

Preparation for the new language requirements in the GCSE Latin qualification



The Activity:

This task is designed to support teachers to meet the new GCSE requirement to:

EITHER

- recognise, analyse and explain syntax and accidence as prescribed in the specification within the context of a narrative passage or passages of unseen conlected or adapted ancient language

OR

- translate short sentences from English into the ancient language

as stated in the Department for Education's Ancient Languages GCSE subject content.

The new requirement will be assessed by Assessment Objective 1 (AO1): demonstrate knowledge and understanding of the language.

Introduction to the task

This lesson element includes a variety of activities designed to support teachers introducing this new requirement from an early point in their teaching of Latin (ie not limited to the GCSE years). It is primarily aimed at students who have been studying Latin for about a year.

In these activities (for both options of the new element), students will be required to demonstrate their understanding of:

- verbs: the present, imperfect and perfect indicative active tenses of regular verbs of the first, second, third and fourth conjugations
- nouns: the nominative, accusative and dative cases (singular and plural) of regular nouns of the first, second and third declensions

There are two starter activities to introduce the topic to the class and get them ready for the development activities. Development Activity 1 addresses the English to Latin translation option, while the focus of Development Activity 2 is the analysis of syntax and accidence.

The activities can also be adapted to support the teaching of other details of accidence and syntax, such as adjectival agreement and pronouns.

The activities are designed to support and reassure teachers of the accessibility of the new requirement to a wide range of students.

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Starter Activity 1 – Revision of imperfect tense

To revise the endings of the imperfect tense, first recite the endings together in class (-bam, -bas, -bat, -bamus, -batis, -bant). This activity can be accompanied by six different hand actions, each illustrating a person:

- 1st person singular: point to yourself with one hand
- 2nd person singular: point to an imaginary 'you' in front of you with one hand
- 3rd person singular: point to an imaginary 'he' or 'she' behind you with one hand

Do the same for the plural persons, but with both hands.

To add an element of competition, arrange for different groups in the class to recite the endings, and decide on the winning group.

Then introduce the Activity 'Chase the Answer'.





Chase the Answer

Students are given a small strip of card with a Latin verb on the left hand side and a different English verb on the right hand side. One student begins the activity by reading aloud his/her English verb. The student with the matching Latin verb reads it aloud and then says his/her English verb. The activity continues until all students have participated, and the first student's Latin verb has been matched. The activity should be timed, and then repeated (by swapping cards) in an attempt to complete it accurately but in a shorter time.

eg The list below is for a group of 10 students – A larger printable version of this list is available at the end of this document.

ambulabam	You (pl) were having
dabant	You (s) were shouting
habebatis	I was saying
dormiebam	They were carrying
laborabatis	We were hearing
parabat	You (pl) were working
clamabas	I was sleeping
dicebam	He was preparing
portabant	I was walking
audiebamus	They were giving



Starter Activity 2 – Revision of nominative, accusative and dative cases

To revise the case endings, first remind the students of the endings by referring to the tables in their text or exercise books.

Then introduce the activity of Latin Noun ‘Bingo’ with the class.

Each student is given a ‘bingo’ card with the same number of noun descriptions, exemplifying case endings (see example card below). Each card will have a different combination of noun descriptions. The teacher reads out Latin nouns selected at random (see example list below). The first student to cross off all the noun descriptions correctly is the winner.

Example card – A larger printable version of this list is available at the end of this document.

Nominative plural	Dative singular	Nominative singular
Accusative plural	Accusative singular	Nominative singular
Accusative plural	Dative plural	Dative singular

Example list:

puellas
mercatoribus
servus
pueris
canes
amicum
ancillae
mensam
furi

Note that some noun endings are ‘ambiguous’, eg ancillae could be nominative plural or dative singular.



Teacher information to support preparation

Both activities can be easily adapted to suit the teaching objective.

Laminate cards and start to build up a collection of starter activities.

Questions students may ask:

- how do you decide on the case of an 'ambiguous' noun?
- all first person plural verbs end in –mus, so how do you decide on the tense?

Ways to respond to students' questions:

- on completion of this activity the teacher will need to check answers, so use this opportunity to revise other clues when dealing with Latin nouns in the context of a sentence (eg position in sentence, singular subject must have singular verb etc.)
- remind students of the structure of the Latin verb (eg ambula-mus; ambula-ba-mus; ambula-vi-mus), and encourage them to look closely at what comes before the person ending.





Development Activity 1 – Imperfect tense endings

Following on from Starter Activity 1, examine some Latin sentences containing the imperfect tense:

eg

- ego vinum bibebam.
- pueri ad forum contendebant.
- nos villam intrabamus.

Then introduce the activity: in this suggested activity students are to select the correct verb to complete a Latin sentence (English translation provided).

Eg

The dog was sleeping in the street.

Select the correct Latin sentence:

- canis in via dormiebas.
- canis in via dormiebatis.
- canis in via **dormiebat**.

1. The girls were eating dinner.

Select the correct Latin sentence:

- puellae cenam consume**bant**.
- puellae cenam consumebam.
- puellae cenam consumebamus.

2. I was standing in the garden.

Select the correct Latin sentence:

- ego in horto stabamus.
- ego in horto stabam.
- ego in horto staba**s**.



3. You (s) were writing in the study.
Select the correct Latin sentence:
- tu in tablino scribebant.
 - tu in tablino scribebatis.
 - tu in tablino scribebas.
4. The master was praising the slaves.
Select the correct Latin sentence:
- dominus servos laudabam.
 - dominus servos laudabat.
 - dominus servos laudabant.
5. We were sitting in the atrium.
Select the correct Latin sentence:
- nos in atrio sedebamus.
 - nos in atrio sedebatis.
 - nos in atrio sedebam.

Teacher information to support preparation

To provide an element of differentiation, pronouns could be omitted in examples 2, 3 and 5 above).





Development Activity 2 – Nominative, accusative and dative cases

Following on from Starter Activity 2, examine some Latin sentences (within the context of a narrative passage) which contain different noun cases, highlighting the nouns and discussing the role of the noun in the sentence (nominative = subject; accusative = object; dative = 'to' or 'for' / indirect object):

- ancillae laborabant.
- dominus ancillas vocavit.
- dominus ancillis cibum dedit.
- ancillae servis cibum ostenderunt.

Point out that a sentence must contain a subject and a verb, but not necessarily an object or indirect object. Remind the students that word order can be a helpful guide: nominative, dative, accusative, verb.

Then introduce the activity: students are to examine a Latin sentence/passage, and answer three questions on noun endings and use of cases.

Eg

Sextus in triclinio cenam consumebat.

- Give an example of a noun in the accusative case (**cenam**).
- Identify the ending of the word which tells you this (**-am**).
- Explain the purpose of a noun in the accusative case (**object of the sentence**).

Example passage:

amici clamorem audiverunt. nuntius in foro civibus fabulam nuntiabat. spectatores in theatro actorem spectaverunt.

- amici clamorem audiverunt.
 - Give an example of a noun in the nominative case.
 - Identify the ending of the word which tells you this.
 - Explain the purpose of a noun in the nominative case.

2. nuntius in foro civibus fabulam nuntiabat.
 - a) Give an example of a noun in the dative case.
 - b) Identify the ending of the word which tells you this.
 - c) Explain the purpose of a noun in the dative case.

3. spectatores in theatro actorem spectaverunt.
 - a) Give an example of a noun in the accusative case.
 - b) Identify the ending of the word which tells you this.
 - c) Explain the purpose of a noun in the accusative case.

Teacher information to support preparation

This kind of activity addresses the new requirement to ‘recognise (as in ‘give an example’ in 1a), analyse (as in ‘identify the ending’ in 1b) and explain (as in ‘explain the purpose’ in 1c) syntax and accidence in the specification within the context of a narrative passage or passages of unseen conected or adapted ancient language’.

The activity can be adapted to focus on verb endings.

Be prepared to deal with questions about the case of nouns following prepositions (ablative case probably not yet introduced).

Plenary

Students could create their own questions based on the ones introduced in this lesson element to assess their peers. Students will have to work out the answers to their own questions, as well as answering the questions put to them by their partners, thus reinforcing their understanding of the topics of this task.



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Chase the Answer

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clamabas	I was sleeping
dicebam	He was preparing
portabant	I was walking
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Bingo card

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