

IES JULIO ANTONIO (MÓRA D'EBRE)

Ancient Rome

key and teacher's notes

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In this guide the teacher will find the key and the notes and useful tips about the student handout.

I AN EMPIRE TO RULE

Motivation task: the odd one out

1. Oral and writing. In pairs the students should look at these pictures and guess what is Roman and what is not Roman. Use the substitution table.
 - a) With the substitution table the students should write 6 true sentences minimum in their notebook.
 - b) Fill in the chard and classify the pictures. Key

Roman	Not Roman
The road	The laptop
The doll	The Holy Family church (Barcelona)
The aqueduct	The door
The bridge	
The sandals	
The oil lamp	
The wax writing tablet	

- c) The students should look for 6 pictures of modern examples from the Internet. They have to search the images in the **word bank**.

A HISTORICAL PERIODS IN ROME

1. Grammar exercise. Put these past tense verbs into the present form.

Past simple	Present tense	Meaning Mother tongue/other
Found	find	Trobar/encontrar
Punished	punish	Castigar
Fed	Feed	alimentar
Established	Stablish	Establir/establecer
Could	Can	Poder
Brought up	Bring up	Criar

2. True or false? (Correct the wrong answers)

1. False. It is a legend.
 2. True.
 3. False. They were found by a she wolf.
 4. False. They didn't/ couldn't agree on where to build the town.
 5. False. Romulus killed Remus.
 6. True.
- ❖ **Draw a map of the Roman Empire.** Open answer.

3. In pairs find the meaning of the following words: army, emperor, king, consul, legend. Open answer.

4. Writing frames. Complete the sentences about Roman history:

At first Rome was ruled by king.

Then Rome became a Republic and was ruled by two consuls.

In the end Rome became an Empire.

5. Fill in the chart about the political Roman periods.

	Kingdom	Republic	Empire
Chronology	753 BC to 510 BC	510 BC to 27 BC	27 BC to 476 AD
Leaders	Romulus	Caesar	Augustus
Main features	The ancient city of Rome was ruled by kings.	The government was shared by two consuls who ruled for a year	The head government was called imperator. Rome expanded.

6. Fill in the table about the Republic period

	2 Consuls Head of Government	Senate (300 members)	Assembly
Social classes	Patricians	patricians	plebeians
Time	1 year term	Life term	1 year term
Function	To rule the government and to be in charge of the army.	To make laws and to control spending.	Elected the 2 Consuls

7. Answer the following questions:

Write what millennium these dates belong to:

2007 3rd millennium

753 BC 1st millennium BC

Now write what century these dates belong to:

27 BC 1st century BC

510 BC 6th century BC

753 BC 8th century BC

476 AD 5th century BC

8. Pax romana. Answering questions key:

What is the opposite of **pax** in English? It is war

Why is the expression *pax Romana* confusing?

Because the Roman Empire was always at war. Nevertheless, the Empire was steady.

B. THE ARMY.

1. The army quiz:

a) How did the Rome army change in the first century BC?

All men could join the army and become professional soldiers.

b) How long did a soldier stay in the army for?

For 25 years.

c) A century of Roman legionaries marching into battle was called a 'tortoise' because **their shields partly covered the soldiers and they looked like a tortoise.**

2. Solve the double quiz about the army. Find the word in the bottom.

Key: shield, pilum, sword, testudo, centurion, armour. The word is soldier.

3. The Roman soldier key. Fill in the gaps with the words in the word bank.

Metal (1), centurions (2), red (3), linen (4), wool (5), legs (6), belt (7) and sandals (8).

4. Now students should dress a Roman soldier in the web and in real paper. This are the webs <http://www.schoolsliaison.org.uk/kids/Romacent.htm>

<http://www.schoolsliaison.org.uk/kids/siteactivities/romadress.pdf>

5. Drawing activity. The students have the Roman soldier sheet.

Material: students need colours and scissors.

II. ROMANS BUILT THE FIRST ROADS

Motivation task. In pairs, read the text and answer the following questions: (Key)

- a) What do these pictures show? *These pictures show a milliarium and a Roman road.*
- b) What were they for? *The milliarium were made to mark the way and the distance. The roads were to move the army and to travel.*
- c) Can you name a Roman road? *Via Appia.*
- d) Can you name some Roman cities? *Tarraco, Barcino, etc.*
- f) What is the name in Latin for roads? *The Latin name for roads is 'via'.*
- g) Why do you think many roads have survived? *Many Roman roads have survived because they were very well done/ built.*

a) Road making

1. Roman roads materials. Match the words in the first column to the best available answer in the second column. KEY:

- | | |
|-----------------|---|
| 7. stone | 1 a granular substance found at the seashore, riverbeds or deserts. |
| 6. paving stone | 2 a building material made of sand, cement and water. |
| 1. sand | 3 a smooth, round, small stone. |
| 5. kerb | 4 a thin, square piece used for roofs or floors. |
| 3. pebble | 5 a stone edging to a pavement or path. |
| 2. cement | 6 a large piece of stone used in paving. |
| 4. tile | 7 a rock. |

2. Oral and writing activity

Work in pairs. Make you sure you understand all the vocabulary. Here is a substitution table. Write 5 true sentences. You can write in your notebook the meaning of the words you don't know.

WHO	ACTIONS	WHAT	MATERIALS	
Soldiers	put	a layer	with	stones pebbles paving stones cement sand broken tiles broken stones
Roman soldiers	added			
They	cleaned			
	made			
		kerb stones at the sides to hold the paving stones		
		the ground and dug a trench and filled it with stones		

Possible true sentences:

- Soldiers cleaned the ground and dug a trench and filled it with big stones.
- They added a layer of broken stones, pebbles, cement and sand.
- Roman soldiers made a layer with cement and broken tiles.
- Soldiers put a layer of paving stones.
- They put kerb stones at the sides of the road.

2.1. The students could make a composition using a writing frame:

First _____

Next _____

Then _____

Finally _____

3. Do you know any Roman road? Use information from the net. Write down 3 names.

Via Augusta, Via Appia, Via de la Plata, etc.

4. Can you find out the names of 3 cities next to the Roman roads?

Tarraco is next to the Via Augusta, Rome is next to Via Appia, and Emerita Augusta is next to the Via de la Plata.

5. The map is only a pretext to make the students think. The students will realise that in Roman times there was a road network. The students must underline the most suitable answer.

a) *All roads lead to Rome.* Translate this old saying into Catalan.

Tots els camins duen a Roma.

b) What does the old saying *All roads lead to Rome* mean? Can you explain the use of this old saying? You can do it in Catalan.

Open answer.

c) Underline the most suitable answer in the past

➤ There were a lot of roads.

➤ There are a lot of roads.

➤ In the days of the Roman Empire most roads lead to Rome, the capital.

d) Underline the most suitable answer now

➤ All paths or activities lead to the centre of things.

➤ You can always visit Rome.

➤ Rome is an important network of roads.

6. Road Making: Your teacher is going to give you a chart about road making. Cut the chart into strips and stick them in the correct order (model in the page 4).

b) Milliarum, fountains, mutationes and mansios

1. Read the text. In pairs, can you think about a symbolic starting point somewhere else?

Kilómetro cero, in La Puerta del Sol in Madrid.

2. Define mutationes and mansio.

Mutationes were places next to a road to change and feed horses.

A mansio was a stopping place to stay. Travellers could spend the night.

3. What is the difference between a mansio and mutationes?

Mutationes were places used to change and feed horses. Travellers often found places to stop. There were several posts to one mansio. A mansio was a stopping place to stay. There were mansios at the length of a day's journey and travellers could stop and spend the night.

4. Letter tiles. The teacher should give students some key words to solve the sentence.

Letter tiles key: *Milliarum: a stone set up beside a road to mark the distance in miles to a particular place.* (Page number 5).

5. ROMAN ROADS CROSSWORD KEY

V			C	E	M	E	N	T		T	N
I	R	O	A	D	U		A	P	P	I	A
A	M		L	A	T	I	N		A	L	M
M	I	L	L	I	A	R	I	U	M	E	O
A	L		N	E	T	W	O	R	K	S	R
N	E	S	R	E	I	D	L	O	S		A
S	S		S	T	O	N	E	S	A	R	R
I		F	O	U	N	T	A	I	N	O	M
O		H	C	N	E	R	T		D	M	Y
	K	E	R	B	S	E	L	B	B	E	P

A big layer of cement and broken tiles.

Broken stones, pebbles, cement and sand.

Kerb stones at the sides held in the paving stones and made a channel for the water to run away.

On top, Romans put a layer of well cut paving stones.

A layer of big stones was put at the bottom of the trench.

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III Rich and poor teacher's notes.

Motivation task:

The suitable words could be: *Plebeians, patricians, citizens, slaves, soldiers, women and children. The list can be longer and students can write others such as king, emperor, consul, etc.*

Classify the Social Classes.

I SOCIETY'S ACTIVITIES

1. Social classes word search key. The students are expected to find 8 names about people in Ancient Rome. (Citizens, consuls, emperor, king, patricians, plebeians, senator, soldier, children and slaves)

K X J B X B A Y R D E S Z W S
N E H G X C S F Y O E Q M Z E
K W N Z E A I D C S T C X C V
Q I T S M R S T H Z B A D M A
K G G R P A T R I C I A N S L
P X U X E U E I L Z P P G E S
L Q F Z R M B R D C E B O P S
S Q F Z O C Q E R S X N O L X
Z X N E R O F I E M P G S E J
T X R I J O G D N C A E X B C
Q O O J F E Q L R O T A N E S
R N S L U S N O C C V Y G I F
A Z P B W F R S F A X H E A V
P D H X M G T J W D C J S N H
B U B S L U W A Q B V J E S Q

2. Double puzzle key: children, slaves, women, citizens, plebeians and patricians. The sentence is 'Social classes'

3. Answer the wh-questions (use your notebook)

What did men use to do in free time? *They went to the baths or to the bars to play dice.*

What were the rich citizens called? *Rich citizens were called patricians.*

What were the poor people called? *They were called plebeians.*

Which groups of people were not allowed to vote? *Women, poor people and slaves weren't allowed to vote.*

Which item of clothing showed manhood? *The item that showed manhood was the toga.*

Why did Roman people arrange their children's marriages? *Roman people arranged marriages to increase power or improve businesses.*

II SLAVES' ACTIVITIES

1. Spartacus.

a) Fill in the blanks key

From 73 BC to 71BC a slave called **Spartacus** led a **revolt** in the south of Italy. He was a **gladiator**. He trained thousands of slaves and they fought several battles against the Roman army. 40.000 slaves joined him. The slave army won the battles. In the end, they were defeated by the Roman army. 6.000 **slaves** were crucified along the road leading to **Rome** by **Crassus**.

b) Answer the Wh- questions:

a) Who was Spartacus? *He was a slave / He was the leader of a slave revolt.*

b) What was his job prior to his capture? *He was a gladiator. He was a soldier.*

c) How many slaves did Spartacus lead? *He led 40.000 slaves*

d) What general defeated him? *Crassus was the Roman general who defeated him.*

e) What happened to the survivor slaves? *They were all crucified.*

2. In the slave market. Answer the questions:

a) Name 4 ways in which Romans acquired slaves.

By conquest / They could be condemned to slavery/By birth / They could be sold by their parents

b) Where were most slaves sold? *They were sold in the market*

c) Name 4 kinds of jobs that slaves did.

They worked in a farm / They worked in a mine / They worked in a factory / They worked as servants in a house.

d) Were slaves considered objects? *Yes, they were / Yes, they were treated like horses or dogs.*

3. Write what millennium this date belongs to:

73 BC 1st millennium BC

Now write what century this date belongs to:

73 BC 1st century BC

4. Underline the oldest date: 73 BC

5. Composition.

6. Odd one out key: a) B, b) D, c) A, d) C, e) C. Open answer to give a reason.

II ROMAN FOOD ACTIVITIES

1. Match the words with the correct pictures on the right (key).

1 d, 2 f, 3 e, 4 j, 5 g, 6 i, 7 h, 8 k, 9 b, 10 a, 11 c.

2. Write the words in the correct order to make sentences (Key)

Rich Romans ate lying down.

Poor people ate bread and cereals.

Poor people bought snacks in food stalls.

Romans drank wine mixed with water.

Rich people ate three separate meals.

Most Romans ate very little during the day.

Pastries and tarts were baked in bakeries.

Romans sweetened pastries with honey

3. Bread making in Ancient Rome (power point)

- What does it mean "**Panem et circences**"? *It means bread and circus.*

- Do you know the meaning of this Roman saying? Underline the correct sentence.

It means people choosing food and fun.

- Can you explain why bread was so important in Roman times? *It was very important because bread was the cheapest food.*

Questions

A) Can you list the bread making ingredients? *The ingredients for making bread were yeast, salt, water and flour.*

B) What were the two jobs of the baker? *Milling and baking.*

C) Were there bakeries in the country? *No, there weren't any bakeries in the countryside.*

D) What was the most important food in Rome? *The most important food was bread.*

4. Try it at home! They should make the recipe with their parents.

5. Hidden message word search Solution

A N C A B B A G E C P L
P U O S C I E N T A B E
R E O M A N M O S K R N
B S G W I N E T T E E T
C A O D M M R O N S A I
F O R O I I D S W A D L
S B R L E R T E A D A S
N D W S E R R A T E R F
+ + + + A Y M O + + I +
+ + + T + + E + P S + +
+ + + + + A + H + + +
+ + + + + T + + + + +

Word search key

(Over, Down, Direction)

BARLEY (1, 4, SE) **BREAD** (11, 2, S)
CABBAGE (10, 1, W) **CAKES** (10, 1, S)
FISH (12, 8, SW) **LENTILS** (12, 1, S)
MEAT (7, 9, S) **PASTRIES** (11, 1, SW)
PORRIDGE (9, 10, NW) **SOUP** (4, 2, W)
TARTS (4, 10, NE) **WINE** (4, 4, E)

Hidden message “ancient roman most common food was bread and water”

6. Text comprehension:

Can you name the three items which are called the “Mediterranean triad”?
Wheat, olive oil, and grapes.

7. Unscramble each of the clue words key

bread, soups, lentils, onions, barley, porridge, peas, cabbage, meat, wine,
honey, cakes.

8. The odd one out key. Then give a reason why it is the odd one out.

a) C, b) B, c) C, d) D, e) A. Open answer to give a reason.

9. Extra writing. Compare what food poor and rich people ate in Roman times.

10. Oral activity. Ask your classmates about food. Free answer.

E.g. *What do you like for breakfast/lunch/supper?*

What I like most is _____

I don't like _____

IV FAMILIES AND SCHOOL

❖ Motivation task keys

- a) 1-f, 2-c, 3-e, 4-a, 5-b, 6-d, 7-h, 8-g.
 b) 1-e, 2-a, 3-f, 4-b, 5-g, 6-c, 7-d.
 c) 1-c, 2-d, 3-a, 4-b, 5-g, 6-h, 7-e, 8-f.

❖ Family. Fill in the blanks key.

1. citizen, 2. parents, 3. family, 4. newborn 5. nickname, 6. Persons, 7. relative
 2. Open answer.

3. Mix and match key

1. Wax tablet 5 a. A subject that trained boys to work in the law or in the army.
 2. Papyrus 7 b. A property consisting of an area of land.
 3. Stylus 6 c. An educated slave trained to teach children.
 4. Scroll 1 d. Flat wooden boards covered in wax.
 5. Oratory 2 e. A kind of paper made of reeds.
 6. Pedagogue 3 f. A pointed stick.
 7. Estates 4 g. A long piece of rolled skin.

4. Complete the chart key

Positive	Comparative	Superlative
high	higher	The highest
poor	poorer	the poorest
rich	richer	the richest
old	older	the oldest
much	more	the most
good	better	the best
short	shorter	the shortest

5. Irregular verbs. Complete the chart key

Present	Past simple	Past participle	Spanish	Catalan
go	went	gone	ir	anar
teach	taught	taught		
lear	learnt	learnt		
do	did	did		
come	came	come		
write	wrote	written		
know	knew	knew		
read	read	read		
leave	left	left		

choose	chose	chosen		
be	was	been		
make	made	made		
take	took	taken		
see	saw	seen		
have	had	had		
sell	sold	sold		
give	gave	given		

6. Write 10 regular verbs from the texts in pages number 1, 3 and 4. Open answer.

7. Cell work chop key

ORATORY	WAX
STYLUS	TABLETS
ESTATES	PEDAGOGUE
SCROLLS	GREEKS
LATIN	PAPYRUS

8. Families and school spiral key

A	M	I	L	I	A	S	2 S
F	5 L	A	T	/	N	6 P	C
R	N	O	M	E	N	A	R
E	E	N	T	E	8 E	P	O
T	M	G	A	T	S	Y	L
A	O	O	7 C	S	U	R	L
1 P	4 N	S	U	L	Y	T	3 S

9. Vestal Virgins filling key:

- | | |
|--------------|-------------|
| 1) religious | 6) thirty |
| 2) Vesta | 7) chastity |
| 3) fire | 8) marry |
| 4) mola | |
| 5) six | |

10. Write 6 lines about the life of a Vestal virgin. Free answer.

11. Roman numerals correction online.

12. Latin dictionary Exercises:

This activity provides an opportunity for the students to develop an understanding of another aspect of everyday Roman life. It also allows them to think about where some of today's words originally came from.

1) There is a list here. The activity can be carried out as a whole class or in groups.

3) PLENARY: each student will work a part of the dictionary. The teacher will decide the part. When all the parts will be done, they will have a large dictionary.

4) GROUPS: If working in groups, each group can make their own dictionary, working out which words to include, and organising who will make each page. Each group will need a copy of the Latin Words list.

Latin	English	Catalan
annus	year	any
ante meridiem	before noon	Abans del migdia
aqua	water	aigua
bene	well, good	bé
canis	dog	gos
circus	circle	cercle
cogito	I think	penso
corpus	body	cos
de facto	in fact	de fet
deus	god	déu
ego	I	jo
equus	horse	cavall
est	is	és
hortus	garden	hort
in	in	en
index	sign, indicator	índex
iris	rainbow	arc de sant Martí
legere	to read	llegir
librarium	library	biblioteca
locus	place	lloc
magnus	great, big	gran
mare	sea	mar
mens	mind	ment
murus	wall	mur
musica	music	música
nihil	nothing	res
non	not	no
nota	note, remember	nota, recorda
novus	new	nou
opus	work	treball
orbis	world	món

post	after	després
post meridian	after noon	després del migdia
primus	first	primer
pro	for	per
sanus	healthy	sa
solus	one, alone	sol
sum	I am	jo sóc
tempus	time	temps
terra	ground, land	terra
urbs	city	ciutat, urbà

References:

<http://gwydir.demon.co.uk/fo/numbers/roman/index.htm>

<http://www.dl.ket.org/latin1/things/romanlife/villa-pt1.htm>

<http://www.dl.ket.org/latin1/things/romanlife/home.ht>

<http://gwydir.demon.co.uk/fo/numbers/roman/index.htm#remember>

http://www.bbc.co.uk/history/walk/games_index.shtml

<http://www.pbs.org/empires/romans/special/index.html>

V Town and country teacher's notes

Motivation task:

- a) Visit this site: <http://www.harcourtschool.com/activity/pompeii/pmpHous.html>
 b) The students, in pairs, must find some rooms in a Roman domus. They may guess some rooms because the names are similar to the ones in their mother tongue. First, the teacher can use the blackboard or a power point and later give them the chart. It can be very useful to correct the activity in pairs or in plenary.

LATIN	ENGLISH	LATIN	ENGLISH
Taberna	SHOP	Latrine	TOILET
Cubiculum	BEDROOMS	Cucina	KITCHEN
Triclinium	DINING ROOM	Vestibulum	HALL
Tablinum	STUDY OR OFFICE	Peristilum	COURT OR COURTYARD

1. Fill in the grid. To learn more: <http://www.learnenglish.org.uk/grammar/archive/comparatives01.html>

Students can work more adjectives in this site.

adjective	comparative	superlative	meaning	adjective	comparative	superlative	meaning
busy	busier	the busiest		big	bigger	the biggest	
much	more	the most		near	nearer	the nearest	
wealthy	wealthier	the wealthiest		close	closer	the closest	
short	shorter	the shortest		small	smaller	the smallest	

2. Complete the sentences about Roman towns

In cities, most Romans lived in apartments called *insulae*. A wealthy family owned a house called *domus*. In busy streets there were some *tabernae* in the front of the domus. There were also *tabernae* in the ground floor of the insulae.

3. Match the words on the left with the correct clues on the right

- | | |
|----------------|--|
| 1. taberna | 3 a. a house and farm in the country |
| 2. insulae | 4 b. a bedroom in a Roman house |
| 3. villas | 2 c. apartments blocks in a Roman city |
| 4. cubiculum | 1 d. shops in an ancient Roman city |
| 5. atrium | 10 e. dining room in an ancient Roman house |
| 6. cucina | 9 f. office or study in a Roman domus. |
| 7. domus | 8 g. toilets in a Roman domus. |
| 8. latrines | 6 h. kitchen in an ancient Roman house |
| 9. tablinum | 7 i. single storey house in an ancient Roman city. |
| 10. triclinium | 5 j. the central court of an ancient Roman house. |

4. Domus parts key: use the motivation task.

5. Answering questions about a Roman villa

1. Rich people had a farmhouse called a *villa*
2. Houses in the countryside were called *villa rustica*.
3. Houses in the countryside near the city were called *villa urbana*.

6. Name two functions for villa

- a. Farming
- b. Having a holiday

7 List 3 rooms in a villa that you would not find in a domus

- a. A furnace to cook ceramics.
- b. A barn for the animals.
- c. A cellar.

8. Word chop key & translation

domus	house		tablinum	office	
insulae	flats	...	triclinium	dining room	...
lararium	altar		cucina	kitchen	
shops	shops		villae	villa	
tabernae	shops		impluvium	pool	

9. Martial's description of a villa. (use your notebook)

- ❖ Where was **Bilbilis**? *It was a city in/near Zaragoza (Spain).*
- ❖ What's today's name? *Today's name is Calatayud.*
- ❖ Where was Martial from? *He was from Hispania or Spain*
- ❖ Why is Martial known / famous? *He was a poet.*
- ❖ In what centuries did he live? *He lived in the first century AD.*
- ❖ Why did he like his villa? *Because it was quiet / peaceful.*
- ❖ Where was Martial's villa? *It was in Italy / Nomentum.*
- ❖ In what region of Italy was it? *It was in the centre of Italy/in the Sabine territory not far from Rome.*

10. 'Els Munts Villa' a villa near Tarraco (10 Km). Read and answer questions.

Where is 'Els Munts villa'? *This villa is near Tarraco.*

Is it in the seaside or in the countryside? *It is in the seaside.*

When was this villa built? *This villa was built in between the first and the second century AD.*

How many baths did it have? *This villa had two bath houses.*

How long was the villa inhabited? *It was inhabited for 4 centuries / four hundred years.*

11. Roman houses Crosswords key.

		T	R	I	C	L	I	N	I	U	M
	V	A	N	I	C	U	C		N		U
	I	B							S		I
E	L	L	A	T	R	I	N	E	U		V
X	L	I	T						L		U
E	A	N	R	E	B	A	T		A		L
D	E	U	I		F	A	U	C	E	S	P
R		M	U	I	V	U	L	P	M	I	M
A	D	O	M	U	S						O
			M	U	L	U	C	I	B	U	C
P	E	R	I	S	T	I	L	U	M		

VI Roman farming

Read the text and answer the questions

- *Yes there are olive trees.*
- *Yes, they did/Yes, they grew olives trees.*
- *From an olive tree we can obtain oil and olives.*
- *Olive oil was very important for lighting.*
- *Olives, grapes and wheat.*

Match the tree parts key: 3a, 1 b, 2 c, 4 d, 6 e, 5 f.

Write the parts key: a) leaves, b) branch, c) trunk, d) roots, e) bark.

I Roman farming activities

1. True false sentences

- True In Roman times most people worked in the countryside.
 False Olives were harvested in September.
 False Roman drank wine mixed with milk.
 True Roman crops were farmed in latifundia called states.
 True A steward or vilicus run the estate or latifundia.
 False Most of the field workers in latifundia were free men.
 True Romans harvested olive trees, vineyards and wheat.
 False The lands were very rich, so they did not use to fertilize the soil.

2. Rewrite the wrong sentences. Use your notebook

- Olives were harvested in December.*
Romans drank wine mixed with water.
Most of the field workers in latifundia were slaves.
The lands became depleted and need manure.

3. Complete the verbs in the chart

Present	Past	Participle	Verb	Meaning
grow	grew	grown	irregular	créixer
be	was	been	irregular	ser
call	called	called	regular	anomenar
drink	drank	drunk	irregular	beure
run	ran	run	irregular	córrer
store	stored	stored	regular	emmagatzemar
harvest	harvest	harvested	regular	recol·lectar

4. Farming word scramble key:

1. vhsaret is harvest.
2. wkrero is worker.
3. vlsea is slave.
4. vydaeinr is vineyard.
5. dnal is land.
6. staete is estate.
7. ewin is wine.
8. gowr is grow.
9. rdyia is dairy.
10. ansbi is basin.
11. sergap is grapes.
12. proeytt is pottery.
13. sraj is jars.
14. ropsc is crops.
15. arfm is farm.
16. ecltat is cattle.

5. Write 6 sentences. Open answer.

VII Bread and circuses

Motivation task

Roman games	Other periods games
A ball	A bullfight
Dice	A board game
Knucklebones	Medieval knights
Theatre masks	
Four-horse chariot	

Substitution table. Examples of true sentences:

Balls are a Roman game. Medieval knights aren't a Roman entertainment.
 Dice and knucklebones are Roman games. Four horse-chariots are Roman sports.
 A bullfight isn't a Roman entertainment. A board game isn't a Roman game.

I Free time

1. Are the pictures primary or secondary sources?

Picture 9 is a secondary source. Picture 10 is a primary source.
 Picture 11 is a secondary source. Picture 12 is a secondary source.
 Picture 13 is a primary source. Picture 14 is a primary source.

II COLISEUM ACTIVITIES

- ❖ Find out more about gladiators in <http://www.murphsplace.com/gladiator/glads.html>
- ❖ Dress a gladiator in <http://www.bbc.co.uk/history/interactive/games/gladiator/index.shtml>

1. Answer the following Wh-questions

- a) Where did the gladiators fight? *They fought in the amphitheatre.*
- b) Who were the gladiators? *They were slaves, criminals or war prisoners.*
- c) When was the Colosseum built? *It was built in 72 BC.*
- d) Who built the Coliseum? *Emperor Vespasian.*
- e) Why do we call the Amphitheatre Flavium 'Colosseum or Coliseum'? *Because the Amphitheatre was situated next to a colossal statue of Nero.*
- f) How many spectators could the Colosseum hold? *It held about 50.000 people.*

2. Open answer.

3. Match the words on the left with the clues on the right: 1 b, 2 a, 3 d, 4 c.

4. Gladiator's crossword key

N	E	T						T	L	U	A	V
A	M	P	H	I	T	H	E	A	T	R	E	
U		C				H	E	T		R	C	L
M	D	O				R	L	I	D	I	H	A
A	R	N	N	A		A	M	N	L	D	E	R
C	O	C	S			C	E	M	E	E	S	I
H	W	R	E			I	T	A	I	N	A	U
I	S	E	C			A		S	H	T	R	M
A		T	U	E	N	O	T	S		E		
E	R	E	T	I	A	R	I	U	S	N		
			C	O	L	I	S	E	U	M	A	
				R	O	T	A	I	D	A	L	G

III CIRCUS MAXIMUS ACTIVITIES

1. Answer the following Wh-questions

- When was the circus Maximus built? It was built in the 6th century BC.*
- Where did the chariots race run? They raced/ran in the streets.*
- How many horses carried a chariot in Roman times? It could carry two or four horses.*
- How many spectators could the Circus Maximus lodge? About 250.000 people.*
- What does circus mean in Latin? It means circle.*

2. Circus. Fill in the gaps key.

seats (1), horse (2), quadrigae (3), spina (4), lap (5), bigae (6), circus (7).

3. Write the parts of a circus.

IV The baths

1. The odd one out key: a) d, b) d, c) a, d) d, e) b.

2. Roman baths Answer Key: baths (1), Diocletian (2), acres (3), tepidarium (4), frigidarium (5), calidarium (6), century (7) , thermae (8), gymnasiums (9).

3. Number the different ways the Roman used water.

Romans used water for the baths, for the amphitheatres, for drinking and for watering the crops.

4. Which do you think was most important: *For drinking and watering the crops. .*

5. Complete the chart and translation

Positive	Comparative	Superlative	LANGUAGE 1	LANGUAGE 2
warm	warmer	the warmest		
hot	Etc.			

6. Online activities.

7. Describe a visit to a public baths. You should mention:

- How was water brought into the town? The water was brought by aqueducts.
- The steps you go through in the baths. *First they changed their clothes in the dressing room, then they had a bath in the tepidarium, where the water was warm. Later they went to the calidarium where the water was hot. The last room was the frigidarium where they had a cold bath.*
- The kind of people you meet. *The people who went to the baths were free men who had free time.*
- Why a visit to the baths was so popular? *The visit to the baths was popular because Romans met people and they could enjoy several activities.*

8. Baths of Caracalla key

a. A day at the baths.

- The entrance is number 1.
- The toilets are next to the frigidarium.
- I can do physical exercises.
- I can change myself.
- I can bathe in the warm water pool.
- I can plunge/bathe in the hot pool.
- I can bathe in the cool pool.
- I can listen to a lecturer or watch a musician/actor, etc. performance.
- I can visit an exposition of art inside the thermae.
- People can have food or beverage in the thermae's entrance.

b. Anagrams key: Palaestra, a beverage, a frigidarium, a calidarium, apodyterium and thermae.

VIII Roman gods teacher's notes
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Motivation task:

The students should name some places, cities, dates, persons, etc. from the Roman beliefs. They can work in groups or in pairs and write down the events on the brainstorming sheet using the letters (A, B, C) given.

Online activities.

1. Letter tiles keys: **(Samples to enlarge and photocopy in the lasts pages).**

Myths: *An invented story often about gods and spirits which is told to explain things about the world.*

God: *a being believed to have more than human powers (ancient peoples worshipped many gods).*

2. Answer the following Wh-questions:

Why did Romans believe in lots of gods? *Because Romans were politeists.*

Where did Romans worship their gods? *They worshipped their gods in the temples.*

Where did Roman people venerate their family gods? *They venerated their family gods at home. /They had a special room at home.*

Who did Romans worship apart from proper gods? *They worshipped the Emperor/other gods.*

Which gods didn't exist in the Greek Mythology? *Romulus and Remus didn't exist in G. M.*

3. Match the sentences in the first column to the best available god in the second column.

1) The Roman sky god and most powerful of all Roman deities	3 Ceres
2) Goddess protector of women	1 Jupiter
3) Goddess of agriculture	4 Venus
4) The Roman goddess of love	5 Neptune
5) God of the sea and father of Cyclops	2 Juno
6) The goddess of war and wisdom	7 Saturn
7) A very ancient god. His place was taken by his son.	6 Minerva

4. In pairs, search in the net the Greek names of the following Roman gods and write them in the grid. Add the attributes and the main activities.

Greek gods	Roman gods	Gods' attributes	activity
Cronus or Kronos	Saturn	A scythe	time
Zeus	Jupiter	A thunderbolt (thunder, lighting)	protector of mankind
Hera	Juno	A peacock	family
Poseidon	Neptune	A trident	sea
Aphrodite	Venus	A pigeon	love

Athena	Minerva	An owl, an olive tree	wisdom
Ares	Mars	A helmet, weapons	war

5. Criss-cross puzzle key

Across	Down
2. Venus.	1. Mars
4. Jupiter	3. Neptune
5. Juno	6. Saturn
7. Minerva	

6. The Roman calendar key.

In this exercise students can guess some months' names. In other cases they may need help from the teacher. Teachers can use the information in the following chart.

a) Julius and Augustus.

b) Januarius from **Janus**, god of doorways, gates and beginnings. He was the protector of the Estate in times of war.

Martialis from martius (month) of **Mars**, several of whose festivals were held in this month. Originally was the first month of the year.

Aprilis was a month sacred to Venus; its name may be taken from the Greek equivalent **Aphrodite**.

Maius month of the goddess Maia worshipped in this month. Goddess associated with Vulcan – for unknown reasons).

c) September, October, November and December are the months named after Roman numbers –seven, eight, nine and ten.

Name	Comes from	Who or what?	Why?
January	Janus	God of Doors	This month opens the year.
February	februo	purify	This was a Roman month of sacrifices and purification.
March	<u>Mars</u>	God of War	Start of year for soldiers (no fighting during winter)
April	Aperire or Aphrodite	open	This is the month when trees open their leaves.

May	Maia	Goddess of Growth	This is the month when plants start to grow.
June	Juno	Queen of the Gods	
July	Julius Caesar	Ruler of Rome	He reorganised the calendar.
August	Augustus	Ruler of Rome	First Roman Emperor
September	septem	seven	Seventh month (counting from March)
October	octo	eight	Eighth month (counting from March)
November	novem	nine	Ninth month (counting from March)
December	decem	ten	Tenth month (counting from March)

7. Days of the week key

The teacher can add information.

Days of the week

English	Saxon god	Title of God	Latin	Spanish&Catalan
Monday*	Mona	The Moon	Lunae	Lunes/Dilluns
Tuesday	Tiu	God of War	Mars	Martes/Dimarts
Wednesday	Woden or Odin	The supreme god	Mercury	Miercoles/Dimecres
Thursday	Thor	Thunder God	Jove	Jueves/Dijous
Friday	Frevia (Odin's wife)	Goddess of Love	Venus	Viernes/Divendres
Saturday*	---	God of Time	Saturn	Sabado/Dissabte
Sunday* ¹	Sunne	The Sun	Sun	Domingo/diumenge

¹ Days based on planetary names (Saturn, Sun and Moon), while names of the other days of the week are derived from Anglo-Saxon words for Norse gods (Norwegian).

8. The Roman calendar key.

1. Januarius (January)	5 Earth Goddess Maia
2. Februarius (February)	4 From the Greek Goddess Aphrodite
3. Martius (March)	9 'The Seventh Month'
4. Aprilis (April)	1 God Janus
5. Maius (May)	10 'The Eighth Month'
6. Junius (June)	3 War God Mars
7. Julius (July)	8 Augustus
8. Augustus (August)	6 Goddess Juno
9. September	11 The Ninth Month'
10. October	7 Julius Caesar
11. November	10 The Tenth Month'
12. December	2 Februa festivals - the end of the ancient Roman year

WEBS:

The teacher can complete information in:

<http://gwydir.demon.co.uk/jo/roman/index.htm>

http://www.worldalmanacforkids.com/WAKI-ViewArticle.aspx?pin=x-ro066500a&article_id=385&chapter_id=7&chapter_title=Mythology&article_title=Roman_Mythology

<http://www.worldalmanacforkids.com/WAKI-Games.aspx>

G S A I S N V E N E X P L T E D D S A
 H I C H Y O F T O A I N P I R I T H I N
 N D S T S W T G O L D A B O U A N I
 T O L D T H E S T O R W O R B O U T T E N

S)

E V E D

T O

P E O

H A V E

I N G

P L E S

E R S

W O R

G O D

S H I P

E T H

A N H

B E L I

P O W

M A N Y

P E D

A B E

U M A N

I E N T

(A N C

M O R

IX Roman Art Teacher's notes

Motivation task

The first picture is a mosaic. The second picture is an example of architecture. The third picture is a sculpture. The fourth picture is an example of architecture. The fifth picture is an example of architecture. The sixth picture is a painting.

❖ **Text about Horace (Free answer)**

❖ **Construct an aqueduct** <http://www.pbs.org/wqbh/nova/lostempire/roman/aqueductjava.html>

1. Match the concepts in the word bank with the sentences below

Architecture is the art or practice of building.

Mosaic is a pattern produced by arranging small pieces of coloured stone, tile or glass together.

Painting is the process or art of using paint.

Sculpture is the art of making forms in the round or in relief by chiselling stone, wood, clay or metal.

Tessera is a small piece of a mosaic.

2. Define the following words. Write down the answer in your notebook.

Concrete; a building material used by the Romans.

Tessera: a small square block used in mosaics. In plural are called *tesserae*.

Mosaic: a pattern produced by an arrangement of small coloured pieces.

Fresco: a method of painting in which colour is applied in wet plaster.

Aqueduct: an artificial channel to carry water.

3. Roman art word search puzzle key. There are 12 words. (Vault, arch, architrave, architecture, sculpture, tessera, bridge, aqueduct, fresco, column, mosaic and picture)

```
A D E F M U N O P J R R C B T
R R U C O P E T A V N I R C G
C A C T S M R J E B O I M E H
H W X H A O D A Y S D K A Y H
I F T U I Y Z R V G S T B T N
T A P I C T U R E U H E J L P
R O P V J G E Z R R Y O R U B
A J H D Y A T C U D E U Q A V
V A C O L U M N T S M K W V K
E I R I U D B O P U F V N W Z
N T A M I B V J L N R I S Z C
Q Y Z X J U U X U D E E H E J
J Y I W L N L A C I S V S V H
Z J W Q X E A T S C C G I P P
W D C J V O D T T A O L D W D
```

4. Fallen phrase key: Mosaic: a mosaic is a pattern made from coloured pieces of stones and pottery used to decorate floors.

5. Cryptogram solution:

A) **Aqueduct:** A system of pipes and channels which brings clean water into towns.

B) **Amphitheatre:** A place where Romans went to watch animals and people fighting

6. Roman art scramble (Answer key)

1. cosefr is fresco.

2. pecutrsl is sculpture.

3. nigtanip is painting.

4. msicoa is mosaic.

5. ahcr is arch.

6. ultva is vault.

7. ecnetroc is concrete.

8. estsrae is tessera.

9. kcbri is brick.

10. lunomc is column.

11. treliya is reality.

12. ieathrctecur is architecture

7. Roman art matching exercise KEY

Picture A	is	c Titus Arch in Rome
Picture B	is	d Rome's Forum
Picture C	is	a Tiger's attacking a calf (opus sectile)
Picture D	is	f Hadrian's bridge in Rome
Picture E	is	b Tarraco's aqueduct (model)
Picture F	is	g Basilica of Maxentius, Rome
Picture G	is	e Mausoleum of Hadrian

X Roman Spain teacher's notes

Motivation task key:

Look at the map and answer the following questions.

- What was the name of the Roman Spain? *The name of the Roman Spain was Hispania.*
- Where is Tarraco? *Tarraco is in the northeast of Spain.*
- How did Romans divide Spain? *They divided Spain into Provinces.*
- Where are the Balearic Islands? *The Balearic Islands are in the Mediterranean sea Northeast of Spain*
- Can you name three provincial capitals? *Yes, Tarraco, Corduba and emeriti Augusta.*
- Can you name three district capitals? *Caesaraugusta, Gades, Hispalis, Lucus Augusti.*

Oral activity. Can you make some similar questions to your class mate?

The students could search the name in Spanish of these capitals.

Eg. What's the name of Hispalis now? It is Seville.

What is the name of Caesaraugusta now? It is Saragossa. Etc.

1. The conquest. Fill in the blanks:

The Romans ruled (1) most of Spain for almost 700 years. In 218 BC, they invaded (2) Emporion and Tarraco, by the Mediterranean Sea and a huge military conquest followed. They finished the conquest by Augustus' time, when he came to Tarraco to lead the Cantabrian conquest in the North of Spain. They took (3) over all of Spain but they did not have enough soldiers to make Basque Country (4) part of their empire. The Romans brought peace to Spain. They built (5) towns and roads. Many Spanish people copied the Roman way of life and even followed Roman religion.

2. Answer the wh- questions about the Roman conquest.

1. For how long did the Romans remain in Spain? *They remained in Spain for almost 700 years.*
2. When did they invade Emporion and Tarraco? *They invaded Emporion and Tarraco in 218 BC.*
3. When did they finish the conquest? *They finished the conquest in Augustus' time.*
4. Why did Augustus come to Spain? *He came to lead the Cantabrian conquest.*
5. What did Romans build in Spain? *They built towns and roads.*
6. Which part of Spain couldn't they conquer? *They couldn't conquer Basque Country.*
7. What language did Romans spread in Spain? *They spread Latin.*

3. Internet homework. Find:

- ❖ A map of Roman Spain in Augustus' time.
- ❖ Three Roman buildings in Catalonia.
- ❖ Three Roman buildings in Spain.

I Tarraco's activities

1. Tarraco's short history Wh-questions key.

1. Why did the Romans come to Spain? *They came to fight against the Carthaginians / They were at war against the Carthaginians.*
2. In what century did they come? *They came in the 3rd century BC.*
3. In what year did they come? *They came in 218 BC.*
4. Which Roman emperor lived in Tarraco? *Emperor Augustus*
5. When did he live? *He lived in the 1st century BC and 1st century AD.*
6. How long did he live in Tarraco for? *Emperor Augustus lived there for 2 years.*
7. Why did Augustus come to Tarraco? *He came to fight the Cantabrians.*

8. Who gave colony status to Tarraco? *Julius Caesar did.*
9. What was the full name of the city? *Colonia Iulia Urbs Triumphalis Tarraco (CIUT).*
10. How many Ha did Tarraco have? *Tarraco had 70 Ha.*
11. Of what was Tarraco the capital of at first? *Tarraco/It was the Hispania Citerior capital.*
12. Of what was Tarraco the capital of later? *Tarraco/It was Tarraconensis capital.*
13. When did Tarraco start to decline? *It started to decline by the 3^d century AD.*

2. Mix and match key: 6a, 3b, 5c, 7d, 2e, 1f, 4g

3. Augustus timeline.

II Forum's activities key

Exercises 1 and 2

Where could people do the shopping? They could do the shopping in the forum.

How many forums there were in Tarraco? There were 2 forums.

What were their names? Their names were Provincial forum and colonial forum.

What can you see in the colonial forum? You can see the sewers.

What were they for? They were to drain dirty water.

When was the forum destroyed? The forum was destroyed in 360 AD.

What products were sold in the market? They sold meat, vegetables and olive oil.

3. A visit to Tarraco's key

1. When was Tarraco formed? *It was formed in 197 BC.*
2. What marked the limits of the city? *The city walls marked the limits of the city.*
3. Where could you go to watch a play? *You could go to the theatre.*
4. Where did imports and exports come into? *They came into Tarraco's port.*
5. What kind of accommodation did people have in Roman Tarraco? *They had domi and insulae.*
6. What carried water into Tarraco? *Two aqueducts brought water into Tarraco.*
7. What were the two sources of water? *The two sources of water were River Gaia and River Francoli.*
8. Where would you go to wash yourself? *I would go to the public baths.*
9. Where was the amphitheatre located? *It was located outside the city walls.*
10. Where was a dead person buried? *A dead person was buried along the Via Augusta/ outside the city walls.*

4. Florus' key

- a) He lived for 70 years.
- b) Florus lived during the 1st and the 2nd century.
- c) He lived in Tarraco.
- d) Florus liked Tarraco because people were honest and climate was nice.
- e) Florus was a poet.

5. Roman Spain spiral key

S	2F	L	O	R	U	S	3J
U	R	R	A	C	O	6F	U
T	A	8T	A	R	R	O	L
S	5T	A	S	I	A	R	I
U	R	C	N	S	C	U	U
G	E	I	E	N	O	M	S
U	W	L	I	S	A	7B	C
1A	E	4S	R	A	S	E	A

ANCIENT ROME EXAM

1. An Empire to rule

Unscramble each of the clue words. Copy the letters in the numbered cells to other cells with the same number.

Legend, kingdom, Republic, Empire, army, soldier, sword, helmet, sandals and armour. Roman periods and the army.

1.1. Now classify the words in these two groups:

- a) **Periods in Rome's History:** *Legend, kingdom, Republic, Empire*
- b) **The Roman army:** *, army, soldier, sword, helmet, sandals and armour.*

2. 1. Fill in the names in the Roman house or domus. From left to right.

tabernae, vestibulum, cubiculum, atrium, impluvium, cucina, latrines, tablinum, peristilum and triclinium.

2.2. Do you know the names of any other Roman residences? Where were they?

The students might name, an insulae and a villae. The first was in the city and the second in the country. They might distinguish between different kinds of villae or explain an insulae in detail.

3.1. Write 75/100 words about a Roman. *They can choose a slave, a rich person, a soldier, etc.*

3. 1. Look at the picture and answer the following questions.

What was the name of this building? *It was a circus*

What was a circus for? *It was for chariot races.*

Can you name a city which had a circus? *Tarraco, Rome, Emerita Augusta (big cities)*

What kinds of chariots did Roman have? *They had two-horse chariots and four horses chariots.*

What are the names of the chariots? *They had bigae [two-horse chariots] and quadrigae [four horses].*

In Ancient Rome, there were other buildings to entertain people. Can you name some? *Amphitheatre, theatre and termas or public baths.*

3.2. Fill in the names in the picture [carceres, cavea, spina, and arena].

From left to right: Carceres, cavea, spina and arena.

4. Ancient Rome Vocabulary Quiz key

- | | |
|-------------------------|---|
| 1. chariot | in ancient times, a two-wheeled horse vehicle driven from a standing position. |
| 2. coliseum (Colosseum) | a large building used for entertainment in ancient Rome. |
| 3. hierarchy | a group of persons or entities graded according to rank or level of authority. |
| 6. cult | the rituals of a particular religion, especially those pertaining to a single deity |

7. apse a projection at the end of a church or other building, usually having a domed or arched roof.
8. strategist an expert in designing strategy, or a maker of strategies.
9. barbarian a person believed by those in another culture to be savage, primitive, or uncivilized.
10. gladiator a man in ancient Rome who fought, often to the death, for the amusement of an audience.