

Kolbe Academy Home School

NEW MISSAL LATIN FIRST YEAR

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Teachers' Notes: Begin every class with a prayer. This is a good way to help the child memorize new prayers. Repeat the same ones every day until they are known. Be sure to explain the meanings of the prayers. Repetition in all areas of study is most beneficial. In most cases, Fridays have been left open. You may do a four-day week or use Friday as a "catch-up" day. While art and music can be worked in during the week, Friday is also a good day to concentrate on those subjects.

Your student may not need all of Week 8 for review. You can use this time to catch up if necessary and then go over the subject matter. If you intend to use the sample tests provided, look them over before teaching the subjects and make sure you teach the material in the tests. Some children have a difficult time doing written exams, but it is important for them to learn how to take them. If your student does poorly on them, give them to him orally a couple of days after he has taken them and average the grades.

COURSE TITLE: First Year New Missal Latin

COURSE DESCRIPTION:

Latin is the language of the Church; as such it is an integral part of every Catholic's heritage. This beginner's course in Latin uses a book ideally suited for grade school age students. Students master a large amount of Latin vocabulary while becoming acquainted with Latin grammar and syntax, including simple declensions and conjugations.

COURSE OBJECTIVES:

The student will obtain by diligent work in this course:

- ❖ An introductory grasp of Latin vocabulary (10-15 words memorized per week is ideal)
- ❖ An introductory grasp of Latin grammar and syntax
- ❖ Facility in Church Latin pronunciation
- ❖ An expanded English vocabulary by understanding Latin words as the roots of English words
- ❖ An increased grasp of English grammar from contact with a grammatical system that coincides in some ways and differs in others from the English system

SCOPE AND SEQUENCE:

1. Vocabulary work throughout the year
2. Introduction to noun cases: nominative, genitive, accusative, ablative, and vocative
3. Forms of first, second, and third declension nouns
4. Introduction to noun genders: masculine, feminine, and neuter
5. Forms of first, second, and third declension adjectives and adverbs
6. Present, imperfect, and future tenses of first, second, third, and fourth conjugation verbs
7. Prepositions

COURSE MATERIALS:

New Missal Latin Book 1

New Missal Latin Pronunciation Guide Tape 1

Kolbe Academy Supplemental Exercises to New Missal Latin

TO THE TEACHER: Before beginning each Lesson in *New Missal Latin* read the Teacher's Manual and daily course plans for that Lesson. Among these daily course plans are short explanations of the various new grammatical and syntactical information which may not be directly addressed in the text. English words that occur in bold in these explanations are vocabulary words your student will need to know either in order to understand the lessons or for tests.

Each day's assignments are designed to take about twenty to thirty minutes. However, the student should also take some time every other day to drill himself on the vocabulary and conjugation or declension to be memorized that week. The student should also drill himself on vocabulary and conjugations and declensions already learned. Supplemental exercises are assigned for each Lesson in *New Missal Latin*; should you choose to omit them, it is recommended that the student be given time to drill himself. Nearly all the exercises in *New Missal Latin* may be completed orally or in writing at the teacher's discretion, but it is recommended that the student be given equal oral and written practice.

The student has two main tasks for every Lesson:

- To memorize the declension or conjugation presented in the Lesson
- To memorize the vocabulary for the Lesson; the part of speech and declension or conjugation to which the word belongs should be memorized along with the meaning.

It is recommended that, as an aid to memory, the student either keep a notebook containing the declensions and conjugations and vocabulary, or that he make flashcards.

COURSE PLAN METHODOLOGY: *New Missal Latin* is represented by the abbreviation **NML**. The *New Missal Latin Pronunciation Guide Tapes* are represented by the abbreviation **TAPE**. Each weekly assignment is summarized in the first line of the week's daily course plan. The specific daily assignments are outlined in the following lines indicated by the **MON**, **TUES**, **WED**, and **THUR** abbreviations.

Kolbe Academy has worked diligently to create the best possible course plans with the home schooling family in mind. Remember, however, that our program is intended to be flexible. According to the principle of subsidiarity, these course plans are a **suggested** course of study. As the teacher, you should adapt and modify these course plans to meet the individual learning needs of your child. **Do not feel obligated to follow these course plans exactly.**

****(Parents should pencil in the following words to vocabulary list in Lesson 27)****

Lesson 5 Error in Answer Key: Exercise C, sentence #8, the answer key translates the verb tense in that sentence incorrectly.

Lesson 17 Ex. D: This is a textbook error. In #5, exercise D, the student encounters the word "Missam," before it has been officially introduced. The nominative and genitive singular of this word is "Missa, Missae" and it is feminine.

Textbook Errors: Lesson 27

disidero, -are, -avi, atus: to desire

traho, trahere, traxi, tractum: to drag or draw

moveo, -ere, movi, motus: to move

◆◆◆ FIRST QUARTER ◆◆◆

WEEK 1														
NML	Lesson One	Goals: Memorize the vocabulary for Lesson One. Memorize the first declension. Vocabulary words to know: declension, decline, stem												
MON		<ul style="list-style-type: none"> Read "TO THE STUDENT" (pp. xi-xiv) with your student to gain an understanding of the history and usefulness of Latin. Read the supplement on the Latin alphabet and pronunciation or pp. 323-324 in the text. Have your student notice which English letters Latin does not use. Read the Agnus Dei (page 263.) aloud for pronunciation practice. TAPE: Tape 1 Side A pronunciation guide (use with NML p. 323-324)												
TUES		<ul style="list-style-type: none"> Read the vocabulary (p. 2) aloud for pronunciation practice; identify parts of speech (noun, verb, adjective, etc.) as you do so. Have your student notice the similarity of the noun endings (all the nouns in this Lesson end in -a and are followed by -ae.) Write out the vocabulary for this Lesson either in a notebook or on flashcards for future drill. Be sure to write out the genitive singular ending (-ae) with each noun. Practice the vocabulary for this Lesson. TAPE: Tape 1 Side A Skip the declension of vita and listen to vocabulary for Lesson One.												
WED		<p>Latin syntax and declensions:</p> <p>In English we rely on the order in which words occur in a sentence to understand its meaning. In the sentence "The dog bites the man", we understand that the dog is doing the action and the man is the receiver of the action because of the position of the nouns, "man" and "dog," in relation to the verb. If we reverse the position of the nouns the sentence has the opposite meaning, "The man bites the dog."</p> <p>Latin does not rely on word order for meaning. In Latin the endings of the nouns and verbs are changed to indicate who is doing what to whom. As a result, Latin nouns and verbs are composed of a stem (the part of the word which does not change) and a set or sets of endings. A Latin noun with its complete set of endings is called a declension. To write out or say this set of endings is to decline a noun.</p> <p>In order to decline a Latin noun we must first find the stem. The stem of a noun can be found (for this first declension of nouns only) by removing the -a at the end of the word. (The general rule for finding the stem of a noun is given on p. 2 of NML. The method above is given for this declension only as it is less complicated.) Thus the stem of <i>vita</i> is <i>vit-</i>. Once the stem has been found simply add the endings (First Declension endings) :</p> <table style="margin-left: 40px;"> <tr> <td style="text-align: center;">sing.</td> <td style="text-align: center;">plu.</td> </tr> <tr> <td style="text-align: center;">-a</td> <td style="text-align: center;">-ae</td> </tr> <tr> <td style="text-align: center;">-ae</td> <td style="text-align: center;">-arum</td> </tr> <tr> <td style="text-align: center;">-ae</td> <td style="text-align: center;">-is</td> </tr> <tr> <td style="text-align: center;">-am</td> <td style="text-align: center;">-as</td> </tr> <tr> <td style="text-align: center;">-a</td> <td style="text-align: center;">-is</td> </tr> </table> <p>to make the full declension. (Your student may have difficulty with nouns that end in -i before the -a, such as <i>gloria</i> or <i>gratia</i>. Encourage your student to remember to say or write the -i in each form, even when it is followed by another -i.) Nouns that use this set of endings are called first declension</p>	sing.	plu.	-a	-ae	-ae	-arum	-ae	-is	-am	-as	-a	-is
sing.	plu.													
-a	-ae													
-ae	-arum													
-ae	-is													
-am	-as													
-a	-is													

	<p>nouns, because it is the declension that students learn first.</p> <ul style="list-style-type: none"> • Explain Latin declensions to your student (see above) then have him read the declension of vita (p. 1) aloud. Find the stem of vita. • Find the stem and say the declension of two other nouns from the vocabulary aloud. • Complete exercise B (p. 3). Note that Latin adjectives also change their endings. Have the student give the adjective the same endings he gives the noun. It is recommended that half this exercise be done in writing. <p>TAPE: Tape 1 Side A: the declension of vita</p>
<p>THUR</p>	<ul style="list-style-type: none"> • Review the pronunciation guide; review the vocabulary; define declension, decline and stem aloud. • Find the stem and decline three nouns from the vocabulary aloud. • Explain English derivatives (see below) to the student and have him complete exercise F (p. 4) <p>English Derivatives of Latin words: Approximately fifty percent of English words are derived from Latin; that is, their spelling and meaning are taken from a Latin word. When you encounter an English word whose spelling and meaning are extremely similar to a Latin word that English word probably comes from that Latin word. For example, terra means land or earth. The English word "terrain" is spelled similarly and means "an area of land or its topography." "Terrain" is a derivative of terra. A college level dictionary will list the derivation of words and is a useful tool for checking derivatives.</p> <p>You may wish to do the derivative exercise (exercise F) for each Lesson with your student aloud as not all derivatives of Latin may be in the student's vocabulary. Some derivatives of the words in exercise F for some Lessons will be listed in the daily lesson plans.</p> <p>Some derivatives of aqua, ecclesia, vita, terra, and pura are: aquarium (a container that holds water), aquatic (having to do with water) ecclesiastical (having to do with the church) vital (necessary for life), vitality (being full of life) terrestrial (having to do with the earth; hence "ET the extra-terrestrial" is a creature from somewhere outside of the earth.) pure (pura has come into English almost in its original Latin form.)</p>
<p>Notes</p>	
<p>WEEK 2</p>	
<p>NML</p>	<p>Lesson One</p> <p>Goals: Memorize the vocabulary for Lesson One. Memorize the first declension Memorize the Latin cases and their uses. Vocabulary words to know: case, number.</p>
<p>MON</p>	<p>Latin Cases: In English we rely on the order in which words occur in a sentence to understand its meaning. In Latin the endings of the nouns in a sentence change to indicate who is doing what to whom. There are six main functions nouns can have in relationship to other nouns or to the action in</p>

	<p>a Latin sentence. These functions are called cases. The endings in the noun declension correspond to these cases, which are called nominative, genitive, dative, accusative, ablative, and vocative. Examples are given below.</p> <p>Nominative: <u>Subject of the sentence</u>, that is, the doer of the action in the sentence, or the thing described in the sentence. Example: The <u>girl</u> calls her brother. <u>Girl</u> is the subject of the sentence and would have a nominative ending in Latin.</p> <p>Genitive: Possessive Example: The <u>dress of the woman</u> is pretty. The <u>woman</u> is possessive (or owns the dress) in each sentence and would have a genitive ending in Latin.</p> <p>Dative: <u>Indirect object</u> of the action in a sentence. Example: The general gives a present to <u>the soldier</u>. or The mechanic fixes the jeep <u>for the soldier</u>. <u>The soldier</u> is the indirect object of the action in both sentences and would have a dative ending in Latin.</p> <p>Accusative: <u>Direct object</u> of the action in a sentence. Example: The dog bites <u>the man</u>. <u>The man</u> is the receiver of the action (the one being bitten) in this sentence and would have an accusative ending in Latin.</p> <p>Ablative: Latin nouns are ablative when their function is not the function of any of the other five cases. The ablative case is often used with prepositions, but which preposition is used will determine the translation of a prepositional phrase. The ablative case without a preposition is most often used to express the means by which something is done.</p> <p>Example: The boy hit the ball with <u>a bat</u>. or We traveled <u>by train</u>. Both <u>bat</u> and <u>train</u> are the things by means of which the action (hitting a ball or traveling) is accomplished and would have an ablative ending in Latin.</p> <p>Vocative: <u>Direct address</u>. Example: Pick up that candy wrapper, <u>child!</u> This sentence is addressed to the <u>child</u> and <u>child</u> would have a vocative ending in Latin.</p> <ul style="list-style-type: none"> • Explain Latin cases to your student (see above.) Read “Cases and Their General Uses” in Grammar section 1 p. 1. <p>In English we indicate the functions or uses of the Latin cases either with prepositions or through word order when translating.</p> <ul style="list-style-type: none"> • Read the declension of vita on p. 1 again. Have your student notice the English translations of each word in the declension. Notice that possession can be shown by using “of” before the noun or by using an apostrophe. Notice that indirect objects are often preceded by “to” or “for”. Notice that the ablative is best translated using “by” or “with”. Encourage your student to rely on the English translation of each case to identify possessives, indirect objects, and ablative uses. • Write out the declension of “terra” and give the translation of each case. Note that each case can be either singular or plural in number. Number simply means how many things a noun names or how many are doing the action of a verb. <p>It is important that your student memorize the cases, their uses, and the English translation of each case. Each case will be introduced in more depth in future lessons.</p> <ul style="list-style-type: none"> • Complete the Introductory exercises from the supplement.
<p>TUE</p>	<ul style="list-style-type: none"> • Read the Sanctus (second paragraph p. 249) aloud for pronunciation practice. • Give the case and number of each noun in exercise A (p. 2) (tell which case ending the noun has and tell whether it is singular or plural) and translate. (Note: these are not sentences. The student should give and translate each option where a noun can be more than one case and number.) The student should follow the above instructions for exercise A in each Lesson.

<p>WED</p>	<ul style="list-style-type: none"> Complete supplemental exercise 1 for Lesson One. <p>Latin sentences with "est":</p> <p>Est is a form of the verb "to be" in Latin. The verb "to be" does not take a direct object. (Verbs that take a direct object are actions that can be done to someone or something.) Instead the verb "to be" allows a sentence to describe a noun; that is, it links the subject with the description. In a sentence with est, the noun or adjective that describes the subject always takes the nominative in Latin. It may help your student to think of est as an equals sign linking (or equating) two nominative words.</p> <p>Example: The church is beautiful. Ecclesia est pulchra. Both ecclesia and pulchra have nominative singular endings.</p> <p>In Latin, adjectives as well as nouns have case endings. Latin adjectives are always in the same case as the nouns they describe.</p> <p>Read Grammar section 2.</p> <ul style="list-style-type: none"> Translate sentences 1,2,6, 8, 18, 20 from exercise C (p. 3)
<p>THUR</p>	<p>Test for Lesson One.</p>
<p>Notes</p>	
<p>WEEK 3</p>	
<p>NML</p>	<p>Lesson Two</p> <p>Goals: Memorize the conjugation of do. Memorize the vocabulary for Lesson Two. Know the ways in which a Latin verb agrees with its subject. Vocabulary words to know: conjugate, conjugation, person.</p>