

FOURTH EDITION

# LATINA CHRISTIANA

*An Introduction to First Form Latin*

## Teacher Manual

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# GENERAL TEACHING GUIDELINES

**Latina Christiana** can be adapted to a variety of ages and ability levels. Many third graders can complete the course in one year; others may require two years. A fifth grader should be able to master every lesson. High school students may complete the course in one semester with no assistance. You are the best judge of whether your child is learning up to his potential. Since students vary greatly in ability and maturity, teaching and testing must be adjusted accordingly.

## Lesson Components

1. Greetings, oral conversation, oral recitation, oral review
2. New lesson: saying, vocabulary, derivatives, grammar, history (optional)
3. Exercises
4. Written drill with CD (3x/week recommended)
5. Review, games
6. Quiz

The timing of the lesson components depends on the type of school and the number of class meetings per week. In the first example below, the complete lesson is covered at one sitting, perhaps a necessity for co-op or cottage schools that meet once weekly and often the most convenient option for homeschoolers. In the second example, the lesson is spread out over the entire week. You must adjust your class time and coverage to fit your learning situation. In any case, the exercises for 3rd-5th graders should be completed primarily in class with the aid of a teacher. A minimum of two hours is required for a once-a-week class. For a once-a-week co-op, the quiz can be given at home or the beginning of each week's class period.

### Homeschool or Co-op

Day 1	Class Meeting	Teach complete lesson including exercises
Day 2	Home	Written drill with CD
Day 3	Home	Written drill with CD
Day 4	Home	Written drill with CD
Day 5	Home or following week's class meeting	Review, games, quiz

### Homeschool of 5 class meetings/week

Day 1	Teach saying, vocabulary, derivatives. Do derivative exercises and written drill with CD.
Day 2	Teach grammar and do remaining exercises. Written drill with CD.
Day 3	Teach history and do questions (optional).
Day 4	Written drill with CD, review games
Day 5	Quiz

## Greetings

Begin each class with a teacher salutation and class response from Conversational Latin (in Appendices).

**Teacher:** **Salvete, amici Latinae** Hello, friends of Latin

**Students:** **Salve, magistra** Hello, teacher

Additional Latin conversation will be added in the individual lesson plans.

End class with: **Valete, discipuli** Goodbye, students.

**Vale, magistra** Goodbye, teacher

## Recitations

1. The oral recitation of grammar forms should follow the opening greeting. Students should stand for the recitation of forms.

**Teacher:** **Súrgite** Stand up.

**Teacher:** **Recitemus** Let us recite.

**Teacher:** **amo**

**Students:** **amo, amas, amat, amamus, amatis, amant**

The length of the recitation will grow throughout the year as new grammar forms are added each week. The teacher begins each recitation with the first word of the conjugation or declension. Group recitations usually have one leader with a strong voice, so it is important to also call on individual students, in order to accurately assess the mastery level of each student. The forms and other memory work should be learned in class through oral recitation, repetition, and drill. The recitations can be said in a variety of styles: soft rhythmic, marching military, or boisterous cheerleader.

**Teacher:** **Sedete** Sit down.

2. Now is a good time to review Latin Sayings, vocabulary, and grammar questions orally. Use flashcards for vocabulary. Use the grammar questions from the exercises in the student text. Give Latin Sayings first in Latin and then in English. Students who have completed *Prima Latina* should continue to recite weekly the *Sanctus* and *Glória Patri*, which were taught in that program.

## New Lesson

### 1. *Latin Saying*

There are many famous Latin quotations and expressions; the ones in this course have been selected for their simplicity and appeal to students. Background information for each saying is given in the Lesson Plans. Students like these sayings, and they should be included in weekly drills and recitations. Latin Sayings teach students about their heritage and also provide useful examples of grammar and syntax.

### 2. *Vocabulary*

A good way to teach vocabulary is to pronounce each word as you write it on the board, and then have students repeat after you. The students hear, see, say, and write each word. Repetition is really the only way to learn vocabulary, and the more direct and focused, the better. Enunciate each word clearly and exaggerate the pronunciation. Students like the sound of foreign words and enjoy saying them. Roll your r's. Get their attention. This can be an enjoyable part of the lesson if you emphasize the oral work. Vocabulary study will also be more interesting if students are encouraged to approach it as if they are doing detective work—making observations and looking for clues. Similarities and differences should be noted and related to important facts about the words, such as gender, declension, part of speech, etc.

Scripted lesson plans will demonstrate this method. Latin develops the powers of observation, comparison, attention to detail, and concentration. These skills will be carried over into other areas of academic study and are one of the greatest benefits of Latin study.

### 3. *Derivatives*

More than half of all English words come from Latin. These English words are called derivatives (or cognates). The derivatives that are used in the exercises are included in the Student Text. Additional derivatives are listed in the Teacher Manual. A list of each derivative and its definition is also included in the back of the Teacher Manual. You may let students suggest additional derivatives if you have time. Studying Latin develops an interest in English words and makes the English language come alive. Students will start to see Latin roots in any new word they encounter. An English word that has a similar spelling and related meaning to a Latin word may be a derivative of that word. You should always check a dictionary to make sure. Note: Some of the derivatives in this text are technically *cognates*. A cognate is a word that shares a similar root with a Latin word, but is not directly derived from that word. At this level, students do not need to worry about distinguishing between derivatives and cognates.

### 4. *Grammar*

The grammar lesson is scripted for you. As much as possible, ask questions and let students display what they know or can figure out about grammar; encourage an attitude of observation and inquiry in the grammar lesson. The grammar section needs to move quickly, however, so don't ever let a lesson drag if the students aren't forthcoming with answers. The exercises will reinforce grammar concepts. You should have a good English grammar and usage handbook to consult when needed.

### 5. *History, Geography of Rome (optional)*

In the back of the Student Text, there are questions for the first 13 stories in *Famous Men of Rome*. There is a History Guide in the back of this manual that gives background information for Roman history, an answer key for questions, a reproducible chart, and two sets of maps. The blank maps are for student activities and tests. There is also a test, organized by chapters, that can be given in parts throughout the year or as a cumulative final.

## Exercises

A page of exercises follows each lesson. The exercises generally increase in difficulty from A to E. In general, the A translation section reviews Latin Sayings and conversational Latin; B reviews grammar; C, D, and E are exercises practicing word formation, translation, and derivatives. For students in grades 3-5, most exercises should be done in class with teacher assistance. If you must assign some exercises as homework, assign the easier or self-explanatory ones (A, B, and derivatives) and do the actual translation exercises in class. And if you must assign these also, at least do half of each set in class to make sure students understand how to do them. Exercises that are assigned for homework should be checked in class and all errors corrected.

Do not be discouraged if students make many mistakes in their exercises. You should aim for mastery of the lesson—vocabulary, saying, and forms—but do not expect mastery of the application of Latin in the exercises. Students make many mistakes in arithmetic at the beginning and it is only through practice that they eventually achieve accuracy and speed. The same is true of Latin.

**Word Choice.** There are two or more meanings for many vocabulary words. All choices are correct unless there are specific restrictions about certain meanings. The answer key doesn't always give each alternative meaning.

## CD Written Drill

The Vocabulary and Grammar Drill Forms on the following pages are reproducible and can be used to drill and master vocabulary. Instructions are given at the end of this section. In order to attain mastery of each lesson, students need to hear, see, say, and write vocabulary, saying, and grammar forms 2-3 times each week. This is a good homework assignment.

## Quizzes and Tests

If you are teaching in a cottage class that meets once a week, you have two options. You can review the previous week's lesson and give a quiz before beginning the new , or you can allow the parents to administer the quizzes at home. Day and homeschoolers will want to give a quiz at the end of each week. A reproducible quiz for each lesson is included in the back of this manual. The weekly quiz measures mastery of the facts of each lesson. It does not measure understanding or translation. Students in 3rd grade and up should be able to achieve mastery over each week's lesson and do well on these quizzes. If you find your students cannot master each week's material, you can slow down and spend two weeks on each lesson, or you can give easier quizzes by giving the saying and vocabulary in Latin and allowing the student to give answers in English. However, the grammar forms must be mastered and written in Latin. For older children you may want to add translation exercises to the weekly quiz.

There are five tests, one after every five lessons. The tests include translation and derivatives. There is an additional test over Roman historical information. The tests are cumulative and much more difficult than the weekly quizzes. For third and even some fourth graders, I recommend going over the test orally with the students the day before and also immediately before handing it out. Tests and keys are included in the back of this manual.

## General Review and Games

### *Vocabulary Cards*

Students will begin to forget words as the year progresses and also confuse words that start with the same letter or have similar meanings. The failure to master vocabulary is the principal cause of student frustration and desire to quit Latin. Frequent drill with vocabulary cards at home is effective. You may make your own flashcards on cardstock paper, or purchase pre-printed flashcards from Memoria Press. Students can use the cards in a variety of games. With two sets, they can play "Concentration."

### *Rapid-Fire Review*

Include a general review over all topics once a week, or every day, for a few quick minutes. Ask individual students short-answer questions in quick succession as you go around the room. Ready-made questions are found in the exercises, lesson plans, and history questions. Students like knowing the right answer and being able to demonstrate what they know, so don't hesitate to ask some easy questions from the first day of Latin class (Who founded Rome? Romulus and Remus!).

## Games

There are many games that can be used with foreign language study.

- **Jeopardy-Bingo:** Mark off the chalkboard into categories, such as derivatives, history, grammar, vocabulary, sayings. Play the TV game or give extra points for correct answers in a vertical, horizontal, or diagonal row. Classes can be divided into teams: Romani et Graeci (or Bárbari, or Galli)—Romans and Greeks (or Barbarians, or Gauls), or Púeri et Puellae—Boys and Girls.
- **High Noon or Gladiators:** Divide the class into two teams. Teams form into lines, and students from different teams face each other one at a time and "duel" by competing to give the right answer first to a question given by the teacher. Mix up the order of each line, or make one line one person longer than the other, so that different students face each other. No student enjoys losing to the same student over and over. The first team to score a set number of points wins.
- **Pictionary:** Divide the class into two teams. A student is given a Latin word which he must illustrate on the blackboard with a picture so his teammates can guess the word in Latin.

## Instructions for Vocabulary and Grammar Drill

Make copies of the two-page drill sheet (pages 6-7) for each of the twenty-five lessons, and extras for review lessons. There are spaces on the drill sheets for a drill of each of the three lesson components: vocabulary, saying, and grammar forms.

Instruct your student to look at the lesson vocabulary, saying, and grammar forms in the text while listening to the pronunciation CD. He should repeat all Latin orally after the CD as instructed. Then he should write the vocabulary, saying, and grammar forms on the drill sheet. This drill may be repeated three times each week, preferably on three separate days. He can write the day and/or date at the top of each sheet.

**NOTE:** In all written work, students do not need to include accent marks. Those marks are provided as an aid to correct pronunciation only.





Nomen: \_\_\_\_\_ Date: \_\_\_\_\_ Day: \_\_\_\_\_

## GRAMMAR DRILL - NOUN

Singular	Plural

## GRAMMAR DRILL - VERB

Singular		Plural	
Latin	Translation	Latin	Translation

## GRAMMAR DRILL - ADJECTIVE

Singular			Plural		
M.	F.	N.	M.	F.	N.

# LESSON PLAN I

## FIRST CONJUGATION

### ① Opening

Begin each class with the dialogue below, followed by the prayer, and music (optional).

**Teacher:** *Salvete, amici Latinae*  
(Hello, friends of Latin)

**Students:** *Salve, magister / magistra*  
(Hello, teacher)

**Teacher:** *Súrgite* (Stand up)

**Teacher:** *Oremus* (Let us pray)

**All:** *Table Blessing*

**Music:** *Christus Vincit*

### ② Latin Saying

Write saying on board, pronounce, and have students repeat after you. Explain significance of saying using the notes below.

**Ora et Labora.** *Pray and work.*

St. Benedict has been called one of the founders of Western Civilization, and even the *Father of Europe*. In 530 A.D., while the barbarians were fighting over Rome, St. Benedict and a small band of monks established a monastery at Monte Cassino, eighty-five miles southeast of Rome. The monasteries preserved the Christian faith and civilization during the dark ages. St. Benedict's famous Rule for the life of monks spread across Europe in the following centuries. *Ora et labora* is a summary of the Rule of St. Benedict and is a good rule for our lives too.

**NOTE:** Students may ask why **Ora** and **Labora** end in **a** instead of **o**. They are the singular imperatives of the verbs **oro** and **laboro**, a concept beyond the scope of an introductory course. Like English sayings, many Latin sayings won't perfectly match the common rules of grammar because of their unique nature.

### ⑤ Grammar

Write grammar forms on board. Tell students this is the *1st Conjugation* and they will learn what it means next week. Pronounce each word in the first column and then in the second column. Have students repeat after you several times. The conjugation is rhythmical and easy to learn. Teach by the **Disappearing Word Technique**. Erase **amo** and recite the complete conjugation with students. Point to where **amo** was written and ask students what was there. Erase **amas** and again recite complete conjugation with students from beginning. Point to where **amo** and **amas** were and ask students what was there. Continue erasing one word at a time, reciting complete conjugation each time with students, until the whole conjugation has been erased. Repeat several times. Ask for a volunteer to stand and recite conjugation from memory. Continue until every student has recited.

**N.B.** In all written work, students do not need to include accent marks. Those marks are provided as an aid to correct pronunciation only.

## LESSON I



### Latin Saying

Ora et labora.

— St. Benedict

Pray and work.

### Vocabulary

amo	I love, like	amateur
laboro	I work	laboratory
laudo	I praise	laudable
oro	I beg, pray	orator
voco	I call	vocal

### Grammar Forms

#### 1st Conjugation

Person	Singular		Plural	
	1st	amo	-o	amamus
2nd	amas	-s	amatis	-tis
3rd	amat	-t	amant	-nt



## EXERCISES: Lesson I

### A. Phrases and Sayings: Translate.

1. Salve, magistra. (p. 73) Hello, teacher. (female)
2. Ora et labora. Pray and work.
3. laudo I praise
4. oro I pray
5. amo I love

### B. Grammar

1. A verb is a word that shows action.
2. The letter -o at the end of a Latin verb stands for the pronoun I.
3. A/An pronoun is included in every Latin verb.

### C. Derivatives: Complete these sentences with derivatives you have learned in class.

1. Scientists perform experiments in a/an laboratory.
2. Someone who is a good public speaker is a/an orator.
3. Something that is worthy to be praised is laudable.
4. He is a/an amateur, not a professional.

Lesson I 11

## ③ Word Study

Write the five vocabulary words and meanings on the board. Pronounce each word and have students repeat after you. Ask the questions below. Help students if intended student responses are not forthcoming.

**Teacher:** *What is similar about the words in today's lesson?*

**Student:** *They all end in the letter o, and they are all verbs.*

**Teacher:** *What is a verb?*

**Student:** *A verb is a word that shows action.*

**Teacher:** *What letter in these verbs do you think stands for the pronoun I?*

**Student:** *The letter o.*

**Teacher:** *In every Latin verb, a pronoun is included in the word!*

**Word Choice:** There are two or more meanings for many vocabulary words. All choices are correct unless there are specific restrictions about certain meanings. The answer key doesn't always give each alternative meaning.

## ④ Derivatives

**Teacher:** *Many English words come from Latin words. Look at **laboro**. Does it remind you of any English words?*

Continue to go through the vocabulary and write one derivative next to each Latin word on the board. Teach only words that are age-appropriate for your students. Be sure to include the words that are used in Part C of the exercises. A complete listing of derivatives and definitions is available in the back of this manual. Students should record derivatives either in their book next to the vocabulary word or in a notebook.

*amateur*

*orator*

*amorous*

*oratory*

*laboratory*

*vocal*

*laud*

*vocation*

*laudable*

**STOP:** If you have not read the Grammar Overview and Teaching Guidelines at the beginning of this manual, read them closely before teaching this course.

# LESSON PLAN II



## LESSON II

### FIRST CONJUGATION

#### ① Opening

**Teacher:** *Salvete, amici Latinae*  
(Hello, friends of Latin)

**Students:** *Salve, magister / magistra*  
(Hello, teacher)

**Teacher:** *Súrgite* (Stand up)

**Teacher:** *Oremus* (Let us pray)

**All:** *Table Blessing*

**Music:** *Christus Vincit*

#### ② Recitation - cue words

*amo*

#### ③ Latin Saying

**Mater Itáliae — Roma**

*The mother of Italy — Rome*

This saying is from the Roman historian Florus. The ideals and language of Rome became the source of unity for the diverse peoples of the Italian peninsula, and eventually the whole Mediterranean world.

**NOTE:** *Itáliae* is the genitive singular (possessive) of the noun *Itália*. The first declension will be introduced in Lesson 3.

#### Latin Saying

*Mater Itáliae — Roma*

The mother of Italy — Rome

#### Vocabulary

<i>aqua</i>	water	<i>aquarium, aqueduct</i>
<i>glória</i>	glory	<i>glorify, glorious</i>
<i>Itália</i>	Italy	
<i>memória</i>	memory	<i>memorial</i>
<i>Roma</i>	Rome	
<i>victória</i>	victory	<i>victorious</i>
<i>vita</i>	life	<i>vitamin</i>
<i>návigo</i>	I sail	<i>navigate</i>
<i>paro</i>	I prepare	<i>preparation</i>
<i>specto</i>	I look at	<i>spectator</i>

#### Grammar Forms

1st Conjugation - Present Tense  
present stem: *voca-*

Person	Singular		Plural	
1st	<i>voco</i>	<i>I call</i>	<i>vocamus</i>	<i>we call</i>
2nd	<i>vocas</i>	<i>you call</i>	<i>vocatis</i>	<i>you all call</i>
3rd	<i>vocat</i>	<i>he/she/it calls</i>	<i>vocant</i>	<i>they call</i>

12 Lesson II

#### ⑥ Grammar

**NOTE:** You will notice that the student text used *amo* last lesson and is using *voco* this lesson. Students began with *amo* because it is the traditional model verb of the 1st conjugation, with the phrase "*amo, amas, amat*" being a Latin saying in its own right. However, *voco* is a superior model verb because it lacks an *a* in the stem, allowing students to distinguish more clearly between the stem and ending (e.g., *amamus* vs. *vocamus*).

**Personal Endings:** Last week we saw that Latin verbs include a pronoun. What are some more pronouns besides *I*? (*You, he/she/it, we, they*) What is the difference between these? (To whom the speaker is directing his speech.) What is the definition of a *pronoun*? (A pronoun is a word that stands for a noun.) What is the difference between the *singular* and *plural* pronoun? (In the singular, the pronoun refers to only one person, and in the plural, it refers to more than one person.)

Write the grammar forms from Lessons 1 and 2 on the board and ask students if they see similarities. Circle the similar endings (*o, s, t, mus, tis, nt*). Ask, "If *o* stands for the pronoun *I*, what do you think the other endings represent?" Write the meanings after the forms of *voco* as given in the student text. Also write a separate chart of Latin personal endings and their corresponding English pronouns (found on opposite page).

**Illustrating Grammatical Person:** To illustrate the difference between persons, have three students come to the front and demonstrate the concepts of 1st, 2nd, and 3rd *person* by saying something like *I like Latin, You like Latin, and He likes Latin*. Switch students around to show that the persons are always in reference to who is doing the speaking. Add a fourth student to demonstrate the plural forms *we, you (all), and they*.



## EXERCISES: Lesson II

### A. Phrases and Sayings: Translate.

1. Salvete, discipuli. (p. 73)                      Hello, students.
2. Mater Itáliae — Roma                      The mother of Italy — Rome
3. Ora et labora.                      Pray and work.
4. Mihi nomen est ... (p. 73)                      My name is ...

### B. Grammar

1. A noun is a word that names a/an                      person                     ,                      place                     , or                      thing                     .
2. A pronoun takes the place of a/an                      noun                     .
3. Singular means                      one                      in number.
4.                      Plural                      means more than one.
5. The                      first                      person is the person speaking.
6. The                      second                      person is the person spoken to.
7. The                      third                      person is the person spoken about.
8. Write the English pronouns that correspond to these endings:  
 -o                      I                      -mus                      we                       
 -s                      you                      -tis                      you all                       
 -t                      he/she/it                      -nt                      they

### C. Derivatives: Complete these sentences with derivatives you have learned in class.

1. The fish were swimming in the                      aquarium                     .
2. The                      spectators                      cheered their team.
3. Rome was always                      victorious                      over her enemies.
4. Careful                      preparation                      usually leads to success.
5.                      Vitamins                      contribute to good health.
6. Rome built many                      aqueducts                      to carry water to the cities.
7. The river was difficult to                      navigate                     .

Lesson II 13

## 4 Word Study

**Teacher:** This lesson includes both verbs and nouns. What is a noun?

**Student:** A noun is a word that names a person, place, or thing.

**Teacher:** What words in the vocabulary list are nouns, and how do they end?

**Student:** Words 1-7 and they end with the letter -a.

**Teacher:** Do all of the nouns in English have the same endings?

**Student:** No, not as regularly as Latin endings.

**Teacher:** There are only five groupings of noun endings in Latin. How many can you think of in English? Is there a pattern to the English endings? (No.)

## 5 Derivatives

aquarium	vitamin
aquatic	navigate
aqueduct	navigation
glorify	navy
glorious	preparation
memorial	spectacle
memorize	spectacular
victorious	spectator
vital	inspect

**Conjugating Verbs:** Conjugate is a big word for writing the verb in its different forms. Write the verb to be conjugated, **paro**, on the board, and underneath write **paro** again. Erase the **o** at the end and put the stem vowel **a** in its place, giving the stem **para-**. Now add the rest of the endings to the stem **para-**. *The stem is the part of the word that doesn't change.* (The stem vowel **a** is missing from the first form.) Making these six forms would be considered conjugating the verb in the present tense. In addition to conjugating, the students should translate the forms like **voco** is translated in their texts. Students should conjugate additional verbs on the board or in their notebooks. (See "Drill/practice" below.)

### Personal Endings

Person	Singular	Plural	Singular	Plural
1st (person speaking)	-o	-mus	I	we
2nd (person spoken to)	-s	-tis	you	you all
3rd (person spoken about)	-t	-nt	he/she/it	they

**Drill/practice:** Have the students conjugate these 1st conjugation verbs:

**laudo** (laudo, laudas, laudat, laudamus, laudatis, laudant)

**oro** (oro, oras, orat, oramus, oratis, orant)

**specto** (specto, spectas, spectat, spectamus, spectatis, spectant)

# LESSON PLAN III

## FIRST DECLENSION

### ① Opening

**Teacher:** *Salvete, amici Latinae*  
(Hello, friends of Latin)

**Students:** *Salve, magister / magistra*  
(Hello, teacher)

**Teacher:** *Súrgite* (Stand up)

**Teacher:** *Oremus* (Let us pray)

**All:** *Table Blessing*

**Music:** *Christus Vincit*

### ② Recitation - cue words

-o, *voco*

### ③ Latin Saying

*Caelum et terra* *Heaven and earth*

This word pair occurs often throughout the Latin Bible. The first occurrence is in Genesis 1:1, which reads in the Latin, "**In principio, creavit Deus caelum et terram.**"

### ⑥ Grammar

**\*\* Before you teach this lesson, re-read the Grammar Overview, page x. \*\***

**Case endings:** Nouns are written with different endings depending on how they are used in a sentence. For instance, a noun can be a subject or a direct object. If *table* is a subject, it is written **mensa**; if it is an object, it is written **mensam**. **-a** is one ending and **-am** is another. These endings are called *case endings*. Each of them tells us what the noun is doing in the sentence. Usually in English, we know what nouns do in a sentence because of their position in relation to the verb.

**Declining nouns:** Writing a noun in all of its forms is called *declining* the noun. Today's forms are called the *1st Declension*. Write them on the board and let students make observations. There are 3 **mensae**, 2 **mensa** (one with a macron over the final **-a**), 2 **mensis**, 1 long ending, **-arum**, and the stem must be **mens-**.

Since the noun forms are not as easy to learn as the verb forms, you may want to break them down into parts or use the Disappearing Word Technique (see Lesson 1) initially. Once learned, the noun forms can be said in a rhythmic recitation (in the order **mensa, mensae, mensae, mensam**, etc.) that makes them easy to remember.

**Translation:** For this year, students only need to learn that the left column is singular and means *table*, and the right column is plural and means *tables*. In Lesson, 4 students will learn the names of the cases, and in Lesson 5, they will memorize the functions of the cases. Nearly all of the exercises only contain nouns in the nominative case functioning as the subject.

## LESSON III



### Latin Saying

*Caelum et terra*

Heaven and earth

### Vocabulary

<i>fortuna</i>	fortune, chance	<i>fortunate</i>
<i>Gállia</i>	Gaul	
<i>herba</i>	plant, herb	<i>herbivore</i>
<i>mensa</i>	table	<i>mesa</i>
<i>nauta</i>	sailor	<i>Nautilus</i>
<i>terra</i>	land, earth	<i>territory</i>
<i>via</i>	road, way	<i>Via Dolorosa</i>
<i>clamo</i>	I shout	<i>clamor</i>
<i>porto</i>	I carry	<i>portable, transport</i>
<i>súpero</i>	I overcome, surpass	<i>superior</i>

### Grammar Forms

**1st Declension**  
*noun stem: mens-*

Singular	Plural
<i>mensa</i>	<i>mensae</i>
<i>mensae</i>	<i>mensarum</i>
<i>mensae</i>	<i>mensis</i>
<i>mensam</i>	<i>mensas</i>
<i>mensā</i>	<i>mensis</i>



## EXERCISES: Lesson III

### A. Phrases and Sayings: Translate.

1. Mater Itálie — Roma \_\_\_\_\_ The mother of Italy — Rome \_\_\_\_\_
2. Pray and work. \_\_\_\_\_ Ora et labora. \_\_\_\_\_
3. Mihi nomen est ... \_\_\_\_\_ My name is ... \_\_\_\_\_
4. Hello, teacher. \_\_\_\_\_ Salve, magister / magistra. (m. / f.) \_\_\_\_\_

### B. Grammar

1. Adding case endings to a noun is called \_\_\_\_\_ declining \_\_\_\_\_ a noun.
2. Adding the personal endings to a verb is called \_\_\_\_\_ conjugating \_\_\_\_\_ a verb.
3. Conjugate and give the English meanings.
 

a. clamo	clamo	I shout	clamamus	we shout
	clamas	you shout	clamatis	you all shout
	clamat	hsi shouts	clamant	they shout

### C. Translation: Circle the personal endings and translate.

1. superamus \_\_\_\_\_ we overcome \_\_\_\_\_
2. clamant \_\_\_\_\_ they shout \_\_\_\_\_
3. navigatis \_\_\_\_\_ you all sail \_\_\_\_\_
4. paras \_\_\_\_\_ you prepare \_\_\_\_\_
5. spectat \_\_\_\_\_ he/she/it (hsi) looks at \_\_\_\_\_
6. portamus \_\_\_\_\_ we carry \_\_\_\_\_

### D. Derivatives: Complete these sentences with derivatives you have learned in class.

1. Something light enough to carry is \_\_\_\_\_ portable \_\_\_\_\_.
2. When the settlers moved west, they went through Indian \_\_\_\_\_ territory \_\_\_\_\_.
3. You are \_\_\_\_\_ fortunate \_\_\_\_\_ to be able to study Latin.
4. Latin study will make you a/an \_\_\_\_\_ superior \_\_\_\_\_ student.
5. The " \_\_\_\_\_ Via \_\_\_\_\_ Dolorosa" is the Way of Sorrows that Christ walked to Calvary.
6. The \_\_\_\_\_ Nautilus \_\_\_\_\_ was the name of the submarine in *20,000 Leagues Under the Sea*.
7. The carriage \_\_\_\_\_ transported \_\_\_\_\_ goods on the Appian Road.

Lesson III 15

## 4 Word Study

Ask students to identify nouns and verbs. Continue identification of nouns as person, place, or thing, and concrete (physical) or abstract (mental).

**N.B.** In *Prima Latina*, **súpero** was defined as *conquer*. This is because *conquer* is a more concrete idea than *overcome* or *surpass*, and easier for young students to understand. Now that students are older, they can learn the latter, more precise meanings of **súpero**. This is an example of how *one Latin word can have several English meanings*.

## 5 Derivatives

fortunate	Mediterranean
fortune	Via Dolorosa
Gallic	viaduct
herb	claim
herbal	clamor
herbivore	clamorous
mesa	exclamation
nautical	portable
nautilus	export
terrain	import
terrestrial	transport
territory	superior
extraterrestrial	

**Remember:** Verbs have *personal endings* and nouns have *case endings*.

**Remember** also to do oral recitation of grammar forms after the opening dialogue and music. The teacher gives the cue word, for example **voco**, and the students follow with the complete recitation: **vocas, vocat, vocamus, vocatis, vocant**. Each week a new cue word will be added, and by the end of the year, students will know all of their grammar forms at a mastery level.

**Word Choice:** There are two or more meanings for many vocabulary words. All choices are correct unless there are specific restrictions about certain meanings. The answer key doesn't always give each alternative meaning.

**Drill/practice:** Have the students conjugate these 1st conjugation verbs:

**porto** (porto, portas, portat, portamus, portatis, portant)  
**súpero** (súpero, súperas, súperat, superamus, superatis, súperant)

# LESSON PLAN IV

## FIRST DECLENSION ENDINGS, CASE NAMES

### ① Opening

**Teacher:** *Salvete, amici Latinae*  
(Hello, friends of Latin)

**Students:** *Salve, magister / magistra*  
(Hello, teacher)

**Teacher:** *Súrgite* (Stand up)

**Teacher:** *Oremus* (Let us pray)

**All:** *Table Blessing*

**Music:** *Christus Vincit*

### ② Recitation - cue words

*-o, voco, mensa*

### ③ Latin Saying

**Labor ómnia vincit.** *Work conquers all.*

Virgil, the greatest of the Roman poets, wrote the *Aeneid*, the national epic showing the foundation of Rome as part of a divine plan to bring peace and justice to the world. In one of Virgil's other poems, he foretells the birth of a miraculous child who would bring about a new golden age. Christians in the Middle Ages thought this famous prophecy was fulfilled by the coming of Christ.

**NOTE:** *Ómnia* is the accusative plural of *omne* ("all things").

### ⑥ Grammar

**Case names:** Use the Disappearing Word Technique to help memorize the case names. You could come up with an acrostic for NGDAA (Nominative, Genitive, Dative, Accusative, Ablative). Some examples are **N**ever **G**ive **D**ave **A**ny **A**pples or **N**ever **G**ag **D**own **A**n **A**nt. If you teach a Latin class, or have several children taking the course, you could have a contest to see who can invent the best acrostic to remember these cases.

**Declining Nouns:** All of the nouns we have had so far end in *-a* and are first declension nouns. Teach these case endings for the first declension by oral recitation. Teach the steps for declining a noun: (1) find the stem, (2) add the case endings. The stem for these first declension nouns can be found by removing the first ending, *-a*, from the vocabulary word.

**NOTE:** In the 1st declension, the macron over the *-a* in the ablative singular is to distinguish it from the nominative singular ending.

## LESSON IV



### Latin Saying

**Labor ómnia vincit.**

Work conquers all.

—Virgil

### Vocabulary

agícola	farmer	agriculture
fémína	woman	feminine
filia	daughter	filial
pátíria	fatherland, country	patriot
puella	girl	
regina	queen	
sella	seat	
adoro	I adore	adoration
ámbulo	I walk	ambulance
líbero	I set free	liberate

### Grammar Forms

#### 1st Declension Case Endings

Case	Singular		Plural	
Nominative	mensa	-a	mensae	-ae
Genitive	mensae	-ae	mensarum	-arum
Dative	mensae	-ae	mensis	-is
Accusative	mensam	-am	mensas	-as
Ablative	mensā	-ā	mensis	-is





## EXERCISES: Lesson IV

### A. Phrases and Sayings: Translate.

1. Pray and work. Ora et labora.
2. Quid est nomen tibi? (p. 73) What is your name?
3. Caelum et terra Heaven and earth
4. The mother of Italy — Rome Mater Itáliae — Roma
5. Salvete, amici Latinae. (p. 73) Hello, friends of Latin.

### B. Grammar

1. Verbs have personal endings.
2. Nouns have case endings.
3. Using NGDAA, write the names of all five cases of nouns. nominative, genitive, dative, accusative, ablative

### C. Decline These Nouns.

a. pátria	<u>pátria</u>	<u>pátriae</u>	vita	<u>vita</u>	<u>vitae</u>
	<u>pátriae</u>	<u>patriarum</u>		<u>vitae</u>	<u>uitarum</u>
	<u>pátriae</u>	<u>pátriis</u>		<u>vitae</u>	<u>vitis</u>
	<u>pátriam</u>	<u>pátrias</u>		<u>vitam</u>	<u>vitás</u>
	<u>pátriā</u>	<u>pátriis</u>		<u>vitā</u>	<u>vitis</u>

### D. Add Correct Personal Endings.

1. he works labora t
2. she works labora t
3. they surpass súpera nt
4. you adore adora s
5. we shout clama mus
6. they pray ora nt
7. you all look at specta tis
8. I sail návig o

### E. Derivatives: Complete these sentences with derivatives you have learned in class.

1. Christ liberates us from the power of sin.
2. He rode in a/an ambulance because he could not walk.
3. Boys are masculine, while girls are feminine.
4. We should express adoration for God during worship.

Lesson IV 17

## 4 Word Study

Continue to distinguish between nouns, verbs, and kinds of nouns (abstract, concrete, person, place, thing).

**NOTE:** Do not have students decline *filia* as it is irregular in the dative and ablative plural.

## 5 Derivatives

<i>agriculture</i>	<i>adoration</i>
<i>female</i>	<i>ambulance</i>
<i>feminine</i>	<i>ambulate</i>
<i>filial</i>	<i>perambulate</i>
<i>patriarch</i>	<i>liberal</i>
<i>patriot</i>	<i>liberate</i>
<i>patriotic</i>	<i>liberty</i>

**Remember:** The cue words for oral recitation of grammar forms follow the opening dialogue of each lesson. This is a very helpful routine for class sessions and helps provide daily review of already learned material. Say the cue words and students should be able to complete the grammar forms, with careful enthusiasm!

**NOTE:** In all written work, students do not need to include accent marks. Those marks are provided as an aid to correct pronunciation only.

**Drill/practice:** Have the students conjugate these 1st conjugation verbs:

**adoro** (adoro, adoras, adorat, adoramus, adoratis, adorant)

**líbero** (líbero, líberas, líberat, liberamus, liberatis, líberant)

# LESSON PLAN V

## FIRST DECLENSION, CASE FUNCTIONS

### ① Opening

**Teacher:** *Salvete, amici Latinae*  
(Hello, friends of Latin)

**Students:** *Salve, magister / magistra*  
(Hello, teacher)

**Teacher:** *Súrgite* (Stand up)

**Teacher:** *Oremus* (Let us pray)

**All:** *Table Blessing*

**Music:** *Christus Vincit*

### ② Recitation - cue words

*-o*                      *-a, -ae*  
*voco*                    *case names*  
*mensa*

### ③ Latin Saying

**Mea culpa** *My fault*

This saying has become a common Latin expression in our language. It originally comes from the Confiteor of the Latin Mass in which both the priest and people confessed their sins before approaching the altar. The complete phrase is "Mea culpa, mea culpa, mea maxima culpa," "Through my fault, through my fault, through my most grievous fault." Worshippers were supposed to strike their chest three times while repeating the three *mea culpas*. Since we all make frequent mistakes, this is an expression that can be easily incorporated into the classroom. For an especially embarrassing goof, we can use the complete expression!

### ⑥ Grammar

**Function of the Cases:** The focus of this lesson is learning to recite the functions of the cases, but this can be an opportunity to discuss the nature of these functions in English. Review the definitions of a subject, direct object, and indirect object with your student. Also discuss the fact that English tells us many of these functions by position in the sentence, whereas Latin uses case endings. For example, the subject in a simple English sentence always occurs before the verb and the direct object occurs after the verb. In Latin the word that ends in the nominative case is the subject even if it is the last word in the sentence, and the direct object ends in the accusative case even if it occurs first in the sentence.

Here are some definitions for subjects, indirect objects, and direct objects:

**Subject:** the subject is who or what the sentence is about

**Direct Object:** the direct object is the result of the verb *or* the direct object receives the action of the verb

**Indirect Object:** usually the indirect object answers the questions "to whom?, to what?" *or* "for whom?, for what?" *or* the indirect object is the recipient of the direct object.

**NOTE:** For more help understanding declensions and conjugations, see the Advanced Grammar Overview in the Appendices.

## LESSON V



### Latin Saying

*Mea culpa*    *My fault, I am guilty*

### Vocabulary

<i>culpa culpae</i>	fault	<i>culpable</i>
<i>fuga -ae</i>	flight	<i>fugitive, refugee</i>
<i>Hispánia -ae</i>	Spain	<i>Hispanic</i>
<i>luna -ae</i>	moon	<i>lunar</i>
<i>Maria -ae</i>	Mary	
<i>silva -ae</i>	forest	<i>Pennsylvania, sylvan</i>
<i>unda -ae</i>	wave	<i>inundate, undulating</i>
<i>júdicó</i>	I judge, consider	<i>judicial</i>
<i>ócupo</i>	I seize	<i>occupy</i>
<i>pugno</i>	I fight	<i>pugnacious</i>

### Grammar

#### The Jobs of the Cases

Case Name	Job or Function
<i>Nominative</i>	Subject or Predicate Noun
<i>Genitive</i>	Possessive or the "of" case
<i>Dative</i>	Indirect Object or the "to" or "for" case
<i>Accusative</i>	Direct Object
<i>Ablative</i>	Used with many prepositions or the in/by/with/from case



## EXERCISES: Lesson V

### A. Phrases and Sayings: Translate.

- Labor omnia vincit. Work conquers all.
- Heaven and earth Caelum et terra
- Hello, friends of Latin. Salvete, amici Latinae.
- Mihi nomen est ... My name is ...

### B. Grammar

- A/An pronoun is included in every Latin verb.
- Singular means one in number.
- Plural means more than one.
- The nominative case is used for the subject of a sentence.
- The accusative case is used for the direct object.

### C. Translation (Nominative Case): Circle the Latin plural endings and translate.

- |                                |                             |
|--------------------------------|-----------------------------|
| 1. culpae <u>faults</u>        | 7. girls <u>puellae</u>     |
| 2. silvae <u>forests</u>       | 8. queens <u>reginae</u>    |
| 3. undae <u>waves</u>          | 9. memories <u>memoriae</u> |
| 4. mensae <u>tables</u>        | 10. roads <u>viae</u>       |
| 5. lunae <u>moons</u>          | 11. daughters <u>filiae</u> |
| 6. herbae <u>plants, herbs</u> | 12. women <u>feminae</u>    |

### D. Derivatives: Complete these sentences with derivatives you have learned in class.

- A person with a Spanish ancestry is said to be Hispanic.
- A/An lunar flight is one that travels to the moon.
- We knew the house was occupied because we saw cars in the driveway.
- A/An fugitive is one who is fleeing justice.
- Harrisburg is the capital of Pennsylvania.
- A bully has a/an pugnacious personality.
- People who leave their homes because of war or other disasters are refugees.
- The Bluegrass region of Kentucky has undulating hills.
- The senators were inundated with phone calls.
- In a/an sylvan setting there are lots of trees.

Lesson V 19

## 4 Word Study

Continue identification of nouns, verbs, etc., as before. The first vocabulary word, **culpa**, is written in both the nominative and genitive singular forms. The rest of the nouns are followed by the genitive singular ending, which is customary in Latin vocabulary lists.

## 5 Derivatives

<i>culpable</i>	<i>sylvan</i>
<i>culprit</i>	<i>Pennsylvania</i>
<i>fugue</i>	<i>Transylvania</i>
<i>fugitive</i>	<i>undulating</i>
<i>refugee</i>	<i>inundate</i>
<i>Hispanic</i>	<i>judicial</i>
<i>lunacy</i>	<i>occupation</i>
<i>lunar</i>	<i>occupy</i>
<i>lunatic</i>	<i>pugnacious</i>

## Singular and Plural Nouns

**Teacher:** How do we make a noun plural in English. **Student:** By adding an s. (Exceptions are irregular nouns such as man/men, child/children, etc.)

**Teacher:** You have learned that the nominative case is used for the subject. How would you say "victory, plant, road, daughter" in the nominative. **Student:** Victória, herba, via, filia.

**Teacher:** How would you say "victories, plants, roads, daughters" in the nominative case. **Student:** Victóriae, herbae, viae, filiae.

**Drill/practice:** Have students conjugate the verbs (**júdicto**, **óccupo**) and decline the nouns (**culpa**, **fuga**):

**júdicto** (júdicto, júdictas, júdictat, judicamus, judicatis, júdictant)

**óccupo** (óccupo, óccupas, óccupat, occupamus, occupatis, óccupant)

**culpa** (culpa, culpae, culpae, culpam, culpā, culpae, culparum, culpis, culpas, culpis)

**fuga** (fuga, fugae, fugae, fugam, fugā, fugae, fugarum, fugis, fugas, fugis)

# REVIEW LESSON I

## 1 Opening

**Teacher:** *Salvete, amici Latinae*  
(Hello, friends of Latin)

**Students:** *Salve, magister / magistra*  
(Hello, teacher)

**Teacher:** *Súrgite* (Stand up)

**Teacher:** *Oremus* (Let us pray)

**All:** *Table Blessing*

**Music:** *Christus Vincit*

## 2 Recitation - cue words

*-o*                      *-a, -ae*  
*voco*                    *case names*  
*mensa*                 *case functions*

## REVIEW LESSON I: Lessons 1-5



### Vocabulary

Verbs		Nouns		
adoro	ócupo	agricola -ae	Hispánia -ae	Roma -ae
ámulo	oro	aqua -ae	Itália -ae	sella -ae
amo	paro	culpa -ae	luna -ae	silva -ae
clamo	porto	fémína -ae	Maria -ae	terra -ae
júdicó	pugno	filia -ae	memória -ae	unda -ae
laboro	specto	fortuna -ae	mensa -ae	via -ae
laudo	súpero	fuga -ae	nauta -ae	victória -ae
libero	voco	Gállia -ae	pátria -ae	vita -ae
návigo		glória -ae	puella -ae	
		herba -ae	regina -ae	

### Grammar Forms

Verb Personal Endings		1st Conjugation	
-o	-mus	voco	voca <b>mus</b>
-s	-tis	voca <b>s</b>	voca <b>tis</b>
-t	-nt	voca <b>t</b>	voca <b>nt</b>
The Latin Cases		1st Declension	
Nominative	Subject or Predicate Noun	mensa	mensae
Genitive	Possessive	mensae	mensarum
Dative	Indirect Object	mensae	mensis
Accusative	Direct Object	mensam	mensas
Ablative	In/by/with/from	mensā	mensis

### Latin Sayings

Caelum et terra                                      Mea culpa  
Labor ómnia vincit.                                Ora et labora.  
Mater Itáliae – Roma

## 3 Review Lesson

The oral work in Latin is to aid the memory in retaining vocabulary and grammar forms. It is not to develop speaking fluency as in modern languages. Oral recitation work is extremely important in learning Latin. There is too much to learn in Latin to rely on visual memory alone. Do not be overly concerned about whether your pronunciation is exactly right. Say Latin with confidence. Act like you know what you're doing. If you find out later that you are saying some words or sounds wrong, great! Correct yourself and go on. Remember, there are no Romans around to correct you.

Teaching Latin is a real art. As your skills as a teacher grow, then the progress of your students will accelerate. The progress of my students was very slow the first year. As my experience and confidence increased, the rate of student learning increased also. Be content with a slow pace at the beginning, and lay a good foundation. Be grateful for what God has allowed you to learn and teach, and do not be dissatisfied with your rate of progress. Rome was not built in a day, and your knowledge of Latin won't be either.

Declining and conjugating orally all of the nouns and verbs in vocabulary lists is a good activity for this week.



## EXERCISES: Review Lesson I

A. **Vocabulary:** Copy each vocabulary word on a separate sheet of paper and translate.

B. **Vocabulary II:** Answer the following in Latin.

1. Give words for four female persons. puella, fémina, filia, regina
2. Give words for three places. Roma, Itália, Gállia, Hispánia
3. Give two words for land. terra, pátria
4. Give two verbs for how we feel about God. adoro, amo
5. Give two verbs for how we speak to God. laudo, oro
6. How would you ask someone their name? Quid est nomen tibi?

C. **Translation:** Translate these similar word pairs.

1. he prays orat you praise laudas
2. life vita road via
3. I work laboro I set free libero
4. I shout clamo I call voco
5. fémina woman filia daughter

D. **Conjugation:** Conjugate this verb.

- a. libero libero liberamus  
liberas liberatis  
liberat liberant

E. **Declension:** Decline this noun.

- a. silva silva silvae  
silvae silvarum  
silvae silvis  
silvam silvas  
silvā silvis

F. **Grammar:** Fill in the blank.

1. The nominative case is the subject case.
2. The second person is the person spoken to.
3. The third person is the person spoken about.

**Common problems:** One trouble spot to address is the Latin verbs **oro** and **laudo**. *Prays* and *praise* sound alike. You might have students conjugate both verbs and give the English meanings for each on paper so they can distinguish between them. Also, students easily confuse similar words such as **laboro** and **libero**, **vita** and **via**.

**Drill/practice:** Have students conjugate the verbs (**clamo**, **ámbulo**) and decline the nouns (**agrícola**, **unda**):

**clamo** (clamo, clamas, clamat, clamamus, clamatis, clamant)

**ámbulo** (ámbulo, ámbulas, ámbulat, ambulamus, ambulatis, ámbulant)

**agrícola** (agrícola, agricolae, agricolae, agricolam, agricolā, agricolae, agricolarum, agricolis, agricolas, agricolis)

**unda** (unda, undae, undae, undam, undā, undae, undarum, undis, undas, undis)





## EXERCISES: Lesson VI

### A. Phrases and Sayings: Translate.

- Labor ómnia vincit. \_\_\_\_\_ Work conquers all.
- Benedic, Dómine, nos (p. 73) \_\_\_\_\_ Bless us, O Lord
- One out of many \_\_\_\_\_ E plúribus unum
- What is your name? \_\_\_\_\_ Quid est nomen tibi?
- Hello, teacher. \_\_\_\_\_ Salve, magister / magistra. (m. / f.)

### B. Grammar

- A verb is a word that shows action or \_\_\_\_\_ state of being
- The part of a Latin word that doesn't change is called the \_\_\_\_\_ stem

### C. Conjugation: Conjugate sum.

a. sum	sum	sumus
	es	estis
	est	sunt

### D. Translation: Circle the personal endings and translate.

- |                              |                                  |
|------------------------------|----------------------------------|
| 1. sunt _____ they are       | 7. estis _____ you all are       |
| 2. spectas _____ you look at | 8. clamo _____ I shout           |
| 3. est _____ hsi is          | 9. vocat _____ hsi calls         |
| 4. paramus _____ we prepare  | 10. sumus _____ we are           |
| 5. amatis _____ you all love | 11. navigatis _____ you all sail |
| 6. laudant _____ they praise | 12. súperant _____ they overcome |

### E. Derivatives

- How many years are there in a decade? \_\_\_\_\_ ten
- How many years are there in a millennium? \_\_\_\_\_ thousand
- How many years are there in a century? \_\_\_\_\_ hundred
- How many singers are there in a duet? \_\_\_\_\_ two
- How many sides does an octagon have? \_\_\_\_\_ eight
- How many horns does a unicorn have? \_\_\_\_\_ one
- How many men did a Roman centurion command? \_\_\_\_\_ one hundred
- What Latin word do *unity* and *union* come from? \_\_\_\_\_ unus

Lesson VI 23

## 4 Word Study

Students should learn to count from 1 to 10 in Latin from memory. You may use the Disappearing Word Technique to teach this quickly. Write all ten numbers on the board with their corresponding numerals (1, 2, 3 ...) and tell students we are going to learn the numbers one at a time. Learn the first number and then erase it. Continue on down through the list. The anticipation of knowing the numbers are going to be erased focuses the attention wonderfully. At the end there will only be the numerals on the board as the students recite the Latin numbers in order from memory.

Now is a good opportunity to teach Roman numerals. Put an I, V, and X on the board next to 1, 5, and 10 and explain the addition of Is before or after numbers. For advanced study, cover L=50, C=100, M=1000. Larger numbers are indicated by placing a horizontal line over them, which indicates to multiply by 1,000.

## 5 Derivatives

<i>unicorn</i>	<i>November</i>
<i>union</i>	<i>decade</i>
<i>unique</i>	<i>December</i>
<i>unit</i>	<i>decimal</i>
<i>unity</i>	<i>decimate</i>
<i>universe</i>	<i>cent</i>
<i>dual</i>	<i>centennial</i>
<i>duet</i>	<i>centigrade</i>
<i>duo</i>	<i>centipede</i>
<i>triangle</i>	<i>centurion</i>
<i>trio</i>	<i>century</i>
<i>semester (from sex)</i>	<i>percent</i>
<i>September</i>	<i>mile</i>
<i>octagon</i>	<i>millennium</i>
<i>October</i>	<i>milligram</i>
<i>octopus</i>	<i>million</i>

**Drill/practice:** Have students conjugate the verb **paro** and decline the noun **sella** orally and on paper:

**paro** (paro, paras, parat, paramus, paratis, parant)

**sella** (sella, sellae, sellae, sellam, sellā, sellae, sellarum, sellis, sellas, sellis)

# LESSON PLAN VII

## SECOND DECLENSION, AGREEMENT OF SUBJECT & VERB

### 1 Opening

**Teacher:** *Salvete, amici Latinae*  
(Hello, friends of Latin)

**Students:** *Salve, magister / magistra*  
(Hello, teacher)

**Teacher:** *Súrgite* (Stand up)

**Teacher:** *Oremus* (Let us pray)

**All:** *Table Blessing*

**Music:** *Adeste Fideles*

### 2 Recitation - cue words

*-o*                      *-a, -ae*  
*voco*                    *case names*  
*sum*                     *case functions*  
*mensa*

### 3 Latin Saying

**Semper fidelis** *Always faithful*

This is the motto of the United States Marine Corps and stands for the faithfulness each Marine is expected to display toward the country and the Marine Corps itself. It is often used in its abbreviated form: **Semper Fi**.

### 6 Grammar

**Introducing the second declension:** Write these noun forms on the board and ask students to find the stem—the part of the noun that doesn't change. Let a student come to the board and circle the endings. The stem of these second declension nouns can be found by removing the **-us** from the vocabulary word. Use the Disappearing Word Technique and teach these forms until students have mastered them.

**Teaching the Nominative:**

**Teacher:** *Let's make some Latin sentences. To have a complete sentence in English, only two words are needed: a subject and a verb. What is the shortest verse in the Bible?*

**Student:** *Jesus wept.*

*Jesus* is the subject and *wept* is the verb. The model for this sentence is **S** (subject) **V** (verb) or **SV**. We know how to say *I call* (**voco**), *you call* (**vocas**), or *she calls* (**vocat**) in Latin, but how do you say *Mary calls* correctly? Which case ending do you use? Which form of the verb do you use? *Mary* in Latin is **Maria**, and in the sentence we are trying to make, *she* (*Mary*) is the subject. That means **Maria** should be in the nominative case. We are also talking about only one *Mary*, so we use the singular nominative form.

## LESSON VII



### Latin Saying

**Semper fidelis**    Always faithful  
—motto of the U.S. Marine Corps

### Vocabulary

Christus -i	Christ	
deus -i	god	deity
discipulus -i	student	disciple, discipline
grátia -ae	grace	gratitude
hora -ae	hour	hourglass
Jesus	Jesus	
legatus -i	lieutenant, envoy	legate
servus -i	slave, servant	service
villa -ae	farmhouse	villa
semper	always	

### Grammar Forms

**2nd Declension**  
noun stem: **serv-**

Case	Singular	Plural
Nominative	servus	servi
Genitive	servi	servorum
Dative	servo	servis
Accusative	servum	servos
Ablative	servo	servis





## EXERCISES: Lesson VII

### A. Phrases and Sayings: Translate.

- E plúribus unum \_\_\_\_\_ Out of many, one \_\_\_\_\_
- Mea culpa \_\_\_\_\_ My fault, I am guilty \_\_\_\_\_
- Work conquers all. \_\_\_\_\_ Labor ómnia vincit. \_\_\_\_\_
- Quid agis? (p. 73) \_\_\_\_\_ How are you? \_\_\_\_\_
- Satis bene. (p. 73) \_\_\_\_\_ Pretty well. \_\_\_\_\_
- Súrgite. (p. 73) \_\_\_\_\_ Stand up. (pl.) \_\_\_\_\_

### B. Grammar

- A declension is a group of nouns that all have the same or similar case \_\_\_\_\_ endings \_\_\_\_\_.
- Latin has no words for the articles \_\_\_\_\_ the \_\_\_\_\_ and \_\_\_\_\_ a/an \_\_\_\_\_.
- In English \_\_\_\_\_ two \_\_\_\_\_ words are needed for a sentence, a/an \_\_\_\_\_ subject \_\_\_\_\_ and a/an \_\_\_\_\_ verb \_\_\_\_\_.
- A verb \_\_\_\_\_ agrees \_\_\_\_\_ with its subject in person and number.

### C. Translation (Nominative Case): Circle plural endings and translate.

- dei \_\_\_\_\_ gods \_\_\_\_\_
- villae \_\_\_\_\_ farmhouses \_\_\_\_\_
- Deus \_\_\_\_\_ God \_\_\_\_\_
- horae \_\_\_\_\_ hours \_\_\_\_\_
- discipuli \_\_\_\_\_ students \_\_\_\_\_
- Jesus \_\_\_\_\_ Jesus \_\_\_\_\_
- silva \_\_\_\_\_ forest \_\_\_\_\_
- undae \_\_\_\_\_ waves \_\_\_\_\_
- terra \_\_\_\_\_ land \_\_\_\_\_
- Christus \_\_\_\_\_ Christ \_\_\_\_\_

### D. Singular Subjects: Translate these sentences.

- Deus amat. \_\_\_\_\_ God loves. \_\_\_\_\_
- Christus júdicat. \_\_\_\_\_ Christ judges. \_\_\_\_\_
- Legatus óccupat. \_\_\_\_\_ The lieutenant seizes. \_\_\_\_\_
- Discipulus laborat. \_\_\_\_\_ The student works. \_\_\_\_\_
- Regina vocat. \_\_\_\_\_ The queen calls. \_\_\_\_\_
- Nauta clamat. \_\_\_\_\_ The sailor shouts. \_\_\_\_\_

### E. Derivatives: Complete these sentences with derivatives you have learned in class.

- A/An \_\_\_\_\_ deity \_\_\_\_\_ is another word for a god.
- A/An \_\_\_\_\_ disciple \_\_\_\_\_ is one who follows a teacher.
- Parents must \_\_\_\_\_ discipline \_\_\_\_\_ their children.
- An attitude of \_\_\_\_\_ gratitude, service \_\_\_\_\_ is pleasing to God.

Lesson VII 25

## ④ Word Study

**Teacher:** What kind of new words are in our list today?

**Student:** Nouns ending in *-us*.

**Teacher:** What is their genitive singular ending?

**Student:** *-i*

These new nouns belong to the second of the five declensions. A declension is a group of nouns that have the same or similar case endings. (Jesus has an irregular declension, so don't decline it.) Second declension nouns can be distinguished by the *-us* ending.

**Semper** is an adverb.

## ⑤ Derivatives

<i>deity</i>	<i>legate</i>
<i>disciple</i>	<i>delegate</i>
<i>discipline</i>	<i>servant</i>
<i>gracious</i>	<i>service</i>
<i>gratitude</i>	<i>servile</i>
<i>horoscope</i>	<i>villa</i>
<i>hourglass</i>	

If I say *Mary*, I am not talking about myself, the first person, or you, the second person, but *she*, the third person. Thus the verb will be in the 3rd person singular, and we should choose the form **vocat**. The complete sentence in Latin would be **Maria vocat**. Students are often tempted to translate **Maria vocat** as *Mary she calls*. This is incorrect because the stated noun **Maria** implies the pronoun *she*. The pronouns should only be included when there is no word in the nominative case in the Latin sentence.

**Drill/Practice:** Have the students practice subject/verb agreement by translating the following:

<i>The queen (she) overcomes.</i>	<b>Regina súperat.</b>
<i>Christ (He) prays.</i>	<b>Christus orat.</b>
<i>Spain (it) fights.</i>	<b>Hispánia pugnat.</b>
<i>Mary (she) walks.</i>	<b>Maria ámbulat.</b>
<i>The student (he) is.</i>	<b>Discípulus est.</b>

**Important:** Latin has no words for the articles *the* and *a/an*. The students will need to learn to supply the article in their translations based on the context.

**Drill/practice:** Have students conjugate these verbs orally and on paper:

**amo** (amo, amas, amat, amamus, amatis, amant)      **sum** (sum, es, est, sumus, estis, sunt)

# LESSON PLAN VIII

## 2ND DECLENSION ENDINGS

### 1 Opening

**Teacher:** *Salvete, amici Latinae*  
(Hello, friends of Latin)

**Students:** *Salve, magister / magistra*  
(Hello, teacher)

**Teacher:** *Súrgite* (Stand up)

**Teacher:** *Oremus* (Let us pray)

**All:** *Table Blessing*

**Music:** *Adeste Fideles*

### 2 Recitation - cue words

-o                                 -a, -ae  
voco                               servus  
sum                                 case names  
mensa                              case functions

### 3 Latin Saying

**Senatus Populusque Romanus**  
(S.P.Q.R.)

*The Senate and People of Rome*

S.P.Q.R. is the symbol of the Roman Republic, written on all official government papers, monuments, etc. It is similar to the seal of the *Office of the President* in America, or *O.H.M.S., On Her Majesty's Service*, in England.

**NOTE: Populusque:** -que at the end of a word means "and." The literal translation of this saying is *The Roman Senate and People*, which does not sound quite as majestic as the one given.

### 6 Grammar

**Comparing the declensions "horizontally":** Write the first and second declension endings on the board and let students make comparisons: **um-am, orum-arum, is-is, os-as, o-ā**. Practice declining other second declension nouns. Ask students how to say plural forms of these nouns (in nominative case).

**Reviewing singular and plural:** Ask the students what the two columns of a declension represent. Write *singular* above the left column and *plural* above the right column.

**Teacher:** *We know that for the subject of a sentence, we use the first word in the singular column (the nominative case). What do you think we would use for a plural subject like girls or slaves?*

**Student:** *We would use the first word in the plural column (the nominative).*

## LESSON VIII



### Latin Saying

Senatus Populusque Romanus  
(S.P.Q.R.)

The Senate and People of Rome

### Vocabulary

ánimus -i	mind, spirit	animal
áquila -ae	eagle	aquiline
corona -ae	crown	coronation
fábula -ae	story	fable, fabulous
gládus gládii	sword	gladiator
ludus -i	game, school	ludicrous
mora -ae	delay	moratorium
murus -i	wall	mural
pecúnia -ae	money	pecuniary
pópulus -i	people	popular

### Grammar Forms

2nd Declension Case Endings

Case	Singular		Plural	
Nominative	servus	-us	servi	-i
Genitive	servi	-i	servorum	-orum
Dative	servo	-o	servis	-is
Accusative	servum	-um	servos	-os
Ablative	servo	-o	servis	-is



## EXERCISES: Lesson VIII

### A. Phrases and Sayings: Translate.

- Semper fidelis Always faithful
- One out of many E plúribus unum
- What is your name? Quid est nomen tibi?
- Quid agis? How are you?
- Mea culpa My fault, I am guilty
- Satis bene. Pretty well.

### B. Grammar

- The nominative case is used for the subject of a sentence.

### C. Translation (Nominative Case): Circle the Latin plural endings and translate.

- gládii swords
- ánimi minds
- áquiliae eagles
- legati lieutenants
- ludi games
- walls mur i
- students discípul i
- forests silvae
- gods de i
- crowns coronae

### D. Singular and Plural Subjects: Translate these sentences.

- Gládus súperat. The sword overcomes.
- Gládii súperant. The swords overcome.
- Legatus orat. The lieutenant prays.
- Legati orant. The lieutenants pray.
- Discípulus pugnat. The student fights.
- Discípuli pugnant. The students fight.
- Puella laudat. The girl praises.
- Puellae laudant. The girls praise.

### E. Derivatives: Complete these sentences with derivatives you have learned in class.

- Gladiators fought in the Colosseum.
- The candidate was popular with the people.
- The coronation of Charlemagne took place on Christmas day in Rome.
- A/An moratorium on homework would be nice.
- His ludicrous comment caused everyone to laugh.
- His pecuniary interests were reflected in his large bank account.
- A wall painting is called a/an mural.
- The aquiline nose is a characteristic Roman feature.

Lesson VIII 27

## ④ Word Study

Distinguish between first and second declension nouns. Remember that in Latin vocabulary lists, it is customary to write the genitive singular ending after each noun. In the second declension, the genitive singular ends in -i. (We will also be working with plural nouns in the nominative case for plural subjects, so don't confuse these two endings which happen to be the same. The two endings, genitive singular and nominative plural, are not the same in the rest of the declensions.)

## ⑤ Derivatives

<i>animal</i>	<i>ludicrous</i>
<i>animated</i>	<i>moratorium</i>
<i>aquiline</i>	<i>mural</i>
<i>coronation</i>	<i>peculiar</i>
<i>fable</i>	<i>pecuniary</i>
<i>fabulous</i>	<i>popular</i>
<i>gladiator</i>	<i>population</i>
<i>gladiola</i>	

## Sentences with Plural Subjects

Let's make some sentences with plural subjects. Write the conjugation of **voco** on the board. *The girl calls* is **Puella vocat**. How would we write *The girls (they) call*. *Girls* is the subject, so we would use the nominative plural (**Puellae**). The verb must agree with the subject in person and number, so we would choose the 3rd person plural (**vocant**). Thus, *The girls call* is **Puellae vocant**.

<i>The student works.</i>	<b>Discípulus laborat.</b>
<i>The students work.</i>	<b>Discípuli laborant.</b>
<i>The girl prays.</i>	<b>Puella orat.</b>
<i>The girls pray.</i>	<b>Puellae orant.</b>

**Drill/practice:** Have students decline these nouns orally and on paper:

**ánimus** (ánimus, ánimi, ánimo, ánimus, ánimo, ánimi, animorum, ánimis, ánimos, ánimis)  
**gládus** (gládus, gládii, gládio, gládium, gládio, gládii, gládiorum, gládiis, gládios, gládiis)  
**fábula** (fábula, fábulae, fábulae, fábulam, fábula, fábulae, fabularum, fábulis, fábulas, fábulis)

# LESSON PLAN IX

## SECOND DECLENSION -UM NOUNS

### ① Opening

**Teacher:** *Salvete, amici Latinae*  
(Hello, friends of Latin)

**Students:** *Salve, magister / magistra*  
(Hello, teacher)

**Teacher:** *Súrgite* (Stand up)

**Teacher:** *Oremus* (Let us pray)

**All:** *Table Blessing*

**Music:** *Adeste Fideles*

### ② Recitation - cue words

-o	<i>servus</i>
<i>voco</i>	-us, -i
<i>sum</i>	case names
<i>mensa</i>	case functions
-a, -ae	

### ③ Latin Saying

**Ante bellum** *Before the war*

**Ante bellum** means before the war, specifically the Civil War, which destroyed the pre-industrial culture of the South, where the gentleman's code of honor embodied the highest ideals of society. In the industrial North, as well as in England, the values of capitalism had already superseded the older order. The best popular depiction of these two cultures is found in the book *Gone With the Wind*.

**NOTE:** **Bellum** is the accusative singular of **bellum**.

### ⑥ Grammar

**Introducing the second declension neuter:** (The *gender* of nouns will be explained in the next lesson.) Write these noun forms on the board and ask students to find the stem—the part of the noun that doesn't change. Let a student come to the board and circle the endings. Write the declension of **servus** right next to the declension of **donum** and ask the students to compare the two charts. What are the differences?

**Student:** *The nominative singular and the nominative and accusative plural are different.*

**Teacher:** *What are the similarities?*

**Student:** *The genitive, dative, and ablative are the same, as well as the accusative singular.*

The neuter nominative and accusative singular always end with the same ending. The neuter nominative and accusative plural always end in **-a**.

## LESSON IX



### Latin Saying

**Ante bellum**

**Before the war**

### Vocabulary

<b>bellum -i</b>	war	<i>bellicose, belligerent</i>
<b>donum -i</b>	gift	<i>donation</i>
<b>frumentum -i</b>	grain	
<b>impérium -i</b>	command, empire	<i>empire, imperious</i>
<b>óppidum -i</b>	town	
<b>proélium -i</b>	battle	
<b>regnum -i</b>	kingdom	<i>reign</i>
<b>signum -i</b>	sign, standard	<i>signal, signature</i>
<b>telum -i</b>	weapon	
<b>verbum -i</b>	word	<i>verb, adverb</i>

### Grammar Forms

**2nd Declension Neuter**  
*noun stem: don-*

Case	Singular	Plural
<i>Nominative</i>	don <u>um</u>	dona
<i>Genitive</i>	doni	donorum
<i>Dative</i>	dono	donis
<i>Accusative</i>	donum	dona
<i>Ablative</i>	dono	donis



## EXERCISES: Lesson IX

### A. Phrases and Sayings: Translate.

- How are you? Quid agis?
- Senatus Populusque Romanus The Senate and People of Rome
- Súrgite. Stand up. (pl.)
- Pray and work. Ora et labora.
- Always faithful Semper fidelis
- Valete, discipuli. (p. 73) Goodbye, students.

### B. Grammar

- All nouns whose genitive singular ends in -ae belong to the first declension.
- All nouns whose genitive singular ends in -i belong to the second declension.
- The second declension has two groups of nouns. In the nominative case, some end in -us and others end in -um.

### C. Translation: Translate these sentences.

- |   |   |
|---|---|
| 1. Portas. <u>You carry.</u>                    | 7. Ánimus súperat. <u>The spirit overcomes.</u> |
| 2. Legatus vocat. <u>The lieutenant calls.</u>  | 8. Es. <u>You are.</u>                          |
| 3. Discipuli clamant <u>The students shout.</u> | 9. Sumus <u>We are.</u>                         |
| 4. Regina liberat. <u>The queen frees.</u>      | 10. Áquila spectat. <u>The eagle looks at.</u>  |
| 5. Judicamus. <u>We judge.</u>                  | 11. Ludus parat. <u>School prepares.</u>        |
| 6. Paratis. <u>You all prepare.</u>             | 12. Muri súperant. <u>Walls overcome.</u>       |

### D. Derivatives: Complete these sentences with derivatives you have learned in class.

- He gave a large donation to the church.
- A/An adverb modifies a verb.
- He gave a/an signal to start the race.
- During the reign of Queen Elizabeth, England was at peace.
- Her signature was required to seal the contract.
- At one time the sun never set on the British Empire.
- Her arrogance showed in her imperious manner.
- His bellicose, belligerent actions almost caused a war.

Lesson IX 29

## ④ Word Study

**Teacher:** Are the vocabulary words nouns or verbs? **Student:** Nouns.

**Teacher:** What is similar about them?

**Student:** They all end in *-um*.

**Teacher:** What declension are they?

(Note that students will expect these words to be a different, third declension, but in the 2nd declension there are two groups of nouns: nouns that end in *-us* in the nominative and nouns that end in *-um*.) Why are they considered to be in the same declension?

**Student:** Because the genitive singular ending is the same letter, *-i*.

**Teacher:** In Latin, the declension a noun belongs to is determined by the genitive singular ending. All nouns whose genitive singular ends in *-i* belong to the second declension. Make a similar rule for the first declension.

**Student:** All nouns whose genitive singular ends in *-ae* belong to the first declension.

## ⑤ Derivatives

<i>bellicose</i>	<i>reign</i>
<i>belligerent</i>	<i>signal</i>
<i>rebel</i>	<i>signature</i>
<i>donate</i>	<i>design</i>
<i>donation</i>	<i>insignia</i>
<i>donor</i>	<i>verb</i>
<i>imperial</i>	<i>verbal</i>
<i>imperious</i>	<i>verbose</i>
<i>emperor</i>	<i>adverb</i>
<i>empire</i>	

**The Nominative Plural Neuter versus the First Declension Nominative/Ablative Singular:** Students will find the plural case endings confusing because the first declension has *-a* as a singular case ending, whereas the second declension neuter has *-a* as a plural ending. Practice making plural neuter nouns. What is the word for *wars, words, battles, weapons, signs, kingdoms*?

**Student:** *bella, verba, proélia, tela, signa, regna*

Students need to develop a habit of recognizing the plural *-a* on neuter nouns.

**Drill/practice:** Have students conjugate these verbs orally and on paper:

**laboro** (laboro, laboras, laborat, laboramus, laboratis, laborant)

**libero** (libero, liberas, liberat, liberamus, liberatis, liberant)

**sum** (sum, es, est, sumus, estis, sunt)

# LESSON PLAN X

## SECOND DECLENSION NEUTER

### ① Opening

**Teacher:** *Salvete, amici Latinae*  
(Hello, friends of Latin)

**Students:** *Salve, magister / magistra*  
(Hello, teacher)

**Teacher:** *Súrgite* (Stand up)

**Teacher:** *Oremus* (Let us pray)

**All:** *Table Blessing*

**Music:** *Adeste Fideles*

### ② Recitation - cue words

-o	<i>servus</i>
<i>voco</i>	<i>-us, -i</i>
<i>sum</i>	<i>donum</i>
<i>mensa</i>	<i>case names</i>
<i>-a, -ae</i>	<i>case functions</i>

### ③ Latin Saying

**Excélsior!** *Ever higher!*

The motto of the state of New York, and of many schools in the past which emphasized Latin and academic excellence.

**NOTE:** **Excélsior** is the comparative degree of the adjective **excelsus** ("lofty, exalted").

### ⑥ Grammar

**Introducing the second declension neuter endings:** Write these neuter case endings on the board next to the masculine case endings, and compare and contrast. Students should be familiar with the endings because of the recitation memorized last week. In the singular column, all of the endings are the same as the second declension masculine except for the nominative singular. In the plural column, all of the endings are the same except for the nominative and accusative plural.

**Reviewing declensions:** Ask again (discussed in the previous lesson's word study) why these neuter nouns are in the same declension as the masculine nouns that end in **-us**.

**Student:** *Because they both have the same genitive singular, -i.*

Teach these case endings and how to decline these neuter words. The stem can be found by removing the **-um** from the vocabulary word.

## LESSON X



Latin Saying  
Excélsior!

Ever higher!

### Vocabulary

auxílium -i	help, aid	<i>auxiliary</i>
caelum -i	sky, heaven	<i>celestial</i>
débitum -i	debt, sin	<i>debit, debt</i>
forum -i	forum, marketplace	<i>forum</i>
gáudium -i	joy, gladness	<i>gaudy</i>
peccatum -i	mistake, sin	<i>impeccable</i>
praémium -i	reward	<i>premium</i>
tergum -i	back	
vallum -i	wall, rampart	
vinum -i	wine	<i>vine</i>

### Grammar Forms

#### 2nd Declension Case Endings - Neuter

Case	Singular		Plural	
<i>Nominative</i>	donum	-um	dona	-a
<i>Genitive</i>	doni	-i	donorum	-orum
<i>Dative</i>	dono	-o	donis	-is
<i>Accusative</i>	donum	-um	dona	-a
<i>Ablative</i>	dono	-o	donis	-is



## EXERCISES: Lesson X

### A. Phrases and Sayings: Translate.

- Vale, magister. (p. 73) Goodbye, teacher. (m.)
- Ante bellum Before the war

### B. Grammar

- What are the three genders of nouns? masculine, feminine, neuter
- Second declension nouns that end in **-us** are masculine in gender.
- Second declension nouns that end in **-um** are neuter in gender.
- Decline the following words:

a. oppidum	oppida	telum	telum	tela
oppidi	oppidorum	teli	teli	telorum
oppido	oppidis	telo	telo	telis
oppidum	oppida	telum	telum	tela
oppido	oppidis	telo	telo	telis

### C. Translation (Nominative Case): Circle Latin case endings and translate.

- oppidum town      5. verbum word      9. sins peccat a / débit a
- oppida towns      6. verba words      10. sin peccatum / débitum
- dona gifts      7. rampart vallum      11. joy gáudium
- donum gift      8. ramparts vall a      12. joys gáudi a

### D. Translation II

- Regnum orat. The kingdom prays.      5. Agricola laborat. The farmer works.
- Regna pugnant. The kingdoms fight.      6. Oppida pugnant. The towns fight.
- Verbum laudat. The word praises.      7. Oppidum parat. The town prepares.
- Verba laudant. The words praise.      8. Maria návigat. Mary sails.

### E. Derivatives: Complete these sentences with derivatives you have learned in class.

- He owed the man a/an debt he could never repay.
- She wore a/an gaudy dress to the ladies' tea.
- Public issues can be discussed at a town forum.
- Cherubim are celestial creatures.
- The Romans used auxiliary troops from other nations.
- The opposite of a credit is a debit.

Lesson X 31

## 4 Word Study

This is a more difficult list of words than usual. Nouns, verbs, declension? This is a good time to discuss *gender*. There are three genders of nouns: *masculine*, *feminine*, and *neuter*. In English, nouns for things, such as *star* or *book*, are considered to be neuter; nouns that refer to male persons (*father*, *king*) are masculine; nouns that refer to female persons (*mother*, *queen*) are feminine.

In Latin, as well as the modern romance languages, many nouns for things are masculine or feminine instead of neuter. First declension nouns are feminine, and second declension **-us** nouns are masculine. (There are a few exceptions.) Second declension **-um** nouns are all neuter. Many of these nouns that are masculine or feminine are words for things! See if students can find examples in their previous lessons, e.g., **unda**, **luna**, and **stella** are feminine; **gladius** and **ludus** are masculine.

**NOTE:** *Caelum* is irregular in that it becomes masculine in the plural. (Thus the plural nominative is *caeli*, not the expected *caela*.)

**NOTE:** *Agricola* and *nauta* are masculine nouns even though they have feminine endings because they refer to what in Roman times were men's professions.

## 5 Derivatives

<i>auxiliary</i>	<i>forum</i>	<i>premium</i>
<i>celestial</i>	<i>gaudy</i>	<i>vine</i>
<i>debit</i>	<i>peccadillo</i>	<i>vinegar</i>
<i>debt</i>	<i>impeccable</i>	<i>vineyard</i>

**Drill/Practice:** Try making some sentences. Again, it will take time to adjust to the nominative pl. ending **-a**.  
 The town fights. (**Oppidum pugnat.**)      The kingdom prepares. (**Regnum parat.**)  
 The towns fight. (**Oppida pugnant.**)      The kingdoms prepare. (**Regna parant.**)

**Remember:** Begin every class period with the opening dialogue, prayers, music, and a recitation of all forms. If time permits, include Latin sayings and a selection of review vocabulary words. Oral recitation of all Latin material daily, or at least weekly, implants Latin permanently in the mind of the student and makes Latin a joy instead of a chore.

**Drill/practice:** Have students decline the nouns (**vallum**, **débitum**) and conjugate the verb (**pugno**) orally and on paper:

**vallum** (vallum, valli, vallo, vallum, vallo, valla, vallorum, vallis, valla, vallis)

**débitum** (débitum, débiti, débito, débitum, débito, débita, debitorum, débitis, débita, débitis)

**pugno** (pugno, pugnas, pugnat, pugnamus, pugnat, pugnat)



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