Teaching notes on 13.01 Recap

Slide 1

Learning objective: To recap grammar encountered on the course so far (including present and past continuous tense endings, subject, object and possessive noun endings, commands, negatives and conjunctions). In advance of this unit's new learning (the simple past tense), we'll recap and consolidate the main grammar points, with a focus on close reading of Latin text in order to spot subtle but important differences.

After saying 'salve' to Iucundus, mouse-clicks on this slide will make Iucundus ask, 'quid hodie facis? diligenter laboras… aut segniter laboras?' ('What are you doing today? Are you working hard… or are you working sluggishly?') to which the pupil can reply 'diligenter laboro!' ('I'm working hard!') or 'segniter laboro!' ('I'm working sluggishly!'). The starter slides in this unit will ask questions that require pupils to change second person present tense verbs (e.g. 'laboras') into first person present tense verbs ('laboro'). In later unit lessons, we'll play around with tenses in questions, using the words 'hodie' (today), 'cras' (tomorrow) and 'heri' (yesterday).

'Diligenter' gives us the English word 'diligent' and 'diligently'. The 'die' part of 'hodie' (literally 'this-day') links to English words such as diary and diet.

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

🤓💬 Quick Fire Sentences including vocabulary previously unencountered. 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 will appear in the New Words box. The sentences (with the new, glossed words underlined) are:

Slide 3: iuvenis fabulam contortam narrabat [The young man was telling a complicated story.]

Slide 4: senex aurum sub villa celat [The old man hides the gold under the house.]

Slide 5: numquam in via <u>obscura</u> <u>pecuniam</u> porto [I never carry money in a dark street.]

Slide 6: canes senem vexabant quod <u>latrabant</u> [The dogs were annoying the old man because they were barking.]

Slide 7: fabulam sororis <u>avide</u> audimus [We are eagerly listening to the sister's story.]

Slides 8-11

🙈 'oculos celate!' ('Hide your eyes!') An observation and memory game.

A skill we're looking to develop further in this Unit (and beyond) is close reading of words for accurate translation. In this game, we see one version of a Latin sentence, followed by a prompt to close our eyes. The sentence (on mouse-click) is then replaced by one that is similar but that has one or more critical differences. To make things a little easier, we'll play this game using two of the Quick Fire Sentences we've just translated.

Slide 8: 'fabulam sororis avide audimus' changes to 'fabulam sororis avide <u>audiebamus</u>'.

Slide 9: highlights the differences, the changing of the present tense first person plural verb (we hear/listen to) to a past continuous tense first person plural verb (we were hearing/listening to).

Slide 10: 'canes senem vexabant' changes to 'can<u>is</u> senem vexa<u>bat</u>'.

Slide 11: highlights the differences, the changing of the subject noun from singular to plural and the past continuous third person plural verb (were annoying) to a past continuous third person singular verb (was annoying).

📝 The class is then cued onto this lesson's written exercise, ten sentence pairs where pupils have to spot the difference and then translate both sentences.

Slide 12

The plenary slide:

Question 1 What English words can you think of that come from the Latin 'portare' meaning 'to carry'? [portable, transport, export, porter, import, important, support, portfolio – there are loads!]

Question 2 What Latin word is at the root of our English word 'narrator'? [narrare, to tell]

Question 3 quid Latine est 📖 ? [fabula]