

## Teaching notes on 12.04 Commands and prohibitions (imperatives)

### Slide 1

Learning objective: find out about and translate Latin commands and prohibitions (imperatives). Learning about prohibitions also fits in with the unit's general theme of negatives.

After saying "salve" to Lucundus, mouse-clicks on this slide will make Lucundus ask, "esne\*... clemens aut inclemens?" ("Are you ... gentle or not gentle?") to which the pupil can reply "clemens sum" or "inclemens sum." The starter slides in this unit will cover vocabulary related to negatives and opposites to tie in with one of the unit's key themes. The Latin word 'clemens' gives the English words 'clement' (usually to describe weather) and 'clemency'.

\* -ne on the end of the first word automatically turns it into a question.

### Slide 2



A game of Word Roots Challenge in reverse, recapping on some of the vocabulary encountered in the current unit. 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'.

### Slides 3–6



Quick Fire Sentences including vocabulary previously unencountered and some of the unit's vocabulary. After running through the oral verb rehearsals (which can be removed if the students no longer need them), on mouse-click on each slide, a new word or words will appear in the New Words box. The sentences (with the new, glossed words underlined) are:

Slide 3: equus regis paratus est et ad aulam celeriter currit [The king's horse is ready and runs quickly to the palace]

Slide 4: imparati estis quod negotium numquam finitis [Y'all are unprepared because y'all never finish the work]

Slide 5: infans inquietus matrem vexabat. “tace! dormi!” orabat [The restless child was annoying the mother. “Be quiet! Go to sleep!” she begged.]

Slide 6: dux milites numerat et “milites, pugnate!” imperat [The leader counts the soldiers and orders, “Soldiers, fight!”]

### Slide 7

In this lesson’s new learning, mouse-clicks show how to turn the infinitive of a Latin verb into a command: for singular, simply chop off the ‘-re’ ending; for plural, chop off the ‘-re’ ending and add ‘-te’.\*

The students have in fact been using commands since the very beginning of the course. ‘salve’, ‘salvete’, ‘vale’ and ‘valetē’ are imperative forms of ‘salvere’ and ‘valere’, both of which mean ‘to be healthy’. This compares nicely to the English, ‘farewell’ where we’re commanding someone to be (‘fare’) well.

\* There is sometimes a bit of shenanigans with the vowel changing eg ‘curre!’ (‘run!’) turns to ‘currite!’ in the plural, but we don’t need to worry about that – just look for the ‘-te’ ending to signify a plural command.

### Slide 8

...illustrates how negative commands (or prohibitions) work. Mouse-clicks show how for singular it’s ‘noli’ + the infinitive, and for plural ‘nolite’ + the infinitive. ‘Noli/nolite’ are themselves the command: ‘nolle’ means ‘to not want’, so ‘noli pugnare’ literally means, “Do not want to fight!”

### Slide 9

A summary of commands and prohibitions, singular and plural forms.



The class is then cued onto this lesson’s written exercise, where the table on this slide will appear again to aid understanding and task completion.

### Slide 10

The plenary slide:

**Question 1** If I say, “tace!” what am I asking you to do? [Be quiet, or (more rudely!) shut up]

**Question 2** If I say, “nolite dormire!” how many people am I talking to? [more than one – “Don’t go to sleep!”]

**Question 3** quid Latine est ? [lingua (tongue or language)]