

Unit 1

Overview

Grammar	Vocabulary	Pronunciation	Recycled language
<ul style="list-style-type: none"> • Question words: <i>How, What, When, Where, Who, Why</i> • Past simple with <i>after</i> and <i>before</i> • Interrupted past with <i>while</i> and <i>when</i> • Past simple <i>Wh</i>-questions • Defining relative clauses: <i>who, that, where</i> 	<ul style="list-style-type: none"> • Ancient Rome: <i>aqueduct, arch, architect, ceiling, chariot, civilisation, Colosseum, democracy, dome, emperor, founding, Latin, legend, gladiator, race, Remus, Romulus, she-wolf, stadium</i> • Sequencers: <i>before, after, after that, finally, first, while</i> • Other: <i>basket, citizen, government, legend</i> 	<ul style="list-style-type: none"> • Phonics: <i>ie</i> and <i>ei</i> sounds 	<ul style="list-style-type: none"> • Past simple and Past continuous

Language objectives

Grammar	Functions
<ul style="list-style-type: none"> • To use regular and irregular Past simple forms with <i>before</i> and <i>after</i> • To describe interrupted past using <i>while</i> and <i>when</i> • To practise narrative tenses using Past simple and Past continuous and sequencers • To practise using relative pronouns <i>who, that</i> and <i>where</i> to define people, places and things 	<ul style="list-style-type: none"> • To tell a story • To write a tourist pamphlet for a town or city • To write a report about a special trip, excursion, visit or weekend • To describe a terrible day
Vocabulary	Pronunciation
<ul style="list-style-type: none"> • To identify verb and noun collocations • To identify and understand incidental vocabulary in stories • To understand and produce language related to a trip to a museum, a memorable trip, a day in the countryside, a visit to the zoo or a special weekend 	<ul style="list-style-type: none"> • To highlight and practise the pronunciation and spelling of words containing <i>ie</i> and <i>ei</i>

Skills objectives

Speaking	Reading
<ul style="list-style-type: none"> • To retell a story using the pictures as a guide • To invent a legend/narrative using the target language • Conduct a role-play with a partner • To describe similarities between modern day civilisation and ancient Rome 	<ul style="list-style-type: none"> • To read and follow a simple story and text • To demonstrate comprehension by identifying correct options, answering questions and ordering the events of a story • To demonstrate comprehension by completing definitions with information from the text
Listening	Writing
<ul style="list-style-type: none"> • To demonstrate comprehension by underlining the incorrect information and completing gaps • To follow a narrative • To identify target language in a dialogue and correct spelling 	<ul style="list-style-type: none"> • To use the target language to write a pamphlet for a city or town • To use target language to write a report • To write a diary entry

Assessment criteria


- Check children can identify, understand and produce question words, past simple with *after* and *before*, interrupted past with *while* and *when*, past simple *Wh-* questions and defining relative clauses.
- Check children can identify, understand and produce Ancient Rome vocabulary and sequencers.
- Check children can tell stories, write a tourist pamphlet for their town or city and write a report about a special trip, excursion, visit or weekend.

Materials


- **Teacher's i-book**
- **Student's Book 5 CD 1**
- **Teacher's Resource Book 5**
Grammar worksheet Unit 1, pages 4-5: Lesson 4
Vocabulary worksheet Unit 1, pages 26-27: Lesson 3
Reading worksheet Unit 1, page 48: Lesson 6
Writing worksheet Unit 1, page 62: Lesson 7
Speaking worksheet Unit 1, page 74: Lesson 8
Listening worksheet Unit 1, page 84: Lesson 4
Test Unit 1, pages 112-115: Unit 1 Review
- **Flashcards Unit 1**
- **Poster Unit 1**
- **Extra**
Sheets of paper
A soft ball


Go digital!


Teacher's i-book

Use the **Richmond i-tools**  to complete the activities with the children on the **IWB**.

Activities in  **Lead-in** and  **i-poster** provide a digital alternative to introduce the children to lessons. See **lessons 2, 3, 10** and **Review** of this unit.

Activities with  beside the rubric offer an additional interactive activity to reinforce the activity content. See **lessons 1, 3, 4** and **6** of this unit.

 Provides a visual grammar presentation. See **lessons 1, 2, 3** and **4** of this unit.

 Provides extra interactive practice which can be used for **Fast finishers** or as a **Wrap up** activity. Alternatively, it can be used as homework. See **lessons 1, 2, 3, 4, 6, 7** and **8** of this unit.

 Audiovisual material is provided in **lessons 9** and **10** of this unit.

The unit review pages also offer additional **Speaking** activities to reinforce the unit content. See **Review** of this unit

Use the **Vocabulary Game Generator** to create your own interactive games to review the key vocabulary from the unit at any time.

Use the **Interactive Routines Poster** at the beginning of each lesson.

For suggestions on how to exploit the course resources see the **Activity Bank**, pages 17-23

Key competences

LC

Linguistic competence

Children develop listening, speaking, reading and writing skills. Children learn to tell stories and learn to write a tourist pamphlet and a report. Children learn and practise grammar rules, vocabulary and phonics for pronunciation.

MST

Mathematical competence and basic competences in Science and Technology

Children develop and apply mathematical thinking and explain the natural world.

DC

Digital competence

Children become familiar with the use of technology as a tool to reinforce language acquisition.

SCC

Social and civic competence

Children learn to participate in an effective and constructive way in social life.

CAE

Cultural awareness and expression

Children learn to use and appreciate ways of expressing ideas, experiences and emotions and an understanding of one's own culture and diversity in the world.

LL

Competence in learning to learn

Children develop strategies to improve the learning process and to assume control over their own learning.

IE

Sense of initiative and entrepreneurship

Children develop abilities and capacities like critical reflection, decision-making and independent action.

Unit 1

Rome

Lesson 1



1 Look, read and order.

Romulus and Remus: A legend about the founding of Rome



The boys lived with the she-wolf for a few years before a shepherd found them. He raised them as his own children, and they grew to be strong and clever.

The young men returned to the spot where the shepherd found them and decided to build a city. Romulus drew a line around the city and said, 'Don't you cross this line, Remus. This city is mine!'

Her uncle discovered the babies, put them in a basket and threw them into the River Tiber. A she-wolf found the basket after it floated to the shore. The wolf fed the babies with her own milk.

Romulus named the city Rome and became its ruler. He went up to the sky with his father Mars after he died. And that is the legend of the founding of Rome!

A princess called Rhea had a wicked uncle. Uncle Amulius didn't want her to have any children. But Rhea married the god Mars and had twin boys. Their names were Romulus and Remus.

They had a big argument before Remus walked over the line. Then they had a fight, and Romulus killed Remus.

2 Read and circle.

1. The she-wolf found the babies **before** / **after** Amulius threw them into the river.
2. The boys lived with the she-wolf **before** / **after** the shepherd found them.
3. They decided to build a city **before** / **after** they became adults.
4. Romulus became the ruler of Rome **before** / **after** he killed Remus.
5. The city of Rome was named **before** / **after** Romulus died.

3 Look at the pictures and retell the story.

4 Invent a legend about the founding of your city.

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Grammar
A she-wolf found the basket **after** it floated to the shore.
They had a big argument **before** Remus walked over the line.

Key competence



Children's knowledge of language is gained from reading different types of text, such as legends, which support their increasing fluency as readers.



Children practise cognitive strategies to distinguish and identify meaning of words (*after/before*).



This creative and challenging activity will improve their ability to turn ideas into actions and show initiative.

Continuous assessment

Ask them if they know any other legends and if not tell them one.

Ask them to read out loud the sentence using the right choice.

Admire and praise the children's work.

Language objectives

Grammar

- Past simple with *after* and *before*

Vocabulary

- *basket, fight, legend, ruler, shepherd, she-wolf, shore, twin boys*

Skills objectives

Speaking

- Retell a story using the pictures as a guide
- Invent a legend using the target language

Reading

- Read and follow a simple story
- Order the story correctly
- Demonstrate comprehension by circling the correct option

Materials

- Teacher's i-book
- Poster Unit 1
- A soft ball

Attention to diversity

Some language items in the narrative may impede comprehension. Pre-teach key vocabulary, use concept check questions, give contextualised examples and personalise language to aid meaning and later production.

Warmer

Display the unit 1 **Poster** (or open the **i-poster** on the **Teacher's i-book**). Ask children to describe what they can see in the poster. Ask children to tell you the era in history and what they know about it

Lead-in

Pre-teach or check *basket, fight, ruler, shepherd, shore, twin boys* and *she-wolf* and write them on the board.

1 Children look, read and order.

Values: Tell children that they are going to learn about ancient Rome in this unit. Highlight the value of studying and learning about our past and the importance of history in our lives.

Answers

1 A princess called Rhea... 2 Her uncle discovered...
3 The boys lived with... 4 The young men returned...
5 They had a big argument... 6 Romulus named the city...

2 Children read and circle.

Answers

1 after 2 before 3 after 4 after 5 after



Visual grammar presentation

i-book Touch **+** to open the extra Grammar activity. Children look at the timeline on the screen, read the sentences and say if they are true or false. The words *before* and *after* are highlighted to focus the children's attention on sequencing the events.

3 Children look at the pictures and retell the story.

Answers

Child's own answers

Optional extra: Have children stand in a circle. Say: *Once upon a time there was a princess called Rhea who had a wicked uncle.* Pass the ball to a stronger child and encourage them to continue the story in their own words. The child then passes the ball to the next child who adds a sentence.

4 Children invent a legend about the founding of their city.

Answers

Child's own answers

Optional extra: In small groups, children imagine a legend and draw and describe it. Monitor and help out with vocabulary if needed.

Fast finishers

Children quietly read the story to themselves.

Wrap up

Children write six sentences in their notebooks about activities they did yesterday, using *before* and *after*.



Children play a fun game dragging the words to form correct sentences about Romulus and Remus story.

Initial evaluation

Children prepare a short role play depicting the founding of their own city. Invite groups to the front of the class to act out their role plays for the class.



At home

- Activity Book 5 page 10



1 Look and write the numbers.



All the latest news and gossip from the Colosseum by Leo Minimus

Yesterday, our top gladiators performed in front of 50,000 excited fans. Here are some of yesterday's highlights!

- Gladiator ____: Brutus heard the bear while _____.
- Gladiator ____: Marcus was standing on a rock when _____.
- Gladiator ____: Setius was running towards the exit when _____.
- Gladiator ____: Lucius and Titus were fighting when _____.
- Gladiator ____: While _____, Publius threw a net over him.

Grammar

He was waving to the crowd **when** he **heard** the bear.
He heard the bear **while** he **was waving** to the crowd.



2 Complete the sentences above.

Aurelius was signing autographs he saw the crocodile he tripped and fell
he was waving to the crowd Lucius dropped his shield



3 Play *You won't believe it!*

I was sitting in the stadium...

I was sitting in the stadium...

A bee was buzzing around my head...

My friends were swimming in the sea...

The police were chasing the suspect...

We were studying English...

We were running to the bus stop...

My best friend was walking home from school...

The plane was landing...

when I fell asleep. Then I woke up and I was...



More practice

Key competence



Guessing information with the help of visual clues is a good way to develop strategic thinking, take an active role in the learning process and learn to construct meaning autonomously.



Grammar activities help children to acquire an understanding of grammar and knowledge of linguistic conventions.

Continuous assessment

Ask them to say the number of each gladiator and the corresponding sentence.

Be sure they understand how to use the grammar to tell a story.

Language objectives

Grammar

- Interrupted Past simple and continuous with *while* and *when*

Vocabulary

- *Colosseum, fight, net, gladiator, sign autographs, shield, stadium, sword, wave to the crowd*

Functions

- Tell a story

Skills objectives

Speaking

- Invent a narrative using the target grammar

Writing

- Demonstrate comprehension by matching sentence stems correctly

Materials

- **Teacher's i-book**
- **Flashcards** Unit 1

Attention to diversity


Allow for plenty of consolidation work and pair stronger learners with weaker ones to facilitate peer teaching.

Warmer

Display the corresponding unit 1 **Flashcards** (or open the **i-flashcards** on the **Teacher's i-book**) to the pictures in activity 1 and drill *colosseum, gladiator* and *stadium*. Tell children that they are going to learn about entertainment in ancient Rome.

Lead-in

Ask children to say what the gladiators are doing in the picture in activity 1: *waving to the crowd, fighting with swords and shields, signing autographs, etc.*

 Open the **i-poster**. Divide the class in teams. Children listen to the sentences and their team agrees on the correct pictures on the **i-poster**. Use the **Richmond i-tools** to circle the different options they suggest. Give a point for each correct answer. Once the activity is completed, restart the activity, listen to the sentences again and ask the children to write them in their notebooks.

1 Children look and write the numbers.

Answers

Gladiator 1, Gladiator 3, Gladiator 2, Gladiator 5, Gladiator 4

2 Children complete the sentences above.

Answers

Gladiator 1: he was waving to the crowd. Gladiator 3: he saw the crocodile. Gladiator 2: he tripped and fell. Gladiator 5: Lucius dropped his shield. Gladiator 4: Aurelius was signing autographs

Optional extra: Say the first part of a sentence for children to say and mime the ending: (T) *Brutus heard the bear while...* (C) *he was waving at the crowd!*



Visual grammar presentation

3 Children play *You won't believe it!*

Invite a volunteer to read out a sentence stem, and you complete the story. Children then take turns reading out the sentence stems and finishing the story.

Fast finishers

Children write three sentences about themselves using the target structures.

Wrap up

Draw a T-chart on the board. Name one column *Objects* and the other *Activities*. Children copy the chart in their notebooks. Dictate *shield, sign autographs, wave to the crowd, sword, net, fight with a crocodile*. Children copy in the correct column before comparing their answers with a partner. Invite volunteers to the board to write the objects/activities in the correct column.



Use the **Vocabulary Game Generator** to review the key vocabulary covered in the lesson. See page 22 for games instructions and ideas.



Children play a fun game choosing the correct verbs to complete the sentences, which will help them consolidate the learning points for the Past simple and the Past continuous with *when* and *while*.

Continuous assessment

Put children in small groups to mime a gladiator scene for the others to guess using the target language.



At home

- **Activity Book 5** page 11
- **Optional extra:** Children choose another sentence stem from activity 3 and write an ending to the story.

Unit 1

Lesson 3



1 Look at the advertisement and answer the questions.

Come to the Circus Maximus on 17th July
for exciting chariot races!

Join 25,000 other spectators and see

- the opening parade!
- 12 chariots in every race!
- performances by acrobats between races!
- 10 incredible races!

Do you support the Reds, the Blues, the Yellows or the Greens?
Come and cheer on your favourite team!

Entrance free for all!
Doors open at 10 am

1. What could you see at the Circus Maximus? _____
2. How many chariots were there? _____
3. How much did it cost to enter? _____



2 1.4 Listen and complete Leo's questions to Faustus.



1. W_____ were you born?
2. W_____ did you come to Rome?
3. W_____ did you compete in your first race?
4. W_____ time did your race start today?
5. W_____ did your horses come from?
6. W_____ did the Emperor give you after the race?



3 1.5 Listen and underline the mistakes in Leo's notes.

1. Faustus was born in France.
2. He wanted to be rich and the best charioteer in the world.
3. He competed in his first race in April last year.
4. His race started at six o'clock in the morning.
5. His horses came from Spain, Greece and North America.
6. The Emperor gave him the palm leaf of victory and a bag of silver.

Grammar

What time **did** the race **start**?

The race **started** at six o'clock.



4 Role-play an interview with a classmate.

1. Invent a charioteer or a gladiator. Draw a picture of him / her and write his / her name.
2. Write interview questions in your notebook.
3. Interview a classmate!



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Key competence



Children develop an awareness of the past, learning about the Roman Empire.



Through listening and reading activities children learn how the language is organised.



Children's learning is more effective when they are active in a dynamic process such as role-playing.

Continuous assessment

Ask children questions about what they know about gladiators.

Check listening comprehension by asking them about the interview.

Monitor the interview and see if they manage with the past simple questions.

Language objectives

Grammar

- Past simple: affirmative and negative sentences
- Past simple *Wh-* questions

Vocabulary

- *acrobats, chariot, charioteer, cheer, race, spectators*

Functions

- Ask and answer questions using the Past simple

Skills objectives

Speaking

- Conduct a role play with a partner

Listening

- Identify the target language in order to complete a gap fill
- Demonstrate comprehension by underlining the incorrect information

Reading

- Demonstrate understanding by answering comprehension questions

Materials

- Teacher's i-book
- Teacher's Resource Book 5
- Student's Book 5 CD 1
- Poster Unit 1

Warmer

Display the unit 1 **Poster** (or open the **i-poster** on the **Teacher's i-book**). Children study the poster and write three sentences using Past simple/continuous.

Lead-in

Write on the board and pre-teach: *acrobats, chariot, race, spectators* and *Circus Maximus*. Explain that the *Circus Maximus* was a large race track for horse and chariot races.

 Open the **lead-in** activity. Children look at the photos. Describe and compare them.

1 Children look at the advertisement and answer the questions.

Answers

1 You could see exciting chariot races. 2 12 chariots in every race 3 It didn't cost anything. / Entrance was free.

2 Children listen and complete Leo's questions to Faustus.

Answers

1 Where 2 Why 3 When 4 What 5 Where 6 What

3 Children listen and underline the mistakes in Leo's notes.



Answers

1 France 2 rich 3 April 4 morning 5 America 6 silver

Optional extra: Make true/false statements about Faustus. Children raise their hands if the sentence is true, but if it's false they shake their heads and correct it.



Visual grammar presentation

 Touch  to open the extra Grammar activity. Children drag words to form questions with given answers. They also try to guess the name of the ancient civilisation the questions and answers refer to (Ancient Egypt).

4 Children role-play an interview with a classmate.

Optional extra: Invite volunteers to the front of the class to present their gladiator. The class vote on their favourite.

Fast finishers

Children add more questions to their interview list from activity 4.

Wrap up

Put children in pairs and have them write three more questions about the advertisement. Write question words on the board to use as prompts: *What, Where, Who, Why, How, What time*.



Children take a quiz choosing the correct question words to complete the sentences.

Continuous assessment

Teacher's Resource Book 5: Vocabulary worksheet Unit 1

Optional extra: Invite two volunteers to come to the front of the class and sit with their backs to the board. Write a question using the Past simple on the board: *What did you do last summer?* Have the group think about a sentence in answer to the question. The volunteers at the front point to different children and listen to their answers as they try to guess the question.



At home

- Activity Book 5 page 12

1 Read and number the questions.

Common questions tourists ask

- | | |
|---|---|
| <input type="checkbox"/> Where can I buy cheap food and gifts? | <input type="checkbox"/> How can I blend in and look like a local person? |
| <input type="checkbox"/> What can I do if I am too tired to walk? | <input type="checkbox"/> What can I do to improve my language skills? |
| <input type="checkbox"/> Where can I go to meet people? | <input type="checkbox"/> How can I travel safely at night? |

Tips for tourists in Ancient Rome

Is this your first visit to Rome?

Here are some tips for visitors!

- Public baths are places where you can socialise while getting clean! There are 11 public baths in Rome. They have all got gyms to help you stay fit.
- It's dark in Rome after sunset. A torch-bearer is a man who guides you through the city at night. Don't lose him!
- Do you want to speak like a cultured Roman citizen? Recite poetry in Latin! Virgil is the man who wrote the *Aeneid* - the most famous poem in Latin!
- If you are tired of walking, you can always hire a litter. A litter is a box that is carried by four men. But watch out! They are very expensive!

- Don't want to look like a tourist? No problem! Just wear a toga! A toga is a long sheet of cloth that you wrap around your body.
- Markets are places where you can always find a bargain. At Trajan's Market, the fish are so fresh that they are still swimming!



Grammar

Markets are places **where** you can find a bargain.

2 Complete the sentences with *who*, *that* or *where*.

- Ostia is a small town _____ you can enjoy fresh air and go swimming in the sea. It is the main seaport of Rome.
- Gladiators are people _____ fight in the stadiums. They can be very violent!
- The *Acta Diurna* is the newspaper _____ tells you all you need to know. But you must be able to read Latin!

3 Write a *Tips for tourists* pamphlet for your town or city.

More practice

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Key competence



Children learn what an advertising pamphlet is, its function and purpose, the way language is used and the basic syntactic structures associated with it.



Children use their previous knowledge to write a pamphlet based on a model, using familiar and basic language and the appropriate conventions for the communicative objective.

Continuous assessment

Ask children questions about the advertisement.

Check if their pamphlets sound believable.

Language objectives

Grammar

- Defining relative clauses: *who, that, where*

Functions

- Write a tourist pamphlet for a town or city

Skills objectives

Reading

- Show understanding of target grammar by numbering the questions

Writing

- Use the target language to write a pamphlet for a city or town

Materials

- Teacher's i-book
- Teacher's Resource Book 5

Attention to diversity

Monitor activity 3 carefully and provide language assistance where necessary. Ensure that learners notice and record useful language and structures for their pamphlet in the lead up activities.

Warmer

Individually, children write three sentences in their notebooks about last summer, two true and one false. In pairs, children ask each other questions in order to guess which sentence is false.

Lead-in

Write *Tourist* on the board. Create a mind map on the board by eliciting words and phrases children associate with the word. Children copy the mind map in their notebooks.

1 Children read and number the questions.

Answers

6 Where can I buy cheap food and gifts? 4 What can I do if I am too tired to walk? 1 Where can I go to meet people? 5 How can I blend in and look like a local person? 3 What can I do to improve my language skills? 2 How can I travel safely at night?

Optional extra: Focus children's attention on the Grammar box and explain that the word in bold is a relative pronoun which we use to add information about a place. Point out that we can also use *who* to add information about a person and *that* to add information about a thing.

2 Children complete the sentences with *who, that* or *where*.

Answers

1 where 2 who 3 that

Optional extra: Children search the pamphlet for examples and write one example for each in their notebooks.



Visual grammar presentation

i-book Touch **+** to open the extra Grammar activity. Children drag the words to the correct relative pronoun: *who, that* or *where*. Use the shade in the **Richmond i-tools** to cover the words. Children suggest words and write them on the correct category.

3 Children write a *Tips for tourists* pamphlet for their town or city.

Answers

Child's own writing

Optional extra: In pairs, children plan and write their tips in their notebooks. Hand out glue, scissors, magazines and photos to share. Children design their *Tips for tourists* pamphlet, adding their tips and decorating it as they wish. Invite volunteers display their work and have children vote on the best pamphlet.

Wrap up

In pairs, children take turns to define people, places or things using *who/that/were* for their partner to guess: *A toga is a sheet of cloth that you wrap around your body*. Model the activity first with a stronger learner.



Children find eight things they could see in Ancient Rome in the word search. Use the timer in the **Richmond i-tools** to make it more challenging for the children.

Continuous assessment

Teacher's Resource Book 5: Grammar worksheet Unit 1, Listening worksheet Unit 1

Optional extra: Divide children into five teams and have them stand in lines at the board. Say a question word: *Who*. The first child in each group writes a question about the past using the question word and then moves to the back of the line. Set a time limit and award one point for each correct question. The team with the most points at the end of the game wins.



At home

- Activity Book 5 page 13
- Optional extra:** Children choose eight new items of vocabulary and write them in their notebooks with an accompanying sentence.

Finally, the summer was here! Livia, Marius and their parents, Crispus and Cornelia, left the city of Rome to go to their villa in the countryside. As soon as they arrived, Livia jumped down from the wagon and ran to her bedroom. From her window, she could see the garden and, in the distance, the beautiful sea.

Marius, her 10-year-old brother, ran into Livia's room. 'Come on!' he said. 'Let's play charioteers!' For the next half an hour, Livia and Marius ran around the garden pretending to be the most famous charioteers in Rome.

That evening, Livia and Marius's parents invited some local people to dinner. One of them was a rich businessman named Petronius. He lived in a large villa on the hill. He talked and smiled a lot, but Livia didn't like him. His smile was cold.

Near the end of the meal, they heard voices in the kitchen. Their old cook, Salvia, was arguing with the servants because a huge cake was missing!

Somebody, or something, took it!

That night, Livia couldn't sleep. She was worried, thinking about the cake and wondering what happened to it. She got up and looked out of the window. The garden was grey in the moonlight.

Then she saw a shape beside a large tree. It was white, like a marble statue. She couldn't remember a statue in that position. She rubbed her eyes and looked again, but the shape wasn't there anymore!

Early the next morning, Marius went down to the kitchen for breakfast. He found Livia already there.

'Are you hungry, too?' he asked.

'No, I couldn't sleep.'

'So why are you down here?'

'I want to know who stole the cake.'

'Maybe it was a wolf,' said Marius.

'I don't think so,' said Livia. 'Somebody broke the lock and climbed through the window. Follow me.'



1 1.6 Read and listen to the story.

2 Read and order the events.

- Livia's parents had a dinner party.
- Livia found it difficult to sleep.
- Livia and Marius played in the garden.
- Livia saw a mysterious shape in the garden.
- Livia and her family arrived at their villa.
- Salvia discovered a cake was missing.

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Key competence



Stories provide children with a variety of themes and topics useful for raising awareness of values and basic concepts related to society and culture.



A better understanding of the text should come from using reading comprehension strategies such as ordering events chronologically.

Continuous assessment

Discuss with the children about slavery.

Ask children to express the events in order.

Language objectives

Vocabulary

- *argue, businessman, charioteer, marble, villa, wolf*

Skills objectives

Speaking

- Predict a story using key language
- Use target language to recreate a scene from the story with visual aids

Listening

- Follow a narrative

Reading

- Demonstrate comprehension by ordering the events of a story
- Identify characters in a story

Materials

- Teacher's i-book
- Student's Book 5 CD 1
- Poster Unit 1

Attention to diversity

The narrative in this lesson is quite dense. Encourage children to infer meaning from context or ask a friend if they think the word looks useful or important. Remind children that it is not necessary to worry about every word, and help them to see that the amount of information would be too much to learn all at once.

Warmer


Display the unit 1 **Poster** (or open the **i-poster** on the **Teacher's i-book**). Children study the poster and choose 3 items (*person, place or thing*) and write a definition for each one in their notebooks. In pairs, children read their definitions aloud for their partner to guess.

Lead-in

Write a selection of key vocabulary from the story on the board: *argue, businessman, cake, charioteer, cook, dinner party, lock, marble statue, mysterious shape, villa, wolf*. Elicit meaning, use pictures to illustrate words if necessary and consolidate through examples. Children race to find the words in the text. In pairs, children predict what they think will happen in the story based on the vocabulary from the text.

1 1.6 Children read and listen to the story.

Optional extra: Tell children you are going to retell the story but pretend that you can't remember the story very well. Ask the children to help you by raising their hands and correcting you every time they hear a mistake.

 Touch the Reading text to open the **i-story** in a new window. Read and listen to the story with the children.

Hot spots: **businessman - pocket money.** Use the **Hot spots** to highlight this potentially difficult vocabulary before the reading activities.

2 Children read and order the events.

Answers

1 Livia and her family arrived at the villa. 2 Livia and Marius played in the garden. 3 Livia's parents had a dinner party. 4 Salvia discovered a cake was missing. 5 Livia found it difficult to sleep. 6 Livia saw a mysterious shape in the garden.

Optional extra: Play the audio again for children to listen. Stop the audio before key words and elicit the language from children: *Livia, Marius and their parents... left the city of Rome to go to their (villa!)*

Fast finishers

Children can read the story to themselves quietly.

Wrap up

Write the names of the characters in the story on the board. In pairs, children discuss what they know about each character.

Continuous assessment

Children close their eyes as you read the story again. Encourage children to visualise the scenes as you read. Individually, children choose a scene from the story and draw it in their notebooks. Underneath the pictures, children write a short description of the picture using the past simple and past continuous.

At home

- **Activity Book 5** page 14
- **Optional extra:** Children write a paragraph as the next instalment of the story.



They walked out into the garden. Livia remembered the white shape she saw the night before. She ran over to the tree.

'What are you looking at?' asked Marius.

Livia pointed at the ground. There were small pieces of cake!

Livia and Marius walked to the end of the garden and looked over the wall. Livia saw something in the shade of some trees. They climbed over the wall and found a boy sleeping. His hair was red and his skin was as white as milk. Half of the cake was lying next to him.

'So he stole the cake!' said Marius loudly, annoyed. The boy woke up. His eyes were bright green and scared. 'Why did you steal our cake?'

The boy sat up. 'Hungry,' he said. He knew only a few words in Latin.

Then Livia saw red and purple marks on the boy's arms, and she understood everything. The marks were from metal chains. The boy was a slave; he had obviously escaped from his master. Suddenly, they heard barking dogs. The boy jumped to his feet. Some men were shouting. One of the voices belonged to Petronius.

'Come on! Let's find that boy!'

'We must help him!' cried Livia.

'Come with us,' said Livia to the boy.

Half an hour later, the three children were standing inside Crispus's study. Livia described the morning's events. However, she didn't mention the stolen cake. Then she said, 'Petronius seemed to be in charge of the hunt. I know he's a businessman, but what is his business?'

'He buys and sells slaves,' said her father. 'I think this boy is one of his.'

'Can he stay here?' asked Livia.

After a long silence, their father said, 'Listen carefully. I will buy the boy from Petronius, but you must help pay for him. You'll have no pocket money for a year. Do you understand?'

They understood, and they didn't care. The boy was going to be safe!

'Would you like to stay with us?' Crispus asked the boy.

The boy nodded and smiled from ear to ear.

'Have you got a name?' Crispus asked.

At last the boy spoke. 'Yes,' he said. 'My name is Flann. Thank you.'

In the afternoon, Petronius came over for a visit.

Crispus spoke to him in the dining room.

'I found him in the garden this morning. He was very hungry, so I gave him some breakfast.'

Petronius was angry, 'Very well,' he said. 'I will sell the boy to you. But don't trust him. He ran away from me. He will run away from you, too.'



1 1.7 Read and listen to the story.

2 Read and explain the situations.

1. Livia examined the ground around the tree. _____
2. There were red and purple marks on the boy's arms. _____
3. The boy jumped up when he heard the dogs and the voices. _____
4. The boy was very happy. _____



Key competence



Ask children to read out loud with you as you all go through the text. This allows them to participate actively and concentrate on following the story.



Explain to the children that stories are a fun way to develop comprehension skills. Remind them that they don't need to understand every word to follow the story.

Continuous assessment

Ask children reading comprehension questions.

Check understanding of the story.

Language objectives

Vocabulary

- *businessman, Latin, master, pocket money, run away, safe, slave, trust*

Skills objectives

Speaking

- Reconstruct narrative threads orally

Listening

- Follow a narrative of a story

Reading

- Understand and follow a narrative

Materials

- Teacher's i-book
- Teacher's Resource Book 5
- Student's Book 5 CD 1

Attention to diversity

Allow children time to process the text, as it is quite dense. Have extra tasks at hand for fast finishers to ensure that every child has sufficient time to finish the reading. Including personalised examples of the subject matter will promote engagement with the text.

Warmer


Divide the children into groups of four and divide each group into pairs. Children look back at previous lessons from the unit and choose five words or expressions they have learned so far. Pairs take turns draw a picture in their notebooks to help their partner guess the word.

Lead-in

Focus children's attention on the illustration and ask them what they remember about the story.

1 1.7 Children read and listen to the story.

Optional extra: Children listen again, this time reading aloud in time with the audio. Ask children questions to check comprehension and key vocabulary.

 Touch the Reading text to open the **i-story** in a new window. Read and listen to the story with the children.



Hot spots: **businessman - pocket money.** Use the **Hot spots** to highlight this potentially difficult vocabulary before the reading activities.

2 Children read and explain the situations.

Answers

- 1 Livia remembered the white shape she saw the night before. There were small pieces of cake on the ground around the tree.
- 2 The marks were from metal chains. The boy was a slave.
- 3 The boy was afraid because he had escaped from his master.
- 4 Livia's father will buy the boy from Petronius. The boy was going to be safe.

Optional extra: Children write a paragraph to describe the ending of the story. Ask children questions to prompt their imaginations.

 Touch  to open the activity. Children read the sentences and choose the correct person for each statement. Use the **Richmond i-tools** to cover the answers. Children say the person who says each statement from memory.

Fast finishers


Children choose five new items of vocabulary from the story and write them in their notebooks with a corresponding picture.

Wrap up

Write the following prompts on the board:

<i>Who are the main characters?</i>	<i>What happens?</i>
<i>What are they like?</i>	<i>What's the resolution?</i>
<i>What is the problem?</i>	<i>How does the story end?</i>

In pairs, children use the prompts to create their own short story.

 Children play a fun game matching the definitions with the words from the story. This activity can be set up between two or more teams. Cover the words using the shade in **Richmond i-tools** and ask the children to guess them by reading the definitions. Ask them to close their books so that you can check how much information they remember from the story. Remove the shade, play the game and check how many answers they got right.

Continuous assessment

Teacher's Resource Book 5: Reading worksheet Unit 1

Optional extra: Divide the children into groups and have them act out the story, scripting their own short dialogues. Invite volunteers to the front of the class to role-play the stories for each other and for the class.

At home

- **Activity Book 5** page 15
- **Optional extra:** Children write a diary entry for Flann or Livia describing the events of the story.

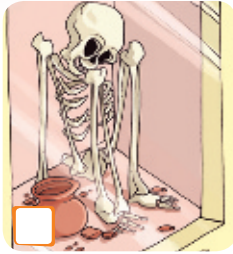
Unit 1

Lesson 7



1 Read and number the pictures.

Our school trip to the Museum of Anthropology



- When we arrived at the museum, we bought our tickets.
- _____ we entered the museum, we left our bags in the cloakroom.
- _____, we looked at Mayan tombs at the Uxmal exhibit.
- _____, we saw the Aztec Stone of the Sun.
- _____ we were walking around, I took photos of ancient masks for my project.
- Then we sat outside by the fountain and had sandwiches.
- _____ lunch, we looked at the exhibit of indigenous textiles.
- _____, at the end of the day, we bought some souvenirs in the gift shop.



2 Complete the sentences above with these words.

after after that before finally first while



3 Choose a topic and write a report.

A school trip to a museum

A day in the countryside

A visit to the zoo

A special weekend

A memorable trip



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Key competence



Children learn that museums are places to enjoy and are full of fun activities which inspire curiosity and fascination.



Children use sequencers to put events in chronological order.



To improve writing skills, it is important that children write a variety of text types and compositions, such as reports.

Continuous assessment

Ask children to explain how they make the connections between pictures and sentences.

Ask children to write the time expressions in order.

Check the children's writing.

Language objectives

Vocabulary

- Sequencers: *before, after, after that, finally, first, while*
- *cloakroom, countryside, exhibit, fountain, masks, memorable, museum, textiles*

Functions

- Write a report about a special trip, excursion, visit or weekend

Skills objectives

Reading

- Show understanding of key vocabulary by matching to the corresponding picture

Writing

- Copy and order target language
- Use target language to write a report

Materials

- Teacher's i-book
- Teacher's Resource Book 5
- Poster Unit 1

Attention to diversity

Promote diversity within the classroom and ensure that children's likes and dislikes are accounted for. If some learners don't like anthropology, elicit what kind of museums they would like to go to. Show children that learning about the past is informative and fun!

Warmer

Write the word *museum* on the board. Elicit what they children know about museums/types of museums and encourage them to share their experiences.

Lead-in

Focus children's attention on the pictures from activity 1 and elicit what they can see.

1 Children read and number the pictures.

Answers

(Pictures from left to right) Top row: 7, 3, 5, 1 Bottom row: 6, 8, 4, 2

Optional extra: Refer children to the words in the box in activity 2 and explain that all these words help us understand the sequence of events. Use examples to clear up any doubts about meaning.

2 Children complete the sentences above with these words.

Answers

2 Before (picture 8) 3 First 4 After that 5 While 7 After 8 Finally

Optional extra: Children write a sentence in their notebooks for each of the sequencing words.

3 Children choose a topic and write a report.

Answers

Child's own writing

Optional extra: When finished, children exchange work with their partner, read their report and ask questions. Combine pairs to make larger groups and have children describe their report in their own words while the group listens and asks questions.

Wrap up

Display the unit 1 **Poster** (or open the **i-poster** on the **Teacher's i-book**). In pairs, children choose five items and say them aloud. Their partner listens and writes the word in their notebook. Pairs swap notebooks and correct each other's work.



Children play a fun game choosing the correct words for each of the following categories: *Parts of a museum, Things to see at museums, Precedence of items, Words to indicate order of events*. Use the spotlight in the **Richmond i-tools** to cover some of the words and play **What's missing?**

Continuous assessment

Teacher's Resource Book 5: Writing worksheet Unit 1

Optional extra: Ask children to write a short paragraph about what they did yesterday. Tell them to use as many of the sequencers as possible.



At home

- **Activity Book 5** page 16
- **Optional extra:** Children choose a different topic from activity 3 and write 50 words about it. Remind children to use past tenses.

Phonics



1 1.8 Listen and complete. Then act out the dialogue.

ancient chief deity field neighbour piece

Amelia: Hi! My name is Olga. I'm the _____ of a foreign tribe. Who are you?

Justin: Hello! My name is Maximus. I'm an _____ Roman soldier.

Amelia: I like your shield, Maximus. Where did you get it?

Justin: I found it in a _____. Then I drew a picture of Mars on it.

Amelia: Who's he?

Justin: He's a Roman _____.

Amelia: Your hat's a bit weird. Where did you get it?

Justin: It's from my _____. It was in her kitchen.

Amelia: Does it weigh a lot?

Justin: Yes, it does! I want to take it off!

Amelia: OK, let's get a _____ of cake and sit down.



2 1.9 Listen and complete the words with *ei* or *ie*.



Molly: Have you been king for a long time?

King: I've r_____gned for 60 years.

Molly: Do you have any l_____sure time?

King: No, I'm very busy. I rec_____ve lots of gifts every day. Of course, my servants have to open them!

Kylie: Hey, Lizardman! What are you doing on the c_____ling?

Lizardman: Look! There's a dangerous th_____f outside!

Kylie: But that's my best fr_____nd Bill!

Lizardman: He has dec_____ved you! He's an enemy of soc_____ty!



Key competence



Encouraging the children to act out the story will help them to grow in confidence in a group situation.



This activity helps children link sounds and words, and provides a model of pronunciation and intonation patterns.

Continuous assessment

Encourage and observe children when they are performing.

Ask children to read the dialogues out loud and check pronunciation.

Language objectives

Vocabulary

- *ancient, ceiling, chief, deceive, deity, field, leisure, neighbour, piece, reign, thief*

Pronunciation

- Highlight and practise the pronunciation and spelling of words containing *ie* and *ei*

Skills objectives

Listening

- Identify target language in a dialogue and correct spelling

Writing

- Raise awareness of how words containing *ie* and *ei* are written

Materials

- Teacher's i-book
- Teacher's Resource Book 5
- Student's Book 5 CD 1

Attention to diversity

Incorporate as much choral and individual drill as is needed by the group to ensure they are not pronouncing silent letters.

Warmer

Write *ei* and *ie* in separate columns on the board. Explain that *ei* is usually a long *a* sound and write *neighbour* on the board. Elicit other examples. Explain that *ie* is often a long *e* and write *chief* in the column. Elicit more examples from children and write them on the board.

Lead-in

Focus children's attention on the words from activity 1. Clear up any doubt about meaning through visuals, definitions and examples. Point out that all the words contain *ie* or *ei*, but the pronunciation is not always the same. Drill the words both chorally and individually.

1 1.8 Children listen and complete. Then they act out the dialogue.

Answers

chief, ancient, field, deity, neighbour, piece

Optional extra: Invite volunteers to the front of the class to act out the dialogue for the group.

2 1.9 Children listen and complete the words with *ei* or *ie*.

Answers

reigned, leisure, receive, ceiling, thief, friend, deceived, society

Optional extra: Elicit a word in activity 1 and 2 with a similar sound to *chief*: *piece, thief, receive, ceiling, deceive, weird*, etc. In pairs, children find more similar sounding words in the text and write them in the column from the lead-in activity. Children then find words with a sound like *ei* in *neighbour* and group them together: *reign, weigh*, etc.

Fast finishers

Children add two more lines of dialogue to the conversation in activity 2.

Wrap up

Children practise saying the words aloud using the table in their notebooks as a guide. In pairs, children take turns to say a word from the table aloud while the partner spells it.



The children listen and drag the letters to form the words. They choose the correct spelling for the *i*: sound (*ei, ie*). For further practice, open **My notes** and the **Richmond i-tools** and dictate more words containing this sound.

Continuous assessment

Teacher's Resource Book 5: Listening worksheet Unit 1

Optional extra: Divide children into two teams. Invite a member from each team to the board. Say *reign*. Children race to spell the word correctly. Award one point to the first child to spell the word correctly. Repeat the procedure with: *ancient, ceiling, chief, deity, field, piece, neighbour, thief, receive and society*.



At home

- **Activity Book 5** page 17
- **Optional extra:** Children write eight new words from the lesson in their notebooks and write a sentence for each word.



Achieve!



1 Read and number the paragraphs.

1. A model for modern governments
2. Constructing cities
3. The quickest route from A to B
4. Water on demand
5. We are all Romans!

Civis Romanus Sum

Do you know what the title means? It means 'I am a Roman citizen' in Latin, the language of the Romans. In many ways, all over the world, we are still Romans today. The world we live in was shaped by the Roman civilisation. Let's look at some examples.

The ancient Romans were fantastic builders. They built arches, domes, viaducts and aqueducts. They also made bricks and tiles out of clay, just like the ones we use today. Another great Roman invention was concrete. Can you imagine a modern town or city without concrete? It's impossible!

The supply of water to houses in Roman cities was very important. Most people collected their water from public fountains. Underground pipes carried fresh water to larger private houses, just as they do today. Other underground pipes took away the waste from the houses.

Lots of roads in Europe today were originally built by the ancient Romans. In fact, they constructed the first international road network. Their roads were usually very straight, so people could travel as quickly as possible. The surface of the roads was convex so that rainwater would not form puddles. And because the roads were also paved with stone, they could be used in all kinds of weather.

In the 1700s, political revolutionaries in France and America wanted a new system of government with no kings or queens. They fought to form a democracy, a government ruled by the people. They looked to ancient Greece and Rome as models for their new governments. Today, the USA has a senate and senators, just as the Roman republic did over 2,000 years ago.



2 Read again and complete the definitions.

1. A tall structure that carries water: _____
2. A common material used in the construction of buildings: _____
3. Tubes that carry water: _____
4. A curved surface (like an egg): _____
5. Ruled by the people: _____



3 Think of ways that our lives are similar to the ancient Romans'.

We watch sports in big stadiums.



Key competence



Children read and synthesise the content of a text in a simple idea or sentence, making the right connections, using inferring strategies and forming a best guess using evidence or clues.



Children learn about cultural, social and political concepts which originated with the Romans and that still affect and influence us today.

Continuous assessment

If possible ask them to explain why they chose the sentences they chose.

Ask children if they know about the Latin language.

Language objectives

Vocabulary

- *aqueduct, arch, brick, builder, citizen, clay, concrete, dome, fountain, government, network, pipe, puddle, senator, surface, tile, viaduct, waste*

Functions

- Describe features and aspects of Roman civilisation
- Describe similarities between modern day civilisation and ancient Rome

Skills objectives

Speaking

- Describe similarities between modern day civilisation and ancient Rome

Reading

- Understand and follow descriptions of Roman civilisation
- Demonstrate comprehension by completing definitions with information from the text

Materials

- **Teacher's i-book**
- **Flashcards** Unit 1
- **Poster** Unit 1

Warmer

Divide children into pairs. Display the unit 1 **Flashcards** (or open the **i-flashcards** on the **Teacher's i-book**) and unit 1 **Poster** (or open the **i-poster** on the **Teacher's i-book**) on the board and write *people, places* and *things*. Children discuss what they can see and put them into the appropriate categories.

 Use the **Vocabulary Game Generator** to review the key vocabulary covered in previous lessons. See page 22 for games instructions and ideas.

Lead-in

Focus children's attention on the paragraph titles from activity 1 and check understanding of any difficult vocabulary.

1 Children read and number the paragraphs.

Answers

1 paragraph 5 2 paragraph 2 3 paragraph 4
4 paragraph 3 5 paragraph 1

Optional extra: Ask questions to check comprehension.

2 Children read again and complete the definitions.

Answers

1 aqueduct 2 concrete 3 pipe 4 convex 5 democracy

Optional extra: Children read the text again and circle two words or phrases that they do not understand. Encourage children to share their words and write them on the board. Explain meaning through visuals, gesture and examples.

3 Children think of ways that our lives are similar to the ancient Romans'.

Answers

Child's own answers

Optional extra: Feed back ideas as a group and write any interesting ideas on the board.

Wrap up

Write the words on the board for the children to order:

- | | |
|-----------------------------|---------------------------------|
| 1. <i>iavduct (viaduct)</i> | 5. <i>overngmt (government)</i> |
| 2. <i>dbuiler (builder)</i> | 6. <i>natorse (senator)</i> |
| 3. <i>uddlep (puddle)</i> | 7. <i>inkgs (kings)</i> |
| 4. <i>ipep (pipe)</i> | 8. <i>rickb (brick)</i> |



Watch the video Rome. Complete the onscreen comprehension activity with the children. For further practice, open the worksheet before you watch the video and use the **Richmond i-tools** to complete it as you watch the video. Alternatively, print out copies for the children to do the worksheet individually.

Continuous assessment

In pairs, children make a poster about ancient Rome: *entertainment, lifestyle, buildings* and *traditions*. Children draw pictures and add information to the poster.



At home

- **Activity Book** 5 page 18
- **Optional extra:** Children research six more facts about ancient Rome and add them to their poster.

Michelangelo



Unit 1
Lesson 10

Culture



1 Read and complete the poem.



Michelangelo was an artistic genius. He lived 500 years ago, but his work is still admired today. He painted the ceiling of the Sistine Chapel in Rome between 1508 and 1512. Before he started, he didn't know anything about the technique of fresco painting, but afterwards he was an expert! He hated the physical pain of looking upwards all the time. He wrote a poem complaining about it and said 'I am not in the right place, I am not a painter.'



Michelangelo preferred to work as a sculptor. His most famous works are the marble statue of David in Florence and the Pieta in Rome. He sculpted them before he was 30. He was also an architect (he designed several buildings including the dome in St Peter's Basilica in Rome), an engineer and he wrote lots of poetry, too! He was considered to be the greatest living artist in his time and even had a biography published while he was still alive. He knew Leonardo da Vinci, but they were not friends. In fact, they didn't like each other at all!



architect ceiling David dome Leonardo da Vinci marble name paint

Michelangelo, Michelangelo,

He lived in Rome.

He worked as an _____,

He designed St Peter's _____.

He sculpted in _____.

He was a great sculptor,

His _____ in Florence

Is a modern world marvel.

The Sistine needed an artist,

So in 1508,

He started on the _____,

Though he said he couldn't _____.

He was the greatest living artist,

Everyone knew his _____,

But _____

Didn't think the same!

2 Listen and check.



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Key competence



Children develop artistic competence as they learn about artists such as Michelangelo and understand the historical and cultural development of their work.



Reading and writing activities develop a positive personal attitude towards independent learning and make children aware of their own capacities, limitations and achievements.

Continuous assessment

Ask their opinions about Michelangelo's work.

Check the activity and say that it's natural to make mistakes when learning a language.

Language objectives

Vocabulary

- *architect, biography, dome, engineer, genius, marble, sculptor*

Skills objectives

Listening

- Identify key language in order to check answers

Reading

- Understand and follow descriptions of an artist
- Use key vocabulary to complete a poem

Materials

- Teacher's i-book
- Student's Book 5 CD 1
- Sheets of paper

Attention to diversity


Some children may be interested in the topic of art and Michelangelo more than others. Inspire interest by highlighting how much they will learn about a new area in today's class.

Warmer

Write the word *Art* on the board. In their notebooks, children copy the word and circle. Children then draw lines extending out from the circle at the end of which they write a word or phrase that they associate with art. Children share their work in pairs.

Lead-in

Write *Michelangelo* on the board. Tell children that they are going to read about this very famous artist. In pairs, children race to form as many words of two letters or more as possible from his name. Set a time limit for this. The winning pair has the most correctly spelt words.

 Open the **lead-in** activity. Tell the children that they are going to read a text about Michelangelo in this lesson but before reading it, they are going to be tested on their previous knowledge of this important artist. Ask the children to close their books. They read the questions and have to guess the correct answers. The aim of the activity is not to test the children but to create expectation.

1 Children read and complete the poem.

Answers

architect, dome, marble, David, ceiling, paint, name, Leonardo da Vinci

Optional extra: Children underline six useful words or phrases that they can use to describe Michelangelo and his work: *famous works, genius, marble statue*, etc.

2 Children listen and check.

Optional extra: Children say the poem aloud, with boys and girls taking alternate lines. Children start off quietly whispering, gradually getting louder towards the finish. Encourage children to add the corresponding mimes and gestures.

Fast finishers

Children read the text again, quietly to themselves.

Wrap up

Divide the children into two teams: A and B. Give each team a sheet of paper and have team A draw a crocodile and team B a bear on their sheet. Have teams name their animal and add some details to it. Draw two lines running across the length of the board and place the two animal cut-outs at the start line. Say a word or expression from the unit out loud and have a member of each team race to spell the word/s on the board. The winning child then has the opportunity to move their animal. The team whose animal crosses the line first is the winner.



Watch the video *Leonardo da Vinci*. Complete the onscreen comprehension activity with the children. For further practice, open the worksheet before you watch the video and use the **Richmond i-tools** to complete it as you watch the video. Alternatively, print out copies for the children to do the worksheet individually.

Continuous assessment

Ask children to tell you everything they know about Michelangelo. Use prompts as necessary.

At home

- **Activity Book 5** page 19
- **Optional extra:** Children write a paragraph about Michelangelo in their notebooks.

Unit 1 Review

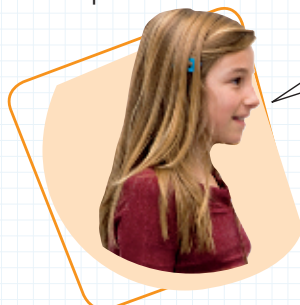


1 Read and circle the correct word.

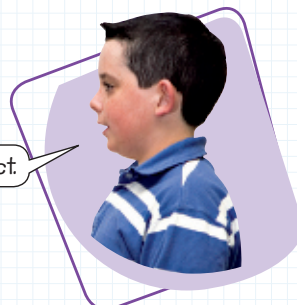
1. Name an animal **who** / **that** / **where** gladiators fought.
2. Name a town **who** / **that** / **where** Romans went on holiday.
3. Name the person **who** / **that** / **where** Romulus killed.
4. Name a place **who** / **that** / **where** charioteers raced in Rome.
5. Name the person **who** / **that** / **where** wrote the *Aeneid*.
6. Name the language **who** / **that** / **where** people spoke in Rome.



2 Answer the questions with a classmate.



... was an animal that gladiators fought.



That's correct.



3 Listen, check and write down extra information.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Key competence



The review lesson provides a comprehensive review of all four language skills: listening, speaking, reading and writing, as well as vocabulary and grammar, and allows teachers to continuously assess the children's progress.

Continuous assessment

Check whether some children are making more progress in one skill than in the others.

Language objectives

Grammar

- Narrative tenses: Past simple and continuous
- Interrupted Past simple and continuous with *when* and *while*
- Past simple: *Wh-* questions
- Defining relative clauses: *who, that, where*

Vocabulary

- Ancient Rome

Functions

- Tell a story and describe a terrible day

Skills objectives

Speaking

- Ask and answer questions using the target vocabulary and grammar

Listening

- Identify and write target information

Reading

- Show understanding by circling the correct option
- Demonstrate understanding by answering comprehension questions
- Review the target vocabulary and grammar

Writing

- Write a diary entry

Materials


- Teacher's i-book
- Student's Book 5 CD 1
- Teacher's Resource Book 5
- Flashcards Unit 1
- Poster Unit 1

Attention to diversity

There is a lot of new language in this unit for learners to assimilate. Constantly recycling items and providing opportunities for practice will reinforce vocabulary and grammatical structures.


Warmer

Display the Unit 1 **Flashcards** and **Poster** (or open the **i-poster** on the **Teacher's i-book**). Write the following headings on the board: *Activities, People* and *Objects*. Divide the class into small groups. Let them work together to think of and write as many words as they can for each category.

 Use the **Vocabulary Game Generator** to review the key vocabulary covered in the unit. See page 22 for games instructions and ideas.

Lead-in

Invite children to the board to write words and expressions they learnt in the unit. Have children circle the verbs and draw rectangles around the nouns. Encourage peer teaching and use visuals and gesture to clear up any problems with meaning. Have children record the words in the word bank in their notebooks that they created in unit 0. Encourage them to draw pictures or write definitions or translations to help them to recall the language.

 Open the **i-poster**. Children drag the key vocabulary learnt in the unit to the correct place on the i-poster.

Optional extra: For further vocabulary review, open the **Richmond i-tools** and ask the children to add more vocabulary they know to the **i-poster**.

1 Children read and circle the correct word.

Answers

1 that 2 where 3 who 4 where 5 that 6 that

Optional extra: Feedback answers as a group eliciting from children when we use *who, that* and *where*.

2 Children answer the questions with a classmate.

Answers

Child's own answers


Optional extra: Divide children into teams of five. Children write five more quiz questions about the unit, similar to those in activity 1. Allow children to use their books for reference.

3 Children listen, check and write down extra information.

Answers

See transcript for answers

Optional extra: Combine the teams and have children take turns reading their quiz questions aloud while opposing teams try to answer.

 Open the **Speaking** activity. Children look at the photos and say a correct sentence using the words provided on the screen for each photo. More than one answer can be correct. Demonstrate the activity by doing the first one as an example if necessary. Children use the **Richmond i-tools** to write the sentences on the IWB.

Unit 1 Review



4 Read and complete with the correct form of the verbs.

Fiona's diary

Yesterday (1) _____ (be) terrible! First, we (2) _____ (have) breakfast when the postman (3) _____ (arrive). He (4) _____ (bring) a letter from my teacher to my parents. My teacher said that I have to study harder! Next, it started to rain while I (5) _____ (walk) to school. I (6) _____ (get) wet! Fortunately, the sun (7) _____ (shine) again when I (8) _____ (arrive) at school. After that, I (9) _____ (play) basketball with my friends. Finally, I (10) _____ (play) with them when I (11) _____ (throw) the ball too hard and it (12) _____ (hit) my teacher on the head! Ouch! He (13) _____ (not be) very happy.



5 Read and answer the questions.

1. What was Fiona doing when the letter arrived?

2. Who wrote the letter?

3. What was Fiona doing when it started to rain?

4. Was it raining when she arrived at school?

5. Who was Fiona playing basketball with?

6. Who did Fiona hit with the ball?



6 Complete the table about a terrible day. Then write a diary entry for you.

When was the terrible day?	
Where did it happen?	
Who were you with?	
What happened?	
How did the day end?	

21

Key competence



Learning to review and check what they have learnt, children act as active participants in their language learning. They become independent learners, aware of their own capacities, strengths and weaknesses.

Continuous assessment

Encourage children to check and correct their work.

4 Children read and complete with the correct form of the verbs.

Answers

1 was 2 were having 3 arrived 4 brought 5 was walking
6 got 7 was shining 8 arrived 9 played 10 was playing
11 threw 12 hit 13 wasn't

Optional extra: In pairs, children take turns testing each other on the irregular Past simple verb forms in the passage.

5 Children read and answer the questions.

Answers

1 She was having breakfast. 2 Her teacher wrote the letter.
3 Fiona was walking to school. 4 No, the sun was shining when she arrived at school. 5 Fiona was playing basketball with her friends. 6 Fiona hit her teacher with the ball.

Optional extra: Invite children to the board to write out the correct answer for the rest of the group to check.

6 Children complete the table about a terrible day. Then they write a diary entry for them.

Optional extra: Children retell their diary entries in pairs. Encourage children to use their own words and not read directly from their notebooks. Their partner listens and asks two questions using past tenses. Children then swap roles and repeat the procedure.

Wrap up

Ask children to think about what they have learnt in this and the previous unit. In their notebooks, they copy the following questions:

What did you enjoy learning?

What was difficult for you to learn?

Final evaluation

Teacher's Resource Book 5: Test Unit 1



At home

- **Activity Book 5** pages 20-21
- **Optional extra:** Children write up to 60 words in the form of a diary entry describing their day. Encourage children to add regular updates in English to practise their productive skills.



Leo: Congratulations on your victory today!

Faustus: Thank you. I had a very good race. My horses were superb.

L: May I ask you some questions about today's race and your background? My readers want to know all about you, Faustus. You're a superstar!

F: OK! Go ahead.

L: Where were you born?

F: I was born in Athens, Greece.

L: Why did you come to Rome?

F: I wanted to be famous. I wanted to be the best charioteer in the world.

L: When did you compete in your first race?

F: Oh, not long ago. I competed in my first race in May last year.

L: What time did your race start today?

F: It started at six o'clock in the evening. So I had a very relaxing morning.

L: Your horses are beautiful animals. Where did your horses come from?

F: They came from Spain, Greece and North Africa!

L: What did the Emperor give you after the race?

F: He gave me the palm leaf of victory and a bag of gold!

L: Thank you for your time, Faustus.

F: You're welcome!



Olga: Hi! My name is Olga. I'm the chief of a foreign tribe. Who are you?

Maximus: Hello! My name is Maximus. I'm an ancient Roman soldier.

O: I like your shield, Maximus. Where did you get it?

M: I found it in a field. Then I drew a picture of Mars on it.

O: Who's he?

M: He's a Roman deity.

O: Your hat's a bit weird. Where did you get it?

M: It's from my neighbour. It was in her kitchen.

O: Does it weigh a lot?

M: Yes, it does! I want to take it off!

O: OK, let's get a piece of cake and sit down.



Molly: Have you been king for a long time?

King: I've reigned for 60 years.

M: Do you have any leisure time?

K: No, I'm very busy. I receive lots of gifts every day. Of course, my servants have to open them!

Kylie: Hey, Lizardman! What are you doing on the ceiling?

Lizardman: Look! There's a dangerous thief outside!

K: But that's my best friend Bill!

L: He has deceived you! He's an enemy of society!



Michelangelo, Michelangelo,
He lived in Rome.
He worked as an architect,
He designed St Peter's dome.

He sculpted in marble.
He was a great sculptor,
His David in Florence,
Is a modern world marvel.

The Sistine needed an artist,
So in 1508,
He started on the ceiling,
Though he said he couldn't paint.

He was the greatest living artist,
Everyone knew his name.
But Leonardo da Vinci,
Didn't think the same!



1

John: Wow, Ancient Rome was an exciting place!

Emma: And dangerous, especially if you were a gladiator.
Did you know that gladiators fought lions, tigers, bears,
elephants and rhinos!

J: That's amazing!

E: Some animals in Europe became extinct because they
were caught to fight against the gladiators.

2

E: Imagine what holidays were like in Roman times...
I wonder where they went.

J: Romans liked to holiday by the sea. Ostia was a very
popular holiday. But rich Romans often travelled to Greece
and Egypt.

3

J: Can you remember the name of the brothers in the legend
of Rome?

E: Hmmm, Romulus and... Remus. They both wanted to
rule the city they had built. They fought and Romulus killed
Remus!

4

E: John, what's the Circus Maximus?

J: It's where chariots raced in Rome. It was very big and
could fit thousands of spectators.

5

J: *Aeneid* is the most famous poem in Latin. It was written
by Virgil. It's about a Trojan who became an ancestor of
the Romans.

E: Wow, do you know the poem?

J: Erm... no.

6

E: Unus, duo, tres...

J: What are you doing?

E: I'm counting in Latin. It was the main language in Rome.
Some people also spoke Greek too.

Activity Book

Key and Transcripts

Lesson 1

1
find; found
throw; threw
decide; decided
live; lived
become; became
kill; killed
discover; discovered
die; died
float; floated
walk; walked
name; named
draw; drew
marry; married
grow; grew

2

1 after; washed
2 after; made
3 after; went
4 before; got, met
5 after; entered; worked

Lesson 2

1
1 a bear escaped
2 he was fighting the bear
3 Marcus took their weapons

2

1 was talking
2 were walking
3 were having
4 was cleaning
5 was sitting
6 was writing

Lesson 3

1
1 did you visit the Chariot Show
2 was the show
3 did you see
4 did the emperor buy the chariot

2

1 get; d
2 see; c
3 start; b
4 go; a

3

Child's own writing

Lesson 4

1
Across
5 torch
6 gym
Down
1 Latin
2 bearer
4 bath
5 toga

2

1 that
2 who
3 where

3

2 Hadrian was a Roman Emperor who built a wall across England.
3 A litter was a kind of taxi that transported rich and powerful people.
4 Trajan's market was a shopping centre where Romans bought all they needed.

Lesson 5

1
Livia: Crispus and Cornelia's daughter; *Child's own writing*
Marius: Livia's brother; *Child's own writing*
Crispus: Cornelia's husband; *Child's own writing*
Cornelia: Livia and Marius's mother; *Child's own writing*
Salvia: A cook; *Child's own writing*
Petronius: Lives in a large villa; *Child's own writing*

2

1 Marius
2 Crispus; Cornelia
3 Petronius
4 Livia
5 Salvia
6 Livia

Lesson 6

1
1 Flann; d
2 Livia; a
3 Petronius; c
4 Crispus; b

2

study; slaves; red; dining; cake; pocket money; garden; nodded; smiled

3

1 garden	5 slaves
2 red	6 pocket money
3 cake	7 nodded; smiled
4 study	8 dining

Lesson 7

1

1 Before
2 After
3 First
4 After that
5 After
6 Finally

2

5 I played chess with my brother. He won every time!
1 There were lots of things to take.
6 I couldn't sleep because I heard a strange noise. Was it a bear?
2 While my dad was parking, we decided where to camp.
4 We lit the fire by rubbing sticks together. It took ages!
3 It was difficult and the tent fell down three times.

3

Child's own writing

Lesson 8

1

received
piece; Chief
eight
foreign; ancient; reign
weird
neighbour; audience
married; believe; thief

2

ie: audience, believe, Child's own writing
ei after c: perceive, receive, Child's own writing
ei sounds like day: sleigh, weigh, Child's own writing
exceptions: their, weird, Child's own writing

Lesson 9

- 1
 1 described 5 serving
 2 poured 6 made
 3 eating 7 mixed
 4 mouse 8 covered

- 2
 1 An unforgettable dinner
 2 Local ingredients are best
 3 Fast food Roman style

- 3
 1 a
 2 a
 3 c
 4 b

Lesson 10

- 1
 1 painter 6 paint
 2 poet 7 school
 3 Italy 8 thirteen
 4 1475 9 human body
 5 mother 10 bones

- 2
 1 an architect
 2 stone
 3 artist
 4 about bones and muscles
 5 with a painter

Unit 1 Review

- 1
 2 The *unctorium* was the room where slaves poured oil over their masters.
 3 This is the *strigil* that Romans used to clean inside their ears.
 4 This is one of the musicians who sang songs while Romans bathed.

- 2
 1 who
 2 who
 3 where
 4 where
 5 that
 6 who
 7 that
 8 that
 9 that

- 3
 1 who killed Remus.
 2 who fought animals.

- 3 where people watched gladiators.
 4 where they had chariot races.
 5 that they wore.
 6 who wrote poetry.
 7 that people carried you in.
 8 that people spoke.
 9 that they invented.

- 4
 1 was walking
 2 passed
 3 was
 4 were
 5 stopped
 6 looked
 7 didn't believe
 8 were playing
 9 were watching

- 5
 1 Who
 2 When
 3 Where
 4 Why
 5 What

- 6
Child's own writing

Transcripts



See pages 14-15 of the **Student's Book** for the transcript.



See pages 14-15 of the **Student's Book** for the transcript.



Julius: I came as soon as I received your message, Caius. What's the problem?
 Caius: A very valuable piece of jewellery is missing, Chief Inspector Julius, a golden brooch!
 J: When did you last see the brooch?
 C: Let me think... about eight days ago.
 J: Hmm. It doesn't look Roman.
 C: That's right, Inspector. I bought it when I was on holiday in a foreign country. It's very old. In fact, it's ancient!

It was made during the reign of Emperor Claudius.
 J: This is very weird, Caius, but I think I saw this brooch last night.
 C: Really? Where?
 J: At the theatre. Silvia, your neighbour, was in the audience and I'm sure she was wearing it.
 C: Impossible! Silvia's my fiancée. We're going to get married soon. I can't believe she's a thief!



Michelangelo di Lodovico Buonarroti Simoni was a talented painter, sculptor, architect and poet. He is one of the greatest artists of the Italian Renaissance. He was born in Italy on March 6, 1475. When he was a child, his mother became very ill and couldn't look after him, so he was sent to live with a stonecutter and his wife. His mother died when he was six. As a child all Michelangelo wanted to do was paint and be an artist. His father, a local government official, wanted Michelangelo to go to school, but he didn't want to go. At the age of thirteen he was apprenticed to a painter and artist. Michelangelo spent years studying the human body. He even looked at dead bodies so he could learn the way the muscles and bones were attached and how arms and legs moved.



1 Romulus was the person who killed Remus.
 2 Gladiators were men who fought animals.
 3 The Colosseum is the place where people watched gladiators.
 4 The Circus Maximus was where they had chariot races.
 5 A toga was something that they wore.
 6 Virgil was a man who wrote poetry.
 7 A litter was something that people carried you in.
 8 Latin is the language that people spoke.
 9 Concrete is something that they invented.