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Unit

3

Ancient Civilizations



SESSION 1

TOPIC 1

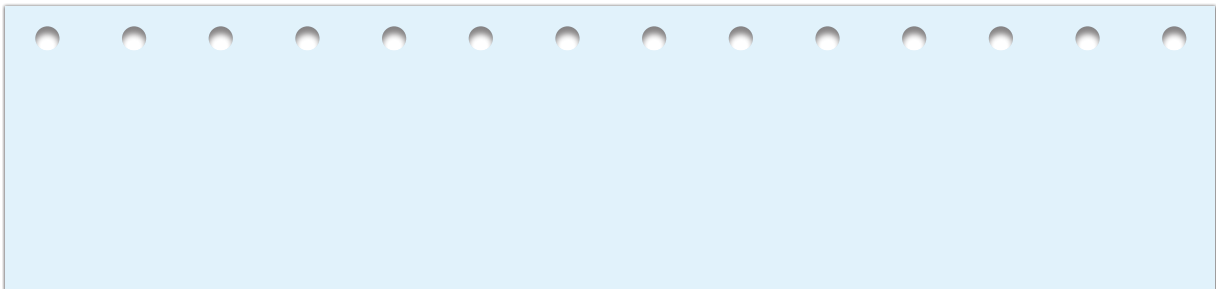
The history of Stonehenge

Task 1 | Warm-up

Which of the U.K.'s World Heritage Sites has the longest history? Discuss what you know about it with a partner.

Task 2 | Listening for specific information

Watch a video. Listen to what the speaker says about Stonehenge and take notes.



Task 3 | Follow-up

Notice how the speaker talks about the construction and the uses of Stonehenge when “there is no written record.” Then tell a partner about a World Heritage Site that you know of using the technique employed by the speaker.

TOPIC 2

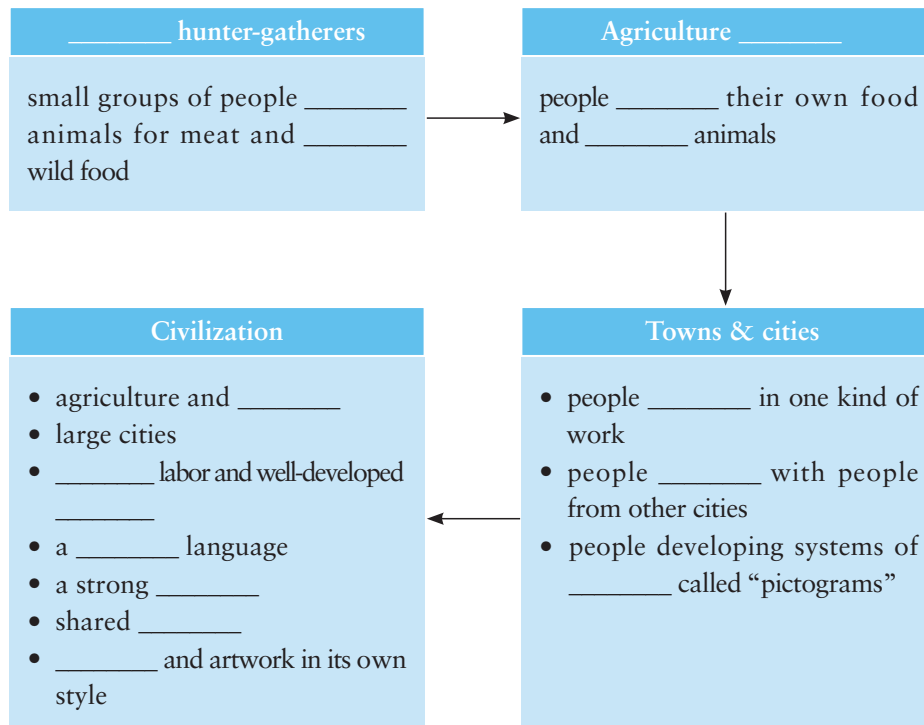
How civilization began

Task 1 | Warm-up

How did civilization evolve? Share your ideas with a partner.

Task 2 | Listening for gist

Watch a video about the history of civilization. Complete the diagram below.



Task 3 | Listening for specific information

Watch the video again. Decide whether the following statements are true (T) or false (F).

- () 1. We can learn about prehistoric people's life through written records.
- () 2. Agricultural people grew their own food and domesticated animals.
- () 3. Hunter-gatherers stayed in the same place to find meat and food.
- () 4. In order to farm, people began to build villages.
- () 5. Trade developed as villages grew.
- () 6. In order to keep track of trades and to document their increasingly complicated lives, people

began to develop “pictograms.”
() 7. All civilizations have a shared religion.

Task 4 | Listening for language

Watch the video again. Complete the following sentences with the phrases you hear. Discuss and work out their meanings with a partner.

1. Instead of living in a house or a city and buying their food at a store, people lived in small groups hunting animals for meat and gathering wild food like vegetables, berries, and fruits. We _____ hunter-gatherers, which is easy to remember, because that’s what they did.
2. Since they lived before written history began, we _____ “prehistoric.”
3. Archaeologists discovered that at some point the hunter-gatherers learned to grow their own food and domesticated animals like cows, pigs, chickens and goats. This _____ “agriculture.”
4. Several different systems of writing began as _____ “pictograms,” or pictures of things, and then gradually changed to represent ideas and then sounds.
5. Through all of these changes, people developed societies _____ “civilizations.”

Task 5 | Follow-up

Work with a partner. Retell the history of civilization in your own words.

TOPIC 3

Mohenjo Daro

Task 1 | Warm-up

How is it possible to tell whether ruins contain traces of civilization? Share your ideas with a partner.

Task 2 | Listening for gist

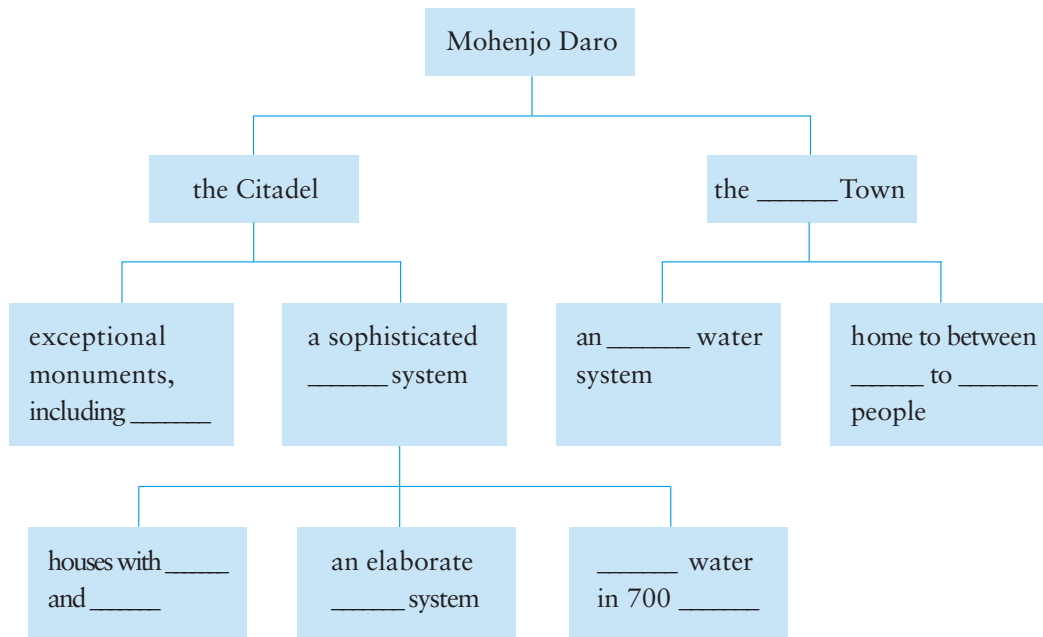
Watch a video about Mohenjo Daro. Answer the following questions.

1. What is Mohenjo Daro?

- When was it built?
- How big an area did it cover?
- Which two districts did it consist of?
- How long did it last?
- What was the cause of its collapse?

Task 3 | Listening for specific information

Watch the video again. Complete the diagram below.



Task 4 | Listening for language

Watch the video again. Complete the following sentences with the words or phrases you hear. Choose the right meaning for each of them from the box below. Write the corresponding letter in the brackets.

- _____ in southern Pakistan's Indus River Valley, Mohenjo Daro is the largest and best-preserved city of the Indus civilization, the earliest known civilization of the Indian subcontinent. ()
- Mohenjo Daro was built around 2500 B.C.—about the same time the great pyramids were being built in Egypt—and it _____ a surface area of nearly 500 acres, an incredible size for a city of this time period. ()
- Because of Mohenjo Daro's grand scale, archaeologists believe that it may have served as a _____ of power for the Indus civilization. ()
- The city was divided into two districts: the Citadel and the Lower Town. The Citadel is _____ to the city's exceptional monuments, including the Great Bath, a 900-square-foot tank fed from the Indus River. ()

5. Mohenjo Daro also had a sophisticated water system: Houses had baths and toilets, and the town featured both an elaborate sewage system and fresh water in 700 _____ throughout the city. ()
6. Mohenjo Daro has no places of worship or governance such as palaces, royal tombs, or temples. This may indicate that the society was not built around state _____ like the Egyptian and Mesopotamian societies at the time. ()
7. The city's second district—the Lower Town—may demonstrate the society's _____ structure. ()
8. The Lower Town, with its intricate water system, was home to between 20,000 to 40,000 people. Unlike many urban areas of its time, it was _____ in a grid system similar to modern-day city blocks. ()
9. The ensuing decades of excavations have _____ countless clues that tell the tale of Mohenjo Daro, but it still holds secrets for us to discover. ()

- A. to cover
- B. to discover
- C. to be in a position that is protected from wind, rain, etc.
- D. to arrange or plan a building, town, garden, etc.
- E. the place where an organization has its main building, or where an important activity happens
- F. a hole in the ground from which a supply of water is extracted
- G. the place where something began or where it is most typically found
- H. the groups of people who use their power or money to benefit themselves
- I. supporting or following the idea that all people are equal and should have the same rights and opportunities

Task 5 | Follow-up

With what you have learned about the history of civilization and Mohenjo Daro, decide on the crucial features of the existence and survival of a civilization. Provide specific details to support your ideas and share your ideas with a partner.

TOPIC 4

Ancient Egypt

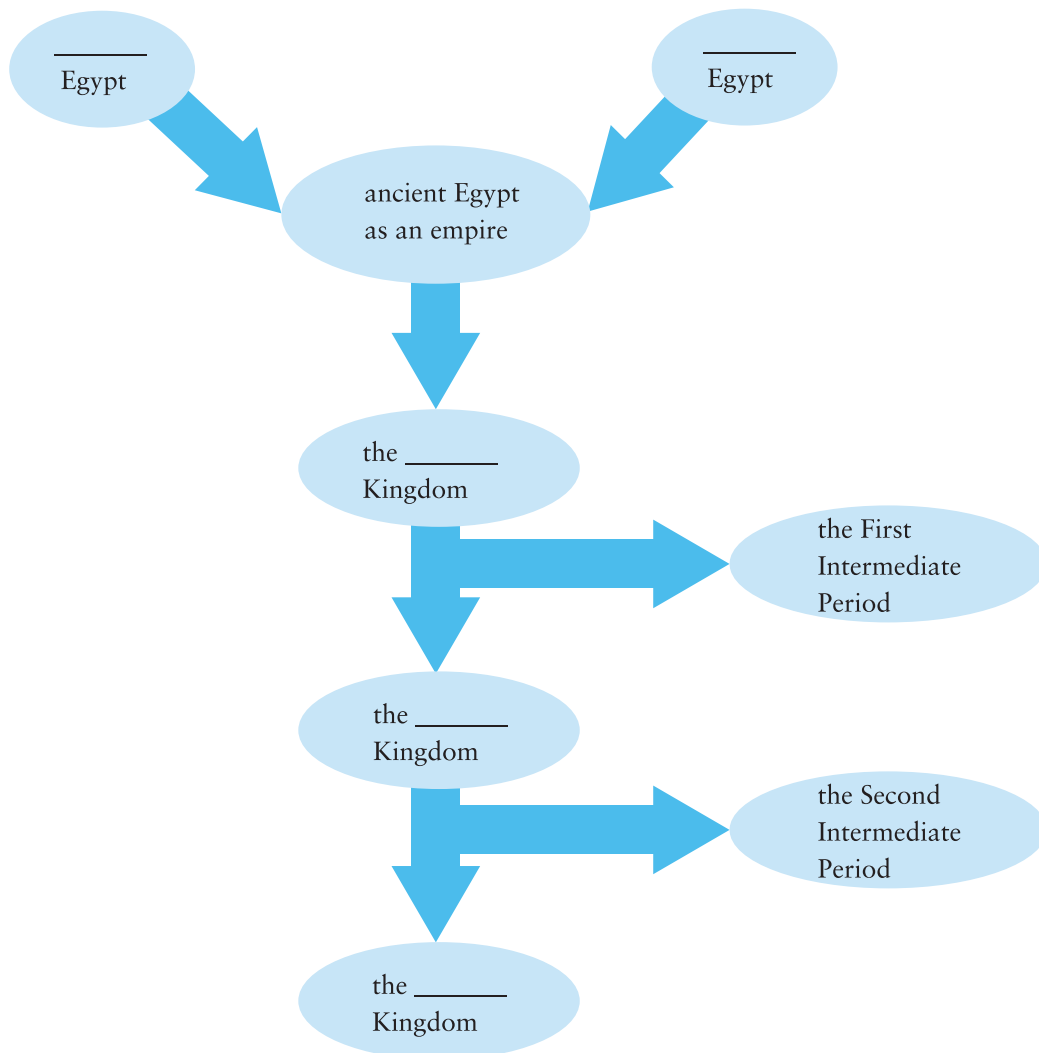
Task 1 | Warm-up

What do you know about ancient Egypt? Exchange information with a partner.

Task 2 | Listening for gist

Watch a video about ancient Egyptian civilization. Complete the diagram below.

Different periods in ancient Egyptian civilization



Task 3 | Listening for specific information

Watch the video again. Complete the following notes about ancient Egyptian civilization.

Pharaohs

_____, not always men, nor _____, considered _____ of the people, and serving as divine _____ between humanity and the hundreds of gods they worshiped, and after passing away, believed by ancient Egyptians to become gods

_____ tombs for the rulers to prepare the journey into the afterlife, _____ with all the items the rulers could need in the afterlife, including gold, jewelry, food, drink, and even pets

_____ the process involved to prepare for the journey to the gods, in which the corpse of the ruler was embalmed, wrapped in hundreds of yards of linen, and placed inside the tomb, so the body could be _____ in the afterlife

Innovations in _____ mathematics

- a new form of measurement called the cubit, used to design massive structures such as the Great Pyramid, with remarkable _____ precision
- a _____ division to the day, and a _____ calendar created, which was the first _____ system in history to feature _____ days in one year
- methods to measure and survey _____ around the Nile River, making way for the construction of _____, _____, and irrigation systems that helped _____ and _____ to flourish in the Nile Valley

Innovations in written languages

- hieroglyphic writing, the oldest and probably most well-known example of Egyptian written languages, developed around _____ B.C. during the Old Kingdom with over _____ pictorial characters, used to inscribe monuments and pottery with a _____ or _____ purpose
- hieratic, another ancient form of writing, developed out of the hieroglyphic system, a form of cursive written in ink with a more _____ purpose, written on _____

Innovation of papyrus

a type of _____, derived from the papyrus plant, giving the ancient Egyptians a new avenue of _____ and _____, allowing their civilization's administrative skill to grow and their culture to _____ for thousands of years

Task 4 | Listening for language

Watch the video again. Complete the following sentences with the words or phrases you hear. Choose (✓) the right meaning for each of them from the box below.

1. Pharaoh, which means “great house” in Egyptian, was never the ruler’s formal title. It only became _____ with the ruling individual in modern times, thanks to its use in the Hebrew Bible.
2. The deceased corpse was embalmed, wrapped in hundreds of yards of linen, and placed inside the tomb, so the body could be _____ in the afterlife.
3. To this day, structures like the Great Pyramids are a _____ to the role of religion in ancient Egyptians’ lives.
4. But they also represent the innovative and cultural _____ of the Egyptian people. Innovations in mathematics and written language in particular, propelled their civilization to success.
5. These civil engineering feats _____ the construction of dams, canals, and irrigation systems that helped farming and agriculture to flourish in the Nile Valley.
6. Unlike its more formal _____, Hieratic was written on another ancient Egyptian innovation—papyrus.
7. Not many civilizations can claim a lifespan of over 3,000 years, let alone one that made vast cultural contributions that still _____ in modern times.

- | |
|--|
| <ol style="list-style-type: none">1. <input type="checkbox"/> A. of the same meaning
<input type="checkbox"/> B. so closely connected with something that the two things appear to be the same2. <input type="checkbox"/> A. to make somebody or something lively again
<input type="checkbox"/> B. to bring somebody or something back to life or to come to life again3. <input type="checkbox"/> A. something that shows the other thing exists or is true
<input type="checkbox"/> B. someone’s last will, the most recent will that has been made4. <input type="checkbox"/> A. a possibility that something is true
<input type="checkbox"/> B. power or strength5. <input type="checkbox"/> A. to get out of the way for
<input type="checkbox"/> B. to lay the foundation for6. <input type="checkbox"/> A. the person who had your job before you
<input type="checkbox"/> B. the object that came before in a sequence or process of development7. <input type="checkbox"/> A. to have a special meaning, or to be particularly important to someone
<input type="checkbox"/> B. to vibrate and produce a deep, strong sound |
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Task 5 | Follow-up

“Not many civilizations can claim a lifespan of over 3,000 years, let alone one that made vast cultural contributions that still resonate in modern times.” Why, then, did the ancient Egyptian civilization come to an end? Discuss with a partner.

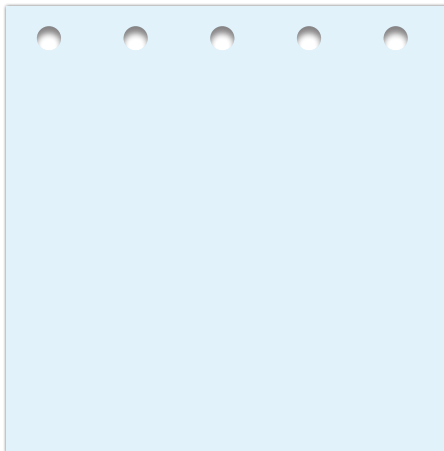
SESSION 2

TOPIC 1

The Colosseum, Roman Empire

Task 1 | Warm-up

Do you know of the Colosseum in Rome? Work with a partner and list everything you know about it.



Task 2 | Listening for specific information

Watch a video about the Colosseum. Complete the following notes about its features.

Name

the Colosseum, the Flavian Amphitheatre, or the *Amphitheatrum Flavium*

Location

in _____, Italy

Construction

- began around _____ – _____ A.D.

- completed in _____ A.D.
- further _____ made during the Flavian dynasty

Shape & size

- Shape: _____
- Size: the largest amphitheater ever built, _____ meters high, and _____ meters wide

Materials

- _____ and _____
- The arena: a _____ floor covered by _____

Structure

- arches and _____ for framing and strengthening
- _____ exits and entrances
- a controllable velarium/_____ to shade spectators from the sun
- Nearby stood the Colossus of Nero, a great _____ statue, later a statue of the sun god, Sol.
- Under the arena was the hypogeum, a series of _____ used to house _____, which could be released through trapdoors, or used to release _____ through lifts, and to create different moving scenarios or scenery, such as _____, groves, and small _____.

Capacity

around _____ spectators

Uses/Functions

- It hosted a variety of _____ as entertainment: men _____ dangerous animals, _____ of criminals, the gladiatorial _____, and mock _____.
- It was reused for various purposes, such as a material quarry.

Task 3 | Follow-up

Work with a partner. Describe the Colosseum in your own words.

TOPIC 2

This is Sparta—fierce warriors of the ancient world

Task 1 | Warm-up

The city-state of Sparta in ancient Greece was famous for its fierce warriors. How do you think Sparta managed to produce such fierce warriors?

Task 2 | Listening for gist

Watch a video about Sparta. Answer the following questions.

1. What did people in Sparta value most?
2. What examples does the speaker give to illustrate this?

Task 3 | Listening for specific information

Watch the video again. Complete the following notes about Spartans.

Birth

Only the _____, _____ babies were kept, and the others may have been _____.

In the first years

Children were raised to understand that their _____ belonged _____ to Sparta, and _____ to family.

Boys: physically _____, mentally _____, and emotionally _____

- upon turning _____, were sent to the *agoge*, a place to turn a boy into a Spartan warrior through _____ years of relentless, _____, and often _____ training.
- spent a great deal of their time learning how to fight, and were encouraged to fight _____; _____ was acceptable.
- were _____ fed, sometimes even going days without eating, in order to better prepare for the conditions of _____.
- were given _____ in the way of clothing, so that they could learn to deal with different _____.
- were encouraged to _____ in order to survive, but if they were caught, they would be _____, not because they stole, but because they were caught _____.

- were _____ in front of an altar at the Sanctuary of Artemis Orthia during the annual contest of _____ in a religious ritual.
- were taught how to _____, _____, and _____, which taught them graceful control of their _____ and helped them in _____.

Girls: the high standards of _____ and _____ to serve Sparta

- lived _____ with their mothers.
- attended school, learning the arts, music, _____, reading, and _____.
- learned a variety of sports, such as discus, javelin, and _____, to stay in peak _____ condition to be able to _____ children that would one day become _____ and _____ warriors.

The most important lesson for men and women

_____ to Sparta

Death

Only men who died in _____ and women who died in _____ were given tombstones.

Task 4 | Listening for language

Watch the video again. Complete the following sentences with the words you hear. Discuss and work out their meanings with a partner.

1. In ancient Greece, violent internal conflict between _____ neighbors and war with foreign invaders was a way of life, and Greeks were considered _____ warriors.
2. Sparta, in its _____, was a different story, finding walls _____ when it had an army of the most feared warriors in the ancient world.
3. So what was Sparta doing differently than everyone else to produce such _____ soldiers?
4. There are no _____ written accounts from Spartans themselves, as it was _____ for Spartans to keep records, so we have to _____ those of non-Spartan ancient historians, like Herodotus, Thucydides, and Plutarch.
5. These stories may be _____ and depict Sparta at the apex of its power, so take them with a grain of salt.
6. For Spartans, the purpose for their _____ was simple: to serve Sparta.
7. This _____ probably made it easier for the Spartan boys, who upon turning seven, were sent to the *agoge*, a place with one main purpose: to turn a boy into a Spartan warrior...
8. To ensure _____ in battle, boys were encouraged to fight among themselves, and bullying, unlike today, was _____.
9. To die for their city-state was seen as the _____ of one's duty to Sparta.

Task 5 | Follow-up

What do you think makes fierce warriors in Sparta? Share your ideas with a partner and comment on the applicability of the Spartan culture in modern society.

TOPIC 3

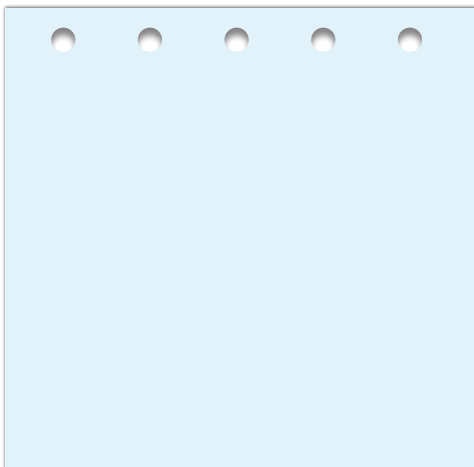
The incredible history of China's terracotta warriors

Task 1 | Warm-up

China's terracotta warriors are world-famous. Where were they found? Who built them and for what purpose? What is special about them? Discuss these questions with a partner.

Task 2 | Listening for gist

Watch a video about China's terracotta warriors. As you watch, note down the answers to the questions in Task 1. Compare notes with a partner.



Task 3 | Listening for specific information

Watch the video again. Complete the following notes about the terracotta warriors.

Formation of the terracotta warriors

- Pit 1: a main force of _____ soldiers, each weighing _____ pounds, standing according to _____ and featuring different _____ and _____, distinct _____ and expressions, and even unique ears
- Pit 2: more than _____ war chariots and over _____ horses
- Pit 3: the _____
- Pit 4: empty, suggesting it's an unfinished project

Figurines of the terracotta warriors

- sculpted from terracotta, or _____, a type of _____ clay, painted in _____ colors
- constructed as the real warriors with each body part molded _____

Task 4 | Listening for language

Watch the video again. Complete the following sentences with the words you hear. Discuss and work out their meanings with a partner.

1. Well, one Chinese emperor thought that whatever _____ was, he'd better bring an army.
2. But perhaps Qin Shi Huang dedicated so much effort to securing his historical legacy because he was obsessed with his _____.
3. He spent his last years desperately employing alchemists and deploying expeditions in search of elixirs of life that would help him achieve _____.
4. And as early as the first year of his reign, he began the construction of a massive underground necropolis filled with monuments, artifacts, and an army to accompany him into _____ and continue his rule.
5. In addition, nearby chambers contain figures of musicians and acrobats, workers and government officials, and various exotic animals, indicating that Emperor Qin had more plans for _____ than simply waging war.
6. Ancient Egyptian tombs contain clay models representing _____, the dead of Japan's Kofun period were buried with sculptures of horses and houses, and the graves of the Jaina island off the Mexican coast are full of ceramic figurines.

Task 5 | Follow-up

What were the major accomplishments of Qin Shi Huang? Compare these accomplishments with those of the ancient Egyptian civilization in Topic 4, Session 1. Share your ideas with a partner.

TOPIC 4

The rise and fall of the Assyrian Empire

Task 1 | Warm-up

What are some possible reasons for the rise and fall of an empire? Work with a partner and list as many as you can think of.

Task 2 | Listening for gist

Watch a video about the Assyrian Empire. Answer the following questions.

1. What was the Assyrian Empire's size at its peak?
2. When was the Assyrian Empire established?
3. What led to the rise of the empire?
4. What did the empire accomplish?
5. What led to the fall of the empire?

Task 3 | Listening for specific information

Watch the video again. Complete the following notes about the rise and fall of the Assyrian Empire.

The rise of the Assyrian Empire

- Origin: Ashur was a tin and textiles _____ along the Tigris River in _____.
- Around _____ BCE, Assyria was transformed through a tradition of _____ from a city-state to a _____ state, i.e. a single _____ entity overseeing many places, cultures, and peoples, and extended its reach and thrived for the next _____ years.
- In the _____ BCE, much of Assyrians' territory was lost, owing to a mysterious _____.

- A few hundred years later, a new round of _____ was initiated by the Assyrian kings.
 - a. _____ tactics and _____ for those who opposed them, including impalement and flaying
 - b. the strategy of deporting local populations, then _____ them around the empire to fulfill different needs
 - c. the practice of building cities _____ by well-maintained royal roads once the Assyrians conquered an area
- Assyria saw itself as the inheritor and protector of the _____ of the region, especially those of Babylonia, establishing elaborate _____ and _____, and Ashurbanipal's _____.

The fall of the Assyrian Empire

- The final sack of Nineveh happened in _____ BCE.
- The Assyrian Empire fell to the Babylonians and Medes between _____ and _____ BCE.

Task 4 | Listening for language

Watch the video again. Complete the following sentences with the words you hear. Choose (✓) the right meaning for each of them from the box below.

1. At its height, in the seventh century BCE, the Assyrian Empire _____ across modern Iraq, Syria, Lebanon, Israel, and parts of Turkey, Iran, and Egypt.
2. A few hundred years later, however, Assyrian kings began a new round of conquests. This time they _____ their administrative system into an empire that would last generations.
3. During their conquests, they used _____ tactics and cruel punishments for those who opposed them, including impalement and flaying.
4. The growth of their empire was due, in part, to their strategy of _____ local populations, then shifting them around the empire to fulfill different needs.
5. This broke people's bonds with their homelands and _____ loyalties among local groups.
6. Assyrian rulers celebrated their military excursions by having representations of their _____ carved into the walls of their newly built palaces.
7. The library was lost during the final _____ of Nineveh in 612 BCE.

1. A. to cover or exist in the whole of an area or a distance
 B. to put your arms or legs out straight and tighten your muscles
2. A. to improve and develop
 B. to sharpen
3. A. severe criticism or a great deal of pressure
 B. a military or police operation in which soldiers or police surround a place in order to force the people there to come out or give up control of the place
4. A. to send someone out of a country
 B. to behave
5. A. to end something suddenly and completely
 B. to strengthen
6. A. an act or deed, especially a brilliant or heroic one
 B. the unfair treatment
7. A. the act of destroying a town, city, etc. and taking away all valuable things
 B. the act of dismissing

Task 5 | **Follow-up**

“Before the sun never set on the British Empire, before Genghis Khan swept the steppe, before Rome extended its influence to encircle the Mediterranean Sea, there was ancient Assyria.”
Work in groups and list the empires mentioned by the speaker. Note down what you know about each one.