



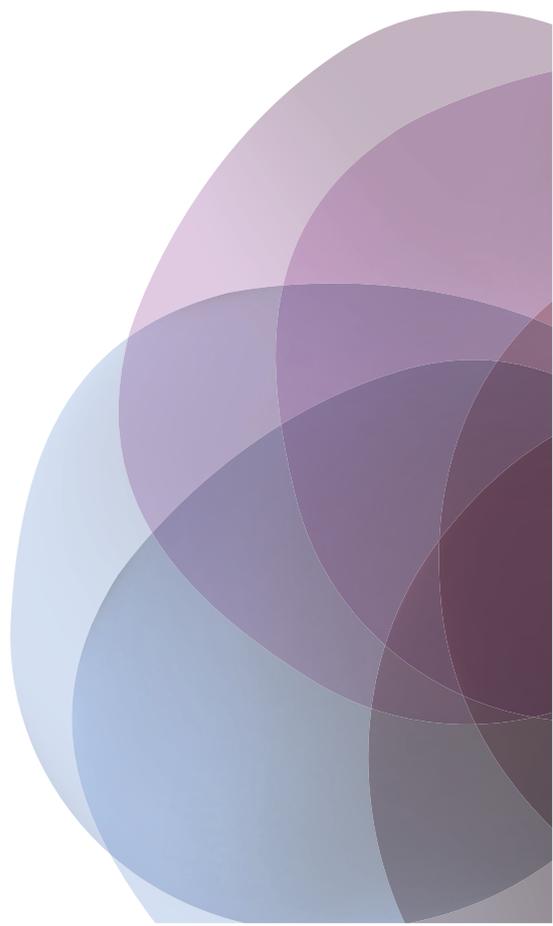
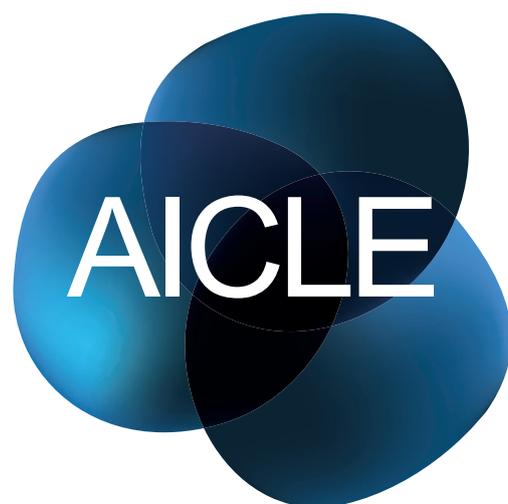
Ciencias Sociales

Secundaria



JUNTA DE ANDALUCÍA

Inglés



Identificación del material AICLE

TÍTULO	Ancient Egypt
NIVEL LINGÜÍSTICO SEGÚN MCER	A2.1
IDIOMA	Inglés
ÁREA / MATERIA	Ciencias Sociales. Geografía e Historia
NÚCLEO TEMÁTICO	El Antiguo Egipto: marco geográfico, estructura política, sociedad y cultura.
GUIÓN TEMÁTICO	Acercamiento a la historia del Antiguo Egipto a partir de las claves para su comprensión: la importancia del medio físico, el poder político, la división social y la muerte.
FORMATO	Material didáctico en formato PDF
CORRESPONDENCIA CURRICULAR	1º de Educación Secundaria
AUTORÍA	Mª Ángeles Crespo Fernández
TEMPORALIZACIÓN APROXIMADA	Se ha estructurado la secuencia en seis sesiones, un proyecto final y un cuestionario de autoevaluación.
COMPETENCIAS BÁSICAS	Competencia lingüística (C1): Lectura de textos sobre el Antiguo Egipto y elaboración de composiciones simples. Competencia en el conocimiento e interacción con el medio físico (C2): Análisis y comentario de mapa del Antiguo Egipto. Competencia cultural y artística (C3): Análisis y comentario de diversas obras de arte. Competencia social y ciudadana (C4): Desarrollo de habilidades sociales para el trabajo en equipo. Competencia en el tratamiento de la información (C5): Análisis de fuentes diversas que usan lenguaje verbal y no verbal. Competencia para aprender a aprender (C6): Desarrollo de estrategias para organizar e integrar los conocimientos adquiridos.
OBSERVACIONES	En cada sesión se han incluido actividades con distinto grado de dificultad para atender a la diversidad en el aula. La selección de materiales resulta obligatoria, puesto que la realización de todas las actividades incluidas en una misma sesión excede la duración de una hora lectiva. Los contenidos de cada sesión pueden trabajarse por separado, con independencia de las otras sesiones. Se propone que en las actividades de interacción oral se recojan por escrito las conclusiones.

Tabla de programación AICLE

OBJETIVOS	<ul style="list-style-type: none"> - Identificar y localizar los procesos y acontecimientos históricos relevantes en la historia del mundo - Desarrollar actitudes de respeto hacia otras culturas y opiniones, sin renunciar a un juicio sobre ellas - Adquirir y emplear el vocabulario específico que proporcionan las Ciencias Sociales - Realizar tareas en grupo y participar en debates con una actitud constructiva, crítica y tolerante - Comprender y expresarse de manera adecuada en una lengua extranjera 			
CONTENIDOS DE CURSO / CICLO	<ul style="list-style-type: none"> - Lectura e interpretación de imágenes y mapas - Obtención de información de fuentes diversas - Localización en el espacio y en el tiempo - Conocimiento de las manifestaciones artísticas más relevantes 			
TEMA	<p>La importancia del medio físico: El Nilo. La estructura política: el poder del faraón. La sociedad. La situación de las mujeres. La muerte. La escritura. Las creencias. La vida cotidiana.</p>			
MODELOS DISCURSIVOS	<ul style="list-style-type: none"> - Analizar la influencia del marco físico en el Antiguo Egipto - Explicar la importancia de la figura del faraón - Describir la estructura social del Antiguo Egipto - Informar sobre la situación de las mujeres en el Antiguo Egipto - Narrar las creencias sobre la vida y el más allá en el Antiguo Egipto - Presentar el origen de la escritura 			
TAREAS	<p>Lectura de texto. Comentario de texto guiado. Mapa de Egipto. Análisis de una pirámide social. Autodefinido Descripción de fotografías. Síntesis de textos. Narración en primera persona.</p>			
CONTENIDOS LINGÜÍSTICOS	<table border="0"> <tr> <td data-bbox="448 1328 687 1653"> FUNCIONES: Expresar reglas y obligaciones. Describir rutinas diarias y hábitos en el pasado. Dar información geográfica. Justificar una opinión. </td> <td data-bbox="695 1328 1070 1653"> ESTRUCTURAS: Imperative Present Simple (One day in the life of...). Past Tense (River Nile was...). Regular and irregular verbs. Adjectives: comparative and superlative forms (The pharaoh was more important than a slave. The most powerful person...) Frequency adverbs. </td> <td data-bbox="1094 1328 1461 1619"> LÉXICO: Herodotus, Nile, Near East, Ancient Egypt, pharaoh, priest, scribe, slave, crop, soil, flood, tax, law, conquer, ritual, god, goddess, polytheism, afterlife, pyramid, tomb, mummies, nationalities, animals, hieroglyphics. </td> </tr> </table>	FUNCIONES: Expresar reglas y obligaciones. Describir rutinas diarias y hábitos en el pasado. Dar información geográfica. Justificar una opinión.	ESTRUCTURAS: Imperative Present Simple (One day in the life of...). Past Tense (River Nile was...). Regular and irregular verbs. Adjectives: comparative and superlative forms (The pharaoh was more important than a slave. The most powerful person...) Frequency adverbs.	LÉXICO: Herodotus, Nile, Near East, Ancient Egypt, pharaoh, priest, scribe, slave, crop, soil, flood, tax, law, conquer, ritual, god, goddess, polytheism, afterlife, pyramid, tomb, mummies, nationalities, animals, hieroglyphics.
FUNCIONES: Expresar reglas y obligaciones. Describir rutinas diarias y hábitos en el pasado. Dar información geográfica. Justificar una opinión.	ESTRUCTURAS: Imperative Present Simple (One day in the life of...). Past Tense (River Nile was...). Regular and irregular verbs. Adjectives: comparative and superlative forms (The pharaoh was more important than a slave. The most powerful person...) Frequency adverbs.	LÉXICO: Herodotus, Nile, Near East, Ancient Egypt, pharaoh, priest, scribe, slave, crop, soil, flood, tax, law, conquer, ritual, god, goddess, polytheism, afterlife, pyramid, tomb, mummies, nationalities, animals, hieroglyphics.		
CRITERIOS DE EVALUACIÓN	<p>C1: Adquiere un vocabulario específico de la propia materia. Adquiere vocabulario básico en lengua inglesa C2: Reconoce la importancia del medio físico en el desarrollo histórico. C3: Desarrolla destrezas para observar y analizar las obras de arte como resultante de un determinado contexto histórico. C4: Desarrolla una actitud participativa para trabajar en equipo C5: Obtiene información de fuentes escritas, gráficas y visuales C6: Desarrolla estrategias para organizar y recuperar la información, tales como esquemas conceptuales, listas de vocabulario en lengua inglesa...</p>			

ANCIENT EGYPT



CONTENTS:

1. The Nile.
 2. Pharaohs.
 3. Society.
 4. Death in Ancient Egypt.
 5. Life in Ancient Egypt. Writing and religion
 6. Uncovering women in History.
- Project: A cruise on the Nile.
Test yourself!

Session 1: THE NILE

1. Warming-up:



Read this quote:

“Egypt was the gift of the Nile”.
Herodotus



Talk to your partner:



- Have you ever heard this quote before?
- Do you know who Herodotus was?
- Do you know what a quote is?
- Can you remember any other famous quotes?
- Where is Egypt?
- Which word doesn't belong in this group?

Mountain Desert Valley Song Lake River

- Which was in not a typical 'gift':

a present a box of chocolate a flower a lorry



Now, **tell** the class your partner's answers:



2.1. Pre-task: Working with vocabulary

Can you **guess** the meaning of the new vocabulary?
Circle the correct answer:

1) If rains a lot, the river

- a) rises b) dies

2) If rains a lot, the river

- a) floods b) dies

3) If your family supports you, you.....your family

- a) rely on b) speak up

4) The form of an object is its

- a) shape b) age

5) If there is nothing to eat, this is

- a) scarcity b) abundance

6) Turkey is in the

- a) Near East b) North Pole

7) You grow vegetables in

- a) soil b) sea

8) If you kept things in a safe place, you....them

- a) store b) paint

9) After cultivating the land you have to collect the

- a) crops b) coins

10) If your crops don't grow properly, you experience a

- a) loss b) love story



2.2. In pairs, **match** each word with its translation:

(E.g: **Rely on**= to depend confidently; 1-j)

- | | |
|---------------------|---|
| 1. Rely on | a. form |
| 2. Near East | b. to have something saved away |
| 3. Stored | c. in insufficient amount of something |
| 4. Scarcity | d. overflowing of water |
| 5. Floods | e. failure to preserve or maintain something |
| 6. Loss | f. the cultivated product of the ground |
| 7. Crops | j. to depend confidently |
| 8. Shape | k.a geographical area referring to South Western Asia |
| 9. Rise | l. to increase in height |
| 10. Soil | m.land |

Now, **check** your answers with your teacher/assistant:

- | | |
|-----|-----|
| 1.j | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

3. Task: Reading

Ancient Egypt **relied on** the Nile. The Nile River is about 6,670 km long and is the longest river in the world. In Egypt, the Nile creates a fertile green valley across the desert. It was by the banks of the river that one of the oldest civilizations in the world began. The ancient Egyptians lived and farmed along the Nile, using the **soil** to produce food for themselves and their animals.

The Nile's annual flooding and the fertile lands made Egyptian agriculture the most secure and productive in the **Near East**. Melting snow and heavy rain in the mountains sent water causing the floods on the flat desert land between June and September. **Crops** could be planted after the floods, which covered the river alley and delta in August and September.

The Nile and its flooding, were essential to the Egyptians. The flooding of the Nile, called 'Hapy' became a god. The Egyptians would thank Hapy for bringing fertility to the land. The year and calendar were adjusted to the Nile. New Year was in mid July, when the river began to **rise** for the flood. When conditions were stable, food could be **stored** to prevent **scarcity**. But the situation was not always favourable. High **floods** could be very destructive; sometimes there was population **loss**.

The **shape** of the land was significant in other ways. The delta posed obstacles to invaders. Travel into the desert or to Asia was more difficult than movement within Egypt, where boat travel on the Nile was a major unifying force in such a long, thin country. The area next to the Nile was called the Black Land. The Red land was the desert .

Using the information above, **answer** these questions:

1. Why was Egyptian agriculture so productive?

.....

2. Were floods always positive?

.....

3. When were crops planted?

.....

4. Was the river important for defence? Why?

.....

5. Who was 'Hapy'?

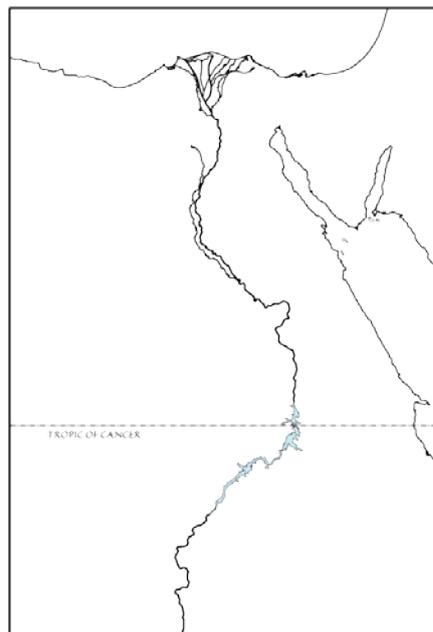
.....

6. Did the Egyptians need to control the floods? Why?

.....

4. Post-task: Drawing and writing

Look at activity 1 again and draw the principal cities and temples in Ancient Egypt. Use **blue** for the River Nile, green for the valley and **yellow** for the desert.



5. Answering

A) "Egypt was the gift of the Nile" means that:



(Tick the right answer)

- Ancient Egypt depended on the river.
- The river was very important for ancient Egypt.
- The Nile made Egypt a good place to live.
- Egypt was the result of the Nile river.

B) Do you agree with Herodotus' view? Explain why:



I agree/disagree with Herodotus' s view because...

Egypt was the gift of the Nile because...

- a.
- b.
- c.

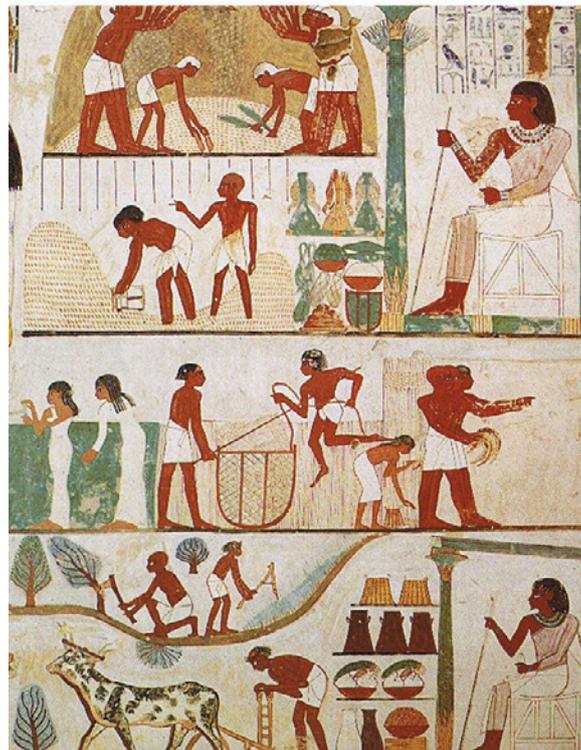


C) Why did the ancient Egyptians live near the Nile? **Give** three reasons.

.....
.....
.....

D) What did the Nile provide for the Ancient Egyptians?

.....
.....
.....



SESSION 2: THE PHARAOH

1. Pre-task: Working with vocabulary

Pharaoh Emperor Dictatorship President King Leader Boss

Use a dictionary and **discuss** these questions with your partner:

- What do these people have in common?
- How do they differ?



2. Task: Reading

Khafra



The most **powerful** person in ancient Egypt was the pharaoh. The pharaoh was the political and religious leader of the Egyptian people, **holding the titles**: 'Lord of the Two Lands' and 'High Priest of Every Temple'. As 'Lord of the Two Lands' the pharaoh was the **ruler** of Upper and Lower Egypt. He **owned** all of the land, made laws, collected taxes, and defended Egypt against foreigners. As 'High **Priest** of Every Temple', the pharaoh represented the gods on Earth. He **performed** rituals and built temples to honour the gods. Many pharaohs went to war when their land was **threatened** or when they wanted to control foreign lands. If the pharaoh won the battle, the **conquered** people had to recognise the Egyptian pharaoh as their ruler and offer him the finest and most valuable goods from their land.

Match each word in bold with its definition: (e.g.: powerful=4)

1. A person whose job it is to perform religious rites, and especially to make sacrificial offerings.
2. To do rituals (Past tense).
3. A collection of rules.
4. Having or exerting great power or force.
5. A sum of money demanded by a government for its support or for specific facilities or services.
6. To endanger (Past Tense).
7. To have something (Past Tense).
8. Being in charge of; someone who has a title of special position.
9. Person who rules or governs.
10. To gain a victory over.



Finish each sentences in the most suitable way according to the text:

- The Egyptians **called** their king...
- The pharaoh **was the most**....
- The pharaoh **made**...
- The pharaoh **collected**...
- The pharaoh **ruled** over...and...
- The pharaoh **owned**...
- The pharaoh **built**...
- The pharaoh **won**...
- The pharaoh **held**...



Write Khafra´s speech to the Egyptians:



**Khafra
Says**

Now, in turns, you are going to be Khafra for a minute. **Give** orders to the whole group (your teacher/assistant included). They **MUST** do exactly what you say in order to avoid punishment...(e.g: **Rise your hand!**)

3. Reading: DON'T GET LOST IN TIME!

The ancient Egypt civilization lasted for over three thousand years. During this time there were many changes. However, many aspects of the basic culture, religion, and artistic style of ancient Egypt remained the same.

Egyptian history can be divided in three periods:

- The Old Empire (3100-2200 BC)
- The Middle Empire (2100-1800 BC)
- The New Empire (1600-1100 BC)

Later, Egypt was dominated by the Persians, the Greeks and finally, the Romans in the 1st century BC.

Here you can see a timeline of Ancient Egypt.

PERIOD	TIME	SIGNIFICANT EVENTS
Predynastic Period	3500-3400 BC	Early Settlers in the Nile valley
		Hieroglyphic script developed.
Old Kingdom 3100-2200 BC	3100 BC	Menes unified Upper and Lower Egypt.
	2700 BC	First pyramid built.
	2600 BC	Khufu, Khafra and Menkaura reigned.
Middle Kingdom 2100-1800 BC	1860 BC	Trade connections with Nubia and Palestine.
New Kingdom 1600-1100 BC	1500 BC	Hatshepsut became pharaoh.
	1400 BC	Akhenaten changed the Egyptian religion.
	1336-1327 BC	Tutankhamon became pharaoh.
	1184-1153 BC	Reign of Ramesses III.
	671 BC	Assyrians attacked Egypt.
Persian Period Greek Dynasty 332-30 BC	521 BC	Persians conquered Egypt.
	332 BC	Alexander the Great conquered Egypt.
	196 BC	The Rosetta Stone was carved.
	31 BC	Rome conquered Egypt and made it a province.
	30 BC	Cleopatra VII died.

The achievements of the ancient Egyptians include construction techniques that facilitated the building of monumental pyramids and temples; a system of mathematics, a practical and effective system of medicine, irrigation systems and agricultural production techniques.

3. Writing:

Use the timeline above and **write** true sentences.

Use:

He/she **ruled from...to...**

He/she **reigned from...to**

He/she/it is **specially noted for...**

He/she was **regarded by...**

Egypt was **conquered by...in...**

...developed over three millennia

← To talk about facts

before
after
by the time
because
finally
in the end
until
when
while

As connecting words →



Session 3: SOCIETY

1. Pre-task: Working with vocabulary

Before reading the text below **think** of the best answer for the question

What is a “**hierarchical**” society?

- a. A democratic society.
- b. A society divided in very different groups, with different rights and privileges.
- c. An equal and fair society.

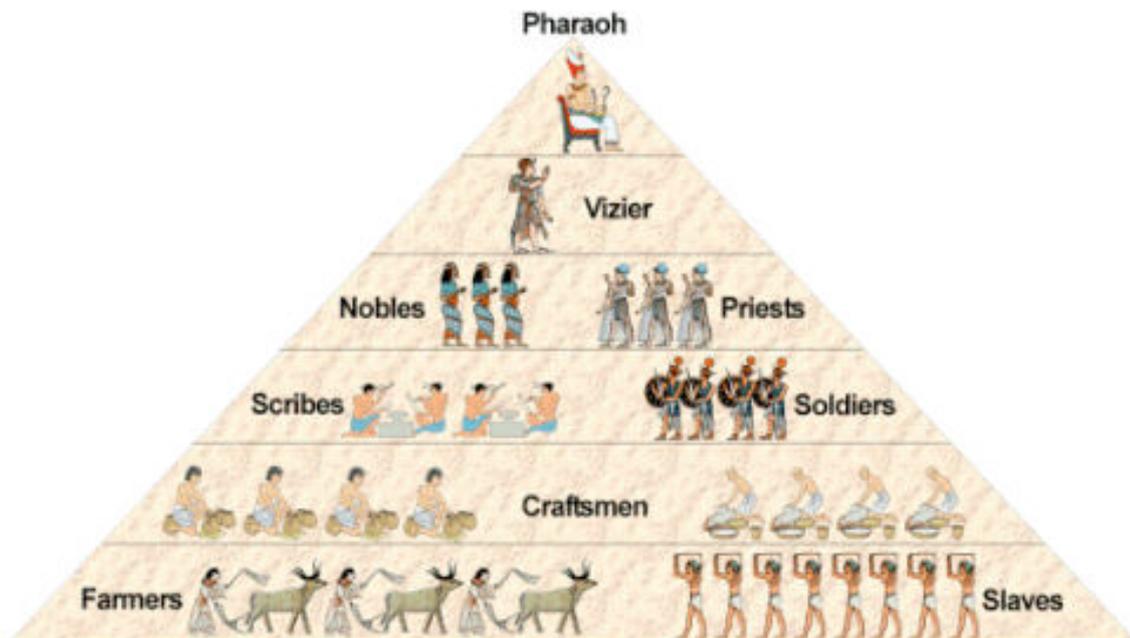
Now, **read** the text below and try to answer the questions...

The ancient Egyptian people were grouped in a hierarchical system with the Pharaoh **at the top** and farmers and slaves **at the bottom**. The groups of people closest to the top, were the richest and most powerful.

2. Task: Listen to your teacher's explanation of the diagram below.



The diagram below shows the structure of ancient Egyptian society.





3. Talking

The class will be divided into eight groups: slaves, farmers, craftsman, scribes, soldiers, nobles, priests and viziers. In groups (3-4 people) imagine what life was like for each social group. Think about their occupations, social status, etc. Try to **answer** these questions:

- What did this group do for a living?
- What were their rights and privileges?
- Were they respected and well-considered by their society?
- Approximately how many people were there in this group?



4. Writing

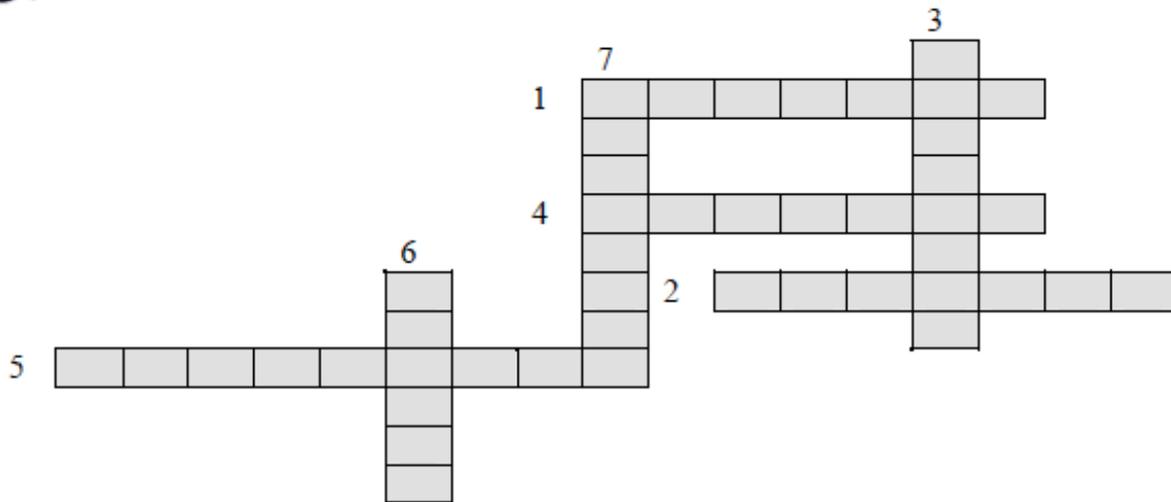
Now, **write** a short paragraph explaining the situation of your social group to the class:

You can **use** these words and phrases to help you

Half of the population...	Always	We can
Less than half of...	Usually	We can't
More than half of...	Sometimes	We must
A third of the population...	Often	We mustn't
Few...	Never	
A lot of...		
Many...		
Not many...		



5. Post-task: CROSSWORD



ACROSS:

1. King of Ancient Egypt.
2. They controlled the religious rites in Ancient Egypt.
4. People who could read, write and count.
5. They sold products.

DOWN:

3. Members of the pharaoh's family. They had large pieces of land.
6. People with no rights.
7. They cultivated the land.

Did you know...

There are some differences between

- A quotation
- An old saying
- An opinion
- Gossip
- A fact



Your teacher/assistant will give you some examples. **Listen**, and write what you hear.



SESSION 4: DEATH IN ANCIENT EGYPT

1. Pre-task: Brainstorming

Think of some words related to DEATH:

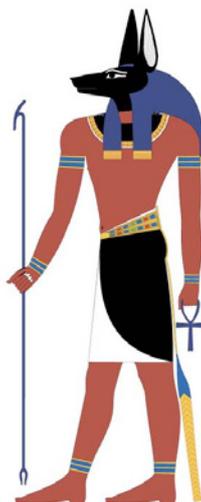


What do you see in the picture?

2.1. Task: Working with vocabulary

Can any of the words that you thought of be used to complete the following text?

Ancient Egyptians believed in life after a)_____. They had to preserve their bodies so they could use them in the afterlife. They believed that when they b)_____, they make a journey to another world. The human body was preserved by a method called mummification. It was a complicated and expensive process that lasted up to 70 days. Not many Egyptians could pay for it. The mummy was placed in a decorated c)_____. Furniture, carved statues, games, food, and other items useful in the next life were prepared to be d)_____ with the mummy. The last ritual performed by the priest on the mummy was called the "Opening of the Mouth." This ceremony was to magically give the e)_____ the ability to speak and eat again, and to have full use of his body. After placing the mummy in the f)_____, the tomb was closed for ever. Anubis was the god of mummification. He had a human body and the head of a jackal. His job was to prepare the bodies of the dead. Ancient Egyptians were buried with their belongings and the tomb walls were painted with scenes from the dead person's life. Poor people were buried in the sand. The pyramids are the stone tombs of Egypt's kings - the Pharaohs.



Now **check** your answers with your teacher/assistant.

3.1. Task: Reading

Did you know...

The Great Pyramid today



There are about eighty pyramids from ancient Egypt. The three largest and best preserved of these were built at Giza at the beginning of the Old Kingdom. The most well known of these pyramids was built for the pharaoh Khufu. It is known as the 'Great Pyramid'. Large blocks of stone were dragged by groups of men across the desert to the site of the pyramid. Most of the workers were farmers who worked on building the pyramid during the flood season when their fields were under water. For about 20 years, hundreds of men worked on building the pyramid. Nowadays, it is the only one of the Seven Wonders of the Ancient World still standing.

3.2. Speaking

Guess and **discuss** with your partner:

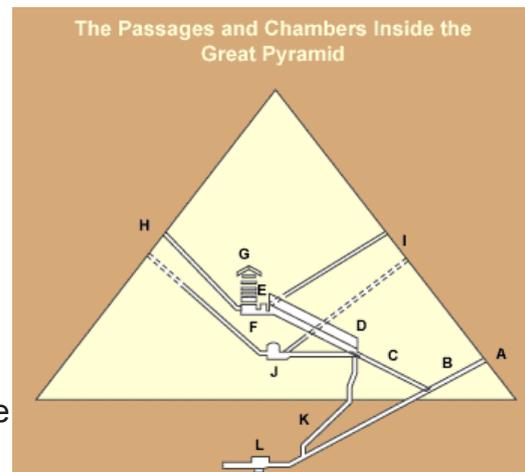
Why did Pyramids have labyrinths in them?

I think...

Maybe...

In my opinion...

We use **"as"**, **"because"**, **"since"**, to give a reason



A Entrance, B Descending passage, C Ascending passage
D Grand Gallery, E Antechamber, F King's Burial Chamber
G Stress-relieving chambers, H Diagonal shafts orientated towards the stars of Orion, I Diagonal shafts orientated towards the north pole stars J 'Queen's Chamber', K 'Well Shaft', L Subterranean Chamber

Write at least five short sentences explaining why Pyramids had a labyrinth inside:

-
-
-
-

SESSION 5: LIFE IN ANCIENT EGYPT

1. Pre-task: Reviewing vocabulary

How many languages can you remember in one minute?



Fill in the following chart:

Language	Country	Capital	Nationality



2.1. Task: Interacting

Work with a partner

Student A must **read** the information. Student B will **write down** the ten questions that your teacher will dictate. When both partners are finished, you have to **work together** to answer the questions.

The ancient Egyptians believed that it was important to record and communicate information about religion and government. They invented hieroglyphics to record this information. Hieroglyphs are drawings of familiar objects, simplified to make them easier to draw. At first people just drew a dog or a house or a sheep; for example some early writing is just a picture of a sheep with five lines, which means "five sheep." Using hieroglyphics scribes were able to preserve the beliefs, history and ideas of ancient Egypt on temple and tomb walls and on papyrus scrolls. The **Rosetta Stone**, discovered in the 19th century by Champollion, is a stone with three pieces of text on it, written in hieroglyphics, Demotic and classical Greek. This stone helped to understand ancient Egypt writing. Ancient Egypt writing dates to c. 3200 BC, and is composed of 500 symbols.



Now, you should **switch** places and student B will read the second text while student A writes down the questions. You will have to work together again to answer all of the questions.

Since Egypt is a very dry land there isn't enough water for farming. They can only grow certain kinds of fruit and vegetables. They grew wheat and **barley** because that is the only kind of food that could survive the dry land. The wheat was used to make bread. When someone died, the Egyptians put beer into their grave so that they could have it in the next world. There were many types of bread that the Egyptian ate including pastries and cakes. Since there wasn't sugar, people used honey as sweetener to make the cakes. Rich people used their own **grapes** to make wine. The Egyptians didn't have refrigerators. They put the **fish** in the sun to keep it for about a month or two. Meat was very expensive in Egypt especially for the poor people, they ate it on festival days, and sheep, **pigs** and **goats** were used for special occasions.



2.2. Task: Writing



Can you **write** your name in English and Spanish using hyroglyphis? Try!

A	 or 	H	 or 	O		V	
B		I		P		W	
C	 or 	J		Q		X	 
D		K		R		Y	  or 
E		L		S		Z	
F		M		T			
G		N		U			
SH = 		CH = 		KH = 			

3.1. Reading



Philae Temple



Religion influenced every aspect of Egyptian life. Egyptian religion was based on **polytheism**, except for during the reign of Akenaton. The Egyptians had as many as 2000 **gods** and **goddesses**. Some, such as Amun, were **worshipped** throughout the whole country. Others had only a local **cult**. Often gods and goddesses were represented as part human and part animal. For example, Horus, the god of the sky, had the head of a hawk, and the body of a human. They considered animals such as the bull, cat and crocodile to be **holy**. Their most important gods were Amon-Ra and Osiris. Amon-Ra was the sun god and the lord of the universe. Osiris was the god of the **underworld**. Osiris was the god that made a peaceful **afterlife** possible. The Egyptian “Book of the Dead” contains the major ideas and beliefs of the ancient Egyptian religion.

Temples were considered **sacred** places for the gods. Each city had a temple built for the god of that city. The purpose of the temple was to be a cosmic centre where men communicated with the gods.

The **priests** duty was to care for the gods and attend to their needs. The priests had many duties such as funeral **rites**, teaching school, supervising artists and works, and advising people on problems.

3.2. Working with vocabulary

In order to understand the text above **match** each **bold** word with its definition in English:

- | | |
|----------------------|--|
| 1. Polytheism | a. a ceremonial practice |
| 2. Gods | b. adoring |
| 3. Goddess | c. life after death |
| 4. Worship | d. declared sacred by religious authority |
| 5. Cult | e. a deity |
| 6. Holy | f. the world of the dead, located below the world of the living |
| 7. Underworld | j. a person whose job it is to perform religious rites, and especially to make sacrificial offerings |
| 8. Afterlife | k. a belief in more than one god or in many gods |
| 9. Temple | l. a building or place dedicated to the service or worship of a deity or deities |
| 10. Sacred | m. rites and ceremonies |
| 11. Priests | n. dedicated to a deity |
| 12. Rites | o. a female god or deity |

Now, **check** your answers with your teacher/assistant:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

• **Circle** animals in the text. Can you **think** of more? **Write** them:

-
-
-

3.3. Understanding the text.

Tick true sentences. Justify your answers.

- Religion was very important in ancient Egypt.
- Religion was not very important in ancient Egypt.
- Ancient Egyptians adored only one god.
- Ancient Egyptians adored several gods and goddesses.
- Gods adopted human forms.
- Gods adopted animal forms.
- “The Book of the Dead” was a famous novel in ancient Egypt
- “The Book of the dead” contains everything about religion in ancient Egypt.
- Temples were a meeting point for the followers of the ancient Egyptian religion
- Temples were the houses of the gods in ancient Egypt.
- Every temple in ancient Egypt was dedicated to Osiris.
- Each city dedicated its temple to a particular god in Ancient Egypt.
- Priests in ancient Egypt prayed all day.
- Priests in ancient Egypt had a lot of responsibilities.
- Ancient Egyptian religion was monotheistic.
- Ancient Egyptian religion was polytheistic.



1. Task: Reading comprehension:

Egypt treated women better than any of the other major civilizations of the ancient world.

Marriage was always considered desirable. The head of the house was the man. Undoubtedly there were a number of very strong women who ruled their families, but they were the exception.

In some societies wives were simply domestic servants. Husbands avoided household matters and trusted their wives to do the job properly. Those who could afford it had servants and slaves to do the work, but the 'mistress of the house' would supervise everything.

We know that adultery (defined as sexual relations with a married woman, not a married man) was forbidden. However, Kings had several wives, although only one was the King's Great Wife and functioned as Queen.

Women could become Pharaoh but only in very special circumstances.



1. What were the other major civilizations of the ancient World?

.....



2. Was the situation of women better in Egypt than in other places?

.....

3. Who ruled the family?

.....

4. Did men and women share domestic tasks?

.....

3. Could a woman become a pharaoh?

.....

4. Can you name a famous woman pharaoh?

.....

5. Is the situation of women in Egypt different today? Give examples.

.....



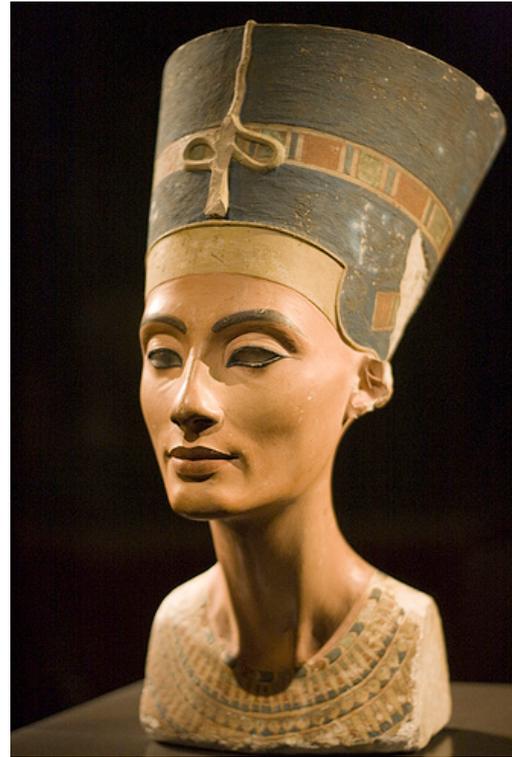
2. Talk to your partner

- Who is she?
- Can you describe her to your partner?

Use these words in your description:

hair brown
 eyes dark
 nose thin
 lips long
 neck small

- Why do you think the sculptor made a statue of her?
- Do you think she's beautiful?



Nefertiti



3. Write five questions you want to ask your teacher about her:

- 1.
- 2.
- 3.
- 4.
- 5.

What do these pictures have in common with the one above?
 How are they different?



4. Then write about your impressions of these pictures and explain what you like and/or don't like about them:

I like... I don't like..

5. Finally, guess the meaning of this old saying:

“Beauty is in the eye of the beholder”

6. Task: Listening

Your teacher/assistant is going to read the same text three times



6.1. Listen, and take notes if necessary:

6.2. Listening and filling the gaps

Listen **AGAIN**.

Then, **fill in** the blanks with these words:

Daughters
Gods
Husband
Monoteism
Ancient Egyptian
Famous
Pharaoh
Revolution

Nefertiti (c. 1370 BC – c. 1330 BC) was the Great Royal Wife of the Egyptian (A)_____ Akhenaten. The couple had six (B)_____. Nefertiti and her (C)_____ changed Egypt's religion from a polytheistic religion to the cult of Aten, the sun disc. This was not strictly (D)_____, as they did not deny the existence of other (E)_____. The king led a religious (F)_____, in which Nefertiti played a prominent role. She is (G)_____ because of her sculpture which is now in Berlin's Neues Museum. This is one of the most copied works of (H)_____ (I)_____ art.



- A. _____
- B. _____
- C. _____
- D. _____
- E. _____
- F. _____
- G. _____
- H. _____
- I. _____

Listen for a **THIRD TIME** and fill in the blanks

Some (a)_____ believe that Nefertiti ruled briefly after her husband's death and before the reign of Tutankhamun.

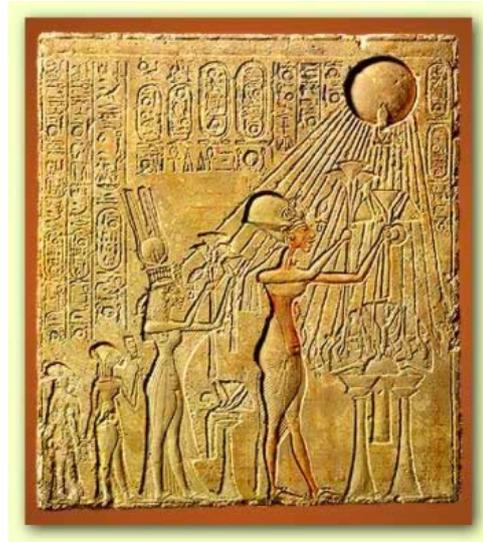
Nefertiti enjoyed unprecedented power, and by the twelfth year of her husband's reign, there is evidence that she was elevated to the status of co-regent: equal in status to the (b)_____ himself. She was often depicted on temple walls the same size as the king, signifying her (c)_____.

About (d)_____ BC Nefertiti disappeared from the historical record, and there is no word of her after that date. Theories include a sudden death by a plague or another natural (e)_____. There is another theory that she fell into disgrace because of the deliberate destruction of her (f)_____.

6.3. Check out:

Say if the following statements are true (T) or false (F):

1. We know everything about Nefertiti's life.
TRUE FALSE
2. We know everything about Nefertiti's death.
TRUE FALSE
3. She was Akhenaten's wife.
TRUE FALSE
4. Nefertiti's was very powerful.
TRUE FALSE
5. She was equal to her husband.
TRUE FALSE
6. She killed her husband.
TRUE FALSE
7. Her husband killed her.
TRUE FALSE
8. On the temple walls she was often shown as being the same size as the king.
TRUE FALSE
9. They worshiped the Sun.
TRUE FALSE
10. Akhenaten abolished polytheism.
TRUE FALSE
11. Nefertiti disappeared from sources in 1336.
TRUE FALSE
12. She died in a war.
TRUE FALSE
13. Her name was rubbed from the ancient monuments.
TRUE FALSE
14. Nefertiti's sculpture is well-known all around the world.
TRUE FALSE
15. Her bust is in the Neues Museum in Berlin.
TRUE FALSE
16. Nefertiti is a icon.
TRUE FALSE
17. Nefertiti is Cleopatra's sister.
TRUE FALSE
18. Tutankhamon is her son.
TRUE FALSE
19. Nefertiti's beauty is similar to western models nowadays.
TRUE FALSE
20. She is considered the most beautiful woman in the world.
TRUE FALSE



7. Post-task: Writing



ONE DAY IN THE LIFE OF...

Imagine you are living in Ancient Egypt. Imagine you are Nefertiti (or Akhenaten, an scribe, a priest, a peasant...) **Write** a composition telling us what your life is like. Write short, simple but full sentences. Write at least 80 words.



PROJECT: A CRUISE ON THE NILE



Last week a group of you and your friends used a time machine to go back to ancient Egypt. **Show** the class your pictures and answer these questions:

1. What places did you visit?
2. What did you see there?
3. Who did you meet?
4. What did you eat?
5. How did you spend your free time?



Organize your presentation into five paragraphs, one for each of the sentences above. Each person in the group should talk for about three minutes.

Don't forget to **mark** your itinerary on a map.

Be ready to **answer** your classmates' questions about your trip!



TEST YOURSELF!

✓ Tick the correct answer

SKILLS	My opinion			My teacher's opinion		
	<input type="checkbox"/>	?	Not yet	<input type="checkbox"/>	?	Not yet
Listening						
I can understand my teacher's instructions.						
I can fill in blanks in a text after listening.						
I can take notes.						
Reading into sources						
I can locate Egypt on a map.						
I can understand a timeline.						
I can analyze a social pyramid.						
I can recognize the differences between portraits from different periods.						
Writing						
I can write about historical facts.						
I can write about someone's daily routine.						
I can write my name in three different languages.						
Speaking						
I can give orders.						
I can give opinions.						
I can agree/disagree with someone else.						
I can describe pictures.						
I can ask questions about a topic.						
Interaction						
I follow classroom rules.						
I listen while someone else is talking.						
I respect others' opinions.						
I can work in groups/pairs.						
CONTENTS						
I understand the influence of the Nile river on ancient Egyptian history.						
I can distinguish between different social groups.						
I recognize Ancient Egypt art.						
I realise the importance of death for the ancient Egyptians.						
I know some of the aspects of everyday life in ancient Egypt.						

What I liked in this unit.....

What I learned is.....

What I have to improve on is:.....

SOURCES

Dancers and Flutists, with an Egyptian hieroglyphic story

<http://commons.wikimedia.org/wiki/File:ÄgyptischerMaler um 1400 v. Chr>

Ancient Egypt map

http://upload.wikimedia.org/wikipedia/commons/2/2c/Map_Ancient_Egypt.png

River Nile's text (adapted from)

http://www.bbc.co.uk/history/ancient/egyptians/nile_01.shtml

Ancient Egypt blank map

<http://cdis.missouri.edu/exec/data/courses2/coursegraphics/6567/6567-map01.gif>

River Nile picture

http://upload.wikimedia.org/wikipedia/commons/6/6f/Egypt_Picture1.jpg

Peasants picture

[http://upload.wikimedia.org/wikipedia/commons/3/3d/Tomb_of_Nakht_\(2\).jpg](http://upload.wikimedia.org/wikipedia/commons/3/3d/Tomb_of_Nakht_(2).jpg)

Pharaoh's image

http://en.wikipedia.org/wiki/File:Khafre_statue.jpg

Pharaoh's text

Adapted from <http://www.ancientegypt.co.uk/pharaoh/home.html>

Social pyramid

<http://www.historyonthenet.com/Egyptians/society.htm>

Anubis image

<http://www.educima.com/es-colorear-dibujos-imagenes-foto-anubis-p9828.jpg>

http://commons.wikimedia.org/wiki/File:Anubis_attending_the_mummy_of_Senedjem.jpg

Text about death in Ancient Egypt

Adapted from <http://www.woodlandsjunior.kent.sch.uk/Homework/egypt/mummies.htm>

Text and images of construction of images

Adapted from <http://www.touregypt.net/construction/construc.htm>

The Great Pyramid today

<http://www.flickr.com/photos/38328138@N05/3866090052/>

The Great Pyramid plan

<http://egypt.mrdonn.org/pyramids.html>

Hourglass

Picture from www.educima.com

Hieroglyphic

<http://i101.photobucket.com/albums/m49/clbruno/yourname.gif>

Philae Temple

http://upload.wikimedia.org/wikipedia/commons/0/08/Grand_Portico_of_the_Temple_of_Philae-David_Roberts.jpg

Text about religion

Adapted from <http://www2.sptimes.com/Egypt/EgyptCredit.4.3.html>

Grapes, fish, goat and pigs images

From [Wikipedia](#)

Text about food

Adapted from <http://tlc.ousd.k12.ca.us/~gsonobe/eldb/bernardk/bernardk.html>

Text about Women in Ancient Egypt

Adapted from text by James C. Thompson. http://www.womenintheancientworld.com/women_in_ancient_egypt.htm

Text about Nefertiti adapted from Wikipedia

Nefertiti's image

http://www.flickr.com/photos/eduardo_inflames/4134366882/Imagen de Nefertiti

Gioconda's image

<http://www.flickr.com/photos/25876167@N08/3694927599/>

Sabrina's image

<http://www.flickr.com/photos/21542126@N05/3294304214>

Lady of Elche

<http://www.flickr.com/photos/zaqarbal/348212134>

Scribe

www.flickr.com/photos/ijansch/3094092706

Tutankhamen

http://farm4.static.flickr.com/3520/3997401371_ef8bb84ebe.jpg

Ancient Egypt

http://farm1.static.flickr.com/34/199857832_54bb8e0f03.jpg