

TEXT	<i>BURIED CITIES</i>
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THEMES	Past Times (Unit 5), Telling Stories (Unit 7) Surprise! (Unit 10), Leading the Way (Unit 13), The Bigger Picture (Unit 15)
VOCABULARY	Natural disasters, movement, sounds, places and materials.
WRITING	Students prepare the text for a group presentation.
SPEAKING	Students give a presentation of their work to the class.

BACKGROUND INFORMATION

Jennie Hall (1875–1921) was an American writer and educator who published a number of books based on historical topics and travel memoirs. Her lively narrative and vivid descriptions were intended to bring the past to life for her young readers.

WARMER

Focus on the picture and ask students who they think might have lived here, when it was built and why they think it might have become a ruin. Do they think this was a nice place to live? Why? / Why not?

? ABOUT YOU

The questions get students thinking about natural disasters and ruins which are both linked to the story of Pompeii. Unless students already know about Pompeii, don't say too much as they will be reading more about the city for activity 5 and 6.

- 1 After reading, ask students to discuss the question in pairs. Some sounds are named specifically, such as the noise from the sky, the clattering of stones, the thunder and rumbling. Then there are the sounds of voices and cries but there are other possible sounds that we can deduce from the description, e.g. the sound of the fountain and brush, or the statue falling to the ground. Then there are other sounds we might imagine, e.g. people shouting in the distance or dogs barking.

2 Suggested answers

- 1 He is calm and responsible, he quickly identifies the danger and goes to help Caius whereas the other slaves / workers have run away.
- 2 The comparison suggests something rising high over the city and extending itself – it is all part of one, frightening event.
- 3 He realises that he and Caius are in danger because it would only be a few moments for the showers to cover something, including them.
- 4 Ask for suggestions – should they close themselves in a room and wait, for example, or is it better to look for a safer place?
- 5 Ask for suggestions – try to get out of the city? Try to find help / transport? Go to house of friends of Caius' father?

Note: If you think it appropriate, highlight the way Ariston's painting is a 'foreshadowing' of the disaster, the calm of his world is suddenly invaded and the red marks on the canvas are a warning of what is to come. Explain that this is a technique some writers use to anticipate what is going to happen later in a story.

VOCABULARY

3

Answers

- 1 courtyard 2 bronze 3 canvas 4 grim 5 swaying

4

Answers

- 1 rumbling 2 stung 3 gold 4 sway

WRITING

- 5 This activity will depend on your access to research tools such as books and online resources, and presentation software like PowerPoint, although a simple presentation without technology can be just as effective. For a class of about 30 students, make six groups and allocate one topic to two groups. The topics cover the initial event, the rediscovery of the town between 1750 and 1850, and the site that can be visited today. Be very strict about the five-minute time limit. After doing their research, students should ensure the written work can be read out with visuals or graphics within the time limit. The actual presentation can be done competitively. Group 1a for example, makes its presentation to groups 2a and b and 3a and b. Ideally group 1b waits outside the room. Group 2 and 3 evaluate the presentation, either with a general impression mark or with any specific criteria you choose to use. Group 1b now comes in and makes its presentation. The procedure is repeated with groups 2 and 3. Alternatively, the groups simply make their presentations to the class in different sessions (1a, 2a and 3a then 1b 2b 3b) and receive peer feedback.

SPEAKING

- 6 Encourage students to think about speaking clearly and not too quickly and make eye-contact with the audience. Again, stress that they cannot go over the five-minute time limit, so they need to be clear about the order in which they speak.

MIXED ABILITY

When preparing a presentation encourage groups to assign tasks – someone to monitor the time, someone to dictate the cards, someone to write them out clearly and if you're using presentation tools, someone to manage the slides. In this way, everyone is involved and while the stronger students will probably have more input into content, weaker students can also contribute to the success of the presentation.