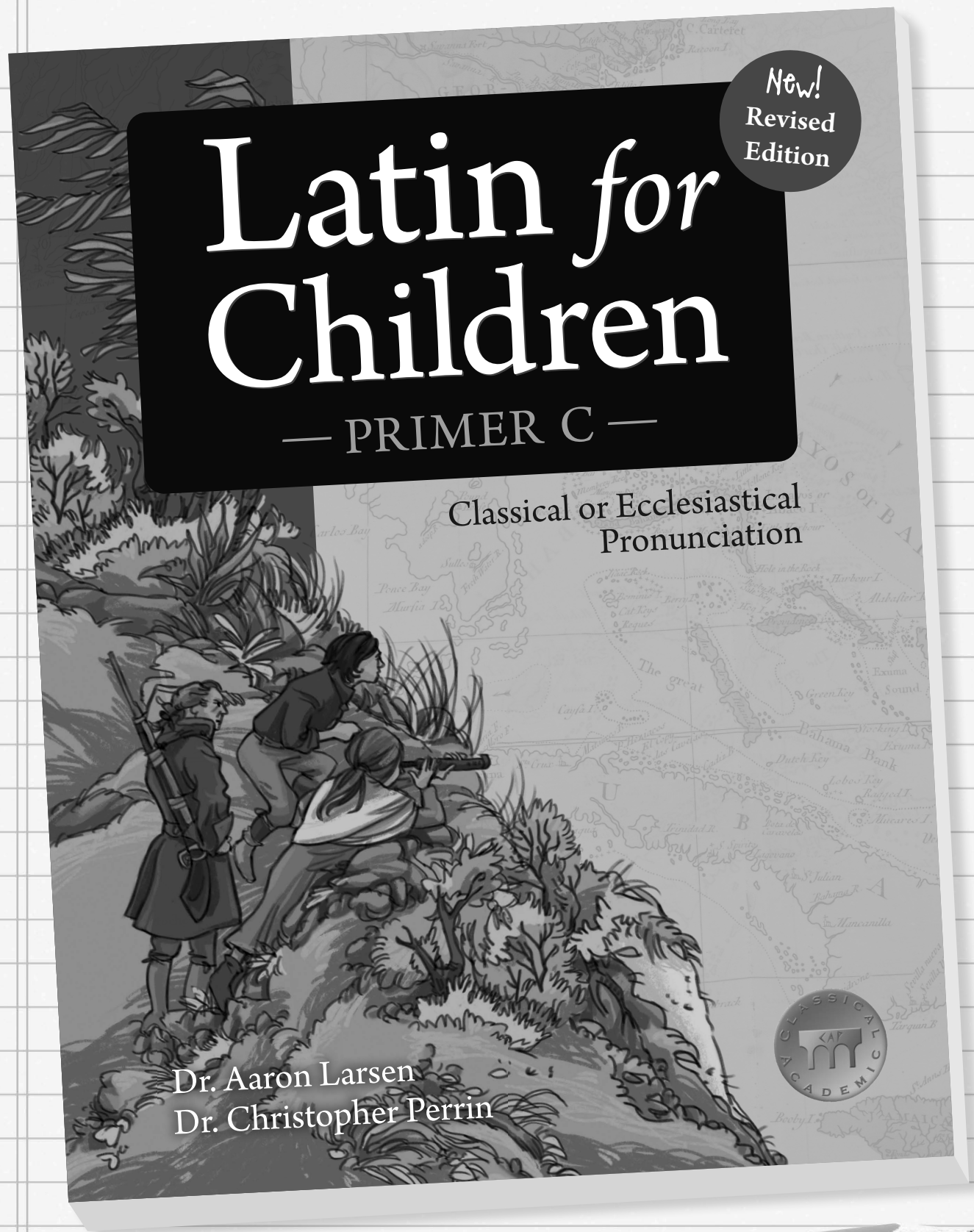


ANSWER KEY



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Latin for Children Primer C • ANSWER KEY

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How to Teach

Latin for Children

Primer C

A Suggested Schedule

This is a basic weekly schedule, taking approximately thirty minutes per day, to be modified as necessary by a school or homeschool teacher.

1

Day One: Present the paradigm (grammar chant) and the vocabulary, and introduce the grammar from the Grammar Lesson. The students should chant through the paradigm and vocabulary two to three times. Watch the *Latin for Children Primer C* video for the appropriate chapter.

2

Day Two: Review the paradigm (grammar chant) and the vocabulary, and have students chant through them again two or three times along with the audio file. Spend time explaining the Grammar Lesson, paying special attention to the examples. You may want to have students read the Grammar Lesson out loud, and then ask them which sentences appear to be the most important. Have the students circle those key sentences (with a colored pencil, if possible) for future reference. After this, the chapter worksheets can be started in class or assigned as homework. The students should also begin the exercises in the *Latin for Children Primer C Activity Book!* (to impart mastery of the vocabulary and the paradigm), if you are using it.

3

Day Three: Once again, the day should start with some quick chanting of the paradigm and the vocabulary. Students should continue and complete the chapter worksheets. Check students' work and have them make any necessary corrections. Grammar should be reviewed and retaught as necessary. One means of reviewing grammar can be to view the grammar video again, to ensure students understand the key grammatical concepts for that chapter. Continue with *Activity Book!* assignments. (This could be done as homework or as part of the students' seat work.)

4

Day Four: Have students do a quick chanting of the paradigm and the vocabulary. Next, have them complete the puzzles from the *Activity Book!* chapter. Review the video as necessary. Have students begin reading and translating the appropriate chapter of the *Latin for Children Primer C History Reader*, if you are using it.

5

Day Five: Students should take the quiz at the end of the chapter. Finish the *History Reader* chapter.

A Note about Diglot Weaves

Throughout this book, students will read “*Piratae!*” a diglot-weave, or “spliced,” adventure story that features Latin vocabulary tucked within an English-language narrative.

The diglot-weave story is an opportunity for young Latin learners to master Latin vocabulary and some other longer Latin phrases while also enjoying an exciting account of characters on an incredible journey. However, such a diglot weave will cause a clash of English and Latin grammatical rules and, as a result, there will be some inconsistencies in the rendering of Latin word endings. Additionally, students using *Latin for Children Primer C* are still in the earlier stages of their Latin studies, which means that in a diglot-weave story, they will inevitably encounter grammar that they have not yet learned. As such, we have sometimes included English prepositions before some cases of nouns, even where there would be none in Latin, to facilitate the storytelling. It is our experience that the dual enticement of reading an adventure and figuring out the Latin words and phrases means these inconsistencies do not come to the attention of nor trouble young Latin learners (see **Nouns** in the following list). We have therefore adopted the following protocol for using Latin in our diglot-weave story:

- **Verbs:** Verbs are rendered with the proper person, number, and tense that they would have if the story were written entirely in Latin. (Some verbs that seem as though they could be used in a particular context are left in English because, though the English is indicative, the Latin would be in the subjunctive or would be an infinitive or a participle.)
- **Nouns:** Nouns now appear in many cases. It is expected that students will know what to do with the nominative, the genitive, and the accusative. Other forms of the noun are usually preceded by an English preposition to facilitate the reading process (e.g., “within *quīnque annīs*” = “within five years”). Students should be encouraged not to dwell too long on the form of the nouns, but rather to primarily recall the definitions.
- **Adjectives:** Adjectives will agree with the nouns they modify.
- **Prepositions:** When a preposition is used in a prepositional phrase with a noun, we have tried to put the noun in the appropriate case (either ablative or accusative). In other instances, the context necessitates the use of an English preposition coupled with a Latin noun (see **Nouns** earlier in this list).
- **Adverbs:** Adverbs appear as given, since they do not vary nor decline.
- **Interjections:** Interjections appear as given, since they do not vary nor decline.
- **Infinitives:** Infinitives appear as given and sometimes take an object. They are always translated “to _____” in this book.
- **Pronouns:** Pronouns are presented just as the nouns are. We thought it helpful to familiarize students with the forms of the pronoun, and especially the frequent use of *is*, *ea*, *id*, in this way.
- **Conjunctions:** Conjunctions appear as given.



Pirātae, Part 1

During the Golden Age of Pirates, AD 1650–1720

Julia tiptoed **post Mārcum** (behind Marcus). The **duo puerī erant** (two children were) down by the docks, trying **spectāre** (to look at) the latest **nāvēs magnās** (great ships) entering the harbor of Port Louis, a **oppidum in insulā** (town on the island) of St. Ferdinand. It would be fun **salūtāre** (to welcome) visitors to their home!

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

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

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

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

Mārcus et Iūlia (Marcus and Julia) froze. Trapped on the pier, they realized that they were **nōn** (not) able to return **domum**** (home).

A **pīrāta** (pirate) approached **eōs** (them), his **ōs** (mouth) only half **plēnum dentēs** (filled with teeth). He clutched a rusty saber in his hand.

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

**pīrāta, pīrātae, m.*: pirate

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



Memory Worksheet

A. Translation

- | | |
|--|--|
| 1. aqua <u>water</u> | 10. vir <u>man</u> |
| 2. cūrō <u>I care for</u> | 11. servus <u>male slave</u> |
| 3. portō <u>I carry; bring</u> | 12. fēmina <u>woman</u> |
| 4. salūtō <u>I greet, wish well; welcome</u> | 13. colōnus <u>colonist; farmer</u> |
| 5. bibō <u>I drink</u> | 14. līber <u>free</u> |
| 6. festinō <u>I hurry, rush, accelerate</u> | 15. fessus <u>tired</u> |
| 7. convocō <u>I call together, assemble</u> | 16. toga <u>toga (formal clothing worn by an adult male citizen)</u> |
| 8. dominus <u>lord, master</u> | 17. domina <u>lady, mistress</u> |
| 9. magister <u>teacher, master; captain</u> | 18. serva <u>female slave</u> |

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	-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

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

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



C. Grammar

1. List the names of the five noun cases:

nominative, genitive, dative, accusative, ablative

2. All nouns and adjectives have three characteristics. They are gender,

number, and case.

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

first- and second-declension nouns.

4. All verbs have three characteristics. They are person,

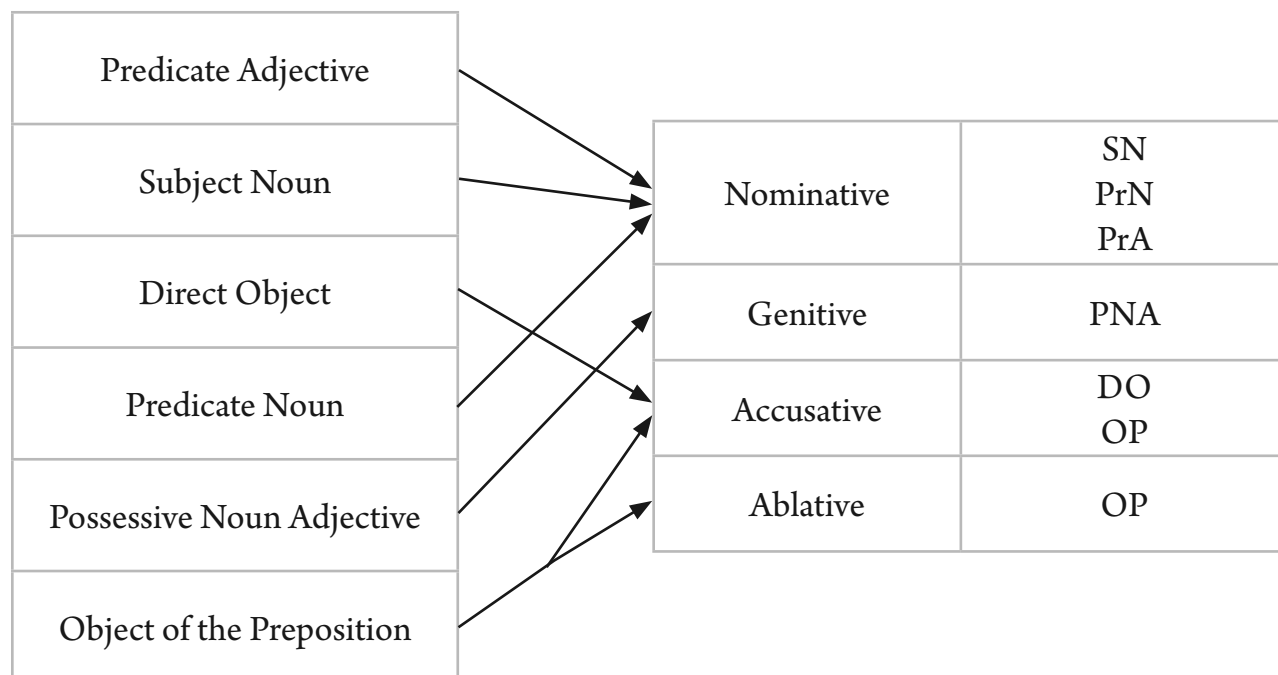
number, and tense.

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.





Translation Worksheet

A. Study

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

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

The king calls all the soldiers into the hall.

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

The slaves carry/bring much food before the king.

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

The colonist does not care for the sea. He cares for the land.

4. **Nautae magistrum nāvis salūtant.**

The sailors greet the captain of the ship.

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

After the men run through/across the field, they will be tired.

6. **Omnēs servī ōrant esse liberī.**

All the slaves pray to be free.

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

Jesus said to them, “Fill the jars with water.”

Famous Latin Phrases

Can you translate the first two of these Latin phrases?

terra firma _____ firm ground

Festīnā lentē. Make haste slowly.

vōx populī _____ voice of the people

rāra avis a rare bird



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



Fill in the Blanks

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

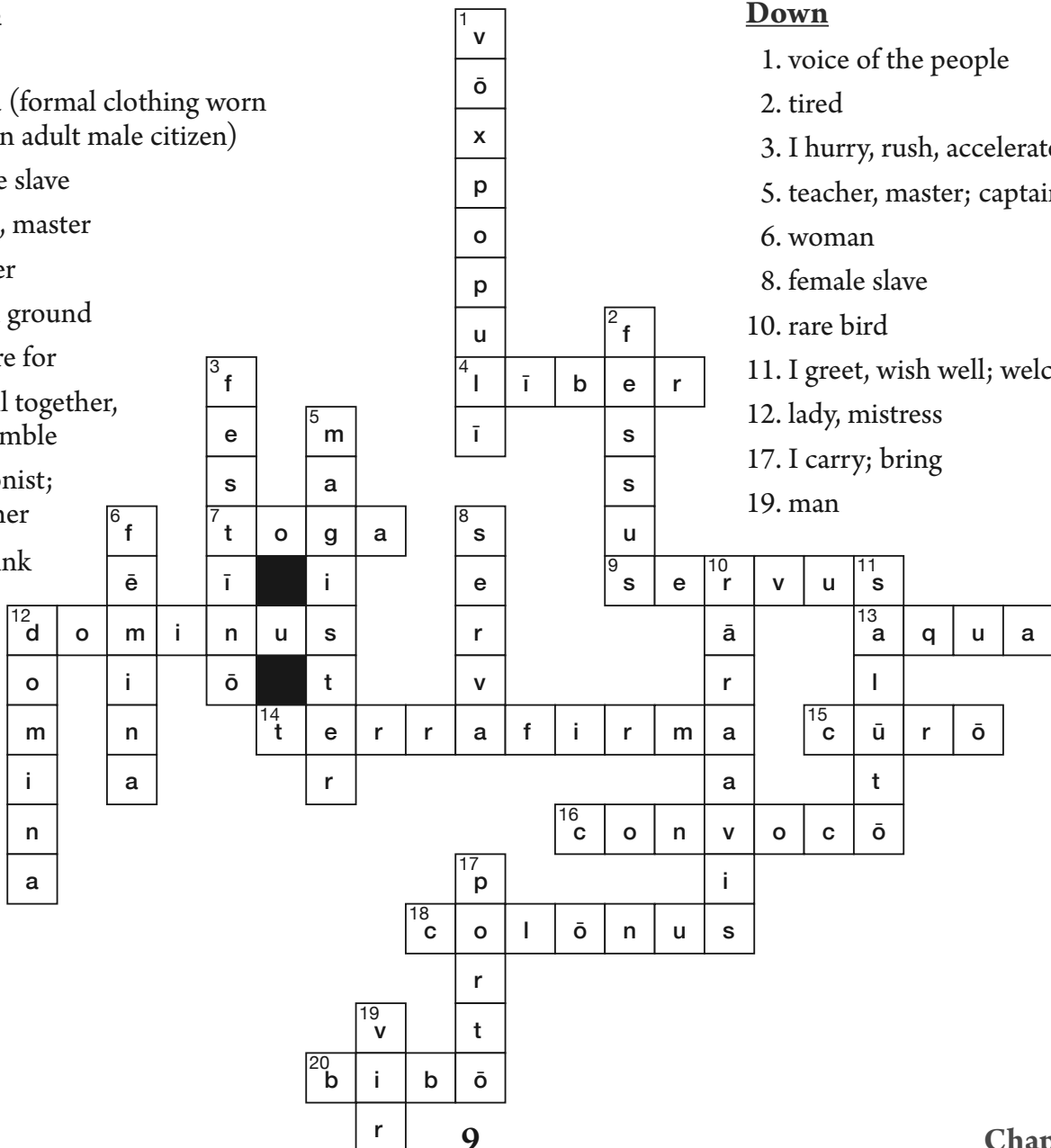
Crossword Puzzle

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	to drink
cūrō, cūrāre, cūrāvī, cūrātum	to care for
convocō, convocāre, convocāvī, convocātum	to call together, assemble
festinō, festināre, festināvī, festinātum	to hurry, rush, accelerate
portō, portāre, portāvī, portātum	to carry; bring
salūtō, salūtāre, salūtāvī, salūtātum	to greet, wish well; welcome
colōnus, -ī	colonist; farmer
toga, -ae	toga (formal clothing worn by an adult male citizen)
fessus, -a, -um	tired
liber, libera, liberum	free

B. Review Vocabulary

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





C. Chant

	1st Declension (f)		2nd Declension (m)		2nd Declension (n)	
	Singular	Plural	Singular	Plural	Singular	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

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

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:

nominative, genitive, dative, accusative, ablative

2. All nouns and adjectives have three characteristics. They are gender,

number, and case.

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

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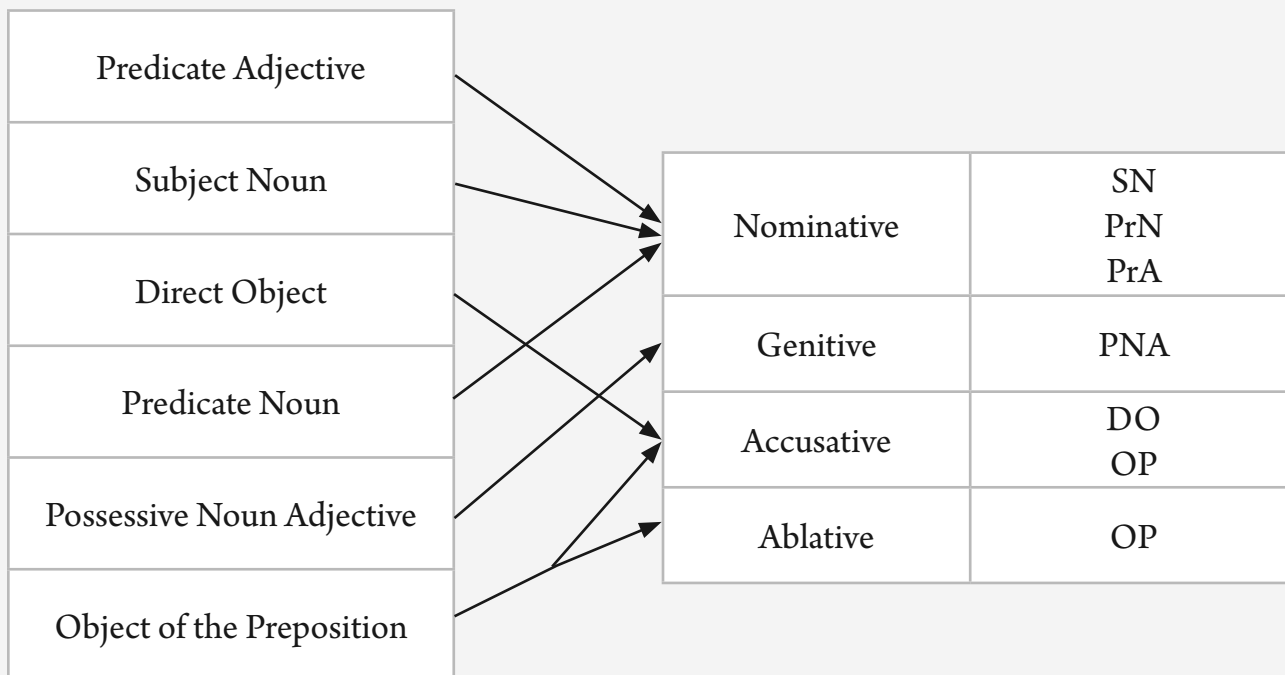
number, and tense.

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.





Pīrātae, Part 2

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

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

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

“**Illī nōs nōn adiuvābimus** (They won’t help us),” said Marcus. “St. Martin is only a **insula parva cum piscātōribus**† (small island with fishermen) and cabbage **colōnīs** (farmers).”

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

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

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

*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

Memory Worksheet



A. Translation

- | | |
|---|--|
| 1. legō <u>I collect; choose; read</u> | 8. scholam habeō <u>I give a class or lecture</u> |
| 2. discō <u>I learn</u> | 9. etiam <u>also, even, too</u> |
| 3. doceō <u>I teach</u> | 10. nōn <u>not</u> |
| 4. studeō (+ dat.) <u>I am eager for; study</u> | 11. rēx <u>king</u> |
| 5. cognōscō <u>I get to know; recognize</u> | 12. uxor <u>wife</u> |
| 6. schola <u>school; group of</u>
<u>followers, following</u> | 13. iter <u>journey, road</u> |
| 7. liber <u>book</u> | 14. fīnis <u>limit, boundary, end</u> |
| | 15. mare <u>sea</u> |

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.

	3rd Declension		3rd Declension Neuter		3rd Declension, I-stem		3rd Declension Neuter, I-stem	
	Sing.	Plural	Sing.	Plural	Sing.	Plural	Sing.	Plural
Nominative	-x	-ēs	-x	-a	-x	-ēs	-x	-ia
Genitive	-is	-um	-is	-um	-is	-ium	-is	-ium
Dative	-ī	-ibus	-ī	-ibus	-ī	-ibus	-ī	-ibus
Accusative	-em	-ēs	-x	-a	-em	-ēs	-x	-ia
Ablative	-e	-ibus	-e	-ibus	-e	-ibus	-ī	-ibus

C. Grammar

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

accusative singular, nominative plural, accusative plural

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

genitive plural (-ium instead of just -um)

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

genitive plural, ablative singular, nominative plural, accusative plural



Translation Worksheet

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

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

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

3. **Discipulī sedent.** _____ The students sit.

4. **Magister dīcit, "Librōs novōs tibi dō. Ex illis bene¹ discitis."**

_____ The teacher says, "I am giving new books to you. You learn well out of these books." or

_____ "I am giving new books to you," the teacher says. "You learn well out of these books."

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

_____ Marcus runs home with the new book. "Look, mother! I have a new book!"

6. **Mārcus librum legēbat.** _____ Marcus was reading the book.

7. **Postrīdie,⁴ magister scholam habet. Magister dīcit, "Librum doceō, librum discite!" or "Ē librō doceō, ē librō discite!"**

_____ The next day, the teacher gives a lesson. The teacher says, "I teach the book;

_____ learn the book!" or "I teach out of the book; learn out of the book!"

8. **Mārcus et omnēs discipulī legunt et student. Post multās horās, fessī sunt. Mārcus ad casam nōn currit, sed ambulat.** _____ Marcus and all the students read and study.

_____ After many hours, they are tired. Marcus does not run to the house, but walks.

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

_____ His mother asks, "Why are you tired?"

_____ Marcus responds, "This book is ruining my eyes!"

1. *bene*: well (see chapter 26)

2. *domus, -ūs* (f): house, home (see chapter 20)

3. *ecce*: look

4. *postrīdie*: the next day

5. *cūr*: why (see chapter 10)

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

7. *perdō, perdere, perdidi, 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.*

Finem respice. *Consider the end.*



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.**

In the school, the teacher gives the students books.

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

The teacher also gives the students tablets.

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

The students say, “We give thanks to you.”

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

The king sends a small letter to his wife. A slave gives it to the queen.

These words are in the letter:

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

“My queen, do you want to go to the shore? The sea is pretty now.

I desire to make the journey to the sea!”

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

The queen writes a letter and sends it to the king.

The queen’s letter has one word: “Let’s go!”

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, cupitum*: 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	to collect; choose; read
discō, discere, didici	to learn
doceō, docēre, docuī, doctum	to teach
studeō, studēre, studuī (+ dat.)	to be eager for; study
cognōscō, cognōscere, cognōvī, cognitum	to get to know; recognize
schola, -ae	school; group of followers, following
liber, librī	book
scholam habeō	I give a class or lecture
etiam	also, even, too
nōn	not

B. Review Vocabulary

Latin	English
rēx, rēgis	king
uxor, uxōris	wife
iter, itineris	journey, road
finis, finis	limit, boundary, end
mare, maris	sea

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

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

D. Grammar

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

accusative singular, nominative plural, accusative plural

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

genitive plural (-ium instead of just -um)

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

genitive plural, ablative singular, nominative plural, accusative plural



Pirātae, Part 3

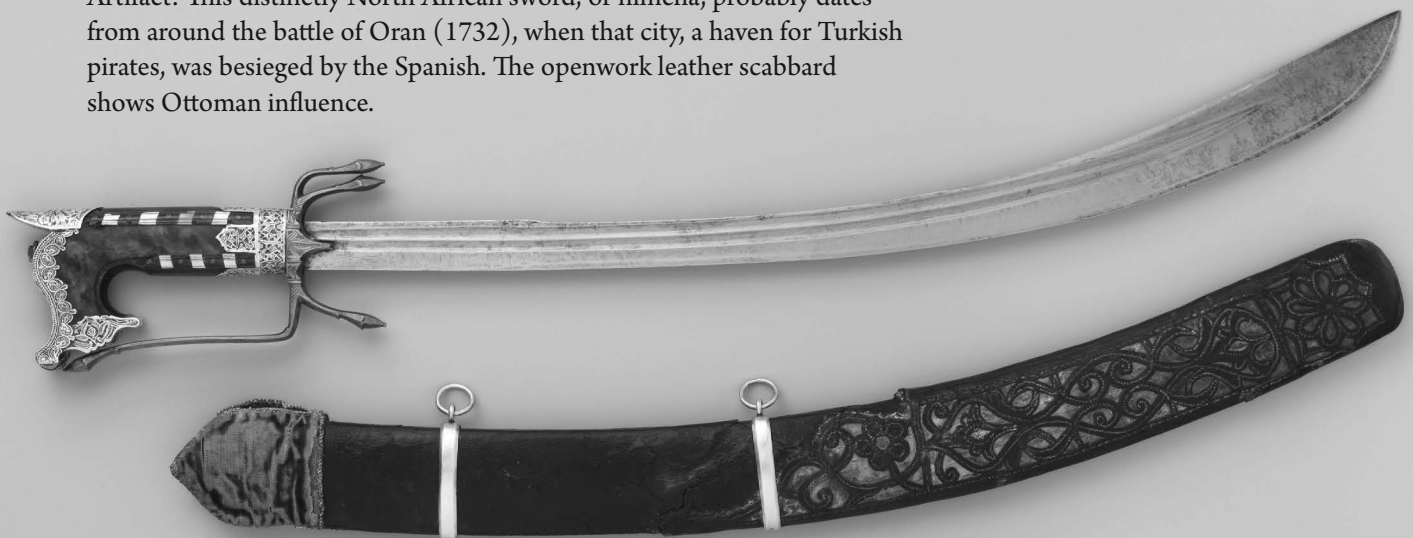
The **nōmen virī erat** (man's name was) Mr. Horner. The **puerī** (children) had told their **fābulam** (story) so well that he became convinced he needed **adiuvāre eōs** (to help them).

Dominus (Mr.) Horner assisted *Mārcum et Iūliam* in rallying a **parvum** (small) band of *piscātōrum et agricolārum* to help them push the *pīrātās ē* (out of) Port Louis. The **cōnsilium erat** (plan was) 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 (Seven men) had volunteered. Despite the protests *virōrum*, Marcus and Julia insisted on being **partem** (part) of the group. Along with Mr. Horner, that made **decem** (ten) total. A **brevī** (short) time later, after gathering some supplies **in nāvēs** (into the boats), they **omnēs** (all) went. But sailing back to St. Ferdinand proved to be much more **difficile** (difficult) than they had thought it would be. A **magna** (great) storm fought **contrā eōs per tōtam viam** (against them the whole way). Lightning struck **prope nāvēs** (close to the boats). 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.



Memory Worksheet



A. Translation

- | | |
|---|--|
| 1. fortis <u>strong, brave</u> | 9. omnis <u>all, whole, every</u> |
| 2. difficilis <u>difficult</u> | 10. nōbilis <u>well-known, noble, famous</u> |
| 3. brevis <u>short, shallow, short-lived, brief</u> | 11. poena <u>penalty, punishment</u> |
| 4. facilis <u>easy</u> | 12. pecūnia <u>money</u> |
| 5. gravis <u>heavy; serious</u> | 13. rosa <u>rose</u> |
| 6. dulcis <u>sweet</u> | 14. vīta <u>life</u> |
| 7. levis <u>light (not heavy); fickle, trivial</u> | 15. sententia <u>sentence, opinion</u> |
| 8. commūnis <u>shared, common</u> | |

B. Chant

In the following table, list the forms for the adjective *brevis* (both the masculine/feminine and the neuter). Remember to fill in the headings for the columns and rows as well.

	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

C. Grammar

Two-termination adjectives have two different endings in the nominative singular.



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 ūnus magister nōbilis ad Ītaliā nāvigābant.**

Ten sailors and one famous captain were sailing toward Italy.

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

The sailors give a name to the ship. The ship's name is *The Rose of the Seas*.

3. **Tempestās¹ magna et gravis eōs circumstat.²**

A great and serious storm surrounds them.

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

The famous captain shouts, “Be strong, brave sailors! This storm will be short!”

5. **Omnēs nautae contrā tempestātem labōrant.**

All the sailors are working against the storm.

6. **Labor est magna et difficilis.**

The labor is great and difficult.

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

After three hours the storm is heavy. The struggle of the sailors is not easy, but all are brave.

Famous Latin Phrases

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



The *-tās* and *-tūdō* Suffixes

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

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

This type of noun is often called an abstract noun, because it stands for an abstract idea, rather than a concrete object (or person or place).

Now, in the following table, try combining the listed adjectives and suffixes to create more abstract nouns. Double-check yourself using a Latin dictionary. Then see if you can come up with a couple more on your own!

Adjective	+	Suffix	=	Noun	Meaning
commūnis	+	-tās	=	communitās	community
difficilis	+	-tās	=	difficultās	difficulty
levis	+	-tās	=	levitās	lightness
facilis	+	-tās	=	facilitās	ease, easiness
magnus	+	-tūdō	=	magnitūdō	magnitude, size
liber	+	-tās	=	libertās	liberty
cīvis*	+	-tās	=	cīvitās	citizenship, state
	+		=		
	+		=		

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



Quiz

A. New Vocabulary

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

B. Review Vocabulary

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



C. Chant

In the following table, list the forms for the adjective *brevis* (both the masculine/feminine and the neuter).

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D. Grammar

Two-termination adjectives have two different endings in the nominative singular.