

### **Slide 1**

Intro slide. This lesson introduces the concept of adjectival agreement and how the end of an adjective in Latin 'matches' the noun it's describing. Eventually, we'll see how adjectives agree according to whether they are singular or plural, subject or object, but we start off with the idea of how an adjective has to match its noun in gender. Today's work will culminate in a self-description exercise involving correct adjective selection, as well as translation of 'doing' and 'being' verbs in increasingly complex sentences.

### **Slide 2**

Roman register.

### **Slide 3**

Word Roots Challenge, introducing some adjectives we'll be working with today and in the following weeks. As usual, played with a whiteboard and marker, individually or in pairs/teams. Some English words derived from the Latin are as follows:

**primus/prima**, first – prime [number, minister], Optimus Prime (leader of the Transformers!), primary [school, colours], primarily, primates [highest or first order of animals], primitive, primrose [prima rosa = first rose, as it's a spring flower]

**malus/mala**, bad – malformed, malaria, malicious, Maleficent, malnutrition, malfunction

**mirus/mira**, amazing – miracle, admire, mirror [where you admire yourself!]

**secundus/secunda**, ! – second [so obvious that no translation is given!], secondary, millisecond

**frigidus/frigida**, cold – fridge, refrigerate

**tertius/tertia**, third – tertiary. After secondary school comes tertiary education (sixth form, college etc)

**bonus/bona**, good – bonny, bonanza, bonbon, bonus

If the pupils ask why there are two variations, you can mention that they already know that nouns come in two 'ending variations' and that we'll learn more about how adjectives, too are like this later on in this lesson.

### **Slide 4**

OST chant (minus the endings). Your students may now feel able to 'activate' this chant by going through it silently in their heads (eyes closed and heads on desk can help with concentrated recall). The Quick Fire Verbs usually comes next, but this time, we need to refresh our memory of Latin 'being' verbs, so...

### **Slide 5**

...the 'being' words and their translations appear one-by-one:

**sum** – I am

**es** – you are

**est** – he/she/it is

**sumus** – we are

**estis** – y'all are

**sunt** – they are

These can be rehearsed in a normal voice, and then on mouse click, a picture will appear on the left hand side: pupils then perform the chant in the style of that picture. You have:



...squeaky like a mouse



...operatically!



...angrily



...tired and yawning



... in hushed tones

The class can do the 'styles' chant all together, or each group/table can be allocated to do the chant in a particular style.

Pupils have now refreshed all their verb knowledge, and so are now ready for...

### **Slide 6**

... Quick Fire Verbs. Forms of the three verbs *amare* (to love), *habere* (to have), and *esse* (to be) 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 the pupils 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:

- amo, I love
- sunt, they are
- habeo, I have
- amatis, y'all/you (pl.) love
- est, he/she/it is
- sum, I am
- habet, he/she/it has
- habes, you(s) have

### **Slide 7**

Today's session deals with adjectives, so just to refresh the pupils' knowledge, they can play a game of Spot The Adjective. Teacher or pupils, if confident, can give the definition of what an adjective is (a word that describes a noun). Pupils can suggest which of the words on this slide is an adjective, and if correct can come and put a circle around it on the whiteboard.

There are six adjectives:

happy  
disgusting  
yellow  
enormous  
terrific  
well-behaved

The other words are:

horse, a dog, strawberry jam, Paris, happiness (nouns)  
he sings, we saw, I am, you are going (verbs)  
quickly (adverb)

### **Slide 8**

The introduction to Latin adjectives takes the form of a podium, onto which three animals will drop on mouse click: first a cow (*vacca*), next a pig (*porcus*) and then a horse (*equus*). Drawing on knowledge of adjectives encountered earlier this lesson, and with the picture cues, the pupils should have no problems working out these sentences.



Discuss with a partner what you think these three sentences mean.

Of course, the sentences are:

*vacca prima est* – the cow is first  
*porcus secundus est* – the pig is second  
*equus tertius est* – the horse is third

The adjectives are bold. What do you notice about the noun-adjective pair? Clue: look at the ending of the words. Discuss with your partner.



The adjective and the noun both have the same ending, the noun ending 'us' has an adjective ending 'us' and the noun ending 'a' has an adjective ending 'a'. If students are ambitious, they may use the terminology 'masculine' and 'feminine'.

### **Slide 8**

This slide encourages the students to apply this rule about adjectives. The animals have had another contest and have come in different positions.



Can you work out with your learning partner what the missing words are? Use a whiteboard to record your answers.

The answers are revealed on mouse click:  
equus **primus** est – the horse is first  
vacca **secunda** est – the cow is second  
porcus **tertius** est – the pig is third

### Slide 9

...recaps the rule uncovered today, that masculine nouns ending in 'us' must have a masculine adjective ending in 'us' and that feminine nouns ending in 'a' must have a feminine adjective ending in 'a'.

### Slide 10



The pupils now have a written exercise to practice this work with adjectives (wk18\_describe\_yourself.pdf), which is demonstrated by this slide. Each mouse click shows how to fill in the gaps (and translate) in order to create a Latin self-description. These completed exercise sheets will form the basis of a game of Guess Who next lesson. In Sentence 3, there are sometimes children who are:

**quartus/quarta** – fourth  
**quintus/quinta** – fifth  
**sextus/sexta** – sixth  
**septimus/septima** – seventh  
**octavius/octavia** – eighth

The picture-cued verbs listed for the final sentence are:

**pediludere** – to play football (not an authentic Latin word, I have to confess, but a modern coining as football didn't exist in Roman times! Pedi=by foot, ludere=to play)

**legere** – to read

**cantare** (previously encountered) - to sing

**pingere** – to paint

**currere** (previously encountered) – to run

**animalia curare** (previously encountered) – to look after animals

### Slide 12



The plenary, which takes the form of three questions:

1. What does 'tertius' mean in English? [third]
2. Is a vacca 'bona' or 'bonus'? [bona, as it's feminine]
3. bonus es? [A 'lightbulb' question. Are you good? Yes/ita or no/minime, but caution: no girls can answer yes to this question as the adjective is a masculine one!]