

CONTENT STANDARD 6: Connections (Intradisciplinary)

In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources.

K-12 PERFORMANCE STANDARDS

| | | |
|--|--|---|
| <p>Educational experiences in Grades K-4 will assure that students:</p> <ul style="list-style-type: none"> • use multimedia sources to access information regarding the target culture(s); and • demonstrate the ability to access information about the target language and culture(s) from various sources, with assistance if necessary. | <p>Educational experiences in Grades 5-8 will assure that students:</p> <ul style="list-style-type: none"> • use multimedia sources to expand their understanding of the target culture(s) and integrate it with their existing knowledge base; and • develop the necessary skills to use the Internet/World Wide Web in order to gain greater access to the target culture(s). | <p>Educational experiences in Grades 9-12 will assure that students:</p> <ul style="list-style-type: none"> • use multimedia sources to analyze aspects of the target culture(s) and apply their knowledge to new situations; and • analyze materials, looking for sources of information for potential use in original work on the target language or culture(s). |
|--|--|---|

ILLUSTRATIVE LEARNING ACTIVITY 3.6, GRADES K-4**1. *Making Friends***

Students in an elementary school Spanish class “meet” with students from another class in another city via videotape. Using vocabulary that they have practiced in class, they ask questions about their new friends’ city, families and daily activities, and they “teach” their new friends a favorite song in Spanish. The other class creates a response video in which they sing the song that they learned from their “teachers” and share their favorite fairy tale. The teachers have the students continue to “communicate” through various media throughout the year in order to reinforce this new cultural connection.

ILLUSTRATIVE LEARNING ACTIVITIES 3.6, GRADES 5-8

1. *Internet Pals*

Eighth-grade students have been corresponding with their peers at a school in southern France by using the French national database (Minitel). Since these students are in their second year of study, they are able to write to their French counterparts and ask questions about what a typical day at school is like, what French students like to do for fun and what their community is like. They also share information about themselves in French.

In a subsequent assignment, the teacher gives the students a specific amount of money that is designated for dining in Paris. They return to the Minitel and access a list of restaurants and menus in Paris. They select items for a full French meal and calculate the amount spent in *francs*. The groups then evaluate the work of others by ascertaining how nutritionally balanced the meal was, how close the group came to spending the amount assigned, and whether an appropriate tip was given.

Internet Pals is adapted and reprinted with permission from
Standards for Foreign Language Learning: Preparing for the 21st Century,
Sample Learning Scenario *Minitel Project*, 83.

2. *Too Much Homework?*

Students initiate and maintain direct contact with members of their peer group within the target culture. They use telecommunication, computers and other technologies. Students find out about each other's likes, dislikes, feelings, activities and responsibilities. They extract specific information regarding homework assignments from their counterparts and create a database that includes the students' names, schedules, amount of homework per subject and types of assignments. They share this information with their fellow students in other world language classes who are completing the same assignment and discuss the amount and value of homework in their own and other countries.

ILLUSTRATIVE LEARNING ACTIVITIES 3.6, GRADES 9-12

1. *We See the Light!*

Following a teacher-facilitated introduction to French Impressionism that focuses on light and landscape, students use a multimedia interactive video program to access information on French Impressionism and Impressionists. Students work in groups and use the Internet, software programs and the library database to conduct their research. Following group presentations about particular painters, students use their newly acquired knowledge about the use of light and landscapes to paint their own version of an impressionist *chef d'oeuvre*. Those students who have access to computers are given the option of using various paint programs to create their work.

We See the Light! is adapted and reprinted with permission from
Carol Kearns, French teacher at Litchfield High School,
Litchfield, Connecticut.

2. *Gargoyles and Other Tales*

Students work in groups to plan a trip to France that focuses on Gothic architecture. Student use the Internet via the World Wide Web site "Virtual Tourist" to access information on specific French cities that are known for outstanding examples of Gothic architecture. They use various types of software to research the *Notre Dame de Paris*, *Rouen*, *Amiens* and *Reims* cathedrals. Students then work in groups to prepare scripts of their "voyage." They write, direct, perform and produce a video focusing on Gothic architecture to present to their peers.

SAMPLE 3.6, GRADES 9-12

ILLUSTRATIVE LEARNING ACTIVITY AND PROTOTYPE ASSESSMENT

Electronic Research and Documentation

| | |
|-------------------------|--|
| Participants | Spanish V students |
| Student Task | <p>To research and write a paper in Spanish about a particular aspect of one or more Spanish-speaking countries. Choices include art, architecture, ancient cultures, contemporary life, costumes and masks, dance, economy, education, environment, fashions, food, flora and fauna, filmmaking, Galápagos Islands, el gaucho, government, handcrafts, history, human rights, influences (African, Spanish, indigenous), literature, medicine (including folk), military, music and instruments, politics, recreation, role of women, sports, television, theatre, tourism, traditions and customs, tropical forests.</p> <p>To create a chart/graph comparing one or more aspects pertaining to the topic with data from another Spanish-speaking country of comparable size and proximity, or with the United States, if appropriate.</p> |
| Student Outcomes | <ul style="list-style-type: none"> • Become familiar with a variety of electronic resources. (CD-ROMs and the Internet) • Learn about a country or topics using electronic resources (CD-ROMs and the Internet) • Learn how to save text, maps, graphics and graphs from a variety of electronic resources to a disk to use later in writing a paper • Learn how to document information from electronic resources • Learn how to evaluate CD-ROMs, websites |

PROCESS

| | |
|---------------------------------|---|
| Session 1 (classroom) | Teacher introduces project and students select research topic to add to an ongoing semester project to become an "expert" in one Spanish-speaking country in the Americas. |
| Session 2 (Computer Lab) | Computer resource teacher introduces students to the Internet and six software programs (Bookshelf, Encarta, Grolier Encyclopedia, Microsoft Art Gallery, Microsoft Musical Instruments, World Geograph). |

(continued)

The illustrative learning activity and prototype assessment titled *Electronic Research and Documentation* are adapted and reprinted with permission from Emily Peel, Spanish teacher, and Donna Brown, computer resource teacher, Wethersfield High School, Wethersfield, Connecticut.

(Sample 3.6, Grades 9-12 continued)

| | |
|------------------------------------|--|
| Sessions 3-8 (Computer Lab) | Individually, in pairs or in groups of three, students rotate through the programs researching their topic. |
| Session 9 | Students write their one-page paper in Spanish, adding one comparison graph and documenting all resources correctly. |
| Session 10 (classroom) | Students evaluate the process and activity. |

SCORING RUBRICS**Excellent (A)****Student demonstrates the following:**

- timely completion of project (by due date);
- a log showing rotation through each resource (date, time spent and topics researched);
- proper documentation of electronic research;
- one chart/graph effectively comparing some aspects of one country with at least one other;
- appropriate length to demonstrate knowledge (one to two pages of information);
- appropriate organization and presentation, including titles;
- comprehensible Spanish with a minimum of errors; and
- new vocabulary glossed.

Good (B)**Student demonstrates the following:**

- all of the above but Spanish has some errors, including a few careless mistakes, omitted accents, Anglicisms, unglossed vocabulary.

Fair (C)**Student demonstrates the following:**

- late submission of project;
- log missing or incomplete;
- lack of proper documentation of resources;
- inadequate length and research (too little text);
- one graph/chart that does not effectively compare data related to the topic or country;

(continued)

(Sample 3.6, Grades 9-12 continued)

- poor organization and presentation; and
- incomprehensible Spanish in one or two places, with many errors, including careless mistakes, omitted accents, spelling errors, Anglicisms, unglossed vocabulary, lack of agreement.

**Unacceptable (D-F)
(Little effort)****Student demonstrates the following:**

- submission of project more than four days late;
- failure to consult all seven resources;
- failure to document resources;
- failure to submit a comparison graph/chart;
- too little text;
- poor organization and presentation; and
- incomprehensible Spanish at times, with many errors, including those cited above.

The illustrative learning activity and prototype assessment titled *Electronic Research and Documentation* are adapted and reprinted with permission from Emily Peel, Spanish teacher, and Donna Brown, computer resource teacher, Wethersfield High School, Wethersfield, Connecticut.

*Electronic Research and Documentation***El proyecto tecnológico de español
El horario del uso de los recursos**

Estudiante: _____

El país _____

Recurso electrónico**Fechas****Tiempos****Temas****Resultados**

1. Bookshelf

2. Encarta

3. Grolier

4. Art Gallery

5. Musical Instruments

6. World Geograph

7. Internet

El horario del uso de los recursos is reprinted with permission from Emily Peel.

SAMPLE 3.6, GRADES 9-12**STUDENT WORK EXEMPLAR****(student name)**

el 10 de junio del 1996

Electronic Research and Documentation**La Educación de Puerto Rico contra la
Educación de la Republica Dominicana**

Los dos Puerto Rico y la Republica Dominicana están localizadas en el mar caribe. Son islas de habla española y están bastante cerca de cada una.

En la Republica Dominicana, 16.3% de los jovenes asisten a la escuela y 77.3% de la población sabe leer. La educación es gratis para todos los niños de siete a catorce años de edad. Hay cinco Universidades incluyendo la Universidad de Santo Domingo y es la Universidad mas vieja en las Americas. Fue construida en el año 1538.

En Puerto Rico, 39.5% de los jovenes asisten a la escuela y 89.1% de la población sabe leer. Cada año, mas de 700,000 estudiantes de escuelas elementarias y secundarias se matriculan a la escuela. En Puerto Rico, hay muchas Universidades reconocidas como la Universidad de Puerto Rico (1903), la Universidad Inter Americana de Puerto Rico, y la Universidad Católica de Puerto Rico.

Entre toda la información que encontré, hay mas información de la educación de Puerto Rico que la de la Republica Dominicana. La educación de Puerto Rico parece ser mejor porque hay mas Universidades, hay mas gente que saben leer, hay mas estudiantes que asisten a la escuela, y las facilidades son mejores.

Encontré que hay mas de 60 instituciones culturales en Puerto Rico pero no encontré nada de instituciones culturales en Republica Dominicana, pero la Republica Dominicana no se queda a tras. Cada año, la educación crece en ambos paises. Todo va cambiando tan rapido, que a omejor mi información no es verdadera. Con la información que tengo, es claro que Puerto Rico es mas avanzado en la educación que la Republica Dominicana.

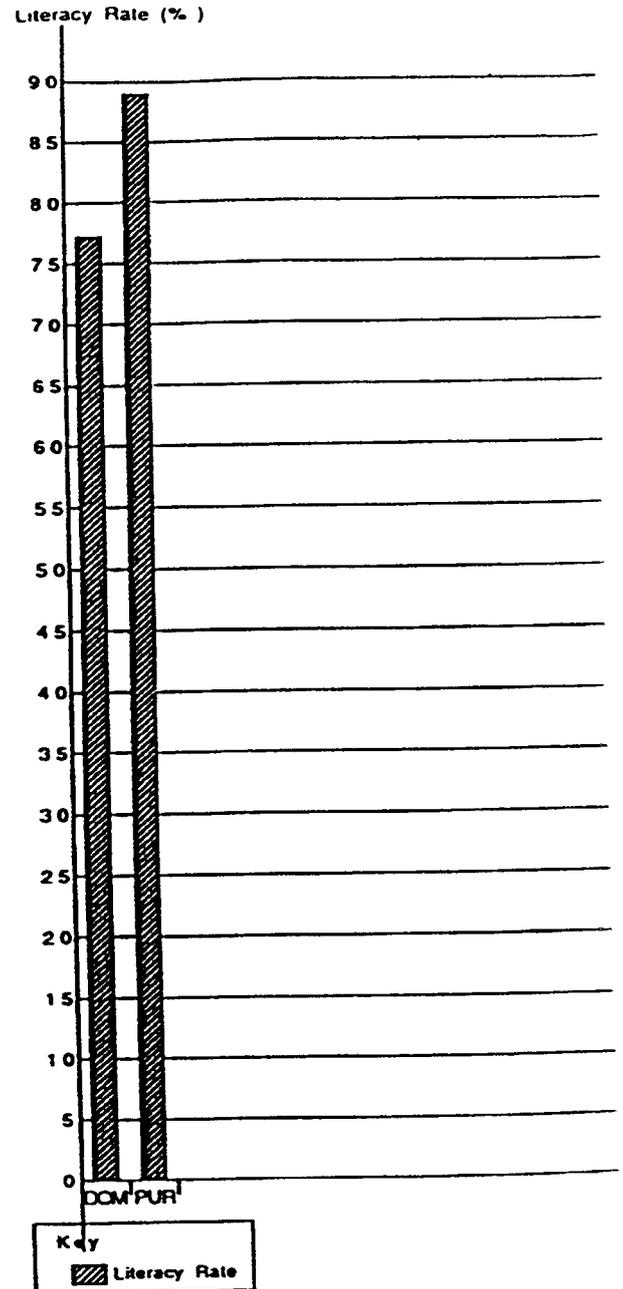
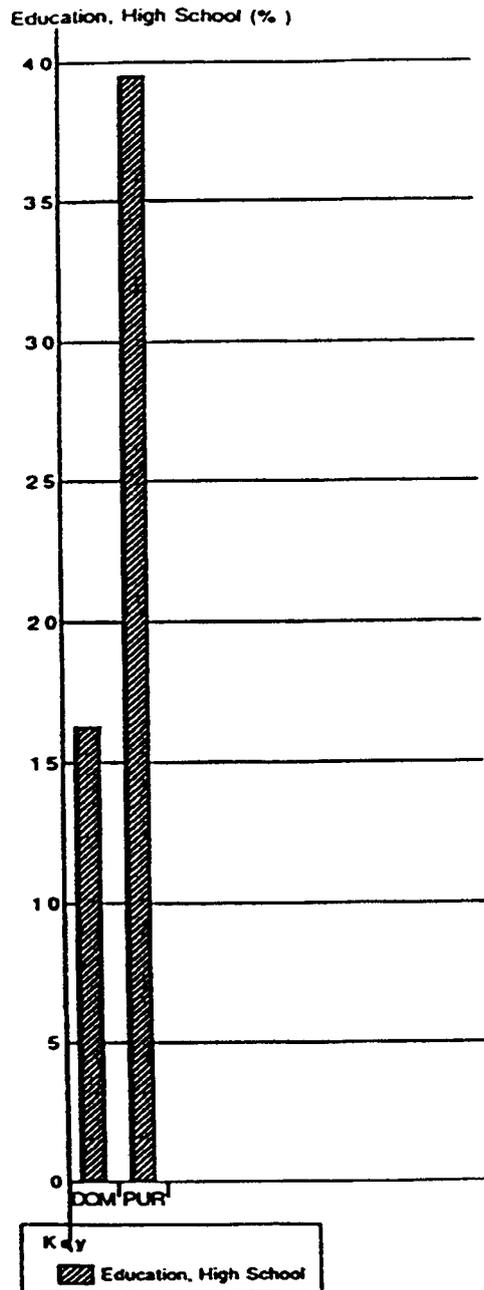
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SAMPLE 3.6, GRADES 9-12

STUDENT WORK EXEMPLAR – CHART

Electronic Research and Documentation

(student name)



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SAMPLE 3.6, GRADES 9-12

STUDENT WORK EXEMPLAR – BIBLIOGRAPHY

Electronic Research and Documentation

(student name)

Bibliografía

Rivera, Magaly. UPR. [Internet] Disponible.
<http://www.upr.ciu.edu/english/home.html>. el 23 de
 mayo del 1996.

Gomez, Greg. Educational Facilities in Puerto Rico. [Internet] Disponible.
<http://www.gulf.net/%7Ewebpresence/edu.html>. el 23 de
 mayo del 1996.

Groliers Multimedia Encyclopedia. Computer software.
 Danbury, CT: Grolier Electronic Publishing, 1995. CD-ROM

Encarta Multimedia Encyclopedia. Computer software.
 Maplewood, NJ: Microsoft Corporation, 1994. CD-ROM.

Bookshelf Multimedia Encyclopedia. Computer software.
 Maplewood, NJ: Microsoft Home, 1994. CD-ROM.

Software tool works Multimedia Encyclopedia. Computer Software.
 Novato, CA: Software Tool works, 1991. CD-ROM.

World Geograph II. vers. 1x. Computer Software ^{MECC, 1994.} ~~Macintosh~~
 Macintosh Version, MC-100. disks.

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SAMPLE 3.6, GRADES 9-12

STUDENT WORK EXEMPLAR – LOG

*Electronic Research and Documentation*El proyecto tecnológico de españolLa primavera de 1996El horario del uso de los recursos

Estudiante: (Student name) _____ El país: ^{La diferencia de educ} entre P.R. y Rep. Dom.

| <u>Recurso electrónico</u> | <u>Fechas</u> | <u>Tiempos</u> | <u>Temas</u> | <u>Resultados</u> |
|----------------------------|--------------------|-----------------------------|--------------|--|
| 1. Bookshelf | 5/23/96 6/10/96 | 10 minutos 15-20 minutos | | No encontré mucha información. Bien para (Study Hall) |
| 2. Encarta | 6/10/96 | 15-20 minutos | | Encontré mucha información de ambos lados de la educación. (Study Hall) |
| 3. Groller | 6/10/96 | 10 minutos | | Encontré información de 2 universidades de Puerto Rico y información general de la educación de República Dominicana. (Study Hall) |
| 4. Art Gallery | 5/23/96 | | | No encontré nada. pero busqué por artistas. Ya se cómo usar el "Art Gallery". 25-30 min |
| 5. Musical Instru. | 6/6/96 | | | No encontré nada. (Study Hall) |
| 6. World Geograph | 5/16/96 5/22/96 | 35-40 minutos | | Encontré mapas y información básica de la educación de P.R. y Rep. Dom. |
| 7. Internet | 5/23/96 | 35-40 minutos. | | Encontré información de la educación de Puerto Rico y de la República Dominicana. |

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GOAL FOUR

**UNDERSTAND THE NATURE OF LANGUAGE
AND CULTURES THROUGH COMPARISONS**

CONTENT STANDARD 7: Comparisons Among Languages

In at least one language other than English, students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.

K-12 PERFORMANCE STANDARDS

| | | |
|--|---|---|
| <p>Educational experiences in Grades K-4 will assure that students:</p> <ul style="list-style-type: none"> • give examples of words borrowed from one language and used in another, and develop an understanding of the process of borrowing; and • demonstrate an awareness of the target language's phonetic and writing systems and how they differ from the phonetic and writing systems in the English language. | <p>Educational experiences in Grades 5-8 will assure that students:</p> <ul style="list-style-type: none"> • understand how idiomatic expressions affect communication and reflect culture. | <p>Educational experiences in Grades 9-12 will assure that students:</p> <ul style="list-style-type: none"> • analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English; and • evaluate the style of a communicative interaction in the target language. |
|--|---|---|

ILLUSTRATIVE LEARNING ACTIVITY 4.7, GRADES K-4

1. *Katakana Characters*

During a unit on the Japanese writing system, students are introduced to the phonetic alphabet, the *katakana*. *Katakana* characters are most often used to write words that are of foreign origin, such as English or German words. When English words are written and pronounced in Japanese, they can sound very different. To exemplify this, students are given a ditto with two columns. One column contains words that are written in *katakana* and the other contains the English words from which the *katakana* words are derived; however, the two columns do not match up. The teacher holds up a card with a *katakana* word from the list and pronounces it for the students. The students must locate that word on the *katakana* list, find its English equivalent, and draw a line between the two. After the teacher reads each *katakana* word card, he or she gives it to a student. To correct the paper, one student reads an English word and the student who is holding the *katakana* equivalent of that word holds up the card for the class to see. The class then pronounces the word in Japanese as the teacher collects the cards. The activity proceeds until all the words are corrected. As a follow-up activity, students are given a sheet of simple *katakana* words and a *katakana* chart. They determine the romanization of the characters in each of the words on the chart and try to guess what the word might be in English (e.g., *supo-tsu*=sports).

ILLUSTRATIVE LEARNING ACTIVITY 4.7, GRADES 5-8

1. Don't Take It Literally

A Spanish class studies a unit on weather expressions. On the first rainy day, the teacher says "It's raining cats and dogs." The class then compares the English expression with the Spanish expression *está lloviendo a cántaros/llueve a cántaros*." The students discuss the images that the expressions evoke for them. They discuss how different cultures perceive the same events in different ways. The teacher provides the students with some vocabulary examples and the class discovers sayings and proverbs together, comparing images. Some fun examples that the teacher includes are *en boca cerrada no entran moscas* (a wise head keeps a closed mouth); *escapé del trueno y di con el relámpago* (I escaped from the thunder and ran into the lightning); *al jíbaro nunca se le quita la mancha del plátano* (the jíbaro can never get the spots out of a banana). The students are encouraged to recall some of their favorite expressions.

ILLUSTRATIVE LEARNING ACTIVITY 4.7, GRADES 9-12**1. *Body Parts***

Students in an intermediate French class study vocabulary words that are associated with parts of the body. After completing several exercises in which these words are used literally, the teacher introduces various French idioms that refer to parts of the body, including *couter les yeux de la tete*, *avoir mal au coeur*, *un coup de main*, *avoir les jambes en coton*, *avoir la main verte* and *couper les cheveux en quatre*. The class then compares and contrasts the French idioms with their English equivalents, when appropriate. Students read sentences with these idioms and give their English equivalents. Students are then divided into groups and assigned various parts of the body. They research and compile idiomatic expressions that are associated with their assigned body part.

SAMPLE 4.7, GRADES K-4**ILLUSTRATIVE LEARNING ACTIVITY***Clothing: A Match or Mismatch?*

An elementary Spanish class is introduced to words for clothing in Spanish. The teacher then distributes the following activity and asks which words remind students of similar words (cognates) in English (botas – boots, blusa – blouse, suéter – sweater, pijama – pajamas, sandalias – sandals, etc.). Depending on the age of the students, the teacher explains how more than half of all English words are derived from Latin, which also is the basis for other Romance languages like Spanish, French, Italian and Portuguese. If the teacher speaks any of these other languages, he or she might then illustrate cognates from those languages, e.g., bottes - boots in French. Students then draw and label the clothing they are wearing today, add other clothing words, look them up in the dictionary and discuss similarities to English when they find them.

Clothing: A Match or Mismatch? is reprinted with permission from Kaye Wiley Maggart, curriculum assistant, New Haven Public Schools, New Haven, Connecticut.

SAMPLE 4.7, GRADES K-4

Clothing: A Match or Mismatch?

Handout #1

La Ropa



la corbata



la gorra



el collar



las botas



el vestido



la camisa



la blusa



el abrigo



la falda



la chaqueta



el suéter



el cinturón / la correa



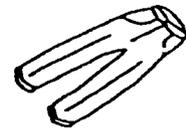
los calcetines



los zapatos



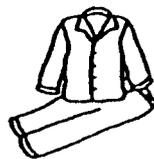
los pantalones cortos



los pantalones



los guantes



el pijama



las sandalias



el traje

Handout #1 is reprinted with permission from *Ropas* in *Animalito Alfabeto: Un Diccionario de Actividades* by Kaye Wiley and Ethel Berger. Scott, Foresman • Addison Wesley, 1996, 94.

SAMPLE 4.7, GRADES K-4

PROTOTYPE ASSESSMENT

Clothing: A Match or Mismatch?

Mi Ropa

Dibuja lo que llevas hoy. Escribe las palabras al lado del dibujo.

la camisa →

¿Qué llevas?

| | sí | no | | sí | no |
|----------------|----|----|-----------------------|----|----|
| una corbata | — | — | una falda | — | — |
| el pijama | — | — | los zapatos | — | — |
| la camisa | — | — | la blusa | — | — |
| la gorra | — | — | el suéter | — | — |
| los calcetines | — | — | los pantalones | — | — |
| el vestido | — | — | el cinturón | — | — |
| la chaqueta | — | — | los pantalones cortos | — | — |

Prototype assessment titled *Clothing: A Match or Mismatch?* is adapted from *Ropas*, in *Animalito Alfabeto* by Wiley and Berger, 95, and reprinted with permission.

SAMPLE 4.7, GRADES 9-12**ILLUSTRATIVE LEARNING ACTIVITY***English Derivatives*

A beginning Latin class has been studying the development of English words from Latin verbs compounded with Latin prepositions. The students are given a derivative project in which they must find a minimum of 50 English words that derive from one Latin verb. The teacher explains that first they must choose an organizational framework that can be illustrated in poster form. A tree is one suggestion, but many other designs, such as a flower or a school of fish, can also be used. Before the students organize the derivatives, the teacher explains the principles of compounding, the effects of assimilation and the derivative process.

Each student receives a handout with a list of all of the Latin prepositions, their various meanings, and the effects of assimilation on the prepositions. For example, *in* often changes to *im*, *il* and *ig* through assimilation. Each student selects a verb from a carefully determined list of Latin verbs that can yield many English derivatives.

One student chooses a tree as his or her framework, and the teacher has him or her place the four stems, which are the principal parts of the verb, on the trunk of the tree. For example, the student may select the Latin verb *cedo*, *cedere*, *cessi*, *cessus*. By compounding the verb with *e* or *ex*, the student derives *excede*, *excess* and *excessive*. By compounding the verb with *ad* (which becomes *ac* through assimilation), the student derives *accede* and *access*. By compounding the verb with *pro*, he derives *proceed*, *process*, etc. The students use an English dictionary to find derivatives from the Latin verb. For example, by looking for English words that begin with *ced* and *cess*, they determine by using the rubrics of the dictionary that these words come from the Latin verb. They prepare to defend their work, in case of challenge from the teacher or the class, by knowing all of the definitions of all of their English words.

Each student then decides how to organize the derivatives that he or she has identified on the poster. For example, the student may choose to group all of the derivatives that are formed by compounding the verb with the prefix *ad* on one branch of the tree. The students' work is displayed in the classroom and used for parents' night, and the very best projects are displayed in a local bank.

The illustrative learning activity, prototype assessment and Handouts #1 and #2 are reprinted with permission from Nancy Lister, Latin teacher in the Vernon Public Schools, Vernon, Connecticut.

SAMPLE 4.7, GRADES 9-12

PROTOTYPE ASSESSMENT

English Derivatives

This project is worth 100 points. Twenty percent (or points) of a student's grade on this project is based on the creativity and originality of the project. The remaining 80 percent (or points) is based on the number of correct derivatives. The minimum number of correct derivatives required for a passing grade on this project is 50, which gives a student 56 out of 80 possible points. If a student has 60 correct derivatives, he or she gets 64 out of 80 possible points; 70 correct derivatives yield 72 points, and 80 correct derivatives yield 80 points.

| # of Correct Derivatives | # of Points for Derivatives (out of 80) | # of Possible Points for Creativity/Originality (out of 20) | Total points (out of 100) |
|--------------------------|---|---|---------------------------|
| 50 | 56 | x | 56+x |
| 60 | 64 | x | 64+x |
| 70 | 72 | x | 72+x |
| 80 | 80 | x | 80+x |

Prototype assessment reprinted with permission from Nancy Lister.

SAMPLE 4.7, GRADES 9-12

*English Derivatives**Handout #1*

Select a basic Latin verb and use all its principal parts. Here are some suggestions for verbs:

| | |
|--|---------------------------------|
| porto, portare, portavi, portatus | to carry |
| video, videre, vidi, visus | to see |
| curro, currere, cucurri, cursus | to run |
| fero, ferre, tuli, latus | to carry |
| cedo, cedere, cessi, cessus | to go, yield |
| gredior, gredi, gressus | to step, go forward |
| duco, ducere, duxi, ductus | to lead |
| facio, facere, feci, factus (fio, fieri, factus sum) | to make |
| dico, dicere, dixi, dictus | to say, speak |
| do, dare, dedi, datus | to give |
| cado, cadere, cecidi, casus | to fall, set, sink, die, happen |
| peto, petere, petivi, petitus | to seek |
| teneo, tenere, tenui, tentus (tineo and -tain) | to hold |
| quaero, quaere, quaesivi, quaesitus | to seek, search for |
| sto, stare, steti, status | to stand |
| iacio, iacere, ieci, iactus (-icio) | to throw |
| caedo, caedere, cecidi, caesum | to cut down, kill, slaughter |
| capio, capere, cepi, captus (cipio) | to take, seize |
| rapio, rapere, rapui, raptus | to seize, snatch, drag |
| traho, trahere, traxi, tractus | to drag, pull |
| verto, vertere, verti, versum | to turn, turn up, turn over |
| habeo (hibeo), habere, habui, habitum | to have |
| ago, agere, egi, actus (igo) | to do, drive |
| mitto, mittere, misi, missus | to send |
| venio, venire, veni, ventus | to come |
| flecto, flectere, flexi, flectus | to bend, turn |
| premo, premere, pressi, pressus | to press |

Determine derivatives from the Latin word by using an English dictionary. If the word comes from Latin it will be so designated by the letter L for Latin or LL for late Latin. Usually derivatives come from the first, second and fourth parts of a Latin verb. For example, *mitto* gives admit and admission and *verto* gives invert and inversion. Consider, too, how English suffixes add meaning to words. For example, try -tor and -or, -ee, -sion, -tion and -ible (or able).

Handout #1 is reprinted with permission from Nancy Lister.

SAMPLE 4.7, GRADES 9-12

*English Derivatives**Handout #2*

Try to compound your verb by adding these prepositions, which may change through assimilation.

| | |
|--|--|
| a, ab | away from, from, off from |
| ad> acc-, agg-, app-, att- | to, towards, at, near |
| adversus | opposite |
| ante | in front of, before |
| apud | at, among |
| circa | about, around (place or time) |
| circum | about, around (of place) |
| cis, citra | this side of |
| contra | opposite, against |
| coram | in the presence of |
| cum> com-, comb-, comp-, comm-, con, coll, corr-, co- | with, together with |
| de | down from, from, about, concerning, of |
| e, ex> ef- | from, out of |
| erga | towards |
| extra | outside of |
| in> im, il-, ig- | in, on, into, onto, for, against |
| infra | below |
| inter | between, among |
| intra | within, inside |
| iuxta | near |
| ob> oc-, og-, of- | on account of |
| praeter | beyond |
| per | through, over |
| post | after |
| prae | before, for, in comparison with |
| pro | in front of, on behalf of |
| prope | near |
| propter | on account of |
| sub> suc-, sur- | under, up to, at |
| subter | under, below |
| secundum | just behind, following, according to |
| sine | without |
| super | above, over, on, beyond, upon |
| supra | on top of, above |
| tenus | as far as, up to |
| trans | across, over, through, by |
| ultra | beyond |
| versus | towards |

For example, aversion, convert, divert, avert, inevitable, perversion, subvert

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