

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: Latin II

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

Weekly Plan:

Monday, April 13

- Complete the “Stage 29 Vocabulary” crossword puzzle
- Review Stage 29 vocabulary words

Tuesday, April 14

- Read “Massada I” on pages 150 and 151
- Complete page 1 of the “Stage 29: Masada Part 1 Storyboard”

Wednesday, April 15

- Complete page 2 of the “Stage 29: Masada Part 1 Storyboard”
- Check answers to last week’s “Stage 29 nox” worksheet against key provided and make corrections

Thursday, April 16

- Read “About the language 2: more about the passive voice” on p. 152
- Complete “Stage 29: Present and Imperfect Passive Continued” grammar sheet, check answer key, and make corrections

Friday, April 17

- Check answers to last week’s sentence translations against the key provided and make corrections
- Translate sentences a, b, d, and e (p. 152)

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 13

1. Referring to the Stage 29 vocabulary list, complete the “Stage 29 Vocabulary” crossword puzzle. It is preferable to complete the puzzle on the worksheet itself, but if a printed copy is not available to you, you may write out the answers on a separate piece of notebook paper. Please be sure to use a full heading, and if writing the answers on notebook paper, include the title “Stage 29 Vocabulary Crossword.”
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.

Tuesday, April 14

1. Read “Masada I” on pages 150 and 151. This first read through is for understanding; do NOT translate the story into English. Avoid the temptation to look up words in the dictionary and use only the glossary of words provided on the same page this first time through.
2. Complete page 1 of the “Stage 29: Masada Part 1 Storyboard” (captions 1-6). In each square, you are illustrating the Latin captions taken from the “Masada I” passage. Please note that your illustrations do not need to be intricate. Stick figures will do, but make sure your illustration conveys clearly the important action of the Latin caption below it.

*Note that students who were new to Latin this year may complete only 3 out of the 6 illustrations on page 1.

Wednesday, April 15

1. Complete page 2 of the “Stage 29: Masada Part 1 Storyboard” (captions 7-12). Again, in each square, you are illustrating the Latin captions taken from the “Masada I” passage. Please note that your illustrations do not need to be intricate. Stick figures will do, but make sure your illustration conveys clearly the important action of the Latin caption below it.
2. Correct your answers to last week’s “Stage 29 nox” worksheet in a different color pen using the answer key provided.

*Note that students who were new to Latin this year may complete only 3 out of the 6 illustrations on page 2.

Thursday, April 16

1. Read “About the language 2: more about the passive voice” on p. 152 of the textbook.
2. Based on the reading on p. 152, fill in the missing information on the “Stage 29: Present and Imperfect Passive Continued” grammar sheet and complete the conjugation practice for present and imperfect passive verbs.
3. Check your answers on the grammar sheet against those given on the answer key and make corrections as needed.

Friday, April 17

1. Correct your answers to last thursday's sentence translations (sentences a, b, d, and e in number 4 on p. 149) in a different color pen using the answer key provided.
2. On a sheet of notebook paper, translate sentences a, b, d, and e in number 3 on p. 152. Translations of sentences c and f are available on the answer key below for reference.

*Note that students who were new to Latin this year may translate only 2 sentences, but must choose one sentence from a and b and one sentence from d and e.

Answer Keys

Wednesday, April 15th

See separate answer key for "Stage 29 nox"

Thursday, April 16th

See separate answer key for "Stage 29: Present and Imperfect Passive Continued"

Friday, April 17th

About the Language 1: active and passive voice (p.149)

Sentence Translations from last week:

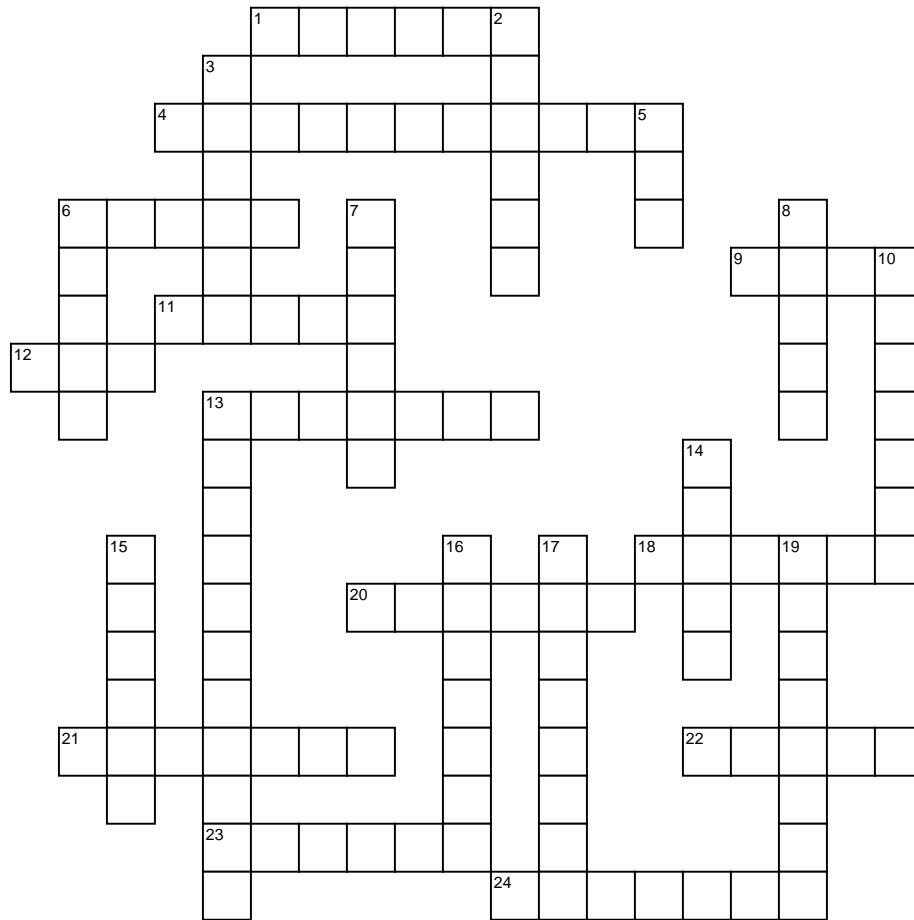
- a. cēna nostra ā coquō nunc **parātur**. *Our dinner is prepared/is being prepared now by the cook.*
- b. multa scelera in hāc urbe cotīdiē **committuntur**. *Many crimes are committed/are being committed everyday in this city.*
- d. candidātī ab amīcīs **salūtābantur**. *The candidates were being greeted by their friends.*
- e. fābula ab āctōribus in theātrō **agēbātur**. *A play was being acted/put on by actors in the theater.*

About the Language 2: more about the passive voice (p. 152)

Sentence Translations:

- c. **accūsor**; **īnstruuntur**; **docēmur**, **laediminī**; **comprehenderis**; **oppugnātur**.
I am accused; they are instructed; we are taught; y'all are harmed; you are arrested; s/he is attacked.
- f. **ēligēbantur**; **vītābāris**; **extrahēbāmur**; **adiuvābāminī**; **arcessēbātur**; **līberābar**.
They were being chosen; you were being avoided; we were being pulled out; y'all were being helped; s/he was being summoned; I was being freed.

Stage 29 Vocabulary



Constructed at PuzzleMaker.com

ACROSS

- 1 crime
- 4 surround
- 6 it is proper
- 9 prefer
- 11 alive, living
- 12 light, daylight
- 13 climb, rise
- 18 it pleases
- 20 it is tiring
- 21 boldness, audacity
- 22 earlier
- 23 march, stride
- 24 people

DOWN

- 2 despise, reject
- 3 children
- 5 I hate
- 6 dreadful
- 7 your
- 8 safety, health
- 10 it is right
- 13 some ... others; N.B. each dot is one box
- 14 grief, pain
- 15 everywhere
- 16 defend
- 17 finish
- 19 prisoner, captive

Nomen:

Stage 29: Masada Part I Storyboard

Classis:

Diēs:

Directions: Create an illustration in each of the boxes for the sentence(s) given. Use the story and vocabulary on pages 150 and 151 of the textbook to help you.

Lines 1-24

<hr/> <p>1. ex carcere, ubi captīvī custōdiēbantur, trīstēs clāmōrēs audiēbantur. duae enim fēminae Iūdaeae fortūnam suam lūgēbant.</p>	<hr/> <p>2. ūnā cum eīs in carcere erant quīnque līberī, quōrum Sīmōn nātū maximus sōlācium mātrī et aviae ferre temptābat.</p>
<hr/> <p>3. “dē morte patris vestrī,” mater inquit, “prius narrāre nōlēbam. nunc tamen audeō vōbīs tōtam rem patefacere quod nōs omnēs crās moritūrī sumus.</p>	<hr/> <p>4. “nōs Iūdaeī contrā Rōmānōs trēs annōs pugnāre cōgēbāmur. annō quārtō iste Beelzebub, Titus, urbem Ierosolymam expugnāvit.</p>
<hr/> <p>5. numquam ego spectāculum terribilius vīdī: ubīque aedificia flammīs cōnsūmēbantur;</p>	<hr/> <p>6. ubīque virī, fēminae, līberī occīdēbantur;</p>

Lines 24-36

<hr/> <p>7. Templum ipsum ā mīlitibus dīripiēbatur; tōta urbs ēvertēbatur.</p>	<hr/> <p>8. in illā clade periērunt multa mīlia Iūdaeōrum; sed nōs, quamquam ā mīlitibus infestīs circumveniēbāmur, cum circiter mīlle superstitibus ēffūgimus.</p>
<hr/> <p>9. duce Eleazārō, ad rūpem Masadam prōcessimus: quam ascendimus et occupāvimus. ibi nōs, mūnitiōnibus undique dēfēnsī, Rōmānīs diū resistēbāmus.</p>	<hr/> <p>10. intereā dux hostium, Lūcius Flāvius Silva, rūpem castellīs multīs circumvēnit.</p>
<hr/> <p>11. deinde mīlitēs, iussū Silvae, ingentem aggerem usque ad summam rūpem exstrūxērunt.</p>	<hr/> <p>12. postrēmō aggerem ascendērunt, magnamque partem mūnitiōnum ignī dēlēvērunt.</p>

*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.
The moon and the stars are shining in the calm sky. In Rome there was no rest. There was no silence.
- 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.
In large houses, where the wealthy people were living, impressive dinners were being eaten. Expensive food was being offered by the slaves; excellent wine was being poured by the slave girls; songs were being sung by very skillful cithara players.
- 3 lines 8–12: Where do the **pauperēs** live? Describe what they are doing. Mention at least four items.
They live in high apartment buildings. Nearly exhausted by hunger, the poor were living a very miserable life. Some were writing letters to their patrons to seek their help, others were preparing to commit crimes and thefts.
- 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?
A loud din was being heard. For a magnificent arch was being built in the Sacred Way. A huge crane was hanging over the arch. Some workmen were sculpting figures on the arch; others were writing an inscription on the front of the arch; others were raising marble to the top of the arch. The Emperor Domitian wanted to dedicate this arch in honor of his dead brother Titus. He wanted to win the favor of the Roman people, who had been very fond of Titus.



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.

Haterius was in charge of the project. He was furiously urging on the workers. Salvius was Haterius' patron and was putting pressure on him to have the work completed by daylight.

furēns (furiously), **anxius** (worried), **incitābat** (he was urging on), **identidem imperāvit** (he repeatedly ordered).

- 6 lines 8–12: Glitus, the foreman of the workmen, tries to soothe Haterius. Translate his words, lines 9–12.

“Look, master! We are being helped by the workmen who have almost completed the arch already. The last letters of the inscription are being carved now; the last statues are being sculpted; the last marble blocks are being raised to the top of the arch.”

- 7 lines 13–14: The Arch is finished. The city falls silent.

N/A

- 8 lines 14–18: Another section of the **Forum Rōmānum**. What is happening here? What are the two women singing/praying?

A worker heard the sad shouts of two women. They were in jail singing, “My God! My God! Look at me! Why have you deserted me?”.

Stage 29: Present and Imperfect Passive Continued

Study the following examples:

ego dē cōnsiliō dīrō nārrāre **cōgor**.

I am forced to talk about a dreadful plan.

cūr tū lacrimīs **opprimeris**?

Why are you overwhelmed by tears?

nōs ā mīlitibus īfestīs **circumveniēbāmur**.

We were being surrounded by hostile soldiers.

tū frātrēsque obstinātiōne nimium **afficiminī**.

You and your brothers are affected too much by stubbornness.

We have now met many of the passive forms for the present and imperfect tenses. Compare the present and imperfect passive forms with their active forms for the 1st conjugation verb *portō*, *portāre*:

PRESENT TENSE

Present Active

portō *I carry/am carrying*
portās *you carry/are carrying*
portat *s/he carries/is carrying*
portāmus *we carry/are carrying*
portātis *y'all carry/are carrying*
portant *they carry/are carrying*

Present Passive

portor *I am carried/am being carried*
portāris *you are carried/are being carried*
portātur *s/he is carried/is being carried*
portāmur *we are carried/are being carried*
portāminī *y'all are carried/are being carried*
portantur *they are carried/are being carried*

IMPERFECT TENSE

Imperfect Active

portābam *I was carrying*
portābas *you were carrying*
portābat *s/he was carrying*
portābāmus *we were carrying*
portābātis *y'all were carrying*
portābant *they were carrying*

Imperfect Passive

portābar *I was being carried*
portābaris *you were being carried*
portābātur *s/he was being carried*
portābāmur *we were being carried*
portābāminī *y'all were being carried*
portābantur *they were being carried*

In comparing these forms, we notice that while the active forms use the personal endings *-ō/m*, *-s*, *-*, *-mus*, *-*, *-nt*, the passive forms use the personal endings *-r*, *-*, *-tur*, *-*, *-minī*, *-*.

Practice:

Complete the following **present passive** verb conjugations by filling in the missing personal endings then translate the form. **Note the change in the stem vowel** for verbs of different conjugations:

Nota Bene: to test that you have translated your verb passively, add the phrase “by my mother.” If it works, your translation is passive; if it doesn’t, your translation is active (e.g. “*he is being carried by my mother*” works because the verb is passive. “*he is carrying by my mother*” does not work because the verb is active):

1. doceō, docēre (2nd conjugation)

	<i>Form</i>	<i>Translation</i>
<i>1st Person Sing.</i>	doceo____	
<i>2nd Person Sing.</i>	docē____	
<i>3rd Person Sing.</i>	docē____	
<i>1st Person Pl.</i>	docē____	
<i>2nd Person Pl.</i>	docē____	
<i>3rd Person Pl.</i>	doce____	

Before moving on to number 2, check your work for number 1 against the answer key.

2. trahō, trahere (3rd conjugation)

	<i>Form</i>	<i>Translation</i>
<i>1st Person Sing.</i>	traho____	
<i>2nd Person Sing.</i>	trahe____	
<i>3rd Person Sing.</i>	trahi____	
<i>1st Person Pl.</i>	trahi____	
<i>2nd Person Pl.</i>	trahi____	
<i>3rd Person Pl.</i>	trahu____	

3. audiō, audīre (4th conjugation)

	<i>Form</i>	<i>Translation</i>
<i>1st Person Sing.</i>	audio____	
<i>2nd Person Sing.</i>	audī____	
<i>3rd Person Sing.</i>	audī____	
<i>1st Person Pl.</i>	audī____	
<i>2nd Person Pl.</i>	audī____	
<i>3rd Person Pl.</i>	audiu____	

Complete the following **imperfect passive** verb conjugations by filling in the missing personal endings then translate the form. **Note the change in the conjugation vowel** (i.e. the vowel before the “-ba-”) for verbs of different conjugations:

N.B. Don't forget to test your translation by adding the phrase “by my mother”

4. doceō, docēre (2nd conjugation)

	<i>Form</i>	<i>Translation</i>
<i>1st Person Sing.</i>	docēba_____	
<i>2nd Person Sing.</i>	docēbā_____	
<i>3rd Person Sing.</i>	docēbā_____	
<i>1st Person Pl.</i>	docēbā_____	
<i>2nd Person Pl.</i>	docēbā_____	
<i>3rd Person Pl.</i>	docēba_____	

Before moving on to number 5, check your work for number 4 against the answer key.

5. trahō, trahere (3rd conjugation)

	<i>Form</i>	<i>Translation</i>
<i>1st Person Sing.</i>	trahēba_____	
<i>2nd Person Sing.</i>	trahēbā_____	
<i>3rd Person Sing.</i>	trahēbā_____	
<i>1st Person Pl.</i>	trahēbā_____	
<i>2nd Person Pl.</i>	trahēbā_____	
<i>3rd Person Pl.</i>	trahēba_____	

6. audiō, audīre (4th conjugation)

	<i>Form</i>	<i>Translation</i>
<i>1st Person Sing.</i>	audiēba_____	
<i>2nd Person Sing.</i>	audiēbā_____	
<i>3rd Person Sing.</i>	audiēbā_____	
<i>1st Person Pl.</i>	audiēbā_____	
<i>2nd Person Pl.</i>	audiēbā_____	
<i>3rd Person Pl.</i>	audiēba_____	

Stage 29: Present and Imperfect Passive Continued

Study the following examples:

ego dē cōnsiliō dīrō nārrāre **cōgor**.

I am forced to talk about a dreadful plan.

cūr tū lacrimīs **opprimeris**?

Why are you overwhelmed by tears?

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We were being surrounded by hostile soldiers.

tū frātrēsque obstinātiōne nimium **afficiminī**.

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 portās *you carry/are carrying*
 portat *s/he carries/is carrying*
 portāmus *we carry/are carrying*
 portātis *y'all carry/are carrying*
 portant *they carry/are carrying*

Present Passive

portor *I am carried/am being carried*
 portāris *you are carried/are being carried*
 portātur *s/he is carried/is being carried*
 portāmur *we are carried/are being carried*
 portāmini *y'all are carried/are being carried*
 portantur *they are carried/are being carried*

IMPERFECT TENSE

Imperfect Active

portābam *I was carrying*
 portābas *you were carrying*
 portābat *s/he was carrying*
 portābāmus *we were carrying*
 portābātis *y'all were carrying*
 portābant *they were carrying*

Imperfect Passive

portābar *I was being carried*
 portābaris *you were being carried*
 portābātur *s/he was being carried*
 portābāmur *we were being carried*
 portābāmini *y'all were being carried*
 portābantur *they were being carried*

In comparing these forms, we notice that while the active forms use the personal endings *-ō/m, -s, -t, -mus, -tis, -nt*, the passive forms use the personal endings *-r, -ris, -tur, -mur, -mini, -ntur*.

Practice:

Complete the following **present passive** verb conjugations by filling in the missing personal endings then translate the form. **Note the change in the stem vowel** for verbs of different conjugations:

Nota Bene: to test that you have translated your verb passively, add the phrase “by my mother.” If it works, your translation is passive; if it doesn’t, your translation is active (e.g. “*he is being carried by my mother*” works because the verb is passive. “*he is carrying by my mother*” does not work because the verb is active):

1. doceō, docēre (2nd conjugation)

	<i>Form</i>	<i>Translation</i>
<i>1st Person Sing.</i>	doce or	<i>I am taught/am being taught</i>
<i>2nd Person Sing.</i>	docē ris	<i>you are taught/are being taught</i>
<i>3rd Person Sing.</i>	docē tur	<i>s/he is taught/is being taught</i>
<i>1st Person Pl.</i>	docē mur	<i>we are taught/are being taught</i>
<i>2nd Person Pl.</i>	docē mini	<i>y'all are taught/are being taught</i>
<i>3rd Person Pl.</i>	doc entur	<i>they are taught/are being taught</i>

Before moving on to number 2, check your work for number 1 against the answer key.

2. trahō, trahere (3rd conjugation)

	<i>Form</i>	<i>Translation</i>
<i>1st Person Sing.</i>	trah or	<i>I am pulled/am being pulled</i>
<i>2nd Person Sing.</i>	traher is	<i>you are pulled/are being pulled</i>
<i>3rd Person Sing.</i>	trah itur	<i>s/he is pulled/is being pulled</i>
<i>1st Person Pl.</i>	trah imur	<i>we are pulled/are being pulled</i>
<i>2nd Person Pl.</i>	trah imini	<i>y'all are pulled/are being pulled</i>
<i>3rd Person Pl.</i>	trah untur	<i>they are pulled/are being pulled</i>

3. audiō, audīre (4th conjugation)

	<i>Form</i>	<i>Translation</i>
<i>1st Person Sing.</i>	audi or	<i>I am heard/am being heard</i>
<i>2nd Person Sing.</i>	audī ris	<i>you are heard/are being heard</i>
<i>3rd Person Sing.</i>	audī tur	<i>s/he is heard/is being heard</i>
<i>1st Person Pl.</i>	audī mur	<i>we are heard/are being heard</i>
<i>2nd Person Pl.</i>	audī mini	<i>y'all are heard/are being heard</i>
<i>3rd Person Pl.</i>	audi untur	<i>they are heard/are being heard</i>

Complete the following **imperfect passive** verb conjugations by filling in the missing personal endings then translate the form. **Note the change in the conjugation vowel** (i.e. the vowel before the “-ba-”) for verbs of different conjugations:

N.B. Don't forget to test your translation by adding the phrase “by my mother”

4. doceō, docēre (2nd conjugation)

	<i>Form</i>	<i>Translation</i>
<i>1st Person Sing.</i>	docēbar	<i>I was being taught</i>
<i>2nd Person Sing.</i>	docēbāris	<i>you were being taught</i>
<i>3rd Person Sing.</i>	docēbātur	<i>s/he was being taught</i>
<i>1st Person Pl.</i>	docēbāmur	<i>we were being taught</i>
<i>2nd Person Pl.</i>	docēbāminī	<i>y'all were being taught</i>
<i>3rd Person Pl.</i>	docēbantur	<i>they were being taught</i>

Before moving on to number 5, check your work for number 4 against the answer key.

5. trahō, trahere (3rd conjugation)

	<i>Form</i>	<i>Translation</i>
<i>1st Person Sing.</i>	trahēbar	<i>I was being pulled</i>
<i>2nd Person Sing.</i>	trahēbāris	<i>you were being pulled</i>
<i>3rd Person Sing.</i>	trahēbātur	<i>s/he was being pulled</i>
<i>1st Person Pl.</i>	trahēbāmur	<i>we were being pulled</i>
<i>2nd Person Pl.</i>	trahēbāminī	<i>y'all were being pulled</i>
<i>3rd Person Pl.</i>	trahēbantur	<i>they were being pulled</i>

6. audiō, audīre (4th conjugation)

	<i>Form</i>	<i>Translation</i>
<i>1st Person Sing.</i>	audiēbar	<i>I was being heard</i>
<i>2nd Person Sing.</i>	audiēbāris	<i>you were being heard</i>
<i>3rd Person Sing.</i>	audiēbātur	<i>s/he was being heard</i>
<i>1st Person Pl.</i>	audiēbāmur	<i>we were being heard</i>
<i>2nd Person Pl.</i>	audiēbāminī	<i>y'all were being heard</i>
<i>3rd Person Pl.</i>	audiēbantur	<i>they were being heard</i>