

Ancient Egyptian Civilization

Explanatory Notes for Teachers

Level: S1

Topic: Ancient Egyptian Civilization

Supporting Teaching Materials: Information sheet on ancient Egyptian civilization

Students' Prior Knowledge

Before this ELA unit, students have learnt about ancient Egyptian civilization through the medium of Chinese

Aims and Objectives

I. Content Objectives

After the ELA activities, students should be able to use English to

1. demonstrate their understanding of key features of ancient Egyptian civilization; and
2. describe some of the social practices of ancient Egyptian civilization

II. Language Objectives

After the ELA activities, students should be able to

1. understand and use the English terms related to this topic (e.g., *ancient Egypt, Egyptian, civilization, Nile, pharaoh, social classes, nobles, chief priests, landowners, commoners, slaves, criminals, famous, inventions, sundial, pyramid, mummies, shaduf, papyrus, plough*);
2. understand the key ideas of the English instructional text entitled *Ancient Egyptian Civilization*, e.g.,
 - *Egyptian civilization developed around the valley of the river Nile*
 - *The pharaoh was the king or leader of ancient Egypt.*
 - *Under him, there were three social classes.*
 - *Nobles, chief priests and landowners made up the highest class.*
 - *The middle class was the commoners.*
 - *Slaves and criminals made up the lowest class.*
 - *The most famous invention of the ancient Egyptians was papyrus.*
 - *Papyrus was a form of paper made from reeds that grew on the banks of the river Nile.*
 - *A pyramid was the tomb for a pharaoh or an important person.*
 - *The largest pyramid, the Great Pyramid, was built around 2000 B.C.*
 - *Mummies were dead bodies preserved in a special way by the ancient Egyptians.*
 - *The ancient Egyptians invented water clocks and sundials to tell the time.*
 - *They also invented a calendar with 365 days in a year and 24 hours in a day.*
3. use correct phrasal verbs (e.g., *made of, made by, made for, built for and built by*) to complete a cloze passage on ancient Egypt;
4. write the main points of the lesson in eight complete sentences by rearranging the given words for each sentence in the correct order

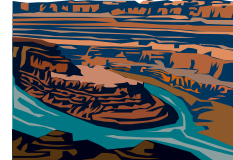
Procedure:

1. The teacher should refer to the information sheet and give an account of the key features of ancient Egyptian Civilization.
2. The teacher should then give students Exercise 1 and ask them to match the words about ancient Egypt with the corresponding meanings.
3. The teacher should then revise the multi-word verbs used in the information sheet and draw attention to the passive voice constructions explaining how they are used to show how something was created or made (Exercise 2).
4. With the multi-word verbs in the worksheet, the teacher should then ask students to complete Exercise 2 by filling in the missing verbs.
5. Finally, the teacher should give students Exercise 3 and ask them to construct complete sentences about ancient Egyptian civilization and inventions.

Ancient Egyptian Civilization



Egyptian civilization (文明) developed (發展) around the valley of the river Nile – the longest river in the world. The Nile flows from the centre of Africa northwards to the dry and rainless deserts (沙漠) of Sudan and Egypt. Although most of Egypt is a desert country with little rain, the valley of the Nile is very fertile (肥沃). This is because the Nile flooded (泛濫) every year in the past and the floods left thick black mud (泥) on both sides of the river. This thick black mud created the fertile soil on which the ancient Egyptians could grow their food and raise their animals.



The Social Classes

The pharaoh was the king or leader of ancient (古代) Egypt.

Under him, there were three social classes.

- Nobles (貴族), chief priests (主祭司) and landowners made up the **highest** class.
- The middle class was the commoners.
- Slaves (奴隸) and criminals (罪犯) made up the **lowest** class.

Ancient Egyptian inventions

The Egyptians were good at inventing things to make their lives easier. They invented the plough (犁) and the shaduf (汲水吊杆). These tools were **made of** iron and wood and were useful for farming. The plough helped farmers to dig up the soil and plant crops. The shaduf helped them to bring water up from the river on to the fields at the side of the river. The most famous invention of the ancient Egyptians was ‘papyrus’. This was a form of paper **made from** reeds (紙草) that grew on the banks (岸) of the Nile.

Architecture (建築)

A **pyramid** was the tomb for a pharaoh or an important person. The largest pyramid, the Great Pyramid, was **built** around 2000 B.C. **for** the Pharaoh Cheops. It is **located at** (位於) Giza near to Cairo which is now the capital city of Egypt. Near the Great Pyramid is the Sphinx. The pyramids and the Sphinx are symbols of Egyptian civilization.

Mummies



The Egyptians believed that a person's soul (靈魂) would never die. If his dead body was kept **properly** (正確地), his soul would return to it one day. So they **preserved** (保存) the dead body in a special way.

Science

Ancient Egyptians invented water clocks and sundials (日規) to **tell** the time. They also invented a calendar with 365 days in a year and 24 hours in a day.



Ancient Egyptian civilization first started to develop in about 3500 B.C. The civilization started to decline (衰落) from about 1200 B.C. Egypt was conquered (征服) by many different peoples from surrounding countries including Assyrians, Persians, Greeks and Romans and the civilization slowly died when Christianity was introduced to Egypt.

Exercise 1

Match column A with column B.

Column A		Column B
1. papyrus	_____	a. people who broke the law
2. shaduf	_____	b. paper made from paper reeds
3. sundial	_____	c. a tool to tell the time
4. pyramid	_____	d. people who were kept to work for their master
5. pharaoh	_____	e. a tool for digging the land
6. mummies	_____	f. a tool to get water for farming
7. plough	_____	g. a building with triangular sides
8. slaves	_____	h. dead bodies which have been specially treated
9. criminals	_____	i. king of Ancient Egypt

Exercise 2

Make use of the following phrases to fill in the blanks given.

Verb	Meaning
(be) situated at / in (be) located at / in	(where a place is / the location of a place)
(be) made of	(the material can still be identified)
(be) made from	(the material can't be identified)
(be) made by	(the agent who does the work)
(be) made for	(the person something is made for)
(be) built for	(the person something is built for)
(be) built by	(the person who does the work)
consist of (active voice) (be) composed of	(the whole is made up of different parts)



Egypt is (1) _____ Africa. It is one of the world's ancient civilizations. The pharaoh was the head of the country. Egyptian society (2) _____ three social classes. The highest social class was (3) _____ nobles, priest and landowners. The lowest social class (4) _____ slaves and criminals.

Pyramids were (5) _____ pharaohs as tombs. Some people thought that pyramids were (6) _____ slaves.

Egyptians were clever. They invented the plough and shaduf for farming. The plough was made (7) _____ iron ore. The shaduf was (8) _____ wood. They were (9) _____ farmers.



The water clock and the sundial were invented to tell the time. A sundial (10) _____ a plate (盤面) and a pointer (指針).

Exercise 3 (Sentence making)

Make use of the following given words and phrases to write a complete sentence.

1. situated / to / the west of / Hong Kong / Egypt / is

2. for farming / the black mud / Egyptians / made use of (利用) / from the flood water

3. of / Egyptian / was composed / three groups / society

4. into / pharaoh's / were made / dead bodies / mummies / the

5. which / Egyptians / papyrus / reeds / was made from / wrote on

6. made of / huge stones / pyramids / were

7. were / to bury (埋藏) / Pharaohs' mummies / pyramids / used

8. the time / the sundial and the water clock / were invented / to tell

9. to help / plough and shaduf / farmers / by workers / were made



Exercise 1

Match column A with column B.

Column A		Column B
1. papyrus	<u> b </u>	a. people who broke the law
2. shaduf	<u> f </u>	b. paper made from paper reeds
3. sundial	<u> c </u>	c. a tool to tell the time
4. pyramid	<u> g </u>	d. people who were kept to work for their master
5. pharaoh	<u> i </u>	e. a tool for digging the land
6. mummies	<u> h </u>	f. a tool to get water for farming
7. plough	<u> e </u>	g. a building with triangular sides
8. slaves	<u> d </u>	h. dead bodies which have been specially treated
9. criminals	<u> a </u>	i. king of Ancient Egypt

Exercise 2

Make use of the following phrases to fill in the blanks given.

Verb	Meaning
(be) situated at / in (be) located at / in	(where a place is the location of a place)
(be) made of	(the material can still be identified)
(be) made from	(the material can't be identified)
(be) made by	(the agent who does the work)
(be) made for	(the person something is made for)
(be) built for	(the person something is built for)
(be) built by	(the person who does the work)
consist of (active voice) (be) composed of	(the whole is made up of different parts)



Egypt is (1) situated in / located in Africa. It is one of the world's ancient civilizations. The pharaoh was the head of the country. Egyptian society (2) consisted of / was composed of _ three social classes. The highest social class was (3) composed of nobles, priest and landowners. The lowest social class (4) consisted of slaves and criminals.

Pyramids were (5) built for pharaohs as tombs. Some people thought that pyramids were (6) built by slaves.

Egyptians were clever. They invented the plough and shaduf for farming. The plough was made (7) of iron ore. The shaduf was (8) made of wood. They were (9) made by farmers.



The water clock and the sundial were invented to tell the time. A sundial (10) consisted of a plate (盤面) and a pointer (指針).

Exercise 3 (Sentence making)

Make use of the following given words and phrases to write a complete sentence.

1. situated / to / the west of / Hong Kong / Egypt / is

Egypt is situated to the west of Hong Kong.

2. for farming / the black mud / Egyptians / made use of (利用) / from the flood waters

Egyptians made use of the black mud from the flood waters for farming.

3. of / Egyptian / was composed / three groups / society

Egyptian society was composed of three groups.

4. into / pharaoh's / were made / dead bodies / mummies / the

The Pharaoh's dead bodies were made into mummies.

5. which / Egyptians / papyrus / reeds / was made from / wrote on

Egyptians wrote on papyrus which was made from reeds.

6. made of / huge stones / pyramids / were

Pyramids were made of huge stones.

7. were / to bury (埋藏) / Pharaohs' mummies / pyramids / used

Pyramids were used to bury Pharaoh's mummies.

8. the time / the sundial and the water clock / were invented / to tell

The sundial and the water clock were invented to tell the time.

9. to help / plough and shaduf / farmers / by workers / were made

Plough and shaduf were made by workers to help farmers.

