

Slide 1

Intro slide. In this lesson, we consolidate all the language work we've done so far on the course, firstly through the familiar chants and games, and then in a series of written exercises.

Slide 2

Roman register.

Slide 3

Word Roots Challenge, using vocabulary that will feature in this session's language work. 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:

luna, moon – lunar, lunatic (the moon was historically implicated in madness)

ridere, to laugh/smile – deride, ridiculous, ridicule, risible

malus/mala, bad – malicious, malware, maleficent, malcontent

digitus, finger – digit (i.e. a finger, or a number), digital

campus, field – university campus, camping, camp

sub, under – submarine, subway, substandard, subtract, submerge

maximus/maxima, very big – maximum, Max (boy's name), max, maximise

ventus, wind – ventilation, vent

circum, around – circumference, circumnavigate, circumspect



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

Slides 4-9

These slides recap last term's work (Week 21) on adjectives.

With whiteboards and markers, and individually or in pairs, the pupils have to work out which form of the adjective is needed to describe the various animals as good or bad. Vocabulary will appear at the top of the slide: check understanding of 'sordidus' (dirty, cognate=sordid) and 'iratus' (angry, cognate=irate).

A picture of 'dirty' or 'angry' cow (vacca) or a pig (porcus) will appear on mouse click. After the word 'vacca' or 'porcus', the pupils should write on their boards the correct version of the adjective, which needs to match according to whether it's singular (a, us) or plural (ae, i), feminine (a, ae) or masculine (us, i). The pictures on slides 4-7 are:

porcus iratus – angry pig

vacca sordida – dirty cow

vaccae iratae – angry cows

porci sordidi – dirty pigs

After each slide, you can check the pupils' understanding of whether the noun-adjective pair is singular or plural, masculine or feminine.

Slides 8 and 9 extend the learning by putting the noun-adjective pair into a sentence. This is a bit trickier, so pair the pupils up to discuss what they think the missing adjectives should be. In each of the sentences, on mouse click, a circle appears around the ending of the noun needing an adjective. This gives a clue as the pupils know that the noun and adjective should rhyme.

vacca porcum sordidum videt – The cow sees the dirty pig.



What noun is the subject in this sentence? Which is the object? [vacca/porcum]

porcus vaccas iratas videt – The pig sees the angry cows.



What noun is the subject in this sentence? Which is the object? [porcus/vaccas]



What is different about these last two adjectives? [They describe nouns that are the object of the sentence] How did you decide what ending to use? [used an ending that rhymed]

Slide 10

The very familiar O-S-T present tense endings chant.



When you see the O-S-T endings on a Latin verb, it tells you who is doing the verb, but what else does it tell you? [The tense of the verb/when the verb is happening]

Slide 11

It's been a while since formally looking at the present tense of 'to be' in Latin, so this chant represents a chance to recap. On each mouse click, a word and its English translation will appear until you have:

sum – I am
es – you are
est – he/she/it is
sumus – we are
estis – y'all are
sunt – they are

On mouse click, a picture will appear on the left hand side: pupils then perform the chant in the style of that picture. You have:



...squeaky like a mouse



...operatically!



...angrily



...tired and yawning



... in hushed tones

The class can do the 'styles' chant all together, or each group/table can be allocated to do the chant in a particular style.

Slide 12

Explosive Endings, to help the class remember the past continuous endings. Here are the rules:

- (1) Get the pupils to all stand up behind their chairs.
- (2) Appoint a 'Primus' or 'Prima' ('leader') on each table or row (depending on how your classroom is laid out).
- (3) Starting with the teacher, and followed by the Primus/Prima on the first table, the class recite, "bam," "bas," "bat" etc. in order, each pupil taking an ending. When a table finishes, the Primus/Prima on the next table picks up, so you'll have something a bit like this:

Teacher: bam!

Table 1 Primus pupil: bas!

Table 1 pupil b: bat!

Table 1 pupil c: bamus!

Table 1 pupil d: batis!

Table 2 Primus: bant!

Table 2 pupil b: bam!

Table 2 pupil c: bas!

etc. etc. until all the pupils on the last table have had a go, then it goes back to the Primus/Prima on the first table.

- (4) **HOWEVER!** The rule is that if you're the one who says, "bam!" you've 'exploded' and you have to sit down – you're out of the game. This continues until you have only two players: then it's a face-off to see who wins!

Slide 13

Quick Fire Verbs. A familiar whiteboard game by now, but note the mixture of tense endings:



What's different about this game of Quick Fire Verbs? [It's a mixture of present and past continuous verbs.]

As usual, check the understanding of the infinitive forms of habitare (to live/inhabit), currere (to run) and curare (to look after/take care of).



'curare' and 'currere' look very similar. If you look closely at the spelling of these words, what's going to help you distinguish the two? ['curare' only has one 'r' in the middle, and 'currere' has two]

Remind the pupils to look at the beginning of the verb to see *what's* happening, and at the end of the verb to see not only *who's* doing it, but also *when* it's happening.

habitabam - I was living/inhabiting

curant - they take care of/look after

habitamus - we live/inhabit

curatis - y'all (you plural) take care of/look after

currebat - he/she/it was running

currebamus - we were running

currit - he/she/it is running

curabas - you were taking care of/looking after

Slides 14-16

Putting all of the language learning just recapped into use, the pupils now play Quick on the Draw. There are seven words being used, and as an extra task. The verb will always appear first, and then the rest of the sentence will build up around it on mouse click. Pupils (in pairs) must draw what is happening in the sentence (once they've shown you their pictures, ask them to describe what they've illustrated). The sentences are:

femina irata est - The woman is angry.

femina mira medicum laudat - The amazing woman praises the doctor. [The last word to appear here is the adjective, so the pupils will need to decide whether it is describing the woman or the doctor. This is done, of course, by looking at the ending of the adjective and looking for the rhyming noun.]

medici miri feminam audiunt - The amazing doctors hear the woman. [Again, pupils should be able to use the rhyming heuristic to work out which noun is being described by 'miri'.]

Slide 17-20

A look at today's written translation exercises (wk27_sentences.pdf).



- Exercise 1: simple sentences which contain either a present or past continuous verb
- Exercise 2: sentences which contain either a present or past continuous verb plus a subject and an object
- Exercise 3: these sentences contain adjectives which need to be associated with the correct noun
- Exercise 4: complex Latin sentences with adverbs and prepositions added

Slides 21-26

The answers to the written exercise for peer-marking in class.

Slide 27

The plenary, three questions as usual:

1. If a Latin verb ends in 'bat', who was doing it? And when are/were they doing it? [he/she/it, in the past, as it's a past continuous (progressive) ending]
2. What's English word comes from the Latin word 'ventus' meaning 'wind'? [ventilation, air vent]
3. *vaccas iratas amatis?* [Do you like angry cows? The sensible answer, presumably, is 'minime' (no), but pupils are at liberty to answer 'ita vero' (yes) as long as they understand what they're professing to like!]