

MODERN ENGLISH SCHOOL CAIRO - MAGAZINE

# MESSENGER

EDITION NO. 62 JUNE 2019



**THE GREATEST SHOW ON EARTH!**



Creative Arts Exhibition, Curriculum News, Sportsdesk and so much more!

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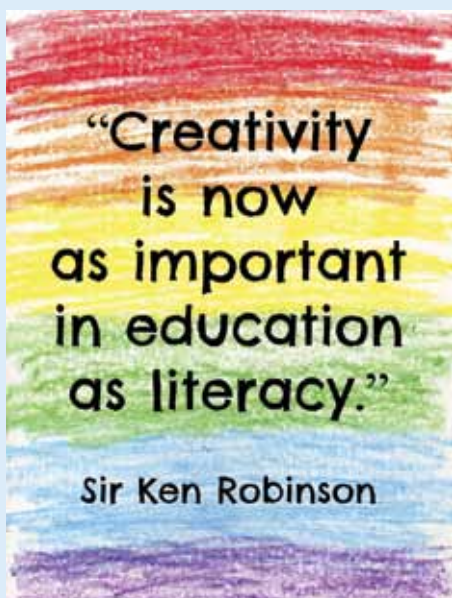
# WHOLE SCHOOL PRINCIPAL'S FOREWORD



It is already Term Three, and another highly productive and significant academic year draws to a close. My wish for every MES Cairo student, their parents, and our teachers is that they can reflect on their journey since September and recognise noticeable growth. Consider your experiences over the past ten months and contemplate how they have shaped who you

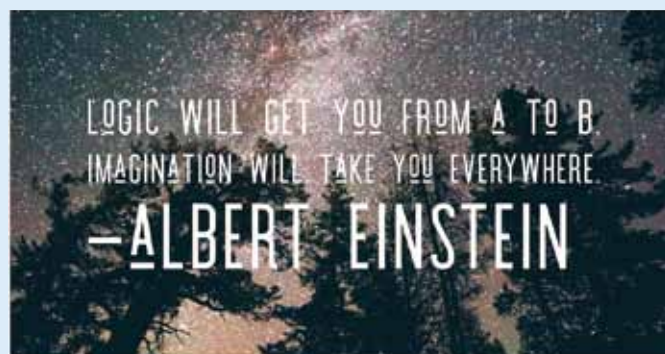
are, what you know and how you think about the world. Whilst my message is for our students primarily, learning is a lifelong pursuit, so we can all find ways to acknowledge that we know more now than we did before this academic year began. We have been gifted 176 days of learning during this school year and there is no doubt that we, as a school, have made the most of every one of them.

Celebrating student academic success will feature prominently in the next edition of MESsenger when we will look back on this year's graduation, End of Year Award ceremonies and revel in how well our students have done in the significant exams that they have engaged in this term. This edition is focused very much on other aspects of learning at MES Cairo that we regard as equally important.



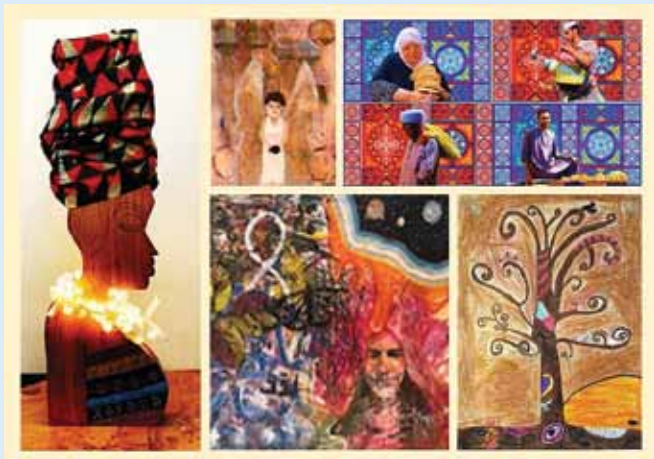
Our students' learning journey through a year, through a curriculum phase, through school from Foundation Stage One to graduation, best ensures adequate DEPTH of understanding to succeed according to curriculum standards, as well as deliberate emphasis on BREADTH. We want all MES Cairo graduates to take interest in and to appreciate

an acclaimed stage show, a contemporary novel, an impressionist painting; to find joy in the things in life that evoke emotional engagement and awaken the senses. We want them to be interesting people who are successful in their careers, successful parents and successful contributors to society. We want them to have empathy for others and to be respectful of perspectives which may differ from their own. Our aspiration is to ensure that all MES Cairo students develop the skills required to be truly effective leaders, setting an example for everyone else to follow.



And cultivating their imaginations will serve them best in achieving these aims. Our school productions, our art lessons, our ASAs which foster creative and expressive development, are the ways we ensure breadth of learning experience for every student at MES Cairo. Featured in this edition of our MESsenger, you will see a celebration of these aspects of the learning experience we promote at our school. Whether you did or did not get a chance to experience Barnum yourself, enjoy the stories, photographs and shared experiences contained within. Likewise, you will glean enjoyment of our annual art exhibition, 'Our Future', amidst this MESsenger's pages.

Our students are remarkable human beings who are benefitting from an outstanding education thanks to the educational opportunities provided by our highly competent staff. The quality of learning experience that our students benefit from was prominently featured in the feedback we received from a recent external inspection. A delegation of senior leaders from reputable international schools around the world descended upon us in late March to inspect all aspects of education, leadership, and safety compliance with British Schools Overseas (BSO) standards. These standards are prescribed by the Department for Education in the UK and enable us to compare ourselves to other British Curriculum international schools abroad, as well as all state schools in the UK. For the third consecutive inspection (3-year cycle) MES Cairo earned recognition as providing an OUTSTANDING education. Of the 8 standards of compliance, and against a 4-tier rating scale, we earned the top category in all areas



once again. This is a remarkable achievement and deserving of celebration by the entire school community.

I will leave you with some quotes from the recently published inspection report:

- **Modern English School (MES) Cairo, provides an outstanding quality of education complemented by an outstanding standard of student care.**
- **Parents fully support the vision and direction of the school. They recognise the excellent contribution the school makes towards the development of their children's lives.**
- **MES Cairo provides an education with academic rigour at its heart and a desire for each student to excel.**
- **Staff provide high quality pastoral support and are very effective in identifying and supporting students' needs. As a result, students feel very safe.**
- **Tenacious students who are determined to learn and are passionate both about their school and the subjects they study.**
- **All areas of the school are very well maintained and a safe, secure and vibrant place for children to**



learn. The safety of the children is given the highest priority.

- **There is strong commitment to the school's mission statement 'Care Challenge Inspire' throughout the school.**
- **The students are proud to be members of the MES Cairo community and value the opportunities it provides.**
- **The leadership and management are highly effective in ensuring MES Cairo is an efficient school providing high quality outcomes.**
- **The school has a clear focus on its mission statement and an unswerving commitment to care for, challenge and inspire every learner.**
- **Overall, the progress achieved by students in all phases of the school is well above UK expectations.**
- **The provision for the welfare, health and safety of the students is outstanding.**
- *Excerpts from the British School's Overseas (BSO) inspection report, March 2019.*

The inspection validates the hard work we do as a learning community to ensure the very best for our students. With the end of the academic year, I would like to take this opportunity



to thank each valued member of our MES Cairo community for your support, loyalty and commitment to our wonderful school. Our heart and soul is our people, and you are they.

Best wishes for a stunning and joyful summer vacation and see you in September to do it all over again!

**Mrs Nicola Singleton - Whole School Principal**

## A SPECIAL NOTE OF THANKS

Carol Boswell has been our 'Editor in Chief' of our wonderful MESsenger magazine for the past 5 years. In addition to the programmes she has authored for all of our productions, profiling school events on social media and a myriad of other responsibilities in her capacity as Publications Coordinator, the quality of our school magazine is thanks to her extensive commitment to the cause. This edition, Carol's 15th as editor, is dedicated to her. We thank you Carol for your tireless work in sharing our school's numerous successes with the wider community and wish you all the very best as you embark on your teaching career in Ukraine. You will most certainly be missed.





# Barnum

## The Circus Musical

**March 2019**

MES Cairo was brought to life last term when the spectacular razzle-dazzle musical, 'Barnum', lit up our stage! The show was a feast for the heart and soul as we 'joined the circus' and were taken on a dream-like journey filled with beautiful acting and singing, acrobatics and dancing – all supported by fantastic effects including our very own circus elephant! In the words of P.T. Barnum himself, we saw: "every sight, wonder and miracle!"

The auditorium was full for every show, and there was a great buzz of excitement throughout each performance. Some members of the audience enjoyed the show so much that they were keen to send in a review!

### Show Reviews

Barnum was entertaining, colourful and vibrant! I especially loved the large ensemble scenes; the energetic hive of activity was incredible to watch with jugglers, gymnasts, dancers and even a unicycle! I thought that Mohamed Fouda was perfectly cast as Barnum - confident and bold with a real stage presence! He delivered tricky and wordy lines with finesse and precision. It was really special to watch children from Primary performing with Secondary - celebrating talent together as one school. I loved the elephant puppet which was extremely well created; it could have been from the set of London's West End show *The Lion King*. Well done and thank you to everyone involved for a marvellous and memorable show! **Ms J Cole**

In all 20 years of my career watching high school drama performances, I have never seen such an elaborate and professionally delivered production as what I saw in Barnum. What an incredible amount of work that must have gone into that show!

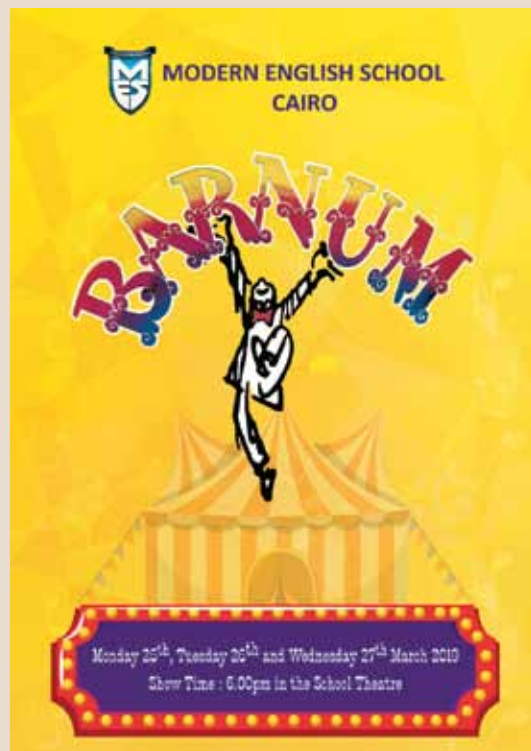
Amazing! **Ms D Quarles**

As I waited for the show to begin, I felt like I was actually in a big top circus ring. The Primary children were so confident and colourful; they really brought the show to life! **Ms N Williams**

What a great family night out! It was really inspiring to see students from the age of seven years old upwards, working as a team to produce a performance that all involved should be very proud of. For the next whole school MES Cairo production, I would advise everyone to order your tickets early to avoid missing out on a fantastic family event. **Mr P Downey**

The costumes were amazing and kudos for the elephant! **Mr A Ayele**

It has been a pleasure for me to watch this year's show. I thoroughly enjoyed the theme, costumes, make-up, acting, singing, dancing and everything else. It was colourful, entertaining and enjoyable. I am always amazed by the commitment and





dedication of students and teachers who put these performances together. Well done Barnum's cast, you were AMAZING!

**Ms E Thiam**

Working with colleagues and students on Barnum this year has been a great pleasure. I'd like to thank everyone for sharing their energy and dedication to the rehearsal process which resulted in a very successful show run by a highly competent and experienced student stage crew. **Ms R Hanlon**

I was stunned by the professionalism of the entire production, from start to finish I was completely engrossed. I cannot praise all those who were involved highly enough. An absolute joy to watch.

**Mr M O'Connor**

Mohamed Fouda, as Barnum, gave an incredibly assured and confident performance with humour and the air of a man from the 1800s. I enjoyed it very much! **Mr S Cole**

Barnum was colourful, exuberant and filled with vibrant student energy!

**Ms S Kelley**

### **MESsage from Mr Jonathan Todd - Director**

As always, the audition process was difficult, because MES Cairo is bursting at the seams with talent. Mr Harper, our Musical Director, and I discussed possible casting for quite a while before making final decisions. We needed students who could sing beautifully, could engage in the surreal nature of the show and deliver truth in their acting for the more realistic sequences. We found that in the final cast, who were a joy to work with.

The entire team behind this production has also been a joy to work with. Choreographers, Primary Liaison, Artists, Choral Directors, Technical Managers - the list goes on and on. I hope you got to see the show and feel our excitement as we presented *Barnum - The Circus Musical*.

### **MESsage from Mr Joey Harper – Musical Director**

This year the music for Barnum was exciting! The jazz style in which the music was written is so very different than most of the popular music we listen to today. The high energy group numbers, duets and solos come together to create a show which is thrilling, poignant, and thought-provoking.

I would like to give special thanks to the following groups and individuals who helped support the music of the show throughout the rehearsal and performance process: the staff members who committed to be part of the show through instrumental practice and singing in the Pit Choir, the Secondary and Primary students who are singing in the pit to support the singers on stage, the ensemble of Barnum for their constant rehearsing of music and Mrs Sawsan Dajani, Ms Ghada Dajani, Mrs Nicola Singleton, Mr Jonathan Todd, Mr Jack Tomlinson and Mr Kyle Cullen.

I hope you enjoyed the show!

### **MESsage from Mrs Nicola Singleton – Whole School Principal**

The idea of Barnum as a MES Cairo whole school production first came about when Mrs Dajani, Ms Ghada Dajani, Mr Peter Godfrey and myself sat in a London cinema watching the then new-release of the movie spectacle: *The Greatest Showman*. We all knew something of the 19th century story of P.T Barnum and delighted in the cinema version directed by Michael Gracey







starring an array of a-list talent. Our enjoyment of the movie was unanimous and we wondered if we could dare to bring the magic of the original stage production, suitably-adapted, to the MES Cairo stage.

Many would regard Barnum as too complex for a school production, with cast members as young as seven years old and a musical score that would challenge accomplished professional singers, let alone school-aged children. We knew that our talented staff and students would rise to the challenge however! Under the directorship of Mr Jonathan Todd, with music led by Mr Joey Harper and a village of talented teachers and students coming together, we created an adaptation of Barnum that we were proud to share with you.

We celebrate the strength of our community in many different ways at MES Cairo. With the well-established tradition of quality productions, this whole school effort epitomised the very best of what we are capable of.

## A 'Behind the Scenes' Review of Barnum

It is recognised that the stars and cast are what make up any show, and while that is true, there are many other factors that give the show its quality. Those factors are the stage, props, costumes, lights and sound crew, the choir and the directors. These people that direct the school musical, provide the effects needed to make it a great experience and move everything along making sure nothing goes wrong. Think of them as your senses throughout the show; they dictate what you see, hear and experience. As part of my CAS project, I attended rehearsals and watched the show unfold in order to write this article. The show slowly came together over a few months filled with determination and hard work.

Firstly, the numerous after-school activities, in which many students and teachers dedicated their time to begin putting the musical together. There was an ASA for the purpose of making the props, one for the choir rehearsals and another for the cast rehearsals. There were also early morning Saturday rehearsals, which had a habit of starting with chaos and ending in a state of brilliant synchronicity. Stage manager Dana Al Fakahany (G12B) and her two assistants, Ismail Taymour (G12Y) and Amina El Shourbagy (G12Y), single-handedly organised the whole





stage crew, from their whereabouts to their directions and jobs in great detail. It was beyond difficult and by the end of the day all were exhausted. However, they still showed up to every rehearsal with a refreshed attitude.

When watching the show, one would, by the looks of it, assume everything runs smoothly, which is why one would not believe the numerous technical difficulties that occur both on stage and behind the scenes. It is especially difficult for the lights and sound managers Ziad Ayoub (Y12R), Malak El Dessouki (DP11Y) and Nada El Anany (DP12Y), who ran the whole show's technological side of things using cues based on lines from the script. So, imagine what happens on the rare occasion that an actor forgets their line. The managers must then run on improvisation until another cue can be recognised, preventing the audience from realising the complications at hand. During the show, the costume crew, led by Farida El Sonbaty (DP12Y), managed and organised all the costume changes and placements for the show. Make-up was managed to perfection by Farida El Shafie (DP12R).

I was impressed by the difficult job for Ms Fowler having to choreograph and organise the dance steps for over forty young Primary students. I also enjoyed watching Ms Hanlon who choreographed the dance moves for the Secondary students. Ms Hanlon even joined in with them on stage! The crew sections including lights, sounds, props,



costumes and stage crew were directed and overseen by Ms Sauret. Mr Todd directed the entire show, from ensuring every member of the cast is always prepared, to choreographing every single step the actors take on stage. That includes deciding the steps of the ensemble on stage and making sure the actors know their parts and their lines. Let us not forget the fantastic Music Director, Mr Harper, whose job was to make our musical sound fantastic! He conducted the choir and ensured that the first sopranos, second sopranos, altos, bases and tenors all knew the songs and could sing them in beautiful harmony. The choir was the backbone of the show.



I was fascinated by how everyone must be aware and attentive at all times, holding their breath, anticipating the unexpected. All the hard work and stress was definitely worth it, as the show was a great success and very enjoyable for each member of the audience, every show night.

**Habiba Abdelwahab (DP11R)**

You can read about other IB students' CAS projects on page 47.



# CREATIVE ARTS EXHIBITION 2019



Secondary Art, Primary Art and the Design Technology Departments put on an outstanding exhibition that celebrated 'Our Future' on 13<sup>th</sup> May. We were taken on a journey in celebration of creativity, development and imagination, from our youngest students in Foundation Stage One to our graduating students. This year's exhibition was opened by Egyptian Artist, Dr Adel Tharwat.

It was lovely to see Egyptian Artist, Farah Zada attending the exhibition. Her style inspired some of the Primary work.



It goes without saying that we are so grateful to Mrs Sawsan Dajani and Ms Ghada Dajani for giving us this creative outlet every year, allowing us to come up with new curating ideas and take over the school. We would like to thank Mrs Nicola Singleton for her support. We would also like to thank Mr Clement and Mr Tamer and their very special teams, including of course Mr Mohamed.

A final thank you to all our parents, teachers and students for your hard work and attendance.

**Ms S Taha - HOD Design Technology**





# ARTBEAT





# ARTBEAT





## ARTBEAT

# ORIENTAL WEAVERS RUG COMPETITION 2019

We had many entries based on our theme of *Our Future* and this year we were honoured to host a special event arranged by Mrs Dajani when Ms Mariam Nashed and the Head Designer from the Oriental Weavers visited us to help choose our finalists.

Congratulations to all our amazing Oriental Weavers Rug Competition winners:

### Primary Winners

Miryam Hanna (FS2R), Farah Dewidar (Y1O), Chloe Cranston (Y3G), Sara Farghaly (Y4G), Farida Amr (Y4Y), Ali Rashad (Y5O), Etienne Star (Y5R), Hassan Kalila (Y5V), Angelina An (Y5O), Misk Ayman (Y5V), Layla Marei (Y6O) and Maya El-Zuheiry (Y6V).

### Secondary Winners

Mariam Sallam (G7R), Hana Mahmoud (G7B), Carla Yassa (G7Y), Taya Gala (G8R) and Marwan Moustafa (G8R).

Well done everybody. We hope you enjoy your rugs and don't forget to enter the competition again next year!

**Ms S Taha, Head of Technology**





## COUNCIL OF BRITISH INTERNATIONAL SCHOOLS (COBIS) ART COMPETITION

In Term Two, a number of our Primary School students submitted artwork for the Council of British International Schools (COBIS) Art Competition. The aim of the competition was to celebrate student artistic accomplishments and to convey who they are through a piece of art. The artwork from the following students was submitted to COBIS and entered into the worldwide COBIS affiliated schools competition:

### Early Years and Foundation Stage

Miryam Hanna (FS2R), Zeina Dewidau (FS1Y) and Tia El Hamalawy (FS2Y)



Zeina Dewidar (FS1Y)



Miryam Hanna (FS2R)

### Group Entry

Freddie Abadir (Y4G) and Karim Kishk (Y4G)

This is a huge achievement as COBIS received 646 entries from over 100 schools in total. The representative from COBIS said the standard this year was extremely high and the judges thoroughly enjoyed viewing the artwork.



Freddie Abadir & Karim Keshk (Y4G)

A huge thank you and well done to all those students who took the time to submit their artwork and to the parents for their support. A special thank you to Ms Diala Naguib, our Primary School Artist in Residence for overseeing and coordinating the competition on behalf of MES Cairo.

### Key Stage One

Norah Safi (Y10), Tamara El Shazly (Y2V) and Talia El Sharkawy (Y2R)



Talia El Sharkawy (Y2R)



Norah Safi (Y10)



Tamara El Shazly (Y2V)

At our very successful Art Exhibition, we were absolutely delighted to announce that **Tia Samer El Hamalawy, (FS2Y)** had gained first place, winning the EYFS category. Furthermore, Tia's artwork featured on the programme of this year's COBIS Annual Conference; another opportunity to share the talent we have at MES Cairo with the world!



Tia El Hamalawy (FS2Y)

### Key Stage Two

Abdulrahman Ibrahim (Y6B), Bana Ali (Y4B) and Aamena El Shawaf (Y5B)



Abdulrahman Ibrahim (Y6B)



Bana Ali (Y4B)



Aamena El Shawaf (Y5B)



Ms C Readman - Primary Headteacher, Key Stage One



## ART IN THE PRIMARY DEPARTMENT

Primary students worked on different art projects this year. They learned to work with different mediums such as clay, oil pastels, paint, coloured pencils and felt tips. They have learned about different artists and art techniques while incorporating these topics in some of their work.



Aamena El Shawaf (Y5B)



Ebrahim Shafer (Y4G)



Emma Talaat (Y2O)



Hana El Ghannam (Y5R)



Habiba Mofteh (Y5G)



Jana El Beleidy (Y6V)



Karolina Karameldin (Y1R)



Mia Ezzat (Y3O)



Seif Ibrahim (Y2G)



Maya El Zuheiry (Y6V)



Seif Teira & Khadija El Bosty (Y4R)



Talia Shalaby (Y4G)



# ARTBEAT



Omar Hassan (Y20)



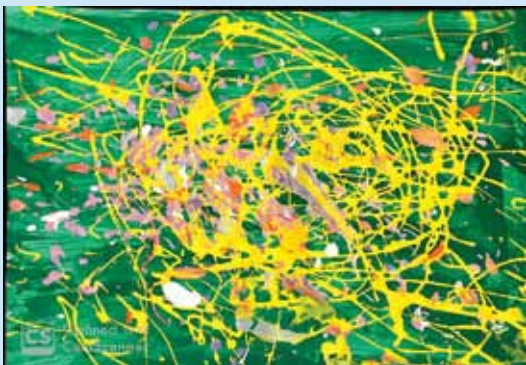
Gamila El Sayed, Fatima Awad, Omar Shehata & Youssef Hussein (Y4R)



Miriam Attalla (Y4G)



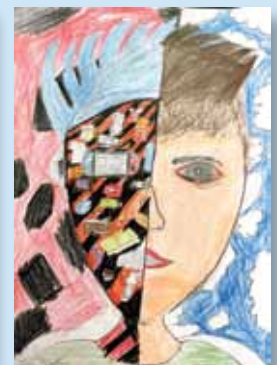
Tamara Hassan (Y20)



Tamim Zaafan (Y1B)



Zeina Mohamed (Y6G)



Zain Nounou (Y4O)



Salma El Gohary (Y6G)



Layla Saleh (Y4O)



Nour Nosseir (Y3Y)

They learned about modern artists including Romero Britto, Dina Saadi, Sage Barnes, Zeng Fanzhi and more; local artists, Yamsine El Hazeq, Farghali AbdelHafiz, Hana Afifi. Alaa Awad and, of course, world renowned artists such as Pablo Picasso, Frida Kahlo, Antoni Gaudi, Jackson Pollock, Gustav Klimt and many more!



Adam Habashy (Y2G)



Ali Ibraheem (Y3B)

Every single child is talented in their own way and we make sure to challenge them with different art projects. They work in pairs or groups on a single art piece where they are encouraged to collaborate and incorporate their personal styles together.

Enjoy these photos of their incredible work.

**Ms D Naguib - Primary Artist in Residence**



## INTERNATIONAL BACCALAUREATE VISUAL ART EXHIBITION 2019



Fatema Abulkhair



Hagar Ibrahim



Lara El Ghannam



Mariam Talaat



The IB Visual Arts Final Exhibition took place in our Multi Purpose Hall in early April. It was the successful culmination of our DP12 students' Visual Arts curriculum and a fantastic opportunity for them to showcase their creativity, skills and techniques to the school, their families and other visitors.

Working to IB assessment criteria, the Visual Arts curriculum required them to complete several modules including the production of a Process Portfolio, a Comparative Study, and curating their own Exhibition. Our students' work incorporated extensive research, investigation, experimentation and development, all evidenced in their Visual Arts Journals and across a body of projects and Final Outcomes, showing their creative interpretation through artworks, installations and sculptural pieces.

This year, we had nine Visual Art students in total, with three individual exhibitions presented on each floor of the MPH. The students worked brilliantly to make the most of the great space, turning our usually plain, functional MPH into an exciting and vibrant modern art gallery. Each student curated their Final Exhibition beautifully as well as incorporating light and music connected with their themes. The themes were diverse and







Maya Mehrez



Nouran Megahed

incredibly engaging, and included work based on Egyptian and other Arabian cultures, the environment and the world of fashion.

Our students had to include 8-11 pieces of work for the Final Exhibition, but many added extra pieces. A mixture of 2D, 3D and photographic (or lens-based media) practices must be displayed, and each student utilised each practice with skill, with some cleverly developing certain pieces to contain all of those practices.



Mennatallah El Shebli

Several students worked from a very personal starting point by using their own family, friends, community and Egyptian heritage for inspiration. They broadened their themes to also investigate different peoples, traditions, symbols and attitudes; showing a deep cultural awareness that crossed the boundaries of time and place. Instantly recognisable symbols were carefully juxtaposed with the use of colour and light, working to intensify the messages projected. The overall effect was uplifting and highly engaging.

The IBDP Final Exhibition was enjoyed by the vast majority of the school community. Students from Primary and Secondary were able to visit the Exhibition throughout the following school day, with many commenting that they thoroughly enjoyed this

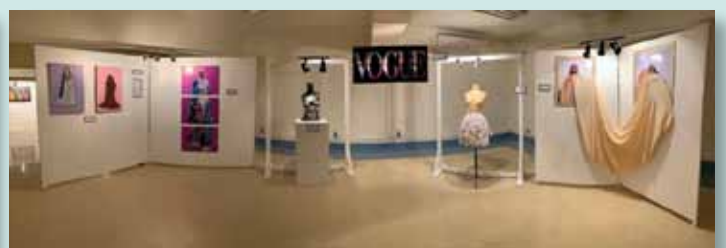
opportunity to enrich their experience of Visual Art.

We would like to thank Ms Ghada Dajani, Mr Sawsan Dajani and Mrs Singleton for their unstinting support throughout the process. A special thanks goes to Mr Rusher, Ms Lee for teaching and guiding our students and the infinitely patient, talented and resourceful Ms Lamia for her incredible support. We would also like to thank Mr Tamer, Mr Clement and their teams for their outstanding efforts.

**Ms S Sheehan - Assistant Headteacher, IBDP Coordinator**



Marvel Atta



Tia El Ghalban

# DRAMA IN THE SECONDARY SECTION

Our current Year Ten students have completed their IGCSE course this term and were able to showcase some exceptional performances. The expectation of the Cambridge qualification is that students are able to perform with *fluency and accuracy* underpinning their presentations with a strong theoretical understanding. Students met this challenge very well. Each candidate performed a monologue lasting three to five minutes, participated in a group-scripted performance and contributed to a group original devised piece of work. This class was observed during our recent BSO inspection and were deemed to be *Outstanding*. I have very high hopes for their results in August.

For the scripted scenes the class was split into boys and girls and the students were set the challenge of interpreting Shakespearean scenes. The boys prepared a scene of shipwrecked nobles on an assumed deserted



island in *The Tempest* and the girls performed the comedy prologue to *The Taming of the Shrew* which saw them all adopting male roles. This is a popular, modern way of exploring Shakespeare's plays and was a great success. In particular, Sarah Sharara's (Y100) performance which saw her pretending to be a man who is pretending to be a woman, posed very particular challenges.

The devised pieces were also inspired by Shakespeare as students discussed and developed ways to extend *Romeo and Juliet* using Commedia dell'arte stock characters. Each student played two roles, both masked and unmasked, to demonstrate their versatility and ability to adapt to varied situations.



*Not so fair Verona* was a comedy sequel to *Romeo and Juliet*, where the protagonists' suicide attempts were unsuccessful, and after much blaming and shaming, resulted in them realising that their love was merely a major teenage infatuation. When they both woke from their respective self-harming, they understood that their actions were really selfish and actually not very attractive at all.

*For the love of Rosaline* is a spin off tale about the enigmatic Rosaline who Romeo was deeply in love with prior to setting eyes on Juliet, a woman who enjoyed society and was used to the attention of male admirers. In this play, Rosaline's parents want her to settle down and marry, choosing a suitable partner from an array of suitors who have to compete to prove their intelligence and strength. Of course, for comedy purposes, none of them were successful and she was already secretly betrothed to the Prince of Verona. Following Shakespeare's example, Rosaline was never seen in the play.



The monologue performances were selected from a wide range of published plays and each choice was made to show off individual student's strengths. The scope of the texts explored themes of loneliness, frustration, obsession and trauma, from ancient times to present day, using the characters of great writers such as Oscar Wilde, Alan Ayckbourn and Arthur Miller.

**Ms R Hanlon - Drama Teacher, Secondary Performing Arts Department**



# PRIMARY MUSIC

It has been an incredibly busy year in Primary Music. Our students have risen to numerous challenges and taken risks throughout the academic year. Audiences have enjoyed amazing productions and musicals full of energy and life. Not only was Primary involved in the Whole School Musical, *Barnum*, but they also performed three musicals of their own: *Aladdin* (Year Four), *High School Musical* (Year Five) and *Charlie and the Chocolate Factory* (Year Six). On top of the musicals, other year groups performed their own outstanding productions such as: Ancient Egypt (Year Three), The Great Fire of London (Year Two), Just So (Year One), *Zog the Magic Dragon* (Foundation Stage Two) and *The Gruffalo* (Foundation Stage One). It is a joy to witness our students perform with such confidence and enthusiasm. The skills they have learned in Primary Music will be applicable throughout their future education.



Foundation Stage One had fun preparing for their production of *The Gruffalo*. In Foundation Stage Two, the students enjoyed *Let's Pretend* as a topic where they channelled their creativity by writing music to match stories. In Year One, students worked on a unit about Chinese New Year where they had the opportunity to sing, play percussion instruments, and explore the

pentatonic scale. Year Two recently finished units on keyboards, ICT and boomwhackers and bells and prepared for their production of *The Great Fire of London*. In Year Three, classes worked on ICT, ukuleles or keyboard units. The students had the chance to read standard musical notation and create compositions of their own. Students in Year Four have finished their production of *Aladdin* and moved on to a composition unit using graphic scores. Students in Year Five completed units on keyboard, ICT and Samba. In Year Six, students finished units that



consolidated the skills they developed over the years in keyboards and ICT. Some classes completed their world music unit, which focuses on pitched and unpitched percussion in music and cultures from around the world.

Outside of the regular classes, students had the option of participating in Recording club, Key Stage Two Choir and the Primary Concert Band ASAs. The band has successfully played pieces such as *Les Bouffons*, *La Mousisque* and *Ode to Joy* from Beethoven's Ninth Symphony.

Students have also taken part in a lunchtime theory club, where they use online resources to learn about music notation as well as how scales and chords are formed. We will be looking for new members to join us next year.

**Mr J Tomlinson – HOD Primary Music and Mr K Cullen - Primary Music Teacher**



# THE GRUFFALO

## Foundation Stage One Concert



"A mouse took a stroll through the deep dark wood. A fox saw the mouse and the mouse looked good." So begins the fascinating story of *The Gruffalo* by Julia Donaldson. Foundation Stage One children took us through an adventurous journey with the mouse, where we met all the animals of the story. The clever mouse invented a terrifying creature with terrible claws, terrible tusks and terrible teeth in his terrible jaws. What a brilliant idea to trick the animals and scare them away.



The Foundation Stage One children practised extremely hard; learning all of the songs, dance moves and singing to the best of their abilities. They performed confidently on stage in May in front of all of their proud teachers and parents and with lovely smiles on their faces.

Foundation Stage One Red, Blue and Violet each represented an animal from the story and sang songs inviting the little tasty mouse home for a meal so they could gobble him up. Foundation Stage One Orange set the scene of the deep dark wood the clever mouse made its way through to evade danger. Foundation Stage One Green and Yellow portrayed the Little and the Big Bad Mouse who had no fear declining the captivating offers of each animal.

All the children then sang the *Gruffalo* song describing the features of the frightening monster. It was a thoroughly







enjoyable concert due to all the effort that was shown by all of staff and children.

A big thank you goes to everyone who helped make this concert a huge success including our talented Music teachers and Mr Clement who drew the beautiful outline of the background. Last, but not least, thank you to the Foundation Stage One team of teachers and TLAs for spending hours practising with the children. It is the effort of the entire team which helped contribute to the incredible success of our concert.

**Ms S Samy - Foundation Stage One Blue**



## GRANDPARENTS' DAY



On Monday 20<sup>th</sup> May, Foundation Stage One had the pleasure of hosting Grandparents' Day. After entertaining their guests by performing in the dress rehearsal of their concert, the story of *The Gruffalo*, grandparents were invited to their grandchild's classroom and Pod, to participate in a variety of activities. A special activity had been arranged, giving the grandparents an opportunity to write a special message to their grandchild on heart shapes. The messages will be kept in a 'time capsule' at the school, and on the event of the students' graduation from MES Cairo in 2032!, will be opened and the students will be able to read the messages written by their grandparents. This was a very special day and an opportunity to celebrate the different cultures, languages and the special relationship grandparents have with each grandchild.



**Mrs C Readman - Primary Headteacher, Key Stage One**





# FOUNDATION STAGE TWO - LET'S PRETEND



Foundation Stage Two looked at a variety of traditional tales during their unit on *Let's Pretend*. The students looked at popular stories such as *The Gingerbread Man* as well as less familiar stories such as *The Jolly Postman*. This was one of our most popular topics covered this year and we completed a wide range of activities across all curriculum areas. These included making our own gingerbread men in the kitchen when reading *The Gingerbread Man*, learning about the life cycle of a frog whilst reading *The Frog Prince*, making royal crowns during our week on *The Princess and the Pea* and exploring the different ways to make porridge when reading *Goldilocks and the Three Bears*.

Children were inspired to write independently in a variety of ways, such as writing shopping lists whilst reading *Little Red Riding Hood* and writing letters and postcards after our week on *The Jolly Postman*. The children particularly enjoyed pretending to be a postman by dressing up and delivering mail to other classes using a bike. All the teachers were blown away by the standard of the children's writing, in particular their story writing skills. They demonstrated excellent phonics skills, an increased awareness of story language as well as remembering to use capital letters, full stops and finger spaces!



We improved our knowledge of role play and drama by visiting Sitara to see a live show of *The Jolly Postman*.

This helped the children visualise the different characters and explore different ways to make them come alive. The children also had the opportunity to write, post, stamp and sort their own postcards during this trip. As always Foundation Stage Two children demonstrated excellent manners and behaviour throughout each of the three visits to Sitara.



The Foundation Stage Two teachers also introduced a new idea called the *Secret Reader*. A different member of staff would visit the children each day to read them their favourite story. We had lots of different visitors from both Primary and Secondary including Ms Catherine, Mr Dave, Ms Cath, Mr Barry, Ms Jenny and Ms Estelle. The children were very excited about this and waited eagerly to find out who would be reading to them each day. This helped the children grow

in confidence by speaking to both familiar and unfamiliar adults within our school community as well as being exposed to a wider range of books. This also inspired some of the children to want to read to children in other classes.

Finally, on Monday 22<sup>nd</sup> April, we celebrated the end of this very successful topic by taking part in a storybook picnic. FS2 children each brought a blanket and soft toy and we all shared picnic food outside whilst listening to stories.

It has been wonderful seeing all the positive changes that the children have made whilst being engaged and enthused throughout this and every topic featured in the FS2 curriculum this year.

**Ms S MacDonald - Foundation Stage Two Year Leader**





# YEAR ONE STUDENTS GO MAD ABOUT SCIENCE!



In Year One we started Term Three off with a bang! To introduce our new Science topic *Incredible Investigations* we had some exciting guests come and visit us. Ms Elrify and Ms El Geoshy from the Secondary Science Department came to share their expertise with our budding young scientists. They turned the Year One Pod into a fantastic laboratory. Students were enthralled as our scientists performed several magical experiments. First they explored the world of chemical reactions and showed the students how to combine two substances which created an expanding foam called elephant toothpaste! Next, Ms Elrify inspired the students to think beyond the possible and challenged their enquiring minds by proving that an egg can be transformed into a bouncy ball.

Students were wowed again and kept on the edge of their seats as our Secondary scientists created a real life rainbow in a science beaker. Suitably impressed, students were then further amazed when our special visitors managed to turn hibiscus juice into a variety of other liquids: water, milkshake and lemonade. Finally, the Secondary scientists turned some very brave Year One students and an even braver Year One teacher into real mad scientists in a truly hair raising experiment!

Using an electrostatic generator they showed us how static electricity can be generated which led to our hair standing on end. Everyone had a shockingly good time!



The fantastic assembly linked nicely with the experiments to be completed in the following weeks about solids, liquids and gases. Ms Elrify and Ms El Geoshy have inspired our Year One students to carry out their own incredible investigations; such as creating a non-newtonian fluid, finding out which materials are good insulators and organising a tin foil boat regatta.

Throughout the whole assembly the message our teachers wanted to share was that scientists must use the 5Rs of being Resilient, Resourceful, Risk-takers, Reflective and using our Relationship skills to work in a team. Our students could not wait to begin our new topic and thanks to Ms Elrify and Ms El Geoshy we now have many future Albert Einsteins, Marie Curies and Ahmed Zewail's in every Year One class.

**Mr B Shilley - Year One Violet Teacher**



# YEAR TWO STUDENTS ARE INSPIRATIONAL INVENTORS



Year Two students recently began their new topic of *Inspirational Inventors*. We had a fantastic start when each of the Year Two teachers dressed up as different inventors and talked to the students about their inventions and the effect they had had upon the world. Miss Heather dressed up as Alexander Graham Bell, the inventor of the telephone. Ms Nugent was Doctor Shirley Jackson, who continued the work of Alexander Graham Bell to invent fax machines and touch screen telephones. Mr Phil dressed up as Tim Berners Lee, the man who invented the internet. Mr James continued looking at the internet by becoming Mark Zuckerberg, the Facebook inventor who started the social media phenomenon we all know today. Ms Sam was Ruth Hadler who was the president of the toy company Mattel inc and invented the Barbie doll. Lastly Ms Maryam was Henry Ford, the founder of the Ford

Motor Company and the man who first used mass production.

The presentation by the teachers gave the students information about some inventors and got them excited about the topic ahead. The students have been researching different inventors and learning about the different processes they went through before using this to think about their own designs and inventions.

In Science, students have researched an egg-drop device. In groups they have looked at different materials that would be useful to stop an egg breaking when dropped from a height. They have used research from the internet as well as their own ideas to design and make their own device. Next the students will be testing these by putting an egg in them and dropping them from the stairs. It will be interesting to see which students are successful in protecting their egg.

In English, we have been looking at explanation texts and how to write these using the different features. All the children have now been designing and making their own inventions which they will write an explanation text about.

Everyone has been very inventive with their ideas. Some of the inventions are a dream watch, cookiefruitytron, a pull box to display photos, a pencil maker, a black bin machine, infinite ship, cookiefastmaker, intoothpaste, mermaid magnificent jewellery maker, shoe tying machine, a candy dropping machine, a shinkatron, a hand and a fruityfiberfizzler (made by Ms Sam).

This is an exciting topic that the students have thoroughly enjoyed this term.

**Ms R Bennett - Year Two Year Leader**





# YEAR THREE JOURNEY DOWN THE YELLOW BRICK ROAD



This term we revisited the world of character teaching for Reading Week. Our theme was *Journeys*, so we decided to journey to Oz and celebrate L.Frank Baum's classic - *Wizard of Oz*.

Year Three teachers dressed up as different characters from the tale and began the week with a surprise performance of the opening scene of Dorothy meeting her new friends in Oz. The teachers spent a week in character teaching as Dorothy, the Tinman, the Cowardly Lion, the Scarecrow, the Wizard of Oz and of course the scourge of Oz, the Wicked Witch of the West!

Students took part in a range of activities including warning posters, artistically imagining Oz, play-scripts, story-mapping and telling, diary entries and making anti-witch potions. They even created their own comic version of the story as a collaborative year group piece of work. They enjoyed visiting all aspects of the story through the different reading and writing sessions.

The students who took on the roles of the Munchkins were amazing in allowing themselves to live in Oz for the week. They constantly referred to the teachers as their characters and allowed themselves to 'believe', which then allowed their teachers to throw themselves into character even more! By the end of the week there was a big divide between the supporters of the Wicked Witch and those of Dorothy.



The week was finished with an assembly where the staff acted out the sensational end to the tale with a bucket of water being used to destroy the Wicked Witch of the West and allowing Dorothy to return to Kansas. As the students said afterwards – "there's no place like home!"

**Mr S Delaney - Year Three Blue Teacher**





# YEAR FOUR BRING DISNEY'S ALADDIN TO THE MES CAIRO STAGE



On Thursday 16<sup>th</sup> May 2019, Year Four students performed their wonderful production of *Aladdin* on the MES Cairo stage. It has been amazing to see how this production has developed over the weeks. Mr Billy and I first discussed the idea for our production back in June 2018 and to see that initial concept develop into the outstanding production we have just seen, is nothing short of incredible. The whole cast worked extremely hard to perform to the best of their abilities and all the members of staff involved were incredibly proud of what was achieved.





If you are unaware of the plot of *Aladdin*, it is an exciting and magical story set in the fictional Arabian city of Agrabah. The kind-hearted yet mischievous Aladdin's adventures begin when he meets a young girl in the marketplace who happens to be Princess Jasmine in disguise. After finding the magic lamp in the Cave of Wonders, Aladdin makes friends with the fun-loving Genie, who dreams of freedom. Aladdin uses the magic of the lamp to transform into 'Prince Ali', but the evil Jafar has other plans. Aladdin needs to save Princess Jasmine and realises that there is more to being a prince, than the magic of the lamp can grant.

Each class in the year group took on the challenge of performing one of the six scenes of the play, with a whole cast version of *Arabian Nights* to open the show and a whole cast finale to finish. The opening scene was led by Year Four Orange Class with their rendition of *One Jump Ahead*. This was followed by Green Class with *These Palace Walls* and *Babkak*. Blue Class then performed the third scene with their song *A Market Here in Agrabah*, followed by Yellow



Class in Scene Four with *A Friend Like Me*. The fifth and sixth scenes were performed by Violet Class and Red Class singing *Prince Ali* and *A Whole New World*.

With beautifully coloured costumes and an array of wonderful stage props (including a guest appearance by a certain elephant last seen in *Barnum*!) it was a spectacle to behold. Thank you and well done to everyone involved!

**Mr D Paget - Year Four Year Leader**





# YEAR FOUR AIN SOKHNA RESIDENTIAL



As Term Two came to a close, the moment many students had been waiting for finally arrived...the trip to Ain Sokhna! September now seems like a distant memory, yet I can clearly remember being inundated with questions from fresh-faced Year Four students about when the trip would happen, what would we do on the trip, which hotel would we be staying in and many more.

After much planning, the time finally came and Year Four embarked on their trip to the Grand Stella Hotel in Ain Sokhna for a one-night residential experience. These trips are always a wonderful opportunity for both students and staff as they get to know each other in an environment away from their usual classroom.

With a wide variety of activities planned from kite building to treasure hunts, everyone was kept very busy throughout the two days. We all enjoyed having some fun time in the swimming pool and there was some excellent talent demonstrated in the evening talent shows. It was wonderful to see such maturity and responsibility shown by everyone who joined us on each of the three trips. The hotel staff commented on how well-mannered MES Cairo students were.



Although it seems like the year has flown by; it has been wonderful to see the progress and growth that everyone in Year Four has demonstrated throughout the year. Well done for an excellent year and enjoy your summer holidays!

**Mr D Paget - Year Four Year Leader**





# INTERACTIVE READING IN YEAR FIVE

In Year Five, generating a passion for reading has been a focus since the start of the year. We have been taking part in a number of reading initiatives since September, starting with a home book club where the students were put into teams, given the same book to read and write blogs via Google Docs. This enabled the students to write on one document which was shared between them. As the weeks went on, weekly blogs between the teams started to dwindle, so it was back to the drawing board to revamp the idea with Reading Vlogs! The students embraced the idea and the love of reading returned as the excitement of recording their very own video captured their attention. Soon the Year Five Google Classrooms were awash with Vlogs from our students.



*Today a reader, tomorrow a leader. - Margaret Fuller*

This has been supported by a new initiative that involves collaborating with lower year groups. Y5G have joined up with Y2G and put a focus on joint reading and sharing a love of books together. This is something both teachers and students have made positive comments on, building strong relationships between different classes and year groups.

We have also started a *Readopoly* competition within Year Five, where the students complete a book review once they finish reading a book. This is a spin off from the much-loved board game 'Monopoly'. Once they submit a review, they roll the dice and work the way around the board, gaining team points to earn extra break time.

We have incorporated media into our venture. *Get Epic*, an online book website has enabled the students in Years Five and Six to access a wide range of reading materials, books, comics and many more types of texts using their devices, both at home and in school. Alongside this we have used a website called *Learning by Questions* (LBQ) to engage students to answer a range of questions linked to the Year Five curriculum. Using this medium and having a range of books at arms-reach has not only developed their understanding, but generated a lifelong love for reading, a vital skill that will enable success throughout their life!

During our recent Reading Week, students had the opportunity to bring a character to life. We explored a short story by Ted Hughes called *The Iron Man* and over the course of the week all of our subjects were linked to the story. In Maths, we linked the story to statistics with students collecting data based on the vowels across two pages and creating bar charts and line graphs. In English, we produced newspaper reports, created wanted posters, designed and invented a restaurant menu for the Iron man which consisted of Mac & Steel Copperoni pizza and fried steering wheels to name a few

## The JunkYard™

### Appetizers

W-D 40 soup: Oil soup sprinkled with iron filings.  
Fried Steering Wheels: Freshly ripped-out steering wheels with a melted copper sauce.  
Recycle Mix: People's recycling bins emptied onto your plate.



### Main Courses

Baked Copperatoes: Potatoes made of iron with delicious copper cheese.  
Spicy Buffalo: A whole fat buffalo coated in silver.  
Copperoni Pizze: Luscious pizza with copper pepperoni and oily cheese.

### Kid's Menu

Mac and Steel: Macaroni with steel shavings.  
Noodle Pipes: Crunchy pipes in a noodle bowl.

### Desserts

Junkin™ Doughnuts  
A.C Fudge  
Iron Cheesecake

### Beverages

Copper Cola  
Diesel Milkshake  
Junkup (JunkYard™ Special)  
Metallic Smoothie: A smoothie with any type of metal you prefer.



dishes. The students then put their Design Technology skills to the test as they conceptualised and made models of the iron giant.

## Student Reviews

Reading is such an important part of school life and it helps us improve our writing vocabulary. Every year, I look forward to *Reading Week* as we get the chance to come to school dressed up as a favourite book character. In Maths, we made bar charts about vowels and in English, we put together a menu for Iron Man.

**Hana Badra (Y5R)**

*Reading is to the mind what exercise is to the body. - Richard Steele*

During *Reading Week*, we have read *Clockwork*, *Floodland* and *Iron Man*. We also have something called *Readopoly* which is basically Monopoly

but with reading. It's a competition in Year Five to see who can fill out the most book reviews. We also use a website called *Learning By Questions* (LBQ) to answer questions. We created an Iron Man using boxes, bottles, silver paint and foil and a restaurant menu for the Iron Man with weird sounding foods like metal meatballs. *Reading Week* was filled with many exciting and fun activities and I really enjoyed it.

**Lana El Beltaji (Y5R)**

We could not be prouder of the progress, commitment and dedication our students have shown over the year towards reading. Well done Year Five!

**Ms S Farag - Year Five Year Leader**





# YEAR SIX - EXTENDED NARRATIVE

Just before the end of Term Two, Year Six students were set the challenge of writing their own extended narratives. Some students were elated and a buzz for ideas and themes took off around the class whilst others found the idea quite daunting and were clearly going to require lots of guidance in the initial stages.

## Scrapbooking...



The students' first task was to delve a little deeper into the types of stories that made them tick. Each child had to bring in a scrapbook and they started to build up a picture of themselves as a person. Who are they? What are their interests? Hobbies? Favourite places to visit? Then they started to share books that they had enjoyed. We also asked them to be more reflective and discuss which books had had the biggest impact on them.

## Ask the audience...

Once they had an idea of what they liked they needed to find out what their audience wanted. We split the students into groups and gave each group an intended audience from Key Stage One and Key Stage Two, right through to Secondary.



In some classes the students undertook some audience research. They went to their respective audiences and asked a range of questions. In Y6V, they were lucky enough to have a whole

hour session working with Secondary to discover what the students liked and what their idea of narrative meant. In Key Stage One and Two it was more of a question and answer session. Students made notes on what was said and then they collated their ideas on large pieces of paper which they later had access to during the planning stages.

## Visit from an Author...

Before they started planning, what better way to get them started than by sharing some top tips. We were lucky enough, with the help of our fabulous librarian Miss Sally, to be visited by a famous Egyptian



author, Mr Hisham El Kheshen. He came and gave an inspirational speech to the children, as well as taking the time to do a question and answer session. All 156 students listened intently. The teachers will tell you that it is no mean feat engaging all of Year Six simultaneously but Mr El Kheshen managed it and made it look easy. The students added the key points that they took from his advice to their scrapbooks and they set about planning.

The planning stage took place over three sessions. The students focused carefully on character and setting description to really hook the reader in, and the initial ideas were met with anticipation to read the full story.

## Writing...

The students spent a long time writing their stories. They worked really hard and we saw them take ownership of their work. They had to be really resilient when they came up against a challenge and resourceful when they could not think what to write next. Throughout the whole writing process the Year Six children showed great reflective skills - constantly thinking about what they had done and how it could be improved.

The stories ended up being better than we could ever have expected. Each teacher commented on how impressed they were with the originality, creativity and use of all the grammatical techniques they have learned this year.

## Here are some student and staff reviews:

It was fun getting to express ourselves by choosing whatever we wanted to write about. This was different to normal and we got to be more creative with our writing. **Mariam Allam (Y6Y)**

Completing the extending narrative project allowed both teachers and students to be more creative with their writing. It was also a great opportunity to assess writing for an audience, which is normally a difficult objective to assess. **Mr T McDermott - Year Six Red Teacher**

I really enjoyed teaching this topic but more importantly the students enjoyed having the time to write a 'proper' story. The students were very enthusiastic about using their own scrapbooks for ideas and they were also made to believe that they could write their own extended story when they listened to a real author: Mr Hisham El Kheshen.

**Mr S Cole - Year Six Blue Teacher**

**Ms N Williams - Year Six Year Leader**





# KEY STAGE TWO STUDENTS HAVE FUN WITH TIMES TABLE ROCKSTARS!



For the first time ever, Key Stage Two students have been introduced to *Times Table Rockstars* as an initiative to develop times tables knowledge in a fun, engaging and purposeful way. Over the past seven months students have really engaged with this and shown their dedication to their times tables knowledge. This has seen students going from taking up to 7 seconds to answer a



question to some now being able to answer one in 0.5 seconds and answering over 100 questions per-minute. Even the teachers cannot keep up! Many students have commented on how they find Maths easier

now, as they are able to process calculations quicker and with more accuracy. This has been evident not only in their times tables but throughout their learning, as their confidence has built up their own mathematical ability.

As part of *Times Table Rockstars* we introduced the first ever MES Cairo TTRS World Cup. Over two months of competition, we saw a staggering 4.3 million correct answers between all classes from Year Three to Six.

After a fantastic group stage we had Year Three and Four classes going up (and winning!) against Year Five and Six classes. We had the knockouts where some games were decided by only a hundred points showing the teamwork and positive spirit in which our



students engaged with this competition. The final matchup was no different, seeing Y4Y taking on Y5O students in both classes. They exhibited outstanding sportsmanship and respect for each other during the game with both sides congratulating each other after a narrow victory for Y5O.

A special mention must go to Omar Eldiwany, Eamon Rady and Muhammed Bekheit (all Y5O) as well as Omar Farag, Seif Fawzy and Naahed Zarifa (all Y4Y) who came out as the top scorers in their class during the final. We look forward to the next competition and seeing our students develop their speeds even further.



Current top speeds:	Current top earners:
Eamon Rady (Y5O) 0.52 seconds per answer	Abdalla Hassanin (Y5R) 6,380,469 coins
Omar Bahgat (Y5O) 0.57 seconds per answer	Nahee Zarifa (Y4Y) 1,967,699 coins
Muhammed Bekheit (Y5O) 0.60 seconds per answer	Omar Bahgat (Y5O) 1,820,009 coins
Naheed Zarifa (Y4Y) 0.61 seconds per answer	Omar Farag (Y4Y) 1,754, 272 coins

## Student Reviews

*Times Table Rockstars* is a fun way to do Maths both at school and at home. What I particularly like about it is that it's a competitive game with battles between different classes. If I was to rate this app, I would give it 10/10. **Omar Baghat (Y5O)**

*Times Table Rockstars* is an incredibly useful and easy to access tool to develop your times tables where you can play as a team against other people or play solo against the world. It is probably the best thing that has ever happened to me. **Eamon Rady (Y5O)**

I think *Times Table Rockstars* really helped me improve my times tables. I really loved the idea that Mr O'Brien came up with and I couldn't believe we made it all the way to the final! I love that we got to create our own character and won badges. **Leila Zaytoon (Y4Y)**

I want to thank Mr O'Brien for bringing *Times Table Rockstars* to our school. It has really helped me to improve my times tables. I am very proud that we made the final as well. **Safura Modi (Y4Y)**

I really enjoyed it. I practise at home and at school so I can get better at my times tables which will help me with my work and my exams. **Omar Farag (Y4Y)**

**Mr J O'Brien - Year Five Orange Teacher**





# THERE HAS BEEN AN OUTBREAK OF BREAKOUT IN YEAR SEVEN MATHEMATICS

After completing their topic on Solving Equations, Year Seven students participated in a Breakout Edu Game in order to consolidate their learning. Below you will find a description of what a Breakout Edu game involves as well as the thoughts of several Year Seven students.



## What does a Breakout Edu Game involve?

- A Breakout Edu game involves solving a series of puzzles which unlock various different locks in order to open a box. **Selim Younes (Y7Y)**
- Each completed puzzle will give you the combination for a specific lock. However, the combination is not always present in front of you, you have to focus to figure it out. **Omar Magdy (Y7Y)**
- We had to complete a wordsearch, a follow the path, a word phrase puzzle and a mind missing numbers puzzle. **Dana El-Sharkawy (Y7G)**
- The game involves, thinking, problem solving and teamwork. **Zeina Aboelfotouh (Y7R)**
- A Breakout Edu game revolves around a theme. The theme for this Breakout was *The Avengers*. **Omar Ayad (Y7G)**

## What did you like best about the Breakout Edu Game?

- It is a great way of studying mathematics whilst having fun. **Dana El-Sharkawy (Y7G)**
- I liked how each clue helps to solve the next. **Farah El Adl (Y7Y)**
- That you are being pushed by time, so you need to work faster and harder. **Karin Youssef (Y7G)**
- When my team and I opened a box and found the UV Torch Light, it made me feel like a detective who solves mysteries. **Norina Ahmed (Y7G)**
- I liked the satisfaction when you solved a particularly hard puzzle and the click as a lock opens. **Selim Younes (Y7Y)**

## What did the game tell you about yourself and your teammates?

- That teamwork is key. **Ali Abdelgeleel (Y7G)**
- It told me that one person cannot answer the questions alone. **Emily Sigalas (Y7G)**
- It taught me to always look for clues and to think outside the box. **Laila Sobhy (Y7G)**
- If we put our minds to something, we can achieve it. **Aya Hashim (Y7R)**
- That we all have different types of knowledge and if we work together, we will do a great job. **Tala Gado (Y7R)**

## What advice would you give to another group of players before they play a Breakout Edu game?

- To listen to each other. **Khadija Hamid (Y7G)**
- To split up the work. **Ahmed Morsy (Y7G)**
- Focus and do not get distracted. **Laila Al-Refai (Y7G)**
- Everything matters and can be helpful to solve the puzzles! **Hamza Darwish (Y7Y)**
- If everybody works together you will have a good chance of winning. **Maamoun Ahmed (Y7Y)**

Year Seven students worked exceptionally well in their groups during the Breakout Edu game. They showed resilience, grit and perseverance. A well done to everyone but in particular, the following students who Broke out...

Ayten Roshdy, Hamza El-Ahl, Laila Khorshid, Omar Abdel Aziz, Yehia Moussa, Yumi Star, Fady Shenouda, Farah El-Adl, Lara Abdel-Hady, Mohamed Hamed, Nour Hafez and Selim Younes (All Y7Y)

Adam Atef, Mennah Dewidar, Nour Refaei and Yassin Abdel Samad (All Y7R)

Ahmed Mohamed, Dana El-Sharkawy, Farouk Abdel Salam, Hamza El-Khatib and Karin Youssef (All Y7G)

Mr T Kasmani – Secondary Maths Teacher, British Section



# WORLD SCHOLAR'S CUP: A TRIUMPH!

The World Scholar's Cup (WSC) competition was held at the Cairo American College (CAC) on 29<sup>th</sup> and 30<sup>th</sup> March 2019. Though it was a challenging event held between multiple school teams from around Cairo and Alexandria, the fun always exceeded the stress. The two days of activities at the WSC were full of joy and excitement, and they created memories and experiences that will be everlasting for each of us.

There are four main competitions that take place over this two day event: the *Scholar's Challenge*, which is a test across six subjects, *Scholar's Bowl*, which is a general knowledge quiz where all the teams compete, a *Collaborative Writing* assessment, and the *Team Debates*. While the judges are reading the essays and calculated the points, students can sign-up to perform in a talent show. The talent show is great fun, and MES Cairo is well-represented each year. Before the winners are announced and the medals are given out, however, the judges select exemplary speakers to debate a topic in the *Final Showcase*. Dina El Nahas (Y9G) was chosen as one of those selected speakers and Yassine El Antably (Y9B), was chosen as one of the student judges this year.



Abdulrahman Wasfy Mohamed (Y9G) - 1 medal	Lina Walid Helal (Y9Y) - 4 medals
Ali Kamel (DP11Y) - 4 medals	Malak Mekky (Y9R) - 3 medals
Ali Kishk (Y9R) - 11 medals	Omar El-Habibi (Y9B) - 12 medals
Alya Moemen (Y9G) - 6 medals	Pretty Phillippe (Y9G) - 3 medals
Denae Arias (DP11R) - 10 medals	Seif El Ghazaly (Y9B) - 8 medals
Dina Nahas (Y9G) - 9 medals	Seif Hendam (Y9B) - 1 medal
Habiba Abdelwahab (DP11R) - 5 medals	Yassine El Antably (Y9B) - 9 medals
Jayhad Tawfik (Y9B) - 1 medal	Youssef Bakir (Y9G) - 7 medals

MES Cairo students this year were highly successful, building further on their success from last year. While most of the students who participated last year at CAC returned to enter the competition, five new members joined the MES Cairo team this year: Ali Kamel (DP11Y), Denae Arias (DP11R) and Habiba Abdelwahab (DP11R) from the IBDP Section, along with Lina Walid Helal (Y6Y) and Seif Hendam (Y9B) from the British Section.

Students earned a total of 94 medals, and all of the student qualified to go on to the Global Rounds, which takes place next September.

**Ms S Caswell – Team Coordinator**



## MES CAIRO ACHIEVERS

### Karate Success for Hussein Dahshan (Y5R)

Congratulations to Hussein who gained First Place in the Karate Republic Championship in Giza earlier this year. Hussein took up Karate in 2014 at the age of six and is following in his brother's footsteps. Hussein is very dedicated to his sport training four times a week.

We look forward to hearing more from our MES Cairo achievers in the next issue of the Messenger!

**Ms C Boswell - Publications Officer**



# YEAR SEVEN EXPERIENCE AN ENVIRONMENTALLY FRIENDLY TRIP TO SHARM EL SHEIKH



Whenever school is mentioned, students immediately think of learning, books, homework and projects. But at MES Cairo, there is much more than that - we aim to provide students with an exciting learning experience inside, as well as outside of school! Year Seven students were fortunate enough to embark on a journey of significance, not only to reflect on their own *Tradition, Identity and Culture* within Egypt, but also as Global Citizens to tackle a Global Issue helping to be part of the solution to our growing environmental issues. To put into practise the skills embedded in class through Global Perspectives, students headed to Sharm El Sheikh. They spent time observing how Bedouins live and take care of themselves in the desert, whilst also learning about the coral reefs and the danger they face on the coast. **Laila Reda (Y7R)** and **Emily Sigalas (Y7G)** take us on their journey...



**Ms S Elsaadany - Assistant Headteacher for Years Seven and Eight, British Section**

On Saturday 13<sup>th</sup> May, we arrived in Sharm El Sheikh. The weather was amazing and our spirits even more delightful! Despite the four-hour delay at the airport, we all remained calm and waited for the fun experience to begin. When we arrived on the coast, we unpacked our bags, ate a filling lunch, then headed off to Soho Square for an evening of unwinding and settling into our new adventure. In Soho Square, we had the excitement of learning to ice skate or practising our aim with bowling. Although some of us proved to be quite delicate on the ice, a few bumps and scrapes didn't stop us from having fun and bonding with our classmates and even the teachers. We also had the freedom of exploring Soho Square with the beautiful fountain and enjoying delicious ice cream to end an eventful day travelling.

The following day, we woke up bright and early and headed off to the marina where two yachts were docked waiting for us. We enjoyed sailing on the Red Sea and heading to the well-known locations of Jackson and Thomas Reef, to participate in snorkelling and learning about the different coral reef and fish in the sea. We visited two spectacular sites for snorkelling, where we saw many brightly coloured fish and corals of all shapes and sizes. We also had the opportunity







to view historical shipwrecks that none of us knew existed in Egyptian waters. One of the most memorable moments on the yacht was having the pleasure of spotting a pod of dolphins who put on a beautiful display in delight of their audience. A day at sea can really wear you out, so after dinner we had the chance to relax. We even had a short, yet very fun, disco!



Our second day began with breakfast and then a new experience for many of us; an adventurous safari in the desert! In groups of three, we were assigned a buggy with our chauffeurs being one of our teachers! Driving in convoy through the yellow sand surrounded by the rock formations of the Sinai Mountains was an exhilarating experience. At our first stop, we arrived at a strange, colossal mountain. We were all confused as to why we were asked to line up and stand facing the vast red stone, until the guide instructed us to yell out a name in unison. As soon as we did, the mountain echoed the name back to us as if there were people mimicking us on the other side of the range. We were at Echo Mountain, the range of mountains in Sinai named so because of the way it is formed and allows for sound to bounce off the surface and translate back to the audience. After that, we headed off to our next stop, an original Bedouin camp, where we learnt of their daily routine, the spices they use to naturally cure illnesses, roles for women and men as well as their culture and heritage. Some of us even bought some of the spices to try for ourselves!

Later that day, we got together into four smaller groups back at the hotel, where we participated in a round of workshop rotations within four specialist subjects; PE, Geography, Science and English. Mr Keast taught us how to survive in the water, demonstrating and helping us practise the huddle position and ways to stay afloat within choppy waves, Ms McTigue helped us understand that not all tourist

spots are environmentally friendly and that we must try our best to play our part in reducing, reusing, and recycling to avoid the possible extinction of coral reefs. On the Science side, Ms Barakat helped promote this idea as well as a clear understanding of the life cycle within water as well as the food chain and how necessary each living creature must play in keeping the system working. Mr Peck explained the recent changes in nearby Hurghada with the newly introduced fines to anyone using single-use plastic, which Sharm El Sheikh hope to adopt soon. Following these extraordinary learning experiences with our groups, we ventured out to use the on-site water park for the first time, where we were eager to go and ride all the slides by the end of the day! That night, we had a fun talent show and a mini disco before we went to sleep for an early morning rise the next day.

Our final day at Sharm El Sheikh had dawned. We woke up and headed off to our last breakfast of the trip. We jumped on the bus and headed to Ras Mohamed Protectorate. An instructor greeted us, informing us about the area and how it is now protected due to its importance along the Red Sea and as a prominent dive site. He told us about how we can help play our part, by not littering. Although the beach itself was immaculate, we were all eager to practise what we had been learning, so we wore our gloves, took an empty garbage bag, and started to work. We began collecting paper and plastic litter and it was great to see that we were making a difference, helping the environment and our country. When we were ready to leave, we had the opportunity to witness the number of bags of rubbish we had accumulated in only forty minutes! With a little extra aqua fun before we headed back to Cairo, we laughed and bonded with our peers and teachers in the sunshine until it was time to leave. Looking back on this experience, we realise how much Egypt has to offer and how much we have to treasure here. We will forever remember this trip for everything we learnt and all the fun we had! **Emily Sigalas (Y7G) and Laila Reda (Y7R)**





# YEAR EIGHT | PLAN4GRAD FAYOUM



Plan4Grad is a journey and commitment students in Year Eight launch upon in October but spans all the way through their Key Stage Three journey and into Key Stage Four culminating in Key Stage Five at graduation. Choosing IGCSE subjects is vital, but knowing yourself, practising resilience, developing responsibility and demonstrating leadership are all part and parcel of what constitutes an MES Cairo graduate. The Plan4Grad programme ensures that students are not only preparing themselves academically but also mentally and with many useful life skills. So, at the beginning of April, Year Eight students set off on a journey south of Cairo to the charming area of Fayoum; with lakes, farms, food and art on offer. Year Eight students Mohamed Dessouki (Y8Y) and Mohamed Farouk (Y8G) relate their experience...

**Ms S Elsaadany - Assistant Headteacher, Years Seven and Eight, British Section**

Leaving early from school on Monday 8<sup>th</sup> April aboard two large coaches, we stopped for an interactive session in the first saltwater fish farm in Egypt. While there, we were taught by instructors what soil is used for different plants based on their properties, how to recycle and reuse bottles for composting and how to test the pH level of the water using a kit provided - this is important as water too acidic or too alkaline will not help produce any crops. We ended the session with an authentic Egyptian style lunch before heading down further south to the village of Tunis, in Fayoum.

We stayed at the Zad El Mosafer ecolodge. This ecolodge was chosen to teach us independence, responsibility, time management, pride of our culture, and for the surrounding green scenery. By only having the necessities, we learnt to adapt and overcome problems most of us might not have encountered before. We all worked in our rooms to ensure areas were clean and by only having limited phone time, we were able to appreciate nature and interact with our year group a lot better. We had the opportunity to learn valuable organisational skills; to be on time for breakfast and for activities, working together helped demonstrate teamwork and cooperation and having full responsibility for our own items while in Fayoum. We are certain all of this will be echoed in four years when we come to leave MES Cairo and head out to the adult world of university.

Tunis Village is known for its wall art and Pottery Festival held in November. We had an opportunity to practise our art skills by making vases, pots and cups out of clay, taught by young local artists in the town itself. While also learning about the village's







history and how the clay used in pottery is native to the area. Furthermore, we had the opportunity to spend a day at Mohamed Abba's Caricature Museum and school, where we learnt to draw cartoon versions of our friends and teachers by emphasising their features through the guidance of Caricaturist, Samir Abdelghani and learnt how to draw full portraits of our friends using a transparent plastic sheet at a workshop led by Mohamed Abba himself and his son, Ibrahim. It was messy, interactive and definitely liberating and all of this was only a few minutes' walk away from the eco lodge itself!

Later on the trip, we rode 4x4s to off-road through Wadi El Rayan, visiting the waterfalls and then delving deeper into the desert to the UNESCO World Heritage Site of Wadi el Hitan. In the hot summer, all of us made sure to drink plenty of water and wear the caps provided by our supportive tour guides, *Go To Know*. We entered the newly opened Fossil Museum and watched an informative animated video about how Wadi El Hitan was formed, the type of whales and fossils, the myths of the unicorn and how the area was originally excavated. This was followed by a walk around the site and a healthy packed lunch before heading off to Magic Lakes for a Sandboarding adventure where students Adel Ouf (Y8Y) and Ali Zaazaa (Y8G) flourished as future sportsmen. But the true star was Mr Gilmour who tackled a large dune in the distance, earning the name Sandiana Jones!

With such a cultural experience, we truly flourished in the colourful streets of Tunis, amongst the natural beauty and the company of good friends. How could we turn down local delicacies of duck or pigeon while on actual farmland - but what most of

us enjoyed was the daily Feteer we were offered at breakfast, the local flaky, buttery pastry should be tried with tahini and black, molasses honey!



Getting back to basics, we played many games and sang many songs, especially around the campfire on our last night whilst toasting marshmallows. The last morning, we were offered an opportunity to collaborate and communicate with our year group, in four teams we got to know each other again; make up a team name, present a team logo and song before physically battling it out by with Tug-of-War and communicating directions and instructions to members of our team in an obstacle course. With

Team Black Sushi being declared winners of the overall team-building activities, we enjoyed a lunch, choosing between wood fired pizza or freshly made pasta as we visited a newly opened restaurant, catered for by a Swiss-German chef, whilst overlooking Lake Nasser, surrounded by a soft breeze and giddy company.

As the afternoon progressed, we said goodbye to Fayoum fully fed and feeling content. A trip filled with adventure many of us did not expect, but all of us loved - we walked away feeling a little more mature, a little more secure and a lot more confident.

**Mohamed Dessouki (Y8Y) and Mohamed Farouk (Y8G)**







# ADVENTURES EN ESPAÑA



Excitement was in the air as 58 students and staff boarded the flight to Madrid for the bi-annual trip to Gredos, Salamanca and Madrid. On landing in Madrid students boarded the coach to Gredos and saw Avila stretched before them in all its glory, the two-mile stretch of its walls bristling with a hundred towers and gateways. Sitting 4,000m high above the plains of Old Castille, students were whipped by the searing north wind as they stopped for a late lunch and walked round the walls before ambling around the city.



A late arrival at Gredos Centre and unpacking left little time to explore the surroundings however, an early morning surprise of snowfall and a temperature of 2 degrees ensured all students were awake, getting to know the centre amidst the splendour of the snow-capped mountain range.

Spoken Spanish was the order of the day as Gredos' staff initiated students into the vocabulary required for the daily activities. We enjoyed cooking classes where Tortillas were order of the day and quickly eaten! The ecological walk led to a treetop, high ropes forest adventure park where students and staff climbed high into the forest, swung into cargo nets and ziplined. Trekking back to the centre via steppingstones in the river sharing the crossing with a herd of cows as a special moment. Our MES Cairo mountain bikers felt great accomplishment after completing a

5km trail and for others, learning to ride a bike was equally satisfying. All had the opportunity to stargaze after an astronomy lesson and team building games and archery were enjoyed by all. A treasure hunt in the village using Spanish directions meant that some groups who got lost used their initiative and asked the local villagers for assistance. Students were surprised to see gargantuan nests of storks on church and castle ramparts and deer crossing the road as we travelled towards Spain's golden city, Salamanca, home of the La Casa de las Conchas (house of shells) and the 18th century Plaza Mayor.

A two-night stay in Madrid offered students chance to use their enhanced Spanish skills on a shopping trip and during a tour of the city. However, no trip to Madrid is complete without visiting the home of Real Madrid, Bernabéu Stadium which included a visit to the Press room, the player's seating area and the interactive museum, culminating in a coach trip through the streets on a cup final day. Truly a trip to remember!

**Ms L Talbot - Secondary Headteacher, British Section**



I really liked Real Madrid Stadium. I wanted to spend more time in Spain.  
**Ibrahim Basyouny (G8Y)**



My favourite part of the trip was going to Madrid because I've always wanted to go there. My second favourite was the beautiful fountains and the view in Gredos.  
**Ahmed Abdelsalam (Y8R)**

We did a lot of fun activities whether it was the zip lining or the mountain biking. I learnt about astronomy and it was really interesting how the stars formed these kinds of shapes, and I even got a chance to see Mars. In Madrid I liked it when we went to the Santiago Bernabe where we got to see Real Madrid's history and of course we had a tour around that beautiful stadium, we even got a chance to stand on the pitch itself! It was an amazing experience for me, and I recommend this trip to any upcoming Year Eight students. **Ismail Abdel-Ghaffar (Y8B)**





I really had fun on the Spanish Trip. I didn't want to leave.  
**Salma Hamza G8Y**

The Spanish trip was really fun. I really enjoyed the rope course and mountain biking. I would like to go again. **Omar Amin (Y8G)**

I enjoyed the beautiful landscapes in the country and the country's history, I also loved the weather and when it snowed. I enjoyed how the days were programmed and organised and that we also managed to improve our Spanish. Some days we got to a point where we were really tired, but it was worth it as we had so much fun. **Malak Abdelwahed (Y8R)**

The Spain trip was a really fun opportunity to go out and do things out of my comfort zone. It gave me a chance to try new things that I usually wouldn't do. **Janna Hassan (Y8B)**

I had so much fun in Spain from the mountain biking to the zip lining. It was one of the best things I have ever done. The astronomy also was amazing. I never knew that stars were so interesting and that they were more than just lights in the sky. I liked being creative when designing t-shirts. Thank you for an amazing trip! **Habiba Abdelwahed (Y7R)**

On the Spain trip we did really fun and interesting things that I really enjoyed. I learned lots of Spanish and I saw lots of beautiful nature while mountain biking. I faced my fear and completed the rope nature park and many other fun activities.  
**Laila Khorshid (Y7Y)**

I enjoyed the trip so much and I enjoyed living in the big house with all my friends. This trip made me overcome my fear of heights in the rope activities. **Mohamed El Sherif (G8R)**

In Gredos we were always having fun. We played football in our free time, got the chance to meet new people and enjoyed exciting activities. **Hassan Serry (Y8B)**

We enjoyed living in a small dormitory with multiple people and we had lots of fun. **Hamza Bedawi (G8R)**

I really enjoyed the Zipline Adventure Park and team building games. I hope everyone enjoyed the trip as much as I did!  
**Laila Lotfy (G8R)**

The unforgettable experience was very enjoyable as we participated in lot of exciting activities. The country was beautiful, including the castle. The most enjoyable activity during the trip was visiting the Santiago Bernabeu and the mountain biking. If I had the opportunity to visit Spain, I would most definitely take it. Thank for this opportunity and I hope you and everyone had as much fun during the trip as I did!  
**Sameh El Ganzoury (Y7Y)**



The Spain trip was an amazing experience for me and all my friends. We learned many valuable skills like how to zip-line safely, mountain biking, astronomy, Spanish cooking, archery, nutrition and more. All the activities were taught in Spanish and they made sure we understood everything. Overall, Spain is a very beautiful place and I enjoyed my time there learning about the food, culture and language. **Ziad Saad (Y8B)**

In Spain, I really enjoyed the Zip-line Adventure Park. I also really enjoyed seeing snow in Gredos. When we went to the hotel in Madrid, it was really fun because the hotel was clean and the food was good. **Nour El Fendy (G8R)**

The Spain trip was a lot of fun. I really enjoyed it when we went mountain biking in Gredos Centre because it was entertaining. I loved going shopping in the mall on the last day in Madrid. The food in Gredos could have been better, but all in all, it was a fun trip. **Laila Al-Refai (Y7G)**

The activities were all great, but the best ones were probably the archery and multi adventure park because I really like ziplining.  
**Omar Fahmy (Y8R)**

I loved the zip-line and the adventure park. **Farouk Touni (G8R)**

I think the Spanish trip was really fun and educational. I think the accommodation was really nice and gave nearly everyone a new experience. I think that having new foods and trying new things also expanded our knowledge of the Spanish culture.  
**Ahmed Zaytoon (Y8R)**



# ENGLISH IN THE AMERICAN SECONDARY SECTION

## Grade Seven

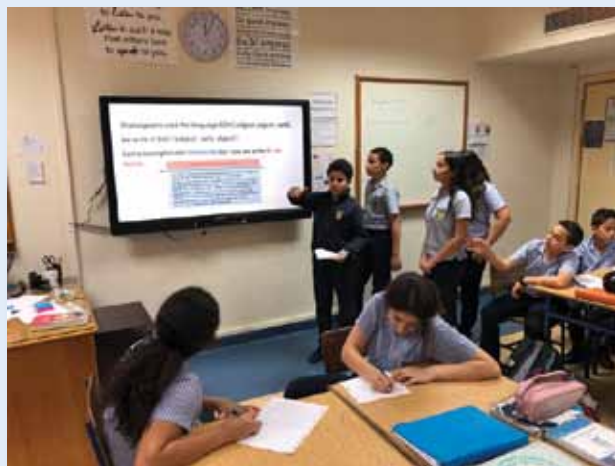
Students learned to write an analytical essay and were able to apply their knowledge of the Observation, Evidence and Analysis Structure (OEA) seamlessly into their body paragraphs. They also learned about William Shakespeare, practised speaking in Old English, and even tried their hand at writing Sonnets. In the final weeks of school, they learned about different types of poetry, practised writing poetry and had a chance to share their favourites in front of the class. Everyone worked very hard this year, and it was fun to watch students embrace the challenges affiliated with a transition to Middle School and come out stronger and wiser in the end! **Mr H Hess**

## Grade Eight

Students completed their third and final novel of the academic school year. *Money Hungry* by Sharon Flake is about a young girl, Raspberry, who constantly thinks about money. This pursuit of money causes conflict in her life. After students absorbed the pros and cons of Raspberry's pursuit of money, they were tasked with either creating a Movie Trailer, designing a Storyboard or writing a sequel of the novel. **Ms R Edmond**

Literacy-focused technology has offered ESL students exciting opportunities to closely engage with meaningful and multimodal passages on Commonlit and make impressive gains in reading comprehension. In addition, ESL learners have reached new skill levels in English grammar, punctuation, and spelling with highly interactive tutorials, fun activities, and quizzes on Khan Academy and Noredink. Boom Cards and Grammaropolis have gamified their learning experience and encouraged the mastery of commonly confused and transition words, homophones, parts of speech and more complex language concepts.

The ESL course has also enabled students to display their effort and



progress through the stages of the writing process: planning, shaping, drafting, revising, and editing and proofreading. ESL students have honed their writing skills to embark on academic writing in high school through practising the craft of essay writing. **Dr T Kolesnikova**

## Grade Nine

Grade Nine students started the year by reading *Animal Farm*. They were then challenged to read Shakespeare's *Romeo and Juliet* and enjoyed performing out scenes in the class. After the winter holiday, students researched and wrote a research paper about the Great Depression and Dust Bowl that afflicted the United States in the 1930s before reading *Of Mice and Men*. They were challenged to consider their own dreams and the factors that can prevent them from coming true. The year finished with a book club style of reading of *I am Malala* where students responded to the chapters by making personal connections, drawing pictures, or analysing literary elements before sharing and discussing with the class. **Mr H Hess**

Last term the students performed William Shakespeare's, *Romeo and Juliet*, learning a lot about the Elizabethan language and English culture. They then explored the world of poetry, creating a personal book of poems learning about Acrostic, Haiku, Limericks, Shape and Freestyle poetry. Each day has been filled with learning how to use poetic devices. **Ms A Hawthorne**

## Grade Ten - Honors

In Term Two we debated issues surrounding the Greek play, *Antigone* by *Sophocles*. The students produced their own *Antigone* notebooks while learning about Ancient Greek Culture and Women Empowerment. After *Antigone*, we explored the world of Spoken Word Poetry. It is a very unique form of poetic art, combining performance and language. Students wrote very powerful monologues and performed them in front of their peers. At the end of the unit we enjoyed a Poetry Slam Competition. **Ms A Hawthorne**



## Grade Ten – AP English Literature

Students have just finished creating their study guides for Chinua Achebe's canonical text, *Things Fall Apart*. Each study guide is divided into three parts (as is the novel). In each section, students focused on various aspects of literature, such as plot, theme, character descriptions, archetypes and elements of a tragic hero.

**Ms M Allen**

## Grade Eleven – English 3

We began the year with a study of the foundations of American culture and literature and compared that culture in its similarities and differences to that of Egypt. We started with texts grounded in the Native American oral tradition and then moved through a series of literary and philosophical periods including the colonial period, the enlightenment, the romantics, the Harlem Renaissance and the modern period. We eased into the year with a series of short works; myths, poems, and essays by writers as diverse as the Iroquois tribe, Benjamin Franklin, Emily Dickinson, Langston Hughes and Zora Neale Hurston. We then moved on to longer works as we explored the modern period through the jazz age classic, *The Great Gatsby* by F. Scott Fitzgerald and into the post World War II period with Arthur Miller's critique of unfettered capitalism in *The Death of a Salesman*. In Term Three we left the genre of American literature to explore the influences of William Shakespeare by reading his oft-quoted *MacBeth*. **Ms N Croix**

At the end of Term Two, students worked on a project for the unit on Romanticism. They read several short stories and essays, applied the traits of the Romanticism Era to modern songs, and designed their own, original album cover that reflects the mood of the songs they selected. You can see for yourself that Hana El-Ogail's (G11Y) album cover definitely captures several Romantic traits! **Ms M Allen**

## Grade Twelve Honors

In Term Two, students read the thought-provoking novel *Love, Hate, and Other Filters* by Samira Ahmed. We also explored the play, *Fences* by August Wilson and *Othello* by William Shakespeare. All of our novels in Grade Twelve Honors explored humanity and the struggles and challenges we are faced with in our society. **Ms A Hawthorne**



## Grade Twelve – English 4

English 4 students explored concepts such as utopia, colonialism and its effects, human rights, individual identity and society, guilt and redemption. The major works through which we explore these themes include Aldous Huxley's *Brave New World*, Khaled Hosseini's *The Kite Runner* and Shakespeare's *Julius Caesar*. Students completed a research unit in which they prepared and presented an area of concern for human rights in a country of their choosing. We explored all of these themes through our reading, journal and essay assignments, webquests, Socratic seminars, and both formal and informal class discussions. There has been much lively dialogue and some thoughtful insights by the students throughout the year. **Ms N Croix**

## AP Language

This year in AP Language and Composition, the students studied rhetorical techniques by examining visual works with the unit culminating in their writing an essay examining the rhetorical effects of an award-winning photograph of their choosing. We then moved on to analysis of speeches and essays by a diverse range of writers including Queen Elizabeth I, John F. Kennedy, Henry David Thoreau and the tragically talented David Foster Wallace. Students practised writing the essay types that appear on the exam; synthesis, rhetorical analysis and argument. All in all, it has been full year of powerful language and fascinating discussions. **Ms N Croix**



# IT'S PROJECT TIME IN HUMANITIES!

Our busy Humanities Department finished the year with several creative group projects. It is so important to learn through creativity as well as more traditional academic means. Our students have excelled this year, demonstrating thorough academic research, impressive team work and the production of high-level projects.

## Year Seven Medieval Castle Project



Our fantastic Year Seven students did not disappoint this year. In fact, they excelled in their research and creation of Medieval castles. The project required students to research the defensive mechanisms of a Medieval castle and show how these gigantic stone structures helped King William control England. Students then recreated these in a variety of inventive ways including clay and cardboard models, *Minecraft* and *Fortnite* computer generated models, graphic drawings and castle cakes! The students then wrote academic reports about castle building and compared these with other long-term methods such as the Feudal System and the Domesday Book. Well done, Year Seven!

## Year Nine IGCSE History





Our Year Nine class recreated socio-cultural aspects of the *Golden Twenties* in Weimar Germany, including recreating magnificent pieces of work by Otto Dix and the Bauhaus movement, as well as detailed analyses of films such as *Metropolis* by Fritz Lang and theatre productions of *The Threepenny Opera* by Bertolt Brecht. Our able students used these artistic creations to demonstrate the social divisions in Germany between the progressive leftwing and the traditional rightwing in the Stresemann era, before the rise of the Nazis. A great job was done by all!

## Year Eight Volcano Project



Year Eight Geographers became engineers and city planners to complete their study of tectonic plates and the earth's structure. They were given a real-life geographical situation, from the Island of Monserrat, where they designed a strategy for protection against the dominating volcano. Our students demonstrated excellent research and critical thinking skills and showed these works in amazing volcano models and graphic drawings. Students had a great time 'exploding' the volcanoes. Well done, Year Eight!



## Year Nine IGCSE Geography



Our Year Nine Geography class took part in a dedicated Geographical Investigation day in order to learn the skills required for an IGCSE Paper 4. They investigated the change in weather elements in different locations around the school, collecting data using a combination of modern and traditional weather instruments and finally comparing the results by creating graphs and data tables. They remained focused and worked very well in their groups. Well done, Year Nine!

**Ms K McTigue - Acting Head of Humanities, British Section**



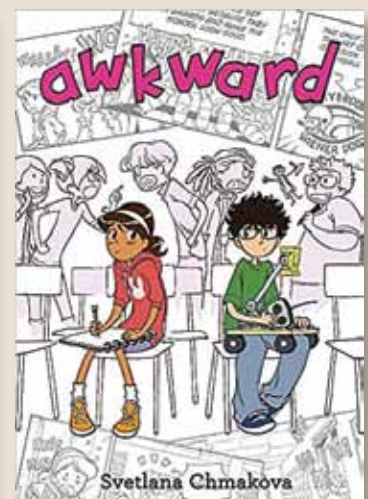
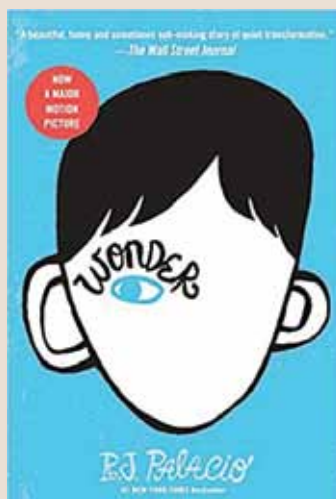
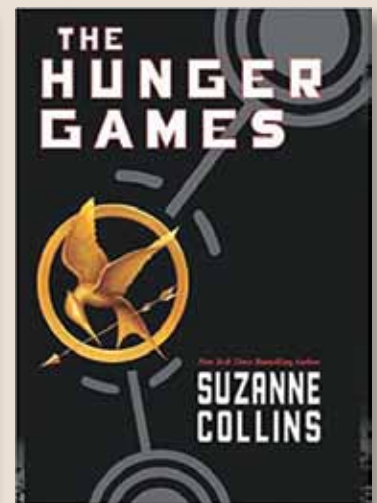
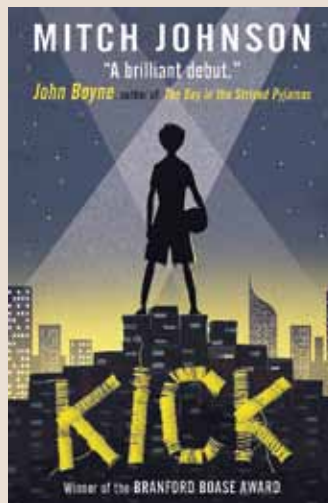
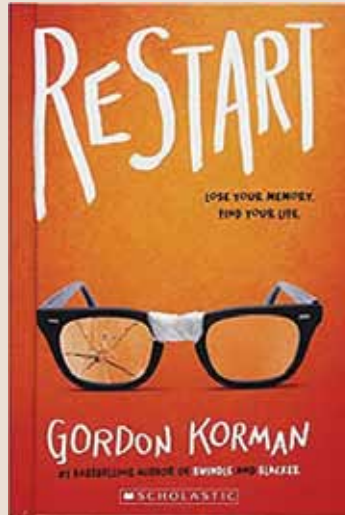
# LDD DEPARTMENT

## THE IMPORTANCE OF LITERACY

How can we become voracious readers? How do we encourage reluctant readers and those who find reading more difficult?

These fascinating facts about the benefits of reading will inspire you to immerse yourself in reading!

1. Reading has a therapeutic effect on our physical and mental health: it reduces stress by 60%, slows the heartbeat and relieves muscle tension.
2. Reading to children in an interactive way raises their IQ by over 6 points.
3. Young children whose parents read them five books a day, enter kindergarten having heard about 1.4 million more words than children who were never read to.
4. According to new research led by Dr Joanna Sikora of Australian National University, growing up in a home packed with books has a large effect on literacy in later life.
5. Researchers at the Yale School of Public Health have found out that people who read books—fiction or nonfiction, poetry or prose—for as little as 30 minutes a day, over several years, were living an average of two years longer than people who didn't read at all.
6. Countries that have 100% literacy rates include: Finland, Greenland, North Korea, Liechtenstein, Luxembourg, Norway, and Vatican City.
7. While these lists are always in dispute, the top 10 best-selling books of all time are:
  - 1) the Bible, 2) the Qur'an, 3) Xinhau Dictionary (Chinese Dictionary), 4) *The Lord of the Rings*, J. R. R. Tolkien, 5) *The Book of Mormon*, Joseph Smith, 6) *Harry Potter and the Sorcerer's Stone*, J.K. Rowling, 7) *And Then There Were None*, Agatha Christie, 8) *The DaVinci Code*, Dan Brown, 9) *Harry Potter and the Half-Blood Prince* and 10) *Harry Potter and the Chamber of Secrets*, J.K. Rowling.
8. 50% of words in the English language can be sounded out phonetically, while the other half you just need to recognise when reading.
9. Agatha Christie suffered from dysgraphia which meant she could not write legibly; as a result, she dictated all of her novels.





10. The most expensive book ever purchased, was sold for \$30.8 million to Bill Gates. It was the 'Codex Leicester' by Leonardo Da Vinci.
11. A body of research conducted by Fishel, shows that regular family dinners are a powerful vocabulary-builder for children; building their narrative skills and enriching their vocabulary.

## Delve in to a book...

Why not try one of the 'Top Ten Most Popular Books' of this academic year at our Learning Media Centre and make reading your daily habit.

Title	Author	Library Code
Awkward	Chmakova, Svetlana	GN CHM
Restart	Korman, Gordon	FIC KOR
Ella On The Outside	Howe, Cath	FIC HOW
Drama	Telgemeier, Raina	GN TEL
Kalila and Demna (in Arabic)	Abdullah ibn al-Muqaffa	Arabic Section
Everything, Everything	Yoon, Nicola	FIC YOO Senior
The Hunger Games	Collins, Suzanne	FIC COL
Wonder	Palacio, R. J.	FIC PAL
Kick	Johnson, Mitch	FIC JOH
Pretty Little Liars	Shepard, Sara	FIC SHE Senior

If you want further inspiration to kick start or reignite your passion for reading, the LMC has an abundance of books on offer. To vary your reading, you can:

- Find a novel you can relate to or on an issue that you are passionate or keen to learn more about e.g. peer pressure, refugees, environmental impact. Check out the books on display in the LMC for fresh ideas.
- Join the debate: book or movie? Why not hunt out the print version of your favourite movie and decide which version you prefer.
- Get graphic. The LMC has a large range of graphic novels, illustrating a broad range of texts from DC Comics to Macbeth.
- Try poetry. Check out the likes of Benjamin Zephaniah, Edgar Allen Poe or Maya Angelou.
- Switch it up. Try a new genre- swap fantasy for non-fiction, horror for comedy. Ask friends, teachers or parents for recommendations.
- Listen to audio. Download audio books on to your devices and listen on the journey to school. Available through the likes of Apple Books, Google Play or Audible.
- Download E-books. Easy to carry and if you prefer listening and following the text, then assistive technology can convert text to speech (available free on Google, Apple devices and through apps).

E-books and audio books are particularly helpful for students, who may be reluctant readers or find reading more difficult, such as students with dyslexia or who have visual difficulties. Print can be enlarged and background colouring can be altered.



This article has good suggestions on how to access e-books and audio books; <https://ebookfriendly.com/best-ios-audiobook-player-ipad-iphone/>

**Dr T Kolesnikova, ESL/LDD Teacher and Gifted and Talented Instructor and Ms A Webb, LDD and Gifted and Talented Coordinator**





# International Baccalaureate Diploma Programme News

## Learning is Fun in IBDP11!

The DP11 class as a whole has had a very busy and successful year and they are looking forward to sharing their learning in the end of year internal examinations. We wish them all the very best!



DP11 Biology students have been breathing deep whilst deeply engaged in learning about respiration.



The DP11 English SL students recently enjoyed outdoor classes where their poetry analysis was enhanced by the beautiful weather.

## IBDP Science Internal Investigation Coursework



DP11 students are getting ahead with their Group 4 Science Internal Investigation coursework. Students have chosen to investigate a wide range of fascinating topics, in line with the IB philosophy of encouraging live learning experiences that replicate the work of ethically-minded scientists. This year's 50 unique investigation topics include; the efficacy of different brands of sun creams, brands of shampoo and antibacterial creams, muscle memory in video gaming, the effectiveness of different brands of shampoos, the rate of decay in treated fruits, and the different amounts of weight that animal tendons can bear after heat treatment. We hope they make some great discoveries!

## Extended Essay Research at the AUC



Our International Baccalaureate IBDP11 students were invited to visit the Library at The American University in Cairo (AUC) to work on their Extended Essays. Organised by our Librarian, Mr Mesnard, the visit provides as a rich supplement to the research undertaken in our excellent school library. Our students were given full access to the wealth of university level resources available at AUC and they were grateful for this opportunity. They were reminded that IB graduates are offered certain class exemptions and bonuses if they choose to take a degree at AUC. DP11 enjoyed this valuable experience and can't wait to return to the AUC library for another research opportunity very soon. Thank you, AUC; especially Mr Salah Seoudy, Research and Information Specialist, who helped to guide DP11 in their session.

## Theory of Knowledge



DP12 shared their final Theory of Knowledge (TOK) Presentations with Ms Banks, Mr Rainford, Ms Hanlon and Ms Sheehan along with many other subject teachers. The DP11 students attended these presentations and gained much from the experience, as they start to plan for their own. We enjoyed hearing DP12s views and deep analysis of a variety of gripping topics including; the threat of Artificial Intelligence, prejudice based on appearance, the masks we hide behind, and social divisions. Congratulations to all our DP12 students as they successfully conclude this core aspect of the IB Diploma.

**Ms S Sheehan – Assistant Headteacher, IBDP Coordinator**



# IBDP CAS CORNER

## Creativity, Activity, Service

IBDP11 Students share their CAS Highlights with the MES Cairo community

### Ahmed Akef (DP11R)



CAS makes us go beyond our usual limits and encourages us to try new experiences. It helps us to be resilient, to learn perseverance and to stay committed to the activities that we start.

For me, the top CAS highlight of the year has been my leadership experience through Rugby training. I am a qualified trainer and I have been playing the sport for five years.

This, along with my role as Athletic Mentor, has enabled me to really grow as a sportsman and a sports coach, both in and out of school.



I am not usually a very creative person but I challenged myself to participate in Barnum, where I attended rehearsals and worked hard back stage throughout the productions, to ensure the boy's costumes were all in tip top condition as the performers went on stage. Some of my peers, like me, did not have very much creative experience so they joined the school CAScade choir and they now love singing as part of a choir. I am thinking about joining choir in DP12.

Fulfilling my CAS requirements really motivates me to keep up my gym visits.

#### Other CAS highlights for me this year:

- MUN
- International Award
- IA Mentoring and preparing other students
- Marathon running



### Hagar Badawi (DP11Y)



Earlier this year, before our IBDP CAS trip to Aswan, we started working hard to serve the community. We raised funds for our trip and were motivated by the fact that we were helping those less fortunate. We collected money by doing various activities like the bake sale. In Aswan we renovated houses. As I love art, I decided to join the painting and decorating team. This experience taught me the importance collaboration and working together as a team. It also showed me the importance of leadership as I planned what we should do. Overall it was a great experience, where I was able to give back to my community.



At the MES Cairo IB teacher 'Jobalike' event this year, I volunteered to help chaperone our visitors, who were IB teachers from all over Egypt. I got to collaborate with my peers to help make sure that the teachers got to their workshops on time. This experience improved my planning skills as I would always go back to Ms Sheehan and follow her example and if my class mates didn't know what

to do, I would tell them to help the teacher and take them to their room. This helped to practise my leadership and collaboration skills. Serving the school and giving back to my school community really made me feel happy. I think that serving others and helping wherever we can really helps us to improve our wellbeing

My personal CAS project involves regular visits to the DT classrooms to support to the Design Technology students with the work they have been set. I work to a programme designed with the help of Ms Taha, and I help the younger students to produce the best work that they can. This enables me to combine Creativity with Service and I really look forward to the visits, which I undertake during my study time.

#### Other CAS highlights for me this year:

- Outreach
- School Production Set Design
- International Award Expedition
- MUN
- Costumes and makeup for the Production of *Barnum*
- Activity - going to the gym four times a week.





# MES CAIRO SENIORS ARE GOING TO TOP UNIVERSITIES AROUND THE WORLD!

Congratulations to MES Cairo Seniors who have been accepted into some of the top universities in the UK, Europe and the United States.

## American Section

Seniors have been accepted to the following American and Canadian Universities: University of California Berkeley, University of Southern California and University of California Los Angeles. These three universities are considered in the top post-secondary institutions in the US and internationally along with the University of Vermont, University of California: Santa Barbara, Davis and Santa Cruz, University of Toronto, Boston University and Purdue University.

UK and European universities that our graduates are attending include: École supérieure des arts et techniques de la mode (ESMOD, Paris), University of Amsterdam, University of Manchester, University of Sussex, Istituto Europeo di Design (Milan), University of Sheffield, King's College London, University of Leeds, University of Brighton, Nottingham Trent University and the University of Liverpool.

**Ms C Flake - Dean of Students, Grades Eleven and Twelve, American Section**

## British Section - The Gift of Choice

Incredible offers from top UK universities are something that students and parents have grown to expect from MES Cairo. Every year we work to beat previous best and every year we succeed! At this point our students have received 213 offers from excellent universities in the UK and 30 students have already confirmed their places. Most notable this year has been the range of options available to students and the diversity that MES Cairo embraces. One of the real benefits is that of choice: choice of country, choice of university and choice of course.

Students have offers from all over the world, UK, Europe, USA, Canada, Dubai and Egypt to name a selection. Nagham Mekky (Y12Y) has offers from Birmingham University UK and Birmingham University Dubai, which is an interesting choice to have! However, she is likely to choose Warwick University UK for Cyber Security. Some students have to choose between 5 or more top 10 world universities and relish the support they get from our excellent university counsellors specialising in the UK, the USA and Europe. The most difficult choice on the face of it would have been Cambridge University versus Imperial College London, but the choice is made and Imperial wins!

We remain proud of the range of subjects that students apply for and celebrate the world awareness that our parents promote by enabling students to follow their passion. From Philosophy, Politics and Economics at London School of Economics to English Literature and Creative Writing at Warwick University, to Mechanical Engineering at Bath University and so the list continues.

Until the final results are released on 13th August, British Section students are unsure of their final choice for university as most offers to the UK are Conditional on the final results. However, we know that Y12 are on track in their exams and look forward to sharing their success and their final destinations next term. **Ms S Clingan – Deputy Headteacher, British Section**

## IBDP

**Arts, Humanities and Commercial Studies** - Hana El Fangary (DP12R) has been offered places by Toronto (Canada), and by Leeds and Sheffield in the UK. More top universities have offered places to Nadine Yasser (DP12Y) (Manchester and Leeds) with Maian Torky (DP12R) also securing offers from Leeds, Sussex and Nottingham. Farida El Shafie (DP12R), received a flurry of instant offers to study Literature and Classics from top UK universities including UCL, Kings, Queen Mary and Sussex University. Maya Mehrez (DP12Y) who is pursuing a career in Design, has been offered places by the Universities of Bath, Newcastle, Sheffield and also by Toronto in Canada.

**Engineering** - Khaled Megahed (DP12Y), our IBDP scholarship student 2018-19, has been offered not one, but TWO scholarships by University of Toronto! Khaled is still undecided about whether to become a doctor or an engineer and he now has a choice between studying Engineering or Life Sciences at Toronto, which is one of the top 20 universities in the world and the top university in Canada. Hassan Gaber (DP12R) has also been offered places to study Engineering at two top Canadian universities: Toronto and McGill. Senior Student Leader, Omar El Fiky (DP12Y), has received outstanding offers from top UK universities to study Mechanical Engineering including Bath, Bristol, Southampton and Leeds. Youssef Sorial (DP12Y) has been offered places to study Engineering by no less than four Russell Group universities in the UK!

**Medicine** - Bassel Samy (DP12R), has been offered a place to study Medicine at Swansea University which is ranked 3<sup>rd</sup> for Medicine in the UK! Farah Gharib (DP12Y) has also been offered a place to study Medicine, this time at St Andrews, another top 20 institution in the UK. Nayra Soliman (DP12R) plans on studying Veterinary medicine in Europe and has been offered a place by the University of Zurich, amongst others.

**Europe** - Europe is growing in popularity as a choice for our DP students, with many receiving offers to study a range of disciplines at top institutions. **Ms S Sheehan – Assistant Headteacher/IBDP Coordinator**



# SECONDARY HOUSE NEWS

As we look back on the past year, we have a lot to celebrate, and still more to look forward to.

Beginning mid-April, students and staff alike observed Earth Week and our Modern English School Cairo Student Council put their minds to work by considering our impact on the environment. Students campaigned for a cleaner environment and urged a reduction in plastic consumption. In response, House Selket and House Kheper hosted a joint potluck which featured completely vegetarian options as well as asking participants to bring their own reusable containers to reduce waste. This event was a huge success and we intend to continue with practices of environmentally friendly consumption, as we urge everyone in our community to consider their impact on the world we live in.



While cooperation is one facet of the MES Cairo House System, so too is competition. Let me take this opportunity to announce the House System points tally as it stands leading up to our last days and congratulate all Houses for their diligence and hard work over the course of the year.

## LEADERBOARD



There are only a few short weeks left to earn points for your House, so stay tuned for any announcements about upcoming events and remember to don your House t-shirt on B-Week Wednesdays from second break onward, to earn 2-points for each shirt.

See you all at the end-of-year House Assembly where your Head of House will battle it out for the last remaining points of the year. Best of Luck!

**Mr G Hayes - Secondary House Coordinator**





# Primary Pioneers



The Primary Pioneers are eagerly anticipating their end-of-year ceremony which takes place in June and celebrates their achievements from this year.

The Year Five Pioneers are halfway through their programme and can reflect upon a very successful journey so far and the Year Six Pioneers are now ready to take the next step and become Secondary Pioneers. Year Six Pioneers should be proud of their achievements and look back at the transformation they have undergone over the past two years. They have become pillars of the school community and the standard they have set is very high.

The application process for prospective Pioneers began on Sunday 19<sup>th</sup> May when the Year Four students learned all about the fantastic opportunities the

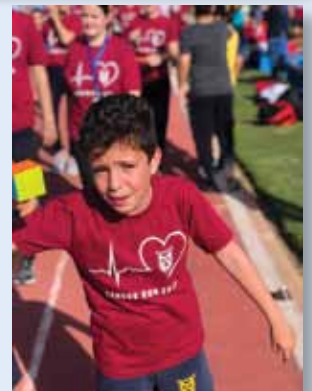
Programme has to offer in assembly. This year the application process will be through a Google Form which will be posted to each Google Classroom. Those students in Year Five who wish to reapply for Year Six Pioneers may also do so.

I am proud of how each and every Pioneer has grown. I believe that over the past two years the programme has grown and Pioneers has established itself as an integral part of Modern English School Cairo's extra-curricular offerings. The programme continues to be over-subscribed and our Pioneers continue to impress our school community with their leadership skills.

I would like to express my thanks to everyone involved in supporting the programme and, in particular, I would like to thank Ms Marian and Ms Jane, who both contribute behind the scenes in a number of ways.

Good luck to all prospective and current Pioneers as they continue on their journey.

**Mr A Hinchliffe - Primary Pioneers  
Coordinator**







# SECONDARY PIONEERS TRIP TO SKI EGYPT



On Saturday 6<sup>th</sup> April, twenty-six Secondary Pioneers took to the slopes of Ski Egypt to earn themselves their Snow and Ski Badge including five students who were attempting to attain a Level Two badge on the large slope. All Pioneers showed respect for their instructors and followed their lead carefully in order to stay safe and take appropriate risks.

During a one-hour ski lesson, students learnt to walk up a slope while wearing

skis, body posture when skiing, how to come to a safe stop and how to ski down a slope keeping their balance. A select few, more experienced skiers, were challenged to ski down the larger slope. After their hour of instruction, Pioneers had free access to the Snow Park attractions including the new Snow Rocket!

The Snow and Ski Badge is excellent preparation for Key Stage Four and the various opportunities on offer such as the International Award and the annual Ski Trip to Europe.

**Mr S Cole - Secondary Pioneers Coordinator**



## Here is what some of the Pioneers had to say about their experience:

I really enjoyed the Ski Egypt experience and I had a lot of fun learning new skills and going down the big slope for the first time. I was scared at first but when I got the hang of it, it was really fun. **Alia El-Helw (G8B)**

It was so much fun to learn such a sport that is challenging and pushes me to try harder. I especially enjoyed going down the slope in different ways. The big bubble was cool! I believe that I can pursue this skill further by visiting Ski Egypt again and will slowly improve thanks to the passport they gave us. It is such an amazing skill which I really don't want to lose so it will encourage me to go.

**Emily Sigalas (Y7G)**

The thing I most enjoyed about the Snow and Ski badge at Ski Egypt was getting the opportunity to do something I enjoy. I have been a skier for almost four years but due to travelling a lot, I had to stop training until I went to the Snow and Ski Badge at Ski Egypt. It was awesome to be able to test my skills with a fantastic coach. I really enjoyed my time there and if I had the chance to repeat that experience then I would. **Jomana Eid (Y8Y)**



I enjoyed Ski Egypt because skiing was new to me and it was really fun and challenging. I think I will pursue this skill further by going to Ski Egypt again and skiing even more. I will be able to put my newly found skills to the test on mountain slopes when I go to Switzerland on the Ski Trip in Grade Nine.

**Nour Abdel-Gelil (G7B)**

I enjoyed the snow badge at Ski Egypt so much. I hope I can go back again and redo the things we did. I hope to take more ski lessons in the future.

**Youssef Sallam (G7B)**

# MIDDLE SCHOOL BOYS' BASKETBALL

The Middle School Boys' Basketball team finished the 2019 season with two wins and three losses. The season started with an unbelievable defensive performance against American International School (AIS). The Cougars held their rival to zero points through three quarters coming out with a 28-5 victory.

The Cougars then suffered a close loss to a very tough Hayah International Academy (HIA) team. The game was highlighted by the double-digit scoring effort by Mark Hakim (G8B).

The regular season was capped off with a win over New Cairo British International School (NCBIS) by a score of 70-6. The team played relentless defence and proved that they could put the ball in the hoop! Every player on the team made a basket in that game. The defence was led by the outstanding hustle of Hamza Badawy (G8B) and the rebounding of Michael Hakim (G8B). Omar Kansoh (G8B), Karim Ebeid (G9B), Tarek Abdel-Ghaffar (G8B) and Youssef El Banhawi (Y8Y) led on the offensive end.

Modern English School Cairo hosted the CISSA Tournament this year and put on a fantastic event. The Cougars finished third in the tournament after hard fought losses to Hayah International Academy and International School of Choueifat (ISC).



We wrapped up the season with the Cougar Sports Awards. The **Most Improved Award** went to Michael Hakim (G8B), the **Coaches Award** went to Mark Hakim (G8B) and the **Most Valuable Player Award** went to Karim Ebeid (G9B).

The future is bright for all of these young Basketball players!

**Mr B Houghton - Basketball Coach**





# MIDDLE SCHOOL BOYS' FOOTBALL

A fantastic turnout for the Middle School trials this season saw over fifty players hoping to grab a spot on the team. With some difficulty, the coaches managed to reduce the number down to just sixteen players. Out of those sixteen, only three were part of the Middle School team last year, creating an opportunity for thirteen new players to be part of the school team.

The season was short and we only managed three friendly games against American International School (AIS). The team went into the CISSA Tournament at New Cairo British International School (NCBIS) with a strong, positive attitude, determined to demonstrate their footballing talent. The tournament was split into two pools with the winners from each pool playing the runner-up from each pool in a semi-final. The group stage saw Modern English School Cairo take a 6-1 victory against Hayah International Academy (HIA), following a loss against the International School of Choueifat (ISC). These results landed our team in the runners-up position and we were waiting to play the winners of the other pool, NCBIS.

Most of the game was played in the opposition's half with MES Cairo dominating in possession and chances in front of goal. We played some outstanding football with short, sharp passes and great movement off the ball. Unfortunately, NCBIS scored a very late goal giving them a 1-0 victory in the semi-final. NCBIS then went on to win the tournament.

MES Cairo ended up in the 3rd and 4th play-offs against Cairo American College (CAC) who are a very strong team. Again, there were many chances for both teams with MES Cairo taking the lead. This game proved to be the best standard of football in the whole tournament and was a fantastic game that even saw Mohamed Ashraf (Y9R) score a spectacular overhead kick. The final score was a 2-2 draw. The scores could not be separated, even after extra time. Therefore, it was onto penalties, the team selected their penalty takers and were all nervous. The shootout ended 5-3 to CAC on penalties.

The MES Cairo Middle School team played some very good football. They battled hard, were resilient and extremely sporting throughout. Well done gentlemen and we look forward to seeing you at trials again next year.

**Mr J Keast - Team Coach**



## Secondary Sportsdesk

# Junior Varsity Boys' Basketball

The Junior Varsity Boys' Basketball team finished the season with two wins and four losses. Four of the six games were decided by two points or less, which made for a very competitive and exciting season. It was quite unfortunate that the CISSA Tournament fell so early in the season, because the team looked very strong in their final outing against New Cairo British International School (NCBIS). Both of the Cougar victories were against NCBIS, with buckets scored by Aly Tantawy (G10B) in the final seconds of both matches.

Every player on the team contributed and played hard throughout the season. Several of the players will be moving on to Varsity next year, while some will stay and dominate the Junior Varsity field.

The season finished with the annual Cougar Sports Awards. Youssef Poulis (G11R) was the **Most Improved Player**, John Magdy (G11Y) won the **Coaches Award** and Aly Tantawy (G10B) was named **Most Valued Player** for the 2019 season.



Mr B Houghton - Basketball Coach

## Secondary Sportsdesk

# TRACK AND FIELD



We have had a great turn out for track and field practice this year with up to 40 students attending training from Y/G/IBDP Seven to Twelve. Students have been working hard and practising for a variety of track and field events in preparation for competitions against other International Schools in Egypt and Sports Day.

Our season got off to an early start for our U13 athletes competing in their first meet at British International School Cairo (BISC). Due to the scheduling

of the event early in the season, we were sceptical as a team to be entering a competition with little to no practice. However, after a fantastic and very well organised event our U13 athletes came away with 26 medals. A brilliant result for our U13 team and only a positive sign of things to come.

We were all excited for the next meet hosted by Cairo English School (CES) as it meant that students from Y/G/IBDP Seven to Twelve had the opportunity to compete and our athletes were

determined to finish with similar if not better results. Competition was fierce and our athletes worked incredibly hard in all of their events with some competing in three events. Well done to everyone who represented MES Cairo. Although there were no medals given out our athletes did extremely well, gaining top three places in a lot of the events. It has been a great season for our athletes and I hope this enthusiasm will continue and grow for many years to come.

### Athlete Mentor

I am an Athletic Mentor for Track and Field. I have had an amazing experience getting to know the students and working with them. I lead the warm-up and assist Ms Shepherd and Mr Keast with the activities. The students really listen and are very cooperative. I really enjoy working with them and I hope to do the same with the new students who are willing to join the team next year.

Yassin Afifi (G11Y)

Ms L Shepherd - Secondary PE Department





# MIDDLE SCHOOLS GIRLS' FOOTBALL

## Trials

The highly anticipated Middle School Girls' Football trials began with over fifty students competing for one of just sixteen places available in the squad. The trials were extremely competitive and went on for several weeks as the standard was even higher than expected. The successful students had a combination of skill, work ethic and a desire to improve.

## Fixtures

The season started quickly with little time for training and coaching. We had three fixtures against the American International School (AIS) at home and away as well as against Hayah International Academy (HIA).

We played fantastically considering the short turnaround time we had after trailing. The most exciting game came against AIS at home. We went 4-1 down with 10 minutes remaining. However, we never gave up and kept pushing and eventually reaped the rewards with two incredible goals from Malika El-Adawy (G8R) and Lara Hegazy (G8Y).

## CISSA Tournament



We were lucky enough to host the CISSA Tournament this year and we were confident after playing well and training hard throughout the season we could go on to win the tournament. We played exceptionally well in the group stages picking up seven out of a potential nine points and topping the group.

We then met Cairo American College (CAC) in the semi-final and despite our best efforts, we suffered a narrow defeat. We played extremely well throughout and I was proud of all the girls and their efforts.

## Special Mentions

### Most Valued Player - Malika El-Adawy (G8R)

This student has proven to be an influential player both in midfield and upfront. She scored a fantastic goal against AIS and had a huge part to play in MES Cairo topping the CISSA Tournament league table.

### Most Improved Player - Kenzy Teira (G8B)

This student has developed and progressed considerably since start of the season. She is very fast, and the opposition players struggle to get past her. She has not missed a training session all season and has continued to take on advice to improve her game.

### Coaches Award - Talia Al Sharif (G8B)

This player has been a vital part of the team this year. She was given Vice-Captain because of her organisational skills and ability to lead by example. She has been a pleasure to coach this year and it has been great to see her improve as season progressed.



It was an absolute pleasure to have the opportunity to coach the Middle School Girls' Football team this year. The effort and determination they have shown in countless training sessions and fixtures has been fantastic and that is all a coach can ask for!

I really hope the students enjoyed their time in the team. I am already looking forward to next year when we can continue to build on what we have started.

**Mr G Loftus - Team Coach**

# PRIMARY COUGAR AWARDS 2018-2019

Sunday 21<sup>st</sup> April saw Modern English School Cairo host the very first Primary Cougar Awards ceremony. The Primary Cougar programme has developed so much in recent years, with an increase in sports offered and a huge increase in athletes representing our school. It only seems fair that we acknowledge the hard work and achievements of our brilliant students from the 2018-2019 season.



I am extremely grateful to the parents who attended, showing their support and dedication to the children. Without the support of parents, young athletes can find it very difficult to advance.



The ceremony started with a summary of the season including highlights such as tournaments, swim galas, individual fixtures, training and the international BSME tournament in Abu Dhabi. With a slideshow playing in the background of photos from all sports throughout the season, coaches took turns to announce their winners for the three awards that were up for grabs for each sport.

I would like to extend my heartiest congratulations to all award recipients. I hope this recognition



will encourage you to continue to invest your time and efforts to strive towards greater goals in sports.

### Basketball Boys

**Most Improved Player** - Aly Fahmy (Y6B)

**Most Valuable Player** - Ali Kansoh (Y6R)

**Coaches Award** - Aayan Ali (Y6R)

### Basketball Girls

**Most Improved Player** - Zeina El Bosty (Y5R)

**Most Valuable Player** - Habiba Assassa (Y5Y)

**Coaches Award** - Hana El Kheshen (Y6V)

### Football Girls

**Most Improved Player** - Farida El Adl (Y5Y)

**Most Valuable Player** - Amina El Mallah (Y6V)

**Coaches Award** - Marwan El Koussi (Y5B)

### Football Boys

**Most Improved Player** - Adam El Sayad (Y5O)

**Most Valuable Player** - Omar Mira (Y6G)

**Coaches Award** - Mariam Allam (Y6Y)

### Netball

**Most Improved Player** - Yara Seada (Y6G)

**Most Valuable Player** - Nadia Tantawi (Y6V)

**Coaches Award** - Amina El Mallah (Y6V)

### Swimming

**Most Improved Player** - Reda Mohamed (Y6R)

**Most Valuable Player** - Ahmad Maher (Y5V)

**Coaches Award** - Malak Hakky (Y5Y)

And our two main awards for overall best athlete of the year:

**Best Male Athlete** - Aly Kansoh (Y6R)

**Best Female Athlete** - Habiba Assassa (Y5Y)

Finally, I would like to address all athletes, and potential Year Four athletes who may be reading this, that the PE Department and sports coaches are expecting next season to be one of the most successful seasons for MES Cairo. If you are looking at making a team(s) then the hard work starts now. Will you be having a lazy summer or will you be continuing to train hard, eat healthily and get into your best shape which will give you the greatest chance to not only make the team, but to dominate in competitive fixtures. Who will be taking home the certificates and trophies in next year's Primary Cougar Awards Ceremony?

**Mr C Carroll - HOD Primary PE**





# WHAT HAS BEEN HAPPENING IN PRIMARY PE?



### Foundation Stage

The Foundation Stage One and Two students have continued their hard work during PE lessons and have been putting the skills they have learnt into more game situations. They have also started to improve their coordination and focus through dance and yoga.

Just before the start of Ramadan, all students in Key Stage One and Key Stage Two completed a series of fitness tests. The tests that were used to monitor the overall fitness of our students, to help us plan a more specified PE programme for next year and to ensure that our students are ready for the transition to Secondary.

### Key Stage One

The fitness tests that have been completed by Key Stage One:

- Cardiovascular Fitness - one lap of the track without walking
- Power - standing long jump
- Agility - an adapted version of the Illinois Agility Test
- Coordination - throw and catch test with a bright ball

Y1G, Y1R, Y2O and Y2R classes are currently enjoying their swimming unit. The other classes are given taking part in an indoor option of Dance and Yoga as well as an outdoor option consisting of Football, Basketball and Benchball.

### Key Stage Two

The fitness tests that have been completed by Years Three and Four:

- Cardiovascular Fitness - two laps of the track without walking
- Power – standing long jump
- Agility - an adapted version of the Illinois Agility Test
- Coordination - throw and catch test with a Tennis ball

The fitness test that have been completed by the Year Five and Six:

These are the same tests that are used by the Secondary Department. Four of the five tests are internationally recognised tests that are used by Sportsmen and Women around the world.

- Cardiovascular Fitness - three Laps of the track without walking
- Power - dtanding broad jump
- Agility - Illinois Agility Test
- Coordination - alternate hand throw catch test

During Ramadan, Key Stage Two students are given three options to choose from. An indoor option consisting of Dance and Gymnastics and two other options that are more games based (Football, Basketball, Benchball).

**Mr L Salisbury - Primary PE Department**

# TOUCH RUGBY



Modern English School Cairo entered their first Touch Rugby Tournament at the British International School Cairo (BISC) and played some wonderful, attacking rugby. The overall standard was extremely high and some of the teams we played had a lot more experience than us. However, in true MES Cairo style, we soon adapted and quickly put our training into good use.

We started very well against BISC and we almost scored with the first play of the game. We spun the ball wide to Adam Cranston (Y6B) who was tackled with mere centimetres to spare. However, BISC slowly got their game together and we narrowly lost in a tight game.

Next up was El Alsson in a really thrilling game. Our two flying wingers, Hamza Hamouda (Y4O) and Adam Cranston (Y6B) were in tremendous form and we came out as comfortable winners. Captain Reda Mohamed (Y6R) was orchestrating the plays from midfield and our passing was quick and accurate.

With confidence high, we lined up confidently against Maadi British International School (MBIS). We began the game well but the Maadi side played with great composure and began to find the gaps in our defence

with some excellent play, beating us 3 tries to 1. Maadi went on to win the tournament so we can't complain.

Our final match was against Malvern College and this produced some magnificent rugby. Hazem Abou El Fadl (Y6B) and Adam were unstoppable in attack, with Adam jinking and using his pace and skills to run in some scintillating tries. However, the moment of the tournament was provided by Hanya Khattab (Y6V). With the game in the balance, Malvern College attacked down the right with pace. A gap opened up and their winger was clear but had forty metres to go. Showing wonderful resilience and the never-say-die spirit, Hanya sprinted across the field and refused to give up the chase, finally making the tackle and saving the try. This inspired us and we quickly regained our composure and ran out winners in an enthralling contest.



Whilst it is a well acknowledge cliché, undoubtedly taking part and playing so well was a wonderful achievement for our squad. Because we are a team, mainly from the After-School Activities Programme, we did not have enough senior players to make a whole Year Six team and we had to ask some of your younger players to step in and help us. Abdallah Gemeiye (Y6R) and Hanya showed their experience and set high standards all morning. Adam and Hazem were a mesmerising and attacking duo who were a constant threat. Hazem has been a committed player for three years and his experience was crucial. Sadly, we shall miss Adam's experience, pace and skill. Our loss is Academy's gain as our try machine returns to Belfast. Hanya, who had not practised since December showed immense flair and commitment. She will certainly be off to a great start in Secondary. Our Captain, Reda, has been an incredibly loyal and dedicated player who has progressed each season. Reda plays with calm authority and has great

influence on the field. He certainly lives up to our school mission statement of Care, Challenge, Inspire. Our younger players were also inspirational. Hashem Arafeh (Y3G), who is new to the game, was playing against players three years older than him. Zain Shaalan (Y4R) had other ASA commitments but was drafted in as an emergency player based on his great skills on Friday morning Touch Rugby at New Cairo British International School (NCBIS). Daniel Kelada (Y4Y) and Hamza have both starred in practice and have learned the game very quickly; Hamza's twin brother, Belal Hamouda (Y4R) also helped out as an emergency player with no experience of rugby at all. All in all, a great debut from our talented squad.

Finally, we must also mention the fantastic help we received from Ahmed Akef (DP11R). Ahmed is a qualified rugby coach and he took over the ASA in October. He taught the players lots of new skills and techniques. Ahmed is an excellent coach and he really did a wonderful job and exemplified, once again, the core values we expect from our amazing MES Cairo students.

**Mr A Hainsworth - Team Coach**





# CONTINUING PROFESSIONAL DEVELOPMENT AND LEADING 4 IMPACT



Varied opportunities for our teachers to develop through a range of professional development opportunities continued into our third term of the academic year.

Our new teachers were offered informal after-school sessions on developing their skills in: How to use other professionals in the classroom effectively, Beyond the classroom, The Restorative Approach as an intervention strategy, Feedback and Reflecting on impact in the classroom. These useful and informative sessions which encourage reflection and sharing of good ideas were led by Natalie Hodgkinson, Teresa Nissan, Barry McCormick, Alex Hinchliffe, Cath Jama and Dina Ghalwash.

Meanwhile, our Middle Leaders from across Primary and Secondary prepared project presentations to the Senior Leadership Team in June as part of their year-long Leading 4 Impact course led by Karen Ardley Associates. Their projects have varied from using positive reinforcement and promoting student voice in the classroom, to instilling professional learning practice across teachers or reducing variation in student attainment and promoting progress and achievement. Leaders have engaged in recent and relevant educational pedagogical research to help them achieve results that directly benefit our students here at MES Cairo.







Our professional development opportunities have had many links to the UK including a visit from the University of Sunderland Senior Lecturer Dr Elizabeth Hidson who was impressed with our training and mentoring provision and the high quality of the lessons that she observed. Dr. Hidson was in Cairo for a week visiting many schools, universities and the British Council. She was delighted to be invited to watch the opening night performance of Barnum and shared that it was one of her most memorable moments from her visit to Egypt. Other links to the UK include our ongoing partnership with Kingsbridge Teacher Training Centre in Wigan who will be hosting some of our teachers this summer for a UK teacher placement experience and through our Leading 4 Impact Course with Karen Ardley Associates.

As always, these professional learning opportunities enable our teachers at MES Cairo to share and develop their teaching practice and leadership skills, supporting and encouraging each other to be the best that they can be.

**Mrs J Cole - Assistant Headteacher, British Section**





# CPD WRITING MODERATION WORKSHOP

As part of our continuing endeavours to validate the quality of writing across the Primary School, MES Cairo hosted a number of schools, from across the city, to take part in a writing moderation session on Wednesday 10<sup>th</sup> April 2019.

Moderation is the process of teachers sharing their expectations and understanding of standards with each other to improve the consistency of their decisions about student learning. The purpose of the session was to ensure that the judgements in writing that teachers at MES Cairo make for their students are of a high standard, not only in comparison to other schools around Cairo, but also in comparison to the UK National Curriculum expectations as well.

Teachers and senior leaders from El Alsson British and American International School, New Cairo British International School (NCBIS), British International School Cairo (BISC), The British School of Rehab and Cairo English School (CES) attended the session to work alongside staff from MES Cairo.



The teachers had to provide various samples of writing from Foundation Stage Two, Year Two, Year Four and Year Six, marked as 'emerging' (working towards the expected standard), 'expected' (working at the expected standard) and 'exceeding' (working at greater depth within the expected standard). This took the form of either one piece of writing or pieces that made a portfolio of writing throughout the year. The teachers from different year groups then sat together and discussed whether the pieces of writing hit the standards expected and pointed out areas that would make the writing even better. This is something that regularly takes place in the United Kingdom when discussing and assessing primary writing.

Throughout the moderation session, it was clear that teachers from the participating schools were most impressed with the standards achieved by students at MES Cairo. Discussions followed about several items related to assessment; how

much modelling took place when asking students to write independently, which items were the most important when assessing primary writing and what constitutes good writing across Early Years.

As the session drew to a close a discussion took place about the usefulness of the session and how we could make it even better for next time. We hope that following on from the success of this event that schools in Cairo can continue to work together on initiatives such as this in the future.

**Mr D Barton - Primary Deputy Headteacher**



## Some comments from staff that attended the session:



I thoroughly enjoyed the moderation and loved the chance to speak to staff from other schools. I was very impressed by the quality of our own work and other schools work during the session. The session was really useful and I left enthused with lots of new ideas to try in the classroom. I really hope this will continue next year and I can continue to develop the professional dialogue with other schools.

**Ms G Dean - Year Six Orange Teacher**

I found it very interesting meeting with the other schools to compare our writing. It was interesting to see what objectives they were using, and how similar everything was when interpreting the curriculum! It was good to see a range of writing. We engaged in useful dialogue, with both class teachers and members of leadership teams. I cannot wait to do it again with Year Three! **Ms D Abu Hassan - Year Three Year Leader**

I really enjoyed taking part in the moderation session and talking to other early years professionals about good practice. I found it a very positive session particularly as it confirmed that our students are making exceptional progress compared to their peers.

**Ms S MacDonald - Foundation Stage Two Year Leader**



# A FIRST IN THE HISTORY OF MES CAIRO - JEANS DAY!

## Whole School Non-Uniform Day



On Sunday 19<sup>th</sup> May, Modern English School Cairo did something extraordinary...held a non-uniform day and not just any non-uniform day, but a first in the history of MES Cairo – Jeans Day!

The day was organised to support the fundraising efforts of our Primary and Secondary



Student Councils, as well as our National Honor Society and National Junior Honor Society as they raise much-needed funds for community outreach projects. The first event to be sponsored by funds raised was the MES Cairo community Iftar on Thursday 23<sup>rd</sup> May 2019.

Well done to everyone involved.

**Ms C Boswell - Publications Officer**





# MESmerised



## MESsenger 62 Team

Ms C Boswell, Ms S Sheehan, Ms G Dajani, Mrs N Singleton, Ms R Sharkawy and Ms O Mawla.

With special thanks to Elham Tadros at Glow Printing.



*Modern English School Cairo is a learning community which provides a high quality education for children from Foundation Stage One to university entrance level, serving the needs of Egyptian and international families in Cairo. Our broad education is based upon the British Curriculum in Primary. In Secondary, we offer a choice between a British Curriculum, an American Curriculum and the International Baccalaureate Diploma Programme. Arabic and Religious Studies are taught throughout the school.*

### **Our Mission**

**Leadership through Education: Caring, Challenging, Inspiring**

#### **We believe in:**

- recognising the value of each individual and his/her relationship with others;
- promoting international understanding and responsible citizenship in a multicultural context, reflecting the best of Arab, Western and other world cultures;
- providing a supportive, inspiring environment which encourages learners to aim high and achieve their aspirations;
- creating opportunities for all to develop confidence, responsibility and integrity.

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