

New!  
Revised  
Edition

# Latin *for* Children

— PRIMER C —

Classical or Ecclesiastical  
Pronunciation

Dr. Aaron Larsen  
Dr. Christopher Perrin



## Acknowledgments

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*Latin for Children Primer C*

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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.



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# Introduction to Students

Now you are a third-year student of Latin—you are quickly becoming a veteran! This year you will continue to round out your study of Latin by learning the remaining noun declensions (the fourth and fifth declensions) and the fourth conjugation, the last remaining verb conjugation. You also will learn some new adjectives and adverbs and three new verb tenses. As you did last year, you will learn another 273 Latin words, making for a total of 753 words in 3 years. Along the way, you will review words and concepts you have already learned so that your level of mastery grows.

If you have already completed *Primers A* and *B*, you will find this book quite familiar, since it follows the same format: chapters with vocabulary, a brief grammar lesson, and exercises, interspersed with regular review chapters. This text includes two stories from the *LFCC Libellus dē Historiā* (Latin history reader) as well as a nautical adventure story that is in both Latin and English. There is again a large glossary in the back of the book that contains all the words from *Latin for Children Primer A* (*LFCA*) and *Primer B* (*LFCA*), as well as your new words from *Primer C* (*LFCC*). A comprehensive reference section with charts of all the verb conjugations and noun declensions you have learned is also included.

Throughout this book you'll find images of ships, pirates, musical instruments, and many other things having to do with the Golden Age of Pirates. Keep an eye out for the Extras pages, which contain fun information and activities about pirate sayings and flags.

As a veteran Latin student, you undoubtedly know the tricks of learning Latin well. Here they are again, though, just as a reminder:

- Do your exercises regularly and well. Your assignments will not be too long, but you will have at least two every week.
- Try to speak the Latin you are learning, even when it seems awkward.
- Ask questions whenever you are not sure of something.
- The most important thing you can do is *memorize your Latin words*. As you did in *LFCA* and *LFCA*, you will only have to learn about ten words a week! Remember the following tips to master your Latin words:
  - ▷ Chant or sing your words, just as you will do when you learn them in class. It is much easier to remember what you sing or chant.
  - ▷ If you have the video that corresponds with this book, sing and chant along with the students in the video.
  - ▷ Review your Latin words every day (or night) for about five to fifteen minutes. A little bit of review every day is very, very helpful. Keep reviewing words from earlier chapters to make sure you have really mastered them.

# Introduction to Students

- ▷ Make Latin vocabulary cards with the Latin word on one side and the English translation on the other. You can also download free flash cards from our website at [www.ClassicalAcademicPress.com](http://www.ClassicalAcademicPress.com) by navigating to the *Latin for Children Primer C* product pages and clicking the “Support” tab beneath the product photo.
- ▷ Make up silly, fun ways to remember the words. For example, sing, “Come to my *insula*, come to my island,” complete with a little Hawaiian dance. *Insula* is the Latin word for “island.”
- If you have the *Latin for Children History Reader* that corresponds with this book, use it weekly for additional translation work and to learn some history.
- For a fun way to review vocabulary and grammar, make use of the *LFCC Activity Book!* that corresponds with this primer. You can preview samples on our website.
- Quiz your classmate(s) or anyone else taking Latin. Quiz your teacher or parents, and have them quiz you. Have contests to see who can get the most right answers or who can give the answers fastest. Make your own written test, exchange it with a classmate (or teacher/parent), and take each other’s test to see how many answers you can get right.
- Try to find new derivatives (English words that come from Latin) for the Latin words you know.
- If you purchase streaming video from Classical Academic Press, you will receive the free My Library bonus content, including **FlashDash: Latin for Children**—the game that tests your vocabulary chapter by chapter. The CAP My Library platform collects your streaming video, audio, and digital purchases into a single location, and also provides you with extra practice activities and games.
- Questions? Feel free to ask questions using our Ask the Magister online form (under the “Resources” tab at [ClassicalAcademicPress.com](http://ClassicalAcademicPress.com)), and check out other supplemental material on our website.

We hope this third year of study will be satisfying and enjoyable for you. Please contact us with questions and ideas at [ClassicalAcademicPress.com](http://ClassicalAcademicPress.com) or on Facebook. We would love to hear from you.

*Pax* (Peace),  
Dr. Christopher A. Perrin and Dr. Aaron Larsen



# Pronunciation Guide

There are twenty-four letters in the Latin alphabet: There is no *j* in the classical pronunciation system, but in the ecclesiastical pronunciation system, a *j* occasionally appears in place of an *i* when the *i* is used as a consonant. There is no *w* in either pronunciation system. The letters *k*, *y*, and *z* were used very rarely. Letters in Latin are never silent. There are two systems of pronunciation in Latin: classical and ecclesiastical.

## Classical or Ecclesiastical Pronunciation?

Both pronunciations are really quite similar, so ultimately the decision is not a significant one. The classical pronunciation attempts to follow the way the Romans spoke Latin (an older pronunciation), while the ecclesiastical pronunciation follows the way Latin pronunciation evolved within the Christian Church during the Middle Ages, particularly within the Roman Catholic Church.

The main difference between the two pronunciations is the way *c* and *v* are pronounced. Classical Latin pronounces *c/ch* as an English *k*, whereas the ecclesiastical in some cases pronounces *c* (Italian style) as an English *ch* (as in “**ch**eck”). The ecclesiastical pronounces *v* as the English *v* (as in “**v**ictory”), whereas the classical pronounces it as an English *w*. In the ecclesiastical pronunciation, a *j* occasionally appears in place of an *i* when the *i* is used as a consonant. For instance, *iūdex* (judge) is changed to *jūdex* in the ecclesiastical pronunciation. The *t* has a special pronunciation, like *ts*, as in “**ts**ats.” See the following chart on page x in which the ecclesiastical pronunciation is shaded.

So, take your pick and stick with it! Either choice is a good one. Our audio files and videos contain both pronunciations.

## Classical Pronunciation

### Consonants

Latin consonants are pronounced the same as in English, with the following exceptions.

Letter	Pronunciation	Example	Sound
<b>b</b>	before <i>s</i> or <i>t</i> like English <b>p</b>	<b>urbs</b> : city	<i>urps</i>
<b>c/ch</b>	always hard like English <b>k</b>	<b>cantō</b> : I sing <b>sepulchrum</b> : tomb	<i>kahn-toh</i> <i>seh-pul-kruhm</i>
<b>g</b>	always hard like English <b>g</b> , as in <b>goat</b>	<b>gaudium</b> : joy	<i>gow-diyum</i>
<b>gn</b>	in the middle of the word like English <b>ngn</b> , as in <b>hangnail</b>	<b>magnus</b> : big	<i>mang-nus</i>
<b>i</b>	before a vowel, a consonant like the English <b>y</b>	<b>iaceō</b> : I lie down	<i>yah-keh-oh</i>
<b>r</b>	should be rolled as in Spanish or Italian	<b>rēgina</b> : queen	<i>ray-geen-ah</i>
<b>s</b>	always like the <b>s</b> in the English <b>sing</b>	<b>servus</b> : servant	<i>ser-wus</i>
<b>v</b>	always as an English <b>w</b>	<b>vāllum</b> : wall, rampart	<i>wa-luhm</i>

### Diphthongs

Diphthongs are combinations of two vowels that make a single sound when placed side by side.

<b>ae</b>	<b>au</b>	<b>ei</b>	<b>oe</b>
as in eye	as in out	as in stray	as in coil

Note that *ui* is not a diphthong because it doesn't produce a single sound. It is pronounced *oo-ee*, as in “**gooey**” (goo-ee-y).

# Pronunciation Guide

## Short and Long Vowels

Vowels can be short or long in Latin. When they are long, they have a little dash called a *macron* placed over them. Long vowels take about twice as long to say as short ones. Short and long vowels are pronounced *the same way* in both the classical and ecclesiastical pronunciations.

Short Vowels			Long Vowels		
LETTER	EXAMPLE	SOUND	LETTER	EXAMPLE	SOUND
<b>a</b> in Dinah	<b>casa:</b> house	<i>ka-sa</i>	<b>ā</b> in father	<b>stāre:</b> to stand	<i>stah-reh</i>
<b>e</b> in pet	<b>ventus:</b> wind	<i>wen-tus</i>	<b>ē</b> in they	<b>vidēre:</b> to see	<i>wi-dey-reh</i>
<b>i</b> in pit	<b>silva:</b> forest	<i>sil-wah</i>	<b>ī</b> in machine	<b>īre:</b> to go	<i>ee-reh</i>
<b>o</b> in pot	<b>bonus:</b> good	<i>bah-nus</i>	<b>ō</b> in hose	<b>errō:</b> I wander	<i>e-roh</i>
<b>u</b> in put	<b>cum:</b> with	<i>kum</i>	<b>ū</b> in rude	<b>lūdus:</b> school	<i>loo-duhs</i>

## Ecclesiastical Pronunciation

### Consonants

Latin consonants are pronounced the same as in English, with the following exceptions. The yellow rows indicate where the pronunciation differs from classical pronunciation.

Letter	Pronunciation	Example	Sound
<b>b</b>	before <i>s</i> or <i>t</i> like English <b>p</b>	<b>urbs:</b> city	<i>urps</i>
<b>c</b>	before <i>e</i> , <i>i</i> , <i>ae</i> , <i>oe</i> , and <i>y</i> always like English <b>ch</b>	<b>cēna:</b> food	<i>chey-nah</i>
<b>c</b>	before other letters, hard <b>c</b> like English <b>cap</b>	<b>cantō:</b> I sing	<i>kahn-toh</i>
<b>ch</b>	always hard like the English <b>k</b>	<b>sepulchrum:</b> tomb	<i>seh-pul-kruhm</i>
<b>g</b>	soft before <i>e</i> , <i>i</i> , <i>ae</i> , <i>oe</i> like English <b>germ</b>	<b>magistra:</b> teacher	<i>mah-jee-stra</i>
<b>g</b>	before other letters, hard like English <b>goat</b>	<b>gaudium:</b> joy	<i>gow-diyum</i>
<b>gn</b>	in the middle of the word like English <b>ngn</b> in <b>hangnail</b>	<b>magnus:</b> big	<i>mang-nus</i>
<b>j</b>	like the English <b>y</b> in <b>yes</b>	<b>jaceō:</b> I lie down	<i>yah-keh-oh</i>
<b>r</b>	should be rolled as in Spanish or Italian	<b>rēgīna:</b> queen	<i>re-jeen-ah</i>
<b>s</b>	always like the <b>s</b> in the English <b>sing</b>	<b>servus:</b> servant	<i>ser-vus</i>
<b>t</b>	when followed by <i>i</i> and another vowel, like <b>tsee</b>	<b>silentium:</b> silence	<i>see-len-tsee-um</i>
<b>v</b>	always as an English <b>v</b>	<b>vāllum:</b> wall, rampart	<i>va-luhm</i>

## Diphthongs

Diphthongs are combinations of two vowels that make a single sound when placed side by side.

<b>ae</b>	<b>au</b>	<b>oe</b>
as in <i>stray</i>	as in <i>out</i>	as in <i>stray</i>

Note that *ui* is not a diphthong because it doesn't produce a single sound. It is pronounced *oo-ee*, as in "goeey" (goo-eeey).

# Chapter 1

## Memory Page



### Review Chant

### Noun Endings

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

### Present-Tense Verb Endings

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

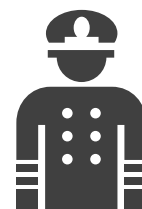
### New Vocabulary

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



### Review Vocabulary

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



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









## Pirātae, Part 1

During the Golden Age of Pirates, AD 1650–1720

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

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

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

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

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

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

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

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

\**pīrāta, pīrātae, m.*: pirate

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





# Grammar Lesson

## Noun and Adjective Review

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

Do you remember the options for gender? They are **masculine**, **feminine**, and **neuter**. The options for number (which tells you how many, as you no doubt remember) are **singular** (one) and **plural** (more than one). The options for case, which helps you determine the noun's role in the sentence, are **nominative**, **genitive**, **dative**, **accusative**, and **ablative**.

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

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

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

## Case and Noun Job

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



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

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

## Noun Job Abbreviations:

SN = subject noun

PrN = predicate noun

PrA = predicate adjective

PNA = possessive noun adjective

DO = direct object

OP = object of the preposition

## Verb Review

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



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



# Memory Worksheet

## A. Translation

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

## B. Chant

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

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

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

	-ō	



## C. Grammar

1. List the names of the five noun cases:

---

2. All nouns and adjectives have three characteristics. They are g \_\_\_\_\_,

n \_\_\_\_\_, and c \_\_\_\_\_.

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

---

4. All verbs have three characteristics. They are p \_\_\_\_\_,

n \_\_\_\_\_, and t \_\_\_\_\_.

5. Tense refers to (circle one):

a. how you feel before a big test

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

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

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

Nominative	SN PrN PrA
Genitive	PNA
Accusative	DO OP
Ablative	OP



# Translation Worksheet

## A. Study

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

1. **Rēx omnēs<sup>1</sup> mīlītēs in ātrium<sup>2</sup> convocat.**

---

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

---

3. **Colōnus mare nōn<sup>3</sup> cūrat. Is terram cūrat.**

---

4. **Nautae magistrum nāvis salūtant.**

---

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

---

6. **Omnēs servī ōrant esse liberī.**

---

7. **Dixit eis Iēsus: “Implēte<sup>4</sup> hydriās<sup>5</sup> aquā.” (John 2:7)**

---

## Famous Latin Phrases

Can you translate the first two of these Latin phrases?

*terra firma* \_\_\_\_\_

**Festīnā lentē.** *Make haste slowly.*

*vōx populī* \_\_\_\_\_

**rāra avis** *a rare bird*



1. *omnis, omne*: all, whole, every (see chapter 3)

2. *ātrium, -ī (n)*: hall

3. *nōn*: not (see chapter 2)

4. *implēte*: fill; from *impleō, implere, implēvī, implētum*: to fill

5. *hydria, -ae (f)*: jar





## Fill in the Blanks

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

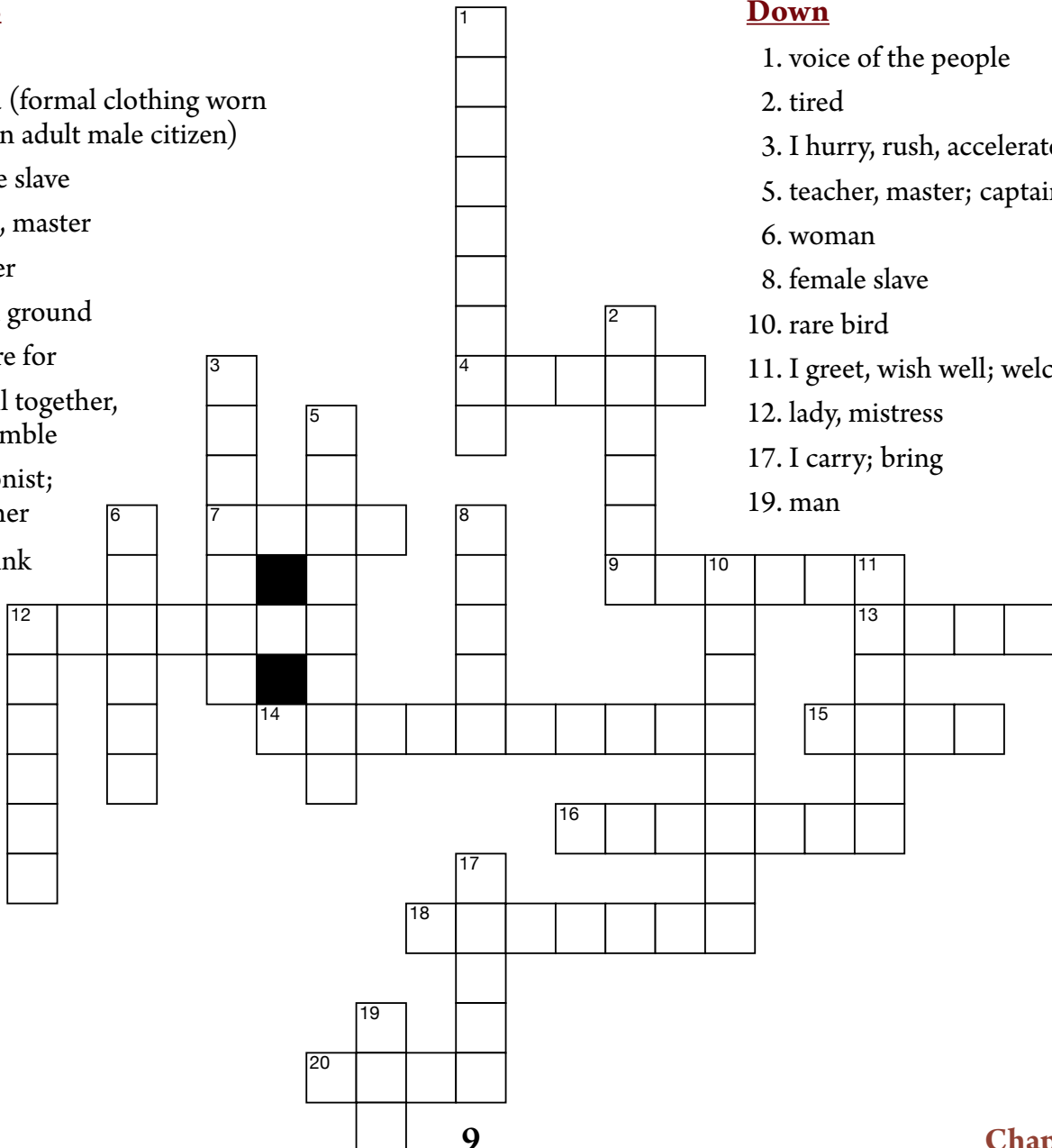
## Crossword Puzzle

### Across

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

### Down

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





# Quiz

## A. New Vocabulary

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

## B. Review Vocabulary

Latin	English
<b>aqua, -ae</b>	
<b>dominus, -ī/ domina, -ae</b>	
<b>servus, -ī/ serva, -ae</b>	
<b>vir, virī</b>	
<b>fēmina, -ae</b>	
<b>magister, magistri</b>	





## C. Chant

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

## Present-Tense Verb Endings

	Singular	Plural
1st person		
2nd person		
3rd person		



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



# Quiz

## D. Grammar

1. List the names of the five noun cases:

---

2. All nouns and adjectives have three characteristics. They are g \_\_\_\_\_,

n \_\_\_\_\_, and c \_\_\_\_\_.

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

---

4. All verbs have three characteristics. They are p \_\_\_\_\_,

n \_\_\_\_\_, and t \_\_\_\_\_.

5. Tense refers to (circle one):

a. how you feel before a big test

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

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

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

Nominative	SN PrN PrA
Genitive	PNA
Accusative	DO OP
Ablative	OP

# Chapter 2

## New Chant

## Memory Page



### Third-Declension Noun Endings

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

### New Vocabulary

Verbs					
Latin			English		
<b>cognōscō, cognōscere, cognōvī, cognitum</b>			to get to know; recognize		
<b>discō, discere, didicī</b>			to learn		
<b>doceō, docēre, docuī, doctum</b>			to teach		
<b>legō, legere, lēgī, lēctum</b>			to collect; choose; read		
<b>studeō, studēre, studuī (+ dat.)</b>			to be eager for; study		
Nouns		Special Phrases		Adverbs	
Latin	English	Latin	English	Latin	English
<b>liber, librī (m)</b>	book	<b>scholam</b>	I give a class	<b>etiam</b>	also, even, too
<b>schola, -ae (f)</b>	school; group of followers, following	<b>habeō</b>	or lecture	<b>nōn</b>	not

### Review Vocabulary

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









## Pirātae, Part 2

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

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

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

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

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

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

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

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

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

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





# Grammar Lesson

## Verbs That Take the Dative

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

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

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

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

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

## Third-Declension Words

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

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

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



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

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

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

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



### Fun Fact!

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

## The Last Case: The Dative

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

The teacher gives *Mark* the book.

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

In Latin the sentence would be written as follows:

**Magister *Mārcō* librum dat.**

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

The teacher gives the book *to Mark*.





## Grammar Lesson

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

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

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



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





## A. Translation

- |                                 |                               |
|---------------------------------|-------------------------------|
| 1. <b>legō</b> _____            | 8. <b>scholam habeō</b> _____ |
| 2. <b>discō</b> _____           | 9. <b>etiam</b> _____         |
| 3. <b>doceō</b> _____           | 10. <b>nōn</b> _____          |
| 4. <b>studeō</b> (+ dat.) _____ | 11. <b>rēx</b> _____          |
| 5. <b>cognōscō</b> _____        | 12. <b>uxor</b> _____         |
| 6. <b>schola</b> _____          | 13. <b>iter</b> _____         |
| _____                           | 14. <b>fīnis</b> _____        |
| 7. <b>liber</b> _____           | 15. <b>mare</b> _____         |

## B. Chant

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



## C. Grammar

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_



# Translation Worksheet

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

1. **Magister discipulōs vocat.** \_\_\_\_\_
2. **Discipulī ad scholam currunt.** \_\_\_\_\_
3. **Discipulī sedent.** \_\_\_\_\_
4. **Magister dīcit, “Librōs novōs tibi dō. Ex illis bene<sup>1</sup> discitis.”**  
\_\_\_\_\_  
\_\_\_\_\_
5. **Mārcus domum<sup>2</sup> cum librō novō currit. “Ecce,<sup>3</sup> māter! Librum novum habeō!”**  
\_\_\_\_\_  
\_\_\_\_\_
6. **Mārcus librum legēbat.** \_\_\_\_\_
7. **Postrīdie,<sup>4</sup> magister scholam habet. Magister dīcit, “Librum doceō, librum discite!” or “Ē librō doceō, ē librō discite!”**  
\_\_\_\_\_  
\_\_\_\_\_
8. **Mārcus et omnēs discipulī legunt et student. Post multās horās, fessī sunt. Mārcus ad casam nōn currit, sed ambulat.** \_\_\_\_\_  
\_\_\_\_\_
9. **Māter eius rogat, “Cūr<sup>5</sup> fessus es?” Mārcus respondet, “Hic liber oculōs meōs<sup>6</sup> perdit!”<sup>7</sup>**  
\_\_\_\_\_  
\_\_\_\_\_

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, perdidī, 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.**

---

2. **Magister etiam discipulīs tabulās<sup>8</sup> dat.**

---

3. **Discipulī dicunt, “Grātiās<sup>9</sup> tibi agimus.”<sup>10</sup>**

---

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

---

---

5. **“Rēgina mea,<sup>12</sup> cupīsne<sup>13</sup> ire ad litus? Mare pulchrum nunc<sup>14</sup> est. Iter facere<sup>15</sup> ad mare cupiō!”**

---

---

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

---

---

---

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

## B. Review Vocabulary

Latin	English
<b>rēx, rēgis</b>	
<b>uxor, uxōris</b>	
<b>iter, itineris</b>	
<b>finis, finis</b>	
<b>mare, maris</b>	

## 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								
Genitive								
Dative								
Accusative								
Ablative								

## D. Grammar

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

# Chapter 3

## Memory Page



### New Chant

### Third-Declension Adjectives (Two Terminations)

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

### New Vocabulary

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



### Review Vocabulary

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











## Piratae, Part 3

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

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

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

Sadly, that was only the start of their problems.

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





# Grammar Lesson

## Third-Declension Adjectives

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

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

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

Painting: *Capture of the Pirate, Blackbeard*, 1718, depicting the battle between Blackbeard the Pirate and Lieutenant Maynard in Ocracoke Bay, 1920. Jean Leon Gerome Ferris (1863–1930).



# Memory Worksheet



## A. Translation

1. **fortis** \_\_\_\_\_
2. **difficilis** \_\_\_\_\_
3. **brevis** \_\_\_\_\_
4. **facilis** \_\_\_\_\_
5. **gravis** \_\_\_\_\_
6. **dulcis** \_\_\_\_\_
7. **levis** \_\_\_\_\_
8. **commūnis** \_\_\_\_\_
9. **omnis** \_\_\_\_\_
10. **nōbilis** \_\_\_\_\_
11. **poena** \_\_\_\_\_
12. **pecūnia** \_\_\_\_\_
13. **rosa** \_\_\_\_\_
14. **vīta** \_\_\_\_\_
15. **sententia** \_\_\_\_\_

## 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.



## C. Grammar

Two-termination adjectives have two different \_\_\_\_\_ 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.**

---

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

---

3. **Tempestās<sup>1</sup> magna et gravis eōs circumstat.<sup>2</sup>**

---

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

---

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

---

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

---

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

---

---

## Famous Latin Phrases

**Omnia vincit amor.** *Love conquers all.*

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

**Dulce et decōrum est prō patriā morī.**

*It is sweet and seemly to die for one's country.*

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

**Fortēs fortūna iuvat.** *Fortune favors the brave.*

---

<sup>1</sup>tempestās, -ātis (f): storm

<sup>2</sup>circumstō, 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
<b>brevis</b>	+	<b>-tās</b>	=	<b>brevitās, brevitātis</b>	brevity (the quality of being brief or short)
<b>fortis</b>	+	<b>-tūdō</b>	=	<b>fortitūdō, fortitūdinis</b>	fortitude (the quality of being brave)
<b>gravis</b>	+	<b>-tās</b>	=	<b>gravitās, gravitātis</b>	gravity, authority (the quality of being serious or heavy)
<b>nōbilis</b>	+	<b>-tās</b>	=	<b>nōbilitās, nōbilitātis</b>	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
<b>commūnis</b>	+	<b>-tās</b>	=		
<b>difficilis</b>	+	<b>-tās</b>	=		
<b>levis</b>	+	<b>-tās</b>	=		
<b>facilis</b>	+	<b>-tās</b>	=		
<b>magnus</b>	+	<b>-tūdō</b>	=		
<b>liber</b>	+	<b>-tās</b>	=		
<b>cīvis*</b>	+	<b>-tās</b>	=		
	+		=		
	+		=		

\*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
<b>brevis, breve</b>	
<b>commūnis, commūne</b>	
<b>dulcis, dulce</b>	
<b>fortis, forte</b>	
<b>difficilis, difficile</b>	
<b>facilis, facile</b>	
<b>gravis, grave</b>	
<b>levis, leve</b>	
<b>nōbilis, nōbile</b>	
<b>omnis, omne</b>	

## B. Review Vocabulary

Latin	English
<b>rosa, -ae</b>	
<b>poena, -ae</b>	
<b>vīta, -ae</b>	
<b>sententia, -ae</b>	
<b>pecūnia, -ae</b>	



## C. Chant

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

	Case	Masculine/Feminine	Neuter
Singular			
Plural			

## D. Grammar

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