

## Teaching notes on 3.02 Adverbs

### Slide 1

Learning objective: To understand the role of adverbs in English and Latin.

Mouse-click on this slide will also make *Lucundus* say 'salvete!' ('sal-way-tay') to the class. This means 'hello!' The pupils can reply by saying 'salve!' ('sal-way'). 'Salve' is the greeting used to one person and 'salvete' is a greeting to more than one.

Our extended 'chat' with *Lucundus*. A further mouse-click makes him ask, 'quid agistis?' (how are you?) (n.b. the -tis on the end of *agistis* shows us that he's asking all of us. If he was just asking one person, it would be, 'quid agis?' Mouse-clicks model two replies, one for if the pupil is feeling 'bene' (well) and one for if the pupils is doing 'male' (badly). We'll be looking in detail at adverbs in this lesson and the next.

### Slide 2



This lesson's warm-up is a game of Word Roots Challenge. Displayed around the screen are some new Latin words (although they will have seen 'bene' and 'male' from the previous slide) with picture clues and English translation. N.B 'irate' is pronounced 'i-rah-tay'.

On mouse-click, an English derivative (and its definition) of one of these Latin words will appear on the screen. Pupils have to work out from which one the English word is derived. On second mouse-click, the English word will make its way to its root word. As an extension, pupils can explain the connection between the root word and its English derivative.

At the end of the game, a further mouse-click will prompt the class to say what kind of word class is represented by the Latin words. They can be used to describe verbs, so they are adverbs.

### Slide 3

The next slide click brings up the chant picture cue for the pupils but without the words to the chant. If you do need these, click the mouse and they'll appear. Start the rhythm, tap-tap-clap, tap-tap-clap. When everyone has joined in, start the sing along (to the tune of We Will Rock You) "o, s, t, mus, tis, nt / I, you, he, we, y'all, they."

### Slide 4



A game of Quick Fire Verbs... but with a twist! We start off as normal, using three verbs, so the pupils have to look at the beginning of the verb to see what is happening, and the end to see who is doing it.

The verbs are: laborat [he, she or it works], vident [they see], videmus [we see], cantas [you sing], laboramus [we work], canto [I sing], laboratis [y'all work]

The next mouse-click will bring up three adverbs – double check the students can remember what they mean. The next three quick fire verbs will be verb-adverb pairs:

laete laboramus [we work happily], bene vides [you see well] and male cantant [they sing badly].



There is then a written exercise to consolidate this learning where pupils translate a Latin verb then choose an adverb to make an extended Latin sentence.

### Slide 5

The plenary which takes the form of a set of questions:

**Question 1** What job do adverbs do in English and in Latin? [They add to a verb, making it more interesting. N.b. Adverbs can also add to adjectives but that may be a step too far for now!]

**Question 2** Can you think of any English words that come from the Latin *male* meaning badly? [maleficent, malware, malediction, malaria, maltreatment]

**Question 3** If I look after my cat *bene*, am I doing a good job or a bad job? [good, because *bene* means 'well']

On mouse-click, lucundus then says, 'valete!' ('wa-lay-tay'), which means 'goodbye!' The pupils can reply 'vale!' Just like with 'hello', the greeting changes depending on whether the speaker is addressing one or many people.