

Slide 1

Intro slide. This lesson focuses mainly on numbers (Greek and Latin) and their modern English cognates. There is also some maintenance of last week's language refresh.

Slide 2

Roman register.

Slide 3

The familiar game of Word Roots Challenge, but this week themed around Latin numbers. The Roman numeral is also written out by the word.

Each student has a whiteboard and marker (or students can work in pairs). A Latin word with its English meaning appears on the screen. Students are given 30-60 seconds to write down on their whiteboards an English word (or words) that they think may come from the Latin word. There are seven words: once they have all been displayed, the teacher can lead a discussion about the words that the students have written down. Correct answers for these words include:

decem, ten – December (which was originally the tenth month in the Roman calendar), decade (10 years), decimal (counting system based on ten numbers), decibel (one tenth of a 'bel', the unit used to measure sound)
unus, one - unique, unicorn (creature with one horn), unify, universe, university (one place where you can learn everything),
quinque, five – quintuplets/quins (five babies born at the same time), quintet (musical group with five members)
centum, hundred - century (100 years), cent (one hundredth of a dollar/euro), centimeter (one hundredth of a metre), centenary (100 years' celebration), centipede (creature with a hundred legs – pedes=feet in Latin)
octo, eight – October (originally the eighth month in the Roman calendar), octopus, octogenarian (an 80 year-old person)
mille, thousand – millennium (1000 years), millisecond (thousandth of a second), millimeter, milligram, millipede (creature with a thousand legs – pedes=feet in Latin), million (Sort of. the Romans didn't really use 'million': it was invented later, after the Roman Empire)
novem, nine – November (which was originally the ninth month in the Roman calendar),



Discussion point: if students come up with words that have non-Latin etymology, ask them to research (using a dictionary) where the words come from.

This exercise complements the later one where we look at Ancient Greek numbers and their cognates in modern English.

Slide 4

OST chant (minus the endings). This leads on to a game of...

Slide 5

... Quick Fire Verbs. Forms of the three verbs displayed (here *amare*, *habere*, and *dare*) 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. There are two new verbs: *consumere*, to eat (consume, consumer) and *currere*, to run (current, curriculum, currency). Remind them 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:

- *consumo*, I eat
- *currunt*, they run
- *videmus*, we see
- *consumitis*, y'all/you (pl) eat
- *videt*, he/she/it sees
- *curro*, I run (*curre-o* turns to *curro* as the e and o elide)
- *currit*, he/she/it runs
- *consumis*, you(s) eat



What words in English come from *currere* [current, currency] and *consumer* [consume, consumer, consumption].

Slides 6-9

Quick on the Draw. This is effectively an extension to Quick Fire Verbs, encouraging the class to not only identify what the verb means, but to also translate subject and object nouns in a simple sentence. Pupils work in pairs or teams. The first of these four slides introduces the (hopefully familiar) vocabulary: *videre* (to see), *amare* (to love), *regina* (queen), *vacca* (cow), *porcus* (pig) and *gladius* (sword). As with Quick Fire Verbs, check pupils' understanding of these words, although the pictures should act as effective prompts.

On each mouse click, the sentence will build up (similarly to last week's written exercise). Working in their pairs/teams, pupils work out what the sentence means, and on their whiteboards, create an illustration of the sentence, to be held aloft at the end of the countdown. Teams/pairs can then be asked to explain what they have illustrated. Feedback can be given on (1) whether they've got the subject and the object the right way round, and (2) if they have correctly identified nouns as singular or plural.

The sentences are:

slide 6 – *regina porcum videt* – the queen sees the pig

slide 7 – *vacca gladium amat* = the cow loves the sword

slide 8 – *vaccae reginam amant* – the cows love the queen

slide 9 – *porci gladios vident* – the pigs see the swords

Slide 10

We had a look at Latin numbers earlier, now it's the turn of Greek numbers, which also give us many familiar English words. This slide is the quiz sheet that the pupils should now be given (wk14_greek_numerals_worksheet.pdf).



Work in pairs or individually to deduce from the clues given, and your knowledge of the English words, what all of these Greek numbers are. N.B. There are clues given for all numbers except for heis (one) as there are no cognates for this. However, they should be able to guess this by process of elimination!

Once the class has finished this exercise, the answers are revealed on mouse click.

Slide 11



The plenary, which takes the form of three questions:

1. What English synonym for 'eat' comes from the Latin 'consumere'? [consume]
2. What does 'centum' mean in Latin? [hundred]
3. In how many events would a pentathlete compete? [five]