

Slide 1

This penultimate lesson recaps and draws together all the language learning accumulated on the course, playing many of the favourite games and culminating in an ambitious translation and illustration exercise.

Slide 2

Roman register.

Slide 3

Word roots challenge, in reverse. This slightly harder version of the familiar game invites the pupils to recall the Latin root words from which the English words on the board are derived. See if the pupils can not only remember the Latin, but also what it means in English (this will be connected to, but not the same as, the root word)

porcupine - porcus, pig

digit - digitus, finger

malady - malus, bad

fridge - frigidus/frigida, cold

lunatic - luna, moon (madness was thought to be influenced by the moon)

reign - regina, queen

maximise - maximus, very big

miracle - mirus/mira, amazing

Slide 4

The game of Cuius Equus? (Whose Horse?) to recap possessive endings. The singular feminine and masculine endings are at the bottom of the screen throughout the game to help pupils create the correct possessive version of fellow pupils' names.

1) The teacher starts off holding a toy horse.

2) Mouse-click brings up the sentence, "equus _____ est"



What does "equus _____ est?" mean ["It is a horse" or "the horse is"]

3) Mouse-click brings up a name in the sentence (you will need to edit these names to a selection of your pupils' own Roman names with the possessive 'ae' ending for girls' names and the 'i' for boys'): equus Carlottae est – it is the horse of Carlotta/it is Carlotta's horse.

4) The teacher passes the horse to Carlotta (or whoever has been substituted!)

5) Mouse-click brings up a new name.

6) Carlotta reads the sentence out: "equus Maximi est".



What does this sentence mean? [it is the horse of Maximus/it is Maximus's horse.]

7) Carlotta passes the horse to Maximus. Now it's his turn to read out the new 'owner' of the horse (revealed on mouse-click)

8) This goes on for four turns. If confident, the pupils can carry on playing by adding the possessive ending to a name of their choice. Alternatively, you can amend the presentation and add more of your pupils' names.

Slide 5

A recap of the irregular verb 'to be'. The 'being' words and their translations appear one-by-one:

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

These can be rehearsed in a normal voice, and then 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 6

OST chant (minus the endings).



These verb endings are which tense? [the present tense]

Slide 7

And to recap the past continuous tense, a game of explosive endings. Here are the rules:



How do we express the past continuous tense in English? [was/were doing]

(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!

Slides 9-10

Two slides to remind the class about the rules for adjectives in Latin. 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 dirty, happy or angry. Vocabulary will appear at the top of the slide, and check the class is happy about the meaning of ‘videt’. On mouseclick, circles will appear around the nouns being described to focus the pupils’ memory on the ‘rhyme’ rule, so that adjective endings match their noun (masculine/feminine, singular/plural, subject/object). Once the correct adjectives have been selected, get the pupils to translate the sentence.

vacca **laeta** porcum **sordidum** videt - the happy cow sees the dirty pig

porcus **laetus** vaccas **iratas** videt - the happy pig sees the angry cows

Slides 10-12

Quick on the Draw, containing possessives (refreshed by the previous Cuius Equus game).

In this week’s game of Quick on the Draw, there are eleven words being used: check the pupils know what they mean, although the pictures should cue them. 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). To help with the new addition of possessive nouns, the noun endings are colour-coded depending on whether they are subject (red), object (green) or possessive (blue). Translations will appear on the slide’s final mouseclick.

The sentences are:

slide 10: **aquam frigidam feminae video** – I see the cold water of the woman *or* I see the woman’s cold water.

slide 11: **equum medici audiebatis** – Y'all were hearing the horse of the doctor *or* Y'all were hearing the doctor's horse.

slide 12: **villae reginarum mirae sunt** – The houses of the queens are amazing *or* The queens' houses are amazing

Slide 13

..presents this week's written task, translation and illustration of the story 'tres magae malae' ('the three bad witches'), which can be found in wk32_tres magae malae.pdf



Translate the story, tres magae malae and then illustrate it in the panels above the sentences to make a Latin comic. In this story, there are some words that you have not yet met. These are shown at the bottom of the worksheet.

The translations for each of the panels are displayed on mouseclick. It's a good idea to go through the translation with the class (either panel by panel or when everyone has translated the whole story), before they start the illustrations.

Slide 15

The plenary, three questions as usual, two about the story just translated:

1. Which Latin word gives us the English word 'malady'? ['malus/mala' meaning 'bad']
2. 'tres magae bene vel male cantant' ('Are the witches singing well or badly?' ['male', 'badly'])
3. 'regina magas in equos vel in porcos mutat?' ('Does the queen turn the witches into horses or into pigs?') ['porcos', 'pigs']