

## Teaching notes on 15.04 Story - Odyssey 1

### Slide 1

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

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

### Slide 2



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

### Slides 3-6



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

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

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

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

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

### Slide 7



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

1. Read the Latin and, using the new vocabulary at the bottom of the page, write a translation. The students may need to use their mini-dictionaries to look up any words they've forgotten

2. Draw pictures that illustrate the scene or action in each panel.

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

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

### Slide 8-9

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

### Slide 10

The plenary slide:

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

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

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