Teaching notes on 15.01 Recap

Slide 1

Learning objective: To revisit vocabulary and grammar we've learned so far. Similar to the start of Unit 14, this lesson will recap some learning from previous units on the course (in this instance, numbers, questions, commands and relative clauses).

After saying 'salve' to Iucundus, mouse-clicks on this slide will make Iucundus show a flag and then ask, 'estne hoc vexillum Britanniae aut Americae?' ('Is this the flag of Britain or America?'). Students can reply, 'hoc vexillum Britanniae est!' ('This is the flag of Britain!').

And here's a good one for quizzes - vexillology is the study of flags.

Slide 2

🤓💬 A game of Word Roots Challenge introducing some new Latin vocabulary that we'll be using in this unit and some ambitious English derivative words. Displayed around the screen are some new Latin words.

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, or even think of more English words deriving from the Latin ones. Pupils can also identify to which word class these new words belong.

Slides 3-7

The lesson today will take the 'circuits' approach, where students will receive four chunks of revision input, after each of which they'll be cued to do the related exercise on their worksheets.

Slide 4

🤓💬 A recap of Latin numbers using derivative words along the same line as word roots challenge.

📝 The class is then cued onto Exercise 1 of the worksheet, where they illustrate captioned pictures containing Latin numbers.

Slide 5

🤓💬 An interactive refresh of question words, which, when clicked, will move to their English equivalent:

- quid – what
- cur – why
- quomodo – how
- quando – when
- ubi – where
- -ne – turns a statement into a yes/no question when suffixed to the first word
- quis - who

✏️ The class is then cued onto Exercise 2 of the worksheet, where they translate Latin questions and pick (and translate) the correct Latin response.

Slide 6

A recap of commands and prohibitions.

✏️ The class is then cued onto Exercise 3 of the worksheet, where they have to translate commands or prohibitions given.

Slide 7

A recap of the relative clauses and relative pronouns work that we just encountered in Unit 14.

✏️ The class is then cued onto Exercise 4 of the worksheet, where they have to translate Latin sentences containing relative clauses.

Slide 8

The plenary slide:

Question 1 What English word or words can you think of that come from the Latin 'capere' meaning 'to seize' or 'to take'? [capture, captive, captivity, captivate, caption] n.b. words like 'captain' and 'capital' come from a similar-looking but different-meaning Latin word – 'caput' meaning 'head'.

Question 2 What Latin word is at the root of our English word 'umbrella'? ['umbra' – 'shade' (and by extension, umbra can also mean 'ghost' as ghosts are shadowy versions of their former selves.)]

Question 3 quid Latine est ? [navigare] The students may even be able to connect 'navigare' the verb with 'navis' ('boat') the noun.