

Remote Learning Packet

NB: Please keep all work produced this week. Details regarding how to turn in this work will be forthcoming.

March 30 - April 3, 2020

Course: Latin II

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Supplemental Link: [CLC Unit 3 Dictionary](#)

Weekly Plan:

Monday, March 30

- Read “About the language 3: impersonal verbs” on p. 132
- Write 2 definitions for the verbs *placet*, *decet*, *taedet*, and *oportet*, check them, and make corrections
- Translate sentences a, d, and f (p. 132)

Tuesday, March 31

- Read “Interpreting the evidence: our knowledge of Roman Britain” on pp. 135-141
- Answer questions on the “Interpreting the evidence” worksheet

Wednesday, April 1

- Fill in the missing vocabulary information on the “Stage 29: Vocabulary List” worksheet
- Optional: make flashcards for the Stage 29 vocabulary words

Thursday, April 2

- Read the model sentences in number 1 (pp. 144) and the English translation on the answer key
- Translate model sentences in number 2, check translation of verbs, and rework sentences

Friday, April 3

- Read the model sentences on p. 145 and translate numbers 3-6 into English.
- Check your translation of the verbs against the answer key and rework your sentences as needed.

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

Student Signature

Parent Signature

Monday, March 30

1. Read “About the language 3: impersonal verbs” on p. 132 of the *Green Cambridge Latin Course, Unit 3* textbook.
2. Based on the examples given, on a sheet of notebook paper, write out 2 definitions for each of the following verbs: *placet*, *decet*, *taedet*, and *oportet* on a piece of notebook paper. Please be sure to put a full heading on your paper including the title “Impersonal Verbs”.
3. Check your definitions against those given on the answer key and make corrections as needed.
4. On the same sheet of paper, translate sentences a, d, and f on p. 132. Translations of sentences b, c, and e are available on the answer key for reference.

Tuesday, March 31

1. Read “Interpreting the evidence: our knowledge of Roman Britain” on pp. 135-141.
2. On a piece of notebook paper, answer the questions on the “Interpreting the evidence” worksheet. Please be sure to put a full heading on your paper including the title “Interpreting the evidence.”

Wednesday, April 1

1. Referring to p. 166, fill in the missing vocabulary information on the “Stage 29: Vocabulary List” worksheet. You may either complete the information on the sheet itself or write it out on a separate piece of notebook paper. If using notebook paper, please be sure to put a full heading including the title “Stage 29 Vocabulary List.”
2. Optional: make flashcards for the Stage 29 vocabulary words (including the words, *placet*, *decet*, *oportet*, and *taedet*).

Thursday, April 2

1. Read the model sentences in number 1 on pp. 144.
2. Read the English translation for number 1 on the answer key paying careful attention to the translation of the verbs *appellātur* and *adōrātur*.
3. On a separate sheet of notebook paper, translate the model sentences in number 2 into English. Please be sure to put a full heading on your paper including the title “Stage 29 Model sentences.”
4. Check your translation of the verbs *complētur*, *salūtantur*, *feruntur*, and *audītur* against the answer key.
5. Rework your translations for number 2 as needed.

Friday, April 3

1. Read the model sentences on p. 145.
2. Using the same sheet of notebook paper titled “Stage 29 Model sentences,” translate the model sentences for numbers 3-6 into English.
3. Check your translation of the verbs *dūcuntur*, *cūrātur*, *habentur*, and *custōdiuntur* against the answer key.
4. Rework your sentences as needed.

Answer Keys

Monday, March 30th

About the Language: Impersonal Verbs (p. 132)

Definitions:

placet: 1. It pleases . . .

2. . . . likes it *or (with an infinitive)* . . . is glad to . . .

decet: 1. It is proper for . . . to . . .

2. . . . ought to . . .

taedet: 1. It makes . . . tired of . . .

2. . . . is tired of . . .

oportet: 1. It is right for . . . to . . .

2. . . . must . . .

Sentence Translations:

b. *saltātrīcem spectāre volō! mē taedet cibī et vīnī!* I want to watch the dancing girl! **I am tired of food and wine!** (literally: It makes me tired of food and wine!)

c. *semper pluit!* **It always rains!**

e. *nunc advesperāscit.* Now **it is getting dark.**

Thursday, April 2nd

Stage 29 Model Sentences (p. 144)

1 *in mediā Rōmā est mōns nōtissimus, quī Capitōlium appellātur. in summō Capitōliō stat templum, ubi In the middle of Rome is a very famous hill, which is called the Capitoline. On top of the Capitoline stands a temple, where deus Iuppiter adorātur.*
the god Jupiter **is worshipped.**

2 *complētur;* is filled

salūtantur; are greeted

feruntur; are carried/brought

audītur; is heard

Friday, April 3rd

Stage 29 Model Sentences (p. 145)

3 *dūcuntur;* are lead

4 *cūrātur;* is taken care of/looked after

5 *habentur;* are given (literally: are held)

6 *custōdiuntur;* are guarded

Read pages 135–141 in your textbook and answer the following:

Knowledge of the Roman occupation of Britain is based on three types of evidence:

I Literary evidence

- 1 When did Julius Caesar come to Britain? Where did he land? How many times did he come?
- 2 About whom was Tacitus writing? What was this person's connection with Britain? How were Tacitus and this person related?
- 3 Explain the basis for bias in the writings of Julius Caesar and Tacitus.

II Archaeological evidence

- 1 What is the task of the archaeologist?
- 2 Give two of the ways sites are located.
- 3 How was Fishbourne discovered?
- 4 What two things do archaeologists watch for on a site? What does this accomplish?
- 5 What else do archaeologists look for? Why?
- 6 What two finds help in dating an excavation site?
- 7 What information can pottery also reveal?
- 8 Trace the three-part development archaeologists have discovered on many sites in Britain.
- 9 What do excavations reveal about Roman activity in southeast Britain? about Roman activity in northwest Britain?
- 10 What is revealed by the excavation of roads? the excavation of Romano-British towns? the excavation of military sites?

III Inscriptional evidence

- 1 What is the source for much of the inscriptional evidence about Roman Britain?
- 2 Study the standard pattern for such inscriptions, given on page 140. Then examine the inscriptions on page 141 and answer the questions for each.

Stage 29: Vocabulary List

Verbs

<i>1st/3rd Present</i>	<i>Present Infin.</i>	<i>1st/3rd Perfect</i>	<i>Perfect Partic.</i>	<i>Meaning</i>
decet	decēre	decurit	-----	be proper; ought
oportet	oportēre	oportuit	-----	be right; must
placet	placēre	placuit	-----	please, suit
taedet	taedēre	taedit	-----	make . . . tired; . . . is tired/bored
ascendō			-----	
dēfendō				
incēdō			-----	
spernō				
perficiō				
circumveniō				
mālō			-----	
ōdī	ōdisse	-----	-----	hate

Nouns

<i>Nominative</i>	<i>Genitive</i>	<i>Gender</i>	<i>Meaning</i>
audācia			
captīvus			
populus			
līberī			
dolor			
lūx			
salūs			
scelus			

Adjectives

<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>	<i>Meaning</i>
dīrus			
vester			
vīvus			

Adverbs and Pronouns

<i>Word</i>	<i>Part of Speech</i>	<i>Meaning</i>
aliī . . . aliī	pron.	
prius	adv.	
ubīque	adv.	