

**Kolbe Academy**  
**Home School**  
**HIGH SCHOOL**  
**LATIN III**  
*Henle Third Year Latin*

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**COURSE TITLE:** Latin III**COURSE TEXTS:**

- HENLE** ❖ Henle, Robert J., S.J. *Henle Third Year Latin*. Loyola Press: Chicago, 1959.  
**GRAMMAR** ❖ Henle, Robert J., S.J. *Henle Latin Grammar*. Loyola Press: Chicago, 1958.  
❖ Answer Key to Henle Third Year Latin, Optional

**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 an introduction to translation of source texts will reinforcing knowledge of 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 etymology of Latin Related English and Latin words
- An acquaintance with Roman oratory through the study of Cicero

**SCOPE AND SEQUENCE:**

1. Review of nouns: Forms of first, second, third, fourth and fifth declension nouns; Noun cases: nominative, genitive, dative, accusative, ablative, and vocative
2. Review of adjective forms, and the comparison of adjectives
3. Review of verbs: Forms of first, second, third, fourth, and -io verbs in all tenses and voices
4. Review of demonstratives, personal pronouns, reflexive pronouns; relative pronouns
5. Review of Latin clauses and syntax, including review of direct and indirect questions, purpose, result, and characteristic clauses; review of conditional sentences
6. Review of specific case uses and constructions (like the Ablative of Separation)
7. Review of the gerund and gerundive
8. Daily vocabulary work throughout the year
9. Composition work
10. Reading & Speaking exercises
11. Study of Roman oratory with political and rhetorical context
12. Reading and translation of Cicero
13. Reading and translation of excerpts of ecclesiastical Latin
14. Three-Part Exams

**ADDITIONAL RESOURCES:**

- 101 LATIN VERBS
- LATIN GRAMMAR CARD (T6042)
- 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](mailto:advisors@kolbe.org).

**COURSE PLAN NOTES:**

- ❖ The course plan assignments include all Lessons and assigned translations in *Henle III* with additional translation assignments from Part III of the text. There are intentionally more translation passages included in *Henle III* than many students can complete in the course of a year. Parents and teachers are free to supplement the translation assignments given or to reduce the translation assignments from Part III, bearing in mind that the Exams will only include material covered in the course plan.
- ❖ 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. Because the focus and main task of this year of Latin is the ability to translate source texts, fewer exercises are given than in previous years. **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.**

- ❖ 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 through the Henle text. Each Lesson should be read in full and each new concept studied carefully through out the week.
- ❖ Kolbe's exams will cover those Lessons laid out in the course plan, if you deviate from the course plan alter your test to reflect the Lessons 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 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.
- ❖ Many memorization assignments listed in the Henle III text will **not** be included in these course plans. Because very little new grammar and no new forms are introduced in this year of Latin, this course plan does not consider the memorization of portions of text to be necessary in every Lesson. Students should re-memorize any paradigms given in the grammar reviews that they may find themselves unfamiliar with.
- ❖ English grammar sources should be used when necessary to clarify grammatical points.
- ❖ ASSIGNMENTS
  - 1) Each week the lesson should be read and studied carefully.
  - 2) Finally do the exercises and translation from the weekly lesson.

**NOTES ON GRADING:**

- As in any language there are multiple areas that need to be taken in to consideration: Grammar, Vocabulary, Speaking, Writing, and Listening. It would be good to have a separate weekly grade for each of these. At the end of the semester these should be averaged for the final 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

2. **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

3. **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 "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>they</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.

Consonant	Pronunciation	Examples
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
i	"ē" long e sound combined tends to make y	

## GRAMMAR OVERVIEW

### THE DECLENSIONS of NOUNS and ADJECTIVES

Example	Case	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
John gave flowers to her.	<b>Nominative</b>	-a/-ae	-us/-i	none/-es	-us/-us	-es/-es
John gave <b>his</b> flowers to her.	<b>Genitive</b>	-ae/-arum	-i/-orum	-is/-um	-us/-uum	-ei/-erum
John gave flowers <b>to her</b> .	<b>Dative</b>	-ae/-is	-o/-is	-i/-ibus	-ui/-ibus	-ei/-ibus
John gave <b>flowers</b> to her.	<b>Accusative</b>	-am/-as	-um/-os	-em/-es	-um/-us	-em/-es
John gave them to her <b>with joy</b> .	<b>Ablative</b>	-a/-is	-o/-is	-e(-i)/-ibus	-u/-ibus	-e/-ibus
<b>John</b> , give her flowers.	<b>Vocative</b>	-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 (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, or 4<sup>th</sup>?)
- 5) Tense (What is its time? Present, Past or Future)
- 6) Person (Is it the 1<sup>st</sup> person, 2<sup>nd</sup> or 3<sup>rd</sup>?)
- 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):

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

2<sup>nd</sup> Person - ***You are speaking** (singular) or **you all are speaking** (plural).*

3<sup>rd</sup> 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 1<sup>st</sup> Person Singular, 2) the infinitive, 3) Perfect Tense 1<sup>st</sup> 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 <sup>st</sup>	-āre	Present Stem			Present Stem			
	2 <sup>nd</sup>	-ēre							
	3 <sup>rd</sup>	-ere							
	4 <sup>th</sup>	-īre							
Perfect			(Past) Perfect	Pluperfect	Future Perfect		(Past) Perfect	Pluperfect	Future Perfect
	1 <sup>st</sup>	-āre	Perfect Stem				Perfect Passive Stem		
	2 <sup>nd</sup>	-ēre							
	3 <sup>rd</sup>	-ere							
	4 <sup>th</sup>	-īre							

## Subjunctive Mood

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

## Imperative Mood



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

## ◆◆◆ FIRST SEMESTER ◆◆◆



## PAGES OF HENLE THIRD YEAR LATIN

WEEK 1				
xxxix - xli 209 – 215 ix - xii	Introduction	To the Student		
	Lesson 1	Direct Questions; <i>Quis, Quid</i>		
	Roman Oratory	History of Roman Oratory, Oratorical Styles in the Ciceronian Period, Types of Orations, Outline of an Oration		
<b>Assign</b>	<i>HENLE EXS.</i>	1 (EVENS), 2, 3 (ODDS), "Preces Christianae Cotidianae Faciendae"	GRAMMAR	pgs. 3-13 (review) pgs. 39, 94 - 95
<p> Note: Although little new grammar is introduced in Henle III, grammatical exercises continue to be assigned to reinforce the student's skills and as an aid to the translation of Cicero which will be the main focus of this third year of Latin.</p> <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 more than one day.</p> <p>1) Read the Introduction to the Student to gain an overview of the works studied this year. Review the assigned Grammar passages on Latin nouns. Re-memorize forms as necessary. Read and memorize the declension of <i>quis, quid</i>. Read through and <b>memorize</b> the vocabulary for Lesson 1. Study the Related English and Latin words.</p> <p>2) Study the Grammar passages on direct questions. Complete Exercise 1. Read and translate "Preces Cotidianae." Optional assignment: <b>Memorize</b> "Preces Cotidianae." Subsequent text memorization assignments listed in the Lessons will be omitted by this course plan to permit students to focus their attention on translation assignments. However, students <b>are</b> expected to master/memorize the idioms and rhetorical figures of speech assigned in this course plan.</p> <p>3) Read pg. 212 on how to convey "yes" and "no" in Latin. Translate the questions in Exercise 2. Complete Exercise 3.</p> <p>4) Read pgs. ix - xii on Roman Oratory. These pages give an explanation of the history and structure of Roman oratory and Cicero's place in it.</p>				
<div>Notes</div>				
WEEK 2				
xiii 3 – 11	Digest of the First Oration against Catiline Roman Constitutional Government Versus Anarchy Stylistic Devices		<i>Propositio</i>	

xxxi – xxxvi 11 – 13	First Oration Against Catiline	Introduction, anaphora, irony Lines 1 – 31		
<b>Assign</b>	HENLE EXS.		GRAMMAR	
<p> 1) Read the English introduction to Cicero's First Oration Against Catiline pgs. 3 – 10 and the <i>Propositio</i> section of the Digest of the First Oration Against Catiline to give context for the speech you are about to translate.</p> <p>2) Throughout the year as you translate Cicero refer back to the Word-Groups and Idioms list that begins on page 345. While translating the student should keep track of and <b>memorize</b> the idioms listed for the First and Third Orations Against Catiline and the first 26 idioms given for The Impeachment of Gaius Verres. Idioms from this list will appear on exams.</p> <p>3) Read the short introduction in the section on Stylistic Devices. All the passages of Cicero that you will be translating this year are public speeches. The ancients (Greek and Roman) used specific kinds of expressions, or figures of speech, to embellish their speeches and persuade or move their audiences; some of these kinds of expressions will be introduced to you in this section. Glance through the section and note that these figures of speech include changes in word order, use of words and expression of ideas. Some of these figures of speech, such as irony and metaphor, may already be familiar. Carefully read and study the descriptions of anaphora (p. xxxii) and irony (p. xxxvi.) Do not be intimidated by the technical Greek names of these rhetorical techniques; because these devices are not frequently used in English they will often stand out to you as you translate. Notice the examples of each of these devices as you translate the assignment for this week.</p> <p>4) Translate lines 1 – 31 of the First Oration Against Catiline.</p>				
<div>Notes</div>				
WEEK 3				
216 - 221 xxxii – xxxiii 14 - 16	Lesson 2 Stylistic Devices First Oration Against Catiline	Indirect Questions assonance, chiasmus Lines 32 – 63		
<b>Assign</b>	HENLE EXS.	4 (ODDS), 5 (ODDS), 6, "De Populi Romani Principibus"	GRAMMAR	pgs. 48-50, 68, 77, 101-106 (review) pgs. 142-143
<p> 1) Review the subjunctive of Latin verbs (the assigned Grammar review items.) Re-memorize forms as necessary. The student should also review the sequence of tenses (Grammar items 524 – 541.) Study Grammar items 660 – 662 on indirect questions.</p> <p>2) Read and <b>memorize</b> the vocabulary for Lesson 2. Study the Related English and Latin words. Complete Exercises 4, 5, and 6.</p> <p>3) Continue to review the subjunctive of Latin verbs and sequence of tenses. Translate "De Populi Romani Principibus" orally and answer the questions aloud.</p> <p>4) Study the descriptions of assonance and chiasmus. Notice the example of each in the translation assignment for this week. Translate lines 32 – 63 of the First Oration Against Catiline.</p>				