

Complements and Compliments: Stage XIII

Summative Assessment a

nōmen mihi est: _____

pārs prīma - Comprehension & Analysis.

(re-)Read *Salvius fundum inspicit* on pages XIII-XIV. Respond to the following questions & cite your Latin evidence from the provided story.

- I. Who is Cervix and why is he not at work?

- II. What do you think will happen to Cervix and why?

- III. What did Salvius see as he approached the site of the barn?

- IV. One building is half-destroyed (*semirutum*). Whose fault is it and in what way was he/she responsible?

skill			target	
reading Latin stories	With prompting, I can find a main point in a Latin text.	I can answer comprehension questions about a Latin text.	I can comprehend and cite the main points of a Latin text which inform my own response to a Latin text.	I can use Latin evidence to develop an opinion or prediction about a Latin text.

pārs secunda -writing

A. Fill in the following paragraph with appropriate forms of *possum*, *volō* and *nōlō*:

<p>Bregāns tristis est quod nōn numerāre _____. semper dīcit, "ēheu! ego nōn numerāre _____!" igitur Philus Bregantem numerāre docēre _____. Philus dīcit, "facilis est. tū mēcum numerāre _____? temptā! dīc: ūnus, duō, trēs." Bregāns anxius est, et dīcit, "ūnus... dua... ego numerāre _____ quod fessus sum." subitō Anti-Loquāx et Loquāx adveniunt. geminī dīcunt, "nōs cantāre _____! vōs saltāre _____?" Philus irātus exit sed Bregāns laetus dīcit, "ita vērō! ego saltāre _____!" et cum geminīs saltat.</p>	<p>semper: always</p> <p>igitur: therefore</p> <p>docēre: teach</p> <p>mēcum: with me</p> <p>temptā: try it!</p> <p>saltāre: to dance</p>
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B. Translate the resulting paragraph with the words you filled in.

skill			target	
writing possum	I can fill in a chart of the forms of possum.	I can add a form of possum to a Latin sentence but it doesn't always agree with the subject.	I can add the appropriate form of possum to a Latin sentence.	I can use appropriate forms of possum and explain spelling "irregularities".
writing nolo and volo	I can fill in a chart of the forms of volo and nolo.	I can add a form of volo or nolo to a Latin sentence but it doesn't always agree with the subject.	I can add the appropriate form of volo or nolo to a Latin sentence.	I can use appropriate forms of volo and nolo and explain spelling "irregularities".

pārs tertia - whaddyano?

A. Complete the following conjugation charts and use them to answer the questions below:

sum, esse, fuī (present tense)

	Singular	Plural
1 st person	sum	
2 nd person		
3 rd person		sunt

volō, velle, voluī (present tense)

	Singular	Plural
1 st person	volō	
2 nd person		vultis
3 rd person		

possum, posse, potuī (present tense)

	Singular	Plural
1 st person		
2 nd person	potes	
3 rd person		possunt

nōlō, nōlle, nōluī (present tense)

	Singular	Plural
1 st person		nōlumus
2 nd person		
3 rd person	nōn vult	

B. Answer the following questions as best as you can, using evidence from the above charts and your knowledge of Latin **euphony**:

- I. Describe 2 similarities among the conjugations above.

- II. Identify 1 similarity between the above conjugations and “regular” conjugations.

- III. Some of these words are actually two words spelled together. Choose one form and articulate its pieces. Then choose an English compound word and compare it to your Latin word.

pārs quarta - Translation.

Translate the following sentences into natural English. (Pay careful attention to **verbs!**)

i “ego omnēs servōs interficere nōn possum.” inquit Pompēius, “nōn coniūrātiō est.”

ii Loquax alterum servum excitat et rogat, “cantāre potes? tū saltāre vīs?”

iii cēterī dominī dīxērunt, “nōs aegrōs custōdēs retinēre nōlumus.”

iv nūllī servī dēcidere volunt.

v Salvius novōs servōs ex ōrdinibus trāxit et dīxit, “vōs mē vulnerāre nōn vultis!”

vi Varica servōs ad sē vocāvit. ruērunt quod vitās āmittere nōlunt.

skill			target	
memorizing vocabulary	I can recognize the meaning of some of the unit-specific vocabulary.	I can recognize the meaning and form of some of the unit-specific vocabulary.	I can translate (recognize the meaning, form and function of) most of the unit-specific vocabulary.	I can translate (recognize the meaning, form and function of) <i>all</i> of the unit-specific vocabulary.
reading an irregular verb	I can identify a form of possum, sum, volo, or nolo in a Latin sentence.	I can identify the personal ending of and translate some forms of possum, sum, volo, and nolo.	I can identify the personal ending of and translate most forms of possum, sum, volo and nolo.	I can identify the personal ending of and translate all forms of possum, sum, volo, and nolo.