

The lucky beetle

Content objectives

- Listen to and understand a story.
- Understand some facts about ancient Egypt.
- Understand the positive value of helping others.

Communication

- Answer questions: Answer a present simple and past simple question about the listening.
- Stating which information in the listening is true or false giving reasons why: *False. Amun and Ra are not learning to be doctors they are learning to be scribes.*

Vocabulary

- writing: hieroglyph, papyrus, signs symbol
- professions: apprentice, scribe, teacher
- insect: beetle

Resources

- Track 2 

1 Egyptian and Mesopotamian art

The lucky beetle



1.  Listen to the story. What is a scribe? Why were beetles important in ancient Egypt?

Unit 1 5 five

HOW TO START

Show the Digital flashcard with papyrus. Write papyrus on the board. Say: *A long time before books and paper were made, the Egyptians made papyrus sheets to write on. Papyrus is a thin paper-like material made from a plant.*

Explain the importance of scribes in ancient times. Say: *Only a few Egyptians knew how to read and write. They had special training. They were called scribes.*

ACTIVITIES: STEP-BY-STEP GUIDE

ACTIVITY 1 Listen to the story. What is a scribe? Why were beetles important in ancient Egypt?

- Before listening to the story, ask the students to look at the pictures and describe what they see in each one of them.
- Ask students to say what the story could be about. Elicit information. Say: Look at the pictures. *What are these children doing?* They are writing. *What insect can you see in the story?* The beetle. *What has happened to the paper?* Some ink has spilled on the paper.
- Track 2  The students listen to the story. Say: *Listen to the story about the boys, the beetle and the papyrus.*

ACTIVITY 2 Look and write.

- Ask a volunteer to read the words aloud to the class. Check their pronunciation especially the combinations with hieroglyph, papyrus, beetle and pyramid. Ensure that the students have pronounced them well. Say: *Write the words below their corresponding pictures.* Ask: *What relationship do these pictures have with the story?* Listen to the students' answers
Beetle, pyramid, papyrus, hieroglyph

Story time!

AFTER YOU LISTEN

2. Look and write.

hieroglyph papyrus beetle pyramid






3. **Think** Listen again. Look at the sentences. Are they true or false? Correct the false ones.

- Amun and Ra are learning to be doctors.
- People in Ancient Egypt think beetles are lucky.
- The scribes in Ancient Egypt copy signs onto metal.
- The signs are called *hieroglyphs*.

4. **Think** Look at the story. Where do they live? How do you know?



BIG VALUES
Help your friends!

DON'T FORGET TO LOOK AT THE DIGITAL STORY!

six 6

1. Amun and Ra are learning to be scribes. Every day they copy hundreds of signs until the teacher is happy.

2. Amun: Oh no! there's a beetle stuck in the paint! I have to save it! Beetles are lucky!

Amun's work falls onto the floor.

3. Ra: Quick! You need to do your work again. The teacher is coming! Ra picks up the papyrus. It is dirty. Amun's work is ruined and it's impossible to read the hieroglyphs. But the beetle is happy!

4. Amun: Thanks Ra, Oh dear, what am I going to do?

Suddenly a strong wind blows in from the desert. The dust and dirt have blown away and the hieroglyphs appear neat and clear. The teacher is coming to see. He is going to be pleased with his young pupil.

Key competence

Linguistic competence

Listening to a story and relating it to historical facts helps students to develop better comprehension skills.

ACTIVITY 3 Listen again. Look at the sentences. Are they true or false? Correct the false ones.

• Say: *Now we are going to listen to the story again. Listen out for the pronunciation of the words we have just read then look at the sentences. Which ones are true and which ones are false? Write down the answers giving reasons why some sentences are false.* Listen to the students answer.

- Amun and Ra are learning to be doctors.**
False. They are learning to be scribes
- People in ancient Egypt think beetles are lucky.**
True
- The scribes in Ancient Egypt copy signs onto metal.**
False. Scribes in Ancient Egypt copy signs onto papyrus.
- The signs are called *hieroglyphs*.**
True

ACTIVITY 4 Look at the story. Where do they live? How do you know?

- Ask the students to look at the story frames again and describe what pictures they see in the background. Ask: *What do the pictures have in common?* Listen to their answers. Sample answers would be: The pictures have palm trees, the sun, pyramids, sand and blue sky in common.
- Now ask: *Where do they live? How do you know?*
- Show them typical Egyptian landscapes. Ask: *Do you know where Egypt is?* Listen to the students' answers. Show them the map and say: *Look, here it is. In the northern part of Africa.*

Think about Art

Content objectives

- Identify and describe Egyptian art.
- Become familiar with Egyptian hieroglyphs.

Communication

- Describe a picture: *This is a picture of a pharaoh.*
- Identify elements: *These are cuneiform symbols.*

Vocabulary

- writing: clay, engraving, hieroglyph, cuneiform symbols, mural, papyrus
- buildings: monument, tomb

Resources

- Track 3 
- Karaoke 
- Song script 

Materials

- pencil, rubber, felt-tip pens, glitter, glue
- pictures of Egyptian art, such as murals, pyramids and hieroglyphs

Think about Art



Ancient Egyptian wall with hieroglyphs.

Egyptian hieroglyphs is a writing system based on pictures and symbols. Most Egyptian artwork is found in tombs and monuments. Ancient Egyptian art was both figurative and symbolic, as images have a special meaning.

In Mesopotamia they used the **cuneiform symbols** to write in different languages. Writing was very important. The scribes recorded everything and they were teachers.

1.  **Think** Look at the hieroglyph. What symbols can you see? What do you think they mean?
2.  **Listen to the song.** Is it about Ancient Egypt or Mesopotamia?
3.  **Listen to the song again and complete.**

What are you painting? Said the girl and the boy,
What are you making? Is it a toy?

It's a mask for a pharaoh,

with glitter and _____.

A mask for a face that's wise and _____.

I'm engraving a _____ with my special tools,

I'm drawing a _____, all covered in jewels.

I'm writing with _____ and symbols and lines.

They're called _____, these ancient signs.

Come over and join us, there's a lot you can do.

We're artists together, my friends ... and you!

Unit 1 **7** seven

HOW TO START

Show students a picture of the pyramids. Ask: *Do you recognise this? They are pyramids. Where are the pyramids? They are in Egypt.*

Show them other pictures, alternating them with pictures of ancient Egypt. Ask the students to identify which ones are from ancient Egypt. Say: *Say the word 'Egyptian' when you see a picture from ancient Egypt.*

ACTIVITIES: STEP-BY-STEP GUIDE

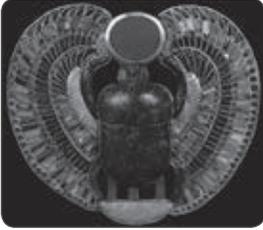
ACTIVITY 1 Look at the hieroglyph. What symbols can you see? What do you think they mean?

- Write the word 'hieroglyphs' on the board. Say it aloud and ask students to repeat it after you. Say: *Repeat this word: hieroglyphs. Very good! Let's find out what hieroglyphs are.*
- Point to the picture of the hieroglyphs. Say: *Look at this picture. This is an ancient Egyptian wall with hieroglyphs.* Ask the students to look at the drawings and identify some of the symbols. Ask: *Can you see the different small animals? Tell me which ones you can identify. Bird, insect, eye, snake, animals... (etc).*
- Point at the text below the picture. Choose one or two students to read the text aloud. When they have finished reading, help the students understand the concept of 'symbol'. Say: *A symbol is a picture that represents an idea or a concept.* Ancient Egyptians used these symbols, called hieroglyphs, as their writing system.
- Reinforce the concept of 'symbol', making contemporary examples of the use of symbols. Draw a heart shape on the board. Ask: *What's this? It's the symbol of love.* Write the word love on the board. Say: *You're right. We use this symbol to represent the idea or concept of love.*

MATERIALS

- felt-tip pens
- glitter
- glue

4. **Collaborate** Look at this Egyptian amulet. In small groups, write a description of it.



5. **Create** Colour and decorate the Egyptian amulet.



eight 8

Track 3 A mask for a pharaoh

What are you painting?
 Said the girl and the boy,
 What are you making?
 Is it a toy?
 It's a mask for a pharaoh,
 with glitter and **gold**.
 A mask for a face
 that's wise and **old**.
 I'm engraving a **pattern**
 with my special tools,
 I'm drawing a **bird**,
 all covered in jewels.
 I'm writing with **pictures**
 and symbols and lines.
 They're called **hieroglyphs**,
 these ancient signs.
 Come over and join us,
 there's a lot you can do.
 We're artists together,
 my friends... and you!

Key competence

Cultural awareness and expression

Drawing attention to the common characteristics of ancient Egyptian art style and culture makes students aware of the ancient Egyptian cultural heritage and its influence on modern culture.

ACTIVITY 2 Listen to the song. Is it about Ancient Egypt or Mesopotamia?

- Track 3  Students Listen to the song. Say: *Listen and sing along.*
- Play the song a second time or use the Karaoke and practise the lyrics with the students

ACTIVITY 3 Listen to the song again and complete

- Track 3  Say: *I am going to play the song a second time. Listen and fill in the blanks. What was the song about? Which words did you recognise?*
- Ask the students what answers they wrote down by reading the song aloud and soliciting the answer. Say: *I am going to read the song aloud. Please put up your hand and read your answer.* Listen to their answers and correct where necessary.

ACTIVITY 4 Look at this Egyptian amulet. In small groups, write a description of it.

- Ask students what the picture is. Pointing to the picture, say: *Do you know what this is?* Listen to their answers. Tell them it is an Egyptian Amulet.
- Say: *An amulet is a small object that the Egyptians wore or carried with a belief that it would give them good luck or protect them from harm.*
- Say: *Now we are going to divide the class into groups and describe the amulet. Talk about the shapes, colours, material and the insect represented.*

ACTIVITY 5 Colour and decorate the Egyptian amulet.

- Show the students different pictures of Egyptian amulets to stimulate their imagination. Ask: *What materials are used? What colours can you see? What do you think is represented?*
- Say: *Now you can colour and decorate the Egyptian amulet. Be creative!*

Art and life

Content objectives

- Learn and become familiar with ancient Mesopotamian architecture.
- Understand what is a ziggurat and pyramid

Communication

- Describe a ziggurat: *A ziggurat is an ancient Sumerian temple.*
- Describe a picture: *It's got vertical and horizontal lines.*

Vocabulary

- Egyptian art: *god, goddess, pharaoh, queen, scribe*
- buildings: *architecture, temple, pyramid, ziggurat, stepped, terraced*
- ancient cultures: *Babylonian, Mesopotamian, Sumerian*

Materials

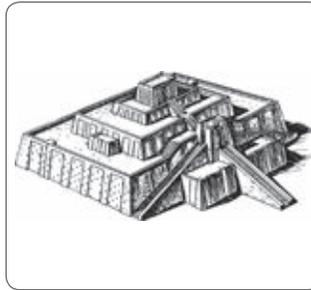
- pencil, coloured pencils, rubber
- Pictures of pyramids and ziggurats

Key competence

Sense of initiative

Students will feel proud of their mural when they describe them to their partners and explain why they choose their colours

Art and life



Egyptian pyramids and Mesopotamian temples

Ancient Egyptians built **pyramids**. They were tombs for the pharaohs. Their shape was to help the pharaoh's soul get to heaven.

Mesopotamian temples were called **ziggurats**. They were large buildings in the form of terraced pyramids with steps. They were built as temples to worship their gods. The steps were stairways to heaven. They were in the centre of the city.

1. Read the text and answer the questions.

- Who built the pyramids? _____
- Where were ziggurats built? _____
- What were pyramids for? _____
- What were ziggurats for? _____

2. **Think, pair, share!** Look at the map and tell your friend about the two civilizations.



Unit 1 **9** nine

HOW TO START

Find pictures of Egyptian murals on the Internet and some scenes of ancient Mesopotamia, or show the students the Digital flashcard with a mural. Say: *Look at this picture. This is a Mural from Egypt. The Sumerians and the Babylonians lived in Mesopotamia. Ancient Mesopotamia is now the country of Iraq.*

ACTIVITIES: STEP-BY-STEP GUIDE

ACTIVITY 1 Read the text and answer the questions.

- Ask students to look at the picture of the Ziggurat. Ask: *Can you describe it? Is it similar to a church or a cathedral?*
- Say: *We are going to read some information about Egyptian pyramids and Mesopotamian temples.* Choose two volunteers to read each paragraph aloud. Check their comprehension Say: *Is there any vocabulary you did not understand?* Answer any doubts the students may have. Say: *Now you can answer the questions.*
 - Egyptians
 - Mesopotamia
 - To bury the dead.
 - They were built as temples.

ACTIVITY 2 Look at the map and tell your friend about the two civilizations.

- Before you start, ask students to look for information about the Egyptian and Mesopotamian civilizations, and their similarities and differences.
- Egyptians considered pharaoh to be divine. In Mesopotamia their kings and queens were normal humans.
- In Egypt the scribes used hieroglyphics to express ideas and concepts while in Mesopotamia the Sumerians had a writing system called Cuneiform.
- In Mesopotamia gods were worshipped in ziggurats while in Egypt their temples were ordinary house-like structures.
- The Egyptians buried their Pharaohs in large pyramids while in Mesopotamia the dead were buried in ceramic jars, which were put in graves after covering them with matting.

MATERIALS

- coloured pencils
- rubber

3. **Create** Complete this Egyptian mural and then colour it.



ten 10

ACTIVITY 3 Complete this Egyptian mural and then colour it.

- Point at the picture of the Egyptian mural. Say: *We are now going to complete an Egyptian mural.*
- Give students instructions to prepare the task and understand the style of the drawings. Say: *First, look at the people, the animal and the decorative objects.*
- Egyptian art is flat and lacks perspective. Most things are drawn from a side view. Use this style when drawing the missing elements
- Give them instructions to complete and draw the mural. Say: *Now, complete the drawings and hieroglyphs in the picture. First use a pencil to complete the drawings, then colour the picture with coloured pencils. Finally go over the lines with coloured pencils.*

Express yourself

Make a mask!

Content objectives

- Become familiar with Egyptian and Mesopotamian engraved portraits
- Make an engraved portrait
- Find information on the Internet about art in ancient Egypt or Mesopotamia (optional)

Communication

- Describe a portrait: *This is the portrait of my friend Hannah.*
- Describe art techniques: *I'm engraving a portrait on a clay tablet.*
- Describe people in ancient art: *This is an ancient Sumerian scribe.* (optional)
- Describe own artwork: *This is a painting about the ancient Egyptian pyramids.* (optional)

Vocabulary

- ancient art: Egyptian, Mesopotamian, mask, portrait
- techniques: decorate, design, draw, engrave

Resources

- Craft video 

Materials

- bowl, clay, paintbrush, tempera paint, toothpick, water
- (optional activity) coloured pencils, felt-tip pens, paper, pencil

Key competence

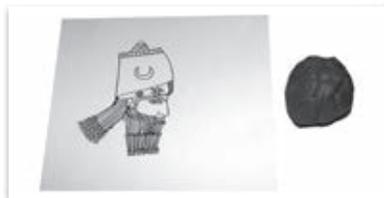
Learning to learn

Making a portrait helps the students learn how to observe details. Adjusting their view to a certain style allows them to focus their creativity and logical thinking.

Make a mask!

MATERIALS

- clay
- paintbrush
- tempera paint
- toothpick
- water



Step 1: Design an Egyptian or Mesopotamian **mask**. Model some clay.



Step 3: Engrave your friend's **portrait** while the clay is still soft.



DON'T FORGET TO WATCH THE VIDEO!



Step 2: Flatten out the clay and give it a **rectangular** shape.



Step 4: When the clay is **dry**, decorate it with tempera paint.

Unit 11 eleven

HOW TO START

Show students pictures of ancient Egyptian and Mesopotamian statues of kings or pharaohs. You can show them the Digital flashcard with the mask. Ask them to compare the two pictures on the page. Ask: *Can you tell me the different styles? Notice how the hair is curly here.*

ACTIVITIES: STEP-BY-STEP GUIDE

- Play a simple game. Say: *Let's play a guessing game. I say a feature of one of the pictures and you say 'Egyptian' or 'Mesopotamian'. My face is golden. Egyptian. I have a long, thick beard. Mesopotamian.*
- Prepare the materials and tables for the activity. Say: *We are going to follow the instructions to make a clay tablet and engrave a portrait of a friend's face.*
- Step 1: Tell the students to take an A5 piece of paper to design the portrait before working on the clay. Say: *Before making the tablet, you need to draw a sketch of your friend's face, in the style of the ancient kings and queens of Egypt or Mesopotamia.*

Show the students how to prepare and model a lump of clay. Say: *Knead the clay until it's soft and easy to model; remember to add a little water to soften the clay if needed.*

Step 2: Show them how to flatten out the clay. Say: *Take a pencil or a roller, and roll it up and down, pressing the clay to flatten it out. When the clay is flattened, adjust the edges of the clay to give it a rectangular shape.*

Step 3: Tell the students to engrave the portrait on the tablet. Say: *Engrave your friend's portrait while the clay is soft. Use the sketch you drew as guide. Decorate the engraving with patterns like the ancient Egyptians or Mesopotamians.*

Step 4: Students leave their masks to dry in a well-ventilated place. Once they are dry, ask the students to colour and decorate with tempera paint.

Picture dictionary

Egyptian and Mesopotamian art



amulet



hieroglyphs



mask



mural



papyrus



pyramid



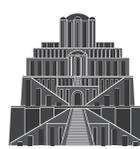
relief



scribe



statue



ziggurat

My work in unit 1 is



OK



good



excellent

twelve 12

Key competence:

Digital competence

Using the Internet to find information in class helps students learn how to use this resource.

OPTIONAL EXTRA LESSON HOW TO START

Play a guessing game to reinforce the unit vocabulary and help the students understand the descriptions of the pictures. Say: *Cover your Picture dictionary page and close your eyes. Listen to my description. Then open your eyes, look at your book and tell me which picture I have just described.*

ACTIVITIES: STEP-BY-STEP GUIDE

- Draw two big clouds on the board. Write the words 'Egypt' and 'Mesopotamia' above the clouds. Tell the students that these are word clouds. Say: *In these clouds, we are going to write words about ancient Egypt and Mesopotamia. Help me find as many words about them in this unit.*
- Explain to the class that they are going to do a free drawing or painting about the things they have learned. Say: *Today, you are going to do a free drawing or painting. The content of the artwork is going to be something you have learned about art in ancient Egypt and Mesopotamia.*
- Tell the students the process to follow to do the artwork. Say: *This is a list of all the steps you will follow today to do your original artwork about Egypt or Mesopotamia.*
- Write this list on the board:
 1. Choose keywords. Search for pictures about the keywords on the Internet.
 2. Find information about the pictures if necessary.
 3. Do three or four sketches from the pictures.
 4. Use the sketches to do the final drawing. Colour, decorate and share.
- The students will now draw a free drawing on paper, using the sketches they did. Say: *Do your free drawing on the blank piece of paper. Use your sketches for visual reference. Include the visual elements from the sketches into the final drawing.*
- Once the drawing is finished, students can colour and decorate it freely. Say: *Colour and decorate the drawing*

