Remote Learning Packet

Please submit scans of written work in Google Classroom at the end of the week.

Week 8: May 18-22, 2020

Course: 6 Latin

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Weekly Plan:

Monday, May 18
☐ Complete pages 1-2 of the Stage 10 Study Guide

Tuesday, May 19
☐ Complete pages 3-4 of the Stage 10 Study Guide

Wednesday, May 20
☐ Complete page 5 of the Stage 10 Study Guide
Thursday, May 21
☐ Complete pages 6-7 of the Stage 10 Study Guide
☐

Friday, May 22
☐ attend office hours
☐ catch-up or review the week's work

Statement of Academic Honesty

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

_____
Parent Signature

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

Monday, May 18

Salvete discipuli! This week, we'll be working on a study guide for Stage 10. Use your memory to complete as much as you can each day. If you get stuck, refer to your textbook or previous packets. You can also always reach out to your teachers via email with questions.

→ Today, complete pages 1-2 of your study guide, the section about nouns and adjectives.

Q: We usually have a test right after we finish our study guides. Will we have a test next week?
A: No, actually, we won't! However, this study guide is a good way to wrap up the Stage as we begin to wrap up the year. Believe it or not, this is your last full week of packets! Next week's packets will only have two days' worth of work. (Hurray!)

Tuesday, May 19

→ Complete pages 3-4 of your study guide, the section about verbs.

Wednesday, May 20

→ Complete page 5 of your study guide, the section about vocabulary.

→ Time to practice your Stage 10 vocabulary!

Use the flashcards that you made near the beginning of this Stage. Quiz yourself, then have a parent or sibling test you if you can! If your sheet or flashcards have gotten lost in the shuffle in recent weeks, instead what you can do is re-write the vocab list (complete with the perfect tense of the verbs and the accusative case of the nouns) to practice. You may refer to your Stage 10 vocab sheet from the Week 3 packet or the vocab list on page 146 of your red book.

Thursday, May 21

→ Complete pages 6-7 of your study guide, the culture section about Roman education.

Friday, May 22

Euge, no new work on Fridays! You can use today to catch up on anything you might have missed, or to upload your completed packet to the Google Classroom.

→ If you have questions, comments, ideas, or want to see my lovely face, attend Office Hours today at 9:00am by following the link in the stream of our Google Classroom. See you there!

Monday

Stage 10 Latin Study Guide

Grammar

<u>Nouns: singular and plural</u>

A **noun** is a word that names a _____, _____, _____, or _____.

In Latin, if someone *does* something, we put them in the _____ case. This makes them the _____ of the sentence.

In Latin, if something *happens to* someone, we put them in the _____ case. This makes them the _____ _____ of the sentence.

Complete the following noun chart. *You can find help on pg. 121 of your red book.*

	1ˢᵗ Declension	*2ⁿᵈ Declension*	*3ʳᵈ Declension*
Nominative Singular	puell_____	serv_____	mercātor leō̄
Dative Singular	puell_____	serv_____	mercātor_____ leōn_____
Accusative Singular	puell_____	serv_____	mercātor_____ leōn____
Nominative Plural	puell_____	serv_____	mercātor_____ leōn_____
Dative Plural	puell_____	serv_____	mercātor_____ leōn_____
Accusative Plural	puell_____	serv_____	mercātor_____ leōn____

Complete the chart below for the Latin pronouns "I" and "you". *Check pg. 121 for help.*

	1ˢᵗ Person (Latin)	*translation*
Nominative Singular	ego	I
Dative Singular		
Accusative Singular		

	2ⁿᵈ Person (Latin)	*translation*
Nominative Singular	tu	you
Dative Singular		
Accusative Singular		

Adjectives: positives, comparatives, and superlatives

Just like nouns, the **adjectives** have _____ (e.g. nominative or accusative) and _____ (i.e. singular or plural).

Nouns and **adjectives** have a third quality called **gender** that we will learn in greater detail in a later stage. For now, our understanding of gender is limited to nouns with a natural gender (e.g. mother, father, daughter, son, Metella, Grumio, etc.), that gender being either _____ or _____.

Adjectives modify nouns, and in Latin, **adjectives** must **agree** with the nouns they modify **in _____, gender, and number**.

Adjectives also have **degrees** or levels of intensity. The basic degree is called the **positive** degree. It is the form that appears in all vocabularies (e.g. *ferox, ferocem* – fierce, or *stultus, stultum* – stupid).

Adjectives at the next degree are called **comparatives**. They are used to **compare** two things or groups with each other. They usually have the letters **"-ior-"** in them, for instance, *feroc**ior*** – fiercer or more fierce; *stult**ior*** – stupider or more stupid.

Adjectives at the highest level of a certain quality (i.e. *very fierce, very happy, etc.*) are called _____. This type of adjective is indicated by the ending **-issim-** such as in the superlatives *feroc**issim**us* – fiercest, very fierce, or most fierce; *stult**issim**us* – stupidest, very stupid, or most stupid. In adverbs, we usually indicate the superlative by doubling a letter, such as in *cele**rr**ime* – very quickly.

Practice by circling the correct answer:

The Pompeians were **most angry**.

Pompeiani erant _____.	*irati*	*iratiores*	*iratissimi*

The merchant was **more sad** than the slave dealer.

mercator erat _____ quam venalicius.	*tristis*	*tristior*	*tristissimus*

All the girls are **happy**.

omnes puellae sunt _____.	*laetae*	*laetiores*	*laetissimae*

The Nucerians were **more disorderly** than the Pompeiians.

Nucerīnī erant _____ quam Pompeiani.	*turbulenti*	*turbulentiores*	*turbulentissimi*

The men caught sight of three **fierce** boars.

Viri trēs aprōs _____ conspēxerunt.	*feroces*	*ferociores*	*ferocissimi*

Tuesday

Verbs: present, imperfect, and future tense

A **verb** is a word that:
1) describes an _____,
2) shows a state of _____,
3) _____ two words together, or
4) _____ another verb.

In English, we use a separate name or pronoun to tell us who is doing the action of a verb. In Latin, we change the personal _____ to tell us who is doing the action of a verb.

Person and Number
Verbs in Latin have a **person** just like English verbs do.
I. **Person** refers to the _____ of the subject.
    A. For a **1st person** verb, the _____ is the subject.
    B. For a **2nd person** verb, the _____ is the subject.
    C. For a **3rd person** verb, someone or something _____ than the speaker or
       the listener is the subject.

II. **Number** refers to **how many** subjects; _____ (one) or _____ (more than one).
So far, we have only encountered singular subjects in our stories.

III. The **personal endings** of a Latin verb indicate who the subject is (_____) and how
    many subjects there are (_____).

Fill in the following chart showing the personal verb endings and pronouns:

	Singular			Plural	
	Personal Ending	*English Pronoun*		*Personal Ending*	*English Pronoun*
1st Person	-o/-m	I			
2nd Person					
3rd Person					

Now try conjugating a verb – *nuntiat,* meaning "he announces" - adding in the Latin pronouns:

	Singular			Plural	
	Latin pronoun	*Latin verb*		*Personal Ending*	*English Pronoun*
1st Person	ego	nuntio			
2nd Person	tu	nuntias			
3rd Person	____			-------	

Conjugations

Groups of verbs that follow specific patterns are called _____.

The irregular verb *est, sunt* does not belong to one of these conjugations, but follows its own pattern of endings:

	Singular			*Plural*	
	Latin verb	*English verb*		*Latin verb*	*English verb*
1st Person	sum	*I am*			
2nd Person					
3rd Person					

Tense

Tense refers to _____ an action happens.

tense	when it happens	Latin clue	how it translates
_____ **tense**	happening now	normal personal endings	_____
_____ **tense**	continuous past	_____	_____

also known as the past progressive

 _used to verb____

 _kept verbing_____

_____ **tense**   completed past   -v-, -u-, -s-, -x-, etc.   _____
also known as the simple past

The endings for the **imperfect tense** are the same for all 4 conjugations and consist of the tense sign "-ba-" or "era-" and the personal endings (-m, -s, -t, -mus, -tis, -nt). Notice the imperfect tense always uses the letter "m" in the first person singular:

	Imperfect Ending	*Imperfect of Sum*
1st Person Sing.	- bam	eram
2nd Person Sing.	-	
3rd Person Sing.	-	
1st Person Pl.	-	
2nd Person Pl.	-	
3rd Person Pl.	-	

Wednesday   **Vocabulary**

Know the following words in both English and Latin. Be able to understand them in a sentence or story. If you need help, check your vocab flashcards or pg. 146 of your red book.

Remember: words like "agnoscit : agnovit" are verbs, and the two parts listed are the **present tense** *and the* **perfect tense***. Words like "homo, hominem" are nouns, and the two parts listed are the* **nominative** *and the* **accusative***. In both cases, please practice both parts.*

abit : abiit	invenit : invēnit	servat : servāvit
accipit : accēpit	liber, librum	sōlus, sōlum
callidus, callidum	nōs	suus, suum
contentus, contentum	nūntiat : nūntiāvit	tacet : tacuit
exclāmat : exclāmāvit	pāx : pācem	uxor, uxorem
frater, fratrem	portus : portum	vehementer
habitat : habitāvit	quam	vōs
imperium, imperium*	semper	

*this word is in the neuter gender, so its nominative and accusative match. We'll learn more about these next year.

In addition, review all of the vocab from Stages 1-9, especially the following words:

|		
ad	est : erat	parat : paravit
amicus, amicum	et	portat : portavit
celeriter	exclamat : exclamavit	respondet : respondit
cena, cenam	festinat : festinavit	rogat : rogavit
circumspectat : circumspectavit	hortus, hortum	satis
	hospes, hospitem	servus, servum
clamat : clamavit	in	tradit : tradidit
coquus, coquum	intrat : intravit	triclinium, triclinium
culina, culinam	inquit	tum
cur	iratus, iratum	quod
dormit : dormīvit	laborat : laboravit	villa, villam
e	mendax	vinum, vinum
ecce!	non	vituperāt : vituperāvit
ego	optimus, optimum	vocāt : vocāvit

Thursday   **Culture**

1. What was papyrus and what was it used for in Roman schools?

2. Complete this sentence: A paedagōgus was a…   *(circle one)*

   (a) citizen   (b) freedman   (c) slave

3. What was the job of a paedagōgus?

4. Which of these subjects were generally taught in a Roman school? *Circle three.*

   (a) arithmetic   (e) Roman literature

   (b) chemistry   (f) physics

   (c) Greek   (g) biology

   (d) English   (h) art

5. What are the two objects in the picture above? Describe the objects and how they would have been used.
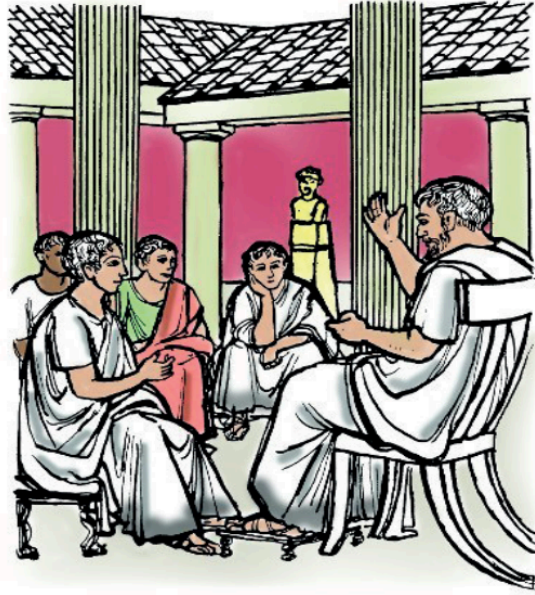
6. Look at this picture of some boys at the school of a rhētor like Theodorus.

   a) Who attended this type of school?

   b) What was taught here?

   c) Why did Romans think learning this was important?

7. How was a Roman school different from the one you go to? *Choose four of the following and write a short sentence in response.*

   a) building:

   b) size:

   c) students:

   d) furniture:

   e) holidays:

   f) discipline:

   g) curriculum and method:

   h) cost: