STORYBOOK LATIN

YEAR FOUR: ROMAN HISTORY

Teacher Edition

Heather Fluhart & Brian Marr

with illustrations by Forrest Dickison

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GRATITUDE

It is hard to footnote or reference a teacher to whom we owe all of our Latin knowledge. Timothy Griffith, Latin Professor at New Saint Andrews College, is a faithful and skillful teacher. He specializes in "Latin rehab" (i.e., taking students who are burnt out and completely sick of Latin and helping them love it again). Much of our work on this book ought to be credited to his work and teaching to an extent that it is impossible to footnote. However, any Latin errors or pedagogy that he would disagree with ought to be credited entirely to ourselves. He is responsible for none of it.

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INTRODUCTION

TO THE TEACHER EDITION

WELCOME

Storybook Latin 4: Roman History is designed to follow *Storybook Latin 1: Phaedrus Fables*, *Storybook Latin 2: Bible Stories*, and *Storybook Latin 4: Roman Myths*. If you have already completed Years 1, 2, and 3, you will notice that many of the same grammar concepts are taught. This repetition is on purpose, but all of it is done at a faster pace each year, so as not to be dull.

Remember, in learning a language you are building a tower. The bricks are vocab, and the grammar is the mortar. Elementary Latin is the base of the tower; it is simple. We are introducing many new vocab words this year, but much of the grammar is review. However, each book does add a few new concepts while the review material steadily advance in complexity or are done at a faster rate. Also, since this curriculum is centered on story and vocabulary, the repetition of grammar is mainly there to help students read and understand the stories.

Storybook Latin is a four-book program intended for elementary students Grades 3-6 in schools and homeschools, but can be used with older first-time students as well.

How to Use Storybook Latin

This teacher edition includes two types of pages:

- The teaching notes pages (like this one) have a T before each page number. Each Teaching Notes section begins with a vertical orange bar.
- The student pages in the Teacher Manual have normal numbering and are identical to those in the student text except that all exercises and assignments have the answers in gray for easy comparison and grading. The student sections each begin with a vertical blue bar.

DAILY SCHEDULE

The teaching notes and schedule are designed to complete *Storybook Latin 4: Roman History* in one academic year. The schedule can be adapted and

should work for most, but you should always feel free to adjust the schedule to your needs. Here are some helpful tips for you:

We recommend spending five class periods per lesson, and teaching notes are provided for each day. However, if you have fewer class periods scheduled for Latin, you can adapt the lesson plans to fit your schedule. For example, if you are studying three times per week, do the assignments labeled Day 1 and 2 on the first day, the assignments labeled Days 3 and 4 on the second day, and Day 5 (plus any remaining catch up) on your third day. This should not be too much of a problem since a good deal of each day in the five day schedule is spent in review. However, if you cut these review times, the students may need to study vocab outside of class time.

VOCABULARY

All vocabulary is introduced with illustrations. These illustrations are also available as a flashcard set at www.logospressonline.com/storybooklatin. Students will learn to recognize English derivatives of their growing Latin vocabulary, which will reinforce their skills in both languages.

GRAMMAR

There is a basic Latin grammar lesson introduced each week. The grammar concepts that are covered in the lesson will often be reinforced by a Pensum (homework assignment) for that week. The grammar concepts will also show up in the story; the Exercitium (exercise) above the story will ask students to locate the examples of the grammar concepts within the story. It is up to you as the teacher whether you want to use these assignments as homework or simply an in-class assignment.

TESTS AND QUIZZES

This curriculum is broken into four sections, each ending with a review test for the section. These review tests cover the vocab and grammar of each section. Bonus list material does not show up on the review tests. These quarterly review tests will help gauge students' progress and solidify vocabulary and grammar.

There is also a quiz each week covering the vocabulary list and the grammar lesson for that week. Visit www.logospressonline.com/storybooklatin for information on testing materials.

CERTAMINA

For each lesson there is a certamen (speed drill) that is used to drill noun case endings. The directions for this are in the teaching notes for the first lesson, and the certamina sheets are in the tests and quizzes packet.

BONUS LISTS

After each of the first three review tests you will find a bonus list on the schedule. The bonus list is placed there to change things up a bit and give you and your students a break from the normal grammar lesson, pensum, and story. For these weeks they are only required to memorize the vocab and do the bonus activity.

Bonus lists are not required! If you are just a bit behind schedule or you feel like you didn't cover a lesson very well then you may skip this week in order to catch up or go back and review whatever you want.

GRAMMATICA LATINA

The grammatica appendices in both the student and teacher's editions are summaries of almost all of the Latin grammar taught in the book. There is one for nouns and pronouns, one for verbs, and one for adjectives. These can be used as fact sound-offs for the students to recite (see directions in Appendix A), and/or they can be used as grammar reference sheets where the students can quickly and easily locate charts and rules.

GLOSSARIES

Two glossaries—Latin to English and English to Latin—that include all of the vocabulary taught in the book are provided as appendices in the back of each edition.

Pronunciation Key

We are not going to be Latin pronunciation sticklers, so don't be too worried about it. However, it's easier to get into the spirit of reading and answering in Latin if you have consistent rules of pronunciation, so here are the rules that we follow.

Most letters are pronounced as in English, so there are just a few you need to know about. Particularly you need to know about macrons, which are sometimes important. Macrons are dashes that go above a letter to signal that it is a long vowel, sometimes with a different sound. We only include macrons in this book when it is a regular ending.

a pronounced like in *father*

ā pronounced the same way, but held longer

c pronounced hard like in *cabin*, never like *s*

e pronounced short as *eh,* like in *ebb*

ē pronounced long as *ey*, like in *latte*

i pronounced short as *ih*, like in *thick*

ī pronounced long as *ee*, like in *eat*

o pronounced short as *o,* like in *pot*

ō pronounced long as *oh,* like in *coat*

r if you want, you can roll your *r* a bit, but don't go too crazy

u pronounced long, like in *fluke*

ū the same sound, but simply held longer

v some people have you pronounce this like *w*, and it may have been a *v/w* combo consonant, but we do it with a solid *v* sound.

y when used (which is not often) it sounds like a cross between *ee* and *u*. But don't worry: you won't see it that often.

LESSON 1:

REVIEW

STUDENT GOALS

- Learn the Latin words that will show up in our first few stories.
- Review vocab basics.
- Review the two rules for finding a derivative.

SCHEDULE

Day 1	☐ Learn Lesson 1 vocab ☐ Lesson 1: Vocab Basics
Day 2	☐ Review vocab ☐ Lesson 1: Derivatives ☐ Find Derivatives for Lesson 1 vocab
Day 3	☐ Case Certamen 1 ☐ Review vocab ☐ Finish finding Derivatives
Day 4	☐ Case certamen corrections due ☐ Play Review Game to prepare for the quiz
Day 5	☐ Take Quiz 1 ☐ Optional: Do fun activity or... ☐ Start the next vocab list

TEACHING NOTES

The first quarter of Storybook Latin 4 includes Lessons 1–6. These lessons focus primarily on reviewing present tense verbs and many of the noun declensions and cases from previous years.

Day 1

- ☐ Introduce the Latin vocabulary:
  - ☐ Have your student open to Lesson 1.
  - ☐ Read (or have your students read) each new Latin vocabulary word out loud in Latin with genitive and gender, and have your student repeat it aloud. Have your student guess from the picture what the Latin word means in English. If there is more than one way of translating the Latin word, discuss as many as you can come up with.
  - ☐ These are review words from years 1 and 2, so you could also start by seeing how many of these words your students remember from last year.
- ☐ Review vocab basics:
  - ☐ You can do this as you are reviewing the vocab or right after.
  - ☐ Have your students give examples of nouns, adjectives, and verbs from their vocab list.

Day 2

- ☐ Review vocab (see review options below):
  - ☐ Ask questions using pictures, objects, or Latin questions. Have students answer with spoken or written Latin.
  - ☐ Optional: Create flashcards for Latin words or purchase at logospressonline.com/storybooklatin.
- ☐ Teach Derivatives Lesson:
  - ☐ This year of Latin begins with the same thing as the past years—derivatives!
  - ☐ Define a derivative. See how much they remember from last year.
- ☐ Find Derivatives:
  - ☐ Have your student read through the Latin vocab and see if any of the Latin words remind them of English words.
  - ☐ Not every Latin word will have an English derivative.
  - ☐ When doing derivatives, you always want to connect the new information that you are teaching them to something that they already know.
  - ☐ One way to find derivatives is to have the student look up the first three letters of the Latin word in an English dictionary. Always have the student try to explain how the English derivative is similar to the Latin word in both spelling and meaning.
  - ☐ If you are wondering whether a word is a derivative, a good resource is etymonline.com, which explains the etymology (where a word came from) of English words.

Day 3

- ☐ Case Certamen:
  - ☐ The case certamen is a weekly speed drill. (Certamen means a competition or contest.) Treat it like math facts speed drills, where you are teaching students to know from memory how to add, subtract, multiply, or divide certain numbers. We do certamina to train the student to put case endings on nouns

quickly. They will be slow at first and may need to chant (silently) through their case endings to find the right one. By the end of the year, however, they should be able to answer these questions as fast as they would answer 3 x 3. Also, at this time they will just have to remember all of their case endings from last year, so until you review them in future lessons, feel free to let them use their noun grammatica in appendix A (p.413).

- ☐ Directions:
  - ☐ Certamina can be found in the test book. You can make multiple copies of them so your student or class can use them.
  - ☐ Pass out the case certamen face-down. Don't let them flip it till you say "Incipe!" (sg) or "Incipite!" (pl).
  - ☐ They have 4 minutes to complete the certamen. If they finish before the time is up, they should write down the time in which they finished.
  - ☐ Grade the certamen together. If you have multiple students, have them trade and grade. Write the correct answers on the board.
  - ☐ Have students make corrections to their work, and turn it in for full credit (either now or tomorrow). They can use the noun grammatica charts and vocab lists in the book, but don't just let them copy the correct answer from you.
  - ☐ I like to keep a record chart—the "CHARTA"—for students who get 10 out of 10 before corrections. They get a sticker on the charta under the minute in which they finished.
- ☐ Review Vocabulary (see review options below), but choose a different review approach from yesterday.
  - ☐ Ask questions in Latin, or using pictures and objects. Have your student answer with spoken or written Latin.
  - ☐ Optional: study Latin with flashcards or drill with a buddy.
- ☐ Finish finding Derivatives if necessary.

Day 4

- ☐ Case Certamen corrections due.
- ☐ Play a review game to prepare for the quiz tomorrow.
  - ☐ See the Thesaurus Ludorum (The Game Treasury) in Appendix E (p.T-80).
  - ☐ Feel free to make up your own games. Just alternate between games that require your student to say the Latin word aloud and games that require him to write it down.
  - ☐ The quiz will be from picture to Latin. Your student will be given the picture and have to write the Latin word beneath it. There will also be some questions about the lesson on vocab basics and derivatives.

Day 5

- ☐ Take Quiz 1.
- ☐ You can grade the quiz together and have them correct their answers in pen afterward.
- ☐ After the quiz... (see options below):
  - ☐ Do a fun Latin activity.
  - ☐ Start next vocab list.

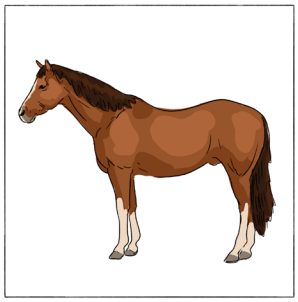
VOCABULARY

1. bellum, -ī, n.

war

2. rex, regis, m.

king

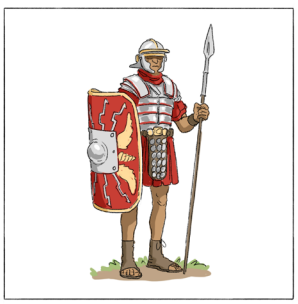


3. equus, -ī, m.

horse

4. insula, -ae, f.

island

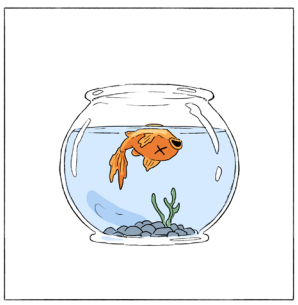


5. miles, militis, m.

soldier

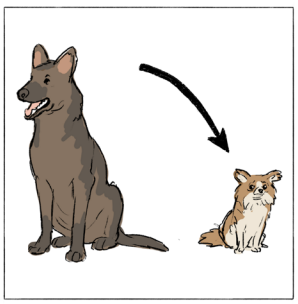
6. vir, -ī, m.

man



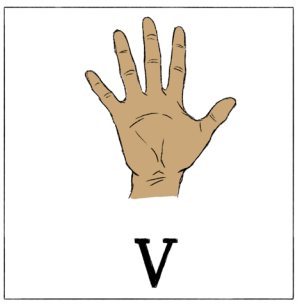
7. mortuus, -a, -um

dead



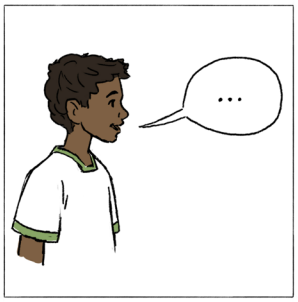
8. alius, alia, aliud

another



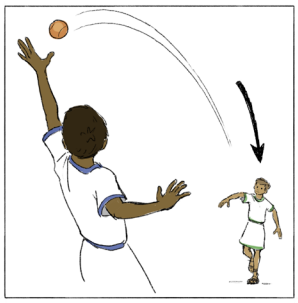
9. quinque

five



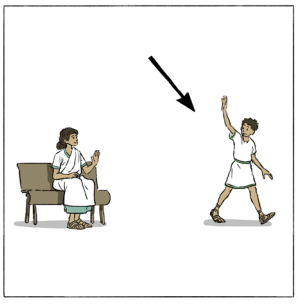
10. dic-, dix-, dict-

say



11. iac(i)-, iec-, iact-

throw

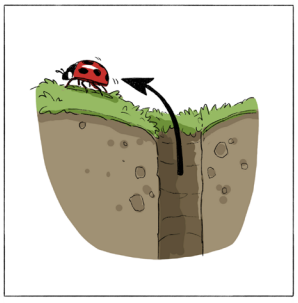


12. relinqu-, reliqu-, relict-

leave behind

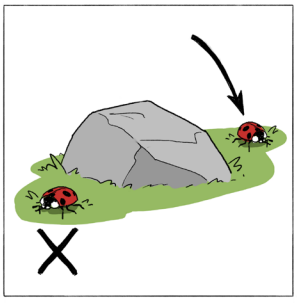
13. veni-, ven-, vent-

come



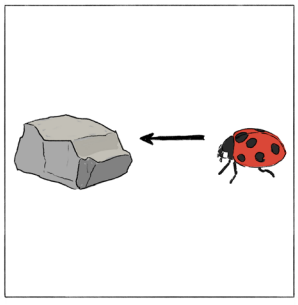
14. ex + abl.

out of



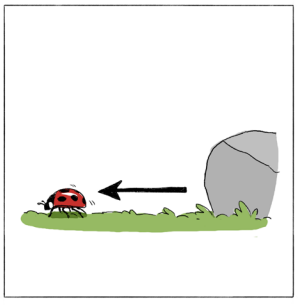
15. post + acc.

behind, after



16. ad + acc.

to, toward



17. a(b) + abl.

away from

18. in + abl./acc.

in, on, into

VOCAB BASICS

The following notes are all review if you have done the past 3 years of *Storybook Latin*, but if you are jumping in this year, here is what you need to know about the vocab lists:

Nouns

Nouns will (almost) always have two things following them. These are called **genitive** and **gender.** You must memorize them for the vocab quiz. In order to help you memorize them, here is how you say them:

- -i is pronounced "ee"
- -ae is pronounced "eye"
- f. stands for feminine
- m. stands for masculine
- n. stands for neuter
- c stands for common (either masculine or feminine)

Adjectives

Adjectives also have two things following them. These two endings show that an adjective can change gender to match a feminine or neuter word (the first form is used to match masculine nouns). Here are the most common adjective endings:

-us, -a, -um
-is, -is, -e

There are a few exceptions like *alius, alia, aliud* or a word that looks like a noun but does not have any gender (m., f., or n.) after it (e.g., *sapiens, sapientis*). You will learn more about adjectives in future lessons.

Verbs

Verbs come with three different stems. The 1st stem tells you what kind of verb it is—whether it is an I-, E-, A-, or consonant-stem verb. You will

use the 1st stem for most verb forms and you will only need the 2nd stem later this year for forming the perfect tense. You may not need the 3rd stem until high school, though all three will be useful this year in helping you notice derivatives. Either way you must memorize them for every quiz from now on. They get easier as you go so don't stress!

DERIVATIVES

What is a derivative?

A derivative is a word in one language (i.e., English) that came from a word in another language (i.e., Latin). The English derivative must be similar to the Latin root word in both **spelling** and **meaning**.

Exemplum

LATIN ROOT WORD	*ENGLISH DERIVATIVE*
mortuus (dead)	mortal (able to die)

The Latin and English words have similar spelling—*mort-*, and similar meaning—something to do with *death*. However, they do not mean the exact same thing.

Nota Bene

Usually a derivative will have at least three letters that are spelled the same, though sometimes the vowels will change. Also one technique for coming up with derivatives is to look up the first three letters of the Latin word in an English dictionary and to see if there are any English words that have the beginning letters of the Latin word. Obviously not every English word you find will be a derivative, but it is a good way to get you started.

Lesson Review

A derivative must be similar to its root word in both

spelling _____ and meaning _____

DERIVATIVES EXERCISE

Copy the vocabulary list in the left column below. As practice, also write the genitive and gender for all nouns. For each word that has English derivatives, write those in the right column. You will not find derivatives for every single word, but this is not a problem.

1.	bellum, -ī, n.	belligerent, rebel, antebellum
2.	rex, regis, m.	regal, regent, reign, royal, T-rex
3.	equus, -ī, m.	equine, equestrian
4.	insula, -ae, f.	insulate, island, isle
5.	miles, militis, m.	military, militant
6.	vir, -ī, m.	virile, virtue
7.	mortuus, -a, -um	mortal, mortgage, mortuary
8.	alius, alia, aliud	alias, alien, alienate
9.	quinque	quintuplets
10.	dic-, dix-, dict-	diction, predict, dictionary (words ending with *-dict*)
11.	iac(i)-, iec-, iact-	eject, conjecture, abject, interject, inject
12.	relingu-, reliqu-, relict-	relinquish, derelict
13.	veni-, ven-, vent-	venture, advent, event
14.	ex + abl.	excite (words beginning with *ex-*)
15.	post + acc.	postpone, posterior (others beginning with *post-*)
16.	ad + acc.	advent, adverb (others beginning with *ad-*)
17.	a(b) + abl.	absent, abject (others beginning with *ab-*)
18.	in + abl./acc.	invite, inject (others beginning with *in-*)

Nota Bene

For the quiz you will be given the picture and have to write the Latin word beneath it with any endings that are given on your list. There will also be some questions about the lesson on vocab basics and derivatives.

NOMEN: _____

DIES: _____

CERTAMEN CELERE 1

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

Since you have not yet reviewed your different declension endings, you may use your Grammatica Latina for nouns if you do not remember your case endings from last year for now.

1. insula (dat. sg.) **insulae**
2. rex (acc. sg.) **regem**
3. equus (nom. pl.) **equī**
4. bellum (acc. pl.) **bella**
5. miles (abl. sg.) **milite**
6. rex (gen. sg.) **regis**
7. equus (gen. pl.) **equōrum**
8. insula (dat. pl.) **insulīs**
9. bellum (abl. pl.) **bellīs**
10. vir (nom. sg.) **vir**

NOMEN: _____

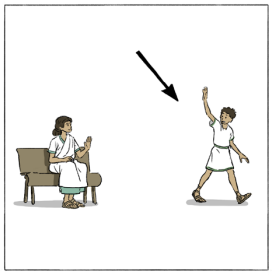
DIES: _____

LESSON 1 PERICULUM

Answer questions 1–18 in Latin:

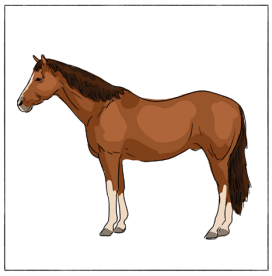
1. Quis est?

vir, -ī, m.



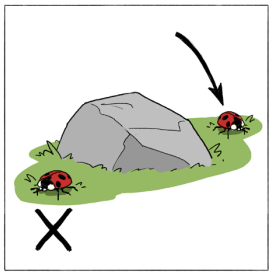
2. Quid agit?

relinqu-, reliqu-, relict-



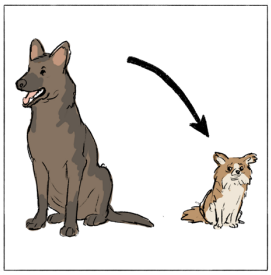
3. Quid est?

equus, -ī, m.



4. Quae praepositio?

post + acc.

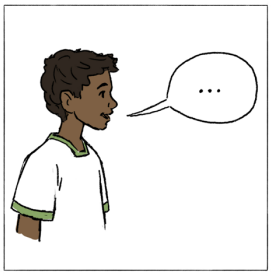


5. Qualis est?

alius, alia, aliud

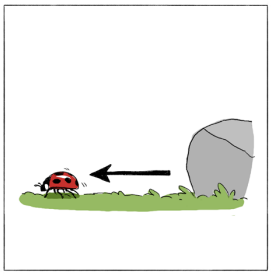
6. Quid est?

bellum, -ī, n.



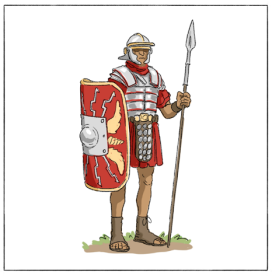
7. Quid agit?

dic-, dix-, dict-



8. Quae praepositio?

a(b) + abl.

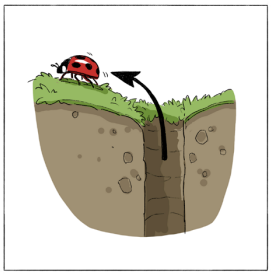


9. Quid est?

miles, militis, m.

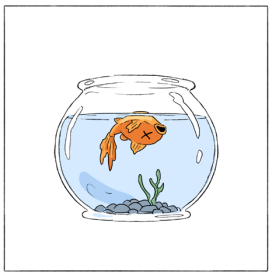
10. Quid est?

rex, regis, m.



11. Quae praepositio?

ex + abl.

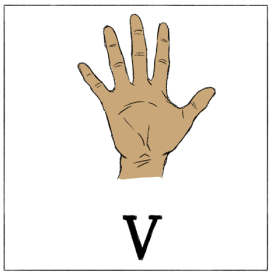


12. Qualis est?

mortuus, -a, -um

13. Quae praepositio?

in + abl./acc.

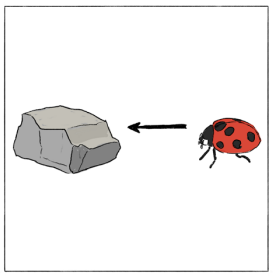


14. Quot sunt?

quinque

15. Quid est?

insula, -ae, f.



16. Quae praepositio?

ad + acc.

17. Quid agit?

veni-, ven-, vent-

18. Quid agit?

iac(i)-, iec-, iact-

19. What is a derivative?

A derivative is a word that comes from a word in another language and so is similar to that word in both spelling and meaning.

20. What are the two parts that follow nouns on your vocab lists called?

genitive and gender

21. How many stems does a verb have? three

LESSON 2:
EQUUS TROIANUS

STUDENT GOALS

- Learn the rest of the Latin words for the story of the Trojan Horse.
- Learn/review the present tense verbs endings and the being/linking verb.

SCHEDULE

Day 1	☐ Learn Lesson 2 vocab ☐ Go over derivatives ☐ Teach present tense verb endings
Day 2	☐ Review the present tense verb endings ☐ Teach present tense being/linking verb ☐ Start Lesson 2 Pensum ☐ Review vocab ☐ Start reading story
Day 3	☐ Case Certamen 2 ☐ Review vocab and grammar (or catch up) ☐ Finish Lesson 2 Pensum ☐ Finish reading story ☐ Start pensum de fabula
Day 4	☐ Case certamen corrections due ☐ Lesson 2 Pensum due ☐ Finish the Pensum de Fabula ☐ Play Review Game to prepare for the quiz
Day 5	☐ Pensum de fabula due ☐ Take Quiz 2 ☐ Students can illustrate fabula ☐ Assign parts and act out story or... ☐ Start the next vocab list

TEACHING NOTES

Day 1

- ☐ Introduce the Latin vocabulary for Equus Troianus:
  - ☐ Open to Lesson 2.
  - ☐ See Lesson 1 for vocab introducing techniques.
- ☐ Go through the derivatives section:
  - ☐ Have your student read through the Latin vocab and see if any of the Latin words remind them of English words.
  - ☐ Record any derivatives that you find on your derivatives list.
- ☐ Teach the present tense verb endings
  - ☐ Work through the lesson
  - ☐ Have students fill in blanks
  - ☐ Answer questions about the lesson

Day 2

- ☐ Review the present tense verb endings.
- ☐ Teach the present tense being/linking verb.
- ☐ Start Lesson 2 Pensum:
  - ☐ Race, time, or just work through pensum.
  - ☐ Check answers together.
  - ☐ Make corrections.
- ☐ Review vocab (see review options from Lesson 1 teaching notes).
- ☐ Start reading story:
  - ☐ Have students read aloud.
  - ☐ You can ask them simple questions in Latin as you read through it. See Pensum de Fabula for the questions to ask, but add more as well. You will complete this later with them so don't let them write down the answers yet: just answer orally from the story.
  - ☐ Have students reread the story on their own and label anything that the Exercitium (exercise) says to label in the story.
  - ☐ Students may illustrate the story as you work through it, as long as they are tracking and answering questions.

Day 3

- ☐ Case Certamen:
  - ☐ Pass out case certamen and time while the students complete it (like a math speed drill).
  - ☐ Trade and grade certamen.
  - ☐ Give the students 5 minutes to make corrections using their noun grammatica.
  - ☐ The rest of the corrections are due tomorrow.
- ☐ Review vocab and grammar.
  - ☐ For this short review section, feel free to have students do this on their own or you can do a quick review together.
  - ☐ You could also use this time to catch up on any part of the lesson that you may be behind on.
- ☐ Finish Lesson 2 Pensum.
- ☐ Reread or finish reading story:
  - ☐ Work on illustrating it.
  - ☐ Start on the Pensum de Fabula. Again, your student does not need to know all the grammar that they are using or to

know each answer from memory: they just need to know enough to find and copy the answer from the story. This practice will lead to greater understanding in the future.

☐ Story discussion notes:

This story is set at the very end of the Trojan War, a story which is told in Homer's *Iliad*. This story, however, takes place at the beginning of Virgil's *Aeneid*.

Some of your students may know some details about the Trojan war, so start by asking them a few questions to see how much they know, in order to give some context to this story.

Examples:

- Why were the Greeks fighting in Troy?
- How long had the Greeks been fighting in Troy?
- How do the Greeks eventually defeat and destroy Troy?

At this point in the story, the Greeks come up with a plan to defeat Troy. Odysseus, a Greek, says they should build a wooden horse and leave it on the beach as a 'gift' to the Trojans. They then pretend to sail back to Greece but they actually just sail around to the other side of an island.

When the Trojans find the horse they rightly believe it to be a trick. However, they then capture Sinon, a Greek who pretends to have been deserted there by his comrades and whose great acting convinces the Trojans that the Greeks wanted them to distrust the wooden horse and therefore leave it be or destroy it, and thus bring the wrath of the gods upon them. However, if they wanted to be blessed then they should bring the horse into the city and dedicate it to Minerva/Athena and they should not leave it on the beach. So the Trojans bring it into their city not knowing that the hollow wooden horse is actually filled with Greek soldiers.

Day 4

☐ Case certamen corrections due.

☐ Lesson 2 Pensum due.

☐ Finish the Pensum de Fabula.

☐ Play a review game to prepare for the quiz tomorrow.

- ☐ See the Thesaurus Ludorum (The Game Treasury) in Appendix E (p. T-80).
- ☐ The quiz will be from picture to Latin and will include the present tense verbs endings and the present tense being/linking verb.

Day 5

☐ Pensum de Fabula due.

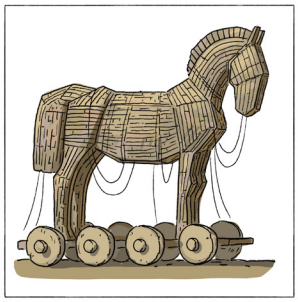
☐ Take Quiz 2.

☐ You can grade the quiz together and have them correct their answers in pen afterward.

☐ After the quiz... (see options below):

- ☐ Finish illustrating the story.
- ☐ Assign character parts and act out the story.
- ☐ Start next vocab list.

VOCABULARY

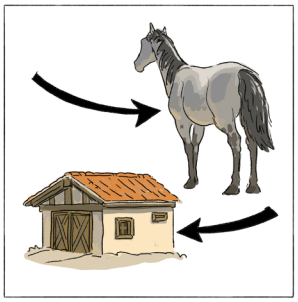


1. dolus, -ī, m.

trick, deception

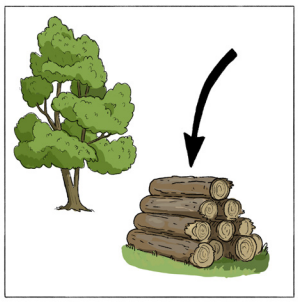
2. litus, litoris, n.

beach, shore



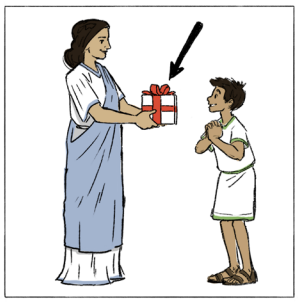
3. latus, lateris, n.

side, flank



4. lignum, -ī, n.

wood

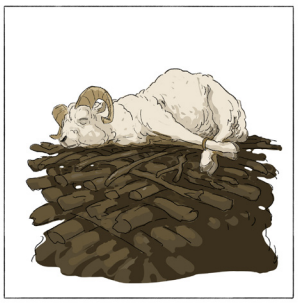


5. donum, -ī, n.

gift, present

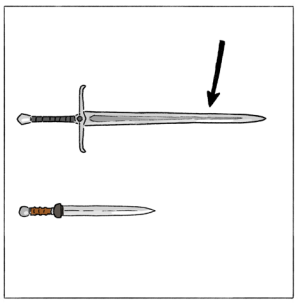
6. hasta, -ae, f.

spear



7. sacrificium, -ī, n.

sacrifice



8. longus, -a, -um

long, extended

9. cred-, credid-, credit-

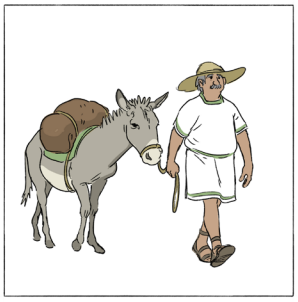
believe

10. aedifica-, -av-, -at-

build

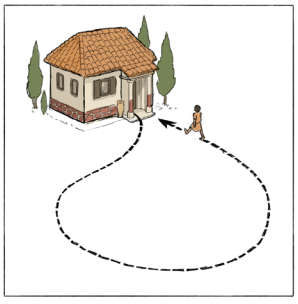
11. occulta-, -av-, -at-

hide



12. duc-, dux-, duct-

lead, guide, direct

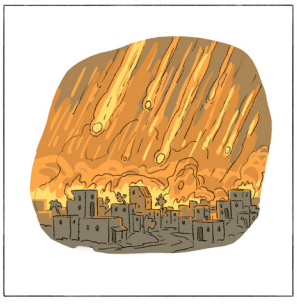


13. reveni-, reven-, revent-

come back, return

14. inveni-, inven-, invent-

find, meet with

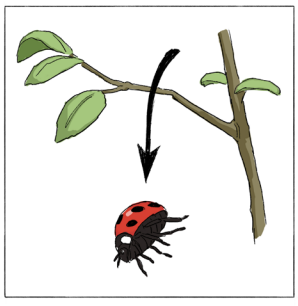


15. destru-, destrux-, destruct-

tear down, demolish

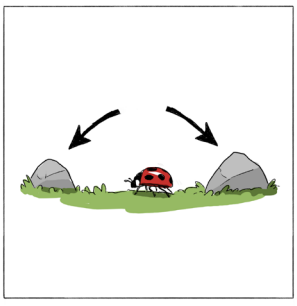
16. porta-, -av-, -at-

carry



17. de + abl.

from, away from, down from



18. inter + acc.

between

DERIVATIVES

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

1.	dolus, -ī, m.	doleful
2.	litus, litoris, n.	littoral, Lithuania
3.	latus, lateris, n.	lateral, latissimus dorsi ("lats"), latitude, dilate
4.	lignum, -ī, n.	ligneous, lignin, lignite
5.	donum, -ī, n.	donate, donation
6.	hasta, -ae, f.	none
7.	sacrificium, -ī, n.	sacrifice, sacrificial
8.	longus, -a, -um	long, longitude
9.	cred-, credid-, credit-	credible, creed, credit
10.	aedifica, -av-, -at-	edifice, edify, edification
11.	occulta, -av-, -at-	occult
12.	duc-, dux-, duct-	duct, duke, induction, production
13.	reveni-, reven-, revent-	revenue
14.	inveni-, inven-, invent-	invent, invention
15.	destru-, destrux-, destruct-	destroy, destruction
16.	porta, -av-, -at-	portable, port, porter
17.	de + abl.	despise (others beginning with de-)
18.	inter + acc.	interrupt (others beginning with inter-)

PRESENT TENSE VERB ENDINGS AND BEING/LINKING VERB

Remember that in Latin a verb in the present tense has six different possible endings depending on who is the subject of the verb. I said "in the present tense" because a verb would have a different set of six endings if it were in a different tense. So what is a verb tense?

A verb tense tells you when the action happens. The three main tenses (though there are more) are past, present, and future tense. However, in Latin the past tense is broken up into perfect tense and imperfect tense. We will review all of these tenses in later lessons, but for today we are just reviewing the present tense.

As it says in your verb grammatica, "the present tense is happening now." Here are the Latin verb endings for the present tense:

PRESENT TENSE VERB ENDINGS

	Singular	Plural
1st Person	-ō	-(i)mus
2nd Person	-(i)s	-(i)tis
3rd Person	-(i)t	-(u)nt

The ending tells you who is doing the verb, so the translations next to the ending would be the subject of whatever verb you put that ending on.

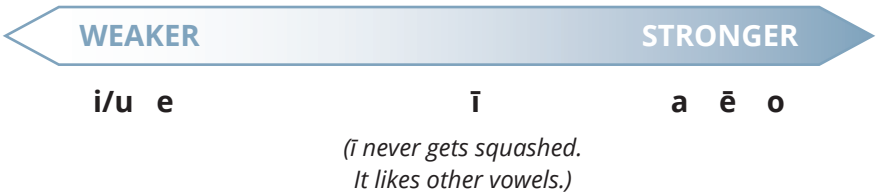
Exemplum

iaciō I throw or I am throwing

Nota Bene

There are two ways to translate a present tense verb into English. You can do it without the helping verb ("I throw") or with the helping verb ("I am throwing").

Here are a few things to remember before conjugating (putting the endings on a verb). The vowel in parentheses is squashable, so it will be squashed by stronger vowels that are part of the verb stem. However, if the verb is a consonant-stem verb then the vowel in parentheses will stay. Here is a graph that shows the strength of different vowels.



Here are examples of the four main types of verb stems conjugated in the present tense. We will use different example verbs than are in the verb grammatica, so you can also look at your verb grammatica (page ?) for more examples like this.

CONSONANT STEM

	Singular	Plural
1st Person	ducō	ducimus
2nd Person	ducis	ducitis
3rd Person	ducit	ducunt

When you are saying the consonant-stem verb, always emphasize the first part of the verb and not the ending (e.g. "**duc**unt"), or the syllable that comes before the ending for longer verbs (e.g. "de**stru**imus") This is not always the case with the other types of verb stems.

I-STEM

	Singular	Plural
1st Person	veniō	venīmus
2nd Person	venīs	venītis
3rd Person	venit	veniunt

For conjugating in the present tense, I-stem and weak I-stem act the same, so if you were to conjugate fac(i)-, it would follow the same pattern as veni- above.

A-STEM

	Singular	Plural
1st Person	portō	portāmus
2nd Person	portās	portātis
3rd Person	portat	portant

The main thing you need to remember with A-stem is that you lose the "a" in the 1st person singular.

E-STEM

	Singular	Plural
1st Person	habeō	habēmus
2nd Person	habēs	habētis
3rd Person	habet	habent

The E-stem is nice because it keeps the "e" in every form and consistently squashes every parenthetical vowel in the ending.

Remember these are just examples of the four main types of verb stems. When you come across a different verb, first figure out what kind of stem it has and then conjugate it according to what stem it has.

Label what type of stem each of these verbs from your list has. Remember, you only need to look at the first of the three stems

Exemplum

veni-, ven-, vent- I-stem

1. relinqu-, reliqu-, relict- **consonant-stem**
2. iac(i)-, iec-, iact- **weak I-stem**
3. dic-, dix-, dict- **consonant-stem**
4. aedifica-, -av-, -at- **A-stem**
5. porta-, -av-, -at- **A-stem**
6. destru-, destrux-, destruct- **consonant-stem**

Nota Bene

Both *destru-* and *relinqu-* are considered consonant stems since there is no such thing as a u-stem verb.

However, there are also irregular verbs which do not fit into any of the categories above. These ones we will just have to memorize the endings for. Some examples that you have learned in previous years are *vult, potest*, and even *est*. Since the being/linking verb *est* is one of the most useful and frequent verbs, we will start with that one.

Here are the being/linking verbs in Latin with the English translations for each:

PRESENT-TENSE BEING/LINKING VERB

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

Notice that the English pronoun is in parentheses. This is because the word *sum* does not just mean *am*: it means *I am*. But there is also a separate word for I—*ego*. This means that you could either say *sum* or *ego sum*.

NOMEN: _____

DIES: _____

LESSON 2 PENSUM

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

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

Translate into English:

2. sumus **we are**
3. est **he, she, or it is**
4. es **you are**
5. sunt **they are**

6. Conjugate the verb *cred-* in the present tense:

	Singular	Plural
1st Person	credō	credimus
2nd Person	credis	creditis
3rd Person	credit	credunt

Translate these verbs into Latin:

7. I build **aedificō**
8. You all carry **portatis**

9. We lead **ducimus** _____

10. You return **revenīs** _____

11. He believes **credit** _____

Nota Bene

You need to know the present tense being/linking verb in Latin and how to translate it, and be able to conjugate and translate any regular verb from your vocab list in the present tense for the quiz this week.

EQUUS TROIANUS

Exercitium

❑ Label all the present tense verbs as A-, E-, consonant- (X), I-, or i-stem, and label any present tense being/linking verbs (LV)

	(A)	(LV)
Exempla	amat	est

❑ Pingite fabulam!

Bellum longum inter Graecōs et Troianōs est. (LV)	Priamus rex Troiae est (LV) et Agamemnon rex Graecōrum est. (LV)
Tandem Graecī equum de lignō aedificant (A-stem) et militēs se in equō occultant (A-stem)	Graecī equum in litore relinquunt (X-stem) et ad insulam clam veniunt. (I-stem)

Priam is the king of Troy and Agamemnon is the king of Greece.

There is a long war between the Greeks and Trojans.

The Greeks leave the horse on the shore and secretly go to an island.

Finally the Greeks build a horse out of wood and the soldiers hide in the horse.

Troianī: “Ecce Graecī tandem ad Graeciam (I-stem) reveniunt et equum donum relinquunt (X-stem)!”

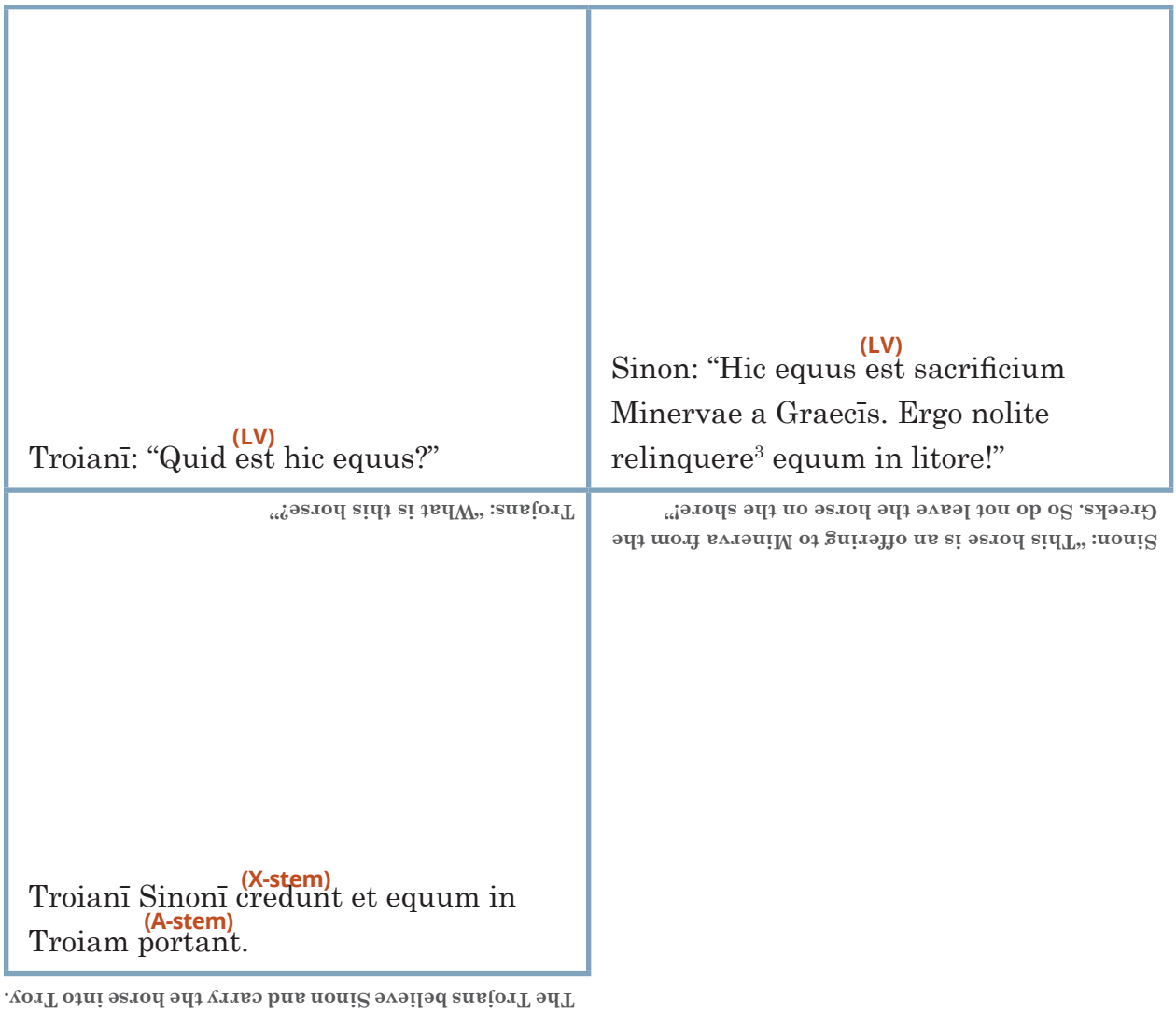
Troianī equum (I-stem) in litore inveniunt.

Sed subito Troianī virum Graecum ad regem (X-stem) Priamum ducunt.

Sed aliī (X-stem) dicunt: “Non, sed id (LV) est dolus Graecōrum! Destruite[1] istum equum!”

Vir Graecus: “(LV) Sum Sinon et Graecī me reliquerunt[2] et ad Graeciam revenerunt.”

Troianī: “(LV) Quis es? Et cur (LV) hīc es?”



Footnotes

1. *Destruite!: Destroy!* This is a plural imperative—a command to more than one person.
2. *Reliquerunt: they deserted; revenerunt: they returned.* These are perfect tense verbs, which you will learn about later in Lesson 20.
3. *Nolite relinquere: Don't leave! Noli* or *Nolite* with an infinitive verb *-(e)re* makes a negative imperative, which you will learn about later in Lesson 22.

You should recognize most of the words in this story, but if you see a word that is not in the word list, like *tandem*, flip to Appendix F: Thesaurus Vocabulorum on p. 432 to find out that word's meaning.

Nomina

Agamemnon, -onis, m.: King of Mycenae in Greece, the main king who led the Greeks in their war against Troy

Priamus, -ī, m.: Priam, king of Troy

Troianus, -ī, m.: a Trojan

Troia, -ae, f.: Troy

Graecus, -a, -um: Greek (adj.)

Graecus, -ī, m.: a Greek (noun)

Sinon, -onis, m.: Greek soldier who tricks the Trojans and convinces them to bring the wooden horse into Troy

Minerva, -ae, f.: Minerva/Athena, goddess of wisdom and war

NOMEN: _____

DIES: _____

PENSUM DE FABULA

Equus Troianus

Answer using a complete Latin sentence:

1. Quis est rex Troiae?

   Priamus rex Troiae est.

2. Quis est rex Graecōrum?

   Agamemnon rex Graecōrum est.

3. Quid aedificant Graecī?

   Graecī equum de lignō aedificant.

4. Ubi occultant militēs?

   Militēs se in equō occultant.

5. Ubi Graecī equum relinquunt?

   Graecī equum in litore relinquunt.

Question Key

Quis? Who?
Quid? What?
Ubi? Where?

NOMEN: _____

DIES: _____

CERTAMEN CELERE 2

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

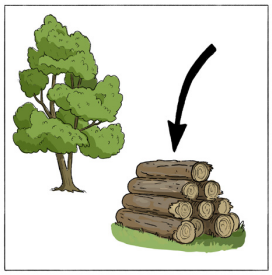
1. dolus (dat. pl.) **dolīs**
2. litus (nom. sg.) **litus**
3. lignum (nom. pl.) **ligna**
4. latus (dat. sg.) **laterī**
5. donum (abl. sg.) **donō**
6. hasta (acc. sg.) **hastam**
7. sacrificium (gen. pl.) **sacrificiōrum**
8. hasta (acc. pl.) **hastās**
9. dolus (abl. pl.) **dolīs**
10. lignum (gen. sg.) **lignī**

NOMEN: _____

DIES: _____

LESSON 2 PERICULUM

Answer questions 1–18 in Latin:

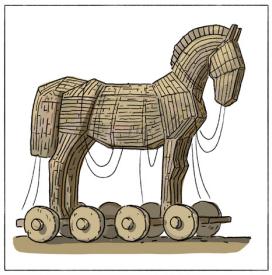


1. Quid est?

lignum, -ī, n.

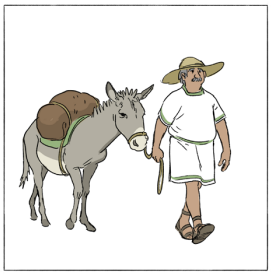
2. Quid agit?

occulta-, -av-, -at-



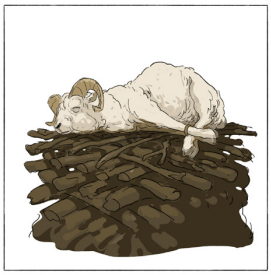
3. Quid est?

dolus, -ī, m.



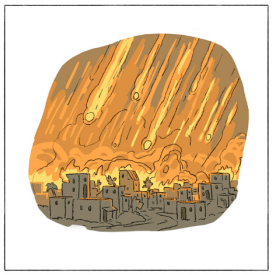
4. Quid agit?

duc-, dux-, duct-



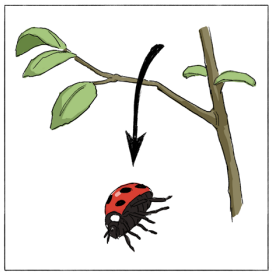
5. Quid est?

sacrificium, -ī, n.



6. Quid agit?

destru-, destrux-, destruct-



7. Quae praepositio?

de + abl.

8. Quid est?

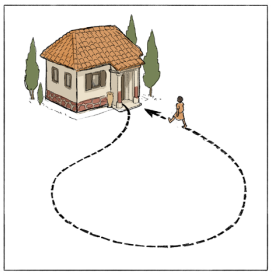
litus, litoris, n.

9. Quid agit?

porta, -av-, -at-

10. Quid agit?

cred-, credid-, credit-

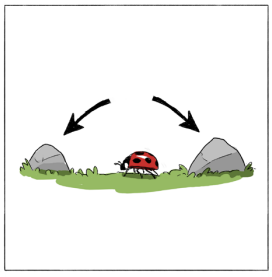


11. Quid agit?

reveni-, reven-, revent-

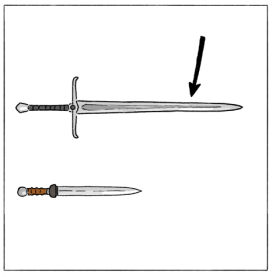
12. Quid agit?

inveni-, inven-, invent-



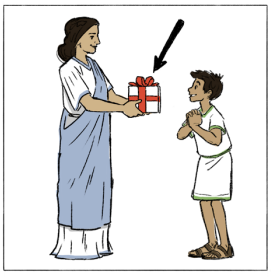
13. Quae praepositio?

inter + acc.



14. Qualis est?

longus, -a, -um

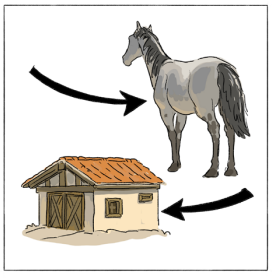


15. Quid est?

donum, -ī, n.

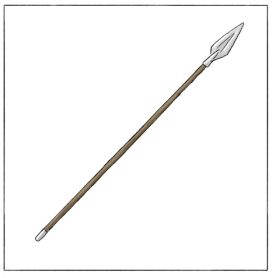
16. Quid agit?

aedifica-, -av-, -at-



17. Quid est?

latus, lateris, n.



18. Quid est?

hasta, -ae, f.

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

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

20. Conjugate the verb duc- in the present tense:

	Singular	Plural
1st Person	ducō	ducimus
2nd Person	ducis	ducitis
3rd Person	ducit	ducunt

Translate into English:

21. estis **you/you all are**
22. ducunt **they lead**
23. sum **I am**
24. sumus **we are**
25. ducis **you lead**