Slide 1
Intro slide. This lesson is the last in the four-week exploration of Latin adjectives. We've encountered adjectival agreement in gender and in number (singular or plural), and this lesson we complete our learning by seeing how adjectives also have to have a subject or object ending to match their noun.

The culture segment continues with the epic tales of Homer, either using the audio dramatization, or reading out loud with the pupils.

Slide 2
Roman register.

Slide 3
Word Roots Challenge. These words act as a prime for the vocabulary to be used in today's game of Quick On The Draw, as well as today's written exercise.

primus/prima, first – primary, prime (number, minister), Optimus Prime
bellus/bella, beautiful/handsome – names Bella, Belle and Isabelle, embellish
frigidus/frigida, cold – fridge, refrigerate
mirus/mira, amazing – miracle, admire, admirable, mirror
secundus/secunda, second – secondary (school, colours), second
malus/mala, bad – malady, malaria, Maleficent, dismal, malicious, malevolent
bonus/bona, good – bonus, bonbon
iratus/irata, angry – irate

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 both their verb and vocabulary knowledge, and so are now ready for...

Slides 6-8
... Quick On The Draw, which pupils play in pairs. There are seven words being used, and as an extra task, the class is asked (on mouse click) to identify their word classes. Check understanding of the vocabulary, using the pictures as cues (we haven't seen maga (witch) or videre (to see) for a while. The verb in the sentence will always appear first, and then the rest of the sentence will build up around it on mouse click. Pupils must draw what is happening in the sentence (once they've shown you their pictures, ask them to describe what they've illustrated). The sentences are:

maga audit – The witch hears.
gladius mirus est – The sword is amazing.
magae iratae gladios vident – The angry witches see the swords.

Which noun does 'iratae' describe? How do you know they belong together? [magae/because their endings are the same] Where is the subject in this sentence? [magae] And the object? [gladios]

Slides 9-14
With whiteboards and markers, and individually or in pairs, the pupils have to work out which form of the adjective is needed to describe the various animals as good or bad. Vocabulary will appear at the top of the slide: check understanding of 'sordidus' (dirty, cognate=sordid) and 'iratus' (angry, cognate=irate, which has just come up in today's Word Roots Challenge).

A picture of 'dirty' or 'angry' cow (vacca) or a pig (porcus) will appear on mouse click. After the word 'vacca' or 'porcus', the pupils should write on their boards the correct version of the adjective, which needs to match acoording to whether it's singular (a, us) or plural (ae, i), feminine (a, ae) or masculine (us, i). The pictures on slides 9-12 are:

porcus <u>iratus</u> – angry pig
vacca <u>sordida</u> – dirty cow
vaccae <u>iratae</u>– angry cows
porci <u>sordidi</u> – dirty pigs

After each slide, you can check the pupils' understanding of whether the noun-adjective pair is singular or plural, masculine or feminine.

Slides 13 and 14 extend the learning by putting the noun-adjective pair into a sentence. This is a bit trickier, so pair the pupils up to discuss what they think the missing adjectives should be. In each of the sentences, on mouse click, a circle appears around the ending of the noun needing an adjective. This gives a clue as the pupils know that the noun and adjective should rhyme.

vacca porcum <u>sordidum</u> videt – The cow sees the dirty pig.

What noun is the subject in this sentence? Which is the object? [vacca/porcum]

porcus vaccas <u>iratas</u> videt – The pig sees the angry cows.

What noun is the subject in this sentence? Which is the object? [porcus/vaccas]

What is different about these last two adjectives? [They describe nouns that are the object of the sentence] How did you decide what ending to use? [used an ending that rhymed]

Slide 15
This slide states the rule that the class have just worked out, that adjectives must be the same in gender (masculine or feminine), in number (singular or plural), and that they must also have the same subject/object ending as the noun they're describing. The 'rhyme' heuristic is again re-stated.

Slide 16
…models an answer to the exercise sheet on adjective agreement in number, gender and subject/object (wk21_adj_agr_NGC.pdf, with answer key included in the same file). In this worksheet pupils must select an appropriate adjective from the 'cloud' (but watch out, some words are

distractors and won't fit in any of the sentences!). For confident workers, there is an extension sheet (wk21_adj_agr_NGC_extension.pdf, again with answer key in the same file).

Slide 17
Homer and his epics: a recap of some what we heard last week, but how well were the class listening?! The questions, each displayed on mouse click, are:

Who write the famous Ancient Greek epic tales, the Iliad and the Odyssey? [Homer, but we're not entirely sure if 'Homer' is just one person.]

When did Homer live? [We're not entirely sure, but somewhere between the 8th and 12th centuries B.C.)

What's this? [The Trojan Horse, designed by the Greek army to enter the besieged city of Troy and attack the enemy from inside the city walls]

And who's this? [A Cyclops – the one in the Odyssey happens to be called Polyphemus (which means 'Chatterbox', which is ironic, as he's a monster of very limited vocabulary!). You can tell he's a Cyclops as he has one big round (cycl-) eye in his face (ops).

At this point, you can continue to read epic_script_beta.pdf around the class.

Slide 18
The plenary, which takes the form of three questions:

1. Adjectives in Latin have to be the same as the noun they're describing in three ways: what are they? [masculine/feminine, singular/plural, subject/object]

2. porci sordidi sunt? [Are pigs dirty? Usually, yes, because they like to wallow in mud.]

3. What's the main feature of a Cyclops? [One big eye in the middle of his face. They can also tend to be a bit savage and unfriendly!]