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BOOK 1

# Kraken Latin

*for the*  
Logic Years

TEACHER EDITION



by NATALI H. MONNETTE

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# INTRODUCTION

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*Avē, imperator, morituri tē salutant!*  
 “Hail, emperor, they who are about to die salute you!”

*Discipulī Discipulaeque,*

Perhaps you are familiar with the Latin phrase quoted above. Suetonius, a Roman historian, recorded that captives and criminals uttered these words to Emperor Claudius just before they were forced to fight to the death in a mock naval battle.\* And perhaps you, just as other Latin students before you, feel that these words appropriately describe your mental state as you approach this year of Latin! Some of you have never studied Latin before, and may be approaching this book with some trepidation. Some of you have already spent several years learning this language, and have the battle scars to prove it. Take courage. Although the study of Latin may seem daunting at times, you will survive and be all the better for it. I won't pretend that Latin is easy for everyone, because—as with any other language—you will need to study hard in order to master it.

This primer is the first in a series that will guide you through some major basics of Latin grammar. The goal is not merely to revel in these grammatical delights (although you are certainly welcome to do so), but to equip you to translate and then read “real” Latin.

And so welcome to Kraken Latin. Whether Latin feels like a battle or a journey, may you prosper in your endeavors!

*Avēte atque valēte,*  
 Natali H. Monnette,  
*Magistra Discipulaeque*

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\* Suetonius, *Dē Vitā Caesārum, Divus Claudius* 21.6.

# PRONUNCIATION GUIDE

When approaching Latin for the first time, many teachers are concerned that they pronounce the words correctly. Due to the many schools of thought on Latin pronunciation (classical, ecclesiastic, Italian, English, and any hybrid thereof), I would advise teachers not to worry, but to simply choose a pronunciation and stick with it. Spoken Latin has been dead so long that no one can be sure what a “proper” pronunciation would sound like, and there is no point in straining at gnats (or macrons). In this book, classical pronunciation is used.

## 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 clarify the meaning of the word (e.g., *liber* is a noun meaning “book,” and *liber* is an adjective meaning “free”).

LONG VOWELS		SHORT VOWELS	
ā	like a in father: frāter, suprā	a	like a in idea: canis, mare
ē	like e in obey: trēs, rēgīna	e	like e in bet: et, terra
ī	like i in machine: mīles, vīta	i	like i in this: hic, silva
ō	like o in holy: sōl, glōria	o	like o in domain: bonus, scopulus
ū	like oo in rude: flūmen, lūdus	u	like u in put: sum, sub
ȳ	like i in chip: grȳps, cȳgnus		

## Diphthongs

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

ae	like ai in aisle: caelum, saepe	eu	like eu in eulogy: Deus
au	like ou in house: laudō, nauta	oe	like oi in oil: moenia, poena
ei	like ei in reign: deinde	ui	like ew in chewy: huius, huic

## Consonants

Latin consonants are pronounced like English consonants, with the following exceptions:

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



# HOW TO USE THIS BOOK

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## Welcome to *Kraken Latin for the Logic Years 1*

Does the world really need another Latin book? In the last decade or so, the study of Latin has grown in popularity, and there are actually quite a few curricula floating about. Since you are reading this introduction, I assume that you have done some research into which book(s) you want to use and why. Each textbook has its own goals and method, and there are many good ones out there. There is even a resurgence of spoken Latin, which is fantastic—the only drawback is that you need to have a teacher who can speak it! However, for students and teachers desiring to learn Latin from a classical Christian perspective, resources can get a little thin. My hope is that this text will help fill that gap. I have written it for teachers, for homeschool moms, for students teaching themselves—whether they have had a good deal of Latin experience or very little.

This book can either function as a continuation of a grammar-stage series or stand on its own. It has been designed with students in the logic or pert stage of the Trivium in mind. In her essay “The Lost Tools of Learning,” Dorothy Sayers connects various age groups with the Trivium (grammar, logic, and rhetoric) model of education. Younger students (elementary) are in the Poll-parrot stage of life, where they easily memorize and absorb factual information—in other words, they are suited to learn the *grammar* of each subject. Students in junior high enter the Pert stage, where they like to discuss, argue, and figure things out. Thus it is wise to teach them the *logic* of each subject—how that subject fits together. Older students (high school) are in the Poetic stage, where they need to learn how to express themselves and the material they have learned in the Poll-parrot and Pert stages. Therefore they study the *rhetoric* of each subject.

The classical approach to learning can easily be applied to learning Latin. Students in the Poll-Parrot stage focus on memorizing the basics of the language—vocabulary, chants, etc. In *Kraken Latin 1* (and the upcoming *Kraken Latin 2* and *Kraken Latin 3*), Pert students will of course need to memorize some things, but the emphasis is on putting those basic elements together and figuring out the language. This will prepare students to enter into the Poetic or rhetoric stage of their Latin study, where they can work on translating Latin into polished English and appreciating the beauty and form of the original language.

Of course, not every student picking up this book will have had the benefit of previous Latin study. That is why I have also designed the book to stand on its own. It begins with an emphasis on the logic of Latin, but after a unit or so all of your students—whether they have had previous Latin experience or not—will be on a fairly level playing field.

In addition to gearing this book toward the logic stage of learning, I also endeavored to emphasize the importance of story. Many Latin texts emulate the works of Caesar or Cicero

or some other author from the Golden Age of Latin, but frankly, most junior high students will find such works boring. I have always been much more interested in stories (whether original or from the Bible), mythologies, epic poems, and fairy tales. Students—especially of the junior high age group—enjoy tales told in traditional norms (“Once upon a time there were three sons . . .”) with bizarre or random elements (thus my usage of camels, goats, etc.). Your job as the teacher is to make the Latin language come alive for your students; if they do not love it as you do (brace yourself—only about 10 percent or less of your students will really get into it), they should at least learn to appreciate it.

## General Overview

This book covers all five conjugations of verbs in the indicative mood (active and passive), all five noun declensions, first/second and third declension adjectives, personal pronouns, and basic demonstratives. It is divided into four units, each with eight lessons. The eighth lesson of each unit is a review, ending with a unit test.

## Lesson Overview

### Word List

Every lesson (except for the final lesson of each unit), students will memorize 20–25 words. Most of these are review words from Canon Press’s *Latin Primer Series*, so students who have used those books may only need to review. Derivatives from these words and memorization tips are given in the Teaching Notes.

### Derivatives

A derivative is not an “original” word, but a word that can be traced as coming directly from another word. (The word “derivative” itself has roots meaning “to flow downstream from” a source.) In the following example, the Latin word *māter* means “mother” in English. One of the English derivatives of *māter* is “maternal,” meaning “motherly.”

Latin	English	Derivative
<i>frāter</i>	brother	fraternal

The basic guidelines for determining if an English word is a derivative of a certain Latin word are:

1. In part or in whole, they have **similar spellings**.
2. They have **some of the same meaning**.

These are not foolproof tests—some words appear to be unlikely descendants, but in fact are, while others present themselves as heirs and are not. Discerning likely derivatives

requires practice throughout the year. Some students take to it quickly; others need practice in applying the two little tests above. Working with derivatives is a good path to the growth of English vocabulary. It is also helpful for memorizing Latin vocabulary when the meaning of an English derivative is already known, and it is preferable to memorization based on fiction such as “I praise loudly” to help one remember the meaning of *laudō*. You may also find more derivatives in the Latin entries of a Latin dictionary, or refer to an English dictionary (such as *The Oxford English Dictionary*) that gives the history of the English word.

Working with derivatives should be part of the student’s regular routine. After introducing the lesson’s Word List, you may want to lead students in brainstorming possible derivatives. Included in the Teaching Notes for each lesson are lists of derivatives for the current Word List. The lists are not exhaustive, but include words which will be most useful. There will be more derivatives given than you will want to use; these are for your reference rather than the students’ use. Some words will not have any listed derivatives.

In the student text, on the page following each lesson’s Word List, is a section where students can list the derivatives you discuss together each lesson.

### **Memorization**

Each unit, students are required to memorize a couple of lines per lesson from a famous piece of Latin. In Unit 1, the memorization is the *Pater Noster* (Lord’s Prayer), Unit 2 is the *Magnificat* (Mary’s song from Luke 1), Unit 3 is the *Symbolum Nicaenum* (Nicene Creed), and Unit 4 is *Psalmus XXIII* (Psalm 23). These memorization projects are cumulative (i.e., students are responsible for lines 1–2 the first lesson, lines 1–4 the second lesson, etc.). I have found this method to be the most effective!

### **Grammar**

Most lessons, students will be introduced to new grammatical concepts, and will need to learn a chant or two. Chants are a nifty way to help keep straight the many forms of Latin parts of speech.

### **Worksheet**

Each lesson, students will begin by working on the words and chants they need to memorize. Every worksheet has a vocabulary, a grammar (chants), and a memorization section. Then the students will move on to apply these things first in some English to Latin sentences (it is always more difficult to make one’s brain work that way), followed by a Latin to English translation (usually a short story or myth). In two worksheets out of each Unit, I have also included an optional for-fun exercise, such as a crossword puzzle, word search, matching, etc. These are designed to (hopefully) cheer up any students who are getting bogged down. However, it is also *your* job as the teacher to be on the lookout for students’ eyes glazing over.

If you feel like you're losing the interest of the class, then stop the lesson and play a game of some kind—Around the World with their vocabulary, Hangman, etc. Or, tell them a story (if you've ever been to see any Roman ruins, perfect! Tell them about it!).

### **Quiz**

Students will take a quiz each lesson. The study of any language, but especially Latin, requires constant review and accountability. Printable PDFs of the quizzes are available at [canonpress.com/KL1teacher](http://canonpress.com/KL1teacher).

### **Unit Test**

At the end of each unit, students will spend the final lesson doing review exercises and then will take the unit test. The tests have the same format as the quizzes but are a bit longer. Printable PDFs of the unit tests are available at [canonpress.com/kraken-latin-1-teacher](http://canonpress.com/kraken-latin-1-teacher).

# LATIN GRAMMAR BASICS

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This overview of Latin grammar is designed for the teachers and educators working through this book, especially those who are fairly new to the study or teaching of Latin. Depending on the age and abilities of your students, you may or may not wish to give them this broad overview before beginning to teach the specifics. I have found that older students (high school and college) generally appreciate getting the big picture first, as it gives them something to refer to throughout the year and enables them to fill in the broad sketch with the details they learn each lesson. However, junior high students may find all of this information bewildering, so beware.

As you undertake the teaching of Latin, do not hesitate to draw comparisons between Latin and English grammar. This will not only reinforce what the students have (hopefully) learned about their native tongue, but students will also begin to appreciate both languages more and more. Whenever they happen to groan about the difficulty of some Latin concept (and they will!), simply point out how odd English is, and that, actually, Latin is in many ways easier to learn because the grammar generally follows a more orderly and predictable system than English. Take the verb of being, for example: I *am*, you *are*, he *is*—how weird is that? Or imagine learning English as a second language and trying to figure out the past tense of verbs—when you should add *-ed* (as in *jump*, *jumped*) or use a new stem altogether (*bring*, *brought*).... Or, imagine mastering when to use the definite (*the*) versus the indefinite (*a*, *an*) article.

Latin, unlike English, is a heavily inflected language. This means that the endings (usually) of the words change to show their grammatical function in the sentence. English, on the other hand, most often depends on word order to show function: *Oswald killed the dragon* is quite different from *The dragon killed Oswald*. In Latin, the endings of the words tell you which is the subject and which is the object: *Oswaldus dracōnem necāvit*, *Dracōnem Oswaldus necāvit*, and *Necāvit Oswaldus dracōnem* all mean “Oswald killed the dragon.”

Although word order does not usually indicate grammatical function in Latin, it does matter in terms of habit and style. The Romans were fond of putting verbs at the end, but they also would switch things up to emphasize certain words or for poetic picturesqueness. We actually can do this in English as well (especially in poetry): *Brave he was, and true*. This sentence emphasizes the word *brave*, and also sounds more grand and poetic than simply *He was brave and true*.

Although English is not as heavily inflected as Latin, it does retain some inflection from Old English, which you can see in pronouns, for example: *He saw me, and I saw him* (*He* and *I* are subject pronouns; *me* and *him* object pronouns). In Latin, verbs, nouns, adjectives,

and pronouns are inflected. The next few sections will give a broad overview of how these parts of speech function in Latin.

### VERBS: Part 1

Latin verbs have five attributes or characteristics: person, number, tense, voice, and mood.

**1. Person:** The one who is performing the action (i.e., the subject)

- a. First Person: *I, we*
- b. Second Person: *you, you all*
- c. Third Person: *he, she, it, they*

**2. Number:** How many are performing the action

- a. Singular: One person (I, you, he, she, it)
- b. Plural: More than one (we, you all, they)

These two attributes form a handy chart which will become all too familiar to you and your students:

	SINGULAR	PLURAL
1ST	I	we
2ND	you	you all
3RD	he/she/it	they

**3. Tense:** When the action is performed (technically, tense includes aspect as well as time—that is, whether the action is continuous or completed)

a. Present: Action happening now

Oswald **is killing** the dragon. (continuous present)

Oswald **kills** the dragon. (simple present)

Oswald **does kill** the dragon. (emphatic present; also used for negatives and questions:

Oswald **does not kill** the dragon; **Does** Oswald **kill** the dragon?) Notice that English has at least three ways of expressing one Latin verb. English also may use helping verbs where Latin will only have one word. Don't let that throw you.

b. Imperfect: Continuous, repeated, or habitual action in the past

Oswald **was killing** dragons. Oswald **used to kill** dragons. In his prime, Oswald **would kill** dragons on the weekends. When he was a young knight, Oswald **killed** dragons. Again, you can use numerous English idioms to express the Latin imperfect. When in doubt, "was X-ing" will usually work.

c. Future: Action that will take place, well, in the future

Oswald **will kill** the dragon. Oswald **is going to kill** the dragon. Oswald **is about to kill** the dragon.

d. Perfect: Completed action in the past

Oswald has killed the dragon!

Oswald killed the dragon yesterday. (Note that the English killed can be used to translate either the Latin imperfect or perfect. In the example under the imperfect section, notice how the context tells you that this was a continuous habit of Oswald's. In the perfect tense example, the action is simple and completed in the past.)

Oswald did kill the dragon. (Again, this emphatic form can also be used in negatives and questions: Oswald **did** not **kill** the dragon; **Did** Oswald **kill** the dragon?)

e. Pluperfect: Completed action past the past; that is, a past action completed before another event in the past.

Before he returned to the castle, Oswald **had** already **killed** the dragon.

f. Future Perfect: Completed action prior to some point in the future

Oswald **will have killed** the dragon by suppertime.

4. **Voice:** The direction of the action; whether the subject is giving or receiving the action

a. Active: Subject performs the action

Oswald **kills** the dragon.

b. Passive: Subject receives the action

The dragon **is killed** by Oswald.

**Note:** The passive voice can occur in all six tenses. The examples given above under Tense are all in the active voice, but notice how each can be made passive:

Present: The dragon **is being killed** by Oswald. (continuous present)

The dragon **is killed** by Oswald. (simple present; emphatic doesn't work for the passive)

Imperfect: Dragons **were being killed** by Oswald. Dragons **used to be killed** by Oswald. Dragons **would be killed** on the weekends by Oswald in his prime. Dragons **were killed** by Oswald when he was a young knight.

Future: The dragon **will be killed** by Oswald. The dragon **is going to be killed** by Oswald. The dragon **is about to be killed** by Oswald.

Perfect: The dragon **has been killed** by Oswald! The dragon **was killed** by Oswald yesterday. (Again, the emphatic perfect only occurs in the active.)

Pluperfect: Before Oswald returned to the castle, the dragon **had** already **been killed** by him.

Future Perfect: The dragon **will have been killed** by Oswald before suppertime.

c. Deponents: There are a large number of Latin verbs that are passive in form but active in meaning; these are called deponent verbs. A few deponent verbs will crop

up in translations in this book, but the concept will not officially be taught until the next volume.

5. **Mood:** The quality or type of the action performed

a. Indicative: States or describes the action

All of the examples given above under Tense and Voice are in the indicative mood. The Latin indicative roughly corresponds to what you may have learned in English grammar classes as “declaratives” and “interrogatives.” (In Latin, you would ask a question about real action using the indicative and probably some sort of interrogative word or indicator.)

b. Imperative: States a command

Oswald, **kill** that dragon!

c. Infinitive: The basic form of the verb in Latin—the “to” form; so called because it is not bound by person and number and therefore is “infinite”

Oswald ought **to kill** the dragon.

That dragon ought **to have been killed** ages ago.

Note that Latin infinitives can have tense and voice as well; more on that later.

d. Subjunctive: Portrays hypothetical, potential, or indirect action

If Oswald **were** king, he **would kill** the dragons terrorizing our borders.

Did you know that Oswald **killed** the dragon yesterday?

Oswald strode into the cave **to kill** the dragon.

Note that in the last two examples, we would use an English indicative and infinitive respectively to translate a Latin subjunctive. Welcome to the joyous world of translation! We will not cover subjunctives until *Kraken Latin 3*.

e. Participle: A verbal adjective

Strictly speaking, the participle is not considered to be a separate Latin mood (so all of you grammar snobs out there can relax). I like to smuggle it in as its own mood, however, because it plays such an important role in the Latin language and is a key concept for students to master. Plus, it makes the moods total five in number, which is nice and tidy.

Oswald, **killing** the dragon, proved his bravery to all.

The dragon **having been killed**, Oswald proceeded to rescue the princess.

Again, note that Latin participles have tense and voice too. We will not cover participles until *Kraken Latin 2*.



I should mention here that in Latin, all the moods do not appear in every tense and voice. The table below should clarify what combinations actually occur in Latin.

	PRESENT	IMPERFECT	FUTURE	PERFECT	PLUPERFECT	FUTURE PERFECT
INDICATIVE	Active & Passive	Active & Passive	Active & Passive	Active & Passive	Active & Passive	Active & Passive
IMPERATIVE	Active & Passive		Active & Passive*			
INFINITIVE	Active & Passive		Active & Passive	Active & Passive		
SUBJUNCTIVE	Active & Passive	Active & Passive		Active & Passive	Active & Passive	
PARTICIPLE	Active only		Active & Passive	Passive only		

\*Future imperatives are less common than present imperatives and need not be taught at this level of Latin. (Basically, a future imperative is more emphatic, much like when a mother says, “You will clean your room, young man!” She is not prophesying, but commanding in emphatic tones.) If a future imperative happens to appear in any of the translations, it will be glossed.

This book will guide students through the entire indicative mood (all tenses in active and passive), imperatives, and introduce them to infinitives. Infinitives, subjunctives, and participles will be covered in the second book.

## VERBS: Part 2

**Conjugations:** Verbs are “born” into certain families called conjugations. Verbs in each conjugation share a common present stem vowel. There are strictly speaking four (but again, I like to call it five) conjugations in Latin:

First Conjugation—stem vowel *ā*: *necō, necāre*, I kill

Second Conjugation—stem vowel *ē*: *videō, vidēre*, I see

Third Conjugation—stem vowel *e*: *ducō, ducere*, I lead

Third -*iō* (i-stem) Conjugation—stem vowel *e*: *capīō, capere*, I capture

Fourth Conjugation—stem vowel *ī*: *audiō, audire*, I hear

**Principal Parts:** Most Latin dictionaries will list the principal parts of a verb under each verb entry. A regular Latin verb usually has four principal parts. These forms are important to learn because the different verb stems are derived from them to form the various tenses, moods, and voices of each verb. For example, if you were to look up the verb *necō*, you would probably see the following:

*necō, necāre, necāvī, necātum*, I kill

1. *necō*: The first principal part given is the first person singular present active indicative form of the verb. If you recall the discussion above of the five attributes of a verb, you will remember that **first person** means I or we, and **singular** narrows that down to I. **Present active indicative** tells us that this verb is happening in the here and now, the subject is performing the action, and that the action described by the verb is actually occurring. Thus, all those five attributes combine to give us the translation I kill. Simple, really! The first principal part helps us determine the conjugation of the verb (more on this later) and shows us if the present stem vowel was contracted into (in other words, was swallowed up by) the final *-ō* (again, this will be explained more fully later).
2. *necāre*: The second principal part (some dictionaries actually skip *necō* and start with *necāre* as the first principal part) is the present active infinitive form of the verb. Remember that infinitives are not bound by person and number, and therefore only have three attributes: tense, voice, and mood. The present active infinitive is simply translated “to kill.” This principal part is very important because from it is derived the present stem of the verb. We find the present stem by taking off the *-re*, giving us *necā-*. From this stem we can form the entire present system (which includes the present, imperfect, and future tenses of the verb in the appropriate moods and voices).
3. *necāvī*: The third principal part is the first person singular perfect active indicative of the verb, meaning “I killed” or “I have killed.” From this principal part we derive the perfect active stem by removing the final *-ī*: *necāv-*. With the perfect active stem we can form the perfect active system (which includes the perfect, pluperfect, and future perfect tenses of the verb in the active voice in the appropriate moods).
4. *necātum*: The fourth principal part listed is the neuter singular nominative perfect passive participle. We have not yet discussed nouns and adjectives, where **neuter** and **nominative** will be defined and discussed. For now, suffice it to say that this form can be translated “having been killed,” or simply “killed” (as in The dragon *killed* by Oswald was three hundred years old). This principal part is used to form the perfect passive system (the perfect, pluperfect, and future perfect tenses of the verb in the passive voice in the appropriate moods). As a final side note, some dictionaries may list *necātus* rather than *necātum*. This is just the masculine rather than the neuter form of the participle, and it can be used to form perfect passive verbs in the same way.

Below is another handy table to illustrate which principal part is used for which tense, voice, and mood.

	FIRST	SECOND	THIRD	FOURTH
	necō	necāre	necāvī	necātum
DEFINITION/ FUNCTION	1st Sg. Present Active Indicative—I kill Helps identify conjugations and shows if present stem vowel has contracted	Present Active Infinitive—to kill; Present Stem: necā-	1st. Sg. Perfect Active Indicative—I killed, have killed Perfect Active Stem: necāv-	Neuter Sg. Nom. Perfect Passive Participle—killed, having been killed Forms Perfect Passives, so in that sense may be considered Perfect Passive “stem”
INDICATIVE		Present Active Present Passive Imperfect Active Imperfect Passive Future Active Future Passive	Perfect Active Pluperfect Active Future Perfect Active	Perfect Passive Pluperfect Passive Future Perfect Passive
IMPERATIVE		Present Active Present Passive Future Active Future Passive		
INFINITIVE		Present Active Present Passive	Perfect Active	Perfect Passive Future Active Future Passive
SUBJUNCTIVE		Present Active Present Passive Imperfect Active Imperfect Passive	Perfect Active Pluperfect Active	Perfect Passive Pluperfect Passive
PARTICIPLE		Present Active Future Passive		Perfect Passive Future Active

Although this chart may be more handy in *Kraken Latin 2*, you may want to have your students use the blank version (found on the very last page of the student workbook) to fill in throughout the year as they learn the various verb forms.

The basics of verb formation will be covered in the first lesson, Lesson 1.

### NOUNS: Part 1

As in English, a Latin noun is a person, place, thing, or idea. Latin nouns have three attributes or characteristics:

1. **Gender: Masculine, Feminine, and Neuter:** Linguistic gender is not to be confused with biological gender, although there can be overlap between the two. For example, *vir*, meaning “man,” is linguistically masculine as well as referring to a male. *Fēmina* (“woman”) is a feminine Latin noun and refers to a female. However, many Latin nouns that we would think of as having no gender have linguistic gender in Latin. *Stella* (“star”) is feminine, *mors* (“death”) is masculine, and *saxum* (“rock”) is neuter. If you have studied Spanish, French, German, or most other modern languages, you have already encountered this phenomenon. Modern English nouns do not have as highly a developed system of linguistic gender, although there are a few examples. Modes of transportation (cars, ships,

etc.) are most often feminine. At a full service gas station (rare except in Oregon and New Jersey), you might say “fill ’er up” without thinking, automatically referring to your car as “her.” If you walk around a marina and look at the names of boats, in addition to loads of really bad puns you would also find numerous women’s names. Sailors also use “she” when talking about their ships or boats. However, English speakers are not always consistent in this area, as we can also use the pronoun “it,” as in “It’s a great car” instead of “She’s a great car.”

In Latin, students will need to learn the gender of each noun, and some are more intuitive than others. Generally, nouns referring to biologically male and female entities are linguistically masculine and feminine respectively. There are also other trends that you can point out to your students. Abstract nouns, for instance, are almost always feminine (this is true in other languages as well): justice, virtue, liberty, power, etc., are all feminine in Latin. Students can perhaps remember this by thinking of the Statue of Liberty, which is a woman, or the common statue of Justice, which also portrays that abstract concept as a woman blindfolded and holding a pair of scales. Students (especially the male ones), when learning the word *virtūs*, are often disturbed or confused when they discover that although this word means “virtue, manliness,” it is feminine. They simply need to remember that since “manliness” is an abstract concept, it of course is linguistically feminine. When the gender of a noun is not necessarily intuitive, it must simply be memorized.

2. **Number:** As with verbs, a noun can be either singular or plural.
  - a. Singular: One person, place, thing, or idea
  - b. Plural: More than one person, place, thing, or idea
3. **Case:** The cases of a Latin noun are simply the various inflected forms, each performing their own functions.

As already mentioned above, Latin is an inflected language. The inflection of Latin verbs has been discussed above, with all the possible combinations of person, number, tense, voice, and mood. In Latin, the nouns also take different endings to show different functions in a sentence. (Noun inflection also occurs in other languages such as German or Ancient Greek.) English nouns have lost most of their inflection from Anglo-Saxon days, but one familiar form to us is when we add -s to change a noun from singular to plural, as in one dragon, one hundred dragons. Some of our pronouns (first and third person) also retain case inflection, as touched on before:

I, we, he, she, it, they: subject pronouns

my/mine, our(s), his, her(s), its, their(s): possessive pronouns

me, us, him, her, them: object pronouns

Once upon a time, English speakers would distinguish the case of second person pronouns as well:

	SINGULAR	PLURAL
SUBJECT	thou	ye
POSSESSIVE	thy, thine	your(s)
OBJECT	thee	you

Nowadays we would associate these pronouns with the King James Bible, old hymns, or Shakespeare, but “thou” or “ye” once simply clarified whether the singular or plural pronoun was being used. It’s a shame we don’t use them normally anymore; that clarification could be quite helpful sometimes!

I have alluded to subject case, possessive case, and object case in English. Latin actually has five cases\*:

**Nominative:** Indicates the subject of the sentence, or the predicate (with a linking verb)

*Oswald* killed the dragon. That brave knight is *Oswald*.

**Genitive:** Indicates possession and a few other things

*Oswald’s* sword is sharp and glittering.

**Dative:** Indicates indirect object

The rescued princess gave *Oswald* a kiss (or, gave a kiss to *Oswald*).

**Accusative:** Indicates direct object; also can be used for object of certain prepositions

The dragon espied *Oswald* from afar.

**Ablative:** Can indicate a number of things, including object of the preposition (uses of the ablative will be taught throughout these books)

The trusty hound came with *Oswald*.

## NOUNS: Part 2

**Declensions:** There are five families or declensions of Latin nouns. Just as each verb is “born” into a particular conjugation, so also a Latin noun is born into its own declension. Each declension has its own set of endings which will be covered in this book. Examples of each declension follow:

First Declension: *fēmina*, -ae (f) woman

Second Declension: *equus*, -ī (m) horse

Third Declension: *draco*, *dracōnis* (m) dragon

Fourth Declension: *fructus*, -ūs (m) fruit

Fifth Declension: *diēs*, -ēī (m) day

\* Technically, there are seven cases once you include the Vocative (direct address, as in “*O king*, live forever”) and Locative (“I got this scarf *in Paris*”). However, these cases are easily learned as they appear. The Vocative is introduced in Lesson 11, and the Locative will be discussed in *Kraken Latin 2*.

**Dictionary Listing:** Most Latin dictionaries will list nouns in a manner similar to that above. The first part given is the nominative case of the noun; the second word or part of a word is the genitive. With these two cases you can determine two things: which declension the noun belongs to, and what the stem of the noun is. Nouns beginning *-a*, *-ae* are in the first declension; those starting out *-us*, *-ī* (or *-r*, *-ī*, as will be explained later) are second declension; and so on. The stem of the noun is determined by looking at the genitive case and removing the genitive singular ending. In the examples above, the stems of the nouns are as follows:

fēmin-

equ-

dracōn-

fruct-

di-

The next bit of information given in a dictionary listing is an (m), (f), or (n), which stands for masculine, feminine, or neuter, and of course tells you the gender of the noun.

## Brief Notes on the Other Parts of Speech

### Pronouns

As in English, in Latin a pronoun is a word that takes the place of a noun.

**Personal:** A personal pronoun refers back to (or takes the place of) a noun. *I*, *you*, *he*, *she*, *it*, *we*, and *they* are all personal pronouns. Many Latin personal pronouns will look familiar to anyone who has studied a modern Romance language: *ego* (*I*), *tū* (*you*), *is* (*he*), *ea* (*she*), *id* (*it*), *nōs* (*we*), *vōs* (*you plural*), and *eī* (*they*).

**Demonstrative:** A demonstrative pronoun points to someone or something, such as *this* or *that* in English. Latin has several demonstrative pronouns which you will come to know and love.

**Relative:** A relative pronoun points back to a noun (called its antecedent), as in this sentence: *Oswald, who killed the dragon, will marry the princess.* The relative pronoun will not be taught until *Kraken Latin 2*.

**Reflexive:** A reflexive pronoun points back to the subject. In the sentence *He hurt him*, *him* is a personal pronoun obviously referring to someone other than the subject. In *He hurt himself*, *himself* is a reflexive pronoun referring back to the subject. In English this can sometimes get confusing, but Latin is so much clearer. For example, in the sentence *He said that he killed the dragon*, it is unclear whether the speaker is the dragon-slayer or whether he is referring to another person. In Latin, however, the meaning would be quite clear since the reflexive pronoun (*se*) is a different word than the personal pronoun that would be used in this example (*eum*).

**Interrogative:** An interrogative pronoun is used to ask a question. In English, we readily think of *Who?* and *What?* as in *Who did it?* and *What did she say?* Latin also has interrogative pronouns, which can be used not only in direct questions (such as those English examples), but also in indirect ones: *I know who did it* or *He didn't hear what she said.*

## Adjectives

An adjective modifies (in other words, describes) a noun. In English, we show that an adjective goes with a noun by word order: *The brave knight approached the fiery dragon.* In Latin, although word order can be helpful in determining which noun the adjective is modifying, the true test is if the adjective matches the noun in gender, number, and case. Those three things should sound familiar, because yes, they are the three attributes of a noun. If the noun is masculine, singular, and genitive (e.g., *virī*, “of the man, the man’s”), then the adjective must also be masculine, singular, and genitive: *virī fortis*, “of the brave man, the brave man’s.” Notice that in this example the endings of the two words are not identical (that’s because they are from different declensions), but that does not matter—they match in gender, number, and case. This concept will be reviewed more thoroughly as adjectives are introduced.

One other thing to note with adjectives is that sometimes they can stand on their own and act as nouns. We can use substantive adjectives in English as well, when we say *Blessed are the merciful*—meaning of course “the merciful people.”

## Adverbs

As in English, a Latin adverb can modify a verb, adjective, or other adverb. You will be pleased to learn that Latin adverbs are indeclinable—that is, they only have one form and that’s it.

## Prepositions

A preposition introduces a prepositional phrase (original term, isn’t it?) with a noun, pronoun, or substantive adjective (called the object of the preposition). A prepositional phrase describes a noun or verb by conveying some sort of spatial or temporal relationship: *He looked fearlessly into the dragon’s eyes. The dragon flew over the castle. The duel was at high noon.*

In Latin, the preposition itself is indeclinable. The preposition, however, will take an object either in the accusative or ablative case. When students learn a preposition in their vocabulary list, they should also learn which case it takes. *Ad*, meaning “to, towards” is followed by the accusative case, so if I wanted to say “toward the dragon,” I would need to put “dragon” in the accusative: *ad dracōnem*. Other prepositions, such as *cum*, “with,” take the ablative: “with the dragon” becomes *cum dracōne*. A few prepositions take *both* accusative and ablative, usually with a slight difference of meaning between the two. The Latin preposition *in* means “into, against” when followed by the accusative, but “in, on” with the ablative.

Although each preposition should be learned individually, there are patterns: prepositions taking accusative often indicate motion toward, whereas prepositions taking ablative can indicate rest or separation. However, these patterns are only loosely applicable, so the only sure way to identify the case of the object of any given preposition is to memorize it.

### **Conjunctions**

A conjunction joins words, phrases, or sentences together. Latin conjunctions are indeclinable.

### **Interjections**

An interjection is a word expressing emotion and is grammatically unconnected to the sentence. Some English examples would be *Alas!* *Hey!* *Ouch!* and, of course, swear words. Latin interjections are also indeclinable.



# RECOMMENDED SCHEDULES

As a teacher, you should remember that the most important thing for the student is not how fast they go, but how well they learn the material. To help you, however, if you are trying to pace yourself to finish this text in a year, here is a recommended schedule. If you prefer to go slower, there is a two-year schedule starting on the next page. And of course adjust either schedule as needed.

## One-Year Schedule

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	Introduction/ Latin Grammar Overview	Memorize Vocab / Read Grammar	Lesson 1 Worksheet	Finish Worksheet / Study for Quiz	Lesson 1 Quiz
2	Memorize Lesson 2 Vocab / Chant	Read Lesson 2 Grammar	Lesson 2 Worksheet	Finish Worksheet / Study for Quiz	Lesson 2 Quiz
3	Memorize Lesson 3 Vocab / Chant	Read Lesson 3 Grammar	Lesson 3 Worksheet	Finish Worksheet / Study for Quiz	Lesson 3 Quiz
4	Memorize Lesson 4 Vocab / Chant	Read Lesson 4 Grammar	Lesson 4 Worksheet	Finish Worksheet / Study for Quiz	Lesson 4 Quiz
5	Memorize Lesson 5 Vocab / Chant	Read Lesson 5 Grammar	Lesson 5 Worksheet	Finish Worksheet / Study for Quiz	Lesson 5 Quiz
6	Memorize Lesson 6 Vocab / Chant	Read Lesson 6 Grammar	Lesson 6 Worksheet	Finish Worksheet / Study for Quiz	Lesson 6 Quiz
7	Memorize Lesson 7 Vocab / Chant	Read Lesson 7 Grammar	Lesson 7 Worksheet	Finish Worksheet / Study for Quiz	Lesson 7 Quiz
8	Lesson 8 Worksheet	Finish Worksheet	Study for Unit Test 1	Study for Unit Test 1	Unit Test 1
9	Memorize Lesson 9 Vocab / Chant	Read Lesson 9 Grammar	Lesson 9 Worksheet	Finish Worksheet / Study for Quiz	Lesson 9 Quiz
10	Memorize Lesson 10 Vocab / Chant	Read Lesson 10 Grammar	Lesson 10 Worksheet	Finish Worksheet / Study for Quiz	Lesson 10 Quiz
11	Memorize Lesson 11 Vocab / Chant	Read Lesson 11 Grammar	Lesson 11 Worksheet	Finish Worksheet / Study for Quiz	Lesson 11 Quiz
12	Memorize Lesson 12 Vocab / Chant	Read Lesson 12 Grammar	Lesson 12 Worksheet	Finish Worksheet / Study for Quiz	Lesson 12 Quiz
13	Memorize Lesson 13 Vocab / Chant	Read Lesson 13 Grammar	Lesson 13 Worksheet	Finish Worksheet / Study for Quiz	Lesson 13 Quiz
14	Memorize Lesson 14 Vocab / Chant	Read Lesson 14 Grammar	Lesson 14 Worksheet	Finish Worksheet / Study for Quiz	Lesson 14 Quiz
15	Memorize Lesson 15 Vocab / Chant	Read Lesson 15 Grammar	Lesson 15 Worksheet	Finish Worksheet / Study for Quiz	Lesson 15 Quiz
16	Lesson 16 Worksheet	Finish Worksheet	Study for Unit Test 2	Study for Unit Test 2	Unit Test 2
17	Memorize Lesson 17 Vocab / Chant	Read Lesson 17 Grammar	Lesson 17 Worksheet	Finish Worksheet / Study for Quiz	Lesson 17 Quiz

18	Memorize Lesson 18 Vocab / Chant	Read Lesson 18 Grammar	Lesson 18 Worksheet	Finish Worksheet / Study for Quiz	Lesson 18 Quiz
19	Memorize Lesson 19 Vocab / Chant	Read Lesson 19 Grammar	Lesson 19 Worksheet	Finish Worksheet / Study for Quiz	Lesson 19 Quiz
20	Memorize Lesson 20 Vocab / Chant	Read Lesson 20 Grammar	Lesson 20 Worksheet	Finish Worksheet / Study for Quiz	Lesson 20 Quiz
21	Memorize Lesson 21 Vocab / Chant	Read Lesson 21 Grammar	Lesson 21 Worksheet	Finish Worksheet / Study for Quiz	Lesson 21 Quiz
22	Memorize Lesson 22 Vocab / Chant	Read Lesson 22 Grammar	Lesson 22 Worksheet	Finish Worksheet / Study for Quiz	Lesson 22 Quiz
23	Memorize Lesson 23 Vocab / Chant	Read Lesson 23 Grammar	Lesson 23 Worksheet	Finish Worksheet / Study for Quiz	Lesson 23 Quiz
24	Lesson 24 Worksheet	Finish Worksheet	Study for Unit Test 3	Study for Unit Test 3	Unit Test 3
25	Memorize Lesson 25 Vocab / Chant	Read Lesson 25 Grammar	Lesson 25 Worksheet	Finish Worksheet / Study for Quiz	Lesson 25 Quiz
26	Memorize Lesson 26 Vocab / Chant	Read Lesson 26 Grammar	Lesson 26 Worksheet	Finish Worksheet / Study for Quiz	Lesson 26 Quiz
27	Memorize Lesson 27 Vocab / Chant	Read Lesson 27 Grammar	Lesson 27 Worksheet	Finish Worksheet / Study for Quiz	Lesson 27 Quiz
28	Memorize Lesson 28 Vocab / Chant	Read Lesson 28 Grammar	Lesson 28 Worksheet	Finish Worksheet / Study for Quiz	Lesson 28 Quiz
29	Memorize Lesson 29 Vocab / Chant	Read Lesson 29 Grammar	Lesson 29 Worksheet	Finish Worksheet / Study for Quiz	Lesson 29 Quiz
30	Memorize Lesson 30 Vocab / Chant	Read Lesson 30 Grammar	Lesson 30 Worksheet	Finish Worksheet / Study for Quiz	Lesson 30 Quiz
31	Memorize Lesson 31 Vocab / Chant	Read Lesson 31 Grammar	Lesson 31 Worksheet	Finish Worksheet / Study for Quiz	Lesson 31 Quiz
32	Lesson 32 Worksheet	Finish Worksheet	Study for Unit Test 4	Study for Unit Test 4	Unit Test 4

## Two-Year Schedule

Be sure that you are constantly reviewing as they you through this schedule; for instance, you should memorize vocabulary and work on their Latin memorization on Monday of odd-numbered weeks, but you should also be reviewing them throughout the week.

Also, note that there is a “Fun Activity” recommended for a lot of Fridays; use your imagination to think of ways to have fun while practicing Latin.

### Year 1

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	Introduction / Lesson Overview	Overview: Nouns	Overview: Verbs, etc.	Lesson 1 Word List / Memorization	Lesson 1 Grammar
2	Worksheet 1 A-C	Worksheet A-C Cont'd.	Study for Quiz / Review	Study for Quiz / Review	Lesson 1 Quiz
3	Lesson 2 Word List / Memorization	Lesson 2 Grammar	Lesson 2 Grammar Cont'd.	Worksheet A-C	Worksheet A-C / Activity

4	Worksheet D	Worksheet E	Worksheet Cont'd. / Review	Quiz Review	Lesson 2 Quiz
5	Lesson 3 Word List / Memorization	Read Lesson 3 Grammar	Lesson 3 Grammar Cont'd.	Worksheet A-C	Worksheet A-C / Crossword
6	Worksheet D	Worksheet E	Worksheet Cont'd. / Review	Quiz Review	Lesson 3 Quiz
7	Lesson 4 Word List / Memorization	Read Lesson 4 Grammar	Worksheet A-C	Worksheet A-C Cont'd.	Vocab Review / Fun Activity
8	Worksheet D	Worksheet E	Worksheet Cont'd. / Review	Quiz Review	Lesson 4 Quiz
9	Lesson 5 Word List / Memorization	Read Lesson 5 Grammar	Worksheet A-C	Worksheet A-C Cont'd.	Vocab Review / Fun Activity
10	Worksheet D	Worksheet E	Worksheet Cont'd. / Review	Quiz Review	Lesson 5 Quiz
11	Lesson 6 Word List / Memorization	Read Lesson 6 Grammar	Lesson 6 Grammar Cont'd.	Worksheet A-C	Worksheet A-C Cont'd.
12	Worksheet D	Worksheet E-F	Worksheet Cont'd. / Review	Quiz Review	Lesson 6 Quiz
13	Lesson 7 Word List / Memorization	Read Lesson 7 Grammar	Lesson 7 Grammar Cont'd.	Worksheet A-C	Worksheet A-C Cont'd.
14	Worksheet D	Worksheet E	Worksheet Cont'd. / Review	Quiz Review	Lesson 7 Quiz
15	Review Vocabulary	Review Vocabulary	Review Chants / Pater Noster	Worksheet A-C	Worksheet A-C Cont'd.
16	Worksheet 8 D Cont'd.	Worksheet 8 E Cont'd.	Study for Unit 1 Test	Study for Unit 1 Test	Unit Test 1
17	Lesson 9 Word List / Memorization	Read Lesson 9 Grammar	Lesson 9 Grammar Cont'd.	Worksheet A-C	Worksheet A-C Cont'd.
18	Worksheet D	Worksheet E	Worksheet Cont'd. / Review	Quiz Review	Lesson 9 Quiz
19	Lesson 10 Word List / Memorization	Read Lesson 10 Grammar	Worksheet A-C	Worksheet A-C Cont'd.	Vocab Review / Fun Activity
20	Worksheet D	Worksheet E	Worksheet Cont'd. / Review	Quiz Review	Lesson 10 Quiz
21	Lesson 11 Word List / Memorization	Read Lesson 11 Grammar	Lesson 11 Grammar Cont'd.	Lesson 11 Grammar Cont'd.	Worksheet A-C
22	Worksheet A-C Cont'd.	Worksheet D- F	Worksheet D-F Cont'd. / Review	Quiz Review	Lesson 11 Quiz
23	Lesson 12 Word List / Memorization	Read Lesson 12 Grammar	Worksheet A-C	Worksheet A-C Cont'd.	Vocab Review / Fun Activity
24	Worksheet D	Worksheet E	Worksheet Cont'd. / Review	Quiz Review	Lesson 12 Quiz
25	Lesson 13 Word List / Memorization	Read Lesson 13 Grammar	Worksheet A-C	Worksheet A-C Cont'd.	Vocab Review / Fun Activity
26	Worksheet D	Worksheet E	Worksheet Cont'd. / Review	Quiz Review	Lesson 13 Quiz
27	Lesson 14 Word List / Memorization	Read Lesson 14 Grammar	Lesson 14 Grammar Cont'd.	Worksheet A-C	Worksheet A-C Cont'd.

28	Worksheet D	Worksheet E-F	Worksheet Cont'd. / Review	Quiz Review	Lesson 14 Quiz
29	Lesson 15 Word List / Memorization	Read Lesson 15 Grammar	Worksheet A-C	Worksheet A-C Cont'd.	Vocab Review / Fun Activity
30	Worksheet D	Worksheet E	Worksheet Cont'd. / Review	Quiz Review	Lesson 2 Quiz
31	Review Vocabulary	Review Vocabulary	Review Chants / Pater Noster	Worksheet A-C	Worksheet A-C Cont'd.
32	Worksheet 8 D Cont'd.	Worksheet 8 D Cont'd.	Study for Unit 2 Test	Study for Unit 2 Test	Unit Test 2

Year 2

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	List 17 Word List / Memorization	Lesson 1 Grammar	Lesson 1 Grammar Cont'd.	Worksheet A-C	Worksheet A-C Cont'd.
2	Worksheet D	Worksheet E	Worksheet Cont'd. / Review	Quiz Review	Lesson 7 Quiz
3	Lesson 18 Word List / Memorization	Lesson 2 Grammar	Worksheet A-C	Worksheet A-C Cont'd.	Vocab Review / Fun Activity
4	Worksheet D	Worksheet E	Worksheet Cont'd. / Review	Quiz Review	Lesson 18 Quiz
5	Lesson 19 Word List / Memorization	Read Lesson 3 Grammar	Worksheet A-C	Worksheet A-C Cont'd.	Vocab Review / Fun Activity
6	Worksheet D	Worksheet E-F	Worksheet E-F Cont'd. / Review	Quiz Review	Lesson 19 Quiz
7	Lesson 20 Word List / Memorization	Read Lesson 4 Grammar	Worksheet A-C	Worksheet A-C Cont'd.	Vocab Review / Fun Activity
8	Worksheet D	Worksheet E	Worksheet Cont'd. / Review	Quiz Review	Lesson 20 Quiz
9	Lesson 21 Word List / Memorization	Read Lesson 5 Grammar	Worksheet A-C	Worksheet A-C Cont'd.	Vocab Review / Fun Activity
10	Worksheet D	Worksheet E	Worksheet Cont'd. / Review	Quiz Review	Lesson 21 Quiz
11	Lesson 22 Word List / Memorization	Read Lesson 6 Grammar	Worksheet A-C	Worksheet A-C Cont'd.	Vocab Review / Fun Activity
12	Worksheet D	Worksheet E-F	Worksheet Cont'd. / Review	Quiz Review	Lesson 22 Quiz
13	Lesson 23 Word List / Memorization	Read Lesson 7 Grammar	Worksheet A-C	Worksheet A-C Cont'd.	Vocab Review / Fun Activity
14	Worksheet D	Worksheet E	Worksheet Cont'd. / Review	Quiz Review	Lesson 23 Quiz
15	Review Vocabulary	Review Vocabulary	Review Chants / Pater Noster	Worksheet A-C	Worksheet A-C Cont'd.
16	Worksheet 24 D Cont'd.	Worksheet D Cont'd.	Study for Unit 3 Test	Study for Unit 3 Test	Unit Test 3
17	Lesson 25 Word List / Memorization	Read Lesson 25 Grammar	Worksheet A-C	Worksheet A-C	Vocab Review / Fun Activity

18	Worksheet D	Worksheet E	Worksheet E Cont'd. / Review	Quiz Review	Lesson 25 Quiz
19	Lesson 26 Word List / Memorization	Read Lesson 26 Grammar	Lesson 26 Grammar Cont'd.	Worksheet A-C	Worksheet A-C Cont'd.
20	Worksheet D	Worksheet E	Worksheet Cont'd. / Review	Quiz Review	Lesson 26 Quiz
21	Lesson 27 Word List / Memorization	Read Lesson 27 Grammar	Worksheet A-C	Worksheet A-C Cont'd.	Vocab Review / Fun Activity
22	Worksheet D-E	Worksheet E- F	Worksheet E-F Cont'd. / Review	Quiz Review	Lesson 27 Quiz
23	Lesson 28 Word List / Memorization	Read Lesson 28 Grammar	Lesson 28 Grammar	Worksheet A-C	Worksheet A-C Cont'd.
24	Worksheet D	Worksheet E	Worksheet E Cont'd. / Review	Quiz Review	Lesson 28 Quiz
25	Lesson 29 Word List / Memorization	Read Lesson 29 Grammar	Lesson 29 Grammar Cont'd.	Worksheet A-C	Worksheet A-C Cont'd.
26	Worksheet D	Worksheet E	Worksheet E Cont'd. / Review	Quiz Review	Lesson 29 Quiz
27	Lesson 30 Word List / Memorization	Read Lesson 30 Grammar	Lesson 30 Grammar Cont'd.	Worksheet A-C	Worksheet A-C Cont'd.
28	Worksheet D	Worksheet E-F	Worksheet E-F Cont'd. / Review	Quiz Review	Lesson 30 Quiz
29	Lesson 31 Word List / Memorization	Read Lesson 31 Grammar	Lesson 31 Grammar Cont'd.	Lesson 31 Grammar Cont'd.	Worksheet A-C
30	Worksheet A-C Cont'd.	Worksheet D-E	Worksheet D-E Cont'd. / Review	Quiz Review	Lesson 31 Quiz
31	Review Vocabulary	Review Vocabulary	Review Chants / Pater Noster	Worksheet A-C	Worksheet A-C Cont'd.
32	Worksheet 32 D Cont'd.	Worksheet 32 D Cont'd.	Study for Unit 4 Test	Study for Unit 4 Test	Unit Test 4

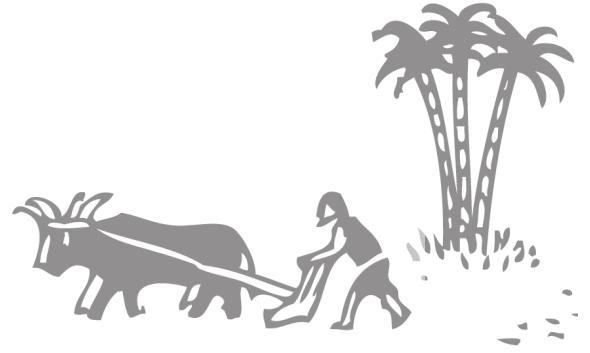


# 1

## UNIT ONE

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# UNIT 1 GOALS

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## 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 (Student Edition p. 3)

## First Conjugation Verbs & Present Active Indicative

### 1. Word List

Introduce the students to their first Word List and to Latin pronunciation in general if this is their first year of Latin (for more, refer to the “Pronunciation Guide” on page VII). Nearly all of these words will be review vocabulary if you’ve used any of the *Latin Primer* series, but if you haven’t, that’s not a problem. You may want to briefly explain the principal parts of verbs (see Verbs: Part 2, pages XIV–XV) since you will be requiring the students to memorize them, and they will want to know what each is for.

A few notes on individual words from this lesson:

5. *dō, dare, dedī, datum*, I give—Note that unlike nearly all first conjugation verbs, the infinitive of *dō* has a short vowel *-are* ending rather than the typical *-āre* of other first conjugation verbs. In addition, the fourth principal part also has a short *-atum* (instead of the usual *-ātum*).
11. *stō, stāre, stetī, statum*, I stand—*Stō* also has a short *-atum* in its fourth principal part.
19. *et*, and, even, also; *et . . . et*, both . . . and—Notice that *et . . . et* can mean “both . . . and.” An example: *Et stant . . . et cantant*, “They both stand and sing.” Depending on the context, this could also be translated, “And they stand and sing” or “They also stand and sing.”

### 2. Derivatives/Memorization Helps

Ask the students to come up with English derivatives for this lesson’s Word List. I recommend having an *American Heritage Dictionary* (or similar dictionary that lists each word’s etymology) handy so that you can double-check derivations if need be. English has such a varied and complicated history that there are many words which may look alike but which are not related at all. If a Latin vocabulary word is more difficult to remember (prepositions, adverbs, and conjunctions can be the trickiest), try to come up with a story or mental picture to help the students remember the word. I’ll share examples from my own experience as they come up.

The following derivatives are not comprehensive; feel free to add to them. For some of the words which had no readily available derivatives, I have included memory helps.

1. ambulō, I walk: ambulance, perambulator (became “pram”), ambulatory
2. amō, I love: amateur, amorous
3. cantō, I sing: cantata, chanson, chant
4. clāmō, I shout: exclamation
5. dō, I give: datum, data, date
6. laudō, I praise: laud, laudable
7. liberō, I set free: liberate; from related parts of speech—liberty, liberal
8. necō, I kill: internecine; this root is related (cognate) to the Greek root *necro-*
9. pugnō, I fight: pugnacious
10. spectō, I watch: spectacle, spectator; compounds like inspect, expect, respect
11. stō, I stand: stance, status, state
12. vocō, I call: vocation, vocal, vocabulary; compounds like invoke, evoke, provoke
13. vulnerō, I wound: vulnerable, invulnerable
14. bene, well: the prefix bene-, as in benefactor, beneficence, benevolent, benediction, benefit
15. male, badly: the prefix male-, as in malefactor, maleficence, malevolent
16. nōn, not: (this should be an easy one) no, not, non-
17. nunc, now: quidnunc (meaning “a busybody,” from quid nunc? “What now?”)
18. aut, or: memory help—“Get aut or else . . . !”
19. et, and: et cetera (etc.)
20. sed, but: memory help—“But you sed I could go.”

### 3. Memorization—*Pater Noster*

Each unit, your students will memorize one chunk of famous Latin. In Unit 1 they will learn one line per lesson of the Lord’s Prayer, and of course will be reviewing the previous lines each lesson. Every lesson you should go over the meaning of the new line and point out any interesting derivatives from the unfamiliar vocabulary.

Memorizing more advanced Latin is quite helpful, since later on when the students learn relative clauses (for example), you can point them back to the *Pater Noster*: “Remember how *quī es in caelis* means ‘who is in heaven?’” The entire text is below for your reference.

Pater noster, quī es in caelis,

*Our Father, who is in heaven,*

Sanctificētur nōmen tuum. Adveniat regnum tuum.

*May/let Your name be made holy. May/let Your kingdom come.*

Fiat voluntās tua, sicut in caelō et in terrā.

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

Pānem nostrum quotidiānum dā nōbis hodiē,

*Give us today our daily bread,*

et dīmitte nōbis dēbita nostra

*And forgive us our debts*

sicut et nōs dīmittimus dēbitōribus nostrīs.

*Just as we also forgive our debtors,*

Et nē nōs indūcās in tentātiōnem, sed liberā nōs ā malō. Āmēn.

*And do not lead us into temptation, but deliver us from evil [or “the Evil One”]. Amen.*

Note: This text is the “traditional” liturgical version, used in choral versions and in the Roman Catholic Latin Mass. It differs slightly from the Vulgate passages of Matthew 6:9-13 and Luke 11:2-4. Some traditional versions also contain slight spelling variations: *coelīs* and *coelō* instead of *caelīs* and *caelō*, and *cotīdiānum* instead of *quotīdiānum*. The doxology “For Thine is the kingdom and the power and the glory forever and ever” is absent in the traditional Latin text.

The interlinear English translation given above is very literal (to help you see the connection between the Latin text and its English translation), and will sound a bit different from the traditional one that you and your class might have already memorized. As far as the Latin goes, feel free to search online for people saying or singing the Latin text aloud if you are uncomfortable with the pronunciation (a quick search led me to a chanted version, for instance). Speaking of pronunciation, if you really want to mix it up, you may want to have the students memorize the *Pater Noster* using ecclesiastical pronunciation—basically, read the Latin like it’s Italian. Anytime Latin is sung, ecclesiastical pronunciation is used. Thus in the first line, *caelis*, which is pronounced KAY-leese in classical pronunciation, would be CHEY-leese in ecclesiastical. (The “c” is a “ch” and the diphthong “ae” is a long “a” sound rather than a long “i” sound.)

## 4. Grammar

### Present Active Indicative

This lesson you will introduce students to the present active indicative verb endings. Students may ask if this chant “means” anything. These are simply verb endings that won’t appear on their own in a Latin text—they must be attached to a verb stem to “mean” something. However, you can mention that each ending does indicate a certain person and number (see chart below). Students should memorize this chant since they will be using it all year. To say this new chant, start at the top of the left column and say all the singular endings, then go to the top of the right column and run down the plural endings. Chant through the whole thing several times as a class; if you like you can then erase most of the endings and call on students to fill them in orally.

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

If you need to review verb basics, refer to pages XI-XVI. This lesson you will introduce students to First Conjugation verbs. Explain that Latin verbs, like people, are “born” into certain families and therefore share similar features. First Conjugation verbs share the stem vowel *ā*. Our example verb for this lesson is *necō, necāre, necāvī, necātum*. To find the stem vowel, go to the second principal part *necāre* (the present active infinitive, remember) and remove the *-re*. That leaves you with *necā-*, the present active and passive stem which will be used over and over again in upcoming lessons.

To this stem you simply add the present active indicative verb endings:

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

Now that we have this verb neatly conjugated in the present active indicative, what does it mean? All your students need to do is apply some simple logic.

*Necō* is in the first person singular box, and we know that first person is either *I* or *we*, but the singular form can only be *I*.

These endings are for the indicative mood, so we know that this verb must be telling us some factual happening.

It is in the present tense and active voice, so we know that it is happening now and that the subject (*I*) is performing the action. Since this verb means “to kill,” we can deduce that *necō* means “I kill” (or, “I am killing,” “I do kill”—see pages XI-XVI on verb basics for details).

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

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

## 5. Worksheet

One of the verbs to conjugate is *dō*, which is an irregular first conjugation verb. Don't sweat the macrons on this one, and you may need to help your students work through it, because a short stem can be confusing.

On the sentences, remind the students that the present tense can be translated in several ways. For example, the first Latin to English sentence is *Cantant aut clamant*. This can be translated either "They sing or they shout," "They are singing or they are shouting," "They do sing or they do shout," or any combination thereof. Also point out to the students that in English we can leave out the second "they"—"They sing or shout," "They are singing or shouting," or "They do sing or shout." The goal is to have an English translation that is both accurate and sounds like good English!

Follow the directions given and complete the worksheet.

**Section E, 10: "*Nōn bene,*" *clāmō,* "*cantātis!*"**: Your students may ask (and you may be wondering) why the *clāmō* is in the midst of the quote. The Romans often did this, perhaps because they did not use quotation marks and so this particular method showed that they were quoting somebody. Your students should translate it so that it sounds natural in English: "*You do not sing well!*" *I shout* sounds much better than "*Not well,*" *I shout,* "*do you sing!*"

## 6. Quiz

When you are assigning points and grading quizzes, I recommend that you allot only half a point to each principal part and a whole point to the meaning of the verb.

You will also need to learn how to grade your students' translations, which can be tough. You will have to make many judgment calls on whether the student's word choice is close enough or not. The main thing is to approach grading with a flexible mindset and not to expect students to always have a translation that matches the answer key word for word. I will try to give several possible correct translations for each sentence, but students can get fairly creative—so be prepared.

I also recommend the policy of "double jeopardy"—that is, if a student misses a word in the vocabulary list and makes the same mistake in a sentence later on, only take off a mark once.

I also confess that on tests, I have allowed students to come up and ask me for the meaning or principal part of a word, and I have given it to them in red ink, taking off the point(s) then and there. This can really help some students get past their mental block and at least get partial credit on a translation or chart.

Administer Quiz 1 when the students are ready.

# Lesson 1 Worksheet

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## 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: **nunc** \_\_\_\_\_
2. clāmō, **clamāre** \_\_\_\_\_, **clamāvī** \_\_\_\_\_, clamātum: **I shout** \_\_\_\_\_
3. I call, summon, invite: **vocō** \_\_\_\_\_, **vocāre** \_\_\_\_\_, **vocāvī** \_\_\_\_\_, **vocātum** \_\_\_\_\_
4. stō, stāre, **stetī** \_\_\_\_\_, **statum** \_\_\_\_\_ : **I stand** \_\_\_\_\_
5. aut: **or** \_\_\_\_\_
6. necō, **necāre** \_\_\_\_\_, necāvī, **necātum** \_\_\_\_\_ : **I kill, slay** \_\_\_\_\_
7. I walk: **ambulō** \_\_\_\_\_, **ambulāre** \_\_\_\_\_, **ambulāvī** \_\_\_\_\_, **ambulātum** \_\_\_\_\_
8. laudō, **laudāre** \_\_\_\_\_, laudāvī, laudātum: **I praise** \_\_\_\_\_
9. but: **sed** \_\_\_\_\_
10. **vulnerō** \_\_\_\_\_, vulnerāre, vulnerāvī, **vulnerātum** \_\_\_\_\_ : **I wound** \_\_\_\_\_
11. liberō, liberāre, liberāvī, liberātum: **I set free** \_\_\_\_\_
12. not: **nōn** \_\_\_\_\_
13. I fight: **pugnō** \_\_\_\_\_, **pugnāre** \_\_\_\_\_, **pugnāvī** \_\_\_\_\_, **pugnātum** \_\_\_\_\_
14. male: **badly, ill, wrongly** \_\_\_\_\_
15. cantō, **cantāre** \_\_\_\_\_, **cantāvī** \_\_\_\_\_, **cantātum** \_\_\_\_\_ : **I sing, play (music), predict** \_\_\_\_\_
16. spectō, spectāre, spectāvī, spectātum: **I look at, watch** \_\_\_\_\_
17. amō, **amāre** \_\_\_\_\_, amāvī, **amātum** \_\_\_\_\_ : **I love** \_\_\_\_\_
18. well: **bene** \_\_\_\_\_
19. dō, dare, **dedī** \_\_\_\_\_, **datum** \_\_\_\_\_ : **I give** \_\_\_\_\_
20. et: **and, even, also** \_\_\_\_\_

## B. Grammar

Find the stem of the following verbs.

- |                               |                                 |
|-------------------------------|---------------------------------|
| 1. amō: <b>amā-</b> _____     | 4. ambulō: <b>ambulā-</b> _____ |
| 2. stō: <b>stā-</b> _____     | 5. spectō: <b>spectā-</b> _____ |
| 3. clamō: <b>clamā-</b> _____ | 6. liberō: <b>liberā-</b> _____ |

7. Write out the present active indicative verb endings.

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

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	I sing	cantāmus	we sing
2ND	cantās	you sing	cantātis	you all sing
3RD	cantat	he/she/it sings	cantant	they sing

9. *vulnerō*

	LATIN SINGULAR	ENGLISH SINGULAR	LATIN PLURAL	ENGLISH PLURAL
1ST	vulnerō	I wound	vulnerāmus	we wound
2ND	vulnerās	you wound	vulnerātis	you all wound
3RD	vulnerat	he/she/it wounds	vulnerant	they wound

10. *dō*

	LATIN SINGULAR	ENGLISH SINGULAR	LATIN PLURAL	ENGLISH PLURAL
1ST	dō	I give	damus	we give
2ND	dās	you give	datis	you all give
3RD	dat	he/she/it gives	dant	they give

## C. Memorization

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

Pater noster, quī es in caelīs,

---

## D. English to Latin Translation

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

Nunc amātis, sed pugnō.

2. We do not sing.

Nōn cantāmus.

3. She gives well.

Bene dat.

4. They stand and now they are walking.

Stant et nunc ambulant.

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

Male cantat, sed bene cantātis.

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

Pugnat, vulnerat, et necat.

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

Clamō et cantō, sed nōn amās.

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

Pugnās et nunc liberās.

9. We watch and praise.

Spectāmus et laudāmus.

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

Pugnō, sed male nōn necō.

## E. Latin to English Translation

1. Cantant aut clāmant.

They are singing or [they are] shouting [or They sing or shout].

2. Male pugnās, sed stō et bene pugnō.

You (sg.) fight badly, but I stand and fight well.

3. Liberāmus, sed necātis.

We set free, but you (pl.) kill.

4. Nōn amās; vulnerās.

You do not love; you wound.



5. Male pignant et nōn liberant.

**They fight badly and are not setting free [do not set free].** \_\_\_\_\_

6. Stat, sed ambulat.

**He/she/it is standing, but they are walking.** \_\_\_\_\_

7. Bene amāmus et bene cantāmus.

**We love well and [we] sing well.** \_\_\_\_\_

8. Vocātis et clāmātis, sed stat et spectat.

**You (pl.) call and shout, but he stands and watches.** \_\_\_\_\_

9. Laudant et nunc dant.

**They praise and now they are giving [or they give].** \_\_\_\_\_

10. “Nōn bene,” clāmō, “cantātis!”

**“You (pl.) do not sing well!” I shout.** \_\_\_\_\_

# Lesson 1 Quiz (40 points)

## A. Vocabulary (10 points)

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

- bene: well
- amō, amāre, amāvī, amātum : I love
- or: aut
- liberō, liberāre, liberāvī, liberātum : I set free
- vulnerō, vulnerāre, vulnerāvī, vulnerātum : I wound
- clāmō, clāmāre, clāmāvī, clāmātum : I shout
- nunc: now
- badly: male
- ambulō, amāre, amāvī, amātum : I walk
- spectō, spectāre, spectāvī, spectātum : I watch, look at

## B. Grammar (15 points)

Conjugate *pugnō* in the present active indicative and give the English translations for each form.

	LATIN SINGULAR	ENGLISH SINGULAR	LATIN PLURAL	ENGLISH PLURAL
1ST	pugnō	I fight	pugnāmus	we fight
2ND	pugnās	you fight	pugnātis	you (pl.) fight
3RD	pugnat	he/she/it fights	pugnant	they fight

## C. Translation (11 points)

Translate each sentence.

- They are standing and singing. Stant et cantant.
- Nōn dant, sed amāmus. They are not giving, but we are loving [or They do not give, but we love].
- Vocat et nunc laudat. He/she/it calls [or is calling] and now praises [is praising].

**D. Memorization (4 points)**

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

Pater noster, qui es in caelis,

---

# LESSON 2 (Student Edition p. 10)

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

### 1. Word List

As your students acquire more vocabulary, keep in mind that generally speaking, nouns, adjectives, and verbs are easier to learn and remember because they often have obvious or semi-obvious English derivatives. They are also easier to guess in context. For example, if you were translating a passage from the Gospels about Jesus healing a *caecum*, who could then see, and you didn't know the word *caecum*, you could easily guess it means “blind man” (and you would be correct). However, the short little adverbs and conjunctions and prepositions are more difficult to guess and often do not have English derivatives. Therefore, encourage your students to work harder at memorizing those. In this book, I also tend to emphasize them more heavily in the vocabulary section of quizzes and tests, just to keep the students accountable.

Most first conjugation verbs are highly regular with principal parts ending in *-ō*, *-āre*, *-āvī*, *-ātum*. Therefore, from now on, all regular first conjugation verbs will be listed with a (1) after the first principal part by way of abbreviation. Any irregular ones will be given with all of their principal parts.

4. *dīvitiae*, *-ārum* (f) riches, wealth—This word only appears in the plural, which makes sense, because “riches” and “wealth” are inherently plural. There will be more of these only-plural nouns popping up here and there throughout this book.

### 2. Derivatives/Memorization Helps

1. *aqua*, water: aquarium, aquatic, aquamarine
2. *bēstia*, beast: beast, bestial, bestiality
3. *corōna*, crown: coronation
4. *dīvitiae*, riches, wealth
5. *fābula*, story, legend, tale: fable, fabulous [note how the meaning of this word has changed from the original!]
6. *fēmina*, woman: feminine, feminist
7. *īra*, anger: irate, ire
8. *lūna*, moon: lunar, lunatic, lunacy

9. *pīrāta*, pirate: piratical
10. *poēta*, poet: poetic
11. *rēgia*, palace
12. *rēgīna*, queen: Regina
13. *turba*, crowd, mob, throng: disturb, perturb
14. *villa*, farmhouse, country house: villa, villain
15. *cremō*, I burn, consume by fire: cremate, cremation
16. *narrō*, I tell relate, recount: narrate, narration, narrator
17. *superō*, I conquer, defeat: insuperable
18. *cūr*, why: Memory help—“Why are you such a *cur*?”
19. *hodiē*, today: Several traditional Christmas songs have the lyrics *Hodie Christus natus est* (“Today Christ is born”).
20. *itaque*, and so, therefore

### 3. Memorization—*Pater Noster*

In the second line, the two verbs *sanctificētur* and *adveniat* are subjunctives and literally mean “Let/may it be hallowed” and “Let/may it come.” Have the students make any observations they can about these new words: “sanctify” comes from *sanctificētur*, and literally means “make holy” (the English *hallow* means “holy,” as in All Hallows’ Eve, which is the Eve of All Saints’ [holy ones] Day); *nōmen* gives us words like “nomenclature,” “nominate,” and of course “nominative”; *adveniat* is from *ad* (“to, toward”) plus *veniō* (“I come”), and we get “advent” and “adventure” from it, not to mention tons of words from *veniō*; *regnum* is related to this lesson’s vocabulary word *rēgīna*.

Also, notice that your students will have to review the first line as they learn the second line. (When I was teaching, I learned that requiring one and only one line per lesson was not as effective as the cumulative method!)

### 4. Grammar

#### First Declension Noun Endings

Now that students are getting acquainted with verbs, they of course need some nouns to work with. This lesson you will be introducing them to the first of five noun declensions. (If you need to review Latin nouns, see pages XVI-XIX in Latin Grammar Basics.)

Explain the three attributes of nouns—gender, number, and case. You will spend the most time explaining case. Although you should define each case, focus on this lesson’s cases: nominative, dative, and accusative.

A noun in the nominative case will be the subject of the sentence (or a predicate nominative, but that won't be covered till next lesson): **Oswald** sees the dragon.

Accusative case denotes direct object (*The dragon sees Oswald*).

Dative indicates the indirect object (*The princess gave Oswald a kiss*; or, *The princess gave a kiss to Oswald*).

The chart below provides a summary reference point. You may need to remind the students that, just like the verb endings, these noun endings don't "mean" anything in isolation. They need to be attached to a noun stem first. By themselves they simply indicate a specific case in the singular or plural.

As with the verb chant, to say this new chant, start at the top of the left column and say all the singular endings, then go to the top of the right column and run down the plural endings. Chant through the whole thing several times as a class; if you like you can then erase most of the endings and call on students to fill them in orally.

	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>

After the students have become familiar with the first declension chant, they need to know how to use it. Remind them that verbs are born into certain conjugations; nouns are also born into specific families called declensions. Thus, one *conjugates* verbs but *declines* nouns.

Now go back to this lesson's word list (which preferably you will have already gone over). Explain the listing—that the first form given is the nominative case, the second is the genitive, then the gender of the noun is given in parentheses, then the meaning. If it is helpful to your students, they can think of the first declension as a family with mostly girls and a few boys. (But don't let them confuse biological and linguistic gender; see pages XVI-XVII.)

In general, first declension vocational nouns—that is, nouns referring to a particular job—are masculine. Thus, the following words are all masculine: *agricola* (farmer), *aurīga* (charioteer), *incola* (colonist, settler), *nauta* (sailor), *poēta* (poet), and *propheta* (prophet). Some of these (such as *aurīga* and *incola*) can be either masculine or feminine, depending on the sex of their referent. It is extremely important that the students learn the gender of the nouns in their vocabulary lists, since they will need that bit of information when adjectives come on the scene in Lesson 7.

The dictionary listing of the noun is helpful because it starts students along the proper chant and gives the gender and definition of the word, and it also enables them to find the

base of the noun. To find the base, you need to 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-*. Although the base of most first and second declension nouns is fairly easy to determine, get your students in the habit of going to the genitive for the base, since they will absolutely need to do so when they learn the third declension. Pick about five words from the Word List and have different students find the base. Then show them how to attach the first declension endings to the base of a noun:

**rēgīna, -ae (f) queen; stem: rēgīn-**

	LATIN SINGULAR	ENGLISH SINGULAR	LATIN PLURAL	ENGLISH PLURAL
NOM.	rēgīna	a/the queen [subject]	rēgīnae	the queens [subject]
GEN.	rēgīnae	of the queen, the queen's	rēgīnārum	of the queens, the queens'
DAT.	rēgīnae	to/for the queen	rēgīnīs	to/for the queens
ACC.	rēgīnam	the queen [direct object]	rēgīnās	the queens [direct object]
ABL.	rēgīnā	by/with/from the queen	rēgīnīs	by/with/from the queens

Decline a few more nouns with the students to practice (two examples from the vocabulary are given below). Now they are ready to see how these nouns work in a sentence.

	LATIN SINGULAR	LATIN PLURAL	LATIN SINGULAR	LATIN PLURAL
NOM.	pīrāta	pīrātae	lūna	lūnae
GEN.	pīrātae	pīrātārum	lūnae	lūnārum
DAT.	pīrātae	pīrātīs	lūnae	lūnīs
ACC.	pīrātā	pīrātās	lūnam	lūnās
ABL.	pīrātā	pīrātīs	lūnā	lūnīs

### Nominative and Accusative Cases

Let's begin with the nominative and accusative in action, and then move on to the dative. Here is a very simple sentence to start with: *Rēgīna pīrātā amat.*

Encourage your students to read through the entire sentence first, of course paying attention to the individual words, but also getting a feel for the overall structure and meaning (this skill will be more useful later on as the sentences get longer). As you may remember (page XI), word order in Latin usually does not determine grammatical function (as in English); however, word endings do. Thus, this sentence could be rearranged a number of ways and still mean the same thing: *Pīrātā rēgīna amat. Amat rēgīna pīrātā.*

However, to avoid possible confusion later, you should point out to your students that there are patterns of word order in Latin. Very often, 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. (Analyze a few English hymns or poems to see how in English we can also rearrange normal word order for the sake of poetry—although not as flexibly as in Latin.)

Back to our sentence. Have a student point out the verb: *amat*.

Call on another student to analyze the verb: which person? number? tense? voice? mood? This analysis is called *parsing*; your students will become quite adept at this activity. Right now it's fairly easy to parse verbs, since students have only learned the present active indicative. Thus, *amat* should be parsed third person singular, present active indicative. When translated, it means “he/she/it loves.”

Now that we have nouns in play, we should look for a noun in the nominative case that could be the subject. The subject must also be singular, because the verb is singular, and in Latin (as in English), the verb and subject must agree in number. There might not be a noun in the nominative case. If not, you can stick with “he/she/it” as the subject. But, as it happens, in this sentence *rēgīna* is nominative. Thus, “queen” *replaces* that third person singular pronoun “she” and becomes our subject: “The queen loves.”

Now have another student identify what case *pīrātam* is in: accusative, which means it is our direct object. (Accusative case can also be used for the object of a preposition; more on that next lesson.) 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*” (possible implications: 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” (possible implication: we thought she hated him, but apparently she loves him). And again, none of these implications might be correct; all depends upon the context.

A brief comment on definite and indefinite articles: classical Latin does not have any words for *a*, *an*, or *the*. Breathe a sigh of relief if you were expecting the *le*, *la*, *il*, or *el* of previously studied modern Romance languages! Therefore, when translating Latin into English we can use either a definite or indefinite article (or no article), 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*.” It 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 it would depend on our story—if said pirate had been introduced already, for example, I would use “the.” However, if some lady-in-waiting were whispering the latest gossip that the queen loves “*a*” pirate (identity yet unknown).

After a few more examples of the nominative and accusative in action, we will move on to the dative.

Example 1: *Lūnam spectātis*. Read through the sentence and identify the verb: *spectātis*. Now parse and translate it: second person plural, present active indicative, “you all look at.”



Look over the rest of the sentence for a nominative plural noun (the subject would have to be plural since the verb is plural). Since there isn't a nominative plural noun, we will leave "you all" as our subject and seek out a direct object. Lo and behold, *lūnam* is in the accusative, so our sentence means "You all look at the moon." (Or, "you all are looking [or "do look"] at the moon.") You may wonder how a nominative would have worked with this sentence. If we had had *Pīrātae lūnam spectātis*, our sentence would have meant "You pirates are looking at the moon."

Example 2: ***Fēminae dīvitiās dant***. Again, read through the sentence, noting items of interest. Our verb, *dant*, is third person plural, present active indicative, meaning "they give." Now we look for a plural nominative, and we have *fēminae*. (Of course, *fēminae* could be genitive singular or dative singular as well, but we will worry about those trifles later. Keep your students focused on the nominative for now.) 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

Now we will add the dative to the mix. While the accusative case indicates a direct object, the dative case is used for the indirect object. In the example immediately above, the "riches" are 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).

I hinted in the previous paragraph that *fēminae* could potentially be 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"? Well, as a teacher you should accept either translation as correct *unless there is a context indicating otherwise*.

I have already mentioned context a few times, and will continue to do so since it is extremely important in translation. When students are first learning Latin and translating isolated little sentences that focus on a specific grammatical concept, these sentences are not contextualized. Thus, you may get a few different translations which could be correct. This is not a problem, and indeed, you should point these out to your students so that they will be training themselves to anticipate all possibilities. However, when they start translating the short stories and move on to "real" Latin texts, the context of a particular passage will eliminate some of the potential translations.

For example, say that our sentence appeared in the following story: “Once upon a time five women lived by the sea. They caught fish and sold them, and also wove rich robes that they sold to the castle for much gold. In this way they became wealthy. These women loved five pirates who sailed the world in their ship. The pirates had been gone for a whole year, but the women remembered them and waited for them. Finally, the ship appeared over the horizon—they had returned! The women were eager to give the pirates gifts.” And then we have our sentence *Fēminae dīvitiās dant*. Clearly, in this context, the correct translation will be “The women give riches”—the women were the subject of the sentence immediately prior, and they have been waiting for the pirates so they could give them money. If one of your students translated the sentence “They give riches to the woman,” you should mark it as incorrect, because although technically *fēminae* could be dative singular, the context has eliminated that possibility.

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. We look for a singular nominative to be our subject and find *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.” There is no nominative singular noun to be our subject, 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 (more on that in the next lesson), 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.” It 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!

## 5. Translation

This lesson your students get to translate a simple story as well as some isolated sentences. These stories will teach them how to translate in context, since obviously they will one day be translating whole passages and will not be doing practice sentences forever. Now that your students have more grammar to work with, there will be more opportunities for various interpretations of the Latin. Make sure to discuss these with the class—they will be learning how to balance a literal, accurate translation with one that sounds good in English. My Latin professor in college always said, “Good Latin makes good English, and good English makes good Latin.” Sometimes literalness has to be sacrificed for a more idiomatic rendering.

You can help your students develop these skills in a number of ways. You might first require them to render the text absolutely literally. Then point out how stiff and awkward it sounds in English, and how if they turned that paragraph in to their English teacher, they would not do so well. Have them experiment with different “flavors” to their translation: translate the story to sound like a romantic medieval ballad, translate it as if you were telling it to your best friend in whatever is the current slang of the day, etc.

Example translations follow below, but first, one other translational note: Since the students have only learned the present tense, this story utilizes the present. However, it can sound a bit awkward. Fortunately for us, there is such a thing as the *historical present*—telling a story that happened in the past in the present tense to convey immediacy and interest to the audience. No doubt you have told stories in this way yourself: “So, last week I flew to California. *I’m* on the plane, and this weird guy with a paper bag *sits* next to me. During the whole flight, the paper bag *is twitching* and *rustling*, and *I’m wondering* what on earth *is* in that thing?!” Notice how the speaker switches from the past tense in the first sentence to the present, using both tenses to tell a story about *past* events.

And now for two possible interpretative translations to our story from this lesson’s translation. The first is the more literal version given in the answer key, the second is a romantic ballad style, and the last is a modern slangy version (of course I’m not that up on current slang and it will probably be outdated as soon as I finish typing it). N.B.: In the Teacher Edition translations I have included possessive adjectives in brackets, as in “The queen loves [her] crowns. . .” Students will not learn these possessives until Lesson 11, but they do make the story sound better—thus, the brackets. In “real” Latin, sometimes possessive adjectives are implied but left out, so again, use context to determine if the addition is permissible.

Literal: A poet tells a tale to the crowd, and sings: “A pirate loves a queen, but the queen does not love the pirate. The queen loves [her] crowns and palace and riches. The pirate looks at the moon, and sings tales to the queen, but the woman does not love. Today the queen is walking, and a beast burns up the palace! He burns up the palace and the crowns and the riches, and wounds the queen. But the pirate stands, fights the beast, and slays the beast. He

frees the queen and gives the queen [his] riches. Now therefore the queen loves the pirate, and the pirate sings tales to the queen and to the moon.”

Ballad: A bard tells his tale unto the throng, and sings: “A pirate is in love with a queen, but she does not love him. She loves her tiaras and palace and treasuries. The pirate gazes upon the moon, and sings lovesongs to the queen, but she loves him not. Today the royal lady is walking along, and a dragon engulfs the palace in flames. His breath burns the palace and tiaras and treasuries, and he even wounds the queen. But the heroic pirate takes his stand, fights the beast, and slays it. He sets the queen at liberty and bestows upon her his gold. Now therefore the queen dotes upon the pirate, and he sings unto her and unto the silvery moon sweet songs of love.”

Slang: This guy is telling a bunch of people a story and said: “A pirate guy had a huge crush on the queen, but she totally did not like him. She was more in love with her bling and mansion and cash. The pirate is totally moonstruck and writes songs for her, but she shuts him down. One day she’s out walking and this monster burns up her palace. He toasted everything—her house, her jewels, all her cash, and he even singed her a bit. But the pirate guy comes along and fights the thing and takes it out. Now of course the queen digs him and he writes his love songs for her and the moon.”

One final note: in my experience, students in the logic years have a very hard time straying from the absolute literal and wooden translation. They want to be exactly right, color precisely in the lines, and so on, and it really bothers them that there is ambiguity in language. But you might have a class which prefers to translate along broader lines, and in that case you might want them to translate more literally, or just ask them enough specific questions about their translation to ensure that they understand what is going on and they aren’t just guessing at what it means. If your class is overly rigid about translations, push them the other way (otherwise they will run into trouble when the grammar gets more complicated).

## 6. Quiz

Administer Quiz 2 when the students are ready.

# 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.)

- dīvitiae: **riches, wealth**
- today: **hodiē**
- bēstia: **beast**
- fēmina: **woman**
- crowd: **turba**
- nunc: **now**
- ira: **anger**
- water: **aqua**
- narrō, **narrāre**, **narrāvī**,  
narrātum: **I tell, relate, recount**
- I stand: **stō**, **stāre**,  
**stetī**, **statum**
- poēta: **poet**
- itaque: **and so, therefore**
- palace: **rēgia**
- cūr: **why**
- sed: **but**
- pirate: **pīrāta**
- rēgīna: **queen**
- fābula: **story, legend, tale**
- farmhouse: **villa**
- well: **bene**
- clāmō, **clāmāre**, **clāmāvī**,  
clāmātum: **I shout**
- lūna: **moon**
- I burn: **cremō**, **cremāre**,  
**cremāvī**, **cremātum**
- corōna: **crown**
- superō, **superāre**, **superāvī**,  
**superātum**: **I conquer, defeat**

## B. Grammar

1. Decline *aqua*.

	LATIN SINGULAR	LATIN PLURAL
NOMINATIVE	aqua	<b> aquae </b>
GENITIVE	<b> aquae </b>	<b> aquārum </b>
DATIVE	<b> aquae </b>	<b> aquis </b>
ACCUSATIVE	<b> aquam </b>	<b> aquās </b>
ABLATIVE	<b> aquā </b>	<b> aquis </b>

2. Decline *fābula*.

	LATIN SINGULAR	LATIN PLURAL
NOMINATIVE	fābula	<b>fābulae</b>
GENITIVE	<b>fābulae</b>	<b>fābulārum</b>
DATIVE	<b>fābulae</b>	<b>fābulis</b>
ACCUSATIVE	<b>fābulam</b>	<b>fābulās</b>
ABLATIVE	<b>fābulā</b>	<b>fābulis</b>

3. Decline *dīvitiae*.

	LATIN SINGULAR	LATIN PLURAL
NOMINATIVE	—	dīvitiae
GENITIVE	—	<b>dīvitiārum</b>
DATIVE	—	<b>dīvitiīs</b>
ACCUSATIVE	—	<b>dīvitiās</b>
ABLATIVE	—	<b>dīvitiīs</b>

### C. Memorization

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

**Pater noster, quī es in caelīs,**

Sanctificētur **nōmen tuum.** **Adveniat** \_\_\_\_\_ **regnum tuum** \_\_\_\_\_.

### D. English to Latin Translation

Translate these sentences from English into Latin.

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

**Poēta lūnam spectat et fēminae fābulam narrat.**

- The beasts are burning the villa and the palace.

**Bēstiae villam et rēgiam cremant.**

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

**Pīrātae clāmant, sed pīrātīs dīvitiās nōn dās.**

- I love water, but the queen loves crowns.

**Aquam amō, sed rēgīna corōnās amat.**

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

Cūr lūnam spectātis?

6. We are now singing stories to the pirates.

Fābulās pīrātīs nunc cantāmus.

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

Turbae bēstiam bene pugnant, sed bēstia turbās vulnerat.

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

Pīrātae bēstiam necant, itaque fēminae pīrātās amant.

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

Rēgīna fēminās vocat et fēminīs dīvitiās dat.

10. We pirates sing well but love badly.

Pīrātae bene cantāmus sed male amāmus.

## E. Latin to English Translation

- 1 Poēta turbae fābulam narrat, et cantat: “Pīrāta rēgīnam amat, sed rēgīna pīrātam nōn amat. Rēgīna corōnās et rēgiam et dīvitiās amat. Pīrāta lūnam spectat, et rēgīnae fābulās cantat, sed fēmina nōn amat. Hodiē rēgīna ambulat, et bēstia rēgiam cremat! Rēgiam et corōnās et dīvitiās cremat, et rēgīnam vulnerat. Sed pīrāta stat, bēstiam pugnat, et bēstiam necat. Rēgīnam liberat et rēgīnae dīvitiās dat. Nunc  
5 itaque rēgīna pīrātam amat, et pīrāta rēgīnae et lūnae fābulās cantat.”

**A poet tells a tale to the crowd, and sings: “A pirate loves a queen, but the queen does not love the pirate. The queen loves [her] crowns and palace and riches. The pirate looks at the moon, and sings tales to the queen, but the woman does not love. Today the queen is walking, and a beast burns up the palace! He burns up the palace and the crowns and the riches, and wounds the queen. But the pirate stands, fights the beast, and slays the beast. He frees the queen and gives the queen [his] riches. Now therefore the queen loves the pirate, and the pirate sings tales to the queen and to the moon.”**

# Lesson 2 Quiz (48 points)

## A. Vocabulary (10 points)

Translate the following words from Latin to English.

- |  |                         |
|--|-------------------------|
| 1. rēgia: <u>palace</u>                  | 6. nunc: <u>now</u>     |
| 2. fābula: <u>story, legend, fable</u>   | 7. lūna: <u>moon</u>    |
| 3. hodiē: <u>today</u>                   | 8. corōna: <u>crown</u> |
| 4. cremō: <u>I burn, consume by fire</u> | 9. aut: <u>or</u>       |
| 5. dīvitiae: <u>riches, wealth</u>       | 10. cūr: <u>why</u>     |

## B. Grammar (15 points)

Decline *villa*.

	LATIN SINGULAR	LATIN PLURAL
NOMINATIVE	villa	villae
GENITIVE	villae	villārum
DATIVE	villae	villis
ACCUSATIVE	villam	villās
ABLATIVE	villā	villis

## C. Translation (13 points)

Translate each sentence.

- You pirates love anger, but we poets love women.  
Pīrātae iram amātis, sed poētae fēminās amāmus.
- Itaque rēgīnīs corōnās dant.  
Therefore they give crowns to the queens [or they give the queens crowns].
- Fēmina villam et aquam et lūnam spectat.  
The woman looks at the farmhouse and the water and the moon.



**D. Memorization (10 points)**

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

Pater noster, quī es in caelis,

Sanctificētur nōmen tuum. Adveniat regnum tuum.

# LESSON 3 (Student Edition p. 18)

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

### 1. Word List

Highlight #1 *agricola* and #6 *nauta* as masculine nouns of the first declension. Words #16–20 are prepositions, and the case they take (the case in parentheses) should be learned along with the meaning.

15. *sum, esse, fuī, futūrum*: I am—See the Grammatical Concepts section for more of an explanation of *sum*. You can explain to your students that although it's irregular, it's also very important.
16. *ā, ab* and 17. *ē, ex*—*Ā* and *ē* appear before words beginning with a consonant; *ab* and *ex* appear before words beginning with either a vowel or a consonant.

### 2. Derivatives/Memorization Helps

1. *agricola*, farmer
2. *harēna*, sand, beach: arena
3. *hasta*, spear
4. *īnsula*, island: insular, insulate, peninsula (from *paene*, “almost” + *īnsula*)
5. *nauta*, sailor: nautical
6. *patria*, native land: expatriate (but “patriot” is from a related Greek word)
7. *pecūnia*, money: impecunious, pecuniary
8. *puella*, girl
9. *sagitta*, arrow: Sagittarius (the archer, a constellation and sign of the Zodiac)
10. *sīca*, dagger
11. *silva*, forest: sylvan, Pennsylvania, silviculture
12. *spēlunca*, cave: spelunking, spelunker
13. *expectō*, I wait for, expect: expect, expectation
14. *habitō*, I live, dwell, inhabit: inhabit, habitation
15. *sum*, I am: essence (from the infinitive)

16. *ā, ab*, from, away from: look for the *ab-* prefix on many words; e.g., absent, ablative, abduct
17. *ad*, to, toward, at, near: look for the *ad-* prefix on many words; e.g., addition, admire
18. *ē, ex*, out of, from: look for the *ex-* prefix on many words; e.g., excerpt, exceed
19. *in*, into, against, in, on: in; look for the *in-* prefix on many words; e.g., inset, insert
20. *per*, through: look for the *per-* prefix on many words; e.g., perform, percent

### 3. Memorization—*Pater Noster*

The new line for this lesson is *Fiat voluntās tua, sicut in caelō et in terrā*. *Fiat* is another hortatory or jussive subjunctive, meaning “Let it/there be,” and it is also used in English to refer to a decree or command, as in “divine fiat” or “royal fiat.” (It is not related to the name of the car company, which is an acronym.) *Voluntās* is of course connected to “voluntary” and “volunteer,” and *caelō* to “celestial.” *Terra* gives us several English words and commonly used Latin phrases: terra firma, terra incognita, terrarium, etc.

Note that in the standard English version of the Lord’s Prayer, we say “Thy will be done, on earth as it is in heaven” whereas that order is reversed in Latin.

### 4. Grammar

#### Verb of Being: *sum*

*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, point out to your students that 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 they learn more and more (active) verb endings, they will see that the first person singular usually ends in *-m* or *-ō*, second person singular in *-s*, third singular in *-t*, first plural in *-mus*, second plural in *-tis*, and third plural in *-nt*. If your students are familiar with Spanish or French or another Romance language, compare those verbs of being with the *sum* chant.

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

After the students have become familiar with this chant, they need to know how to use it. Remind them that verbs are born into certain conjugations just as nouns are also born into specific families called declensions. (One *conjugates* verbs but *declines* nouns.)

As your students (hopefully) have learned in their English grammar classes, the verb of being 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.” In Latin, this means that the words (whether nouns, adjectives, or pronouns) linked to the subject by *sum* will be in the **nominative** case. This is called the **predicate nominative**. *I am a woman* should be *Fēmina sum*, not *Fēminam sum*. *The women are queens* will be *Fēminae rēgīnae sunt*, where 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* appear at the beginning of a sentence: *Est rēgīna!* “There is the queen!”

### Genitive Case

At this point your students may worriedly ask how they are supposed to tell the difference between the genitive and dative singular (or nominative plural, for that matter!), since both end in *-ae*. You will answer “Context!” Show them that in the sentence above, the dative simply does not work, because *spectō* is not a verb that would normally have an indirect object. If we had *Corōnam rēgīnae dō*, it requires a tad more thought. This sentence could mean either “I give the queen’s crown” [not mentioning to whom I am giving it] or “I give the queen a crown” [taking the queen as a dative rather than a genitive]. 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—and you as the teacher should accept as correct all such valid translations! Students’ differing translations can actually serve as a great platform to discuss the nuance of language and to develop an appreciation for the art of accurate and skillful translation.

### Ablative Case and Prepositions

The ablative case has many functions, so it is convenient to refer to it as the “**junk drawer**” case. (I always liked calling it the MacGyver case because it can do practically anything, but chances are your students will not be familiar with that former TV series, sadly.)

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 was done, you simply put that word in the ablative: *Pīrāta bēstiam sicā necat*, “The pirate kills the beast with [or by/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 the object of a preposition, and so, incidentally can the accusative. Whenever students learn a Latin preposition, they also need to know what case that preposition “takes” (in other words, the case of the noun it governs or is followed by). 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 speluncā*, “out of the cave.”

Some prepositions take the accusative, as with *ad*, meaning “to, toward”: *ad speluncam*, “toward the cave.” Although your students should learn these prepositions and cases as they come, there are general trends. Prepositions with the accusative often indicate *motion toward*, whereas those with ablative show *rest* or *separation*. (This generalization is *very* general.)

Some prepositions can take either case and have slightly different meanings depending on the case taken: *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).

## 5. Worksheet

Follow the directions given to complete the worksheet.

*E. Crossword Puzzle:* The crossword puzzle clues have to do with vocabulary and noun and verb endings, so it should be another helpful (and fun!) review for the quiz.

## 6. Quiz

Administer Quiz 3 when the students are ready.

# Lesson 3 Worksheet

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## 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: **īnsula** \_\_\_\_\_
2. sīca: **dagger** \_\_\_\_\_
3. sum, **esse** \_\_\_\_\_, **fuī** \_\_\_\_\_, futūrum: **I am** \_\_\_\_\_
4. native land: **patria** \_\_\_\_\_
5. rēgia: **palace** \_\_\_\_\_
6. agricola: **farmer** \_\_\_\_\_
7. per: (+ **acc.**) **through** \_\_\_\_\_
8. pecūnia: **money** \_\_\_\_\_
9. arrow: **sagitta** \_\_\_\_\_
10. itaque: **and so, therefore** \_\_\_\_\_
11. nauta: **sailor** \_\_\_\_\_
12. silva: **forest** \_\_\_\_\_
13. ex: (+ **abl.**) **out of, from** \_\_\_\_\_
14. male: **badly, ill, wrongly** \_\_\_\_\_
15. riches: **divitiae** \_\_\_\_\_
16. spēlunca: **cave** \_\_\_\_\_
17. ā, ab: (+ **abl.**) **from, away from** \_\_\_\_\_
18. exspectō, **expectāre** \_\_\_\_\_, **expectāvī** \_\_\_\_\_, expectātum: **I wait for, expect** \_\_\_\_\_
19. hasta: **spear** \_\_\_\_\_
20. I dwell: **habitō** \_\_\_\_\_, **habitāre** \_\_\_\_\_, **habitāvī** \_\_\_\_\_, **habitātum** \_\_\_\_\_
21. **cantō** \_\_\_\_\_, cantāre, **cantāvī** \_\_\_\_\_, **cantātum** \_\_\_\_\_:  
**I sing, play (music), predict** \_\_\_\_\_
22. to, toward: **ad** \_\_\_\_\_ (+ **acc.** \_\_\_\_\_)
23. puella: **girl** \_\_\_\_\_
24. in: (+ **acc.** \_\_\_\_\_) **into, against** \_\_\_\_\_ (+ **abl.** \_\_\_\_\_) **in, on** \_\_\_\_\_
25. harēna: **sand, beach** \_\_\_\_\_

## B. Grammar

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

	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

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

	LATIN SINGULAR	ENGLISH SINGULAR	LATIN PLURAL	ENGLISH PLURAL
1ST	amō	I love	amāmus	we love
2ND	amās	you love	amātis	you (pl.) love
3RD	amat	he, she, it loves	amant	they love

3. Decline *sagitta*.

	LATIN SINGULAR	LATIN PLURAL
NOMINATIVE	sagitta	sagittae
GENITIVE	sagittae	sagittārum
DATIVE	sagittae	sagittis
ACCUSATIVE	sagittam	sagittās
ABLATIVE	sagittā	sagittis

## C. Memorization

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

**Pater** \_\_\_\_\_ noster, **quī es** \_\_\_\_\_ in **caelis**,

**Sanctificētur nōmen** \_\_\_\_\_ tuum. **Adveniat** \_\_\_\_\_ regnum **tuum** \_\_\_\_\_.

**Fiat** \_\_\_\_\_ voluntās **tua, sicut** \_\_\_\_\_ in **caelō et in** \_\_\_\_\_ terrā.

## D. English to Latin Translation

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

Bēstiae ab/ex aquā ad silvam ambulant.

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

Nautae estis et bēstiam hastis et sagittis pugnātis.

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

Puellam pīrātae amat et per silvam ad villam ambulat.

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

Pīrātae nōn sumus; sumus puellae et in harēnā in īnsulā habitāmus.

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

Rēgīna agricolam ā/ab patriā ad rēgiam vocat.

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

Agricola rēgīnae sum et puellis dīvitiās et pecūniam dō.

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

Poēta turbae fābulās in spēluncā hodiē narrat.

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

Pīrātae bēstiās agricolae sicis necant itaque agricola pīrātās nōn amat.

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

Fēminae corōnam rēgīnae hodiē laudant.

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

Pīrātae fēminās in patriā amant itaque villās fēminārum nōn cremant.



## E. Latin to English Translation

- 1 Nauta et pīrāta sum, et in īnsulā in aquā habitō. Sunt spēluncae in īnsulā, et bēstiae in spēluncīs habitant. Itaque in spēluncās ambulō et bēstiās sīcīs aut hastīs aut sagittīs necō. Et agricolās pugnō, et villās cremō. Fēminās et puellās liberō, sed agricolās vulnerō aut necō. Fēminam amō; fēmina rēgīna est. In rēgiā in silvā habitat, sed in īnsulā habitō. Rēgīnae pecūniam dō, sed et pecūniam et dīvitiās amō. Bene pugnō,  
5 bene superō, bene amō, et bene cantō. Poēta et pīrāta sum, et insulam in aquā amō.

**I am a sailor and a pirate, and I live on an island in the water. There are caves on the island, and beasts live in caves. Therefore I walk into the caves and kill the beasts with daggers or [with] spears or [with] arrows. I also fight farmers, and burn [their] farmhouses. I set free the women and girls, but I wound or kill the farmers. I love a woman; [this] woman is the queen. She lives in [her] palace in the forest, but I live on [my] island. I give [some] money to the queen, but I also love money and wealth [or, “but I love both money and wealth”]. I fight well, conquer well, love well, and sing well. I am a poet and a pirate, and I love [my] island in the water.**

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## 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

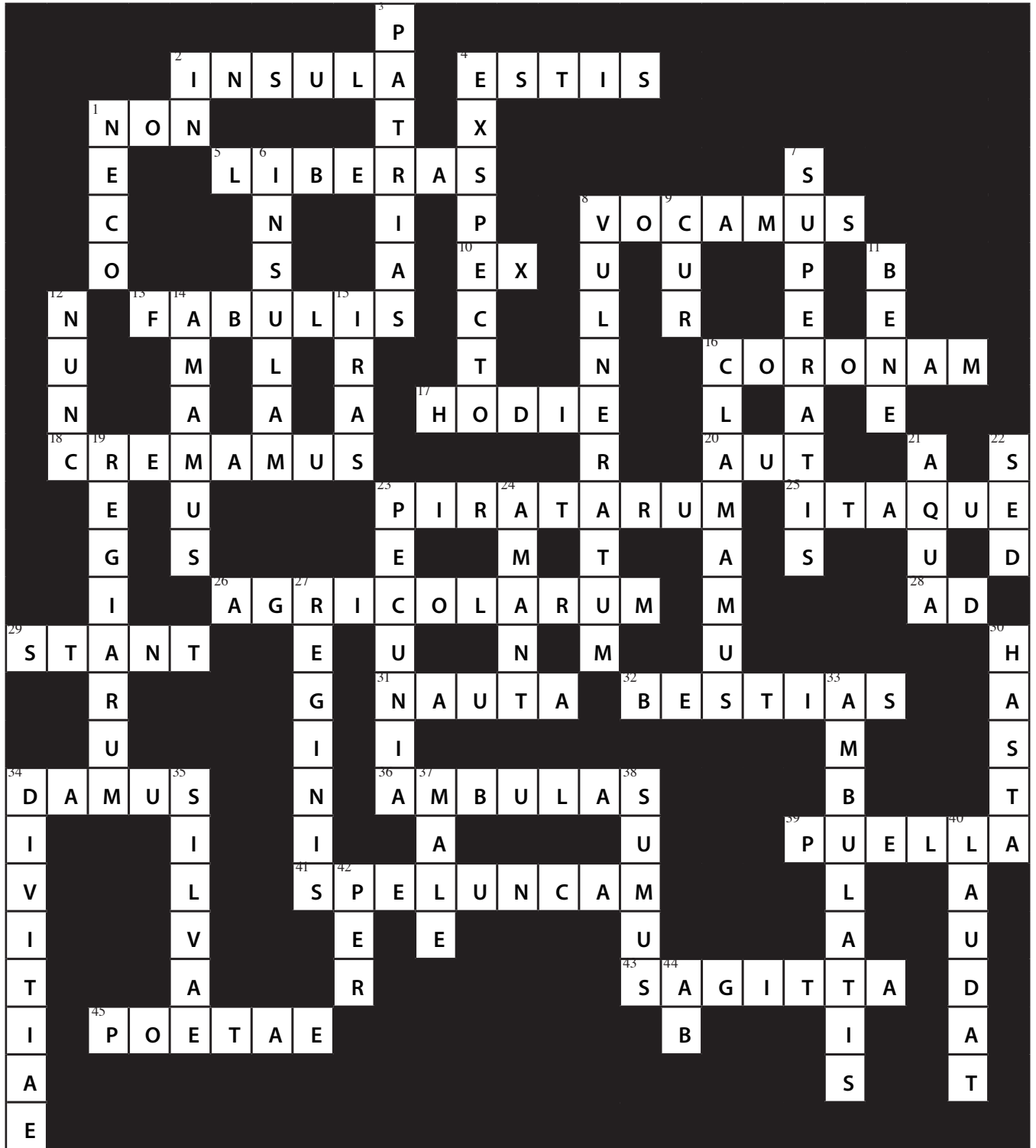
1. *not*
2. ablative singular of *island*
4. *you* (pl.) *are*
5. second person singular present active indicative of *liberō*
8. first person plural present active indicative of the verb meaning *I call*
10. *out of*
13. dative plural of *story*
16. accusative singular of *crown*
17. *today*
18. *cremō* 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*



## Lesson 3 Quiz (41 points)

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### A. Vocabulary (10 points)

Translate the following words from Latin to English or English to Latin. Give case(s) for prepositions.

- |                                 |   |
|---------------------------------|---|
| 1. per: (+ acc.) <u>through</u> | 6. cave: <u>spēlunca</u>                |
| 2. farmer: <u>agricola</u>      | 7. exspectō: <u>I wait for, expect</u>  |
| 3. patria: <u>native land</u>   | 8. ira: <u>anger</u>                    |
| 4. sīca: <u>dagger</u>          | 9. girl: <u>puella</u>                  |
| 5. sand, beach: <u>harēna</u>   | 10. ab: (+ abl.) <u>from, away from</u> |

### B. Grammar (6 points)

Give the Latin for the following verbs.

- |  |                          |
|--|--------------------------|
| 1. We are: <u>sumus</u>                | 4. I stand: <u>stō</u>   |
| 2. You (pl.) are loving: <u>amātis</u> | 5. They are: <u>sunt</u> |
| 3. You (sg.) are: <u>es</u>            | 6. She is: <u>est</u>    |

### C. Translation (11 points)

Translate each sentence into English.

- He walks from the palace into the forest.  
Ab/ex rēgiā in silvam ambulat.
- Rēgīna agricolis villās dat.  
The queen gives the farmers farmhouses [or gives farmhouses to the farmers].
- Puellae pīrātārum estis.  
You (pl.) are girls of the pirates [or the pirates' girls].

### D. Memorization (14 points)

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

Pater noster, quī es in caelīs,

Sanctificētur nōmen tuum. Adveniat regnum tuum.

Fiat voluntās tua, sicut in caelō et in terrā.

# LESSON 4 (Student Edition p. 28)

## Second Declension Masculine

### 1. Word List

As you go through the words for this lesson, take note of *alnus*, “ship, alder(wood),” which is our lone feminine second declension noun in this list of masculines. Also note that *germānus* and *servus* are second declension masculine nouns, referring to males, while their female counterparts *germāna* and *serva* are feminine first declension nouns (referring to females, of course).

### 2. Derivatives/Memorization Helps

1. *ager*, field: agriculture, agrarian
2. *alnus*, ship, alder(wood)
3. *camēlus*, camel
4. *caper*, billy goat: Capricorn
5. *Christus*, Christ
6. *cibus*, food
7. *Deus*, God: deify, deist
8. *deus*, god: see *Deus*
9. *dominus*, lord, master: dominate, dominion
10. *equus*, horse: equine
11. *filius*, son: filial
12. *germānus/germāna*, brother/sister: German, germane
13. *gladius*, sword: gladiator, gladiola
14. *ōceanus*, ocean: ocean, oceanic
15. *servus/serva*, slave, servant: servant, server, service, servile
16. *terra*, earth, land: terrain, terrarium, terrestrial
17. *vir*, man: virile, virtue
18. *nāvigō*, I sail: navigate, navigation
19. *oppugnō*, I attack
20. *portō*, I carry: porter, portable (but not port)
21. *dē* (+ abl.), from, down from, concerning: look for the *dē*- prefix on many words like descend, decline

### 3. Memorization—*Pater Noster*

The new line for this lesson is *Pānem nostrum quotidiānum dā nobīs hodiē*.

Our new line has the nice long word *quotidiānum*, which gives us the English word *quotidian*, meaning “daily” or “mundane.” The word for “bread,” *pānem*, gives us “companion”—someone you break bread with.

### 4. Grammar

#### Second Declension Masculine Noun Endings

	LATIN SINGULAR	ENGLISH SINGULAR	LATIN PLURAL	ENGLISH PLURAL
NOMINATIVE	-us / -r	a/the <i>noun</i> [subject]	-ī	the <i>nouns</i> [subject]
GENITIVE	-ī	of the <i>noun</i> , the <i>noun's</i>	-ōrum	of the <i>nouns</i> , the <i>nouns'</i>
DATIVE	-ō	to/for the <i>noun</i>	-īs	to/for the <i>nouns</i>
ACCUSATIVE	-um	a/the <i>noun</i> [direct object]	-ōs	the <i>nouns</i> [direct object]
ABLATIVE	-ō	by/with/from the <i>noun</i>	-īs	by/with/from the <i>nouns</i>

This lesson your students will learn the second of the five noun declensions. The chant above is frequently referred to as the second declension masculine, because most of the nouns are masculine in gender. The endings of this declension vary slightly with neuter nouns, and thus the second declension neuter chant will be taught as its own chant next lesson. Just as your students can think of the first declension as a family with mostly girls and a few boys, so they can think of the second declension as nearly all sons and a few daughters. Certain cities, countries, plants, trees, and a few other random nouns in the second declension are feminine. I have included one of these in the vocabulary: *alnus*, meaning “alder(wood),” and by extension, “ship,” since alderwood was regularly used in ship-building for its rot-resistant qualities. We will be using *alnus* for “ship” until the more common third declension word *nāvis* is introduced (Lesson 18).

Have your students chant through the second declension endings a few times, review the first declension endings, and then ask them to point out any striking similarities or differences. First off, we can see that there are two options for a nominative singular ending. A second declension noun can end in either *-us* or *-r* in the nominative, but one word won't have both options. Thus *puer* is always *puer* and not *pueus*; *equus* always ends in *-us* in the nominative and does not appear as *equer*. In the plural, the genitive, dative, and ablative are similar or identical to those of the first declension.

The fabulous thing is that the second declension functions exactly like the first declension. A nominative always acts like a nominative, no matter what declension. To extend our family metaphor, all of us humans perform the same functions (walking, eating, sleeping), even though we belong to distinct families and look different from one another. You may want to review each of the five case usages with your students.

One very important concept to teach this lesson: **a noun is born into a declension and stays there** (there are a few exceptions, of course, but we need not go into those now). Thus, *agricola*, though masculine, cannot divest himself of his first declension identity and become *agricolus*. No—he is born into the first declension and will always take first declension endings.

Nouns in the second declension will also have the same sort of dictionary listing as first declensions: nominative singular, genitive singular, gender, and definition. The genitive singular is of course where we can find the stem of the noun. This wasn't too hard for our first declension nouns, but we do need to pay more attention with the second declension. Let's start by declining *equus*. The genitive is listed as simply *-ī*, so we conclude that the stem is a nice obvious *equ-*. We can then decline our noun thus:

	LATIN SINGULAR	LATIN PLURAL
NOMINATIVE	equus	equī
GENITIVE	equī	equōrum
DATIVE	equō	equīs
ACCUSATIVE	equum	equōs
ABLATIVE	equō	equīs

However, when we move from horses to billy goats, it gets more interesting. The noun *caper* has *-prī* as the genitive. This tells us that the whole genitive is *caprī*, which means that our stem is *capr-*, not *caper-*. The *-e-* has been dropped. The declension of *caper* will then look like this:

	LATIN SINGULAR	LATIN PLURAL
NOMINATIVE	caper	caprī
GENITIVE	caprī	caprōrum
DATIVE	caprō	caprīs
ACCUSATIVE	caprūm	caprōs
ABLATIVE	caprō	caprīs

Here are two more examples, one of a noun ending in *-us* and one in *-r*:

	LATIN SINGULAR	LATIN PLURAL
NOMINATIVE	dominus	dominī
GENITIVE	dominī	dominōrum
DATIVE	dominō	dominīs
ACCUSATIVE	dominum	dominōs
ABLATIVE	dominō	dominīs

	LATIN SINGULAR	LATIN PLURAL
	ager	agrī
	agrī	agrōrum
	agrō	agrīs
	agrūm	agrōs
	agrō	agrīs

At this point you may have to give the “context” lecture again, because students will point out that the genitive singular is the same as the nominative plural, and they can’t distinguish between the datives and ablatives. They will soon learn how to translate them appropriately in context.

## 5. Worksheet

Follow the directions given to complete the worksheet.

In Exercise B.3–12, make sure that students can distinguish between the verb of being and English helping verbs. For example, the answer for #5 “we are attacking” should not be *sumus oppugnāmus*. This would make no sense in Latin (and the translation would be “we are are attacking”—silly in English, too). The “are” in “we are attacking” is a helping verb only for “attacking,” and is included in *oppugnāmus*.

## 6. Translation

Most of the Latin to English translations from here on out will contain words that the students have not yet learned. Part of this is because it is nearly impossible to write a story with the few words that they actually do know, but part of it is pedagogical. When your students are one day translating “real” Latin texts, original and not paraphrased, they will most likely encounter many words they haven’t seen before and will need to look them up. Your students need to learn now how to deal with unfamiliar vocabulary so that they can work with it later on in their Latinic careers.

## 7. Quiz

Administer Quiz 4 when the students are ready.



# Lesson 4 Worksheet

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## 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. Deus: **God** \_\_\_\_\_
2. portō, **portāre** \_\_\_\_\_, **portāvī** \_\_\_\_\_,  
**portātum** \_\_\_\_\_ : **I carry** \_\_\_\_\_
3. spear: **hasta** \_\_\_\_\_
4. lūna: **moon** \_\_\_\_\_
5. Christ: **Christus** \_\_\_\_\_
6. filius: **son** \_\_\_\_\_
7. dē: (+ **abl.** \_\_\_\_\_ ) **from, down from, concerning** \_\_\_\_\_
8. ōceanus: **ocean** \_\_\_\_\_
9. food: **cibus** \_\_\_\_\_
10. terra: **earth, land** \_\_\_\_\_
11. sister: **germāna** \_\_\_\_\_
12. brother: **germānus** \_\_\_\_\_
13. ager: **field** \_\_\_\_\_
14. sword: **gladius** \_\_\_\_\_
15. caper: **billy goat** \_\_\_\_\_
16. alnus: **ship, alder (wood)** \_\_\_\_\_
17. I sail: **nāvigō** \_\_\_\_\_, **nāvigāre** \_\_\_\_\_, **nāvigāvī** \_\_\_\_\_, **nāvigātum** \_\_\_\_\_
18. **liberō** \_\_\_\_\_, liberāre, **liberāvī** \_\_\_\_\_, **liberātum** \_\_\_\_\_ : **I set free** \_\_\_\_\_
19. dominus: **lord, master** \_\_\_\_\_
20. servus: **slave, servant** \_\_\_\_\_
21. camel: **camēlus** \_\_\_\_\_
22. man: **vir** \_\_\_\_\_
23. per: (+ **acc.** \_\_\_\_\_ ) **through** \_\_\_\_\_
24. **oppugnō** \_\_\_\_\_, **oppugnāre** \_\_\_\_\_, **oppugnāvī** \_\_\_\_\_, oppugnātum: **I attack** \_\_\_\_\_
25. horse: **equus** \_\_\_\_\_

## B. Grammar

### 1. Decline *vir*.

	LATIN SINGULAR	LATIN PLURAL
NOMINATIVE	<b>vir</b>	<b>virī</b>
GENITIVE	<b>virī</b>	<b>virōrum</b>
DATIVE	<b>virō</b>	<b>virīs</b>
ACCUSATIVE	<b>virum</b>	<b>virōs</b>
ABLATIVE	<b>virō</b>	<b>virīs</b>

### 2. Decline *terra*.

	LATIN SINGULAR	LATIN PLURAL
NOMINATIVE	<b>terra</b>	<b>terrae</b>
GENITIVE	<b>terrae</b>	<b>terrārum</b>
DATIVE	<b>terrae</b>	<b>terrīs</b>
ACCUSATIVE	<b>terram</b>	<b>terrās</b>
ABLATIVE	<b>terrā</b>	<b>terrīs</b>

Translate these verbs into Latin.

3. they sail **navigant** \_\_\_\_\_

4. it is **est** \_\_\_\_\_

5. we are attacking **oppugnāmus** \_\_\_\_\_

6. we are **sumus** \_\_\_\_\_

7. you (sg.) carry **portās** \_\_\_\_\_

8. she shouts **clāmat** \_\_\_\_\_

9. I walk **ambulō** \_\_\_\_\_

10. you (pl.) are telling **narrātis** \_\_\_\_\_

11. I am **sum** \_\_\_\_\_

12. you all dwell **habitātis** \_\_\_\_\_

## C. Memorization

Fill in the blanks, and as usual, be prepared to recall the entire thing from memory for the quiz.

**Pater noster, quī** \_\_\_\_\_ **es in caelis** \_\_\_\_\_,

**Sanctificētur nōmen** \_\_\_\_\_ **tuum. Adveniat** \_\_\_\_\_ **regnum tuum** \_\_\_\_\_.

Fiat **voluntās** \_\_\_\_\_ **tua, sicut** \_\_\_\_\_ **in caelō et in** \_\_\_\_\_ **terrā.**

**Pānem** \_\_\_\_\_ **nostrum quotidiānum** \_\_\_\_\_ **dā nōbīs hodiē** \_\_\_\_\_,

## D. English to Latin Translation

1. Christ is the Son of God, and Lord of the earth.

**Christus Filius Deī [est], et Dominus terrae est.**

---

2. The pirate's brother dwells in the forest and gives food to the beasts.

**Germānus pīrātae in silvā habitat et bēstiīs cibum dat.**

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3. We love the Lord God, but the pirates love gods.

**Dominum Deum amāmus, sed pīrātae deōs amant.**

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4. The camel carries the queen's sister to the palace.

**Camēlus germānam rēgīnae ad rēgiam portat.**

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5. Christ tells stories to the crowds and is now giving the men and women food.

**Christus turbīs fābulās narrat et virīs et fēminīs cibum nunc dat.**

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6. The billy goat walks out of the field and attacks the farmer's son.

**Caper ex agrō ambulat et filium agricolae oppugnat.**

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7. You are pirates; therefore you sail on the ocean and carry men's wealth to the island.

**Pīrātae estis; itaque in ōceanō navigātis et dīvitiās virōrum ad insulam portātis.**

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8. The poet sings tales to the crowd about women, the queen, and camels.

**Poēta turbae fābulās dē fēminīs, rēgīnā, et camēlīs cantat.**

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9. The slave wrongly attacks the master with a sword, but the master conquers the slave with food.

**Servus dominum gladiō male oppugnat, sed dominus servum cibō superat.**

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10. Today the horse carries the servant, the camel carries the food, and the goat does not carry.

**Hodiē equus servum portat, camēlus cibum portat, et caper nōn portat.**

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## E. Latin to English Translation

### 1 Tragoedia<sup>1</sup> Bestiārum

Camēlus, caper, et equus in īnsulā in ōceanō habitant. Est cibus in īnsulā, et equus caprō cibum dat, caper camēlō cibum dat, et camēlus equō cibum dat. Equus in agrō, caper in silvā, et camēlus in spēluncā habitat. Hodiē pīrātae ad insulam nāvigant, et pecūniam et dīvitiās in spēluncam portant. Sed camēlus spēluncae caprō aut equō nihil<sup>2</sup> dē pecūniā et dīvitiīs narrat. Pīrātae ab īnsulā nāvigant, et camēlus dīvitiās amat et equō cibum nōn dat. Equus agrī et caper silvae ad spēluncam ambulant et dīvitiās camēlī spectant. Īra equī et caprī camēlum spēluncae cremat, et camēlum gladiīs oppugnant et necant. Dīvitiās ex spēluncā portant, sed caper ad silvam portat et equus ad agrum portat. Itaque caper silvae equum agrī oppugnat, et equus caprum pugnat. Equus caprum necat, et caper equum necat. Puella et germānus bēstiās spectant, et dīvitiās ad villam portant. Fīnis.<sup>3</sup>

#### Glossary

1. *tragoedia*: tragedy

2. *nihil*: nothing [indeclinable noun]

3. *finis*: the end

### A Tragedy of Beasts

A camel, a goat, and a horse are living on an island in the ocean. There is food on the island, and the horse gives food to the goat, the goat gives food to the camel, and the camel gives food to the horse. The horse dwells in a field, the goat in the forest, and the camel in a cave. Today, pirates sail to the island and carry money and riches into the cave. But the camel of cave tells nothing about the money and riches to the goat or the horse. The pirates sail away from the island, and the camel loves the wealth, and does not give food to the horse. The horse of the field and the goat of the forest walk to the cave and look at the camel's wealth. The anger of the horse and goat burns the camel of the cave, and they attack the camel with swords and kill [him]. They carry the wealth from the cave, but the goat carries [it] to the forest and the horse to the field. Therefore the goat of the forest attacks the horse of the field, and the horse fights the goat. The horse kills the goat and the goat kills the horse. A girl and [her] brother watch the beasts, and carry the wealth to [their] farmhouse. The end.

# Lesson 4 Quiz (51 points)

## A. Vocabulary (15 points)

Translate the following words and fill in the blanks. Give case(s) for prepositions.

1. today: **hodiē** \_\_\_\_\_
2. ad: (+ **acc.** \_\_\_\_\_) **to, toward** \_\_\_\_\_
3. badly: **male** \_\_\_\_\_
4. dē: (+ **abl.** \_\_\_\_\_) **from, down from, concerning** \_\_\_\_\_
5. into: **in** \_\_\_\_\_ (+ **acc.** \_\_\_\_\_)
6. nunc: **now** \_\_\_\_\_
7. ex: (+ **abl.** \_\_\_\_\_) **out of, from** \_\_\_\_\_
8. sed: **but** \_\_\_\_\_
9. itaque: **and so, therefore** \_\_\_\_\_
10. through: **per** (+ **acc.**) \_\_\_\_\_
11. cūr: **why** \_\_\_\_\_
12. ā: (+ **abl.** \_\_\_\_\_) **from, away from** \_\_\_\_\_
13. bene: **well** \_\_\_\_\_
14. aut: **or** \_\_\_\_\_
15. in: **in** \_\_\_\_\_ (+ **abl.** \_\_\_\_\_)

## B. Grammar (15 points)

Decline *goat* in Latin.

	LATIN SINGULAR	LATIN PLURAL
NOMINATIVE	<b>caper</b>	<b>capri</b>
GENITIVE	<b>capri</b>	<b>caprōrum</b>
DATIVE	<b>caprō</b>	<b>capris</b>
ACCUSATIVE	<b>caprum</b>	<b>caprōs</b>
ABLATIVE	<b>caprō</b>	<b>capris</b>

**C. Translation (14 points)**

Translate each sentence into English.

1. The poet is the man's brother.

Poēta germānus virī est.

2. Why does the farmer give food to the horse and not to the son?

Cūr agricola equō sed nōn filiō cibum dat?

**D. Memorization (18 points)**

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

Pater noster, quī es in caelīs,

Sanctificētur nōmen tuum. Adveniat regnum tuum.

Fiat voluntās tua, sicut in caelō et in terrā.

Pānem nostrum quotidiānum dā nobīs hodiē,