

## Teaching notes on 15.07 Story - Odyssey 2

### Slide 1

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

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

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

### Slide 2



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

### Slides 3-6



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

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

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

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

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

### Slide 7



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

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

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

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

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

### Slide 8-9

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

### Slide 10

The plenary slide:

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

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

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