



Notes for the teacher: Chapter 1

de Romanis has been designed for a selective approach. Students need to learn the new vocabulary and grammar from each chapter's Core Language section, but teachers should select a suitable combination of introductory and practice material to suit the time available and the needs of their students.

INTRODUCTORY MATERIAL

The notes which follow aim to highlight areas of interest within the theme for each chapter; teachers are encouraged to be selective in accordance with the age and interest of their classes.

Overview

Chapter 1 introduces the Olympian gods, particularly Jupiter, Juno, Vulcan, Venus, Minerva and Mars. It invites students to consider the family relationships between the gods, as well as their powers and associations. The stories chosen raise the question of what sort of morals the gods had and encourages students to understand that the Classical gods are neither wholly good nor wholly bad.

How to begin

For all chapters, it is beneficial to read and discuss the introduction in overview before beginning the Core Language material: students will find the Latin sentences and stories more interesting (and more accessible) if they are already familiar with the context behind them. The PowerPoint slides available online might be helpful for teachers keen to offer a compressed introduction; in addition the worksheets (also available online) will direct students' attention to the most important details in the introduction. As students progress through each chapter, the Latin stories will provide opportunities to return to aspects of the introduction in greater depth. Detailed at the end of these notes is a breakdown of which material might work best alongside each Latin story.

A useful starting point for Chapter 1 is to encourage students to look at the hand-drawn illustrations of the gods on p17 and see if they can work out who is who, and identify what each illustration suggests about the individual characters. Many students will already know quite a bit about the Olympian gods and they are likely to be keen to share their knowledge and enthusiasm. The opening image for the chapter may also provide a good starting point: it is a gruesome reminder that the stories told about the Olympian gods were often rather shocking, sinister and dramatic.

Teachers will need to help students understand why the Olympian gods have Greek as well as Roman names. The table on p7 will be useful here; students may need some practice in remembering what the Roman names are.

What's interesting

It is very likely that students will have come across Greek myths at KS2 and many will have read versions of these in their own time too. This should provide plenty of initial interest and enthusiasm



within the classroom. It is important to be mindful, however, that not all students will know about the Olympian gods, or the particular stories in Chapter 1, and it is always worth the teacher re-telling the relevant story so that all students can be familiar with its content.

There is plenty of opportunity for imaginative or creative work within Chapter 1, and younger students are likely to enjoy the opportunity to write a character description, draw a picture of the armour described in Source 1.1, or even invent their own god or goddess. Further ideas for creative tasks are given below.

What's difficult

Students may well have preconceived ideas about Greek and Roman gods, or modern ideas of what a god should be like. The stories in Chapter 1 tap into the idea that gods and goddesses are not always good (e.g. Venus having an affair) or beautiful (e.g. Vulcan). The stories also encourage students to re-evaluate possible preconceptions about gender roles (e.g. Minerva as a warrior goddess and representation of intelligence).

Students might find it difficult to accept that there is no definitive or authoritative version of the myths they meet. It might be useful to discuss the idea that ancient sources disagree on details in myths or tell different stories relating to the same characters and events; p9, for example, provides different versions of the reason why Vulcan was thrown out from Mount Olympus.

Some students might find the salacious story about Vulcan and Venus' affair quite a surprise at first, but it is an excellent way for students to understand that Romans looked to the stories about the gods for entertainment. It is also a useful opportunity to discuss anthropomorphism, and the idea that, although the gods were believed to have superhuman powers, they also had very human foibles. Source 1.4 provides an opportunity to discuss the idea of anthropomorphism further.

Suggestions for cultural comparisons and wider discussion

- **the merging of cultures and religion:** students might discuss possible reasons why cultures and religions spread, the potential harm or benefits, and the peoples or empires who have aimed to extend their influence over others
- **stereotypes:** students might discuss ways in which depictions of the gods or goddesses are or are not surprising, whether stereotypical associations might be useful or harmful, and whether the stories about the ancient gods show us anything about our own modern-day stereotypes (especially, for example, about gender)
- **family relationships:** students could consider what is healthy and unhealthy about the relationships between the gods, and why the Romans might have told these stories
- **beauty and the presentation of the gods:** students could look at the images of Roman statues and paintings and discuss whether they think the Romans valued physical beauty, and whether or not the concept of beauty has changed over time

Suggested extension and creative activities

- students could do a research task based on a chosen Olympian god. They should find stories and depictions of this god and create their own picture / poster / presentation.
- students could read further stories in translation from Ovid's *Metamorphoses* about the gods mentioned in Chapter 1



- students might like to write a mini stage-play and act out the story of Saturn eating his children, or any other of the stories in this chapter
- using Source 1.1 students could draw their own picture of the weapons and armour described by Virgil

LANGUAGE MATERIAL

Chapter 1 Core Language is divided into Part A and Part B. Part A builds knowledge of the majority of the Chapter 1 vocabulary, and is designed to introduce students to translating Latin without too heavy an introduction to formal grammar. Part B introduces the remaining Chapter 1 words and develops an understanding of grammatical endings, labels and roles.

Almost all the new words for Chapter 1 are introduced in stages in Part A, but it is worth highlighting that a small number are left for Part B. This means that - unlike subsequent chapters - it is better to use the Chapter vocabulary list (and associated Additional Language A Exercises) as revision material at the end of the chapter, and build vocabulary knowledge piecemeal as new words are introduced throughout the chapter.

Overview

vocabulary	practice material
Chapter 1 CL vocabulary (NB by p28 students have met all the Chapter 1 words)	AL Exercise 1.1 AL Exercise 1.2 AL Exercise 1.3 online Quizlet vocabulary flashcards
grammar	practice material
Part A	
translating Latin sentences <ul style="list-style-type: none"> • differences between Latin and English • new vocabulary 	CL Exercise 1.1 CL Exercise 1.2 CL Exercise 1.3 CL Exercise 1.4¹
parts of speech <ul style="list-style-type: none"> • nouns • adjectives • verbs 	CL Exercise 1.5 CL Exercise 1.6
cases <ul style="list-style-type: none"> • subject and object 	CL Exercise 1.7 CL Exercise 1.8
Part B	
nouns <ul style="list-style-type: none"> • nominative and accusative 	CL Exercise 1.9 CL Exercise 1.10

¹ Latin stories are denoted in bold



<ul style="list-style-type: none">• declensions• stems• masculine and feminine	CL Exercise 1.11 CL Exercise 1.12 AL Exercise B1.1
adjectives <ul style="list-style-type: none">• nominative and accusative sg	CL Exercise 1.13 AL Exercise B1.2
plural endings <ul style="list-style-type: none">• nouns• verbs• adjectives	CL Exercise 1.14 AL Exercise B1.3 AL Exercise C1.1 CL Exercise 1.15 CL Exercise 1.16 AL Exercise B1.4 AL Exercise B1.5 AL Exercise C1.2 CL Exercise 1.17
consolidation / revision	practice material
vocabulary and grammar	online vocabulary quiz
all syntax	AL Exercise C1.3

CHAPTER 1: PART A

What's difficult, and how best to teach it

- **Students are unfamiliar with how Latin sounds.** Connecting sound with spelling is a key part of learning vocabulary, particularly in a classroom environment where lots of the work will be spoken, rather than written. Listening to the teacher read Latin sentences aloud and repeating back in Latin will help students gain confidence in pronouncing Latin. Whole-class responses can be useful here because all students are included without feeling exposed. Asking students to listen to a word and then write it down is also a very good way to make sure the students can connect a word's sound to its written form.
- **Students do not know new Latin vocabulary.** Some students will take longer than others to remember the new, unfamiliar vocabulary. Lots of quick-fire questioning and repetition of vocabulary will help to embed knowledge of new words. In addition, students will need to understand the conventions for listing vocabulary. For the vocabulary list printed at the end of Chapter 1, they will need to understand which part of a word is its stem, and what sort of information is given with a word. The conventions for listing vocabulary will change as more grammar is introduced in later chapters, so focus on this is key.
- **It is difficult to reorder Latin words and add in articles or pronouns.** In Part A students will meet the idea that they often need to add an article (*the / a*) or a possessive adjective (*his / her* etc.) where there is none in Latin. They will also see that word order in Latin is often different, with the verb typically at the end of a sentence. To practise this, there is value in written translation of even very simple sentences. When doing written exercises, at this stage



it might be useful to write out the Latin first, to engage further with the spelling and order of the Latin words, and then translate.

- **Working independently can be difficult in a new language.** There is a risk that the pace in the classroom will lag because some students do not yet feel confident about how to go about things. Quantity of exposure is the best way to build this confidence, and teachers are encouraged to move through Part A fairly quickly: the grammar is light, and maintaining momentum here will help to reinforce the new vocabulary and engage students in the interest of the world of the gods. For Exercise 1.4 or 1.8, for example, doing a whole class, teacher-led translation will keep the pace; this could be followed up with a written task if needed, such as writing a summary or personal response to the story.

What to prioritise if you are short of time

de Romanis has been designed for a selective approach: it is highly unlikely that any student will have the time to do all the exercises within it. Teachers will need to make a decision about which Core Language practice material to use to help students understand new vocabulary and grammar, and which Additional Language or online materials to use to reinforce or extend the core content of each chapter. For an explanation about the differentiation built into the different categories of Additional Language and online exercises, see the Teachers' Introduction to Book 1.

For students and teachers who are short of time, the following are the key things to focus on within the Core Language Part A.

- knowledge of vocabulary
- group translation of the Latin stories to build confidence and familiarity with the process of translation
- the characters of the main Olympian gods

CHAPTER 1: PART B

What's difficult, and how best to teach it

- **Learning terminology and the language of grammar:** remembering the meaning of grammatical labels such as *subject / object, nominative / accusative, declension* etc is often very difficult for students and it is worth setting vocabulary tests on these labels as well as new Latin words. It is worth ensuring that students engage with the meaning of these words on a regular basis so that they have a secure framework for understanding grammatical explanations which make use of them.
- **There is more to know about new vocabulary than just its meaning.** Many students can struggle to connect grammar to vocabulary, so it is important that they practise thinking about a word's grammatical shape, as well as its meaning. It is useful to ask students to identify which part of speech a word is, and work out other details such as declension, stem and gender. It is also very rewarding for students to get 3 answers correct from one piece of information!



- **Understanding a word's stem:** this is essential for all words which change form, but particularly important for 3rd declension nouns where the stem is sometimes quite different from the nominative form. The names of the gods (e.g. *Iupiter, Iov-*) are particularly helpful in reinforcing this point.
- **Remembering case endings in 3 declensions:** noun endings should be introduced as groups by case, across all three declensions, e.g. *-am, -um, -em / -as, -os, -es*. Learned this way, the similarities across the declensions are clear and this helps students to remember the endings. This method also helps students to handle noun and adjective agreement because a noun and an adjective in the same case will clearly seem part of a set, even if their endings are from different declensions. Whole class chanting of these endings will help to embed them in students' memories, as well as including everyone in the classroom.
- **Agreement of adjectives and nouns:** noun and adjective agreement can be tricky, especially when the noun and adjective come from different declensions. To simplify things in Chapter 1, adjective endings are presented in their own tables, and not affiliated to a particular declension². In addition, all nouns in Chapter 1 have an obvious gender. There is no need to linger too long on agreement at this stage: students can be reassured that the process of agreement will grow easier with practice in subsequent chapters. The important thing is that they understand the principle, and the terminology within it: that **adjectives** change their **endings** to agree with **nouns** in **case, gender** and **number**, but that the spelling of the endings might be different.
- **Translating sentences rather than stories:** students will find translating exercises containing only sentences more difficult than stories, because there is no context from the story to rely upon. This will be very good for learning to be more accurate, but potentially could be disheartening. 10 sentences can also take a surprisingly long time to complete. Rather than letting a class loose on a whole set of sentences, the teacher might like to do some as a class first, or recap vocabulary, or pick out particular words or difficulties first.

What to prioritise if you are short of time

- revision of vocabulary
- concept of a noun, verb and adjective and labelling new vocabulary as a particular part of speech
- accusative sg and accusative pl case endings: in practice (and counter-intuitively), it is more important to master these than the nominative case because students need to learn to read on when they meet an accusative noun and translate the verb first. Very few students will make a mistake over a nominative noun; they are far more likely to trip up over an accusative.

LATIN STORIES

The Latin stories are a good opportunity to connect with material from the Introduction to each chapter. Below is a list of material which would work well alongside each Latin story.

² Adjectives and their declensions are explained more fully in Chapter 2, pp52-53.



- **Exercise 1.4: Saturn eats his children**
 - Figure 1.3 Saturn eating one of his children
 - Chapter 1: Introduction - Jupiter, king of the gods
- **Exercise 1.8: Vulcan punishes Venus**
 - Chapter 1: Introduction - Trouble on Mount Olympus: Juno and Vulcan
 - Source 1.1: Vulcan's forge
 - Figure 1.4 A Cyclops forging Jupiter's thunderbolts
 - Chapter 1: Introduction - Vengeful gods: Vulcan and Venus
 - Source 1.2: Venus' beauty
 - Source 1.3: Venus and Mars' love affair
- **Exercise 1.15: Minerva's birth**
 - Chapter 1: Introduction - Wisdom and war: Minerva and Mars
 - Figure 1.5 Birth of Minerva
 - online comprehension and audio file
- **Exercise 1.17: Mars terrifies the humans**
 - the three different hand-drawn illustrations of Mars in this chapter
 - Chapter 1: Introduction - The power of the gods
 - Source 1.3: Venus and Mars' love affair
 - online comprehension and audio file