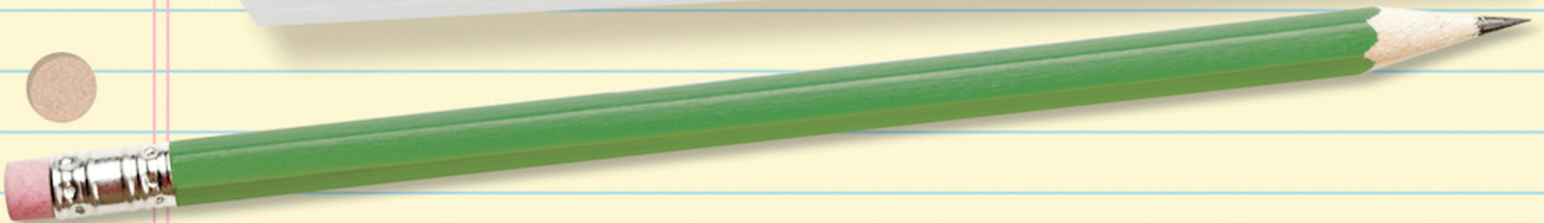CLASSICAL LATIN
CREATIVELY TAUGHT

LATIN
for children

Classical or Ecclesiastical Pronunciation

PRIMER C

*Dr. Aaron Larsen &
Dr. Christopher Perrin*

How to teach *Latin for Children*

A SUGGESTED SCHEDULE
This is a basic weekly schedule, taking approximately 30 minutes per day
to be modified as necessary by a school or home-school teacher.

Day One: Present the paradigm (grammar chant) and vocabulary and introduce the grammar from the grammar page. The kids should chant through the paradigm and vocabulary 2-3 times. Watch the DVD video.

Day Two: Review the paradigm (grammar chant) and vocabulary and chant through them again 2-3 times. Spend more time now explaining the grammar page with special attention paid to the examples. The students could read the grammar page out loud and the teacher should ask the student which sentences appear to be "key." Those key sentences should be circled (with a colored pencil, if possible). After this the Worksheet can be commenced or assigned as homework. Begin Activity Book exercises (to impart mastery of the vocabulary and paradigm).

Day Three: Once again the day should start with some quick chanting of the paradigm and vocabulary. The Worksheet is either started or completed. The teacher/parent should check the work, and students should make corrections. Grammar should be reviewed and re-taught as necessary. Review the DVD video. Continue with Activity Book assignments (this could be done as homework or as part of the student's seat work).

Day Four: Quick chanting of the paradigm and vocabulary. Complete the puzzles from the Activity Book chapter. Review video as necessary. Begin the History Reader after students have completed the Primer Worksheet.

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

A. Vocabulary:

1.	aqua	**water**	9.	vir	**man**	
2.	cūrō	**I care for**	10.	servus	**slave**	
3.	portō	**I carry**	11.	fēmina	**woman**	
4.	salūtō	**I greet**	12.	colōnus	**colonist; farmer**	
5.	bibō	**I drink**	13.	līber	**book**	
6.	festīnō	**I hurry**	14.	fessus	**tired**	
7.	convocō	**I call together**	15.	toga	**toga**	
8.	dominus	**lord, master**				

B. Chant:

1. Give the 1ˢᵗ and 2ⁿᵈ declension endings (masculine, feminine and neuter). Remember to label the boxes.

Masculine		Feminine		Neuter	
us	ī	a	ae	um	a
ī	ōrum	ae	ārum	ī	ōrum
ō	īs	ae	īs	ō	īs
um	ōs	am	ās	um	a
ō	īs	ā	īs	ō	īs

2. Give the present tense verb endings. Remember to label the boxes.

	Singular	Plural
1st Person	-ō	-mus
2nd Person	-s	-tis
3rd Person	-t	-nt

C. Grammar:

1. Give the names of the 5 noun cases: **Nominative, Genitive, Dative, Accusative, Ablative**

2. All nouns and adjectives have three characteristics. They are g**ender**_____,
   n**umber**_____ and c**ase**_____ .

3. 1st and 2nd declension adjectives have the same endings as **1st and 2nd**_____
   declension nouns_____ .

4. All verbs have three characteristics. They are p**erson**_____, n**umber**_____
   and t**ense**_____ .

5. Tense refers to (choose one):

   a. how you feel before a big test

   (b.) the time when the action of a verb takes place

6. Do you remember all the noun jobs and their abbreviations? Try to correctly
   match the following lists:

Predicate Adjective	Nom.	SN PrN PrA
Subject Noun		
Direct Object	Gen.	PNA
Predicate Nominative	Acc.	DO OP
Possessive Noun Adjective		
Object of the Preposition	Abl.	OP

1. Rēx omnēs mīlitēs in atrium convocat.
   The king calls all the soldiers into the hall.

2. Servī multum cibum prō rēge portant.
   The slaves carry/bring much food before the king.

3. Colōnus mare nōn cūrat. Is terram cūrat.
   The colonist does not care for the sea. He cares for the land.

4. Nautae magistrum nāvis salūtant.
   The sailors greet the captain of the ship.

5. Post virī trāns campum currunt, fessī erunt.
   After the men run across the field, they will be tired.

6. Omnēs servī orant esse līberī.
   All the slaves pray to be free.

7. Dīcit eīs Iesus: Implēte (fill) hydriās (jars) aquā. John 2:7
   Jesus said to them, "Fill the jars with water."

Famous Latin Phrases
Can you translate the first two of these Latin phrases?

Terra firma **Firm ground**   Festīnā lentē *Make haste slowly*

Vōx populī **Voice of the people**   Rāra avis *A rare bird*

Crossword Puzzle:

Across
1. I carry; bring
5. man
7. I call together, assemble
8. toga (clothing)
10. rare bird
11. lord, master
12. colonist; farmer
13. I hurry, rush, accelerate
14. water

Down
2. firm ground
3. slave
4. I drink
6. voice of the people
9. I greet, wish well; welcome
12. I care for
13. woman

Crossword grid answers:
1 Across: p o r t ō
5 Across: v i r
7 Across: c o n v o c ō
8 Across: t o g a
10 Across: r a r a a v i s
11 Across: d o m i n u s
12 Across: c o l ō n u s
13 Across: f e s t ī n ō
14 Across: a q u a

2 Down: t e r r a f i r m a
3 Down: s e r v u s
4 Down: b i b ō
6 Down: v o x p o p u l ī
9 Down: s a l ū t ō
12 Down: c ū r ō
13 Down: f ē m i n a

Answer the Following:

A Predicate Nominative has this case **nominative** .

A Direct Object takes this case **accusative** .

An Object of the Preposition takes either of these cases **ablative or accusative** .

A Possessive Noun Adjective takes this case **genitive** .

Gender, Number and Case characterizes both nouns and **adjectives** .

Person, Number and Tense characterizes **verbs** .

A. Vocabulary:

LATIN	ENGLISH
bibō, bibere, bibī	to drink
cūrō, cūrāre, cūrāvī, cūrātum	to care for
convocō, convocāre, convocāvī, convocātum	to call together
festīnō, festīnāre, festīnāvī, festīnātum	to hurry
portō, portāre, portāvī, portātum	to carry; bring
salūtō, salūtāre, salūtāvī, salūtātum	to greet, wish well; welcome
colōnus, -ī	colonist; farmer
toga, -ae	toga
fessus, -a, -um	tired
līber, lībera, līberum	free

B. Review Vocabulary:

LATIN	ENGLISH
aqua, -ae	water
dominus/domina	lord, master/lady, mistress
servus/serva	slave (male)/slave (female)
vir, -ī	man
fēmina, -ae	woman

C. Chant:

	1ST declension (f)		2ND declension (m)		2ND declension (n)	
	S	P	S	P	S	P
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

Present Tense Verb Endings

	Singular	Plural
1st Person	-ō	-mus
2nd Person	-s	-tis
3rd Person	-t	-nt

D. Grammar:

1. Give the names of the 5 noun cases:
   Nominative, Genitive, Dative, Accusative, Ablative

2. All nouns and adjectives have three characteristics. They are g**ender**,
   n**umber** and c**ase**.

3. 1st and 2nd declension adjectives have the same endings as **1st and 2nd**
   declension nouns.

4. All verbs have three characteristics. They are p**erson**, n**umber**
   and t**ense**.

5. Tense refers to (choose one):
   a. how you feel before a big test
   b.) the time when the action of a verb takes place

6. Do you remember all the noun jobs and their abbreviations? Try to correctly
   match the following lists:

Predicate Adjective		SN
Subject Noun	Nom.	PrN
		PrA
Direct Object	Gen.	PNA
Predicate Nominative		DO
Possessive Noun Adjective	Acc.	OP
Object of the Preposition	Abl.	OP

A. Vocabulary:

1. legō, legere, lēgī, lēctum
   to collect, choose, read
2. discō, discere, didicī
   to learn
3. doceō, docēre, docuī, doctum
   to teach
4. studeō, studēre, studuī (+dat.)
   to be eager for, study
5. cognōscō, cognōscere, cognōvī, cognitum
   to recognize
6. schola, -ae
   school
7. liber, librī
   book
8. scholam habeō
   I give a class or lecture
9. etiam
   also
10. nōn
    not
11. rēx, rēgis (m)
    king
12. uxor, uxōris (f)
    wife
13. iter, itineris (n)
    journey
14. fīnis, fīnis (m, i)
    limit, boundary, end
15. mare, maris (n, i)
    sea

B. Chant: Give the 3rd declension endings (masculine/feminine, neuter, I-stem masc./fem. and I-stem neuter). Remember to label the boxes.

	3rd Declension		3rd Declension Neuter		3rd Declension I-stem		3rd Declension Neuter, I-stem	
	S	**P**	**S**	**P**	**S**	**P**	**S**	**P**
N	*-x*	-ēs	*-x*	-a	*-x*	-ēs	*-x*	-ia
G	-is	-um	-is	-um	-is	-ium	-is	-ium
D	-ī	-ibus	-ī	-ibus	-ī	-ibus	-ī	-ibus
Acc	-em	-ēs	*-x*	-a	-em	-ēs	*-x*	-ia
Abl	-e	-ibus	-e	-ibus	-e	-ibus	-ī	-ibus

C. Grammar:

1. Which I-stem form (f & m) is different than a normal 3rd declension noun?
   Genitive Plural (ium instead of just um)
2. Which ones are different in a 3rd declension neuter?
   Accusative Singular + Nominative Plural + Accusative Plural
3. Which forms have an extra "i" in the I-stem neuters?
   Genitive Plural + Ablative Singular + Nominative Plural + Accusative Plural

1. Magister discipulōs vocat.
   The teacher calls the students.

2. Discipulī ad scholam currunt.
   The students run to the school.

3. Discipulī sedent.
   The students sit.

4. Magister inquit, "Librōs novōs tibi dō.   Ex illīs discitis bene*."
   The teacher says, "I am giving new books to you.
   You learn well out of these books."

5. Marcus domum currit cum librō novō. "Ecce, māter! Librum novum habeō!"
   Marcus runs home with the new book. "Look, mother! I have a new book!"

6. Marcus librum legēbat.
   Marcus was reading the book.

7. Postrīdiē (the next day), magister scholam habet. Magister inquit, "Librum doceō, librō discite!" "Ē librō doceō, ē librō discite!"
   The next day, the teacher gave a lesson. The teacher says, "I teach the book, you learn the
   book!" "Out of the book I teach, out of the book you learn!"

8. Marcus et discipulī tōtī legunt et student. Post multās horās, fessī sunt. Marcus ad casam nōn currit, sed ambulat.
   Marcus and all the students read and study. After many hours, they are tired.
   Marcus does not run to the house, but walks.

9. Māter eius rogat, "Cūr fessus es?" Marcus respondet, "Hic liber perdit** oculōs meōs!"
   His mother asks, "Why are you tired?" Marcus responds,
   **"This books ruins my eyes!"**

FAMOUS LATIN PHRASES

ex librīs *from the books of*
docendō discimus *we learn by teaching*
errāre hūmānum est *to err is human*
fīnem respice *consider the end*

* *bene:* well
** *perdit:* ruins

AN EXERCISE FEATURING 3RD DECLENSION NOUNS AND THE DATIVE CASE

1. In scholā, magister discipulīs librōs dat.
   In the school, the teacher gives the students books.

2. Magister etiam discipulīs tabulās dat.
   The teacher also gives the students tablets.

3. Discipulī dīcunt, "Gratiās tibi agimus."
   The students say, "We give thanks to you."

4. Rēx epistulam parvam uxōrī mittit. Servus uxōrī epistulam dat. Haec verba sunt in epistulā:
   The king sends a small letter to his wife. A slave gives it to her. These words are in the letter:

   "Rēgīna mea, cupisne īre ad lītus? Mare pulchrum est nunc (or iam). Iter ad mare cupiō!"

   My queen, do you want to go to the shore? The sea is pretty now. I desire the journey to the sea!

5. Rēgīna epistulam scrībit et rēgī eam mittit. Epistula rēgīnae ūnum verbum habet:
   The queen writes a letter and sends it to the king. The queen's letter has one word:

   Eāmus! (let us go!)
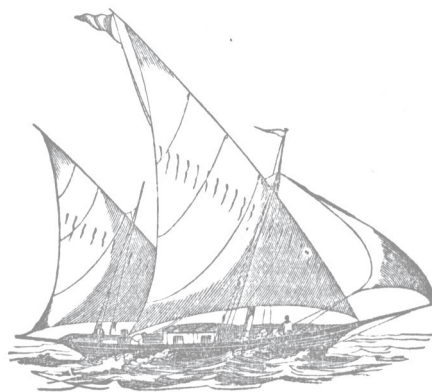
A. New Vocabulary:

LATIN	ENGLISH
legō, legere, lēgī, lēctum	to collect, choose, read
discō, discere, didicī	to learn
doceō, docēre, docuī, doctum	to teach
studeō, studēre, studuī (+dat.)	to study
cognōscō, cognōscere, cognōvī, cognitum	to recognize, get to know
schola, -ae	school
liber, librī	book
scholam habeō	I give a class (or lecture)
etiam	also
nōn	not

B. Review Vocabulary:

LATIN	ENGLISH
rēx, rēgis (m)	king
uxor, uxōris (f)	queen
iter, itineris (n)	journey
fīnis, fīnis (m, i)	limit, boundary, end
mare, maris (n, i)	sea

C. Chant: Noun Endings (3rd Declension)

	3rd Declension		3rd Declension Neuter		3rd Declension I-stem		3rd Declension Neuter, I-stem	
	S	P	S	P	S	P	S	P
N	*-x*	-ēs	*-x*	-a	*-x*	-ēs	*-x*	<u>-ia</u>
G	-is	-um	-is	-um	-is	<u>-ium</u>	-is	<u>-ium</u>
D	-ī	-ibus	-ī	-ibus	-ī	-ibus	-ī	-ibus
Acc	-em	-ēs	*-x*	-a	-em	-ēs	*-x*	<u>-ia</u>
Abl	-e	-ibus	-e	-ibus	-e	-ibus	-ī	-ibus

D. Grammar:

1. Which I-stem form (f & m) is different than a normal 3rd declension noun?
   Genitive Plural (ium instead of just um)

2. Which ones are different in a 3rd declension neuter?
   Accusative Singular + Nominative Plural + Accusative Plural

3. Which forms have an extra "i" in the I-stem neuters?
   Genitive Plural + Ablative Singular + Nominative Plural + Accusative Plural

A. Vocabulary:

1.	fortis	**strong, brave**	9.	omnis	**all, whole, every**
2.	difficilis	**difficult**	10.	nōbilis	**well known, noble, famous**
3.	brevis	**short**	11.	pecūnia	**money**
4.	facilis	**easy**	12.	poena	**penalty, punishment**
5.	gravis	**heavy, serious**	13.	rosa	**rose**
6.	dulcis	**sweet**	14.	vīta	**life**
7.	levis	**light, fickle**	15.	sententia	**opinion, sentence**
8.	commūnis	**common, shared**			

B. Chant: Give the forms for the adjective **"brevis"** (both the masculine/feminine and the neuter ones). Remember to label the boxes.

	Case	M	F	N
Singular	Nom.	**brevis**		**breve**
	Gen.	**brevis**		**brevis**
	Dat.	**brevī**		**brevī**
	Acc.	**brevem**		**breve**
	Abl.	**brevī**		**brevī**
Plural	Nom.	**brevēs**		**brevia**
	Gen.	**brevium**		**brevium**
	Dat.	**brevibus**		**brevibus**
	Acc.	**brevēs**		**brevia**
	Abl.	**brevibus**		**brevibus**

C. Grammar:

1. 2-termination adjectives have 2 different ___**endings**___ in the nominative singular.

Some brave sailors face a strong storm in their ship.

1. Decem nautae et ūnus magister nōbilis ad Ītaliam nāvigābant.
   Ten sailors and one famous captain were sailing toward Italy.

2. Nautae nōmen nāvī dant. Nōmen nāvis "Rosa Marium" est.
   **The sailors give a name to the ship. The ship's name is
   "The Rose of the Seas."**

3. Tempestās magna et gravis in eīs cadit.
   A great and serious storm falls on them.

4. Magister nōbilis clāmat, "Valēte, nautae fortēs! Haec tempestās brevis erit!"
   **The famous captain shouts, "Be strong, brave sailors!
   This storm will be short!"**

5. Omnēs nautae contrā tempestātem labōrant.
   All the sailors are working against the storm.

6. Labor est magna et difficilis.
   The labor is great and difficult.

7. Post trēs hōrās tempestās est gravis. Labor nautārum facilis nōn est, sed omnēs
   fortēs sunt.
   **After three hours the storm is heavy. The struggle of the sailors is not
   easy, but all are brave.**

FAMOUS LATIN PHRASES

Amor vincit omnia. *Love conquers all.*

Dulce et decōrum est prō patriā morī. *It is sweet and seemly to die for one's country.*

Ars longa, vīta brevis. *Art is long, life is brief.*

Fortēs fortūna iuvat. *Fortune favors the brave.*

Quot hominēs, tot sententiae. *There are as many opinions as there are men.*

The *–tās* and *–tūdō* suffixes:

As you no doubt know, sometimes a noun and an adjective can have closely related meanings. Several of the adjectives from this week's list can be changed into nouns by adding either the suffix **–tās** or the suffix **–tūdō**. Check out the following examples:

Adjective	+	Suffix	=	Noun	Meaning
brevis	+	-tās	=	brevitās, brevitātis	the quality of being brief or short
fortis	+	-tūdō	=	fortitūdō, fortitūdinis	the quality of being brave
gravis	+	-tās	=	gravitās, gravitātis	the quality of being serious or heavy
nōbilis	+	-tās	=	nōbilitās, nōbilitātis	the quality of being famous or noble

This type of noun is often called an "abstract noun," because they stand for an abstract idea, rather than a concrete object (or person or place). Now try combining these adjectives with the listed suffix to create abstract nouns of your own. Double-check yourself using a Latin dictionary. Then see if you can come up with a couple more on your own!

Adjective	+	Suffix	=	Noun	Meaning
commūnis	+	-tās	=	commūnitās	community
difficilis	+	-tās	=	difficilitās	difficulty
levis	+	-tās	=	levitās	lightness
facilis	+	-tās	=	facilitās	easy, easiness
magnus	+	-tūdō	=	magnitūdo	magnitude, size
līber	+	-tās	=	lībertās	liberty
cīvis*	+	-tās	=	cīvitās	citizenship, state
	+		=		
	+		=		

*Note that **cīvis** is actually a noun rather than an adjective. Sometimes a suffix can be added to a noun to create an abstract noun.

A. New Vocabulary:

Latin	English
brevis, breve	short, brief
commūnis, commūne	shared, common
dulcis, dulce	sweet
fortis, forte	brave, strong
difficilis, difficile	difficult
facilis, facile	easy
gravis, grave	heavy, serious
levis, leve	light, fickle
nōbilis, nōbile	well known, noble, famous
omnis, omne	all, whole, every

B. Review Vocabulary:

Latin	English
pecūnia, -ae	money
poena, -ae	penalty, punishment
rosa, -ae	rose
sententia, -ae	sentence, opinion
vīta, -ae	life