

# Unit 2 Overview

**Unit objectives:** learn ordinal numbers and dates; talk about the past

**Vocabulary:** ordinal numbers (first to thirty-first), dates (years)

**Grammar:** *play/played, listen/listened, left, went, saw, rode, swam, What did he discover?*

**Reading:** blog entries

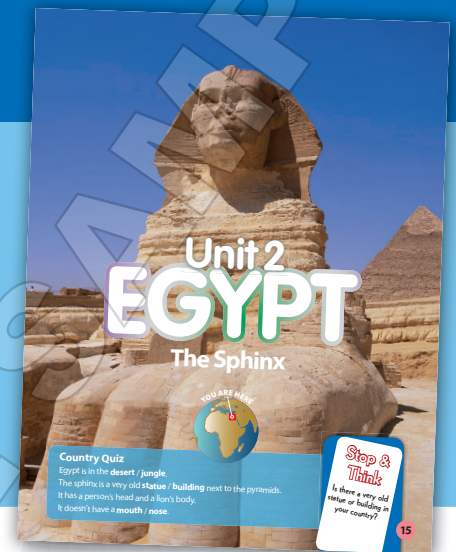
**Writing:** a blog entry

**Cross-curricular focus:** History – Egypt

**Country focus:** Egypt

**Overview materials:** map/globe of the world; realia or pictures of Egypt

**Short lesson option:** b & c



## Culture Connection

- The picture shows the Sphinx of Giza, which is near the pyramids in Egypt. It is carved out of rock and has the body of a lion and the head of a human. The statue is 45 meters long.
- The River Nile is in Egypt. It is the longest river in the world – more than 6,600 kilometers long.
- Tutankhamun was a famous king of Egypt. Cairo's Egyptian Museum has lots of information about him. You can also visit Tutankhamun's tomb in the Valley of the Kings.

### a Warmer

Point to the You Are Here map on the unit opener picture, or use your own map/globe. Ask *What country is this? (Egypt)*. Use the realia or pictures and elicit what the children know about Egypt.

### b Picture activity

Tell the children to look at the picture of the Sphinx. In pairs, they describe the picture, e.g. *I can see a big statue. It looks like it is made of rock. It is brown. It is a very nice day.*

### c Visual literacy

This feature develops visual literacy by encouraging the children to use their prior knowledge to interpret the picture. Have the children imagine they are going to visit the pyramids. In pairs, they discuss what they will need to take with them, e.g. *water, comfortable clothes, hat, camera*. Write new words on the board. Ask them what activities they will do there.

### d Country Quiz

Ask the children to read the sentences and choose the correct words. Check answers orally.

**Answers:** desert; statue; nose

### e Stop & Think

Choose a child to read the Stop & Think question. Ask the children to think of old statues and buildings in their country and describe them: where they are, how old they are, what they represent, and their history. Ask them if they know any old buildings in other countries, e.g. the Coliseum in Rome, the Parthenon in Athens.

### f Wrap up

Ask the children to play the "Chain game," based on a trip to the pyramids, e.g. Child 1: *I went to the pyramids and I took a water bottle ...* Child 2: *I went to the pyramids and I took a water bottle and a camera.*

## Picture activities for Unit 2

### Lesson 2, after Activity 1

In pairs, the children look at the picture and imagine they were there the day before. Ask them to make sentences about what they did, e.g. *I had breakfast and I went to the pyramids.*

### Lesson 3, after Activity 1

Ask the children to think about what Mia or Luke wrote in their blog when they saw the Sphinx. Invite children to tell you their ideas, e.g. *I got up very early. I went to see the Sphinx and I took a picture.*

### Lesson 5, after Activity 2

Write on the board: 2,500, 3,050, 4,500 B.C. Have the children guess when the Sphinx was built (4,500 B.C.).

**Learning objective:** use ordinal numbers

**New vocabulary:** ordinal numbers: first to thirty-first

### Warmer

Review numbers with the class. Choose a child to start at *one* and point to children to continue counting. Carry on for as long as possible.

- 1** **CD 1, Track 8** Have the children look at the calendar. Ask if they have one at home and what kinds of events they note on it, e.g. birthdays, parties, sports practice, etc. Play the CD for the children to listen and read. Ask *What's going to happen on October 9th?* Encourage the children to find the answer in the letter (*Sports Day*). Play the CD again with pauses for the children to repeat sentences. Ask the children what date the School Dance is (*15th*) and what is happening on the 22nd (*Music Day*). Practice chorally the pronunciation of *fifteenth* and *twenty-second*.

### Activity extender

Ask children to look at the calendar and choose an event to act out. The other children guess the event and say the date.

- 2** **CD 1, Track 9** Have the children look at the list and point to the days with missing numbers. Play the CD. Have the children listen for the missing dates and then write them in the correct places in the list. Pause the CD after each missing date to check answers.

**Answers:** fifth, eighth, ninth, twelfth, fifteenth, nineteenth, twenty-second, thirty-first

### Blended Teaching Tip

Use the Interactive Student's Book page to do open class feedback for Activity 2. Invite children to the board to write their answers using the pen or text tool. Ask the class for feedback and check answers using the answer reveal.

Unit 2
Lesson 1
Vocabulary

1 Listen and read. When is the school dance?

Dear Children and Parents,

October is going to be fun! We have lots of special days. Remember these dates: we start with Make a Cake Day on October **fifth** and then it's Parents' Evening on October **eighth**. Sports Day is on October **ninth**. Put on your sneakers or come and watch! School pictures are on October **twelfth** and the School Dance is on the **fifteenth**. School closes on October **nineteenth** for teacher training. Music Day is on October **twenty-second** and there's a party on the **thirty-first**. Let's have some fun! Happy October!

Mrs. Williams  
The Principal

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1 <sup>st</sup> first	2 <sup>nd</sup> second	3 <sup>rd</sup> third	4 <sup>th</sup> fourth	5 <sup>th</sup>	6 <sup>th</sup> sixth	7 <sup>th</sup> seventh
8 <sup>th</sup> parents' evening	9 <sup>th</sup>	10 <sup>th</sup> tenth	11 <sup>th</sup> eleventh	12 <sup>th</sup> school pictures	13 <sup>th</sup> thirteenth	14 <sup>th</sup> fourteenth
15 <sup>th</sup> school dance	16 <sup>th</sup> sixteenth	17 <sup>th</sup> seventeenth	18 <sup>th</sup> eighteenth	19 <sup>th</sup> school closed!	20 <sup>th</sup> twentieth	21 <sup>st</sup> twenty-first
22 <sup>nd</sup>	23 <sup>rd</sup> twenty-third	24 <sup>th</sup> twenty-fourth	25 <sup>th</sup> twenty-fifth	26 <sup>th</sup> twenty-sixth	27 <sup>th</sup> twenty-seventh	28 <sup>th</sup> twenty-eighth
29 <sup>th</sup> twenty-ninth	30 <sup>th</sup> thirtieth	31 <sup>st</sup>				

2 Listen and write the dates in the calendar.

3 Ask a friend.

1 What's the date today?  
2 When's your birthday?  
3 When's your mom's birthday?  
4 How many days are there in January?

5 What's the last date in March?  
6 What's the date next Saturday?  
7 What was the date yesterday?  
8 What's your favorite date? Why?

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- 3** Ask the first question and encourage children to say today's date. In pairs, the children ask and answer the questions. Remind them to use the numbers from Activity 2. Walk around to check they are using the ordinal numbers correctly.

**Answers:** Children's own answers.

### Competency development: Collaborate and Communicate

In this activity, the children talk to a friend to **practice effective communication**. To develop the competency, encourage them to listen carefully and correct any errors their friend makes.

### Lesson extender

Ask children to tell you when their birthday is and what they did on their last birthday. Encourage them to use verbs from the lesson.

### Wrap up

Ask a child to draw a number in the air. The other children call out the date, e.g. *the sixteenth*. You can ask children to do this in small groups.

**Learning objective:** talk about the past

**New grammar:** *play/played, listen/listened, left, went, saw, rode, swam*

**Vocabulary review:** *ninth, twelfth, twentieth*

### Warmer

Write these verbs on the board: *went* and *saw*. Say *Yesterday I went to the park and I saw a big dog*. Mime walking for *went* and point to your eyes for *saw*. Encourage children to say a sentence similar to yours, using *went* and *saw*.

- 1** **CD 1, Track 10** Ask the children to describe the picture. Play the CD for the children to listen and read. Ask *What can Mia and Luke see from the flying machine?* Encourage children to answer *the Sphinx*. Prompt with the simple past verbs in the text to elicit the present tense (*left – leave, went – go, saw – see, rode – ride, swam – swim, was – is*). Divide the class into boys and girls. Ask the boys to read Luke's part and the girls Mia's part chorally.

← You can now go back to the unit opener (Teacher's Edition p.31, Student's Book p.15) and do the additional picture activity for this lesson.



### Discover Grammar

Ask the children to read the dialog again and circle the verbs in the simple past tense. Then have them look at the verbs in the Discover Grammar box and label the columns irregular or regular. Check answers orally. Ask the question and point out the grammar box. Have the children check the correct answer in their book. Check answers as a class.

**Answers:** a) left, went, saw, rode, saw, did, swam, was; regular, irregular b) regular



### Competency development:

#### Think

In this activity, the children develop **critical thinking** by analyzing language use. To develop the competency, have the children think of ways to learn irregular simple past verbs.

### Activity extender

Practice the pronunciation of the simple past of regular verbs exaggerating the /ɪd/, /t/, and /d/ sounds.

**Unit 2 Lesson 2 Grammar** We left five days ago. We played soccer.

**1 Listen and read.** What can Mia and Luke see from the flying machine?

Mia: When did we leave home, Luke?  
 Luke: We left five days ago, on October ninth.  
 Mia: Oh, yes.  
 Luke: Look! There's the Sphinx! You're going to love Egypt, Mia.  
 Mia: Why do you say that?  
 Luke: Because I went there a year ago and I saw some amazing things.  
 Mia: What did you do last year?  
 Luke: I rode a camel, I saw the pyramids, and I swam in the Red Sea on July/twentieth! Are you sure it was the twentieth?  
 Mia: Yes! It was my twelfth birthday.

**Discover Grammar**

a) Read Activity 1 again. Circle the verbs in the past tense. Label irregular or regular.

played	went
watched	left
listened	saw

b) Check (✓) the correct answer. Which verbs end in -ed?  
 regular ☐ irregular ☐

**2 Unscramble the sentences.**

- I went to a year ago / Egypt
- saw / some amazing things / I
- rode / I / a camel
- I / the pyramids / saw
- went / I / to the beach

**3 Talk to a friend.**  
 Tell him / her what you did:  
 last summer    last week    your last birthday    yesterday

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- 2** Tell the children to unscramble the sentences and write them in the correct order. Do the first one as a class. Ask the children to work individually to complete the activity. Ask children to come to the board and write the answers.

**Answers:** 1 I went to Egypt a year ago. 2 I saw some amazing things. 3 I rode a camel. 4 I saw the pyramids. 5 I went to the beach.

- 3** Read the prompts aloud. Encourage the children to form complete questions and write them on the board, e.g. *How old were you last summer? Where did you go last week?* In pairs, the children ask and answer the questions. Monitor to check question intonation and correct use of vocabulary.

**Answers:** Children's own answers.



### Competency development: Collaborate and Communicate

In this activity, the children **build effective communication** as they ask each other questions about the past. To develop the competency, tell the children to continue the conversation by asking follow up questions e.g. *Where did you go on vacation last year? How was it?* This helps develop **meaningful communication** in a realistic context.

### Wrap up

Divide the children into two or three groups. Have a spelling race on the board with the ordinal numbers from Lesson 1. Award a point for correct spelling.



**Learning objective:** read a blog and develop reading skills: comprehension, making connections

**Grammar review:** simple past (regular and irregular)

**Vocabulary review:** *sixth, seventh, eighth*

### Warmer

Ask children whether or not they keep a diary or journal. If they do, what kind of things do they write about in it? Make sure they all know what a blog is (*a diary or journal written on the Internet*). Do any of them write a blog?

- 1** **CD 1, Track 11** Ask the children to describe the pictures. Play the CD for the children to listen and read. Ask the children to match the entries to the pictures. Ask *What did Steve forget to take to school on April 6th? (his homework) What did he do after lunch on the 7th? (He played soccer.)* Divide the children into three groups. Each group reads a different day from Steve's Blog.

**Answers:** April 6th – bottom picture; April 7th – top picture; April 8th – middle picture.

### Blended Teaching Tip

Use the text tool to cover each blog entry. Ask the children to look at the pictures and guess what the blog might be about. Do Activity 1 as a listening activity, pausing the audio after each entry and eliciting guesses from the children, but don't reveal the answers. Have them read to confirm their guesses, then check answers as a class.

← You can now go back to the unit opener (*Teacher's Edition p.31, Student's Book p.15*) and do the additional picture activity for this lesson.

- 2** Ask the three groups to read their paragraph again. Then, ask one child from the April 6th group to read the paragraph aloud and pause after each sentence. After each pause, the other two groups identify anything that is different from their day. In pairs, the children answer the questions in Activity 2. Check answers orally.

Unit 2 Lesson 3 Reading Comprehension • Making connections

1 Listen, read, and match.

Steve's Blog

April 6th  
It was sunny and I was happy. I got up and had breakfast. Then I went to school, but I forgot my homework. The teacher was mad. My friends had PE, but I sat in the classroom and did my homework. After lunch, we had art. I drew a picture of the teacher. It was a good picture, but she didn't like it. She took me to see the principal.

April 7th  
It was rainy. In the morning, I said, "Today is going to be a good day." I took my homework to school. The teacher was happy. I worked hard all morning. I didn't draw any pictures. After lunch, we played soccer on the field. I got really dirty. The teacher was angry! She took me to see the principal. I wore my PE shorts all afternoon. I wasn't happy.

April 8th  
I took my homework to school. I worked hard. I didn't draw any pictures. I didn't play soccer, and I wore clean clothes today. The principal came into our classroom. She looked around and said, "Is Steve Smith at home today?"

2 Look and write.

- 1 Compare the weather on the 6th and the 7th.
- 2 How did the teacher feel on the 6th and the 7th?
- 3 Did Steve see the principal all three days?
- 4 Why did the principal think that Steve wasn't at school on the 8th?

3 Circle.

How do you feel when you get into trouble? happy / sad / mad / frustrated

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**Answers:** 1 It was sunny on the 6th and rainy on the 7th. 2 The teacher was mad on the 6th and happy and angry on the 7th. 3 Yes. 4 Because Steve didn't do anything wrong so his teacher didn't send him to see the principal.

### Competency development: Think

In this activity, the children **compare and contrast information to identify patterns** and their significance. Encourage them to use the information they gain through this to work out the answer to question 4.

- 3** Ask the children to close their eyes and remember the last time they got into trouble. Have them picture the situation in their mind. Ask them to think about who was there, what happened, and how they felt. Share stories with the class.

### Competency development: Me

In this activity, the children consider the **consequences of behavior**. To develop the competency, tell the children to compare and contrast the stories. Did they experience the same feelings?

### Wrap up

Ask the children to imagine they have a blog and write two sentences about today. Invite children to read aloud their sentences.

**Learning objective:** write a blog entry

**Grammar review:** simple past

**Vocabulary review:** ordinal numbers

**Materials:** Writing File 2

### Warmer

Call out sentences, e.g. *I go to school at nine.*  
*I wear a uniform to school.* Ask the children to change them to talk about the past, e.g. *I went to school at nine. I wore a uniform to school.*

- 1 Tell the children they are going to write a blog entry about a day last week. Have them choose the day and write it on the line.
- 2 Ask a volunteer to read the strategies and examples. Then have them work in pairs to find more examples in the text. Have them draw a line from the example to the appropriate strategy.

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Have the children do Workbook p.15 for additional material to support their Student's Book writing. Once the Workbook lesson is completed, ask the children to go back to their Student's Book for Activities 3 and 4.

- 3 Ask the children to plan their own blog entry by working through the questions individually. If possible, put on some quiet thinking music as they work.
- 4 Distribute Writing File 2 to each child. Ask the children to work on their own to write a blog entry based on their notes in Activity 3. Then have them exchange their writing with a partner and comment on each other's work. Finally have them change partners and read their blog aloud to each other.

Writing File 2



### Competency development: Collaborate and Communicate

In this activity, the children work with a friend to practice **effective communication** about a blog entry they have written. To develop the competency, they **assess and comment** on each other's work, to help consolidate new language and improve their ability to communicate.

Unit 2 Lesson 4 Process Writing Writing a blog entry

**1 Task.**  
You are going to write a blog entry about a day last week.  
Which day are you going to write about? \_\_\_\_\_

**2 Think about structure and content.**  
Read the strategies and find other examples in Steve's blog.

① Give the date at the top of each entry:  
April 14th

② Say what the weather was like:  
It was sunny.

③ Use lots of past tense verbs:  
get up, had

④ Use time phrases:  
After lunch, in the morning

⑤ Give your feelings:  
I was happy.

**3 Plan.**  
What was the date? \_\_\_\_\_  
What was the weather like? \_\_\_\_\_  
Which past tense verbs are you going to use? \_\_\_\_\_  
Which time phrases are you going to use? \_\_\_\_\_  
How did you feel? \_\_\_\_\_

**4 Write and share.**  
Use your notes from Activity 3 to write a blog entry about last week.  
Use your Writing File Worksheet.  
Share your writing with your classmates.

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### Lesson extender

Write some of the errors you noticed on the board. Ask the children to correct them. Encourage the children to go through their blog again and correct any errors.

### Wrap up

Have the children walk around the classroom and read each other's blogs. Mingle with the children and ask them which day is the most interesting and why.

**Learning objectives:** learn how to talk about dates; explore the value of respecting older people

**New vocabulary:** dates (years)

**Vocabulary review:** ordinal numbers

### Warmer

Ask children to say their birthday, to review ordinal numbers. Then invite children to write the year they were born on the board (in numbers). See if any of them know how to say the year in words.

- 1** **CD 1, Track 12** Ask the children to look at the picture. Ask if they watch game shows and which are their favorite ones. Say that they are now going to answer some game show questions. Play the CD for the children to listen and read. Ask *Who was Elvis Presley? (a famous singer)* *Who wrote Harry Potter? (J.K. Rowling)* *Who invented the telephone? (Alexander Graham Bell)* Play the CD again. Ask the children to read along. In pairs, the children match the dates to the facts. Check answers orally.

**Answers:** 1 1969 2 1977 3 1903 4 2008  
5 1876 6 2007

- 2** Ask the children to read the example, then complete the activity.

Check the answers by asking the children to swap their book with a friend and mark each other's work. Write the answers on the board.

**Answers:** 1 2008 2 1977 3 1969 4 1876  
5 2007 6 1903

### Competency development: Learn

In this activity, the children demonstrate **previously acquired understanding**. To develop the competency, point out how they are building on what they know (numbers) to acquire new knowledge (how to say years) and encourage them to use this technique whenever they can to become even more effective learners.

You can now go back to the unit opener (Teacher's Edition p.31, Student's Book p.15) and do the additional picture activity for this lesson.

**Unit 2 Lesson 5 Vocabulary**

**1 Listen and match.**

- When did the first man walk on the moon?
- When did the famous singer Elvis Presley die?
- When did the first airplane fly?
- When were the Olympics in China?
- When did Alexander Graham Bell invent the telephone?
- When did J. K. Rowling write the seventh Harry Potter book?

**2 Write the years.**

- Two thousand eight
- Nineteen seventy-seven
- Nineteen sixty-nine
- Eighteen seventy-six
- Two thousand seven
- Nineteen-o-three

**3 Listen to the song. Write the missing dates.**

Where Were You?  
Talk to your grandma.  
Ask him, "Where were you,  
In \_\_\_\_\_?  
When man walked on the  
moon?"  
Talk to your grandma.  
Ask her, "Did you cry,  
In \_\_\_\_\_?  
When Elvis went to heaven?"  
Talk to older people.  
Ask them, "Where were you?"  
"When were you born?"  
"What did you do?"

Talk to your grandma.  
Ask him, "What did you do,  
Before we had computers,  
In \_\_\_\_\_?"  
Talk to older people.  
Ask them, "Where were you?"  
"When were you born?"  
"What did you do?"

Talk to your grandma.  
Ask her, "How old were you,  
When you had your first TV,  
In \_\_\_\_\_?"

Talk to older people.  
Ask them, "Where were you?"  
"When were you born?"  
"What did you do?"

2008 1903  
1969 1876  
2007

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### Blended Teaching Tip

Display the Interactive Student's Book page. After doing Activity 2, do the activity again backwards. Use the text tool to block out the words, but leave the numbers visible. Have the children work in pairs to write down the years in words.

- 3** **CD 1, Track 13** Ask the children to describe the picture. Play the CD for the children to fill in the missing dates. Check answers on the board. Play the CD again. Encourage the children to sing along.
- Answers:** 1969, 1977, 1962, 1942

### Lesson extender

Ask the children to think about the value in the song (talking to/respecting older people). Ask *Do you talk to older people? What do you talk about? Do you ask them about life in the old days?* Ask children to tell the class one thing they have learned from their grandparents.

### Wrap up

Say phrases from the song. Pause and have the children say the next word.

**Learning objective:** ask about past events

**New grammar:** *What did he discover?*

**Vocabulary review:** dates (years)

**Grammar review:** simple past

### Warmer

Ask the children what they know about Tutankhamun. Ask *Have you seen pictures of his tomb before? Do you know what Egyptian mummies are? (dead bodies wrapped in bandages)*

- 1** **CD 1, Track 14** Ask children to describe the picture. Play the CD for the children to listen and read. Ask *What are they talking about? (tombs, mummies, explorers)* Write on the board *He visited Egypt when he was 16. He discovered Tutankhamun's tomb. He returned to the tomb to explore it.* Tell the children to close their book and listen to the CD again. This time they note the year for each of the three events on the board.



### Discover Grammar

- Have the children find the examples in the text.
- Point out the grammar box as a useful summary of the structure. Ask the children to circle the word you need to use to ask a question in the simple past. Ask a child for their answer and ask the rest of the class if they agree.

**Answer:** did



### Competency development: Think

In this activity, the children **reflect upon and manipulate information**. To develop the competency, encourage the children to analyze the word order in the questions and compare it to the word order of sentences. Supply sentences for them to turn into questions.

### Activity extender

Say a *wh-* question word and *did* and have the children finish the question, e.g. T: *When did ...* Ch: *... you go to the movies?* Answer the question. Continue, with children taking turns prompting and finishing.

Unit 2 Lesson 6 Grammar What did he discover?

**1 Listen and read. What are they talking about?**

Luke: Hey, Mia. Listen to this. Howard Carter was an explorer. He lived in the UK. He visited Egypt in 1890 when he was 16.

Mia: Howard who? Is he famous?

Luke: Yes, he is. In 1922 he discovered Tutankhamun's tomb. His friend Lord Carnarvon was with him.

Mia: What did Carter do?

Luke: He opened a door and looked into the tomb. He didn't walk in. In 1923 he returned and he worked in the tomb for nine years.

Mia: What did he discover?

Luke: He discovered Tutankhamun's mummy, his mask, and many beautiful things.

Mia: What did Lord Carnarvon do?

Luke: Lord Carnarvon touched the mask. Carter didn't touch it. Carnarvon died in Egypt.

Mia: Can we visit the tomb today?

Luke: Yes, we can, but don't touch the mask!

**Discover Grammar**

- Find these examples in Activity 1.  
*What did Carter do? What did he discover?*
- Circle.  
What word do we need for questions in the past tense?  
*did / do*

**2 Complete and match.**

1 What _____ Howard Carter and Lord Carnarvon discover in 1922?	1923
2 _____ did Carter visit Egypt for the first time?	Tutankhamun's tomb
3 When _____ Carter discover the mummy and his mask?	1890

**3 Talk to a friend.**

- Where were you born?
- When did you start learning English?
- What did you do yesterday?
- What did you eat for lunch?

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- 2** Ask the children to work in pairs to complete the questions and then match them to the answers.

**Answers:** 1 did; Tutankhamun's tomb 2 When; 1890 3 did; 1923

**3**



Tell the children where you were born. Ask them *Where were you born?* Read the other questions and have them work in pairs to ask each other.

**Answers:** Children's own answers.



### Competency development: Collaborate and Communicate

In this activity, the children ask and answer questions with a friend to **build effective communication** and to learn more about their friend. To develop the competency, have the children **report back to the class** about what they learn. This means that they have a real incentive to ensure clear communication.

### Lesson extender

Have the children close their book. Read out the questions from Activity 3 and encourage the children to answer. Alternatively, you could read out the answers and have the children remember the questions.

### Wrap up

Distribute drawing paper and have the children draw a picture for an important date. Have them write the date on the picture.



**Learning objectives:** read about the museum in Cairo; learn more about Egypt's history

**Vocabulary review:** dates

**Materials:** information about Ancient Egypt

### Warmer

Have a class discussion about museums. Ask questions, e.g. *Do you go to museums? Do you like them? Which is your favorite museum?*

- 1 Have the children describe the pictures. Ask the children to read through the text silently. Ask questions about the texts, e.g. *What was the name of the King of Egypt? (Tutankhamun)* In pairs, the children copy the chart into their notebook and then complete their chart with information from the text. Check answers by writing the chart on the board and having children add the words. Point out the picture alphabet at the bottom of the text. Elicit or explain that the pictures are hieroglyphs and that these are what the Egyptians used to write – they didn't use letters and words like us.

**Answers:** **His life:** Born in 1343 B.C. Lived in Egypt, near the Nile River. Died in 1324 B.C. **Why is he famous?:** Because Howard Carter discovered his tomb in 1922. **Where can you learn more about him?:** From his tomb in the Valley of the Kings.

### Think Twice

- 1 Ask the children to circle the correct answer. Then, ask them how they know this (besides the words inviting us to *Visit Tutankhamun's tomb in the Valley of the Kings*, they can infer that he would be buried there because he was a king.)
- 2 Have the children use the chart in Activity 1 to write their own name in hieroglyphs. Invite children to write their name using the hieroglyphs on the board.

**Answers:** 1 True 2 Children's own answer.

### Stop and reflect

Reflect back on the unit to review what the children have learned about Egypt. Pause for ten seconds to give them time to think. Ask questions, e.g. *Can you describe the sphinx? What doesn't it have? Would you like to live in Egypt? Why or why not? Can you think of any things that are the same about Egypt and your country?*

**Unit 2 Lesson 7**

**Let's visit... EGYPT**

**1 Read and complete.**

**WELCOME TO THE EGYPTIAN MUSEUM IN CAIRO!**

Hi, kids! You're going to love the King Tut room.

First, read about the world's most famous pharaoh.

Tutankhamun was born in 1343 B.C. He lived near the Nile River in Egypt. He was King of Egypt when he was nine.

He was king for nine years. He died when he was eighteen or nineteen in 1324 B.C. How did he die? We don't know.

Why is he famous? Because Howard Carter discovered his tomb in 1922.

Tutankhamun's mummy was in the tomb. He wore a beautiful gold mask. The tomb was full of beautiful things.

There were pictures and hieroglyphs in the tomb, too.

Want to know more? Visit Tutankhamun's tomb in the Valley of the Kings.

**Picture 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

**Think Twice**

- 1 Read and circle. Tutankhamun's tomb is in the Valley of the Kings. True / False
- 2 Write your name using hieroglyphs.

**Travel Tester**

Who was the mummy's mom?

### Lesson extender

#### Cross-curricular focus: History

Distribute drawing paper and tell the children they are going to do a mini history project about Egypt. Have them write a short text and draw a picture. Allow them to refer to their book and also to use the information you brought about the history of Egypt. Ask the children to prepare their mini project. Display them around the classroom.



### Travel Tester

Ask the children to find out at home who Tutankhamun's mom was. Discuss the information they discover at the beginning of the next class.

**Answer:** Nefertiti or Kiya



### Competency development: Act

In this activity, the children develop what they learned by carrying out **further research**. To develop the competency, have them ask their family the question before doing other research.

### Wrap up

Play a game of statues. Ask the children to pose like Tutankhamun. Call out verbs in the simple present and past. The children move for verbs in present and stay still for verbs in past.

Ask the children to bring in magazine/Internet information and pictures of famous people in the history of their own country for the next lesson.



**Learning objective:** write about and present a famous person from history

**Vocabulary review:** dates

**Grammar review:** simple past

**Materials:** magazine/Internet information/pictures about famous people from history

### Warmer

Elicit the answer to the Travel Tester question from Lesson 7, which children researched at home. (*Tutankhamun's mom was Nefertiti or Kiya.*)

Ask the children to think of famous people from history. Write their ideas on the board and add some of your own.

- 1 Ask the children to work in pairs. Ask the children to read the chart silently. Have the children use the information they/you brought to choose a famous person from history. Allow them time to choose, and then have them call out the famous person they are going to write about. Have them complete the planner by supplying dates or other details if necessary. Ask the children if they can think of any more things to add.

### Competency development: Collaborate and Communicate

In this activity, the children **work in pairs** to complete a project. To develop the competency, have the children divide the tasks up between them. This way they are both participating fully and contributing different information. Allocating different tasks is a great way to promote truly **collaborative learning**.

- 2 Ask the children to use the model to write about the famous person from history.

### Activity extender

Have a class vote to find the most popular person from history in the children's country. Compare the children's opinions. If you can, add to the information using your own knowledge or the information you brought. Write on the board: *The most famous person in our history is ...* and add the name of the person who got the most votes.

Unit 2 Lesson 8 Project Time

**1 Plan.**

- Work in pairs. You will present an important person from history.
- Complete the planner.

Name	His / Her life	Why is she / he famous?	What did he / she do?	Where can you learn about him / her?
	Born _____	artist		
	Lived _____	writer		
	Died _____	inventor		
		explorer		
		singer		
		other _____		

**2 Do.**

- Use the model below to prepare a presentation about an important person.
- Decide who will do each part. Make sure everyone speaks.

\_\_\_\_\_ was born in \_\_\_\_\_. He / She lived in \_\_\_\_\_.  
 He / She died in \_\_\_\_\_. He / She was a \_\_\_\_\_.  
 You can learn about him / her \_\_\_\_\_.

**3 Show.**

- Bring in pictures, drawings, maps, or posters to make your presentation great!
- Present your important person to the class.

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### Blended Teaching Tip

Ask the children what they have learned about Canada and Egypt. Open the Culture Video on the Interactive Classroom DVD-ROM. Use the Video Teacher's Notes to guide the children through the Video Worksheet.

- 3 Give the children some time (ten minutes) to allocate parts and practice their presentation. Then invite pairs to come to the front and give a mini-presentation to the class, based on what they have prepared in Activity 1 and Activity 2. Encourage them to use visuals to make their presentation more interesting.

### Wrap up

Invite children to read their description of a person from Activity 2 without revealing the person's name. Encourage the rest of the class to guess the person.

**Learning objective:** review grammar and vocabulary from Unit 2

**Grammar review:** simple past (regular and irregular verbs)

**Vocabulary review:** dates (years), ordinal numbers

### Warmer

Call out known verbs at random, e.g. *see, walk, play, take, come, have, do, go*, etc. Each time, ask the children to call out the simple past form of the verb.

- 1 Read the text aloud and give the children a time limit to read the statements and circle *True* or *False*. Ask the children to check their own work as you elicit the answers. Have them write their score in the box.

**Answers:** 1 False 2 False 3 True 4 True 5 True

- 2 Give the children a time limit to read the sentences and choose the correct verb. Ask the children to check their own work as you elicit the answers. Have them write their score in the box.

**Answers:** 1 walked 2 died 3 were 4 was 5 touched

- 3 Ask the children to work on their own to write the answers to the questions. Again, give them a time limit. Ask the children to check their own work as you give them the structure for the answer. Have them write their score in the box, then write in their total score.

**Answers:** 1 I was born in ... 2 I got up at ...  
3 Yesterday (the date) was ... 4 On Saturday I went to ... 5 Yesterday I (verb in the past) ...



### My Progress

Congratulate the children on working so hard. Ask children what they thought was the most interesting thing they learned about Egypt in Unit 2. Ask the children to work in groups of three to read and discuss the *I can* statements, then do each task. Then have them work individually to check the boxes.

### Wrap up

Ask the children content questions about Unit 2.

### Blended Teaching Tip

Use the Interactive Poster on the Interactive Classroom DVD-ROM. Encourage the children to read and listen to the sentences in the Useful Language box and match them to the photos. Then, ask the children to use the pictures to make more sentences using the same structures.