

Roman Legion Museum ESOL Level1 (Intermediate) – Teacher Notes

These worksheets are for Level 1 ESOL (intermediate) learners. They are split into three sections:

- **Section One: Before your visit** is a receptive reading task about the Romans in Britain. A 'reading for gist' and picture matching exercise is followed by a 'reading in detail' exercise with true or false questions. The pre-visit work concludes with a class discussion about the text.
- **Section Two: At the museum** includes a 'treasure hunt' activity where learners have to find and make notes on relics made of different materials. Learners are guided to answer questions on Roman coins, broches and carved gemstones. Learners are also asked to look for concrete objects in the garden and take photos of mystery objects for a post-visit 'guessing game'.
- **Section Three: After your visit** includes a guided learning meaning and form exercise on 'adjectives of quality', comparatives and superlatives. This is followed by a guess the Roman object game and a final task to draft an email to a friend about the visit.

Section 1: Before your visit

Page one of the learner worksheet includes a text titled **Roman Treasure and Leisure**, which is used as a basis for three receptive tasks:

Reading Task 1: Ask learners to read the text quickly and match the paragraphs 1-5 to the pictures A-E (suggested time 2 minutes). As a hint, you may mention to learners that the subject of each paragraph is included in the first sentence. Then ask the learners to compare their answers in pairs. Elicit the answers from the group.

NB. Wales wasn't called Wales at this time, hence the use of quotation marks in the first paragraph (in bold).

Answers: 1-D, 2-E, 3-B, 4-A, 5-C.

Reading Task 2: Ask learners to read the text again, this time more carefully (allow 4-5 minutes). Put the learners into pairs and allow them to spend at least 5-6 minutes answering ten true or false questions. Elicit answers from the group and make sure that learners explain why they answered true or false. Elicit the meaning and pronunciation of unfamiliar words.

A1 False - "...the Romans were good engineers and excavated large amounts..."

A2 False - "...the army did not have an easy life...it took 30 years of fighting..."

A3 True - "...lasted for 200 years..." means the same as two centuries.

A4 True - "...they were lost by the Romans..."

A5 True - "...other artifacts show what life was like for Roman Soldiers..."

A6 False - "...were a status symbol and included pillars, benches and statues..."

A7 True - "...to relax in and entertain..."

A8 True - "...they were used for cooking and medicine..."

A9 False - "...for gory gladiator contests..."

A10 True - "... very wealthy Romans...rich Romans..."

Task 3: Discussion

Ask learners to underline an interesting fact in the text. Ask learners to discuss in pairs why they thought their chosen fact was the most interesting. Ask learners to tell the group what fact *their partner* chose and why.

Section 2: At the museum

Intermediate classes may span a wide range of ESOL abilities. The following tasks should be achievable for most Level 1 learners. It is suggested that teachers check through the instructions for each task with the learners to confirm understanding. The following tasks are designed for small groups of 3-4 learners to encourage peer learning, discussions in English and so on.

Task 1: Treasure hunt involves learners working in small groups to look around the exhibition cases in the gallery to find 6 interesting Roman objects made of different materials. Remind learners to write down what the object was used for.

Task 2: Roman coins

A1 Gold aureus

A2 Copper as

A3 Gold, silver, brass, copper

Task 3: Roman fashions

This task involves looking at Roman decorative items (brooches) and personal care items (tweezers and nail cleaners), which are very similar to items we still use today. There are no right answers in this section. The exercise is designed to prompt use of vocabulary and encourage the learner groups to discuss their opinions using words such as like, favourite, best, similar, the same and so on.

Task 4: Carved gemstones

This task involves reading the information in the gemstone display and making notes.

Task 5: Roman garden

This task involves reading the instructions and making notes about items made of concrete. It is suggested that check questions are used to make sure learners understand the meaning of concrete.

Note: Tasks 3, 4 and 5 prompt learners to 'naturally' use adjectives of quality, comparatives and superlatives. The meaning and form of these word types is covered in Section Three.

Task 6: Mystery objects

Remind learners to take pictures of three objects and make notes, which will be used for a guessing game after the visit.

Section 3: After your visit

1: 'Adjectives of quality', comparatives and superlatives are covered by a one page meaning and form sheet. It is suggested the learners look at this sheet, do the guided learning gap-fill exercise and then compare the answers in pairs. Finally, ask the group for answers and use check questions to confirm understanding. Drill pronunciation of any unfamiliar words.

A1 tiny

A2 stronger strongest

A3 fiercest

A4 older

A5 warmer

A6 better

2: Guess the Roman Object game

Productive spoken task. Each learner answers a series of questions (asked by the other learners) about one of the mystery objects they photographed at the museum. They can describe the colour, size, shape, material, use, decoration and so on. When another learner guesses what the object is, they take *their* turn to describe *their* object. Continue until everyone has had a go.

3: Email a friend

Ask learners to draft a short email message to a friend describing their trip to the museum and what items they liked the best. This productive written task should naturally prompt use of new vocabulary learned on the visit.

Learners can also be asked to include an adjective of quality, a comparative and a superlative in their written text.