Kraken Latin 2

Teacher Edition

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BOOK 2

Kraken Latin
for the
Logic Years

TEACHER EDITION

by NATALI H. MONNETTE

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HOW TO USE THIS BOOK

Kraken Latin 2 works much the same way as the first book, although it serves as a deliberate transition to the rhetoric phase of Latin. Recall that in the logic or dialectic stage (roughly junior high), students are prone to argue, discuss, and dissect. These next two books, *Kraken Latin 2* and *3*, endeavor to assist them as they tackle the logic of Latin—how all the chants and vocabulary fit together in translation to make good sense in English. As students enter high school, they progress to the rhetoric stage, wherein Latin students will learn how to more beautifully and accurately express in English the meaning of the Latin, as well as study the imagery and rhetorical figures in the Latin itself.

Practically speaking, this means that *Kraken Latin 2* will move students from the basics of Latin grammar and translation acquired in *Kraken Latin 1* to more complex grammatical concepts as well as translations of more complicated, authentic Latin passages. Students will learn in depth about Latin infinitives and participles. The Latin to English translations each lesson will be taken from real Latin and adapted to the students' current level of progress. The next textbook, *Kraken Latin 3*, will guide students through the remaining basics of Latin grammar, particularly subjunctives, as well as steering them further into translating unadulterated Latin.

Overview of This Volume

This second book covers additional uses of pronouns (relative, intensive, reflexive, and indefinite) and adjectives and adverbs (comparison). It also delves deeply into the non-indicative moods, particularly the infinitive and participle. Unlike the four units of the first book, *KL2* is divided into two units, each with eight lessons. Fewer units allow students to spend adequate time digesting the increasingly complex grammatical concepts, as well as savoring the progressively delightful translations. The eighth lesson of each unit is a review lesson, ending with a unit test. Appendices at the end of the book include a collection of all of the chant charts taught in the book, English to Latin and Latin to English glossaries, and a list of sources and helps.

Overview of Each Lesson

Each lesson contains teaching notes regarding the various concepts and content of that lesson.

Word List

Every lesson (except for Lesson 8 of each unit), students will memorize 20–25 words. The teacher's edition provides derivatives and memorization tips for each word list.

Chant

Most lessons, students will also need to learn a chant or two; for lessons without a new chant, reviewing previous chants is always helpful.

Memorization

In each unit, students are required to memorize a couple of lines per lesson of a famous Latin text:

- Unit 1—the Ten Commandments (from Exod. 20:2–17 in the Vulgate)
- Unit 2—*Hymnus IV* of St. Ambrose

These memorization projects are cumulative (i.e., students are responsible for lines 1–2 the first lesson, lines 1–4 the second lesson, etc.)—I have found this method to be the most effective!

Worksheet

Each lesson, students will have a worksheet for practicing the words and chants they need to memorize. Every worksheet has vocabulary, grammar (chants), memorization, and translation sections. Students will apply new vocabulary and grammar first in some English to Latin sentences (it is always more difficult to make one's brain work that way), followed by a longer Latin to English translation. Some worksheets also have a fun section with a puzzle.

Quiz

Students will take a quiz for each lesson. The study of any language, and especially Latin, requires constant review and accountability.

Unit Test

At the end of each unit, students will spend lesson 8 doing review exercises and then take the unit test. The tests have the same format as the quizzes but are a bit longer.

This section is adapted with permission from the *Latin Primer* series for elementary students (Canon Press, 2009).

RECOMMENDED SCHEDULES

As a teacher, you should remember that the most important thing for the student is not how fast they go, but how well they learn the material. To help you, however, the following schedules will let you pace yourself to finish this text in a semester or a full year. Of course adjust either schedule as needed to best meet the needs of you and your students.

One-Semester Schedule

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	Review Latin Grammar Basics	Review and Memorize Vocabulary	Worksheet 1, A	Worksheet 1, B–D	Worksheet 1, E
2	Review and Memorize Vocabulary	Review and Memorize Vocabulary	Worksheet 2, A	Worksheet 2, B–D	Worksheet 2, E
3	Memorize Lesson 3 Vocabulary / Chant	Read Lesson 3 Grammar	Worksheet 3	Finish Worksheet / Study for Quiz	Lesson 3 Quiz
4	Memorize Lesson 4 Vocabulary / Chant	Read Lesson 4 Grammar	Worksheet 4	Finish Worksheet / Study for Quiz	Lesson 4 Quiz
5	Memorize Lesson 5 Vocabulary / Chant	Read Lesson 5 Grammar	Worksheet 5	Finish Worksheet / Study for Quiz	Lesson 5 Quiz
6	Memorize Lesson 6 Vocabulary / Chant	Read Lesson 6 Grammar	Worksheet 6	Finish Worksheet / Study for Quiz	Lesson 6 Quiz
7	Memorize Lesson 7 Vocabulary / Chant	Read Lesson 7 Grammar	Worksheet 7	Finish Worksheet / Study for Quiz	Lesson 7 Quiz
8	Worksheet 8	Finish Worksheet	Study for Unit Test 1	Study for Unit Test 1	Unit Test 1
9	Memorize Lesson 9 Vocabulary / Chant	Read Lesson 9 Grammar	Worksheet 9	Finish Worksheet / Study for Quiz	Lesson 9 Quiz
10	Memorize Lesson 10 Vocabulary / Chant	Read Lesson 10 Grammar	Worksheet 10	Finish Worksheet / Study for Quiz	Lesson 10 Quiz
11	Memorize Lesson 11 Vocabulary / Chant	Read Lesson 11 Grammar	Worksheet 11	Finish Worksheet / Study for Quiz	Lesson 11 Quiz
12	Memorize Lesson 12 Vocabulary / Chant	Read Lesson 12 Grammar	Worksheet 12	Finish Worksheet / Study for Quiz	Lesson 12 Quiz
13	Memorize Lesson 13 Vocabulary / Chant	Read Lesson 13 Grammar	Worksheet 13	Finish Worksheet / Study for Quiz	Lesson 13 Quiz
14	Memorize Lesson 14 Vocabulary / Chant	Read Lesson 14 Grammar	Worksheet 14	Finish Worksheet / Study for Quiz	Lesson 14 Quiz
15	Memorize Lesson 15 Vocabulary / Chant	Read Lesson 15 Grammar	Worksheet 15	Finish Worksheet / Study for Quiz	Lesson 15 Quiz
16	Worksheet 16	Finish Worksheet	Study for Unit Test 2	Study for Unit Test 2	Unit Test 2

One-Year Schedule

Be sure that you are constantly reviewing as you work through this schedule; for instance, you should work on vocabulary and Latin memorization on Mondays of odd-numbered weeks and also be reviewing them throughout the lesson.

Also, note that a fun activity is recommended for several Fridays; use your imagination to think of ways to have fun while practicing Latin.

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	Introduction; Overview: Nouns	Overview: Verbs	Review Vocabulary	Review Vocabulary	Worksheet 1, A
2	Worksheet 1, B–C	Worksheet 1, D–E	Worsheet 1, E / Review	Quiz Review	Lesson 1 Quiz
3	Review Vocabulary	Review Vocabulary	Worksheet 2, A	Worksheet 2, B	Worksheet 2, C–D
4	Worksheet 2, E	Worksheet 2, E Continued	Quiz Review	Quiz Review	Lesson 2 Quiz
5	Lesson 3 Word List / Memorization	Lesson 3 Grammar: Relative Pronoun	Lesson 3 Grammar: Intensive Pronoun	Worksheet 3, A–C Continued	Vocabulary Review / Fun Activity
6	Worksheet 3, D	Worksheet 3, E	Worksheet 3, E–F / Review	Quiz Review	Lesson 3 Quiz
7	Lesson 4 Word List / Memorization	Lesson 4 Grammar: Comparative Adjectives	Lesson 4 Grammar: Additional -ius Adjectives	Worksheet 4, A–C	Vocabulary Review / Fun Activity
8	Worksheet 4, D	Worksheet 4, E	Worksheet 4, E Continued / Review	Quiz Review	Lesson 4 Quiz
9	Lesson 5 Word List / Memorization	Lesson 5 Grammar: Irregular Comparatives	Lesson 5 Grammar: Dative of Possession	Worksheet 5, A–C	Vocabulary Review / Fun Activity
10	Worksheet 5, D	Worksheet 5, E	Worksheet Continued / Review	Quiz Review	Lesson 5 Quiz
11	Lesson 6 Word List / Memorization	Lesson 6 Grammar: Passive Infinitives	Lesson 6 Grammar: Deponents	Lesson 6 Grammar: Deponents	Vocabulary Review / Fun Activity
12	Worksheet 6, A–C	Worksheet 6, D	Worksheet 6, E–F / Review	Quiz Review	Lesson 6 Quiz
13	Lesson 7 Word List / Memorization	Lesson 7 Grammar: Adverbs	Lesson 7 Grammar: Questions	Worksheet 7, A–C	Vocabulary Review / Fun Activity
14	Worksheet 7, D	Worksheet 7, E	Worksheet 7 E Continued / Review	Quiz Review	Lesson 7 Quiz
15	Review Grammar and Vocabulary	Review Grammar and Vocabulary	Worksheet 8, A–C	Worksheet 8, A–C Continued	Worksheet 8, D
16	Worksheet 8, D Continued	Study for Unit 1 Test	Study for Unit 1 Test	Study for Unit 1 Test	Unit 1 Test
17	Lesson 9 Word List / Memorization	Lesson 9 Grammar: Interrogatives	Worksheet 9, A–C	Worksheet 9, A–C Continued	Vocabulary Review / Fun Activity
18	Worksheet 9, D	Worksheet 9, E	Worksheet 9, E Continued / Review	Quiz Review	Lesson 9 Quiz
19	Lesson 10 Word List / Memorization	Lesson 10 Grammar: Participles	Lesson 10 Grammar: Participles Continued	Worksheet 10, A–C	Vocabulary Review / Fun Activity

20	Worksheet 10, A–C Continued	Worksheet 10, D–E	Quiz Review	Quiz Review	Lesson 10 Quiz
21	Lesson 11 Word List / Memorization	Lesson 11 Grammar	Worksheet 11, A–C	Worksheet 11, A–C Continued	Vocabulary Review / Fun Activity
22	Worksheet 11, D	Worksheet 11, E	Worksheet 11, E–F / Review	Quiz Review	Lesson 11 Quiz
23	Lesson 12 Word List / Memorization	Lesson 12 Grammar	Lesson 12 Grammar	Worksheet 12, A–C	Vocabulary Review / Fun Activity
24	Worksheet 12, D	Worksheet 12, E	Worksheet 12, Continued / Review	Quiz Review	Lesson 12 Quiz
25	Lesson 13 Word List / Memorization	Lesson 13 Grammar	Worksheet 1, 13, A–C	Worksheet 1, 13, A–C Continued	Vocabulary Review / Fun Activity
26	Worksheet 13, D	Worksheet 13, E	Worksheet 13, Continued / Review	Quiz Review	Lesson 13 Quiz
27	Lesson 14 Word List / Memorization	Lesson 14 Grammar	Worksheet 14, A–C	Worksheet 14, A–C Continued	Vocabulary Review / Fun Activity
28	Worksheet 14, D	Worksheet 14, E	Worksheet 14, E–F / Review	Quiz Review	Lesson 14 Quiz
29	Lesson 15 Word List / Memorization	Lesson 15 Grammar	Worksheet 15, A–C	Worksheet 15, A–C Continued	Vocabulary Review / Fun Activity
30	Worksheet 15, D	Worksheet 15, E	Worksheet 15, Continued / Review	Quiz Review	Lesson 15 Quiz
31	Review Grammar and Vocabularyulary	Review Grammar and Vocabularyulary	Worksheet 16, A–C	Worksheet 16, A–C Continued	Worksheet 16, D
32	Worksheet 16, D Continued	Study for Unit 2 Test	Study for Unit 2 Test	Study for Unit 2 Test	Unit 2 Test

Introduction

Discipulī Discipulaeque,

If you are reading this, you have successfully completed your first year of *Kraken Latin* and are poised to begin another. At this point I really should give you some inspiring Latin quotes such as *ad astra per aspera*, "to the stars through difficulties"; *citius, altius, fortius*, "faster, higher, stronger" (the motto of the Olympics, incidentally), or perhaps simply *excelsior!,* "[ever] higher!" You have, after all, competently navigated the shallows of Latin grammar, mastering the entire indicative verb system and all declensions of nouns, not to mention adjectives and other little words along the way. So perhaps your battle cry should be *ālea iacta est*, "the die has been cast"—for now, after last year's taste of Latin, you must inevitably progress to the delightful grammatical banquet before you. However, I've always had a sneaking fondness for old Lucius Accius' phrase *ōderint dum metuant*, "let them hate, provided they fear." (It became a favorite saying of the Emperor Caligula, an unpleasant and insane man by most accounts, but let us disregard that for the moment.) Now of course I do not wish for any of you to hate Latin, but realistically I know that not all of you approach your Latin lessons with dances of joy. So for those of you who find Latin a struggle, a challenge, even a battle with a thrashing sea monster—you are hereby permitted not to love Latin if you must, provided that you respect and appreciate her beauty and utility.

And for those of you who are quivering with anticipation about this next voyage, it promises to be a wild ride. You will learn more complex grammatical concepts, particularly delving deeper into verbs and coming to grips with the remaining moods (infinitive, participle, and subjunctive). You will also add to your knowledge of pronouns, adjectives, and nouns. But most importantly, you will begin to translate increasingly unadapted Latin texts as you transition out of this last year of logic-stage Latin. Memorizing a few Latin words to improve your English vocabulary was never the goal (although it is a side benefit). Reading, savoring, and feasting upon Latin history, poetry, speeches, and theology can all be yours. It's just a few battles away.

Ex animō,
Natali H. Monnette,
Magistra Discipulaque

PRONUNCIATION GUIDE

By now you have settled in to your own Latin pronunciation. The following is meant to serve as a reminder of the classical pronunciation, although keep in mind that there are other schools of thought. The main thing is to ensure the Latin sounds beautiful as you say or read it.

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 clarify the meaning of the word (e.g., *liber* is a noun meaning "book," and *līber* is an adjective meaning "free").

	LONG VOWELS		SHORT VOWELS
ā	like a in father: *frāter, suprā*	a	like a in idea: *canis, mare*
ē	like e in obey: *trēs, rēgīna*	e	like e in bet: *et, terra*
ī	like i in machine: *mīles, vīta*	i	like i in this: *hic, silva*
ō	like o in holy: *sōl, glōria*	o	like o in domain: *bonus, scopulus*
ū	like oo in rude: *flūmen, lūdus*	u	like u in put: *sum, sub*
ȳ	like i in chip: *grȳps, cȳgnus*		

Diphthongs

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

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

Consonants

Latin consonants are pronounced like English consonants, with the following exceptions:

c	like *c* in come	never soft like city, cinema, or peace
g	like *g* in go	never soft like gem, geology, or gentle
v	like *w* in wow	never like Vikings, victor, or vacation
s	like *s* in sissy	never like easel, weasel, or peas
ch	like ch in chorus	never like church, chapel, or children
r	is trilled	like a dog snarling or a machine gun
i	like y in yes	when used before a vowel at the beginning of a word or between two vowels within a word (otherwise it's usually a vowel)

Latin Grammar Basics

The following overview is adapted from the Latin grammar overview at the beginning of *KL1* (with some revisions where appropriate), but I thought it would be helpful to include in this book as well. Everyone, from the student to the teacher, can use a grammar refresher from time to time. The beginning of the school year is an especially good time to review the big picture!

As you undertake the teaching of Latin, do not hesitate to draw comparisons between Latin and English grammar. This will not only reinforce what the students have (hopefully) learned about their native tongue, but students will also begin to appreciate both languages more and more. Whenever they happen to groan about the difficulty of some Latin concept (and they will at some point!), simply point out how odd English is, and that actually, Latin is in many ways easier to learn because the grammar is generally a more orderly and predictable system than English. Take the verb of being, for example: I *am*, you *are*, he *is*—how weird is that? Or imagine learning English as a second language, and trying to figure out the past tense of verbs—when you should add *-ed* (as in *jump, jumped*) or use a new stem altogether (*bring, brought*)? Or mastering when to use the definite (*the*) versus the indefinite (*a, an*) article?

Latin, unlike English, is a heavily inflected language. This means that the endings (usually) of the words change to show their grammatical function in the sentence. English, on the other hand, most often depends on word order to show function: *Oswald killed the dragon* is quite different from *The dragon killed Oswald*. In Latin, the **endings** of the words tell you which is the subject and which is the object: *Oswaldus dracōnem necāvit, Dracōnem Oswaldus necāvit*, and *Necāvit Oswaldus dracōnem* all mean "Oswald killed the dragon." Although word order does not usually indicate grammatical function in Latin, it does matter in terms of habit and style. The Romans were fond of putting verbs at the end, but they also would switch things up to emphasize certain words, or for poetic picturesqueness. We actually can do this in English as well (especially in poetry): *Brave he was, and true*. This sentence emphasizes the word "brave," and also sounds more grand and poetic than simply *He was brave and true*. Although English is not as heavily inflected as Latin, it does retain some inflection from Old English, which you can see in pronouns, for example: ***He saw me**, and **I** saw **him*** (*He* and *I* are subject pronouns; *me* and *him* object pronouns). In Latin, verbs, nouns, adjectives, and pronouns are inflected. The next few sections will give a broad overview of how these parts of speech function in Latin.

VERBS: Part 1

Latin verbs have five attributes or characteristics: person, number, tense, voice, and mood.

1. **Person:** The one who is performing the action (i.e., the subject)
   a. First Person: I, we
   b. Second Person: you, you all
   c. Third Person: he, she, it, they

2. **Number:** How many are performing the action
   a. Singular: one person (I, you, he, she, it)
   b. Plural: more than one (we, you all, they)

These two attributes form a handy chart which has become all too familiar to you and your students:

	SINGULAR	PLURAL
1ST	I	we
2ND	you	you all
3RD	he/she/it	they

3. **Tense:** When the action is performed (technically, tense includes aspect as well as time—that is, whether the action is continuous or completed)
   a. Present: Action happening now

   > Oswald **is killing** the dragon. (continuous present)
   >
   > Oswald **kills** the dragon. (simple present)
   >
   > Oswald **does kill** the dragon. (emphatic present; also used for negatives and questions: Oswald **does** not **kill** the dragon; **Does** Oswald **kill** the dragon?) Notice that English has at least three ways of expressing one Latin verb. English also may use helping verbs where Latin will only have one word. Don't let that throw you.

   b. Imperfect: Continuous, repeated, or habitual action in the past

   > Oswald **was killing** dragons. Oswald **used to kill** dragons. In his prime, Oswald **would kill** dragons on the weekends. When he was a young knight, Oswald **killed** dragons. Again, you can use numerous English idioms to express the Latin imperfect. When in doubt, "was X-ing" will usually work.

   c. Future: Action that will take place in the future

   > Oswald **will kill** the dragon. Oswald **is going to kill** the dragon. Oswald **is about to kill** the dragon.

   d. Perfect: Completed action in the past

   > Oswald **has killed** the dragon.
   >
   > Oswald **killed** the dragon yesterday. (Note that the English *killed* can be used to translate either the Latin imperfect or perfect. In the example under the imperfect section up above, notice how the context tells you that this was a continuous habit of Oswald's. In the perfect tense example here, the action is simple and completed in the past.)
   >
   > Oswald **did kill** the dragon. (Again, this emphatic form can also be used in negatives and questions: Oswald **did** not **kill** the dragon; **Did** Oswald **kill** the dragon?)

e. Pluperfect: Completed action before the past; that is, a past action completed before another event in the past.

> Before he returned to the castle, Oswald **had** already **killed** the dragon.

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

> Oswald **will have killed** the dragon by suppertime.

4. *Voice:* The direction of the action; whether the subject is giving or receiving the action

a. Active: Subject performs the action

> Oswald **kills** the dragon.

b. Passive: Subject receives the action

> The dragon **is killed** by Oswald.

Note: The passive voice can occur in all six tenses. The examples given above under Tense are all in the active voice, but notice how each can be made passive:

> Present: The dragon **is being killed** by Oswald. (continuous present)
>
> The dragon **is killed** by Oswald. (simple present; emphatic doesn't work for the passive)
>
> Imperfect: Dragons **were being killed** by Oswald. Dragons **used to be killed** by Oswald. Dragons **would be killed** on the weekends by Oswald in his prime. Dragons **were killed** by Oswald when he was a young knight.
>
> Future: The dragon **will be killed** by Oswald. The dragon **is going to be killed** by Oswald. The dragon **is about to be killed** by Oswald.
>
> Perfect: The dragon **has been killed** by Oswald! The dragon **was killed** by Oswald yesterday. (Again, the emphatic perfect only occurs in the active.)
>
> Pluperfect: Before Oswald returned to the castle, the dragon **had** already **been killed** by him.
>
> Future Perfect: The dragon **will have been killed** by Oswald before suppertime.

c. Deponents: There are a large number of Latin verbs that are passive in form but active in meaning; these are called *deponent* verbs and will be introduced in *KL2* Lesson 6.

5. *Mood:* The quality or type of the action performed

a. Indicative: States or describes the action

All of the examples given above under tense and voice are in the indicative mood. The Latin indicative roughly corresponds to what you may have learned in English grammar classes as "declaratives" and "interrogatives." (In Latin, you would ask a question about real action using the indicative and probably some sort of interrogative word or indicator.)

b. Imperative: States a command

> Oswald, **kill** that dragon!

c. Infinitive: The basic form of the verb in Latin—the "to" form; so called because it is not bound by person and number and therefore is "infinite."

Oswald ought ***to kill*** the dragon.

That dragon ought ***to have been killed*** ages ago.

Note that Latin infinitives can have tense and voice as well; more on that in Lesson 1 of *KL3*.

d. Subjunctive: Portrays hypothetical, potential, or indirect action

If Oswald ***were*** king, he ***would kill*** the dragons terrorizing our borders.

Did you know that Oswald ***killed*** the dragon yesterday?

Oswald strode into the cave ***to kill*** the dragon.

Note that in the last two examples, we would use an English indicative and infinitive respectively to translate a Latin subjunctive. Welcome to the joyous world of translation!

e. Participle: A verbal adjective

Strictly speaking, the participle is not considered to be a separate Latin mood (so all of you grammar snobs out there can relax). I include it here, however, because it plays such an important role in the Latin language and is a key concept for students to master.

Oswald, ***killing*** the dragon, proved his bravery to all.

The dragon ***having been killed,*** Oswald proceeded to rescue the princess.

Again, note that Latin participles have tense and voice too. See Lesson 10 for all the glorious details.

I should mention here that in Latin, all the moods do not appear in every tense and voice. The table below should clarify what combinations actually occur in Latin.

	PRESENT	IMPERFECT	FUTURE	PERFECT	PLUPERFECT	FUTURE PERFECT
INDICATIVE	Active & Passive	Active & Passive	Active & Passive	Active & Passive	Active & Passive	Active & Passive
IMPERATIVE	Active & Passive		Active & Passive*			
INFINITIVE	Active & Passive		Active & Passive	Active & Passive		
SUBJUNCTIVE	Active & Passive	Active & Passive		Active & Passive	Active & Passive	
PARTICIPLE	Active only		Active & Passive	Passive only		

* Future imperatives are less common than present imperatives and need not be taught at this level of Latin. Basically, a future imperative can be used for emphasis (e.g., "you will clean your room, young man!"), to refer specifically to a future time ("Clean your room tomorrow!"), or in legal language ("You shall not steal," or "Congress shall make no law…"). If a future imperative happens to appear in any of the translations, it will be glossed.

This book will review indicatives and imperatives, and will cover infinitives, subjunctives, and participles in depth.

VERBS: Part 2

1. **Conjugations:** Verbs are "born" into certain families called conjugations. Verbs in each conjugation share a common present stem vowel. There are strictly speaking four (but again, I like to call it five) conjugations in Latin:

   First Conjugation—stem vowel *ā*: *necō, necāre,* I kill

   Second Conjugation—stem vowel *ē*: *videō, vidēre,* I see

   Third Conjugation—stem vowel *e*: *ducō, ducere,* I lead

   Third *-iō* (i-stem) Conjugation—stem vowel *e*: *capiō, capere,* I capture

   Fourth Conjugation—stem vowel *ī*: *audiō, audīre,* I hear

2. **Principal Parts:** Most Latin dictionaries will list the principal parts of a verb under each verb entry. A regular Latin verb usually has four principal parts. These forms are important to learn because the different verb stems are derived from them to build the various tenses, moods, and voices of each verb. For example, if you were to look up the verb *necō*, you would probably see the following: *necō, necāre, necāvī, necātum,* I kill

   necō: The first principal part given is the first person singular present active indicative form of the verb. If you recall the discussion above of the five attributes of a verb, you will remember that "first person" means I or we, and "singular" narrows that down to I. "Present active indicative" tells us that this verb is happening in the here and now, the subject is performing the action, and that the action described by the verb is actually occurring. Thus, all those five attributes combine to give us the translation *I kill.* Simple, really! The first principal part helps us determine the conjugation of the verb (more on this later) and shows us if the present stem vowel was contracted into (in other words, was swallowed up by) the final *-ō* (see *KL1,* Lesson 1).

   necāre: The second principal part (some dictionaries actually skip *necō* and start with *necāre* as the first principal part) is the present active infinitive form of the verb. Remember that infinitives are not bound by person and number, and therefore only have three attributes: tense, voice, and mood. The present active infinitive is simply translated *to kill.* This principal part is very important because from it is derived the present stem of the verb. We find the present stem by taking off the *-re*, giving us *necā-*. From this stem we can form the entire present system (which includes the present, imperfect, and future tenses of the verb in the appropriate moods and voices).

   necāvī: The third principal part is the first person singular perfect active indicative of the verb, meaning *I killed* or *I have killed.* From this principal part we derive the perfect active stem by removing the final *-ī*: *necāv-*. With the perfect active stem we can form the perfect active system (which includes the perfect, pluperfect, and future perfect tenses of the verb in the active voice in the appropriate moods).

necātum: The fourth principal part listed is the neuter singular nominative perfect passive participle (which is also the supine form). We have not yet discussed nouns and adjectives, where "neuter" and "nominative" will be defined and discussed. For now, suffice it to say that this form can be translated *having been killed*, or simply *killed* (as in, "The dragon *killed* by Oswald was three hundred years old"). This principal part is used to form the perfect passive system (the perfect, pluperfect, and future perfect tenses of the verb in the passive voice in the appropriate moods). As a final side note, some dictionaries may list *necātus* rather than *necātum*. This is just the masculine rather than the neuter form of the participle, and it can be used to form perfect passive verbs in the same way.

Below is another handy table to illustrate which principal part is used for which tense, voice, and mood. I've also included the two verbal nouns (supine and gerund), which will be taught later on in this book.

	FIRST	SECOND	THIRD	FOURTH
	necō	necāre	necāvī	necātum
DEFINITION/ FUNCTION	1st Sg. Present Active Indicative—*I kill* Helps identify conjugations and shows if present stem vowel has contracted	Present Active Infinitive—*to kill*; Present Stem: *necā-*	1st. Sg. Perfect Active Indicative—*I killed, have killed* Perfect Active Stem: *necāv-*	Neuter Sg. Nom. Perfect Passive Participle—*killed, having been killed* Forms Perfect Passives, so in that sense may be considered Perfect Passive "stem"
INDICATIVE		Present Active Present Passive Imperfect Active Imperfect Passive Future Active Future Passive	Perfect Active Pluperfect Active Future Perfect Active	Perfect Passive Pluperfect Passive Future Perfect Passive
IMPERATIVE		Present Active Present Passive Future Active Future Passive		
INFINITIVE		Present Active Present Passive	Perfect Active	Perfect Passive Future Active Future Passive
SUBJUNCTIVE		Present Active Present Passive Imperfect Active Imperfect Passive	Perfect Active Pluperfect Active	Perfect Passive Pluperfect Passive
PARTICIPLE		Present Active Future Passive		Perfect Passive Future Active
SUPINE				Supine I Supine II
GERUND		Gerund		

This table will be especially handy in this course. A blank version appears as the very last appendix at the end of the book. Have your students fill in the copy in their workbooks as they learn the various verb forms throughout the year.

NOUNS: Part 1

As in English, a Latin noun is a person, place, thing, or idea. Latin nouns have three attributes or characteristics:

1. *Gender: Masculine, Feminine, and Neuter:* Linguistic gender is not to be confused with biological gender, although there can be overlap between the two. For example, *vir*, meaning "man," is linguistically masculine as well as referring to a male. *Fēmina* ("woman") is a feminine Latin noun and refers to a female. However, many Latin nouns that we would think of as having no gender have linguistic gender in Latin. *Stella* ("star") is feminine, *mors* ("death") is masculine, and *saxum* ("rock") is neuter. If you have studied Spanish, French, German, or most other modern languages, you have already encountered this phenomenon. Modern English nouns do not have as highly a developed system of linguistic gender, although there are a few examples. Modes of transportation (cars, ships, etc.) are most often feminine. At a full service gas station (rare except in Oregon), you might say "fill 'er up" without thinking, automatically referring to your car as "her." If you walk around a marina and look at the names of boats, in addition to loads of really bad puns you would also find numerous women's names. Sailors also use "she" when talking about their ships or boats. However, English speakers are not always consistent in this area, as we can also use the pronoun "it," as in "It's a great car" instead of "She's a great car."

   In Latin, students will need to learn the gender of each noun, and some are more intuitive than others. Generally, nouns referring to biologically male and female entities are linguistically masculine and feminine respectively. There are also other trends that you can point out to your students. Abstract nouns, for instance, are almost always feminine (this is true in other languages as well): justice, virtue, liberty, power, etc., are all feminine in Latin. Students can perhaps remember this by thinking of the Statue of Liberty, which is a woman, or the common statue of Justice, which also portrays that abstract concept as a woman blindfolded and holding a pair of scales. Students (especially the male ones), when learning the word *virtūs*, are often confused when they discover that although this word means "virtue, manliness," it is feminine. They simply need to remember that since "manliness" is an abstract concept, it of course is linguistically feminine. When the gender of a noun is not necessarily intuitive, it must simply be memorized.

2. *Number:* As with verbs, a noun can be either singular or plural.

   a. Singular: One person, place, thing, or idea

   b. Plural: More than one person, place, thing, or idea

3. *Case:* The cases of a Latin noun are simply the various inflected forms, each performing its own function.

   As already mentioned above, Latin is an inflected language. The inflection of Latin verbs has been discussed above, with all the possible combinations of person, number,

tense, voice, and mood. In Latin, the nouns also take different endings to show different functions in a sentence. (Noun inflection also occurs in other languages such as German or Ancient Greek.) English nouns have lost most of their inflection from Anglo-Saxon days, but one familiar form to us is when we add -s to change a noun from singular to plural, as in *one dragon*, *one hundred dragons*. Some of our pronouns (first and third person) also retain case inflection, as touched on before:

I, we, he, she, it, they: subject pronouns

my/mine, our(s), his, her(s), its, their(s): possessive pronouns

me, us, him, her, them: object pronouns

Once upon a time, English speakers would distinguish the case of second person pronouns as well:

	SINGULAR	PLURAL
SUBJECT	thou	ye
POSSESSIVE	thy, thine	your(s)
OBJECT	thee	you

Nowadays we would associate these pronouns with the King James Bible, old hymns, or Shakespeare, but *thou* or *ye* once simply clarified whether the singular or plural pronoun was being used. It's a shame we don't use them normally anymore; that clarification could be quite helpful sometimes!

I have alluded to subject case, possessive case, and object case in English. Latin actually has five common cases*:

Nominative: Indicates the subject of the sentence, or the predicate (with a linking verb)

Oswald killed the dragon. That brave knight is *Oswald.*

Genitive: Indicates possession and a few other things

Oswald's sword is sharp and glittering.

Dative: Indicates indirect object

The rescued princess gave *Oswald* a kiss (or, gave a kiss to *Oswald*).

Accusative: Indicates direct object; also can be used for object of certain prepositions

The dragon espied *Oswald* from afar.

Ablative: Can indicate a number of things, including object of the preposition (uses of the ablative will be taught throughout these books)

The trusty hound came with *Oswald.*

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* Technically, there are seven cases once you include the vocative (direct address, as in "*O king*, live forever") and locative ("I got this scarf *in Paris*"). However, these cases are easily learned as they appear. The vocative is introduced in *KL1* Lesson 11, and the locative will be discussed in *KL2* Lesson 14.

NOUNS: Part 2

1. ***Declensions:*** There are five families or declensions of Latin nouns. Just as each verb is "born" into a particular conjugation, so also a Latin noun is born into its own declension. Each declension has its own set of endings which will be covered in this book. Examples of each declension follow:

First Declension: *fēmina, -ae* (f) woman

Second Declension: *equus, -ī* (m) horse

Third Declension: *dracō, dracōnis* (m) dragon

Fourth Declension: *fructus, -ūs* (m) fruit

Fifth Declension: *diēs, -ēī* (m) day

2. ***Dictionary Listing:*** Most Latin dictionaries will list nouns in a manner similar to that above. The first part given is the nominative case of the noun; the second word or part of a word is the genitive. With these two cases you can determine two things: which declension the noun belongs to, and what the stem of the noun is. Nouns beginning *-a, -ae* are in the first declension; those starting out *-us, -ī* (or *-r, -ī*) are second declension; and so on. The stem of the noun is determined by looking at the genitive case and removing the genitive singular ending. In the examples above, the stems of the nouns are as follows:

fēmin-

equ-

dracōn-

fruct-

di-

The next bit of information given in a dictionary listing is an (m), (f), or (n), which stands for masculine, feminine, or neuter, and of course tells you the gender of the noun.

Brief Notes on the Other Parts of Speech

Pronouns

As in English, in Latin a pronoun is a word that takes the place of a noun.

1. ***Personal:*** A personal pronoun refers back to (or takes the place of) a noun. *I*, *you*, *he*, *she*, *it*, *we*, and *they* are all personal pronouns. Many Latin personal pronouns will look familiar to anyone who has studied a modern Romance language: *ego* (I), *tū* (you), *is* (he), *ea* (she), *id* (it), *nōs* (we), *vōs* (you plural), and *eī* (they).

2. ***Demonstrative:*** A demonstrative pronoun points to someone or something, such as *this* or *that* in English. Latin has several demonstrative pronouns which you will come to know and love.

3. ***Relative:*** A relative pronoun points back to a noun (called its antecedent), as in this sentence: Oswald, **who** killed the dragon, will marry the princess. The relative pronoun will be taught in Lesson 3.

4. ***Reflexive:*** A reflexive pronoun points back to the subject. In the sentence *He hurt him*, "him" is a personal pronoun obviously referring to someone other than the subject. In *He hurt himself*, "himself" is a reflexive pronoun referring back to the subject. In English this can sometimes get confusing, but Latin is so much clearer. For example, in the sentence *He said that he killed the dragon*, it is unclear whether the speaker is the dragon-slayer or whether he is referring to another person. In Latin, however, the meaning would be quite clear since the reflexive pronoun (*se*) is a different word than the personal pronoun that would be used in this example (*eum*).

5. ***Interrogative:*** An interrogative pronoun is used to ask a question. In English, we readily think of *Who?* and *What?*, as in **Who** *did it?* and **What** *did she say?* Latin also has interrogative pronouns, which can be used not only in direct questions (such as those English examples), but also in indirect ones: *I know* **who** *did it* or *He didn't hear* **what** *she said*.

6. ***Indefinite:*** An indefinite pronoun refers back to an unspecified antecedent. **Someone** *broke my favorite mug. She knows* **something** *bad about him.* **Anyone** *could have said that. I didn't do* **anything**.

7. ***Intensive:*** An intensive pronoun emphasizes another noun or pronoun. *I* **myself** *ate the last piece of cake. We saw the man* **himself**. Notice that in English the intensive pronoun (*myself, himself,* etc.) is the same as the reflexive. Context, of course, determines which is being used.

Adjectives

An adjective modifies (in other words, describes) a noun. In English, we show that an adjective goes with a noun by word order: *The* **brave** *knight approached the* **fiery** *dragon*. In Latin, although word order can be helpful in determining which noun the adjective is modifying, the true test is if the adjective matches the noun in gender, number, and case. Those three things should sound familiar, because yes, they are the three attributes of a noun. If the noun is masculine, singular, and genitive (e.g., *virī*, "of the man, the man's"), then the adjective must also be masculine, singular, and genitive: *virī fortis*, "of the brave man, the brave man's." Notice that in this example the endings of the two words are not identical (that's because they are from different declensions), but that does not matter—they match in gender, number, and case. This fundamental concept (drilled in *KL1*) will be reviewed again.

One other thing to note with adjectives is that sometimes they can stand on their own and act as nouns. We can use substantive adjectives in English as well, when we say "blessed are the merciful"—meaning of course "the merciful people."

Adverbs

As in English, a Latin adverb can modify a verb, adjective, or other adverb. You will be pleased to learn that Latin adverbs are indeclinable—that is, they only have one form, and that's it.

Prepositions

A preposition introduces a prepositional phrase (original term, isn't it?) with a noun, pronoun, or substantive adjective (called the object of the preposition). A prepositional phrase describes a noun or verb by conveying some sort of spatial or temporal relationship: *He looked fearlessly **into** the dragon's eyes. The dragon flew **over** the castle. The duel was **at** high noon.*

In Latin, the preposition itself is indeclinable. The preposition, however, will take an object either in the accusative or ablative case. When students learn a preposition in their vocabulary list, they should also learn which case it takes. *Ad*, meaning "to, towards" is followed by the accusative case, so if I wanted to say "toward the dragon," I would need to put "dragon" in the accusative: *ad dracōnem*. Other prepositions, such as *cum*, "with," take the ablative: "with the dragon" becomes *cum dracōne*. A few prepositions take both accusative and ablative, usually with a slight difference of meaning between the two. The Latin preposition *in* means "into, against" when followed by the accusative, but "in, on" with the ablative.

Although each preposition should be learned individually, there are patterns: prepositions taking accusative often indicate motion toward, whereas prepositions taking ablative can indicate rest or separation. However, these patterns are only loosely applicable, so the only sure way to identify the case of the object of any given preposition is to memorize it.

Conjunctions

A conjunction joins words, phrases, or sentences together. Latin conjunctions are indeclinable.

Interjections

An interjection is a word expressing emotion and is grammatically unconnected to the sentence. Some English examples would be *Alas! Hey! Ouch!* and, of course, swear words. Latin interjections are also indeclinable.

1

UNIT ONE
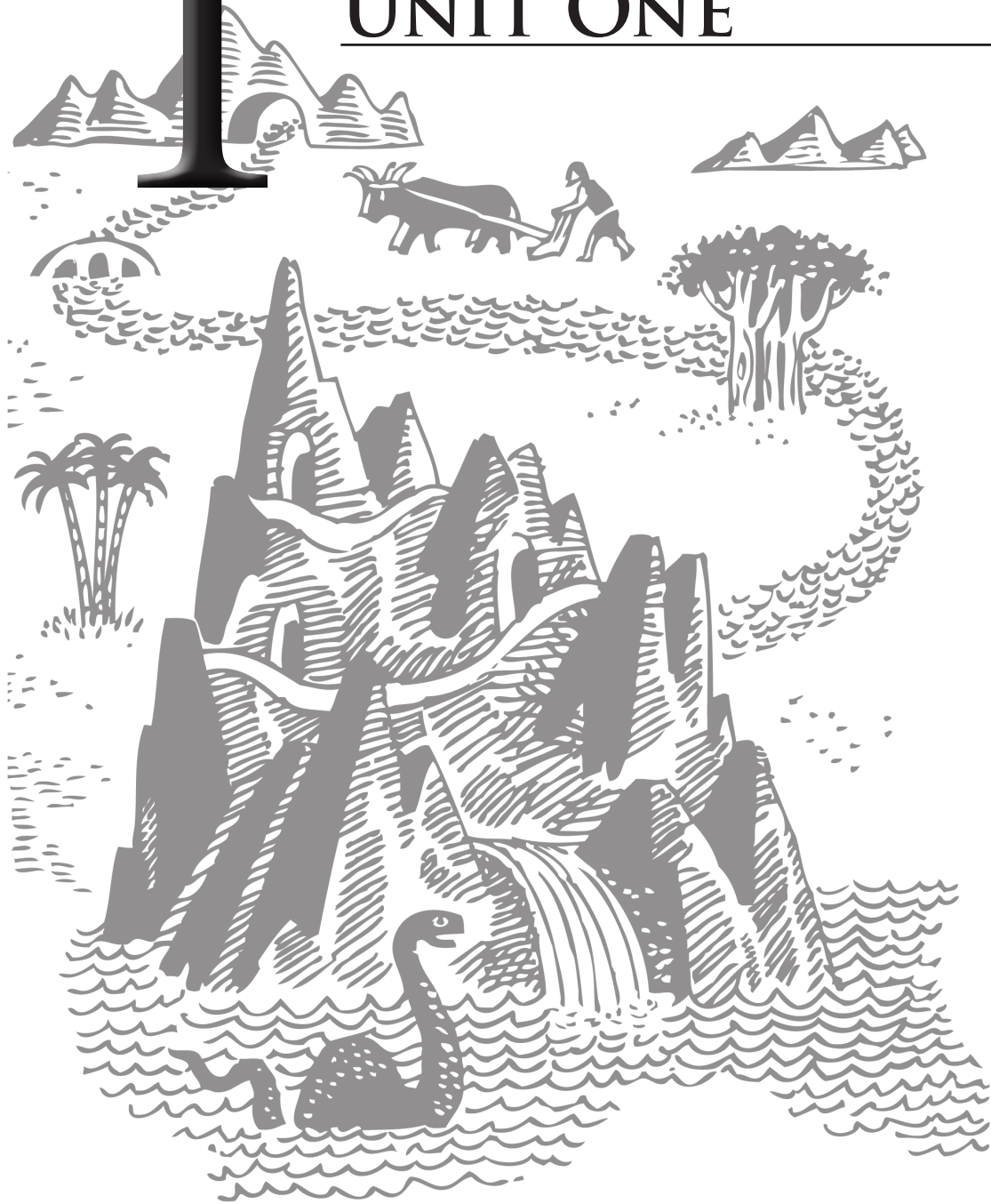
UNIT 1: GOALS

Lessons 1–8

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

- Decline the relative pronoun and translate it in a relative clause
- Decline and translate the intensive pronoun
- Understand, form, and translate comparative adjectives and adverbs, both regular and irregular
- Identify and translate the dative of possession
- Form and translate the present passive infinitive
- Recognize, form, and translate deponent verbs
- Recognize, form, and translate Latin questions

LESSON 1
Review of Verbs

1. Word List

In this lesson and next, your students will be reviewing ALL (well, as many words as possible) of the vocabulary from last year. This lesson's words are all verbs, adverbs, prepositions, and conjunctions.

2. Derivatives & Memory Helps

None this lesson—look out for "problem" words; i.e., words that much of the class can't remember or a word that one student has to look up repeatedly. Review these over the next few lessons until they settle in.

3. Memorization

Over the course of this unit, students will memorize the Ten Commandments, abridged from Exodus 20:2–17 in the Vulgate. Because of the varying lengths of each commandment, some lessons will have more words to memorize than others. Plan ahead and spend a little more time on the memorization for those lessons. The Ten Commandments also provide a good opportunity to review the future tense of verbs in the various conjugations (and it will introduce students to relative pronouns, deponent verbs, and a subjunctive, all of which will be taught later on).

The translation below is fairly literal (so that your students can see the meaning of the Latin words), and thus it will differ at a few points from the "standard" English version your students may have memorized in Sunday school.*

Lesson 1

Ego sum Dominus Deus tuus qui eduxi te dē terra Aegypti dē domo servitutis.

I am the Lord your God who led you out of the land of Egypt, out of the house of slavery.

1. Non habebis deos alienos coram me.

You shall have no foreign gods before me.

Lesson 2

2. Non facies tibi sculptile neque omnem similitudinem quae est in caelo desuper et quae in terra deorsum nec eorum quae sunt in aquis sub terra.

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* Latin text abridged from http://www.thelatinlibrary.com/bible/exodus.shtml20.

You shall not make for yourself an engraved [image] nor any likeness which is in heaven above nor which [is] on the earth below nor of those things which are in the waters under the earth.

Lesson 3

3.   Non adsumes nomen Domini Dei tui in vanum.

You shall not take the name of your Lord God in vain.

4.   Memento ut diem sabbati sanctifices.

Remember to sanctify the Sabbath day.

Lesson 4

5.   Honora patrem tuum et matrem tuam ut sis longevus super terram quam Dominus Deus tuus dabit tibi.

Honor your father and your mother that you may be long-lived upon the land which the Lord your God will give to you.

Lesson 5

6.   Non occides.

You shall not kill.

7.   Non moechaberis.

You shall not commit adultery.

8.   Non furtum facies.

You shall not commit theft.

Lesson 6

9.   Non loqueris contra proximum tuum falsum testimonium.

You shall not speak false testimony against your neighbor.

Lesson 7

10. Non concupisces domum proximi tui nec desiderabis uxorem eius non servum non ancillam non bovem non asinum nec omnia quae illius sunt.

You shall not covet your neighbor's house nor desire his wife nor [his] servant nor [his] maidservant nor [his] cow nor [his] donkey nor any of the things which are his.

4. Grammar

This first lesson's review will focus primarily on verbs—the entire indicative system in all tenses and moods, as well as the five verb conjugations. Since the summer can take a greater toll on some students' memories, pay close attention to which verb tenses or conjugations are causing them trouble, or if someone has difficulty with passive verbs, or if another student can't remember how to fill out a verb synopsis. In addition to the basic workings of verbs, students will also review how to translate.

5. Worksheet

Have students follow the directions given to complete the worksheet.

I have included 100 out of 222 words from last year in the vocabulary chart and have endeavored to use much of the rest in the paradigms and sentences. Because nouns and adjectives will not be reviewed fully until next lesson, I have employed basic and (hopefully) familiar nouns in the sentences and translation. Also, this is your chance to get creative as the teacher. Simply giving the students the 100 words to translate is a bit brutal (not to mention tedious). So play plenty of review games with these 100 words, whether it's as simple as a timed test for some of them, or Latin Pictionary, or having them quiz each other. The most important thing will be for students to take note of words they have forgotten from last year so that they can relearn them before moving on to new vocabulary words in Lesson 3.

6. Quiz

Administer Quiz 1 when you have finished teaching the material in the lesson.

Worksheet 1

The worksheet will focus primarily on verbs—the entire indicative system in all tenses and moods, as well as the five verb conjugations. As you go through the worksheet, pay close attention to which verb tenses or conjugations are causing you trouble. In particular, make sure you get third and fourth conjugation verbs right, as well as passives.

A. Vocabulary Review

1. ac: **and, and also**
2. āiō: **I say, assert, affirm**
3. agō: **I do, act, drive**
4. appellō: **I name, call**
5. ardeō: **I burn**
6. audiō: **I hear, listen to**
7. bene: **well**
8. cantō: **I sing**
9. captō: **I hunt**
10. cēdō: **I go, move, yield**
11. certātim: **eagerly**
12. clam: **secretly**
13. cōgitō: **I think**
14. cōgō: **I force, compel**
15. crēdō: **I believe**
16. creō: **I create**
17. cupiō: **I wish (for), desire**
18. cūrō: **I care for**
19. dēclārō: **I declare, make clear, explain**
20. deinde: **next**
21. dēfendō: **I defend**
22. dēligō: **I pick, choose**
23. dīcō: **I say, speak**
24. diū: **for a long time**
25. doceō: **I teach**
26. dormiō: **I sleep**
27. ecce: **behold**
28. ergo: **therefore**
29. etiam: **even, also**
30. exspectō: **I wait for**
31. festīnō: **I hasten, hurry**
32. fleō: **I weep**
33. fortasse: **perhaps**
34. fugiō: **I flee, run away**
35. gerō: **I bear, carry on**
36. habeō: **I have, hold**
37. herī: **yesterday**
38. iaceō: **I lie (flat)/down**
39. iam: **now, already**
40. ibī: **there**
41. interim: **meanwhile, in the meantime**
42. inveniō: **I come upon, find**
43. itaque: **therefore**
44. iterum: **again**

45. iungō: **I join/unite /yoke**

46. līberō: **I set free**

47. lūdō: **I play, tease, trick**

48. magnoperē: **greatly**

49. male: **badly**

50. māneō: **I remain**

51. minūtātim: **gradually**

52. modo: **only, just, merely**

53. mordeō: **I bite, sting**

54. mox: **soon**

55. narrō: **I tell**

56. nec (neque): **and not, nor**

57. nesciō: **I do not know**

58. nō: **I swim**

59. numquam: **never**

60. nuntiō: **I announce, declare**

61. occupō: **I seize**

62. oppugnō: **I attack**

63. paene: **almost**

64. pōnō: **I put, place**

65. possum: **I am able, can**

66. postea: **afterwards**

67. quam: **as, than, how**

68. quando: **when (?), ever; since, because**

69. -que: **and**

70. quia: **because**

71. quod: **because**

72. quōmodo: **how, in what way**

73. quoniam: **because, since**

74. rēgō: **I rule**

75. removeō: **I remove, take away**

76. reptō: **I crawl, creep**

77. resurgō: **I rise again**

78. rīdeō: **I laugh, smile**

79. saepe: **often**

80. satis: **enough**

81. sed: **but**

82. semper: **always**

83. sēū/sīve: **or**

84. sī: **if**

85. sīcut: **as, just as**

86. spectō: **I look at**

87. stō: **I stand**

88. superō: **I conquer**

89. surgō: **I (a)rise**

90. tangō: **I touch, strike**

91. terreō: **I frighten, terrify**

92. torreō: **I parch**

93. ubi: **where (?), when**

94. undique: **on/from all sides**

95. valeō: **I am well/strong**

96. vertō: **I turn, change**

97. videō: **I see**

98. vincō: **I defeat, conquer**

99. vīvō: **I live**

100. volō: **I fly**

B. Grammar

1. Verb Endings: Write out all of the verb endings you learned last year. Try to do it from memory first and only then look up any you can't remember in the back of the book.

PRESENT ACTIVE	SINGULAR	PLURAL
1ST	-ō	-mus
2ND	-s	-tis
3RD	-t	-nt

PRESENT PASSIVE	SINGULAR	PLURAL
1ST	-r	-mur
2ND	-ris	-minī
3RD	-tur	-ntur

IMPERFECT ACTIVE	SINGULAR	PLURAL
1ST	-bam	-bamus
2ND	-bās	-bātis
3RD	-bat	-bant

IMPERFECT PASSIVE	SINGULAR	PLURAL
1ST	-bar	-bāmur
2ND	-bāris	-bāminī
3RD	-bātur	-bantur

FUTURE ACTIVE	SINGULAR	PLURAL
1ST	-bō / -am	-bimus / -ēmus
2ND	-bis / -ēs	-bitis / -ētis
3RD	-bit / -et	-bunt / -ent

FUTURE PASSIVE	SINGULAR	PLURAL
1ST	-bor / -ar	-bimur / -ēmur
2ND	-beris / -ēris	-biminī / -ēmini
3RD	-bitur / -ētur	-buntur / -entur

PERFECT ACTIVE	SINGULAR	PLURAL
1ST	-ī	-imus
2ND	-istī	-istis
3RD	-it	-ērunt

PERFECT PASSIVE	SINGULAR	PLURAL
1ST	*4th principal part (sg.)* + sum	*4th p. p. (pl.)* + sumus
2ND	*4th p. p. (sg.)* + es	*4th p. p. (pl.)* + estis
3RD	*4th p. p. (sg.)* + est	*4th p. p. (pl.)* + sunt

PLUPERFECT ACTIVE	SINGULAR	PLURAL
1ST	-eram	-erāmus
2ND	-erās	-erātis
3RD	-erat	-erant

PLUPERFECT PASSIVE	SINGULAR	PLURAL
1ST	*4th p. p. (sg.)* + eram	*4th p. p. (pl.)* + -erāmus
2ND	*4th p. p. (sg.)* + erās	*4th p. p. (pl.)* + erātis
3RD	*4th p. p. (sg.)* + erat	*4th p. p. (pl.)* + erant

FUTURE PERF. ACTIVE		
	SINGULAR	PLURAL
1ST	-erō	-erimus
2ND	-eris	-eritis
3RD	-erit	-erint

FUTURE PERFECT PASSIVE		
	SINGULAR	PLURAL
1ST	*4th p. p. (sg.)* + erō	*4th p. p. (pl.)* + erimus
2ND	*4th p. p. (sg.)* + eris	*4th p. p. (pl.)* + eritis
3RD	*4th p. p. (sg.)* + erit	*4th p. p. (pl.)* + erunt

2. Do a synopsis (remember those?) of *amō* in the 2nd person plural, then give the imperatives.

	INDICATIVE			
	ACTIVE		PASSIVE	
	LATIN	ENGLISH	LATIN	ENGLISH
PRES-ENT	amātis	you (pl.) love	amāminī	you (pl.) are (being) loved
IMPERF.	amābātis	you (pl.) were loving	amābāminī	you (pl.) were (being) loved
FUTURE	amābitis	you (pl.) will love	amābiminī	you (pl.) will be loved
PERFECT	amāvistis	you (pl.) (have) loved	amātī/ae/a estis	you (pl.) were/have been loved
PLUPRF.	amāverātis	you (pl.) had loved	amātī/ae/a erātis	you (pl.) had been loved
FUT. PRF.	amāveritis	you (pl.) will have loved	amātī/ae/a eritis	you (pl.) will have been loved

IMP.	SG.	amā!	*love!*		
	PL.	amāte!	*love! (pl.)*		

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3. Now that you're warmed up, do another synopsis of *capiō* in the 3rd person singular and give imperatives.

		INDICATIVE			
		ACTIVE		PASSIVE	
	LATIN	ENGLISH	LATIN	ENGLISH	
PRES-ENT	capit	he captures	capitur	he is (being) captured	
IMPERF.	capiēbat	he was capturing	capiēbatur	he was (being) captured	
FUTURE	capiet	he will capture	capiētur	he will be captured	
PERFECT	cēpit	he (has) captured	captus/a/um est	he was (has been) captured	
PLUPRF.	cēperat	he had captured	captus/a/um erat	he had been captured	
FUT. PRF.	cēperit	he will have captured	captus/a/um erit	he will have been captured	

IMP.	SG.	cape!	*lead!*		
	PL.	capite!	*lead! (pl.)*		

4. Preposition Review: Translate the following prepositions, putting the meaning in the appropriate column(s). (That is, if the preposition takes accusative, write down the preposition's meaning in the accusative column and not the ablative.)

PREPOSITION	WITH ACCUSATIVE	WITH ABLATIVE
1. ā		**(away) from, by**
2. ante	**before**	
3. contrā	**against**	
4. cōram		**in the presence of, before**
5. cum		**with**
6. dē		**(down) from, concerning**
7. ex		**out of, from**
8. in	**into, against**	**in, on**

9. inter	between	
10. iūxtā	near (to)	
11. per	through	
12. post	after	
13. prō		in front of, for
14. prope	near	
15. propter	because of	
16. secundum	according to	
17. sine		without
18. sub	(up) under, close to	below, under(neath), at the foot of
19. super	over, above	
20. suprā	above, over	
21. trāns	across	

C. Memorization: Fill in the blanks

Fill in the blanks to complete the Prologue and the First of the Ten Commandments.

Ego **sum Dominus Deus** _____ tuus qui **eduxi** _____ te dē terra **Aegypti dē** _____

domo **servitutis** _____ .

1. Non **habebis** _____ deos **alienos coram** _____ me.

D. English to Latin Translation

1. At that time the women had worshipped many evil gods and were destroyed.

   Tum fēminae multōs deōs malōs adōrāverant et dēlētae erant.

2. I do not eat dogs; I will choose the bread.

   [Ego] canēs nōn mandūcō; [ego] pānem deligam.

3. The poet is beginning to love the queen but she will never love him.

    Poēta rēgīnam amāre incipit sed [ea] eum numquam amābit.

4. Tomorrow you (pl.) will have finally forgiven the boys' words.

    [Vōs] verba puerōrum crās dēnique dīmīseritis.

5. We were daring to hide the pirates' money and it was never found.

    Pecūniam pīrātārum occultāre audēbāmus et [ea] numquam inventa est. *[N.B.: The "it" here is translated with the feminine* ea *and* inventa *because* pecūnia *is feminine in gender.]*

6. O beautiful girl, you say "goodbye" but I say "hello."

    Ō pulchra puella, [tū] "valē" ais [*or* dīcis] sed [ego] "salvē" āiō [*or* dīcō].

7. Together the brothers were tying [up] the wild pig and were being wounded by it.

    Frātrēs porcum ferum ūnā vinciēbant et ab eō vulnerābantur.

8. Why do you run and hurry away from me, handsome sailor?

    Cūr [tū] ab mē curris et properās [*or* festīnās], nauta pulcher?

9. Moreover, I have come with love in my heart and I will sing many songs of love.

    [Ego] autem cum amōre in corde meō vēnī et multa carmina amōris cantābō.

10. God made the heavens and the earth and said, "It is good."

    Deus caela terramque [*or* caela et terram] fēcit [*or* creāvit] et "Est bonum" dīxit.

E. Latin to English Translation

1   Ōlim malus dracō omnem terram cremābat et castellum etiam vastāverat. Rēx rēgīnaque ululāvērunt et dīxērunt: "Heu! Nōs pulchram terram ōlim gubernāvimus et pācem habuimus; hōdie caelum atrum est. Quid nōs et terram nostram servāre potest?" Rēx vetus erat et nōn iam pugnāre poterat. Ergo omnēs virōs rogāvit, "Vōs hunc dracōnem necābitis?" sed nihil rēspondērunt. Sed ūnus fortis, Oswaldus,

5   rēspondit: "Crās hunc dracōnem domābō et necābō aut necābor!" Rēx dīxit: "Quid tibi dabimus sī eum necābis?" Oswaldus, "Nihil," ait, "rogō. Servāre terram meam et populum meum et rēgem meum modo cupiō." Ad villam ambulāvit et eius cor et mentem et gladium parāvit. Mater eius eī vīnum forte

dedit sed malum erat et id nōn potāre potuit. *Proximō* diē Oswaldus gladium cēpit et malum vīnum et
ad spēluncam dracōnis appropinquāvit. Dracō ignem ad eum iaciēbat, sed Oswaldus dīxit: "Ō magne

10   dracō, tibi dōnum ferō—hoc vīnum mīrum!" Dracō avārus omne vīnum potāvit, statim dormīvit, et
gladiō Oswaldī necātus est. Deinde rēx dīxit: "Veterēs sumus et līberōs nōn habēmus. Itaque Oswaldus
proximus rēx erit!" Omnēs gaudēbant quod servātī erant.

Glossary:
proximus, -a, -um: next

**Once an evil dragon was burning all the land and had also laid waste the castle. The king and queen
howled and said, "Alas! Once we governed a beautiful land and had peace; today the sky is black. What
can save us and our land?" The king was old and could no longer fight. Therefore he asked all the
men of the land, "Will you kill this dragon?" but they answered nothing. But one brave man, Oswald,
answered: "Tomorrow I will tame and slay this dragon or be killed!" The king said, "What will we give
you if you [will] slay him?" Oswald said, "I ask for nothing. I only want to save my land and my people
and my king." He walked to his farmhouse and prepared his heart and mind and sword. His mother
gave him strong wine, but it was bad and he could not drink it. The next day Oswald took [his] sword
and the bad wine and approached the dragon's cave. The dragon was hurling fire at him but Oswald
said, "O great dragon, I bring you a gift—this wonderful wine!" The greedy dragon drank all the wine,
immediately slept, and was killed by the sword of Oswald. Then the king said, "We are old and do not
have children. Therefore Oswald will be the next king!" All rejoiced because they had been saved.**

Lesson 1 Quiz (55 points)

A. Vocabulary (10 points)

1. I worship: **colō**
2. inter (+**acc.**): **between**
3. cēdō: **I go, move, yield**
4. soon: **mox**
5. audiō: **I hear, listen to**
6. bene: **well**
7. I see: **videō**
8. crēdō: **I believe**
9. diū: **for a long time**
10. perhaps: **fortasse**

B. Grammar (21 points)

Do a synopsis of *dūcō, dūcere, dūxī, ductum* in the 3rd person plural.

		ACTIVE		PASSIVE	
		LATIN	ENGLISH	LATIN	ENGLISH
INDICATIVE	PRESENT	dūcunt	they lead	dūcuntur	they are (being) led
	IMPERF.	dūcēbant	they were leading	dūcēbantur	they were (being) led
	FUTURE	dūcent	they will lead	dūcentur	they will be led
	PERFECT	dūxērunt	they (have) led	ductī/ae/a sunt	they were/have been led
	PLUPRF.	dūxerant	they had led	ductī/ae/a erant	they had been led
	FUT. PRF.	dūxerint	they will have led	ductī/ae/a erunt	they will have been led

IMP.	SG.	dūce!	*lead!*		
	PL.	dūcite!	*lead! (pl.)*		

C. Translation (20 points)

1. The dragon was flying toward the castle but was killed by the king.

   <u>**Dracō malus ad castellum volābat sed ab rēge necātus est.**</u>

2. Agricola rēgīnam diū amāverat sed ea pīrātam amāvit; pīrāta autem ab dracōne parvō amātus est.

   <u>**The farmer had loved the queen for a long time, but she loved a pirate; the pirate however was loved**</u>

   <u>**by a little dragon.**</u>

D. Memorization (4 points)

Write out the Prologue and the First of the Ten Commandments from memory.

<u>**Ego sum Dominus Deus tuus qui eduxi te dē terra Aegypti dē domo servitutis.**</u>

<u>**1. Non habebis deos alienos coram me.**</u>

LESSON 2

Review of Nouns, Pronouns, Adjectives, and Demonstratives

1. Word List

This lesson your students will be reviewing the 348 nouns, pronouns, adjectives, and demonstratives that they learned last year—well, as many of those words as they can. One hundred of them appear on the vocabulary section of the worksheet, and others will be used in the grammar and translation portions. Some of these words were reviewed last lesson alongside the verbs, adverbs, and prepositions.

2. Derivatives & Memory Helps

None this lesson—look out for "problem" words; i.e., words that much of the class can't remember or a word that one student has to look up repeatedly. Review these over the next few lessons until they settle in.

3. Memorization

2. *Non facies tibi sculptile neque omnem similitudinem quae est in caelo desuper et quae in terra deorsum nec eorum quae sunt in aquis sub terra.*

You shall not make for yourself an engraved [image] nor any likeness which is in heaven above nor which [is] on the earth below nor of those things which are in the waters under the earth.

4. Grammar

You will be reviewing all five declensions of nouns, the three declensions of adjectives (First/Second Declension Adjectives and Third Declension Adjectives), personal pronouns, numerals, and the demonstratives *hoc, ille,* and *iste*.

5. Worksheet

Have students follow the directions given to complete the worksheet.

Like last lesson, there is a trireme-load of review vocabulary and grammar in this worksheet. If you see your students growing weary, make it a game—any game. Divide the class into two teams and have a student from each team come up to the board to write out

paradigms the fastest. Do an "around-the-world" style game with the vocabulary section. Have students shout out chants while doing jumping jacks. And, as always, pay close attention to which concepts are causing trouble—*now* is the time to fix any potholes before you proceed to new material!

6. Quiz

Administer Quiz 2 when you have finished teaching the material in the lesson.

Worksheet 2

The worksheet will focus primarily on nouns. As you go through the worksheet, pay close attention to the noun declensions that give you the most trouble. The third declension is difficult, but also make sure you get the fourth and fifth declensions right as well.

A. Vocabulary

Give the meaning of these Latin words. First go through all of them without looking any up and see how many you remember from last year; then go back through and correct yourself using the glossary in the back of the book.

1. ācer: **sharp**
2. ager: **field**
3. āla: **wing**
4. albus: **(dead) white**
5. amita: **aunt**
6. animus: **mind**
7. aqua: **water**
8. argenteus: **silver**
9. asinus: **donkey**
10. aurum: **gold**
11. avia: **grandmother**
12. avus: **grandfather**
13. bellum: **war**
14. bonus: **good**
15. caecus: **blind**
16. calidus: **warm**
17. canis: **dog**
18. cantus: **song, singing**
19. caput: **head**
20. cārus: **dear, beloved**

21. cāsus: **event, misfortune**
22. centaurus: **centaur**
23. cibus: **food**
24. cōnsilium: **plan, counsel**
25. cor: **heart**
26. corpus: **body**
27. diēs: **day**
28. dīvitiae: **wealth**
29. domus: **house, home**
30. dulcis: **sweet**
31. ēgregius: **outstanding, excellent**
32. eques: **knight**
33. exercitus: **army**
34. faciēs: **shape, face**
35. facilis: **easy**
36. fātum: **fate**
37. fenestra: **window**
38. fidēs: **faith**
39. fīdus: **faithful**
40. flōs: **flower**

41. fortis: **strong, brave**

42. frūmentum: **grain, (pl.) crops**

43. gelidus: **cold, icy**

44. geminus: **twin**

45. soror: **sister**

46. gladius: **sword**

47. grātia: **grace, thanks**

48. harēna: **sand, beach**

49. homo: **man**

50. hostis: **enemy (of state)**

51. Iēsus: **Jesus**

52. improbus: **wicked**

53. inimīcus: **personal enemy**

54. īrātus: **angry, wrathful**

55. iter: **journey, road**

56. lac: **milk**

57. lātus: **wide**

58. liber: **book**

59. littera: **letter**

60. lītus: **shore, shoreline**

61. lūx: **light**

62. malus: **bad, evil**

63. māter: **mother**

64. mensa: **table**

65. meus: **my, mine**

66. miser: **wretched**

67. mors: **death**

68. mundus: **world**

69. niger: **(shining) black**

70. novus: **new**

71. ōceanus: **ocean**

72. onus: **burden**

73. orbus: **orphan**

74. pastor: **shepherd**

75. patruēlis: **cousin**

76. paucī: **few**

77. pāx: **peace**

78. piscis: **fish**

79. porcus: **pig**

80. proelium: **battle**

81. rēgia: **palace**

82. rēs: **thing**

83. saeculum: **generation**

84. sanctus: **holy, sacred**

85. sīca: **curved dagger**

86. sōl: **sun**

87. spīritus: **spirit, breath**

88. tempestās: **weather, storm**

89. tigris: **tiger**

90. trīstis: **sad, gloomy**

91. unda: **wave**

92. valles: **valley**

93. vēritās: **truth**

94. vesper: **evening, evening star**

95. vetus: **old**

96. vidua: **widow**

97. virgō: **maiden, young woman**

98. vīta: **life**

99. vōx: **voice**

100. vultus: **face, expression**

2. Numerals: Fill in the chart below with the appropriate Latin and English numbers.

ROMAN NUMERAL	LATIN ORDINAL	ENGLISH ORDINAL	LATIN CARDINAL	ENGLISH CARDINAL
I	**ūnus**	one	prīmus	**first**
II	duo	**two**	**secundus**	second
III	trēs	**three**	**tertius**	third
IV (IIII)	**quattuor**	four	**quārtus**	**fourth**
V	**quinque**	five	quīntus	**fifth**
VI	sex	six	**sextus**	**sixth**
VII	septem	**seven**	**septimus**	seventh
VIII	octō	**eight**	**octāvus**	**eighth**
IX (VIIII)	**novem**	nine	**nōnus**	ninth
X	decem	ten	**decimus**	**tenth**
XI	**ūndecim**	**eleven**	ūndecimus	eleventh
XII	**duodecim**	**twelve**	**duodecimus**	twelfth
XIII	**tredecim**	thirteen	tertius decimus	**thirteenth**
XIV (XIIII)	quattuordecim	**fourteen**	**quārtus decimus**	fourteenth
XV	quīndecim	fifteen	**quīntus decimus**	**fifteenth**
XVI	**sēdecim**	**sixteen**	sextus decimus	sixteenth
XVII	septendecim	seventeen	**septimus decimus**	**seventeenth**
XVIII	**duodēvīgintī**	**eighteen**	duodēvīcēsimus	eighteenth
XIX (XVIIII)	**ūndēvīgintī**	nineteen	ūndēvīcēsimus	nineteenth
XX	**vīgintī**	**twenty**	**vīcēsimus**	**twentieth**
XXI	vīgintī ūnus	twenty-one	**vīcēsimus prīmus**	twenty-first
L	**quīnquāgintā**	**fifty**	quīnquāgēsimus	fiftieth
C	**centum**	**hundred**	centēsimus	**hundredth**
D	quīngentī	**five hundred**	**quīngentēsimus**	**five hundredth**
M	**mīlle**	**thousand**	mīllēsimus	**thousandth**

B. Grammar

1. Write out all the endings for all the declensions (from memory if you can).

1ST DECL.		
NOM.	-a	-ae
GEN.	-ae	-ārum
DAT.	-ae	-īs
ACC.	-am	-ās
ABL.	-ā	-īs
VOC.	-a	-ae

2ND DECL. M.		
NOM.	-us/-r/-ius	-ī
GEN.	-ī	ōrum
DAT.	-ō	-īs
ACC.	-um	-ōs
ABL.	-ō	-īs
VOC.	-e/-r/-ī	-ī

2ND DECL. N.		
NOM.	-um	-a
GEN.	-ī	ōrum
DAT.	-ō	-īs
ACC.	-um	-a
ABL.	-ō	-īs
VOC.	-um	-a

3RD DECL. M./F.		
NOM.	X	-ēs
GEN.	-is	-um
DAT.	-ī	-ibus
ACC.	-em	-ēs
ABL.	-e	-ibus
VOC.	X	-ēs

3RD DECL. N.		
NOM.	X	-a
GEN.	-is	-um
DAT.	-ī	-ibus
ACC.	X	-a
ABL.	-e	-ibus
VOC.	X	-a

3RD DECL. I-STEM M./F.		
NOM.	X	-ēs
GEN.	-is	-ium
DAT.	-ī	-ibus
ACC.	-em	-ēs
ABL.	-e/-ī	-ibus
VOC.	X	-ēs

3RD DECL. I-STEM N.		
NOM.	X	-ia
GEN.	-is	-ium
DAT.	-ī	-ibus
ACC.	X	-ia
ABL.	-ī	-ibus
VOC.	X	-ia

4TH DECL. M./F.		
NOM.	-us	-ūs
GEN.	-ūs	-uum
DAT.	-uī	-ibus
ACC.	-um	-ūs
ABL.	-ū	-ibus
VOC.	-us	-ūs

4TH DECL. N.		
NOM.	-ū	-ua
GEN.	-ūs	-uum
DAT.	-ū	-ibus
ACC.	-ū	-ua
ABL.	-ū	-ibus
VOC.	-ū	-ua

5TH DECL.		
NOM.	-ēs	-ēs
GEN.	-ēī	-ērum
DAT.	-ēī	-ēbus
ACC.	-em	-ēs
ABL.	-ē	-ēbus
VOC.	-ēs	-ēs

2. Decline the following phrases. (And remember, demonstratives do not have a vocative form.)

a. That big mouth, *istud ōs magnum*

	LATIN SINGULAR	LATIN PLURAL
NOM.	istud ōs magnum	ista ōra magna
GEN.	istius ōris magnī	istōrum ōrum magnōrum
DAT.	istī ōrī magnō	istīs ōribus magnīs
ACC.	istud ōs magnum	ista ōra magna
ABL.	istō ōre magnō	istīs ōribus magnīs
VOC.	[Ō] ōs magnum	[Ō] ōra magna

b. This unlucky sailor, *hic īnfēlix nauta*

	LATIN SINGULAR	LATIN PLURAL
NOM.	hic īnfēlix nauta	hī īnfēlicēs nautae
GEN.	huius īnfēlicis nautae	hōrum īnfēlicium nautārum
DAT.	huic īnfēlicī nautae	hīs īnfēlicibus nautīs
ACC.	hunc īnfēlicem nautam	hōs īnfēlicēs nautās
ABL.	hōc īnfēlice nautā	hīs īnfēlicibus nautīs
VOC.	[Ō] īnfēlix nauta	[Ō] īnfēlicēs nautae

c. That tired bird, *illa avis fessa*

	LATIN SINGULAR	LATIN PLURAL
NOM.	illa avis fessa	illae avēs fessae
GEN.	illīus avis fessae	illārum avium fessārum
DAT.	illī avī fessae	illīs avibus fessīs
ACC.	illam avem fessam	illās avēs fessās
ABL.	illā ave fessā	illīs avibus fessīs
VOC.	[Ō] avis fessa	[Ō] avēs fessae

d. This small fear, *is parvus metus*

	LATIN SINGULAR	LATIN PLURAL
NOM.	is parvus metus	eī parvī metūs
GEN.	eius parvī metūs	eōrum parvōrum metuum
DAT.	eī parvō metuī	eīs parvīs metibus
ACC.	eum parvum metum	eōs parvōs metūs
ABL.	eō parvō metū	eīs parvīs metibus
VOC.	[Ō] parve metus	[Ō] parvī metūs

3. Pronoun Review: Give the correct Latin form.

    a. 1st person singular, nominative: **egō**

    b. 3rd person singular, feminine, accusative: **eam**

    c. 3rd person plural, masculine, genitive: **eōrum**

    d. 2nd person plural, ablative: **vōbīs**

    e. 1st person plural, dative: **nōbīs**

    f. 3rd person singular, neuter, accusative: **id**

    g. 3rd person plural, neuter, nominative: **ea**

    h. 1st person plural, nominative: **nōs**

    i. 2nd person singular, genitive: **tuī**

    j. 3rd person singular, masculine, dative: **eī**

    k. 2nd person plural, accusative: **vōs**

    l. 3rd person singular, feminine, genitive: **eius**

    m. 1st person singular, ablative: **mē**

    n. 2nd person singular, dative: **tibi**

    o. 3rd person plural, masculine, ablative: **eīs**

C. Memorization

Fill in the blanks to complete the Prologue through Second Commandment.

Ego sum Dominus Deus tuus qui eduxi te dē terra Aegypti dē domo servitutis.

_____

Non **deos** **alienos** **coram** me.

2. Non **facies** tibi **sculptile** **neque** omnem similitudinem **quae** est

in **caelo** desuper **et** **quae** in terra **deorsum** nec **eorum** **quae**

sunt in **aquis** sub **terra**.

D. English to Latin Translation

1. Why are you pirates always hungry and greedy?

    Cur [vōs] pīrātae famēlicī et avārī [*or* avārīque] semper estis?

2. After nine days the wild cows were not tamed and with white horns attacked the farmer's knees.

    Post novem diēs bovēs ferae [*or* ferī] nōn domitae [*or* domitī] sunt [*or* domābantur] et genua agricolae

    albīs cornibus oppugnāvērunt.

3. My sister is afraid of all animals and will always run away from them.

    Mea soror omnia animālia timet et ab eīs semper curret.

4. Write me a long letter, my son, and tell me stories about your new life.

    Scribe mihi longam litteram, mī filī, et dic mihi fabulās dē tuā vitā novā.

    _____

5. Our castle has been besieged for many years, but we will never be conquered!

    Nostrum castellum multōs annōs obsessum est, sed [nōs] numquam superābimur [*or* vincēmur]!

    _____

6. The black ships sailed into your harbor and were dragged to the beach by your enemies.

    Nāvēs [*or* alnī] atrae [*or* possibly nigrae, but atrae is better] in tuum [*or* vestrum] portum nāvigāvērunt

    et ad lītus [*or* ōram] ab tuīs [*or* vestrīs] hoste trahēbantur [*or* tractae sunt].

7. God put the rainbow in the sky and it tells us, "I will never destroy all the earth with water again."

    Deus arcum in caelō posuit et nōbīs dicit, "[Ego] omnem tellūrem [*or* terram] aquā iterum numquam

    delēbō."

8. What will the pirate do on account of the beloved queen?

   Quid pīrāta propter cāram rēgīnam faciet?

9. I love her but she loves him and he doesn't love anyone.

   [Ego] eam amō sed [ea] eum amat et [is] ūllam nōn amat [*or* nūllam amat]. *[N.B.: It is possible to leave out the subject pronouns, but including them will make things much clearer.]*

10. Her brother saw the strange birds and knew a dreadful fear.

    Frāter eius barbarās [*or* mīrās] avēs vīdit et timōrem horrendum scīvit.

E. Latin to English Translation

1 **Trēs Voluntātēs**

Ōlim erant trēs frātrēs, Iulius, Fabius, et Oswaldus. Unō diē in agrīs labōrābant et *serpentem magicum* invēnērunt. *Serpēns* dīxit, "Mē invēnistis. Nunc rogāte et *cuique* vestrum voluntātem dabō." Iulius, frāter *māximus*, statim dīxit: "Cupiō magnās dīvitiās quod amō fīliam rēgis et *pauperem* nōn *nubet*. Frāter mēdius,

5 Fabius, dīxit: "Cupiō *citaram* auream quod ego quoque fīliam rēgis amō et cor eius cantibus pulchrīs vincam." Oswaldus *iuvenissimus* diū cogitābat, et deinde: "Bonum gladium," inquit, "cupiō." Duō frātrēs eius rogāvērunt, "Cūr gladium cupis? Nihil eris, sed ūnus nostrum fīliam rēgis in matrimōniō dūcet et rēx erit!" Rēspondet Oswaldus: "Vidēbimus." Proximō diē Iulius cum vestibus novīs ad castellum in equō novō vēnit, et pecuniam omnibus hominibus iēcit. Fabius etiam cum novā citarā aureā vēnit et sub turrem fīliae

10 rēgis stetit et multa carmina amōris cantāvit. Sed fīlia rēgis eōs vidēre nōn cupīvit, quod malus dracō terram vastāverat et eius patrem rēgem etiam necāverat. Interim Oswaldus ad montem *igneum* dracōnis ambulāvit et eum novō gladiō necāvit. Fīlia rēgis grāta *perpetuō* erat, itaque eum *nupsit* et feliciter in *aeternum* vixērunt. (Iulius eīs dōnum *pretiōsum nūptiāle* dedit et Fabius pulchrum cantum *nūptiālem* cantāvit.)

Glossary:
citara, -ae, (f): harp
cuique: dat. sg. of *quisque*, each (one)
feliciter in aeternum: happily ever after
igneus, -a, -um: fiery, burning
iuvenissimus: superlative from *iuvenis, -e* young
magicus, -a, -um: magic, magical
māximus, -a, -um: biggest, greatest; here, oldest
nūbō, -ere, nūpsī, nūptum: I marry, am married to (of a bride)
nūptiālis, -e: of a wedding, wedding (adj.), nuptial
pauper, -eris: poor
perpetuō: forever
pretiōsus, -a, -um: expensive
serpēns, -entis (m): serpent, snake
voluntās, -tātis (f): wish, desire

The Three Wishes

Once upon a time there were three brothers, Julius, Fabius, and Oswald. One day they were working in the fields and they found a magic snake. The snake said, "You have found me. Now ask and I will give each of you a wish." Julius, the oldest brother, immediately said: "I wish for great wealth because I love the princess, and she will not marry a poor man." The middle brother, Fabius, said, "I wish for a golden harp because I also love the princess and will win her heart with my beautiful songs." Oswald, the youngest, thought for a long time and then said, "I wish for a good sword." His two brothers asked, "Why do you want a sword? You will be nothing but one of us will marry the princess and will be king." Oswald responded, "We shall see." The next day Julius came to the castle on [his] new horse with [his] new clothes, and he threw money to all the people. Fabius also came with his new golden harp and stood at the foot of the princess's tower and sang many songs of love. But the princess did not want to see them, because an evil dragon had been devastating the land and had even killed her father the king. Meanwhile Oswald walked to the dragon's fiery mountain and killed it with his [new] sword. The princess was forever grateful and so she married him and they lived happily ever after. (Julius gave them an expensive wedding gift and Fabius played [them] a nice song at the wedding.)

Lesson 2 Quiz (60 points)

A. Vocabulary (10 points)

1. vultus: **face, expression**
2. facies: **shape, face**
3. mind: **animus**
4. mundus: **world**
5. paucī: **few**
6. harēna: **sand, beach**
7. caput: **head**
8. proelium: **battle**
9. sweet: **dulcis**
10. liber: **book**

B. Grammar (18 points)

Decline "this [use *hic*] strong pig."

	LATIN SINGULAR	LATIN PLURAL
NOM.	hic porcus fortis	hī porcī fortēs
GEN.	huius porcī fortis	hōrum porcōrum fortium
DAT.	huic porcō fortī	hīs porcīs fortibus
ACC.	hunc porcum fortem	hōs porcōs fortēs
ABL.	hōc porcō fortī	hīs porcīs fortibus
VOC.	[Ō] porce fortis	[Ō] porcī fortēs

C. Translation (22 points)

1. The farmer did not have much money, but he was well loved by the queen.

    Agricola multam pecūniam nōn habēbat [*or* habuit], sed ab rēgīnā bene amātus est [*or* **amābātur].**

2. Trīstis tempestās canēs miserōs in agrīs terruerat.

    The gloomy storm had frightened the wretched dogs in the fields.

D. Memorization (10 points)

Write out from memory the Prologue through Second Commandment.

Ego sum Dominus Deus tuus qui eduxi te dē terra Aegypti dē domo servitutis.

1. Non habebis deos alienos coram me.

2. Non facies tibi sculptile neque omnem similitudinem quae est in caelo desuper et quae in terra deorsum nec eorum quae sunt in aquis sub terra.

LESSON 3
Relative Pronoun and Intensive Pronoun *Ipse*

1. Word List

5. *pars*: This word is often followed by the partitive genitive, where the genitive is not expressing possession but rather part of a whole: *pars mīlitum*, "part of the soldiers." Notice that unlike the possessive genitive, you can't translate the partitive using an apostrophe s—"the soldiers' part" would have a completely different meaning. Your students have already encountered the partitive genitive with *satis* (*KL1*, Lesson 30).

9. *ipse* and 13. *totus*: The intensive pronoun *ipse* and the adjective *totus* decline similarly to the demonstrative *iste* (*KL1*, Lesson 30) or the adjective *unus* (*KL1*, Lesson 21. Their genitive singulars end in *-ius* and the dative singular in *-ī*; otherwise they decline just like a 1st/2nd declension adjective (such as *bonus, -a, -um*). You'll learn more such adjectives in Lessons 4 and 15. For more on the usage of the intensive pronoun *ipse*, see below in the notes on the grammatical concept.

15. *ēripiō*: This verb is from *ex, ē + rapiō*; the vowel *-a-* in *rapiō* changes when it appears in a compound (a phenomenon that occurs in many compound verbs) but you can still see how the principal parts are similar to the original verb.

18. *forte*: NOT from *fortis, forte*, "strong," but from *fors*, "chance, luck" (related to *fortuna*).

2. Derivatives & Memory Helps

1. arma, -ōrum (n, pl) *arms, weapons*—arms (as in weapons), armor(y); but not "arm" as in the limb

2. oculus, -ī (m) *eye*—binoculars, oculist, monocle, ocular

3. opus, operis (n) *work, deed*—magnum opus, op. cit.=opere citato ("in the work cited"); opera, operate, operator, operation

4. ovis, ovis (f) *sheep*—ovine (do not confuse with *ovum*, egg)

5. pars, partis (f) *part; side, direction*—partial, participate, particle

6. prīnceps, -cipis (m) *leader, chief, prince*—principal, principle, prince, princess

7. sacerdōs, -dōtis (m) *priest*—sacerdotal(ism)

8. sanguis, -guinis (m) *blood*—sanguine, sanguinary, sangria

9. ipse, ipsa, ipsum *himself, herself, itself; the very*—ipse dixit ("he said it himself"), informal fallacy; ipsissima verba ("the very words"); ipso facto ("by the very fact"); ipsō jure ("by the law itself")

10. quī, quae, quod *who, what, which, that*—quorum, quodlibet

11. mortuus, -a, -um *dead*—(im)mortal, mortuary, mortgage, mortify

12. sacer, -cra, -crum *holy, sacred*—sacred, sacrosanct, sacrament, sacrilege

13. tōtus, -a, -um *all, every, whole*—total, totalitarian

14. trīstis, -e *sad, gloomy, grim*—trīste, trīstful; remember by "*Trīstan* and Isolde is a *sad* story."

15. ēripiō, -ere, -ripuī, -reptum *I snatch away/from, rescue*—erepsin (an enzyme)

16. percutiō, -ere, -cussī, -cussum *I strike (through), beat, pierce*—percussion

17. quaerō, -ere, quaesīvī, quaesītum (-situm) *I ask, seek, inquire*—inquire, inquisitive, quaestor (a Roman official)

18. forte *by chance, perhaps, perchance*—from *fors*, "chance, luck"; related to *fortuna, "fortune"*; both words ultimately from *ferō* (Lesson. 11)

19. ob (+acc.) *on account of, for; in front of*—prefix *ob-/oc-/of-/op-* as in obligation, obsession, observe, offer, occasion, oppose

20. quidem *indeed, even*

3. Memorzation

3. Non adsumes nomen Domini Dei tui in vanum.

   You shall not take the name of your Lord God in vain.

4. Memento ut diem sabbati sanctifices.

   Remember to sanctify the Sabbath day.

Memento is the future imperative form of *meminī*, a defective verb. This form is used because the present system of this verb (including the present imperative) is missing.

4. Grammar

Relative Pronoun

After two lessons of review, it is time to take the plunge back into new grammatical concepts. The *relative* pronoun is a very important one to nail down. See if any of your students know what a relative pronoun is. If they need some hints, start with the pronoun part—what is a pronoun again? Yes, that's right, it takes the place of a noun. A relative pronoun, then, will take the place of a noun and relate or connect a descriptive phrase with that noun. The noun it refers to is called its *antecedent*. English relative pronouns are *who*, *whom*, *whose*, *what*, *which*, and *that*. In English, *who*, *whose*, and *whom* refer to people; *which* and *that* to things. *Who* is the subject case, *whose* is possessive, and *whom* is used for objects. Some examples:

Only a sword **that** is enchanted will be able to kill this dragon.

This sword, **which** I pulled from the stone, will kill the dragon.

Subject: The princess, **who** is beautiful, loves Oswald.

Possessive: Oswald, **whose** sword is bright, will slay the dragon.

Object: Oswald will marry the princess, to **whom** he has given his heart.

The woman **whom** Oswald loves is a princess.

Note: in English, we often omit the relative pronoun. We can also say, "The woman Oswald loves is a princess." However, in Latin you will always need to include that relative pronoun.

The chant for the relative pronoun (below) will of course need to be memorized. Although some of the forms are a little strange, some will have familiar-looking endings (bold):

	SINGULAR			PLURAL		
	MASC.	FEM.	NEUT.	MASC.	FEM.	NEUT.
NOM.	quī	quae	quod	quī	quae	quae
GEN.	cuius	cuius	cuius	quōrum	quārum	quōrum
DAT.	cui	cui	cui	quibus	quibus	quibus
ACC.	quem	quam	quod	quōs	quās	quae
ABL.	quō	quā	quō	quibus	quibus	quibus

Just like the *hic, haec, hoc* chant (and other demonstratives), this one flows much better if you chant horizontally: all nominative singulars, then genitive singulars, down through all the singulars, then up to all the nominative plurals in a row, etc. Thus you would chant out loud *quī, quae, quod! cuius, cuius, cuius! cui, cui, cui!* and so on.

Since the relative pronoun is referring back to a noun, **it must match its antecedent in *gender* and *number*. However, its *case* depends on its function in the relative clause.** A few examples should help clarify this principle.

Example 1: The princess, who is beautiful, loves Oswald. *Fīlia rēgis **quae** pulchra est Oswaldum amat.*

Example 2: The princess loves Oswald, whose sword is sharp. *Fīlia rēgis **Oswaldum cuius** gladius ācer est amat.*

Example 3: The princess, to whom Oswald gives a gift, also loves him. *Fīlia rēgis **cui** Oswaldus dōnum dat etiam eum amat.*

Example 4: The princess, whom Oswald rescued, will love him always. *Fīlia rēgis **quam** Oswaldus ēripuit eum semper amābit.*

Example 5: The princess loves Oswald, by whom she was rescued from the dragon. *Fīlia rēgis **Oswaldum ab quō** ex dracōne ērepta est amat.*

Because there will be more verbs going on with relative clauses, students may get confused. I recommend the "bracket approach"—at least early on as students get used to translating with subordinate clauses. Have them read through the whole sentence, and when they hit a relative pronoun, place the first bracket. Then they should continue reading and place the closing bracket (usually) after the first verb, which will be the verb of the relative clause. Bracketing off the clause helps the students see what the main sentence is all about, and then they can fit the clause into that. Let's go through all the examples again, bracketing the relative clauses.

Example 1: *Fīlia rēgis [quae pulchra est] Oswaldum amat.* Once the relative clause is set off, it's easy to see that the main sentence is the very simple: "The princess loves Oswald." Then we can decipher the clause *quae pulchra est—quae* is either feminine singular nominative or neuter plural nominative/accusative, but since it immediately follows

fīlia, it makes most sense to go with the first option: "who is beautiful." Thus the *quae* matches its antecedent *fīlia* in gender (feminine) and (number); they both happen to be nominative here, since *fīlia* is the subject of the main verb *amat* and *quae* is the subject of the subordinate verb *est*.

Example 2: *Fīlia rēgis Oswaldum [cuius gladius ācer est] amat.* The main sentence in this example also translates into "The princess loves Oswald." In the relative clause, the subject of *est* is *gladius*, and *ācer* is the predicate adjective. So what do we do with the *cuius*? It is genitive, and so we treat it just like the genitive of any other old noun or pronoun—it possesses *gladius*. Although initially we may not be sure whether *cuius* is masculine, feminine, or neuter, because all of those forms are identical, it makes the most sense for it to be masculine singular and refer to *Oswaldum*. Notice that they match in gender and number, but the case of *cuius* is genitive and that of *Oswaldum* is accusative. Thus our clause means "whose sword [or "the sword of whom," but that's a little awkward] is sharp."

Example 3: *Fīlia rēgis [cui Oswaldus dōnum dat] etiam eum amat.* In our third example the main sentence is along similar lines to our previous sentences: "The princess also loves him." Now we can dissect the relative clause, first finding our nominative subject (*Oswaldus*) and our verb (*dat*). So we have "Oswald gives"—what does he give? The accusative *dōnum*, of course, and then we have our indirect object *cui*—"to whom." Although in isolation *cui* could be either masculine, feminine, or neuter singular; in this particular sentence it works best for it to be feminine singular to match the antecedent *fīlia*. Putting things all together, our clause then reads "to whom Oswald gives a gift."(*Cui* could potentially be modifying regis, but that doesn't make sense once you read the sentence out. Be careful not to understand all the grammar before you rush to conclusions, but always try to figure out what makes the most sense.)

Example 4: *Fīlia rēgis [quam Oswaldus ēripuit] eum semper amābit.* After the relative clause is bracketed, the quite simple main sentence stands out: "The princess will always love him." In our relative clause, Oswald is again the subject, this time of the verb *ēripuit*— "Oswald rescued." Since *quam* is the feminine singular accusative form of the relative pronoun, we know that, in addition to referring to the feminine singular *fīlia*, it must be the object of *ēripuit*, and so our clause means "whom Oswald rescued."

Example 5: *Fīlia rēgis Oswaldum [ab quō ex dracōne ērepta est] amat.* In our final example, the main clause is again simply "The princess loves Oswald." Then we have the slightly complicated-looking relative clause to deal with. First have students read through and note any nominatives and the verb. There are no nominatives in this relative clause, and it would be a grand idea to have someone parse the verb *ērepta est*: 3rd person singular, perfect passive indicative of *ēripiō*. We can also see from the *-a* ending that the subject of this verb is feminine. Thus it means: "she was rescued." The *ex dracōne* means "from the dragon," and notice how Latin loves repetition here. Even though the verb *ēripiō* already has an *ex-* prefix, that preposition is repeated in the phrase *ex dracōne*. So now what do we

do with the *ab quō*? Hopefully one of your students will recall that with passive verbs, the ablative of agent (the person performing the action of that passive verb) uses the preposition *ab*. The phrase *ab quō* can then be translated "by whom," and fits into the rest of the clause like this: "by whom she was rescued from the dragon." Once again, point out to your students that the relative pronoun *quō* matches its antecedent *Oswaldum* in gender (masculine) and number (singular), but its case is ablative because it is the object of the preposition *ab* while *Oswaldum* is accusative since he is the object of the verb *amat*. If a student's eyes begin to glaze, warn that relative pronouns will destroy him if he does not master them first.

Intensive Pronoun

Fear not, the intensive pronoun is much less complicated than the relative. As its name suggests, the intensive pronoun intensifies or emphasizes someone or something. It can appear right alongside any form of the 1st person personal pronoun (*ego, nōs*) or the 2nd (*tū, vōs*), as well as with any 3rd person pronoun (e.g., *is, ea, id*) or noun. And like any good pronoun, it can stand alone as a substantive. In English, we can add emphasis with an intensive pronoun as well (by adding "-self" to the personal pronoun in question), but we can also add emphasis with other words (thus the other meaning for *ipse*, "the very"), or with voice intonation (reflected in print by italics, capital letters, bold, etc.). Here are some examples, just to show you how unafraid you should be.

> Ego ipse dracōnem necāvī. *I myself killed the dragon.*
>
> Oswaldus vōs ipsōs ē dracōne ēripuit. *Oswald rescued you yourselves from the dragon.*
>
> Vīdimus ipsum quī dracōnem necāvit. *We saw the very man [or, the man himself] who killed the dragon.*

Note: Sometimes you will encounter a super-awkward translation that will need to be smoothed out in English. Take, for example, this sentence: *Ipse hoc dōnum mihi ipsī, nōn tibi ipsī dedit*, "He himself gave this gift to me myself, not to you yourself." Now this sounds just plain silly in English. So, encourage students to show the emphasis in other ways, as in "HE gave this gift to ME, not to YOU."

As to the declension of the intensive pronoun, it will be similar to the other demonstrative pronouns you've already learned, such as *ille* or *iste* (*KL1*, Lesson 30). Here is its full declension for your reference:

	SINGULAR			PLURAL		
	MASC.	FEM.	NEUT.	MASC.	FEM.	NEUT.
NOM.	ipse	ipsa	ipsum	ipsī	ipsae	ipsa
GEN.	ipsīus	ipsīus	ipsīus	ipsōrum	ipsārum	ipsōrum
DAT.	ipsī	ipsī	ipsī	ipsīs	ipsīs	ipsīs
ACC.	ipsum	ipsam	ipsum	ipsōs	ipsās	ipsa
ABL.	ipsō	ipsā	ipsō	ipsīs	ipsīs	ipsīs

Review

As we begin the new year, be sure to take time to review anything students are rusty on. In particular, make sure to review demonstratives (*hic, haec, hoc/ille, illa, illud/iste, ista, istud*) and pronouns (*is, ea, id*).

5. Worksheet

Have students follow the directions given to complete the worksheet.

D.3. The English phrase "That lucky farmer's son" is ambiguous. It could mean either "that lucky son of the farmer," *ille/is/iste fīlius fēlix agricolae*, or "the son of that lucky farmer," *fīlius illīus/eius/istius agricolae fēlicis*. Thus both Latin options are given.

D.5. *quibuscum*: As was briefly mentioned in Lesson 29 of *KL1*, *cum* is a coward, and likes to scurry behind certain pronouns and hold on to them. For example, rather than saying *venī cum mē*, "come with me," your average Roman would say *Venī mēcum*. Other examples include *nōbīscum, vōbīscum, tēcum, quōcum, quācum* (but not *eōcum*). However, occasionally *cum quibus* does appear in Latin texts and is therefore an acceptable translation. Your students should be aware of *cum*'s cowardice, though, because they will encounter it in real Latin texts!

D.6. The "you" of this sentence has to be plural because of the "yourselves." If it were singular, the English would read "you yourself." Thus *tū* is not an acceptable translation; it must be *vōs*.

D.8. *pānis vīnumque…data sunt*: Although *pānis* is masculine and *vīnum* is neuter, because both are inanimate objects, the neuter *data* is used. In addition, the gender of the verb is often attracted to the closest noun, which would also make it neuter.

Exercise E is an optional Word Search game, but it will also make your students think!

6. Translation

This lesson's translation is adapted from the Vulgate, which includes neither macrons nor punctuation. I've added the quote marks etc., back in, but your students should start to get to comfortable with macron-less Latin. Also, now and for future translations, there are helpful grammatical notes below the story for any words or phrases that are asterisked (*) in order of appearance. *Italicized* Latin words are glossed alphabetically below the story as well.

7. Quiz

Administer Quiz 3 when you have finished teaching the material in the lesson.

Worksheet 3

A. Vocabulary

1. sacerdōs: **priest**

2. who: **quī**

3. perchance: **forte**

4. sanguis: **blood**

5. carō: **flesh**

6. prīnceps: **leader, chief, prince**

7. opus: **work, deed**

8. holy: **sacer**

9. sheep: **ovis**

10. ob (+**acc.**): **on account of, for; in front of**

11. black (give both options): **āter, nīger**

12. I strike: **percutiō**

13. ipse: **himself, herself, itself; the very**

14. iste: **that, such**

15. I respond: **rēspondeō**

16. tōta: **all, every, whole**

17. quidem: **indeed, certainly, even**

18. pars: **part**

19. I rescue: **ēripiō**

20. autem: **however, moreover**

21. oculus: **eye**

22. weapons: **arma**

23. trīstis: **sad, gloomy, grim**

24. quaerō: **I ask, seek, inquire**

25. dead: **mortuus**

B. Grammar

1. Fill in the blanks for the relative pronoun chant.

	SINGULAR			PLURAL		
	MASC.	FEM.	NEUT.	MASC.	FEM.	NEUT.
NOM.	quī	**quae**	**quod**	**quī**	quae	**quae**
GEN.	**cuius**	cuius	**cuius**	**quōrum**	**quārum**	quōrum
DAT.	**cui**	**cui**	**cui**	**quibus**	quibus	**quibus**
ACC.	**quem**	quam	**quod**	quōs	**quās**	**quae**
ABL.	quō	**quā**	quō	**quibus**	**quibus**	**quibus**

2. Synopsis: Do a synopsis of *ēripiō* in the 1st person plural. First write out all the principal parts, and then complete the synopsis, including the imperatives.

Principal Parts: ēripiō, **ēripere, ēripuī, ēreptum**

		ACTIVE		PASSIVE	
		LATIN	ENGLISH	LATIN	ENGLISH
PRES.		ēripimus	we rescue	ēripimur	we are rescued
IMPF.		ēripiēbāmus	we were rescuing	ēripiēbāmur	we were (being) rescued
FUT.		ēripiēmus	we will rescue	ēripiēmur	we will be rescued
PERF.		ēripuimus	we (have) rescued	ēreptī/ae/a sumus	we were/have been rescued
PLUPF.		ēripuerāmus	we had rescued	ēreptī/ae/a erāmus	we had been rescued
FT.PF.		ēripuerimus	we will have rescued	ēreptī/ae/a erimus	we will have been rescued

IMP.	SG.	ēripe!	*rescue!*		
	PL.	ēripite!	*rescue! (pl.)*		

3. Noun/Adjective Review: Decline *every holy work*. The first one is done for you.

	LATIN SINGULAR	LATIN PLURAL
NOM.	tōtum opus sacrum	tōta opera sacra
GEN.	tōtius operis sacrī	tōtōrum operum sacrōrum
DAT.	tōtī operī sacrō	tōtīs operibus sacrīs
ACC.	tōtum opus sacrum	tōta opera sacra
ABL.	tōtō opere sacrō	tōtīs operibus sacrīs
VOC.	[Ō] tōtum opus sacrum	[Ō] tōta opera sacra

C. Memorization

Fill in the blanks to complete the Prologue through Fourth Commandment. (Try to do it without peeking.)

Ego sum Dominus Deus tuus qui eduxi te dē terra Aegypti dē domo servitutis.

1. Non habebis deos alienos coram me.

2. Non facies tibi sculptile neque omnem similitudinem quae est in caelo desuper et quae in terra deorsum nec eorum quae sunt in aquis sub terra.

3. Non **adsumes** nomen Domini **Dei tui in** vanum.

4. Memento **ut** diem **sabbati** sanctifices.

D. English to Latin Translation

1. I sing about arms and the man who came from the great city.

   Aīmīs virōque [*or* armīs et virō] quī ab/dē/ex magnā urbe vēnit cantō.

2. You used to know the man whose wife will perhaps be queen.

   [Tu/Vōs] virum cuius uxor/coniunx rēgīna forte erit sciēbas/sciēbātis.

3. That lucky farmer's son wrote joyful songs for the very sheep that had been rescued from the grim dragon yesterday.

   Ille/Is/Iste fīlius fēlix agricolae [*or* fīlius illius/eius/istius agricolae fēlicis] laeta carmina ovibus ipsīs quae ex dracōne trīstī hēri ēreptae erant scripsit.

4. The old priests, about whom our mother warned us, were giving the blood of sheep and goats to wicked gods.

   Sacerdōtēs senēs/antīquī, dē quibus nostra māter nōs monuit/monēbat, malīs deīs sanguinem ovium ōrum [*or* ovium caprōrumque] dabant.

5.   He who kills the giant with one eye will become the leader of the men with whom he himself is sailing.

[Is] quī gigantem cum unō oculō necat/interficit princeps virōrum quibuscum [is] ipse nāvigat fiet.

6.   You speak what you yourselves do not know; indeed, this holy man speaks the truth and does powerful deeds.

Vōs quod [vōs] ipsī nōn scītis dīcitis; quidem hic sacer [vir] vēritātem dīcit et opera potentia facit/agit.

7.   Your son was struck by the angry farmer on account of the dead horse, which he himself did not kill.

Fīlius tuus/vester ab agricolā īratō ob equum mortuum, quem [is] ipse nōn interfēcit/necāvit, percussus est.

8.   My tired daughter, to whom bread and wine were finally given, was then able to walk through all the fields to the castle.

acerdōtēs senēs/antīquī, dē quibus nostra māter nōs monuit/monēbat, malīs deīs sanguinem ovium ōrum [or ovium caprōrumque] dabant.

9.   Part of the soldiers never believed the things that had been spoken about the sad king.

Pars mīlitum quae dē rēge trīstī dicta erant numquam crēdidērunt.

10. Blessed are those who seek the kingdom of God, for all these things will be given to them.

Beātī sunt quī rēgnum Deī quaerunt, omnia/tōta enim haec eīs dabuntur.

E. Latin to English Translation

John 3*—*Nicodemus*

1   Erat autem homo ex *Pharisaeis*, *Nicodemus* nomine, princeps *Iudaeorum*. Hic venit ad Iesum nocte et dixit ei: "Rabbi, *nemo* potest haec *signa* facere quae tu facis sine Deo." Respondit Iesus et dixit ei: "*Amen, amen* dico tibi: debes nasci* iterum." Dicit ad eum* Nicodemus: "Quomodo potest homo senex nasci?" Respondit Iesus: "*Amen, amen* dico tibi: homo debet nasci ex aqua et Spiritu aut non potest intrare in

5   regnum Dei. Quod natum est* ex carne caro est et quod natum est ex Spiritu spiritus est. Spiritus ubi vult* *spirat* et vocem eius audis; sic est omnis qui natus est ex Spiritu." Respondit Nicodemus et dixit

ei: "Quomodo possunt haec fieri*?" Respondit Iesus et dixit ei: "Tu es magister *Israhel* et haec non scis? *Amen, amen* dico tibi quia* quod scimus dicimus et quod vidimus declaramus et verba nostra non accipitis. Et *nemo ascendit* in caelum *nisi* qui *descendit* dē caelo, Filius hominis qui est in caelo. Enim amavit Deus mundum et Filium suum *unigenitum* dedit; omnis qui credit in eum non delebitur

10 sed habebit vitam aeternam. Qui credit in eum non *iudicatur*; qui autem non credit iam *iudicatus est*, quia non credidit in nomine unigeniti Filii Dei. Hoc est autem *iudicium* quia lux venit in mundum et amaverunt homines tenebras et non lucem; erant enim eorum mala opera. Omnis enim qui mala agit odit* lucem et non venit ad lucem, qui autem facit veritatem venit ad lucem."

Notes:
* John 3 is adapted from the Vulgate, which does not include macrons or punctuation. I've added punctuation, but I left out macrons so that you can accustom yourself to that.
* *nāscī*: infinitive of *nāscor* (a deponent); translate as "to be born"
* *ad eum*: Note the "ungrammatical" use of *ad* + accusative rather than the simple dative, which is used with *dicit* elsewhere in this passage.
* *nātus/a/um est*: 3rd person singluar perfect passive deponent indicative of *nāscor;* translate as "he/she/it is born, has been born"
* *vult*: irregular 3rd person singular present active indicative of *volō,* "I wish."
* *fieri*: *to become,* infinitive of the semi-deponent *fiō*
* *quia*: remember, it can also mean "that"
* *ōdit*: 3rd person singular perfect active from the defective verb *ōdī,* "I hate" (although perfect, it is translated as a present—see Lesson 22)

Glossary:
āmēn (indecl.): You should probably be able to guess what this one means. (Ok, it can also means truly.)
ascendō, -ere, -dī, -censum: I ascend, go up
dēscendō, -ere, -dī, -censum: I descend, go down
Isrāhel, -ēlis (or indecl., m): Israel
Iūdaeus, -a, -um: Jewish; as noun, *Iūdaeus, -i (m)* or *Iūdaea, -ae (f):* a Jew
iūdicium, -iī (n): judgment
iūdicō (1): I judge
nēmō, nēminis (m/f): no one, nobody
Nicodemus, -i (m): Nicodemus
nisi if not, unless, except
Pharisaeus, -i (m): Pharisee
sīgnum, -i (n): sign
spīrō (1): I breathe, blow
ūnigenitus, -a, -um: only-begotten

Moreover there was a man of the Pharisees, Nicodemus by name, leader of the Jews. This man came to Jesus by night and said to him, "Rabbi, no one can do these signs that you do without God." Jesus answered and said to him: "Truly, truly I say to you: you ought to be born again." Nicodemus said to him: "How can an old man be born again?" Jesus answered: "Truly, truly, I say to you: a man ought to be born of water and the Spirit, or he cannot enter into the kingdom of God. That which has been born of the flesh is flesh and that which has been born of the Spirit is spirit. The Spirit blows where He wishes and you hear His voice; so is everyone who has been born of the Spirit." Nicodemus answered and said to Him: "How can these things be?" Jesus answered and said to him: "You are a teacher of Israel and you do not know these things? Truly, truly I say to you that what we know we speak and what we see we testify and you do not receive our testimony. And no one ascends/ascended into heaven if not He who descended/descends from heaven, the Son of Man who is in heaven. For God loved the world and gave His only-begotten Son; everyone who believes in Him will not be destroyed but will have eternal life. He who believes in Him is not judged; but he who does not believe has already been judged, because he has not believed in the name of the only-begotten Son of God. Moreover this is the judgment, that

light has come into the world and men have loved darkness and not light; for their works were evil. For everyone who does evil things hates the light and does not come to the light, but he who does [practices] the truth comes to the light."

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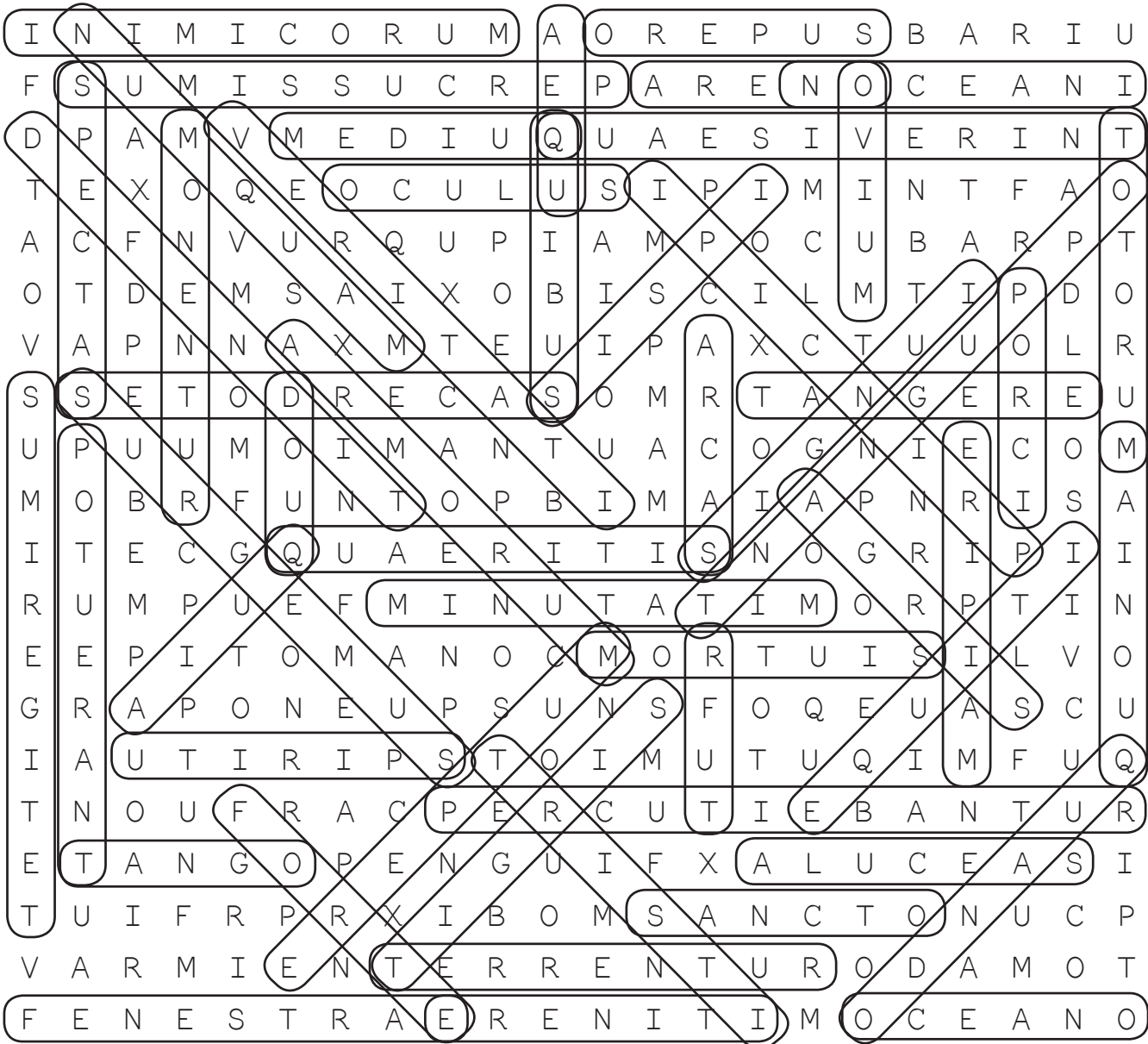
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F. For Fun: Word Search Puzzle

Solve the clues and then find those answers in the letters below. Latin words may be forwards, backwards, vertical, or diagonal. (Note: Macrons have been omitted in the puzzle.)

1. *opus* in the Sing. Acc.: **opus**

2. Sing. Nom. of *oculus*: **oculus**

3. *sacerdōs* in the Plur. Acc.: **sacerdōtēs**

4. Plur. Gen. of *ovis*: **ovium**

5. "she defended": **defendit**

6. Sing. Dat. of *princeps*: **principī**

7. 3rd Plur. Fut. Perf. Act. Indic. of *quaerō*: **quaesīverint**

8. "burdens" as a direct object: **onera**

9. 4th principal part of *ēripiō*: **ēreptum**

10. Fem. Sing. Abl. of *trīstis, -e*: **trīstī**

11. Means "indeed, certainly, even": **quidem**

12. "I will rescue": **ēripiam**

13. Fem. Plur. Dat. of *ipse, -sa, -sum*: **ipsīs**

14. "we have struck": **percussimus**

15. "you (pl.) are seeking": **quaeritis**

16. *mortuus, -a, -um* in the Fem. Plur. Dat.: **mortuīs**

17. Neut. Plur. Nom. of *sacer, -cra, -crum*: **sacra**

18. *tōtus, -a, -um* in the Masc. Sing. Dat.: **tōtī**

19. 2nd Pers. Sing. Pres. Act. Indic. of *spectō*: **spectās**

20. *ager* in the Abl. Plur.: **agrīs**

21. "to/for the ocean": **oceanō**

22. 1st Pers. Plur. Fut. Act. Indic. of *surgō*: **surgēmus**

23. "I touch": **tangō**

24. "they had been able": **potuerant**

25. Four words meaning "because": **quia, quod, quoniam, quando**

26. Neut. Plur. Gen. of *tōtus, -a, -um*: **tōtōrum**

27. "they are warned": **monentur**

28. Neut. Pl. Abl. of *quī, quae, quod*: **quibus**

29. "gradually": **minūtātim**

30. *arma* in the Plur. Gen.: **armōrum**

31. "we will have touched": **tetigerimus**

32. 1st Sing. Pres. Act. Indic. of *superō*: **superō**

33. "never": **numquam**

34. 3rd Pers. Plur. Pres. Act. Indic. of *oppugnō*: **oppugnant**

35. Masc. Sing. Abl. of *spīritus*: **spīritū**

36. Means "perchance": **forte**

37. 3rd Pers. Plur. Pres. Pass. Indic. of *terreō*: **terrentur**

38. "of the window": **fenestrae**

39. 3rd Pers. Plur. Imperf. Pass. Indic. of *percutiō*: **percutiēbantur**

40. "tiger" as the subject of the sentence: **tigris**

41. *inimicus* in the Gen. Plur.: **inimīcōrum**

42. Masc. Abl. Sing. of *sanctus, -a, -um*: **sanctō**

43. "of the ocean": **oceanī**

44. the word for "truth" in the Dat. Sing.:

   vēritātī

45. Neut. Plur. Acc. of *saeculum*: **saecula**

46. "to touch": **tangere**

47. Neut. Sing. Abl. of *iter*: **itinere**

48. "you (sg.) join": **iungis**

49. Masc. Sing. Dat. of *eques*: **equitī**

50. "pigs" in the Nominative: **porcī**

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I  N  I  M  I  C  O  R  U  M  A  O  R  E  P  U  S  B  A  R  I  U
F  S  U  M  I  S  S  U  C  R  E  P  A  R  E  N  O  C  E  A  N  I
D  P  A  M  V  M  E  D  I  U  Q  U  A  E  S  I  V  E  R  I  N  T
T  E  X  O  Q  E  O  C  U  L  U  S  I  P  I  M  I  N  T  F  A  O
A  C  F  N  V  U  R  Q  U  P  I  A  M  P  O  C  U  B  A  R  P  T
O  T  D  E  M  S  A  I  X  O  B  I  S  C  I  L  M  T  I  P  D  O
V  A  P  N  N  A  X  M  T  E  U  I  P  A  X  C  T  U  U  O  L  R
S  S  E  T  O  D  R  E  C  A  S  O  M  R  T  A  N  G  E  R  E  U
U  P  U  U  M  O  I  M  A  N  T  U  A  C  O  G  N  I  E  C  O  M
M  O  B  R  F  U  N  T  O  P  B  I  M  A  I  A  P  N  R  I  S  A
I  T  E  C  G  Q  U  A  E  R  I  T  I  S  N  O  G  R  I  P  I  I
R  U  M  P  U  E  F  M  I  N  U  T  A  T  I  M  O  R  P  T  I  N
E  E  P  I  T  O  M  A  N  O  C  M  O  R  T  U  I  S  I  L  V  O
G  R  A  P  O  N  E  U  P  S  U  N  S  F  O  Q  E  U  A  S  C  U
I  A  U  T  I  R  I  P  S  T  O  I  M  U  T  U  Q  I  M  F  U  Q
T  N  O  U  F  R  A  C  P  E  R  C  U  T  I  E  B  A  N  T  U  R
E  T  A  N  G  O  P  E  N  G  U  I  F  X  A  L  U  C  E  A  S  I
T  U  I  F  R  P  R  X  I  B  O  M  S  A  N  C  T  O  N  U  C  P
V  A  R  M  I  E  N  T  E  R  R  E  N  T  U  R  O  D  A  M  O  T
F  E  N  E  S  T  R  A  E  R  E  N  I  T  I  M  O  C  E  A  N  O
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Lesson 3 Quiz (55 points)

A. Vocabulary (10 points)

1. opus: **work, deed**

2. forte: **by chance, perhaps, perchance**

3. on account of (+**acc.**): **ob**

4. indeed: **quidem**

5. percutiō: **I strike (through), beat, pierce**

6. ipse: **himself, herself, itself**

7. prīnceps: **leader, chief, prince**

8. sacerdōs: **priest**

9. ovis: **sheep**

10. tōtus: **all, every, whole**

B. Grammar (10 points)

Give the appropriate Latin form of the relative pronoun.

1. feminine plural accusative: **quās**

2. neuter singular dative: **cui**

3. neuter plural nominative: **quae**

4. masculine plural ablative: **quibus**

5. feminine singular genitive: **cuius**

6. masculine singular accusative: **quem**

7. neuter plural accusative: **quae**

8. feminine plural nominative: **quae**

9. masculine singular ablative: **quō**

10. masculine plural dative: **quibus**

C. Translation (21 points)

1. You (sg.) did not love the black sheep that your mother had given you.

   Ovem ātram/nigram quam [*or,* ovēs atrās/nigrās quās] tua mater tibi dederat nōn amāvisti/amābās.

2. Quod vīdimus scīmus, et quod scīmus vōbīs declarāmus.

   That which [*or,* what] we see we know, and that which we know we declare to you.

D. Memorization (14 points)

Write out from memory the Prologue through Fourth Commandment.

Ego sum Dominus Deus tuus qui eduxi te dē terra Aegypti dē domo servitutis.

1. Non habebis deos alienos coram me.

2. Non facies tibi sculptile neque omnem similitudinem quae est in caelo desuper et quae in terra deorsum nec eorum quae sunt in aquis sub terra.

3. Non adsumes Nomen Domini Dei tui in vanum.

4. Memento ut diem sabbati sanctifices.