

Look for the Latin Word

An English Vocabulary Extension Activity Book
to accompany Marcus et Julia: Vita et Lingua Romana Antiqua

Adapted From

LOOK FOR THE LATIN WORD

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Revisions and New Instructional Material

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Introduction

Methodology: Basic to these materials is the belief that language is learned more effectively when students' activities occur in the following sequence: listening, speaking, reading and writing. Listening and speaking skills are the primary focus of activities in the Teacher's Guide. There through aural and oral activities students learn Latin dialogues, mottoes and songs as well as the meaning and use of English vocabulary derived from the Latin. The Pupil Workbook extends students' activities to the reading and writing of the Latin and English.

When new learning follows this general sequence of listening, speaking, reading and writing, students encounter the new material through the four modes of learning. This broad focus on four modes accommodates the learning styles of more students than a more narrow focus on only two modes, e.g. reading and writing. It is therefore important for teachers to complete the activities of the Teacher's Guide before doing the workbook exercises.

Organization: Each workbook lesson has four components: **Legite** (Read), **Respondete** (Answer), **Verba Anglica Latinis Conferte** (Compare English Words with Latin) and **Mentem Exercete** (Exercise Your Mind). The revised Teacher's Guide contains lessons which guide the use of the Pupil Workbook.

Legite instructs students to "read" Latin passages. These passages review the Latin which is presented in the Teacher's Guide. For expedience new forms of words are occasionally introduced. Most students will be able to infer the meanings of these new words or forms from context. Translations of these previously unseen Latin words are developed in the **Respondete** section. Occasionally translations of a reading are given in the Teacher's Edition of the Pupil Workbook.

Respondete directs students to "answer" questions about the Latin passage that they have just read. In answering these questions students read and write Latin and demonstrate their comprehension of the Latin.

Verba Anglica Latinis Conferte instructs students to "compare English words with Latin" words. In this section English derivatives are written under the Latin parent word(s) so that the common features of their roots are evident. This illustrates graphically the relation of English words to Latin words. These illustrations also serve as a resource for the rest of the lesson.

Mentem Exercete instructs students to "exercise your mind." Here students complete written exercises in which they use the English derivatives. Generally the exercises are grouped so that students may use the columns of words in the **Verba Anglica Latinis Conferte** as a point of reference. It is important that students discuss the meaning of the English derivative in a specific context and then relate that meaning to the basic meaning of the Latin root word. Over a period of time perhaps students will observe how the meanings of words vary from concrete and literal to transferred and figurative.

Opus 6

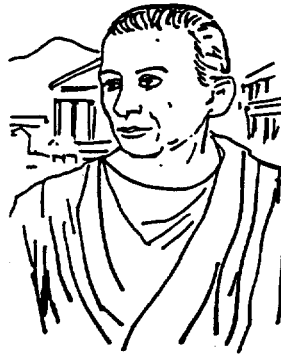
I. Legite.



Quis est?
 Marcus est.
 Quis est Marcus?
 Marcus est puer.



Quis est?
 Julia est.
 Quis est Julia?
 Julia est puella.



Quis est?
 Publius est.
 Quis est Publius?
 Publius est pater.



Quis est?
 Cornelia est.
 Quis est Cornelia?
 Cornelia est mater.

II. Respondete.

A. Respondete Latine.



1. Quis est? Julia est.

2. Quis est Julia? Julia est puella.



3. Quis est? Marcus est.

4. Quis est Marcus? Marcus est puer.



5. Quis est? Cornelia est

6. Quis est Cornelia? Cornelia est mater.



7. Quis est? Publius est.

8. Quis est Publius? Publius est pater.

B. Quo modo Latine dicitur?

1. This is Julia. Julia est.

2. Julia a girl. Julia est puella.

3. This is Cornelia. Cornelia est.

4. Cornelia is the mother. Cornelia est mater.

5. This is Publius. Publius est.

6. Publius is the father. Publius est pater.

7. This is Marcus. Marcus est.

8. Marcus is a boy. Marcus est puer.

C. Quo modo Anglice dicitur?

1. Marcus est. This is Marcus.

2. Publius est. This is Publius.

3. Julia est. This is Julia.

4. Cornelia est. This is Cornelia.

5. Julia est puella. Julia is a girl.

UNIT 2

6. Publius est pater. Publius is the father.
7. Cornelia est mater. Cornelia is the mother.
8. Marcus est puer. Marcus is a boy.
9. Quis est? Who is this?
10. Quis est Publius? Who is Publius?

III. Verba Anglica Latinis Conferte.

mater

mama
maternal
maternity
matron
matriarch
matrimony

pater

papa
paternal
patriarch
patrimony
patron

puer

puerile
puerility

IV. Mentem Exercete.

A. Write in the blank the word which completes the meaning of the sentence.

paternal, patriarch, patrimony, patron

1. The father of the new baby took his son into his arms with paternal pride.
2. At his father's death the Roman boy received a patrimony that consisted of a farm house, fields and livestock.
3. The oldest man in the tribe used his power justly and wisely. He was a true patriarch.
4. My father's mother is my paternal grandmother.
5. As a concert goer and museum visitor, Mr. Smith was a true patron of the arts.

maternal, maternity, matron, matriarch, matrimony

6. The bride and groom were joined together in holy matrimony.
7. The whole family obeyed the grandmother who ruled like a matriarch.
8. My mother's mother is my maternal grandmother.
9. Jane's married sister was the matron of honor in her wedding.
10. An expectant mother usually wears maternity clothes.

puerile, puerility

B. Write in the blank **true** or **false** for each statement.

T 11. Just as you might describe a person who is very masculine as virile, you might describe a childish person as puerile.

F 12. Puerility is manliness and virility is childishness.