

# Maximum Classics



## Teacher Notes: Unit 15

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## Teaching notes on 15.01 Recap

### Slide 1

Learning objective: To revisit vocabulary and grammar we've learned so far. Similar to the start of Unit 14, this lesson will recap some learning from previous units on the course (in this instance, numbers, questions, commands and relative clauses).

After saying 'salve' to Lucundus, mouse-clicks on this slide will make Lucundus show a flag and then ask, 'estne hoc vexillum Britanniae aut Americae?' ('Is this the flag of Britain or America?'). Students can reply, 'hoc vexillum Britanniae est!' ('This is the flag of Britain!').

And here's a good one for quizzes - vexillology is the study of flags.

### 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

The lesson today will take the 'circuits' approach, where students will receive four chunks of revision input, after each of which they'll be cued to do the related exercise on their worksheets.

### Slide 4



A recap of Latin numbers using derivative words along the same line as word roots challenge.



The class is then cued onto Exercise 1 of the worksheet, where they illustrate captioned pictures containing Latin numbers.

### Slide 5



An interactive refresh of question words, which, when clicked, will move to their English equivalent:

- quid – what
- cur – why
- quomodo – how
- quando – when
- ubi – where
- -ne – turns a statement into a yes/no question when suffixed to the first word
- quis - who



The class is then cued onto Exercise 2 of the worksheet, where they translate Latin questions and pick (and translate) the correct Latin response.

### Slide 6

A recap of commands and prohibitions.



The class is then cued onto Exercise 3 of the worksheet, where they have to translate commands or prohibitions given.

### Slide 7

A recap of the relative clauses and relative pronouns work that we just encountered in Unit 14.



The class is then cued onto Exercise 4 of the worksheet, where they have to translate Latin sentences containing relative clauses.

### Slide 8

The plenary slide:

**Question 1** What English word or words can you think of that come from the Latin ‘capere’ meaning ‘to seize’ or ‘to take’? [capture, captive, captivity, captivate, caption] n.b. words like ‘captain’ and ‘capital’ come from a similar-looking but different-meaning Latin word – ‘caput’ meaning ‘head’.

**Question 2** What Latin word is at the root of our English word ‘umbrella’? [‘umbra’ – ‘shade’ (and by extension, umbra can also mean ‘ghost’ as ghosts are shadowy versions of their former selves.)]

**Question 3** quid Latine est



? [navigare] The students may even be able to connect ‘navigate’ the verb with ‘navis’ (‘boat’) the noun.

## Teaching notes on 15.02 Posse

### Slide 1

Learning objective: To look at the verb 'posse' ('to be able') and see how it pairs with the infinitive in Latin. This is the first of two verbs we'll look at in this unit that pair with an infinitive (the other being 'velle', 'to want' later on). Both 'posse' and 'velle' are slightly irregular, but, just as we saw with 'esse' in Unit 6, the verb endings follow a similar pattern to regular verbs.

After saying 'salve' to Lucundus, mouse-clicks on this slide will make Lucundus show a flag and then ask, 'estne hoc vexillum Germaniae aut Galliae?' ('Is this the flag of Germany or France?'). Students can reply, 'hoc vexillum Galliae est!' ('This is the flag of France!').

The Roman name for France, 'Gallia', is why Asterix and his friends are known as Gauls.

### 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 new to this unit and also previously unencountered. A reminder of all the tense endings we've met so far will stay at the bottom of the screen. On mouse-click on each slide, a new word or words will appear in the New Words box. The final two sentences will feature variations of 'posse' ('to be able'), which we'll explore in greater depth in this lesson.

Slide 3: maga reginam mutavit itaque nunc regina rana est! [The witch changed the queen so now the queen is a frog!]

Slide 4: pastor qui pecuniam invenit bonam fortunam habet [The shepherd who finds\* money has good fortune.] \*n.b. 'invenit' can also mean 'found' (past perfect).

Slide 5: "quid in via consumebas?" rogavit mater. "panem consumebam," responsit pater ["What were you eating in the street?" asked the mother. "I was eating bread," replied the father.]

Slide 6: navem videre possumus! salvi tandem sumus! [We are able to (/can) see a boat! At least we are saved!]

Slide 7: decem milites audaces urbem capere possunt [Ten daring soldiers are able to (/can) capture the city.]

### Slide 8

This slide explains how various forms of the verb 'posse' (to be able) can be paired with the verb infinitive to show when someone is able to do something. Condensed versions of the last two Quick Fire Sentences illustrate this. Note that in English, we can translate sentences containing 'posse' with 'able to' or 'can'. Either works well.

On mouse-click, all six of the present tense endings of 'posse' are shown, along with their translations. As Lucundus then points out, the endings are the same as we've seen previously, it's just that the beginning of the verb that can change (between 'pot-' and 'poss-'). This is similar to 'esse' (to be), the irregular verb encountered first in Unit 6.

### Slide 9

The students can then have a go at translating some posse-infinitive verb pairs:

- cantare possumus – we are able to sing / we can sing
- dormire potestis – y'all are able to sleep / y'all can sleep
- femina scribere potest – the woman is able to write / the woman can write
- infantes lacrimare possunt – babies are able to cry / babies can cry
- canem audire possum – I am able to hear a dog / I can hear a dog
- ambulare potes? – are you able to walk? / can you walk?



The class is then cued onto the worksheet, where they will find two exercises based on 'posse'.

### Slide 10

The plenary slide:

**Question 1** What English word or words can you think of that come from the Latin 'mutare' meaning 'to change'? [mutate, mutation, mutant, immutable, commute] n.b. 'mute' (silent) comes from the Latin adjective 'mutus/muta' meaning 'mute' or 'silent'.

**Question 2** celeriter currere potes? [Can you run quickly? Answers could be 'ita' (yes) or 'minime' (no)]

**Question 3** quid Latine est  ? [fortuna]

## Teaching notes on 15.03 More posse

### Slide 1

Learning objective: To look at the verb 'posse' ('to be able') in the past continuous and simple past tenses

After saying 'salve' to Lucundus, mouse-clicks on this slide will make Lucundus show a flag and then ask, 'estne hoc vexillum Romaniae aut Hispaniae?' ('Is this the flag of Romania or Spain?'). Students can reply, 'hoc vexillum Romaniae est!' ('This is the flag of Romania!').

### Slide 2



A game of Word Roots Challenge recapping some of the Latin vocabulary new to this unit along with some ambitious English derivative 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 new to this unit and also previously unencountered. A reminder of all the tense endings we've met so far will stay at the bottom of the screen. On mouse-click on each slide, a new word or words will appear in the New Words box. The final two sentences will feature past tense variations of 'posse' ('to be able'), which we'll explore in greater depth in this lesson.

Slide 3: insulam secretam visitavimus itaque per undas navigavimus [We visited the hidden island so we sailed through the waves.]

Slide 4: feminae quae montem ascenserunt fortes sunt [The women who climbed the mountain are brave.]

Slide 5: "quis panem meum cepit?" rogavit soror. "panem tuum cepi," responsit frater ["Who took my bread?" asked the sister. "I took your bread," replied the brother.]

Slide 6: ad urbem ambulare et amicos visitare poteramus [We were able to (/could) walk to the city and visit friends.]

Slide 7: equus fessus currere non potuit [The tired horse was not able to (/could not) run.]

### Slide 8

This slide explains how the verb 'posse' (to be able) can be used in the past continuous and simple past tenses (as seen in the last two Quick Fire Sentences. In English, we translate both past tenses in much the similar way, i.e. 'was able to' or 'could'.

On mouse-click, all six of the endings of 'posse' are shown for both the past continuous and the simple past version, along with their translations. Again, you can see the usual patterns on the verb endings.

### Slide 9

...gives some examples of how to translate past versions of 'posse' paired with an infinitive verb.

### Slide 10

The students can then have a go at translating some posse-infinitive verb pairs:

- ridere poteramus – we were able to laugh / we could sing
- audire potuistis – y'all were are able to hear / y'all could hear
- rex videre poterat – the king was able to see / the king could see
- magi navigare potuerunt – the wizards were able to sail / the wizards could sail
- hortum curare potui – I was able to look after the garden / I could look after the garden
- dormire potes? – Were you able to sleep? / could you sleep?



The class is then cued onto the worksheet, where they will find two exercises based on 'posse' in the past tense.

### Slide 10

The plenary slide:

**Question 1** What English word or words can you think of that come from the Latin 'umbra' meaning 'shadow? [umbrella, penumbra, umbrage]

**Question 2** bene cantare potes? [Can you sing well? Answers could be 'ita' (yes) or 'minime' (no)]

**Question 3** quid Latine est  ? [construere]

## Teaching notes on 15.04 Story - Odyssey 1

### Slide 1

Learning objective: To recap the verb 'posse' ('to be able') in three tenses and to translate the first part of our Odyssey story. This unit, the story is a long one (!) so we're going to split it over three lessons.

After saying 'salve' to Lucundus, mouse-clicks on this slide will make Lucundus show a flag and then ask, 'estne hoc vexillum Italiae aut Corsicae?' ('Is this the flag of Italy or Corsica?'). Students can reply, 'hoc vexillum Italiae est!' ('This is the flag of Italy!').

### Slide 2



This warm-up slide sees if the students can fill the gaps in the three tenses of 'posse'. When clicked on, each version of 'posse' will move to the correct place in the chart.

### Slides 3-6



Quick Fire Sentences including vocabulary previously unencountered, some of the unit's vocabulary and the concepts encountered so far in Unit 14 ('posse' in three tenses). These sentences are also intended to help warm up for the written exercise. On mouse-click on each slide, a new word or words will appear in the New Words box. The three sets of tense endings also appear at the bottom of the slide to support the students. The sentences (with the new, glossed words underlined) are:

Slide 3: nocte milites urbem capere potuerunt [The soldiers were able to capture the city at night.]

Slide 4: "tandem domum navigare possumus!" clamavit rex ["At last we can sail home!" said the king.]

Slide 5: "ad naves currite, amici!" clamavit dux ["Run to the ships, friends!" shouted the leader.]

Slide 6: venti quos saccus continuit naves ab insulam deflaverunt [The winds which the bag contained blew the ships from the island.] N.B. This is probably the hardest sentence you've had on the course so far, so well done if anyone gets it!

### Slide 7



A mouse-click walk-through, showing how to complete the Odyssey Part 1 worksheet:

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.

Some names of the characters in the story (and their phonetic pronunciation) will also appear).

N.B. The worksheet contains all three parts of the story, as well as a map showing the location of the different parts of the story. This is so that it can be printed out as a booklet. Only Part 1 should be done in this lesson.

### Slide 8-9

These slides display 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 10

The plenary slide:

**Question 1** Where were Odysseus and his men trying to get to when they left Troy? [Ithaca, Odysseus' kingdom]

**Question 2** porcumne videre potes? [Can you see a pig? (You should be able to, near Iucundus' foot!)]

**Question 3** quid Latine est  ? [capere]

## Teaching notes on 15.05 Velle

### Slide 1

Learning objective: To look at the verb 'velle' ('to want') and see how it pairs with the infinitive in Latin. This is the second of the two verbs this unit that pair with an infinitive (the other being 'posse, 'to be able'). Both 'posse' and 'velle' are slightly irregular, but, just as we saw with 'esse' in Unit 6, the verb endings follow a similar pattern to regular verbs.

After saying 'salve' to Lucundus, mouse-clicks on this slide will make Lucundus show a flag and then ask, 'estne hoc vexillum Hiberniae aut Belgicae?' ('Is this the flag of Ireland or Belgium?'). Students can reply, 'hoc vexillum Hiberniae est!' ('This is the flag of Ireland!').

The Scottish football team Hibernian gets its name from the Latin for Ireland since it was founded by Irish people living in Edinburgh.

### Slide 2



A game of Word Roots Challenge introducing some of the unit's new Latin vocabulary 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 new to this unit and also previously unencountered. A reminder of all the tense endings we've met so far will stay at the bottom of the screen. On mouse-click on each slide, a new word or words will appear in the New Words box. The final two sentences will feature variations of 'velle' ('to want'), which we'll explore in greater depth in this lesson.

Slide 3: gladiumne aureum meum invenire potuisti [Were you able to find my gold sword?]

Slide 4: montem niveum ascendere poteramus [We were able to climb the snowy mountain] (n.b. – the original Nivea hand cream is snow-white)

Slide 5: aeger sum itaque per vias ambulare non possum [I am ill so I can't walk through the streets]

Slide 6: regem in aula visitare volo [I want to visit the king in the palace]

Slide 7: senex qui fessus est dormire vult [The old man who is tired wants to sleep]

### Slide 8

This slide explains how various forms of the verb 'velle' (to want) can be paired with the verb infinitive to show when someone wants to do something. Condensed versions of the last two Quick Fire Sentences illustrate this.

On mouse-click, all six of the present tense endings of 'velle' are shown, along with their translations. As Lucundus then points out, the endings are the same as we've seen previously, it's just that the beginning of the verb that can change (between 'vol-', 'vi-' and 'vul-'). This is similar to 'esse' (to be), the irregular verb encountered first in Unit 6 and 'posse' in this unit.

### Slide 9

The students can then have a go at translating some velle-infinitive verb pairs:

- spectare volumus – we want to watch
- mutare vultis – y'all want to change
- iuvenis respondere vult – the young man wants to reply
- milites pugnare volunt – The soldiers want to fight
- in villa manere volo – I want to stay in the house
- fabulam narrare vis? – Do you want to tell the story?



The class is then cued onto the worksheet, where they will find two exercises based on 'velle.'

### Slide 10

The plenary slide:

**Question 1** What English word can you think of that come from the Latin 'velle' meaning 'to want'? (clue: a lot of them start with 'vol' because of 'volo [voluntary, volunteer, volition

**Question 2** What do the astronauts want? [to see the stars]

**Question 3** quid Latine est  ? [mutare]

## Teaching notes on 15.06 More velle

### Slide 1

Learning objective: To look at the verb 'velle' ('to want') in the past continuous and simple past tenses.

After saying 'salve' to Lucundus, mouse-clicks on this slide will make Lucundus show a flag and then ask, 'estne hoc vexillum Siciliae aut Cypri?' ('Is this the flag of Sicily or Cyprus?'). Students can reply, 'hoc vexillum Cypri est!' ('This is the flag of Cyprus!').

### Slide 2



A game of Word Roots Challenge recapping some of the Latin vocabulary new to this unit along with some ambitious English derivative 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 new to this unit and also previously unencountered. A reminder of all the tense endings we've met so far will stay at the bottom of the screen. On mouse-click on each slide, a new word or words will appear in the New Words box. The final two sentences will feature past tense variations of 'velle' ('to want'), which we'll explore in greater depth in this lesson.

Slide 3: umbram in formam cuniculi facere possum [I can make a shadow in the shape of a rabbit.]

Slide 4: iuvenis panem cepit quod esuriebat [The young man took the bread because he was hungry.]

Slide 5: magi per umbras tacite ambulaverunt [The wizards silently walked through the shadows.]

Slide 6: urbem visitare volebamus sed mater rurem spectare volebat [We wanted to visit the city but mum wanted to look at the countryside.]

Slide 7: Odysseus domum navigare voluit [Odysseus wanted to sail home.]

### Slide 8

This slide explains how the verb 'velle' (to want) can be used in the past continuous and simple past tenses (as seen in the last two Quick Fire Sentences. In English, we translate both past tenses in much the similar way, i.e. 'wanted'

On mouse-click, all six of the endings of 'velle' are shown for both the past continuous and the simple past version, along with their translations. Again, you can see the usual patterns on the verb endings.

### Slide 9

...gives some examples of how to translate past versions of 'velle' paired with an infinitive verb.

### Slide 10

The students can then have a go at translating some velle-infinitive verb pairs:

- manere voluimus – we wanted to stay
- rogare volebatis – y'all wanted to ask
- senex dormire volebat – the old man wanted to sleep
- duces navigare volebant – the leaders wanted to sail
- insulam videre volebam – I wanted to see the island
- respondere voluisti? – Did you want to reply?



The class is then cued onto the worksheet, where they will find two exercises based on 'velle' in the past tense.

### Slide 10

The plenary slide:

**Question 1** What English word or words can you think of that come from the Latin 'velle' meaning 'to want'? [voluntary, volition, benevolent, malevolent, volunteer]

**Question 2** quid domi facere vultis? [What do you want to do at home?]

**Question 3** quid Latine est  ? [panis]

## Teaching notes on 15.07 Story - Odyssey 2

### Slide 1

Learning objective: To recap the verb 'velle' ('to want') in three tenses and to translate the second part of our Odyssey story.

After saying 'salve' to Lucundus, mouse-clicks on this slide will make Lucundus show a flag and then ask, 'estne hoc vexillum Indiae aut Australiae?' ('Is this the flag of India or Australia?'). Students can reply, 'hoc vexillum Indiae est!' ('This is the flag of India!').

'Australia' literally means, in Latin, 'things from the South'.

### Slide 2



This warm-up slide sees if the students can fill the gaps in the three tenses of 'velle'. When clicked on, each version of 'velle' will move to the correct place in the chart.

### Slides 3-6



Quick Fire Sentences including vocabulary previously unencountered, some of the unit's vocabulary and the concepts encountered so far in Unit 14 (both 'posse' and 'velle' in three tenses). These sentences are also intended to help warm up for the written exercise. On mouse-click on each slide, a new word or words will appear in the New Words box. The three sets of tense endings also appear at the bottom of the slide to support the students. The sentences (with the new, glossed words underlined) are:

Slide 3: femina, quae maga erat, nautas in porcos mutavit. [The woman, who was a witch, turned the sailors into pigs.]

Slide 4: "in homines statim meos amicos muta!" clamavit dux. ["Change my friends into men straight away!" shouted the leader.]

Slide 5: Odysseus matrem visitavit quod futuram cognoscere volebat [Odysseus visited his mother because he wanted to find out about the future.]

Slide 6: amici sonos fatales audire non poterant sed Odysseus audire volebat [The friends could not hear the deadly sounds but Odysseus wanted to hear.]

### Slide 7



A mouse-click walk-through, showing how to complete the Odyssey Part 2 worksheet:

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.

Some names of the characters in the story (and their phonetic pronunciation) will also appear).

N.B. The worksheet contains all three parts of the story, as well as a map showing the location of the different parts of the story. This is so that it can be printed out as a booklet. Only Part 2 should be done in this lesson.

### Slide 8-9

These slides display 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 10

The plenary slide:

**Question 1** What did Circe turn Odysseus' men into? [pigs]

**Question 2** Who told Odysseus that bad things were happening in Ithaca? [His mother's ghost]



**Question 3** quid Latine est ? [velle]

## Teaching notes on 15.08 Story - Odyssey 3

### Slide 1

Learning objective: To record more vocabulary in our mini dictionaries and to translate the final part of our Odyssey story.

After saying 'salve' to Lucundus, mouse-clicks on this slide will make Lucundus show a flag and then ask, 'estne hoc vexillum Aegypti aut Scotiae?' ('Is this the flag of Egypt or Scotland?'). Students can reply, 'hoc vexillum Aegypti est!' ('This is the flag of Egypt!').

### Slides 2-5



Quick Fire Sentences including vocabulary previously unencountered, some of the unit's vocabulary and the concepts encountered so far in Unit 14 (both 'posse' and 'velle' in various tenses). These sentences are also intended to help warm up for the written exercise. On mouse-click on each slide, a new word or words will appear in the New Words box. The three sets of tense endings also appear at the bottom of the slide to support the students. The sentences (with the new, glossed words underlined) are:

Slide 3: per canalem angustum navigare volebant [They wanted to sail through a narrow channel.]

Slide 4: vortex qui naves delere potest erat maximus [The whirlpool that was big could destroy the ships.]

Slide 5: Odysseus ad insulam quam rex probus regerebat pervenit [Odysseus arrived at the island which the honest king was ruling.]

Slide 6: navem tibi dare volo. nunc domum navigare potes [I want to give you a ship. Now you can sail home.]

### Slide 6



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* – posse (to be able), velle (to want), construere (to build), navigare (to sail), capere (to take/seize/capture), rogare (to ask), respondere (to reply), mutare (to change)

*Nouns* – panis (bread), fortuna (luck), umbra (shadow/ghost)

*Adjectives* – salvus/salva (safe/saved)

## Slide 7



A mouse-click walk-through, showing how to complete the Odyssey Part 3 worksheet:

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.

Some names of the characters in the story (and their phonetic pronunciation) will also appear).

## Slide 8-9

These slides display 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 10

Now we've gone through the whole story, this animated slide recaps the journey of Odysseus, along with some of the parts of the story the students have translated in this unit. You can use this slide to test recall or simply to summarise the story.

## Slide 11

The plenary slide:

**Question 1** Name two monsters that Odysseus met on his travels. [Scylla, Charybdis, Polyphemus/Cyclops, arguably the Lotus Eaters]

**Question 2** How long in total did Odysseus' journey take? [ten years]

**Question 3** quid Latine est  ? [umbra]

## Teaching notes on 15.09 Unit 15 Assessment

### Slide 1

Learning Objective: to recap and demonstrate what we've learned in Unit 14. 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 show a flag and then ask, 'estne hoc vexillum Graeciae aut Helvetiae?' ('Is this the flag of Greece or Switzerland?'). Students can reply, 'hoc vexillum Helvetiae est!' ('This is the flag of Switzerland!').

The Latin name for Switzerland explains why the country's identifier on cars is CH, as this stands for 'Confoederatio Helvetica'. It also gives the name to the font Helvetica, which was created by the Swiss typographer Max Miedinger.

### 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 stimulus to see what the students recall.

**Learning point 1:** Latin uses 'posse' (to be able) along with an infinitive version of the verb to show when someone can or could do something.

**Learning point 2:** Latin uses 'velle' (to want) along with an infinitive version of the verb to show when someone wants or wanted to do something.

**Learning point 3:** Odysseus took a REALLY long time to get home after the Trojan war.

The twelve 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 15 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 16, the final unit of the course.