

New!
Revised
Edition

Latin for Children

— PRIMER C —

Classical or Ecclesiastical
Pronunciation

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Chapter 1

Memory Page



Review Chant

Noun Endings

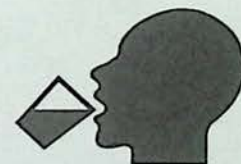
	1st Declension (f)		2nd Declension (m)		2nd Declension (n)	
	Sing	Plural	Sing	Plural	Sing	Plural
Nominative	-a	-ae	-us	-ī	-um	-a
Genitive	-ae	-ārum	-ī	-ōrum	-ī	-ōrum
Dative	-ae	-īs	-ō	-īs	-ō	-īs
Accusative	-am	-ās	-um	-ōs	-um	-a
Ablative	-ā	-īs	-ō	-īs	-ō	-īs

Present-Tense Verb Endings

	Sing	Plural
1st person	-ō	-mus
2nd person	-s	-tis
3rd person	-t	-nt

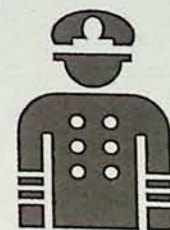
New Vocabulary

Latin	English
Verbs (1st and 3rd conjugations)	
bibō, bibere, bibī	to drink
convocō, convocāre, convocāvī, convocātum	to call together, assemble
cūrō, cūrāre, cūrāvī, cūrātum	to care for
festinō, festināre, festināvī, festinātum	to hurry, rush, accelerate
portō, portāre, portāvī, portātum	to carry; bring
salūtō, salūtāre, salūtāvī, salūtātum	to greet, wish well; welcome
Nouns (1st and 2nd declension)	
colōnus, -ī (m)	colonist; farmer
toga, -ae (f)	toga (formal clothing worn by an adult male citizen)
Adjectives	
fessus, -a, -um	tired
liber, libera, liberum	free



Review Vocabulary

Latin	English
aqua, -ae (f)	water
dominus, -ī (m)/domina, -ae (f)	lord, master/lady, mistress
fēmina, -ae (f)	woman
magister, magistrī (m)	teacher, master; captain*
servus, -ī (m)/serva, -ae (f)	slave (male)/slave (female)
vir, virī (m)	man



*As with English, there are often multiple ways for a Latin word to be translated. Throughout LFCC, you will find we have included additional translations for some of the vocabulary you learned in LFCA and LFCB.



*Pirātae, Part 1*

During the Golden Age of Pirates, AD 1650–1720

Julia tiptoed **post Mārcum** (_____). The **duo puerī erant** (_____) down by the docks, trying **spectāre** (_____) the latest **nāvēs magnās** (_____) entering the harbor of Port Louis, a **oppidum in īnsulā** (_____) of St. Ferdinand. It would be fun **salūtāre** (_____) visitors to their home!

Several **nautae** (_____) on one of the newly arrived **nāvēs** (_____) suddenly pulled out **gladiōs** (_____) that **portābant** (_____). What were they doing?

Another **nauta** (_____) began to lower their colorful flag while running up another flag to replace it. A black flag!

“**Putō** (_____) maybe we should be going,” Marcus said as he backed up.

A dozen **pīrātae*** (_____) spilled out onto the wharf, **parātī pugnāre** (_____). They began torching the closest **casās** (_____). The townsfolk **clāmābant** (_____) in dismay as they became aware of what was happening.

Mārcus et Iūlia (_____) froze. Trapped on the pier, they realized that they were **nōn** (_____) able to return **domum**** (_____).

A **pīrāta** (_____) approached **eōs** (_____), his **ōs** (_____) only half **plēnum dentēs** (_____). He clutched a rusty saber in his hand.

Inching back, Marcus and Julia found there **erat** (_____) no more pier to stand on. Marcus fell backward . . . right into a rowboat. Julia scrambled in after **eum** (_____). The **duo puerī festināvērunt** (_____) to row away **ab** (_____) the pirate’s attack, forced to leave their **familiam** (_____) behind.

**pīrāta, pīrātae, m.:* pirate

***domus, domūs, f.:* house, home (see chapter 20)

Noun and Adjective Review

Now it's time to refresh your memory once again about nouns and adjectives. Remember that all nouns and adjectives have three characteristics: **gender, number, and case.**

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). The options for case, which helps you determine the noun's role in the sentence, are **nominative, genitive, dative, accusative, and ablative.**

Listing the different forms of a noun or adjective all together is called "declining" it, and there are several patterns that nouns or adjectives follow in their declensions. We remember the declensions by their number. The ones that you probably know the best are the **first and second declensions.** First-declension nouns tend to have the vowel *a* in their endings, and the second-declension nouns tend to have *o* or *u* in their endings.

Remember also that adjectives, since they have to agree with the nouns they modify in gender, number, and case, must have endings for all three genders. The most common type of adjectives, which get their feminine endings from the first declension and their masculine and neuter endings from the second declension, are usually referred to as **first- and second-declension adjectives.**

You also studied third-declension nouns last year and will see some third-declension adjectives soon, but we'll concentrate on the first- and second-declension adjectives for now.

Case and Noun Job

As we mentioned earlier, the case of a noun tells you what its role in the sentence is, or its **noun job.** Let's get specific now, and recall which cases are used for which purposes. The **nominative** case, you should remember, is used for the **subject** of the sentence. Keep in mind also that it is used for any other noun or adjective that describes or restates the subject. Thus, since the **predicate noun** restates the subject, it is also in the nominative, and since the **predicate adjective** describes the subject, it is also in the nominative case. The **genitive** case is used to show **possession**, as well as for many purposes for which English would use the preposition "of." The following table lays out all of the cases you've studied, along with the noun jobs and prepositions you should associate with them. You will study the **dative case** in the next chapter. The **accusative** case is used for **direct objects** (things that receive the action of the verb) and for the **objects of certain prepositions.** The **ablative** case

Grammar Lesson

is used for the **objects of the rest of the prepositions**. In addition, for many purposes that in English would be expressed by the prepositions “by,” “with,” and “from,” Latin simply uses the ablative case by itself.

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

Noun Job Abbreviations:

SN = subject noun

PrN = predicate noun

PrA = predicate adjective

PNA = possessive noun adjective

DO = direct object

OP = object of the preposition

Verb Review

We'll do some more verb review in the next two units, but for now, let's just review the very basics. Remember that all verbs have **person**, **number**, and **tense**. **Person** tells you who is doing the action; a first-person verb (“I” or “we”) indicates that the speaker (or the speaker and at least one other person) is doing the action. A second-person verb (“you” or “you all”) indicates that the listener or person being spoken to (or a group of such people) is doing the action. Finally, a third-person verb (“he,” “she,” “it,” or “they”) indicates that someone (or a group of people) who is not participating in the conversation (i.e., a “third party”) is doing the action. **Number** is the only characteristic that both nouns and verbs share, and once again it answers the question “how many?” and has two options: **singular** and **plural**. For a verb, the number tells you how many persons, places, or things are doing the action. As for **tense**, that tells you what time the verb is happening (tense is time!). For now we'll concentrate on the **present tense**, for verbs that occur in the present.



Painting of Amaro Pargo, one of the most famous corsairs of the Golden Age of Piracy, unknown artist, 18th century.

Memory Worksheet

A. Translation

- | | |
|-------------------|-------------------|
| 1. aqua _____ | 10. vir _____ |
| 2. cūrō _____ | 11. servus _____ |
| 3. portō _____ | 12. fēmina _____ |
| 4. salūtō _____ | 13. colōnus _____ |
| 5. bibō _____ | 14. liber _____ |
| 6. festinō _____ | 15. fessus _____ |
| 7. convocō _____ | 16. toga _____ |
| 8. dominus _____ | 17. domina _____ |
| 9. magister _____ | 18. serva _____ |

B. Chant In the following table, complete the lists of first- and second-declension endings (masculine, feminine, and neuter).

	1st Declension (f)		2nd Declension (m)		2nd Declension (n)	
	Singular	Plural	Singular	Plural	Singular	Plural
Nominative						
Genitive						
Dative						
Accusative						
Ablative						

List the present-tense verb endings. Remember to fill in the headings for the table's columns and rows as well.

	-ō	

Memory Worksheet



C. Grammar

1. List the names of the five noun cases:

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

3. First- and second-declension adjectives have the same endings as

_____.

4. All verbs have three characteristics. They are p _____,
n _____, and t _____.

5. Tense refers to (circle 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? Draw lines between the noun jobs on the left and their matching cases and abbreviations on the right.

Predicate Adjective
Subject Noun
Direct Object
Predicate Noun
Possessive Noun Adjective
Object of the Preposition

Nominative	SN PrN PrA
Genitive	PNA
Accusative	DO OP
Ablative	OP

Translation Worksheet

A. Study

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

1. **Rēx omnēs¹ militēs in ātrium² convocat.**

2. **Servī multum cibum prō rēge portant.**

3. **Colōnus mare nōn³ cūrat. Is terram cūrat.**

4. **Nautae magistrum nāvis salūtant.**

5. **Post virī per campum currunt fessī erunt.**

6. **Omnēs servī ōrant esse liberī.**

7. **Dixit eis Iēsus: “Implēte⁴ hydriās⁵ aquā.” (John 2:7)**

Famous Latin Phrases

Can you translate the first two of these Latin phrases?

terra firma _____

Festīnā lentē. *Make haste slowly.*

vōx populī _____

rāra avis *a rare bird*



1. *omnis, omne*: all, whole, every (see chapter 3)
2. *ātrium, -ī (n)*: hall
3. *nōn*: not (see chapter 2)
4. *implēte*: fill; from *impleō, implere, implēvī, implētum*: to fill
5. *hydria, -ae (f)*: jar

Activity Worksheet

Fill in the Blanks

1. A predicate noun has this case: _____.
2. A direct object takes this case: _____.
3. An object of the preposition takes either of these cases: _____.
4. A possessive noun adjective takes this case: _____.
5. Gender, number, and case characterize both nouns and _____.
6. Person, number, and tense characterize _____.

Crossword Puzzle

Across

4. free
7. toga (formal clothing worn by an adult male citizen)
9. male slave
12. lord, master
13. water
14. firm ground
15. I care for
16. I call together, assemble
18. colonist; farmer
20. I drink

Down

1. voice of the people
2. tired
3. I hurry, rush, accelerate
5. teacher, master; captain
6. woman
8. female slave
10. rare bird
11. I greet, wish well; welcome
12. lady, mistress
17. I carry; bring
19. man

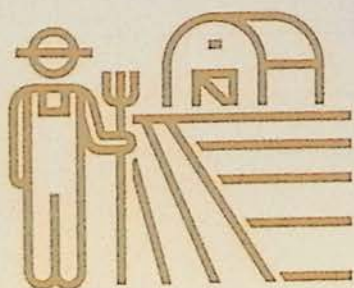
Quiz

A. New Vocabulary

Latin	English
bibō, bibere, bibī	
cūrō, cūrāre, cūrāvī, cūrātum	
convocō, convocāre, convocāvī, convocātum	
festinō, festināre, festināvī, festinātum	
portō, portāre, portāvī, portātum	
salūtō, salūtāre, salūtāvī, salūtātum	
colōnus, -ī	
toga, -ae	
fessus, -a, -um	
liber, libera, liberum	

B. Review Vocabulary

Latin	English
aqua, -ae	
dominus, -ī/ domina, -ae	
servus, -ī/ serva, -ae	
vir, virī	
fēmina, -ae	
magister, magistrī	





C. Chant

	1st Declension (f)		2nd Declension (m)		2nd Declension (n)	
	Singular	Plural	Singular	Plural	Singular	Plural
Nominative						
Genitive						
Dative						
Accusative						
Ablative						

Present-Tense Verb Endings

	Singular	Plural
1st person		
2nd person		
3rd person		



Painting: *Greek Pirates Attacking a Turkish Vessel*, not dated, France, 19th century, oil on fabric, gift of Mr. and Mrs. J. H. Wade 1916.1034.



Quiz

D. Grammar

1. List the names of the five noun cases:

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n _____, and c _____.

3. First- and second-declension adjectives have the same endings as

_____.

4. All verbs have three characteristics. They are p _____,

n _____, and t _____.

5. Tense refers to (circle one):

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

6. Do you remember all the noun jobs and their abbreviations? Draw lines between the noun jobs on the left and their matching cases and abbreviations on the right.

Predicate Adjective
Subject Noun
Direct Object
Predicate Noun
Possessive Noun Adjective
Object of the Preposition

Nominative	SN PrN PrA
Genitive	PNA
Accusative	DO OP
Ablative	OP

Chapter 2

Memory Page



New Chant

Third-Declension Noun Endings

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

New Vocabulary

Verbs

Latin	English
-------	---------

cognōscō, cognōscere, cognōvī, cognitum	to get to know; recognize
discō, discere, didicī	to learn
doceō, docēre, docuī, doctum	to teach
legō, legere, lēgī, lēctum	to collect; choose; read
studeō, studēre, studuī (+ dat.)	to be eager for; study

Nouns

Special Phrases

Adverbs

Latin	English	Latin	English	Latin	English
liber, librī (m)	book	scholam	I give a class	etiam	also, even, too
schola, -ae (f)	school; group of followers, following	habeō	or lecture	nōn	not

Review Vocabulary

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







Piratae, Part 2

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

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

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

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

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

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

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

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

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

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

Grammar Lesson

Verbs That Take the Dative

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

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

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

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

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

Third-Declension Words

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

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

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

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

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

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

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

The Last Case: The Dative

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

The teacher gives *Mark* the book.

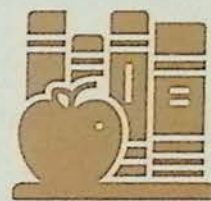
In this sentence, the indirect object, in italics, is “Mark.”

In Latin the sentence would be written as follows:

Magister *Mārcō* librum dat.

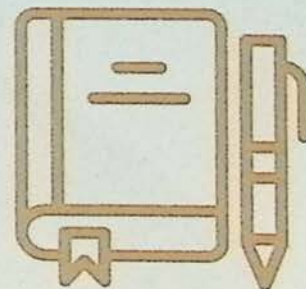
Now, note how in English we could say the same thing without changing the essential meaning by using the preposition “to”:

The teacher gives the book *to Mark*.



Fun Fact!

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



Grammar Lesson

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

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

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



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

Memory Worksheet



A. Translation

1. **legō** _____
2. **discō** _____
3. **doceō** _____
4. **studeō** (+ dat.) _____
5. **cognōscō** _____
6. **schola** _____

7. **liber** _____
8. **scholam habeō** _____
9. **etiam** _____
10. **nōn** _____
11. **rēx** _____
12. **uxor** _____
13. **iter** _____
14. **fīnis** _____
15. **mare** _____

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

C. Grammar

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

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

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

Translation Worksheet

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

1. **Magister discipulōs vocat.** _____
2. **Discipulī ad scholam currunt.** _____
3. **Discipulī sedent.** _____
4. **Magister dīcit, "Librōs novōs tibi dō. Ex illis bene¹ discitis."**

5. **Mārcus domum² cum librō novō currit. "Ecce,³ māter! Librum novum habeō!"**

6. **Mārcus librum legēbat.** _____
7. **Postrīdiē,⁴ magister scholam habet. Magister dīcit, "Librum doceō, librum discite!" or "Ē librō doceō, ē librō discite!"**

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

9. **Māter eius rogat, "Cūr⁵ fessus es?" Mārcus respondet, "Hic liber oculōs meōs⁶ perdit!"⁷**

1. *bene*: well (see chapter 26)
2. *domus, -ūs (f)*: house, home (see chapter 20)
3. *ecce*: look
4. *postrīdiē*: the next day
5. *cūr*: why (see chapter 10)
6. *meus, mea, meum*: my (see chapter 27)
7. *perdō, perdere, perdīdi, perditum*: to ruin

Famous Latin Phrases

ex librīs from the books of

Docendō discimus. *By teaching we learn.*

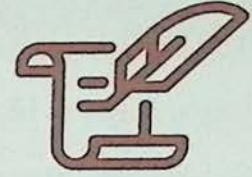
Errāre hūmānum est. *To err is human.*

Fīnem respice. *Consider the end.*

Activity Worksheet

Third-Declension Nouns and the Dative Case

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



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

2. **Magister etiam discipulīs tabulās⁸ dat.**

3. **Discipulī dicunt, “Grātiās⁹ tibi agimus.”¹⁰**

4. **Rēx epistulam parvam ad uxōrem mittit.¹¹ Servus rēgīnae epistulam dat. Haec verba in epistulā sunt:**

5. **“Rēgīna mea,¹² cupīsne¹³ ire ad lītus? Mare pulchrum nunc¹⁴ est. Iter facere¹⁵ ad mare cupiō!”**

6. **Rēgīna epistulam scribit et rēgī eam mittit. Epistula rēgīnae ūnum verbum habet: “Eāmus!”¹⁶**

8. *tabula, -ae*: tablets

9. *gratiās*: thanks (You may remember this word from the Conversational Latin sections of chapters 5 and 10 of *Latin for Children Primer B*.)

10. *agō, agere, ēgī, āctum*: to thank (with *gratiās*); to do, drive (see chapter 17)

11. *mittō, mittere, mīsī, missum*: to send (see chapter 25)

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

13. *cupīsne*: do you want; from *cupiō, cupere, cupī(v)ī, cupītum*: to wish, want, be eager for, desire (see chapter 15)

14. *nunc*: now (see chapter 30)

15. *faciō, facere, fēcī, factum*: to make, do (see chapter 15)

16. *eāmus!*: Let us go!

Quiz

A. New Vocabulary

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

B. Review Vocabulary

Latin	English
rēx, rēgis	
uxor, uxōris	
iter, itineris	
fīnis, fīnis	
mare, maris	

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

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

D. Grammar

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

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

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



New Chant

Third-Declension Adjectives (Two Terminations)

	Case	Masculine/Feminine	Neuter
Singular	Nominative	brevis	breve
	Genitive	brevis	brevis
	Dative	brevī	brevī
	Accusative	brevem	breve
	Ablative	brevī	brevī
Plural	Nominative	brevēs	brevia
	Genitive	brevium	brevium
	Dative	brevibus	brevibus
	Accusative	brevēs	brevia
	Ablative	brevibus	brevibus

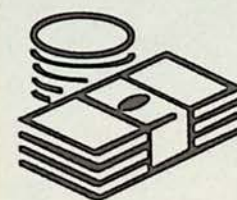
New Vocabulary

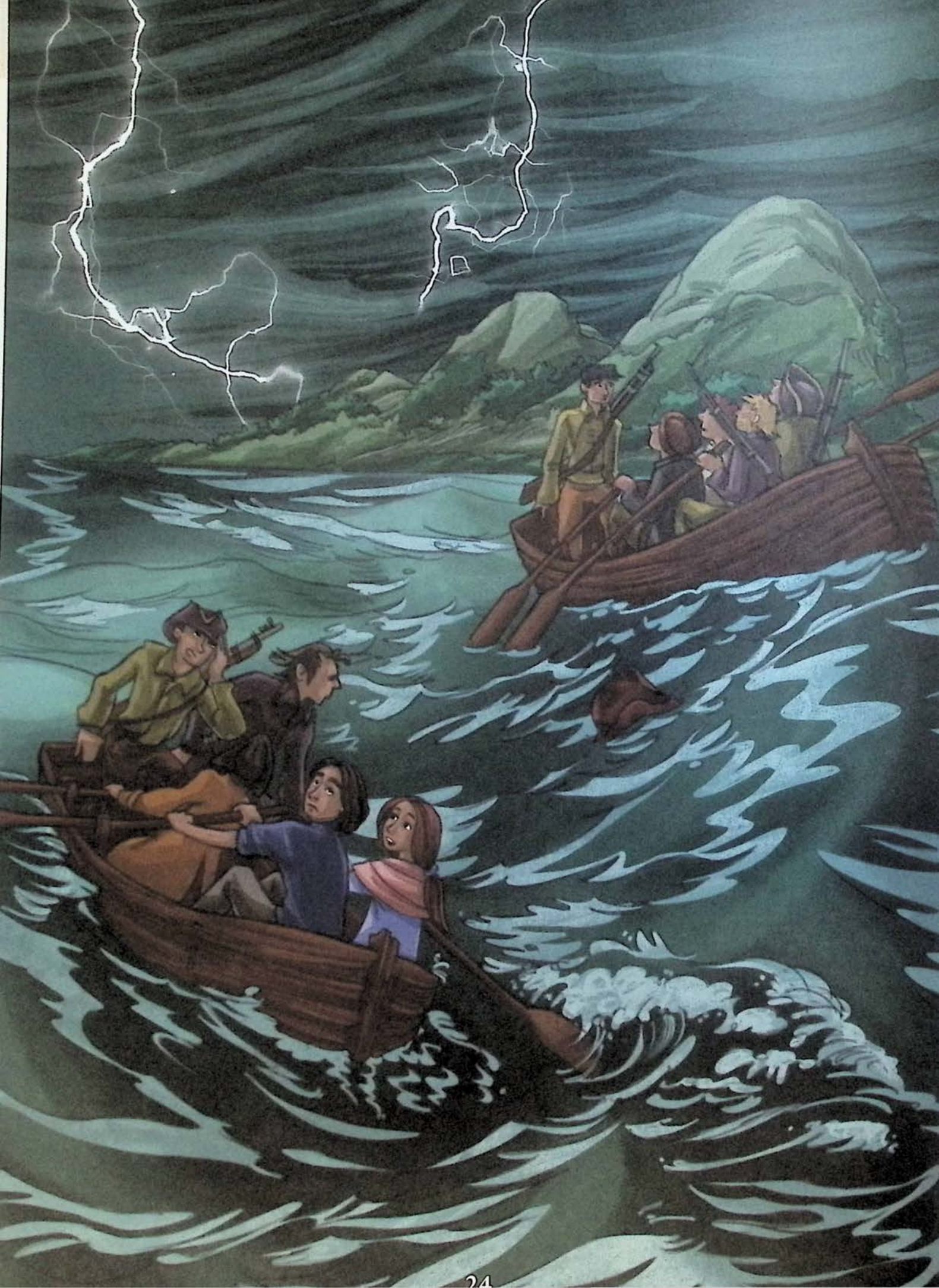
Latin	English
brevis, breve	short, shallow, short-lived, brief
commūnis, commūne	shared, common
difficilis, difficile	difficult
dulcis, dulce	sweet
facilis, facile	easy
fortis, forte	strong, brave
gravis, grave	heavy; serious
levis, leve	light (not heavy); fickle, trivial
nōbilis, nōbile	well-known, noble, famous
omnis, omne	all, whole, every



Review Vocabulary

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





Piratae, Part 3

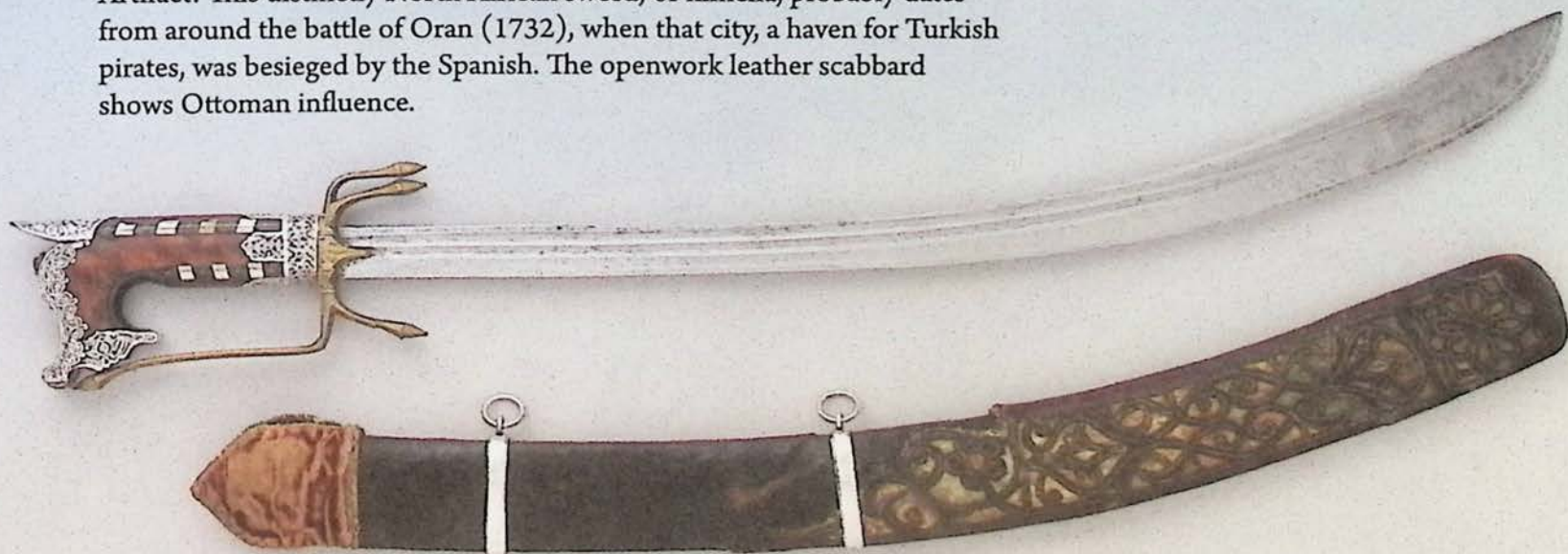
The **nōmen virī erat** (_____) Mr. Horner. The **puerī** (_____) had told their **fābulam** (_____) so well that he became convinced he needed **adiuvāre eōs** (_____).

Dominus (_____) Horner assisted *Mārcum et Iūliam* in rallying a **parvum** (_____) band of *piscātōrum et agricolārum* to help them push the *pīrātās ē* (_____) Port Louis. The **cōnsilium erat** (_____) that Mr. Horner would become the spokesperson to discuss things *cum pīrātīs*. They would fight if necessary, but they hoped Mr. Horner could persuade the pirates to move *ex insulā*.

Septem virī (_____) had volunteered. Despite the protests *virōrum*, Marcus and Julia insisted on being **partem** (_____) of the group. Along with Mr. Horner, that made **decem** (_____) total. A **brevī** (_____) time later, after gathering some supplies **in nāvēs** (_____), they **omnēs** (_____) went. But sailing back to St. Ferdinand proved to be much more **difficile** (_____) than they had thought it would be. A **magna** (_____) storm fought **contrā eōs per tōtam viam** (_____). Lightning struck **prope nāvēs** (_____). It was very frightening!

Sadly, that was only the start of their problems.

Artifact: This distinctly North African sword, or nimcha, probably dates from around the battle of Oran (1732), when that city, a haven for Turkish pirates, was besieged by the Spanish. The openwork leather scabbard shows Ottoman influence.



Grammar Lesson

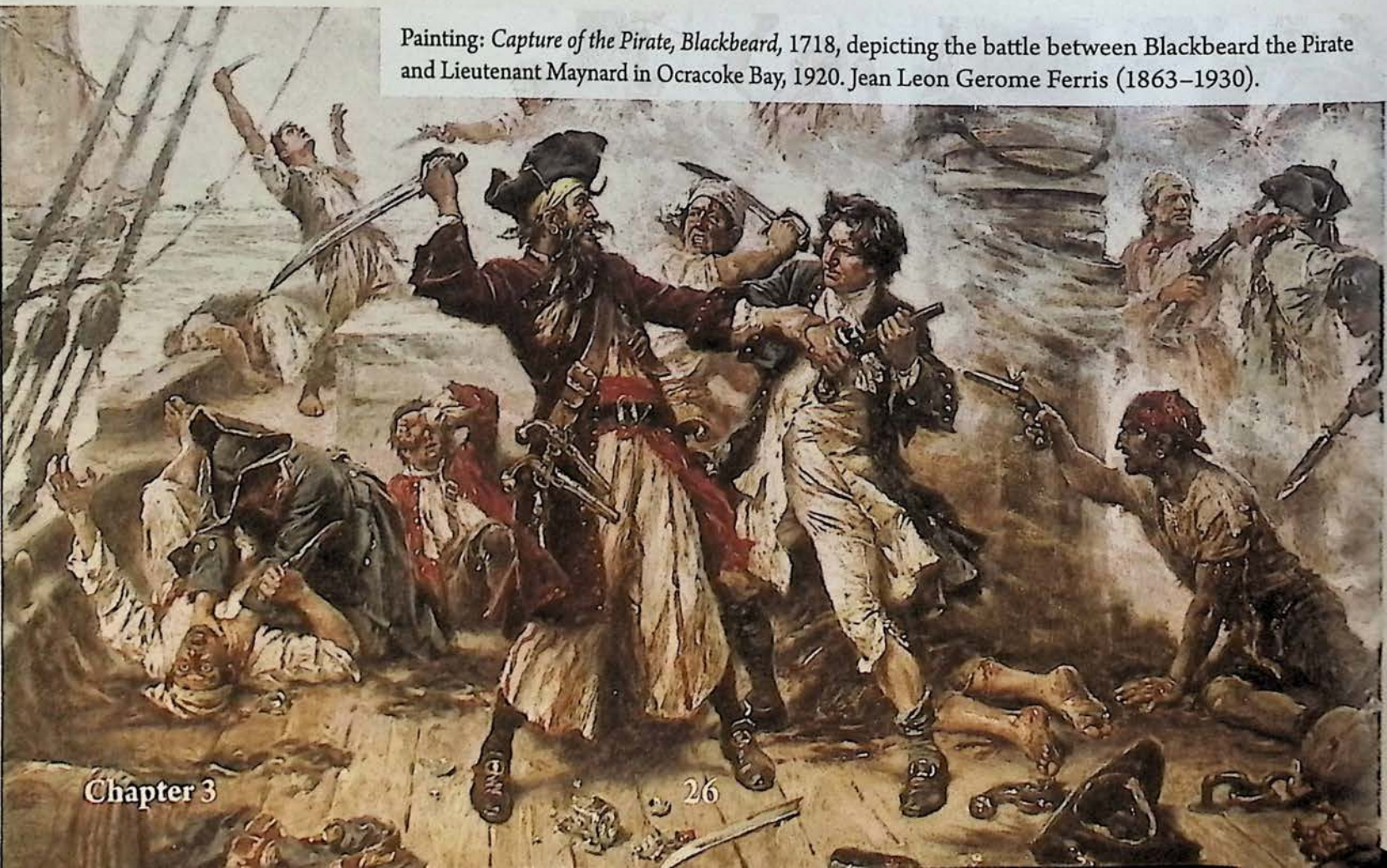
Third-Declension Adjectives

Take a careful look at the table for this chapter's chant. You should notice two things. First, like almost all third-declension adjectives, *brevis* is declined pretty much like a typical I-stem of the third declension. Can you see the only difference? It's in the ablative singular, which is usually *-e* for masculine and feminine third-declension I-stem nouns. Third-declension adjectives, though, are just a bit more "hard-core" in their "I-stem-ness," if you will, and have that *-ī* in one more place.

Second, third-declension adjectives have the same forms in the feminine and masculine, but several different ones in the neuter. This is also not so strange, if you think about it. Remember how similar those masculine and feminine third-declension words are? In fact, that's why you've been memorizing which gender third-declension nouns are: There is nothing that different between the two in form.

In any case, that is why *brevis* is called a "two-termination" adjective. The word "termination" just means "ending," and two-termination adjectives have two different endings in the nominative singular. One of these endings is generally *-is* for the masculine and feminine forms, which is like the genitive singular form, and like many masculine and feminine third-declension nouns, such as *avis* and *nāvis*. The other nominative singular ending is *-e*, just like many third-declension, neuter I-stem words, such as *mare*.

Painting: *Capture of the Pirate, Blackbeard*, 1718, depicting the battle between Blackbeard the Pirate and Lieutenant Maynard in Ocracoke Bay, 1718. Jean Leon Gerome Ferris (1863–1930).



Translation Worksheet

A. Study

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

Some brave sailors face a strong storm in their ship.

1. Decem nautae et unus magister nōbilis ad Ītaliā nāvīgābant.

2. Nautae nōmen nāvī dant. Nōmen nāvis “Rosa Mariūm” est.

3. Tempestās¹ magna et gravis eōs circumstat.²

4. Magister nōbilis clāmat, “Valēte, nautae fortēs! Haec tempestās brevis erit!”

5. Omnēs nautae contrā tempestātem labōrant.

6. Labor est magna et difficilis.

7. Post trēs hōrās tempestās est gravis. Labor nautārum facilis nōn est, sed omnēs fortēs sunt.

Famous Latin Phrases

Omnia vincit amor. *Love conquers all.*

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

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.*

¹tempestās, -ātis (f): storm

²circumstō, circumstāre, circumstetī, circumstitum: to surround



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— PRIMER C —



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Foreign Language: Latin
ISBN 13: 9781600510120



9 781600 510120 52595