

Remote Learning Packet

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

April 6-10, 2020

Course: Latin II

Teacher(s): Ms. Silkey erin.silkey@greatheartsirving.org

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

Weekly Plan:

Monday, April 6

- Complete the “Stage 29: Word Study” worksheet
- Review Stage 29 vocabulary words

Tuesday, April 7

- Read “nox I” on page 146
- Answer questions on “Stage 29 nox” worksheet, numbers 1-4

Wednesday, April 8

- Read “nox II” on pages 146 and 147
- Answer questions on “Stage 29 nox” worksheet, numbers 5,6, and 8

Thursday, April 9

- Read “About the language 1: active and passive voice” on p. 149
- Complete “Stage 29: Present and Imperfect Passive” sheet, check answer key, and make corrections
- Translate sentences a, b, d, and e (p. 149)

Friday, April 10

- No School!

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, April 6

1. Referring to your Stage 29 vocabulary list, complete the “Stage 29: Word Study” 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 Word Study.”
2. Review Stage 29 vocabulary quizzing yourself on the English meanings of the words. Please be sure to review the English meanings of the verbs *placet*, *decet*, *taedet*, and *oportet* in addition to the words on page 166 of your textbook. Attached is a key for last week’s “Stage 29: Vocabulary List” worksheet to use for reference.

Tuesday, April 7

1. Read “nox I” on page 146 of the CLC, Unit 3 Textbook. The first time around, you are reading for understanding; do NOT translate the story into English. Also, avoid the temptation to look up words in the dictionary the first time through. Use the glossary provided on the same page for new words. For old words, try using context clues to figure out their meaning.
2. On a separate sheet of notebook paper, answer the questions on the “Stage 29 *nox*” worksheet under the section “nox I” (numbers 1-4). Be sure to use a full heading on your paper and title it “Stage 29 *nox*”

Wednesday, April 8

1. Read “nox II” on pages 146 and 147. Again, the first read through is for understanding; do NOT translate the story into English. Avoid the temptation to look up words in the dictionary using only the glossary of words provided on the same page.
2. Using the same sheet of notebook paper titled “Stage 29 *nox*,” answer the questions on the “Stage 29 *nox*” worksheet under the section “nox II” for numbers 5,6, and 8.

Thursday, April 9

1. Read “About the language 1: active and passive voice” on p. 149 of the textbook.
2. Based on the reading on p. 149, fill in the missing information on the “Stage 29: Present and Imperfect Passive” grammar sheet and complete the practice exercise at the bottom of the sheet.
3. Check your answers on the grammar sheet against those given on the answer key and make corrections as needed.
4. On a sheet of notebook paper, translate sentences a, b, d, and e in number 4 on p. 149. Translations of sentences c and f are available on the answer key for reference.

Stage 29: Word Study

A. Complete the following analogies with words from the Stage 29 Vocabulary Checklist:

1. vērūs : falsus : : amō : _____
2. nauta : nāvīgāre : : mīles : _____
3. meus : noster : : tuus : _____
4. intrāre : exīre : : dīligere : _____
5. labōrāre : labor : : dolēre : _____

B. Copy the following words. Then put parentheses around the Latin root from this Stage contained inside these derivatives; give the Latin word and its meaning from which the derivative comes.

For Example: conservation: con(serva)tion servāre – to save

1. depopulate: _____
2. imperfection: _____
3. revival: _____
4. translucent: _____
5. audacious: _____

B. Match the definitions to the following words:

- | | |
|---------------------|-----------------------|
| 1. _____ viviparous | a. present everywhere |
| 2. _____ dolorous | b. bearing live young |
| 3. _____ populous | c. clarity of thought |
| 4. _____ ubiquitous | d. to go around |
| 5. _____ lucidity | e. full of people |
| 6. _____ circumvent | f. sad, mournful |

Verbs

<i>1st/3rd Present</i>	<i>Present Infin.</i>	<i>1st/3rd Perfect</i>	<i>Perfect Partic.</i>	<i>Meaning</i>
decet	decēre	decuīt	-----	<i>be proper; ought</i>
oportet	oportēre	oportuīt	-----	<i>be right; must</i>
placet	placēre	placuīt	-----	<i>please, suit</i>
taedet	taedēre	taeduīt	-----	<i>make . . . tired; . . . is tired/bored</i>
ascendō	ascendere	ascendī	-----	<i>climb, rise</i>
dēfendō	dēfendere	dēfendī	dēfēnsus	<i>defend</i>
incēdō	incēdere	inCESSī	-----	<i>march, stride</i>
spernō	spernere	sprēvī	sprētus	<i>despise, reject</i>
perficiō	perficere	perfēcī	perfectus	<i>finish</i>
circumveniō	circumvenīre	circumvēnī	circumventus	<i>surround</i>
mālō	mālle	māluī	-----	<i>prefer</i>
ōdī	ōdisse	-----	-----	<i>hate</i>

Nouns

<i>Nominative</i>	<i>Genitive</i>	<i>Gender</i>	<i>Meaning</i>
audācia	audāciae	f.	<i>boldness, audacity</i>
captīvus	captīvī	m.	<i>prisoner, captive</i>
populus	populī	m.	<i>people</i>
līberī	līberōrum	m. pl.	<i>children</i>
dolor	dolōris	m.	<i>grief, pain</i>
lūx	lūcis	f.	<i>light, daylight</i>
salūs	salūtis	f.	<i>safety, health</i>
scelus	sceleris	n.	<i>crime</i>

Adjectives

<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>	<i>Meaning</i>
dīrus	dīra	dīrum	<i>dreadful</i>
vester	vestra	vestrum	<i>your (plural)</i>
vīvus	vīva	vīvum	<i>alive, living</i>

Adverbs and Pronouns

<i>Word</i>	<i>Part of Speech</i>	<i>Meaning</i>
aliī . . . aliī	pron.	<i>some . . . others</i>
prius	adv.	<i>earlier</i>
ubīque	adv.	<i>everywhere</i>

*This introduction is a good description of **Urbs Rōma** by night. Read through the story on pages 146–147; notice the Latin adjectives and adverbs used to describe the feelings and atmosphere; answer the questions below:*

nox I

- 1 lines 1–3: It is a special night in AD. 81. Describe what Rome is like this particular evening. Mention at least three items.
- 2 lines 4–7: In this story Rome is revealed as a city of contrasts. Write a translation for this paragraph which describes what the **dīvitēs** are accustomed to doing.
- 3 lines 8–12: Where do the **pauperēs** live? Describe what they are doing. Mention at least four items.
- 4 lines 13–23: From a general “panorama view” of Rome, the story shifts to a “close-up” of the **Via Sacra** in the **Forum Rōmānum** where the Arch of Titus is being completed. List six details of sound and/or sight found in this paragraph. Who is having the Arch of Titus built? How is this person related to Titus? What motive does he have for sponsoring this building project?

nox II

- 5 lines 1–7: What are Haterius and our good friend, Salvius, doing at the site of the Arch of Titus? List five Latin words which reveal their mood and feelings.
- 6 lines 8–12: Glitus, the foreman of the workmen, tries to soothe Haterius. Translate his words, lines 9–12.
- 7 lines 13–14: The Arch is finished. The city falls silent.
- 8 lines 14–18: Another section of the **Forum Rōmānum**. What is happening here? What are the two women singing/praying?



Stage 29: The Present and Imperfect Passive

In Unit 1, we met sentences like these:

puer clāmōrem **audit**.
A boy *hears* the shout.

ancilla vīnum **fundēbat**.
A slave girl *was pouring* wine.

The verbs in boldface are in the **active** voice (from *ago, agere, egi, actus*; to do) meaning the subject is _____ the action of the verb.

In this stage, we have met sentences like these:

clamor ā puerō **audītur**.
The shout *is heard* by the boy.

vīnum ab ancillā **fundēbātur**.
The wine *was being poured* by a slave girl.

The verbs in boldface are in the **passive** voice (from *patior, pati, passus sum*; to suffer) meaning the subject is not performing but _____ the action of the verb.

Compare the following active and passive forms:

PRESENT TENSE

Active

portat *s/he carries/is carrying*
portant *they carry/are carrying*

Passive

portātur *s/he is carried/is being carried*
portantur *they are carried/are being carried*

IMPERFECT TENSE

Active

portābat *s/he was carrying*
portābant *they were carrying*

Passive

portābātur *s/he was being carried*
portābantur *they were being carried*

In comparing these forms, we notice that the verbs in the 3rd person active end in *-t* in the singular and *-nt* in the plural whereas the verbs in the 3rd person passive end in _____ in the singular and _____ in the plural.

Practice:

Translate the passive forms of the following verbs:

- circumvenit *s/he is surrounding* circumvenītur _____
- dēfendēbat *s/he was defending* dēfendēbātur _____
- spernunt *they despise* spernuntur _____
- mandat *s/he orders* mandātur _____
- occīdēbant *they were killing* occīdēbantur _____

KEY

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2. dēfendēbat *s/he was defending* dēfendēbātur *s/he was being defended*
3. spernunt *they despise* spernuntur *they are despised/are being despised*
4. mandat *s/he orders* mandātur *s/he is ordered/is being ordered*
5. occīdēbant *they were killing* occīdēbantur *they were being killed*