

Kolbe Academy Home School

HIGH SCHOOL LATIN I *Henle First Year Latin*

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COURSE TITLE: Latin I**COURSE DESCRIPTION:**

Latin is the language of the Church; as such it is an integral part of every Catholic's heritage. This course in Latin will give a comprehensive introduction to Latin grammar.

COURSE OBJECTIVES:

By diligent work in this course, the student will obtain:

- A sound foundation of Latin vocabulary (10 words memorized per day is ideal)
- An introductory grasp of Latin grammar and syntax
- Facility in Latin pronunciation
- An expanded English vocabulary, by understanding etymology of Latin derivatives
- A reinforced grasp of English grammar through the study of Latin grammar

SCOPE AND SEQUENCE:

1. Verbs: all four conjugations, indicative, imperative and subjunctive moods
2. Noun cases: nominative, genitive, accusative, ablative, and vocative
3. Forms of first, second, third, fourth and fifth declension nouns
4. Present and perfect tenses, active and passive voices of verbs
5. Demonstratives, personal pronouns, reflexive pronouns; relative pronouns
6. *Sum*
7. Daily vocabulary work throughout the year
8. Composition work
9. Reading & Speaking exercises
10. Three-Part Semester Exams

SKILLS TO BE DEVELOPED:

- Confidence in the use of the Latin language
- Ability to communicate effectively, both in written and spoken Latin
- Knowledge of the rules of Latin grammar and composition
- Confidence and ability to read, write and speak the Latin language

RECOMMENDED RESOURCES:

501 LATIN VERBS
LATIN GRAMMAR CARD
LATIN DICTIONARY
ENGLISH GRAMMAR FOR LATIN STUDENTS

COURSE TEXTS:

- HENLE** ❖ Henle, Robert J., S.J. *Henle First Year Latin*. Loyola Press: Chicago, 1958.
First twenty-eight Lessons.
- GRAMMAR** ❖ Henle, Robert J., S.J. *Henle Latin Grammar*. Loyola Press: Chicago, 1958.

DIPLOMA REQUIREMENTS:

Summa Cum Laude diploma candidates are required to follow the Kolbe Core course (K) as outlined in this Latin course plan. **Magna Cum Laude** and **Standard** diploma candidates may choose to follow the Kolbe Core course (K), but are not required to do so, in which case parents may alter the course plan if they choose. **Summa** students must complete 4 years of foreign language during their high school course of study including Latin I and II, and either Latin III and IV or two years of an alternate foreign language. **Magna** students must complete 3 years of any foreign language during their high school course of study including two years in the same language. **Standard** diploma students may complete either 1 year of foreign language or 2 years of visual/performing arts. Please see below for specific course titles, semester reporting requirements and transcript designations for Latin I.

Semester Reporting Requirements:

Designation*		K
Course Title	Latin I	Latin I
Semester 1	Any TWO samples of written and graded work from Semester 1.	1. Completed Midterm Exam 2. Completed Semester Exam
Semester 2	Any TWO samples of written and graded work from Semester 2.	1. Completed Midterm Exam 2. Completed Semester Exam

*Designation refers to designation type on transcript. K designates a Kolbe Academy Core course.

If the student wishes to have the course distinguished on the transcript with a (K) as a Kolbe Academy Core course please be sure to send the correct exams and components each semester for verification as specified above. **If no designation on the transcript is desired, parents may alter the lesson plan and any two samples of written or graded work is acceptable to receive credit for the course each semester.** If you have any questions regarding what is required for the (K) designation or diploma type status, please contact the academic advisory department at 707-255-6499 ext. 5 or by email at advisors@kolbe.org.

COURSE PLAN METHODOLOGY:

- ❖ The Course Plan starts out with a lot of extra information in the **Key points** into order to help you learn the language of Latin grammar and guide you into using the Henle text. Each lesson should be read in full and each new concept studied carefully through out the week.
- ❖ There are intentionally more exercises on each concept in the Henle text than many students will need. Because of this, a list of exercises that may be omitted or shortened is given in the course plans for each Lesson. How many of these exercises are completed is left to the discretion of the teacher. However, the student should at least complete all the exercises marked “essential.” **Finally, if possible it would be good practice to give weekly, closed book, quizzes or tests, using questions from the exercise sections in the Lessons of the student book.**
- ❖ Kolbe’s semester exam will cover those chapters laid out in the lesson plan. If you deviate from the course plan, alter your test to reflect the chapters your student covered.

- ❖ Pronunciation is not of paramount importance as it would be in a modern language. Sound out words carefully, consulting the pronunciation guide. Note that the pronunciation guide provided in this course plan differs a little from the one Fr. Henle provides. Choose one method of pronunciation, and consistently use it. One need not, however, be overly concerned about pronunciation.
- ❖ Memorization is key to learning any language. A diligent student should keep flash cards and devote fifteen to twenty minutes daily simply to memorization. Emphasis should be placed on verbal, written and aural repetition and memorization, as these are the primary ways to learn a language. Repetition does not equal drudgery. In the book, and in individual classes, repetition can take the form of games, contests, etc. This is especially helpful for younger students.
- ❖ Not all memorization assignments listed in the Henle text will be re-iterated in these course plans. It is essential that the student complete all memorization assignments in the text.
- ❖ English grammar sources should be used when necessary to clarify grammatical points.

GRADING:

If you choose to follow the suggested grading scheme below, you will need to grade your student in three separate areas; grammar and vocabulary, translation, and oral Latin and derivatives. The assignments for each chapter and the workbook can be easily categorized as follows:

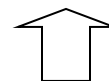
- 1) Grammar & Vocabulary: the proper understanding and usage of Latin grammar and vocabulary words introduced in each Lesson. The proper understanding of English derivatives of Latin words should also be graded under this category.
- 2) Translation: the “essential” and non-essential Exercises and Readings in each Lesson
- 3) Oral Latin: periodically evaluate your student’s Latin pronunciation according the pronunciation system being used.

The questions in the exams are also divided into these categories.

SUGGESTED GRADING:

Subject	Final Exam Grade	Weekly Average	Semester Average
Grammar & Vocabulary	Grammar & Vocabulary Exam Grade	Weekly average	$(\text{Final} + (\text{weekly} \times 2)) / 3$
Translation	Translation Exam Grade	Weekly average	$(\text{Final} + (\text{weekly} \times 2)) / 3$
Oral Latin	Final Oral Latin Exam Grade	Weekly average	$(\text{Final} + (\text{weekly} \times 2)) / 3$
Latin I Grade	Add the above and divide by three	Add the above and divide by three	Add the above and divide by three

This is your Latin I Semester Grade



CHURCH LATIN PRONUNCIATION RULES

Pronounce all words as in English except for the rules specified below.

1. **Vowels.** Above all, sound all vowels. Vowels are pronounced as follows:

<u>Vowel</u>	<u>Pronunciation</u>	<u>Example</u>
a	as in Juan (ah)	ad, mater
e	as in they (ay)	me, video
i	as in Lisa (ee)	video, qui
o	as in Mona (oh)	porta, omnis
u	as in Lulu (oo)	cum, sumus

3. **Diphthongs** Diphthongs are two vowels together that are pronounced as one sound.

<u>Diphthong</u>	<u>Pronunciation</u>	<u>Example</u>
ae	like e in they (ay)	saepe, praemium
oe	like e in they (ay)	proelium
au	like ou in out (ow)	laudo, nauta

4. **Consonants** Most of the consonants are pronounced as in English, with the following exceptions.

<u>Consonant</u>	<u>Pronunciation</u>	<u>Examples</u>
c	before e, i, ae, oe like ch in charity	decem, cibus, caelum
c	before other letters hard c as in cut	clamo, culpa
gn	like gn in lasagne	pugno, regnum
j	like y in yet	Jesus, judico
s	like s in sing (never like z)	tres, mensa
t	when followed by i and a vowel, like "tsee"	gratia, tertius, nuntius

CLASSICAL LATIN PRONUNCIATION GUIDE

1. **The Alphabet.** The Latin alphabet contains the same letters as English with the exclusion of “j”; “y” and “z” were introduced late into Latin for the spelling words of Greek origin.
2. **Vowels.** Short and long vowels in Latin do not vary in their quality but rather in duration. Rather than thinking of them as similar to English vowels, think of the difference between a short and long vowel as one beat or two in length. Learning to spell words correctly signifying long and short vowel is more important for meaning and writing poetry, rather than for speaking. Latin vowels are pronounced as follows:

<u>Short</u>	<u>Pronunciation</u>	<u>Example</u>	<u>Long</u>	<u>Pronunciation</u>	<u>Example</u>
Ā	as a in <i>water</i>	sāl	a	as a in <i>tuna</i>	amor
Ē	as e in <i>why</i>	spēs	e	as e in <i>met</i>	ex
Ī	as i in <i>machine</i>	dīves	i	as i in <i>kin</i>	fidēs
Ō	as o in <i>no</i>	pīpiō	o	as o in <i>loft</i>	opis
Ū	as u in <i>crude</i>	lūna	u	as u in <i>put</i>	lupus

Y as ü in the German *übernacht* (form your lips as if to say “e” but then say “u” without moving your lips)

3. **Diphthongs** Diphthongs are two vowels together that are pronounced as one sound.

<u>Diphthong</u>	<u>Pronunciation</u>	<u>Example</u>
ae	like ey in <i>they</i>	saepe, praemium
oe	like oi in <i>oil</i>	proelium
au	like ou in <i>house</i>	laudo, nauta
ui	like ooey in the <i>phooey</i>	tui, fui
ei	like ei in <i>reign</i>	deinde (<i>phonogram of Greek origin</i>)
eu	Latin e + u “aayoo”	Phonogram of Greek origin, rare in Latin and non-existent in English

4. **Consonants** Most of the consonants are pronounced as in English, with the following exceptions.

<u>Consonant</u>	<u>Pronunciation</u>	<u>Examples</u>
c	“k” always hard as the c as in <i>cot</i>	calculus
g	“g” always hard as the g in <i>goat</i>	gaudeō
ch	“k” always as ch in <i>school</i> (<i>Greek origin rare in Latin</i>)	pulchrē
v	soft w as in	vērūs
j	“ē” long e sound combined tends to make y	

THE DECLENSIONS of NOUNS and ADJECTIVES

<i>Example</i>	Case	1 st	2 nd	3 rd	4 th	5 th
John gave flowers to her.	Nominative	-a/-ae	-us/-i	none/-es	-us/-us	-es/-es
John gave his flowers to her.	Genitive	-ae/-arum	-i/-orum	-is/-um	-us/-uum	-ei/-erum
John gave flowers to her.	Dative	-ae/-is	-o/-is	-i/-ibus	-ui/-ibus	-ei/-ebus
John gave flowers to her.	Accusative	-am/-as	-um/-os	-em/-es	-um/-us	-em/-es
John gave them to her with joy .	Ablative	-a/-is	-o/-is	-e(-i)/-ibus	-u/-ibus	-e/-ebus
John , give her flowers.	Vocative	-a/-ae	-e/-i	none/-es	-us/-us	-es/-es

CONJUGATION of VERBS

There are a number of things to take into consideration when conjugating a verb.

- 1) Mood (Is it: Indicative, Subjective, or Imperative?)
- 2) Voice (Is it: Active or Passive?)
- 3) System: Perfect or Imperfect (Is the verb complete or is it something that could be on going?)
- 4) Conjugation (1st, 2nd, 3rd, or 4th?)
- 5) Tense (What is its time? Present, Past or Future)
- 6) Person (Is it the 1st person, 2nd or 3rd?)
- 7) Number (Singular or plural?)

Moods:

Indicative tells the state of affairs. – *That is how it is folks.* (This is the most common.)

Subjunctive expresses some conditionality, possibility or uncertainty – *If it were sunny I would*

go...

Imperative expresses some type of command – *George, please bring my coat when you come.*

Voice:

Active the subject of the sentence is the doer of the action. – *Ted **went** to bed.*

Passive the subject of the sentence receives the action. – *Ted **was overcome** by longing for his bed.*

Tense System:

Present - Action (or being) that is not expressing a specific completion. *Joseph **is** kind. He **works** hard.*

Perfect – Action (or being) that expresses a specific completion. *She **was timid** before acting in the play.*

Conjugation:

What set of endings does it use to conjugate? This depends on the infinitive ending of the verb used.

Tense:

Present – ***I am typing.***

Imperfect– ***I typed** all day.* (past tense not necessarily completed)

Future – ***I will type** all night.*

Present Perfect– ***I ate** breakfast three hours ago.*

Past tense that shows completion at present.

Pluperfect – *By the time I ate breakfast **I had typed** for two hours already.*

Past tense that shows completion in the past.

Future Perfect–*By the time you read this, **I will have finished** typing it.*

Future tense that shows completion in the future.

Person & Number (Singular or plural):

1st Person - *I am speaking (sing.) or we are speaking (plural).*

2nd Person – *You are speaking (singular) or you all are speaking (plural).*

3rd Person – *He, she or it is speaking (singular) or perhaps they all are speaking (plural).*

There are 4 principle parts listed for each verb. The principle parts are 1) Present Tense 1st Person Singular, 2) the infinitive, 3) Perfect Tense 1st Person Singular, and 4) the Perfect Passive Participle. The various conjugations of the verb are built on the stem of one of these parts. Use the diagrams below can help you determine which stem to use. (The stem is found by dropping the ending from the infinitive (listed), or the personal ending from the principle part.)

Indicative Mood

			Active Voice				Passive Voice		
<i>Stem</i>	<i>Conj</i>	<i>Ending</i>	<i>Present</i>	<i>Past</i>	<i>Future</i>		<i>Present</i>	<i>Past</i>	<i>Future</i>
Prese			Present	Imperfect	Future		Present	Imperfect	Future
	1 st	-āre	Present Stem			Present Stem			
	2 nd	-ēre							
	3 rd	-ere							
	4 th	-īre							
Perfec			(Past) Perfect	Pluperfect	Future Perfect		(Past) Perfect	Pluperfect	Future Perfect
	1 st	-āre	Perfect Stem				Perfect Passive Stem		
	2 nd	-ēre							
	3 rd	-ere							
	4 th	-īre							

Subjunctive Mood

			Active Voice				Passive Voice		
<i>Stem</i>	<i>Conj</i>	<i>Ending</i>	<i>Present</i>	<i>Past</i>	<i>Future</i>		<i>Present</i>	<i>Past</i>	<i>Future</i>
Prese			Present	Imperfect	Future		Present	Imperfect	Future
	1 st	-āre	Present Stem		n/a		Present Stem		n/a
	2 nd	-ēre							
	3 rd	-ere							
	4 th	-īre							
Perfec			(Past) Perfect	Pluperfect	Future Perfect		(Past) Perfect	Pluperfect	Future Perfect
	1 st	-āre	Perfect Stem		n/a		Perfect Passive Stem		n/a
	2 nd	-ēre							
	3 rd	-ere							
	4 th	-īre							

Imperative Mood

			Active Voice		
			Present	Past	Future
Pre	Conj	Ending	Present	Imperfect	Future
	1 st	-āre	Present Stem	Perfect Passive Stem	n/a
	2 nd	-ēre			
	3 rd	-ere			

	4 th	-ire			
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ASSIGNMENTS

- 1) Each week the lesson should be read and studied carefully.
- 2) Complete the exercises in the Lesson.
- 3) Then complete the Reading or Readings in the Lesson.
- 4) Memorize all grammar definitions and vocabulary words for each Lesson.

◆◆◆ **FIRST SEMESTER** ◆◆◆**PAGES OF HENLE FIRST YEAR LATIN**

WEEK 1				
1-9	<i>To the student</i> , Unit One Introduction, Lesson 1	Introduction to the study of Latin The structure of Latin The first declension		
Assign	HENLE EXS.	1-4	GRAMMAR	pgs. 1-5
<p>🔑 The material to be studied for each week will be broken into separate blocks for study as below. Each block is one step in mastering the material for the week and is not necessarily only one day's work; it may be completed over a number of days.</p> <p>1) Read the Introduction <i>To the student</i> (pgs. 1-2) for an introduction to the study of Latin. Then read pgs. 1-2 in the <i>GRAMMAR</i>. Become familiar with the Latin alphabet and pronunciation. Practice pronouncing the words aloud in the vocabulary for Lesson 1 on pg. 7</p> <p>2) Read the Unit One Introduction (pgs. 3-5) for an introduction to the study of Latin. Read pgs. 3-4 in the <i>GRAMMAR</i>. MEMORIZE items 15 – 24 in the <i>GRAMMAR</i> (pg. 3). Although <i>HENLE FIRST YEAR LATIN</i> will introduce each case and its use systematically, it is essential that the cases and their uses be thoroughly memorized now to minimize difficulties later on.</p> <p>3) Read pgs. 6-9 carefully. MEMORIZE the vocabulary on pg. 7 and the declension of <i>terra</i>. Read pg. 5 in the <i>GRAMMAR</i>; MEMORIZE items 32-33. On pg. 7 underneath the Latin vocabulary list there are some English words listed which are related (or derived) from some of the vocabulary words. The student is expected to determine for himself which English words derive from which Latin words. The etymology section in the dictionary definition of each English word can be used to check connections. More related English words will be given in each Lesson. The student is expected to deduce connections for each list given throughout the <i>HENLE</i> text; it will be helpful if the student records these derivatives in a notebook. There will be a small section on these English words on each sample semester exam.</p> <p>A note to the student on declensions: As you will have gathered from your readings in <i>HENLE FIRST YEAR LATIN</i> thus far, Latin relies much more than English on the endings of words in order to convey meaning. Your most important task as a student of Latin will be to learn to work with these endings. In this first semester of your study of Latin, you will be studying nouns and their endings exclusively. Whenever you encounter a new declension (set of noun endings) do the following :</p> <p>1) Memorize the endings. This will be much easier if you practice declining nouns aloud. Don't be bashful; say or sing your declensions until you know them by heart. The sooner you</p>				

- accomplish this, the easier you will find your written exercises in Latin.
- 2) Learn to identify the nouns which take those endings. (Practice identifying the declension of each noun in every new vocabulary list.)
 - 3) Learn the rules for gender for the nouns that take this set of endings. If you learn this information now, you will find the study of adjectives later on much easier.

Notes

WEEK 2

10-16	Lesson 1 (sects. 3-5)	The Nominative Case The Accusative Case The Genitive Case		
Assign	<i>HENLE</i> <i>EXS.</i>	5-9	<i>GRAMMAR</i>	1-5

➔ 1) Read pgs. 10 -16. **MEMORIZE** the rules for the Nominative, Accusative, and Genitive cases. Use pgs. 1-5 in the *GRAMMAR* for reference if necessary.

Note to the student: In the written exercises for this week you will be asked to take the information you have learned about Latin nouns and apply it in sentences. If you know the first declension endings, you should be able to recognize (for example) the nominative and accusative forms; if you have learned the uses of the cases, you should be able to translate nouns in the nominative and accusative. However, you may find applying your knowledge slow and painstaking at first. Do not be discouraged. Make sure that you have fully memorized your cases and the first declension and persevere. Translating will become easier with practice.

Notes

WEEK 3

17 -24	Lesson 2 (sects.1- 3)	The second declension masculine and neuter The Indirect Object		
Assign	<i>HENLE</i> <i>EXS.</i>	10-21	<i>GRAMMAR</i>	6-7, sect. 41 pg. 8

➔ 1) Read pg. 17 and pgs. 20 – 21 in *HENLE* and pgs. 6-7 in the *GRAMMAR*. **MEMORIZE** the second declension masculine and neuter. Complete the exercises which follow.

2) Read the vocabulary for Lesson 2 on pgs. 17, 21, and 23. Read section 44 on pg. 8 of the *GRAMMAR*. Notice that *Deus, i* is declined slightly differently from other second declension masculine nouns. **MEMORIZE** the vocabulary on pgs. 17, 21, and 23. Complete the exercises which follow.

3) Read pgs. 22-23. **MEMORIZE** the rule for the Indirect Object. Complete the exercises which follow.

Notes