



Latin III

This course continues the translations of the Latin II works based more closely on historical fact. The setting is the 1st century A.D. both in Britain and in Rome. The readings reveal the standard of living, the culture and customs of the people, the high level of architecture and engineering, the art and entertainment as well as the education and sports of the time. Students perfect their skill of reading and understanding writings directly from Latin, while they enhance their sense for word derivation and grammar structures. With the help of their teacher, students will develop a mid-term project on the Classics.

Prerequisite: Latin II.

The following materials are needed for this course:

Oak Meadow Latin III Syllabus

Latin Course III text (Cambridge University Press)

Cambridge Latin III Audio CD

Latin III Omnibus Workbook (Cambridge University Press)

Lesson 9

Day 1

Stage 24 introduces a new strategy for presenting vocabulary.

- i) Turn to page 84 of your text. Note the vocabulary words listed, including their English translation.
 - Practice reading the Latin words aloud. Do so more than once so that you are comfortable with the pronunciation. (It may be helpful to review at this time the vocabulary from Stages 21, 22, and 23.)
- ii) On p. 66, read the passage, *in itinere*. Translate the narrative into English in writing.

Day 2

- i) Review the vocabulary from p. 84.
- ii) Go to p. 68. Read the story: *Quintus cōsiliū capit*. Read the story more than once. Try to comprehend more of the story with each reading.
- iii) As part of your writing assignment, comment on the strategy that you used and that you found successful in deciphering the context, sense, and meaning of the passage.

A suggestion: try not to look up the meaning of every single word. Try to figure out the meaning from context. This is a reading exercise, not a translation exercise.

- iv) On p. 69, answer Questions 1–10.

Day 3

- i) Go to p. 70. Outline and summarize in your notes the grammar explanation on cum + pluperfect subjunctive in parts A and B.
- ii) Translate the sentences in part C into English.
- iii) Note the chart of endings in part D. (Compare the subjunctive endings with the indicative.)
Study these endings.

Day 4

- i) On pp. 71–72, the narrative, *Salvius cōnsilium cognōscit*, tells about Salvius' knowledge of the plan. Read the story. Start by scanning it once or twice. With a first reading, see how much you grasp of the story.
 - Summarize your understanding in 1 or 2 sentences, in English.
 - Read once or twice more. How much more have you understood? State this briefly in writing.

Day 5

On p. 73, the grammar section, *About the Language*, explains further how to use the cum + imperfect subjunctive.

- i) Summarize parts A and B in your notes. List some examples.
- ii) Translate the sentences in part C into English, in writing.
- iii) Make note of the chart for the imperfect subjunctive as outlined in part D.
- iv) On p. 74, *Word Patterns*, make note of the information in parts A and B.
- v) Complete part C in writing.

Lesson 27

Day 1

- i) On p. 192 of your text, read *Haterius 1* and *Haterius 2*. Practice your pronunciation by reading the passages aloud a few times.
- ii) Go to the *Vocabulary Checklist* on p. 210. In your notebook, list the new words with their meaning. Read over and pronounce aloud more than once.
- iii) For your writing assignment, translate the passages *Haterius 1* and *Haterius 2* on p. 192.

Day 2

- i) On p. 193 of your text, scan through the narrative, *dignitās*.
- ii) Read through lines 1–15 more carefully.
- iii) Check the glossary for new vocabulary to be able to place the words in context as you read through the narrative.
- iv) Translate lines 1–15.

Day 3

- i) Read the questions on p. 195 in order to become more familiar with the context of the second part of *dignitās*, which is on p. 194.
- ii) Read through the passage or conversation between Vitellia and Haterius on p. 194. Read through more than once, using sections to practice your pronunciation.
- iii) Based on what the questions on p. 195 are asking and your reading of p. 194, summarize in your own words in Latin the theme or point of the passage. Write a paragraph of 5–6 sentences.

Day 4

- i) If you need more time to complete the assignment of Day 3, you may do so today.
- ii) Go to p. 196 to read about the perfect passive indicative. *Note: Indicative means the set of forms for verbs used in ordinary and regular expressions, stating facts, and not the subjunctive.* Remember when you were introduced to the passive on p. 176. Review those endings at this time.

With the passive, an agent does the action to the subject:

The boys were called by (their) mother.

Pueri vocabantur a matre.

- iii) On p. 196, *About the Language 1* explains the use and forms of the perfect tense in the passive. Read carefully and take note of the example sentences in part A.

The perfect passive uses the past participle of the verb and a form of “sum,” depending on the personal subject. The past participle agrees with the subject:

The boys have been called by (their) mother.

Pueri vocati sunt a matre.

- iv) Copy into your notebook the forms listed in part B. Concentrate on learning these forms.
v) For your writing assignment, translate the four sentences in part C on p. 196.

Day 5

- i) Review once again the passive endings on pp. 176 and 196.
ii) For your writing assignment, compose six sentences in the passive: three in the present passive and three in the perfect passive. Write both the English and the Latin. Remember that the agent goes in the ablative case.
iii) The second part of the writing assignment for today is to complete exercises B, C, and D on p. 200 for *Word Patterns: Adjectives and Nouns*.

Before you begin to write, study the forms in exercise A. See how the adjective changes to match the noun.