

Slide 1

Intro slide. This lesson recaps 'being' verbs and Latin adjectives. Using the self-descriptions completed last week, the class play a game of Guess Who, turning first into third person descriptions. The culture segment delves into those funny Latin names you sometimes find attached to plants and animals: their Linnaean binomial designation.

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Roman register.

Slide 3

OST chant (minus the endings). Your students may now feel able to 'activate' this chant by going through it silently in their heads (eyes closed and heads on desk can help with concentrated recall). The Quick Fire Verbs usually comes next, but this time, we need to refresh our memory of Latin 'being' verbs, so...

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...the 'being' words and their translations appear one-by-one:

sum – I am

es – you are

est – he/she/it is

sumus – we are

estis – y'all are

sunt – they are

These can be rehearsed in a normal voice, and then on mouse click, a picture will appear on the left hand side: pupils then perform the chant in the style of that picture. You have:



...squeaky like a mouse



...operatically!



...angrily



...tired and yawning



... in hushed tones

The class can do the 'styles' chant all together, or each group/table can be allocated to do the chant in a particular style.

Pupils have now refreshed all their verb knowledge, and so are now ready for...

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... Quick Fire Verbs. Forms of the three verbs *amare* (to love), *habere* (to have), and *esse* (to be) will appear on the board, and pupils have to write what the verb means in English on their whiteboards and hold aloft. Double-check their understanding of the infinitive verb meanings before playing, although the pictures should act as effective prompts. Remind the pupils to look at the beginning of the verb to see what is happening, and the end to see who is doing it. The verbs displayed here are:

- amat, he/she/it loves
- habent, they have
- amant, they love
- amo, I love
- est, he/she/it is
- sum, I am
- habet, he/she/it has
- habeo, I have
- estis, you(pl) are
- sumus, we are

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This slide recaps last week's self-descriptions. At this point, the pupils should take their own self-description from their folder. If time allows, volunteers can read out their self-description in Latin.



Do you disagree with your fellow classmate's description of themselves?
If you disagree, tell them why – in Latin if you feel ambitious!

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This slide demonstrates the game of Guess Who. On mouse click 1, the 'family' clue comes up. This is in the first person as it is a self description. To become a clue, it has to be reported in the third person (mouse click 2). Therefore, all verbs ending in o will change their endings to t. Equally, 'sum' will become 'est'.



These self-descriptions use the first person. What does this mean?
What 'person' do the clues use?

The 'hair', 'eyes' and 'likes' clues (mouse clicks 3-8) are modeled in a similar fashion. After four clues, mouse click 9 brings up the question, "quis est?" ("Who is it?")

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The teacher should lead the first couple of rounds as the 'lead detective' and then choose pupils to take on this role in subsequent rounds.

1. Pupils play in groups/table teams.
2. The teacher collects in all of the self-descriptions (which should all be named due to the first question), and places them face down on a table.
3. The 'lead detective' comes to the front of the class and takes a random self-description from the pile.
4. Using the information given in sentences 3, 4, 5 and 6, the lead detective gives four clues about family, hair, eyes and likes. Note that all of the first person self-descriptions will need to be turned into third person clues: this is aided by the prompts on this slide.
5. Once all four clues are given, the teams must discuss and record on their whiteboards who they think the person being described is.
6. The lead detective/teacher asks for the teams' answers, responding with 'ita vero' (yes) if they got it right, or 'minime' (no) if they got it wrong. If no-one gets it right, the lead detective can say who it is (in Latin, of course - "est <name>!")
7. Repeat as much as time allows!

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Moving on to the topic of Linnaean classification.



How would you group these objects? Is there more than one way of doing it? [pupils may group on size, colour, value, abilities/qualities]

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Classifying the world around us into groups is something really useful to scientists. The main system still in use today was developed in the Eighteenth Century by a man called Carl Linnaeus, who split everything on earth into seven classifications. The first, the Kingdom, split things into animals, plants or minerals (e.g. rocks). The last two groups, the Genus and the Species, are what gives the scientific name. And guess what language Carl Linnaeus used in his naming system? Latin!



Carl Linnaeus was Swedish. Why do you think he chose Latin as the language for his classification system? [Because he wanted a language that people from all different countries could understand, and at the time most educated people, such as scientists, would know some (or a lot of) Latin.]

Some examples of genus/species Latin names are (on mouse click):

quercus robor – oak tree

equus quagga – zebra



What does equus mean? Why does a zebra have this in its scientific name? [horse, because it is a member of the horse 'genus' or family]

narcissus pseudonarcissus – daffodil (related to the narcissus, and 'pseudo' means 'pretend' or 'false' in Greek)

hippocampus histrix – spiny seahorse ('hippocampus' literally means horse-sea in Greek. There's the odd bit of Greek in the Latin classification, mainly because Greek animal words often infiltrated the language in Roman times.)

mus musculus – house mouse ('musculus' is the diminutive form of 'mus', so the name means mouse-little mouse, which is very cute!)

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The pupils now have a matching quiz (wk19_linnaean_matching_quiz.pdf), where they have to match Latin scientific names to animals (and one vegetable!) using the knowledge that English words often have a strong similarity to their Latin roots. Some may also know the term 'homo sapiens'.

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The answers (on mouse click):

1. **mouse** = mus musculus
2. **salmon** = salmo salar (word similarity pretty obvious)
3. **black rat** = rattus rattus (as all fans of Horrible Histories will know!)
4. **potato** = solanum tuberosum (the cue word here is 'tuber')
5. **cat** = felis domesticus (domesticus indicated domesticated, or belonging to the 'domus' (home))
6. **lion** = panther leo (Leo in astrology is represented as a lion)
7. **dog** = canis familiaris (canine and familiar may help here)
8. Neanderthal man = homo Neanderthalensis
9. **horse** = equus caballus (pupils should already be familiar with equus from our language work)
10. **human** = homo sapiens (sapiens means wise, not entirely applicable to this picture!)

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The plenary, which takes the form of three questions:

1. Put up your hand if you have oculos brunos! [brown eyes]
2. What does 'est' mean in English [he/she/it is]
3. Do you have a canis familiaris or a felis domesticus at home? [Do you have a dog or cat at home?]