

Slide 1

Intro slide. This lesson's theme is the principle that Latin changes word endings to convey meaning, rather than (like English) word order.

Slide 2

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. This builds on the work last week on the Latin etymology of many English words.

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 (this word was encountered last week)

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.

Slide 3

You will need:

- three students at the front of the classroom
- three word cards (wk2_word_cards.pdf printed out and laminated as per the instructions)

The purpose of this exercise is to demonstrate how important word order is in English, ahead of learning that Latin doesn't rely on word order, but on word ending to convey meaning.

In English convention, the subject of a sentence comes before the verb, and the object comes after it, so swapping the position of two nouns in a sentence can fundamentally change its meaning.

Give each of the students a card, and arrange them like this so the whole class can see.



the woman



loves



the cow

Get a student in the class to read out the sentence, then get all the class to close their eyes for thirty seconds and imagine what they see when they think of that sentence. When they open their eyes, get some pupils to describe the mental picture that they have.

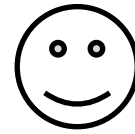
Next, get the two pupils holding nouns to swap places, so you have



the cow



loves



the woman

Again, get the students to close their eyes, and visualize the sentence. Ask for their mental images of this new sentence, showing how they are different from the first. The words themselves have not changed: ask the students what has [the word order]. Reinforce that word order is very important in expressing meaning in English. Get the pupils to flip their cards over to make the following sentence:



the man



cleans



the house

Eyes shut, visualization, description again. Then get the noun-holders to swap places:



the house



cleans



the man

A bit nonsensical, but again, get the students describe what they imagine. Reinforce the point that nothing has changed except the word order which is **CRITICAL** to sense-making in English.



Pupils now work in pairs on [wk2_silly_sentences.pdf](#). They will need scissors and glue.

Slide 4

So that's what we know about English. But the Number One Golden Rule about Latin is that it doesn't use word order to convey meaning. What does it use instead? Word endings (in technical terms, Latin is an *inflected* language).

[wk2_golden_rule_display.pdf](#) can be printed out and displayed in the classroom to reinforce this learning.

Slide 5

...gives an illustration of this, using the previous word card sentences, "The woman loves the cow" and "The cow loves the woman." This is a first look at Latin in action, and so won't sink in with some pupils straight away, but it's important that they see the effects of word ending change early on.

The animations on this slide run like this

"The woman loves the cow" pops up.

The Latin words (and pictures) for woman (*femina*), cow (*vacca*) and loves (*amat*) pop up. Pupils should be encouraged to guess what the Latin words mean, which shouldn't be too tricky with the cues.

The Latin translation of the English sentence pops up.

"The cow loves the woman" pops up, along with pictures.

The Latin translation of this English sentence pops up.



Discussion point: The Latin words for 'cow', 'woman' and 'loves' are in exactly the same places in each Latin sentence, but the two sentences mean different things. Can you spot what has changed?

Many pupils should notice that when the noun is doing the loving, it ends in 'a', and when it is being loved, the noun ends in 'am'. Some pupils may feel comfortable describing this in terms of 'subject' and 'object' of a sentence.

Slide 7

Moves on to the culture segment (although there are links to the language segment which will become clear). This is a fun activity where the pupils receive their Roman names, which will subsequently be used in language work. Class teachers can choose one of two options as set out in [wk2_roman_names.pdf](#).

Option 1

If the names are pre-allotted translations of the pupils' real names (as in Option 1), the class teacher should prepare either a slide for the whiteboard or a handout sheet with all the names on. The students can then label their Latin folder and themselves with sticky white labels on which they have written their new Roman names. The teacher can then take the Roman Register: when the

teacher calls a name, the student replies, “adsum!” which means “I am here!” (this word will appear on Slide 7 with a mouse click).

Option 2

If names are randomly allocated, students should draw lolly sticks with the Roman names written on them (split into boys’ and girls’ names), take them back to their desks and write their English names on the before they are collected up for the teacher to make a note of who has which name. The students can also label their Latin folder and themselves with sticky white labels on which they have written their new Roman names. Using the lolly sticks, the teacher can then take the Roman Register: when the teacher calls a name, the student replies, “adsum!” which means “I am here!” (this word will appear on Slide 7 with a mouse click).



Discussion point: All names have meanings. Do you know what your name means? If you don’t, maybe you ask your parents or research it at home (useful link given on lesson plan).



Discussion point: All of these names fall into two categories. Can you see what groups they fall into? [Names that end in ‘us’ and names that end in ‘a’] Why do you think this is? [‘us’ names are for boys (masculine) and ‘a’ names are for girls (feminine). This is another example of how changing the ending of a word can give us information in Latin, in this instance, the gender of a person.]

Slide 8



The plenary which takes the form of a set of questions.

1. English uses word order to convey meaning, but what does Latin use?
[word ending]
2. What does the Latin word ‘femina’ mean? [woman]
3. What English word do we get from the Latin word ‘porcus’ meaning ‘pig’?
[pork, porcine, porcupine: whichever were discussed in class]