

The Bronze Bust Mystery



The story

Robert and Lucy, two cousins, go to stay with their grandfather. He loves history and is an inventor. He has invented a new kind of mobile phone, which allows people to travel backwards and forwards in time. Grandad takes them to the cinema to see a really exciting film about the Romans, set in the year AD 130. Robert and Lucy use the time-travel phones and are instantly whisked back in time to Ancient Rome.

The children find themselves in the bedroom of Marcus, the son of a rich and important man in the city of Rome. Marcus's father agrees to let the children stay with his family for a few days. Marcus explains that his father is about to hold a party in honour of an important senator, Julius. For this occasion, he has had a small bronze bust made of the senator as a gift. Marcus's father places the bust on a pedestal in the hallway so that all the guests can admire it as they enter.

Marcus's aunt and uncle arrive with their daughter, Camilla. Camilla joins the children. Marcus, Camilla, Robert and Lucy watch the party from upstairs, as they are not allowed to join the adults. They see Salvius, a slave of the household, admiring the bust every time he passes it on his way to serve the guests. As the evening wears on, the children get tired and drop off to sleep. Towards midnight, the bust disappears. Someone has stolen it! The senator is furious. He tells Marcus's father that he will punish him unless it is returned. Robert and Lucy promise to help Marcus find it.

At first, the children think Salvius must be the thief. The next morning, they follow him through the streets of Rome to the market place and see him talking to a suspicious-looking character. The children assume Salvius is trying to sell the stolen bust to the man. They decide to keep a very close watch on Salvius. Next, they follow Salvius to the Roman baths, where they see him talking to another slave. They decide to trap Salvius before he gets rid of the bust altogether. They set a trap for him, but find out Salvius is not the thief. He is also trying to discover who has stolen the bust and is trying to get it back, too. Salvius and the children decide to work together to solve the mystery.

Salvius recalls seeing Titus, an olive oil merchant, touch the bust. The children wonder if Titus is the thief. The next day, Salvius goes to the market to see what he can find out. One of his friends tells him that he has heard a rumour that Titus likes to steal small, but valuable items. The children discover that Titus has a warehouse down by the docks. That night they hide and watch. The children see Titus loading lots of olive oil barrels on to a barge. They wonder why he is doing this so late at night, and not during the day. Then he takes the barge down the river where his ship is anchored.

The four children manage to get aboard his ship and start to search the hold. Suddenly, the ship leaves port. They hide behind some barrels containing olive oil. Someone locks the door of the hold. The children are trapped! The ship sails on through the night. The weather turns bad and a storm breaks. The ship turns back to port to escape the storm. The sea becomes so rough that the ropes around the olive oil barrels snap. The barrels spin across the hold and crash into each other. They smash open to reveal lots of items of jewellery, bronze and silver work and other valuable pieces, including the bronze bust of Senator Julius.

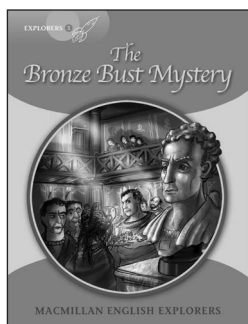
Just then, the ship docks. Titus goes into the hold to see what damage has been done to his cargo. The children confront Titus, but he threatens them. Then Marcus's father and Salvius appear at the door of the hold. Marcus's father has heard everything. Titus tries unsuccessfully to escape.

As a reward to Salvius for his loyalty, Marcus's father grants him his freedom. He then invites Robert, Lucy, Marcus, Camilla and Salvius to the Circus Maximus to watch the chariot races as a special treat. Just as the races are ending, Robert hears the time-travel phones making strange bleeping noises. The batteries have got damp and are not working properly! Quickly, they place the batteries in the sun to dry out. Within a short while, the batteries revive a little. Now is the children's one and only chance to return home or stay in Ancient Rome forever! Robert and Lucy activate the phones and in a flash they are back in Grandad's sitting room!

NB It is a good idea to read the non-fiction section at the back of the book, before reading the story. This will give a historical background to the story. The pictures throughout the book give children a good idea of how the buildings and streets of Ancient Rome looked at the time, and how the people dressed.

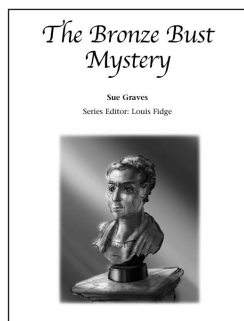
Introducing the book

The cover



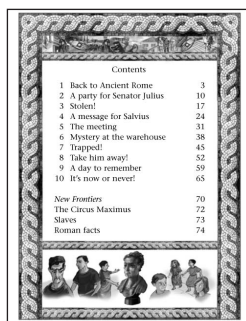
- Hold up the cover. Read the book's title to and with the class. Ask the children what they think the story might be about.
- Discuss briefly the picture on the front cover. Note the bronze bust in the foreground. (A bust is a model of the head and shoulders of a person. The bust shown is made of bronze, which is a hard brown metal made of copper and tin.) Ask the children when they think the story takes place. Discuss the way the people are dressed. What is happening in the picture? Why do the children think the slave carrying the tray is looking at the bronze bust in a rather mysterious way? Note, too, the four children looking down on proceedings from above.

The title page



- Now look together at the title page.
- Talk about the picture. Ask the children to describe what they see. Elicit that the bust is of a man and looks old. Who do the children think the man is? Do they think he is important? What do they think the 'mystery' is?
- If children have read the *Explorers 4* book, 'Escape from the Fire', ask them to recall what that was about. Explain that this is another time-travel story, involving Robert and Lucy.
- Who is the author of the book?

The contents page



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The illustration at the bottom of the frame shows a group of people in ancient Roman attire, including a boy and a girl, standing in a courtyard.

- Ask the children to turn to the contents page. Explain that the Contents list tells us what is in the book.
 - Ask *How many chapters are there?* Explain briefly any unfamiliar words. (Most of the unknown words will be covered in the specific chapters.) Ask the children what page each chapter starts on.
 - Note that at the end of the book there is a poem called 'New Frontiers' (on page 70) and various pieces of information (from page 72 to 74).
 - Read the title of each chapter to and with the class.
 - Ask a question about different chapters to get the children interested in the book.
 - Read the title of Chapter 1. This gives a clue as to where the story is going to be set (Ancient Rome). Ask the children to say anything they already know about this period of history. Look at and discuss the pictures to the left and right of the contents page and at the bottom. Discuss the way the people are dressed and the buildings. Look at the boy and girl at the top of the page. The children who have read 'Escape from the Fire' will know that they are Robert and Lucy. The two mobile phones are special time-travel phones that allow the children to travel back in time.
 - Read the title of Chapter 3. What do the children think is stolen? (Remind them of the title of the book.)
 - Chapter 6 is called 'Mystery at the warehouse'. Explain that a warehouse is a building where different goods are stored. What do the children think is stored at this warehouse?
 - Who do the children think are trapped in Chapter 7?
 - Chapter 9 has an interesting title. What do the children think happens in this chapter?
- Tell the children to do the related activity on page 1 of their Workbook.



You can play the story on the audio cassette/CD at any time you choose.

Chapter 1

Back to Ancient Rome

Pages 3 to 9

CHAPTER 1

Back to Ancient Rome

It was the weekend. Robert and Lucy were staying with their grandfather. Robert and Lucy were cousins, and they were also best friends. They liked staying with Granddad. He was a lot of fun. He was an inventor. He invented new kinds of mobile phones. Robert and Lucy thought his very best invention was a time-travel phone. You used the time-travel phone to travel through time. It was quite easy to use. First, you put in the time you wanted to visit. Then, you put in the place. Last of all, you typed in the password. *Adventure*. Then, the time-travel phone took you back in time. Robert and Lucy had only used the phone once before. They had gone back in time to London in 1666. They had an amazing adventure there and saw the Great Fire of London.

This weekend, Granddad had a special treat for the children. 'I am taking you to the cinema to see a film,' he said.

'Wow!' said Robert and Lucy. They loved going to the cinema.

'What are we going to see?' asked Lucy.

'We're going to see a film about the Romans,' said Granddad. 'It's very good.' He looked at his watch. 'Come on. Hurry up! We don't want to miss the start of the film.'

The film was very exciting! It was a story about life in Ancient Rome in the year 130. In the film, there were rich

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and poor people. There were lots of slaves. The slaves were owned by the rich people. The slaves had to work hard for their masters, and they got no money for their work.

The film also showed some exciting chariot races at a place called the Circus Maximus in Rome. It was a big place with a racing track around the edge. There was a gladiator fight at the Colosseum, too. It was very scary! Granddad explained that gladiators were fighters. They fought each other at special shows that the Romans went to watch.

Robert and Lucy talked about the film all the way home. 'What was life really like for the Romans in those days?' asked Lucy.

'I don't know very much about that time,' said Granddad. 'I do know that if you were rich, life was good. But many people were slaves. I don't think slaves had good lives at all.'

'I wish we could find out more about the Romans,' said Robert.

'When we get home, I'll show you some books about them,' said Granddad. 'They may tell you what you want to know.'



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When they got home, Granddad took Robert and Lucy into his study. There were lots of bookshelves along one wall. They were full of books of every shape and size. Granddad went over to them and looked at some old books on one shelf.

'Now, let me see,' he muttered to himself. 'I'm sure I have got just the book you two need. I know it's here somewhere. Ah! Here it is. I think this book might answer some of your questions.'

He lifted a big book off the shelf. The cover was old and torn, and some of the pages in the book were loose. Granddad handled it very carefully. 'I haven't looked at this book since I was about your age,' he said. He sat on the sofa, and the children sat down beside him. Granddad carefully turned the pages. The book was all about Ancient Rome. Granddad explained that, at one time, the Romans were ruled by emperors. The book had lots of pictures in it. They showed statues of the emperors. Some of them looked very fierce.

'They look really scary!' said Lucy. Granddad laughed. 'I wish we could go to Rome and see what life was like for ourselves,' said Robert. 'Then he had an idea. 'Could we borrow the time-travel phones and visit Rome in the year 130, Granddad?' he asked.

'Well...' said Granddad. He hesitated.

Just then, the telephone rang in the hall. Mrs Green, the maid, was away for the weekend. 'I must go and answer the phone,' said Granddad. He went out of the room.

While Granddad was out of the room, Robert and Lucy looked at some more books. Then they saw the time-travel

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phones on Granddad's desk. Robert picked up one and looked at it. 'I wish we could use these to travel back to Ancient Rome,' he said.

'Me too,' said Lucy. She picked up the other phone. 'But Granddad will miss us if we go on an adventure.'

Robert looked thoughtful. 'Granddad might not notice that we have gone,' he said.

'What do you mean?' asked Lucy.

'Well,' explained Robert. 'After our adventure we have to punch in the date and place we want to come back to. If we are lucky, the time-travel phones might return us to Granddad's study before he finishes his phone call.'

Lucy's eyes widened with excitement. But she was still worried about Granddad.

Robert turned the time-travel phone over and over in his hands. He sighed. 'The phones might not work,' he said. 'They may not be able to travel back that far.'

'Shall we test them and see?' asked Lucy.

'Yes, let's do that,' said Robert. 'If they don't work, it doesn't matter. And if we are worried, we will only stay in Ancient Rome for a few minutes. We don't have to stay if we don't feel safe.'

They tapped in the year 130. Then they tapped in the place: Rome. Last of all they tapped in the password: *Adventure*. Robert looked at Lucy. 'Are you ready?' he asked.

Lucy took a deep breath. 'Ready!'

'Press the green button now,' said Robert. Together, the children pressed the green buttons on their phones. Everything went dark and there was a sound like the

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rushing of wind. They felt themselves rushing back through time at an alarming speed.

Suddenly, the rushing wind stopped and the darkness disappeared. The children were in a room with a stone floor. There were large pots in the corners. A bed was near the window. The room was warm and sunny. Robert and Lucy could hear lots of strange noises coming from the street outside the window.

'The phones have worked!' whispered Robert.

'Are we in Ancient Rome?' asked Lucy. She looked scared.

'I think we are,' said Robert. 'But what do we do now?'

Suddenly, the children heard a noise behind them. 'Who are you?' said a voice. 'And what are you doing in my room?'

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Active vocabulary

<i>ancient</i>	the 'ci' is pronounced 'sh'
<i>cinema</i>	the 'c' is a soft 'c' and sounds like 's'
<i>fierce</i>	'i' comes before 'e' except after 'c' in most words
<i>invention</i>	the 'ti' is pronounced 'sh' (like the 'ci' in <i>ancient</i>)
<i>loose</i>	rhymes with <i>moose</i> (the animal)
<i>scary</i>	rhymes with <i>hairly!</i>
<i>slave</i>	change the 'sl' to 'c', 's' or 'w' to make some new words
<i>special</i>	the 'ci' is pronounced 'sh'
<i>statue</i>	other words containing 'ue' are: <i>glue, blue, rescue</i>
<i>worried</i>	rhymes with <i>hurried</i>

Passive vocabulary

<i>alarming</i>	<i>chariot</i>	<i>emperor</i>
<i>gladiator</i>	<i>hesitate</i>	<i>mutter</i>
<i>punch in</i>	<i>sigh</i>	<i>treat</i>

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 2 of their Workbook to practise the new vocabulary.
- Read the title of Chapter 1. Explain that in this chapter, two cousins, a boy and a girl, Robert and Lucy, go to stay with their Granddad. He is an inventor. He has invented two mobile phones that allow you to travel back in time. Ask *Where do you think Robert and Lucy will travel to?*

- Tell the children to look at the picture on pages 4 and 5. Ask *Who do you think is with Robert and Lucy?* Describe each character. *Where are they? Are they still in the present or in Ancient Rome?* Describe all the things you can see.
- Tell the children to look at the picture on page 8. Ask *What are the two children holding? What has happened? Where are the two children now? Describe the room they are in. Who do you think the other child is? Is it a boy or a girl? Describe how the child is dressed.*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

- Read the chapter expressively to the class (or play the audio cassette/CD). Do not stop to explain anything or to ask questions. Ensure the children are following in their books.
- Choose whichever of the following options is most appropriate for your class:
 - Read the chapter again and encourage the class to read it with you.
 - Read the chapter again, a paragraph at a time, and ask the class (or individuals) to read each paragraph aloud after you.
 - Do not read again to the class. Ask groups or individuals to read the chapter aloud, a paragraph at a time.
- Read (or play) the chapter again, a paragraph at a time. Explain the meaning and pronunciation of the words listed as passive vocabulary, and any other unfamiliar words.
- Discuss how the pictures can help the reader guess the meaning of the text.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 3 of their Workbook.

1. *Where were Robert and Lucy staying?*
2. *Why did they like staying with their grandfather?*
3. *What was their grandfather's best invention?*
4. *When Lucy and Robert used the time-travel phones before, where did they go?*
5. *The film they went to see with their grandfather was about life in _____ in the year _____.*
6. *What were slaves?*
7. *What happened at the Circus Maximus in Rome?*
8. *Why did Grandad take Robert and Lucy to his study when they got home?*
9. *Describe the book Grandad showed the children.*
10. *What did Robert wish?*
11. *Why did Grandad leave the room?*
12. *Who picked up a time-travel phone first?*
13. *Who suggested that they tested the phones to see if they worked?*
14. *What did the children do to make the phones work?*
15. *What happened when they pressed the green button?*
16. *Where were the children when the rushing wind stopped and the darkness disappeared?*
17. *Describe the room the children were in.*
18. *What did they hear behind them?*

- Ask the children to find examples of speech marks in the chapter. Discuss their function. How do we know who is speaking? How do we know what words each person is saying? Point out that the first word inside the speech marks always starts with a capital letter.
- Ask the children to find and read aloud examples of words containing double vowels or double consonants.
- Ask the children to find and read some two-syllable words from the chapter.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. *How do you know Lucy and Robert liked each other?*
2. *Why do you think the children thought Grandad's time-travel phones were his best invention?*
3. *What word tells you that Robert and Lucy's adventure in London in 1666 was exciting?*
4. *Why did Grandad look at his watch?*
5. *Grandad said 'I don't think slaves had good lives in Ancient Rome.'. Do you agree with him? Why?*
6. *How do you know Grandad liked reading books?*

7. *Why did Grandad handle the book on Ancient Rome very carefully?*
8. *Why do you think Grandad hesitated when Robert asked to borrow the time-travel phones and visit Rome?*
9. *Why do you think Robert sighed when he held the time-travel phone in his hand?*
10. *Do you think the children were sensible to try out the time travel phones?*
11. *How do you think they felt when everything went dark and there was a sound like the rushing of the wind?*
12. *How did the children know that the phones had worked?*
13. *How did they feel when they heard a voice behind them?*

Stage 2 comprehension (extra)

Characterisation Ask the children to write a paragraph and describe Grandad. Describe how he looked. Explain what he did. Talk about some things he liked to do. Ask *Why did the children like him? What else can you discover about him in the chapter?*

- Grandad was an inventor. 'Invent' some new words with the class:
 - Change the 'tr' in *treat* to 'b', 'h', 'm', 's', 'wh', 'ch'
 - Change the 'st' in *stay* to 'd', 'h', 'm', 'p', 's', 'w', 'pl', 'aw', 'tod', 'yesterd'
 - Change the 'g' in *good* to 'h', 'w', 'st'
 - Change the 'r' in *race* to 'f', 'pl', 'tr'
 - Change the 't' in *test* to 'b', 'r', 'v', 'w', 'gu', 'ch'.

- Write the words *study* and *studies* on the board. Point out how the spelling of the plural form changes (the 'y' changes to 'i' and then 'es' is added to words which end with consonant + y). Write these words on the board and ask the children to write their plural forms, using the same rule: *baby, lorry, lady, cherry, fly, copy, mystery, party, city*. Ask the children to make up some sentences containing the words.
- The words *cinema* and *circus* both start with a soft 'c' which sounds like 's'. (When 'c' is followed by 'e', 'i' or 'y' it has a soft sound like 's'.) Ask the children to complete these words with 'c' and read them: *_ity, _entre, _ircle, _entury, _ycle, par_el, ex_iting, dan_e, i_y, prin_e, senten_e*.
- The 'or' suffix is quite common at the end of words which give the names of people's jobs, for example *inventor*. Write these words on the board: *sailor, editor, doctor, instructor, tailor, actor, conductor, inspector, professor, author, mayor, director*. Read the words. Do the children know what each person does?
- The suffix 'dis' often makes the root word mean the opposite, for example *appear – disappear*. Write these words on the board: *agree, honest, trust, approve, connect, obey*. Discuss the meaning of each word. Now add the 'dis' prefix to each and discuss the change it makes to the meaning.
- Ask *Do you like going to the cinema. What is your favourite film?*
- Robert and Lucy loved history. Ask *What is your favourite subject?* Have a discussion and find out why.
- Lucy and Robert were cousins. Brainstorm and list as many 'family relationship' words as possible, for example *sister, uncle, grandfather*.
- Ask *How often do you see your grandparents? Do you ever go and stay with them?*
- Robert and Lucy are excited about going to stay with their Grandad. Ask *What exciting things do you do during the summer holidays?*
- Ask *If you could invent anything, what would it be?* Discuss the children's ideas.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 2

A party for Senator Julius

Pages 10 to 16

CHAPTER 2

A party for Senator Julius

Robert and Lucy turned around. A boy was standing staring at them. He was about a year younger than they were. He had very short, dark hair. He wore a long, brown tunic down to his knees. The children realised that he was wearing a Roman tunic. He looked just like the Roman children in the film!

'Who are you?' repeated the boy.
'I'm Robert, and this is my cousin, Lucy,' Robert said. The boy looked at the two children up and down. 'Why are you wearing those strange clothes? And how did you get into my room? Answer me quickly, or I shall call for my slave, Salvus. He will remove you from here.'
'We have come from the future,' said Lucy. 'Look! She showed the boy the time-travel phones. 'Our grandfather invented these so that we could travel through time. We wanted to see what Rome was like in the year 130 ... and well, here we are!'

The boy stepped closer. He looked at the phones. 'How strange,' he murmured. He stared at the children for a moment or two. Then he smiled. 'Hi, Marcus,' he said. 'Welcome to Rome. He spread his arm wide. 'This is my room. I sleep here.'

'It's very nice,' said Lucy. She looked at Robert. Then she took a deep breath. 'May we stay for a little while to learn about your city?'

'Why not?' said Marcus. 'It might be fun to have you here. My father is Magnus Andronicus. I will tell him what you have told me and ask him if you may stay with us.' He pointed to their clothes. 'I'll find you some tunics to wear.' He went to a large wooden chest and pulled out some tunics. 'Put these on. They should fit you.'

The children put on the tunics. They felt cool and comfortable.

'Come on,' said Marcus.

Marcus took the children down a wide, stone staircase. They crossed a hall and went into a large room at the front of the house. Magnus Andronicus was busy reading. But he wasn't reading from a book or a letter. He was reading from a long scroll of paper. When Marcus went into the room, Magnus Andronicus put down the scroll. 'Hello Marcus,' he said. 'I was just reading some messages from Senator Julius about the party I am having for him tonight. Is there something you want?'

Marcus introduced Robert and Lucy to his father. He told his father about the time-travel phones. Magnus Andronicus was amazed. He sat down and stared at the phones. 'What wonderful inventions!' he said. 'I am very interested in science. Perhaps, one day I will meet your grandfather. He must be a very interesting man to talk to.'

He looked up at the children. 'You are welcome to stay here. I hope you stay in Rome as an interesting one.'

The children left the room. 'Your father said that he is having a party for Senator Julius tonight,' said Lucy. 'What is a senator?'

'Senators are rich people who meet at the Senate House

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In Rome to talk about important things and make laws,' said Marcus. 'My father is a rich merchant. Senator Julius is an important senator. My father is holding a party tonight in honour of Senator Julius. It's going to be a brilliant party.'

Just then, Magnus Andronicus came out of his study. He saw the children. 'I'm going to collect the little bronze bust that I have had made for Julius,' he said. 'Would you all like to come with me to collect it? It is in the studio at the back of the bronzesmith's workshop in the next street.'

'Oh, yes please!' said the children.
Magnus Andronicus laughed. 'Come on then. We must hurry. The party starts soon and I want everything to be ready.'

They walked along the street to the bronzesmith's workshop. Robert and Lucy looked around as they walked. Rome was a hot and dusty city. There were people and animals everywhere. Dogs searched the roads for scraps of food. Cows curled up sleepily in the hot sun. Horses and carts carried people and goods around the city. It was a noisy and busy place.

The bronzesmith's workshop was busy. Magnus Andronicus waved to the bronzesmith as he walked in 'Good day to you,' he called.

'Good day, Magnus Andronicus,' called the bronzesmith. 'Come through to the studio, sir. The bronze bust is ready. You'll like it, I think.'

The studio was a bright, sunny room. The little bronze bust was on a small table. The bronze sparkled in the bright light. It was magnificent!



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'What perfection!' said Magnus Andronicus. The bronzesmith smiled. He was glad the rich merchant liked his work.

'It's lovely,' agreed the children.
Magnus Andronicus paid the bronzesmith and carefully carried the bust home. He placed it on a pedestal in the hall, so that all the guests could admire it as they came in.

Later that night, the guests arrived. Marcus's aunt and uncle came. A girl the same age as Marcus was with them. She was pretty, with long, dark hair. She had big, brown eyes and an even bigger smile. Marcus introduced her to Robert and Lucy. 'This is Camilla, my cousin,' he said and laughed. 'We're just like you and Lucy. We're good friends, too! Camilla has come to stay for a whole week!'

He turned to Camilla. 'This is Robert and Lucy,' he said. He hesitated. 'They are ... they are ... my friends.'

Camilla smiled at them. 'I'm pleased to meet you,' she said.

Robert and Lucy thought it was interesting that Marcus didn't tell Camilla that they were time-travellers. They thought perhaps he didn't want to frighten her.

Just then, Senator Julius arrived. Magnus Andronicus went to meet him. He showed him the bronze bust. Julius was delighted with it. He thanked Marcus's father, and said it was the best bust he had ever seen. Then, slaves brought food for the guests, and the party began.

Marcus explained that his father did not allow children at parties. He took the children up the stone staircase. They sat on the upper floor and watched the party below.



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It was a wonderful sight. There was a lot to eat. Some slaves carried large silver trays full of the most delicious food Robert and Lucy had ever seen. 'That's Salvus,' said Marcus, pointing to a slave who was standing near the bust on the pedestal. 'He is my father's best slave.'

The children watched as Salvus looked at the bronze bust very carefully. He seemed to be admiring it. 'Salvus likes the bust,' said Robert.

Marcus laughed. 'Well, it is the best bust Senator Julius has ever seen!'

It got late. The noise and the heat from the party below made the children feel sleepy. Soon, all four children were fast asleep.

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Active vocabulary

<i>brilliant</i>	there's an <i>ant</i> at the end of this word!
<i>bronze</i>	'z' is not used in many words
<i>bust</i>	change the 'b' to 'cr', 'd', 'm', 'r', 'tr' to make some new words
<i>comfortable</i>	the suffix 'able' is used to make the noun <i>comfort</i> into an adjective
<i>cool</i>	change the 'c' to 'p' and have a swim!
<i>delicious</i>	another word in which the 'ci' is pronounced 'sh'
<i>dusty</i>	the suffix 'y' is used to make the noun <i>dust</i> into an adjective
<i>guest</i>	other words starting with 'gu' are: <i>guard, guide, guitar, guess</i>
<i>interesting</i>	you can have a rest in the middle of this word!
<i>magnificent</i>	the 'c' is a soft 'c' and sounds like 's'

Passive vocabulary

<i>admire</i>	<i>bronzesmith</i>	<i>chest</i>
<i>in honour of</i>	<i>laws</i>	<i>merchant</i>
<i>message</i>	<i>murmur</i>	<i>pedestal</i>
<i>perfection</i>	<i>science</i>	<i>scraps</i>
<i>scroll</i>	<i>staircase</i>	<i>studio</i>
<i>tunic</i>		

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 4 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.

- Read the title of Chapter 2. Explain that a senator was a rich, powerful and important man in Ancient Rome. Senators helped make the laws. Ask *Why do you think there was a party for him?*
- Tell the children to look at the picture on page 13. Ask *Robert and Lucy are with two other children. Who are the other children? Who do you think the man with them is?* Point out the way he is dressed. Ask *What are they looking at?* (Look back at the picture on the front cover of the book.) Point out that they are in some kind of studio or workshop. Ask *Can you guess who the man standing on the left with his hands on his hips is?* (He is the bronzesmith – the man who made the bronze bust.) *Why do you think he is looking so pleased with himself? How can you tell the children like the bust?*
- Tell the children to look at the picture on page 15. Ask *Can you describe what is happening? Which people are the guests? Which people are the servants?* Discuss how the people are dressed. Ask *Which person do you think is the senator? Can you describe the room in which the party is taking place? Where is the bronze bust? Can you see the children? Where are they? Why do you think the children are not at the party? Are there any other children present?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 5 of their Workbook.

1. Describe the boy who was standing staring at Robert and Lucy.
2. What did the boy ask them?
3. What did Lucy show the boy?
4. What was the boy's name?
5. Why did Lucy ask to stay for a little while?
6. Who was Marcus's father?
7. What did Marcus take out of a wooden chest for Robert and Lucy?
8. Where was Magnus Andronicus?
9. What was he reading?
10. Magnus Andronicus said, 'I am very interested in _____.'
11. What is a senator?
11. Who was Marcus's father holding a party for?
12. Where did Magnus Andronicus take the children?
13. Rome was a _____ and _____ city.
14. Magnus Andronicus thought the bronze bust was terrible. True or false?
15. Why did he place the bust on a pedestal in the hall?
16. What did Robert say when he jumped up from his chair?
17. Describe Camilla.

18. *Who was she?*
19. *What did Senator Julius think of the bronze bust?*
20. *Why didn't the children go to the party?*
21. *Who was Salvius?*
22. *What did the slaves do?*
23. *What made the children feel sleepy?*

- Ask the children to find examples of question marks and exclamation marks in the text. Discuss how they are used. Read a few examples of each and point out the intonation used for questions and exclamations is different.
- Point out the use of elipsis (...) on page 14 when Marcus is introducing Robert and Lucy to Camilla. They indicate a slight hesitation as he is thinking what to say to her about them.
- Find and read examples of words with three syllables in them, for example *introduced*. As you read them out tap out or clap the syllables to help children hear them.
- Ask the children to find and read any adjectives in the text, for example *short*, *dark*. Ask them which nouns they describe.
- Ask the children to find and read aloud examples of verbs which end with 'ed' (the suffix which indicates that the verb has a regular past tense), for example *realised*.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. *What do you think Robert and Lucy thought when they first saw Marcus?*
2. *Why was Marcus surprised by Robert and Lucy's clothes?*
3. *Why did Marcus spread his arms wide?*
4. *Why do you think Lucy took a deep breath before she asked Marcus if she and Robert could stay for a little while?*
5. *Why do you think Robert and Lucy found the tunics were more comfortable than their own clothes?*
6. *Why did Magnus Andronicus stare at the time-travel phones?*
7. *In what way were Magnus Andronicus and Grandad similar?*
8. *How can you tell Magnus Andronicus was a kind man?*
9. *Was the bronzesmith's studio far away?*
10. *Do you like the sound of Rome as it is described on page 12?*
11. *Why do you think the bronze bust sparkled?*
12. *Why do you think Magnus Andronicus said, 'What perfection!' when he saw the bronze bust?*
13. *Why do you think Marcus did not tell Camilla that Robert and Lucy were time travellers?*
14. *Why do you think Magnus Andronicus did not allow children at his parties?*
15. *How can you tell that the party went on for a long time?*

Stage 2 comprehension (extra)

Setting The story is set in Ancient Rome. Ask the children to write a paragraph and say what they have discovered about Rome so far.

- Write the words *room* and *look* on the board and say them. Point out that the sound of the 'oo' is short in *look* and long in *room*. Explain that the same letter patterns are not always pronounced the same. Brainstorm other 'oo' words and check to see if the 'oo' is short or long in them. Here are some short 'oo' words: *stood, book, cook, hood, hook, good*. Here are some long 'oo' words: *cool, roof, moon, boot, food, school, mood, snooze*.
- Write *strange* on the board and read it. Discuss what sound the 'g' makes. We call this a soft 'g' sound. When 'g' is followed by 'e', 'i' or 'y' it sounds like 'j'. Can the children read these soft 'g' words: *gentle, danger, magic, engine, gym, giant, large, badge, bridge*?
- Write *invention* on the board and read it. The 'tion' ending is quite common. Ask the children to complete these words with 'tion' and read them: *perfec_____, sta_____, educa_____, popula_____, informa_____, competi_____*.
- Some words have an 'ant' in them! Write these words from the chapter on the board: *important, servant, want, brilliant, merchant* and ask the children to read them. Can they find the 'ant' in each word?
- The bronzesmith was very proud of the bust he made. Ask *What personal achievements are you proud of?*
- Ask *What do you know about mobile phones?*
- Discuss with the class whether they think it is possible to travel through time. Ask *Have you seen any time-travel films, for example 'Back to the Future'?* Ask them to talk about the films. Ask *What do you think of the idea of travelling through time? Is it dangerous? exciting? sensible? Where would you go if you could?*
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 3 Stolen!

Pages 17 to 23

CHAPTER 3

Stolen!

It was almost midnight when the children were woken by a lot of noise and shouting. Robert rubbed his eyes. He peeped down at the floor below. People were running about and shouting. Robert could see Magnus Andronicus standing by the pedestal. He looked worried. Senator Julius was shouting angrily at him.

'What is it?' said Marcus, sleepily. He came and knelt beside Robert.

'What's happening?' asked Camilla, yawning. Lucy went and sat beside the others. She stared at the angry scene below them. 'Look!' she said. She pointed to the pedestal. 'The bronze bust is missing! Do you think that's why Senator Julius is so angry?'

The children looked at where Lucy was pointing. The pedestal was empty. There was no sign of the bust. 'Let's go downstairs and find out what's going on,' suggested Marcus.

The children crept down the stairs. They hid behind a statue in the corner of the hall. Senator Julius was very angry indeed. It was time for him to leave the party and everyone had been summoned to the hall. Marcus's father was going to present him with the bronze bust, with everyone watching, so that he could take it home with him. But the bust was not there.

17

'How dare you try to make a fool of me in front of the people of Rome!' he shouted at Marcus's father. 'How dare you, Magnus!'



18

Marcus's father looked very upset. 'But I would never try to make a fool of you, Julius,' he said. 'I had the bust made especially for you.'

Julius glared at Magnus. 'I don't believe you,' he said. 'Unless the bust is returned to me by the end of this week, I will have you punished!'

He turned to the rest of the astonished people in the hall. 'No one makes a fool of me!' he said.

He went to the main door that led out to the street. 'Slave!' he yelled. 'Get my cloak! I am leaving now!'

The slave ran to get his master's cloak. He carefully put it around Julius's shoulders.

'Remember Magnus!' said Julius. 'I want that bust by the end of the week!' And he went out of the door.

As Julius left the house, everyone at the party looked shocked. Marcus's father looked very worried. One by one, the guests left the party. Soon, everyone had gone.

'What a terrible thing to happen!' said Lucy. Camilla looked at Marcus. He looked very worried.

'Don't worry, Marcus,' she said. 'I'm sure your father will find the bust.'

'My father is in a lot of trouble,' said Marcus. 'Senator Julius is a very powerful man. We must do something to help my father. But what can we do?'

'We will help you look for the bust,' said Robert. 'It looks as if someone has stolen it!'

Lucy was shocked. 'But that's terrible. Why would someone steal the senator's present? It was made especially for him! It would be of no value to anyone else,' she said.

19

Marcus sighed. 'I think Robert is right,' he said. 'I think someone has stolen the bust. Bronze is a valuable metal.'

'The thief must be a guest at the party,' said Lucy. Camilla looked thoughtful. 'It might not be a guest,' she said.

'But who else was here?' asked Lucy. 'It could be a slave.'

'No, no!' said Marcus. 'Our slaves are honest. They would never steal anything from their master.'

Robert thought for a moment. 'I think Camilla may be right,' he said. 'Do you remember when we were watching the party from upstairs? We saw Salvius, your father's slave, admiring the bust.'

'You're right!' said Lucy. 'He was acting suspiciously.' Marcus shook his head. 'I can't believe that Salvius would do such a thing,' he said.

'Why don't we watch him and see what he does?' said Camilla. 'If he *did* steal the bust, he will try and sell it. A bust is no good to him. But if he sells it, he can use the money to buy things he wants.'

'You're right!' said Robert. 'We'll follow him and see what happens.'

Lucy yawned. 'It's very, very late,' she said. 'Let's go to sleep now. We will get up early in the morning and follow Salvius then.'

The children went to bed and soon fell asleep.

The next morning, the children got up early. Salvius brought them baskets of fruit for breakfast. He seemed very quiet. He didn't smile at the children at all.

20

'He is acting strangely,' said Marcus, when Salvius left the room. 'Salvius is usually very happy. He always smiles and wishes us a good morning. Perhaps he is the thief.'

'We'll soon find out,' said Robert. 'Try not to worry, Marcus. I'm sure we will get the bust back soon.'

Later that morning, the children were in the courtyard near the kitchen. They heard the cook talking. He was asking Salvius to go to the market to buy some things for him.

'I need a pot of olives, some fish and some meat for the master's dinner tonight,' said the cook. 'Will you get them from the market for me?'

'I'll go and get them now,' said Salvius. 'You can get them this afternoon,' said the cook. 'There's no need for you to get them this minute.'

'No, no!' said Salvius. 'I will get them now. There are other important things I must do while I am at the market.'

The children looked at each other. What were the other important things that Salvius wanted to do at the market?

'Perhaps he is going to sell the bust,' whispered Lucy. Robert and the others nodded their heads. 'Come on,' said Robert. 'Let's follow him. But be careful. We mustn't let him see us.'

The children waited for Salvius to leave the house and then they followed him. They made sure that he did not see them. Once, he stopped and looked behind him. But the children were so quick for him. They hid behind a wall and waited a moment.

'Phew! That was close,' said Lucy. 'He nearly saw us!'

21

They followed Salvius to the market. They watched as he bought a pot of olives, some fish and some meat. 'He's not doing anything wrong at the moment,' said Marcus. 'Perhaps we are mistaken.'

'Sh!' said Robert. 'Look!'

Salvius was acting strangely. He was standing still and looking all around him. He looked worried.

'He's looking for someone,' said Camilla.



22

Suddenly, Salvius started waving. He ran up to a man. He talked to him for a few minutes. The other man seemed angry.

'Oh no!' said Marcus. 'That's Veximus. Everyone says Veximus is a really bad man. So why is Salvius talking to him?'

'Perhaps he wants to sell the bust to him,' said Robert. 'Oh dear,' said Marcus. 'It looks as if Salvius is the guilty man, after all.'

'Yes,' said Robert. 'I think we should watch him very closely. I think he will sell the bust very soon.'

23

Active vocabulary

astonished find small words in this word, for example *as, on*

empty the 'y' at the end is pronounced 'ee'

guilty another 'gu' word like *guest* in Chapter 1

honest the 'h' is silent

metal rhymes with *petal* (a part of a flower)

powerful note that the suffix 'ful' only has one 'l'

punish find other words that end with 'sh', for example *rush*

shocked the 'ed' sounds like 't' (shockt)

suspicious another word in which the 'ci' is pronounced 'sh'

upset a compound word: *up + set = upset*

Passive vocabulary

courtyard *dare* *midnight*

olives *peep* *pillars*

scene *summon* *present*

valuable *value* *yawn*

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 6 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 3. Ask *What do you think the chapter is going to be about?*

- Tell the children to look at the picture on page 18. Note that the bronze bust has disappeared from the pedestal in the picture. Remind children of the title of the chapter. Ask *What do you think has happened to the bust? How can you tell that the man on the right looks very unhappy?* Explain that this is Senator Julius. Ask *Why do you think he is cross? Who do you think he is shouting at?* (It is Magnus Andronicus, Marcus's father.) *Why do they think he is angry with him? Where are the children in the picture? What are they doing?*
- Tell the children to look at the picture on pages 22 and 23. The picture is set in a market. Ask *Can you describe all the things they can see for sale on the stalls in the market? Why are the children hiding? What are they looking at? Who do you think the two men are? What do they think they are talking about?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 7 of their Workbook.

1. *What time was it when the children woke up?*
2. *What made them wake up?*

3. *Who was shouting angrily at Magnus Andronicus?*
4. *What was missing from the pedestal?*
5. *What did the children hide behind downstairs?*
6. *The senator thought that Magnus was trying to make a _____ of him.*
7. *The senator told Magnus he must return the bust to him by the end of the day. True or false?*
8. *What did the senator's slave get for him?*
9. *How did everyone at the party look?*
10. *How did Marcus's father look?*
11. *What did Robert say he would help Marcus do?*
12. *Why did Marcus think someone had stolen the bust?*
13. *Which servant did they think stole the bust?*
14. *Why did Marcus think Salvius was acting strangely the next morning?*
15. *What did the cook ask Salvius to get from the market?*
16. *What did Salvius do in the market after he brought the olives, fish and meat?*
17. *What was the name of the man Salvius spoke to?*
18. *Was he a good or a bad man?*

- Read some of the sentences from the chapter again, but miss out the verbs. Note what a difference this makes to the meaning! Remind children that every sentence must have at least one verb in it.
- Ask the children to find a word on page 19 that means the opposite of: *whispered (yelled); beginning (end); walked (ran); lose (find).*

- There are a lot of prepositions in the text, for example *by*, *beside*, *below*, *behind*, *in front of*, *around*. Ensure the children know the meaning of these prepositions.
- Ask the children to find and read some words containing: 'ou', 'ar', 'ow', 'ee', 'ea'.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. *How can you tell Robert, Marcus and Camilla were still tired when they woke up?*
2. *Why do you think the children crept down the stairs?*
3. *Why was the senator so upset and angry?*
4. *Why do you think the slave ran to get the senator's cloak?*
5. *Do you think Magnus was trying to make a fool of the senator?*
6. *Why do you think everyone soon left the party after the senator?*
7. *What did Marcus mean when he said, 'Our slaves are all honest.'?*
8. *How did Marcus feel when Robert suggested Salvius could be a thief?*
9. *Why did Camilla think Salvius would try and sell the bust?*
10. *How do you know Salvius is usually a happy man?*

11. *Why did the cook need Salvius to get him some things from the market?*
12. *Why did Lucy whisper to the others when they were in the courtyard?*
13. *Why did the children make sure Salvius didn't see them when they followed him?*
14. *In what way did Salvius act strangely in the market?*
15. *Why were the children suspicious when Salvius talked to Veximus?*

Stage 2 comprehension (extra)

Plot/Author's style Do you think this chapter is exciting? Say why. The story is a mystery story. This means the author wants you to keep guessing how the story continues. Do you really know who stole the bust? Do you really think it was Salvius? Does the author want to make you read the next chapter? Write and say what you think of the story so far.

- Write the word *powerful* on the board and read it. It literally means 'full of power' but notice how the suffix 'ful' only has one 'l'. Ask the children to add 'ful' to the end of these nouns to make them into adjectives: *use, help, care, pain, colour, hope, thought*. Ask the children to make up sentences and use the words in them. Discuss how we can make the words mean the opposite by changing 'ful' to 'less', for example *helpful – helpless*.
- Write *statue* on the board and ask the children to read the word. Now add 'ue' to the end of each of these and read the words you make: *val__*, *bl__*, *gl__*, *tr__*.

- Write the word *adventure* on the board and ask the children to read it. Write these words on the board: na____, tempera____, fu____, crea____, mix____, pic____, furni____. Ask the children to complete each word with 'ture' and read the words they have made. Ask them to make up some sentences and use the words in them.
- Senator Julius was angry. Ask *What makes you angry?* Discuss ways in which we can prevent ourselves from getting angry.
- Ask *Do you like parties? What do you like to eat and drink at a party? What games do you like to play?*
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 4

A message for Salvius

Pages 24 to 30

CHAPTER 4

A message for Salvius

The next day, Marcus went to find the other children. He had some interesting news to tell them.

'I overheard my father talking to Salvius in the study,' he said. 'My father told Salvius that he is going to the baths in the middle of Rome this afternoon.'

Marcus explained that his father often went there to relax, wash and meet his friends. He particularly liked to soak in the hot tub before getting into a cold pool of water. He found it very refreshing and relaxing.

'But Salvius acted very oddly when my father told him his plans,' said Marcus. 'For once, he seemed pleased that my father was going to the baths. He said it would help him to stop worrying about the missing bust.'

'Does Salvius always go to the baths with your father?' asked Robert.

'Yes, of course,' said Marcus. 'But he doesn't like going much. Dad doesn't like other slaves to look after him at the baths. So Salvius has to do the job that the slaves at the baths usually do. He has to rub oil into my father's skin. Then he has to scrape off all the dirt and oil. It isn't a very nice job. Salvius never complains, but I know he never looks forward to a trip to the baths with my father.'

'I wonder why Salvius is so pleased that your father is going to the baths today,' said Lucy. She looked puzzled.

'Perhaps he is meeting Veximus there,' said Camilla.

'Perhaps he is going to sell the bust to him this afternoon at the baths.'

'Let's follow your father and Salvius this afternoon,' said Robert to Marcus. 'We'll see if Salvius does anything suspicious. If he does try to sell the bust, we must stop him.'

That afternoon, Marcus's father and Salvius went to the baths. The children followed. They were very careful that no one saw them.

At first, nothing unusual happened. Salvius looked after Marcus's father well. But at the end of the afternoon, something very strange happened. Marcus's father went to have a dip in the cold pool. While he was there, Salvius went off on his own. The children watched him. He went up to another slave. He talked to the slave for a long time.

'Who is that other slave?' whispered Lucy.

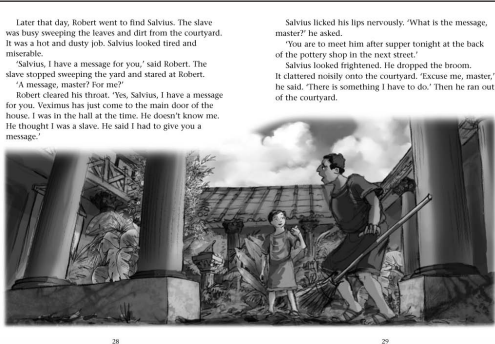
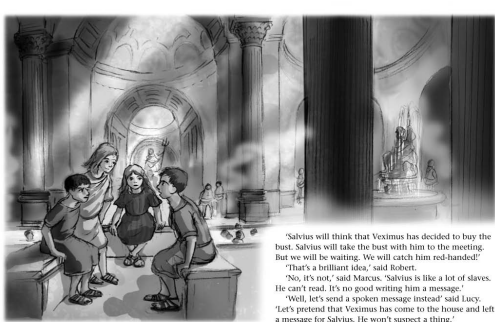
'I don't know,' said Marcus.

'Perhaps he is another thief!' said Robert. 'Perhaps they are working out how to sell the bust to Veximus.'

The children walked home. The more they thought about it, the more they were sure Salvius was guilty. He was acting very strangely and he never seemed to smile any more. It was all very odd.

'We must try to stop him from selling the bust,' said Robert. 'We need to trap him before he sells it. But how can we do that?'

The children thought carefully. Then Lucy had a good idea. Let's write Salvius a message from Veximus. Let's tell him to meet Veximus at the pottery shop tonight,' she said.



Robert sat down on a stone bench under a lemon tree. Soon, the others came to find him. He told them how Salvius had behaved when he heard the message.

'He looked very, very frightened,' he said.

'Hmmm' said Lucy. 'Or perhaps he looked very guilty!'

Camilla looked at the sundial in the middle of the courtyard. She worked out the time. 'We only have four hours to wait,' she said. 'Then we will know for sure if Salvius is the thief. And, with luck, we will have the bust back where it belongs very soon.'

Active vocabulary

<i>broom</i>	change 'oom' to 'ush' and make another thing you can sweep with!
<i>complain</i>	this word is quite plain at the end!
<i>miserable</i>	'able' is a common suffix at the end of adjectives
<i>pretend</i>	there's an end at the end of this word!
<i>puzzled</i>	it is unusual to have a double 'z' in a word
<i>relax</i>	very few words end with 'x'
<i>soak</i>	take off the 's' and you are left with a type of tree!
<i>suspect</i>	change the 'sus' to 'ex' or 'ins' to make two new words
<i>trap</i>	change the 'a' to 'i' and you will fall over!
<i>unusual</i>	the prefix 'un' makes some words mean the opposite

Passive vocabulary

<i>red-handed</i>	<i>refreshing</i>	<i>scrape</i>
<i>sundial</i>	<i>tub</i>	

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 8 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 4. Ask *What do you think the chapter is going to be about?*
- Tell the children to look at the picture on pages 26 and 27. Ask *Where are the children? What do you think the children are talking about?*

- Tell the children to look at the picture on pages 28 and 29. Ask *Where are Robert and Salvius?* (in the courtyard) Ask *What do you think Robert is saying to Salvius?* Point out the shocked expression on Salvius's face and how he has dropped his broom.
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 9 of their Workbook.

1. *Where did Marcus's father tell Salvius he was going in the afternoon?*
2. *Why did Marcus's father often go to the baths?*
3. *Why doesn't Salvius usually like going to the baths with Marcus's father?*
4. *What happened when Magnus Andronicus went for a dip in the cold pool?*
5. *Who had a good idea about how to trap Salvius?*
6. *What was her idea?*
7. *What did Marcus say the problem was with Lucy's idea?*
8. *Where was Salvius when Robert spoke to him?*

9. *What was he doing?*
10. *What did Salvius do when Robert told him the message from Veximus?*
11. *What was under a lemon tree in the courtyard?*
12. *What was in the middle of the courtyard?*

- Ask the children to find some examples of exclamation marks in the text. Read the sentences in which they appear. Point out the effect they have on the way you should read these sentences. Talk about when we use exclamation marks.
- Point out all the 'time marker' words in the text which indicate the passing of time, for example *the next day, that afternoon, at first, at the end of the afternoon, tonight, later that day, then.*
- Ask the children to find examples of contractions in the text, for example *doesn't, it's, let's, don't*. Read the sentences in which they appear. Ensure the children know what the full form of each contraction is, for example *doesn't = does not*.
- Look for and read any words which contain two or more different vowels next to each other, for example *overheard, going*.
- Ask the class to find a word on pages 24 that rhymes with: *may (day); blind (find); bell (tell); feet (meet); paths (baths); thin (skin); shirt (dirt); dip (trip); where (there)*.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. *Why do you think Magnus enjoyed going to the baths?*
2. *Why do you think Salvius did not enjoy going to the baths with Magnus?*
3. *Why did Camilla think Salvius wanted to go to the baths this time?*
4. *Why didn't the children want Magnus or Salvius to see them when they followed them?*
5. *What do you think Salvius and the other slave were talking about?*
6. *Why do you think Lucy did not know that Salvius could not read?*
7. *Do you think sweeping leaves in the courtyard was a pleasant job?*
8. *Why do you think Salvius called Robert 'master'?*
9. *Why do you think Salvius licked his lips when Robert told him about the message from Veximus?*
10. *What else did Salvius do?*

Stage 2 comprehension (extra)

Setting Some of this chapter is set in a bathhouse. Ask the children to write a paragraph and say what they have discovered about Roman baths. Ask *Why did people go to the baths? What sort of things did they do there?*

- Write a selection of random words from the chapter on the board, but leave out the vowels. Ask the children to supply the missing vowels.
- Write the word *courtyard* on the board. Point out that it is made of two separate words, *court* + *yard*. These words are called compound words. Write the first word of some other compound words and ask the children to suggest the second words to complete them, for example *foot* (*ball, step*); *hair* (*brush*); *sun* (*shine, light*); *sea* (*side, shore, shell*); *bath* (*room*); *book* (*case, shop*); *rain* (*fall, drop*).
- Write the word *wear* and *stare* on the board and say the words. Notice that the 'ear' and 'are' in these words sounds the same. Some other similar words are: *wear, pear; care, stare, share, dare, flare, glare, hare, rare*.
- Discuss how difficult life would be if you couldn't read or write.
- People's facial expressions tell us a lot about how they feel. Ask the children to show these feelings by using different facial expressions: *being happy, bored, worried, excited, angry, tired, nervous, miserable*.
- Write the words *thief* and *thieves* on the board. Discuss how the spelling of the plural noun changes. (We change the 'f' to 'v' and add 'es'.) Ask the children to change these singular nouns into the plural: *shelf, half, wolf, leaf, loaf*.
- Ask *What do you think of thieves?*
- Write the word *miserable* on the board and read it. Ask the children what these 'able' words mean: *comfortable, valuable, fashionable*.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 5

The meeting

Pages 31 to 37

CHAPTER 5

The meeting

Later that night, the children went to the pottery shop. Everywhere was quiet. The street was empty. 'Let's find somewhere to hide,' said Robert. 'Then we can watch for Salvius.' The children looked for a good place to hide. There was a pile of broken pots in the doorway of the shop. 'Look,' said Lucy. 'There's the perfect place to hide. We can hide behind the pots. Salvius will never see us there.' The children crouched behind the pots and waited. They waited and waited. They began to feel stiff. 'Oh, my legs are sore!' said Camilla. She stood up and rubbed them. Marcus pulled her down quickly. 'Shh!' he whispered. 'I can hear someone coming.' The children peeped around the pots. A man was coming down the street. He was carrying a small bag. 'It's Salvius,' whispered Robert. 'What do you think he's got in that bag?' Lucy grinned. 'I bet it's the bronze bust.' Robert nodded. 'Yes! I think it is!' The children watched. Salvius stood outside the pottery shop. He looked up and down the street nervously. 'Let's get him!' whispered Robert. The children shouted loudly and jumped out of their hiding place. Salvius was frightened by the noise. He started to run off. 'Stop, Salvius!' commanded Marcus.

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Salvius stopped. He held the bag close to him. 'Give me the bag!' said Marcus. 'But master!' protested Salvius. 'It's...!' 'I said give it to me!' repeated Marcus. 'But master!' said Salvius. 'I can explain! I have come to meet Vestinus.' 'Vestinus isn't coming. We set a trap for you, and you have fallen into it,' said Marcus. He looked very angry. 'Now, do as I say and give me the bag.'

Salvius gave Marcus the bag. Marcus pulled it open. He looked inside and gasped. The bag held a few coins. Marcus glared at Salvius. 'This bag has money in it. What have you done with the bust?' 'The bust?' said Salvius. He looked very upset. 'No, no! You don't think I stole it, do you? Let me explain, master!' The children looked at each other. They were puzzled. Why was there money in the bag, and not the bust? It was all very odd.



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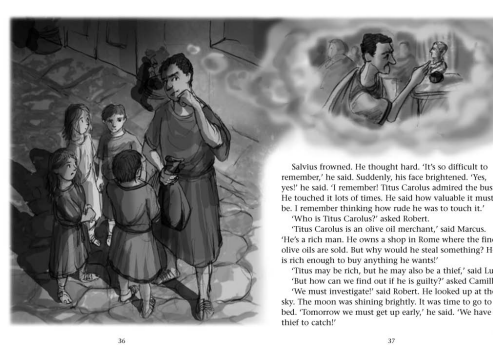
33

'Tid us what is going on,' said Marcus. 'And tell the truth. If you lie, you will be punished!' Salvius took a deep breath. 'I'm worried about the bust. I am sure it was stolen,' he said. 'I have thought about all the people at the party. I suspect Vestinus is the thief. I overheard him telling another man that the bronze bust was the most beautiful bust he had seen.' Salvius paused. 'Go on,' said Marcus. 'I decided to speak to Vestinus,' said Salvius. 'I searched for him at the market place yesterday. When I saw him, I asked him if he had the bust. I told him I would buy it from him and return it to my master.' Salvius shook his head. 'It was a stupid thing for a slave to do. Vestinus was angry. He told me I had no right to accuse him. He was rude to me. He told me to go away.' The children looked at each other. They were astonished. They couldn't believe what they were hearing. 'Vestinus was very angry,' continued Salvius. 'But I was still suspicious of him. I decided to talk to his slave at the baths. That's why I was so glad when your father said he wanted to go to the baths this afternoon. Anyway, I asked Vestinus's slave if he had any suspicions about his master. He said he hadn't. I thought I must be wrong about Vestinus, but then I got the message to meet him tonight. I thought he had changed his mind. I thought he had the bust and wanted to sell it to me after all.' 'But where did you get this money from?' asked Marcus. Salvius bowed his head. 'I have been saving for a long, long time,' he said. 'What have you been saving for?' asked Lucy.

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Salvius sighed. 'For my freedom.' Lucy looked puzzled. 'What do you mean?' Camilla interrupted. 'Slaves are owned by their masters,' she explained. 'But it is possible for a slave to buy his freedom from slavery.' 'Yes,' said Marcus. 'Also, sometimes a master will free his slave if he serves him well.' 'I only wanted to help my master,' said Salvius, sadly. 'I was afraid that if I didn't get the bust back Senator Julius would punish him.' Robert and Lucy felt sorry for Salvius. They felt sorry for thinking that he was a thief, too. Marcus handed the bag of money back to Salvius. 'I'm very sorry we thought you were a thief.' Salvius bowed his head. 'What do we do now?' asked Camilla. 'We still don't know who has got the bust.' Robert shrugged his shoulders. 'Perhaps we can work with Salvius to try and find the thief.' 'I will help all I can,' said Salvius. 'Let's think about the night of the party again,' said Camilla. 'There must be a clue that we have missed.' 'All right,' said Robert. 'Let's think. But we all fell asleep during the evening. Salvius, can you think who went near the bust later on?' Salvius thought and thought. 'There were a lot of people looking at the bust,' he said. 'Any one of them could be the thief.' 'Did anyone take more interest than the others?' asked Lucy.

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Salvius frowned. He thought hard. 'It's so difficult to remember,' he said. Suddenly, his face brightened. 'Yes, yes!' he said. 'I remember! Titus Carulus admired the bust. He touched it lots of times. He said how valuable it must be. I remember thinking how rude he was to touch it.' 'Who is Titus Carulus?' asked Robert. 'Titus Carulus is an olive oil merchant,' said Marcus. 'He's a rich man. He owns a shop in Rome where the finest olive oils are sold. But why would he steal something? He is rich enough to buy anything he wants.' 'Titus may be rich, but he may also be a thief,' said Lucy. 'But how can we find out if he is guilty?' asked Camilla. 'We must investigate,' said Robert. He looked up at the sky. The moon was shining brightly. It was time to go to bed. 'Tomorrow we must get up early,' he said. 'We have a thief to catch.'

Active vocabulary

<i>clue</i>	rhymes with <i>statue</i> (in Chapter 1)
<i>crouch</i>	think of other words that end with 'ch', for example <i>lunch</i>
<i>gasp</i>	the 'a' sounds like 'ar'
<i>glare</i>	change 'gl' to 'st' and make another thing you do with your eyes
<i>interrupt</i>	contains 'pt' (like <i>empty</i> in Chapter 3)
<i>investigate</i>	there's a gate at the end of this word
<i>perfect</i>	ends with 'ect' (like <i>suspect</i> in Chapter 4)
<i>rude</i>	rhymes with <i>food</i>
<i>sore</i>	add 'n' after 's' and it's something you do when you are asleep!
<i>whisper</i>	think of other words beginning with 'wh', for example <i>wheel</i>

Passive vocabulary

<i>accuse</i>	<i>bowed his head</i>
<i>command</i>	<i>freedom</i>
<i>protest (verb)</i>	<i>shrugged his shoulders</i>
<i>stiff</i>	

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 10 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 5. Ask *What do you think the chapter is going to be about?*

- Tell the children to look at the picture on pages 32 and 33. Ask *What time of day is it? How can you tell? Where are the children and Salvius? Point out the big clay pots and remind the children of the message Robert gave Salvius in the last chapter, to meet Veximus outside the pottery. Ask What is Salvius holding? What do you think the bag contains? What do you think the children are saying to Salvius? How does Salvius look?*
- Tell the children to look at the picture on pages 36 and 37. Ask *How can you tell Salvius is remembering something? Point out how he is holding his left hand and the expression on his face, as well as the thought bubble coming from his head. Ask What is he remembering? Do you know who the man in the thought bubble is? How can you tell the children are listening carefully to what Salvius says? Point out how they are leaning forward slightly and have serious expressions on their faces.*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 11 of their Workbook.

1. *When did the children go to the pottery shop?*
2. *Were there many people in the street?*
3. *Where did the children hide?*
4. *Who came along the street?*
5. *What was Salvius carrying?*
6. *How did he look up and down the street?*
7. *Why did Salvius start to run off?*
8. *Who did Salvius give the bag to?*
9. *What did Marcus do when he looked inside the bag?*
10. *How many coins were there in the bag?*
11. *Why were the children puzzled?*
12. *Did Salvius steal the bust?*
13. *Who did Salvius think stole the bust?*
14. *What happened when Salvius asked Veximus if he had the bust?*
15. *Did Veximus's slave think his master had stolen the bust?*
16. *Where did Salvius say he got the money from?*
17. *What was he saving up for?*
18. *Why did Robert and Lucy feel sorry for Salvius?*
19. *Who did Salvius say touched the bust a lot of times at the party?*
20. *Marcus said that Titus Carolus was an _____.*
21. *Was Titus a rich or poor man?*
22. *What did the children decide to do the next day?*

- Find and read sentences which contain verbs showing movement, for example *stood up, rubbed, nodded*.
- Find and point out examples of pronouns in the text. Ask the children who each pronoun refers to.

- Ask the children to find any small words 'hiding' inside longer words, for example *later*.
- Find some examples of irregular past tenses in the chapter, for example *stood, went, was, held, said*. Consider how the spelling of these has changed in the past tense.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. *Why do you think everything was quiet and the street was empty when the children went to the pottery shop?*
2. *Do you think the children chose a good place to hide?*
3. *Why do you think Camilla's legs were sore?*
4. *Why did Marcus pull her down quickly?*
5. *How did the children know someone was coming?*
6. *How do you think they felt when they saw Salvius carrying a bag?*
7. *Why do you think Salvius looked up and down the street nervously?*
8. *Why did the children shout loudly when they jumped out of their hiding place?*
9. *How do you think Salvius felt when he heard someone shouting loudly?*

10. *Why do you think Salvius held the bag close to him?*
11. *Do you think Marcus was disappointed when he looked in the bag?*
12. *Why did Salvius suspect Veximus was the thief?*
13. *What did Salvius think when he got the message from Veximus?*
14. *How do you know Salvius did not want to be a slave for ever?*
15. *How can you tell Salvius loved his master Magnus Andronicus?*
16. *What did Salvius do when he thought hard?*
17. *Why did his face suddenly brighten?*
18. *Why did Salvius think Titus was rude?*
19. *Do you think Titus is the thief? He was very rich so why would he want to steal the bust?*
20. *What did the children plan to do the next day?*

Stage 2 comprehension (extra)

Characterisation Ask the children to write a paragraph and recount all that they know about Salvius. Ask *What was he? What sort of work did he do? Did he work hard? Were there any jobs he didn't like doing? Was he happy? Was he honest? Did he like his master? Why did Marcus like him? Did he want to be a slave for ever?*

- Write the word *wrong* on the board. Note that the 'w' is silent and is not pronounced. Write these words on the board: *_rist, _rite, _rap, s_ord, ans_er*. Ask the children to complete each word with 'w', to read the words and explain what they mean.

- Write these compound words from the chapter on the board: *doorway, everywhere, outside, overheard, afternoon, sometimes*. Ask the children to read them and say what two words make up each longer word.
- Play the 'opposites' game. Divide the class into two. Give each team one of the words below from the chapter and ask them to suggest a word that means the opposite. One correct answer gains one point. The winning team is the team with the most points at the end. Word list (suggested answers in brackets): *night (morning); quiet (noisy); empty (full); good (bad); behind (in front of); stood up (sat down); coming (going); small (big); outside (inside); shouted (whispered); a few (a lot); buy (sell); wrong (right); asleep (awake); difficult (easy); rich (poor); early (late)*.
- There are lots of interesting verbs denoting someone speaking in the chapter, for example *protested, asked, explained, repeated, whispered, commanded*. Look for these in the text, read the sentences containing them and discuss their meanings.
- Ask *Do you think it is fair to have slaves?*
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 6 Mystery at the warehouse

Pages 38 to 44

CHAPTER 6
Mystery at the warehouse

The next morning, Salvius brought the children some fruit for their breakfast as usual.
"Have you heard any gossip about Titus from the other slaves?" asked Robert. He bit into a juicy orange.
"No, I haven't," said Salvius. "But I have to go to the market again today. I will see what I can find out."


Later that morning, Salvius came rushing into the courtyard to find the children. "I have some news," he said, excitedly.
"What is it, Salvius?" asked Marcus.
"I met a friend of mine at the fish market," he said. "I asked him if he knew anything about Titus Carulus. He told me that he has heard a rumour about him. He said that people say Titus Carulus is a thief. They say he likes to steal small, valuable things. However, my friend says that this is only a rumour. There is no proof that it is true."
"But it is true," said Camilla. She felt sure that Titus was guilty.
"We don't know that for certain," said Robert. "But let's find out if it's true."
"Let's follow him and see what he does," said Marcus.
"Yes, let's," said Lucy and Camilla.
"But I can't come with you," said Salvius. "I have a lot of work to do today."

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"We'll tell you what we find out," promised Robert. Salvius looked worried. "But it might be dangerous. I should come with you and look after you."
"Don't worry Salvius," said Marcus. "We'll be quite safe. Get on with your work. We'll tell you everything this evening."
Salvius was still worried. But he did as he was told. He went to the kitchen to give the cook everything he had bought at the market.
"Come on everyone," said Robert. "Let's go to Titus's shop and see what we can find out."
The children walked along the streets into the centre of Rome. Marcus pointed out Titus's shop. Titus was standing outside. He was talking to a man. "There he is," said Marcus. "That's Titus."
The children watched him from across the street. After a while, the man he was talking to walked away. Titus waited for him to disappear round the corner. Then he looked up and down the street. "What's he doing?" asked Camilla.
"He looks as if he's checking to see that no one is watching him," said Robert.
Then Titus walked quickly down the street. "Where's he going?" asked Lucy.
"He's going towards the docks," said Marcus. "The docks are on the banks of the River Tiber. Come on. Let's follow him."
Titus walked quickly towards the docks. The children followed behind at a safe distance. At the docks, Titus went to a row of warehouses. He went into a big one at the end of the row. "Titus must own that warehouse," said Camilla.


"He probably stores his olive oils there," said Marcus. "Let's watch him for a while."
The children hid behind some boxes on the quay. They watched Titus for a long time.
They watched him shouting at the slaves. They watched the slaves cleaning the warehouse. They watched the slaves repairing a barge. They watched Titus making sure that the slaves worked hard. He was not a kind master! But nothing odd happened at all.
Robert sighed. "Perhaps Titus is innocent," he said.
"I don't think that Titus is innocent," said Lucy.
"I agree," said Camilla. "He looked very suspicious outside his shop this morning."
"Let's come back after dusk and see if anything strange happens then," suggested Lucy.
"Good idea!" said Marcus.

As soon as dusk fell, the children went back to the docks. The docks were quiet and empty. All the warehouses were dark and locked up for the night ... all except Titus's. A light shone from the open warehouse door. The children hid and watched. Titus was alone. There were no slaves there at all. They saw him loading lots of olive oil pots onto a barge.
"Why is he loading olive oil pots in the dark?" asked Camilla.
"I don't know," said Robert. "It's very strange. Why is he doing it? Why aren't his slaves carrying the oil pots?"



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When the barge was full, Titus attached a team of oxen to the barge's ropes. He led the oxen along the towpath. The oxen pulled the barge through the water. Soon, Titus and the barge were out of sight.
"How strange!" said Lucy. "Why is he taking the barge down the river at night? That must be a dangerous thing to do!"
"Let's go and tell Salvius what we have seen," said Robert. "He might be able to answer our questions."
The children ran back to Marcus's house. Salvius was busy getting their beds ready for the night. They told him what they had seen. Salvius listened carefully.
"I think Titus must be taking the barge to the port of Ostia," said Marcus. "But I don't know why. What do you think, Salvius?"
Salvius nodded his head. "I am sure you are right," he said. "I know that Titus has a ship in the port of Ostia. He is probably taking the barge to his ship."
"But why is he taking it there at night?" asked Camilla. "It's very strange!"
Lucy thought for a moment. "It's not strange at all!" she said, suddenly. "I think Titus is hiding stolen goods on his ship. Then he takes them out of the country to sell overseas!"
"If you are right," said Robert, "we may be very close to finding the bust."
"What do we do now?" asked Marcus.
"Now, you must sleep," interrupted Salvius. "It is late and your father will be angry if finds out you are still awake."



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"But tomorrow afternoon we will go to the port of Ostia and find Titus's ship," said Robert.
"No!" said Salvius. "You must not go to Ostia on your own. It is too dangerous."
"Salvius!" said Marcus. He looked very determined. "We are going to Ostia tomorrow. We must find the bronze bust!"
"Yes, master," said Salvius. He went out of the room. Salvius was very, very worried.

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Active vocabulary

<i>certain</i>	the 'c' is a soft 'c' and sounds like 's'
<i>country</i>	the 'y' sounds like 'ee'
<i>dangerous</i>	the 'g' is a soft 'g' and sounds like 'j'
<i>determined</i>	tap out the syllables as you say this three-syllable word
<i>dock</i>	change the 'd' to 'cl' to tell the time!
<i>promise</i>	the 'se' sounds like 'ss' at the end of this word (promiss)
<i>repair</i>	this word ends with something you can breathe! (air)
<i>rumour</i>	the 'rum' is pronounced 'room'
<i>safe</i>	this could also mean somewhere you keep money safe!
<i>suggest</i>	the 'gg' is pronounced like 'j'

Passive vocabulary

<i>barge</i>	<i>dusk</i>	<i>goods</i>
<i>gossip</i>	<i>innocent</i>	<i>overseas</i>
<i>oxen</i>	<i>port</i>	<i>quay</i>
<i>towpath</i>	<i>warehouses</i>	

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 12 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 6. Ask *What do you think the chapter is going to be about?*

- Tell the children to look at the picture on pages 40 and 41. Ask *Can you describe where the picture is set and name some of the things you can see?* Point out the rows of warehouses on the left where goods of all sorts are stored. Note the cranes in the background for lifting heavy goods onto the barges which are tied to the side of the dock. (Barges are large flat-bottomed boats used for carrying goods.) Ask *What time of day is it? Who is the man carrying a large olive oil pot onto a barge?* Remind the children of Titus from the previous chapter. He seems to be the only person on the dock working. Ask *He is a rich man so why is he doing the heavy work himself? Where are the four children? Does Titus know they are there?*
- Tell the children to look at the picture on page 43. Note that the children have now returned home. Ask *What is Salvius doing?* (He is making beds.) *What do you think Salvius and the children are talking about?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 13 of their Workbook.

1. *What did the children have for breakfast?*
2. *Where did Salvius go after breakfast?*

3. *Who did he meet there?*
4. *What did he discover about Titus?*
5. *Who decided to follow Titus?*
6. *Why didn't Salvius go with the children?*
7. *Why was Salvius worried?*
8. *Where was Titus's shop?*
9. *Who was Titus speaking to?*
10. *What did Titus do when the man walked away?*
11. *Where did Titus walk towards?*
12. *Where were the docks?*
13. *Where was Titus's warehouse?*
14. *Where did the children hide?*
15. *Titus was not kind to his slaves. True or false?*
16. *Why did the children decide to come back again at dusk?*
17. *What were the docks like at dusk?*
18. *Whose warehouse was the only one with a light shining from it?*
19. *What did the children see Titus doing?*
20. *What did Titus do when the barge was full?*
21. *Titus led the oxen along the _____.*
22. *The children ran back to Marcus's _____.*
23. *What was Salvius doing when they got home?*
24. *Where did Marcus think Titus was taking the barge?*
25. *Salvius said that Titus had a _____ in the port of Ostia.*
26. *What did Lucy think Titus was doing?*

- Find and read examples of words containing consonant digraphs ch (children); sh (shop); th (everything); wh (while).

- Find examples of commas being used in the middle of sentences in the text, for example the first sentence on page 42. Read these sentences and show how the comma indicates the need to pause briefly, to help give more meaning to each sentence.
- Find examples of regular past tenses, for example *pulled* and note the way this is formed by adding 'ed'. Now find examples of some irregular past tenses, for example *thought* and discuss what verb each comes from.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. *Why do you think Salvius had to go to the market? What do you think he had to buy?*
2. *How can you tell Salvius was excited when he returned from the market?*
3. *Did Salvius's friend know for certain that Titus was a thief?*
4. *How do you think Salvius felt when the children went to follow Titus and he had to stay at home?*
5. *Was Titus's shop near Marcus's house?*
6. *Who do you think Titus was talking to, outside his shop?*
7. *How can you tell Titus was very careful?*

8. *How do you think Marcus knew where Titus was going?*
9. *What did Titus store in his warehouse?*
10. *How did Titus treat his slaves?*
11. *Why did Robert say, 'Perhaps Titus is innocent.'?*
12. *Why do you think everything was quiet at the docks at dusk?*
13. *Why did the children think it was strange that Titus was loading pots of olive oil onto his barge himself?*
14. *Why did Titus need a team of oxen?*
15. *How can you tell that Salvius worked hard all day long?*
16. *What do you think of Lucy's idea? Do you think she is right?*
17. *Do you think the children were disappointed when Salvius told them to go to bed?*

Stage 2 comprehension (extra)

Plot/Author's style Do you think this chapter is exciting? Say why. The story is a mystery story. This means the author wants you to keep guessing how the story continues. Ask *Do you really know who stole the bust? Do you really think it was Titus? Does the author want to make you read the next chapter? Write and say what you think of the story so far.*

- Find and write any contractions from the chapter on the board, for example *don't*. Show children what the full form of the contraction is, for example *do not*, and ask them to explain which letters have been missed out.
- Write these words on the board: *fish, steal, true, might, street, docks, oil, while, barge, fell, dark, door*. Ask the children to supply and spell a rhyming word to go with each word.

- Explain how olive oil is made and discuss what it is used for.
- Write the words *ox* (singular) and *oxen* (plural) on the board. Explain that we make many plural nouns by adding 's', for example *tree* – *trees* but some plurals are irregular and don't follow any rules. Provide these examples of irregular plurals: *man* – *men* (*woman* – *women*), *mouse* – *mice*, *foot* – *feet*, *child* – *children*. Point out that *sheep* is the same in both singular and plural!
- Write the words *juicy* and *dry* on the board and ask the children to say them. Note that the 'y' at the end of *smelly* sounds like 'ee' and the 'y' at the end of *dry* sounds like 'igh'. Write these words on the board and ask the children to read them and decide which 'y' sound appears at the end of each: *worry*, *by*, *guilty*, *dry*, *quickly*, *Lucy*, *ready*, *cry*, *angry*, *lady*, *fly*, *why*, *shy*, *body*, *copy*, *reply*, *empty*, *try*.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 7 Trapped!

Pages 45 to 51

CHAPTER 7

Trapped!

The next afternoon, the children set off for the port of Ostia. Ostia was a long way from Rome. It stood at the mouth of the River Tiber. The children decided to walk along the riverbank to the port. It was a hot afternoon, and the walk was long and tiring. The children talked about how to find Titus's ship once they got there.

'How will we know which ship is his?' asked Camilla.

'We could ask the local people,' suggested Lucy.

'Or we could watch the ships and see which one Titus boards this evening,' said Marcus.

Robert looked thoughtful. 'He might not go to his ship tonight,' he said. 'I think the best plan is not to wait for Titus at all. I think we should try and find his ship on our own.'

'What do we do if we find out that Titus is a thief?' asked Lucy.

'I don't know at the moment,' said Robert. 'We'll have to wait and see what happens.'

The children walked on silently. Soon, they reached the port of Ostia. It was a busy, noisy place. It was a smelly place, too. It smelt of fish, it smelt of olives and hot, sweaty people. Worst of all, it smelt of rotting fruit.

'Yuck!' said Lucy. She wrinkled her nose. 'It smells horrible here.'

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Marcus laughed at her. 'It's a very busy port,' he said. 'Lots of goods are brought into Ostia from many different countries.'

Several ships were in the port. There were people everywhere. Forters were busy loading and unloading cargo. There were crates of wild animals from north Africa. There were bundles of silk from China. There were even elephant tusks from east Africa! Robert and Lucy stared in amazement. They had never seen so many strange goods before.

The children walked along the quay. There was so much to see. Robert noticed that there were lots of barges along the quay. Each one was pulled by a team of oxen. They were just like the huge 'Tinus' used. 'Why are there so many barges?' Robert asked Marcus.

'None of these ships can get up the river to Rome,' explained Marcus. 'The river is too shallow, so barges take the goods into Rome and they are unloaded there.'

'We must try and find Titus's ship,' said Lucy. She was feeling anxious that they were wasting time.



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Robert looked along the quay. It seemed to be getting busier and noisier all the time. Robert was sure that someone on the quay must know which ship belonged to Titus. But who should he ask? He put his hand above his eyes to shade them from the sun. Then he looked carefully at the people passing by. Suddenly, he spotted three porters carrying some heavy boxes from a ship. 'Let's ask them,' he said. He pointed to the porters. 'They are certain to know which is Titus's ship. They work here. They will know who the owners of all these ships are.'

'Excellent idea!' said Marcus. 'I'll go and ask them.'

He went up to one of the men. 'Tell me,' he said. 'Which of these ships belongs to a merchant called Titus?'

The porter looked along the quayside. He pointed to the last ship, at the end of the quay. 'That's the ship, master,' he said. 'The last ship on the quay is the one you want.'

Marcus nodded his head. 'Thank you,' he said.

'Come on,' said Robert. 'Let's take a closer look.'

The children walked along the quay towards the ship. The ship looked quiet. It looked as if no one was on board.

'No one's here,' said Lucy. 'Let's go on board and see what we can find.'

'Be careful!' warned Camilla. 'We don't want to get caught by Titus!'

The children crept up the gangplank and stepped on to the deck. The ship rolled gently in the water. It creaked as it moved. A heavy sail above their heads flapped noisily in the wind. The sudden noise made Marcus jump. 'What was that?' he said.

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Robert patted him reassuringly on the back. 'Don't worry. It's only the sound of the wind in the sail. It's nothing to be scared of.'

Marcus took a deep breath. He felt a little foolish. He didn't like looking scared in front of all the others. 'I wasn't really scared,' he said boldly. 'I just thought I heard someone coming. That's all.'

Robert looked up and down the deck. 'Where do you think Titus would hide the things he has stolen?' he asked.

Lucy spotted a hatch in the deck. 'Look,' she said. 'That hatch must lead to the hold. I bet Titus has hidden the bust in there.'

'I wonder if he has,' said Robert. He lifted the hatch door and peered into the hold. It was dark and gloomy. A rope ladder swung below him. 'I can't see anything,' he said. 'Let's go down into the hold and have a look.'

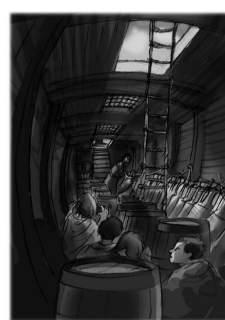
One by one, the children went down the rope ladder and into the hold. At one side there were some barrels. On the other side there were lots of olive oil pots. The children looked behind the barrels. They looked behind the pots, too. But they couldn't find the bronze bust anywhere.

Suddenly, the ship rolled in the water. Then the children heard a loud thud. 'What's that?' said Lucy. She felt worried.

'I think it's the anchor,' said Marcus. 'I think someone has raised the anchor. I think the ship is about to leave the port!'

Just then, they heard someone climbing down the rope ladder into the hold. The children quickly hid behind some barrels and watched.

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It was Titus. He walked over to a stack of olive oil pots. He looked into them and smiled. Then he got some rope and tied them together. 'That will keep you nice and safe,' he said aloud. He checked the ropes once more. Then he climbed up the ladder and disappeared.

'We must get off the ship quickly,' said Lucy. 'It's going to leave port any minute.'

The children ran to the rope ladder. But before they could climb up it, the hatch door banged shut. Then a heavy bolt was pushed into place. Titus had locked the hatch. They were trapped!

51

Active vocabulary

<i>anxious</i>	the 'xi' is pronounced 'sh'
<i>different</i>	tap out the syllables as you say this three-syllable word
<i>foolish</i>	the suffix 'ish' changes the noun <i>fool</i> into an adjective
<i>gloomy</i>	the suffix 'y' changes the noun <i>gloom</i> into an adjective
<i>local</i>	another word ending in 'al' (like metal in Chapter 3)
<i>shallow</i>	change the 'sha' to 'ye' to make a bright colour
<i>silently</i>	add the suffix 'ly' to change the adjective <i>silent</i> into an adverb
<i>smelly</i>	the suffix 'y' changes the noun <i>smell</i> into an adjective
<i>wasting</i>	change the 'w' to 't' to make a rhyming word
<i>wild</i>	change the 'w' to 'ch' to make a rhyming word

Passive vocabulary

<i>anchor</i>	<i>barrel</i>	<i>board (verb)</i>
<i>bolt</i>	<i>bundle</i>	<i>cargo</i>
<i>crate</i>	<i>deck</i>	<i>gangplank</i>
<i>hatch</i>	<i>hold</i>	<i>porter</i>
<i>reassuringly</i>	<i>rotting</i>	<i>silk</i>
<i>thud</i>	<i>tusk</i>	

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 14 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 7. Ask *What do you think the chapter is going to be about?*

- Tell the children to look at the picture on pages 46 and 47. This shows a very busy scene of things that were happening on the quayside in the port of Ostia (which served Rome). (This was as far up the river as boats could go, so everything for Rome was unloaded here.) Draw attention to the team of oxen pulling a barge. Note the cranes lifting heavy objects onto the quayside, including an elephant and a box of elephant tusks. (Explain that people in Rome were fascinated with wild animals. They were often put on public display in the amphitheatres.) Point out, too, the tiger in the cage on the right. Point to the warehouses in the picture. Ask *How many barges and ships can you see? Where are the four children going? What/who are they looking for?*
- Tell the children to look at the picture on page 50. Ask *Can you guess what this picture shows?* (It is in the hold, below the deck, of Titus's ship. Explain that all goods that went by sea were carried in the hold of a ship.) Ask *How did the children get down into the hold?* (Point out the rope ladder.) Ask *Why is it quite dark below the deck? Where are the children hiding? What is Titus doing?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 15 of their Workbook.

1. *When did the children go to the port of Ostia?*
2. *Why was the walk tiring?*
3. *Why did Lucy think the port of Ostia was smelly?*
4. *Was the port busy or quiet?*
5. *What were porters doing?*
6. *Why did Robert and Lucy stare in amazement?*
7. *What pulled each barge?*
8. *Why couldn't the ships get up the river to Rome?*
9. *Who did Marcus ask when he wanted to find out which was Titus's ship?*
10. *Where was Titus's ship?*
11. *Was there anyone on Titus's ship when the children reached it?*
12. *How did the children get onto the ship?*
13. *What made Marcus jump?*
14. *Lucy spotted a _____ in the deck.*
15. *Who lifted the hatch door?*
16. *The hold was _____ and _____.*
17. *What did the children go down to get into the hold?*
18. *What did they see in the hold?*
19. *What made the loud thud the children heard?*
20. *Where did the children hide when they heard someone climbing down the rope ladder?*
21. *What did Titus do in the hold?*
22. *Why did the children want to get off the ship quickly?*
23. *How did they get trapped in the hold?*

- There are many proper nouns in the text. (Ostia, Rome, River Tiber, Africa, China, Titus, Marcus, Robert, Lucy, Camilla) Ask the children to find them. Point out that each begins with a capital letter because it is the particular name of a person or place.
- Find the word *silently* on page 45, *gently* on page 48, *reassuringly* and *quickly* on page 49. Read the sentences in which they appear. Point out how they tell us more about the verb in each sentence i.e. *silently* tells us how the children walked. Explain that these words are called adverbs.
- Ask the class to find sentences that end with an exclamation mark and to read them with appropriate expression.
- Ask the class to find words in the chapter that end with 'ing'.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. *How do you think the children felt as they walked along the riverbank?*
2. *Do you think the children were pleased when they reached the port of Ostia?*
3. *Do you think the port was a nice place?*
4. *Which do you think is the most interesting thing that was being unloaded at the port?*

5. *Why couldn't ships sail up the river into Rome?*
6. *Do you think it was a good idea to ask a porter which was Titus's ship?*
7. *Why was it lucky that no one was on board Titus's ship?*
8. *Why did the children creep up the gangplank?*
9. *How did Marcus feel when the noise of the sail made him jump?*
10. *Why do you think Marcus did not like to look scared in front of the others?*
11. *Do you think the children were brave or foolish to all go down into the hold?*
12. *Do you think it would have been better if one of the children had stayed on deck?*
13. *How do you think the children felt when they did not find the bust in the hold?*
14. *How do you think the children felt when they heard the anchor being raised?*
15. *How do you think the children felt when they heard someone coming down into the hold?*
16. *Why do you think Titus smiled when he looked into the pots of olive oil?*
17. *Why couldn't the children get out of the hold?*
18. *How do you think the children felt when they were trapped in the hold?*

Stage 2 comprehension (extra)

Setting Most of this chapter is set in the port of Ostia. Ask the children to write a paragraph and say what they have discovered about the port. Ask *Where was it situated? Was it near Rome? Why didn't ships sail up the river to Rome itself? How did the goods get from the ships into Rome? What sort of things came into the port on ships? How were the goods unloaded? Who worked in the port? Was it a busy place? Were there any warehouses at the port? What sort of noises would you hear at the port? What sort of smells would there be?*

- Play the word changing game and experiment with these words to make other words with similar letter patterns:
 - Change the 'sm' in *smell* to 'w', 'sp', 'b', 'f', 'sh', 's', 't', 'y'
 - Change the 'p' in *port* to 's', 'sh', 'sp'
 - Change the 'kn' in *know* to 'bl', 'sn', 'gr', 'sh', 'foll', 'wind'
 - Change the 'd' in *deck* to 'n', 'p', 'ch'
 - Change the 'h' in *hatch* to 'c', 'm', 'p', 'w'.
- Write *load* and *unload* on the board. Note that by adding the prefix 'un' we make the word mean the opposite. Write these words on the board: *well, happy, fair, cover, do, bolt*. Ask the children to read each word and say what it means. Then ask them to add 'un' to the beginning of each word to make it mean the opposite.
- Write the sentence *The port was getting busier and noisier* on the board and ask the class to read it. Then write the adjectives *busy* and *noisy*. Point out how the spelling of the comparative form changes i.e. we change the 'y' to 'i' and add 'er'. Ask the children to make the comparative form of these words: *tidy, happy, silly, angry, naughty, lucky*, and make up sentences containing them.
- Write the word *anchor* on the board and read it. Now write these words on the board: s__ool, stoma__, __emist, __aracter, ar__itect, __orus. Ask the children to read them. Point out how the 'ch' makes a 'ck' sound. Ask the children to complete them with 'ch', read them and explain their meanings.
- Ask *Do you know the names of any ports in your country?*
- Ask *Have you ever been on a sailing boat?* Ask them to recount their experiences.
- Ask *What are your favourite smells?*
- Ask the children to name the five different senses (touch, sight, hearing, smell, taste).
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 8

Take him away!

Pages 52 to 58

CHAPTER 8

Take him away!

The children crouched down on the floor of the hold. The ship creaked and groaned as it sailed through the water. Above them, they could hear Titus shouting instructions to his slaves. The children felt very scared. 'What are we going to do?' asked Lucy. 'There's nothing we can do at the moment,' said Robert. Suddenly, Camilla heard a scuffling sound. She peered into the darkness. 'What's that noise?' she said. The children listened carefully. Just then, a large rat ran between the barrels and disappeared. Camilla squealed. 'It's a rat! It's a rat!' 'Sh!' said Marcus. 'Titus will hear you. The rat won't hurt you.' Camilla sat closer to Lucy. She watched the barrels closely. She didn't want to see any more rats! Hours went by. The ship began to roll in the water a lot. 'The weather's getting bad. The sea's getting rough,' said Robert. 'Yes,' said Lucy. 'I think there's going to be a storm.' Lucy was right. There was a storm ... a really bad storm! The ship rolled from side to side. Water began to fill the hold. The ropes holding the olive oil pots in place began to creak. Suddenly, the ship rolled violently. The ropes snapped. The pots went spinning across the hold.

They smashed into each other and cracked open. The contents spilled everywhere. The children's eyes opened wide in astonishment. Instead of olive oil pouring out of the pots, they saw pieces of jewellery, gold and silver! 'Look!' said Marcus. He pointed to a pot that lay smashed in the corner of the hold. 'It's the bronze bust!'



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The children looked at where Marcus was pointing. There, lying amongst the broken pieces of pot, was the bust of Senator Julius. The children couldn't believe their eyes. Marcus ran and picked it up. 'Titus is the thief!' gasped Robert. 'We were right, after all!' Just then, they felt the ship turning. It was turning around in the water. 'What's happening?' said Lucy. 'Where are we going now?' 'I think we're going back to the port,' said Camilla. 'Titus must be worried about the storm. Perhaps he thinks it's safer to wait in the port until it passes. He's probably worried about damaging all these stolen things if he sails through the storm with them.' The children sat on the floor of the hold. It was wet and uncomfortable. Cold seawater lapped around them. Lucy shivered and tugged her tunic closer about her. 'Don't get the bronze bust wet, Marcus,' she said. 'It might ruin it!' Marcus rubbed some water off the bust with his hand and then carefully tucked it into the pocket of his cloak. 'It will be safe and dry in there,' he said. Gradually, the weather became calmer. The ship stopped rolling. 'We must be nearly back at the port, now,' said Camilla. 'Thank goodness for that!' 'I'm very glad, too,' said Robert. His face was turning a pale shade of green. 'I'm beginning to feel a bit seasick!' Suddenly, the ship stopped moving. The children heard the anchor drop over the side with a thump.

'Thank goodness we're back,' said Lucy. She breathed a sigh of relief. 'Sh!' said Marcus. 'Later!' The children listened. Someone was pulling back the bolt on the hatch door. The hatch opened. The children watched. Titus climbed down into the hold. He saw the broken pots. He saw the stolen goods rolling around the floor of the hold. Then he saw the children. 'What are you doing here?' he shouted angrily. 'How dare you board my ship! How dare you!' 'You are a thief!' said Lucy crossly. 'You are nothing but a mean thief!' She glared at Titus. 'You stole the bronze bust from my father's house!' shouted Marcus. 'How could you do such a mean thing?' 'And you have stolen things from other people, too,' said Robert. He looked coldly at Titus. 'You hid them in the olive oil pots and then shipped them overseas.' Titus stared at the children. At first, he said nothing. Then he started to laugh. He pointed at the children. 'And who do you think will believe you?' he sneered. Then his face went red with anger. He stepped closer to the children. 'If I hear you telling anyone about this, I will have you severely punished,' he shouted. 'Do you hear me?' Then he started to laugh at the children again. 'No one will ever believe such a silly story from such silly children!' 'You are wrong, Titus!' said a loud voice. The children looked up at the hatch. Magnus Andronicus was standing there. He looked very angry. Salivus and two huge slaves were with him. 'You are very wrong, Titus,' said Magnus.

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'I believe the children, and all Rome will believe them when I tell the people what you have done.' Marcus's father, Salivus and the slaves climbed down into the hold. Marcus's father looked at the jewellery, gold and silver lying on the floor. 'What a terrible thing you have done, Titus! You have stolen from your friends.' Then he turned to the children and smiled. 'Are you all right?' he asked, kindly. 'Yes, we are,' said Marcus. 'But how did you know we were here?' Marcus's father patted Salivus on the back. 'You have Salivus to thank for that,' he said. 'Salivus was worried about you going to Ostia on your own, so he followed you. He saw you get on the ship. He saw the ship leave the port. He ran back to tell me that you were trapped on board. We got here as soon as we could. We were relieved to see that the ship had come back into port because of

the storm.' Marcus's father looked serious. 'Why didn't you tell me where you were going? If Salivus hadn't followed you, I don't know what would have happened!' Then he turned to Titus. 'You will be punished for your crimes.' He beckoned to the two slaves standing nearby. 'Take him away!'



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Titus saw the two slaves coming towards him. He looked at the hatch. He ran towards the rope ladder and started to climb up, but the slaves were too quick for him. They grabbed him by the legs and pulled him down. 'Take him into Rome,' said Marcus's father. 'I will deal with him later.' The slaves led Titus away.

58

Active vocabulary

<i>calm</i>	pronounced 'carm'
<i>contents</i>	you can sleep in a tent!
<i>damage</i>	ends in 'age'
<i>instructions</i>	tap out the syllables as you say this three-syllable word
<i>mean</i>	change the 'm' to 'b' and you can eat the word!
<i>rough</i>	rhymes with <i>tough</i>
<i>serious</i>	the 'ous' suffix is a common ending for adjectives, for example <i>anxious</i> (chapter 7)
<i>shiver</i>	change the 'sh' to 'r' to make something wet!
<i>spill</i>	you feel ill at the end of this word!
<i>storm</i>	think of other words that begin with 'st'

Passive vocabulary

<i>crime</i>	<i>jewellery</i>	<i>lapped</i>
<i>relieved</i>	<i>ruin</i>	<i>scuffling</i>
<i>severely</i>	<i>sneer</i>	<i>squeal</i>
<i>violently</i>		

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 16 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 8. Ask *What do you think the chapter is going to be about?*

- Tell the children to look at the picture on page 53. Ask *What do you think has happened?* (Some of the barrels and pots have broken open, to reveal things hidden in them, including the bronze bust.) Ask *What do you think has made the barrels and pots break open? Who has spotted the bust and is pointing at it? How do the other children look?*
- Tell the children to look at the picture on pages 56 and 57. Ask *Who is standing behind Marcus with his arm on his shoulder?* (His father, Magnus Andronicus.) *How do you think he got there? What has happened to Titus?* (Two slaves are holding him.) *How does Titus look?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 17 of their Workbook.

1. *The ship _____ and _____ as it sailed through the water.*
2. *How did the children feel?*
3. *What did Camilla hear?*
4. *What did Camilla see?*
5. *Why did Camilla sit close to Lucy?*
6. *Who thought there was going to be a storm?*

7. *What began to fill the hold?*
8. *What happened to the ropes which held the olive oil pots in place?*
9. *What happened when the pots crashed into each other?*
10. *What was inside the pots?*
11. *Who saw the bronze bust first?*
12. *Why did the ship turn around?*
13. *Why were the children wet and uncomfortable?*
14. *Who put the bust into a pocket in his cloak?*
15. *Why did Camilla think they were nearly back in port?*
16. *How did Robert feel?*
17. *How did Lucy know they were back in port?*
18. *Who climbed down into the hold?*
19. *Was Titus pleased when he saw the children?*
20. *Did Titus think anyone would believe the children when they said he was a thief?*
21. *Who arrived and climbed down the ladder into the hold?*
22. *What did Magnus say to Titus when he saw the jewellery, silver and gold on the floor?*
23. *Who told Magnus the children were on the ship?*
24. *What did Titus do when the two slaves came towards him?*
25. *Did Titus escape?*

- Point out the way the words *is* on page 54 and *silly* on page 55 are in italics. Read the sentences to the children again and show how the italics indicate to the reader that the words should be emphasised.
- Ask the children to find and read these 'noisy' verbs from the text (and the sentences in which they appear): *creaked and groaned; squealed; snapped; smashed and cracked.*

- Identify some of the pronouns in the passage and ask the class who or what each pronoun stands for.
- Read some random words from the text and ask the children to count how many syllables each word contains. Tap or clap the syllables as you say them to help.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. *Why do you think the children felt frightened when the ship sailed out of the port?*
2. *Why didn't Camilla want to see any more rats?*
3. *How long do you think they were at sea before the storm started?*
4. *Why do you think the ropes holding the olive oil jars snapped?*
5. *What made the children's eyes open 'wide in astonishment'?*
6. *Why do you think the children couldn't believe their eyes when they saw the bronze bust?*
7. *What do you think made Titus turn the ship round and sail back to port?*
8. *How do you think the children felt as they sailed back to port?*

9. *Do you think the children were pleased when the sea got calmer?*
10. *How can you tell Robert was feeling unwell?*
11. *How could the children tell they were back?*
12. *How do you think Titus felt when he saw:*
 - a) *the broken pots?*
 - b) *the stolen goods rolling around on the floor?*
 - c) *the children?*
13. *How did:*
 - a) *Lucy look at Titus?*
 - b) *Robert look at Titus?*
14. *Why do you think Titus laughed? Did he think the children were funny?*
15. *Why do you think Magnus looked angry?*
16. *Why did Magnus think Titus had done a terrible thing?*
17. *Why was Magnus pleased with Salvius?*
18. *Why do you think Titus tried to run away?*
19. *Were you pleased Titus was caught? Why?*

Stage 2 comprehension (extra)

Author's style The author has used lots of exciting and interesting words in the chapter. Ask the children to choose some of their favourite words, write the sentences they appear in and underline their favourite words in them.

- Write the words *astonishment* and *amazement* on the board and read them. What do they have in common? Ask the children to complete these words with 'ment', to read them and to say what they mean:
amuse____, enjoy____, improve____,
excite____, argu____, advertise____.

- Write the word *believe* on the board and underline the 'ie'. Explain the rule: we put 'i' before 'e' except after 'c' in many words. Write these words on the board and ask the children to complete them correctly:
th_ _f, f_ _ld, p_ _ce, c_ _ling, f_ _rce,
n_ _ce, rec_ _ve.
- Write these words on the board: *snapped, lapped, tugged, rubbed, stopped, patted, grabbed*. Now write on the board: *snap, lap, tug, rub, stop, pat, grab* and ask the children what happens when we add 'ed' to each verb. Ask the children to double the final consonant of each of these words and add 'ed' to the end to make the past tense: *rob, hug, pop, hum, rip*.
- Ask *What is the most exciting thing that has ever happened to you?*
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*


Chapter 9

A day to remember

Pages 59 to 64

CHAPTER 9
A day to remember

When Titus had gone, Marcus pulled out the bronze bust from his cloak pocket. 'Here you are, Dad,' he said. 'Here's the bronze bust. It's back safe and sound. Now Senator Julius will not punish you.'



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Marcus's father took the bronze bust. He turned it over and over in his hands and smiled. 'It's wonderful to have it back,' he said. 'And it's not broken at all. Thank you all very much!'

Marcus's father turned to Salvius. 'Salvius, you have been a loyal and faithful slave. You have guarded the children and you have helped to get the bust back. I am very grateful to you. As a reward for your loyalty, I am giving you your freedom!'

The children clapped their hands and cheered. 'Well done, Salvius!' they said. 'You're a free man! You're a free man, at last! You must be so pleased!'

But Salvius did not look pleased. He looked sad. He looked at the floor. Marcus's father noticed. 'But what's the matter, Salvius? Don't you want to be a free man?'

Salvius shook his head. 'I thought I wanted to be free,' he said. 'I saved up for years to buy my freedom. It was all I ever dreamed of. But now I realise I like being part of your family. I don't want to live somewhere else. I don't want to be free if it means that I can no longer be part of your family.'

Marcus's father smiled. 'Salvius,' he said. 'We want you to be part of our family, too. We don't want you to live somewhere else. You will be a free man, but you can still live with us for as long as you like.'

Salvius looked up. He smiled a big, big smile. 'Thank you, master,' he said.

Marcus's father laughed. 'You'll have to stop calling me master!' he said. 'Now you are free, you will have to call me Magnus Andronicus!'


Marcus's father looked at the children. 'And I have a reward for you as well,' he said. 'I'm going to take you all to the Circus Maximus for the day to watch the chariot races.'

'Wow!' said Robert and Lucy.

'Hurrah!' said Camilla. 'What a wonderful treat!'

'Can Salvius come too?' asked Marcus.

'Of course he can!' said Marcus's father, and he laughed happily.



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The next day was bright and sunny. Everyone got up early. The Circus Maximus was huge. It was like a big sports stadium, only bigger! It was crowded with people. Marcus's father found the children and Salvius some good seats near the edge of the track. 'You'll be able to see the racing very well from here,' he said.

Soon, the trumpets sounded to start the first race. It was exciting. The chariots raced very fast. Four teams raced altogether. There were twelve chariots in each race, three from each team. The children wanted the Blue team to win. But Marcus's father and Salvius wanted the Red team to win. In the end, the Yellow team won the first race.

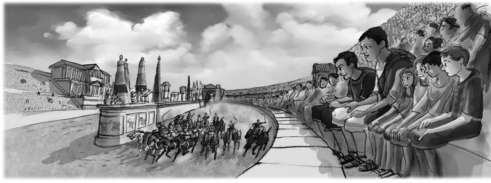
'Perhaps the Blues will win the next race,' said Marcus. 'Or perhaps the Reds will win,' laughed Salvius.

Lucy sighed happily. 'This is just like the chariot races we saw at the cinema,' she said to Camilla.

Camilla looked puzzled. 'What's a cinema?' she asked.

Lucy laughed.

Soon it was the last race of the day. In this race, each chariot was pulled by four horses. This was going to be a very fast race! The crowd roared with excitement as the chariots raced faster and faster around the track. The Red and Blue teams were in the lead, together. But on the very last lap, the Blue team moved into the front and won the race.



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'Hurrah! Hurrah!' shouted the children. Marcus's father and Salvius sighed. 'You won in the end!' said Salvius to the children.

Slowly, the noise from the crowd died down. People started to go home. The Circus Maximus gradually emptied. Marcus's father, Salvius and the children made their way to the exit. They were tired but very excited. Suddenly, they heard a strange noise.

'What's that?' asked Camilla.

'Oh no!' said Robert. He looked worried. 'It's the time-travel phones. Something's the matter with them. But what can it be?'

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Active vocabulary

<i>crowded</i>	there's an argument in this word! (row)
<i>dream</i>	change the 'd' to 'c' and it's a word made from milk!
<i>faithful</i>	note that there is only one 'l' in the suffix 'ful'
<i>grateful</i>	note that there is only one 'l' in the suffix 'ful'
<i>guarded</i>	other words starting with 'gu' are: <i>guide, guest, guess, guitar</i>
<i>loyal</i>	another word containing 'al', like <i>metal</i> (Chapter 3) and <i>local</i> (Chapter 7)
<i>pocket</i>	change the 'p' to 'r' and you could fly in this!
<i>reward</i>	the 'ar' sounds like 'or'
<i>stadium</i>	the 'i' sounds like 'ee' (stadeeum)
<i>treat</i>	you can eat this word at the end!

Passive vocabulary

trumpet *loyalty*

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 18 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 9. Ask *What do you think the chapter is going to be about?*

- Tell the children to look at the picture on page 59. Ask *What is Marcus giving to his father? Where did Marcus put the bronze bust when he found it in the hold? (in a pocket in his cloak) How do the children think Magnus feels to get the bronze bust back?* Remind the children that Senator Julius told Magnus he would be punished if he did not get the bust back before the end of the week.
- Tell the children to look at the picture on page 61. Ask *Who is Magnus talking to? What do you think he is saying?* Remind the class how pleased with Salvius Magnus was when he led him to Titus's ship. Ask *How do the children in the hold look? Who is about to climb the ladder out of the hold?*
- Tell the children to look at the picture on pages 62 and 63. Ask *What are the children and Salvius watching? (a chariot race) Who do you think the person sitting down at the front of the picture is? (We can't see his face but it is Marcus's father, Magnus Andronicus.) What are the children doing? Do they look as if they are enjoying themselves? Can you describe the stadium? (It is the Circus Maximus. Remind the children that Grandad took Robert and Lucy to the cinema and they saw a chariot race at the Circus Maximus at the beginning of the book.)* Talk about its size, the number of spectators, its shape, what it is built of, and so on.
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 19 of their Workbook.

1. *What did Marcus say to his father when he gave him the bronze bust?*
2. *What did Marcus's father say to Marcus?*
3. *What did Magnus say to Salvius?*
4. *What did the children do when Magnus gave Salvius his freedom?*
5. *Why wasn't Salvius pleased to get his freedom? What was he sad about?*
6. *Marcus's father said to Salvius, 'We want you to be part of our _____.'*
7. *Magnus told Salvius to stop calling him _____.*
8. *What reward did Magnus have for the children?*
9. *What was the weather like the next day?*
10. *Was the Circus Maximus a big place?*
11. *Why were the children's seats good?*
12. *What told people the first race was about to begin?*
13. *How many chariots were there in each race?*
14. *How many teams were there?*
15. *Which team did the children want to win?*
16. *Which team won:*
 - a) *the first race?*
 - b) *the last race?*

17. *Why did Robert look worried when it was time to leave the Circus Maximus?*

- Ask the class to find any words ending with 'er', for example *father, over, matter, ever, longer, master, bigger, faster, together*.
- Ask the class to find examples of verbs with irregular past tenses, for example *took*.
- Draw attention to the use of commas in the text.
- Ask the children to find and read some words containing a double consonant.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask the children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. *How can you tell Magnus was pleased when Marcus gave him back the bronze bust?*
2. *How can you tell Magnus was pleased with Salvius?*
3. *Were you surprised that Salvius was not happy when Magnus gave him his freedom?*
4. *How can you tell Salvius loved Marcus and his family?*
5. *Why do you think Salvius must stop calling Magnus 'master'?*
6. *How can you tell the children are pleased with their reward?*

7. *Why do you think so many people went to watch chariot races?*

8. *Why didn't Camilla understand what a cinema was?*
9. *Were you pleased that the blue team won the last race? Why?*
10. *What do you think is the matter with the time-travel phones?*
11. *What would happen if the phones did not work?*

Stage 2 comprehension (extra)

Characterisation Ask the children to write a paragraph and say what they have discovered about Magnus Andronicus in this chapter.

- Write the words *first* and *last* on the board. (Point out that they both contain the same letter pattern 'st'.) The two words are opposite in meaning. Ask the children what the opposite of the following words is: *thick (thin), weak (strong), full (empty), narrow (wide)*.
- Sometimes 'o' sounds like 'u' in some words, for example *worry, wonderful*. Write these words on the board and ask the children to complete them with 'o' and read them: n_thing, m_nth, m_ney, fr_nt, s_n, l_ve, m_nkey. Ask the children to use each word correctly in a sentence.
- The children found the bust in the end. Draw a picture of the bust (or photocopy the one on the front cover) and write underneath it 'Well done! You found me!'. Send a child out of the classroom. Hide the bust somewhere in the classroom. Ask the child to come back in and try and find it.
- Ask the class to think of times when people get a reward. Ask *What would your favourite reward be?*

- Organise some class races. These could be either sport-related races, for example running races outside, or pen and pencil races, for example to see who can write the numbers 1–100 first. Also you could have a dictionary race to see who could find certain words in the dictionary first.
- Brainstorm any facts the children know about horses.
- Ask *Have any of you ever been to a big sports stadium?* Ask them to tell the rest of the class about it.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 10

It's now or never!

Pages 65 to 69

CHAPTER 10

It's now or never!

Robert and Lucy looked at their time-travel phones. The phones were flashing and making a bleeping noise. They shook the phones, but the bleeping didn't stop. "What's the matter with them?" asked Marcus's father. "Have they broken?" Robert looked carefully at his phone. In one corner of the screen, a small symbol was flashing. It showed that the phone's battery was low. Then Robert looked carefully at Lucy's phone. The same symbol was flashing on the screen of her phone. "It's the batteries," said Robert. He looked really worried. "They're not working properly." "What does a battery do?" asked Marcus's father. "Is it important?" "It's very important. It gives the phone the power it needs to work," explained Robert. "Without the batteries, the time-travel phones wouldn't work at all." Lucy looked upset. "That means that we wouldn't be able to travel back to our own time. We'd have to stay here for ever!" Marcus's father looked thoughtful. "Why have the batteries lost their power?" he asked. Robert shrugged his shoulders. "I don't know," he said. "I don't understand it. It's never happened before." "I know!" said Lucy, suddenly. "I understand what's

65

happened. Everyone looked at her. "It must have been when we were in the hold of the ship. Do you remember? Water seeped into the hold during the storm. We got wet. The batteries in the phones must have got wet too. That's how they lost their power."

"Oh no!" said Robert. "They will be ruined. What are we going to do?"

Marcus's father looked up at the sky. Although it was late in the afternoon, the sun was still shining brightly. It was still very hot. "I think I might have a good idea," he said. "Come with me."

He took the children to the walls of the Circus Maximus. He put his hand on the hot stones. "Feel the heat of these stones," he said. The children put their hands on the stones. They were burning hot.

"I think we should put the batteries on the hot stones," suggested Marcus's father. "The sun and the heat will dry out the batteries. With luck, it may be enough to give them just enough power to help you get home."

Robert looked doubtful. "I'm not sure it will work," he said.

"It's the only chance we've got," said Lucy. She put her phone battery on the hot stones. Some steam rose up from it. "Look!" she said. "The sun is drying it out already!"

Robert put his battery on the stones next to Lucy's. "Now all we can do is wait," said Marcus's father. He sat down with his back against the wall. "Come and rest for a while," he said. "I think we all need to get our energy back." They waited and waited until the sun started to sink in the sky.

66



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"I don't think the batteries will dry out any more now," said Camilla. "It's almost sunset."

Marcus's father felt the batteries. They felt hot and dry. "Put them back into your phones," he said. "Let's see if they have a little power now."

Robert and Lucy put the batteries back into their phones and turned them on. The battery symbol flickered on the screens. Then it showed that the batteries had a little power in them.

"The batteries have got a little power!" said Robert. "But will it be enough to make the phones work? And will it be enough to get us home?"

Marcus's father looked at the phones. "I think it's now or never!" he said. "You need to try and make the phones work before the batteries lose their power again. You must try and get back to your own time!"

Marcus and Camilla hugged Robert and Lucy. "Goodbye," they said, "and thank you for helping us. We will never forget you."

"We will never forget you," said Robert and Lucy. "Be quick!" said Marcus's father. "Be quick, before the batteries fade!"

Robert and Lucy waved goodbye. They put in the date, the place and their passwords, backwards. Then they pressed the green buttons on their time-travel phones.

Everything went dark. There was the sound of rushing wind. Then they were back in Grandad's study. They quickly put the phones back on Grandad's desk. Just then, the study door opened. Grandad walked in. "I'm so sorry I've been such a long time on the

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telephone," he said. "It was an old friend of mine. We had a lot to talk about. I hope you two weren't bored waiting for me!" Robert and Lucy looked at each other and smiled. "No, Grandad," they said. "We weren't bored at all!"

<i>heat</i>	add 'c' to the beginning and make a word you should not do! (cheat)
<i>power</i>	change the 'p' to 'sh' and you will get wet!
<i>properly</i>	the 'ly' suffix indicates that this is an adverb
<i>screen</i>	think of other words starting with 'scr', for example <i>scream</i> , <i>scrub</i> , <i>scratch</i>
<i>stones</i>	change the 'st' to 'b' to make something we all have!
<i>symbol</i>	the 'y' is pronounced 'i' (simbol)

Passive vocabulary

<i>fade</i>	<i>ruined</i>
<i>seeped</i>	<i>what's the matter?</i>

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 20 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 10. Ask *What do you think the chapter is going to be about?*
- Tell the children to look at the picture on page 67. Ask *What do the children think Robert and Lucy are doing?* (They are placing their time-travel phones on the wall.) *Why do they think they are doing this? How do you think they look?*
- Tell the children to look at the picture on page 69. Ask *Where are Robert and Lucy now? Who is with them? How do you think they got to Grandad's house?*

Active vocabulary

<i>battery</i>	the 'y' at the end sounds like 'ee'
<i>bored</i>	change the 'b' to 'sn' and see what you make!
<i>doubtful</i>	the 'b' is a silent letter
<i>energy</i>	the 'g' is a soft 'g' and sounds like 'j'

- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 21 of their Workbook.

1. *What were the phones doing?*
2. *What did the symbol in the corner of the phone's screen show?*
3. *What was the problem?*
4. *Explain why a battery is important in a phone.*
5. *What did Lucy think had happened to the batteries?*
6. *What time was it?*
7. *What was the weather like?*
8. *What was Magnus's idea?*
9. *What happened when Lucy put her battery on the hot stones?*
10. *How long did they leave their batteries on the hot stones?*
11. *How did the batteries feel when Marcus's father felt them?*
12. *What did the symbol show when they put the batteries back in the phones?*
13. *Who said, 'It's now or never!'?*

14. *What did Robert and Lucy put into their phones before they pressed the green buttons?*
15. *Did the phones work? Where did the phones take Robert and Lucy?*
16. *Who opened the study door and came in?*
17. *What did Grandad say to them?*
18. *What did they say to Grandad?*

- Ask the children to find and read some two-syllable words from the chapter.
- Ask the children to find and read some words containing 'ow' or 'ou'.
- Try reading a few sentences and missing out the verbs. Ask if they make sense. Ask the children to supply the missing verbs. Point out that all sentences must contain a verb.
- Find examples of exclamation and question marks being used at the end of sentences.
- Find examples of contractions being used, for example *we've*, and ensure children know what these stand for, for example *we have*.
- Finally ask individual children to read sections of the text (a paragraph or so) aloud. Encourage them to read expressively and with appropriate intonation. (Another idea is to ask different children to play the role of the various characters and read their parts, and for another child to read the other sentences.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

1. *Why do you think Robert and Lucy shook their phones?*
2. *Why was Robert worried that the phones were not working properly?*
3. *Why didn't Magnus Andronicus know anything about batteries?*
4. *Do you think Magnus's idea for drying the batteries was a good idea?*
5. *How could Lucy see that her battery was drying out?*
6. *Why do you think they left the batteries on the stones until the sun started to sink in the sky?*
7. *How do you think Robert felt when he saw that his battery had a little power?*
8. *Do you think the children were sad to leave Rome?*
9. *How do you think they felt when they arrived back at Grandad's house?*
10. *Do you think Grandad knew they had not been in his study all the time?*
11. *Why do you think Robert and Lucy smiled at each other?*

Stage 2 comprehension (extra)

Plot Ask the children what they think about time-travel phones and the idea of being able to travel back in time. What are some of the advantages (good things) and some of the disadvantages (bad things)?

- Write the word *working* on the board and read it. Note that the 'or' sounds like 'er'. After the letter 'w' this is often the case. Ask the children to complete these words with 'or', read them and explain their meanings: w__d, w__ld, w__m, w__se.
 - The heat of the sun dried the dampness out of the batteries. Discuss why we hang wet washing on a clothes line to dry the clothes.
 - Write a number of words from the chapter on the board with their vowels missing. Pretend that the sun has dried up the vowels! Ask the children to replace the missing vowels correctly.
 - Write the verb *worry* on the board and its past tense *worried*. Ask the children to explain the difference in spelling. Now write these verbs on the board: *hurry, carry, reply, try* and ask the children to spell the past tense of each and make up sentences containing them.
 - Discuss why friendship is so important.
 - If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
 - Ask *What do you think will happen next in the story?*
- Magnus told Robert and Lucy, 'Be quick!'. This is an imperative. Play the imperatives game with the children. Give a number of imperatives to the children, for example 'Stand up', 'Hop on one leg'. The last one to obey the command is out each time.

New Frontiers

Pages 70 to 71

Before reading

- Tell the children to look at the picture on page 71. What is the boy doing? Identify and name all the various technological items on his desk. Discuss how much we rely on technology today and how it is always advancing. We are always breaking new frontiers. (Remind the children of the 'new' use Grandad invented for the mobile phone!)
- Read the title of the poem. ('New Frontiers' refers to new developments being made in science and technology.)

During reading

- Read the entire poem to the class.
- Read it again, stopping to explain any unfamiliar vocabulary.

Vocabulary notes

<i>techno</i>	an abbreviation of 'technological'
<i>gear</i>	special equipment
<i>supersonic</i>	faster than the speed of sound
<i>gadgets</i>	pieces of equipment
<i>zoom</i>	move very fast
<i>globe</i>	the world
<i>roam</i>	travel

- Ask the class to read the poem together.
- Ask groups or individuals to read a verse of the poem each.

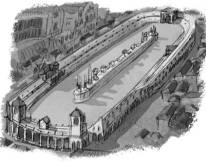
After reading

- Ask questions to check the children's understanding.
- Explain that the poem shows how we can access information throughout the whole world without ever having to leave our homes.
- Discuss how many children have computers at home. What do they use them for? Are they a good or bad thing?
- Ask the children to give (and explain) their opinions of the poem.
- Ask about features of the poem – the title, the words that rhyme, the pattern of the rhyming words (i.e. every second and fourth line).

The non-fiction section

Pages 72 to 80

The Circus Maximus



The Circus Maximus was a very big stadium in Rome. It could hold 250,000 people. It was a popular place for the people of Rome to visit. They liked to watch chariot races there.

The people who raced the chariots were called charioteers. Charioteers were either slaves or free men.

They were very brave people because chariot racing was very dangerous. Many charioteers died in the races. However, a good charioteer who won races often became rich and famous.

72

Slaves


Most slaves were brought from other countries to work for Roman citizens. Some people were made slaves because they had committed a crime. Men, women and children could all be made to work as slaves. Their lives were often miserable.

Slaves were bought and sold by their masters just like any other possession.

Slaves worked very hard. They had difficult jobs to do, too. Some worked on farms. Some worked down mines. Some slaves were even kept in chains!

But some slaves were skilled. Slaves such as cooks were treated better than other slaves. And some slaves who were actors became famous!

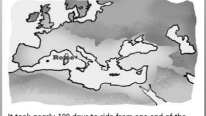
Slaves could become free if their masters gave them their freedom. Some slaves bought their freedom. They were then called freedmen or freedwomen.



73


Roman facts

Rome is situated on the River Tiber. The Roman Empire stretched from North Africa to Britain.




It took nearly 100 days to ride from one end of the Empire to the other by horse. It was a journey of over 5,000 kilometres.

The Romans used sundials to measure time.



74

There was a big amphitheatre in Rome called the Colosseum. Wild animal shows were held there, and so were gladiator fights! Gladiators were prisoners, slaves or criminals. Pairs of gladiators fought each other until one of them died!




Latin words are still in use today such as *aqueduct*, *apartment* and *forum*.


Latin was the common language of the Roman Empire.

75

The Roman Empire was ruled by emperors, who were like kings. At the time of this story, Hadrian was the Emperor of Rome. Hadrian fixed the empire's boundaries.




Romans numbers:
V = 5 X = 10 L = 50



The Romans were brilliant engineers. They always chose the shortest and straightest route when they built roads between towns.


76

Most of the hard work in Rome was done by slaves.




Rome was a very crowded city. Most ordinary people lived in blocks of flats about six storeys high.

77



Hadrian's Wall was built in England. It was built between the year 122 and the year 128. It marks the Roman boundary in the north of England.

78



Most Roman soldiers stayed in the army for 25 years.

79

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Before reading

In the non-fiction section you will find sections on:

- a) The Circus Maximus
- b) Slaves
- c) Roman facts (further interesting facts about life in Ancient Rome)

Before reading

- Ask the class to recall any facts they have learned about a), b) and c) from the story. What else have they learned about life in Ancient Rome?

During reading

- Read the information text. Explain any unfamiliar vocabulary as you do so.
- Draw attention to the accompanying pictures to clarify the meaning of the text.
- Ask individuals to read sections of the text.

After reading

- Have a competition to see who can remember the most facts. Make up a short test based on the facts in each section and see who scores highest. Divide the class into four teams (like the chariot racing teams!) and see which team wins.

After reading the book

These questions are intended for oral use in class, but you may ask children for written responses if you feel it appropriate. There are written after-reading activities (a Book Review and Character Profiles) on pages 22 and 24 of the Workbook.

Response to the story

- Ask *Did you like the story? Why? Why not? Did you think it was interesting, or boring? Was it exciting, or too predictable? Which part of the story did you like best? What did you think of the ending?*
- Talk about the way each chapter ended in a thrilling way. Look back at some of the chapter endings together. Ask *Did this make you want to read on?* Talk about how this technique is used elsewhere, such as in TV soaps, where episodes often end with an unresolved drama.
- Ask *Did you like the author's style? Do you think she wrote well? Did she use exciting words?* (See the activity on page 23 of the Workbook.)

Characters

- Ask the children about the main story characters. Ask *Did you think Robert and Lucy were sensible to travel back in time? Were they brave or foolish? What did you think of Marcus and Camilla? How did they treat Robert and Lucy? What did you think of Marcus's father, Magnus, and Salvius the slave? Were you glad Titus was caught? Why?* (See the activity on page 24 of the Workbook.)

Plot

- Encourage the class to re-tell the basic story, in their own words.

Settings

- Ask *Where did the story take place?* Go through the book with the class and ask

them to identify the setting each of the story settings.

Moral issues

- Use any of these themes from the story as a basis for a class discussion:
 - *Acting responsibly*: Discuss whether Robert and Lucy acted responsibly when they used the time-travel phones without Grandad's permission, or when the four children followed Titus and went onto his ship.
 - *Bravery*: There are many examples of bravery in the story, for example the children confronting Titus in the hold of his ship.
 - *Fairness*: Was it fair when Senator Julius threatened Marcus's Dad with punishment if he did not find and return the stolen bronze bust by the end of the week? Was it his fault it was stolen?
 - *Kindness*: Marcus immediately accepted Robert and Lucy and allowed them to stay at his house; Magnus Andronicus granted Salvius the slave his freedom.
 - *Thinking of others*: Salvius tried hard to find the bronze bust for his master when it was stolen, even though he was only a slave.

Vocabulary

- Pick one or more words from the active vocabulary list for each chapter. Ask the children if they can remember the meaning of all the words.

Follow-up ideas

Drama The story lends itself well to dramatisation: each chapter is a self-contained mini-adventure in its own right. Also, most chapters involve quite a number of people, which is ideal for involving all the children in the class. Give individuals a role to play, then ask them to mime their character's actions as you read the story, or play the audio cassette/CD. You can help the class make and paint simple props, and sound effects could be suggested.

Alternatively, you could have a compositional writing activity, with the children in groups producing drama scripts that include stage directions, use of a narrator, sound effects, props.

Art Do life-size pictures of each of the main characters. Draw round the outlines of children on large sheets of paper to get the figures the correct size and in proportion. Children could stick materials on for clothes or paint them.

Craft The bronzesmith made a bust in his workshop. Give the children a small ball of clay (or modelling dough) each, and ask them to make their own bust from it.

Inventions Imagine you could invent anything. What machine would you invent? What would it do? What would it look like? What would happen if things went wrong?

Famous inventors Ask the children to do some research and see what they can find out about some famous inventors, for example Michael Faraday, Thomas Edison, John Logie Baird, Johann Gutenberg, Alec Issigonis, Galileo etc. When did they live? What did they invent? Why was this an important invention?

Class story The theme of time travel has great potential for exploring as a class. Brainstorm and list times and places children would like to visit in the past. Ask the class to suggest famous events in the history of your country. What would they do there? What would they see? What adventures would they have? Don't forget the time machine could also travel forwards in time!

Fears Camilla was terrified of the rats in the hold of Titus's ship. Explore sensitively, some of the things that frighten children. Are there other animals that they are scared of? How can these fears be helped? Are there particular situations that children are worried about?

Ancient Rome Ask the children to do some further research and find out some more fascinating facts about Ancient Rome. Have a 'Fascinating Fact' sheet on the classroom wall for them to write their favourite facts on.

Science There are many ways the story could lead to controlled and supervised class activities. For example: experiments involving batteries that could be linked with science lessons.

Glossary of Vocabulary

The glossary below includes explanations for all the active and passive vocabulary introduced in *The Bronze Bust Mystery*. Active vocabulary items are shown in *italic print*.

- accuse** to say that someone has done something wrong
- admire** to look at something you think is attractive
- alarming** frightening or worrying
- anchor** a heavy object that is dropped into the water by a boat to stop it moving
- ancient** very old
- anxious** worried and concerned
- astonished** very surprised
- barge** a long flat boat, used on rivers or canals
- barrel** a large round container with a flat bottom and top, used for storing liquids
- battery** an object that fits into something and supplies it with electricity
- board** a long thin flat piece of wood; to get onto a ship
- bolt** a metal bar you slide across to lock a door
- bored** feeling impatient and annoyed because nothing is interesting
- bowed his head** bent his head forward as a sign of respect to someone
- brilliant** very good
- bronze** a metal (a mixture of copper and tin)
- bronzesmith** a craftsman who makes things with bronze
- broom** a brush with a long handle, for sweeping with
- bundle** a group of things that have been tied together
- bust** a model of the head and shoulders of a person
- calm** not affected by strong emotions; peaceful; not moving much
- cargo** things that are being sent by ship
- certain** having no doubts; being sure or definite
- chariot** a vehicle with two wheels, pulled by horses
- chest** the upper front part of the body; a large box used for storing things
- cinema** a place where you go to watch films
- clue** an object or fact that helps someone to solve a crime or mystery
- comfortable** feeling relaxed and pleasant
- command** to order someone to do something
- complain** to say that you are not satisfied with something
- contents** the things that are inside something
- cool** fairly cold
- country** an area of land outside a town or a city; an area of land with its own government
- courtyard** a square area that is surrounded by buildings or walls
- crate** a container for storing or moving things
- crime** an illegal activity
- crouch** to bend close to the ground
- crowded** containing a lot of people or things
- damage** to harm something
- dangerous** likely to cause harm or to have a serious effect
- dare** 'How dare you!' is an expression used to convey shock and surprise at someone's behaviour

- deck** the outside top part of a ship that someone can walk on
- delicious** with a pleasant taste or smell
- determined** not willing to let anything stop you from what you want to do
- different** not the same as another person or thing
- dock** an area in a port where ships stay while they are being loaded or unloaded
- doubtful** not certain or likely to happen or be true
- dream** to experience things in your mind while asleep; to think about something you hope to do
- dusk** the time at the end of a day when it begins to get dark
- dusty** covered with dust
- emperor** a man, like a king, who rules an empire
- empty** containing nothing
- energy** the power something or someone needs to do certain things
- fade** to gradually become less clear or bright
- faithful** continuing to support someone even in difficult times
- fierce** very angry; very strong
- foolish** behaving in a stupid way
- freedom** being free
- gangplank** the piece of wood joining a ship to the side of the dock, along which you walk to get onto the ship
- gasp** to breathe in suddenly because you are surprised, shocked or in pain
- gladiator** someone who fought people or wild animals as a form of public entertainment
- glare** to look in an angry way
- gloomy** dark; sad
- goods** objects that are produced for sale
- gossip** to talk about other people or things that are not important
- grateful** feeling full of thanks
- guarded** looked after carefully and well
- guest** someone that has been invited to your home
- guilty** someone who has done something wrong is guilty
- hatch** a small door in the ceiling or floor
- heat** being hot
- hesitate** to pause before doing something because you are nervous or uncertain
- hold** the area of a ship that is used for storing goods
- honest** someone who does not tell lies is honest
- in honour of** in order to show respect for someone or something
- innocent** not guilty
- instructions** statements explaining how to do something or use something
- interesting** making you want to pay attention or learn more
- interrupt** to say or do something that stops someone when they are speaking or doing something
- invention** something new that someone has thought of or made for the first time
- investigate** to try to find out the facts about something in order to learn the truth
- jewellery** objects such as rings that you wear for decoration
- lapped** when water moved against something with a gentle sound
- laws** rules that must be obeyed
- local** nearby, or near to where you are
- loose** not firmly joined together

- loyal** faithful; to continue to support someone even in difficult times
- loyalty** support that you always give to someone or something
- magnificent** very impressive and beautiful, good or skilful
- mean** to intend to do something
- merchant** a person that buys and sells goods
- message** information that you give or send to someone
- metal** a hard and shiny element used to make things such as tools and pans
- midnight** 12 o'clock at night
- miserable** very unhappy
- murmur** to talk quietly
- mutter** to say something quietly in an annoyed voice
- olives** small green or black fruits that are eaten or can be used for their oil
- overseas** countries that are across the sea
- oxen** large type of male cows used for pulling or carrying things
- pedestal** a base on which something like a statue stands
- peep** to look at something quickly and secretly
- perfect** as good as it can possibly be
- perfection** being perfect with no faults
- pillars** thick strong upright posts that support part of a building
- pocket** a small bag that is part of your clothing that you can put things in
- port** an area of water on the coast where ships can stop
- porter** someone who carries things
- power** strength or force; what is needed to make a machine operate
- powerful** very strong
- present** something you give to someone
- pretend** to behave in a particular way to make someone believe something is true when it's not
- promise** to tell someone that you will definitely do something
- properly** in a correct way
- protested** argued that something was not right or true
- punch in** press buttons on a phone
- punish** to do something unpleasant to someone because they have done something wrong
- puzzled** confused because you can't understand something
- quay** a hard surface next to the sea or river, where boats can stop
- reassuringly** making you feel less worried
- red-handed** being caught 'red-handed' means being caught in the act of doing something wrong
- refreshing** making you feel more lively and less tired
- relax** to rest peacefully
- relieved** happy because something bad has ended (or did not happen)
- repair** to mend something that is broken
- reward** to give someone something special because they have done well
- rotting** going bad or decaying
- rough** not smooth
- rude** not polite
- ruin** a building that has been badly damaged; to spoil or damage
- ruined** spoiled and damaged so badly it can't be used

- rumour** something people say that might (or might not) be true
- safe** not likely to be harmed or hurt
- scary** frightening
- scene** a view, something you see
- science** the study of the physical world and its behaviour
- scrape** rub something hard against another surface
- scraps** small pieces of something
- screen** the flat surface on a computer or TV on which words or pictures are shown
- scroll** a long roll of paper with writing on it
- scuffling** a sound of something moving or rubbing
- seeped** to flow into something through small holes or gaps
- serious** bad or dangerous enough to make you worried
- severely** seriously
- shallow** not deep
- shiver** to shake because you are cold or frightened
- shocked** to feel surprised by something
- shrugged** moved your shoulders up and down to show you don't care or you don't know anything
- sigh** to breathe out slowly and make a long soft sound, if you are disappointed, sad or tired
- silently** quietly, without any noise
- silk** thin smooth cloth
- slave** someone who belongs to another person and has to obey them and work for them
- smelly** with an unpleasant smell
- sneered** smiled or spoke in an unpleasant way
- soak** to make very wet
- sore** painful and uncomfortable
- special** different from and better than something that is usual
- spill** to flow out or come out of a container
- squealed** made a long high sound
- stadium** a large building without a roof, where people watch sports events
- staircase** a set of stairs
- statue** an image of a person or animal that is usually made from stone, wood or metal
- stiff** firm and difficult to bend
- stones** small pieces of rock
- storm** when a lot of rain falls and it is very windy
- studio** a room in which an artist or craftsman works
- suggest** to offer a plan or an idea for someone to consider
- summon** to order someone to come
- sundial** an object that measures time by the position of a shadow made by the sun
- suspect** to think that someone might have done something bad
- suspicious** when you do not trust someone or think something bad might have happened
- symbol** something that represents a particular idea or quality
- thud** a loud noise
- towpath** the path alongside a river or canal on which the horses (or oxen) walk when pulling a boat
- trap** to catch someone
- treat** something special you give someone
- trumpet** a metal musical instrument you blow

tub bath

tunic a long loose shirt

tusk one of the two long pointed teeth of an elephant

unusual not normal, common or ordinary

upset sad, worried or angry about something

valuable worth a lot of money

value how much something is worth

violently being done with a lot of force

warehouses places where lots of goods are stored

wasting (time) to spend more time doing something than is necessary

what's the matter? what's wrong?

whisper to speak very quietly

wild stormy

worried nervous and upset about something

yawn to open your mouth wide and take a deep breath because you are tired or bored

