

New!  
Revised  
Edition

# Latin for Children

— PRIMER A —

Classical or Ecclesiastical  
Pronunciation



Dr. Aaron Larsen  
Dr. Christopher Perrin



*Latin for Children Primer A*

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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 page. 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 page, paying special attention to the examples. You may want to have students read the grammar page out loud, 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' seat work).

**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.



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# Introduction to Students

We are glad that you will be studying Latin! Latin is an old language that was spoken by some of the most interesting and famous people who ever lived: ancient Romans, as well many other people throughout Europe (in such countries as England, France, Spain, Germany, and Italy). Ancient Romans were well known for their innovations and ideas. They were the best builders of their time, and many of the roads and buildings they created 2,000 years ago are still standing today! Their highly organized society produced a government that developed many useful laws. The Romans were also very strong fighters, with large and powerful armies. They conquered and ruled over most of modern-day Europe and every land that bordered on the Mediterranean Sea.

The Romans were also interested in art and literature. They admired the Greeks (whom they conquered) and tried to copy much of the art the Greeks had made, including sculptures, paintings, and buildings. Great Roman scholars wrote many interesting and famous stories, poems, and plays that people have continued to read and study for over 2,000 years. Two of the most famous Roman writers are Caesar and Cicero. Caesar was an army general (and later a dictator) who wrote about his victorious battles, and Cicero was a famous senator (a kind of leader) who wrote books about how to speak well. Other famous Latin writers include the poet Vergil (who wrote a book called the *Aeneid*), the poet Horace, and the historians Livy and Tacitus.

## People have been studying Latin for a long time . . .

Did you know that for nearly 2,000 years, most boys and girls going to school in Europe studied Latin (and usually Greek, too) when they were young students? Children learned Latin because it was spoken very widely, and because many of the world's important books were written in Latin.

The Latin language has been so popular for the last 2,000 years that many other languages have borrowed words from Latin. Did you know that about five out of every ten English words come from a Latin word? That means that when you learn Latin, you are also learning a good bit of English. Here is an example: In the sentence “Let *me demonstrate* how the *aquarium* is a *habitat* for this *turtle*,” six of the twelve words (the ones in italics) come from Latin. So studying Latin will help you understand a lot more about your own language (your “mother tongue”: the language you have grown up speaking).

Studying Latin will also help you to one day read some of the world's very best books in the language in which they were written. You will be able to read Latin books in Latin!

While learning Latin words will be interesting and enjoyable, like anything that is worth learning, it will take some hard work. We will do all that we can to help you to clearly understand everything we teach you, step by step.

# Introduction to Students

## How to study and learn Latin using this book

Latin will be enjoyable to learn if you first learn how to learn it! Your teacher or parent will be of great help to you, but you must be ready to do your part. Here are some important tips:

- Do your exercises regularly and well. Your assignments should not be too long, but you will have at least two every week.
- Try to speak Latin as soon as you can, even when you only have learned a little.
- Ask questions whenever you are not sure of something.
- The most important thing you can do is *memorize your Latin words*. You will only have to learn about ten words a week. Here are some tips to help you memorize your words so that you will never forget them:
  - ✦ Chant or sing your words, just like you will learn them in class. It is much easier to remember what you sing or chant. Try to look at the words you chant while you are chanting them, so you are using your eyes and your voice.
  - ✦ If you have the video that accompanies this book, sing and chant along with the students in the video.
  - ✦ Review your Latin words every day (or night) for about 5–15 minutes. A little bit of review every day is very, very helpful. Keep reviewing words from earlier chapters to make sure you have really mastered them.
  - ✦ Make Latin vocabulary cards, with the Latin word on one side and the English word on the other. You can also purchase fun, colored Clash Cards from our website at [www.ClassicalAcademicPress.com](http://www.ClassicalAcademicPress.com). Clash Cards are helpful and easy-to-use flash cards. They are also a card game that makes practicing vocabulary words fun and exciting!
- If you have the *LFC History Reader* that accompanies this book, use it weekly for additional translation work and to learn some Greek and Roman history.
- For a fun way to review vocabulary and grammar, make use of the *LFC Activity Book!* that accompanies this primer. You can preview samples on our website.
- Quiz your classmate or anyone else taking Latin. Quiz your teacher or parent, and have them quiz you. Have contests to see who can get the most right, or who can give the answers fastest.
- Try to find new derivatives (English words that come from Latin) for the Latin words you know.
- Visit [www.HeadventureLand.com](http://www.HeadventureLand.com) for free games, videos, and readers that will help you practice Latin in fun and creative ways. Review your vocabulary online by playing **Latin FlashDash**: the game that tests your vocabulary chapter by chapter. The site also has additional worksheets, exercises, and tests.
- Questions? Feel free to ask questions using our Ask the Magister online form, and check out other supplemental material at [www.ClassicalAcademicPress.com](http://www.ClassicalAcademicPress.com).

We hope that you will find your study of Latin this year rewarding and a lot of fun. Please contact us with questions and ideas at [ClassicalAcademicPress.com](http://ClassicalAcademicPress.com) or on Facebook. We would love to hear from you.

*Pax* (Peace),

Dr. Christopher A. Perrin and Dr. Aaron Larsen



# Classical Pronunciation

There are twenty-four letters in the Latin alphabet: there is no *j* or *w*. The letters *k*, *y*, and *z* were used very rarely. Letters in Latin are never silent. There are two systems of pronunciation in Latin: classical and ecclesiastical.

## Latin Consonants

Consonants are pronounced the same as in English with these exceptions.

Letter	Pronunciation	Example	Sound
<b>b</b>	before <i>s</i> or <i>t</i> like English <b>p</b>	<b>urbs:</b> city	<i>urps</i>
<b>c/ch</b>	always hard like English <b>k</b>	<b>cantō:</b> I sing <b>sepulchrum:</b> tomb	<i>kahn-toh</i> <i>seh-pul-kruhm</i>
<b>g</b>	always hard like English <b>g</b> , as in <b>goat</b>	<b>gaudium:</b> joy	<i>gow-diyum</i>
<b>gn</b>	in the middle of the word like English <b>ngn</b> , as in <b>hangnail</b>	<b>magnus:</b> big	<i>mang-nus</i>
<b>i</b>	before a vowel, a consonant like the English <b>y</b>	<b>iaceō:</b> I lie down	<i>yah-keh-oh</i>
<b>r</b>	should be rolled as in Spanish or Italian	<b>rēgīna:</b> queen	<i>ray-geen-ah</i>
<b>s</b>	always like the <b>s</b> in the English <b>sing</b>	<b>servus:</b> servant	<i>ser-wus</i>
<b>v</b>	always as an English <b>w</b>	<b>vallum:</b> wall, rampart	<i>wa-luhm</i>

# Classical Pronunciation

## Diphthongs

Diphthongs are two vowels with a single sound.

<b>ae</b>	<b>au</b>	<b>ei</b>	<b>oe</b>
as in eye	as in out	as in stray	as in coil

Note that *ui* is not a diphthong because it doesn't produce a single sound. It is pronounced *oo-ee*, as in "acquiesce" (a-kwee-es).

## Latin Short and Long Vowels

Vowels can be short or long in Latin. When they are long, they have a little dash called a macron placed over them. Long vowels take about twice as long to say as short ones.

Short Vowels			Long Vowels		
LETTER	EXAMPLE	SOUND	LETTER	EXAMPLE	SOUND
<b>a</b> in Dinah	<b>casa:</b> house	<i>ka-sa</i>	<b>ā</b> in father	<b>stāre:</b> to stand	<i>stah-reh</i>
<b>e</b> in pet	<b>rectus:</b> straight	<i>rehk-tus</i>	<b>ē</b> in they	<b>vidēre:</b> to see	<i>wi-dey-reh</i>
<b>i</b> in pit	<b>silva:</b> forest	<i>sil-wah</i>	<b>ī</b> in machine	<b>īre:</b> to go	<i>ee-reh</i>
<b>o</b> in pot	<b>bonus:</b> good	<i>bah-nus</i>	<b>ō</b> in hose	<b>errō:</b> I wander	<i>e-roh</i>
<b>u</b> in put	<b>cum:</b> with	<i>kum</i>	<b>ū</b> in rude	<b>lūdus:</b> school	<i>loo-duhs</i>

# Ecclesiastical Pronunciation

## Classical or Ecclesiastical Pronunciation?

Both dialects are really quite similar, so ultimately the decision is not a significant one. The classical dialect attempts to follow the way the Romans spoke Latin (an older dialect), while the ecclesiastical dialect follows the way Latin pronunciation evolved within the Christian Church during the Middle Ages, particularly within the Roman Catholic Church.

The main difference between the two dialects is the way *c* and *v* are pronounced. The classical dialect pronounces *c/ch* as an English *k*, whereas the ecclesiastical pronounces it (Italian style) as an English *ch* (as in *check*). The ecclesiastical pronounces *v* as the English *v* (as in *victory*), whereas the classical pronounces it as an English *w*. In the ecclesiastical dialect, a *j* occasionally appears in place of an *i*, and the *t* has a special pronunciation, like *ts* as in *cats*. See the chart below in which the ecclesiastical pronunciation is shaded.

So, take your pick and stick with it! Either choice is a good one. Our audio CDs and DVDs contain both pronunciations.

There is no *w*. The letters *k*, *y*, and *z* were used very rarely. Letters in Latin are never silent.

## Latin Consonants

**Consonants are pronounced the same as in English, with these exceptions. The yellow rows indicate where the pronunciation differs from classical pronunciation.**

Letter	Pronunciation	Example	Sound
<b>b</b>	before <i>s</i> or <i>t</i> like English <b>p</b>	<b>urbs:</b> city	<i>urps</i>
<b>c</b>	before <i>e</i> , <i>i</i> , <i>ae</i> , <i>oe</i> , and <i>y</i> always like English <b>ch</b>	<b>cēna:</b> food	<i>chey-nah</i>
<b>c</b>	before other letters, hard <b>c</b> like English <b>cap</b>	<b>cantō:</b> I sing	<i>kahn-toh</i>
<b>ch</b>	always hard like the English <b>k</b>	<b>sepulchrum:</b> tomb	<i>seh-pul-kruhm</i>
<b>g</b>	soft before <i>e</i> , <i>i</i> , <i>ae</i> , <i>oe</i> like English <b>germ</b>	<b>magistra:</b> teacher	<i>mah-jee-stra</i>

# Ecclesiastical Pronunciation

Letter	Pronunciation	Example	Sound
<b>g</b>	before other letters, hard like English goat	<b>gaudium:</b> joy	<i>gow-diyum</i>
<b>gn</b>	in the middle of the word like English <b>ngn</b> in <b>hangnail</b>	<b>magnus:</b> big	<i>mang-nus</i>
<b>j</b>	like the English <b>y</b> in <b>yes</b>	<b>jaceō:</b> I lie down	<i>yah-keh-oh</i>
<b>r</b>	should be rolled as in Spanish or Italian	<b>rēgīna:</b> queen	<i>ray-geen-ah</i>
<b>s</b>	always like the <b>s</b> in the English <b>sing</b>	<b>servus:</b> servant	<i>ser-vus</i>
<b>t</b>	when followed by <i>i</i> and another vowel, like <b>tsee</b>	<b>silentium:</b> silence	<i>see-len-tsee-um</i>
<b>v</b>	always as an English <b>v</b>	<b>vallum:</b> wall, rampart	<i>va-luhm</i>

## Diphthongs

Diphthongs are two vowels with a single sound.

<b>ae</b>	<b>au</b>	<b>oe</b>
as in stray	as in out	as in coil

Note that *ui* is not a diphthong because it doesn't produce a single sound. It is pronounced *oo-ee*, as in "acquiesce" (a-kwee-es).

## Latin Short and Long Vowels

Vowels can be short or long in Latin. When they are long, they have a little dash called a *macron* placed over them. Long vowels take about twice as long to say as short ones. In the ecclesiastical pronunciation, short and long vowels are pronounced in the same way as they are in the classical pronunciation. See the short and long vowel table on page x for those pronunciations.

# Chapter 1

## Memory Page



### Chapter Maxim

**In prīncipiō erat Verbum.**

In the beginning was the Word. —Latin Vulgate

### New Chant

#### First-Conjugation Verb—*amō*

	Singular	Plural
1st person	<b>amō</b>	<b>amāmus</b>
2nd person	<b>amās</b>	<b>amātis</b>
3rd person	<b>amat</b>	<b>amant</b>

### Vocabulary

Latin	English
Verbs show action.	
<b>amō, amāre, amāvī, amātum</b>	I love, to love, I loved, loved
<b>dō, dare, dedī, datum</b>	I give, to give, I gave, given
<b>intrō, intrāre, intrāvī, intrātum</b>	I enter, to enter, I entered, entered
<b>labōrō, labōrāre, labōrāvī, labōrātum</b>	I work, to work, I worked, worked
<b>nārrō, nārrāre, nārrāvī, nārrātum</b>	I tell, to tell, I told, told
Nouns name a person, place, or thing.	
<b>aqua, aquae</b>	water
<b>fābula, fābulae</b>	story
 <b>porta, portae</b>	gate
<b>silva, silvae</b>	forest
<b>terra, terrae</b>	earth









## 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* ( ) 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* ( ).”

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* ( ) 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* ( ).”

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

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* ( ) 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!



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.

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	<b>amō:</b> I love	<b>amāmus:</b> we love
2nd person	<b>amās:</b> you love	<b>amātis:</b> you all love
3rd person	<b>amat:</b> he, she, or it loves	<b>amant:</b> 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!





Here are the names for each of the four principal parts:

<b>amō</b>	<b>amāre</b>	<b>amāvī</b>	<b>amātum</b>
Present	Infinitive	Perfect	Passive Participle or Supine

Figure 1-2:  
Four principal  
parts

## Nouns

You will learn five nouns in this chapter, too: *aqua*, *fābula*, *porta*, *silva*, *terra*. **Nouns are used to name a person, place, or thing (or sometimes an idea).** You can see that nouns, like verbs, also have endings. For example, *aqua* and *aquae* are both forms for the word “water”: one form ends with *-a* (*aqua*) and the other form ends with *-ae* (*aquae*). Don’t worry now about the endings for nouns; you will learn these in chapters 3 and 4.

Painting: *Naval Battle between Romans* by Ulpiano Checa, 1894





# Worksheet

## A. Translation

1. **amō** \_\_\_\_\_
2. **intrō** \_\_\_\_\_
3. **dō** \_\_\_\_\_
4. **labōrō** \_\_\_\_\_
5. **fābula** \_\_\_\_\_
6. **In prīncipiō erat Verbum.** \_\_\_\_\_
7. **aqua** \_\_\_\_\_
8. **porta** \_\_\_\_\_
9. **nārrō** \_\_\_\_\_
10. **silva** \_\_\_\_\_
11. **terra** \_\_\_\_\_

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

	<b>amō</b>	

## C. Grammar

1. In Latin, both \_\_\_\_\_ and \_\_\_\_\_ have endings.
2. Latin is a language of fewer \_\_\_\_\_ but many \_\_\_\_\_.
3. What kind of word names the action or state of being in a sentence? \_\_\_\_\_
4. To \_\_\_\_\_ a verb is to \_\_\_\_\_ all of its \_\_\_\_\_.

## 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*)



As you travel along your Latin adventure, check off your progress using the checklist that begins on page 245.






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
<b>amō</b>	amity, amorous, enamor, amateur
<b>dō</b>	donate, donation
<b>intrō</b>	entrance, introduce, introduction
<b>labōrō</b>	labor, laboratory
<b>nārrō</b>	narrate, narration, narrative
<b>aqua</b>	aquatic
<b>fābula</b>	fable, fabulous
<b>porta</b>	portable, port
<b>silva</b>	Pennsylvania
<b>terra</b>	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

1. 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:



2. 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
<b>amō, amāre, amāvī, amātum</b>	
<b>dō, dare, dedī, datum</b>	
<b>intrō, intrāre, intrāvī, intrātum</b>	
<b>labōrō, labōrāre, labōrāvī, labōrātum</b>	
<b>nārrō, nārrāre, nārrāvī, nārrātum</b>	
<b>aqua, aquae</b>	
<b>fābula, fābulae</b>	
<b>porta, portae</b>	
<b>silva, silvae</b>	
<b>terra, terrae</b>	

## B. Chant

 Conjugate the verb *amō*.

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



	<b>amō</b>	

## C. Grammar

 Define the following words.

1. Conjugation: \_\_\_\_\_

2. Verb: \_\_\_\_\_

3. List the four principal parts: \_\_\_\_\_

\_\_\_\_\_



# Chapter 2

## Memory Page



### Chapter Maxim

**In prīncipiō erat Verbum.**

In the beginning was the Word. —Latin Vulgate

### New Chant

#### Present-Tense Verb Endings—

*-ō, -s, -t, -mus, -tis, -nt*

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

### Vocabulary

	Latin	English
	<b>Nouns</b>	
	<b>via, viae</b>	road, way
	<b>fossa, fossae</b>	ditch
	<b>mēnsa, mēnsae</b>	table
	<b>mēta, mētae</b>	turning point, goal
	<b>pāgina, pāginae</b>	page
	<b>cēna, cēnae</b>	dinner
	<b>pātria, pātriae</b>	fatherland, country
	<b>aura, aurae</b>	breeze
	<b>rēgīna, rēgīnae</b>	queen 
	<b>īnsula, īnsulae</b>	island









## 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* (\_\_\_\_\_).

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* (\_\_\_\_\_), spilling several scrolls and a half-eaten loaf of bread onto the ground.

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

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* (\_\_\_\_\_).

## 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



# Grammar Lesson

## Number

Take a good look at the chart on the previous page. You will see a column that is labeled “singular” and another labeled “plural.” This means that all the verb endings in the singular column tell us that a single person is doing the action of the verb. If **I** work—well, I am just one person doing work. If **you** work, you are just one person, too. If our friend John works, **he** is just one person doing work. “I,” “you,” and “he” are singular. However, if you and I together do work, then **we** are doing work, and we aren’t singular anymore—we’re plural! If two of you (you all) are doing work, then **you** are plural. If our friends John and Susan are doing work, then **they** are working, and they, too, are plural! When we speak of a Latin verb’s **number**, we are asking **how many people are doing the verb’s action**, and the answer is always either one person or more than one person—singular or plural!

## Tense

We are going to be learning how to form Latin verbs in the present tense. This means that we will be learning how to use verbs that show action in the present time, or now. The word “tense” simply refers to the time when a verb is taking place. “I love” takes place in the present time (or tense). “I loved” takes place in past time, so it is a kind of past tense. Can you guess what tense “I will love” is? Right—it is the future tense, since “I will love” is love that takes place in the future! You will learn more about tense later on in this book.

## Person

So now we know what it means for a verb to have number. Latin verbs also have another trait, called **person**. Whereas a verb’s number asks, “How many are doing the action?” a verb’s person asks, “**Who is doing the action of the verb?**” We divide the kind of people who can do the action of a verb into three categories: **first person**, **second person**, and **third person**. The first person can be either “I” or “we” (singular and plural versions). The second person can be either “you” or “you all” (singular and plural). The third person can be either “he”/“she”/“it” or “they” (singular and plural). The drawing below may help you understand a verb’s person.

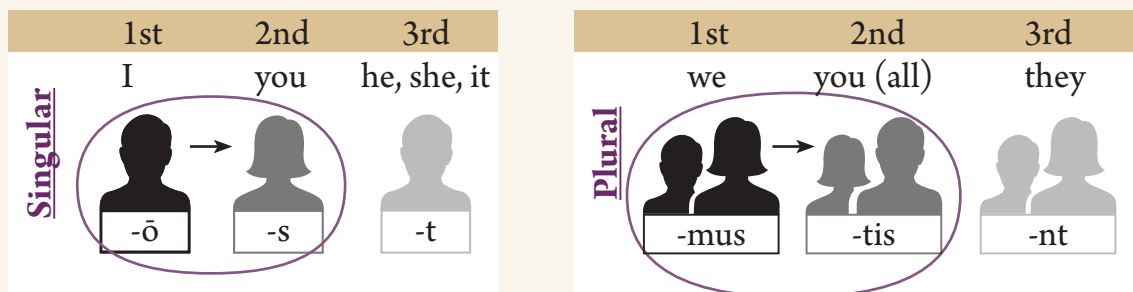


Figure 2-2:  
1st, 2nd & 3rd  
person



Now, by Figure 2-1, try to answer these questions: What is the first person singular verb ending? If you answered *-ō*, you are correct. What is the second person plural ending? Your answer should be *-tis*. What is the third person singular verb ending? The answer is *-t*. In the next section, we will learn how to attach these endings to verbs—and conjugate them!

## Conjugating a Verb

When we put together all the different forms of a verb, we call it conjugating a verb. You have already seen one verb conjugated when you learned *amō*, *amās*, *amat*, *amāmus*, *amātis*, *amant* in chapter 1.

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

Figure 2-3:  
Verb endings  
for *amō*  
(underlined)

Notice that the verb endings (*-ō*, *-s*, *-t*, *-mus*, *-tis*, *-nt*) are all underlined in the table. These endings are simply added to *amā*, which is the **verb stem**. How do we find the verb stem? It's easy. We go to the second principal part, which is *amāre*, and drop the *-re*, leaving us *amā*.

You will note that the full stem (*amā*) does not appear in the first-person singular where we have *amō*. This is because the *-ō* replaces the *-ā* in *amā*.

Study the figure below:

<b>amō</b>	<b>amāre</b>	<b>amāvī</b>	<b>amātum</b>
	<b>amāre</b> = <b>amā</b>		

Figure 2-4:  
Finding  
verb stems

Let's try conjugating another verb—*intrō*, *intrāre*, *intrāvī*, *intrātum*. The stem will be *intrā* after we take the *-re* off of *intrāre*. So our conjugation should look like this:

	Singular	Plural
1st person	<b>intrō</b> : I enter	<b>intrāmus</b> : we enter
2nd person	<b>intrās</b> : you enter	<b>intrātis</b> : you all enter
3rd person	<b>intrat</b> : he, she, or it enters	<b>intrant</b> : they enter

Figure 2-5:  
Verb endings  
for *intrō*

Note that just as with *amō*, the *-ō* replaces the *-ā* in *intrā*.



# Worksheet

## A. Translation New and Review Vocabulary

1. **amō** \_\_\_\_\_
2. **rēgīna** \_\_\_\_\_
3. **via** \_\_\_\_\_
4. **pātria** \_\_\_\_\_
5. **fābula** \_\_\_\_\_
6. **In prīncipiō erat Verbum.** \_\_\_\_\_
7. **amātis** \_\_\_\_\_
8. **intrans** \_\_\_\_\_
9. **nārrās\*** \_\_\_\_\_
10. **labōrāmus\*** \_\_\_\_\_
11. **dat\*** \_\_\_\_\_

\*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.

	<b>-ō</b>	

## C. Grammar

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

Description	Ending
1st person singular	_____
3rd person plural	_____
2nd person singular	_____

4. To conjugate a verb is to list all of its \_\_\_\_\_.

## D. Derivatives

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







## A. Study

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

Latin	English
<b>via</b>	way, viaduct
<b>fossa</b>	fossil, fossilize
<b>mēnsa</b>	mesa
<b>pāgina</b>	page
<b>cēna</b>	cenacle
<b>pātria</b>	patriot, patriotic
<b>aura</b>	aroma
<b>rēgīna</b>	reign, regal
<b>īnsula</b>	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!

---



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# Quiz



## A. New Vocabulary

Latin	English
via, viae	
fossa, fossae	
mēnsa, mēnsae	
mēta, mētae	
pāgina, pāginae	
cēna, cēnae	
pātria, pātriae	
aura, aurae	
rēgīna, rēgīnae	
īnsula, īnsulae	

## B. Review Vocabulary

Latin	English
dō, dare, dedī, datum	
labōrō, labōrāre, labōrāvī, labōrātum	
aqua, aquae	
silva, silvae	
terra, terrae	

## C. Chant

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

	-ō	

## D. Grammar

Define the following terms.

1. Number: \_\_\_\_\_

2. 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	<b>mēnsa:</b> table	<b>mēnsae:</b> tables
Genitive	PNA	<b>mēnsae:</b> of the table	<b>mēnsārum:</b> of the tables
Dative	IO	<b>mēnsae:</b> to, for the table	<b>mēnsīs:</b> to, for the tables
Accusative	DO, OP	<b>mēnsam:</b> the table	<b>mēnsās:</b> the tables
Ablative	OP	<b>mēnsā:</b> by, with, from the table	<b>mēnsīs:</b> by, with, from the tables

### Vocabulary

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



\**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* (\_\_\_\_\_) 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* (\_\_\_\_\_).”

“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* (\_\_\_\_\_) happy *stāre* (\_\_\_\_\_) 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* (\_\_\_\_\_) 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**.



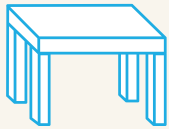
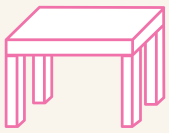
# Grammar Lesson

## Number

Take a look at the declension of *mēnsa* on the preceding page. Notice how, just as with the verbs, the chart has two columns going up and down. Just as with the verbs, the column on the left is for the singular forms of the noun (which means just one, remember?) and on the right are all the plural forms. No problem so far, right? We call the difference between singular and plural in nouns their **number**, just like we do for verbs.

## Gender

In Latin, number is the only thing shared by both verbs and nouns. Latin nouns have **gender**, which verbs don't have. English nouns have gender, too. In English, "boy" is a **masculine** noun, "girl" is a **feminine** noun, and "table" is a **neuter** noun, meaning that it's not really either a "boy-table" or a "girl-table" because tables aren't boys or girls . . . they're just tables. Well, this may surprise you, but in Latin, all tables are girls! At least they are in Latin grammar. In fact, all the nouns from this week and last week are feminine, or, if you like, "girl nouns." (Don't worry, boys; we'll give you lots of masculine nouns later in this book.) Make sure to note that nouns ending in *-a*, *-ae* (we call them first-declension nouns) will almost always be feminine.



## Case

If you look at the chart of the declension of *mensa* again, you will see the label "case" and then five strange words in a column: nominative, genitive, dative, accusative, and ablative. These words may be strange to you now, but don't worry, we will explain them to you in future chapters! We did want you to see them now, however, because all nouns in Latin have not only number

Painting: *Virgil Reading the Aeneid to Augustus and Octavia*  
by Jean-Joseph Taillasson, 1787







(they are either singular or plural) and gender (they are either masculine, feminine, or neuter), but also **case**! Whenever we show you a noun-declension chart in this book, you will see these cases too. A noun's case (whether nominative, genitive, dative, accusative, or ablative) tells us what a noun's job is in a sentence. We will explain what these jobs are in later chapters.

## Looking Up a Latin Noun in a Dictionary

Whenever you look up a Latin noun in a Latin dictionary, you will find it listed a certain way. Let's use *mensa* as an example. Here is how it would look in a Latin dictionary:

**mensa, -ae, f.** *table*

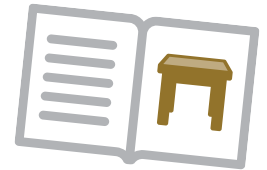
The first form listed (*mensa*) is the form from your chart. Notice that it is in the nominative (nom.) row—so it is a form that is the nominative case.

The second form has a dash and then the letters *ae* like this: *-ae*. Why do you think that dash is there? It takes the place of the letters *mens*, which is the noun's stem. The *ae* is the noun's ending. The dictionary makers use a dash simply to save space! If they did not want to save space, the dictionary listing would look like this:

**mensa, mensae, feminine.** *table*

Now you can see that the *f.* is saving space, too. It stands for "feminine" because the gender of the noun *mensa* is feminine.

There is one more thing to note: If you look at your chant chart for this chapter, or Figure 3-1, you'll see that the endings for the nominative plural (first row, second column) and the genitive singular (second row, first column) are the same. However, when you look up a noun in a Latin dictionary, the endings are always for the nominative and genitive singular, not the nominative singular and nominative plural. We do the same thing in our vocabulary lists. (Again, don't worry if you don't really know what that means yet. We'll explain it later!)



Case	Singular	Plural
Nominative	<b>mēnsa</b>	<b>mēnsae</b>
Genitive	<b>mēnsae</b>	<b>mēnsārum</b>
Dative	<b>mēnsae</b>	<b>mēnsīs</b>
Accusative	<b>mēnsam</b>	<b>mēnsās</b>
Ablative	<b>mēnsā</b>	<b>mēnsīs</b>

Figure 3-1:  
Latin noun  
endings used  
in dictionaries



# Worksheet

## A. Translation New and Review Vocabulary

1. **errō** \_\_\_\_\_
2. **stō** \_\_\_\_\_
3. **parō** \_\_\_\_\_
4. **spectō** \_\_\_\_\_
5. **sum** \_\_\_\_\_
6. **Arma virumque canō.** \_\_\_\_\_
7. **fossa** \_\_\_\_\_
8. **pātria** \_\_\_\_\_
9. **īra** \_\_\_\_\_
10. **unda** \_\_\_\_\_
11. **via** \_\_\_\_\_

**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	<b>mēns</b> <u>a: table</u>	<b>mēns</b> _____
Genitive	<b>mēns</b> _____	<b>mēns</b> _____
Dative	<b>mēns</b> _____	<b>mēns</b> _____
Accusative	<b>mēns</b> _____	<b>mēns</b> _____
Ablative	<b>mēns</b> _____	<b>mēns</b> _____

## C. Grammar

1. A \_\_\_\_\_ names a \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_.
2. Singular and \_\_\_\_\_ are the two options for \_\_\_\_\_.
3. Number answers the question “\_\_\_\_\_?”
4. Masculine, \_\_\_\_\_, and neuter are the three options for \_\_\_\_\_.
5. Giving all the endings for a verb is called conjugating it, whereas listing all the forms of a noun is called \_\_\_\_\_ it.

## D. Derivatives

1. Watching football on the couch can be called a \_\_\_\_\_ sport. (*spectō*)
2. To \_\_\_\_\_ 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
<b>errō</b>	error, erroneous
<b>stō</b>	station, stationary, static
<b>parō</b>	prepare, parry, pare
<b>spectō</b>	spectator, spectacle, spectacular, speculate
<b>ancilla</b>	ancillary
<b>glōria</b>	glorious, glorify, glory
<b>īra</b>	irritate, irate, irritable
<b>unda</b>	undulate, inundate
<b>fenestra</b>	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: \_\_\_\_\_

- “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.

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# Quiz



## A. New Vocabulary

Latin	English
<b>errō, errāre, errāvī, errātum</b>	
<b>stō, stāre, stetī, statum</b>	
<b>parō, parāre, parāvī, parātum</b>	
<b>spectō, spectāre, spectāvī, spectātum</b>	
<b>sum, esse, fui, futūrum</b>	
<b>ancilla, ancillae</b>	
<b>glōria, glōriae</b>	
<b>īra, īrae</b>	
<b>unda, undae</b>	
<b>fenestra, fenestrae</b>	

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

	Noun Job		
	SN, PrN		
	PNA		
	IO		
	DO, OP		
	OP		

**C. Grammar** Define the following terms.

1. Noun: \_\_\_\_\_
2. Declension: \_\_\_\_\_
3. What question does the number of a noun answer? \_\_\_\_\_
4. What are the two options for number? \_\_\_\_\_
5. What are the three options for gender? \_\_\_\_\_