Syllabus – Etymologies (ETML)

Textbooks


Day 1

Day’s topics

- Ayers, Latin lesson 1: lesson *The Dictionary*
- Ayers, Latin lesson 2: lesson *Definition* and all bases from assignment I
- Pre-assessment

Morning 1 (9:00 – 10:30 a.m.)

- Who’s who in ETML (15’)
  - Discussion: Instructors and students introduce themselves
- Background Motivations, expectations (45’)
  - Survey: Students fill-in an introductory survey (20’):
    - What is their academic background (e.g. any Latin/Greek?)
    - What do they expect from this course?
  - Discussion: Each student summarizes his or her motivations and expectations orally (15’)
  - Discussion: Students read the syllabus and discuss it with the instructors (10’)
- CTY Code or Honor and Computer Policy (30’)
  - Lecture: The Center for Talented Youth Honor Code and Computer Policy (Sam)
  - Discussion: Students comment on these two documents and sign them
- Pre-assessment
  - Test: Pre-assessment test (40’)

Break (10:30 – 10:45 a.m.)

Morning 2 (10:45 a.m. – 12:00 p.m.)

- Library trip: What’s in a dictionary?
  - Activity: Students are asked to describe (based on their memories) how a dictionary entry is structured (in writing, on their notebooks)
  - Library trip: to see how complex real lemmas in good dictionaries are structured and what information they provide (including etymology). They describe again in their notebooks the structure of a dictionary entry based on what they see in the
library dictionary they are working on. They compare, in writing, their own
dictionary with one or more of the advanced or specialized dictionaries that they
find in the library
  ○ **Lecture**: Ayers, Latin lesson 1: *The Dictionary*

**Lunch (12:00–1:00 p.m.)**

**Afternoon 1 (1:00 – 2:00 p.m.)**
  ● What’s in a dictionary?
    ○ **Individual work**: Exercises on Ayers, Latin lesson 1 from Ayers

**Break (2:00 – 2:10 p.m.)**

**Afternoon 2 (2:10 – 3:00 p.m.)**
  ● Definition
    ○ **Activity**: The instructor projects the webpage of an online automatic translator.
      Students suggest sentences to translate. We all spot the words or phrases that
      are translated in a “strange” way and try to understand what’s gone wrong. Goal:
      Students understand that there is no one-to-one correspondence between words
      in different languages
    ○ **Activity**: Students who know other languages (better if native speakers) write on
      the clipboard a word in another language and describe the possible translations
      in English. Goal: realizing (intuitively) Hjelmslev’s concept of “form of content”
      and of semantic areas. Students realize that the semantic area covered by one
      word in a language may be partially covered by many words in another language
    ○ **Lecture**: Ayers, Latin lesson 2: *Definition*
    ○ **Individual work**: Students read Ayers, Latin lesson 2

**Evening Session**
  ● Read Bragg, Chapter 1: *The Common Tongue*
  ● Read Ayers, Latin lesson 2
  ● If you finish early: Exercises on Ayers, Latin lesson 2 from Dettmer
  ● If you finish early: read Ayers, *Introduction* (only paragraph *The Indo-European Family of
    Languages*, pp. 1-6 or the whole *Introduction* and the chart of languages facing page 1)

**Day 2**

**Day’s topics**
  ● Ayers, *Introduction* (only paragraph *The Indo-European Family of Languages*, pp. 1-6
    and the chart of languages facing page 1)
  ● Ayers, Latin lesson 2: lesson *Definition* and all bases from assignment I
  ● Ayers, Latin lesson 3: lesson *Assimilation of prefixes*, all prefixes from assignment I and
    all bases from assignment II
  ● Bragg, Chapter 1: *The Common Tongue*
Morning 1 (9:00 – 10:30 a.m.)

- Have your say (15’)
  - **Discussion:** Feedback on the class from the students
- Latin bases (30’)
  - **Lecture:** Ayers, Latin lesson 2: *Definition* (15’)
  - **Individual or group work:** Students read Ayers, Latin lesson 2: *Definition* and create flash cards according to their own learning style (30’)

Break (10:30 – 10:45 a.m.)

Morning 2 (10:45 a.m. – 12:00 p.m.)

- Dictionary, definition and Latin bases
  - **Activity:** Students, in group, share the ways in which they conceptually connected the original Latin meaning of bases with their English derivatives
  - **Individual work:** Exercises on Ayers, Latin lesson 2 from Ayers and Dettmer
  - **Self-correction:** Students, divided in groups, self-correct the exercises. Each group elects a correction coordinator. Instructors check their work. Each student is invited to mark his/her errors with a different color (not red), to count the errors and lastly, through an algorithm provided by the instructor, to give him/herself a percentage grade. This procedure will be simply referred to, in the rest of this syllabus, as self-correction (with self-assessment) and should become a familiar routine for the students. On this first occasion, students won’t self-assess their own work, but simply correct errors
- Prefixes
  - **Activity:** Students list a number of English words that they know. How do they change the meaning of the base form they refer to?

Lunch (12:00–1:00 p.m.)

Afternoon 1 (1:00 – 2:00 p.m.)

- The Common Tongue
  - **Lecture:** Bragg, Chapter 1, *The Common Tongue*
  - **Discussion:** How did English become contemporary world’s interlingua?

Break (2:00 – 2:10 p.m.)

Afternoon 2 (2:10 – 3:00 p.m.)

- Ayers, Latin lesson 2
  - **Activity:** Students, in group, share the ways in which they conceptually connected the original Latin meaning of bases with their English derivatives
  - **Individual work:** Exercises on Ayers, Latin lesson 2 from Ayers and Dettmer
  - **Self-correction:** Students, divided in groups, self-correct the exercises. Each group elects a correction coordinator. Instructors check their work. Each student is invited to mark his/her errors with a different color (not red), to count the errors and lastly, through an algorithm provided by the instructor, to give him/herself a percentage grade. This procedure will be simply referred to, in the rest of this
syllabus, as self-correction (with self-assessment) and should become a familiar routine for the students. On this first occasion, students won’t self-assess their own work, but simply correct errors

- A story of languages (45’)
  - Discussion: Students who also speak a language different than English (better if native speakers) tell their peers what they know of those languages and their history
  - Lecture: Ayers, Introduction (only paragraph *The Indo-european Family of Languages*, pp. 1-6 and the chart of languages facing page 1)

- Prefixes
  - Lecture: Ayers, Latin lesson 3: *Assimilation of Prefixes*

**Evening Session**
- Create flashcards for prefixes and bases of Ayers, Latin lesson 3
- Exercises on Ayers, Latin lessons 3 from Ayers
- Read Ayers, Introduction (only paragraph *The Indo-european Family of Languages*, pp. 1-6 and the chart of languages facing page 1)
- If they finish early: read selected pages of Bragg, Chapter 2: *The Great Escape*

**Day 3**

**Day’s topics**
- Ayers, Latin lesson 4: all prefixes from assignment I and select bases from assignment II (GREG, PED, PUNG, SACR, SANCT, SENT, TURB, VERT)
- Ayers, Latin lesson 5: all prefixes from assignment I
- Ayers, Latin lesson 6: lesson *Combination of Bases* and all bases from assignment I
- Bragg, Chapter 2: *The Great Escape*

**Morning 1 (9:00 – 10:30 a.m.)**
- Indo-European languages
  - Activity: Students ask questions about Ayers, Introduction (only paragraph *The Indo-european Family of Languages*, pp. 1-6 and the chart of languages facing page 1). Then, they close their book, go to the board one by one and are invited to re-build the chart of Indo-European languages of Ayers, page 1
  - Ayers, Latin lesson 3
    - Individual work: Exercises on Ayers, Latin lessons 3 from Dettmer
    - Individual work: Read Ayers, Introduction (only paragraph *The Indo-european Family of Languages*, pp. 1-6 and the chart of languages facing page 1)
  - Self-correction of exercises on Ayers, Latin lesson 3 from Ayers and Dettmer
- Break (10:30 – 10:45 a.m.)

**Morning 2 (10:45 a.m. – 12:00 p.m.)**
- Prefixes
  - Lecture: Ayers, Latin lessons 4 and 5: prefixes and select bases
Individual or group work: Students read Ayers, Latin lesson 3 and the list of prefixes in Latin lessons 4 and 5, ask questions and create flashcards

Individual work: Exercises on Ayers, Latin lesson 3 from Dettmer. Exercises on Ayers, Latin lesson 4 and 5 from Ayers and Dettmer (only those more directly related to prefixes and select bases)

- Prefixes
  - Self-correction: Exercises on Ayers, Latin lesson 3

Lunch (12:00–1:00 p.m.)

Afternoon 1 (1:00 – 2:00 p.m.)
- Prefixes
  - Self-correction: Exercises on Ayers, Latin lessons 4 and 5
- The Great Escape
  - Lecture and Discussion: Bragg Chapter 2, The Great Escape

Break (2:00 – 2:10 p.m.)

Afternoon 2 (2:10 – 3:00 p.m.)
- Etymology Olympiads. Specialty: Combination of Bases
  - Activity: Students, in groups, write nouns or base forms of verbs on cards. They then have to combine the cards to create words or phrases where bases are combined (e.g. web page, crossword). The goal of the game is to make the highest combination of bases starting from few bases. Word already present in Ayers are not allowed. Students can choose as many bases as they want, but the final score is given by the combinations/bases ratio. E.g.: if a team creates 3 combinations from 3 bases (crossword, crossroads, crossbow) its score is 1.00. If another team creates 3 combinations from 6 bases, its score is 0.50
  - Lecture: Ayers, Latin lesson 6: Combination of Bases

Evening Session
- Review flashcards for prefixes, bases and suffixes of Ayers, Latin lessons 5, 6 and 8 if it has not been done in class
- Exercises on Ayers, Latin lesson 6 from Ayer and from Dettmer

Day 4

Day’s topics
- Ayers, Latin lesson 8: lesson Suffixes, all suffixes from assignment I and all bases from assignment II
- Ayers, Latin lesson 9: lesson Word Analysis, Etymological Definition, all suffixes from assignment I and select bases from assignment II (GEN/GENE, LUC/LUMIN)

Morning 1 (9:00 – 10:30 a.m.)
- Quick Quiz 1
  - Quick Quiz: 10'
Self-correction: The instructor grades a xeroxed copy, students self-assess and keep the original

- Etymology Olympiads: Combination of Prefixes and Bases
  - Activity: The same game as yesterday, only with prefixes. Each group must write word bases in “B”-cards and prefixes in “P”-cards. They must then combine the two sets of cards to create words. The score is calculated as above (words/cards ratio)
  - Lecture: Ayers, Latin lesson 8: Suffixes
  - Individual work: Exercises on Ayers, Latin lesson 8 from Ayers (not from Dettmer)

Break (10:30 – 10:45 a.m.)

Morning 2 (10:45 a.m. – 12:00 p.m.)
- Word Analysis: Etymological Definition
  - Lecture: Ayers, Latin lesson 9: Word Analysis: Etymological Definition
  - Individual work: Make flash cards Latin lesson 9 (see day’s topics above for details)
  - Individual work: Exercises (Ayers, Latin lesson 9, activities I-III)

Lunch (12:00–1:00 p.m.)

Afternoon 1 (1:00 – 2:00 p.m.)
- Flash cards review

Break (2:00 – 2:10 p.m.)

Afternoon 2 (2:10 – 3:00 p.m.)
- Weekly test drill
  - Self-correction: Group self-correction and self-assessment, followed by brief oral questions by the students (30’)
  - Individual work: Students prepare a written list of questions and/or topics that need to be clarified by the instructor (15’)

Evening Session
  - Individual preparation for weekly test (flash cards review)
  - Exercises on Ayers, Latin lesson 8 and 9 from Dettmer

Day 5

Day’s topics
- Weekly test
- Have your say: Discussion on (and informal pre-evaluation of) the course by the students
- Ayers, Latin lesson 11: lesson Semantic Change and select bases from assignment II (CRED, DOC/DOCT, MOD, TANG/TING/TACT, TRACT, FA/FAB/FAT/FAM)
• Ayers, Latin lesson 12: lesson *Specialization and Generalization of Meaning* and select bases from assignment II (CAD/CiD/CAS, CAP/CiP/CAPT/CEPT/CEIV, FAC/FiC/FACT/FECT)

• Bragg, Chapter 3: *Conquest*

**Morning 1 (9:00 – 10:30 a.m.)**

• Conquest (English and the Norman conquest)
  
  ○ *Individual or group work*: Students read Bragg, Chapter 3: *Conquest*
  
  ○ *Activity*: While reading Bragg’s chapter, students write a fictional letter (or poem) from a Norman soldier who is on a military campaign in England in 1066 to his family back in Normandy and another fictional letter (or poem) from an English soldier fighting against the Normans in 1066 to his family back in his home village. Make sure that these letters also reflect the different perspectives of the two people, based on what you read on Bragg, Chapter 3
  
  ○ *Discussion*: Those who want, read the letters or poems that they wrote to the rest of the class. The others are free to comment and discuss

• Pre-test review
  
  ○ While the teaching assistant leads the activity on Norman conquest with the rest of the class, the instructor reviews the material with the students

• Weekly test
  
  ○ *Test*: Same format as the weekly test drill. This time, tests are handed to the instructor to be graded (30’)

**Break (10:30 – 10:45 a.m.)**

**Morning 2 (10:45 a.m. – 12:00 p.m.)**

• Weekly test
  
  ○ *Self-correction*: Students are given copies of the answer key, so they can realize their own errors (10’)

• Have your say: Discussion on (and informal pre-evaluation of) the course by the students
  
  ○ *Discussion*: Students give informal suggestions to the instructors on how to improve the course and their teaching in the following weeks

• Semantic change
  
  ○ *Activity*: In groups, students find English words that derive from other words. They write such “chains” of words on a notebook and draw flow charts with which they visualize how the meaning of some derivative words deviates from the original meaning of the base words, while the meaning of other derivative words does not deviate much. If the meaning of the original word and that of the derivative word are very distant, they add intermediate elements to the flow chart to reconstruct the “journey” of the word
  
  ○ *Lecture*: Ayers, Latin lesson 11: *Semantic Change*
  
  ○ *Individual work*: Read Ayers, Latin lesson 11: *Semantic Change*
Lunch (12:00-1:00 p.m.)

Afternoon 1 (1:00 – 2:00 p.m.)
- Specialization and Generalization of Meaning
  - **Lecture**: (In the Founders Field, before going to the library) Ayers, Latin lesson 12: *Specialization and Generalization of Meaning*
  - **Individual work**: (In the Founders Field) Read Ayers, Latin lesson 12: *Specialization and Generalization of Meaning*
  - **Activity**: (Rules are explained in the Founders Field, then class moves to the library to play the game) Students are divided in teams. Each team must look up for words in the Oxford English Dictionary, looking for English words that derive from Latin words *without* a specialization or a generalization of meaning. Once back in the classroom, judges (instructor and teaching assistant) will publicly accept or reject words. The team with the highest number of valid words wins.

Break (2:00 – 2:10 p.m.)

Afternoon 2 (2:10 – 3:00 p.m.)
- Semantic Change. Specialization and Generalization of Meaning
  - **Individual work**: Read (without creating flash cards) the adjective-forming suffixes in Ayers, Latin lessons 10, 11 and 12
  - **Individual work**: Make flash cards for Latin lessons 11 and 12 (see day’s topic above for details)
  - **Individual work**: Do exercises (assignment III) on Ayers, Latin lessons 11 and 12 from Ayers

Sunday, July 21: Evening Session
- Etymology Olympiads. Specialty: LACT (Latin Acting Charades Tournament)
  - **Activity**: Students are divided in teams for a tournament. The goal is to guess a Latin base or prefix in an acting charades game
- Complete exercises on Ayers, Latin lessons 11 and 12 from Ayers (assignment III, sentences 1-5)
- Exercises from Dettmer: on Latin lesson 11 n. 1, 2 and 4 (p. 63 ff.) and on Latin lesson 12 n. 2, 3 and 8 (p. 70) plus the worksheet on FAC
- Read Bragg, Chapter 6: *Chaucer*, pgs. 66-69 and 74-75

Day 6

Day’s topics
- Ayers, Latin lesson 13: all adjective-forming suffixes from assignment I and select bases from assignment II (PEL/PELL/PULS, PON/POSIT)
- Ayers, Latin lesson 14: all noun-forming suffixes and select bases from assignment II (AM, RAP/RAPT)
- Ayers, Latin lesson 15: lesson *Change from Abstract to Concrete, and Vice Versa*, select suffixes (*-mony, -acity*) from assignment I and select bases from assignment II (CID/CIS, MATR/MATERN, PATR/PATERN, SEQU/SECUT)
- Ayers, Latin lesson 16: lesson *Weakening and Hyperbole*, all noun-forming suffixes from assignment I and select bases from assignment II (LEG/LIG/LECT, MON, SOLV/SOLUT)
- Ayers, Latin lesson 17: lesson *Change of Meaning due to Changing Concepts* and select bases from assignment II (MINOR/MINUS/MINUT, PATI/PASS, QUIR/QUISIT/QUEST, SEC/SEG/SECT)
- Bragg, Chapter 6: *Chaucer*

**Morning 1 (9:00 – 10:30 a.m.)**
- Bases from Ayers, bases from Latin lessons 11 and 12
  - **Individual activity**: Complete exercises from Ayers and Dettmer for Latin lessons 11 and 12
- **Chaucer**
  - **Lecture**: “Romance” languages, Latin and vernacular literature in the Middle Ages
  - **Activity**: For most people, Chaucer is the earliest work of literature intelligible to modern English speakers. This activity should give the students a detailed sense of what English looked in the fourteenth century, and therefore a better idea of how languages change over time. Each student will be given a copy of the CT’s prologue (lines 1-42) in Middle English with a side-by-side Modern English translation (available from [http://www.fordham.edu/halsall/source/CT-prolog-para.html](http://www.fordham.edu/halsall/source/CT-prolog-para.html)). The students will fold the sheets in half so they can only read the Middle English side. They will then read it and write out their own Modern English rendering of the passage. When they are finished, they can unfold the handout and see how close they were. During this process they take note (with highlighters, pens or pencils of two different colors) of what words have changed over the centuries, and what words have remained essentially the same

**Break (10:30 – 10:45 a.m.)**

**Morning 2 (10:45 a.m. – 12:00 p.m.)**
- Etymology Olympiads. Specialty: Abstract and Concrete
  - **Activity**: In groups/teams, students create the highest possible number of nouns with the noun-forming suffixes listed in Latin lessons 14, 15 and 16 from Bragg. Every noun is worth 1 point. Nouns must be listed under one of the following semantic categories: act, result of an act, physical object, abstract concept, quality, state. Bonuses:
    - **Morphological diversity**. If each suffix was used at least once, there is a 15 points bonus.
    - **Semantic diversity**. If there is at least a name for each semantic category, there is a 20 points bonus. Extra bonus: each noun that can carries both an abstract and a concrete meaning gives a bonus of 5 points.
  - **Individual work**: Read Latin lesson 13: Adjective-Forming Suffixes only. Latin lessons 14, 15 and 16: Noun-Forming Suffixes only. Latin lesson 15: *Change from Abstract to Concrete, and Vice Versa*
○ **Individual work:** Create flash cards for select bases in Latin lessons 13, 14 and 15 (see day’s topics)

**Lunch (12:00–1:00 p.m.)**

**Afternoon 1 (1:00 – 2:00 p.m.)**

- Bases from Ayers, Latin lessons 13, 14 and 15
  ○ **Individual work:** Students create flashcards for the select bases of Latin lessons 13, 14 and 15 (see day’s topic). Ayers: assignment III of Latin lessons 13, 14 and 15 (only the sentences where our select bases appear). Dettmer: exercises for Latin lesson 13 p. 77 n. 5 (and, if you have time, also n. 4); for Latin lesson 14 p. 82 n. 2 (looking at Ayers, Latin lesson 14 as reference); for Latin lesson 15 p. 89 n. 1 and 2 (*not* looking at Ayers)
- Weakening and Hyperbole
  ○ **Individual work:** Read Ayers, Latin lesson 16: *Weakening and Hyperbole*

**Break (2:00 – 2:10 p.m.)**

**Afternoon 2 (2:10 – 3:00 p.m.)**

- Change of Meaning Due to Changing Concepts
  ○ **Lecture:** Ayers, Latin lesson 17, *Change of Meaning Due to Changing Concepts*
- Etymology Olympiads: Change of Meaning Due to Changing Concepts
  ○ **Activity:** In groups/team, write a story in which you use as many words as possible among those mentioned in Latin lesson 17 as deriving from ancient science and psychology
- Exercises for Ayers, Latin lessons 16 and 17
  ○ **Individual work:** Ayers, assignment III of Latin lessons 16 and 17 (only the sentences where our select bases appear). Dettmer: exercises for Latin lesson 16 p. 97 n. 1 and 5; for Latin lesson 17 p. 99 n. 1, 4, 6, 7 and 10 (*the latter, with the help of the index of Latin bases in Ayers, p. 150*)

**Evening Session**

- Complete the flash cards and exercises not done during the previous sessions
- One of the notable features of Chaucer is the way he adjusts his language to fit the character: the Knight’s Tale is written in an elevated, courtly language (i.e. high percentage of French-derived words), while the Miller’s Tale is low and course (i.e. high percentage of Anglo-Saxon words). To imitate this, the students will write a short dialogue between three or more characters- college students riding a bus to New York city for a weekend getaway. The characters should of different regional/socio-economic/cultural backgrounds, and their way of speaking should reflect this.

**Day 7**

**Day’s topics**

- The Greek Alphabet
- History of the Greek language
- Ayers, *Introduction* to the Greek section of the book (pp. 158-159)
- Ayers, Greek lesson 1: lesson *Words from Greek Mythology*
- Ayers, Greek lesson 3: lesson *Greek bases* and select bases (PSYCH and GRAPH from the introductory lesson and for bases BIBLI, CYCL, GLOSS, ICON, MIM and TOM from assignment I)

**Morning 1 (9:00 – 10:30 a.m.) Quick Quiz 2**
- **Quick Quiz**: 10'
- Greek Alphabet
  - **Activity**: Starting from Dettmer, exercise n. 2 on page 166, students build their own Greek alphabet on their notebook
  - **Activity**: The instructor shows the students the Greek alphabet. Students must guess the value of each letter (in writing, on their notebook)
  - **Lecture**: The Greek alphabet

**Break (10:30 – 10:45 a.m.)**

**Morning 2 (10:45 a.m. – 12:00 p.m.)**
- Greek lesson 3, *Greek Bases*
  - **Individual work**: Make flash cards of select bases in Ayers, Greek lesson 3 (see day’s topics)
  - Select bases: PSYCH and GRAPH from the introductory lesson and for bases BIBLI, CYCL, GLOSS, ICON, MIM and TOM from assignment I
  - **Individual work**: Dettmer, page 169, exercises n. 2, 3, 6
- **Quick Quiz 2**
  - **Self-correction**

**Lunch (12:00–1:00 p.m.)**

**Afternoon 1 (1:00 – 2:00 p.m.)**
- History of the Greek language
  - **Lecture**: History of the Greek language
  - **Individual work**: Read worksheet “It’s all Greek to me” and *Introduction* to the Greek section of the book (pp. 158-159)

**Break (2:00 – 2:10 p.m.)**

**Afternoon 2 (2:10 – 3:00 p.m.)**
- Words from Greek Mythology
  - **Individual work**: Students read through Ayers, Greek lesson 1: *Words from Greek Mythology*, picking the word or story that they find most interesting. Then, they choose one of the following activities:
    - Create a short tale based on one of the Greek myths
    - Write a letter as though you were one of the protagonists of those myths
    - Draw a short comics strip or a meaningful drawing based on one of these Greek myths
Write a short funny story which includes as many words as possible amongs those defined in Ayers, Greek lesson 1 as deriving from Greek mythology (e.g. chimaera, herculean, labyrinth)

Evening Session
- Create flash cards for Latin lessons 16 and 17 and for Greek lesson 3
- Flash cards review (tomorrow’s quick quiz will mostly include words from Latin lessons 16 and 17 and from Greek lesson 3, plus Latin prefixes): individual work and Slapite game
- Read Bragg, Chapter 7: God’s English, pages 76-84. While reading those pages, keep in mind that tomorrow we’ll have a debate on the topic: “How do specific cultures or sub-cultures change the meaning of English words? On the basis of what you read on Bragg, Chapter 7 (God’s English), how did Christianity change English vocabulary?”. Students take notes on the arguments they could use tomorrow during the debate
- Complete the assignment on words from Greek Mythology

Day 8
Day’s topics
- Ayers, Latin lesson 18: all noun-forming suffixes from assignment I and select bases from assignment II (DIC/DICT, GER/GEST, MIT/MITT/MIS/MISS, VAL)
- Ayers, Latin lesson 21: ALL verb-forming suffixes from assignment I and select bases from assignment II (MEDI, MORT, PET)
- Ayers, Greek lesson 4: lesson Combinations of Bases, select prefixes from assignment I (a-, amphi-, anti-, dia-) and select bases from assignment II (ALG, BI, CHRON, GE, LOG, LY, PAN/PANT, THE)
- Ayers, Greek lesson 2: Words from Greek History and Philosophy (online research and presentation)
- Bragg, Chapter 7: God’s English

Morning 1 (9:00 – 10:30 a.m.)
- Quick Quiz 3
  - Quick Quiz: 10’
- Latin lessons 18 and 21: Noun-Forming Suffixes, Verb-Forming suffixes and select bases
  - Lecture: Ayers, Latin lessons 18 and 21: Noun-Forming Suffixes, Verb-Forming Suffixes and select bases page 121 n. 4 (except the part on PUT); page 125 n. 1, 3
  - Individual work: Students create flash cards for select bases in Latin lessons 18 and 21 (see day’s topics)
  - Individual work: Dettmer, exercises on page 105 n. 2, 3 and 8 (on Latin lesson 18);
Break (10:30 – 10:45 a.m.)

Morning 2 (10:45 a.m. – 12:00 p.m.)
- Bragg, Chapter 7: God’s English
  - **Debate:** Does the control of sacred books (and books and media in general) give an institution control over society (in the Medieval, Modern and in Contemporary age)?
- Words from Greek History and Philosophy (in the computer room)
  - **Activity:** Students, in groups, choose the words they want to work on from Ayers, Greek lesson 2 for this afternoon’s research project

Lunch (12:00–1:00 p.m.)

Afternoon 1 (1:00 – 2:00 p.m.)
- Words from Greek History and Philosophy (online research project)
  - **Individual work:** Ayers, Greek lesson 2: Words from Greek History and Philosophy
  - **Activity:** Students individually read Greek lesson 2: Words from Greek History and Philosophy. Then divide into groups. Each group chooses a word from the list in Greek lesson 2, researches information online on the relevant aspect of ancient Greek civilization and create a very short slideshow on the topic

Break (2:00 – 2:10 p.m.)

Afternoon 2 (2:10 – 3:00 p.m.)
- Words from Greek History and Philosophy (in the computer room)
  - Same activity, continued. The computer room is booked for our class until 3:00 PM

Evening Session
- Combination of Greek Bases
  - **Lecture:** Ayers, Greek lesson 4: Combinations of Bases
  - **Individual work:** Students create flash cards for select prefixes and bases in Greek lesson 4 (see day’s topics)
  - **Individual work:** Ayers, page 185, assignments III and IV (for the latter, only the sentences where our select prefixes or bases appear). Dettmer, exercises on page 173 n. 1, 2, 4, 5, 6, 7
  - Students practice their oral presentations on Greek civilization
  - Read Bragg, Chapter 8: English and the Language of State

Day 9

Day’s topics
- Ayers, Greek lesson 5: all prefixes from assignment I and select bases only from assignment II (DEM, GAM, HEM/HEMAT, TAPH)
● Ayers, Greek lesson 6: select prefixes from assignment I (hyper-, hypo-, peri-, pro-, syn-) and select bases from assignment II (DERM/DERMAT, DOX/DOG, GNO/GNOS, HOM, MORPH, ONYM)

● Bragg, Chapter 8: *English and the Language of State*

**Morning 1 (9:00 – 10:30 a.m.)**

● Quick Quiz 3
  ○ *Individual work*: Self-correction

● Quick Quiz 4
  ○ *Individual work*: Review for the quiz
  ○ *Quick Quiz*: 10’
  ○ *Individual work*: Self-correction

● Bases from Greek lesson 5
  ○ *Lecture*: Ayers, Greek lesson 5: select bases

**Break (10:30 – 10:45 a.m.)**

**Morning 2 (10:45 a.m. – 12:00 p.m.)**

● Words from Greek History and Philosophy
  ○ *Presentations*: The first three groups project and present their slideshow to the class. The other students give feedback

**Lunch (12:00–1:00 p.m.)**

**Afternoon 1 (1:00 – 2:00 p.m.)**

● Words from Greek History and Philosophy
  ○ *Presentations*: The first three groups project and present their slideshow to the class. The other students give feedback

● Prefixes and Bases from Greek lesson 6
  ○ *Lecture*: Ayers, Greek lesson 6: Prefixes and Bases only

**Break (2:00 – 2:10 p.m.)**

**Afternoon 2 (2:10 – 3:00 p.m.)**

● English and the Language of State
  ○ *Activity*: Play the students a recording of Welsh ([http://www.youtube.com/watch?v=G2srbK3J3k](http://www.youtube.com/watch?v=G2srbK3J3k), from minute 1:20; [http://www.youtube.com/watch?v=YPYkYfi_iIM](http://www.youtube.com/watch?v=YPYkYfi_iIM) from minute 0:30) Icelandic, or Tibetan. Have each student write down what he or she hears, then compare their transcriptions. Use this as starting point to describe the diversity of spelling in the fifteenth century.
  ○ *Discussion*: on Bragg, Chapter 8: *English and the Language of State*

**Evening Session**

● Bases from Greek lesson 5
  ○ *Individual work*: Students create flash cards for all prefixes and for select bases DEM, GAM, HEM(AT), TAPH in Greek lesson 5
- **Individual work**: Ayers, page 189, assignments III and IV (for the latter, only the sentences where our select prefixes or bases appear). Dettmer, exercises on page 177 n. 1, 2, 4, 5, 6, 7
- Prefixes and Bases from Greek lesson 6
  - **Lecture**: Ayers, Greek lesson 6: Prefixes and Bases only
  - **Individual work**: Make flash cards for select prefixes and select bases of Ayers, Greek lesson 6. Select prefixes: hyper-, hypo-, peri-, pro-, syn-. Select bases: DERM(AT), DOX (DOG), GNO(S), HOM(E), MORPH, ONYM
  - **Individual work**: Exercises on Ayers, Greek lesson 6: page 194 assignment III (all); assignment IV (only sentences 3, 5, 7, 13, 16, 20). Exercises from Dettmer, page 189 n. 1, 2, 3, 4

- Flash cards review
- Read Bragg, Chapter 9: *William Tyndale’s Bible*

**Day 10**

**Day's topics**
- Ayers, Greek lesson 8: lesson *Word Analysis* and select bases from (CHROM/CHROMAT, ETHN, PHIL, PHON, POLY, THERM) from assignment II
- My name’s etymology

**Morning 1 (9:00 – 10:30 a.m.)**
- Quick Quiz 5
  - **Individual work**: Review for the quiz
  - **Quick Quiz**: 10'
  - **Individual work**: Self-correction
- Word Analysis
  - **Lecture**: Ayers, Greek lesson 8: *Word Analysis*; prefixes and select bases on page 202

**Break (10:30 – 10:45 a.m.)**

**Morning 2 (10:45 a.m. – 12:00 p.m.)**
- Library trip: my name’s etymology
  - **Individual work**: In the library, students research the etymology of their own given names and family names. Then, each student writes a story in which one character bears their name and combines their personal characteristics with the characteristics suggested by the etymology of their name and at least another character represents a classmate (with the same mixture of personal and 'etymological' features). The story can be set in the contemporary era, in whatever past age or in an a-temporal scenario, like fantasy fiction. The setting of the story should be a fictional place inspired by the etymology of the town where the student lives.
Lunch (12:00–1:00 p.m.)

Afternoon 1 (1:00 – 2:00 p.m.)
- Library trip: my name’s etymolog
  - Activity: The same activity as this morning, continued
- Word Analysis
  - Individual work: Read the introductory lesson Word Analysis on page 201
  - Individual work: Students create flash cards for select bases CHROM(AT), ETHN, PHIL, PHON, POLY, THERM in Greek lesson 8
  - Individual work: Ayers, page 203, assignments III (only sentences 1, 2, 3, 4, 5, 8, 11, 12, 13, 15, 16, 18 and 19). Dettmer, exercises on page 199 n. 1, 2, 4, 6, 7

Break (2:00 – 2:10 p.m.)

Afternoon 2 (2:10 – 3:00 p.m.)
- Activity: Flash card review games (Slapite and Charades)

Sunday, July 28: Evening Session
- (In the library) Cross-class activity

Day 11

Day’s topics
- Today is Shakespeare day!
- Ayers, Greek lesson 11: select bases from assignment II (ANDR, KINE/CINE, MIS, SCHIZ/SCHIS) plus TRAUMA
- Ayers, Greek lesson 12: all combining forms from assignment I (-logy, -nomy, -cracy, -crat), select bases from assignment II (AUT, HELI, MANC/MANT, MICR, PALE/PALAE, PSEUD, PSYCH)
- Ayers, Greek lesson 14: all combining forms from assignment I (-meter, -metry, -graph, -graphy, -gram, -scope) and select bases from assignment II (CALL/KALL, MACR, PHOT, TOP)
- Ayers, Latin lesson 23: lesson Latinisms in Shakespeare and select bases from assignment III (CORD, MANU, STRU/STRUCT)
- Bragg, Chapter 12: Shakespeare’s English

Morning 1 (9:00 – 10:30 a.m.)
- Weekly planning and organization
  - Parent-teacher conference schedule
  - Slideshow pictures
  - “Beat ANPY day”
- Quick Quiz 5
  - Quick Quiz 5 self-correction
- Ayers, Greek lesson 11: select bases
  - Lecture: Ayers, Greek lesson 11: select bases
Individual work: Students make flash cards for select bases from assignment II (ANDR, KINE/CINE, MIS, SCHIZ/SCHIS) plus TRAUMA

Individual work: Dettmer, page 213, exercises n. 1 and 4

- Ayers, Greek lesson 12: combining forms and select bases
  - Lecture: select bases and combining forms
  - Individual work: Students make flash cards of all combining forms from assignment I (-logy, -nomy, -cracy, -crat) and for select bases from assignment II (AUT, HELI, MANC/MANT, MICR, PALE/PALAE, PSEUD, PSYCH)
  - Dettmer, page 221, exercises n. 1, 4, 5, 6 (n. 8 is optional)

Break (10:30 – 10:45 a.m.)

Morning 2 (10:45 a.m. – 12:00 p.m.)

- Latinisms in Shakespeare (in the classroom)
  - Activity: The instructor plays a clip of a performance of a Shakespeare play (e.g. Julius Caesar Act 3 Scene 2, ). Then students are asked to estimate what percentage of the monologue they understood
  - Activity: Students are then given the printed text of the scene that they have listened to. Then, the instructor plays the Shakespeare clip again. Did their understanding improve?
  - Lecture: Ayers, Latin lesson 23: lesson Latinisms in Shakespeare and select bases from assignment III
  - Individual work: Students make flash cards for select bases from assignment III (CORD, MANU, STRU/STRUCT)
  - Activity: Working on Shakespeare, Julius Caesar Act 3 Scene 2 the students, in groups, look up in the dictionary the meaning of the terms they don't know. Then, they highlight or underline the terms that come from roots that we know and perform an etymological analysis of those terms, connecting the etymological meaning with their actual meaning

Lunch (12:00–1:00 p.m.)

Afternoon 1 (1:00 – 2:00 p.m.)

- Ayers, Greek lesson 14: combining forms and select bases
  - Lecture: combining forms and select bases
  - Individual work: Students make flash cards for all combining forms from assignment I (-meter, -metry, -graph, -graphy, -gram, -scope) and for select bases from assignment II (CALL/KALL, MACR, PHOT, TOP)
  - Individual work: Dettmer, exercises on page 231 n. 1, 2 and 3

- Bragg, Chapter 12: Shakespeare’s English
  - Individual work: Read Bragg’s chapter
Break (2:00 – 2:10 p.m.)

Afternoon 2 (2:10 – 3:00 p.m.)
- Latinisms in Shakespeare (library and trip)
  - **Activity**: (in the library) Students, in groups, choose a scene of a Shakespeare play. They perform on it the same etymological analysis that they performed on Shakespeare, *Julius Caesar* Act 3 Scene 2 earlier today
  - **Activity**: (in the Founder’s green in front of the library) Each group acts the scene that they have chosen (rehearsals)

Evening Session
- Students complete the assignments on Greek lessons 11, 12 and 14
- More rehearsals on the Shakespeare scene

Day 12

Day’s topics
- Top 7 Weird Etymologies
- Latin and Greek cases
- Ayers, Greek lesson 16: *The Arts*, including Greek numeral bases
- Ayers, Greek lesson 20: lesson *Scientific Language* and select bases from assignment II (CYT, CARDI, HEPAT, MELAN, OSTE)

Morning 1 (9:00 – 10:30 a.m.)
- Ayers, Greek lesson 16: *The Arts*, including Greek numeral bases
  - **Activity**: Students list words that have a numeric value (such as monogamy or pentagon). We extract the Greek (and Latin) roots and try to complete the series of numbers from 1 to 10
  - **Lecture**: Ayers, Greek lesson 16: *The Arts* and Greek numeral bases
  - **Individual work**: Flashcards on all numeral bases of Greek lesson 16
  - **Individual work**: Dettmer, exercises on page 237 n. 1, 2, 3, 5
- Quick Quiz 6
  - **Individual work**: Review for the quiz
  - **Quick Quiz**: 15’
- Top 7 Weird Etymologies (hand-out)

Break (10:30 – 10:45 a.m.)

Morning 2 (10:45 a.m. – 12:00 p.m.)
- Shakespeare
  - **Activity**: Different groups perform the scenes from Shakespeare’s plays that they have chosen and rehearsed yesterday
  - **Discussion**: How does acting Shakespeare differs from reading it? How does Shakespeare use Latinisms, and how does his language relate to the society and culture of Elizabethan England?
Lunch (12:00–1:00 p.m.)

Afternoon 1 (1:00 – 2:00 p.m.)

- Word of the summer
  - **Activity:** Following the criteria of the American Dialect Society to select the winners of past “Word of the year” contests, students (in groups) choose a word and find online evidence to support their case. These are the criteria, as described on the website of the American Dialect Society [http://www.americandialect.org/woty/all-of-the-words-of-the-year-1990-to-present](http://www.americandialect.org/woty/all-of-the-words-of-the-year-1990-to-present) (retrieved July 29, 2013): “Our criteria for words of the year are that the words be:
    - demonstrably new or newly popular in the year in question
    - widely and/or prominently used in the year in question
    - indicative or reflective of the popular discourse
    - not a peeve or a complaint about overuse or misuse”

Break (2:00 – 2:10 p.m.)

Afternoon 2 (2:10 – 3:00 p.m.)

- Word of the summer
  - **Activity:** Each group of students makes a case for a word in front of the whole class. Then, students vote in a secret ballot. Each student can vote for two words, one of which can be their own word

Evening Session

- Ayers, Greek lesson 20
  - **Individual work:** Students read Ayers, Greek lesson 20: lesson *Scientific Language* and make flash cards for select bases from assignment II (CYT, CARDI, HEPAT, MELAN, OSTE)
- Quick Quiz 8
  - On the same lessons than Quick Quiz 7
- Review
  - **Activity:** Flash cards review on Greek lesson 20 and previous days with game Slapite

Day 13

Day’s topics

- Today is Science day (AKA “Beat ANPY day”)
- Ayers, Greek lesson 21: *Combining Forms Used in Medical Terms*, select bases from assignment I (LIP, UR)
- Ayers, Greek lesson 22: *Combining Forms Used in Medical Terms*, select combining forms (-path, -pathy) and select bases (BRADY, TACHY)
- Ayers, Greek lesson 23: *Combining Forms*, select bases (MYO, NEUR)
- Jefferson vs. Hemingway
- “The best of” Committee
Morning 1 (9:00 – 10:30 a.m.)
● Scientific terminology
  ○ Individual work: Ayers, assignments II and III on page 264, assignments II and III on page 267 (and assignment IV on page 268 for the most courageous), assignments II and III on page 272
● “The best of” Committee
  ○ *Activity*: Students read some of the assignments that they wrote to their classmates, either to the whole class or to a small group. As an alternative, students can simply give their schoolmates their essay to read. Then, the other student(s) give feedback on the assignment. Finally, they choose “the best of” their assignments, i.e. some portions of each student’s work for a final anthology

Break (10:30 – 10:45 a.m.)

Morning 2 (10:45 a.m. – 12:00 p.m.)
● Jefferson vs. Hemingway (in the library)
  ○ *Activity*: Students make a linguistic, etymological and stylistic comparison between the *Declaration of Independence* and *The Old Man and the Sea* by Hemingway. They select the 6 most significative words in the two texts and make a specific study on those ones. Within these words, they select the “top three” words of each text (in order of importance) and write three paragraphs providing the reason of their choice

Lunch (12:00–1:00 p.m.)

Afternoon 1 (1:00 – 2:00 p.m.)
● Jefferson vs. Hemingway (in the library)
  ○ *Activity*: In groups, students compare their “top three” selections and share their motivations. Each group selects three final candidates

Break (2:00 – 2:10 p.m.)

Afternoon 2 (2:10 – 3:00 p.m.)
● Latin and Greek cases
  ○ *Activity*: Eventually, in a plenary session, each group presents their choices to the rest of the class and all students vote for three words
  ○ Scientific terminology review
    ○ Slapite game
    ○ Charades

Evening Session
● Swat attack (Slapite): Anatomy and Physiology vs. Etymology
● Latin and Greek cases
○ **Activity:** Students play with English, creating their own inflectional endings for English words, so as to recreate the Latin and Greek cases
○ **Lecture:** Latin and Greek cases
  ● 8:45-8:55 PM: Cross-class activity: experiment with class *Foundations of Psychology*

**Day 14**

**Day's topics**
- SPEs
- The best of etymologies showcase
- Post-assessment

**Morning 1 (9:00 – 10:30 a.m.)**
- STE (20')
- The best of etymologies CTY
  ○ In the computer lab, students make a (completely anonymous, with no reference to the students’ name or the program) website with the best quotes from all their own assignments

**Break (10:30 – 10:45 a.m.)**

**Morning 2 (10:45 a.m. – 12:00 p.m.)**

The best of etymologies
○ **Activity:** Same activity, continued
○ Academic showcase
  ○ Students volunteer some of their essays and presentations and draw posters with “the best of” their essays for the academic showcase

**Lunch (12:00–1:00 p.m.)**

**Afternoon 1 (1:00 – 2:00 p.m.)**
- Geometry through Art gallery exhibit
  ○ “The students in Geometry through Art would like to invite you all to our classroom next week Thursday 8/1 for an art gallery exhibit. They will have all of the artwork that they created around the room and will be there to share what they did and its relation to geometry.”
- Post-assessment
  ○ Review for the post-assessment

**Break (2:00 – 2:10 p.m.)**

**Afternoon 2 (2:10 – 3:00 p.m.)**
- Post-assessment
  ○ Review for the post-assessment
  ○ Test (35’
Day 15

Day’s topics

- Have your say: Discussion on (and informal evaluation of) the course by the students
- The Universal Declaration of Human Rights of December 10, 1948

Morning 1 (9:00 – 11:30 a.m.)

- The Universal Declaration of Human Rights of December 10, 1948
  - *Activity:* Compare the English version of the first articles of the Declaration with the Spanish, French, Italian and German versions and highlight the words that resemble their correspesives in different languages. What percentage of those words comes from a Latin or Greek root? What phonetic, semantic and morphological patterns can you identify? What words related with philosophy, law and politics are most commonly shared by different languages? What methods and strategies can you extract from this comparison for an efficient learning of foreign languages?
- Wrap-up activities
  - The students pack up and leave the classroom clean