Latin *for* Children

— PRIMER B —

New! Revised Edition

Classical or Ecclesiastical
Pronunciation

Dr. Aaron Larsen
Dr. Christopher Perrin

Latin for Children Primer B

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How to Teach
Latin for Children Primer B

A Suggested Schedule

This is a basic weekly schedule, taking approximately thirty minutes per day, to be modified as necessary by the teacher.

1 **Day One:** Present the paradigm (grammar chant) and the vocabulary, and introduce the grammar from the Grammar Lesson. The students should chant through the paradigm and vocabulary two to three times. Watch the *Latin for Children Primer B* video for the appropriate chapter.

2 **Day Two:** Review the paradigm (grammar chant) and the vocabulary, and have students chant through them again two or three times along with the audio file. Spend time explaining the Grammar Lesson, paying special attention to the examples. You may want to have students read the Grammar Lesson out loud, and then ask them which sentences appear to be the most important. Have the students circle those key sentences (with a colored pencil, if possible) for future reference. After this, the chapter worksheets can be started in class or assigned as homework. The students should also begin *Latin for Children Primer B Activity Book!* exercises (to impart mastery of the vocabulary and the paradigm).

3 **Day Three:** Once again, the day should start with some quick chanting of the paradigm and the vocabulary. Students should continue and complete the chapter worksheets. Check students' work and have them make any necessary corrections. Grammar should be reviewed and retaught as necessary. One means of reviewing grammar can be to view the grammar video again, to ensure students understand the key grammatical concepts for that chapter. Continue with *Activity Book!* assignments (this could be done as homework or as part of the students' seat work).

4 **Day Four:** Have students do a quick chanting of the paradigm and the vocabulary. Next, have them complete the puzzles from the *Activity Book!* chapter. Review the video as necessary. Have students begin reading and translating the *Latin for Children Primer B History Reader*.

5 **Day Five:** Students should take the quiz. Finish/complete the *History Reader* chapter.

A Note about
Diglot Weaves

Throughout this book, students will read "Seeking *Domum*," a diglot-weave, or "spliced," adventure story that features Latin vocabulary tucked within an English-language narrative.

The diglot-weave story is an opportunity for young Latin learners to master Latin vocabulary and some other longer Latin phrases while also enjoying an exciting account of characters on an incredible journey. However, such a diglot weave will cause a clash of English and Latin grammatical rules and, as a result, there will be some inconsistencies in the rendering of Latin word endings. Additionally, students using *Latin for Children Primer B* are still in the earlier stages of their Latin studies, which means that in a diglot-weave story, they will inevitably encounter grammar that they have not yet learned. As such, we cannot display all the proper Latin endings governed by the use of Latin words in the English story. It is our experience that the dual enticement of reading an adventure and figuring out the Latin words and phrases means that the inconsistencies of the Latin inflections do not come to the attention of nor trouble young Latin learners. We have therefore adopted the following protocol for using Latin in our diglot-weave story:

- **Verbs:** Verbs are rendered with the proper person, number, and tense they would have if the story were written entirely in Latin.

- **Nouns:** Nouns appear primarily in the nominative case (except for some instances in which a noun is an object of a preposition, or when it is a possessive genitive), and are either singular or plural. We have done this so as not to introduce Latin case uses that students have not yet learned.

- **Adjectives:** Adjectives will agree with the nouns they modify.

- **Prepositions:** When a preposition is used in a prepositional phrase with a noun, we have tried to put the noun in the appropriate case (either ablative or accusative). In other instances, the context necessitates the use of an English preposition coupled with a Latin noun.

- **Adverbs:** Adverbs appear as given, since they do not vary nor decline.

- **Interjections:** Interjections appear as given, since they do not vary nor decline.

- **Infintives:** Infinitives appear as given and sometimes take an object.

- **Pronouns:** Pronouns are almost always in the nominative case except when governed by a preposition or governed by a verb that turns the pronoun into a direct object (in which case the pronoun is rendered in the accusative case). While this last point is inconsistent with the way we display nouns, which are generally not changed into the accusative case when they are direct objects, we thought it helpful to do so with pronouns in order to familiarize students with these very common uses of the pronoun, and especially the frequent use of *is*, *ea*, *id*.

- **Conjunctions:** Conjunctions appear as given.

Table of
Contents

Introduction to
Students

Well, *discipule* or *discipula*, you are starting your second year of Latin. We think you are going to enjoy this year even more than the first. In *Primer B*, you will do some new exercises and more reading and translation. We have also included a medieval adventure story that is in both Latin and English as well as a glossary in the back that contains all the vocabulary words from both *Latin for Children Primer A* (*LFCA*) and *Primer B* (*LFCB*)—that's almost 480 words!

Throughout this book you'll find images of paintings, statues, tapestries, and other forms of art from and about the Middle Ages. Those of you studying medieval history this year may recognize some of the images and know something about the stories you will read in Latin. Latin was spoken through the Middle Ages and was the chief language of learning in Europe.

If you have already completed *Primer A*, you should know the tricks of learning Latin well. However, these tricks or tips are worth repeating, so here they are:

- Do your exercises regularly and well. Your assignments should not be too long, but you will have at least two every week.

- Try to speak Latin as soon as you can, even when you only have learned a little.

- Ask questions whenever you are not sure of something.

- The most important thing you can do is *memorize your Latin words*. You will only have to learn about ten words a week! Here are some tips to help you memorize your words so that you will never forget them:
  - ▷ Chant or sing your words, just as you will learn them in class. It is much easier to remember what you sing or chant.
  - ▷ If you have the video that accompanies this book, sing and chant along with the stu-dents in the video.
  - ▷ Review your Latin words every day (or night) for about five to fifteen minutes. A little bit of review every day is very, very helpful. Keep reviewing words from earlier chapters to make sure you have really mastered them.

Introduction to Students

▷ Make Latin vocabulary cards with the Latin word on one side and the English word on the other. You can also purchase fun, colorful Clash Cards from our website at www.ClassicalAcademicPress.com. Clash Cards are helpful and easy-to-use flash cards. They are also a card game that makes practicing vocabulary words fun and exciting!

▷ Make up silly, fun ways to remember the word. For example, sing "come to my *īnsula*, come to my island," complete with a little Hawaiian dance. *Īnsula* is the Latin word for "island."

• If you have the *Latin for Children (LFC) History Reader* that corresponds with this book, use it weekly for additional translation work and to learn some history.

• For a fun way to review vocabulary and grammar, make use of the *LFC Activity Book!* that corresponds with this primer. You can preview samples on our website.

• Quiz a classmate or anyone else taking Latin. Quiz your teacher or parents, and have them quiz you. Have contests to see who can get the most right or who can give the answers fastest. Make your own written test and see how many you can get right.

• Try to find new derivatives (English words that come from Latin) for the Latin words you know.

• Visit HeadventureLand.com for free games, videos, and readers that will help you practice Latin in fun and creative ways. Review your vocabulary online by playing **Latin FlashDash**, the game that tests your vocabulary chapter by chapter. The site also has additional worksheets, exercises, and tests.

• Questions? Feel free to ask questions using our Ask the Magister online form (under the Resources tab at ClassicalAcademicPress.com), and check out other supplemental material on our website.

We hope that this year of study will be even better than the last. Please contact us with questions and ideas at ClassicalAcademicPress.com or on Facebook. We would love to hear from you.

Pax (Peace),
Dr. Christopher A. Perrin and Dr. Aaron Larsen

Classical Pronunciation

There are twenty-four letters in the Latin alphabet: There is no *j* or *w*. The letters *k*, *y*, and *z* were used very rarely. Letters in Latin are never silent. There are two systems of pronunciation in Latin: classical and ecclesiastical.

Latin Consonants

Consonants are pronounced the same as in English with these exceptions.

Letter	Pronunciation	Example	Sound
b	before *s* or *t* like English **p**	**urbs:** city	*urps*
c/ch	always hard like English **k**	**cantō:** I sing **sepulchrum:** tomb	*kahn-toh* *seh-pul-kruhm*
g	always hard like English **g**, as in **g**oat	**gaudium:** joy	*gow-diyum*
gn	in the middle of the word like English **ngn**, as in ha**ngn**ail	**magnus:** big	*mang-nus*
i	before a vowel, a consonant like the English **y**	**iaceō:** I lie down	*yah-keh-oh*
r	should be rolled as in Spanish or Italian	**rēgīna:** queen	*ray-geen-ah*
s	always like the **s** in the English **s**ing	**servus:** servant	*ser-wus*
v	always as an English **w**	**vāllum:** wall, rampart	*wa-luhm*

Diphthongs

Diphthongs are two vowels with a single sound.

ae	au	ei	oe
as in eye	as in out	as in stray	as in coil

Note that *ui* is not a diphthong because it doesn't produce a single sound. It is pronounced *oo-ee*, as in "acquiesce" (a-kwee-es).

Latin Short and Long Vowels

Vowels can be short or long in Latin. When they are long, they have a little dash called a *macron* placed over them. Long vowels take about twice as long to say as short ones.

Short Vowels			Long Vowels		
LETTER	EXAMPLE	SOUND	LETTER	EXAMPLE	SOUND
a in Din**a**h	**casa:** house	*ka-sa*	**ā** in f**a**ther	**stāre:** to stand	*stah-reh*
e in p**e**t	**ventus:** wind	*wen-tus*	**ē** in th**ey**	**vidēre:** to see	*wi-dey-reh*
i in p**i**t	**silva:** forest	*sil-wah*	**ī** in mach**i**ne	**īre:** to go	*ee-reh*
o in p**o**t	**bonus:** good	*bah-nus*	**ō** in h**o**se	**errō:** I wander	*e-roh*
u in p**u**t	**cum:** with	*kum*	**ū** in r**u**de	**lūdus:** school	*loo-duhs*

Ecclesiastical Pronunciation

Classical or Ecclesiastical Pronunciation?

Both dialects are really quite similar, so ultimately the decision is not a significant one. The classical dialect attempts to follow the way the Romans spoke Latin (an older dialect), while the ecclesiastical dialect follows the way Latin pronunciation evolved within the Christian Church during the Middle Ages, particularly within the Roman Catholic Church.

The main difference between the two dialects is the way *c* and *v* are pronounced. The classical dialect pronounces *c/ch* as an English *k*, whereas the ecclesiastical pronounces it (Italian style) as an English *ch* (as in *check*). The ecclesiastical pronounces *v* as the English *v* (as in *victory*), whereas the classical pronounces it as an English *w*. In the ecclesiastical dialect, a *j* occasionally appears in place of an *i*, and the *t* has a special pronunciation, like *ts* as in *ca**ts***. See the chart below in which the ecclesiastical pronunciation is shaded. There is no *w*. The letters *k*, *y*, and *z* were used very rarely. Letters in Latin are never silent.

So, take your pick and stick with it! Either choice is a good one. Our audio files and videos contain both pronunciations.

Latin Consonants

Consonants are pronounced the same as in English, with these exceptions. The yellow rows indicate where the pronunciation differs from classical pronunciation.

Letter	Pronunciation	Example	Sound
b	before *s* or *t* like English **p**	**urbs:** city	*urps*
c	before *e, i, ae, oe,* and *y* always like English **ch**	**cēna:** food	*chey-nah*
c	before other letters, hard **c** like English **c**ap	**cantō:** I sing	*kahn-toh*
ch	always hard like the English **k**	**sepulchrum:** tomb	*seh-pul-kruhm*
g	soft before *e, i, ae, oe* like English **g**erm	**magistra:** teacher	*mah-jee-stra*
g	before other letters, hard like English **g**oat	**gaudium:** joy	*gow-diyum*
gn	in the middle of the word like English **ngn** in ha**ngn**ail	**magnus:** big	*mang-nus*
j	like the English **y** in **y**es	**jaceō:** I lie down	*yah-keh-oh*
r	should be rolled as in Spanish or Italian	**rēgīna:** queen	*re-jeen-ah*
s	always like the **s** in the English **s**ing	**servus:** servant	*ser-vus*
t	when followed by *i* and another vowel, like **tsee**	**silentium:** silence	*see-len-tsee-um*
v	always as an English **v**	**vāllum:** wall, rampart	*va-luhm*

Diphthongs

Diphthongs are two vowels with a single sound.

ae	au	oe
as in stray	as in out	as in stray

Note that *ui* is not a diphthong because it doesn't produce a single sound. It is pronounced *oo-ee*, as in "acquiesce" (a-kwee-es).

Latin Short and Long Vowels

Vowels can be short or long in Latin. When they are long, they have a little dash called a *macron* placed over them. Long vowels take about twice as long to say as short ones. In the ecclesiastical pronunciation, short and long vowels are pronounced in the same way as they are in the classical pronunciation. See the short and long vowel table on page ix for those pronunciations.

Review Chant

Verb Tense Endings

	Present		Imperfect		Future (1st & 2nd Conj.*)	
	Singular	**Plural**	**Singular**	**Plural**	**Singular**	**Plural**
1st person	**-ō**	**-mus**	**-bam**	**-bāmus**	**-bō**	**-bimus**
2nd person	**-s**	**-tis**	**-bās**	**-bātis**	**-bis**	**-bitis**
3rd person	**-t**	**-nt**	**-bat**	**-bant**	**-bit**	**-bunt**

*The future endings for the third and fourth conjugations, which you will learn later, are different.

New Vocabulary

Latin	English
exspectō, exspectāre, exspectāvī, exspectātum	to expect**
ōrnō, ōrnāre, ōrnāvī, ōrnātum	to equip, ornament, adorn
ōrō, ōrāre, ōrāvī, ōrātum	to pray, beg, speak
probō, probāre, probāvī, probātum	to approve
putō, putāre, putāvī, putātum	to think
extrēmus, -a, -um	outermost, farthest
mortuus, -a, -um	dead
posterus, -a, -um	next
postrēmus, -a, -um	last
vīvus, -a, -um	living

**You'll notice that we have not listed all four principal parts for verbs as we did in *LFCA*. See page 12 for an explanation of why we have done this.

Review Vocabulary

Latin	English
aqua, -ae (f)	water
fābula, -ae (f)	story
porta, -ae (f)	gate
silva, -ae (f)	forest
terra, -ae (f)	earth

Chapter Story

Seeking *Domum*,* Part 1

AD 1347

A lightning flash illuminated the **caelum** (_____) and silhouetted the floating hulk of a **nāvis**** (_____), the *Gabryell*. Its torn sails whipped in the intense **ventī** (_____). Immense **undae** (_____) crashed against the side over and over again, sending spray up into the **caelum** (_____). The sinister clouds choked back the daylight, creating a premature night.

A **puella** (_____) made her unsteady way across the deck of the **nāvis** (_____), clutching the railing, headed to the galley for a spoon. Her long, flowing dress, once as bright as a flower, was now a sopping wet blanket clinging to her skin. She made just a few steps between the crashes of the **undae** (_____). Her figure was the only one that could be seen about the deck.

"Stay away from the edge!" the voice of a **nauta** (_____) **clāmābat** (_____) over the storm. The head of a **puer** (_____) poked through a hatch. "You shouldn't be out here!" he cried.

The **puella** (_____) spun and gave the **puer** (_____) a **malus** (_____) stare. "I'm allowed out here if I want. My parents paid for our tickets." She held the rail tightly as she straightened herself against the squall. "Now watch your **lingua** (_____) when you speak to your betters. You may address me as '**mea domina**.'"***

The ship groaned as the **undae** (_____) and the **ventī** (_____) pushed and twisted her mighty hull. The **posterus** (_____) flash of lightning cracked closer, louder.

The girl tried not to show any concern, and she continued on her **via** (_____).

"No, don't! It's not safe!" yelled the boy, waving his **bracchium** (_____). "Please, come down into the hold. I'm only looking out for your—"

A monstrous **unda** (_____) rose above the edge of the boat behind the **puella** (_____). She **cogitābat** (_____) of how she would be able **dare** (_____) another lecture to the insolent boy even as the swell crashed over her, knocking her off her feet. As the boat pitched again, the wave rushed back to the sea, dragging the girl out with it.

*Domum** is a fourth-declension noun that means "home, native place, house."
Nāvis is the word for "ship." It is in the vocabulary list for chapter 20, but you can learn it now as part of the story. Throughout this story, you will find a few Latin words you have not learned yet. When that happens, look them up in the glossary in the back of the book.
***Mea domina** or **domina mea** means "my lady" in Latin. **Mea** (feminine) and **meus** (masculine) both mean "my."

Grammar Lesson

Let's begin this year with a bit of review. Do you remember the three characteristics of verbs that we learned last year? They are **person**, **number**, and **tense**. *Number* is the characteristic that tells you *how many*. In Latin, as you recall, there are only two different options for number—**singular** and **plural**—singular meaning just one and plural meaning more than one.

The *person* of a verb has to do with the relationship between the speaker of the sentence and its subject—*who* is doing the thing or being the thing, usually. If a verb is in the **first person**, the speaker of the sentence is also the subject of the sentence. If a verb is in the **second person**, the subject of the sentence is who the speaker is speaking to (the listener). Finally, if a verb is in the **third person**, the subject is neither the speaker nor the listener, but a "third party." That is to say that if the verb is in the third person, the subject of the sentence is not participating in the conversation at all. Here is the diagram we used last year to help you understand person in verbs:
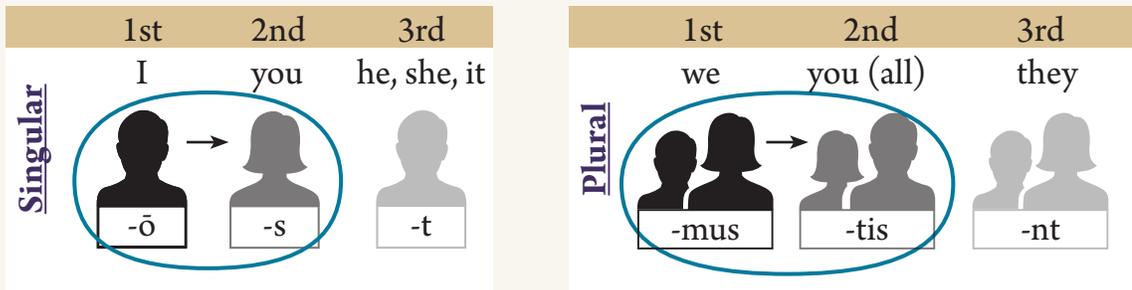
Figure 1-1:
1st, 2nd & 3rd person

	1st	2nd	3rd
Singular	I	you	he, she, it
	-ō	-s	-t

	1st	2nd	3rd
Plural	we	you (all)	they
	-mus	-tis	-nt

Finally, the **tense** of a verb tells us *when* the action (or state of being) expressed in a sentence takes place. As we learned last year, for the most part, tense is time. Latin has six tenses, but we've only learned three so far: the present tense for things that are happening now, the imperfect tense for some things that happened in the past, and the future tense for things that haven't happened yet.
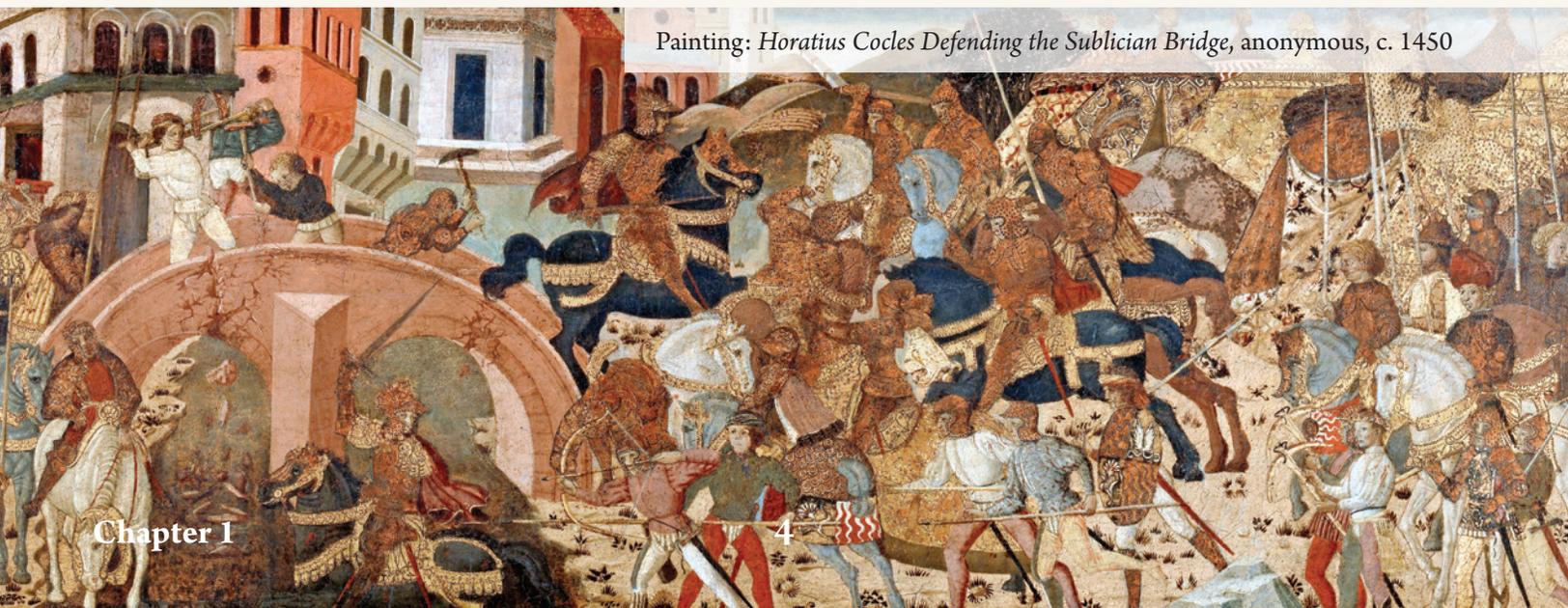
Painting: *Horatius Cocles Defending the Sublician Bridge*, anonymous, c. 1450

Memory Worksheet

A. Translation

1. **ōrō** _____   6. **vīvus** _____

2. **ōrnō** _____   7. **mortuus** _____

3. **exspectō** _____   8. **posterus** _____

4. **putō** _____   9. **postrēmus** _____

5. **probō** _____   10. **extrēmus** _____

B. Chant

List the present-, imperfect-, and future-tense verb endings, and try to label the boxes correctly.

C. Grammar

1. The three characteristics of a verb are _____, _____,

    and _____.

2. The number of a verb answers the question "_____ _____?"

3. Verbs can be either _____ person, _____ person, or

    _____ person.

4. Tense is _____.

Decoding Worksheet

Decoding? What's Decoding?

Since Latin is a language of many endings, Latin words often have much more information packed into a single word than do our words in English. Think of it as being like a code that you need to crack, or a puzzle you need to solve to really understand the meaning. Last year we concentrated mainly on memorizing things, but this year we will gradually practice more and more at trying to crack this code! There are many different methods of "decoding" Latin words and sentences, but the first one we will practice is what we call **parsing**. When we parse a word, we figure out all of its characteristics. For verbs, this means deciding what person, number, and tense it is. In fact, to avoid confusion, we will always do it in this order: person, number, and tense!

amās:
second person
singular
present tense

Why don't you give it a try a few times? (The first one is done for you.)

	ōrābit	probābit	ōrnābunt	exspectābam
Person?	3rd			
Number?	singular			
Tense?	future			

	ōrās	probat	ōrnābam	exspectō
Person?				
Number?				
Tense?				

Activity Worksheet

These Activity Worksheets will contain many different fun and interesting activities; one of the main things we will do here is work with derivatives. We want you to learn to love playing with and learning about the origins of words!

Derivative Exercises

1. Add an *s* and an ending, and you get the Latin word for "I expect," which is

   _____.

2. "Vivid" means in _____ color.

3. From which of this week's words do we get the word "compute"? _____

4. A mortal wound is one that will lead to _____.

5. Take the ending off the end of **extrēmus**, replace it with an *e* and you get the English word

   _____, which means:_____.

6. Another word for a story is a _____. (**fābula**)

7. An _____ sport is done in water. (**aqua**)

8. _____ is a word for gate. (**porta**)
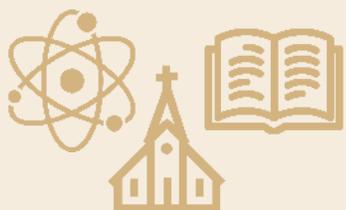
Fun Fact!

Medieval Latin is the name for the Latin used in the Middle Ages by the Roman Catholic Church and in the writings of science, literature, and law. Its impact in these areas continues today.

As you travel along your Latin adventure, check off your progress using the checklist that begins on page 321.

Quiz

A. New and Review Vocabulary

Latin	English
exspectō, exspectāre, exspectāvī, exspectātum	
ōrnō, ōrnāre, ōrnāvī, ōrnātum	
ōrō, ōrāre, ōrāvī, ōrātum	
probō, probāre, probāvī, probātum	
putō, putāre, putāvī, putātum	
mortuus, -a, -um	
posterus, -a, -um	
postrēmus, -a, -um	
aqua, -ae	
terra, -ae	

B. Chant

See if you can remember how to fill in the boxes.

	Present		Imperfect		Future	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	-ō		-bam		-bō	
2nd person						
3rd person						

C. Grammar

1. What three characteristics of verbs have you learned so far?

_____

2. What question does the number of a verb answer? _____

3. What are the options for the person of a verb? _____

4. What does the tense of a verb tell you? _____

Review Chant

1st and 2nd Conjugations (Present Tense)

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

New Vocabulary

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

Review Vocabulary

Latin	English
cēna, -ae (f)	dinner
fossa, -ae (f)	ditch
iūstus, -a, -um/jūstus, -a, -um**	just
mēnsa, -ae (f)	table
pāgina, -ae (f)	page
rēctus, -a, -um	straight
via, -ae (f)	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 **oculī** (_____), 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 **digitī** (_____) 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
amō	**amāre**	**amāvī**	**amātum**
videō	**vidēre**	**vīdī**	**vīsum**

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.

Memory Worksheet

A. Translation

1. **iūstus (jūstus*)** _____
2. **aequus** _____
3. **via** _____
4. **pāgina** _____
5. **mēnsa** _____

6. **certus** _____
7. **pulcher** _____
8. **aptus** _____
9. **aliēnus** _____
10. **nūllus** _____

*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

1. The first principal part is the _____-tense form (in first-person singular).

2. The second principal part is called the _____ form.

3. The present and infinitive forms give us the _____ stem.

4. The _____, _____, and _____ tenses use the present stem.

Chapter 2

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

Activity Worksheet

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

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

_____

_____

_____

_____

_____

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	
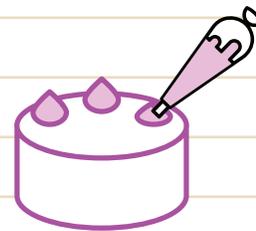
C. Chant

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

D. Grammar

1. List the names of the four principal parts: _____

2. What two principal parts help us find the present stem?_____

Review Chant

Noun Endings

	1st Declension		2nd Declension (m)		2nd Declension (n)	
	Singular	**Plural**	**Singular**	**Plural**	**Singular**	**Plural**
Nominative	**-a**	**-ae**	**-us**	**-ī**	**-um**	**-a**
Genitive	**-ae**	**-ārum**	**-ī**	**-ōrum**	**-ī**	**-ōrum**
Dative	**-ae**	**-īs**	**-ō**	**-īs**	**-ō**	**-īs**
Accusative	**-am**	**-ās**	**-um**	**-ōs**	**-um**	**-a**
Ablative	**-ā**	**-īs**	**-ō**	**-īs**	**-ō**	**-īs**

New Vocabulary

Latin	English
1st-Declension Feminine Nouns	
causa, -ae (f)	cause
cūra, -ae (f)	care
iniūria, -ae (f)/injūria, -ae (f)*	injury, injustice
nātūra, -ae (f)	nature, birth
stēlla, -ae (f)	star
2nd-Declension Masculine Nouns	
modus, -ī (m)	measure, mode
numerus, -ī (m)	number, measure

*Ecclesiastical spelling

Review Vocabulary

Latin	English
errō, errāre, errāvī, errātum	to wander
parō, parāre, parāvī, parātum	to prepare
spectō, spectāre, spectāvī, spectātum	to look at, watch
fēmina, -ae (f)	woman
unda, -ae (f)	wave

Seeking *Domum*, Part 3

The **puer** (_____) hesitated only a moment. He braced his bare feet along the edge of the **nāvis** (_____), cinched up his frayed trousers, and dove **dē** (_____) the side.

The ocean **aqua** (_____) sent a surprising chill across his skin. He came up gasping, but he quickly began cutting through the **aqua** (_____) with skillful strokes. His determined swimming warmed his muscles as he made his way **ad puellam** (_____).

Why isn't that impudent boy pulling me back to the boat?! the girl thought as she pulled on the rope. Suddenly she realized that the rope was no longer taut, but instead was sinking. Her teeth were starting to chatter and she wanted to get back to the ship. Back to her **familia** (_____). Back home.

The **puer** (_____) swam harder. He wanted to kick himself for letting the knot slip. *Never again,* he swore. He lifted his head up and tried **spectāre** (_____) her. There she was. He spotted her bobbing just over the **praeter undam posteram** (_____).

The girl's **longus** (_____) dress was heavy, making it hard for her to swim and stay **suprā aquam** (_____). She tried to wriggle out of the dress so she could swim more easily, but it seemed glued to her body. Even though she was in **perīculum** (_____) of **iniūria** (_____) or death, she **putābat** (_____) about how her dress was ruined. When she got back on the boat she could always get another one of her many **pulchrī** (_____) dresses. She let go of the rope and began her desperate swim back **ad nāvis** (_____).

They met **in aqua** (_____) heading toward each other just as a brilliant bolt of lightning lit the sky. The girl prepared an **īrātus** (_____) tirade for the clumsy boy but was interrupted when another bolt of lightning struck. Closer this time.

The lightning hit the ship's main mast, splintering it and sending a spray of wood in every direction. What little remained of the mast now burned bright, like a giant, **mīrus** (_____) candle.

Grammar Lesson

Now it's time to refresh your memory about nouns. Do you remember the three characteristics of nouns? That's right, they are: case, number, and gender.

Do you remember the options for gender? They are masculine, feminine, and neuter. The options for number (which tells you *how many*), as you no doubt remember, are singular (one) and plural (more than one).

Now, listing the different forms of a noun all together is called declining it, and there are several patterns nouns follow in their declensions, which we remember by number. The ones you learned last year are the first and second declensions. The first declension tends to have the letter *a* in its forms, and the second declension tends to have *o* or *u* in its endings.

There are a couple more things to remember. Sometimes there are minor variations on these declensions, and you've already experienced one of them, the second-declension neuter nouns. Notice that their endings are pretty much the same as the second-declension masculine endings with just a couple of minor exceptions. Notice, for example, that the nominative and accusative endings are the same for both singular and plural forms. This is always true for neuter nouns, and we call it the neuter rule. Secondly, the plural (nominative and accusative) endings are a short -*a*. You'll notice as we learn more declensions that most of them will have a short -*a* ending in the nominative and accusative plural forms and that all of them will always be the same in the nominative and accusative.

Figure 3-1:
Verb-Tense
Endings
Examples

	1st Declension		2nd Declension (m)		2nd Declension (n)	
	Singular	**Plural**	**Singular**	**Plural**	**Singular**	**Plural**
Nominative	**mēnsa**	**mēnsae**	**lūdus**	**lūdī**	**dōnum**	**dōna**
Genitive	**mēnsae**	**mēnsārum**	**lūdī**	**lūdōrum**	**dōnī**	**dōnōrum**
Dative	**mēnsae**	**mēnsīs**	**lūdō**	**lūdīs**	**dōnō**	**dōnīs**
Accusative	**mēnsam**	**mēnsās**	**lūdum**	**lūdōs**	**dōnum**	**dōna**
Ablative	**mēnsā**	**mēnsīs**	**lūdō**	**lūdīs**	**dōnō**	**dōnīs**

Memory Worksheet
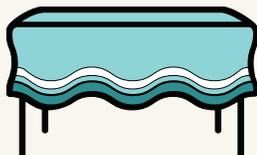
A. Translation

1. **causa** _____

2. **nātūra** _____

3. **fēmina** _____

4. **numerus** _____

5. **unda** _____

6. **cūra** _____

7. **errō** _____

8. **modus** _____

9. **spectō** _____

B. Chant   List the noun endings, and try to label the boxes correctly.

C. Grammar

1. The three characteristics of a noun are: _____, _____, and _____.

2. The three options for gender are: _____, _____, and _____.

3. The _____ of a noun tells you how it is used in a sentence, and the five options for it are: _____, _____, _____, _____, and _____.

4. The _____ of a noun tells you how many there are.

5. According to the _____ rule, all neuter nouns have the same endings in the nominative and accusative cases.

Translation Worksheet

Parsing Nouns

Now it's time to do the same thing with nouns that we've been doing with verbs. Nouns can sometimes pose a problem because, in case you haven't noticed, there are many noun endings that are used more than once. For example, the ending -a is used for the first-declension nominative singular and for the second-declension neuter nominative *and* accusative plural. (Remember that neuter rule?) As with verbs, we will abbreviate the parts of a noun: the various options for case, number, and gender.

Options for Case		Options for Gender		Options for Number	
Full word	**Abbreviation**	**Full word**	**Abbreviation**	**Full word**	**Abbreviation**
Nominative	**N**	**Masculine**	**M**	**Singular**	**S**
Genitive	**G**	**Feminine**	**F**	**Plural**	**Pl**
Dative	**D**	**Neuter**	**N**		
Accusative	**Acc**				
Ablative	**Abl**				

Practice Exercises

After parsing each word in the sentence on the line above it, translate it on the line below it.

N/S/F N/S/F G/S/F 3/S/Pr

1. Unda   causa   iniūriae   est.

The wave is the cause of the injury.

___/___/ ____   ___/___/___

2.   Puer   errābat.

_____

__/__/__   ___/__/__   __/__/__

3. Fēminae   cēnam   parābunt.

_____

__/___/__   ___/__/__   __/___/__

4. Discipulī   numerum   spectant.

_____