

# TELLING Tales *in* Latin

A New Latin Course  
and Storybook for Children



by Lorna Robinson  
Illustrated by Soham De

**A TEACHER'S GUIDE by Lorna Robinson**

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# Telling Tales in Latin

## Teacher's Guide

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## Introduction

Welcome to this teacher guide. I hope it will provide insight into the intentions behind *Telling Tales in Latin*, as well as inspiration and ideas for how to use the book in sessions and classes. It also contains details of new grammar, translations, a running OCR vocabulary list for each chapter, an errata list and exercises and activities to accompany the chapters which are designed to practise the OCR examination format and also OCR vocabulary. There is a separate appendix file which lists the connections to the KS2 curriculum strands.

This book is the result of a year long pilot of the course with an effervescent group of 10 and 11 year olds at St Saviours primary school in Brixton and in Pegasus primary school on the Blackbird Leys estate in Oxford, which was generously funded by Classics for All. By piloting it in schools which are in a deprived region of these two cities, with a mixed ability group of children, I hoped to be able to discover in what ways the book could be an enjoyable and exciting guide to learning Latin.

### How the idea came about

The first seeds of the book really started in my early childhood, as this is where I learned all about the thrill of telling tales. I grew up with an older brother and younger sister. Between the three of us, we soon learned to tell stories of surprise, wonder and terror which kept us entertained for those long school holidays and weekends. Wherever we went, we would always be spinning stories to excite and frighten one another, and the worlds we conjured have never left me.

It seems to me that every child has a profound capacity to be astonished and amazed, and to let their minds be carried away with their imaginations, and that in fact these experiences are where learning best happens, because we aren't being taught or compelled; we are discovering and exploring entirely on our own through our imaginative fantasy.

Like many children, I learned about the myths of the Greeks and Romans long before I learned any Latin; and in fact when I did first learn Latin, it was alongside descriptions of ancient Rome, slaves and masters, with country villas. I

remember even as a teenager, feeling a sense of disappointment that the weird, dark and colourful stories I'd long known did not seem to connect at all to these remote lofty characters who spoke Latin in the text book we used.

I toyed with the idea of creating an imaginative Latin course for some years, and once started one which involved a girl waking up in a fantasy world where everyone spoke Latin, and she had to work out the language to find her way home! Nothing ever came of that half-completed course, but the desire to create a book which would introduce Latin using imagination, games and storytelling remained with me.

I became a doctorate student and chose to study Ovid's *Metamorphoses*, and how his narrative style is similar to the magical realist movement. It therefore seemed entirely natural to me that when I started teaching Latin as part of a pilot in a school in Hackney in the first year of Iris, I would use these stories as the springboard. It took another six years for me to actually sit down and turn the ideas, notes and lesson plans into a book, but I am very excited to at last have the book finished, and hope very much that it will be enjoyed by others as I have enjoyed writing it.

## Why *Metamorphoses*?



For me, there is no piece of literature I've encountered which has been more imaginative, colourful, mysterious, winding, dark and thoroughly entertaining as Ovid's epic poem. As he declares in his prologue, this book is to tell the history of the world through a fabric of interconnected, magical stories. This in itself carries a suggestive and counter-cultural note; the flamboyant, irreverent, touching and tragic flurry of tales which follow confirms that Ovid's 'grand' poem intends in fact to tease and mock the grandeur of epic poems. It also, though, on a more serious note, tells the stories of the 'smaller' characters and seems to emphasise the everyday passions of people from all walks of life, and celebrate and commiserate with them.

I could think of no better place to choose my stories, no better poem to use to introduce Latin than Ovid's poem and no better narrator than Ovid himself, the eloquent, poetic, imaginative, comic tale-teller who in the end came to a miserable end through his own talent.

### **Purpose of book**

*Telling Tales in Latin* is intended to be a storybook which happens to also include learning Latin, and the size, illustrations, and content have all been designed

around that central premiss. As a consequence of this concept driving the book there have been several decisions I've taken early on which have caused the book to diverge considerably from text books which introduce Latin, most notably:

a) I have minimised the more obviously text-book aspects such practice sentences and exercises as much as possible, and focused instead on the flow of the stories.

b) I have chosen to have Ovid as an exclusive narrator, as I hoped his chatty persona would act as a comforting and entertaining guide through the stories, and also through the grammar, which is challenging.

c) In his dialogue, I have not shied away from using English words which might seem hard for children. I wanted the book to be a discovery of English and Latin words, so it was important to me to remain true to this by including the richness of English vocabulary. I also feel strongly that pupils can step up to the challenges in the book, with support and encouragement.

d) The vocabulary and grammar of the book goes well beyond similar courses, and also well beyond what is needed for the OCR Entry Level Latin examination which it can be used to deliver. This is because the storytelling to my mind requires interesting vocabulary and grammar to give it colour and energy.

e) The activities section is written to look and feel like a book rather than a textbook, so it isn't necessarily a set of clear activities to follow in rounded bullet point suggestions, but a more meandering set of ideas.

These features, I hope, help to create a storybook with all that I would like that to entail; but inevitably, they bring with them challenges. Part of the purpose of this guide is to detail the challenges I found when delivering the book to my class and the things I did to work around these. I have gone through chapter by chapter, providing translations, and explaining in each one the thinking behind the story I chose, and the way it is told. I have also included curriculum strands and flagged up new grammar, listed the OCR vocabulary that come up, and given some new activities and lesson ideas to accompany the book. I have also included some extra practice papers based on the OCR exam format testing OCR vocabulary. As one might expect from a first edition, there are some typos and errors in the text – I have flagged these up in each chapter below. They will naturally be corrected in the reprint of the book!

## Chapter One: *In the beginning*



I chose the creation story to begin my book, which appears at the start of *Metamorphoses* itself. It is a good starting point for a book about myths, and it parallels the experience of starting to learn a new language, something which I try to bring out in the chapter!

Creation myths are profoundly interesting – children have often thought about the idea of where life comes from, and there is a lot of scope for exciting discussion and critical analysis of the story, which all age groups can be enthused by and engage in. It overlaps with many curriculum and learning strands, ranging from science, religion, history, philosophy, art and literacy.

As with all the stories I adapt, I've found the salient points of the tale, and then simplified the vocabulary and grammar around these bits. While I do omit significant amounts of the text for this first chapter, I have managed to keep some key elements of the original, so the learners will be experiencing the original, even if in a fairly moderated form. It was very important to me to retain the experience of encountering “real Latin” right from the start.

**New grammar:**

Third person singular present tense verbs and new words.

**Guidance for teaching:**

- ☒ Younger children tend to be confused by the “non est” sentences, and will often translate them as “not is” for a few times until they get used to it.
- ☒ “est” meaning “there is” as well as “is” is a challenge.
- ☒ The difference between derivation and meaning can be a problem – I have a card game I use to help reinforce this difference, once they are more familiar with vocabulary. I have listed this in the lesson ideas later in this chapter.
- ☒ It is useful to draw attention to the chapter numbers straight away as they are obviously a good way of teaching the numbers in Latin (necessary for the OCR Entry Level Latin exam).
- ☒ Some learners may notice that *Natura* has a capital N – you can use this to explore and explain personification, and also to mention that Latin only uses capital letters for proper names.
- ☒ Straight away, learners will encounter that there is no word for “the” or “a” in Latin, so this will need explaining and also much reinforcing as the book continues.
- ☒ Some children might notice that some of the nouns have changed their endings, e.g. “undam”.

**Lesson ideas:**

- ☒ A good way of explaining and reinforcing the idea of Latin and English words being connected is to construct a “word web”. The easiest way of doing this is to pick a word with lots of obvious derivations, such as “aqua” or “terra”, but picking more difficult words can also work very well. Supplying groups of learners with dictionaries encourages them to explore and engage with the task and enjoy the experience of using a

- ☒ dictionary to discover more about words. As well as webs, I have used spiders, writing the Latin word on the body of the spider, and asking the groups to write English words which derive from the Latin word on each of the legs. There are obviously endless variations!
- ☒ Here is a variation of the well known card game “snap”, which I invented to help my group of year sixes get to grips with the tricky concepts of translation and derivation. First of all, write lots of Latin words they have met onto cards you have cut out, followed by translations of these words on different cards, then finally, English words that derive from these Latin words onto a third set of cards. Shuffle all the cards together, and then you're ready to begin. As with snap, you divide the cards into two piles, and each player takes turns in putting down the top card from their deck in the middle of the table. You shout out "simile!" if there is a Latin card and an English derivation card which matches up, and if it's the Latin translation of the Latin word you should out "idem!"
- ☒ Younger children particularly might enjoy making pictures of the beginning of the world, perhaps using glitter and craft pieces, and then labeling these pictures with some of the Latin words they have just met such as “terra” and “aqua” etc.
- ☒ The story can be used as a springboard for exploring the various ideas people have had about the beginning of the world, and what the current consensus is amongst scientists. You can explore how scientists came to the conclusions they have, and also ask the children to think about how they would go about investigating how the world began.
- ☒ Since the sun and moon appear in this account, the lesson can also be used to introduce or reinforce the connection of the sun, earth and moon. You could actually create a planetarium if you're feeling especially ambitious, with Latin labels!
- ☒ It is good to explore and enjoy the idea of things being all packed tightly together! One way of doing this for younger children might is to use a colour diagram, with warm and cold colours. Another way might be to use different colours of paints, or plasticine or playdough, starting with

- ☒ the separate colours then mixing them altogether. The result is quite an abstract art creation!

### **OCR running vocabulary from Chapter one:**

narro  
Roma  
forum  
aqua  
est  
sunt  
et  
in  
non  
tandem  
unus

### **Translations**

p13.

In the beginning there is chaos. There is no land, there is no water, there is no sky. There is no moon, there is no sun. The air, the land and the ocean are in one mass.

p14.

Heat mixes with the cold. Light mixes with shadow. At last, Nature separates the sea, the sky and the land, and places the moon and the sun in the sky.

p17.

A tree is in the sky.

The moon is in the ocean.

Water mixes with fire.

The sun is on the land.

**Omissions and errata:**

p.23

“alteras” in the vocabulary list is better translated as “other”.

**Practice Sheet 1**

**PART ONE: meaning of Latin words**

PLEASE CIRCLE THE CORRECT ANSWER

1. Which of these words is the correct translation of “aqua”?

LAND                      WAVE                      WATER

2. Which of these words is the correct translation of “est”?

AND                      IS                      ARE

3. Which of these is the correct translation of “terra”?

SUN                      LAND                      MOON

4. Which of these is the correct translation of “in initio”?

IN THE BEGINNING                      IN THE END                      IN THE  
MIDDLE

**PART TWO: origins of English words**

5. Complete the table below. One example has been completed for you:

LATIN WORD	MEANING OF LATIN WORD	ENGLISH WORD THAT COMES FROM THE LATIN
narro	I tell a story	narrator
luna		
unus		
sol		

**PART THREE: sentence practice**

6. Translate the following sentences:

a) in initio est aqua.

-----

b) aqua est in terra.

-----

c) in Roma est forum.

-----

## **PART FOUR: myth quiz**

7. What was it like at the very beginning of the world?
8. Which god separated out everything?
9. What is the name for a story that tries to imagine or explain how the world came to exist?

## **PART FIVE: puzzle section**

10. In the wordsearch below, you can find the translations of some of the words you have met in chapter 1! These are listed underneath.

**A L Q J M O O N**  
**J A K G D U W U**  
**V N A E I L A S**  
**N D C M I T V T**  
**K F H O U W E S**  
**L Y S R E T A W**  
**I S E J A Y E M**  
**A D N D E R S N**

**terra**  
**luna**  
**sol**  
**unda**

**aqua**  
**Natura**  
**unda**  
**Roma**

## Chapter Two – *The first humans*



I picked this story for my second chapter as it seemed like a very good episode to put into interesting picture captions, as well as a good discussion point as it raises all sorts of interesting issues about morality. It explores the idea that generations of mankind have been better or worse than others. It also connects and partially explains the later, rather unhappy, tales that ensue in the rest of the book, and so acts as a linking narrative from the first story. As well as all this, it raises some very modern issues ranging from climate change to foreign policy! All of these are great to discuss with any age group.

As with the previous chapter, I picked out the salient points of the story, and simplified these, and omitted details that were lengthy and superfluous, while trying to retain the flavour of the text. I did take the liberty of adding a few new elements, namely, the creation of slavery, and the creation of capitalism. I did this partly because I needed to get certain OCR vocabulary in, and this seemed the best place to do it. But, more importantly, I felt that this would be a natural place to introduce these perplexing and unpleasant elements that I remember cropping up in the Latin textbooks I studied at school, and by inserting them into a passage with a clear moral framework, I hope that this will mean that these uncomfortable issues can be raised and discussed rather than glossed over.

### **New grammar:**

third person plural verb endings

### Guidance for teaching:

- ☒ In this chapter, the complexity of vocabulary I've had to introduce to keep the text true and interesting is apparent. Some groups of learners or individuals may feel overwhelmed. It is important therefore to reassure them that they don't need to know all of this vocabulary necessarily. Lots of the words connect very clearly to English words, so this is also a good thing to observe and discuss with them.
- ☒ It is fun and interesting, but also sometimes challenging, to ask learners whether they think that people now are any better or worse than they were in this imaginary early stage of mankind. Encourage them to think about what things they might regard as better now, such as medicine and technology, and also what they might think is worse, but it's worth being sensitive to the various belief backgrounds the children come from – and emphasise in the debate that they need to be tolerant of different viewpoints on this, while not at all shying away from debating them.
- ☒ Learners will notice that some nouns have changed their endings, and they may need guidance to understand that it's just the same word, but with different endings.
- ☒ It is worth explaining to the children that we normally list verbs with '-o' ending, and then change the endings, so that they can identify the words in the vocabulary list .

### Lesson ideas:

- ☒ This chapter introduces different verb endings, so it is fun and useful to use a giant jigsaw piece activity to reinforce these new endings. Write the stems of the verbs they have met or perhaps some new ones, onto jigsaw pieces you have cut out, and on other pieces with can slot into these, write the endings "t" and "nt". They can then explore putting these pieces together to create the Latin verbs. If you like, you can also write the English translations on the back, and they can do them either side up.
- ☒ The metal names connect to the abbreviation of the elements in the periodic table which secondary aged children will be aware of. It will be a

- ☒ bit early for primary level, but some children are interested in this, and so this lesson can be an opportunity to discuss the Latin names of elements. Giving the children a list of Latin names for metals and then asking them to identify them on the periodic table is a very simple activity to do.
- ☒ As mentioned in my introduction to this chapter, the issue of slavery is raised. It is probably very useful to explore this issue in a lesson. Discussing how Romans and Greek society used slavery, and leading this into whether we have slavery today will provoke strong emotions and reactions from the children.
- ☒ Money is also brought up, and perhaps basing a lesson around exploring Roman money would fit well here. Setting up a Roman market with a number of shops where children pretend to be vendors or sellers, and construct a price list, so children have to work out what the Roman coins represent and spend them is always fun! A lesson plan connecting money, metals and also teaching numbers could be along these lines:

Using pictures (from the internet or elsewhere), show the children three common types of Roman coin: the aureus, the denarius and the sestertius. Explain that they were made of gold, silver and bronze respectively, and that the coins had genuine value (as opposed to the “symbolic” value of our coins today – this often interests them, since they often haven't thought about money in these terms before).

Activity 1: ask each child to make some of each coin, using coloured paper stuck onto card cut into circular shapes.

Board: ask which coin they think is worth the most of the three types, and then finally reveal to them the relative values of the coins (obviously this varied, but I used 1 aureus = 25 denarii = 100 sestertii – it's also a way to introduce them to singular and plural endings!).

Activity 2: Collect in the coins and then hand out a random amount to groups of two or three. Write up on the board a grid of how much it would have cost in Roman times to buy various basic foods and other things (check out the internet for these). Get the children to draw up a shopping list based on the coins they

have. Once they have done that, get them groups in turn to read out what they would like and hand over the money!

**Running OCR vocabulary:**

ager  
cibus  
habito  
do  
mercator  
dominus/ domina  
villa  
facio  
ancilla  
femina  
pecunia  
primus  
servus  
vir  
visito  
Romani  
rideo  
pugno  
laudo  
porto  
laetus  
iratus  
duo

**Translations**

p21.

The first age is gold. The land is communal. The fields give food on their own. Spring is eternal.

The second age is silver. Jupiter creates winter, summer and autumn. Now women and men live in houses.

The third age is bronze. Men make swords and they fight. Now there are masters, mistresses, slaves and slave-girls.

The fourth age is iron. Men make ships and visit other lands. Merchants pile up money.

p25. Verb Exercise

1. visitant - visitat
2. creant - creat
3. habitant - habitat

1. ridet - rident
2. laudat - laudant
3. portat - portant

1. Women visit other lands.
2. Men are happy.
3. Women and men live in fields.
4. Men are angry.

**Omissions and errata:**

**Practice Sheet 2**

**PART ONE: meaning of Latin words**

PLEASE CIRCLE THE CORRECT ANSWER

1. Which of these words is the correct translation of “cibus”?

LAND

FOOD

DRINK

2. Which of these words is the correct translation of “laetus”?

LOST

SAD

HAPPY

3. Which of these is the correct translation of “mercator”?

MERCHANT

SAILOR

PRIEST

4. Which of these is the correct translation of “visitant”?

HE VISITS

WE VISIT

THEY VISIT

**PART TWO: origins of English words**

5. Complete the table below. One example has been completed for you:

LATIN WORD	MEANING OF LATIN WORD	ENGLISH WORD THAT COMES FROM THE LATIN
narro	I tell a story	narrator
dominus		
iratus		
vir		

**PART THREE: sentence practice**

6. Translate the following sentences:

a) ancillae sunt iratae.

-----

b) mercator in villa habitat.

-----

c) feminae rident.

-----

#### **PART FOUR: myth quiz**

7. What was the first age of mankind called and what was it like?
8. Which god put an end to the first age of mankind?
9. In which age did people start making boats and sailing?

#### **PART FIVE: puzzle section**

10. Here are some Latin words you have met in this chapter, and their jumbled up translations. Can you unjumble the translations to work out the meaning of the Latin words?

ANCILLA – LSGREVAIL

PECUNIA – YMEON

LAETUS – PAHPY

PRIMUS – SFRTI

VIR – MNA

DUO – WOT

### Chapter Three – *The flood*



This follows the Ovid account closely; it also provides an opportunity to discuss the myth from all sorts of angles, including how flood myths connect to those from other societies. It provides excellent scope for exploring imaginative depiction, such as the very detailed and colourful description of Neptune's beard. And also, the idea of the world being turned upside down is fascinating to everyone. It was this passage that first made me notice the connection between Ovid's style of narration and that of magical realist novelists. The fish swimming in through the houses may also remind many of fairy tales. So in summary, flooding is such a universal theme that I felt it had to be included.

I have actually managed to retain a number of elements straight from the original due to the relative simplicity of Ovid's text in this passage, which has been great as there are so many striking images in this passage I wanted learners to experience in the original!

#### **New grammar:**

subject and object endings for nouns; Latin word order.

### Guidance for teaching:

- ☒ This chapter introduces the Latin sentence order, with verbs generally appearing at the end. This is something that lots of children struggle with, and it will take most classes a while to get used to the idea. Some practice sentences can be helpful, plus the lesson ideas included in this chapter.
- ☒ From the second vocabulary box onwards they will start having to recognise words in the passage and identifying them with words in the vocabulary boxes which have different endings.
- ☒ Different spelling of Jupiter will surprise them.
- ☒ Where to put “the” and “a” will most probably remain a problem – children will often continue to translate nouns with inserting an article of any kind.
- ☒ It's good to encourage pupils to spot the verb in each sentence, translate it, and then see if there is a subject who is doing it, not to plough on word by word. This helps develop translation technique for later, more difficult passages.

### Lesson ideas:

- ☒ Word order: a fun way to reinforce the new word order of Latin sentences is to make some bunting! Firstly, Recap Latin subject-verb-object sentences, and then explain that you're going to make sentence bunting! Hand out to groups or individuals some string and sheets of coloured paper with Latin words on and ask them to cut paper into triangles, choose the correct ones to make Latin sentences which make sense, and put onto the bunting. It can then be used as temporary or permanent classroom display, or even taken home to hang in their homes!
- ☒ Trains with stickers is another good way of emphasising the word order differences in Latin and English. If you happen to have a little wooden train set lying round, fantastic! If not, then just cutting out pieces of cardboard and joining them together can suffice.

- ☒ Children may well be used to reading or hearing about natural disasters in the media. You could ask them to create a 24 hour style news report on the flood as it unfolds, including features Ovid has imagined, or perhaps their own features.
- ☒ This is a good lesson to explore the Graeco-Roman pantheon in – they're introduced for the first time to specific gods, and immediately shown how the gods behave in classical myth. A fun class task is to create facebook pages for the gods.
- ☒ The theme of the flood (and Jupiter's motivation) connects naturally to how humans have affected their environment. You can explore the issue of climate change and how it causes more extreme weather conditions, and how we as a society can help take responsibility and actions to prevent things getting worse. The class could create a manifesto of actions they agree to take in their own lives, or perhaps pick a campaign to write letters about to their local MP. It's also a useful way of exploring the effects of climate change on communities and eco-systems, as well as on the physical environment. Children can explore the various different aspects of life and life forms that are affected in this story.
- ☒ Does Jupiter behave like a bully in this story? The class can use this story to explore the causes and effects of bullying, as well as whether there is any justification for Jupiter's actions.

### **OCR running vocabulary:**

habet  
iratissimus  
mitto  
amicus  
taberna  
puella  
puer  
sedet  
urbs  
video

tres

### **Translations**

p29.

Jupiter is very angry. He sends the South Wind. The South Wind flies with watery wings. He has a watery beard. Water flows from his hair. Rain pours onto fields. Rivers seize trees and houses and flocks

p33. Noun exercise

barba - barbae  
oceanus - oceani  
amicus - amici

lunas - luna  
terras - terra  
tabernas - taberna

Now there is no earth, only ocean. A girl sits on a hill. A boy sits in a tree and catches fish! Under the water, the sea nymphs see cities. Fish swim through windows and doors.

### **Omissions and errata:**

**Practice Sheet 3**

**PART ONE: meaning of Latin words**

PLEASE CIRCLE THE CORRECT ANSWER

1. Which of these words is the correct translation of “amicus”?

FRIEND                  WOMAN                  WATER

2. Which of these words is the correct translation of “puella”?

BOY                          GIRL                          MAN

3. Which of these is the correct translation of “tres”?

TWO                          THREE                          FOUR

4. Which of these is the correct translation of “habet”?

THEY HAVE                  YOU HAVE                  HE/SHE HAS

**PART TWO: origins of English words**

5. Complete the table below. One example has been completed for you:

LATIN WORD	MEANING OF LATIN WORD	ENGLISH WORD THAT COMES FROM THE LATIN
narro	I tell a story	narrator
urbs		
tres		
amicus		

**PART THREE: sentence practice**

6. Translate the following sentences:

a) puer cibum mittit.

-----

b) vir est iratissimus.

-----

c) puellae sedent.

-----

**PART FOUR: myth quiz**

7. Which wind is responsible for the flooding?
8. What is the relationship between Jupiter and Neptune?
9. Why does Jupiter decide to flood the earth?

**PART FIVE: puzzle section**

Draw a line to connect the Latin words to their meanings:

urbs	
puella	
tres	
puer	3

## Chapter four – *Deucalion and Pyrrha*



This is the last of the “universal themes” myths I've included, and almost the first half of the book establishes these familiar mythic themes. I felt it was necessary to show how the world and people were re-created after the flood in the myth – I also wanted to use it to further explore the effect of flooding on earth, but through the first (of many) personal stories which show the effects of the flood. This chapter marks a change from universal to personal stories, therefore, and sets the tone for the rest of the book.

### **New grammar:**

1<sup>st</sup> and 2<sup>nd</sup> declension adjectives

### **Guidance for teaching:**

- ☒ Learners may not remember vocabulary from previous chapters that is now not included in new vocabulary lists. They can look up words in the back of the book – perhaps tell them that at the start to avoid constant questions about vocabulary! One of the key aims of the book is to foster independent exploration and discovery, so wherever possible, it's good to encourage them to find out words themselves anyway.
- ☒ Adjective agreement can seem like a strange idea to classes. I usually demonstrate this by using the English examples of “blond” and “blonde”, but it may take a while for them to grasp the concept.

- ☒ They may be reminded of the Adam and Eve myth, rather than the myth of Noah – or maybe they will bring up both! It can therefore present difficulties where children might come from a particular religious background. The key is to emphasise that these stories are not being presented as facts or truth, but represent a story the ancients may have believed as well as have enjoyed listening to.

### Lesson ideas:

- ☒ This chapter introduces adjectives, and some children may find the idea of adjectives agreeing with their nouns very strange. A simple way of practising the idea is to write some nouns and adjectives which agree with one another scattered at random on a page, and ask them to draw lines connecting up the correct pairings.
- ☒ Musical words! A more dynamic exercise is to give each child a piece of A4 paper with a noun or adjective on, and play some music, which they all run round or dance to. When the music stops, they have to find a correct pairing as quickly as possible. Incorrect pairings or spare words are disqualified after each round. You can do it without the music aspect, if you want to do things in a less frenetic or less competitive way!
- ☒ Word dice: another way of practising adjectives and nouns involves word dice! You will need a cut-out cube outline for this, unless you happen to have some giant dice, in which case you could just stick the words onto this! Younger children particularly enjoy making the dice, though, so it can be nice to keep this aspect in even if you do have dice to hand! Write sentences “puella est laeta, “puer est laetus”, “puellae sunt laetae”, “pueri sunt laeti” to demonstrate plural endings. Write up lots of nouns and adjectives. Ask children to make giant dice, two each, one with nouns, one with adjectives. Role to get matching results. Do a few class practice attempts once the dice are completed, to see if children can roll nouns and adjectives which agree!
- ☒ It's a great opportunity to talk through the similarities and differences, as well as the human motivations behind creating these myths. In what ways does this story differ from the Noah's ark version. There are a number of interesting omissions and inclusions that are worth talking about with a class.

### **Running OCR vocabulary:**

bonus/a  
nomine  
quod  
solus/a  
audio  
subito  
quattuor

### **Translations**

p36.

A tired bird, seeking land for a long time, at last falls into the ocean. After many days, the water subsides little by little. Look! Now the earth appears. Only one man and one woman remain in a boat. The man, called Deucalion, is good. The woman, called Pyrrha, is good. Deucalion and Pyrrha are alone, and therefore pray

p38.

The goddess Themis hears the man and the woman. She says "throw stones behind your backs!". Deucalion and Pyrrha are worried, but they throw stones. Suddenly the stones begin to soften and to take on new shapes. In a short time the stones are men and women! At last Deucalion and Pyrrha are happy.

### **Omissions and errata:**

**Practice Sheet 4**

**PART ONE: meaning of Latin words**

PLEASE CIRCLE THE CORRECT ANSWER

1. Which of these words is the correct translation of “subito”?

NOW                      SOON                      SUDDENLY

2. Which of these words is the correct translation of “solus/a”?

LONELY                      HAPPY                      SAD

3. Which of these is the correct translation of “quattuor”?

TWO                      THREE                      FOUR

4. Which of these is the correct translation of “nomine”?

SPOKEN                      THOUGHT                      CALLED

**PART TWO: origins of English words**

5. Complete the table below. One example has been completed for you:

LATIN WORD	MEANING OF LATIN WORD	ENGLISH WORD THAT COMES FROM THE LATIN
narro	I tell a story	narrator
audio		
solus/a		
nomine		

**PART THREE: sentence practice**

6. Translate the following sentences:

a) est femina, nomine Pyrrha.

-----

b) feminae sunt solae.

-----

c) puella solum virum audit.

-----

## **PART FOUR: myth quiz**

7. What did Deucalion and Pyrrha do when they realised they were all alone?
8. How were the new humans formed?
9. What was the name of the goddess who answered the prayer?

## **PART FIVE: puzzle section**

10. In the wordsearch below, you can find the translations of some of the words you have met in chapter 4! These are listed underneath.

**J O B B U T A D**  
**F A T H E R S E**  
**J I K G D B T I**  
**U N V E I U U F**  
**O D C E O T O I**  
**H F H H U V H R**  
**S Y S R E T S R**  
**E E E J A Y E E**  
**O S L A E R H T**

**pater  
perterritus  
quoque**

**quinque  
sed  
clamat**

## Chapter five: *Apollo and Daphne*



This is of course an iconic story, and also the first of the “love” stories in Ovid's poem. It has a wonderfully magical realist depiction of metamorphosis, so it was for me a really lovely one to include because I enjoy bringing these elements out in stories. It is also the first story which features someone turning into something else. Many stories in the poem involve people turning into trees, and this is probably the most beautiful and captivating in terms of its level of detail. The story raises a number of relevant issues, from male dominance and power, to how (or how not to!) deal with unrequited love.

### **New grammar:**

full conjugation of present tense for groups 1-4, and “esse” / “posse”.

### **Guidance for teaching:**

- ☒ “Cupido” can be difficult – it may need flagging up that it's a subject.
- ☒ An explanation of what a nymph is is usually needed at this story. This can create quite a fun and interesting strand of conversation about these ethereal creatures and how they fit into Greek and Roman imagination. Children may perceive them to be like fairies.

- ☒ “aura” being the subject of a sentence is really hard for some learners, so it might be worth exploring English sentences where words that aren't obvious subjects come up as subjects.
- ☒ They will probably still be having some problems with the Latin word order, and will probably need reminding to look at the end of the sentence once they have found the subject.
- ☒ They will now have met “carpo” in two different contexts – the tree being seized by the flood in chapter three, and now Cupid taking a bow from his quiver. Children often find it peculiar that one word can be translated in two different ways. It's good to explore this, but asking them to think of English words where this happens, such as “run a race” and “run a business” etc. See how many they can think of!
- ☒ “ego” being present as well as inherent in the inflected verb ending created some confusion for the children in my classes. Explain that it is used purely for emphasis, such as “I myself think”.

#### **Lesson ideas:**

- ☒ The full conjugation being introduced is always an interesting one – children usually take it in their stride and can really love the old fashioned chanting or singing.
- ☒ One of my favourite class activities for reinforcing conjugations is “verb flowers”. You can do this using straws and bits of coloured paper cut into petal shapes. The stem is the straw, and using the verb sheet, they need to select a verb, write its stem onto a sticky label and wrap it around the straw. Then they need six or eight petals on every flower (depending on whether they use the infinitive and imperative endings as well), with the correct ending for the verb group written on each petal. It can be any sort of plant you like, or could even be spiders, or other sorts of creatures.
- ☒ The jigsaw piece idea raised in chapter two can be used again for the full conjugation – it takes quite a lot of preparation but is really helpful for reinforcing the idea of stems and endings.
- ☒ As mentioned in the introduction to this chapter, I really enjoy the narrative style of this passage, and I've tried to keep it as true to Ovid's

- ☒ original piece as possible. There's lots of scope for activities that explore and experiment with narrative style, such as comic strips, selecting one aspect of the story and detailing it elaborately, or describing the process of metamorphosis like a scientist. You could even ask the class to write rap versions of the story.

### Running OCR vocabulary:

agricola  
amo  
curro  
ego  
meus/a  
pater  
sum  
clamo  
es  
perterritus  
quoque  
exspecto  
possum  
sed  
quinque

### Translations

p42.

Cupid, very angry, seizes two arrows from a quiver. The gold arrow creates love, the lead arrow destroys love. Cupid strikes the lead arrow on a nymph, and he strikes the golden arrow on Apollo.

Immediately Apollo loves the nymph, but the nymph runs. The god shouts "Nymph, wait! I am not a farmer, I do not watch flocks. Jupiter is my father!"

p46.

Daphne runs. A breeze drives her hair backwards. The nymph, terrified, shouts "bring help, father!". Suddenly her body is heavy. Her hair grows into leaves, her arms change into branches. Her feet stick in roots. The nymph is a laurel tree!

Apollo also loves the tree. The god says "you are not my wife, but now you are my tree."

p47.

1. We destroy.
2. You (pl) grow
3. You (sg) run
4. They stick
5. He/she/it loves.
6. I wait for.

**Omissions and errata:**

p.43

"sed = but" is missing from the vocabulary list.

p.46

"impelit" in text and vocabulary list should read "impellit".  
"gravis" should read "grave".

**Practice Sheet 5**

**PART ONE: meaning of Latin words**

PLEASE CIRCLE THE CORRECT ANSWER

1. Which of these words is the correct translation of “subito”?

NOW                      SOON                      SUDDENLY

2. Which of these words is the correct translation of “solus/a”?

LONELY                      HAPPY                      SAD

3. Which of these is the correct translation of “quattuor”?

TWO                      THREE                      FOUR

4. Which of these is the correct translation of “nomine”?

SPOKEN                      THOUGHT                      CALLED

**PART TWO: origins of English words**

5. Complete the table below. One example has been completed for you:

LATIN WORD	MEANING OF LATIN WORD	ENGLISH WORD THAT COMES FROM THE LATIN
narro	I tell a story	narrator
audio		
solus/a		
nomine		

**PART THREE: sentence practice**

6. Translate the following sentences:

a) est femina, nomine Pyrrha.

-----

b) feminae sunt solae.

-----

c) puella solum virum audit.

-----

## **PART FOUR: myth quiz**

7. What is Apollo the god of? (there is more than one answer!)
8. Who is Apollo's father?
9. What do you think the name Greek name “Daphne” means? (the clue is in the story!)

## **PART FIVE: puzzle section**

Here are some Latin words you have met in this chapter, and their jumbled up translations. Can you unjumble the translations to work out the meaning of the Latin words?

AGRICOLA – MREARF

AMO – LIVOE

CURRO – NIRU

ES – AYOREU

POSSUM – AIMLEBA

QUINQUE – EFIV

## Chapter six: *Phaethon and Sol*



This story is probably one of the least well-known in the whole book, perhaps often overlooked because of its similarities to the Icarus story. I do include the Icarus story later on, but this less well-known variation is well worth including for lots of reasons: the idea of the sun's chariot in itself is striking and encourages children to think about ancient beliefs about the sun. It being out of control is quite an exciting and scary concept too! The gleaming palace of the sun and all the imaginative description of that is lovely, as well as the scope for discussing Jupiter's actions.

Also, unlike the Icarus story, which I've always felt is more focused on Daedalus's perspective, this story develops Phaethon's character, from the bullying at the start which prompts him to question his father, to the desire to fly the chariot and total panic as it all goes awry.

### **New grammar:**

questions using "ne".

### **Guidance for teaching:**

- ☒ The “ne” is a really difficult concept. I think the best way to introduce it is to put it into English sentences, and practise this until they are comfortable with it.
- ☒ “sun” and “son” caused some confusion and also some amusement in my classes.
- ☒ Pronunciation of Phaethon can be tricky – a bit of class practice is useful!

### **Lesson ideas:**

- ☒ This is a fantastic story to think of in modern terms – as I put it to my classes, basically Phaethon asked his Dad for the keys to his very flash car! You can ask your class what they would ask for and why. It also transfers very well to a play, since there is so much dialogue in the passage, so this could be a fun way of reading the original Latin again, once they've translated the story, or even before and after, as well as being good in the English!
- ☒ You can also use the start, where Phaethon is called stupid by his peer, and told a lie, to explore bullying and hurtful comments. This hurtful comment had a spectacularly bad consequence, but all hurtful remarks cause some reaction. Getting the class to imagine scenarios where a hurtful remark led to a catastrophic consequence might be useful. You can explore whether Phaethon's experience of having a famous dad is a bit like the children of footballers and film stars today!
- ☒ I created a Phaethon themed board game for the lessons I spent on this chapter. To do this, I drew the earth on a large sheet of card paper, and then created a track divided into 24 squares around the earth. This is to be Phaethon's path. Each square is yellow, blue or green, and the players roll a die, and then move. I created a set of cards which correspond to each colour – yellow was a myth question, blue a vocabulary question, and green a historical fact question. The player has to answer correctly the card, and then next go he or she can roll and move. If the card is not answered correctly, the player has to keep trying to answer whichever card colour he is landed on, until he does. If you spend more than two goes in any given quarter of the planet, this burns the planet. The aim is to get round with the planet unscathed!

## Running OCR vocabulary:

advenio  
filius  
fortis  
ibi  
inquit  
invito  
magnus  
mox  
postquam  
saluto  
stultus  
timeo  
via  
omnis  
rogat  
tu  
sex

## Translations

p51.

Phaethon is the son of Sol, but a boy, called Ephaphus, says "you are stupid! You are not the son of Sol!" Phaethon, angry, climbs in the sky and arrives at the gleaming white palace of Sol. There Sol greets his son and invites him inside. Phaeton asks "are you my father?" Sol says "yes! I give any gift to you." Phaeton asks "Am I able to drive your chariot today?" Sol says "it is necessary for me to allow you. But the journey is dangerous. Are you certain?"

"Yes!" exclaims Phaeton.

"Then listen carefully. First the path is steep. The path is highest in the middle of the sky. I myself am afraid to look at the ocean and the lands. The last path is facing downwards. Beware!"

p54.

Phaethon still desires the chariot. The father leads the boy to the white chariot. The axle is gold and the pole is gold. The wheels are gold and the spokes are

silver. Brave Phaethon climbs into the chariot and enjoys holding the reins. After Dawn arrives, the horses run through the sky.

Phaethon is not able to hold the reins. Soon the horses leave the path. Phaethon is terrified! Then big cities turn into ash. Woods with mountains burn. The boy sees the whole orb burnt. At last Jupiter sends a thunderbolt against the boy. Phaethon falls headlong down from the sky.

**Omissions and errata:**

p.52

“currus” is a group 4 declension, so should read “currus (4)” in the vocabulary.

“rogo (1) = I ask” and “tu = you” are missing from the vocabulary list.

p.54

“argentii” should read “argentei”.

**Practice Sheet 6**

**PART ONE: meaning of Latin words**

PLEASE CIRCLE THE CORRECT ANSWER

1. Which of these words is the correct translation of “filius”?

DAUGHTER

SON

BROTHER

2. Which of these words is the correct translation of “mox”?

NOW

THEN

SOON

3. Which of these is the correct translation of “stultus”?

HAPPY

SAD

STUPID

4. Which of these is the correct translation of “tu”?

YOU

HIM

WE

**PART TWO: origins of English words**

5. Complete the table below. One example has been completed for you:

LATIN WORD	MEANING OF LATIN WORD	ENGLISH WORD THAT COMES FROM THE LATIN
narro	I tell a story	narrator
magnus		
via		
timeo		

**PART THREE: sentence practice**

6. Translate the following sentences:

a) “tu es meus pater!” inquit filius.

-----

b) currus est magnus.

-----

c) longas vias timemus.

-----

## **PART FOUR: myth quiz**

7. What was the job of the god Sol?

8. Sol swore on the River Styx that he was the father of Phaethon – where is this river?

9. Can you think of another myth where a son ignores his father's advice?

## **PART FIVE: puzzle section**

10. In the wordsearch below, you can find the translations of some of the words you have met in chapter 6! These are listed underneath.

<b>A</b>	<b>L</b>	<b>Q</b>	<b>J</b>	<b>S</b>	<b>I</b>	<b>X</b>	<b>E</b>
<b>J</b>	<b>A</b>	<b>K</b>	<b>G</b>	<b>D</b>	<b>G</b>	<b>W</b>	<b>R</b>
<b>V</b>	<b>N</b>	<b>A</b>	<b>E</b>	<b>I</b>	<b>R</b>	<b>A</b>	<b>E</b>
<b>N</b>	<b>D</b>	<b>C</b>	<b>M</b>	<b>E</b>	<b>E</b>	<b>V</b>	<b>T</b>
<b>K</b>	<b>F</b>	<b>H</b>	<b>R</b>	<b>U</b>	<b>E</b>	<b>E</b>	<b>F</b>
<b>L</b>	<b>Y</b>	<b>E</b>	<b>R</b>	<b>E</b>	<b>T</b>	<b>A</b>	<b>A</b>
<b>I</b>	<b>H</b>	<b>E</b>	<b>J</b>	<b>A</b>	<b>Y</b>	<b>L</b>	<b>M</b>
<b>T</b>	<b>D</b>	<b>D</b>	<b>A</b>	<b>O</b>	<b>R</b>	<b>L</b>	<b>N</b>

**postquam**  
**ibi**  
**sex**

**via**  
**omnis**  
**saluto**

## Chapter seven – *Echo and Narcissus*



These are two wonderful stories that Ovid is said to have been the first to have had the eye to combine into one seamless and moving episode. There are so many marvellous aspects to these stories, that I felt they had to be included: the ingenuity of Ovid's word play in the Echo passage, the aetiological aspects of both stories, the moving human themes of love and rejection, pride and self-destructiveness. Narcissism is a word often used in modern society, so it's great to be able to introduce them to the story in an original form!

### **New grammar:**

question words; dative endings of nouns

### **Guidance for teaching:**

- ☒ I have specifically altered the word order that the children have been learning for some of this passage in an attempt to retain Ovid's clever word play (e.g. having Echo at the end of the sentences). This may perplex, so it's worth flagging this up before they begin.

### **Lesson ideas:**

- ☒ With Narcissus' story, this is a nice opportunity to bring up the fact that the scientific and often also colloquial plant names are from Latin. One activity might be to write the word "bellis perennis" on the board, and ask the children to guess which flower it might refer to. Tell them "daisy" and explain the meaning of the Latin words and how they apply to a daisy!

- ☒ Remind the children that the “proper” names of flowers and plants and trees are in Latin, and this is because those names tell people useful things about the seeds they are buying, such as the colour, whether the plant is fragranced, whether it flowers all year round or not, etc. Hand round some pictures of flowers, with their Latin names written below. Ask the children to write down, firstly, what the English name for the flower is, and secondly, what the adjective (which comes second) might mean. You can then write up the correct versions, and also the adjectives. It's useful to draw attention to the ways in which the adjectives change to agree with the plant to reinforce adjective agreements too.
- ☒ Ovid's poem abounds with stories of people turning into flowers – some of them need adjusting to make age-appropriate, but you can create simplified versions and ask children to read them and choose which ones they like and why.
- ☒ Another interesting activity is to explain how Ovid has taken two myths and connected them, when they were previously entirely separate. Perhaps encourage your class to take two unconnected stories and merge them in some way, or even choose two classical myths and work out how they might connect in a narrative.

### **Running OCR vocabulary:**

multus  
quis  
saepe  
cena  
consumo  
specto  
statim  
ubi  
vinum  
prope  
venio  
septem

### **Translations**

p59.

Many girls desire Narcissus. but Narcissus loves no girls, because he has great pride. Echo often sees Narcissus. Echo still has a body, but she has no voice. She is only able to repeat her words. Narcissus, alone in the wood, says "who is here?" and Echo responds "who is here?". Narcissus is stupefied! He shouts "come!" and Echo responds "come!".

p61.

Echo runs to Narcissus. Narcissus shouts "go away!" and Echo responds "go away!". Narcissus runs. Echo, gloomy, hides in caves. Her body gradually changes into stone. Only her voice remains.

Narcissus, tired, sits near a spring. He eats dinner and wine. Then he looks in clear water. At once he sees a wonderful image. Narcissus is stupefied! With his eyes, he looks at his beautiful hair. When he touches the water, the image vanishes. "Why do you flee from me?" shouts Narcissus, and he remains there forever. At last nymphs find a yellow flower with white petals. Also after death, Narcissus still looks at the Stygian water.

p63. dative exercises

1. to the stone
2. to the girls
3. to the flower

1. saxi
2. puellae
3. floris

### **Omissions and errata:**

p.59 and p.61

"respondit" should read "respondet".

p.60

In the vocabulary, "respondo (3)" should read "respondeo (2)".

p.62.

Unfortunately a serious error crept in here. The noun "currus" used as group 2 example of how group 2s decline is actually a group 4 noun. The endings listed are still correct, but not for that particular word.

An example of a group 2 noun to use would be "amicus (2) = friend". This would then decline as follows:

amicus  
amicum  
amico

amici  
amicos  
amicis

**Practice Sheet 7**

**PART ONE: meaning of Latin words**

PLEASE CIRCLE THE CORRECT ANSWER

1. Which of these words is the correct translation of “multus”?

MANY

SOME

FEW

2. Which of these words is the correct translation of “cena”?

BREAKFAST

DINNER

LUNCH

3. Which of these is the correct translation of “saepe”?

OFTEN

NEVER

SOMETIMES

4. Which of these is the correct translation of “quis”?

WHICH

WHO

WHY

**PART TWO: origins of English words**

5. Complete the table below. One example has been completed for you:

LATIN WORD	MEANING OF LATIN WORD	ENGLISH WORD THAT COMES FROM THE LATIN
narro	I tell a story	narrator
consumo		
septem		
vinum		

**PART THREE: sentence practice**

6. Translate the following sentences:

a) magnam cenam consumunt.

-----

b) ubi est forum?

-----

c) puellam in silva puer spectat.

-----

#### **PART FOUR: myth quiz**

7. Why was Echo not able to speak for herself, but only to echo others' words?
8. Who were Narcissus' parents?
9. Can you name another myth where someone turns into a flower?

#### **PART FIVE: puzzle section**

10. Here are some Latin words you have met in this chapter, and their jumbled up translations. Can you unjumble the translations to work out the meaning of the Latin words?

PROPE – RNAE

SPECTO – WAIHTC

VENIO – OIEMC

STATIM – MIAMLDEYTIE

## Chapter 8: *Arachne*



The Arachne story is a peculiarly enthralling story to many people, perhaps in part because people are so frequently fascinated and terrified spiders. The weaving aspect and the disguised old lady has a lot of the fairytale about it, and there are some important human themes, of pride again, but also the frequent fear that haunts humanity that the divine somehow envies and is jealous of our creativity. In fact, all three of these last chapters are about human creativity and the ways in which these can lead to suffering.

### **New grammar:**

imperfect tense.

### **Guidance for teaching:**

- ☒ The big thing here is of course the introduction of a new tense, which raises the issues of present and past in verbs, something all children are attuned to but not conceptually aware of necessarily. However, I generally find that children actually take to the imperfect very happily most of the time. It's one of the most straightforward tenses in the way that it alters verbs, and also has a pleasing sound it as it conjugates!

- ☒ “eram, eras, erat” is slightly more of a problem, and “erat” in this chapter raises the spectre of “est” in the first chapter. Children may still struggle to translate “est” appropriately, using “is” instead of “he or she is” and not managing “there is” or “it is” at all. Remind them of the variations possible.

### **Lesson ideas:**

Further to Phaethon game in chapter six, I had a go at creating a similar board game since my year 6 kids had really enjoyed the Phaethon one and it's a fun way of revising vocabulary at the end of a lesson. This one is called "Arachne's web". Firstly, draw a board with a spider's web and lots of multicoloured squares to land on. There's a plastic spider in the middle, and players start on the circle next to the spider. Each player starts with a card with a fly on it too. They roll a die, move, and answer a question on a yellow/blue/green card (using the same cards as the Phaethon game - yellow for myths, blue for words, green for history/facts), or if they land on purple then they get pot luck (or they can choose!). If they get it right, they move forward on their next go, but if they get it wrong, they go back two spaces. Next go, they can roll again, etc. However, after the first round when all players have rolled and moved, then the spider (operated by a pupil or the teacher) rolls and moves (but doesn't need to answer questions!). If the spider lands on the circle a player is on, then the player is out. But the "fly card" acts as a distraction, so each player can use this once to escape the spider (who then moves back one space instead of catching the player).

- ☒ This chapter is a really great opportunity to bring up the idea of weaving in ancient society, its importance, and how it was actually done. There's a lot of really good information on the internet for this. Also, our Iota magazine edition two is themed on the Arachne myth, so there are lots of sections with background myth material and related games - <http://irisonline.org.uk/index.php/iota/32-iota-issue-2-spring-2011>. The children can even have a go at weaving themselves! There are various replica artefacts which exist which can be used to recreate the process effectively. It's a great opportunity for a museum visit!
- ☒ The children can also explore all the areas where weaving comes up in literature – there are fair tales, poetry and stories which feature this motif, so it's got a lot of potential for exploration and class discussion.

## Running OCR vocabulary:

doceo  
parvus  
hortus  
magister  
mater  
constituo  
paro  
scribo  
olim  
fabula  
octo

## Translations

p67.

Once upon a time there was a girl, called Arachne. She was seeking a memorable name, although she was living in a small house. Arachne was weaving in her garden, and nymphs were watching her wonderful work.

The girl was gathering together rough wool in balls. Then she was softening the wool, and turning the spindle with her thumb. However, she was saying, "My mother was not my teacher. Nor was Athena teaching me."

p70.

Athena was pretending to be an old woman. She was adding false white hair onto her head, and she was holding up her shaky body with a stick. Then she was saying "don't ignore my advice. Concede to the goddess, rash girl." Arachne, irritated, was saying "Why does she not come herself?".

Then the goddess was saying "I come!" and was removing her form. She was Athena! The girl alone was not terrified. Athena and Arachne were setting up a loom and were weaving.

Athena was creating a picture of the rock of Mars.

p71.

Arachne was creating a picture of Europa and other stories.

Arachne was the winner! Athena, very angry, was tearing up the work and was hitting the girl. Arachne was terrified. Athena was scattering grass and at once the hair, nose and ears of Arachne were falling. Her head was suddenly very small, and then her whole body as well. Her fingers were sticking in her side! The rest was her stomach, from which the girl was sending out a thread. Arachne was still weaving, a spider.

p73

parabat - he was preparing  
monebant - they were warning,  
scribebamus - we were writing  
audiebatis - you (pl) were hearing.

### **Omissions and errata:**

p.67

13. Page 67: Line 6 – the word order should be: dicebat tamen not tamen dicebat since “tamen” should always appear as the second word in a clause.

“mihi” should read “me”.

p. 68

“quaereo (2)” should read “quaero (3)” in the text and the vocabulary below.

“olim = once” is missing from the vocabulary.

p.69

“amabamas” should read “amabamus”.

p.72

“ipsus” should read “ipse”.

“fabula (1) = story” is missing from the vocabulary.

**Practice Sheet 8**

**PART ONE: meaning of Latin words**

PLEASE CIRCLE THE CORRECT ANSWER

1. Which of these words is the correct translation of “olim”?

LAST

FIRST

ONCE

2. Which of these words is the correct translation of “mater”?

FATHER

SISTER

MOTHER

3. Which of these is the correct translation of “parvus”?

SMALL

LARGE

HEAVY

4. Which of these is the correct translation of “magister”?

JUDGE

TEACHER

SHOPKEEPER

**PART TWO: origins of English words**

5. Complete the table below. One example has been completed for you:

LATIN WORD	MEANING OF LATIN WORD	ENGLISH WORD THAT COMES FROM THE LATIN
narro	I tell a story	narrator
hortus		
scribo		
fabula		

**PART THREE: sentence practice**

6. Translate the following sentences:

a) magister matrem docebat.

-----

b) fabulam narrabamus.

-----

c) olim erat parva villa.

-----

## **PART FOUR: myth quiz**

7. Where did Arachne live?
8. Which goddess challenged her to a contest?
9. In what way does the girl Arachne already resemble a spider?

## **PART FIVE: puzzle section**

Have a go at paper weaving! Follow these instructions:

- Cut one sheet of coloured paper into a large square shape.
- Fold the square sheet in half, and then cut evenly spaced slits from the fold to about half an inch from the end. Then unfold.
- Cut another sheet of different coloured paper into strips.
- Weave the coloured strips through the vertical slits you've made in the square sheet.
- Glue down the edges of the strips at each end once you've woven them through.
- Decorate!

## Chapter nine – *Daedalus*



This chapter contains the two most famous stories connected with the inventor Daedalus. Most children will have encountered the Icarus story before, and many the labyrinth story too. Despite its prevalence, and perhaps also because of it, I felt these stories had to be included. Children knowing where the stories had been written down back in ancient times is interesting and useful in itself.

There are also some wonderful aspects of Ovid's rendering that I felt couldn't be missed! His evocation of the confusing wandering ways of the maze through the confusing word order was a bit of a risk to include, but I decided to keep it in, as I think that children can grasp this concept and enjoy it. There are also the touching details in his account of the Icarus story, such as the small child jumping up to catch the feathers as his father is working on the wings, and the people below gazing up will surely remind them of the images in *The Snowman*!

Most of all, though, I wanted this chapter to focus on Daedalus, the second of our tormented artists in this final trio. These last three chapters – more obviously than the previous ones – mirror the overarching themes of Ovid's life and of his *Metamorphoses* as a whole: human creativity, intelligence and how these interconnect with tragedy. I don't think primary school children are too young to

understand and relate to these themes, and certainly older children can gain a great deal from exploring them.

### **New grammar:**

perfect tense

### **Guidance for teaching**

- ☒ Inevitably the perfect tense is going to be a difficult, especially hot on the heels of the imperfect tense being introduced last chapter. The endings are complicated, and children may well feel overwhelmed. Try to practise simply recognising which is which at this stage, and reinforcing the differences between the meaning of the two tenses.

### **Lesson ideas**

- ☒ A great opportunity to explore labyrinths – their role, construction and appearance in stories and in buildings. The children can be introduced to some archaeology on this topic through various sites on the internet, and have a go at designing and creating life-size labyrinths out of cardboard or other materials!
- ☒ I haven't yet got round to doing one, but a labyrinth board game would make a natural continuation to the board game series that has featured in this guide!
- ☒ Our Iota edition 6 is themed on the myth of Theseus and the minotaur so it's worth exploring this for useful background sections, games and activities. It's at <http://irisonline.org.uk/index.php/iota/108-iota-6-out-now>
- ☒ It's also a chance to explore science and construction: there is a description of how Daedalus constructed his wings, and it might be fun for the class to discuss and explore how Daedalus chose his methods of construction and to have a go themselves. It can lead to discussion of aerodynamics more broadly. You can also talk about inventors and scientists in the ancient world – who they were, what they thought, what equipment they had and what methods they used. Iota edition three is themed on the Icarus story, so useful for background, games and activities – at <http://irisonline.org.uk/index.php/iota/22-iota-autumn-2011-out-now>

## OCR vocabulary

filia  
intro  
servo  
plaustrum  
sto  
novem

## Translations

p77.

Daedalus built a labyrinth. He created many paths and he mixed up signs. He led lights in error. There is a river, called Maeander, which flows and flows back. Just as Maeander plays in liquid waves, in this way Daedalus created countless paths, and he himself was scarcely able to return to the door! Minos kept a monster inside.

Ariadne was the daughter of the king. When she saw Theseus, she loved him. Ariadne gave a thread to Theseus. Then Theseus entered the labyrinth and defeated the monster. He found the door again with the thread.

p80.

Meanwhile Daedalus hated Crete and the long exile. Therefore he placed feathers in order. He tied the feathers with thread and wax. He was like a true bird. A boy, Icarus, was standing near his father. He was catching at the feathers and softening the wax with his thumb. At last Daedalus finished his work and he gave his son kisses.

Then they were flying! A shepherd and a ploughman with his wagon were standing underneath and they were dumbfounded. But Icarus was flying near the son. The wax was melting! The boy was shaking bare arms. He shouted "Father!" and he fell in the ocean.

p83. perfect exercise

1. ligavimus - ligo - we tied
2. dederunt - do - they gave

3. finivi - finio - I finished
4. posuistis - pono - you (pl) placed
5. stipuit - stupeo - he was dumfounded
6. duxisti - duco - you (sg) led

**Omissions and errata:**

p.81

“stababant” should read “stabant”.

p.82

“tabesco (2)” should read “tabesco (3)”.

**Practice Sheet 9**

**PART ONE: meaning of Latin words**

PLEASE CIRCLE THE CORRECT ANSWER

1. Which of these words is the correct translation of “novem”?

ELEVEN            SEVEN            NINE

2. Which of these words is the correct translation of “filia”?

DAUGHTER        SON                BROTHER

3. Which of these is the correct translation of “plaustrum”?

STICK              PLOUGH            WHEEL

4. Which of these is the correct translation of “servo”?

I LOOK AFTER    HE LOOKS AFTER    THEY LOOK AFTER

**PART TWO: origins of English words**

5. Complete the table below. One example has been completed for you:

LATIN WORD	MEANING OF LATIN WORD	ENGLISH WORD THAT COMES FROM THE LATIN
narro	I tell a story	narrator
sto		
intro		
novem		

**PART THREE: sentence practice**

6. Translate the following sentences:

a) filia villam intravit.

-----

b) in agro viri steterunt.

-----

c) puer rogat “quis plaustrum servabat?”.

-----

## **PART FOUR: myth quiz**

7. What was the name of the maze Daedalus built?
8. Who was the father of Ariadne?
9. What happened when Icarus went too close to the sun?

## **PART FIVE: puzzle section**

10. In the wordsearch below, you can find the translations of some of the words you have met in chapter 9! These are listed underneath.

S	R	E	T	N	E	E	H
S	E	E	T	N	I	N	E
V	T	A	E	I	L	D	S
N	H	C	M	I	T	N	T
K	G	H	O	U	O	A	E
L	U	S	R	E	T	T	W
I	A	T	A	N	D	S	M
O	D	F	K	D	U	I	Y

**intrat  
sto**

**novem  
filia**

## Chapter ten – *Orpheus and the Ghosts*



For me, this has been a case of saving the best until last with myth choice, as this has to be my favourite myth of all time! I chose it therefore to end the book with what I feel is a deeply fascinating and complex story, and one that seemed to finish the book naturally. The story of the human with the unearthly talent of moving all living things with his song, who lost his wife, and then dared to enter the underworld to ask for her back. There are many things about this story which have haunted me. The fact that this man with his superhuman gift has such a human flaw, and lets his fears overwhelm him is very moving. The image of one man singing his heart out in that dark, forboding land, and the ghosts being spellbound as his song enchants the underworld. And finally, there is the unanswerable question of why Hades set this rule at all – is it because he knew Orpheus would fail? Why did there have to be a condition? And why did Orpheus give in, so close to the end? All questions that I find children ask too, which makes for some fascinating discussions!

I decide to end the passage with Ovid's comic description of the poet who could move trees with his song moving a whole botanical list of trees! I wanted to end on a more whimsical and humorous note, and I felt it wouldn't be true to Ovid's

poem to include the tragedy without that tinge of comedy at the end! And also, because I love trees.

### **New grammar:**

none

### **Guidance for teaching**

- ☒ This is, naturally, the most challenging chapter, and I've kept several entire phrases from the original text. This is because I wanted to preserve a sense of the poetry and beauty of the writing, and this final chapter is an opportunity to do that. Hopefully the class are now ready for some of the difficulties, but if not, you can always gloss the phrases that you think will be most troubling.

### **Lesson ideas**

- ☒ There are a number of possible angles from this chapter to take. A lovely one is to explore the lyre, and through that, ancient music and what we know about that. Iota edition seven is all about Orpheus so worth taking a peek for some of the background and activities – at <http://irisonline.org.uk/index.php/iota/116-iota-seven-out-now>
- ☒ There is also a good opportunity to explore a bit about scientific names for trees (linking to chapter 7 and the activity on flower names).
- ☒ Creative writing possibilities include inventing a story with an impossible condition, or a condition which seems easy but turns out in practice to be insurmountable.
- ☒ Literature possibilities can include exploring different accounts of the underworld in Roman and Greek literature, or across cultures and myths. Children of all ages (and adults!) are always fascinated by depictions and ideas about the underworld and there are lots to explore in literature.
- ☒ All this naturally leads on to discussions of the afterlife and Roman and Greek beliefs about these.

- ☒ Ask the class to create a map of the underworld – it could be an ultra modern map, or a tube map style, or a medieval style map with monsters drawn in!

### OCR vocabulary

ad  
canis  
nos  
vos  
voco  
decem

### Translations

p87.

While the new bride was walking through the grass, she died from a snake's tooth. The poet, Orpheus, went down to the ghosts. He saw the dog, Cerberus, and then, through the shadows, he met Persephone. He sang plucking strings to a tune. "O goddess under the earth. The reason for my journey is my wife. A viper stole her growing years. I beg you, unravel the fate of Eurydice. We have all come to you, sooner or later we hurry to one place. This is the final home. I ask for not a gift, but a loan."

p89.

Then the ghost were crying. Tantalus did not capture the sea, the birds did not pluck the liver. Sisyphus sat on the stone. Neither Persephone nor Hades were able to deny him. They called the woman. She was among the new ghosts. Orpheus accepted one rule, not to turn his eyes back, until he came to earth.

p91.

Through long silence, Orpheus and Eurydice climbed. The path was difficult, obscure, dense and black. They were not far away. Then Orpheus turned his eyes and at once Eurydice fell back. Stretching her arms, the woman seized nothing except breezes.

Orpheus was dumbfounded. He sat on a riverbank for seven days. While the poet moved the sounding springs, a beech tree and a laurel tree, a hazel tree and an ash tree, a fir tree and an oak tree, a plane tree and a maple tree, a willow tree and a box tree, a myrtle tree and many other trees came.

**Omissions and errata:**

p.89

“unum” should read “unam”.

p.90

Although “nego (1)” does mean “I deny”, it is better here to translate it as “I say no”.

p.91

“ripuit” should read “rapuit” in text and vocabulary.

“septem diebus” should read “septem dies” in text and vocabulary.

“salix (2)” should read “salix (3)”.

**Practice Sheet 10**

**PART ONE: meaning of Latin words**

PLEASE CIRCLE THE CORRECT ANSWER

1. Which of these words is the correct translation of “decem”?

TWELVE            TEN            FIVE

2. Which of these words is the correct translation of “ad”?

FROM            BY            TO

3. Which of these is the correct translation of “nos”?

WE            THEY            YOU

4. Which of these is the correct translation of “vos”?

YOU            US            WE

**PART TWO: origins of English words**

5. Complete the table below. One example has been completed for you:

LATIN WORD	MEANING OF LATIN WORD	ENGLISH WORD THAT COMES FROM THE LATIN
narro	I tell a story	narrator
decem		
canis		
voco		

**PART THREE: sentence practice**

6. Translate the following sentences:

a) puella magnum canem timebat.

-----

b) domina canem vocavit.

-----

c) umbrae Orpheum audiverunt.

-----

## **PART FOUR: myth quiz**

7. What creature guards the gates of the underworld?

8. Who is Charon and what is his job?

9. Can you name a land of the dead which features in another culture's myths?

## **PART FIVE: puzzle section**

10. In the wordsearch below, you can find the translations of some of the words you have met in chapter 1! These are listed underneath.

<b>A</b>	<b>U</b>	<b>J</b>	<b>H</b>	<b>G</b>	<b>F</b>	<b>D</b>	<b>S</b>
<b>K</b>	<b>M</b>	<b>H</b>	<b>G</b>	<b>H</b>	<b>K</b>	<b>H</b>	<b>U</b>
<b>O</b>	<b>B</b>	<b>S</b>	<b>J</b>	<b>N</b>	<b>H</b>	<b>F</b>	<b>R</b>
<b>K</b>	<b>R</b>	<b>I</b>	<b>K</b>	<b>O</b>	<b>K</b>	<b>K</b>	<b>A</b>
<b>L</b>	<b>A</b>	<b>N</b>	<b>L</b>	<b>R</b>	<b>L</b>	<b>L</b>	<b>T</b>
<b>J</b>	<b>E</b>	<b>A</b>	<b>J</b>	<b>A</b>	<b>P</b>	<b>I</b>	<b>R</b>
<b>N</b>	<b>N</b>	<b>C</b>	<b>N</b>	<b>H</b>	<b>N</b>	<b>N</b>	<b>A</b>
<b>L</b>	<b>L</b>	<b>L</b>	<b>L</b>	<b>C</b>	<b>L</b>	<b>L</b>	<b>T</b>

**umbrae**

**Tartarus**

**ripa**

**canis**

**Charon**

## **Vocabulary Section**

### **Omissions and errata:**

p. 96: it should read currus (4) not currus (2).

p.96 "fabula (1) = story" is missing .

p. 97: it should read impello not impelo.

p.98: "olim = once" is missing.

p.99: it should read quaero (3) not quaereo (2).

p. 99: it should read respondeo (2) not respondo (3).

p. 100: it should read rapuit not ripuit.

p.100: "rogo (1) = I ask" is missing.

p. 100: it should read salix (3) not salix (2).

p.101: "tu = you" is missing.