

## Teaching notes on 9.03 More past continuous/progressive in Latin

### Slide 1

Learning objective: To translate examples the past continuous tense in Latin. In this lesson, we'll learn a game to help us remember the past continuous tense endings, and then we'll work on our skills of both translating verbs this new tense and distinguishing them from the present tense.

After saying 'salve' to Lucundus, mouse-clicks on this slide will make Lucundus ask, "quid tibi maxime placet... aranea aut serpens?" This means (literally) "What (quid) is pleasing (placet) to you (tibi) the most (maxime), aranea (spider) or (aut) snake (serpens)?" or, in more natural English, "What do you like best, spiders or snakes?" Mouse-click reveals the possible replies:

[mouse-click] aranea mihi placet – I like spiders

[mouse-click] serpens mihi placet – I like snakes

### Slide 2



A game Word Roots Challenge, to recap on the verbs we'll be using in today's lesson and written exercise. However, there's a bit of a difference as the game is played differently to the usual way. Rather than giving the students some English vocabulary to match up with the correct Latin root, this slide pops up a Latin word and picture stimulus. Once you've checked that the students understand the meaning of the Latin word, you can ask them (individually, in pairs or table teams) to write down as many words as they can think of in English that come from that Latin root. As more Latin words appear, the list will get longer. Once all the words are displayed, go round the class and collect all the derivative English words written down and see how many you have (maybe even see which student/pair/team has the most).

If you're ever unsure whether an English word comes from a particular Latin root, either you or the students can research it using Google and the search term 'etymology'. This will give you a lovely history of the word's origin like this:

The screenshot shows a Google search for "vaccine etymology". The search results page displays the word "vaccine" with its pronunciation "/ˈvæksɪn, ˈvæksɪn/". Below the word, the "Origin" section shows a flowchart: "LATIN" (vacca) → "LATIN" (vaccinus) → "vaccine" (late 18th century). A note states: "late 18th century: from Latin vaccinus, from vacca 'cow' (because of the early use of the cowpox virus against smallpox)." There is also a "Definitions from Oxford Languages" link and a "Feedback" link.

### Slide 3

A recap of this unit's new learning on the new past continuous/progressive tense endings...

### Slide 4



...and now we learn to play Explosive Endings, a game that can help us remember these new 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 5



Once we've reinforced the past continuous by playing Explosive Endings, we'll have a go at sorting verbs according to their tense. On mouse-click, a Latin verb will appear and students need to decide whether it is present tense or past continuous tense. They can check their answer on the next mouse-click as the verb moves into the correct box.

### Slide 6



In a warm-up for the written exercise, a series of past continuous verbs will appear on mouse-click for the students to translate on their whiteboards. They are:

scribebat – he/she/it was writing

ambulabas – you were walking

inveniebant – they were finding

faciebam – I was making/doing

dormiebatis – Y'all were sleeping

audiebamus – we were hearing

numerabam – I was counting

videbat – he/she/it was seeing



The class is then cued into their written exercise, which is a progression of sorting verbs by tense, translating verbs and then translating sentences.

## Slide 12

The plenary slide:

**Question 1** Which one of these Latin verbs is in the past continuous/progressive tense, 'ambulat' or 'ambulabat'? [ambulabat – he/she/it was walking]

**Question 2** The past continuous/progressive ending for 'I' (first person singular) is what? ['bam' ✨]

**Question 3** quid tibi maxime placet, aranea aut serpens? ['aranea!' for spider fans and 'serpens!' for snake lovers]