

EXPLORING THE PAST

BRAINSTORMING

👉 Use the pictures as an entry to the theme of the unit.

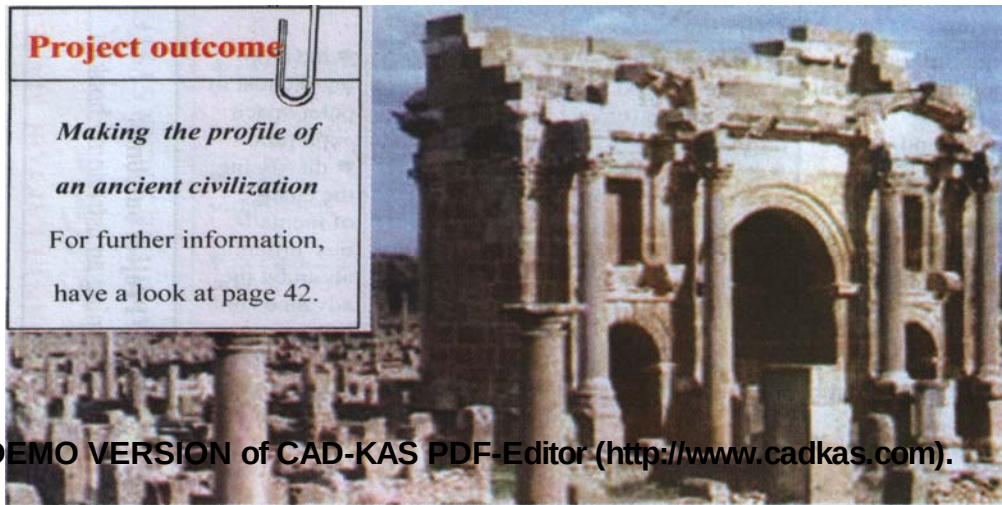
E.g. What do the pictures represent/show?

Where are these monuments located? Etc....

👉 Get the students acquainted with the project outcome by referring them to page 42 so as to set them thinking about it.



Taj Mahal



Chichen Itza-

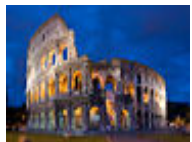


Christ the

Changed with the DEMO VERSION of CAD-KAS PDF-Editor (<http://www.cadkas.com>).

Redeemer

Thamugadi -Timgad-



Colosseum



Petra



Machu Picchu-
Peru-



Great Wall of China

The Hanging Gardens of Babylon
One of the ancient SEVEN WONDERS OF THE WORLD

LISTEN & CONSIDER

Language Outcomes

Go through the language outcomes with your students so they will have a clear understanding of what the learning objectives of the section are.

- Informing: asking and answering questions with **ago**
- Narrating: using **had to, used to, was able to & past simple of to be.**
- Using dependent prepositions: **adj + prep and vb+ prep**
- Pronouncing: **was/were/wasn't/weren't/ in connected speech.**
- Giving a talk about changes in lifestyles.

Getting started

- **Look at the map below and answer the questions that follow:**



1- What ancient civilizations are represented in the map?

- ☒ The civilizations represented on the map are (from left to right) :

Ancient Greek, Ancient Egyptian, Sumerian, Babylonian and Indus Valley civilizations. You may try to elicit the names of the civilizations that later flourished in the same areas.

2- Which civilization, do you think, is the oldest?

- ☒ The right answer is the **Sumerian Civilization**. There is no need to confirm or infirm the hypotheses made by the students at this stage of the lesson since the objective of the question is to raise interest and to make hypotheses. Students will check their answers by listening to the script in the **Let's hear it** rubric.

3- Why do you think these civilizations first flourished in these areas?

- ☒ Just as for the first question, the aim here is not to test the students but to get them involved in the lesson.

I think these civilizations first flourished in these areas because they were living in peace.

4- What's your definition of civilization? What do you associate with it?

- ☒ The students will give their own definitions. The important point here is to make them think about the theme of the unit. Have some students jot down the words they associate

with civilization (E.g. sculpture, literature, astronomy...) on the board and justify their choice.

- ☑ An advanced state of intellectual, cultural, and material development in human society, marked by progress in the arts and sciences, the extensive use of record-keeping, including writing, and the appearance of complex political and social institutions.
- ☑ The type of culture and society developed by a particular nation or region or in a particular epoch.
- ☑ Cultural or intellectual refinement; good taste. / Modern society with its conveniences.

✂ Let's Hear it

Unit 1, Script 1: Listen and Consider

First part of the radio interview

Dr. Victor Skipp, a professor of ancient civilizations, is answering questions during a radio broadcast.

Radio interviewer: I'll start with a tricky question if you don't mind. How many civilizations has the world known so far?

Dr. Skipp: Well, historians don't agree on the exact number. According to some of them, there have been **26 or 27 civilizations** on the whole.

Radio interviewer: And which one is the world's earliest civilization?

Dr. Skipp: **The world's earliest civilization is probably the Sumerian civilization.** It flourished on the banks of the Tigris and Euphrates rivers in Mesopotamia (present-day Iraq) about 5,500 years ago. As for the Egyptian civilization, it emerged about 5,000 years ago. It was based along the Nile Valley. Then came the Indus Valley civilization about 4,500 years ago and the Chinese civilization along the lower valley of the Yellow River about 4,200 years ago.

Radio interviewer: What about what is known as Ancient Greek civilization?

Dr. Skipp: Well, Ancient Greek civilization started in the Island of Crete some 4,000 years ago and then spread to mainland Greece where it flourished approximately 150 B.C.

Radio interviewer: This was when the Romans took over, I suppose. Now, what about the New World? Did any ancient civilizations emerge there?

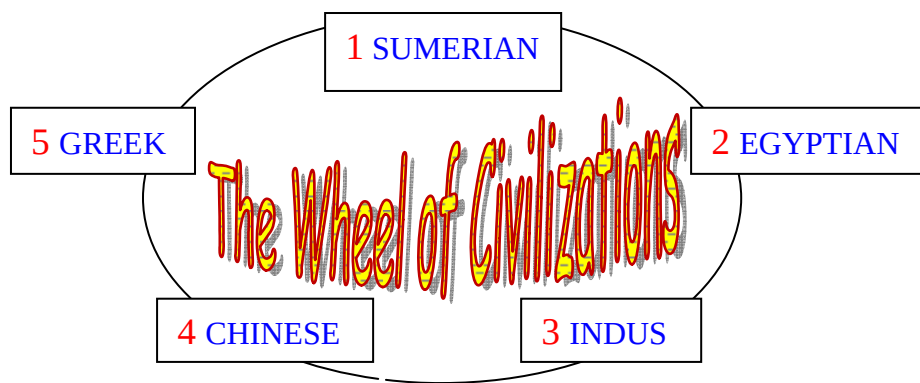
Dr. Skipp: Yes, in the New World similar civilizations evolved in Mesoamerica (the Olmec about 3,200 years ago) and in Peru (the Chavin about 2,800 years ago).

- 1- Listen to the first part of the radio interview about ancient civilizations & note down each of the five boxes below how long ago each of them began.**

Ancient Greek Civilization	Ancient Egyptian Civilization	Sumerian Civilization	Indus Valley Civilization	Chinese Civilization
4,000 years ago	5,000 years ago	5,500 years ago	4,500 years ago	4,200 years ago

- 2- Compare your answers to task 1 above with those of your partner. Then order the civilizations chronologically using the wheel below.**

- 1** Sumerian civilization (5,500 ago) - **2** Ancient Egyptian civilization (5,000 years ago) –
3 Indus Valley civilization (4,500 years ago) - **4** Chinese civilization (4,200 years ago) –
5 Ancient Greek civilization (4,000 years ago)



3- Listen to the second part of the radio interview. Put a tick (☑) in the right box to indicate whether statements (A-F) are true (T), false (F), or not mentioned (NM) in the interview. An example is provided.

Second part of the radio interview

Radio Interviewer: Right. How can you explain that practically all of the civilizations you mentioned developed around rivers?

Dr. Skipp: That's a good point. If you allow me, I'll begin by defining what we exactly mean by civilization. *I would say that civilization is 'the art of living in cities'.* But before the first cities could be built and with them the earliest civilizations, people had to learn how to farm the land, how to tame wild animals and how to live the simple life of a farming village. What I mean is that the foundations of civilization were laid by *the first farmers and craftsmen. And naturally, where could these farmers find a more fertile land to cultivate and sustain city life than on the banks of rivers like the Tigris, the Euphrates, or the Nile?*

Radio interviewer: And I suppose that it must have taken a long time for civilization to become 'visible' and develop even on the banks of these rivers.

Dr. Skipp: That's right. Let's take the case of the Sumerian civilization. As you can imagine, hardly any rain fell in Mesopotamia even at that time. So away from the rivers the soil was too dry for farming. On the other hand; every year the rivers flooded, which meant that close to them most of the land was a permanent swamp. In some places there was too little water, in others too much. So if progress from village life to city life was to be made, the Sumerians had to control a great river. This they were able to do. First, they built huge banks on both sides of the Euphrates, so that even at flood time, it could be contained within its own bed. Then, they constructed an irrigation system constituted of canals, reservoirs and dams to control the distribution of water.

Radio Interviewer: I imagine that before the Sumerians were able to build their cities and develop their civilization, they had other difficulties to overcome.

Dr. Skipp: Certainly. For example the Sumerians had to import many raw materials necessary for civilized life because they were not available in Mesopotamia. They imported these raw materials from different localities of the world situated in Syria, Oman, Afghanistan, and even in Europe. The Sumerians had no money. But their farming was so efficient by this time that the land was producing far more than the inhabitants actually needed for themselves. So they used to barter their products, exchanging their own surplus of corn and dates, leather, wool, and pottery for the goods they needed.

Radio interviewer: I see. Another question, if you allow me.

Dr. Skipp: Please, go ahead.

Radio interviewer: Is there any explanation as to why ancient civilizations collapsed after having built imposing cities, fine palaces and temples?

Dr. Skipp: Well, the explanation is simple. *For the most part, progress from cave life to*

civilization had taken place in peaceful and settled conditions. But at one stage of Ancient History, these civilized countries were invaded and destroyed by less civilized ones in search of food. Often the cities were unable to protect themselves because they had internal problems, and their people had become too soft and easygoing as a result of their wealth and prosperity. The invaders, on the other hand, though they were less clever, were tough, vigorous and determined_

(Adapted from Victor Skipp, Out of the Ancient World)

T	F	NM
☒		
☒		
	☒	
☒		
☒		
	☒	

- A. The Sumerian civilization is the oldest civilization in the world. **T**
- B. Most of the ancient civilizations rose along rivers. **T**
- C. Agriculture did not form the basis of ancient civilizations. **F**
- D. Ancient civilizations flourished during periods of peace. **T**
- E. Most ancient civilizations fell into ruins because of war. **T**
- F. Ancient Egyptians invented agriculture. **F**

4- Compare your answers to task 3 above with those of your partner.

Have the students compare their answers. Then engage them in a discussion particularly with reference to answers to question D and E. These are important issues and should develop consciousness about the importance of peace for development, refinement in the arts and so on.

5- Use as much information as you can from tasks 1, 2 and 3 on the previous page to complete the dialogue below. Pay attention to the framed information.

You: How many civilizations has the world known so far?

Your partner: Well, according to some historians the world has known 26 or 27 civilizations so far.

You: Which one is the oldest / earliest civilization?

Your partner: The world's earliest civilization is probably the Sumerian civilization.

You: How long ago did it start / begin / flourish / rise?

Your partner: It started in Mesopotamia some 4000 years ago

You: What about the Ancient Egyptian Civilization? When and where did it start?

Your partner: Well, Ancient Egyptian civilization started some 5,000 years ago along the Nile Valley.

You : What was the major cause of the collapse of these civilizations?

Your partner: According to most historians, the major cause was war. Most of the ancient civilizations fell into ruins as a result of external invasions.

AROUND THE TEXT

Grammar Explorer I

Fill in each of the blanks in the text below with a zero article, a definite, or an Indefinite article. Then explain why you have used each of them.

Encourage students to explain the use of the three types of articles in English. Place emphasis on *the zero article before abstract nouns*. Refer students to the Grammar Reference on pp.211-212) only once they have tried to do the task. If necessary, devise a task of your own to consolidate the students' knowledge of articles.

For me (zero article) (1) civilization is synonymous with (zero article) (2) refinement / improvement, (zero article) (3) refinement in (zero article) (4) architecture, in (zero article) (5) law, and in (zero article) (6) life styles. (The) (7) culture & (The) (8) literature of (a) (9)

society also contribute to **(The) (10)** flourishing of its civilization.

A zero article: (zero article) (1) civilization. **abstract nouns**

A definite: (The) (7) culture. **Definite as it refers to a particular culture.**

An indefinite article: (a) (9) society. **Indefinite as it refers to any society.**

See Grammar Reference, pp.211-212

	GRAMMAR REFERENCE	
	Articles	

Units 1 - 6

There are **two** articles in English: the **definite** and the **indefinite**. Sometimes nouns require **no** article at all; in which case the term **zero (0)** article is used.

The indefinite article

👉 The indefinite article is /ən/, written '**an**' before vowel sounds and /ə/, written '**a**' in other cases. There are also stressed forms /æ n/ and /eɪ/ used when the word is emphasized or pronounced by itself.

👉 We use **a/an** in the following ways:

1. before singular countable nouns which we know nothing about.

E.g. My father works in **a** factory.

2. with the names of professions and occupations.

E.g. She is **an** executive, and he **is** a waiter

3. in expressions of measurements.

E.g. We hired this tractor for DZD 3,000 **an** hour.

Olive oil costs DZD 300.00 **a** liter this year.

4. before a noun which means all things of the same kind.

E.g. A detective is **a** man/woman whose job consists in investigating crimes.

A friend in need is **a** friend indeed.

The definite article

👉 The definite article, written '**the**', is pronounced /ðɪ/ before vowel sounds, (/ðə /, in rapid speech, /ə/ in other cases. There is also a stressed form /ði:/ chiefly used when the word is pronounced by itself or for purposes of emphasis.

👉 We use '**the**' in the following ways:

1. when it is clear from the context what particular person, animal, thing or place we're talking about.

E.g. I'll meet you in front of **the** post office.

2. before a noun that we have mentioned before.

E.g. He had **a** villa and **a** yacht, but he sold **the** villa a month ago.

3. before adjectives to specify a category of people or things.

E.g. **the** rich, **the** poor, **the** unemployed, **the** Welsh, **the** World Wide Web

4. when the object or group of objects is the only one that exists or has existed.

E.g. **the** stars, **the** sun, **the** pyramids, **the** human race

5. when we talk about an institution shared by the people as a whole.

E.g. **the** radio, **the** television, **the** telephone

6. when we refer to what is general or typical for a whole class of objects or animals.

E.g. **The** tiger is a beautiful animal. (We mean here all tigers.)

Zero article (0)

1. We do not put an article before uncountable (or mass) nouns used in general statements.
E.g. (0) Money is the root of all (0) evil.
2. There is no article before abstractions (abstract nouns).
E.g. All nations should work for (0) peace, (0) honesty, (0) generosity and (0) courage.
3. There is no article before names of places and people.
E.g. (0) Poland, (0) Queen Elizabeth II, (0) Houari Boumediene Airport.
4. We do not normally use the with the names of meals.
E.g. What time is (0) lunch ?
What did you have for (0) breakfast ?
5. There is no definite article before prison, school, hospital, university when these institutions are used for the purpose for which they exist.
E.g. When I leave (0) school, I'll go to (0) university.
6. But when these institutions are not used for the purpose for which they exist, we use the definite article.
E.g. Mr Chaib went to **the** school to meet his daughter's teacher
7. There is zero article before plural nouns.
E.g. We're expecting (0) visitors.

Grammar Explorer II

Consider sentences 1-3 below. Then answer questions A-B on the next page.

- 1- The Sumerians **had to** import many of the raw materials necessary for civilized life because they were not available in Mesopotamia.
- 2- They **were able to** control the Euphrates.
- 3- They **used to** barter their goods.

A. What meaning does each of the items in bold type convey?

A. '**Had to**', '**were able to**', and '**used to**' express in this order: **obligation/necessity in the past, ability in the past, habit in the past** (or contrast between present and past realities).

B. What the negative and interrogative forms of the items are in bold? Illustrate them in sentences of your own.

B. **The negative** of **had to**, **were able to**, and **used to** are in this order: '**didn't have to**' (absence of obligation), '**were unable to**', and '**didn't use to**'.

Make sure the students use these negative in sentences for illustration.

✂ Native Indian Americans **didn't have to** make a choice so as where to live.

✂ After 1830, most of native Indian Americans **were unable to** live in eastern lands.

✂ Native Indian Americans **didn't use to live** in southern rich lands.

Have another look at **was able to**, **had to** in SE2 Grammar Reference, pp 197-198

➡ Add **used to**, **was/were able to** or **had to** to the verbs in brackets to make the text below meaningful.

Today, most native Americans live in reservations and nearly 97% of them west of Mississippi. But centuries ago, their ancestors **used to** live all across America. They **used to** hunt the buffalo in the prairies. They also **used to** farm maize, manioc, potatoes, peanuts, cacao & pepper. But after 1830, most of them **had to** migrate westward to reservations because of the US government's policy of forced migration. Though the living conditions in the reservations were difficult, the Indians **were able to** survive & contribute to what it is called American civilization today.

VOCABULARY EXPLORER

Each of the three categories contains verbs which are more or less similar in meaning. So it doesn't really matter which comes first in its category.

- 1- Look up in the dictionary the meaning of the words in the blue box. Then place them on the curved line to represent the rise & fall of civilizations.



Each of the three categories contains verbs which are more or less similar in meaning. So it doesn't really matter which comes first in its category.

Emerge, flourish, evolve, develop, collapse, rise, originate, decline, spread, fall to decay/to ruin, vanish, mature; disappear, start, begin, bloom, expand

- 2- Fill in the blanks in the text on the next page with appropriate words from the curved line in task 1 above. Use the right tense. There are some irrelevant words. Look up in the dictionary the meaning of the words in the blue box. Then place them on the curved line to represent the rise & fall of civilizations.

Make sure the students realize the importance of appropriacy in the choice of the words. Synonyms should be used to avoid repetition

History shows that civilizations **rise** (1), and **Emerge** (2), and then **disappear** (3), sometimes without a trace. This is the case of ancient Maya civilization in the New World. The Maya civilization **started** (4) in the Yucatan Peninsula in Central America about 2000 BC. Later, it **expanded** (5) to Mexico, Guatemala, and Belize. The Maya civilization **developed** (6) a form of writing that could express all types of thought and language. It also **evolved** (7) a highly developed system of government and of agriculture, as well as an incredibly accurate system for measuring time. It **flourished** (8) in the classical period between 325-925 A.D. After that, it gradually **declined** (9) before it finally **collapsed** / **fell into ruins** / **fell to decay** (10) in the fifteenth century, probably because of diseases, or epidemics, or sudden environmental changes.

- 3- Have a look at the tips below. Then rewrite the parts of sentences that follow using the dependent prepositions in red type.

Go through the tips to make the students aware of what dependent prepositions are before setting them to task.

The sentences should be rearranged in the form of a paragraph. Refer the students to the Grammar Reference pp.212-215 to check some of their answers to task 3 above.

TIPS

Some adjectives and verbs in English are **always** followed by specific prepositions called dependent prepositions. There are no specific rules as to which preposition goes with which particular verb or adjective. It takes practice and memorizing to learn to associate verbs and adjectives with suitable prepositions. E.g.

- A. The Egyptians were **good at** building canals.
 B. Ancient Greeks **believed in** many gods.

1. a. Ancient Egypt **consisted** mainly **of** the Nile Delta.
2. a. It **contributed** greatly **to** the development of geometry.
3. a. If its people were **interested in** geometry, it was basically for practical purposes.
4. a. Ancient Egypt **depended** a lot **on** the Nile River.
5. a. Its waters were used **for** drinking and irrigation.
6. a. Many geometric laws were **derived from** their attempt to control the waters of the Nile.
7. a. The Ancient Egyptians became so **good at** geometry that Greek scientists like Thales went to study geometry in Egypt.

1. Ancient Egypt **consisted** mainly **of** the Nile Delta. 2. It **contributed** greatly **to** the development of geometry. 3. If its people were **interested in** geometry, it was basically for practical purposes. 4. Ancient Egypt **depended** a lot **on** the Nile River. 5. Its waters were **used for** drinking and irrigation. 6. Many geometric laws were **derived from** their attempt to control the waters of the Nile. 7. The Ancient Egyptians became so **good at** geometry that Greek scientists like Thales went to study geometry in Egypt.

See Grammar Reference pp, 212-215

Prepositions

Units 1 -4-6

A preposition links nouns, pronouns and phrases to other words in a sentence.

☞ A **preposition** is a word which, as its name implies, is placed before a pronoun or a noun phrase, i.e. a phrase whose most important word is a noun.

E.g. [...] **by** us - Pronoun- [...] **with** my best friend- noun phrase –

☞ A **preposition** usually indicates the temporal, spatial or logical relationship of its object to the rest of the sentence as in the following examples:

E.g. The book is **on / beneath / against / beside / over** the table.

E.g. She read the book **during** class.

Common prepositions

- The most common English prepositions are simple, i.e. they consist of one word only. Here is a list of common simple **prepositions**:

about	around	by	over	under
above	as	down	past	until
across	with	on	opposite	
after	behind	from	than	within
against	below	in	through	without
along	between	into	to	
among	beyond	like	toward(s)	
at	during	round	up	

E.g. We had to wait at the station **for** three hours.

- Other **prepositions**, consisting of more than one word, are called **complex prepositions**. Here are some of them:

According to due to by means of along with except for in comparison with as for out of in relation to away from owing to in addition to because of up to in connection to

Adjective + preposition

- In order to have their meaning complete some adjectives are followed by prepositions. Here are some of the most useful ones.

• Adjective + of

afraid of	proud of	suspicious of	envious of
ashamed of	jealous of	conscious of	tired of
aware of	scared of	fond of	short of

Nice / kind / generous / mean / stupid / silly/ (im)polite / rude / unreasonable **of** someone to...

E.g. • Are you **afraid of** snakes?

E.g. • Thank you. It was very **kind of** you to help me.

• Adjective + with

angry **with** annoyed **with** familiar **with** bored **with** delighted **with** furious **with**
pleasant **with** satisfied **with**. E.g. I'm delighted with my new camera.

• Adjectives + other prepositions

Angry **at** annoyed **about** good **at** hopeless **at** interested **in** sorry **about** keen **on** close **to**
different **from** similar **to**. E.g. Her handwriting is **similar to** yours.

Verb + preposition

- Some verbs always or typically have a particular preposition after them.

apologize (**to** someone) **for** something - apply **for** a job - approve/disapprove **of** something -
believe **in** something - belong **to** someone - care **about** someone - care **for** someone/something -
collide **with** someone/something - complain **to** someone about something -
dream **about** someone/something - dream **of** being something/doing something - concentrate **on**
something - consist **of** - crash **into** someone/something - deal **with** something - depend **on**
someone/something - die **of** an illness - happen **to** someone/something - hear **about** someone
/something - hear **from** someone - laugh **at** someone/something - listen **to** someone/something
- look **after** someone/something - listen **to** someone/something - meet **with** someone - pay
someone **for** something - profit **from** something - rely **on** someone/something - refer **to**
something - search **for** someone/something - shout **at** someone - smile **at** someone - suffer
from an illness - think **about** someone/something - think **of** someone/something - wait **for**
someone/something - write **to** someone

- The verb and the preposition together sometimes express a single idea.

E.g. She takes **after** (= resembles) her grandmother.

- Other verbs may be followed by one or another preposition depending on the meaning which we want to convey.

E.g. A. Our problems **result from** our negligence. (cause)

B. The change of policy has **resulted in** failure. (consequence)

A. Our success **consists in** our ability to respond quickly to new problems.

B. The team **consists of** experienced players.

A. We've **agreed on** a date for the marriage.

B. We've **agreed to** see her this afternoon.

C. I **agree with** you entirely.

- We do not use a preposition with these verbs.

Phone someone E.g. Did you **phone** your sister yesterday?

Discuss something E.g. We shall **discuss** many items at the meeting.

Enter (=go into a place) E.g. The candidate felt nervous as she **entered** the examination hall.

Resist someone/something E.g. They have **resisted** occupation for half a century.

Emphasize/stress something E.g. She **emphasized/stressed** the importance of careful driving.

Verb+ object +preposition

Study this list and remember the structure:

- **Accuse** someone **of** (doing) something

E.g. Said **accused** Rashid **of** being selfish.

- **Ask** someone **for** something

E.g. He wrote to the travel agency **asking** them **for** a refund.

- **Borrow** something **from** someone

E.g. I had no money left. I had to **borrow** £ 20 **from** a colleague of mine.

- **Prefer** someone/something **to** someone/something

E.g. I **prefer** oranges **to** apples.

- **Protect** someone/something **from** someone/something

E.g. She wears sunglasses to **protect** her eyes **from** the sun.

- **Provide** someone **with** something

E.g. The school **provides** poor students **with** books.

- **Remind** someone **of** something

E.g. She **reminds** me **of** my mother.

- **Warn** someone **about** someone/something

E.g. Meteorologists have **warned** all the citizens **about** climate change.

PRONUNCIATION & SPELLING

The weak form is used when the auxiliary verb is at the **beginning** or in **the middle** of a sentence, and **when it is not stressed**.

The strong form is used when the auxiliary verb is at the **end** of sentence, or **stressed**.

In the **phonology** of **stress-timed languages**, the **weak form** of a word is a form that may be used when the word has no stress, and which is **phonemically** distinct from the **strong form** used when the word is stressed. The strong form serves as the **citation form**. A weak form is an unstressed **syllable**, and is therefore distinct from a **clitic** form, which is not a syllable at all but rather fused with the end syllable of an adjacent word. A word may have multiple weak forms, or none. In some contexts, the strong form may be used even where the word is unstressed.

1. How do you expect speakers A and B in the dialogue below to pronounce the past forms of the auxiliary 'be'? Circle what you think is the correct pronunciation.

A: When **was** /wəz/ /wɒz/ Christopher Columbus born ?

B: It **was** /wəz/ /wɒz/ in 1450.

A: **Was** /wəz/ /wɒz/ he a Spaniard?

B: No, he **wasn't** /wɒznt/ /wɒznt/. He **was** /wɒz/ /wɒz/ Italian.

A: **Were** /wɜ/ /wɜ:/ there many good Italian navigators and explorers in Columbus's time?

B: Yes, there **were** /wɜ/ /wɜ:/ quite many. Amerigo Vespucci **was** /wɒz/ /wɒz/ one of them. America **was** /wɒz/ /wɒz/ named after him.

A: Does that mean that Italian explorers **were** /wɜ/ /wɜ:/ the only ones who explored North America?

B: No, they **weren't** /wɒnt/ /wɒnt/ the only ones. There **were** /wɜ/ /wɜ:/ also Portuguese, Spanish, French, Dutch, and British explorers.

🗨️ **Act out the dialogue above with your partners (books closed).**

Think, pair, share

• *Prepare a short talk about the following topic:*

Modern civilization has kept changing at a fast pace.

Make sure the students *contrast the past (used to/had to/were able to) with the present (verbs in the present simple)*. Provide them with some link words (*unfortunately, however, on the one hand, on the other hand*). Insist on the need for a *concluding sentence*.

A century ago, people **were able to live** in better conditions than their parents thanks to the progress made in science and technology. But in practice, the outcome of this progress was slow to materialise. For instance, most people still **used to travel** long distances on foot or by stage coach. And as mechanisation was not introduced significantly in daily activities, household chores still **had to be** done manually, and were therefore time consuming.

On the other hand, community life was still an asset for social cohesion, since people had more opportunities to meet and interact. So they **were able to chat** with neighbours at shops or in clubs and have a cup of coffee with friends or relatives and tell stories and jokes. Likewise, family visits were frequent and kept the folklore alive, with the grandparents who **used to tell** traditional tales or sing lullabies or folk songs to their grandchildren. Unfortunately, with the development of audiovisual means such as the cinema, radio, television and then personal appliances like the computer, CD-ROMs and DVDs, the chances of socialisation **are dwindling** and the lack of interaction between people may increase stress, loneliness and anxiety.

Could we then complain that we are missing out on some ingredients in life which **used to make** our great grandparents happier? This is probably so, since closer contacts among neighbours, friends and families **had to be** beneficial for communal harmony. However, scientific progress in all fields, particularly in medicine, modes of transportation and communication, and agribusiness can only show that our lives **are today** quite fulfilling and, if anything, more comfortable than a century ago.

Follow this procedure:

1. List what people **used to/had to/ were able to do a century ago** in the following areas :

A. beliefs/customs/traditions/myths

B. lifestyles (clothing, food and drink, transport)

C. industry, crafts ...

E.g. A century ago, most people used to travel overland on foot or by coach. Today, most of them travel by car ...

2. Select the most relevant ideas and write down your talk in three short paragraphs. Use appropriate link words from sentence to sentence and from a paragraph to another.
3. Exchange drafts with your partner for error checking.
4. Write a revised version of your talk and read it aloud to your classmates.

READ & CONSIDER

Go through the language outcomes preview with your students to have them acquainted with the objectives of this section.

Language Outcomes

- ✓ Comparing: The comparative & superlative of quantifiers.
- ✓ Expressing concession with *though, in spite of....*
- ✓ Expressing time relations with conjunctions *when, before....*
- ✓ Forming new words with prefixes *de- & dis.-*
- ✓ Describing things, places & people using *well + past participle*.
- ✓ Spelling words: *stop* ← *stopped*, *try* ← *tried*...
- ✓ Pronouncing letters '*ch*' & final '*-ed*'.
- ✓ Writing an *expository* essay.

► Getting Started

1. Have the students identify the location of Algerian World Heritage sites, preferably on a map.

1. Where are the sites situated exactly?

Here are Algeria's seven World Heritage Sites:

❧ **The Casbah of Algiers** : (City of Algiers) (1992).

❧ **The Banu Hammads' Qalaa**: on the western side of Djebel Maadid, overlooking the Hodna plains, some 100 km away from **Bejaia** (1980).

❧ **Timgad**: (Colonia, Marciana Trajana, Thamugadi) (December 17, 1982) situated 110 km to the south of Cirta (today's Constantine), a few kilometres south-east of today's **Batna**, 27 km to the west of Tazoult, at the foot of the **Aures mountain** range.

❧ **The Mزاب Valley**: (December 17, 1982) The Mزاب Valley consists of five small fortified towns (Ksour) : El Ateuf, Bou Noura, Beni Isguen, Melika and Ghardaia.

❧ **Djemila**: (formerly known as Cuicul) December 17, 1982, 50 km away from **Setif**.

❧ **Tipaza** : (City of Algiers) (December 17, 1982)

❧ **Tassili N'ajjer** : 1982, (1986) in the **Sahara**, eastern part of the Ahaggar (altitude between 1000 and 2500 m); The Algerian government declared the Meddak region situated on the heights of the city of **Djanet** a national park in 1972.

2. Why were they declared World Heritage Sites?

☺ Questions 2 and 3 can admit of more than one answer.

► This definition of the concept of World Heritage Site can be helpful for you:

*A World Heritage site is a place or structure included on an official list produced by the World Heritage Committee of the United Nations. Places are chosen for the list because they are considered to be of **outstanding universal value**, often for historical reasons, and are*

therefore preserved.

► The students who have followed the new programme have already come across the concept in the MS3 book.

3. Do you know of any other sites in your country which deserve to be included in the United Nations official list of World Heritage Sites? Name them and say why they deserve to be included in this list.

😊 Questions 3 can admit of more than one answer.

►3. The importance is in the justification of the answer provided by the students and in making the students aware of the cultural heritage of their country and of its value.

👉 **Lac des Oiseaux** is a hectares in winter and 70 size, it is home to nesting very rich. For some plant of Birds is by localization natural choice for



freshwater lake with an area of 120 in Dry spells. Despite its small many rare species. Its flora is also species it is the only station. Lake north of the national highway 44, a education

👉 **About Merouane**

Merouane dating from the the four large sanctuaries of the



Mosque is the mosque Abou end of 4 E century is one of the centre of North Africa. It forms with the mosque Sidi Boumeddiène Dafine of Tlemcen, the mausoleum of Sidi Okba around Biskra, the tomb of Ibn Zakaria Yahya Ez-Zouaoui in Bejaia, hautslieux crowned country.

👉 **Saint Augustine Basilica Church:** Augustine of Hippo (354-430 AD) took great pains to create and project a powerful image towns where he wrote and taught in self-presentation beyond his



of himself beyond the churches and Roman north Africa. He succeeded in this wildest dreams.

👉 **Ruins of Hippone:** These ruins are older overdraft in the Maghreb; east are well maintained and deserve turning will be pleased to discover there of the museum and impassioned visit the severe thermal baths Hadrian, the forum and the superb theatre.



perhaps more especially as one Saïd Dahamani, the conservative archaeology and of history... To of septime, the Cistern of

► Taking a closer look

• Read the text on the next pages and mark the statements below as true (T) or false (F) according to the text. Correct the false ones.

• Interact orally with the students using the title and the illustration to the text on pages 22-23.

E.g. What does the picture represent? What does the text deal with?

Where is it taken from? To whom is it addressed?

• Have them skim through the text to check some of the answers they have providing during the interaction. Then move on to the task proper.

• Have the students refer to the text to justify their answers.

1. Algeria has as little access to the Mediterranean and the Sahara as the other North African countries. (§1) (F) No country in North Africa has as much access to the Mediterranean and the Sahara as Algeria.

2. Algeria has less World Heritage Sites than some other countries. (§1) (T)

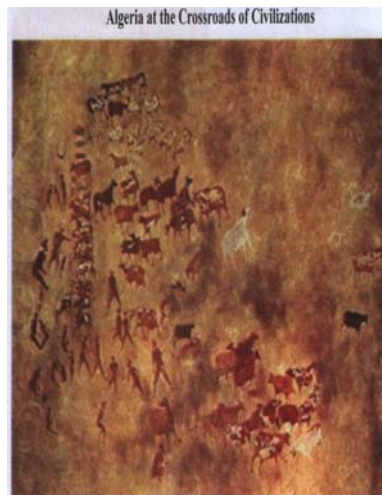
3. We don't have much information about what life was really like in the Sahara during the Phoenician and Roman periods. (§2) (T)
4. Only the smallest amounts of goods transited through the port of Algiers during the Phoenician and Roman periods. (§3) (T)
5. No other site in Algeria has as few Ottoman architectural features as the Casbah of Algiers. (§4) (F). **Tthe Ottomans transformed the architectural character of the city by constructing mosques and palaces similar to those in Asia Minor and erecting the famous white-washed military fortification known as the Casbah.**

► *Around the text*

Algeria at the Crossroads of Civilizations

No country in North Africa has as much access to the Mediterranean and the Sahara as Algeria. Its privileged geographic position has made it open to many of the ancient civilizations that flourished in the Mediterranean Basin and to those that prospered in Africa south of the Sahara. Today few countries in the world can boast of as many World Heritage Sites as our country. Tipaza, Djemila, Tassili n' Ajjer, Timgad, the M'Zab Valley, The Qalaa of the Banu Hammad, and the Casbah of Algiers are standing witnesses both to its civilizational genius and to its enriching contacts with other civilizations. (§1)

Of all the sites of Southern has the most prestige. It has more engravings than any other and it contains the most remains of of the Sahara. These rock paintings, have yielded as much information to have a clear picture of what life Sahara of prehistoric times. They Algerian Sahara was one of the Tassili n' Ajjer seems to have had as Phoenician and Roman Saharan sites of our country. undecided about which of these Saharan sites contains the fewest traces of these ancient civilizations. Yet the traces that have already been uncovered in the Tassili n'Ajjer speak eloquently of the fruitful contact of the Phoenician and Roman civilizations with that of the Sahara. (§2)



Algeria, the Tassili n' Ajjer rock paintings and prehistoric Saharan sites, the prehistoric civilizations engravings and remains as we need in order for us used to be like in the show clearly that the cradles of civilization. The few exchanges with the civilizations as the other Archaeologists are still

In the northern part of Algeria, the Casbah of Algiers undoubtedly holds the most important position among the historic sites. Its history is closely linked with the history of the city of Algiers. Algiers was built during multiple conquests, and layers of well-refined cultures can be found in its architecture and social character. There is little knowledge about its earliest times when it was founded by the Phoenicians as one of their trading posts. It was known to the Carthaginians and to the Romans as Icosium. The Vandals destroyed Icosium in the 5th century A.D. Five centuries later, Emir Bulughin rebuilt the town into an important Mediterranean trading port called al-Jaza ' ir. Until then, Algiers had less influence on international commerce than the other Algerian maritime cities because it had fewer natural harbors. Therefore, despite the fact that it was considered a trading post by both the Romans and Phoenicians, only the least amount of merchandise transited through it. (§3)

After the Turkish Baba Aruj brothers had gained control of the city in 1516, Algiers thrived as a relatively independent city under the nominal control of the Ottoman Empire. Later, **the**

Ottomans transformed the architectural character of the city by constructing mosques and palaces similar to those in Asia Minor and erecting the famous white-washed military fortification known as the Casbah. In spite of the fact that the Casbah underwent some changes during the French colonial rule, it still remains the throbbing cultural heart of the city of Algiers.

(§4)

Adapted from Africana the Encyclopaedia of the African and African American

Around the text

Grammar Explorer 1

1. Pick out the sentences which contain the comparatives & the superlatives of quantifiers in the text above. Write them in the corresponding boxes on the next page.

*Interact with the students to help them explain how **the comparative** and **superlative** forms of quantity words are formed. Help the students synthesize information by drawing the table on page 217 on the board.*

A1. The comparatives of superiority: It has **more** rock drawings and engravings **than** any other prehistoric Saharan sites.

A2. The comparatives of equality: No country in North Africa has **as much** access to the Mediterranean Sea and the Sahara **as** Algeria.

☐ These rock paintings, engravings and remains have yielded **as much** information **as** we need in order for us to have a clear picture of life used to be like in the Sahara of Prehistoric times.

☐ The Tassili-n'Ajjar seems to have had **as few** exchanges with the Phoenician and Roman civilizations **as** the other Saharan sites of our country.

A3. The comparatives of inferiority

☐ Algiers had **less** influence on international commerce **than** other Algerian maritime cities because it had **fewer** natural harbours (than the other maritime cities).

☐ Algeria has **less** World Heritage Sites **than** some other countries.

B.1. The superlatives of superiority

☐ Of all the sites of Southern Algeria, the Tassili n'Ajjar has **the most** prestige.

☐ It contains **the most** remains.

B.2. The superlatives of inferiority

☐ Archaeologists are still undecided about which of these Saharan sites contains **the fewest** traces of these ancient civilizations.

☐ Only **the least** amount of merchandise transited through it.

COMPARATIVES OF		SUPERLATIVES OF	
SUPERIORITY	more than	SUPERIORITY	the most
EQUALITY	as much ...as	INFERIORITY	the least the fewest
INFERIORITY	less ... than fewer fewer ... than		

2. Consider the comparatives & the superlatives in the boxes you have filled in task 1 above & explain how they are formed.

Interact with the students to help them explain how the comparative and superlative forms of quantity words are formed. Help the students synthesize information by drawing the table on page 217 on the board.

Quantifiers	Comparative forms	Superlative forms
many	more - as many as	the most
much	more - as much as	the most
little	less - as little as	the least
few	fewer - as few as	the fewest

Refer the students to the Grammar Reference pp.216-217 to check their answers.

QUANTIFIERS Units 1 - 3 - 4

• Countable and uncountable nouns

countable nouns	uncountable nouns
a glass	water
an apple	milk
a pound	money
people	crowd

► Asking and answering questions about quantity using countable nouns

1. Question: How **many** people are there in the restaurant?

• Possible answers:

There are a lot of/lots of people in the restaurant.	
There are many people in the restaurant.	+++++
There are a few people in the restaurant.	+++++
There are some people in the restaurant.	+++++
There are few people in the restaurant.	+++++
There aren't many people in the restaurant.	+++++
There aren't any people in the restaurant.	0
There are no people in the restaurant.	0

► Asking and answering questions about quantity using uncountable nouns.

2. Question: How **much** money have you got in your pocket?

• Possible answers:

I have a lot of/a great deal of money in my pocket.	+++++
I have got much money in my pocket.	
I have got some money in my pocket.	+++++
I have got a little money in my pocket.	+++++
I have got little money in my pocket..	+++++

I haven't got much money in my pocket.	++++
I haven't got any money in my pocket.	0
I have got no money in my pocket.	0

Note

☞ We use **many** (countable nouns) and **much** (uncountable nouns) in questions about quantity.

☞ In spoken English, we usually use **a lot of/lots of** (with countable and uncountable nouns) in positive sentences, but in written English we often use **many** (countable nouns)

☞ We often use **much** in negative sentences (not in positive ones).

☞ **Little** and **few** (without **a**) are negative. They mean **not much**, not enough. The speaker is not happy about it.

☞ **A little** and **a few** are positive. They mean **some, quite enough**. The speaker is happy about it.

enough - too much - too many

☞ When we want to say that we have a sufficient quantity of something, i.e. **as much as needed** or **as many as needed** we use **enough**.

E.g. • *There's enough (= as much food as needed) food for everybody.*

• *There are enough (= as many as needed) books for everybody.*

☞ When we want to say that we have an **excessive quantity** of something, we use **too much** or **too many**.

E.g. • *You put too much sugar in your tea.*

• *You have made too many mistakes.*

Comparative and superlative forms of quantifiers

Quantifiers	Comparative forms	Superlative forms
many	more - as many as	the most
much	more - as much as	the most
little	less - as little as	the least
few	fewer - as few as	the fewest

► **Examples: The comparatives and the superlatives of many and much.**

• *I haven't got many books. I mean, I haven't got as many books as my sister.*

• *My sister has got more books than I, but most of her books are old.*

• *I haven't got much money. I haven't got as much money as Said. Said has more (money) than I, but our friend Small has the most money. He has a part-time job.*

Note

☞ **More** and **the most** are respectively the comparative and superlative forms of **many** with countable nouns.

✎ **More** and **the most** are also respectively the **comparative** and **superlative** forms of **much** with **uncountable** nouns.

► **Examples: The comparatives and the superlatives of many and much.**

- *There is **little** rain this year. Yes, but there was even **less** rain last year*
- *Our school has **few** boy students. It has 70 boys in a total of 800 students.*
- *Our school has even **fewer** boy students. It has only 50 boys in a total of 810 students.*
- *My friend's school has **the fewest** boy students. You know, it has only 20 in a total of 850.*

Note

- ✎ The **comparative** form of **little** is **less**, not ~~littler~~.
- ✎ We can also use **adjectives** like **a smaller + quantity/amount** to replace **less**.
E.g. *There is a **smaller quantity** of water in this well **than** in that one over there.*
- ✎ The **superlative** forms of **little** is **the least**, but we can also use **the smallest + quantity**.

E.g. *Kader has **the smallest amount** of money in his pocket.*

3. **Fill in the blanks in the short exchanges below with appropriate quantifiers (many, few, much, little), or their comparative and superlative forms.**

A. 'How **much** (1) merchandise transited through the port of Algiers in comparison with the ports of Skikda and Annaba in the Phoenician period? '

B. 'Well, in those days there was very **little (not much)** (2) merchandise that transited through Algerian ports on the whole. But in comparison with the ports of Skikda and Annaba, only **the least** (3) quantity of merchandise circulated through the port of Algiers, I mean, **less than** (4) either through the port of Skikda or that of Annaba.'

A. 'How **much** (5) trading posts did the Phoenicians, I mean the Carthaginians, have on the North African coast after their defeat by the Romans in the First and Second Punic Wars? '

B. ' Well, actually they didn't have **many** (6). They used to have **more** (7), but they lost **most** (8) **of** them to the Romans.'

A. 'How **much** (9) influence did the Phoenician/Carthaginian civilization exert on that of the Numidians?'

B. 'Well, at the beginning, it exerted **little** (10) influence. By this I mean that it had **less** (11) influence than that of the Romans. You know, at the beginning, the Carthaginians had **fewer** (12) contacts with the Numidians than the Romans. But when the Romans burnt down Carthage in the third Punic War (149 - 146 BC) **many (a lot of)** (13) Carthaginian refugees settled in Numidia. It was then that the Carthaginian civilization exerted **the most** (14) influence on the Numidians.'

Grammar explorer II (p.25)

1. Pick out from the text on pages 22 and 23 the sentences that express concession and time, and write them in the table below.

Sentences expressing concession	Sentences expressing time
Complex sentences (Concession) Despite the fact that that it was considered a trading post by both the Romans and the Phoenicians, only the least amount of merchandise transited through it.	Complex sentence (Time) After the Turkish Baba Aruj brothers had gained control of the city in 1516, Algiers thrived as a relatively independent city under the nominal control of the Ottoman Empire.
In spite of the fact that the Casbah underwent some changes during the French colonial rule, it still remains the throbbing cultural heart of the city of Algiers.	

2. Refer to the sentences you have picked out (in task 1 above) and answer the questions below.

A. Which other **conjunctions** can you use to convey the same relations as those expressed in the sentences you have written in the table above?

Concession: but, yet, however, though, although.

Time: when, as soon as

B. Which **tenses** are used in the sentence(s) that express **time**? Why?

Emphasize the sequencing of the actions (First action: past perfect, Second action: simple past)

2 actions in the past: 1st Past Perfect - had gained- 2nd Simple Past -thrived- According to their occurrence in terms of time chronology.

Refer the students to Grammar Reference pp. 226-227

Link words (discourse connectors) All Units

Whether you speak or write, you need to help people make sense of what you say by signaling to them how one idea leads on to another. The words and phrases which have this connecting function are called **link words** or **discourse connectors**. They generally come at the beginning of a sentence. Their most important functions are as follows:

Enumerating:

- **Beginning** a list: **first, to begin with, to start with, first of all, etc.**
E.g. *To begin with, I suggest you get yourself a job.*
- **Continuing** a list: **second (or secondly), next, then, after this, etc.**
E.g. *Next you look for a convenient place to live in.*
- **Finishing** a list: **lastly, at long last, finally, eventually, in the end, etc.**
E.g. *Finally she managed to escape.*

Re-inforcing:

Besides, furthermore, moreover, what is more, in addition, etc. are to reinforce an argument in a situation where a preceding argument is considered insufficient.

E.g. *I won't be attending the lecture this afternoon. I have some work to complete. Besides, the lecturer stammers so much that one can hardly understand what he says.*

Explaining:

You can explain a point already made in three ways:

- by **clarifying** its meaning : **that is, that is to say** (often written i.e.)
- by **giving a more precise description**: **namely, in other words, to put it in more**

simply, rather..

E.g. Cheating at exams, *namely* asking your classmates to help you, is punishable.

• by giving an *illustration*: for example, E.g., for instance, etc.

Comparing:

In comparison with, like, likewise, similarly, compared, both ... and ..., neither ...nor..., etc.

E.g. the doctor advised him to stop smoking. *Similarly*, he recommended him to eat much less and take plenty of exercise.

Contrasting:

But, however, and yet, while, whereas, conversely, on the one hand, on the other hand express *contrast*.

E.g. Living in the country is quite healthy; *and yet* it can be rather boring at times.

Conceding:

Admittedly, despite (the fact that), in spite of (the fact that), though, naturally, certainly, of course, nevertheless, this being said, etc. express *concession*.

E.g. I agree with you that work is the key to success; *this being said*, there is no reason why you should stay awake all night studying.

Expressing cause/reason:

Because, as, since, for, due to, owing to, etc. signal *cause or reason*.

E.g. She has to stay in bed *as* she is ill.

Expressing effect/result/consequence:

So, and so, thus, as a result, as a consequence, consequently, therefore, so + adjective + that, such + noun (phrase) + that etc.

E.g. He was involved in a car crash yesterday; *as a consequence*, he had to be taken to hospital.

Expressing purpose:

So that, to, in order to, so as to, in order that, etc. are used to express purpose.

E.g. You must cross that bridge *in order to* reach the other bank of the river.

Intensifying:

In fact, as a matter of fact, actually, indeed, etc.

E.g. John was sulking; *in fact* he didn't say a word for the whole evening.

Inferring:

If not, otherwise, then, in that case, that implies, etc...

E.g. You must get some more petrol. *Otherwise*, we won't have enough to get us to the next town.

Expressing time:

After, before, when, while, since, meanwhile, shortly afterwards, later, earlier, up to, from...to, at the same time, etc.

E.g. Said came back home at 5 p.m. *Shortly afterwards*, his father arrived.

Indicating transition.

As far as ...is concerned, now, as for, as regards, to turn to, incidentally, by the way, with reference to, etc.

E.g. *We can leave most of the details of the proposal until the next meeting. As far as money is concerned, this needs careful consideration.*

Summing up/concluding.

In a word, to sum up, in short, on the whole, to conclude, all in all, in conclusion, etc.

E.g. *In conclusion, I feel confident that she will make the best of her stay in your establishment.*

3. Combine the pairs of sentences (A-F) with appropriate conjunctions from the box below. Use the appropriate tenses.

When, before, after, though, although, as soon as, in spite of the fact that, despite the fact that

A. a. Tarik Ibn-Ziyad (cross) the Straits of Gibraltar.

b. Tarik Ibn-Ziyad (give) his famous speech.

A. **As soon as** Tarik Ibn-Ziyad (**had**) **crossed** the Straits of Gibraltar, he **gave** his famous speech.

B. a. The Muslims (settle) in Andalusia. B

b. The Muslimism (transform) Andalusia into a prestigious cultural area.

B. **After** the Muslims **had settled** in Andalusia, they **transformed** it into a prestigious cultural area. (**After** can also be placed in middle position and replaced by **when**.)

C. a. Andalusia (have) an extremely diverse population.

b. Andalusia (maintain) its social cohesion and harmony for many centuries.

C. **Though / despite the fact that / in spite of the fact that** Andalusia **had** an extremely diverse population, it **maintained** its social cohesion and harmony for many years.

D. a. The Muslims (stay) in Andalusia.

b. The Spaniards (capture) the Alhambra in 1492, and (bring) down the Kingdom of Granada.

D. The Muslims **had stayed** in Andalusia **until** the Spaniards **captured** the Alhambra in 1492 and **brought** down the Kingdom of Grenada.

E. a. The Spaniards (regain) power in Andalusia

b. Many Andalusians (take) refuge in the Maghrebian maritime cities.

E. **After** The Spaniards **had regained** power in Andalusia, many Andalusians **took** refuge in the Maghrebian maritime cities.

F. a. The Muslims (leave) Andalusia in 1492

b. Islamic civilization (remain) an enriching element of the Spanish cultural heritage.

F. **Though/ despite the fact that/in spite of the fact that** the Muslims **left** Andalusia in 1492, the Islamic civilization **remains** an enriching element of the Spanish cultural heritage.

VOCABULARY EXPLORER

1. Copy the table below on your exercise book and fill in the missing member of each 'family' whenever possible.

 **Aim:** Vocabulary building through affixation

VERBS	NOUNS	ADJECTIVES	ADVERBS
invent	invention, inventor	inventive	inventively
enrich	enrichment	enriching	
achieve	achievement, achiever	achievable	
devote	devotion, devotee	devoted	devotedly
	responsibility	responsible	responsibly
improve	improvement	improved	
Practis/ce	practice	practical	practically
hospitalize	hospitality, hospitalization	hospitable	hospitably
dedicate	dedication	dedicated	
	science, scientist	scientific	scientifically
develop	development	developed/developing	
culture	culture	cultural	culturally

FOLLOW UP TO SUMMARIZE AFFIXATION

VERB SUFFIXES	NOUN SUFFIXES	ADJECTIVE SUFFIXES	ADVERB SUFFIXES
-ize	-ion, -or, -ment, -er, -ee, - ation, -ion, -ity, -ist	-ive, -ing, -able, -ible, -ed, -al, -ific	-ly

Affixation is the result of adding an affix to a root word

Affixation is the morphological process whereby an affix is attached to a root or stem.

A **suffix** is an affix that is attached to the end of a root or stem.

1. Neutral or weak suffixes

These suffixes, which are mostly of Old English origin, do not affect stress placement i.e. they do not cause stress to be shifted. In all the compounds containing these suffixes the stress pattern of the radical is retained in the derivative:

E.g. analyse → analysable

Some of the most frequently met neutral or weak suffixes are:

-able -ery -ess -ish -ive -ure -dom -ness -ship -ed and -ing (inflectional suffixes)

2. Strong or stress attracting suffixes

These suffixes appear to be of two different types: those that attract stress to the syllable immediately preceding them and those that attract stress on to themselves. These suffixes have generally entered English from Latin, Greek and French.

Suffixes which attract stress on to themselves. Some of the most typical ones are the following:

-itis -oma -osis -ee -ese

2. Discuss your answer to task 1 above with your partner. Then fill in the blanks in the text below with words from the table. Use the correct tense.

History shows that civilizations **enrich** (1) one another. This **enrichment** (2) is often the result of contacts of various kinds. For example, though Ancient Egyptians **had invented** (3) many things and achieved important scientific successes on their own, they did not

keep these **inventions** (4) and **achievements** (5) for themselves. In their contact with Ancient Egypt, Greek travelers and scientists like Thales borrowed both **scientific** (6) and **cultural** (7) ideas from the ancient Egyptians. Greek genius contributed to the **improvement / development** (8) of these ideas. When the Roman civilization fell to ruins, it was the turn of the Arabs to take the **responsibility** (9) of carrying on the torch of civilization. Arab caliphs like al'Mamun and Harun al-Rashid were **devoted / dedicated** (10) patrons of the arts and sciences. They welcomed the most **inventive** (11) scientists and artists in their courts. These scientists did not only save the Greek **scientific** (12) heritage from loss, but they further **improved** (13) it before transmitting it to the West.

3. Add negative prefixes **de- or **dis-** to the words in bold type in texts A and B below so that they make sense.**

A. The Aztec civilization **disintegrated** ~~integrated~~ as a result of the Spanish conquest. The Spanish conquistador Hernân Ferdinand Cortes (1485-1547) **dispossessed** ~~possessed~~ the Aztecs of their wealth and **depopulated** ~~populated~~ the major Aztec cities.

B. Historians **disagree** ~~agree~~ on the real causes of the fall of Maya civilization. Some of them say that its **disintegration** ~~integration~~ was due to the spread of epidemics. But others **disapprove** ~~approve~~ by arguing that it came as a result of the **deregulation** ~~regulation~~ of the climate, and domestic **dissatisfaction** ~~satisfaction~~ and **discontent** ~~content~~.

Prefix **dis-**

- 1 expressing negation: **disadvantage**.
- 2 denoting reversal or absence of an action or state: **diseconomy**.
- 3 denoting removal, separation, or expulsion: **disbud** | **disbar**.
- 4 expressing completeness or intensification of an action: **disgruntled**.

Prefix **de-**

- 1 (forming verbs and their derivatives) down; away: **descend** | **deduct**. completely: **denude**.
- 2 (added to verbs and their derivatives) denoting removal or reversal: **de-ice**.
- 3 denoting formation from: **deverbal**.

4. Compare your answers to task 1 above with those of your partner. Then find other words which can carry the prefix **de- and **dis-** and use them in sentences of your own.**

Some of the words which can carry prefixes **dis-** or **de-** are:

Disadvantage, disable, disarm, disappoint, disagree, dissatisfaction, decentralize, demilitarize ...

5. Fill in the blanks with **well + the past participle form of the verbs in italics. Some verbs are irrelevant. An example is given.**

inform – know – establish keep – refine – found – balance – preserve – support – appreciate – document

Archaeologists with **well-established** reputation argue that Easter Island had a **well-refined** (1) civilization before the Europeans' arrival there on Easter Sunday in 1722. On the basis of the **well-preserved/kept** (2) statues still standing on the hills of Easter Island, they elaborated a **well-documented** (3) theory to explain the disappearance of this civilization. According to this theory, if civilization in Easter Island disappeared, it was because the Easter Islanders were not **well-informed** (4) about the dangers of cutting down trees in order to erect over 800 statues for their gods. These statues are **well-appreciated** (5) by tourists today

"A teacher affects eternity. He can never tell where his influence ends." - Henry Adams



Pronunciation and Spelling

1. The words in bold type in the text below contain spelling mistakes. Correct them.

Jean François Champollion le Jeune (1790-1832) **studied** **studied** Egyptian hieroglyphics. At the **begining** **beginning** he thought that he could decipher this system of writing by **using** **using** the Coptic language from which he **believed** **believed** Ancient Egyptian developed **pp** **developed**. But he was **provd** **proved** to be terribly **terribly** wrong. When he realized that he was just **lieing** **lying** to himself, he **stoped** **triiing** **stopped** **trying** to decipher the hieroglyphics with the help of the Coptic language and **turnned** **turned** to the study of the hieroglyphics as an independent system of writing. The study of the Rosetta Stone, a slab of basalt with inscriptions **datting** **dating** from 197 BC. **permitted** **permitted** him to discover the **mysterys** **mysteries** of the hieroglyphic system of **writting** **writing** in 1824. Champollion **enjoied** **enjoyed** great popularity among his **contemporarys** **contemporaries**. Today he is **considerrr** **considered** the founder of Egyptology

Spelling rules All Units

✂ Nouns, verbs, and adjectives can have the following endings/suffixes:

• Noun + -s -es (plural)	books	ideas	matches
• Verb + -s -es (after he, she, it etc)	works	enjoys	flourishes
• Verb + -ing	working	enjoying	flourishing

See Grammar Reference pp. 234-235.

• Verb + -ed	worked	enjoyed	visited
• Adjective + -er (comparative)	cheaper	higher	narrower
• Adjective + -est (superlative)	cheapest	highest	narrowest
• Adjective + -ly (adverb)	cheaply	highly	narrowly

✂ When we use these endings, there are sometimes **changes in spelling**

• Nouns and verbs + **-s -es**

- ▶ The ending is **-es** when the word (noun or verb) ends in **-s, -ss, -sh, -ch** or **-x** :

E.g. match (n) ⇒ **match**es**** bus (n) ⇒ **buses**
teach (v) ⇒ **teach**es**** search (v) ⇒ **search**es****

Note also hero ⇒ **hero**es**** go ⇒ **go**es**** do ⇒ **do**es**** etc.

• Words ending in **-y**

- ▶ If a word ends in a **consonant** + **-y**

• **-y** **changes** to:

- **ie** before **-s**, E.g., city ⇒ **city**s****, carry ⇒ **carry**s****
- **i** before **-ed**, E.g., apply ⇒ **apply**d****
- **i** before **-er** and **-est**, E.g., easy ⇒ **easy**er**** ⇒ **easy**est****
- **i** before **-ly**, E.g., easy ⇒ **easy**ly****

• **-y** **does not change**

- before **-ing**, E.g., study ⇒ **study**ing****
- if the word ends in a **vowel** + **y** (**-ay, -ey, -oy, -uy**)
E.g., play ⇒ **play**s****, played, monkey ⇒ **monkey**s****
Note say ⇒ **said**, pay ⇒ **paid**, lay ⇒ **aid**

• Words ending in **-ie**

- ▶ If a **verb** ends in **-ie**, **-ie** changes to **-y** before **-ing**.

E.g. die ⇒ **die**ing****, tie ⇒ **tie**ing****, lie ⇒ **lie**ing****

• Words ending in **-e**

- ▶ If a **verb** ends in **-e**, we leave out **-e** before **-ing**.

E.g. write ⇒ **write**ing****

Exceptions: be ⇒ **be**ing**** see ⇒ **see**ing****, agree ⇒ **agree**ing****

- ▶ we add **only-d** not **-ed** for the past (of regular verbs).

E.g., hope ⇒ **hope**d****, dance ⇒ **dance**d****

- ▶ If an **adjective** ends in **-e**,

- we add respectively **-r** and **-st** for the comparative and the superlative.

E.g. wide ⇒ **wide**r**** ⇒ **the wide**st****

- ▶ We keep **-e** before the **adverb** ending in **-ly**.

E.g. polite ⇒ **polite**ly****

- ▶ If an **adjective** ends in **-le**, we leave out **-e** and add **-y** for the **adverb**.

E.g. probable ⇒ **probable**y****, possible ⇒ **possible**y****

• Doubling consonants

- ▶ If a verb or an adjective ends in **consonant + vowel + consonant (CVC)**, we **double the final consonant** before **-ing, -ed, -er** and **-est**

E.g. plan ⇒ **plan**nn**ing** ⇒ **plan**nn**ed**, big ⇒ **big**gg**er** ⇒ **big**gg**est**

- ▶ If the word has more than one syllable, we **double the final consonant** **only** if the **final syllable is stressed**.

E.g. pre**FER** ⇒ **prefer**rr**ing** ⇒ **prefer**rr**ed**, be**GIN** ⇒ **begin**nn**ing**

- If the **final syllable** is **not stressed**, we **do not double the final consonant**.

E.g. **VI**sit ⇒ visiting ⇒ visited, de**VE**lop ⇒ developing ⇒ developed

- If the **final syllable** is **not stressed**, and the last consonant is **l**, the **consonant may be left single or double**.

E.g. trave ⇒ traveling ⇒ traveled or travelling ⇒ travelled

- If a word ends in a **cluster** of two consonants (-rt, -rn, -ck, etc.), we **do not double the consonant**.

E.g. stat ⇒ starting ⇒ started, turnrn ⇒ turning ⇒ turned, thick ⇒ thck ⇒ thcker

- **We do not double the final consonant** if it **ends with two vowels + a consonant** (oil, -eed, -ain, etc.).

E.g. boil ⇒ boiling ⇒ boiled, cheap ⇒ cheaper ⇒ cheapest, explain ⇒ explaining ⇒ explained

- **We do not double y or w at the end of words if they are preceded by a vowel**.

E.g. stay ⇒ staying ⇒ stayed, new ⇒ newer ⇒ newest, grow ⇒ growing

2. Compare your answers to task 1 above with those of your partner. Then pick out the verbs ending in **-ed** and classify them in the table below.

/t/	/ɪd/	/d/
/p/, /s/, /k/, /f/, /ʃ/, /tʃ/, /θ/	/t/, /d/	
Devel <u>op</u> ed, stop <u>ped</u>	permi <u>tt</u> ed	Pro <u>ved</u> , reali <u>z</u> ed, turn <u>ed</u> , consi <u>der</u> ed, belie <u>v</u> ed, *studi <u>ed</u>

See Grammar Reference pp. 236-237.

Phonetic Symbols

All units

The consonant sounds of English are:

/p/	as in p artner	/f/	as in f ood	/h/	as in h as
/b/	as in b ut	/v/	as in v oice	/m/	as in m at
/t/	as in t wo	/θ/	as in th ree	/n/	as in n ote
/d/	as in d o	/ð/	as in this	/ŋ/	as in sing
/k/	as in c ar	/s/	as in s ea	/l/	as in l uck
/g/	as in g o	/z/	as in z oo	/r/	as in r ed
/tʃ/	as in ch in	/ʃ/	as in sh e	/j/	as in y es
/dʒ/	as in j oke	/ʒ/	as in m ea s ure	/w/	as in w ill

The vowel sounds of English are:

long vowels	short vowels	diphthongs (2 vowels)
/i:/ as in eat	/ɪ/ as in it	/eɪ/ as in day
/ɑ:/ as in car	/e/ as in ten	/aɪ/ as in buy
/ɔ:/ as in more	/æ/ as in bat	/ɔɪ/ as in boy
/u:/ as in too	/ʌ/ as in much	/əʊ/ as in no
/ɜ:/ as in word	/ɒ/ as in not	/aʊ/ as in now
	/ʊ/ as in put	/ɪə/ as in ear
	/ə/ as in again	/eə/ as in there
	/ɪ/ as in happy	/ʊə/ as in sure
triphthongs (3 vowels)	/aɪə/ as in fire	/eɪə/ player
/ɔɪə/ soya	/aʊə/ flower	/əʊə/ mower

Pronunciation rules for final -ed and -s

Pronunciation rules for final -ed

- If a verb itself ends in **-t** or **-d** the final **-ed** is pronounced /ɪd/
- If a verb ends in a voiceless consonant (/p/, /s/, /k/, /f/, /ʃ/, /tʃ/, or /θ/ the final **-ed** is pronounced /t/
- If a verb ends in a voiced consonant (/b/, /g/, /l/, /z/, /v/, /dʒ/, /ð/, /m/, /n/, or /ŋ/) or a vowel sound, the final **-ed** is pronounced /d/.

Pronunciation rules for final -s

- You pronounce the final **-s** as /ɪz/ if the word ends in one of the following sounds :

/s/ E.g. miss - /z/ E.g. buzz - /ʃ/ E.g. washes - /tʃ/ watches

/dʒ/ E.g. manages

- If a word ends in any other voiceless consonant sounds (/p/, /k/, /θ/, /t/) you pronounce the final **-s** as /s/
- If a word ends in any other voiced consonant sound (/b/, /g/, /l/, /z/, /v/, /dʒ/, /ð/, /m/, /n/, or /ŋ/), or a vowel sound, you pronounce the final **-s** as /z/.

Irregular verbs

List A: Irregular verbs with the same past simple and past participle forms.

Infinitive	Past simple	Past Participle
Awake	Awoke	Awoke
Bend	Bent	Bent
Bleed	Bled	Bled
Breed	Bred	Bred
Build	Built	Built
Burn	Burnt	Burnt
Buy	Bought	Bought
Catch	Caught	Caught
Cling	Clung	Clung
Creep	Crept	Crept
Deal	Dealt	Dealt
Dig	Dug	Dug
Dream	Dreamt	Dreamt
Dwell	Dwelt	Dwelt
Feed	Fed	Fed
Fight	Fought	Fought
Find	Found	Found
Flee	Fled	Fled
Fling	Flung	Flung

List B: Irregular verbs with different past simple and participle forms.

Infinitive	Past simple	Past Participle
Arise	Arose	Arisen
Bear	Bore	Born
Beat	Beat	Beaten
Befall	Befell	Befallen
Beget	Begot	Begotten
Begin	Began	Begun
Betake	Betook	Betaken
Bite	Bit	Bitten
Blow	Blew	Blown
Break	Broke	Broken
Choose	Chose	Chosen
Come	Came	Come
Do	Did	Done
Draw	Drew	Drawn
Drink	Drank	Drunk
Drive	Drove	Driven
Eat	Ate	Eaten
Fall	Fell	Fallen
Fly	Flew	Flown

3. Classify the words in the box below in the table that follows according to the pronunciation of the letters 'ch'.

☞ Aim: Sound-spelling links (pronunciation of the letters **ch**)

ar**ch**ives – **ch**urch – ar**ch**itect – coa**ch** – ar**ch**itecture – ar**ch** – al**ch**emyar**ch**aic – ar**ch**ipelago – ar**ch**etype – epo**ch** – ar**ch**er – ar**ch**aeology- art**ich**oke – Ar**ch**imedes – ar**ch**way – ar**ch**duke – ar**ch**angel

/tʃ/	/k/
Church, coach, archer, archway, archduke, artichoke	Archives, architect, architecture, archipelago, alchemy, archaic, archetype, epoch, archaeology, Archimedes, archangel

4. Now listen to your teacher reading aloud the words in task 3 & check your answers.

Follow the instruction. Ask your students to give other examples.

Think, pair, share (p.30)

Study the closely the model essay below and make the best use of it in preparation for the exercise. Follow the guidelines below to write **an expository essay** about *the challenges faced by our modern civilization*.

1. Work individually. Select three ideas from the thesis statement in the essay structure below.

Essay structure

Introduction: **Thesis Statement**

There are three major threats to our civilization:

Nuclear warfare - pollution – climate change -

Body §1: **Topic Sentence + supporting sentences**

Body §2: **Topic Sentence + supporting sentences**

Body §3: **Topic Sentence + supporting sentences**

Conclusion

Thesis Statement / Topic sentence	connectors	Supporting details	connectors	Express: example, cause, result, justification...
Introduction: There are three major threats to our civilization.... Body §1-Nuclear Warfare- Body §2 – Pollution- Body §3- Climate Change- Conclusion: There are indeed urgent ...				

2. Jot down details about the ideas you have selected using a network tree.

Introduction:

There are three major threats to our civilisation.

- ☑ nuclear warfare, explosion of atomic bombs in 1945; Cold war
- ☑ pollution, a major cause for concern with the massive and noxious increase in industry
- ☑ climate change as an outcome of the first two mentioned problems.

Body §1-Nuclear Warfare-

- ☑ The escalation of nuclear weaponry since World War Two has exposed humanity to a nuclear war that would not compare at all with Hiroshima and Nagasaki
- ☑ The Cold War a period of tension between the two most heavily equipped nations in terms of nuclear warheads, the USA and the USSR.
- ☑ The *Détente* that came after did not suppress all worries/ what about the country?

Body §2 – Pollution-

- ☑ There are also indirect consequences to owning nuclear energy.
- ☑ a lethal form of pollution can originate from it if nuclear power plants accidents.
- ☑ ever-increasing industrialisation, can also cause severe illnesses and deaths.
- ☑ chemicals dumped by factories underground, or in rivers and seas,
- ☑ enormous amounts of smoke emitted in the air by factories and vehicles.
- ☑ All of these are causing all sorts of illnesses in humans and threatening wildlife.

Body §3- Climate Change-

- ☑ Apart from these direct consequences, the third threat to our civilisation, climate change,
- ☑ directly related to the first two mentioned.
- ☑ Smoke has resulted in the greenhouse effect, responsible for the increase in mean temperature in the world.
- ☑ Consequently, the ice caps in the north and south poles are shrinking, the sea level is rising, rains have become irregular,
- ☑ hurricanes are more frequent, monsoons are more destructive, droughts have intensified
- ☑ the danger of famine is real, lead to dramatic wars over the possession of the meagre resources remaining.
- ☑ lethal chemicals spread in the environment make the world a dangerous place to live.
- ☑ The tons of smoke sent out in the atmosphere also constitute a health hazard, and are responsible for climate change.

Conclusion

- ☑ urgent measures to be taken by governments to make human activities safer if our civilisation is to survive and thrive.

3. Write a first draft essay using the structure provided above. Then exchange drafts with your partner for error checking.

Essay structure

☞ **Form:** indentation, punctuation-capital vs small letters-

☞ **Content:** transition *within* §-sentence transition- Connectors
transition *between* §-paragraph transition- Connectors

4. Write a revised version and share your ideas with the class.

POSSIBLE OUTPUT

Introduction:

There are three major threats to our civilisation, which can lead to the destruction of mankind. We have first nuclear energy, which has been a constant liability ever since the explosion of atomic bombs in 1945; there is also pollution, a major cause for concern with the massive and noxious increase in industrial activities and mechanisation; finally, climate change constitutes another threat, as an outcome of the first two mentioned problems.

Body §1-Nuclear Warfare-

The escalation of nuclear weaponry since World War Two has exposed humanity to a nuclear war that would not compare at all with Hiroshima and Nagasaki, since it could wipe out life on earth many times over. The Cold War was a period of tension between the two most heavily equipped nations in terms of nuclear warheads, the USA and the USSR. The *Détente* that came after did not suppress all worries, since other countries have the bomb, and could use it any time.

Body §2 – Pollution-

There are also indirect consequences to owning nuclear energy. Indeed, a lethal form of pollution can originate from it if accidents in nuclear power plants occur. But apparently less dangerous forms of pollution, generated by an ever- increasing industrialisation, can also cause severe illnesses and deaths. We can think of all the chemicals dumped by factories underground, or in rivers and seas, or of the enormous amounts of smoke emitted in the air by factories and vehicles. All of these are causing all sorts of illnesses in humans and threatening wildlife.

Body §3- Climate Change-

Apart from these direct consequences, the third threat to our civilisation, climate change, is directly related to the first two mentioned. Smoke has resulted in the greenhouse effect, responsible for the increase in mean temperature in the world. Consequently, the ice caps in the north and south poles are shrinking, the sea level is rising, rains have become irregular, hurricanes are more frequent, monsoons are more destructive, droughts have intensified, and have reached usually wet parts of the world. Therefore, the danger of famine is real, and can even lead to dramatic wars over the possession of the meagre resources remaining. Surely the impending threat of nuclear warfare, and the lethal chemicals spread in the environment make the world a dangerous place to live. The tons of smoke sent out in the atmosphere also constitute a health hazard, and are responsible for climate change.

Conclusion

There are indeed urgent measures to be taken by governments to make human activities safer if our civilisation is to survive and thrive.

☺ TAKE A BREAK ☺

✂ Find information about the Ancient Greek myth of Ulysses & organize a storytelling session in class. Help yourself with the illustration below.

Note: All tales begin with 'Once upon a time' and end with 'and lived happily ever after'.

Paris's Abduction of Helen

Once upon a time, Helen of Troy, in Greek mythology, was the most beautiful woman in the world. She was the major cause of the Trojan War, in which Greece defeated the city of Troy.

Helen was the daughter of Zeus, the king of the gods, and Leda, a human being. According to one myth, Zeus appeared in the form of a swan when he visited Leda. Helen later hatched from a swan's egg from which Helen was born.

When Helen was a child, an Athenian fell in love with her and kidnapped her. Helen's brothers rescued her. Many Greek heroes courted Helen, but she married Menelaus, the king of Sparta.

A Trojan prince
Sparta where
Helen, treated him as
when Menelaus left



named Paris visited
Menelaus, husband of
a royal guest. However,
Sparta to go to a

funeral, Paris abducted Helen (who perhaps went willingly) and also carried off much of Menelaus' wealth. In Troy, Helen and Paris were married- around 1200 B.C- .

Menelaus' brother, Agamemnon, led a Greek army against Troy to win Helen back. Paris was killed during the war. Helen then married Paris' brother who was also killed. After the Greeks captured Troy, Helen and Menelaus were happily reunited *and lived happily ever after*.

Helen's personality has long fascinated writers. Some authors have portrayed her as a deceitful woman driven by passion to betray her country and family. But other writers have regarded Helen as an innocent victim of her own beauty.

The Greek Siege of Troy

The Greek army laid siege to Troy for 10 years but could not conquer the city. The war began to go badly for the Greeks after Achilles, their bravest warrior, left the battlefield. Achilles refused to fight because Agamemnon, the Greek commander, had insulted him.

The Trojans, led by Hector, drove the Greeks back to their ships. Achilles finally returned to combat after his best friend, Patroclus, had been slain by Hector. Achilles killed Hector to avenge Patroclus' death.

The Trojans received help from their allies, the Ethiopians and an army of women warriors called Amazons. But Achilles enabled the Greeks to defeat their enemies by killing the queen of the Amazons, and the king of the Ethiopians. Paris, aided by the god Apollo, later shot Achilles in the heel with an arrow and killed him.



The fall of Troy & The Trojan Horse. The Greeks built a huge wooden horse, which has become known as the Trojan horse, and placed it outside the walls of Troy. Odysseus and other warriors hid inside the horse while the rest of the Greek army sailed away.

The prophetess Cassandra and the priest Laocoon warned the Trojans against taking the horse into their city. But Sinon, a Greek horse was sacred and would bring the protection of the gods. The Trojans then pulled the horse into Troy. That night they fell asleep after celebrating their apparent victory. Odysseus and his companions then crept out of the horse and opened the city gates for the rest of their warriors, who had returned from a nearby island.



The Greeks took back Helen, killed almost all the Trojans, and burned Troy. Menelaus, who had been determined to kill his faithless wife, was soon taken by Helen's beauty and her seductiveness that he allowed her to live. According to the Aeneid, the few Trojan survivors included the warrior Aeneas, whose descendants founded Rome.



Brueghel, Jan the Elder. *The Burning of Troy* (c. 1671-72)

Cyclops, Polyphemus

Cyclops in Greek mythology was any member of a race of giants with one eye in the middle of the forehead. The best-known of the Cyclopes was Polyphemus. The epic poem, the Odyssey, describes how the Greek hero Odysseus and his men sailed to an island inhabited by Polyphemus. The Cyclops imprisoned the Greeks and ate six of them. After Odysseus made Polyphemus drunk, he and his surviving men put out the giant's eye with a burning stake and escaped. The blind Polyphemus prayed to his father, the sea god Poseidon, to punish Odysseus. As a result, Odysseus suffered many hardships and delays before reaching his home.



The Sirens



Sirens were sea nymphs in Greek mythology who lived on an island. The Sirens' sweet singing lured sailors to destruction on their island's rocky shores. In some stories, the Sirens would die if someone sailed past unmoved by their singing. The hero Odysseus (Ulysses in Latin) put wax in his sailors' ears so they could not hear the Sirens. Then he had them tie him to the mast. Odysseus could thus listen to the Sirens without endangering his ship. In art, Sirens were first portrayed as birds with women's heads and later as women with birds' legs and sometimes wings.

Penelope & Ulysses

Once upon a time in the kingdom of Ithaca lived Penelope, a great figure in Greek mythology. She was the wife of Odysseus (Ulysses in Latin), king of Ithaca. She became famous for her faithfulness to her husband. After the birth of their son, Telemachus, Odysseus left on an expedition against Troy. He did not return for 20 years, but Penelope remained faithful to him. Her story is told in the epic poem the *Odyssey*.

Many nobles from Ithaca and neighbouring islands courted Penelope, claiming that she would never return, but she refused to remarry. For three years, she held suitors off by a trick. She said that she must first weave a shroud for her father-in-law, Laertes. Each night she unravelled what she had woven that day.

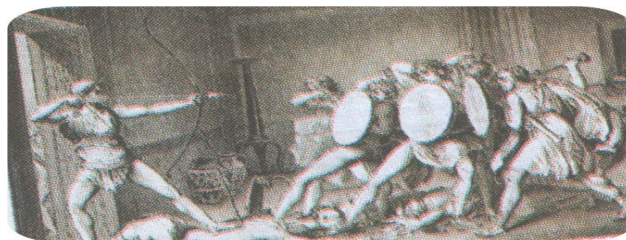


Odysseus would refused to remarry. suitors off by a must first weave a law, Laertes. Each she had woven that

After a maidservant revealed Penelope's deception, she promised to select the suitor who could string and shoot Odysseus' great bow. Each suitor tried and failed. A beggar, who had come to the palace and was given shelter, asked to try. He easily strung and shot the bow. The beggar was Odysseus in disguise. With the bow, he killed the suitors. Odysseus regained his kingdom and was reunited with Penelope *and lived happily ever after*.

Ulysses's Homecoming-Return to Ithaca-

The Greeks finally defeated the Trojans after 10 years of fighting, and Ulysses set sail for Ithaca. During his land of Cyclopes (one-captured by he escaped after heated stake. revenge to his father,



return voyage, he visited the eyed giants). Ulysses was Polyphemus, a Cyclops, but blinding the Cyclops with a Polyphemus prayed for the sea god Poseidon.

Poseidon then tried to make Ulysses's return home as difficult as possible. With some help from the goddess Athena, Ulysses finally reached home after 10 years of wandering and many thrilling adventures.

During Ulysses's long absence, several noblemen had moved into his palace. The men claimed that Ulysses must have died, and they demanded that Penelope marry one of them. Penelope finally agreed to marry the man who could string Ulysses's huge bow and shoot an arrow through 12 axes.

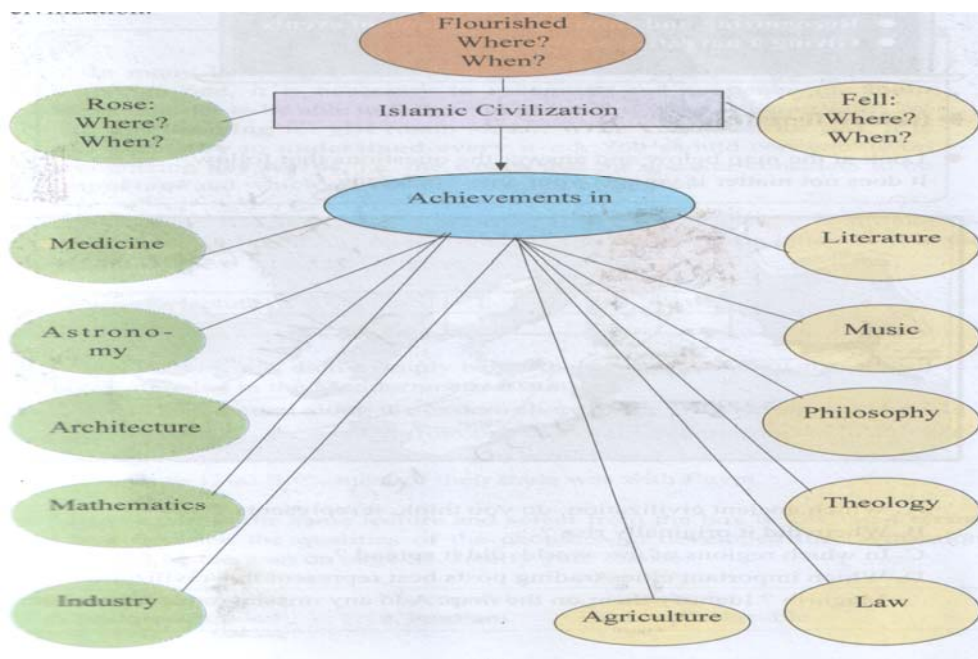
Ulysses arrived at the palace the day before the archery contest, disguised as a beggar. Penelope allowed him to enter the contest. He was the only one who could perform the feat. After revealing his identity, he killed the noblemen with the help of Athena, Telemachus, and loyal servants. He then was reunited with his wife *and lived happily ever after*.

RESEARCH & REPORT

- Carry out a research to fill in the spidergram below with relevant information.
 - Enliven your spidergram by including pictures of achievements in Islamic civilization.
- The report can be presented in the form of a class presentation (speaking from notes on the diagram) or an interview.
- Advise the students to present the information in a climax order (from the least to the most important piece of information).
- Use maps to represent the spread of Islamic civilization and pictures/drawings of famous people and monuments.

E.g

In the history of mankind, Islam gave rise to a civilization which soon became a model for many nations all over the world. This Muslim civilization emerged in Arabia in the seventh century of the Christian Era when the Prophet Muhammed (Blessed Be His name) revealed God's message. Out of Islam rose a civilization that could not be confined to the Hidjaz ... (To be continued by students).



LISTENING & SPEAKING

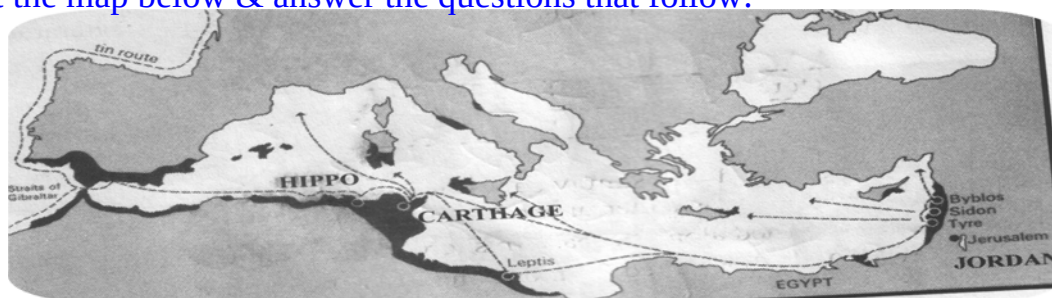
Skills and Strategies Outcomes

Go through the preview with your students to make the objectives of this section explicit.

- Making & checking hypotheses/predictions.
- Listening for gist.
- Listening to details.
- Recognizing & showing a sequence of events.
- Giving a narrative account.

► Before listening

- Look at the map below & answer the questions that follow:



A. Which ancient civilization, do you think, it represents?

It represents the Phoenician civilization.

B. Where did it originally rise?

It originated in what is known as Jordan and Lebanon today.

C. In which regions of the world did it spread?

It spread to the Mediterranean Basin.

D. Which important cities/trading posts best represent this civilization in the Maghreb? Identify them on the map. Add any missing ones if possible.

Carthage (Tunis), Icosium (Algiers), Hippo (present-day Annaba)

Students can come out with further information.

► As you listen

1. Listen to a lecture about the civilization represented on the map on the previous page and check your answers to the questions on the same page.

Students check answers to the task in the before-reading rubric

- Have a look at the coping box below. Then do tasks 2 and 3 that follow.

Coping

In many listening situations, whether in your own language or in a foreign one, it is necessary to **recognize** and **sequence the main ideas** in order to be able to **follow the thread** of **what is being said**. We call this **listening for gist** (main ideas). When you listen for **gist**, it is **not necessary** to **understand every word**. You should concentrate on recognizing **key words**, i.e. **the words** that the speaker considers to be **important** and which are usually **stressed** in English.

2. Sentences A-E below are not in order. Listen to the lecture again and **reorder** them according to their occurrence in the lecture. Write letters A-E in the following table.

Order in the lecture	1	2	3	4	5
Jumbled sentences	D.	B	E	C	A

Have the students go through the text in the coping box. Interact with the students and clarify further the notions if necessary.

5. A. The Phoenicians didn't simply barter their goods, but they also spread the alphabet in the Mediterranean Basin.

2. B. Later they settled along the eastern shore of the Mediterranean.

4. C. By 1000 B.C., they sailed from one end of the Mediterranean to another.

1. D. Originally, the Phoenicians used to live in the desert.

3. E. Down to 1200 B.C., most of their trade was with Egypt.

3. Listen again to the same lecture and **select** from the box below the **4 terms** that best describe the qualities of the people who developed the civilization represented on the map on page 32. Justify your choice.

a. warlike b. peaceful c. nomadic d. business-minded e. ignorant f. knowledgeable

If necessary, let the students check the meaning of the words in the dictionary. The students will do the task from memory. Then check their answers by listening to the script a second time.

Have the students give their justifications. Key words from the script are enough as a justification.

► After listening

- Have a look at the coping box. Then do the task that follows.

Coping

When we give a historical account or tell the story of something or someone, we resort to an organizational pattern based on **chronology**. To convey chronological order we use:

- Past tenses (generally the past perfect & occasionally the past perfect)
- Sequencers which express:
 1. the beginning of a list : first, to start with, to begin with, originally, etc.
 2. the continuation of a list : next, then, shortly afterwards, later, etc.
 3. the end of a list: finally, at last, eventually, in the end, etc.
- Time conjunctions: when, as soon as, while, before, after, once, etc.

• **Task:** The sentences below are **not in order**. **Re-order** them to get a coherent text about the history of papermaking. Write letters A-G in the table below. Then explain how you have found the order of the sentences.

Order in the lecture	1	2	3	4	5	6	7
Jumbled sentences	C	E	A	G	B	F	D

Have the students skim through the text in the coping box. Then have them interact in order to elicit the genres (historical accounts, tales, novels, short stories, newspaper and radio reports...) in which the chronological pattern is used. (1C 2E 3A 4G 5B 6F 7D)

Slight changes in the ordering are possible. This should be a good opportunity for a short class discussion.

3. A. For a long time papermaking with such materials was a monopoly of the Chinese.

5. B. The Arabs improved the papermaking process considerably.

1. C. About the year 105 A.D., a Chinese official called Ts'ai-Lum discovered that paper could be made from bark, old linen and other materials.

7. D. It reached the Maghrib about 1100, and then was introduced into Spain, France, Italy and Germany.

2. E. It was so made until about the eighth or ninth century A.D.

6. F. The craft spread to Baghdad and Damascus.

4. G. The Arabs learned the secret from Chinese prisoners, captured in the fighting around Samarkand between 704 and 750 A.D.

A.D. Anno Domini / An abbreviation used with a date, indicating how many years have passed since the birth of Jesus. The abbreviation may appear before the date (A.D. 1988), or it may appear after the date (1988 A.D.). It stands for *anno Domini*, a Latin phrase meaning "in the year of our Lord." (Compare B.C.)

► Saying it in writing

- Prepare a short historical account of the development of Western civilization using the timelines on the next page. Before writing and giving your account to the class, **list**, **select** and **organize** the major events in a timeline of your own.

Start like this: Western civilization is one of the world's twenty-six civilizations. It started in Crete, the largest Greek island in the eastern Mediterranean Sea, about 3,000 years ago. The civilization that rose in Crete was called the Minoan civilization because Crete at that time was under the rule of the legendary King Minos. Ancient Greek civilization originated more than 2,000 years ago on the shores of the Ionian and Aegean Seas. Ancient Greece made innovations in philosophy, politics, science, architecture, and the arts, and Greek culture forms the basis of Western civilization to this day. Then came the Roman civilization. ... (To be continued by students)



Reading & Writing

Make the students aware of the objectives of the section by giving them time to skim through the preview.

Skills and strategies outcomes

- Skimming
- Scanning
- Identifying reference words
- Recognizing types of discourse
- Summarizing



► Before reading:

- Look at the picture 1-3 then answer the following questions:



1. What does each of the pictures represent?

1. **Picture One** represents one of the three pyramids at Giza, the Great Pyramid of Khufu /Cheops near Cairo. (230 m/755 ft square and 147m/481 ft high. The three pyramids at Giza were considered one of the Seven Wonders of the World in Antiquity (the Pyramids of Egypt, the Hanging Gardens of Babylon, the Temple of Artemis at Ephesus, the Statue of Zeus at Olympia, the Mausoleum at Halicarnassus, the Colossus of Rhodes, and the Pharaohs (lighthouse) at Alexandria)- (Honorary Candidate since July 2007)

Picture Two represents a mummy of an Egyptian Pharaoh and Horus (in ancient Egyptian mythology, the hawk-headed sun god, son of Isis and Osiris, of whom the pharaohs were declared to be the incarnation)

Picture Three: Mask of the Pharaoh

2. Which one of them shows one of the Seven Wonders of the World? Picture 1
3. Which Ancient Egyptian king have u heard of?

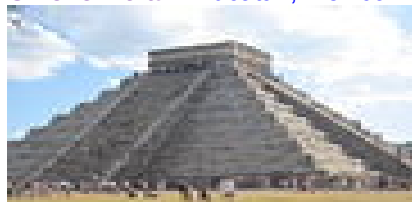
One of the most famous was Tutankhamen (whose tomb was discovered near Luxor in 1922).

4. Which stories in your culture are associated with Egypt? Say a few words about them.

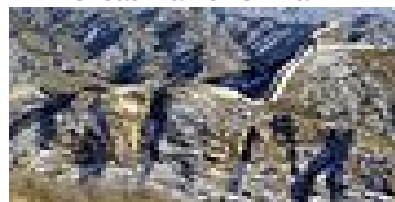
The story of Sidna Musa (Moses) Moses, the Story of Sidna Yucef (Joseph)

NOTE: Old 7 Wonders Versus New 7 Wonders

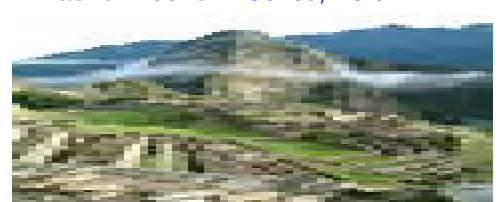
Chichen Itza in Yucatán, Mexico



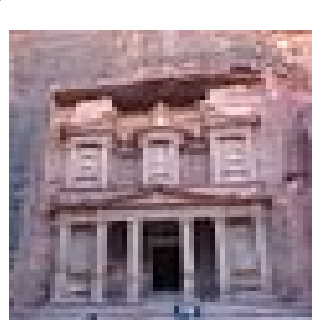
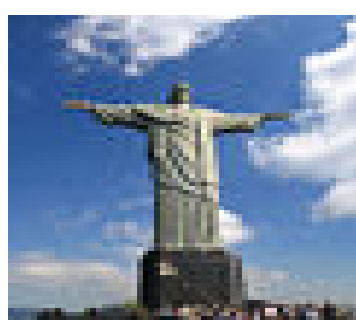
Great Wall of China



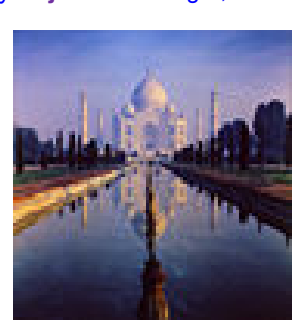
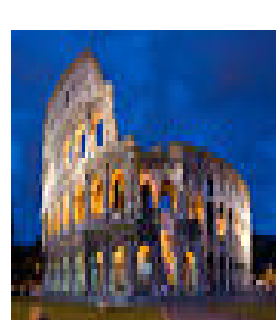
Machu Picchu in Cuzco, Perú



Christ the Redeemer in Rio de Janeiro, Brazil



Roman Colosseum in Rome, Italy



► **As you read:**

- Have a look at the coping box & do task 1 that follows:

Coping

Skimming means reading quickly for gist (general meaning). You skim through a written text in order to find out about the topic and its general organization.

When you are asked to skim through a text, you **needn't** know every word & sentence in the text. You should concentrate, instead, on recognizing **key words**, i.e. words that the writer considers to be important. Key words are often repeated in the text.

1. Skim through the introduction and the conclusion of the text below and pick out four to six key words.

Students should be encouraged to do this as quickly as possible

Key words :

A. in the introduction: civilization - rose - Egypt decline - fall

B. in the conclusion: decline, fall / The choice of words may be subject to debate.

Text

(§1) Ancient Egyptian civilization rose in the Nile Valley. As in Sumer, the need for an irrigation system first led farmers to join together and cooperate. But the bonding together of men developed much further in Egypt. Sumer remained a land of small city states whereas the people of Egypt became united under the rule of a single king. **This** made of Egypt the first nation in history.

(§2) The Pharaoh's government did many important things. **It** protected the land and its inhabitants by organizing defenses to keep out the raiding war-bands **which** sometimes attacked the country from the desert. The preserving of internal peace was another of the Pharaoh's tasks. The people of a nation can only live together if the rulers make sure that the laws are obeyed. Many of the laws of the Egyptians were traditional, that is to say, **they** had grown up gradually, over the centuries. But the Pharaoh could make new laws, and did **so**, whenever he thought it necessary.

(§3) In countless ways, then, the Egyptians derived great benefits from their system of national government. But this was only one reason why **they** stayed a united people throughout ancient times. Another reason was **their** national pride and strong sense of belonging together. The Egyptians felt that **they** were privileged to have been born in Egypt. All other lands, **they** thought, were cold and dark, and the people who lived in **them** more akin to animals than to human beings.

(§4) It was the Ancient Egyptians' feelings and beliefs about the Pharaoh that provided the strongest unifying force of all. In Sumer, the king of each city was thought to be the chief servant of the city's god. The Egyptian idea of kingship went further than this. They thought that their king was himself a living god, a divine ruler who had magic control over the weather and the Nile, and who alone brought safety, prosperity and happiness to the nation. The Pharaoh was revered to such a degree that his people dared not mention him by name. **They** only spoke of the palace in which he lived. That is why **they** called **him** Pharaoh, which means 'great house'.

(§5) When we realize how much the Pharaoh meant to the Egyptians, it is easier to understand how the pyramids came to be built. Since **he** was a god, **he** could not be allowed to die. It was believed that **his** spirit would survive only if his body were preserved, together with everything that was needed for its future well-being. The pyramids, therefore, were designed as eternal dwelling places for the god-kings from where the dead Pharaohs would continue **their** magic work

for their 'beloved land'.

(§6) The effort and resources needed to build pyramids were so great that from the 25th century B.C onwards, they had perforce to become smaller and smaller. The later Pharaohs were buried, not in pyramids, but in rock tombs. Yet the contents of the tombs remained as extravagant as before. When Howard Carter discovered the tomb of Tutankhamen in 1922 it proved to contain the most incredible burial treasure ever found. With all this treasure going into the ground instead of being invested, it was no surprise that eventually the Pharaohs proved to be the major cause behind the decline and fall of ancient Egyptian economy, and therefore of its civilization.

(From Victor Skipp, **Out of the Ancient World**, Penguin, p.61.)

2. Use the key words you have picked out in task 1 (page 37) to give a title to the text.

Possible title: The Rise and Fall of Ancient Egyptian Civilization

Have the students check the validity of the title. You can jot some of the students' titles on board and let the class choose the best one.

3. Now, skim through the whole text & match ideas A-G below with their corresponding §. One of the ideas is irrelevant. Write the numbers of § in the boxes.

§2 A. The Pharaoh's government and its functions.

§4 B. The Pharaoh and his importance for the political unity of Egypt.

§1 C. The unification of ancient Egypt.

§3 D. Patriotic feelings in ancient Egypt.

§6 E. The Pharaoh's ruining of Egyptian economy.

§5 F. The idea behind the building of the pyramids.

IR G. The importance of Tutankhamen's treasure.

4. Have a look at the coping box and do the task that follows.

 *Go through the text in the coping box to raise awareness of the importance of scanning in reading. Compare and contrast the skills of scanning and skimming.*

Coping

Scanning means reading for **specific pieces** of information (a fact, or a detail, or a particular word). When you scan written texts, your eyes **should move quickly** to find the information you are interested in. Ignore irrelevant items. What counts here is your power of observation.

• **Task:** Scan the text and answer the following questions.

Go through the text in the coping box to raise awareness of the importance of scanning in reading. Compare and contrast the skills of scanning and skimming.

A. What is the major difference between ancient Sumer and ancient Egypt?

The major difference between Sumer and Ancient Egypt is that the former remained a land of small city states whereas Egypt became united under the rule of a single king.

B. What are the benefits that ancient Egyptians derived from their system of national government?

The benefits that the ancient Egyptians derived from their system of national government are protection and internal peace.

C. What does the name Pharaoh' mean in the ancient Egyptian language?

The name Pharaoh means **Great House** in Ancient Egyptian.

D. Why were the pyramids important for ancient Egyptians?

They were the dwelling places of the spirit of the Pharaoh.

E. Who discovered Tutankhamen's tomb?

Howard Carter discovered the tomb of Tutankhamen in 1922.

5. Circle and link the words written in bold in the text with the items they refer to.

Eg, **the people of Egypt became united under the rule of a single king.**

This made Egypt the first nation in history. (§1)

Explain to the students that the failure to understand such links will certainly lead to a serious misunderstanding of the text. Before setting them to task, refer the students to the Coping on page 68.

☐ The people of Egypt became united under the rule of a single king (**this**) §1

☐ The Pharaoh's government (**it**) § 2

☐ The land (**its**), the raiding war bands (**which**) §2

☐ The Pharaoh could make new laws (**so**) §2

☐ The Egyptians derived great benefits from their system of national government (**this**) §3,

The Egyptians (**They**) §3 , The Egyptians (**their**) §3, All other lands (**them**) §3

☐ The people (**they**) §4, The Pharaoh (**he**) §4 The people (**they**) §4, The Pharaoh (**him**) §4

☐ The Pharaoh (**he, he, his**) §5, The Pharaohs (**their**) §5

► After reading:

1. Have a quick look at the coping box below. Then decide which type of discourse the text you have studied belongs to.

COPING

There are **five** major types of discourse in prose texts: **descriptive, expository, narrative, argumentative** and **prescriptive**.

As their name indicates, **descriptive** texts do just that: they **describe** people, places, things,

☒ **Expository** texts **explain** how things work, and **why** these things **are what they are**.

☒ **Narrative** texts **tell** the story of something or someone.

☒ **Argumentative** texts are texts which **defend** points of view.

☒ **Prescriptive** texts are texts which **give instructions**.

Note: There may be more than one type of discourse in the same text.

Have the students go through the coping box. Elicit the fact it is important to find out the function of texts because that helps better understand the writer's purpose.

The discourse is mostly narrative but it takes an argumentative turn at the end.

It is important to follow up with an explanation that narration and description are sometimes used in argumentative texts.

2. Write a short summary of the text (about one-fifth of it) you have studied. Your teacher will tell you about the strategies for making a summary.

Before involving the students in the task, review with them what summarizing means and the techniques that should be used.

Writing a good summary is a difficult task which is rarely done satisfactorily, even by advanced students. The best way of training the students to write summaries is to prepare them through practice in underlining important/key words and main ideas and in perceiving the structure of the text. This is essentially what has been done throughout the previous tasks of this section.

Points to watch when assessing students' summarizing:

1. The summary is too short and the main idea is not expressed.
2. The summary is too long. It does not fit the one-fourth, one-fifth of the original.
3. There are too many details and the key ideas do not stand out.

4. The wrong key ideas have been selected
5. The information they contain is wrong.
6. The summary is not written in one's own words.
7. The summary is not an accurate and objective account of the text: it is pervaded with personal reactions.

Proposed summary of the text (about 10 lines):

Ancient Egyptian civilization emerged along the Nile Valley as a result of the unification of all Egyptians under the central authority of one single king, the Pharaoh. The Pharaoh's government guaranteed both external and internal security to the people of Egypt. As a consequence, the Egyptians grew very proud of their country and became so fond of the Pharaoh that they worshipped him as a God-king. This national pride and identification with the Pharaoh kept the unity of ancient Egypt and made its civilization prosper for many centuries. But the economy of ancient Egypt was ruined by all the resources that the Pharaohs put into the building of pyramids and the burial of their treasures in their own tombs. Economic collapse caused the gradual decline and fall of ancient Egyptian civilization.



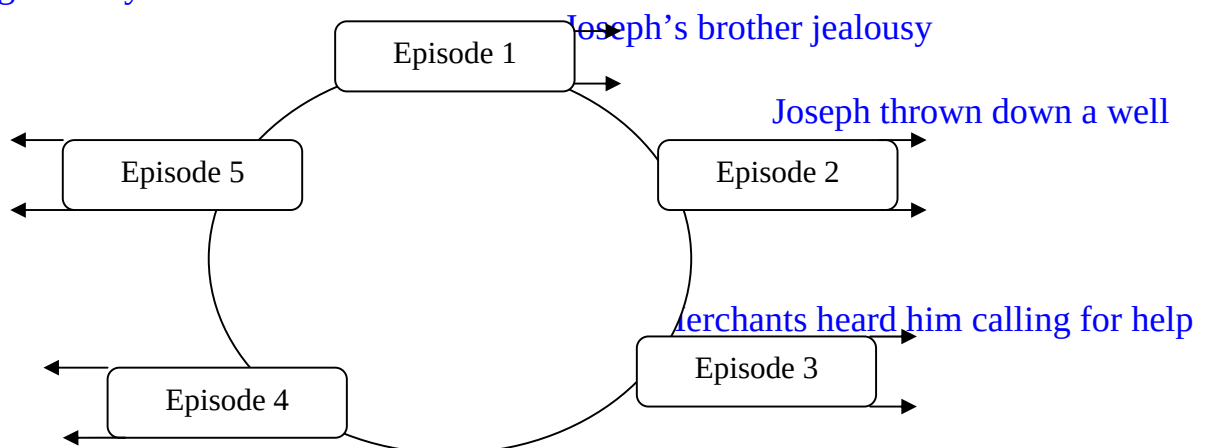
► Writing development

- The picture below illustrates the story of Joseph / Sidna Yucef. Study it. Then write your own version of the story following the guidelines on the next page

Follow the procedure provided in the textbook

Joseph is famous for his coat of many colors and his God-given ability to interpret dreams. Due to jealousy, his brothers sold him as a slave. Eventually he worked under the Egyptian official Potiphar but was freed and became the chief adviser (vizier) to the Egyptian Pharaoh, allegedly around either the Hyksos Era or the Middle Kingdom of Egypt period, according to Kenneth Kitchen.

1. Jot down ideas about the story using the cycle of episodes below. Some of the events in the episodes are given to you.



2. Select the idea from your cycle of episodes & start writing your draft narrative. Don't pay attention to mistakes at this stage.
3. Check whether your ideas are developed correctly. Then review your story for grammar & spelling mistakes.
4. Exchange drafts with your partner for error checking.

5. Hand your revised version of the story to your teacher.

Project Outcome

Making the profile of an ancient civilization (E.g. Greece)

Your profile should include the following:

❑ Information about the place where and the time when Ancient Greek civilization flourished
==Chronology==

There are no fixed or universally agreed upon dates for the beginning or the end of the ancient Greek period. In common usage it refers to all Greek history before the [[Roman Empire]], but historians use the term more precisely. Some writers include the periods of the Greek-speaking [[Mycenaean Greece|Mycenaean]] civilization that collapsed about [[1150 BC]], though most would argue that the influential [[Minoan civilization|Minoan]] was so different from later Greek cultures that it should be classed separately.

In Greek school books, "ancient times" is a period of about 900 years, from the catastrophe of [[Mycenae]] until the conquest of the country by the [[Roman Republic|Romans]], divided into four periods based on styles of art and culture and politics. The historical line starts with [[Greek Dark Ages]] ([[1100 BC|1100]]–[[800 BC]]). In this period artists use geometrical schemes such as squares, circles and lines to decorate [[amphora]]s and other pottery. The [[Archaic period in Greece|archaic period]] ([[800 BC|800]]–[[480 BC]]) represents those years when the artists made larger free-standing sculptures in stiff, hieratic poses with the dreamlike "[[archaic smile]]". In the classical period (490–[[323 BC]]) artists perfected the style that since has been taken as exemplary: "[[Classical Greece|classical]]", such as the [[Parthenon]]. The years following the conquests of [[Alexander the Great|Alexander]] are referred to as the [[Hellenistic Greece|Hellenistic]], (323–[[146 BC]]), or [[Alexandria]]n period; aspects of Hellenic civilization expanded to Egypt, the Levant, Mesopotamia, Persia and beyond.

Traditionally, the ancient Greek period was taken to begin with the date of the first recorded [[Olympic Games]] in [[776 BC]], but many historians now extend the term back to about [[1000 BC]]. The traditional date for the end of the ancient Greek period is the death of [[Alexander the Great]] in 323 BC. The following period until the integration of Greece into the [[Roman Republic]] in 146 BC is classed [[Hellenistic Greece|Hellenistic]].

These dates are historians' conventions and some writers treat the ancient Greek civilization as a continuum running until the advent of [[Christianity]] in the [[3rd century]].

❑ Information on two Ancient Greek major cities (E.g. Athens, Sparta)

Athens ([Greek](#): Αθήνα/*Athina*, [katharevousa](#) (old-fashioned): Αθήναι/*Athinai*), the [capital](#) and largest city in [Greece](#), dominates the [Attica](#) periphery: as one of the world's oldest cities, its recorded history spans at least 3,000 years.

Today the Greek capital, Europe's 8th largest [conurbation](#),^[1] is rapidly becoming a leading business centre in the [European Union](#). This bustling and cosmopolitan metropolis with an urban population of 3.3 million and a metropolitan population of about 3.8 million people is central to economic, financial, industrial, political and cultural life in Greece. The city proper has a land area of 39 km² (15 sq mi), while the urban agglomeration of Athens spans 412 km² (159 sq mi).^[2]

Ancient Athens was a powerful [city-state](#). A center for the arts, learning and [philosophy](#), home of [Plato's Akademia](#) and [Aristotle's Lyceum](#),^{[3][4]} Athens was also the birthplace of [Socrates](#), [Pericles](#), [Sophocles](#) and its many other prominent philosophers, writers and politicians of the ancient world. It

is widely referred to as the cradle of [Western Civilization](#),^[5] and the birthplace of [democracy](#),^[6] largely due to the impact of its cultural and political achievements during the 5th and 4th centuries BC on the rest of the then known European continent.^[7]

The heritage of the classical era is still evident in the city, portrayed through a number of ancient monuments and artworks; the most famous of all being the [Parthenon](#) on the [Acropolis](#), standing as an epic landmark of western civilization. The city also retains a vast variety of [Roman](#) and [Byzantine](#) monuments, as well as a small number of remaining Ottoman monuments projecting the city's long history across the centuries. Landmarks of the modern era are also present, dating back to 1830 (the establishment of the independent Greek state), and taking in the [Greek Parliament](#) (19th century) and the Athens Trilogy (Library, University, and Academy).

Athens was the host city of the [first modern-day Olympic Games](#) in 1896, and 108 years later it welcomed home the [Summer Olympics](#), with great success.^[8]

Sparta ([Doric](#): Σπάρτα *Spártā*, [Attic](#): Σπάρτη *Spártē*) was a [Dorian](#) Greek [military city-state](#), originally centered in [Laconia](#). Sparta emphasized military training, and after achieving notable victories over the [Athenian](#) and [Persian](#) Empires, regarded itself as the natural protector of Greece.^[1] [Laconia](#) or [Lacedaemon](#) (Λακεδαίμων) was the name of the wider [city-state](#) centered at the city of Sparta, though the name "Sparta" is now used for both. The [Kings of Sparta](#) were believed to be the direct descendants of [Heracles](#).^[2]

The city of Sparta lay at the southern end of the central Laconian plain, on the right bank of the [Eurotas River](#). It was a strategic site, guarded on three sides by mountains and controlling the routes by which invading armies could penetrate Laconia and the southern Peloponnesus via the Langhda Pass over Mt [Taygetus](#). At the same time, its distance from the sea—Sparta was 27 miles from its seaport, [Gythium](#)—made it difficult to blockade.

❑ [A short account of the life styles, beliefs, customs, myths, and laws of these cities](#)

Sparta was, above all, a militarist state, and emphasis on military fitness began virtually at birth. Shortly after birth, the mother of the child bathed it in wine to see whether the child was strong. If the child survived it was brought before the elders of the tribe by the child's father. The elders then decided whether it was to be reared or not. If found defective or weak, the baby was left on the wild slopes of [Mount Taygetos](#) - also known as Apothetae, or as the Place of Rejection - to die; but it was also common for these rejected children to be adopted by the helots. In this way the Spartans attempted the maintenance of high physical standards in their population. From the earliest days of the Spartan citizen, the claim on his life by the state was absolute and strictly enforced.

- ❑ [Information on the contributions made by Ancient Egypt and Phoenicia to ancient Greek civilization](#)
- ❑ [A summary of the major achievements of this civilization in science, philosophy, government...](#)
- ❑ [Information on the civilizations that saved the Greek cultural heritage for mankind.](#)

N.B. [Illustrate your profile with maps, pictures of monuments, etc.](#)

Alternative projects

- [A booklet/leaflet/guidebook about the cultural heritage of your region -monuments, ruins, crafts-](#)
- [Making a timeline from the most ancient civilizations \(Chinese, Egyptian, Aztec , etc.\)to the most modern ones, highlighting their most important contributions to mankind.](#)

Timeline of Greek migrations

Distribution of the Hellenic races

*Some key historical events have also been included for context, but **this timeline is not intended to cover history not related to migrations**. There is more information on the historical context of these migrations in [History of Greece](#).*

Pre-29th century BCE — Greek tribes migrate into the Balkans.

20th century BCE — Settlements established on the Greek Peninsula

17th century BCE — Decline of [Minoan civilization](#), possibly due to the eruption of [Thera](#). Settlement of Achaeans and Ionians in the Greek peninsula ([Mycenaean civilization](#)).

13th century BCE — First [colonies](#) established in Asia Minor.

11th century BCE — Doric tribes move into peninsular Greece.

9th century BCE — Major colonization of Asia Minor.

8th century BCE — First major colonies established in [Sicily](#) and Southern Italy.

6th century BCE — Colonies established across the Mediterranean and the [Black Sea](#)

4th century BCE — Campaign of Alexander the Great; Greek colonies established in newly founded cities of [Ptolemaic Egypt](#) and Asia.

2nd century BCE — Conquest of Greece by the [Roman Empire](#). Migrations of Greeks to Rome.

4th century — Establishment of [Eastern Roman](#) (Byzantine) Empire. Migrations of Greeks throughout the Empire, mainly towards Constantinople.

7th century Slavic conquest of several parts of Greece, Greek migrations to Southern Italy take place. Byzantine Emperors capture main Slavic bodies and transfer them to Cappadocia. Bosphorus re-populated by Macedonian and Cypriot Greeks.

8th century Byzantine dissolution of surviving Sclaviniai and full recovery of the Greek peninsula.

9th century Retromigrations of Greeks from all parts of the Empire (mainly from Southern Italy and Sicily) into parts of Greece that were depopulated by the [Slavic Invasions](#) (mainly western Peloponnese and Thessaly).

13th century — Byzantine Empire dissolves, Constantinople taken by the Fourth Crusade; becoming the capital of the [Latin Empire](#). Reconquered after a long struggle by the Empire of Nicaea, but fragments remain separated. Migrations between Asia Minor, Constantinople and mainland Greece take place.

15th century — Conquest of Byzantium by the Ottoman Empire. Greek diaspora into Europe begins. Ottoman settlements in Greece. Phanariot Greeks occupy high posts in Eastern European millets.

1830s — Creation of the [Modern Greek State](#). Immigration to the [New World](#) begins. Large-scale migrations from Constantinople and Asia Minor to Greece take place.

1913 — Macedonia partitioned; Unorganized migrations of Greeks, Bulgarians and Turks towards their respective states.

1910s — approximately 353,000 [Pontian Greeks](#) killed [2].

1919 — [Treaty of Neuilly](#); Greece and Bulgaria exchange populations, with some exceptions.

1923 — Treaty of Lausanne; Greece and Turkey agree to exchange populations with limited exceptions of the Greeks in Constantinople, Imbros, Tenedos and the Muslim minority (mainly Greeks, Pomaks, Roms and Turks) of [Western Thrace](#). 1,5 million of Asia Minor and Pontic Greeks settle in Greece, and some 450 thousands of Muslims settle in Turkey.

1947 — [Communist](#) regime in [Romania](#) begins evictions of the Greek community, approx. 75,000 migrate.

1948 — [Greek Civil War](#). Tens of thousands of Greek [communists](#) and their families flee into [Eastern Bloc](#) nations. Thousands settle in [Tashkent](#).

1950s — Massive emigration of Greeks to [West Germany](#), the United States, Australia, Canada, and other countries.

1955 — [Istanbul Pogrom](#) against Greeks. Exodus of Greeks from the city accelerates; less than 2000 remain today.

1958 — Large Greek community in [Alexandria](#) flees [Nasser's](#) regime in [Egypt](#).

1960s — [Republic of Cyprus](#) created, as an independent Greek state, under Greek, Turkish and British protection. Economic emigration continues.

1974 — [Turkish invasion of Cyprus](#). Almost all Greeks living in Northern Cyprus flee to the south and the United Kingdom.

1980s — Many civil war refugees were allowed to re-emigrate to Greece. Reverse migration of Greeks from Germany also begins.

1990s — Collapse of [Soviet Union](#). Approx. 100,000 ethnic Greeks migrate from [Georgia](#), [Armenia](#), southern [Russia](#) and Albania to Greece.

2000 — Greece fully implements the [Schengen Treaty](#).

2000s — Some statistics indicate the beginning of a trend of reverse migration of Greeks from the United States and Australia.

- [Drawing the wheel of civilization.](#)

Lesson Sequence Overview

Having established that civilizations developed from settled farming communities, students begin to understand the characteristics - both seen and unseen - that shape the identity of civilizations. Students use a graphic organizer, the “Wheel of Civilization” to organize their study. Limit investigations here to Mesopotamia and the Indus River Valley regions to keep students from getting too dizzy. The Nile River civilization of Egypt will be examined during a class research project in LS 5.

Students will study ancient China during a later unit on economics.

“The Wheel of Civilization”

4 UNIT 6.1 • PATTERNS OF SETTLEMENT IN THE ANCIENT AND MODERN WORLDS

Lesson Sequence 4

Session MSDE Indicators MCPS Content Focus

- A civilization is a highly organized society that has developed forms of government, religion, written language, art, sciences and learning.
- Civilizations have both seen and unseen elements including religion, social, economic, and political systems, human and physical geographic characteristics, forms of expression, and science and technology.

World History

- analyze the cultural development of Mesopotamia, and the Indus River Valley...

Geography

- explain interrelationships among **physical** and **human characteristics** that shape the identity of **places**
- analyze population growth and **settlement patterns**

World History-Same as Previous

Peoples of the Nations and World

- analyze how the **environment** and cultural **diffusion** influence the development of ...cultures

The Rule of Law

World History - Same As Previous

Peoples of the Nation and World

- analyze characteristics that are used to organize people into cultures

World History - Same as Previous

Political Systems

- analyze the relationships among maintaining order under the **rule of law**, protecting individual rights, and providing for the **common good**
- Between 3500 BCE and 2300 BCE, Sumer in Mesopotamia developed into a civilization that included temples, irrigation systems, extensive trade, a written language, religion, and independent city-states.
- Writing, which first appeared in Sumer, is a critical element in the growth of a civilization and contributes to the development of laws, literature, and record keeping.
- Mohenjo-Daro and Harappa were cities in a civilization that flourished in the Indus River Valley around 2500 BCE.
- In 1500 CE, Aryans, an Indo-European people, migrated into the region, spreading and establishing a new civilization.
- Rule of law, having an established legal code that applies to everyone, is an essential element in the development of civilizations.
- Hammurabi’s Code is one of the earliest records of rule of law in a civilization.
- [Making the profile of one civilization of pre-Columbian America.](#)

The **pre-Columbian** era incorporates all [period subdivisions](#) in the [history and prehistory of the Americas](#) before the appearance of significant [European](#) influences on [the American](#) continents. While technically referring to the era before [Christopher Columbus](#), in practice the term usually includes the history of [American indigenous cultures](#) as they continued to develop beyond the first Columbian landing in [1492](#), until they were conquered or significantly influenced by the Europeans' presence, even if this happened decades or even centuries after the initial landing.

Pre-Columbian is used especially often in the context of the great [indigenous civilizations of the Americas](#), such as those of [Mesoamerica](#) (the [Aztec](#) and [Maya](#)) and the [Andes](#) ([Inca](#), [Moche](#), [Chibcha](#), Cañaris).

Pre-Columbian [civilizations](#) independently established during this long era characteristics and hallmarks which included permanent or urban settlements, [agriculture](#), civic and monumental architecture, and [complex societal hierarchies](#). Many of these civilizations had long ceased to function by the time of the first permanent European arrivals (c. late 15th - early 16th centuries), and are known only through [archaeological](#) investigations. Others were contemporary with this period, and are also known from historical accounts of the time. A few (such as the Maya) had their own written records. However, most Europeans of the time largely viewed such text as heretical and few survived Christian pyres. Only a few hidden documents remain today, leaving modern historians with glimpses of ancient culture and knowledge.

From both indigenous American and European accounts and documents, American civilizations at the time of European encounter possessed many impressive feats such one of the most populous cities in the world^{[citation needed](#)} as well as modern theory of astronomy and mathematics.

Where they persist, the societies and cultures which are descended from these civilizations may now be substantively different in form from that of the original. However, many of these peoples and their descendants still uphold various traditions and practices which relate back to these earlier times, even if combined with those more recently-adopted.

Web sites:

www.civilization.ca / www.kidadoweb.com / www.historyforkids.org
www.jeuxvideopc.com / www.samizdata.net / www.skyminds.net