Latin I

Using a reading-based approach, students are introduced to grammar, vocabulary, and sentence structure through a fictional storyline based on an actual household in Pompeii during the days prior to the great eruption of Mount Vesuvius. Students learn about Roman life, architecture, politics, and culture, and see photos of artifacts, art, and structures uncovered during extensive excavations in Pompeii. Studying Latin leads to a better understanding of the structure and roots of English because many English words are derived from Latin. Latin studies also facilitate the study of French, Spanish, and Italian. Students will gain insight into literature, law, religion, philosophy, ethics, civil engineering, and political science as they complete creative projects that reflect aspects of ancient Rome or Greece. The following materials are included with this course:

- Oak Meadow Latin I coursebook
- *Cambridge Latin Course Unit 1 Audio CD* (The North American Fourth Edition)
- set of three blank books (for use as main lesson books)
Latin I

Oak Meadow
Coursebook

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- Academic Expectations
- Original Work Guidelines
- Plagiarism
- Citing Your Source
- Special Considerations for Citing Images
- Latin Reference Pages
- Latin I Quizzes
- Latin I Tests
Lesson Objectives

- Research a creature from Roman mythology
- Translate English sentences into Latin
- Create original sentences in Latin

Lesson Assignments

1. Listen to track 2 on the Latin CD, and then translate the passage in your Cambridge text entitled “Cerberus” (7). Practice reading the passage aloud until you are comfortable with it. Write your translation in your Google course doc.

2. Read about the Roman merchant, Caecilius, and his wife, Metella (10–12), and complete the following exercises in your Omnibus Workbook:
   - 1.8 Caecilius
   - 1.9 Metella
   
   Study the map of the Plain of Campania (10) in your textbook and locate the ancient cities of Pompeii, Herculaneum, and Stabiae.

3. Research Cerberus, the famous mythological creature, and write a three-paragraph speech (in English) introducing Cerberus to your
audience. Pretend you are the keynote speaker at a conference on Roman mythology and make your presentation as interesting as possible. Highlight Cerberus’s parentage, natural habitat, dietary habits, and physical description. Relate at least two distinguished encounters between Cerberus and mortals or immortals. You may consult print and Internet sources. Remember to cite your sources properly. (See the appendix for details and examples of how to cite your source.)

4. *Meīs verbīs:* Translate five English sentences into Latin and create five original sentences using the Latin words provided. *Meīs verbīs* means “with or by my own words.” This is an opportunity for you to illustrate what you have learned by creating your own sentences in Latin. Render the following English sentences into Latin in your Google doc.

a. The slave is Clemens.

b. Mother sits in the dining room.

c. Father is writing in the house.

d. Clemens is working in the garden.

e. The cook is angry.

Use the following “word bank” to create your own sentences in Latin. Use each word only once, and provide an English translation for each of your creations in your Google doc.

- *in vīa*
- *scribit*
- *in tablinō*
- *labōrat*
- *coquus*
- *est*
- *in culinā*
- *pater*
- *canis*
- *Quīntus*
- *in hortō*
- *lātrat*

**Main Lesson Book**

Add the new vocabulary words from the “Cerberus” passage (you’ll find a list of words following the passage, at the bottom of page 7) and review the vocabulary words from the stage 1 vocabulary checklist. Add the phrases and pronunciation tips from *mirābile dictū* to your MLB. Be as creative as you like about doodling Roman designs, underlining notes, circling or highlighting words and phrases, or making your MLB an artistic and practical study tool.
Mirabile dictu

Salve! Quid agis? This means Hello! How are you? Possible responses would be:

Sum bene. I am well.

Sum optimē. I am great.

Sum pessimē. I am terrible.

As in English, if someone should ask of your health, you should respond with a truthful answer and then respond with a thank you. To say thank you, a Roman would say tibi grātiās agō (literally, to you thanks I give). You will see this abbreviated as t.g.a.

Now that you are beginning to get a bit familiar with the sound of the Latin language, here are a few pronunciation tips that might help:

- The Latin alphabet consists of 24 letters (there is no j or w); k is used only in archaic words, and y and z are only used in words of Greek origin.

- The letter i acts as a consonant (sounds like y in year) when it is between vowels or before a vowel at the beginning of a word; in all other instances, it acts as a vowel.

- Most Latin consonants are pronounced like they are in English, with the following exceptions:

  - c is always a hard sound, as in cart (never soft, as in city)
  - ch is also pronounced like a hard c (as in character)
  - g is always a hard sound, as in go (never soft, as in gem)
  - v is pronounced like w

Mirabile visū

The Latin words for mother and father sound a lot like the corresponding English words. It’s fun to compare the similarities between words in other languages.

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<th>ENGLISH</th>
<th>SPANISH</th>
<th>ITALIAN</th>
<th>FRENCH</th>
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<tr>
<td>māter</td>
<td>mother</td>
<td>madre</td>
<td>madre</td>
<td>mère</td>
</tr>
<tr>
<td>pater</td>
<td>father</td>
<td>padre</td>
<td>padre</td>
<td>père</td>
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FOR ENROLLED STUDENTS

Please send all your work from lessons 1 and 2 to your teacher for review, and then begin working on lesson 3. You can scan your Omnibus worksheet exercises and attach them to your course doc or email them, or you can copy and mail the worksheet exercises. **Do not send the original worksheet from this lesson (for exercises 1.8 and 1.9) as you will need it to complete the exercise on the back in the next lesson**—just send a copy of exercises 1.8 and 1.9. When your work for lessons 1 and 2 has been added to your course doc, use the “Email collaborators” command under the “File” menu of your Google course doc to let your teacher know it is ready for review. If you are sending work through the mail, please send it directly to your teacher. If you have questions about submitting your work, or about any of your assignments, please contact your teacher.
Lesson

Stage 5

in theātrō: fūnambulus

By the time you complete this lesson, you will be one-third of the way through this course! Your Latin vocabulary has expanded considerably and hopefully you are feeling pleased with your progress. In this lesson we complete stage 5.

Lesson Objectives

• Look for patterns between word usage and word endings
• Learn about history and culture of Roman theater
• Examine connections between Latin, English, Spanish, Italian, and French

Lesson Assignments

1. Read and translate “in theātrō” (80). Notice how word endings frequently change. See if you can start to notice patterns of when and why word endings change. Have you ever seen a funambulist? Where might you find one today?

2. Read “The Theater at Pompeii” (pages 81–84) in your textbook and complete the following exercises in the Omnibus Workbook:
   • 5.5 in theātrō
   • 5.7 The Theater at Pompeii

3. Complete “Word Study” exercises (85). Number your answers carefully in your Google course doc. Tip for exercise B: Always try to identify the meaning of the Latin root word that is the common denominator among the derivatives; that will give you a clue as to which word does not belong.

ASSIGNMENT SUMMARY

☐ Read and translate “in theātrō” (80).
☐ Read “The Theater at Pompeii” (pages 81–84) and complete Omnibus exercises 5.5 and 5.7.
☐ Complete “Word Study” exercises (85).
☐ Complete the stage 5 quiz.
☐ Complete Test 1.
☐ Complete your Roman theater project.
☐ Complete the MLB activities.
Lesson 12

(continued)

dramatis
personae
characters in
a play

4. Complete the stage 5 quiz. Take time to study your notes before you begin.

5. Complete Test 1 in the appendix of this coursebook. This is the first of three Cambridge tests you will complete in this course. You will translate a Latin passage that pertains to material you have already learned but also includes new vocabulary. Pay careful attention to nominative and accusative cases as you translate, as well as singular and plural forms. Do your best to deduce the meaning of the new words, and translate accordingly. If you use a dictionary to help you with the unknown words, please underline these words in the translation to show where you used an outside source.

6. Complete your project on Roman theater from lesson 11.

Main Lesson Book

Use the stage 5 vocabulary checklist (86) to test yourself; cover one column and see if you can give the translation, and then cover the other column and repeat. Afterwards, write the new vocabulary words and definitions in your MLB. Add the days of the week in Latin (and other languages, if you like).
Did you know that the Romans named their days of the week after the planets? Do you know the days of the week in Spanish, Italian, or French? If so, you will see many similarities.

<table>
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<tr>
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<th>origin</th>
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<td>dies Lunae</td>
<td>for the moon</td>
<td>Monday</td>
<td>lunes</td>
<td>lunedì</td>
<td>lundi</td>
</tr>
<tr>
<td>dies Martis</td>
<td>for Mars</td>
<td>Tuesday</td>
<td>martes</td>
<td>martedì</td>
<td>mardi</td>
</tr>
<tr>
<td>dies Mercuri</td>
<td>for Mercury</td>
<td>Wednesday</td>
<td>miércoles</td>
<td>mercoledì</td>
<td>mercredi</td>
</tr>
<tr>
<td>dies Jovis</td>
<td>for Jove</td>
<td>Thursday</td>
<td>jueves</td>
<td>giovedì</td>
<td>jeudi</td>
</tr>
<tr>
<td>dies Veneris</td>
<td>for Venus</td>
<td>Friday</td>
<td>viernes</td>
<td>venerdì</td>
<td>vendredi</td>
</tr>
<tr>
<td>dies Saturni</td>
<td>for Saturn</td>
<td>Saturday</td>
<td>sábado</td>
<td>sabato</td>
<td>samedi</td>
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<tr>
<td>dies Solis</td>
<td>for the Sun</td>
<td>Sunday</td>
<td>domingo</td>
<td>domenica</td>
<td>dimanche</td>
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Note: Days of week are not capitalized in Spanish, Italian, or French.

You may have noticed that the letter *j* is used in *dies Jovis* but it is not a letter included in the original Latin alphabet. It is a letter that was adopted in later times. Letters *i* and *j* are interchangeable if followed by a vowel, so you can either say *dies Iovis* or *dies Jovis*.

**FOR ENROLLED STUDENTS**

Please send all your work from lessons 11 and 12 to your teacher for review, and then begin working on lesson 13. If you have questions about any of your assignments, please contact your teacher.