

Kolbe Academy Home School

GRADE SEVEN LATIN

New Missal Latin Book 1 (Third 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: 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. Perfect, imperfect, and pluperfect tenses of all four conjugations of verbs
3. Perfect and pluperfect subjunctive tenses of all four conjugations of verbs
4. Perfect, imperfect, and pluperfect tenses of the verb *to be*
5. Perfect and pluperfect subjunctive tenses of the verb *to be*
6. Introduction to sequence of tenses
7. Indirect questions
8. Introduction to the passive voice in the indicative and subjunctive moods

COURSE MATERIALS:

New Missal Latin Book 1

New Missal Latin Pronunciation Guide Tape 1

Kolbe Academy Supplemental Exercises to New Missal Latin Volume 3

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).

Each day's assignments are designed to take about 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 three 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.
- To recognize and correctly translate the new grammatical construction introduced in each Lesson

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

SOME NOTES ON THE THIRD YEAR OF ELEMENTARY LATIN:

Some time for review was built into the regular course plans for the second year of elementary Latin. Since they are designed for more mature students, no review time has been built into these course plans for the third year. If the teacher feels it is necessary, a week or two of review can be conducted in the same way described in the second year course plans using the tests for *New Missal Latin*.

The student will need to familiarize himself with the glossary in *NML* this year. Encourage your student to look up words he cannot recall or does not know the meaning of.

COURSE PLAN METHODOLOGY: *New Missal Latin* is represented by the abbreviation **NML**. 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. The *New Missal Latin Pronunciation Guide Tapes* are represented by the abbreviation **TAPE**.

There are some typographical errors in the student text and answer key. Try not to let these be a distraction. Read the preface in the Teacher's Manual (TM) & Answer Key carefully. "Some latitude must be allowed in translating, for there may be more than one way that a certain word or phrase may be translated." (p 4, TM) If the student's translation is not an exact match to the Answer Key's, but the meaning has not changed, the answer should not be marked wrong. When translating from English to Latin, if the student has the Latin endings correct but the order is different than the Teacher's Manual, the student's translation should not be marked wrong.

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. In accord with 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 Twenty Four	GOALS: Review the declension of is, ea, id ; review the vocabulary for this Lesson; know the five characteristics of a Latin verb; memorize the present and future imperatives of sum
MON	<ul style="list-style-type: none"> Review the declension of is, ea, id. Review the vocabulary for Lesson Twenty Four. <p>Five characteristics of Latin verbs: In Latin, as in English, verbs have the five characteristics listed below. The student has already learned four of these five characteristics, but because verbs will more frequently be described in terms of these characteristics in the coming Lessons, it will be helpful for the student to practice defining and distinguishing them now.</p> <p>Person: indicates who (the speaker; the person spoken to; the person spoken about) is the subject of the verb, that is, who is doing the action or who the sentence is about. Number: indicates how many are doing the action (one or many.) Tense: indicates when the action takes place. Mood: indicates the manner in which the subject thinks of the action. That is, either as a fact (indicative), as uncertain (subjunctive), as a command (imperative.) Voice: indicates whether the subject does or is the object of the action. All forms of verbs the student has learned thus far are in the active voice. That is, the subject is always the doer of the action.</p> <p>The infinitive (donare, “to give”; habere, “to have” etc.) is a form of the verb which expresses the</p>	

	<p>nature of the action alone. It does not have person and number, but it does have tense and voice.</p> <ul style="list-style-type: none"> • Complete supplemental exercise 1. <p>TAPE: Tape 2 Side A: the imperative of sum</p>	
TUE	<p>Imperatives in the future tense:</p> <p>Unlike most Latin verbs, sum may take the present or the future tense in the imperative mood. That is, sum has both present and future tense commands. However, both the present and future tense imperatives are translated "be!" Notice that the future imperative of sum is easily recognized by the "o" in both the singular and plural. The imperatives of sum are rarely used in Latin because sum also has the force of a command in the subjunctive mood.</p> <ul style="list-style-type: none"> • Read the Grammar section on the imperative of sum. • Translate numbers 1, 3, 4 from exercise A. 	
WED	<ul style="list-style-type: none"> • Translate sentences 4, 5, 13 from exercise C. • Translate sentence 3 from exercise D. 	
THUR	Test for Lesson 24	
<div style="border: 1px solid black; padding: 2px; display: inline-block;">Notes</div>		
WEEK 2		
NML	Lesson Twenty Five	<p>GOALS: Memorize the principle parts of the verbs on p. 103; know how to find the perfect stem of any Latin verb; memorize the perfect tenses endings; vocabulary words to know: synopsis, principle parts</p>
MON	<ul style="list-style-type: none"> • Read the vocabulary for Lesson Twenty Five aloud. Notice that all the verbs in this Lesson now have three endings listed with them. These endings, called principle parts should be memorized along with the meaning of each new verb in this Lesson and future Lessons. <p>Principle parts of Latin verbs:</p> <p>In Latin, we memorize four particular forms of each Latin verb, called the principle parts of the verb. These principle parts contain the stems that can be used to give the verb in any tense, mood, voice, etc. we wish. (These forms will now be listed with verbs when they are first introduced in the vocabulary of each Lesson.) The principle parts of all four conjugations are given in the chart listed at the end of this week.</p> <p>In the first conjugation, the endings of the principle parts are the same as for domo above (with the exception of three first conjugation verbs that do not follow the pattern given.) Most fourth conjugation verbs have principle parts like either audio or venio. However, there are many second conjugation verbs whose principle parts do not follow the pattern of habeo above. The principle parts of third conjugation verbs are also variable. Some verbs do not have four principle parts and are not conjugated in the tenses formed from missing principle part.</p> <ul style="list-style-type: none"> • The principle parts of verbs already learned are listed on p. 103; they should be learned 	

	<p>now. Some fourth conjugation verbs (such as dormio) may drop the “v” in their third principle part. These verbs are listed with a “v” in parentheses in their third principle part.</p> <ul style="list-style-type: none"> • Complete supplemental exercise 1. <p>TAPE: Tape 2 Side A: Recapitulation of principle parts of verbs (Skip the perfect tense of all four conjugations, the relative pronoun, and the vocabulary for Lesson Twenty Five.)</p>
<p>TUE</p>	<p>The Perfect tense:</p> <p>The perfect tense expresses action that is completed in the past. For example, in the sentence, "I won the race," the race is finished and past; the action cannot still be happening in the present time. Therefore the verb “won” would be in the perfect tense in Latin. Consequently, a Latin verb in the perfect tense may be translated in more than one way. The perfect tense verb donavi may be translated either "I gave" or "I have given." (In order to keep the distinction between the perfect and the imperfect tense, both these course plans and the supplemental exercise will translate donavi as “I have given.”)</p> <p>The perfect tense is formed by adding the perfect tense endings (pg. 98) to the perfect stem of a Latin verb. The perfect stem is found by taking the “i” off of the third principle part of the verb. This formula works for verbs of all four conjugations.</p> <ul style="list-style-type: none"> • Read the Grammar section on the perfect tense and the conjugation of do, habeo, mitto, and audio in the perfect tense (pgs 98-99.) • Find the perfect stem, then conjugate the verbs in number 1 from exercise B in the perfect tense aloud. You will notice that the perfect tense conjugation of venio is almost identical to its present tense conjugation. The first person singular and third person plural forms are different but the rest of the conjugations are identical. This may cause some ambiguity in the translation exercises; be aware that there may be more than one correct translation in some cases. • Complete supplemental exercise 2. <p>TAPE: Tape 2 Side A: The perfect tense of the four conjugations</p>
<p>WED</p>	<ul style="list-style-type: none"> • Complete supplemental exercise 3.
<p>THUR</p>	<p>Synopsis of verbs:</p> <p>Your student should now learn to give synopses of Latin verbs. A synopsis of a Latin verb is a list of verbs of the same person and number in each tense of a particular mood that the student knows.</p> <p>Examples:</p> <p>A second person singular synopsis of do in all the tenses learned thus far would be as follows: donas (2nd p. s. pres.), donabas (2nd p. s. imperf.), donabis (2nd p. s. fut.), donavisti (2nd p. s. perf.)</p> <p>A synopsis of donant in all the tenses learned thus far would be: donant (3rd p. pl. pres.), donabant (3rd p. pl. imperf.), donabunt (3rd p. pl. fut.), donaverunt (3rd p. pl. perf.)</p> <p>Notice that there are no subjunctive forms of do included in the synopses above. If subjunctive tenses are required, the student will be asked to give a synopsis of a verb in the subjunctive mood.</p>

	<ul style="list-style-type: none"> Complete supplemental exercise 4. 			
Conj.	1 st p. s. present indicative	Present infinitive	1 st p. s. perfect indicative	Passive participle
1 st	dono	Donare	Donavi	Donatus
2 nd	habeo	Habere	Habui	Habitus
3 rd	mitto	Mittere	Misi	Misus
4 th	audio	Audire	Audivi	Auditus
4 th	venio	Venire	Veni	Venitus
<div style="border: 1px solid black; padding: 2px; display: inline-block;">Notes</div>				
WEEK 3				
NML	Lesson Twenty Five	GOALS: Memorize the principle parts of the verbs on p. 103; memorize the vocabulary for this Lesson; memorize the declension of the relative pronoun		
MON	Relative pronouns: In Latin as in English it is possible to say or write sentences that contain subordinate clauses. A subordinate clause is a phrase (often containing a verb) which modifies some part of a sentence and is not a complete thought. The sentence "Mary, whom we love, prays for us" contains the subordinate clause "whom we love." Notice that the subordinate clause is an addition which describes some part of the sentence. If the subordinate clause is omitted, the essential meaning of the sentence (subject and predicate) is unchanged; "Mary...prays for us." Both in English and in Latin a relative pronoun is the word that connects a subordinate clause with the rest of the sentence. (A subordinate clause that begins with a relative pronoun is called a relative clause.) In English we have two relative pronouns, one for persons, "who, whose or whom," and one for things, "which." In Latin, the relative pronoun, qui, quae, quod , may be translated as either "who" or "which." The declension of qui, quae, quod should be memorized "horizontally" like the declension of is, ea, id .			
	<ul style="list-style-type: none"> Complete number 2 from exercise B. TAPE: Tape 2 Side A: (Skip the perfect tense of all four conjugations) The relative pronoun and vocabulary for Lesson Twenty Five			
TUE	Agreement of relative pronouns: As was stated above, the relative pronoun connects a subordinate clause with a sentence. In order to do this, the relative pronoun must describe some word in a sentence. The word in the main part of a sentence that a relative pronoun describes is called its antecedent . In the example sentence above, "Mary, whom we love, prays for us," we understand that "whom" refers to the antecedent "Mary." But a relative pronoun must also have a function in the clause which it connects with the sentence. So, we also understand that, in the example sentence, "whom" is the direct object of			