



## New Chant

### Third-Declension Noun Endings

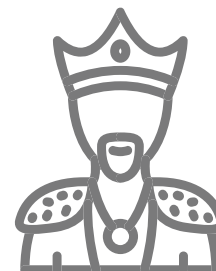
	3rd Declension		3rd Declension Neuter		3rd Declension, I-stem		3rd Declension Neuter, I-stem	
	Singular	Plural	Singular	Plural	Singular	Plural	Singular	Plural
Nominative	- <i>x</i>	- <i>ēs</i>	- <i>x</i>	- <i>a</i>	- <i>x</i>	- <i>ēs</i>	- <i>x</i>	- <i>ia</i>
Genitive	- <i>is</i>	- <i>um</i>	- <i>is</i>	- <i>um</i>	- <i>is</i>	- <i>ium</i>	- <i>is</i>	- <i>ium</i>
Dative	- <i>ī</i>	- <i>ibus</i>	- <i>ī</i>	- <i>ibus</i>	- <i>ī</i>	- <i>ibus</i>	- <i>ī</i>	- <i>ibus</i>
Accusative	- <i>em</i>	- <i>ēs</i>	- <i>x</i>	- <i>a</i>	- <i>em</i>	- <i>ēs</i>	- <i>x</i>	- <i>ia</i>
Ablative	- <i>e</i>	- <i>ibus</i>	- <i>e</i>	- <i>ibus</i>	- <i>e</i>	- <i>ibus</i>	- <i>ī</i>	- <i>ibus</i>

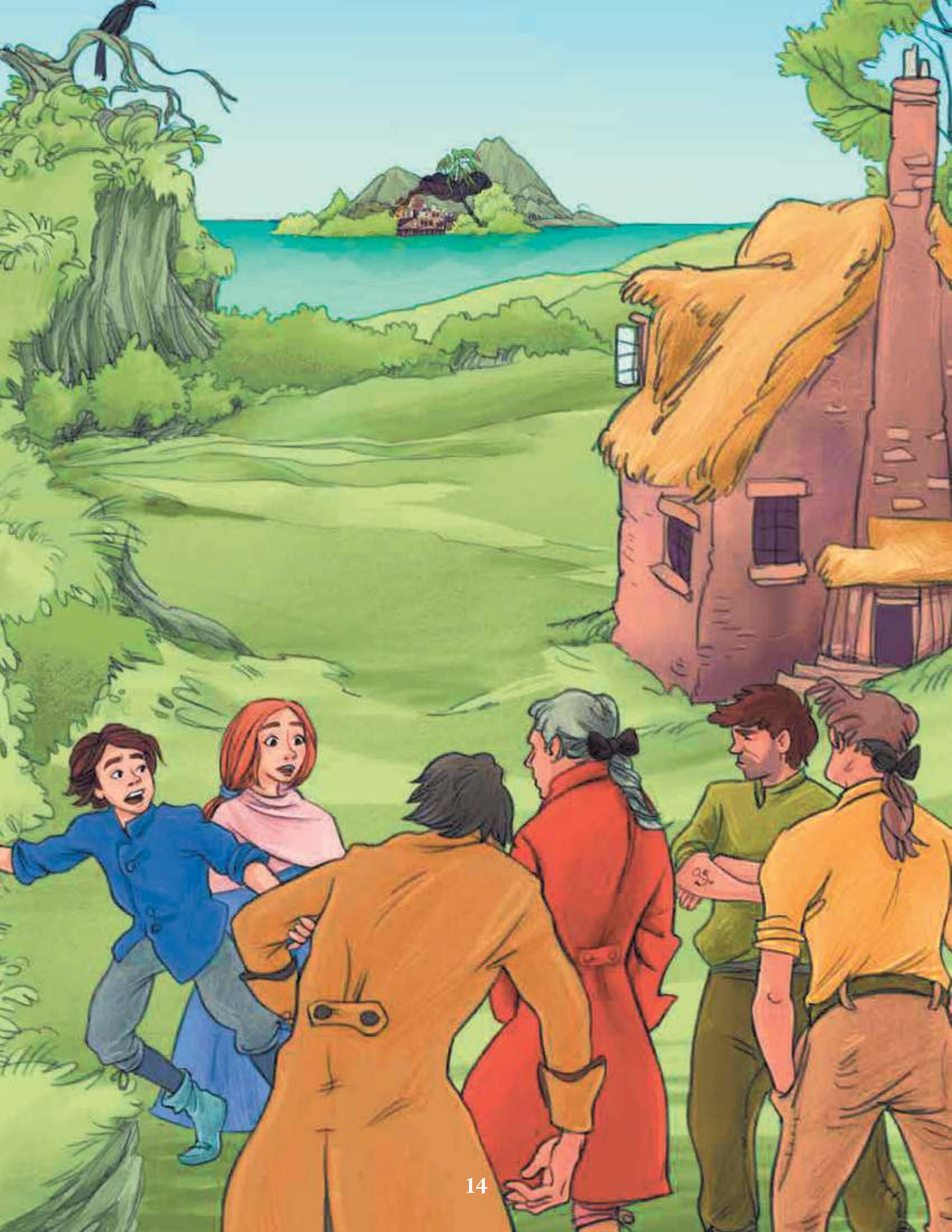
## New Vocabulary

Verbs					
Latin		English			
<b>cognōscō, cognōscere, cognōvī, cognitum</b>		to get to know; recognize			
<b>discō, discere, didicī</b>		to learn			
<b>doceō, docēre, docuī, doctum</b>		to teach			
<b>legō, legere, lēgī, lēctum</b>		to collect; choose; read			
<b>studeō, studēre, studuī (+ dat.)</b>		to be eager for; study			
Nouns		Special Phrases		Adverbs	
Latin	English	Latin	English	Latin	English
<b>liber, librī (m)</b>	book	<b>scholam</b>	I give a class	<b>etiam</b>	also, even, too
<b>schola, -ae (f)</b>	school; group of followers, following	<b>habeō</b>	or lecture	<b>nōn</b>	not

## Review Vocabulary

Latin	English
<b>fīnis, fīnis (m, i)</b>	limit, boundary, end
<b>iter, itineris (n)</b>	journey, road
<b>mare, maris (n, i)</b>	sea
<b>rēx, rēgis (m)</b>	king
<b>uxor, uxōris (f)</b>	wife







## Piratae, Part 2

Marcus and Julia **lābōrābant** (\_\_\_\_\_) together, pulling hard on the oars. They wanted to get as far away **ab** (\_\_\_\_\_) the invading *pīrātīs*\* as fast they could. But what could they do? Where were they able **ire** (\_\_\_\_\_)?

The plume of black smoke continued to reach up **in caelum** (\_\_\_\_\_). It **erat** (\_\_\_\_\_) hard to watch their beloved *oppidum* of Port Louis going up **in flammīs** (\_\_\_\_\_). Would their *familia* be all right?

*Iūlia* broke the **silentium** (\_\_\_\_\_). “**Dēbēmus**\*\* (\_\_\_\_\_) row *ad insulam* of St. Martin. Maybe we can get **auxilium** (\_\_\_\_\_) in getting rid of the *pīrātās*.”

“**Illī nōs nōn adiuvābimus** (\_\_\_\_\_),” said Marcus. “St. Martin is only a **insula parva cum piscātōribus**† (\_\_\_\_\_) and cabbage **colōnīs** (\_\_\_\_\_).”

“**Dēbēmus** (\_\_\_\_\_) to try,” Julia insisted.

Once they arrived on St. Martin, Marcus and Julia begged and pleaded with the **piscātōrēs in litore** (\_\_\_\_\_). “Surely **studēbunt** (\_\_\_\_\_) for a fight *cum pīrātīs*,” the two children thought! But nobody would offer **iuvāre** (\_\_\_\_\_). Was no one **fortis** (\_\_\_\_\_) enough to take on the villainous *pīrātās*?

Suddenly, a **vir magnus** (\_\_\_\_\_) approached the **puerōs** (\_\_\_\_\_). He didn’t look like a **piscātor** (\_\_\_\_\_), and he certainly **nōn erat colōnus** (\_\_\_\_\_). “Tell me what happened,” he said. “Maybe I can **iuvāre** (\_\_\_\_\_).”

\*Now that you are more advanced in your Latin studies, we are going to skip translating the more common and simple words and phrases—such as *pīrāta*, *familia*, *Marcus et Iūlia*, and *pugna*—that are repeated throughout this story.

\*\**dēbeō*, *dēbere* can also mean “have to”

†*piscātor*, *piscātōris*, m.: fisherman



# Grammar Lesson

## Verbs That Take the Dative

A few verbs in Latin take direct objects in the dative case instead of the accusative case. So far you have learned two of these words:

- **imperō, imperāre, imperāvī, imperātum;**\* e.g., **Imperō militibus:** I give orders to the soldiers, I order the soldiers.
- **studeō, studēre, studuī;**\*\* e.g., **Studeō cibō:** I am eager for food.

Note the following examples of the correct and incorrect way to use these verbs.

Incorrect (with accusative for DO)	Correct (with dative for DO)
<del>Rēx servum (acc.) imperat.</del>	Rēx servo (dat.) imperat.
<del>Rēx militēs (acc.) imperat.</del>	Rēx militibus (dat.) imperat.
	Discipula librō (dat.) studet.

While using the dative instead of the accusative for the object may be confusing, it only occurs with a very few verbs! Just learn these verbs (from the beginning) as taking the dative for the object. They will always be listed as such in your vocabulary lists, as in *studeō, studēre* (+ dat.).

## Third-Declension Words

In this chapter we review the third-declension noun endings, and as you may have already noted, there are several variations on the third-declension theme. First, note that the neuter version of the third declension has basically the same pattern as the masculine and feminine, except that it follows the **neuter rule**. The neuter rule, as you may recall, is that **neuter nouns always have the same endings in the accusative that they have in the nominative, and the nominative and accusative plural always end in a short *a***. Thus, since third-declension neuter nouns have a variety of different nominative singular endings (represented on the table with the variable *x*), they will have the same variety of endings in the accusative singular. The key thing to remember is simply that whatever the word form is in the nominative singular, it will have the same exact form in the accusative singular. At the same time, just like second-declension neuter words, third-declension neuter words will have a short *a* ending in the nominative and accusative plural.

\**Imperō* takes the “dative of person” but the “accusative of thing” as its object.

\*\**Studeō* very occasionally takes an accusative direct object.



The other key variation on the third-declension theme is that of the **I-stem** pattern. Just as the chant shows, most regular I-stems have just one little difference from regular third-declension nouns: They have an extra *i* before the *-um* ending in the genitive plural. **Neuter I-stems** have a few more *i*'s in them, though. In addition to that extra *i* in the genitive plural, they have a long *ī* in the ablative singular (instead of an *e*), as well as an extra *i* in the nominative and accusative plural.

To summarize, while there are four major variations on the third-declension theme, they are easy to recall if you just remember to apply the neuter rule and remember which I-stem forms have that extra *i*.

Here are three characteristics you can look for when identifying I-stem nouns:

1. masculine and feminine nouns whose nominative singular ends in *-ēs* or *-is*, and whose nominative and genitive forms are parisyllabic (have the same number of syllables); e.g., *finis*, *finis*
2. masculine and feminine nouns whose nominative singular ends in *-x* or *-s*, and whose stem ends in two consonants; e.g., *urbs*, *urbis*
3. neuter nouns whose nominative singular ends in *-al*, *-ar*, or *-e*; e.g., *mare*, *maris*



### Fun Fact!

For centuries, Latin was the most important cultural language throughout Europe. Into the late 1600s, most books and diplomatic documents were written in Latin.

## The Last Case: The Dative

Now it is time to learn the last of the cases, the **dative case**. A **primary purpose of the dative case is to express an indirect object**. That is, it is used for something that is indirectly affected by the action of a verb. Take for example this English sentence:

The teacher gives *Mark* the book.

In this sentence, the indirect object, in italics, is “Mark.”

In Latin the sentence would be written as follows:

**Magister *Mārcō* librum dat.**

Now, note how in English we could say the same thing without changing the essential meaning by using the preposition “to”:

The teacher gives the book *to Mark*.





## Grammar Lesson

There are many things we would express in English by using the preposition “of” that in Latin can be expressed using the genitive case (without a preposition). Likewise, there are many things we express in English by using the prepositions “to” or “for” that in Latin can be expressed using a noun in the dative case.

The following table is just like the one from the previous chapter’s grammar lesson, but this one also includes the dative case (which is shaded):

Case	Noun Job(s)	Associated Preposition(s)
Nominative	SN, PrN, PrA	
Genitive	PNA	of
Dative	IO	to, for
Accusative	DO, OP	
Ablative	OP	by, with, from



Flintlock pistol made for Charles XI of Sweden (1655–1697).



## A. Translation

- |                                 |                               |
|---------------------------------|-------------------------------|
| 1. <b>legō</b> _____            | 8. <b>scholam habeō</b> _____ |
| 2. <b>discō</b> _____           | 9. <b>etiam</b> _____         |
| 3. <b>doceō</b> _____           | 10. <b>nōn</b> _____          |
| 4. <b>studeō</b> (+ dat.) _____ | 11. <b>rēx</b> _____          |
| 5. <b>cognōscō</b> _____        | 12. <b>uxor</b> _____         |
| 6. <b>schola</b> _____          | 13. <b>iter</b> _____         |
| _____                           | 14. <b>fīnis</b> _____        |
| 7. <b>liber</b> _____           | 15. <b>mare</b> _____         |

## B. Chant

In the following table, list the third-declension noun endings (masculine/feminine, neuter, I-stem masculine/feminine, and I-stem neuter). Remember to fill in the headings for the table's columns and rows as well.



## C. Grammar

1. Which neuter forms of the third declension differ from the masculine and feminine?

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2. Which I-stem form (f & m) is different than a normal third-declension noun?

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3. Which forms have an extra *i* in the I-stem neuter?

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# Translation Worksheet

On the lines provided, write the English translation of each Latin sentence.

1. **Magister discipulōs vocat.** \_\_\_\_\_

2. **Discipulī ad scholam currunt.** \_\_\_\_\_

3. **Discipulī sedent.** \_\_\_\_\_

4. **Magister dīcit, “Librōs novōs tibi dō. Ex illis bene<sup>1</sup> discitis.”**  
\_\_\_\_\_  
\_\_\_\_\_

5. **Mārcus domum<sup>2</sup> cum librō novō currit. “Ecce,<sup>3</sup> māter! Librum novum habeō!”**  
\_\_\_\_\_  
\_\_\_\_\_

6. **Mārcus librum legēbat.** \_\_\_\_\_

7. **Postrīdie,<sup>4</sup> magister scholam habet. Magister dīcit, “Librum doceō, librum discite!” or “Ē librō doceō, ē librō discite!”**  
\_\_\_\_\_  
\_\_\_\_\_

8. **Mārcus et omnēs discipulī legunt et student. Post multās horās, fessī sunt. Mārcus ad casam nōn currit, sed ambulat.** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. **Māter eius rogat, “Cūr<sup>5</sup> fessus es?” Mārcus respondet, “Hic liber oculōs meōs<sup>6</sup> perdit!”<sup>7</sup>**  
\_\_\_\_\_  
\_\_\_\_\_

1. *bene*: well (see chapter 26)

2. *domus, -ūs* (f): house, home (see chapter 20)

3. *ecce*: look

4. *postrīdie*: the next day

5. *cūr*: why (see chapter 10)

6. *meus, mea, meum*: my (see chapter 27)

7. *perdō, perdere, perdīdi, perditum*: to ruin

## Famous Latin Phrases

*ex librīs from the books of*

**Docendō discimus.** *By teaching we learn.*

**Errāre hūmānum est.** *To err is human.*

**Finem respice.** *Consider the end.*





## Third-Declension Nouns and the Dative Case

On the lines provided, write the English translations for the Latin phrases.



1. **In scholā, magister discipulīs librōs dat.**

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2. **Magister etiam discipulīs tabulās<sup>8</sup> dat.**

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3. **Discipulī dīcunt, “Grātiās<sup>9</sup> tibi agimus.”<sup>10</sup>**

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4. **Rēx epistulam parvam ad uxōrem mittit.<sup>11</sup> Servus rēginae epistulam dat. Haec verba in epistulā sunt:**

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5. **“Rēgina mea,<sup>12</sup> cupīsne<sup>13</sup> ire ad litus? Mare pulchrum nunc<sup>14</sup> est. Iter facere<sup>15</sup> ad mare cupiō!”**

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6. **Rēgina epistulam scribit et rēgī eam mittit. Epistula rēginae ūnum verbum habet: “Eāmus!”<sup>16</sup>**

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8. *tabula, -ae*: tablets  
9. *gratiās*: thanks (You may remember this word from the Conversational Latin sections of chapters 5 and 10 of *Latin for Children Primer B*.)  
10. *agō, agere, ēgī, āctum*: to thank (with *gratiās*); to do, drive (see chapter 17)  
11. *mittō, mittere, mīsī, missum*: to send (see chapter 25)  
12. *meus, mea, meum*: my (see chapter 27)  
13. *cupīsne*: do you want; from *cupiō, cupere, cupī(v)ī, cupitum*: to wish, want, be eager for, desire (see chapter 15)  
14. *nunc*: now (see chapter 30)  
15. *faciō, facere, fēcī, factum*: to make, do (see chapter 15)  
16. *eāmus!*: Let us go!

# Quiz



## A. New Vocabulary

Latin	English
<b>legō, legere, lēgī, lēctum</b>	
<b>discō, discere, didicī</b>	
<b>doceō, docēre, docuī, doctum</b>	
<b>studeō, studēre, studuī (+ dat.)</b>	
<b>cognōscō, cognōscere, cognōvī, cognitum</b>	
<b>schola, -ae</b>	
<b>liber, librī</b>	
<b>scholam habeō</b>	
<b>etiam</b>	
<b>nōn</b>	

## B. Review Vocabulary

Latin	English
<b>rēx, rēgis</b>	
<b>uxor, uxōris</b>	
<b>iter, itineris</b>	
<b>finis, finis</b>	
<b>mare, maris</b>	

## C. Chant: Third-Declension Noun Endings (Third Declension)

	3rd Declension		3rd Declension Neuter		3rd Declension, I-stem		3rd Declension Neuter, I-stem	
	Singular	Plural	Singular	Plural	Singular	Plural	Singular	Plural
Nominative								
Genitive								
Dative								
Accusative								
Ablative								

## D. Grammar

1. Which neuter forms of the third declension differ from the masculine and feminine?

\_\_\_\_\_

2. Which I-stem form (f & m) is different than a normal third-declension noun?

\_\_\_\_\_

3. Which forms have an extra *i* in the I-stem neuter? \_\_\_\_\_

\_\_\_\_\_