

## LESSON 2: IONA PRIMA PARS

### STUDENT GOALS

- Learn the rest of the Latin words for the story of Jonah, part one!
- Learn/review the **present tense being/linking verb**.

<i>Day 1</i>	<i>Day 2</i>	<i>Day 3</i>	<i>Day 4</i>	<i>Day 5</i>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Learn Lesson 2 vocab</li> <li><input type="checkbox"/> Go over derivatives</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teach present tense being/linking verb</li> <li><input type="checkbox"/> Start Lesson 2 Pensum</li> <li><input type="checkbox"/> Review vocab</li> <li><input type="checkbox"/> Start reading story</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Case Certamen 2</li> <li><input type="checkbox"/> Review present tense being/linking verb</li> <li><input type="checkbox"/> Finish Lesson 2 Pensum</li> <li><input type="checkbox"/> Finish reading story</li> <li><input type="checkbox"/> Start Pensum de fabula</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Case Certamen corrections due</li> <li><input type="checkbox"/> Lesson 2 Pensum due</li> <li><input type="checkbox"/> Finish the Pensum de fabula</li> <li><input type="checkbox"/> Play Review Game to prepare for the quiz</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Take Quiz 2</li> <li><input type="checkbox"/> Students can illustrate fabula</li> <li><input type="checkbox"/> Pensum de fabula due</li> <li><input type="checkbox"/> Assign parts and act out story or...</li> <li><input type="checkbox"/> Start the next vocab list</li> </ul>

### TEACHING NOTES

#### Day 1

- Introduce the Latin vocabulary for **Iona Prima Pars**:
  - Open to Lesson 2.
  - Read each new Latin vocabulary word aloud in Latin with genitive and gender, and have your student repeat it aloud. Have your student guess from the picture what the Latin word means in English. If there is more than one way of translating the Latin word, discuss as many as you can come up with.
- Go through Derivatives section:
  - Have your student read through the Latin vocab and see if any of the Latin words remind them of English words.
  - Record any derivatives that you find on your derivatives list.

## Day 2

- Teach the present tense being/linking verb:
  - Work through the present tense being/linking verb lesson.
  - Have students fill in the blanks.
  - Answer questions about the lesson.
- Start Lesson 2 Pensum:
  - Race, time, or just work through pensum.
  - Check over pensum together.
  - Make corrections.
  - Turn in now (or due tomorrow).
- Review vocab (see review options from Lesson 1 teaching notes):
  - Start reading the story.
  - Have students read aloud.
  - You can ask them simple questions as you read through it. See Pensum de Fabula for the questions to ask. You will complete this later with them so don't let them write down the answers yet, just answer orally from the story.
  - Have students label anything that the Exercitium (*exercise*) says to label in the story.
  - Students may illustrate the story as you work through it, as long as they are tracking and answering questions.

## Day 3

- Case Certamen:
  - The case Certamen is a weekly speed drill. (*Certamen* means a competition or contest.) Treat it like math facts speed drills, where you are teaching students to know from memory how to add, subtract, multiply, or divide certain numbers. We do certamina to train the student to put case endings on nouns quickly. They will be slow at first and may need to chant (silently) through their case endings to find the right one. By the

end of the year, however, they should be able to answer these questions as fast as they would answer 3 x 3. Also, at this time, they will just have to remember all of their case endings from last year, so until you review them in lessons to come, feel free to let them use their noun grammatica in Appendix A (p. 389).

- Directions:
  - Certamina can be found in the test book. You can make multiple copies of them so your student or class can use them.
  - Pass out the case Certamen facedown. Don't let them flip it till you say *Incipe!* (sg) or *Incipite!* (pl).
  - They have 4 minutes to complete the Certamen. If they finish before the time is up, they should write down the time in which they finished.
  - Grade the Certamen together. If you have multiple students, have them trade and grade. Write the correct answers on the board.
  - Have students make corrections to their work, and turn it in for full credit (either now or tomorrow). They can use the noun grammatica charts and vocab lists in the book, but don't just let them copy the correct answer from you.
  - I like to keep a record chart—the “CHARTA”—for students who get 10 out of 10 before corrections. They get a sticker on the charta under the minute in which they finished.
- Review present tense being/linking verb chant orally using hand motions.
- Finish Lesson 2 Pensum.
- Finish reading the story:
  - Work on illustrating it.
  - Start on the Pensum de Fabula. Again, your student does not need to know all the grammar that they are using or all the answers from memory: if there is a question on the pensum that they don't completely understand, that's not a problem as long as they copy the answer from the story correctly.
  - Story discussion notes: If you have time, take a moment to discuss the Bible story with your students in English. This is not only a great

opportunity to integrate subjects, but also a great way to see how much of the story your students actually understood. They may also notice aspects of the Bible story that they never noticed before in the English. I often have students surprised that some of these stories are in the Bible at all!

- For this story in particular, ask your students ‘Why did Jonah flee to Tarsis?’ Many students think it is because he was afraid of the Ninevites, but this is not the case. At the end of the story it says that he fled because he knew God was merciful and would forgive the Ninevites (Jonah 4:2). The Ninevites were Israel’s enemies, and within the next seventy years they would destroy Israel (2 Kings 14:25). Jonah didn’t want God to forgive the Ninevites because he hated them and he wanted to hold on to his bitterness.

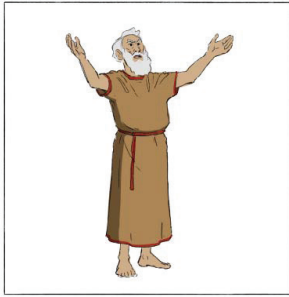
## Day 4

- Case Certamen corrections due.
- Lesson 2 Pensum due.
- Finish the Pensum de Fabula.
- Play a review game to prepare for the quiz tomorrow:
  - See the Thesaurus Ludōrum (The Game Treasury) in Appendix E (p. T-295).
  - The quiz will be from picture to Latin and will include the present tense being/linking verb.

## Day 5

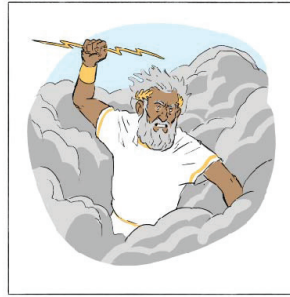
- Take Quiz 2.
- You can grade the quiz together and have them correct their answers in pen afterwards.
- After the quiz... (see options below):
  - Finish illustrating the story.
  - Assign character parts and act out the story.
  - Start next vocab list.

# VOCABULARY



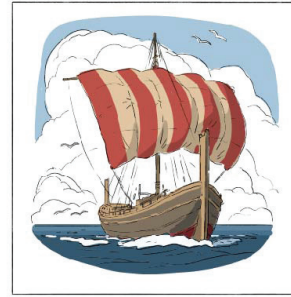
1. propheta, -ae, m.

**prophet**



2. deus, -ī, m.

**god**



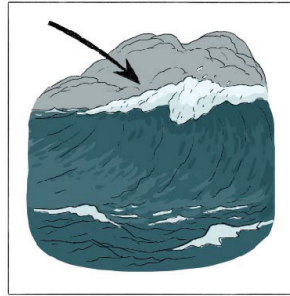
3. navis, -is, f.

**ship**



4. tempestas,  
tempestatis, f.

**storm, tempest**



5. fluctus, -ūs, m.  
(4th decl.)

**wave**



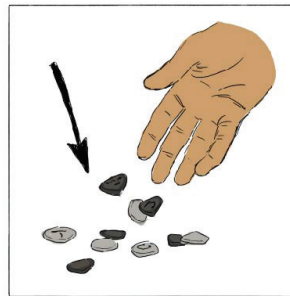
6. nauta, -ae, m.

**sailor**



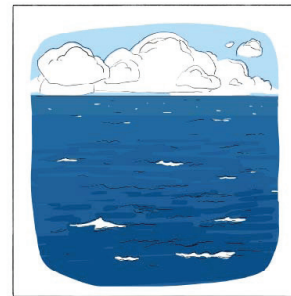
7. gubernator,  
gubernatoris, m.

**captain, pilot**



8. sors, sortis, f.

**lot**



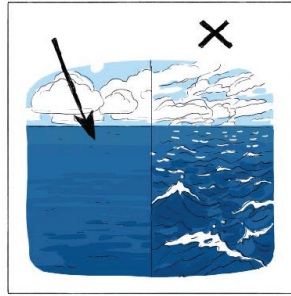
9. mare, maris, n.

**sea**



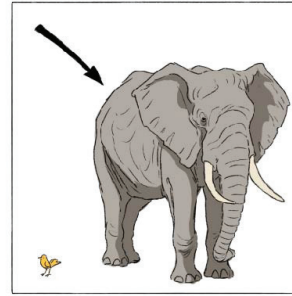
10. culpa, -ae, f.  
fault, sin

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11. serenus, -a, -um  
serene, calm

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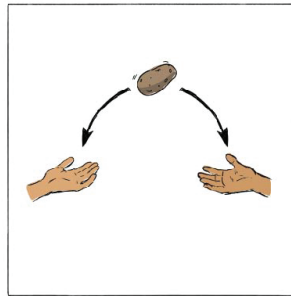
12. magnus, -a, -um  
big, large

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13. nimis  
too, too much

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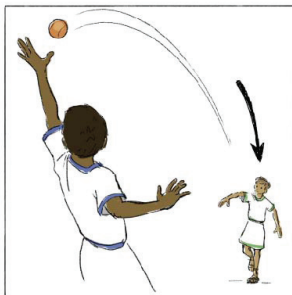
14. iactat  
he tosses

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15. timet  
he fears

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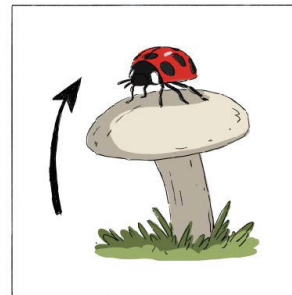
16. iacit  
he throws

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17. mittit  
he sends

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18. super + accusative  
above

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# DERIVATIVES

Copy the vocabulary list below, and see how many derivatives you can find. As practice, write down the genitive and gender for all nouns.

1. propheta, -ae, m     prophet \_\_\_\_\_
2. deus, -ī, m.     deity, deify \_\_\_\_\_
3. navis, -is, f.     navy, navigate \_\_\_\_\_
4. tempesta, -atis, f.     tempest, tempestuous \_\_\_\_\_
5. fluctus, -ūs, m.     fluctuate, flux \_\_\_\_\_
6. nauta, -ae, m.     nautical, Nautica (the brand) \_\_\_\_\_
7. gubernator, -oris, m.     govern, gubernatorial \_\_\_\_\_
8. sors, sortis, f.     sort, consort \_\_\_\_\_
9. mare, maris, n.     marine, mariner, submarine, maritime \_\_\_\_\_
10. culpa, -ae, f.     culpable, culprit \_\_\_\_\_
11. serenus, -a, -um     serene \_\_\_\_\_
12. magnus, -a, -um     magnanimity, magnify, magnitude \_\_\_\_\_
13. nimis \_\_\_\_\_
14. iactat \_\_\_\_\_
15. timet     timid, timorous \_\_\_\_\_
16. iacit     eject, conjecture, abject, interject \_\_\_\_\_
17. mittit     messenger, missionary, commit, permit, admit \_\_\_\_\_
18. super + acc     words beginning with the prefix super- \_\_\_\_\_

# PRESENT TENSE BEING OR LINKING VERB

Last week we reviewed the present tense verb endings that we can put on verbs. However, certain types of verbs do not take these endings. One example is a verb that you will run across in almost every Latin story you read. This is the being/linking verb.

An English example of the being/linking verb is “is.” We call this the *being verb* because the subject is not doing a particular action, but merely being something. If you say “the man is evil” you are talking about how he is *being* evil.

This is also called the *linking verb* because it can link two nouns together. If you say “the man is Jonah” you are *linking* the noun “man” with the noun “Jonah” (i.e., the man and Jonah are the same person).

We use different forms of the being/linking verb in English (besides “is”), depending on the subject of the verb. Circle the being/linking verb in the following sentences:

**Example:** Jonah is a prophet.

I am a fish.

They are oxen.

You are a ship.

He is the captain.

We are sailors.

You all are men.

So in English, you circled three different forms of the present tense being/linking verb. What were they? am \_\_\_\_\_, are \_\_\_\_\_, and is \_\_\_\_\_



However, in Latin there are six forms. Here they are:

### Present Tense Being/Linking Verb

	Singular	Plural
1st Person	sum	sumus
2nd Person	es	estis
3rd Person	est	sunt

However, unlike English, the Latin verb has a built-in subject pronoun. *Sum* does not just mean “am.” *Sum* means “I am.” Here are the English translations for the rest:

### Present Tense Being/Linking Verb

	Singular	Plural
1st Person	sum — I am	sumus — we are
2nd Person	es — you are	estis — you all are
3rd Person	est — he, she, it is	sunt — they are

NOMEN: \_\_\_\_\_

DIES: \_\_\_\_\_

## LESSON 2 PENSUM

1. Write out the being/linking verb in Latin:

	Singular	Plural
1st Person	sum	sumus
2nd Person	es	estis
3rd Person	est	sunt

2. Write out the English translations of the chart above:

	Singular	Plural
1st Person	I am	We are
2nd Person	You are	You all are
3rd Person	He/she/it is	They are

Translate each of these into English:

estis     you all are

sunt     they are

sum     I am

est     he/she/it is

sumus     we are

es     you are

### Nota Bene

You need to know the being/linking verb for the quiz this week.

# IONA PRIMA PARS

## Exercitium

- Label any examples of the being/linking verb that you can find.

**Exemplum:** Nauta est magna.

<p>Iona propheta est.</p> <p>Jonah is a prophet.</p>	<p>Deus dicit “Surge<sup>1</sup> Iona! Ī ad Nineven<sup>2</sup> et dic malum contra Nineven!”</p> <p>God says: “Arise Jonah! Go to Nineveh and speak evil against Nineveh.”</p>
<p>Sed Iona surgit et ad Tharsem nave fugit.</p> <p>But Jonah arises and flees by boat to Tarsis.</p>	<p>Deus tempestatem magnam ad navem mittit.</p> <p>God sends a huge storm towards the boat.</p>

<p>Heu! Tempestas et fluctūs navem huc illuc iactant.</p> <p>Oh no! The storm and waves toss the boat back and forth.</p>	<p>Nautae et gubernator timent et ad deōs suōs clamant.</p> <p>The sailors and the captain fear and cry out to their gods.</p>
<p>Sed Iona in nave dormit.</p> <p>But Jonah is sleeping in the boat.</p>	<p>Gubernator: “Quid agis? Clamā ad deum tuum!”</p> <p>Captain: “What are you doing? Cry out to your god!”</p>
<p>Nautae: “Cuius culpa est haec tempestas?”</p> <p>Sailors: “Whose fault is this storm?”</p>	<p>Nautae sortēs iaciunt et sors super Ionam cadit.</p> <p>The sailors cast lots and the lot falls on Jonah.</p>

<p>Nautae: “Cur haec tempestas culpa tua est?”</p> <p>Sailors: “Why is this storm your fault?”</p>	<p>Iona: “A Deō fugiō. Iacite me in mare.”</p> <p>Jonah: “I am fleeing from God. Throw me into the sea.”</p>
<p>Nautae: “Immo!”</p> <p>Sailors: “No way!”</p>	<p>Sed tempestas nimis magna est.</p> <p>But the storm is too great.</p>
<p>Tandem nautae Ionam in mare iaciunt.</p> <p>Finally the sailors throw Jonah into the sea.</p>	<p>Statim mare serenum est.</p> <p>Immediately the sea is calm.</p>

## Thesaurum Vocabulorum

**sed:** but

**huc illuc:** back and forth

**suus, -a, -um:** his/her/its own

**hic, haec, hoc:** this

**immo!** no way!

**tandem:** finally

**statim:** immediately

**Quid?** what?

**Cuius?** whose?

**Cur?** Why

## Nomina

**Iona, -ae, m:** Jonah

**Nineve:** Nineveh (a city)

**Tharsis:** Tarsis (another city)

## Teacher Notes

1. The words *surge*, *ī*, *dic*, and *clama* don't have present tense endings! These are imperatives, and we'll review how they are formed later in the year. Again, your student does not need to know the grammar as long as they understand the basic story. *Iacite* is a plural imperative.
2. The word *Nineve* is unusual. Its accusative is *Nineven*. You should notice that this accusative is similar to the normal accusative because *m* and *n* are both nasal sounds. You will find that many proper nouns translated from the Hebrew do not act like normal Latin nouns; some don't take cases at all.

NOMEN: \_\_\_\_\_

DIES: \_\_\_\_\_

## PENSUM DE FABULA

### Iona Prima Pars

1. Quid est Iona? Iona propheta est
2. Quo fugit Iona? Iona ad Tharsem nave fugit.
3. Qualis est tempestas? Tempestas magna est.
4. Ubi cadit sors? Sors super Ionam cadit.
5. Quo nautae Ionam iaciunt? Nautae Ionam in mare iaciunt.

### Question Key

**Quid?** What?

**Quo?** To where?

**Qualis?** What kind?

**Ubi?** Where?

NOMEN: \_\_\_\_\_

DIES: \_\_\_\_\_

## CERTAMEN CELERE LESSON 2

Put each word in the correct case. Watch out for singular (sg.) and plural (pl.)

1. fluctus (nom. sg) fluctus \_\_\_\_\_
2. tempestas (dat. sg) tempestatī \_\_\_\_\_
3. gubernator (abl. pl) gubernatoribus \_\_\_\_\_
4. nauta (gen. pl) nautārum \_\_\_\_\_
5. navis (abl. sg) nave \_\_\_\_\_
6. mare (dat. pl) maribus \_\_\_\_\_
7. sors (gen. sg) sortis \_\_\_\_\_
8. propheta (acc. sg) prophetam \_\_\_\_\_
9. deus (acc. pl.) deōs \_\_\_\_\_
10. navis (nom. pl.) navēs \_\_\_\_\_



NOMEN: \_\_\_\_\_

DIES: \_\_\_\_\_

## LESSON 2 PERICULUM

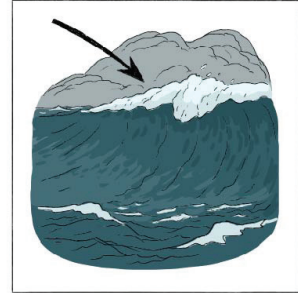
Genitive and Gender are optional.



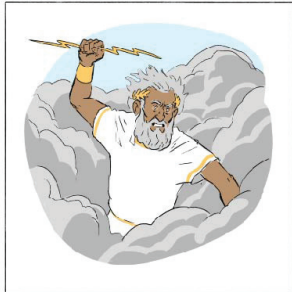
1. Quid est?  
nauta, -ae, m.



2. Quid est?  
gubernator,  
gubernatoris, m.



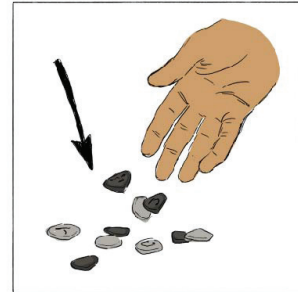
3. Quid est?  
fluctus, -ūs, m.



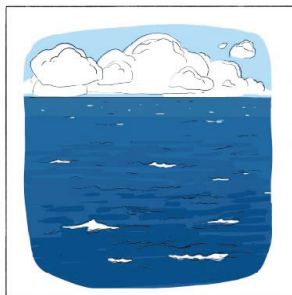
4. Quid est?  
deus, -ī, m.



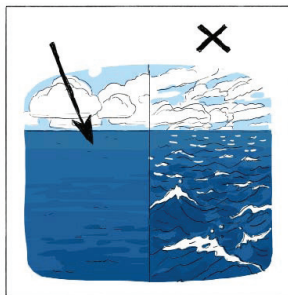
5. Quid est?  
tempesta,  
tempestatī, f.



6. Quid est?  
sors, sortis, f.



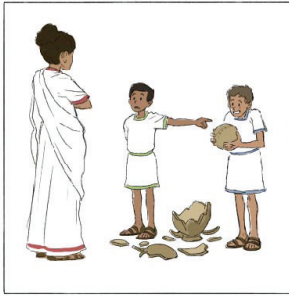
7. Quid est?  
mare, maris, n.



8. Qualis est?  
serenus, -a, -um



9. Quid est?  
navis, -is, f.



10. Quid est?  
**culpa, -ae, f.**

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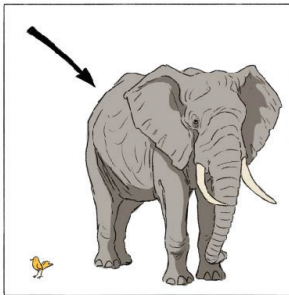
11. Quid est?  
**propheta, -ae, m.**

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12. Qualis est?  
**nimis**

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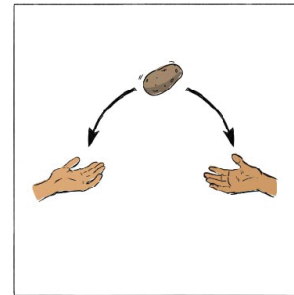
13. Qualis est?  
**magnus, -a, -um**

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14. Quid agit?  
**timet**

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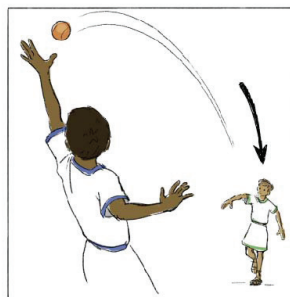
15. Quid agit?  
**iactat**

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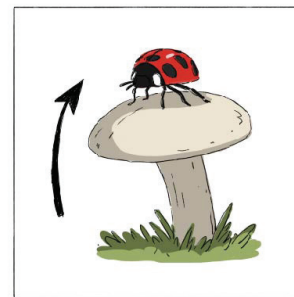
16. Quid agit?  
**mittit**

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17. Quid agit?  
**iacit**

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18. Ubi est?  
**super + accusative**

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19. Fill in the Present Tense Being/Linking Verb in Latin:

	<b>Singular</b>	<b>Plural</b>
<b>1st Person</b>	sum	sumus
<b>2nd Person</b>	es	estis
<b>3rd Person</b>	est	sunt