

LATIN PRIMER 3

TEACHER'S EDITION

LATIN PRIMER SERIES

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BOOK 3

Latin
PRIMER

TEACHER'S EDITION



MARTHA WILSON

Edited by LAURA STORM

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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 solum 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

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, ecclesiastical, 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 *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

HOW TO USE THIS BOOK

Welcome to *Latin Primer 3*.

And 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 3* is designed for the poll-parrot/late 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 3* 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 continue 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). 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
<i>māter</i>	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 often 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, to the right of each weekly Word List is a blank area 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 over twenty chants. If you used the *Latin Primer 2* 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 3* 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. 500).

Quotations

Nearly every week, students will be given a new Latin quotation to learn. These are generally common phrases in everyday English speech (e.g., *subpoena*) or familiar phrases from literature and/or history (e.g., *Veni, vidi, vici*). These quotations are intended to be fun and help students understand that Latin is still part of contemporary speech.

Depending on their interest, consider having students keep a separate Latin quotation journal, in which they can log the quotations from this book as well as any others they may come across.

Worksheets

Each week, students will complete a worksheet comprised 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/latinprimer3.

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/latinprimer3.

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*.

Pueri 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).

Graeci et Rōmāni: 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 is charging.

Future: Action that will happen in the future

The elephant will charge.

Imperfect: Continuous or sustained action in the past

The elephant was charging.

Perfect System—all tenses in this system are formed using the perfect (active) or supine (passive) stems

Perfect (present perfect): Completed action in the past (short-term)

The birds have flown south.

Pluperfect (past perfect): Completed action prior to some time in the past

The birds had flown south.

Future Perfect: Completed action prior to some point in the future

The birds will have flown south.

Latin has two **voices**:

Active Voice: The subject is performing the action

The ball is bouncing.

Passive Voice: The subject is the receiver of the action

The ball is being bounced.

Finally, Latin has **moods**:

Indicative: Shows “real” action that has occurred, will occur, or is occurring

I have a carrot.

Imperative: Commands someone to take action that has not yet occurred

Give me a carrot.

Subjunctive: Describes potential, hypothetical action to take place or indirect action

I wish carrots were blue.

In this book, you'll be dealing primarily with person, number, and tense, and the active voice. 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 be memorizing all four principal parts, but only working with the first three. 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.

In Latin there are three stems: the **present** stem, the **perfect** stem, and the **supine** stem. In this book, you will only be working with the first two. Knowing how to find a verb's stems is a critical part of working with the Latin language.

So, how do you find a verb's present stem? It's very simple. Go to the verb's second principal part, take off the *-re*, and what remains is the present 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 present 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
1 ST	<i>amō</i>	amā mus
2 ND	amā s	amā tis
3 RD	amā t	amā 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 page 507 and follow the examples given there.

FUTURE ACTIVE

	SINGULAR	PLURAL
1 ST	amābō	amābimus
2 ND	amābis	amābitis
3 RD	amābit	amābunt

IMPERFECT ACTIVE

	SINGULAR	PLURAL
1 ST	amābam	amābāmus
2 ND	amābās	amābātis
3 RD	amābat	amābant

Finding a verb's perfect stem is equally simple. Go to the verb's third principal part and remove the *-ī*. What remains is the perfect stem. Let's look at *amō* again. *Amō*'s third principal part is *amāvī*. To find the perfect stem, we take off the *-ī*, leaving us with the stem: *amāv-*.

In the box below, *amō* is conjugated in the perfect tense. First comes the third principal part itself—*amāvī*. After that, the verb endings change, but the perfect stem (*amāv-*) remains. The perfect stem is bolded.

PERFECT ACTIVE

	SINGULAR	PLURAL
1 ST	amāvī	amāvimus
2 ND	amāvistī	amāvistis
3 RD	amāvit	amāvērunt

VERBS: Conjugations (also called Families, Paradigms, or Patterns)

A verb *conjugation* (or *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 present stem. Similarly, verbs in the "ē" family all have a long "ē" at the end of their present 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 present, future, imperfect, and perfect tenses.)

In Latin, there are four different verb conjugations. Also, there are several irregular verbs which do not belong to a conjugation or family. 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 present 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 present 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 present stem. They follow the same conjugating pattern as *dūcō*. Other examples are *scribō*, *agō*, and *currō*.
4. *Third Conjugation -iō, also part of the "e" Family*—represented by *capiō*. A subcategory of the third conjugation, these verbs share their family's "e" in the present stem. They follow the same conjugating pattern as *capiō*. Other examples are *faciō*, *cupiō*, and *iaciō*.
5. *Fourth Conjugation or "ī" Family*—represented by *audiō*. Verbs in this family share an "ī" in the present stem. They follow the same conjugating pattern as *audiō*. Other examples are *sciō*, *sentiō*, and *veniō*.
6. *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.

This year students will only be translating using the first four tenses listed below (you can see conjugated verbs from all four conjugations at the back of this book on page 507). *Amō* (first conjugation/"ā" family), *videō* (second conjugation/"ē" family), *dūcō* (third conjugation/"e" family), *capiō* (third conjugation -iō/"e" family), and *audiō* (fourth conjugation/"ī" family) are shown in each tense and translated, with the endings in bold.

The following three chants all use the present stem. In *Primer 2*, you learned about the third conjugation, which follows a slightly different pattern; this year, you'll also learn about third conjugation -iō verbs and the fourth conjugation, which also conjugate a little differently. However, 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 present 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, third, and fourth conjugations 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, -erās, -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, but in the passive voice. In the passive, the subject noun is acted upon, rather than doing the action 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, -bāris, -bātur)*: 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 3, 4, 9, 10, and 13; they also are listed in the back of this book, beginning on page 501 (p. 295 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 <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>

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.

Students will be working with the nominative, dative, accusative, and ablative cases in translation this year, so it is especially important that they know the names of the cases. A mnemonic device used (and invented, I suspect) by my first Latin teacher is: **No good dad attacks apples**. 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, all of which you'll be working with this year!

Every Latin noun also has a gender—it is either masculine, feminine, or neuter. (Or, in the case of certain words, either masculine or feminine. These words may appear in your Latin dictionary with "c." where the gender would be. This stands for "common," which is just another way of saying the word can be either masculine or feminine.)

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** (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 occupations (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 (Week 1).

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* (Week 1).

Nouns of the **third declension** (Week 4) 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.

This year, you'll also be learning about one more category of third declension nouns—**third declension i-stems** (Weeks 9 and 10). I-stems are somewhat tricky to identify, and can be masculine, feminine, or neuter, so you'll learn three rules to help you identify them. They will also be pointed out each week in the Teacher's Notes.

Fourth declension nouns (Week 4) have the genitive singular ending *-ūs*. Like the second declension, there is also a specific group of **fourth declension neuter** nouns (see Week 4), which have the genitive singular *-ūs*, but can be identified as particularly neuter by the ending *-ū* in the nominative singular.

Nouns of the **fifth declension** (Week 12) have the genitive singular ending *-ēī*. Typically, these nouns are *feminine*. As usual, there are a few exceptions, specifically *diēs* and *meridiēs*. These nouns decline exactly like the feminine nouns, but their gender is masculine.

In *Primer 1*, as a general rule, students went by a noun's endings to discern its gender. When you're only working with first and second declension nouns, this typically works. However, as they use all of the declensions this year, they'll continue realize a noun's endings should not be relied on to indicate its gender. It is important that they continue 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 of the first, second, and second declension neuter.

When adjectives appear in your Word Lists, they will appear first in the masculine form, followed by the ending for the feminine form and the ending for the neuter form. For example, in Week 4 *ferus* is listed as *ferus*, *-a*, *-um*. *Ferus* is the masculine adjective, *fera* is the feminine, and *ferum* is the neuter.

Adjectives are copycats. For an adjective to correctly modify a noun (e.g., "The *wild* woman 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 *mulier* means "woman." But *ferus* has a masculine ending (*-us*) and *mulier* is a feminine noun. How do you say "the wild woman" 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 *mulier*. To match, the adjective takes off its masculine *-us* ending, and puts on the feminine *-a* ending: *fera*.

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

Case: The subject of our example sentence is *mulier*, so *mulier* is in the nominative case (p. xv); this means that the adjective, *fera*, also is in the nominative case. Voilà! *Mulier fera* means "the wild woman" and it matches in gender, number, and case. (Note that the actual endings themselves do *not* need to match.)

Here are a few more examples:

equus ferus	<i>the wild horse</i>
cervus parvus	<i>a little deer</i>
carmen parvum	<i>a little song</i>
caelum magnum	<i>the big sky</i>
fāma magna	<i>the big rumor</i>

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 one into English, simply place the adverb where it sounds most natural in the sentence. For example:

Aquila bene videt.	<i>The eagle sees well.</i>
Populus nōn probat.	<i>The nation does not approve.</i>
Sententiam nōn celeriter faciet.	<i>He will not make the decision quickly.</i>

PREPOSITIONS

Prepositions are words like, *across*, *through*, *in*, *on*, *before*, *after*, and *toward*. They connect a noun or a pronoun to the rest of the sentence. The noun or pronoun the preposition connects to is called the *object of the preposition*. For example, in the sentence "I saw the castle across the sea," *across* is the preposition, and it

connects the noun “sea” to the rest of the sentence. It tells us more about the castle. Together, a preposition and its object make a *prepositional phrase*.

In Latin, a preposition only has one form. The question is, which case does its object take? In this book, you will be working with prepositions that take either the accusative (see Week 25) or ablative (see Week 28) cases. To form a prepositional phrase, pair the preposition with a noun in the appropriate case.

This concludes our (brief!) overview of the basics of Latin grammar. You will probably 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

Weeks 1–8

By the end of Unit 1, students 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

Unit 1 Overview (Weeks 1–8)

Welcome to Unit 1! This unit will primarily be a quick review of what students have learned to this point. Weeks 1–2 focus primarily on verbs; Weeks 3–4 focus on nouns and adjectives; and Weeks 5–6 review predicate adjectives, predicate nouns, and direct objects (accusative case). In Week 7, students will learn how to do a verb synopsis, and Week 8 will be a final once-over in preparation for the Unit Test.

Teaching Notes: Week 1

1. Word List: Introduce the Word List for Week 1, asking students to imitate the pronunciation.

As in *Latin Primer 2*, each noun will appear in its nominative singular form, followed by its genitive singular ending (or in some cases, the entire genitive singular word). After that comes the noun's gender and finally its English definition. Students should memorize the entire entry, reading it off as, "audācia, -ae, feminine, boldness, courage," for example.

New this year, each verb will be followed by *all four* of its principal parts. Last year, students were only given the first and second principal parts. They should memorize the entire verb entry. (It may seem like a lot of work initially, but it will become second nature as the weeks go by and will be well worth it if they plan to continue their Latin in years to come!)

It will be helpful to remind students that the second principal part is the verb form you use to find a verb's present 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.

- | | |
|--|--|
| 1. audācia, <i>boldness, courage</i> : audacious, audacity | 12. currō, <i>I run</i> : curriculum, current, currency, cursive, cursory, concourse, concur, discourse, incur, precursor, recur, succor |
| 2. carrus, <i>two-wheeled wagon</i> : car, chariot | 13. dūcō, <i>I lead</i> : deduct, induce, reduction |
| 3. cinis, <i>ashes, destruction</i> : incinerate | 14. properō, <i>I hurry, rush, hasten</i> |
| 4. collum, <i>neck</i> : collar, accolade | 15. sedeo, <i>I sit</i> : sedentary, session, obsess, preside, reside |
| 5. culpa, <i>fault, blame, sin</i> : culpable | 16. videō, <i>I see</i> : evident, video, vision, visible, vista, visit, visor, visual |
| 6. fenestra, <i>window</i> : defenestrate | 17. bene, <i>well</i> : benediction, benefactor, benevolent, benefit, benign |
| 7. nervus, <i>tendon</i> : nerve, nervous, unnerve | 18. nōn, <i>not</i> : nonsense, noncombatant |
| 8. ōs, <i>mouth</i> : oral, orifice | |
| 9. rota, <i>wheel</i> : rotary, roll | |
| 10. vultus, <i>face, expression</i> | |
| 11. amō, <i>I love</i> : amateur, amorous | |

Students can write this week's derivatives in the blank area to the right of their Word List.

3. Chants: This week you'll start off by reviewing the present, imperfect, and future tenses, in connection with the three verb conjugations you've learned. Since students have worked extensively with these tenses and conjugations over the last two years, the following information should all be happily familiar!

Present, Future, and Imperfect Verb Endings

Before reintroducing the verb chants, have the students define what a verb is—a *verb expresses action or state of being*.

The present, future, and imperfect active verb endings are just that—*endings*. It is important to remember that endings can only function in a sentence when attached to a verb stem. Take a few minutes to say each chant several times with the students to refresh their memories.

Once they're refamiliarized with the endings, ask the following questions to refresh the class on how the tenses work in the first, second, and third conjugations.

1. How do you find a verb's present stem? To find a verb's present stem, take the second principal part of the verb (the infinitive) and remove the *-re* ending. For example, what is the stem of *amō*? *Amō*'s second principal part is *amāre*. So take *amāre* and remove the *-re*. The present stem of *amō* is *amā-*.

2. How do you identify a verb's conjugation (or family)? A verb conjugation is a group of verbs that share the same stem vowel. To find a verb's conjugation, first find the stem, then look at the vowel at the end. **First conjugation**, or "ā" family, verbs always have an "ā" at the end of their stem. **Second conjugation**, or "ē" family, verbs always have a long "ē" at the end of their stem. **Third conjugation**, or "e" family, verbs always have a short "e" at the end of their stem. Have students go through this week's Word List and say which verb is in which conjugation (first—*amō*, *properō*; second—*sedeō*, *videō*; third—*currō*, *dūcō*).

3. How do you conjugate a first or second conjugation verb in present, future, or imperfect active? Simply attach the endings to the present stem. Let's start with the first conjugation verb, *amō*. Here is *amō* in the present (endings in bold).

PRESENT

	SINGULAR	PLURAL
1 ST	amō	amā mus
2 ND	amās	amā tis
3 RD	amat ¹	amant

And in the future and imperfect:

FUTURE

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

IMPERFECT

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

As you learned in *Primer 1*, all first conjugation verbs follow the pattern of *amō*.

Second conjugation verbs follow the pattern of which word? *Videō*. So next, let's conjugate *videō* in the present, future, and imperfect tenses. First, find the present stem of *videō*—*vidē-*. Now add the endings (bold):

1. Notice also that not all of the forms include the long "ā." This is because the long vowels get shortened when they come before an *-m*, *-r*, or *-t* at the end of a word. They also get shortened before *nt* or another vowel (anywhere in the word). You'll notice this trend in the present conjugation of *videō*, and in the present and future conjugations of *dūcō* too.

PRESENT			FUTURE		IMPERFECT	
	SINGULAR	PLURAL	SINGULAR	PLURAL	SINGULAR	PLURAL
1 ST	videō	vidēmus	vidēbō	vidēbimus	vidēbam	vidēbāmus
2 ND	vidēs	vidētis	vidēbis	vidēbitis	vidēbās	vidēbātis
3 RD	videt	vident	vidēbit	vidēbunt	vidēbat	vidēbant

All second conjugation verbs follow the pattern of *videō*.

3. Which conjugation doesn't work quite like the others? The third conjugation doesn't act quite like the first and second—it's a bit of a show-off and likes to do its own thing! All verbs in the third conjugation, or "e" family, follow the example of *dūcō* when they're conjugated.

So let's look at how *dūcō* conjugates:

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

If students have difficulty getting back into the swing of third conjugation verbs, this mnemonic device might help: *i, o, u* are the ending vowels in the present tense, and the remaining vowels, *a* and *e*, are used in the future tense. (In the imperfect tense, they simply mimic the second conjugation.)

Review how to identify and conjugate the first, second, and third conjugations throughout the week. It's always a little difficult getting back into the Latin mindset after the summer!

4. Quotation: *Meā culpā* is a Latin phrase that has become a common saying in English. It means "through my fault," "I am to blame," or more simply, "my fault." The phrase originated in the late 1500's, as part of a prayer of confession. However today, it has a slightly humorous nuance as a rather grandiose, over-the-top way of apologizing or claiming blame.

5. Worksheet: This week's worksheet will obviously be emphasizing verb use, but also features adverbs. Though your students are probably very comfortable translating adverbs, it may be helpful to quickly review with them the material found on page xvii.

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. 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: Answer Key

A. Fill in the blanks.

1. A verb shows **action** or **state of being**.
2. How do you find a verb's stem? **Take the second principal part and remove the -re.**
3. To find out which conjugation a verb is in, you look at its **stem**.
4. First conjugation verb stems end in **ā**. All first conjugation verbs conjugate like **amō**.
5. Second conjugation verb stems end in **ē**. All second conjugation verbs conjugate like **videō**.
6. Third conjugation verb stems end in **e**. All third conjugation verbs conjugate like **dūcō**.

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*: **properō, properāre, properāvī, properātum**
2. What is the stem of *properō*? **properā-**
3. Which conjugation is it in? **first conjugation**

Present

	LATIN		ENGLISH	
	SINGULAR	PLURAL	SINGULAR	PLURAL
1 ST	properō	properāmus	I hurry	we hurry
2 ND	properās	properātis	you hurry	you all hurry
3 RD	properat	properant	he/she/it hurrys	they hurry

Future

	SINGULAR	PLURAL
1 ST	properābō	properābimus
2 ND	properābis	properābitis
3 RD	properābit	properābunt

Imperfect

	SINGULAR	PLURAL
	properābam	properābāmus
	properābās	properābātis
	properābat	properābant

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*: **sedeō, sedēre, sēdī, sessum**
2. What is the stem of *sedeō*? **sedē-**
3. Which conjugation is it in? **second conjugation**

Present

	LATIN		ENGLISH	
	SINGULAR	PLURAL	SINGULAR	PLURAL
1 ST	sedeō	sedēmus	I sit	we sit
2 ND	sedēs	sedētis	you sit	you all sit
3 RD	sedet	sedent	he/she/it sits	they sit

Future

	LATIN		ENGLISH	
	SINGULAR	PLURAL	SINGULAR	PLURAL
1 ST	sedēbō	sedēbimus	I will sit	we will sit
2 ND	sedēbis	sedēbitis	you will sit	you all will sit
3 RD	sedēbit	sedēbunt	he/she/it will sit	they will sit

Imperfect

	LATIN		ENGLISH	
	SINGULAR	PLURAL	SINGULAR	PLURAL
1 ST	sedēbam	sedēbāmus	I was sitting	we were sitting
2 ND	sedēbās	sedēbātis	you were sitting	you all were sitting
3 RD	sedēbat	sedēbant	he/she/it was sitting	they were sitting

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*: **dūcō, dūcere, dūxī, ductum**
2. What is the stem of *dūcō*? **dūce-**

3. Which conjugation is it in? **third conjugation**

Present

	SINGULAR	PLURAL
1 ST	dūcō	dūcimus
2 ND	dūcis	dūcitis
3 RD	dūcit	dūcunt

Future

	SINGULAR	PLURAL
	dūcam	dūcēmus
	dūcēs	dūcētis
	dūcet	dūcent

Imperfect

LATIN

ENGLISH

	LATIN		ENGLISH	
	SINGULAR	PLURAL	SINGULAR	PLURAL
1 ST	dūcēbam	dūcēbāmus	I was leading	we were leading
2 ND	dūcēbās	dūcēbātis	you were leading	you all were leading
3 RD	dūcēbat	dūcēbant	he/she/it was leading	they were leading

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	collī	N	neck
2.	cinis	cineris	M	ashes, destruction
3.	vultus	vultūs	M	face, expression
4.	audācia	audāciae	F	boldness, courage
5.	carrus	carrī	M	cart, wagon
6.	ōs	ōris	N	mouth
7.	rota	rotae	F	wheel

F. Give an English derivative for each of these words. Remember, a derivative is an English word with a Latin root. **Answers will vary and will need to be checked individually.**

- | | | | |
|-----------|-----------------------------|-----------|--------------------------------|
| 1. carrus | <u>cart, chariot</u> | 3. nervus | <u>nerve, nervous</u> |
| 2. videō | <u>visual, video</u> | 4. collum | <u>collar, accolade</u> |

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 **I see, I do see, I am seeing**
2. dūcō **I lead, I do lead, I am leading**
3. amō **I love, I do love, I am loving**

H. Fill in the blanks.

1. A singular verb takes a **singular** subject noun.
2. A **plural** verb takes a plural subject noun.
3. An **adverb** modifies a **verb**, 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. **Sin does not love.**
2. Audācia dūcet. **Courage will lead.**
3. Carrus nōn properābit! **The wagon will not hasten!**
4. Bene currēbātis. **You all were running well.**
5. Nōn bene videō. **I do not see well.**

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

1. What does *meā culpā* mean in English? **through my fault**

Week 1 Quiz

name: _____

A. Chants

Complete the chant chart with the present, future, and imperfect endings, then answer the questions.

	PRESENT		FUTURE		IMPERFECT	
	SINGULAR	PLURAL	SINGULAR	PLURAL	SINGULAR	PLURAL
1 ST						
2 ND						
3 RD						

1. A verb shows _____ or _____.
2. How do you find a verb's stem? _____
3. To find out which _____ (or _____) a verb is in, you look at its stem.
4. First conjugation verb stems end in _____. First conjugation verbs conjugate like _____.
5. Second conjugation verb stems end in _____. Second conjugation verbs conjugate like _____.
6. Third conjugation verb stems end in _____. Third conjugation verbs conjugate like _____.
7. Which conjugation of verbs doesn't conjugate like the others? _____

Fill in the principal parts for each verb.

8. videō, _____, _____, _____

9. dūcō, _____, _____, _____

10. _____, _____, _____, properātum

11. amō, _____, _____, _____

12. _____, _____, _____, cursum

13. _____, sedēre, _____, _____

Conjugate *dūcō* in the present, future, and imperfect tenses.

	PRESENT		FUTURE		IMPERFECT	
	SINGULAR	PLURAL	SINGULAR	PLURAL	SINGULAR	PLURAL
1 ST						
2 ND						
3 RD						

B. Vocabulary

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

	NOUN	GENITIVE	GENDER	TRANSLATION
1.	culpa			
2.	fenestra			
3.	ōs			
4.	cinis			
5.	rota			
6.	audācia			
7.	nervus			
8.	collum			

Translate these sentences into English.

9. Vultus videt. _____

10. Carrī bene dūcunt. _____

Week 1 Quiz: Answer Key

A. Chants

Complete the chant chart with the present, future, and imperfect endings, then answer the questions.

	PRESENT		FUTURE		IMPERFECT	
	SINGULAR	PLURAL	SINGULAR	PLURAL	SINGULAR	PLURAL
1 ST	-ō	-mus	-bō	-bimus	-bam	-bāmus
2 ND	-s	-tis	-bis	-bitis	-bās	-bātis
3 RD	-t	-nt	-bit	-bunt	-bat	-bant

1. A verb shows **action** or **state of being**.
2. How do you find a verb's stem? **Take the second principal part and remove the -re.**
3. To find out which **conjugation** (or **family**) a verb is in, you look at its stem.
4. First conjugation verb stems end in **ā**. First conjugation verbs conjugate like **amō**.
5. Second conjugation verb stems end in **ē**. Second conjugation verbs conjugate like **videō**.
6. Third conjugation verb stems end in **e**. Third conjugation verbs conjugate like **dūcō**.
7. Which conjugation of verbs doesn't conjugate like the others? **third conjugation**

Fill in the principal parts for each verb.

8. videō, **vidēre, vidī, vīsum**
9. dūcō, **dūcere, dūxī, ductum**
10. **properō, properāre, properāvī**, properātum
11. amō, **amāre, amāvī, amātum**
12. **currō, currere, cucurrī**, cursum
13. **sedeō**, sedēre, **sēdī, sessum**

Conjugate *dūcō* in the present, future, and imperfect tenses.

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

B. Vocabulary

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

	NOUN	GENITIVE	GENDER	TRANSLATION
1.	culpa	culpae	F	fault, blame, sin
2.	fenestra	fenestrae	F	window
3.	ōs	ōris	N	mouth
4.	cinis	cineris	M	ashes, destruction
5.	rota	rotae	F	wheel
6.	audācia	audāciae	F	boldness, courage
7.	nervus	nervī	M	tendon
8.	collum	collī	N	neck

Translate these sentences into English.

9. Vultus videt. **The face sees.**

10. Carrī bene dūcunt. **The wagons are leading well.**

Teaching Notes: Week 2

1. Word List: Introduce the Word List for Week 2. Word #1, *ānulus*, is a ring for a finger (as opposed to a ring around the tub or a chiming sound). Word #3, *argentum*, is used only in the singular. Word #4, *capillus*, refers to a single strand of hair, so to say “I like your hair,” you would use the plural (*capilli*), unless you only liked one particular strand! Note that Words #17 and 18, *possum* and *lūceō*, do not have a fourth principal part.

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

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

- | | |
|--|---|
| 1. <i>ānulus</i> , <i>ring</i> | 12. <i>palma</i> , <i>palm (of the hand)</i> , <i>palm tree</i> : palm |
| 2. <i>argentum</i> , <i>silver, money</i> : argent, Argentina | 13. <i>patella</i> , <i>plate, dish</i> : patella |
| 3. <i>campus</i> , <i>plain, athletic field, level area</i> : campus, camp | 14. <i>poena</i> , <i>penalty, punishment</i> : penalty, penal |
| 4. <i>capillus</i> , <i>hair</i> : capillary | 15. <i>pollex</i> , <i>thumb</i> : pollex |
| 5. <i>cervix</i> , <i>neck, nape (of neck)</i> : cervix | 16. <i>dēbeō</i> , <i>I owe, ought</i> : debt, debtor, debit, due, endeavor, indebted, overdue |
| 6. <i>cuspis</i> , <i>point</i> : cusp, bicuspid | 17. <i>lūceō</i> , <i>I shine, am bright</i> : translucent |
| 7. <i>digitus</i> , <i>finger, inch</i> : digit, digital | 18. <i>possum</i> , <i>I am able, can</i> : potent, omnipotent, posse, possible, impossible |
| 8. <i>fluvius</i> , <i>river</i> | 19. <i>portō</i> , <i>I carry</i> : portage, transportation, portable, important, export, deport, report, rapport, porter (carries luggage) |
| 9. <i>hērōs</i> , <i>hero</i> : hero | 20. <i>rīdeō</i> , <i>I laugh</i> : deride, ridicule, ridiculous |
| 10. <i>index</i> , <i>informer, sign, forefinger</i> : index, indicator | |
| 11. <i>mola</i> , <i>millstone</i> : molar | |

Students can write this week’s derivatives in the blank area to the right of their Word List.

3. Chants This week’s review chant is the present tense of *possum*, “I am able.” As you’ll recall from previous years, its forms are irregular—not following any conjugation.

Run through the chant several times, until students are comfortable again with saying it. *Possum* will appear frequently in this week’s exercises.

4. Quotation: This quotation is made up of two Latin words students should recognize from *Primers 1* and *2*: *sub* (“under”) and *poenā* (“penalty”). The two Latin words have become one word in English—*subpoena*. A subpoena is a court order, directing a person to provide testimony or directing that specific evidence be submitted to the case. The penalty for ignoring a subpoena can vary—often it is a fine, a jail sentence, or both.

5. Worksheet: This week, you’ll continue to review verbs, focusing on questions, commands, and infinitives.

Questions

Forming questions in Latin is very easy! Do your students remember how? To form a simple “yes” or “no” question, add *-ne* to the end of the first word in the sentence. Below is the original sentence, followed by the sentence turned into a question.

Patella lūcet.	<i>The plate is shining.</i>
Lūcetne patella?	<i>Is the plate shining?</i>

You'll notice the word order flipped—in Latin questions, the verb usually comes first. However, it doesn't necessarily have to. You could also write *Patellane lūcet?* and still be understood by a Roman.

In Latin, there are no words for “yes” and “no,” so to answer a “yes” or “no” question, the statement (or part of the statement) has to be repeated. Read the example answers that follow.

Lūcetne patella?	<i>Is the plate shining?</i>
Lūcet.	Yes. (Literally: It is shining.)
Patella lūcet.	Yes. (Literally: The plate is shining.)
Nōn lūcet.	No. (Literally: It is not shining.)

Questions work the same way in the imperfect and future tenses. Here are a few examples:

Sedēbisne?	Will you sit?
Curretne hērōs?	Will the hero run?
Properābatne carrus?	Was the cart accelerating?

You may want to have students ask each other questions of their own using the vocabulary from Weeks 1 and 2—it's a great way to practice both forming questions and reinforcing vocab skills!

A note on translating questions: the *-ne* ending can be somewhat distracting; continue to remind students to check the verb tense.

Commands/Imperatives

The grammatical name for a command is *imperative*. The word imperative is actually a Latin derivative! It comes from the word *imperō*, “I order/command.”

There are both singular and plural commands in Latin. To tell a single person to do something, the imperative is simply the stem; to give a plural command, *-te* is added to the stem.

For example, how would you tell one person to sit? The verb “to sit” is *sedeō*. The stem is *sedē-*. So to tell one person to sit, you would simply say, “*Sedē.*”

To tell a group to sit, add *-te* to the stem: “*Sedēte.*”

Here are some additional examples of singular and plural commands. Notice that the English translation for both singular and plural commands is the same.

Properā. Properāte.	<i>Hurry.</i>
Lucē. Lucēte.	<i>Shine.</i>

Notice that the verbs above are from either the first or second conjugation. Third conjugation commands work nearly the same, but with just a twist.

A third conjugation command in the *singular* is formed exactly like in the first or second conjugation: find the verb's stem, and that is the command.

For example, how would you tell someone to run? The verb “to run” is *currō*. The stem is *curre-*. So to tell one person to run, you would say, “*Curre!*”

But, how would you tell a whole group of people to run? Here's the twist. The “e” of the third conjugation stem changes to an “i”, then you add *-te*. So, *curre* becomes *curri*, and we add *-te*, giving us *currite*. (This is somewhat reminiscent of the present tense chant for third conjugation—where you would expect an “e” you get an “i.”)

There are three third conjugation exceptions in this book—verbs with irregular *singular* forms. They are:

	Singular (irregular)	Plural
dūcere, <i>to lead</i>	dūc	dūcite
dīcere, <i>to say</i>	dīc	dīcite
facere, <i>to make</i>	fac	facite

Where you would expect to see the *-e* at the end of each singular form, there is none. Students should memorize the form for the singular of *dūcō*. The other two exceptions will be noted in the weeks featuring these words.

Infinitives

Start by asking students if they can think of examples of English infinitives. Here are a few to get them going: *to walk, to run, to guard, to write, to search, to love, to climb, to think, to eat*.

In Latin, the infinitive and the second principal part of a verb are the same thing. Every Latin verb has a second principal part, which means every Latin verb has an infinitive.

The infinitive is simply translated “to —.” For example, *amāre* means “to love.” *Properāre* means “to hurry.” Let’s look at examples from this week’s Word List.

dēbeō	<i>I owe</i>	portō	<i>I carry</i>	rīdeō	<i>I laugh</i>
dēbere	<i>to owe</i>	portāre	<i>to carry</i>	rīdere	<i>to laugh</i>
lūceō	<i>I shine</i>	possum	<i>I am able</i>		
lucēre	<i>to shine</i>	posse	<i>to be able</i>		

Pretty straightforward, right? Practice a few more from last week’s Word List, until students are comfortable finding and translating the infinitives.

Next, we’ll review how to use a Latin infinitive in a sentence. An infinitive can be used in several ways, but you’ll be using it as a complementary infinitive, which completes the meaning of another verb (*We are able to go, I decided to run*).

One of the wonderful things about infinitives is that they never change or conjugate. Here are a few sample sentences (the infinitives are bolded). Note how the infinitive is simply added to the sentence! Also note that the main verb still typically comes at the end of the sentence (though this is not required).

Rīdere dēbēs.	<i>You ought to laugh.</i>
Currere amō!	<i>I love to run!</i>
Properāre dēbēmus.	<i>We ought to hurry.</i>
Potestisne vidēre ?	<i>Are you all able to see?</i>
Index dūcere nōn potest.	<i>An informer is not able to lead.</i>

When translating infinitives with *possum*, it may be best to initially only use the meaning “I am able” (as in the above example, “Are you all able to see?”). This allows students to easily add and see the infinitive. However, an alternate translation would be “Can you all see?” This translation does not show the infinitive as clearly as the other, but it is still equally correct. All answers in this Teacher’s text will be provided using the “am able” translation.

And remember, even when translating with infinitives, always locate the main verb first.

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

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: Answer Key

A. Fill in the blanks.

1. **Verbs** express **action** or state of being.
2. In a Latin sentence, the verb is usually at the **end**.
3. In a Latin question, the first word is usually the **verb**.
4. To form a question in Latin, **-ne** is added to the **first** word in the sentence.

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

	STATEMENT	QUESTION	TRANSLATION
1.	Lūcent.	Lūcentne?	Are they shining?
2.	Vidēs.	Vidēsne?	Do you see?
3.	Potes.	Potesne?	Are you able?
4.	Currēmus.	Currēmusne?	Will we run?
5.	Rīdēbātis.	Rīdēbātisne?	Were you all laughing?
6.	Dēbēbō.	Dēbēbōne?	Will I owe?
7.	Bene dūcēbat.	Dūcēbatne bene?	Was she leading well?

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.

1. dēbeō, **dēbēre**, **dēbuī**, **dēbitum** (2)
2. currō, **currere**, **cucurri**, **cursum** (3)
3. lūceō, **lūcere**, **luxī**, — (2)
4. portō, **portāre**, **portāvī**, **portātum** (1)
5. sedeō, **sedere**, **sēdī**, **sessum** (2)
6. videō, **videre**, **vidī**, **vīsum** (2)
7. rīdeō, **rīdere**, **rīsī**, **rīsum** (2)

D. Fill in the blanks.

1. When you tell a dog, "Sit!", you're giving him a **command**.
2. Is a command a noun, a verb, or an adjective? **a verb**
3. Another word for "command" is **imperative**.
4. To give a Latin command, you first need to find the verb's **stem**.
5. To give a singular command, what do you add to the stem? **nothing**
6. To give a plural command using a first or second conjugation verb, what do you add to the stem? **-te**
7. How do you give a plural command using a third conjugation verb? **First, find the verb's stem, then change the stem "e" to an "i," and then add -te.**

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	Sedē.	Sedēte.	Sit.
2.	amō	Amā.	Amāte.	Love.
3.	lūceō	Lūcē.	Lūcēte.	Shine.
4.	currō	Curre.	Currite.	Run.
5.	videō	Vidē.	Vidēte.	See.
6.	portō	Portā.	Portāte.	Carry.
7.	dūcō	Dūc.	Dūcite.	Lead.
8.	properō	Properā.	Properāte.	Hurry.

F. Fill in the blanks.

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

G. Translate the following infinitives into English.

- | | | | |
|------------|------------------------|-----------|----------------------------|
| 1. vidēre | <u>to see</u> | 3. lūcēre | <u>to be bright</u> |
| 2. portāre | <u>to carry</u> | 4. posse | <u>to be able</u> |

H. Translate these infinitives into Latin.

- | | | | |
|-----------|-----------------------|-------------|----------------------|
| 1. to owe | <u>dēbēre</u> | 4. to lead | <u>dūcere</u> |
| 2. to run | <u>currere</u> | 5. to love | <u>amāre</u> |
| 3. to sit | <u>sedēre</u> | 6. to laugh | <u>rīdēre</u> |

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. **The ring ought to shine.**
2. Amāre potestis. **You all are able to love.**
3. Potesne properāre? **Are you able to hurry?**
4. Potestne ōs rīdēre? **Is the mouth able to laugh?**
5. Currere dēbēmus! **We ought to run!**
6. Index bene nōn potest vidēre. **The informer is not able to see well.**

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

	NOUN	GENITIVE	GENDER	TRANSLATION
1.	mola	molae	F	millstone
2.	ānulus	ānuli	M	ring
3.	argentum	argentī	N	silver, money
4.	fluvius	fluvii	M	river
5.	patella	patellae	F	plate, dish
6.	cervix	cervicis	F	neck, nape of neck

	NOUN	GENITIVE	GENDER	TRANSLATION
7.	digitus	digitī	M	finger, inch
8.	campus	campī	M	plain, athletic field
9.	pollex	pollicis	M	thumb
10.	collum	collī	N	neck

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	culpa	guilt, blame, fault
2.	anello	anillo	anneau	ānulus	ring
3.	eroe	héroe	héros	hērōs	hero

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

1. What does *sub poenā* mean? **under penalty**
2. In English, these two Latin words have become **one** word.
3. A subpoena is a **court order**.

Week 2 Quiz name: _____

A. Chants

Complete the chant for *possum* and translate it.

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

For each verb, circle its ending, translate it, and give its tense (P for present, F for future, I for imperfect).

	VERB	TRANSLATION	TENSE
1.	rīdēbit		
2.	lūcet		
3.	amābātis		
4.	portant		
5.	portābam		
6.	vidēbimus		

Fill in the blanks.

- To form a question in Latin, _____ is added to the _____ word in the sentence.
 - Another word for "command" is _____.
 - To give a Latin command, you first need to find the verb's _____.
 - To give a singular command, what do you add to the stem? _____
-

5. To give a plural command using a first or second conjugation verb, what do you add to the stem? _____

6. How do you give a plural command using a third conjugation verb? _____

7. The second principal part of a verb is also called the _____.

8. Does every regular verb have a second principal part? _____

B. Vocabulary

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

1. tendon _____

7. silver _____

2. digitus _____

8. not _____

3. capillus _____

9. poena _____

4. cuspis _____

10. I will lead _____

5. expression _____

11. thumb _____

6. horrendus _____

12. cervix _____

Translate these sentences into English.

13. Campus lūcēbit. _____

14. Dēbēmus currere bene. _____

14. Index rīdet. _____

16. Properāte! _____

17. Possumusne sedēre? _____

C. Quotation

Write "under penalty" in Latin: _____

Week 2 Quiz: Answer Key

A. Chants

Complete the chant for *possum* and translate it.

	LATIN		ENGLISH	
	SINGULAR	PLURAL	SINGULAR	PLURAL
1 ST	possum	possumus	I am able	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

For each verb, circle its ending, translate it, and give its tense (P for present, F for future, I for imperfect).

	VERB	TRANSLATION	TENSE
1.	ridēbit	he/she/it will laugh	F
2.	lūcet	he/she/it is bright	P
3.	amābātis	you all were loving	I
4.	portant	they are carrying	P
5.	portābam	I was carrying	I
6.	vidēbimus	we will see	F

Fill in the blanks.

- To form a question in Latin, **-ne** is added to the **first** word in the sentence.
- Another word for “command” is **imperative**.
- To give a Latin command, you first need to find the verb’s **stem**.
- To give a singular command, what do you add to the stem? **nothing**
- To give a plural command using a first or second conjugation verb, what do you add to the stem? **-te**

6. How do you give a plural command using a third conjugation verb? **First, find the verb's stem, then change the stem "e" to an "i," and then add -te.**
7. The second principal part of a verb is also called the **infinitive**.
8. Does every regular verb have a second principal part? **yes**

B. Vocabulary

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

- | | | | |
|---------------|------------------------------------|-----------------|-----------------------------------|
| 1. tendon | <u>nervus</u> | 7. silver | <u>argentum</u> |
| 2. digitus | <u>finger, inch</u> | 8. not | <u>nōn</u> |
| 3. capillus | <u>hair</u> | 9. poena | <u>penalty, punishment</u> |
| 4. cuspis | <u>point (of a spear)</u> | 10. I will lead | <u>dūcam</u> |
| 5. expression | <u>vultus</u> | 11. thumb | <u>pollex</u> |
| 6. horrendus | <u>horrendous, dreadful</u> | 12. cervix | <u>neck</u> |

Translate these sentences into English.

13. Campus lūcēbit. **The athletic field will be bright.**
14. Dēbēmus currere bene. **We ought to run well.**
14. Index rīdet. **The informer is laughing.**
16. Properāte! **Hurry!**
17. Possumusne sedēre? **Are we able to sit?**

C. Quotation

Write "under penalty" in Latin: **sub poenā**

Teaching Notes: Week 3

1. Word List: Introduce the Word List for Week 3, asking students to imitate your pronunciation. Word #3, *aurum*, is used only in the singular. Word #18, *densus*, describes something that is thickly clustered, crowded, or packed together. Review the new Word List throughout the week on a regular basis.

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

- | | |
|--|---|
| 1. <i>āla, wing</i> : aisle, aileron | 12. <i>prōvincia, province</i> : province, provincial |
| 2. <i>astrum, star, constellation</i> : astral | 13. <i>ventus, wind</i> : vent, ventilate |
| 3. <i>aurum, gold</i> | 14. <i>vīta, life</i> : vital, vitamin, vitality, viable |
| 4. <i>avāritia, greed</i> : avarice | 15. <i>densus, dense, thick</i> : dense, density, condensate |
| 5. <i>fūmus, smoke</i> : fume, fumigation, perfume | 16. <i>horrendus, horrible, dreadful, awful</i> : horrendous |
| 6. <i>humus, ground, soil</i> : humble, humus (but not hummus) | 17. <i>trepidus, trembling, anxious, frightened</i> : intrepid, trepidation |
| 7. <i>incola, inhabitant, settler, colonist</i> | 18. <i>ūmidus, wet, damp, moist</i> : humid, humidity, humidifier |
| 8. <i>laurus, laurel tree</i> : laurel, laureate, Laurel, Lawrence | 19. <i>mereō, I deserve, earn, am worthy of</i> : merit, demerit, meritorious |
| 9. <i>oppidum, town</i> | 20. <i>regnō, I rule, govern, reign</i> : regnant, reign (v.) |
| 10. <i>pecūnia, money</i> : impecunious, pecuniary | |
| 11. <i>praemium, prize, reward</i> : premium | |

Students can write this week's derivatives in the blank area to the right of their Word List.

3. Chant: This week's review chants are the first, second, and second declension neuter noun endings. Before reintroducing these chants, have the students define what a noun is—a *noun names a person, place, or thing*. The following information should all be blissfully familiar to your students; lead them in recalling as much as they can about each chant.

First Declension Noun Endings

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

Run through the chant several times with the students to refresh their memories.

As you know, every Latin noun is in a specific declension, or family. Do your students remember how can to tell which nouns are in which declension?

Students will hopefully 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 *vīta* 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 *vīta* is in the first declension.

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

Take note of the variety of translations given for *vīta* in the nominative: a life, the life, life. Latin also allows this same flexibility within the other cases.

	LATIN		ENGLISH	
	SINGULAR	PLURAL	SINGULAR	PLURAL
NOMINATIVE	<i>vīta</i>	<i>vītae</i>	a life, the life, life	the lives, lives
GENITIVE	<i>vītae</i>	<i>vītārum</i>	of the life, the life's	of the lives, the lives'
DATIVE	<i>vītae</i>	<i>vītīs</i>	to, for the life	to, for the lives
ACCUSATIVE	<i>vītam</i>	<i>vītās</i>	the life	the lives
ABLATIVE	<i>vītā</i>	<i>vītīs</i>	by, with, from the life	by, with, from the lives

Once students have gotten back into the rhythm of chanting the first declension endings, move on to declining all of the first declension nouns in this week's list out loud. Can the students pick them out (*avāritia, incola, pecūnia, prōvincia*)?

Second Declension Noun Endings

As we just reviewed, a noun's genitive ending tells you which 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 *ventus* 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, so *ventus* is in the second declension.

In the chart below, *ventus* has been declined. As before, each ending is applied to the base, *vent-*.

	LATIN		ENGLISH	
	SINGULAR	PLURAL	SINGULAR	PLURAL
NOM.	<i>ventus</i>	<i>ventī</i>	a, the wind	the winds
GEN.	<i>ventī</i>	<i>ventōrum</i>	of the wind, the wind's	of the winds, the winds'
DAT.	<i>ventō</i>	<i>ventīs</i>	to, for the wind	to, for the winds
ACC.	<i>ventum</i>	<i>ventōs</i>	the wind	the winds
ABL.	<i>ventō</i>	<i>ventīs</i>	by, with, from the wind	by, with, from the winds

Run through the chant several times with students until they are comfortable with it.

These standard second declension endings are sometimes referred to as the "second declension masculine" endings, since most of the words in this part of the family are masculine. However, as you can see by looking at

this week's Word List, not all the nouns that decline this way are masculine! Be sure students notice the *feminine* second declension nouns. There are not many of these in Latin.

Second Declension Neuter Noun Endings

As we know, second declension nouns will *always* have *-ī* as their genitive singular ending. But the second declension *neuter* has a twist. Do your students remember how to tell whether to use the standard second declension endings or the second declension neuter endings? **The key is to look at the nominative and genitive singular endings together**—in the second declension, only neuter nouns follow the *-um, -ī* progression. Once you see the *-ī* genitive ending following a noun, you know you are working with a noun in the second declension. And, *if the nominative singular ending of that word is -um*, you know you are working with a noun in the second declension *neuter*.

For example, which family is the word *astrum* in? If we look in this Week's Word list, we see that *astrum's* genitive singular ending is *-ī*, so we know *astrum* is in the second declension. But *astrum* also ends in *-um* in the nominative singular. Only second declension neuter nouns have an *-ī* in the genitive singular, **and** *-um* in the nominative singular. Therefore, we know *astrum* is a second declension neuter noun.

The second declension neuter endings are almost exactly the same as the standard second declension endings. The three endings where there is a difference are the nominative singular, nominative plural, and accusative plural. A helpful trick to remember is that the nominative and accusative endings (both singular and plural) will always match each other.

In the following chart, you can compare the similarities between the second declension endings and the second declension neuter endings. *Astrum* has been declined alongside *cibus*. The endings are shown in bold. To decline *astrum*, each ending is applied to the base.

SECOND DECLENSION			SECOND DECLENSION NEUTER		
	SINGULAR	PLURAL	SINGULAR	PLURAL	
NOM.	cib us	cib ī	astr um	astr a	
GEN.	cib ī	cib ōrum	astr ī	astr ōrum	
DAT.	cib ō	cib īs	astr ō	astr īs	
ACC.	cib um	cib ōs	astr um	astr a	
ABL.	cib ō	cib īs	astr ō	astr īs	

Once students are back in the rhythm of chanting the standard and neuter second declension endings, continue by declining the rest of the second declension nouns in this week's list out loud. Have the students pick them out. If you need more practice, go back and identify and decline the first and second declension words from Weeks 1 and 2.

4. Quotation: This week's quotation is the motto of author John Steinbeck. His wife said that the phrase was meant to communicate that "man must aspire though he be earth-bound." The phrase (along with a picture of a winged pig) appears in the initial pages of Steinbeck's novels.

Humorously however, though Steinbeck wrote his motto correctly, the printed version appearing in his books is grammatically incorrect. It reads *Ad astra per alia porci*. If your students decline *āla*, they will soon discover there is no form *ālia*! In reality, the phrase as it is printed could either read, "to the heavens on a pig's other things" or "to the heavens on the garlic of a pig." For fun, you may want to take a look in your local or school library and see if you can spot the error.

5. Worksheet: In Worksheet 3, students will be working with adjectives, as well as nouns. A quick refresher on adjectives (for more on adjective use, refer to page xvii):

An adjective describes a noun or a pronoun and answers the questions *what kind? which one? and how many?* For example, a *bright* night, the *spotted* dog, the *three* curtains. Unlike English, Latin adjectives usually come after the nouns they modify. (Examples are given below.)

The key thing to remember about Latin **adjectives** is they **must always match the noun they describe in gender, number, and case**. Many times students think the noun and adjective endings need to look the same—this is incorrect. Sometimes the endings may happen to look the same, but often they won't. For example, here are feminine, neuter, and masculine nouns, each paired with the adjective *horrendus, -a, -um*. Notice how each pairing matches in gender, number, and case.

avāritia horrenda	<i>the horrible greed</i>	gender: feminine / number: singular / case: nominative
fūmus horrendus	<i>the horrible smoke</i>	gender: masculine / number: singular / case: nominative
oppidum horrendum	<i>the horrible town</i>	gender: neuter / number: singular / case: nominative
laurus horrenda	<i>the horrible laurel tree</i>	gender: feminine / number: singular / case: nominative
index horrendus	<i>the horrible sign</i>	gender: masculine / number: singular / case: nominative

First/Second Declension Adjectives

Currently, the only adjectives students have declined or used in translation are those with three endings: *-us, -a, and -um*. As you saw last year, adjectives with these three endings decline just like first and second (standard and neuter) declension nouns. These are called first/second declension adjectives.

This name only indicates *how* they decline, **not** which nouns they can modify. Remember, an adjective can modify a noun of *any* declension. For example, in the phrase *index horrendus*, *index* is a third declension noun (you'll review these next week), while *horrendus* is a first/second declension adjective.

To see how adjectives decline, let's take a look at the first four examples from above, declined in full:

	SINGULAR	PLURAL	SINGULAR	PLURAL
NOM.	avāritia horrenda	avāritiae horrendae	fūmus horrendus	fūmī horrendī
GEN.	avāritiae horrendae	avāritiārum horrendārum	fūmī horrendī	fūmōrum horrendōrum
DAT.	avāritiae horrendae	avāritiīs horrendīs	fūmō horrendō	fūmīs horrendīs
ACC.	avāritiam horrendam	avāritiās horrendās	fūmum horrendum	fūmōs horrendōs
ABL.	avāritiā horrendā	avāritiīs horrendīs	fūmō horrendō	fūmīs horrendīs

	SINGULAR	PLURAL	SINGULAR	PLURAL
NOM.	oppidum horrendum	oppida horrenda	laurus horrenda	laurī horrendae
GEN.	oppidī horrendī	oppidōrum horrendōrum	laurī horrendae	laurōrum horrendārum
DAT.	oppidō horrendō	oppidīs horrendīs	laurō horrendae	laurīs horrendīs
ACC.	oppidum horrendum	oppida horrenda	laurum horrendam	laurōs horrendās
ABL.	oppidō horrendō	oppidīs horrendīs	laurō horrendā	laurīs horrendīs

Notice that in the phrase *laurus horrenda*, *laurus* has a second declension ending, but is paired with *horrenda*—which has a first declension ending. Why is this? Again, it's because an adjective must match the noun it modifies in gender, number, and case—not declension. Since *laurus* is feminine, you must use the feminine form of the adjective—*horrenda*.

6. Quiz: Administer Quiz 3 at the end of the week.

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: Answer Key

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

1. What is the definition of a noun? **A noun names a person, place, or thing.**
2. How do you find the base of a noun? **To find a noun's base, take its genitive singular form and remove the ending. What remains is the base.**
3. What case does a Latin subject noun take? **nominative**

	<u>1</u> DECLENSION		<u>2</u> DECLENSION		<u>2</u> DECLENSION NEUTER	
	SINGULAR	PLURAL	SINGULAR	PLURAL	SINGULAR	PLURAL
NOM.	-a	-ae	-us	-ī	-um	-a
GEN.	-ae	-ārum	-ī	-ōrum	-ī	-ōrum
DAT.	-ae	-īs	-ō	-īs	-ō	-īs
ACC.	-am	-ās	-um	-ōs	-um	-a
ABL.	-ā	-īs	-ō	-īs	-ō	-īs

4. You can tell what declension a noun is in by looking at its **genitive singular ending**.
5. Which declension is *humus*, -ī in? **second declension**
6. Which declension is *prōvincia*, -ae in? **first declension**
7. Which declension is *aurum*, -ī in? **second declension neuter**

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

	DECLENSION <u>2</u> GENDER <u>M</u>		DECLENSION <u>1</u> GENDER <u>F</u>	
	SINGULAR	PLURAL	SINGULAR	PLURAL
NOM.	ventus	ventī	āla	ālae
GEN.	ventī	ventōrum	ālae	ālārum
DAT.	ventō	ventīs	ālae	ālīs
ACC.	ventum	ventōs	ālam	ālās
ABL.	ventō	ventīs	ālā	ālīs

DECLENSION <u>2</u> GENDER <u>N</u>		DECLENSION <u>2</u> GENDER <u>F</u>		
	SINGULAR	PLURAL	SINGULAR	PLURAL
NOM.	astrum	astra	laurus	laurī
GEN.	astrī	astrōrum	laurī	laurōrum
DAT.	astrō	astrīs	laurō	laurīs
ACC.	astrum	astra	laurum	laurōs
ABL.	astrō	astrīs	laurō	laurīs

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

	NOUN	GENITIVE	GENDER	BASE	TRANSLATION
1.	aurum	aurī	N	aur-	gold
2.	humus	humī	F	hum-	ground, soil
3.	praemium	praemiī	N	praemi-	prize, reward
4.	vīta	vītae	F	vīt-	life
5.	pecūnia	pecūniae	F	pecūni-	money

D. Fill in the blanks.

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

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

	SINGULAR	PLURAL	SINGULAR	PLURAL
NOM.	densum	densa	trepida	trepidae
GEN.	densī	densōrum	trepidae	trepidārum
DAT.	densō	densīs	trepidae	trepidīs
ACC.	densum	densa	trepidam	trepidās
ABL.	densō	densīs	trepidā	trepidīs

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

	SINGULAR	PLURAL
NOM.	laurus ūmida	laurī ūmidae
GEN.	laurī ūmidae	laurōrum ūmidārum
DAT.	laurō ūmidae	laurīs ūmidīs
ACC.	laurum ūmidam	laurōs ūmidās
ABL.	laurō ūmidā	laurīs ūmidīs

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

NOUN	ADJECTIVE	TRANSLATION
1. Ventus	horrendus / horrendum	<u>an awful wind</u>
2. Ālae	ūmidīs / ūmidae	<u>the wet wings</u>
3. Incola	trepidam / trepida	<u>an anxious settler</u>
4. Capillī	horrendus / horrendī	<u>horrible hair</u>
5. Astra	densa / densae	<u>the dense stars</u>
6. Humus	ūmidus / ūmida	<u>the wet ground</u>

NOUN	ADJECTIVE	TRANSLATION
7. Fūmus	<u>densus</u> / densa	<u>a thick smoke</u>
8. Oppidum	trepidus / <u>trepidum</u>	<u>the frightened town</u>

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	<u>āla</u>	<u>wing</u>
2.	fumo	humo	fumée	<u>fūmus</u>	<u>smoke</u>
3.	premio	premio	prix	<u>praemium</u>	<u>prize, reward</u>

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

J. Translate these sentences into English.

1. Incola ūmidus ridēbat. **The wet settler was laughing.**
2. Mereōne dūcere? **Do I deserve to lead?**
3. Astra densa lūcēbunt. **The dense stars will shine.**
4. Prōvincia horrenda regnāre nōn potest. **The horrible province is not able to rule.**

Week 3 Quiz

name: _____

A. Chants

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

DECLENSION _____ GENDER _____

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

DECLENSION _____ GENDER _____

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

DECLENSION _____ GENDER _____

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

DECLENSION _____ GENDER _____

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

Complete the chant for *possum* and translate it.

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

B. Vocabulary

Answer the questions.

1. A noun _____ a _____, _____, or thing.
2. How do you find the base of a noun? _____

3. An adjective _____ a _____ or pronoun.
4. It matches the subject noun in _____, _____, and _____.
5. Adjectives that decline like first and second declension nouns are called _____

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

NOUN	ADJECTIVE	TRANSLATION
1. Fūmus	densum / densus	_____
2. Avāritia	horrenda / horrendā	_____
3. Prōvinciae	trepida / trepidae	_____
4. Rotae	ūmidae / ūmida	_____
5. Capillī	densī / densōs	_____
6. Laurī	horrendī / horrendae	_____

C. Quotation

Answer the questions.

1. What does the phrase *ad astra per ālās porcī* mean? _____

2. What is the declension and gender of *astra*? _____

Week 3 Quiz: Answer Key

A. Chants

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

DECLENSION 2 GENDER N

	SINGULAR	PLURAL
NOM.	praemium	praemia
GEN.	praemii	praemiōrum
DAT.	praemiō	praemiis
ACC.	praemium	praemia
ABL.	praemiō	praemiis

DECLENSION 1 GENDER F

	SINGULAR	PLURAL
	vīta	vītae
	vītae	vītārum
	vītae	vītis
	vītam	vītās
	vītā	vītis

DECLENSION 2 GENDER F

	SINGULAR	PLURAL
NOM.	humus	humī
GEN.	humī	humōrum
DAT.	humō	humis
ACC.	humum	humōs
ABL.	humō	humis

DECLENSION 2 GENDER M

	SINGULAR	PLURAL
	fūmus	fūmī
	fūmī	fūmōrum
	fūmō	fūmis
	fūmum	fūmōs
	fūmō	fūmis

Complete the chant for *possum* and translate it.

	LATIN		ENGLISH	
	SINGULAR	PLURAL	SINGULAR	PLURAL
1 ST	possum	possumus	I am able	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

B. Vocabulary

Answer the questions.

1. A noun **names** a **person, place**, or thing.
2. How do you find the base of a noun? **To find a noun's base, take its genitive singular form and remove the ending. What remains is the base.**
3. An adjective **describes** a **noun** or pronoun.
4. It matches the subject noun in **gender, number**, and **case**.
5. Adjectives that decline like first and second declension nouns are called **first/second declension adjectives.**

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

NOUN	ADJECTIVE	TRANSLATION
1. Fūmus	densum / <u>densus</u>	<u>a dense smoke</u>
2. Avāritia	<u>horrenda</u> / horrendā	<u>awful greed</u>
3. Prōvinciae	trepida / <u>trepidae</u>	<u>frightened provinces</u>
4. Rotae	<u>ūmidae</u> / ūmida	<u>the wet wheels</u>
5. Capillī	<u>densī</u> / densōs	<u>thick hair</u>
6. Laurī	horrendī / <u>horrendae</u>	<u>the dreadful laurel trees</u>

C. Quotation

Answer the questions.

1. What does the phrase *ad astra per ālās porcī* mean? **To the stars on the wings of a pig**
2. What is the declension and gender of *astra*? **second declension neuter**