Latin Primer 2

Teacher's Edition

LATIN PRIMER SERIES

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BOOK 2

Latin
PRIMER

TEACHER'S EDITION

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Introduction

Welcome to the *Latin Primer 2!* You now have one year of Latin behind you—congratulations! Your main work last year was to memorize chants and learn vocabulary. All together you learned about four hundred words! This year, you'll notice that your Word Lists include not only new words, but old favorites as well. (And sometimes exercises will include old words you might not have seen since last year . . . just to keep you on your toes!)

Your main job this year is to begin to read and write more advanced Latin sentences. A large part of being able to read and write Latin is having lots of things (especially vocabulary!) tucked away in your memory, ready to use. By the end of this year you'll be able to translate sentences like, *Latrō quondam erat eques mīrus* ("The robber was once a wonderful knight") and *Lupī cervum nōn possunt oppugnāre* ("The wolves are not able to attack the deer").

As you learn more advanced Latin, you'll notice that you'll understand even better how our English language works. Since you're so used to using English, there are many things about it that you won't even notice until you see how Latin is different.

You may have realized last year that Latin appears in many places. I hope over the last year you've been able to recognize English names and other words that come from Latin. Maybe you've seen Latin on buildings, coins, or memorials. I've discovered that many colleges have Latin on their seals. You had a list of some of those in *Latin Primer 1,* and you'll be learning a couple more this year!

Once, at the end of a dinner I was having with my grandmother, she said with satisfaction, "*Fīnis.*" Learning Latin may not be quite as easy as eating dinner, but I hope you'll be able to say "*fīnis*" with satisfaction at the end of this year. Instead of being full of meat and potatoes, you'll be full of new knowledge!

Valēte,
Martha Wilson

PRONUNCIATION GUIDE

When approaching Latin for the first time, many teachers are concerned that they pronounce the words correctly. Due to a great variety of schools of thought on Latin pronunciation (classical, ecclesiastic, Italian, English, and any hybrid thereof), we would advise teachers not to worry, but to simply choose a pronunciation and stick with it. Spoken Latin has been dead so long that no one can be sure what a "proper" pronunciation would sound like, and there is no point in straining at gnats (or macrons). In this book, classical pronunciation is used.

Vowels:

Vowels in Latin have only two pronunciations, long and short. When speaking, long vowels are held twice as long as short vowels. Long vowels are marked with a "macron" or line over the vowel (e.g., ā). Vowels without a macron are short vowels.

When spelling a word, including the macron is important, as it can determine the meaning of the word (e.g., liber is a noun meaning *book*, and līber is an adjective meaning *free*).

Long Vowels:

ā   like *a* in *father*: frāter, suprā
ē   like *e* in *obey*: trēs, rēgīna
ī   like *i* in *machine*: mīles, vīta
ō   like *o* in *holy*: sōl, glōria
ū   like *oo* in *rude*: flūmen, lūdus
ȳ   like i in *chip:* grȳps, cȳgnus

Short Vowels:

a   like *a* in *idea*: canis, mare
e   like *e* in *bet*: et, terra
i   like *i* in *this*: hic, silva
o   like *o* in *domain*: bonus, nomen
u   like *u* in *put*: sum, sub

Diphthongs:

A combination of two vowel sounds collapsed together into one syllable is a dipthong:

ae   like *ai* in *aisle*   caelum, saepe
au   like *ou* in *house*   laudo, nauta
ei   like *ei* in *reign*   deinde
eu   like *eu* in *eulogy*   Deus
oe   like *oi* in *oil*   moenia, poena
ui   like *ew* in *chewy*   huius, hui

Consonants:

Latin consonants are pronounced with the same sounds with the following exceptions:

c   like *c* in *come*   never soft like *city*, *cinema*, or *peace*

g   like *g* in *go*   never soft like *gem*, *geology*, or *gentle*

v   like *w* in *wow*   never like *Vikings*, *victor*, or *vacation*

s   like *s* in *sissy*   never like *easel*, *weasel*, or *peas*

ch   like *ch* in *chorus*   never like *church*, *chapel*, or *children*

r   is trilled   like a dog snarling, or a machine gun

i   like *y* in *yes*   when used before a vowel at the beginning of a word, between two vowels within a word, otherwise it's usually used as a vowel

How to Use This Book

Welcome to *Latin Primer 2.*

Congratulations on your continuing Latin journey!

The *Latin Primer* series covers the very essentials of classical Latin, based on the Trivium model of education. The Trivium sees students developing through varying stages of learning—namely, poll-parrot, pert, and rhetorical stages. These stages correspond roughly to elementary (ages five through ten), junior high, and high school. *Latin Primer 2* is designed for the poll-parrot/elementary stage in which children love to chant and memorize.

According to the Trivium, as explained by Dorothy Sayers in her essay "The Lost Tools of Learning," the poll-parrot stage is the time to store away large amounts of information which the students may not yet fully understand (like the meaning of the ablative case!). In the *Latin Primer* series, students start first by memorizing vocabulary, verb endings, noun endings, and so on; a strong emphasis is placed on learning these "building blocks" of the language. Bit by bit, they are introduced to the grammar behind the language, and each grammar concept is reinforced with basic translational exercises. The ease of a Trivium approach to Latin is this focus on absorbing the frame now and understanding it later. This may seem odd initially, but it has a long historical pedigree.

The *Latin Primer 2* Teacher's Edition follows the layout of the Student Edition, including the answers to the questions in the student text. Each lesson should take approximately one week to learn, review, and complete. Each week, you as the teacher will be given a weekly outline, typically following this pattern: Word List (vocabulary), Derivatives, Chant, Quotation, Worksheet, and Quiz. While helpful teaching notes will be included in each weekly outline, the next few pages will provide you with the overall framework for using the book. These will give both the classroom and homeschool teacher the proficiency to introduce beginning Latin with confidence.

Thank you for investing in the *Latin Primer* series, and may God bless you as you learn this incredible language!

Word Lists

Each week, students will be given a new list of Latin vocabulary to learn. The words are broken out into parts of speech (nouns, adjectives, verbs, adverbs, and so on). Then within those groupings, the words are listed alphabetically.

Derivatives

A derivative is not an "original" word, but a word that can be traced as coming directly from another word. (The word "derivative" itself has roots meaning "to flow downstream from" a source.) In the following example, the Latin word *māter* means "mother" in English. One of the English derivatives of *māter* is "maternal," meaning "motherly."

LATIN	ENGLISH	DERIVATIVE
māter	mother	maternal

The basic guidelines for determining if an English word is a derivative of a certain Latin word are:

1. In part or in whole, they have **similar spellings.**
2. They have **some of the same meaning.**

These are not foolproof tests—some words appear to be unlikely descendants, but in fact are, while others present themselves as heirs and are not. Discerning likely derivatives requires practice throughout the year. Some students take to it quickly; others need practice in applying the two little tests above. Working with derivatives is a good path to the growth of English vocabulary. It is also helpful for memorizing Latin vocabulary when the meaning of an English derivative is already known, and it is preferable to memorization based on fiction such as "I praise loudly" to help one remember the meaning of *laudō*. You may also find more derivatives in the Latin entries of a Latin dictionary, or refer to an English dictionary (such as *The Oxford English Dictionary*) that gives the history of the English word.

Working with derivatives should be part of the weekly routine. After introducing the weekly Word List, you may want to lead students in brainstorming possible derivatives. Included in the Teaching Notes for each weekly lesson are lists of derivatives for the current Word List. The lists are not exhaustive, but include words which will be most useful. There will be more derivatives given than you will want to use; these are for your reference rather than the students' use. Some words will not have any listed derivatives.

In the student text, on the page following each weekly Word List, is a section where students can list the derivatives you discuss together each week.

Chants

Chants are one of the basic building blocks for the foundation of Latin learning. This year, students will review and learn seventeen chants. If you used the *Latin Primer 1* last year, you'll probably want to continue chanting where you left off, adding the new chants from this year to your recitation. If you're just starting or switching to the *Primer 2* from another series, simply recite the chants in the order you learn them each week.

Students should practice their chants together verbally each day. They need to have the chants memorized thoroughly and accurately by the end of this year; however, they don't need to fully understand how all the chants are used. Only those parts that need to be understood will be pointed out.

All of the chants in this book are meant to be recited starting at the top left, proceeding by going first through the left column and then the right.

Complete listings of the chant charts can be found in two different places in this book. First, you'll find the charts listed with the weekly Word Lists and quotations. Second, the chant charts can be found in the back of this book (beginning on p. 391).

Quotations

Nearly every week, students will be given a new Latin quotation to learn. These are generally common phrases in everyday English speech (i.e., *verbatim*) or well-known phrases from literature and/or history (i.e., *Ecce homō!*). These quotations are intended to be fun and help students understand that Latin is still part of contemporary speech.

In the student text, on the page following each weekly Word List, is a section where students can copy each week's quotation.

Worksheets

Each week, students will be expected to complete a worksheet made up of different exercises intended to reinforce and review weekly concepts.

Quizzes

Weekly quizzes are included at the end of each lesson to test students' understanding and comprehension of each week's materials, as well as aid in reviewing older material. Teachers are permitted to copy and distribute these quizzes for use in the classroom. For printable PDFs of the student weekly quizzes, go to: www.canonpress.com/latinprimer2.

Unit Tests

This text contains four units (see the Table of Contents), comprised of eight weeks each. At the beginning of each unit, a list of goals is provided. At the end of each Unit is a comprehensive test, which allows the teacher to measure whether those goals have been reached. Teachers are permitted to copy and distribute these tests for use in the classroom. For printable PDFs of the student unit tests, go to: www.canonpress.com/latinprimer2.

Optional Games

At least once a week, you may want to play games to review and practice the vocabulary that has been covered. Four basic games are described below.

Circum Mundum (**Around the World**)**:** Starting at some point in the room, two neighbors are given a Latin word. Whoever gives the English meaning first gets to go on to compete against the next student. If someone is in top form, he or she might make it *circum mundum*.

Puerī contra Puellās or *Puellae contra Puerōs:* The boys and girls line up in separate lines. The first girl in line competes against the first boy in line. They are given a Latin word; whoever is first with the English meaning goes to the back of the line and the loser sits down. The winning team is the one that still has at least one member standing, with the other team entirely seated.

Note: If there is a disparity in numbers, the smaller group is given "insurance" to make up for it (e.g., if there are two more boys than girls, the first two girls to lose don't have to sit down).

Graecī et Rōmānī: The class is divided into two groups and the first player from each team comes to the board. They face away from the board while a conjugated verb or simple sentence is written there. At a signal, they turn around and race to write a translation. The first one to do it correctly earns a point for their team.

Vincō: This is played the same as Bingo. To begin, the students are given a table as shown here, enlarged to fit a standard 8.5 x 11" sheet of paper.

V	I	N	C	O

From a list of words on the board such as conjugated verbs, nouns in singular or plural, or just words from the weekly lists, the students pick twenty-five to write in their squares, arranging them as they like. When the English translations are read, they find the corresponding Latin on their sheet, if it is there, and cross it out. The first one to have a row or diagonal of five crossed-out squares shouts *Vincō!* ("I conquer").

LATIN GRAMMAR BASICS

VERBS: Characteristics

Every verb has five different identifying characteristics: person, number, tense, mood, and voice. Below are some helpful explanations and questions to get your students thinking about the characteristics of verbs:

1. ***Person:*** Who is the subject? Who is doing the action?
   First Person: The speaker(s)—*I* or *we*
   Second Person: The person(s) spoken to—*you* or *you all*
   Third Person: The person(s) spoken about—*he/she/it* or *they*
2. ***Number:*** Is the subject singular or plural? How many?
3. ***Tense:*** When does the action take place?
4. ***Voice:*** A way to determine if the subject performs the action or receives it.
5. ***Mood:*** The method of expressing a verbal action or state of being.

Latin has six **tenses**:
Present System—all tenses in this system are formed using the present stem
   Present: Action right now
      The elephant <u>is charging</u>.
   Future: Action that will happen in the future
      The elephant <u>will charge</u>.
   Imperfect: Continuous or sustained action in the past
      The elephant <u>was charging</u>.
Perfect System—all tenses in this system are formed using the perfect (active or passive) stem
   Perfect (present perfect): Completed action in the past (short-term)
      The birds <u>have flown</u> south.
   Pluperfect (past perfect): Completed action prior to some time in the past
      The birds <u>had flown</u> south.
   Future Perfect: Completed action prior to some point in the future
      The birds <u>will have flown</u> south.

Latin has two **voices**:
   Active Voice: The subject is performing the action
      The ball <u>is bouncing</u>.
   Passive Voice: The subject is the receiver of the action
      The ball <u>is being bounced</u>.
Finally, Latin has **moods**:
   Indicative: Shows "real" action that has occurred, will occur, or is occurring
      I <u>have</u> a carrot.
   Imperative: Commands someone to take action that has not yet occurred
      <u>Give</u> me a carrot.
   Subjunctive: Describes potential, hypothetical action to take place or indirect action
      I wish carrots <u>were</u> blue.

In this book, you'll be dealing primarily with person, number, and tense, and voice will only be active. Mood is mentioned here purely for reference and will not be discussed in detail this year, although students will be translating in the indicative and imperative.

VERBS: Principal Parts

Nearly every Latin verb has four "principal parts." In this book, you will only be using the first and second principal parts. However, being aware of all four forms is good background to the language. The standard four principal parts are as follows:

1. Present Active Indicative: *amō,* I love (this is also the first person singular, present active form)
2. Present Active Infinitive: *amāre,* to love
3. Perfect Active Indicative: *amāvī,* I have loved/I loved
4. Perfect Passive Participle: *amātum,* loved/having been loved

VERBS: Stems

A *stem* is the underlying base of a word—an unchanging part, a root—to which endings may be added. The stem is the heart of verb—where you find out what action is being done. Is someone loving? Running? Exploring? Eating? The stem will tell you.

How do you find the stem? It's very simple. Go to the verb's second principal part, take off the *-re,* and there's your stem. Let's look at an example. The Latin word for "I love" is *amō* (first principal part). The second principal part is *amāre.* To find the stem, we take off *-re,* leaving us with the stem: *amā-*.

Let's look a little closer. In the box below, *amō* is conjugated in the present tense. First (of course), is the first principal part itself—*amō.* After that, the verb endings change, but the stem (*amā-)* remains.[1]

PRESENT ACTIVE

	SINGULAR	PLURAL
1ST	amō	**amā**mus
2ND	**amā**s	**amā**tis
3RD	**ama**t	**ama**nt

This same stem (bolded) is also used in the future and imperfect tenses.

1. *Notice that the macron disappears in the third person forms of the present active. This is true for both first and second conjugation verbs. When in doubt about macron placement, check the full conjugations on pages 396–398 and follow the examples given there.*

FUTURE ACTIVE

	SINGULAR	PLURAL
1ST	**amā**bō	**amā**bimus
2ND	**amā**bis	**amā**bitis
3RD	**amā**bit	**amā**bunt

IMPERFECT ACTIVE

	SINGULAR	PLURAL
1ST	**amā**bam	**amā**bāmus
2ND	**amā**bās	**amā**bātis
3RD	**amā**bat	**amā**bant

VERBS: Conjugations (Also Called Families, Paradigms, or Patterns)

A verb *conjugation* (also referred to as a *family)* is a group of verbs that share the same stem vowel. For example, in the chants above, you'll notice that the vowel "ā" exists in the middle of every form. This occurs because *amō* is in the first conjugation, or "ā" family. There are many verbs in the "ā" family—and they all have an "ā" at the end of their stem. Similarly, verbs in the "ē" family all have a long "e" at the end of their stem. To "conjugate" a verb means to list together, verbally or written, all of its forms. (In the above chants, *amō* has been "conjugated" in the future and imperfect tenses.)

In Latin, there are four different verb conjugations. Also, there are several irregular verbs which do not belong to a conjugation or family. The fourth conjugation will be introduced next year. In this book, the following will be covered:

1. *First Conjugation or "ā" Family*—represented by *amō*. Verbs in this family share an "ā" in the stem. They follow the same conjugating pattern as *amō*. Other examples are *laudō, dō,* and *portō.*

2. *Second Conjugation or "ē" Family*—represented by *videō*. Verbs in this family share an "ē" in the stem. They follow the same conjugating pattern as *videō*. Other examples are *doceō, habeō,* and *audeō.*

3. *Third Conjugation or "e" Family*—represented by *dūcō*. Verbs in this family share an "e" in the stem. They follow the same conjugating pattern as *dūcō*. Other examples are *scribō, agō,* and *currō.*

4. *Irregular Verbs*—*sum* and *possum*. These are the only irregularly conjugating verbs you'll learn this year.

VERBS: Endings

As you've seen in the *amō* chants, verb endings are added to verb stems to form complete verbs. These endings change to indicate person, number, tense, voice, and mood.

Students will only be translating using three tenses during this year, however, you can see three completely conjugated verbs in the appendices at the back of this book, on pages 396–398. *Amō* (first conjugation/"ā" family), *videō* (second conjugation/"ē" family), and *dūcō* (third conjugation/"e" family) are shown in each tense and translated, with the endings in bold.

The following three chants all use the present stem. In Unit 2, you'll learn about the third conjugation, which does its own riff on these endings; however, the third conjugation is an exception to the rule, so only the standard endings are listed below.

- *Present Active Verb Endings (-ō, -s, -t)*: Equally correct translations of the present tense include "I am loving," "I love" or "I do love"; "you are loving," "you love," or "you do love," etc.
- *Future Active Verb Endings* (-*bō, -bis, -bit*): The entire stem appears in every form in both conjugations, whether ending in "ā" (first conjugation) or in "ē" (second conjugation). This typically translates, "I will love," "you will love," and so on.
- *Imperfect Active Verb Endings (-bam, -bas, -bat)*: Typically translated in this book as, "I was loving," "you were loving," etc. However, this is only one translation of the imperfect tense. The sense of it is an action that was ongoing in the past, so "I used to love" or " I kept loving" would also be correct.

The "perfect" stem is used when forming the following three chants.

- *Perfect Active Verb Endings (-ī, -isti, -it):* Often translated, "I loved," there are also two other translations of this tense: "I have loved" and "I did love." In the first conjugation, the perfect stem for most verbs is the present stem + "v"; in the second conjugation there is less consistency.
- *Future Perfect Active Verb Endings (-erō, -eris, -erit):* This tense is generally translated, "I will have loved." It illustrates action that will have been completed at a future time.
- *Pluperfect Active Verb Endings (-eram, -eras, -erat):* This tense derives its name from the Latin for "more than perfect" and designates action completed prior to a time in the past. This is most clear when translated, "I had loved."

The following three chants are the Present, Future, and Imperfect tenses, in the passive voice. In the passive, the subject noun is acted upon, rather than acting itself. Again, you will not be conjugating using these tenses this year, so the following is simply grammatical background.

- *Present Passive Verb Ending (-r, -ris, -tur):* With one exception, this tense is formed by adding the endings to the present stem. The exception is in the first person singular form (*laudor* and *movēor*) where the ending is added to the full present tense active form. A translation of the present passive is "I am being loved."
- *Future Passive Verb Ending (-bor, -beris, -bitur):* To form this tense, the endings are simply added to the present stem. The translation is "I will be loved."
- *Imperfect Passive Verb Ending (-bar, -baris, -batur):* Again, this tense is formed by adding the endings to the present stem. The translation is "I was being loved."

NOUNS: Endings, Bases, & Cases

Noun ending chants appear in Weeks 1, 2, 3, 13, 15 23, and 25; they also are listed in the back of this book, beginning on page 391 (p. 206 of the student text).

A noun's ending indicates which *case* the noun is in and, therefore, its function in the sentence. These noun endings attach to a noun's *base,* which is found by simply taking the genitive singular form and removing the genitive ending. For example, what is the base of *equus?* The genitive singular is *equī.* Remove the genitive singular ending *ī,* and you're left with the base—*equ-*.

Five cases are listed to the left of the noun chant: *nominative, genitive, dative, accusative,* and *ablative.* The endings in the example below are first declension endings (discussed further in the following section).

	LATIN			ENGLISH	
	SINGULAR	PLURAL		SINGULAR	PLURAL
NOMINATIVE	-a	-ae		a, the *noun*	the *nouns*
GENITIVE	-ae	-ārum		of the *noun,* the *noun's*	of the *nouns,* the *nouns'*
DATIVE	-ae	-īs		to, for the *noun*	to, for the *nouns*
ACCUSATIVE	-am	-ās		the *noun*	the *nouns*
ABLATIVE	-ā	-īs		by, with, from the *noun*	by, with, from the *nouns*

The **nominative** case is the basic noun form. Nouns appear in this form in your weekly Word Lists (as well as in Latin dictionaries). In a Latin sentence, the subject noun will *always* be in the nominative case.

The second case, the **genitive**, is typically used to show possession or ownership—i.e., "the *star's* brilliance" or "the father *of the boy.*" The genitive is also the case that indicates a noun's declension. For this reason, the genitive singular is always listed after the nominative in Latin dictionary entries, as well as in this book.

The third case is the **dative**. It is mainly used for indirect objects. In the sentence, "Jane gave the donut to her mother," *mother* would be in the dative case, since she is the one *to whom* the donut is being given.

The fourth case is the **accusative**. The accusative is primarily used for direct objects and objects of some prepositions. In the sentence, "Her mother ate the donut," *donut* would be in the accusative case, since it is receiving the direct action of the verb (what is being eaten).

The final case is the **ablative.** Ablative case is often referred to as Latin's "junk drawer." Ablative is a bit of a grammatical daredevil, performing all sorts of functions, often in connection with prepositional phrases.

Not included in the chants are two less frequently used cases, the locative and vocative. You don't need to be concerned with them at this point in your Latin studies.

Although the students will only be working with the nominative and accusative cases in translation this year, it is important to have them learn the names of the cases. A mnemonic device used (and invented, I suspect) by my first Latin teacher is: **N**o **g**ood **d**ad **a**ttacks **a**pples. I confess to having used it myself. The kids enjoyed it.

NOUNS: *Declensions & Gender*

In Latin, every noun is in a specific declension, a noun family, where every member of that family functions in the same way. There are five declensions in Latin, four of which you'll be working with this year.

Every Latin noun also has a gender—it is either masculine, feminine, or neuter.

Let's start with how to recognize a noun's declension. To determine a noun's declension, check its *genitive singular ending.* This ending functions like a noun's DNA.

Nouns of the **first declension** (see Week 1) have the genitive singular ending *-ae.* Typically, these nouns are *feminine.* Of course, there are a few exceptions, representing people who had jobs that were traditionally male (e.g., *poeta*, poet; *nauta*, sailor; *agricola,* farmer). These nouns decline exactly like the feminine nouns, but their gender is masculine.

Second declension nouns have the genitive singular ending *-ī.* Nouns in this declension are usually *masculine* in gender (see Week 2).

However, there is also another category of second declension nouns: the **second declension *neuter.*** Neuter nouns are just that—neither masculine or feminine. These second declension nouns still have the identifying genitive singular ending *-ī,* but *you'll recognize them as neuter because they end in* -um *in the nominative singular* (see Week 3).

Nouns of the **third declension** (see Weeks 13 and 15) have the genitive singular ending *-is.* The genders of these nouns vary widely, so the only way to be sure you know their gender is to memorize it.

Fourth declension nouns (see Week 23) have the genitive singular ending *-ūs*. Like the second declension, there is also a specific group of **fourth declension *neuter*** nouns (see Week 25), which have the genitive singular *-ūs,* but can be identified as particularly neuter by the ending *-ū* in the nominative singular.

Last year, as a general rule, students went by the noun's endings to discern its gender. When you're only working with first and second declension nouns, this typically works. However, as they work with more declensions this year, they'll realize a noun's endings will no longer indicate its gender. It is important that they develop the habit of memorizing the entire noun entry—nominative, genitive, gender, and meaning.

ADJECTIVES: Endings

Adjectives are noun modifiers. They answer questions like *which?, what kind?,* and *how many?* Because they modify nouns, adjectives work very much like nouns. The adjectives you'll be using share the same endings as nouns—first, second, and second declension neuter.

Adjectives are copy cats. For an adjective to correctly modify a noun (e.g., "The *wild* girl laughed"), the adjective has to match the noun in three ways: gender, number, and case.

Gender: In Latin, the word *ferus* means "wild" and the word *puella* means "girl." But *ferus* has a masculine ending (*-us*) and *puella* is a feminine noun. How do you say "the wild girl" without having mismatched noun/adjective genders?

To match the noun they modify, most adjectives have a special trait: they come with three different endings! This gives them the ability to match the gender of any noun. So in our example, *ferus* is wearing the wrong ending to match *puella*. To match, the adjective takes off its *-us* ending, and puts on the *-a* ending: *fera*.

Number: *Puella* (girl) is singular, so the ending for *fera* (wild) is singular too.

Case: The subject of our example sentence is *puella,* so *puella* is in the nominative case (p. xviii); this means that the adjective, *fera,* also is in the nominative case. Voilà! *Puella fera* means "the wild girl" and it matches in gender, number, and case.

Here are a few more examples:

equus ferus	*the wild horse*
discipulus parvus	*a little student*
stella parva	*a little star*
caelum magnum	*the big sky*
lūdus magnus	*the big school*

ADVERBS

Adverbs are perhaps the easiest of Latin words. They answer the questions like *how?, where?, when?* and *to what extent?* They do not decline or conjugate and generally will appear before the adjective, adverb, or (most commonly) verb they modify. To translate, simply place the adverb where it sounds most natural. For example:

Aquila **bene** videt.	*The eagle sees well.*
Populus **nōn** probat.	*The people do not approve.*
Puerī **nōn satis** exercent.	*The boys do not exercise enough.*

This concludes our (brief!) overview of the basics of Latin grammar. You'll want to refer back to this section throughout the year as the students are introduced to new concepts; but for now, *valē!*

1 UNIT ONE

UNIT 1: GOALS

By the end of Week 8, students should be able to . . .

- Chant from memory the first declension, second declension, and second declension neuter noun endings
- Recognize and distinguish first declension, second declension, and second declension neuter nouns
- Decline any first declension, second declension, or second declension neuter noun
- Chant from memory the present, future, and imperfect verb ending chants
- Recognize and distinguish first and second conjugation verbs by their stems
- Translate simple present, future, and imperfect tense sentences (e.g., *Delphīnī properābant* means "The dolphins were rushing")

Unit 1 Overview (Weeks 1–8)

Welcome to Unit 1! During the next eight weeks, students will be reviewing the noun and verb endings they learned last year. This unit begins by reviewing first, second, and second declension neuter noun endings. In the weeks to follow, students will review the verb endings for present, future, and imperfect tenses. Weeks 7 and 8 are general review.

Teaching Notes: Week 1

1. Word List: Introduce the Word List for Week 1, asking students to carefully imitate the pronunciation. *Astō* is a combination of *ad* and *stō,* both words from last year's studies.

As in *Latin Primer 1,* each noun appears in its nominative singular form, followed by its genitive singular ending. (In the case of *puer,* the entire genitive form is given.) Beginning this year, the gender of each noun will also be provided. Students should memorize the entire entry, reading it off as, "amīcus, -ī, masculine, friend." Note that both *nauta* and *poeta,* though in the first declension, are masculine in gender.

Also like last year, each verb is followed by its second principal part. Now that students are familiar with the concept of the second principal part, the parentheses have been dropped. It will be helpful to remind students that the second principal part is the verb form you use to find a verb's stem (see p. xii).

Review the new Word List throughout the week on a regular basis.

2. Derivatives: Discuss the derivatives for this week's vocabulary (listed below). An explanation of derivatives appears on pages viii–ix in the "How to Use This Book" section of their student book.

1. amīcus, *friend:* amiable, amicable, amity
2. aqua, *water:* aquatic, aquarium, aqueduct
3. caelum, *sky, heaven:* celestial
4. cibus, *food*
5. colōnus, *settler:* colony, colonial
6. equus, *horse:* equestrian, equine
7. latebra, *hiding place*
8. mūrus, *wall:* mural, intramural
9. nauta, *sailor:* nautical
10. nimbus, *thundercloud, storm:* cumulonimbus, nimbus
11. poēta, *poet:* poetic, poet, poetry
12. pontus, *sea, seawater*
13. puella, *girl*
14. puer, *boy:* puerile
15. stella, *star:* stellar, constellation
16. taurus, *bull:* taurine
17. terra, *earth, land:* terrestrial, terra firma, subterranean, terrarium, inter, terra cotta
18. virga, *branch, twig:* virgate
19. astō, *I stand near, stand by*
20. peccō, *I sin:* peccadillo, peccant

Have the students write this week's derivatives in the Week 1 "Derivatives" section, which appears on the page after their Word List.

3. History: Under the Roman Empire, all countries were united by a common language: Latin. But when the Roman Empire fell, the Latin in different countries began to change, and modern languages started to develop. Romance languages—Italian, French, Spanish, Portuguese, and Romanian—all came from the language of the Romans and therefore have vocabularies that are often very similar.

3. Chants: This week you'll be reviewing first declension noun endings. The following chant information should all be familiar from last year!

At the top of the chant chart, you'll see the Singular and Plural columns. To the left are the case names—Nominative, Genitive, and so on. Each of these case endings, when applied to a noun, creates a different grammatical form of the noun. Students will be responsible to know all of the case names, though they will only be working with the nominative and genitive forms in this unit. (To review the basics of Latin nouns, see page xiv–xvi.)

To say the chant, begin in the top left corner and work down the column, then chant down the right column: *a, ae, ae, am, ā / ae, ārum, īs, ās, īs.* Run through the chant several times with the students to refresh their memories.

First Declension Noun Endings

Every Latin noun is in a specific declension, or family. Do your students remember how can to tell which nouns are in which declension? A noun may look like it's in one family when it's really in another!

Students should recall that the key is the ending that follows after a noun—the noun's genitive singular ending. **With a noun's genitive ending, you can discover what family that noun is in.** First declension nouns will *always* have *-ae* as their genitive singular ending. When you see the *-ae* genitive ending following a noun, you can be sure you have a *first declension* noun on your hands.

For example, what family is the word *nauta* in? If we look in this week's Word List, we can see that its genitive singular ending is *-ae.* Since only first declension nouns have an *-ae* genitive ending, we know *nauta* is in the first declension.

In the following chart, *nauta* has been declined. The endings are shown in bold. The part before the endings is called the *base.* The base of *nauta* is *naut-.* To decline *nauta*, each ending is applied to its base. A noun's base is very easy to determine: simply remove the genitive ending from the word, and you are left with the base!

(Note the variety of translations given for *nauta* in the nominative: a sailor, the sailor, sailor. This same flexibility also applies to the other cases because classical Latin does not have a word for the articles *a, an,* and *the.)*

	LATIN			ENGLISH	
	SINGULAR	**PLURAL**		**SINGULAR**	**PLURAL**
NOMINATIVE	naut**a**	naut**ae**		a sailor, the sailor, sailor	the sailors, sailors
GENITIVE	naut**ae**	naut**ārum**		of the sailor, the sailor's	of the sailors, the sailors'
DATIVE	naut**ae**	naut**īs**		to, for the sailor	to, for the sailors
ACCUSATIVE	naut**am**	naut**ās**		the sailor	the sailors
ABLATIVE	naut**ā**	naut**īs**		by, with, from the sailor	by, with, from the sailors

Students should remember that every noun has a gender. Last year, they used a very generalized rule of thumb, determining a noun's gender based on its declension. This year, as they learn more declensions, this will be too basic; they should memorize each noun's gender as they memorize the rest of the word and its definition.

Once students have gotten back into the rhythm of chanting the first declension endings, move on to declining whole nouns out loud.

4. Quotation: Juvenal was a Roman satrist, born in the first century A.D. He is credited with coining the phrase *rara avis,* "a rare bird." He used the phrase to refer to the perfect wife, but it has come to describe anything special and difficult to find—in this case, a true friend.

Have the students write this week's quotation in the Week 1 "Quotation" section, which appears on the page after their Word List.

5. Worksheet: Follow the directions given and complete the worksheet.

6. Quiz: Administer Quiz 1 at the end of the week.

WEEK 1

Word List

NOUNS

1. amīcus, -ī (m) . . . . friend
2. aqua, -ae (f) . . . . water
3. caelum, -ī (n) . . . . sky, heaven
4. cibus, -ī (m) . . . . food
5. colōnus, -ī (m). . . . . . . settler
6. equus, -ī (m). . . . . horse
7. latebra, -ae (f) . . . . . . hiding place
8. mūrus, -ī (m). . . . . wall
9. nauta, -ae (m) . . . . . . sailor
10. nimbus, -ī (m) . . . . . . thundercloud, storm
11. poēta, -ae (m) . . . . . . poet

12. pontus, -ī (m) . . . . . . sea, seawater
13. puella, -ae (f). . . . . . . girl
14. puer, puerī (m) . . . . . boy
15. stella, -ae (f) . . . . star
16. taurus, -ī (m) . . . . bull
17. terra, -ae (f). . . . . earth, land
18. virga, -ae (f) . . . . branch, twig

VERBS

19. astō, astāre . . . . I stand near, stand by
20. peccō, peccāre . . . . . I sin

Chant:

First Declension Noun Endings

	LATIN			ENGLISH	
	SINGULAR	PLURAL		SINGULAR	PLURAL
NOMINATIVE	-a	-ae		a, the *noun*	the *nouns*
GENITIVE	-ae	-ārum		of the *noun,* the *noun's*	of the *nouns,* the *nouns'*
DATIVE	-ae	-īs		to, for the *noun*	to, for the *nouns*
ACCUSATIVE	-am	-ās		the *noun*	the *nouns*
ABLATIVE	-ā	-īs		by, with, from the *noun*	by, with, from the *nouns*

> ## Quotation:
>
> *Amīcus verus est rara avis*—"A true friend is a rare bird"

Weekly Worksheet 1: Answer Key

A. Cross out the two wrong words in the definition below and write the correct words above them. Then, using the lines below, list all the Latin nouns from this week's Word List, their genitive ending, and gender. The first one is done for you.

names   **thing**

A noun ~~describes~~ a person, place, or ~~action~~.

1. amīcus, -ī (m)
2. **aqua, -ae (f)**
3. **caelum, -ī (n)**
4. **cibus, -ī (m)**
5. **colōnus, -ī (m)**
6. **equus, -ī (m)**
7. **latebra, -ae (f)**
8. **mūrus, -ī (m)**
9. **nauta, -ae (m)**
10. **nimbus, -ī (m)**
11. **poēta, -ae (m)**
12. **pontus, -ī (m)**
13. **puella, -ae (f)**
14. **puer, puerī (m)**
15. **stella, -ae (f)**
16. **taurus, -ī (m)**
17. **terra, -ae (f)**
18. **virga, -ae (f)**

B. Complete the review chant for this week and answer the questions about it.

	SINGULAR	PLURAL
NOMINATIVE	-a	**-ae**
GENITIVE	**-ae**	**-ārum**
DATIVE	**-ae**	**-īs**
ACCUSATIVE	**-am**	**-ās**
ABLATIVE	**-ā**	**-īs**

1. Are these endings for nouns or verbs? **nouns**

2. Which declension are these endings for? **first declension**

3. What is the gender of most nouns in this declension? **feminine**

4. Which ending tells you a noun's declension? **genitive singular**

C. Decline *virga, -ae* in the chart below, then answer the questions.

	SINGULAR	PLURAL
NOM.	virga	**virgae**
GEN.	**virgae**	**virgārum**
DAT.	**virgae**	**virgīs**
ACC.	**virgam**	**virgās**
ABL.	**virgā**	**virgīs**

1. The word *virga* means **branch or twig.**

2. Last year, you learned the word *virgō,* which means **maiden.**

D. Use your knowledge of Latin to answer the following questions about derivatives. Remember, a derivative is an English word with a Latin root.

1. The English word *noun* comes from the Latin word *nomen,* which means **name.**

2. An *aquarium* is like a zoo for sea animals. *Aquarium* is a derivative of the Latin word **aqua.**

3. A *peccadillo* is small mistake. *Peccadillo* is a derivative of the Latin word **peccō.**

Give an English derivative for each of these words. **Note: Answers may vary.**

4. mūrus _____**mural, intramural**_____ 6. terra _____**terrestrial, terrarium**_____

5. poēta _____**poet, poetic, poetry**_____ 7. equus _____**equine, equestrian**_____

The word for "friend" in Latin is *amīcus.* Look at the word for "friend" in these languages.

ITALIAN	amico
SPANISH	amigo
FRENCH	ami

8. Why do they look so much like *amīcus?* **Italian, Spanish, and French are Romance languages—languages that descended from Latin—so it makes sense that many of their words look similar to Roman words. *Amīcus* is an example of this.**

E. Complete the chart!

	ENGLISH: SINGULAR	LATIN: SINGULAR	LATIN: PLURAL
1.	**sailor**	nauta	**nautae**
2.	**girl**	puella	**puellae**
3.	wall	**mūrus**	**mūrī**
4.	**hiding place**	latebra	**latebrae**
5.	**sea**	**pontus**	pontī
6.	poet	**poēta**	**poētae**
7.	horse	**equus**	**equī**
8.	**settler**	**colōnus**	colōnī
9.	**food**	cibus	**cibī**
10.	bull	**taurus**	**taurī**

F. For each noun, give its declension and gender. Then decline each noun by adding the endings to the base that is given. Each noun's nominative and genitive singular forms are provided.

DECLENSION __1__ GENDER __F__

	SINGULAR	PLURAL
NOM.	aqua	aqu**ae**
GEN.	aquae	aqu**ārum**
DAT.	aqu**ae**	aqu**īs**
ACC.	aqu**am**	aqu**ās**
ABL.	aqu**ā**	aqu**īs**

DECLENSION __1__ GENDER __F__

	SINGULAR	PLURAL
NOM.	latebra	latebr**ae**
GEN.	latebrae	latebr**ārum**
DAT.	latebr**ae**	latebr**īs**
ACC.	latebr**am**	latebr**ās**
ABL.	latebr**ā**	latebr**īs**

1. How do you find the base of a noun? **To find the base of a noun, you remove the genitive singular ending from the noun. What remains is the base.**

G. Answer the questions about this week's quotation.

1. What does *Amīcus verus est rara avis* mean in English? **A true friend is a rare bird**

2. Which Latin word is the subject of this quotation? **amīcus**

3. What case does the subject noun always take? **nominative**

4. Which Latin word is the verb? (Hint: you should recognize it from last year!) **est**

H. On the lines below, give the Latin word for each object.

1. **nimbus**

2. **equus**

3. **taurus**

Week 1 Quiz
name:

A. Chant

Complete the chant chart, then answer the questions.

	SINGULAR	PLURAL
NOM.		
GEN.		
DAT.		-īs
ACC.		
ABL.	-ā	

1. The *subject* of a Latin sentence always takes the _____ case.

       a) accusative   b) singular   c) nominative

2. You can tell what declension a noun is in by looking at its _____.

       a) nominative plural ending   b) meaning   c) genitive singular ending

3. What declension is *terra, -ae* in?

       a) first   b) second   c) third

4. What is the gender of *terra, -ae?*

       a) masculine   b) feminine   c) neuter

5. What declension is *poēta, -ae* in?

       a) first   b) second   c) third

6. What is the gender of *poēta, -ae?*

a) masculine   b) feminine   c) neuter

Decline *stella, -ae* and *puella, -ae* in the chart below. Give each noun's declension and gender.

DECLENSION _____   GENDER _____   DECLENSION _____   GENDER _____

	SINGULAR	PLURAL		SINGULAR	PLURAL
NOM.					
GEN.					puellārum
DAT.	stellae				
ACC.					
ABL.					

B. Vocabulary

Translate the Latin words into English, and the English words into Latin!

1. equus _____   5. caelum _____

2. sailor _____   6. seawater _____

3. peccō _____   7. storm _____

4. cibus _____   8. I stand by _____

Give the gender of each Latin noun: masculine (M), feminine (F), or neuter (N).

9. amīcus _____   13. aqua _____   17. caelum _____

10. puella _____   14. mūrus _____   18. nauta _____

11. colōnus_____   15. virga _____

12. nimbus_____   16. taurus_____

Week 1 Quiz: Answer Key

A. Chant

Complete the chant chart, then answer the questions.

	SINGULAR	PLURAL
NOM.	**-a**	**-ae**
GEN.	**-ae**	**-ārum**
DAT.	**-ae**	-īs
ACC.	**-am**	**-ās**
ABL.	-ā	**-īs**

1. The *subject* of a Latin sentence always takes the _____ case.

        a) accusative   b) singular   (c) nominative)

2. You can tell what declension a noun is in by looking at its _____.

        a) nominative plural ending   b) meaning   (c) genitive singular ending)

3. What declension is *terra, -ae* in?

        (a) first)   b) second   c) third

4. What is the gender of *terra, -ae?*

        a) masculine   (b) feminine)   c) neuter

5. What declension is *poēta, -ae* in?

        (a) first)   b) second   c) third

6. What is the gender of *poēta, -ae?*

(a) masculine)   b) feminine   c) neuter

Decline *stella, -ae* and *puella, -ae* in the chart below. Give each noun's declension and gender.

DECLENSION ___1___   GENDER ___F___

	SINGULAR	PLURAL
NOM.	stella	stellae
GEN.	stellae	stellārum
DAT.	stellae	stellīs
ACC.	stellam	stellās
ABL.	stellā	stellīs

DECLENSION ___1___   GENDER ___F___

	SINGULAR	PLURAL
NOM.	puella	puellae
GEN.	puellae	puellārum
DAT.	puellae	puellīs
ACC.	puellam	puellās
ABL.	puellā	puellīs

B. Vocabulary

Translate the Latin words into English, and the English words into Latin!

1. equus   **horse**   5. caelum   **sky, heaven**

2. sailor   **nauta**   6. seawater   **pontus**

3. peccō   **I sin**   7. storm   **nimbus**

4. cibus   **food**   8. I stand by   **astō**

Give the gender of each Latin noun: masculine (M), feminine (F), or neuter (N).

9. amīcus ___M___   13. aqua ___F___   17. caelum ___N___

10. puella ___F___   14. mūrus ___M___   18. nauta ___M___

11. colōnus ___M___   15. virga ___F___

12. nimbus ___M___   16. taurus ___M___

Teaching Notes: Week 2

1. Word List: Introduce the Word List for Week 2, asking students to carefully imitate your pronunciation. Word #6, *mālum,* means apple, but it looks very similar to the adjective *malus,* meaning evil. Students will be able to tell the two apart because *mālum* (apple) has a long "a."

Review the new Word List throughout the week on a regular basis.

2. Derivatives: Discuss the derivatives for this week's vocabulary:

1. ariēna, *banana*

2. cunīculus, *rabbit:* coney

3. folium, *leaf:* foliage, defoliate, exfoliation, foil, folio, portfolio

4. frāgum, *strawberry*

5. hortus, *garden:* horticulture

6. mālum, *apple*

7. pirum, *pear:* pear

8. ūva, *grape*

9. apricus, *sunny:* apricate

10. dēliciōsus, *delicious:* delicious

11. magnus, *large, big:* magnify, magnanimous, magnificent, magnitude, magnum

12. malus, *bad, evil:* malign, malignant, malevolence, malaria, malady, malpractice, malicious, malice, malodorous

13. parvus, *little, small*

14. gustō, *I taste:* gusto

Have the students write this week's derivatives in the Week 2 "Derivatives" section, which appears on the page after their Word List.

3. Chant: This week you'll be refreshing students on second declension noun endings. The chant works in exactly the same way as last week's. Run through the chant several times with the students to refamiliarize them with it.

Second Declension Noun Endings

Remember, with a noun's genitive ending, you can discover what family that noun is in. Second declension nouns will *always* have -*ī* as their genitive singular ending. Once you see the -*ī* genitive ending following a noun, you can be sure you are working with a noun in the second declension.

Let's look at an example. What family is the word *hortus* in? If we look in this week's Word List, we can see that its genitive singular ending is -*ī*. Only second declension nouns have an -*ī* genitive ending, therefore we know *hortus* is in the second declension.

In the chart below, *hortus* has been declined. To decline *hortus*, each ending is applied to the base, *hort-*. Remember, to find the base of any noun, simply remove the genitive singular ending—what remains is the noun's base. In the following chant chart, the endings are shown in bold.

LATIN

	SINGULAR	PLURAL
NOM.	hort**us**	hort**ī**
GEN.	hort**ī**	hort**ōrum**
DAT.	hort**ō**	hort**īs**
ACC.	hort**um**	hort**ōs**
ABL.	hort**ō**	hort**īs**

ENGLISH

	SINGULAR	PLURAL
NOM.	a, the *garden*	the *gardens*
GEN.	of the *garden,* the *garden's*	of the *gardens,* the *gardens'*
DAT.	to, for the *garden*	to, for the *gardens*
ACC.	the *garden*	the *gardens*
ABL.	by, with, from the *garden*	by, with, from the *gardens*

   Once students have gotten back into the rhythm of chanting the second declension endings, lead them in declining second declension nouns out loud. Feel free to use the above chant chart as a guide if necessary.

4. Quotation: This week's Latin quotation may be one students have already encountered without realizing it was Latin. The Magna Carta is an English legal charter, issued in the year 1215. It was written by English barons in order to limit the power of the king, who at the time was King John of England. The Magna Carta is credited with being one of the most influential legal documents in all of history.
   Have the students write this week's quotation in the Week 2 "Quotation" section, which appears on the page after their Word List.

5. Worksheet: Follow the directions given and complete the worksheet.

6. Quiz: Administer Quiz 2 at the end of the week.

WEEK 2

Word List

NOUNS

1. ariēna, -ae (f) . . . . banana
2. cunīculus, -ī (m). . . . . . rabbit
3. folium, -ī (n) . . . . leaf
4. frāgum, -ī (n) . . . . strawberry
5. hortus, -ī (m) . . . . garden
6. mālum, -ī (n). . . . . apple
7. pirum, -ī (n) . . . . pear
8. ūva, -ae (f) . . . . grape

ADJECTIVES

9. apricus, -a, -um . . . . . . sunny
10. dēliciōsus, -a, -um . . . delicious
11. magnus, -a, -um. . . . . large, big
12. malus, -a, -um . . . . . . bad, evil
13. parvus, -a, -um . . . . . little, small

VERBS

14. gustō, gustāre . . . . . . I taste

Chant:

Second Declension Noun Endings

	LATIN			ENGLISH	
	SINGULAR	**PLURAL**		**SINGULAR**	**PLURAL**
NOM.	-us	-ī		a, the *noun*	the *nouns*
GEN.	-ī	-ōrum		of the *noun,* the *noun's*	of the *nouns,* the *nouns'*
DAT.	-ō	-īs		to, for the *noun*	to, for the *nouns*
ACC.	-um	-ōs		the *noun*	the *nouns*
ABL.	-ō	-īs		by, with, from the *noun*	by, with, from the *nouns*

> **"** *Quotation:*
> *Magna Carta*—"Great Charter" **"**

Weekly Worksheet 2: Answer Key

A. Complete the chant chart and answer the questions about it.

	SINGULAR	PLURAL
NOMINATIVE	-us	-ī
GENITIVE	-ī	-ōrum
DATIVE	-ō	-īs
ACCUSATIVE	-um	-ōs
ABLATIVE	-ō	-īs

1. Is this a noun ending or a verb ending chant? **noun ending**

2. Which declension is it? **second declension**

3. Which gender are most of the nouns that take these endings? **masculine**

B. Decline *hortus, -ī* in the chart below, then answer the questions about it.

	SINGULAR	PLURAL
NOM.	hortus	hortī
GEN.	hortī	hortōrum
DAT.	hortō	hortīs
ACC.	hortum	hortōs
ABL.	hortō	hortīs

1. Which ending tells you a noun's declension? **the genitive singular**

2. Which declension is *hortus?* **second declension**

3. What does *hortus* mean? **garden**

Decline *ariēna, -ae* in the chart below, then answer the questions about it.

	SINGULAR	PLURAL
NOM.	ariēna	**ariēnae**
GEN.	**ariēnae**	**ariēnārum**
DAT.	**ariēnae**	**ariēnīs**
ACC.	**ariēnam**	**ariēnās**
ABL.	ariēnā	**ariēnīs**

2. Which declension is *ariēna?* **first declension**

3. What does *ariēna* mean? **banana**

C. For each noun, write in the blank whether it is in the first declension (1) or second declension (2).

1. cibus, -ī   **2**

2. stella, -ae   **1**

3. cunīculus, -ī   **2**

4. aqua, -ae   **1**

5. pontus, -ī   **2**

6. virga, -ae   **1**

7. poēta, -ae   **1**

8. puer, puerī   **2**

D. Translate these words into English. Can you do it from memory?

1. pirum   **pear**

2. latebra   **hiding place**

3. dēliciōsus   **delicious**

4. nimbus   **storm, thundercloud**

5. peccō   **I sin**

6. apricus   **sunny**

7. gustō   **I taste**

8. ūva   **grape**

9. astō   **I stand near, stand by**

10. folium   **leaf**

E. Answer the questions about this week's quotation.

    1. What does *Magna Carta* mean? **Great Charter**

    2. Who was king of England at the time the Magna Carta was written? **King John of England**

F. Write three sentences in English. In each sentence, replace two of the words with Latin words from this week. One sentence is given as an example. **Note: Student answers will vary and will need to be checked individually.**

    1. The *apple* is juicy and *delicious.*   The *mālum* is juicy and *deliciosus.*

    2. _____

    3. _____

    4. _____

G. Each sentence below uses a derivative (in italics). Use your knowledge of Latin vocabulary to finish each sentence by circling the correct answer!

    1. If someone writes a *malicious* letter, she is being _____.

      a) funny   (**b) mean**)   c) thoughtful

    2. "I'm going to go *apricate*" is just a fancy way to say "I'm going to go _____.

      (**a) lay in the sun**)   b) pick fruit   c) write a thank-you note

    3. *Coney* Island got its name because hundreds of _____ used to live there.

      a) circus animals   b) poets   (**c) rabbits**)

    4. *Horticulture* is the study of _____.

      a) how to raise toucans   (**b) how to grow plants**)   c) how to heal sicknesses

    5. When a person is *magnanimous*, it means that he is _____.

      (**a) generous**)   b) afraid   c) short

Week 2 Quiz   *name:*

A. *Chant*

Complete the chant chart, then answer the questions.

	SINGULAR	PLURAL
NOM.		
GEN.		
DAT.		
ACC.		-ōs
ABL.		

1. You can tell what declension a noun is in by looking at its _____ .

2. Which declension is *latebra, -ae* in? _____

3. Which declension is *cunīculus, -ī* in? _____

4. Which declension is *puer, puerī* in? _____

Decline *cunīculus, -ī* and *aqua, -ae* in the chart below.

	SINGULAR	PLURAL		SINGULAR	PLURAL
NOM.	cunīculus		NOM.	aqua	
GEN.			GEN.		
DAT.			DAT.		
ACC.			ACC.		
ABL.			ABL.		

B. Vocabulary

For each noun, write in the blank whether it is in the first declension (1) or second declension (2).

1. amīcus, -ī _____   5. puer, puerī _____

2. ariēna, -ae _____   6. hortus, -ī _____

3. cibus, -ī _____   7. virga, -ae _____

4. poēta, -ae _____   8. uva, -ae _____

Give the gender of each Latin noun: masculine (M), feminine (F), or neuter (N).

9. pirum, -ī _____   13. stella, -ae _____

10. ariēna, -ae _____   14. hortus, -ī _____

11. poēta, -ae _____   15. mūrus, -ī _____

12. mālum, -ī _____   16. caelum, -ī _____

Complete each sentence using one of the following words. One will be left over!

magnus   *frāgum*   *cunīculus*   *apricus*

virga   *malus*   *gustō*

1. I love to go to the beach in the summer when it's _____ and warm outside.

2. On his birthday, he asked for _____ shortcake for dessert.

3. Cinderella's slipper didn't fit her ugly stepsisters'_____ feet.

4. His brother found a robin's nest last autumn, up high on a tree _____ .

5. _____ some of everything at Thanksgiving, except the green beans!

6. Peter _____ ate lettuces, beans, and radishes from Mr. McGregor's garden.