

Slide 1

Intro slide. Following on from the noun work last week, language work this week focuses on masculine nouns ending in 'us'. The cultural section looks at Latin anatomical language that filters to modern body-related words.

Slide 2

Roman register.

Slide 3

Class put their heads on the desk, eyes shut, and silently go through the chant in their minds for two or three minutes. After this, they can then play a game of...

Slide 4

... Quick Fire Verbs. Forms of the three verbs displayed (here *laborare*, *habitare*, and *ridere*) 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:

- laboro, I work
- rident, they laugh/smile
- habitamus, we live/inhabit
- laboratis, y'all/you (pl) work
- habitat, he/she/it lives/inhabits
- rideo, I laugh/smile
- ridet, he/she/it smiles/laughs
- laboras, you(s) work

Slide 5

The now-familiar game of Ecce Centurio, but this time with nouns ending in 'us', the noun group we'll be looking at today. Go through the words' meanings with the pupils.

sonus - sound
digitus - finger
medicus - doctor
equus - horse
gladius - sword
porcus - pig
ventus - wind



Can you think of any English words that we get from these Latin root words?

- sonus [sonic, sonar]
- digitus [digit, digital]

- medicus [medic, medical, medicine, medication]
- equus [equestrian, equine]
- gladius [gladiator, gladioli (sword-shaped flower)]
- porcus [pork]
- ventus [ventilation, vent]

Slide 6

Again, the golden rules we recapped last week, which will shortly be applied to 'us' nouns. The three missing phrases, which each appear on mouse click, reiterate the emphasis on word endings in Latin.

Slide 7

Begin with a recap of the pupils' understanding of subject (noun doing the action in a sentence) and object (noun having something done to it). Last week, we saw that Latin 'a' nouns change their ending depending on whether they're the subject or object in the sentence. This slide illustrates how it works for nouns ending in 'us'. The first three mouse clicks bring up the vocabulary we'll be using for this demonstration (medicus, equus and amat): check the pupils understand the meanings of these words.



Which of these words are nouns [medicus, equus], and which are verbs [amat]?

The next mouse click brings up the sentence, 'The doctor loves the horse' with an illustration, and the following mouse click shows its Latin translation. Get the pupils to identify the subject and object in the sentence. The next mouse clicks bring up the same sentences, but with the subject and object reversed. Again, get the pupils to identify the subject and object.



What has changed to the words in these two sentences? [The endings of the nouns. Some pupils will also spot that the word order has also changed. Latin does have the habit of putting the subject at the beginning of a sentence and the verb at the end, but not reliably!]

Slide 8

This slide is analogous to the previous one, but illustrates how the endings change in the plural.



Are these endings the same as the ones we just saw? [No] Why do you think there's a difference? [There are lots of doctors/horses, the nouns are plural]

Slide 9

A summary of how Latin 'us' nouns change their ending depending on whether they are subject or object, singular or plural.



Pupils can now work on subj_obj_M_worksheet.pdf (answers on subj_obj_M_worksheet_answerkey.pdf). The three exercises on this sheet get the pupils to:

- sort Latin nouns by ending
- write different ending variations on nouns
- choose the correct English translation for a Latin sentence

Slide 10

Today's topic is parts of the body, as many body-part and medical words come from Latin. This slide gets the children to play the Word Roots Challenge game, with which they should be familiar from a few weeks back. Pupils write down on their whiteboards English words they think come from these Latin body-part words. A mouse click after each word pair is displayed gives an additional visual clue.

Some of the pupils may notice that 'pedes' and 'dentes' do not have noun endings that they have so far encountered. This is because we have only learned two noun groups (technically known as 'declensions'): in Latin there are five. 'Pedes' and 'dentes' belong to a different group (third declension) with different endings.

- pedes – pedestrian
- oculus – binoculars (some pupils may talk about Oculus Rift, the virtual reality system, which of course uses the eyes)
- dentes – dentist, dental
- nervi – nervous
- collum - collar

Slides 11-13



These slides give the instructions for making a Latin-labelled body model. After choosing whether to make the human body model or a gory guts model, pupils will need the following (along with the templates found in body_models.pdf):

for human body: card, glue, scissors, coloured pencils, felt tips, five split pins
for gory guts model: card, glue, scissors, coloured pencils, felt tips

Slide 14



The plenary, which takes the form of three questions:

1. If a Latin verb ends in 't', who is doing it? ['he, she or it']
2. When a Latin noun ends in 'i', is it the subject or object of the sentence? [subject (plural)]
3. What English words comes from the Latin 'pedes', meaning 'foot'? [pedestrian]