

Slide 1

Intro slide. This lesson recaps mixes up regular verbs, 'being' verbs, and nouns as subject and object to recap this half-term's work. The lion's share of the lesson this week, though, is taken up by the cultural segment. Here, the pupils get to play a game themed around the Ancient Greek Olympics: this event may have inspired the modern Olympics, but was different in many ways.

Slide 2

Roman register.

Slide 3

Ecce Centurio ("Look at the Centurion") – the first time we've played it this term, although the children should remember it from last term. This game supports the learning of vocabulary already encountered, and introduces a couple of new words. The teacher (or a pupil, if confident) comes to the front, dons the centurion's helmet and calls out a word on the board. The class must then mime the Latin word (if anyone makes a sound, they are out). Briefly go through the words' meaning with the class. This lesson's words are a mixture of verbs and nouns that will appear in a later exercise:

ventus – wind

laudare – to praise

audire – to listen/hear (new word, cognates include audio, audible)

curare – to look after/care

luna – moon (optional home task on plan encourages pupils to find cognates such as lunar and lunatic)

videre – to see

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



Discussion point: If time allows, pupils can suggest English words that they think might come from these Latin verbs.

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...

Slides 6-10

Quick on the Draw. This week, we're working with a few more words, which are displayed across the top of the slide. Double-check pupils' understanding of these words. Pupils should work in pairs (or small groups) with a whiteboard and marker to decode and illustrate the following series of sentences containing either a 'doing' or a 'being' verb. The sentences build up incrementally (on mouse click): allow pupils time at each stage to discuss the translation with their partner.

ventum audimus – We hear the wind.

stella es – You are a star

medici stellas laudant – The doctors praise the stars

lunam laudatis – Y'all (or you plural) praise the moon

medici in lunā sunt– The doctors are on the moon (an extra clue is given here on mouse click after the full sentence has appeared, although many pupils will be able to infer what 'in' means from the context)

This concludes the language work for this lesson: there is no written exercise.

Slide 11

Everybody knows what the Olympics are, and some pupils may even know that they were based on the Ancient Greek Olympic Games. This slide is an introduction to a game that tells us more about the Ancient Olympic Games, how they were similar to their modern counterpart, and how they differed.

Mouse click 1: The Ancient Olympic Games were a sporting competition, just like today's Olympics. They ran from 776 B.C. to 393 A.D.



How long did the Ancient Olympic Games run for? [mouse click 2 = 1169 years]

Mouse click 3 shows three pictures from the ancient games' site at Olympia (which is where the games get their name). There are still a few ruins today showing the stadium and training grounds among other buildings.

Slide 12

Instructions for playing Olympic Lying:

1. Sort the class into five teams and give each team a name (Greek gods and goddesses work well, e.g Athene, Apollo, Artemis, Zeus, Hera).
2. Each team will be given
 - a slip of paper containing a paragraph of information about the Ancient Olympic Games. In each paragraph, there are three things that are untrue.
 - an Olympic Lying sheet for playing the gameBoth of these sheets are contained in wk17_olmpic_lying.pdf.
3. Each team nominates
 - a member (or members) to read the paragraph slowly and clearly
 - a member to write down the lies they spot on the Olympic Lying sheet
4. There are two ways to win points in this game:
 - Spot the three lies concealed in other teams' statements, and write them down on your Olympic Lying sheets. Each lie correctly identified is worth one point. 5 teams = maximum of 4x3 points = 12 points
 - 'Smuggle' your own team's lies by reading them with such authority that everyone will believe you. You may want to choose a reader who is not prone to fits of giggles, or who has a good 'poker face'! Each lie 'smuggled' is worth one point. 3 lies x 1 = 3 points
5. When all five teams have read their paragraphs, get the teams to swap their Olympic Lying sheets.
6. Each team should then reveal which of their statements were lies. Teams award a point for each lie spotted.

7. When all five sets of lies have been revealed, you (the teacher) will need to collect in and cross-check the sheets for lies smuggled. This can take a few moments. Keeping the class in suspense and delivering the results the next day/Classics lesson can work to increase anticipation!

8. Results can be displayed in wk17_olympic_lying_results.pptx or simply read out (in reverse order, of course!).

Slide 16



The plenary, which takes the form of three questions:

1. What does 'luna' mean in English? [moon]
2. To whom were the Ancient Greek Olympics dedicated? [Zeus]
3. ventum audietis? [Another 'lightbulb' question! Do you hear the wind? yes/ita or no/minime, or even (to be super-ambitious!) ventum audio/ventum non audio (I hear the wind/I don't hear the wind)]