

Kolbe Academy Home School

HIGH SCHOOL LATIN IV *Henle Fourth Year Latin*

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II. Course Plan

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COURSE TITLE: Latin IV**COURSE TEXTS:**

- HENLE** ❖ Henle, Robert J., S.J. *Henle Fourth Year Latin*. Loyola Press: Chicago, 1959. (T6064)
GRAMMAR ❖ Henle, Robert J., S.J. *Henle Latin Grammar*. Loyola Press: Chicago, 1958. (T6060)
❖ Answer Key to Henle Fourth Year Latin, Optional (T6064A)

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 & Latin words
- An acquaintance with Roman oratory and poetry through the study of Cicero and Virgil.
- Familiarity with Christian poems, documents and Sacred Scripture.

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 irregular 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, scansion and translation of Virgil's *Aeneid*
14. Reading and translation of excerpts of ecclesiastical Latin
15. Three-Part Quarterly 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 IV 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, quarterly reporting requirements and transcript designations for Latin IV.

REQUIRED SAMPLE WORK:

| Designation* | | K |
|--------------|-----------------------------|-----------------------------|
| Course Title | Latin IV | Latin IV |
| Quarter 1 | 1. Any written sample work. | 1. Completed Quarter 1 Exam |
| Quarter 2 | 1. Any written sample work. | 1. Completed Quarter 2 Exam |
| Quarter 3 | 1. Any written sample work. | 1. Completed Quarter 3 Exam |
| Quarter 4 | 1. Any written sample work. | 1. Completed Quarter 4 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 quarter 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 quarter.** 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 include all Lessons and assigned translations in *Henle IV* with additional translation assignments from Part III of the text. There are intentionally more translation passages included in *Henle IV* 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 Quarterly 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 quarterly exam 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 IV 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) 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 |

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 “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:

| Short | Pronunciation | Example | Long | Pronunciation | Example |
|-------|------------------------|---------|------|---------------------|---------|
| ā | as a in <i>water</i> | sāl | A | as a in <i>tuna</i> | amor |
| ē | as e in <i>whay</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.

| Diphthong | Pronunciation | Example |
|-----------|--------------------------------|--|
| 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 |
| 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. | Nominitive | -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 | | |
|----------------|-----------------|--------|----------------|------------|----------------|----------------------|------------|----------------|
| Stem | Conj | Ending | Present | Past | Future | Present | Past | Future |
| 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 | | n/a | 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 | | n/a | Perfect Passive Stem | | n/a |
| | 2 nd | -ēre | | | | | | |
| | 3 rd | -ere | | | | | | |
| | 4 th | -īre | | | | | | |

Imperative Mood

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

◆◆◆ FIRST QUARTER ◆◆◆



PAGES OF HENLE FOURTH YEAR LATIN

| WEEK 1 | | | | |
|---------------|------------------------|---|----------------|---|
| 1-7 | Introduction | Introduction; The Case of Gratius vs. Archias; To The Student | | |
| 427-430 | Lesson 1 | Shortened Verb Forms; Present Subjunctive; Gerund and Gerundive | | |
| 8-12 | The Defense of Archias | Lines 1-33, with Comments | | |
| Assign | <i>HENLE EXS.</i> | 1 , 2, 3 (EVENS) | <i>GRAMMAR</i> | pgs. 3-13 (review) pgs. 48-50, 68, 77, 199-206, 244 |

Key Note: Although little new grammar is introduced in Henle IV, grammatical exercises continue to be assigned to reinforce the student’s skills and as an aid to the translation of Cicero. His works will be one of the main elements of this course.

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.

- 1) Read the introductory material concerning humanism, Cicero’s *Defense of Archias*, and the note to the student in order to prepare for translation.
- 2) Study and **memorize** the new the vocabulary on pp. 427-429, saying each word aloud to practice pronunciation.
- 3) Read about the Latin idiom “esse + in.” Study the passages given above from your Henle *Latin Grammar*.
- 4) Translate *Defense of Archias* lines 1-33, with Comments, and complete Exercises 1-3. While translating this passage, this little rhyme might help you at line 27. “After si, nisi, num and ne, ali- takes a holiday.”

Note: the memorization assignment for Exercise 1 is optional.

- 5) Pay special attention to: 1) the reasons for Cicero’s defense of his mentor; 2) The unusual nature of his defense, with respect to content 3) the human interest “angle” that Cicero is presenting at the beginning of his speech. You should be able to summarize why Archias is on trial, and how Cicero plans on defending him.

Notes

| WEEK 2 | | | | |
|---|------------------------|--|---------|-------------------------------------|
| 431-437 | Lesson 2 | Use of Certain Pronouns | | |
| 583-595 | Appendix | Life of Cicero; Outline of "Pro Archias"; "The Prosecution of Archias" | | |
| 12-20 | The Defense of Archias | Lines 34-97, with Comments | | |
| Assign | <i>HENLE EXS.</i> | 4 (ODDS), 6, 8, 11 | GRAMMAR | pgs. 186-194 |
| <p>Key 1) Study and memorize the new vocabulary on pp. 431-432, and the new idioms. Say each new word aloud to practice pronunciation.</p> <p>2) Study the passages given above from your Henle <i>Latin Grammar</i>.</p> <p>3) Read the passages from the Appendix. Scan the Outline of the speech, and refer to it as you translate the Latin to help you.</p> <p>3) Translate <i>Defense of Archias</i> lines 34-97, with Comments, and complete the exercises listed above.</p> <p>4) Pay special attention to: 1) What is "humanitas"? What is the proposition of lines 57-60? How esteemed a poet and teacher had Archias become by the time he came to Rome?</p> | | | | |
| <div style="border: 1px solid black; padding: 5px; width: fit-content;">Notes</div> | | | | |
| WEEK 3 | | | | |
| 438-444 | Lesson 3 | Cause or Reason | | |
| 20-28 | The Defense of Archias | Lines 98-159, with Comments | | |
| Assign | <i>HENLE EXS.</i> | 13, 14 (ODDS), "Honor Work" 17 (EVENS) | GRAMMAR | pgs. 117-119, 132-133, 219-220, 178 |
| <p>Key 1) Study and memorize the new vocabulary on pp. 438-439, and the new idioms. Say each new word aloud to practice pronunciation.</p> <p>2) Study the Syntax passages given from your Henle <i>Latin Grammar</i>. Memorize the ways that cause or reason can be expressed.</p> <p>3) Translate <i>Defense of Archias</i> lines 98-159, with Comments, and complete the exercises listed above.</p> <p>4) What is the conclusion of the first part of Cicero's speech? Summarize how he proves this point.</p> | | | | |