

Kolbe Academy Home School

GRADE EIGHT LATIN

New Missal Latin Book 1 (Fourth 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, pluperfect and future passive tenses of all four conjugations of verbs
3. Present, imperfect, perfect, pluperfect subjunctive passive tenses of all four conjugations of verbs
4. Sequence of tenses and subjunctive clauses continued
5. Dative with special verbs
6. Perfect passive participle
7. The conjugation of -io verbs
8. Infinitives

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).

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 FOURTH 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 fourth 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 Thirty Seven	GOALS: Memorize the first, second, third and fourth conjugation passive perfect, memorize the vocabulary for this Lesson, be able to translate sentences with temporal clauses
MON	<ul style="list-style-type: none"> • Read the vocabulary for this Lesson aloud. It is now very important that your student know all four principal parts of any verb in his vocabulary. Have your student recite the principal parts of every verb in each new Lesson. <p>The Perfect Passive Indicative Tense:</p>	

	<p>Like verbs in compound tenses in English, Latin verbs in the perfect passive tense are made up of two words. The perfect tense of the passive voice are formed by taking the perfect passive participle, which is the fourth principal part of the verb, and adding the corresponding form of <i>sum</i> in the present tense. Within a perfect passive verb, the fourth principle part behaves like an adjective agreeing with its subject in person, number and gender. The fourth principal part is declined like a second declension adjective.</p> <p>Thus, in the sentence "Filius missus est" "missus" has a masculine singular ending to agree with its subject "filius." In the sentence "Filia missa est" "missa" has a feminine singular ending to agree with its subject "filia."</p> <p>The perfect passive tense is translated like the perfect active tense, often using "have" or "has" and expressing action completed in the past. Filius missus est is translated " the son has been (was) sent."</p> <p>Just as in the active voice, in the passive voice there are two other perfect tenses, the pluperfect and the future perfect passive. These tenses are also made up of two verbs and are formed like the passive perfect, using the fourth principal part (perfect passive participial) and one of the indicative tenses of <i>sum</i>.</p> <p>N.B. In this Lesson and all following Lessons NML calls the fourth principal part by its grammatical name, the perfect passive participle. In these course plans it will more often be referred to as the fourth principle part of the verb.</p> <ul style="list-style-type: none"> • Read the Grammar section on the passive perfect tense. • Complete exercise B. <p>TAPE: Tape 2 Side B: The passive perfect indicative</p>
<p>TUE</p>	<ul style="list-style-type: none"> • Complete exercise A. • Complete exercise F. <p>Derivatives: negate, negative, punitive, replete, replenish, incisor, incisive</p>
<p>WED</p>	<ul style="list-style-type: none"> • Complete supplemental exercise 1.
<p>THUR</p>	<ul style="list-style-type: none"> • Read the Grammar section 41 on temporal clauses. • Translate sentences 1-7 from exercise C.
<p>Notes</p>	
<p>WEEK 2</p>	
<p>NML</p>	<p>Lesson Thirty Seven</p> <p>GOALS: Memorize the first, second, third and fourth conjugation passive perfect, memorize the vocabulary for this Lesson, be able to translate sentences with temporal clauses</p>
<p>MON</p>	<ul style="list-style-type: none"> • Translate sentences 8-15 of exercise C.

◆ COURSE PLAN ◆

TUE	• Complete exercise D.
WED	• Translate the Reading lesson.
THUR	Test for Lesson Thirty Seven
<div data-bbox="149 426 237 478" data-label="Text"> <p>Notes</p> </div>	