

Slide 1

Intro slide. This session marks a three-lesson run at Latin nouns, starting off with a recap of the concept of subject and object nouns in sentences. The language work culminates in a quick look at how Latin nouns change their endings depending on their function in a sentence, but then the details are left for the next two sessions.

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 *amare*, *habere*, and *dare*) 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:

- habeo, I have
- dant, they give
- amamus, we love
- habetis, y'all/you (pl) have
- amat, he/she/it loves
- do, I give
- dat, he/she/it gives
- habes, you(s) have

Slide 5

The now-familiar game of Ecce Centurio, but this time with a new word class, nouns. Go through the words' meanings with the pupils.

aqua - water

sonus - sound

femina - woman

digitus - finger

maga - witch/sorceress

equus - horse

After the game is played, recap what each of the words means and to which word class they all belong.



These nouns fall into two categories: can you spot what they are? [ending in 'a' and ending in 'us']. Some pupils may then draw the parallel with their Roman names, with the boys' names ending in 'us' and the girls' in 'a'.



Can you think of any English words that we get from these Latin root words?

- aqua – aquatics, aquarius, AquaFresh, aqua park
- sonus – sonic, sounds, supersonic
- femina – feminine, female, feminism
- digitus – digit (point out connection between ‘finger’ and ‘number’ i.e. we first learn to count by counting our fingers), digital
- maga – magic, magical
- equus – equestrian, equine

Slide 6

A recap of the golden rules we learned a few weeks ago, which will shortly be applied to nouns (rather than verbs). The three missing phrases, which each appear on mouse click, reiterate the emphasis on word endings in Latin.

Slide 7

This game solidifies pupils’ understanding of the concept of nouns in English. Pupils stand up and when each word appears, sit down if it’s a noun. Teacher gives the correct word class for each word after the pupils have ‘voted’.



What particular kind of noun is ‘Batman’? [proper noun]
What particular kind of noun is ‘bravery’? [abstract noun]

Slide 8

The pupils looked at the notion of subject and object when they did their Silly Sentences exercise in Week 2, since in English, subject and object are denoted by word order. As you’d expect, in Latin, they are denoted by word ending. The next two slides illustrate this, using the words ‘woman’, ‘horse’ and ‘loves’ to form two different sentences.



Which of the nouns in the sentence is the subject? [the woman] Which is the object? [the horse] (mouse click will highlight the answers)

Slide 9



Which of the nouns in the sentence is the subject? [the horse] Which is the object? [the woman] (mouse click will highlight the answers)

Slide 10

This slide displays the Latin words (on mouseclick) which we know for woman (femina), horse (equus) and loves (amat): these three words all featured in today’s warm-up games. The first mouse click shows, ‘the woman loves the horse,’ highlighting the subject in red and the object in green. The same colour scheme is used for the Latin translation of this sentence. The second mouse click shows, ‘the horse loves the woman,’ highlighting the subject in red and the object

in green. The same colour scheme is used for the Latin translation of this sentence.



What differences do you notice with the Latin words for 'horse' and 'woman' in these two sentences? [the endings change depending on whether they are the subject or the object of the sentence]. Extension question for HA pupils: what would 'the horse loves the horse' be in Latin? ['*equus equum amat*']

The exact word ending patterns for subject and object nouns will be explored in the next two sessions. But in the meantime...

Slide 11

Today's culture activity looks at Roman board games, played by children and adults alike. The first photo shows a recreation of the game *ludus calculorum* (game of stones), a Roman game very similar to Go. The second picture shows a pair of Roman dice (*alea*), which are pretty identical to the six-sided ones we use today. Gambling with dice was illegal, but it happened! The third picture is of a *rota* ('wheel') board, and this is what the pupils are going to make and use to play a game today.

Slides 12-15



These slides give the instructions on how to make and play the game of *rota*. Instructions are also given in the pupil handout [rota_instructions.pdf](#). Pupils need paper (or fabric and ribbon/string), scissors, coloured card (to make counters), pencils and felt-tips. If time is short, use [rota_prinout.pdf](#) and plastic counters to play the game.



What English words can you think of that come from 'rota'? [rotation, rotate, rotary]

Slide 16



The plenary, which takes the form of three questions:

1. If a Latin verb ends in 'tis', who is doing it? ['y'all' or 'you (plural)']
2. What part of a Latin noun changes to show if it's the subject or the object of a sentence? [the ending]
3. What does the word 'rota' mean? [wheel] Can you name an English word that comes from it? [rotation, rotate, rotary]