CONTENTS

WEEK 1

	DAY 1	DAY 2	DAY 3	DAY 4
Recitation	☐ Nouns: **terra**, **servus**, **bellum**, **lēx**, **pars**, **flūmen**, **portus**, **rēs**, **Jesus** ☐ Adjectives: **magnus**, **gravis**	☐ 1st-5th declension noun endings ☐ Verbs: indicative active (all tenses) of **laudō**, **moneō**, **mittō**, **audiō**, **sum** ☐ Pronouns: **ego**, **nōs**, **tū**, **vōs**, **suī**, **is/ea/id**	☐ Nouns: **vir**, **ager**, **puer** ☐ Adjectives: **miser**, **integer** ☐ Possessive Pronoun Adjectives: **meus**, **tuus**, **noster**, **vester**	☐ Verbs: indicative passive (all tenses) of **laudō**, **moneō**, **mittō**, **audiō**
Vocabulary	☐ Master Review Vocabulary No. 1, pp. 91-98 (simply recite them aloud once and use the exercises below to see what words need the most review)	☐ Master Review Vocabulary No. 2: 1st-4th conjugation verbs, irregular verbs, and pronouns (simply recite them aloud once and use the exercises below to see what words need the most review)	☐ Master Review Vocabulary No. 2: all nouns and adjectives (simply recite them aloud once and use the exercises below to see what words need the most review)	☐ Master Review Vocabulary No. 2: adverbs, conjunctions, prepositions, and other words (simply recite them aloud once and use the exercises below to see what words need the most review)
Grammar/Readings	☐ Review model declensions of nouns (*Grammar* 31, 34, 37, 57-58, 64, 65, 69) ☐ Review model declensions of adjectives (*Grammar* 72, 78) ☐ Review gender rules for all declensions (*Grammar* 32-33, 35, 38, 46-52, 66, 70)	☐ Review model conjugations of indicative active verbs (*Grammar* 162-185) ☐ Review the conjugation of **sum** (*Grammar* 346-351) ☐ Review model declensions of pronouns (*Grammar* 123-124, 127-130)	☐ Review additional nouns (*Grammar* 40-43) ☐ Review additional adjectives (*Grammar* 74-76) ☐ Review 1st and 2nd person possessive adjectives (*Grammar* 125-126)	☐ Review model conjugation of verbs, indicative passive (*Grammar* 240-266) ☐ Review ablatives of means, agent, and accompaniment (*Grammar* 764-765, 772-774)
Exercises	☐ Ex. 84 (odds, p. 74), 95 (#5, p. 83), 101 (p. 88), and 103 (odds, p. 90) ☐ Check all answers. ☐ Redo incorrect answers.	☐ Ex. 174 (p. 150), 176 (odds, pp. 152-153), and 185 (odds, pp. 161-162) ☐ Check all answers. ☐ Redo incorrect answers.	☐ Ex. 198 (odds, p. 176), Reading No. 6 and Questions on Reading No. 6 (pp. 176-178) ☐ Check all answers. ☐ Redo incorrect answers.	☐ Ex. 228 (evens, pp. 202-203), Reading No. 11 (pp. 213-216) ☐ Check all answers. ☐ Redo incorrect answers.

☐ **Day 5: Weekly Quiz**

NOTE: All exercises in this first week have been done before in the first *Teacher Manual*. One can never practice Latin too much, though. Repeating these exercises will review vocabulary, grammar, and syntax.

WEEK 15

	DAY 1	DAY 2	DAY 3	DAY 4

Recitation	☐ Review a selection of
	  ☐ 1st-5th declension noun endings
	  ☐ Nouns: **terra**, **servus**, **bellum**, **lēx**, **pars**, **flūmen**, **portus**, **rēs**, **vir**, **ager**, **puer**
	  ☐ Verbs: imperative of **laudō**, **moneō**, **mittō**, **audiō**
	☐ Essential:
	  ☐ Pronoun: **hic/haec/hoc**
		☐ Review a selection of
		  ☐ Verbs: Indicative active of **laudō**, **moneō**, **mittō**, **audiō**, **sum**
		  ☐ Subjunctive active of **laudō**, **moneō**, **mittō**, **audiō**, **sum**
		☐ Essential:
		  ☐ Pronoun: **hic/haec/hoc**
			☐ Review a selection of
			  ☐ Adjectives: **magnus**, **gravis**, **miser**, **integer**
			  ☐ Pronouns: **ego**, **nōs**, **tū**, **vōs**, **suī**, **is/ea/id**, **quī/quae/quod**, **quis/quid**
			☐ Essential:
			  ☐ Pronouns: **hic/haec/hoc**, **ille/illa/illud**
				☐ Review a selection of
				  ☐ Verbs: Indicative passive of **laudō**, **moneō**, **mittō**, **audiō**
				  ☐ Subjunctive passive of **laudō**, **moneō**, **mittō**, **audiō**
				☐ Essential:
				  ☐ Pronoun: **hic/haec/hoc**, **ille/illa/illud**

Vocabulary	Pp. 337 and 341 ☐ Say aloud three times. ☐ Write three times. ☐ Add new flashcards to "unknown" stack.	☐ Drill week's vocabulary.	☐ Drill week's vocabulary.	☐ Record Derivatives: ☐ Related English words (pp. 337 and 341) ☐ Drill week's vocabulary.
Grammar/Readings	☐ Read Lesson 32: *The Prepositions Ex (Ē), Ab (Ā) and Dē* (pp. 336-337) ☐ Chalk Talk I: The Prepositions **Ex (Ē)**, **Ab (Ā)**, and **Dē**	☐ Read Lesson 33: *Ille and Is* (p. 341) and *Grammar* 134-135 and 795-798 ☐ Chalk Talk II: **Ille** and **Is** ☐ Grammar Notebook: Copy the declension of **ille**, **illa**, **illud** with case, gender, and number (*Grammar* 134); rules for use of **ille**, **illa**, **illud** (*Grammar* 795-798). ☐ Make grammar card #101		
Exercises	☐ Ex. 349 (odds, pp. 337-338) and 350 (evens, p. 338) ☐ Check all answers. ☐ Redo incorrect answers.	☐ Ex. 352 (odds, pp. 341-342) and 353 (#1-5, pp. 342-343) ☐ Check all answers. ☐ Redo incorrect answers.	☐ Ex. 353 (#6-8, pp. 342-343) and 354 (#1-5, pp. 343-344) * In Ex. 354, note the use of **hic** and **ille** in contrast. ☐ Check all answers. ☐ Redo incorrect answers.	☐ Ex. 354 (#6-15, pp. 343-344) and 355 (p. 344) ☐ Check all answers. ☐ Redo incorrect answers.
Extra Credit	☐ Ex. 351 (p. 340)	☐ Recite *Pater Noster* (pp. 388-389)		☐ Recite *Pater Noster* (pp. 388-389)
		☐ **Day 5: Weekly Quiz**		

CHALK TALK I: The Prepositions *Ex (Ē)*, *Ab (Ā)*, and *Dē*

1. As we have learned, a preposition connects a word or phrase with the main part of the sentence. Most Latin prepositions take (govern) either the accusative or ablative case. Review the prepositions listed in Mastery Review Vocabulary No. 1 (*Text*, p. 91) and No. 2 (p. 217).

2. The ablative case is often called the "in, by, with, from case" because many prepositions which take the ablative express these ideas. Although the three prepositions in Lesson 15 express the idea of *from which*, they are not interchangeable in Latin:

   Use **ex (ē)** if the person or thing is coming <u>out of</u> a place; use **ab (ā)** if the person or thing is coming <u>away from</u> a place and was not <u>in</u> it; use **dē** if the person or thing is coming <u>down from</u> a place. Compare the following examples.

Mīles *ē* silvīs missus est.	The soldier was sent <u>out of</u> the woods. *(He was <u>in</u> the woods.)*
Mīles *ā* silvīs missus est.	The soldier was sent <u>away from</u> the woods. *(He was <u>near</u> the woods, but not <u>in</u> them.)*
Mīles *dē* silvīs missus est.	The soldier was sent <u>down from</u> the woods. *(The woods are <u>above</u> the place to which he was sent. Perhaps they are up on a hill.)*

3. Generally, **ex** and **ab** precede a word beginning with a vowel or **h**; **ē** and **ā** precede a word beginning with a consonant.

ab oppidō, ā portā	**ex urbe, ē rēgnō**
away from the town, the gate	*out of the city, the kingdom*

CHALK TALK II: *Ille* and *Is*

1. Have students stand and recite **hic, haec, hoc** (*Grammar* 133) and **is, ea, id** (*Grammar* 128-129) from memory. Then have them copy **ille, illa, illud**. (The full declensions of **hic**, **is**, and **ille** should be projected overhead or written on the board beforehand.)

DEMONSTRATIVE PRONOUN *IS, EA, ID*

		Masc.	Fem.	Neut.
Singular	Nom.	is	ea	id
	Gen.	ējus	ējus	ējus
	Dat.	eī	eī	eī
	Acc.	eum	eam	id
	Abl.	eō	eā	eō

		Masc.	Fem.	Neut.
Plural	Nom.	eī	eae	ea
	Gen.	eōrum	eārum	eōrum
	Dat.	eīs	eīs	eīs
	Acc.	eōs	eās	ea
	Abl.	eīs	eīs	eīs

DEMONSTRATIVE PRONOUN *HIC, HAEC, HOC*

<table>
<tr><th></th><th></th><th>Masc.</th><th>Fem.</th><th>Neut.</th></tr>
<tr><td rowspan="5">Singular</td><td>Nom.</td><td>hic</td><td>haec</td><td>hoc</td></tr>
<tr><td>Gen.</td><td>hūjus</td><td>hūjus</td><td>hūjus</td></tr>
<tr><td>Dat.</td><td>huic</td><td>huic</td><td>huic</td></tr>
<tr><td>Acc.</td><td>hunc</td><td>hanc</td><td>hoc</td></tr>
<tr><td>Abl.</td><td>hōc</td><td>hāc</td><td>hōc</td></tr>
</table>

<table>
<tr><th></th><th></th><th>Masc.</th><th>Fem.</th><th>Neut.</th></tr>
<tr><td rowspan="5">Plural</td><td>Nom.</td><td>hī</td><td>hae</td><td>haec</td></tr>
<tr><td>Gen.</td><td>hōrum</td><td>hārum</td><td>hōrum</td></tr>
<tr><td>Dat.</td><td>hīs</td><td>hīs</td><td>hīs</td></tr>
<tr><td>Acc.</td><td>hōs</td><td>hās</td><td>haec</td></tr>
<tr><td>Abl.</td><td>hīs</td><td>hīs</td><td>hīs</td></tr>
</table>

DEMONSTRATIVE PRONOUN *ILLE, ILLA, ILLUD*

<table>
<tr><th></th><th></th><th>Masc.</th><th>Fem.</th><th>Neut.</th></tr>
<tr><td rowspan="5">Singular</td><td>Nom.</td><td>ille</td><td>illa</td><td>illud</td></tr>
<tr><td>Gen.</td><td>illīus</td><td>illīus</td><td>illīus</td></tr>
<tr><td>Dat.</td><td>illī</td><td>illī</td><td>illī</td></tr>
<tr><td>Acc.</td><td>illum</td><td>illam</td><td>illud</td></tr>
<tr><td>Abl.</td><td>illō</td><td>illā</td><td>illō</td></tr>
</table>

<table>
<tr><th></th><th></th><th>Masc.</th><th>Fem.</th><th>Neut.</th></tr>
<tr><td rowspan="5">Plural</td><td>Nom.</td><td>illī</td><td>illae</td><td>illa</td></tr>
<tr><td>Gen.</td><td>illōrum</td><td>illārum</td><td>illōrum</td></tr>
<tr><td>Dat.</td><td>illīs</td><td>illīs</td><td>illīs</td></tr>
<tr><td>Acc.</td><td>illōs</td><td>illās</td><td>illa</td></tr>
<tr><td>Abl.</td><td>illīs</td><td>illīs</td><td>illīs</td></tr>
</table>

Compare and contrast the forms, noting the similarities (e.g., the genitive and dative singulars) and differences (e.g., the nominative singulars). Recite the forms of **ille** twice, then continue reciting as you erase forms until students are reciting entirely from memory.

2. **Hic** points out something close by (*this*, *these*). **Ille** points out something far away (*that*, *those*).

3. What are two ways that demonstratives can function? (They can function as either a pronoun or an adjective, following the respective agreement rules.)

4. As <u>adjectives</u>, **ille** and **is** are translated as *that, those,* but **ille** is more emphatic. As <u>pronouns</u>, **ille** and **is** are usually translated as 3rd person personal pronouns: *he, she, it, they*. (**Hic** can also be translated *he, she, it, they*.)

5. Note that **hic** and **ille** can be used together to mean *the latter* and *the former* respectively. It is easy to confuse these meanings, so memorize them as above. Use Exercise 353, #2 as an example. (See Appendix 2 in the *Teacher Manual* for the translation.)

6. Finally, **ille** can also mean *the famous* when it <u>follows</u> its noun. (**Ille** normally precedes its noun.)

rex ille   the famous king

WEEK 31

	DAY 1	DAY 2	DAY 3	DAY 4

Recitation	☐ Review a selection of
	  ☐ 1st-5th declension noun endings
	  ☐ Nouns: **terra**, **servus**, **bellum**, **lēx**, **pars**, **flūmen**, **portus**, **rēs**, **vir**, **ager**, **puer**
	☐ Essential:
	  ☐ Verbs: indicative and subjunctive of **cōnor**, **vereor**, **sequor**, **orior**, **patior**
		☐ Review a selection of
		  ☐ Verbs: Indicative active of **laudō**, **moneō**, **mittō**, **audiō**, **capiō**, **sum**, **possum**
		  ☐ Subjunctive active of **laudō**, **moneō**, **mittō**, **audiō**, **capiō**, **sum**, **possum**
		☐ Essential:
		  ☐ Indicative and subjunctive of **eō**
			☐ Review a selection of
			  ☐ Adjectives: **magnus**, **gravis**, **miser**, **integer**, **sōlus**, comparative (**gravior**), superlative (**gravissimus**)
			  ☐ Pronouns: **ego**, **nōs**, **tū**, **vōs**, **suī**, **is/ea/id**, **quī/quae/quod**, **quis/quid**, **hic/haec/hoc**, **ille/illa/illud**
			☐ Essential:
			  ☐ Verbs: Indicative and subjunctive of **eō**
				☐ Review a selection of
				  ☐ Verbs: Indicative passive of **laudō**, **moneō**, **mittō**, **audiō**, **capiō**
				  ☐ Subjunctive passive of **laudō**, **moneō**, **mittō**, **audiō**, **capiō**
				  ☐ Imperatives and infinitives of all 4 conjugations (including **capiō**)
				☐ Essential:
				  ☐ Indicative and subjunctive of **eō**

Vocabulary	Pp. 454 and 457 ☐ Say aloud three times. ☐ Write three times. ☐ Add new flashcards to "unknown" stack.	☐ Drill week's vocabulary.	☐ Drill week's vocabulary.	☐ Drill week's vocabulary.
Grammar/Readings	☐ Read Lesson 41: *4. Infinitives of Deponent Verbs* (p. 453) and *Grammar* 336-338 ☐ Chalk Talk I: Infinitives of Deponent Verbs ☐ Grammar Notebook: Copy the chart of deponent infinitives (*Grammar 336-338*).		☐ Chalk Talk II: The Irregular Verb **Eō** ☐ Read Lesson 42: *1. Indicative of Eō* (p. 457) ☐ Grammar Notebook: Copy the indicative of **eō** with person and number (*Grammar 363-365, 362*). ☐ Review *Grammar* 761 and 915-924.	☐ Read Lesson 42: *2. Subjunctive of Eō* (p. 460) and *Grammar* 375-376, 518, 546-549, 561, and 660-662 ☐ Grammar Notebook: Copy the subjunctive of **eō** with person and number (*Grammar 375-376, 362*).
Exercises	☐ Ex. 450-452 (pp. 454-455) ☐ Check all answers. ☐ Redo incorrect answers.	☐ Ex. 453 (p. 455) and 454 (odds, pp. 455-456) ☐ Check all answers. ☐ Redo incorrect answers.	☐ Ex. 456-457 (pp. 457-458) ☐ Check all answers. ☐ Redo incorrect answers.	☐ Ex. 459-461 (explanations may be as short as one word, p. 461) and 462 (pp. 461-462) ☐ Check all answers. ☐ Redo incorrect answers.
Extra Credit		☐ Recite *Pater Noster* (pp. 388-389)		☐ Recite *Pater Noster* (pp. 388-389)

☐ **Day 5: Weekly Quiz**

NOTE: Students will begin Lesson 42.2 on Day 4 of this week, but they will not complete it until Day 1 of next week. Therefore, this week's quiz will only cover Lessons 41.4 and 42.1. Lesson 42.2 will be tested on the Week 32 Quiz.

CHALK TALK I: Infinitives of Deponent Verbs

1. In Weeks 25 & 26, we studied indirect statements using only regular verbs. Now we will learn how to use deponents in indirect statements.

2. The present and perfect deponent infinitives are formed just like the regular passive infinitives of all four conjugations. They are *passive* in form but *active* in meaning: **hortārī; hortātus, a, um esse**

   Princeps dīcit sē consilium <u>arbitrārī</u>.   The chief says that he <u>is considering</u> the plan.

   Imperātor scīvit mīlitēs <u>passōs esse</u>.   The general knew the soldiers <u>had suffered</u>.

3. The future infinitive is one of the five verbal exceptions to deponent verbs. It is active in form and meaning: **hortātūrus, a, um esse**.

   Princeps dīcit sē <u>arbitrātūrum esse</u>.   He says that he <u>will consider</u> the plan.

   Imperātor scit mīlitēs <u>passūrōs esse</u>.   The general knows the soldiers <u>will suffer</u>.

4. Participles of regular and deponent verbs can introduce an indirect statement if they are head verbs. In the examples below, the participle is italicized and the indirect statement is underlined.

   Pollicitus <u>sē ad Galliam tribus diēbus ventūrum esse</u>, **celeriter discessit.**
   Having promised <u>that he would come to Gaul within three days</u>, he quickly departed.

   Veritus <u>Caesarem sē interfectūrum esse</u>, **statim ex urbe reliquit.**
   Having feared <u>that Caesar would kill him</u>, he immediately left the city.

CHALK TALK II: The Irregular Verb *Eō*

1. We have learned that the verbs **sum** and **possum** are irregular verbs and thus do not belong to the regular conjugations. The verb **eō, īre, īvī (iī), itus** (*to go*) is another irregular, intransitive verb. Even though the infinitive is **īre, eō** is *not* a 4th conjugation verb. The spelling of **eō** never changes in its compounds.

2. **Eō** can be used in the passive in certain forms, and some compounds of **eō** have a full passive voice. However, these passive forms are beyond the scope of *Henle Latin First Year*.

3. Have students copy the following (projected overhead or written on the board beforehand):

IRREGULAR VERB: eō, īre, īvī (iī), itus

Indicative

P	PRESENT		IMPERFECT		FUTURE	
	Singular	Plural	Singular	Plural	Singular	Plural
1	eō	īmus	ībam	ībāmus	ībō	ībimus
2	īs	ītis	ībās	ībātis	ībis	ībitis
3	it	eunt	ībat	ībant	ībit	ībunt

P	PERFECT		PLUPERFECT		FUTURE PERFECT	
	Singular	Plural	Singular	Plural	Singular	Plural
1	īvī *(iī)*	īvimus *(iimus)*	īveram *(ieram)*	īverāmus *(ierāmus)*	īverō *(ierō)*	īverimus *(ierimus)*
2	īvistī *(iistī)*	īvistis *(iistis)*	īverās *(ierās)*	īverātis *(ierātis)*	īveris *(ieris)*	īveritis *(ieritis)*
3	īvit *(iit)*	īvērunt *(iērunt)*	īverat *(ierat)*	īverant *(ierant)*	īverit *(ierit)*	īverint *(ierint)*

Subjunctive

P	PRESENT SUBJUNCTIVE		IMPERFECT SUBJUNCTIVE	
	Singular	Plural	Singular	Plural
1	eam	eāmus	īrem	īrēmus
2	eās	eātis	īrēs	īrētis
3	eat	eant	īret	īrent

P	PERFECT SUBJUNCTIVE		PLUPERFECT SUBJUNCTIVE	
	Singular	Plural	Singular	Plural
1	īverim *(ierim)*	īverīmus *(ierīmus)*	īvissem *(iissem)*	īvissēmus *(iissēmus)*
2	īverīs *(ierīs)*	īverītis *(ierītis)*	īvissēs *(iissēs)*	īvissētis *(iissētis)*
3	īverit *(ierit)*	īverint *(ierint)*	īvisset *(iisset)*	īvissent *(iissent)*

4. In the *present system indicative*, **eō** has regular endings. The stem is **i-** except before the letters **o** and **u**, where it becomes **e-**. (This only occurs in two forms: **eō** and **eunt**.) The imperfect and future tense endings are identical to those of the 1st and 2nd conjugations.

5. In the *present system subjunctive*, the regular personal signs are added to **ea-** (present tense) or **īre-** (the infinitive, which is the imperfect tense stem).

6. The *perfect system* is perfectly regular in both the indicative and subjunctive. It is built on the stem **īv-**, which is sometimes shortened to **i-**. In compounds, the perfect stem is usually **i-** instead of **īv-**.

7. The present infinitive is irregular, but the perfect infinitive (**īvisse** or **iisse**), future infinitive (**itūrus, a, um esse**), and future participle (**itūrus, a, um**) are formed regularly.

8. Have students stand and conjugate **eō** and **exeō**. Then, complete the first drill below (#9) today and the next one (#10) on Day 1 of Week 32.

9. Drill by having students *parse* and *translate* each indicative form. Drill as many as necessary.

      exierant..............3rd pl. pluperfect.................. *they had gone out*
      exieris.................2nd sing. future perfect........ *you will have gone out*
      inībātis...............2nd pl. imperfect.................. *you (pl.) were going into*
      exiērunt.............3rd pl. perfect....................... *they went out* (or *they have gone out*)
      inībam................1st sing. imperfect .... *I was going into*

      īvierās.................2nd sing. pluperfect .... *you had gone*
      exībunt..............3rd pl. future .... *they will go out*
      inītis...................2nd pl. present..................... *you (pl.) go into*
      ierit......................3rd sing. future perfect......... *he, she, it will have gone*
      exeunt................3rd pl. present..................... *they go out*

ierātis..................2nd pl. pluperfect.................*you (pl.) had gone*

īverāmus ....1st pl. pluperfect ....*we had gone*

inībāmus...........1st pl. imperfect ....*we were going into*

iī............................1st sing. perfect ....*I went* (or *I have gone*)

īvit........................3rd sing. perfect...................*he, she, it went* (or *he, she, it has gone*)

ībimus................1st pl. future..........................*we will go*

inīmus................1st pl. present ....*we go into*

inībis ....2nd sing. future.....................*you will go into*

exībant ....3rd pl. imperfect...................*they were going out*

inībās..................2nd sing. imperfect ....*you were going into*

10. Drill by having students ***parse*** each indicative form and then ***convert*** it to the corresponding subjunctive form. Drill as many as necessary.

redītis ....2nd pl. present.....................*redeātis*

trānseunt...........................3rd pl. present ....*trānseant*

trānsiit...............................3rd sing. perfect...................*trānsierit*

trānsierātis ....2nd pl. pluperfect................*trānsiissētis*

adiistis ....2nd pl. perfect......................*adierītis*

trānsierāmus ....1st pl. pluperfect.................*trānsiissēmus*

redīs ....2nd sing. present.................*redeās*

redībāmus ....1st pl. imperfect...................*redīrēmus*

adit.....................................3rd sing. present..................*adeat*

trānsībās...........................2nd sing. imperfect..............*trānsīrēs*

adierās...............................2nd sing. pluperfect.............*adiissēs*

adībant..............................3rd pl. imperfect...................*adīrent*

redībat...............................3rd sing. imperfect...............*redīret*

adiērunt............................3rd pl. perfect ....*adierint*

rediimus...........................1st pl. perfect......................*redierīmus*