

## Teaching notes on 15.08 Story - Odyssey 3

### Slide 1

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

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

### Slides 2-5



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

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

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

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

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

### Slide 6



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

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

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

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

## Slide 7



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

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

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

## Slide 8-9

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

## Slide 10

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

## Slide 11

The plenary slide:

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

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

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