

Where Did That Come From? Foreign Phrases

Grade Level or Special Area: English, Grade 7

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Length of Unit: This unit consists of nine lessons of 30 to 40 minutes in length; time can be varied by whether or not students use dictionaries and whether or not some class assignments become homework


I. ABSTRACT

This unit treats the foreign phrases as vocabulary and focuses on fun interaction with them. Students will use a graphic organizer to learn about the phrase and then use various activities to reinforce its meaning. The organizers become the main part of the Culminating Activity. There is a pre-assessment, a quiz and a final test. A crossword puzzle, word scrambles and a version of the game Battleship are only some of the activities included.

II. OVERVIEW

- A. Concept Objectives
 - 1. Students understand a variety of materials read. (*Colorado Reading and Writing Standard 1*)
 - 2. Students recognize how to apply thinking skills to their reading, writing, speaking, listening and viewing. (*Colorado Reading and Writing Standard 4*)
- B. Content from the *Core Knowledge Sequence*
 - 1. English: Grade 7 (p. 161)
 - a. Foreign Phrases Commonly Used in English
 - i. Students should learn the meaning of the following Latin phrases that are commonly used in English speech and writing.
- C. Skill Objectives
 - 1. Students exercise their understanding of materials they have read.
 - 2. Students illustrate their knowledge of Latin phrases that are commonly used in English speech and writing.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. Merriam-Webster Online is a good source for these phrases (www.m-w.com)
 - 2. Pronunciations of the phrases are available at Merriam-Webster Online (www.m-w.com); just get into the word definition and click on the  symbol
 - 3. A timeline of the English language is available and a family type tree of various other languages can be found at <http://www.danshort.com/ie> (scroll down, scroll down)
- B. For Students
 - 1. Students should be aware that English is made up of words from different languages. See Latin and Greek root words, Grade 6, page 134-135

IV. RESOURCES

- A. Dictionaries for students, make sure the dictionaries available have these phrases in them (Lessons One-Seven, if needed, see note) (*Note: The definitions and word usage is given in each lesson. If time allows and competent dictionaries are available, it is good practice for the students to look these phrases up for themselves. If time is a crunch, do the definitions as a class.*)

V. LESSONS

Lesson One: In the Beginning (approximately 30-35 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students understand a variety of materials read.
 - b. Students recognize how to apply thinking skills to their reading, writing, speaking, listening and viewing.
2. Lesson Content
 - a. Foreign Phrases Commonly Used in English
 - i. Students should learn the meaning of the following Latin phrases that are commonly used in English speech and writing.
3. Skill Objective(s)
 - a. Students exercise their understanding of materials they have read.
 - b. Students illustrate their knowledge of Latin Phrases that are commonly used in English speech and writing.

B. Materials

1. Appendix A, page 1: one transparency; one copy per student, if needed
2. Appendix B: one transparency
3. Appendix C: one transparency
4. Appendix D, page 1: one transparency; one copy per student, if needed
5. Appendix D, page 2: one transparency
6. Overhead projector
7. Dictionaries, if needed

C. Key Vocabulary

1. *Etymology* (*n*) is the study of the history and origins of words.
2. Concerned with a particular end or purpose, *ad hoc* (*can function as an **adv** or **adj***) means formed or used for specific or immediate problems or needs usually fashioned from whatever is immediately available. (*adapted from m-w online*)

D. Procedures/Activities

1. Pre assessment: Appendix A, page 1:
 - a. *Note: You can give each student a hard copy of Appendix A or, to save paper, put this transparency up on the overhead and have the students copy down only the phrases that they understand.*
2. Orally read each phrase. Students may recognize the sound of the phrase rather than the written. Students may have heard it used but may not be able to explain the meaning and so they have a choice to define it or use it in a sentence.
3. Collect these for assessment.
4. Introduce the unit: Put Appendix C on the overhead. Go through this short background of the English Language.
5. Put Appendix B on the overhead. As the students copy these down in their notes, explain that the students will be learning these nineteen foreign phrases that have become part of the English language.
6. Tell them about the short daily worksheets that will be scored and/or turned in for points. In addition, each day, students will complete the graphic organizer for that day's three phrases. These will become a booklet to be turned in at the end of the unit; more will be explained next time.
7. Students should know that the goal for this unit will be to define all nineteen phrases and when the final test will be. You could warn them that there will be a quiz on the first ten phrases part way through the unit, or you can save it as a surprise.

8. Introduce Appendix D:
 - a. *Note: You can copy and hand out Appendix D, one copy per student per phrase, (1, 9 in all) or you can have the students copy off the overhead onto their own paper each day. **Whatever you chose to do here, put in motion in the other lessons when it says to hand out Appendix D.***
 9. Put Appendix D on the overhead to show students what they actually will be using. Then put up the example, Appendix D, page 2. Tell them that even though it is an example they need to know what **etymology** means. Have them create this graphic on their own paper and take notes. (*This graphic is not part of the 19 copies needed by each student.*) Give them a minute to draw the graphic.
 10. Walk through the instructions with the students. As you do, also walk through the explanation of **etymology**.
 - a. Write the phrase in the oval in the middle.
 - b. In the upper left square, write the definition and the part of speech (noun, adj., so on) of the phrase.
 - c. In the upper right, write where the phrase comes from. All of these phrases are from Latin but, as you can see, some may have deeper roots.
 - d. In the lower left square, write a complete sentence either of when or how this term is used or use the phrase correctly in a complete sentence.
 - e. In the lower right, say the meaning in your own words, how you would say it. Another example would be: if the definition says something is “not fake,” then you might say it is “for reals.”
 11. Explain to students that the information required to complete this graphic can be found in most good dictionaries. Another source is to go to an online dictionary or encyclopedia, such as Merriam-Webster Online at www.m-w.com.
 12. Now have the students complete a graphic for the phrase *ad hoc*. You can do it with them on the board or on an overhead, or have them look up the phrase in the dictionary for themselves.
 13. Students need to keep these in a safe place, as they will need to have these later.
- E. *Assessment/Evaluation*
1. Collect Appendix A, for assessment and evaluation.
 2. Cruise the room to evaluate if students understand how to use the graphic.

Lesson Two: Phrases 2, 3, and 4 (approximately 25-30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand a variety of materials read.
 - b. Students recognize how to apply thinking skills to their reading, writing, speaking, listening and viewing.
 2. Lesson Content
 - a. Foreign Phrases Commonly Used in English
 - i. Students should learn the meaning of the following Latin phrases that are commonly used in English speech and writing.
 3. Skill Objective(s)
 - a. Students exercise their understanding of materials they have read.
 - b. Students illustrate their knowledge of Latin phrases that are commonly used in English speech and writing.
- B. *Materials*
1. Appendix D, page 1: three hard copies per student, if needed; one transparency
 2. Appendix E, page 1: two pages, one transparency of each page

3. Appendix E, page 2: two pages, one copy of each page for the teacher
 4. Appendix F: one copy per student, one copy for the wall, one transparency (go ahead and make extras for Lesson Eight as some students will lose theirs)
 5. Overhead projector
 6. Dictionaries, if needed
- C. *Key Vocabulary*
1. Like Coca Cola, *bona fides* (n) means “the real thing.” In other words, sincere, involving no deceit or fraud; in good faith. (bona = good; fides = faith)
 2. *Carpe diem* (n) is Latin for “seize the day” or for “enjoy the present.”
 3. *Caveat emptor* (n) means “let the buyer beware; buy at your own risk.” If a buyer purchases something without a warranty, the buyer takes the risk.
- D. *Procedures/Activities*
1. Before class: Post the requirements for the final packet, Appendix F, somewhere in the room.
 2. In class: Hand each student an Appendix F. Put Appendix F transparency on the overhead. Be sure to point out where the requirements are posted in the room so that students can refer to it easily. Inform students that this sheet is to be the second page of the packet they turn in. Have them fill in the due date which is whenever you plan to do Lesson Nine.
 3. Go through the list with them.
 4. Remind students that they should be working on their packets all along. That way they can do a better job and get a better grade because they did not wait until the last minute. Each night they can add that day’s graphic organizer to their packet, keeping it all nice and neat. They should put this checklist in their packet tonight and keep the phrases in alphabetical order as they go.
 5. Hand out the copies of Appendix D, page 1. Write today’s phrases on the board.
 6. Introduce new phrases to the students. Have students complete an Appendix D for each phrase by looking them up in a dictionary or by you going through the phrases with them.
 7. Put Appendix E transparency on overhead. Students should have a piece of paper ready. They will be turning this in for your evaluation and score so have them put the heading on the paper.
 8. Read the story aloud as students follow along. Students can use their notes to figure out the phrase that goes in the blank. You can do this as a class or have each student accountable for his or her own answers. Either way, each student should turn in her or his own copy.
 9. You can use your KEY to tell the students the answer or to score the papers after class.
- E. *Assessment/Evaluation*
1. Cruise room while students complete Appendix D to evaluate understanding of the graphic and the phrase meanings.
 2. Collect the answers to Appendix E for evaluation. Give students participation points for completion. Return these to students next time.

Lesson Three: Phrases 5, 6, and 7 (approximately 20-25 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand a variety of materials read.
 - b. Students recognize how to apply thinking skills to their reading, writing, speaking, listening and viewing.

2. Lesson Content
 - a. Foreign Phrases Commonly Used in English
 - i. Students should learn the meaning of the following Latin phrases that are commonly used in English speech and writing.
 3. Skill Objective(s)
 - a. Students exercise their understanding of materials they have read.
 - b. Students illustrate their knowledge of Latin phrases that are commonly used in English speech and writing.
- B. *Materials*
1. Appendix D: three hard copies per student, if needed; one transparency
 2. Appendix G, page 1: one hard copy per student
 3. Appendix G, page 2: one copy for teacher
 4. Overhead projector
 5. Dictionaries, if needed
- C. *Key Vocabulary*
1. *De facto*, (adv or adj) of or belonging to fact, means that something is real; that it actually exists.
 2. *In extremis* (adv) refers to being in extreme circumstances, especially at the point of death.
 3. If I am *in medias res* (adv) then I am in the midst of things.
- D. *Procedures/Activities*
1. Hand out Appendix D. Write today's phrases on the board.
 2. Introduce new phrases to the students. Have students complete an Appendix D for each phrase by looking them up in a dictionary or by you going through the phrases with them.
 3. Remind students to add these phrases to their packets.
 4. Hand out Appendix G. Have students complete and turn in for evaluation. Students can work in pairs or small groups, if you wish, but each student should turn in her or his own copy.
- E. *Assessment/Evaluation*
1. Cruise room while students complete Appendix D to evaluate understanding of the graphic and the phrase meanings.
 2. Collect Appendix G for evaluation. Give students participation points for completion. Return these to students next time.

Lesson Four: Phrases 8, 9, and 10 (approximately 20-25 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand a variety of materials read.
 - b. Students recognize how to apply thinking skills to their reading, writing, speaking, listening and viewing.
 2. Lesson Content
 - a. Foreign Phrases Commonly Used in English
 - i. Students should learn the meaning of the following Latin phrases that are commonly used in English speech and writing.
 3. Skill Objective(s)
 - a. Students exercise their understanding of materials they have read.
 - b. Students illustrate their knowledge of Latin phrases that are commonly used in English speech and writing.
- B. *Materials*
1. Appendix D: three hard copies per student, if needed; one transparency

2. Appendix H, page 1: one hard copy per student
 3. Appendix H, page 2: one hard copy per student (*the two pages of H can be copied front and back on one paper (two-sided)*)
 4. Appendix H, page 3: one copy for teacher (*if you copy this on a transparency, checking answers becomes really easy*)
 5. Overhead projector
 6. Dictionaries, if needed
- C. *Key Vocabulary*
1. *In toto* (adv) sounds like ‘in total’, which is what it means; altogether, entirely.
 2. *Modus operandi* (n) refers to someone’s method of doing things.
 3. *Modus* refers to mode and *vive* refers to life, so *modus vivendi* (n) means a way of living, a way of getting along.
- D. *Procedures/Activities*
1. Hand out Appendixes D. Write today’s phrases on the board.
 2. Introduce new phrases to the students. Have students complete an Appendix D for each phrase by looking them up in a dictionary or by you going through the phrases with them.
 3. Remind students to add these phrases to their packets.
 4. Hand out Appendix H. Have students complete and turn in for evaluation. Students can work in pairs or small groups, if you wish, but each student should turn in her or his own copy.
 5. Unless you want to use Appendix I as a Pop Quiz, warn students that there will be a quiz next time on the word *etymology* and all the phrases up to this point. They should use the filled out Appendix D that they have completed to study for the quiz.
- E. *Assessment/Evaluation*
1. Cruise room while students complete Appendix D to evaluate understanding of the graphic and the phrase meanings.
 2. Collect Appendix H for evaluation. Give students participation points for completion. Return these to students next time.

Lesson Five: Phrases 11, 12, and 13 (approximately 25-30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand a variety of materials read.
 - b. Students recognize how to apply thinking skills to their reading, writing, speaking, listening and viewing.
 2. Lesson Content
 - a. Foreign Phrases Commonly Used in English
 - i. Students should learn the meaning of the following Latin phrases that are commonly used in English speech and writing.
 3. Skill Objective(s)
 - a. Students exercise their understanding of materials they have read.
 - b. Students illustrate their knowledge of Latin phrases that are commonly used in English speech and writing.
- B. *Materials*
1. Appendix D: three hard copies per student, if needed; one transparency
 2. Appendix I, page 1: one copy per student
 3. Appendix I, page 2: one transparency
 4. Overhead projector
 5. Dictionaries, if needed

- C. *Key Vocabulary*
1. *Persona non grata* (adj) is a person who is not welcome or who is unacceptable for some reason.
 2. *Prima* means first or the best so *prima facie* (adv or adj) means at first view, apparently, self-evident. It just means, "How could you miss it? It is right there!"
 3. *Pro* means for, *bono* means good, *publico* means public, so *pro bono publico* (foreign term) means for the public's good.
- D. *Procedures/Activities*
1. Hand out Appendix D. Write today's phrases on the board.
 2. Introduce new phrases to the students. Have students complete an Appendix D for each phrase by looking them up in a dictionary or by you going through the phrases with them.
 3. Remind students to add these phrases to their packets.
 4. Hand out Appendix I. Allow students time to complete quiz without notes. This quiz is on the first half of phrases. Today's list is only included as extra credit points.
 5. Students can exchange papers and score as the teacher leads the class using Appendix I, page 2 transparency. Collect to record scores in grade book.
 6. **Ask students to bring markers, pencils and/or crayons for next time. It is for part of the lesson.**
- E. *Assessment/Evaluation*
1. Cruise room while students complete Appendix D to evaluate understanding of the graphic and the phrase meanings.
 2. Collected Appendix I

Lesson Six: Phrases 14, 15, and 16 (approximately 30-40 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand a variety of materials read.
 - b. Students recognize how to apply thinking skills to their reading, writing, speaking, listening and viewing.
 2. Lesson Content
 - a. Foreign Phrases Commonly Used in English
 - i. Students should learn the meaning of the following Latin phrases that are commonly used in English speech and writing.
 3. Skill Objective(s)
 - a. Students exercise their understanding of materials they have read.
 - b. Students illustrate their knowledge of Latin phrases that are commonly used in English speech and writing.
- B. *Materials*
1. Appendix D: three hard copies per student, if needed; one transparency
 2. Appendix J, page 1: one transparency
 3. Appendix J, page 2: one transparency
 4. Overhead projector
 5. Blank paper for drawing, two pages per student; some extra, just in case
 6. Pencils, markers, and/or crayons for drawing
 7. Dictionaries, if needed
- C. *Key Vocabulary*
1. *Pro forma*, (adj) for the form, means that matters are conducted according to the right way, or the way things are done.

2. When something is given or received in exchange for something else, it is *quid pro quo* (n).
 3. The Latin *requiescat in pace* (foreign term) has become known as “rest in peace.” Its acronym, RIP, is often seen on head stones in cemeteries.
- D. *Procedures/Activities*
1. Hand out Appendix D. Write today's phrases on the board.
 2. Introduce new phrases to the students. Have students complete an Appendix D for each phrase by looking them up in a dictionary or by you going through the phrases with them.
 3. Remind students to add these phrases to their packets.
 4. Have students get out their drawing supplies. Hand out blank paper.
 5. Put Appendix J, page 1 and then J, page 2 on the overhead as examples as you give the students instructions. Students are to pick two of the phrases learned so far and draw either a cartoon that helps them remember the meaning or illustrate the phrase and its meaning.
 6. Students will be turning these in. If they do not finish them in class, they can take them home and turn them in next lesson. Tell students that the best of each student's work will be displayed. Each student will have one of his or her drawings put up for all to see so he or she should do his or her best.
 7. Collect any drawings that are finished. Next time, collect all the rest.
 8. **Tell students to bring what they need to work on their packets in class for next time.**
- E. *Assessment/Evaluation*
1. Cruise the room and observe students' Appendix D and drawings as they work on them.
 2. Evaluate any collected drawings for understanding and content.

Lesson Seven: Phrases 17, 18, and 19 (approximately 30-40 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand a variety of materials read.
 - b. Students recognize how to apply thinking skills to their reading, writing, speaking, listening and viewing.
 2. Lesson Content
 - a. Foreign Phrases Commonly Used in English
 - i. Students should learn the meaning of the following Latin phrases that are commonly used in English speech and writing.
 3. Skill Objective(s)
 - a. Students exercise their understanding of materials they have read.
 - b. Students illustrate their knowledge of Latin phrases that are commonly used in English speech and writing.
- B. *Materials*
1. Appendix D: three hard copies per student, if needed; one transparency
 2. Appendix F: extra copies for students who lost theirs
 3. Students need their packets
 4. Overhead projector
 5. Dictionaries, if needed
- C. *Key Vocabulary*
1. *Sic transit gloria mundi* (foreign term) refers to the passing away of the glory of the world.

2. *Sine qua non* (n) literally means “without which not” or something without which you can’t live.
 3. *Sub rosa* (adj or adv) is not a submarine in the navy but, like a sub’s movements, is secret.
- D. *Procedures/Activities*
1. Collect the rest of the drawings. Let students know when they will be posted.
 2. Hand out Appendix D. Write today’s phrases on the board.
 3. Introduce new phrases to the students. Have students complete an Appendix D for each phrase as before.
 4. Remind students when the packets are to be turned in and when the final test is.
 5. Assign the homework of studying today’s phrases in preparation for the review day, Lesson Eight.
 6. Give students time in class to work on their packets. If anyone needs another checklist, have some available.
- E. *Assessment/Evaluation*
1. Cruise room while students complete Appendix D to evaluate understanding of the graphic and the phrase meanings.
 2. Evaluate any collected drawings for understanding and content.

Lesson Eight: Review (approximately 30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students recognize how to apply thinking skills to their reading, writing, speaking, listening and viewing.
 2. Lesson Content
 - a. Foreign Phrases Commonly Used in English
 - i. Students should learn the meaning of the following Latin phrases that are commonly used in English speech and writing.
 3. Skill Objective(s)
 - a. Students exercise their understanding of materials they have read.
 - b. Students illustrate their knowledge of Latin phrases that are commonly used in English speech and writing.
- B. *Materials*
1. Appendix K, page 1: one hard copy per student, **per game** (should have time for at least two games)
 2. Appendix K, pages 2 and 3: one transparency each
 3. Overhead projector
- C. *Key Vocabulary*
1. All words and phrases from above lessons
- D. *Procedures/Activities*
1. Remind students of the final exam and to turn in all packets next time.
 2. Hand out a copy of the Appendix K, page 1 grid to each student.
 3. Put Appendix K, page 2, on the overhead and go through the rules for this version of Battleship. Tell students to write down, somewhere outside of the grid, the information about the boats, as they will need to remember this.
 4. Make sure they understand how to place their ships. Ask if there are any questions.
 5. Put up Appendix K, page 3 and go over the rules on how to play. Tell students that you will be leaving this on the overhead so that they can refer to it, if needed, while they play.

6. Let students know that you will be collecting these games at the end of class to see how well they know their phrases by how many boats they have sunk. Have students also put their partner's name somewhere on the paper. They should indicate which name is the partner by writing, "Partner- (name)."
 7. Have students pair up, put up their shield, fill out their grids and begin playing. Let them know you have more grids available so that they can play more than one game.
 8. At the end of class, collect these grids.
- E. *Assessment/Evaluation*
1. Cruise the classroom to see how the students are doing with the game.
 2. Collect Appendix K to see how many ships the students were able to sink.

Lesson Nine: Do You *KNOW* What I *Mean*? (approximately 30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand a variety of materials read.
 - b. Students recognize how to apply thinking skills to their reading, writing, speaking, listening and viewing.
 2. Lesson Content
 - a. Foreign Phrases Commonly Used in English
 - i. Students should learn the meaning of the following Latin phrases that are commonly used in English speech and writing.
 3. Skill Objective(s)
 - a. Students exercise their understanding of materials they have read.
 - b. Students illustrate their knowledge of Latin phrases that are commonly used in English speech and writing.
- B. *Materials*
1. Appendix L, pages 1 and 2: Final Test; one per student ***two pages-to be copied two-sided***
 2. Appendix L, pages 3 and 4: KEY; one copy for teacher, paper or transparency, ***two pages- to be copied two-sided***
 3. Overhead projector
 4. Students should have their packets ready to turn in
- C. *Key Vocabulary*
1. All words and phrases from above lessons
- D. *Procedures/Activities*
1. Collect students' packets for scoring.
 2. Final exam: Hand out Appendix L. Students are to answer all questions without notes. Give students about 15-20 minutes.
 3. Have students exchange papers for scoring. Put answers up on the overhead projector or orally give correct answers.
 4. Collect for evaluation and recording in grade book.
- E. *Assessment/Evaluation*
1. Assess packets and tests.

VI. CULMINATING ACTIVITY

- A. My Packet of Latin Phrases
1. Explained in Lesson Two
 2. Explained in Appendix F
 3. Collected in Lesson Nine

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Pre Assessment and KEY (Lesson One)
- B. Appendix B: Foreign Phrases (Lesson One)
- C. Appendix C: Brief History of the English language (Lesson One)
- D. Appendix D: Know What I Mean? And Example (Lessons One-Seven)
- E. Appendix E: Story Snippets and KEY *three pages* (Lesson Two)
- F. Appendix F: Final Project (Lesson Two)
- G. Appendix G: Word Scramble and KEY (Lesson Three)
- H. Appendix H, page 1: Crossword Puzzle Grid and Cluse (Lesson Four) (*the two pages of H can be copied front and back on one paper (two-sided)*)
- I. Appendix H, page 2: Crossword Puzzle KEY (Lesson Four) (*if you copy this on a transparency, checking answers becomes really easy*)
- J. Appendix I: Quiz and KEY (Lesson Five)
- K. Appendix J: Cartoon Example and Illustration Example (Lesson Six)
- L. Appendix K: Battleship and How to Play Battleship (Lesson Eight)
- M. Appendix L: Final Test and KEY; *two pages to be copied two-sided* (Lesson Nine)

VIII. BIBLIOGRAPHY

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Appendix A, page 1
Pre Assessment

Look over the following phrases. As I pronounce them, you may recognize them. To the right of each word either write the meaning or use it correctly in a sentence.

1. **ad hoc**
2. **bona fide**
3. **carpe diem**
4. **caveat emptor**
5. **de facto**
6. **in extremis**
7. **in medias res**
8. **in toto**
9. **modus operandi**
10. **modus vivendi**
11. **persona non grata**
12. **prima facie**
13. **pro bono publico**
14. **pro forma**
15. **quid pro quo**
16. **requiescat in pace, rip**
17. **sic transit gloria mundi**
18. **sine qua non**
19. **sub rosa**

Appendix A, page 2

KEY

Concerned with a particular end or purpose, **ad hoc** means formed or used for specific or immediate problems or needs usually fashioned from whatever is immediately available.

Like Coca Cola, **bona fides** means "the real thing"; sincere, involving no deceit or fraud; in good faith.

Carpe diem is Latin for "seize the day" or for "enjoy the present."

Caveat emptor means "let the buyer beware; buy at your own risk." If a buyer purchases something without a warranty, the buyer takes the risk.

In toto sounds like in total, which is what it means; altogether, entirely.

If you watch very many detective shows, you will hear about the **modus operandi** of the criminal. That refers to the criminal's method of procedure, his or her way of doing things; the criminal's mode of operation.

Modus refers to mode and vive refers to life, so **modus vivendi** means a way of living, a way of getting along.

De facto, of or belonging to fact, means that something is real; that it actually exists.

In extremis refers to being in extreme circumstances, especially at the point of death.

If I am **in medias res** then I am in the midst of things.

Persona non grata is a person who is not welcome or who is unacceptable for some reason.

Prima means first or the best so **prima facie** means at first view, apparently, self-evident. It just means, "How could you miss it? It is right there!"

Pro means for, bono means good, publico means public, so **pro bono publico** means for the public's good.

Pro forma, for the form, means that matters are conducted according to the right way, or the way things are done.

When something is given or received in exchange for something else, it is **quid pro quo**.

The Latin **requiescat in pace** has become known as "rest in peace." Its acronym, RIP, is often seen on head stones in cemeteries.

Extra Credit

Sic transit gloria mundi refers to the passing away of the glory of the world.

Sine qua non literally means "without which not" or something without which you can't live.

Sub rosa is not a submarine in the navy but, like a sub's movements, is secret.

Appendix B

Foreign Phrases

Just as the United States is a melting pot of cultures, the English language is a melting pot of vocabulary words. The phrases chosen for this unit are all of Latin origin. Latin was the language spoken in Ancient Rome and is the base for the modern Romantic Languages, of which English is not. The English language evolves and its vocabulary grows but the basic structure remains stable and Germanic. In other words, even though words and their meanings come from various languages, they become a part of our language by being conformed to our grammar and sentence structure.

We will get to know the following 19 Latin phrases:

ad hoc	in medias res	pro forma
bona fide	in toto	quid pro quo
carpe diem	modus operandi	requiescat in pace (RIP)
caveat emptor	modus vivendi	sic transit gloria mundi
de facto	persona non grata	sine qua non
in extremis	prima facie	sub rosa
	pro bono publico	

Appendix C

A Very Brief History of the English Language

English was actually imported into the English Islands and did not originate there. When the ancient Roman Empire invaded Britain, the islands now called England, in BC 54-5, the conquerors discovered the Celtic tribes, very much like when the explorers to the Americas discovered the Native Americans. These Celts and their language eventually ended up on the outskirts of Britain, in places now known as Scotland, Ireland, Wales, the Isle of Man, and part of France, where forms of the Celtic language are still spoken as the native dialect. But the Latin that the Romans brought to Britain is not the language that remained even though the British Isles were a part of the Roman Empire for over 400 years.

The forerunner of the English we now speak was the language of some tribes from Northern Germany who invaded Britain. Two of these tribes were the Anglos and the Saxons and their language became the language of England. In 878 AD, the Vikings invaded Britain and brought in the Norse language, which was similar to the old English, the Anglo-Saxon language that was already being used. The Norse language did not change the structure of the language but enriched it with a much larger vocabulary.

The next period in our linguistic history is known as Middle English. This was the time when the English language picked up most of its Latin phrases. Forces from Normandy in France invaded the British Isles in 1066 and won. Their languages became the official languages.

Even though French and Latin were the languages of the royal court, government and business classes, the language of the servants and nannies (who actually raised all of the little rich children) was English. Therefore, English continued to maintain a stronghold, growing richer and more flexible with the addition of the new French and Latin vocabulary.

Middle English, from 1066 until the 15th Century

The Norman Invasion and Conquest of Britain in 1066 and the resulting French Court of William the Conqueror gave the Norwegian-Dutch influenced English a Norman-Parisian-French effect. From 1066 until about 1400, Latin, French, and English were spoken. English almost disappeared entirely into obscurity during this period by the French and Latin dominated court and government. However, in 1362, the Parliament opened with English as the language of choice, and the language was saved from extinction. Present-day English is approximately 50% Germanic (English and Scandinavian) and 50% Romance (French and Latin).

Douglas F. Hasty, M.L.S.

A Brief History of the English Language

The next evolution of the English language, from the 15th century to the 17th century, is known as Early Modern English and is important because this is when the language began to get organized. With the onset of the printing press, word pronunciation and spelling became more uniform across the country. Many of the Latin phrases became an integral part of the language.

English has grown and changed since then, and often word meanings change. Although these phrases may seem weird or useless, either the phrase or the meaning pops up often enough that wise people are at least be familiar with them.

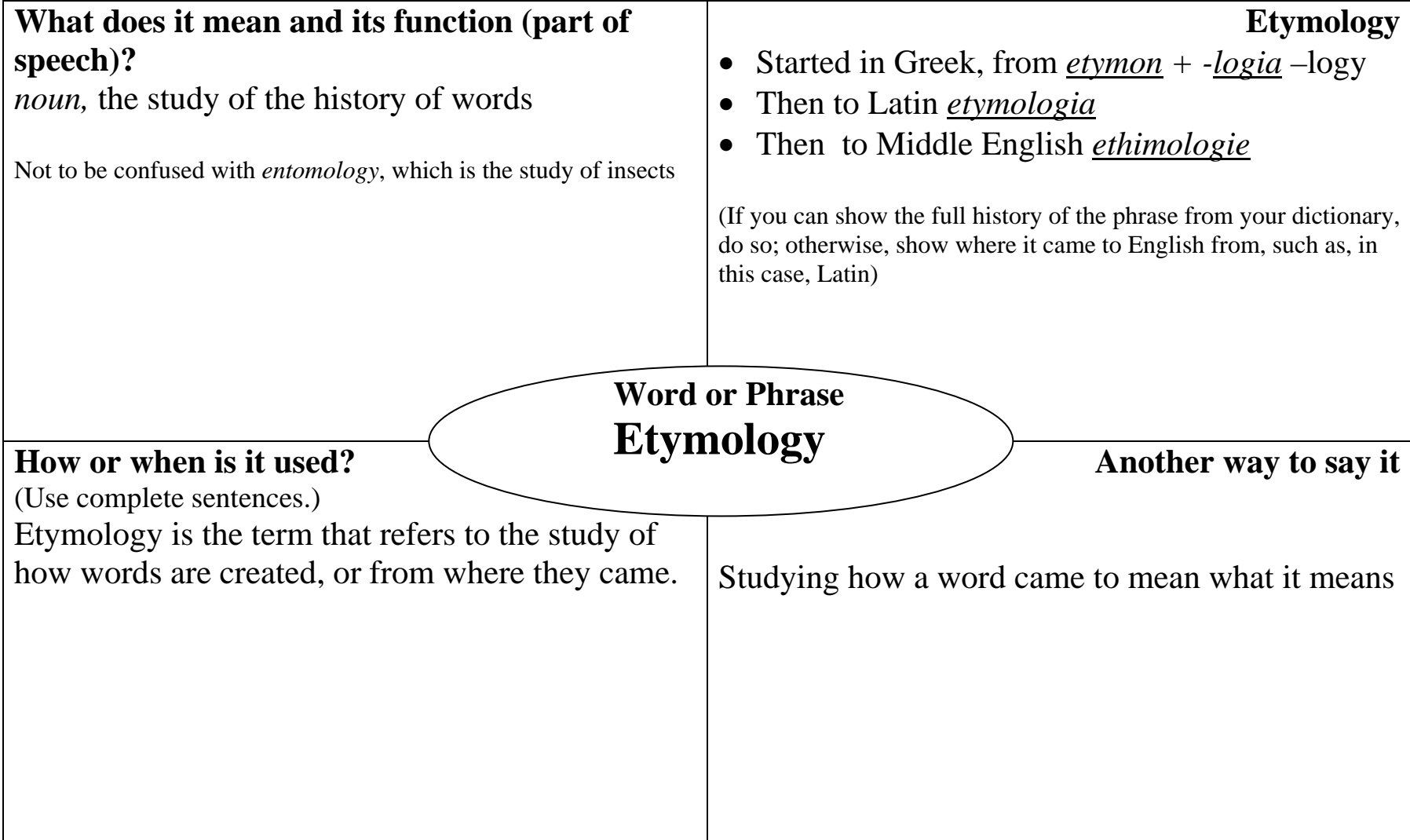
Appendix D, page 1
Know What I Mean?

What does it mean and its function (part of speech)?	Etymology
How or when is it used? (Use complete sentences.)	Another way to say it

Word or Phrase

Based on the Frayer Model

Know What I Mean?



Based on the Frayer Model

Appendix E, page 1

Story Snippets

Read each story. Write the correct Latin phrase in the blank. Use your notes from yesterday and today.

My mom was working in an office supply store when a young man came in and wanted to buy one of those desk calendars that only shows one day at a time. She led the young man over to the section where the store stocked them and he grabbed up several, yelling, “_____.” Mom looked at him with a question on her face and he said, “My father is always telling me to seize the day and so now I can. I can grab today’s calendar sheet off of my desk.” He bought seven so he could “seize the day” all over his house.

* * * * *

My friend, Jimmy, had a dog named Fido. Kind of an old-fashioned type of dog name, but it was an old-fashioned type of dog. She was kind of mid sized, mid length hair, brown and tan markings and a very intelligent face.

One day, I was visiting Jimmy and he was looking everywhere for his wooden recorder; you know, the thing that’s like a flute that we all learn to play in fifth grade. Well, he needed to practice on it and he needed to take it the next day to school. He was looking everywhere; under furniture, behind couches, under pillows. And, frustrated, he kept mumbling, “It’s not a _____. It’s not a _____! She thinks it’s a _____, but it’s not a _____!”

I asked Jimmy, “What do you mean?”

He stopped looking for a minute and looked at me like I was *sooo* stupid. Rolling his eyes, he said, “Well, I think Fido thought my recorder was a bone and has it hidden. I am just saying, ‘It’s not a bone of Fido’s.’ What did you think I was saying?”

“Ooooh,” I blushed. I felt so dumb. “You know that Latin phrase we learned the other day in English class? The one that means that it is really what it is?”

“Yeah.”

“I thought you were saying, ‘It’s not a _____.’”

* * * * *

My four-year-old sister was watching ants on an ant hill one day when I went to call her to lunch. She was very intent on what they were doing, going in and out of the hole, and carrying bits of gravel and crumbs of the crackers she was sprinkling around on the ground. I squatted down beside her and watched a little while, too. Finally, she said, “When I grow up I want to study _____.”

“You want to study the origins of words?” I asked.

“No! Silly! I want to study ants! I think ants are fun.”

“Oh, so, you want to study entomology, the study of insects.”

“Right. Ent-omology,” she said, looking at me with a grin in her eyes, “the study of ‘ents’.”

Appendix E, page 2

● * * * *

Jimmy's older brother was selling fresh squeezed lemonade one very hot July afternoon. At least that is what the sign said. Knowing Jimmy's brother, I was very cautious about spending my money on his "lemonade." So Jimmy and I hid in some bushes where we could watch Jimmy's brother mix his concoction. When no one was looking, or so he thought, he would add water to the pitcher, thinning out the potion. When he needed to make more lemonade, he used Kool-aid, and transferred the same lemon from the empty pitcher to the new batch, giving it a squeeze.

After watching this for a while, Jimmy and I confronted Jimmy's brother. "That's not real lemonade."

He just shrugged his shoulders and winked. "I squeeze the lemon every time, so it is fresh squeezed. Besides, you know what they say? "_____". No one *has* to buy from me. But I am so cute, adults want to encourage my entrepreneurial efforts and so they don't really care what it tastes like."

"But don't you want them to come back for more another day? They won't if it tastes bad."

"No. I am bored with this anyway. I will try something different next week."

Jimmy and I did not buy. We went to Jimmy's house for a free, better tasting drink of water.

* * * * *

One night at the dinner table, (Yeah, we sit down and have dinner together as a family. Something about "the crock pot's been cooking all day," and so we will "sit down and appreciate the time together." And besides, "the family that eats dinner together, bonds together," or "doesn't do drugs together" or something like that.)

Anyways, one night at the dinner table, my dad tells about a strange thing that had happened at work. There was a new committee starting and he was on it. It is an _____ committee to rewrite the company's mission and vision statements (whatever *that* is). Well, one of the employees who is on the committee showed up with her pet hawk. It was a beautiful bird that the lady actually trained to hunt. But no one could figure out why she brought her pet to work, specifically just for this meeting.

After the meeting was over, my dad went up to her and asked what was going on. She smiled proudly and said, "Some one said this was an 'add a hawk' meeting so, knowing not everyone has a hawk, I thought I could really help out the team by bringing mine."

Dad said that after he explained the confusion, he is quite sure the hawk will not be back. He is concerned, however, that the lady may be too embarrassed and will not be back, either.

Appendix E, page 3
Story Snippets KEY

Read each story. Write the correct Latin phrase in the blank. Use your notes from yesterday and today.

1. carpe diem
2. bona fides
3. etymology
4. caveat emptor
5. ad hoc

Appendix F

Final Project

Name, _____

Date due _____

Teacher _____

Subject _____

You are to turn in a folder neatly containing an Appendix D for each phrase. There are 19 phrases. Follow the checklist below to get the 100 points.

- The outside should be a three-hole folder (with the metal fold over tabs), a three-ring folder (not a binder) or a see through plastic report folder with the sliding plastic holder for the edge. **7** points
- The first page is a title page.
Use the title, *My Packet of Latin Phrases*, or you can come up with something more creative that has to do with the content of the folder. The title page should also include your name. **5** points
- Page 2 will be this page with check marks by everything you finished on the list and all the information filled in at the top. **5** points
- Next comes the 19 Latin phrases in alphabetical order, which is the way in which you learned them.
These sheets must be complete and neat (minimal smudges and no rips) to get full points. 4 points each for a total of **76**
Cross each one off as it is placed in your folder.

ad hoc	de facto	modus operandi	pro bono publico	sic transit gloria mundi
bona fide	in extremis	modus vivendi	pro forma	sine qua non
carpe diem	in medias res	persona non grata	quid pro quo	sub rosa
caveat emptor	in toto	prima facie	requiescat in pace, rip	

- A page of quotes that use one of the Latin phrases.
Look in printed material such as books, magazines, newspapers, or online articles for one or more of the phrases. You can copy by hand, cut and paste, or use a copier to create your page but you must include the article's name, author, where you found it and at least the sentence that contains the phrase. 1 point per phrase, up to **seven** phrases

Example:

Dead Poets Society Website [On-line]

Author not listed but based on the movie, *Dead Poets Society*

"Dead Poets Society reminds us to seize each day and cherish them dearly. Every day opportunities await us and we must decide whether to take the chance or play it safe. I encourage you to take the risks, for nothing is gained without them. It is this "Carpe Diem" spirit to which this page is dedicated. May it live in your heart always."

<http://www.geocities.com/CollegePark>

Appendix G, page 2
Word Scramble KEY

<p>1. sadsirminee (in medias res)</p> <table border="1"> <tr> <td>10</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>14</td><td></td><td></td> </tr> </table> <p>2. promcavetate (caveat emptor)</p> <table border="1"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table> <p>3. moeytlygo (etymology)</p> <table border="1"> <tr> <td></td><td></td><td></td><td></td><td></td><td>12</td><td></td><td>11</td><td>1</td><td></td><td></td><td></td><td></td><td></td> </tr> </table> <p>4. otcafde (de facto)</p> <table border="1"> <tr> <td></td><td></td><td></td><td></td><td></td><td>4</td><td></td><td></td><td>2</td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	10											14																						12		11	1											4			2						<p>5. docha (ad hoc)</p> <table border="1"> <tr> <td></td><td>7</td><td></td><td>9</td><td></td><td></td><td></td><td></td> </tr> </table> <p>6. draepetim (carpe diem)</p> <table border="1"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>13</td><td></td><td></td> </tr> </table> <p>7. streeminix (in extremis)</p> <table border="1"> <tr> <td></td><td>6</td><td></td><td></td><td></td><td></td><td>8</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table> <p>8. findsobae (bona fides)</p> <table border="1"> <tr> <td></td><td></td><td></td><td></td><td>5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>		7		9													13				6					8												5									
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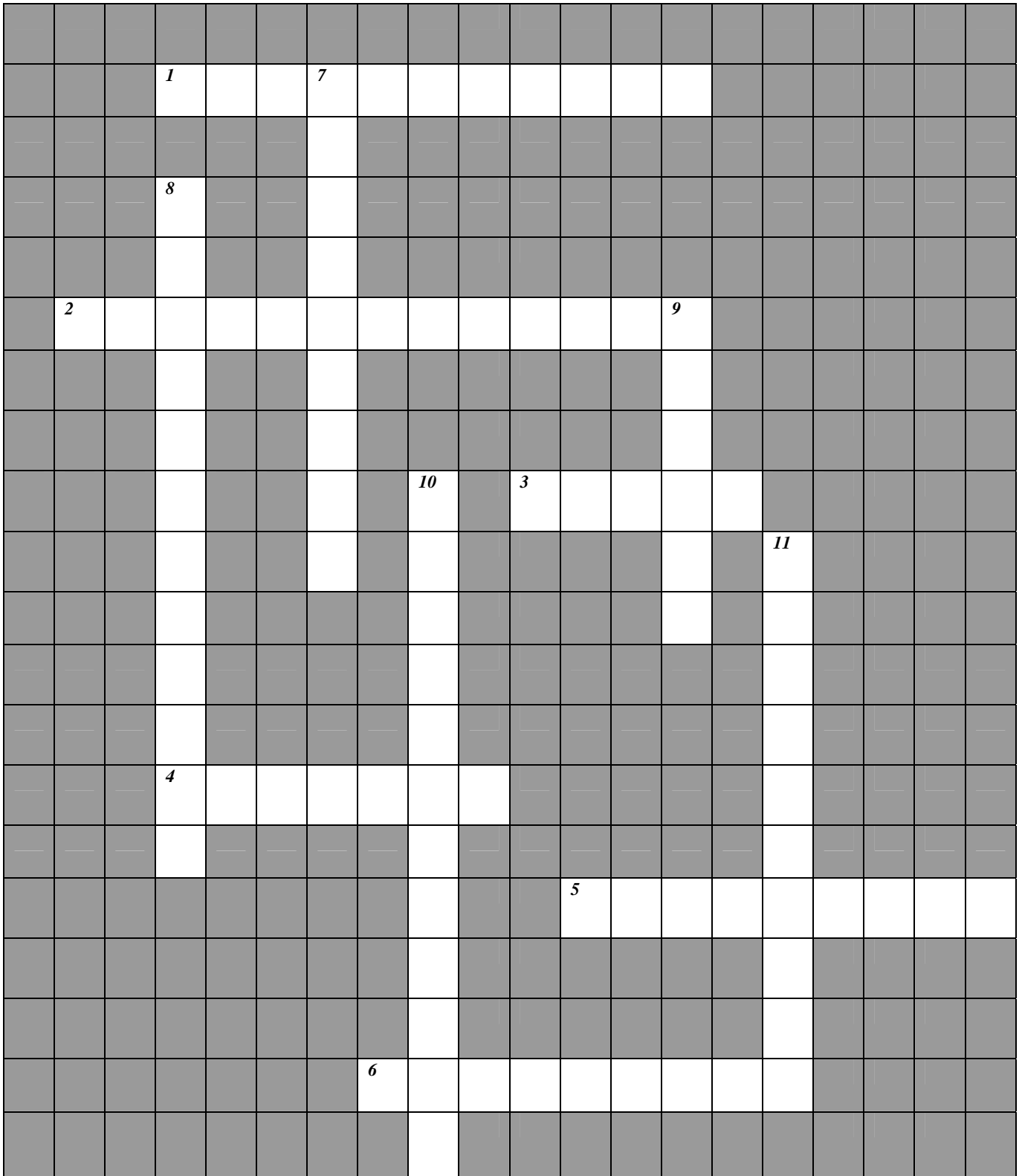
Secret Message

“	1	2	u		4	5	6		7	2		5	6	1	8	9	10	6	11		,	
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"You can do anything, with a little heart."

Appendix H, page 1
Crossword Puzzle Grid



Appendix H, page 2
Crossword Puzzle Clues

When filling in the phrase, write the phrase as if it was one word; no spaces between the words. For example, de facto becomes defacto.

Across

- 1 *in the middle of things*
- 2 *a person's habit or pattern of behavior*
- 3 *formed for or used for a specific need*
- 4 *something actually exists; it's a fact*
- 5 *seize the day*
- 6 *sincere; involving no deceit or fraud; in good faith*

Down

- 7 *the study of word origins*
- 8 *a way of living*
- 9 *altogether, entirely*
- 10 *let the buyer beware*
- 11 *being in extreme circumstances*

Appendix H, page 3
Crossword KEY

			<i>I</i>	<i>N</i>	<i>M</i>	<i>E</i>	<i>D</i>	<i>I</i>	<i>A</i>	<i>S</i>	<i>R</i>	<i>E</i>	<i>S</i>						
						<i>T</i>													
			<i>M</i>			<i>Y</i>													
			<i>O</i>			<i>M</i>													
	<i>M</i>	<i>O</i>	<i>D</i>	<i>U</i>	<i>S</i>	<i>O</i>	<i>P</i>	<i>E</i>	<i>R</i>	<i>A</i>	<i>N</i>	<i>D</i>	<i>I</i>						
			<i>U</i>			<i>L</i>							<i>N</i>						
			<i>D</i>			<i>O</i>							<i>T</i>						
			<i>V</i>			<i>G</i>		<i>C</i>		<i>A</i>	<i>D</i>	<i>H</i>	<i>O</i>	<i>C</i>					
			<i>I</i>			<i>Y</i>		<i>A</i>					<i>T</i>		<i>I</i>				
			<i>V</i>					<i>V</i>					<i>O</i>		<i>N</i>				
			<i>E</i>					<i>E</i>							<i>E</i>				
			<i>N</i>					<i>A</i>							<i>X</i>				
			<i>D</i>	<i>E</i>	<i>F</i>	<i>A</i>	<i>C</i>	<i>T</i>	<i>O</i>						<i>T</i>				
			<i>I</i>					<i>E</i>							<i>R</i>				
								<i>M</i>			<i>C</i>	<i>A</i>	<i>R</i>	<i>P</i>	<i>E</i>	<i>D</i>	<i>I</i>	<i>E</i>	<i>M</i>
								<i>P</i>							<i>M</i>				
								<i>T</i>							<i>I</i>				
								<i>B</i>	<i>O</i>	<i>N</i>	<i>A</i>	<i>F</i>	<i>I</i>	<i>D</i>	<i>E</i>	<i>S</i>			
								<i>R</i>											

Appendix I, page 1

Quiz

Fill in the blanks with the right phrase using the Word Bank below. Do not use any notes.

1. _____, of or belonging to fact; means that something actually exists.
2. Concerned with a particular end or purpose, _____ means formed or used for specific or immediate needs.
3. _____ means "let the buyer beware; buy at your own risk."
4. _____ is the study of the history or origins of words.
5. _____ sounds like *in total*, which is what it means; altogether, entirely.
6. Modus refers to mode and vive refers to life, so _____ means a way of living, a way of getting along.
7. If I am _____, then I am in the midst of things.
8. _____ is Latin for "seize the day" or for "enjoy the present."
9. _____ refers to being in extreme circumstances, especially at the point of death.
10. Like Coca Cola, _____ means "the real thing." In other words, sincere, involving no deceit or fraud; in good faith.
11. _____ refers to someone's method of doing things.

Extra credit

- A. _____ means apparently or self-evident. In other words, "How could you miss it? It is right there!"
- B. _____ means for the public's good.
- C. _____ is a person who is not welcome or who is unacceptable for some reason.

Word Bank

carpe diem	in extremis	Persona non grata
etymology	ad hoc	pro bono publico
bona fides	Modus operandi	modus vivendi
de facto	in toto	Caveat emptor
in medias res	Prima facie	

Appendix I, page 2

KEY

1. **De facto**, of or belonging to fact, means that something actually exists.
2. Concerned with a particular end or purpose, **ad hoc** means formed or used for specific or immediate needs.
3. **Caveat emptor** means "let the buyer beware; buy at your own risk."
4. **Etymology** is the study of the history or origins of words.
5. **In toto** sounds like *in total*, which is what it means; altogether, entirely.
6. Modus refers to mode and vive refers to life, so **modus vivendi** means a way of living, a way of getting along.
7. If I am **in medias res** then I am in the midst of things.
8. **Carpe diem** is Latin for "seize the day" or for "enjoy the present."
9. **In extremis** refers to being in extreme circumstances, especially at the point of death.
10. Like Coca Cola, **bona fides** means "the real thing." In other words, sincere, involving no deceit or fraud; in good faith.
11. **Modus operandi** refers to someone's method of doing things.

Extra credit

Prima facie means apparently or self-evident. In other words, "How could you miss it? It is right there!"

Pro bono publico means for the public's good.

Persona non grata is a person who is not welcome or who is unacceptable for some reason.

Appendix J, page 1
Example of a Cartoon



Example of an Illustration



Appendix K, page 1
BATTLESHIP

	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10
B1										
B2										
B3										
B4										
B5										
B6										
B7										
B8										

Appendix K, page 2
How to Play Battleship

Each player gets several boats and ships according to the following list:

- | | | |
|---|--------------------|----------------|
| 1 | Battleship | 4 squares |
| 2 | Air craft carriers | 3 squares each |
| 4 | PT boats | 1 square each |
| 2 | Submarines | 2 squares each |

You pick where you put your ships and boats. Place your battleship first by putting a phrase in each of four joining squares. See example below. The four squares can be up and down, side-by-side, or diagonal. The four squares together equal your battleship. Then place your other ships and boats around your grid in the same way. As an example, can you find the submarine on the grid below? (It is the two diagonal squares in the upper left corner.)

sub rosa							
	ad hoc						
			de facto	pro forma	in toto	bona fides	
		carpe diem					

Make sure you hide your sheet. You do not want anyone else to see where you put your ships.

This game is to be played without the aid of notes. However, if you have to look something up when the other player is hitting your ships, do so.

To Play

1. Sit across from a classmate.
2. Stand up a large book or binder to make a shield behind which to hide your grid.
3. Each player puts his or her grid so that he or she can see it but the other player cannot.
4. Decide who goes first. Flip a coin if you cannot simply decide.
5. Player one calls out a grid square by saying its coordinates, such as, "B1, A8." That would be the square in row B1 at column A8.
 - a. If the square is blank, the owner of the grid says, "You missed," and then takes his or her turn.
 - b. If there is a phrase in that square, the owner says, "Possible hit," and tells the caller the phrase that is in that square.
 - c. If the caller can correctly tell what the phrase means, then the square is blown up. If he or she does not define it correctly, then it is a miss. Player can only blow that square by calling it again and trying again to define it correctly.
 - d. If it is a hit, the player gets another turn.
6. Continue taking turns until one player sinks the other player's *battleship*. A battleship is sunk when all four squares are blown. Each square of the battleship will be guessed and "blown" in separate turns.
7. Any game is won when the final square of the battleship is blown even if it is the only boat sunk. When this happens, the owner of the "battleship" says, "You sunk my battleship!"
8. If the game has to end before a battleship is sunk, for the sake of time, then the player with the least amount of sunken boats wins.

Appendix L, page 1
Final Test

Read the following sentences. Decide if the sentence is using the underlined phrase correctly and then circle the Y for yes or the N for no. (One point each)

1. One of the pro bono publico measures taken during an emergency situation is to set a curfew at night. Y N
2. I think I know what you want me to do, but I may be calling you when I am in medias res and can't figure things out. Y N
3. "Let's invite half of the kids at lunch because we want the party to be in toto." Y N
4. We need the sign on the front of our new business to be prima facie so that nobody will miss it. Y N
5. Sic transit gloria mundi refers to the passing away of old ideas. Y N
6. The ad hoc committee was reminded to focus on its one task of creating a name for the new school. Y N
7. He bought the bona fide running shoes that looked just like the Nike running shoes. Y N
8. The name of the new submarine was Sub Rosa. Y N
9. When I go to college, I plan to study insects. I want to be an etymologist. Y N
10. The Latin requiescat in pace has become known as "rest in peace." Y N

Fill in the blanks. Write the correct phrase or word to complete the following sentences. You may refer to the list of phrases in the next section. (Two points each)

11. That creepy kid was _____ at our lunch table.
12. Some used car dealerships have an attitude of _____ when you buy their cars.
13. When our state governor came to visit our town, the mayor wanted every thing to be _____.
14. People who motivate others to action might yell, " _____ " at the end of a pep talk about taking hold of daily opportunities.
15. Rescuers told reporters that the missing skier was _____ after having been found buried by the avalanche.
16. Some people believe that ghosts are _____, that they actually exist.
17. A way of getting along in life can be referred to as _____.
18. Water is more _____ than food because a person can normally live a few weeks without food but only days without water.
19. "I wouldn't date that guy. I don't like his _____.
20. For students who study hard and ask questions when they do not understand, good grades are _____.

Appendix L, page 2

Mix and Match. Write the letter for the correct meaning in the answer box for each phrase below.

Answer	Phrase	Meaning
	ad hoc	a) The study of word origins
	bona fide	b) It's a fact!
	carpe diem	c) "rest in peace"
	caveat emptor	d) in the midst of things.
	de facto	e) in extreme circumstances, especially at the point of death
	etymology	f) formed or used for specific or immediate problems or needs
	in extremis	g) a criminal's way of doing things
	in medias res	h) It just means, "How could you miss it? It is right there!"
	in toto	i) a person who is not welcome or who is unacceptable for some reason.
	modus operandi	j) "without which not" or something without which one can not live
	modus vivendi	k) secretly
	persona non grata	l) "let the buyer beware"
	prima facie	m) altogether; entirely; total
	pro bono publico	n) the glory of the world passing away
	pro forma	o) a mode of living, a way of getting along.
	quid pro quo	p) when something is given or received in exchange for something else
	requiescat in pace	q) "seize the day" or "enjoy the present"
	sic transit gloria mundi	r) for the public's good
	sine qua non	s) means that matters are conducted according to the right way
	sub rosa	t) It's the "real thing."

Appendix L, page 3
Final Test KEY

Read the following sentences. Decide if the sentence is using the underlined phrase correctly and then circle the Y for yes or the N for no. (One point each)

1. One of the pro bono publico measures taken during an emergency situation is to set a curfew at night. Y
2. I think I know what you want me to do, but I may be calling you when I am in medias res and can't figure things out. Y
3. "Let's invite half of the kids at lunch because we want the party to be in toto." N
4. We need the sign on the front of our new business to be prima facie so that nobody will miss it. Y
5. Sic transit gloria mundi refers to the passing away of old ideas. N
6. The ad hoc committee was reminded to focus on its one task of creating a name for the new school. Y
7. He bought the bona fide running shoes that looked just like the Nike running shoes. N
8. The name of the new submarine was Sub Rosa. N
9. When I go to college, I plan to study insects. I want to be an etymologist. Y
10. The Latin requiescat in pace has become known as "rest in peace." Y

Fill in the blanks. Write the correct phrase or word to complete the following sentences. You may refer to the list of phrases in the next section. (Two points each)

11. That creepy kid was _____ at our lunch table. *Persona non grata*
12. Some used car dealerships have an attitude of _____ when you buy their cars. *Caveat emptor*
13. When our state governor came to visit our town, the mayor wanted every thing to be _____. *pro forma*
14. People who motivate others to action might yell, " _____ " at the end of a pep talk about taking hold of daily opportunities. *carpe diem*
15. Rescuers told reporters that the missing skier was _____ after having been found buried by the avalanche. *in extremis*
16. Some people believe that ghosts are _____, that they actually exist. *de facto*
17. A way of getting along in life can be referred to as _____. *modus vivendi*
18. Water is more _____ than food because a person can normally live a few weeks without food but only days without water. *Sine qua non*
19. "I wouldn't date that guy. I don't like his _____. *modus operandi*
20. For students who study hard and ask questions when they do not understand, good grades are _____. *quid pro quo*

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Mix and Match. Write the letter for the correct meaning in the answer box for each phrase below.

Answer	Phrase	Meaning
F	ad hoc	a) The study of word origins
T	bona fide	b) It's a fact!
Q	carpe diem	c) "rest in peace"
L	caveat emptor	d) in the midst of things.
B	de facto	e) in extreme circumstances, especially at the point of death
A	etymology	f) formed or used for specific or immediate problems or needs
E	in extremis	g) a criminal's way of doing things
D	in medias res	h) It just means, "How could you miss it? It is right there!"
M	in toto	i) a person who is not welcome or who is unacceptable for some reason.
G	modus operandi	j) "without which not" or something without which one can not live
O	modus vivendi	k) secretly
I	persona non grata	l) "let the buyer beware"
H	prima facie	m) altogether; entirely; total
R	pro bono publico	n) the glory of the world passing away
S	pro forma	o) a mode of living, a way of getting along.
P	quid pro quo	p) when something is given or received in exchange for something else
C	requiescat in pace	q) "seize the day" or "enjoy the present"
N	sic transit gloria mundi	r) for the public's good
J	sine qua non	s) means that matters are conducted according to the right way
K	sub rosa	t) It's the "real thing."