

BOOK 3

Latin
PRIMER



MARTHA WILSON

Edited by LAURA STORM

CONTENTS

Introduction	vi
Pronunciation Guide	vii

Unit 1: Weeks 1–8

2

Week 1: Review—Verbs and adverbs.	4
Week 2: Review—Infinitives, commands, and questions	13
Week 3: Review—First, second, and second declension neuter nouns.	19
Week 4: Review—Third, fourth, and fourth declension neuter nouns	27
Week 5: Review—Predicates and <i>sum</i>	35
Week 6: Review—Accusative case and direct objects	43
Week 7: Introduction to a verb synopsis.	53
Week 8: Unit review	61

Unit 2: Weeks 9–16

71

Week 9: Third declension i-stem nouns	73
Week 10: Third declension neuter i-stem nouns	81
Week 11: Review—Third declension and third declension neuter i-stems	93
Week 12: Introduction to fifth declension nouns	103
Week 13: Review—Fifth declension nouns	111
Week 14: Personal pronouns	119
Week 15: Review—Personal pronouns.	127
Week 16: Unit review.	135

Unit 3: Weeks 17–24

145

Week 17: Fourth conjugation verbs.	147
Week 18: Third conjugation <i>-iō</i> verbs.	155
Week 19: Review—Fourth and third conjugation <i>-iō</i> verbs	163

Week 20: Introduction to perfect tense	171
Week 21: Review—Perfect tense	183
Week 22: Introduction to dative case and indirect objects	193
Week 23: Review—Dative case and indirect objects	201
Week 24: Unit review.	209

Unit 4: Weeks 25–32

219

Week 25: Introduction to prepositions with the accusative	221
Week 26: Translating with prepositions and direct objects/indirect objects	229
Week 27: Review—Prepositions with the accusative	237
Week 28: Introduction to prepositions with the ablative	247
Week 29: Review—Prepositions with the ablative	255
Week 30: Introduction to ablative of time.	265
Week 31: Review—Ablative of time.	273
Week 32: Unit review.	281

Appendices

293

Chant Charts	294
English-Latin Glossary	302
Latin-English Glossary	309
Sources and Helps	318

INTRODUCTION

Discipuli,

If I were writing this to your parents or your teacher, I would point out the important Latin vocabulary and concepts and corresponding English vocabulary and grammar in this third primer. That would be honest, but I will appeal to you on different grounds: I think this will be fun for you.

My mother aims for a quality she calls “zip” in her potato salad, and she almost always achieves it. Laura Storm’s work as editor has added that quality to this text by how she has supplemented the vocabulary and translation work. Her additions to the vocabulary are often entertaining. Her sentences are not boring. Perhaps my favorite is *Sine bŭtŭrō sōlum sumus animālia* (!), but there is a general liveliness to them which I think you will appreciate.

One last comment before I leave you to this primer. My observation has been that the most diligent students enjoy their studies the most. Perhaps this is just the echo of my memory of the comment of C.S. Lewis that “the laziest boy in the class is the one who works hardest in the end . . . later, when they are preparing for an exam, that lazy boy is doing hours and hours of miserable drudgery over things the other boy [who took trouble] understands, and positively enjoys, in a few minutes.”¹ Take the trouble to learn and memorize day by day, week by week. Not only will you do better in Latin, you will enjoy it more.

Valēte,
Martha Wilson

1. C.S. Lewis, *Mere Christianity* (New York: MacMillan, 1960), 168.

PRONUNCIATION GUIDE

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 *liber* is an adjective meaning “free”).

Long Vowels:

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

Short Vowels:

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

Diphthongs

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

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

Consonants

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

c	like <i>c</i> in <i>come</i>	never soft like <i>city</i> , <i>cinema</i> , or <i>peace</i>
g	like <i>g</i> in <i>go</i>	never soft like <i>gem</i> , <i>geology</i> , or <i>gentle</i>
v	like <i>w</i> in <i>wow</i>	never like <i>Vikings</i> , <i>victor</i> , or <i>vacation</i>
s	like <i>s</i> in <i>sissy</i>	never like <i>easel</i> , <i>weasel</i> , or <i>peas</i>
ch	like <i>ch</i> in <i>chorus</i>	never like <i>church</i> , <i>chapel</i> , or <i>children</i>
r	is trilled	like a dog snarling, or a machine gun
i	like <i>y</i> in <i>yes</i>	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

1

UNIT ONE



UNIT 1: GOALS



Weeks 1–8

By the end of Unit 1, you should be able to . . .

- Chant from memory the first through fourth declension noun endings
- Recognize and distinguish first through fourth declension nouns
- Decline any first through fourth declension neuter noun
- Chant from memory the present, future, and imperfect verb ending chants
- Recognize and distinguish first, second, and third conjugation verbs
- Give the principal parts for any verb from the Word Lists
- Give a verb synopsis in the present, future, and imperfect tenses
- Compose and translate statements, questions, and commands using present, future, and imperfect active tenses (e.g., *Potestne mercātor lectum horrendum vendere?* means “Is the merchant able to sell the horrible couch?”)
- Recognize predicate adjectives, predicate nouns, and direct objects, and know how to translate them into English or Latin

WEEK 1

Word List

NOUNS

1. audācia, -ae (f) boldness, courage
2. carrus, -ī (m) cart, wagon (two-wheeled)
3. cinis, cineris (m) ashes, destruction
4. collum, -ī (n) neck
5. culpa, -ae (f) fault, blame, sin
6. fenestra, -ae (f) window
7. nervus, -ī (m) tendon, nerve, sinew
8. ōs, ōris (n) mouth
9. rota, -ae (f) wheel
10. vultus, -ūs (m) face, expression

VERBS

11. amō, amāre, amāvī, amātum I love
12. currō, currere, cucurrī, cursum I run
13. dūcō, dūcere, dūxī, ductum I lead
14. properō, properāre, properāvī, properātum . . . I hurry, hasten, accelerate
15. sedeō, sedēre, sēdī, sessum I sit
16. videō, vidēre, vīdī, vīsum I see

ADVERBS

17. bene well
18. nōn not

Chants:

Present Active Verb Endings

	LATIN		ENGLISH	
	SINGULAR	PLURAL	SINGULAR	PLURAL
1 ST	-ō	-mus	I am <i>verbing</i>	we are <i>verbing</i>
2 ND	-s	-tis	you are <i>verbing</i>	you all are <i>verbing</i>
3 RD	-t	-nt	he/she/it is <i>verbing</i>	they are <i>verbing</i>

Future Active Verb Endings

	LATIN		ENGLISH	
	SINGULAR	PLURAL	SINGULAR	PLURAL
1 ST	-bō	-bimus	I will <i>verb</i>	we will <i>verb</i>
2 ND	-bis	-bitis	you will <i>verb</i>	you all will <i>verb</i>
3 RD	-bit	-bunt	he/she/it will <i>verb</i>	they will <i>verb</i>

Imperfect Active Verb Endings

	LATIN		ENGLISH	
	SINGULAR	PLURAL	SINGULAR	PLURAL
1 ST	-bam	-bāmus	I was <i>verbing</i>	we were <i>verbing</i>
2 ND	-bās	-bātis	you were <i>verbing</i>	you all were <i>verbing</i>
3 RD	-bat	-bant	he/she/it was <i>verbing</i>	they were <i>verbing</i>

Example of Third Conjugation Verb, *Dūcō*

	PRESENT		FUTURE		IMPERFECT	
	SINGULAR	PLURAL	SINGULAR	PLURAL	SINGULAR	PLURAL
1 ST	dūcō	dūcimus	dūcam	dūcēmus	dūcēbam	dūcēbāmus
2 ND	dūcis	dūcitis	dūcēs	dūcētis	dūcēbās	dūcēbātis
3 RD	dūcit	dūcunt	dūcet	dūcent	dūcēbat	dūcēbant

**Quotation:***meā culpā*—“through my fault”

Weekly Worksheet 1

name: _____

A. Fill in the blanks.

1. A verb shows _____ or _____.
2. How do you find a verb's stem? _____
3. To find out which conjugation a verb is in, you look at its _____.
4. First conjugation verb stems end in _____. All first conjugation verbs conjugate like _____.
5. Second conjugation verb stems end in _____. All second conjugation verbs conjugate like _____.
6. Third conjugation verb stems end in _____. All third conjugation verbs conjugate like _____.

B. Answer the questions. Then conjugate *properō* in the present tense and translate it. Then conjugate it in the future and imperfect tenses.

1. Give the four principal parts of *properō*: _____
2. What is the stem of *properō*? _____
3. Which conjugation is it in? _____

Present

	LATIN		ENGLISH	
	SINGULAR	PLURAL	SINGULAR	PLURAL
1 ST				
2 ND				
3 RD				

Future

	SINGULAR	PLURAL
1 ST		
2 ND		
3 RD		

Imperfect

	SINGULAR	PLURAL

C. Answer the questions. Then conjugate *sedeō* in the present, imperfect, and future tenses and translate it.

1. Give the four principal parts of *sedeō*: _____
2. What is the stem of *sedeō*? _____
3. Which conjugation is it in? _____

Present

	LATIN		ENGLISH	
	SINGULAR	PLURAL	SINGULAR	PLURAL
1 ST				
2 ND				
3 RD				

Future

	LATIN		ENGLISH	
	SINGULAR	PLURAL	SINGULAR	PLURAL
1 ST				
2 ND				
3 RD				

Imperfect

	LATIN		ENGLISH	
	SINGULAR	PLURAL	SINGULAR	PLURAL
1 ST				
2 ND				
3 RD				

D. Answer the questions. Then conjugate *dūcō* in the present, imperfect, and future tenses. Give the English translation for the imperfect tense.

1. Give the four principal parts of *dūcō*: _____
2. What is the stem of *dūcō*? _____
3. Which conjugation is it in? _____

	Present		Future	
	SINGULAR	PLURAL	SINGULAR	PLURAL
1 ST				
2 ND				
3 RD				

Imperfect

	LATIN		ENGLISH	
	SINGULAR	PLURAL	SINGULAR	PLURAL
1 ST				
2 ND				
3 RD				

E. Give the genitive singular form, gender (M, F, or N), and the English translation for each Latin noun.

	NOUN	GENITIVE SINGULAR	GENDER	TRANSLATION
1.	collum			
2.	cinis			
3.	vultus			
4.	audācia			
5.	carrus			
6.	ōs			
7.	rota			

F. Give an English derivative for each of these words. Remember, a derivative is an English word with a Latin root.

1. carrus _____ 3. nervus _____
 2. videō _____ 4. collum _____

G. Latin's present tense can be translated into English in three different ways. For example, *olefactō* can be translated "I smell," "I do smell," or "I am smelling." Using *olefactō* as an example, write three translations for each verb.

1. videō _____
 2. dūcō _____
 3. amō _____

H. Fill in the blanks.

1. A singular verb takes a _____ subject noun.
 2. A _____ verb takes a plural subject noun.
 3. An _____ modifies a _____, adjective, or another adverb and answers questions like *how?*, *where?*, *when?*, and *to what extent?*

I. Translate these sentences into English.

1. Culpa nōn amat. _____

2. Audācia dūcet. _____

3. Carrus nōn properābit! _____

4. Bene currēbātis. _____

5. Nōn bene videō. _____

J. Answer the question about this week's quotation.

1. What does *meā culpā* mean in English? _____

WEEK 2

Word List

NOUNS

1. ānulus, -ī (m) ring
2. argentum, -ī (n) silver, money
3. campus, -ī (m) plain, athletic field, level area
4. capillus, -ī (m) hair
5. cervix, cervicis (f) neck, nape (of neck)
6. cuspis, cuspidis (f) point (esp. of a spear)
7. digitus, -ī (m) finger, inch
8. fluvius, -ī (m) river
9. hērōs, hērōis (m) hero
10. index, indicis (m) informer, sign, forefinger
11. mola, -ae (f) millstone
12. palma, -ae (f) palm (of the hand), palm tree
13. patella, -ae (f) plate, dish
14. poena, -ae (f) penalty, punishment
15. pollex, pollicis (m) thumb

VERBS

16. dēbeō, dēbere, dēbuī, dēbitum I owe, ought
17. lūceō, lūcere, lūxī, — I shine, am bright
18. portō, portāre, portāvī, portātum I carry
19. possum, posse, potuī, — I am able, can
20. rīdeō, rīdere, rīsī, rīsum I laugh

Chant:Present Active of *Possum* (Irregular Verb)

	LATIN		ENGLISH	
	SINGULAR	PLURAL	SINGULAR	PLURAL
1 ST	possum	possumus	I am able, can	we are able
2 ND	potes	potestis	you are able	you all are able
3 RD	potest	possunt	he/she/it is able	they are able

“

Quotation:*sub poenā*—"under penalty"

”

Weekly Worksheet 2

name: _____

A. Fill in the blanks.

- _____ express _____ or state of being.
- In a Latin sentence, the verb is usually at the _____.
- In a Latin question, the first word is usually the _____.
- To form a question in Latin, _____ is added to the _____ word in the sentence.

B. Change each statement into a question, then translate the question into English.

	STATEMENT	QUESTION	TRANSLATION
1.	Lūcent.		
2.	Vidēs.		
3.	Potes.		
4.	Currēmus.		
5.	Rīdēbātis.		
6.	Dēbēbō.		
7.	Bene dūcēbat.		

C. Fill in the principal parts for each verb, then circle each verb's stem. At the end of the line, write whether the verb is in first (1), second (2), or third (3) conjugation.

- dēbeō, _____, _____, _____ (_____)
- currō, _____, _____, _____ (_____)
- lūceō, _____, _____, _____ (_____)
- portō, _____, _____, _____ (_____)
- sedeō, _____, _____, _____ (_____)

6. videō, _____, _____, _____ (_____)

7. rīdeō, _____, _____, _____ (_____)

D. Fill in the blanks.

1. When you tell a dog, "Sit!", you're giving him a _____.
 2. Is a command a noun, a verb, or an adjective? _____
 3. Another word for "command" is _____.
 4. To give a Latin command, you first need to find the verb's _____.
 5. To give a singular command, what do you add to the stem? _____
 6. To give a plural command using a first or second conjugation verb, what do you add to the stem? _____
 7. How do you give a plural command using a third conjugation verb? _____
-

E. Turn each verb into a singular command and a plural command in Latin. Then translate the plural command into English.

	VERB	SINGULAR COMMAND	PLURAL COMMAND	TRANSLATION
1.	sedeō			
2.	amō			
3.	lūceō			
4.	currō			
5.	videō			
6.	portō			
7.	dūcō			
8.	properō			

F. Fill in the blanks.

1. The second principal part of a verb is also called the _____.
2. Does every regular verb have a second principal part? _____

G. Translate the following infinitives into English.

- | | |
|------------------|-----------------|
| 1. vidēre _____ | 3. lūcēre _____ |
| 2. portāre _____ | 4. posse _____ |

H. Translate these infinitives into Latin.

- | | |
|-----------------|-------------------|
| 1. to owe _____ | 4. to lead _____ |
| 2. to run _____ | 5. to love _____ |
| 3. to sit _____ | 6. to laugh _____ |

I. Each of these short sentences uses an infinitive. First, find the main verb, then underline the infinitive, and translate the sentence.

1. Ānulus lūcēre dēbet. _____
2. Amāre potestis. _____
3. Potesne properāre? _____
4. Potestne ōs rīdēre? _____
5. Currere dēbēmus! _____
6. Index bene nōn potest vidēre. _____

J. For each noun, give the genitive singular form, gender (M, F, or N), and translation.

	NOUN	GENITIVE	GENDER	TRANSLATION
1.	mola			
2.	ānulus			

	NOUN	GENITIVE	GENDER	TRANSLATION
3.	argentum			
4.	fluvius			
5.	patella			
6.	cervix			
7.	digitus			
8.	campus			
9.	pollex			
10.	collum			

K. Each of the words below comes from a Latin root! Figure out which of your Latin words is the root, and then give its English meaning.

	ITALIAN	SPANISH	FRENCH	LATIN	ENGLISH
1.	colpa	culpa	culpabilité		
2.	anello	anillo	anneau		
3.	eroe	héroe	héros		

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

1. What does *sub poenā* mean? _____
2. In English, these two Latin words have become _____ word.
2. A subpoena is a _____ .

WEEK 3

Word List

NOUNS

1. *āla*, -ae (f) wing
2. *astrum*, -ī (n). star, constellation
3. *aurum*, -ī (n) gold
4. *avāritia*, -ae (f). greed
5. *fūmus*, -ī (m). smoke
6. *humus*, -ī (f) ground, soil
7. *incola*, -ae (m/f). inhabitant, settler, colonist
8. *laurus*, -ī (f) laurel tree
9. *oppidum*, -ī (n) town
10. *pecūnia*, -ae (f) money
11. *praemium*, -ī (n) prize, reward
12. *prōvincia*, -ae (f). province
13. *ventus*, -ī (m). wind
14. *vīta*, -ae (f) life

ADJECTIVES

15. *densus*, -a, -um dense, thick
16. *horrendus*, -a, -um horrible, dreadful, awful
17. *trepidus*, -a, -um trembling, anxious, frightened
18. *ūmidus*, -a, -um wet, damp, moist

VERBS

19. *mereō*, *merēre*, *meruī*, *meritum*. I deserve, earn, am worthy of
20. *regnō*, *regnāre*, *regnāvī*, *regnātum*. I rule, govern, reign

Chants:

First Declension Noun Endings

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

Second Declension Noun Endings

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

Second Declension Neuter Noun Endings

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

Quotation:

ad astra per ālās porcī—"To the stars on the wings of a pig"

Weekly Worksheet 3

name: _____

A. Answer the questions. Then label and complete the charts.

1. What is the definition of a noun? _____

2. How do you find the base of a noun? _____

3. What case does a Latin subject noun take? _____

	_____ DECLENSION		_____ DECLENSION		_____ DECLENSION _____	
	SINGULAR	PLURAL	SINGULAR	PLURAL	SINGULAR	PLURAL
NOM.						-a
GEN.	-ae		-ī			
DAT.						
ACC.						
ABL.						

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

5. Which declension is *humus*, -ī in? _____

6. Which declension is *prōvincia*, -ae in? _____

7. Which declension is *aurum*, -ī in? _____

B. Label each noun's declension (1 or 2) and gender (M, F, or N). Then decline it.

DECLENSION _____ GENDER _____		
	SINGULAR	PLURAL
NOM.	ventus	
GEN.		
DAT.		
ACC.		
ABL.		

DECLENSION _____ GENDER _____		
	SINGULAR	PLURAL
NOM.	āla	
GEN.		
DAT.		
ACC.		
ABL.		

DECLENSION _____ GENDER _____		
	SINGULAR	PLURAL
NOM.	astrum	
GEN.		
DAT.		
ACC.		
ABL.		

DECLENSION _____ GENDER _____		
	SINGULAR	PLURAL
NOM.	laurus	
GEN.		
DAT.		
ACC.		
ABL.		

C. For each noun, give its genitive singular form, gender (M, F, or N), base, and translation.

	NOUN	GENITIVE	GENDER	BASE	TRANSLATION
1.	aurum				
2.	humus				
3.	praemium				
4.	vīta				
5.	pecūnia				

D. Fill in the blanks.

1. An adjective _____ a _____ or pronoun.
2. An adjective answers the questions _____ kind? _____ one? or how _____?
3. It matches the subject noun in _____, _____, and _____.
4. In Latin sentences, does the adjective usually come before or after the noun? _____
5. Adjectives that decline like first and second declension nouns are called _____
_____.
6. Adjectives can be paired with nouns from _____ declension.

E. Decline *densus, -a, -um* in the neuter and *trepidus, -a, -um* in the feminine.

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

F. Decline the phrase *the wet laurel tree*.

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

G. Underline the adjective that goes with the subject noun and then translate the phrase.

NOUN	ADJECTIVE	TRANSLATION
1. Ventus	horrendus / horrendum	_____
2. Ālae	ūmidis / ūmidae	_____
3. Incola	trepidam / trepida	_____
4. Capillī	horrendus / horrendī	_____
5. Astra	densa / densae	_____
6. Humus	ūmidus / ūmida	_____
7. Fūmus	densus / densa	_____
8. Oppidum	trepidus / trepidum	_____

H. Each of the following words comes from a Latin root! Figure out which of your Latin words is the root, and then give its English meaning.

	ITALIAN	SPANISH	FRENCH	LATIN	ENGLISH
1.	ala	ala	aile		
2.	fumo	humo	fumée		
3.	premio	premio	prix		

I. Answer the following questions about derivatives from this week's Word List. The derivatives are italicized.

1. The English word *humble* comes from the Latin word _____.
2. If someone has been *humbled*, he has literally been brought low to the _____.
3. The English word *avarice* comes from the Latin word _____.
4. *Avarice* is _____, a selfish, wrongful desire for money and riches.

J. Translate these sentences into English.

1. Incola ūmidus ridēbat. _____

2. Mereōne dūcere? _____

3. Astra densa lūcēbunt. _____

4. Prōvincia horrenda regnāre nōn potest. _____