

Kolbe Academy Home School

HIGH SCHOOL LATIN II

*(end of) Henle First Year Latin
Henle Second Year Latin*

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COURSE TITLE: Latin II**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 (5 words memorized per day is ideal)
- An in-depth grasp of Latin grammar and syntax
- Facility in Latin pronunciation
- An expanded English vocabulary, by understanding the meaning 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; active and passive voices; -io verbs; deponent verbs
2. Participles
3. Noun cases: nominative, genitive, dative, accusative, ablative, and vocative
4. Forms of first, second, third, fourth and fifth declension nouns
5. Adjective forms, and the comparison of adjectives
6. Demonstratives, personal pronouns, reflexive pronouns; relative pronouns
7. *Sum*, *Possum*, and *Eo*
8. Specific case uses and constructions (like the Ablative of Separation)
9. The Gerund and Gerundive
10. Purpose, Result and Characteristic Clauses
11. Daily vocabulary work throughout the year
12. Composition work
13. Reading & Speaking exercises
14. Longer translation assignments, based upon the writings of Julius Caesar
15. Three-Part 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

COURSE TEXTS:

- | | |
|----------------|--|
| HENLE | ❖ Henle, Robert J., S.J. <i>Henle First Year Latin</i> . Loyola Press: Chicago, 1958. Last fourteen Lessons. |
| | ❖ Henle, Robert J., S.J. <i>Henle Second Year Latin</i> . Loyola Press: Chicago, 1958. Lessons 1-30. |
| GRAMMAR | ❖ Henle, Robert J., S.J. <i>Henle Latin Grammar</i> . Loyola Press: Chicago, 1958. |

RECOMMENDED RESOURCES:

501 LATIN VERBS

LATIN GRAMMAR CARD

LATIN DICTIONARY

ENGLISH GRAMMAR FOR LATIN STUDENTS

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 II.

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 written sample 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 assignments begin with the last fourteen Lessons of *Henle First Year Latin* (Book I), and continue to *Henle Latin Second Year Latin* (Book II).
- ❖ Henle Latin Book II is set up differently from Henle Latin Book I. The first sixteen lessons of Henle Latin Book II are devoted to review of concepts learned in Latin I. The remainder of Henle Latin Book II is devoted to new material, and to the translation of Caesar.
- ❖ The Course Plan starts out with much extra information in the **Key points** in 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

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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." **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 exams 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 on the next page, 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 in Wheelock Latin 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, as well as Caesar passages in the front of the textbook

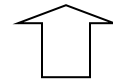
3) Oral Latin: periodically evaluate your student's Latin pronunciation according the pronunciation system being used.

The questions in the exams are also divided into these categories, minus the Oral Latin portion.

SUGGESTED GRADING:

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

This is your Latin II 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, iudico
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 "i"; "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>whey</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

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

Imperative Mood

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

ASSIGNMENTS

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

◆◆◆ SEMESTER 1 ◆◆◆



PAGES OF HENLE FIRST YEAR LATIN

WEEK 1				
314- 324	Lesson 29	Present and imperfect subjunctive passive voice		
Assign	HENLE EXS.	324-335; Reading no. 25	GRAMMAR	pgs. 40, 60 -61
<p>🔑 1) Read pg. 314. MEMORIZE the vocabulary on pg. 314 (pay special attention to the notes). Note that <i>Grammar</i> items are listed according to MEMORIZE the present and imperfect passive subjunctive <i>GRAMMAR</i> items 267 – 274. Note and recall that <i>Grammar</i> items are listed according to number, not page. It is a good idea to review the characteristics of a Latin verb, especially mood and voice at this time (<i>GRAMMAR</i> items 142 – 149 pg. 40.) Exercise 324 may be omitted. Exercise 326 <u>OR</u> 327 may be omitted.</p> <p>2) Read pgs. 317 – 318. MEMORIZE the vocabulary on pg. 317. MEMORIZE the rule for forming the perfect passive subjunctive. MEMORIZE the perfect passive subjunctive of all four conjugations (<i>GRAMMAR</i> items 275 – 282 pgs.) Exercise 329 may be omitted.</p> <p>3) Read pgs. 319 – 320. MEMORIZE rule 781. Exercise 332 <u>OR</u> 333 may be omitted. Exercise 334 may be omitted. For review, exercise 335 should be completed; Reading no. 25 should be read aloud and completed.</p> <p>4) Review and drill any vocabulary, grammar rules, declensions or conjugations that you are having any trouble remembering from Latin I. If necessary, drill the “Mastery Review Vocabulary” Lists I and II on p. 91 and p. 217 to help you. Use flashcards as well.</p>				
<div>Notes</div>				
WEEK 2				
325- 330	Lesson 30	Perfect passive participle		
Assign	HENLE EXS.	336-341	GRAMMAR	none
<p>🔑 1) Read pgs. 325 – 327. Pay attention to the note on pg. 326. MEMORIZE the definition of a participle. MEMORIZE the vocabulary on pg. 327. The odd or even numbered items may be done for exercise 337 or it may be done orally. Exercise 339 may be omitted.</p>				
<div>Notes</div>				

WEEK 3				
331- 335	Lesson 31	The demonstrative pronoun: <i>hic, haec, hoc</i>		
Assign	<i>HENLE EXS.</i>	342-348	<i>GRAMMAR</i>	pgs. 36, 180-181
<p>🔑 1) Read p. 331. MEMORIZE <i>hic, haec, hoc</i> (<i>GRAMMAR</i> item 133 pg.) Be sure to memorize this paradigm "horizontally", i.e. memorize the masculine, feminine and neuter singular nominative forms, then all the genitive singular forms, then all the dative singular forms, etc. The odd or even numbered items may be done for exercises 342 and 343.</p> <p>2) Read pgs. 332 – 333. MEMORIZE the vocabulary on pg. 333. Exercises 345, 346, and 347 may be done orally.</p>				
<div>Notes</div>				
WEEK 4				
336-340	Lesson 32	Prepositions		
Assign	<i>HENLE EXS.</i>	349-351	<i>GRAMMAR</i>	none
<p>🔑 1) Read pgs. 336 – 337. MEMORIZE the vocabulary on pg. 337. It is important that you memorize which case each preposition takes. Complete the exercises, which follow.</p>				
<div>Notes</div>				
WEEK 5				
341- 344	Lesson 33	The demonstrative adjective: <i>ille, illa, illud</i> and <i>is, ea, id</i>		
Assign	<i>HENLE EXS.</i>	352-355	<i>GRAMMAR</i>	pgs. 36-37, 181
<p>🔑 1) Read pgs. 36-37 and pg. 181 in the <i>GRAMMAR</i>. MEMORIZE the forms of the demonstratives <i>ille, illa, illud</i> and <i>is, ea, id</i>. MEMORIZE the vocabulary on pg. 341. Complete the exercises that follow. Exercise 355 may be omitted.</p>				
<div>Notes</div>				
WEEK 6				
345- 350	Lessons 34	Uses of the ablative		
Assign	<i>HENLE EXS.</i>	356-360	<i>GRAMMAR</i>	pgs. 173-174, 176, 178, 221
<p>🔑 1) Read pg. 345 and <i>GRAMMAR</i> item 766 (pg.) MEMORIZE the vocabulary on pg. 345. Note the verbs that take the ablative of separation. Complete the exercises, which follow.</p> <p>2) Review the uses of the ablative learned thus far (<i>GRAMMAR</i> items 764 – 766, 772, 781, 915 – 916). MEMORIZE the vocabulary on pg. 348. Complete the exercises that follow.</p>				