

Remote Learning Packet

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

Week 7: May 11-15, 2020

Course: 9 Latin III

Teacher: Mr. Bascom john.bascom@greatheartsirving.org

Supplemental Link: [CLC Unit 4 Dictionary](#)

Weekly Plan:

Monday, May 11

Review for Stage 40 Assessment

Tuesday, May 12

Stage 40 Assessment

Wednesday, May 13

Read “Governing an empire”

Read *adventus* I

Answer questions 1-8.

Thursday, May 14

Read *adventus* II

Answer questions 1-4.

Read *The government of the Roman provinces*

Friday, May 15

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.

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

Student Signature

Parent Signature

Monday, May 11

Review:

The Stage 40 assessment will be open-book and should take roughly the same amount of time as a normal day's assignment (30 minutes). To review for your Stage 40 assessment:

1. Look over the readings for the chapter, a short translation will be included as well as a few comprehension questions
2. Look over *about the language 1: indirect statement (concluded)*, there will be questions and translations based on this material. Below are my instructions for looking over *about the language 1: indirect statement (concluded)*, reviewing these instructions may be beneficial.
3. Look over *about the language 2: more about gerundives*, there will be questions and translations based on this material. Below are my instructions for looking over *about the language 2: more about gerundives*, reviewing these instructions may be beneficial.

About the language 1: indirect statement (concluded)

1. Read over the sentences for #1. Notice that all the verbs of sense perception are in the **present tense**.
2. Read over the sentences for #2. Notice that the verbs of sense perception are in a **past tense** (imperfect or perfect).
3. Take your time looking at these sentences, noticing the tenses of the verbs (specifically the infinitives) and how they are translated.

Notice: in the first sentence of #2:

puer dixit custodem revenire.

The boy said that the guard was returning.

The main verb *dixit* is in the perfect tense and the infinitive, *revenire* is in the present tense. That infinitive, however, is translated 'was returning', which is a past tense translation.

Look at the second sentence: *recitaturam esse* is a future infinitive.

Look at the third sentence: *deletas esse* is a perfect infinitive

Notice the Rule:

In indirect statement:

- Present tense infinitives are contemporaneous with (happen at the same time as) the verb of sense perception (whether that verb is past, present, or future).
- Future tense infinitives happen in the future in relation to the verb of sense perception.
- Perfect tense infinitives happen in the past in relation to the verb of sense perception.

4. For #3, write out a translation of sentences c-j.

For the indirect statement sentences (d, f, h, j)

- Copy down the verb of sense perception and the infinitive
- Indicate the tense of each.

Example:

b. Translation: “the accusers affirmed that Salvius had committed many wicked (deeds).”

affirmaverunt : perfect tense

commisisse : perfect infinitive

NOTE: the translation ‘had committed’ indicates that the action of the infinitive verb took place further in the past than the action of ‘affirmaverunt’ (affirmed).

About the language 2: more about gerundives.

1. Read the examples and explanations carefully. Recall that we refer to these gerundives as the ‘gerundive of obligation’ because it is used to convey obligation:

- *I must tell the story*
- *Haterius should be praised*

NOTE: In order to better understand this strange construction, it may be helpful to recall that these ‘gerundives’ are in fact the future passive participle. If *narranda* and *laudandus* were translated literally on their own, they would mean something like ‘about to be told’ and ‘going to be praised’. They modify *fabula* and *Haterius* respectively and, when necessary, they use a dative of agent: *mihi* in the first sentence, there is no agent in the second.

2. Here the ‘Gerundive of purpose’ is introduced. read the explanation and examples carefully. Notice in the literal translations of each of the sentences that you can almost see that the Gerundive of Purpose is a future passive participle. Notice also that the Gerundive of Purpose agrees with its ‘object’ : *accussandum - Salvium* ; *reficiendam - navem*.

3. For sentences a-e :

- a. copy down the Gerundive of Purpose phrase from each. This phrase must include
1) the preposition ‘ad’ which introduces it 2) the noun ‘object’ of the gerundive 3) the gerundive itself

Ex. 1. ad Salvium accusandum (ad = 1 ; Salvium = 2, accusandum = 3)

Ex. 2. ad navem reficiendam

- b. Translate the entire sentence for each. You may translate either literally or more naturally. If you feel that you have a decent understanding of the construction, I would recommend the second, more natural translation style.

Tuesday, May 12

Take the Stage 40 assessment on google classroom under the Topic of Packet Week 7.

Wednesday, May 13

Ah my dear students, though we have come to it later than I would have liked and are unable to enjoy reading these passages together, we have finally moved fully into primary source Latin texts. Our first text is a series of letters exchanged between Pliny and Emperor Trajan.

1. Read “Governing an empire” page 100, note the map below, you will be able to trace the stages of Pliny’s voyage on this map.
2. Read *adventus* I and answer questions 1-8.

Thursday, May 14

1. Read *adventus* II and answer questions 1-4.
2. Read *The government of the Roman provinces*, pages 117-121.

Friday, May 15

Catch up on the week’s work and attend office hours if you wish.