

# Why Do We Say That? Latin / Greek Vocabulary and Foreign Phrases Commonly Used in English

Grade Level or Special Area: 7<sup>th</sup> Grade Language Arts / History

Written by: Caroline Ruppert Tuiolosega, Aurora Academy Charter School, Aurora, CO

Length of Unit: 10 lessons to be completed throughout one quarter (approximately 10 weeks, three thirty-five minute sessions, and seven fifty-five minute sessions; time should also be allotted for testing – five short tests of twenty minutes each, and one longer test of fifty minutes.)

## I. ABSTRACT

This unit provides a variety of activities to help students learn the meaning of the Latin phrases and Latin/Greek words from the *Core Knowledge Sequence*. It also gives a brief etymology of the Latin influences in our English language and encourages students to recognize the history contained in their everyday language.

## II. OVERVIEW

### A. Concept Objectives

1. Demonstrates an understanding [and develops an appreciation] of how culture and/or history are reflected in the arts [language]. (*Aurora Public Schools Arts and Humanities Content Standards*)
2. Gains familiarity with various Latin /Greek vocabulary and foreign phrases commonly used in English.

### B. Content from the *Core Knowledge Sequence*

1. Vocabulary – Latin/Greek Words (7<sup>th</sup> Grade, p. 159)
2. Foreign Phrases Commonly Used in English (7<sup>th</sup> Grade, p. 161)
3. Review of Ancient Rome up to Julius Caesar (6<sup>th</sup> Grade, p. 139)
4. The origins and early influences – in particular Latin – on the English language

### C. Skill Objectives

1. Use word recognition skills to comprehend text (for example roots, prefixes and suffixes). (*Colorado State Benchmark 7.1.G*)
2. Students paraphrase...[and] organize ... information. (*Colorado State Benchmark for 7<sup>th</sup> Grade Reading and Writing*)
3. Students read to locate, select, [understand], and make use of relevant information from a variety of media... (*Colorado State Standard 5 for Reading and Writing*)
4. Identify parts of speech such as nouns, pronouns, verbs, and adjectives. (*Colorado State Benchmark for 7<sup>th</sup> Grade Reading/Writing*)
5. Trace on maps the spread of human migration...languages... (*Colorado State Benchmark for Grades 5 – 8 Geography*)
6. Review and practice Two-Column Note-taking as taken from *Step Up To Writing Program*.

## III. BACKGROUND KNOWLEDGE

### A. For Teachers

1. Sarnoff, Jane & Ruffins, Reynold. *Words: A Book about the Origins of Everyday Words and Phrases*. New York: Charles Scribner's Sons, 1981. (*Any book on word origins will do. This one also has a concise history of the Latin influence in the English language, making it particularly useful. However, any source that*

would provide a concise history of the Latin influence in English would do. Appendix D may even be enough on the topic.)

2. Auman, Maureen. *Step Up To Writing*. Longmont, CO: Sopris West, 1999, ISBN 0-557035-208-9. (Particular emphasis on Two Column Note-taking. Basically, main ideas, topics and key words are listed on the left column. List information and subtopics on the right. Use only words and phrases and leave plenty of empty spaces. See Appendix C, which is laid out in this format.)

B. For Students

1. Students will have acquired the skills necessary for competent spelling, and usage of a dictionary... (Grade 5)
2. Students will understand what is a root in a word. (Grade 6)
3. Students will have a basic understanding of Two-Column Note-taking as taken from *Step Up To Writing Program*.

#### IV. RESOURCES

- A. *Core Knowledge Sequence*. Charlottesville, VA: Core Knowledge Foundation, 1999. 1-890517-20-8 (Lessons Three, Four, Five, Six and Seven)
- B. Auman, Maureen. *Step Up To Writing*. Longmont, CO: Sopris West, 1999, ISBN 0-557035-208-9 (Lesson Two)

#### V. LESSONS

##### Lesson One: Why Do We Say That? (thirty-five minute session)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Demonstrates an understanding [and develops an appreciation] of how culture and/or history are reflected in the arts [language].
  - b. Gains familiarity with various Latin /Greek vocabulary and foreign phrases commonly used in English.
2. Lesson Content
  - a. The origins and early influences – in particular Latin – on the English language
3. Skill Objective(s)
  - a. Students read to locate, select, [understand], and make use of relevant information from a variety of media...
  - b. Students paraphrase...[and] organize ... information.

B. *Materials*

1. Appendix A: Why Do We Say That? (one copy per student)
2. Appendix B: Rubric For Word Origins Search (one copy per student)
3. A variety of books that have word origins in them; a short list may also be found at available URL: [www.geocities.com/SouthBeach/4195/words.htm](http://www.geocities.com/SouthBeach/4195/words.htm)

C. *Key Vocabulary*

1. Etymology – explanation of the origin and history of words (Thorndike, p. 339)

D. *Procedures/Activities*

1. Read together Appendix A: Why Do We Say That?
2. Read together Appendix B: Rubric For Word Origins Search.
3. Divide students into groups of three. Students will be working with this group for the entire unit, and part of their evaluation may be group-based. Have students peruse books that have word origins in them, and / or Internet sources (see URL listed above). Give students 15 minutes to take notes on this in class. Make the final, written assignment (explained in Appendix B) due the following day.

- E. *Assessment/Evaluation*
1. See Appendix B: Rubric For Word Origin Search.

**Lesson Two: How Latin Influence Came About (one fifty-five minute session)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Demonstrates an understanding [and develops an appreciation] of how culture and/or history are reflected in the arts [language].
2. Lesson Content
  - a. Review of Ancient Rome up to Julius Caesar (6<sup>th</sup> Grade, p. 139)
  - b. The origins and early influences – in particular Latin – on the English language
3. Skill Objective(s)
  - a. Review and practice Two-Column Note-taking as taken from *Step Up To Writing Program*.
  - b. Trace on maps the spread of human migration...languages...
  - c. Students paraphrase...[and] organize ... information.

B. *Materials*

1. Appendix C: Unit Guide Map (one per student)
2. Appendix D: Timeline of Influences on the English Language (one per student)
3. Appendix E: Mapping Activities
4. Map of Roman Empire, available URL:  
[www.wwnorton.com/college/history/ralph/resource/rome2.htm](http://www.wwnorton.com/college/history/ralph/resource/rome2.htm) (may also be found from any relevant text on the subject)
5. Map of Modern Day Europe and North Africa, available URL:  
[www.aolsvc.maps.aol.com](http://www.aolsvc.maps.aol.com) (may also be found from any relevant text on the subject)
6. Colored pencils (a set for each student)
7. Dictionaries (one per student)

C. *Key Vocabulary*

1. Legend – an old, well-known story, usually more entertaining than truthful (Hirsch, p. 47)
2. Republic – nation in which the citizens elect representatives to manage the government (Thorndike, p. 802)
3. Conquer – to win control of a land by attacking an enemy or fighting a war (Hirsch, p. 9)

D. *Procedures/Activities*

1. Open by asking any students if they would like to share any of their word origin findings from Lesson One.
2. Introduce Appendix C: Unit Guide Map. This handout provides an overview of the unit, including what students will be expected to know. Students will be completing the Two-Column Notes in this lesson. Students should master all twelve items on this guide map, their list of Latin / Greek roots that they'll be creating, and Appendix G: Latin Phrases Commonly Used in English, as they will be tested on them.
3. Have students record their definition of etymology (item 1) onto their Unit Guide Map. Refer to *Step Up To Writing Program* for a review of Two-Column Note-taking. (Basically, main ideas, topics and key words are listed on the left column. List information and subtopics on the right. Use only words and

- phrases and leave plenty of empty spaces. See Appendix C, which is laid out in this format.)
4. Give each student a copy of Appendix D: Timeline of Influences on the English Language, and a copy of Appendix E: Mapping Activities. In their groups of three, have them complete questions 2 through 12 with their group members. The answers to these questions come directly from the timeline (Appendix D) and the two maps. Also, have them do the five mapping activities listed on Appendix E: Mapping Activities. Each student should also have a dictionary.
  5. Regroup as a class and go over all answers.
- E. *Assessment/Evaluation*
1. Do a note and map check to see if students have completed the twelve questions on their Appendix C: Unit Guide Map and have done the five items listed on Appendix E: Mapping Activities. Assign 10 points to this check.
  2. Students will also be evaluated on this material with Appendix J: End of Unit Test.

**Lesson Three: Latin / Greek Roots Magazine and Newspaper Search - *ab* through *cresco* (one fifty-five minute session)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Demonstrates an understanding [and develops an appreciation] of how culture and/or history are reflected in the arts [language].
    - b. Gains familiarity with various Latin /Greek vocabulary and foreign phrases commonly used in English.
  2. Lesson Content
    - a. Vocabulary – Latin/Greek Words (7<sup>th</sup> Grade, p. 159)
  3. Skill Objective(s)
    - a. Students read to locate, select, [understand], and make use of relevant information from a variety of media...
    - b. Use word recognition skills to comprehend text (for example roots, prefixes and suffixes).
    - c. Identify parts of speech such as nouns, pronouns, verbs, and adjectives.
- B. *Materials*
1. Appendix F: Latin / Greek Roots Magazine and Newspaper Search Rubric
  2. Five pieces of clean-edged, lined and 3-hole punched paper per student
  3. Copy of the word list *ab* through *cresco* from Vocabulary, p.159, *Core Knowledge Sequence* for teacher reference
  4. Colored pens and/or pencils
  5. Old newspapers and magazines (enough for entire class)
  6. Scissors (one pair per student)
  7. Glue (one bottle or stick per student)
  8. Dictionaries (one per student)
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. On the board or overhead have students copy down the first 10 roots (*ab* through *cresco*, p. 159 from the *Core Knowledge Sequence*) onto their papers. Each paper should be divided into two equal portions – one upper and one lower. Students should head the top portion of their first page: *ab [L]: away from*. The lower portion of this first page should be headed: *ad [L]: to, forward* and so forth. Have a prepared transparency that shows this. Instruct students to use

colors in their headings. If the root has more than one syllable, have students write each syllable in a different color (black, purple, green, orange, brown). The origin of the word – Latin or Greek – should be written in a separate color (blue). Next to this heading students should draw a representation of their root. For example, a picture of a stick figure leaving on an airplane may be a representation of the root *ab*. Artistic ability is not necessary here – *any* picture representation will do!

2. Instruct students to find words from magazines and newspapers that contain these roots. Words – including the sentence they are contained in - should be clipped from their source and pasted onto their paper in the appropriate area. Students should then look up the meaning of the word they've found and write the word, its part of speech, and its definition under its clipping. Again, if the word has more than one syllable, each syllable should be written in a different color (purple, green, orange, brown). The part of speech should also be written in red. Definitions can be recorded in black. Students should find at minimum one clipping per root.

E. *Assessment/Evaluation*

1. See Appendix F: Latin / Greek Magazine and Newspaper Search Rubric for evaluating each set of 10 roots.
2. Give a simple oral test in which the teacher reads the root and the students write the root, its language origin and its meaning. Assign 2 points per item, weighing each test at 40 points.
3. Students will also be evaluated on this material with Appendix J: End of Unit Test.

**Lesson Four: Latin / Greek Roots Magazine and Newspaper Search - *cum* through *homos* (one fifty-five minute session)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Demonstrates an understanding [and develops an appreciation] of how culture and/or history are reflected in the arts [language].
  - b. Gains familiarity with various Latin /Greek vocabulary and foreign phrases commonly used in English.
2. Lesson Content
  - a. Vocabulary – Latin/Greek Words (7<sup>th</sup> Grade, p. 159)
3. Skill Objective(s)
  - a. Students read to locate, select, [understand], and make use of relevant information from a variety of media...
  - b. Use word recognition skills to comprehend text (for example roots, prefixes and suffixes).
  - c. Identify parts of speech such as nouns, pronouns, verbs, and adjectives.

B. *Materials*

1. Appendix F: Latin / Greek Magazine and Newspaper Search Rubric
2. Six pieces of clean-edged, lined and 3-hole punched paper per student
3. Copy of the word list *cum* through *homo* from Vocabulary, p. 159, *Core Knowledge Sequence* for teacher reference
4. Colored pens and/or pencils
5. Old newspapers and magazines (enough for entire class)
6. Scissors (one pair per student)
7. Glue (one bottle or stick per student)
8. Dictionaries (one per student)

- C. *Key Vocabulary*  
None
- D. *Procedures/Activities*
1. On the board or overhead have students copy down the next 11 roots (*cum* through *homo*, p. 159 from the *Core Knowledge Sequence*) onto their papers. Each paper should be divided into two equal portions – one upper and one lower. Students should head the top portion of their first page: *cum [L]: with*. The lower portion of this first page should be headed: *homos [G]: same* and so forth. Have a prepared transparency that shows this. Instruct students to use colors in their headings. If the root has more than one syllable, have students write each syllable in a different color (black, purple, green, orange, brown). The origin of the word – Latin or Greek – should be written in a separate color (blue). Next to this heading students should draw a representation of their root. For example, a picture of a stick figure leaving on an airplane may be a representation of the root *ab*. Artistic ability is not necessary here – *any* picture representation will do!
  2. Instruct students to find words from magazines and newspapers that contain these roots. Words – including the sentence they are contained in - should be clipped from their source and pasted onto their paper in the appropriate area. Students should then look up the meaning of the word they've found and write the word, its part of speech, and its definition under its clipping. Again, if the word has more than one syllable, each syllable should be written in a different color (purple, green, orange, brown). The part of speech should also be written in red. Definitions can be recorded in black. Students should find at minimum one clipping per root.
- E. *Assessment/Evaluation*
1. See Appendix F: Latin / Greek Roots Magazine and Newspaper Search Rubric for evaluating each set of 10 or 11 roots.
  2. Give a simple oral test in which the teacher reads the root and the students write the root, its language origin and its meaning. Assign 2 points per item, weighing each test at 40 to 44 points.
  3. Students will also be evaluated on this material with Appendix J: End of Unit Test.

**Lesson Five: Latin / Greek Roots Magazine and Newspaper Search - *hyper* through *pan* (one fifty-five minute session)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Demonstrates an understanding [and develops an appreciation] of how culture and/or history are reflected in the arts [language].
    - b. Gains familiarity with various Latin /Greek vocabulary and foreign phrases commonly used in English.
  2. Lesson Content
    - a. Vocabulary – Latin/Greek Words (7<sup>th</sup> Grade, p. 159)
    - b. Appendix F: Latin / Greek Roots Magazine and Newspaper Search Rubric
  3. Skill Objective(s)
    - a. Students read to locate, select, [understand], and make use of relevant information from a variety of media...
    - b. Use word recognition skills to comprehend text (for example roots, prefixes and suffixes).
    - c. Identify parts of speech such as nouns, pronouns, verbs, and adjectives.

- B. *Materials*
1. Appendix F: Latin / Greek Magazine and Newspaper Search Rubric
  2. Five pieces of clean-edged, lined and 3-hole punched paper per student
  3. Copy of the word list *hyper* through *pan* from Vocabulary, p. 159, *Core Knowledge Sequence* for teacher reference
  4. Colored pens and/or pencils
  5. Old newspapers and magazines (enough for entire class)
  6. Scissors (one pair per student)
  7. Glue (one bottle or stick per student)
  8. Dictionaries (one per student)
- C. *Key Vocabulary*  
None
- D. *Procedures/Activities*
1. On the board or overhead have students copy down the next 11 roots (*hyper* through *pan*, p. 159 from the *CK Sequence*) onto their papers. Each paper should be divided into two equal portions – one upper and one lower. Students should pick up from where they left off from **Lesson Four** and record *hyper* on the bottom portion of the page headed with *homos*.
  2. Students should follow the same format described in **Lesson Three** above.
- E. *Assessment/Evaluation*
1. See Appendix F: Latin / Greek Roots Magazine and Newspaper Search Rubric for evaluating each set of 10 or 11 roots.
  2. Give a simple oral test in which the teacher reads the root and the students write the root, its language origin and its meaning. Assign 2 points per item, weighing each test at 40 to 44 points.
  3. Students will also be evaluated on this material with Appendix J: End of Unit Test.

**Lesson Six: Latin / Greek Roots Magazine and Newspaper Search - *pedis* through *strictus* (one fifty-five minute session)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Demonstrates an understanding [and develops an appreciation] of how culture and/or history are reflected in the arts [language].
    - b. Gains familiarity with various Latin /Greek vocabulary and foreign phrases commonly used in English.
  2. Lesson Content
    - a. Vocabulary – Latin/Greek Words (7<sup>th</sup> Grade, p. 159)
  3. Skill Objective(s)
    - a. Students read to locate, select, [understand], and make use of relevant information from a variety of media...
    - b. Use word recognition skills to comprehend text (for example roots, prefixes and suffixes).
    - c. Identify parts of speech such as nouns, pronouns, verbs, and adjectives.
- B. *Materials*
1. Appendix F: *Latin / Greek Roots Magazine and Newspaper Search Rubric*
  2. Six pieces of clean-edged, lined and 3-hole punched paper per student
  3. Copy of the word list *pedis* through *strictus* from Vocabulary, p. 159, *Core Knowledge Sequence* for teacher reference
  4. Colored pens and/or pencils
  5. Old newspapers and magazines (enough for entire class)

6. Scissors (one pair per student)
  7. Glue (one bottle or stick per student)
  8. Dictionaries (one per student)
- C. *Key Vocabulary*  
None
- D. *Procedures/Activities*
1. On the board or overhead have students copy down the next 11 roots (*pedis* through *strictus*, p. 159 from the *Core Knowledge Sequence*) onto their papers. On the board or overhead have students copy down the next 11 roots (*cum* through *homo*, p. 159 from the *Core Knowledge Sequence*) onto their papers. Each paper should be divided into two equal portions – one upper and one lower. Students should head the top portion of their first page: *pedis [L]: foot*. The lower portion of this first page should be headed: *strictus [L]: drawn tight* and so forth.
  2. Students should follow the same format described in **Lesson Three** above.
- E. *Assessment/Evaluation*
1. See Appendix F: Latin / Greek Roots Magazine and Newspaper Search Rubric for evaluating each set of 10 or 11 roots.
  2. Give a simple oral test in which the teacher reads the root and the students write the root, its language origin and its meaning. Assign 2 points per item, weighing each test at 40 to 44 points.
  3. Students will also be evaluated on this material with Appendix J: End of Unit Test.

**Lesson Seven: Latin / Greek Roots Magazine and Newspaper Search - *sub* through *zoo, zoe* (one fifty-five minute session)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Demonstrates an understanding [and develops an appreciation] of how culture and/or history are reflected in the arts [language].
    - b. Gains familiarity with various Latin /Greek vocabulary and foreign phrases commonly used in English.
  2. Lesson Content
    - a. Vocabulary – Latin/Greek Words (7<sup>th</sup> Grade, p. 159)
  3. Skill Objective(s)
    - a. Students read to locate, select, [understand], and make use of relevant information from a variety of media...
    - b. Use word recognition skills to comprehend text (for example roots, prefixes and suffixes).
    - c. Identify parts of speech such as nouns, pronouns, verbs, and adjectives.
- B. *Materials*
1. Appendix F: Latin / Greek Roots Magazine and Newspaper Search Rubric
  2. Five pieces of clean-edged, lined and 3-hole punched paper per student
  3. Copy of the word list *sub* through *zoo, zoe* from Vocabulary, p. 159, *Core Knowledge Sequence* for teacher reference
  4. Colored pens and/or pencils
  5. Old newspapers and magazines (enough for entire class)
  6. Scissors (one pair per student)
  7. Glue (one bottle or stick per student)
  8. Dictionaries (one per student)
- C. *Key Vocabulary*

None

- D. *Procedures/Activities*
1. On the board or overhead have students copy down the next 11 roots (*zoo* through *zoe*, p. 159 from the *Core Knowledge Sequence*) onto their papers. Each paper should be divided into two equal portions – one upper and one lower. Students should pick up from where they left off from **Lesson Six** and record *sub* on the bottom portion of the page headed with *strictus*.
  2. Students should follow the same format described in **Lesson Three** above.
- E. *Assessment/Evaluation*
1. See Appendix F: Latin / Greek Roots Magazine and Newspaper Search Rubric for evaluating each set of 10 or 11 roots.
  2. Give a simple oral test in which the teacher reads the root and the students write the root, its language origin and its meaning. Assign 2 points per item, weighing each test at 40 to 44 points.
  3. Students will also be evaluated on this material with Appendix J: End of Unit Test.

**Lesson Eight: Latin Phrases Commonly Used in English – *ad hoc* through *modus vivendi* (one thirty-five minute session)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Demonstrates an understanding [and develops an appreciation] of how culture and/or history are reflected in the arts [language].
    - b. Gain familiarity with various Latin /Greek vocabulary and foreign phrases commonly used in English.
  2. Lesson Content
    - a. Foreign Phrases Commonly Used in English (7<sup>th</sup> Grade, p. 161)
  3. Skill Objective(s)
    - a. Students paraphrase...[and] organize ... information.
- B. *Materials*
1. Appendix G: Latin Phrases Commonly Used in English (one copy per student)
- C. *Key Vocabulary*
- See Appendix G
- D. *Procedures/Activities*
1. Give students a copy of Appendix G. Read over items one through ten on this handout with the students.
  2. Instruct students to re-write phrases one through ten using a different color marker or pencil for each syllable. (They may do this directly on the handout – Appendix G). Next to each phrases' definition, students should draw a representation of their phrase. For example, a picture of piñata may be a representation of the phrase *ad hoc* (something created for a particular occasion). Artistic ability is not necessary here – *any* picture representation will do!
  3. Have students share their pictorial representations with one another. Encourage them to use hand gestures in their explanations to one another.
- E. *Assessment/Evaluation*
1. Do a note check and map checks during a sponge activity or while students are completing individual class work. Assign 10 points to this check.
  2. Give a simple oral test in which the teacher reads the Latin phrase and the students write its meaning. Assign 2 points per item, weighing each test at 20 points.

3. Students will also be evaluated on this material with Appendix J: End of Unit Test.

**Lesson Nine: Latin Phrases Commonly Used in English – *persona non grata* through *sub rosa* (one thirty-five minute session)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Demonstrates an understanding [and develops an appreciation] of how culture and/or history are reflected in the arts [language].
  - b. Gain familiarity with various Latin /Greek vocabulary and foreign phrases commonly used in English.
2. Lesson Content
  - a. Foreign Phrases Commonly Used in English (7<sup>th</sup> Grade, p. 161)
3. Skill Objective(s)
  - a. Students paraphrase...[and] organize ... information.

B. *Materials*

1. Appendix G: Latin Phrases Commonly Used in English

C. *Key Vocabulary*

See Appendix G

D. *Procedures/Activities*

1. From Appendix G read over items eleven through nineteen with the students.
2. Instruct students to re-write phrases eleven through nineteen using a different color marker or pencil for each syllable. (They may do this directly on the handout – Appendix G). Next to each phrase's definition, students should draw a representation of their phrase. For example, a picture of piñata may be a representation of the phrase *ad hoc* (something created for a particular occasion). Artistic ability is not necessary here – *any* picture representation will do!
3. Have students share their pictorial representations with one another. Encourage them to use hand gestures in their explanations to one another.

E. *Assessment/Evaluation*

1. Do a note check and map checks during a sponge activity or while students are completing individual class work. Assign 10 points to this check.
2. Give a simple oral test in which the teacher reads the Latin phrase and the students write its meaning. Assign 2 points per item, weighing each test at 18 points.
3. Students will also be evaluated on this material with Appendix J: End of Unit Test.

**Lesson Ten: The *Why Do We Say That?* Unit Review Game (one fifty-five minute session)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Demonstrates an understanding [and develops an appreciation] of how culture and/or history are reflected in the arts [language].
  - b. Gains familiarity with various Latin /Greek vocabulary and foreign phrases commonly used in English.
2. Lesson Content
  - a. Vocabulary – Latin/Greek Words (7<sup>th</sup> Grade, p. 159)
  - b. Foreign Phrases Commonly Used in English (7<sup>th</sup> Grade, p. 161)
  - c. Review of Ancient Rome up to Julius Caesar (6<sup>th</sup> Grade, p. 139)
  - d. The origins and early influences – in particular Latin – on the English language

- a. Skill Objective(s)
  - a. Use word recognition skills to comprehend text (for example roots, prefixes and suffixes).
  - b. Students paraphrase...[and] organize ... information.
  - c. *Materials*
- a. Copy of the Latin / Greek roots on p. 159 of the *Core Knowledge Sequence* for teacher reference
- b. Appendix H: Round Questions (make into an overhead)
- c. Buzzer (a battery-operated toddler alphabet toy which “says” a letter when a particular letter is pressed works well)
- d. Overhead projector
- e. Appendix I: Game Scoring Chart (make into an overhead)
  - d. *Key Vocabulary*
  - None
  - e. *Procedures/Activities*
- a. This game is modeled after the television game show *The Family Feud*. Refer to Appendix H: Round Questions. It contains a list of questions for the spin for the game rounds (explained below).
- b. Divide your class into four groups, forming four teams: A, B, C, and D. You may also choose one or two student helpers: one to help keep track of time and another to help keep score, track of the spin-offs, and steals in the game. However, helpers should be exempt from *immunity* (explained below).
- c. Before the game begins, have each team select one student’s notes from their team to use during the game. All other packets of notes must be put out of sight, and may not be used during the game. Also, write a number from one to thirty on the overhead, and let each team guess at the number. The team who chooses the number closest to the one written on the overhead goes first. The second, third, and fourth teams follow according to their subsequent place in the alphabet. For example, if team C selects the closest number written on the overhead, team C will be first, team D second, team A third, and team B last. Being first may be advantageous since the game is timed. Warn students that speaking loudly enough to give an answer to the other teams is ill advised. Also, write a number from one to thirty on the overhead, and let each team guess at the number. Start the game with a spin-off question. Create these questions from the list of Latin / Greek roots on p. 159 from the *Core Knowledge Sequence*. (For example, give the root meaning and ask for the root, or ask for an example of an English word with a given root and the word’s meaning, etc.) One member from team A and one member from team B should come forward to the front of the class. If you are using a battery-operated toddler alphabet toy (described above in *Materials*) assign each player a particular letter as his or her buzzer. Have students stand with their hands behind their backs while the spin off question is being read. If a player buzzes before the question is completely read, the reader stops reading the question. The player has five seconds to answer. If the player does not answer within five seconds, or answers incorrectly, the other player may attempt to answer. The question may then be re-read at this time. If neither player answers the question correctly, a player from each of the other two teams comes up for a spin off question. This continues until a player answers a spin-off question correctly. When this happens, that player’s team has won a chance to earn points – *Round One* begins.
- d. The one chosen packet of all notes, handouts, etc. on the unit must be placed out of view for the team playing the first part of *Round One*. Place the overhead of the Appendix H: Round Questions onto the projector for all to view. Students from the playing team may quietly consult with one another on the questions, but may not refer to any written material. They have one minute to decide on their answers. If they answer all of the

questions in the set correctly they win five points and win the chance to send a player up for the next spin-off. If they do not answer all of the questions from the set correctly the next team (explained below) gets the opportunity to *steal*. A stealing team has thirty seconds to give their answers. They may also consult their chosen packet of written materials. If they answer all of the questions in the set correctly they win five points and win the chance to send a player up for the next spin-off. If they do not answer all of the questions from the set correctly the next team gets the opportunity to steal, and so forth until all 4 teams have had a chance.

- e. It is imperative that a chart is kept for scoring. (See Appendix I: Game Scoring Chart.) On this chart, an account for team members who have represented their team on the spin-off should be kept. Team members should play the spin-offs on a rotating basis. Also, team chances to steal during each round should be given on a rotating basis as well. Chances to steal should be kept as much as possible at an equal number for each team. However, this may not always be achievable. A team that finds itself ahead in the game may have had relatively few chances to steal. If this happens, this team may have numerous chances, without rotating in other teams, to steal rounds. Finally, points earned for winning rounds should be tallied.
- f. The winning team is the team that earns the most points. The game will end three minutes before the class session is over, or when all of the questions have been covered. As an incentive to prepare for the game, the members of the winning team earn *immunity* as their prize. Students who win immunity automatically earn a perfect score on the end of unit test, and are exempt from taking it!
  - f. *Assessment/Evaluation*
    - a. Oral and written questioning and answering of the material covered in this unit.
    - b. Have students take Appendix J: End of Unit Test.

## VI. CULMINATING ACTIVITY

- A. *Why Do We Say That? Unit Review Game* from **Lesson Ten** above
- B. Appendix J: End of Unit Test

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Why Do We Say That?
- B. Appendix B: Rubric for Word Origins Search
- C. Appendix C: Unit Guide Map
- D. Appendix D: Timeline of Influences on the English Language
- E. Appendix E: Mapping Activities
- F. Appendix F: Latin / Greek Roots Magazine and Newspaper Search Rubric
- G. Appendix G: Latin Phrases Commonly Used in English
- H. Appendix H: Round Questions
- I. Appendix I: Game Scoring Chart
- J. Appendix J: End of Unit Test

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## Appendix A

### Why Do We Say That?

**ETYMOLOGY:** “explanation of the origin and history of words”  
(Thorndike, p. 339)

*Say “God be wi’ ye” fast! This is the modern day, “Good Bye.”*

*The French, Germans and Austrians say, “Adieu” and the Spanish say “Adios.” “A” means “to” in Spanish. “Adios” is a saying which sends the one parting “to God.” All of these come from the Latin word *dues*, meaning God (which comes from *Theos*, which is Greek).*

*And the word breakfast means “breaking fast.”*

*“Have you ever wondered where words and phrases come from? Often we take this for granted, and really, the most interesting part of words is who the words parents are, where they were born, and what picture might be hidden in it.”* (Nurnberg, p. 5)

### **COMPANION**

COM - with (combine, combat)

PAN – from *PANIN* (Spanish *Pan*) meaning bread

ION – shows something is a noun

*A companion is someone who you eat bread with.* (Nurnberg, p. 6)

### **ALPHABET**

First two Greek letters – alpha and beta (Nurnberg, p. 7)

### **INFANT (Latin)**

IN - not

FANT - speaking (Nurnberg, p. 8)

Appendix A, page 2

Some words come right from a map! (Nurnberg, p. 9)

**HAMBURGERS**

Originally were hamburger steaks from Hamburg, Germany.

How some flowers got their names: (Nurnberg, p. 16)

**GLADIOLUS** was given to that name of that flower because leaves are sword-shaped. *Gladius* means “sword” in Latin.

**CARNATION** – was originally flesh-colored. *Carn* means flesh in Latin.

Strange stories

**ASSASSIN** – comes from Hashish (Arabic) and is in reference to fanatics who murdered while under the influence of hashish.  
(Barnhart, p. 57)

**KANGAROO** – Captain Smith was exploring in Australia when he asked for the name of a large jumping animal. The guide replied, “kangaroo” which meant I don’t know in the guide’s native language. The name stuck! (Sarnoff, p. 9)

After People

**PASTEURIZED** – from scientist Louis Pasteur.

Animals (Nurnberg, p. 43)

**MUSCLE** – is from *musculus*, which is Latin for small mouse. (Rippling muscles look like a mouse running along under the skin.)

### Appendix A, page 3

Slanguage (Nurnberg, p. 51)

“**Broke**” means bankrupt. *Rupt* is the Latin root for broken.

“**Treating him like dirt**” means humiliate. *Humus* means earth in Latin.

“**I thought I’d die**” means mortified. *Mort* means death in Latin.

Superstition (Nurnberg, p. 53)

**LUNACY** – It was believed that changes in the moon affected one’s mental condition. *Luna* is Latin for moon.

Prejudice (Nurnberg, p. 60)

**SINISTER** – Latin word for left.

Money (Nurnberg, p. 73)

**SALARY** – The Latin word for salt is *sal*. Latin *salarium* was money allowed each soldier for the purchase of salt. And, there is the expression *to be worth one’s salt*.

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## Appendix B

### Rubric For Word Origins Search

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

#### **Word Origin Search**

From the resources you have available to your group, please find three words whose origins are interesting to you. Each of your words should be from a *different* category. See Appendix A: *Why Do We Say That?* for possible categories, for example, *words from a map, after people, strange stories*, etc. For each word write its origin, the language it comes from, and how you might categorize it. *Each* member in your group must hand in his/her own paper to receive credit for this assignment. Good Luck!

<b>Content:</b> Word 1 (origin, language and category) - 3 points Word 2 (origin, language and category) - 4 points Word 3 (origin, language and category) - 5 points	
<b>Appearance / Mechanics:</b> Neatly completed - 2 points Spelling - 1 points Punctuation - 1 point Grammar - 1 point	
<b>Classroom Behavior</b> Participation and on task - 3 points	
<b>Total</b>	<b>/20</b>

*Please hand in this rubric with the assignment.*

Appendix C

Unit Guide Map

Guide Map for  
Latin / Greek Vocabulary and Foreign Phrases Commonly  
Used in English

Objectives:

1. To understand how history is reflected in our English language, and to be able to retell in your own words key parts of that history.
2. To have a general idea of the geographical area of this history.
3. To know the key vocabulary related to this topic.
4. To learn the Latin / Greek Vocabulary and Foreign Phrases Commonly Used in English from our Core Knowledge sequence.

What to Study

1. Your list of Latin /Greek Roots (You'll be creating this!)
2. *Latin Phrases Commonly Used In English* (Appendix G)
3. The following notes (which you will be completing!)

*What to look for in our reading of Timeline of Influences on the English Language (Appendix D)*

1. Define etymology.
2. Define legend.
3. Define conquer
4. What ancient people spoke Latin?
5. In what year did Julius Caesar invade what is today Great Britain?

## Appendix C, page 2

6. What language was spoken on the island that is now Great Britain in 55 B.C.?

7. Where do people live who speak Celtic today?

8. Why did Germanic Tribes – the Angles and Saxons – settle on the island that is now Great Britain in 350 A.D.? Why did they stay?

9. List the three languages and their origins that are the foundation of the English language that we speak today.

## Appendix C, page 3

10. Which people introduced Old Norse into the English language? And, about what year did they do this?

11. In 1066, Latin once again influenced the English language. How did this happen?

12. In 1400, Latin became even more influential. Why?

13. List two relatively new words in the English language (this may include slang). Also jot down the origin of these words or your personal (and plausible) theory on their origin.

14. Define republic.

## Appendix D

### Timeline of Influences on the English Language

- 753 B.C. Legend says Rome was founded by Romulus. Romulus was said to be a descendant of a Roman god who survived an attempt to be murdered by an evil uncle with his twin, Remus. Romulus killed Remus later in a quarrel over who should rule.
- 680 B.C. Latins were living along the Tiber River. (*Refer to your map of the Roman Empire.*)
- 600 B.C. Latins were conquered by the Etruscans. (Known to be fierce. They ruled the Latins for about 100 years.)
- 509 B.C.  
– 44 B.C. Romans throw out Etruscan kings and set up a republic. Romans begin to expand their empire.  
Carthage Wars 264-146 B.C. (Carthage –modern day Tunisia - was a powerful nation located across the Mediterranean Sea on the coast of North Africa. Today, the city of Tunis stands where Carthage once stood.)
- 59-49 B.C. Julius Caesar conquers Gaul and invades the island off the coast of Europe (modern day Great Britain) 55 B.C.  
At that time, the language was Celtic (which is still spoken in parts of Ireland, Scotland, and Wales). Romans were there for 400 years. They didn't settle, but they did leave behind some of their language.
- 350 A.D. Celts, who were mainly farmers, asked Germanic tribes to protect them when the Romans left. The Angles and Saxons (Germanic Tribes) came to protect them and stayed for the rich, fertile land. Within 200 years the Angles and Saxons outnumbered the Celts! A combination of the old Germanic language that the Angles and Saxons spoke plus some Celtic

## Appendix D, page 2

and Latin are the start of the English language that we speak today!

Over the years, the language evolved. Pronunciation changed, words were combined, etc. This is still occurring today. Can you think of some examples? (Spanish: piñata Hawaiian: lei)

800 A.D.

Vikings sailed to Britain bringing new words with them! They spoke Old Norse. Modern-day Norwegian, Swedish and Danish are related to Old Norse.

1066 A.D.

William of Normandy conquered Anglo-Saxons. William spoke Old French. Some French words did influence English, but there was great resistance towards French among the English-speakers. French is Latin-based, so Latin words came into English via French.

1400:

Latin became the international language of the Church and scholars. It was used in law, the courts of the kings, and most books were written in Latin.

1500's:

200,000 English words in the language! Today there are more than 600,000! Most of us only know about 15,000. And, everyday speech includes only 1,600 words!

Our language is still evolving! Over the years, pronunciation has changed, words have been combined, etc. This is still occurring today. Can you think of some examples? (Spanish: piñata, Hawaiian: lei)

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# Mapping Activities

1. Trace the Tiber River red.
2. Locate Tunisia. Color Tunisia (ancient Carthage) yellow.
3. Shade the Mediterranean Sea blue.
4. Shade the island that is modern-day Great Britain green.
5. Write the letter “C” in the countries of modern-day Ireland, Scotland, and Wales.

## Appendix F

### Latin / Greek Roots Magazine and Newspaper Search Rubric

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Latin / Greek Roots Magazine and Newspaper Search

From the board you should copy down the roots (10 in all for each session) onto your paper. Your paper should be divided into 2 equal portions – one upper and one lower. The top portion of your first page should be headed: *ab [L]: away from*. The lower portion of your first page should be headed: *ad[L]: to, forward* and so forth. Use colors in your headings. If the root has more than one syllable, write each syllable in a different color (black, purple, green, orange, brown). The origin of the word – Latin or Greek – should be written in a separate color (blue). Next to this heading draw a representation of your root. For example, a picture of a stick figure leaving on an airplane may be a representation of the root *ab*. Artistic ability is not necessary here – any picture representation will do!

Next, search through magazines and newspapers for words that contain these roots. Words – including the sentence they are contained in – should be clipped from their source and pasted onto your paper in the appropriate area. Then, look up the meaning of the word you’ve found and write the word, its part of speech and its definition under its clipping. Again, if the word has more than one syllable, each syllable should be written in a different color (purple, green, orange, brown). The part of speech should be written in red. Definitions can be recorded in black. You should find at least one clipping per root. Good Luck!

<p><b>Headers</b>                  Roots                  Origins                  Definitions           - 5 points</p>	
<p><b>Clippings</b>                  Words                  Parts of Speech                  Definitions           - 5 points</p>	
<p><b>Appearance</b>                  Drawing                  Colors Used                  Neatness                  Spelling               - 5 points</p> <p><b>Classroom Behavior</b>                  Appropriate and on task                     - 5 points</p>	
<p><b>Total</b></p>	<p>/20</p>

## Appendix G

### Latin Phrases Commonly Used in English

1. Ad hoc (add-HOK) - something created especially for a particular occasion  
*An ad hoc committee is created for a specific purpose; after completing the job it is dissolved.*
2. Bona fide (BONE-uh FIDE) – genuine; sincere, involving no deceit or fraud  
*His testimony was bona fide.*  
Bona fide can also be used as a noun. For example, “*One’s bona fides are documents establishing one’s honesty.*”
3. Carpe diem (CAR-pay DEE-um) – enjoy the present  
*Carpe diem is a motto which says to live in the now, and to not waste time!*
4. Caveat emptor (KAH-veh-aht EMP-tor) – let the buyer beware, buy at your own risk
5. De facto (day FAK-toh) – in fact; something that is automatically accepted  
*Used to indicate that, whatever may be believed, the reality is this. For example, she’s the de facto leader of the union even though she is not the elected president..*
6. In extremis (in eks-TREH-miss) – in extreme circumstances, especially at the point of death  
*Because of all its descriptions of famous people in extremis, I found the book depressing.*
7. In medias res – in the midst of things
8. In toto (in TOH-TOH) – entirely
9. Modus operandi (MOH-dus op-er-AWN-dee) – a method of working

## Appendix G, page 2

10. Modus vivendi (MOH-dus vee-VEHN-dee) – a way of living, getting along
11. Persona non grata (pehr-SOH-nah non GRAH-tah) – unwelcome person  
*Joey is a persona non grata among them because he is believed to have eaten the last cookie.*
12. Prima facie (PRIME-uh FAYSH-uh) – “On its face”; at first view, apparently  
*Indicates that a conclusion is indicated (but not necessarily proven) from the appearance of things.*
13. Pro bono publico (proh BOH-noh POO-blih-koh) – for the public good
14. Pro forma (proh FOR-muh) – carried out as a matter of formality  
*It was a pro forma interview – the decision to hire her had already been made.*
15. Quid pro quo (KWID proh KWOH)– something for something; a substitute
16. Requiescat in pace, RIP (REK-wee-ES-kat in pah-say) – may he or she rest in peace
17. Sic transit gloria mundi (sik TRAN-sit GLO-ree-uh MOON-dee) – thus passes away the glory of the world
18. Sine qua non (SIN-ay kwah NAHN) – a necessity  
*The ability of each player to listen to the others in a quartet is sine kwah non.*
19. Sub rosa (sub ROH-zah) – “under the rose”; secretly  
*In meetings of some ancient societies, a rose on the table symbolized that all present were sworn to secrecy about the business to be discussed.*

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## Appendix H

### Round Questions

#### **Round One**

1. Define etymology.
2. Define legend.
3. What ancient people spoke Latin?

#### **Round Two**

List three languages and their origins that are the foundation of the English language that we speak today.

#### **Round Three**

1. In what year did Julius Caesar invade what is today Great Britain?
2. The Mediterranean Sea is north of what continent?
3. In what modern-day country is the Tiber River located?

**Round Four**

*Select the correct Latin phrase (no acronyms please!) to fit the following sentence:*

My poor deceased goldfish - may he \_\_\_\_\_  
\_\_\_\_\_.

**Round Five**

*Select the correct Latin phrase to fit the following sentence:*

Everyone was quite surprised at Hercules' victory over the boar. They admitted that they never thought it could be captured alive. Hercules told them how he had gone out each day to observe the creature and take notes about its habits. He said that the reason he was successful was that he knew the boar's \_\_\_\_\_.

### **Round Six**

*Select the correct Latin phrase to fit the following sentence:*

Athena was on her way to the theatre when she met a stranger on the road who said he had just the thing. From his cloak, the stranger produced three golden apples that gleamed brightly in the sun. Athena, he said, could purchase them for only 50 pieces of gold. Athena thought about it for a moment and then remembered \_\_\_\_\_ and declined the apples before proceeding on.

### **Round Seven**

1. What language was spoken on the island that is now Great Britain in 55 BC?
2. Which people introduced Old Norse into the English language? About what year did they do this?

### **Round Eight**

1. In 1400, Latin became even more influential to the English language. Why?

2. Name two places in which people live who speak Celtic today.

### **Round Nine**

1. Why did Germanic Tribes – the Angles and Saxons – settle on the island that is now Great Britain in 350 A.D.?

2. Why did they stay?

### **Round Ten**

*Select the correct Latin phrase to fit the following sentence:*

An \_\_\_\_\_ committee is created for a specific purpose; after completing the job it is dissolved.

**Round Eleven**

*Select the correct Latin phrase to fit the following sentence:*

In meetings of some ancient societies, a rose on the table symbolized that all present were sworn to secrecy. In other words, the meeting was held

\_\_\_\_\_.

**Round Twelve**

*Select the correct Latin phrase to fit the following sentence:*

The ability of players to work as a team is \_\_\_\_\_

\_\_\_\_\_.

**Round Thirteen**

*Select the correct Latin phrase to fit the following sentence:*

Josephine is the \_\_\_\_\_ leader of the club although Mary is the elected president.

**Round Fourteen**

*Select the correct Latin phrase to fit the following sentence:*

\_\_\_\_\_ is a motto which says to live in the now!

**Round Fifteen**

*Select the correct Latin phrase to fit the following sentence:*

Unfortunately, it seems that the very best people find themselves \_\_\_\_\_.

**Round Sixteen**

*Select the correct Latin phrase to fit the following sentence:*

Gracie felt like a \_\_\_\_\_ when she entered the boy's locker room accidentally.

**Round Seventeen**

*Select the correct Latin phrase to fit the following sentence:*

\_\_\_\_\_ it appeared as though the police had caught the culprit, but after a closer look at the evidence it was clear that they had the wrong person.

**Round Eighteen**

*Select the correct Latin phrase to fit the following sentence:*

It was a \_\_\_\_\_ interview; the decision to hire him had already been made.

**Appendix I**

**Game Scoring Chart**

<b>Team A</b>	<b>Player Names</b>	<b>Spin-off Turns</b>	<b>Team Chances To Steal</b>	<b>Score</b>
1.				
2.				
3.				
4.				
5.				
6.				

<b>Team B</b>	<b>Player Names</b>	<b>Spin-off Turns</b>	<b>Team Chances To Steal</b>	<b>Score</b>
1.				
2.				
3.				
4.				
5.				
6.				

Appendix I, page 2

<b>Team C</b>	<b>Player Names</b>	<b>Spin-off Turns</b>	<b>Team Chances To Steal</b>	<b>Score</b>
1.				
2.				
3.				
4.				
5.				
6.				

<b>Team D</b>	<b>Player Names</b>	<b>Spin-off Turns</b>	<b>Team Chances To Steal</b>	<b>Score</b>
1.				
2.				
3.				
4.				
5.				
6.				

**Appendix J**  
**End of Unit Test**

Name: \_\_\_\_\_

Score: /100

Date: \_\_\_\_\_

*Write the correct word, Latin phrase, or Greek / Latin root to fit the following sentences. You may use the word bank at the bottom of this test to help you; each item in the word bank will be used exactly one time. (Each space is worth 2 points.) Best of luck and Carpe Diem!*

1. \_\_\_\_\_ is the explanation of the origin and history of words.
2. A \_\_\_\_\_ is an old, well-known story, usually more entertaining than truthful.
3. The \_\_\_\_\_ are the ancient people who spoke Latin?
4. To \_\_\_\_\_ is to win control of a land by attacking an enemy or fighting a war.
5. The Latin word \_\_\_\_\_ means *away from*.
6. The Greek word \_\_\_\_\_ or \_\_\_\_\_ means *animal, life*.
7. A combination of the old \_\_\_\_\_ language that the Angles and \_\_\_\_\_ spoke plus some \_\_\_\_\_ and \_\_\_\_\_ are the start of the English language that we speak today.
8. The Latin word *Volvo* means \_\_\_\_\_.
9. In 55 B.C. Julius Caesar invaded what is today \_\_\_\_\_.
10. The Mediterranean Sea is north of \_\_\_\_\_.
11. The Tiber River is located in \_\_\_\_\_.
12. The Latin word \_\_\_\_\_ mean *breakable*.

Appendix J, page 2

13. My poor deceased goldfish – may he \_\_\_\_\_.

14. It was a \_\_\_\_\_ interview; the decision to hire him had already been made.

15. Celts were mainly \_\_\_\_\_ in 350 A.D.

16. The Celts asked the Germanic Tribes – the Angles and Saxons – to settle on the island that is now Great Britain in 350 A.D. because they needed \_\_\_\_\_ when the Romans left.

17. The Angles and Saxons stayed on the island that is now Great Britain around 350 A.D. for the rich, fertile \_\_\_\_\_.

18. People who speak Celtic today live in: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

19. The Latin word \_\_\_\_\_ means *good / well*.

20. The \_\_\_\_\_ introduced Old Norse into the English language in about the year \_\_\_\_\_.

21. \_\_\_\_\_ it appeared as though the police had caught the culprit, but after a closer look at the evidence, it was clear that they had the wrong person.

22. Winnie felt like a \_\_\_\_\_ when she entered the boy's locker room accidentally.

23. In about the year \_\_\_\_\_ Latin became even more influential because it became the international language of the \_\_\_\_\_ and \_\_\_\_\_.

24. The Latin word \_\_\_\_\_ means *outside*.

25. Our language is still \_\_\_\_\_.

Appendix J, page 3

26. Unfortunately, it seems that the very best people find themselves \_\_\_\_\_.

27. \_\_\_\_\_ is a motto which says to live in the now.

28. Josephine is the \_\_\_\_\_ leader of the union although Ted is the elected president.

29. The Greek word \_\_\_\_\_ means *under, beneath*.

30. The ability of players to work as a team is \_\_\_\_\_.

31. The Latin word \_\_\_\_\_ means *look at*.

32. The club wanted to keep their discussion private so one member put a rose on the table to indicate that the gathering was being held \_\_\_\_\_.

33. The Latin word \_\_\_\_\_ means *drawn tight*.

34. An \_\_\_\_\_ committee is created for a specific purpose; after completing the job it is dissolved.

35. Successful hunters often study their prey so that they know their prey's \_\_\_\_\_.

36. When a purchase seems too good to be true it usually is; in other words, \_\_\_\_\_.

37. The Greek word \_\_\_\_\_ means *people*.

38. The Latin word \_\_\_\_\_ means *love*.

39. The Latin word *malus* means \_\_\_\_\_.

40. The Latin word *audio* means \_\_\_\_\_.

41. The Latin word \_\_\_\_\_ means *throw*.

42. The Latin word *finis* means \_\_\_\_\_.

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## Word Bank

*Each word in the bank will be used exactly one time.*

Etymology	Specto	Bad
Legend	Ab	Conquer
Modus operandi	End	De facto
Caveat emptor	Republic	Jacio
Romans	Strictus	Evolving
Scholars	Hypo	Extra
Requiescat in pace	Sub rosa	800 A.D.
Persona non grata	Zoon	1400 A.D.
Church	Africa	Wales
Prima facie	Bene	In Extremis
Saxons	Vikings	Ireland
Zoe	Scotland	Land
Germanic	Fragilis	Great Britain
Carpe diem	Sine qua non	Celtic
Pro forma	Revolve	Protection
Farmers	Italy	Hear
Amo	Demos	