

### **Slide 1**

Intro slide. This lesson introduces a new (irregular) verb, 'esse' – to be – in all six present tense forms.

### **Slide 2**

Roman register.

### **Slide 3**

The familiar game of Word Roots Challenge.

Each student has a whiteboard and marker (or students can work in pairs). A Latin word with its English meaning appears on the screen. Students are given 30-60 seconds to write down on their whiteboards an English word (or words) that they think may come from the Latin word. There are seven words: once they have all been displayed, the teacher can lead a discussion about the words that the students have written down. Correct answers for these words include:

**stella**, star – constellation, interstellar

**laudare**, to praise - (new verb) applaud, laudable (praiseworthy)

**regina**, queen – reign, regal

**maga/magus**, witch/wizard - magic, magical, mage, magician

**aqua**, water – aquarium, aqueduct, aquatic, Aquafresh, aquamarine

**malus**, bad – (new word, preparing for introduction of adjectives in a few weeks' time) malady, malaria, malware ('bad' software), Maleficent

**bonus**, good – (new word, preparing for introduction of adjectives in a few weeks' time) bonus, bonbon



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

### **Slide 4**

OST chant (minus the endings). This leads on to a game of...

### **Slide 5**

... 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. The two new verbs from last week appear again: *consumere*, to eat (consume, consumer) and *currere*, to run (current, curriculum, currency). In addition, another new verb appears: *laudare*, to praise (as seen in Word Roots Challenge). 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:

- *laudo*, I praise
- *consumunt*, they eat
- *laudamus*, we praise
- *curritis*, y'all/you (pl) run

- laudat, he/she/it praises
- consumo, I eat (consume-o turns to consumo as the e and o elide)
- consumit, he/she/it eats
- curris, you(s) run

### **Slide 6**

A reminder that verbs are not just 'doing' words, but also 'being' words.



What examples of 'being' words can you think of in English? [I am, he is, we are, we were, I have been, you will be, I wasn't, he had been etc]

### **Slides 7**

A first look at the present tense of 'to be' in Latin. On each mouse click, a word and its English translation will appear until you have:

**sum** – I am

**es** – you are

**est** – he/she/it is

**sumus** – we are

**estis** – y'all are

**sunt** – they are

Some of the keener students in the class may notice that, apart from 'sum', these 'being' verbs stick to the same endings rules as other verbs they have learned (i.e. o, s, t, mus, tis, nt). The irregularity is in what comes before the ending, swapping between 'su-' and 'es-'. Get the pupils to chant 'sum, es, est, sumus, estis, sunt' along with you. Once they are comfortable with this, you can do it in different styles! 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.

### **Slides 9-14**

Pupils should work in pairs (or small groups) with a whiteboard and marker to decode the following series of sentences containing a 'being' verb (as delivered by a talking horse).

**equus sum** – I am a horse

**vacca es** – you are a cow ('you' is singular as there is only one cow)

**maga est!** – It is a witch!

**equi sumus** – we are horses

**porci estis** – you/y'all are pigs (again, draw attention to the plural)

**feminae sunt** – they are women

### **Slide 15**



There are now two exercises based on Latin 'being' verbs. The first one (wk15\_being\_worksheet.pdf) is displayed in this slide. Pupils should snip the right hand third of the sheet off, along the dotted line, and cut out the being verbs. They can then stick these into the boxes to make sentences. They should then provide a translation. Sentences do not have to make sense: the only rule is that singular nouns (first part) must have a singular being verb (sum, es or est) and the plural nouns (second part) must have a plural being verb (sumus, estis, sunt).

Once the class has finished this exercise, pupils can present sentences that they have made.

An extension activity (wk15\_being\_worksheet\_extension.pdf) with answer key is also available for fast finishers.

### **Slide 16**



The plenary, which takes the form of three questions:

1. What English word comes from the Latin 'laudare', meaning 'to praise'? [applaud]
2. What does 'sum' mean in English? [I am]
3. regina femina est ?

[Is the queen a woman? This may take a moment to sink in, but a few light bulbs should start popping before too long! For an extension, pupils can answer 'ita' for yes or 'minime' for no]