

---

# ANCIENT EGYPT

---

## ‘YOU LOOK GREAT!’

---

Type of module	Project work
Level	A1-
Target group	10-13-year-old learners
Written by	Faragó Lívía, Poór Zsuzsánna

A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humánerőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinoVA oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: [www.educatio.hu](http://www.educatio.hu) címen.

Szakmai vezető: Kuti Zsuzsa

Szakmai bizottság: Enyedi Ágnes, dr. Majorosi Anna, dr. Morvai Edit

Szakértő: Enyedi Ágnes

Szakmai lektor: Fischer Júlia

Idegen nyelvi lektor: Peter Doherty, Debbie Goretity

Alkotószerkesztő: Sákovics Lília

Felelős szerkesztő: Burom Márton

©

Szerzők: Kiss Natália, Lindner Zsuzsa, Mészárosné Boros Valéria, Poór Zsuzsánna

**Educatio Kht. 2008**

## FOCI OF SKILLS-DEVELOPMENT

### Communicative language skills

- developing vocabulary
- using limited language resources creatively
- co-planning, information exchange

### General, educational skills

- developing cooperation skills
- building on learners' creativity
- evaluating self and peer performance

### EVALUATION

Formative and summative evaluation: Learners self-evaluate their progress on achievements sheets. Groups evaluate their own and each other's work.

### SUGGESTIONS

Teachers' role during the lessons is that of organizer and facilitator. She monitors group-work and individual work and provides help when needed. She prepares task sheets and provides learners with materials and stationary needed.

### BACK UP SYSTEMS

Teacher should have initial knowledge of basic principles of project work and be open to build on learners' initiation and creativity, to organise pair and group work in order to achieve common results.

During the project she should co-operate with the Art teachers in the school.

Suggested literature:

David, A. Rosalie: *A múlt születése: Az egyiptomi birodalmak*, Helikon kiadó, 1986.

Hart, George: *Eyewitness Guides, Ancient Egypt*, Dorling Kindersley Ltd, London, 1990.

(Magyar kiadás: *Szemtanú: Az ókori Egyiptom*, Park Könyvkiadó, Budapest, 1992)

# MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	Activating vocabulary Pronouncing new words accurately Information exchange: requesting and giving information Cooperating Identifying written forms of learnt vocabulary	Playing a guessing game Problem solving Describing pictures Labelling a picture Preparing a mind map (homework)	<b>Vocabulary:</b> colours, simple adjectives describing people, parts of face and body, objects in the room <i>(amphora, pot, fruit bowl, etc.)</i> Extra vocabulary: actions <b>Structures:</b> Describing a picture <i>Is there a ...?</i> <i>Is it a ...?</i> <i>Are there two...?</i> <i>Are they...?</i> <b>Functions:</b> Asking for information <i>Is this country in Europe?</i> <i>No, it's in Africa.</i> <i>Is it a very hot place?</i> <i>Yes, it is.</i>	Map of the world 1.1 Word cards Blu-Tack 1.2 Jigsaw puzzle A 1.2 Jigsaw puzzle B learners' exercise-books, enlarged versions of 1.2 Jigsaw puzzle A and 1.2 Jigsaw puzzle B 1.4 Word cards wrapping paper

LESSON	FOCI OF SKILL DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
2	Categorising Practising written forms of learnt vocabulary Reading for detailed understanding Orientating on the map Talking, listening and reacting with movements Revising and practising language Cooperating effectively in pair work	Preparing a mind map Describing pictures Role play Drawing	<b>Vocabulary:</b> At the market: things you can buy <b>Structures:</b> Describing a picture Talking about people <i>What are they doing?</i> Talking about objects <i>How many are there?</i> <i>Where are they?</i> <b>Functions:</b> Giving and following directions <i>Go straight (on).</i> <i>Turn left/right.</i> <i>Go back to the ...</i>	mind maps in learners' exercise-books A3 blank sheets for each group felt tips enlarged versions of 1.2 Jigsaw puzzle A and 1.2 Jigsaw puzzle B 2.2 Picture of a market 2.2 Sentence cards Blu-Tack 2.3 Paper doll 2.3 Shopping lists A4 copies of 2.2 Picture of a market (a copy for each pair) drawing paper
3	Revising and extending vocabulary Finding information in resource books Selecting suitable pictures Cooperating effectively in group work Learning about Egyptian clothes Evaluating self and peer performance	Talking about shopping Project work Describing people Giving opinion	<b>Vocabulary:</b> Clothes: <i>dress, sandals, belt, tunic, collar, head dress, necklace, helmet, sword, shield, kilt, robe, earring, bracelet, wig</i> <b>Functions:</b> Giving opinion <i>I like this drawing best. I like its colours.</i>	baskets drawn by learners at home books from the library or brought by learners wrapping paper crayons blank cards for words felt tips pictures drawn by learners word cards prepared by learners in 3.2 Blu-Tack

LESSON	FOCI OF SKILL DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
4	Categorising vocabulary items according to meaning Planning and managing of a group task Asking for clarification Discussion skills Creative writing Following written instructions	Creating a word bank Project work Role play Describing pictures Matching written texts to pictures	<b>Vocabulary and structures:</b> Describing people <i>This woman is wearing a beautiful white robe and a pair of sandals.</i> <i>She's got a long wig.</i> <i>She's got a lot of gold rings and necklaces.</i> <b>Functions:</b> Asking for help <i>Excuse me. What is a 'robe'?</i> <i>I don't understand this word.</i>	word cards prepared by teacher Blu-Tack pictures drawn by learners learners' exercise-books pens 4.4 Egyptian clothes
5	Being patient when helping each other Encouraging learners to use learnt language Listening for information Following instructions Finding similarities in children's games played in ancient and modern times Evaluating self and peer performance	Dressing up as Egyptians Fashion show Playing an ancient Egyptian game Evaluation	<b>Vocabulary and structures:</b> Describing people <i>This is Dana. He is wearing a white kilt. He has got a necklace.</i> <i>He is wearing sandals.</i>	clothes brought by learners make-up cassette- or CD-player music marbles 5.4 Achievement record

# PROCEDURE

## LESSON 1: MEET AN EGYPTIAN FAMILY

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"><li>■ to introduce a new topic</li><li>■ to revise previously acquired language material (family, describing people)</li></ul>
<b>MATERIALS AND RESOURCES</b>	Map of the world, 1.1 Word cards, Blu-Tack, 1.2 Jigsaw puzzle A, 1.2 Jigsaw puzzle B, learners' exercise-books, enlarged versions of 1.2 Jigsaw puzzle A and 1.2 Jigsaw puzzle B, 1.4 Word cards, wrapping paper
<b>BEFORE THE LESSON</b>	Teacher should place 1.4 Word cards on the board and cover them with a piece of wrapping paper.
<b>STAGE 1</b>	<b>Warm-up – Guess the country</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Activating vocabulary
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Map of the world, 1.1 Word cards, Blu-Tack

### TEACHER'S ACTIVITIES

1. Teacher places the map of the world on the wall/blackboard and asks learners to label it. (S)he provides them with the necessary word cards.
2. Teacher tells learners that they will travel back in time and visit a family in another country. Learners try to guess the destination.

### LEARNERS' ACTIVITIES

1. Learners label the map.
2. Learners look at the map and try to find out the destination by asking questions:  
*e.g. Is this country in Europe?*  
*No, it's in Africa.*  
*Is it a very hot place?*  
*Yes, it is.*  
*Is there a big river there?*  
*Yes, there is. It's the Nile.*  
*Is it Egypt?*  
*Yes, you are right. Let's fly to Egypt and meet some people there.*

**STAGE 2 Problem solving activity – Similar or different?****TIME** 15 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Asking questions to find out more about an unknown picture  
Giving information**ORGANISATION** Pairs, groups**AIDS AND MATERIALS** 1.2 Jigsaw puzzle A, 1.2 Jigsaw puzzle B, learners' exercise-books**TEACHER'S ACTIVITIES**

1-2. Teacher tells learners that they will meet an Egyptian family. They form pairs. Teacher hands out puzzle pieces of the pictures of the family. Learners A are given 1.2 Jigsaw puzzle A, learners B are given 1.2 Jigsaw puzzle B.

Teacher explains to them that they have the picture of the same family, but there are 10 differences between pictures A and B.

At first they have to put the pieces together to make up the picture, then find the differences without looking at each other's picture. They have to write the list of differences in their exercise-books.

NOTE: Teacher may help learners with vocabulary and structures writing sentence patterns on the board:

e.g. *Is there a ...?*

*Is it a ...?*

*Are there two...?*

*Are they...?*

**LEARNERS' ACTIVITIES**

1. Learners form pairs. When they get the jigsaw puzzles, they put the pieces together to make up the picture. They have to do this without showing their work to the learners sitting next to them.



2. Learners study the pictures on their desks. They ask YES/NO questions to find out the differences between their picture and the one their partner has.

e.g. *Is there a cat in your picture?*

*Is it a white cat?*

*Are there four children in the house?*

*Are they girls? Etc.*

Learners write down the list of differences they have found in their exercise-books.

3. Teacher asks all Learners A and B to sit together in order to compare their lists.

3. Learners A gather in one corner of the room to compare their lists. Learners B do the same in another corner of the classroom.

<b>STAGE 3</b>	<b>Practice – Describing pictures</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Cooperating Sharing information
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	1.2 Jigsaw puzzle A, 1.2 Jigsaw puzzle B, enlarged versions of 1.2 Jigsaw puzzle A and 1.2 Jigsaw puzzle B, Blu-Tack

### TEACHER'S ACTIVITIES

1-2. After having found the differences, teacher sticks the enlarged versions of 1.2 Jigsaw puzzle A and 1.2 Jigsaw puzzle B on the board and then helps learners summarize what they have just found out.

Teacher initiates a conversation about the picture:

e.g. *How many people are there in picture A?*

*How many children can you see?*

*What does Mummy look like?*

*Has she got long hair?*

*Is she pretty?*

*What about Daddy?*

*Are there any animals?*

*What about picture B?*

Extra question:

What are the people doing?

Suggested vocabulary: *colours, simple adjectives describing people, parts of face and body*

Extra vocabulary: *actions*

### LEARNERS' ACTIVITIES

1-2. Learners go back to their places where each pair has both puzzle pictures in front of them. They interact with their teacher.

*We can see an Egyptian family in the kitchen. There are six people in the family: parents and four children. Mummy is short and pretty. She has got long black hair and black eyes.*

*Daddy is tall and strong. He has got black hair. They have got two brown and white cats.*

Extra information:

Mummy is making bread. Daddy is looking after the fire. The children are playing with the cats.

3. Using picture A, teacher introduces some new vocabulary items to talk about the objects seen in the background of the picture.  
(S)he points at the objects and names them.  
Suggested vocabulary: *amphora, pot, fruit bowl, basket, shelf, table, fireplace, wall, floor*
  4. Teacher gives information about the picture and asks learners to find and correct the wrong information.  
e.g. *There's a fruit bowl on the table.*  
*There are two baskets on the floor.*  
There's an amphora on the shelf.
  5. Teacher asks learners to tell some true/false statements about picture B.
3. Learners listen and try to memorise the new words by repeating them after their teacher.
  4. Learners find and correct the wrong information.
  5. Learners take turns in giving information and correcting false statements about picture B.

**STAGE 4 Practising vocabulary – Labelling a picture****TIME** 5 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Reading and labelling  
Writing (making labels)**ORGANISATION** Whole class, group work**AIDS AND MATERIALS** Enlarged version of 1.2 Jigsaw puzzle B, 1.4 Word cards, wrapping paper, Blu-Tack**TEACHER'S ACTIVITIES**

Teacher places word cards on the board and covers them with a sheet of wrapping paper before the lesson.

1. Now (s)he uncovers the word cards and asks learners to match them one by one to the appropriate part of the picture of the family on the blackboard (enlarged version of 1.2 Jigsaw puzzle B).

(S)he asks learners to repeat the words after him/her.

**LEARNERS' ACTIVITIES**

1. Learners label the picture on the board. They memorise the items by repeating them after their teacher.

e.g. *This is a fruit bowl.*

**STAGE 5** End of lesson activity – Memory check

**TIME** 3 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Recalling lexical items shown in the teacher’s picture

**ORGANISATION** Whole class

**TEACHER’S ACTIVITIES**

1. Teacher covers the picture and the labels on the board with the sheet of wrapping paper again and asks learners to recall as many words about it as they remember.

**LEARNERS’ ACTIVITIES**

1. Learners take turns to say words about the Egyptian family they have just met.

**STAGE 6** Homework – Mind map about Egypt

**TIME** 2 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Categorising vocabulary items

**ORGANISATION** Individuals

**TEACHER'S ACTIVITIES**

1. Teacher asks learners to prepare a mind map about Egypt.  
Learners prepare a mind map in their exercise-books at home.

**LEARNERS' ACTIVITIES**

1. Learners prepare a mind map in their exercise-books at home.

## LESSON 2: AT THE MARKET

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"> <li>■ to use homework as teaching aid</li> <li>■ to compare pictures and describe them</li> <li>■ to learn about an Egyptian market</li> <li>■ to give and follow directions</li> </ul>
<b>MATERIALS AND RESOURCES</b>	mind maps in learners' exercise-books, A3 blank sheets for each group, felt tips, enlarged versions of 1.2 Jigsaw puzzle A and 1.2 Jigsaw puzzle B, 2.2 Picture of a market, 2.2 Sentence cards, Blu tack, 2.3 Paper doll, 2.3 Shopping lists, A4 copies of 2.2 Picture of a market (a copy for each pair), drawing paper
<b>BEFORE THE LESSON</b>	Teacher should provide A4 copies of 2.2 Picture of a market (a copy for each pair).
<b>STAGE 1</b>	<b>Warm-up – Mind maps</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Discussing Writing
<b>ORGANISATION</b>	Groups of 4-5
<b>AIDS AND MATERIALS</b>	Mind maps in exercise-books, A3 blank sheets, felt-tips

### TEACHER'S ACTIVITIES

1. Teacher asks learners to compare the mind maps (homework) about Egypt in groups of 4-5 and prepare a larger one for display.

### LEARNERS' ACTIVITIES

1. Learners work in small groups. They compare their mind maps (homework) and then start preparing a larger one, using the words they have collected individually.
2. Members of Group 1 read out their words. Others listen and add their ideas.

NOTE: Those who finish the activity earlier can illustrate their work with small drawings.

They may want to draw the items they cannot name in English, but would like to learn about.

<b>STAGE 2</b>	<b>Describing pictures – Let's go to the market!</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading for detailed understanding
<b>ORGANISATION</b>	Whole class (More confident learners should be encouraged to use richer vocabulary and more complex structures.)
<b>AIDS AND MATERIALS</b>	Enlarged versions of 1.2 Jigsaw puzzle A and 1.2 Jigsaw puzzle B, 2.2 Picture of a market, 2.2 Sentence cards, Blu-Tack

### TEACHER'S ACTIVITIES

1. Teacher shows a picture of a market scene to the class and asks what is sold there. (S)he helps learners express their thoughts in the target language if necessary.
2. Teacher sticks the 2 pictures of the family (enlarged versions of 1.2 Jigsaw puzzle A and 1.2 Jigsaw puzzle B) and the picture of the market scene (2.2 Picture of a market) on the board. (S)he hands out some sentence cards to learners (2.2 Sentence cards). There is a statement about one of the pictures on each card. These statements describe the people, their clothes, the places, actions, etc. shown in the pictures.  
Teacher asks learners to match the statements to the pictures.  
e.g. *Mummy is making bread in the kitchen.*  
*The cat is sleeping near the baskets.*  
*You can buy beautiful earrings at the market.*  
NOTE: New structures can easily be introduced this way if learners are familiar with the vocabulary used.

### LEARNERS' ACTIVITIES

1. Learners take part in the interaction.  
e.g. *Look! You can buy beautiful pots here.*  
*Look at all these baskets!*  
*Yummy! I like dates.*  
*What a nice necklace!*
2. Learners read the cards they are given and place them on the board under the appropriate pictures.  
e.g. *Mummy is making bread in the kitchen.(1.2 A)*  
*The cat is sleeping near the baskets. (1.2 B)*  
*You can buy beautiful earrings at the market. (2.2)*  
*There are some camels near the well. (2.2)*



**STAGE 3. A Giving directions – Let’s follow Mummy!****TIME** 13 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Orientating on the map  
Talking  
Listening and reacting with movements**ORGANISATION** Whole class, pairs**AIDS AND MATERIALS** 2.2 Picture of a market, 2.3 Paper doll, 2.3 Shopping lists, A4 copies of 2.2 Picture of a market (a copy for each pair)**TEACHER’S ACTIVITIES**

1. Teacher places the picture of an Egyptian market scene on the board and introduces basic vocabulary to give directions. (S)he uses body language to illustrate meaning.  
e.g. *Go straight (on).*  
*Turn left/right.*  
*Go back to the ...*

2. Teacher shows the paper doll of Mummy to the class. (S)he tells learners that Mummy wants to go shopping. Her shopping list is written on the board:  
*melon*  
*fish*  
*a fruit bowl*  
*a pair of earrings*  
*a comb*  
*a pair of sandals*

Teacher asks learners to help Mummy find the shortest way to buy everything on the list. (S)he asks a learner to move the puppet in the picture.

3. Teacher provides each pair of learners with the A4 version of the picture of the market and asks them to do the above activity in pairs. NOTE: Role cards with some key phrases could be provided.

**LEARNERS’ ACTIVITIES**

1. Learners listen and repeat the sentences and imitate their teacher’s gestures.

2. Learners have a short time to think the task over. When they start giving directions, one of their classmates follow the directions moving Mummy on the board.  
e.g. *You are at the fruit stand. Buy a nice melon. Then go straight and turn right. Buy a pair of sandals. Then go back. Turn right. Go to the fishmonger’s.*

3. Learners practise giving and following directions in pairs. They can move their rubber or their finger on the given route.

**STAGE 3. B****TARGET GROUP** Classes where learners are familiar with basic vocabulary of giving and following directions**TIME** 13 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Orientating on the map  
Talking  
Listening and reacting with movements**ORGANISATION** Whole class, pairs**AIDS AND MATERIALS** 2.2 Picture of a market, 2.3 Paper doll, 2.3 Shopping lists, A4 copies of 2.2 Picture of a market (a copy for each pair)**TEACHER'S ACTIVITIES**

1. Teacher places the picture of an Egyptian market scene on the board and introduces new vocabulary to give directions. (S)he uses body language to illustrate meaning.  
*e.g. Go past the fishmonger's.*  
*Go as far as the well.*  
*Go towards the fruit stall.*  
(Suggested vocabulary: *fruit stall, fishmonger, baker, potter, shoemaker, well, etc.*)

2. Teacher shows the paper doll of Mummy to the class. (S)he tells learners that Mummy wants to go shopping. Her shopping list is written on the board:  
*melon*  
*fish*  
*a fruit bowl*  
*a pair of earrings*  
*a comb*  
*a pair of sandals*

Teacher asks learners to help Mummy find the shortest way to buy everything on the list. Teacher takes Mummy's role to give an example.  
Then (s)he asks learners to act as Mummy.

**LEARNERS' ACTIVITIES**

1. Learners listen and repeat the sentences and imitate their teacher's gestures.
2. Learners have a short time to think the task over. When they start giving directions, their teacher follows the directions moving Mummy on the board.  
*e.g. Teacher (as Mummy): I've got a nice melon.*  
*Now I want to buy some fish.*  
Learners: You are at the fruit stall.  
*Go straight.*  
*The fishmonger's next to the baker.*  
Then learners act as Mummy.

3. Teacher provides each pair of learners with the A4 version of the picture of the market and two shopping lists. (Learners A and learners B get different lists.) (S)he asks them to do the above activity in pairs.
3. Learners practise giving and following directions in pairs. They start at the well where the camels are and try to take the shortest way. Their task is to help each other to find the items on their lists in the market. They can move their rubber or their finger on the given route.
- e.g. Learner A: *I want to buy some bread.*  
Learner B: *Go straight and turn left. Go as far as the baker's stall. I want to buy some eggs.*  
Learner A: *Go straight on, past the statues. Then turn left and then right. You can buy eggs opposite the fishmonger's stall.*

<b>STAGE 4</b>	<b>End of lesson activity – What’s there in Mummy’s basket?</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking Memorising
<b>ORGANISATION</b>	Individuals
<b>AIDS AND MATERIALS</b>	Board

#### TEACHER’S ACTIVITIES

1. Teacher draws a huge basket on the board. (S)he asks learners to look through the shopping list again and tell what Mummy has bought.

#### LEARNERS’ ACTIVITIES

1. Learners go to the board in turns and draw the items on the shopping list into the basket. They must name what they have drawn.  
 e.g. Learner 1: *There’s a melon in Mummy’s basket.*  
 Learner 2: *There’s a melon and a fruit bowl in Mummy’s basket.*  
 Learner 3: *There’s a melon, a fruit bowl and a pair of sandals in Mummy’s basket.*

<b>STAGE 5</b>	<b>Homework – Draw your basket</b>
<b>TIME</b>	2 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Illustrating meaning
<b>ORGANISATION</b>	Individuals
<b>AIDS AND MATERIALS</b>	Drawing paper

#### **TEACHER'S ACTIVITIES**

1. Teacher asks learners to imagine that they are doing some shopping at an Egyptian market. (S)he asks them to draw their basket after shopping as homework.

NOTE: Do not forget to ask learners to bring some books about Egypt to class next time.

#### **LEARNERS' ACTIVITIES**

1. Learners prepare their drawings on an A4 sheet of drawing paper at home. They may cut out their basket.

### LESSON 3: WHAT SHALL I WEAR?

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"> <li>■ to develop background knowledge</li> <li>■ to study ancient paintings (harmony of colours, size, portrayal)</li> <li>■ to encourage learners with different abilities to work together</li> <li>■ to use resource material and find suitable pieces of information</li> </ul>
<b>MATERIALS AND RESOURCES</b>	baskets drawn by learners at home, books from the library or brought by learners, wrapping paper, crayons, blank cards for words, felt tips, pictures drawn by learners, word cards prepared by learners in 3.2, Blu-Tack
<b>BEFORE THE LESSON</b>	Teacher should draw a basket full of things from the market.
<b>STAGE 1</b>	<b>Warm-up – Baskets</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Speaking Listening
<b>ORGANISATION</b>	Individuals
<b>AIDS AND MATERIALS</b>	Baskets drawn by learners

#### TEACHER'S ACTIVITIES

1. Teacher asks one of the learners to show his/her basket.  
Teacher starts the game by pointing at the child's basket saying:  
*There's a pot in your basket and there's a necklace in my basket.*  
(She points at the necklace in her basket.)  
Then teacher asks another learner to go on, repeating the information about the teacher's basket and adding something from his/her own basket:  
There's a necklace in your basket and there's a fish in my basket.
  
2. Teacher asks learners to recollect all the clothes items from the baskets.  
NOTE: You can decorate the classroom wall with the baskets.

#### LEARNERS' ACTIVITIES

1. Learners play the game following their teacher's instructions.  
Teacher: *There's a pot in your basket and there's a necklace in my basket.*  
L1: *There's a necklace in your basket and there's a fish in my basket.*  
L2: *There's a fish in your basket and there's a dress in my basket.*
  
2. Learners try to remember and name all the clothes and jewellery items mentioned in the game: necklace, dress, etc.

**STAGE 2 Project work – Clothes in Ancient Egypt****TIME** 35 mins**SKILLS AND COMPETENCIES  
IN FOCUS** Finding information in resource books  
Selecting suitable pictures**ORGANISATION** Groups (Boys and girls working together are welcome.)**AIDS AND MATERIALS** Books from the library or brought by learners, wrapping paper, crayons, blank cards for words, felt-tips**TEACHER'S ACTIVITIES**

1. Teacher splits class into 4 groups. (S)he makes sure there are enough books to use during the activity.  
(S)he explains that their task is to find information on typical clothing in Ancient Egypt and then to draw life-size pictures as decoration for a fashion show.
2. After learners have chosen pictures to copy items from, teacher provides groups with the necessary stationery: large sheets of wrapping paper and crayons. The paper is big enough for all group members to work on it. Then teacher explains the task:  
They place the wrapping paper on the floor.  
A learner lies on the paper in a typical position (they have to study the books beforehand). Group-mates draw the outline of his/her body on the paper.  
Studying the chosen clothes, learners complete the picture and colour it.  
During project work teacher monitors the activity and helps groups when necessary.
3. When groups have finished drawing, they are provided with blank cards to write the names of clothes and jewellery items shown in their drawings.

**LEARNERS' ACTIVITIES**

1. Learners work in groups. They look through some resource books to find pictures about clothes in Ancient Egypt.  
In about 5 minutes all group members sit together and share what they have found. They choose the best pictures for the decoration. They make sure they will draw different clothes.
2. Learners work in groups according to teacher's instructions.  
They try to share the task. One of them can draw the face, another can draw the jewellery or colour the hair, etc.
3. Learners write the names of clothes and jewellery items shown in their drawings on blank cards.

Suggested vocabulary: *dress, sandals, belt, tunic, collar, headdress, necklace, helmet, sword, shield, etc.* (see Module 1),  
kilt, robe, earring, bracelet, wig, etc.

<b>STAGE 3</b>	<b>End of lesson activity – Our picture gallery</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Talking
<b>ORGANISATION</b>	Groups
<b>AIDS AND MATERIALS</b>	Pictures drawn by learners, word cards prepared by learners in 3.2, Blu-Tack

#### TEACHER'S ACTIVITIES

1. Teacher asks learners to show their pictures to each other. (S)he also asks them to exchange the sets of word cards they have just prepared. (S)he provides them with some Blu-Tack for putting the word cards on each other's pictures.

#### LEARNERS' ACTIVITIES

1. Learners label each other's drawings. Then they tell what they like about the pictures and give advice to each other how to improve the drawings.  
*I like this drawing best. I like its colours.*  
*Our picture needs more colours.*  
*Wow! This one looks like a painting.*



## LESSON 4: PREPARING FOR THE FASHION SHOW

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"> <li>■ to finalize drawings of Egyptian costumes</li> <li>■ to describe drawings both orally and in written form</li> <li>■ to maintain learners' interest in the topic by talking to them about the plans for the next lesson</li> </ul>
<b>MATERIALS AND RESOURCES</b>	word cards prepared by teacher, Blu-Tack, pictures drawn by learners, learners' exercise-books, pens, 4.4 Egyptian clothes
<b>BEFORE THE LESSON</b>	Teacher should prepare word cards based on vocabulary taught during the first 3 lessons of the module (see suggestion in the lesson plan).
<b>STAGE 1</b>	<b>Warm-up – Word bank</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Categorising vocabulary items according to meaning Checking understanding
<b>ORGANISATION</b>	Whole class, individuals
<b>AIDS AND MATERIALS</b>	Word cards prepared by teacher, Blu-Tack

### TEACHER'S ACTIVITIES

1. Teacher prepares word cards based on vocabulary taught during the first 3 lessons of the module and hands them out as learners enter the classroom. They are asked to place the cards on the blackboard according to their meaning.

### LEARNERS' ACTIVITIES

1. Learners read the word cards they get from their teacher and stick them in the right box on the blackboard.

Objects in the house  
Clothes  
Jewellery

jar, basket, fruit bowl,  
amphora, etc.  
dress, kilt, robe, sandals, etc.  
ring, necklace, earring, bracelet, etc.

**STAGE 2 Project work – Clothes in Ancient Egypt**

**TIME** 10 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Sharing tasks

**ORGANISATION** Groups as in 3.2

**AIDS AND MATERIALS** Pictures drawn by learners, Blu-Tack

**TEACHER'S ACTIVITIES**

1. Teacher asks learners to work in groups and finalize their posters. (S)he acts as organiser of the activity.

**LEARNERS' ACTIVITIES**

1. Learners work in groups to finalize their drawings and put them up on the classroom wall as decoration for the fashion show.

<b>STAGE 3</b>	<b>Follow-up activity – Visiting the art gallery</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Listening Asking for clarification
<b>ORGANISATION</b>	Whole class More advanced learners are welcome to act as guides.
<b>AIDS AND MATERIALS</b>	Pictures drawn by learners

### TEACHER'S ACTIVITIES

- As a follow-up activity, everyone walks round the room to look at the drawings. Teacher asks each group to choose a guide who will present the groups' drawings. Other learners will act as visitors. They stop in front of each drawing to listen to the guide.  
e.g. *This woman is wearing a beautiful white robe and a pair of sandals. She's got a long wig. She's got a lot of gold rings and necklaces.*  
Teacher joins the group of visitors and helps the guides if necessary:  
e.g. *Excuse me. Is this a kilt?*  
*And what's this? A dress or a robe?*  
*Wow! She's got a lot of gold rings and necklaces.*  
*Her eyes are beautiful! She uses green eye shadow and black eyeliner.*

### LEARNERS' ACTIVITIES

- One member from each group acts as a guide. Others act as visitors at an art gallery. They listen to the guide. They are encouraged to ask questions if they don't understand something:  
e.g. *Excuse me. What is a 'robe'? I don't understand this word.*

<b>STAGE 4</b>	<b>Project work – Describing posters</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Discussion Creative writing
<b>ORGANISATION</b>	Whole class, groups as in 3.2
<b>AIDS AND MATERIALS</b>	Pictures drawn by learners, exercise-books, pens

#### TEACHER'S ACTIVITIES

1. After the 'tour' everybody sits down. Teacher points to the word bank on the blackboard and asks learners to add some more items to it. New words should describe the posters.  
Teacher writes learners' ideas on the board in the form of a mind map.
2. Teacher asks learners to work in groups. Their task is to describe the character in their own drawing. (S)he helps with the language if needed.  
NOTE: Some examples might be put on the board to help learners compose their statements.  
e.g. *This is a young man. He is wearing a white kilt. He has got a gold necklace.*

#### LEARNERS' ACTIVITIES

1. Learners brainstorm vocabulary about the chosen drawing while their teacher writes their ideas on the board. Then they describe it using the key words on the board.
2. Learners work in groups and write about the character in their own drawing together.

<b>STAGE 5</b>	<b>End of lesson activity – How to dress up?</b>
<b>TIME</b>	7 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading
<b>ORGANISATION</b>	Pairs
<b>AIDS AND MATERIALS</b>	4.4 Egyptian clothes

#### TEACHER'S ACTIVITIES

1. Teacher explains learners that they will have a party in the next lesson. **They will** wear Egyptian costumes and play an ancient Egyptian game. **(S)he provides learners** with a short description of how to dress up as Egyptians. The text is illustrated. Learners' task is to match the illustrations to the appropriate instructions.

*Solution:*

1. *Boys need a large T-shirt and a belt.*
2. *Girls put on a long white dress and a belt.*
3. *Both girls and boys can use make-up: blue or green eye shadow and black eyeliner.*
4. *Both girls and boys can wear gold jewellery: rings, bracelets, necklaces.*
5. *They can wear sandals.*
6. *They can walk bare-footed.*

#### LEARNERS' ACTIVITIES

1. Learners work in pairs. They look at the illustrations and try to match them to the instructions. Then they join another pair and they check their solution together.

**STAGE 6** Preparation for the next lesson – What to bring to the party?

**TIME** 3 mins

**ORGANISATION** Individuals

**AIDS AND MATERIALS** Exercise-books

**TEACHER'S ACTIVITIES**

1. Boys are asked to bring a belt, a large white T-shirt or a white sheet, jewellery and sandals, girls are asked to bring a long white outfit or a white sheet, jewellery and a pair of sandals. They may bring some make-up as well.

**LEARNERS' ACTIVITIES**

1. Learners take notes of what to bring for the next lesson.

## LESSON 5: YOU LOOK GREAT!

<b>AIMS OF THE LESSON</b>	<ul style="list-style-type: none"> <li>■ to apply what they have learnt in a realistic situation</li> <li>■ to find similarities in children’s games played in ancient and modern times</li> <li>■ to evaluate individual development and group cooperation and effectiveness</li> </ul>
<b>MATERIALS AND RESOURCES</b>	Clothes brought by learners, make-up, cassette- or CD-player, music, marbles, 5.4 Achievement record
<b>STAGE 1</b>	<b>Warm-up – Getting ready</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Helping each other
<b>ORGANISATION</b>	Individuals
<b>AIDS AND MATERIALS</b>	Clothes brought by learners, make-up, cassette- or CD-player, music

### TEACHER’S ACTIVITIES

1. Teacher helps learners to prepare for the fashion show. They arrange the furniture together for the show. Teacher prepares a cassette- or CD-player as well.  
NOTE: Learners would love it if their teacher had a costume on, too.

### LEARNERS’ ACTIVITIES

1. Learners dress up as Egyptians and then help their teacher with the furniture.

**STAGE 2 Project work – Fashion show**

**TIME** 15 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Talking about clothes

**ORGANISATION** Whole class

**AIDS AND MATERIALS** Cassette- or CD-player, music

**TEACHER'S ACTIVITIES**

1. Teacher opens the fashion show then plays some music.

**LEARNERS' ACTIVITIES**

1. Learners walk along the room one after the other while a 'showman' introduces the 'models'. Learners can take this role in turns  
e.g. *This is Dana. He is wearing a white kilt. He has got a necklace.  
He is wearing sandals.*



**STAGE 3** Developing background knowledge – Playing games

**TIME** 10 mins

**SKILLS AND COMPETENCIES  
IN FOCUS** Caring  
Following instructions

**ORGANISATION** Individuals, groups, pairs

**AIDS AND MATERIALS** Marbles

**TEACHER'S ACTIVITIES**

1. Teacher invites learners to try out some ancient games. (S)he explains the rules. Players take turns shooting at the marbles placed in a circle drawn on the floor by chalk trying to get them out of the circle. The winner is the learner who gets more marbles out within the given time.

**LEARNERS' ACTIVITIES**

1. Learners take part in the activities following teacher's instructions.

<b>STAGE 4</b>	<b>End of lesson activity – Evaluation</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Raising awareness of learning process
<b>ORGANISATION</b>	Individuals, whole class
<b>AIDS AND MATERIALS</b>	5.4 Achievement record

**TEACHER'S ACTIVITIES**

1. Teacher initiates discussion about how learners felt during project presentations. She invites all groups to join in sharing experiences.
2. Teacher hands out evaluation sheets to learners and asks them to fill them in (5.4 Achievement record).

**LEARNERS' ACTIVITIES**

1. Learners share their experiences during the project orally in Hungarian.
2. Learners get the evaluation sheets and fill them in.

INDIVIDUAL LANGUAGE RECORDS	☹	☺	😊
I can introduce and describe family members.			
I can say a few sentences about pictures (objects, places, actions).			
I can name 10 items you can buy at the market.			
I can give directions.			
I can follow directions.			
I can name 5 pieces of typical Egyptian clothes and jewellery.			
I know more about life in Ancient Egypt.			