



# Maximum Classics Teacher Guide: Term 3 (Weeks 24-33)

## Week 24

### Slide 1

Intro slide. This term's work will include learning a new tense in Latin (the past continuous/ progressive), and so we begin this lesson by reinforcing the concept in English. The cultural segment looks at Aristotle's notion of 'meden agan', 'nothing to excess', getting the pupils to think about personality characteristics and whether Aristotle's ideas are relevant to today's society.

### Slide 2

Roman register.

### Slide 3

Word Roots Challenge. This slide introduces some of the new vocabulary we're going to use this term.

**anima**, life/spirit - animate, animation, animal, unanimous ('of one spirit/mind')

**invitare**, to invite - invite, invitation, inviting

**fortunatus/fortunata**, lucky - fortunate, fortune

**solus/sola**, alone - sole, solo, solitary, solitude

**audire**, to hear - audio, audible, audience

**totus/tota**, whole - total, totally

**corona**, crown - coronation, corona

**locus**, place - location, locate, local

**clamare**, to shout - clamor, exclaims

### Slide 4

Quick Fire Verbs. A familiar whiteboard game by now, but using the three new verbs we've just encountered:

**audio** - I hear

**clamant** - they shout

**invitamus** - we invite

**clamatis** - y'all (you plural) shout

**invito** - I invite

**audit** - he/she/it hears

**invitat** - he/she/it invites

**clamas** - you shout

### Slide 5

Spot the Verbs. Ahead of looking at tenses, this slide consolidates pupils' knowledge that a verb is a 'doing' or a 'being' word. Get the students to come and point to/underline the verbs in this word cloud, which are:

- eat
- is
- went
- got
- gets

- sees
- saw
- tried
- ate



What word class do you think 'yellow' is? [This is an interesting discussion, as 'yellow' can be an adjective ("The book is yellow"), it can be used as a noun ("Please pass me the yellow") and even as a verb ("The pages of the old book had yellowed over time"). It's always interesting to talk about the flexibility of language: the words 'hoover' and 'Google' started out as nouns, but now they are used as verbs meaning 'to vacuum' and 'to do an Internet search'.]



'get' and 'got' are the same verb, but what is different about them? [They happen at different times, one in the past one in the present - they use different tenses.]

### Slides 6-16

This is the Tense Hat Game. There are three hats in a bag: your Roman centurion helmet, representing the *past*, a cap or bobble hat representing the *present*, and a pair of silver robot antennae representing the *future*. The selected pupil (volunteering/pick-sticks/chosen by teacher) is given the bag, and has to choose the correct hat to put on according to the tense of the sentence. When they've done one sentence, the bag is passed on to someone else for the next sentence.

**The dog is listening to its owner** - present tense (cap)

**I went to the ice cream shop** - past tense (helmet)

**The dog was happily munching his food** - past tense (helmet)

**I will see you next Saturday** - future tense (antennae)

**Did you remember your book?** - past tense (helmet): a bit trickier as the question inverts the verb

**My gran is going to get me a big present this year** - future tense (antennae): 'going to' is an alternative way of forming the future tense.

**We are tying our shoelaces** - present tense (cap)

**On Monday, the weather will be great** - future tense (antennae)

**Oh, I see** - present tense (cap)

**I invited my friend over for tea** - past tense (helmet)

**You were shouting so loud** - past tense (helmet)

### Slide 17

Here is a sentence pair, both of which use the verb 'shout'. Ask the class which hat you should be wearing for both of these sentences: hopefully they'll choose the helmet, as they're both in the past tense.



Both of these verbs mean the same thing, and they both happened in the past, so what's the difference between them? ['shouted' happened once, then the action was finished, but 'was shouting' went on for a longer time]

On mouse-click, 'shouted' and 'was shouting' will be circled, and on further mouse-clicks, 'shouted' will be identified as past perfect ('perfectus' in Latin means 'finished') and 'was shouting' will be identified as past progressive/past continuous, i.e. an action that was ongoing in the past.

NB The terms past progressive and past continuous are interchangeable and are both used in the KS2 national curriculum. This course will gravitate toward the term 'past continuous' as it gives a clearer idea of the 'continuing' nature of the action.

### **Slide 18**



...gives a view of this week's language exercise (wk24\_tense\_sorting.pdf). The first part is a sorting task, a little like the Tense Hat Game, sorting verb phrases by tense. The second exercise gets the pupils to change past perfect verbs in a sentence into past progressive.

### **Slide 19**

...gives the answers, for self-marking.

### **Slide 20**

Introduces today's cultural segment. One of the world's greatest philosophers was the Ancient Greek Aristotle, who thought a lot about the question, "How should people be good?" He came to the conclusion that being a good person is all about balance, and to avoid excess ('meden agan'). This idea has been very influential in Western philosophy and literature.



Can you think of a story where someone is an extreme character (e.g. too proud, too greedy), and this character has to learn a lesson about how to be a better person? [There are so many, from Hamlet and Othello to Mr. Men stories! You could tie in a book that the class are currently reading or have recently read]

### **Slides 21-22**

On mouse-click, this slide show the desirable 'middle ground' of a characteristic, then its 'too little' version, and then its 'too much' version. Use the first one (bravery) as an illustration, and then give the children the handout wk24\_aristotle.pdf



Discuss with a partner what you think the missing descriptions are.

Once the class have filled these in, review and discuss! Focus points for the discussion could include:

Do you think this applies to modern society?

Is there a situation you think it would be good to be too much or too little of something?

### **Slide 23**

The plenary, three questions as usual:

1. What English word comes from the Latin 'solus', meaning 'alone'? [solo, sole, solitary, solitude]
2. "I was writing a letter": what tense does that sentence use? [past continuous/past progressive]
3. What did Aristotle believe was the key to a good personality? [being in the 'middle', doing nothing to excess]

## Week 25

### Slide 1

Intro slide. In this lesson, we carry on our work with past continuous verbs in Latin, sorting and translating single verbs. The culture segment again looks at Aristotle, but this time considering the philosopher's ideas about the nature of reality, and how our understanding of the world around us has been built up through our experiences.

### Slide 2

Roman register.

### Slide 3

Quick Fire Verbs. A familiar whiteboard game by now, but this time using four verbs:

**invito** - I invite

**clamant** - they shout

**consumemus** - we eat

**auditis** - y'all (you plural) hear

**clamo** - I shout

**audit** - he/she/it hears

**consumit** - he/she/it eats

**invitas** - you invites

### Slide 4

A recap of last week's learning on the distinction (in English) between two past tenses: the past perfect and the past continuous (past progressive). Mouse-clicks will highlight the difference between the two, and will restate the notion that the past continuous indicates a sense of ongoing action, whereas the past perfect conveys completion of an action ('perfectus' in Latin means 'completed' or 'totally done').

### Slide 5

First of all we look at Latin present tense endings (as represented by the cap) (mouse click). Next mouse-click will bring up the six personal pronouns.



You know these present tense endings! What are they [o, s, t, mus, tis, nt] (this will appear on mouse click)

Latin uses a slightly different set of endings to show that a verb is in the past continuous tense. Mouse click will reveal them as 'bam, bas, bat, bamus, batis, bant'.



- What two letters can you spot are in all these past continuous endings? ['ba']. What similarity can you see between the present and the past continuous tense endings in Latin? [apart from 'bam', all of the endings in the past continuous end the same way, they just have 'ba-' in front of them.]
- So, we know that the ending of a Latin verb can tell us who's doing it. Using what you've learned today, what other piece of information can a verb ending also tell us? [tense/when a verb happens]

## Slide 6

Quick Fire verbs: we know this game so well, but...



Look at the board: what do you think is going to be different here? [The endings are going to be past continuous].

This shows the PC endings in use! Before starting on the game, remind the class that they are looking for English translations that sound something like, “he was [verb]ing” or “they were [verb]ing”. To be kind, the endings appear (on mouse click) in the bottom left-hand corner. The verbs are:

**audiebam** - I was listening/hearing

**clamabant** - they were shouting

**invitabamus** - we were inviting

**clamabatis** - y’all (you plural) were shouting

**audiebat** - he/she/it was hearing

**invitabam** – I was inviting

**invitabat** - he/she/it was inviting

**clamabas** – you (singular) were shouting

## Slides 7-8



The class now gets a chance to practice their learning on past continuous endings with [wk25\\_PC\\_verbs.pdf](#). The answers, for self-marking, are shown on slides 7 and 8, or there is an answer key for teacher marking ([wk25\\_PC\\_verbs\\_answerkey.pdf](#))

## Slides 9-11

A bit of a brain-break for the class, but one that feeds into today’s work on Aristotle. Either in pairs or individually, the class have to guess the object (which appears on mouse click) from a zoomed-in photo.



Slide 9: What’s this a close-up of? Look at the colour and texture. Where might you have seen this before? [A (fake!) snakeskin shoe]



Slide 10: What’s this object? Does it remind you of anything? Does it look manmade or natural? [an elephant]



Slide 11: Have a go at this one. What in the picture might give you a clue as to what it is? Have you looked closely at something like this before? [an eye] (Mouse click) What did you base your guesses on? [things I’d seen before, I just knew, my mum has a pair of shoes like that – all of these comments lead back to one idea: (mouse click) – experience!]

Now hold that thought, as we digress a little bit to talk about Plato...

## Slide 12

What is reality? (mouse click) This is the Ancient Greek philosopher Plato



Remember him from anywhere? [We met him in our first term’s work, when we looked at the question, “Why be good?”]

(Mouse click) Plato thought that the things that were most 'real' were ideas that existed in our head and that things in real life were just mediocre copies of these. This idea is fleshed out in his Allegory of the Cave, where he uses the metaphor of humans chained in a cave thinking that the shadows of objects that they see are the real objects themselves.

(mouse click) This is the Ancient Greek philosopher Aristotle. We met him last week, when we looked at his ideas of how to be good. He was Plato's pupil. Most pupils agree with their teachers, right? So what do you think he thought of Plato's ideas about reality?

(mouse click) He disagreed. (mouse click) He believed that human beings construct or piece together 'reality' from things they've experienced in their lives.

Who do you agree with? Have a think back to that brain break game we just did.

(mouse click) Aristotle encouraged us to ask questions to understand reality better. Three critical questions are:

- What's the thing made of?
- How was it made?
- (most importantly) What's its point or purpose?

### **Slide 13**

This slide shows the handout wk25\_aristotle\_reality\_pdf. It's important to stress that with all matters philosophical, there are no right or wrong answers! Answers will depend on your perspective and experiences (and that's the point!).



Work with a partner to fill in this sheet.

Once the class have filled these in, review and discuss! Focus points for the discussion could include:

- How far down did you go in your 'what's it made of?' question? We're lucky that we understand today about atoms and chemical reactions, but these discoveries are relatively modern.
- Did you get more than one purpose for some of your things? Eating spaghetti bolognese stops hunger, provides nutrients to the body AND makes the eater happy because it's delicious (or maybe you disagree, it depends on your experience!)

### **Slide 14**

The plenary, three questions as usual:

1. What English word comes from the Latin 'clamare', meaning 'to shout'? [exclaim, clamor, exclamation]
2. What's the difference between the past perfect and the past continuous tenses? [past perfect is finished, past continuous is ongoing]
3. How does Aristotle say we understand about reality and the world around us? [through our experiences]

## Week 26

### Slide 1

Intro slide. In this lesson, we carry on our work with past continuous verbs in Latin, using a game to help learn the endings, distinguishing present from past continuous tenses, and translating the verbs singly and in sentences. The culture segment takes a look at the Ancient Greek myths attached to constellations, many of which still bear their names from Greek and Roman times.

### Slide 2

Roman register.

### Slide 3

Explosive Endings, a game designed to help the class remember the past continuous endings. Here are the rules:

- (1) Get the pupils to all stand up behind their chairs.
- (2) Appoint a 'Primus' or 'Prima' ('leader') on each table or row (depending on how your classroom is laid out).
- (3) Starting with the teacher, and followed by the Primus/Prima on the first table, the class recite, "bam," "bas," "bat" etc. in order, each pupil taking an ending. When a table finishes, the Primus/Prima on the next table picks up, so you'll have something a bit like this:

Teacher: bam!

Table 1 Primus pupil: bas!

Table 1 pupil b: bat!

Table 1 pupil c: bamus!

Table 1 pupil d: batis!

Table 2 Primus: bant!

Table 2 pupil b: bam!

Table 2 pupil c: bas!

etc. etc. until all the pupils on the last table have had a go, then it goes back to the Primus/Prima on the first table.

- (4) HOWEVER! The rule is that if you're the one who says, "bam!" you've 'exploded' and you have to sit down – you're out of the game. This continues until you have only two players: then it's a face-off to see who wins!

### Slide 4

A recap of previous weeks' learning on the distinction (in English) between two past tenses: the past perfect and the past continuous (past progressive). Mouse-clicks will highlight the difference between the two, and will restate the notion that the past continuous indicates a sense of ongoing action, whereas the past perfect conveys completion of an action ('perfectus' in Latin means 'completed' or 'totally done').

### Slide 5

Quick Fire Verbs. A familiar whiteboard game by now, but this time, there's a big difference:

 What's different about this game of Quick Fire Verbs? [It's a mixture of present and past continuous verbs.]

As usual, check the understanding of the infinitive forms of *consumere* (to eat), *curare* (to look after/take care of) and *dare* (to give). Remind the pupils to look at the beginning of the verb to see *what's* happening, and at the end of the verb to see not only *who's* doing it, but also *when* it's happening.

**consumebam** - I was eating

**curant** - they take care of/look after

**consumemus** - we eat

**curatis** - y'all (you plural) take care of/look after

**dabat** - he/she/it was giving

**dabamus** - we were giving

**dat** - he/she/it gives

**curabas** - you were taking care of/looking after

### Slide 6-8

A look at today's written exercises (wk26\_P\_PC\_sort\_trans.pdf).



- Exercise 1 involves sorting by tense
- Exercise 2 involves translation of a single verb (either present or PC)
- Exercise 3 involves translating a sentence containing a present or PC verb

There are also two more extension exercises in the worksheet. The answers are contained in wk26\_P\_PC\_sort\_trans\_answerkey.pdf for teacher marking, or for peer/class marking...

### Slides 9-12

...contain the answers, including those for the extension exercise.

### Slide 13

...introduces our cultural topic for today: constellations, their names and the Ancient Greek myths behind them.



[Mouse click] This is a 'stella' - can you remember what 'stella' means in Latin? [star]

[Mouse click] A group of stars is called a constellation. The 'con' bit of the word is a Latin prefix meaning 'together', so a 'con-stellation' is when several stars are grouped together.



Can you think of any other English words that have the prefix 'con' (or 'com') and have something to do with 'together' (or 'with')? [There are loads! For example:

- congregation - a gathering of people together, especially in a church
- contribute - when you give something to join together with other things
- conference - when lots of people get together to discuss and learn
- concrete - a material that makes things stick together

- construct – to put materials together in a structure
- community – a group of people who live together
- communicate – to exchange ideas together
- combat – a fight with someone else
- combine – to put things together

There really are loads! This also makes a good research task for pupils, using a dictionary to look at the roots of words starting ‘com’ or ‘con’.]

### **Slide 14**

This slide shows a constellation map for the Northern Hemisphere. Where these constellations appear in the sky is dependent on what time of year it is.

[Mouse click] One of the easiest constellations to spot is Ursa Major, which means the Big Bear. This constellation is also known as The Big Dipper because it looks a bit like a kitchen ladle, or The Plough, because it looks like an old-fashioned plough.



Which do you think it looks more like, a ladle, a plough or a bear?

The Ancient Greeks had their own myth for why they could see something shaped like a bear (well, at least that’s what *they* saw it as!) in the night sky. Mouse click reveals the story, which you can read out, or get a pupil to read to the class.



Can you see where this constellation appears in the map on the right? [mouse click circles it]

### **Slide 15**

The same for the Hercules constellation. Again, you or a pupil can read the story.

### **Slide 16-17**



...shows wk26\_constellations.pdf, where the pupils are give six more constellations and their myths, and they then have to find them in the sky map on the right. Once they’ve had a go, the answers are given in the next slide.



You could also ask these questions, if time allows:

- What, or rather who, do you know called Draco? [Draco Malfoy from Harry Potter]
- What English word can you think of that comes from ‘cygnus’ meaning ‘swan’? [cygnet]
- What English word can you think of that comes from ‘canis’ meaning ‘dog’? [canine, like your canine teeth, otherwise known as ‘dog teeth’]

### **Slide 18**

The plenary, three questions as usual:

1. If a Latin verb ends in ‘bam’, who was doing it? And when were they doing it? [I, in the past, as it’s a past continuous (progressive) ending]
2. What’s English word comes from the Latin word ‘stella’? What does ‘stella’ mean? [constellation (or stellar, interstellar, Stella), star]
3. Name one constellation named after an animal. [Ones we’ve seen today are Ursa Major (The Big Bear), Cetus (The Whale), Draco (The Dragon), Canis Major (The Big Dog), Pegasus, Cygnus (The Swan).

## Week 27

### Slide 1

Intro slide. In this lesson, we consolidate all the language work we've done so far on the course, firstly through the familiar chants and games, and then in a series of written exercises.

### Slide 2

Roman register.

### Slide 3

Word Roots Challenge, using vocabulary that will feature in this session's language work. 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:

**luna**, moon – lunar, lunatic (the moon was historically implicated in madness)

**ridere**, to laugh/smile – deride, ridiculous, ridicule, risible

**malus/mala**, bad – malicious, malware, maleficent, malcontent

**digitus**, finger – digit (i.e. a finger, or a number), digital

**campus**, field – university campus, camping, camp

**sub**, under – submarine, subway, substandard, subtract, submerge

**maximus/maxima**, very big – maximum, Max (boy's name), max, maximise

**ventus**, wind – ventilation, vent

**circum**, around – circumference, circumnavigate, circumspect



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

### Slides 4-9

These slides recap last term's work (Week 21) on adjectives.

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).

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 4-7 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 8 and 9 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 10**

The very familiar O-S-T present tense endings chant.



When you see the O-S-T endings on a Latin verb, it tells you who is doing the verb, but what else does it tell you? [The tense of the verb/when the verb is happening]

### **Slide 11**

It's been a while since formally looking at the present tense of 'to be' in Latin, so this chant represents a chance to recap. 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

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.

### **Slide 12**

Explosive Endings, to help the class remember the past continuous endings. Here are the rules:

- (1) Get the pupils to all stand up behind their chairs.
- (2) Appoint a ‘Primus’ or ‘Prima’ (‘leader’) on each table or row (depending on how your classroom is laid out).
- (3) Starting with the teacher, and followed by the Primus/Prima on the first table, the class recite, “bam,” “bas,” “bat” etc. in order, each pupil taking an ending. When a table finishes, the Primus/Prima on the next table picks up, so you’ll have something a bit like this:

Teacher: bam!

Table 1 Primus pupil: bas!

Table 1 pupil b: bat!

Table 1 pupil c: bamus!

Table 1 pupil d: batis!

Table 2 Primus: bant!

Table 2 pupil b: bam!

Table 2 pupil c: bas!

etc. etc. until all the pupils on the last table have had a go, then it goes back to the Primus/Prima on the first table.

- (4) **HOWEVER!** The rule is that if you’re the one who says, “bam!” you’ve ‘exploded’ and you have to sit down – you’re out of the game. This continues until you have only two players: then it’s a face-off to see who wins!

### **Slide 13**

Quick Fire Verbs. A familiar whiteboard game by now, but note the mixture of tense endings:



What's different about this game of Quick Fire Verbs? [It's a mixture of present and past continuous verbs.]

As usual, check the understanding of the infinitive forms of *habitare* (to live/inhabit), *currere* (to run) and *curare* (to look after/take care of).



'curare' and 'currere' look very similar. If you look closely at the spelling of these words, what's going to help you distinguish the two? ['curare' only has one 'r' in the middle, and 'currere' has two]

Remind the pupils to look at the beginning of the verb to see *what's* happening, and at the end of the verb to see not only *who's* doing it, but also *when* it's happening.

**habitabam** - I was living/inhabiting

**curant** - they take care of/look after

**habitamus** - we live/inhabit

**curatis** - y'all (you plural) take care of/look after

**currebat** - he/she/it was running

**currebamus** - we were running

**currit** - he/she/it is running

**curabas** - you were taking care of/looking after

### Slides 14-16

Putting all of the language learning just recapped into use, the pupils now play Quick on the Draw. There are seven words being used, and as an extra task. 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:

**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. [Again, pupils should be able to use the rhyming heuristic to work out which noun is being described by 'miri'.]

### Slide 17-20

A look at today's written translation exercises (wk27\_sentences.pdf).



- Exercise 1: simple sentences which contain either a present or past continuous verb
- Exercise 2: sentences which contain either a present or past continuous verb plus a subject and an object
- Exercise 3: these sentences contain adjectives which need to be associated with the correct noun
- Exercise 4: complex Latin sentences with adverbs and prepositions added

### **Slides 21-26**

The answers to the written exercise for peer-marking in class.

### **Slide 27**

The plenary, three questions as usual:

1. If a Latin verb ends in 'bat', who was doing it? And when were they doing it? [he/she/it, in the past, as it's a past continuous (progressive) ending]
2. What's English word comes from the Latin word 'ventus' meaning 'wind'? [ventilation, air vent]
3. vaccas iratas amatis? [Do you like angry pigs? The sensible answer, presumably, is 'minime' (no), but pupils are at liberty to answer 'ita vero' (yes) as long as they understand what they're professing to like!]

## Week 28

### Slide 1

Intro slide. In this lesson, we take a break from language work to address the mystery that is the Roman numeral system – useful for the odd occasions in modern life where it crops up (clocks, inscriptions, SATS papers...)

### Slide 2

Roman register.

### Slide 3

Word Roots Challenge: numbers special, to get the class in the mood for the upcoming numbers work. A Latin number word with its English equivalent 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\*, decimal, decade, decagon, decathlon (these last two are strictly speaking from Ancient Greek, but the Romans got their word for ten from the Greeks, so sort of true)

**unus**, one – unique, unit, unicycle, universe, unison, union, unicorn

**quinque**, five – quintuplets/quins, quintet

**centum**, hundred – century, centurion, centimeter, cent, centipede, centenary, percent

**octo**, eight – October\*, octopus (again, strictly Greek, but this is where the Latin for eight came from)

**mille**, thousand – millimeter, million, millipede, millennium, millefiori (remember that?!),

**novem**, nine – November\*



Discussion point: why does October have ‘eight’ in its name when it’s not the eighth month? Or November (‘nine’) or December (‘ten’). [It’s because the Romans didn’t have January as the first month of the year, but March. July used to be called ‘Quintilis’ (‘fifth’), but had its name changed to honour Julius Caesar. August used to be called ‘Sextillia’ (‘sixth’) but had its name changed to honour Caesar Augustus. January only became the first month when Pope Gregory changed the calendar system in 1582.]

### Slide 4

Romans had words for numbers, just like we do, but they represented them very differently to modern day numbers. We call the way they represented them ‘Roman numerals’.



Where might you see Roman numerals today?

[Mouse click 1] On some clocks and watches.

[Mouse click 2] In dates, especially at the end of TV programmes!

[Mouse click 3] In inscriptions on buildings.

No picture to illustrate this (!), but some people use Roman numerals in tattoos. David Beckham has his lucky number tattooed on his arm (VII – 7).

## **Slide 5**

Instead of the numbers that we use today, Romans represented numerical values using letters.



Do you know what numbers these letters represent?

[Mouse click 1] M

[Mouse click 2] 1000

[Mouse click 3] I

[Mouse click 4] 1

[Mouse click 5] X

[Mouse click 6] 10

[Mouse click 7] C

[Mouse click 8] 100

[Mouse click 9] D

[Mouse click 10] 500

[Mouse click 11] V

[Mouse click 12] 5

[Mouse click 13] L

[Mouse click 14] 50

One of the hardest things to remember is which letter represents which number, but there's a helpful mnemonic. All of the letters appear in descending order in the phrase 'medical Xavier' [mouse click 15 & 16]. This especially helps with the confusing between D (500) and L (50).

## **Slide 6**

In order to express numbers, Roman numerals are combined in strings. The rule goes that if the numerals are the same size or smaller as you go along the string, you add them. The example used here is XXXVII (mouse clicks show how the numerals combine).

## **Slide 7**

But this is the tricky bit. If you get a smaller numeral followed by a bigger numeral, you have to subtract the smaller from the bigger, and then add it to the total (mouse clicks show how the numerals combine).

## **Slides 8-13**

Now we're going to have a practice at Roman numeral strings by decoding Roman tombstones. The first (Flavius, slide 8) explains and models the inscription on mouse-click. The pupils (in pairs or separately) then need to work out how old these Romans were when they died. Slide 13 gives the answers on mouse click:

Flavius – 25

Cornelia – 61

Salvius – 90

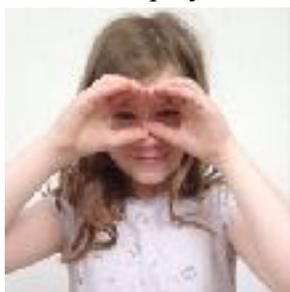
Quintus – 24

Barbilla – 43

 Many Romans died much younger than people in modern times: why do you think this was?  
[not such effective medical care, no vaccinations or penicillin, death in childbirth, war]

### **Slide 14**

A brain-break from all these numbers is required! This is the game of Mythical Battle, which is essentially Stone, Paper, Scissors. The two competitors count down, “tres, duo, unum” and then make their play with these hand gestures:



Cyclops (big eye)

Medusa (snaky hair)

Pegasus (flapping wings)

You can play this with children representing their table teams, or select a number of individuals. A knock-out tournament for six table teams takes about five minutes when playing best-of-three in each round.

### **Slides 15-17**

...and ready for the really tricky stuff – year dates. This works on the same principle as all Roman numerals that we just recapped, but year dates can get very long!

Slide 15 shows an easy example (MMXVII), Slide 16 a slightly trickier one (MIX) and Slide 17 is a real decoding challenge (MCMLXIV). The mouse clicks on each slide will break down how the string of numerals is interpreted.

### **Slide 18**

 Introduces a game of Roman numeral bingo. In the file [wk28\\_bingo\\_cards.pdf](#), you will find a caller's card for the teacher and 30 bingo cards for pupils. Each card contains a selection of easy, medium and tricky numerals, including dates. The caller's card is annotated with the modern numbers for ease. Call out these modern numbers (while marking on the card what you've called), and the pupils have to mark the corresponding Roman numeral off their card. If a pupil calls 'bingo', go through the numbers to make sure they're right. If time allows, play for a full house: pupils could even shout out 'villa!'

### **Slide 19**

The plenary, three questions as usual:

1. What English words come from 'centum', the Latin for hundred? [century, centurion, centimeter, cent, centipede, centenary, percent]
2. How old are you, in Roman numerals? [VII, VIII, IX, X, XI]
3. In Roman numerals, in which year were you born? [MMVI, MMVII, MMVIII, MMIX, MMX]

## Week 29

### Slide 1

Intro slide. This lesson covers the notion of the ‘possession’ in English, and then introduces a new set of Latin noun endings to show possession.

### Slide 2

Roman register.

### Slide 3

Word Roots Challenge, using vocabulary that will feature in this session’s language work. Each student has a whiteboard and marker (or students can work in pairs).

**locus**, place – location, local, locate

**stella**, star – Stella (girl’s name), constellation, interstellar

**frigidus/frigida**, cold – fridge, refrigerate

**habitare**, to live – inhabit, habitat, inhabitable

**mirus/mira**, amazing – miracle, miraculous, admire

**corona**, crown – coronation, corona (ring round the sun during an eclipse)

**videre**, to see – vision, visible, video, visor

**numerare**, to count – number, numerical

**via**, street – via (i.e. by way of), viaduct

**digitus**, finger – digit (finger or number), digital, prestidigitator (a magician who uses sleight of hand in his tricks)



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

### Slide 4

Explosive Endings, to help the class remember the past continuous endings. Here are the rules:

- (1) Get the pupils to all stand up behind their chairs.
- (2) Appoint a ‘Primus’ or ‘Prima’ (‘leader’) on each table or row (depending on how your classroom is laid out).
- (3) Starting with the teacher, and followed by the Primus/Prima on the first table, the class recite, “bam,” “bas,” “bat” etc. in order, each pupil taking an ending. When a table finishes, the Primus/Prima on the next table picks up, so you’ll have something a bit like this:

Teacher: bam!

Table 1 Primus pupil: bas!

Table 1 pupil b: bat!

Table 1 pupil c: bamus!

Table 1 pupil d: batis!

Table 2 Primus: bant!

Table 2 pupil b: bam!

Table 2 pupil c: bas!

etc. etc. until all the pupils on the last table have had a go, then it goes back to the Primus/Prima on the first table.

(4) **HOWEVER!** The rule is that if you're the one who says, "bam!" you've 'exploded' and you have to sit down – you're out of the game. This continues until you have only two players: then it's a face-off to see who wins!

### **Slide 5**

Quick Fire Verbs. A familiar whiteboard game by now, but note the mixture of tense endings:

 What's different about this game of Quick Fire Verbs? [It's a mixture of present and past continuous verbs.]

As usual, check the understanding of the infinitive forms of *audire* (to hear/listen), *cantare* (to sing), *esse* (to be) and *clamare* (to shout).

Remind the pupils to look at the beginning of the verb to see *what's* happening, and at the end of the verb to see not only *who's* doing it, but also *when* it's happening.

**audiebam** - I was listening

**clamant** - they shout

**es** – you (singular) are

**cantamus** - we sing

**clamabatis** - y'all (you plural) were shouting

**audit** – he/she/it hears/is listening

**canto** – I sing

**est** – he/she/it is

**cantabat** - he/she/it was singing

**clamas** – you (singular) shout

### **Slides 6-9**

Four Quick on the Draw sentences to help the class maintain their knowledge of nouns (singular/plural, subject/object), verbs (who/when/what) and adjectives (agreement with noun). There are fifteen words being used. 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:

**in viā cantabamus**– We were singing in the street.

**“maga irata est!” femina clamat** – “The witch is angry!” shouts the woman. Two verbs!

**regina coronam miram habet** – The queen has an amazing crown (make sure that the class notice that 'miram' is describing the crown and not the queen).

**equi locos frigidos amant** - The horses love the cold places (again, making sure that 'cold' is used to describe the places (object) and not the horses (subject)).

### Slide 10

Ahead of this week's new learning about an extra noun ending, a quick recap on the noun endings the students already know. The subject endings (highlighted red on mouseclick) show us a noun that's the subject of the sentence, doing the verb. These can be singular or plural. The object endings (highlighted green on mouseclick) show us a Latin noun that's the object of the sentence, having the action of the sentence done to them. These, too, can be singular or plural.

Mouseclick then shows two sentences just encountered in Quick Fire Verbs:

**reginam coronam miram habet** and **equi locos frigidos amant**. Further mouseclicks highlight the subject and object noun endings in both these sentences.

### Slide 11

We're shortly about to learn the Latin noun endings that show possession. But first of all, it's helpful to recap the notion of possessives in English.



How does the English language show 'possession', when someone owns something?

The following six mouseclicks demonstrate the two ways in which English shows possession: 'of' and the use of the apostrophe.



(On mouseclick 1) How would you describe the football using the words 'of' and 'boy'? [The football of the boy]. (Mouseclick 2) How would you describe the football using the word 'boy' and an apostrophe? [The boy's football]. (Mouseclick 3) How would you describe the footballs using the word 'boys' and an apostrophe? [The boys' footballs].

### Slide 12

Latin nouns can show us possession.



Where do you think you might see a change in Latin nouns to show possession? [The word ending]

Mouseclick adds a new line to our noun ending tables – the possessive endings. Further mouseclick populate the tables.

(on mouseclick 2) What is really annoying about this possessive ending (ae)? [It's the same as the plural subject ending] (on mouseclick 4) What is really annoying about this possessive ending (i)? [It's the same as the plural subject ending].

Those lazy Romans! They could have been a bit more inventive with their endings. But actually, you can reassure the class that it doesn't matter. It'll be clear when they see a word in a sentence what it is. (The answer, which some higher-ability children may grasp, is that if the ending is subject plural, then the verb will have to have a plural ending).

### Slide 13

To solidify the concept of possessive endings, the class play a game of Cuius Equus? (Whose Horse?). Here's how to play:

1) The teacher starts off holding a toy horse.

2) Mouseclick brings up the sentence, “equus \_\_\_\_\_ est”



What does “equus \_\_\_\_\_ est?” mean [“It is a horse” or “the horse is”]

3) Mouseclick brings up a name in the sentence (you will need to edit these names to a selection of your pupils’ own Roman names with the possessive ‘ae’ ending for girls’ names and the ‘i’ for boys’): equus Carlottae est – it is the horse of Carlotta/it is Carlotta’s horse.

4) The teacher passes the horse to Carlotta (or whoever has been substituted!)

5) Mouseclick brings up a new name.

6) Carlotta reads the sentence out: “equus Maximi est”.



What does this sentence mean? [it is the horse of Maximus/it is Maximus’s horse.]

7) Carlotta passes the horse to Maximus. Now it’s his turn to read out the new ‘owner’ of the horse (revealed on mouseclick)

8) This goes on for four turns. If confident, the pupils can carry on playing by adding the possessive ending to a name of their choice. Alternatively, you can amend the presentation and add more of your pupils’ names.

#### **Slide 14**

...recaps the endings table, including the possessive, and gives a simple demonstration sentence of how a possessive noun can fit into a sentence. The sentence is presented in the Quick on the Draw format, with the verb appearing first:



(mouseclick 1) **amat** – what does amat mean? [he/she/it loves]

(mouseclick 2) **femina amat** – there’s now a subject in our sentences – what does this mean? [The woman loves.]

(mouseclick 3) **femina equum amat** – and here’s an object added in – can you put this object noun into your sentence? [The woman loves the horse]

(mouseclick 4) ...and now here comes the possessive, “**reginae**”, “of the queen”. Can you fit this possessive noun into your sentence? [The woman loves the horse of the queen/The woman loves the queen’s horse (revealed on mouseclick)]

#### **Slides 15-22**



A look at today’s written exercise (wk29\_possessive.pdf), followed by the answers (slides 19-22) for self-marking (answer key also available in wk29\_possessive\_answerkey.pdf).

#### **Slide 27**

The plenary, three questions as usual:

1. What does the Latin verb 'es' mean? [you (singular) are]
2. What's English word comes from the Latin word 'locus' meaning 'place'? [location, locate, local]
3. "corona reginae est." Whose crown is it? [The queen's, 'reginae' has the possessive ending]

## Week 30

### Slide 1

Intro slide. This lesson continues with how Latin endings showing possession (prompting accurate use of apostrophes in English!), and pupils are given the opportunity to translate sentences containing possessive Latin nouns. In the cultural segment, we meet the ancient Greek mathematician (and all-round brainbox) Pythagoras, and demonstrate his theorem of the hypotenuse.

### Slide 2

Roman register.

### Slide 3

A recap on how English expresses possession.



How does the English language show 'possession', when someone owns something?

The following six mouse-clicks demonstrate the two ways in which English shows possession: 'of' and the use of the apostrophe.



(On mouse-click 1) How would you describe the football using the words 'of' and 'boy'? [The football of the boy]. (Mouse-click 2) How would you describe the football using the word 'boy' and an apostrophe? [The boy's football]. (Mouse-click 3) How would you describe the footballs using the word 'boys' and an apostrophe? [The boys' footballs].

### Slide 4

As we saw last week, Latin nouns show us possession by changing the ending of the noun.

Mouse-click adds a new line to our noun ending tables – the possessive endings. Further mouse-click populate the tables.



Can you remember what was a bit annoying about these Latin possessive endings? [They're the same as the plural subject endings, but don't worry, it's usually pretty clear when words are in a sentence which one they're supposed to be. Some higher-ability children may grasp, is that if the ending is subject plural, then the verb will have to have a plural ending]

### Slide 5

To solidify the concept of possessive endings, the class play a game of Cuius Equus? (Whose Horse?). Here's how to play:

- 1) The teacher starts off holding a toy horse.
- 2) Mouse-click brings up the sentence, "equus \_\_\_\_\_ est"



What does “equus \_\_\_\_\_ est?” mean [“It is a horse” or “the horse is”]

3) Mouse-click brings up a name in the sentence (you will need to edit these names to a selection of your pupils’ own Roman names with the possessive ‘ae’ ending for girls’ names and the ‘i’ for boys’): equus Carlottae est – it is the horse of Carlotta/it is Carlotta’s horse.

4) The teacher passes the horse to Carlotta (or whoever has been substituted!)

5) Mouse-click brings up a new name.

6) Carlotta reads the sentence out: “equus Maximi est”.

 What does this sentence mean? [it is the horse of Maximus/it is Maximus’s horse.]

7) Carlotta passes the horse to Maximus. Now it’s his turn to read out the new ‘owner’ of the horse (revealed on mouse-click)

8) This goes on for four turns. If confident, the pupils can carry on playing by adding the possessive ending to a name of their choice. Alternatively, you can amend the presentation and add more of your pupils’ names.

### **Slides 6-10**

Before we embark on a game of Quick on the Draw (containing possessives), we’ll have a quick look-see at a possessive in a Latin sentence. On mouse-click, the sentence builds up in the usual way (verb first, then subject, object and finally possessive), but mouse-clicks also bring up coloured circles to highlight subject, object or possessive endings. Two English translations are given for the Latin sentence, one denoting possession using ‘of’, the other using an apostrophe.

In this game of Quick on the Draw, there are fourteen words being used: check the pupils know what they mean, although the pictures should cue them. 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). To help with the new addition of possessive nouns, the noun endings are colour-coded depending on whether they are subject (red), object (green) or possessive (blue).

The sentences are:

slide 7: **coronam reginae habemus** – we have the crown of the queen/we have the queen’s crown

slide 8: **campus equorum mirus est** – the field of the horses is amazing/the horses’ field is amazing

slide 9: **feminae vias magarum vident** – the women see the streets of the witches/the women see the witches’ streets

slide 10: **aquam frigidam equi habeo** – I have the cold water of the horse/I have the horse's cold water (since the adjective 'frigidam' comes in last, the pupils will have to decide whether its is describing the water of the horse. Hopefully they will remember that the endings have to match).

### **Slide 11**

In this week's cultural segment, we're going to have a look at the ancient Greek philosopher and mathematician, Pythagoras. He did lots of thinking in various fields such as philosophy, science and maths. But Pythagoras was especially interested in [mouse-click] triangles, and we still use his theories on triangles today. For example...

### **Slide 12**

...as all KS2 students know, all angles in a triangle have to add up to  $180^\circ$ . This rule was originally set out by Pythagoras. He also worked out an elegant mathematical truth to this day known as...

### **Slides 13-17**

 ...Pythagoras' Theorem. These next four slides give a walk-through of today's practical exercise, which is set out for the pupils in wk30\_pythagoras.pdf. Once the class has worked through this exercise, a recap of Pythagoras' Theorem is shown on Slide 17.

### **Slide 18**

The plenary, three questions as usual (but with a guest appearance from Pythagoras!):

1. What English word comes from the Latin 'campus' meaning 'field'? [campus/camping/campaign]
2. 'aqua feminarum' – whose water is it? [The women's water]
3. What is the name of the longest side of a right-angled triangle? [The hypotenuse]

## Week 31

### Slide 1

Intro slide. In language work, pupils recap possessive Latin noun endings. However, most of the lesson is given over to learning about the myth of Persephone, and considering how cultures can use mythology to make sense of the natural world. The lesson culminates in the fun activity of making a *donum Proserpinae* (gift of Persephone).

### Slide 2

Roman register.

### Slide 3

Straight into a game of Cuius Equus? (Whose Horse?) to recap possessive endings. The singular feminine and masculine endings are at the bottom of the screen throughout the game to help pupils create the correct possessive version of fellow pupils' names.

- 1) The teacher starts off holding a toy horse.
- 2) Mouse-click brings up the sentence, “equus \_\_\_\_\_ est”



What does “equus \_\_\_\_\_ est?” mean [“It is a horse” or “the horse is”]

- 3) Mouse-click brings up a name in the sentence (you will need to edit these names to a selection of your pupils' own Roman names with the possessive ‘ae’ ending for girls' names and the ‘i’ for boys’): equus Carlottae est – it is the horse of Carlotta/it is Carlotta's horse.
- 4) The teacher passes the horse to Carlotta (or whoever has been substituted!)
- 5) Mouse-click brings up a new name.
- 6) Carlotta reads the sentence out: “equus Maximi est”.



What does this sentence mean? [it is the horse of Maximus/it is Maximus's horse.]

- 7) Carlotta passes the horse to Maximus. Now it's his turn to read out the new ‘owner’ of the horse (revealed on mouse-click)
- 8) This goes on for four turns. If confident, the pupils can carry on playing by adding the possessive ending to a name of their choice. Alternatively, you can amend the presentation and add more of your pupils' names.

### Slides 4-8

Before we embark on a game of Quick on the Draw (containing possessives), we'll have a quick look-see at a possessive in a Latin sentence. On mouse-click, the sentence builds up in the usual way (verb first, then subject, object and finally possessive), but mouse-clicks also bring up coloured

circles to highlight subject, object or possessive endings. Two English translations are given for the Latin sentence, one denoting possession using 'of', the other using an apostrophe.

In this week's game of Quick on the Draw, there are twelve words being used: check the pupils know what they mean, although the pictures should cue them. 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). To help with the new addition of possessive nouns, the noun endings are colour-coded depending on whether they are subject (red), object (green) or possessive (blue).

The sentences are:

slide 5: **equum reginae habes** – You (singular) have the crown of the queen/the queen's crown.

slide 6: **villa medici frigida est** – The house of the doctor/the doctor's house is cold.

slide 7: **aquam feminarum habemus** – We have the water of the women/the women's water.

slide 8: **locus equorum sordidus est** – The place of the horses/the horses' place is dirty.

### Slide 9

In this week's cultural segment, we're going to look at the myth of Persephone.



Using your Greek letter sheets, can you work out which Greek myth we're going to look at today?

[Mouse-click] Persephone, who, like many gods and goddesses, had a slightly different name in Latin: [mouse-click] Proserpina.



[Mouse-click] She was the daughter of this goddess. Use your Greek letter sheets to work out who it is. [mouse-click] Demeter, goddess. Again, she had a different Roman name: [mouse-click] Ceres.



Can you think of an English word that comes from Ceres, goddess of crops and harvests? [cereal]



[Mouse-click] Persephone was forced to marry this god: can you work out who it is? [Mouse-click] Hades, god of the underworld. The Romans call him [Mouse-click] Pluto (and then the planet was named after him).

The myth went that for half of the year, Persephone had to live in the underworld with Hades, and for the other half, she was allowed back above ground.



Ancient cultures often used myths to explain things that they noticed happening in the world. What do you think the myth of Persephone might have been explaining? [Mouse-click] reveals pictures of crops growing, trees blossoming, flowers blooming and new lambs, which can be used as either a prompt for the class, or as an illustration if they have no problems in finding an

answer to this question! Which, of course, is that they myth seeks to explain the regular changing of the seasons]

### **Slides 10-14**

Many cultures, not just Ancient Greek and Roman ones, celebrated the coming of spring and the return of good weather, birth of new animals and growth of crops. To celebrate, we often give gifts, so we're going to make a flower gift, a 'donum' (Latin for 'gift') 'Proserpinae' of Persephone.



Can you think of an English word that comes from the Latin 'donum', meaning 'gift' or 'present'? [donate, donation, donor]



These slides are a walk-through of the process, and this is also contained in the instruction sheet wk31\_dp.pdf. This activity should take about twenty-five minutes including tidy-up time. Once finished, the pupils can either give their flowers amongst themselves, or they can take them home to give to family or friends.

### **Slide 15**

The plenary, three questions as usual:

1. 'villa medici' - whose house is it? [the doctor's house]
2. 'What does the myth of Persephone try to explain? [The changing of the seasons]
3. Which (unappealing) god was Persephone forced to marry? [Hades/Pluto]

## Week 32

### Slide 1

This penultimate lesson recaps and draws together all the language learning accumulated on the course, playing many of the favourite games and culminating in an ambitious translation and illustration exercise.

### Slide 2

Roman register.

### Slide 3

Word roots challenge, in reverse. This slightly harder version of the familiar game invites the pupils to recall the Latin root words from which the English words on the board are derived. See if the pupils can not only remember the Latin, but also what it means in English (this will be connected to, but not the same as, the root word)

porcupine - porcus, pig

digit - digitus, finger

malady - malus, bad

fridge - frigidus/frigida, cold

lunatic - luna, moon (madness was thought to be influenced by the moon)

reign - regina, queen

maximise - maximus, very big

miracle - mirus/mira, amazing

### Slide 4

The game of Cuius Equus? (Whose Horse?) to recap possessive endings. The singular feminine and masculine endings are at the bottom of the screen throughout the game to help pupils create the correct possessive version of fellow pupils' names.

- 1) The teacher starts off holding a toy horse.
- 2) Mouse-click brings up the sentence, "equus \_\_\_\_\_ est"



What does "equus \_\_\_\_\_ est?" mean ["It is a horse" or "the horse is"]

- 3) Mouse-click brings up a name in the sentence (you will need to edit these names to a selection of your pupils' own Roman names with the possessive 'ae' ending for girls' names and the 'i' for boys'): equus Carlottae est – it is the horse of Carlotta/it is Carlotta's horse.
- 4) The teacher passes the horse to Carlotta (or whoever has been substituted!)
- 5) Mouse-click brings up a new name.
- 6) Carlotta reads the sentence out: "equus Maximi est".



What does this sentence mean? [it is the horse of Maximus/it is Maximus's horse.]

7) Carlotta passes the horse to Maximus. Now it's his turn to read out the new 'owner' of the horse (revealed on mouse-click)

8) This goes on for four turns. If confident, the pupils can carry on playing by adding the possessive ending to a name of their choice. Alternatively, you can amend the presentation and add more of your pupils' names.

### **Slide 5**

A recap of the irregular verb 'to be'. 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.

### **Slide 6**

OST chant (minus the endings).



These verb endings are which tense? [the present tense]

### **Slide 7**

And to recap the past continuous tense, a game of explosive endings. Here are the rules:



How do we express the past continuous tense in English? [was/were doing]

(1) Get the pupils to all stand up behind their chairs.

(2) Appoint a 'Primus' or 'Prima' ('leader') on each table or row (depending on how your classroom is laid out).

(3) Starting with the teacher, and followed by the Primus/Prima on the first table, the class recite, “bam,” “bas,” “bat” etc. in order, each pupil taking an ending. When a table finishes, the Primus/Prima on the next table picks up, so you’ll have something a bit like this:

Teacher: bam!

Table 1 Primus pupil: bas!

Table 1 pupil b: bat!

Table 1 pupil c: bamus!

Table 1 pupil d: batis!

Table 2 Primus: bant!

Table 2 pupil b: bam!

Table 2 pupil c: bas!

etc. etc. until all the pupils on the last table have had a go, then it goes back to the Primus/Prima on the first table.

(4) **HOWEVER!** The rule is that if you’re the one who says, “bam!” you’ve ‘exploded’ and you have to sit down – you’re out of the game. This continues until you have only two players: then it’s a face-off to see who wins!

### **Slides 9-10**

Two slides to remind the class about the rules for adjectives in Latin. 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 dirty, happy or angry. Vocabulary will appear at the top of the slide, and check the class is happy about the meaning of ‘videt’. On mouseclick, circles will appear around the nouns being described to focus the pupils’ memory on the ‘rhyme’ rule, so that adjective endings match their noun (masculine/feminine, singular/plural, subject/object). Once the correct adjectives have been selected, get the pupils to translate the sentence.

vacca **laeta** porcum **sordidum** videt - the happy cow sees the dirty pig  
porcus **laetus** vaccas **iratas** videt - the happy pig sees the angry cows

### **Slides 10-12**

Quick on the Draw, containing possessives (refreshed by the previous Cuius Equus game).

In this week’s game of Quick on the Draw, there are eleven words being used: check the pupils know what they mean, although the pictures should cue them. 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). To help with the new addition of possessive nouns, the noun endings are colour-coded depending on whether they are subject (red), object (green) or possessive (blue). Translations will appear on the slide’s final mouseclick.

The sentences are:

slide 10: **aquam frigidam feminae video** – I see the cold water of the queen *or* I see the queen’s cold water.

slide 11: **equum medici audiebatis** – Y'all were hearing the horse of the doctor *or* Y'all were hearing the doctor's horse.

slide 12: **villae reginarum mirae sunt** – The houses of the queens are amazing *or* The queens' houses are amazing

### **Slide 13**

..presents this week's written task, translation and illustration of the story 'tres magae malae' ('the three bad witches'), which can be found in wk32\_tres magae malae.pdf



Translate the story, tres magae malae and then illustrate it in the panels above the sentences to make a Latin comic. In this story, there are some words that you have not yet met. These are shown at the bottom of the worksheet.

The translations for each of the panels are displayed on mouseclick. It's a good idea to go through the translation with the class (either panel by panel or when everyone has translated the whole story), before they start the illustrations.

### **Slide 15**

The plenary, three questions as usual, two about the story just translated:

1. Which Latin word gives us the English word 'malady'? ['malus/mala' meaning 'bad']
2. 'tres magae bene vel male cantant' ('Are the witches singing well or badly?' ['male', 'badly'])
3. 'regina magas in equos vel in porcos mutat?' ('Does the queen turn the witches into horses or into pigs?') ['porcos', 'pigs']

## Week 33

### Slide 1

In the final lesson of Maximum Classics, the pupils get to look at some original Latin: the story of Icarus and Daedalus from Ovid's *Metamorphoses*. They then use all of their language skills to translate (and then illustrate) a simplified comic strip version of the myth. If time allows, there is also an additional game where pupils get to create their own metamorphosis myth.

### Slide 2

Roman register.

### Slide 3

Today's lesson centres around [mouse click] μεταμορφώσεις

 What language is this written in? [Greek] Can you work out what it says? You can use your Greek alphabet sheets to help. [mouseclick: metamorphoses] (which is the plural form of 'metamorphosis')

 [mouseclick] Can you guess what the 'morphoses' bit of the word means? [mouseclick: 'shape'/'shapes'] Can you think of any other words we use today that have the same root and have something to do with 'shape'? [to morph - to change form]

[mouseclick] The 'meta' part gives us the idea of [mouseclick] 'change', just like a metaphor changes the way something is described, from a literal description to a comparison.

### Slide 4

A little bit about Ovid's *Metamorphoses*, a bit of which we're going to look at today.

The *Metamorphoses* (or 'The Changes') is a very long poem written by [mouseclick] Publius Ovidius Naso, or Ovid for short. He lived from around 43B.C.E to around 17/18 C.E. His nickname 'Naso' means 'Big Nose'! The *Metamorphoses* collects together lots of myths and stories to do with the theme of change from the Ancient Greek and Roman cultures. Let's see if you know any of them...

 [mouseclick] Who is this guy, and who is he fighting? [mouseclick: This is Theseus and the Minotaur. According to the myth, the people of Athens had to send young men and women to be gobbled up by the Minotaur, a savage half-man, half-bull creature who was kept in a labyrinth by King Minos of Crete. Until Theseus decided to put a stop to all the nonsense. He was given a ball of string by princess Ariadne, so that he could go into the labyrinth where the Minotaur lived, kill him, and then find his way out again. However, despite his successful mission, he forgot to keep a promise to his father, King Aegeus. If he managed to kill the Minotaur, he was supposed to change the sails of his ship from black to white ones. He forgot. King Aegeus saw the ship sailing back from Crete, took one look at the black sails and threw himself into the sea. The sea is named the Aegean Sea (and still is). That's the metamorphosis in this story, truning from king to sea.]

 [mouseclick] This picture is of a goddess and a mortal woman. Do you know the story? Clue: can you see what the woman is changing into? [mouseclick: This is the story of Arachne.

Arachne was a very skilled weaver, but a little boastful, and said she was better than even the great goddess Athena. Oh dear. It ended badly when Athena turned Arachne into a spider (this story's metamorphosis).

 Can you think of any words in English to do with spiders that have a connection to Arachne's name? [arachnid, arachnophobia].

 [mouseclick] This is a tricky one. Can you see what's in the picture? [a statue of a woman and a man with his head in his hands] [mouseclick: This is the story of Pygmalion, a sculptor who fell in love with one of his statues, so beautiful had he made it. On hearing his prayers, Aphrodite, the goddess of love, brought the statue to life. The metamorphosis here is pretty obvious!]

 [mouseclick] What about this one. This is a boy trying to fly, but it looks like he's just lost one of his wings, and he's falling. [mouseclick: This is the story of Daedalus and Icarus, which we're going to look at in detail in this rest of the lesson. Daedalus was a renowned craftsman (he actually built the labyrinth that contained the Minotaur), but he and his son Icarus were held prisoner on the island of Crete by King Minos (he's coming across as a bit evil, is Minos!). Therefore Daedalus used all his skills to make wings for himself and for his son, so that they could fly off the island. Unfortunately, Icarus got a bit carried away, and flew too close to the sun. The wax holding his wings together melted, and he plummeted to his death in the sea below. The sea from that point was named the Icarian Sea (and still is), and that's the metamorphosis in this story.]

### **Slide 5**

The familiar game of Word Roots Challenge, but played with some original Latin text, eight lines of the story of Icarus from Ovid's Metamorphoses. Each line will come up on mouseclick, along with a translation. In six of the lines, the pupils should try to think of an English word or words that come from the Latin word that is underlined. Either the teacher or confident pupil(s) can read out the Latin and English text as it appears.

Line 1: **audaci**, daring [audacious, audacity]

Line 3: **altius**, higher [altitude, altimeter]

Line 4: **odoratas**, fragrant [odour, deodorant], **penna**, feather [pen - which used to be made out of feathers]

Line 5: **nudos**, bare [nude, nudity], **quatit**, shook [quake, earthquake]

Line 7: **nomen**, name [nominate, nomination]

Line 8: **aqua**, water [aquatic, aquarium, aquamarine]

### **Slide 6**

This week's written exercise (icarus negligens.pdf), the same format as 'Tres Magae Malae' last week.

 Translate the story 'Icarus negligens' ('Careless Icarus') and then illustrate it in the panels above the sentences to make a Latin comic. In this story, there are some words that you have not yet met. These are shown at the bottom of the worksheet.

The translations for each of the panels are displayed on mouseclick. It's a good idea to go through the translation with the class (either panel by panel or when everyone has translated the whole story), before they start the illustrations.

### **Slide 7**

If there is time, this slide contains the instruction on how to play the Metamorphosis game. Each pupils is given an A4 piece of paper. Instructions appear on mouseclick.



1. Draw a head, making sure there's a neck.
2. Fold over the top of the paper, making sure the bottom of the neck is visible for the next person. Pass to another person.
3. The next person adds a body. Turn over and pass to another person.
4. Open the paper up reveal the metamorphosis.

Can you invent a back story for this character to explain their metamorphosis?

### **Slide 8**

The plenary, three questions as usual, two about the story just translated:

4. Which English word comes from the Latin word 'penna', meaning 'feather'? [pen]
5. quis est pater Icari? (Who is the father of Icarus?) [Daedalus]
6. Icarus Daedalum comitat? (Does Icarus accompany Daedalus?) [No, he flies off on his own]



