

Latin 2

Coursebook



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Introduction

Welcome to *Latin 2*! This course is meant to follow after Unit 1, so if you took Latin 1 with Oak Meadow, you will find the structure and organization of this course very familiar. The Cambridge Latin 1 Course introduced grammar and vocabulary through an exciting story line that followed a typical household in Pompeii during the days prior to the great eruption of Mount Vesuvius. The course included background information on Roman life, architecture, politics, and art. In Latin 1, you concentrated on reading and comprehension of the stories, which served as an introduction to the intricacies of Latin grammar.

In Latin 2 the story line continues, but the focus changes from the heart of the empire to the Roman Provinces, such as Britain and Alexandria. Continuity is provided by Quintus, son of Caecilius, who finds his way to Britain and there tells the story of his travels since his escape from the eruption of Mount Vesuvius. The reading material is based on historical characters and situations, as much as possible. You will continue to develop your skills with grammar and syntax to a greater degree.

Why Study Latin?

There are strong reasons to study Latin, particularly using a reading course like this one.

- **Interest.** Latin is intrinsically interesting to anyone who likes people, ideas, words, the past, or studying the way society works.
- **Understanding of Language.** The study of Latin provides you with insight into the structure of an inflected language, and encourages you to make instructive comparisons with the structure of your own language. In addition, you'll learn that many English words are derived from Latin, and you'll improve your command of English by adding to your vocabulary. You'll also develop a sound basis for the study of Romance languages such as French, Spanish, and Italian, and an understanding of how these languages are related through their origins in Latin.
- **Literary Appreciation.** A reading approach to Latin helps you develop a critical appreciation of the way language is used to express feelings, to develop trains of thought, and to influence people.
- **Historical Understanding.** The period of the Roman Empire is a key epoch of European history; it offers an excellent opportunity to learn about the past through primary sources in the form of written evidence and archaeological remains. Such a study promotes comparison with our own and other cultures.

- Our Origins. Through Latin, you'll gain insight into elements of western European and other societies: language, literature, law, attitudes toward religion, philosophy, ethics, art, architecture, civil engineering and technology, and political science.
- Careers. A knowledge of Latin facilitates the study of many subjects, including English, law, medical and biological sciences, history, and modern languages.

Course Materials

The tools required for Latin 2 are as follows:

- This coursebook
- The textbook, *Cambridge Latin Course Unit 2* (The North American Fourth Edition, 2002)
- *The Cambridge Latin Course Unit 2 Omnibus Workbook* (The North American Fourth Edition)
- A notebook in which you will list vocabulary, summarize grammar, and take notes to help you learn
- A Latin-English dictionary, if you wish to supplement the glossary included at the back of your textbook

The Course

Latin 2 is organized into 36 lessons of one week each. Although you can work at your own pace, completing each lesson in more or less than a week, we've designed the pace of the course to cover approximately one school year. In this coursebook, the days of each week will be numbered one through five, but they need not correspond directly to Monday, Tuesday, etc., if you are working at a different pace. Each day's assignments will provide instructions on which pages to read in the text, exercises to complete, and concepts to focus on.

You should keep a notebook as you work your way through this course. Jot down grammar rules, terms, and especially vocabulary words for later study and review. If you see an instruction to "note" or "take note" of a certain passage, you should enter it into your notebook for later study and review. Either summarize, paraphrase, or copy the information.

On the other hand, if you see an instruction to "write" a particular exercise or assignment, you'll need to put that on a separate sheet and send it in to your teacher. These assignments will be explained in detail for each day.

The chapters of your textbook are called "Stages," and you will notice that they treat this course as a continuation from Latin 1, beginning with Stage 13.

Assignments

After every two lessons, collect all your written work and send it in to your teacher before proceeding with the next lesson.

When you send in your work for review, please note the lesson, textbook page, and exercise number (if applicable) of each exercise or assignment. Also, if the assignment is to read and speak aloud a certain passage, indicate how you felt you did with the assignment, what challenges you met and how you overcame them, where you need assistance, etc. This will also help you evaluate how you are doing.

Workbook

Many of your assignments will be from the *Omnibus Workbook*, included with the course materials. For the most part, you will be able to write out your answers to each exercise on a separate sheet of paper and send them to your teacher. Where this is not practical, for example, where the exercise includes a drawing or diagram, make a photocopy or take a computer scan of the page for you to mark up, and send that to your teacher. If you don't have access to a photocopier or scanner, you can carefully cut or tear the page out of the workbook and send the page itself.

Tests

In addition to the assignments, this course includes eight quizzes, one for each Stage in the textbook. The quizzes are included in the appendix of this coursebook. When a quiz is due, find the correct quiz in the back of this book, translate the words given, and include the quiz with the next packet of work you send to your teacher. There are also three tests, which involve translation of a short passage. These tests are also in the appendix. When a test is due, write or type your translation, either on the same or a separate sheet of paper. Send it to your teacher along with your next work packet.

Projects

Two projects will be required for this course, one as your midterm exam and one as the final. These are creative projects that should reflect some aspect of ancient Rome or the Roman Empire. Take it upon yourself to choose topics that you are interested in, so that completing it will be a rewarding and enriching experience. These projects will be explained in greater detail, and will be mentioned in advance so you'll have enough time to complete them.

Audio CD

A compact disc is included with your course materials. It contains many of the course's model sentences read aloud as well as selected other passages from the text. These tracks will be especially helpful for pronunciation and familiarizing yourself with the sound and structure of Latin. The assignments will indicate when to listen to each track, but you can use the CD at any time to reinforce your understanding of the text.

Grading

For this course, lessons are reviewed and evaluated based on a letter scale (e.g., A, B, C, etc.) in accordance with the assignments given. Quizzes are graded on a percentage scale.

Extra Credit

You can earn extra credit at the end of the course, if you wish, by completing any of the exercises on pages 210-217 of your textbook. These exercises are not required; you can use them to hone your skills and reinforce your grasp of Latin. If you do decide to complete any of the extra credit exercises, send them to your teacher with your next work packet, making sure to note the exercise number and “Extra Credit” on them.



Lesson 1

The Latin 2 course begins with Stage 13, which sets the scene in Britain before reintroducing the character of Quintus from Latin 1. If you took Latin 1 with Oak Meadow, you'll notice many differences in the setting and lifestyle of Roman Britain compared to that of Pompeii.

Day One

We will begin the Latin 2 course with pages 2–3 in your textbook. These pages introduce some of the characters who will feature in the story throughout the year. Study the drawings and read the sentences aloud, following along with track 1 of the Latin 2 compact disc for pronunciation. See if you can deduce the meanings of the words you don't know from their contexts and the accompanying illustrations. Translate each of the six narratives on pages 2–3 in writing, and save your translations to send to your teacher.

Day Two

First review the passages on pages 2–3 that you studied yesterday, repeating them aloud until you are comfortable with their pronunciation and meaning. Then move on to page 4 and read the remaining model sentences of Stage 13. These sentences are also included in track 1 of your CD, so replay that track if you like. Translate narratives 7–9 on page 4 in writing, and save your translations to send to your teacher.

Day Three

Continue on to page 5 today. This page contains the first part of the story about Roman Britain that will continue through Stage 16. Read "*Trēs Servi*" aloud, and then see if you can translate it aloud as well. Write out your translation and save it to send to your teacher. Study the vocabulary words on this page as well, copying them into your notebook for future review.

Now, turn to page 7 and do the same with "*Coniūrātiō*." You can hear this section read aloud on track 2 of your CD.

Day Four

Today's assignment will cover pages 8–10. Read the narrative “*Bregāns*” on pages 8–9, both silently and aloud. Drill yourself on the vocabulary words on page 9 and add them to your notebook. Then, answer Questions 1–6 on page 10 in writing, and save your answers to send to your teacher.

Day Five

Review everything you have learned this week. Then complete exercises A, B, and C on page 11 in writing. On page 12, study the material and take notes.

SHARE YOUR WORK

You will submit your work to your teacher every two lessons. When you complete this lesson, continue on to lesson 2. If you have any questions about the assignments, let your teacher know.



Lesson 2

Day One

Continue your study of Stage 13 this week by reading “*Salvius Fundum Īnspicit*” on page 13. Read the passage aloud, and translate lines 1–15 in writing. Study the vocabulary words and copy them into your notebook.

Finally, read the “About the Language” section on page 14.

Day Two

Today, complete exercises A, B, and C on pages 15–16. Write out your answers and save them to send to your teacher.

Day Three

Today you will get your first taste of Roman-era culture and history. Today and tomorrow, read the “*Britannia*” section on pages 17–22, and take careful notes. This section introduces the history of the British Isles, before and after the Romans arrived.

Day Four

Continue with the historical background material on pages 17–22. When you have finished reading this section, create an outline summary of the passage, in writing, to send to your teacher.

Day Five

Study the time line on page 23, and copy the information into your notebook. Finally, read “*Salvius*” on page 24.

SHARE YOUR WORK

When you complete this lesson, please send your work from lessons 1 and 2 to your teacher. If you have any questions about the assignments, let your teacher know.



Lesson 6

Day One

Begin this week by reading the narrative “*In Tablīnō*” on pages 36–37. Read carefully, and follow along with track 5 on your CD for pronunciation. Then, answer Questions 1–6 on page 37 in writing.

Day Two

Study and take notes on the “About the Language” section on page 38. Go over sections A and B carefully, and then translate the six sentences in section C in writing.

Day Three

Today, study “*Quīntus Advenit*” on page 39. Can you answer in writing the two questions at the bottom of the page?

Day Four

Take note of the grammatical information presented in the “About the Language” section on pages 40–41. Go over this section carefully and copy important information into your notebook.

Day Five

To end this week, turn to pages 41–42 of your text and read “*Tripodes Argenteī*.” Write a brief summary of lines 1–20 of this selection.

SHARE YOUR WORK

When you complete this lesson, please send your work from lessons 5 and 6 to your teacher. If you have any questions about the assignments, let your teacher know.



Lesson 17

Today you will be starting with Stage 17 in your textbook. At this point, the narrative shifts locales from Britain to the ancient city of Alexandria, in northwestern Egypt. During these Stages, Quintus recounts his adventures in Alexandria to King Cogidubnus, a conversation that began with your translation assignment on page 79. The turbulent cosmopolitan setting of Alexandria will provide a sharp contrast to the bucolic rural life of Roman Britain, and you'll also find variations in the levels of material comfort, cultural richness, personal freedom, and the general pace of life. Still, both of these far-flung places (as well as Pompeii of Latin 1) were part of the Roman Empire, and shared the basic Roman lifestyle.

Day One

Start Stage 17 with the model sentences on pages 92–93, “*Quīntus dē Alexandriā*.” Read narratives 1–5 and listen to them read aloud on track 12 of your CD. Try speaking them aloud along with the audio. Then, translate them in writing and save your translations to send to your teacher with your next work packet.

Day Two

Today, read part I of “*Tumultus*” on page 94, for comprehension. Study the vocabulary words and copy them into your notebook.

Day Three

Continue with “*Tumultus*,” part II, on pages 94–95, and write a short paragraph summarizing the passage up through line 16. Study the vocabulary at the bottom of page 95. Then, answer in writing Questions 1–6 on page 96.

Day Four

Examine and take notes on the “About the Language” section on page 97. Translate the six sentences in exercise D, in writing.

Day Five

Spend today preparing for your Midterm Project, which will be due next week. Take a look at the project description on the next page for information on what will be expected. You will have all of next week to work on your project, but try to think ahead and have your topic selected today.



Lesson 23

Day One

In the “About the Language” section on page 122, take note of the grammar information on fourth and fifth declensions. Translate the six sentences in exercise C in writing.

Day Two

Turn to pages 123–124 in your textbook today and read the narrative section “*Prō Tabernā Clēmentis*.” Be sure to read aloud and make sure you have a firm grasp on the meaning. For help with pronunciation, listen to track 14 of your CD. Copy the new vocabulary words into your notebook.

Write a short paragraph summarizing this passage, up through line 18 (the section that appears on page 123).

Day Three

Turn to page 125 today and complete the two “Practicing the Language” exercises that appear there. For each answer, write out the entire sentence.

Day Four

Do the same as yesterday with the remainder of the “Practicing the Language” exercises on page 126. For exercise C, you can rewrite only those sentences that need completing. For exercise D, just write the word you chose and your explanation.

Day Five

Read the cultural background on pages 127–130, “Glassmaking.” What information can you gather from this section on glassmaking?



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Name _____

Stage 13 Quiz

A. Translate into English:

1. advenio _____
2. aedificium _____
3. canto _____
4. custos _____
5. dico _____
6. excito _____
7. fessus _____
8. horreum _____
9. interficio _____
10. nolo _____

B. Translate into Latin:

1. new _____
2. I can _____
3. I am _____
4. I want _____



Name _____

Stage 14 Quiz

A. Translate into English:

1. aliquid _____
2. aula _____
3. cotidie _____
4. dues _____
5. difficilis _____
6. domina _____
7. donum _____
8. fidelis _____
9. lavo _____
10. maritus _____

B. Translate into Latin:

1. noble _____
2. although _____
3. and _____
4. king _____
5. when _____



Name _____

Stage 15 Quiz

A. Translate into English:

1. vinco _____
2. unda _____
3. teneo _____
4. saxum _____
5. redeo _____
6. qui _____
7. princeps _____
8. nauta _____
9. miser _____
10. mare _____

B. Translate into Latin:

1. water _____
2. shut _____
3. owe, ought to _____
4. horse _____
5. broken _____

Bonus:

1. sacerdos _____

LATIN



Test 1

Translate the following passage.

Words in boldface may be unfamiliar to you. You may use a dictionary.

Somnium Mirābile

Sextus et Titus erant amīcī. ad urbem **iter faciēbant**. postquam ad urbem pervēnērunt, Sextus ad tabernam contendit. Titus tamen apud frātremanēbat. post cēnam Titus, quod fessus erat, mox obdormīvit. subitō Sextus in **somniō** appāruit et clāmāvit,

“amīce! caupō mē necāre vult. necesse est tibi mē **adiuvāre**.”

Titus statim surrēxit, quod **commōtus** erat, et sibi dīxit,

“num caupō amīcum meum necāre vult? minimē! somnium erat.”

Titus iterum obdormīvit. Sextus iterum in somniō appāruit et clāmāvit,

“ēheu! mortuus sum. caupō **scelestus** mē necāvit. postquam mē necāvit, in plaustro mē **cēlāvit**. tū eum pūnīre dēbēs.”

Titus ē lectō perterritus surrēxit et **vigilēs** petīvit. vigilibus rem nārrāvit. tum cum duōbus vigilibus ad tabernam contendit. caupōnem rogāvit,

“ubi est Sextus, amīcus meus, quī in hāc tabernā manēbat?”

“**errōrem** facis,” caupō eī respondit. “**nēmō** est in tabernā.”

Titus, ubi plastrum in via cōspexit, clāmāvit,

“ecce! amīcus meus, quem tū necāvistī, in hōc plaustro **cēlātus** est.”

vigilēs, postquam plastrum īspexērunt, Sextum invēnērunt mortuum. caupōnem attonitum **comprehendērunt**, et eum ad iūdicem dūxērunt.

Latin II

Test 1

[illegible]