

BOOK 2

Latin  
PRIMER



MARTHA WILSON

Edited by LAURA STORM

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# INTRODUCTION

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Welcome to the *Latin Primer 2*! You now have one year of Latin behind you—congratulations! Your main work last year was to memorize chants and learn vocabulary. All together you learned about four hundred words! This year, you'll notice that your Word Lists include not only new words, but old favorites as well. (And sometimes exercises will include old words you might not have seen since last year . . . just to keep you on your toes!)

Your main job this year is to begin to read and write more advanced Latin sentences. A large part of being able to read and write Latin is having lots of things (especially vocabulary!) tucked away in your memory, ready to use. By the end of this year you'll be able to translate sentences like, *Latrō quondam erat eques mīrus* ("The robber was once a wonderful knight") and *Lupī cervum nōn possunt oppugnāre* ("The wolves are not able to attack the deer").

As you learn more advanced Latin, you'll notice that you'll understand even better how our English language works. Since you're so used to using English, there are many things about it that you won't even notice until you see how Latin is different.

You may have realized last year that Latin appears in many places. I hope over the last year you've been able to recognize English names and other words that come from Latin. Maybe you've seen Latin on buildings, coins, or memorials. I've discovered that many colleges have Latin on their seals. You had a list of some of those in *Latin Primer 1*, and you'll be learning a couple more this year!

Once, at the end of a dinner I was having with my grandmother, she said with satisfaction, "*Fīnis.*" Learning Latin may not be quite as easy as eating dinner, but I hope you'll be able to say "*fīnis*" with satisfaction at the end of this year. Instead of being full of meat and potatoes, you'll be full of new knowledge!

*Valēte,*  
Martha Wilson

# PRONUNCIATION GUIDE

## Vowels:

Vowels in Latin have only two pronunciations, long and short. When speaking, long vowels are held twice as long as short vowels. Long vowels are marked with a “macron” or line over the vowel (e.g., ā). Vowels without a macron are short vowels.

When spelling a word, including the macron is important, as it can determine the meaning of the word (e.g., *liber* is a noun meaning *book*, and *liber* is an adjective meaning *free*).

### Long Vowels:

ā	like <i>a</i> in <i>father</i> : frāter, suprā
ē	like <i>e</i> in <i>obey</i> : trēs, rēgīna
ī	like <i>i</i> in <i>machine</i> : mīles, vīta
ō	like <i>o</i> in <i>holy</i> : sōl, glōria
ū	like <i>oo</i> in <i>rude</i> : flūmen, lūdus
ȳ	like <i>i</i> in <i>chip</i> : grȳps, cȳgnus

### Short Vowels:

a	like <i>a</i> in <i>idea</i> : canis, mare
e	like <i>e</i> in <i>bet</i> : et, terra
i	like <i>i</i> in <i>this</i> : hic, silva
o	like <i>o</i> in <i>domain</i> : bonus, nomen
u	like <i>u</i> in <i>put</i> : sum, sub

## Diphthongs:

A combination of two vowel sounds collapsed together into one syllable is a diphthong:

ae	like <i>ai</i> in <i>aisle</i>	caelum, saepe
au	like <i>ou</i> in <i>house</i>	laudo, nauta
ei	like <i>ei</i> in <i>reign</i>	deinde
eu	like <i>eu</i> in <i>eulogy</i>	Deus
oe	like <i>oi</i> in <i>oil</i>	moenia, poena
ui	like <i>ew</i> in <i>chewy</i>	huius, hui

## Consonants:

Latin consonants are pronounced with the same sounds with the following exceptions:

c	like <i>c</i> in <i>come</i>	never soft like <i>city</i> , <i>cinema</i> , or <i>peace</i>
g	like <i>g</i> in <i>go</i>	never soft like <i>gem</i> , <i>geology</i> , or <i>gentle</i>
v	like <i>w</i> in <i>wow</i>	never like <i>Vikings</i> , <i>victor</i> , or <i>vacation</i>
s	like <i>s</i> in <i>sissy</i>	never like <i>easel</i> , <i>weasel</i> , or <i>peas</i>
ch	like <i>ch</i> in <i>chorus</i>	never like <i>church</i> , <i>chapel</i> , or <i>children</i>
r	is trilled	like a dog snarling, or a machine gun
i	like <i>y</i> in <i>yes</i>	when used before a vowel at the beginning of a word, between two vowels within a word, otherwise it's usually used as a vowel

# 1

## UNIT ONE

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# UNIT 1: GOALS

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By the end of Week 8, you should be able to . . .

- Chant from memory the first declension, second declension, and second declension neuter noun endings
- Recognize and distinguish first declension, second declension, and second declension neuter nouns
- Decline any first declension, second declension, or second declension neuter noun
- Chant from memory the present, future, and imperfect verb ending chants
- Recognize and distinguish first and second conjugation verbs by their stems
- Translate simple present, future, and imperfect tense sentences (e.g., *Delphīnī properābant* means “The dolphins were rushing”)





# WEEK 1

## Word List

### NOUNS

- |  |  |
|--|--|
| 1. amīcus, -ī (m) . . . . . friend               | 12. pontus, -ī (m) . . . . . sea, seawater |
| 2. aqua, -ae (f) . . . . . water                 | 13. puella, -ae (f). . . . . girl          |
| 3. caelum, -ī (n) . . . . . sky, heaven          | 14. puer, puerī (m) . . . . . boy          |
| 4. cibus, -ī (m) . . . . . food                  | 15. stella, -ae (f) . . . . . star         |
| 5. colōnus, -ī (m). . . . . settler              | 16. taurus, -ī (m) . . . . . bull          |
| 6. equus, -ī (m). . . . . horse                  | 17. terra, -ae (f). . . . . earth, land    |
| 7. latebra, -ae (f) . . . . . hiding place       | 18. virga, -ae (f) . . . . . branch, twig  |
| 8. mūrus, -ī (m). . . . . wall                   |  |
| 9. nauta, -ae (m) . . . . . sailor               |  |
| 10. nimbus, -ī (m) . . . . . thundercloud, storm |  |
| 11. poēta, -ae (m) . . . . . poet                |  |

### VERBS

- |   |
|---|
| 19. astō, astāre . . . . . I stand near, stand by |
| 20. peccō, peccāre . . . . . I sin                |

## Chant:

### First Declension Noun Endings

	LATIN		ENGLISH	
	SINGULAR	PLURAL	SINGULAR	PLURAL
NOMINATIVE	-a	-ae	a, the <i>noun</i>	the <i>nouns</i>
GENITIVE	-ae	-ārum	of the <i>noun</i> , the <i>noun's</i>	of the <i>nouns</i> , the <i>nouns'</i>
DATIVE	-ae	-īs	to, for the <i>noun</i>	to, for the <i>nouns</i>
ACCUSATIVE	-am	-ās	the <i>noun</i>	the <i>nouns</i>
ABLATIVE	-ā	-īs	by, with, from the <i>noun</i>	by, with, from the <i>nouns</i>



**Quotation:**

*Amicus verus est rara avis*—"A true friend is a rare bird"



WEEK 1 Derivatives: \_\_\_\_\_

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Quotation: \_\_\_\_\_

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# Weekly Worksheet 1

name: \_\_\_\_\_

A. Cross out the two wrong words in the definition below and write the correct words above them. Then, using the lines below, list all the Latin nouns from this week's Word List, their genitive ending, and gender. The first one is done for you.

A noun describes a person, place, or action.

- |                         |           |
|-------------------------|-----------|
| 1. _____ amīcus, -ī (m) | 10. _____ |
| 2. _____                | 11. _____ |
| 3. _____                | 12. _____ |
| 4. _____                | 13. _____ |
| 5. _____                | 14. _____ |
| 6. _____                | 15. _____ |
| 7. _____                | 16. _____ |
| 8. _____                | 17. _____ |
| 9. _____                | 18. _____ |

B. Complete the review chart for this week and answer the questions about it.

	SINGULAR	PLURAL
	-a	
DATIVE		
ACCUSATIVE		
ABLATIVE		

1. Are these endings for nouns or verbs? \_\_\_\_\_

2. Which declension are these endings for? \_\_\_\_\_
3. What is the gender of most nouns in this declension? \_\_\_\_\_
4. Which ending tells you a noun's declension? \_\_\_\_\_

C. Decline *virga*, -ae in the chart below, then answer the questions.

	SINGULAR	PLURAL
NOM.	virga	
GEN.		
DAT.		
ACC.		
ABL.		

1. The word *virga* means \_\_\_\_\_.
2. Last year, you learned the word *virgō*, which means \_\_\_\_\_.

D. Use your knowledge of Latin to answer the following questions about derivatives. Remember, a derivative is an English word with a Latin root.

1. The English word *mural* comes from the Latin word *mūrus*, which means \_\_\_\_\_.
2. An *aquarium* is like a zoo for sea animals. *Aquarium* is a derivative of the Latin word \_\_\_\_\_.
3. A *peccadillo* is small mistake. *Peccadillo* is a derivative of the Latin word \_\_\_\_\_.

Give an English derivative for each of these words.

4. *mūrus* \_\_\_\_\_
5. *poēta* \_\_\_\_\_
6. *terra* \_\_\_\_\_
7. *equus* \_\_\_\_\_

The word for "friend" in Latin is *amīcus*. Look at the word for "friend" in these languages.

ITALIAN	amico
SPANISH	amigo
FRENCH	ami

8. Why do they look so much like *amīcus*? \_\_\_\_\_

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E. Complete the chart!

	ENGLISH: SINGULAR	LATIN: SINGULAR	LATIN: PLURAL
1.		nauta	
2.		puella	
3.	wall		
4.		latebra	
5.			pontī
6.	poet		
7.	horse		
8.			colōnī
9.		cibus	
10.	bull		

F. For each noun, give its declension and gender. Then decline each noun by adding the endings to the base that is given. Each noun's nominative and genitive singular forms are provided.

	DECLENSION _____	GENDER _____		DECLENSION _____	GENDER _____
	SINGULAR	PLURAL		SINGULAR	PLURAL
NOM.	aqua	aqu		latebra	latebr
GEN.	aquae	aqu		latebrae	latebr
DAT.	aqu	aqu		latebr	latebr
ACC.	aqu	aqu		latebr	latebr
ABL.	aqu	aqu		latebr	latebr

1. How do you find the base of a noun? \_\_\_\_\_

\_\_\_\_\_

G. Answer the questions about this week's quotation.

1. What does *Amicus verus est rara avis* mean in English? \_\_\_\_\_

\_\_\_\_\_

2. Which Latin word is the subject of this quotation? \_\_\_\_\_

3. What case does the subject noun always take? \_\_\_\_\_

4. Which Latin word is the verb? (Hint: you should recognize it from last year!) \_\_\_\_\_

H. On the lines below, give the Latin word for each object.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_

# WEEK 2

## Word List

### NOUNS

1. ariēna, -ae (f) . . . . . banana
2. cuniculus, -ī (m). . . . . rabbit
3. folium, -ī (n) . . . . . leaf
4. frāgum, -ī (n) . . . . . strawberry
5. hortus, -ī (m) . . . . . garden
6. mālum, -ī (n). . . . . apple
7. pirum, -ī (n) . . . . . pear
8. ūva, -ae (f) . . . . . grape

### ADJECTIVES

9. apricus, -a, -um . . . . . sunny
10. dēliciōsus, -a, -um . . . . . delicious
11. magnus, -a, -um. . . . . large, big
12. malus, -a, -um . . . . . bad, evil
13. parvus, -a, -um . . . . . little, small

### VERBS

14. gustō, gustāre. . . . . I taste

## Chant:

### Second Declension Noun Endings

	LATIN		ENGLISH	
	SINGULAR	PLURAL	SINGULAR	PLURAL
NOM.	-us	-ī	a, the <i>noun</i>	the <i>nouns</i>
GEN.	-ī	-ōrum	of the <i>noun</i> , the <i>noun's</i>	of the <i>nouns</i> , the <i>nouns'</i>
DAT.	-ō	-īs	to, for the <i>noun</i>	to, for the <i>nouns</i>
ACC.	-um	-ōs	the <i>noun</i>	the <i>nouns</i>
ABL.	-ō	-īs	by, with, from the <i>noun</i>	by, with, from the <i>nouns</i>



### Quotation:

*Magna Carta*—"Great Charter"



WEEK 2 *Derivatives:* \_\_\_\_\_

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*Quotation:* \_\_\_\_\_

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# Weekly Worksheet 2

name: \_\_\_\_\_

A. Complete the chant chart and answer the questions about it.

	SINGULAR	PLURAL
	-US	
DATIVE		
ABLATIVE		

1. Is this a noun ending or a verb ending chant? \_\_\_\_\_
2. Which declension is it? \_\_\_\_\_
3. Which gender are most of the nouns that take these endings? \_\_\_\_\_

B. Decline *hortus*, *-ī* in the chart below, then answer the questions about it.

	SINGULAR	PLURAL
NOM.		
GEN.		
DAT.		
ACC.		
ABL.		

1. Which ending tells you a noun's declension? \_\_\_\_\_
2. Which declension is *hortus*? \_\_\_\_\_

3. What does *hortus* mean? \_\_\_\_\_

Decline *ariēna*, -ae in the chart below, then answer the questions about it.

	SINGULAR	PLURAL
NOM.	ariēna	
GEN.		
DAT.		
ACC.		
ABL.		

2. Which declension is *ariēna*? \_\_\_\_\_

3. What does *ariēna* mean? \_\_\_\_\_

C. For each noun, write in the blank whether it is in the first declension (1) or second declension (2).

1. *cibus*, -ī \_\_\_\_\_

5. *pontus*, -ī \_\_\_\_\_

2. *stella*, -ae \_\_\_\_\_

6. *virga*, -ae \_\_\_\_\_

3. *cuniculus*, -ī \_\_\_\_\_

7. *poēta*, -ae \_\_\_\_\_

4. *aqua*, -ae \_\_\_\_\_

8. *puer*, *puerī* \_\_\_\_\_

D. Translate these words into English. Can you do it from memory?

1. *pirum* \_\_\_\_\_

6. *apricus* \_\_\_\_\_

2. *latebra* \_\_\_\_\_

7. *gustō* \_\_\_\_\_

3. *dēliciōsus* \_\_\_\_\_

8. *ūva* \_\_\_\_\_

4. *nimbus* \_\_\_\_\_

9. *astō* \_\_\_\_\_

5. *peccō* \_\_\_\_\_

10. *folium* \_\_\_\_\_

E. Answer the questions about this week's quotation.

1. What does *Magna Carta* mean? \_\_\_\_\_
2. Who was king of England at the time the Magna Carta was written? \_\_\_\_\_

F. Write three sentences in English. In each sentence, replace two of the words with Latin words from this week. One sentence is given as an example.

1. The *apple* is juicy and *delicious*.                      The *mālum* is juicy and *deliciosus*.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

G. Each sentence below uses a derivative (in italics). Use your knowledge of Latin vocabulary to finish each sentence by circling the correct answer!

1. If someone writes a *malicious* letter, she is being \_\_\_\_\_.  
 a) funny                      b) mean                      c) thoughtful
2. "I'm going to go *apricate*" is just a fancy way to say "I'm going to go \_\_\_\_\_.  
 a) lay in the sun                      b) pick fruit                      c) write a thank-you note
3. *Coney Island* got its name because hundreds of \_\_\_\_\_ used to live there.  
 a) circus animals                      b) poets                      c) rabbits
4. *Horticulture* is the study of \_\_\_\_\_.  
 a) how to raise toucans                      b) how to grow plants                      c) how to heal sicknesses
5. When a person is *magnanimous*, it means that he is \_\_\_\_\_.  
 a) generous                      b) afraid                      c) short



# WEEK 3

## Word List

### NOUNS

1. aedificium, -ī (n) . . . . . building
2. cēna, -ae (f) . . . . . dinner, meal
3. dominus, -ī (m) . . . . . lord, master
4. epistula, -ae (f) . . . . . letter
5. fābula, -ae (f) . . . . . story, legend
6. fēmina, -ae (f) . . . . . woman
7. filia, -ae (f) . . . . . daughter
8. filius, -ī (m) . . . . . son
9. forum, -ī (n) . . . . . public square,  
marketplace
10. lingua, -ae (f) . . . . . tongue, language
11. mensa, -ae (f) . . . . . table
12. porta, -ae (f) . . . . . door, gate
13. sella, -ae (f) . . . . . seat, chair
14. turba, -ae (f) . . . . . crowd, mob

### VERBS

15. ambulō, ambulāre . . . I walk
16. amō, amāre . . . . . I love
17. exsultō, exsultāre . . . I leap up, dance,  
rejoice
18. laudō, laudāre . . . . . I praise
19. occultō, occultāre . . . I hide, conceal
20. probō, probāre . . . . . I approve

## Chant:

### Second Declension Neuter Noun Endings

	LATIN		ENGLISH	
	SINGULAR	PLURAL	SINGULAR	PLURAL
NOM.	-um	-a	a, the <i>noun</i>	the <i>nouns</i>
GEN.	-ī	-ōrum	of the <i>noun</i> , the <i>noun's</i>	of the <i>nouns</i> , the <i>nouns'</i>
DAT.	-ō	-īs	to, for the <i>noun</i>	to, for the <i>nouns</i>
ACC.	-um	-a	the <i>noun</i>	the <i>nouns</i>
ABL.	-ō	-īs	by, with, from the <i>noun</i>	by, with, from the <i>nouns</i>

(Continued on the next page)

“

**Quotation:**

*Dominus vōbiscum*—"The Lord be with you"

”

**WEEK 3 Derivatives:** \_\_\_\_\_

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**Quotation:** \_\_\_\_\_

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# Weekly Worksheet 3

name: \_\_\_\_\_

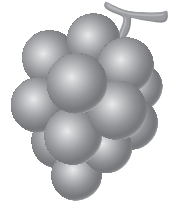
A. On the lines below, give the Latin word for each fruit.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_

B. Write the delensions in the blanks, then complete the chants.

	_____ DECLENSION	
	SINGULAR	PLURAL
NOM.		
GEN.	-ae	
DAT.	-ae	
ACC.		
ABL.		

	_____ DECLENSION	
	SINGULAR	PLURAL
NOM.		-ī
GEN.	-ī	
DAT.		
ACC.		
ABL.		

	_____ DECLENSION NEUTER	
	SINGULAR	PLURAL
NOM.	-um	
GEN.		
DAT.		
ACC.	-um	
ABL.		

Now, sort the nouns from this week's Word List and put them in the proper columns below. The first one is done for you.

1st DECLENSION	2nd DECLENSION	2nd DECLENSION NEUTER
		aedificium

C. Decline the following nouns and answer the questions about them.

Decline *aedificium*, -ī.

	SINGULAR	PLURAL
NOM.	aedificium	
GEN.		
DAT.		
ACC.		
ABL.		

1. What is the *genitive singular* ending of all second declension nouns?

- a) -us                      b) -ae                      c) -ī

2. What is the *nominative singular* ending of all second declension neuter nouns?

- a) -um                      b) -us                      c) -ī

3. Which declension is *aedificium* in?

- a) second declension neuter                      b) first declension                      c) second conjugation

Decline *lingua*, -ae.

	SINGULAR	PLURAL
NOM.	lingua	
GEN.		
DAT.		
ACC.		
ABL.		



4. What is the *genitive singular* ending of all first declension nouns?

- a) -a                      b) -ae                      c) -ī

5. What is the gender of most first declension nouns?

- a) feminine              b) masculine              c) neuter

Decline *filius, -ī*.

	SINGULAR	PLURAL
NOM.	filius	
GEN.		
DAT.		
ACC.		
ABL.		

6. What part of speech is *filius*?

- a) verb                      b) adjective                      c) noun

D. Fill in the blank with each noun's genitive singular ending. Then underline the correct definition for each word.

NOUN	GENITIVE	DEFINITION
1. lingua	_____	wheel    language    house
2. forum	_____	door    stone    marketplace
3. dominus	_____	stream    lord    walkway
4. fābula	_____	dress    shoe    story
5. epistula	_____	letter    tree    picture
6. pirum	_____	grape    rabbit    pear

E. Answer the following questions about derivatives from this week's Word List. The derivatives are italicized.

1. The English word *bilingual* comes from the Latin word \_\_\_\_\_.
2. If someone is *bilingual* he can speak two \_\_\_\_\_.
3. The English word *epistle* comes from the Latin word \_\_\_\_\_.
4. The *epistles* of Paul are \_\_\_\_\_ written to different churches.

List one derivative for each of these words.

5. *fābula* \_\_\_\_\_      6. *probō* \_\_\_\_\_

F. Give each noun's declension and gender. Then decline it by adding the endings to the base that is given. Each noun's nominative and genitive singular forms are provided.

DECLENSION _____ GENDER _____		DECLENSION _____ GENDER _____		
	SINGULAR	PLURAL	SINGULAR	PLURAL
NOM.	cēna	cēn	pirum	pir
GEN.	cēnae	cēn	pirī	pir
DAT.	cēn	cēn	pir	pir
ACC.	cēn	cēn	pir	pir
ABL.	cēn	cēn	pir	pir

1. How do you find the base of a noun? \_\_\_\_\_  
\_\_\_\_\_

G. Translate these words from English into Latin. (Hint: Watch whether they're singular or plural!)

- |                  |                    |
|------------------|--------------------|
| 1. doors _____   | 4. buildings _____ |
| 2. masters _____ | 5. apple _____     |
| 3. sailor _____  | 6. sea _____       |

# WEEK 4

## Word List

### NOUNS

1. coquus, -ī (m) . . . . . cook, chef
2. fungus, -ī (m) . . . . . mushroom, fungus
3. nāsus, -ī (m) . . . . . nose
4. nucleus, -ī (m). . . . . nut, kernel
5. porcus, -ī (m) . . . . . pig
6. radius, -ī (m). . . . . staff, rod
7. silva, -ae (f). . . . . forest
8. ulmus, -ī (m). . . . . elm tree

### ADJECTIVES

9. brūnus, -a, -um . . . . . brown

10. odōrātus, -a, -um . . . . . sweet-smelling,  
fragrant
11. perfectus, -a, um . . . . . perfect

### VERBS

12. cumulō, cumulāre . . . . . I pile up, fill up
13. olefactō, olefactāre . . . . . I smell, sniff

### ADVERBS

14. sub. . . . . below, under
15. suprā . . . . . above

## Chant:

### Present Active Verb Endings

	LATIN		ENGLISH	
	SINGULAR	PLURAL	SINGULAR	PLURAL
1 <sup>ST</sup>	-ō	-mus	I am <i>verbing</i>	we are <i>verbing</i>
2 <sup>ND</sup>	-s	-tis	you are <i>verbing</i>	you all are <i>verbing</i>
3 <sup>RD</sup>	-t	-nt	he/she/it is <i>verbing</i>	they are <i>verbing</i>



### Quotation:

*Porcī parvī trēs*—“the three little pigs”





# Weekly Worksheet 4

name: \_\_\_\_\_

A. Answer the following questions about the verbs from this week's Word List.

1. A verb shows \_\_\_\_\_ or state of being.
2. How do you find a verb's stem? \_\_\_\_\_  
\_\_\_\_\_
3. What is the stem of *olefactō*? \_\_\_\_\_
4. What is the stem of *cumulō*? \_\_\_\_\_
5. Are these "ā" family or "ē" family verbs? \_\_\_\_\_
6. Which conjugation are these verbs in? \_\_\_\_\_

B. Conjugate *cumulō* in the present tense and translate it.

	LATIN		ENGLISH	
	SINGULAR	PLURAL	SINGULAR	PLURAL
1 <sup>ST</sup>	cumulō		I pile up	
2 <sup>ND</sup>				
3 <sup>RD</sup>				

C. Latin's present tense can be translated into English in three different ways. For example, *olefactō* can be translated "I smell," "I do smell," or "I am smelling." Using *olefactō* as an example, write three translations for each verb.

1. *cumulō* \_\_\_\_\_
2. *gustō* \_\_\_\_\_
3. *probant* \_\_\_\_\_
4. *peccāmus* \_\_\_\_\_