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# INTRODUCTION

*Book of Roots* is intended as a supplement to *Latina Christiana I* (or other Latin grammar programs). The purpose of this book is to provide a more comprehensive and advanced list of English derivatives, as well as a more precise etymology of those words. *Book of Roots* provides a particularly effective word study program because words are grouped in a context that provides clear and meaningful association. This roots study is especially valuable as a *component* of Latin grammar study. Students learn the disciplined and structured *system* of Latin while being presented with the lasting influence of the organized language in our modern English vocabulary.

*Book of Roots* includes only the words from *Latina Christiana I* that have significant derivations in English vocabulary. The Latin words with insignificant derivatives are omitted, as are words without derivatives. Thus, lessons in *Book of Roots* may not reference the complete vocabulary list presented in the *Latina Christiana* lesson. While it is acceptable to work through *Latina Christiana* and *Book of Roots* independently of each other, the recommended approach is to do the lessons from *Latina Christiana* and *Book of Roots* in tandem.

Suggested activities for each lesson:

**Latin Review.** The first part of each page in *Book of Roots* gives the primary Latin root word, followed by the secondary Latin root words that generate the respective derivatives. The root is shown in its complete form, verbs with four principal parts and nouns with nominative and genitive singular forms. Write the Latin root word on the board and engage in an exhaustive conversation about its meaning, spelling, part of speech, declension, or conjugation (and related endings or parts). If the Latin root is a noun, identify the gender and gender cause (natural or grammatical). If a verb, older students should identify (and manipulate) the six attributes of the verb: number, person, conjugation, mood, voice, tense. Identify similar or confusing words (**habeo** versus **habito** for instance). Ask students to identify any derivatives that can be immediately recalled (without referencing the book).

**Vocabulary.** One of the key benefits to the study of roots is the augmentation and development of English vocabulary. *Book of Roots* offers over 1,500 advanced English derivatives. More importantly, the vocabulary is presented in an organized and logical fashion, making retention far more likely than if the words were presented in usual vocabulary form—a random list without context or support. Immediate association is offered by the Latin root word, and this should be the focus of discussion. Beyond that, we suggest the following strategies for vocabulary study:

- 1) Decode the word. Identify its suffixes, prefixes, roots. Learn about its etymology. Identify any associations with foreign languages other than Latin (**amigo** as a derivative of Latin, then Spanish).
- 2) Learn all forms of the word. List the word's noun form, adjective form, verb form, etc. Discuss any changes in meaning or pronunciation that might occur.
- 3) Find an example of the word in context. Think of a piece of literature or other source that uses the word in a particularly meaningful or illustrative way. For example, students always remember the meaning of *oration* by thinking of the dramatic funeral oration given by Marc Antony for Julius Caesar. And how can they forget the meaning of Latin words **magnum**

**opus** (“great work”) by thinking of an exhausted Charlotte declaring her egg sac as such. These references may not come immediately, but they are fun to think about and watch for as you read.

4) Discuss connotation. To get a vocabulary word to stick in memory, a student must be able to attach it to something. Discuss thoroughly a word’s connotations and synonyms. Use the word to describe something picturesque and concrete, an image that the student can conjure up when confronted with the word in use.

**Spelling.** *Book of Roots* seeks to improve a student’s ability to read at advanced levels and speak with accuracy and precision. Additionally, there is a desire that the student will have at his or her disposal an increased vocabulary for the purposes of composition. But what use is an especially impressive word if it is spelled incorrectly? Use the words in each lesson as spelling words and spelling bee words. Impress upon the student that the ability to spell a word accurately is a demonstration of mastery, the goal of every lesson.

**Prefixes, Suffixes, Grammar.** Vocabulary cannot be separated from grammar. To learn the meaning of a word means to learn its variable functions, its structure, its forms. Memorizing the prefixes and suffixes presented on pages 15-17 will develop the student’s ability to decode words and understand their uses in sentences. Several lessons in the book refer to the prefix and suffix pages, and the repetition will serve the student well.

**Copy Exercises.** We are of the traditional opinion that writing a lesson, especially in an organized systematic way, helps retention. Thus, a reproducible Drill Worksheet is offered at the beginning of the book. We suggest that the student complete the drill page for each word and keep these drill forms in a separate three-ring binder for easy reference.

**Advanced Latin Vocabulary.** An especially mature or advanced Latin student may find thrill in the addition of Latin vocabulary words presented in *Book of Roots*. For each primary Latin root word, related Latin words are given to show the true etymology of the English derivatives. Though including instruction on the supplemental Latin vocabulary words might confuse or overwhelm a young student, older students may find the potential to significantly augment their Latin vocabulary a welcome challenge.

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# NOTES FOR THE TEACHER

The Exercises section, based on the Latin vocabulary of *Latina Christiana I*, is designed to build English vocabulary and encourage the **correct use of words**.

**Exercises.** The exercises in this book have to do with the meanings of words, the meanings of their roots, and the process by which English words have acquired their current forms and meanings. Each lesson is coordinated with *Latina Christiana I*, although the list of derivatives and their roots is more advanced and comprehensive. In each lesson, there are exercises asking the student to choose an appropriate word from the list of derivatives given for that lesson. The correct answer is the most appropriate choice, even when another choice might be possible. There are matching exercises, where the best matches can be made on the basis of similar meaning, opposite meaning, or association of meaning. There are also Grammar exercises that pertain to the structures of the words and the meanings of their parts. Supplemental information about the histories and meanings of words is given in dot-framed boxes. Most words have a complex range of meanings, but there is not room in this book for exhaustive definitions. Students are encouraged to have and make frequent use of a good English dictionary.

**Tests.** Five printable Unit Tests are available at [www.MemoriaPress.com/help/roots.htm](http://www.MemoriaPress.com/help/roots.htm)

**Roots.** The Latin root that heads each item is a vocabulary word given in *Latina Christiana I*. Not all English derivatives, however, come from this particular word. Most come from other closely related Latin words. It is not essential to memorize these other Latin words; it is only important to be aware of them and to understand how they relate to the English derivatives. They are given to show the student that the patterns of prefixes and suffixes they see in their English derivatives actually go all the way back to Latin. This helps the student understand the underlying meanings of words and how they developed over time.

The Latin roots are given in their complete forms. Verbs are given with their four principal parts. Nouns are given with their nominative and genitive singular forms. This is because many English derivatives have elements only visible in the fourth principal part of the verb or the genitive singular of the noun.

Older students should have no problems with any of this. Younger and beginning students should learn what they can from these exercises and go back to the more advanced aspects at a later time.

**For all lessons, copy and complete the drill form on page 13.**

Abbreviations: Fr. = French	O.Fr. = Old French	Ang.Fr. = Anglo-French (Anglo-Norman)
It. = Italian		
Sp. = Spanish		
Lat. = Latin	Med.Lat = Medieval Latin	
Gk. = Greek		
Scan. = Scandinavian		
Port. = Portuguese		
Prov. = Provençal		

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