

# Chapter 2

## Memory Page




### Review Chant


#### 1st and 2nd Conjugations (Present Tense)

	1st Conjugation amō		2nd Conjugation videō	
	Singular	Plural	Singular	Plural
1st person	<b>amō</b>	<b>amāmus</b>	<b>videō</b>	<b>vidēmus</b>
2nd person	<b>amās</b>	<b>amātis</b>	<b>vidēs</b>	<b>vidētis</b>
3rd person	<b>amat</b>	<b>amant</b>	<b>videt</b>	<b>vident</b>

### New Vocabulary

Latin	English
<b>aequus, -a, -um</b>	equal
<b>aliēnus, -a, -um</b>	strange, foreign
<b>aptus, -a, -um</b>	apt, fitting 
<b>beātus, -a, -um</b>	happy, blessed
<b>certus, -a, -um</b>	certain
<b>cēterus, -a, -um</b>	the other, the rest
<b>nūllus,* -a, -um</b>	none
<b>pulcher, pulchra, pulchrum</b>	beautiful

### Review Vocabulary

Latin	English
<b>cēna, -ae (f)</b>	dinner
<b>fossa, -ae (f)</b>	ditch
<b>iūstus, -a, -um/jūstus, -a, -um**</b>	just 
<b>mēnsa, -ae (f)</b>	table
<b>pāgina, -ae (f)</b>	page
<b>rēctus, -a, -um</b>	straight
<b>via, -ae (f)</b>	road, way, path

\*This adjective has a special declension pattern, which you will learn in chapter 15.

\*\*Ecclesiastical spelling







## Seeking Domum, Part 2

Lightning highlighted the girl's disappearance—one moment there, another moment gone.

The **puer** (\_\_\_\_\_) turned and **clāmābat** (\_\_\_\_\_) something to those **īnfrā** (\_\_\_\_\_), then sprang onto the deck, looking about frantically. A rope—yes! He grabbed the hefty coil and, wiping the ocean spray from his **oculi** (\_\_\_\_\_), threw it overboard in the direction of the lost girl.

He was not **certus** (\_\_\_\_\_) he could throw the rope all the way to her—but his throw could not have been better! The rope arced through the air, uncoiling as it flew before splashing down, and landed **prope** (\_\_\_\_\_) to her. She scrambled to grab hold of it as he secured the other end.

She fumbled for the rope as the weight of her dress began dragging her **sub aquam** (\_\_\_\_\_\_). She dipped under the **aqua** (\_\_\_\_\_\_), then clawed back to the surface with a desperate gasp for air.

“Grab the rope!” **puer** (\_\_\_\_\_) yelled. “I’ll rescue you!”

The **puella** (\_\_\_\_\_) was pulled under again. The **puer** (\_\_\_\_\_) squinted into the darkness, trying to catch a glimpse of her.

Suddenly her **bracchium** (\_\_\_\_\_) shot up **ex aquā** (\_\_\_\_\_) and grabbed the rope. She pulled herself to the surface and gripped the rope tightly with both hands. The boy smiled . . . until the knot started to slip. He grasped the rope wound around the belaying pin, but the rope refused to hold tight against the slick, wet wood. The **nāvis** (\_\_\_\_\_) heaved in another **unda** (\_\_\_\_\_), and the rope burned his **digiti** (\_\_\_\_\_) as it slithered through them and pulled free.

The **puer** (\_\_\_\_\_) clung to the side as he saw the **puella** (\_\_\_\_\_) drift farther away from the ship, clinging to a now useless rope.



Disc brooch with gold, garnets, glass, and niello; made in Faversham, England, early 600s



# Grammar Lesson

## More on Principal Parts

Last year, you memorized four forms for each verb. You may remember that these four forms are called the **principal parts**, and they help to give you all the information you need to use these verbs in all their forms. Let's review the four principal parts and use two familiar verbs as our examples:

1	2	3	4
present tense	infinitive	perfect tense	supine
<b>amō</b>	<b>amāre</b>	<b>amāvī</b>	<b>amātum</b>
<b>videō</b>	<b>vidēre</b>	<b>vīdī</b>	<b>vīsum</b>

Figure 2-1:  
The Four  
Principal Parts

The first one is the **present-tense** form (in first-person singular), and it, together with the second form, called the **infinitive**, gives us the present **stem**. The stem is the part of a word that doesn't change, or the part that you get when you chop off the *-re* ending. You should have noticed already that the three tenses we've learned so far—present, future, and imperfect—use the same stem.

The third principal part is the **perfect-tense** (first-person singular) form. The perfect tense is another form of past tense that we will be learning more about next year, but if you drop the *-ī* from this form, you get what is called the perfect stem, which will be used for the other three tenses that you will learn next year. Have you noticed that sometimes it is very different from the present stem? That's why this form is very useful to memorize right away. Otherwise, you might not recognize a perfect-tense verb as one you already know!



The last form is often called the **supine** or the **participle**, and it is a form that is often used when a verb is used as an adjective. Do you know what this means? It means when you learn all your principal parts, you're also learning a bonus adjective!

Last year you memorized all four principal parts as well as an exact translation of each one for the verbs. That's why we listed four translations for each verb. Do you think you have that pattern down pat now? Good, because you may have noticed that we have stopped listing a translation for all four principal parts (unless there is something irregular about the English translation). In this book we list the translations in their infinitive form (such as "to love" or "to see") and you can figure out the rest. That will make it easier for us to list alternate translations for words that can mean different things. Every now and then, though, go ahead and practice translating each principal part. It is good practice.



## A. Translation

- |   |                         |
|---|-------------------------|
| 1. <b>iūstus</b> ( <b>jūstus</b> *) _____ | 6. <b>certus</b> _____  |
| 2. <b>aequus</b> _____                    | 7. <b>pulcher</b> _____ |
| 3. <b>via</b> _____                       | 8. <b>aptus</b> _____   |
| 4. <b>pāgina</b> _____                    | 9. <b>aliēnus</b> _____ |
| 5. <b>mēnsa</b> _____                     | 10. <b>nūllus</b> _____ |

\*Ecclesiastical spelling

**B. Chant** Fill in the boxes with the (present-tense) conjugations of *amō* and *videō*; don't forget to label the boxes!

	_____		_____	
	_____		_____	

## C. Grammar

- The first principal part is the \_\_\_\_\_-tense form (in first-person singular).
- The second principal part is called the \_\_\_\_\_ form.
- The present and infinitive forms give us the \_\_\_\_\_ stem.
- The \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ tenses use the present stem.







# Translation Worksheet

## Using Abbreviations in Word Parsing

When we parse a verb, we give its person, number, and tense. We're going to practice giving the person, number, and tense of verbs quite a bit this year, and we don't want you to have to write out the full words for these characteristics of a verb every time. Do you remember the abbreviations for person, number, and tense? It'll only take a few minutes to learn them, and it will save us much time in the future. Here they are for your review:

Options for Person		Options for Number		Options for Tense	
Full word	Abbreviation	Full word	Abbreviation	Full word	Abbreviation
1st Person	1	Singular	S	Present	Pr
2nd Person	2	Plural	Pl	Imperfect	I
3rd Person	3	_____	_____	Future	F

## Practice

Now try using these abbreviations to parse the verbs below, following the example given:

1. 3/S/Pr

2. \_\_\_\_/\_\_\_\_/\_\_\_\_

3. \_\_\_\_/\_\_\_\_/\_\_\_\_

1. *ōrat* (example given)

2. *ōrnābunt*

3. *putābam*

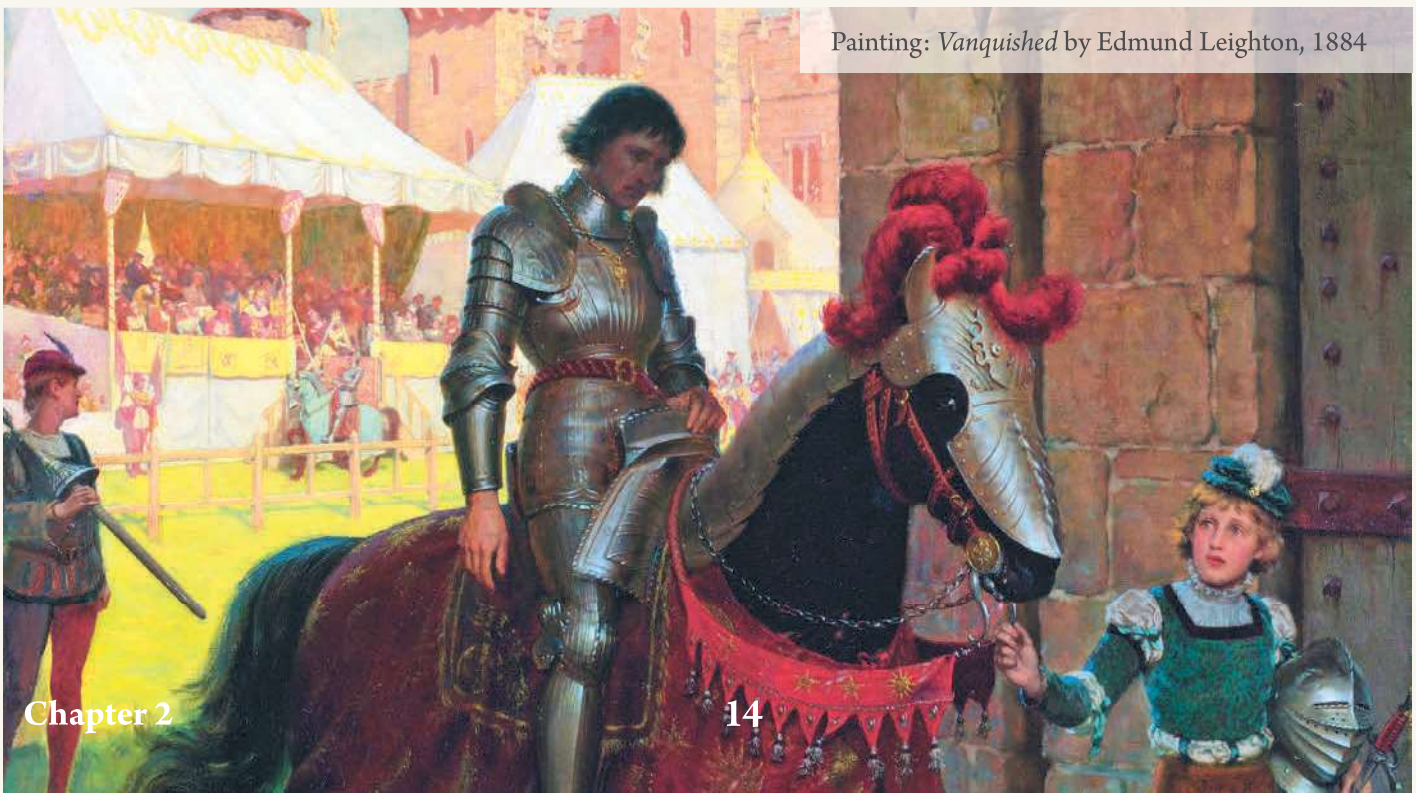
4. \_\_\_\_/\_\_\_\_/\_\_\_\_

5. \_\_\_\_/\_\_\_\_/\_\_\_\_

4. *exspectābitis*

5. *probō*

Painting: *Vanquished* by Edmund Leighton, 1884





## Derivatives

(Note: *fr.* stands for “from” and *def.* stands for “definition.”)

1. Replace the *i* in **iūstus** with a *j*, drop off the ending, and you get the same word in English, which is \_\_\_\_\_.
2. Are you \_\_\_\_\_ you are right? (fr. **certus**)
3. \_\_\_\_\_ are strange creatures from another world. (fr. **aliēnus**)
4. An egalitarian society is one in which most people are fairly \_\_\_\_\_ in wealth and power. (fr. **aequus**)
5. To “stand erect” is to stand up \_\_\_\_\_. (def. of **rēctus**)
6. The *trivium* is the three \_\_\_\_\_ of education. (def. of **via**)

## Additional Derivatives

Latin	English
<b>ōrnō</b>	ornate, ornament
<b>putō</b>	compute, impute, putative
<b>mortuus</b>	mortal, mortality, mortuary
<b>extrēmus</b>	extreme, extremity
<b>aptus</b>	apt, aptitude
<b>certus</b>	certain, certitude, certainty
<b>beātus</b>	beatitudes, beatify, beauty

Now use at least five of these derivatives in a sentence or two.

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# Quiz

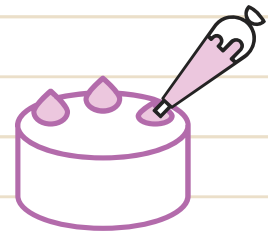


## A. New Vocabulary

Latin	English
aliēnus, -a, -um	
beātus, -a, -um	
certus, -a, -um	
cēterus, -a, -um	
nūllus, -a, -um	
pulcher, pulchra, pulchrum	
fossa, -ae	
iūstus, -a, -um (jūstus, -a, -um)	
mēnsa, -ae	
rēctus, -a, -um	

## B. Review Vocabulary

Latin	English
ōrō, ōrāre, ōrāvī, ōrātum	
ōrnō, ōrnāre, ōrnāvī, ōrnātum	
postrēmus, -a, -um	
extrēmus, -a, -um	
silva, -ae	



## C. Chant

Fill in the boxes with the present tense conjugations of *amō* and *videō*.

	_____		_____	
	_____		_____	

## D. Grammar

- List the names of the four principal parts: \_\_\_\_\_
- What two principal parts help us find the present stem? \_\_\_\_\_