

## Remote Learning Packet

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

**April 13-17, 2020**

**Course:** 7th Grade Latin 1B

**Teacher(s):** Ms. Baptiste and Mr. Bascom

### **Weekly Plan:**

Monday, April 13

- Review of Stage 19 Grammar
- Stage 19 Grammar review Questions

Tuesday, April 14

- Translate the Model Sentences on page 134. (Worksheet provided)
- Fill in the missing parts to the vocabulary words on page 150

Wednesday, April 15

- Read lines 1-15 of **Remedium astrologi** p. 135
- Answer the questions which follow on **Worksheet I** below.

Thursday, April 16

- Read lines 16-30 of **Remedium astrologi**, p. 135
- Complete **Worksheet II** below.

Friday, April 17

- Read **About the Language I: Present Participles**
- Complete the **Present Participles** worksheet.

### **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

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Student Signature

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Parent Signature

## Monday, April 13

### A. Review of Stage 19 Grammar:

#### 1) Demonstrative pronouns *hic* and *ille*.

a) Remember that **demonstrative pronouns** point out people and things.

E.g. **hic** vir . . . **this** man vs. **ille** mercator . . . **that** merchant

b) we learned the *nominative* and *accusative* cases for these pronouns:

Case	Masculine	Feminine	Neuter	Meaning	Masculine	Feminine	Neuter	Meaning
NOM. SING.	hic	haec	hoc	<i>this</i>	ille	illa	illud	<i>that</i>
ACC. SING.	hunc	hanc	hoc	<i>this (d.o.)</i>	illum	illam	illud	<i>that (d.o.)</i>
NOM. PLUR.	hī	hae	haec	<i>these</i>	illī	illae	illa	<i>those</i>
ACC. PLUR.	hōs	hās	haec	<i>these (d.o.)</i>	illum	illas	illa	<i>those (d.o.)</i>

#### 2) Verbs: Imperatives

--Imperatives are commands. Imperatives do not have personal endings (*-o, -s, -t*, etc.). They are simply used to tell someone to do something (these commands can be directed at one person, in which case the imperative verb is singular, or at a group of people, in which case the imperative verb is plural).

1st. Conj.	<b>portā!</b> <i>Carry! (sing.)</i>	<b>portāte!</b> <i>Carry! (pl.)</i>	<b>nōlī portāre!</b> <i>Don't carry! (sing.)</i>	<b>nōlīte portāre!</b> <i>Don't carry! (pl.)</i>
2nd Conj.	<b>sedē!</b> <i>Sit! (sing.)</i>	<b>sedēte!</b> <i>Sit (pl.)</i>	<b>nōlī sedēre!</b> <i>Don't sit! (sing.)</i>	<b>nōlīte sedēre!</b> <i>Don't sit! (pl.)</i>
3rd Conj.	<b>curre!</b> <i>Run! (sing.)</i>	<b>currīte!</b> <i>Run! (pl.)</i>	<b>nōlī currere!</b> <i>Don't run! (sing.)</i>	<b>nōlīte currere!</b> <i>Don't run! (pl.)</i>
4th Conj.	<b>audī</b> <i>Listen! (sing.)</i>	<b>audīte!</b> <i>Listen (pl.)</i>	<b>nōlī audīre!</b> <i>Don't listen! (sing.)</i>	<b>nōlīte audīre!</b> <i>Don't listen! (pl.)</i>

#### 3) Nouns: The Vocative Case

-- Nouns in the vocative case indicate that *the person is being spoken to*.

-- The vocative case usually looks identical to the **nominative singular and plural**.

-- **except for nouns in the second declension, singular, ending in either *-us* or *-ius*.**

servus -----> serve!

amīcus -----> amice!

Eutyclus----- > Eutyche!

Salvius-----> Salvī!

filius -----> filī

Iulius----- > Iulī!

B. **Assignment:** Complete Stage 19 Grammar Review Worksheet after reviewing the above material.

## Tuesday, April 14

Turn in your Cambridge books to page 134. Using the pictures for context, translate the model sentences in the **Worksheet A**. Some of the words are already translated for you. A new kind of word is introduced in Stage 20. It is called the **present participle**. You'll have little difficulty translating it. We will learn more about it later this week.

**Worksheet B**--using the Stage 20 Vocabulary Checklist on page 150, fill in the blanks with the appropriate missing word.

## Wednesday, April 15

Read the first 15 lines of **remedium astrologi** on page 135 and complete **Worksheet I**.

## Thursday, April 16

Read the second half (lines 16-30) of **remedium astrologi** on page 135 and complete **Worksheet B**.

## Friday, April 17

### About the language 1: present participles:

In the following sentences, the words in **boldface** are **present participles**. Please read the Latin sentences and examine their English translations:

medicus, per forum **ambulans**, Phormiōnem cōspexit.  
*The doctor, **walking** through the forum, caught sight of Phormio.*

Clēmēns Eutychem in mediā viā **stantem** invēnit.  
*Clemens found Eutychem **standing** in the middle of the road.*

Phormiō ancillās in cubiculō **lacrimantēs** audīvit.  
*Phormio heard the slave girls **crying** in the bedroom.*

**A present participle is used to describe a noun.** Participles are verbal **adjectives**. For example, in the first sentence, **ambulāns** describes the noun **medicus**.

**Nota Bene:** They are adjectives which were formed from verbs. *Participle* comes from the Latin word *participium* and has the idea of “participating” or “sharing”. **Participles** share some functions of verbs + adjectives.

Like all adjectives, **participles** also decline, and must agree with nouns they describe in case, number, and gender. Study the different forms of the present participle (masculine and feminine have the same endings in the 3rd declension):

SINGULAR

<i>nominative</i>	portāns	sedēns	currēns	audiēns
<i>accusative</i>	portantem	sedentem	currentem	audientem

PLURAL

<i>nominative</i>	portantēs	sedentēs	currentēs	audientēs
<i>accusative</i>	portantēs	sedentēs	currentēs	audientēs

Look at the endings of the present participles above. What declension are they? Yes, all present participles are **3rd declension**.

**Complete the exercises in the present participles worksheet below.**

(Monday)

Stage 19 Grammar Review Worksheet

A. Fill in the blanks in the following table:

Case	Masculine	Feminine	Neuter	Meaning	Masculine	Feminine	Neuter	Meaning
NOM. SING.		haec	hoc		ille	illa		that
ACC. SING.	hunc		hoc	this (d.o.)			illum	
NOM. PLUR.		hae		these		illae		
ACC. PLUR.	hōs		haec		illōs	illās	illa	those (d.o.)

B. Circle the correct form of *hic* or *ille* to agree with the underlined noun. Then translate each sentence on the line below:

1. servus (illum, illam, hōs) locum servāre solēbat.

\_\_\_\_\_

2. spectā (illud, hoc, hanc) stolam Īsidis!

\_\_\_\_\_

3. minimē! columba (illī, illōs, hī) iūvenēs agitābat!

\_\_\_\_\_

4. (hunc, hās, ille) vir miserrimus erat Aristō.

\_\_\_\_\_

C. Translate the following **imperative** sentences:

1. dīlīgenter labōrā, discipule!

\_\_\_\_\_

2. nōlī dormīre, Quinte!

\_\_\_\_\_

3. nōlīte dicēdere, amīcī!

\_\_\_\_\_

4. date mihi pecuniam!

\_\_\_\_\_

D. Circle the **nouns in the vocative case** in the sentence above.

6.14.20 (Tuesday)

Worksheet A

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Fill in the blanks to translate Stage 20 Model Sentences on p.134 of CLC Unit 2.

1. The slaves \_\_\_\_\_ to the \_\_\_\_\_, **carrying\***

\_\_\_\_\_.

2. \_\_\_\_\_ were standing \_\_\_\_\_ the \_\_\_\_\_,

\_\_\_\_\_.

3. The astrologer \_\_\_\_\_ into the \_\_\_\_\_,

**shouting.\***

4. Barbillus, \_\_\_\_\_ in \_\_\_\_\_, listened to the

\_\_\_\_\_

**\*the translations in bold (of *portantēs* and *clamans*) are present participles. We will learn more about these later in the chapter.**

(Tuesday)  
Worksheet B

Using the Vocabulary Checklist 20 on page 150, please provide the missing information in the following vocabulary tables:

**Nouns** (To review declensions and case endings, use pp. 154-155 of your Latin book)

Nominative	Genitive	Declension	Meaning
ars		3rd	
	domūs	4th	
lūna			<i>moon</i>
	mortis		<i>death</i>
oculus		2nd	
	vulneris		<i>wound</i>

Adjectives	Meanings
crudēlis, crudēlis, crudēle	
	<i>learned, clever</i>
pessimus, pessima, pessimum	
unus	
	<i>two</i>
trēs	
	<i>four</i>
quīnque	
sex	
	<i>seven</i>
octō	
novem	

(Adjectives)	(Meanings)
decem	
	<i>twenty</i>
trīgintī	
quadrāgintā	
	<i>fifty</i>

## Verbs

To remind yourself of conjugation numbers, you may refer to p.10 of your Cambridge Latin)

Principal Parts	Conju- gation	Meaning
arcessō, arcessere, arcesivī	3rd	<i>summon, send for</i>
	1st	<i>despair</i>
īnferō, īnferō, īntulī	irregular	
		<i>free, set free</i>
persuādeō, persuādēre, persuāsī		<i>(+ dat.)</i>
	3rd	<i>leave</i>
temptō, temptāre, temptāvī		

## Adverbs

Adverb	Meaning
crūdēlis, crūdēlis, crudēle	
	<i>at last, finally</i>
sīcut	
	<i>so</i>



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(Wednesday)

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**Remedium Astrologi Worksheet I**

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Read *remedium astrologi*, lines 1-15 on page 135, and answer the questions which follow:

1. What was the condition of Barbillus when Quintus (**ego**) and the slave returned to the house?

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2. What was Phormio in the habit of doing? (lines 2-3)

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3. What two things did he do to help Barbillus?

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4. What was the result, nevertheless?

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5. After the slaves took Barbillus to his room, what did the two slave girls do?

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6. What surprising thing did he ask the slaves to look for? Why did he want them to find it? (lines 10-11)

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7. What did the slaves do when they found what they were looking for?

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8. What did Phormio place in his master's shoulder?

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4.16.20 (Thursday)

Remedium Astrologi Worksheet II

Referring to *remedium astrologi*, page 135, **lines 16-30** in your textbook, complete each of the following sentences by selecting the correct nominative from the pool. Translate each completed sentence and number it according to the sequence in the story. One is done for you.

ancillae

servi

astrologus

Quintus

Barbillus

Phormio

- a. \_\_\_\_\_ "primō necesse est mihi mūrem nigrum capere," inquit. \_\_\_\_\_
- b. \_\_\_\_\_ in cubiculum Barbilli irrūpit, exclāmāns. \_\_\_\_\_
- c. astrologus ancillās lacrimantēs vīdit, servōsque clāmantēs audīvit. 1 (first in the  
*The astrologer saw the slave-girls crying and heard the slaves shouting.* **sequence of the story**)
- d. \_\_\_\_\_ rogāvit anxius, "habēsne remedium?" \_\_\_\_\_
- e. \_\_\_\_\_ susurrāvit, "quaere Petrōnem, medicum bonum!" \_\_\_\_\_
- f. \_\_\_\_\_ Phormiōnem, quī Petrōnem bene nōverat, ē villā ēmīsit. \_\_\_\_\_
- g. \_\_\_\_\_ "nōs astrologi," inquit, "sumus vērī medicī." \_\_\_\_\_
- h. \_\_\_\_\_ mūrem captum in umerum Barbilli pōnere volēbat. \_\_\_\_\_
- i. \_\_\_\_\_ medicum quaerēbat, \_\_\_\_\_ mūrem. \_\_\_\_\_

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4.17.20 (Friday)

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Present Participles Worksheet

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1. In the following sentences, circle the **present participle** and translate each sentence:

a. astrologus in cubiculum irrūpit, clāmāns.

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b. puerī, per urbem currentēs, Petrōnem cōspexērunt.

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c. spectātōrēs sacerdotem ē templō discēntem vīdērunt.

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d. Galatēa iuvenēs in locō optimō stantēs vituperāvit.

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e. fūr ē villā effūgit, cachinnāns.

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f. rēx, mīlitēs, prō templō sedentēs, spectābat.

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