



Maximum Classics

Teacher Guide: Term 2

(Weeks 13-23)

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Term 2 overview

The eleven Term 2 sessions are designed to follow on from the twelve Term 1 sessions of Classics Club. They build on, then add to, Latin language concepts learned in the first term. Due to the increasing and cumulative amount of language work, not every session includes a cultural segment. There are three new language elements this term:

1) The verb 'esse' ('to be')

This is a very useful verb in any language, but can also help the pupils grasp the notion of irregularity in verb formation, just as in English. There are also many similarities between Latin and MFL forms of 'to be', especially in French and Spanish.

2) Adjectives

Again, a useful word class. Learning about Latin adjectives introduces the notion of agreement, and throws a spotlight onto concepts of singular/plural, masculine/feminine and subject/object. Adjectival agreement is a key principle in many MFLs.

3) Prepositions

These are taught to reinforce the notion that words in this class indicate not only location in space but also in time. Latin prepositions also form many English prefixes (e.g. post-, sub-), so understanding their root meaning can aid literacy and English word decoding.

	language	culture	curric.
13	recap	-	ENG
14	Latin number cognates	Greek numbers	ENG, MATH
15	esse	-	ENG
16	esse	dinosaur compounds	ENG, SCI, ART
17	recap	Olympic Games	ENG, HIST
18	esse, self description	-	ENG
19	esse, self description (guess who)	Linnaean classification system	ENG, SCI
20	adjectival agreement	Epic: Part 1 (intro)	ENG
21	adjectival agreement	Epic: Part 2 (story)	ENG
22	prepositions	Epic: Part 3 (top trumps)	ENG, ART
23		millefiori pots	ART & DESIGN

Week 13

Slide 1

Intro slide. Most of this lesson is spent recapping the language work done in Term 1 (lessons 1-11). The cultural segment is a little language-biased too, this week, looking at the ways that Ancient Greek numerals have found their way into modern English.

Slide 2

Roman register.

Slide 3

The (hopefully!) familiar game of Word Roots Challenge. This game encourages the pupils to think of English words that come from Latin, not only anchoring Latin vocabulary in their memories, but also enriching English vocabulary. These words were previously encountered last term, so this game will act as a memory refresh.

Each student has a whiteboard and marker (or students can work in pairs). A Latin word with its English meaning appears on the screen. Students are given 30-60 seconds to write down on their whiteboards an English word (or words) that they think may come from the Latin word. There are seven words: once they have all been displayed, the teacher can lead a discussion about the words that the students have written down. Correct answers for these words include:

aqua, water - aquarium, aquatic, Aquarius, Aquafresh, aquapark, sub-aqua

habitare, to live - habitat, inhabit, habitation

villa, house - villa, village

videre, to see - vision, visible, invisible, visor, video

curare, take care of - care, cure

maximus, very big - Max, maximise, maximum

porcus, pig - pork, porcupine, porcine (pig-like)



Discussion point: if students come up with words that have non-Latin etymology, ask them to research (using a dictionary) where the words come from.

Many of these words will appear in this lesson's written exercise.

Slide 4

Latin Golden Rules: a quick recap about word order and word ending. This learning dates from the very beginning of last term, so perhaps get the pupils to confer in partners or groups about what the three missing words could be.

Slide 5



What is a Verb?

A quick refresher that verbs can be 'doing' words, but also 'being' words (I am, you were, they have been etc). This is important as later this term we'll be looking at 'to be' in Latin.

Slide 6

Latin verb endings and OST chant recap. The chant 'lyrics' are back on the board as they may have forgotten them since last term. They will disappear again next week! This leads on to a game of...

Slide 7

... Quick Fire Verbs. Forms of the three verbs displayed (here *amare*, *habere*, and *dare*) will appear on the board, and pupils have to write what the verb means in English on their whiteboards and hold aloft. Double-check their understanding of the infinitive verb meanings before playing, although the pictures should act as effective prompts. Remind them to look at the beginning of the verb to see what is happening, and the end to see who is doing it. The verbs displayed here are:

habeo, I have
dant, they give
amamus, we love
habetis, y'all/you (pl) have
amat, he/she/it loves
do, I give (da-o turns to do as the a and o elide)
dat, he/she/it gives
habes, you(s) have

Slide 8



What is a noun? If needed, prompt the class (individually or in pairs/teams) that they need to find three definitions. Mouse click reveals these as 'person', 'place' and 'thing'.

Slide 9

If it's a noun, sit down. This game (first played in week 7) solidifies pupils' understanding of the concept of nouns in English. Pupils stand up and when each word appears, sit down if it's a noun. Teacher gives the correct word class for each word after the pupils have 'voted'.



What particular kind of noun is 'Father Christmas'? [proper noun]
What particular kind of noun is 'happiness'? [abstract noun]

Slide 10

Sort these Latin nouns (masculine and feminine). In discussion pairs/teams, the students need to sort these nouns. You can give them the clue that there are two groups into which they need to be sorted. Mouse click highlights the masculine 'us' nouns in blue and then the feminine 'a' nouns in red.

Slide 11

Another noun sorting task (singular and plural). In discussion pairs/teams, the students need to sort these nouns. You can give them the clue that there are two groups into which they need to be sorted. Mouse click highlights the singular 'us' and 'a' nouns in green and then the plural 'i' and 'a' nouns in orange.

Slide 12

A trickier task, indicated by the 'red hot chilli challenge' on mouse click 1. These nouns (variants of vacca, cow and porcus, pig) have already been sorted into four groups. In discussion pairs/teams, the students need to work out what the words in each group have in common. To help with this tricky task, they can be encouraged to look at their language summary sheets (T1_language_summary.pdf). There are also clues on the next four mouse clicks, giving the beginning of the 'sorting words' they're looking for.

Slide 13

The answers to the previous task:

- click 1 – singular and subject
- click 2 – singular and object
- click 3 – plural and subject
- click 4 – plural and object

One partner explains what 'subject' means to the other, then swap to explain 'object'. Write a sentence in pairs on a whiteboard that contains a subject and an object (and a verb!). Read it out to the class and explain which noun is your subject and which is your object. If the subject and object word order are swapped, does it remain 'sensible' or does it turn into a 'silly sentence'?

Slide 14

Summary slide of the endings we know. This is the table that the pupils have on their language summary.



Using their language summary sheets (containing word endings and vocabulary), pupils should now work on wk13_lang_recap.pdf. This encourages pupils to identify and translate singular and plural nouns in both the nominative and accusative cases. This work can be done individually, or collaboratively in pairs/groups.

Slide 15

The plenary, which takes the form of three questions:



1. If a Latin verb ends in 'o', who is doing it? ['I']
2. What part of a Latin noun changes to show if it's the subject or the object of a sentence? [the ending]

3. vaccas amas?

[Do you like cows? This may take a moment to sink in, but a few lightbulbs should start popping before too long! For an extension, pupils can answer 'ita' for yes or 'minime' for no]

Week 14

Slide 1

Intro slide. This lesson focuses mainly on numbers (Greek and Latin) and their modern English cognates. There is also some maintenance of last week's language refresh.

Slide 2

Roman register.

Slide 3

The familiar game of Word Roots Challenge, but this week themed around Latin numbers. The Roman numeral is also written out by the word.

Each student has a whiteboard and marker (or students can work in pairs). A Latin word with its English meaning appears on the screen. Students are given 30-60 seconds to write down on their whiteboards an English word (or words) that they think may come from the Latin word. There are seven words: once they have all been displayed, the teacher can lead a discussion about the words that the students have written down. Correct answers for these words include:

decem, ten – December (which was originally the tenth month in the Roman calendar), decade (10 years), decimal (counting system based on ten numbers), decibel (one tenth of a 'bel', the unit used to measure sound)

unus, one - unique, unicorn (creature with one horn), unify, universe, university (one place where you can learn everything),

quinque, five – quintuplets/quins (five babies born at the same time), quintet (musical group with five members)

centum, hundred - century (100 years), cent (one hundredth of a dollar/euro), centimeter (one hundredth of a metre), centenary (100 years' celebration), centipede (creature with a hundred legs – pedes=feet in Latin)

octo, eight – October (originally the eighth month in the Roman calendar), octopus, octogenarian (an 80 year-old person)

mille, thousand – millennium (1000 years), millisecond (thousandth of a second), millimeter, milligram, millipede (creature with a thousand legs – pedes=feet in Latin), million (Sort of. the Romans didn't really use 'million': it was invented later, after the Roman Empire)

novem, nine – November (which was originally the ninth month in the Roman calendar),



Discussion point: if students come up with words that have non-Latin etymology, ask them to research (using a dictionary) where the words come from.

This exercise complements the later one where we look at Ancient Greek numbers and their cognates in modern English.

Slide 4

OST chant (minus the endings). This leads on to a game of...

Slide 5

... Quick Fire Verbs. Forms of the three verbs displayed (here *amare*, *habere*, and *dare*) will appear on the board, and pupils have to write what the verb means in English on their whiteboards and hold aloft. Double-check their understanding of the infinitive verb meanings before playing, although the pictures should act as effective prompts. There are two new verbs: *consumere*, to eat (consume, consumer) and *currere*, to run (current, curriculum, currency). Remind them to look at the beginning of the verb to see what is happening, and the end to see who is doing it. The verbs displayed here are:

consumo, I eat
currunt, they run
videmus, we see
consumetis, y'all/you (pl) eat
videt, he/she/it sees
curro, I run (curre-o turns to curro as the e and o elide)
currit, he/she/it runs
consumes, you(s) eat



What words in English come from *currere* [current, currency] and *consumer* [consume, consumer, consumption]?

Slides 6-9

Quick on the Draw. This is effectively an extension to Quick Fire Verbs, encouraging the class to not only identify what the verb means, but to also translate subject and object nouns in a simple sentence. Pupils work in pairs or teams. The first of these four slides introduces the (hopefully familiar) vocabulary: *videre* (to see), *amare* (to love), *regina* (queen), *vacca* (cow), *porcus* (pig) and *gladius* (sword). As with Quick Fire Verbs, check pupils' understanding of these words, although the pictures should act as effective prompts.

On each mouse click, the sentence will build up (similarly to last week's written exercise). Working in their pairs/teams, pupils work out what the sentence means, and on their whiteboards, create an illustration of the sentence, to be held aloft at the end of the countdown. Teams/pairs can then be asked to explain what they have illustrated. Feedback can be given on (1) whether they've got the subject and the object the right way round, and (2) if they have correctly identified nouns as singular or plural.

The sentences are:

slide 6 – *regina porcum videt* – the queen sees the pig
slide 7 – *vacca gladium amat* = the cow loves the sword
slide 8 – *vaccae reginam amant* – the cows love the queen
slide 9 – *porci gladios vident* – the pigs love the swords

Slide 10

We had a look at Latin numbers earlier, now it's the turn of Greek numbers, which also give us many familiar English words. This slide is the quiz sheet that the pupils should now be given (wk14_greek_numerals_worksheet.pdf).



Work in pairs or individually to deduce from the clues given, and your knowledge of the English words, what all of these Greek numbers are. N.B. There are clues given for all numbers except for heis (one) as there are no cognates for this. However, they should be able to guess this by process of elimination!

Once the class has finished this exercise, the answers are revealed on mouse click.

Slide 11

The plenary, which takes the form of three questions:



1. What English synonym for 'eat' comes from the Latin 'consumere'?
[consume]
2. What does 'centum' mean in Latin? [hundred]
3. In how many events would a pentathlete compete? [five]

Week 15

Slide 1

Intro slide. This lesson introduces a new (irregular) verb, 'esse' – to be – in all six present tense forms.

Slide 2

Roman register.

Slide 3

The familiar game of Word Roots Challenge.

Each student has a whiteboard and marker (or students can work in pairs). A Latin word with its English meaning appears on the screen. Students are given 30-60 seconds to write down on their whiteboards an English word (or words) that they think may come from the Latin word. There are seven words: once they have all been displayed, the teacher can lead a discussion about the words that the students have written down. Correct answers for these words include:

stella, star – constellation, interstellar

laudare, to praise - (new verb) applaud, laudable (praiseworthy)

regina, queen – reign, regal

maga/magus, witch/wizard - magic, magical, mage, magician

aqua, water – aquarium, aqueduct, aquatic, Aquafresh, aquamarine

malus, bad – (new word, preparing for introduction of adjectives in a few weeks' time) malady, malaria, malware ('bad' software), Maleficent

bonus, good – (new word, preparing for introduction of adjectives in a few weeks' time) bonus, bonbon



Discussion point: if students come up with words that have non-Latin etymology, ask them to research (using a dictionary) where the words come from.

Slide 4

OST chant (minus the endings). This leads on to a game of...

Slide 5

... Quick Fire Verbs. Forms of the three verbs displayed (here *amare*, *habere*, and *dare*) will appear on the board, and pupils have to write what the verb means in English on their whiteboards and hold aloft. Double-check their understanding of the infinitive verb meanings before playing, although the pictures should act as effective prompts. The two new verbs from last week appear again: *consumere*, to eat (consume, consumer) and *currere*, to run (current, curriculum, currency). In addition, another new verb appears: *laudare*, to praise (as seen in Word Roots Challenge). Remind the pupils to look at the beginning of the verb to see what is happening, and the end to see who is doing it. The verbs displayed here are:

laudo, I praise

consumunt, they eat
laudamus, we praise
curretis, y'all/you (pl) run
laudat, he/she/it praises
consumo, I eat (consume-o turns to consumo as the e and o elide)
consumit, he/she/it eats
curre, you(s) run

Slide 6

A reminder that verbs are not just 'doing' words, but also 'being' words.



What examples of 'being' words can you think of in English? [I am, he is, we are, we were, I have been, you will be, I wasn't, he had been etc]

Slides 7

A first look at the present tense of 'to be' in Latin. On each mouse click, a word and its English translation will appear until you have:

sum – I am
es – you are
est – he/she/it is
sumus – we are
estis – y'all are
sunt – they are

Some of the keener students in the class may notice that, apart from 'sum', these 'being' verbs stick to the same endings rules as other verbs they have learned (i.e. o, s, t, mus, tis, nt). The irregularity is in what comes before the ending, swapping between 'su-' and 'es-'. Get the pupils to chant 'sum, es, est, sumus, estis, sunt' along with you. Once they are comfortable with this, you can do it in different styles! On mouse click, a picture will appear on the left hand side: pupils then perform the chant in the style of that picture. You have:

...squeaky like a mouse

...operatically!

...angrily

...tired and yawning

... in hushed tones

The class can do the 'styles' chant all together, or each group/table can be allocated to do the chant in a particular style.

Slides 9-14

Pupils should work in pairs (or small groups) with a whiteboard and marker to decode the following series of sentences containing a 'being' verb (as delivered by a talking horse).

equus sum – I am a horse

vacca es – you are a cow ('you' is singular as there is only one cow)

maga est! – It is a witch!

equi sumus – we are horses

porci estis – you/y'all are pigs (again, draw attention to the plural)

feminae sunt – they are women

Slide 15



There are now two exercises based on Latin 'being' verbs. The first one (wk15_being_worksheet.pdf) is displayed in this slide. Pupils should snip the right hand third of the sheet off, along the dotted line, and cut out the being verbs. They can then stick these into the boxes to make sentences. They should then provide a translation. Sentences do not have to make sense: the only rule is that singular nouns (first part) must have a singular being verb (sum, es or est) and the plural nouns (second part) must have a plural being verb (sumus, estis, sunt).

Once the class has finished this exercise, pupils can present sentences that they have made.

An extension activity (wk15_being_worksheet_extension.pdf) with answer key is also available for fast finishers.

Slide 16

The plenary, which takes the form of three questions:



1. What English word comes from the Latin 'laudare', meaning 'to praise'?
[applaud]

2. What does 'sum' mean in English? [I am]

3. regina femina est ?

[Is the queen a woman? This may take a moment to sink in, but a few light bulbs should start popping before too long! For an extension, pupils can answer 'ita' for yes or 'minime' for no]

Week 16

Slide 1

Intro slide. This lesson recaps last week's (irregular) verb, 'esse' – to be – in all six present tense forms, and then mixes it up with regular (o,s,t) verbs and nouns in sentences. The cultural segment looks at the naming of dinosaurs using Ancient Greek words.

Slide 2

Roman register.

Slide 3

OST chant (minus the endings). Your students may now feel able to 'activate' this chant by going through it silently in their heads (eyes closed and heads on desk can help with concentrated recall). The Quick Fire Verbs usually comes next, but this time, we need to refresh our memory of Latin 'being' verbs, so...

Slide 4

...the 'being' words and their translations appear one-by-one:

sum – I am

es – you are

est – he/she/it is

sumus – we are

estis – y'all are

sunt – they are

These can be rehearsed in a normal voice, and then on mouse click, a picture will appear on the left hand side: pupils then perform the chant in the style of that picture. You have:

...squeaky like a mouse

...operatically!

...angrily

...tired and yawning

... in hushed tones

The class can do the 'styles' chant all together, or each group/table can be allocated to do the chant in a particular style.

Pupils have now refreshed all their verb knowledge, and so are now ready for...

Slide 5

... Quick Fire Verbs, which this time includes the 'being' verbs. Forms of the three verbs *amare* (to love), *habere* (to have), and *esse* (to be) will appear on the board,

and pupils have to write what the verb means in English on their whiteboards and hold aloft. Double-check their understanding of the infinitive verb meanings before playing, although the pictures should act as effective prompts (although finding a picture prompt for 'to be' is tricky: any suggestions to improve on a chick hatching (i.e. coming into being) are gratefully received! Remind the pupils to look at the beginning of the verb to see what is happening, and the end to see who is doing it. The verbs displayed here are:

amo, I love
sunt, they are
habemus, we have
amatis, y'all/you (pl.) love
est, he/she/it is
sum, I am
habet, he/she/it has
habes, you(s) have

Slides 6-9

The game of Quick on the Draw build on the verb work just completed, and encourages the pupils to translate sentences. Pupils should work in pairs (or small groups) with a whiteboard and marker to decode and illustrate the following series of sentences containing either a 'doing' or a 'being' verb. As with the previous game of Quick on the Draw, the sentences build up incrementally (on mouse click): allow pupils time at each stage to discuss the translation with their partner.

gladium habeo – I have a sword

stella est – it is a star (or he/she is a star)

reginae sumus – We are queens

regina gladium habet – The queen has a sword

This concludes the language work for this lesson: there is no written exercise.

Slide 10

Everyone knows about dinosaurs... or do they?

 What does the word 'dinosaur' actually mean?

Mouse click reveals that dino=terrible and saur=lizard. The name dinosaur was coined in Victorian times as palaeontologists (people who study fossils) began to classify the ancient fossilized creatures.

 Where do the words 'deinos' and 'sauros' which are used to make the word 'dinosaur' come from? [Ancient Greek]

Palaeontologists also used Ancient Greek words in compounds to name individual species of dinosaur according to their appearance, size or habits.

Slides 11-13

Here are some familiar dinosaurs, but can you guess what the compound parts of their name mean? Mouse click reveals the following answers:

triceratops = three (tri) horned (cerat) face (ops)

tyrannosaurus rex = king (tyranno) lizard (saurus) rex (king – which is actually Latin, not Greek)

brontosaurus = thunder (bronto) lizard (saurus)

Slide 14

Here is a list of many of the most common compound parts used in naming dinosaurs. This list (wk16_dino_compounds_table.pdf) can now be handed out to the pupils.

Slide 15



...shows the Dinosaur Discovery worksheet that the pupils will complete, where they will use existing compounds (as in wk16_dino_compounds_table.pdf) to synthesize an entirely new dinosaur.

Mouse click guides the class through the seven parts of the worksheet. They may want to play around with possible compound combinations on a whiteboard first. Once the sheets are complete, pupils can show each other their dinosaur 'discoveries'.

Slide 16

The plenary, which takes the form of three questions:



1. What does 'sumus' mean in English? [we are]
2. What does the 'dino' part of 'dinosaur' mean? From which language does this word come? [terrible, Ancient Greek]
3. How many horns do you think a tetraceratops would have? [tetra=four. They may also link this to the Greek numbers work they did in Week 14.]

Week 17

Slide 1

Intro slide. This lesson recaps mixes up regular verbs, 'being' verbs, and nouns as subject and object to recap this half-term's work. The lion's share of the lesson this week, though, is taken up by the cultural segment. Here, the pupils get to play a game themed around the Ancient Greek Olympics: this event may have inspired the modern Olympics, but was different in many ways.

Slide 2

Roman register.

Slide 3

Ecce Centurio ("Look at the Centurion") – the first time we've played it this term, although the children should remember it from last term. This game supports the learning of vocabulary already encountered, and introduces a couple of new words. The teacher (or a pupil, if confident) comes to the front, dons the centurion's helmet and calls out a word on the board. The class must then mime the Latin word (if anyone makes a sound, they are out). Briefly go through the words' meaning with the class. This lesson's words are a mixture of verbs and nouns that will appear in a later exercise:

ventus – wind

laudare – to praise

audire – to listen/hear (new word, cognates include audio, audible)

curare – to look after/care

luna – moon (optional home task on plan encourages pupils to find cognates such as lunar and lunatic)

videre – to see

After the game is played, recap what each of the words means and to which word class they all belong.



Discussion point: If time allows, pupils can suggest English words that they think might come from these Latin verbs.

Slide 4

OST chant (minus the endings). Your students may now feel able to 'activate' this chant by going through it silently in their heads (eyes closed and heads on desk can help with concentrated recall). The Quick Fire Verbs usually comes next, but this time, we need to refresh our memory of Latin 'being' verbs, so...

Slide 5

...the 'being' words and their translations appear one-by-one:

sum – I am

es – you are

est – he/she/it is

sumus – we are
estis – y'all are
sunt – they are

These can be rehearsed in a normal voice, and then on mouse click, a picture will appear on the left hand side: pupils then perform the chant in the style of that picture. You have:

...squeaky like a mouse

...operatically!

...angrily

...tired and yawning

... in hushed tones

The class can do the 'styles' chant all together, or each group/table can be allocated to do the chant in a particular style.

Pupils have now refreshed all their verb knowledge, and so are now ready for...

Slides 6-10

Quick on the Draw. This week, we're working with a few more words, which are displayed across the top of the slide. Double-check pupils' understanding of these words. Pupils should work in pairs (or small groups) with a whiteboard and marker to decode and illustrate the following series of sentences containing either a 'doing' or a 'being' verb. The sentences build up incrementally (on mouse click): allow pupils time at each stage to discuss the translation with their partner.

ventum audimus – We hear the wind.

stella es – You are a star

medici stellas laudant – The doctors praise the stars

lunam laudatis – Y'all (or you plural) praise the moon

medici in lunā sunt– The doctors are on the moon (an extra clue is given here on mouse click after the full sentence has appeared, although many pupils will be able to infer what 'in' means from the context)

This concludes the language work for this lesson: there is no written exercise.

Slide 11

Everybody knows what the Olympics are, and some pupils may even know that they were based on the Ancient Greek Olympic Games. This slide is an introduction to a game that tells us more about the Ancient Olympic Games, how they were similar to their modern counterpart, and how they differed.

Mouse click 1: The Ancient Olympic Games were a sporting competition, just like today's Olympics. They ran from 776 B.C. to 393 A.D.

How long did the Ancient Olympic Games run for? [mouse click 2 = 1169 years]

Mouse click 3 shows three pictures from the ancient games' site at Olympia (which is where the games get their name). There are still a few ruins today showing the stadium and training grounds among other buildings.

Slide 12

Instructions for playing Olympic Lying:

1. Sort the class into five teams and give each team a name (Greek gods and goddesses work well, e.g Athene, Apollo, Artemis, Zeus, Hera).



2. Each team will be given

- a slip of paper containing a paragraph of information about the Ancient Olympic Games. In each paragraph, there are three things that are untrue.
- an Olympic Lying sheet for playing the game

Both of these sheets are contained in wk17_olympic_lying.pdf.

3. Each team nominates

- a member (or members) to read the paragraph slowly and clearly
- a member to write down the lies they spot on the Olympic Lying sheet

4. There are two ways to win points in this game:

- Spot the three lies concealed in other teams' statements, and write them down on your Olympic Lying sheets. Each lie correctly identified is worth one point. 5 teams = maximum of 4x3 points = 12 points
- 'Smuggle' your own team's lies by reading them with such authority that everyone will believe you. You may want to choose a reader who is not prone to fits of giggles, or who has a good 'poker face'! Each lie 'smuggled' is worth one point. 3 lies x 1 = 3 points

5. When all five teams have read their paragraphs, get the teams to swap their Olympic Lying sheets.

6. Each team should then reveal which of their statements were lies. Teams award a point for each lie spotted.

7. When all five sets of lies have been revealed, you (the teacher) will need to collect in and cross-check the sheets for lies smuggled. This can take a few moments. Keeping the class in suspense and delivering the results the next day/Classics lesson can work to increase anticipation!

8. Results can be displayed in wk17_olympic_lying_results.pptx or simply read out (in reverse order, of course!).

Slide 16

The plenary, which takes the form of three questions:



1. What does 'luna' mean in English? [moon]

2. To whom were the Ancient Greek Olympics dedicated? [Zeus]

3. ventum audietis? [Another 'lightbulb' question! Do you hear the wind? yes/ita or no/minime, or even (to be super-ambitious!) ventum audio/ventum non audio (I hear the wind/I don't hear the wind)]

Week 18

Slide 1

Intro slide. This lesson introduces the concept of adjectival agreement and how the end of an adjective in Latin 'matches' the noun it's describing. Eventually, we'll see how adjectives agree according to whether they are singular or plural, subject or object, but we start off with the idea of how an adjective has to match its noun in gender. Today's work will culminate in a self-description exercise involving correct adjective selection, as well as translation of 'doing' and 'being' verbs in increasingly complex sentences.

Slide 2

Roman register.

Slide 3

Word Roots Challenge, introducing some adjectives we'll be working with today and in the following weeks. As usual, played with a whiteboard and marker, individually or in pairs/teams. Some English words derived from the Latin are as follows:

primus/prima, first – prime [number, minister], Optimus Prime (leader of the Transformers!), primary [school, colours], primarily, primates [highest or first order of animals], primitive, primrose [prima rosa = first rose, as it's a spring flower]

malus/mala, bad – malformed, malaria, malicious, Maleficent, malnutrition, malfunction

mirus/mira, amazing – miracle, admire, mirror [where you admire yourself!]

secundus/secunda, ! – second [so obvious that no translation is given!], secondary, millisecond

frigidus/frigida, cold – fridge, refrigerate

tertius/tertia, third – tertiary. After secondary school comes tertiary education (sixth form, college etc)

bonus/bona, good – bonny, bonanza, bonbon, bonus

If the pupils ask why there are two variations, you can mention that they already know that nouns come in two 'ending variations' and that we'll learn more about how adjectives, too are like this later on in this lesson.

Slide 4

OST chant (minus the endings). Your students may now feel able to 'activate' this chant by going through it silently in their heads (eyes closed and heads on desk can help with concentrated recall). The Quick Fire Verbs usually comes next, but this time, we need to refresh our memory of Latin 'being' verbs, so...

Slide 5

...the 'being' words and their translations appear one-by-one:

sum – I am

es – you are

est – he/she/it is

sumus – we are

estis – y'all are
sunt – they are

These can be rehearsed in a normal voice, and then on mouse click, a picture will appear on the left hand side: pupils then perform the chant in the style of that picture. You have:

...squeaky like a mouse

...operatically!

...angrily

...tired and yawning

... in hushed tones

The class can do the 'styles' chant all together, or each group/table can be allocated to do the chant in a particular style.

Pupils have now refreshed all their verb knowledge, and so are now ready for...

Slide 6

... Quick Fire Verbs. Forms of the three verbs *amare* (to love), *habere* (to have), and *esse* (to be) will appear on the board, and pupils have to write what the verb means in English on their whiteboards and hold aloft. Double-check their understanding of the infinitive verb meanings before playing, although the pictures should act as effective prompts. Remind the pupils to look at the beginning of the verb to see what is happening, and the end to see who is doing it. The verbs displayed here are:

amo, I love

sunt, they are

habeo, I have

amatis, y'all/you (pl.) love

est, he/she/it is

sum, I am

habet, he/she/it has

habes, you(s) have

Slide 7

Today's session deals with adjectives, so just to refresh the pupils' knowledge, they can play a game of Spot The Adjective. Teacher or pupils, if confident, can give the definition of what an adjective is (a word that describes a noun). Pupils can suggest which of the words on this slide is an adjective, and if correct can come and put a circle around it on the whiteboard.

There are six adjectives:

happy

disgusting

yellow

enormous

terrific
well-behaved

The other words are:

horse, a dog, strawberry jam, Paris, happiness (nouns)
he sings, we saw, I am, you are going (verbs)
quickly (adverb)

Slide 8

The introduction to Latin adjectives takes the form of a podium, onto which three animals will drop on mouse click: first a cow (vacca), next a pig (porcus) and then a horse (equus). Drawing on knowledge of adjectives encountered earlier this lesson, and with the picture cues, the pupils should have no problems working out these sentences.



Discuss with a partner what you think these three sentences mean.

Of course, the sentences are:

vacca prima est – the cow is first
porcus secundus est – the pig is second
equus tertius est – the horse is third



The adjectives are bold. What do you notice about the noun-adjective pair?

Clue: look at the ending of the words. Discuss with your partner.

The adjective and the noun both have the same ending, the noun ending 'us' has an adjective ending 'us' and the noun ending 'a' has an adjective ending 'a'. If students are ambitious, they may use the terminology 'masculine' and 'feminine'.

Slide 8

This slide encourages the students to apply this rule about adjectives. The animals have had another contest and have come in different positions.



Can you work out with your learning partner what the missing words are?

Use a whiteboard to record your answers.

The answers are revealed on mouse click:

equus **primus** est – the horse is first
vacca **secunda** est – the cow is second
porcus **tertius** est – the pig is third

Slide 9

...recaps the rule uncovered today, that masculine nouns ending in 'us' must have a masculine adjective ending in 'us' and that feminine nouns ending in 'a' must have a feminine adjective ending in 'a'.

Slide 10



The pupils now have a written exercise to practice this work with adjectives (wk18_describe_yourself.pdf), which is demonstrated by this slide. Each mouse click shows how to fill in the gaps (and translate) in order to create a Latin self-description. These completed exercise sheets will form the basis of a

game of Guess Who next lesson. In Sentence 3, there are sometimes children who are:

quartus/quarta – fourth

quintus/quinta – fifth

sextus/sexta – sixth

septimus/septima – seventh

octavius/octavia – eighth

The picture-cued verbs listed for the final sentence are:

pediludere – to play football (not an authentic Latin word, I have to confess, but a modern coining as football didn't exist in Roman times! Pedi=by foot, ludere=to play)

legere – to read

cantare (previously encountered) - to sing

pingere – to paint

currere (previously encountered) – to run

animalia curare (previously encountered) – to look after animals

Slide 12

The plenary, which takes the form of three questions:



1. What does 'tertius' mean in English? [third]

2. Is a vacca 'bona' or 'bonus'? [bona, as it's feminine]

3. bonus es? [A 'lightbulb' question. Are you good? Yes/ita or no/minime, but caution: no girls can answer yes to this question as the adjective is a masculine one!]

Week 19

Slide 1

Intro slide. This lesson recaps 'being' verbs and Latin adjectives. Using the self-descriptions completed last week, the class play a game of Guess Who, turning first into third person descriptions. The culture segment delves into those funny Latin names you sometimes find attached to plants and animals: their Linnaean binomial designation.

Slide 2

Roman register.

Slide 3

OST chant (minus the endings). Your students may now feel able to 'activate' this chant by going through it silently in their heads (eyes closed and heads on desk can help with concentrated recall). The Quick Fire Verbs usually comes next, but this time, we need to refresh our memory of Latin 'being' verbs, so...

Slide 4

...the 'being' words and their translations appear one-by-one:

sum – I am

es – you are

est – he/she/it is

sumus – we are

estis – y'all are

sunt – they are

These can be rehearsed in a normal voice, and then on mouse click, a picture will appear on the left hand side: pupils then perform the chant in the style of that picture. You have:

...squeaky like a mouse

...operatically!

...angrily

...tired and yawning

... in hushed tones

The class can do the 'styles' chant all together, or each group/table can be allocated to do the chant in a particular style.

Pupils have now refreshed all their verb knowledge, and so are now ready for...

Slide 5

... Quick Fire Verbs. Forms of the three verbs *amare* (to love), *habere* (to have), and *esse* (to be) will appear on the board, and pupils have to write what the verb means

in English on their whiteboards and hold aloft. Double-check their understanding of the infinitive verb meanings before playing, although the pictures should act as effective prompts. Remind the pupils to look at the beginning of the verb to see what is happening, and the end to see who is doing it. The verbs displayed here are:

amat, he/she/it loves
habent, they have
amant, they love
amo, I love
est, he/she/it is
sum, I am
habet, he/she/it has
habeo, I have
estis, you(pl) are
sumus, we are

Slide 6

This slide recaps last week's self-descriptions. At this point, the pupils should take their own self-description from their folder. If time allows, volunteers can read out their self-description in Latin.



Do you disagree with your fellow classmate's description of themselves? If you disagree, tell them why – in Latin if you feel ambitious!

Slide 7

This slide demonstrates the game of Guess Who. On mouse click 1, the 'family' clue comes up. This is in the first person as it is a self description. To become a clue, it has to be reported in the third person (mouse click 2). Therefore, all verbs ending in o will change their endings to t. Equally, 'sum' will become 'est'.



These self-descriptions use the first person. What does this mean? What 'person' do the clues use?

The 'hair', 'eyes' and 'likes' clues (mouse clicks 3-8) are modeled in a similar fashion. After four clues, mouse click 9 brings up the question, "quis est?" ("Who is it?")

Slide 8

The teacher should lead the first couple of rounds as the 'lead detective' and then choose pupils to take on this role in subsequent rounds.

1. Pupils play in groups/table teams.
2. The teacher collects in all of the self-descriptions (which should all be named due to the first question), and places them face down on a table.
3. The 'lead detective' comes to the front of the class and takes a random self-description from the pile.
4. Using the information given in sentences 3, 4, 5 and 6, the lead detective gives four clues about family, hair, eyes and likes. Note that all of the first person self-

descriptions will need to be turned into third person clues: this is aided by the prompts on this slide.

5. Once all four clues are given, the teams must discuss and record on their whiteboards who they think the person being described is.

6. The lead detective/teacher asks for the teams' answers, responding with 'ita vero' (yes) if they got it right, or 'minime' (no) if they got it wrong. If no-one gets it right, the lead detective can say who it is (in Latin, of course – "est <name>!")

7. Repeat as much as time allows!

Slide 9

Moving on to the topic of Linnaean classification.



How would you group these objects? Is there more than one way of doing it?
[pupils may group on size, colour, value, abilities/qualities]

Slide 10

Classifying the world around us into groups is something really useful to scientists. The main system still in use today was developed in the Eighteenth Century by a man called Carl Linnaeus, who split everything on earth into seven classifications. The first, the Kingdom, split things into animals, plants or minerals (e.g. rocks). The last two groups, the Genus and the Species, are what gives the scientific name. And guess what language Carl Linnaeus used in his naming system? Latin!



Carl Linnaeus was Swedish. Why do you think he chose Latin as the language for his classification system? [Because he wanted a language that people from all different countries could understand, and at the time most educated people, such as scientists, would know some (or a lot of) Latin.]

Some examples of genus/species Latin names are (on mouse click):

quercus robor – oak tree

equus quagga – zebra



What does equus mean? Why does a zebra have this in its scientific name?
[horse, because it is a member of the horse 'genus' or family]

narcissus pseudonarcissus – daffodil (related to the narcissus, and 'pseudo' means 'pretend' or 'false' in Greek)

hippocampus histrix – spiny seahorse ('hippocampus' literally means horse-sea in Greek. There's the odd bit of Greek in the Latin classification, mainly because Greek animal words often infiltrated the language in Roman times.)

mus musculus – house mouse ('musculus' is the diminutive form of 'mus', so the name means mouse-little mouse, which is very cute!)

Slide 11



The pupils now have a matching quiz (wk19_linnaean_matching_quiz.pdf), where they have to match Latin scientific names to animals (and one vegetable!) using the knowledge that English words often have a strong

similarity to their Latin roots. Some may also know the term 'homo sapiens'.

Slide 12

The answers (on mouse click):

1. **mouse** = mus musculus
2. **salmon** = salmo salar (word similarity pretty obvious)
3. **black rat** = rattus rattus (as all fans of Horrible Histories will know!)
4. **potato** = solanum tuberosum (the cue word here is 'tuber')
5. **cat** = felis domesticus (domesticus indicated domesticated, or belonging to the 'domus' (home))
6. **lion** = panther leo (Leo in astrology is represented as a lion)
7. **dog** = canis familiaris (canine and familiar may help here)
8. Neanderthal man = homo Neanderthalensis
9. **horse** = equus caballus (pupils should already be familiar with equus from our language work)
10. **human** = homo sapiens (sapiens means wise, not entirely applicable to this picture!)

Slide 13

The plenary, which takes the form of three questions:



1. Put up your hand if you have oculos brunos! [brown eyes]
2. What does 'est' mean in English [he/she/it is]
3. Do you have a canis familiaris or a felis domesticus at home? [Do you have a dog or cat at home?]

Week 20

Slide 1

Intro slide. This lesson recaps adjectival agreement in gender, as encountered in the self-descriptions and Guess Who game, and extends the concept by introducing agreement in number (singular or plural). The culture segment starts a two-week encounter with Homer and his famous epics, the Iliad and the Odyssey.

Slide 2

Roman register.

Slide 3

Word Roots Challenge. These words act as a prime for the vocabulary to be used in today's game of Quick On The Draw.

laudare, to applaud – applaud, laudable

femina, woman – female, feminine, feminist

mirus/mira, amazing – miracle, admire, admirable, mirror

audire, to hear – audio, audible, audience, audition, auditorium

medicus, doctor – medic, medical, medicine

iratus/irata, angry – irate

Slide 4

OST chant (minus the endings). Your students may now feel able to 'activate' this chant by going through it silently in their heads (eyes closed and heads on desk can help with concentrated recall). The Quick Fire Verbs usually comes next, but this time, we need to refresh our memory of Latin 'being' verbs, so...

Slide 5

...the 'being' words and their translations appear one-by-one:

sum – I am

es – you are

est – he/she/it is

sumus – we are

estis – y'all are

sunt – they are

These can be rehearsed in a normal voice, and then on mouse click, a picture will appear on the left hand side: pupils then perform the chant in the style of that picture. You have:

...squeaky like a mouse

...operatically!

...angrily

...tired and yawning

... in hushed tones

The class can do the 'styles' chant all together, or each group/table can be allocated to do the chant in a particular style.

Pupils have now refreshed both their verb and vocabulary knowledge, and so are now ready for...

Slides 6-9

... Quick On The Draw. There are seven words being used, and as an extra task, the class is asked (on mouse click) to identify their word classes. The verb will always appear first, and then the rest of the sentence will build up around it on mouse click. Pupils (in pairs) must draw what is happening in the sentence (once they've shown you their pictures, ask them to describe what they've illustrated). The sentences are:

medicus audit – The doctor hears.

femina irata est – The woman is angry.

femina mira medicum laudat – The amazing woman praises the doctor. [The last word to appear here is the adjective, so the pupils will need to decide whether it is describing the woman or the doctor. This is done, of course, by looking at the ending of the adjective and looking for the rhyming noun.]

medici miri feminam audiunt – The amazing doctors hear the woman. [This sentence foreshadows this lesson's new learning, but many pupils should be able to use the rhyming heuristic to work out which noun is being described by 'miri'.]

Slides 10-13

With whiteboards and markers, and individually or in pairs, the pupils have to work out which form of the adjective is needed to describe the various animals as good or bad. Vocabulary will appear at the top of the slide.



What do 'bonus' and 'malus' mean? You encountered these words in your self-descriptions. [bad/good]

A picture of either a cow (vacca) or a pig (porcus) will appear on mouse click in either 'good' or 'bad' form! After the word 'vacca' or 'porcus', the pupils should write on their boards the correct version of the adjective, which needs to have a matching 'a' (feminine) or 'us' (masculine) ending. These are:

porcus malus – bad pig

porcus bonus – good pig

vacca bona – good cow

vacca mala – bad cow

Mouse click will reveal the answer, then the rule of 'look for the rhyme!' is reinforced on the final mouse click of each slide.

Slides 14-17

The same game, but this time, the nouns are plural. However, pupils should be able to follow the 'look for the rhyme!' rule to infer the answers.

vaccae bonae – good cows

vaccae malae – bad cows

porci mali – bad pigs

porci boni – good pigs

 What is different about these last four examples? [They are plural/there is more than one animal] How did you decide what ending to use? [used an ending that rhymed]

Slide 18

This slide states the rule that the class have just worked out, that adjectives must be the same in gender (masculine or feminine) and in number (singular or plural). The ‘rhyme’ heuristic is again re-stated.

Slide 19

 ...models an answer to the exercise sheet on adjective agreement in number and gender (wk20_adj_agr_NG.pdf, with answer key wk20_adj_agr_NG_answerkey.pdf). This worksheet contains two exercises where pupils must select an appropriate adjective. For confident workers, there is an extension sheet (wk20_adj_agr_NG_extension.pdf) with answer key (wk20_adj_agr_NG_extension_answerkey).pdf, where the final question foreshadows next week’s learning, that adjectives must also be subject or object like the noun they are describing.

Slide 20

Homer and his epics. It’s likely that your class already know many of the tales told by Homer, but they may not know that he was the author of them. We know very little about Homer, apart from his name (Homeros in Greek). We don’t even know when he lived: it could have been the 12th Century B.C. (mouse click), or much later in the 8th Century B.C. (mouse click). But we’re very sure that it was a long, long time ago and it’s amazing that his stories, written as epic poems, have survived.

 What do you know about ‘epic’ poetry’s style or content? [The poems are long, full of great heroes and events] What other cultures had ‘epic’ poetry? [The Ramayana and Mahabharata from India, Beowulf in Old English, or Norse sagas] How do we use the word ‘epic’ in modern times? [brilliant, great, awesome!]

In fact, we’re not even sure if ‘Homer’ is just one person. The work that he is thought to have composed could well have been added to or changed by lots of other people over the ages (mouse click). But whoever wrote the tales, you probably have already heard some of them:

The Trojan War (mouse click)

 What do you know about the Trojan War?

The Trojan Horse (mouse click)

 What do you know about the Trojan Horse?

The Cyclops (mouse click)



What do you know about this story? Who was the Cyclops?

People being turned into animals by witches. This is the story of Circe, Odysseus, and his unfortunate crew who got turned into pigs.

Over this week and the next, we're going to hear more of Homer's epic tales.



At this point, you can read [epic_script_beta.pdf](#) around the class. This text is an accessible, condensed version of the Iliad and the Odyssey, broken into thirty chunks, so each pupil can have a turn at reading. At the beginning of each 'chunk' is a phonetic pronunciation guide to the Greek names contained in the text. Pupils can practice these tricky words before reading.

Slide 21

The plenary, which takes the form of three questions:



1. What does 'iratus' mean? Can you think of an English word that comes from it? [angry, irate]
2. Which Ancient Greek poet gave us the story of the Trojan War? [Homer]
3. Are porci 'malae'? [No, they can't be as they are masculine. They would have to be 'mali']

Week 21

Slide 1

Intro slide. This lesson is the last in the four-week exploration of Latin adjectives. We've encountered adjectival agreement in gender and in number (singular or plural), and this lesson we complete our learning by seeing how adjectives also have to have a subject or object ending to match their noun.

The culture segment continues with the epic tales of Homer, either using the audio dramatization, or reading out loud with the pupils.

Slide 2

Roman register.

Slide 3

Word Roots Challenge. These words act as a prime for the vocabulary to be used in today's game of Quick On The Draw, as well as today's written exercise.

primus/prima, first – primary, prime (number, minister), Optimus Prime
bellus/bella, beautiful/handsome – names Bella, Belle and Isabelle, embellish
frigidus/frigida, cold – fridge, refrigerate
mirus/mira, amazing – miracle, admire, admirable, mirror
secundus/secunda, second – secondary (school, colours), second
malus/mala, bad – malady, malaria, Maleficent, dismal, malicious, malevolent
bonus/bona, good – bonus, bonbon
iratus/irata, angry – irate

Slide 4

OST chant (minus the endings). Your students may now feel able to 'activate' this chant by going through it silently in their heads (eyes closed and heads on desk can help with concentrated recall). The Quick Fire Verbs usually comes next, but this time, we need to refresh our memory of Latin 'being' verbs, so...

Slide 5

...the 'being' words and their translations appear one-by-one:

sum – I am
es – you are
est – he/she/it is
sumus – we are
estis – y'all are
sunt – they are

These can be rehearsed in a normal voice, and then on mouse click, a picture will appear on the left hand side: pupils then perform the chant in the style of that picture. You have:

...squeaky like a mouse

...operatically!

...angrily

...tired and yawning

... in hushed tones

The class can do the 'styles' chant all together, or each group/table can be allocated to do the chant in a particular style.

Pupils have now refreshed both their verb and vocabulary knowledge, and so are now ready for...

Slides 6-8

... Quick On The Draw, which pupils play in pairs. There are seven words being used, and as an extra task, the class is asked (on mouse click) to identify their word classes. Check understanding of the vocabulary, using the pictures as cues (we haven't seen *maga* (witch) or *videre* (to see) for a while. The verb in the sentence will always appear first, and then the rest of the sentence will build up around it on mouse click. Pupils must draw what is happening in the sentence (once they've shown you their pictures, ask them to describe what they've illustrated). The sentences are:

maga audit – The witch hears.

gladius mirus est – The sword is amazing.

magae iratae gladios vident – The angry witches see the swords.



Which noun does 'iratae' describe? How do you know they belong together?
[magae/because their endings are the same] Where is the subject in this sentence? [magae] And the object? [gladios]

Slides 9-14

With whiteboards and markers, and individually or in pairs, the pupils have to work out which form of the adjective is needed to describe the various animals as good or bad. Vocabulary will appear at the top of the slide: check understanding of 'sordidus' (dirty, cognate=sordid) and 'iratus' (angry, cognate=irate, which has just come up in today's Word Roots Challenge).

A picture of 'dirty' or 'angry' cow (*vacca*) or a pig (*porcus*) will appear on mouse click. After the word 'vacca' or 'porcus', the pupils should write on their boards the correct version of the adjective, which needs to match according to whether it's singular (a, us) or plural (ae, i), feminine (a, ae) or masculine (us, i). The pictures on slides 9-12 are:

porcus iratus – angry pig

vacca sordida – dirty cow

vaccae iratae – angry cows

porci sordidi – dirty pigs

After each slide, you can check the pupils' understanding of whether the noun-adjective pair is singular or plural, masculine or feminine.

Slides 13 and 14 extend the learning by putting the noun-adjective pair into a sentence. This is a bit trickier, so pair the pupils up to discuss what they think the missing adjectives should be. In each of the sentences, on mouse click, a circle appears around the ending of the noun needing an adjective. This gives a clue as the pupils know that the noun and adjective should rhyme.

vacca porcum sordidum videt – The cow sees the dirty pig.

What noun is the subject in this sentence? Which is the object? [vacca/porcum]

porcus vaccas iratas videt – The pig sees the angry cows.

What noun is the subject in this sentence? Which is the object? [porcus/vaccas]

 What is different about these last two adjectives? [They describe nouns that are the object of the sentence] How did you decide what ending to use? [used an ending that rhymed]

Slide 15

This slide states the rule that the class have just worked out, that adjectives must be the same in gender (masculine or feminine), in number (singular or plural), and that they must also have the same subject/object ending as the noun they're describing. The 'rhyme' heuristic is again re-stated.

Slide 16

 ...models an answer to the exercise sheet on adjective agreement in number, gender and subject/object (wk21_adj_agr_NGC.pdf, with answer key included in the same file). In this worksheet pupils must select an appropriate adjective from the 'cloud' (but watch out, some words are distractors and won't fit in any of the sentences!). For confident workers, there is an extension sheet (wk21_adj_agr_NGC_extension.pdf, again with answer key in the same file).

Slide 17

Homer and his epics: a recap of some what we heard last week, but how well were the class listening?! The questions, each displayed on mouse click, are:

 Who write the famous Ancient Greek epic tales, the Iliad and the Odyssey? [Homer, but we're not entirely sure if 'Homer' is just one person.]

When did Homer live? [We're not entirely sure, but somewhere between the 8th and 12th centuries B.C.]

What's this? [The Trojan Horse, designed by the Greek army to enter the besieged city of Troy and attack the enemy from inside the city walls]

And who's this? [A Cyclops – the one in the Odyssey happens to be called Polyphemus (which means 'Chatterbox', which is ironic, as he's a monster of very limited vocabulary!). You can tell he's a Cyclops as he has one big round (cycl-) eye in his face (ops).



At this point, you can continue to read [epic_script_beta.pdf](#) around the class.

Slide 18

The plenary, which takes the form of three questions:



1. Adjectives in Latin have to be the same as the noun they're describing in three ways: what are they? [masculine/feminine, singular/plural, subject/object]
2. porci sordidi sunt? [Are pigs dirty? Usually, yes, because they like to wallow in mud.]
3. What's the main feature of a Cyclops? [One big eye in the middle of his face. They can also tend to be a bit savage and unfriendly!]

Week 22

Slide 1

Intro slide. In language work this week, we encounter Latin prepositions, explore their influences on English words and translate them in sentences. In the cultural segment, we finish our exploration of the Iliad and the Odyssey as the class creates (and plays!) a game of Epic Top Trumps.

Slide 2

Roman register.

Slide 3

Word Roots Challenge. These words introduce the vocabulary to be used in today's game of Quick On The Draw, as well as today's work on prepositions.

sub, under – submarine, subway, substandard

numerare, to count – number, numerator

ad, to – Advent (period running up to Christmas), advertisement (words/pictures used to turn your attention to a product)

per, through – perspective, Perspex, perspire, permanent (remaining through all circumstances), person (persona is Latin for mask, i.e. the thing through which you speak)

laudare, to praise – applaud

circum, around – circumference, circumstance, circumnavigate

e/ex (when followed by a vowel), out/out of – exit, ex- (i.e. former)

post, after – post meridiem (p.m.) n.b. post (mail, letters) is more likely connected with postis (=doorpost) and ponere (to place)

super, above – Superman, superhuman, supernatural

sordidus/sordida, dirty – sordid



What kind of word/word class are sub (under), ad (to), per (through), circum (around), e/ex (out), post (after) and super (above)? [prepositions]

Slide 4

OST chant (minus the endings). Your students may now feel able to 'activate' this chant by going through it silently in their heads (eyes closed and heads on desk can help with concentrated recall). The Quick Fire Verbs usually comes next, but this time, we need to refresh our memory of Latin 'being' verbs, so...

Slide 5

...the 'being' words and their translations appear one-by-one:

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These can be rehearsed in a normal voice, and then on mouse click, a picture will appear on the left hand side: pupils then perform the chant in the style of that picture. You have:

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... in hushed tones

The class can do the 'styles' chant all together, or each group/table can be allocated to do the chant in a particular style.

Pupils have now refreshed both their verb and vocabulary knowledge, and so are now ready for...

Slides 6-10

... Quick On The Draw, which pupils play in pairs or table teams. There are seven words being used, and as an extra task, the class is asked (on mouse click) to identify their word classes. Check understanding of the vocabulary, using the pictures as cues. Pupils must draw what is happening in the sentence (once they've shown you their pictures, ask them to describe what they've illustrated). The sentences draw on the last few weeks' work on adjectives. The sentences are:

maga irata est – The witch is angry.

magae stellas bellas laudant – The witches praise the beautiful stars.

maga equos sordidos numerat – The witch counts the dirty horses.

equi sordidi magas iratas numerant – The dirty horses count the angry witches



Which noun does 'sordidi' describe? How do you know they belong together? [equi/because their endings are the same] Where is the subject in this sentence? [equi] And the object? [magas iratas]

magae iratae sub stellas sunt – The angry witches are under the stars

This final sentences introduces one of the prepositions we saw earlier. Mouse click defines a preposition as showing where something happens in time or in space.

Slide 11

The aim of this slide is to reinforce that prepositions can happen in time or in space, and quite often in both.

Get the class to draw a clock (representing time) on one face of their boards, and a rocket (representing space) on the other. As the prepositions (Latin and their English translation) appear on mouse click, get the students to discuss in pairs whether they think the preposition is 'in time' or 'in space', and hold up the representative picture.



Can you think of an English sentence that illustrates and justifies your choice of 'time' or 'space'?

In fact, through active discussion (and perhaps disagreement!), the pupils will discover that many of these prepositions can be used in time or in space

This then leads on to...

Slide 12



Today's exercise, which consists of translating seven Latin sentences each containing a preposition (wk22_prepositions.pdf, which includes answer key). Some of the keen-eyed students will notice that the nouns following some prepositions end in 'am' (which they know as the ending for an object noun), and some end in ā (a with a line above it): this is a noun ending that we haven't met, but is just necessary when following some prepositions.

Slide 13

Cultural segment. For the last two weeks, the pupils have either been listening to or reading out the tale of the Iliad and the Odyssey. If you're not at the end yet, this is a good time to catch up. If you have got through the story, this slide then introduces an activity based on Homer's epic tales: Epic Top Trumps.



wk22_epic_card_template.ppt contains 30 character cards (with rankings based on intelligence, power, bravery and beauty according to their portrayal by Homer). The cards need cutting out, sticking onto stiff card, and illustrating with the relevant character. Either each pupil can be given one card (creating one set for the class), or each table group can be given a complete set, so each pupil illustrates five or six. If short on time, this can make a nice home task. Once illustrated, the cards can then be used in a game. Cards are shuffled and dealt between 2-4 players. Each player then takes it in turns to draw the card from the top of their pile and nominate a category. Each player then lays down their card, and whoever has the highest score in the nominated category wins the cards. Players are eliminated as they go down to zero cards. If two or more cards draw on the highest score, the cards are put into the middle of the game, and can be won by the next hand.

Slide 14

The plenary, which takes the form of three questions:



1. What English word comes from 'numerare', to count? [number/numerator]
2. Why, do you think, is the edge of a circle called a circumference? [because it goes around the outside of the circle]
3. Prepositions show where something is happening in t..... or in s..... What are the missing words? [time/space]

Week 23

The final lesson of the term is a one-hour session learning about, and then using, the Roman technique of millefiori glass-making (although the pupils will use polymer clay – cheaper and safer!).

All of the instructions and information can be found under the Week 23 section of the Maximum Classics website, including links to cheap bulk packs of polymer clay.

