

Slide 1

Intro slide. This lesson's theme is 'Code Cracking' as the pupils will learn how to decipher the end of Latin verbs to see who is performing them, and will also encounter the Greek alphabet.

Slide 2



Discussion point: students may have researched their names for meaning and language of origin.

Roman register: To refresh pupils' memories of their new Roman names, the teacher can call the Roman register, with pupils responding, "adsum!"

Slide 3

This slide recaps the Latin Golden Rule No. 1 (English shows meaning through word order, Latin shows meaning through word ending) that we learned last week with a missing words slide. Words appear on mouse click.

Slide 4

The language work today focuses on verbs, and how they change in Latin to give information about a sentence. This slide recaps verbs for the pupils by playing a game of Spot the Verb. Teacher or pupils, if confident, can give the definition of what a verb is (a doing or being word). Pupils can suggest which of the words on this slide is a verb, and if correct can come and put a circle around it on the whiteboard. All of the verbs on display are accompanied by pronouns – as the next few slides will show, pronouns are indicated by the verb endings in Latin.

There are seven verbs: he sings, we can see, I am, you are going, they don't like it, you are walking, she went away. There are also nouns (including proper nouns Spiderman and London, and one abstract noun, happiness), as well as two adjectives (terrible, yellow) and one adverb (quickly). If time allows, these parts of speech can be discussed.



Discussion point: What are these little words like I, you, we, she, he, they that often accompany verbs? [Pronouns]

Slide 5

As with Latin Golden Rule No.1, Latin Golden Rule No. 2 contrasts English and Latin.



Discussion point: We saw in the last slide that English shows who is doing the verb through using pronouns, but – thinking about Latin Golden Rule No. 1 – how do you think Latin shows who is doing the verb? [changing the word ending].

Slide 6

And here's how those endings go!

- If a verb ends in 'o' it means I am doing it
- If it ends in 's' it means you are doing it (just one of you)

- If it ends in 't', it means he, she or it is doing the verb (don't worry about which one to choose for now, we'll learn about that in time).
- If it ends in 'mus', then we are doing the verb
- If it ends in 'tis', then y'all are doing it. Now saying y'all is a bit crazy for an English person (quite good if you're from Texas!), but since English no longer distinguishes between singular and plural 'you' (it used to with thou/thee and ye/you), it helps to make a distinction. And usually gets a laugh from the class
- If the verb ends in 'nt', then they are doing it

We'll have a look at how that works in a second, but first it's time to introduce the o-s-t chant (see also the Teacher Video files). A mouse click will bring up on this slide a picture cue for the pupils (and to cover up the 'she' and the 'it' as these aren't in the chant). Say to the students that you're going to tap-clap a rhythm and when they get it, they should join in (it's pretty recognizable as the rhythm from 'We Will Rock You' by Queen). Start the rhythm, tap-tap-clap, tap-tap-clap. It normally doesn't take long for the majority of the class to either recognize it and/or join it. When everyone has joined in, sing along (to the tune of We Will Rock you, "o, s, t, mus, tis, nt <break> I, you, he, we, y'all, they." Invite the pupils to join in. This is the technique used to memorise the verb endings, and will be used (first out loud, then silently) to aid pupils' recall before embarking on a verb translation exercise.

Slide 7

This shows how 'amare' (to love) and 'videre' (to see) change (technical term is *conjugate*) with the different verb endings. Advance and talk through the slide content, but when the pupils seem confident, let them say what they think the Latin words mean. Some extremely keen-eyed pupils may notice that in 'amo', the 'a' present in the rest of the endings disappears. This is because they elide, or (less technically!) get squished together.



Pupils now work in pairs on [wk3_latin_verbs.pdf](#), which is a continuation of the work on the board (Slide 7 should be left up on the board as an example). Confident pupils can work independently. There are extension questions in [wk3_latin_verbs_extension.pdf](#).

Slide 8

In this culture segment, the pupils continue the theme of 'decoding' and put write their names in the Ancient Greek alphabet using authentic instruments. This slide shows how to transliterate from the Roman alphabet into the Greek one. Talk through the slide briefly, drawing special attention to how to transliterate the letters H, Y and F. For a W, use two Us. For J, sometimes I will do, but sometimes a U will be better. Give out [wk3_greek_alphabet.pdf](#) ahead of the next slide and next exercise.

Slide 9



Discussion point: Whose Greek names are these?



Give out plain paper, pencils, reed pens, sticky labels and small pots/milk carton lids with ink in. Get the pupils to practice writing their names (English or Roman) in pencil, and once they're happy, they can write themselves a Greek name badge. HA students can write 'secret messages' in Greek characters.



Discussion point: The Greek alphabet is the ancestor of our current modern alphabet. Which letters do you think have changed the most? And which ones have changed the least? How did writing with a reed pen feel different to writing with a modern pen or pencil?

Slide 10



The plenary, which takes the form of three questions:

1. English uses pronouns to show who is doing a verb, but what does Latin use? [word ending/o-s-t-mus-tis-nt]
2. Which one of these is a verb: tractor, purple, he talks? [he talks]
3. What does this say? κλασσιξ 'ισ επικ [Classics is epic]