

Slide 1

Intro slide. This session does not add any new language learning, but consolidates pupils' understanding of the present tense endings, and cements their vocabulary recall. There is no written language exercise with this session. The culture segment is longer than usual today, with a discussion of the Greek gods and an activity to recreate a Greek black-figure pot depicting a god or goddess.

Slide 2

Roman register: to maintain pupils' memories of their Roman names, the teacher calls the Roman register, with pupils responding, "adsum!"

Slide 3

The pupils play the game of Ecce Centurio ("Look at the centurion!") that they learned in the previous session. The teacher (or a pupil, if confident) comes to the front, dons the centurion's helmet and calls out a word on the board. The class must then mime the Latin word (if anyone makes a sound, they are out). Briefly go through the words' meanings with the class (remembering that all of these verbs are in the infinitive 'to do' form). This lesson's words are the same as last week, i.e.:

amare – to love

curare – to look after/take care of

dare – to give

habitare – to live (inhabit, rather than be alive)

laborare – to work

ridere – to laugh/smile

videre – to see

After the game is played, recap what each of the words means and to which word class they all belong. N.B. all Latin words are pronounced phonetically and are accessible to readers of all abilities.



Discussion point: If time allows, pupils can suggest English words that they think might come from these Latin verbs.

Slide 4

This slide acts as a refresher before a game of Quick Fire Verbs, so students need to get pen and whiteboard ready. Without any preamble, the teacher leads the pupils into the 'o,s,t' chant, starting off by tapping out the rhythm. After refreshing their memories, they can then play a game of...

Slide 5

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

- amamus, we love
- vident, they see
- laboras, you (s) work
- video, I see
- amatis, y'all/you (pl) work
- laborat, he/she/it works
- laborant, they work
- amo, I love

Slides 6-7

Name the Greek god. Pupils often know a lot already about the Greek gods, especially those into Percy Jackson books! These pictures are taken from Greek pottery to lead into the following activity. Each picture will appear on mouse-click, followed by the name of the god.



Who is the god or goddess in the picture? What is their specialist skill or domain? Are there any objects and/or animals associated with them?

Artemis – goddess of hunting, seen here with bow and arrows.

Aphrodite – goddess of love and beauty, here with her totem animal, the swan.

Hermes – god of messengers, trade and thieves. He is carrying a staff entwined by two snakes (the kerykeion) and is often shown wearing a winged hat and/or sandals. It's no coincidence that the parcel delivery company is named after him.

Athena (sometimes called Athene) – goddess of wisdom and warfare. Her animal is the owl, and is depicted usually with a battle helmet, shield and armour.

Zeus – father and king of the gods. His emblem is the thunderbolt (which you can see here) and his animal (also here) is the eagle.

Ares – god of war, as can be seen by his full battle armour (and often dead warriors at his feet!).

Apollo – god of the sun, music and poetry, he is often shown carrying a lyre.

The Romans had the same gods in their Pantheon, and the pupils may switch between Roman and Greek names to describe them. A fun home task can be to find the Roman names for all the Greek gods. They are:

- Zeus – Jupiter
- Hera – Juno
- Athena – Minerva
- Apollo – Apollo
- Artemis – Diana
- Ares – Mars
- Hermes – Mercury
- Aphrodite - Venus

Slide 8

All of these depictions of Greek gods we've seen have been on pots dating from the 7th – 2nd centuries B.C. Some had black figures painted on the terracotta: these were called black figure pottery. Some left the terracotta showing to create the picture: these were called red figure pottery.



Can you identify which of these pots are red-figure, and which are black-figure?



Option 1 (terracotta mini pots, available at <http://www.rainbowfloristsupplies.co.uk> at £3.75 for 10, or through various suppliers on eBay)

Choose the Greek god or goddess that you like the best. Using the sheet (wk5_pots.pdf) to help you, decorate your pot with your chosen god or goddess. You may find it best to sketch on your design in pencil first then go over in black felt tip. You can write the name of the god or goddess on in Greek letters if you like using your Greek alphabet sheet. Then decorate the rest of the pot with patterns – there are some examples on your sheet, or you can make up your own pattern.

Option 2 (sugar paper)

Use the sheet (wk5_pots.pdf) to decide on a pot style. Cut your chosen pot out and use it as template to cut out a piece of orange sugar paper in the shape of a pot. Decorate the 'pot' with your chosen god or goddess. You may find it best to sketch on your design in pencil first then go over in black felt tip. You can write the name of the god or goddess on in Greek letters if you like using your Greek alphabet sheet. Then decorate the rest of the pot with patterns – there are some examples on your sheet, or you can make up your own pattern.

Slide 9



The plenary, which takes the form of three questions:

1. If a Latin verb ends in 's', who is doing it? ['you' (singular)]
2. Who is the Greek god of war? [Ares]
3. What does 'videre' mean? [to see]