



Unit 4 Lesson 5

Indo European Languages Crib Sheet

Slide 1: Introduce the lesson and note the resources have come from Mary Wenham from Discovering Language at St. Paul's Girls School. We will look at the links between Indo-European languages.

Slide 2: Recap which languages and branches of language come from Proto Indo-European. The language tree shows the image they are already familiar with.

Slide 3: shows the words for two – can they see how the words are linked? Read the words out so pupils can hear the different sounds. What do they notice? What surprises them?

Slide 4: Pupils open their workbooks. The workbook pages follow the slides. You may like to allow pupils to work in pairs without teacher input or go through the slides first then allow them time to complete the puzzles.

Puzzle 1: Root letters

Sun - s, o, l/n

Water – v/w, d, t

Death - d, m, o

Star - s, t, a

Pupils may have spotted other linking letters.

What is it about the meaning of these words which means they are likely to have a common ancestor?
They are all from nature, everyday words, integral part of daily life.

Slide 5: Read out the information on the page. Rice and wine are both food items which were essential to ancient way of life in some area. They were the staple food and drink across different groups.

Slide 6: Read out the information about tea.

Russian refers to tea as 'chai' because it is next to China, where the Mandarin word "cha" is used. Russia would have traded directly with China overland to get tea and so used its name staying close to the original Mandarin.

English refers to tea as 'tea' because they imported it from the Dutch East India company who had trade links with the Fujian Province. The Dutch took the Fujian Province word and made it their own. English took the word and made it suit the sounds of their language.

Romanian refers to tea as 'herbata' because they already had a similar drink – one in which they put their herbs.

Slide 7: Explain how words are different in different languages as these words represent different experiences eg cheese looks, feels and tastes different in different countries and the words used



represent that. Read the information on the board. Pupils draw what they think a Viking and Roman spoon would have looked like.

Slide 8: Read out the information about writing and the different words for “write”.

Bok: North Europeans would have written on material from Beech trees.

Knjiga: Slavs would have used this word to refer to the symbols used in their early writing to pass messages/knowledge to others.

Liber: the inner bark of a tree was used to make material for writing on.

Slide 9: Explain that terminology is often vivid – describing something with a strong, clear impression on the senses. **Springen** is another vivid term used for “run.” It means to jump and implies a jumpy motion.

Slide 10: Read the information. Spanish may have gotten their word for apple “manzana” from trading and adopting the word from another country then making the sounds more Spanish.

Romanians borrowed the word, “**zid**” meaning “wall” from Croatian.

Slide 11: Odd ones out. The English use the word “write” which is different from any other language. Another example is the English word, “run”.

Slide 12: Read the information about two-root words.

Side 13: Pupils provide their own response to why words are different and similar across different languages.