



# 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.
- **Infinitives:** 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.



## Seeking Domum,\* Part 1

AD 1347

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

A **puella** ( girl ) made her unsteady way across the deck of the **nāvis** ( ship ), 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** ( waves ). Her figure was the only one that could be seen about the deck.

“Stay away from the edge!” the voice of a **nauta** ( sailor ) **clāmābat** ( was shouting, was crying out ) over the storm. The head of a **puer** ( boy ) poked through a hatch. “You shouldn’t be out here!” he cried.

The **puella** ( girl ) spun and gave the **puer** ( boy ) a **malus** ( evil ) 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** ( tongue ) when you speak to your betters. You may address me as ‘**mea domina**.’”\*\*\*

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

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

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

A monstrous **unda** ( wave ) rose above the edge of the boat behind the **puella** ( girl ). She **cogitābat** ( was thinking ) of how she would be able **dare** ( to give ) 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.”



## A. Translation

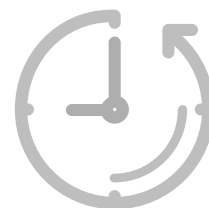
- |  |  |
|--|--|
| 1. <b>ōrō</b> <u>I pray, beg, speak</u>        | 6. <b>vīvus</b> <u>living</u>                  |
| 2. <b>ōrnō</b> <u>I equip, ornament, adorn</u> | 7. <b>mortuus</b> <u>dead</u>                  |
| 3. <b>exspectō</b> <u>I expect</u>             | 8. <b>posterus</b> <u>next</u>                 |
| 4. <b>putō</b> <u>I think</u>                  | 9. <b>postrēmus</b> <u>last</u>                |
| 5. <b>probō</b> <u>I approve</u>               | 10. <b>extrēmus</b> <u>outermost, farthest</u> |

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

	Present		Imperfect		Future	
	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

## C. Grammar

- The three characteristics of a verb are person, number, and tense.
- The number of a verb answers the question “how many?”
- Verbs can be either first person, second person, or third person.
- Tense is time.



# 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.)

	<b>ōrābit</b>	<b>probābit</b>	<b>ōrnābunt</b>	<b>exspectābam</b>
Person?	<b>3rd</b>	<b>3rd</b>	<b>3rd</b>	<b>1st</b>
Number?	<b>singular</b>	<b>singular</b>	<b>plural</b>	<b>singular</b>
Tense?	<b>future</b>	<b>future</b>	<b>future</b>	<b>imperfect</b>

	<b>ōrās</b>	<b>probat</b>	<b>ōrnābam</b>	<b>exspectō</b>
Person?	<b>2nd</b>	<b>3rd</b>	<b>1st</b>	<b>1st</b>
Number?	<b>singular</b>	<b>singular</b>	<b>singular</b>	<b>singular</b>
Tense?	<b>present</b>	<b>present</b>	<b>imperfect</b>	<b>present</b>





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

\_\_\_\_\_ **exspectō** \_\_\_\_\_.

2. “Vivid” means in \_\_\_\_\_ **living** \_\_\_\_\_ color.

3. From which of this week’s words do we get the word “compute”? \_\_\_\_\_ **putō** \_\_\_\_\_

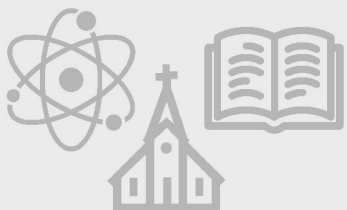
4. A mortal wound is one that will lead to \_\_\_\_\_ **death** \_\_\_\_\_.

5. Take the ending off the end of **extrēmus**, replace it with an *e* and you get the English word \_\_\_\_\_ **outermost or to the limit;**  
**extreme** \_\_\_\_\_, which means: \_\_\_\_\_ **a lot, very much** \_\_\_\_\_.

6. Another word for a story is a \_\_\_\_\_ **fable** \_\_\_\_\_. (**fābula**)

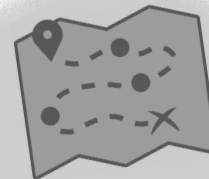
7. An \_\_\_\_\_ **aquatic** \_\_\_\_\_ sport is done in water. (**aqua**)

8. \_\_\_\_\_ **Portal** \_\_\_\_\_ 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
<b>expectō, expectāre, expectāvī, expectātum</b>	to expect
<b>ōrnō, ōrnāre, ōrnāvī, ōrnātum</b>	to equip, ornament, adorn
<b>ōrō, ōrāre, ōrāvī, ōrātum</b>	to pray, beg, speak
<b>probō, probāre, probāvī, probātum</b>	to approve
<b>putō, putāre, putāvī, putātum</b>	to think
<b>mortuus, -a, -um</b>	dead
<b>posterus, -a, -um</b>	next
<b>postrēmus, -a, -um</b>	last
<b>aqua, -ae</b>	water 
<b>terra, -ae</b>	earth

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

	Present		Imperfect		Future	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	<b>-ō</b>	<b>-mus</b>	<b>-bam</b>	<b>-bāmus</b>	<b>-bō</b>	<b>-bimus</b>
2nd person	<b>-s</b>	<b>-tis</b>	<b>-bās</b>	<b>-bātis</b>	<b>-bis</b>	<b>-bitis</b>
3rd person	<b>-t</b>	<b>-nt</b>	<b>-bat</b>	<b>-bant</b>	<b>-bit</b>	<b>-bunt</b>

## C. Grammar

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

Person, number, and tense

2. What question does the number of a verb answer? “How many?”

3. What are the options for the person of a verb? first, second, and third

4. What does the tense of a verb tell you? When the action took place



### Seeking Domum, Part 2

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

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

He was not **certus** ( certain ) 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** ( near ) 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** ( under the water ). She dipped under the **aqua** ( water ), then clawed back to the surface with a desperate gasp for air.

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

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

Suddenly her **bracchium** ( arm ) shot up **ex aquā** ( out of the water ) 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** ( ship ) heaved in another **unda** ( wave ), and the rope burned his **digiti** ( fingers ) as it slithered through them and pulled free.

The **puer** ( boy ) clung to the side as he saw the **puella** ( girl ) 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





## A. Translation

1. *iūstus* (*jūstus*\*) just
2. *aequus* equal
3. *via* road, way, path
4. *pāgina* page
5. *mēnsa* table
6. *certus* certain
7. *pulcher* beautiful
8. *aptus* apt, fitting
9. *aliēnus* strange, foreign
10. *nūllus* none

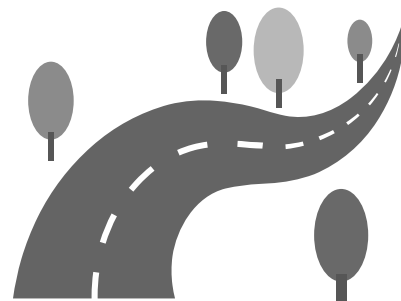
\*Ecclesiastical spelling

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

	1st Conjugation ( <i>amō</i> )		2nd Conjugation ( <i>videō</i> )	
	Singular	Plural	Singular	Plural
Number				
1st Person	<i>amō</i>	<i>amāmus</i>	<i>videō</i>	<i>vidēmus</i>
2nd Person	<i>amās</i>	<i>amātis</i>	<i>vidēs</i>	<i>vidētis</i>
3rd Person	<i>amat</i>	<i>amant</i>	<i>videt</i>	<i>vident</i>

## C. Grammar

1. The first principal part is the present-tense form (in first-person singular).
2. The second principal part is called the infinitive form.
3. The present and infinitive forms give us the present stem.
4. The present, imperfect, and future 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 / Pl / F

3. 1 / S / I

1. *ōrat* (example given)

2. *ōrnābunt*

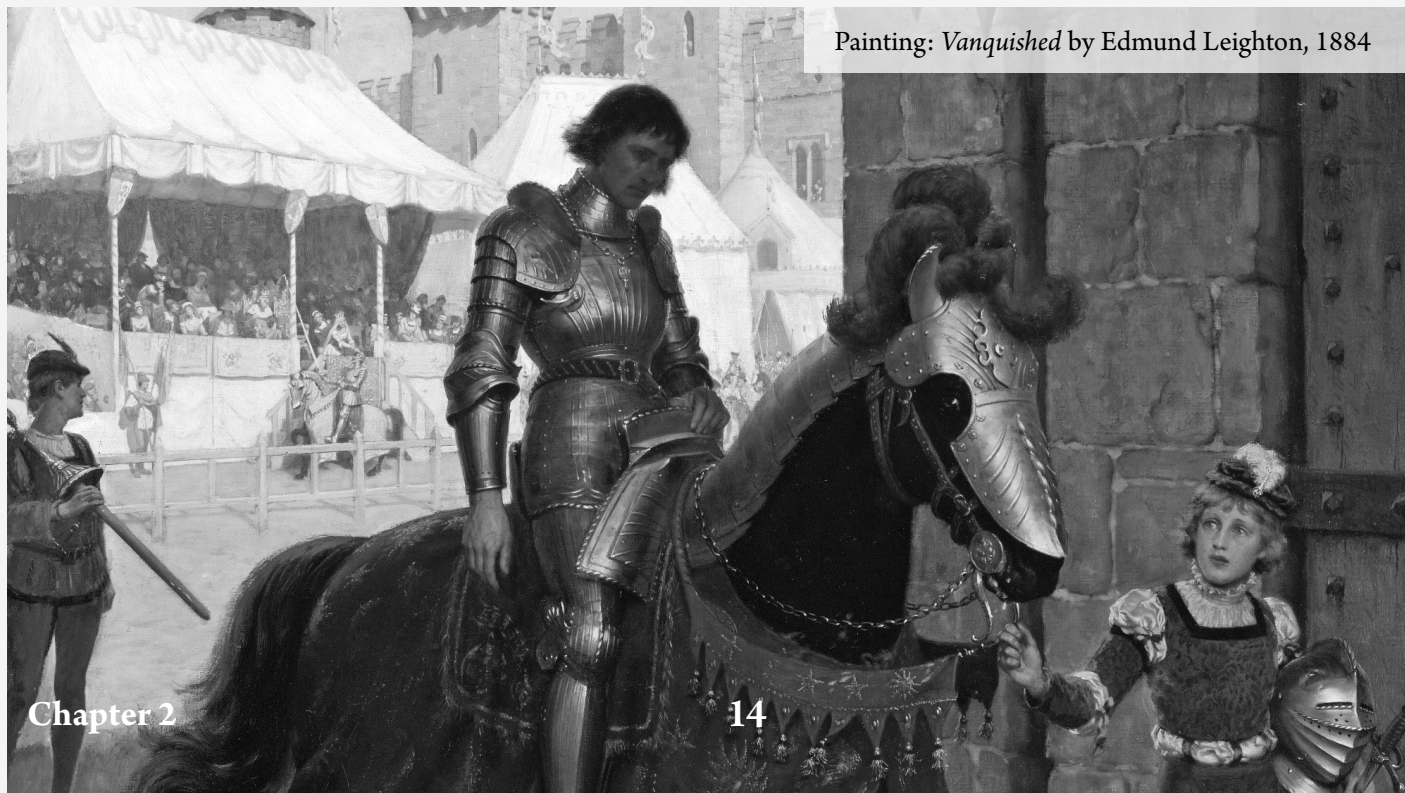
3. *putābam*

4. 2 / Pl / F

5. 1 / S / Pr

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 just.
2. Are you certain you are right? (fr. **certus**)
3. Aliens are strange creatures from another world. (fr. **aliēnus**)
4. An egalitarian society is one in which most people are fairly equal in wealth and power. (fr. **aequus**)
5. To “stand erect” is to stand up straight. (def. of **rēctus**)
6. The *trivium* is the three ways or roads 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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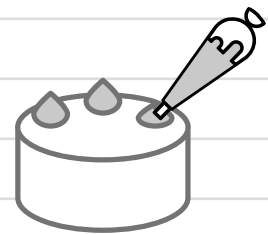
# Quiz

## A. New Vocabulary

Latin	English
aliēnus, -a, -um	strange, foreign
beātus, -a, -um	happy, blessed
certus, -a, -um	certain
cēterus, -a, -um	the other, the rest
nūllus, -a, -um	none
pulcher, pulchra, pulchrum	beautiful
fossa, -ae	ditch
iūstus, -a, -um (jūstus, -a, -um)	just
mēnsa, -ae	table
rēctus, -a, -um	straight

## B. Review Vocabulary

Latin	English
ōrō, ōrāre, ōrāvī, ōrātum	to pray, beg, speak
ōrnō, ōrnāre, ōrnāvī, ōrnātum	to equip, ornament, adorn
postrēmus, -a, -um	last
extrēmus, -a, -um	outermost, farthest
silva, -ae	forest



## C. Chant

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

Number	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

## D. Grammar

- List the names of the four principal parts: Present, infinitive, perfect, and supine.
- What two principal parts help us find the present stem? The present and infinitive forms.



### Seeking Domum, Part 3

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

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

*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** ( family ). Back home.

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

The girl's **longus** ( long ) dress was heavy, making it hard for her to swim and stay **suprā aquam** ( above the water ). 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 **periculum** ( danger ) of **iniūria** ( injury ) or death, she **putābat** ( was thinking ) about how her dress was ruined. When she got back on the boat she could always get another one of her many **pulchrī** ( beautiful ) dresses. She let go of the rope and began her desperate swim back **ad nāvis** ( toward the ship ).

They met **in aqua** ( in the water ) heading toward each other just as a brilliant bolt of lightning lit the sky. The girl prepared an **īrātus** ( angry ) 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** ( wonderful, wondrous ) candle.



## A. Translation

1. *causa* cause
2. *nātūra* nature, birth
3. *fēmina* woman
4. *numerus* number, measure
5. *unda* wave
6. *cūra* care
7. *errō* I wander
8. *modus* measure, mode
9. *spectō* I look at, watch

## B. Chant

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

	1st Declension		2nd Declension (m)		2nd Declension (n)	
	S	Pl	S	Pl	S	Pl
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

## C. Grammar

1. The three characteristics of a noun are: case, number, and gender.
2. The three options for gender are: masculine, feminine, and neuter.
3. The case of a noun tells you how it is used in a sentence, and the five options for it are: nominative, genitive, dative, accusative, and ablative.
4. The number of a noun tells you how many there are.
5. According to the neuter 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.*

N / Pl / F Acc / S / F 3 / Pl / F

3. Fēminae cēnam parābunt.

The women will prepare dinner.

N / S / M 3 / S / I

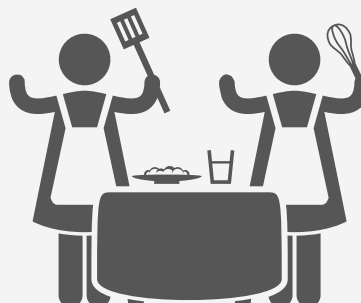
2. Puer errābat.

The boy was wandering.

N / Pl / M Acc / S / M 3 / Pl / Pr

4. Discipulī numerum spectant.

The students look at the number.



# Quiz

## A. New and Review Vocabulary

Latin	English
<b>causa, -ae</b>	cause
<b>cūra, -ae</b>	care
<b>iniūria, -ae/injūria, -ae*</b>	injury, injustice
<b>nātūra, -ae</b>	nature, birth
<b>stēlla, -ae</b>	star
<b>modus, -ī</b>	measure, mode
<b>numerus, -ī</b>	number, measure
<b>fēmina, -ae</b>	woman



## B. Review Vocabulary

\*Ecclesiastical spelling

Latin	English
<b>terra, -ae</b>	earth
<b>aqua, -ae</b>	water
<b>vīvus, -a, -um</b>	living
<b>extrēmus, -a, -um</b>	outermost, farthest
<b>fossa, -ae</b>	ditch

## C. Chant

	1st Declension		2nd Declension (m)		2nd Declension (n)	
	S	Pl	S	Pl	S	Pl
Nominative	<b>-a</b>	<b>-ae</b>	<b>-us</b>	<b>-ī</b>	<b>-um</b>	<b>-a</b>
Genitive	<b>-ae</b>	<b>-ārum</b>	<b>-ī</b>	<b>-ōrum</b>	<b>-ī</b>	<b>-ōrum</b>
Dative	<b>-ae</b>	<b>-īs</b>	<b>-ō</b>	<b>-īs</b>	<b>-ō</b>	<b>-īs</b>
Accusative	<b>-am</b>	<b>-ās</b>	<b>-um</b>	<b>ōs</b>	<b>-um</b>	<b>-a</b>
Ablative	<b>-ā</b>	<b>-īs</b>	<b>-ō</b>	<b>-īs</b>	<b>-ō</b>	<b>-īs</b>

## D. Grammar

1. What are the three characteristics of a noun? case, number, and gender  
nominative, genitive, dative, accusative, and ablative
2. What are the different cases in Latin? and ablative  
**All neuter nouns have the same endings in the nominative and accusative cases.**
3. What is the neuter rule? in the nominative and accusative cases.