

Remote Learning Packet

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

April 27-May 1, 2020

Course: Latin II

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

Weekly Plan:

Monday, April 27

- Check answers to last week's "Stage 29: Present Passive Conjugations" against key provided and make corrections
- Review these conjugations for a quiz tomorrow over the present passive

Tuesday, April 28

- Complete the "Stage 29: Present Passive Conjugations Quiz"
- Complete the "Stage 29: Imperfect Passive Verb Conjugations" grammar sheet, check answer key, and make corrections

Wednesday, April 29

- Check answers to last week's "Stage 29: Sentence Translations" and "Masada II Comprehension Questions" against the answer keys provided and make corrections.
- Read translation of "arcus Titi I"

Thursday, April 30

- Read "arcus Titi II" (p. 154) and complete the comprehension questions

Friday, May 1

- Read "About the language 3" on p. 156 and "Stage 29: Purpose Clauses with *qui* and *ubi*"
- Translate "Purpose Clauses with *qui* and *ubi*: Practice Sentences"

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 27

1. Check part II of last week's "Stage 29: Present Passive Conjugations" against the answer key provided and make any necessary corrections in a different color pen.
2. Review these conjugations for a quiz tomorrow over the present passive. The quiz tomorrow will be open book and open note, but you want to make sure you understand 1. How to tell which of the 4 conjugations a verb belongs to given the first two principal parts, and 2. How each of those 4 verb conjugations conjugates in the present passive indicative.
3. If you have mastered these concepts and have any remaining time, you should review your stage 29 vocabulary words.

Tuesday, April 28

1. Take some time to get out the materials you will want to reference for your open book/open note quiz on present passive verb conjugations. Please note that while you can reference your textbook and any notes/materials from the last few weeks, you may not ask for or receive help from anyone during this quiz.
2. Complete the "Stage 29: Present Passive Conjugations Quiz." You have 3 options to take the quiz this week: you may write out your answers on the Quiz provided in this packet, you may write your answers on a sheet of notebook paper titled "Stage 29: Present Passive Conjugations Quiz," or you may take the quiz in Google Classroom. This is a short quiz and should only take 5-10 minutes.
3. Complete the "Stage 29: Imperfect Passive Conjugations" grammar sheet. Check your work against the answer key provided, and make any necessary corrections in a different color pen.

Wednesday, April 29

1. Check last week's "Stage 29: Sentence Translations" against the answer key provided, and make any necessary corrections in a different color pen.
2. Check last week's "Masada II Comprehension Questions" against the answer key provided, and make any necessary corrections in a different color pen.
3. Read the translation of "arcus Titi I" provided in this packet. Stage 29 has a large number of stories in it, and we are not requiring you to read this one. Reading an English translation of the passage will suffice. Of course, if you are eager to read more Latin and would like to read the story on your own, you are more than welcome to do so!

Thursday, April 30

Read "arcus Titi II" on page 154 and answer the comprehension "Questions" on page 155. Again, you have three options for completing this assignment: you may answer these questions on the worksheet provided in this packet, you may answer these questions on a separate sheet of notebook paper with the title "arcus Titi II Comprehension Questions" or you may answer these questions directly on the document provided in Google Classroom.

Friday, May 1

1. Read “About the language 3: more about purpose clauses” on p. 156 of the textbook and the supplemental reading “Stage 29: Purpose Clauses with *qui* and *ubi*”
2. After you’ve completed these readings translate the “Purpose Clauses with *qui* and *ubi*: Practice Sentences.” Again, you have three options for completing this assignment: you may translate the sentences on the worksheet provided in this packet, you may translate these sentences on a separate sheet of notebook paper with the title “Purpose Clauses with *qui* and *ubi* Practice Sentences” or you may translate these sentences directly on the document provided in Google Classroom.

_____ **KEY** _____

Stage 29: Present Passive Conjugations

II. After checking your work against the key provided, conjugate the following verbs in the present passive:

	<i>1st Conjugation</i> mandō, mandāre	<i>2nd Conjugation</i> noceō, nocēre	<i>3rd Conjugation</i> spernō, spernere	<i>4th Conjugation</i> sciō, scīre
<i>1st person sing.</i>	mandor	noceor	spernor	scior
<i>2nd person sing.</i>	mandāris	nocēris	*sperneris	scīris
<i>3rd person sing.</i>	mandātur	nocētur	spernitur	scītur
<i>1st person plural</i>	mandāmur	nocēmur	spernimur	scīmur
<i>2nd person plural</i>	mandāminī	nocēminī	spernininī	scīminī
<i>3rd person plural</i>	mandantur	nocentur	spernuntur	sciuntur

*N.B. The 2nd person singular for 3rd conjugation verbs undergoes a vowel change from the active to the passive voice. A short “i” becomes a short “e” before the ending “-ris”.

Name:

Stage 29: Present Passive Conjugations Quiz

Grade & Section:

Teacher:

Date:

Conjugate the following verbs in the **present passive indicative**:

1. adōrō, adōrāre

<i>1st person singular</i>	
<i>2nd person singular</i>	
<i>3rd person singular</i>	
<i>1st person plural</i>	
<i>2nd person plural</i>	
<i>3rd person plural</i>	

2. complēō, complēre

<i>1st person singular</i>	
<i>2nd person singular</i>	
<i>3rd person singular</i>	
<i>1st person plural</i>	
<i>2nd person plural</i>	
<i>3rd person plural</i>	

3. dūcō, dūcere

<i>1st person singular</i>	
<i>2nd person singular</i>	
<i>3rd person singular</i>	
<i>1st person plural</i>	
<i>2nd person plural</i>	
<i>3rd person plural</i>	

4. custōdiō, custōdīre

<i>1st person singular</i>	
<i>2nd person singular</i>	
<i>3rd person singular</i>	
<i>1st person plural</i>	
<i>2nd person plural</i>	
<i>3rd person plural</i>	

Name:

Stage 29: Imperfect Passive Conjugations

Grade & Section:

Teacher:

Date:

Read the following notes and fill in any missing information.

Note the following examples of the imperfect passive:

1 st Conjugation:	puella amā bā tur. puellae amā bantur .	<i>The girl was being loved.</i> <i>The girls were being loved.</i>
2 nd Conjugation:	servus dēri dēbā tur. servī dēri dēbantur .	<i>The slave was being mocked.</i> <i>The slaves were being mocked.</i>
3 rd Conjugation:	leō occi dēbā tur. leōnēs occi dēbantur .	<i>The lion was being killed.</i> <i>The lions were being killed.</i>
4 th Conjugation:	mercātor pūni ēbā tur. mercātorēs pūni ēbantur .	<i>The merchant was being punished.</i> <i>The merchants were being punished.</i>

From observing both these passive forms, we note that while the passive imperfect endings are the same among the four conjugations (i.e. -batur, -bantur, etc.) the **vowel** (or vowels) **that precedes** the imperfect endings changes depending upon the conjugation. These vowels are known as **conjugation vowels**. The conjugation vowels for each conjugation are as follows:

1st conjugation: _____

2nd conjugation: _____

3rd conjugation: _____

4th conjugation: _____

The chart below gives the full endings (i.e. conjugation vowel plus imperfect passive endings) for 1st, 2nd, 3rd, and 4th conjugation verbs in the imperfect passive:

	<i>1st Conjugation</i>	<i>2nd Conjugation</i>	<i>3rd Conjugation</i>	<i>4th Conjugation</i>
<i>1st person sing.</i>	-ābar	-ēbar	-ēbar	-iēbar
<i>2nd person sing.</i>	-ābāris	-ēbāris	-ēbāris	-iēbāris
<i>3rd person sing.</i>	-ābātur	-ēbātur	-ēbātur	-iēbātur
<i>1st person plural</i>	-ābāmur	-ēbāmur	-ēbāmur	-iēbāmur
<i>2nd person plural</i>	-ābāminī	-ēbāminī	-ēbāminī	-iēbāminī
<i>3rd person plural</i>	-ābantur	-ēbantur	-ēbantur	-iēbantur

Referring to the chart above, conjugate the following verbs in the imperfect passive:

	<i>1st Conjugation</i> amō, amāre	<i>2nd Conjugation</i> noceō, nocēre	<i>3rd Conjugation</i> mittō, mittere	<i>4th Conjugation</i> pūniō, pūnīre
<i>1st person sing.</i>				
<i>2nd person sing,</i>				
<i>3rd person sing.</i>				
<i>1st person plural</i>				
<i>2nd person plural</i>				
<i>3rd person plural</i>				

	<i>1st Conjugation</i> mandō, mandāre	<i>2nd Conjugation</i> moneō, monēre	<i>3rd Conjugation</i> dūcō, dūcere	<i>4th Conjugation</i> sciō, scīre
<i>1st person sing.</i>				
<i>2nd person sing,</i>				
<i>3rd person sing.</i>				
<i>1st person plural</i>				
<i>2nd person plural</i>				
<i>3rd person plural</i>				

Name: **KEY**

Stage 29: Imperfect Passive Conjugations

Grade & Section:

Teacher:

Date:

Read the following notes and fill in any missing information.

Note the following examples of the imperfect passive:

1 st Conjugation:	puella am ā bātur. puellae am ā bantur.	<i>The girl was being loved.</i> <i>The girls were being loved.</i>
2 nd Conjugation:	servus dēri dē bātur. servī dēri dē bantur.	<i>The slave was being mocked.</i> <i>The slaves were being mocked.</i>
3 rd Conjugation:	leō occi dē bātur. leōnēs occi dē bantur.	<i>The lion was being killed.</i> <i>The lions were being killed.</i>
4 th Conjugation:	mercātor pūni iē bātur. mercātorēs pūni iē bantur.	<i>The merchant was being punished.</i> <i>The merchants were being punished.</i>

From observing both these passive forms, we note that while the passive imperfect endings are the same among the four conjugations (i.e. -batur, -bantur, etc.) the **vowel** (or vowels) **that precedes** the imperfect endings changes depending upon the conjugation. These vowels are known as **conjugation vowels**. The conjugation vowels for each conjugation are as follows:

1st conjugation: -ā-

2nd conjugation: -ē-

3rd conjugation: -ē-

4th conjugation: -iē-

The chart below gives the full endings (i.e. conjugation vowel plus imperfect passive endings) for 1st, 2nd, 3rd, and 4th conjugation verbs in the imperfect passive:

	<i>1st Conjugation</i>	<i>2nd Conjugation</i>	<i>3rd Conjugation</i>	<i>4th Conjugation</i>
<i>1st person sing.</i>	-ābar	-ēbar	-ēbar	-iēbar
<i>2nd person sing.</i>	-ābāris	-ēbāris	-ēbāris	-iēbāris
<i>3rd person sing.</i>	-ābātur	-ēbātur	-ēbātur	-iēbātur
<i>1st person plural</i>	-ābāmur	-ēbāmur	-ēbāmur	-iēbāmur
<i>2nd person plural</i>	-ābāminī	-ēbāminī	-ēbāminī	-iēbāminī
<i>3rd person plural</i>	-ābantur	-ēbantur	-ēbantur	-iēbantur

Referring to the chart above, conjugate the following verbs in the imperfect passive:

	<i>1st Conjugation</i> amō, amāre	<i>2nd Conjugation</i> noceō, nocēre	<i>3rd Conjugation</i> mittō, mittere	<i>4th Conjugation</i> pūniō, pūnīre
<i>1st person sing.</i>	amābar	nocēbar	mittēbar	puniēbar
<i>2nd person sing.</i>	amābāris	nocēbāris	mittēbāris	puniēbāris
<i>3rd person sing.</i>	amābātur	nocēbātur	mittēbātur	puniēbātur
<i>1st person plural</i>	amābāmur	nocēbāmur	mittēbāmur	puniēbāmur
<i>2nd person plural</i>	amābāminī	nocēbāminī	mittēbāminī	puniēbāminī
<i>3rd person plural</i>	amābantur	nocēbantur	mittēbantur	puniēbantur

	<i>1st Conjugation</i> mandō, mandāre	<i>2nd Conjugation</i> moneō, monēre	<i>3rd Conjugation</i> dūcō, dūcere	<i>4th Conjugation</i> sciō, scīre
<i>1st person sing.</i>	mandābar	monēbar	ducēbar	sciēbar
<i>2nd person sing.</i>	mandābāris	monēbāris	ducēbāris	sciēbāris
<i>3rd person sing.</i>	mandābātur	monēbātur	ducēbātur	sciēbātur
<i>1st person plural</i>	mandābāmur	monēbāmur	ducēbāmur	sciēbāmur
<i>2nd person plural</i>	mandābāminī	monēbāminī	ducēbāminī	sciēbāminī
<i>3rd person plural</i>	mandābantur	monēbantur	ducēbantur	sciēbantur

KEY

Name:

Stage 29: Sentence Translations

Grade & Section:

Teacher:

Date:

Translate the following sentences containing present and imperfect passive verbs (Remember that if you are unsure of your passive voice translation, you can use the phrase “by my mother” to test it). You may type your translations directly into the document in the space provided:

1. magnīs in domibus, ubi dīvitēs habitābant, cēnae splendidae cōnsūmēbantur.

In the big houses, where the rich people were living, splendid dinners/meals were being eaten/consumed.

2. cibus sūmptuōsus ā servīs offerēbātur; vīnum optimum ab ancillīs fundēbātur.

Lavish/expensive food was being offered by the slaves; the best wine was being poured by the slave girls.

3. “ecce, domine! ultimae figūrae sculpuntur.”

“Look, master! The last figures/shapes are being sculpted/carved.”

4. “mater, cūr tū lacrimīs opprimeris?”

“Mother, why are you overwhelmed by tears?”

5. tū frātrēsque obstinātiōne iam nimium afficiminī.

You and your brothers are affected by stubbornness too much already.

6. amōre līberōrum meōrum plūs quam timōre servitūtis afficiēbar.

I was (being) affected by the love of my children more than by a fear of slavery.

KEY

Name:

Stage 29: Masada II Comprehension Questions

Grade & Section:

Teacher:

Date:

Answer the following questions based on the Masada II passage on page 151. You may type your answers to the questions directly into the document in the space provided:

1. How is the plan Eleazar proposed described (line 1)? Write out and translate the Latin word.
The plan Eleazar proposed is described as “dirum,” which means “dreadful or awful.” It can also mean “dire,” which is the English word derived from the Latin adjective dirus.
2. Write out and translate the present passive verb in line 4.
The present passive verb in line 4 is “ostenditur,” which means “it is shown.”
3. What does Eleazar say is better than trusting the Romans (lines 4 and 5)?
In lines 4 and 5 Eleazar says that it is better to perish/die than to trust/believe the Romans.
4. In what manner does Eleazar say he welcomes death (lines 5 and 6)?
In lines 5 and 6 Eleazar says that he welcomes death inflicted by his own hand.
5. What effect did Eleazar’s words have on the Jews (lines 7 and 8)?
The effect of Eleazar’s words on the Jews was that they excited such great enthusiasm in the Jews that all the Jews were hurrying/hurried to their deaths immediately.
6. What question does Simon ask after hearing this gruesome account (line 13)?
*Simon asked “How/In what way did we ourselves escape?” or
Simon asked how they themselves escaped.*
7. What affected Simon’s mother more than a fear of slavery (lines 14 and 15)?
Simon’s mother was affected more by the love of her children than by a fear of slavery.
8. Write out and translate the imperfect passive verb in line 15.
The imperfect passive verb is “afficiebar,” which means “I was affected or overcome.”
9. How was Simon’s mother able to escape the fate of all the others at Masada (line 16)?
Simon’s mother was able to escape the fate of the others by hiding/lying hidden with her children underground.
10. How does Simon react to this (line 17)? What does he say he wants to do (lines 18 and 19)?
In line 17 Simon reacts to what his mother says by exclaiming “cowardly!” and says that he wants to show/display the same courage.

Arcus Titi Part I Translation

The next day, in the morning a huge crowd of Romans was coming together from all sides to the arch of Titus. A holiday was being celebrated by all the citizens. Emperor Domitian was going to dedicate the arch to his brother Titus on this day. By the order of the Emperor a magnificent procession was being led through the whole city.

Many chairs were being placed near the arch by slaves. Many senators were gathering there, with the hope of Domitian's favor. Salvius, wearing a splendid toga, was searching for a place among them where he would be conspicuous. Among the equites, who were standing behind the senators, Haterius himself was present. He was eagerly hoping for the Emperor's favor, and was turning in his mind when he was going to receive from Salvius the promised reward.

A huge altar, built in front of the arch, was being decorated with flowers by slaves. Twenty priests were standing around the altar. Soothsayers were also present who were inspecting the entrails of victims (the sacrificial animals).

Meanwhile the procession was being led through the Sacred Way. In the forefront trumpeters were marching, blowing their trumpets. After them young men came, who were leading for the offering thirty bulls decorated with garlands. Then many slaves, who were carrying the treasure of the Jews, were completing the first part of the procession. The most precious part of this treasure was a sacred table, trumpets, a candelabra, which were all gold.

Seven of the captive Jews, who were marching in the middle of the procession, were loudly being laughed at by the spectators. The five children, striding with a calm face, were ignoring the shouts and insults, but the two women with very many tears were begging the spectators to spare the children.

After the captives came Domitian himself, carried in a magnificent chariot. After the Emperor went two consuls, one of whom was L. Flavius Silva. A magistrate was carrying a statue of the most noble Titus in his arms. The procession was concluded by soldiers.

Name:

Stage 29: arcus Titi II Comprehension Questions

Grade & Section:

Teacher:

Date:

Answer the following questions based on the arcus Titi II passage on page 154.

1. What was Domitian's purpose when he left his chariot (lines 1-2)?
2. What did he do next (line 2)?
3. **admīrātiōne** (line 3). What caused this feeling? What did it prompt the emperor to do?
4. What order did the emperor give to Salvius?
5. Why do you think the emperor did not wish to meet Haterius personally?
6. **inde . . . obtulit** (lines 5-6). Describe how the victim was to be sacrificed.
7. To whom were the emperor's words addressed (lines 8-9)?
8. What three points did he make in his speech (lines 8-9)?
9. **subitō . . . prōsiluit** (lines 10-11). Why did Sion's action at first pass unnoticed?
10. **mediōs in sacerdotēs irrūpit** (line 11). Why did he do this?
11. Write down the Latin phrase that explains the reaction of the spectators (lines 12-13).
12. Why do you think Domitian was **pavōre commōtus** (line 13)?

13. **mātre**m . . . **interfē**cit (lines 18-20). Describe Simon's actions.
14. Describe Simon's death (lines 20-22).
15. Look back at lines 16-22. In what ways did Simon's words and actions copy those of Eleazarus at Masada (Masada II, lines 2-12)?

Stage 29: Purpose Clauses with *qui* and *ubi*

Read the following notes after reading “About the Language 3” on page 156

In stage 26, you met **purpose clauses** introduced by *ut*.

e.g. senex īnsidiās parāvit **ut fūrēs caperet**.

*The old man set a trap **in order that he might catch the thieves.***

Or, in more natural English:

*The old man set a trap **to catch thieves.***

We remember that they are called **purpose clauses** because they indicate the purpose for which or **why** an action was done. (e.g. Why did the old man set a trap? *He set a trap **to catch thieves.***)

We have seen in Stage 29 that occasionally, purpose clauses are introduced by the relative pronoun ***quī, quae, quod***:

e.g. fēmina servum mīsit **quī cibum emeret**.

*The woman sent a slave **who was to buy food.***

Or, in more natural English:

*The woman sent a slave **to buy food.***

Like purpose clauses introduced by *ut*, these purpose clauses also indicate **why** and action was done. (e.g. Why did the woman send a slave? *She sent a slave **to buy food.***)

We have also seen in Stage 29 that purpose clause can be introduced by the adverb ***ubi***:

e.g. locum quaerēbāmus **ubi stārēmus**.

*We were looking for a place **where we might stand.***

Or, in more natural English:

*We were looking for a place **to stand.***

Again, these clauses indicate **why** an action was done. (e.g. Why were we looking for a place? *We were looking for a place **to stand.***)

Like purpose clauses introduced with *ut*, **the simplest way to translate purpose clauses** introduced by *qui* and *ubi* is “**to verb**”

Name:

Purpose Clauses with *qui* and *ubi*: Practice Sentences

Grade & Section:

Teacher:

Date:

*Translate the following sentences containing purpose clauses with *qui* and *ubi*. Underline the purpose clause in each sentence, then translate the sentence:*

1. sacerdos haruspicem accessit qui victimam inspiceret.

2. libertus donum quaerebat quod patronum delectaret.

3. Haterius quinque fabros elegit qui figuram in arce sculperent.

4. domum emere volebam ubi filius meus habitaret.

5. senator gemmam pretiosam emit quam uxori daret.

6. feminae liberi que locum invenerunt ubi latarent.
