

## LESSON 4. Thumbs up or down?

**Communicative area:** reading and listening for detail; speaking about a period in the past

**Active vocabulary:** active, freedom, give the thumbs down/up, modern, passive, slave, strong, sword, weak

**Active grammar:** prepositions 'by' and 'with' with Passives; active and passive infinitives; exposure to the Future Simple Passive; 3<sup>rd</sup> forms of irregular verbs

1. a) Look at the pictures. Unjumble the words above the pictures.

gaiaoldr



sorwd



vessla



- b) Explain how they may be connected.

2. a) Complete the article from a children's encyclopaedia with passive forms of the verbs in brackets. Put the verbs in either the Present or Past Simple Passive. Use the Irregular Verbs list for help if necessary.

### To kill or to be killed

Imagine it is the 1<sup>st</sup> century AD and you live in a village in the Roman province of Gaul (in Latin – Gallia) in Northern Europe. Latin (1. *write*) and (2. *speak*) in the

Roman Empire and Romans call your people Barbarians because you don't speak their language and they hear you saying 'bar-bar-bar' instead of Latin. If you (3. *not / kill*) in a battle, you'll be caught and marched off to the city of Rome, where you will be sold as a slave to a rich Roman citizen or sent to work in the mines. Some slaves (4. *give*) freedom by their masters. Others (5. *train*) to become gladiators.

What was the life of a gladiator like in Ancient Rome?

king – kingdom free – freedom
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Some things the Romans did for fun were horrible. They liked watching other people die. They thought it was fun, like maybe you think that watching horror films is fun. They enjoyed fights between gladiators and between people and animals – bears, bulls, alligators, ostriches, tigers and lions. The animals usually (6. *catch*) in faraway places and (7. *bring*) to Rome. They (8. *not/feed*) for some time before the fight in order to make them really hungry. The fights between people and animals (9. *put up*) in front of crowds in large arenas called amphitheatres\*. The biggest amphitheatres could hold up to 50,000 spectators. Gladiators – men and sometimes even women – (10. *train*) for months to fight in front of the public. If gladiators were active and strong – they killed their opponents; if they were passive and weak – they (11. *kill*) by other gladiators. Sometimes dying gladia-

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\* Amphitheatre – a huge round building, like a football stadium, where the Romans went to watch live shows.

tors (12. *give*) thumbs down and later they (13. *finish off*) by a man dressed as the mythical character Charon. Sometimes gladiators, slaves, criminals or early Christians (14. *feed*) to wild animals right on the arena. Now we say that if someone (15. *feed*) to the lions, they (16. *make*) to do something dangerous or unpleasant that they do not want to do.

Skeletons of gladiators buried deep in ancient graves (17. *find*) by archaeologists even on the territory of modern Britain. Study showed that they (18. *kill*) with swords – they probably died in fights on the arena.

“Look! The gladiator is given the thumbs down. He’s going to be killed!”



Would you like to live in the 1<sup>st</sup> century AD?

 **b) Listen and check yourselves.**

### **3. Decide if the following statements are true, false or partly true.**

1. Italian was spoken in Ancient Rome. 2. Barbarians were so called by the Romans because they didn’t want to learn Latin. 3. Slaves were never given freedom. 4. Wild animals were brought from the North of Europe to fight with gladiators in Ancient Rome. 5. The Romans did not feed the animals before the fights. 6. Amphitheatres were big and round like modern circuses. 7. Only men could become gladiators. 8. Gladiators were never trained before the fights. 9. When dying gladiators were given thumbs up, they had to be finished off. 10. They were usually finished off by their best friends. 11. They were often fed to wild animals in front of the spectators. 12. ‘To

be fed to the lions' means to come to the zoo at the feeding time. 13. Gladiators were found in ancient graves on the territory of Belarus.

**4. a) Find and explain the following in the article:**

- a) two different prepositions used with Passives;
- b) four Future Simple Passive forms;
- c) two different infinitives of the same verb – active and passive;
- d) a sentence which is closely connected with the grammar of the lesson;
- e) adjectives opposite to 'strong', 'active' and 'ancient'.

**b) Fill in the necessary prepositions.**

1. The history of Ancient Rome was written ... Tacitus. 2. Julius Caesar was killed ... several people. He was killed ... knives. 3. Some slaves were given freedom ... their masters. 4. Ancient Romans used to write ... a special pencil which was called 'stylus'.

**c) Make Passive infinitives from the active ones.**

To catch, to feed, to found, to find, to build, to put up, to give, to speak, to write, to bring, to take.

**d) Use the active vocabulary of the lesson in the sentences below. Change the form if necessary.**

1. Gladiators used to fight with metal ... . They had to be very ... as the weapons they fought with were very heavy. 2. Love of history helps you develop a very ... imagination. 3. Spartacus was the leader of a war of ... against the Romans. 4. Gladiators were

much ... than the wild animals they were fighting against. 5. Many schoolchildren are more interested in ancient history than in ... history. 6. “Don’t be so ..., Brutus! Fight for your life!” said the trainer to the new gladiator from Gaul.

**e)** Can you think of an equivalent of the phrase ‘to be fed to the lions’ in your language?

**5.** Take turns with your partner to recall as many facts as possible about gladiators in Ancient Rome. Add the facts that you know from books on ancient history.

**Example:** *A. Barbarians were caught and turned into slaves or trained to become gladiators.*  
*B. They were trained for months to fight in front of the public....*

## LESSON 5.

## Dinosaurs

**Communicative area:** reading for detail

**Active vocabulary:** alive, to die out, huge

**1. a)** Look at the timeline. When did dinosaurs live – before the Egyptians, before or after the Vikings?

