

## Unit 5 - Names

### Lesson 4 - Scientific Names

#### Day 1

#### Discuss

- The class period with the science teacher. Hold class in the science room, or if you have labelled trees on your campus take a walk outside to look at plants or trees labelled with scientific names.
- Reserve the computer lab for the rest of the day and the next day and have students complete pages 28-30 in the workbook using links on the website. They will be looking up the Latin words in some specific scientific names and seeing what they discover about the plants and animals by knowing what the scientific names mean.
- On the third day, review all answers and discuss the following:
  - the pattern of scientific names: genus (noun) species (adjective)
  - there are actually seven parts to a scientific name
  - the reason latin is used for scientific names
  - the use of Latin in European universities to study all subjects up to the 18th century
  - the usefulness of a universal language
  - the drawbacks of a universal language
  - the other fields in which there is a common universal language, e.g. computers
- Introduced the debate:
  - The class will hold a debate on whether it would be a good thing for the world today to have a universal language. Ask students to think about what side they would be on.

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#### Homework

Prepare 3 arguments for and 3 against having a universal language

## Day 2

### The Debate

Use terms pro and con and ask students to join a side. Give students the day with their group to prepare their arguments.

Perhaps hold the debate in a special room. Students should come forward one at a time and alternate from one side to the other getting turns to present a point or to counter a point presented by the opposing side.

Some classes want to continue the debate for two days. Give groups ten minutes at the end to prepare a final statement and to elect one person to present it.

Students may be anxious to know which side won, but you can handle that as you decide. I do not bring it to that resolution but rather tell them that they will have to be able to argue either side for the test.

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### Homework

Page 31 following the debate

## Day 3

### Review

Divide students into teams of four. Give each team 20 slips of paper and have them write the number of their team on each slip.

Show first question from PowerPoint on the board.

Teams discuss and rush to write the correct answer on a slip of paper and run it up to you.

Hold papers in order received.

When all are handed in, click for the correct answer on the board. Read responses. The first correct answer gets 2 points. Every correct answer gets one point.

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### Homework

Memorize ordinal numbers

Primus-sexstus