



UNIT 1 GOALS

Lessons 1–8

By the end of Unit 1, students should be able to . . .

- Understand the five attributes of a verb: person, number, tense, voice, and mood
- Chant from memory the endings for the present, imperfect, and future active indicative verbs
- Identify and conjugate a first conjugation verb in the present, imperfect, and future active indicative
- Understand the three attributes of a noun: gender, number, and case
- Chant from memory the endings of first and second declension nouns
- Decline any first or second declension noun
- Decline first and second declension adjectives and know how to use them
- Translate basic sentences
- Know all vocabulary from Unit 1
- Write out from memory the *Pater Noster* (Lord's Prayer) in Latin

LESSON 1

First Conjugation Verbs & Present Active Indicative

Word List

VERBS

1. ambulō, ambulāre, ambulāvī, ambulātum: *I walk*
2. amō, amāre, amāvī, amātum: *I love*
3. cantō, cantāre, cantāvī, cantātum: *I sing, play (music), predict*
4. clāmō, clamāre, clamāvī, clamātum: *I shout*
5. dō, dare, dedī, datum: *I give*
6. laudō, laudāre, laudāvī, laudātum: *I praise*
7. liberō, liberāre, liberāvī, liberātum: *I set free*
8. necō, necāre, necāvī, necātum: *I kill, slay*
9. pugnō, pugnāre, pugnāvī, pugnātum: *I fight*
10. spectō, spectāre, spectāvī, spectātum: *I look at, watch*
11. stō, stāre, stetī, statum: *I stand*
12. vocō, vocāre, vocāvī, vocātum: *I call, summon, invite*
13. vulnerō, vulnerāre, vulnerāvī, vulnerātum: *I wound*

ADVERBS

14. bene: *well*
15. male: *badly, ill, wrongly*
16. nōn: *not*
17. nunc: *now*

CONJUNCTIONS

18. aut: *or*
19. et: *and, even, also*
et...et: *both...and*
20. sed: *but*

Memorization

Pater noster, quī es in caelis,

Our Father, who is in heaven

Grammar

Present Active Indicative

In this chapter you'll begin learning about how Latin verbs function. We'll start with the present active indicative of First Conjugation verbs.

	SINGULAR	PLURAL
1ST	-ō	-mus
2ND	-s	-tis
3RD	-t	-nt

This chant by itself doesn't really mean anything, but once you attach these endings to a verb stem, you can know the person and number of your verb. *-ō* means "I do something," *-mus* means "we do something," *-s* means "you do something," *-tis* means "you all do something," *-t* means "he, she, or it does something," and *-nt* means "they all do something." Thus, each verb form tells us **number** (*-ō*, *-s*, and *-t* are singular, and *-mus*, *-tis*, *-nt* are plural) and **person** (*-ō* and *-mus* are first person, *-s* and *-tis* are second person, and *-t* and *-nt* are third person).

Make sure you chant this chart every day until you have it memorized.

Look at the verbs you have to learn in this lesson. You should notice that all of them have an "a" in the second, third, and fourth endings. This is because they are all First Conjugation verbs. Latin verbs, like people, are "born" into certain families called **conjugations** that partake of similar features. Each conjugation will have its own stem vowel shared by all verbs belonging to it. In time you will learn about all five Latin conjugations and their allotted stem vowels, but for now, all you need know is that First Conjugation verbs all have a long *-ā-* in their stem.

Let's take a verb from this family (*necō*, *necāre*, *necāvī*, *necātum*) and add the endings we have learned to it. To do that we need to find the stem. To get the stem, we go to the second principal part (*necāre*) and remove the *-re*. That leaves you with the stem *necā-*. When we add the endings we get this.

	SINGULAR	PLURAL
1ST	necō	necāmus
2ND	necās	necātis
3RD	necat	necant

Some of you may be wondering why the first person singular form is *necō* and not *necāō*. This is because the *ā* and *ō* have contracted. You can think of it as though the *ō* has swallowed up the *ā* (try saying *āō* over and over and you will see how easily this happens).

What do these words mean? *Necō* is in the first person singular box. **Person** refers to the person performing the action. First person refers to either "I" or "we," second person is "you" or "you all," and third person refers to "he, she, it" or "they." Each of these pairs is either singular (as in "I," "you," "he, she, it") or plural ("we," "you all," "they."). Since the first person singular is *I*, *necō* must mean "I kill."

Note that it is in the present tense, active voice, and indicative mood. **Present tense** means that the action being performed is happening now, in the present. **Active voice** means the action is being performed by the subject (in this case “I kill”). **Indicative mood** means that this word is a statement, either of fact (“I kill krakens”) or a question (“Do you kill krakens?”) or even an exclamation (“He is killing the kraken!”). We will learn about other kind of verbs later, but for now, just note that we are learning present, active, indicative verbs.

Moving down, *necās* is second person singular, present active indicative. Thus, it means “you kill.” The complete Latin chart with English meanings would look like this:

	LATIN SINGULAR	ENGLISH SINGULAR	LATIN PLURAL	ENGLISH PLURAL
1ST	necō	I kill	necāmus	we kill
2ND	necās	you kill	necātis	you all kill
3RD	necat	he/she/it kills	necant	they kill

Depending on the sentence these verbs are in, they can also be translated with the helping verb “do/does” (for questions like “*Does he kill* krakens?” and negatives such as “No, he *does not kill* them.”). Another acceptable way to render them is with an “is/are” plus the verb with an “-ing” at the end: “We *are killing* many krakens this year”; “He *is killing* the kraken right now!” In English we need those helping verbs, but in Latin we can just use the one word. If you had trouble understanding any of this, go back to the Latin Grammar Basics and pay special attention to the verb section, or ask your teacher to help you understand. Don’t move on until you understand what the endings mean.

Lesson 1 Worksheet

A. Vocabulary

Translate the following words from Latin to English or English to Latin as appropriate. For the verbs, also fill in the missing principal parts.

1. now: _____
2. clāmō, _____, _____, clamātum: _____
3. I call, summon, invite: _____, _____, _____, _____
4. stō, stāre, _____, _____: _____
5. aut: _____
6. necō, _____, necāvī, _____: _____
7. I walk: _____, _____, _____, _____
8. laudō, _____, laudāvī, laudātum: _____
9. but: _____
10. _____, vulnerāre, vulnerāvī, _____: _____
11. liberō, liberāre, liberāvī, liberātum: _____
12. not: _____
13. I fight: _____, _____, _____, _____
14. male: _____
15. cantō, _____, _____, _____: _____
16. spectō, spectāre, spectāvī, spectātum: _____
17. amō, _____, amāvī, _____: _____
18. well: _____
19. dō, dare, _____, _____: _____
20. et: _____

B. Grammar

Find the stem of the following verbs.

- | | |
|-----------------|------------------|
| 1. amō: _____ | 4. ambulō: _____ |
| 2. stō: _____ | 5. spectō: _____ |
| 3. clamō: _____ | 6. liberō: _____ |
-

7. Write out the present active indicative verb endings.

	SINGULAR	PLURAL
1ST		
2ND		
3RD		

Conjugate the following verbs in the Present Active Indicative with their English meanings.

8. *cantō*

	LATIN SINGULAR	ENGLISH SINGULAR	LATIN PLURAL	ENGLISH PLURAL
1ST	cantō			
2ND				
3RD				

9. *vulnerō*

	LATIN SINGULAR	ENGLISH SINGULAR	LATIN PLURAL	ENGLISH PLURAL
1ST	vulnerō			
2ND				
3RD				

10. *dō*

	LATIN SINGULAR	ENGLISH SINGULAR	LATIN PLURAL	ENGLISH PLURAL
1ST	dō			
2ND				
3RD				

C. Memorization

Write out the first line of the Lord's Prayer in Latin.

D. English to Latin Translation

1. Now you (pl.) are loving, but I am fighting.

2. We do not sing.

3. She gives well.

4. They stand and now they are walking.

5. He sings badly, but you all sing well.

6. He fights, he wounds, and he slays.

7. I shout and sing, but you (sg.) do not love.

8. You (sg.) are fighting and now you (sg.) set free.

9. We watch and praise.

10. I fight, but I do not kill wrongly.

E. Latin to English Translation

1. Cantant aut clāmant.

2. Male pugnās, sed stō et bene pugnō.

3. Līberāmus, sed necātis.

4. Nōn amās; vulnerās.

5. Male pignant et nōn liberant.

6. Stat, sed ambulat.

7. Bene amāmus et bene cantāmus.

8. Vocātis et clāmātis, sed stat et spectat.

9. Laudant et nunc dant.

10. “Nōn bene,” clāmō, “cantātis!”

LESSON 2

First Declension Nouns / Introduction to Case Usage—Nominative, Dative & Accusative

Word List

NOUNS

1. aqua, -ae (f): *water*
2. bēstia, -ae (f): *beast*
3. corōna, -ae (f): *crown*
4. dīvitiae, -ārum (f pl): *riches, wealth*
5. fābula, -ae (f): *story, legend, tale*
6. fēmina, -ae (f): *woman*
7. īra, -ae (f): *anger*
8. lūna, -ae (f): *moon*
9. pīrāta, -ae (m): *pirate*
10. poēta, -ae (m): *poet*
11. rēgia, -ae (f): *palace*
12. rēgīna, -ae (f): *queen*
13. turba, -ae (f): *crowd, mob, throng*
14. villa, -ae (f): *farmhouse, country house*

VERBS

15. cremō (1): *I burn, consume by fire*
16. narrō (1): *I tell, relate, recount*
17. superō (1): *I conquer, defeat*

ADVERBS

18. cūr: *why*
19. hodiē: *today*
20. itaque: *and so, therefore*

Memorization

Pater noster, quī es in caelis,

Sanctificētur nōmen tuum. Adveniat regnum tuum.

May Your name be made holy. May Your kingdom come.

Grammar

First Declension Noun Endings

Now that you've learned some verbs, it's time to learn some nouns to go with them. Remember, each noun has endings, which tells us how the noun is functioning within the sentence. Is it acting as the subject, an object, or a possessive? Endings, also called **cases**, tell us what a noun is doing within a sentence.

In this lesson, we will be learning a set of endings known as the First Declension endings. A declension is a regular pattern of endings, so that if you know what declension a word is, you can know which ending it needs for any individual case. Declensions, like conjugations for verbs, are simply noun families. Here is the First Declension:

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

Make sure you memorize these endings, because they will be super important later on. Today we will only discuss three of these cases: the **nominative** case, the **accusative** case, and the **dative** case.

A noun in the nominative case will be the subject of the sentence (or a predicate, but that won't be covered till the next Lesson): "*Oswald* sees the dragon." In this sentence, *Oswald* is the subject. Here is another sentence: "*Oswald* is seen by the dragon." Even though the two sentences are very different, *Oswald* is the subject in both sentences, because *Oswald* is the word going with the verb.

A noun in the accusative case denotes the **direct object**: "The dragon sees *Oswald*." In this sentence, *Oswald* is the object that the verb is acting upon. This is different from a sentence such as this: "The dragon is seen by *Oswald*." In this second sentence, there is a preposition before *Oswald*, so we do not consider it a direct object. The direct object is whatever the verb's action is directed toward. "*Oswald*" is the thing that the dragon sees.

The dative case indicates the **indirect object**. For example: "The princess gave a sword *to Oswald*." In this example, notice that the verb is directed towards the word "sword." The "sword" is the thing that *Oswald* is given, and so *Oswald* is the indirect recipient of that action.

You need to be especially careful when looking for direct and indirect objects, because in English it is sometimes difficult to distinguish them. Consider this example: "The princess gave *Oswald* a sword." Which is the indirect object? *Oswald* or sword? Always ask which one the verb is acting on, and in this case, the princess is giving, not *Oswald*, but the sword (she is not wrapping up *Oswald* and putting a bow on him and giving him to somebody). Therefore, *Oswald* is still the indirect object, and sword is the direct object. If you are having trouble distinguishing direct objects and indirect objects, practice making some English sentences until the concepts are crystal clear.

Last time we took our verbs and put different endings from the First Conjugation on them. Today we're going to do a similar thing, but with nouns. We are going to take our nouns and put the endings from the First Declension on them. You are conjugating verbs

and declining nouns. Also, notice that the First Declension nouns in the vocabulary list all end with an *-a*.

In our wordlist, the first form given is the nominative case, the second is the **genitive**, the gender of the noun is given in parentheses, and then the meaning. You will learn more about gender when you get to adjectives, but memorizing the gender of each noun is very important. Most First Declension nouns are feminine, and only a few are masculine.

Again, the dictionary listing of the noun is helpful because it enables us to find the base of the noun. To find the base, we look at the genitive, not the nominative, of the noun. Thus, with the noun *corōna*, *-ae*, we see that nothing unusual happens and the stem is *corōn-*. Now that you know how to find the stem, add the endings from the First Declension to a few words just for practice.

Nominative and Accusative Cases

Here is a very simple sentence that shows us basic Latin grammar: *Rēgīna pīrātam amat.*

Word order in Latin does not determine what the word is doing (as in English); however, word endings do. Thus, this sentence could be rearranged a number of ways and still mean the same thing: *Pīrātam rēgīna amat. Amat rēgīna pīrātam.*

Usually the Romans would put the subject first and the verb at the end. However, because Latin is a highly inflected language, they could rearrange things for emphasis, for the sake of poetic meter, etc.

Now, whenever you are taking apart a sentence, you should read through the whole sentence, taking note of the verb, the subject noun, and then the direct object. Developing this habit now will pay off later on when things get more complicated.

In this sentence the verb is *amat*. Remembering our endings from last lesson, we know that it is a the third person singular ending, or the ending that goes with *he*, *she*, or *it*. Also it is present active indicative, so we can parse this verb as a third person singular, present active indicative verb. This is a mouthful, but hopefully you know what each of these words means. It's just a grammatical way of saying this verb means "he/she/it loves."

Now, the verb does not necessarily need a subject. By itself *amat* could actually be a complete sentence, such as "She loves." However, if there is a word in the nominative case, then that word is the subject and it is carrying out the action of the verb. This nominative noun will replace the pronoun subject included in the Latin verb. Not only that, but because the subject is doing the action of the verb, the subject and verb must match in number. In English, we cannot say "The dog run." Neither can we say "The dogs runs." The subject and verb must either both be singular or they must both be plural.

Hopefully you see that the nominative noun here is *rēgīna*. Thus the words *rēgīna amat* mean "the queen loves." If *rēgīna* was nominative plural (*rēgīnae*), then the verb would have to be plural too (*amant*). If the subject and verb do not agree in number, you have made a

mistake somewhere. Also notice in our translation that “the queen” has replaced the pronoun “she” that was included in *amat*.

The final word in this sentence is *pīrātam* and it is accusative, which means that it is the direct object of the verb. Whom does the queen love? “The queen loves the pirate.” If we had been translating one of the rearranged examples, we might put a little emphasis in our tone as we translated: *Pīrātam rēgīna amat*: “The queen loves *the pirate*.” Perhaps the direct object is put first to emphasize that we can’t believe she loves a pirate, or this particular one; or, the queen loves him as opposed to someone else. *Amat rēgīna pīrātam*: “The queen *loves* the pirate.” Perhaps putting the verb first implies that we thought she hated him, but apparently she loves him. But at the same time, these implications might be incorrect; everything depends on the context.

Let’s do a few more examples.

Lūnam spectātis. First look at the verb: *spectātis*. We should parse it as second person plural, present active indicative, and it means, “you all look at.” In this case, *you all* is probably going to be the subject, but you should check for any nominatives anyway. There aren’t any, so next we can look for any direct objects. Lo and behold, *lūnam* is in the accusative, so our sentence means “You all look at the moon.”

It is possible to have a nominative in this type of sentence, but it would function as a description of “you all.” If we had had *Pīrātae lūnam spectātis*, our sentence would have meant “You pirates are looking at the moon.”

Let’s look at one more example: *Fēminae dīvitiās dant*. Again, read through the sentence, mentally noting verbs, subjects (nouns in the nominative), and direct objects (nouns in the accusative), in that order. Our verb *dant* is third person plural, present active indicative, meaning “they give.” Now we look for a plural nominative, and we have *fēminae*. Thus, in answer to the question, “Who gives?” we can swap “women” for “they,” and have “The women give.” What do they give? Why, we look for an accusative (singular or plural), and find *dīvitiās*. Answer: “The women give riches.”

Dative Case

While the accusative case indicates a direct object, the dative case is used for the indirect object. In the example “The women give riches,” “the riches” is the direct object because they are directly receiving the action of the verb “give.” Now if the women were giving the wealth to somebody, then that somebody would be the indirect recipient of the action and thus the indirect object: *Fēminae pīrātīs dīvitiās dant*, “The women give riches *to the pirates*.” In English we can also say “The women give the pirates riches” (*pīrātīs* is dative plural).

Now you need to be careful. In the last sentence, *Fēminae dīvitiās dant*, the word *fēminae* could potentially have been in the dative case, since that *-ae* ending does appear three times in the First Declension chant. If we took it as dative singular, then our example

sentence of *Fēminae dīvitiās dant* would read: “They give riches to the woman.” This also makes perfect sense!

So which is it? “The women give riches” or “They give riches to the woman”? It depends on the context. The word order hints that it’s the first one, but in a certain context, the second one could work too. That’s why you need to be careful to look at the endings very carefully before you rush to translate. Always double check, and use the process of elimination to find the translation that sounds the best.

Here are a few more examples of the dative case in action:

Poēta turbae fābulās narrat. “The poet tells the crowd stories” (or “tells stories to the crowd”). *Narrat* is third person singular, present active indicative. Since the verb is singular, a nominative subject would have to be singular too. The only word that works is *poēta*. Who is telling? “The poet.” What is the poet telling? Our accusative is *fābulās*—stories. To whom is the poet telling stories?—*turbae*, to the crowd.

Rēgīnae corōnam dās. “You give the queen a crown” (or “You give a crown to the queen”). The verb *dās* is second person singular, present active indicative, “you give.” The verb requires a singular nominative, but there isn’t one, so we keep “you” as the subject and move on to our direct object. What do you give? The accusative is *corōnam*—“a crown.” To whom do you give the crown? *Rēgīnae* in isolation could be nominative plural, genitive singular, or dative singular. However, since our verb is singular that eliminates *rēgīnae* as a nominative plural. Although the genitive might work, we will go with the dative since it makes the most sense: “to the queen.”

No Definite or Indefinite Articles!

Classical Latin does not have any words for *a*, *an*, or *the*. Therefore, when translating Latin into English we can use either a definite or indefinite article (or no article at all), depending on the context and on what sounds best. To me at least, in this isolated sentence “The queen loves” sounds better than “A queen loves.” The indefinite article might work if we had more to go on, as in, “Once upon a time, there was **a** queen who loved a pirate.” However, with “The queen loves **a** pirate” versus “The queen loves **the** pirate,” either article sounds fine and the best choice would depend on the overall story in which this particular sentence appeared.

Review

Make sure you are reviewing your verb endings as you do this lesson!

Lesson 2 Worksheet

A. Vocabulary

Translate the following words from Latin to English or English to Latin as appropriate. For the verbs, also fill in the missing principal parts. (There are a few review words mixed in.)

1. dīvitiae: _____
2. today: _____
3. bēstia: _____
4. fēmina: _____
5. crowd: _____
6. nunc: _____
7. īra: _____
8. water: _____
9. narrō, _____, _____,
narrātum: _____
10. I stand: _____, _____,
_____, _____
11. poēta: _____
12. itaque: _____
13. palace: _____
14. cūr: _____
15. sed: _____
16. pirate: _____
17. rēgīna: _____
18. fābula: _____
19. farmhouse: _____
20. well: _____
21. clāmō, _____, _____,
clāmātum: _____
22. lūna: _____
23. I burn: _____, _____,
_____, _____
24. corōna: _____
25. superō, _____, superāvī,
_____:

B. Grammar

1. Decline *aqua*.

	LATIN SINGULAR	LATIN PLURAL
NOMINATIVE	aqua	
GENITIVE		
DATIVE		
ACCUSATIVE		
ABLATIVE		

2. Decline *fābula*.

	LATIN SINGULAR	LATIN PLURAL
NOMINATIVE	fābula	
GENITIVE		
DATIVE		
ACCUSATIVE		
ABLATIVE		

3. Decline *dīvitiae*.

	LATIN SINGULAR	LATIN PLURAL
NOMINATIVE	—	dīvitiae
GENITIVE		
DATIVE		
ACCUSATIVE		
ABLATIVE		

C. Memorization

Fill in the blanks (but be prepared to recall both lines entirely from memory for the quiz).

Sanctificētur _____ regnum _____.

D. English to Latin Translation

Translate these sentences from English into Latin.

1. The poet looks at the moon and tells the woman a tale.

2. The beasts are burning the villa and the palace.

3. The pirates shout, but you (sg.) do not give the pirates wealth.

4. I love water, but the queen loves crowns.

5. Why are you (pl.) looking at the moon?

6. We are now singing stories to the pirates.

7. The crowds fight the beast well, but the beast is wounding the crowds.

8. The pirates kill the beast, and so the women love the pirates.

9. The queen summons the women and gives the women wealth.

10. We pirates sing well but love badly.

E. Latin to English Translation

- 1 Poëta turbæ fâbulam narrat, et cantat: "Pirâta rēginam amat, sed rēgina pirâtam nōn amat. Rēgina corōnās et rēgiam et dīvitiās amat. Pirâta lūnam spectat, et rēginae fâbulās cantat, sed fēmina nōn amat. Hodiē rēgina ambulat, et bēstia rēgiam cremat! Rēgiam et corōnās et dīvitiās cremat, et rēginam vulnerat. Sed pirâta stat, bēstiam pugnat, et bēstiam necat. Rēginam liberat et rēginae dīvitiās dat. Nunc
5 itaque rēgina pirâtam amat, et pirâta rēginae et lūnae fâbulās cantat."

LESSON 3

Verbs: *Sum* / Nouns: More Case Usage— Genitive & Ablative / Prepositions

Word List

NOUNS

1. agricola, -ae (m): *farmer*
2. harēna, -ae (f): *sand, beach*
3. hasta, -ae (f): *spear*
4. īnsula, -ae (f): *island*
5. nauta, -ae (m): *sailor*
6. patria, -ae (f): *native land*
7. pecūnia, -ae (f): *money*
8. puella, -ae (f): *girl*
9. sagitta, -ae (f): *arrow*
10. sīca, -ae (f): *dagger*
11. silva, -ae (f): *forest*

12. spēlunca, -ae (f): *cave*

VERBS

13. exspectō (1): *I wait for, expect*
14. habitō (1): *I live, dwell, inhabit*
15. sum, esse, fuī, futūrum: *I am*

PREPOSITIONS

16. ā, ab (+ abl.): *from, away from*
17. ad (+ acc.): *to, toward, at, near*
18. ē, ex (+ abl.): *out of, from*
19. in (+ acc.): *into, against; (+ abl.): in, on*
20. per (+ acc.): *through*

Memorization

Pater noster, quī es in caelis,

Sanctificētur nōmen tuum. Adveniat regnum tuum.

Fiat voluntās tua, sicut in caelō et in terrā.

May Your will be done, as in heaven also on earth.

Grammar

Verb of Being: *sum*

	LATIN SINGULAR	ENGLISH SINGULAR	LATIN PLURAL	ENGLISH PLURAL
1ST	sum	I am	sumus	we are
2ND	es	you are	estis	you (pl.) are
3RD	est	he/she/it is	sunt	they are

Sum, the Latin verb of being, is irregular, which means it doesn't follow the usual or expected verb formation rules. This shouldn't actually be surprising, since it is irregular in many languages. Take English, for example: I *am*, you *are*, he *is*—imagine learning that as a non-native speaker of our language!

However, the endings of the verbs still follow our basic pattern of *-ō*, *-s*, *-t*, *-mus*, *-tis*, *-nt*. True, the first person singular ends in *-m*, not *-ō*, but as you will see the first person singular alternates between *-m* and *-ō*. It is also an unusual word because the stem is less consistent than that of regular verbs, so make sure you memorize this word.

Sum or “is” is the verb of being, which means it is a linking verb; that is, it functions like an equals sign. “I am a woman” is saying that *I = a woman*. Thus it is grammatically proper to say “This is she” or “It is I” rather than “This is her” or “It’s me.” Notice that in English, the pronouns in these last two examples are in the objective case, but technically they should be in the subjective case. In Latin, this means that the words (whether nouns, adjectives, or pronouns) linked to the nominative subject by *sum* will also be in the nominative case. A noun that is linked by *sum* to the subject is called a predicate. Predicates modifying the subject need to be the same case and number as the subject. “I am a woman” should be *Fēmina sum*, not *Fēminam sum*. The women are queens will be *Fēminae rēgīnae sunt*. The two words not only agree in case (both being nominative), but are both plural as well.

Another handy and common usage of *sum* is that in the third person singular or plural, it can mean “There is” or “There are” (rather than “it is” or “they are”). This is especially the case when *est* or *sunt* appears at the beginning of a sentence: *Est rēgīna!* “There is the queen!”

Genitive Case

In this lesson, we are going to learn how to use the remaining noun cases: genitive and ablative. Just to review, the nominative case includes subjects and predicates, the accusative includes direct objects, and the dative includes indirect objects.

The genitive case indicates possession: *Corōnam rēgīnae spectō* can be translated either “I see the queen’s crown” or “I see the crown of the queen.” You can use either an apostrophe with an *s* or “of,” depending on which sounds better.

Now let’s look at the genitive in the First Declension Chant:

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

You may notice that not only are the genitive and dative singular the same, but they are also the same as the nominative plural, *-ae*. You can only tell what case a noun is in through context. For example, in the sentence *Corōnam rēgīnae spectō*, *rēgīnae* cannot be nominative, since the verb is singular, and it cannot be dative, since *spectō* is not a verb that would normally have an indirect object. Therefore, it is a genitive, and since it is next to *Corōnam*, it must possess it.

If we had *Corōnam rēgīnae dō*, it requires a tad more thought. This sentence could mean either “I give the queen’s crown” or “I give the queen a crown.” Now, taking both of these sentences in isolation, I believe that the latter sounds better; however, there could conceivably be a context in which the former would be the only possible answer. Whenever two or more equally valid translations are possible, I will endeavor to mention them all.

As you practice the genitive, make sure you know how to distinguish between the possessive singular and plural in English. For example, in English, the possessive in *king’s cross* is singular. To make it plural, I simply move the apostrophe after the *s*, making it *kings’ cross*. The cross does not belong just to one king, but to several kings. Notice that a genitive can be singular or plural, regardless of whether the noun it is modifying is singular or plural. In our example, changing *king’s* to *kings’* did not change *cross* to *crosses*, and it would also be fine to say the *king’s crosses* or the *kings’ crosses*. Confirm that you know how to do this in English as well as in Latin.

Ablative Case and Prepositions

The **ablative** case has many functions, so think of it as one of those multi-tools that has not only a pocketknife, but also a screwdriver, scissors, corkscrew, and so on.

In this lesson, we will focus on two uses: ablative of **means/instrument** and as an **object of a preposition**. When you want to indicate the means or instrument by which an action is done, you simply put that word in the ablative: *Pīrāta bēstiam sicā necat*, “The pirate kills the beast *with* [or *by* or *by means of*] a dagger.” In English we have to use a preposition such as “with” or “by” to indicate means/instrument, but in Latin all we need is a word in the ablative.

The ablative can also be used for the object of a preposition, and so, incidentally, can the accusative. Whenever you learn a Latin preposition, you also need to know what case that preposition “takes.” The preposition *ex*, for example, means “out of, from” and takes the ablative. This means that the object of the preposition *ex* will be in the ablative case: *ex spēluncā*, “out of the cave.”

Some prepositions take the accusative, as with *ad*, meaning “to, toward”: *ad spēluncam*, “toward the cave.” Prepositions with the accusative often indicate motion toward, whereas those with ablative show rest or separation. This is only a generalization.

This is also a good time to note how some words in English can be translated in different ways in Latin and English. So consider the English word “to.” In the last lesson, the sentence

Poēta turbae fābulās narrat can be translated as “The poet tells stories *to* the crowd.” There, the English word “to” is considered part of the dative word “*turbae*.” We don’t need a Latin preposition for that. However, we translate *Ambulō ad spēluncam* as “I walk to the cave.” Here we are translating the word *ad* as “to.” Make sure you don’t get these two meanings mixed up. If you are having trouble try substituting “to” with the word “toward” and see if the sentence still makes sense. If it does, it’s *ad*, and if it doesn’t, try the dative, indicating indirect object.

Similarly in Latin, one word can be translated in two ways in English. For example, the word *in* with a noun in the accusative case means “into, against”; *in* plus a noun in the ablative case means “in, on.” Thus *In silvam ambulāmus* would mean “We walk into the forest” (showing motion toward), but *In silvā habitāmus* means “We live in the forest” (showing rest). Again, make sure you practice this so that you don’t get these two mixed up.

Finally, notice that the First Declension ablative singular ending is only distinguished from the nominative singular by a macron (the line above the vowel). In my personal opinion (no doubt unpopular with Latin purists!), forcing you to memorize all the macrons is overly burdensome. However, in some instances it is quite helpful to notice them, since that little ol’ macron can potentially help you figure out what a word is doing in a particular sentence.

Review

Be sure to review First Declension endings in this Lesson so you don’t lose track of them!

Lesson 3 Worksheet

A. Vocabulary

Translate the following words from Latin to English or English to Latin as appropriate. For the verbs, also fill in the missing principal parts. For each preposition, include which case(s) it takes.

1. island: _____
2. sīca: _____
3. sum, _____, _____, futūrum: _____
4. native land: _____
5. rēgia: _____
6. agricola: _____
7. per: (+ _____) _____
8. pecūnia: _____
9. arrow: _____
10. itaque: _____
11. nauta: _____
12. silva: _____
13. ex: (+ _____) _____
14. male: _____
15. riches: _____
16. spēlunca: _____
17. ā, ab: (+ _____) _____
18. exspectō, _____, _____, exspectātum: _____
19. hasta: _____
20. I dwell: _____, _____, _____, _____
21. _____, cantāre, _____, _____:

22. to, toward: _____ (+ _____)
23. puella: _____
24. in: (+ _____) _____ (+ _____) _____
25. harēna: _____

B. Grammar

1. Conjugate and translate *sum* in the present active indicative.

	LATIN SINGULAR	ENGLISH SINGULAR	LATIN PLURAL	ENGLISH PLURAL
1ST				
2ND				
3RD				

2. Conjugate and translate *amō* in the present active indicative.

	LATIN SINGULAR	ENGLISH SINGULAR	LATIN PLURAL	ENGLISH PLURAL
1ST				
2ND				
3RD				

3. Decline *sagitta*.

	LATIN SINGULAR	LATIN PLURAL
NOMINATIVE		
GENITIVE		
DATIVE		
ACCUSATIVE		
ABLATIVE		

C. Memorization

Fill in the blanks (but of course be prepared to recall all three lines entirely from memory for the quiz).

_____ noster, _____ in _____
 _____ tuum. _____ regnum _____
 _____ voluntās _____ in _____ terrā.

D. English to Latin Translation

1. The beasts are walking from the water to the forest.

2. You are sailors and fight the beast with spears and arrows.

3. He loves the pirate's girl and walks through the forest to the farmhouse.

4. We are not pirates; we are girls and live on a beach on an island.

5. The queen summons the farmer away from the native land to the palace.

6. I am the queen's farmer and I give riches and money to the girls.

7. The poet is telling the crowd tales in the cave today.

8. The pirates kill the farmer's beasts with daggers and so the farmer does not love the pirates.

9. The women are praising the queen's crown today.

10. The pirates love the women in the native land and so do not burn the women's farmhouses.

F. Crossword Puzzle

Fill in the correct forms of the Latin words, and as appropriate translate the italicized English words into Latin. (Don't use macrons for the Latin words in the puzzle.)

ACROSS

1. *not*
2. ablative singular of *island*
4. *you* (pl.) *are*
5. second person singular present active indicative of *liberō*
8. first person plural present active indicative of the verb meaning *I call*
10. *out of*
13. dative plural of *story*
16. accusative singular of *crown*
17. *today*
18. *cremō* in the first person plural present active indicative
20. *or*
23. genitive plural of the word meaning *pirate*
25. *and so*
26. *the farmers'*
28. *toward*
29. *stō* in the third person plural
31. *sailor* in the nominative singular
32. *bēstia* in the accusative plural
34. *we give*
36. second person singular of *ambulō*
39. *by/with/from the girl*

41. the word for *cave* in the accusative singular
43. *arrow*, if it were the subject of a sentence
45. genitive singular of *poēta*

DOWN

1. 1st principal part of the verb meaning *I kill*
2. *on*
3. accusative plural of *native land*
4. *I wait for*
6. *insula* in the accusative singular
7. *you* (pl.) *conquer*
8. 4th principal part of *vulnerō*
9. *why*
11. *well*
12. *now*
14. *we love*
15. accusative plural of *ira*
16. *clamō* in the first person plural present active indicative
19. *of the palaces*
21. *by/with/from the water*
22. *but*
23. *money* in the nominative singular

24. *they love*
27. *for the queens*
30. ablative singular of the word meaning *spear*
33. *you* (pl.) *are walking*
34. nominative plural of the word for *wealth*
35. *forests* (nominative)
37. *badly*
38. *we are*
40. *she does praise*
42. *through*
44. *away from*

