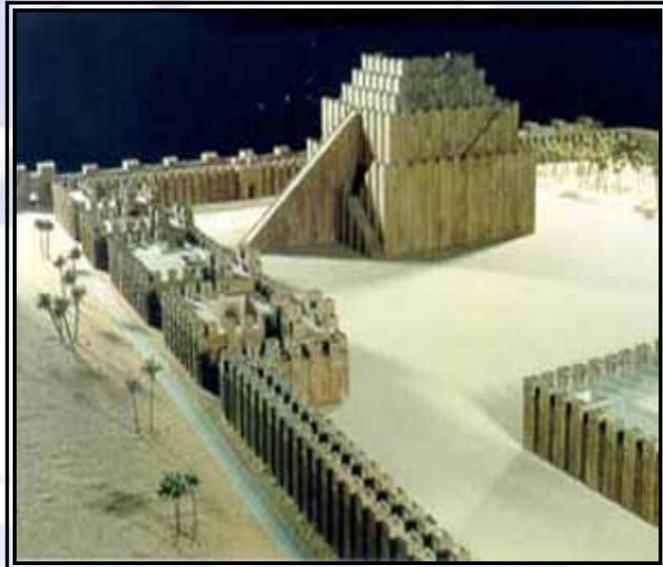
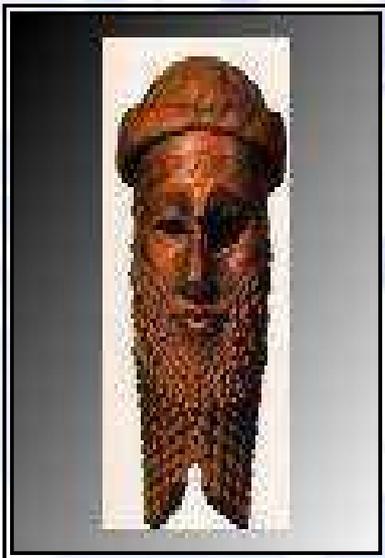
A. Reading comprehension

History of Mesopotamia

A- Read the text carefully:

The Sumerians

Around 2050-2000 BC, Sumeria which had been a powerful kingdom in the western part of Asia, was attacked by invaders and became Babylonia.



The Sumerian city of Ur in Southern Mesopotamia

The Kassites and the Assyrians

The First Dynasty of Babylon, which lasted about 200 years, entered into a period of prosperity and relative peace. Between the 16th century and the 12th century BC other invaders (the Kassites and the Assyrians) had gained control over Babylonia before Nebuchadnezzar I, defeated them and re-established the kingdom of Babylonia.



An Assyrian temple

The Chaldeans :

When Chaldeans had risen to power in Babylonia during the 800s BC, their influence became so strong that Babylon came to be known as Chaldea. Many 9th and 8th century BC Babylonian kings were of Chaldean origin.



The Empire of Babylonia

Babylon (Bab-ilim), in Arabic ‘the gate of knowledge’ was the most important city of the ancient world. It was located in what is now southern Iraq. Records have been found of highly developed religion, history, literature and science, including medicine, chemistry, alchemy, botany, zoology, math and astronomy in the 3rd Millennium BC. The Babylonians way of life had been so effective that it exerted influence on all the neighbouring countries.



The Babylonian Gate (Bab el ilm in Arabic)

The Hanging Gardens of Babylon

In 586 BC, Nebuchadnezzar II, who had inherited the Empire of Babylonia, restored Babylon and built the legendary Hanging Gardens of Babylon, one of the Seven Wonders of the World.

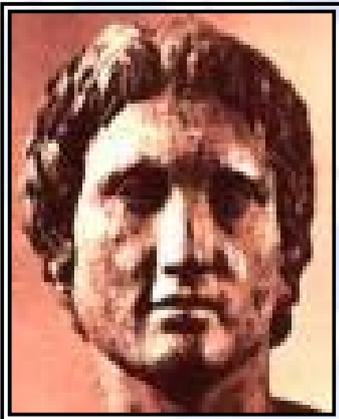
The ancient Hanging Gardens of Babylon is an achievement that shows the level of ancient Babylonian art, engineering and architecture. A series of terraces with trees planted on top of stone arches 23 meters above ground were watered from the Euphrates by a complicated mechanical system.



The gardens were built to cheer up Queen Amyitis, who felt homesick after she had left her green native land to live in the flat, sun-baked land of Mesopotamia. The king decided to recreate her homeland by building an artificial mountain with rooftop gardens.



The Persian and Greek Domination



After Nebuchadnezzar had died, Babylon declined and became part of the Persian Empire in 539 BC. Then it was conquered by Alexander the Great in 331 BC and remained under Greek rule until 652 AD.

Activity 1:

Say if the following statements are true (T) or false (F). Correct the false ones by quoting the text.

e.g.: After Summerians had invaded Babylon , it became the First Dynasty of Babylon.

(F). After Summeria had been invaded, it became the First Dynasty of Babylon.

1. King Nebuchadnezzar I, defeated the Kassites and the

Assyrians as soon as they had invaded Babylonia.

1.

2. Babylonia was also called Chaldea.

2.

3. *Babylonia was situated in Iran.*

3.

4. *Babylonia became the world centre of Science, Literature and art.*

4.

5. *The Babylonians were skilled in different fields.*

5.

6. *The Hanging gardens of Babylonia were a gift from king Nebuchadnezzar to his wife.*

6.

7. *After Nebuchadnezzar had died, Babylon declined and became part of the Persian Empire.*

7.

8. *The Greek domination lasted a long period of time.*

8.

B. Pronunciation

- **ch** is pronounced /k/ in words from Greek origin:

chemist – **Christians** – **architect** - **character** etc.

- **ch** is pronounced `tch` (phon /tʃ/) in:

church – **chair** – **cheese** – to **choose** – **chain** etc.

C. Vocabulary Building

a)- Verb + Preposition in / on /to

Verb+ in	<ul style="list-style-type: none">- I don't believe in ghosts.- She specializes in ancient civilizations.- Did she succeed in her final exam.
Verb+ to	<ul style="list-style-type: none">- All the students contributed to the research project.- What happened to your car? It's bumped.
Verb+on	<ul style="list-style-type: none">- He is still studying. He depends on his parents for money.- A miner's salary is too low. It's not enough to live on.- You can rely on her. She always keeps her promises.

Activity1:

Now, complete the sentences using one of the following verbs (in the correct form + the correct preposition:

depend - succeed - happen - rely - believe - specialize - live - contribute.

e.g.: Things are expensive here. You can't **live on** very little money.

1. You know that you can me if you need help.
2. Did you collecting information for your research project?
3. I haven't seen James for ages. I wonder what has him.
4. I don't know if he'll be there on time. It the traffic.
5. The introduction of paper the development of art in the Arab civilization.
6. He is a historian. He ancient civilizations..
7. Do you extra terrestrial creatures?

**2. Verbs associated with the act of governing:
Match the definitions below with the correct verb:**

Definitions	Verbs
1. <i>To have the official power to control a country and its people, especially as a monarch.</i>	a)- <i>to dictate</i>
2. <i>To officially control a country, state etc. and make all the decisions about things as taxes and laws usually as a president.</i>	b)- <i>to reign</i>
3. <i>To exercise a dominating influence over people or things.</i>	c)- <i>to rise to power</i>
4. <i>To exist for a period of time as a very important character</i>	d)- <i>to govern</i>
5. <i>To become important, powerful or successful</i>	e)- <i>to conquer</i>
6. <i>To win control of a land or country by fighting in a war</i>	f)- <i>to rule</i>

1. f	2.	3.	4.	5.	6.
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3. Now, complete each sentence with the correct verb:

1. A republic is a state by a president.
2. A monarchy is a state by a king or a queen.
3. The UN troops the situation.
4. Confusion the week before the elections.
5. You can't how I should live my life.
6. Zidane stardom with the 1998 World Cup.
7. By the end of 638, the Muslims had nearly all the neighbouring provinces.

D. Mastery of Language

a)- *The Past Perfect:*

- Consider the statements and the provided timeline:

-Sumeria which **had been** a powerful kingdom, **was attacked** by invaders and **became** Babylonia.

Sumeria had been was attacked and became

-----/1/-----/2/-----→

- Babylon **declined** and **became** part of the Persian Empire **after** Nebuchadnezzar **had died**.

had died declined/ became

-----/1/-----/2/-----→

All the statements refer to past events.

When we want to talk about things that **happened before a specific moment in the past, we use: the past perfect.**

-The action that happened first is expressed by the past perfect

-The action that happened next is expressed by a past simple.

<i>Affirmative form</i>	Subject + had + past participle
<i>Interrogative form</i>	Had + Subject + past participle
<i>Negative form</i>	Subject + had not + past participle (hadn` t)

Activity 1:

Consider the statements below and complete the provided timeline:

- The Kassites and the Assyrians had gained control over Babylonia before Nebuchadnezzar defeated them and re-established the kingdom of Babylonia.

..... /.....

-----/1/-----/2/----->

2. When Chaldeans had risen to power , Babylon came to be known as Chaldea.

..... /1/ /2/ ----->

3. After Nebuchadnezzar II had inherited the Empire of Babylonia, he restored Babylon and built the legendary Hanging Gardens of Babylon.

..... /1/ /2/ ----->

4. The Babylonians way of life had been so effective that it exerted influence on all the neighboring countries.

..... /1/ /2/ ----->

5. Queen Amyitis felt homesick after she had left her green native land.

..... /1/ /2/ ----->

Activity 2: Put the verbs into the past perfect simple:

e.g.: The doctor took off the plaster that he had put on six weeks before.

1. Invaders destroyed the temples and monuments that the inhabitants of the city (build)

2. When she went out, she (finish) typing the research project.

3. Nobles who (serve) the pharaoh were buried with treasures and their belongings.
4. After they (collect) the pictures from the internet, the students selected them.
5. Yesterday, Archaeologists examined the vase they (unearth) two days before.
6. When they (record) the discoveries, they displayed them in the museum.
7. After they (see) the pictures,

Activity 3:

Now, supply the correct tense (past simple or past perfect) of the verbs between brackets:

e.g.:- He became famous **after he had appeared** on the TV programme.

1. They (not start) decorating the new centre until they (complete) the plans.
2. As soon as they (select) architects and engineers, they (launch) the new project.

they decided to spend their holidays in Egypt .

3. Before Arabs (conquer) Persia, they (start) to spread the Islamic culture and civilization.

4. King Nebuchadnezzar (build) the Babylonian Hanging Gardens as soon as he (defeat) the invaders.

5. I (never / see) any of Mohamed Racim's paintings before I (visit) the museum.

6. He (be) very pleased with himself because he (find) the information he was looking for on the internet.



Ancient Egypt 3200–343 BC

“Universe fears time. Time fears Pyramids.” (Arabic proverb)



The Egyptian civilization, which is one of the three oldest civilizations in the world, began at around 3200 BC. Around 8000 BC people migrated to the Nile River because of climate changes.

Ancient Egypt gains credit for the tallest ancient pyramids and early forms of surgery and mathematics.

Activity 1:

Read the text below and answer the questions:

1)- In which paragraphs is contrast mentioned?

.....

2)- Which words or phrases are used to express contrast?

.....

.....

Egypt and Mesopotamia Compared

Although both Egypt and Mesopotamia developed as the two great early civilizations, the two countries produced quite different societies and cultures.

Despite initial influence, Egyptian culture separated itself from Mesopotamia in a number of ways.

The Egyptians adopted a hieroglyphic alphabet instead of the Sumerian Mesopotamia.

In spite of the fact that trade was extensive in both societies, the economic growth in Mesopotamia was **more important**. Technological improvements were **more** sophisticated because their environment was **more** difficult to manage **than** the Nile valley.

Social differences were **less** obvious .It is probable, though, that the status of Egyptian women was **higher in** the upper classes, in part because marriage alliances were vital to the preservation and stability of the monarchy.

Some significant similarities must be noted:

For instance **both** Egyptian and Mesopotamian societies were divided in social classes, with a noble class on top and masses of peasants and slaves at the bottom. Priests were **the most important** persons after the king. There was a common interest in astronomy and mathematics, which produced important discoveries.

Both civilizations lasted **far longer than** the civilizations that came later and left an important heritage to mankind.

Activity 2:

- **Choose the sentence which has the same meaning as the first one:**

1. Although both Egypt and Mesopotamia developed as the two great early civilizations, the two countries produced quite different societies and cultures.

a)- Both Egypt and Mesopotamia developed as the two great early civilizations because, the two countries had quite different societies and cultures.

b)- Both Egypt and Mesopotamia developed as the two great early civilizations but the two countries produced quite different societies and cultures

c)- Before Egypt and Mesopotamia developed as the two great early civilizations, both countries had different societies and cultures.

2. Though both countries focused on mathematics and astronomy, Egyptian achievements were far less advanced than those of Mesopotamia

a)- The two countries showed a common interest towards mathematics and science but Egyptian achievements were higher.

b)- The two countries showed a great interest towards mathematics and science but Mesopotamian achievements were higher.

c)- Egyptian and Mesopotamian achievements were high because the two countries were distant from each other.

3. Despite initial influence, Egyptian culture separated itself from Mesopotamia in a number of ways.

- a)- Originally Egypt was influenced by Mesopotamia but then it developed differently.
- b)- Egyptian culture separated itself from Mesopotamia in a number of ways because they wanted to develop a new civilization.
- c)- Both Egyptian and Mesopotamian culture were influenced in a number of ways.

4. In spite of the fact that trade was extensive in both societies, the economic growth in Mesopotamia was more important.

- a)- Because trade was less extensive in Mesopotamia the economic growth was more important.
- b)- After they had developed trade in Mesopotamia, the economic growth in both countries was more important.
- c)- Trade was extensive in both societies. However the economic growth in Mesopotamia was more important.

5. Although the hot dry climate and seasonal flooding were difficult , Mesopotamians learned to control the flooding rivers. and produced various crops.

- a)- The climate was hot and dry. Consequently seasonal flooding happened frequently.
- b)- Mesopotamians learned to control the flooding rivers and produced various crops because of the hot dry climate.
- c)- The climate was hot and dry and seasonal flooding were difficult but Mesopotamians were able to control the flooding rivers and produced various crops

- Consider the statements below. They all have the same meaning but are expressed differently:

Examples:

- ◆ **Although it did not rain** a lot, Egyptians managed to develop farming.
- ◆ Egyptians managed to develop farming **though it did not rain** a lot.
- ◆ **In spite of the fact (that) it did not rain** a lot, Egyptians managed to develop farming.
- ◆ **Despite the fact (that) it did not rain** a lot, Egyptians managed to develop farming.

Activity 3:

**Rewrite the sentences below as in the examples.
Use : In spite of / Despite or Although / Though.**

1. Egyptians did not have advanced technology but they were able to build huge pyramids.

.....
.....

2. Writing was monopolized by priests but schools were very important learning centres.

.....
.....

3. The surrounding lands were rocky but Babylonians developed sophisticated techniques in irrigation and agriculture.

.....
.....

Activity 4:

In which paragraph are these ideas expressed?

Justify your choice by quoting the text:

e.g. Egypt benefited from Mesopotamian civilization: § -1-

Quotation: 'Despite initial influence, Egyptian culture....'

1. An 'elite' dominated in both societies: § - -

Quotation:
.....

2. The inventions were more significant in Mesopotamia because of geographical reasons § - -

Quotation:
.....

3. Religious authority came just after the king's: § - -

Quotation:
.....

4. We are endowed to both civilizations: § - -

Quotation:
.....

KEEP IN MIND

a)- The connectors :

- Although / Though / In spite of / Despite

are used to express contrast.

Although / Though + Subject + Verb

In spite of / Despite + Noun / Pronoun / Gerund

**In spite of the fact (that)
+ Subject + verb
Despite the fact (that)**

b)- Comparatives:

Activity 1:

Complete the table below with information from the text :

	Mesopotamia	Egypt
D i f f e r e n c e s	- Sumerian alphabet: - use of clay <i>or</i> - advanced <i>achievements</i> - more..... <i>growth</i> - <i>more sophisticated</i> - of women	- hieroglyphic alphabet: - use of - fewer - less important - technological improvements - status of women

Activity 2:

Write sentences using comparatives as in the example. Use the words between brackets:

e.g.: Papyrus was (cheap) tablets or animal skin.

Papyrus was **cheaper than** tablets or animal skin.

1. There were (few) achievements in Egypt in Mesopotamia.

2. The Greek civilization is (old)
the Roman civilization.

3. People used to be hunters and farmers . However,
hunting was an (early) form of
satisfying people’s basic needs farming.

4. The status of Egyptian women was (high)
..... the status of Mesopotamian women.

*“ The Arabs made our lives **a lot healthier and much more hygienic, as well as more comfortable and elegant.**”*

Sigrid Hunk.

**1. For short adjectives that have -1 syllable
or 2 syllables for adjectives ending in-y**

add -er... + (than)

- old older - slow slower - late later
- easy easier - heavy heavier - early earlier

.... **Short adjective + -er + (than) ...**

Activity 3:

Write sentences using comparatives as in the example. Use the words between brackets:

e.g.:- The Mesopotamian environment was (difficult)
..... to manage the Nile valley.

- The Mesopotamian environment was **more** difficult to manage **than** the Nile valley.

1. In the past, Doctors diagnosis was (complicated)
..... because medical knowledge was limited.

2. Mesopotamian surgeons were (successful)
..... in setting broken bones Egyptians.

3. Egyptian medical knowledge was, however, (advanced)
..... than Babylonian medicine.

4. Ceremonies are (impressive)
nowadays they were in the ancient times .

2. For long adjectives (2/3/4 syllables)

add **more ... (than)**

modern more modern (than) ...

interesting more interesting (than) ...

... **more /less + long adjective + (than) ...**

- Economy in Mesopotamia was **more important than** in Egypt.
- Economy in Egypt was **less important than in** Mesopotamia.

Before comparatives You can use:

**much / a lot / far = (a lot) /
a bit / slightly = (a little) /**

- Technology in Mesopotamia was **much more advanced** than in Egypt.
- Egyptian achievements were **far less advanced than** those of Mesopotamia .

Activity 4:

Use the words in brackets to complete the sentences as in the example:

- e.g. : - I enjoyed the museum visit. It was **(far/interesting)** than I expected.
- I enjoyed the museum visit. It was **far more interesting** than I expected.

1. Athens is (slightly / old) than Roma.

2. Babylonian artisans were (much / skilled) in metallurgy and in making fabrics than Sumerians.
3. It's (a lot / easy) to learn a language in the country where it is spoken.
4. Egyptian medical knowledge was (much / advanced) than Babylonian medicine.
5. Could you speak (a bit / slowly) please?
6. The connection between science and religion was (much / strong) in the area of medicine than in any other branch of science.
7. He feels (a little / well) Than yesterday.

- Consider the statements below:

- The priests were **the most important** persons after the king.
- It took 20 years to complete **the largest** pyramid in Egypt.

Activity 1:

Now write sentences using superlatives as in the example. Use the words between brackets:

1. The Babylonian religious events were (impressive) ceremonies reported at that time.
2. The Atacama Desert in Chile is (dry) place in the world.
3. Mount Waialeale in Hawaii gets 1,170 centimetres of rain a year. It is (wet) place on earth!

4. The (hot) capital city in the world is Muscat, in Oman.

5. The (long) river in the world is the Nile.

6. The Himalayas are some of (dangerous)
..... mountains to climb.

C. Superlatives

1. For short adjectives ending in:

a). two consonants, add **-est** (or just **-st** if the adjective ends in-e)

- long **the longest** large **the largest**

b). -y, change -y to -I and add **-est**.

- early **the earliest**

c). a single vowel + consonant, double the final consonant and add **-est**.

- big **the biggest**

... **the + long adjective + -est** ...

2. For long adjectives (2 syllables or more), add **the most**

- famous **the most famous**

- beautiful **the most beautiful**

The most + long adjective ...

3. Irregular comparative and superlative forms:

- good/well	better	the best
- bad	worse	the worst
- far	further	the furthest



E. Writing

Use the notes below to summarize the various invasions of ancient Mesopotamia.

Facts:

- . 5000 BC : Summerian rule over Mesopotamia
- . The 14th century BC.: Invasion by the Assyrians.
- . Toward the end of the 12th century BC.: Foundation of the 2d Dynasty of Isin under the Akkadian control.
- . In the 9th century BC, The Chaldeans' reign over the country.
- . 539 BC. Annexation of Babylon to Persia.
- . Most of Mesopotamia: part of the empire of Persia, until 224 AD.
- . 331 AD: Conquest of Mesopotamia. by Alexander the Great.
- . Until 652 AD : Greek domination.

Start like this:

- Many dynasties and empires ruled ancient Mesopotamia.
The Sumerians had ruled the region before the Assyrians
invaded it

.....

.....

.....

.....

.....

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