

# UNIT 7

## Nouns and Adjectives

### 9 Days

Lesson 1 - Describing - 1 Day

Lesson 2 - Adjective Placement - 1 Day

Lesson 3 - Latin Nouns and Adjectives - 1 Day

Lesson 4 - Declensions - 2 Days

Lesson 5 - Agreement of Adjectives - 1 Day

Lesson 6 - Adjective Agreement Combinations - 3 Days

Terms	Vocab
Noun	Equus
Adjective	Taurus
Declension	Asinus
Number	Amicus/a
Article	Cibus
	Schola
	Via
	Puella
	Femina
	Magnus/a
	Parvus/a
	Bonus/a
	Malus/a
	Vir
	Puer
	Nauta
	Agricola

	Poeta
	Longus/a
	Latus/a
	Est
	Sunt
	Et

## Unit 7 - Nouns and Adjectives

### Lesson 1 - Describing

#### Activity

- Every student sits on the floor in a circle holding his noun. One student starts by holding up his noun and describing it with an adjective.  
e.g. a student holds up a notebook and says a thin notebook
- The student then passes his noun to the next person who describes the noun with a different adjective. This is not a memory game in which each student tries to remember all of the adjectives. Each student just has to think of a new adjective to describe the noun.
- When everyone has had a turn, the next student will start with his noun. And so on...  
Don't accept duplicate adjectives. Make them struggle to find something different. They will be amazed at how many adjectives they know.
- If two students have brought in the same object, then pass the two objects together to be described by one adjective. If everyone has a different object, then create a plural for at least one of the turns.  
e.g. the beautiful necklaces, the long necklaces, the shiny necklaces

#### Discuss

- Even if the noun becomes plural, the adjective does not. In English we do not say the beautifuls necklaces
  - Define noun and adjective
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#### Homework

Prior to lesson:

Bring in a noun, e.g. a pretzel, a brush, no pets

Following the lesson:

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#### Terms

noun

adjective

## Unit 7 - Nouns and Adjectives

### Lesson 2 - Adjective Placement

#### Activity

- Finish passing nouns and describing them, but this time limit the types of adjectives used.
- All the adjectives must describe some physical characteristic of the noun  
e.g. the square box, the blue snake, the gigantic lollipop
- All the adjectives must be emotional or subjective ones (how something feels or how you feel about it)  
e.g. the sad book, my favorite shoe, the best hamburger
- All adjectives must be active, describe the noun as doing something (these can be acted out)  
e.g. the jumping flashlight, the singing pig, the writing pencil
- All adjectives must be passive, describe the noun as having something done to it (these can be acted out as well)  
e.g. the squashed ball, the tickled Elmo, the pulled wagon

#### Discuss

Participles are special kinds of adjectives that are made out of verbs / actions. (Unit 15 will cover participles.)

#### Activity

When the last student is about to take his turn presenting his noun for description, write on the board

**This is a...**

Now is the beginning of making general observations about language rules. These are sweeping rules that over-simplify the grammar. We will compare English to foreign languages in general. Of course, we know that what we are saying does not apply to all foreign languages, nor does it apply to some foreign languages all the time, but it is a simple way of getting the students to observe some patterns in languages that they may study in the future that they do not see in English.

and what has been said in the circle, you can make the following observations about nouns and adjectives in English and compare them to what many foreign languages do.

#### Observation #1 Adjective Placement

- The adjective comes before the noun
- The adjective comes after the noun

#### Observation #2 Adjective Agreement

- The adjective does not change when the noun changes (becomes plural)
- The adjective changes if the noun changes

Try fooling around with a sentence on the board to see what it would be like if it were a foreign language sentence.

Say all of the adjectives after the noun.

e.g. *This is a potato brown, round, spotted...*

Make it plural. e.g. *These are potatoes browns, rounds, spotted...*

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#### Homework

Page 41-42

Play Leap Frog

## Unit 7 - Nouns and Adjectives

### Lesson 3 - Latin Nouns and Adjectives

#### Activity

You will need some props representing two of the new Latin nouns. I have a lot of toy frogs and a horse. You could adjust the vocabulary to fit what props you have, bears/ursae, perhaps, or simply use a discipulus and a discipula. You are going to act out some Latin adjectives. Do not speak any English.

Put a rana or discipula in the middle of the floor. Demonstrate that the rana is big compared to another small one, good compared to a bad one, while you repeat the phrases  
rana magna, rana parva, rana bona, rana mala

I usually caress the rana bona and throw the rana mala in the trash can after a good scolding. Exaggerate that one is big by stretching your arms and using a deep voice while saying rana magna and that one is small by crouching down and using a high voice to say rana parva.

Repeat all of this using a masculine noun.

Allow the students to figure out what these news words mean, and ask them not to speak English either until you are finished.

#### Discuss

- Write the new Latin adjectives on the board in their masculine and feminine forms and allow the students to tell you what they mean and what the difference is between the two forms. Use the term gender.
- Refer to Observations #1 and #2 pointing out that you were saying the adjectives after the nouns and that the adjectives changed to masculine forms when you changed to a masculine noun.
- Review the list of nouns and add the adjective bonus/bona to each noun.
- An adjective has to have masculine and feminine forms if the nouns in a certain language have masculine and feminine forms.
- Add new vocabulary to notebooks. Have students guess the meanings of the nouns by providing clues.
- Discuss ways to memorize vocabulary (using derivatives, silly gimmicks)

#### Homework

Pages 41-42

#### Vocabulary

equus  
taurus  
asinus  
amicus  
amica  
cibus  
schola  
via  
puella  
femina  
magnus/a  
parvus/a

bonus/a  
malus/a

## Unit 7 - Nouns and Adjectives

### Lesson 4 - Declensions

#### Day 1

#### Activity

##### *Pass the Word*

This is a quick three to five minute game that can be used anytime to start class or to pick up the tempo when things are dragging.

Everyone stands in a circle and something is tossed, a ball or a frog.

Start by saying a Latin vocabulary word while tossing the ball to a student in the circle. That student catches the ball and says the translation of the word while tossing it back to you.

Have the ball tossed back to you every time until they are good at this. Then they can say the answer while they catch the ball and choose a new word while tossing the ball to another student.

You can go from English to Latin or Latin to English. Later this game can be played with changing words from singular to plural, adjectives from masculine to feminine, subject to direct object forms, anything.

#### Discuss

- Write every vocab word, old and new, on an index card and deal cards out to students. Have students come up to the board one by one and write the Latin nouns. They have to put all of the nouns that end in -a in one list and all that end in -us in another list.
- Define declension: a group of nouns that have the same endings.
- Label the first list 1st declension and the second list 2nd declension.
- Look again at the list of Latin nouns in the vocabulary section. Instead of identifying them by gender, now have the students identify them by declension.

#### Discuss

- New "weird" vocabulary words
- -r is another 2nd declension ending. The words *puer* and *vir* are masculine and belong to 2nd declension.
- The last three words belong to 1st declension because they have the same endings as the words in that group, but they are masculine words. (These are exceptions, but it makes the point that there is a difference between gender and declension.)
- An adjective agreeing with any of these new words will have to be masculine.  
e.g. *vir magnus*, *agricola malus*  
They do not look the same, but they agree.

#### Homework

Pages 43-44

Declension Table

#### Vocabulary

*vir*

*puer*

*nauta*

*agricola*

*poeta*

longus/a  
latus/a

Term  
declension

## Day 2

### Play

Play these games together on the projector and then perhaps have time in the computer lab to let students continue on their own.

**Declension Table** practice identifying nouns by gender and declension

**Bathtub Bubbles** choose the correct adjective ending to make it agree with the noun

**Leap Frog** vocabulary practice

## Unit 7 - Nouns and Adjectives

### Lesson 5 - Agreement of Adjectives

Review pages 41-44.

#### Activity

Act out the same words that you did in Lesson 3, but this time say the phrases as sentences. Again, do not speak English.

e.g. Rana bona est. Rana mala est. Equus bonus est. etc.

Now make plural sentences.

e.g. Ranae magnae sunt. Equi parvi sunt.

#### Discuss

- Now ask the students if they figured out what you were saying.
- Write the sentences that you used on the board, and ask them to translate.
- Figure out in what ways the adjectives had to change to agree with the nouns they were describing.
- Modify Observation #2
- **Observation #2 Adjective Agreement**

##### English

The adjective does not change when the noun changes.  
Adjectives do not become plural or change gender.

##### Other languages

The adjective changes if the noun changes.  
Adjectives agree with nouns in gender (masculine, feminine) and number (singular, plural)

So they must know four forms for every adjective that they know in Latin:

- masc. sg.(bonus) masc. pl.(boni)  
fem. sg.(bona) fem. pl.(bonae)

#### Play

**Flip Chart** from the website. Students can make a guess orally or in writing before the sentence is flipped to change its number.

#### Discuss

- Look at one of the basic Latin sentences that is written on the board and at its English translation. Have the students figure out what words are missing in Latin that we have supplied in English.  
e.g. Rana est bona. The frog is good. It is a good frog.  
Look at the chart of articles on p. 46  
Articles: definite (the) and indefinite (a, an) do not exist in Latin. We have to supply them when we translate into English.
- The definite articles in the Romance languages, however, come from the Latin word for that, ille / illa and the indefinite come from the number one. o Note that the articles in these languages change gender and number, as do their adjectives.
- English articles do not change gender and number.

- Give examples in any languages that you can of article / noun / adjective phrases to show how they fit into the adjective Rule #2  
e.g. el hombre hermoso, la mujer hermosa (Sp.)
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Homework  
Pages 45-46

Vocabulary  
est  
Sunt

Terms  
number  
article

## Unit 7 - Nouns and Adjectives

### Lesson 6 - Adjective Agreement Combinations

#### Day 1

Review pages 45-46.

#### Play

*Acies - the straight line of battle*

Divide the class into three groups. The members of each group sit in acie, in a straight line, one behind the other, facing the board.

The first person from each team goes up to the board, so there are three students at the board.

You will call out a word, a phrase, or a sentence in English, and they will race to write it in Latin on the board. It does not have to be done as a race. You can assign points for the first correct answer or for all correct answers.

Start with a noun and an adjective. They will have to have correct adjective placement and agreement.

e.g. the good school , schola bona

These students go and sit at the end of the line, the line moves up, and the next students take a turn.

Make one change or addition to your original phrase with each turn.

Change it to plural, add the verb "to be", change the feminine noun to a masculine noun.

Make noun = adjective sentences and noun adjective = adjective sentences.

e.g. The school is good. The good school is big.

Make a fresh start after five or six turns have passed.

Tell them the word et = and.

While you are playing in this way, reviewing vocabulary and the grammar that has been learned, slip in these new agreement combinations, so that in the course of play, they are figuring out new material on their own.

sing. noun + sing. noun = pl. adjective

e.g. Taurus et asinus sunt mali.

masc. noun + fem. noun = masc. pl. adjective

e.g. Discipulus et discipula sunt boni.

While the students are at the board trying to figure these out, ask leading questions about what genders and numbers they think they should use for the adjectives.

#### Discuss

After playing, discuss the new twists to the adjective agreement rule.

#### **Adjective Agreement Combinations**

Two singular nouns being described together use a plural adjective.

**sg. noun + sg. noun = pl. adj.**

Any combination of masculine and feminine nouns being described together use the masculine form of the adjective.

**masc. noun + fem. noun = masc. pl. Adj.**

#### Homework

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#### Vocabulary

et

## Days 2-3

page 47 and all information learned for test.

### Play

Play Noun and Adjective Review Powerpoint Game

Next day, Unit 7 Test