**GCSE – y10 Latin 21-22 Term 2b**

**Big question:** **‘Can I understand how irregular verbs are formed?’**

**Success criteria**

* **Translating more fluently**
* **Vocab. Test results**
* **Knowing noun and adj. forms**
* **Explain differences between regular and irregular forms, and the terms of regular and irregular themselves**

**Assessment task to be completed by all Year10 classes:**

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| --- | --- | --- |
| **Completed?** | **Task** | **Assessment** |
|  | Test on Units 6,7,8 | Teacher |
|  | Vocab. tests | Peer |
|  | Selected stories- chs. 9-11 | Teacher |
|  | Exercises in class/ hw. -comp. and translation | Peer |
|  |  | Teacher |

**Key details**

**Nature of assessment:**

Comprehension and translation from Seigel 3

**Example question:**

* **Conjugate a verb**
* **Answer comprehension qus. On text from Greek myth**
* **Translate sections of text on Greek myth**

**Key Skills and strategies**

* Irregular / regular stem - understanding
* Making links between verbs
* Translating in detail
* Reading for gist/detail
* Learning vocab. in systematic way

**Aims / Objectives**

1. To understand function of pronoun as noun or demonstrative adjective
2. To understand and recognise irregular verbs. and how endings link to noun endings
3. **To practise parsing sentences for case, number, gender, and verb-noun agreements**
4. **Expand and improve knowledge of GCSE vocab.**
5. **Adverb endings – 2-1-2 and 3**

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

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

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

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