

### **Slide 1**

Intro slide. This lesson covers the notion of the 'possession' in English, and then introduces a new set of Latin noun endings to show possession.

### **Slide 2**

Roman register.

### **Slide 3**

Word Roots Challenge, using vocabulary that will feature in this session's language work. Each student has a whiteboard and marker (or students can work in pairs).

**locus**, place – location, local, locate

**stella**, star – Stella (girl's name), constellation, interstellar

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

**habitare**, to live – inhabit, habitat, inhabitable

**mirus/mira**, amazing – miracle, miraculous, admire

**corona**, crown – coronation, corona (ring round the sun during an eclipse)

**videre**, to see – vision, visible, video, visor

**numerare**, to count – number, numerical

**via**, street – via (i.e. by way of), viaduct

**digitus**, finger – digit (finger or number), digital, prestidigitator (a magician who uses sleight of hand in his tricks)



Discussion point: if students come up with words that have non-Latin etymology (or you're uncertain about the etymology), ask them to research (using a dictionary) where the words come from.

### **Slide 4**

Explosive Endings, to help the class remember the past continuous endings. Here are the rules:

(1) Get the pupils to all stand up behind their chairs.

(2) Appoint a 'Primus' or 'Prima' ('leader') on each table or row (depending on how your classroom is laid out).

(3) Starting with the teacher, and followed by the Primus/Prima on the first table, the class recite, "bam," "bas," "bat" etc. in order, each pupil taking an ending. When a table finishes, the Primus/Prima on the next table picks up, so you'll have something a bit like this:

Teacher: bam!

Table 1 Primus pupil: bas!

Table 1 pupil b: bat!

Table 1 pupil c: bamus!

Table 1 pupil d: batis!

Table 2 Primus: bant!

Table 2 pupil b: bam!

Table 2 pupil c: bas!

etc. etc. until all the pupils on the last table have had a go, then it goes back to the Primus/Prima on the first table.

(4) HOWEVER! The rule is that if you're the one who says, "bam!" you've 'exploded' and you have to sit down – you're out of the game. This continues until you have only two players: then it's a face-off to see who wins!

### **Slide 5**

Quick Fire Verbs. A familiar whiteboard game by now, but note the mixture of tense endings:



What's different about this game of Quick Fire Verbs? [It's a mixture of present and past continuous verbs.]

As usual, check the understanding of the infinitive forms of *audire* (to hear/listen), *cantare* (to sing), *esse* (to be) and *clamare* (to shout).

Remind the pupils to look at the beginning of the verb to see *what's* happening, and at the end of the verb to see not only *who's* doing it, but also *when* it's happening.

**audiebam** - I was listening

**clamant** - they shout

**es** – you (singular) are

**cantamus** - we sing

**clamabatis** - y'all (you plural) were shouting

**audit** – he/she/it hears/is listening

**canto** – I sing

**est** – he/she/it is

**cantabat** - he/she/it was singing

**clamas** – you (singular) shout

### **Slides 6-9**

Four Quick on the Draw sentences to help the class maintain their knowledge of nouns (singular/plural, subject/object), verbs (who/when/what) and adjectives (agreement with noun). There are fifteen words being used. The verb will always appear first, and then the rest of the sentence will build up around it on mouse click. Pupils (in pairs) 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:

**in viā cantabamus**– We were singing in the street.

**“maga irata est!” femina clamat** – “The witch is angry!” shouts the woman. Two verbs!

**regina coronam miram habet** – The queen has an amazing crown (make sure that the class notice that 'miram' is describing the crown and not the queen).

**equi locos frigidos amant** - The horses love the cold places (again, making sure that 'cold' is used to describe the places (object) and not the horses (subject)).

### **Slide 10**

Ahead of this week's new learning about an extra noun ending, a quick recap on the noun endings the students already know. The subject endings (highlighted red on mouseclick) show us a noun that's the subject of the sentence, doing the verb. These can be singular or plural. The object endings (highlighted green on mouseclick) show us a Latin noun that's the object of the sentence, having the action of the sentence done to them. These, too, can be singular or plural.

Mouseclick then shows two sentences just encountered in Quick Fire Verbs: **reginam coronam miram habet** and **equi locos frigidus amant**. Further mouseclicks highlight the subject and object noun endings in both these sentences.

### Slide 11

We're shortly about to learn the Latin noun endings that show possession. But first of all, it's helpful to recap the notion of possessives in English.



How does the English language show 'possession', when someone owns something?

The following six mouseclicks demonstrate the two ways in which English shows possession: 'of' and the use of the apostrophe.



(On mouseclick 1) How would you describe the football using the words 'of' and 'boy'? [The football of the boy]. (Mouseclick 2) How would you describe the football using the word 'boy' and an apostrophe? [The boy's football]. (Mouseclick 3) How would you describe the footballs using the word 'boys' and an apostrophe? [The boys' footballs].

### Slide 12

Latin nouns can show us possession.



Where do you think you might see a change in Latin nouns to show possession? [The word ending]

Mouseclick adds a new line to our noun ending tables – the possessive endings. Further mouseclick populate the tables.

(on mouseclick 2) What is really annoying about this possessive ending (ae)? [It's the same as the plural subject ending] (on mouseclick 4) What is really annoying about this possessive ending (i)? [It's the same as the plural subject ending].

Those lazy Romans! They could have been a bit more inventive with their endings. But actually, you can reassure the class that it doesn't matter. It'll be clear when they see a word in a sentence what it is. (The answer, which some higher-ability children may grasp, is that if the ending is subject plural, then the verb will have to have a plural ending).

### Slide 13

To solidify the concept of possessive endings, the class play a game of Cuius Equus? (Whose Horse?). Here's how to play:

- 1) The teacher starts off holding a toy horse.
- 2) Mouseclick brings up the sentence, "equus \_\_\_\_\_ est"



What does "equus \_\_\_\_\_ est?" mean ["It is a horse" or "the horse is"]

3) Mouseclick brings up a name in the sentence (you will need to edit these names to a selection of your pupils' own Roman names with the possessive 'ae' ending for girls' names and the 'i' for boys'): equus Carlottae est – it is the horse of Carlotta/it is Carlotta's horse.

4) The teacher passes the horse to Carlotta (or whoever has been substituted!)

5) Mouseclick brings up a new name.

6) Carlotta reads the sentence out: “equus Maximi est”.



What does this sentence mean? [it is the horse of Maximus/it is Maximus's horse.]

7) Carlotta passes the horse to Maximus. Now it's his turn to read out the new 'owner' of the horse (revealed on mouseclick)

8) This goes on for four turns. If confident, the pupils can carry on playing by adding the possessive ending to a name of their choice. Alternatively, you can amend the presentation and add more of your pupils' names.

### **Slide 14**

...recaps the endings table, including the possessive, and gives a simple demonstration sentence of how a possessive noun can fit into a sentence. The sentence is presented in the Quick on the Draw format, with the verb appearing first:



(mouseclick 1) **amat** – what does amat mean? [he/she/it loves]

(mouseclick 2) **femina amat** – there's now a subject in our sentences – what does this mean? [The woman loves.]

(mouseclick 3) **femina equum amat** – and here's an object added in – can you put this object noun into your sentence? [The woman loves the horse]

(mouseclick 4) ...and now here comes the possessive, “**reginae**”, “of the queen”. Can you fit this possessive noun into your sentence? [The woman loves the horse of the queen/The woman loves the queen's horse (revealed on mouseclick)]

### **Slides 15-22**



A look at today's written exercise (wk29\_possessive.pdf), followed by the answers (slides 19-22) for self-marking (answer key also available in wk29\_possessive\_answerkey.pdf).

### **Slide 27**

The plenary, three questions as usual:

1. What does the Latin verb 'es' mean? [you (singular) are]
2. What's English word comes from the Latin word 'locus' meaning 'place'? [location, locate, local]
3. “corona reginae est.” Whose crown is it? [The queen's, 'reginae' has the possessive ending]