

# Latin *for* Children

— PRIMER B —

New!  
Revised  
Edition

Classical or Ecclesiastical  
Pronunciation



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*Latin for Children Primer B*

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## How to Teach

# Latin for Children Primer B

### 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 the vocabulary, and introduce the grammar from the Grammar Lesson. The students should chant through the paradigm and vocabulary two to three times. Watch the *Latin for Children Primer B* video for the appropriate chapter.
- 2 Day Two:** Review the paradigm (grammar chant) and the vocabulary, and have students chant through them again two or three times along with the audio file. Spend time explaining the Grammar Lesson, paying special attention to the examples. You may want to have students read the Grammar Lesson 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 chapter worksheets can be started in class or assigned as homework. The students should also begin *Latin for Children Primer B Activity Book!* exercises (to impart mastery of the vocabulary and the paradigm).
- 3 Day Three:** Once again, the day should start with some quick chanting of the paradigm and the vocabulary. Students should continue and complete the chapter worksheets. 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 the vocabulary. Next, have them complete the puzzles from the *Activity Book!* chapter. Review the video as necessary. Have students begin reading and translating the *Latin for Children Primer B History Reader*.
- 5 Day Five:** Students should take the quiz. Finish/complete the *History Reader* chapter.

# A Note about Diglot Weaves

Throughout this book, students will read “Seeking *Domum*,” a diglot-weave, or “spliced,” adventure story that features Latin vocabulary tucked within an English-language narrative.

The diglot-weave story is an opportunity for young Latin learners to master Latin vocabulary and some other longer Latin phrases while also enjoying an exciting account of characters on an incredible journey. However, such a diglot weave will cause a clash of English and Latin grammatical rules and, as a result, there will be some inconsistencies in the rendering of Latin word endings. Additionally, students using *Latin for Children Primer B* are still in the earlier stages of their Latin studies, which means that in a diglot-weave story, they will inevitably encounter grammar that they have not yet learned. As such, we cannot display all the proper Latin endings governed by the use of Latin words in the English story. It is our experience that the dual enticement of reading an adventure and figuring out the Latin words and phrases means that the inconsistencies of the Latin inflections do not come to the attention of nor trouble young Latin learners. We have therefore adopted the following protocol for using Latin in our diglot-weave story:

- **Verbs:** Verbs are rendered with the proper person, number, and tense they would have if the story were written entirely in Latin.
- **Nouns:** Nouns appear primarily in the nominative case (except for some instances in which a noun is an object of a preposition, or when it is a possessive genitive), and are either singular or plural. We have done this so as not to introduce Latin case uses that students have not yet learned.
- **Adjectives:** Adjectives will agree with the nouns they modify.
- **Prepositions:** When a preposition is used in a prepositional phrase with a noun, we have tried to put the noun in the appropriate case (either ablative or accusative). In other instances, the context necessitates the use of an English preposition coupled with a Latin noun.
- **Adverbs:** Adverbs appear as given, since they do not vary nor decline.
- **Interjections:** Interjections appear as given, since they do not vary nor decline.
- **Infinitives:** Infinitives appear as given and sometimes take an object.
- **Pronouns:** Pronouns are almost always in the nominative case except when governed by a preposition or governed by a verb that turns the pronoun into a direct object (in which case the pronoun is rendered in the accusative case). While this last point is inconsistent with the way we display nouns, which are generally not changed into the accusative case when they are direct objects, we thought it helpful to do so with pronouns in order to familiarize students with these very common uses of the pronoun, and especially the frequent use of *is, ea, id*.
- **Conjunctions:** Conjunctions appear as given.

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# Introduction to Students

Well, *discipule* or *discipula*, you are starting your second year of Latin. We think you are going to enjoy this year even more than the first. In *Primer B*, you will do some new exercises and more reading and translation. We have also included a medieval adventure story that is in both Latin and English as well as a glossary in the back that contains all the vocabulary words from both *Latin for Children Primer A (LFCA)* and *Primer B (LFCB)*—that’s almost 480 words!

Throughout this book you’ll find images of paintings, statues, tapestries, and other forms of art from and about the Middle Ages. Those of you studying medieval history this year may recognize some of the images and know something about the stories you will read in Latin. Latin was spoken through the Middle Ages and was the chief language of learning in Europe.

If you have already completed *Primer A*, you should know the tricks of learning Latin well. However, these tricks or tips are worth repeating, so here they are:

- 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 as you will learn them in class. It is much easier to remember what you sing or chant.
  - ▷ If you have the video that corresponds with this book, sing and chant along with the students in the video.
  - ▷ Review your Latin words every day (or night) for about five to fifteen 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.

# Introduction to Students

- ▷ Make Latin vocabulary cards with the Latin word on one side and the English word on the other. You can also purchase fun, colorful 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!
- ▷ Make up silly, fun ways to remember the word. For example, sing “come to my *īnsula*, come to my island,” complete with a little Hawaiian dance. *Īnsula* is the Latin word for “island.”
- If you have the *Latin for Children (LFC) History Reader* that corresponds with this book, use it weekly for additional translation work and to learn some history.
- For a fun way to review vocabulary and grammar, make use of the *LFC Activity Book!* that corresponds with this primer. You can preview samples on our website.
- Quiz a classmate or anyone else taking Latin. Quiz your teacher or parents, and have them quiz you. Have contests to see who can get the most right or who can give the answers fastest. Make your own written test and see how many you can get right.
- Try to find new derivatives (English words that come from Latin) for the Latin words you know.
- If you purchase streaming video from Classical Academic Press, you will receive the free My Library bonus content, including **Latin FlashDash**: the game that tests your vocabulary chapter by chapter. The CAP My Library platform collects your streaming video, audio, and digital purchases into a single location, and also provides you with extra practice activities and games!
- Questions? Feel free to ask questions using our Ask the Magister online form (under the Resources tab at [ClassicalAcademicPress.com](http://ClassicalAcademicPress.com)), and check out other supplemental material on our website.

We hope that this year of study will be even better than the last. 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>vāllum</b> : wall, rampart	<i>wa-luhm</i>

## 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 "goeey" (goo-ey).

## 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>ventus</b> : wind	<i>wen-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>er-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 pronunciations are really quite similar, so ultimately the decision is not a significant one. The classical pronunciation attempts to follow the way the Romans spoke Latin (an older dialect), while the ecclesiastical 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 is the way *c* and *v* are pronounced. Classical Latin 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 pronunciation, 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. There is no *w*. The letters *k*, *y*, and *z* were used very rarely. Letters in Latin are never silent.

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

**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 <i>cap</i>	<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>
<b>g</b>	before other letters, hard like English <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> in <i>hangnail</i>	<b>magnus</b> : big	<i>mang-nus</i>
<b>j</b>	like the English <b>y</b> in <i>yes</i>	<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>re-jeen-ah</i>
<b>s</b>	always like the <b>s</b> in the English <i>sing</i>	<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>vāllum</b> : wall, rampart	<i>va-luhm</i>

**Diphthongs** Diphthongs are two vowels with a single sound.

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

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

## 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 ix for those pronunciations.

# Chapter 1

## Memory Page




### Review Chant

### Verb Tense Endings

	Present		Imperfect		Future (1st & 2nd Conj. *)	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	-ō	-mus	-bam	-bāmus	-bō	-bimus
2nd person	-s	-tis	-bās	-bātis	-bis	-bitis
3rd person	-t	-nt	-bat	-bant	-bit	-bunt

\*The future endings for the third and fourth conjugations, which you will learn later, are different.

### New Vocabulary

Latin	English
<b>exspectō, exspectāre, exspectāvī, exspectātum</b>	to expect**
<b>ōrnō, ōrnāre, ōrnāvī, ōrnātum</b>	to equip, ornament, adorn
<b>ōrō, ōrāre, ōrāvī, ōrātum</b>	to pray, beg, speak
<b>probō, probāre, probāvī, probātum</b>	to approve
<b>putō, putāre, putāvī, putātum</b>	to think
 <b>extrēmus, -a, -um</b>	outermost, farthest
<b>mortuus, -a, -um</b>	dead
<b>posterus, -a, -um</b>	next
<b>postrēmus, -a, -um</b>	last
<b>vīvus, -a, -um</b>	living

\*\*You'll notice that we have not listed all four principal parts for verbs as we did in *LFCA*. See page 12 for an explanation of why we have done this.

### Review Vocabulary

Latin	English
<b>aqua, -ae (f)</b>	water
<b>fābula, -ae (f)</b>	story
<b>porta, -ae (f)</b>	gate
<b>silva, -ae (f)</b>	forest
<b>terra, -ae (f)</b>	earth







## Seeking Domum,\* Part 1

AD 1347

A lightning flash illuminated the **caelum** (\_\_\_\_\_ ) and silhouetted the floating hulk of a **nāvis**\*\* (\_\_\_\_\_ ), the *Gabryell*. Its torn sails whipped in the intense **venti** (\_\_\_\_\_ ). Immense **undae** (\_\_\_\_\_ ) crashed against the side over and over again, sending spray up into the **caelum** (\_\_\_\_\_ ). The sinister clouds choked back the daylight, creating a premature night.

A **puella** (\_\_\_\_\_ ) made her unsteady way across the deck of the **nāvis** (\_\_\_\_\_ ), clutching the railing, headed to the galley for a spoon. Her long, flowing dress, once as bright as a flower, was now a sopping wet blanket clinging to her skin. She made just a few steps between the crashes of the **undae** (\_\_\_\_\_ ). Her figure was the only one that could be seen about the deck.

“Stay away from the edge!” the voice of a **nauta** (\_\_\_\_\_ ) **clāmābat** (\_\_\_\_\_ ) over the storm. The head of a **puer** (\_\_\_\_\_ ) poked through a hatch. “You shouldn’t be out here!” he cried.

The **puella** (\_\_\_\_\_ ) spun and gave the **puer** (\_\_\_\_\_ ) a **malus** (\_\_\_\_\_ ) stare. “I’m allowed out here if I want. My parents paid for our tickets.” She held the rail tightly as she straightened herself against the squall. “Now watch your **lingua** (\_\_\_\_\_ ) when you speak to your betters. You may address me as ‘**mea domina**.’”\*\*\*

The ship groaned as the **undae** (\_\_\_\_\_ ) and the **venti** (\_\_\_\_\_ ) pushed and twisted her mighty hull. The **posterus** (\_\_\_\_\_ ) flash of lightning cracked closer, louder.

The girl tried not to show any concern, and she continued on her **via** (\_\_\_\_\_ ).

“No, don’t! It’s not safe!” yelled the boy, waving his **bracchium** (\_\_\_\_\_ ). “Please, come down into the hold. I’m only looking out for you—”

A monstrous **unda** (\_\_\_\_\_ ) rose above the edge of the boat behind the **puella** (\_\_\_\_\_ ). She **cogitābat** (\_\_\_\_\_ ) of how she would be able **dare** (\_\_\_\_\_ ) another lecture to the insolent boy even as the swell crashed over her, knocking her off her feet. As the boat pitched again, the wave rushed back to the sea, dragging the girl out with it.

\***Domum** is a fourth-declension noun that means “home, native place, house.”

\*\***Nāvis** is the word for “ship.” It is in the vocabulary list for chapter 20, but you can learn it now as part of the story.

Throughout this story, you will find a few Latin words you have not learned yet. When that happens, look them up in the glossary in the back of the book.

\*\*\***Mea domina** or **domina mea** means “my lady” in Latin. **Mea** (feminine) and **meus** (masculine) both mean “my.”



# Grammar Lesson

## Verbs Review

Let's begin this year with a bit of review. Do you remember the three characteristics of verbs that we learned last year? They are **person**, **number**, and **tense**. *Number* is the characteristic that tells you *how many*. In Latin, as you recall, there are only two different options for number—**singular** and **plural**—singular meaning just one and plural meaning more than one.

The *person* of a verb has to do with the relationship between the speaker of the sentence and its subject—*who* is doing the thing or being the thing, usually. If a verb is in the **first person**, the speaker of the sentence is also the subject of the sentence. If a verb is in the **second person**, the subject of the sentence is who the speaker is speaking to (the listener). Finally, if a verb is in the **third person**, the subject is neither the speaker nor the listener, but a “third party.” That is to say that if the verb is in the third person, the subject of the sentence is not participating in the conversation at all. Here is the diagram we used last year to help you understand person in verbs:

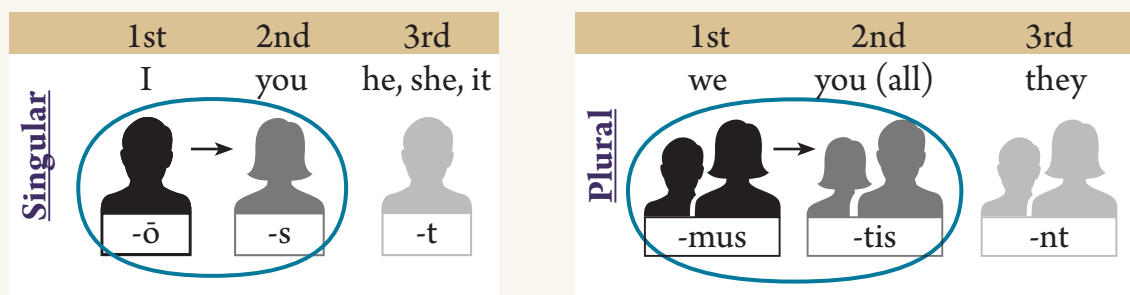
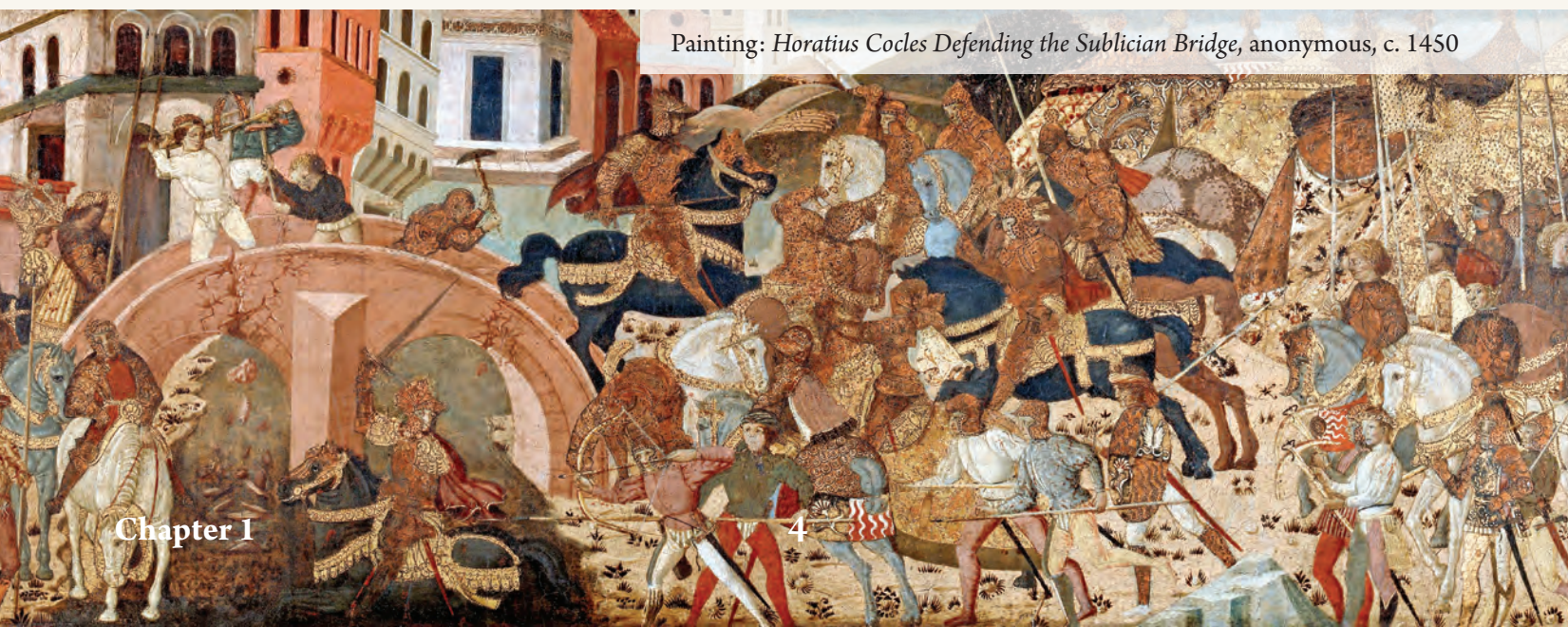


Figure 1-1:  
1st, 2nd & 3rd  
person

Finally, the **tense** of a verb tells us *when* the action (or state of being) expressed in a sentence takes place. As we learned last year, for the most part, tense is time. Latin has six tenses, but we've only learned three so far: the present tense for things that are happening now, the imperfect tense for some things that happened in the past, and the future tense for things that haven't happened yet.



Painting: *Horatius Cocles Defending the Sublician Bridge*, anonymous, c. 1450

# Memory Worksheet



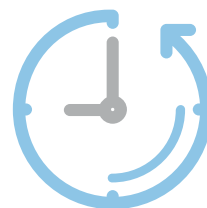
## A. Translation

1. **ōrō** \_\_\_\_\_
2. **ōrnō** \_\_\_\_\_
3. **exspectō** \_\_\_\_\_
4. **putō** \_\_\_\_\_
5. **probō** \_\_\_\_\_
6. **vīvus** \_\_\_\_\_
7. **mortuus** \_\_\_\_\_
8. **posterus** \_\_\_\_\_
9. **postrēmus** \_\_\_\_\_
10. **extrēmus** \_\_\_\_\_

**B. Chant** List the present-, imperfect-, and future-tense verb endings, and try to label the boxes correctly.


## C. Grammar

1. The three characteristics of a verb are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
2. The number of a verb answers the question “\_\_\_\_\_?”
3. Verbs can be either \_\_\_\_\_ person, \_\_\_\_\_ person, or \_\_\_\_\_ person.
4. Tense is \_\_\_\_\_.





# Decoding Worksheet

## Decoding? What's Decoding?

Since Latin is a language of many endings, Latin words often have much more information packed into a single word than do our words in English. Think of it as being like a code that you need to crack, or a puzzle you need to solve to really understand the meaning. Last year we concentrated mainly on memorizing things, but this year we will gradually practice more and more at trying to crack this code! There are many different methods of “decoding” Latin words and sentences, but the first one we will practice is what we call **parsing**. When we parse a word, we figure out all of its characteristics. For verbs, this means deciding what person, number, and tense it is. In fact, to avoid confusion, we will always do it in this order: person, number, and tense!

**amās:**  
second person  
singular  
present tense



Why don't you give it a try a few times? (The first one is done for you.)

	<b>ōrābit</b>	<b>probābit</b>	<b>ōrnābunt</b>	<b>exspectābam</b>
Person?	<b>3rd</b>			
Number?	<b>singular</b>			
Tense?	<b>future</b>			

	<b>ōrās</b>	<b>probat</b>	<b>ōrnābam</b>	<b>exspectō</b>
Person?				
Number?				
Tense?				



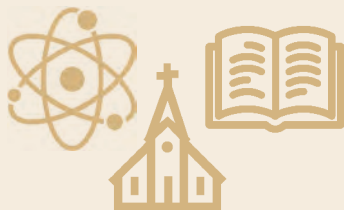




These Activity Worksheets will contain many different fun and interesting activities; one of the main things we will do here is work with derivatives. We want you to learn to love playing with and learning about the origins of words!

## Derivative Exercises

1. Add an *s* and an ending, and you get the Latin word for “I expect,” which is \_\_\_\_\_.
2. “Vivid” means in \_\_\_\_\_ color.
3. From which of this week’s words do we get the word “compute”? \_\_\_\_\_
4. A mortal wound is one that will lead to \_\_\_\_\_.
5. Take the ending off the end of **extrēmus**, replace it with an *e* and you get the English word \_\_\_\_\_, which means: \_\_\_\_\_.
6. Another word for a story is a \_\_\_\_\_. (**fābula**)
7. An \_\_\_\_\_ sport is done in water. (**aqua**)
8. \_\_\_\_\_ is a word for gate. (**porta**)



### Fun Fact!

Medieval Latin is the name for the Latin used in the Middle Ages by the Roman Catholic Church and in the writings of science, literature, and law. Its impact in these areas continues today.




As you travel along your Latin adventure, check off your progress using the checklist that begins on page 321.





# Quiz

## A. New and Review Vocabulary

Latin	English
<b>exspectō, exspectāre, exspectāvī, exspectātum</b>	
<b>ōrnō, ōrnāre, ōrnāvī, ōrnātum</b>	
<b>ōrō, ōrāre, ōrāvī, ōrātum</b>	
<b>probō, probāre, probāvī, probātum</b>	
<b>putō, putāre, putāvī, putātum</b>	
<b>mortuus, -a, -um</b>	
<b>posterus, -a, -um</b>	
<b>postrēmus, -a, -um</b>	
<b>aqua, -ae</b>	
<b>terra, -ae</b>	

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

	Present		Imperfect		Future	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	<b>-ō</b>		<b>-bam</b>		<b>-bō</b>	
2nd person						
3rd person						

## C. Grammar

1. What three characteristics of verbs have you learned so far?

\_\_\_\_\_

2. What question does the number of a verb answer? \_\_\_\_\_

3. What are the options for the person of a verb? \_\_\_\_\_

4. What does the tense of a verb tell you? \_\_\_\_\_

# Chapter 2

## Memory Page




### Review Chant


### 1st and 2nd Conjugations (Present Tense)

	1st Conjugation amō		2nd Conjugation videō	
	Singular	Plural	Singular	Plural
1st person	<b>amō</b>	<b>amāmus</b>	<b>videō</b>	<b>vidēmus</b>
2nd person	<b>amās</b>	<b>amātis</b>	<b>vidēs</b>	<b>vidētis</b>
3rd person	<b>amat</b>	<b>amant</b>	<b>videt</b>	<b>vident</b>

### New Vocabulary

Latin	English
<b>aequus, -a, -um</b>	equal
<b>aliēnus, -a, -um</b>	strange, foreign
<b>aptus, -a, -um</b>	apt, fitting 
<b>beātus, -a, -um</b>	happy, blessed
<b>certus, -a, -um</b>	certain
<b>cēterus, -a, -um</b>	the other, the rest
<b>nūllus,* -a, -um</b>	none
<b>pulcher, pulchra, pulchrum</b>	beautiful

### Review Vocabulary

Latin	English
<b>cēna, -ae (f)</b>	dinner
<b>fossa, -ae (f)</b>	ditch
<b>iūstus, -a, -um/jūstus, -a, -um**</b>	just, fair, right
<b>mēnsa, -ae (f)</b>	table 
<b>pāgina, -ae (f)</b>	page
<b>rēctus, -a, -um</b>	straight
<b>via, -ae (f)</b>	road, way, path

\*This adjective has a special declension pattern, which you will learn in chapter 15.

\*\*Ecclesiastical spelling





### Seeking Domum, Part 2

Lightning highlighted the girl's disappearance—one moment there, another moment gone.

The **puer** (\_\_\_\_\_) turned and **clāmābat** (\_\_\_\_\_) something to those **īnfrā** (\_\_\_\_\_), then sprang onto the deck, looking about frantically. A rope—yes! He grabbed the hefty coil and, wiping the ocean spray from his **oculī** (\_\_\_\_\_), threw it overboard in the direction of the lost girl.

He was not **certus** (\_\_\_\_\_) he could throw the rope all the way to her—but his throw could not have been better! The rope arced through the air, uncoiling as it flew before splashing down, and landed **prope** (\_\_\_\_\_) to her. She scrambled to grab hold of it as he secured the other end.

She fumbled for the rope as the weight of her dress began dragging her **sub aquam** (\_\_\_\_\_\_). She dipped under the **aqua** (\_\_\_\_\_\_), then clawed back to the surface with a desperate gasp for air.

“Grab the rope!” **puer** (\_\_\_\_\_) yelled. “I’ll rescue you!”

The **puella** (\_\_\_\_\_) was pulled under again. The **puer** (\_\_\_\_\_) squinted into the darkness, trying to catch a glimpse of her.

Suddenly her **bracchium** (\_\_\_\_\_) shot up **ex aquā** (\_\_\_\_\_) and grabbed the rope. She pulled herself to the surface and gripped the rope tightly with both hands. The boy smiled . . . until the knot started to slip. He grasped the rope wound around the belaying pin, but the rope refused to hold tight against the slick, wet wood. The **nāvis** (\_\_\_\_\_) heaved in another **unda** (\_\_\_\_\_), and the rope burned his **digiti** (\_\_\_\_\_) as it slithered through them and pulled free.

The **puer** (\_\_\_\_\_) clung to the side as he saw the **puella** (\_\_\_\_\_) drift farther away from the ship, clinging to a now useless rope.



Disc brooch with gold, garnets, glass, and niello; made in Faversham, England, early 600s



# Grammar Lesson

## More on Principal Parts

Last year, you memorized four forms for each verb. You may remember that these four forms are called the **principal parts**, and they help to give you all the information you need to use these verbs in all their forms. Let's review the four principal parts and use two familiar verbs as our examples:

1	2	3	4
<b>present tense</b>	<b>infinitive</b>	<b>perfect tense</b>	<b>supine</b>
<b>amō</b>	<b>amāre</b>	<b>amāvī</b>	<b>amātum</b>
<b>videō</b>	<b>vidēre</b>	<b>vīdī</b>	<b>vīsum</b>

Figure 2-1:  
The Four  
Principal Parts

The first one is the **present-tense** form (in first-person singular), and it, together with the second form, called the **infinitive**, gives us the present **stem**. The stem is the part of a word that doesn't change, or the part that you get when you chop off the *-re* ending. You should have noticed already that the three tenses we've learned so far—present, future, and imperfect—use the same stem.

The third principal part is the **perfect-tense** (first-person singular) form. The perfect tense is another form of past tense that we will be learning more about next year, but if you drop the *-ī* from this form, you get what is called the perfect stem, which will be used for the other three tenses that you will learn next year. Have you noticed that sometimes it is very different from the present stem? That's why this form is very useful to memorize right away. Otherwise, you might not recognize a perfect-tense verb as one you already know!



The last form is often called the **supine** or the **participle**, and it is a form that is often used when a verb is used as an adjective. Do you know what this means? It means when you learn all your principal parts, you're also learning a bonus adjective!

Last year you memorized all four principal parts as well as an exact translation of each one for the verbs. That's why we listed four translations for each verb. Do you think you have that pattern down pat now? Good, because you may have noticed that we have stopped listing a translation for all four principal parts (unless there is something irregular about the English translation). In this book we list the translations in their infinitive form (such as "to love" or "to see") and you can figure out the rest. That will make it easier for us to list alternate translations for words that can mean different things. Every now and then, though, go ahead and practice translating each principal part. It is good practice.

# Memory Worksheet



## A. Translation

1. **iūstus** (**jūstus**\*) \_\_\_\_\_
2. **aequus** \_\_\_\_\_
3. **via** \_\_\_\_\_
4. **pāgina** \_\_\_\_\_
5. **mēnsa** \_\_\_\_\_
6. **certus** \_\_\_\_\_
7. **pulcher** \_\_\_\_\_
8. **aptus** \_\_\_\_\_
9. **aliēnus** \_\_\_\_\_
10. **nūllus** \_\_\_\_\_

\*Ecclesiastical spelling

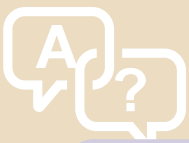
**B. Chant** Fill in the boxes with the (present-tense) conjugations of *amō* and *videō*; don't forget to label the boxes!

	_____		_____	
	_____		_____	

## C. Grammar

1. The first principal part is the \_\_\_\_\_-tense form (in first-person singular).
2. The second principal part is called the \_\_\_\_\_ form.
3. The present and infinitive forms give us the \_\_\_\_\_ stem.
4. The \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ tenses use the present stem.





# Translation Worksheet

## Using Abbreviations in Word Parsing

When we parse a verb, we give its person, number, and tense. We're going to practice giving the person, number, and tense of verbs quite a bit this year, and we don't want you to have to write out the full words for these characteristics of a verb every time. Do you remember the abbreviations for person, number, and tense? It'll only take a few minutes to learn them, and it will save us much time in the future. Here they are for your review:

Options for Person		Options for Number		Options for Tense	
Full word	Abbreviation	Full word	Abbreviation	Full word	Abbreviation
1st Person	1	Singular	S	Present	Pr
2nd Person	2	Plural	Pl	Imperfect	I
3rd Person	3	_____	_____	Future	F

## Practice

Now try using these abbreviations to parse the verbs below, following the example given:

- |                                |                    |                   |
|--------------------------------|--------------------|-------------------|
| 1. 3/S/Pr                      | 2. ____/____/____  | 3. ____/____/____ |
| 1. <b>ōrat</b> (example given) | 2. <b>ōrnābunt</b> | 3. <b>putābam</b> |
| 4. ____/____/____              | 5. ____/____/____  |                   |
| 4. <b>exspectābitis</b>        | 5. <b>probō</b>    |                   |

Painting: *Vanquished* by Edmund Leighton, 1884







## Derivatives

(Note: *fr.* stands for “from” and *def.* stands for “definition.”)

1. Replace the *i* in **iūstus** with a *j*, drop off the ending, and you get the same word in English, which is \_\_\_\_\_.
2. Are you \_\_\_\_\_ you are right? (fr. **certus**)
3. \_\_\_\_\_ are strange creatures from another world. (fr. **aliēnus**)
4. An egalitarian society is one in which most people are fairly \_\_\_\_\_ in wealth and power. (fr. **aequus**)
5. To “stand erect” is to stand up \_\_\_\_\_. (def. of **rēctus**)
6. The *trivium* is the three \_\_\_\_\_ of education. (def. of **via**)

## Additional Derivatives

Latin	English
<b>ōrnō</b>	ornate, ornament
<b>putō</b>	compute, impute, putative
<b>mortuus</b>	mortal, mortality, mortuary
<b>extrēmus</b>	extreme, extremity
<b>aptus</b>	apt, aptitude
<b>certus</b>	certain, certitude, certainty
<b>beātus</b>	beatitudes, beatify, beauty

Now use at least five of these derivatives in a sentence or two.

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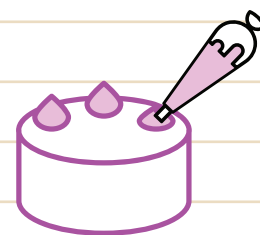
# Quiz

## A. New Vocabulary

Latin	English
aliēnus, -a, -um	
beātus, -a, -um	
certus, -a, -um	
cēterus, -a, -um	
nūllus, -a, -um	
pulcher, pulchra, pulchrum	
fossa, -ae	
mēnsa, -ae	
rēctus, -a, -um	

## B. Review Vocabulary

Latin	English
iūstus, -a, -um (jūstus, -a, -um)	
ōrō, ōrāre, ōrāvī, ōrātum	
ōrnō, ōrnāre, ōrnāvī, ōrnātum	
postrēmus, -a, -um	
extrēmus, -a, -um	
silva, -ae	



## C. Chant

Fill in the boxes with the present tense conjugations of *amō* and *videō*.

	_____		_____	
	_____		_____	

## D. Grammar

- List the names of the four principal parts: \_\_\_\_\_
- What two principal parts help us find the present stem? \_\_\_\_\_

# Chapter 3

## Memory Page



### Review Chant

### Noun Endings

	1st Declension		2nd Declension (m)		2nd Declension (n)	
	Singular	Plural	Singular	Plural	Singular	Plural
Nominative	-a	-ae	-us	-ī	-um	-a
Genitive	-ae	-ārum	-ī	-ōrum	-ī	-ōrum
Dative	-ae	-īs	-ō	-īs	-ō	-īs
Accusative	-am	-ās	-um	-ōs	-um	-a
Ablative	-ā	-īs	-ō	-īs	-ō	-īs

### New Vocabulary

Latin	English
1st-Declension Feminine Nouns	
<b>causa, -ae (f)</b>	cause
<b>cūra, -ae (f)</b>	care
<b>iniūria, -ae (f)/injūria, -ae (f)*</b>	injury, injustice
<b>nātūra, -ae (f)</b>	nature, birth
<b>stēlla, -ae (f)</b>	star
2nd-Declension Masculine Nouns	
<b>modus, -ī (m)</b>	measure, mode
<b>numerus, -ī (m)</b>	number, measure



\*Ecclesiastical spelling

### Review Vocabulary

Latin	English
<b>errō, errāre, errāvī, errātum</b>	to wander
<b>parō, parāre, parāvī, parātum</b>	to prepare
<b>spectō, spectāre, spectāvī, spectātum</b>	to look at, watch
<b>fēmina, -ae (f)</b>	woman
<b>unda, -ae (f)</b>	wave







### Seeking Domum, Part 3

The **puer** (\_\_\_\_\_) hesitated only a moment. He braced his bare feet along the edge of the **nāvis** (\_\_\_\_\_), cinched up his frayed trousers, and dove **dē** (\_\_\_\_\_) the side.

The ocean **aqua** (\_\_\_\_\_) sent a surprising chill across his skin. He came up gasping, but he quickly began cutting through the **aqua** (\_\_\_\_\_) with skillful strokes. His determined swimming warmed his muscles as he made his way **ad puellam** (\_\_\_\_\_).

*Why isn't that impudent boy pulling me back to the boat?!* the girl thought as she pulled on the rope. Suddenly she realized that the rope was no longer taut, but instead was sinking. Her teeth were starting to chatter and she wanted to get back to the ship. Back to her **familia** (\_\_\_\_\_). Back home.

The **puer** (\_\_\_\_\_) swam harder. He wanted to kick himself for letting the knot slip. *Never again*, he swore. He lifted his head up and tried **spectāre** (\_\_\_\_\_) her. There she was. He spotted her bobbing just over the **praeter undam posteram** (\_\_\_\_\_).

The girl's **longus** (\_\_\_\_\_) dress was heavy, making it hard for her to swim and stay **suprā aquam** (\_\_\_\_\_). She tried to wriggle out of the dress so she could swim more easily, but it seemed glued to her body. Even though she was in **periculum** (\_\_\_\_\_) of **iniūria** (\_\_\_\_\_) or death, she **putābat** (\_\_\_\_\_) about how her dress was ruined. When she got back on the boat she could always get another one of her many **pulchrī** (\_\_\_\_\_) dresses. She let go of the rope and began her desperate swim back **ad nāvis** (\_\_\_\_\_).

They met **in aqua** (\_\_\_\_\_) heading toward each other just as a brilliant bolt of lightning lit the sky. The girl prepared an **īrātus** (\_\_\_\_\_) tirade for the clumsy boy but was interrupted when another bolt of lightning struck. Closer this time.

The lightning hit the ship's main mast, splintering it and sending a spray of wood in every direction. What little remained of the mast now burned bright, like a giant, **mīrus** (\_\_\_\_\_) candle.



# Grammar Lesson

## Noun Review

Now it's time to refresh your memory about nouns. Do you remember the three characteristics of nouns? That's right, they are: case, number, and gender.

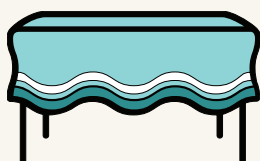
Do you remember the options for gender? They are masculine, feminine, and neuter. The options for number (which tells you *how many*), as you no doubt remember, are singular (one) and plural (more than one).

Now, listing the different forms of a noun all together is called declining it, and there are several patterns nouns follow in their declensions, which we remember by number. The ones you learned last year are the first and second declensions. The first declension tends to have the letter *a* in its forms, and the second declension tends to have *o* or *u* in its endings.

There are a couple more things to remember. Sometimes there are minor variations on these declensions, and you've already experienced one of them, the second-declension neuter nouns. Notice that their endings are pretty much the same as the second-declension masculine endings with just a couple of minor exceptions. Notice, for example, that the nominative and accusative endings are the same for both singular and plural forms. This is always true for neuter nouns, and we call it the neuter rule. Secondly, the plural (nominative and accusative) endings are a short *-a*. You'll notice as we learn more declensions that most of them will have a short *-a* ending in the nominative and accusative plural forms and that all of them will always be the same in the nominative and accusative.

Figure 3-1:  
Verb-Tense  
Endings  
Examples

	1st Declension		2nd Declension (m)		2nd Declension (n)	
	Singular	Plural	Singular	Plural	Singular	Plural
Nominative	<b>mēnsa</b>	<b>mēnsae</b>	<b>lūdus</b>	<b>lūdī</b>	<b>dōnum</b>	<b>dōna</b>
Genitive	<b>mēnsae</b>	<b>mēnsārum</b>	<b>lūdī</b>	<b>lūdōrum</b>	<b>dōnī</b>	<b>dōnōrum</b>
Dative	<b>mēnsae</b>	<b>mēnsīs</b>	<b>lūdō</b>	<b>lūdīs</b>	<b>dōnō</b>	<b>dōnīs</b>
Accusative	<b>mēnsam</b>	<b>mēnsās</b>	<b>lūdum</b>	<b>lūdōs</b>	<b>dōnum</b>	<b>dōna</b>
Ablative	<b>mēnsā</b>	<b>mēnsīs</b>	<b>lūdō</b>	<b>lūdīs</b>	<b>dōnō</b>	<b>dōnīs</b>



# Memory Worksheet



## A. Translation

1. **causa** \_\_\_\_\_
2. **nātūra** \_\_\_\_\_
3. **fēmina** \_\_\_\_\_
4. **numerus** \_\_\_\_\_
5. **unda** \_\_\_\_\_

6. **cūra** \_\_\_\_\_
7. **errō** \_\_\_\_\_
8. **modus** \_\_\_\_\_
9. **spectō** \_\_\_\_\_

## B. Chant

 List the noun endings, and try to label the boxes correctly.


## C. Grammar

1. The three characteristics of a noun are: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
2. The three options for gender are: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
3. The \_\_\_\_\_ of a noun tells you how it is used in a sentence, and the five options for it are: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
4. The \_\_\_\_\_ of a noun tells you how many there are.
5. According to the \_\_\_\_\_ rule, all neuter nouns have the same endings in the nominative and accusative cases.



# Translation Worksheet

## Parsing Nouns

Now it's time to do the same thing with nouns that we've been doing with verbs. Nouns can sometimes pose a problem because, in case you haven't noticed, there are many noun endings that are used more than once. For example, the ending *-a* is used for the first-declension nominative singular and for the second-declension neuter nominative *and* accusative plural. (Remember that neuter rule?) As with verbs, we will abbreviate the parts of a noun: the various options for case, number, and gender.

Options for Case		Options for Gender		Options for Number	
Full word	Abbreviation	Full word	Abbreviation	Full word	Abbreviation
Nominative	N	Masculine	M	Singular	S
Genitive	G	Feminine	F	Plural	Pl
Dative	D	Neuter	N		
Accusative	Acc				
Ablative	Abl				

## Practice Exercises

After parsing each word in the sentence on the line above it, translate it on the line below it.

N/S/F N/S/F G/S/F 3/S/Pr

1. Unda causa iniūriae est.

*The wave is the cause of the injury.*

\_\_\_/\_\_\_/\_\_\_      \_\_\_/\_\_\_/\_\_\_

2. Puer                                  errābat.

\_\_\_\_\_

\_\_\_/\_\_\_/\_\_\_      \_\_\_/\_\_\_/\_\_\_      \_\_\_/\_\_\_/\_\_\_

3. Fēminae                      cēnam                      parābunt.

\_\_\_\_\_

\_\_\_/\_\_\_/\_\_\_      \_\_\_/\_\_\_/\_\_\_      \_\_\_/\_\_\_/\_\_\_

4. Discipulī                      numerum                      spectant.

\_\_\_\_\_







## New Vocabulary: Derivatives

Here is a list of English derivatives from this week's vocabulary.

Latin	English
<b>causa, -ae</b>	cause, causal, causative, causality
<b>cūra, -ae</b>	cure, curative, incurable
<b>iniūria, -ae</b>	injury, injure, injurious
<b>nātūra, -ae</b>	nature, natural, naturally, supernatural
<b>stēlla, -ae</b>	stellar, constellation, interstellar
Second-Declension Masculine Nouns	
<b>modus, -ī</b>	mode, mood, modal
<b>numerus, -ī</b>	numeral, numerical, innumerable, enumerate

## Review Vocabulary: Derivatives

Latin	English
<b>errō, errāre, errāvī, errātum</b>	err, errant, erratic, error, inerrant
<b>spectō, spectāre, spectāvī, spectātum</b>	spectate, spectator, inspect, spectacle
<b>parō, parāre, parāvī, parātum</b>	prepare, preparation
<b>fēmina, -ae</b>	feminine, effeminate, female
<b>unda, -ae</b>	undulate, undulation

Now see how many you can use in five sentences:

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Siege of the Castle of Love, ivory mirror back, ca. 1350–1370





# Quiz

## A. New and Review Vocabulary

Latin	English
causa, -ae	
cūra, -ae	
iniūria, -ae/injūria, -ae*	
nātūra, -ae	
stēlla, -ae	
modus, -ī	
numerus, -ī	
fēmina, -ae	



\*Ecclesiastical spelling

## B. Review Vocabulary

Latin	English
terra, -ae	
aqua, -ae	
vīvus, -a, -um	
extrēmus, -a, -um	
fossa, -ae	

## C. Chant

	1st Declension		2nd Declension (m)		2nd Declension (n)	
	S	Pl	S	Pl	S	Pl
Nominative	-a		-us		-um	
Genitive						
Dative						
Accusative						
Ablative						

## D. Grammar

1. What are the three characteristics of a noun? \_\_\_\_\_
2. What are the different cases in Latin? \_\_\_\_\_
3. What is the neuter rule? \_\_\_\_\_

# Chapter 4

## Memory Page



### Review Chant

### Irregular Verb: *sum, esse, fui, futurum*

	Present		Imperfect		Future	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	<b>sum</b>	<b>sumus</b>	<b>eram</b>	<b>erāmus</b>	<b>erō</b>	<b>erimus</b>
2nd person	<b>es</b>	<b>estis</b>	<b>erās</b>	<b>erātis</b>	<b>eris</b>	<b>eritis</b>
3rd person	<b>est</b>	<b>sunt</b>	<b>erat</b>	<b>erant</b>	<b>erit</b>	<b>erunt</b>

### New Vocabulary

Latin	English
<b>interrogō, interrogāre, interrogāvī, interrogātum</b>	to ask or question
<b>agitō, agitāre, agitāvī, agitātum</b>	to drive, stir up, agitate
<b>imperō, imperāre, imperāvī, imperātum</b> (+ dat. of person)*	to order or command
<b>administrō, administrāre, administrāvī, administrātum</b>	to help or manage
<b>nōminō, nōmināre, nōmināvī, nōminātum</b>	to name, mention, call by name
2nd Declension Neuter Nouns	
<b>iūdicium, -ī (n) / jūdicium, -ī (n)**</b>	trial, legal investigation
<b>officium, -ī (n)</b>	duty, respect
<b>studium, -ī (n)</b>	zeal, study
<b>vīnum, -ī (n)</b>	wine
<b>vitium, -ī (n)</b>	fault, vice
<b>armentum, -ī (n)</b>	herd
<b>medium, -ī (n)</b>	middle



\**Imperō* takes the dative for a direct object that is a person (which is why we call this dative of person) and the accusative for a direct object that is a thing. See the Grammar Lesson for additional explanation.

\*\*Ecclesiastical spelling

### Review Vocabulary

**Helpful Reminder:** As you learned in *LFCA* (chapter 14), the acronym PAIN (taken from the first letters of the four words to the right) will help you remember this unusual or “painful” gender irregularity.

Latin	English
1st-Declension Masculine Exceptions	
<b>poēta, -ae (m)</b>	poet
<b>agricola, -ae (m)</b>	farmer
<b>incola, -ae (m)</b>	settler
<b>nauta, -ae (m)</b>	sailor



Latin	English
2nd Declension	
<b>frūmentum, -ī (n)</b>	grain
<b>ager, agrī (m)</b>	field
<b>vir, virī (m)</b>	man





### Seeking Domum, Part 4

The boy and girl watched in horror as people began to flood the deck of the ship. Alarm bells **clāmābant** (\_\_\_\_\_) out. The **people** scurried about in all directions.

With the loss of the mast, the hulk began to turn **in aquā** (\_\_\_\_\_), directionless.

There was nothing the two of them could do but **spectāre** (\_\_\_\_\_) as they struggled to stay afloat. They both gripped a large chunk of the mast that drifted nearby.

The **nāvis** (\_\_\_\_\_) rose up on the **postera unda** (\_\_\_\_\_) only to drop—**CRACKK!**—onto nearby **saxa** (\_\_\_\_\_) jutting up through the sea. The same **unda** (\_\_\_\_\_) swept over them, threatening to pull them **sub** (\_\_\_\_\_) even as it pushed them farther from the ship. The ship twisted unnaturally as more **undae** (\_\_\_\_\_) pounded it against the rocks. People began to jump overboard, flinging themselves into the cold **aqua** (\_\_\_\_\_).

“**Māter** (\_\_\_\_\_)!” the girl yelled over the turmoil. “**Pater** (\_\_\_\_\_), I’m here! Over here.”

The relentless **mare** (\_\_\_\_\_) tossed the **puer** (\_\_\_\_\_) and **puella** (\_\_\_\_\_) up and crashed down upon them repeatedly. They clung desperately to their makeshift float, barely keeping their heads **suprā aquam** (\_\_\_\_\_), even as it **portābat** (\_\_\_\_\_) them farther out to sea.

“**Ubī**\* **es** (\_\_\_\_\_)?” The voice of the **puella** (\_\_\_\_\_) was lost amid the roar of the rain and the pounding of the **undae** (\_\_\_\_\_).

They drifted into the darkness.

“**Ubī es** (\_\_\_\_\_)?”

\***Ubī** is common word (called an interrogative) that means *where*.



# Grammar Lesson

## Case

Let's review noun cases. The cases tell you what the noun's job in the sentence is. So far, you've learned the main roles of three of the five cases. The **nominative** case is used for the subject and the predicate nominative, the **accusative** case is used for direct objects and objects of some prepositions, and the **ablative** case is used as the object of the rest of the prepositions. You may also have seen an example or two of the **genitive** case being used to show possession, but more on that in the next chapter.

## The Word List Forms and the Gender

Just like verbs, nouns have specific forms that we list in the word list each time to help you learn what you need to know to actually use the word. The first form listed is the **nominative singular** form. The second form listed is the **genitive singular** form. Note that it is *not* the nominative plural form, as is sometimes mistakenly assumed. **It just so happens that the genitive singular and the nominative plural are the same for first-declension and second-declension masculine nouns.** However, in the second-declension neuter they are different, and note that what is listed is the genitive singular (*officium, -i*), not the nominative plural form (*officium, -a*). Note also that if the stem is unchanged through all the forms, we, like many textbooks and dictionaries, simply replace the stem with a dash in the listed form. See the shaded forms in the boxes for a comparison.

2nd Masculine (lūdus)	<b>lūdus</b>	<b>lūdī</b>	2nd Neuter (officium)	<b>officium</b>	<b>officia</b>
	<b>lūdī</b>	<b>lūdōrum</b>		<b>officiī</b>	<b>officiōrum</b>
	<b>lūdō</b>	<b>lūdīs</b>		<b>officiō</b>	<b>officiīs</b>
	<b>lūdum</b>	<b>lūdōs</b>		<b>officium</b>	<b>officia</b>
	<b>lūdō</b>	<b>lūdīs</b>		<b>officiō</b>	<b>officiīs</b>

Figure 4-1:  
2nd Masculine  
and 2nd Neuter  
Forms

Now, we've talked about gender quite a bit in the past, but one question that we need to answer right now is this: How can you tell what gender a Latin noun is? If you said "by its ending," you're being a little too vague. You should instead answer by saying that you can usually tell the gender of a Latin noun by what declension it is in, which you can in turn figure out by its ending. For example, **first-declension nouns are almost always feminine.** That *a* in the ending should immediately make you think of it as being feminine, just as names for females in English (and in many other languages that have been influenced by Latin) are often similar to male names with an *-a* added to them



(Patrick, Patricia, Eric, Erica, etc.). In the same way, the **second-declension nouns are either masculine or neuter**, and that first listed form can help you to tell which they are. If the first listed form in the word list ends in *-us* or *-er*, it is masculine, and if it ends in *-um*, it is neuter.

However, there are occasional exceptions to these rules, which are called **irregular or irregularly gendered** words, because they are different from the normal or “regular” rules. The four review words (*poēta, agricola, incola, nauta*), which are first-declension words that are typically masculine, are examples of such exceptions. You will note that we have put an (*m*) after each word to make it clear that these words are, indeed, masculine in gender. Please memorize the gender in addition to the listed forms for each vocabulary word as you learn it. This will be especially helpful later when you learn the third-declension family of nouns (chapter 19), which can be masculine, feminine, *or* neuter!

### Nota Bene (Note Well): Verbs That Take the Dative

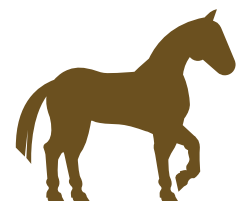
The most common use of the **dative case** is for what is called an **indirect object**. If you don’t know what an indirect object is, don’t worry about it just yet; we’ll get to that later. The reason we mention it now is that sometimes a verb takes an object in the dative case, and the verb *imperō*, from this week’s word list, is one of these words. Study the examples below and note how the dative case is used for the direct object with *imperō*.

DO-ACC. <b>Magistra discipulum vocat.</b> <i>The teacher calls the student.</i>	DO-ACC. <b>Puer amicōs vocat.</b> <i>The boy calls his friends.</i>
OBJ.-DAT. <b>Magistra discipulō imperat.</b> <i>The teacher orders the student.</i> or <i>The teacher gives an order to the student.</i>	OBJ.-DAT. <b>Puer amicis imperat.</b> <i>The boy orders his friends.</i> or <i>The boy gives an order to his friends.</i>

While *imperō* can have an object in the dative when the object is a person, it will have an object in the accusative when the object is a thing!

**Imperat equum ambulāre.**  
*He commands the horse to walk.*

We can say, therefore, that *imperō* takes the **dative of person** but the **accusative of thing**. Notice that after the vocabulary listing for *imperō* at the beginning of the chapter we include (+ dat. of person) to indicate that it takes the dative of person.





# Memory Worksheet

## A. Translation

- |                            |                            |
|----------------------------|----------------------------|
| 1. <b>agitō</b> _____      | 7. <b>nauta</b> _____      |
| 2. <b>administrō</b> _____ | 8. <b>incola</b> _____     |
| 3. <b>iūdicium</b> _____   | 9. <b>vitium</b> _____     |
| 4. <b>imperō</b> _____     | 10. <b>interrogō</b> _____ |
| 5. <b>nōminō</b> _____     | 11. <b>studium</b> _____   |
| 6. <b>armentum</b> _____   | 12. <b>medium</b> _____    |

**B. Chant** Give the forms of the verb *sum*, *esse* for the present, imperfect, and future tenses. Don't forget to label the boxes.


**C. Grammar** List the main function of each case.

- Nominative: \_\_\_\_\_
- Genitive: \_\_\_\_\_
- Dative: \_\_\_\_\_
- Accusative: \_\_\_\_\_
- Ablative: \_\_\_\_\_
- How can you tell what gender a word is?  
\_\_\_\_\_
- Why do some words in the word list have a (m), (f), or (n) next to them?  
\_\_\_\_\_





## Analyzing and Labeling Sentences

You may recall that last year we sometimes **labeled** the parts of sentences. To make sure that our directions are clear, we're going to call it **labeling a sentence** when you label all the parts of the sentence (e.g., the subject, verb, direct object, etc.). When we ask you to give the person, number, and tense of all the verbs and the case, number, and gender of all nouns and adjectives (parsing each word), we will call this **analyzing** the sentence. When we say to **label and analyze**, that means do both.

Just for the sake of review, here are the abbreviations for the different parts of a sentence that you've studied so far:

Part of a Sentence	Abbreviation
Subject Noun	SN
Verb (intransitive action: no direct object)	V
Verb (transitive action: takes a direct object)	V-t
Linking Verb	LV
Predicate Noun	PrN
Predicate Adjective	PrA
Direct Object	DO
Adjective	Adj
Preposition	P
Object of the Preposition	OP

Examples: Now try labeling a few sentences. Then go ahead and translate them.

SN      DO      V-t

1. **Agricola armentum agit.**  
*The farmer stirs up the herd.*

2. **Servī humum in agrō arābant.**

3. **Discipulus putat.**

4. **Discipulī ad lūdum ambulābunt.**





# Activity Worksheet

## Gender Identification

Translate and identify the gender of each noun listed below. Supply only one translation for words with multiple translations.

Noun	Translation	Gender	Noun	Translation	Gender
<b>stēlla</b>	star	feminine (f)	<b>iūdicium</b>		
<b>causa</b>			<b>iniūria</b>		
<b>aqua</b>			<b>vīnum</b>		
<b>cūra</b>			<b>numerus</b>		
<b>medium</b>			<b>officium</b>		
<b>modus</b>			<b>nātūra</b>		
			<b>studium</b>		

These are words you have not seen before, so they are translated for you. Can you identify their gender?

Noun	Translation	Gender	Noun	Translation	Gender
<b>nūntius</b>	messenger	masc. (m)	<b>imperium</b>	command	
<b>lūna</b>	moon		<b>negōtium</b>	business	
<b>littera</b>	letter		<b>lēgātus</b>	deputy	
<b>oculus</b>	eye		<b>vīta</b>	life	
<b>ūnus</b>	one		<b>glōria</b>	glory	
<b>populus</b>	people		<b>vestigium</b>	footprint	

## Noun Declension Exercise

Here are two nouns you have never seen before. They are both second-declension nouns. The first noun, *somnus* (sleep), is masculine (can you tell why?). The second noun, *rēgnum* (reign), is neuter (can you tell why?). Since you know the declension pattern for both, decline these two nouns in the boxes below.

Singular	Plural
<b>somnus</b>	

Singular	Plural
<b>rēgnum</b>	



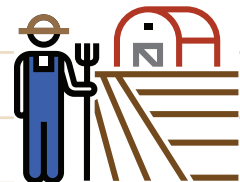
## A. New Vocabulary

Latin	English
<b>administrō, administrāre, administrāvī, administrātum</b>	
<b>agitō, agitāre, agitāvī, agitātum</b>	
<b>imperō, imperāre, imperāvī, imperātum (+ dat.)</b>	
<b>interrogō, interrogāre, interrogāvī, interrogātum</b>	
<b>nōminō, nōmināre, nōmināvī, nōminātum</b>	
<b>armentum, -ī</b>	
<b>iūdicium, -ī/jūdicium, -ī*</b>	
<b>medium, -ī</b>	
<b>officium, -ī</b>	
<b>studium, -ī</b>	
<b>vīnum, -ī</b>	
<b>vitium, -ī</b>	

\*Ecclesiastical spelling

## B. Review Vocabulary

Latin	English
<b>incola, -ae (m)</b>	
<b>agricola, -ae (m)</b>	
<b>poēta, -ae (m)</b>	
<b>nauta, -ae (m)</b>	
<b>frūmentum, -ī</b>	
<b>ager, agrī</b>	
<b>vir, virī</b>	





# Quiz

## C. Chant: Irregular Verbs: *sum, esse, fuī, futūrum*

	Present		Imperfect		Future	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	<b>sum</b>		<b>eram</b>		<b>erō</b>	
2nd person						
3rd person						

## D. Grammar

1. How can you tell what gender a word is?

---

2. Why do some words in the word list have a (m), (f), or (n) next to them?

---

---

Painting: *The Harvesters*, Pieter Bruegel the Elder, 1565





# Chapter 5

## Review of Chapters 1, 2, 3, and 4

After four weeks of study, you have learned forty words. Let's make sure you have these words mastered. Check the boxes of each word you don't know. Then review those words as much as you need to in order to master them. Remember to chant using your eyes, ears, and voice.

### Chapter 1

- |  |  |
|--|--|
| <input type="checkbox"/> exspectō, exspectāre, exspectāvī, exspectātum _____ |  |
| <input type="checkbox"/> ōrnō, ornāre, ornāvī, ornātum _____                 |  |
| <input type="checkbox"/> ōrō, ōrāre, ōrāvī, ōrātum _____                     |  |
| <input type="checkbox"/> probō, probāre, probāvī, probātum _____             |  |
| <input type="checkbox"/> putō, putāre, putāvī, putātum _____                 |  |
| <input type="checkbox"/> extrēmus, -a, -um _____                             | <input type="checkbox"/> aqua, -ae _____   |
| <input type="checkbox"/> mortuus, -a, -um _____                              | <input type="checkbox"/> fābula, -ae _____ |
| <input type="checkbox"/> posterus, -a, -um _____                             | <input type="checkbox"/> porta, -ae _____  |
| <input type="checkbox"/> postrēmus, -a, -um _____                            | <input type="checkbox"/> silva, -ae _____  |
| <input type="checkbox"/> vīvus, -a, -um _____                                | <input type="checkbox"/> terra, -ae _____  |

### Chapter 2

- |  |  |
|--|--|
| <input type="checkbox"/> aequus, -a, -um _____               | <input type="checkbox"/> cēna, -ae _____       |
| <input type="checkbox"/> aliēnus, -a, -um _____              | <input type="checkbox"/> fossa, -ae _____      |
| <input type="checkbox"/> aptus, -a, -um _____                | <input type="checkbox"/> iūstus, -a, -um _____ |
| <input type="checkbox"/> beātus, -a, -um _____               | <input type="checkbox"/> mēnsa, -ae _____      |
| <input type="checkbox"/> certus, -a, -um _____               | <input type="checkbox"/> pāgina, -ae _____     |
| <input type="checkbox"/> cēterus, -a, -um _____              | <input type="checkbox"/> rēctus, -a, -um _____ |
| <input type="checkbox"/> nūllus, -a, -um _____               | <input type="checkbox"/> via, -ae _____        |
| <input type="checkbox"/> pulcher, pulchra,<br>pulchrum _____ |  |

### Chapter 3

- |  |  |
|--|--|
| <input type="checkbox"/> errō, errāre, errāvī, errātum _____         |  |
| <input type="checkbox"/> parō, parāre, parāvī, parātum _____         |  |
| <input type="checkbox"/> spectō, spectāre, spectāvī, spectātum _____ |  |
| <input type="checkbox"/> causa, -ae _____                            | <input type="checkbox"/> modus, -ī _____ |





# Review

## Chapter 3

- |   |  |
|---|--|
| <input type="checkbox"/> <b>cūra</b> , -ae _____    | <input type="checkbox"/> <b>numerus</b> , -ī _____ |
| <input type="checkbox"/> <b>iniūria</b> , -ae _____ | <input type="checkbox"/> <b>fēmina</b> , -ae _____ |
| <input type="checkbox"/> <b>nātūra</b> , -ae _____  | <input type="checkbox"/> <b>unda</b> , -ae _____   |
| <input type="checkbox"/> <b>stēlla</b> , -ae _____  |  |

## Chapter 4

- |  |  |
|--|--|
| <input type="checkbox"/> <b>interrogō</b> , interrogāre, interrogāvī, interrogātum _____     |  |
| <input type="checkbox"/> <b>agitō</b> , agitāre, agitāvī, agitātum _____                     |  |
| <input type="checkbox"/> <b>imperō</b> , imperāre, imperāvī, imperātum _____                 |  |
| <input type="checkbox"/> <b>administrō</b> , administrāre, administrāvī, administrātum _____ |  |
| <input type="checkbox"/> <b>nōminō</b> , nōmināre, nōmināvī, nōminātum _____                 |  |
| <input type="checkbox"/> <b>iūdicium</b> , -ī _____  | <input type="checkbox"/> <b>poēta</b> , -ae (m) _____    |
| <input type="checkbox"/> <b>officium</b> , -ī _____  | <input type="checkbox"/> <b>agricola</b> , -ae (m) _____ |
| <input type="checkbox"/> <b>studium</b> , -ī _____   | <input type="checkbox"/> <b>incola</b> , -ae (m) _____   |
| <input type="checkbox"/> <b>vīnum</b> , -ī _____   | <input type="checkbox"/> <b>nauta</b> , -ae (m) _____    |
| <input type="checkbox"/> <b>vitium</b> , -ī _____  | <input type="checkbox"/> <b>frūmentum</b> , -ī _____     |
| <input type="checkbox"/> <b>armentum</b> , -ī _____  | <input type="checkbox"/> <b>ager</b> , agrī _____        |
| <input type="checkbox"/> <b>medium</b> , -ī _____  | <input type="checkbox"/> <b>vir</b> , virī _____         |



### Working with Derivatives

Look up words you do not know in a dictionary.

## Chapter 1

- |   |  |
|---|--|
| <b>ōrō</b> : orate, oration, oratory, peroration<br>(conclusion of a speech)                | <b>posterus</b> : posterior, posterity (descendants,<br>all future generations)                        |
| <b>ōrnō</b> : ornament, ornamentation, ornate, adorn  | <b>postrēmus</b> : (no derivatives)  |
| <b>exspectō</b> : expect, expectation   | <b>extrēmus</b> : extreme, extremity   |
| <b>putō</b> : putative, compute, computer, repute, reputation                               | <b>aqua</b> : aquatic, aquarium  |
| <b>probō</b> : approve, disapprove, approval, approbation,<br>probation, probate, reprobate | <b>fābula</b> : fable, fabulous  |
| <b>vīvus</b> : vivify, vivisect, revive, revival, vivacious, vivid                          | <b>porta</b> : porch, portable, port, airport, import, export,<br>transport, porter, porthole, portico |
| <b>mortuus</b> : mortal, immortal, mortality, mortify,<br>morgue, mortgaged, mortuary       | <b>silva</b> : sylvan, Pennsylvania (Penn's woods)   |
|   | <b>terra</b> : terrarium, extraterrestrial, terrain, terra firma,<br>territory                         |



## Chapter 2

**iūstus:** just, justice, justify, justification, injustice, unjust, judge

**aptus:** apt, aptitude

**certus:** certain, ascertain, certainty, certify, certification, certificate

**cēterus:** et cetera

**nūllus:** null, nullify, nullification, annul

**pulcher:** pulchritude

**aliēnus:** alien, alienate, alienation, inalienable

**aequus:** equal, equate, equality, equity, inequality, inequity

**beātus:** beatitude, beatific, beauty, beautiful, beautify, beautification

**rēctus:** erect, rectitude, rectify, correct, incorrect; “right” is from the same root in an even older language

**via:** viaduct, via (“by means of”); “way” is from the same root in an even older language

**fossa:** fossil

**pāgina:** page, pagination

**mēnsa:** mesa (Spanish for “table”)

**cēna:** cenacle (a formal dining room)

## Chapter 3

**causa:** cause, causation, because, causal, causality

**cūra:** care, cure, curative, incurable, curator

**iniūria:** injury, injure, injurious

**nātūra:** nature, natural, naturalize, unnatural, supernatural, denature

**stēlla:** stellar, interstellar, constellation

**modus:** mode, model, modify, mood, modal, modification

**numerus:** numeral, number, numerate, innumerable, numerous, enumerate

**errō:** error, erroneous, err, errant

**spectō:** spectacle, spectator, spectacular, inspect, respect

**parō:** prepare

**fēmina:** female, feminine, feminize, effeminate

**unda:** undulation, undulating, undulate

## Chapter 4

**interrogō:** interrogator, interrogation, interrogate

**agitō:** agitation, agitator, agitate

**imperō:** imperial, imperious, imperative

**administrō:** administration, administrator, administrate

**nōminō:** nomination, nominate, denomination

**iudicium:** judicial, judiciary, adjudicate

**officium:** office, official

**studium:** study, studious, student

**vīnum:** wine, vine, vineal (having to do with wine), vinegar (originally and sometimes still made by further fermenting wine!)

**vitium:** vitiate (contaminate, pollute)

**armentum:** armament

**medium:** medium, median, media, mediate, immediate, intermediary

**incola:** (no derivatives, though “colonize” is related)

**agricola:** agriculture, agricultural

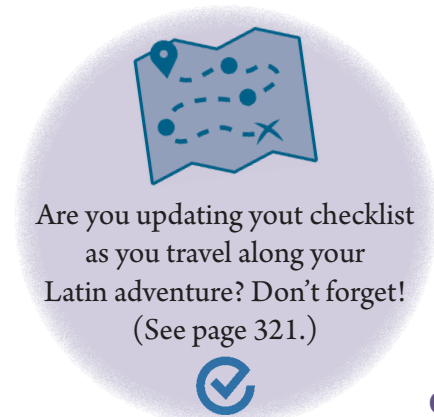
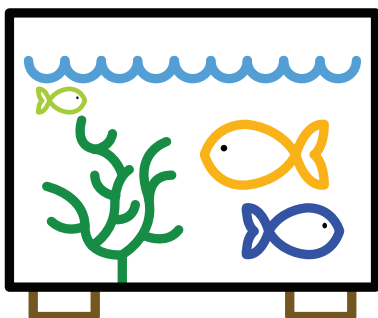
**poēta:** poet, poetry, poem

**nauta:** nautical

**frūmentum:** frumentaceous (made of grain)

**ager:** agriculture, agricultural

**vir:** virtue, virile, virility (manliness)





## Review

### Hierōnymus (Jerome)

Try your hand at translating the following paragraph about Jerome, which is taken from *LFCB History Reader*.

Hierōnymus erat monachus. In cavernā  
prope Bethlemam habitābat. Hierōnymus  
erat vir litterātus. Hebraeam linguam  
et Latīnam sciēbat. Hierōnymus est clārus  
quod Biblia in Latīnam convertit. Haec  
Biblia “Biblia Vulgāta” appellāmus, quod  
lingua populī vulgātī erat Latīna.

**monachus, -ī** (m): monk

**caverna, -ae** (f): cave

**Bethlema, -ae** (f): Bethlehem

**litterātus, -a, -um** (adj.): learned, scholarly (literally “lettered,” or knowing how to read and write)

**Hebraeus, -a, -um** (adj.): Hebrew

**Latīnus, -a, -um** (adj.): Latin

- In Latin, instead of saying things like “to speak Latin,” we say “to speak the Latin language” (*lingua Latina*), or so on for whatever language. Sometimes the adjective is used as a noun without *lingua*, because everyone knows it is supposed to be there, but the adjective is still always feminine in this case.

**scio, scīre**: to know (derivative: science)

**convertit**: he translated (“turned” or “changed” in other contexts)

**Biblia** (neuter plural in form, but singular in meaning): Bible

**haec** (acc., pl., neuter pronoun describing *Biblia*): this

**vulgatus, -a, -um** (adj.): common, general

### The Legacy of Jerome

Jerome’s translation of the Bible into the everyday Latin that people spoke enabled many people to read the Bible in their own language (which for many was Latin!). The publication of the Latin Vulgate in AD 405 ensured that Latin would become the chosen language of the church in the West and remain a common language throughout Europe for many centuries. The Vulgate is still read and enjoyed by many today! Below is a sample passage from the Vulgate (John 1). See how much of it you can read.

In prīncipiō erat Verbum et Verbum erat apud Deum, et Deus erat Verbum.  
Hoc erat in prīncipiō apud Deum. Omnia per ipsum facta sunt et sine ipsō factum est nihil quod factum est. In ipsō vīta erat et vīta erat lūx hominum, et lūx in tenēbris lūcet et tenēbrae eam nōn comprehendērunt.

**prīncipiū, -ī**: beginning

**verbum, -ī**: word

**erat**: was

**apud**: with

**Deus, deī**: God, god

**hoc**: this, this one, this man

**omnia**: all, all things, everything

**per**: through

**ipsum**: him, himself

**facta sunt**: were made

**sine**: without

**ipsō**: him, himself

**nihil**: nothing

**quod**: which

**vīta, -ae**: life

**lūx, lūcis**: light

**tenēbra, -ae**: darkness

**lūcet**: shines

**eam**: it

**comprehendērunt**: comprehend





### Conversational Latin

Latin is a language that can be spoken like any other. Learning to speak some Latin will help you memorize words and become even better at reading and writing in Latin. Speaking in Latin is also a good bit of fun. Try learning the phrases on the page and start using them in class and with friends.

## Latin | English

### Greetings and Farewells

**Salvē magister/magistra!** Hello, teacher! (male or female)

**Valē magister/magistra!** Good-bye, teacher!

**Salvē discipula!** Hello, student! (female)

**Salvē discipulus!** Hello, student! (male)

**Salvēte discipulī/ae** (if all the students are female)! Hello, students!

**Salvēte omnēs!** Hello, everyone!

**Valēte discipulī/ae** (if all the students are female)! Good-bye, students!



### All About You

**Quid est prænōmen tibi?** What is your first name?

**Praenōmen mihi est** \_\_\_\_\_. My name is \_\_\_\_\_.

**Quid agis, hodiē?** How are you (singular) today?

**Quid agitis, hodiē?** How are you (plural) today?

**Bene, grātiās tibi, et tū?** Fine, thank you, and you?

**Male, grātiās tibi, et tū?** Poorly, thank you, and you?

**Nec bene, nec male, grātiās tibi, et tū?** Neither well nor bad, thank you, and you?

**Ubi habitās?** Where do you live?

**In oppidō** \_\_\_\_\_ **habitō.** I live in \_\_\_\_\_.

**Intellegisne?** Do you understand?

**Ita, intellegō.** Yes, I understand.

**Nōn intellegō.** I do not understand.

### Days of the Week

**Quid est hodiē?** What day is today?

**Diēs Sōlis** Sunday

**Diēs Lūnae** Monday

**Diēs Martis** Tuesday

**Diēs Mercurī** Wednesday

**Diēs Iovis** Thursday

**Diēs Veneris** Friday

**Diēs Saturnī** Saturday



# Review

## Grammar Review (Chapter 1)

### Person, Number, and Tense

You have learned that verbs have three characteristics—person, number, and tense. Do you remember what these characteristics mean?

**Person:** This refers to *who* is doing the action of the verb. Let's use the verb *putāre* (to think) as our example. If *I* am doing the thinking (*putō*), we call that the first person. If *you* are doing the thinking (*putās*), we call that the second person. If *he, she, or it* is doing the thinking (*putat*), we call that the third person.

**Number:** This characteristic of verbs refers to *how many* (what number of) people are doing the action. If *I* am doing the action (the thinking), then just *one* person is doing the action—we call that singular. A single person is doing the action. If *we* are doing the thinking (*putāmus*), then *two or more* people are doing the action—we call that plural. Each person (first, second, and third) has both a singular and a plural form. The *singular* forms for *putāre* are: *putō, putās, putat*. The *plural* forms are: *putāmus, putātis, putant*.

**Tense:** This characteristic of verbs refers to *when* the action of the verb takes place, or *what time* the action of the verb takes place. This is why we have always said **tense is time!** Action that takes place in the past we describe as being in the *past tense*. In Latin there are two past tenses: the *imperfect tense* (continuous past action) and the *perfect tense* (simple, or completed past action). Verbs or actions that take place in the present we call the *present tense*. Verbs or actions that take place in the future we call the *future tense*.

So verbs have three characteristics: *person, number, and tense* (P, N, T). Whenever we want to describe the P, N, T of a verb, we call this **parsing**. Look at the box below for *putō*. Do you see how the box labels do some word analysis for you? The numbers on the left of the box show you the *person* (first, second, or third) for the verb. The labels on top of the box (over the Latin words) show you the *number*. The label at the top left-hand corner shows you the *tense* (in this case the present tense). Every time you have studied a verb box, you have been parsing!

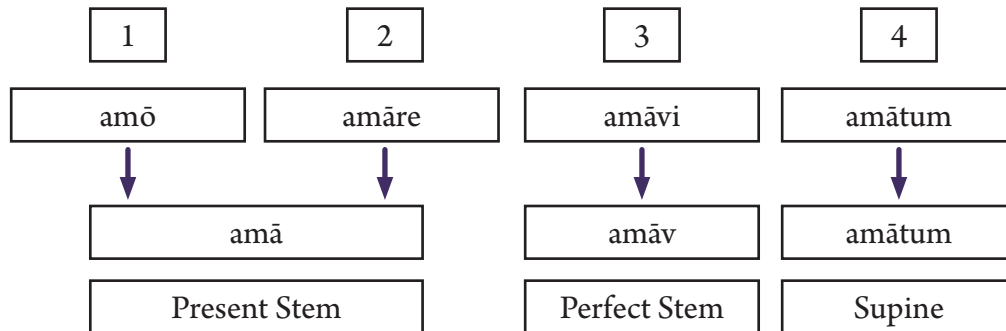
	Number	
Tense	PRESENT	Plural
1st person	<b>putō</b> (I think)	<b>putāmus</b> (we think)
2nd person	<b>putās</b> (you think)	<b>putātis</b> (you think)
3rd person	<b>putat</b> (he thinks)	<b>putant</b> (they think)



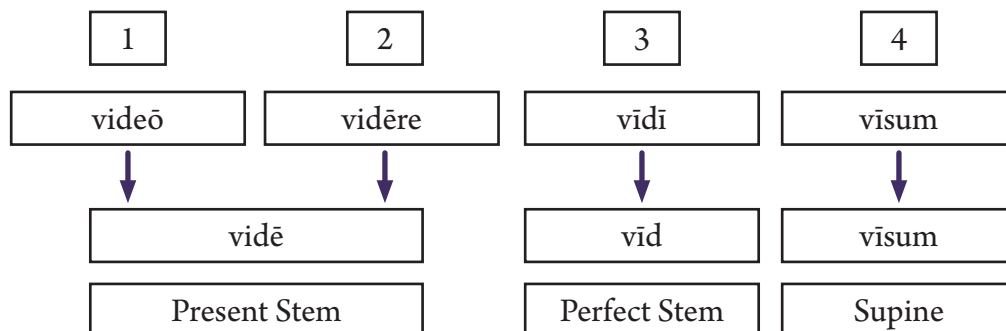
## Grammar Review (Chapter 2)

### The Four Principal Parts of Verbs

You have learned that verbs have three characteristics—person, number, and tense. Do you remember that they also have four principal parts? These are called the principal parts because their stems are used to make every form of the verb. These four parts are what you see when you look up a Latin word in a dictionary. Look at the four principal parts for *amō* and *videō*.



Note that there is an *am* in both *amō* and *amāre*. This is because both *amō* and *amāre* come from the same stem, which is *amā*. *Amā* is called the *present stem* because it is used to form the present tense. Note how *amāv* is the stem for *amāvī*, which is a past tense called the *perfect tense*. The **supine** is the last principal part and is used to form the passive participle, which you will learn next year.



Note how there is *vid* in both *videō* and *vidēre*. This is because both *videō* and *vidēre* come from the same stem, which is *vidē*. *Vidē* is called the *present stem* because it is used to form the present tense. Note how *vīd* is the stem for *vīdī*, which is a past tense called the *perfect tense*. The **supine** is the last principal part and is used to form the passive participle, which you will learn later.



# Review

## Stem-Finding Formula

The formula for finding the present stem for any verb is simple:

$$\boxed{\text{the infinitive}} - \text{"re"} = \boxed{\text{the stem}}$$

$$\text{vidēre} - \text{re} = \text{vidē}$$

$$\text{amāre} - \text{re} = \text{amā}$$

Can you figure out what the present and perfect stems are for the following verbs?

	Present Stem	Perfect Stem
<b>ōrō, ōrāre, ōrāvī, ōrātum</b>		
<b>ōrnō, ōrnāre, ōrnāvī, ōrnātum</b>		
<b>exspectō, exspectāre, exspectāvī, exspectātum</b>		
<b>putō, putāre, putāvī, putātum</b>		
<b>probō, probāre, probāvī, probātum</b>		



Bayeux Tapestry—Scene 1: King Edward the Confessor and Harold Godwinson at Winchester, ca. 1051–1100



### Grammar Review (Chapter 3)

#### Noun Declensions and Three Noun Characteristics

You have now learned two noun declensions: first and second. Remember that the second declension has two versions: second declension/masculine and second declension/neuter. Can you chant from memory all of their forms? Here they are for you to review. Make sure you have them memorized.

	1st Declension		2nd Declension (m)		2nd Declension (n)	
	Singular	Plural	Singular	Plural	Singular	Plural
Nominative	<b>mēnsa</b>	<b>mēnsae</b>	<b>lūdus</b>	<b>lūdī</b>	<b>dōnum</b>	<b>dōna</b>
Genitive	<b>mēnsae</b>	<b>mēnsārum</b>	<b>lūdī</b>	<b>lūdōrum</b>	<b>dōnī</b>	<b>dōnōrum</b>
Dative	<b>mēnsae</b>	<b>mēnsīs</b>	<b>lūdō</b>	<b>lūdīs</b>	<b>dōnō</b>	<b>dōnīs</b>
Accusative	<b>mēnsam</b>	<b>mēnsās</b>	<b>lūdum</b>	<b>lūdōs</b>	<b>dōnum</b>	<b>dōna</b>
Ablative	<b>mēnsā</b>	<b>mēnsīs</b>	<b>lūdō</b>	<b>lūdīs</b>	<b>dōnō</b>	<b>dōnīs</b>

Also remember that nouns have three characteristics: case, gender, and number. Here they are with their abbreviations. Can you recite them from memory?

Options for Case		Options for Gender		Options for Number	
Full word	Abbreviation	Full word	Abbreviation	Full word	Abbreviation
<b>Nominative</b>	<b>N</b>	<b>Masculine</b>	<b>M</b>	<b>Singular</b>	<b>S</b>
<b>Genitive</b>	<b>G</b>	<b>Feminine</b>	<b>F</b>	<b>Plural</b>	<b>Pl</b>
<b>Dative</b>	<b>D</b>	<b>Neuter</b>	<b>N</b>		
<b>Accusative</b>	<b>Acc</b>				
<b>Ablative</b>	<b>Abl</b>				



#### Fun Fact!

The first all-mechanical clocks were created in the 1300s and quickly spread across Europe. These large machines were typically built in churches, town halls, and bell towers.



# Review

## Grammar Review (Chapter 4)

### Noun Jobs

Let's review the noun jobs for each case and the definitions for each noun job.

Case	Noun Job
<b>Nominative</b>	Subject (SN), Predicate Nominative (PrN)
<b>Genitive</b>	Possessive Noun Adjective (PNA)
<b>Dative</b>	Indirect Object (IO)
<b>Accusative</b>	Direct Object (DO), Object of the Preposition (OP)
<b>Ablative</b>	Object of the Preposition (OP)

### Noun Jobs Defined

#### Subject Noun

Case: Nominative

The subject noun is the person, place, or thing that is doing the action of the sentence, or that is being renamed or described.

SN

Example: **Fēmina ambulat.**

(The woman walks.)

#### Object of the Preposition (OP)

Case: Accusative or Ablative

Definition: The object of a preposition is a noun that usually comes right after a preposition.

OP

Example: **Fēmina ambulat ad forum.**

(The woman walks to the forum.)

Preposition Defined: A preposition is a word that connects a noun or a pronoun to the rest of the sentence.

#### Predicate Nominative (PrN)

Case: Nominative

Definition: The predicate nominative renames the subject, or tells us what the subject is.

PrN

Example: **Fēmina est magistra.**

(The woman is a teacher.)

#### Direct Object (DO)

Case: Accusative

Definition: The direct object is a noun that receives the action of a verb.

DO

Example: **Fēmina parat cēnam.**

(The woman prepares dinner.)



## Sentence Labeling

Do you remember the abbreviations for the various parts of a sentence? Here they are:

Part of a Sentence	Abbreviation	Part of a Sentence	Abbreviation
Subject Noun	SN	Predicate Adjective	PrA
Verb (intransitive action: no direct object)	V	Direct Object	DO
Verb (transitive action: takes a direct object)	V-t	Adjective	Adj
Linking Verb	LV	Preposition	P
Predicate Noun	PrN	Object of the Preposition	OP

**Sentence labeling exercise:** Study the first box, then translate the sentences in the second box. After translating, label each sentence with the correct abbreviation from the chart above.

SN V P OP  
**Magister orat in lūdō.**  
*The teacher prays in the school.*

SN V-t DO  
**Filius expectat officium.**  
*The son expects duty.*

SN PrA LV  
**Stēllae pulchrae sunt.**  
*The stars are pretty.*

SN DO V-t  
**Rēx iūdicium imperat.**  
*The king orders the trial.*

SN Adj DO V-t  
**Vir aliēnus agricolās agitāt.**  
*The strange man agitates the farmers.*

SN PrA LV PrA  
**Lupus vivus est, nōn mortuus.**  
*The wolf is living, not dead.*

**Ōrnātis casam.**

**Iūlia armentum administrābit.**

**Numerī aequī erant.**

**Deus stēllās nōminat.**

**Via rēcta nōn erat.**

**Natūra pulchra est, nōn iūsta.**

**Putat vitium esse certum.**





# Review

## Just for Fun

The following image is an agricultural calendar from a manuscript written during the early 1300s. Can you figure out what the people are doing in each of these illustrations? Which of the activities they're doing would you like to try? How have these activities changed since the early 1300s?



*Travaux des douze mois de l'année*  
(Agricultural calendar from a manuscript of Pietro Crescenzi, written c. 1306)



# Chapter 6

## New Chant

# Memory Page



### Singular Personal Pronouns

	Singular		
	Masculine	Feminine	Neuter
Nominative	<b>is</b> (he)	<b>ea</b> (she)	<b>id</b> (it)
Genitive	<b>ēius</b> (his)	<b>ēius</b> (hers)	<b>ēius</b> (its)
Dative	<b>eī</b> (to/for him)	<b>eī</b> (to/for her)	<b>eī</b> (to/for it)
Accusative	<b>eum</b> (him)	<b>eam</b> (her)	<b>id</b> (it)
Ablative	<b>eō</b> (by/with/from him)	<b>eā</b> (by/with/from her)	<b>eō</b> (by/with/from it)

### New Vocabulary

Latin	English
<b>Pronouns</b>	
<b>eum</b>	him (accusative case)
<b>eam</b>	her (accusative case)
<b>id</b>	it (nominative or accusative case)
<b>Nouns (1st Declension)</b>	
<b>flamma, -ae (f)</b>	flame
<b>fōrma, -ae (f)</b>	shape, beauty
<b>grātia, -ae (f)</b>	thanks
<b>hōra, -ae (f)</b>	hour
<b>iānua, -ae (f)/jānua, -ae (f)*</b>	door
<b>lacrima, -ae (f)</b>	tear
<b>lingua, -ae (f)</b>	tongue, language



\*Ecclesiastical spelling

### Review Vocabulary

Latin	English
<b>cēnō, cēnāre, cēnāvī, cēnātum</b>	to dine
<b>cantō, cantāre, cantāvī, cantātum</b>	to sing, chant
<b>appellō, appellāre, appellāvī, appellātum</b>	to name
<b>accūsō, accūsāre, accūsāvī, accūsātum</b>	to accuse
<b>commemorō, commemorāre, commemorāvī, commemorātum</b>	to remember







### Seeking Domum, Part 5

**Puella** (\_\_\_\_\_) was **prīma** (\_\_\_\_\_) to wake up. She sat up on a wide, clean beach, but where? The ocean lapped gently at her toes as if nothing had happened the night before. She noticed that her **capillus** (\_\_\_\_\_) flopped about her head, caked with sand and seaweed. She shivered and rubbed her **bracchia** (\_\_\_\_\_).

The **puer** (\_\_\_\_\_) jolted awake beside her, glancing wildly **circum** (\_\_\_\_\_). He tried to scramble up, but the slick sand betrayed his feet and he splashed back to the **humus** (\_\_\_\_\_).

Their **oculi** (\_\_\_\_\_) met, momentarily. **Erant** (\_\_\_\_\_) likely the same age.

The **puella** (\_\_\_\_\_) stood up and started to look **circum** (\_\_\_\_\_).  
**“Puer, vides** (\_\_\_\_\_) any more survivors?”

“Marcus,” was the boy’s response. “My name is Marcus.” His response annoyed the **puella** (\_\_\_\_\_), since she **nōn rogābat** (\_\_\_\_\_) for **ēius** (\_\_\_\_\_) name, nor was **ea** (\_\_\_\_\_) particularly interested in his answer.

“My name is Julia,” she said. “Now help me look for my parents.” Julia hitched up her soaked, heavy dress and started **ambulāre** (\_\_\_\_\_) up the beach.

“That’s the wrong direction,” Marcus said, calling after her. “I mean, **mea domina** (\_\_\_\_\_).”

Julia spun and eyed the **puer** (\_\_\_\_\_). “How do you know? **Putō** (\_\_\_\_\_) the shipwreck would be this **via** (\_\_\_\_\_),” Julia added, pointing in the direction she was walking.

“Because **putō** (\_\_\_\_\_) I recognize this beach, and we passed by this area yesterday.”

“Well, you are mistaken, **putō** (\_\_\_\_\_).”

“Why don’t we split up and each see if we can find anybody or a **via** (\_\_\_\_\_) to follow. We can meet back here at noon, **mea domina** (\_\_\_\_\_)?”

“**Bonus** (\_\_\_\_\_) idea,” Julia said. “Well, I mean, it’s all right.” The two went their different **viae** (\_\_\_\_\_).

**Post** (\_\_\_\_\_) about a minute, Julia turned around and watched Marcus continue in his direction. She **rogābat** (\_\_\_\_\_) herself: *What if **ferī** (\_\_\_\_\_) animals come out and attack me? What if there are pirates here? Did he take that into consideration?!*

Julia frowned, then ran to catch up with Marcus.



## Grammar Lesson

### Third-Person Pronouns: *is, ea, id*

So far we haven't had any pronouns. Do you know what a pronoun is? **A pronoun is a word that can be used in the place of a noun.** An example of a pronoun that we use very often in English is the word "he." If we're talking about the emperor Justinian the Great, for instance, instead of repeating his name every time he appears in a sentence, we could use the pronoun "he" from time to time. Thus instead of saying:



"Justinian was a famous emperor. Justinian was known for publishing the Roman code of laws in AD 529."

We could say:

"Justinian was a famous emperor. He was known for publishing the Roman code of laws in AD 529."

Well, the Latin word for "he" is *is*, the Latin for "she" is *ea*, and the Latin for "it" is *id*.

Now what **person** are all of these pronouns in? Do you remember what person is? It is usually a characteristic only for verbs, but a certain kind of pronoun—the ones we call **personal**—has person too. That should be easy to remember: **personal pronouns have person.**

Person has to do with the relationship between the person being referred to and the speaker. In English, for example, when I'm talking about me, I say "I" or "me." When I'm talking about a group that includes me, I say "we" or "us." When someone is referring to himself or a group that includes him, we say that he is speaking in **first person**. When someone is talking about someone else that he is talking to, that is **second person**. For example, when I am talking to you, the reader, I say "you." The **third person** is used when neither the speaker nor the listener is being talked about in the sentence. The subject of the sentence is what we call a third party, since they aren't involved in the conversation.

Latin has several personal pronouns. This week though, we're only going to learn the **third-person singular** personal pronouns. That is, we're going to learn the Latin words for "he," "she," and "it" to keep it simple. Look at the chart on the memory page and there they are!

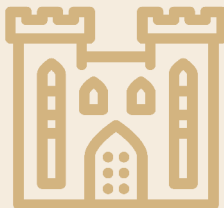
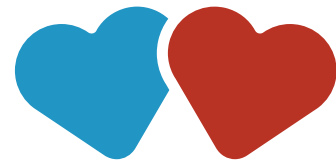


## How to Chant Them

When you chant through the chart on the Memory Page, chant the nominative singular ones across and then go down to the genitive singular, then keep on going, just like this: “*is, ea, id . . . ēius, ēius, ēius . . . eī, eī, eī . . . eum, eam, id . . . eō, eā, eō.*” Why should you chant them in this way? This is the traditional way to chant them, and we will be chanting most of our pronoun forms this way in the future.

## Using Personal Pronouns in a Sentence

Notice that the personal pronouns in your vocabulary list are all in the accusative case. There’s a reason for this. Remember how the verb endings in Latin make many pronouns unnecessary? For example, *amat* already means “He loves.” I wouldn’t need to say “*Is amat*” unless I wanted to emphasize the fact that he is the one who is loving and not someone else. This only works for the *subject* of the sentence, though. The subject noun *is* (which is also a personal pronoun) is contained within the verb. If you wanted to say that “He loves her,” you would need to say “*Amat eam.*” Because of this, the accusative case pronouns are the ones that you are most likely to see in a sentence, so that is why they are the ones in the vocabulary list!



### Fun Fact!

Castles originated in Europe in the 9th and 10th centuries, when nobles built them to protect the local populace, travel routes, and important resources and used them as bases to launch raids against their enemies.



## Grammar Lesson

Here are two sentences that mean the same thing, one using the pronoun and one not using it:

**Is videt flammam.**

*He sees the flame.*

**Videt flammam.**

*He (or she or it) sees the flame.*

What's the difference in meaning between these two? The first one emphasizes the pronoun *is*, perhaps because the speaker wants to emphasize which person sees the flame or that it is a male who sees it. Now here's an example of a pronoun being used as a direct object:

**Fēmina videt eam quoque.**

*The woman sees it too.*

In this case, the pronoun (*eam*) could be replaced by the noun (in this case *flammam*), but it simply can't be dropped.

*Nota Bene:* Note that since *flamma* is feminine in Latin, the pronoun *eam* is used, but since we don't think of flame being a "her" in English, we translate the pronoun as "it."

Painting: *Merlin Presenting the Future King Arthur* by Emil Johann Lauffer; before 1909



# Memory Worksheet



## A. Translation

1. **cantō** \_\_\_\_\_
2. **id** \_\_\_\_\_
3. **flamma** \_\_\_\_\_
4. **eum** \_\_\_\_\_
5. **fōrma** \_\_\_\_\_
6. **eam** \_\_\_\_\_
7. **accūsō** \_\_\_\_\_
8. **hōra** \_\_\_\_\_
9. **iānua, jānua\*** \_\_\_\_\_
10. **lingua** \_\_\_\_\_

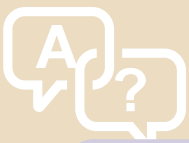
\*Ecclesiastical spelling

**B. Chant** Give the chant of *is, ea, id* (masculine, feminine, and neuter). Remember to label the boxes.



## C. Grammar

1. \_\_\_\_\_ pronouns have \_\_\_\_\_.
2. What person are the English pronouns “I,” “me,” “we” and “us”? \_\_\_\_\_
3. What person is the English pronoun “you”? \_\_\_\_\_
4. What person are the English pronouns “he,” “she,” “it,” “they,” and “them”? \_\_\_\_\_
5. Why are nominative case personal pronouns not as common in Latin as they are in English?  
\_\_\_\_\_  
\_\_\_\_\_



# Translation Worksheet

## Parsing Verbs as Sentences

One of the neat things about Latin is that Latin verbs can be complete sentences all by themselves—unlike English verbs, which always need at least one noun or pronoun to complete their meaning. So today we’re going to practice translating verbs as complete sentences, and we’re going to analyze them while we’re at it too. Note that the worksheet includes verbs from all three tenses—imperfect, present, and future.

Directions: Parse each verb and translate it as a complete sentence. Be sure to pay careful attention to which pronoun you use. The first one is done for you as an example.

3 / S / Pr

1. **Cēnat.**

*He dines.*

\_\_\_\_/\_\_\_\_/\_\_\_\_

5. **Appellātis.**

\_\_\_\_\_

\_\_\_\_/\_\_\_\_/\_\_\_\_

9. **Exspectāmus.**

\_\_\_\_\_

\_\_\_\_/\_\_\_\_/\_\_\_\_

2. **Cantābās.**

\_\_\_\_\_

\_\_\_\_/\_\_\_\_/\_\_\_\_

6. **Errābam.**

\_\_\_\_\_

\_\_\_\_/\_\_\_\_/\_\_\_\_

10. **Probābit.**

\_\_\_\_\_

\_\_\_\_/\_\_\_\_/\_\_\_\_

3. **Accūsābimus.**

\_\_\_\_\_

\_\_\_\_/\_\_\_\_/\_\_\_\_

7. **Ōrābitis.**

\_\_\_\_\_

\_\_\_\_/\_\_\_\_/\_\_\_\_

11. **Interrogō.**

\_\_\_\_\_

\_\_\_\_/\_\_\_\_/\_\_\_\_

4. **Commemorant.**

\_\_\_\_\_

\_\_\_\_/\_\_\_\_/\_\_\_\_

8. **Nōminābant.**

\_\_\_\_\_

\_\_\_\_/\_\_\_\_/\_\_\_\_

12. **Ōrnās.**

\_\_\_\_\_



Knight chess piece made with walrus ivory; probably made in London, England, ca. 1250





## Derivatives

1. Something that is \_\_\_\_\_ is something that is prone to burn. (**flamma**)
2. During what \_\_\_\_\_ of the day do you eat lunch? (**hōra**)
3. Every week, the Memory Page includes a \_\_\_\_\_ for you to sing. (**cantō**)
4. An \_\_\_\_\_ is a special kind of name or title. (**appellō**)
5. A \_\_\_\_\_ often studies the “tongues” (languages) of many nations. (**lingua**)
6. We should \_\_\_\_\_ the memory of fallen heroes. (**commemorō**)
7. Don't \_\_\_\_\_ someone without evidence! (**accūsō**)

## Usage Note

OK, here we come to one of the more confusing pairs of words in the English language, “flammable” and “inflammable,” so it’s time for a usage note and a little history. Oddly enough, the English words “flammable” and “inflammable” mean more or less the same thing. Many people tend to think that “inflammable” is the opposite of “flammable,” because of the prefix “in-,” which often does change a word to mean its opposite. (See the Activity Worksheet in chapter 17 for examples of where the prefix “in-” really is used this way.) What has happened here, though, is that these two words have actually come to us not straight from the noun, but from two different Latin verbs that both derive from *flamma*: *flammāre* and *inflammāre*. Care to guess what *flammāre* means? That’s right, it means “to flame or burn.” *Inflammāre* means “to inflame,” which is more or less the same thing. So remember, something that is “inflammable” is “inflammable.”

Sentences: Now see how many of the derivatives above you can use in a sentence.

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# Quiz

## A. New Vocabulary

Latin	English	Latin	English
<b>eum</b>		<b>grātia, -ae</b>	
<b>eam</b>		<b>hōra, -ae</b>	
<b>id</b>		<b>iānua, -ae/ jānua, -ae*</b>	
<b>flamma, -ae</b>		<b>lacrima, -ae</b>	
<b>fōrma, -ae</b>		<b>lingua, -ae</b>	

\*Ecclesiastical spelling

## B. Review Vocabulary

Latin	English
<b>cēnō, cēnāre, cēnāvī, cēnātum</b>	
<b>cantō, cantāre, cantāvī, cantātum</b>	
<b>appellō, appellāre, appellāvī, appellātum</b>	
<b>accūsō, accūsāre, accūsāvī, accūsātum</b>	
<b>commemorō, commemorāre, commemorāvī, commemorātum</b>	

## C. Chant

 Fill in the chant for singular personal pronouns (*is, ea, id*).

	Singular		
	Masculine	Feminine	Neuter
Nominative			
Genitive			
Dative			
Accusative			
Ablative			

## D. Grammar

1. What unique characteristic do personal pronouns have that other pronouns don't? \_\_\_\_\_
2. Name some first-person English pronouns. \_\_\_\_\_

# Chapter 7

## Memory Page



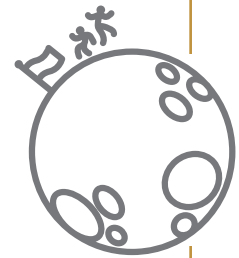
### New Chant

### Plural Personal Pronouns

	Plural		
	Masculine	Feminine	Neuter
Nominative: (SN, PrN)	<b>eī</b> (they)	<b>ae</b> (they)	<b>ea</b> (they)
Genitive: “of”	<b>eōrum</b> (their)	<b>eārum</b> (their)	<b>eōrum</b> (their)
Dative: “to/for” (IO)	<b>eīs</b> (to/for them)	<b>eīs</b> (to/for them)	<b>eīs</b> (to/for them)
Accusative: (DO, OP)	<b>eōs</b> (them)	<b>eās</b> (them)	<b>ea</b> (them)
Ablative: (OP)	<b>eīs</b> (by/with/from them)	<b>eīs</b> (by/with/from them)	<b>eīs</b> (by/with/from them)

### New Vocabulary

Latin	English
<b>littera, -ae (f)</b>	letter
<b>lūna, -ae (f)</b>	moon
<b>lūxuria, -ae (f)</b>	luxury, extravagance
<b>memoria, -ae (f)</b>	memory
<b>opera, -ae (f)</b>	effort, services
<b>lēgātus, -ī (m)</b>	deputy, lieutenant
<b>oculus, -ī (m)</b>	eye



### Review Vocabulary

Latin	English
<b>magister (m)/magistra (f)</b>	teacher, master (male/female)
<b>discipulus (m)/discipula (f)</b>	student, disciple (male/female)
<b>dominus (m)/domina (f)</b>	lord, master (male/female)
<b>servus (m)/serva (f)</b>	slave (male/female)
<b>famulus (m)/famula (f)</b>	servant (male/female)







### Seeking Domum, Part 6

“I think we should have gone **cētera via** ( \_\_\_\_\_ ),” Julia said as she **ambulābat** ( \_\_\_\_\_ ) back and forth.

The sun dipped **ad terram** ( \_\_\_\_\_ ).

Marcus furiously spun a stick in his hands, grinding **id** ( \_\_\_\_\_ ) against another stick. He was getting warmer, but the sticks were not.

“Why didn’t we find anybody? **Ubī** ( \_\_\_\_\_ ) are they all hiding?” Julia added. “Surely, my parents are still all right. They could not have—” Julia didn’t finish her **verba** ( \_\_\_\_\_ ). Instead, **ea** ( \_\_\_\_\_ ) sat down in front of Marcus’s absent fire.

Marcus tried again, rubbing the sticks together even more vigorously.

“When do we eat?” Julia asked.

Marcus stopped, breathing heavily. “Eat what, **mea domina** ( \_\_\_\_\_ )?! We have no food, no **aqua** ( \_\_\_\_\_ ), and no **ignis** ( \_\_\_\_\_ ). Not yet, at least.” Marcus furiously spun his stick again.

“I’ve never had to go without eating a meal,” Julia said quietly. “I’m hungry, Marcus. I’m hungry and cold and I miss **mea familia** ( \_\_\_\_\_ ).”

She let the **silentium** ( \_\_\_\_\_ ) sink in. “**Familia mea** ( \_\_\_\_\_ ) and I left home because invaders were threatening. What do we do now? Where do we go?”

Marcus stopped his work on **ignis** ( \_\_\_\_\_ ). He moved over beside Julia and tentatively put his **bracchium** ( \_\_\_\_\_ ) around **eam** ( \_\_\_\_\_ ). Julia hesitated, then moved closer, enjoying the warmth.

Darkness grew as the sun’s **postrēma** ( \_\_\_\_\_ ) red light faded. The last chittering bird fell silent. In the distance they heard a faint howl.

“I’m hungry, too, **mea domina** ( \_\_\_\_\_ ),” Marcus said.



Astrolabe of ‘Umar ibn Yusuf, a Rasulid prince; made in Yemen, 1291



# Grammar Lesson

## Plural Personal Pronoun Chart

In English, the plural pronoun “they” is not specific about gender. By that we mean that the English word “they” doesn’t tell you whether the people or things referred to are masculine, feminine, or neuter. Latin does have a form for the plural in each gender, though! We gave you the gender-dependent forms for the **singular** (third-person) personal pronouns last week, but this week we can now begin to chant through all the case endings, both singular *and* plural. This week the plural forms are listed in the weekly chant. (Take a look back at chapter 6 to review the singular forms, or turn to the reference section to practice chanting all the forms together.) Note that the plural pronouns are simply the plural endings of the first and second declensions with an *e* added to the beginning!



## The Genitive Case

We’ve already made use of adjectives to modify the meanings of nouns. Did you know that nouns can modify other nouns too? One of the most common ways that a noun can modify another noun is by showing possession, or ownership. For example, if I wanted to talk about the brother of my friend Greg, I would refer to him as “Greg’s brother” or “the brother of Greg.” Note that I wouldn’t say just “Greg brother” because that wouldn’t make any sense. Nor would I say “brother Greg” because people would think that I was talking about a monk named Greg, and my friend Greg isn’t a monk! We use the apostrophe (*'s*) to show that the brother we are talking about is the one that Greg has.

Now, how would we show this in Latin? It’s easy! We just use the genitive case. The Latin for Gregory is “Gregorius.” Thus, in Latin would say:

*germānus Gregoriū*  
or  
*Gregoriū germānus*

Even though *Gregoriū* (Greg’s) is a noun, its function in the sentence is more like an adjective. That is why, when we label sentences with genitive case words, we use the label **possessive noun adjective** (abbreviated **PNA**) for those genitives. A possessive noun adjective is **a noun that functions as an adjective by showing possession** and thus answers the adjective questions **which one?** or **what kind?** See the sentence below for an example:

SN      PNA    V-t    DO  
**Germānus Gregoriū videt Jūliam.**  
*The brother of Greg sees Julia.*  
or  
*Greg’s brother sees Julia.*

# Memory Worksheet



## A. Translation

1. **famulus** \_\_\_\_\_
2. **discipulus** \_\_\_\_\_
3. **littera** \_\_\_\_\_
4. **lūxuria** \_\_\_\_\_
5. **magister** \_\_\_\_\_
6. **lūna** \_\_\_\_\_
7. **memoria** \_\_\_\_\_
8. **lēgātus** \_\_\_\_\_
9. **dominus** \_\_\_\_\_
10. **opera** \_\_\_\_\_
11. **servus** \_\_\_\_\_
12. **oculus** \_\_\_\_\_

**B. Chant** Give the third-person plural personal pronouns. Remember to label the boxes.


## C. Grammar

1. One of the most common ways that a noun can modify another noun is to show \_\_\_\_\_.
2. In Latin, we show possession by using the \_\_\_\_\_ case.





# Translation Worksheet

## A. Verbs

Directions: Parse and translate the following verbs. Be careful: Some of them are in different tenses.

\_\_\_\_/\_\_\_\_/\_\_\_\_

1. **Cēnābat.**

\_\_\_\_\_

\_\_\_\_/\_\_\_\_/\_\_\_\_

3. **Accūsāmus.**

\_\_\_\_\_

\_\_\_\_/\_\_\_\_/\_\_\_\_

5. **Appellātis.**

\_\_\_\_\_

\_\_\_\_/\_\_\_\_/\_\_\_\_

2. **Cantābis.**

\_\_\_\_\_

\_\_\_\_/\_\_\_\_/\_\_\_\_

4. **Commemorābunt.**

\_\_\_\_\_

\_\_\_\_/\_\_\_\_/\_\_\_\_

6. **Errābam.**

\_\_\_\_\_

## B. Sentences with the Genitive

Analyze (parse each word) and translate each sentence. Remember, give the case, number, and gender for each noun and the person, number, and tense for each verb.

\_\_\_\_/\_\_\_\_/\_\_\_\_

1. **Lēgātus**

\_\_\_\_/\_\_\_\_/\_\_\_\_

**servum**

\_\_\_\_/\_\_\_\_/\_\_\_\_

**dominī**

\_\_\_\_/\_\_\_\_/\_\_\_\_

**accūsat.**

\_\_\_\_\_

\_\_\_\_/\_\_\_\_/\_\_\_\_

2. **Lēgātus**

\_\_\_\_/\_\_\_\_/\_\_\_\_

**dominī**

\_\_\_\_/\_\_\_\_/\_\_\_\_

**eam**

\_\_\_\_/\_\_\_\_/\_\_\_\_

**amābat.**

\_\_\_\_\_





# Activity Worksheet



## A. Related Words

Did you notice something unusual about this week's review vocabulary list? If not, take another look:

Latin	English
<b>magister/magistra</b>	teacher, master (male/female)
<b>discipulus/discipula</b>	student, disciple (male/female)
<b>dominus/domina</b>	lord, master (male/female)
<b>servus/serva</b>	slave (male/female)
<b>famulus/famula</b>	servant (male/female)

See it now? There are actually two words in each blank rather than one. That's because we figure that these are really pretty familiar words to you and that you can spot the relationship immediately. These are some of the easiest type of "related" words to spot. The only thing that is really different between the two in each of these pairs is that one uses the masculine endings from the second declension and the other uses the feminine endings of the first declension. In fact, in all these pairs of words, the normal stem is the same for both. Watch out for *magister*, though. The normal stem of *magister* is *magistr-*. That's because, like many of those *-er* second-declension words, the *e* drops out of all but the nominative form. (Or, perhaps more accurately, you could say that the *e* is inserted into the nominative form.)

Singular	<b>magister</b>	<b>magistra</b>
	<b>magistrī</b>	<b>magistrae</b>
	<b>magistrō</b>	<b>magistrae</b>
	<b>magistrum</b>	<b>magistrā</b>
	<b>magistrō</b>	<b>magistrā</b>

Plural	<b>magistrī</b>	<b>magistrae</b>
	<b>magistrōrum</b>	<b>magistrarum</b>
	<b>magistrīs</b>	<b>magistrīs</b>
	<b>magistrōs</b>	<b>magistrās</b>
	<b>magistrīs</b>	<b>magistrīs</b>

## B. Derivatives

See how many derivatives you can come up with from this week's review vocabulary list.

Latin	English
<b>magister/magistra</b>	
<b>discipulus/discipula</b>	
<b>dominus/domina</b>	
<b>servus/serva</b>	



# Quiz

## A. New and Review Vocabulary

Latin	English
<b>littera, -ae</b>	
<b>lūna, -ae</b>	
<b>lūxuria, -ae</b>	
<b>memoria, -ae</b>	
<b>opera, -ae</b>	
<b>lēgātus, -ī</b>	
<b>oculus, -ī</b>	
<b>magister/magistra</b>	
<b>discipulus/discipula</b>	
<b>dominus/domina</b>	
<b>servus/serva</b>	
<b>famulus/famula</b>	

## B. Review Vocabulary

Latin	English
<b>extrēmus, -a, -um</b>	
<b>ōrō, ōrāre, ōrāvī, ōrātum</b>	
<b>vīvus, -a, -um</b>	
<b>postrēmus, -a, -um</b>	
<b>porta, -ae</b>	

## C. Chant Give the third-person personal pronouns.

	Singular			Plural		
	Masculine	Feminine	Neuter	Masculine	Feminine	Neuter
Nominative						
Genitive						
Dative						
Accusative						
Ablative						

## D. Grammar

1. What is one common reason why a noun would modify another noun? \_\_\_\_\_
2. How do you show possession in Latin? \_\_\_\_\_

# Chapter 8

## Memory Page



### New Chant

#### First-Person Personal Pronouns

	Singular	Plural
Nominative: (SN, PrN)	<b>ego</b> (I)	<b>nōs</b> (we)
Genitive: “of” (PNA)	<b>meī</b> (of me/mine)	<b>nostrum, nostrī</b> (of us/ours)
Dative: “to/for” (IO)	<b>mihi</b> (to/for me)	<b>nōbīs</b> (to/for us)
Accusative: (DO, OP)	<b>mē</b> (me)	<b>nōs</b> (us)
Ablative: (OP)	<b>mē</b> (by/with/from me)	<b>nōbīs</b> (by/with/from us)

### New Vocabulary

Latin	English
<b>iuvō, iuvāre, iūvī, iūtum/ juvō, juvāre, jūvī, jūtum*</b>	to help
<b>laudō, laudāre, laudāvī, laudātum</b>	to praise
<b>lavō, lavāre, lavāvī, lavātum/lautum/lōtum</b>	to wash
<b>nūntiō, nūntiāre, nūntiāvī, nūntiātum</b>	to announce
<b>maritō, maritāre, maritāvī, maritātum</b>	to marry
<b>marītus, -ī (m)/marīta, -ae (f)</b>	husband/wife
<b>marītus, -a, -um</b>	married
<b>nūntius, -ī (m)</b>	messenger
<b>populus, -ī (m)</b>	people



\*Ecclesiastical spelling

### Review Vocabulary

Latin	English
<b>puer (m)/puella (f)</b>	boy/girl
<b>filius (m)/filia (f)</b>	son/daughter
<b>germānus (m)/germāna (f)</b>	brother/sister
<b>amicus (m)/amīca (f)</b>	friend (male/female)
<b>ancilla, -ae (f)</b>	maidservant







### Seeking Domum, Part 7

Julia was already awake. As she'd slept **iūxtā ignem** (\_\_\_\_\_), her dress had mostly dried. Knowing her dress would not serve for hiking in the wilderness, she tore off her long, flowing sleeves at the shoulder, and ripped the hem of her dress at the knee.

**Ea** (\_\_\_\_\_) used a **longus** (\_\_\_\_\_) stick that she had found to poke Marcus, lying in the coarse grass two feet away.

"Boy. Marcus. Wake up!"

Marcus sat up groggy, still **dēfessus** (\_\_\_\_\_) and rubbing his **oculi** (\_\_\_\_\_).

"**Ambulābō** (\_\_\_\_\_) to London," Julia said. "I thought about it last **nox** (\_\_\_\_\_). My parents and I were on our way to London, so it would make the most sense if we got separated, that we would meet up again there."

"It's not right **nūntiāre id** (\_\_\_\_\_), **mea domina** (\_\_\_\_\_)."

"Why not? I've already set my mind on it. That is where I am going."

"Do you have any idea how far that is?!" Marcus exclaimed, adding, "I mean, **mea domina** (\_\_\_\_\_)?"

"What if London is just over that hill, there?" Julia said.

"Trust me, **mea domina** (\_\_\_\_\_)"—Marcus fought a smile that wanted to break through—"it is much farther than that."

"Well, no matter. As I said, I've set my mind on it," Julia said as **ea** (\_\_\_\_\_) turned and started **ambulāre** (\_\_\_\_\_) away. "Are you coming?"

"I don't mean to be impudent, **mea domina** (\_\_\_\_\_), but do you even know which direction London is? **Dubitō** (\_\_\_\_\_) that you know the **via** (\_\_\_\_\_)."

"No," Julia said without looking back. "But I'll follow the next **via** (\_\_\_\_\_) and ask folks as I go along. I will find people along the way. **Populus mē iuvābit** (\_\_\_\_\_).

Marcus thought about it. The **puella** (\_\_\_\_\_) seemed to be pretty impulsive and didn't have much of a **cōnsilium** (\_\_\_\_\_), but he had to admit that he didn't have a better one. He shook his head, hopped to his feet, and ran after **eam** (\_\_\_\_\_).

Marcus ran after Julia.



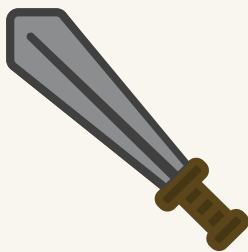
# Grammar Lesson

## First-Person Personal Pronouns

Now that you have all the third-person personal pronouns down, here are the first-person pronouns, both the singular and plural. Remember that **first person** means referring to the speaker. The singular ones (which translate as “I,” “me,” “my,” or “mine”), therefore, are the pronouns you would use when referring to yourself. If you are referring to a group you are a part of, you would use the plural forms (which translate as “we,” “us,” “our” and “ours”).

## More on Translating the Genitive Case

As we mentioned last week, the most common use of the genitive case is to show **possession**. For example, in English, if we wanted to talk about an army that belonged to Trajan, we would say “Trajan’s army” or “the army of Trajan.” In Latin, that would be *exercitus Trajanī*. Notice how in this example, the genitive word comes second. In Latin the possessive word usually comes after the word it describes rather than before it. That’s the way it’s usually done in Latin. Here are some examples.



1. **gladius Davī**: *the sword of Davus, Davus’s sword*
2. **liber Augustinī**: *the book of Augustine, Augustine’s book*
3. **ager domini**: *the field of the master, the master’s field*

Notice how it could be translated with *-’s* or with the preposition “of.” In English, when we use *-’s* to show possession, we call that the possessive case. We could also show possession using the preposition “of,” but that isn’t as common in everyday English. Every now and then, though, we run into a word that sounds funny with the *-’s* and we have to go with “of.” It’s pretty much always right to translate the Latin genitive with “of,” even if it sounds a little old-fashioned, so if in doubt, use “of.”



Plaque with a musician and a drinker, ca. 11th–12th century, Egypt (photo By Wolfgang Sauber)

# Memory Worksheet



## A. Translation

1. **nūntiō** \_\_\_\_\_
2. **lavō** \_\_\_\_\_
3. **marītō** \_\_\_\_\_
4. **iuvō (juvō)** \_\_\_\_\_
5. **marītus (m)** \_\_\_\_\_
6. **populus** \_\_\_\_\_
7. **laudō** \_\_\_\_\_
8. **marīta** \_\_\_\_\_
9. **nūntius** \_\_\_\_\_

**B. Chant** Give the first-person personal pronouns. Remember to label the boxes.


## C. Grammar

1. In Latin, a possessive word usually comes \_\_\_\_\_ the word it modifies.
2. A Latin genitive can nearly always be translated with the preposition “\_\_\_\_\_.”



### Fun Fact!

Starting in the 1300s, nobles sometimes had sugar sculptures at their banquets. This sculpture, called subtleties, would be in the form of famous castles, ships, or legends, such as Saint George slaying a dragon. Sweet!



# Translation Worksheet

## A. Translation with Pronouns

Translate and analyze each pair of sentences. Notice that the one on the right replaces a noun with a pronoun.

N/ S/ F    Dat/ S/ F    3/ S/ Pr

**Domina ancillae imperat.\***

*The mistress orders the maidservant.*

**Virī puerum laudābant.**

\_\_\_\_\_

**Dominus nūntium vocābit.**

\_\_\_\_\_

**Puella germānum amat.**

\_\_\_\_\_

N/ S/ F    Dat/ S/ F    3/ S/ Pr

**Domina eī imperat.\***

*The mistress orders her.*

**Virī eum laudābant.**

\_\_\_\_\_

**Dominus eum vocābit.**

\_\_\_\_\_

**Puella eum amat.**

\_\_\_\_\_

## B. More Translation

Translate and analyze each sentence. Notice that each includes a use of the genitive case.

1. **Causa iniūriae erat flamma.**

\_\_\_\_\_

2. **Fēmina germānum puerī vocat.**

\_\_\_\_\_

3. **Dominus nūntiō lēgātī imperābit.\***

\_\_\_\_\_

\*Remember that *imperō, imperāre* takes the dative case with people (instead of the accusative case).





## A. Fill in the blanks with the correct English derivatives.

1. To graduate cum \_\_\_\_\_ means to graduate with \_\_\_\_\_ . (**laudō**)
2. Go to the \_\_\_\_\_ and wash up! (**lavō**)
3. An \_\_\_\_\_ is a message given to a large group. (**nūntiō**)
4. \_\_\_\_\_ strife is conflict between married people. (**maritō/maritus/marīta**)
5. Something that is \_\_\_\_\_ is favored by many people. (**populus**)

## B. Translate the noun phrases.

1. **marīta virī**

---

2. **maritus fēminae**

---

3. **causa iniūriārum**

---

4. **lēgātus domini**

---

5. **filius nūntiī**

---

6. **aedificātor (builder) viae**

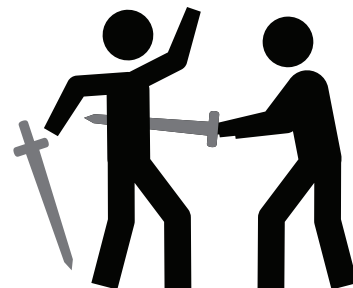
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7. **officiū virōrum**

---

8. **nūntiī lēgātōrum**

---





# Quiz

## A. New Vocabulary

Latin	English
<b>iuvō, iuvāre, iūvī, iūtum/ juvō, juvāre, jūvī, jūtum*</b>	
<b>laudō, laudāre, laudāvī, laudātum</b>	
<b>lavō, lavāre, lavāvī, lavātum/lautum/lōtum</b>	
<b>nūntiō, nūntiāre, nūntiāvī, nūntiātum</b>	
<b>marītō, marītāre, marītāvī, marītātum</b>	
<b>marītus, ī/marīta, -ae</b>	
<b>marītus, -a, -um</b>	
<b>nūntius, -ī</b>	
<b>populus, -ī</b>	

\*Ecclesiastical spelling

## B. Review Vocabulary

Latin	English
<b>beātus, -a, -um</b>	
<b>pāgina, -ae</b>	
<b>via, -ae</b>	
<b>aliēnus, -a, -um</b>	

## C. Chant

	Singular	Plural
Nominative: (SN, PrN)		
Genitive: “of” (PNA)		
Dative: “to/for” (IO)		
Accusative: (DO, OP)		
Ablative: (OP)		

## D. Grammar

1. In Latin, a possessive word usually comes \_\_\_\_\_ the word it modifies.
2. A Latin genitive can nearly always be translated with the preposition \_\_\_\_\_.

# Chapter 9

## New Chant

# Memory Page

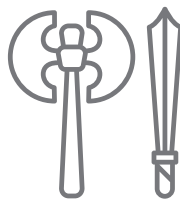


## Second-Person Personal Pronouns

	Singular	Plural
Nominative: (SN, PrN)	<b>tū</b> (you)	<b>vōs</b> (you all)
Genitive: “of” (PNA)	<b>tuī</b> (of you/yours)	<b>vestrum, vestrī</b> (of you all/yours)
Dative: “to/for” (IO)	<b>tibi</b> (to/for you)	<b>vōbīs</b> (to/for you all)
Accusative: (DO, OP)	<b>tē</b> (you)	<b>vōs</b> (you all)
Ablative: (OP)	<b>tē</b> (by/with/from you)	<b>vōbīs</b> (by/with/from you all)

## New Vocabulary

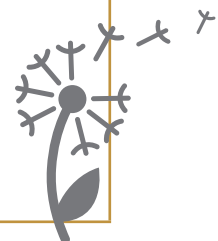
Latin	English
<b>adiuvō, adiuvāre, adiūvī, adiūtum/ adjuvō, adjuvāre, adjūvī, adjūtum*</b>	to help, aid
<b>adoptō, adoptāre, adoptāvī, adoptātum</b>	to select, adopt
<b>āmoveō, āmovēre, āmōvī, āmōtum</b>	to move away
<b>āvocō, āvocāre, āvocāvī, āvocātum</b>	to call away
<b>moveō, movēre, mōvī, mōtum</b>	to move
<b>rēmus, -ī (m)</b>	oar
<b>sacculus, -ī (m)</b>	little bag
<b>tumulus, -ī (m)</b>	hill, mound
<b>pūgna, -ae (f)</b>	fight
<b>gladius, -ī (m)</b>	sword
<b>bellum, -ī (n)</b>	war, battle
<b>proelium, -ī (n)</b>	battle
<b>arma, -ōrum (n) (plural only)</b>	arms, weapons



\*Ecclesiastical spelling

## Review Vocabulary

Latin	English
<b>flō, flāre, flāvī, flātum</b>	to blow
<b>dō, dare, dedī, datum</b>	to give
<b>habitō, habitāre, habitāvī, habitātum</b>	to live
<b>ambulō, ambulāre, ambulāvī, ambulātum</b>	to walk
<b>mandō, mandāre, mandāvī, mandātum</b>	to entrust







### Seeking Domum, Part 8

Julia and Marcus hiked over hills and they traveled over mountains. Past rivers and lakes, **ambulābant** (\_\_\_\_\_ ) on. Marcus, able **nāvigāre** (\_\_\_\_\_ ) by **stellae** (\_\_\_\_\_ ), helped to steer them in roughly the right direction toward London.

They were able to regularly find streams of fresh **aqua** (\_\_\_\_\_ ), but **cibus** (\_\_\_\_\_ ) **erat** (\_\_\_\_\_ ) harder to find. At first **erant** (\_\_\_\_\_ ) berries and nuts, gladly accepted. Julia found a honeycomb and proceeded **imperāre miserō Mārcō ire** (\_\_\_\_\_ ) and fetch it. They both enjoyed its sweetness, but Marcus had an itchy, swollen bump as a reminder.

Their first sign of civilization appeared out of nowhere as they came across a **magnus** (\_\_\_\_\_ ) white monastery. Upon ringing at the **porta** (\_\_\_\_\_ ), they were admitted by an order of Benedictine monks who wore black robes and welcomed them with care and concern.

The two travelers were treated with honor—almost as if they were part of a **familia magna** (\_\_\_\_\_ ). Beds were provided as well as more practical clothes for Julia than her ruined dress, and plenty of simple but hardy **cibus** (\_\_\_\_\_ ) and drink. They had everything they could ask for.

Yet, after just two days, Julia wanted to continue the journey to London.

Marcus wasn't sure what to do. Here at the monastery, he had a better life than he had ever known. One kind monk even took **eum** (\_\_\_\_\_ ) under his wing, teaching **eum** (\_\_\_\_\_ ) how **labōrāre in hortō** (\_\_\_\_\_ ).

Julia, however, was determined **abire** (\_\_\_\_\_ ) from the monastery and find her way to London. Julia and Marcus had a **proelium verbōrum** (\_\_\_\_\_ ). They couldn't agree. They wouldn't agree.

Without saying a word, Julia secretly left one morning with a **sacculus** (\_\_\_\_\_ ) of **cibus et aqua** (\_\_\_\_\_ ).

Marcus watched **eam** (\_\_\_\_\_ ) leave **ē fenestrā** (\_\_\_\_\_ ). He just couldn't understand why she could leave such a **mīrā** (\_\_\_\_\_ ) home.



# Grammar Lesson

## Other Uses of the Genitive

Last week we learned about how genitives can be used to show possession. For example, *lūdus puerī* would mean “the boy’s school” (or “the school of the boy”).



Aside from possessives, there are all sorts of other uses for the Latin genitive case, but they aren’t too hard to translate if you just remember to translate them with the preposition “of.” For example, there’s something called the **partitive genitive**, which is used to show that something is a part of a whole. (We’ll mention this again when we get to the subject of numbers.) Another common use is the **genitive of origin**. That is used to describe where someone is from originally. This is perhaps the most basic meaning of the genitive. In fact, it’s where the case gets its name; it comes from the Latin term *genitus*, which means “begotten.”

The genitive can also be used to show a **genitive of material**. That would show what something is made from. Just remember that the genitive case is the “of” case, and translate it with the preposition “of,” and you’ll be fine. Here are some more examples of the use of the genitive:

1. **Johannus Gauntī**: “John of Ghaunt” (genitive of origin)
2. **sagitta pharetrae**: “the arrow of the quiver” (partitive genitive)
3. **talentum auri**: “a talent of gold” (genitive of material)



Illustration from *Military and religious life in the Middle Ages and at the period of the Renaissance* by P.L. Jacob, 1870

# Memory Worksheet



## A. Translation

1. **oculus** \_\_\_\_\_
2. **rēmus** \_\_\_\_\_
3. **dō** \_\_\_\_\_
4. **sacculus** \_\_\_\_\_
5. **tumulus** \_\_\_\_\_
6. **flō** \_\_\_\_\_
7. **habitō** \_\_\_\_\_
8. **gladius** \_\_\_\_\_
9. **bellum** \_\_\_\_\_
10. **arma** \_\_\_\_\_
11. **ambulō** \_\_\_\_\_
12. **proelium** \_\_\_\_\_
13. **adiuvō** \_\_\_\_\_
14. **mandō** \_\_\_\_\_
15. **āmoveō** \_\_\_\_\_
16. **adoptō** \_\_\_\_\_

## B. Chant

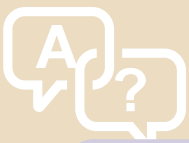
 Give the forms for the pronouns *tū* and *vōs*.





## C. Grammar

1. A \_\_\_\_\_ genitive shows that something is part of a whole.
2. A genitive of \_\_\_\_\_ tells you where someone is from.
3. A genitive of \_\_\_\_\_ shows you what something is made from.
4. A genitive of \_\_\_\_\_ shows you that something is possessed (or owned) by someone or something else.



# Translation Worksheet

## A. Parse and Translate

Translate and analyze each pair of sentences. Notice that the one on the right replaces a noun with a pronoun. (To help you remember what “parse” means, keep in mind the word’s etymology: “parse” comes from the Latin *pars, partis* meaning “part.” Therefore, to parse a word is to point out all its parts.)

Vir gladium movet.

\_\_\_\_\_

Lēgātus virōs āvocat.

\_\_\_\_\_

Vir eum movet.

\_\_\_\_\_

Lēgātus eōs āvocat.

\_\_\_\_\_

## B. Translate and Label

Do you remember how we used to label the parts of a sentence last year? To keep straight the difference between labeling the parts of a sentence (like the subject, verb, direct object, etc.) and the parsing that we’ve been practicing (such as giving the case, number, and gender of the nouns), we’ll call labeling the parts of a sentence **labeling** the sentence. Here is a list of the abbreviations that we’ve learned so far for labeling sentences:

Role in a Sentence	Abbreviation
Subject Noun	SN
Direct Object	DO
Predicate Nominative	PrN
Predicate Adjective	PrA
Adjective	Adj
Preposition	P
Object of the Preposition	OP
Verb (intransitive action—no direct object)	V
Linking Verb	LV
Verb (transitive verb—takes a direct object)	V-t

Now, here are some sentences from last week (with a few changes to give you practice with different tenses). Label and translate each one. The first two are already done for you. Note that these are pattern D sentences containing a subject noun (SN), transitive verb (V-t) and a direct object (DO). All four sentence patterns that you learned in *LFCA* are reviewed in chapter 25 of this book.

SN DO V-t  
SN V-t DO  
PatD  
**Dominus nūntium vocat.**  
 The master calls the messenger.

SN DO V-t  
SN V-t DO  
PatD  
**Dominus eum vocat.**  
 The master calls him.

\_\_\_\_\_ **Puella germānum amat.**

\_\_\_\_\_ **Puella eum amat.**





## Derivatives

Latin	English
<b>adiuvō, adiuuāre, adiūvī, adiūtum</b>	adjutant; Spanish <i>ayudar</i> (“to help”)
<b>adoptō, adoptāre, adoptāvī, adoptātum</b>	adopt, adoption
<b>āvocō, āvocāre, āvocāvī, āvocātum</b>	avocation
<b>moveō, movēre, mōvī, mōtum</b>	move, movement, movie, motion
<b>rēmūs, -ī</b>	bireme, trireme, quinquereme (some ships are named for the number of rows of oars they have)
<b>sacculus, -ī</b>	sack, satchel
<b>tumulus, -ī</b>	tumulus, tomb, tumult
<b>pūgna, -ae</b>	pugnacious, impugn
<b>gladius, -ī</b>	gladiator
<b>bellum, -ī</b>	bellicose, antebellum, postbellum, belligerent
<b>arma, -ōrum</b>	arms, armaments, army, armor
<b>flō, flāre, flāvī, flātum</b>	flow, inflate, flatulence
<b>dō, dare, dedī, datum</b>	data
<b>habitō, habitāre, habitāvī, habitātum</b>	habitat, inhabitant, habit
<b>ambulō, ambulāre, ambulāvī, ambulātum</b>	ambulance, ambulatory, ambulator, amble
<b>mandō, mandāre, mandāvī, mandātum</b>	mandate, mandatory, command, remand

See how many derivatives you can use in a sentence:

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# Quiz

## A. New Vocabulary

Latin	English
adiuvō, adiuvāre, adiūvī, adiūtum/ adjuvō, adjuvāre, adjūvī, adjūtum*	
adoptō, adoptāre, adoptāvī, adoptātum	
āmoveō, āmovēre, āmōvī, āmōtum	
āvocō, āvocāre, āvocāvī, āvocātum	
moveō, movēre, mōvī, mōtum	

Latin	English	Latin	English
rēmus, -ī		gladius, -ī	
sacculus, -ī		bellum, -ī	
tumulus, -ī		proelium, -ī	
pūgna, -ae		arma, -ōrum	

\*Ecclesiastical spelling

## B. Review Vocabulary

Latin	English	Latin	English
hōra, -ae		fōrma, -ae	
iānuā, -ae/ jānuā, -ae*		id	
		lacrima, -ae	

\*Ecclesiastical spelling

## C. Chant

 Give the forms for the pronouns *tū* and *vōs*.

	Singular	Plural
Nominative: (SP, PrN)		
Genitive: "of" (PNA)		
Dative: "to/for" (IO)		
Accusative: (DO, OP)		
Ablative: (OP)		

## D. Grammar

1. A \_\_\_\_\_ genitive shows that something is part of a whole.
2. A genitive of \_\_\_\_\_ tells you where someone is from.
3. A genitive of \_\_\_\_\_ shows you what something is made from.
4. A genitive of \_\_\_\_\_ shows you that something is possessed (or owned) by someone or something else.



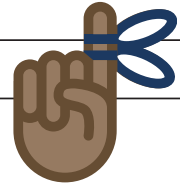
# Chapter 10

## Review of Chapters 6, 7, 8, and 9

After another four weeks of study you have learned another forty words. As we did during the last review week, let's make sure you have these words mastered. Check the boxes of each word you don't know. Then review those words as much as you need to in order to master them. You may want to create a list of these words that you don't know and review the list throughout the week. Remember to chant using your eyes, ears, and voice.

### Chapter 6

- |  |  |
|--|--|
| <input type="checkbox"/> cēnō, cēnāre, cēnāvī, cēnātum _____                     |  |
| <input type="checkbox"/> cantō, cantāre, cantāvī, cantātum _____                 |  |
| <input type="checkbox"/> appellō, appellāre, appellāvī, appellātum _____         |  |
| <input type="checkbox"/> accūsō, accūsāre, accūsāvī, accūsātum _____             |  |
| <input type="checkbox"/> commemorō, commemorāre, commemorāvī, commemorātum _____ |  |
| <input type="checkbox"/> eum _____   | <input type="checkbox"/> grātia, -ae _____           |
| <input type="checkbox"/> eam _____   | <input type="checkbox"/> hōra, -ae _____             |
| <input type="checkbox"/> id _____  | <input type="checkbox"/> iānuā, -ae/jānuā, -ae _____ |
| <input type="checkbox"/> flamma, -ae _____                                       | <input type="checkbox"/> lacrima, -ae _____          |
| <input type="checkbox"/> fōrma, -ae _____  | <input type="checkbox"/> lingua, -ae _____           |



### Chapter 7

- |   |   |
|---|---|
| <input type="checkbox"/> littera, -ae _____ | <input type="checkbox"/> oculus, -ī _____           |
| <input type="checkbox"/> lūna, -ae _____    | <input type="checkbox"/> magister/magistra _____    |
| <input type="checkbox"/> lūxuria, -ae _____ | <input type="checkbox"/> discipulus/discipula _____ |
| <input type="checkbox"/> memoria, -ae _____ | <input type="checkbox"/> dominus/domina _____       |
| <input type="checkbox"/> opera, -ae _____   | <input type="checkbox"/> servus/serva _____         |
| <input type="checkbox"/> lēgātus, -ī _____  | <input type="checkbox"/> famulus/famula _____       |

### Chapter 8

- |  |  |
|--|--|
| <input type="checkbox"/> iuvō, iuvāre, iuvī, iūtum/juvō, juvāre, jūvī, jūtum _____ |  |
| <input type="checkbox"/> laudō, laudāre, laudāvī, laudātum _____                   |  |
| <input type="checkbox"/> lavō, lavāre, lavāvī, lavātum/lautum/lōtum _____          |  |
| <input type="checkbox"/> nūntiō, nūntiāre, nūntiāvī, nūntiātum _____               |  |
| <input type="checkbox"/> maritō, maritāre, maritāvī, maritātum _____               |  |





# Review

- marītus, -ī/ marīta, -ae** \_\_\_\_\_
- marītus, -a, -um** \_\_\_\_\_
- nūntius, -ī** \_\_\_\_\_
- populus, -ī** \_\_\_\_\_
- puer/puella** \_\_\_\_\_
- fīlius/fīlia** \_\_\_\_\_
- germānus/germāna** \_\_\_\_\_
- amicus/amīca** \_\_\_\_\_
- ancilla, -ae** \_\_\_\_\_

## Chapter 9

- adiuvō, adiuvāre, adiūvī, adiūtum/ adjuvō, adjuvāre, adjūvī, adjūtum\*** \_\_\_\_\_
- adoptō, adoptāre, adoptāvī, adoptātum** \_\_\_\_\_
- āmoveō, āmovēre, āmōvī, āmōtum** \_\_\_\_\_
- āvocō, āvocāre, āvocāvī, āvocātum** \_\_\_\_\_
- moveō, movēre, mōvī, mōtum** \_\_\_\_\_
- rēmus, -ī** \_\_\_\_\_
- sacculus, -ī** \_\_\_\_\_
- tumulus, -ī** \_\_\_\_\_
- pūgna, -ae** \_\_\_\_\_
- flō, flāre, flāvī, flātum** \_\_\_\_\_
- dō, dare, dedī, datum** \_\_\_\_\_
- habitō, habitāre, habitāvī, habitātum** \_\_\_\_\_
- ambulō, ambulāre, ambulāvī, ambulātum** \_\_\_\_\_
- mandō, mandāre, mandāvī, mandātum** \_\_\_\_\_
- gladius, -ī** \_\_\_\_\_
- bellum, -ī** \_\_\_\_\_
- proelium, -ī** \_\_\_\_\_
- arma, -ōrum** \_\_\_\_\_



\*Ecclesiastical spelling

### Working with Derivatives

Look up words you do not know in a dictionary.

## Chapter 6

- eum:** (no derivatives)
- eam:** (no derivatives)
- id:** id est = i.e. (that is)
- flamma, -ae:** flame, inflammatory, inflame
- fōrma, -ae:** form, formal, informal, formula, formulate, formative, format
- grātia, -ae:** gratitude, grateful, ingratiate, gratify, gratuity, congratulate
- hōra, -ae:** hour, hourly
- iānua, -ae/jānua, -ae:** janitor
- lacrima, -ae:** lachrymose (given to tears or weeping; tearful)
- lingua, -ae:** language, linguistics, bilingual, trilingual, multilingual
- cēnō:** cenacle (old-fashioned word for dining room)
- cantō:** chant, cantata, canticle
- appellō:** appellation, appeal, appellate
- accūsō:** accusation, accusatory, accuse
- commerō:** commemorate, commemoration



## Chapter 7

**littera, -ae:** letter, literature, literate, illiterate  
**lūna, -ae:** lunar, lunatic, loony  
**lūxuria, -ae:** luxury, luxurious, luxuriate  
**memoria, -ae:** memory, memorial, memorize  
**opera, -ae:** operate, operation, operator  
**lēgātus, -ī:** legate (a deputy or emissary; someone sent)

**oculus, -ī:** ocular, binocular, monocle  
**magister/magistra:** magisterial, magistrate  
**discipulus/discipula:** discipline, disciple  
**dominus/domina:** dominion, domain, dominate, domineer, indomitable

## Chapter 8

**iuvō/juvō\*:** *ayuda* (“help” in Spanish)  
**laudō:** laud, laudatory, summa cum laude (with the highest praise), applause  
**lavō:** lavatory, lavation (a washing, cleansing), lavish  
**nūntiō:** announce, enunciate, pronounce, denounce  
**marītō:** marry  
**marītus, -ī:** marriage  
**marītus, -a, -um:** married, marital, premarital

**nūntius, -ī:** announcement, announcer  
**populus, -ī:** people, population, populate, popular  
**puer/puella:** puerile (childlike; acting like a child)  
**filius/filia:** filial, filly  
**germānus/-a:** germane  
**amicus/amīca:** amicable, amicus curiae (friend of the court); Spanish *amigo* (friend)  
**ancilla/ancillae:** ancillary

## Chapter 9

**adiuvō, adiuuāre, adiūvī, adiūtum:** adjutant; Spanish *ayuda* (help)  
**adoptō, adoptāre, adoptāvī, adoptātum:** adopt, adoption  
**āvocō, āvocāre, āvocāvī, āvocātum:** avocation  
**moveō, movēre, mōvī, mōtum:** move, movement, movie, motion  
**rēmus, -ī:** bireme, trireme, quinquereme  
**sacculus, -ī:** sack, satchel  
**tumulus, -ī:** tumulus, tomb, tumult  
**pūgna, -ae:** pugnacious, impugn

**gladius, -ī:** gladiator, gladiolus (named for the sword-like shape of its leaves)  
**bellum, -ī:** bellicose, antebellum, postbellum, belligerent  
**arma, -ōrum:** arms, armaments, army, armor  
**flō, flāre, flāvī, flātum:** flow, inflate, flatulence  
**dō, dare, dedī, datum:** data  
**habitō, habitāre, habitāvī, habitātum:** habitat, inhabitant, habit  
**ambulō, ambulāre, ambulāvī, ambulātum:** ambulance, ambulatory, ambulator, amble  
**mandō, mandāre, mandāvī, mandātum:** mandate, mandatory, command, remand

\*Ecclesiastical spelling



Wooden sculpture of a female saint with a book; made in Calcar, Lower Rhine, Germany, ca. 1520



# Review

## Conversational Latin

Latin	English
<b>Salvē. Quod nōmen est tibi?</b>	Hello. What is your name?
<b>Mihi nōmen est _____.</b>	My name is _____.
<b>Quid agis?</b>	How do you do?
<b>Valeō, grātiās.</b>	I am well, thank you.
<b>Quid novī?</b>	What is new?
<b>Nihil novī.</b>	Nothing new.
<b>Bene.</b>	Fine. Well.
<b>Minimē.</b>	No, not at all.
<b>Sedēte!</b>	Sit down!
<b>Surgite!</b>	Rise! Stand up!
<b>Pacāte!</b>	Make peace!
<b>Venīte!</b>	Come!



## Personal Pronouns of the Third Person *is, ea, id / he, she, it*

	Singular		
	Masculine	Feminine	Neuter
Nominative	<b>is</b> (he)	<b>ea</b> (she)	<b>id</b> (it)
Genitive	<b>ēius</b> (of him, his)	<b>ēius</b> (of her, hers)	<b>ēius</b> (of it)
Dative	<b>eī</b> (to him)	<b>eī</b> (to her)	<b>eī</b> (to it)
Accusative	<b>eum</b> (him)	<b>eam</b> (her)	<b>id</b> (it)
Ablative	<b>eō</b> (by, with him)	<b>eā</b> (by, with her)	<b>eō</b> (by, with it)
	Plural		
	Masculine	Feminine	Neuter
Nominative	<b>eī</b> (they)	<b>eae</b> (they)	<b>ea</b> (they)
Genitive	<b>eōrum</b> (of them, their[s])	<b>eārum</b> (of them, their[s])	<b>eōrum</b> (of them, their[s])
Dative	<b>eīs</b> (to them)	<b>eīs</b> (to them)	<b>eīs</b> (to them)
Accusative	<b>eōs</b> (them)	<b>eās</b> (them)	<b>ea</b> (them)
Ablative	<b>eīs</b> (by, with them)	<b>eīs</b> (by, with them)	<b>eīs</b> (by, with them)

Can you chant these endings correctly? Can you do it without looking? Keep practicing until you can! Remember, the plural endings are very easy—they are the same endings that you have learned for nouns in the first and second declension—added to an *e*! See the underlined letters in the plural? They are the plural endings you have already learned *-ī, -ōrum, -īs, -ōs, -īs, -ae, -ārum, -īs, -ās, -īs, -a, -ōrum, -īs, -a, -īs!*



### Use of Pronouns

Pronouns take the place of nouns—they are like substitute nouns. You know that a noun (from the Latin *nōmen*, “name”) names a person, place, or thing. The following words are all nouns: “table,” “house,” “friend,” “brother,” “town,” “Rome,” “Italy,” “country,” “Marcus.” Can you list these words in Latin? They would be: *mēnsa, casa, amīcus* (or *amīca*), *germānus, oppidum, Rōma, Ītalia, pātria, Mārcus*. Pronouns take the place of these kinds of words. We can replace “house” with “it,” just as we can replace “Marcus” with “he.”

Instead of saying, “The house is big,” we may also say “It is big.” Do you see how “It” replaces “house”? It must be a pronoun! Now look at the following sentences and see how a pronoun replaces each noun.

English	Latin
Marcus is big. He is big.	<b>Mārcus est magnus. Is est magnus.</b>
The door is small. It is small.	<b>Iānua est parva. Ea est parva.</b>
Italy is a good country.	<b>Ītalia est pātria bona.</b>
It is a good country.	<b>Ea est pātria bona.</b>
I see Rome. I see it.	<b>Videō Rōmam. Videō eam.</b>
The friend lives in town.	<b>Amīca habitat in oppidō.</b>
She lives in town.	<b>Ea habitat in oppidō.</b>
I don't see the sack. I don't see it.	<b>Nōn videō sacculum. Nōn videō eum.</b>
I praise the duty. I praise it.	<b>Laudō officium. Laudō id.</b>
The trial is strange. It is strange.	<b>Iūdicium est aliēnum. Id est aliēnum.</b>
Marcus expects Rosa.	<b>Mārcus exspectat Rosam.</b>
He expects her.	<b>Is exspectat eam.</b>

Note that a pronoun is always the same gender (masculine, feminine, or neuter) as the noun it replaces. Review the *is, ea, id* table if you need to. If a noun is masculine, it takes the masculine form of the pronoun. Since *Mārcus* is masculine, we use the pronoun *is* to replace *Mārcus*. Since *Ītalia* is feminine, we use the pronoun *ea* to replace *Ītalia*. Since *officium* is neuter, we use the pronoun *id* to replace *officium*.

### Grammar Review (Ch. 7, 8, 9)

#### Uses of the Genitive Case

In chapters 7, 8, and 9, you learned four uses of the genitive case. Review them below:

#### Four Uses of the Genitive

1. **Genitive of possession:** used to show possession

*gladius Davī:* the sword of Davus

2. **Partitive genitive:** used to show that something is part of a whole

*iānua casae:* the door of the house



## Review

3. **Genitive of origin:** describes where someone or something is from originally

*Cicerō Rōmae:* Cicero of Rome

4. **Genitive of material:** used to show what something is made from

*gladius argentī:* sword of silver

Now translate the genitive phrases below and identify them as either genitive of possession, partitive genitive, genitive of origin, or genitive of material.

<b>populus Rōmae</b>	<i>the people of Rome</i>	<b>genitive of origin</b>
<b>Mārcus Brittāniae</b>		
<b>sacculus Mārcī</b>		
<b>lingua flammae</b>		
<b>vīnum Ītalīae</b>		
<b>iānuā ferrī</b>		
<b>mēnsa casae</b>		
<b>lingua populī</b>		
<b>tumulus terrae</b>		

### First- and Second-Person Personal Pronouns

Personal Pronouns of the First and Second Person: *ego, tū*/I, you

	Singular	
	<b>first person: I, me</b>	<b>second person: you</b>
Nominative	<b>ego</b> (I)	<b>tū</b> (you)
Genitive	<b>meī</b> (of me)	<b>tuī</b> (of you)
Dative	<b>mihi</b> (to, for me)	<b>tibi</b> (to, for you)
Accusative	<b>mē</b> (me)	<b>tē</b> (you)
Ablative	<b>mē</b> (by, with, from me)	<b>tē</b> (by, with, from you)





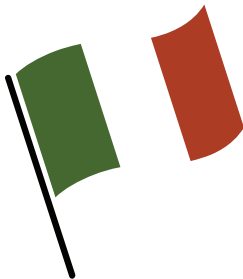
	Plural	
	we	you (plural)
Nominative	<b>nōs</b> (we)	<b>vōs</b> (you)
Genitive	<b>nostrum</b> ( <b>nostrī</b> ) (of us)	<b>vestrum</b> ( <b>vestrī</b> ) (of you)
Dative	<b>nōbīs</b> (to, for us)	<b>vōbīs</b> (to, for you)
Accusative	<b>nōs</b> (us)	<b>vōs</b> (you)
Ablative	<b>nōbīs</b> (by, with, from us)	<b>vōbīs</b> (by, with, from you)

### Use of the Personal Pronouns

You should remember from your study that pronouns take the place of nouns—they are like substitute nouns. Since a noun names a person, place, or thing, the pronoun that replaces a person is called a **personal** pronoun. When referring to **myself** (**first person**), I usually don't use my name—instead I use “I” and “me.” If I were to speak directly to **you** (**second person**), I would not usually use your name but would use the word “you.” When I speak about **another person** (**third person**), I can use his or her name, or use the words “he,” “she,” “him,” or “her.” In the last two weeks you learned the Latin pronouns for the third person (*is, ea, id*) and the Latin pronouns for the first and second person (*ego, nōs* [first] and *tū, vōs* [second]).

In English we use these personal pronouns a lot. The Romans did not have to use them as much because their verbs already contained them (*amō* has the “I” built right in—“I love”). Still, they are used quite frequently in Latin. Look at the following sentences and see how personal pronouns are used in English and Latin.

English	Latin
You are big.	<b>Tū es magnus.</b>
I am small.	<b>Ego sum parvus.</b>
We love Italy.	<b>Ītāliam nōs amāmus.</b>
You all see Rome. You all see it.	<b>Rōmam vōs vidētis. Vōs vidētis eam.</b>
Marcus gives the oar to me.	<b>Mārcus dat rēmum mihi.</b>
Julia gives the oar to you.	<b>Iūlia dat rēmum tibi.</b>
Marcus calls me and you.	<b>Mārcus appellat mē et tē.</b>
They announce the trial to us.	<b>Iūdicium nōbīs nūntiant.</b>
They will not overcome us.	<b>Nōn superābunt nōs.</b>
I will help you now.	<b>Iuvābō vōs nunc.</b>





# Review

## A Matter of Emphasis

Why say “*Ītaliā nōs amāmus*” when you can simply say “*Ītaliā amāmus*”? Or why say “*Ego sum parvus*” when you can say “*Sum parvus*”? Well, the answer is: emphasis. When the Romans really wanted to emphasize who was doing something, they would use the verb along with the personal pronoun. So “*Ītaliā nōs amāmus*” means “We love Italy.”

## Personal Pronouns Worksheet

Try translating the following sentences into English. They all contain one personal pronoun.

Latin	English
<b>Tū es iūstus et beātus.</b>	
<b>Ego sum vīvus.</b>	
<b>Silvam nōs vidēmus.</b>	
<b>Stēllam vōs vidētis. Vōs vidētis eam.</b>	
<b>Mārcus dat sacculum mihi.</b>	
<b>Iūlia dat iniūriam tibi.</b>	
<b>Mārcus probābat mē et tē.</b>	
<b>Fēminae nōbīs ōrant.</b>	
<b>Nōbīs nōn imperābunt.</b> (Remember: objects of <i>impero</i> take the dative.)	
<b>Interrogābō vōs nunc.</b>	



Write the letter of the correct English translation next to each Latin pronoun.

- mihī** \_\_\_\_\_ a. to you or by, with or from you (pl.)
- nōs** \_\_\_\_\_ b. to us or by, with or from us (pl.)
- ego** \_\_\_\_\_ c. to you (sing.)
- tui** \_\_\_\_\_ d. you (subject) or you (direct object) (pl.)
- vōs** \_\_\_\_\_ e. you (direct object) or by, with or from you (sing.)

- tibi** \_\_\_\_\_ f. I
- mē** \_\_\_\_\_ g. me or by, with or from me
- nōbīs** \_\_\_\_\_ h. of you
- vōbīs** \_\_\_\_\_ i. to me
- tē** \_\_\_\_\_ j. we or us

# Chapter 11

## Memory Page



### Review Chant

### *eō, īre (to go)*

	Present		Imperfect		Future	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	<b>eō</b>	<b>īmus</b>	<b>ībam</b>	<b>ībāmus</b>	<b>ībō</b>	<b>ībimus</b>
2nd person	<b>īs</b>	<b>ītis</b>	<b>ībās</b>	<b>ībātis</b>	<b>ībis</b>	<b>ībitis</b>
3rd person	<b>it</b>	<b>eunt</b>	<b>ībat</b>	<b>ībant</b>	<b>ībit</b>	<b>ībunt</b>

### Chant & Vocabulary

### Accusative Case Prepositions

Preposition	Meaning
<b>ad</b>	to, toward
<b>ante</b>	before
<b>apud</b>	at, by, near, with, among
<b>circā</b>	around, near
<b>contrā</b>	against
<b>extrā</b>	outside of
<b>in + acc.</b>	into, onto
<b>īnfrā</b>	below
<b>inter</b>	between, among
<b>intrā</b>	within
<b>iūxtā/jūxtā*</b>	near, next to

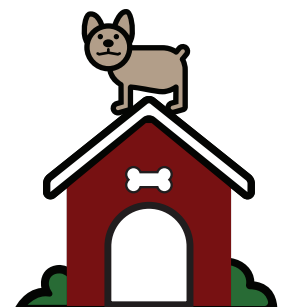
Preposition	Meaning
<b>ob</b>	in front of
<b>per</b>	through
<b>post</b>	after
<b>praeter</b>	past, beyond
<b>prope</b>	near
<b>propter</b>	on account of
<b>secundum</b>	along, behind
<b>sub + acc.</b>	up to
<b>super</b>	over, above, beyond
<b>suprā</b>	over, above, on top of
<b>trāns</b>	across
<b>ultrā</b>	beyond

\*Ecclesiastical spelling

### Two-Case Prepositions

Remember that certain prepositions can take either case and mean something different with each case.

Latin	English
<b>in + abl.</b>	in, on
<b>in + acc.</b>	into, onto
<b>sub + abl.</b>	under
<b>sub + acc.</b>	up to







### Seeking Domum, Part 9

Julia knew roughly what direction she was going.

Marcus had taught **eam** (\_\_\_\_\_) just enough about reading the **stellae** (\_\_\_\_\_) that she would be able **ire** (\_\_\_\_\_) to London. After all, it couldn't be that much farther, could it?

Julia made her way **trāns** (\_\_\_\_\_) streams, **trāns saxa magna** (\_\_\_\_\_) and **circā** (\_\_\_\_\_) fallen trees. **Ea** (\_\_\_\_\_) didn't need Marcus. He could do whatever he wanted. She liked being alone better anyway.

Julia stopped. She **stābat ob silvam magnam** (\_\_\_\_\_) that had burned away. Black stumps and the twisted remains of trees occasionally stuck up from the blackened **terra** (\_\_\_\_\_\_). Miles of it stretched out before her. There were no bird songs here. There was no movement or sounds of any sorts.

Julia felt a chill at the **horrendus** (\_\_\_\_\_) stillness and wondered if she could travel **circā** (\_\_\_\_\_) the burned remains.

If her journey led her forward, then forward she would go. **Ea** (\_\_\_\_\_) wasn't afraid. What threat could there be in a big empty **silva** (\_\_\_\_\_)?

Julia spent the better part of the day picking her way **per silvam dūram** (\_\_\_\_\_) (\_\_\_\_\_\_). It was eerie and felt like another world.

At the end of the day, Julia made her way toward the next empty ridge before her. She wanted to make it at least that far before she stopped for the night. Suddenly, a low growl confronted **eam** (\_\_\_\_\_).

She looked down over the ridge to see a **lupus** (\_\_\_\_\_), tearing the flesh from an **animal mortuum** (\_\_\_\_\_). It eyed her. The hair on the beast's back stood up as it stepped protectively over its meal.

Julia froze.



## Grammar Lesson

### Prepositions

This week the grammar chant and the vocabulary list are one and the same! That's because our goal for this unit is to review the **prepositions**. Therefore, this week we're reviewing all the ones that can take the accusative case. Remember that *prepositions are a special group of words that connect a noun or pronoun to the rest of the sentence*. The noun that goes with the preposition is called the *object of the preposition*.

The preposition always comes before its object in Latin, and this might help you to remember what a preposition is, because it is placed in front of (or “pre-positioned” in front of) the noun that is its object. Remember also that when we say that a preposition takes the accusative case, we mean that the nouns attached to those prepositions will always be in that case. Next week we'll be reviewing a different preposition-flow chant for the prepositions that can only take the ablative case. For now, though, we've included just the prepositions that can take the accusative case and two prepositions that take the accusative *and* ablative cases. We've given their ablative-case meanings in “Two-Case Prepositions.”



Practice chanting this list in two different ways. First, chant the list without the definitions, and it gives you a “preposition-flow” chant that will help you spot the most important prepositions as you translate. Second, chant through the list with the definitions, and it will give you a vocabulary list for the week. That gives us a chance to review twenty-three of the most important words in the Latin language. Practice chanting this list in two different ways. Now, as you know, these aren't quite all of the prepositions in the language, but they are the twenty-three most important ones that can take the accusative case. In fact, these words are so important that they'll help you tremendously with your English vocabulary. For example, if you were to see the English word “circumnavigate,” you should be able to figure out what it means, just from the Latin words that make it up. *Circum* is another way of saying *circā* (around). “Navigate” is from the Latin *nāvigō, nāvigāre* (to sail). Thus, to “circumnavigate” something is to sail around it. So when Magellan circumnavigated the world, he was sailing around it!

Signet ring of John, Imperial Spatharios,  
Byzantine, 10th century



# Memory Worksheet



## A. Translation

Preposition	Meaning
<b>ad</b>	
<b>ante</b>	
<b>apud</b>	
<b>circā</b>	
<b>contrā</b>	
<b>extrā</b>	
<b>in + acc.</b>	
<b>īnfrā</b>	
<b>inter</b>	
<b>intrā</b>	
<b>iūxtā/jūxtā*</b>	

\*Ecclesiastical spelling

Preposition	Meaning
<b>ob</b>	
<b>per</b>	
<b>post</b>	
<b>praeter</b>	
<b>prope</b>	
<b>propter</b>	
<b>secundum</b>	
<b>sub + acc.</b>	
<b>super</b>	
<b>suprā</b>	
<b>trāns</b>	
<b>ultrā</b>	

## B. Chant

Fill in the forms for *eō*, *īre* (to go).

	Present		Imperfect		Future	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person						
2nd person						
3rd person						

## C. Grammar

Fill in the English translations of the two-case prepositions.

Latin	English	Latin	English
<b>in + abl.</b>		<b>sub + abl.</b>	
<b>in + acc.</b>		<b>sub + acc.</b>	

## D. Grammar

- Prepositions are a special group of words that connect a \_\_\_\_\_ or a \_\_\_\_\_ to the \_\_\_\_\_ of the \_\_\_\_\_.
- The \_\_\_\_\_ of the \_\_\_\_\_ is the noun or pronoun that the preposition connects to the rest of the sentence.
- How does the study of Latin prepositions help your understanding of English? \_\_\_\_\_



# Translation Worksheet

## A. Parse

Analyze (parse) these four sentences. Notice that since prepositions never change their form (they have no variable endings), you may just label them *P* for “preposition” in the word parsing.

N/S/M    P    Acc/S/F    3/S/Pr

1. **Vir    ad    silvam    it.**

\_\_\_\_/\_\_\_\_/\_\_\_\_    \_\_\_\_    \_\_\_\_/\_\_\_\_/\_\_\_\_    \_\_\_\_/\_\_\_\_/\_\_\_\_    \_\_\_\_/\_\_\_\_/\_\_\_\_

2. **Amīcae    trāns    agrum    magnum    ambulat.**

\_\_\_\_/\_\_\_\_/\_\_\_\_    \_\_\_\_    \_\_\_\_/\_\_\_\_/\_\_\_\_    \_\_\_\_/\_\_\_\_/\_\_\_\_

3. **Puer    in    lūdum    ambulat.**

\_\_\_\_/\_\_\_\_/\_\_\_\_    \_\_\_\_    \_\_\_\_/\_\_\_\_/\_\_\_\_    \_\_\_\_/\_\_\_\_/\_\_\_\_

4. **Nauta    circā    īnsulam    nāvigat.**

## B. Translate and Label

Notice that all the sentences below have prepositional phrases in them. If you don't remember how to label a sentence with a prepositional phrase, follow the example that has been filled in for you. Be sure to include the sentence pattern as well.

1.  $\frac{SN}{Pat} \frac{V}{A}$  **Vir (ad silvam) it.**  
The man goes to the forest.

4. \_\_\_\_\_ **Nauta circā īnsulam nāvigat.**

2. \_\_\_\_\_ **Amīcae trāns agrum magnum  
ambulat.**

5. \_\_\_\_\_ **Fēmina in silvam errat.**

3. \_\_\_\_\_ **Puer in lūdum ambulat.**

6. \_\_\_\_\_ **Nūntius ad dominum ībit.**





# Inflection Worksheet



Directions: This is a new type of worksheet that will focus on helping you get more practice conjugating verbs and declining nouns, adjectives, and pronouns. In each of the boxes below, finish the declension or conjugation that is started in the first box.

<b>putō</b>		<b>agitō</b>	

<b>moveō</b>	

<b>flamma</b>		<b>puer</b>	

<b>verbum</b>	



# Quiz

## A. New Vocabulary

Preposition	Meaning	Preposition	Meaning
<b>ad</b>		<b>ob</b>	
<b>ante</b>		<b>per</b>	
<b>apud</b>		<b>post</b>	
<b>circā</b>		<b>praeter</b>	
<b>contrā</b>		<b>prope</b>	
<b>extrā</b>		<b>propter</b>	
<b>in + acc.</b>		<b>secundum</b>	
<b>īnfrā</b>		<b>sub + acc.</b>	
<b>inter</b>		<b>super</b>	
<b>intrā</b>		<b>suprā</b>	
<b>iūxtā/jūxtā*</b>		<b>trāns</b>	
		<b>ultrā</b>	

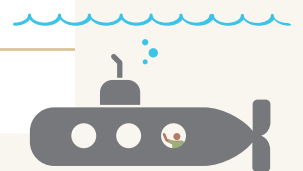
\*Ecclesiastical spelling

## B. Review Chant *eō, ire* (to go)

	Present		Imperfect		Future	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person						
2nd person						
3rd person						

## C. Grammar Two-Case Prepositions

Latin	English	Latin	English
<b>in + abl.</b>		<b>sub + abl.</b>	
<b>in + acc.</b>		<b>sub + acc.</b>	



## D. Grammar

Why does the study of Latin prepositions help your understanding of English? \_\_\_\_\_

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