

LEARNING OBJECTIVES

Children will be able to:

- ◆ Introduce themselves using their knowledge of Latin greetings
- ◆ Understand some background to the Roman world
- ◆ Have some awareness of the impact of Latin on the English language.

STARTER

- ◆ Teacher waves and says the word **salve** (pronounced *sal-way*), to individual children.
- ◆ Children repeat **salve**. This means 'hello'.
- ◆ Teacher points to self and says: **magister** (*insert surname*) **sum** for a male teacher (pronounced *mag-ee-stair*) or **magistra** (*insert surname*) **sum** for a female teacher (pronounced *mag-ee-stra*). For example: **magister Smith sum** / **magistra Smith sum**, meaning 'I am Teacher Smith'. (Teacher would be used as a title, rather than Mr/Mrs.)
- ◆ Teacher asks a child **quis es tu?** (pronounced *kwiss ess too?*), meaning 'Who are you?'
- ◆ The child is encouraged to answer by saying their name + 'sum', eg '**Amy sum**'. Alternatively, they could choose a Latin name (**Resource sheet 1.1**). Pupils could fold a sheet of A4 paper in half to make a name card for themselves.
- ◆ In pairs children then practise saying:
Salve, quis es tu?
Salve, (*insert name*) sum.

FURTHER IDEAS FOR PRACTISING THE ABOVE PHRASES

- ◆ Children make two lines facing each other. Starting with a ball/bean bag at one end, the first child says **salve, ... sum**, and throws the ball to the child opposite, who on catching it says **salve, ... sum**, with their name. This continues backwards and forwards across the line, to the end.
- ◆ Teacher has a ball/bean bag. They throw it to a child and say **salve, quis es tu?** Child replies **salve, ... sum**, then throws it back to the teacher, who repeats with another child.

VOCABULARY

salve, (<i>own name</i> +) sum	hello, I am...
magister	teacher (m)
magistra	teacher (f)
quis es tu?	Who are you?
stat	stands
scribit	writes
bibit	drinks
saltat	dances
navigat	sails
ambulat	walks
currit	runs
ridet	laughs
pugnat	fights
cantat	sings
dormit	sleeps
sedet	sits

RESOURCES

1.1	Latin names
1.2	Map of Italy 2nd Century BC
1.3	Characters in acting troupe
1.4A&B	Philippus takes us round his camp
1.5A&B	More verbs
1.6	Die to practise verbs
1.7	Blank map of Italy
1.8	Derivative wordsearch
1.9	Plenary

BACKGROUND

- ◆ Ask questions to find out what the children already know about the Roman World.
- ◆ Explain that the characters in this course are part of an actors' troupe who travel around Italy in Roman times performing plays. The troupe is imaginary but is based on historical facts from about 150 BC.
- ◆ Explain some background facts about the Romans. Latin was the language spoken by the Ancient Romans who lived over 2,000 years ago. The Roman Empire was one of the most powerful in the ancient world and, at its height in AD 117, stretched across Europe and into North Africa. Legend says that Rome was founded in 753 BC by twin brothers, Romulus and Remus, who had been brought up by a wolf.
- ◆ The story of this acting troupe is set in Italy in the mid-2nd century BC. By this time the Romans ruled all of Italy and had extended their territory to Spain, Greece and North Africa. The Roman Empire ended in about 400 AD but was a hugely sophisticated society and still influences the way we live today. Piped water and central heating were Roman inventions! The Latin language remains relevant today as it is the basis for Romance languages (Italian, Spanish, French, Portuguese and Romanian) and has strongly influenced the English language.
- ◆ Show children a map of Italy in the 2nd Century BC (**Resource sheet 1.2**). Explain that this is where our story takes place. Philippus, the boy in the picture, is one of the central characters.
- ◆ Can the children work out what he is saying? ('Hello, I am Philippus. Who are you?')
- ◆ Use **Resource sheet 1.3** to read about the characters in the acting troupe.

VOCABULARY

- ◆ Read through the picture strips with the children (**Resource sheets 1.4A&B**), where Philippus tells us what his four friends are doing.
- ◆ These resources introduce the following phrases to the children:

Pelagus stat.	Pelagus stands.
Thea scribit.	Thea writes.
Tarquinus bibit.	Tarquinus drinks.
Stella saltat.	Stella dances.

GRAMMAR

- ◆ Ask children to look at the words which tell us what Philippus' friends are doing: **stat, scribit, bibit, saltat**.
- ◆ Explain that these are all **verbs**. Can the children see how they all end in 't'? In Latin, this tells us that there is just one person 'doing' the verb and that it is in the **third person** (he, she or it, is doing the action).

TIP

If we can put 'we' in front of a word and it makes sense, it's probably a verb!

Eg: laptop – we laptop – no
scream – we scream – yes

DERIVATIVES

- ◆ Explain that derivatives are words that come from other words. The verb **stat** means 'he/she/it stands'. Can the children think of any English word which might have these letters in, with a similar meaning which might come from (derive from) the Latin word? (Answers include: stationary, static, station, stature, status quo.)
- ◆ What about **scribit**? (Answers include: scribe, scribble, inscribe, ascribe, inscription, circumscribe.)
- ◆ Show the children **Resource sheets 1.5A&B** (More verbs). Encourage them to use English similarities and the pictures to work out the meaning of the sentences.

Tarquinus navigat. Tarquinus sails.

Pelagus ambulat. Pelagus walks.

Thea currit. Thea runs.

Philippus ridet. Philippus laughs.

Stella pugnat. Stella fights.

Tarquinus cantat. Tarquinus sings.

Philippus dormit. Philippus sleeps.

Stella sedet. Stella sits.

- ◆ Cut up **Resource sheets 1.5A&B** so that each child has eight word cards and eight picture cards. Children match the words and pictures correctly and stick in books. (The verbs on **Resource sheets 1.4A&B** can be added as well.)
- ◆ To make the task more challenging, children could be given the picture cards, without the word cards, and they write the correct subject and verb to go with each picture.

MORE ACTIVITIES

- ◆ Photocopy the die net (**Resource sheet 1.6**) onto paper or cardboard. Children colour in and assemble the die, then take turns to throw, saying the Latin for whichever picture comes up.
- ◆ Children label the blank map of Italy (**Resource sheet 1.7**) with the Latin place names from the Background section (**Resource sheet 1.2**). Use a modern map to find today's names for the places marked. Are there any similarities?
- ◆ Children find derivatives of **Stella**, **stat** and **scribit** on **Resource sheet 1.8** (Derivatives wordsearch).

Answers

