Imperium Scheme of Work

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Preliminary

This document is a work in progress. It should not be regarded as perfect or finished.
Should you wish to have this Scheme of Work as a Word file, not a pdf, please email your request to julian@imperiumlatin.com

These pages may assist in showing how Imperium can be taught quickly and efficiently, in as short a time as possible. This material is not meant to be prescriptive in any way, and indeed, this is not how the course evolved during its early stages. It should be recognised that taking notes of the main periods of Roman history not found in the course, making wide ranging use of software, surfing the internet, creating electronic and non-electronic project work and showing of films or television series can be terrifically helpful, and can add enormously to the fun of studying Latin.

Teaching styles vary considerably and it is not the job of this scheme of work to lay down the law. However, since the Imperium course offers the chance to use technology to the full, some ideas about teaching it are given below, which may or may not be found helpful. In particular, a set of approaches is described, which have been found to work well during the trialling period.

It should be noted that a separate document exists, in which a full overview of the course exists on a chapter by chapter basis, called Imperium Overview. This was created to enable long-term planning to be made in a meaningful way.

Just because it says you can teach Imperium in about 180 lessons, it doesn't mean you should try!

Maintaining personal folders or books

In what follows, one thing has been found central in the piloting process. All students, whether using all-electronic systems or printed copies of the course, should spend time copying up all of the exercises. They should all be engaged actively in class by writing, or otherwise processing language. Each student should be encouraged to hand in a copy of his or her work for scrutiny on a regular basis, so that the teacher can check that the process has been effective. A useful way to monitor this is to call in all student folders or books after finishing chapters 5, 10, 15, 20, 25 and 30. Here, a maintenance mark can be given for neatness and completeness, and an accuracy mark for a random sample of exercises within the recent material done.

In various research studies it has been shown that accurate recall of information is helped by the process of writing things out by hand, and that what is typed on a computer is often forgotten. For this reason, you may choose to favour the idea that each student will eventually produce a hand-written folder or book, full of the Imperium exercises, rather than a printed one, which could all too easily be emailed, copied and shared. During the piloting process it was found that many students kept a printed version of the pdf files at home, as their neat copy of the course, which was the one they would hand in for marking.

For all of these reasons, I have created a file which students can download from the Student Area of the website, where they can write their initial, rough-copy answers to the questions. When these have been checked, they can copy them up into their folders or books, which will therefore remain quite beautiful. Well, that's the theory.

Assessment criteria

Each teacher will have his or her own ideas in this process. Generally speaking, all chapters of Imperium have x.1 exercises, which can be assessed and graded, as the teacher sees fit. There are also a number of manipulation exercises, some of which can be marked as individual assignments, generated as homework or in class.

In the piloting of the course, it has been a firm principle never to grade English into Latin work. There are too many opportunities for students to lose marks (and therefore motivation) and it is a horrendous job to create a mark scheme for these which is equitable for all.

The Imperium Word Tools App

This software took around 12 months to write and has changed the teaching of the course quite considerably. For a long time, I had studied other systems, such as Perseus and www.nodictionaries.com, full of admiration in some ways – but frustration in others. The down-side of such systems is also their main advantage: they are open and cater for any texts. I knew that a course such as Imperium had to have a closed system, as so many words can have so many meanings and this can hinder learning in its early stages. Since the first classroom trialling of IWT in January 2013, I have become convinced that this is the future of quick, targeted Latin learning.

Students should perhaps not start to use IWT until they have learned basic verb and noun systems. This means that until, say, chapter 6 or so, it should be kept hidden away. Once they know about cases and verb endings, however, there is no reason not to use it as widely as possible. The best way, as it seems to me, is on tablets, iPhones and iPods. Students should always be encouraged not to stop at the first screen, but the use the grammatical information on the second screen: the system has been designed from the bottom-up to encourage and promote grammatical awareness.

Approaches: Pair work preparation before going on-screen publicly

This has been a core method of study during the piloting of the course. Allowing students to work together often forces them to use grammatical language and explain concepts to each other. If students always prepare materials alone, they often fail to develop confidence in using linguistic terminology. Take an analysis such as *third person singular, subjunctive, passive*. It hardly rolls off the tongue, does it? This method gives essential practice. Generation of pairs should perhaps evolve, however, to prevent too much work being done by the same two students working together all the time. It has been found very useful in this to generate fresh pairs randomly each time from a class list, with the help of www.random.org/lists/.

After a certain amount of preparation time, students come from their pairs to the whiteboard or laptop at the front of the class, so they can type in or write down their answers for public scrutiny. Corrections are made as required, and then the student who has done this work is asked to nominate the next student to come and submit the answer for the next box or sentence. This method has proved extremely popular and effective.

Another approach, which works better as the course becomes more difficult, is that students can call out answers, which are then typed on the board by the teacher. Or, failing this, use can also be made of the Answers files, which can be found in the Imperium teachers' materials, if this is found helpful.

In any case, it is important that all answers are shown on screen and verified in class. This enables all students to copy up answers and maintain their own folders of work, which need to be submitted regularly for inspection. It is an important part of the consolidation of learning and well worth an extra ongoing effort in class.

Approaches: Single student preparation before going on-screen publicly

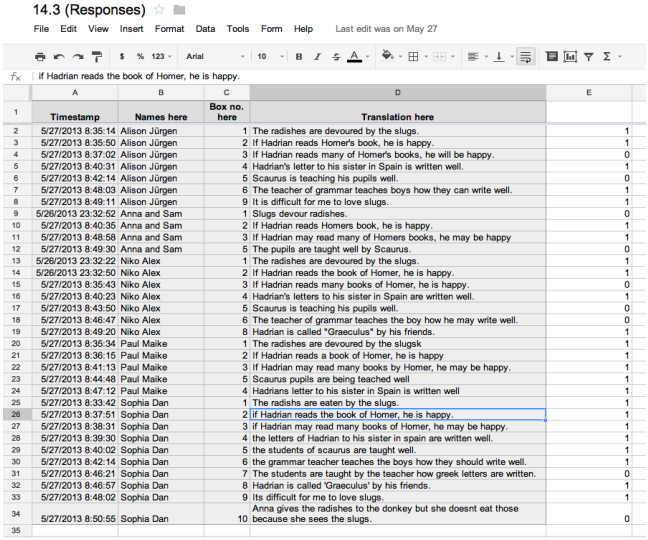
This process is similar to that outlined above, except that the students can be given their assigned tasks in different ways. Here too, use can be made of www.random.org/lists/.

Approaches: Going on-screen publicly with no preparation at all

This can be a bit chaotic and noisy, but it can also speed things up considerably in class. In this case, it can be wise to nominate a very good student to act as the filter for answers being called out in class, who will then decide whether to accept and type up/write down the answer for all to see, or reject it. This job can also be done very effectively by the teacher. The clear advantage of this method, especially if the answer is being typed, is that an incorrect answer can be accepted, shown on screen, and then replaced by a correct answer.

Approaches: Google Docs – Forms

Recent experiments with forms in Google Docs have led me to believe that this is a wonderful way to teach the Imperium course, in classrooms (or computer rooms) where the technology allows. In lessons where this happens, a new document can be created in your Google Drive, by going to Create > Form. Here, you can give the document a name (e.g, Ex 20.1) and choose a theme, before specifying what you want the students to send in to you. It is a good idea to create three questions, the first being the Box number of the exercise, set as a *Text Box*, the second being the Students' names (good to have them working in pairs), again set as a *Text Box*, and the third being for the Translation, set as *Paragraph Text*.



14.3 (Responses)

File Edit View Insert Format Data Tools Form Help Last edit was on May 27

if Hadrian reads the book of Homer, he is happy.

	A	B	C	D	E
1	Timestamp	Names here	Box no. here	Translation here	
2	5/27/2013 8:35:14	Alison Jürgen	1	The radishes are devoured by the slugs.	1
3	5/27/2013 8:35:50	Alison Jürgen	2	If Hadrian reads Homer's book, he is happy.	1
4	5/27/2013 8:37:02	Alison Jürgen	3	If Hadrian reads many of Homer's books, he will be happy.	0
5	5/27/2013 8:40:31	Alison Jürgen	4	Hadrian's letter to his sister in Spain is written well.	1
6	5/27/2013 8:42:14	Alison Jürgen	5	Scaurus is teaching his pupils well.	0
7	5/27/2013 8:48:03	Alison Jürgen	6	The teacher of grammar teaches boys how they can write well.	1
8	5/27/2013 8:49:11	Alison Jürgen	9	It is difficult for me to love slugs.	1
9	5/26/2013 23:32:52	Anna and Sam	1	Slugs devour radishes.	0
10	5/27/2013 8:40:35	Anna and Sam	2	If Hadrian reads Homers book, he is happy.	1
11	5/27/2013 8:48:58	Anna and Sam	3	If Hadrian may read many of Homers books, he may be happy	1
12	5/27/2013 8:49:30	Anna and Sam	5	The pupils are taught well by Scaurus.	0
13	5/26/2013 23:32:22	Niko Alex	1	The radishes are devoured by the slugs.	1
14	5/26/2013 23:32:50	Niko Alex	2	If Hadrian reads the book of Homer, he is happy.	1
15	5/27/2013 8:35:43	Niko Alex	3	If Hadrian reads many books of Homer, he is happy.	0
16	5/27/2013 8:40:23	Niko Alex	4	Hadrian's letters to his sister in Spain are written well.	1
17	5/27/2013 8:43:50	Niko Alex	5	Scaurus is teaching his pupils well.	0
18	5/27/2013 8:46:47	Niko Alex	6	The teacher of grammar teaches the boy how he may write well.	0
19	5/27/2013 8:49:20	Niko Alex	8	Hadrian is called "Graeculus" by his friends.	1
20	5/27/2013 8:35:34	Paul Maike	1	The radishes are devoured by the slugsk	1
21	5/27/2013 8:36:15	Paul Maike	2	If Hadrian reads a book of Homer, he is happy	1
22	5/27/2013 8:41:13	Paul Maike	3	If Hadrian may read many books by Homer, he may be happy.	1
23	5/27/2013 8:44:48	Paul Maike	5	Scaurus pupils are being teached well	1
24	5/27/2013 8:47:12	Paul Maike	4	Hadrians letter to his sister in Spain is written well	1
25	5/27/2013 8:33:42	Sophia Dan	1	The radishs are eaten by the slugs.	1
26	5/27/2013 8:37:51	Sophia Dan	2	if Hadrian reads the book of Homer, he is happy.	1
27	5/27/2013 8:38:31	Sophia Dan	3	if Hadrian may read many books of Homer, he may be happy.	1
28	5/27/2013 8:39:30	Sophia Dan	4	the letters of Hadrian to his sister in spain are written well.	1
29	5/27/2013 8:40:02	Sophia Dan	5	the students of scaurus are taught well.	1
30	5/27/2013 8:42:14	Sophia Dan	6	the grammar teacher teaches the boys how they should write well.	1
31	5/27/2013 8:46:21	Sophia Dan	7	The students are taught by the teacher how greek letters are written.	0
32	5/27/2013 8:46:57	Sophia Dan	8	Hadrian is called 'Graeculus' by his friends.	1
33	5/27/2013 8:48:02	Sophia Dan	9	Its difficult for me to love slugs.	1
34	5/27/2013 8:50:55	Sophia Dan	10	Anna gives the radishes to the donkey but she doesnt eat those because she sees the slugs.	0
35					

You then email the Form to your list of students (I use a particular email address which all of my class set of iPads can access) sit at your terminal and wait for the responses to arrive. You can see them all as they come in, on your overview spreadsheet (View All Responses).

Disadvantages?

Not many, though a dodgy Internet connection can ruin a class if you let it. You don't have to let it, because if the technology fails, they can simply work as they would without it.

Advantages?

Unbelievable – because you can respond to individual mistakes **as soon as they are made**. I have never been able to teach in a more exciting or dynamic way, and the box-based structure of the Imperium exercises makes this a perfect launch-pad for a really successful lesson.

Approaches: MP3 files

It is becoming clearer how effective this method can be, as it is becoming more widely implemented. The principle is easy: make MP3 files of exercises available to students, who then do the main work before they come to class. Then, once they are in class, they can be expected to know their stuff and get everything right (often proving this by being tested). There is a full set of MP3 files available for purchase from the website, or available in the Site Support Pack, covering every single exercise in the Imperium course. During late 2012, a new-arrival student in the class was able to go from nothing to chapter 17 within 2 months, using this method.

These files allow students to catch up very quickly and effectively, and can speed up learning very impressively, if used in conjunction with the Imperium Word Tools App. During the trialling at Karlsruhe, it has become obvious that students working on Book 3 particularly like to study the Martial poems using the MP3 files in this way. They understand the point of the jokes better and come to class actually understanding more about Roman humour than they perhaps might do without this support system.

Motivation

Motivation is the number one issue in teaching the course, especially in the early stages. If students do not enjoy Latin, they will not continue with it. There are two inherent risks here:

- if the studies are too easy, they will feel patronised and switch off
- if the studies are too difficult, they will feel threatened and switch off

Therefore the challenge is to find a mid-way solution. One thing which will help in the beginning of the course is a swift progression through the early chapters, so they feel they are making good progress quickly.

It is vital that high standards of achievement are expected by the teacher and attained by the students. Therefore, the course is expected to be challenging. However, too much grammar is a turn-off, so care must be taken that non-linguistic material accounts for at least 25% of the course as a whole. Nothing in Imperium should learned which is not a complete system, so nouns will always be learned with nominative, genitive and gender, and verbs will be learned in all four (or fewer, if appropriate) parts.

During the early stages, students will learn nouns from declensions 1 to 3, in all case endings, as well as adjectives of the 1st, 2nd and 3rd declensions. They will also learn active and passive, indicative and subjunctive endings of verbs from conjugations 1 to 4, in the present tense only. They will meet *ut* and *ne*, leading to subordinate clauses of the types indirect command, purpose, indirect question, as well as agents and instruments of passive verbs. It is thought that this level of linguistic complexity will give them a much sounder base from which to approach other, modern languages than, say, the early introduction of past and future tenses, which are not implemented until Book 3. For similar reasons, the most difficult Latin has also been left until the end of Book 3. Far too many students of Latin over the years have reached the point where they want to give up, when they meet ablative absolutes and indirect statement and these things should be left as long as possible before they are met.

For non-linguistic work in the early stages, students will focus on the early life of Hadrian, seen within the context of Roman history and the whole Roman Empire. Wherever possible, links are drawn to Latin in modern Europe or indeed, the influence of Rome on the wider world today. Later on in the course, there is a considerable amount of reference to real historical events and people, including such sensitive topics as Hadrian's love affair with Antinous.

The Scheme of Work

All lessons have been numbered in the tables below. It seems quite impossible to create a scheme of work to satisfy all users, given the widely different lesson allocations in different schools. At Karlsruhe, we have four lessons a week, and we can easily teach chapters 1-15 in the first year of our programme, 16-25 in the second year, and finish off with chapters 26-30 in the third. However, it should be noted that if we spent less time watching I Claudius and doing other activities, we could do this all much more quickly. Homework is a particular problem in creating a framework like this. The decision made has been to set homework once for every two lessons taught in the scheme, though only users on the ground will be able to decide if this is acceptable or not.

Working with the historical material

During the later stages of Book 2 and throughout Book 3, there is a large amount of historical material in the passages. Most of this is researched and accurate, and it will be worth spending time where possible going over the content of the passages, including events, people and places, after translating them together.

Doing English into Latin

Many teachers are not familiar with this process and may even question it. If you feel like this, you could simply choose to leave out those exercises. However, you could also use a combination of the Correct Answer files and the MP3 files, to explore the possibilities. As long as your students are not being made unhappy and not getting bad grades, maybe you would all enjoy the process.

Oral Latin

There are one or two exercises in the course which have been written as dialogues. In particular, Ex 10.2 has been copied and included as a monologue at the end of this scheme, with some syllable markings which should make it accessible. Ex 19.1 has also been included as a dialogue. If you have time and inclination, it can be fun to let the students record these using computers or tablets, and try to get the Latin sounding perfect.

Working with Martial's poems in Book 3

Martial's poems were chosen to pepper the texts of Book 3, as being up to date, funny and smart. However, when students must struggle hard to understand jokes in an ancient language, bludgeoned by analysing each word grammatically and syntactically, the humour soon wears thin. In general terms, it is recommended that you use the MP3 files, as described above, or if not, then the whole class should always work together on the poems, seeking quick translations, with all involved chipping in to help, using the method described above as *Going on-screen publicly with no preparation at all.* However, after each poem has been translated, it will usually repay the effort to make some time to discuss why it was or still is funny. Many of the poems have controversial themes, so class discussion based around these could become quite lively. Of course, there are many ways of dealing with poems like these…

Extending this Scheme of Work

Watching all 12 episodes of the BBC series, I Claudius has been an important part of the piloting of this course in Karlsruhe. In addition, our students see in full the films The Odyssey and The Life of Brian. Many creative projects have been set up and enjoyed by all, including some which make use of technology like eXeLearning. Further information about these things and a more extended scheme can be provided on request.

The Scheme of Work

(a living document, which can continue to grow or shrink...)

Number	**Lesson Content** (based on the lessons being about 40 minutes each)	**Resources**	**Homework**
1	Introduction of students/teacher. Introduction to subject and pattern of work and to this particular course – the need to have ring binders/print outs, or other formats and equipment. Show materials on the website and give instructions re downloading/printing. NB – in some establishments, this process may be an inventory of electronic equipment and materials, rather than a paper-based exercise. Of paramount importance is that you should check the students have what they need and give them suitable deadlines by which you expect it all be present and correct.	Course website, computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification.	Ensure correct materials are available, printed and ready for use.
2	Why should we study Latin? Read passage from Boris Johnson, pp 103-4, talk about meaning of European citizenship and how Latin may influence this, in terms of language, national boundaries, culture. What is Latin? A language used after the foundation of Rome in 753 BC, until the end of the classical period, and even until the modern day, feeding into modern languages. Attempt to define what the language was and still is, to be written down in file. Check all books or other resources are available in class. Students who do not have the correct resources find it impossible to proceed in this course.	Boris Johnson, Dream of Rome, pages 103-4. Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification.	
3	Start Ex 1.1 together, fill in as we go, using the method outlined in the introduction, Going on-screen publicly with no preparation at all. At the very beginning of the course, students are encouraged to make intelligent guesses and to attempt answers which they will share immediately with the others. They should be able to write their answers directly onto a whiteboard or screen, where they can be seen by others in the class. Give some explanation of the Genitive case, reading the top of page 4 on nouns and endings, before doing Ex 1.2 in pairs, using the method outlined in the introduction, *Pair work preparation before going on-screen publicly*. Go through Ex 1.2 in class and make sure the students realise the need to copy up all work done.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification.	Make sure exercises 1.1 and 1.2 are copied up in a neat version at home.
4	Explain principles of how the book works. The exercises numbered x.1 will usually be done in pairs, either before or after reading the grammar notes for each chapter, which will normally follow them directly. English into Latin exercises such as Ex 1.3 will never be awarded marks, as long as they are approached properly in class and copied up later. Read notes p 4 on complements and articles. Students start work on ex 1.3, using the method *Pair work preparation before going on-screen publicly*. Go through Ex 1.3 together on whiteboard. Then read note on p 5 on declensions. Students to do ex 1.4 in neat (working alone?) to be marked. This last can be done very quickly, in not much more than 5 minutes by most students.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification.	
5	Read Background ch 1, *Hadrian's Childhood*, pausing to take a decent look at the family relationships chart at the bottom of p 7. Set homework, to learn SQN 1 for a test. Explain process of SQN testing. They will usually get 5 words from Latin into English, followed by 5 words from English into Latin. When they have to do English into Latin, they will need to include all information, as in nominative, genitive, gender, or all parts of a verb. In the case of SQN 1, however, they also need to learn the rules given as part of the test. A good technique in these early chapters is to allow the students a little time to work together. Students spend the rest of this lesson on ex 2.1, using the method *Pair work preparation before going on-screen publicly*.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification.	Learn SQN 1 for test next lesson. Suggest that they download and use the Practice Tests file from the website.
6	Test on SQN 1. Mark and give back in class (or if unwilling to do this, take them in and mark them later). Then go through Ex 2.1 on board together, as prepared previously by students in pairs.	Use any preferred testing method, or use Test 1 from the Imperium teachers' materials. Computer and data projector or IWB, with	

		board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification.	
7	Read notes on page 10, singulars and plurals, and then do Ex 2.2 and 2.3. Both can be done using the method *Pair work preparation before going on-screen publicly*, or any other preferred way.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification.	Learn SQN 2 for test next lesson. Suggest that they use the Practice Tests file from the website.
8	Test on SQN 2. Mark and give back in class (or if unwilling to do this, take them in and mark them later). Read Background ch 2, *Women in Hadrian's Life*, page 12. Discuss Plotina, Sabina and Hadrian's early career. You may wish to refer to the notes in the separate *Imperium Overview* document, which explain the need to kill off Paulina, even though there is some historical doubt about this. Allow students to start work on Ex 3.1, using the method *Pair work preparation before going on-screen publicly*, or any other preferred way. Remind them of the need to copy up exercises into a neat version of the course kept at home.	Use any preferred testing method, or use Test 2 from the Imperium teachers' materials. Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification.	
9	Go through Ex 3.1 as prepared previously by students in pairs, asking individuals to show/type their work on the central screen, or write it up onto the overlay or whiteboard. Read page 14, about verb forms. Then call up a word processor and type in: voco vocas vocat vocamus vocatis vocant Now use the Find/Replace facility to change voc to desid, then desid to st, then st to clam, then clam to d, then d to habe, then habe to fle. Students should be shown that by learning one verb in one conjugation, they are actually learning how to use all verbs from that conjugation. Talk about relevance and importance of learning model words within a larger system: this should address the plaintive mutterings of generations of students.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification. Any decent word processing software should allow the Find/Replace technique to be used.	Learn SQN 3 for test next lesson. NB this contains a little more material than the previous two tests, but not excessively so. This will be compensated for by having less homework next time. Suggest that they use the Practice Tests file from the website.
10	Test on SQN 3. Mark and give back in class (or if unwilling to do this, take them in and mark them later). Go through 3.2 and 3.3 together, after students spend 5 minutes working on them. Bonus marks for students who get everything right. Or you could mark both of them. Read background section, ch 3, *Roman Spain*. If time allows, you could call up this link, which is quite a useful graphic aid to the material. http://www.xtec.net/~sgiralt/labyrinthus/flash/maparep.html	Use any preferred testing method, or use Test 3 from the Imperium teachers' materials. Computer linked to the internet and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification.	
11	Do Ex 4.1 together in pairs. Use about 10 minutes for this, then read pp 19-20, Objects and the Accusative Case, and explain/link in to the first 3 boxes of Ex 4.1 on page 18. Then students should continue work through Ex 4.1, using the method *Pair work preparation before going on-screen publicly*. They can be encouraged to do this quickly if they are told they will have to complete any unfinished boxes for homework.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification.	Students can finish off Ex 4.1 if they have not already done so in class.
12	Go through all of Ex 4.1 and discuss. This is a longer (effective) reading passage than normal and two people die in it, so this may be worth a brief discussion. Look at page 17 list (SQN chap 3) and identify nouns, verbs and adjectives from it. Talk about their entries in vocabulary listings (these are all in the next SQN test, so it may help to know).	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification.	
13	Do Ex 4.2 together on the board, using the method *Going on-screen*	Computer and data	Learn SQN 4 for

	publicly with no preparation at all, or in any other way. Then go through Ex 4.3 using the same method (or other). Set homework to learn SQN 4 for a test next lesson.	projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification.	test next lesson. Suggest that they use the Practice Tests file from the website.
14	Test on SQN 4. Mark and give back in class (or if unwilling to do this, take them in and mark them later). Read the *Business of death*, background chap 4. Discuss with relation to any experience the students may or may not have: apply a little caution and sensitivity to this.	Use any preferred testing method, or use Test 4 from the Imperium teachers' materials. Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification.	
15	Students should make a start on Ex 5.1, using the method *Pair work preparation before going on-screen publicly*, or any other preferred method. When they are about half way through the exercise, stop to read pages 26-7 on Verb forms. They should finish off the exercise for homework.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification.	Students can finish off Ex 5.1 if they have not already done so in class.
16	Go through all of Ex 5.1 and discuss. Please note that while slaves have been included in Book 1 (Anna and her brother Hannibal, who appears in Chapter 6) there is no discussion of slavery in the background sections of the Imperium course. If you feel there should be consideration for this important topic, you may want to find some time to fit this in yourself. In case you wonder why this topic has been entirely omitted from a Latin course, the author made a deliberate decision that Imperium should not go down all the same avenues as all the other courses he has taught over the years. In the Imperium tests document, you will find an informal test on what has occurred in chapters 1-4. You may want to try using this, or some similar consolidation exercise, if you have time. It makes a good quiz, and can even be done in teams.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification.	
17	Allow students time in class to work through Ex 5.2 and 5.3. This work can be done in pairs or individually, marked or not. Go through all of the answers to these exercises before the end of the lesson. Set homework to learn SQN 5 vocabulary only for a test next lesson.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification.	Learn SQN 5 vocabulary only for test next lesson. Suggest that they use the Practice Tests file from the website.
18	Test on SQN 5 vocabulary only. Mark and give back in class (or if unwilling to do this, take them in and mark them later). Read and discuss pages 30-32, *Alphabet and Pronunciation*, followed by *Trajan*. If you have the software available, you could call up the section on Trajan's Column in Rome the Eternal City 2, published by J-PROGS.	Use any preferred testing method, or use Test 5 Vocabulary only from the Imperium teachers' materials. Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification. Rome the Eternal City 2, published by J-PROGS, if available.	
19	Set homework to learn the verbs tables in SQN 5 for a test next lesson. Hand out Practice Test 5 from the Imperium teachers' materials, so students can use this in their own time (or if you prefer, let them do it in class). You could also simply show it on screen and let them do it live.	If desired, give out SQN 5 Practice Verbs Test from the Imperium teachers' materials. Computer and data	Learn the verbs tables in SQN 5 for test next lesson.

		projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification.	
20	Test on the SQN 5 verbs tables. Mark and give back in class (or if unwilling to do this, take them in and mark them later). Read page 28, *The Vocative Case*, and then do Ex 5.4, using the method *Going on-screen publicly with no preparation at all*, or in any other way. You could also consider letting them do this as something to be marked, or in pairs.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification.	
21	Do Ex 5.5, using the method *Going on-screen publicly with no preparation at all*, or in any other way. Explain the process of handing in and checking course folders or books. Explain how they will be marked, giving a mark for neatness and completeness, and a second mark for accuracy. The accuracy mark can be based on a random sample of 5 exercises, which works rather well. Go to www.random.org/lists and type in these numbers: 1.1 1.2 1.3 1.4 2.1 2.2 2.3 3.1 3.2 3.3 4.1 4.2 4.3 5.1 5.2 5.3 5.4 5.5 Then hit the button which says Randomize and simply check the first five exercises which appear, in the folders of all the students. This will guarantee that they have nowhere to hide and that all exercises must be completed with equal care. NB – it goes without saying that this is only done AFTER all the folders have been collected in for marking.	Computer with internet connection and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification.	Sort out all of course book/folder to be handed in. Completeness and tidiness paramount. See notes about this in the Introduction, under the heading *Maintaining personal folders*
22	Students should work through Ex 6.1, using the method *Pair work preparation before going on-screen publicly*. Pairs should start at boxes 1, 3, 5, 7, 9 and then keep working through (if they reach 10, they start again at 1). This could be time to introduce the class to the Imperium Word Tools App and to start using it in class. Stop after 15 minutes to read together page 35, *The Dative Case*, and then continue. Work should be handed in at the end of the lesson for marking - one sheet of paper from each pair. Each pair should aim to complete at least 5 boxes, and the marks from the best 3 of them will be recorded.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification. Imperium Word Tools App	
23	Give folders back with comments and grades. Give back and go through Ex 6.1. Students do exercise 6.2 as individual work to be marked. Set homework to learn SQN 6 for text next lesson.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification.	Learn SQN 6 for test next lesson. Suggest that they use the Practice Tests file from the website.
24	Test on SQN 6. Mark and give back in class (or if unwilling to do this, take them in and mark them later). Read *Pleasing Thanks*, page 36, and do Ex 6.3 together on the whiteboard, using the method *Going on-screen publicly with no preparation at all.*	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification.	
25	Read about *Amphitheatres, gladiators and bloody death* background chap 6. Discuss, with special consideration that the violence of the events described is really quite unacceptable in most modern day countries.	Computer and data projector or IWB, with board pens or other method of writing on	Students do exercise 6.4 as individual work to be marked.

	Students start work on Ex 7.1, using the method *Pair work preparation before going on-screen publicly*, or other. Possibly use the Imperium Word Tools App if available in class.	screen overlay, printed copy of Book 1 for exemplification. Imperium Word Tools App	
26	Give back Ex 6.4, marked. Read page 42, *The Ablative Case*, then students continue work on Ex 7.1, using the method *Pair work preparation before going on-screen publicly*, or other. Possibly use the Imperium Word Tools App if available in class.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification. Imperium Word Tools App	
27	Go through Ex 7.1 in class together on whiteboard. Set homework, to learn SQN 7 for text next lesson.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification.	Learn SQN 7 for test next lesson. Suggest that they use the Practice Tests file from the website.
28	Test on SQN 7. Mark and give back in class (or if unwilling to do this, take them in and mark them later). Read pages 46-7 about *Horses, riding and social status* and discuss.	Use any preferred testing method, or use Test 7 from the Imperium teachers' materials. The preposition model should be tested. Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification.	
29	Read page 44 together in class. If available, show the famous scene from *The Life of Brian* on *Romanes eunt domus*, to illustrate the material on prepositions. Students work in pairs on Ex 7.3 and then go through together on the whiteboard in class. Or cover this exercise using the method, *Going on-screen publicly with no preparation at all.*	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification. DVD player and film, The Life of Brian if available. Or this can also be found on youtube, at http://www.youtube.com/watch?v=IIAdHEwiAy8	Students do Ex 7.2 to be handed in and marked.
30	Work together through Ex 7.4, using the method, *Going on-screen publicly with no preparation at all.* Read the note on top of page 45*, A few unruly prepositions*, and then work together through Ex 7.5, using the method, *Going on-screen publicly with no preparation at all.*	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification.	
31	Give back Ex 7.2 and go through together in class. Read page 49, *Neuter nouns and questions of gender*, and then 53, SQN 8. Set homework, to prepare for SQN 8 test on nouns.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification.	Learn SQN 8 for practice test next lesson. Suggest that they use the Practice Tests file from the website.
32	Give SQN 8 Practice test in class and go through afterwards. The real test will come soon.	Use SQN 8 Practice test from the Imperium teachers' materials.	
33	Students work on Ex 8.1, using the method *Pair work preparation before going on-screen publicly,* or other. Possibly use the Imperium Word Tools App if available in class.	Computer and data projector or IWB, with board pens or other	Learn SQN 8 for real test next lesson.

		method of writing on screen overlay, printed copy of Book 1 for exemplification. Imperium Word Tools App	Suggest that they use the Practice Tests file from the website.
34	Give SQN 8 test in class. Mark and give back in class (or if unwilling to do this, take them in and mark them later). Read page 52, *Famous horses and Greeks*	Use SQN 8 test from the Imperium teachers' materials.	
35	Go through Ex 8.1 in class together on whiteboard. Read note on subordinate clauses, page 50. Work through Ex 8.3 together on the whiteboard, using the method, *Going on-screen publicly with no preparation at all.*	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification.	Students should do Ex 8.2 at home. This should be taken in and marked.
36	Work through Ex 8.4 together on the whiteboard, using the method, *Going on-screen publicly with no preparation at all.* Read pages 55-56 together in class, *Adjectives and adjectival agreement.*	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification.	
37	Go through Ex 8.2 together on the whiteboard. Students to start work on Ex 9.1 in class, using the method *Pair work preparation before going on-screen publicly,* or other. Possibly use the Imperium Word Tools App if available in class. Set homework, to prepare for SQN 9 test.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification. Imperium Word Tools App	Learn SQN 9 for test next lesson. Suggest that they use the Practice Tests file from the website.
38	Give SQN 9 test in class. Mark and give back in class (or if unwilling to do this, take them in and mark them later). Read page 58, *Greeks and Romans* and discuss. If time, talk about Homer's qualities as a writer. Read the scene from Iliad VI, where Hector and Andromache meet. This can be found at http://www.poetryintranslation.com/PITBR/Greek/Iliad6.htm#_Toc239244957	Use any preferred testing method, or use Test 9 from the Imperium teachers' materials. The preposition model should be tested. Computer linked to internet and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification.	
39	Students finish off Ex 9.1 in class, using the method *Pair work preparation before going on-screen publicly,* or other. Possibly use the Imperium Word Tools App if available in class. Go through Ex 9.1 on whiteboard. Talk about issues raised in Ex 9.1. Education for women really wasn't so important in those days but times today have changed for the better. Set homework, Ex 9.2.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification. Imperium Word Tools App	Students should do Ex 9.2 at home. They often find this exercise quite difficult, so it may be better not to give marks for it.
40	Work through exercises 9.3 and 9.4 together on the whiteboard, using the method, *Going on-screen publicly with no preparation at all*	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification.	
41	Students work through Ex 10.1 in class, using the method *Pair work preparation before going on-screen publicly,* or other. Possibly use the Imperium Word Tools App if available in class. Set homework, to prepare for SQN 10 test. Pronouns only really need to be learned as sets of vocabulary at this stage of the course.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification. Imperium Word Tools App	Learn SQN 10 for test next lesson. Suggest that they use the Practice Tests file from the website.

42	Give SQN 10 test in class. Mark and give back in class (or if unwilling to do this, take them in and mark them later). Read pages 64-65, *Girls and boys in the Roman world* and discuss. Start to go through work done on Ex 10.1, writing up all answers on whiteboard.	Use any preferred testing method, or use Test 10 from the Imperium teachers' materials. The preposition model should be tested. Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification.	
43	Read page 61, Pronouns. Finish off work done on Ex 10.1, writing up all answers on whiteboard. Work together through Ex 10.2 and 10.3 in class together, using the method, *Going on-screen publicly with no preparation at all*	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification.	Students should read page 63, Impersonal verbs, and then do Ex 10.4, which can be marked or not.
44	Use the page from the end of this scheme on Ex 10.2, to talk about syllable quantities and reading. Explain the differences between long and short syllables, how they are marked and how they should sound. Ask students to practise reading the speech aloud to each other. They can work in pairs to support each other.	Printed page of Ex 10.2 from the end of this document. Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copy of Book 1 for exemplification.	
45	Students should read Ex 10.2 to the whole class aloud. This could be done in a random order. Grades can be awarded, to ensure that the exercise is taken seriously. If so, each student should be allowed 3 errors without penalty, then take one mark off for each two errors. Homework should be set, to include some general revision of the whole of Book 1, as the next lesson will be a team-based University Challenge type quiz on all of the course content so far.	Printed page of Ex 10.2 from the end of this document.	General revision for University Challenge lesson
46	The students should be put into (randomly generated) teams of about 4 members each. Each time, the first, qualifier question asked gets a team 10 points, if they answer it first and if their answer is correct. If they give an incorrect answer to a qualifier question, they should lose 5 points. If they get the qualifier question right, they can proceed with the next 3 questions, each of which can win them 10 points. After that, the whole process starts again. Members of the winning team get bonus marks all round.	University Challenge file from the Imperium teachers' materials	
47	Give an explanation of Book 2 and how it works, along with instructions about students having their own copies of it. Also, they should start to use the Grammar and Syntax Guide from this point on in the course. Some time should be spent showing them where this can be found and how to use it. Students start work on Ex 11.1 in class, using the method *Pair work preparation before going on-screen publicly,* or other. Possibly a good time to use Imperium Word Tools App and Google Doc Forms (see introductory notes above). For homework, students should make sure they have all the right equipment to continue with Book 2 and the rest of the course. They should prepare to hand in set of folders or a book with Chapters 1-10 for checking. Chapters 1-5 must be all present and correct but will not be looked at beyond this. Chapters 6-10 should be neat and complete. The accuracy mark can be based on a random sample of 5 exercises, which works rather well. Go to www.random.org/lists and type in these numbers: 6.1 6.2	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification. Imperium Word Tools App and Google Doc Forms	Make sure a copy of Book 2 is available for use in class. Prepare to hand in chapters 1-10, so that chapters 6-10 can be checked and graded, as before.

	6.3 6.4 7.1 7.2 7.3 7.4 7.5 8.1 8.2 8.3 8.4 9.1 9.2 9.3 9.4 10.1 10.2 10.3 10.4 Then hit the button which says Randomize and simply check the first five exercises which appear, in the folders of all the students. This will guarantee that they have nowhere to hide and that all exercises must be completed with equal care. NB – it goes without saying that this is only done AFTER all the folders have been collected in for marking.		
48	Read Foreword to Book 2. Read page 4, *Subjunctive verbs: questions of mood and courtesy*. Students finish off Ex 11.1 in class, using the method *Pair work preparation before going on-screen publicly,* or other. Go through the whole exercise together on screen. Possibly a good time to use Imperium Word Tools App and Google Doc Forms (see introductory notes above).	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification. Imperium Word Tools App and Google Doc Forms	
49	Hand back folders, graded. Students work through Ex 11.2 and 11.3. Their answers can be produced in (randomly selected) pairs and marked. Both of these exercises can be done quickly and easily.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	Students to work through Ex 11.4 in preparation for doing it in class.
50	Students work through Ex 11.4 and then Ex 11.5, using the method *Going on-screen publicly with no preparation at all*. Read pages 7-8, *Domitian, emperor of Rome.*	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	
51	Students work through Ex 12.1 in (randomly selected) pairs class. They should aim to complete as many boxes as possible and hand in their work for marking at the end of the lesson. Marks from the best 5 boxes will be recorded, so they should aim to get more than the first 5 done. Possibly a good time to use Imperium Word Tools App and Google Doc Forms (see introductory notes above). Set homework, learn SQN 11 for text next lesson	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification. Imperium Word Tools App and Google Doc Forms	Learn SQN 11 for test next lesson. NB this test is in two parts but that should not cause a problem. Suggest that they use the Practice Tests file from the website.
52	Give SQN 11 test in class. There are two parts to this, the vocabulary part and the verbs part. Mark and give back in class (or if unwilling to do this, take them in and mark them later). Read background Chapter 12, Rome the Eternal City. If you have the software available, you could call up various of the buildings mentioned (or others not mentioned) in Rome the Eternal City 2, published by J-PROGS. This can be used and read aloud from on-screen.	Use any preferred testing method, or use two copies of Test 11 (Verbs and Vocabulary) from the Imperium teachers' materials. Computer and data projector or IWB, with board pens or other	

		method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification. Rome the Eternal City 2, published by J-PROGS, if available.	
53	Go through and finish off Ex 12.1 in class together.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	Learn SQN 12 for test next lesson. Suggest that they use the Practice Tests file from the website.
54	Give SQN 12 test in class. Mark and give back in class (or if unwilling to do this, take them in and mark them later). Read page 10, *More information about the subjunctive* and do Ex 12.2 together, using the method *Going on-screen publicly with no preparation at all.*	Use any preferred testing method, or use Test 12 from the Imperium teachers' materials. Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	
55	Read page 11, *Purpose* and *Indirect Command.* Students do Ex 12.3 on their own, which is then gone through immediately. Only about 3 minutes should be required for this, as it goes very quickly. Set homework, Ex 12.4 to be done individually for marking.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	Students do Ex 12.4 for marking.
56	Do Ex 12.5 together, using the method *Going on-screen publicly with no preparation at all.*	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	
57	Go through marked homework, Ex 12.4 in class. Read page 16 together, on Indirect Question. Make some notes on the board indicating the differences between direct/indirect command and question. Students start work in pairs on Ex 13.1 using the method *Pair work preparation before going on-screen publicly,* or other. Possibly a good time to use Imperium Word Tools App and Google Doc Forms (see introductory notes above).	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification. Imperium Word Tools App and Google Doc Forms	Learn SQN 13 for test next lesson. Suggest that they use the Practice Tests file from the website.
58	Give SQN 13 test in class. Mark and give back in class (or if unwilling to do this, take them in and mark them later). Read and discuss pages 18-19, Background, on *Quintilian and his impact on Roman education*. Some of the ideas expressed here are very modern and well worth some time in class. Contrast this kind of insight, for example, with attitudes prevalent in the stereotypical classroom of Victorian times.	Use any preferred testing method, or use Test 13 from the Imperium teachers' materials. Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	
59	Finish off and go through Ex 13.1 together on the whiteboard. Set homework, students to work on Ex 13.2, in preparation for next	Computer and data projector or IWB, with board pens or other	Prepare Ex 13.2 for next lesson.

	lesson.	method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	
60	Go through Ex 13.2 together, asking for student answers to be called out and then matching them to the answers in the Book 2 answers file, from the Imperium teachers' materials. Then do Ex 13.3 together, using the method *Going on-screen publicly with no preparation at all.* Some care must be taken with rewording before the translations into Latin can be made accurate, as in *in order to make speeches*, which becomes *in order that they may have speeches*.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification. Book 2 answers file, from the Imperium teachers' materials.	
61	Read pages 21-22, *The Passive Voice.* Then students spend 5 mins doing Ex 14.2. Go through answers together on whiteboard. Then take a short look at page 23, before students start work in random pairs to prepare 14.1 using the method *Pair work preparation before going on-screen publicly,* or other. Possibly a good time to use Imperium Word Tools App and Google Doc Forms (see introductory notes above). Set homework to learn the vocabulary part of SQN 14.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification. Imperium Word Tools App and Google Doc Forms	Learn SQN 14 vocabulary only for test next lesson. Suggest that they use the Practice Tests file from the website.
62	Give SQN 14 test in class, but vocabulary only. Mark and give back in class (or if unwilling to do this, take them in and mark them later). Students continue to work in pairs on translations of Ex 14.1. Possibly a good time to use Imperium Word Tools App and Google Doc Forms (see introductory notes above). Set homework to learn the verbs part of SQN 14. There are two versions of SQN 14 verbs test in the Imperium teachers' materials. Each one has a practice test attached. Ensure that the students know which of the two formats (version 1 or version 2) they are working towards and therefore how they need to learn the information on page 27.	Use any preferred testing method, or use SQN 14 Vocabulary test from the Imperium teachers' materials. Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification. Imperium Word Tools App and Google Doc Forms	
63	Use the appropriate version of the SQN 14 Verbs test in class, to go through the process before the real test. Allow students some time to work on this before going through it all in class together.	SQN 14 Practice Verbs test Version 1 or 2 from the Imperium teachers' materials.	Learn SQN 14 verbs only for test next lesson. Suggest that they use the Practice Tests file from the website.
64	Give SQN 14 test in class, but verbs only. Mark and give back in class (or if unwilling to do this, take them in and mark them later). Read and discuss pages 25-26, *The role of the Grammaticus*.	Use SQN 14 Verbs test Version 1 or 2 from the Imperium teachers' materials. Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	
65	Go through Ex 14.1 together in class. See how much the students can do of exercises 14.3 and 14.4 in preparation for the next lesson.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the	No homework if the verbs test results were good enough in the last tests. Otherwise, study for retest.

		Grammar and Syntax Guide for exemplification.	
66	Go through exercises 14.3 and 14.4 in class together on whiteboard. Read Background Chapter 15, *The Odyssey.*	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	
67	Students work in random pairs to prepare 15.1 using the method *Pair work preparation before going on-screen publicly,* or other. Possibly a good time to use Imperium Word Tools App and Google Doc Forms (see introductory notes above). Set homework, for students to learn SQN 15 for text next lesson.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification. Imperium Word Tools App and Google Doc Forms	Learn SQN 15 for test next lesson. Suggest that they use the Practice Tests file from the website.
68	Give SQN 15 test in class. Mark and give back in class (or if unwilling to do this, take them in and mark them later). Read pages 29-30 on pronouns together in class.	Use any preferred testing method, or use Test 15 from the Imperium teachers' materials. Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	
69	Go through Ex 15.1 together in class. Do Ex 15.3, using the method *Going on-screen publicly with no preparation at all.* Set homework, for students to do Ex 15.2 in preparation for the next lesson.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	Prepare Ex 15.2 for next lesson.
70	Go through Ex 15.2 together, asking for student answers to be called out and then matching them to the answers in the Book 2 answers file, from the Imperium teachers' materials. Read in class together notes on page 32, *The former and the latter.*	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification. Book 2 answers file, from the Imperium teachers' materials.	
71	If you have the software available, call up Two Greek Myths 2, published by J-PROGS. This can be used and read aloud from on-screen, to give some extra background on the Homer/Odyssey material. If not available, spend some more time talking about Homer and the story of the Odyssey. Use could be made of this link: http://en.wikipedia.org/wiki/Odyssey Set homework: they should prepare to hand in set of folders or a book with Chapters 1-15 for checking. Chapters 1-10 must be all present and correct but will not be looked at beyond this. Chapters 11-15 should be neat and complete. The accuracy mark can be based on a random sample of 5 exercises, which works rather well. Go to www.random.org/lists and type in these numbers: 11.1 11.2 11.3 11.4 11.5	Computer with internet connection and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification. Two Greek Myths 2, published by J-PROGS, if available.	Prepare to hand in chapters 1-15, so that chapters 11-15 can be checked and graded, as before.

	12.1 12.2 12.3 12.4 12.5 13.1 13.2 13.3 14.1 14.2 14.3 14.4 15.1 15.2 15.3 Then hit the button which says Randomize and simply check the first five exercises which appear, in the folders of all the students. This will guarantee that they have nowhere to hide and that all exercises must be completed with equal care. NB – it goes without saying that this is only done AFTER all the folders have been collected in for marking.		
72	Read page 37-38, looking at the various pronouns mentioned. Show the full pronouns table on pages 50-51, to give a context for what is coming. Put students in random pairs, ask them to translate as many boxes as they can from Ex 16.1 for a mark. They should hand in their work at the end of the lesson and the best 3 boxes will be marked. Or use Imperium Word Tools App and Google Doc Forms.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification. Imperium Word Tools App and Google Doc Forms	
73	Read page 37, *Pronouns: three more for your collection*. Then students should continue work on Ex 16.1, students to do 5 more sentences and try to get a higher mark than the previous one, which can replace it if successful. Or use Imperium Word Tools App and Google Doc Forms. Set homework, SQN 16 test.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification. Imperium Word Tools App and Google Doc Forms	Learn SQN 16 for test next lesson. Suggest that they use the Practice Tests file from the website.
74	Give SQN 16 test in class. Mark and give back in class (or if unwilling to do this, take them in and mark them later). Go through Ex 16.1 in full together in class.	Use any preferred testing method, or use Test 16 from the Imperium teachers' materials. Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	
75	Read background, Chapter 16, *Interpretations of Myth* and discuss in class. Set homework, for students to work through Ex 16.2 and bring their notes to class.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	Students prepare Ex 16.2 for going through in class.
76	Go through Ex 16.2 in class together and if time allows, Ex 16.3 using the method *Going on-screen publicly with no preparation at all.*	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	
77	Set homework. SQN 17 is a lot of work to cover, so the test on it will	Computer and data	Learn for SQN 17

	be given after a double homework. The students need to be shown what is on pages 50-51, but then also shown a test paper, or have explained to them exactly how the testing process will work. Use can be made of the SQN 17 Practice test, if desired. Talk about the need to look at pronouns as part of a system. Use of Find/replace on computer to convert ipse to iste, then ille, then is-ea-id systems. How many changes made? Students work in randomised pairs, aiming to do at least 4 boxes each from 17.1, best 3 boxes to be marked. NB – different pairs should start at different boxes, e.g. 1, 3, 5, 7, 9 and then continue, to ensure a spread of cover across the exercise.	projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification. Use can be made of SQN 17 Practice test from the Imperium teachers' materials.	test
78	Students take a bit more time on Ex 17.1 before going through together in class. If available, show how the Latin Flash Drill software can help the students to make progress with their learning for SQN 17.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification. If available, make use of Latin Flash Drill, available for individual student download and use at home. Details can be found at www.j-progs.com.	
79	Read pages 44-46, starting *The relative pronoun.* Do exercises 17.2 and 17.3 together in class, ensuring good understanding of relative clauses in English. These exercises can be done using the method *Going on-screen publicly with no preparation at all.*	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	Continue learning for SQN 17 test
80	Give SQN 17 test in class. Mark and give back in class (or if unwilling to do this, take them in and mark them later). This test is longer than the normal ones, and it is a good idea not to hassle students, but to let them hand in the papers when they have had time to finish properly.	Use any preferred testing method, or use Test 17 from the Imperium teachers' materials. Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	
81	Talk about the process of unseen translation. Show the first 3 sentences of Caesar Gallic Wars, analyse verbs, talk about need to read and read again. The passage can be found at: http://www.thelatinlibrary.com/caesar/gall1.shtml Gallia est omnis divisa in partes tres, quarum unam incolunt Belgae, aliam Aquitani, tertiam qui ipsorum lingua Celtae, nostra Galli appellantur. Hi omnes lingua, institutis, legibus inter se differunt. Gallos ab Aquitanis Garumna flumen, a Belgis Matrona et Sequana dividit. Read the handout notes on unseen translation. Work through the passage together on screen, aiming to follow the guidelines if and where possible. Set homework, for students to work through Ex 17.4 and bring their notes to class.	Use the sheet entitled ***Guidelines to unseen translation***, which can be found at the bottom of this scheme of work. Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	Students prepare Ex 17.4 for going through in class.
82	Go through Ex 17.4 together on the whiteboard, asking students to call out answers so they can be typed up. Then do Ex 17.5, using the method *Going on-screen publicly with no preparation at all.*	Computer and data projector or IWB, with board pens or other method of writing on	

	Make sure to warn the students that their next lesson will be an unseen translation lesson. They should be prepared to work alone and without talking, using the guidelines discussed previously. They should bring their course books, as the unseen is an open book test.	screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	
83	Students work through Unseen 1, from the Imperium teachers' materials. Work should be done in test conditions, though students are allowed to look words up in the vocabulary and to use their own resources, including the Grammar and Syntax Guide. NB – students should not be allowed to take copies of Unseen 1 with them outside the classroom, on paper or in electronic form. It is therefore best to administer this test on paper. Set homework. Each student to make a start on an allocated set of boxes from Ex 18.1. NB – this really needs some introduction, so this work should not be marked and it is best not to set more than about 4 boxes per student. Possibly a good time to use Imperium Word Tools App and Google Doc Forms (see introductory notes above).	Unseen 1, from the Imperium teachers' materials. Students are allowed to use their own folders and notes. Imperium Word Tools App and Google Doc Forms	Each student to make a start on an allocated set of 4 boxes each from Ex 18.1.
84	Give back unseens from the previous class. NB – after going through the work in class, make sure it is collected and kept safe. It should not be allowed to be taken out of the classroom by students. Read and discuss pages 48-49, *Games, debts and public profiles.*	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	
85	Read Page 53, The Gerundive, and then ask students to continue work on what they have started in Ex 18.1. Possibly a good time to use Imperium Word Tools App and Google Doc Forms (see introductory notes above). Set homework. First put the students into groups of 3 or 4 for a University Challenge lesson next time. Then explain that they should do general revision and share out the tasks. This should be familiar as they have done something similar before.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification. Imperium Word Tools App and Google Doc Forms	General revision of the whole course so far, for a quiz-based, fun lesson. Teams can delegate members to work on different chapter ranges, so they aim to cover the whole course so far.
86	The students work in teams of about 4 members each. Each time, the first, qualifier question asked gets a team 10 points, if they answer it first and if their answer is correct. If they give an incorrect answer to a qualifier question, they should lose 5 points. If they get the qualifier question right, they can proceed with the next 3 questions, each of which can win them 10 points. After that, the whole process starts again. Members of the winning team get bonus marks all round.	University Challenge file from the Imperium teachers' materials – make use of chapters 1-18, or if preferred, 11-18, because 1-10 have already been used.	
87	Go through all work done on Ex 18.1 in class together. Where necessary (it will be) reference the notes again on page 53, *The Gerundive*. Set homework, to learn for SQN 18 for test next lesson.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	Learn SQN 18 for test next lesson. Suggest that they use the Practice Tests file from the website.
88	Give SQN 18 test in class. Mark and give back in class (or if unwilling to do this, take them in and mark them later). Read and discuss pages 58-59, *Trajan and Domitian.*	Use any preferred testing method, or use Test 18 from the Imperium teachers' materials. Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	
89	Students do all of 18.2 in randomly generated pairs, then hand in at the end of the lesson so the best 7 of the boxes can be given a mark. Set homework, students to work as best they can through Ex 18.3,	Computer and data projector or IWB, with board pens or other method of writing on	Students work on Ex 18.3, so it can be gone together in class. NB – this

	which will be gone through in class but not graded.	screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	work should not be graded.
90	Go through Ex 18.2 and Ex 18.3 together in class. Ask students to call out answers so they can be typed up and viewed together.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	
91	Read page 62 and talk about the upcoming 4th and 5th declensions. Flag up SQN 19 test in 2 weeks – go through content on whiteboard. Set homework, to begin learning for SQN 19 test, which is a substantial amount of work. There will be a practice test one lesson before the real test, which they can take as they wish, in test conditions or not. Read pages 55 and 56, *Gerunds.*	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	Work on learning for SQN 19 test. Suggest that they use the Practice Tests file from the website.
92	Work together through Ex 18.4, 18.5 and 18.6, using the method *Going on-screen publicly with no preparation at all.*	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	
93	Give SQN 19 Practice Test in class, from the Imperium teachers' materials. Allow students almost the entire lesson to work, but then go through everything in time before the lesson ends. Do not mark these scripts, as they can do them themselves.	SQN 19 Practice test from the Imperium teachers' materials.	Continue to work on learning for SQN 19 test. Suggest that they use the Practice Tests file from the website.
94	Give SQN 19 test in class. This test is longer than the normal ones, and it is a good idea not to hassle students, but to let them hand in the papers when they have had time to finish properly.	Use Test 19 from the Imperium teachers' materials.	
95	Hand back and go through SQN 19 test. Flag up that the next two lessons will both be given over to unseen translations.	SQN 19 Practice test from the Imperium teachers' materials. Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	No homework unless they think they have failed the SQN 19 test.
96	Students work through Unseen 2, from the Imperium teachers' materials. Work should be done in test conditions, though students are allowed to look words up in the vocabulary and to use their own resources, including the Grammar and Syntax Guide. NB – students should not be allowed to take copies of Unseen 2 with them outside the classroom, on paper or in electronic form. It is therefore best to administer this test on paper.	Unseen 2, from the Imperium teachers' materials. Students are allowed to use their own folders and notes.	
97	Students work through Unseen 3, from the Imperium teachers' materials. Work should be done in test conditions, though students are allowed to look words up in the vocabulary and to use their own resources, including the Grammar and Syntax Guide. NB – students should not be allowed to take copies of Unseen 3 with them outside the classroom, on paper or in electronic form. It is therefore best to administer this test on paper. Set homework. Each student to make a start on an allocated set of	Unseen 3, from the Imperium teachers' materials. Students are allowed to use their own folders and notes. Imperium Word Tools App	Each student to work on an allocation of 5 boxes from Ex 19.1 and bring to class for going through during the lesson after next.

	boxes from Ex 19.1. Possibly a good time to use Imperium Word Tools App and Google Doc Forms (see introductory notes above).	and Google Doc Forms	
98	Go through Ex 19.1 together in class, asking students to call out answers and then typing them up for public viewing. Or simply view the Google Doc Form.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	
99	Give back and go through both unseens done recently. NB – after going through the work in class, make sure it is collected and kept safe. It should not be allowed to be taken out of the classroom by students. Read pages 65 to 67 and discuss Roman marriage and how some May- December relationships work or fail in the modern world. Figures who may enter the discussion could include Madonna, Woody Allen, Anna Nicole Smith, Hugh Hefner, Bill Wyman. Set homework, students to work through Ex 19.4 in preparation for going through the lesson after next.	Unseens 2 and 3, in the Unseens document from the Imperium teachers' materials. Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	Each student to work on 19.4 and bring to class for going through during the lesson after next.
100	Students to work alone on Ex 19.2 and 19.3, handed in for marking.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	
101	Go through Ex 19.4 together in class, asking for translations to be called out and then typed on screen for all to view. Use Dialogue Ex 19.1 file from the Imperium teachers' materials and go through Ex 19.1 again. Talk about dialogue for homework and need to pronounce Latin properly. Set homework, to prepare the dialogue to perform in randomly selected pairs in class. Then work through Ex 19.1, talk about accuracy of consonants and then vowels, explain about long and short vowels, what the symbols mean, and also elisions, where they are marked in the exercise.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification. Use Dialogue Ex 19.1 file from the Imperium teachers' materials.	Prepare dialogue to perform in class, in randomly selected pairs, during the lesson after next.
102	Start off by doing Ex 19.5 together on the whiteboard, using the method *Going on-screen publicly with no preparation at all.* Encourage students to work carefully on the dialogue. They may find it helpful to record themselves on the computer, so they can hear the result and match it to the printed script. (If they do not have software available, they can be encouraged to download and use Audacity, from http://audacity.sourceforge.net/download/.)	Computer with internet connection and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification. Use Dialogue Ex 19.1 file from the Imperium teachers' materials. Demonstration facility of sound recording, which may involve use of Audacity, from http://audacity.sourceforge.net/download/.)	
103	Do dialogues Ex 19.1 in class. Grading should be done on the basis on conveying meaning and sounding like a language, with some emphasis given to quantities. Involve students in grading process. 3 mistakes are allowed before deductions, but then 2 mistakes = 1 mark off. Also give credit for particularly good conversational sound. Set homework, learn for SQN 20 test next lesson. This material is	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax	Work on learning for SQN 20 test. Next lesson will be use the practice test, followed by the real test in the lesson after that.

	best learned as vocabulary, in the normal way, rather than testing all the endings, which can be asking too much of some students.	Guide for exemplification. Use Dialogue Ex 19.1 file from the Imperium teachers' materials.	
104	Give SQN 20 Practice test from the Imperium teachers' materials. Allow students to look things up or not, and then go through all the answers. This need not take more than about 20 minutes.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification. Use SQN 20 Practice test from the Imperium teachers' materials, or use other testing format if preferred.	
105	Give SQN 20 test from the Imperium teachers' materials. Allow students to work at their own speed and do not rush them to finish. Each student to work through an allocated set of boxes from Ex 20.1. Possibly use Imperium Word Tools App and Google Doc Forms.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification. Use SQN 20 test from the Imperium teachers' materials, or use other testing format if preferred. Imperium Word Tools App and Google Doc Forms	Allocate about 5 boxes each to students from Ex 20.1 to prepare before the next lesson, to go through on the whiteboard.
106	Go through Ex 20.1 together in class, asking students to call out answers and then typing them up for public viewing. Or view the Google Doc Form.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	
107	If time and the internet permit, Look at a clip of John Cleese, Ronnie Barker and Ronnie Corbett in the famous sketch "I know my place". (This was formerly on youtube but seems to have been taken off again.) Or try to watch the updated clip, with Stephen Fry, Ronnie Barker and Ronnie Corbett, at http://www.youtube.com/watch?v=0JSahEDRjvw Read notes pages 72-73 together, on Comparison of adjectives and adverbs. Students always find this material hard and it is not recommended that they be asked to do Ex 20.2 alone, or for grading. Work through Ex 20.2 together, slowly and deliberately in class.	Computer with internet connection and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	Ensure downloading and printing has been done of Book 3, in preparation for starting it soon.
108	Read *Four uses of quam*, page 74, and then do Ex 20.3 together on the whiteboard, using the method *Going on-screen publicly with no preparation at all.* Discuss the information given about Roman weddings below the exercise and the content of the passage.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	
109	Read the notes on page 76 on the Ablative case and then do Ex 20.4 together on the whiteboard, using the method *Going on-screen publicly with no preparation at all.* Read the notes on page 77, on Irregular comparatives and superlatives. Set homework, to prepare rough translations of Ex 20.5 for going through in the next lesson.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	Each student to work on 20.5 and bring to class for going through during the lesson after next.

110	Go through Ex 20.5 together on the whiteboard, asking individuals to read out their answers and typing them up for public scrutiny. Read and discuss page 78, *The toga virilis – an end to childhood.*	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 2 and the Grammar and Syntax Guide for exemplification.	
111	Students bring Book 3 to class and spend time acclimatising to it. Read and discuss pages 10-11, *Martial and his epigrams.* Set homework: they should prepare to hand in set of folders or a book with Chapters 1-20 for checking. Chapters 1-15 must be all present and correct but will not be looked at beyond this. Chapters 16-20 should be neat and complete. The accuracy mark can be based on a random sample of 5 exercises, which works rather well. Go to www.random.org/lists and type in these numbers: 16.1 16.2 16.3 17.1 17.2 17.3 17.4 17.5 18.1 18.2 18.3 18.4 18.5 18.6 19.1 19.2 19.3 19.4 19.5 20.1 20.2 20.3 20.4 20.5 Then hit the button which says Randomize and simply check the first five exercises which appear, in the folders of all the students. This will guarantee that they have nowhere to hide and that all exercises must be completed with equal care. NB – it goes without saying that this is only done AFTER all the folders have been collected in for marking.	Computer with internet connection and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	Prepare to hand in chapters 1-20, so that chapters 16-20 can be checked and graded, as before.
112	Students work through about 5 allocated boxes each from Ex 21.1 and Ex 21.2 using the method *Pair work preparation before going on-screen publicly,* or other. Possibly a good time to use Imperium Word Tools App and Google Doc Forms (see introductory notes above).	Computer with internet connection and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification. Imperium Word Tools App and Google Doc Forms	
113	Give back folders, graded, and give comments. Go through the work previously done in pairs from Ex 21.1 and 21.2 in class together. Then read notes on page 5, on *Adjectives, connectors and asyndeton*, followed by the entry on *Irregular verbs*. Set homework, to learn for SQN 21 test. NB – this has two parts to it, the first being a small set of vocabulary and the second being a set of endings of irregular verbs, which students must be able to translate from Latin to English and the other way round in the test.	Computer with internet connection and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	Work on learning for SQN 21 test. Suggest that they use the Practice Tests file from the website.
114	Give SQN 21 test in class. Mark and give back in class (or if unwilling to do this, take them in and mark them later).	Use any preferred testing method, or use Test 21	

	Do Ex 21.3 together in class using the method *Going on-screen publicly with no preparation at all.*	from the Imperium teachers' materials. Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	
115	Read notes on Infinitives and Imperatives on page 6. Work through Ex 21.4 on the whiteboard together in class, using the method *Going on-screen publicly with no preparation at all.* Then read and discuss page 7, *Three-tribunes-Hadrian.* Set homework, to prepare rough translations of Ex 21.6 for going through in the next lesson.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	Each student to work on 21.6 and bring to class for going through during the lesson after next.
116	Do Ex 21.5 together in class using the method *Going on-screen publicly with no preparation at all.* Go through Ex 21.6 together, asking individuals to call out their answers and typing them up on the whiteboard before comments and corrections.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	
117	Translate Martial's Messages for Chapter 21 on page 9 together in class, using the method *Going on-screen publicly with no preparation at all.* Ensure there is time for some discussion of each one of the poems, along the lines of, why is it funny? Or test on the previous use of the MP3 file, as described in the introductory notes of this scheme. Set homework, to learn for SQN 22 test. NB – this has two parts to it, the first being a small set of vocabulary and the second being a table of verb formations.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification. Use can be made of the recorded MP3 files in the Imperium teachers' materials, if this is found helpful.	Work on learning for SQN 22 test. Suggest that they use the Practice Tests file from the website.
118	Give SQN 22 test in class. Mark and give back in class (or if unwilling to do this, take them in and mark them later). Read notes together on pages 17 to 21, the *future tense* and the *future perfect tense*.	Use any preferred testing method, or use Test 22 from the Imperium teachers' materials. Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	
119	Students work through 7 allocated boxes each from Ex 22.1 and Ex 22.2 using the method *Pair work preparation before going on-screen publicly,* or other. Possibly a good time to use Imperium Word Tools App and Google Doc Forms (see introductory notes above). Set homework, to continue the task.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification. Imperium Word Tools App and Google Doc Forms	Students to continue work on 7 boxes from Ex 22.1 and 22.2, as allocated.
120	Go through the work previously done in pairs from Ex 22.1 and 22.2 in class together. Students should call out answers to the questions, which will be typed up and viewed on screen by all. Read notes on pages 15-16, *Expressions of Time* and *Three suffixes.*	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax	

		Guide for exemplification.	
121	Do Ex 22.3 together in class using the method *Going on-screen publicly with no preparation at all.* If time allows, refer to Chapter 2 of the Historia Augusta, Life of Hadrian, as the main primary source for the hostility between Hadrian and Servianus. Read background, *The short reign of Nerva and the accession of Trajan*, pages 23-24. Set homework, to translate Ex 22.4 for going through during the next lesson.	Computer with internet connection and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification. For details see http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A2008.01.0508%3Awork%3D1%3Achapter%3D2	Each student to work on 22.4 and bring to class for going through during the next lesson.
122	Go through Ex 22.4 together, asking students to call out their prepared answers and typing them up on the whiteboard for all to see. Do Ex 22.5 together in class using the method *Going on-screen publicly with no preparation at all.*	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	
123	Translate Martial's Messages for Chapter 22 on page 22 together in class, using the method *Going on-screen publicly with no preparation at all.* Ensure there is time for some discussion of each one of the poems, along the lines of, why is it funny? Or test on the previous use of the MP3 file, as described in the introductory notes of this scheme. Set homework, to learn for test on SQN 23 in the next lesson.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification. Use can be made of the recorded MP3 files in the Imperium teachers' materials, if this is found helpful.	Learn SQN 23 for test next lesson. Suggest that they use the Practice Tests file from the website.
124	Give SQN 23 test in class. Mark and give back in class (or if unwilling to do this, take them in and mark them later). Read and discuss pages 33-34, *Trajan and Decebalus.*	Use any preferred testing method, or use Test 23 from the Imperium teachers' materials. Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	
125	Read and discuss notes on the present perfect tense, pages 27-29. Warn students that the next lesson will be an unseen translation lesson in class. Set homework, for students to prepare translations of five allocated boxes each from Ex 23.1 and bring to the next lesson.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	Students should translate five boxes, as allocated, from Ex 23.1 and bring to the next lesson.
126	Students work through Unseen 4, from the Imperium teachers' materials. Work should be done in test conditions, though students are allowed to look words up in the vocabulary and to use their own resources, including the Grammar and Syntax Guide. NB – students should not be allowed to take copies of Unseen 3 with them outside the classroom, on paper or in electronic form. It is therefore best to administer this test on paper.	Unseen 4, from the Imperium teachers' materials.	
127	Go through Ex 23.1 together, asking students to call out their prepared answers and typing them up on the whiteboard for all to see. Possibly a good time to use Imperium Word Tools App and Google Doc Forms (see introductory notes above).	Computer and data projector or IWB, with board pens or other method of writing on	Students prepare translation of Ex 23.4 and bring to the lesson after

	Ask students to work through Ex 23.2 and mark it during the lesson if possible. Set homework, for students to prepare translation of Ex 23.4 and bring to the lesson after next.	screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification. Imperium Word Tools App and Google Doc Forms	next.
128	Go through Unseen 4, as marked. NB – after going through the work in class, make sure it is collected and kept safe. It should not be allowed to be taken out of the classroom by students. Read the note on prepositional prefixes, on page 30. Then ask students to work through Ex 23.3 and mark it during the lesson if possible.	Unseen 4, from the Imperium teachers' materials. Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	
129	Go through Ex 23.4 together, asking students to call out their prepared answers and typing them up on the whiteboard for all to see. Do Ex 23.5 together in class using the method *Going on-screen publicly with no preparation at all.* Set homework, randomise pairs for translation of 24.1 and ask students to complete the first 5 boxes for bringing to class the lesson after next. Possibly a good time to use Imperium Word Tools App and Google Doc Forms (see introductory notes above).	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification. Imperium Word Tools App and Google Doc Forms	All students work on a translation of boxes 1-5 of Ex 24.1, for the lesson after next.
130	Translate Martial's Messages for Chapter 23 on page 32 together in class, using the method *Going on-screen publicly with no preparation at all.* Ensure there is time for some discussion of each one of the poems, along the lines of, why is it funny? Or test on the previous use of the MP3 file, as described in the introductory notes of this scheme.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	
131	Read about Consecutive *clauses, Correlatives*, and *Verbs of fearing*, pages 36 and 37. Students then continue work from Ex 24.1, boxes 6-10. This can be done in pairs. Possibly a good time to use Imperium Word Tools App and Google Doc Forms (see introductory notes above). Set homework, ask students to complete translations of Ex 24.2 for bringing to the next lesson.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification. Use can be made of the recorded MP3 files in the Imperium teachers' materials, if this is found helpful. Imperium Word Tools App and Google Doc Forms	Students should complete translations of Ex 24.2 for bringing to the next lesson.
132	Go through the work previously done in pairs from Ex 24.1 and 24.2 in class together. Students should call out answers to the questions, which will be typed up and viewed on screen by all. Set homework, to learn for test on SQN 24 in the next lesson.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	Learn SQN 24 for test next lesson. Suggest that they use the Practice Tests file from the website.
133	Give SQN 24 test in class. Mark and give back in class (or if unwilling to do this, take them in and mark them later). Do some general revision in class of present, future, future perfect and present perfect tense systems and endings, as there are two unseen translation lessons coming up very soon. There will also be some homework time for this.	Use any preferred testing method, or use Test 24 from the Imperium teachers' materials. Computer and data projector or IWB, with board pens or other method of writing on	

		screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	
134	Do Ex 24.3 and 24.4 together in class using the method *Going on-screen publicly with no preparation at all.*	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	General revision, as the next two lessons will both be unseen translation lessons.
135	Students work through Unseen 5, from the Imperium teachers' materials. Work should be done in test conditions, though students are allowed to look words up in the vocabulary and to use their own resources, including the Grammar and Syntax Guide. NB – students should not be allowed to take copies of Unseen 3 with them outside the classroom, on paper or in electronic form. It is therefore best to administer this test on paper.	Unseen 5, from the Imperium teachers' materials.	
136	Students work through Unseen 6, from the Imperium teachers' materials. Work should be done in test conditions, though students are allowed to look words up in the vocabulary and to use their own resources, including the Grammar and Syntax Guide. NB – students should not be allowed to take copies of Unseen 3 with them outside the classroom, on paper or in electronic form. It is therefore best to administer this test on paper.	Unseen 6, from the Imperium teachers' materials.	No homework this week, due to a surfeit of unseens.
137	Translate Martial's Messages for Chapter 24 on page 40 together in class, using the method *Going on-screen publicly with no preparation at all.* Ensure there is time for some discussion of each one of the poems, along the lines of, why is it funny? Or test on the previous use of the MP3 file, as described in the introductory notes of this scheme.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification. Use can be made of the recorded MP3 files in the Imperium teachers' materials, if this is found helpful.	
138	Students to work in randomly created pairs to prepare translations from the boxes in Ex 25.1. They will hand in at the end of the lesson and then best 5 will be graded. This will give them the incentive to try to do as many boxes as they can in the time they have available. Possibly a good time to use Imperium Word Tools App and Google Doc Forms (see introductory notes above). Set homework, to prepare Ex 25.2 for going through in class during the lesson after next.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification. Imperium Word Tools App and Google Doc Forms	Students prepare Ex 25.2 for going through in class during the lesson after next.
139	Go through Unseens 5 and 6, as marked. NB – after going through the work in class, make sure it is collected and kept safe. It should not be allowed to be taken out of the classroom by students. Read notes on the *Past perfect tense*, on page 44.	Unseens 5 and 6, from the Imperium teachers' materials. Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	
140	Go through Ex 25.1, as previously done in class and graded. Go through Ex 25.2 together, asking students to call out their prepared answers and typing them up on the whiteboard for all to see. If available, use The Horace Trail 2, published by J-PROGS, which shows Horace's journey to Brundisium using the text of Satires I.5 and matches places mentioned in the text to pictures of the places	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	Learn SQN 25 for test next lesson. Suggest that they use the Practice Tests file from the website.

	visited. Set homework, to learn SQN 25 for test next lesson.	For The Horace Trail 2, see www.j-progs.com for details.	
141	Give SQN 25 test in class. Mark and give back in class (or if unwilling to do this, take them in and mark them later). Read and discuss background pages 49-50, *The bearded Archon.*	Use any preferred testing method, or use Test 25 from the Imperium teachers' materials. Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	
142	Do Ex 25.3 together in class using the method *Going on-screen publicly with no preparation at all.* Read in class together pages 46 and 47, *Supines* and *Abstract nouns.* Set homework: they should prepare to hand in set of folders or a book with Chapters 1-25 for checking. Chapters 1-20 must be all present and correct but will not be looked at beyond this. Chapters 21-25 should be neat and complete. The accuracy mark can be based on a random sample of 5 exercises, which works rather well. Go to www.random.org/lists and type in these numbers: 21.1 21.2 21.3 21.4 21.5 21.6 21 MM 22.1 22.2 22.3 22.4 22.5 22 MM 23.1 23.2 23.3 23.4 23.5 23 MM 24.1 24.2 24.3 24.4 24 MM 25.1 25.2 25.3 25 MM Then hit the button which says Randomize and simply check the first five exercises which appear, in the folders of all the students. This will guarantee that they have nowhere to hide and that all exercises must be completed with equal care. NB – it goes without saying that this is only done AFTER all the folders have been collected in for marking.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	Prepare to hand in chapters 1-25, so that chapters 21-25 can be checked and graded, as before.
143	Translate Martial's Messages for Chapter 25 on page 48 together in class, using the method *Going on-screen publicly with no preparation at all.* Ensure there is time for some discussion of each one of the poems, along the lines of, why is it funny? Or test on the previous use of the MP3 file, as described in the introductory notes of this scheme.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification. Use can be made of the recorded MP3 files in the Imperium teachers' materials, if this is found	

		helpful.	
144	Students hand in folders for grading. Study page 64, SQN 26, and run through Verb to be (page 65) and First conjugation verb table (page 66) on screen together.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	Work begins on learning for the big verbs test in SQN 26. This will be a long, difficult process.
145	Spend time looking at verb tables in pages 66-69. Convert first conjugation verb table together using computer, to second, then first to 3rd, then 3rd to 4th. From 1st to 2nd, voco – habeo vocav – habu vocatu – habitu vocati – habiti (whole word) voca – habe voce – habea (Errors: leaves 2 x -ans not -ens, and habitur is wrong) From 1st to 3rd voco – rego vocav – rex vocatu – rectu vocati – recti (whole word) voce - rega vocaba – regeba vocare – regere voca – rege or regi vocabi – rege Errors – plenty! But all in present/future blocks Then 3rd to 4th regi – audi reg – audi rex – audiv rect – audit Errors? audiri	Computer using word processing software and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	
146	Give back folders, as marked. Students read *Roman dates* on page 59 and then work through Ex 26.3 in class, before going through in class together. Set homework, ongoing learning of verbs tables in SQN 26.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	Work continues for learning for the big verbs test in SQN 26. Suggest that they use the Practice Tests file from the website.
147	Read pages 53 – 54 about imperfects. Then randomise pairs to create translations of 5 allocated boxes from Ex 26.1. This will be handed in at the end of the lesson and the best 3 boxes of the 5 will be marked. Possibly a good time to use Imperium Word Tools App and Google Doc Forms (see introductory notes above).	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification. Imperium Word Tools App and Google Doc Forms	
148	Go through Ex 26.1 together, asking students to call out their prepared answers and typing them up on the whiteboard for all to see. Set homework. Draw attention to the practice tests in chapter 26 and ask students to complete them in preparation for the real verbs test during the lesson after next. If available, show how the Latin Flash Drill software can help the students to make progress with their learning for SQN 26.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification. If available, make use of Latin Flash Drill, available for individual student download and use at	Work continues for learning for the big verbs test in SQN 26. The practice tests should be completed in chapter 26, in preparation for the real test during the lesson after next.

		home. Details can be found at www.j-progs.com.	
149	Read pages 56 – 58 about pluperfects. Then randomise pairs to start working on translations of Ex 26.2. Possibly a good time to use Imperium Word Tools App and Google Doc Forms (see introductory notes above).	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification. Imperium Word Tools App and Google Doc Forms	
150	First big verbs test. Give the students a copy of SQN 26 test and allow them the whole lesson to work through it. Make known that this will be the first one of two tests to be taken. The next will be during the lesson after next. Note: there will be two of these tests and the best mark of the two will the one that is taken.	Use SQN 26 test from the Imperium teachers' materials.	Work continues for learning for the second big verbs test in SQN 26.
151	Students continue to work in pairs to finish off translations of Ex 26.2. Possibly a good time to use Imperium Word Tools App and Google Doc Forms (see introductory notes above).	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification. Imperium Word Tools App and Google Doc Forms	
152	Second big verbs test. Give the students a copy of SQN 26 test (alternative) and allow them the whole lesson to work through it. Make known that this will be the first one of two tests to be taken. The next will be during the lesson after next. Note: there have been two of these tests and the best mark of the two will the one that is taken.	Use SQN 26 test (alternative) from the Imperium teachers' materials.	No homework for all who have passed the verbs test. Others should continue to learn verbs until they have met the required standard.
153	Go through Ex 26.2 together, asking students to call out their prepared answers and typing them up on the whiteboard for all to see.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	
154	Go through Ex 26.4 and 26.5 in class, using the method *Going on-screen publicly with no preparation at all.* Possibly use the Imperium Word Tools App live in class to help.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification. Imperium Word Tools App	No homework for all who have passed the verbs test. Others should continue to learn verbs until they have met the required standard.
155	Translate Martial's Messages for Chapter 26 on page 61 together in class, using the method *Going on-screen publicly with no preparation at all.* Ensure there is time for some discussion of each one of the poems, along the lines of, why is it funny? Or test on the previous use of the MP3 file, as described in the introductory notes of this scheme.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification. Use can be made of the recorded MP3 files in the Imperium teachers' materials, if this is found helpful.	

156	Read and discuss in class background 26, *The death of Trajan*. Set homework, for students to learn for SQN 27 test next lesson.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	Learn SQN 27 for test next lesson. Suggest that they use the Practice Tests file from the website.
157	Give SQN 27 test in class. Mark and give back in class (or if unwilling to do this, take them in and mark them later). Read together in class page 73, *Sequence of tense*. Warn students that their next lesson will be an unseen translation class.	Use any preferred testing method, or use Test 27 from the Imperium teachers' materials.	
158	Students work through Unseen 7, from the Imperium teachers' materials. Work should be done in test conditions, though students are allowed to look words up in the vocabulary and to use their own resources, including the Grammar and Syntax Guide. NB – students should not be allowed to take copies of Unseen 3 with them outside the classroom, on paper or in electronic form. It is therefore best to administer this test on paper. Homework is for students to work on translations of five allocated boxes each from Ex 27.1. Possibly a good time to use Imperium Word Tools App and Google Doc Forms (see introductory notes above).	Unseen 7, from the Imperium teachers' materials. Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification. Imperium Word Tools App and Google Doc Forms	Students work on five allocated boxes each from Ex 27.1 for going through in class in the next lesson.
159	Go through Ex 27.1 together, asking students to call out their prepared answers and typing them up on the whiteboard for all to see. Read the note at the top of page 74 on the *perfect tense* and do Ex 27.2 together, using the method *Going on-screen publicly with no preparation at all.* During the process, analyse each sentence for being primary/historic.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	
160	Give back Unseen 7 and go through in class. NB – after going through the work in class, make sure it is collected and kept safe. It should not be allowed to be taken out of the classroom by students. Read the note at the top of page 75 on *defective verbs* and do Ex 27.3 together, using the method *Going on-screen publicly with no preparation at all.* Read the note at the top of page 76 on *deponent verbs* and allow this to sink in, by looking at the table on page 78. Set homework, for students to translate Ex 27.4.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	Students should translate Ex 27.4 and bring to next lesson.
161	Go through Ex 27.4 together, asking students to call out their prepared answers and typing them up on the whiteboard for all to see. Read the note on page 77, *semi-deponent verbs* and do Ex 27.5 together, using the method *Going on-screen publicly with no preparation at all.*	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	
162	Translate Martial's Messages for Chapter 27 on page 79 together in class, using the method *Going on-screen publicly with no preparation at all.* Ensure there is time for some discussion of each one of the poems, along the lines of, why is it funny? Or test on the previous use of the MP3 file, as described in the introductory notes of this scheme. Set homework, allocate 5 boxes to different students for bringing to class for going through next lesson. Possibly a good time to use Imperium Word Tools App.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification. Use can be made of the recorded MP3 files in the Imperium teachers'	Students are allocated five boxes from Ex 28.1 to translate and bring to class for going through next lesson. If possible, use the Imperium Word Tools App.

		materials, if this is found helpful.	
163	Go through Ex 28.1 together, asking students to call out their prepared answers and typing them up on the whiteboard for all to see. Or do this via the Google Doc Form if it has been used by the students. Read the note on page 84, *Conditional clauses*. If possible, show a clip of *Topol*, singing *If I were a rich man*. This can be found on www.youtube.com, by typing in search criteria *Topol rich man*.	Computer with internet connection and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	
164	Do Ex 28.2 and 28.3 together in class using the method *Going on-screen publicly with no preparation at all.* Possibly a good time to use Imperium Word Tools App and Google Doc Forms (see introductory notes above). Read and discuss pages 80-81, *Hadrian's early principate.* Set homework, to learn for test on SQN 28 in the next lesson, which includes a table of conditional rules.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification. Use can be made of the recorded MP3 files in the Imperium teachers' materials, if this is found helpful. Imperium Word Tools App and Google Doc Forms	Learn SQN 28 for test next lesson, including the table of conditional rules. Suggest that they use the Practice Tests file from the website.
165	Give SQN 28 test in class. Mark and give back in class (or if unwilling to do this, take them in and mark them later). Read the note on page 86, on *positives and negatives*.	Use any preferred testing method, or use Test 28 from the Imperium teachers' materials. Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	
166	Translate Martial's Messages for Chapter 28 on page 87 together in class, using the method *Going on-screen publicly with no preparation at all.* Ensure there is time for some discussion of each one of the poems, along the lines of, why is it funny? Or test on the previous use of the MP3 file, as described in the introductory notes of this scheme.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification. Use can be made of the recorded MP3 files in the Imperium teachers' materials, if this is found helpful.	Students should do some research on Hadrian's desire to build a limes system in Germany and a wall in Britain. Why did he want to do these things? To keep Romans in, or to keep barbarians out of the empire? Prepare for discussion in class next lesson.
167	Class discussion on the limes system and Hadrian's Wall, as prepared for homework. Read and discuss in class, *Two construction projects*, pages 88-89. Warn students that their next lesson will be an unseen translation class.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	
168	Students work through Unseen 8, from the Imperium teachers' materials. Work should be done in test conditions, though students are allowed to look words up in the vocabulary and to use their own resources, including the Grammar and Syntax Guide. NB – students should not be allowed to take copies of Unseen 3 with them outside the classroom, on paper or in electronic form. It is therefore best to administer this test on paper.	Unseen 8, from the Imperium teachers' materials. Computer and data projector or IWB, with board pens or other method of writing on	Learn SQN 29 for test next lesson, including the table of conditional rules. Suggest that they use the Practice Tests file from the

	Set homework, to learn for test on SQN 29 in the next lesson. As usual, this has a vocabulary component, but also suggests that a nouns test from SQN 19 be retaken as part of the exercise. (This is because it seems to happen so often that students at the end of a Latin course have forgotten all they ever knew about nouns. It can be omitted, if preferred.)	screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	website.
169	Give SQN 29 test in class and also, if desired, SQN test 19. Mark and give back in class (or if unwilling to do this, take them in and mark them later). Read and discuss pages 96-7, *Hadrian's Wall*.	Use any preferred testing method, or use SQN Test 29 and perhaps SQN Test 19 from the Imperium teachers' materials. Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	
170	Read the notes on Indirect Statement (i), on page 92. Make a start on Ex 29.1, working together in class and using the method *Going on-screen publicly with no preparation at all.* Possibly a good time to use Imperium Word Tools App and Google Doc Forms (see introductory notes above). Set homework. Finish off any translations left from the boxes of Ex 29.1.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification. Imperium Word Tools App and Google Doc Forms	Finish off any translations left from the boxes of Ex 29.1 and bring to the next lesson.
171	Finish off Ex 29.1 together, asking students to call out their prepared answers and typing them up on the whiteboard for all to see. Possibly a good time to use Imperium Word Tools App and Google Doc Forms (see introductory notes above). Read the notes together on Indirect Statement (ii) – (vi), on pages 93-95. Work together through Ex 29.2, using the method *Going on-screen publicly with no preparation at all.*	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification. Imperium Word Tools App and Google Doc Forms	
172	Read the note together on Indirect Statement (vii), on page 95. Cover the translations of the extra examples at the bottom of page 95. Work together through Ex 29.3, using the method *Going on-screen publicly with no preparation at all.* Set homework, to learn for test on SQN 30 in the lesson after next.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	Students learn for test on SQN 30 in the lesson after next. Suggest that they use the Practice Tests file from the website.
173	Translate Martial's Messages for Chapter 29 on page 98 together in class, using the method *Going on-screen publicly with no preparation at all.* Ensure there is time for some discussion of each one of the poems, along the lines of, why is it funny? Or test on the previous use of the MP3 file, as described in the introductory notes of this scheme.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification. Use can be made of the recorded MP3 files in the Imperium teachers' materials, if this is found helpful.	
174	Give SQN 30 test in class. Mark and give back in class (or if unwilling to do this, take them in and mark them later). Read pages 99-100, *Antinous*, and discuss. Warn students that their next two lessons will be unseen translation classes.	Use any preferred testing method, or use Test 30 from the Imperium teachers' materials. Computer and data projector or IWB, with board pens or other	No homework

		method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	
175	Students work through Unseen 8, from the Imperium teachers' materials. Work should be done in test conditions, though students are allowed to look words up in the vocabulary and to use their own resources, including the Grammar and Syntax Guide. NB – students should not be allowed to take copies of Unseen 3 with them outside the classroom, on paper or in electronic form. It is therefore best to administer this test on paper.	Unseen 8, from the Imperium teachers' materials.	
176	Students work through Unseen 9, from the Imperium teachers' materials. Work should be done in test conditions, though students are allowed to look words up in the vocabulary and to use their own resources, including the Grammar and Syntax Guide. NB – students should not be allowed to take copies of Unseen 3 with them outside the classroom, on paper or in electronic form. It is therefore best to administer this test on paper.	Unseen 9, from the Imperium teachers' materials.	No homework
177	Read the notes on *participles* and the ablative absolute on pages 104-106. This takes time to absorb so do not rush. Translate all extra example sentences on the way through.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification.	No homework
178	Give back Unseens 8 and 9 and go through in class. NB – after going through the work in class, make sure it is collected and kept safe. It should not be allowed to be taken out of the classroom by students. Start work together on Ex 30.1, using the method *Going on-screen publicly with no preparation at all.* Possibly a good time to use Imperium Word Tools App and Google Doc Forms (see introductory notes above).	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification. Imperium Word Tools App and Google Doc Forms	
179	Finish off working together through Ex 30.1, using the method *Going on-screen publicly with no preparation at all.* Possibly a good time to use Imperium Word Tools App and Google Doc Forms (see introductory notes above). Find some time to talk about the long term enmity between Hadrian and Servianus, and discuss the content of the passage.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification. Imperium Word Tools App and Google Doc Forms	No homework
180	Work together through Ex 30.2, using the method *Going on-screen publicly with no preparation at all.* Possibly a good time to use Imperium Word Tools App and Google Doc Forms (see introductory notes above). Make sure the students note the content of the story.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification. Imperium Word Tools App and Google Doc Forms	
181	Work together through Ex 30.3, using the method *Going on-screen publicly with no preparation at all.* Translate Martial's Messages for Chapter 30 on page 108 together in class, using the method *Going on-screen publicly with no preparation at all.* Ensure there is time for some discussion of each one of the poems, along the lines of, why is it funny? Or test on the previous use of the MP3 file, as described in the introductory notes of this scheme.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification. Use can be made of the recorded MP3 files in the Imperium teachers'	No homework

		materials, if this is found helpful.	
182	Translate Martial's Messages for Chapter 30 on page 109 together in class, using the method *Going on-screen publicly with no preparation at all.* Ensure there is time for some discussion of each one of the poems, along the lines of, why is it funny? Or test on the previous use of the MP3 file, as described in the introductory notes of this scheme. Also, do the same for animula vagula, found at the bottom of page 109, but this time, try to find time to talk about Hadrian as a poet. What was he trying to say here about himself? Set homework: they should prepare to hand in set of folders or a book with Chapters 1-30 for checking. Chapters 1-25 must be all present and correct but will not be looked at beyond this. Chapters 26-30 should be neat and complete. The accuracy mark can be based on a random sample of 5 exercises, which works rather well. Go to www.random.org/lists and type in these numbers: 26.1 26.2 26.3 26.4 26.5 26 MM 27.1 27.2 27.3 27.4 27.5 27 MM 28.1 28.2 28.3 28 MM 29.1 29.2 29.3 29 MM 30.1 30.2 30.3 30 MM 30 animula vagula Then hit the button which says Randomize and simply check the first five exercises which appear, in the folders of all the students. This will guarantee that they have nowhere to hide and that all exercises must be completed with equal care. NB – it goes without saying that this is only done AFTER all the folders have been collected in for marking.	Computer and data projector or IWB, with board pens or other method of writing on screen overlay, printed copies of Book 3 and the Grammar and Syntax Guide for exemplification. Use can be made of the recorded MP3 files in the Imperium teachers' materials, if this is found helpful.	Prepare to hand in chapters 1-30, so that chapters 26-30 can be checked and graded, as before.
183	Final discussion, winding up of the course, handing in and checking of folders, and goodbyes.		

Guidelines to unseen translation

If you get the process of doing unseens right, you increase your chances of success dramatically. Here are some tips.

TRUST YOUR OWN MEMORY!

Two don'ts

It should only take a few minutes (perhaps 5) to write up a translation, if you know what you are going to write. So don't feel the need to start picking up a pen and writing stuff down until you have spent around 30 minutes thinking.

Similarly, don't scrawl garbage all over the unseen, while you are thinking about it. It makes it harder to read – and quite probably, a lot of what you write will be wrong in any case: that's why you wrote it to start with, because you were desperate.

Ten do's

Read the whole passage through from top to bottom, without expecting to understand anything.

Read all the bits of English dotted around the unseen which may help, e.g. introduction, stuff on any names, notes, etc.

Read the passage through again, top to bottom, looking for easy bits. There are always some easy bits in any piece of Latin.

Read the passage again, top to bottom, looking for hard bits. Do they make any sense at all?

In sentences where you need more analysis, consider underlining/highlighting the main verbs. These should be the ones which are indicative. Consider analysing them for person, tense, mood, voice: this may help.

Find external subjects for your verbs, if they exist. These should be nouns or pronouns in the nominative case. Remember, singular subjects have singular verbs, plural ones have plurals. This is called concord. If there are no external subjects for the verbs, look at the endings and work out what the (internalised) subjects are, e.g. audis = you hear.

Match up any adjectives to nouns or pronouns. In many cases the endings will be the same, but not if a 2-1-2 adjective agrees with a 3rd declension noun.

Keep returning to the beginning of the unseen and starting again. Every time you get stuck, start again at the beginning. This technique works!

If your interpretation is nonsense, then it's wrong. It wasn't nonsense when it was written, so you can be sure you are missing something. If all else fails, you will have to make an intelligent guess.

Try not to start writing before the whole thing makes sense. If you run out of time, fine, start writing earlier, but see **don't note 1)** above.

Exercise 10.2 as monologue with markings

"dĭu vōs ex-specto. Marcĭānă et Plotīna quŏque vōs dĭu ex-spectant.

ĕgo aliquid mōmentī vōbis nar-rāre dēbĕo.

neces-se est mĭhĭ Rōmam īre.

ĕgo praetor Rōmae ēlectus sum.

Hadrĭānĕ, tū mēcum vĕnīre dēbēs.

tū ĕs pŭer bŏnae fămĭlĭae et es-se bŏnus Rōmānus discĕre dēbēs.

sed Dŏmĭtĭa Paulīna, tū in (H)ispania manēre dēbēs.

Marcĭānă tē cūrat. iam Matidia tĭbĭ est amīca et sŏror nŏva."

ā - heart
ē - day
ī - see
ō - bone
ū - you

ă - hat
ĕ - leg
ĭ - bit
ŏ - top
ŭ -cup

Exercise 10.2 as monologue without markings

"diu vos exspecto. Marciana et Plotina quoque vos diu exspectant.

ego aliquid momenti vobis narrare debeo.

necesse est mihi Romam ire.

ego praetor Romae electus sum.

Hadriane, tu mecum venire debes.

tu es puer bonae familiae et esse bonus Romanus discere debes.

sed Domitia Paulina, tu in Hispania manere debes.

Marciana te curat. iam Matidia tibi est amica et soror nova."

Ex 19.1 as dialogue with markings

Syllable lengths and possible elisions are marked, where they are likely to cause problems.

ā
ē
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Attianus ĕgō tibi aliquid mōmentī dīcĕre dēbĕo. sŏrŏr tŭă Dŏmitiă Paulīnă quattuordecim annōs iăm habet. necesse⌣est nōbīs marītum ĕī⌣invĕnīre.

Hadrianus hŏc scĭō. sed quis sit, nescĭo. quid Trāiānus ăgĕrĕ cŭpit?

Attianus ut scis, ille⌣exercĭtum⌣in Hispaniam dūcit. sed Domitiānus mē rŏgat ut Domitiam Paulīnam dēmus in mātrĭmōnĭō Lūcĭō Iūlĭō Servĭānō.

Hadrianus Servĭānō? istī consŭlī suffectō? sed senex est! quadraginta⌣annōs habet. non bĕne⌣est sŏrŏrī mĕae. nĭmĭum⌣annōrum habet. hĭc dĭēs nĭger nōbīs est.

Attianus sed dīvēs est ille⌣et pŏtens in senātū. bŏna rēs est tibi⌣et famĭlĭae tŭae.

Hadrianus hŏc Domitiae Paulīnae difficile⌣est. sĕnēs Rōmānōs nōn amat, nec Rōmae habitāre cŭpit. rēs ĕī⌣est grăvis.

Attianus nōbīs omnĭbus grădū s difficilēs capĭendī sunt. tempŏra sunt perīcŭlōsa⌣et princeps perīcŭlōsus, nisi facīmus quod cŭpĭat.

Hadrianus bĕne⌣est. Servĭānus Domitiam Paulīnam uxōrem habĕat. sed si⌣illa cum ĕō⌣infēlix fīat, quid facĭāmus?

Attianus nescĭo. nōs omnēs sŭmus in mănibus dĕōrum⌣et principis pŏtentis.

Ex 19.1 as dialogue without markings

Attianus ego tibi aliquid momenti dicere debeo. soror tua Domitia Paulina quattuordecim annos iam habet. necesse est nobis maritum ei invenire.

Hadrianus hoc scio. sed quis sit, nescio. quid Traianus agere cupit?

Attianus ut scis, ille exercitum in Hispaniam ducit. sed Domitianus me rogat ut Domitiam Paulinam demus in matrimonio Lucio Iulio Serviano."

Hadrianus Serviano? isti consuli suffecto? sed senex est! quadraginta annos habet. non bene est sorori meae. nimium annorum habet. hic dies niger nobis est.

Attianus sed dives est ille, et potens in senatu. bona res est tibi et familiae tuae.

Hadrianus hoc Domitiae Paulinae difficile est. senes Romanos non amat, nec Romae habitare cupit. res ei est gravis.

Attianus nobis omnibus gradus difficiles capiendi sunt. tempora sunt periculosa, et princeps periculosus, nisi facimus quod cupiat.

Hadrianus bene est. Servianus Domitiam Paulinam uxorem habeat. sed si illa cum eo infelix fiat, quid faciamus?

Attianus nescio. nos omnes sumus in manibus deorum et principis potentis.