

Teaching notes on 8.01 Recap

Slide 1

Learning objective: To use new vocabulary to recap the grammar we've learned so far. The new grammar in this unit (prepositions) is very straightforward, so we'll use the opportunity to learn some more vocabulary to expand our repertoire of words and practice the grammar we've encountered over the previous seven units.

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.

lucundus then decides to talk about the weather and asks us, [mouse-click] 'hodie' ('today'):

[mouse-click] 'pluit?' – 'is it raining?'

[mouse-click] 'sol lucet' – 'is the sun shining?'

[mouse-click] 'ventus efflavit' – 'is the wind blowing?'

[mouse-click] 'nix adest' – 'is there snow?'

The pupils can reply in Latin with, 'hodie...' and the phrase that best describes the weather e.g. 'hodie sol lucet' ('Today the sun is shining').

Slide 2



A game of Word Roots Challenge introducing some new Latin vocabulary and some ambitious English 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 each of these new words belongs.

Slides 3-8



Quick Fire Sentences mixing up both 'esse', the regular verb forms we've learned so far and the new vocabulary. All the vocabulary is listed by word class and picture-cued at the left of the screen, but you may want to check the class remember the English meanings of the words. The pupils are cued to start the o-s-t chant by the appearance (on mouse-click) of the familiar picture in the top right-hand corner. They are then cued on further mouse-

click to chant through 'esse' 🤖 robotically, 😡 angrily, 🥶 shivering and 🤫 in hushed tones.

The next mouse-click will bring up a series of sentences with the verb appearing first. Encourage the class to translate the verb before clicking to add further words to the sentence. The sentences are:

Slide 3: equi campum totum vident [The horses see the whole field.]

Slide 4: frigidi estis? [Are y'all cold?]

Slide 5: femina insulam totam fortiter curat [The woman bravely looks after the whole island.]

Slide 6: magi vaccas iratas celeriter ducunt. [The wizards quickly lead the angry cows.]

Slide 7: dea irata dicit, "in villa maneo!" [The angry goddess says, "I'm staying in the house!"]

Slide 8: in taberna stamus et frigidi sumus! [We're standing in the shop and we're cold!]

Slide 9



Lucundus introduces today's written exercise, a 'Recap Workout'. There are four parts on the worksheet, in different formats, so this should feel a bit like Latin 'circuits'!

Slide 10

The plenary slide:

Question 1 What is the job of an aqueduct? [to take ('ducere') water ('aqua') from place to place]

Question 2 Which English words come from 'totus/tota' meaning 'whole' or 'all'? [total, totally, subtotal]

Question 3 in insula habitatis? [Do y'all live on an island? 'ita vero' if you're in the UK!]