

Maximum Classics



Teacher Notes: Unit 11

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Teaching notes on 11.01 Possessive nouns in English

Slide 1

Learning objective: To recap how English shows possession and to see how Latin does this. By this point, the class will have encountered how to use an apostrophe and 's' to show possession (as well as the word 'of'), but this lesson offers a recap and a first glimpse at how Latin shows possession (spoiler: through changing the ending of the noun).

After saying 'salve' to Lucundus, mouse-clicks on this slide will make Lucundus ask, 'quid tibi maxime placet... urbs aut rus?' ('What do you like most ... the city or the countryside?'). The conversation starter for this unit is similar to that in Unit 9, but the pupils will encounter some familiar and some new vocabulary. See if they can infer the meaning of the new vocabulary from the picture, derivative English words or the context. In this instance, 'rus' is a new word and gives us the English 'rural' and 'rustic'.

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, 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: nox adest et bene dormitis [Night is here and y'all are sleeping well.]

Slide 4: male sentiebam et diu lacrimabam [I was feeling bad* and I was crying for a long time.] *n.b. in modern English we would translate an adverb as an adjective in this context. The Latin strictly reads, 'I was feeling badly.'

Slide 5: sol super campo lucet [The sun shines above the field.]

Slide 6: rex et regina silvam obscuram visitant [The king and the queen visit the dark wood.]

Slide 7: dux milites validos quaerebat [The leader was looking for strong soldiers.]

Slide 8

A recap of how English has two ways to show possession, drawing attention to how the position of the apostrophe relative to the 's' changes depending on whether the possessor is singular or plural.

Slide 9

A quick look at how Latin deals with possessive nouns. Mouse-click encourages pupils to think of how Latin may do this based on their experience of the language (of course, the ending of the noun changes). Mouse-click then illustrates how this works with examples from the -a noun group, -us noun group and the third noun group that we encountered in the previous unit.

Keen-eyed students may notice how some of these possessive endings are the same as endings we already know ('-ae' is also plural subject for -a nouns and '-i' is plural subject for '-us' nouns, and some third group nouns end in '-is' in the singular object). Don't worry too much about this for now. As we'll see, the context and construction of the Latin sentence almost always helps us out. ('est meus equus!' = 'It's my horse!')



The class are then prompted on to their worksheet, which looks at recapping the English possessives work, as well as some very simple identification of Latin possessive nouns.

Slide 10

The plenary slide:

Question 1 When would you use a parasol? [in the sun ('sol')]

Question 2 In which two ways does English show possession? ['of' and by using 's' with an apostrophe]

Question 3 quid Latine est ? [nox]

Teaching notes on 11.02 Possessive nouns in Latin

Slide 1

Learning objective: To learn how singular Latin nouns show possession. We had a glimpse of this in last week's lesson, but now we'll explore it further.

After saying 'salve' to Lucundus, mouse-clicks on this slide will make Lucundus ask, 'quid tibi maxime placet... dies aut nox?' ('What do you like most ... day or night?'). The conversation starter for this unit is similar to that in Unit 9, but the pupils will encounter some familiar and some new vocabulary. See if they can infer the meaning of the new vocabulary from the picture, derivative English words or the context. In this instance, 'dies' is a new word and gives us the English 'diary' and 'quotidian'.

Slide 2



A game of Word Roots Challenge introducing some more 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, on mouse-click on each slide, a new word will appear in the New Words box. The sentences (new words underlined) are:

Slide 3: multi flores e terra surgunt [Many flowers are rising out of the ground.]

Slide 4: in hoc loco, tacemus [In this place, we are silent.]

Slide 5: solus in silva saeva sum [I am alone in the wild wood.]

Slide 6: 'male sentis?' dicit soror sollicita. 'medicum quaero.' ['Do you feel bad?' says the worried sister. 'I'm looking for a doctor.']

Slide 7: pater montem ascendebat sed mater iam descendebat [The father was going up the mountain but the mother was already going down (it).]

Slide 8

A recap from last week of how Latin deals with possessive nouns. Mouse-click encourages pupils to think of how Latin may do this based on their experience of the language (of course, the ending of the noun changes). Mouse-click then illustrates how this works with examples from the -a noun group, -us noun group and the third noun group that we encountered in the previous unit.

Slide 9

On mouse-clicks, extra lines of information will be added to the noun tables for each of the three types of Latin noun we've met (n.b. only singular for the moment – plural will come later in the unit).



The class are then prompted on to their worksheet, matching and translating Latin possessive nouns.

Slide 10

The plenary slide:

Question 1 Which US state derives its name from the Latin word for 'mountain'? [Montana]

Question 2 reginae terra est – whose land is it? [the queen's]

Question 3 quid Latine est  ? [flos]

Teaching notes on 11.02a Pythagoras and triangles

Slide 1

Learning objective: To investigate Pythagoras' theorem. This we'll do with a practical exercise for which the students will need set squares, rulers, pencils, scissors and 1cm squared paper.

After saying 'salve' to Lucundus, mouse-clicks on this slide will make Lucundus ask, 'quid tibi maxime placet... sol aut nix?' ('What do you like most ... sun or snow?'). The conversation starter for this unit is similar to that in Unit 9, but the pupils will encounter some familiar and some new vocabulary. See if they can infer the meaning of the new vocabulary from the picture, derivative English words or the context. For instance, 'sol' gives us the English 'solar' and 'parasol'.

Slide 2



A game of Word Roots Challenge – a Greek language geometry special to warm us up for our Pythagorean investigation. Displayed around the screen are some Ancient Greek words.

On mouse-click, an English derivative (and its definition) of one of these Greek 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 Greek ones.

Slide 3

Pythagoras lived in the 6th century B.C.E. He did lots of thinking in various fields such as [mouse-click] philosophy, science and maths – it was much more usual for thinkers to be interdisciplinary in ancient times. Pythagoras was especially interested in [mouse-click] triangles, and we still use his theories about triangles today. For example...

Slide 4

...as all KS2 students know, all angles in a triangle have to add up to 180°. This rule was originally set out by Pythagoras. Mouse-click presents a visual demonstration of this, and you can even try this in class, with students all making different triangles. Pythagoras also worked out an elegant mathematical truth to this day known as...

Slides 5-9



...Pythagoras' Theorem. These next four slides give a walk-through of today's practical exercise, which is also set out for the pupils in the accompanying lesson worksheet. Once

the class has worked through this exercise, a recap of Pythagoras' Theorem is shown on Slide 9.

Slide 10

The plenary slide:

Question 1 Can you remember how long ago Pythagoras lived (roughly)? [roughly 2,500 years ago – that's a long time!]

Question 2 All internal angles in a triangle always add up to how many degrees? [180°]

Question 3 What's the name of the long side in a right-angled triangle? [the hypotenuse]

Teaching notes on 11.03 Plural possessive nouns in Latin

Slide 1

Learning objective: To learn how plural Latin nouns show possession. We had a glimpse of singular possessives previously, but now we'll explore possessives further.

After saying 'salve' to Lucundus, mouse-clicks on this slide will make Lucundus ask, 'quid tibi maxime placet... sal aut piper?' ('What do you like most ... salt or pepper?'). The conversation starter for this unit is similar to that in Unit 9, but the pupils will encounter some familiar and some new vocabulary. See if they can infer the meaning of the new vocabulary from the picture, derivative English words or the context. 'Pepper' is a direct descendant of the Latin 'piper'. 'Salt' doesn't directly come from Latin, but from a shared Proto-Indo European root. However, 'saline' and 'salary' do come from the Latin, with the valuable commodity salt once being used as a form of payment.

Slide 2



A game of Word Roots Challenge introducing some of the Latin vocabulary already encountered in this unit and some ambitious English derivative words. Displayed around the screen are some of this unit's 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 some possessive singular nouns. After running through the oral verb rehearsals, a reminder of the new possessive endings will appear on mouse-click to support the translation of the following sentences. As usual, the verb will appear first. For the first two sentences, the possessive noun will be 'dropped in' last. The sentences (new words underlined, possessives in bold here) are:

Slide 3: epistulam **medici** habes? [Do you have the doctor's letter?]

Slide 4: villam squalidam **magae** visitamus [We visit the witch's filthy house.]

Slide 5: stellae **noctis** pulchrae sunt [The stars of the night are beautiful.]

Slide 6: sol clarus super terram **regis** surgit [The bright sun rises over the land of the king.]

Slide 7: equus validus **militis** per campos currebat (no new vocabulary) The soldier's strong horse was running through the fields.

Slide 8

A recap from last week of how Latin deals with possessive nouns in their singular form. Mouse-click encourages pupils to think of how Latin may do this based on their experience of the language (of course, the ending of the noun changes). Mouse-click then illustrates how this works with examples from the -a noun group, -us noun group and the third noun group that we encountered in the previous unit.

Slide 9

We now take a look at the possessive endings for plural nouns. Mouse-click illustrates how nouns from the -a noun group, -us noun group and the third noun group change to show possession.

Slide 10

On mouse-clicks, extra information on possessive endings will be added to the noun tables for each of the three types of Latin noun we've met, both singular and plural.



The class are then prompted on to their worksheet, matching and translating Latin possessive plural nouns.

Slide 11

The plenary slide:

Question 1 What is an equinox and how many times per year does it occur? [It is the point in the year when the number of daylight hours and nighttime hours is the same. It happens twice a year, once in the spring (vernal equinox – 'ver' is the Latin for spring) and once in the autumn (the autumnal equinox – 'autumnus' is, unsurprisingly, Latin for autumn)]

Question 2 taberna sororum est – whose shop is it? [the sisters' (plural)]

Question 3 quid Latine est  ? [validus]

Teaching notes on 11.04 Possessives in sentences

Slide 1

Learning objective: To translate Latin sentences containing possessive nouns. After a recap of both singular and plural possessive noun endings, we'll develop our translation technique for sentences.

After saying 'salve' to Lucundus, mouse-clicks on this slide will make Lucundus ask, 'quid tibi maxime placet... aqua aut succus aut lac?' ('What do you like most ... water or juice or milk?'). The conversation starter for this unit is similar to that in Unit 9, but the pupils will encounter some familiar and some new vocabulary. See if they can infer the meaning of the new vocabulary from the picture, derivative English words or the context. 'Lac' gives us words such as 'lactose', the sugar present in cow's milk. 'Succus' gives us the English word 'succulent'.

Slide 2



A game 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 3–7



Quick Fire Sentences including some possessive singular and plural nouns. After running through the oral verb rehearsals, a reminder of the new possessive endings will appear on mouse-click to support the translation of the following sentences. As usual, the verb will appear first. For all sentences, the possessive noun will be 'dropped in' after the verb, subject and object. The sentences (new words underlined, possessives in bold here) are:

Slide 3: stellas **noctis** lente numerabamus [We were slowly counting the night's stars.]

Slide 4: amici **militum** diu in campo stabant [The soldiers' friends were standing for a long time in the field.]

Slide 5: **venti** sonum timeo [I am afraid of the sound of the wind.]

Slide 6: montem **dearum** hodie ascendis [Today you are climbing the mountain of the goddesses.]

Slide 7: mater **infantium** medicum anxie quaerebat [The children's mother was anxiously looking for a doctor.]

Slide 8

A recap of how Latin deals with possessive nouns in both their singular and plural forms. Translations of the subject-possessive noun groups will be revealed on mouse-click. Further mouse-click then shows the ending in the familiar table form.

Slide 9

Expanding on the technique first encountered in Unit 5, we now add two more stages to our translation technique, as illustrated using the sentence, 'magus villam magae celeriter visitat.' Mouse-clicks lead us through the stages:

1. We find the verb and translate
2. Next we find the subject nouns and add them in
3. Then we find the object nouns and add them in
4. A new step – identify any possessive nouns and translate
5. Add in any remaining words
6. Another new step – make any changes that make the translation sound more natural. This could mean replacing of with 's or s'.



The class is then cued to tackle this lesson's worksheet, which warms up with translation of subject-possessive noun pairs and then moves onto sentence translation and illustration.

Slide 10

The plenary slide:

Question 1 What English word can you think of that come from the Latin 'sentire', 'to feel'? [sense, sentimental, sensory, sensitive, sensible etc.]

Question 2 montes deorum sunt – whose mountains are they? [the gods' (plural)]

Question 3 quid Latine est 🤔 ? [tacere]

Teaching notes on 11.04a Behind the myth

Slide 1

Learning objective: To learn about different ways of interpreting mythology and to write our own myth.

After saying 'salve' to Lucundus, mouse-clicks on this slide will make Lucundus ask, "quid tibi maxime placet... frigor aut calor?" ("What do you like most ... the hot or the cold?"). The conversation starter for this unit is similar to that in Unit 9, but the pupils will encounter some familiar and some new vocabulary. See if they can infer the meaning of the new vocabulary from the picture, derivative English words or the context. In this instance, 'calor' gives us the English word 'calorie', a unit of heat energy burned up by the body. The students may also connect 'frigor' with its associated Latin adjective, 'frigidus'.

Slide 2



Since we're going to think about mythology today, the lesson opens with a chance to talk about all of the Greek and Roman myths we know. On mouse-click, the myths we've encountered on the course so far will appear. See if the pupils can recall and recap each myth. As an extension, they can talk about any other myths they know. They'll also be asked to say which is their favourite and to find an adjective to describe these myths.

Slide 3

Myths can be appreciated as exciting or strange stories, but if you look at myths across many cultures, there are deeper things going on. Three of the main motivators for the creation of myths appear on mouse-click: to teach a moral lesson; to explain a natural phenomenon; to fulfil a wish that humans could do something impossible. On further mouse-click, three myths from the previous slide will appear and students can discuss which of the three categories each myth best fits into.

Slide 4



For a little more practice at seeing the motivation behind the myth, on mouse-click there appear synopses of three new myths (Perseus, the Minotaur and Arachne). Sometimes myths can feature more than one motivation – it's always good to bear all three motivations in mind when encountering a new myth.

Slide 5



...guides the class through the lesson's exercise – to create their own myth. This could be done in groups or in pairs, but using the structured notes worksheet, the aim is to be able to orally retell a new myth, using one of the three motivations. The worksheet splits the myth creation task into four distinct tasks:

1. Deciding what kind of myth (teaching/explaining/wishing)
2. Setting the scene
3. Unfolding the story
4. Working out the story climax and resolution

As an extension or as homework, pupils could be encouraged to write up their stories.

Slide 6

The plenary slide:

Question 1 Name three possible reasons why cultures create myths. [explaining, teaching, wishing]

Question 2 Can you think of a Greek myth that teaches a moral lesson? [Midas – be careful what you wish for, Arachne – don't be boastful, Narcissus – don't be vain]

Question 3 Can you name a hero from Greek myth who has superhuman powers?
[Hercules/Herakles, Achilles, Perseus]

Teaching notes on 11.05 The myth of Proserpina

Slide 1

Learning objective: To record more vocabulary in our mini dictionaries, to use this knowledge and the glossing technique to translate the myth of Proserpina. 'Proserpina' is the Latinised form of the Greek name 'Persephone'. The written exercise this lesson marks an important point as the story is 100% Latin – no English!

After saying 'salve' to Lucundus, mouse-clicks on this slide will make Lucundus ask, 'quid tibi maxime placet... ver aut autumnus?' ('What do you like most ... spring or autumn?'). The conversation starter for this unit is similar to that in Unit 9, but the pupils will encounter some familiar and some new vocabulary. The English word 'autumn' is a direct descendant of the Latin. 'Ver' gives us the English word 'vernal', which is often used in conjunction with 'equinox', the vernal equinox being the point in the spring when the number of daylight hours and dark are the same.

Slides 2–4



Quick Fire Sentences including some possessive nouns. After running through the oral verb rehearsals, a reminder of the new possessive endings will appear on mouse-click to support the translation of the following sentences. As usual, the verb will appear first. Lucundus also pops up to let us know that these next sentences will give some help with the written translation exercise. The sentences (new words underlined, possessives in bold here) are:

Slide 2: femina sola flores in campo **equorum** colligit [Alone, the woman collects flowers in the horses' field.]

Slide 3: mater **deae** commota est et irate lacrimat [The mother of the goddess is upset and cries angrily.]

Slide 4: soror malogranatum **fratris** consumit [The sister is eating the brother's pomegranate.]

Slide 5



Time for the pupils to record this unit's vocabulary in the relevant mini dictionary sections. The words are clustered in word class groups:

Verbs – ascendere (to go up), descendere (to go down), quaerere (to look for), vistare (to visit), lacrimare (to cry), surgere (to get up, to rise up), tacere (to be quiet), sentire (to feel, to sense)

Adjectives – validus/valida (strong), solus/sola (alone)

Nouns – nox (night), sol (sun), locus (place), flos (flower), silva (woods/forest), mons (mountain)

Slide 6



A mouse-click walk-through, showing how to complete the Proserpina worksheet which, for the first time, contains only Latin:

1. Read the Latin and, using the new vocabulary at the bottom of the page, write a translation. The students may need to use their mini-dictionaries to look up any words they've forgotten.
2. Draw pictures that illustrate the scene or action in each panel.

Slide 7

This slide displays the text of the written exercise. Each Latin sentence, when clicked on, will reveal the English translation. This means that if there's a particular sentence that the class is stuck on during their translation, you can click and reveal that individual sentence. Otherwise, use this clickable slide to go through the whole translation with the class once they've finished.

Slide 8

The plenary slide:

Question 1 What English word do you think we get from the name of Ceres, goddess of crops? [cereal]

Question 2 What do you think the myth of Proserpina tries to explain? [the seasons of the year, as she returns in spring]

Question 3 quid Latine est  ? [mons]

Teaching notes on 11.06 Unit 11 Assessment

Slide 1

Learning Objective: to recap and demonstrate what we've learned in Unit 11. This lesson will take the form of a general recap of the previous lessons in the unit, followed by a quiz to assess the pupils' knowledge.

After saying 'salve' to Lucundus, mouse-clicks on this slide will make Lucundus ask, "quid tibi maxime placet... aestas aut hiems ("What do you like most ... summer or winter?"), rounding off our nature theme for this unit.

Slide 2

A recap of these core learning points (most of which cover sentence translation technique) appears on mouse-click. They can be used as a discussion stimulus to see what the students recall.

Learning point 1: English shows possession by using the word 'of' or by using 's or s'

Learning point 2: Latin changes the endings of nouns to show possession

Learning point 3: The myth of Proserpina (Persephone) explains the changing of the seasons

The sixteen new words that the students put in their mini dictionaries also appear.

Slide 3



This slide shows the two pages (four sections) of the Unit 11 Quiz. The students can then work individually on completing it. Once this is done, you can go through the answers on...

Slides 4–7

...where the answers will be revealed on mouse-click.

Slide 8

This unit's gold star award and a brief look-ahead to what's in Unit 12.