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BOOK 3

# Kraken Latin

*for the*  
Logic Years

TEACHER EDITION



by NATALI H. MONNETTE



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# HOW TO USE THIS BOOK

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*Kraken Latin 3* continues the transition to the rhetoric phase of Latin that we began in the second book. Recall that in the logic or dialectic stage (roughly junior high), students are prone to argue, discuss, and dissect. *Kraken Latin 3* continues 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.

*Kraken Latin 2* moved students from the basics of Latin grammar and translation to more complex grammatical concepts as well as translations of more complicated, authentic Latin passages. Students learned in depth about Latin infinitives and participles. Now *Kraken Latin 3* will guide them through the remaining basics of Latin grammar, particularly subjunctives, as well as steering them further into translating unadulterated Latin. In Unit 2, students will encounter the uncut Latin of 1 John, taken from the Vulgate.

## Overview of This Volume

This third book covers infinitives and impersonal verbs and supines. It delves deeply into all the different uses of the subjunctive mood. It is divided into two units, each with eight lessons, allowing 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—John 1:1–14 from the Vulgate
- Unit 2—the prologue of the *Aeneid* (Book I, lines 1–7)

These memorization projects are cumulative (i.e., students are responsible for verse 1–3a the first lesson, verses 1–5 the second lesson, etc.)—I have found this method to be the most effective! No macrons are required for memorization projects.

## 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

LESSON	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 lessons 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.

LESSON	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	Worksheet 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 <i>-ius</i> 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 Vocabulary	Review Grammar and Vocabulary	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

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*Discipulī Discipulaeque,*

If you are reading this, you have successfully completed your first two years 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 Discipulaeque*

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

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

## Diphthongs

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

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

## 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

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Below is an overview of Latin Grammar, which you may find helpful as we dive back into Latin after a break. However, this is a long section so feel free to skip it and go straight to review. Above all, don't freak out about not understanding everything below. Just remember this exists so you can get 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.

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 *KL2*, 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, audire*, 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 *KLI*, 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>I kill</i> Helps identify conjugations and shows if present stem vowel has contracted	Present Active Infinitive—to <i>kill</i> ; Present Stem: <i>necā-</i>	1st. Sg. Perfect Active Indicative—I <i>killed</i> , <i>have killed</i> Perfect Active Stem: <i>necāv-</i>	Neuter Sg. Nom. Perfect Passive Participle— <i>killed</i> , <i>having been killed</i> 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*.

\* 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 *KLI*) 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.

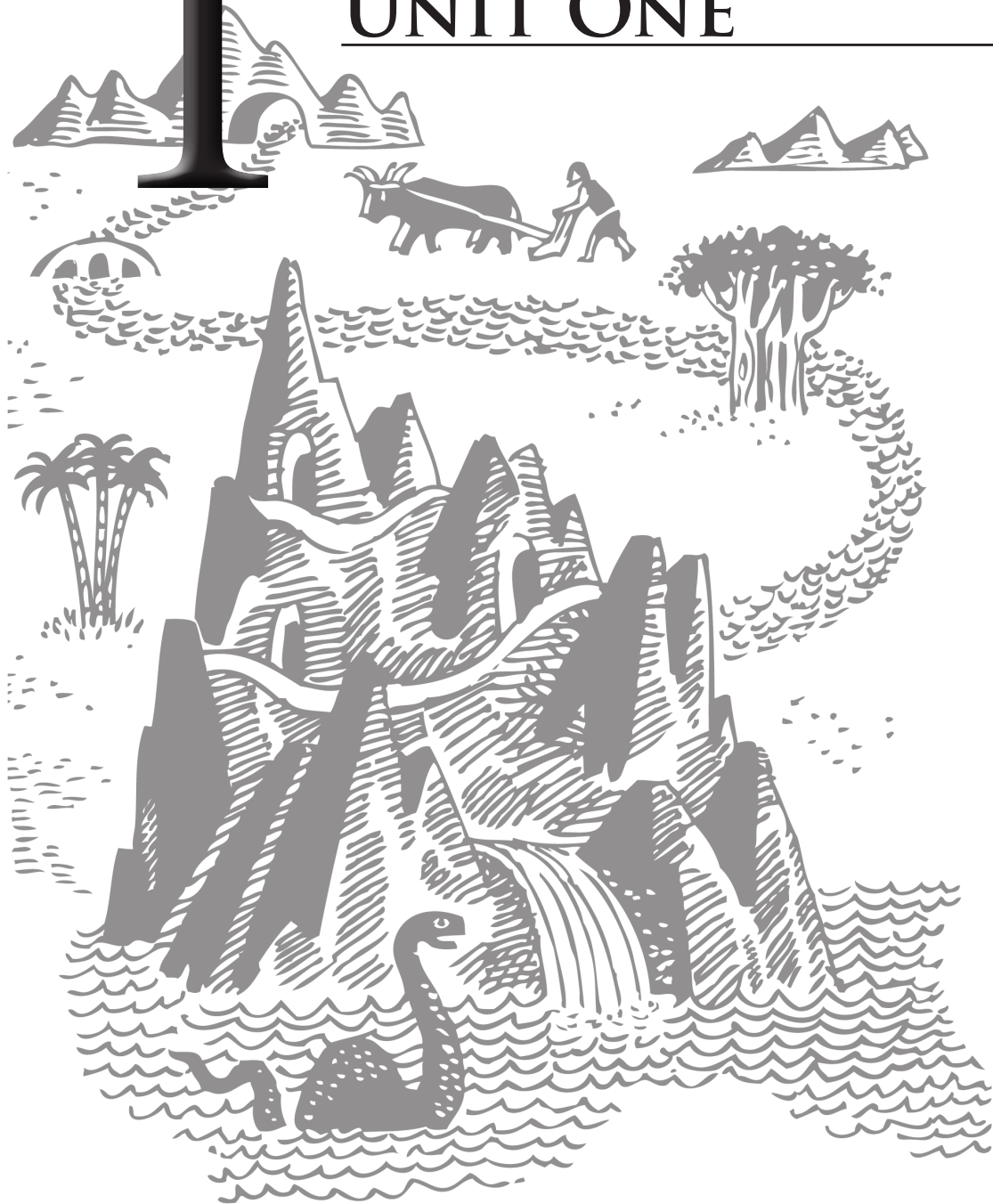




# 1

## UNIT ONE

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# UNIT 1: GOALS



## Lessons 1–8

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

- Form and use present, perfect, and future infinitives
- Understand, form, and translate impersonal verbs
- Understand, form, and translate the dative of reference
- Understand, form, and translate reflexive pronouns and adjectives
- Understand, form, and translate indirect statements (accusative and infinitive)
- Understand, form, and translate the supine
- Understand and form the subjunctive in the present, imperfect, perfect, and pluperfect in both active and passive
- Understand and form the subjunctive of irregular verbs *sum* and *possum*
- Understand and translate the hortatory/jussive subjunctive
- Understand and translate purpose clauses
- Understand and translate result clauses
- Understand and translate the prohibitive subjunctive
- Understand sequence of tenses
- Understand and translate *cum* clauses

# LESSON 1

## Verbs: Infinitives & Impersonal Verbs; Nouns: Dative of Reference

### 1. Word List

7. *coepī, coepisse, coeptum* (defective) **I began, undertook:** A defective verb is one that is missing its present system (present, imperfect, future) but is conjugated regularly in the perfect system.

PF. INDIC.	coepī, coepistī, etc.
PLUPF. INDIC.	coeperam, coeperās, etc.
FUT. PF. INDIC.	coeperō, coeperis, etc.
PF. PASS. PART.	coeptus, -a, -um
FUT. ACT. PART.	coeptūrus, -a, -um
PF. ACT. INFIN.	coepisse
PF. PASS. INFIN.	coeptus, -a, -um esse
FUT. ACT. INFIN.	coeptūrus, -a, -um esse

10. *edō, -ere, ēdī, ēsum* **I eat, devour:** This verb has some alternative forms. Notice that these other forms could perhaps be confused with forms of *sum*, but those from *edō* have long initial *ē*'s while those from *sum* have short *e*'s.

PRES. INDIC.	edō, edis [ēs], edit [ēst], edimus, editis [ēstis], edunt
PRES. INFIN.	edere [ēsse]
IMPER.	ede! [ēs!]; pl. edite! [ēste!]

### 2. Derivatives/Memory Helps

- cōgitātiō, -tiōnis (f) *thought, opinion*—cogitation
- daemonium, -iī (n) *demon, evil spirit*—demon, demonic
- iūdex, -dicis (m) *judge*—see *iūdicium* (KL2, Lesson 9) and *iūdicāre* (KL2, Lesson 13) for derivatives
- platēa, -ae (f) *street, broad way*—plaza, place; related to the Greek prefix platy-, as in platypus, “flat-footed”
- quisquam, quidquam/quicquam *anyone, anything, someone, something*

6. sabbatum, -ī (n) *the Sabbath*—Sabbath
7. coepī, coepisse, coeptum (defective) *I began, undertook*
8. decet, -ēre, decuit, — (impers. +acc.) *it is fitting, proper, suitable, right*—decent
9. dīligō, -ere, -lēxī, -lēctum *I choose out, love; perf. pass. part. dīlēctus, -a, -um (adj.) beloved*—diligent
10. edō, -ere, ēdī, ēsum *I eat, devour*—edible, obese
11. ēligō, -ere, -lēgī, -lēctum *I pick out, choose, elect*—eligible, elect, election
12. licet, -ēre, licuit, licitum (impers. +dat./acc.) *it is permitted, lawful, allowed*—license, licentious, illicit
13. oportet, -ēre, -tuit, -tuitum (impers. +acc.) *it is proper, necessary*
14. placeō, -ēre, -cuī, -citur *I please, am pleasing (often impers. placet/placuit [+dat.])*—im- placable, placebo, complacent, please, pleasant, pleasure, placid
15. spērō (1) *I hope, expect*—despair, desperate
16. necesse (n, indecl.) *necessary, unavoidable; necesse est (impers. +dat./acc.), it is neces- sary*—necessity, necessary
17. impius, -a, -um *irreverent, wicked, impious*—impious
18. at *yet, but*
19. haud *not at all, by no means*
20. pariter *equally*—c.f. par

### 3. Memorization

This unit’s memorization, John 1:1–14, is a tad longer than previous ones, but it is taken from a familiar passage from the Bible, which should help. The translation given is fairly literal. Remember that it is a translation from the Vulgate, which is a Latin translation from the Greek, so it won’t correspond word for word with whatever version of the Bible you may have.

Each lesson, students are given the cumulative Latin verses to memorize (as is our custom), but I’ve put a space in between the review verses and the new, and have only included the English translation for that lesson’s new Latin portion. Your students should know most of the words in this passage, but feel free to highlight or explain the ones they haven’t learned before.

#### Lesson 1

In principio erat Verbum et Verbum erat apud Deum et Deus erat Verbum. Hoc erat in principio apud Deum. Omnia per ipsum facta sunt,

*In the beginning was the Word and the Word was with God and the Word was God [or, God was the Word]. This/ He was in the beginning with God. All things were made by/through Him,*

**Lesson 2**

et sine ipso factum est nihil quod factum est. In ipso vita erat et vita erat lux hominum. Et lux in tenēbris lucet et tenēbrae eam non comprehenderunt.

*and without Him nothing was made that was made. In Him was life and the life was the light of men. And the light shines in the darkness, and the darkness did not understand it.*

**Lesson 3**

Fuit homo missus a Deo cui nomen erat Iohannes. Hic venit in testimonium ut testimonium perhiberet de lumine ut omnes crederent per illum.

*There was a man sent from God whose name was John. He came for a witness, to bear witness about the light so that all might believe through him.*

**Lesson 4**

Non erat ille lux, sed ut testimonium perhiberet de lumine. Erat lux vera quae inluminat omnem hominem venientem in mundum.

*He was not the light, but [came] to bear witness concerning the light. This was the true light which shines upon every man coming into the world.*

**Lesson 5**

In mundo erat et mundus per ipsum factus est et mundus eum non cognovit. In propria venit et sui eum non receperunt. Quotquot autem receperunt eum

*He was in the world and the world was made through Him and the world did not know Him. He came to His own [things], and His own [people] did not receive Him. But however many received Him,*

**Lesson 6**

dedit eis potestatem filios Dei fieri, his qui credunt in nomine eius, qui non ex sanguinibus neque ex voluntate carnis neque ex voluntate viri sed ex Deo nati sunt.

*to them He gave power to become sons of God, to those who believe in His name, who were not born of bloods [poetic use, not important] nor of the will of the flesh nor of the will of man but of God.*

**Lesson 7**

Et Verbum caro factum est et habitavit in nobis et vidimus gloriam eius gloriam quasi unigeniti a Patre plenum gratiae et veritatis.

*And the Word became flesh and dwelt among us and we saw His glory, the glory as of the Only-Begotten from the Father, full of grace and truth.*

**4. Grammar**

*Kraken Latin 2*, Unit 2 focused heavily on the formation and usage of participles. In this unit, we will of course be continuing to use participles, but we will move on to two other verb moods. The first few lessons of the unit we will spend reviewing verbs and nouns, and then we will review and expand our use of the infinitive, and then we will move on to introducing

the subjunctive (fear not; its name is more intimidating than its forms and usage!). Once you have mastered the subjunctive, you will basically know all Latin grammar.

### Verbs—Infinitives

In the “Latin Grammar Basics” introduction, an infinitive was initially defined as “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.’” Since we have progressed in our grammatical knowledge, we can enhance this definition by saying that **a Latin infinitive is a verbal noun not bounded by person or number; the second principal part of the verb.**

The phrase “verbal noun” should sound familiar; a gerund is a verbal noun while participles (including gerundives) are verbal adjectives. Like the gerund, then, the infinitive has qualities of both a noun and a verb. It can function as the subject of a sentence, for example: *To kill dragons is good.* Notice that in this example sentence it was also acting as a verb, because it took the direct object “dragons.” Infinitives can also be modified by adverbs: *To kill dragons justly is good.*

Thus far we have only dealt with present infinitives, both active and passive (and dependent, of course). The Latin infinitive also exists in the perfect active and passive, as well as the future active and passive.

Let’s review how to form the **present passive infinitive**. As with other verb moods in the present, you must find the present stem by going to the 2nd principal part (the present active infinitive) and removing the *-re*. Then for a passive infinitive, you simply add *-rī* to the stem in the 1st, 2nd, and 4th conjugations, and just an *-ī* for 3rd and 3rd *-iō* conjugations. We should be very familiar with this by now, and with the translations:

*Oswaldus necāre hunc dracōnem debet.* Oswald ought to kill this dragon.

*Hic dracō necārī ab Oswaldō debet.* This dragon ought to be killed by Oswald.

The **perfect active infinitive** is formed from the perfect active stem. Go to the 3rd principal part and remove the *-ī*. For example, the perfect stem of *necō* is *necāv-*. The only new form that you have to learn in this lesson is the ending *-isse*, which you add to the perfect stem to get *necāvisse*. The **perfect passive infinitive** is formed using the same principle as the perfect passive indicative. With the perfect passive indicative, you use the perfect passive participle plus the helping verb *sum* in the indicative (*necātus/a/um sum*). With the perfect passive infinitive, you take the perfect passive participle with the helping verb *sum* in the infinitive: *necātus/a/um esse*. To translate these, we must indicate past action while still using an infinitive form, and happily in English we use such past infinitives all the time:

*Oswaldus necāvisse hunc dracōnem debet.* Oswald ought to have killed this dragon.

*Hic dracō necātum esse ab Oswaldō debet.* This dragon ought to have been killed by Oswald.

The **future active infinitive** is formed similarly by taking the future active participle along with the infinitive of *sum*: *necātūrus/a/um esse*. You will not be required to know the future passive infinitive in this book; the Romans made do with the supine (see Lesson 3; basically looks like the neuter nominative singular of the perfect passive participle, as in *necātum*) plus the present passive (impersonal) infinitive of *eō*. Thus it would look like this: *necātum irī*. However, this form is uncommon, so don't worry about it.

### Latin Infinitive Endings

	INFINITIVE			
	LATIN ACTIVE	ENGLISH ACTIVE	LATIN PASSIVE	ENGLISH PASSIVE
PRES.	-re (2nd p.p.)	to X	-rī/-ī	to be Xed
PF.	perf. stem + -isse	to have Xed	4th p.p. + esse	to have been Xed
FUT.	fut. act. prt. + esse	to be about to X	(uncommon)	

### Sample Verbs

1st Conjugation: *amō, amāre, amāvī, amātum*

	INFINITIVE			
	LATIN ACTIVE	ENGLISH ACTIVE	LATIN PASSIVE	ENGLISH PASSIVE
PRES.	amāre	to love	amārī	to be loved
PF.	amāvisse	to have loved	amātus/a/um esse	to have been loved
FUT.	amātūrus/a/um esse	to be about to love	(uncommon)	

2nd Conjugation: *videō, vidēre, vīdī, vīsum*

	INFINITIVE			
	LATIN ACTIVE	ENGLISH ACTIVE	LATIN PASSIVE	ENGLISH PASSIVE
PRES.	vidēre	to see	vidērī	to be seen, to seem
PF.	vīdisse	to have seen	vīsus/a/um esse	to have been seen, to have seemed
FUT.	visūrus/a/um esse	to be about to see	(uncommon)	

3rd Conjugation: *dūcō, dūcere, dūxī, ductum*

	INFINITIVE			
	LATIN ACTIVE	ENGLISH ACTIVE	LATIN PASSIVE	ENGLISH PASSIVE
PRES.	dūcere	to lead	dūcī	to be led
PF.	dūxisse	to have led	ductus/a/um esse	to have been led
FUT.	ductūrus/a/um esse	to be about to lead	(uncommon)	

3rd -iō Conjugation: *capiō, capere, cēpī, captum*

	INFINITIVE			
	LATIN ACTIVE	ENGLISH ACTIVE	LATIN PASSIVE	ENGLISH PASSIVE
PRES.	capere	to capture	capī	to be captured
PF.	cēpisse	to have captured	captus/a/um esse	to have been captured
FUT.	captūrus/a/um esse	to be about to capture	(uncommon)	

4th Conjugation: *audiō, audīre, audīvī, auditum*

	INFINITIVE			
	LATIN ACTIVE	ENGLISH ACTIVE	LATIN PASSIVE	ENGLISH PASSIVE
PRES.	audīre	to hear	audīrī	to be heard
PF.	audīvīsse	to have heard	audītus/a/um esse	to have been heard
FUT.	audītūrus/a/um esse	to be about to hear	(uncommon)	

### Review of Infinitive Usage

Thus far we have seen the complementary infinitive, which completes the meaning of the main verb, as in one of the previous examples: *Oswaldus necāre hunc dracōnem debet*. “Oswald ought to kill this dragon.” What exactly ought Oswald to do? The verb *debet* is completed by explaining that he ought to kill the dragon.

The infinitive can also be used instead of the gerund as the subject or direct object of a sentence:

*Necāre malōs dracōnēs est bonum.* To slay (Slaying) evil dragons is good.

*Oswaldus malōs dracōnēs necāre amat.* Oswald loves to slay (slaying) evil dragons.

Enjoy these simple review usages and make sure you are thoroughly familiar with the various tenses and forms. One way to ensure this familiarity is of course our old friend the synopsis. We have now expanded it to include all the infinitives. As with participles, an infinitive doesn’t have a person, so just give the basic infinitive form (plural in the case of the compound infinitives in the perfect passive and future active).

Synopsis of *ēligō* in the 1st person plural: *ēligō, ēligere, ēlēgī, ēlectum*

		LATIN ACTIVE	ENGLISH ACTIVE	LATIN PASSIVE	ENGLISH PASSIVE
INDICATIVE	PRES.	ēligimus	we choose	ēligimur	we are chosen
	IMPF.	ēligēbāmus	we were choosing	ēligēbāmur	we were (being) chosen
	FUT.	ēligēmus	we will choose	ēligēmur	we will be chosen
	PF.	ēlēgimus	we chose/have chosen	ēlectī/ae/a sumus	we were/have been chosen
	PLPF.	ēlēgerāmus	we had chosen	ēlectī/ae/a erāmus	we had been chosen
	FT. PF.	ēlēgerimus	we will have chosen	ēlectī/ae/a erimus	we will have been chosen
PART.	PRES.	ēligentēs, -ntium	choosing		
	PF.			ēlectī, -ae, -a	(having been) chosen
	FUT.	ēlectūrī, ae, -a	about to choose	ēligendī, -ae, -a	(about) to be chosen
INF.	PRES.	ēligere	to choose	ēligī	to be chosen
	PF.	ēlēgisse	to have chosen	ēlectī/ae/a esse	to have been chosen
	FUT.	ēlectūrī/ae/a esse	to be about to choose		
IMP.	SG.	ēlige!	choose!	ēligere!	be chosen!
	PL.	ēligite!	choose! (pl.)	ēligimini!	be chosen! (pl.)



## Verbs—Impersonal Verbs

Several entries in this lesson’s word list may look a little odd. Instead of ending in the standard *-ō* or deponent *-r*, these verbs arrive in 3rd person singular (*placeō* is talented and can do both). They are called “impersonal verbs” precisely because they do not have a specific person as their subject. We have a few of these in English: “It’s raining” (and other weather phrases); “One could eat heaps of this cake.” In the first example, we all know that really the clouds are raining, and we could also say, “The clouds are raining,” but the idiomatic way of discussing the weather is to use the impersonal “it.” Sometimes we can use the pronoun “one” when we don’t need to specify a subject (as in the second example). Nowadays it’s probably more common to say “You could eat heaps of this cake,” where we don’t mean “you personally” (the person to whom we are speaking) but a nebulous, undefined subject.

Latin uses impersonal verbs more readily than English. The “weather usage” (as in “it’s raining, it’s snowing,” etc.) is also found in Latin, but we won’t be touching on weather words in this chapter. Often impersonal verbs are accompanied by an infinitive that is actually the subject of that impersonal verb:

*Decet hunc dracōnem necāre.* It is right to slay this dragon. To slay this dragon is right.

*Oportuit hunc dracōnem necāre.* It was necessary to slay this dragon. To slay this dragon was necessary.

Here is a list of the common impersonal verbs that your students will need to add to their vocabulary repertoire this lesson:

8. *decet, -ēre, decuit, — (impers. +acc.)* it is fitting, proper, suitable, right

12. *licet, -ēre, licuit, licitum (impers. +dat./acc.)* it is permitted, lawful, allowed

13. *oportet, -ēre, -tuit, -tuitum (impers. +acc.)* it is proper, necessary

14. *placeō, -ēre, -cui, -citur* | please, am pleasing (often impers. *placet/placuit* [+dat.])

16. *necesse est (impers. +dat./acc.)* it is necessary

I was unable to find an example of a fourth principal part for *decet*, so I’m assuming it either does not exist or is so uncommon that it isn’t worth including for our purposes here. As mentioned before, *placeō* is a verb that can be used personally or impersonally. *Necesse* is a neuter indeclinable adjective, but often appears with *est* and is used impersonally. These verbs take a word in the dative or accusative, or sometimes both. Here are some examples of these impersonal verbs in action:

*Sic enim decet nōs implēre omnem iūstītiām.* For thus it is fitting for us to fulfill all righteousness. (from Matt. 3:15)

*Nōn licet tibi habēre eam.* It is not lawful for you to have her. (from Matt. 14:4)

*Oportet Filium hominis multa patī.* It is necessary for the Son of Man to suffer many things. Or, The Son of Man must suffer many things. (from Mark 8:31)

*Tunc placuit apostolis...ēligere virōs ex eīs.* Then it pleased the apostles to choose men from them. (from Acts 15:22)

*Navigāre necesse est; vivere nōn est necesse.* It is necessary to sail; it is not necessary to live. Or, To sail is necessary; to live is not necessary. (According to Plutarch, Pompey, a member of the first triumvirate, said this to his soldiers when ordering them to bring food from Africa to Rome during a storm.)

Notice that these impersonal verbs, while remaining in the 3rd person singular, can change tenses and appear as infinitives too. Below is a summary of the possible forms for our vocabulary words:

PRES. INDIC.	deceat	licet	oportet	placet	vidētur
IMPF. INDIC.	decēbat	licēbat	oportēbat	placēbat	vidēbātur
FUT. INDIC.	decēbit	licēbit	oportēbit	placēbit	vidēbitur
PF. INDIC.	deceit	licuit, licitum est	oportuit	placuit	vīsum est
PLUPF. INDIC.	deceerat	licuerat	oportuerat	placuerat	vīsum erat
FUT. PF. INDIC.	deceerit	licuerit	oportuerit	placuerit	vīsum erit
PRES. SUBJ.*	deceat	liceat	oporteat	placeat	videat
IMPF. SUBJ.*	decēret	licēret	oportēret	placēret	vidēret
PERF. SUBJ.*	deceat	licuerit	oportuerit	placuerit	vīderit
PLUPF. SUBJ.*	deceisset	licuisset	oportuisset	placuisset	vīdisset
PRES. INFIN.	decēre	licēre	oportēre	placēre	vidēri
PF. INFIN.	deceisse	licuisse	oportuisse	placuisse	vīdisse
FUT. INFIN.	—	licitūrum esse	—	placitūrum esse	vīsūrum esse

\*Although the subjunctive hasn't been introduced yet (see Lesson 4), I'm including these forms here for future reference.

So far, so good. Even though we may not use impersonal verbs a whole bunch in English, we can understand what the Latin is getting at. But there is one more interesting feature to impersonal verbs in Latin. Why do *vidētur* and other 3rd person passive forms of *videō* appear in our chart above? Well, sometimes intransitive verbs in the passive are used impersonally. Thus *vidētur* means “it seems . . .” Another one which might seem strange is *ventum est*, literally meaning “it was come”—but idiomatically meaning “one came” or “they came” depending on the context.

### Nouns—Dative of Reference

We now have several uses of the dative in our repertoire: 1. dative as indirect object (*Dedī id tibi*, “I gave it to you”); 2. dative of possession (*Quod tibi nōmen est?* “What is your name?”—literally, “What is the name to you?”); and 3. dative of agent (*Hoc tibi faciendum est*, “You must do this”—literally, “This must be done by you.”). Today we add another dative to the list: the Dative of Reference.

Unlike the other dative usages listed above, the dative of reference relies upon the whole meaning of the sentence or clause, rather than hanging upon one word. For instance, in the second example above, *Quod tibi nōmen est?*, the dative *tibi* depends on *nomen*. A dative of reference would look more like one of these examples:

1. *Tibi hunc dracōnem necās.* “You are killing this dragon for yourself.” (The “for yourself” refers to the rest of that entire sentence “You are killing this dragon.”)—This type of dative of reference is sometimes called the dative of advantage or disadvantage.
2. *Oswaldus erit mihi semper rēx.* “Oswald will always be a king to me [in my opinion].”—This type of dative of reference expresses a person’s point of view. We can say something similar in English, as in “Everyone else likes vanilla, but me, I prefer chocolate.” The “me” emphasizes that “in my opinion” or “as far as I’m concerned” chocolate is better.
3. [The demon-possessed man called Legion says:] *“Quid mihi et tibi, Iesu Filii Dei Summi?”* [Literally,] “What to me and to you, Jesus Son of God Most High?” [More idiomatically,] “What do you have to do with me, Jesus Son of God Most High?” (Mk. 5:7).—This dative of reference is a Latin idiom and is used in questions and exclamations.

Now you may have noticed that even though this is a new use of the dative, we are still often translating it with the prepositions “to/for” as we did way back in the day for indirect objects. However, when you see a “for” in English, do not automatically translate the object of that preposition into the Latin dative. Think about what that phrase means as a whole. Thus if we have the sentence “Oswald killed the dragon for me!”, the “for me” actually means “for my sake.” In this instance, you may not use the dative but should use *prō* plus the ablative, *Oswaldus dracōnem prō mē necāvit.* Another example would be “Jesus died for me” (instead of *mihi*), *Iesus prō mē mortuus est.*

### Review

Be sure to review the words *volō*, *nolō*, and *malō*. Also, practice putting a few words in locative, just to keep it fresh in your mind.

## 5. Worksheet

Have students follow the directions given to complete the worksheet.

## 6. Quiz

Administer Quiz 17 at the end of the lesson.

# Worksheet 1

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## A. Vocabulary

1. dīligō, dīligere, dīlēxī, **dīlēctum** : **I choose out, love**
2. sabbath: **sabbatum**
3. at: **yet, but**
4. alius, -ia, -iud (adj.): **other, another**
5. impius: **irreverent, wicked, impious**
6. street: **platēa**
7. I began: **coepī, coepisse, coeptum**
8. almost: **paene**
9. judge: **iūdex**
10. ēligō, **ēligere**, ēlēgī, ēlectum: **I pick out, choose, elect**
11. afterwards: **postea**
12. placeō, **placēre**, **placuī**, placitum: **I please, am pleasing**
13. haud: **not at all, by no means**
14. necesse (n, indecl.): **necessary, unavoidable**
15. oportet, oportēre, oportuit (impers. +acc.): **it is proper, necessary**
16. alter, -era, -erum (adj.): **the other (of two), second**
17. it is fitting: **decet, -ēre, decuit (impers. +acc.)**
18. equally: **pariter**
19. licet, licēre, **licuit**, licitum (impers. +dat./acc.): **it is permitted, lawful, allowed**
20. occupō: **I seize**
21. demon: **daemonium**
22. I hope: **spērō (1)**
23. I eat: **edō, -ere, ēdī, ēsum**
24. cōgitātiō: **thought, opinion**
25. quisquam, quidquam/quicquam (adj.): **anyone, anything, someone, something**

## B. Grammar

1. Do a synopsis of *diligō* in the 3rd person plural, first giving principal parts:

### **diligō, -ere, dilēxī, dilectum**

		LATIN ACTIVE	ENGLISH ACTIVE	LATIN PASSIVE	ENGLISH PASSIVE
INDICATIVE	PRES.	diligunt	they love	diliguntur	they are loved
	IMPF.	diligēbant	they were loving	diligēbantur	they were (being) loved
	FUT.	diligent	they will love	diligentur	they will be loved
	PF.	dilēxerunt	they (have) loved	dilectī/ae/a sunt	they were/have been loved
	PLPF.	dilēxerant	they had loved	dilectī/ae/a erant	they had been loved
	FT. PF.	dilēxerint	they will have loved	dilectī/ae/a erunt	they will have been loved
PARTICIPLE	PRES.	diligentēs, -ntium	loving		
	PF.			dilectī, -ae, -a	(having been) loved
	FUT.	dilectūrī, -ae, -a	about to love	diligendī, -ae, -a	(about) to be loved
INFINITIVE	PRES.	diligere	to love	diligī	to be loved
	PF.	dilēxisse	to have loved	dilectī/ae/a esse	to have been loved
	FUT.	dilectūrī/ae/a esse	to be about to love		
IMPERATIVE	SG.	dilige!	love!	diligere!	be loved!
	PL.	diligite	love! (pl.)	diligimini!	be loved! (pl.)

2. Translate these phrases from Latin into English or English into Latin as appropriate, using your new impersonal verbs.

oportuit nōs iūrāre: **it was necessary for us to take an oath**

it is fitting for her to love: **decet eī diligere/amāre**

necesse tibi spērāre est: **it is necessary for you to hope**

licēbat vōs edere: **it was lawful for you to eat**

it pleases him to cross over: **placet eī transire**

it will be necessary to decide: **oportēbit/necesse erit cōstituere**

licuit mihi parcere tibi: **it was lawful for me to spare you**

### C. Memorization

Fill in the blanks in John 1:1–3a in Latin.

**In principio erat Verbum et Verbum erat apud Deum et Deus erat Verbum. Hoc erat in principio apud Deum. Omnia per ipsum facta sunt,**

### D. Translation

#### English to Latin

Translate these sentences into Latin, using participles or gerunds where *italicized*.

1. It was fitting for Jesus to cast out very many demons in streets and beside tombs *by speaking* a word to them.  
**Decēbat/Decuit Iēsum ēicere plūrima daemonia in platēis et praeter sepulchra sermōne/verbō eīs dicendō [or, sermōnem/verbum eīs dicendō].**

2. The impious judge expects you to have already given him money, and then he will want to hand over mercy to you.

**Iūdex impius sperat tē/vōbis iam eī pecūniam dedisse, et deinde tibi/vōbis misericordiam trādere/trāditūrus esse volet.**

3. It pleases the gods to eat a hundred cookies, and therefore we must offer them on the altar, once they *have been made* by certain mothers equally in our city. (Translate the underlined phrase first with an impersonal verb, and then with a passive periphrastic.)

**(a) Placet deīs/nūminibus centum crūstula edere, et ideo/igitur/ergo/itaque (a) oportet/necesse est nōs offerre ea in altaribus, eīs ab quibusdam mātribus in nostrā urbe pariter factis. (b) ...et ideo/igitur/ergo/itaque ea nōbis offerenda in altaribus sunt, eīs ab....**

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4. My companions ought not to have spoken [their] true thoughts about the king's *beloved* sheep; yet someone told the king while he *was feeding* them.

**Meī comitēs/socii verās cōgitatiōnēs dē dīlectīs ovibus rēgis dixisse/locūtus esse nōn/haud debuērunt/debēbant; at quisquam/aliquis rēgī pascentī eās dixit/locūtus est.**

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5. “What are your names? And what do you have to do with us? What things *must you do* here?” the man *enslaved* by the demons began to ask us.

**“Quae nōmina vōbīs sunt? [or, Quae vestra nōmina sunt?] Et quid vōbīs et nōbis? Quae [ea] vōbīs hīc facienda/agenda sunt?” vir servītus ab daemoniīs nōs quaerere/rogāre coepit.**

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## E. Latin to English

Adapted from Matthew 12:1-32

- 1 In illo tempore abiit Iesus sabbatis per agros; discipuli autem eius *esurierunt* et coeperunt *vellere spicas* et manducare. *Pharisaei* autem videntes dixerunt ei: “Ecce discipuli tui faciunt, quod non licet facere sabbato.” At ille dixit eis: “Non legistis de David? Quid fecit quando *esuriit* et qui cum eo erant? Quomodo intravit in domum Dei et panes propositionis\* *comedit*, quod non licebat ei edere neque his,
- 5 qui cum eo erant, nisi solis sacerdotibus? Aut non legistis in Lege quia sabbatis sacerdotes in templo sabbatum *violant* et sine *crimine* sunt? Dico autem vobis quia templo maior est hic. Scite autem hoc: ‘Misericordiam volo et non sacrificium.’ Dominus est enim Filius hominis sabbati.”

- Et inde transiens, venit in *synagogam* eorum; et ecce homo manum habens aridam. Et interrogabant eum dicentes: “Licet sabbatis curare\*?”, quia *accusare* eum voluerunt. Ipse autem dixit illis: “Qui erit ex vobis homo, qui habens ovem unam et, si ceciderit haec sabbatis in *foveam*, nonne tenebit et *levabit* eam? *Quanto* igitur melior est homo ove! Itaque licet sabbatis bene facere.” Tunc ait homini: “*Extende*

manum tuam.” Et *extendit*, et *restituta est sana* sicut altera. Exeuntes autem Pharisei consilium faciebant *adversus* eum, quod eum perdere volebant.

15 Iesus autem sciens *secessit* inde. Et secuti sunt eum multi, et curavit eos omnes et *comminatus est* eis: “Nolite *manifestum* me facere”—et ideo *adimpletus est*, quod dictum est per *Isaiam prophetam* dicentem: “Ecce puer meus, quem elegi, dilectus meus, in quo bene placuit animae meae; ponam Spiritum meum super eum, et iudicium gentibus nuntiabit. Non *contendet* neque clamabit, neque audiet aliquis in plateis vocem eius. *Arundinem quassatam* non franget et *linum fumigans* non *extinguet*, sed eiciet  
20 ad victoriam iudicium; et in nomine eius gentes sperabunt.”

Tunc oblatus est ei daemonium habens, caecus et *mutus*, et curavit eum, et *mutus* locutus est et vidit. Et miratae sunt omnes turbae et dicebant: “Numquid hic est filius David?” Pharisei autem audientes dixerunt: “Hic non eicit daemones nisi in *Beelzebul*, principe daemonum.”

Sciens autem cogitationes eorum dixit eis: “Omne regnum *divisum* contra *se desolatur*, et omnis  
25 civitas vel domus divisa contra se non stabit. Et si *Satanas Satanam* eicit, *adversus* se *divisus* est; quomodo ergo stabit regnum eius? Et si ego in *Beelzebul* eicio daemones, filii vestri in quo eiciunt? Ideo ipsi iudices erunt vestri. Si autem in Spiritu Dei ego eicio daemones, igitur pervenit in vos regnum Dei. Aut quomodo potest quisquam intrare in domum fortis et *vasa* eius *diripere*, nisi prius *alligaverit* fortem? Et tunc domum illius *diripiet*. Qui non est mecum, contra me est; et, qui non congregat mecum, *spar-*  
30 *git*. Ideo dico vobis: Omne *peccatum* et *blasphemia* dimittetur hominibus, Spiritus autem *blasphemia* non dimittetur. Et quicumque dixerit verbum contra Filium hominis, dimittetur ei; qui autem dixerit contra Spiritum Sanctum, non dimittetur ei neque in hoc saeculo neque in *futuro*.”

#### Notes:

\* *pānēs*: can also mean “loaf,” which works better here

\* *prōpositiōnis*: *prōpositiō* a setting forth, proposition. Here with *pānēs*, the “loaves of the setting forth” are of course the “show-bread” (a much shorter and snappier way to put it)

\* *curāre*: *curō* can also mean “I heal, cure”

#### Glossary:

*accūsō* (1): I accuse

*adimpleō*, *-ēre*, *-ēvī*, *-ētum*: I fill up, fulfill

*adversus* (+*acc.*): against

*alligō* (1): I bind up, tie up

*arundō*, *-inis* (f): reed

*Beelzebul*, *-ulis* (m) (sometimes indecl.): Beelzebub

*blasphēmia*, *-ae* (f): blasphemy, slander

*comedō*, *-ere*, *-ēdī*, *-ēsus*: I eat up, consume (compound of *edō*)

*comminor*, *-ārī*, *-ātus sum*: I threaten

*contendō*, *-ere*, *-tendī*, *-tentum*: I strive, stretch out

*crīmen*, *-minis* (n): crime, fault, offence

*dēsōlō* (1): I leave alone, forsake

*diripiō*, *-ere*, *-ripuī*, *-reptum*: I tear apart, plunder

*dividō*, *-ere*, *-vīsī*, *-vīsum*: I divide, separate

*ēsuriō*, *-īre*, *-īī*, *-ītum*: I hunger, desire food

*extinguō*, *-ere*, *-stinxi*, *-stinctum*: I put out, quench, extinguish

*extendō*, *-ere*, *extendī*, *extensum*: I stretch out

*fovea*, *-ae* (f): pit, snare

*fūmigō* (1): I smoke

*futūrum*, *-ī* (n): the future

*Isaias*, *-ae* (m): Isaiah (either the prophet or the book)

*levō* (1): I lift up, raise

*līnum*, *-ī* (n): flax

*manifestus*, *-a*, *-um*: manifest, evident

*mūtus*, *-a*, *-um*: mute

*peccātum*, *-ī* (n): sin, fault

*Phariseus*: Pharisee

*prophēta*, *-ae* (m): prophet, soothsayer

*quāntō*: by how much

*quassō* (1): I shake violently, batter

*restituō*, *-ere*, *-stituī*, *-stitutus*: to replace, restore

*sānus*, *-a*, *-um*: whole, healthy

*Satanās*, *-ae* (m): Satan

*sēcēdō*, *-ere* *-cessī*, *-cessum*: I withdraw, go apart

*spargō*, *-ere*, *sparsi*, *sparsum*: I scatter

*spīca*, *-ae* (f): point, head (of grain), ear (of corn)

*suī*, *sibi*, *sē*, *sē* (*reflexive pronoun*): himself, herself, itself

*synagōga*, *-ae* (f): synagogue

*vās*, *vāsis*; *pl. vāsa*, *-ōrum* (n): vessel, equipment

*vellō*, *-ere*, *vulsi/velli*, *vulsum*: I pluck, pull

*violō* (1): I violate, profane, dishonor



At that time [lit., “in that time,” but “at” sounds better] Jesus went away on the Sabbath through the fields; moreover His disciples hungered [became hungry] and began to pluck the heads (of grain) and eat [them]. Moreover the Pharisees seeing [this] said to Him, “Behold, your disciples are doing that which is not lawful to do on the Sabbath.” But He [lit., “that man”] said to them: “Have you not read about David? What did he do when he was hungry and those who were with him? How he entered into the house of God and ate up the showbread [lit., “loaves of the setting forth”], which it was not lawful for him to eat, nor those who were with him, except only for the priests? Or have you not read in the Law that on the Sabbath the priests in the temple violate the Sabbath and are without fault? But I say to you that a greater than the temple is here [*hic* makes more sense than *hic*]. But know this: ‘I want mercy and not sacrifice.’ For the Son of man is Lord of the Sabbath.”

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And going from there, He came into their synagogue; and behold, a man having a withered hand [was there]. And they asked Him, saying: “Is it lawful to heal on the Sabbath?” because they wanted to accuse him. But He Himself said to them: “Which man will there be of you, who, having one sheep and, if it falls [lit., “will have fallen”] on the Sabbath into a pit, will he not hold it and lift it up? Therefore by how much more is a man better than a sheep! Therefore it is lawful to do good [lit., “well”] on the Sabbath.” Then He said to the man: “Stretch out your hand.” And he stretched [it] out, and it was restored whole just as the other. Moreover, going out, the Pharisees made a plan against Him, because they wanted to destroy Him.

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Moreover, Jesus knowing [this] withdrew from there. And many followed Him, and He healed them all and He threatened them: “Do not make me manifest [“known” would work here]”—and therefore was fulfilled that which was said by Isaiah the prophet, saying: “Behold, My son [works better than “boy” here], whom I have chosen, My beloved, in whom My soul is well pleased [lit., “in whom it is well pleasing to my soul”]; I will put My Spirit upon Him, and He will announce judgment to the nations [or “Gentiles”]. He will not strive nor shout, nor will anyone hear His voice in the streets. A battered reed He will not break and a smoking flax He will not put out, but He will send [lit., “throw”] judgment to victory; and in His name the Gentiles will hope.”

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Then was brought to Him [a man] having a demon, blind and mute, and He healed him, and the mute man spoke and saw. And all the crowds marveled and said: “Surely this is not the son of David, is it?” Moreover the Pharisees, hearing [this], said: “This man does not cast out demons except by [lit., “in”] Beelzebul, the prince of demons.”

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# Lesson 1 Quiz (68 points)

## A. Vocabulary (10 points)

- impious: **irreverent, wicked, impious**
- necesse: **necessary, unavoidable**
- placeō: **I please, am pleasing**
- I began: **coepī**
- ēligō: **I pick out, choose, elect**
- oportet: **it is proper, necessary**
- haud: **not at all, by no means**
- daemonium: **demon, evil spirit**
- deceat: **it is fitting, proper, suitable, right**
- street: **platēa**

## B. Grammar (40 points)

Do a synopsis of *spērō* in the 2nd person singular, first giving principal parts:

**spērō, spērāre, spērāvī, spērātum**

		LATIN ACTIVE	ENGLISH ACTIVE	LATIN PASSIVE	ENGLISH PASSIVE
INDICATIVE	PRES.	spērās	you expect	spērāris	you are expected
	IMPF.	spērābās	you were expecting	spērābāris	you were (being) expected
	FUT.	spērābis	you will expect	spērāberis	you will be expected
	PF.	spērāvistī	you (have) expected	spērātus/a/um es	you were/have been expected
	PLPF.	spērāverās	you had expected	spērātus/a/um erās	you had been expected
	FT. PF.	spērāveris	you will have expected	spērātus/a/um eris	you will have been expected

PARTICIPLE	PRES.	sperāns, -ntis	expecting		
	PF.			spērātus, -a, -um	(having been) expected
	FUT.	spērātūrus, -a, -um	about to expect	spērāndus, -a, -um	(about) to be expected
INFINITIVE	PRES.	spērāre	to expect	spērārī	to be expected
	PF.	spērāvīsse	to have expected	spērātus/a/um esse	to have been expected
	FUT.	spērātūrus/a/um esse	to be about to expect		
IMPERATIVE	SG.	sperā!	expect!	sperāre!	be expected!
	PL.	spērāte!	expect! (pl.)	sperāminī!	be expected! (pl.)

### C. Memorization (8 points)

Write out the Latin for John 1:1-3a.

**In principio erat Verbum et Verbum erat apud Deum et Deus erat Verbum. Hoc erat in principio apud Deum. Omnia per ipsum facta sunt,**

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### D. Translation (10 points)

Decuit Iēsum ēicere plūrima daemōnia in platēis sermōne eīs loquendō.

**It was fitting for Jesus to cast out very many demons in the streets by speaking a word to them.**

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