**WORKSHEET**

**A BRIEF HISTORY OF MAKEUP**

**(reading comprehension, speaking and note-taking)**

**Read the text and do the following tasks. Use your online dictionary to clarify the meaning of any unknown words if necessary.**

**A Brief History of Makeup**

Cosmetic application was the start of something beautiful, though nobody is directly credited with its invention. Documentation dating back over six thousand years ago began hinting at the potential start of the history of makeup, particularly in ancient Egypt and Greece.

In order to fully grasp the cultural significance of makeup, it’s important to explore its evolution.

**Ancient Greeks and Egyptians**

The ancient Greeks and Romans “painted (their) eyelids” and used several other beauty treatments, as noted in the Old Testament and the book of Esther. The people of Egypt developed skin creams that had beeswax, olive oil, and rosewater as ingredients; and when they later concluded they needed a protective balm of sorts, one was invented that included castor oil—an ingredient still currently in use.

**A Documented Addition**

Africa kept impeccable records of their cosmetic usage. They used fresh [*moringa*](http://en.wikipedia.org/wiki/Moringa) and gum of frankincense as a remedy to treat wrinkles, and a special mixture of kohl, sycamore juice, and red ochre to soothe burns and scars. To improve bad breath, Africans would simply chew on their frankincense, licorice root stick, or some herbs. Notably, the licorice root is still used today.

**Modern Day Middle East**

During the days of pillaging and anarchy in the name of religious conformation, cosmetics were really only used when in need of a disguise. The law in Islam does not ban makeup, though it is strict on how it can be worn. Interestingly, the law states that applied makeup cannot be made up of substances that may be of harm to one’s body.

**Nail Perfectionists**

The people of China put extreme focus on nails. They began staining fingernails using gelatin, beeswax, egg, and gum Arabic beginning around 3000 BC. Nail colors were acceptable at the time, but only to represent social class. The Chou dynasty royals were the only ones permitted to sport gold and silver, though royals changed to wearing red or black over time. Lower class citizens were strictly forbidden to wear nail “polish” of a bright color.

**Lipstick from a Geisha**

Geishas meticulously used crushed safflower petals to line their eyebrows, eye edges and the perimeter of their lips. Then with bintsuke wax sticks, which are similar to a sumo wrestler’s hair wax but super soft in comparison, they applied the makeup base. Rice powder would give their backs and faces the appearance of being endlessly smooth, while a hint of rouge would keep their noses and eye sockets from disappearing.

*(*[*https://www.evergreenbeauty.edu/blog/a-brief-look-at-the-history-of-make-up/*](https://www.evergreenbeauty.edu/blog/a-brief-look-at-the-history-of-make-up/)*)*

**Task 1. a. Choose the correct answer.**

1. What does "grasp" mean?
	1. refuse
	2. understand
	3. accept
2. What does "impeccable" mean?
	1. exact
	2. faulty
	3. imperfect
3. What does "remedy" mean?
	1. correction
	2. cure
	3. symptom
4. What does "pillaging" mean?
	1. understanding
	2. love
	3. robbery
5. What does "smooth" mean?
	1. sleek
	2. rough
	3. bumpy

**Task 1. b. Choose the correct answer.**

1. Where was makeup first used according to the text?
	1. in ancient Egypt and Greece
	2. in China
	3. in Europe
2. What ingredients did the first Egyptian skin cream consist of?
	1. beeswax, olive oil and rosewater
	2. water, beeswax and minerals
	3. beeswax, carbohydrates and rosewater
3. What did the Africans use to soothe burns and scars?
	1. beeswax
	2. a mixture of kohl, sycamore juice, and red ochre
	3. rosewater
4. What kind of makeup substances are banned according to the Islamic law?
	1. Harmless substances
	2. herbal extracts
	3. harmful substances
5. Where did people begin staining their fingernails around 3000 BC?
	1. in Egypt
	2. in China
	3. in Greece
6. What did Geishas use to line their eyebrows, eye edges and the perimeter of their lips?
	1. safflower petals
	2. wax
	3. rice powder

**Task 2. Which beauty products are discussed in this text? Complete the table with the required information.**

|  |  |  |
| --- | --- | --- |
| Product | Where was it used? | What ingredients did it contain? |
|  |  |  |

**Task 3. Discuss the following questions.**

***Snowball discussion (pyramid discussion) -*** *Students begin discussing the questions in pairs, responding to each question only with a single partner and take notes. After each student has had the chance to share their ideas, the pair joins another pair, creating a group of four. Pairs share their ideas with the pair they just joined. Next, groups of four join together to form groups of eight, and they continue this way, until the whole class is joined up in one large discussion.*

1. Do you think the concept of beauty is the same today as it was in ancient times? If not, how has it changed?
2. How is beauty defined in our culture?
3. Do you think the concept of beauty is the same in all cultures? If not, name some differences.
4. What are the factors that affect our perception of beauty?
5. Although we usually think about people being visually beautiful, are there other ways of being beautiful? Can you think of any?

**KEY**

**Task 1. a. Choose the correct answer.**

1. B; 2. A; 3. B; 4. C; 5. A

**Task 1. b. Choose the correct answer.**

1. A; 2. A; 3. B; 4. C; 5. B; 6. A

**Task 2. Which beauty and remedy products are discussed in this text?**

|  |  |  |
| --- | --- | --- |
| **Product** | **Where was it used?** | **What ingredients did it contain?** |
| skin cream  | ancient Egypt and Greece | beeswax, olive oil, and rosewater  |
| protective balm | ancient Egypt and Greece | castor oil |
| remedy to treat wrinkles | Africa | fresh [*moringa*](http://en.wikipedia.org/wiki/Moringa) and gum of frankincense |
| remedy to soothe burns and scars | Africa | kohl, sycamore juice, and red ochre  |
| remedy to improve bad breath | Africa | frankincense, licorice root stick, herbs |
| nail polish | Ancient China | gelatin, beeswax, egg, and gum Arabic |
| eye liner | Ancient Japan | safflower petals |
| lip liner | Ancient Japan | safflower petals |
| makeup base (foundation) | Ancient Japan | bintsuke wax sticks |

**Task 3. Suggested evaluation criteria of students’ activity during pair and group work**

For each student, indicate the extent to which you agree with the statements below, using a scale of 1-4 (1 = strongly disagree; 2 = disagree; 3 = agree; 4 = strongly agree)

1. Contributes meaningfully to pair/ group discussions (thoughts, ideas, examples)
2. Completes pair/ group assignment on time
3. Prepares/ carries out task in a quality manner
4. Demonstrates a cooperative and supportive attitude