

# LATIN PRIMER 1

TEACHER'S EDITION

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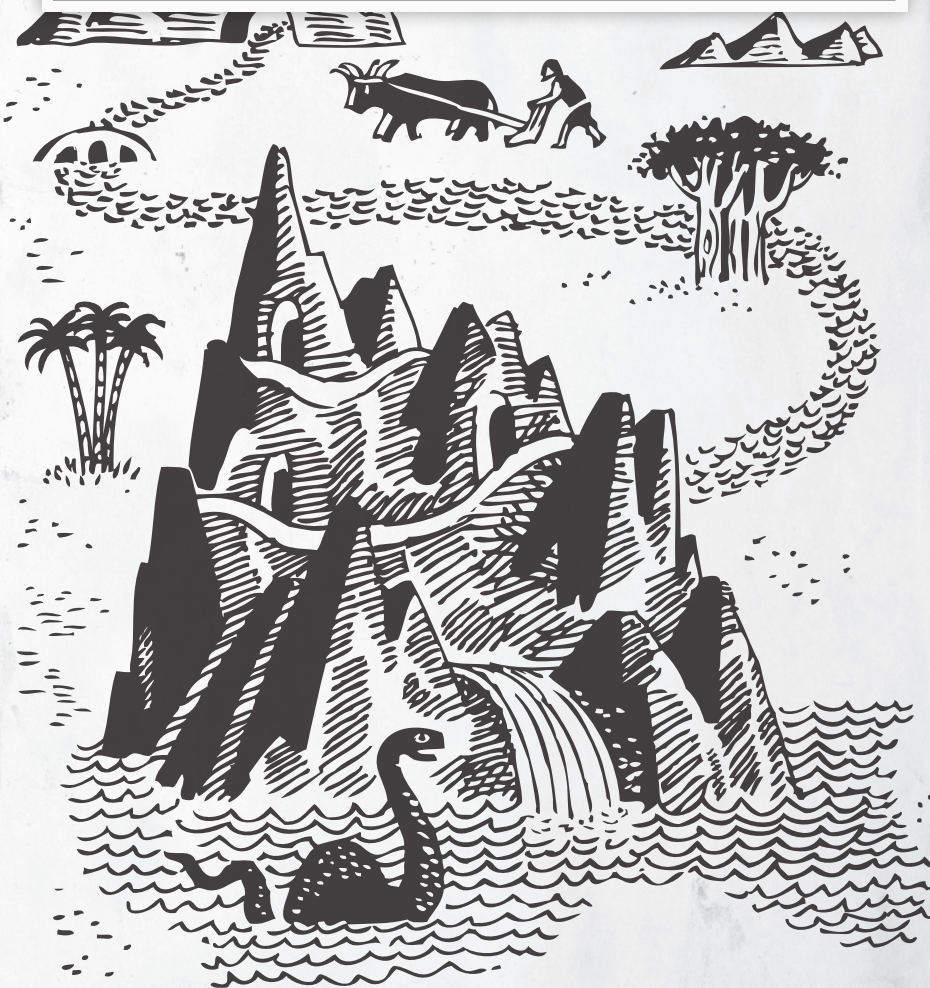
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BOOK 1

# Latin PRIMER

TEACHER'S EDITION



MARTHA WILSON

Edited by LAURA STORM

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Moscow, Idaho



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# INTRODUCTION

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You are about to begin learning a language that most children your age do not learn. It is usually surprising to people when they hear that third-graders are learning Latin. Like most of the people you know, I didn't learn Latin in third grade. I began studying it after I had graduated from college and was teaching school.

Let me tell you a little about what you can expect. One of the first things you will learn is a little saying that begins *amō, amās, amat*. When I was just beginning to teach Latin and told my grandmother what I was doing, she said "Oh—*amō, amās, amat*." She had learned that when she was about fifteen, and this was almost eighty years later and she still remembered it! You will learn a lot of little sayings like that and if you learn them well they will help you greatly as you learn Latin. Maybe you'll be able to tell them to your grandchildren!

One thing that may seem funny is that nobody grows up speaking Latin any more and there is no country in the world where the people speak Latin. If you want to hear English being spoken, you can go to the United States or England; if you want to hear Spanish being spoken, you can go to Spain or Mexico; if you want to hear French you can go to France. But there isn't a country like that for Latin. The people that spoke Latin were the Romans, and the Roman Empire has been gone for a long time. You might wonder why you are learning Latin if that is so. There are a lot of reasons. I will tell you just a few.

I think that all of you have used these words: *animal, library, elevator, commercial*, and *scribble*. Your parents may have used these words: *constellation, coronation*, and *impecunious*. All those words and many, many more come from Latin words. In fact, over half of the words in English come from Latin. So, while you are learning Latin, you will also be learning English. Once you have studied Latin for a while, you will probably be better at learning and remembering hard English words like *impecunious* and *constellation* and *coronation*.

Someday you might want to learn Spanish or French or Italian. That will probably be easy for you because those languages are what became of Latin in different places after the Roman Empire fell apart. Sometimes I call those languages "New Latin" because that's what they are, in a way.

Let me give you another reason. I think Latin will make you smarter! I had gone to school for many years when I began learning Latin, and I had never had to learn as carefully for a school subject. That is one of the reasons I wish that I had learned Latin at your age. I might have become smarter much faster!

Here is one last reason. You might find that Latin is fun. As you learn, it will take some hard work and you will enjoy it in different ways as you get better and better. But I like Latin, and I hope you will, too!

*Valete,*  
Martha Wilson

# PRONUNCIATION GUIDE

When approaching Latin for the first time, many teachers are concerned that they pronounce the words correctly. Due to a great variety of schools of thought on Latin pronunciation (classical, ecclesiastic, Italian, English, and any hybrid thereof), we would advise a teacher not to worry, but to simply choose a pronunciation and stick with it. Spoken Latin has been dead so long that no one can be sure what a “proper” pronunciation would sound like, and there is no point in straining at gnats (or macrons). In this book, classical pronunciation is used.

## Vowels:

Vowels in Latin have only two pronunciations, long and short. When speaking, long vowels are held twice as long as short vowels. Long vowels are marked with a “macron” or line over the vowel (e.g., ā). Vowels without a macron are short vowels.

When spelling a word, including the macron is important in order to determine the meaning of the word. (e.g., *liber* is a noun meaning *book*, and *liber* is an adjective meaning *free*.)

### Long Vowels:

- ā like *a* in *father*: frāter, suprā
- ē like *e* in *obey*: trēs, rēgīna
- ī like *i* in *machine*: mīles, vīta
- ō like *o* in *holy*: sōl, glōria
- ū like *oo* in *rude*: flūmen, lūdus

### Short Vowels:

- a like *a* in *idea*: canis, mare
- e like *e* in *bet*: et, terra
- i like *i* in *this*: hic, silva
- o like *o* in *domain*: bonus, nomen
- u like *u* in *put*: sum, sub

## Diphthongs:

A combination of two vowel sounds collapsed together into one syllable is a diphthong:

- |                                     |               |
|-------------------------------------|---------------|
| ae like <i>ai</i> in <i>aisle</i>   | caelum, saepe |
| au like <i>ou</i> in <i>house</i>   | laudo, nauta  |
| ei like <i>ei</i> in <i>reign</i>   | deinde        |
| eu like <i>eew</i> in <i>eulogy</i> | Deus          |
| oe like <i>oi</i> in <i>oil</i>     | moenia, poena |
| ui like <i>ew</i> in <i>chewy</i>   | huius, hui    |

(Continued on the next page)

## Consonants:

Latin consonants are pronounced with the same sounds as English consonants with the following exceptions:

c	like c in <i>come</i>	never soft like <i>city, cinema, or peace</i>
g	like g in <i>go</i>	never soft like <i>gem, geology, or gentle</i>
v	like w in <i>wow</i>	never like <i>Vikings, victor, or vacation</i>
s	like s in <i>sissy</i>	never like <i>easel, weasel, or peas</i>
ch	like ch in <i>chorus</i>	never like <i>church, chapel, or children</i>
r	is trilled	like a dog snarling, or a machine gun
i	like y in <i>yes</i>	when used before a vowel at the beginning of a word, between two vowels within a word; however, usually used as a vowel



# HOW TO USE THIS BOOK

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## Welcome to *Latin Primer I*.

Congratulations on deciding to begin Latin—we hope here to introduce you as a teacher to the basics and enable you to teach this language to your students.

*Latin Primer I* covers the very essentials of classical Latin, based on the Trivium model of education. The Trivium sees students developing through varying stages of learning—namely, poll-parrot, pert, and rhetorical stages. These stages correspond roughly to elementary (ages five through ten), junior high, and high school. *Latin Primer I* is designed for the poll-parrot/elementary stage in which children love to chant and memorize.

According to the Trivium, as explained by Dorothy Sayers in her essay *The Lost Tools of Learning*, the poll-parrot stage is the time to store away large amounts of information which the students may not yet fully understand (like the future perfect tense!). In this book, students will memorize vocabulary, verb and noun endings, and so on, whereas other language paths aim to do everything—vocab, endings, grammar, and sentence construction—at the same time. The ease of a Trivium approach to Latin is this focus on absorbing the frame now and understanding it later. This will seem odd at first, but it has a long historical pedigree.

The *Latin Primer I* Teacher's Edition follows the layout of the Student Edition, including the answers to the questions in the student text. Each lesson should take approximately one week to learn, review, and complete (when there are exceptions, it will be noted). Each week, you as the teacher will be given a weekly outline, typically following this pattern: Word List (vocabulary), Derivatives, Chant, Quotation, Worksheet, and Quiz. While helpful teaching notes will be included in each weekly outline, the next few pages will provide you with the overall framework for using the book. These will give both the classroom and homeschool teacher the proficiency to introduce beginning Latin with confidence.

Thank you for investing in the *Latin Primer* series, and may God bless you as you learn this incredible language!

## Word Lists

Each week, students will be given a new list of Latin vocabulary to learn. The words are broken out into parts of speech (nouns, adjectives, verbs, adverbs, and so on). Then within those groupings, the words are listed alphabetically.

## Derivatives

A derivitive is not an “original” word, but a word that can be traced as coming directly from another word. (The word “derivative” itself has roots meaning “to flow downstream from” a source). Below, the Latin word *māter* means “mother” in English. One of the English derivatives of *māter* is “maternal,” meaning “motherly.”

Latin	English	Derivative
<i>māter</i>	mother	maternal

The basic guidelines for determining if an English word is a derivative of a certain Latin word are:

1. In part or in whole, they have **similar spellings**.
2. They have **some of the same meaning**.

These are not foolproof tests—some words appear to be unlikely descendants, but in fact are, while others present themselves as heirs and are not. Discerning likely derivatives requires practice throughout the year. Some students take to it quickly; others need practice in applying the two little tests above. Working with derivatives is a good path to the growth of English vocabulary. It is also helpful for memorizing Latin vocabulary when the meaning of an English derivative is already known, and it is preferable to memorization based on fiction such as “I praise loudly” to help one remember the meaning of *laudō*. You may also find more derivatives in the Latin entries of a Latin dictionary, or refer to an English dictionary (such as *The Oxford English Dictionary*) that gives the history of the English word.

Working with derivatives should be part of the weekly routine. After introducing the weekly Word List, you may want to lead students in brainstorming possible derivatives. Included in the Teaching Notes for each weekly lesson are lists of derivatives for the current Word List. The lists are not exhaustive, but include words which will be most useful. There will be more derivatives given than you will want to use; these are for your reference rather than the students’ use. Some words will not have any listed derivatives.

Beginning on page 161 of the student text is a Weekly Journal, where students can list derivatives you discuss together each week.

## Chants

Nearly every week, students will be given a new verb or noun chant to learn. Chants are one of the basic building blocks for the foundation of first year learning. Starting with *amō*, the students practice their chants together verbally each day. As new chants are learned, they are added to the recitation. The students need to have the chants memorized thoroughly and accurately by the end of this year; however, they don’t need to fully understand how all the chants are used. Only those parts that need to be understood will be pointed out.

All of the chants are meant to be recited starting at the top left, proceeding by descending first through the left column and then the right. The exceptions to this are *hic*, *haec*, *hoc* (p. 254), *hi*, *hae*, *haec* (p. 263), *ego*, *meī*, *mihi* and *tū*, *tuī*, *tibi* (p. 273–274). These chants will be recited starting at the top left, proceeding from left to right along each row.

Complete listings of the chant charts can be found in two different places in this book. First, you’ll find the charts listed with the weekly word lists and quotations. Second, the chant charts can be found in the back of this book, listed according to order of memorization (p. 320) and according to parts of speech (p. 325).

## **Quotations**

Nearly every week, students will be given a new Latin quotation to learn. These are generally either common phrases in everyday English speech (*et cetera*) or well-known phrases from literature and/or history (*Et tu, Brute?*). These quotations are intended to be fun and help students understand that Latin is still part of contemporary speech.

Beginning on page 161 of the student text is a Weekly Journal, where students can copy each week's quotation.

## **Worksheets**

Each week students will be expected to complete a worksheet made up of different exercises intended to reinforce and review weekly concepts.

## **Quizzes**

Weekly quizzes are included at the end of each lesson to test students' understanding and comprehension of each week's materials, as well as aid in reviewing older material. Teachers are permitted to copy and distribute these quizzes for use in the classroom. For printable PDFs of the student weekly quizzes, go to: [www.canonpress.com/latinprimer](http://www.canonpress.com/latinprimer).

## **Unit Tests**

This text contains four units (see the Table of Contents). At the end of each Unit is a comprehensive test. Teachers are permitted to copy and distribute these tests for use in the classroom. For printable PDFs of the student unit tests, go to: [www.canonpress.com/latinprimer](http://www.canonpress.com/latinprimer).

# LATIN GRAMMAR BASICS

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## VERBS: Characteristics

Every verb has five different identifying characteristics: person, number, tense, mood, and voice. Below are some helpful explanations and questions to get your students thinking about the characteristics of verbs:

1. **Person:** Who is the subject? Who is doing the action?  
 First Person: The speaker(s)—*I* or *we*  
 Second Person: The person(s) spoken to—*you* or *you all*  
 Third Person: The person(s) spoken about—*he, she, it, or they*
2. **Number:** Is the subject singular or plural? How many?
3. **Tense:** When does the action take place?
4. **Voice:** A way to determine if the subject performs the action or receives it.
5. **Mood:** The method of expressing a verbal action or state of being.

Latin has six **tenses**:

Present System—all tenses in this system are formed using the present stem

**Present:** Action right now

*The elephant is charging.*

**Future:** Action that will happen in the future

*The elephant will charge.*

**Imperfect:** Continuous or sustained action in the past

*The elephant was charging.*

Perfect System—all tenses in this system are formed using the perfect (active or passive) stem

**Perfect** (present perfect): Completed action in the past (short-term)

*The birds have flown south.*

**Pluperfect** (past perfect): Completed action prior to some time in the past

*The birds had flown south.*

**Future Perfect:** Completed action prior to some point in the future

*The birds will have flown south.*

Latin has two **voices**:

**Active Voice:** The subject is performing the action

*The ball is bouncing.*

**Passive Voice:** The subject is the receiver of the action

*The ball is being bounced.*

Finally, Latin has **moods**:

Indicative: Shows “real” action that has occurred, will occur, or is occurring

*I have a carrot.*

Imperative: Commands someone to take action that has not yet occurred

*Give me a carrot.*

Subjunctive: Describes potential, hypothetical action to take place or indirect action

*I wish carrots were blue.*

In this book, you'll be dealing primarily with person, number, and tense. Voice will only be noted when the verb or verb endings are passive; otherwise, you may assume them to be active. Mood is mentioned here purely for reference and will not be discussed this year.

## VERBS: Principal Parts

Nearly every Latin verb has four "principal parts." In this book, you will only be using the first and second principal parts. However, being aware of all four forms is good background to the language. The standard four principal parts are as follows:

1. Present Active Indicative: *amō*, I love (this is also the first person singular, present active form)
2. Present Active Infinitive: *amāre*, to love
3. Perfect Active Indicative: *amāvī*, I have loved/I loved
4. Perfect Passive Participle: *amātum*, loved/having been loved

## VERBS: Stems

A *stem* is the underlying base of a word—an unchanging part, a root—to which endings may be added. The stem is the heart of verb—where you find out what action is being done. Is someone loving? Running? Exploring? Eating? The stem will tell you.

How do you find the stem? It's very simple. Go to the verb's second principal part, take off the *-re*, and tada! There's your stem. Let's look at an example. The Latin word for "I love" is *amō* (first principal part). The second principal part is *amāre*. To find the stem, we take off *-re*, leaving us with the stem: *amā-*.

Let's look a little closer. In the box below, *amō* is conjugated in the present tense. First (of course), is the first principal part itself—*amō*. After that, the verb endings change, but the stem (*amā-*) remains.\*

### PRESENT ACTIVE

	SINGULAR	PLURAL
1 <sup>ST</sup>	amō	<b>amāmus</b>
2 <sup>ND</sup>	<b>amās</b>	<b>amātis</b>
3 <sup>RD</sup>	<b>amat</b>	<b>amant</b>

\* Note that the macron in *amā-* disappears in both third person forms of the present active. This is an exception to the stem rule; in the conjugation of *amō* on page xvi, you can see two more exceptions in the present passive. In all the other listed forms, the macron remains.

This same stem (bolded) is also used in the future and imperfect tenses.

## FUTURE ACTIVE

	SINGULAR	PLURAL
1 <sup>ST</sup>	<b>amābō</b>	<b>amābimus</b>
2 <sup>ND</sup>	<b>amābis</b>	<b>amābitis</b>
3 <sup>RD</sup>	<b>amābit</b>	<b>amābunt</b>

## IMPERFECT ACTIVE

	SINGULAR	PLURAL
1 <sup>ST</sup>	<b>amābam</b>	<b>amābāmus</b>
2 <sup>ND</sup>	<b>amābās</b>	<b>amābātis</b>
3 <sup>RD</sup>	<b>amābat</b>	<b>amābant</b>

## VERBS: Conjugations (Also Called Families, Paradigms, or Patterns)

A verb *conjugation* (also referred to as a *family*), is a group of verbs that share the same stem vowel. For example, in the chants above, you'll notice that the vowel "ā" exists in the middle of every form. This occurs because *amō* is in the first conjugation, or "ā" family. There are many verbs in the "ā" family—and they all have an "ā" at the end of their stem. Similarly, verbs in the "ē" family all have a long "e" at the end of their stem. To "conjugate" a verb means to list together, verbally or written, all of its forms. (In the above chant, *amō* has been "conjugated" in the future and imperfect tenses.)

In Latin, there are four different verb conjugations. Also, there are several irregular verbs which do not belong to a conjugation or family. The third and fourth conjugations will be introduced in later years. In this book, the following will be covered:

1. *First Conjugation or "ā" Family*—represented by *amō*. Verbs in this family share an "ā" in the stem. They follow the same conjugating pattern as *amō*. Other examples are *laudō*, *dō*, and *portō*.
2. *Second Conjugation or "ē" Family*—represented by *videō*. Verbs in this family share an "ē" in the stem. They follow the same conjugating pattern as *videō*. Other examples are *doceō*, *habeō*, and *audeō*.
3. *Irregular Verbs*—*sum* and *possum*. These are the only irregularly conjugating verbs you'll learn this year.

Note: Students will be learning the meanings of verbs from the third and fourth conjugations this year. Simply teach the given form of these verbs and do not conjugate them.

## VERBS: Endings

As you've seen in the *amō* chants, verb endings are added to verb stems to form complete verbs. These endings change to indicate person, number, tense, voice, and mood (see p. xii).

Although students will only be translating using three tenses during this year, you can see two completely conjugated verbs on the following pages xvi and xvii. *Amō* (first conjugation/"ā" family) and *videō* (second conjugation/"ē" family) are shown in each tense and translated. The endings are in bold. Passive verbs are identified by [PV]. You can also find this chart on pages 331–332 (pp. 182–183 of the student book).

The following three chants all use the present stem.

- *Present Active Verb Endings* (-ō, -s, -t): Equally correct translations of the present tense include "I am loving," "I love" or "I do love"; "you are loving," "you love," or "you do love," etc.
- *Future Active Verb Endings* (-bō, -bis, -bit): The entire stem appears in every form in both conjugations, whether ending in "ā" (first conjugation) or in "ē" (second conjugation). This typically translates, "I will love," "you will love," and so on.
- *Imperfect Active Verb Endings* (-bam, -bas, -bat): Typically translated in this book as, "I was loving," "you were loving," etc. However, this is only one translation of the imperfect tense. The sense of it is an action that was ongoing in the past, so "I used to love" or "I kept loving" would also be correct.

The "perfect" stem is used when forming the following three chants. Although you will be learning the perfect verb endings, you will not translate using them in this book.

- *Perfect Active Verb Endings* (-ī, -isti, -it): Often translated, "I loved," there are also two other translations of this tense: "I have loved" and "I did love." In the first conjugation, the perfect stem for most verbs is the present stem + "v"; in the second conjugation there is less consistency.
- *Future Perfect Active Verb Endings* (-erō, -eris, -erit): This tense is generally translated, "I will have loved." It illustrates action that will have been completed at a future time.
- *Pluperfect Active Verb Endings* (-eram, -eras, -erat): This tense derives its name from the Latin for "more than perfect" and designates action completed prior to a time in the past. This is most clear when translated, "I had loved."

The following three chants are the Present, Future, and Imperfect tenses, in the passive voice. In the passive, the subject noun is acted upon, rather than acting itself. Again, you will not be conjugating using these tenses this year, so the following is simply grammatical background.

- *Present Passive Verb Ending* (-r, -ris, -tur): With one exception, this tense is formed by adding the endings to the present stem. The exception is in the first person singular form (*laudor* and *movēor*) where the ending is added to the full present tense active form. A translation of the present passive is "I am being loved."
- *Future Passive Verb Ending* (-bor, -beris, -bitur): To form this tense, the endings are simply added to the present stem. The translation is "I will have been loved."
- *Imperfect Passive Verb Ending* (-bar, -baris, -batur): Again, this tense is formed by adding the endings to the present stem. The translation is "I was being loved."

LATIN	SINGULAR			PLURAL		
	1 <sup>ST</sup>	2 <sup>ND</sup>	3 <sup>RD</sup>	1 <sup>ST</sup>	2 <sup>ND</sup>	3 <sup>RD</sup>
PRESENT	amō	amās	amat	amāmus	amātis	amant
FUTURE	amābō	amābis	amābit	amābimus	amābitis	amābunt
IMPERFECT	amābam	amābās	amābat	amābāmus	amābātis	amābant
PERFECT	amāvī	amāvistī	amāvit	amāvimus	amāvistis	amāvērunt
FUTURE PERFECT	amāverō	amāveris	amāverit	amāverimus	amāveritis	amāverint
PLUPERFECT	amāveram	amāverās	amāverat	amāverāmus	amāverātis	amāverant
PRESENT [PV]	amor	amāris	amātur	amāmur	amāmini	amantur
FUTURE [PV]	amābor	amāberis	amābitur	amābimur	amābimini	amābuntur
IMPERFECT [PV]	amābar	amābāris	amābātur	amābāmur	amābāmini	amābantur

ENGLISH	SINGULAR			PLURAL		
	1 <sup>ST</sup>	2 <sup>ND</sup>	3 <sup>RD</sup>	1 <sup>ST</sup>	2 <sup>ND</sup>	3 <sup>RD</sup>
PRESENT	I love	you love	he/she/it loves	we love	you all love	they love
FUTURE	I will love	you will love	he/she/it will love	we will love	you all will love	they will love
IMPERFECT	I was loving	you were loving	he/she/it was loving	we were loving	you all were loving	they were loving
PERFECT	I have loved	you have loved	he/she/it has loved	we have loved	you all have loved	they have loved
FUTURE PERFECT	I will have loved	you will have loved	he/she/it will have loved	we will have loved	you all will have loved	they will have loved
PLUPERFECT	I had loved	you had loved	he/she/it had loved	we had loved	you all had loved	they had loved
PRESENT [PV]	I am loved	you are loved	he/she/it is loved	we are loved	you all are loved	they are loved
FUTURE [PV]	I will be loved	you will be loved	he/she/it will be loved	we will be loved	you all will be loved	they will be loved
IMPERFECT [PV]	I was being loved	you were being loved	he/she/it was being loved	we were being loved	you all were being loved	they were being loved



LATIN	SINGULAR				PLURAL		
	1 <sup>ST</sup>	2 <sup>ND</sup>	3 <sup>RD</sup>		1 <sup>ST</sup>	2 <sup>ND</sup>	3 <sup>RD</sup>
PRESENT	videō	vidēs	videt		vidēmus	vidētis	vident
FUTURE	vidēbō	vidēbis	vidēbit		vidēbimus	vidēbitis	vidēbunt
IMPERFECT	vidēbam	vidēbās	vidēbat		vidēbāmus	vidēbātis	vidēbant
PERFECT	vidī	vidistī	vidit		vidimus	vidistis	vidērunt
FUTURE PERFECT	viderō	videris	viderit		viderimus	videritis	viderint
PLUPERFECT	videram	viderās	viderat		viderāmus	viderātis	viderant
PRESENT [PV]	vidēor	vidēris	vidētur		vidēmur	vidēminī	vidēntur
FUTURE [PV]	vidēbor	vidēberis	vidēbitur		vidēbimur	vidēbiminī	vidēbuntur
IMPERFECT [PV]	vidēbar	vidēbāris	vidēbātur		vidēbāmur	vidēbāminī	vidēbantur

ENGLISH	SINGULAR				PLURAL		
	1 <sup>ST</sup>	2 <sup>ND</sup>	3 <sup>RD</sup>		1 <sup>ST</sup>	2 <sup>ND</sup>	3 <sup>RD</sup>
PRESENT	I see	you see	he/she/it sees		we see	you all see	they see
FUTURE	I will see	you will see	he/she/it will see		we will see	you all will see	they will see
IMPERFECT	I was seeing	you were seeing	he/she/it was seeing		we were seeing	you all were seeing	they were seeing
PERFECT	I have seen	you have seen	he/she/it has seen		we have seen	you all have seen	they have seen
FUTURE PERFECT	I will have seen	you will have seen	he/she/it will have seen		we will have seen	you all will have seen	they will have seen
PLUPERFECT	I had seen	you had seen	he/she/it had seen		we had seen	you all had seen	they had seen
PRESENT [PV]	I am seen	you are seen	he/she/it is seen		we are seen	you all are seen	they are seen
FUTURE [PV]	I will be seen	you will be seen	he/she/it will be seen		we will be seen	you all will be seen	they will be seen
IMPERFECT [PV]	I was being seen	you were being seen	he/she/it was being seen		we were being seen	you all were being seen	they were being seen

## NOUNS: Endings & Cases

Noun endings appear in Week 10 (p. 105), Week 11 (p. 117), and Week 20 (p. 217); they also are listed in the back of this book on page 328 (p. 179 of the student text).

A noun's ending indicates which *case* the noun is in and, therefore, its function in the sentence. Five cases are listed to the left of the noun chant: *nominative*, *genitive*, *dative*, *accusative* and *ablative*. The endings in the example below are first declension endings (discussed further in the following section).

	LATIN			ENGLISH	
	SINGULAR	PLURAL		SINGULAR	PLURAL
NOMINATIVE	-a	-ae		a, the <i>noun</i>	the <i>nouns</i>
GENITIVE	-ae	-ārum		of the <i>noun</i> , the <i>noun's</i>	of the <i>nouns</i> , the <i>nouns'</i>
DATIVE	-ae	-īs		to, for the <i>noun</i>	to, for the <i>nouns</i>
ACCUSATIVE	-am	-ās		the <i>noun</i>	the <i>nouns</i>
ABLATIVE	-ā	-īs		by, with, from the <i>noun</i>	by, with, from the <i>nouns</i>

The **nominative** case is the basic noun form. Nouns appear in this form in your weekly Word Lists (as well as in Latin dictionaries). In a Latin sentence, the subject noun will *always* be in the nominative case.

The second case, the **genitive**, is typically used to show possession or ownership—i.e., “the *star's* brilliance” or “the father *of the boy*.” The genitive is also the case that reliably indicates a noun's declension. For this reason, the genitive singular is always listed after the nominative in Latin dictionary entries. Beginning in Week 10, the genitive form will be listed this way in the weekly Word Lists. This case and the nominative will be the only cases used in sentence translation this year.

The third case is the **dative**. It is mainly used for indirect objects. In the sentence, “Jane gave the donut to her mother,” *mother* would be in the dative case, since she is the one *to whom* the donut is being given.

The fourth case is the **accusative**. The accusative is primarily used for direct objects and objects of some prepositions. In the sentence, “Her mother ate the donut,” *donut* would be in the accusative case, since it is receiving the direct action of the verb (what is being eaten).

The final case is the **ablative**. Ablative case is often referred to as Latin's “junk drawer.” Ablative is a bit of a grammatical daredevil, performing all sorts of functions, often in connection with prepositional phrases.

Not included in the chants are two less frequently used cases, the locative and vocative. You don't need to be concerned with them at this point in your Latin studies.

Although the students will only be working with the nominative case in translation this year, it is important to have them learn the names of the cases. A mnemonic device used (and invented, I suspect) by my first Latin teacher is: **No good dad attacks apples**. I confess to having used it myself. The kids enjoyed it.

## NOUNS: Declensions & Gender

In Latin, every noun is in a specific declension, a sort of noun family, where every member of that family functions in the same way. There are five declensions in Latin, two of which you'll be learning about this year.

Every Latin noun also has a gender—it is either masculine, feminine, or neuter.

So how can you determine a noun's declension and gender? The easiest way is to look in a Latin dictionary! But if you find yourself without one, check the noun's *genitive singular ending*. This ending functions sort of like a noun's DNA.

Nouns of the **first declension** (see p. 105) have the genitive singular ending *-ae*. Typically, these nouns are *feminine*. Of course, there are a few exceptions, representing people who had jobs that were traditionally male (e.g., *poeta*, poet; *nauta*, sailor; *agricola*, farmer). These nouns decline exactly like the feminine nouns, but their gender is masculine. You will not need to identify these nouns as masculine this year.

**Second declension** nouns have the genitive singular ending *-ī*. Nouns in this declension are usually *masculine* in gender (see p. 116).

However, there is also another category of second declension nouns: the **second declension neuter**. Neuter nouns are just that—neither masculine or feminine. These second declension nouns still have the identifying genitive singular ending *-ī*, but you'll recognize them as *neuter* because they end in *-um* in the nominative singular (see p. 217).

There will always be some exceptions, but as a general rule, *go by the noun's endings to discern its gender*.

## ADJECTIVES: Endings

Adjectives are noun modifiers. They answer the questions like *which?*, *what kind?*, and *how many?* Because they modify nouns, adjectives work very much like nouns. The adjectives you'll be using share the same endings as nouns—first, second, and second declension neuter.

Adjectives are copy cats. For an adjective to correctly modify a noun (e.g., "The *wild* girl laughed"), the adjective has to match the noun in three ways: gender, number, and case.

**Gender:** In Latin, the word *ferus* means "wild" and the word *puella* means "girl." But *ferus* has a masculine ending (*-us*) and *puella* is a feminine noun. How do you say "the wild girl" without having mismatched noun/adjective genders?

To match the noun they modify, most adjectives have a special trait: they come with three different endings! This gives them the ability to match the gender of any noun. So in our example, *ferus* is wearing the wrong ending to match *puella*. To match, the adjective takes off its *-us* ending, and puts on the *-a* ending: *fera*.

**Number:** *Puella* (girl) is singular, so the ending for *fera* (wild) is singular too.

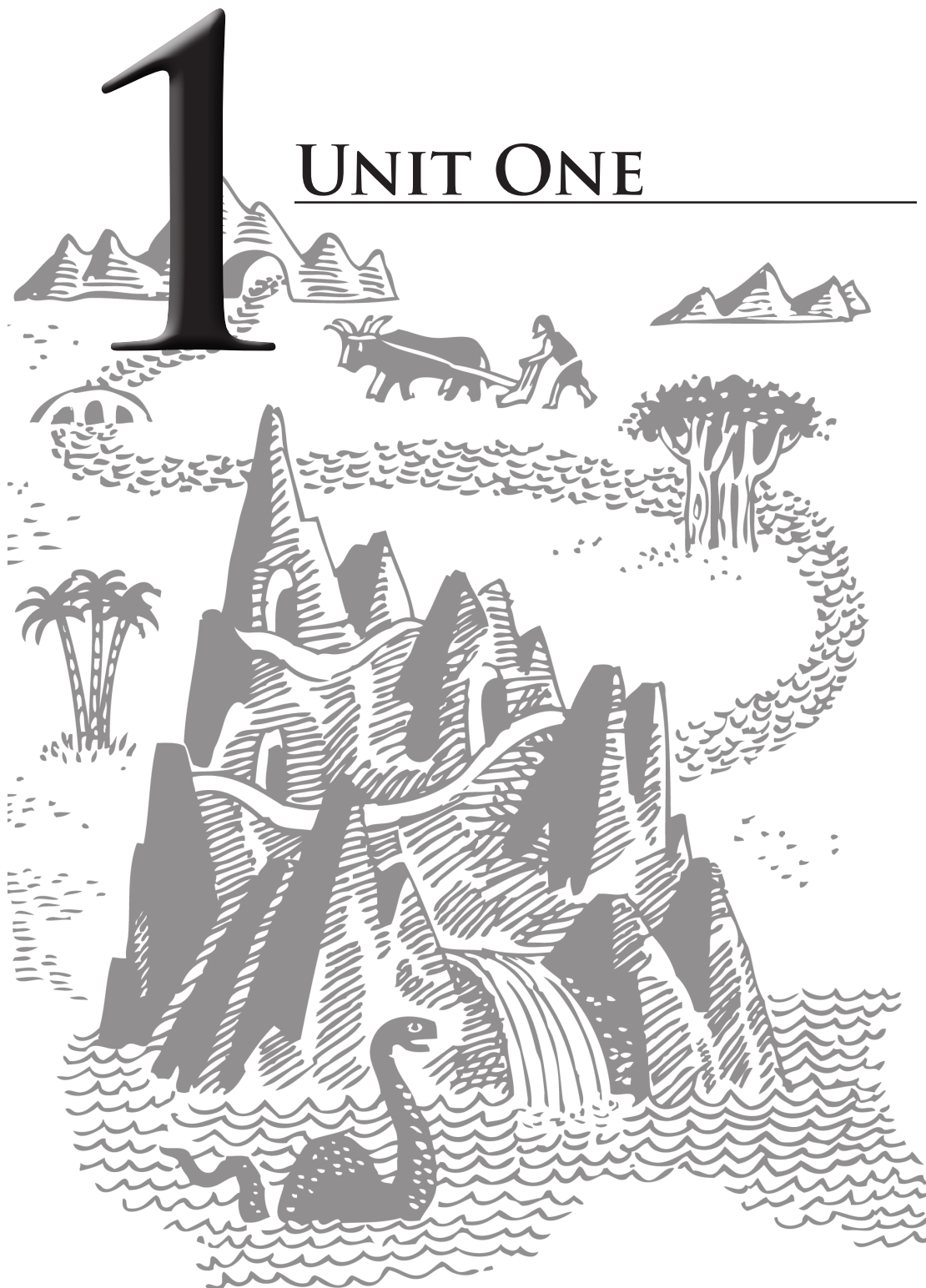
**Case:** The subject of our example sentence is *puella*, so *puella* is in the nominative case (p. xviii); this means that the adjective, *fera*, also is in the nominative case. Voilà! *Fera puella* means "the wild girl" and it matches in gender, number, and case.

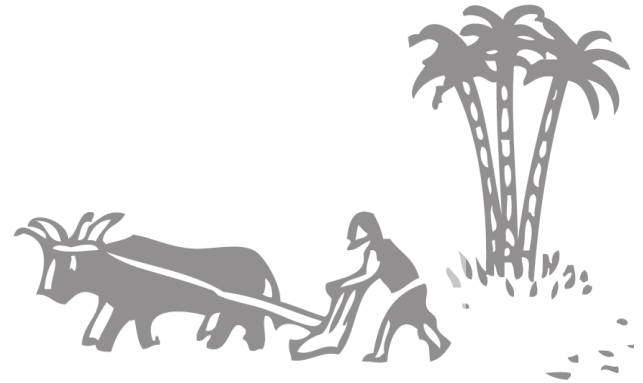
Here are a few more examples:

<i>ferus equus</i>	<i>the wild horse</i>
<i>parvus discipulus</i>	<i>a little student</i>
<i>parva stella</i>	<i>a little star</i>
<i>magnum caelum</i>	<i>the big sky</i>
<i>magnus lūsus</i>	<i>the big school</i>
<i>antiqua via</i>	<i>an ancient road</i>
<i>antiquum scūtum</i>	<i>an ancient shield</i>

Though students will be memorizing adjectives throughout the year, they won't actually begin using adjectives in this way until Week 22 (p. 252), after they've learned the first, second, and second declension neuter endings. Until Week 22, students should simply memorize the adjective, its given ending(s), and its meaning. (Masculine nouns from the first declension [p. xviii] will not be combined with adjectives this year.)

This concludes our (brief!) overview of the basics of Latin grammar. You'll want to refer back to this section throughout the year as the students are introduced to new concepts; but for now, *valē!*





## UNIT 1: GOALS

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By the end of this Unit, students should be able to . . .

- Chant from memory the *amō* and *sum* verb chants
- Chant from memory the present, future, and imperfect verb ending chants
- Recognize a first conjugation verb
- Give the meanings for Latin words (e.g., *aqua* means “water”)
- Translate simple present tense verbs (e.g., *amāmus* means “we love”)

## Unit 1 Overview (Weeks 1–7)

Welcome to Unit 1! During the next seven weeks, students will primarily focus on memorizing nouns and learning about verbs and their endings. This Unit begins with a basic verb chant for the word *amō* (“I love”), followed in Week 2 by an irregular verb chant for the common word *sum* (“I am”). In the weeks to follow, students will memorize the verb endings for present, future, and imperfect tenses and learn to conjugate using them. Weeks 5 and 7 are review weeks.

## Teaching Notes: Week 1

**1. Word List:** Introduce the Word List for Week 1, asking students to carefully imitate the pronunciation. You’ll notice that *amō* is followed by its second principal part, *amāre*, in parentheses. The second principal part is the word you use to find the verb’s stem (see page xiii). Students will not be learning the meaning of the second principal parts this year, but they will need to memorize them. Review the new Word List throughout the week on a regular basis.

**2. Derivatives:** Discuss the derivatives for this week’s vocabulary (listed below). An explanation of derivatives appears on pages ix–x, in the “How to Use This Book” section.

1. *caput, head*: cap, captain, chapter, capital, cape (both the garment and the land formation).
2. *et, and*: etc.
3. *amō, I love*: amateur, amorous

Have the students write this week’s derivatives in their Weekly Journal on page 161 of the their student book.

**2. Chant:** This week, you’ll be introducing the first conjugation or “ā” family verbs, using the *amō* chant: *amō, amās, amat, amāmus, amātis, amant*. *Amō* is a first conjugation verb. (To review verb basics, refer to pages xii–xv.)

### Amō—First Conjugation or “ā” Family

In this unit, students will learn to recognize an “ā” family verb by looking at its stem. Begin this week with *amō*. To find the stem of *amō*, look at its second principal part, listed in parentheses—*amāre*. Take the second principal part and remove the *-re* ending. This will leave you with the verb’s stem; in this case, *amā-*. In this book, this will be the only way the second principal part is used.

Now let’s look at the full chant. All verbs in the first conjugation or “ā” family follow the example of *amō* when they are conjugated. This is the chant for the present tense of *amō*. You’ll see two sets of columns: the Latin chant on the left, and its English translation on the right. On the top of the chart, they are identified as either singular or plural, and to the left, whether the verb is in first, second, or third person.

In the following chant, the stem *amā-* is in bold. (Remember, in the present tense, the first person singular is the first principal part, *amō*. You will not see the stem here.)\*

	LATIN			ENGLISH	
	SINGULAR	PLURAL		SINGULAR	PLURAL
1 <sup>ST</sup>	amō	<b>amā</b> mus		I love	we love
2 <sup>ND</sup>	<b>amā</b> s	<b>amā</b> tis		you love	you all love
3 <sup>RD</sup>	<b>amat</b>	<b>amant</b>		he/she/it loves	they love

Repeat the Latin chant until it becomes comfortable, and quiz the students on the English translation of each word. Continue to review during the week.

**3. Quotation:** In this week's quotation, the "c" has a hard sound, and will be pronounced differently than it is in English usage. Show students examples of the commonly used abbreviation "etc." You may want to discuss why it is incorrect to write "and etc" (redundant).

Have the students write this week's quotation in their Weekly Journal on page 161 of the their student book.

**4. Worksheet:** Follow the directions given and complete the worksheet.

**5. Quiz:** Administer Quiz 1 at the end of the week.

\* Note that the macron in *amā-* disappears in both third person forms of the present active. This is an exception to the stem rule; in the conjugation of *amō* on page xvi, you can see two more exceptions in the present passive. In all the other listed forms, the macron remains.

## WEEK 1

**Word List:**

## NOUNS

1. caput . . . . . head

## VERBS

3. amō (amāre). . . . . I love

## CONJUNCTIONS

2. et . . . . . and

**Chant:**

Amō, / love—Present Active

First Conjugation or “ā” Family Verb

	LATIN			ENGLISH	
	SINGULAR	PLURAL		SINGULAR	PLURAL
1 <sup>ST</sup>	amō	amāmus		I love	we love
2 <sup>ND</sup>	amās	amātis		you love	you all love
3 <sup>RD</sup>	amat	amant		he/she/it loves	they love

**Quotation:***etc., et cetera* — “and the rest”



# Weekly Worksheet 1: Answer Key

A. Write the chant for this week in the box (Latin on the left, English translation on the right). The verb *amō* is first conjugation or “ā” family. Once you’ve completed the chant, then answer the questions about it.

	LATIN			ENGLISH	
	SINGULAR	PLURAL		SINGULAR	PLURAL
1 <sup>ST</sup>	amō	amāmus		I love	we love
2 <sup>ND</sup>	amās	amātis		you love	you all love
3 <sup>RD</sup>	amat	amant		he/she/it loves	they love

1. In the sentence, “The rabbit loves carrots,” which word is the subject? **rabbit**
2. Which word is the verb? **loves**
3. Is *amō* a verb or a noun? **verb**
4. What is the second principal part of *amō*? **amāre**
5. What is the stem of *amō*? **amā-**
6. In the sentence, “The rabbit loves carrots,” would you use *amō*, *amat*, or *amātis*? **amat**

B. Translate each word on its line. When you *translate* a word, you give its meaning in English. The one in italics will probably be harder because you’ll need to translate it from English into Latin.

- |        |               |                |              |
|--------|---------------|----------------|--------------|
| 1. amō | <b>I love</b> | 3. <i>head</i> | <b>caput</b> |
| 2. et  | <b>and</b>    |                |              |

C. Fill in these blanks to answer these questions about *derivatives* of this week’s words. A *derivative* is an English word that comes from Latin. The English word must have a similar spelling and related meaning to the original Latin word.

1. The English word *amateur* comes from the Latin word **amō**.

2. An *amateur* does something because he **loves** it, rather than for money.

D. Fill in the blanks about the quotation you learned this week.

1. *Etc.* is an abbreviation for **et cetera** which means "**and the rest.**"

2. What is wrong with saying "and etc."? **Since et means "and," you would be saying "and" twice in a row— "and and the rest."**

# Week 1 Quiz

name: \_\_\_\_\_

## A. Chant

Fill in the missing parts of the chant below, and answer the questions about it.

	LATIN			ENGLISH	
	SINGULAR	PLURAL		SINGULAR	PLURAL
1 <sup>ST</sup>					
2 <sup>ND</sup>	amās				
3 <sup>RD</sup>				he/she/it loves	

1. Are these words nouns or verbs? \_\_\_\_\_
2. Is this a first or second conjugation chant? \_\_\_\_\_
3. Which family does this word belong to? \_\_\_\_\_
4. What is the stem of *amō* (*amāre*)? \_\_\_\_\_

## B. Vocabulary

Finish the story using Latin words from this week's Word List. They are listed below. You will have to use one word twice!

*amō*

*caput*

*et*

1. When Kyle goes to work, he wears a construction hat on his \_\_\_\_\_.
2. For lunch, he brings carrots, a pickle, \_\_\_\_\_ a peanut butter \_\_\_\_\_ jelly sandwich.
3. When Kyle gets home from work, he sees his wife and children and says,  
"\_\_\_\_\_ you!"

## ***C. Derivatives***

1. What is a derivative? \_\_\_\_\_

2. Write down one of your vocabulary words and one of its derivatives.

\_\_\_\_\_

## ***D. Quotation***

1. What does *et cetera* mean? \_\_\_\_\_

2. How is it often abbreviated? \_\_\_\_\_

\_\_\_\_\_

# Week 1 Quiz: Answer Key

## A. Chant

Fill in the missing parts of the chant below, and answer the questions about it.

	LATIN			ENGLISH	
	SINGULAR	PLURAL		SINGULAR	PLURAL
1 <sup>ST</sup>	<b>amō</b>	<b>amāmus</b>		I love	<b>we love</b>
2 <sup>ND</sup>	amās	<b>amātis</b>		<b>you love</b>	<b>you all love</b>
3 <sup>RD</sup>	<b>amat</b>	<b>amant</b>		he/she/it loves	<b>they love</b>

1. Are these words nouns or verbs? **verbs**
2. Is this a first or second conjugation chant? **first conjugation**
3. Which family does this word belong to? **"ā" family**
4. What is the stem of *amō* (*amāre*)? **amā-**

## B. Vocabulary

Finish the story using Latin words from this week's Word List. They are listed below. You will have to use one word twice!

*amō*

*caput*

*et*

1. When Kyle goes to work, he wears a construction hat on his **caput**.
2. For lunch, he brings carrots, a pickle, **et** a peanut butter **et** jelly sandwich.
3. When Kyle gets home from work, he sees his wife and children and says, "**Amō** you!"

## ***C. Derivatives***

1. What is a derivative? **A word which has a Latin root.**
2. Write down one of your vocabulary words and one of its derivatives.

**Possible options: amō / amateur, amorous; videō / evident, video, vision; caput / captain, chapter**

## ***D. Quotation***

1. What does *et cetera* mean? **and the rest**
2. How is it often abbreviated? **etc.**