



KS2 Unit 1 Lesson 1: Looking for Clues

Crib Sheet

This lesson is designed to get your pupils motivated; to show them the type of questions the course will be asking; to get them thinking about the links between languages right from the get-go and to get them playing with language.

- We can see that words and languages are fascinating and fun.
- We can see that words and languages from different countries are linked.
- We can see that by looking for clues and cracking codes, understanding other languages is easier than we think.

Slide 1: Introduce the lesson. The hippo is WoLLoW the HiPPo, our mascot. He will be featuring in lots of our lessons. We will begin exploring links between languages and have fun working out language puzzles.

Slide 2: Why this lesson – here we set out our three lesson objectives clearly, shown as “we can...” statements.

Slide 3: We get straight into code breaking. Guess the language shown here under WoLLoW the HiPPo. (Greek) Ask pupils to work out what the word means. It means Hippopotamus. We can clearly see the links between the English spelling and the Greek spelling. Ask pupils to write the English directly below the Greek. The prompt questions on the board will help them figure out the puzzle.

ἵπποπόταμος

Hppopotamus

Slide 4: Use their understanding of substituting English letters for Greek letters to answer the questions.

Mat μ α τ

Pot π ο τ

Pop π ο π

These are not the Greek words for mat, pot and pop: they are just examples of how we can work out Greek letters easily. This is called transliteration.

Pupils see what other words they can find in the Greek ἵπποπόταμος. (Potato, tomato, satsuma...) They can write the words out using Greek letters and see if their partner can crack the code to write the English.



Slide 5: Here we ask pupils to search for clues to crack a code in another language – German. First we break down the word Hippopotamus into two. Hippos = horse Potamus = river

We do the same in German. Nil in the German *Nilpferd* means the Nile. WoLLoW the HiPPo was made in Egypt. This knowledge may help pupils link it to the Egyptian river.

Slide 6: Here, we ask pupils to make linguistic guesses as to which word comes from which country. They may recognise the different scripts or some of the words from existing knowledge. Here are the answers to the matching activity. All the words mean “river”.

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|------------|-----------------------|
| 1. نهر | d. Arabic |
| 2. Río | c. Spanish |
| 3. Flod | j. Danish and Swedish |
| 4. Fleuve | g. French |
| 5. Ποταμός | f. Greek |
| 6. 河流 | a. Chinese |
| 7. | |

Slide 7: Here, we delve deeper into the words for river. Pupils could link the word Flod to flood.

Danish and Swedish (and indeed Norwegian) are very closely linked as they descend from Old Norse.

Old Norse influenced English as the Vikings came to England in the 8th to 11th centuries.

Pupils will have their own knowledge of other scripts, but they may come up with Cyrillic (e.g., used in Russian), Devangari (e.g., used in Hindi), Tamil, Thai.

Slide 8: All the countries are linked because they speak Spanish. Can pupils add more countries to the list?

They are located in Central and South America.

Brazil is a Portuguese-speaking country.

Pupils may have heard of the city is Rio de Janeiro a large, famous city in Brazil (but not the capital, that's Brasilia).

Slide 9: Hippos live in Africa. An estimated 2000 languages are spoken on the African continent.

Hakuna Matata means “no worries” and Simba means “lion” in Swahili. Do any pupils speak an African language in your class such as Swahili, Amharic, Yoruba, Oromo, Hausa, Shona or Zulu?

Slide 10 shows the word “lion” in languages across the world. What similarities and links can pupils spot? Why could the similarities be there? (Descended from the same language ancestor, or proto-language). Where are the differences?

Slide 11: Ask pupils to shout out the words on the grid, reinforcing the reasons to get on board with languages and language learning. Can they add to the list?

Slide 12: WoLLoW the HiPPo asks pupils to talk to their families about their language history.