

Introduction to Henle Latin

The grammar forms and much of the syntax are not in the text, but rather in the grammar manual. Open your textbook to page 6. The ASSIGNMENT says to memorize the declension of terra (Grammar No. 31.) Open your grammar manual. Every section has a number in the left margin. Grammar No. 31 is at the top of page 5. Henle makes constant reference to the Grammar Manual in his assignments. There are two parts to the Grammar Manual. Part 1, pages 1-83, is grammar forms. Part 2, **Syntax**, begins on page 84. **Syntax** is how to use the grammar forms. Don't neglect to read the assigned sections in the Grammar Manual.

Read all of the explanations in the text even if you plan to move through it quickly. It will be a good review and will contain bits and pieces of information that you need that are particular to this text. Pay close attention to the notes under the vocab. Good examples of the importance of some of these notes are on pages 43 and 47.

Exercises

There are a lot of exercises in Henle. For a beginning student it is desirable but not necessary to do all of them. Since your student is not a beginner, but has a significant background in Latin from the First Form Series, you have two approaches that you can take with the first five units of Henle I, pages 1-224.

- 1) You may decide to omit many exercises, move quickly through the material that is review, and complete the suggested syllabus, potentially even moving beyond it into Unit Six.
- 2) You may decide that your student needs a thorough review and choose to do most of the exercises, but probably not complete the suggested syllabus.

Either choice is fine. Either way your student will still be well-prepared to continue Latin with Third Form. Many of the exercises are identified as *Essential*. Be sure to do at least some of the *Essential* exercises in every lesson. Doing exercises orally is a good option for students to make the review material go quickly. Here are some guidelines.

Latin to English

- 1) The Latin to English form drills can be done orally or even skipped if you feel they are too elementary for your student. Henle doesn't label them as form drills, but they are the translations that are not sentences.
- 2) The Latin to English sentence translations can be done orally as long as they are simple and your student is doing them very quickly. When your student starts to slow down or make mistakes, s(he) should start writing out the translations.

English to Latin

- 3) English to Latin exercises are very valuable but they are also time consuming. The English to Latin translations should be written out.

Syllabus

I have tried to break down the material in these five units into 25 equal lessons, but the later ones probably require more time than the earlier ones. You can cover one lesson per week and complete about 15 lessons by January or you can double up and do two lessons per week, especially for the first 100 pages, and finish the syllabus. You and your student will have to be the judge of what is the most profitable use of your time.

For each lesson I have noted the grammar content, new grammar topics, and new vocabulary. You will see that there is very little grammar in Henle that has not been covered in First and Second Form. I have also included some additional helps and explanations on new grammar. There are approximately 100 new vocabulary words in this section of Henle that have not been covered in First and Second Form.

Notes

Recitation. Continue your recitations and vocab reviews from First and Second Form every day. Add the grammar and vocab from Henle to your recitation, especially 3rd conjugation principal parts.

Testing. By now you should know how to teach and test vocabulary and grammar forms. For translation there is no need to make up new sentences; just select some sentences from the text and copy them and give them to your student for a translation test. The First Mastery Review on pages 91-98 is a good time for a test. The Second Mastery Review is on pages 217-224 and completes the first five units of Henle 1.

Henle's gender rules.

Henle has a clever way of remembering the gender of 3rd declension nouns: SOX, ERROR, and LANCET. They are listed in sections 49-51 of the Grammar on page 9. These are fine and work fairly well for the Henle I vocabulary. I have not used them in First and Second Form because there are quite a few exceptions. You can teach them or omit them, whichever you choose, but he does refer to them often.

LESSON 1 Pages 6-34 Exercises 2-27

Grammar: 1st and 2nd declension nouns

New Grammar: none

New vocab: imperium, i *n.* quod itaque incolunt

These pages are just a good warm-up and review for the new school year. Non-Catholics may want to skip exercise 27.

LESSON 2 Pages 35-42 Exercises 28-40

Grammar: 3rd declension nouns

New grammar: Appositives, pp. 38-41

New vocab: veritas veritatis *f.* homo hominis *m.* salus salutis *f.*

Pay particular attention to exercises 36-38. The appositive is in the same case as the noun it modifies. This can be tricky.

LESSON 3 Pages 42-46 Exercises 41-42, 44-47

Grammar: **i-stem** nouns

New grammar: expletive *there*

New vocab: virtus virtutis *f.* caedes caedis *f.*

Notice that the singular and plural nominative forms of **caedes** are the same.

LESSON 4 Pages 47-53 Exercises 50-57

Grammar: 3rd declension neuter nouns.

New Grammar: none

New vocab: princeps principis *m.* occiderunt iter itineris *n.*
corpus corporis *n.* vulnus vulneris *n.* agmen agminis *n.*

Non-Catholics may want to skip #5 on page 50.

There were only five 3rd declension neuter nouns in First Form and none in Second Form. Students often make mistakes with these nouns in translating. It's hard to remember that they are neuter and hard to remember that the nominative and accusative forms are the same and **a** in the plural.

LESSON 5 Pages 53-57. Exercises 58-64.

Grammar: 4th declension

New Grammar: none

New vocab: equitatus ūs impetus ūs

LESSON 6 Pages 57-63. Exercises 65-74.

Grammar: 5th declension

New Grammar: none

New vocab: autem acies aciei *f.* posuerunt

LESSON 7 Pages 64-69 Exercises 75-80

Grammar: review

New Grammar: none

New vocab: castra castrorum *n.* impedimenta impedimentorum *n.*
copia copiae *f.* copiae copiarum *f.*

The vocabulary in this lesson is difficult. *Camp* and *baggage train* are plural nouns in Latin and therefore take plural verbs since the subject and verb agree in number. But in English these nouns are singular and require a singular verb. Notice also that *castra* and *impedimenta* are 2nd conjugation neuter nouns. *Copia* and *gratia* have different meanings in the singular and plural. Study all of this vocabulary very carefully, and also the notes underneath the vocab.

LESSON 8 Pages 70-77 Exercises 81-88

Grammar: 1st/2nd declension adjectives

New Grammar: none

New vocab: angustus -a -um reliquus -a -um tutus -a -um
Romanus -a -um (as an adjective)
Christianus -a -um (as an adjective)

LESSON 9 Pages 77-83 Exercises 88-94, 95 (#5)

Grammar: 3rd declension adjectives

New Grammar: none

New vocab: inopia -ae *f.* (opposite of copia)
legio legionis *f.* (groups, even men are feminine)
communis -e

LESSON 10 Pages 84-90 Exercises 96-103

New Grammar: Adjectives governing cases

New vocab: cupidus -a -um plenus -a -um finitimus -a -um
similis -e Jesus u et...et
prima luce eques equitis

Adjectives governing cases can be confusing. These adjectives are ones that are frequently modified by a prepositional phrase in English. If Caesar is *eager for glory*, *for glory* is a prepositional phrase that modifies the adjective *eager*, etc. In Latin the “prepositional phrase” is expressed by a noun in the case governed by the adjective.

There are two cases involved with these adjectives, the case of the adjective, *eager*, and the case of the noun that modifies *eager*, *glory*. The adjective, *eager*, must agree with its noun. The noun, *glory* which modifies *eager* is in the genitive case because *cupidus* governs the genitive. To remember the case each adjective governs think:

desirous **of** full **of** or filled **with** next **to** similar **to** or likeness **of**

Notice that three of these adjectives are 1st/2nd declension adjectives and one is a 3rd declension adjective.

LESSON 11 Pages 99-108 Exercises 104-105, 107-115

Grammar: 1st conjugation, present tense

New Grammar: none

New vocab: none

LESSON 12 Pages 109-116 Exercises 120-122, 125-127, 129-131

Grammar: 1st conjugation, imperfect and future tenses, interrogative adverbs

New Grammar: none

New vocab: centurio centurionis *m.* numerus -i *m.* interim
mors mortis *f.* hiberna hibernorum *n.* alienus -a -um

Notice *hiberna*, another plural neuter noun like *castra* and *impedimenta*. *Locus* is neuter in the plural and *mors mortis* is an i-stem.

LESSON 13 Pages 117-124 Exercises 132-133, 135-140, 142 (optional)

Grammar: Interrogative particle **ne** and 2nd conjugation present system

New Grammar: none

New vocab: oratio orationis *f.* sicut in principio
in saecula saeculorum arma armorum *n.*

LESSON 14 Pages 125-131 Exercises 144-148

Grammar: 1st and 2nd person pronouns

New Grammar: none

New vocab: tamen neque

Pronouns can be confusing. Don't skip any of these exercises.

LESSON 15 Pages 132-139 Exercises 150-155

New Grammar: 3rd person pronouns and direct reflexive pronouns

New vocab: is ea id sustineo sustinere fines finium *m.*
sui, sibi, se, se etiam enim

This is a difficult lesson. Do every exercise and take your time. Read your text and grammar manual very carefully for this lesson. There are several issues here.

1) 3rd person pronouns may look formidable but *CCA* and you will see they are quite easy to memorize. There is nothing to learn in the plural forms because they are the regular endings of 1st and 2nd declension nouns and adjectives. Now back to the singular. Once you have learned the name of this declension, **is ea id**, you are half way there. The accusative and ablative follow the 1st and 2nd declension endings pattern; the dative follows the 3rd declension pattern and is the same in all three genders; the genitive doesn't look like a genitive but it is the same in all three genders. Say this declension aloud every day from now until you finish this syllabus.

2) Remember that the genitive is not used to show possession in 1st and 2nd person pronouns. Instead, *meus*, *tuus*, *noster*, and *vester* are used as possessive pronoun

adjectives and they follow the adjective agreement rule. They agree with their nouns in gender, number and case.

But the genitive of 3rd person pronouns IS used to show possession and these pronouns follow the pronoun agreement rule. They agree with their antecedents in gender and number not the nouns they modify. They are always in the genitive case.

3) The antecedent of a 3rd person pronoun may be a non-living thing such as *stella* or *mundus* that has grammatical gender. The Latin pronoun must agree with its antecedent, but in English *eam* or *eum* will be translated *it* instead of *him* or *her*. See Grammar 129 for an example.

4) 1st and 2nd person pronouns also function as reflexive pronouns, but in the 3rd person there are special forms for reflexive pronouns. Notice in Grammar 128 there are no reflexive meanings for these forms as there are in Grammar 123 and 124. The reflexive forms for the 3rd person pronouns are in Grammar 127. Think of the English expression *per se*, in itself.

LESSON 16 Pages 140-146. Exercises 156-167

Grammar: 3rd conjugation, present system.

New Grammar: none

New vocab:	gero gerere	defendo defendere	instruo instruere
	mitto mittere	peto petere	pello pellere
	litterae litterarum	pono ponere	contendo contendere
	ago agere	ibi	

This lesson is hard because of the new 3rd conjugation verbs with their variable principal parts. Here is a breakdown of how the principal parts are formed. (See Second Form Unit IV Review for a review of the principal parts patterns.) *Pello* and *ago* do not fit any of these patterns. The only way to master principal parts is to say them aloud. Say these principal parts aloud every day for the rest of this syllabus.

	3 rd principal part
gero	with s
mitto	with s
pono	with s
defendo	from root
contendo	from root
instruo	with x
peto	with v
pono	with u

LESSON 17 Pages 147-153 Exercises 169-176

Grammar: 4th conjugation and sum, present system

New Grammar: none

New vocab: convenio undique

LESSON 18 Pages 153-160 Exercises 177-182

Grammar: Perfect tense, all four conjugations

New Grammar: none

New vocab: absum abesse colloco collocere compleo complere
cedo cedere atque

LESSON 19 Pages 160-167 Exercises 183-188, Reading # 4

Grammar: Pluperfect/future perfect, four conjugations; **er/ir** 2nd decl. nouns

New Grammar: none

New vocab: incito (1) adjuvo adjuvare incendio incendere
Tum ita

LESSON 20 Pages 168-178 Exercises 190-Reading # 5, 196- Reading # 6

Grammar: 2nd declension **er** adjectives; possessive pronoun adjectives

New Grammar: none

New vocab: civitas civitatis *f.*

Be sure to read the note under the vocab on page 168.

LESSON 21 Pages 179-187 Exercises 199-200, 202-208

Grammar: Present system passive, 1st conjugation; ablative of agent

New Grammar: none

New vocab: administro (1) confirmo (1) conserve (1)
nam

LESSON 22 Pages 187-194 Exercises 209-Reading # 7, 213(optional), 215-217

Grammar: Present system passive, 2nd conjugation

New Grammar: none

New vocab: contineo continere obtineo obtinere aut
aut....aut neque.....neque postea

LESSON 23 Pages 194-199 Exercises 218-224

Grammar: Present system passive, 3rd conjugation; ablative of means.

New Grammar: none

New vocab: trado tradere dimitto dimittere occido occidere
ferē

LESSON 24 Pages 199-207 Exercises 255- Reading # 10

Grammar: Present system passive, 4th conjugation

New Grammar: Ablative of accompaniment

New vocab: none

LESSON 25 Pages 208-216. Exercises 231, 233-Reading #11

New Grammar: Perfect system passive of all four conjugations.

New vocab: none

This is completely new material and will be the first unit of Third Form.