Latin II

April 6-9

Time Allotment: 20 minutes per day

Student Name: _____

Teacher Name: _____

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Packet Overview

Date	Objective(s)	Page Number
Monday, April 6	1. Translate Latin passages into English accurately and beautifully.	2
Tuesday, April 7	1. Translate Latin passages into English accurately and beautifully.	5
Wednesday, April 8	1. Translate Latin passages into English accurately and beautifully.	7
Thursday, April 9	1. Translate Latin passages into English accurately and beautifully.	9

Additional Notes:

Salvēte, discipulī et discipulae,

We hope that you are all safe and healthy. Last week, we finished covering participles and the "Naughty Nine" adjectives in chapter 11, and we will only be working on translation this week. We will be translating a passage from Thomas More's *Utopia*. If you have questions about grammar or syntax, reach out to us! We will be offering office hours this week. Find which period you take Latin, and your teacher will be available at that time for individual questions.

	Monday	Tuesday	Wednesday	Thursday
10-10:50	Period 1	Period 4	Period 1	Period 4
11-11:50	Period 2	Period 5	Period 2	Period 5
11:50-1	**Break**			
1-1:50	Period 3	Period 6	Period 3	Period 6

Cordaliter,
Magistra Linz, Magister Kile, et Magister Pederson

Academic Honesty

I certify that I completed this assignment independently in accordance with the GHNO Academy Honor Code. *Student signature:*	I certify that my student completed this assignment independently in accordance with the GHNO Academy Honor Code. *Parent signature:*
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<u>Monday, April 6</u>

      Latin Unit: Present Participles (Chapter 11)
      Lesson 1: Translation

Objective: Be able to do this by the end of this lesson.
1. Translate Latin passages into English accurately and beautifully.

Introduction to Lesson 1
This week, we will be refining our translation skills, and we will be applying all the new skills that we have learned in the last two weeks in translation. We are going to see present active, perfect passive, and future active participles and the "Naughty Nine" adjectives in action this week.

You will translate roughly five to six lines of Latin per day. Reading vocabulary will be provided on the next page for the entire week.

Each day, translate on your own for **15 minutes**. For the last **5 minutes**, answer the grammatical question(s) and check your translation with the translation in the answer key. Use those five minutes to discern what areas you need to improve. A solid translation consists of four parts:
- Grammar
- Syntax
- Vocabulary
- Poetic Impulse

<u>Grammar</u>: Does your translation accurately reflect all the inflected parts of the word, which includes <u>person, number, and/or case?</u>

<u>Syntax</u>: Does your translation accurately reflect the arrangement of words and phrases, which includes <u>subject/verb agreement and word order?</u>

<u>Vocabulary</u>: Does your translation accurately convey <u>the essence of the vocabulary word?</u>

<u>Poetic Impulse</u>: Does your translation accurately convey the <u>beauty of the artistry and sound harmonious to the English ear?</u>

Remember, a translator is a craftsman. It takes time and practice to refine and to hone these skills. We, your teachers, are here to help you.

Bonam fortūnam! (*Good luck!*)

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Introduction to Reading[1]

Thomas More (1478-1535) was chancellor of England under King Henry VIII. He was a brilliant statesman and a man of conscience. He was also fluent in Latin—he even taught his daughters Latin! In 1516, he published his *Utopia*. *Utopia* is a Greek word, which translates to "no place." Thomas More's *Utopia* is a work of irony. In it, Thomas More relates the narrative of Raphael Hythlodaeus, who is a sailor and explorer. Raphael has just returned from his voyage in which he met the Utopians. In the passage that you will read and translate this week, you will learn what happened when foreign ambassadors (called the Anemolians) arrived in Utopia.

Reading Vocabulary

All reading vocabulary taken from *Latin for the New Millennium,* pg 241.

Abiciō, ere, abiēcī, abiectum – to throw away	Pendentibus—hanging
Anemōliī, ōrum, m. pl. –the Anemolians (the name of a popular)	Pendeō, ēre, pependī, -- to hang (intransitive—it does not take a direct object)
Anulus, ī, m. – ring	Pilleus, ī, m. – hat
Aureus, a, um – golden	Populus, ī, m. – people
Cōnferō, cōnferre, contulī, collātum – to compare, bring together	Praestringō, ere, praestrīnxī, praestrictum – to blind fast, to strike
Crista, ae, f. – a tuft on the head of animals	• Oculōs praestringere – to blind
Cristās ērigō, ere, ērēxī, ērēctum –to carry the head high, be conceited	Praetermittō, ere, praetermīsī, praetermissum – to allow to go, let pass
Ēlegantia, ae, f. – elegance	Putantēs – thinking
Ēn! (interjection!)—see there!	Quōmodo (adv.) – how
Fodiō, ere, fōdī, fossum—to dig	Quōsdam (masc. pl.)—some, certain
• Latus fodere –to jab someone's side with an elbow	Repraesentō, āre, āvī, ātum – to represent
Fulgentibus—shining	Reverenter (adv.) – respectfully
Fulgeō, ēre, fulsī, -- to shine	Salūtantēs – greeting
Gemma, ae, f. –gem, precious stone	Salūtō, āre, āvī, ātum – to greet
Gerentēs – wearing	Sēriō (adv.) – seriously
Ingredior, ingredī, ingressus sum – to enter	Servitūs, servitūtis, f. – slavery
Latus, lateris, n. – side, flank	Servus, ī, m. – slave, servant
Legātus, ī, m. – ambassador	Signum, ī, n. – sign
Māgnī habeō – esteem a lot	Spectō, āre, āvī, ātum – to watch
Margarīta, ae, f. – pearl	Splendor, splendōris, m. – brilliance, splendor
Minimē (adv.) – least, very little	Taceō, ēre, tacuī, tacitum – to be silent, keep quiet
Monīle, monīlis, n. –necklace	Tōtus, a, um – whole, entire
Mōriō, mōriōnis, m. –fool, clown	Turpis, turpe – shameful, disgraceful
Nebulō, nebulōnis, m. – a worthless fellow	Ūtopia, ae, f. – Utopia (in Greek "No Place")
Nescientēs – not knowing	Ūtopiēnsis, Ūtopiēnsis, m. –Utopian
Operae pretium est – it is worthwhile	Ūtor, ūtī, ūsus sum + ablative – to use
Ōrnātus, ōrnātūs, m. – apparel, attire	

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[1] The passage and the reading vocabulary can be found in Latin for the New Millennium (240-241).

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Dē Legātīs Anemōliōrum (Part 1)

Multī legātī illō tempore in Ūtopiam convēnērunt, inter quōs erant Anemōliī quī vītam mōrēsque

Ūtopiēnsium minimē intellegēbant. Nescientēs autem aurum et argentum ab Ūtopiēnsibus māgnī

nōn habērī sed signa esse servitūtis, vestīmenta ōrnātissima nōn amārī, et puerōs gemmīs lūdere,

audīvērunt hīs omnibus rebus Ūtopiēnsēs nōn ūtī.

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Grammatical Question(s)

1. What is the grammatical construction of the second sentence (Nescientēs autem…)?

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Tuesday, April 7

Latin Unit: Present Participles (Chapter 11)
Lesson 2: Translation

Objective: Be able to do this by the end of this lesson.
1. Translate Latin passages into English accurately and beautifully.

Introduction to Lesson 2
Today, you will continue translating *Dē Legātīs Anemōliōrum*.

Remember, translate on your own for **15 minutes**. For the last **5 minutes**, answer the grammatical question(s) and check your translation with the translation in the answer key. Use those five minutes to discern what areas you need to improve: grammar, syntax, vocabulary, or the poetic impulse.

Dē Legātīs Anemōliōrum (Part 2)

Putantēs igitur Ūtopiēnsēs nōn habēre id quō nōn ūtēbantur, dēcrēvērunt ēlegantiā suā deōs quōsdam repraesentāre et miserōrum Ūtopiēnsium oculōs splendōre suō praestringere. Itaque Anemōliī in urbem ingressī sunt vestīmenta pulcherrima gerentēs, anulīs aureīs, monīlibus ex pilleīs pendentibus, margarītīs fulgentibus ōrnātī.

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Grammatical Question(s)

1. What case is *vestīmenta pulcherrima*? Why?

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<u>Wednesday, April 8</u>

Latin Unit: Present Participles (Chapter 11)
Lesson 3: Translation

Objective: Be able to do this by the end of this lesson.
1. Translate Latin passages into English accurately and beautifully.
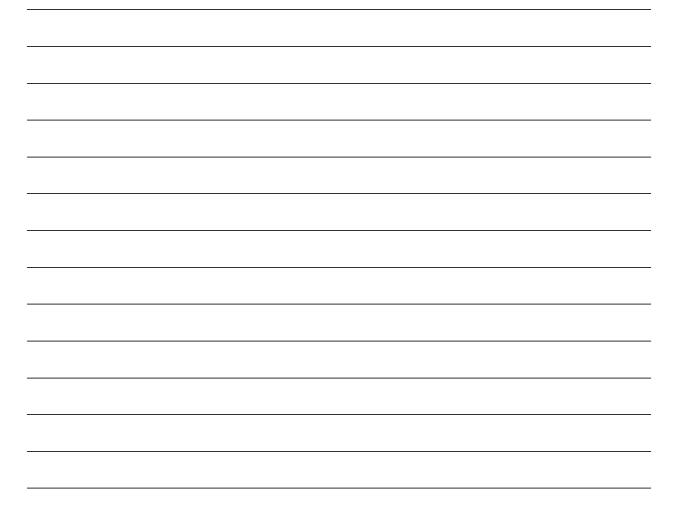
Introduction to Lesson 3
Today, you will continue translating *Dē Legātīs Anemōliōrum*.

Remember, translate on your own for **15 minutes**. For the last **5 minutes**, answer the grammatical question(s) and check your translation with the translation in the answer key. Use those five minutes to discern what areas you need to improve: grammar, syntax, vocabulary, or the poetic impulse.

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Dē Legātīs Anemōliōrum (Part 3)

Operae pretium erat vidēre quōmodo cristās ērēxerint, cum ōrnātum suum cum Ūtopiēnsium ōrnātū contulērunt—nam omnis populus erat in viīs ut spectāret; nec minus operae pretium erat vidēre quōmodo Ūtopiēnsēs Anemōliōrum servōs reverenter salūtantēs legātōs sine ūllō honōre praetermitterent. Eīs enim tōtus ille splendor turpis vidēbātur.

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Grammatical Question(s)

1. What subjunctive construction is used in the following clause: "nam omnis populus erat in viīs ut spectāret"?

2. What is the tense, voice, and mood of spectāret?

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Thursday, April 9

Latin Unit: Present Participles (Chapter 11)
Lesson 4: Translation

Objective: Be able to do this by the end of this lesson.
1. Translate Latin passages into English accurately and beautifully.

Introduction to Lesson 4
Today, you will finish translating *Dē Legātīs Anemōliōrum*.

Today, translate on your own for **17 minutes**. For the last **3 minutes**, check your translation
with the translation in the answer key. In lieu of grammatical questions today, we will finish the
passage.

Dē Lēgātīs Anemōliōrum (Part 4)

Poterās quoque vidēre puerōs, quī iam gemmās et margarītās abiēcerant, postquam Anemōliōs gemmīs et margarītīs ōrnātōs vīdērunt, vocāre mātrem latusque fodere atque dīcēre: "Ēn māter! Ille nebulō adhūc margarītīs et gemmīs ūtitur tamquam parvus puer." Māter autem sēriō respondit: "Tacē, fīlī! Putō esse mōriōnem lēgātōrum." Aliī putantēs monīlia esse vincula et legatos esse servōs, illa vincula reprehendēbant. Dīcēbant enim servōs illīs vinculīs nōn tēnērī, sed facile fugere posse.

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Answer Key

Monday, April 6

Translation (Part 1)
Many ambassadors met at that time in Utopia, among whom were the Anemolians who understood the life and ways of the Utopians very little. Not knowing, however, that gold and silver were not esteemed a lot by the Utopians but were signs of slavery, that the most ornate garments were not loved, and that boys played with gems, they heard that the Utopians did not use all these things.

Grammatical Question(s)
1. Indirect discourse

Tuesday, April 7

Translation (Part 2)
Thinking therefore that the Utopians did not have that which they were not using, they decided to represent certain gods with their (own) elegance and to blind the eyes of the miserable Utopians by their (own) splendor. And so the Anemolians entered the city wearing the most beautiful garments, adorned with golden rings, necklaces hanging from their hats, [and] shining pearls.

Grammatical Question(s)
1. *Vestīmenta pulcherrima* is in the **accusative** case because it is the **direct object** of *gerentēs*, a present participle.

Wednesday, April 8
Translation (Part 3)
It was worthwhile to see how they carried their own heads, when they compared their own ornament with the ornament of the Utopians—for all the people were on the roads in order to see; nor was it less worthwhile to see how the Utopians greeting the servants of the Anemolians respectfully allowed the ambassadors to go without any honor. For to them the whole splendor seemed disgraceful.

Grammatical Question(s)
1. Purpose Clause
2. Imperfect active subjunctive

Thursday, April 9
Translation (Part 4)

You could also see that the boys, who had thrown away gems and pearls, after they saw the Anemolians adorned with gems and pearls, called their mother and jabbed her side with their elbows and said: "See there, mother! That worthless fellow still uses pearls and gems as a small boy." The mother however seriously responded: "Be quiet, son! I think that he is the fool of the

ambassadors." Others thinking that the necklaces were chains and that the ambassadors were slaves, were rebuking those chains. They were saying that the slaves were not held by those chains, but that they could flee easily.