

### **Slide 1**

Intro slide. This session recaps adverbs and their function in English, and then introduces them in Latin. These adverbs are then put to use in a metal curse/benediction-making activity.

### **Slide 2**

Roman register.

### **Slide 3**

The 'rock star' image appears as a prompt, as the teacher leads the pupils into the 'o,s,t' chant, starting off by tapping out the rhythm. Once the majority of the class have confidently recalled and joined in, they can then play a game of...

### **Slide 4**

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

- video, I see
- cantant, they sing
- laboramus, we work
- videtis, y'all/you (pl) see
- laborat, he/she/it sees
- canto, I sing
- cantat, he/she/it sings
- vides, you(s) see

### **Slide 5**

A recap of the function of adverbs in English.



What is the job of adverbs? [An adverb 'adds' to a 'verb', telling us more about how, when, where or why something happened]

The students have two minutes to find the adverbs in this word cloud (or longer if appropriate for the class) and write them down on their whiteboards. Mouse-click reveals that the seven adverbs are:

- badly
- often
- regularly
- carefully
- happily
- well
- yesterday



What do a lot of these adverbs have in common? [They end in 'ly']

## **Slide 6**

This slide shows six Latin adverbs, with pictures to prompt suggestions for their meanings.

Can you work out what any of these Latin adverbs might be? Use the picture clues to help, but also see if you can think of any English words that are similar and which may come from the Latin root.

- bene, well (benefit, beneficial, benefactor)
- optime, very well (optimist, optimal, optimise, Optimus Prime (the transformer!))
- male, badly (maleficent, malevolent)
- celeriter, quickly (accelerate)
- irate, angrily (irate)
- laete, happily (the girl's name Laetitia means happiness)



What do a lot of these adverbs have in common? [They end in 'e', but there are exceptions to the rule, just like there are in English]

## **Slide 7**

...introduces today's culture segment (which is also incorporates the previous language learning on adverbs). The slide shows a map of Britain, mouse-click brings up the location and name of Aquae Sulis.



This town was very important in Roman Britain, but it has a different name today – what is it? [mouse click - Bath]

Mouse click brings up a picture of the Roman Baths, one of the reasons it was such an important town. The baths were first built around A.D.60 and they're still there today. Mouse-click brings up a picture of the spring that feeds the baths. The water comes up hot from the ground, and for this reason both the Romans and the Britons thought that it was sacred.

## **Slide 8**

When looking at the spring in modern times, archaeologists found little folded strips of metal. When they unfolded them, they found that they were covered in Latin writing. When they translated them, they discovered that they were curses (in Latin *defixiones*), thrown into the spring to as a plea to the local goddess to make them come true.



(mouse click for theft curse) What do you think has happened here to make someone write this curse? [someone has stolen a ring]

(mouse click for Vilbia curse) What do you think has happened here? [Somebody has lost their girlfriend Vilbia to another suitor!]

## **Slide 9**



The next six slides run through the process of making our own defixio, but since we may not need to curse anyone in our lives (hopefully!), we can use the same technique to cast a benediction, or blessing.

This slide demonstrates the first step, using the Curse Generator to make a curse or benediction. Pupils choose an addressee from the first column, an adverb from the second and a verb from the third to make a curse. Keen-eyed pupils may spot that the masculine nouns don't end in 'us': this is because they have a special ending used for addressing people (the vocative). Equally, the verb form in the third column is different from the present tense 'o,s,t' form we've been using. This is because we're formulating commands, so we need to use the Latin imperative.

### **Slide 10**

Step 1: make your curse/benediction on your sheet and translate it.

### **Slide 11**

Step 2: using your whiteboard and marker, practice writing the curse/benediction in mirror writing. The example on this slide says 'amice diu supera!' Some pupils take to this immediately, others need help. For those really struggling, they can use a piece of plain paper held against a window to check, rather than a whiteboard.

### **Slide 12**

Another example of mirror writing, which reinforces that it's not just written back-to-front, but from right to left.

### **Slide 13**

Step 3: once you're happy with your mirror-written curse/benediction, use a very sharp pencil to copy it out onto your slip of metal.

### **Slide 14**

Step 4: flip the metal slip over to see the curse. If you've not pressed hard enough, or if your pencil is a bit blunt, you may need to go over the writing again to make a stronger indentation. Faster pupils can decorate their defixio with patterns or simple pictures (the example curse here shows a skull and crossbones).

Once the students have inscribed their curses/benedictions, get them to share them with the class.

### **Slide 15**



The plenary, which takes the form of three questions:

1. If a Latin verb ends in 'mus', who is doing it? ['we']
2. What's an example of an English adverb?

3. If you were doing something 'bene', would you be doing a good or a bad job?  
[good, as it means 'well']