

Life in Ancient Egypt

CV ANGLÈS 1r ESO

IES JULIO ANTONIO
Loreto Meix Boira

KEY SYMBOLS				
				
Pair work	Write	Wh-questions	Reading	Tick

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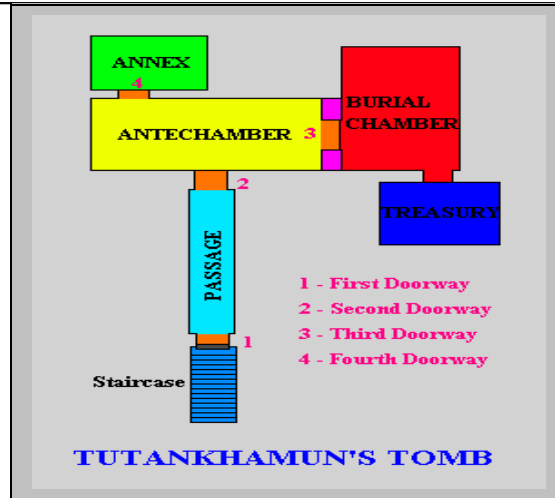
1 The Pharaoh

Look at the Egypt map and at Tutankhamen's tomb plan.

a) Answer the questions below with the writing frame.



1. Egypt map.



2. Tutankhamen's tomb plant.

Questions

- Where is Egypt?
- Where is the river Nile?
- How many **doors** are there in Tutankhamen's tomb?
- Where is the **treasury**?
- What is the **burial chamber**?
- What is the **antechamber**?

Word bank

Pharaoh four North Nile room last

Egypt is in the _____ of Africa.

River _____ is in Egypt.

There are _____ doors in Tutankhamen's tomb.

The treasure chamber is in the _____ room.

The burial chamber is in the room where the _____ was buried.

The antechamber is the _____ before the treasury chamber.



A discovery

In 1922 a British **archaeologist**, Howard Carter, was working in the Valley of the Kings in Egypt. One day he asked his workers to pull down a small hut. Carter noticed some steps under the hut and asked his men to clear them. The steps led to a stone wall and Carter told his men to cut through it. There was a passage behind the wall which led to yet another wall. They cut through this one with care and suddenly came into a room full of household furniture and treasure. Carter spent several months making a list of every article in the room. When he finished, he decided to cut through the opposite wall. He found another chamber full of valuable things. He saw two statues which looked like guardians and Carter made a hole in the middle. There, he discovered three boxes made of wood which fitted one inside the other. There was a fourth box which was actually a **coffin**. Inside there was a **mummy**. Carter had discovered Tutankhamen's tomb, an Egyptian **pharaoh** who lived 3000 years ago. Lord Carnavon, who financed the expedition, died several weeks after visiting Tutankhamen's tomb. Rumours started about a curse upon the men who entered the tomb. The most powerful person in ancient Egypt was the **pharaoh**.

The **pharaoh** was the political and religious leader of the Egyptian people. He owned the land, made laws, collected taxes, and defended Egypt against foreigners. He was a **god** on Earth.

- Read the text and check the words you don't understand.

GRAMMAR POINT

PRESENT TO BE	PAST TO BE
I am	I was
you are	you were
he is	he was
we are	we were
you are	you were
they are	they were

- Is the verb **to be** regular or irregular? _____
- Why? You can answer in Catalan. _____
- Do you know other irregular verbs in English? Write them down. _____

• **EXERCISES**



1. These are regular verbs. Write the past:

Ask	Asked	notice	
die		pull	
discover		start	
live		finish	
look		finance	

2. These are irregular verbs. Fill in the chart:

(cut, found, spend, became, came, have and saw)

be	Was		told
make	made	find	
	cut		spent
come		see	
become			had



3. Look at the pictures and answer the questions. An Egyptologist has scrambled some words in the word bank.



NOCIFF DPSYARIM IVRRE LIEN MMMUY

a) The 1st picture *is a* _____

b) The 2nd picture _____

c) The 3rd picture _____



4. **A journalist is interviewing Howard Carter. Write the words in the correct order to make questions.**

Where / in / you / were / 1922 / ?

Where were you in 1922?

1 discoverer / who / the / Tutankhamen's / was / tomb / of / ?

2 Tutankhamen's / mummy / where / was / ?

3 was / who / father / Tutankhamen's / ?

4 mother / who / was / Tutankhamen's / ?

Now look at the text and answer the questions for Howard Carter.

Where were you in 1922?

I was at the Valley of the Kings in Egypt.

1 _____

2 _____

3 _____

4 _____

5. Write a short summary about Carter. Use the following words:

archaeologist tomb king mummy pharaoh Egypt

Carter was _____

He discovered _____

In the tomb _____

The pharaoh was _____

6. Read the texts and check the words you don't understand.

More about the discoverers		
<p>Howard Carter was a British Egyptologist. He excavated in Egypt, mainly the King's Valley. In 1922 he became famous because he discovered Tutankhamen's tomb. He worked with Lord Carnavon, his sponsor. Carter died in 1929.</p>	<p>Richard Bethell, Carter's personal secretary, and other persons related to the discovery died. These facts led to rumours about the mummy's curse. The press followed the incidents and lots of films were made.</p>	<p>Lord Carnavon was the sponsor of the expedition in Egypt. He died six weeks after entering the tomb of Tutankhamen. A new legend started: the Pharaohs and their gods had laid a curse upon those who dared to disturb their resting place.</p>

-  Write down 3 sentences about Carter, Bethell and Carnavon.

Use the substitution table below.

Howard Carter	was	a/an	Archaeologist Egyptologist	And	died	in	1923
Richard Bethell		X	Carter's secretary				1939
Lord Carnavon			Carter's sponsor				1929

a) _____

b) _____

c) _____

7. Unscramble the letters to find 10 words connected with Tutankhamen.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

umnym
oselagcohirat
retcra

novanrac
dog
etgpy

arhohap
numakhnatut
line

2 Tutankhamen
Sentence maker



Left Tutankhamen mannequin and mask. Above Tutankhamen's tomb.



Gold throne



Gold sandals.



Boat.



All the objects belong to Tutankhamen's tomb.



Pair work. Write

6 true sentences in your notebook.

The Pharaoh's Tutankhamen's The boy King's	mask	is	made	of	gold
	model boat				stone
	mannequin	are			wood
	tomb				
	throne				
	sandals				

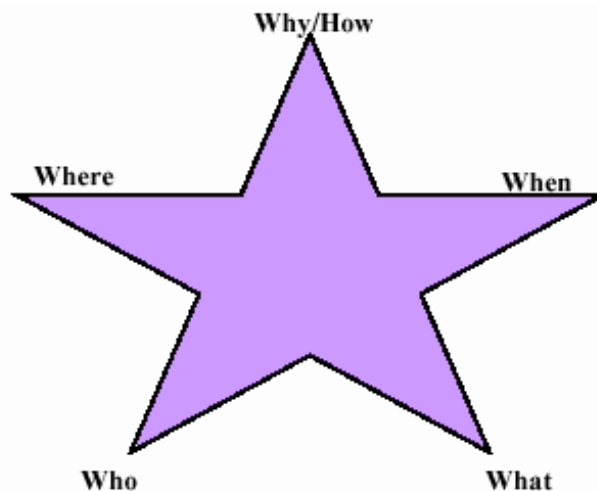


Read the text. Check the words you don't understand.

Tutankhamen (ca. 1341-1323), the boy-king, reigned from 1334 to 1323 BC. He became world famous because of the rich and varied contents of his tomb. Tutankhamen inherited the throne when he was nine years old. He was the son of Akhenaton and Nefertiti, his step-mother. During his reign he moved the capital back to Thebes and restored the traditional religion, the cult of **Amun**, which his father had removed. He repaired temples and he constructed his tomb near that of Amenophis III. He also continued construction at the temple of Karnack. He had no heirs to continue his line.

Tutankhamen's **mummy** revealed that the Pharaoh was only a teenager when he died. His death, with many claiming he was killed, still remains a mystery.

Look carefully at this star.



EXERCISES:


1. What do these words mean? Link them with the word in the other column.

- | | | |
|-----------------|--------------------------------------|-------------------|
| . Where? | Where was the tomb/mummy discovered? | ___ Howard Carter |
| . When? | When was the mummy/tomb discovered? | ___ In Egypt |
| . Who? | Who discovered a tomb? | ___ A mummy |
| . What? | What did Carter find? | ___ In 1922 |

Look, these two are more difficult.

- | | |
|---------------|---|
| . Why? | Why did Tutankhamen die? → We don't know. |
| . How? | How did Tutankhamen die? → We don't know. |

2. Answer the following questions:

 Wh-questions	
Who was Carter?	Carter was.....
What is a Pharaoh?	A Pharaoh
Where was Carter in 1922?	In 1922.....
Who was Tutankhamen?	He.....
Where was Tutankhamen's mummy?	Tutankhamen's mummy.....
Who was Tutankhamen's father?	Tutankhamen's.....
Who was Tutankhamen's mother?	Tutankhamen's.....
Who was Tutankhamen's discoverer?was.....
Where was the Valley of the Kings?	The Valley
When did Tutankhamen live?	He lived

3. Answer the following questions:

About Tutankhamen

Who were Tutankhamen's parents? _____

How old was Tut when he inherited the throne? _____

How old was Tutankhamen when he died? _____

What temple did he finish? _____

About Tutankhamen's tomb (short answers)

Was Tutankhamen's tomb full of riches? _____

When was his tomb discovered? _____

What is the name of its discoverer? _____



4. In pairs find the meaning of the following words. You can use the dictionary. Use your notebook and make a glossary:

Pharaoh king queen reign country



5. Write what millennium these dates belong to:

1922 _____ 1341 BC _____

Now write what century these dates belong to:

1922 _____ 1341 BC _____

6. Underline the oldest date.

a) 1929 or 1922

b) 1333BC or 1324BC

7. Tutankhamen's Crosswords

	1							3
1								
2								
3			2					
			4					

Across

- 1. Chair for a sovereign or Pharaoh.
- 2. Temple partially built by Tutankhamen in Egypt.
- 3. The name of the man who discovered Tutankhamen's tomb.
- 4. Body of a person embalmed for burial.

Down

- 1. The name of the king of Egypt.
- 2. The place to bury people.
- 3. The territory of a nation, a state.

3 Cleopatra: the last pharaoh in Egypt

Sorting cards

- **Read the texts and match them with the historical figures below.**

A	He was a Roman general and triumvir. He took charge the Eastern Empire where he met Cleopatra. He fought against Octavian, the Roman Emperor, at the sea battle of Actium. Antony was defeated by Octavian and he committed suicide.
----------	--

B	She was the last Ptolemaic queen. She was restored to the throne by Julius Caesar, having been ousted by the guardians of her father Ptolemy Auletes. After her brief relationship with Caesar she forged a longer political and romantic alliance with Mark Antony, by whom she had three children. Their ambitions for the expansion of the Egyptian empire brought them into conflict with Rome, and she and Antony were defeated by Octavian at the battle of Actium in 31BC. She is supposed to have committed suicide by allowing herself to be bitten by an asp.
----------	---

C	He was a Roman general and a statesman. He established the First Triumvirate with Pompey and Crassus. He became consul in 59. As a result of the civil war his power increased and became a dictator. He was murdered by Brutus.
----------	--

		
Cleopatra VII (59-30 BC) Text _____	Mark Anthony (82-30 BC, Alexandria) Text _____	Julius Caesar (100-44 BC, Rome) Text _____
Source: Encyclopaedia Britannica concise.britannica.com/ebc/art-76453		



In pairs order the texts below.

1. She was a clever politician, with an ability to bring prosperity and peace to a country that was ruined. By the end of her reign the country flourished. She knew how to read hieroglyphs and also spoke many foreign languages. Cleopatra met Julius Caesar in 48 BC and formed a political alliance with him. In 47 BC she had a child, called Caesarion. In 44 BC Caesar was assassinated, and Cleopatra returned from Rome to Egypt. She murdered her brother and co-regent, Ptolemy XIV, and appointed Caesarion to the throne.

2. Cleopatra and Mark Antony abandoned his men and went to Egypt, where they lived for a year. Octavian followed Mark Antony to Egypt. Mark Antony took his own life. On 12 August, 30 BC, 11 days after the death of her lover, Cleopatra chose also to commit suicide rather than live as a Roman captive. We still don't know whether she died from a serpent's bite or ingested a dose of poison.

3. In 41 BC **Mark Antony** sent for her to meet him in Tarsus, and it is believed that they planned to create an Oriental (Eastern) Empire. They had three children - two sons and a daughter. On 2 September, in 31 BC, Anthony and Cleopatra combined armies to take on those forces of Rome that were under the control of Octavian - in the ancient world's last great sea battle, at Actium.

4. Cleopatra VII (69-30 BC) was the 16th queen of the Ptolemaic dynasty, reigning over Egypt from 51 to 30 BC, during the Ptolemaic period. She became co regent with her 10 year old brother Ptolemy XIII at the age of 17, and following his death (aged 14) in 47 BC during the civil war she married her younger brother Ptolemy XIV, who was only 12 years old.



In pairs order the texts.



The first is text number _____







EXERCISES

1. Read the texts again. Are these sentences true (v) or false (x)?

- Caesar was murdered by Octavian. _____
- Mark Antony lived between 82 BC and 30 BC.

- Cleopatra and Mark Anthony defeated Octavian in the battle of Actium.
- Mark Anthony took charge of the Western Roman Empire. _____
- Caesar became a dictator after a civil war. _____
- Cleopatra was Octavian's lover. _____
- Cleopatra was a queen of the Ptolemaic dynasty in Egypt. _____
- Cleopatra was born in 79 BC. _____
- Mark Anthony and Cleopatra committed suicide. _____
- Cleopatra spoke several languages. _____



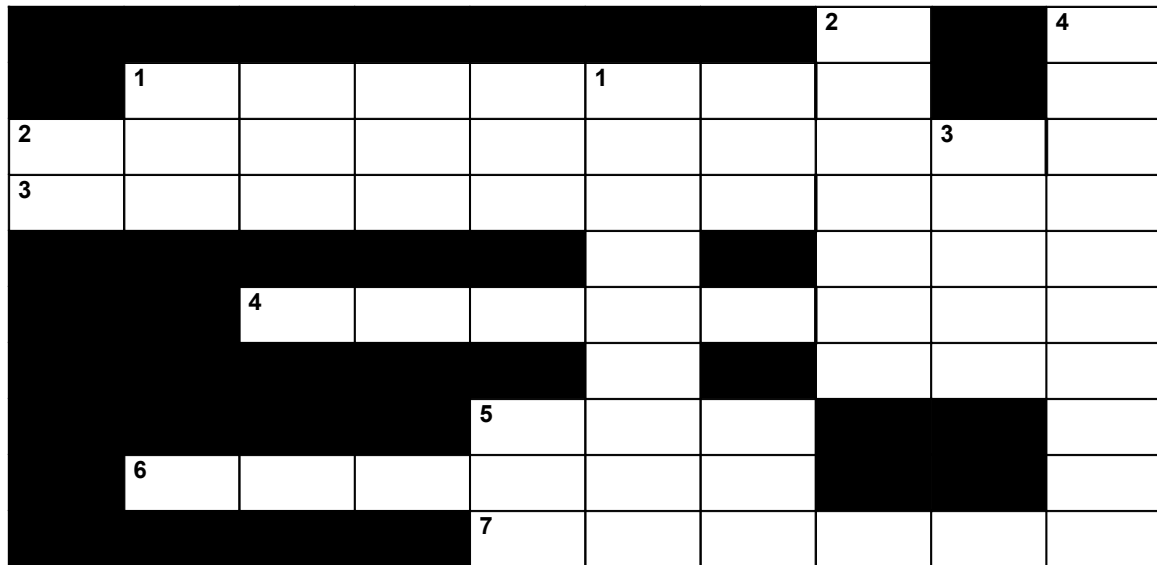
2. In pairs find the meaning of the following words. Take notes in your notebook and make a glossary.

empire	army	dynasty	battle	sea battle
--------	------	---------	--------	------------

3. Make a timeline with the following events about Cleopatra's biography. Use millimetrical paper.

Cleopatra's birth 69 BC
Cleopatra's death 30 BC
Cleopatra marries her brother in 47 BC
alliance with Julius Caesar in 48 BC
Caesar assassinated in 44 BC
meeting with Mark Anthony in 41 BC
Caesarion's birth in 47 BC
sea battle in Actium in 31 BC

4. Cleopatra's crosswords.



Across:

1. The name of Cleopatra's lover. 2. The name of Cleopatra's son. 3. The line of hereditary kings or Pharaohs. 4. The name of an important country in the north of Africa. 5. Salt water partially or wholly closed by land. 6. The name of a fight in military terms. 7. The name of a sea battle.

Down:

1. The name of an Egyptian queen (upside down). 2. The name of an Egyptian dynasty. 3. The name of an important Empire (upside down). 4. The name of Octavian's enemy (upside down).

4. The River Nile

Text comprehension and filling gaps

A. The **Nile** is a river in eastern Africa and it runs from south to north. It is the longest river in the world. It is 6,695 Km long and it has an enormous **delta**.

B. The Nile was a busy river. It was full of sailing ships which carried **goods** and people from one town to another.

C. In the past, Egyptians farmers used a **shadoof**, a pole with a bucket at one end used for raising water from a river or canal.

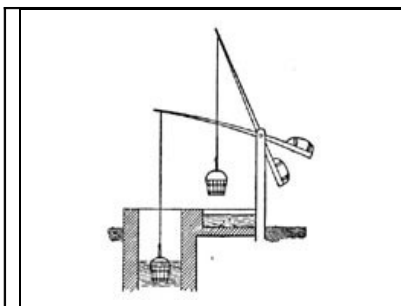


longest north Africa river long delta south

The **Nile** is a _____ in eastern _____ and it runs from _____ to _____. It is the _____ river in the world. It is 6,695 Km _____ and it has an enormous _____.

goods ships Busy Town

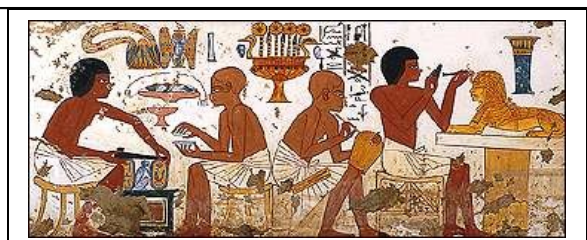
The Nile was a _____ river. It was full of sailing _____ which carried _____ and people from one _____ to another.



(a) *Shadoof* (Ancient Egypt)



(b) *Cadufol* (Spain)



(c) *Workshop*

PICTURES A and B

- What was a *shadoof* for? _____
- Does anybody know what a *cadufof* or *catufof* is?

Yes, I _____

No, I _____

(It is a tool for watering. There are *cadufofs* near the River Ebro).

PICTURE C

a) Is this a temple? _____


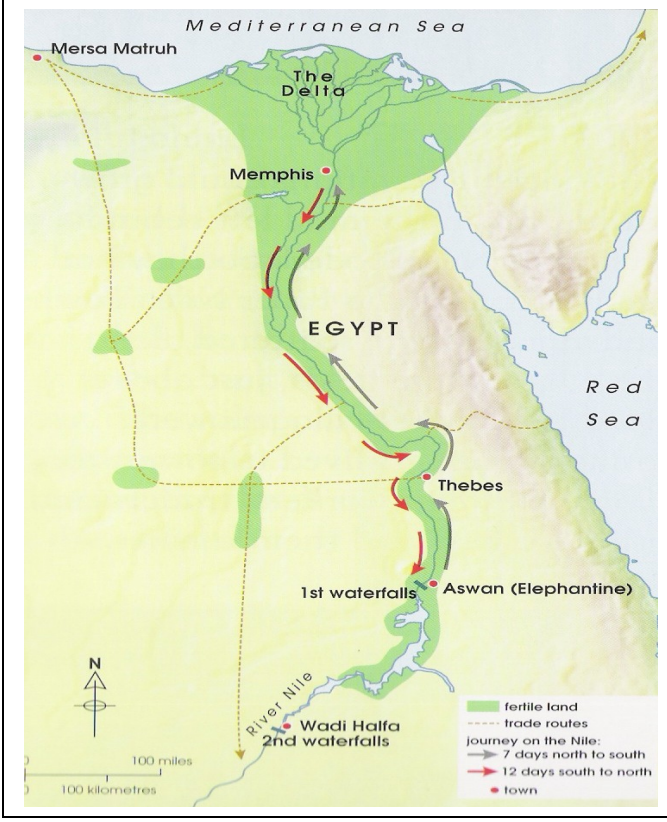



b) Is this a workshop? (Where the craftsmen work) _____

c) How many men are there? _____

d) What are they doing? _____

e) How are they dressed? Circle the true option.

- a) They wear shorts. b) They wear skirts. c) They wear tunics.

River Nile sights	Ancient Egypt map
 <p>River Nile</p>	
 <p>River Nile</p>	
 <p>River Nile sunset 1</p>	
 <p>River Nile painting</p>	

❖ Where is River Nile? _____

❖ Where is Egypt? _____



Read the text about River Nile and check the vocabulary.

About 7,000 years ago the people of North Africa learnt to grow **crops** in the rich soil left behind on the banks of the River Nile after it flooded each year. There they built the rich and powerful country of Egypt. The Nile flooded every year from July to October – that is called the **inundation**. When the water receded, it left **mud** that was very useful to grow crops. The Egyptians used the river for water and for fishing. Washing was done in the River Nile by men. The river was also an easy way to travel by boat.

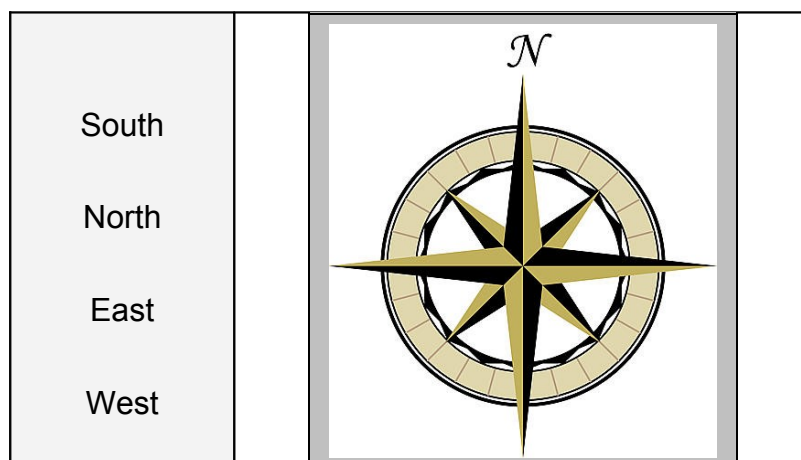
Ancient Egyptians had fields along the River Nile. The main towns and villages were near the river. Most of their inhabitants were **farmers**. They lived in towns and in villages. In the towns also lived **craftsmen, traders** and other workers. The Egyptians tried to keep water from the River Nile which was very necessary to water their crops. They had a large network of **irrigation canals** that were filled with water from the **reservoir**. So farming was the main source of wealth in Ancient Egypt.

EXERCICES

1. Answer the following wh- questions

- What is the richest part of Egypt? *The banks* _____
- Why? *Because River Nile* _____
- Say three names of jobs in Ancient Egypt: _____
- What was the River used for? _____
- What is a reservoir? _____
- What are the crops? _____

2. Mark on the compass the four cardinal points.



3. Look up in a dictionary the meaning of these words and write it down in your notebook.

lake	river	mountain	coast	valley
------	-------	----------	-------	--------

GRAMMAR POINT

REGULAR VERB	TO HAVE	
Fill + ed → filled live + d → lived play + ed → played try + ied → tried	I had You had He /she/it had	We had You had They had

4. Fill in the blanks with the verbs and answer the questions.

was	lived	filled	learnt	had	left
-----	-------	--------	---------------	-----	------

In ancient times Egyptians _____ *learnt* _____ to grow crops.

The River Nile _____ an easy way to travel by boat.

Egyptians _____ in towns and in villages along the River Nile.

Ancient Egyptians _____ fields along the River Nile.

Irrigation canals next to the river were _____ with water from the reservoir.

The River Nile after inundation _____ mud.

a) Write all the verbs from the grid in present tense.

_____ → learnt _____ → filled _____ → had

_____ → lived _____ → was _____ → left

b) Which are regular verbs? Which are irregular?

a) REGULAR: _____

b) IRREGULAR _____

5.  Write a summary about River Nile.

Use the following words: long south/north mud goods

River Nile is _____

It runs _____

After the inundation, _____

The ships _____



6. **Pair work.** What was River Nile used for?

For watering, _____

7. **Unscramble the words (jobs).** Write them in your **notebook**.

fctsmna adterr owerrk nueqe ngik lidsore remraf

8. **Complete the sentences with the following words.**

river goods longest **north** crops year delta mud shadoof north/ south

Ancient Egypt was in the north of Africa.
 The Nile is a _____ in Egypt.
 The Nile is the _____ river in the world.
 Ancient Egyptians grew _____ in the soil near the River Nile.
 The River Nile flooded each _____.
 When the Nile flooded it left behind lots of _____.
 Ancient Egyptians carried _____ in the Nile.
 The River Nile has an enormous _____ in the mouth.
 River Nile runs from _____ to _____.
 A _____ was a tool for watering the fields in Ancient Egypt.



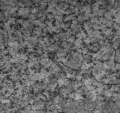


9. **Write down the names on this map.**

	WORD BANK
	Red Sea Mediterranean Sea Memphis Thebes Aswan (Elephantine) Luxor Nile Africa Egypt Arabian Peninsula

5 Economy



Pair work. Link the pictures to the words:

Material	Name in English	Name in Catalan
1 	___copper	
2 	___granite	
3 	___gold	
4 	___papyrus sheets	
5 	___wheat	

❖ Can you say what these products were used for? Use the word bank and the sentences below.

sculptures	bronze	flour	jewellery	writing
------------	--------	-------	-----------	---------

- a) Wheat was used to make _____
- b) Copper was used to _____
- c) Granite _____
- d) Gold _____
- e) Papyrus sheets were _____

❖ Now ask your partner questions. Follow the example:

What was used to make _____?



Agriculture was the main economic activity. The harvests in Egypt were very rich. The main crops of Ancient Egypt were **wheat** and **barley** but they also grew fruits and flax used for the production of linens. There was no money system in Egypt. Products were bartered (exchanged) and workers were paid in wheat or barley.

Crafts were produced in small shops. Their **goods** included linen textiles, tools, weapons, perfumes and writing materials. Egypt also produced limestone and granite.

Trade was very important to Egypt, and goods were exported to and imported from countries around the Mediterranean Sea and the Red Sea. Silver, iron, cedar logs and horses were **imported** from the East. Ivory, copper, cattle, leopard skins were **imported** from the South. The main **exports** from Egypt were gold and other minerals, wheat, barley and papyrus sheets.



1. **In pairs make questions about the text to ask another group.**



Write them in your notebook. Use the substitution table.

Questions				Answers (help)	
X	Did	Egyptians/ Ancient Egyptians/ they	grow	wheat? barley? fruits?	
Where	Did/ did		produce	goods? textiles? tools? weapons? perfumes? writing material?	in small shops in workshops
			import	ivory? copper? cattle? leopard skins?	from the East
Where	did				horses? silver? iron? cedar logs?
			export	gold? minerals? wheat? barley? papyrus sheets?	abroad

2. Fill in the chart about the trade in Ancient Egypt:

Egypt imported	Egypt exported

3. Look at the pictures and explain what these people are doing.

	<p>WORD BANK</p>	<p>ploughing (<i>llaurant</i>)</p> <p>harvesting (<i>collint</i>)</p> <p>scattering the seed (<i>llavor</i>)</p> <p>separating the grain from the straw</p> <p>fishing</p>

- a) They are _____
- b) They _____
- c) _____
- d) _____
- e) _____

6 Food












Food in Ancient Egypt

Egypt is a very dry country. In the past apart from the River Nile they hadn't any other means to water the crops. They mainly grew **wheat** and **barley**. Egyptians made wheat into **bread** and into **porridge**. With barley they produced **beer**. Egyptians also ate meat and there were butcher's shops, as today. At home they had the meat in the courtyard. Egyptians didn't eat pork because they thought pigs carried serious diseases. They ate **beef**, **mutton** and **goose**. For dessert, Egyptians ate **dates**. They also liked **honey** and fruits, like **melons** and **grapes**.

In ancient tombs archaeologists have found evidence of these kinds of food which were displayed to eat in the next world.

Odd one out. In every row there is an odd word.

 <p>1. Wheat.</p>	 <p>2. Beef</p>	 <p>3. Pork.</p>
 <p>4. Potatoes.</p>	 <p>5. Honey.</p>	 <p>6. Dates.</p>
 <p>7. Goose.</p>	 <p>8. Melons.</p>	 <p>9. Tomatoes.</p>



In pairs. Oral activity. What did people eat in Ancient Egypt? Use the substitution table and fill in the grid.

a) Look at the substitution table and  write in pairs 6 true sentences in your notebook.

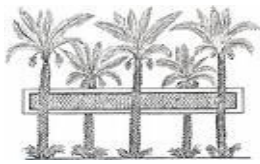
Ancient Egyptians	didn't eat	melons potatoes tomatoes dates geese grapes
		wheat beef pork
	ate	
		honey



b) Now fill in the chart and classify the pictures. When you finish, check your answers with the next table.

Egyptian food	Not Egyptian food
	XXX
	XXX
	XXX

2. You are an Egyptian boy/girl. Write a report about the food you like most. Use the words listed below.

beef dates mutton goose bread beer honey

<p>a) I like bread. I have bread at breakfast.</p> <p>a) I don't like bread. I have meat at supper.</p>	<p>Date tree</p> 
---	--

3.  Ask your classmate questions. Look at these examples.  Write down sentences.

Example A Do you like bread? “Yes, I do” or “No, I don’t”

Example B Have you got dates? “Yes, I have” or “No, I haven’t”

4. Answer the following  wh-questions:

a)

What is bread made of? Bread is made of flour / It is made of flour.

What is beer made of? _____

What is porridge made of? _____

b)

Where have archaeologists found food? _____

Where did Egyptians keep the meat? _____

What did Egyptians eat for dessert? _____

What did Egyptians produce with barley? _____

What did Egyptians produce with wheat? _____

5. Fill in the following blanks with the verb to have.

Egyptians _____ the meat in the courtyard.

Egyptians _____ butcher’s shops.








Egyptians _____ no other means to water apart from the River Nile.

6. Why didn’t Egyptians eat pork? Egyptians didn’t eat pork because

(Look the answer in the reading).



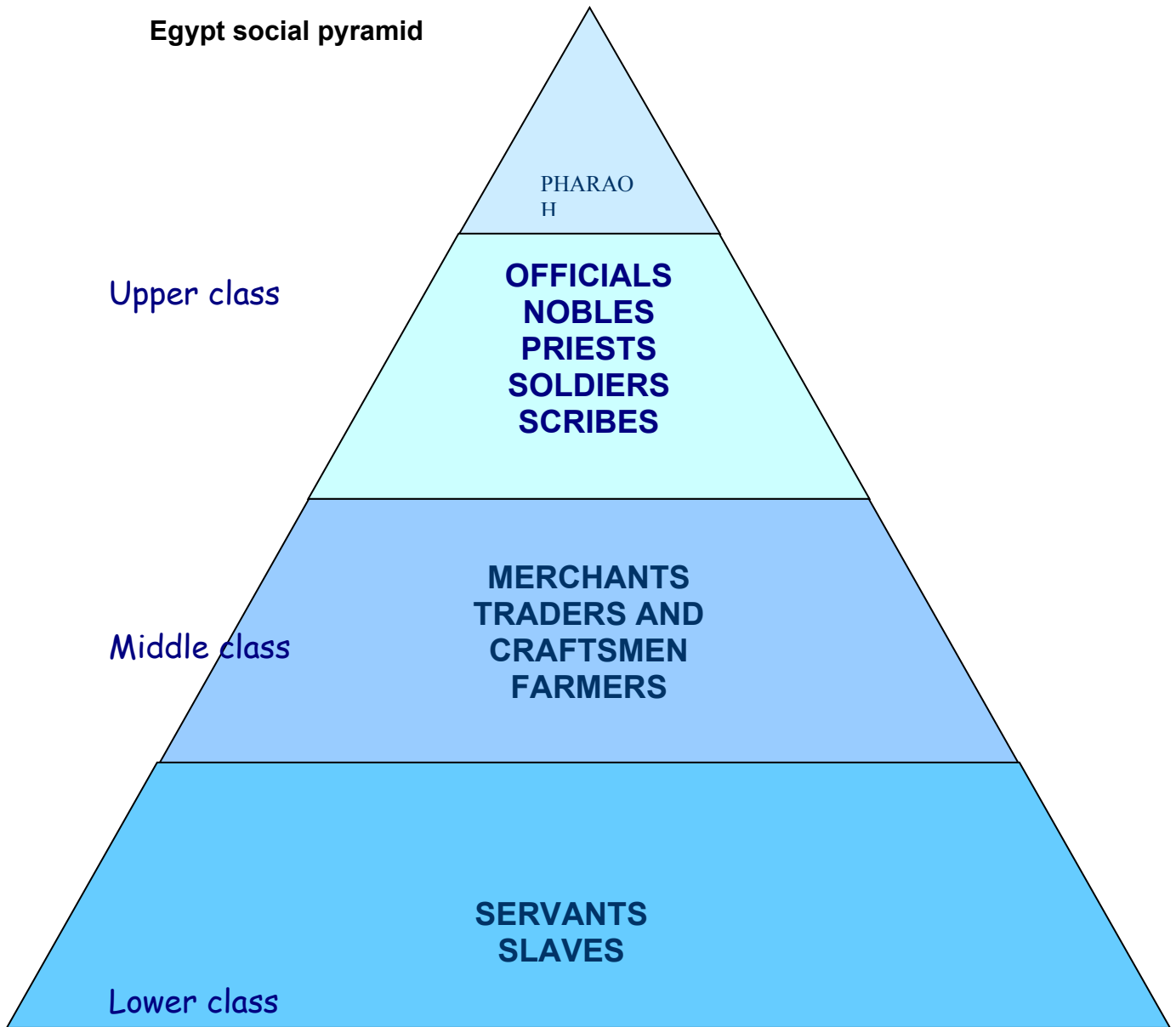
7. **Pair group: make and answer questions.**

 <p>Click on the fragment above to see a larger image.</p> <p>1. Farming.</p>	 <p>2. Bread making.</p>	 <p>3. Beer making</p>	 <p>4. Carrying a basket.</p>
 <p>5. Farming</p>	 <p>6. Honey collecting</p>	 <p>7. Hunting birds</p>	

1. **Farming.** *Is the man* _____ *? Yes,* _____
2. **Bread making.** *Is the man* _____
3. **Making beer.** *Is the servant* _____
4. **Carrying a basket.** *Is the servant* _____
5. **Farming.** *Are the men* _____
6. **Honey collecting.** *Is the man* _____
7. **Hunting birds.** *Are the* _____

7 Society

Egypt social pyramid



❖ **Classify the upper, the middle and the lower class.**

Upper class	Middle class	Lower class
<i>Pharaoh</i>		



At the top of the social pyramid were **pharaohs**, who were believed to be gods. They had absolute power over their subjects. The pharaoh directed the army and made laws.

Below the pharaoh were powerful **nobles** and **priests**. Only nobles could hold government posts; in these positions they profited from **tributes** paid to the pharaoh. Priests were responsible for pleasing the gods. Working with the nobles were **scribes** who kept government records. They could read and write.

Soldiers fought in wars or controlled domestic uprisings. During long periods of peace, soldiers also supervised the peasants, farmers, and slaves who were building pyramids and palaces.

Skilled workers such as doctors and craftsmen made up the **middle class**. They made and sold jewellery, pottery, papyrus products, tools, and other useful things. Naturally, there were people needed to buy goods from artisans and traders. These were the **merchants** and storekeepers who sold these goods to the public.

At the bottom of the social structure were **farmers** and **slaves and servants**. Farmers tended the fields and worked in the stones quarries and built pyramids. They paid taxes in form of grain. Slaves came from wars and had to work.

EXERCISES

1. Circle the odd one out. Then give a reason why it is the odd one out.

a) A Farmers B Slaves C Pharaoh D Servants

c) A Priests B Officials C Nobles D Merchants

d) A Officials B Traders C Craftsmen D Merchants

2. Ancient Egypt Acrostic Poem

An acrostic poem is one where you choose a word or name and use each letter in the name as the beginning of a word or line that tells something about that person or topic.

Example: An acrostic poem using the word "friend."

Frank my brother
 Really loves me. He bought me an
 Ice-cream
 Entirely round
 Never
 Did he give me such a nice present!

Write an Acrostic Poem using the word below.

S _____

O _____

C _____

I _____

A _____

L _____







3. Social Pyramid Word Search Worksheet

T	E	S	E	C	S	T	F	A	R	C
G	U	L	T	R	A	D	E	R	S	I
P	H	A	R	A	O	H	I	N	A	U
O	I	V	E	F	Y	P	A	O	M	P
R	O	E	R	S	C	R	I	B	E	S
U	E	S	R	T	O	I	E	L	R	O
T	R	E	S	M	I	E	S	E	C	L
F	A	R	M	E	R	S	I	S	H	D
I	E	F	G	N	H	T	L	U	A	I
O	F	F	I	C	I	A	L	S	N	E
N	U	P	L	P	D	S	E	A	T	R
M	I	S	E	R	V	A	N	T	S	S

PHARAOH	FARMERS	SCRIBES	SERVANTS
SLAVES	CRAFTSMEN	TRADERS	MERCHANTS
PRIEST	NOBLES	OFFICIALS	SOLDIERS

8 Clothes and make up

Fill in a chart

		
<p>1. Sandals.</p>	<p>2. Necklace.</p>	<p>3. Wig.</p>
		 <p>Egyptian cosmetics Both men and women used cosmetics. Oils and perfumes were used on the skin, the lips were painted red, and green and grey kohl was used to outline the eyes. Kohl was made from finely ground minerals mixed with oil.</p> <p>Highly polished silver mirror</p> <p>Cosmetic box</p> <p>Perfume jar</p> <p>Cosmetic jars</p>
<p>4. Linen tunic.</p>	<p>5. Linen skirt.</p>	<p>6. Make up.</p>

1. In pairs look at the pictures. Then tick ✓ the right columns.

Who wore this?	MEN	WOMEN
sandals		
necklace		
wigs		
linen tunic		
skirt	✓	
make up		

2. Read the text written by Herodotus and answer the question below.

They [Egyptians] are very careful to wear newly-washed linen all the time. They circumcise their children for the sake of cleanliness; they would rather be clean than better looking.

- Herodotus was a Greek historian. Were Egyptians clean or dirty?



Read the text and check the vocabulary.

Egypt is a very hot country, so Egyptians didn't wear very much. Ancient Egyptian, men and women, wore white tunics made of **linen**. White colour reflects the sunlight. The most important people, like **officials** or **scribes** wore several pieces of very thin cloth, which were more expensive. They did not cover their heads with any piece of cloth. Most of them went barefoot but some wore sandals made of leather or papyrus.–outdoor occupations- usually used a piece of cloth wrapped round their waists and legs. Men and women wore blue and green eye shadow and black kohl eyeliner. This make-up was made from plants and minerals. Men wore their hair short or shaven. They had no beards or moustaches. But women wore long hair down to the shoulders. Some men and women wore wigs made from human hair or plants. Only rich people wore wigs made of human hair. If they were very rich, both men and women wore gold jewellery.

EXERCISES



1. **Write true sentences. Write them in your notebook.**

Men & women	wore/ didn't wear/	long	hair	made of	plants and minerals	
Men		black	kohl eyeliner		leather	
Women		golden	jewellery		papyrus	
Rich people		sandals	X		gold	
Poor people (Fishermen and farmers)		short	hair		human hair	
		shaven				
		thin	tunics			
		expensive	wigs			
		went	green		eye shadow	linen
			barefoot		X	
		linen	skirts			

E.g. Rich people wore thin tunics made of linen.

Now you can continue. You don't need to use all the words in a column.



2. **In pairs** look up in a dictionary the meaning of these words and write it down in your notebook.

gold	leather	stone	wood	minerals
------	---------	-------	------	----------

Ex. **Gold** is a yellow precious metal.

3. Answer the following questions. Wear → present / wore → past tense

Who wore jewellery? *Rich men and women wore jewellery.*

Who wore a cloth round the waist? _____

Who wore thin tunics? _____

Who wore make-up round their eyes? _____

Who wore ordinary tunics? _____

4. Complete the following sentences as in the example.

plants and minerals	leather	linen	gold	hair or plants
---------------------	---------	-------	------	----------------

Kohl eyeliner was made from *plants and minerals*.

Sandals were made of _____

Tunics were made _____.

Jewellery was _____.

Wigs were made from _____.

5. Put the words in the **correct order** to make sentences.

Ex. *did cover Egyptians their not heads any cloth piece with of.*
Egyptians did not cover their heads with any piece of cloth.

Egyptian linen and white of Ancient women men tunics made wore

sandals barefoot most Egyptians went of but some wore

shaven their wore short men hair or

colour sunlight the white reflects

GRAMMAR POINT

VERB TO DO
PAST → DID
NEGATIVE → Did not = didn't

Egyptians didn't cover their heads.

Didn't Egyptian cover their heads?

Egyptians didn't wear very much.

Did Egyptian wear very much?

6. Match the opposites of the following adjectives:

long thick cold cheap poor wet

THIN _____

EXPENSIVE _____

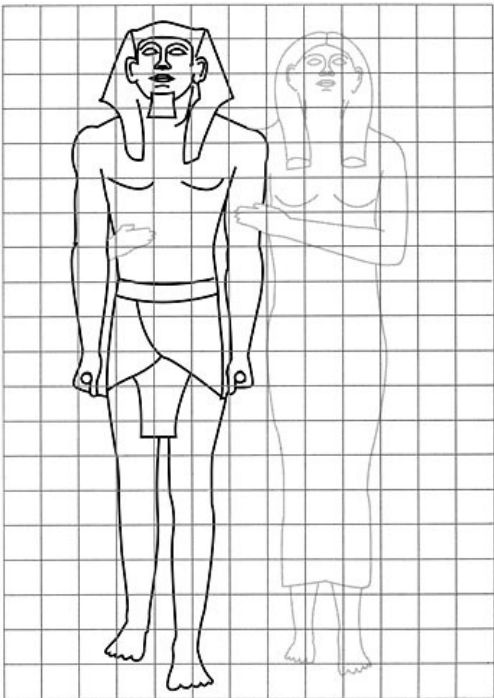
HOT _____

SHORT _____

RICH _____




DRY _____

7. Write the following body parts.

WORD BANK	Man
<p>foot legs beard shoulders hair head Moustache waist eye</p>	

9 Death and Mummification

a) Can you match the words from A column with B?

Column A		A, B, C	Column B
A	Mummification		The spiritual part of a human being or god (soul), which survived after death in Ancient Egypt.
B	Natron		To treat a dead body to keep it. Ancient Egyptians used natron and oils to preserve them.
C	Ka		Mineral form of hydrated salts found in dried lake beds, used for embalming.

b) Multiple choice

- **What was mummification for? Highlight the correct answer.**

- For the after life. Egyptians believed in a second life.
- Because they liked it.
- Because they wanted to preserve the body.

- **What was natron for?**

- For cooking. It is very useful.
- Mineral salts, very useful for mummification.
- To throw it into the water.

- **What was ka?**

- Ka was a fly.
- Ka was the spiritual part of the body.
- Ka was the soul of the Pharaoh.

c) Do you believe in afterlife?

(You can answer in Catalan)

What is mummification?



Mummification was done to preserve the body because the soul and the ka meet and live again. The practice started in the pre dynastic period with the change from simple desert burials, which preserved the body naturally, to burial in coffins. Although the coffins protected the bodies from the attacks of animals they encouraged decomposition. Then the Egyptians developed a technique to maintain the bodies. The essential steps in mummification were **removing** the viscera, **dehydrating** the body with natron, **treating it with resin**, **wrapping** them in strips of linen, or bandages, and finally **decorating** it. The ceremonial aspects were considered crucial, and the procedure took about **seventy** days. Today we call this process mummification.

Describing a process

Now describe the process of mummification. There are five main steps.

a) First of all they removed the viscera.

b) _____

c) _____

d) _____

e) _____

- **How long did the process take?** _____

Why did Egyptians mummify?

Egyptians believed in a second life. But to reincarnate, the body had to be preserved from decomposition. That's why they embalmed the corpse of the dead. Mummification was done in order to preserve the body because the soul and the ka meet and live again.

Who was mummified?

The Pharaohs were considered gods. When they died their bodies were carefully **embalmed**. Mummified Pharaohs were kept in very big tombs and they

were surrounded by valuable objects and food to be used in their second life.

The tombs were safely closed.

They were designed to obstruct the entrance; there were false corridors, hidden chambers and false entrances in order to prevent thieves. Most of these methods failed and many grave robbers managed to enter into the tombs. They took away most of the treasures of the dead kings.

But not everybody could afford mummification. Only **rich people** could afford the cost of embalming their dead.

Some **animals** were also mummified; early Egyptians embalmed the bodies of **sacred animals** –rams, etc. - and **pets** –cats, etc. Some sacred animal bodies had masks and jewellery.

Exercises



1. List the kind of bodies embalmed in ancient Egypt. Look at the text and the pictures.

2. Fill in the blanks with the nouns listed below.

gods pets thieves robbers animals people

In ancient Egypt Pharaohs were considered gods.

Only rich _____ could be mummified.

Lots of grave _____ entered the tombs.

Sacred _____ and _____ were mummified.

_____ robbed great treasures from the tombs.

3. Making a mummy



a) We are going to study the mummification process:

Ancient Egyptians believed in the afterlife. They prepared the bodies for the afterlife. The bodies were preserved by embalming and mummification. After cleaning the body, it was taken to the wabet, the place of embalming.

A slicer priest made a cut on the left side of the stomach.

The organs -lungs, liver, intestines and stomach- were removed. They were stored in four canopic jars. Each jar symbolised the four sons of Horus.

The body was washed with palm wine.

Egyptians covered the body with natron salt for 40 days. Natron salt was used to dry the body.

The body got darker and thinner. The body was rubbed with oils.

The empty parts of the body were filled with sawdust and rags.

Egyptians put a wig on the head and made up the face.

The body was wrapped with linen bandages. It took 15 days to wrap a mummy.

The body was covered with resin and put into a wooden coffin. The coffin was placed into a *sarcophagus*.

b) Fill in the chart in pairs.

Wabet			pulmó
	sarcòfag	liver	
canopic jars		intestines	
	el més enllà	stomach	
Sawdust		slicer priest	
rags			embolicat







c) Let's play a game: **Mummy's maker** (from BBC).

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

d) Link the sentences from the column A to column B

A	B
1 How many days was the body covered with salt?	_____ The heart.
2 Which organ was not removed?	_____ A salt used to dry the body.
3 What bandages did the Egyptians use?	_____ Palm wine.
4 What is natron?	_____ The mummy organs' jars.
5 What were the canopic jars?	_____ Linen strips.
6 What wine was used to clean the body?	__1__ 40 days

4. Look at the pictures and complete sentences.

 <p>1. Canopic jars</p>	 <p>2. Model house</p>	 <p>3. Mummy wrapping</p>
	 <p>5. Sarcophagus</p>	 <p>6. Natron</p>
 <p>4. Coffin</p>		



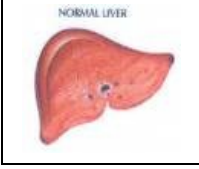

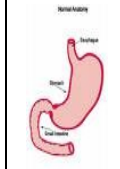
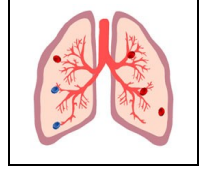
Now complete the sentences:

1. These are _____
2. This is _____
3. The _____ is being _____.
4. The _____ is covered of gold.
5. The _____ is _____ stone.
6. _____ was used to preserve the _____.

5. Pair work. The canopic jars are in the wrong order. Why don't you match them with the gods and the viscera?



<p>HAPY The baboon headed god who protected the lungs. His cardinal point was North</p>	<p>IMSETY The human headed god who protected the liver. His cardinal point was South.</p>	<p>DUAMUFET The jackal headed god who protected the stomach. His cardinal point was East.</p>	<p>QEBEHSENUEF The falcon headed god who protected the intestines. His cardinal point was West.</p>
--	--	--	--

 <p>?</p>	 <p>?</p>	 <p>?</p>	 <p>?</p>
--	--	--	--

- What were these jars for? _____
- Match the 4 canopic jars with the 4 sons of Horus. Every lid has a shape.
- Where is the heart? _____

	A	B	C	D
God's name				
Animal				
Viscera				
Cardinal point				

6. Mummification crosswords

	1/2							5
2						3	4	
1/3								
			4					
		5						
6								

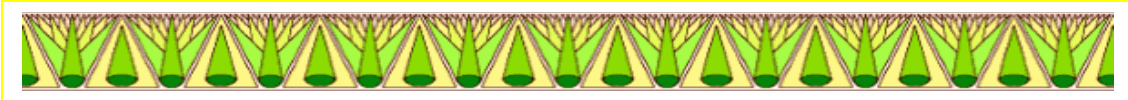
Across

1. Long passages in Egyptian tombs.
2. Long strips of linen to wrap mummies.
3. Wooden box in which a body is buried.
4. The name of building for burials.
5. The name of the bodies embalmed.
6. The name of the persons who stole from tombs.

Down

1. The name of a room in a tomb or pyramid.
2. Pet animals embalmed.
3. Mummification (in gerund).
4. Spiritual part of the body.
5. Sacred animals embalmed.

7. Fill in the blanks with the words in the table.



The kings of Egypt were considered as _____ and because of this the Pharaoh could do anything he liked and have anything he wanted.

When the Pharaoh died, he had to make a _____ from this life to the afterlife. Special tombs called _____ were constructed to allow the Pharaoh to make this journey. Inside the tomb everything that the Pharaoh would need for the journey was put around his _____. Before the Pharaoh could be buried his body had to be _____, which was a careful and _____ process. First the body would be opened up and all the vital organs removed, like the _____, _____ and kidneys. These were stored in special vases called _____ jars which had a different God's head on each one. (The _____ were pulled out through the _____) Then the body was covered with natron to _____ it out and after that the body was wrapped in _____ and placed in a coffin. Often there would be a death _____ placed over the face and several layers of coffins put around the original.

They would also have the Pharaoh's picture or carved outline on the _____.


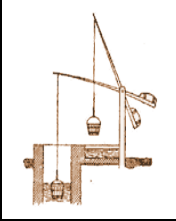










pyramids	journey	gods	coffin	lid
skilled	mummified	brains	liver	mask
canopic	nostrils	dry	bandages	lungs

From : <http://www.primaryresources.co.uk/history/pdfs/16pharaohs.pdf>

10 Tombs and pyramids

Odd one out

Now imagine that you are an archaeologist and you are in a tomb. What would you find? Tick ✓ the correct objects in the grid.

 1. Jewellery.	 2. Shadoof .	 3. Temple. 1	 4. Mummy.
 5. Cosmetic jars.	 6. Bread.	 7. Papyrus sandals.	 8. Model boat
 9. Mastabas.	 10. Mummy cat.	 11. Canopic jars.	 12. River Nile.

INVENTORY							
jewellery	<input checked="" type="checkbox"/>	shadoof	<input type="checkbox"/>	Temple	<input type="checkbox"/>	mummy	<input type="checkbox"/>
cosmetic jars	<input type="checkbox"/>	bread	<input type="checkbox"/>	sandals	<input type="checkbox"/>	model boat	<input type="checkbox"/>
mastabas	<input type="checkbox"/>	mummy cat	<input type="checkbox"/>	canopic jars	<input type="checkbox"/>	river Nile	<input type="checkbox"/>



Ancient Egyptians believed in the next world, so they built different kinds of funerary buildings. They built **mastabas**, **pyramids** and **hypogeums** made of stone.

These kinds of buildings were needed to bury Pharaohs. First, they were buried in **mastabas**, a kind of tomb similar to a house, with a flat roof. Each mastaba had a subterranean burial chamber. Later the Pharaohs were buried in the pyramids. There are two kinds of pyramids, the step and the true pyramid. The pyramids are enormous. The ones at *Giza*, from 2575 BC, were one of the Seven Wonders of the World. The pyramids were linked to a funerary complex, including a temple.

The River Nile was important for burial and for funeral ceremonies. Egyptians believed in reincarnation. They thought the dead came back to life. Cemeteries were often on the opposite bank of the River Nile to where people lived. They had to go to the cemeteries by boat to bury or to visit their lost relatives.

EXERCISES

1. Look at the pictures and answer the questions.

<p>1. Mastabas.</p>	<p>2. Pyramids.</p>
<p>4. Mastaba graph.</p>	<p>3. Mastaba graph.</p>
	<p>5. Stepped pyramid.</p>

- What are these buildings for? They are to bury _____
- What are made of? They _____
- Where were they situated? They were _____

2. The pyramids

a) Read the text and match the headings in the box to paragraphs (1-5)

a) How it was built? b) One of the Seven Ancient Wonders c) Ruling over the desert
 d) The Sphinx –a symbol of Egypt e) World beliefs

[1] _____

The Great Pyramid of Giza is the last of the Seven Ancient Wonders left for us to see today and is probably the most famous of all the Egyptian pyramids. The Great Pyramid is one of three at Giza and was built by Cheops, over four thousand years ago.

[2] _____

Next to it is a smaller pyramid built by Cheops' son, Khaefre. Khaefre's pyramid, smaller, looks bigger! This is because it is built on higher ground and has a steeper angle. Khaefre's pyramid also has the added attraction of the Sphinx which crouches besides the pyramid. Along with the pyramids themselves, the Sphinx is probably the best known landmark in Egypt.

[3] _____

Cheops' pyramid rises from the desert and was the highest man-made object until the Eiffel Tower was built in the nineteenth century. The pyramid is built on a perfectly level area using over a million blocks of stone. Some of the stones, for example the *blue* stones in the King's chamber, came from hundreds of kilometres away.

[4] _____

Inside the pyramid there is a complex maze of 'corridors' with thousand of paintings of animals and other symbols lining the walls. Many of these pictures tell stories and show the pharaoh travelling to his final resting place. In ancient Egypt the pyramids were seen as 'resting places for the dead' on the other way to another world. The Egyptian worshipped lots of different gods and also believed in life after death. The Great Pyramid is also perfectly aligned to the stars with each corner pointing to a point on the compass –North, East, South and West.

[5] _____

Even today, building something as big and complex as the pyramid would be difficult. But four thousand years ago they had no electric drills or saws, no mechanical diggers and cranes and no computers to help with designs, plans and construction. So, how was the pyramid at Giza built? Many people have wondered how the pyramids were built and some people even think that they were built by aliens from another planet!

b) Read the text again. Tick ✓ the true sentences?

1. You can't see any of the Seven Ancient Wonders nowadays. _____
2. The Great Pyramid of Giza was built by King Cheops. _____
3. Khaefre's pyramid is smaller but looks bigger. _____
4. The Eiffel Tower is higher than the Pyramid of Giza. _____
5. People know how the pyramid was built. _____
6. The pyramid is built completely of 'blue' stones. _____
7. The painting shows the story of Cheops journey into the next world. _____
8. It would be easy to build the Pyramid nowadays _____
9. They didn't use the same tools as we would use today. _____
10. Some people think that aliens built the Great Pyramid. _____






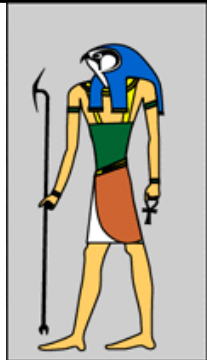

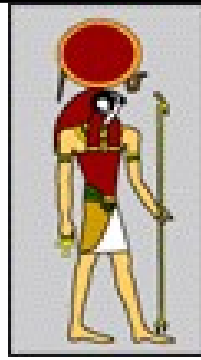


3. Tombs and pyramid Word Search Worksheet

I	S	O	L	M	K	E	R
U	P	E	M	I	H	O	N
C	H	I	T	G	A	M	I
H	I	P	O	G	E	U	M
E	N	Y	M	I	F	M	A
O	X	R	B	Z	F	M	S
P	R	A	S	A	R	Y	T
S	I	M	O	G	E	T	A
E	R	I	M	A	N	O	B
R	I	D	A	S	O	M	A
E	R	T	U	O	T	B	S
R	U	O	I	M	S	S	D

CHEOPS	PYRAMID	HIPOGEUM	STONE
KHAEFRE	MASTABA	MUMMY	
GIZA	TOMBS	SPHINX	

11 Temples and beliefs

Match the gods

				
				
1. Horus.	2. Amun.	3. Ra (sun god)	4. Mut. 1	5. Khonsu.
Appearance				
Man with a ram-head and with a plumed hat.	Man with a mummy dress. He carried a stick and the moon and the solar disc on top.	Like a mother. With double crown on her head.	Man with falcon head and a sun disk on top.	Man with the head of a falcon

❖ Look at the pictures and read the texts and fill in the grid.

Amun	Ra	Horus	Mut	Khonsu
Number				
2				
Appearance				



In ancient Egypt there were a lot of buildings: mainly **temples** for the gods and palaces for the Pharaohs. Pharaohs were considered living gods on the Earth. Apart from the Pharaohs, Egyptians also believed in lots of gods and goddesses. Like other ancient civilizations, they were polytheists. They built temples, enormous buildings to honour the gods, cared for priests. Palaces were constructed for Pharaohs. The main material used to build temples and palaces was stone. Ordinary people had mud houses.

The most important gods were **Amun** and **Ra**, and they had colossal temples in Luxor (in early times Thebes) and Karnack. Amun was represented wearing two plumes on his head and a sceptre in his hand. He was associated in a triad with **Mut** and **Khonsu**. Ra was portrayed with a falcon's head and the solar disc. He was associated with the Pharaoh.

There were also sacred animals such as rams, and they were also mummified.

EXERCISES

1. Fill in the following blanks with was/were.

Pharaohs were gods on the Earth.

Egyptians _____ polytheists.

Amun _____ the most important Egyptian god.

Amun and Ra _____ Egyptian deities.

Mut _____ an important goddess, Amun's wife.

Luxor and Karnak _____ colossal temples in ancient Egypt.

Most of ancient civilizations _____ polytheists.

Sacred animals, such as rams, _____ mummified.

Ra _____ the sun god in Egypt.

Amun _____ represented with two plumes on his head and a sceptre in his hand.

2. Fill in the blanks using the following words.

goddess polytheists god gods sacred stone Pharaohs priests

Mut is a _____ *goddess* _____.

Ra is the sun _____ in ancient Egypt.

In the past Egyptians were _____.

Pharaohs were considered _____ in the Earth.

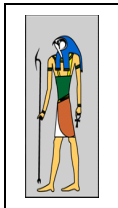
_____ cared for the temples.

The temples were built with _____.

Palaces were only constructed for _____.

_____ animals were mummified.

3. Link with arrows the following pictures with the gods:



Amun: a sceptre and two plumes on the head.



Horus: a man with a falcon head.

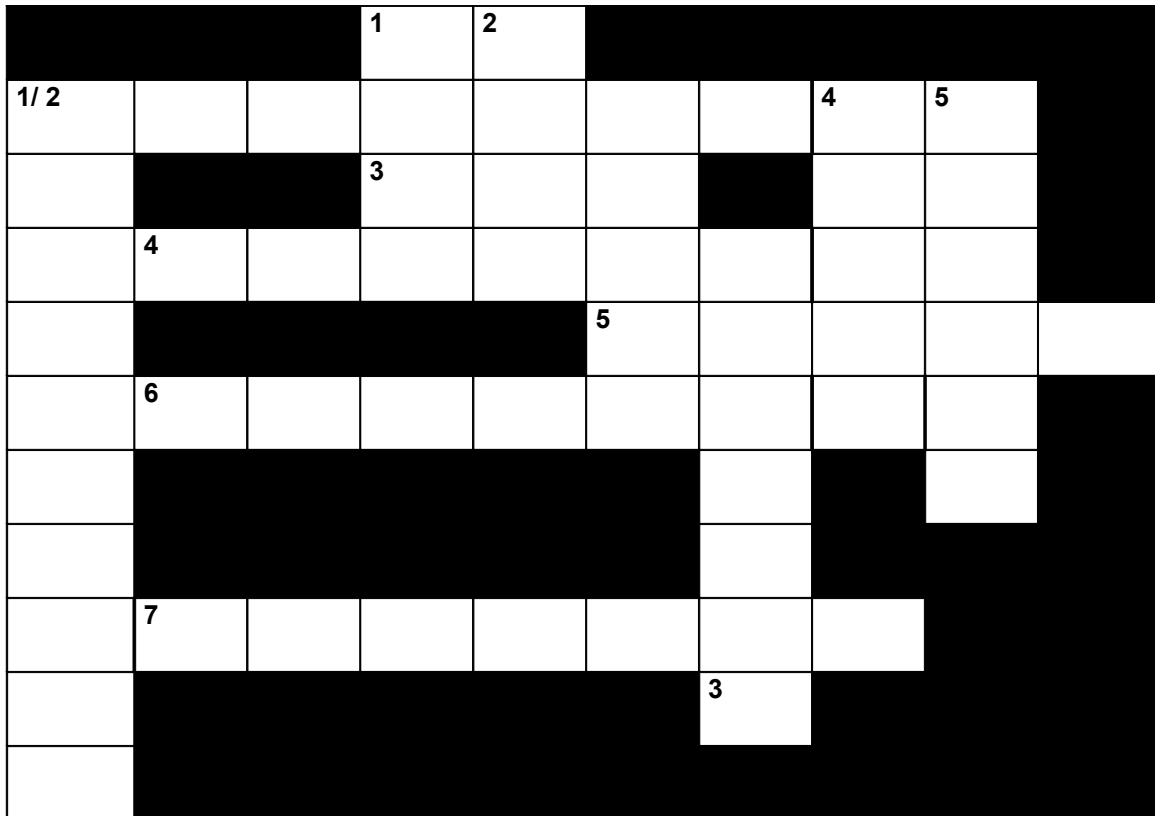


Ra: a falcon's head and a solar disc.



Ra: a falcon's head and solar disc.

4. Temples and beliefs crossword.



Cross

1. The name of the sun god.
2. The name of a funerary construction.
3. Goddess. Amun's wife.
4. The name of Amun and Nut's son.
5. The most important material used to build temples.
6. The name of the religious buildings in Egypt.
7. A stick symbol of Pharaoh's authority.

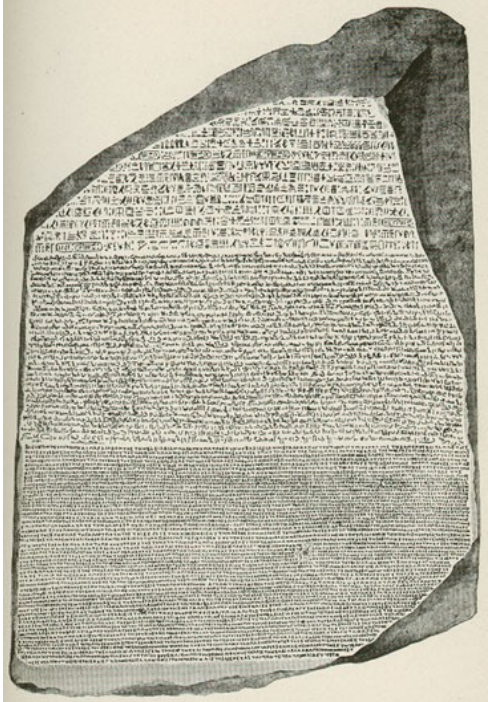


Down

1. People who believed in several gods.
2. The most important god in Ancient Egypt.
3. The name of the man that works in a temple.
4. Egyptian city, in ancient times known as Thebes.
5. The name of an enormous temple in Egypt.

12 The Rosetta Stone

What is this?

Look at the pictures. Read the text and match the questions of the table.

	 <p>Rosetta Stone, cartouches and Egyptian writing.</p>
	
<p>Champollion (1790-1832) is the decipherer of ancient Egypt hieroglyphs as a result of a long process of study. In the Rosetta Stone Champollion identified the name of Ptolemy in Greek and in demotic Egyptian. He also recognized the same name in Hieroglyphic, highlighted by a cartouche.</p>	<p>Have a look at the picture: at the top there is hieroglyphic, in the middle demotic, an everyday language, and at the bottom Greek. All the languages say exactly the same thing, so comparing them a French Egyptologist called Champollion managed, in 1821, to work out what the hieroglyphs said.</p>

- Match these questions with the answers. Work with your partner.

Questions	Answers
1. What are Egyptian hieroglyphs?	___ It is an oval figure, enclosing characters that represent the name of a sovereign.
2. What is the Rosetta Stone made of?	___ In the 19 th century.
3. Why is the Rosetta Stone so famous?	___ With a long process of study.
4. When was the Rosetta stone deciphered?	___ 1 Pictographic script, particularly that of the ancient Egyptians.
5. How did he decipher the Rosetta stone?	___ It is made of stone.
6. What are the three languages in the Rosetta Stone?	___ Because we can read Ancient Egyptian texts.
7. What is a cartouche?	___ Hieroglyphic, demotic and Greek.



The ancient Egyptians needed to record their beliefs, history and ideas. They created a written code: the most famous script is hieroglyphic. But, as you already know, there were other scripts throughout three thousand years of ancient Egyptian civilisation. **Scribes** were the only people who could read and write the hieroglyphs in temples and tombs walls and on papyrus rolls. They also wrote documents for Pharaohs. But nobody could read the Egyptian symbols, until the Rosetta Stone was found

The Rosetta Stone is an inscribed stone found near Rosetta on the west mouth of the Nile by one of Napoleon soldiers in 1799. Its text, a decree commemorating the crowning of Ptolemy V (reigned 205-180 BC) is written in three languages; **hieroglyphic** and **demotic** Egyptian, and **Greek**. The deciphering of hieroglyphs of the Rosetta Stone by Jean-François Champollion in 1821 led to the interpretation of many other early records of Egyptian civilization. The stone is now in the British Museum, in London. Although it is not a very exciting object at first glance, it is the most famous object in this museum. Until the stone was found, no-one could read the picture symbols.

EXERCISES



1. Answer the wh- questions.

Who found the Rosetta Stone? *Napoleon's soldiers*

Where did they find it? *They*

When was the Rosetta stone found? (year) *In*

What century was the Rosetta Stone found?

What languages appeared on the Rosetta Stone?

What is the Rosetta Stone?

What century/ centuries was it made?

Who deciphered the Rosetta Stone's hieroglyphs?

When were the hieroglyphs deciphered?

Where is the Rosetta Stone now?

Where is the British Museum?

What is the most famous object in the British Museum?



2. Write a short summary about Champollion.































3. Match column A with B


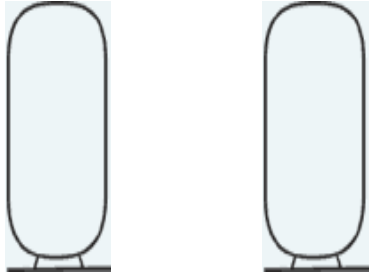
A		B
1 Demotic	—	The primary script of ancient Egypt. It was used for inscriptions on monuments and tombs. The word hieroglyphic means "sacred carved sign."
2. Hieroglyphic	—	A cursive script based on hieroglyphics and used as handwriting by scribes in ancient Egypt.
3. Hieratic	—	cursive script used in the later years of ancient Egypt. Found on the Rosetta stone and used to first crack the "mystery" of hieroglyphics.

4. How did Egyptians write?

Now imagine that you are an Egyptian boy. You are at class and you have to write your name.

Hieroglyphs represent sounds and drawings (pictographs). This means that symbols can stand for a concept, but they are also phonetic sounds. We can talk about a **hieroglyphic alphabet**. Why don't you write your own name in hieroglyphic? Try it!

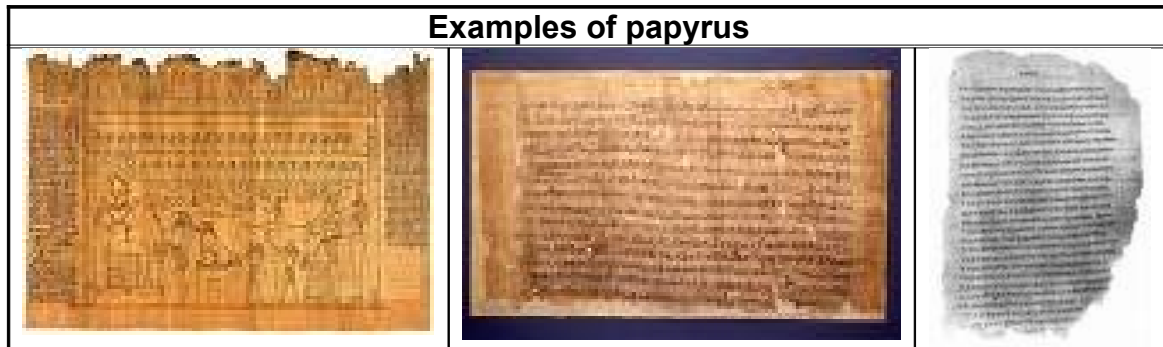
hieroglyphic alphabet						
						
A	B	C	D	E	F	G
						
H	I	J	K	L	M	N
						
O	P	Q	R	S	T	U
						
V	W	X	Y	Z		

	
<p>Pharaohs and gods had their names in cartouches.</p>	<p>Why don't write your own name in a cartouche? Now you are the Pharaoh! Why don't you write your sister/brother's name?</p>

- Who had their name written in cartouches? _____

5. Where did Egyptians write?

- Ancient Egyptians wrote on **stone** and **papyrus**.



Papyrus making

In Ancient Egypt papyrus production and marketing as a writing material was a **royal monopoly**. The secret of its preparation was jealously guarded. It is an Egyptian invention. Our word “paper” derives from the word **Papyrus**. Papyrus was the most important writing material in the ancient world. Papyrus was also used to make articles such as rope, sandals, and boats. Papyrus was used until the end of the Graeco-Roman period. The papyrus plant grows in marshy areas near the Nile River. The inside of the reed was cut into long strips and they were laid onto two layers, one horizontal and one vertical. They were pressed and dried in the sun for several days. A papyrus sheet was obtained.

Read this text slowly about Egyptian writing

Egyptians used hieroglyphics from 3000 BC to 300 BC. When Egypt was conquered by the Greeks under Alexander the Great, people began to use the Greek alphabet. Hieroglyphs are simplified drawings of common objects. In the beginning people drew a dog or a sheep. A dog with four lines meant four dogs. Later on they mixed pictures to compound sounds. We have a lot of writings from tombs and temples –mainly prayers- and we have little evidence of other kinds of writing because mostly has been lost through the centuries.

- Check the vocabulary with your teacher.

6. Fill in the blanks in the following text. Use the verbs listed below.

used	are	drew	mixed	used	have	have
------	-----	------	-------	------	------	------

Hieroglyphs are drawings of objects. First they _____
 _____ animals or objects. Later they _____ pictures to compound sounds.
 Egyptians _____ hieroglyphics from 3000 BC to 300 BC. In the 3rd century
 BC, Egyptians _____ the Greek alphabet. We _____ a lot of
 inscriptions from tombs and temples. We _____ little evidence of other kinds
 of writing because it has been lost.

7. Chronology exercises.

Write what millennium these dates belong to:

3,000 BC _____ 300 BC _____

Write what century these dates belong to:

3,000 BC _____ 300BC _____

8. Draw a timeline with the following events about Rosetta Stone. Use millimetrical paper.

205 -180 BC Rosetta Stone time
1799 Napoleon's officers found Rosetta Stone
1790 Champollion's birth
1821 Champollion deciphered the Rosetta Stone
1832 Champollion's death

**9. Write the words in the correct order to make wh-questions. We'll answer them orally.**

- for was papyrus what used? _____
- name in had their who cartouches? _____
- Stone discovered who Rosetta the? _____
- Stone Rosetta deciphered the who? _____
- important is Stone Rosetta why the ? _____

FINAL ACTIVITIES –

1. The Egyptians

Divide the class into three groups. Give text A, B or C. Read their text.

Put the students into groups of 3 students from group A, one from B and one from C. Ask the students to tell the others about the topic they have read about.

Next, hand out the quiz sheet (one per group) and give them ten minutes to answer the questions. Check the answers.

Hieroglyphs

The ancient Egyptians thought that it was important to write things down. They used hieroglyphs. Hieroglyphs are pictures or symbols that represent words. For centuries, the meaning of these mysterious symbols was lost. In 1799, the discovery of the Rosetta Stone helped archaeologists to learn how to read hieroglyphics.

Pharaohs

The rulers of Ancient Egypt were called Pharaohs. They were thought to be representative Gods on Earth, and they had absolute power. One of the most famous was Tutankhamen, the boy king. When his tomb was discovered in 1922 a curse was found on the entrance to the tomb. Six weeks later Lord Carnavon, the man who had paid for the excavation, died. Another Pharaoh that many people have heard about is Rameses II who ruled for 67 years. One of his queens was Nefertari who was buried in the Valley of the Queens at Luxor.

Gods and Goddesses

The Ancient Egyptians believed in many different gods and goddesses with each one having a particular role. So for, example, Ra was the sun god and was the most important. He was drawn as a man with the head of a falcon and a sun disk as a headdress. The Egyptian thought that he was swallowed every night by the sky goddess Nut and then born again every morning. Anubis was the god of the dead. He was drawn as a man with the head of a jackal. Priests often wore a jackal mask when a person died.

Quiz sheet

1. Who discovered of the 'Rosetta Stone'?
2. What do hieroglyphs represent?
3. Why did the Pharaohs have absolute power?
4. Which Pharaoh is known as the boy king?
5. When was his tomb discovered?
6. How long did Rameses rule?
7. Where is the Valley of the Queens?
8. Why did the ancient Egyptians have lots of gods and goddesses?
9. Which god had a sun disc as a headdress?
10. Which god had the body of a man and the head of a jackal?

2. ANAGRAM

Unscramble the letters to find 10 words connected with Egypt.



Write them down. Check the answers with your partner.

_____	_____
_____	_____
_____	_____
_____	_____



3. Write the why questions in each point of the star.



4. Ancient Egypt Vocabulary Quiz

Match the vocabulary words on the left with the definitions on the right.

- | | |
|------------------|--|
| 1. archaeologist | ___A scholar specializing in the study of Ancient Egyptian history. |
| 2. embalm | ___A person who learns about the past by unearthing and studying objects that have survived from former times. |
| 3. Egyptologist | ___A line of rulers from the same family, or the period during which they rule. |
| 4. dynasty | ___Ancient Egyptian writing. At first picture signs were used to represent objects. Later, the signs came to represent sounds as well. |
| 5. papyrus | ___A triangular piece of land where a river begins branching off from its mouth. |
| 6. delta | ___A type of reed plentiful on the Nile Delta. |
| 7. hieroglyphs | ___To preserve a dead body by treating it with scented oils and spices. |

GLOSSARY

Amun - the supreme god of ancient Egyptians.

Archaeologist - person who looks for old buildings and tombs to know about the past.

Barley - cereal grown for food or to produce beer.

Craftsmen - skilled and time-served worker.

Crops - the produce of cultivated plants, especially cereals.

Demotic - a popular or simplified form of ancient Egyptian writing (650 BC). It was replaced by Greek in the Ptolemaic period.

Embalming - a process to preserve bodies. The method included embalming the bodies and wrapping them in bandages of linen.

Greek - the ancient or modern language of Greece.

Goods - merchandise, products to sell in a market.

Hieroglyphic - language written in hieroglyphs or pictures of objects representing a word, used specially in the ancient Egypt. The signs are called 'hieroglyphs'.

Horus - originally a falcon god of the sky. He became associated with the role of the king early in Egyptian history. He is usually depicted as a falcon or a falcon-headed man.

Inundation - the seasonal flooding of the River Nile.

irrigation canals - waterway dug to transport water from the river to the fields.

Ka - the spiritual part of a human being or god, which survived with the soul after death in Ancient Egypt.

Khonsu - moon god and son of Amun and Nut.

Mastaba - an ancient Egyptian tomb, rectangular in shape with sloping sides with a flat roof.

Mud - wet soft earthy material, very fertile in the Nile's bank.

Mummification - a process to preserve bodies. The method included embalming the bodies and wrapping them in bandages of linen.

Mummy - body of a person or animal embalmed for burial in ancient Egypt.

Mutton - the flesh of sheep used for food.

Mut - goddess. Amun's wife and mother of Khonsu.

Natron - mineral form of hydrated salts found in dried lake beds.

Officials - people who help to run a country.

Papyrus - writing material used in ancient Egypt made from the papyrus. It was cut into strips and pressed together to make sheets. Papyrus was also used to make small fishing boats, sandals and ropes.

Pharaoh - the king in ancient Egypt.

Pyramid - royal tomb with a square base and sloping sides.

Ra - the sun-god, the supreme Egyptian deity. Usually portrayed with a falcon's head and the solar disc.

Reincarnation - the rebirth of soul in a new body.

Reservoir - large artificial lake used as a source of water supply.

Scribe - an ancient Egyptian man who learned to read and write hieroglyphs and hieratic (a quicker and shorter form of hieroglyphs).

sons of Horus - these were the four minor deities who guarded the organs (lungs, stomach, liver, intestines) which were removed from the body and embalmed during mummification. They were usually portrayed with the heads of different creatures: Imsety, human-headed; Duamufet jackal-headed; Hapy, ape-headed; and Qebhsenuf, falcon-headed.

Traders - persons engaged in trade –buying and selling.

Tributes - payment of money

wheat - important cereal plant used in making flour.

Crosswords and word search keys

Tutankhamen

	P							C
T	H	R	O	N	E			O
K	A	R	N	A	K			U
	R							N
C	A	R	T	E	R			T
	O		O					R
	H		M	U	M	M	Y	
			B					

Cleopatra

							P		Y
	C	A	E	S	A	R	T		N
C	A	E	S	A	R	I	O	N	O
D	Y	N	A	S	T	Y	L	A	T
					A		E	M	N
			E	G	Y	P	T	M	O
					O		Y	R	K
					S	E	A		R
			B	A	T	T	L	E	A
					A	C	T	I	U

Mummification

	C	O	R	R	I	D	O	R
B	A	N	D	A	G	E	S	A
	T					M	O	M
	S					B	U	S
C	O	F	F	I	N	A	L	
H						L		
A				T	O	M	B	S
M		M	U	M	M	I	E	S
B						N		
E						G		
R	O	B	B	E	R	S		

Temples and beliefs

				R	A				
P	Y	R	A	M	I	D	L	K	
O			M	U	T		U	A	
L	K	H	O	N	S	U	X	R	
I					S	T	O	N	E
T	E	M	P	L	E	S	R	A	
H						E		K	
E						I			
I	S	C	E	P	T	R	E		
S						P			
T									

Social Pyramid

T	E	S	E	C	S	G	F	A	R	P
G	U	L	T	R	A	D	E	R	S	I
P	H	A	R	A	O	H	I	N	A	U
O	I	V	E	F	Y	P	A	O	M	P
R	O	E	R	S	C	R	I	B	E	S
U	E	S	R	T	O	I	E	L	R	O
T	R	E	S	M	I	E	S	E	C	L
F	A	R	M	E	R	S	I	S	H	D
I	E	F	G	N	H	T	L	U	A	I
O	F	F	I	C	I	A	L	S	N	E
N	U	M	S	F	T	A	R	C	T	R
M	I	S	E	R	V	A	N	T	S	S

Tombs and pyramids

I	S	O	L	M	K	E	R
U	P	E	M	I	H	O	N
C	H	I	T	G	A	M	I
H	I	P	O	G	E	U	M
E	N	Y	M	I	F	M	A
O	X	R	B	Z	F	M	S
P	R	A	S	A	R	Y	T
S	I	M	O	G	E	T	A
E	R	I	M	A	N	O	B
R	I	D	A	S	O	T	A
E	R	T	U	O	T	D	S
R	U	O	I	M	S	S	D

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TIMELINE

