

Teaching notes on 12.03 Latin negatives and English antonyms

Slide 1

Learning objective: To explore Latin-derived English words and ways of making their antonyms. This lesson focuses more on the English language than Latin.

After saying “salve” to lucundus, mouse-clicks on this slide will make lucundus ask, “esne*... quietus/quieta aut inquietus/inquieta?” (“Are you ... calm or rowdy?”) to which the pupil can reply “quietus/quieta sum” or “inquietus/inquieta sum”, with the students picking the correct form of the adjective for their gender. The starter slides in this unit will cover vocabulary related to negatives and opposites to tie in with one of the unit’s key themes. The Latin word ‘quietus’, as we’ve already seen in this unit, gives us the English word ‘quiet’ and all the variations in its word family.

* -ne on the end of the first word automatically turns it into a question.

Slide 2



A game of Word Roots Challenge recapping the unit’s new Latin vocabulary and some ambitious English derivative words. Displayed around the screen are some of this unit’s Latin words.

On mouse-click, an English derivative (and its definition) of one of these Latin words will appear on the screen. Pupils have to work out from which one the English word is derived. On second mouse-click, the English word will make its way to its root word. As an extension, pupils can explain the connection between the root word and its English derivative, or even think of more English words deriving from the Latin ones. Pupils can also identify to which word class these new words belong.

Slide 3

...recaps last lesson’s learning about negative words and prefixes we’ve learned so far in Latin. We then go on to see how English also uses these (**in-**, **im-**, **il-**, **ir-** and **non-**) and other prefixes (**un-**, **a-**, **mis-**, **dis-** and **anti-**) to make opposites, or antonyms.

Slide 4



The Antonyms Game. For this, the class will need to be in teams. Behind each coloured block is an English word. When clicked on, the block will fall away to reveal the word. The teams take turns in choosing a number to reveal and they then have to give the antonym of the word revealed by adding the correct prefix (**un-**, **in-**, **im-**, **il-**, **ir-**, **a-**, **mis-**, **dis-**, **non-** or **anti-**). Green blocks are the easiest and so score 5 points, orange blocks are a bit trickier so score 10 points and the fiendish red blocks score 20 points. The team with the most points after 5–8 rounds (depending on class size, number of teams or time available)

wins. The word 'direct' appears twice so see if the class can find the two negatives from this word (i.e. misdirect, indirect).

Optional: for extra points, the teams can give a definition of the antonym or use it correctly in a sentence.

NB – the correct antonyms are contained in this lesson's answer sheet.

Slide 5



This lesson's written exercise builds on the Antonyms Game by getting the students to:

- 1) record the antonyms that they've just made using the prefixes **un-**, **in-**, **im-**, **il-**, **ir-**, **a-**, **mis-**, **dis-**, **non-** or **anti-**.
- 2) find the correct synonyms for these words from the word clouds on their worksheet.

The worksheet is divided in a similar way to the game, into easy, medium and hard sections.

Slide 6

The plenary slide:

Question 1 What prefixes can you add to English words to make their opposite (antonym)? [un-, in-, im-, il-, ir-, a-, dis-, mis-, non- or anti-.]

Question 2 Can you think of an English word that starts with 'anti-'? [antibacterial, antibiotic, antibodies, antivenom, antiwar...]

Question 3 quid Latine est 🙏? [gratus/grata (thankful)]