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 marketplace 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 Slavius 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.
The Bronze Bust Mystery

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?
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

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 Grandad. 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 ‘g’ in good to ‘h’, ‘w’, ‘st’
– Change the ‘r’ in race to ‘f’, ‘pl’, ‘tr’
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.
Chapter 2
A party for Senator Julius

Pages 10 to 16

**Active vocabulary**

<table>
<thead>
<tr>
<th>Word</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>brilliant</td>
<td>There’s an ant at the end of this word!</td>
</tr>
<tr>
<td>bronze</td>
<td>‘z’ is not used in many words</td>
</tr>
<tr>
<td>bust</td>
<td>Change the ‘b’ to ‘cr’, ‘d’, ‘m’, ‘r’, ‘tr’</td>
</tr>
<tr>
<td>comfort</td>
<td>The suffix ‘able’ is used to make the noun</td>
</tr>
<tr>
<td>cool</td>
<td>Change the ‘c’ to ‘p’ and have a swim!</td>
</tr>
<tr>
<td>delicious</td>
<td>Another word in which the ‘ci’ is</td>
</tr>
<tr>
<td>dusty</td>
<td>The suffix ‘y’ is used to make the noun</td>
</tr>
<tr>
<td>guest</td>
<td>Other words starting with ‘gu’ are:</td>
</tr>
<tr>
<td>interesting</td>
<td>You can have a rest in the middle of this</td>
</tr>
<tr>
<td>magnificent</td>
<td>The ‘c’ is a soft ‘c’ and sounds like ‘s’</td>
</tr>
</tbody>
</table>

**Passive vocabulary**

<table>
<thead>
<tr>
<th>Word</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>admire</td>
<td>Bronzesmith</td>
</tr>
<tr>
<td>in honour of</td>
<td>Laws</td>
</tr>
<tr>
<td>message</td>
<td>Murmur</td>
</tr>
<tr>
<td>perfection</td>
<td>Science</td>
</tr>
<tr>
<td>scroll</td>
<td>Staircase</td>
</tr>
<tr>
<td>tune</td>
<td>Tunic</td>
</tr>
<tr>
<td>chest</td>
<td>Merchant</td>
</tr>
<tr>
<td>merchant</td>
<td>Pedestal</td>
</tr>
<tr>
<td>scraps</td>
<td>Studio</td>
</tr>
</tbody>
</table>

**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 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?
12. Who was Marcus’s father holding a party for?
13. Where did Magnus Andronicus take the children?
14. Rome was a _______ and _______ city.
15. Magnus Andronicus thought the bronze bust was terrible. True or false?
16. Why did he place the bust on a pedestal in the hall?
17. What did Robert say when he jumped up from his chair?
18. 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?

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

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', for example shock
- 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
- 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

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.


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

Active vocabulary

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

Passive vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>red-handed</td>
<td>refreshing</td>
</tr>
<tr>
<td>scrape</td>
<td>sundial</td>
</tr>
<tr>
<td>tub</td>
<td></td>
</tr>
</tbody>
</table>

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**

**Active vocabulary**

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

**Passive vocabulary**

- accuse
- bowed his head
- command
- freedom
- protest (verb)
- shrugged his shoulders
- stiff

**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

Active vocabulary

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

Passive vocabulary

- **barge**
- **dusk**
- **goods**
- **gossip**
- **innocent**
- **overseas**
- **oxen**
- **port**
- **quay**
- **towpath**
- **warehouses**

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?
The Bronze Bust Mystery

Chapter 7
Trapped!

Pages 45 to 51

Active vocabulary

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

Passive vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>anchor</td>
<td>barrel</td>
</tr>
<tr>
<td>bolt</td>
<td>bundle</td>
</tr>
<tr>
<td>crate</td>
<td>deck</td>
</tr>
<tr>
<td>hatch</td>
<td>hold</td>
</tr>
<tr>
<td>reassuringly</td>
<td>rotting</td>
</tr>
<tr>
<td>thud</td>
<td>tusk</td>
</tr>
</tbody>
</table>

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 ‘p’ in *port* to ‘s’, ‘sh’, ‘sp’
  - 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

The Bronze Bust Mystery

Active vocabulary

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

Passive vocabulary

- crime
- jewellery
- lapped
- relieved
- ruin
- scuffling
- severely
- sneer
- squeal

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.
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____.
The Bronze Bust Mystery

- 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

Active vocabulary

crowded there’s an argument in this word! (row)
dream change the ‘d’ to ‘c’ and it’s a word made from milk!
faithful note that there is only one ‘l’ in the suffix ‘ful’
grateful note that there is only one ‘l’ in the suffix ‘ful’
guarded other words starting with ‘gu’ are: guide, guest, guess, guitar

loyal another word containing ‘al’, like metal (Chapter 3) and local (Chapter 7)
pocket change the ‘p’ to ‘r’ and you could fly in this!
reward the ‘ar’ sounds like ‘or’
stadium the ‘i’ sounds like ‘ee’ (stadeeum)
treat 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?
The Bronze Bust Mystery

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?

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.

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?

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

It’s now or never!

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

<table>
<thead>
<tr>
<th>battery</th>
<th>the ‘y’ at the end sounds like ‘ee’</th>
</tr>
</thead>
<tbody>
<tr>
<td>bored</td>
<td>change the ‘b’ to ‘sn’ and see what you make!</td>
</tr>
<tr>
<td>doubtful</td>
<td>the ‘b’ is a silent letter</td>
</tr>
<tr>
<td>energy</td>
<td>the ‘g’ is a soft ‘g’ and sounds like ‘j’</td>
</tr>
<tr>
<td>heat</td>
<td>add ‘c’ to the beginning and make a word you should not do! (cheat)</td>
</tr>
<tr>
<td>power</td>
<td>change the ‘p’ to ‘sh’ and you will get wet!</td>
</tr>
<tr>
<td>properly</td>
<td>the ‘ly’ suffix indicates that this is an adverb</td>
</tr>
<tr>
<td>screen</td>
<td>think of other words starting with ‘scr’, for example scream, scrub, scratch</td>
</tr>
<tr>
<td>stones</td>
<td>change the ‘st’ to ‘b’ to make something we all have!</td>
</tr>
<tr>
<td>symbol</td>
<td>the ‘y’ is pronounced ‘i’ (sobil)</td>
</tr>
<tr>
<td>fade</td>
<td>ruined</td>
</tr>
<tr>
<td>seeped</td>
<td>what’s the matter?</td>
</tr>
</tbody>
</table>
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)?

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.

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?
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

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>techno</td>
<td>an abbreviation of ‘technological’</td>
</tr>
<tr>
<td>gear</td>
<td>special equipment</td>
</tr>
<tr>
<td>supersonic</td>
<td>faster than the speed of sound</td>
</tr>
<tr>
<td>gadgets</td>
<td>pieces of equipment</td>
</tr>
<tr>
<td>zoom</td>
<td>move very fast</td>
</tr>
<tr>
<td>globe</td>
<td>the world</td>
</tr>
<tr>
<td>roam</td>
<td>travel</td>
</tr>
</tbody>
</table>

After reading

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

- 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

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
- **coo** 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
The Bronze Bust Mystery

The Wonderful World of Words

Name __________________________ Date __________________________

Book Title __________________________ Chapter __________________________

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