

### **Slide 1**

Intro slide. This is the course's last week of language work, so focuses on bringing the learning about verbs, nouns and adverbs together as the pupils learn to translate Latin sentences step-by-step. There is no craft activity today, but a philosophy session based on Plato's tale of Gyges. Pupils are then given a series of moral dilemmas to explore the issue of 'being good' and why we do it.

### **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 *amare*, *habere*, and *curare*, all to appear in today's worksheet) 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:

- amo, I love
- habent, they have
- curamus, we take care of
- amatis, y'all/you (pl) love
- habet, he/she/it has
- habeo, I have
- curat, he/she/it takes care of
- habes, you(s) have

### **Slide 5**

This slide rounds up all we have learned so far about nouns and verbs ahead of tackling Latin sentences.

- Mouse click 1: verbs show who is doing the verb
- Mouse click 2: table of the present tense verb endings, with which the pupils should be very familiar by now
- Mouse click 3: noun endings show if the noun is the subject or the object
- Mouse click 4: the endings for 'a' nouns
- Mouse click 5: the endings for 'us' nouns

### **Slide 6**

An animated demonstration of how a Latin sentence is built up.

Mouse click 1: amat



What does 'amat' mean [he, she or it loves]

Mouse click 2: But we know that Latin nouns can be the subject of a sentence. Let's change 'amat' to 'regina amat', where 'regina' is the subject doing the action in our sentence.



What does 'regina amat' mean? [the queen loves]

Mouse clicks 3&4: That's a good start, but we can get even more words into our sentence. Let's make some space.

Mouse click 5: equum. Let's put in a noun that's the object.



How do we know it's the object? [because it ends in 'um']. What does 'regina equum amat' mean? [the queen loves the horse]

Mouse click 6: laete. We also learned a few weeks back about how to make verbs a little more interesting by using adverbs. Let's put an adverb in.



What does 'laete' mean? [happily]. What does 'regina equum laete amat' mean? [the queen happily loves the horse]. Mouse click 7 brings up this answer.

Some students may note that every time they've seen a Latin sentence, the verb comes at the end. This is the general Latin convention (although it's a rule that is sometimes broken for various reasons).

### **Slide 7**



This slide should be left on the board as an aid to vocabulary recall as the pupils work on [sentences\\_worksheet.pdf](#), which builds up two-, three- and four-part sentences, always starting with the Latin verb.

### **Slide 8**

Today's cultural segment looks at Plato's tale of Gyges. The text on the screen is an abridged and adapted version of the story from Plato's Republic. The teacher or a confident pupil can read the text, printed for ease of reading in [gyges.pdf](#). The extract explores the notion of why people are good: do we do it because it's right or even innate, or do we do it because we can't get away with doing bad things? Some pupils may comment that this story reminds them of Lord of the Rings or The Hobbit. Plato was the original!



In order to focus the debate on the nature of virtue (!), pupils in pairs or small groups can then be given (folded or in envelopes) one of the scenarios contained in [dilemmas.pdf](#). They can then spend five minutes debating their 'what would you do?' response to these scenarios. After this, a class discussion can be held on each scenario.

## **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. Where do you usually find the verb in a Latin sentence? [at the end]
3. What did Gyges find that made him invisible? [a (golden) ring]