



THE
ROMAN
BATHS
BATH

This learning activity has been
created by Languages United

Contents

Section 1

Roman Baths – Pre-Visit Lesson

Section 2

Welcome to the Roman Baths –Tapescript

Section 3

Roman Baths – Activity Sheet

Section 4

Roman Baths Activity Sheet – Teacher Copy

Section 5

Roman Baths – Post-Visit Lesson

Roman Baths

Pre-Visit Lesson

Level: Intermediate

Length: 60 mins

Objectives:

- to become more familiar with the history and necessary language for the Roman Baths
- to improve listening skills for specific information

Warmer: (5 mins)

Divide the class in half and play hangman with:

___ ___ ___ / ___ ___ ___ ___ ___ / ___ ___ ___ ___ ___ (The Roman Baths)

Open the video: <http://www.romanbaths.co.uk/videos/visit/welcome-roman-baths> (10 mins)

Show the first image – the Roman Baths with the rising steam.

Ask Ss:

Where is this? *The Roman Baths*

What do you know about the Roman Baths? *Students may have some pre-knowledge. Ss can come up to the board and write what they know around the hangman words.*

If not, use the first image to generate the information.

Do you think this is ancient or modern? *ancient*

Do you think the water is hot or cold? *Why? hot mineral water, steam*

Where do you think it comes from? *underground*

What do you think the Romans did here? *They came to wash, to socialise, to pray, and for healing*

Pre-teach Vocabulary: (10 mins)

What architecture can you see? *pillars / columns, terrace, steps, pavement, etc.*

to sum up: to state the main point of something in a short and clear form; to summarise.

to flow: to move steadily and continuously in one direction, e.g. a flow of water.

to preserve: to keep something in a good condition.

to stay in character: to maintain their performance as another person.

to pose for a portrait: to sit or stand in a particular position to be painted, drawn or photographed.

to be peckish: to be slightly hungry.

Listening: (20 mins)

Part 1

Hand out the question sheet; read through the first set of questions to check understanding; play the YouTube clip.

Ss answer the questions; check in pairs; check as a class.

Part 2:

Read through the second set of questions to check understanding; play the clip again / twice if necessary, pausing at the relevant parts.

Ss answer the questions; check in pairs; check as a class.

Listen to the clip again with the transcript to clarify any new language in context.

Presentation preparation: (10 mins)

Explain to Ss that on their visit to the Roman Baths they must each take a photo which they will present in the post-visit lesson. The template is given below:

This is a photo of

Fact 1:

Fact 2:

Fact 3:

Opinion: I chose it because

Teacher gives an example, using an image from the clip used in class.

Crossword: (5 mins)

Hand out the crosswords to be completed using the information from the lesson, in pairs or individually, depending on level / time.

Pre-visit Lesson

Roman Baths Student Activity Sheet

Part 1: Match the speaker to what is said

- Speaker 2 (Stephen Clews) says... ...‘A day out at the Roman Baths means a chance to have a lot of fun but also learn stuff while you’re here and discover one of the best preserved Roman sites in Britain.’
- Speaker 3 (Victoria Gzebb) says... ...‘Our costume characters are great; they really bring to life the idea of the Romans living here 2000 years ago.’
- Speaker 5 (Angharad Evans) says... ...‘The Roman Baths are the one place where you can come close to the reality of the Roman World.’
-

Part 2: Watch again and answer the questions below

1. How many Roman Baths are there in the world that still have hot mineral water flowing into them?

2. How many minerals are there in the natural spring water?

3. What does the fourth speaker, Katie Smith, say that you can do at the Roman Baths?

_____ on Roman pavements

_____ the spa water

_____ to the Romans

4. Can you take a photograph with the Roman characters in costume? If not, why not?

5. Where can you eat if you are peckish?

_____ or _____

Pre-visit Lesson

Roman Baths Student Answers

Part 1:

Speaker 2 (Stephen Clews) says.....'The Roman Baths are the one place where you can come close to the reality of the Roman World.'

Speaker 3 (Victoria Gzebb) says.....'A day out at the Roman Baths means a chance to have a lot of fun but also learn stuff while you're here and discover one of the best preserved Roman sites in Britain.'

Speaker 5 (Angharad Evans) says.....'Our costume characters are great; they really bring to life the idea of the Romans living here 2000 years ago.'

Part 2:

1. How many Roman Baths are there in the world that still have hot mineral water flowing into them? Two. FYI: there is one in Bath and the other is Saturnia Springs in Pertriolo, Italy.

2. How many minerals are there in the natural spring water? 43 minerals

3. What does the fourth speaker, Katie Smith, say that you can do at the Roman Baths?

walk on Roman pavements

taste / drink the spa water

talk to the Romans

4. Can you take a photograph with the Roman characters in costume? If not, why not?

No, because they stay in character, but they will pose for a portrait.

5. Where can you eat if you are peckish? The Pump Rooms or the Roman Baths Kitchen.

Crossword Answers:

Across:

2. Preserve

4. Steam

7. Minerals

8. Pavement

Down:

1. Underground

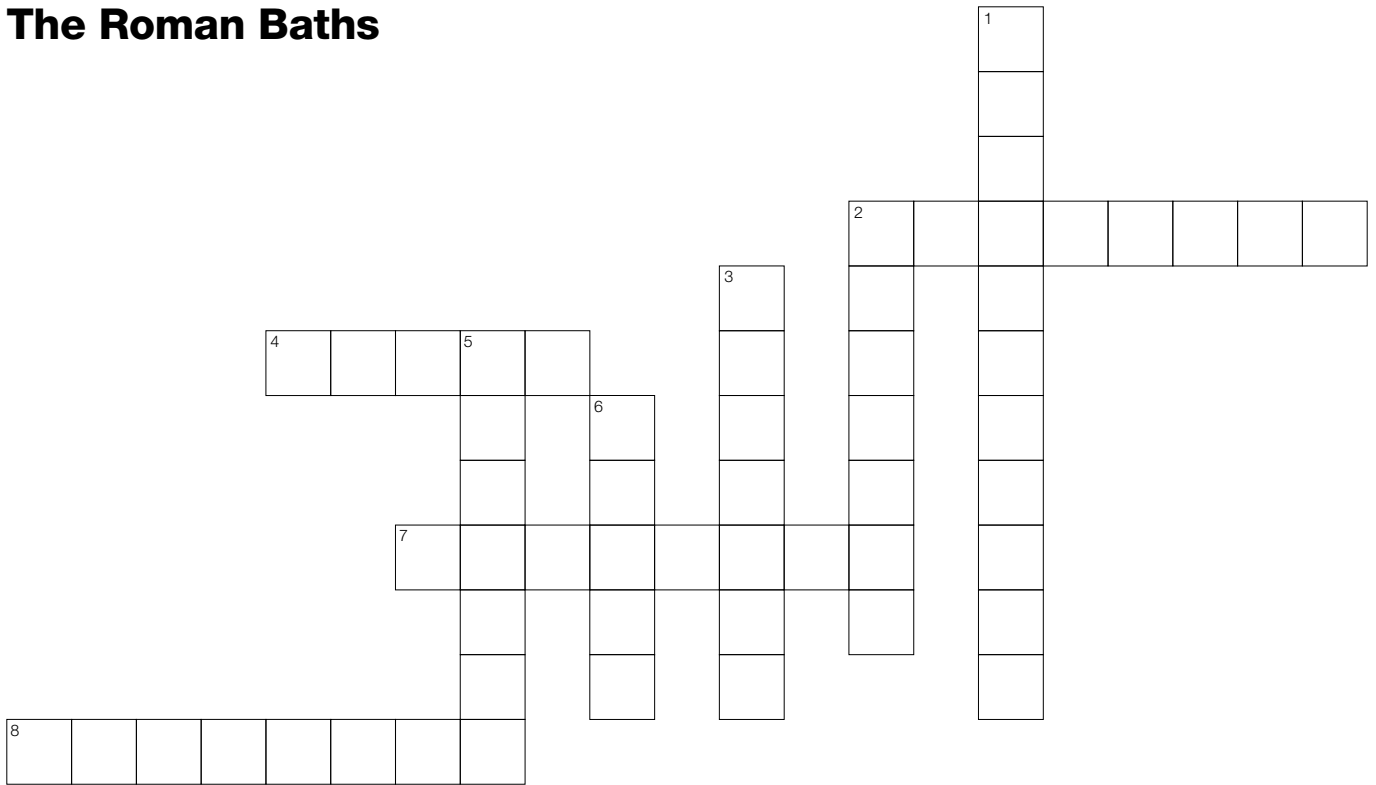
2. Peckish

3. Pillars

5. Ancient

6. Steps

The Roman Baths



Across

2. Keep in good condition
4. What you can see rising from the hot water
7. There are 43 of these in the water
8. Something you walk on

Down

1. Below the earth
2. Slightly hungry
3. The big, tall columns around the pool
5. Very, very old
6. Sometimes made of stone, they go up or down

Welcome to the Roman Baths

Tapescript

<https://www.youtube.com/watch?v=kLq6QkoQLDE>

Michael Claydon, Visitor Services Assistant:

There are only two Roman Baths in the world that still have hot mineral water flowing into them and one of them is here in Bath.

Stephen Clews, Roman Baths Manager:

It is difficult to sum up the Roman Baths in just a few words but it's a fantastic place and it's one place where you can come close to the reality of the Roman world.

Victoria Gzebb, Visitor Services Assistant:

A day out in the Roman Baths means a chance to have a lot of fun but also learn stuff while you're here and discover one of the best preserved Roman sites in Britain.

Katie Smith, Visitor Services Manager:

People can walk on the actual pavements that the Romans walked on and that is one of the most exciting things - we haven't done anything to that, it's genuine pavement. They can taste the water, the spa water, with its 43 different minerals in it and they can talk to the Romans.

Angharad Evans, Visitor Service Assistant:

Our costume characters are great. I think they really bring to life the idea of the Romans living here two thousand years ago. They stay within character, so any questions you ask them about taking photographs they will not do, but they will offer to pose for a portrait for you.

Michael Claydon, Visitor Services Assistant:

During the year, there's all sorts of different events and activities that take place here on the site.

David Baker, Visitor Service Assistant:

We run family activities here every school holiday and also at various point throughout the summer holidays.

Karen Brown, Sales Assistant:

The retail facilities here at the Baths offer a great selection of souvenirs which are individually hand-crafted and especially unique to the gift shop here.

Stephen Clews, Roman Baths Manager:

By the time you've finished doing all that, you're probably a bit peckish, so you could go to the Pump Room, which is a wonderful dining salon, or you could step outside to the Roman Baths Kitchen.

Mina Moosavian, Visitor Services Assistant:

Once you visit the Roman Baths, you will never forget it.

Children:

It was brilliant!

Ladies:

Cheers!



Roman Baths Activity Sheet

In your next lesson, after the visit, you will present a photo that you have taken here at the Roman Baths. You will present it using the structure below.

This is a photo of.

Fact 1:

Fact 2:

Fact 3:

Opinion: I chose it because



In the reception hall: Look up at the circular dome in the ceiling which represents the four seasons.



Go through and receive your audio guides – listen to 1, the Introduction.



Follow the route to the left; before going outside, look at the board 'The Archaeologists' on the left.

The Archaeologists:

Q1. Three archaeologists worked in the Roman Baths. Match their names to their work.

- | | |
|------------------------------------|---|
| a) Major Charles Davis... | 1) ...excavated in the West Baths, the Sacred Spring and the courtyard of the Temple of Sulis Minerva from 1965–1983. |
| b) Professor Sir Ian Richmond... | 2) ...worked extensively on the site in the 1950s. |
| c) Professor Sir Barry Cunliffe... | 3) ...excavated most of the Roman Baths between 1879 and 1885. |



Walk outside and look down on to the Great Bath. This terrace was completed in 1897 when the Roman Baths opened to the public. Listen to audio guide 29 and continue around the terrace.

Q2. How many statues are there? _____

Q3. Which one is Julius Caesar? Circle A B C D E F G or H



The Hot Spring: Listen to audio guide 27 and look out of the window to the King's Bath.

Q4. What causes the bubbles? _____

Q5. How many litres of water rise every day? _____

Q6. What temperature is the water? _____

Q7. When was the King's Bath built? _____



Go downstairs to 'Meet the Romans':

Q8. Name three things the Romans did here:

1. _____

2. _____

3. _____

Q9. Only soldiers came here: TRUE or FALSE?

Who else came here? _____ &

_____ &

_____ &



The Baths, Temple and Spring: Listen to audio guide 35.

Q10. The large model display shows the baths, temple and spring in which century?

3rd century AD

4th century AD

5th century AD

Q11. Aquae Sulis was the Roman name for a town we know as:

Bristol

London

Bath



The Temple Pediment: Listen to audio guide 65.

You are looking at the temple pediment.

Q12. The pediment was at the front of the Temple of _____

and was discovered in: 1709 1789 1790

Q13. How high was it from the ground? 15m 18m 23m



Listen to audio guide 28.

Q14. Draw the temple pediment in the box below; can you see...

snakes a small owl a helmet a dolphin's head

Life and Death in Aquae Sulis: There are two large gravestones on either side of the video screen on the right hand side of the room.

Q15. How old was Tancinus? _____

Q16. How old was Antigonus? _____



Look at the display 'Traders and Pilgrims and Aquae Sulis':

Q17. Look at the bones, what examples of animals did they have?

- a) cows, ducks, pigs and sheep
- b) pigs, chickens, cows and camels
- c) cows, sheep, pigs and chickens
- d) sheep, elephants, pigs and chickens

Death in Aquae Sulis:

Q18. What is under the glass floor? _____



Look at the skeleton:

Q19. How old was this man when he died? _____



Walk through to the next room 'Worshipping the Gods': Listen to audio guide 34.



Roman Curse Tablets from Bath – Britain's Earliest Prayers:

Listen to audio guide 92.

A curse is a statement, or a message, which asks a supernatural power to cause harm or punishment to someone or something!

Q20. The curses were written on: metal (lead or pewter) wood bone

Q21. They were thrown into: the fire the sacred spring the earth

Q22. They were written to: Julius Caesar the Manager the goddess Minerva

Q23. What type of crime are three of the curses written about? _____



Go up the stairs and walk through the 'Temple Courtyard' to...



...The Head of Sulis Minerva: Listen to audio guide 90.

Q24. What is it made of? _____

Q25. When was it found? _____

Q26. In Roman times, the statue was kept in a sacred part of the temple and only seen by priests.

TRUE / FALSE



The Sacred Spring: Listen to audio guide 46.



Look at the display called 'Messages to the Gods'.

Q27. Which two items below were **not** stolen?

- | | | | |
|----------------|------------|-------------------|------------------|
| 6 silver coins | a servant | 2 silver coins | part of a plough |
| a cloak | a bracelet | a pair of sandals | |

Walk along the corridor – look to the right hand side and see the gas bubbles in the water!



Go down the stairs to 'The Sacred Spring Overflow':

The Spring produces a lot of water and not all of it is needed for the Baths.

Q28. The water that is not needed (the surplus water) pours into a _____ drain

and flows on to the _____

Can you feel the heat of the water?

Lifting stone for the Baths:

Try lifting the stones using the two methods.

Which is easier? Why do you think this is?



Look at the water flowing under the glass floor; then go outside to the Great Bath and turn left into the East Baths.



Immersion Pool: Listen to audio guide 49.

Q29. What was this pool used for? swimming therapy / healing washing

Q30. Was the water hot or cold? _____



Hot Room: Listen to audio guide 43.

Q31. Like a sauna, the floor of this room was _____, and _____ water was poured on it to make steam. hot cold



Walk through the other excavated rooms and return to the Great Bath.

Around the Great Bath:

Speak to one of the Romans in their costumes.

Q32. What is their name and job / profession?

_____ / _____

Q33. Name something they have – do you have something similar but more modern?

For example, you use a pen, but the Romans used a stylus.

I use _____

The Romans used _____



Walk around the Great Bath; step over the hot flowing water and go up the stairs.

On the left hand side is a pool – look at the bottom, there are lots of coins.

Q34. What should you do when you throw a coin? The answer is in these letters:

W A S H M E K A I

____ / ____ / ____

On the right hand side is the King's Bath.

Walk through to the fountain. Try the water – do you like it? Yes! / No!

Spa Water Analysis: The water has a lot of minerals.

Q35. These are the top three minerals in milligrams per litre. Put them in order:

calcium sulphate chloride

1. _____ 891mg / l

2. _____ 406.4mg / l

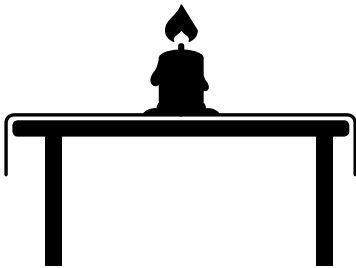
3. _____ 333.6mg / l



Don't forget to return your audio guide!

Glossary

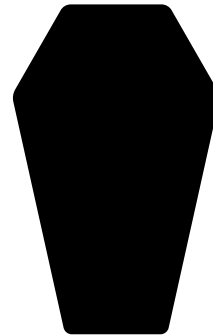
an archaeologist	a person who studies people, buildings and items from the past
an architect	a person who designs buildings
to bathe	to wash
a carving	a design / picture made on stone, wood, etc
a civilian	people who are not in the army or police; like you and me!
a drain	a pipe that carries water away
to heal / healing	the process of becoming healthy and well after illness
a helmet	a hard protective hat worn by soldiers, police officers, motorcyclists, sports players, and others
a pediment	the triangular upper part of the front of a classical building
a spring	a natural source of water
a statue	a full size carved person or animal, usually made from stone
a temple	a building for the worship of gods
a terrace	a level paved area
to worship	to show respect and love for a god



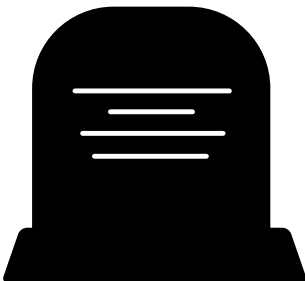
an altar



a cloak



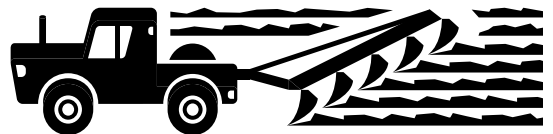
a coffin



a gravestone



an owl



a plough

Roman Baths Activity Sheet

Teacher Copy

Level: Intermediate

Length: 60 – 90mins

If using the Post-Visit Lesson Plan, remind students of the template for the presentation activity in the next lesson.

This is a photo of

Fact 1: _____

Fact 2: _____

Fact 3: _____

Opinion: I chose it because _____

This activity sheet follows the route of the museum; the title of each section on the sheet matches the title of the relevant part of the exhibition, so it will be clear to the students which part to look at to find the answers! There is a glossary at the back to help with any unknown vocabulary – the students also have a copy of this at the back of the activity sheet.

In the reception hall: Look up at the circular dome in the ceiling which represents the four seasons.

Go through and receive your audio guides – listen to 1, the Introduction.

Follow the route to the left; before going outside, look at the board ‘The Archaeologists’ on the left.

The Archaeologists:

Q1. Three archaeologists worked in the Roman Baths. Match their names to the dates.

a – 3 b – 2 c – 1

Walk outside and look down on to the Great Bath. This terrace was completed in 1897 when the Roman Baths opened to the public. *Listen to audio guide 29 and continue around the terrace.*

Q2. How many statues are there? 9 8 full body statues and 1 bust.

Q3. Which one is Julius Caesar? Circle A – first on the right as you enter the balcony.

The hot spring: *Listen to audio guide 27 and look out of the window to the King’s Bath.*

Q4. What causes the bubbles? gas trapped in the water

Q5. How many litres of water rise every day? 1,170,000 litres

Q6. What temperature is the water? 46 degrees

Q7. When was the King’s Bath built? 12th century AD

Go downstairs to 'Meet the Romans'.

Q8. Name three things the Romans did here: 1. bathe 2. seek healing 3. pray

Q9. Only soldiers came here: FALSE

Who else came here? men & women, soldiers & civilians, slaves & free.

The Baths, Temple and Spring: *Listen to audio guide 35.*

Q10. The large model display shows the baths, temple and spring in which century?

3rd century AD 4th century AD 5th century AD

Q11. Aquae Sulis was the Roman name for a town we know as:

Bristol London Bath

The Temple Pediment: *Listen to audio guide 65.*

You are looking at the temple pediment.

Q12. The pediment was at the front of the Temple of **Sulis Minerva** and was discovered in:

1709 1789 1790

Q13. How high was it from the ground? 15m 18m 23m

Listen to audio guide 28.

Q14. Draw the temple pediment in the box below; can you see...

snakes: in the hair of the man in the middle of the central circle

a small owl: at the bottom right edge of the central circle

the helmet: at the bottom left edge of the central circle

a dolphin's head: on the helmet



Life and Death in Aquae Sulis: There are two large gravestones on either side of the video screen on the right hand side of the room.

Q15. How old was Tancinus? 46 years old

Q16. How old was Antigonus? 45 years old

Look at the display 'Traders and Pilgrims and Aquae Sulis':

Q17. Look at the bones, what examples of animals did they have?

c) cows, sheep, pigs and chickens

Death in Aquae Sulis:

Q18. What is under the glass floor? a stone coffin

Look at the skeleton:

Q19. How old was this man when he died? 45 years old

Roman Curse Tablets from Bath – Britain's Earliest Prayers: *Listen to audio guide 92.*

A curse is a statement, or a message, which asks a supernatural power to cause harm or punishment to someone or something!

Q20. The curses were written on: metal (lead or pewter) wood bone

Q21. They were thrown into: the fire the sacred spring the earth

Q22. They were written to: Julius Caesar the Manager The goddess Minerva

Q23. What type of crime are three of the curses written about? theft

Go up the stairs and walk through the Temple Courtyard:

The Head of Sulis Minerva:

Q24. What is it made of? bronze, covered in a layer of gold

Q25. When was it found? 1727

Q26. In Roman times, the statue was kept in a sacred part of the temple and only seen by priests.

TRUE

The Sacred Spring: *Listen to audio guide 46.*

Look at the display called 'Messages to the Gods'.

Q27. Which two items below were **not** stolen?

6 silver coins a servant 2 silver coins part of a plough a cloak a bracelet a pair of sandals

Walk along the corridor – look to the right hand side and see the gas bubbles in the water!

Go down the stairs to 'The Sacred Spring Overflow': *Listen to audio guide 21.*

The Spring produces a lot of water and not all of it is needed for the Baths.

Q28. The water that is not needed (the surplus water) pours into a Roman drain and flows on to the river.

Can you feel the heat of the water?

Lifting stone for the Baths:

Try lifting the stones using the two methods. Which is easier? Why do you think this is?

The first rope runs through a single pulley; it doesn't make lifting any easier, just changes the direction of pull.

The second rope uses three pulleys to lift the weight; this makes the weight seem lighter but you have to pull the rope further to lift the weight to the same height.

Look at the water flowing under the glass floor; then go outside to the Great Bath and turn left into the East Baths.

Immersion Pool: *Listen to audio guide 49.*

Q29. What was this pool used for? therapy / healing

Q30. Was the water hot or cold? hot

Hot Room: *Listen to audio guide 43.*

Q31. Like a sauna, the floor of this room was hot, and cold water was poured on it to make steam.

Walk through the other excavated rooms and return to the Great Bath.

Around the Great Bath:

Speak to one of the Romans in their costumes.

Q32. What is their name and job / profession?

/

Q33. Name something they have – do you have something similar but more modern?

For example, you use a pen, but the Romans used a stylus.

I use _____ The Romans used _____

Walk around the Great Bath; step over the hot flowing water and go up the stairs.

On the left hand side is a pool – look at the bottom, there are lots of coins.

Q34. What should you do when you throw a coin? The answer is in these letters:

W A S H / M E / K A I answer: M A K E / A / W I S H

On the right hand side is the King's Bath.

Walk through to the fountain. Try the water – do you like it? Yes! / No!

Spa Water Analysis: The water has a lot of minerals.

Q35. These are the top three minerals in milligrams per litre. Put them in order:

calcium sulphate chloride

1. sulphate 891mg / l

2. calcium 406.4mg / l

3. chloride 333.6mg / l

Don't forget to return your audio guide!

Roman Baths

Post-Visit Lesson

Level: Intermediate

Length: 60 mins

Objectives:

- practise speaking for fluency
- practise listening for gist and specific information
- reinforce knowledge and understanding of the Roman Baths

Presentation of photos: (30 mins)

Review the photograph language sheet:

This is a photo of

Fact 1: _____

Fact 2: _____

Fact 3: _____

Opinion: I chose it because _____

Divide the class into 2 or 3 groups, depending on numbers. Each student presents the photo taken on their phone / camera at the Roman Baths. At the end each group must decide on one to show the rest of the class (based on information, good use of language, etc.).

Provide correction and feedback.

Quiz:

Part 1: (10 mins)

Divide the class into two or three teams depending on numbers. Each team has a spokesperson and only that person can answer; the teacher asks some of the questions from the worksheet. Points are awarded for a correct answer and lost for an incorrect answer.

Part 2: (20 mins)

Each team writes 5 or more questions (depending on level) based on the visit to the Roman Baths. The questions are asked to the other team, or teams, and only the team spokesperson can answer. Points are awarded for a correct answer and lost for an incorrect answer. If in two teams, the questioning team win the point if the answer is incorrect.