The History of Architeture

EAE Learning objectives for this lesson

A lesson about an overview of how architecture started.
Complex past tense review, reading and listening comprehension.

Activity One: **Ask each other the following questions about architecture.**



1. How old you do you think architecture is?
2. What are some of the oldest buildings in your town?
3. What can you say about these older buildings?
4. Which city in France is your fovourite for achitecture?
5. Where in the world have you seen your favourite buildings?

Activity two: **Past tense review**

SIMPLE PAST
I went to Montpellier and I saw the Arb Blanc building.
Action in the past taking place once, never or several times
Actions taking place one after another

PRESENT PERFECT
Have you been to Montpellier before?
We use the Present Perfect to say that an action happened at an unspecified time before now. You can't use it with specific time expressions such as: yesterday, one year ago, last week, etc.

PAST CONTINUOUS
I was visiting Montpellier when I happened to see the new city hall.
Use the Past Continuous to indicate that a longer action in the past was interrupted. The interruption is usually a shorter action in the Simple Past. Remember this can be a real interruption or just an interruption in time.

PRESENT PERFECT CONTINUOUS
I have been living in Montpellier for five years.
We use the Present Perfect Continuous to show that something started in the past and has continued until now.

PAST PERFECT
I had lived in Lyon for three years before I moved to Montpellier.
The Past Perfect shows that something happened before another action in the past or before a specific time in the past.

PAST PERFECT CONTINUOUS
She had been living in Lyon for several years before she moved to Montpellier.
We use the Past Perfect Continuous to show that something started in the past and continued up until another time in the past.

Activity three: **Team challenge**
Make some sentences using the past tenses from above and have your partner guess which tense you are using then change roles.

Activity four: **Video 'I am an Architect' Tick the words below if you hear them in the video.**

https://www.youtube.com/watch?v=e6rW4OPceFU

- mud bricks
- pyramids
- Greek
- Romans
- Iron
- steel
- High rise
- sustainable



Activity five: **Match up**
Match the vocabulary on the left to the definitions on the right

To strike	Trembling of the ground that can dammage buildings
Earthquakes	a very little amount, almost zero
To be scarce	to work hard to do something
Mankind	humanity

Activity six: **Reading comprehension**
Read the article and underline the past tesnes. Answer the questions after the article.

Reaching for the Sky

http://www.arthistoryarchive.com/arthistory/architecture/Ancient-Architecture.html
By Charles Moffat - December 2007.

Even at an early stage mankind strove to build higher and higher. We build on a ridiculous scale and spend thousands or millions of hours of labour on a single piece of structure, which may or may not be prone to earthquakes and other ravages of time.

Some of our most impressive structures are actually incredibly old and difficult to determine the precise dates they were built.

We still don't have a clue how the Great Pyramid of Giza was built, or its precise purpose. Despite what you may have heard, no mummy has ever been found in the Egyptian pyramids, they were all found in the Valley of the Kings. So the true meaning of the pyramids is actually a mystery.

As is the technology used and the matter of how multiple cultures in Africa, the Middle East and Central America all built pyramids around roughly the same time. The matter has had archeologists both professional and amateur alike scratching their heads and theorizing why and how this could have happened.

Why do we aspire to such grand heights? Ego perhaps.

In some cases we might not have much choice but to build upwards if the population grows very dense and land close to water and food is scarce.

We thrive in some of the most inhospitable places on the Earth, and always we build upwards.

There is no precise beginning for the history of architecture either. Our earliest buildings date from either the end of the last ice age or during the ice age, which was only 10 to 15 milleniums ago.

Likewise, there was no precise ending of the ice age. We presume it phased out slowly, but it could have changed quite quickly in a matter of decades or years. We really don't know. It was a time of dramatic changes, massive floods and earthquakes.

Such dramatic earthquakes that people in two separate parts of the world (Egypt and Bolivia) started building earthquake resistant structures that still stand today. Elephantine Island in Egypt and the Ruined City of Tiahuanacu in Bolivia used identical techniques to securely fasten the stones in their buildings and make the overall structure more impervious to time.
Pyramids are the prime example of that pioneering human spirit to build something indestructible, and the earliest pyramids are not Egyptian, but were instead built in Mesopotamia and Zimbabwe.

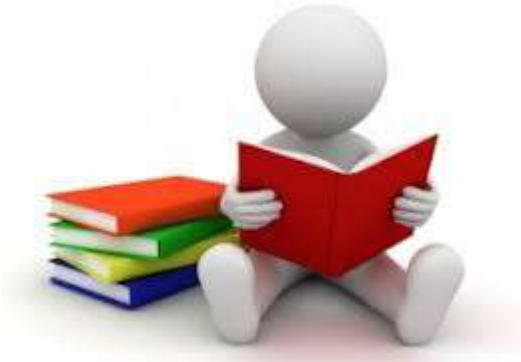
The fact the people of Zimbabwe started building pyramids first is incredibly interesting. Africa was after all the birth of civilization. It is there we find the oldest surviving structures and the beginning of our aspiration to build higher.
The Greeks spoke of Mount Olympus and strove to emulate the gods by building on top of mountains.

The peoples of the Middle East built massive Ziggurat step pyramids and inspired the story of the Tower of Babel.
We can only assume that the early people who built towers of stone in Zimbabwe had some kind of religious or even scientific reasoning behind what they were building.

When we talk of such structures we cannot ignore the scientific aspect. These were obviously cultures with an interest in engineering, science and exploring the boundaries of what they could build.
Regardless of whether it was a temple, a palace, a coliseum for games, an amphitheatre for dramatic performances and politics, there was always that underlying engineering and creative spirit.

All they needed in truth was the hands to carry the stones, the tools to cut the stones, the brilliance of their engineers and above all else:

The will to build it.



<u>Comprehension questions:</u>

1. What do we not have a clue about?
2. What options do we have when the population grows dense?
3. When do the earliest buildings date from?
4. What can we assume about the towers of stone in Zimbabwe?
5. What did they need above all else?

Activity seven: **History**
Speak about a historical building that inspires you. (try to use a variety of past tenses)
Answer these questions in your speech:



- What are the oldest buildings that you have visited?
- What do you find interesting about the history of the buildings?
- What can we learn from the history of architecture?
- Do you think it's important to look into the past to build for the future?

Activity nine: **Role-Plays**

A. Imagine that you are giving a tour in an important historical building to your friends. Explain what the builders did, where the materials came from, and what the concept of the building was.

B. Imagine that you built your own house (or maybe you already did). Explain what you did and why. Your partner must ask you questions.

C. Day-dream with your partner about which building you would visit if you could travel back in time. Explain the reasons why.

Extra practice**: Listening comprehension**
Video (25 minutes) This is interesting if you are in the educational system for architects. The video is from the United States.
'Archiculture: a documentary film that explores the architectural studio'

https://www.youtube.com/watch?v=62r3UPrOS9k

Archiculture takes a thoughtful, yet critical look at the architectural studio. The 25-minute film offers a unique glimpse into the world of studio-based, design education through the eyes of a group of students finishing their final design projects. Interviews with leading professionals, historians and educators help create crucial dialog around the key issues faced by this unique teaching methodology and the built environment these future architects will create.

Comprehension questions (listen to the first 2:02 minutes for the answers)



1. How does architecture affect people?
2. How do people perceive architecture?
3. What do they do with human activity?
4. What focus do the students shift when creating?
5. What is difference of how you see objects before and after starting achitecture school?

