

## What to do today

*IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.*

### 1. Listen to a story

- Listen to the reading of The Day of Ahmed's Secret.

[https://www.youtube.com/watch?v=FrDkGA\\_wRZc](https://www.youtube.com/watch?v=FrDkGA_wRZc)

What did you like about the story? Was there anything about it that you disliked? Did it remind you of anything else that you have read or seen?

### 2. Revise verb tenses

- Use the *Revision Card* to remind yourself about the past tense.
- Rewrite *Extracts 1 and 2* so that they are in the past tense.

Decide what is best to do about the last paragraph in Extract 2.

### 3. Think about the themes of the story

- Read *Possible Themes*. Pick the three of these that you think are most clearly shown in The Day of Ahmed's Secret.
- Write 3-5 sentences about each of those themes. How are they shown in the story? What do you know about them from your life? (Watch the story again, if it helps to remind you).

*Well done. Show your writing about themes to a grown-up. Tell them about the story of The Day of Ahmed's Secret. You can check your answers to Extracts 1 and 2 at the end of this pack.*

### Try these Fun-Time Extras

Can you research more about modern-day Egypt? (You could start with the *FactFile*. What else could you find out?)

Can you write about a day in your life in the same style as The Day of Ahmed's Secret? (It could be a day from lockdown or from before.)

## Revision Card – Past Tense

### Verbs

**Verbs** indicate that someone or something is doing, feeling or being.

verbs

The donkey pulls the cart.

Ahmed delivers gas.



verbs

He is hungry.

I'd absolutely love to visit Cairo.

Usually **verbs** have the name of a person or thing or a pronoun in front of them.

Can you spot these?

### Verbs have a tense.

They can tell us *when* the action happened.

Past tense	Present tense
Ahmed <i>rested</i> .	Ahmed <i>rests</i> .
He <i>had</i> his quiet time.	He <i>has</i> his quiet time.
I <i>listened</i> to the city.	I <i>listen</i> to the city.
They <i>bustled</i> about.	They <i>bustle</i> about.



For regular **verbs** we add ed to show that an action is **in the past and complete**

*brayed*

*plodded*

*trotted*



The donkey pulled the cart until lunchtime.

*delivered*

*listened*

Irregular **verbs** take different forms when showing past tense; we learn them through hearing them used.

*found*

*caught*

*ate*

*was*

### Extract 1

Re-write this extract so that it is in the simple past tense.

I am proud that I can carry these big heavy bottles all the way up the steps to the floor where she lives. I am proud that I can do this work to help my family.

I make more stops, and then I am hungry again. I look for the bright red and yellow cart where I can buy my lunch, and I find it in its usual place near the old building.

*You will need these words:*

- *was*
- *could*
- *lived*
- *made*
- *looked*
- *could*
- *found*

*e.g. I was proud that I could carry...*

## Extract 2

Re-write the first four paragraphs into simple past tense.

Decide which verbs to change in the final paragraph.

*(The modal verbs in the final paragraph might sound better if changed for others and some of the present tense might sound better unchanged.)*

I hear the rose-water man before I see him. He clicks two cups together as he walks along the street so people hear him and come to him for a drink.

I give him my smile. He does not give me his, but our eyes meet and we know we are connected to the same day and to the city.

I do not buy his rose-water, but seeing him reminds me how hot and thirsty I am. I take a drink from the bottle of water I always carry in my cart.

There are more stops to make, and more times up and up narrow steps with my heavy load, and then I am back in my cart.

It is a long day. I think the moment will never come when I may share my secret, but of course I know that each day ends and that every moment has its time to be.

## Possible Themes

- *the importance of literacy*
- *the blessing of achievement*
- *the delight of family*
- *the strength that flows from hard and honest work*
- *the happiness that comes with a fulfilled life*
- *the feelings of togetherness that we share regardless of our culture*

## Extract 1 - Answers

I **was** proud that I **could** carry these big heavy bottles all the way up the steps to the floor where she **lived**. I **was** proud that I **could** do this work to help his family.

I **made** more stops, and then I **was** hungry again. I **looked** for the bright red and yellow cart where I **could** buy my lunch, and I **found** it in its usual place near the old building.

## Extract 2 - Answers

I **heard** the rose-water man before I **saw** him. The man **clicked** two cups together as he **walked** along the street so people **heard** him and **came** to him for a drink.

I **gave** the man his smile. He **did** not return it, but our eyes **met** and we **knew** we **were** connected to the same day and to the city.

I **did** not buy the rose-water, but seeing the man **reminded** me how hot and thirsty I **was**. I **took** a drink from the bottle of water I always **carried** in his cart.

There **were** more stops to make, and more times up and up narrow steps with my heavy load, and then I **was** back in my cart.

It **was** a long day. I **thought** the moment **would** never come when I **might** share my secret, but of course I **knew** that each day ends and that every moment has its time to be.

(Underlined sounds better left in present tense, because that suggests it is always true, now as well as then)

## Irregular Past - Examples from Extracts 1-3

becomes/became

lean/leant

go/went

are/were

says/said

eat/ate

come/came

tell/told

am/was

can/could

make/made

find/found

give/gave

do/did

take/took

think/thought



## **Fact File – Egypt**

<b>Population size</b>	82,056,378	15th
<b>Population 0-14</b>	33.4%	
<b>Landmass (km2)</b>	1,002,450	30th
<b>Life Expectancy</b>	73.45	100th
<b>Under-5 mortality rate</b>	24/1000	

### **Did you know?**

When the Pyramids in Egypt were built, woolly mammoths still roamed the earth. Many thousands of years ago, the sun was considered the one and only god – that is why Ancient Egyptians were fascinated with pyramids – the shape of the sun’s rays is like a pyramid.

Egypt’s Suez Canal links the Mediterranean to the Red Sea. Eight per cent of all the world’s ocean-going ships pass through it. Like the Panama Canal, it can save ships thousands of miles in the journey between east and west.

### **Children’s Rights**

#### **Poverty**

Around twenty percent of the whole Egyptian population lives below the poverty line.

#### **Education**

Attendance at school is compulsory until the age of 14.

#### **Child Labour**

Numerous children work in Egypt; this is estimated at 7%. Children have jobs such as street vendors, cotton pickers and apprentice mechanics.

#### **Discrimination**

Girls are traditionally not expected to further their education.