I. Vocab/Etymology (15 minutes):
   A. Latin root: laborat “to work”
      - labor (noun and verb), laborer, laborious, laboratory, elaborate
      - Ask students to brainstorm derivatives.
   B. Affixes in English words:
      i. Review the definitions of prefix, suffix, and root as needed.
      ii. Suffixes: -able, -ible
         a) capable of being
         - Forms adjectives from verbs:
         - Give students the following examples:
            a) conceivable: able to be conceived
            b) incredible: not able to be believed
            c) divisible: capable of being divided
         - Prompt students with the following questions:
            a) capable of being escaped? (escapable)
            b) capable of being calculated? (calculable)
            c) capable of being managed? (manageable)
            d) If audit is Latin for to hear, what word means capable of being heard? (audible)
            e) If visit is Latin for to see, what word means capable of being seen? (visible)
            f) If edit is Latin for to eat, what word means capable of being eaten? (edible)
            g) If legit is Latin for “to read”, what word means capable of being read? (legible)
      iii. Ask students to come up with their own examples of words with the given affixes. Ask them to explain how the affix affects the meaning of the word.
   C. Vocab review:

ii. Puzzles with clues in Spanish and English.

II. Grammar (20 minutes):

A. Review grammar concepts from previous lesson:
   i. Latin has one present tense for English two present tenses (“works” and “is working”).
   ii. Latin does not require an explicitly stated subject of any sentence; the subject is inherent in the meaning of the verb.
   iii. Note that the adjectives and nouns we have seen have the same endings when they go together.

B. Exercise from the back of the book: 1.2, 1.3.

C. New grammar concepts:
   i. Review the terms “predicate complement,” “predicate nominative,” and “predicate adjective.” Ask students to identify the words in the sample sentences with these terms.
   ii. Ask students to identify the verbs as active or linking.
      - If active, ask students to identify a direct object, if found.
      - If linking, ask students to identify the subject and complement.
   iii. Remind students that the word order does not affect the meaning of the Latin.

III. Medieval World (20 minutes): Back to Ebskart: the structure of the world

http://weblab.uni-lueneburg.de/kulturinformatik/projekte/ebkart/content/start.html

A. Click on “zur Karte,” and then you can click to zoom in on any part of the map; clicking on features produces a caption in German, but usually a place name.

B. Notice the orientation (north isn't always up)
C. Positions and characteristics of important or familiar regions: Europe, Jerusalem
Mention that place-name changes from Latin to modern languages; activity: find three
Latin
town names that you can match with their modern names

D. Characteristics of faraway regions, e.g. Africa

E. Features of the world: roads? towns? natural landscape? animals (real and mythical)?
Biblical events? Look for famous places like Rome or Jerusalem and see how they look.

IV. Conclusion (5 minutes):
A. Talk about suffixes and prefixes. Ask students if they can think of a word that has both
a Latin prefix and a Latin suffix.
B. Summarize what we have learned so far: How to write simple sentences of the form:
She/he is a something, She/he is somewhere. She/he is tired, happy, ready etc.
C. Mention that we will be talking about the Ebskart again next week. Ask students to
explore it a little on their own looks for ways to tell which ways to orient themselves by
direction. Compare the characterization of unfamiliar places like Africa in contrast with
France or Germany.

NB: FN: LatN01c.doc, suffix.doc, OLCTab1.xls