

## Worksheet 1: Things in Ancient Egypt

### Using the worksheet

- This worksheet practises words connected to Ancient Egypt: *pyramid, Sphinx, pharaoh, chariot, slaves, rock, hieroglyphics, tomb, mummy, step*.
- Students label the pictures. Then they find the words in the word search.
- Students work in pairs and make a crossword. They write definitions for the words from Activity 1. Tell students to do their crossword on a piece of paper.
- Students can then swap the empty crossword grid and their clues with another pair.

**KEY:** Activity 1: **2** chariot, **3** pharaoh, **4** slaves, **5** pyramid, **6** mummy, **7** Sphinx, **8** tomb, **9** hieroglyphics, **10** steps

v	h	i	e	g	e	c	m	r	i	o	s	t
r	i	s	n	c	g	e	u	c	h	d	t	e
a	o	x	p	y	r	a	m	i	d	j	e	c
m	i	c	r	h	k	l	m	u	z	t	p	j
i	k	h	k	o	i	w	y	r	p	g	s	y
s	l	a	v	m	e	n	s	q	h	m	w	s
u	p	r	f	o	u	m	x	i	a	u	y	l
f	s	i	p	n	x	o	m	b	r	h	m	a
m	t	o	m	b	e	p	h	r	a	y	p	v
s	b	t	l	o	r	h	z	s	o	m	b	e
h	i	e	r	o	g	l	y	p	h	i	c	s

Activity 2: Students' own answers.

**Optional follow-up activity:** Demonstrate how to play Pictionary (see Introduction). Ask a volunteer to slowly draw an object, e.g. a chariot, on the board. The first student to guess the word takes the next turn. Students can also play the game in groups.

## Worksheet 2: Quiz time

### Using the worksheet

- This worksheet practises the past passive.
- Students complete the questions with *was* or *were*.
- They read the incorrect answers to the questions and write negative sentences.
- They then match the answers in Activity 3 with the questions in Activity 1.

**KEY:** Activity 1: **2** was, **3** were, **4** were, **5** was, **6** were; Activity 2: **2** *Romeo and Juliet* wasn't written by Steven Spielberg. **3** The pyramids weren't built in Japan. **4** The first modern Olympic Games weren't held in France. **5** The World Wide Web wasn't

invented in 1932. **6** The Harry Potter books weren't written by J R R Tolkien; Activity 3: **2e**, **3f**, **4d**, **5b**, **6c**

**Optional follow-up activity:** Students work in small groups and write their own quiz questions in the past passive. They can use the Internet to help them research their questions. Alternatively, you can set this as a homework exercise and students can bring their questions to the next class.

## Worksheet 3: A lot or a little?

### Using the worksheet

- This worksheet practises *a lot of*, *lots of*, *a few*, *a little*.
- Students read the story and circle the correct words.
- Students then answer the questions.

**KEY:** Activity 1: **2** a lot of, **3** a few, **4** A few, **5** a little, **6** lots of; Activity 2: **2** There was a lot of / lots of water in the fridge. **3** There were a few chairs in Grandma's garden. **4** There was a little grass in Grandma's garden. **5** Dad bought lots of / a lot of bottles of lemonade.

**Optional follow-up activity:** Put students into two teams. Write some nouns on the board, e.g. *milk, books, water, computer games*. Students put their hands up and put one of the nouns into a sentence, using *a lot of* / *lots of* / *a few* / *a little*. If the sentence is correct, the student wins a point for their team. If the sentence is incorrect, the other team can think of an alternative.

## Worksheet 4: Ancient Egyptian art

### Using the worksheet

- This worksheet builds on students' knowledge of Ancient Egyptian art, using key *Think and learn* vocabulary.
- Students work in pairs and look at the picture in Activity 1. They discuss the questions and answer them together.
- Explain that the Ancient Egyptians often drew things in their art that had special meanings. Say that these can be called *symbols*. You can draw some common modern-day symbols, like emojis, on the board, if helpful. Remind students that *safety* means being safe.
- Students read the texts and look at the pictures in Activity 2. Then they try to find all the symbols that they have read about in the picture in Activity 1.
- Students read the questions and write answers in their notebooks. Check answers for questions 1–4 as a class.
- Finally, students tell the class which symbol they find the most interesting and why.

**KEY:** Activities 1 and 2: Students' own answers.; Activity 3: **1** the lotus, **2** to show they would live for ever, **3** a person's name – to keep them safe, **4** because cats were a symbol of safety, **5** Students' own answers.

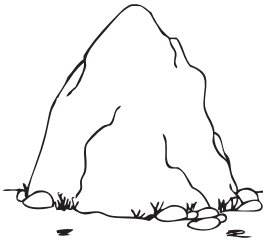
**Optional follow-up activity:** Students draw their own piece of Egyptian art using some or all of the symbols from the worksheet. Students present their work to the class.

Name: .....

Class: .....

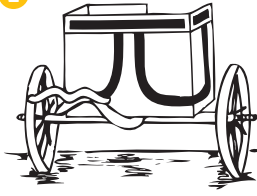
### 1 Look and write the words. Then find them in the word search.

1



rock

2



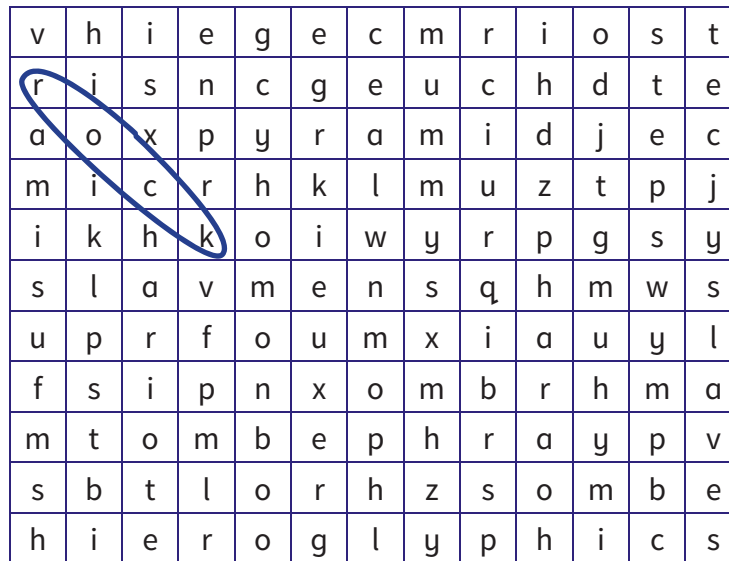
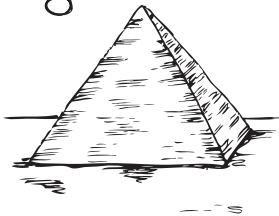
3



4



5



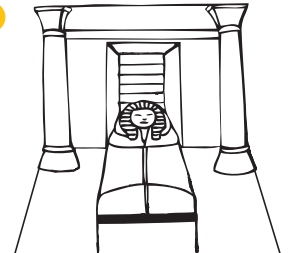
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7



8



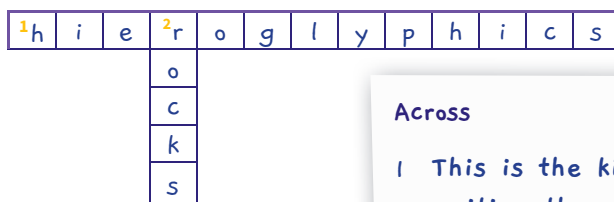
9



10



### 2 Make a crossword with words from Activity 1 and write the clues.



Across

1 This is the kind of writing they did in Ancient Egypt.

Down

2 Mountains are made of these.

Vocabulary: In Egypt

Name: .....

Class: .....

1 Complete the questions with *was* or *were*.

## ► Homework quiz

- 1 When were the first modern Olympic Games held?
- 2 Who            *Romeo and Juliet* written by?
- 3 Where            the pyramids built?
- 4 Where            the first modern Olympic Games held?
- 5 When            the World Wide Web invented?
- 6 Who            the Harry Potter books written by?



## 2 All Dad's answers to the quiz in Activity 1 are wrong! Read and write negative sentences.



- |                    |   |
|--------------------|---|
| 1 2004             | <u>The first modern Olympic Games weren't held in 2004.</u> |
| 2 Steven Spielberg | _____   |
| 3 Japan            | _____   |
| 4 France           | _____   |
| 5 1932             | _____   |
| 6 J R R Tolkien    | _____   |

## 3 Match the answers with the quiz questions from Activity 1.

- |               |  |                       |  |
|---------------|--|-----------------------|--|
| a 1896        | <span style="border: 1px solid black; padding: 2px;">1</span>                                    | d Greece              | <span style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></span> |
| b 1989        | <span style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></span> | e William Shakespeare | <span style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></span> |
| c J K Rowling | <span style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></span> | f Egypt               | <span style="border: 1px solid black; display: inline-block; width: 20px; height: 20px;"></span> |

Language focus 1: Past passive

Name: .....

Class: .....

## 1 Look, read and circle the correct words.



It was my grandmother's birthday party last Sunday. It wasn't very interesting. There were (1) **a lot of** / **a few** people in the living room, eating sandwiches. I was bored, so I went into the kitchen and looked in the fridge. There were (2) **a few** / **a lot of** bottles of water. I took one, then I went into the garden. There were (3) **a few** / **lots of** flowers. I picked one and took it into the living room. 'Grandma,' I said, 'this is for you.' 'Ricky!' said Mum. 'Did you get that from Grandma's garden?' (4) **A few** / **Lots of** people looked at me. They weren't happy. 'That's OK,' said Grandma. 'Thank you, Ricky. Have some birthday cake.' But there was only (5) **a few** / **a little** cake left on the table. Then I saw Dad. He was carrying (6) **a few** / **lots of** boxes of cake!

2 Look at the pictures in Activity 1 and write answers. Use *lots of*, *a lot of*, *a few* or *a little*.

1 How many sandwiches were there on people's plates?

There were *lots of* sandwiches on people's plates.

2 How much water was there in the fridge?

There was

3 How many chairs were there in Grandma's garden?

4 How much grass was there in Grandma's garden?

5 How many bottles of lemonade did Dad buy?

Language focus 2: *a lot* / *lots of* / *a few* / *a little*

Name: .....

Class: .....

1 Look at the Ancient Egyptian picture and talk about the questions.



- What can you see?
- What do you think the picture is about?
- Do you think the person in the middle is important? Why? / Why not?

2 Look and read. Find the symbols in the picture in Activity 1.



**The ankh**

For the Ancient Egyptians, the ankh meant life. Pharaohs in paintings often carried an ankh to show the importance of their life.



**The lotus**

In Ancient Egyptian art the lotus meant the sun and good health. It was often put next to kings and queens to show that they were healthy and strong.



**The shen ring**

A shen ring meant safety. A person's name was written inside it to protect them from danger.



**Birds and cats**

Birds and cats were often used in Ancient Egyptian art. Birds meant many different things, like safety, or the sun. The Ancient Egyptians thought that cats kept them safe.



3 Read the texts again and answer the questions.

- 1 Which of these Ancient Egyptian symbols meant good health?
- 2 Why did some people carry an ankh in Ancient Egyptian art?
- 3 What was written inside shen rings? Why?
- 4 Why do you think Ancient Egyptian families often had pet cats?
- 5 Which is your favourite Ancient Egyptian symbol? Why?

**History: Ancient Egyptian art**