

## Roman Legion Museum ESOL Entry Level 1 – Teacher Notes

These worksheets are for Entry Level One (beginner) ESOL learners. They are split into three sections:

- **Section One: Before your visit** introduces the museum and associated simple vocabulary and focuses on Roman food.
- **Section Two: At the museum** includes activities to be carried out during the visit and covers Roman relics in the Gallery, the Garden and the Barracks Room.
- **Section Three: After the Visit** includes grammar meaning and form guided learning exercises on talking about the past and positive and negative statements. It concludes with a postcard writing exercise.

### Section 1: Before your visit

Most of these activities involve guided learning and can be completed by the learners individually or in pairs. Learners could be invited to verbally share their answers with the group to practise pronunciation and familiarise themselves with new lexis

**1: Romans in Wales** includes a short paragraph to read and a picture matching and writing exercise.

**2: Roman meals Q&A** includes a short paragraph and three questions to answer. Ask learners to work in pairs to answer the questions and then read out their answers.

2.1 A. Three meals.

2.2 A. Dinner was bigger.

2.3 A. **Fruit and bread.**

**3: Fabulous fruit** includes useful lexis such as Celts, Romans, **nicer**, enjoy and names of various fruit that became popular in Roman times. The short paragraph can be read as a group and check questions used to confirm meaning and pronunciation of unfamiliar words. Ask learners to work in pairs to complete the fruit names and then read out their answers.

**4: Feasts and festivals** challenges the learners to find out the meaning of unfamiliar words. Read the paragraph together as a group. Guide learners to search online for images of the unusual animals mentioned, if wi-fi and laptops are available. Alternatively, show images of the animals and ask learners to match them to the names.

The definitions section includes some unfamiliar adjectives such as unusual, surprising, great, wonderful and fabulous, which can be explained through examples. Learners can be encouraged to verbally respond to questions with: "That's great, that's fabulous or that's surprising".

## Section 2: At the museum

It will help the learners to look through the worksheets prior to doing each task, to practise some of the vocabulary and check understanding of what is required.

**Roman Relics** includes pictures of six items to be found in the Gallery at the museum. Learners are placed into groups of 3-4 and have to match the words to the pictures. This encourages learners to discuss the objects and use the vocabulary. Check understanding of mix, pay, drink, glass and metal before the exercise.

- A1. Mixing food
- A2. Storage
- A3. Drinking
- A4. Paying
- A5. Glass
- A6. Metal

**Solve the case** includes pictures of six further items in the gallery. The learner groups have to find these and match the list of materials (stone, glass, iron, etc.) to the pictures. Remind learners that the materials are included in the notes next to each exhibit. This will help learners to match the words. This activity could be done as a competitive 'treasure hunt game' (depending on how busy the gallery is).

- A1. Grave – stone
- A2. Bottle –glass
- A3. Pin – bone
- A4. Helmet – iron
- A5. Finger – bronze
- A6. Carved stones – gemstone

**In the Roman herb garden** is based around the information board in the museum garden. The board includes very obvious visual icons relating to the medicinal uses of each herb in Roman times. This will help the learners answer the questions. Prior to the exercise check for understanding of see, sing, scorpion and broken bones. Again, learners can do this activity in groups of 3-4.

Encourage learners to take photos of the following herbs. Often in the garden the name of the herb is displayed on a sign beside it. *The herbs will only be growing in certain seasons, but the information board is on display all year round.*

- A1. Rue
- A2. Chives
- A3. Lemon balm
- A4. Comfrey

*Note: these are unfamiliar words but students only need to copy them.*

In the **Barrack Room** there is a large **grinding** stone that was used to turn grain into flour. There are three questions to match to three answers. This could be done as a whole group activity led by the teacher.

### Section 3: After the visit

**A: Talking about the past** is a guided learning exercise on was, were, went and had. Ask the students to complete the task individually and then compare answers in pairs. Check answers with the whole group.

- A1. went
- A2. were
- A3. had
- A4. was
- A5. were
- A6. had

**B: Is *and* Isn't, are *and* aren't** is a guided learning exercise. More capable beginner ESOL learners can be supported to complete the sentences in pairs. Check answers with the whole group. The sentences may be challenging for some ESOL beginners, so the exercise could be done collectively as a class and followed by a group discussion. Encourage learners to talk about some of the questions and compare our lives with Roman lives.

**C: Postcard preparation.** Show examples of an actual postcard (this could be one purchased at the museum). Discuss as a group good points and vocabulary to include in a short postcard about the museum visit and add the words to the whiteboard. Allow learners plenty of time to compose three sentences about their visit. Check and identify errors and good examples of language use.

**D: Postcard.** Support learners to use the corrected sentences to write a final postcard. You can use real postcards or the template in the worksheet. Alternatively, learners can write the three sentences on a separate sheet.