

UNIT 18

Interrogatives and Negatives

4 Days

Lesson 1 - The Interrogation - 1 Day

Lesson 2 - Inversion - 1 Day

Lesson 3 - The mark of a question - 1 Day

Lesson 4 - Negatives - 1 Day

| Vocab | Terms |
|-----------|---------------|
| Ubi | Interrogative |
| Quis/quid | Inversion |
| Ita | Intonation |
| Minime | Negative |
| Non | |

Unit 18 - Interrogatives and Negatives

Lesson 1 - The Interrogation

Activity

- Ask the class to brainstorm words that ask a question.
e.g. *who? when? where? what? why? how? which?*
- Students sit facing a partner. One student will be the interrogator and the other will be the responder. The interrogator will ask his partner one question using each of the question words. The responder will answer in full sentences. You can give them a topic such as "Your last birthday" or "Your favorite restaurant."
- Have them write down exactly what they say, questions and answers.
- When they are finished they should underline or circle the question words and do the same to the words that were in direct response to the question word.

e.g. *Where did you have your birthday party?*
I had my party in the garden.

Which cake did you want? I wanted the chocolate cake.

Discuss

- In Latin to ask = rogare. Interrogation and interrogator are derivatives with the prefix inter = between. An interrogation = an asking between two people.
- Interrogative words come in different parts of speech:
pronoun: *who? whom? what?*
adjective: *which?*
adverb: *where? when? how? why?*
- The words that were underlined in the responses should give a clue as to the part of speech of the interrogative word used.
If the underlined response is a noun or pronoun, then the question word that replaces it is an interrogative pronoun.
If the underlined response is an adjective, then the question word was an interrogative adjective.
If the underlined response is a prepositional phrase, an adverb, or a whole clause, then the question word was an interrogative adverb.

Homework
pages 135-136

Terms
interrogative

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Lesson 2 - Inversion

Activity

- Write a variety of questions on the board using interrogative words. Don't use interrogative pronouns or adjectives in the subject form for now, to illustrate a point.
e.g. *Where are you going?*
With whom did you eat?
When have you seen anything that amazing?
- Ask students to look closely at the verb forms and to figure out what happens to them when a question is asked? This does not work if the question word is a subject.

Discuss

- The personal pronoun, or whatever the subject is, and the helping verb switch places. They invert, turn over.
- You do not have to use an interrogative word to ask a question. Another way to ask a question is to use inversion, turn around the personal pronoun and the helping verb.

| STATEMENT | QUESTION |
|-----------------------------|-----------------------------|
| We are going to the movies. | Are we going to the movies? |

If there is no helping verb in the statement form, then one has to be added so it can be inverted.

| STATEMENT | QUESTION |
|-----------------------|-------------------------|
| He finished his work. | Did he finish his work? |

If the verb to be is the main verb, then no helping verb is added when inverting for a question. My brother is a writer. Is your brother a writer? Why is your brother a writer?

- Practice inverting statements in different tenses.

Homework

pages 137-138

Term
inversion

Unit 18 - Interrogatives and Negatives

Lesson 3 - The mark of a question

Activity

- Write a statement twice on the board, but put a question mark at the end of the second one.
My mother told you to do that. My mother told you to do that?
- Ask a student to read each sentence.

Discuss

- We signal that the statement has become a question on paper with the question mark, but when it is spoken we signal that it is a question by changing the intonation of our voice.
- Questions can be made in three ways:
inverting the helping verb and subject
using an interrogative word and inversion
changing the intonation of the voice without inversion of the verb
- English puts its signal for a question at the end of the sentence, so if there is no interrogative word and no inversion, there is no warning until the end of the sentence that this is a question.
- Spanish and Latin have signals at the beginning of the sentence as well as the end to indicate that this is a question. You have a warning at the beginning that you will have to use a questioning intonation.
Spanish: inverted question mark at the beginning ¿ *qué es eso?*
Latin: -ne at the end of the first word, if there is no interrogative word. *Amatne ranas?*
- Why would inversion not work in Latin? There are no helping verbs. Everything is built into one form.

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Term
intonation

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Lesson 4 - Negatives

Activity

- Play with the Latin words:
Ubi? Where?
Quis? Who?
Quid? What?
 Ask the students questions using the vocabulary they know.
- Ask some simple Latin questions using only a change of intonation or the -ne at the end of the first word.
Amas magistram? Amasne magistram?
- Use the words for yes and no, and insert the word non into your responses to make the verb negative.
Amas magistram? Ita, amas magistram? Minime, non amas magistram!
 Do you like the teacher. Yes, you like the teacher? No, you don't like the teacher!

Discuss

- If the response to a question is **affirmative**, the answer is yes, and the verb form stays positive.
- If the response to a question is **negative**, the answer is no, and the verb form becomes negative.
- In Latin we make a verb negative by putting the word **non** before it.

Activity

- Have the students refer to their verb tense posters. Ask them to choose one form in every tense and make it negative.
- Figure out a formula for how English makes a verb negative.

| Positive/ affirmative | Negative |
|-----------------------|-------------------------|
| I am seeing. | I am not seeing. |
| I had seen. | I had not seen. |
| I saw. | I did not see. |
| I see. | I do not see. |

Discuss

- In English we add the word not between the helping verb and the main part of the verb.
- If there is no helping verb, we have to add one.
- In some other languages, the negative word is put between the subject and the helping verb. In French it is in two parts, on either side of the helping verb if there is one, or on either side of the main verb if there is no helping verb.

French: Je **n'ai pas** vu
Spanish: Yo **no** he visto
Italian: Io **non** ho visto
Latin: **non** vidi
English: I have **not** seen

In whatever language you learn, you have to learn formulae for many different things: how to form tenses, how to make sentences interrogative and negative.

Homework
pages 140-142

Term
negative

Vocabulary
ubi
quis/quid
ita
minime
non