Please make sure that each pupil has a copy of T1_language_summary.pdf to hand/in their folder before starting this lesson.

Slide 1
Intro slide. Most of this lesson is spent recapping the language work done in Term 1 (lessons 1-11). The cultural segment is a little language-biased too, this week, looking at the ways that Ancient Greek numerals have found their way into modern English.

Slide 2
Roman register.

Slide 3
The (hopefully!) familiar game of Word Roots Challenge. This game encourages the pupils to think of English words that come from Latin, not only anchoring Latin vocabulary in their memories, but also enriching English vocabulary. These words were previously encountered last term, so this game will act as a memory refresh.

Each student has a whiteboard and marker (or students can work in pairs). A Latin word with its English meaning appears on the screen. Students are given 30-60 seconds to write down on their whiteboards an English word (or words) that they think may come from the Latin word. There are seven words: once they have all been displayed, the teacher can lead a discussion about the words that the students have written down. Correct answers for these words include:

aqua, water - aquarium, aquatic, Aquarius, Aquafresh, aquapark, sub-aqua
habitare, to live - habitat, inhabit, habitation
villa, house - villa, village
videre, to see - vision, visible, invisible, visor, video
curare, take care of – care, cure
maximus, very big - Max, maximise, maximum
porcus, pig – pork, porcupine, porcine (pig-like)

Discussion point: if students come up up with words that have non-Latin etymology, ask them to research (using a dictionary) where the words come from.

Many of these words will appear in this lesson's written exercise.

Slide 4
Latin Golden Rules: a quick recap about word order and word ending. This learning dates from the very beginning of last term, so perhaps get the pupils to confer in partners or groups about what the three missing words could be.

Slide 5
What is a Verb? A quick refresher that verbs can be 'doing' words, but also 'being' words (I am, you were, they have been etc). This is important as later this term we'll be looking at 'to be' in Latin.

Slide 6
Latin verb endings and OST chant recap. The chant 'lyrics' are back on the board as they may have forgotten them since last term. They will disappear again next week! This leads on to a game of…

Slide 7
… Quick Fire Verbs. Forms of the three verbs displayed (here *amare*, *habere*, and *dare*) will appear on the board, and pupils have to write what the verb means in English on their whiteboards and hold aloft. Double-check their understanding of the infinitive verb meanings before playing, although the pictures should act as effective prompts. Remind them to look at the beginning of the verb to see what is happening, and the end to see who is doing it. The verbs displayed here are:
- habeo, I have
- dant, they give
- amamus, we love
- habetis, y'all/you (pl) have
- amat, he/she/it loves
- do, I give (da-o turns to do as the a and o elide)
- dat, he/she/it gives
- habes, you(s) have

Slide 8
What is a noun? If needed, prompt the class (individually or in pairs/teams) that they need to find three definitions. Mouse click reveals these as 'person', 'place' and 'thing'.

Slide 9
If it's a noun, sit down. This game (first played in week 7) solidifies pupils' understanding of the concept of nouns in English. Pupils stand up and when each word appears, sit down if it's a noun. Teacher gives the correct word class for each word after the pupils have 'voted'.

What particular kind of noun is 'Father Christmas'? [proper noun]
What particular kind of noun is 'happiness'? [abstract noun]

Slide 10
Sort these Latin nouns (masculine and feminine). In discussion pairs/teams, the students need to sort these nouns. You can give them the clue that there are two groups into which they need to be sorted. Mouse click highlights the masculine 'us' nouns in blue and then the feminine 'a' nouns in red.

Slide 11
Another noun sorting task (singular and plural). In discussion pairs/teams, the students need to sort these nouns. You can give them the clue that there are two groups into which they need to be sorted. Mouse click highlights the singular 'us' and 'a' nouns in green and then the plural 'i' and 'ae' nouns in orange.

Slide 12
A trickier task, indicated by the 'red hot chilli challenge' on mouse click 1. These nouns (variants of vacca, cow and porcus, pig) have already been sorted into four groups. In discussion pairs/teams, the students need to work out what the words in each group have in common. To help with this tricky task, they can be encouraged to look at their language summary sheets (T1_language_summary.pdf). There are also clues on the next four mouse clicks, giving the beginning of the 'sorting words' they're looking for.

Slide 13
The answers to the previous task:
- click 1 – singular and subject
- click 2 – singular and object
- click 3 – plural and subject
- click 4 – plural and object

One partner explains what 'subject' means to the other, then swap to explain 'object'. Write a sentence in pairs on a whiteboard that contains a subject and an object (and a verb!). Read it out to the class and explain which noun is your subject and which is your object. If the subject and object word order are swapped, does it remain 'sensible' or does it turn into a 'silly sentence'?

Slide 14
Summary slide of the endings we know. This is the table that the pupils have on their language summary.

Using their language summary sheets (containing word endings and vocabulary), pupils should now work on wk13_lang_recap.pdf. This encourages pupils to identify and translate singular and plural nouns in both the nominative and accusative cases. This work can be done individually, or collaboratively in pairs/groups.

Slide 15

The plenary, which takes the form of three questions:

1. If a Latin verb ends in 'o', who is doing it? ['I']

2. What part of a Latin noun changes to show if it's the subject or the object of a sentence? [the ending]

3. vaccas amas?
[Do you like cows? This may take a moment to sink in, but a few lightbulbs should start popping before too long! For an extension, pupils can answer 'ita' for yes or 'minime' for no]