

Primary Beginners Latin

Semester 1: Course outline

“There's no such thing as dead languages, only dormant minds.”
Carlos Ruiz Zafón, *The Shadow of the Wind*

AIM: to provide insight into language and linguistic structures THROUGH PLAY

- To increase children's linguistic competence
- To prepare them for a multicultural and multilingual world
- To raise awareness that languages have a structure which might differ from each other
 - To develop positive attitudes to learning languages
- To build up language learning skills that serve as a foundation for future learning
 - To prepare for course book use

NOT THE (first) AIM: to create proficient readers/speakers/writers of Latin

--> enjoyment takes priority over teaching grammar.

--> do NOT use Latin grammatical terminology (names of cases, impf v pf tense); DO connect with English.

Lesson	Theme	Activity/-ies	Grammar + exercises	Vocabulary	Homework
1	Introduction: <ul style="list-style-type: none"> - Who were the Romans? - When/where did they live? - What is Latin and how is it similar/different from English and Welsh? 	<ul style="list-style-type: none"> - Saying 'salve' - Ball game/world map - Human timeline - Animal games in three languages 	Basic understanding of Latin as a different language with different pronunciation	<ul style="list-style-type: none"> - Salve magister/magistra - Salvete discipuli. Animal vocabulary in Latin, English, and Welsh	Make a mask; make list of friends and family names with Roman endings
2	Roman myth <ul style="list-style-type: none"> - What is myth? - How does it differ from legend? - Do you know any myths? - Why did the Romans have so many myths? - What is the meaning of the Minotaur story? 	<ul style="list-style-type: none"> - Preparation of Minotaur story - Reading of the story in English with group/actors shouting out Latin words - Discussion of Latin words and derivatives <p>MAT: use What does the Fox say song (pp. 13-14)</p>	<ul style="list-style-type: none"> - What is a noun? Verb? Adjective? (in English, Welsh, Latin) - Basic understanding of stems and endings in nouns and verbs. - Verbs: third sing. on -t - Derivation of English words from Latin vocab. 	Variety of nouns, verbs, and adjectives in Latin, English (and Welsh)	Make own myth using Latin words; fill in the gaps
3	Roman family: children <ul style="list-style-type: none"> - Discussion of growing up around the world - What is the different between growing up now and then, boys and girls? - What did boys and girls do in school? 	<ul style="list-style-type: none"> - Making your own Roman name in subj/obj - Decorating a door handle for home and/or front of folder - Doing exercises on 'my name in Latin' and 'creating a Latin word' pp. 17-18 	Subject and object in first and second declension (masculine and feminine) = words for boys and girls have different endings	Basic Latin vocabulary in first and second declension subject and object	Fill in endings and translate (p. 16), challenge (p. 20)
4	Halloween: Roman spells <ul style="list-style-type: none"> - Romans and Halloween - Why do we celebrate Halloween? - Roman magic: what is magic? Does it work? Why did the Romans believe in it? 	Making your own Latin spells and acting them out in front of the class dressed up as witches/wizards <p>MAT: there is a choice of texts to work with: Atra aranea is easiest, then Percy Jackson trickiest</p>	<ul style="list-style-type: none"> - Consolidation of subject – object differentiation through writing and reading exercises - Orders in English and Latin - Singing <i>Atra aranea</i> - Answering questions about Harry Potter 	Magic-related words	Read one of the texts at home and answer the questions.

5	Roman family - Info about family unit, <i>familia</i> meaning household - What did slaves do? Do we have slaves now?	- Making up story about own family in Roman times, with verbs in 3 rd singular - Read through text of father - Dressing up game: go around and ask the other pupils questions: who are they, what do they do? Based on answers, guess what role they have in familia.	Verbs in the 3 rd singular (incl. <i>est</i>) + consolidation of subject/object of first and second declension; adjectives	- Family-related vocabulary - 3 rd singular verbs, understanding how to add ending to stem	Pupils to make family tree in Latin – guess who handout
6	Roman family 2: women	- Make family tree - Read through story of mother	- Gentle intro to plurals	plurals	Read through text of ‘day in the senate’ and answer questions
7	Roman food - what kind of foods did the Romans have and how did it differ from modern food? - Poor v rich people’s food	- Make your own plate of Roman food with Roman terms next to food - shopkeeper game through pre-reading exercises	- Pre-reading - easy conversation in Latin through extending vocabulary in first three declensions, subject and object	Food-related vocabulary. Easy conversation	Exercise 3: Roman foods and you
8	Numerals - what kind of money did the Romans have? - How did it differ from modern money?	- Human sums and other exercises for numerals + quinque little ducks - Making Roman coins in clay - Shopkeeper game (with homemade plates)	- Numerals and how most of them <i>don’t</i> change - Consolidation of conversation	numerals	Numerals derivatives
9	Numerals 2: counting - Consolidation of last week, colours	- Colouring and counting in Latin (exercise 1) - ‘t was the night before Christmas: error correction exercise	Colours	Numerals and colours consolidation	Do Latin Christmas crossword
10	Christmas – present tense	- Making Roman Christmas	n/a	Christmas-related	n/a – take cards home.

		<p>cards: pre-reading and making cards (PS don't just let them write the cards: do exercises to make them realize what they're writing)</p> <ul style="list-style-type: none">- Sing Jingle Bells (with pre-reading)			
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