

## UNIT 9

### Noun and Verb Functions

#### 14 Days

Lesson 1 - Transitive and Intransitive Verbs - 1 Day

Lesson 2 - Subjects and Direct Objects - 3 Days

Lesson 3 - Inflections and Word Order - 1 Day

Lesson 4 - Nominative and Accusative Cases - 1 Day

Lesson 5 - Verb Inflections - 2 Days

Lesson 6 - Linking Verbs, Predicate Nominative - 6 Days

Vocab	Terms
Videt	Verb
Pulsat	Transitive
Portat	Intransitive
Vocat	Subject
Habet	Direct object
Laborat	Function
	Inflection
	Inflected language
	Case
	Nominative
	Accusative
	Predicate Nominative
	Linking Verb

## Unit 9 - Noun and Verb Functions

### Lesson 1 - Transitive and Intransitive Verbs

#### Activity

- All students sit in a circle on the floor.
- Give them a prop. (I use one of my stuffed frogs. It is helpful if you have a prop that is a word they know in Latin to use for these types of exercises.)
- Ask each student to make the frog do something. As they are making the frog go through the motions, they are saying the noun-verb phrases.  
e.g. *the frog hops -or- the frog is hopping*  
*the frog eats -or- the frog is eating*
- As each student takes a turn, write his verb on the board in its infinitive form.  
e.g. *to hop, to eat*  
But write the verbs in two unmarked columns, transitive in one list and intransitive in another. Do not tell the students what you are doing.  
(This can get tricky because so many intransitive verbs can be used as transitive verbs as well. Write them up the way the students are using them; you can talk about altering them later.)  
If the verb "to be" comes up, write it in a third column.
- Go around the circle as many times as you want until you have a good list of each type of verb.
- Tell the students there is a difference between the two lists of verbs, but make them figure it out by asking you questions.  
After someone comes to the conclusion that one list does the action to another object and the other list does not, follow up with this discussion:

#### Discuss

- A verb is usually an action word.
- Some verbs do their action to another object. These are called transitive verbs.
- You can ask the question *What?* after a transitive verb.  
e.g. *The frog loves what?*
- Transitive has the word *trans* = across in it. Think of the transitive verb as crossing over to something else. It needs something else to complete it.
- The other verbs are intransitive verbs. They do not cross over to anything else, nor do they need another object to complete the phrase. They do not do their actions to something else. They can stand alone.  
e.g. *The frog jumps.* You may want to ask the question *where?* after this but you do not need a *what* to complete it. (This is when the students figure out that if you say "the frog jumps the fence" you are creating a *what*. Explain that some intransitive verbs can be used as transitive verbs.)

Homework  
Page 52-54

Terms  
verb  
transitive  
intransitive

## Unit 9 - Noun and Verb Functions

### Lesson 2 - Subjects and Direct Objects

#### Day 1

English grammar is somewhat abstract. We have to figure out what subjects and direct objects are without many clues. By looking at the inflections used in Latin, they will be able to see more clearly what the different functions of these nouns are. They will then be able to transfer this to less inflected languages. Inflections are handy tools we can use to mark the differences.

#### Activity

Write the headings **Transitive** and **Intransitive** on the board. Invite students to come up and write verbs under the appropriate columns.

Choose a verb from the intransitive column and make a sentence.

e.g. *The bird flies.*

Draw the shape of a cloud around "the bird" and a squiggly line under the verb "flies."

Choose a verb from the transitive column and make a sentence.

e.g. *The bird eats a worm.* Use the same symbols for subject and verb and add a box around "a worm."

#### Discuss

- The noun that does the action is called the subject.
- The noun that receives the action or has the action done to it is called the direct object.
- Transitive verbs take direct objects and intransitive verbs do not.
- The function of a word is the role it plays in a sentence. A noun can have the function of being a subject or a direct object in a sentence.

Review homework pages 52-54

#### Activity

The same circle activity from Lesson 1 but this time make your prop, the frog, the direct object. Actions will be done to the frog this time.

e.g. *I am kissing the frog. Everybody hits the frog.*

- First time around the circle: the students pass the frog so that each person can do an action to the frog.
  - Second time around the circle: the frog becomes the subject again, but each student becomes the direct object on his turn.
- e.g. *The frog kisses me. The frog bites me.*

#### Discuss

- The role of the frog and the student changed.
- The same word can be a subject at one time and a direct object at another.
- Write some of the sentences from the circle on the board and have students draw the symbols around the subjects and direct objects.

#### Homework

Pages 55-56

Terms

subject

direct object

function

## Days 2-3

Over the next two days, allow time to let this new material sink in, and do some of the following:

Review pages 55-56.

Play Sentence Swiper from the website.

Offer a practice quiz with a few English sentences to identify the type of verb and two functions of nouns. Or try one of the following activities:

### Activity

- Have one student stand at the front of the room.
- Another student calls out two random English nouns and decides that one will be a subject and the other will be a direct object.  
e.g. *subject - elephant, direct object - pizza*
- The first student must make up a sentence using these two nouns in these roles.  
e.g. *The elephant squashed the pizza when he stood on it.*
- After a few turns making up sentences, make it more difficult: they cannot begin the sentence with the subject. Show them how to add more detail.  
e.g. *One day early in the morning, a pink elephant squashed the mushroom pizza when he stood on it in the kitchen.*

### Activity

- Give each student a blank piece of paper with no lines.
- Have them tear or cut the paper into 6 pieces.
- Ask them to write a different noun on four of the pieces.
- Put three large cards on the floor at the front of the room facing the students.  
The cards say the following:  
SUBJECT - VERB - DIRECT OBJECT
- Ask the students to put two of their noun slips of paper face down under the sign SUBJECT and the other two nouns face down under DIRECT OBJECT.
- Have them write one intransitive verb and one transitive verb on their remaining slips of paper and place all of them under the sign VERB.
- Each student takes a turn, one at a time, coming up and choosing a piece of paper from the subject pile and the verb pile. Now the student has to decide if he has a transitive verb or not. If he has chosen one that could be either, he can decide which he wants it to be.
- If a transitive verb is chosen, he must pick a direct object. If it is intransitive, then he should not pick a direct object paper. Encourage them to ask the question *what?* after the verb to figure it out.
- The student now has to make up a sentence with these words in these functions. write it on the board, and diagram it using the cloud, line, and box symbols (or whatever visual symbols you want to use for diagramming).

(Do this for as long as their interest holds. I have had students play this game for two days until all of the pieces of paper were used.)

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## Homework

Sentence Swiper

## Unit 9 - Noun and Verb Functions

### Lesson 3 - Inflections and Word Order

#### Activity

Act out these basic Latin phrases illustrating the subject and direct object inflections - no English until it is discussed afterwards. Use only the verb *amat* in every sentence, because you want the emphasis to be on the changing endings of the nouns. Although they do not know any Latin verbs, they will quickly figure out that *amat* means loves when you kiss your classroom prop - my frog.

Use sentences like the following:

*Magistra amat ranam.*  
*Discipula amat ranam.*  
*Discipulus amat ranam.*

Motion for them to copy your action, kissing the frog.

*Rana amat magistram.*  
*Rana amat discipulam.*  
*Rana amat discipulum*

They will have expected this change, that the subject is now the frog, since you have changed the word order. Now make the frog kiss the students and yourself.

Now start playing with word order to see

*Ranam amat magistra.*  
*Ranam amat discipula.*  
*Ranam amat discipulus.*

If they pick up on the different endings. Lead them into figuring out that the ending on the noun, not the position, is dictating whether the word is doing the loving or not.

Conclude as always by writing the sentences on the board for them to see what you have been saying and to verbalize what they have figured out.

Rule #3	Word order
English	Word order matters
Latin	Word order does not matter. The endings on the words matter.

#### Discuss

- Subjects in Latin use the endings *-a* and *-us / -r*.
- When a noun changes its function in a sentence to direct object, it changes its ending.
- Take off the *-a* and replace it with *-am* for 1st declension words.

- Take off the -us and replace it with -um for 2nd declension words. (Leave on the -r.)

## Activity

Write the words **rana amat magistram** on separate cards and put them on the floor. Ask the students to translate. Now switch the positions of **rana** and **magistram**. Ask them to translate. The translation should not change. Now move the cards to silly places around the room. Make the point that it does not matter where those two nouns go; as long as they have the same endings, the sentence means the same thing.

## Discuss

- The different word endings are called inflections.
  - Languages that use a lot of endings on the words to show their functions are called inflected languages.
  - Many of the Romance languages are much more inflected than English but not as inflected as Latin.
  - Word order has varying degrees of importance depending on the degree of inflection.
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## Homework

Pages 57

## Terms

inflection

inflected language

## Unit 9 - Noun and Verb Functions

### Lesson 4 - Nominative and Accusative Cases

Draw two suitcases on the board: one to hold all the endings that are for subjects, the other to hold the new direct object endings. (n.b. we are not learning the plural endings for direct objects.) The suitcases will be named the Nominative Case and the Accusative Case to make the point that the case is a way to group endings that show the functions of the nouns.

#### Discuss

- Latin nouns belong to the same group, the same declension, if they have the same endings.  
So all the words that attach -a for subjects and -am for direct objects belong to 1st declension.  
All the words that attach -us / -r for subjects and -um for direct objects belong to 2nd declension.
- The endings themselves belong to groups based on their functions.  
All endings that are used for subjects (-a and -us / -r) are in a group and  
all endings that are used for direct objects (-am and -um) are in a group.  
These groups are called cases.
- The case for subjects is called the nominative case.
- The case for direct objects is called the accusative case.

#### Functions

Subject	Direct object
does the action	has the action done to it
nominative case	accusative case
1st declension -a (-ae)	1st declension -am
2nd declension -us / -r (-i)	2nd declension -um

#### Activity

Assign a Latin noun to each student. (They know about 25 nouns at this point.)

The student writes the subject form/nominative case on one side of a piece of paper in big letters and the direct object form/accusative case on the other side.

You make up a sentence in English using nouns you know they have. Again use only the verb to love.

The students who have the nouns that you used in your sentence come forward and put their piece of paper on the floor next to the verb *amat*. They will have to decide if their noun is being used as a subject or direct object, and they will have to decide which form of their noun to put face up.

It does not matter where they put their noun because the word order does not matter.

Ask them questions about the case, declension, and function of their nouns.

Try more complex English sentences in which the subject is not the first word in the sentence or use other verbs.

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## Homework

Pages 58-59

## Terms

case

nominative

accusative

## Unit 9 - Noun and Verb Functions

### Lesson 5 - Verb Inflections

#### Day 1:

Review homework pages.

#### Activity

Introduce the new verb vocabulary with charades. Act out basic sentences using these new verbs instead of just *amat*. Or just have students guess definitions.

Next make some subjects plural and change the ending on the verb to *-nt*. Conclude by writing some of these sentences on the board for them to figure out the difference between *-t* and *-nt* as verb endings.

#### Discuss

- Where have these verb endings been seen already?  
est and sunt
- Endings on verbs are also called inflections.
- What is the difference between the verb inflections *-t* and *-nt*?  
singular and plural subjects
- Just as an adjective has to agree with a noun, a verb has to agree with its subject in number. If there is a plural subject doing the action, the ending on the verb must be plural.
- The number and gender of the direct object are not connected in any way to the number and gender of the subject or the number of the verb.
- Does the ending on the English verb change when the subject becomes plural?  
He has / they have; she sees / they see

#### Activity

Put three cards on the floor with the words **agricola habet asinum**, one on each card.

Ask the students to translate.

Now take away the subject card.

Tell them this is a complete sentence. Ask them to figure out the translation.

**He has a donkey.**

#### Discuss

- When there is no visible subject, nothing in the nominative case in Latin, the subject is hidden in the verb inflection.
- *-t* means the subject is one singular person, he, she, or it
- *-nt* means it is plural people, they
- **amat** can mean he loves, she loves, it loves, or just loves if there is a separate word for the subject there
- Figure out if you want to use he, she, or it from context, or choose one if there is no context.

Add again to the adjective agreement rule:

Rule #2	Adjective agreement
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English	The adjective does not change when the noun changes. Adjectives do not become plural or change gender.
Foreign languages	The adjective changes if the noun changes. Adjectives agree with nouns in <b>gender</b> (masculine, feminine) and <b>number</b> (singular, plural) <b>case</b> (nominative, accusative)

<b>Rule #4</b>	<b>Subject- verb agreement</b>
English and foreign languages	The adjective changes if the noun changes. Adjectives agree with nouns in <b>gender</b> (masculine, feminine) and <b>number</b> (singular, plural) <b>case</b> (nominative, accusative)

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## Homework

Pages 60-61

## Vocabulary

videt  
pulsat  
portat  
vocat  
habet  
laborat

## Day 2

### Activity

One student comes up to the board and writes a word in Latin:

any part of speech, any form.

Another student adds a word: a verb, an adjective to agree with a noun, a direct object for a verb, etc.

Continue to have students add a word at a time. When a good, elaborate sentence is built have them add things that will cause other changes to be made.

e.g. add another subject and change the verb to plural change a noun to one from the other declension and change adjectives to agree

Try doing a similar sentence in English, adding a word at a time, but this time drill the students on what the function or number or part of speech is of the word they are adding. Ask them what case it would be in Latin or what inflection it would use.

### Discuss

- the degree of inflection of Latin versus that of English
- when looking at a Latin sentence, how simple it is to pick out the different functions of the words by looking at their endings
- the dependence on word order and the meaning of the sentence to figure out the function of the words in English.

(Do this for as long as their interest holds. I have had students play this game for two days until all of the pieces of paper were used.)

Review homework pages

Now is a good time for a quiz on functions.

## Unit 9 - Noun and Verb Functions

### Lesson 6 - Linking Verbs, Predicate Nominative

#### Day 1

#### Discuss

- What type of verb is est / sunt? It is not doing an action either alone or to something else; so it is neither a transitive nor an intransitive verb.
- This verb, the verb to be, explains that one thing is equal to another.  
The girl is a student. The girl = a student.  
They are small. They = small.
- This type of verb is called a linking verb, because it links the subject to something equal to it.
- Just as the two things on either side of an equal side must be equal in math, so in language they must be equal. If the subject is in the nominative case then what it equals on the other side of the linking verb must be in the nominative case.
- This type of nominative that comes after a linking verb is called a predicate nominative.

#### Functions

Subject	Direct object	Predicate nominative
does the action	has the action done to it	equals the subject
nominative case	accusative case	nominative case
1st declension -a	1st declension -am	1st declension -a
2nd declension -us / -r	2nd declension -um	2nd declension -us / -r

#### Activity

Practice diagramming three types of sentences:

Transitive verb: cloud, wiggly line, box (for subject, verb, direct object)

Intransitive verb: cloud, wiggly line (for subject, verb)

Linking verb: cloud = cloud (for subject = predicate nominative)

Practice diagramming some simple sentences in Latin.

#### Homework

read page 62

### Terms

linking verb

predicate nominative

## Days practicing with all the new information

### Day 2

#### Activity

Divide students into groups of three to write a skit entirely in Latin that they will act out for the class. This works best if you tell them to write the script for one of them to narrate as the others act it out, since they can only write in 3rd person. They may only use words they know. It should be a creative use of all three types of sentences. The skits will be simple but can be very funny.

Spend a few days working on skits in class, maybe typing up and illustrating the script, practicing the performance, and finally a day of performances for the class.

### Day 3

#### Activity

Complete pages 63-65 in class in pairs. Travel and correct and then review as a class. Some of this may be assigned for homework in preparation for this class.

### Day 4

#### Activity

Play the game ACIES (see Unit 7 Lesson 6 ) but this time with the variety of sentences and functions and vocabulary.

### Day 5

#### Play

[Strip Sentence Game](#) Cut the attached papers into strips. Line strips up on a table or floor in the classroom. Students work in pairs, come and grab the first sentence strip, run back to their seats and answer all the questions about the underlined word. One team member runs up to you, positioned at a desk in the front of the room to correct it. They will need to form a line as you work quickly. Assign two points if all answers are correct. Send them back to fix anything wrong. 1 point when everything is eventually correct. Then they work to translate the sentence and again run it up for correction. Again 2 points for correct the first time and 1 point when it is eventually correct.

Tips: students may not move to next strip until the first is correct.  
One strip at a time. No using books or notes.  
If they are absolutely stuck, start giving hints.  
The point is instant feedback, everyone is working, they work till they get it correct.  
No more than two people working together.

### Day 6

## Play

**Quiz Show** on the website Put students in teams. They come to the front of the room and sit in chairs/desks facing each other. After they choose a character for their round of questions, they should discuss which answer they will choose out loud so the class can hear. Then they can click on the multiple choice answers until they get it correct. The game will score points for each team. They can then use this game to review at home for the test. You can edit Quiz Show and add it to any unit with your own questions.

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## Homework

Pages 63-65