

# LATIN *Alive!* BOOK 1

# Errata Sheet

To find applicable changes, find your version of the book listed below (e.g., Version 3.4). All changes listed under that version and any versions that follow (e.g., Version 3.5 and higher) will apply to your version.

Location	Incorrect	Correct
<b>Version 3.0</b>		
p. 2, Chapter 1, Vowel chart	In the Long column of the vowel chart, <i>o</i> is missing its macron.	Change to: <i>ō</i>
p. 3, Chapter 1, Phonetic rule chart	The rule for <i>i</i> is not quite correct, so it needs to be changed and a footnote regarding an exception needs to be added as well.	In the table, change the rule for <i>i</i> to: as a consonant when it is an initial vowel before another vowel or when it is between two vowels, pronounced as the <i>y</i> in yellow. <sup>1</sup> Add a footnote: 1. <b>Exception:</b> The <i>i</i> is a consonant in compound words when it is a consonant uncompounded (e.g., <i>adiūvō</i> from <i>ad</i> + <i>iūvō</i> ), where the <i>i</i> is a consonant in both instances. Note: This will change the footnote numbering throughout the chapter.
p. 3, Chapter 1, Exercise 2, #4	Pronunciation of <i>veritas</i> is incorrect.	Change to: wey-rih-tahs
p. 3, Chapter 1, Exercise 2, #6	Pronunciation of <i>exercitas</i> is incorrect.	Change to: ek-sehr-kih-tahs
p. 3, Chapter 1, Exercise 2, #8	Pronunciation of <i>gravitas</i> is incorrect.	Change to: grah-wih-tahs
p. 4, Chapter 1, chart	The third consonant blend says "gn" but the example is <i>lingua</i> , which is an "ng" consonant blend.	Change 3rd consonant blend to "ng" Below, add a new row. First column: consonant blend "ng"; Second column: sounds like gn or ngn as in <i>magnet</i> or <i>annual</i> ; Third column: <i>magnus</i> For TE: Add "big, great" definition box.
p. 4, Chapter 1, chart	The pronunciation of <i>ph</i> needs to be revised/clarified.	Change explanation to: each sound pronounced individually like <b>up hill</b> , though most people pronounce it <i>f</i> as in <b>philosophy</b> .
p. 4, chapter 1, chart, TE	Add a teacher's note for the pronunciation of <i>ph</i> .	Add TE note: The correct classical pronunciation is an aspirated <i>p</i> ; however, medieval, ecclesiastical, neoclassical, and modern pronunciations all use the <i>f</i> sound. Either pronunciation is acceptable, and students will likely encounter both throughout their Latin journey.
p. 4, Chapter 1, Exercise 3, #7	Pronunciation of <i>philosophia</i> is inconsistent with pronunciation guide that says <i>ph</i> should be pronounced like letter <i>f</i> .	Change to: fih-loh-soh-fee-uh
p. 4, Chapter 1, Exercise 3, #8	Pronunciation of <i>theatrum</i> is incorrect.	Middle syllable should be <i>a</i> .

Location	Incorrect	Correct
pp. 4–5, Chapter 1, diphthongs	The information on diphthongs is incomplete and <i>eu</i> as a diphthong needs to be clarified. A footnote also needs to be added.	Change the last paragraph on p. 4 to the following: Finally, there are a few combinations of vowels that are pronounced together. These diphthongs are two vowels blended together to create one sound. Latin has only six diphthongs. The most common diphthongs, and the only ones you will usually have to worry about, are <i>ae</i> , <i>au</i> , and <i>oe</i> . You will occasionally encounter <i>ei</i> and <i>ui</i> . Very infrequently, you may come across <i>eu</i> as a diphthong, but only in words such as the interjection <i>heu</i> (given as an example in the table on p. 5) and in words coming from Greek in which <i>eu</i> is always a diphthong. Add a footnote to <i>eu</i> in the table on p. 5: 2. Essentially, it is safe to assume that all combinations of <i>e</i> and <i>u</i> are two syllables.
p. 5, Chapter 1, Section 3	The text states that there are four main rules of syllabication, but the Version 3.0 edit lists three main rules.	Change to: There are three main rules of syllabication . . .
p. 5, Chapter 1, Section 3, Rule #4	Stops and liquids are not defined.	Add the following footnote to the end of #4: A stop is a consonant whose sound cannot be sustained. For example, you can sustain or extend the sound of “f” or “v” or “s,” but once you make the “d” or “t” sound, it is over: the sound automatically stops. Liquids are the letters “l” and “r.” “Tr” is an example of a stop + liquid combination.
p. 6, Chapter 1, Section 4, Rule #2	The wording “next to last syllable” can be confusing to students.	Change “next to last” to “penult.” Sentence should read: In words of more than two syllables, accent the penult syllable when it is long . . .
p. 6, Chapter 1, Section 4, Rule #3	The wording “third to last syllable” can be confusing to students.	Change “third to last” to “antepenult.” Sentence should read: Otherwise, accent the antepenult syllable . . .
Chapter 1, TE page A, Exercise 1	Syllabication for <i>agricola</i> is incorrect.	Change to: a- <u>gri</u> -co-la, a- <u>gri</u> -co-lae, m.
Chapter 1, TE page B, Exercise 8, #19	Accent for <i>ergo</i> is incorrect.	Change to: é-r-gō
p. 10 (Chapter 2) and 228, 262, 264 (Glossaries)	No derivatives are listed for <i>oppugnāre</i> and <i>nōn</i> , but there are beneficial ones for students to learn and we also ask them to list derivatives in the <i>LA1</i> test packet.	Add (pugnacious) as a derivative for <i>oppugnāre</i> and (nonsense) for <i>nōn</i> .
p. 15 (Chapter 3) and 228, 258 (Glossaries)	No derivatives are listed for <i>et</i> , but there are beneficial ones for students to learn and we also ask them to list derivatives in the <i>LA1</i> test packet.	Add (et cetera) as a derivative for <i>et</i> .
Chapter 2, TE page A, Exercise 4	The line beneath question #6, “Numbers 5 and 6 use the negative <i>non</i> ,” is incorrect. Number 5 is not a negative sentence, but Number 3 is.	Change to: Numbers 3 and 6 use the negative <i>non</i> . . .

Location	Incorrect	Correct
p. 16, Chapter 3, Section 10	Clarify that this is how to form the future tense for first conjugation verbs (not all verbs).	Change first sentence to: The future tense of first conjugation verbs uses the tense marker <i>-bi-</i> .
p. 25, Chapter 4, Colloquāmur	Fix the definition for <i>Distribuīte chartās</i> .	Change to: Pass/Hand out/Distribute the papers
p. 29, Chapter 5, Culture Corner	"Composed" is better than "wrote" here because strictly speaking, the poem was orally composed, and there is not scholarly consensus over whether such a single person as Homer existed or whether he was a "composite" figure of a whole tradition of oral storytellers called rhapsodes.	Change last sentence to: the Greek poet Homer, who composed the <i>Iliad</i> .
Chapter 6, TE page A, Exercise 1	The syllabication of <i>puer</i> is incorrect.	Should be: <u>pu</u> -er, <u>pu</u> -e-rī
Chapter 7, TE page A, Exercise 1	The syllabication of <i>templum</i> is incorrect.	Should be: <u>tem</u> -plum, <u>tem</u> -plī, n.
Chapter 7, TE page A, Exercise 1	The accented syllable in <i>futūrum</i> is incorrect.	Should be: fu-tū-rum
Chapter 7, TE page A, Exercise 1	The syllabication of <i>aēneus</i> is incorrect.	Should be: a-ē-ne-us, a-ē -ne-a, a-ē-ne-um
Chapter 8, TE page C, Exercise 8, #7	The alignment of the labels in #7 is off.	Adv should fall over <i>not</i> , V over <i>want</i> , and Inf over <i>to exercise</i>
p. 69, Chapter 10, State motto	The Bible verse noted in the info about the state motto is incorrect.	Change to: Psalm 79:9
p. 69 (Chapter 10) and 231, 256 (Glossaries)	Change derivatives for <i>caput, capitis</i> .	Change to: (capital, chapter)
p. 69 (Chapter 10) and 232 (Glossaries)	<i>Nato</i> should have a macron over the <i>o</i> .	Change to: <i>natō</i>
Chapter 10, TE page A, Exercises 1 & 2	The word <i>aqua</i> was added to the chapter 10 vocabulary at some point, but the syllabication and declension answers were not added to the answer key for exercises 1 and 2.	Add as the first answer under Exercise 1: <u>a</u> -qua, <u>a</u> -quae, f. Add as the first answer under Exercise 2: aqua, aquae, f. aqu, 1st Declension
p. 79, Chapter 11, TE note G	Sentence has an extraneous "the."	Change to: The locative will appear in <i>Latin Alive! Book 2</i>
p. 80 (Chapter 11), Chap. 14, TE page A, 260	<i>Ignis</i> is masculine, not neuter or feminine.	Change to: <i>ignis, ignis, m.</i>
p. 82 (Chapter 12) and 233, 257 (Glossaries)	It would be helpful for students to include gender and number with <i>cēteri, cēterōrum</i> .	Change to: <i>cēteri, cēterōrum, m. pl.</i>
Chapter 12, TE page A, Exercise 2, #3	<i>Obsidium</i> is incorrect.	Change to: <i>obsidum</i>
p. 104, Chapter 15, Section 40	Third declension adjectives do not decline exactly the same as i-stem nouns.	Change the fourth sentence under Section 40 to: "The endings for this category are almost the same as the i-stem charts you just learned in chapter 14, with the exception that the ablative ends in -i rather than -e."
p. 115, Chapter 16, Respondē Latīnē #4	<i>Quis</i> should be <i>Quid</i> .	Change to: <i>Quid est color flammei?</i>
p. 115, Chapter 16, Respondē Latīnē #5	<i>Iūctiōne</i> should be <i>iūctiōnem</i> .	Change to: <i>Quis iūctiōnem dextrarum perfūcta est (performed)?</i>
Chapter 16, TE page B, Exercise 7, #4	Fix parsing alignment for DO, P, and OP <i>Parate</i> is parsed incorrectly.	DO should be over <i>cēnam</i> , P over <i>in</i> , and OP over <i>camera</i> Change to: 2/p/pres

Location	Incorrect	Correct
p. 117 (Chapter 17) and 265 (Glossary)	Add English derivatives for <i>stō</i> , <i>stāre</i> .	Add: (statue, statute) On page 265, list as: (statue, statute, from "to stand"). (There are no derivatives from its second meaning, "to cost")
p. 119, chapter 17, Exercise 4	The instructions for exercise 4 say that students are supposed to underline and translate the dative of possession construction only, but in the answer key the whole sentence is translated.	Change instructions to the following: In each sentence underline the dative of possession construction and then translate the sentence.
Chapter 17, TE page A, Exercise 3	The instructions for exercise 3 say "circle the adjectives that take the dative and underline their dative partners" but no circling was included in the answer key.	Circle the following words (numbers are just supplied for reference): 1. Aptum 2. cārī 3. inimīcus 4. cāra
Chapter 17, TE page A, Exercise 4	The instructions for exercise 4 say that students are supposed to underline the dative of possession construction, but in the answer key we don't have any underlining.	Underline the following words (numbers are just supplied for reference): 1. Mārcō 2. multīs liberīs 3. Mārcō 4. Uxōrī
p. 128, Unit 4 Reading, #8	The term polysyndeton is not used anywhere else in the book, or explained to students.	Delete question #8 and renumber the rest of the questions in this section accordingly.
Chapter 18, TE page B, Exercise 6	The 2nd person plural is spelled incorrectly.	Change to: <i>potuistis</i>
p. 144, Chapter 19, Culture Corner	"Composed" is better than "wrote" here because strictly speaking, the poem was orally composed, and there is not scholarly consensus over whether such a single person as Homer existed or whether he was a "composite" figure of a whole tradition of oral storytellers called rhapsodes.	Change first sentence to: composed by the blind bard Homer
Chapter 19, TE page A, Exercise 1	The syllabication of <i>circumscribō</i> is incorrect. The accent of <i>relinquō</i> is incorrect. The accent of <i>relictum</i> is incorrect.	Change to: cir-cum-scri-bō Change to: re-lin-quō Change to: re-lic-tum
Chapter 23, TE page A, Exercise 2, #2	Ordinal numbers use the partitive genitive, not <i>ex</i> + ablative.	Remove <i>ex</i> from the translation.
p. 184, Chapter 24, Section 66	<i>Hic est eius equus</i> : <i>eius</i> is missing its macron.	Change to: <i>ēius equus</i>
Chapter 24, TE page A, Exercise 3, #2	<i>Eius</i> is missing its macron.	Change to: <i>ēius flōrēs</i>
p. 211 (Chapter 28) and 241, 255 (Glossaries)	Expand on English definition of <i>adveniō</i> , <i>advenire</i> .	Change to: to arrive, come to
p. 218 (Chapter 29) and 241, 258 (Glossaries)	Add English derivative for <i>dimitto</i> , <i>dimittere</i> .	Change to: (dismiss, dismissal)
p. 262, Vocabulary by Alphabet	Nota bene is missing its macron.	Change to: notā bene

<b>Location</b>	<b>Incorrect</b>	<b>Correct</b>
p. 269, Teacher's Extras Table of Contents	All of the page numbers listed here are off by one. They should <i>increase</i> by one page.	Change to: 270, 274, 278, 299, 302, 304, 307, 312, 317, 319, 321, 322
p. 317, TE, Declining Worksheet	The worksheet jumps from #2 to #4.	Renumber the questions to be 2., 3., 4.