

Teaching notes on 10.02 More new nouns

Slide 1

Learning objective: To encounter more third group nouns and their singular object endings. In this unit we'll be looking at a third group of nouns that don't end in -a or -us.

After saying 'salve' to Lucundus, mouse-clicks on this slide will make Lucundus ask, 'quid Latine est [picture cue]?' ('What is the Latin for ...?'). Students will be given a clue as to the start of the word: 'est r.....' – ('it is a ...'). The answer here is 'rex'.

Slide 2



A game of Word Roots Challenge introducing some new Latin vocabulary and some ambitious English words. Displayed around the screen are some Latin words.

On mouse-click, an English derivative (and its definition) of one of these Latin words will appear on the screen. Pupils have to work out from which one the English word is derived. On second mouse-click, the English word will make its way to its root word. As an extension, pupils can explain the connection between the root word and its English derivative, or even think of more English words deriving from the Latin ones. Pupils can also identify to which word class these new words belong.

Slides 3-8



Quick Fire Sentences containing both present and past continuous/ progressive verbs. All the vocabulary is listed by word class and picture-cued at the left of the screen, but you may want to check the class remember the English meanings of the words. The pupils are cued to start the o-s-t chant by the appearance (on mouse-click) of the familiar picture in the top right-hand corner. They are then cued on further mouse-click to chant through 'esse'  robotically,  angrily,  shivering and  in hushed tones. Finally,

on the  cue, the students can play a game of Explosive Endings to remind themselves of the past continuous.

The next mouse-click will bring up a series of sentences with the verb appearing first. Encourage the class to translate the verb before clicking to add further words to the sentence. The sentences are:

Slide 3: pastor vaccas bene curabat [The shepherd was looking after the cows well.]

Slide 4: pastor vaccam mortuam in campo videt [The shepherd sees a dead cow in the field.]

Slide 5: canis celeriter currit, feles in villa dormit [The dog runs quickly, the cat sleeps in the house.]

Slide 6: 'soror! soror! insulam video!' clamat frater ['Sister! Sister! I see the island!' shouts the brother.]

Slide 7: familia sperat, 'primi sumus!' ['We are first!' the family hopes.]

Slide 8: miles clamabat, 'verus magus est!' [The soldier was shouting, 'He's a real wizard!']

Slide 9

...summarises all the 'third group' nouns we've now met and highlights their different singular subject endings: -r, -s and -x.

Slides 10-13

Just like -a and -us nouns, an '-m' on the end of a third group noun shows us that the noun is the object of the sentence. In the case of the third group nouns, the ending for singular object is '-em'. These slides give examples of what third group nouns look like as the singular object, drawing attention to the fact that sometimes the bit before the ending changes, but it's not a cause for concern – just look for the '-em' ending.

Slide 14

A summary of the singular subject and object endings for the -us and -a nouns we already know, and also the new third group nouns we're getting to know.



The class are then prompted to move onto the written worksheet, which gets them to translate sentences containing third group nouns as singular subject and object.

Slide 15

The plenary slide:

Question 1 If a snack is labelled, 'for canine consumption only,' should you eat it? [no – it's for dogs!]

Question 2 In the new third group of nouns, what two letters make the singular object ending? [-em]

Question 3 quid Latine est 🏠? [miles]