

ANSWER KEY

New!
Revised
Edition

Latin for Children

— PRIMER A —

Classical or Ecclesiastical
Pronunciation



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Latin for Children Primer A • ANSWER KEY

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How to Teach

Latin for Children Primer A

A Suggested Schedule

This is a basic weekly schedule, taking approximately thirty minutes per day, to be modified as necessary by the teacher.

1

Day One: Present the paradigm (grammar chant) and vocabulary, and introduce the grammar from the Grammar Lesson. The students should chant through the paradigm and vocabulary two to three times. Watch the video.

2

Day Two: Review the paradigm (grammar chant) and vocabulary and have students chant through them again two to three times. Spend time explaining the Grammar Lesson, paying special attention to the examples. You may want to have students read the Grammar Lesson aloud, and then ask them which sentences appear to be the most important. Have the students circle those key sentences (with a colored pencil, if possible) for future reference. After this, the worksheet can be started in class or assigned as homework. The students should also begin *Activity Book!* exercises (to impart mastery of the vocabulary and paradigm).

3

Day Three: Once again, the day should start with some quick chanting of the paradigm and vocabulary. The worksheet should be either started or completed. Check students' work and have them make any necessary corrections. Grammar should be reviewed and retaught as necessary. One means of reviewing grammar can be to view the grammar video again, to ensure students understand the key grammatical concepts for that chapter. Continue with *Activity Book!* assignments (this could be done as homework or as part of the students' seatwork).

4

Day Four: Have students do a quick chanting of the paradigm and vocabulary. Next, have them complete the puzzles from the *Activity Book!* chapter. Review the video as necessary. Begin the *History Reader* after students have completed the worksheet. (**Note:** We suggest starting the *LFCA History Reader* roughly halfway through the *LFCA* textbook.)

5

Day Five: Students should take the quiz. Finish/complete the *History Reader* chapter.



Along the Appian Way, Part 1

Italy, during the reign of Tiberius Julius Caesar, AD 14–37

Marcus stared down at the road beneath his feet, studying it intently.

“Did you find any yet?” asked Julia, who was now getting quite bored. “Why did I decide *dare* (to give) my afternoon for this silly hunt?” She kicked a rock, sending it skittering away.

Marcus moved back and forth, methodically scanning between the stones that made up the road. He didn’t answer, but reviewed the map on the scroll he was holding.

“Hello? Marcus, are we rich yet? I could have stayed home if I wanted *labōrāre* (to work).”

Marcus looked up. “No, but I bet there’s something right around the corner. This is the Appian Way, the finest road in the world! *Amō* (I love) this road! Remember when we found three coins all in the same day?” He tapped an area on the map. “Right here by the *silva* (forest).”

“Yes, yes. And we nearly got arrested for theft!” said Julia. “Remember that part of the *fābula* (story)?”

Marcus shook his head. “If we could even find one coin, it could buy us—”

“Wait! Wait . . .” Julia interrupted. She got quiet and listened. “Do you hear that?” The *terra* (earth) began to shake.

A horse suddenly galloped into view, rounding the corner from behind a line of cypress trees. Julia dove off the side of the road. Marcus froze as the rider barrelled down on him.

Grammar Lesson



Verbs: Action Words

In this first chapter, you will learn five verbs and five nouns. The first five words on your vocabulary list are verbs. **Verbs are words that show action or a state of being.** For example, in the clause “I work in the forest,” which word is the action word? Well, “work,” of course! The way we say “I work” in Latin is *labōrō*: so *labōrō* is a verb, a Latin action word. Sometimes verbs can show a state of being, too, like when we say, “He *is* tired.” The word “is” is a kind of verb that shows a state of being (being tired), but we will teach you about verbs that show a state of being later. For now, just remember the definition of verbs as words that show action or a state of being.





Grammar Lesson

Latin: Fewer Words Than English, But Many Word Endings

There are a lot of words in English, but they rarely have different endings. For example, the verb “love” stays the same whether we say “I love,” “we love,” or “they love.” Sometimes we do add an ending, like when we say “he loves” or “we loved.” In Latin, though, the verb for love (*amō*) changes its ending very often! We will learn the various endings that come with Latin verbs (and nouns) so that we can know what they mean and how to translate them. (**To translate a Latin word, by the way, means to tell what a Latin word means in English.** The translation of *amō* is “I love.”) Now you know that Latin is a language of many endings, but fewer words than English!

Teacher’s Note: This is from the Latin *coniugō*, which means “join together,” because when we conjugate a verb we join an ending to the verb’s stem.

Look at the chant chart at the beginning of the chapter. It shows you one of the most common words in Latin (the verb “love”) with all its endings: the singular and the plural for present, active, and indicative—six endings in all. When we list a verb with all its endings, it’s called **conjugating** a verb. **TN**

You can also see that a Latin verb such as *amō* actually contains two words in English! The word *amō* means “I love,” so it contains not only the word “love,” but also the word “I.” The ending of the verb (*-o* in this case) tells you that it is “I” who is doing the loving. **Pronouns such as “I,” “you,” “he,” “she,” “it,” “we,” and “they” are all little words that tell you who is doing the action of the verb.** The ending of a Latin verb tells you which pronoun to use in English. We will study these endings next week, so don’t worry too much about them now. Figure 1-1, however, shows you how the verb endings change:

	Singular	Plural
1st person	amō: I love	amāmus: we love
2nd person	amās: you love	amātis: you all love
3rd person	amat: he, she, or it loves	amant: they love

Figure 1-1:
Verb endings
for *amō*

A Verb in Four Parts: The Four Principal Parts

If you look at the Memory Page, you will see that each Latin verb has four different forms (*amō, amāre, amāvī, amātum*). We call each form a **principal part**. Why? Because each part is an important form that shows us how to make other forms of the verb. It is a principal part because it is an *important* part to know. No need to worry about the other forms that come from these principal parts: you will learn those in good time. Learning the principal parts now, however, will be fun and will save you a lot of time later!



Worksheet

A. Translation

1. **amō** I love _____
2. **intrō** I enter _____
3. **dō** I give _____
4. **labōrō** I work _____
5. **fābula** story _____
6. **In prīncipiō erat Verbum.** In the beginning was the Word. _____
7. **aqua** water _____
8. **porta** gate _____
9. **nārrō** I tell _____
10. **silva** forest _____
11. **terra** earth _____

B. Chant Conjugate the verb **amō**. See if you can remember how to fill in the boxes.

	Singular	Plural
1st person	amō	amāmus
2nd person	amās	amātis
3rd person	amat	amant

C. Grammar

1. In Latin, both _____ **verbs** _____ and _____ **nouns** _____ have endings.
2. Latin is a language of fewer _____ **words** _____ but many _____ **endings** _____.
3. What kind of word names the action or state of being in a sentence? **A verb** _____
4. To _____ **conjugate** _____ a verb is to _____ **list** _____ all of its _____ **forms** _____.

D. Derivatives

On the next page we explain what a derivative is, but before you head there, in the following sentences try to figure out the derivative by circling the word that you think might come from the Latin word that is provided.

1. Aesop is famous for his **fables** / animals. (*fābula*)
2. Reward will follow hard **times** / **labor** (*labōrō*)






Thousands of English words come from Latin. We call these English words **derivatives** because they are derived (taken) from an original Latin word called the Latin **root**. For instance, the word “derivative” is itself a derivative. It comes from the Latin words *dē* (down from) and *rīvus* (river, stream). This means that a derivative is a word that flows down or off a river of . . . words!

A. Study

Study the following English derivatives that come from the Latin words you have learned this week:

Latin	English
amō	amity, amorous, enamor, amateur
dō	donate, donation
intrō	entrance, introduce, introduction
labōrō	labor, laboratory
nārrō	narrate, narration, narrative
aqua	aquatic
fābula	fable, fabulous
porta	portable, port
silva	Pennsylvania
terra	extraterrestrial, terrain, terrarium



Fun Fact!
Speaking of *aqua*, sometimes the Romans would flood the Colosseum in order to hold boat battles. *Don't try that in gym class!*

B. Define

In a dictionary, look up one of the English derivatives from the list above and write its definition in the space below:

C. Apply

- The Latin phrase *terra firma* is still used by English speakers today. Here is an example of its use: “After being on a plane for six hours, it sure felt good to walk on *terra firma*.” What do you think the phrase *terra firma* might mean? Write your answer below:



Terra firma means “firm ground.”

- The word “Pennsylvania” is another Latin derivative. *Pennsylvania* was one of the original thirteen colonies that formed the United States. It was founded by William Penn. What do you think the word “Pennsylvania” might mean? Circle your answer below:

a. The land of big pencils

b. The land of Penn

c. Penn's Woods

Quiz

A. Vocabulary

Latin	English
amō, amāre, amāvī, amātum	I love, to love, I loved, loved
dō, dare, dedī, datum	I give, to give, I gave, given
intrō, intrāre, intrāvī, intrātum	I enter, to enter, I entered, entered
labōrō, labōrāre, labōrāvī, labōrātum	I work, to work, I worked, worked
nārrō, nārrāre, nārrāvī, nārrātum	I tell, to tell, I told, told
aqua, aquae	water
fābula, fābulae	story
porta, portae	gate
silva, silvae	forest
terra, terrae	earth

B. Chant

 Conjugate the verb *amō*.

See if you can remember how to fill in the boxes.



	Singular	Plural
1st person	amō	amāmus
2nd person	amās	amātis
3rd person	amat	amant

C. Grammar

 Define the following words.

1. Conjugation: The listing of all of a verb's forms or endings.
2. Verb: A word that shows action.
3. List the four principal parts: Present, Infinitive, Perfect, and Passive Participle or Supine



Along the Appian Way, Part 2

As he watched the horse galloping toward him, Marcus couldn't decide which way to jump to get out of the way. The rider pulled hard on the reins. The horse skidded and slipped as it tried to stop on the smooth rocks on the surface of the Roman *via* (road).

Julia gasped. Marcus only managed to wince and clamp his eyes shut. The horse stopped just in front of Marcus, snorting warmly in his face.

Unfortunately, the rider did not stop.

Julia watched as the rider tumbled up over the horse's neck and launched into the air over Marcus's head. The rider landed on his back with a nasty thump, his bag falling into a *fossa* (ditch), spilling several scrolls and a half-eaten loaf of bread onto the ground.

All was still again except for a soft *aura* (breeze).

Marcus and Julia quickly scrambled over to the rider to help. As Julia helped the rider to his feet, Marcus collected the scattered scrolls. He noticed the glittering gold seals that secured some scrolls.

"Are you OK?!"

"I am sooooo sorry."

The messenger looked dazed but he hastily dusted himself off. Then he turned with a scowl and grabbed his scrolls from Marcus's hands.

"I . . . I didn't mean to be in your—"

Without so much as a word, the rider swung back up on his horse. With a kick of his heels, the rider and horse disappeared down the *via* (road).

Grammar Lesson



Present-Tense Verb Endings

	Singular	Plural
1st person	-ō	-mus
2nd person	-s	-tis
3rd person	-t	-nt

Figure 2-1:
Present-tense
verb endings



Worksheet

A. Translation New and Review Vocabulary

1. **amō** I love
2. **rēgīna** queen
3. **via** road, way
4. **pātria** fatherland, country
5. **fābula** story
6. **In prīncipiō erat Verbum.** In the beginning was the Word.
7. **amātis** you all love
8. **intrans** they enter
9. **nārrās*** you tell
10. **labōrāmus*** we work
11. **dat*** he/she gives

*Note that these verb forms come from the conjugation of *narrō*, *labōrō*, and *dō*. See the previous page. Can you conjugate these verbs in all their forms?

B. Chant Give the present-tense verb endings and fill in the boxes.

	Singular	Plural
1st person	-ō	-mus
2nd person	-s	-tis
3rd person	-t	-nt

C. Grammar

1. The number of a verb answers the question “ How many ?”
2. Latin is a language of many endings but fewer words.
3. Write the ending that fits the description below:

Description	Ending
1st person singular	<u>-ō</u>
3rd person plural	<u>-nt</u>
2nd person singular	<u>-s</u>
4. To conjugate a verb is to list all of its endings or forms.

D. Derivatives

1. To find out about dinosaurs you must dig up a fossil. (*fossa*)
2. To find out what happens next in the story, turn the page. (*pāgina*)





A. Study

Study the English derivatives that come from the Latin words you have learned this week.

Latin	English
via	way, viaduct
fossa	fossil, fossilize
mēnsa	mesa
pāgina	page
cēna	cenacle
pātria	patriot, patriotic
aura	aroma
rēgīna	reign, regal
īnsula	insular, insulate



Fun Fact!

Insula was also the name given to a type of apartment building used in ancient Roman cities. *Insula* were usually 3 or 4 stories high and often took up a whole city block.

B. Define

In a dictionary, look up two of the English derivatives from the list above and write their definitions in the spaces below:

- _____
- _____

C. Apply

1. The Latin word *via* is still used by English speakers today. Here are some examples:

“He traveled here *via* airplane.”

“Come *via* the freeway. Don’t drive through the city streets.”

In these sentences, *via* probably means:

- a. very **b. by way of** c. quickly

2. The Latin word *pātria* means “fatherland.” In the patriotic song “My Country, ’Tis of Thee” by Samuel Francis Smith, what clue can you find that helps you understand why people often call their country their “fatherland”?

My country, ’tis of thee,

Sweet land of liberty,

Of thee I sing;

Land where my fathers died,

Land of the pilgrims’ pride,

From every mountainside

Let freedom ring!

It is the land where their fathers lived and died.

Quiz

A. New Vocabulary

Latin	English
via, viae	road, way
fossa, fossae	ditch
mēnsa, mēnsae	table
mēta, mētae	turning point, goal
pāgina, pāginae	page
cēna, cēnae	dinner
pātria, pātriae	fatherland, country
aura, aurae	breeze
rēgina, rēginae	queen
īnsula, īnsulae	island

B. Review Vocabulary

Latin	English
dō, dare, dedī, datum	I give, to give, I gave, given
labōrō, labōrāre, labōrāvī, labōrātum	I work, to work, I worked, worked
aqua, aquae	water
silva, silvae	forest
terra, terrae	earth

C. Chant

Give the present-tense verb endings and fill in the boxes.

	Singular	Plural
1st person	-ō	-mus
2nd person	-s	-tis
3rd person	-t	-nt

D. Grammar

Define the following terms.

- Number: How many people are doing the verb's action (singular or plural).
- Person: Who is doing the verb's action (1st, 2nd, or 3rd person).

Chapter 3

Chapter Maxim

New Chant

Memory Page



Arma virumque canō.*

Of arms and the man I sing. —Vergil's *Aeneid*

First-Declension Noun—*mēnsa*

Case	Noun Job**	Singular	Plural
Nominative	SN, PrN	mēnsa: table	mēnsae: tables
Genitive	PNA	mēnsae: of the table	mēnsārum: of the tables
Dative	IO	mēnsae: to, for the table	mēnsīs: to, for the tables
Accusative	DO, OP	mēnsam: the table	mēnsās: the tables
Ablative	OP	mēnsā: by, with, from the table	mēnsīs: by, with, from the tables

Vocabulary

Latin	English
Verbs	
errō, errāre, errāvī, errātum	I wander, to wander, I wandered, wandered
stō, stāre, stetī, statum	I stand, to stand, I stood, stood
parō, parāre, parāvī, parātum	I prepare, to prepare, I prepared, prepared
spectō, spectāre, spectāvī, spectātum	I look at, to look at, I looked at, seen
sum, esse, fuī, futūrum	I am, to be, I was, about to be TN
Nouns	
ancilla, ancillae (f)	maidservant
glōria, glōriae (f)	glory
īra, irae (f)	anger
unda, undae (f)	wave
fenestra, fenestrae (f)	window

Teacher's Note: The verb *sum, esse, fui, futurum* is an irregular verb, but one that is very common. You will note that the forms of its principal parts don't follow the pattern of other (regular) verbs in this list. For now, students will simply need to memorize this important verb as an irregular verb.

**Canō* is a synonym of *cantō*. Both verbs mean "I sing."

**The letters in this column are abbreviations (short ways of saying something) for noun jobs that will be explained in chapter 9. Note them, but there is no need to memorize them.



Along the Appian Way, Part 3

Marcus decided that he was done getting rich for one day. He and Julia ran off to play somewhere safer.

Julia threw a rock into the ocean as a small *unda* (wave) splashed gently onto the beach. “It’s a good thing you didn’t hurt that scroll you borrowed. You know what our teacher, Master Balbus, would have done to you if you had ripped his map? You don’t want to stir up his *ira* (anger).”

“No, I do not and I don’t want to think about it,” Marcus said as he tried to relax, squishing his toes into the warm sand. “*Sum* (I am) happy *stāre* (to stand) here and try to relax. Getting nearly run over by a horse is scary enough for one day, thank you.”

Marcus pulled out the borrowed map of his hometown once more. He knew if he were ever to be a Roman road builder he would have to study the very best—

Wait a minute! Marcus spun the scroll around in his hands. It seemed to be stuck together and wouldn’t open.

He gasped. Julia spun around *spectāre* (to look at) Marcus. “What’s wrong?”

“I’m dead.”

The scroll that now lay in Marcus’s hand was not his teacher’s scroll. The scroll in Marcus’s hand had a bright golden seal!

Grammar Lesson



Noun Declensions

Do you remember what a noun is from your English grammar class? Just in case you forgot, **a noun is a word that names a person, place, thing, or sometimes an idea.** Do you remember how in the last chapter we found that verbs have all sorts of different endings? Well, nouns have a whole set of endings all their own. As we have learned, when we put together all of the different forms of a verb, we call it **conjugating** a verb. When we put together the different forms of a noun, we call it **declining** a noun. When we create a chart of a declined noun, we call that chart a **declension**.



Worksheet

A. Translation New and Review Vocabulary

1. **errō** I wander _____
2. **stō** I stand _____
3. **parō** I prepare _____
4. **spectō** I look at _____
5. **sum** I am _____
6. **Arma virumque canō.** Of arms and the man I sing. _____
7. **fossa** ditch _____
8. **patria** fatherland, country _____
9. **ira** anger _____
10. **unda** wave _____
11. **via** road, way _____

B. Chant Fill in the endings and translate the forms of *mēnsa* given below.
The first one has been done for you.

Case	Singular	Plural
Nominative	mēns a: table _____	mēns ae: tables _____
Genitive	mēns ae: of the table _____	mēns ārum: of the tables _____
Dative	mēns ae: to or for the table _____	mēns īs: to or for the tables _____
Accusative	mēns am: table _____	mēns as: tables _____
Ablative	mēns ā: by, with, from the table _____	mēns īs: by, with, from the tables _____

C. Grammar

1. A **noun** names a **person**, **place**, **thing** or **idea**.
2. Singular and **plural** are the two options for **number**.
3. Number answers the question “**How many**?”
4. Masculine, **feminine**, and neuter are the three options for **gender**.
5. Giving all the endings for a verb is called conjugating it, whereas listing all the forms of a noun is called **declining** it.

D. Derivatives

1. Watching football on the couch can be called a **spectator** sport. (*spectō*)
2. To **defenestrate** something is to throw it out the window. (*fenestra*, preceded by *dē* for “out”)





A. Study

Study the English derivatives that come from the Latin words you have learned this week:

Latin	English
errō	error, erroneous
stō	station, stationary, static
parō	prepare, parry, pare
spectō	spectator, spectacle, spectacular, speculate
ancilla	ancillary
glōria	glorious, glorify, glory
īra	irritate, irate, irritable
unda	undulate, inundate
fenestra	defenestrate



Fun Fact!

In ancient Rome, books, written on scrolls, took a long time to make. Copies were made by having someone read the book aloud while scribes would write an exact copy.

There was no Roman god Xerox.

B. Define

In a dictionary, look up three of the English derivatives from the list above and write their definitions in the spaces below:

- _____
- _____
- _____

C. Apply

- Errāre hūmānum est.* This is a famous saying from the Roman philosopher Seneca. Can you figure out what it means? (Hint: *hūmānum* means “human.”)

Give your translation here: To err is human.

- “Inundate,” a derivative of the Latin word *unda*, means “to flood with waves.” The following sentence uses “inundate” and several other derivatives. Underline all the derivatives in this sentence:

The secretary was inundated with so much paperwork that she made error after error and became extremely irritated.

- Now write your own sentence using at least two derivatives from this week’s vocabulary list above.

Quiz

A. New Vocabulary

Latin	English
errō, errāre, errāvī, errātum	I wander, to wander, I wandered, wandered
stō, stāre, stetī, statum	I stand, to stand, I stood, stood
parō, parāre, parāvī, parātum	I prepare, to prepare, I prepared, prepared
spectō, spectāre, spectāvī, spectātum	I look at, to look at, I looked at, seen
sum, esse, fuī, futūrum	I am, to be, I was, about to be
ancilla, ancillae	maidservant
glōria, glōriae	glory
īra, īrae	anger
unda, undae	wave
fenestra, fenestrae	window

B. Chant

Give the chant for the declension of *mēnsa* and fill in the boxes.

Case	Noun Job	Singular	Plural
Nominative	SN, PrN	mēnsa	mēnsae
Genitive	PNA	mēnsae	mēnsārum
Dative	IO	mēnsae	mēnsīs
Accusative	DO, OP	mēnsam	mēnsās
Ablative	OP	mēnsā	mēnsīs

C. Grammar

Define the following terms.

1. Noun: part of speech that names a person, place, thing, or idea
2. Declension: listing of all the forms of a noun
3. What question does the number of a noun answer? How many?
4. What are the two options for number? singular and plural
5. What are the three options for gender? masculine, feminine, and neuter