**University of Annaba**

**Department of History**

**Module of English**

***Lesson 1***

 **Major periods in world history**

This is a list of two major periods in world history. It includes broad global eras, such as the Stone Age, Bronze Age and Iron Age. It also includes the middle ages where the Moslems conducted the world civilization.

**1 Old History**

**Stone Age (50,000–3000 BCE)** the Stone Age refers to the broad range of ‘pre-history’ which lasted from approx 30,000 BC to 6,000BC, where the first metals started to be used. In the Stone Age, the use of metals was scarce, and the most common building materials and weapons were wood and stone. Much of this history is undocumented, though some archaeological evidence persists.

**Bronze Age (3000–1300 BCE)** The Bronze age refers to the broad period of history when cultures in Europe, Asia and other parts of the world made the first uses of bronze, from mining copper and tin. Bronze enabled more powerful tools and weapons. It was an age where the first writing systems became devised and used.

**Iron Age (1200–230 BCE)** the Iron Age was a period of economic development, where iron and steel enabled a greater use of metal tools which were stronger than previous Bronze Age items. The era led to developments in agricultural production, and we see the first evidence of written manuscripts, which includes great religious texts such as the Indian Vedas, (Sanskrit), and the Hebrew Bible.

**Ancient Egypt (3000–300 BCE)** Ancient Egypt was a civilization which inhabited the banks of the Nile. Egypt was successful in using technology to increase agricultural production, giving spare labour for other pursuits, such as cultural, religious and military. Egypt was ruled by powerful Pharaohs, though there began a slow decline after being invaded by foreign powers. By 30 BC, Egypt fell under the rule of the Roman Empire.

**Ancient India (7000 BCE or earlier to c. 500CE)** Ancient India refers to a long period of history which includes the Vedic ages and the development of Indus and Aryan; it. Ancient India includes the period from the earliest Vedic sages and Vedas, and the great Indian epics of the Ramayana and Mahabharata are said to have occurred.

[**Ancient Greece**](https://www.biographyonline.net/people/famous/greeks.html) (**8th Century BCE–0 CE**) Ancient Greece is considered the birthplace of modern democracy and representative government. Ancient Greece also produced some of the earliest Western philosophy, with great thinkers such as Pythagoras, Socrates, Plato and Aristotle. Ancient Greece also was an important source of early Western literature, with epic poets such as Homer. Other contributions of Ancient Greece include modern sports (Olympics) and scientific innovations.

**Ancient Rome (8th Century BCE–476 CE)** The Roman Empire was centered on the city of Rome and the Italian peninsula. Rome went through different phases, from classical Republic government to autocratic Emperors. At its peak, the power of Rome extended throughout the majority of Europe, laying many foundations of Western civilizations. Towards the end of the Roman Empire, it adopted Christianity as its official religion; this helped the religion to spread across Europe.

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| English | **French** | Arabic |
| agriculture Ancient EgyptAncient GreeceAncient IndiaAncient RomeAncient ruinsAncient timesautocraticArchaeologyBible birthplacebronzeBronze agecenturyChristianity civilizationCopperdecadedeclinedevelopmentEconomy n./ Economic adjemergeEmperor EmpireEpic Epoch EraFall GovernmentGreece Greeks innovationinvasionIronIron agelabourmanuscriptmaterialsMetalMilitarymovementPeriodPharaoh poetspowerPre-historicProductionReligion/religiousRule (v)steelstoneStone agethinkerToolswarWeaponsWestern literature Western philosophywoodWorldWriting | L’agriculturel’Egypte ancienneLa Grèce antiqueL’Inde antiqueRome antiqueRuines antiquesLes temps anciensAutocratiqueArchéologieLa bibleLieu de naissanceLe bronzeLe Temps de bronzeSiècleLa christianitéLa civilisationLe cuivreLa décennieLe déclinLe DéveloppementL’Economie/ économiqueEmerger ( v)L’empereurL’empire (m)EpiqueEpoqueEre (f)La tombée GouvernementLa GrèceLes grecsInnovation (f)Invasion (f)Le fer / métal Temps de ferTravail/ labeurManuscritMatérielMétalmilitairele mouvementla périodele pharaonles poètesle pouvoirpréhistoriquela productionla religiongouverner (v)l’acier (m)pierrele temps de pierrepenseur/ penseuseles outils/ instrumentsla guerrearmes (f)la littérature occidentalela philosophie occidentalele boisle mondel’écriture  | الزراعةمصر القديمةاليونان القديمةالهند القديمةروما القديمةآثار قديمةأزمنة قديمةاستبداديعلم الآثارالإنجيلمكان الولادةالبرونزالزمن البرونزيقرنالمسيحيةالحضارةالنحاسالعقد – عشر سنواتسقوطالتطوراقتصاد – اقتصاديظهرامبراطورالامبراطوريةملحمةزمنزمنسقوطحكماليونانالإغريقالإبداعغزوحديدالعصر الحديديعمل – شغلمخطوطموادحديدعسكريحركةزمن – مدةفرعونشعراءالقوةما قبل التاريخإنتاجدين إسلاميحكمالصلبحجرالعصر الحجريمفكرأدواتحربأسلحةالأدب الغربيالفلسفة الغربيةالخشبالعالمالكتابة  |

***Lesson 2*** **tex**t **study**

Read the text and then answer the questions.

 Stone Age people sometimes lived in caves. They built fires in their caves to keep warm. Some people knew how to paint pictures. They made pictures on the walls of their caves. **We** can learn more about Stone Age people from the pictures they painted.

 After thousands and thousands of years, Stone Age people learned how to grow their own food. This was the start of the agricultural revolution. This indicated a change in the way people got **their** food. People learned to plant seeds to grow fruits and vegetables for food.

 People became farmers. As time passed, they grew more and more food. Sometimes they grew enough food to feed wild animals. People began to tame dogs, goats, sheep, and cows. Some of these animals helped families with their work. Sometimes people killed animals for food.

The agricultural revolution changed the lives of the Stone Age people. Stone Age farmers did not have to move from place to place to hunt animals. They lived on small farms. Some people built small mud houses on their farms. Sometimes they built their homes close together in small villages. Then they could work together and learn from each other.

 Adapted from the Internet resources

1. Suggest **a title** to the text.
2. Are these statements **true** or **false**?
3. Stone Age people lived in the forest.
4. Stone Age people grew their own food.
5. Stone Age people could not live in one place.
6. Old people built stone homes to live in.
7. What do the underlined words refer to in the text?
8. Find in the text words that are opposite to: the end(p2) - big (p4)
9. Give the infinitive of these verbs: lived – made – knew – was
10. Translate the third paragraph into **Arabic** or **French**.

***Lesson 3*** **Major periods in world history**

**2 Middle History / Ages:** Also known as the post-classical era. The Middle Ages stretches from the end of the Roman Empire in 476 to the conquest of Constantinople in 1453. It includes the rise of Islam in the Middle East. The Middle Ages is often considered a period of relative cultural ‘darkness’, with severe wars (e.g. 100-year war, crusades), plagues, religious persecution and a relative lack of learning.

**Islamic Golden Age** **(Middle East, 750CE–1300CE)** this refers to a period in the Islamic World which saw a flourishing of science, mathematics, and preservation of classical writings, such as Aristotle. The Islamic Golden Age saw the creation of centres of learning, science, and culture, beginning with the House of Wisdom in Baghdad.

Glossary:

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| English | French | Arabic |
| MiddleMiddle agesRiseIslamMiddle EastDarknessCultural darknessCrusadesReligious persecutionGolden ageFlourishingCreationwisdom | MoyenMoyen AgeMontéeislamMoyen OrientObscuritéObscurité culturelleCroisadePersécution religieuseAge DoréProspérerCréationsagesse | وسط - وسيطالعصر الوسيطصعود – قيامالإسلامالشرق الأوسطالظلامالظلام الثقافيالصليبي – الصليبيةالاضطهاد الدينيالعصر الذهبيتطورتأسيس – خلقالحكمة |

**Lesson 4 Text study**

Read the text below and then answer the questions that follow.

It was only by a long and very roundabout journey that Greek science returned to western Europe. The story starts in Alexandria, where between about 300 BC and its capture by the Muslims in 642 AD, there lived a curious mixture of races-Egyptians, Phoenicians, Chaldeans, Persians, Jews and Greeks\_ bound together by a common interest in Greek language and ideas and forming a vigorous centre of learning. They lived a comparatively uneventful life until the seventh century, when the Arab conquests began and Muslims swiftly overrun Asia, Persia, North Africa and Spain. The important fact about these conquerors is that they respected the intellectual life of the peoples whose lands they invaded. Islam was a tolerant religion, and, although Alexandria ceased to have its old importance, the Greek ideas studied there were readily accepted by the Muslim invaders. The great age of Arab civilization had began.

When we speak of Arabs we do not mean only the people living in Arabia; in fact most of the new discoveries were not made by Arabs in the strict sense of the term. The word is conveniently used to cover all Arabic-speaking Muslim people wherever they lived between Iraq and Spain. The first center of Arab civilization was the splendid new city of Baghdad with its well paved and lamp-lit streets, a strange contrast to European squalor. Under caliphs like Haroun-al-Rashid, the city became a centre for the study of mathematics, astronomy, and medicine. By 850 AD the Arabs possessed translations of Aristotle, Euclid, and Ptolemy and of the medical works of Galen. They had always been interested in astronomy for their great caravans tended to travel by night to avoid the intense mid-day heat, and the stars were a necessary guide. In 829, an observatory was built in Baghdad and the astrolabe, an instrument something between a sextant and a computer, was invented to help the desert navigation. Substantial contributions were also made in medicine and chemistry, even though the formula for an”elixir vitae”, or cure for all ills, and a method of transmuting metals into gold somewhat naturally eluded them. Arab merchants sailed to India, where they learned algebra from the Hindus and whence they brought back the so-called Arab numerals, to which they themselves added the symbol for zero. If we consider the difficulty of attempting mathematical calculations with the roman numerals, which used letters instead of numerals, so that 5 was V, 6 was VI, and 4 was IV, we can see the enormous benefit brought by the new figures. Sailing still further east to Canton, the Arabs learned the art of paper-making.

Although the golden age of Baghdad lasted only until about 1000 AD, a new centre of Arab intellectual activity arose to take its place at Cordoba in Spain. Despite constant fighting between Muslims and Christians in Spain, warfare then did not involve whole nations as it does today. There was always a steady flow of scholars across frontiers, and around 1150 a scholar called Gerald of Cremona set up in Toledo what was almost a translating factory. From Toledo translations of Greek works began to be taken across the Pyrenees into France. A similar traffic of ideas existed between Spain and Italy, for Sicily was in Arab hands and it was an easy step to the mainland. The immediate result was the setting up at Salerno, near Naples, of the first medical school.

 DONALD LINDSAY: FROM DARKNESS TO LIGHT

1. Suggest a title to the text.
2. Comprehension questions
3. The story starts in Alexandria. What story?
4. How did the invading Muslims behave towards the ideas of the people?
5. How did Baghdad differ from European cities of the time?
6. Why were the roman numerals less useful than the Arab numerals?
7. Explain, as exactly as you can, each of these expressions in the passage:
8. In the strict sense
9. Flow of scholars across frontiers
10. Traffic of ideas
11. A translating factory
12. Composition: write an essay on any new invention and show its importance.

***Best of wishes***