Latin for Teachers DVD Course

How to Teach the Latin for Children Series

Taught by Karen Moore

LATIN FOR TEACHERS
Table of Contents

Session B1: Genitive Case & Personal Pronouns
1. Genitive Case
2. Personal Pronouns
3. Practice Sheets
   a. Pronoun practice, ch. 6
   b. Pronoun practice, ch. 8

Session B2: Numerals
1. Cardinal Numerals
2. Ordinal Numerals
3. Numerals
4. Genitive & Ablative with numbers
5. Practice Sheets
   a. Latin Math I
   b. Latin Math II
   c. Number Practice

Session B3: 3rd Declension Nouns
1. Third Declension
2. Third Declension, i-stem
3. Practice Sheets
   a. Noun I.D. – Ch. 19
   b. I-stem Noun I.D. – ch. 30

Session B4: Demonstrative Pronun/Adj.
1. *hic, haec, hoc*
2. *ille, illa, illud*
3. practice sheets
   a. demonstrative pronoun decline/agreement sheet
      (begins with insturctions "Decline the 3rd declension noun _____"
   b. Demonstrative Pronouns – *"Hic"*
   c. Translating Demonstrative Pronouns

Session C1: 3rd Declension Adj.
1. 2-termination adj.
2. 3-termination adj.
3. 1-termination adj.
4. practice sheets
   a. agreeable adj. c-3
   b. translation practice C-4

Session C2: more on verb conjugations
1. 3rd & 4th conjugation verbs
2. irregular verb: *ferre*
3. compound verb: *posse*
4. practice sheets
    a. conjugation w.s.
    b. parsing practice plus, ch. 15

Session C3: more on verbs
1. perfect system
    a. conjugation w.s.
    b. parsing practice ch. 10
2. –re, -te, -n
3. practice sheets
    a. translation practice C18

Session C4: more nouns
1. 4th & 5th declension
2. dative case
3. case review
4. practice sheet
    a. translation practice

Latin Question & Answer Flow

Session A1: Introduction to Latin Verbs

1. Principal Parts – Chapters 1 & 2, LFCA

Every Latin verb has with it a set of principal parts. These parts are what you see listed in every vocabulary section at the beginning of each chapter. **Principal parts** are the forms of the verb that are considered basic and from which you create all other forms of the verb. In English, the principal parts are as follows:

1. present infinitive   *to love*   *to see*
2. 3ʳᵈ person present tense   *(he) loves*   *(he) sees*
3. preterit (simple past)   *I loved*   *I saw*
4. past participle   *loved*   *seen*

The principal parts of Latin verbs are categorically similar:

1. 1ˢᵗ person present   *amō – I love*   *videō – I see*
2. present infinitive   *amāre – to love*   *vidēre – to see*
3. 1ˢᵗ person perfect (simple past)   *amāvī – I loved*   *vīdī – I saw*
4. past participle (supine)   *amātum - loved*   *vīsum- seen*

It is worth noting that although both use the same basic forms to comprise their principal parts, Latin is much more consistent in the pattern these forms follow. **(See the explanation p.3, Ch.1, Primer A.)** Here is a brief description of the four principal parts:

1. 1ˢᵗ principal part (*amō*): first person, singular, present tense
   This is the form used as reference for dictionary entries.
2. 2ⁿᵈ principal part (*amāre*): infinitive
   The infinitive provides the verb stem for the present system, and identifies the conjugation to which each verb belongs.
3. 3ʳᵈ principal part (*amāvī*): first person, singular, perfect tense
   This part provides the verb stem for the perfect system.
4. 4ᵗʰ principal part (*amātum)*: perfect passive participle
   This form has many uses including the formation of participles, tenses in the passive voice, many adjectives, and the supine.

Primer A-B will only use the first two principal parts. Primer C introduces the third. It is very important, however, to memorize all of them now as a complete verb set. Latin has its share of irregular verbs also, and some verbs alter their stem in the last few principal parts. You will save yourself a great deal of work later if you memorize them as part of your vocabulary list now.

Practice:
1. Exaggerate pronunciation of principal parts as you rehearse them with students.
2. Make flash cards, and use them to play games.

2. Verb Conjugations – Chapters 2 & 14, LFCA

A **conjugation** is a group of verbs that share similar patterns for their endings. Consider your family as an example. Each member in your family is a unique individual, and each one is different in his or her own way. However, your family also tends to share similar characteristics in appearance and personality. Each conjugation is a family of verbs. Each verb is a little different, but each verb within a conjugation tends to have the same set of endings and follow the same rules for changing those endings as the rest of its family members. There are four different conjugations, or groups of verbs. You can identify each one by the verb's stem, which is formed from the infinitive (2nd pp).

2nd principal part – re = verb stem

1st conjugation	amā/re = amā
2nd conjugation	vidē/re = vidē
3rd conjugation	mitte/re = mitte
4th conjugation	audī /re = audī

Caveat magister (Let the teacher beware): Students *will* confuse 2nd and 3rd conjugation. It is, therefore, imperative that you stress the importance of memorizing the macra; for it is the only way to discern the difference.

Practice:
1. As an oral exercise, ask students to identify the stem and conjugation of each verb.

3. Characteristics of Latin Verbs – Chapters 2 & 16, LFCA

Latin verbs have five basic characteristics (we will concentrate on the first three):

Person – tells *who* is doing the action
Number – answers the question *"how many?"*
    Refer to diagram in Primer A, Chapter 2, p. 7
Tense – tells *when* the action takes place

Mood – reveals the attitude of the speaker
Voice – tells whether the subject is doing or receiving the action.

English must use a variety of helping verbs or ancillary verbs to communicate the above. Latin contains all this same information in one word by using a variety of tense markers and personal endings.

Compare/contrast: Latin vs. English

I am loving   *amō*

I will love	*amābō*
I used to love	*amābam*

4. Conjugating & Translating – Chapters 2, 16 - 19, LFCA

To conjugate a verb is to show a verb with all of its endings. That means listing each person and number combination for a given tense. The number of combinations can be overwhelming, particularly when it seems as though you must memorize a new set for each of the six tenses. There is, however, a rhyme and reason to the madness. The key to understanding how verb tenses work is recognizing the formula for each tense, and the consistent patterns among verb tenses. For now we will look at how the present system of 1st & 2nd conjugation verbs fit into this basic formula.

<div align="center">

Basic Formula:
stem + tense marker + personal endings

</div>

Stems

The stem for the present system (present, imperfect, and future tenses) comes from the infinitive.

2nd principal part – re = verb stem

1st conjugation   **amā/re = amā**
2nd conjugation   **vidē/re = vidē**

Tense Markers
This is the only part of the verb that <u>consistently</u> changes!

present – no marker
imperfect – *ba*
future – *b(i)*

Personal Endings

person	singular	plural
1	-m/-ō	-mus
	I	we
2	-s	-tis
	you	you (pl.)
3	-t	-nt
	he/she/it	they

Now that we see the basic formula that verbs follow in their tenses, let us look at the individual tenses of the present system and how to translate them.

Present Tense – an action occurring now

Formula: present stem (_____) + tense marker (_____) + personal endings
Translation: I love, I am loving, I do love

person	singular	plural	singular	plural
1	am-ō I love	amā-**mus** we love	vide-ō I see	vidē-**mus** we see
2	amā-**s** you love	amā-**tis** you (pl.) love	vidē-**s** you see	vidē-**tis** you (pl.) see
3	ama-**t** he/she/it loves	ama-**nt** they love	vide-**t** he/she/it sees	vide-**nt** they see

Imperfect Tense – an ongoing or repeated action of the past

Formula: present stem (_____) + tense marker (_____) + personal endings
Translation: I was loving, I used to love, I began to love

person	singular	plural	singular	plural
1	amā-**ba**-m I was loving	amā-**bā**-mus we were loving		
2	amā-**bā**-s you were loving	amā-**bā**-tis you (pl.) were loving		
3	amā-**ba**-t he was loving	amā-**ba**-nt they were loving		

Future Tense – an action having not yet occurred

Formula: present stem (_____) + tense marker (_____) + personal endings
Translation: I will love, I will be loving

person	singular	plural	singular	plural
1	amā-**b**-ō I will love	amā-**bi**-mus we will love		
2	amā-**bi**-s you will love	amā-**bi**-tis you (pl.) will love		
3	amā-**bi**-t he/she/it will love	amā-**bu**-nt they will love		

Practice:
1. Conjugation Practice (use color for endings!)
2. Memory W.S. – p.30, Ch. 7; p. 78, Ch. 17; p. 87, Ch. 19, Primer A
3. Parsing Practice

Nomen: _____   datum: _____

<u>Verb Conjugating Worksheet</u>

1. Choose 6 verbs from chapter(s) _____.
2. Find the stem of each verb.
3. Conjugate the verb in the tense requested.
4. Translate the box marked * in two different ways.

1.   tense: _____   stem: _____

*	

*_____

_____

2.   tense: _____   stem: _____

	*

*_____

_____

3.   tense: _____   stem: _____

*	

*_____

_____

4.　　tense: _____　　　　stem: _____

	*

*_____

_____

5.　　tense: _____　　　　stem: _____

*	

*_____

_____

6.　　tense: _____　　　　stem: _____

	*

*_____

_____

Parsing Practice, Ch. 14

1. Circle the ending of each verb.
2. Identify its person and number.
3. Translate the word into English.

LATIN VERB	PERSON	NUMBER	TRANSLATION
videō			
augēs			
tenēs			
habēmus			
creat			
mūtātis			
iubent			
habitāmus			
explōrās			
tenētis			
habeō			
clāmō			
iubet			
augēs			
cōgitant			
dubitō			
necātis			

vidēmus			
tardat			
ambulas			

Parsing Practice, Ch. 21

Circle the ending of each verb. Next identify its person and number. Lastly, translate the word into English.

VERB	TENSE	PERSON	NUMBER	TRANSLATION
sum	Present	1	Singular	I am
audeō				
lūgēbant				
erant				
monēbimus				
manēbātis				
erat				
cēnsēs				
sunt				
dolēbam				
erātis				
manēbis				
audēbās				
erāmus				
cavēbō				
audēbāmus				
estis				
lūgēbunt				

monētis				
est				

Practice Ch. 19: Future Tense

A) Keeping the same tense and person, change the number of the following verbs from singular to plural or plural to singular.

1. intrābō = _____intrābimus_____   6. dolēbō = _____

2. cavēbimus = _____   7. gaudēbitis = _____

3. exercēbis = _____   8. cōgitābis = _____

4. dubitābunt = _____   9. nāvigābit = _____

5. iacēbit = _____   10. tenēbunt = _____

B) Keeping the same person and number, change the tense of the following verbs, then translate.

1. vītāmus - _____vītābimus_____ = _____we will avoid_____

2. dolēbis - _____ = _____

3. cōgitābunt - _____ = _____

4. cavētis - _____ = _____

5. gaudēbō - _____ = _____

6. augēs - _____ = _____

7. dubitābimus - _____ = _____

8. ambulābitis - _____ = _____

9. iacet - _____ = _____

10. exercēmus - _____ = _____

B) Chant. Give the imperfect tense endings.

PERSON	SINGULAR	PLURAL

C) Grammar.

1. What 3 things does every verb have?

2. What are the two kinds of verbs?

D) Bonus. Translate the following phrase:

Ars longa, vīta brevis: _____

Session A2: Irregular Verbs

English has quite a few verbs whose principal parts do not follow what is considered the usual format.

Regular:	Love	(he) loves	loved	loved
Irregular:	Do	(he) does	did	done
	Go	(he) goes	went	gone
	Be	(he) is	was	been

1. Irregular verb: *esse* - Chapters 21 – 24, LFCA

The most common of these irregularities is the linking verb "to be." It should therefore be no surprise that the most common irregular verb in Latin is this same linking verb, *esse* (to be). The principal parts for this verb are indeed irregular:

<p style="text-align:center">sum, esse, fuī, futūrum</p>

You can form the stem for this verb in a similar manner to other verbs. Simply remove the ending *–se* from the infinitive (second principal part). The result is the irregular stem *es-*. Add this stem to the familiar personal endings you have already learned and you will conjugate the present tense of *esse.*

PERSON	SINGULAR	PLURAL
1	su-**m** I am	su-**mus** we are
2	e-**s** you are	es-**tis** you (pl) are
3	es-**t** he/she/it is	su-**nt** they are

In the third person plural and the forms of the first person the stem changes to *su-*. This linguistic change is due to the sounds produced by the joining of the stem and the ending. The sounds produced by the letters 'm' and 'n' are called nasals because the sound is produced largely through the nasal passage. The sound produced by the stem *es-*followed by a nasal was not clearly distinguishable or pleasing to the Roman ear. Therefore, the *es-*changes to a *su-* when placed in front of a nasal.

The imperfect and future tenses of *esse* are also irregular. Once again the endings are the same regular familiar endings. Even the vowel pattern of the tense markers is the same as the regular verbs. However, we now see *–ra-* instead of *–ba-* in the imperfect tense and *–r-* instead of *–b-* in the future tense.

PERSON	IMPERFECT		FUTURE	
	Singular	Plural	Singular	Plural
1	**eram** I was	**erāmus** we were	**erō** I will be	**erimus** we will be
2	**erās** you were	**erātis** you (pl) were	**eris** you will be	**eritis** you (pl) will be
3	**erat** he/she/it was	**erant** they were	**erit** he/she/it will be	**erunt** they will be

Practice:
1. conjugation practice (written and oral)
2. parsing practice

2. Irregular verb: *īre* – Chapter 27, LFCA

The second most common irregular verb in Latin is *īre* (to go). This verb conjugates quite normally, but is considered irregular because of an unusual stem that consists of a single vowel.

eō, **īre**, iī/īvī, ītum, to go   stem: **ī/ re**

Singular

Person	Present	imperfect	future
1	e**ō**	**ībam**	**ībō**
2	**īs**	**ībās**	**ībis**
3	**it**	**ībat**	**ībit**

Plural

Person	Present	imperfect	future
1	**īmus**	**ībāmus**	**ībimus**
2	**ītis**	**ībātis**	**ībitis**
3	e**unt**	**ībant**	**ībunt**

Practice:
1. conjugation practice (written and oral)
2. parsing practice

3. Compound Verbs – Chapters 28 & 30, LFCA and Chapters 12-13, LFCB

Primer A introduces Latin prepositions. These little words not only serve to introduce prepositional phrases (which we will discuss later), but also function as prefixes for both Latin and English compound verbs.

circumnavigate   *circumnāvigō*
transport   *trānsportō*

The prefixes change the meaning only in that they make the action more specific; often giving a clearer direction to the action portrayed.

Caveat magister: Young students often struggle with the concept of prefixes and compound verbs. They tend to view compound verbs as an entirely new and separate word instead of a slightly enhanced word. Take great pains to demonstrate the separation of the prefix from the root on a regular basis.

Irregular verbs such as *esse* and *īre* have quite a few compound forms. These can be particularly challenging for students because of the irregularities in conjugating them. Just as with regular compound verbs, demonstrate how the prefix attaches without changing the root verb and how it behaves. **See list of examples on p. 131, Ch. 30, Primer A.**

adsum, **ad**esse, **ad**fuī, **ad**futūrum, to be near, be present stem: **ad**es/se

Singular

Person	Present	imperfect	future
1	**ad**-sum	**ad**eram	**ad**erō
2	**ad**-es	**ad**erās	**ad**eris
3	**ad**-est	**ad**erat	**ad**erit

Plural

Person	Present	imperfect	future
1	**ad**-sumus	**ad**erāmus	**ad**erimus
2	**ad**-estis	**ad**erātis	**ad**eritis
3	**ad**-sunt	**ad**erant	**ad**erunt

exeō, **ex**īre, **ex**iī/īvī, **ex**ītum, to go out   stem: **ex**ī/ re

Singular

Person	Present	imperfect	future
1	**ex**-eō	**ex**ībam	**ex**ībō
2	**ex**-īs	**ex**ībās	**ex**ībis
3	**ex**-it	**ex**ībat	**ex**ībit

Plural

Person	Present	imperfect	future
1	**ex**-īmus	**ex**ībāmus	**ex**ībimus
2	**ex**-ītis	**ex**ībātis	**ex**ībitis
3	**ex**-eunt	**ex**ībant	**ex**ībunt

Practice:
1.   conjugation practice (written and oral)
2.   memory w.s. - p. 125, Ch. 28, Primer A
3.   parsing practice

Nomen: _____ datum: _____

Verb Conjugating Worksheet

1. Choose 6 verbs from chapter(s) _____.
2. Find the stem of each verb.
3. Conjugate the verb in the tense requested.
4. Translate the box marked * in two different ways.

1. tense: _____ stem: _____

*	

*_____

_____

2. tense: _____ stem: _____

	*

*_____

_____

3. tense: _____ stem: _____

*	

*_____

_____

4.   tense: _____   stem: _____

	*

*_____

_____

5.   tense: _____   stem: _____

*	

*_____

_____

6.   tense: _____   stem: _____

	*

*_____

_____

Nomen: _____   Datum: _____

Parsing Practice, Ch. 30

Circle the ending of each verb. Next, identify its person, number, and tense. Then, translate into English.

VERB	PERSON	NUMBER	TENSE	TRANSLATION
absum				
exit				
abībō				
aderās				
abīmus				
aberat				
exībant				
circumīs				
adest				
aberō				
trānseunt				
aderis				
aberātis				
abītis				
subībimus				

Session A3: Introduction to Latin Nouns

1. **Noun entries – Chapter 3, LFCA**

When a Latin noun is listed in a dictionary it provides three pieces of information: The nominative singular, the genitive singular, and the gender. The first form, called nominative (from Latin *nōmen,* name) is the means used to list, or name, words in a dictionary. The second form, the genitive (from Latin *genus,* origin, kind or family), is used to find the stem of the noun and to determine the **declension,** or noun family to which it belongs. To find the stem of a noun, simply look at the genitive singular form and remove the ending *–ae.* The final abbreviation is a reference to the noun's gender, since it is not always evident by the noun's endings.

<p align="center">Example: fēmina, fēminae, f. woman
stem = fēmin/ae</p>

2. Declensions – Chapters 3 – 10, LFCA

Just as verbs are divided up into families or groups called conjugations, so also nouns are divided up into groups that share similar characteristics and behavior patterns. A **declension** is a group of nouns that share a common set of inflected endings, which we call case endings (more on case later). The genitive reveals the declension or family of nouns from which a word originates. Just as the infinitive is different for each conjugation, the genitive singular is unique to each declension.

1st **declension**	mēnsa, mēns**ae**
2nd **declension**	lūdus, lūd**ī**
	ager, agr**ī**
	dōnum, dōn**ī**
3rd **declension**	vōx, vōc**is**
	nūbēs, nūb**is**
	corpus, corpor**is**
4th **declension**	adventus, advent**ūs**
	cornū, corn**ūs**
5th **declension**	fidēs, fid**eī**

Practice:
    1. Regularly ask students to identify the declension of a noun as well as its stem. Always ask "how do you know?"
    2. Always ask that students write out the full genitive form instead of merely abbreviating the ending. Note how the stem sometimes differs between the nominative and genitive.

3. Characteristics of Latin Nouns – Chapter 3 & 4, LFCA

All Latin nouns have three characteristics: case, number, and gender.

Gender is a grammatical category used to define nouns. There are three genders: masculine, feminine, and neuter. In English the gender of a noun is determined by its sex. In Latin, however, the gender assigned a noun does not necessarily match the gender of the object it describes. Nouns describing a female person (e.g. girl, woman, queen, Helen) are generally feminine. Nouns describing a male person (e.g. boy, man, king, sailor) are generally masculine. However, if an object has neither gender (e.g. table, tree, town) it may be classified in any of the three genders. Therefore the best way to learn the gender of a Latin noun is simply to memorize it.

Most nouns of the first declension will be feminine in gender. Most nouns of the second declension will be masculine or neuter. Each of these declensions, however, have exceptions. Those first declension nouns that are masculine are easily identified because they refer specifically to men, or what would have clearly been a man's office in ancient Rome. The most common masculine words of the first declension can be remembered by the acronym **PAIN.**

Poeta (poet)　　**A**gricola (farmer)　　**I**ncola (settler)　　**N**auta (sailor)

Caveat magister: In the beginning, students will try to associate gender with the noun's declension or nominative ending. While this may seem to work in the beginning, it will certainly prove an unreliable method. Require students to memorize gender from the beginning!

Number simply indicates whether a noun is singular (one) or plural (more than one).
　　　naut**a** = sailor　　　　naut**ae** = sailors
　　　fēmin**a** = woman　　　fēmin**ae** = women

Notice how English can be inconsistent with the way it pluralizes a noun. Latin, on the other hand, is extremely consistent.

Practice:
　　1. Practice transferring nouns from singular to plural.
　　2. Make this an oral exercise. Call out a singular noun and ask for a plural response.

Case is the form of a noun, pronoun, or its modifier that reveals its job, or how it functions, in a sentence. In Latin, there are five main cases. Here is a list of these cases and some of the jobs they represent. (**See the acrostic on p. 16 in chapter 4 of Primer A.**)

Case	Job
Nominative	Subject (SN)
	Predicate Nominative (PrN)
Genitive	Possession (PNA)
Dative	Indirect Object (I.O.)
Accusative	Direct Object (D.O.)
	Object Preposition (O.P.)
Ablative	Object Preposition (O.P.)

4. Declining & Translating Latin Nouns

  To **decline** a noun is to list a noun with all of the case endings that belong to its declension. Before you decline a noun, however, you must first identify its stem and the declension to which it belongs. I highly recommend that you often incorporate the English translation with part or all of the declining exercise. Even if students do not yet understand how to incorporate a particular case in a sentence, it is highly beneficial for them to begin making the connection between the Latin form and English meaning early on.

  Stem: _____

CASE	singular	plural
Nominative	puell**a**	puell**ae**✽
Genitive	puell**ae**	puell**ārum**
Dative	puell**ae**	puell**īs**
Accusative	puell**am**	puell**ās**
Ablative	puell**ā**	puell**īs**

✽ translate: _____

Nota Bene: Students love to add their endings in color! This fun addition also helps with memorization.

Practice:
   1. Declining Practice
   2. Memory W.S. - Ch. 7 & Ch. 9 (number practice)
   3. Parsing Practice

5. 1ˢᵗ & 2ⁿᵈ Declension Adjectives – Chapters 11 – 13, LFCA

  Adjectives answer one of three questions: **What kind? Which one? How many? (See chart and examples in chapter 11, Primer A.)** In English an adjective generally appears immediately before the noun that it modifies.

  The **good farmer** ploughs a **long ditch** around the **wide field.**

  Agricola bonus fossam circa **agrum latum longam** arat.

  In English it is quite apparent to us that "good" is describing the farmer and not the ditch or the field because of its position in the sentence. In Latin adjectives generally follow the nouns they modify. However, because Latin holds word order loosely you cannot

always depend on an adjective's appearing immediately after its noun. In many cases an adjective may appear before the noun it modifies in order to create emphasis. On other occasions it may not appear next to its noun at all, but on the other side of the sentence. This arrangement can be a very effective syntactical tool as in the sentence above where the long ditch *(fossam longam)* actually does surround the wide field *(agrum latum)* in the words of the sentence itself. It is therefore dependent upon the inflected endings of the adjectives to reveal which nouns they modify.

An adjective must agree with the noun it modifies in case, number, and gender. Adjectives are therefore quite like the chameleon. They are able to take on any ending of the 1st or 2nd declension in order to obtain the appropriate gender for their noun. This is why all three nominative forms are listed as the dictionary entry for an adjective. In order to find the stem of an adjective look to the feminine form that always appears as the second entry. The masculine nominative sometimes varies, but the feminine will always reveal the true stem.

bonus, bon/a, bonum   pulcher, pulchr/a, pulchrum

Case	Masculine		Feminine		Neuter	
	Singular	Plural	Singular	Plural	Singular	Plural
Nom.	bon**us**	bon**ī**	bon**a**	bon**ae**	bon**um**	bon**a**
Gen.	bon**ī**	bon**ōrum**	bon**ae**	bon**ārum**	bon**ī**	bon**ōrum**
Dat.	bon**ō**	bon**īs**	bon**ae**	bon**īs**	bon**ō**	bon**īs**
Acc.	bon**um**	bon**ōs**	bon**am**	bon**ās**	bon**um**	bon**a**
Abl.	bon**ō**	bon**īs**	bon**ā**	bon**īs**	bon**ō**	bon**īs**

Caveat magister: Although an adjective must agree with the noun it modifies in case, number, and gender, it may not always match that adjective in the appearance of its ending. This is particularly true of the PAIN nouns discussed in chapter four. Even though they have an ending that is typically feminine, they are masculine and only a masculine adjective can modify them as illustrated in the previous sentence with *agricola bonus*, the good farmer.

Practice:
1. Declining Practice
2. Agreeable Adjectives

Nomen: _____   datum: _____

Declining Worksheet

1. Choose 6 nouns from chapter(s) _____.   2. Find the stem of each noun.
3. Decline the noun.   4. Translate the box marked *.

1.   stem: _____

CASE	SINGULAR	PLURAL
	*	

* _____

2.   stem: _____

CASE	SINGULAR	PLURAL
		*

* _____

3.   stem: _____

CASE	SINGULAR	PLURAL
	*	

* _____

4.	stem: _____

CASE	SINGULAR	PLURAL
		*

*_____

5.	stem: _____

CASE	SINGULAR	PLURAL
	*	

*_____

6.	stem: _____

CASE	SINGULAR	PLURAL
		*

*_____

Parsing Practice, Ch. 8

Circle the ending of each noun. Next identify its case, gender, and number. Lastly, translate the word into English. You may abbreviate the case, number, and gender.

NOUN	CASE	GENDER	NUMBER	TRANSLATION
hortus	Nom.	M	Sing.	The garden
mēnsae			plural	
exempla	Acc.			
servum				
lupī				of the wolf
aedificiō				with the building
puellīs	Dat.			
amīcōs				
dōnōrum				
sociō	Abl.			
caelī				
discipula				
aquāriīs				to the water-carriers
auxilia	Nom.			
lūdī			plural	

Nomen: _____   datum: _____

Agreeable Adjectives, Ch. 11

Parse each noun, identifying its case, number, and gender. Then choose an adjective to modify each noun, and translate.

magnus, magna, magnum	parvus, parva, parvum	vērus, vēra, vērum
falsus, falsa, falsum	dubius, dubia, dubium	

1. lūdus = __N/ S / M__   ____magnus lūdus, the big school____

2. mēnsae = __N/   /__   _____

3. dōnum = __N/   /__   _____

4. lupī = __N/ /__   _____

5. puella = N/   /__   _____

6. exempla = __N/   /__   _____

7. oppidum = __N/   /__   _____

8. puer = __N/   /__   _____

9. discipula = __N/   /__   _____

10. astra = __N/   /__   _____

Session A4: Sentence Structure

1. Intransitive Sentences

The first type of sentence that students will encounter is the intransitive. An **intransitive** verb does not require a direct object. The word in-trans-itive comes from the Latin words *trāns* (across) and *īre* (to go) along with the prefix *in* (not). The action of an intransitive verb does **not go across** to an object.

Puella ambulat. (S-V)

Puer est discipulus. (S-LV-PrN)

Puer ad lūdum ambulat. (S-P-OP-V)

Caveat magister: Depending on your English and Latin program, the predicate nominative may be taught in Latin before students learn it in English grammar class. Define predicate nominatives clearly and repeatedly:

> A predicate nominative follows a *linking verb* AND *renames* the subject.

2. Transitive Sentences

There are other verbs that often must take a direct object so that the sentence will present a clear complete thought to the reader. For example:

> **Rēgīna accūsat.**   The queen accuses.

This sentence does not present a totally complete thought; it leaves us hanging. The queen accuses whom? The verb *accūsāre* usually is a transitive verb. A **transitive** verb requires a direct object. It describes an action that must **go across** to a direct object that can receive the verb's action.

> **Rēgīna puellam accūsat.**   The queen accuses the girl.

Nota Bene: English word order usually demands that the object follow the verb (S-Vt-O). Latin word order often has the verb appear at the end of a sentence (S-O-Vt).

3. Sentence Translation

In English grammar classes we teach students how to approach diagramming a sentence. It is equally important to teach them a methodology for diagramming Latin sentences, particularly since their word order varies. The following are example sentences taken from throughout Primer A. Use the Question Answer Flow provided to parse, diagram, and translate them.

Translation Practice, Primer A

1. Circle the endings on each word.
2. Parse each word: **(see chapter 16, p. 73 for some good examples)**
   a. Nouns: case, number gender
   b. Verbs: person, number
3. Label the sentence.
4. Translate.

1. **Dominus stat.** (Ch. 7)

2. **Oppida oppugnant.** (Ch. 13)

3. **Vir est magister.** (Ch. 12)

4. **Lupus virum necat.** (Ch. 20)

5. **Dominus erat dignus** (Ch. 21)

6. **Nauta ad insulam nāvigābit.** (Ch. 22)

Session B1: Genitive Case & Personal Pronouns

1. **Genitive Case – Chapter 7-9, LFCB**

Let's review the noun cases and their functions, highlighting those we have learned to use thus far.

> **Nominative – Subject, Predicate**
> Genitive – Possession
> Dative – Indirect Object
> **Accusative – Direct Object, Object Preposition**
> **Ablative – Object Preposition**

Now let us focus on the genitive case and its jobs. As you have already learned, the genitive case (from Latin *genus,* family), is very important; for it is the genitive singular that reveals the declension or noun family to which a noun belongs. However, it has several other uses which are also very valuable. The genitive is a fairly easy and reliable case to translate. In most cases it is the equivalent to the use of our English preposition "of." This preposition has many different uses in English -- more than you may realize. So, let us take a look at the most common uses of the genitive case.

    a. **Possession** – expresses ownership or belonging (Ch. 8, p. 56)

        ager **dominī**   the field **of the master, the master's** field

    b. **Origin** – expresses the place from which a person or group originates (Ch. 9, p.62)

        Iohannnus **Ghauntī**   John **of Gaunt**

    c. **Material** – expresses the material from which something is created (Ch. 9, p. 62)

        talentum **aurī**   a talent **of gold**

    d. **Partitive (Part of the Whole)** – expresses the whole or group of which a part is mentioned (Ch. 9, p. 62)

        pars **placentae**   a piece **of cake**

Practice:
    1. Genitive I.D. – p. 74, Ch. 10, Primer B
    2. Translation Worksheet – p. 58, Ch. 8, Primer B
    3. noun parsing

2. Personal Pronouns – Chapters 6 - 10, LFCB

Like nouns, pronouns have case and number. Unlike nouns, the **first and second person pronouns** do not have gender. The gender for these pronouns in Latin, just as in English, is ambiguous. It is left for the reader to discern based on the context of the sentence. Can you discern the gender of the pronouns in each of these sentences?

I am a girl.	Ego sum puella.
I love you.	Tē amō.
Come with us.	Venīte nōbīscum.

Singular

Case	1ˢᵗ Person	2ⁿᵈ Person
Nom	ego	tū
Gen	meī	tuī
Dat	mihi	tibi
Acc	mē	tē
Abl	mē	tē

Plural

Case	1ˢᵗ Person	2ⁿᵈ Person
Nom	nōs	vōs
Gen	nostrī, nostrum	vestrī, vestrum
Dat	nōbīs	vōbīs
Acc	nōs	vōs
Abl	nōbīs	vōbīs

Nota Bene:
The preposition *cum* sometimes appears as a suffix for personal pronouns in the ablative case.

mēcum = cum mē
nōbīscum = cum nōbīs

Caveat magister: These pronouns may NOT be used to show possession (e.g. my ball). Latin uses a special possessive adjective for that purpose. Pronouns can use the genitive case, however, for other purposes such as the partitive genitive or the objective genitive. What would be some examples of pronouns used in this manner?

The **third person pronouns** in both English and Latin do have gender. The singular forms have a few new endings, but the plural follow the same pattern as that of first and second declension nouns. Notice that these pronouns, like all nouns and adjectives, also follow the neuter rule.

Singular

Case	Masculine	Feminine	Neuter
Nom	is	ea	id
Gen	eius	eius	eius
Dat	eī	eī	eī
Acc	eum	eam	id
Abl	eō	eā	eō

Plural

Case	Masculine	Feminine	Neuter
Nom	eī	eae	ea
Gen	eōrum	eārum	eōrum
Dat	eīs	eīs	eīs
Acc	eōs	eās	ea
Abl	eīs	eīs	eīs

Nota Bene: Third person pronouns may use the genitive case to show possession, but only if the pronoun showing possession does *NOT* refer to the subject.

Vir gladium *eius* tenet.

Correct:
The man holds his (someone else's) sword.
Incorrect:
The man holds his (own) sword.

Practice:
1. declining practice
2. replacement exercise – p. 58, Ch. 8, Primer B
3. translation practice – p. 76 – 77, Ch. 10, Primer B
4. sentence composition

Nomen: _____   datum: _____

<u>Pronoun Practice, Ch. 6</u>

A) Substitute the underlined words with the appropriate Latin pronoun. Write the Latin pronoun only.

1.   The women prepare <u>dinner</u>.

2.   They fight <u>with zeal</u>.

3.   The <u>poet</u> sings of heroic deeds.

4.   We give thanks <u>to God</u>.

5.   The decision <u>of the court</u> is just.

B) Underline the pronouns and identify their case, number, and gender. Then translate the sentences.

1. Fēminae eam parant.

2. Is cantat.

3. Eum pugnābat.

4. Id est iūstum.

Pronoun Practice, Ch. 8

A) Substitute the underlined words with the appropriate Latin pronoun. Write the Latin pronoun only.

6.   I wash the dishes.

7.   A part of me is sad.

8.   The messenger announces us.

9.   They are telling a story to us.

10. Do not praise me.

C) Underline the pronouns and identify their case, number, and gender. Then
     translate the sentences.

5. Ego oculōs lavō.

6. Amīcae nōs iuvābunt.

7. Nōs Deum laudāmus.

8. Is mē amat.

Session B2: Numerals

1. Cardinal Numbers – Chapter 14, LFCB

In Latin, the *cardinālēs nūmerī* are the primary counting numbers (from the Latin adjective *cardō, cardinis,* m., hinge). From this Latin phrase, we derive our own term for counting numbers: cardinal numbers. The cardinal numbers (i.e. one, two, three) are the numbers that our counting system "hinges" on. All other numbers (negatives, fractions, and so forth) depend upon these basic whole numbers.

We do not often think of numbers as being adjectives, but indeed they are; for numbers describe "how many" there are of a certain noun. The adjective *ūnus* declines only in the singular, since "one" can never be plural. Likewise, the cardinal numerical adjectives for "*duo*" and "*trēs*" are always plural, never singular.

Ūnus - One

case	masculine	feminine	neuter
Nom	ūnus	ūna	ūnum
Gen	**ūnīus**	**ūnīus**	**ūnīus**
Dat	**ūnī**	**ūnī**	**ūnī**
Acc	ūnum	ūnam	ūnum
Abl	ūnō	ūnā	ūnō

Nota Bene:
Ūnus is a member of a group known as the "special adjectives." These adjectives have a different form in the genitive and dative singular, but otherwise decline as normal 1st & 2nd declension adjectives. (See page 107, Chapter 15, Primer B.)

Duo - Two

case	masculine	feminine	neuter
Nom	duo	duae	duo
Gen	duōrum	duārum	duōrum
Dat	duōbus	duābus	duōbus
Acc	duōs	duās	duo
Abl	duōbus	duābus	duōbus

Nota Bene:
- The genitive follows the pattern for 1st & 2nd declension adjectives
- The accusative also follows the pattern for 1st & 2nd declension, with the neuter mimicking the nominative just like always.

Trēs - Three

case	masculine & Feminine	neuter
Nom.	trēs	tria
Gen.	trium	trium
Dat.	tribus	tribus
Acc.	trēs	tria
Abl.	tribus	tribus

Nota Bene: This pattern is identical to the third declension!

After learning three different patterns for the first three cardinal numerals, you will be very happy (and greatly relieved) to know that the rest of the cardinal numerals through 100 are indeclinable. That means no endings to memorize – one form fits all! After 100, most decline according to the good adjective rules for 1st & 2nd declension – always plural.

Practice:
1. declining practice
2. counting songs
3. derivatives: p. 103, Ch. 14, Primer B

2. Ordinal Numbers – Chapter 15, LFCB

While cardinal numbers answer the question "how many?" ordinal numbers answer the question "which one?" The ordinals (from the Latin *ōrdō* - series, order) reveal the order or sequence of nouns. All of these numerical adjectives, thankfully, decline like regular 1st & 2nd declension adjectives. (See p.105 & 106, Ch. 15, Primer B)

Practice: p. 108 – 110, Ch. 15, Primer B

3. Numerals – Chapter 16

Roman numerals are quite different from the Arabic numerals we use today. For starters, the Romans did not have a zero. From their perspective, if it wasn't there, why count it? This does mean, however, that they did not have a place holder for tens, hundreds, and so on. Instead, they had a variety of symbols that they would either add or subtract. **See Chapter 16, Primer B.**

I – 1   V-5   X-10   L-50   C-100   D-500   M-1000

If a symbol appears to the right, it should be added. If a symbol appears to the left, it should be subtracted.

VII = 5+2 = 7   IV = 5 - 1 = 4
XI = 10 + 1 = 11   IX = 10 - 1 = 9
LV = 50 + 5 = 55   XL = 50 – 10 = 40
MCM = 1000 + (1000 - 100) = 1900   CM = 1000 - 100 = 900

Practice:
      1. Roman Numeral Review, p. 136, Ch. 18, Primer B
      3. math sheets

4. Genitive & Ablative with Numbers – Chapter 17, LFCB

In chapter nine you learned how to use the partitive genitive to express a part of a larger whole. You can use this same construction with **ordinal numbers** as well.

      Prīmus multōrum   the first of many

The genitive may NOT be used, however, with any **cardinal numbers** except for *mīlle.* Instead Latin uses the preposition *ex* followed by the ablative case. (See p. 122 – 123, Ch 17, Primer B)

      mīlia virōrum   thousands of men
      decem ex virīs   ten of the men (ten out of the men)
      duo ex amīcīs   two of the friends (two out of the friends)

Nota Bene:

The numerical adjective *mīlle* is a bit odd. In the singular, it is an indeclinable adjective. In the plural, however, it functions as a third declension neuter noun.

      mīlia virōrum   thousands of men
      mīlle vir   a thousand men

Practice:
      1.   translation practice

Latin Math I

Translate the following sentences and find the sum.

1. ūnus et duo sunt _____

2. duo et quattuor sunt _____

3. trēs et septem sunt _____

4. quīnque et duo sunt _____

5. sex et trēs sunt _____

6. duo et duo sunt _____

7. ūnus et ūnus sunt _____

8. trēs et quinque sunt _____

9. decem minus octō sunt _____

10. novem minus quattuor sunt _____

Nomen: _____   datum: _____

<u>Latin Math II</u>

I.   Write the Arabic equivalent (1, 2, 3, . . .) for each roman numeral.

IIII = _____   VII = _____   IX = _____

XII = _____   XIX = _____   XV = _____

XC = _____   LXXIII = _____   CDXV = _____

MMII = _____   CI = _____   LV = _____

II.   Write the Roman numeral for each Arabic numeral.

6 = _____   12 = _____   24 = _____

36 = _____   8 = _____   48 = _____

135 = _____   52 = _____   99 = _____

19 = _____   62 = _____   1776 = _____

III.   Answer the following math problems using roman numerals.

III + IV = _____   V + XV = _____   VIII + IX = _____

IV + IIII = _____   X + XIII = _____   CI + IX = _____

XL + L = _____   M + CM = _____   LII + XXX = _____

<u>Number Practice</u>

A) Translate the underlined phrases into Latin.

1. We see <u>two signs.</u>

2. <u>Three rocks</u> are in the road.

3. <u>Four of the girls</u> walk along the riverbank.

4. <u>One deer</u> runs through the forest.

B) Circle the number phrases.
   Parse each word, label the sentence, then translate into English.

1. Puellae trēs rosās habent.

2. Mille calculōrum sunt in rīpā.

3. Septem cervī per silvam ambulant.

4. Quattuor ex virīs in bellō pugnābant.

Session B3: 3rd Declension Nouns

1. Third Declension – Chapters 19 & 29, LFCB

The majority of Latin nouns fall into the third declension. The nouns of the third declension can be a little deceptive. The nominative singular has a wide range of endings; for this reason grammar charts often use the letter *x* to represent this variable nominative ending. However, you can always recognize a third declension noun by the genitive singular that consistently ends in *–is.* So, once again it becomes increasingly important to memorize the genitive singular of each noun along with the nominative singular.

Do you remember this noun list? Notice how similar the 3rd declension nominative can be to other declensions.

1st declension	mēnsa, mēns**ae**
2nd declension	lūdus, lūd**ī**
	ager, agr**ī**
	dōnum, dōn**ī**
3rd declension	vōx, vōc**is**
	nūbēs, nūb**is**
	corpus, corpor**is**
4th declension	adventus, advent**ūs**
	cornū, corn**ūs**
5th declension	fidēs, fid**eī**

The gender for most nouns in the first two declensions is fairly easy to discern. Most first declension nouns are feminine and in *–a.* Most second declension nouns are masculine, ending in *–us,* or neuter, ending in *–um.* The third declension, however, has all three genders, and the nominative endings are not unique for each gender. So, the only way to be certain of a noun's gender is to memorize it. The masculine and feminine nouns share the exact same set of endings.

	Endings		Masculine		Feminine	
CASE	sing.	plural	sing.	plural	sing.	plural
Nominative	*-x*	**-ēs**	rēx	rēg**ēs**	soror	sorōr**ēs**
Genitive	**-is**	**-um**	rēg**is**	rēg**um**	sorōr**is**	sorōr**um**
Dative	**-ī**	**-ibus**	rēg**ī**	rēg**ibus**	sorōr**ī**	sorōr**ibus**
Accusative	**-em**	**-ēs**	rēg**em**	rēg**ēs**	sorōr**em**	sorōr**ēs**
Ablative	**-e**	**-ibus**	rēg**e**	rēg**ibus**	sorōr**e**	sorōr**ibus**

Caveat magister: You should insist that your students develop the discipline of memorizing the gender of every noun on their vocabulary list from the very beginning. It can sometimes prove problematic to switch oars mid-stream.

The third declension contains many neuter nouns as well. For the most part, the neuter endings are the same as those for the masculine and feminine. However, the third

declension still follows the same neuter rule that applies to second declension nouns. **The neuter rule:** the neuter nominative and accusative endings are *always* the same, AND the nominative and accusative plural *always* end with a short **a.**

	Endings		neuter	
CASE	sing.	plural	sing.	plural
Nominative	*-x*	**-a**	lītus	lītor**a**
Genitive	**-is**	**-um**	lītor**is**	lītor**um**
Dative	**-ī**	**-ibus**	lītor**ī**	lītor**ibus**
Accusative	*-x*	**-a**	lītus	lītor**a**
Ablative	**-e**	**-ibus**	lītor**e**	lītor**ibus**

Practice:
1. declension practice
2. parsing practice
3. Translation Worksheet: p. 218, Ch. 29, Primer B
4. Noun I.D.

2. Third Declension, i-stem nouns – Chapters 20 & 30, LFCB

Within the third declension noun family is a sub-group of i-stem nouns. For the most part these nouns use all of the same endings as the regular third declension nouns that you learned in chapter ten. The i-stem nouns, however, add an extra **i** in a few places. For masculine and feminine nouns this difference is only visible in one place.

	Endings		Masculine		Feminine	
CASE	sing.	plural	sing.	plural	sing.	plural
Nominative	*-x*	-ēs	nāvis	nāvēs	urbs	urbēs
Genitive	-is	**-ium**	nāvis	nāv**ium**	urbis	urb**ium**
Dative	-ī	-ibus	nāvī	nāvibus	urbī	urbibus
Accusative	-em	-ēs	nāvem	nāvēs	urbem	urbēs
Ablative	-e	-ibus	nāve	nāvibus	urbe	urbibus

The only ending that is different for i-stem nouns is the genitive plural. All other cases are **exactly the same** as regular third declension nouns. For neuter i-stem nouns the **i** appears in a few more places.

	Endings		neuter	
CASE	sing.	plural	sing.	plural
Nominative	*-x*	**-ia**	mare	mar**ia**
Genitive	-is	**-ium**	maris	mar**ium**
Dative	-ī	-ibus	marī	maribus
Accusative	*-x*	**-ia**	mare	mar**ia**
Ablative	**-ī**	-ibus	mar**ī**	maribus

Neuter i-stem nouns not only add an **i** in the genitive plural, but also in the ablative singular and the nominative and accusative plural.

Recognizing i-stems:

There are a few patterns that i-stems follow in their nominative and genitive singular. If you memorize these, then you should have no problem recognizing i-stem nouns. Notice that the first two patterns apply to both the masculine and feminine nouns while the third pattern applies only to neuter nouns. These same rules are listed in Chapter 20 of Primer B. Even though Primer B will not teach neuter i-stems until Chapter 30, it is wise to learn all three rules as a set.

Masculine & Feminine:

Pattern #1

the nominative singular ends in **–is** or **–es**, AND the nominative and genitive singular are parasyllabic (have an equal number of syllables)
　　　e.g. **nāvis, nāvis**

Pattern #2

the nominative singular ends in **–s** or **–x**, AND the stem ends in a double consonant
　　　e.g. **urbs, urbis**

Neuter:
Pattern #3

neuter nouns that end in **–al, -ar,** or **–e** in the nominative singular
　　　e.g. **mare, maris**

Practice:
　　　1. declining practice
　　　2. Noun Identification
　　　3. adjective agreement – p. 149 & 150, Ch. 20, Primer B
　　　4. Translation Worksheet: p. 148, Ch. 20., Primer B

Nomen: _____   Datum: _____

<u>Noun I.D. – Ch. 19</u>

A) Identify the stem and declension of each of the following nouns.

1. adulēscēns, adulēscentis   adulēscent   3rd
2. rēx, rēgis
3. deus, deī
4. prīnceps, prīncipis
5. sapientia, sapientiae
6. cīvitās, cīvitātis
7. soror, sorōris
8. saxum, saxī

B) Identify the case for each of the following nouns, and translate into English. Provide all possibilities.

1. adulēscentibus   dative, pl. = to the youths; ablative, pl. = by the youths
2. prīncipum
3. cīvitās
4. saxī
5. sorōrēs
6. sapientiīs
7. deum
8. adulēscentis
9. rēge
10. prīncipī

I-stem Noun I.D. – Ch. 30

Identify the stem and gender for each of the following 3rd declension nouns.
Identify the i-stem nouns and the i-stem rule that identifies them. (see p. 145)

9. adulēscēns, adulēscentis   adulēscent   M/F   i-stem rule #2

10. auris, auris

11. imāgo, imāginis

12. lītus, lītoris

13. mare, maris

14. ignis, ignis

15. pars, partis

16. ōs, ōris

17. animal, animalis

18. homō, hominis

19. scelus, sceleris

20. corpus, corporis

21. avis, avis

22. iter, itineris

23. opus, operis

Session B4: Demonstrative Pronoun/Adjectives: *hic, ille, iste, is*

Demonstratives (from the Latin *dēmōnstrāre*, to point out) place special emphasis on, or "point out" a certain person or object. They can appear either as an adjective modifying a noun (e.g. *hic vir* – this man). Or, they may act as a pronoun that completely replaces the noun they are meant to describe. In either event, demonstratives must agree in case, gender, and number with the nouns that they are pointing out. In the plural forms they primarily use the familiar 1st and 2nd declension endings, but the singular forms follow a slightly different pattern.

1. *hic, haec, hoc* – Chapter 22, LFCB

The pronoun *hic* means "this" in the singular or "these" in the plural and usually refers to something or someone near the speaker.

Hoc malum optō	I choose **this apple.**
Hunc sciō.	I know **this man.**

Singular

case	masculine	feminine	neuter
Nominative	hic	haec	hoc
Genitive	hūius	hūius	hūius
Dative	huic	huic	huic
Accusative	hunc	hanc	hoc
Ablative	hōc	hāc	hōc

Plural

case	masculine	feminine	neuter
Nominative	hī	hae	haec
Genitive	hōrum	hārum	hōrum
Dative	hīs	hīs	hīs
Accusative	hōs	hās	haec
Ablative	hīs	hīs	hīs

Nota Bene:
- The accusative singular uses an 'n' in place of the common 'm.'
- The neuter nominative and accusative are the same.
- The plural forms are the common 1st & 2nd declension endings, with the exception of the neuter nominative and accusative.

Practice:
1. declining practice
2. agreement practice
3. oral games

2. *ille, illa, illud* and *iste, ista, istud* – Chapters 23 & 24, LFCB

The pronoun *ille* means "that" in the singular or "those" in the plural and usually refers to something or someone at a distance from the speaker (*ille, ille,* **that** far away). The demonstrative *iste* also means "that," but refers to an object that is near the person to whom the speaker is referring.

> Vidistīne **illam pugnam**?   Did you see **that battle?**
> **Stolam istam** amō!   I love **that dress of yours!**

In Latin literature *iste* tends to take on a derogatory meaning. You can imagine the speaker with his nose turned up in the air as he refers to *iste vir,* who is clearly beneath him.

> **Populus iste** nōs vincere numquam poterint!
> **That people** will never be able to conquer us!

Singular

case	masculine	feminine	neuter
Nominative	ille	illa	illud
Genitive	illīus	illīus	illīus
Dative	illī	illī	illī
Accusative	illum	illam	illud
Ablative	illō	illā	illō

Plural

case	masculine	feminine	neuter
Nominative	illī	illae	illa
Genitive	illōrum	illārum	illōrum
Dative	illīs	illīs	illīs
Accusative	illōs	illās	illa
Ablative	illīs	illīs	illīs

Nota Bene:
- *Iste* follows the same pattern as *ille*. Simply replace *ill-* with *ist-*
- The genitive singular has a form similar to that for *hic, haec, hoc*, but note the long ī
- The dative singular is the same as 3rd declension
- The remainder of the endings follow the pattern of 1st & 2nd declension nouns, with the exception of the neuter nominative and accusative singular
- The neuter rule still applies!

Practice:
1. declining practice
2. agreement practice
3. translation practice: p. 187, Ch. 25; p. 196, Ch. 26
4. oral games

Chart: Decline the 3rd declension noun, _____, with the demonstrative pronoun, _____, and **translate.**
Write the noun's genitive singular form _____ and its gender _____.
If the noun is an *i-stem*, write "*i*" and the rule #. _____

(33 pts.)

Case	Singular	Plural
Nom.		
Gen.		
Dat.		
Acc.		
Abl.		

Demonstrative Pronouns – *"Hic"*

Discern the case, number and gender of each of the following nouns. Then, fill in the blanks with the form of *hic* that would correctly modify or replace that noun. Include *all* possibilities.

1. voluntās - _____

2. dolōribus - _____ or _____

3. artēs - _____ or _____

4. amōrem - _____

5. atrium - _____ or _____

6. familiae - _____, _____ or _____

7. templa - _____ or _____

8. rēge - _____

9. timorēs - _____ or _____

10. virum - _____

Translating Demonstrative Pronouns

A) English – Latin.
      1. Label the whole sentence. (S, V, LV, PrN, DO, Adj., etc.)
      2. Parse and translate the underlined phrase only.

1. Will <u>this judge</u> give a fair verdict <u>to those young men</u>?

2. The book <u>of that author</u> is very good, but <u>his</u> is not.

3. The king gives orders <u>to those citizens.</u>

4. <u>That father of yours</u> speaks <u>with great authority</u>.

B) Latin - English
   1. Parse each word.
      a. Nouns – case, number, gender
      b. Verbs – tense, person, number
   2. Label the sentence. (S, V, LV, PrN, DO, Adj., etc.)
   3. Translate into proper English.

1. Illa lēx virōs hōs damnābit.

2. Ego vōcēs noctis timeō.

3. Vestēs istās amō, sunt pulchrae!

4. Hī ad montēs illōs volābant.

5. Potestās rēgis huius est magna.

Session C1: 3ʳᵈ Declension Adjectives

There are two categories of adjectives in Latin. The first are known as 1ˢᵗ & 2ⁿᵈ declension adjectives because they use all the endings for both the first and second declension. The second category is known as 3ʳᵈ declension adjectives. The endings for this category are the same as the third declension i-stem charts. Because the nominative singular varies so much in the third declension, this group of adjectives is broken down into three sub-groups. As you study each of these sub-groups notice that they differ only in the nominative singular.

1. 2-Termination – Chapter 3, LFCC

This group of adjectives has two forms (or terminations) for the nominative singular: one for the masculine and feminine, and a different form for the neuter. Look to the second form to identify the stem.

brevis, breve   **stem = brev**

Singular

case	masc. & Fem.	neuter
Nom.	**brevis**	**breve**
Gen.	brevis	brevis
Dat.	brevī	brevī
Acc.	brevem	breve
Abl.	brevī	brevī

Plural

case	masc. & Fem.	neuter
Nom.	brevēs	brevia
Gen.	brevium	brevium
Dat.	brevibus	brevibus
Acc.	brevēs	brevia
Abl.	brevibus	brevibus

Nota Bene: The only case which differs from 3ʳᵈ declension i-stem is the ablative singular in the masculine & feminine.

2. 3-termination adjectives – Chapter 4, LFCC

This group of adjectives has three forms (or terminations) for the nominative singular: one for each gender. Look to the second form to identify the stem.

celer, celeris, celere   **stem = celer**

Singular

case	masculine	feminine	neuter
Nom.	**celer**	**celeris**	**celere**
Gen.	celeris	celeris	celeris
Dat.	celerī	celerī	celerī
Acc.	celerem	celerem	celere
Abl.	celerī	celerī	celerī

Plural

case	masculine	feminine	neuter
Nom.	celerēs	celerēs	celeria
Gen.	celerium	celerium	celerium
Dat.	celeribus	celeribus	celeribus
Acc.	celerēs	celerēs	celeria
Abl.	celeribus	celeribus	celeribus

Nota Bene: The masculine and feminine are identical except for the nominative singular.

3. 1-termination adjectives – Chapter 5, LFCC

This group of adjectives has only one form (or termination) for the nominative singular. The dictionary provides the genitive singular of each adjective in order to help you identify the adjective's stem.

ingēns, ingentis   **stem = ingent**

Singular

case	masc. & Fem.	neuter
Nom.	**ingēns**	ingēns
Gen.	**ingentis**	ingentis
Dat.	ingentī	ingentī
Acc.	ingentem	ingēns
Abl.	ingentī	ingentī

Plural

case	masc. & Fem.	neuter
Nom.	ingentēs	ingentia
Gen.	ingentium	ingentium
Dat.	ingentibus	ingentibus
Acc.	ingentēs	ingentia
Abl.	ingentibus	ingentibus

Practice:
  1. Declining Practice
  2. Agreeable Adjectives

Agreeable Adjectives: C-3

Make the following noun-adjective pairs agree according to the number and case assigned. Don't forget to check the gender of the nouns too!

1. **dulcis vīta** (dat., sing.)   _____   _____

2. **nōbilis dominus** (nom., pl.)   _____   _____

3. **līber vir** (acc., sing.)   _____   _____

4. **brevis fīnis**   (abl., sing.)   _____   _____

5. **commūnis sententia** (gen., pl.) _____   _____

6. **fortis colōnus** (dat., pl.)   _____   _____

7. **difficilis iter** (nom., sing.)   _____   _____

8. **facilis liber** (abl., pl.)   _____   _____

9. **omnis mare** (acc., pl.)   _____   _____

10. **levis poena** (gen., sing.)   _____   _____

11. **fessus rēx** (acc., sing.)   _____   _____

12. **gravis magister** (nom., pl.) _____   _____

Translation Practice, C-4

A) English – Latin.
    Directions:
        1. Label the underlined phrase. (S, V, LV, PrN, DO, Adj., etc.)
        2. Parse and translate the underlined phrase only.

1. The explorers seek <u>new lands</u> and <u>great glory</u>.

2. The <u>swift ships</u> sail through <u>difficult waters.</u>

3. The conquistadors are <u>military men.</u>

4. The Aztecs are not <u>safe</u> from these men.

B) Latin - English
Directions:
    1. Parse each word.
    2. Label the sentence. (S, V, LV, PrN, DO, Adj., etc.)
    3. Translate into proper English.

1. Fortēs nautae per undās celerēs nāvigant.

2. Circum insulam saxa ācria video!

3. Pauper aurō studet; mortālis immortālī adulēscentiae studet.

4. Habēbitne iter fīnem cīvīlem?

Session C2: More on Verb Conjugations

1. 3rd & 4th Conjugation Verbs – Chapter 27, LFCB; Chapters 12-15, LFCC

In Session A1, we introduced the first two verb conjugations and the patterns they follow in the present system. The third and fourth conjugation verbs also follow a set of patterns, but they are slightly different than the first two. There is also a sub-set of the 3rd conjugation known as 3rd –io. These 3rd conjugation verbs sometimes appear like 4th conjugation because they add an extra 'i' (sound familiar?). Let's begin by reviewing the basic formula for the present system (present, imperfect, and future tenses) and how it applies to these new conjugations.

<center>

Basic Formula:
stem + tense marker + personal endings

</center>

Stems

First, let's review the verb stems for all four conjugations. Remember that you can identify the conjugation of each verb by the verb's stem, which is formed from the infinitive (2nd pp).

2nd principal part – re = verb stem

1st conjugation	amō, amā/re = amā
2nd conjugation	videō, vidē/re = vidē
3rd conjugation	**mittō, mitte/re = mitte**
3rd -io	**capiō, cape/re = cape**
4th conjugation	**audiō, audī /re = audī**

Tense Markers
Notice that the tense markers for the 3rd & 4th conjugations are a bit different.

present – no marker
imperfect – *ēba*
future – *a/e*

Personal Endings

person	singular	plural
1	-m/-ō	-mus
	I	we
2	-s	-tis
	you	you (pl.)
3	-t	-nt
	he/she/it	they

Now let's apply the formula to the 3rd conjugation, 3rd –io, and 4th conjugation.

Present Tense – an action occurring now

Formula: present stem (_____) + tense marker (_____) + personal endings
Translation: I send, I am sending, I do send

3rd Conj.		3rd –io		4th Conj.	
singular	plural	singular	plural	singular	plural
mittō	mittimus	capiō	capimus	audiō	audīmus
mittis	mittitis	capis	capitis	audīs	audītis
mittit	mittunt	capit	capiunt	audit	audiunt

Nota Bene:
- The weak stem vowel of the third conjugation weakens to an 'i' once the endings are added. Notice how the 'i' remains short.
- The 4th conjugation has a long strong 'i' in its stem, and you can see that 'i' remains long in several places.

Imperfect Tense – an ongoing or repeated action of the past

Formula: present stem (_____) + tense marker (_____) + personal endings
Translation: I was seizing, I used to seize, I began to seize

3rd Conj.		3rd –io		4th Conj.	
singular	plural	singular	plural	singular	plural
mittēbam	mittēbāmus	capiēbam	capiēbāmus		
mittēbās	mittēbātis	capiēbās	capiēbātis		
mittēbat	mittēbant	capiēbat	capiēbant		

Nota Bene:
- The 3rd –io group mimics the 4th conjugation with an extra 'i.'

<u>Future Tense</u> – an action having not yet occurred

Formula: present stem (_____) + tense marker (_____) + personal endings
Translation: I will hear, I will be hearing

3rd Conj.		3rd –io		4th Conj.	
singular	plural	singular	plural	singular	plural
		capi**am**	capi**ēmus**	audi**am**	audi**ēmus**
		capi**ēs**	capi**ētis**	audi**ēs**	audi**ētis**
		capi**et**	capi**ent**	audi**et**	audi**ent**

Nota Bene:
- The 3rd –io group mimicks the 4th conjugation with an extra 'i.'

Practice:
1. Conjugating Practice
2. Parsing practice

2. Irregular Verb: *ferre* – Chapter 12, LFCB; Chapter 17, LFCC

The stem of the verb *ferō, ferre* is irregular in that *fer* does not end in a vowel as do most verbs. The personal endings, however, are the same as those of the 3rd and 4th conjugation.

ferō, **ferre**, tulī, lātum, to bring, carry   stem: **fer / re**

Singular

Person	Present	imperfect	future
1	fer**ō**	fer**ēbam**	fer**am**
2	fer**s**	fer**ēbās**	fer**ēs**
3	fer**t**	fer**ēbat**	fer**et**

Plural

Person	Present	imperfect	future
1	feri**mus**		
2	fer**tis**		
3	feru**nt**		

See also p. 137, Chapter 17, Primer C

Practice:
1. conjugation practice
2. parsing practice

3. Compound Verb: *posse* – Chapter 17, LFCC

The English language also combines two words to form compound words instead of using a prefix. The word "lighthouse," for example combines the words "light" and "house." Each of these words express an idea on their own, but when the two come together they express a new idea. Latin also uses this same principle. The most common compound verb in the Latin language could be the irregular verb *possum, posse*. This verb combines the irregular verb *sum, esse* (to be) with the adjective *potēns* (able). Can you guess what it means? (hint: look at the vocabulary list for chapter 17) Study the tenses of the verb *posse* in the following chart.

possum, posse, potuī, to be able, can

Singular

Person	Present	Imperfect	Future
1	pos**sum**	pot**eram**	pot**erō**
2	pot**es**	pot**erās**	pot**eris**
3	pot**est**	pot**erat**	pot**erit**

Plural

Person	Present	Imperfect	Future
1			
2			
3			

Notice that the conjugation of *possum* is simply the conjugation of *sum* with the addition of the prefix *pot-*. The *t* changes to an *s* only when it appears before another *s (i.e. possum, possumus, possunt).*

Like the other irregular verbs you have learned in this chapter *sum* and *possum* conjugate according to the same formula that you have already learned for regular verbs.

Nomen: _____   datum: _____

Verb Conjugating Worksheet

1. Choose 6 verbs from chapter(s) _____.
2. List ALL principal parts, and find the stem of each verb.
3. Conjugate the verb in the tense requested.
4. Translate the box marked * in two different ways.

1. _____

*	

*_____

_____

2. _____

	*

*_____

_____

3. _____

*	

*_____

_____

4.   _____

	*

  * _____

  _____

5.   _____

*	

  * _____

  _____

6.   _____

	*

  * _____

  _____

Nomen:_____   datum:_____

Parsing Plus Practice, Ch. 15

VERB	TENSE	PERSON	NUMBER	TRANSLATION
capis				
interrogat				
cupiēbam				
agitābitis				
faciam				
imperābāmus				
incipitis				
muniētis				
rapiēbant				
nescimus				
				It used to open
				We seize
				You wish
				They will snatch away
				We were throwing
				I will question
				You (pl) were driving
				They do complete
				He orders
				I will keep back

Session C3: More on Verbs

1. Perfect System –Chapters 8 –10, LFCC

The perfect tense portrays a past action that has been completed *(perfectus)*, whereas the imperfect tense portrays a past action that was ongoing or incomplete *(imperfectus).* All the tenses of the perfect system describe actions that either are or will be complete. In both Session A1 and C2 we identified the basic formula for forming the tenses of the present system. The perfect system follows a similar pattern, but with a few changes.

Stems

The stem for the perfect system (perfect, pluperfect, future perfect tenses) comes from the 3rd principal part.

3rd principal part – ī = perfect stem

1st conjugation	amō, amāre, **amāv/ī = amāv**
2nd conjugation	videō, vidēre, **vīd/ī = vīd**
3rd **conjugation**	mittō, mittere, **mīs/ī = mīs**
3rd **-io**	capiō, capere, **cēp/ī = cēp**
4th **conjugation**	audiō, audīre, **audīv/ī = audīv**

This holds true for the irregular verbs as well:

sum, esse, **fu/ī = fu**
possum, posse, **potu/ī = potu**
eō, īre, **īv/ī = īv or ī**
ferō ferre, **tul/ī = tul**

Tense Markers

perfect – no marker   pluperfect – *era*   future perfect – *er*

Personal Endings
Nota Bene: The perfect tense has its own set of endings instead of a tense marker.

	perfect		pluperfect/future perfect	
person	**singular**	**plural**	**singular**	**plural**
1	**-ī**	**-imus**	**-m/-ō**	**-mus**
	I	we	I	we
2	**-istī**	**-istis**	**-s**	**-tis**
	you	you (pl.)	you	you (pl.)
3	**-it**	**-ērunt**	**-t**	**-nt**
	he/she/it	they	he/she/it	they

Perfect Tense – a completed past action

Formula: perfect stem (_____) + tense marker (_____) + perfect endings
Translation: I loved, I have loved, I did love

person	singular	plural	singular	plural
1	*amāv*-**ī** I have loved	*amāv*-**imus** We have loved		
2	*amāv*-**istī** You have loved	*amāv*-**istis** You(pl) have loved		
3	*amāv*-**it** He/She/It has loved	*amāv*-**ērunt** They have loved		

Pluperfect Tense – an action that precedes the perfect tense

Formula: perfect stem (_____) + tense marker (_____) + personal endings
Translation: I had loved

person	singular	plural	singular	plural
1	*amāv*-**eram** I had loved	*amāv*-**erāmus** We had loved		
2	*amāv*-**erās** You had loved	*amāv*-**erātis** You(pl) had loved		
3	*amāv*-**erat** He had loved	*amāv*-**erant** They had loved		

Future Perfect Tense – an action that will be completed by a certain time in the future

Formula: perfect stem (_____) + tense marker (_____) + personal endings
Translation: I will have loved

person	singular	plural	singular	plural
1	*amāv*-**erō** I will have loved	*amāv*-**erimus** We will have loved		
2	*amāv*-**eris** You will have loved	*amāv*-**eritis** You(pl) will have loved		
3	*amāv*-**erit** She will have loved	*amāv*-**erint** They will have loved		

Practice:
1. Conjugation Practice
2. Parsing Practice
3. Activity W.S., p.72, Ch. 9; p. 78, Ch. 10

Nomen: _____   datum: _____

<u>Verb Conjugating Worksheet</u>

1. Choose 6 verbs from chapter(s) _____.
2. List ALL principal parts, and find the stem of each verb.
3. Conjugate the verb in the tense requested.
4. Translate the box marked * in two different ways.

1. _____

*	

*_____

_____

2. _____

	*

*_____

_____

3. _____

*	

*_____

_____

4. _____

	*

   * _____

   _____

5. _____

*	

   * _____

   _____

6. _____

	*

   * _____

   _____

Parsing Plus Practice, Ch. 10

VERB	TENSE	PERSON	NUMBER	TRANSLATION
comparāverat				
ambulāverō				
dēfendistis				
parāverās				
prohibuērunt				
habuerimus				
labōrāvī				
vulnerāveritis				
putāveram				
lūxerint				
				We had defended
				You have held back
				She had carried
				They will have worked
				I brought back
				You will have been (*esse*)
				He will have walked
				You (pl) did defend
				I will have sailed
				They had wounded

2. –RE, -TE, -NE – Chapters 17 & 18, LFCC

a. Complementary Infinitives – Chapter 17, LFCC

You have already learned that the second principal part is known as the infinitive, and may be translated with the English preposition "to." Often both Latin and English use this infinitive to complete the action or meaning of the main verb. A **complementary infinitive** is an infinitive that completes the main verb of a sentence or phrase.

> **ambulāre** possum   I am able **to walk**
> **pugnāre** optat   he chooses **to fight**

Practice:
    translation practice

b. Imperatives – Chapter 18, LFCC

The **mood** of a verb indicates the attitude of the subject towards the action that takes place. Up until now you have seen only the indicative mood. The **indicative mood** (from Latin *indicāre*, to give information) simply indicates what is taking place. Latin uses this mood for declarative and interrogative sentences. Another mood is the **imperative** (from Latin *imperāre*, to command). This mood is used to express commands. Imperative verbs in Latin appear almost exclusively in the second person, since you generally are giving a command directly to the person to whom you are speaking. This mood is probably the easiest to form. The singular imperative is simply the stem of a verb. To make the imperative plural just add **–te.**

	Singular	Plural
1ˢᵗ conjugation	amā	amāte
2ⁿᵈ conjugation	vidē	vidēte
3ʳᵈ conjugation	mitte	mittite
3ʳᵈ conguation –io	cape	capite

Nota Bene: The stem vowel for the third conjugation weakens to an **i** when the plural ending is added.

There are 4 irregular imperatives (see p. 144, Ch18):

dīc, duc, fac, and **fer**
should have an 'e,' but the 'e' ain't there!

Practice:
    1. classroom commands
    2. magister imperat

c. Interrogatives – Chapter 18, LFC

The word interrogative derives from the Latin verb *rogō, rogāre,* to ask. Interrogative sentences, therefore, are those that ask a question. In English we often signify a yes/no question by placing a helping verb at the beginning and a question mark at the end.

Are you able to hear me?
Do you like Latin?
Have they learned anything?

Latin also signifies the asking of such questions that expect a yes/no answer by moving the verb to the front of the sentence. The ending *–ne* is then added to the verb.

Potesne mē audīre?

Amātisne Latīnum?
Didicēruntne aliquid?

Practice:
1. translation practice
2. composition practice
3. comprehension questions

Translation Practice, C-18

A) English – Latin.
    Directions:
        Parse and translate the underlined phrase only.

1. The governor <u>was able to increase</u> his power.

2. <u>Will</u> the colonists <u>drive out</u> the king?

3. Citizens, <u>raise</u> your voices!

B) Latin - English
Directions:
    4. Parse each word.
    5. Label the sentence. (S, V, LV, PrN, DO, Adj., etc.)
    6. Translate into proper English.

1. Refer foedus bonum!

2. Poterimusne bellum vītāre?

3. Lex potestātem prīncipis crēscet.

4. Hī bellum gerēre cupīvērunt, illī id timuērunt.

Session C4: More Nouns

1. **4ᵗʰ & 5ᵗʰ Declension – Chapters 20 – 22, LFCC**

The fourth declension endings are very similar in some ways to the third declension; they differ in that the vowel *u* is featured in every form.

	Endings		Masculine & Feminine	
CASE	**sing.**	**plural**	**sing.**	**plural**
Nominative	**-us**	**-ūs**	frūct**us**	frūct**ūs**
Genitive	**-ūs**	**-uum**	frūct**ūs**	frūct**uum**
Dative	**-uī**	**-ibus**	frūct**uī**	frūct**ibus**
Accusative	**-um**	**-ūs**	frūct**um**	frūct**ūs**
Ablative	**-ū**	**-ibus**	frūct**ū**	frūct**ibus**

Nota Bene:
- The masculine and feminine forms are the same.
- The nominative and accusative endings are similar to third, replacing the *e* with a *u.*
- The genitive plural still ends in *um*, as it has for every declension thus far: *ārum, ōrum, um, uum.*
- The dative and ablative plural are identical to third declension.
- The ablative singular ends in a single vowel, as it has for every declension.

Caveat magister: **Domus** is a fourth declension feminine noun, but it does use the accusative plural form *(domōs)* and the ablative singular form *(domō)* from the second declension. (See p. 157-158, Ch. 20, Primer C)

Most nouns in the fourth declension are masculine. The few feminine and neuter exceptions that do exist, however, are quite common.

<u>Feminine</u>   <u>Neuter</u>
domus, ūs   house   cornū, ūs   wing (of an army); horn
manus, ūs   hand; band (of men)   genū, ūs   knee

	Endings		Neuter	
CASE	**sing.**	**plural**	**sing.**	**plural**
Nominative	**-ū**	**-ua**	gen**ū**	gen**ua**
Genitive	**-ūs**	**-uum**	gen**ūs**	gen**uum**
Dative	**-ū**	**-ibus**	gen**ū**	gen**ibus**
Accusative	**-ū**	**-ua**	gen**ū**	gen**ua**
Ablative	**-ū**	**-ibus**	gen**ū**	gen**ibus**

Practice:
    1. Declension W.S.

       The fifth declension is the smallest of all declensions. The words that belong to this group are few, but some of these words are among the most common in the Latin language.
       Whereas the fourth declension endings are characterized by a *u,* the fifth declension endings are characterized by an *e.* Whereas the fourth declension consisted of predominantly masculine nouns, the fifth declension consists only of the feminine. The exception to this rule of gender is the noun *diēs (day)*, which can be either masculine or feminine. Some of the endings for this new declension may seem very different, but some should also be quite familiar. (See p. 172)

	Endings		Feminine	
CASE	**sing.**	**plural**	**sing.**	**plural**
Nominative	**-ēs**	**-ēs**	diēs	diēs
Genitive	**-ēī, -eī**	**-ērum**	diēī	diērum
Dative	**-ēī, eī**	**-ēbus**	diēī	diēbus
Accusative	**-em**	**-ēs**	diem	diēs
Ablative	**-ē**	**-ēbus**	diē	diēbus

Nota Bene:
- The nominative and accusative endings are similar to third declension.
- The genitive plural still ends in *um*, as it has for every declension thus far: *ārum, ōrum, um, uum, ērum.*
- The dative and ablative plural are similar to third declension *-ibus*.
- The ablative singular ends in a single vowel, as it has for every declension.

Caveat magister: There are two alternate endings for the genitive and dative singular. In the first both vowels are long; in the second the *e* is short. The combination of two long vowels side-by-side is unusual in Latin. It occurs in the fifth declension when the stem of the noun ends in a vowel. If the stem ends in a consonant, then use the short *e.*

    diēs, diēī   stem = di / ēī - vowel stem

    fidēs, fideī   stem = fid / eī - consonant stem

Practice:
    1. Declension Practice
    2. Activity W.S., p. 175, Ch. 22, Primer C

2. Dative Case
       The dative case has many uses, and is usually translated with the English prepositions "to" or "for." The two most frequent uses are the indirect object and dative of reference or interest. The name for the dative case is derived from the Latin word *dāre* (to give), a very fitting verb since it is one that uses indirect objects in the dative case quite frequently.

a. The **indirect object** generally describes the object to which something is given, said, or done. It does not receive the action of the verb directly, but is nevertheless indirectly affected by it. For example:

> The girl gives a gift **to the boy.**
> The girl gives **the boy** a gift.

Notice that English does not have to use a prepositional phrase to indicate the indirect object. Often it relies on the word order to communicate the meaning. You can imagine that this might be confusing to someone learning English. Latin is much more consistent. Latin always puts the indirect object into the dative case.

> Puella **puerō** dōnum dat. – indirect object

b. Dative of reference, sometimes called a dative of interest, is in some ways similar to the indirect object. It also is used to describe something which is not directly receiving the action of the verb, but the object to which a statement refers.

> Puella **puerō** dōnum habet. – reference

c. Special intransitive verbs are those that must take an object in the dative case. Earlier we discussed the difference between transitive and intransitive verbs. The transitive verb must take a direct object, which appears in the accusative case. The intransitive verb, however, does not take an accusative direct object. A few of these special intransitives appear in Primers B and C. Most notably are:

imperō, imperāre – to command, to give a command to (Primer B, Ch. 4; Primer C, Ch. 2)
crēdō, crēdere – to trust, believe in (Primer B Ch. 27)
placeō, placēre – to please, to be pleasing to (Primer C, Ch. 7)
serviō, servīre – to serve, to be a slave/servant to (Primer C, Ch. 12)

Notice that you may still use the familiar preposition **'to'** with the dative case when it appears with a special intransitive verb.

Puella **mātrī** placet.	The girl is pleasing **to her mother.**
	The girl pleases **her mother.**
Deō servīmus.	We will be servants **to God.**
	We will serve **God.**

Caveat magister: There are some special intransitives such as *imperāre* and *crēdere* that take a dative when the object is a person, but an accusative when the object is a thing.

Deō crēdimus.	We believe **God.**
Fābulam crēdimus.	We believe **the story.**

3. Case Review
Nominative

1. **Subject –** who or what is doing the action or being talked about

    Poēta cantat.   **The poet** sings.

2. **Predicate Nominative** – a noun or adjective that follows a linking verb and renames the subject

    Lupus est **magnus.**   The wolf is **big.**

Genitive (of, 's)

1. **Possession** – shows ownership or possession

    Per agrum **dominī** ambulāmus.   We walk through the **the master's** field
                                             We walk through the field **of the master.**

2. **Origin** - expresses the place from which a person or group originates

    Horatius **Romae** erat magnus vir.   Horatius **of Rome** was a great hero.

3. **Material –** expresses the material from which something is created

    Mīles gladium **ferrī** portat.   The soldier carries a sword **of iron.**

4. **Partitive** – expresses the whole or group of which a part is mentioned

    Puer partem **placentae** edit.   The boy eats a piece **of cake.**

Dative (to, for)

1. **Indirect Object** - the person or object to which something is given, said, or done.
    Puella **puerō** dōnum dat.   The girl gives a gift **to the boy.**

2. **Reference** - the object to which a statement refers.

    Puella **puerō** dōnum habet.   The girl has a gift **for the boy.**

3. **Special Intransitive** - verbs that must take an object in the dative case.

    Puella **mātrī** placet.   The girl is pleasing **to her mother.**
                                       The girl pleases **her mother.**

Accusative

1. **Direct Object** – who or what is receiving the action of the verb

    Sociī **oppidum** oppugnant.   The allies attack **the town.**

2. **Object of the Preposition**
    a. accusative of place to which – shows motion toward an object

    Puer **ad arborem** ambulābit.   The boy will walk **to the tree.**

Ablative

1. **Object of the Preposition**
    a. **ablative of place where** – shows the place where something occurs; does not show motion.

       Puer **sub arbore** sedet.   The boy sits **under the tree.**

    b. **ablative of place from which** – shows motion away from

       Puer **ab arbore** cucurrit.   The boy ran **away from the tree.**

2. **Without a Preposition (by, with, from)**
    a. **Means/Instrument**
    This construction indicates the "thing" *by* or *with* which something is accomplished. The Romans never used this construction for a person or animal. Using the phrase *by means of* is often a good way to recognize this construction.

       Armīs pugnant.   They fight **with weapons.**
       Carrō frūmentum portāvit.   He carried the grain **by (means of a) cart.**

    b. **Manner**
    This construction expresses the manner or the attitude with which something was accomplished.

       Gratiā orāmus.   We pray **with gratitude.**
       Gaudiō clāmat.   He shouts **with joy.**

    c. **Separation**
    This construction expresses that some person or thing is separated from another. The ablative of separation is commonly used with certain verbs meaning "to free," "to lack," and "to deprive."

       oppidō cōpiās prohibuit.   He kept the troops **from the town.**

Translation Practice

Can you identify the various constructions you have learned in the following quotations?
(Hint: The translations are on p. 287 – 288 of Primer C)

1. Fortūna est caeca.   -Cicero

2. Cupiditātem pecūniae glōriaeque fugite.   -Cicero

3. Labor omnia vincit.   -Vergil

4. Infīnitus est numerus stultōrum.   -Ecclesiastes

5. Bene est mihi quod tibi bene est.   -Pliny

6. Auribus teneō lupum.   -Terence

7. Nihil sub sole (est) novum.   -Ecclesiastes

8. (est) Satisne sānus es?   -Terence

9. Ratiō mē dūcet, nōn fortūna.   -Livy

10. Glōria in altissimīs Deō   -Luke

Latin Question & Answer Flow

1. **What is the (main) Verb?**
   What kind of verb is it? (action (V) or linking (LV))
   What is the ending – underline it
   Parse it: tense, person, number
   What kind of subject does it take? (singular or plural)

2. **What is the Subject (S)?**
   What is the ending? – underline it
   Parse it: case, number, gender

3. **Are there any Adjectives (Adj.)?** YES or NO, if so . . .
   i.   What is the ending? Underline it
   ii. Parse it: case, number, gender
   iii. Which noun does it modify (describe)
   iv. Do they agree: case number gender (check list for agreement)
   v.   Draw arrow from adj. to noun it modifies

4. **What follows the verb? Predicate or Direct object?**
   A) Predicate
      i.   Is it a predicate adjective (PA) or predicate nominative (PN)
      ii. What is the ending? – underline it
      iii. Parse it: case, number, gender
      iv. Does it refer back to Subject? – should be YES

   B) Direct Object (DO)
      i.   What is the ending? – underline it
      ii. Parse it: case, number, gender
      iii. Does it refer back to Subject? – NO
      iv. Does it receive the action of the main verb? – YES

5. **Are there any prepositions (P)?**
   i.   what case does it take? – accusative or ablative
   ii. find the object of the preposition (OP)
   iii. parse it: case, number, gender

6. **Translate into Proper English.**
   Does it make sense?

Valentine's Latin Poem

Goal: Kids will use their Latin language skills to create a poem that is a blessing to a friend or family member, and to the Lord.

Objective: Students will review noun and adjective agreement in creating this poem. This is a great follow up activity for chapters 11 – 12 in LFC, A and chapters 3 – 5, LFC, C that both focus on adjectives.

Materials needed: construction paper, scissors, markers, glue, notebook paper, Latin - English Dictionary (if desired to access additional vocabulary).

Preparation (before class): Photocopy heart images onto various colors of construction paper. Prepare a list of additional persons and adjectives for the poem (see list below for suggestions). Teachers may wish to have a Latin-English Dictionary available to look up additional words.

Teacher Instructions (in class):
1. Each student should compose a rough draft of poem on a sheet of notebook paper.
2. Poem should consist of: 2 nouns, 4 adjectives, and 3 verbs.
3. Words are used as follows: noun A (person to whom poem is addressed), 2 adjectives describing noun A, 3 verbs describing noun A, 2 adjectives describing noun B, noun B (student writing poem). See sample below
4. Teacher must check rough draft, making sure that proper agreement is exercised between nouns, adjectives, and verbs.
5. Once rough draft is approved, student may choose construction paper with hearts for final draft.
6. Student should write poem centered on heart, and then decorate as they desire.

Sample Poem:
<div align="center">

Mater
bona, cara
amat, curat, cantat
bona, grata
Filia
(student may wish to use their own name or a Latin name)

</div>

Vocabulary:
Students should be encouraged to use vocabulary they have learned, but due to limitations may wish to also use some of the following for family members.

father – *pater*
mother – *māter*
son –*fīlius*
daughter – *fīlia*
brother – *frāter*
sister – *soror*
grandmother – *avia*
grandfather – *avus*
grandchild – *nepōs, nepōtis*, m./f.
maternal aunt – *matertera* (*mater + alter*)
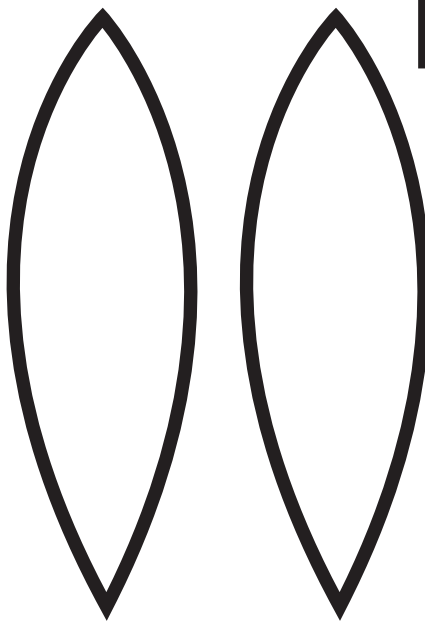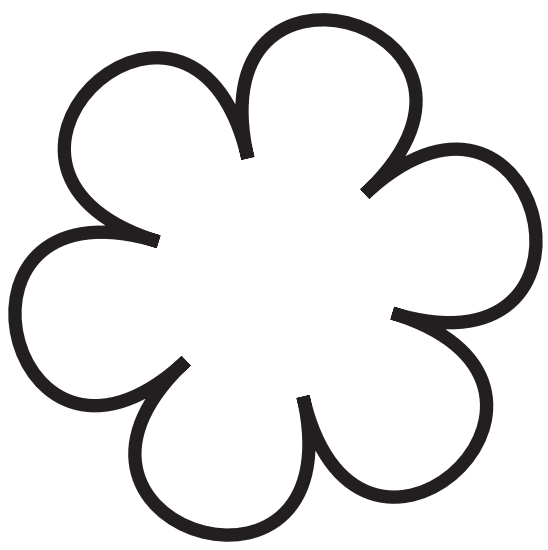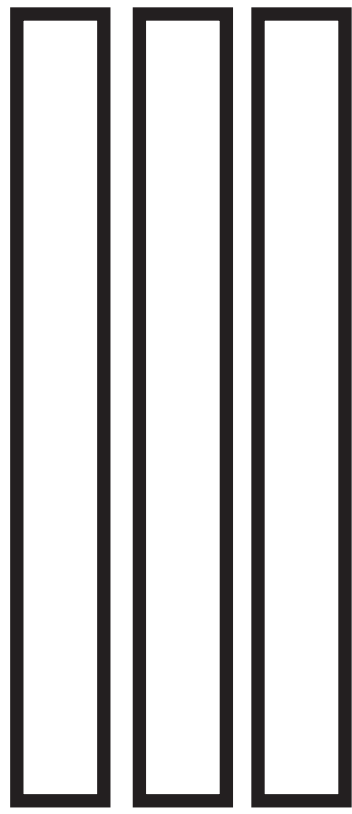maternal uncle - *avunculus*
paternal aunt - *amita*
paternal uncle - *patruus*
cousin – *cōnsobrīnus* or *cōnsobrīna*

Latin Valentine Project
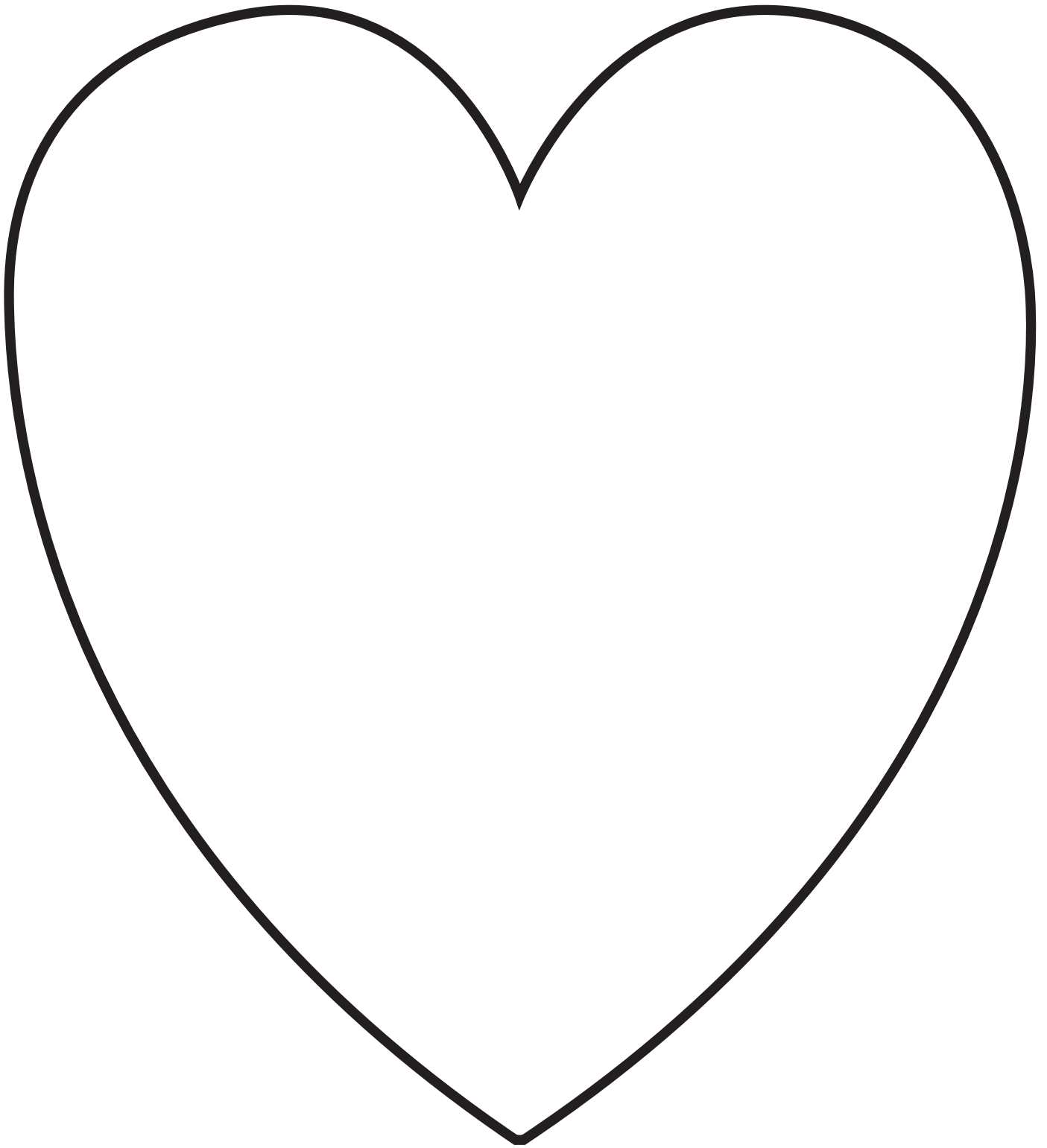
Glue half of a doily to large heart as shown.
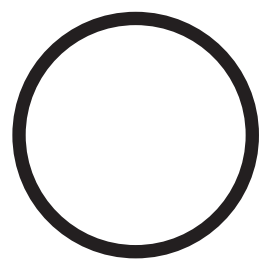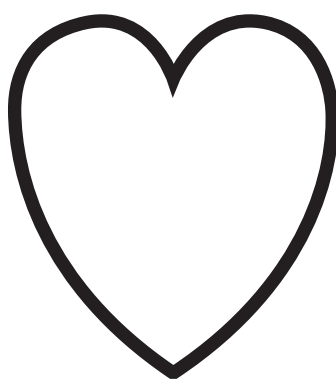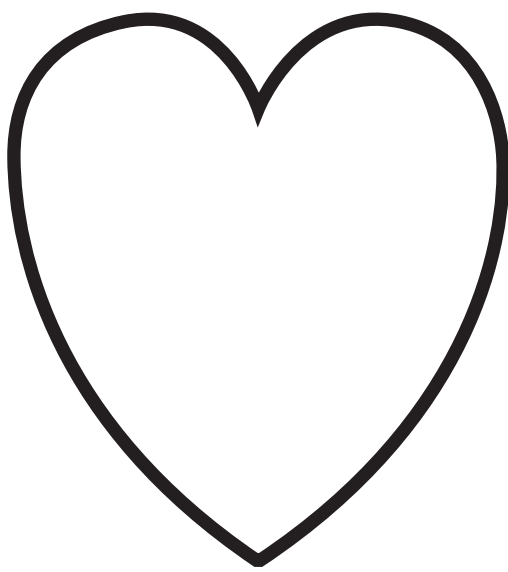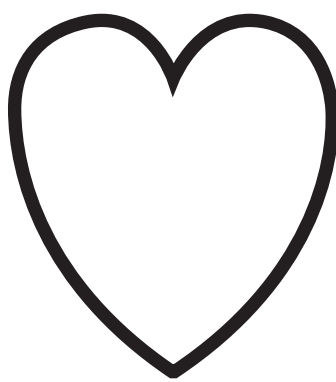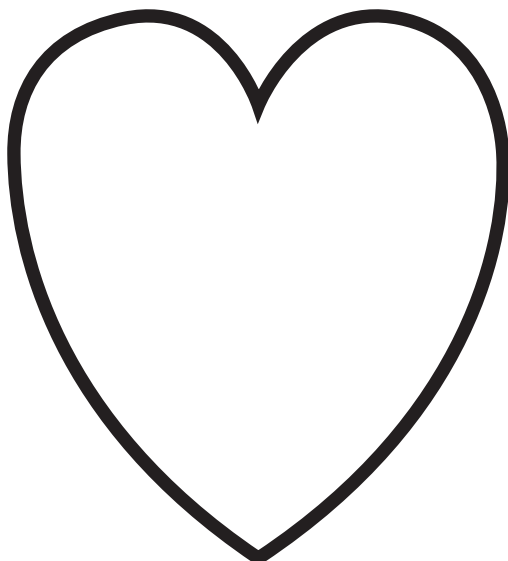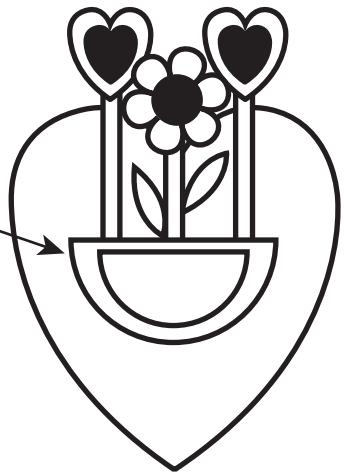
U.S. Seal Project

Goal: Students will appreciate how Latin literature has been a source of inspiration for our country.

Objective: Students will learn the national motto for the United States of America, and use this to create a representation of the shield that adorns the United States Seal.

Materials needed: construction paper (red, white, blue), scissors, markers, glue

Preparation (before class): Photocopy seal images on white construction paper or cardboard. You may wish to photocopy the shield on red paper as well in order to help students create stripes.

Teacher Instructions (in class):
1. Discuss the U.S. national motto. *E Pluribus Unum* = "out of many one," or "one out of many"
2. This phrase is adapted from a poem by Vergil called the *Moretum.* Vergil wrote, *"color est ē pluribus ūnus"* [it is one color out of many].
   a. Vergil is also the author of the Aeneid, the story of the Trojans who sailed to Italy after the Trojan War to found the Roman race.
3. Teachers may wish to discuss all the places this motto is seen:
   a. Money: dollars and coins
   b. Presidential Seal
   c. U.S. and state seals
4. Allow students to decorate their own shield with the American Bald Eagle.
5. Students should write the motto across the bottom.

Follow Up:
- These shields are a great project for Memorial Day, Veteran's Day, President's Day, or any other day celebrating our nation.
- The discussion of the U.S. motto may lead to a search for other Latin mottos found on currency, on state seals, and in the military.
- Teachers may wish to discuss the other Latin phrases that appear on the dollar bill:
  o *Novus Ordo Seclorum* [A new order of the ages], also taken from the poet Vergil
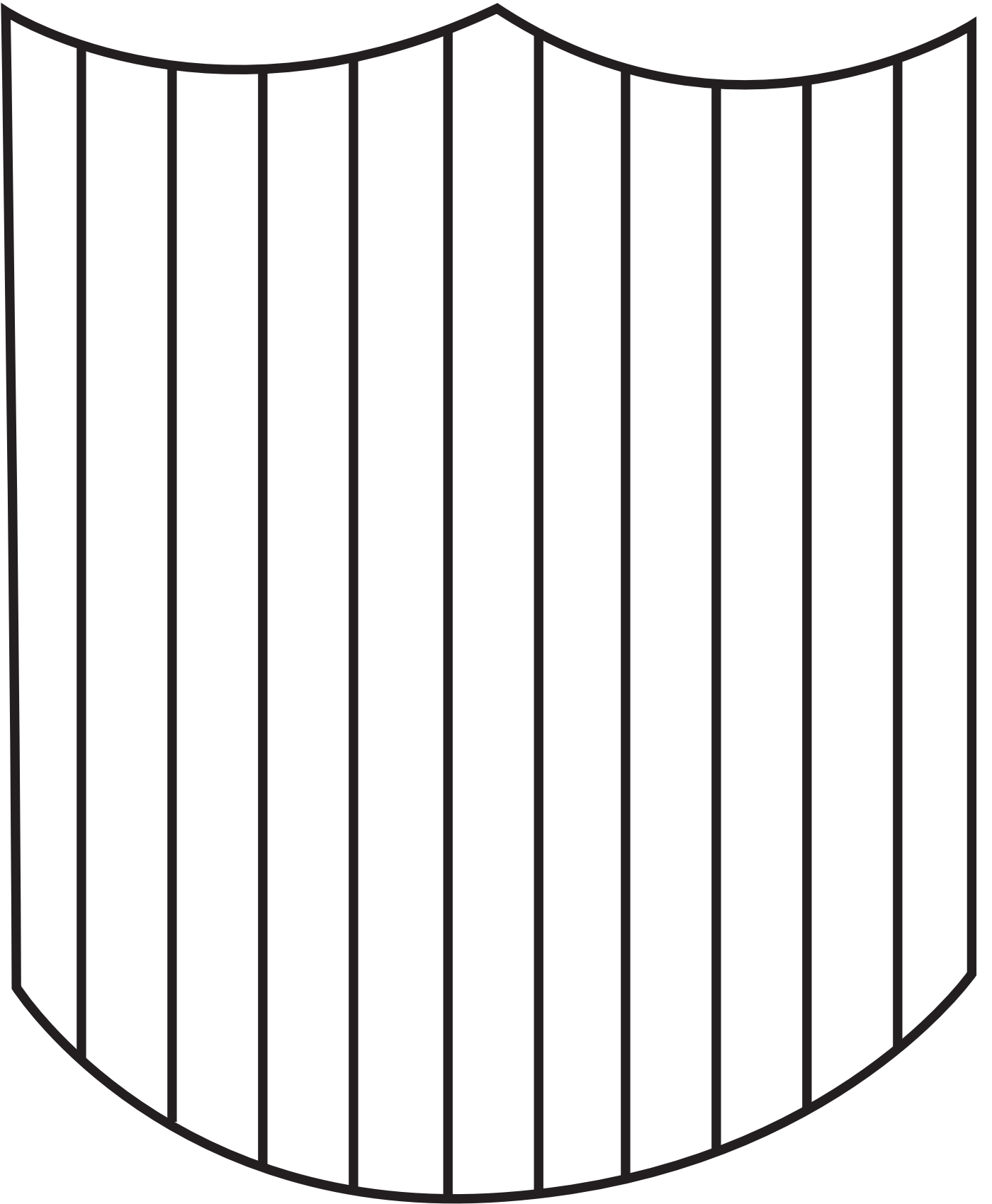 o *Annuit Coeptis* [He has favored our beginnings/undertakings]

American Bald Eagle
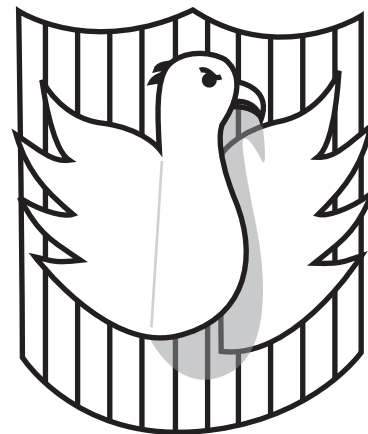
Color shield's stripes red, white and blue.
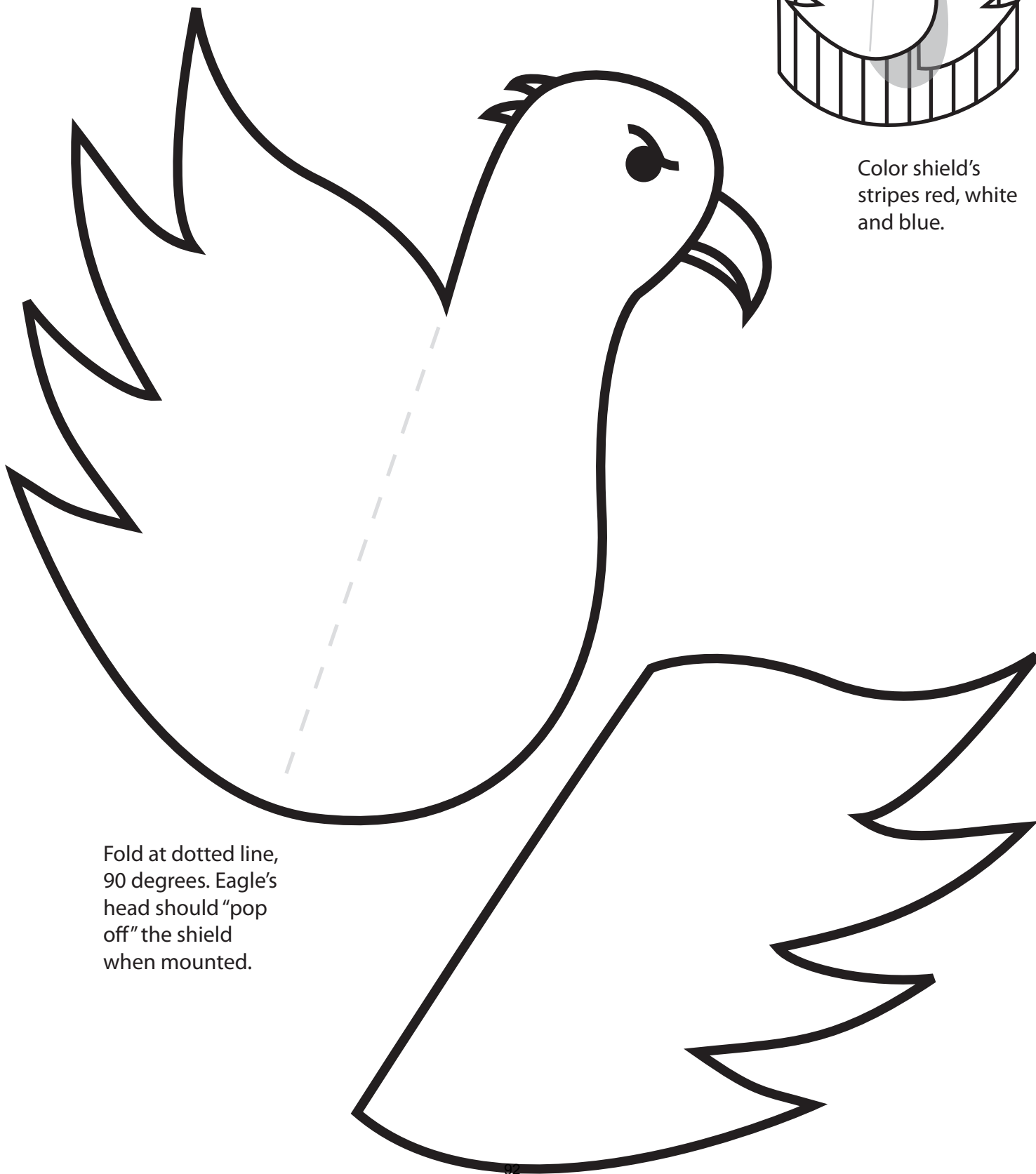
Fold at dotted line, 90 degrees. Eagle's head should "pop off" the shield when mounted.

Solar System Terminology

Goal: Students will learn to understand how ancient civilizations—their religion and language—have influenced the terminology of the solar system.

Objective: Students will learn the names of the planets and their major satellites. Students will become familiar with looking up words of various declensions in a Latin-English dictionary.

Materials needed: Solar system worksheet, Latin-English dictionary, map of solar system (if possible).

Preparation (before class): Photocopy a solar system terminology worksheet for each student. Students should keep this in their Latin folder/binder. They will use it once during each class day for the course of the study.

Teacher Instruction (in class): The following should happen once each day for the course of the unit:

1. When class begins, ask students to produce their solar system worksheet.
2. Give students five minutes to look up the name on the list (begin with *Sol* and proceed down).
3. Discuss the origin of the name of the planet, satellite, etc. that it describes.

Additional Resources:

Coloring Sheets
http://www.coloringcastle.com/pdfs/space/planets01.pdf
http://www.coloringcastle.com/pdfs/space/solarsystem01.pdf

Resource: http://www.nineplanets.org/

Follow Up: This is a great study to hold concurrently with a unit on the solar system in their science or natural history class. It also serves as a great precursor to a solar system project. Ask students to select one of these items as the subject for an oral report. Require them to include what they have learned from this Latin study in that project.

SOLAR SYSTEM

Planet / Moon	roman or greek deity	interesting fact
Sol		
Luna		
Mercury (*Mercurius*) satellites (0)		
Venus satellites (0)		
Mars satellites (2)		
Deimos		
Phobos		
Jupiter (*Iuppiter*) satellites (16+)		
Amalthea		
Io		
Europa		
Ganymede		
Callisto		

Leda		
Pasiphae		
Saturn (*Saturnus*) satellites (18+)		
Pan		
Atlas		
Janus (*Ianus*)		
Rhea		
Titan		
Iapetus		
Uranus satellites (27)		
Neptune (*Neptunus*) satellites (13)		
Galatea		
Proteus		

Triton		
Nereid		
Pluto satellites (1)		
Charon		

SOLAR SYSTEM

Planet or Satellite	roman or greek deity	interesting fact
Sol	sun god; later called Apollo, son of Jupiter	
Luna	moon goddess; later called Diana, twin sister of Apollo	
Mercury (*Mercurius*) satellites (o)	god of trade, profit, merchants and travelers	
Venus satellites (o)	goddess of love and beauty; born from the sea	
Mars satellites (2)	god of war; son of Jupiter	
Deimos	greek god of panic; son of Mars and Venus	
Phobos	greek god of fear; son of Mars and Venus	
Jupiter (*Iuppiter*) satellites (16+)	king of gods, god of sky	
Amalthea	nymph who nursed Jupiter as an infant with goat's milk	
Io	maiden loved by Jupiter and transformed into a heifer to hide her from Juno	
Europa	Phoenician princess kidnapped by Jupiter in the form of a white bull; Mother of King Minos of Crete	
Ganymede	son of Tros, first king of Troy. Jupiter brought him to Mt. Olympus to be the cup-bearer of the gods.	
Callisto	Nymph loved by Jupiter. She was changed into a bear and became Ursa Maior (big dipper).	
Leda	Queen of Sparta, mother of Helen of Troy and the twins Castor & Pollux.	

Pasiphae	Wife of King Minos, mother of minotaur	
Saturn (*Saturnus*) satellites (18+)	god of agriculture, father of Jupiter, Juno, Ceres, Neptune, and Pluto	
Pan	god of woods, fields, flocks; human torso with goat's legs, horns, and ears	
Atlas	Titan who carried the sky on his shoulders	
Janus (*Ianus*)	god of gates and doorways; seen with two faces looking in opposite directions	
Rhea	sister and wife of Saturn	
Titan	Family of giants, children of Uranus and Gaia	
Iapetus	Titan, son of Uranus, father of Prometheus and Atlas	
Uranus satellites (27)	Ancient greek deity of heavens; Satellites all named for characters in Shakespeare's plays	
Neptune (*Neptunus*) satellites (13)	god of sea and earthquakes	
Galatea	Nereid loved by the Cyclops Polyphemus (son of Neptune)	
Proteus	sea god who could change shape	
Triton	Son of Neptune and Amphitrite who blows through a shell to calm the seas. Head and torso of man, tail of a fish	
Nereid	One of 50 daughters of Nereus, son of Oceanus, god of ocean waters	
Pluto satellites (1)	god of underworld, brother of Jupiter and Neptune	
Charon	Ferried dead souls across the River Styx	

Coloring Sheets
http://www.coloringcastle.com/pdfs/space/planets01.pdf
http://www.coloringcastle.com/pdfs/space/solarsystem01.pdf

Resource: http://www.nineplanets.org/

LATINA DICTA

Datum:

Datum:

Datum:

Datum:

U.S. Mottoes

Goal: Students will gain an awareness and appreciation for how Latin Literature has influenced the make-up of the U.S. state seals.

Objective: Students will learn the Latin mottoes for 25 states in the United States of America. Students will improve translation skills. They will also learn the geographical position for these states.

Materials needed: Latina Dicta Worksheet, U.S. map., Latin-English dictionary

Preparation (before class): Photocopy several Latina Dicta worksheets (teachers may need to modify these for your week).

Teacher Instruction (in class): The following should happen once each day for the course of the unit:

1. When class begins, write one motto on the board.
2. Give students five minutes to attempt to translate the motto.
   a. Students may work individually or in groups of 2 – 3
   b. Some mottoes may be too difficult. The teacher may want to write vocabulary hits on the board with the motto in these cases.
3. Discuss the motto and its relevance to the state it represents. The teacher may wish to ask students to guess which state the motto represents before revealing the answer.
4. Identify and label the state on a map.

Follow Up: This is a great study to hold concurrently with a unit on U.S. geography. It also serves as a great precursor to a state project. Ask students to select one of these states as the subject for an oral report. Require them to include what they have learned from this Latin study in that project. They might also be asked to reproduce an image of the state seal or coat of arms bearing the Latin motto.

Latin State Mottoes

Arizona — Ditat Deus

Arkansas — Regnat Populus

Colorado — Nil Sine Numine

Connecticut — Qui Transtulit Sustinet

The District of Columbia — Justitia Omnibus

Idaho — Esto Perpetua

Kansas — Ad Astra Per Aspera

Maine — Dirigo

Maryland — Scuto Bonae Voluntatis Tuae Coronasti Nos

Massachusetts — Ense Petit Placidam Sub Libertate Quietem

Michigan — Si Quaeris Peninsulam Amoenam Circumspice

Mississippi — Virtute Et Armis

Missouri — Salus Popili Suprema Lex Esto

New Mexico — Crescit Eundo

New York — Excelsior

North Carolina — Esse Quam Videri
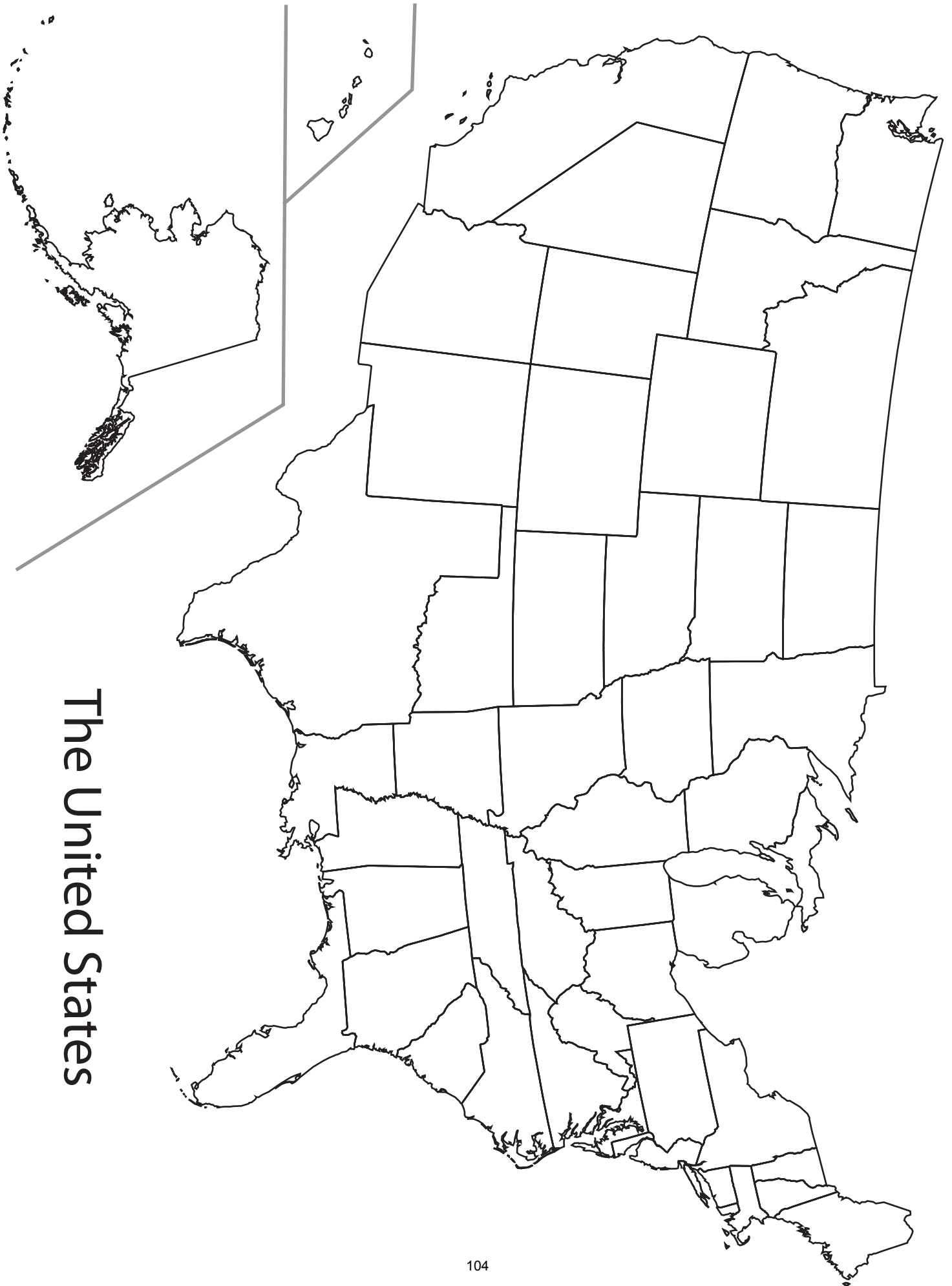
Ohio — Imperium In Imperio

Oklahoma — Labor Omnia Vincit

Oregon — Alis Volat Propriis

South Carolina — Animis Opibusque Parati, Dum Spiro, Spero

Virginia — Sic semper Tyrannis

West Virginia — Montani Semper Liberi

Wyoming — Cedant Arma Togae

The United States

Language Tree – Teacher's Guide

Goal: Students will gain an appreciation for Latin as the fount of the Romance Languages. Students will gain great confidence in their developing language skills.

Objective: Students will use Latin to discern the meaning of words representing the five major Romance languages: Italian, French, Romanian, Spanish, and Portuguese. These words have been selected from the first unit of *Latin for Children, Primer A.*

Materials needed:
- Brown butcher paper or poster board for tree trunk
- Construction paper in multiple colors for leaves (green, yellow, orange, red, brown)
- Scissors
- Markers

Preparation (before class):

1. Create a tree trunk of a size appropriate to your classroom.
2. Write ten Latin root words and their meanings on trunk of tree.

Teacher Instructions (in class):

1. Divide students into 5 groups. Assign each group one of the Romance Languages.
2. Pass out language sheets (included) to each student.
3. Instruct students to use their Latin books to figure out what each word on their language list means.
4. Have students check their completed list with the teacher <u>**before**</u> making their leaves (as instructed on sheet).
5. Post leaves on the tree.

This makes a great display for any parent night or open house!

Language Tree – Romanian

Directions:
1. Using your Latin vocabulary, figure out the meaning for each of the words in the chart below.
2. Make a brown leaf for each word. Write the Romanian word ONLY on the leaf.
3. Glue the leaves to the Romanian part of the Language Tree.

Romanian word	Latin Origin	English meaning
da		
intra		
poartă		
teren		
pagină		
patrie		
insulă		
regină		
undă		
glorie		

Language Tree – Portuguese

Directions:
  4. Using your Latin vocabulary, figure out the meaning for each of the words in the chart below.
  5. Make an orange leaf for each word. Write the Portuguese word ONLY on the leaf.
  6. Glue the leaves to the Portuguese part of the Language Tree.

Portuguese word	Latin Origin	English meaning
dar		
entre		
porta		
terra		
página		
patria		
ilha		
rainha		
onda		
glória		

Nomen: _____ Datum: _____

Language Tree – French

Directions:
1. Using your Latin vocabulary, figure out the meaning for each of the words in the chart below.
2. Make a red leaf for each word. Write the French word ONLY on the leaf.
3. Glue the leaves to the French part of the Language Tree.

French word	Latin Origin	English meaning
donner		
pénetrer		
porte		
terre		
paginer		
patrie		
île		
reine		
onde		
gloire		

Nomen: _____   Datum: _____

Language Tree – Spanish

Directions:
1. Using your Latin vocabulary, figure out the meaning for each of the words in the chart below.
2. Make a yellow leaf for each word. Write the Spanish word ONLY on the leaf.
3. Glue the leaves to the Spanish part of the Language Tree.

Spanish word	Latin Origin	English meaning
dar		
entrar		
puerta		
tierra		
página		
patria		
isla		
reina		
onda		
gloria		

Language Tree – Italian

Directions:
1. Using your Latin vocabulary, figure out the meaning for each of the words in the chart below.
2. Make a green leaf for each word. Write the Italian word ONLY on the leaf.
3. Glue the leaves to the Italian part of the Language Tree.

Italian word	Latin Origin	English meaning
dare		
entrare		
porta		
terreno		
pagina		
patria		
isola		
regina		
onda		
gloria		