

Maximum Classics



Teacher Notes: Unit 5

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Teaching notes on 5.01 How to read a Latin sentence

Slide 1

Learning objective: To learn the verb-subject-object approach to Latin translation. So far, the pupils have picked a translation from a list of options but this lesson starts to prepare them for being able to tackle a whole Latin sentence by learning to look for verb first, then subject, next object and finally anything else (which so far for us is adverbs).

Mouse-click on this slide will also make lucundus say 'salvete!' ('sal-way-tay') to the class. This means 'hello!' The pupils can reply by saying 'salve!' ('sal-way'). 'Salve' is the greeting used to one person and 'salvete' is a greeting to more than one.

A further mouse-click makes lucundus ask, 'quid agistis?' ('How are you?') (NB the '-tis' on the end of 'agistis' shows us that he's asking all of us. If he was just asking one person, it would be, 'quid agis?') Mouse-clicks model two replies, one for if the pupil is feeling 'bene' (well) and one for if the pupils is doing 'male' (badly). Lucundus will then catch his 'Roman register' and will ask, 'quis adest?' ('Who is here?'). You can now take the register using the pupils' Roman names, to which they can call, 'adsum!' ('I am here!') in response.

Slide 2



This lesson's warm-up is a game of Word Roots Challenge. Displayed around the screen are some new Latin words with English meanings. This is some of the new vocabulary we'll be using in this unit.

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.

Slide 3



Quick Fire Sentences, using some of the new vocabulary, and some familiar words. The vocabulary is picture-cued at the top 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.

The next mouse-click will bring up a series of verbs and then object noun + verb sentences – they are:

consumo [I eat or drink], aquam consumo [I drink the water], salutas [you greet], reginas salutas [you greet the queens], magus audit [the wizard hears], magus ventum audit [the wizard hears the wind]

Slide 4

A walkthrough of how to read a Latin sentence using the verb-subject-object approach, modelled step-by-step on mouse-click.

Slide 5

...models a sentence that doesn't have a subject.

Slide 6

...models a sentence that doesn't have an object.

Slides 7—8



...give the students a chance to have a go together as a class before moving onto their written exercise, which can be done in pairs or individually.

Slide 9

The plenary slide:

Question 1 What does the English word 'audible' mean? [can be heard]

Question 2 Can you remember what 'salutare' means? [to greet]

Question 3 What's the first thing you should look at when translating a Latin sentence? [the verb]

Teaching notes on 5.02 Sentence practice

Slide 1

Learning objective: To rehearse the verb-subject-object approach to Latin translation. Building on the previous lesson, pupils will practice using the verb-subject-object technique of translating various types of Latin sentence.

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Mouse-click adds a new addition to our conversational repertoire. Instead of the teacher taking a Roman register, students can go round the class, greet the person next to them by saying, "xxx saluto!" ("I greet xxx!"), replacing xxx with the Roman name of the person next to them. They'll need the teacher to model the first one, and don't forget that the person's name has to have the object ending (-am or -um) as it's 'I' who is the subject doing the action. So, the 'greeting chain' may look something like this:

Teacher: "Claudiam saluto!"

Claudia: "Augustum saluto!"

Augustus: "Fabium saluto!"

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Lucia: "Tiberiam saluto!"

Etc, etc... the last student can greet the teacher by saying, "magistram saluto!" (for a female teacher) or "magistrum saluto!" (for a male teacher).

Slide 2



This lesson's warm-up is a game of *Ecce Centurio*, looking at the new vocabulary we'll be using in this unit.

Slide 3



Quick Fire Sentences, using some of the new vocabulary, and some familiar words. The vocabulary is picture-cued at the top 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.

The next mouse-click will bring up a series of verbs and then object noun + verb sentences – they are:

Audio [I hear], porcum audio [I hear the pig], numeratis [y'all count], tabernas numeratis [y'all count the shops], femina consumit [the woman eats/drinks], femina aquam consumit [the woman drinks the water].

Slide 4

A recap of the verb-subject-object method of translation. On mouse-click, sentences with gaps will appear and the class need to decide which word at the bottom will best complete the sentence.

Slide 5

...models a sentence that doesn't have a subject.

Slide 6

...models a sentence that doesn't have an object.

Slide 7



...gives the students a chance to have a go at sentence translation together as a class before moving onto their written exercise, which can be done in pairs or individually.

Slide 8

The plenary slide:

Question 1 What's the first thing you should look for when translating a Latin sentence?
[the verb]

Question 2 What's the second thing you should look for when translating a Latin sentence?
[the subject]

Question 3 What's the third thing you should look for when translating a Latin sentence?
[the object]

Teaching notes on 5.03 More sentence practice

Slide 1

Learning objective: To further practice the verb-subject-object approach to Latin translation. Building on the previous lesson, pupils will practice using the verb-subject-object technique of translating various types of Latin sentence.

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Slide 2



This lesson's warm-up is a game of *Ecce Centurio*, looking at the new vocabulary we've met in this unit.

Slide 3



Quick Fire Sentences, using some of the new vocabulary, and some familiar words. The vocabulary is picture-cued at the top 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.

The next mouse-click will bring up a series of verbs and then object noun + verb sentences – they are:

salutamus [we greet], reginam salutamus [we greet the queen], audis [you hear], sonos audis [you hear the sounds], medici numerant [the doctors count], medici tabernas numerant [the doctors count the shops].

Slide 4

A recap of the verb-subject-object method of translation. On mouse-click, sentences with gaps will appear and the class need to decide which word at the bottom will best complete the sentence.

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...models a sentence that doesn't have a subject.

Slide 6

...models a sentence that doesn't have an object.

Slide 7



...gives the students a chance to have a go at sentence translation together as a class before moving onto their written exercise, which can be done in pairs or individually.

Slide 8

The plenary slide:

Question 1 What's the second thing you should look at when translating a Latin sentence?
[the subject]

Question 2 What's the third thing you should look for when translating a Latin sentence?
[the object]

Question 3 What's the first thing you should look at when translating a Latin sentence? [the verb]

Teaching notes on 5.03a Roman food

Preparation

Note that this session can include the optional food tasting and/or cooking.

Notes for the food tasting

All of these ingredients are available from large supermarkets

- Pecorino or goat's cheese
- bread, preferably a rye sourdough or similar dark, densely textured, chewy bread
- herbs: sage, rosemary, thyme, mint
- honey: with comb in if you can get it
- caroenum: you can make your own by reducing red grape juice. Alternatively, you can use red grape juice
- figs: fresh if in season, dried if not.
- pomegranate: if in season
- liquamen: use Thai fish sauce
- chick peas: tinned and drained

Notes for the cooking

Quantities will depend on how many pupils are cooking.

Melon and mint

- melons (1 per group)
- mint (1 bunch per group)
- runny honey (1 bottle/pot for whole class)
- white wine vinegar (1 bottle for whole class)
- black pepper in mill

Equipment: chopping board, sharp knives, measuring spoons, whisk, measuring jug, large bowl, small bowl, serving dish.

Hypotrimma

- lovage seeds (available online and in really big supermarkets, otherwise use caraway seeds)
- mint (1 bunch per group)
- raisins (1 bag per class)
- pine kernels (1 bag per class)
- cream cheese (e.g. Philadelphia, 1/2 pot per group)
- date syrup (available from large supermarkets and health food shops) (1 bottle per class)
- runny honey (1 bottle/pot for whole class)
- fish sauce (1 bottle for whole class)

- white wine vinegar (1 bottle for whole class)
- olive oil (1 bottle for whole class)
- grape juice (1 bottle/carton for whole class)
- bread (as above, 1 loaf per whole class)

Equipment: mortar & pestle (ask around staff to see who could loan), measuring spoons, sharp knife, chopping board, serving dish.

Slide 1

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Slide 2



We start this week's lesson with a quiz on what ingredients Romans had at their disposal. The variety of foods available wasn't the same as today for many reasons, some of which we'll explore here. Foods will appear and the pupils should vote on whether a Roman cook would have them.

- *cheese* – YES, in fact the English word 'cheese' comes from the Latin 'caseum'
- *tomatoes* – NO, this plant is native to the Americas and was only brought over to Europe in the 15th and 16th centuries
- *dormice* – YES, they're cute but they were considered a delicacy
- *sugar* – NO, the processes to refine sugar from cane or beet were not invented
- *pumpkin* - YES
- *sweetcorn* – NO, again, this was brought over from the Americas
- *acorns* – YES, but only if you were very desperate! Not really everyday food, most often eaten in times of famine.
- *pasta* – NOT REALLY, as this was a 14th century invention, but they did make types of dough which they would then boil or fry
- *wheat* – YES, and lots of other grains too, like barley and rye, which could be milled into flour and made into bread
- *potatoes* – NO, another plant native to the Americas
- *honey* – YES, and this was the main source of sweetness
- *milk* – YES, and from different animals, e.g. sheep, goats

Slides 3—7

These slides explore Roman foods in a little more detail, plus show some modern English words that derive from the Latin. You can do your food tasting alongside these slides (see notes at the beginning of this document).

Slide 3 panis (bread)

A Roman staple, it would be more like a heavy sourdough than the industrially produced white sliced loaf we're used to today. It's where the word companion comes from.

Slide 4 Dairy

Milk products were an important source of nutrition, but from sheep and goats milk as well as cows milk. 'Ova' gives us the word 'oval' and 'lactose' is the sugar derived from milk.

Slide 5 Meat & fish

The most popular meat was pork, although meat was a luxury. Wild birds such as partridges and ducks could be captured and eaten. Fish was plentiful as was seafood including oysters. The words 'carnivore', 'aviation' and 'Pisces' all have links with these food words.

Slide 6 Fruit & Vegetables

Along with beans and pulses, this formed a large part of the Roman diet. Olives (and their oil) were very important (as they are today).

Figs are a staple fruit that grow well in a hot climate and are useful because they can be dried to last (remember - no refrigeration, freezing or canning).

The pomegranate is another fruit that grows well in the Mediterranean climate. It was also seen as a symbol of fertility.

You'll be able to see the direct connection between the Latin and the English words.

Slide 7 Flavourings

The Romans were skilled at making their food taste delicious with various natural flavourings.

Honey (mel) was used as source of sweetness, as was caroenum (boiled-down grape juice or wine, also known as *defrutum*).

Salt (sal) was important not just for its flavouring properties but also for its ability to preserve food. For this reason, soldiers were sometimes paid in salt, hence the word 'salary'.

An interesting link between modern and ancient times, many of the herbs used today were used by the Romans. 'Herbae' gives us the word 'herbivore' (as well as herb!). Rosemary comes from the Latin 'rosa marina' - rose of the sea.

Liquamen is a liquid made from leaving salted fish to ferment in the sun. Very smelly! Our nearest modern equivalent is Thai fish sauce.

Slide 8

Introduces some Roman recipes. The first two can be made in the classroom and the third needs a stovetop. All these recipes are included in the worksheet.

Slide 9

The plenary slide:

Question 1 Name an ingredient that Romans didn't have. [sugar, tomatoes, maize, potatoes]

Question 2 What English shape word comes from the Latin word for 'egg'? [oval]

Question 3 What is liquamen? [fermented fish guts!]

Teaching notes on 5.04 The Story of the Town Mouse and the Country Mouse

Slide 1

Learning objective: To record more vocabulary in our mini dictionaries and to use this knowledge to read and illustrate the Story of the Town Mouse and the Country Mouse. This is one of the most famous of Aesop's fables, a collection of allegorical stories originating in Greece in the 7th—6th Centuries B.C.E. The popular tale was also retold in Roman literature, most notably by the poet Horace.

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Lucundus will then catch his 'Roman register' and will ask, "quis adest?" (who is here?). Students can then also go round the class, greet the person next to them by saying, "xxx saluto!" ("I greet xxx!"), replacing xxx with the Roman name of the person next to them. They'll need the teacher to model the first one, and don't forget that the person's name has to have the object ending (-am or -um) as it's 'I' who is the subject doing the action. So, the 'greeting chain' may look something like this:

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Etc, etc... the last student can greet the teacher by saying, "magistram saluto!" (for a female teacher) or "magistrum saluto!" (for a male teacher).

Slides 2-6



Quick Fire Sentences, including words new to this unit plus others. The vocabulary is 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.

The next mouse-click will bring up a series two- and three-word 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 2: celeriter aquam consumo [I quickly drink the water]

Slide 3: equi ventum audiunt [the horses hear the wind]

Slide 4: laete hortum curamus [we happily look after the garden]

Slide 5: stellas numeras [you count the stars]

Slide 6: magi magas salutant [the wizards greet the witches]

Slide 7



Time for the pupils to record this unit's vocabulary in the relevant mini dictionary sections. Before the pupils write in the words and their English meanings, just run through them on the board: audire (to hear), salutare (to greet), numerare (to count), consumere (to eat/drink/consume/use up), taberna (shop), hortus (garden).

Slide 8



A walk-through, showing how to complete the Town Mouse and Country Mouse worksheet:

1. Read the story, remembering or working out what the Latin words mean (these are words that they've just put in their dictionaries, so they should hopefully recall them).
2. Draw pictures that illustrate the scene or action in each panel.
3. Fill in the English meaning of the Latin words at the bottom.

Slide 9

The plenary slide:

Question 1 If 'equum fortiter saluto', what am I doing and how am I doing it? [greeting a horse bravely (maybe lucundus is afraid of horses!)]

Question 2 What does the Latin word 'numerare' mean? [to count] Can you think of any English words that come from it? [number, numeral, numerator, enumerate, numerous]

Question 3 Which of the Town Mouse and the Country Mouse had the best life? [you could argue either way round, but it depends on how much you like good food and can tolerate danger! Aesop most likely thought the quiet, simple life was better, but your students may disagree.]

Teaching notes on 5.05 Unit 5 Assessment

Slide 1

Learning Objective: to recap and demonstrate what we've learned in Unit 5. This lesson will take the form of a general recap of the previous lessons in the unit, followed by a quiz to assess the pupils' knowledge.

Slide 2

A recap of these core learning points (most of which cover sentence translation technique) appears on mouse-click. They can be used as a discussion stimulus to see what the students recall.

Learning point 1: When translating a Latin sentence, first find and translate the... verb

Learning point 2: Next, find and translate any noun that's a... subject

Question for discussion: What does the subject do in a sentence? [it does the verb]

Learning point 3: Next, find and translate any noun that's an... object

Question for discussion: What does the object do in a sentence? [it has the verb done to it/receives the action of the verb]

Learning point 4: Finally, translate any words left and add them into your sentence

Question for discussion: What word class might this be? [adverb]

Learning point 5: Some mice (and people) prefer a quiet, simple life!

Questions for discussion: Can you remember who first told this tale? [Aesop] Which life would you pick if you were a mouse?

The six new words that the students put in their mini dictionaries also appear.

Slide 3



This slide shows the two pages (four sections) of the Unit 4 Quiz. The students can then work individually on completing it. Once this is done, you can go through the answers on...

Slides 4—7

...where the answers will be revealed on mouse-click.

Slide 8

This unit's gold star award and a brief look ahead to what's in Unit 6.