

Teaching notes on 9.05 The myth of Echo & Narcissus

Slide 1

Learning objective: To record more vocabulary in our mini dictionaries and to use this knowledge to read and illustrate the myth of Echo & Narcissus.

After saying 'salve' to Lucundus, mouse-clicks on this slide will make Lucundus ask, "quid tibi maxime placet... unicornis aut draco?" This means (literally) "What (quid) is pleasing (placet) to you (tibi) the most (maxime), unicorn (unicornis) or (aut) dragon (draco)?" or, in more natural English, "What do you like best, unicorns or dragons?" Mouse-click reveals the possible replies:

[mouse-click] unicornis mihi placet – I like unicorns*

[mouse-click] draco mihi placet – I like dragons**

* Some children may spot that the 'uni' means 'one', and the 'corn' part of the word means 'horn'.

** Which is where Harry Potter's Draco Malfoy gets his name.

Slides 2-5



Quick Fire Sentences containing both present and past continuous/ progressive verbs. All the vocabulary is listed by word class and picture-cued at the left of the screen, but you may want to check the class remember the English meanings of the words. The pupils are cued to start the o-s-t chant by the appearance (on mouse-click) of the familiar picture in the top right-hand corner (they have already recapped 'esse' in the previous slide). They are then cued on further mouse-click to chant through 'esse'  robotically,  angrily,  shivering and  in hushed tones. Finally, on the  cue, the students can play a game of Explosive Endings to remind themselves of the past continuous

The next mouse-click will bring up a series of sentences with the verb appearing first. Encourage the class to translate the verb before clicking to add further words to the sentence. The sentences are:

Slide 2: reginae novam terram inveniunt [The queens find a new land.]

Slide 3: luna super terra manebat [The moon was staying above the land.]

Slide 4: amicus magum iratum vexat. malus est! [The friend is annoying the angry wizard. He is bad!]

Slide 5: in horto ambulabam et in animo numerabam [I was walking in the garden and I was counting in my mind/in my head.]

Slide 6



Chances are that your students have filled up their original mini dictionaries by now. If you need to make another, here are the instructions. However, if you don't need to, feel free to ignore or delete this slide!

Slide 7



Time for the pupils to record this unit's vocabulary in the relevant mini dictionary sections. Before the pupils write in the words and their English meanings, run through them on the board: amica (a female friend), amicus (a male friend), animus (mind/spirit), luna (moon), terra (land/ground), ambulare (to walk), vexare (to annoy), invenire (to find/discover), novus/nova (new).

Slide 8



A walk-through, showing how to complete the Echo & Narcissus worksheet:

1. Read the story, remembering or working out what the Latin words mean (these are words that they've just put in their dictionaries, so they should hopefully recall them).
2. Draw pictures that illustrate the scene or action in each panel.
3. Fill in the English meaning of the Latin words at the bottom.

Slide 9

The plenary slide:

Question 1 What is the connection between the Latin word 'terra' and the English word 'subterranean'? ['subterranean' means 'underground' – 'sub' means below and 'terra' means 'land' or 'ground']

Question 2 What did Echo and Narcissus turn into? [Echo turns into an echo and Narcissus turns into a flower – in fact, a narcissus! This story is a lovely example of an origin myth.]



Question 3 quid tibi maxime placet, unicornis aut draco? ['unicornis!' for unicorn lovers and 'draco!' for dragon devotees]