**Y8 LATIN –**

**Big question:** **Can I use knowledge of noun and verb endings to work out increasingly harder sentences?**

**Module assessment level: \_\_\_\_\_\_\_\_\_\_\_\_ Effort grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Target 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Target 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Key Skills and strategies**

* Recognise agreements
* Search vocab.)
* Memorise vocab.
* Re-using language
* Use sources to draw conclusions ( about Slavery)

**Key details**

**Nature of assessment:**

Comprehension

**Example question:**

* **Answer qus in English on ‘Marcus Comes to Rescue’.**
* **Translate a section acurrately**
* **Translate sentences from English into Latin**

**Aims / Objectives**

1. Recognise accusative case endings
2. Recognise verb-groups and person-endings
3. Draw simple conclusions from Source material on Slavery
4. Translate, and show comprehension of, Latin texts

**Assessment task to be completed by all Year 7 classes:**

|  |  |  |
| --- | --- | --- |
| **Completed?** | **Task** | **Assessment**  |
|  | Ex. 4b | Peer |
|  | Source work on Slavery | Teacher |
|  |  End of unit assessment | Teacher |
|  |   |   |
|  |  | T  |

**Success criteria**

* **Completion of exercises**
* **Oral and written translation work**
* **Vocab. Test scores**
* **Extended writing on Slavery**



**Vocabulary:**

YEAR 2 VOCABULARY

SORT THE WORDS INTO DIFFERENT GROUPS: ADVERBS, NOUNS, VERBS etc. . HIGHLIGHT WORDS YOU ARE LESS CONFIDENT WITH.

Puella - *girl* dies - *day*

Qui /Quae - *who*  calidus - *warm*

Ubi - where in silvam – *into the wood*

Laetus /laeta -*happy*  rivus - *stream*

Quod - *because* prope - *near*

Iam – *now/ already* vult – *he/she wants*

Dum - *while*  ignavus - *cowardly*

Quis? - *who?*  Neque…neque – *neither…nor*

Quoque - *also*  scribere – *to write*

Amicus - *friend*  laborantes - *working*

Hodie - *today* meus - *my*

Sed - *but*  inquit - *says*

Ambulare – *to walk* atrium - *hall*

Defessus -*tired*  area - *courtyard*

Tandem – *at last* culina - *kitchen*

Lente - *slowly*  agri - *fields*

Saepe - *often*  cubiculum - *bedroom*

Puer - *boy* eheu! – *alas!*

Hortus - *garden* in urbem – *to the city*

Clamare - *to shout* eugepae! – *hurray!*

Ridere – *to laugh* ducere – *to lead*

Servus - *slave* legere *– to read*

Vir - *man*  omnia - *everything*

Multus - *many*  nos – *we /us*

Solus - *only*  tradere – *to hand over*

Laborare – *to work* tempus - *time*

Iratus - *angry*  iterum - a*gain*

Subito - *suddenly* deinde – *next, then*

Facere - *to do*  surgere – *to get up*

Semper - *always* mihi – *to/for me*

Igitur - *therefore* hic - *here*

Appropinquare - *to approach* tamen - *however*

Audire - *to hear* nunc - *now*

Videre - *to see* omnes – *all / everyone*

Tum - *then* festinare - *to hurry*

Ubi - *when*  manere – *to stay*

Mane - *in the morning*  volo – *I want*

Tuus - *your*  nolo – *I do not want*

Si - *if*  potest - *He /she can*

Adhuc - *still* auxilium- *help*

Redire - *to return* minime!- *No!*

Statim - *at once* ita vero!- *Yes!*

Ibi - *there*  quid? - *What?*

Eam / eum – *her /him*  nescio – *I do not know*