

**TEACHER'S EDITION**

# **Latin**

# **Alive!**

**Book 1**



**Karen Moore • Gaylan DuBose**



*Latin Alive! Book 1 Revised Student Edition*

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## Memoria Te Tenemus

This revision of *Latin Alive Book 1* is dedicated to the memory of Gaylan DuBose, my friend, mentor, and coauthor for the Latin Alive series. Each revision made within the pages of this book was crafted in keeping with the original vision we shared. Its purpose is to train students to read Latin in such a way as to discover a wonder and passion for the stories of history and literature that this language holds. Mr. DuBose took great delight in choosing most of the passages in this book series from the works of authors such as Livy, Ovid, Suetonius, Augustine, and many others. He shaped them for the beginning student, and set each one in a delightful context with the Culture Corners and fun facts he shared to support them. His legacy lives on in these pages and in the hearts of the many students he taught for more than five decades. As the Romans would say, Mr. DuBose, we hold you in our memory.

## Preface to the Revised Edition

*Latin Alive! Book 1* was first published in 2008 as the first in a series of three Latin textbooks designed specifically for students pursuing a classical education, whether in a traditional school setting or at home. I partnered with my dear friend and mentor, Gaylan DuBose, to bring these students, their teachers, and their parents a textbook that would delight the learner and support the teacher as they worked together toward the goal of reading original Latin texts.

This new, revised edition carries forward this good work by retaining the core material from the original text, the grammar and reading lessons that have benefitted Latin students over the years, while implementing thoughtful revisions in response to shared teacher observations. *Latin Alive! Book 1* and the entire series will now offer a better pace, keeping in mind the *scholé*, or restful learning, approach to learning. The revised Book 1 now contains twenty-two chapters, reduced from the original twenty-nine. Some of the chapter readings have been revised for length and content, so that they might better fit within the pacing of the school year and better align with the students' reading ability. While the readings may be shorter, we have increased the number, length, and type of exercises in order to provide additional opportunities to practice grammar and reading. As always, the choice of which exercises and readings to include in any lesson plan is at the discretion of the teacher. Teachers should not feel obligated to use every exercise provided. Instead, teachers now have a greater variety of options from which they can choose.

Over the years I have personally worked to build a multi-disciplinary approach to teaching Latin within my own classroom. The study of Latin grammar as a means to read Latin texts remains the foundation of this series. However, the *Latin Alive!* series now offers additional exercises to engage learners through speaking, listening, observing, drawing, and even moving about the classroom. Some of these exercises are printed within the pages of the student textbook. Others, such as conversational warm-ups that feature the chapter motto, are offered in the teacher's edition.

As with the original edition, this text contains engaging supplemental lessons, such as Derivative Detective, Culture Corner, *Colloquāmur*, and Latin in Science. Each of these sections demonstrate the connections the classical world and *Latīna līngua* share with our modern lives.

Lastly, I must express my immense gratitude to our editors for this text, Edward J. Kotynski and Anne B. Tew. Both are gifted teachers who share with me a passion for the Latin language and an enthusiasm for engaging students in learning. Far beyond the basic editing, both offered their creativity and experience to crafting exercises and refining lessons. It is our hope that we are placing in your hands an even better and more delightful text that brings Latin to life for students.

*Soli Deo Gloria,*

Karen T. Moore, MSc

## Note to Students

We have written this text just for you, the preteen preparing to begin the dialectic stage of learning (the School of Logic). Whether you are beginning to study Latin for the first time or have studied some Latin in grammar school, we have created this textbook for you. This text will review all the grammar covered in the Latin for Children series. Students who worked through those books will find that *Latin Alive! Book 1* will teach you much more about how to use what you have already learned. For students who are new to Latin, this text will leave no stone unturned. We will teach you all the basics of the language. For all students, this text is the first in a series that will prepare you to read, understand, even construe (analyze) Latin texts that represent some of the greatest literature ever written.

What you will find inside:

- **Pronunciation:** The introduction begins with a thorough lesson on classical pronunciation. This includes important rules on syllabication and accent.
- **Glossaries:** After the introduction, each chapter begins with a list of Latin vocabulary and English derivatives. A complete alphabetical glossary is also provided in the back of the book.
- **Grammar Lessons:** These sections in each chapter provide clear, concise, and complete grammatical instruction written just as it would be taught in a classroom. Grammatical exercises follow each lesson to help you practice what you have just learned.
- **Sentence Translation:** These exercises appear toward the end of each chapter. They will help you apply what you have practiced in the grammatical exercises and prepare you for the chapter reading to follow.
- **Multi-Sensory Exercises:** Each chapter also offers exercises to engage you in the *Latina lingua* through speaking, drawing, or moving.
- **Chapter Readings:** Latin stories about the Roman monarchy and republic end each chapter. We based many of these on the stories of the great Roman historian Livy.
- **Unit Review Chapters:** Each unit concludes with a review designed to reinforce the previous lessons. The unit reviews resemble the format of the reading comprehension portion of the National Latin Exam and the multiple-choice section of the Advanced Placement Latin Exam. We intentionally designed these unit reviews to increase reading comprehension skills.
- **Reading Helps:** Each reading, whether in a regular chapter or a unit review, contains the following helps:
  - Names and Proper Nouns lists describe the characters and places that will appear in each story.
  - An extra glossary for unfamiliar words in the text. Each of these words appears in *italics* in the Latin text. This will allow you to see which words you can expect help on.
  - At the end of the passage, we have provided the translation for some phrases. These phrases appear in **bold** type. This feature allows us to introduce you to classical idioms and expressions that frequently appear in Latin literature.
  - Reading comprehension questions in both Latin and English follow each reading.
- **Historical Context:** The Latin readings in this text tell of the history and culture of the Roman people from the Trojan War to the time of Julius Caesar. In addition to these Latin passages, each unit review chapter begins with a historical passage written in English. These English passages provide opportunities for us to communicate more about the people, places, and events that surround the stories you are reading. We are honored to have Dr. Christopher Schlect as a contributing writer on several of these pieces. Dr. Schlect is the Senior Fellow of History at New St. Andrew's College, where he serves as Head of Humanities and Director of the college's graduate program in Classical and Christian studies.
- **Bonus Material:** In addition to all of the above, we have provided a combination of the following supplementary segments in each chapter.

- Colloquāmur: Improve your command of Latin by increasing your oral proficiency. These activities appear regularly throughout the text and offer practical and sometimes entertaining ways to apply your Latin skills in and out of the classroom.
- Derivative Detective: Build your English vocabulary through these activities that demonstrate how we can trace modern words back to an ancient vocabulary.
- Culture Corner: Learn more about the Romans, their lives, their history, and their traditions using these windows into the past.
- Latin Americana: Each chapter features one of the national or state mottoes that regularly appear on official insignia. In addition, we offer several opportunities for you to see how classical history and civilization have shaped our world.

### Note to Teachers and Parents:

Like the Latin for Children series, this text includes clear, concise, and complete grammatical instruction, making it user-friendly for the student and the novice Latin teacher alike. As seen in the list of features above, it also incorporates a great number of exercises and additional activities, making a supplemental text quite unnecessary. We have also created a teacher's edition for this text to aid you in the classroom. The teacher's edition includes not only answers and translations, but also teacher tips, tests, and additional classroom projects accumulated from our combined experience of more than sixty years of teaching.

It is our hope that you will enjoy learning Latin with this textbook as much as we have enjoyed creating it for you.

S.D.G.

Karen Moore and Gaylan DuBose

## Note to Teachers

This teacher's edition is intended to provide you with as much support as possible in order to assist you during the course of this text. For that reason, this edition supplies you with much more than an answer key. Inside you will find:

- Descriptions of the history and symbolism of the US national or state seals that are featured at the beginning of each chapter
- Further explanations on some of the more complex grammar lessons
- Teacher tips to convey ideas for instruction or to warn of common student pitfalls
- Additional exercises for further practice
- Supplemental worksheets for declining nouns and adjectives, conjugating verbs, and parsing verbs
- Suggested projects in each unit review chapter based on the presented history and culture lessons
- Unit tests

Should you have any questions for which this edition does not supply an answer, please submit those questions via Ask the Magister on the Classical Academic Press website at [www.classicalacademicpress.com/ask-the-magister](http://www.classicalacademicpress.com/ask-the-magister). There we will provide you with the answers you need. It is our desire to support you in your endeavor to introduce students to the fascinating and enriching world of Latin.

## Before You Begin

We encourage you to read through the teacher guide before creating your lesson plans for each chapter. For those students who have studied Latin via Latin for Children or another Latin primer, some chapters may contain review material that need not be reviewed. Others may contain material that may appear to be review, but does contain new concepts and important information the students have not yet learned. The scope and sequence of this text is designed to serve students new to Latin, while at the same time to provide further insight and challenges for “veterans” of any grammar school Latin series. The text also contains a great wealth of supplemental material. Not everyone will have time to fit it all in, so pick and choose what you feel will serve your classroom the best. As an aide for planning, a suggested schedule for teaching through the lessons in this book is available at (please insert location).

## Teacher's Tips

The following are a few teacher tips that will be useful throughout the text:

### Great Seals

Each chapter begins with a chapter maxim taken from one of the US national or state mottoes. This edition provides additional insight into the great seals that display these mottoes. Many seals not only display a Latin motto but also use images that harken back to the ancient civilizations of Greece and Rome. Understanding the influence behind these mottoes and seals demonstrates how relevant Latin still remains to our modern culture. Teachers may want to consider using the “Latin Across America” geography project in the appendix to help integrate a little geography and American history into their Latin classrooms. These mottoes also make great bonus questions on chapter quizzes or unit tests.

### Oral Practice

Although Latin is no longer spoken in most settings, a student has much to gain from oral practice. First and foremost, countless studies have proven that the more senses used to learn something, the better one will retain it. Oral practice provides another creative (and often diverting) means to reinforce the lessons in this text. Second, by training students how to communicate Latin orally (i.e., speak), bypassing the pen and paper, we are training their minds to process other foreign languages in the same manner—by speaking.

This text provides a number of helps and exercises to make this an obtainable goal for any classroom. First, the introduction begins with an in-depth lesson on the pronunciation of the Latin language. Then, each subsequent

chapter reinforces what students learn in the introduction by asking them to mark the appropriate pronunciation for each one of their vocabulary words. This exercise will also prepare students for the Latin poetry that they will read in later texts in this series. It is highly beneficial for the students and/or teacher to read the Latin in this text aloud at every opportunity.

It is important to not only include scripted Latin for oral practice, but some more natural conversation as well. Get students to think (or speak) on their feet. Many chapters provide a bonus segment called **Colloquāmur** (Let's Talk). These segments provide a wide variety of ways to practice Latin aloud in a conversational manner. The exercises include social Latin (polite Roman conversation), grammar practice (how to have a classroom discussion on grammar in Latin), and even a few topics for nature studies. On a more academic note, each chapter reading also concludes with a set of reading comprehension questions in Latin. While the students may complete these in writing, the questions provide another opportunity for great Latin conversation. Such exercises greatly affirm the student's confidence in Latin.

### Practice, Practice, Practice

You will notice that each time the text introduces a new noun declension, verb conjugation, or verb tense the following exercise immediately asks students to decline/conjugate a new set of words. Students cannot practice these forms enough—orally or in writing. This text provides a set of reproducible declension, conjugation, and verb parsing worksheets to provide a uniform structure for these exercises. Often the authors of this text have provided notes that offer additional practice to aid students in grasping new grammar concepts.

### Parsing & Labeling Sentences

Most of the sentence translation exercises ask students to “parse and label” sentences. Just as a math teacher would never accept final answers to mathematical problems when the students had failed to show their work, so Latin students ought to regularly practice analyzing the grammatical structure of a sentence. In the beginning with simple sentences this direction is pretty straight forward. Students can use the same abbreviations and symbols as in their English classes. (If the English teacher is different from the Latin teacher, be sure that the two find common ground on how to label sentences. This will prevent confusion for the students.) As syntax becomes more complex the labeling will begin to differ from what students might use in their English classes. For example, prepositional phrases are used much more frequently in English than they are in Latin. So teachers may want to identify a particular ablative word by its construction instead (such as “manner”). Teachers and students can use the labels demonstrated in this text, or come up with another method that better suits their own classroom. Just be consistent.

The text does not ask students to parse the Latin readings featured at the conclusion to each chapter and in the unit reviews. This is to encourage students to begin learning to leave the analytical behind, to trust in the skills they have learned, and to read Latin.

### Latin Passages

Beginning with the fourth chapter, each chapter contains a Latin reading. In chapters 4 through 6 the readings consist of individual numbered sentences that as a group tell a bit about the Trojan War. The text presents these first readings in this manner as a means of preparing students gradually for translating longer passages in paragraph form. Beginning with the first unit review, students will begin translating paragraphs about the Romans. Most of these readings are inspired by *Ab Urbe Condita (From the Founding of the City)* by Titus Livius, usually known in English as Livy. By allowing students the opportunity to read about the great exploits and heroes of the Roman Republic, we believe students should gain a great understanding of the people who spoke this ancient language. The best way to learn any language is in the context of the culture and history of those who spoke it. By studying the Roman Republic in this text, students will also gain a deeper understanding of and appreciation for the American Republic.

It is the goal of the Latin Alive! series to begin training students to read original Latin texts, unadapted from the author's pen. There is, however, a great bridge to cross from modern English to ancient Latin texts. So it is worth

emphasizing that the majority of the passages in this text are “inspired by” Livy’s writings. The authors have studied Livy’s records of the events and people mentioned in his text, and based these passages upon those records. Whenever possible, Livy’s vocabulary and phrasing have been retained. Often, however, it is necessary to adapt and rewrite portions to bring them within the student’s capability. As the text progresses, the passages will gradually grow closer to what might be considered “real Latin.”

In *Latin Alive! Book 2* the passages will no longer be *inspired by* Latin authors, but instead will be adapted straight from original texts. The original Latin will be tinkered with only as much as is necessary to bring the text within the student’s reach. By that time, however, the students will have mastered a great deal more of the language, and will require less adaptation. In *Latin Alive! Book 3*, students will reach the goal of reading original Latin texts just as the original author wrote them.

## Reading Aids

In order to assist the students as they begin learning to read Latin, the text provides several reading aides or tips for each passage. Most readings begin with a list of characters to help students distinguish whom or what the proper nouns represent. Students will encounter Latin words in the chapter readings that the text has not yet formally introduced through the chapter vocabulary list provided at the beginning of each chapter. Such words appear in *italics* within the chapter reading. Students can find them readily available in a reading glossary that accompanies the chapter reading passage. Unfamiliar words that do not appear in the reading glossary may be found in the master glossary (p. ???) or in a personal Latin-English dictionary. We recommend having a personal Latin dictionary available in the classroom or at home. In later passages, students will encounter some words that are underlined. These underlined “eye” Latin words are not included in the glossary. These words, such as the Latin word *honor* meaning “honor,” resemble their English counterparts so closely that we ask students to use their “eye” Latin to discern the meaning. Other phrases in the passage may appear in **bold type**. These are usually phrases that contain grammar too difficult for most students to grasp, and the full translation is provided immediately following the passage. These phrases are included for a couple of reasons. First, many are constructions or actual phrases that appear in Latin literature. Since it is our goal to train students to read original Latin literature, we feel it best to begin acquainting them with such constructions early in their studies. In some cases, the text will also provide explanations for the grammar exemplified in the phrases noted in bold type. Second, these phrases are included in this format because the meaning and translation add a great deal to the story. The authors could simply find no better way to express those thoughts or ideas while remaining true to Latin.

## Reading Comprehension

As students increase their translating skills, they need to learn to read for comprehension, so a series of reading comprehension questions has been provided after each chapter reading. While these can serve as a written assignment, they also provide a tremendous opportunity for class conversation about the passage. Several chapters also provide an additional group discussion question in English. Often this question will prompt a discussion comparing or contrasting the history and culture of America with that of Rome. Encourage students to cite a portion of the Latin passage whenever possible as they make their observations. This skill will serve them well as they prepare for writing assignments in other classes, making speeches, participating in debates, or even preparing for the Advanced Placement Latin Exam.

## Unit Reviews

The text includes five unit reviews. The focus of each of these units is to build the student’s reading skills. Each unit review features a story (also based on the history or culture of Rome) that reviews the vocabulary and grammar concepts learned in the preceding chapters. The story is followed by a series of multiple-choice questions. The format of the story and the questions that follow is similar to what one might see on the National Latin Exam or the Advanced Placement Exam. For students who desire to take one of these exams, this will prove excellent practice.

Generally, the students should follow these steps to success for reading comprehension exercises:

- Read the English title and the prefatory note, if provided. (These are often clues to the theme or content of the reading.)
- Scan the footnotes that follow the passage in order to become familiar with the aides provided. Often students spend unnecessary time trying to understand a phrase that is provided in the footnotes below. Footnotes are your friends!
- Read the Latin text all the way through without any attempt at translation.
- Read the questions in order to know what to look for in the reading.
- Read the selection again, translating carefully. In order to get as close to the original as possible, it is good for students to read each text in the order in which the Latin appears (as opposed to rearranging words to accommodate typical English word order), understanding the possible functions of each word before moving on to the next. This will help students avoid thinking about Latin as English and will enable them to begin to see the purpose for an author's choice of word order.
- Read for general meaning and not for each individual word. Even if the student does not instantly recall every individual word, the larger meaning may still be understood. Read for general information first and then use a dictionary or grammar tool to focus in on any unfamiliar words or phrases that are pertinent to the question. Do not let what you don't know rob you of what you do know.
- Go back and begin answering the questions.

### Assessments

The teacher's guide includes five unit tests. These tests should be taken upon completion of the corresponding unit review. The unit tests not only assess the grammar the student has learned, but also the student's ability to apply that grammar to a reading passage.

This teacher's edition does not include chapter quizzes, but a separate *Latin Alive! Book 1 Test Packet* is available for purchase at [ClassicalAcademicPress.com](http://ClassicalAcademicPress.com). The test packet includes a set of comprehensive, standardized tests designed to supplement *Latin Alive! Book 1*. It is an excellent and helpful resource for teachers and parents. The downloadable packet includes a weekly test for each chapter, a complete answer key, and suggested scoring based on a 100-point system. You may choose between three licenses (1–3, 4–9, or 10+ students).

Oral quizzes (much like an English spelling quiz) are a good way to continue to develop students' auditory proficiency. Teachers should give the first form from the vocabulary list (e.g., nominative singular for nouns and adjectives or first principal part for verbs). The student should then write that word and the necessary forms and meanings that follow. Teachers may want to add a bonus question taken from the chapter maxims or perhaps from the Culture Corner segments. Such bonus questions are a great way to encourage students to read and learn these items.

### Supplemental Lessons

In an appendix at the back of this text the authors have included several projects that have been favorites in their classes. They include the following:

- Latin Across America: incorporate American geography with the state mottoes
- Roman Calendar: learn about the history of the Roman calendar and how little it differs from the one we use today, then create your own
- Archaeology: create your own archeological dig

Thank you for choosing *Latin Alive!* for your classroom. It is our hope that this series will lead you and your students on a wonderful voyage of discovery into the world of Latin.

Blessings,

Karen Moore and Gaylan DuBose

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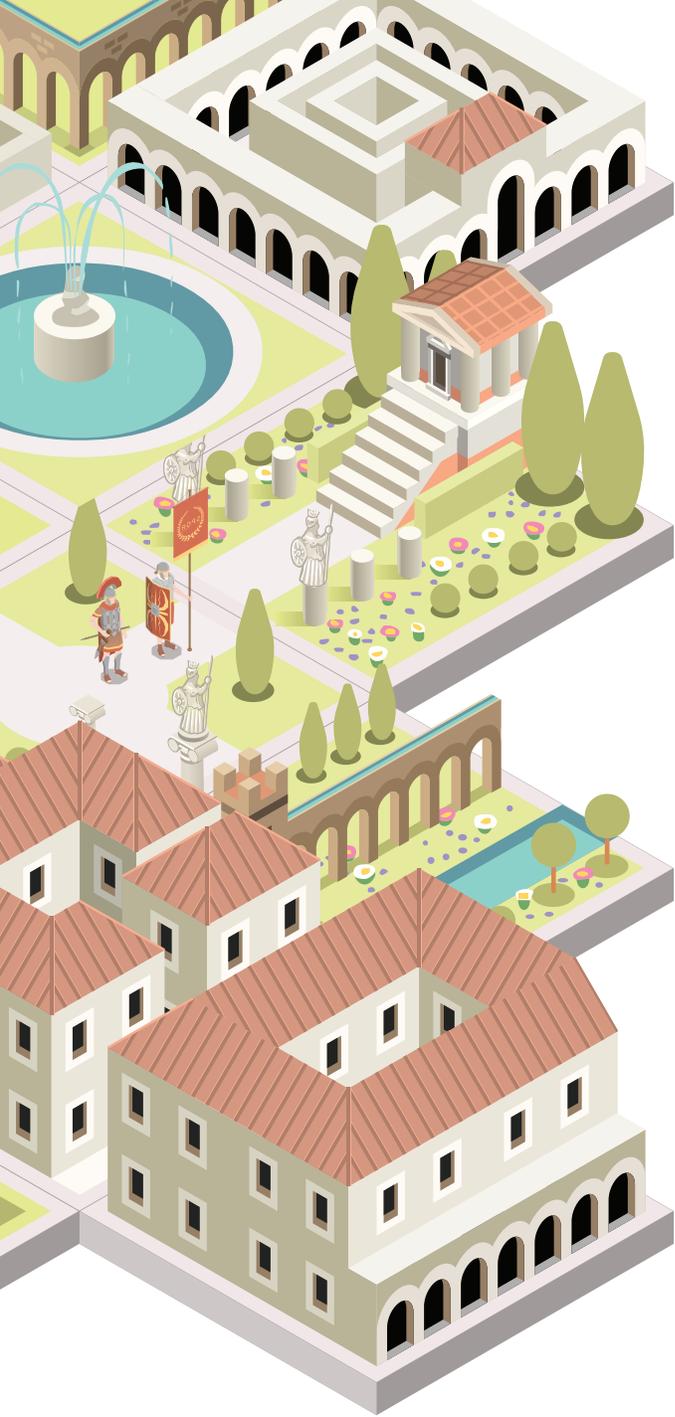
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**ē plūribus ūnum**  
one from many

—motto on the United States of America Great Seal  
This phrase is adapted from Pseudo-Vergil's *Morētum*,  
1.104, “color est ē plūribus ūnus.”

# Introduction

## Latin Alphabet

### Latin Verbs

- pronunciation
- syllabication
- accent

Some perceive Latin as a difficult course of study—too difficult for any but the most intelligent and adept of students. However, this is simply not the case. The fact is that many boys and girls of various nationalities and backgrounds have studied this language over the centuries. If you take up the biographies of many men and women of reputation, including the Founding Fathers of America, you will find that they studied Latin as youths, even those who attended small one-room schoolhouses in the backwoods. The truth is that English is actually much harder to learn than Latin. Compared to English, Latin is simple. Before you laugh at this remark, take the Roman point of view. Let us suppose that a young Roman boy named Marcus decided to take up the study of English. How would he, a native speaker of Latin, learn this modern language?

## Section A. Alphabet

Marcus's first lesson would be the alphabet. He would be relieved to find in this area common ground between his language and ours, for our alphabets are very similar. The earliest writings we possess in the Latin alphabet date from

the sixth century BC. The Latin alphabet, which consisted initially of only twenty letters, was adapted primarily from that of the Etruscans, a people who inhabited central Italy prior to the Romans.:

A B C D E F G H I L M N O P Q R S T V X

Later, Latin added the letters *K*, *Y*, and *Z* from the Greek alphabet as the Romans adapted Greek words to the Latin language. The letters *J*, *U*, and *W* were included at a much later stage, also for adapting to other languages. The letter *J* became the consonant form of *I*, *U* is the vowel form of *V*, and *W* was introduced as a “double-u” (or double-v) to make a clear distinction between the sounds we know today as “v” and “w.” With these additions, the Latin alphabet, also called the Roman alphabet, is the most widely used alphabetic writing system in the world. So, Marcus need only learn a couple of new letters to obtain a complete understanding of the English alphabet. As for you, you needn’t learn any, but only learn to live without a few.

The final form of the alphabet in Latin was:

A B C D E F G H I K L M N O P Q R S T U V X Y Z

a b c d e f g h i k l m n o p q r s t u v x y z

## Section B. Pronunciation

While the alphabet will pose little or no problem for our Roman friend, Marcus, phonics will be a great obstacle. That’s because the twenty-six letters that create the modern English alphabet can make seventy-two different phonetic sounds!

Let’s start with vowels. Surely you have noticed in the English language how challenging it can be to know how to pronounce a vowel or group of vowels. We sometimes even have homophones (words with identical spellings) that are pronounced two different ways (e.g., **present** and **present**) and others that are spelled differently but pronounced identically (e.g., to, too, and two)!

Latin vowels are much more consistent. For the time being, assume that the consonants are pronounced just as they are in English. Your teacher will help you if there are any unusual ones.

Vowels in Latin consist of the typical *a*, *e*, *i*, *o*, *u*. They are either long or short by nature. Thus, each vowel has two and only two sounds. Unlike English, long vowels in Latin are often clearly marked by a **macron** (from the Greek word *makros*, meaning “long”), which is a line over the letter. It looks like this: ā.

### Latin Vowels

Short	Latin Example	Long	Latin Example
<i>a</i> as in alike [uh]	<b>casa</b>	ā as in father [ah]	<b>stāre</b>
<i>e</i> as in pet [eh]	<b>memoria</b>	ē as in they [ey]	<b>cēna</b> [key-nuh]
<i>i</i> as in pit [ih]	<b>inter</b>	ī as in machine [ee]	<b>īre</b>
<i>o</i> as in bought [aw]	<b>bonus</b>	ō as in hose [oh]	<b>errō</b>
<i>u</i> as in put [u]	<b>Marcus</b>	ū as in rude [oo]	<b>lūdus</b>
<i>y</i> as in pit [ih]	<b>thymum</b>	ȳ as in machine [ee]	<b>Lȳdia</b>

**Exercise 1.** Pronounce the following words aloud.

- |          |         |               |
|----------|---------|---------------|
| 1. amō   | 5. ōrdō | 9. syllaba    |
| 2. pater | 6. est  | 10. excelsior |
| 3. māter | 7. uxor |               |
| 4. vīcī  | 8. ūsus |               |

Now let's look at consonants. Read the following list of English words aloud.

<b>cat</b>	apple	rock
<b>city</b>	ant	rope
<b>chorus</b>	avocado	love
<b>charade</b>	aviator	loose

Can you figure out one general rule for the sounds produced by each of the letters *c*, *a*, or *o*? No, you can't because although there *are* phonetic rules for each of these letters, they are numerous and there are many exceptions to almost all of them.

Marcus will most likely feel quite overwhelmed and even a bit frustrated by the numerous phonic rules he must learn for English. His native Latin is much simpler and very easy to understand. In Latin, each consonant produces only one sound when on its own. Most are identical to our modern pronunciation, but there are a few variations that you should learn.

Latin Consonants		
Consonant	Phonetic Rule	Latin Example
<i>c</i>	always hard as in <b>cat</b> , never soft as in <b>cent</b> .	<b>cantō</b>
<b>cēna</b>	<b>memoria</b>	<i>ē</i> as in they [ey]
<i>g</i>	always hard as in <b>goat</b> , never soft as in <b>gentle</b> .	<b>glōria</b>
<b>genus</b>	<b>bonus</b>	<i>ō</i> as in hose [oh]
<i>i (j)</i>	as a consonant appearing before a vowel, pronounced as the <i>y</i> in <b>yellow</b> .	<b>iam</b>
<b>Iūppiter</b>	<b>thymum</b>	<i>ȳ</i> as in machine [ee]
<i>r</i>	often rolled as in Spanish or Italian languages.	<b>rēctus</b>
<i>s</i>	always like the <i>s</i> in <b>sit</b> , never like the <i>z</i> sound in <b>please</b> .	<b>semper senātus</b>
<i>t</i>	always like the <i>t</i> in <b>table</b> , never like the <i>sh</i> sound in <b>nation</b> .	<b>teneō ratiō</b>
<i>v</i>	sounds like the <i>w</i> in <b>wine</b> .	<b>vīnum victōria</b>
<i>x</i>	sounds like the <i>x</i> in <b>ox</b> , not the <i>gz</i> in <b>exert</b> .	<b>nox rēx</b>

**Exercise 2.** Pronounce the following words aloud.

- |                 |              |            |
|-----------------|--------------|------------|
| 1. cīvītās      | 5. vinculum  | 9. resurgō |
| 2. interrogātiō | 6. exercitās | 10. iungō  |
| 3. casa         | 7. gravitās  |            |
| 4. vēritās      | 8. genus     |            |

In English, when two consonants appear together, their sound can change in a myriad of different ways. Take for instance the common pairing of *th*.

**then**

**theatre**

**Goatherd**

Once again, Marcus will be overwhelmed. He must learn another set of rules in order to know how to pronounce the consonant blend *th* in varying settings. In contrast, Latin is simple. On most occasions that two consonants appear together, you will pronounce each one with its individual sound as noted in the Latin Consonants chart. There are a few consonant blends, but unlike English, each blend has *one* assigned sound that never varies.

Latin Consonant Blends		
Consonant	Phonetic Rule	Latin Example
<i>bs, bt</i>	<i>b</i> sounds like <i>p</i>	<b>urbs (urps)</b>
<b>obtimeō</b> ( <i>op-TIN-e-oh</i> )	<b>memoria</b>	<i>ē</i> as in they [ey]
<i>gu, qu</i>	sounds like <i>gw, qw</i> as in penguin and <b>quart</b>	<b>glōria</b>
(The <i>u</i> is considered a consonant here, not a vowel.)	<b>lingua</b>	<i>ō</i> as in hose [oh]
<b>quod</b>	as a consonant appearing before a vowel, pronounced as the <i>y</i> in yellow.	<b>iam</b>
<i>ng</i>	sounds like <i>ng</i> as in <b>angle</b> (You hear an <i>ng</i> sound followed by a <i>g</i> sound) not like angel or sing.	<b>lingua</b>
<i>gn</i>	sounds like <i>gn</i> or <i>ngn</i> as in <b>magnet</b> or <b>annual</b>	<b>magnus</b>
<i>ch</i>	each sound pronounced individually like <b>chorus</b> , not like <b>bachelor</b>	<b>charta</b>
<b>chaos</b>	always like the <i>t</i> in <b>table</b> , never like the <i>sh</i> sound in <b>nation</b> .	<b>teneō</b> <b>ratio</b>
<i>th</i>	each sound pronounced individually like <b>goatherd</b> , not like <b>then</b> or <b>theatre</b>	<b>thymum</b> <b>theātrum</b>
<i>ph</i>	each sound pronounced individually like <b>up hill</b> , though most people pronounce it <i>f</i> as in <b>philosophy</b>	<b>philosophia</b> <b>Orpheus</b>
double consonants	pronounced as two individually distinct sounds with a slight pause between them	<b>ecce</b> ( <i>EC-ce</i> ) <b>puella</b> ( <i>pu-EL-la</i> )

**Exercise 3.** Pronounce the following words aloud.

- |                 |                |                 |
|-----------------|----------------|-----------------|
| 1. obsequor     | 6. pulcher     | 11. currō       |
| 2. obtulī       | 7. architectus | 12. sumus       |
| 3. mathēmaticus | 8. scientia    | 13. summus      |
| 4. anguis       | 9. quidquid    | 14. theorēticus |
| 5. sanguinis    | 10. cūrō       |                 |

Finally, there are a few combinations of Latin vowels that are pronounced together. These combinations, called **diphthongs**, are two vowels blended together to create one sound. Latin has only six diphthongs. ▣

Latin Diphthong		
Diphthong	Pronunciation	Latin example
<i>ae</i>	sounds like the <i>ai</i> in aisle	<b>fēminae, aequus</b>
<i>au</i>	sounds like the <i>ou</i> in out	<b>laudō, auctor</b>
<i>ei</i> *	sounds like the <i>ei</i> in weigh	<b>deinde</b>
<i>eu</i> *	pronounced <i>eh-oo</i>	<b>heu</b>
<i>oe</i>	sounds like the <i>oi</i> in coil	<b>proelium</b>
<i>ui</i> *	pronounced <i>oo-ee</i> as in tweet	<b>huic, cui</b>

\*The diphthongs marked with an asterisk are very rare. The diphthongs not so marked are very common diphthongs.

**Caveat Discipulus (Let the Student Beware):** If you see a vowel combination like those in the Latin Diphthongs chart, but with one vowel marked long (with a macron over it), then it is *not* a diphthong and the vowels are pronounced separately, like this:

*poēta, Trōes*

**Exercise 4.** Pronounce the following words aloud.

- |           |            |            |
|-----------|------------|------------|
| 1. caedō  | 5. pinguis | 9. phoenix |
| 2. causa  | 6. silvae  | 10. eugē   |
| 3. foedus | 7. poēma   |            |
| 4. ēheu   | 8. audiō   |            |

The various sounds produced by the consonants and vowels in Latin total forty different phonetic sounds. Compare this to the seventy-two sounds produced by the English vowels and consonants and you can begin to see why Latin could be considered the easier of the two languages. However, there is still more to consider in learning how to pronounce words correctly. So, while Marcus continues to learn his seventy-two new English sounds, we will turn to syllabication.

## Section C. Syllabication ▣

The term “syllable” is used to refer to a unit of a word that consists of a single, uninterrupted sound formed by a vowel (e), diphthong (ae), or by a consonant-vowel combination (el). **Syllabication** is the act of dividing a word into its individual syllables. With English this can be tricky because there are often letters that remain silent. However, in Latin there are no silent letters, so any given Latin word will have as many syllables as it has vowels or diphthongs.

There are three main rules of syllabication and a couple of more-complicated rules that occur in unusual circumstances. Our suggestion is that you memorize the first three rules, and then refer to the other rules when you need them, until they become second nature.

### Main Rules: Divide

- Before the last of two or more consonants:
 

pu-el-la	ter-ra
ar-ma	temp-tō

 (but phi-lo-so-phi-a because, remember, *ph* is considered a single consonant)



## Accent

**Accent** is the vocal emphasis placed on a particular syllable of a word. As usual, English complicates rules for pronunciation. Consider the following examples, paying particular attention to the underlined words.

We will present the present to the birthday girl.

They object to the object of the speech.

The underlined homonyms are spelled the same, yet each one is pronounced differently. Certainly Marcus or any other student attempting to learn English would be quite puzzled by this. Latin on the other hand accents words in a uniform manner.

The rules for accent are as follows:

1. In words of two syllables, always accent the first syllable: **aúc-tor, naú-ta**
2. In words of more than two syllables accent the **penult** (next to last) when it is long: **for-tú-na, im-pe-rá-tor**
3. Otherwise, accent the **antepenult** (third from the last) syllable: **fě-mi-na, aú-di-ō**

**Notā Bene:** The last syllable is referred to as the *ultimā*, meaning “last” in Latin. The next to last syllable is called the penult (almost last). The syllable third from the end is known as the antepenult (before the almost last).

It might be helpful to think of the penult syllable as having a gravitational pull. If it is long, the “gravity” pulls the accent close to it. If it is short, then there is a lack of gravity, as on the moon, and the accent floats away to the third position, or antepenult. There is, however, an invisible force field on the other side of the antepenult, so the accent cannot float past that syllable.

**Exercise 7.** Write out the syllabication and accent for each word from exercise 6.

*Exemplī Grātiā (for example):* puella pu-él-la

- |              |             |                  |
|--------------|-------------|------------------|
| 1. dominus   | 5. silvae   | 9. causa         |
| 2. annus     | 6. urbs     | 10. interrogátíó |
| 3. cónsilium | 7. oppidum  |                  |
| 4. theātrum  | 8. victória |                  |

**Exercise 8.** Define the following terms using complete sentences.

1. Diphthong
2. Syllabication
3. Accent

**Notā Bene:** Although we have given you some helpful rules regarding Latin pronunciation, syllabication, and accent, there will occasionally be some exceptions to these rules (as there are with English rules). These exceptions will be rare, however, so we will not list all possible exceptions for you now. You’ll encounter these exceptions as they naturally come up as you progress through your study of Latin.

Once Marcus has completed the tedious process of learning all the rules for pronouncing and spelling English words, he will be delighted to find how similar many of them are to Latin. In fact, there are many Latin words that have been adopted into the English language without any change in spelling at all. The only challenge is that they are often pronounced differently in Latin.

**Exercise 9.** Study the following list of Latin words. Divide them according to the rules of syllabication. Then, accent them appropriately. Finally, practice reading them aloud.

- |           |               |              |               |                |
|-----------|---------------|--------------|---------------|----------------|
| 1. animal | 5. horror     | 9. interim   | 13. arēna     | 17. atrium     |
| 2. clāmor | 6. toga       | 10. neuter   | 14. herba     | 18. candidātus |
| 3. honor  | 7. status     | 11. poēta    | 15. firmus    | 19. ergō       |
| 4. genus  | 8. paeninsula | 12. ulterior | 16. gladiātor | 20. forma      |

## Culture Corner: Roman Names



Most people today have three names: first, middle, and last (or surname), such as:

Michael Richard Moore

Have you ever thought about the purposes that each of your names serves? Your last name (Moore, in the example) signifies the family to which you belong. Often either your first or middle name is inherited from a parent or ancestor. In this example, Richard is a name inherited from this boy's father and grandfather. The first name is often one chosen just for you. It sets you apart from the other members of your family. Your parents may have chosen this name based on how it sounds or what it means.

Generally, your friends and family call you by your first name (Michael), unless you have a nickname or preference for your middle name. Your middle name is reduced to an initial on most documents (Michael R. Moore). Rarely does anyone call you by both your first and middle name (Michael Richard) or by all three names except in formal situations such as graduation, or when your mother catches you in some mischief.

Roman names are somewhat similar. Roman boys also had three names: *praenōmen*, *nōmen*, *cognōmen*, such as:

Gāius Jūlius Caesar

The *cognōmen* (Caesar, in the example) was similar to our surname. It identified the family to which that person belonged. The *nōmen* (Jūlius) was usually inherited from the father. This was the case with both boys and girls. The son of Jūlius Caesar would also be called Jūlius, and his daughter would be called Jūlia. This was the name by which you were most often addressed publicly. Girls, would you like to inherit your father's name? The *praenōmen* was your own unique name. Only your family and closest friends would address you with this name. The *praenōmen* was the name often reduced to an abbreviation: G. Jūlius Caesar.



Today, names usually do not change, except in the instance of marriage in which the last name is sometimes taken. The Romans, however, sometimes changed a name or added an *agnōmen* to recognize certain accomplishments in a man's life. For example, Publius Cornēlius Scīpiō won the Second Punic War against Carthage (a country in North Africa) and was rewarded with the *agnōmen* "Āfricānus." He is known in history as Scipio Africanus.

You can Latinize your own name using some of the phonetic sounds you learned in this preface. Girls' names usually end in *-a*, and boys' names usually end in *-us*. Sometimes Latin used other languages to adapt names from those cultures. You may choose to do the same. For example, Matthew James Moore would be *Matthias Iacobus Morus*. *Matthias* is Greek. *Iacobus* is the Roman equivalent to James. *Morus* is a Latinization using phonetic sounds and *-us*. Read the *Colloquāmur* section to find your name in Latin or choose an authentic Latin name for yourself.



## Colloquāmur (Let's Talk):

Did you know that many of our modern names come from those used by the Romans or their Latin-speaking successors? Use the list below to see if you can find the origin of your name or choose another Roman name for yourself. Then use the conversation guide to introduce yourself to your classmates. Don't forget to pronounce the names correctly!

Latin Names			
Boys		Girls	
Albertus	Laurentius	Aemilia	Margarīta
Antōnius	Leō	Agatha	Marīa
Bernardus	Leonardus	Alma	Monica
Carolus	Ludovicus	Anastasia	Pātricia
Christophorus	Mārcus	Angela	Paula
Cornēlius	Martīnus	Anna	Paulīna
Dominicus	Michael	Barbara	Roberta
Eduardus	Pātricius	Caecilia	Rosa
Ferdinandus	Paulus	Catharīna	Stella
Franciscus	Petrus	Christīna	Terēsia
Fredericus	Philippus	Clāra	Ursula
Gregorius	Raymundus	Deana	Vēra
Gulielmus	Robertus	Dorothēa	Vēronica
Henricus	Rūfus	Flōra	Victōria
Iacōbus	Silvester	Flōrentia	Viōla
Ioannes	Stephanus	Iūlia	Virginia
Iōsēphus	Timotheus	Iūliāna	Viviāna
Iūlius	Victor	Lūcia	
Iūstinus			

## Conversation Guide

Salvē, nōmen mihi est \_\_\_\_\_.

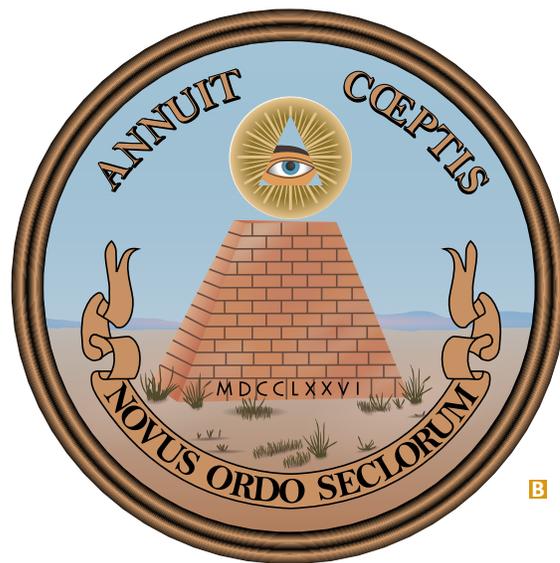
Hello, my name is \_\_\_\_\_.

Quid nōmen tibi est?

What is your name?

**Exercise 9.** Read the following sentences aloud and translate.

1. animal	á-ni-mal	11. poēta	po-é-ta
2. clāmor	clá-mor	12. ulterior	ul-té-ri-or
3. honor	hó-nor	13. arēna	a-ré-na
4. genus	gé-nus	14. herba	hér-ba
5. horror	hór-ror	15. firmus	fír-mus
6. toga	tó-ga	16. gladiātor	gla-di-á-tor
7. status	stá-tus	17. atrium	á-tri-um
8. paeninsula	pae-nín-su-la	18. candidātus	can-di-dá-tus
9. interim	ín-te-rim	19. ergō	ér-gō
10. neuter	neú-ter	20. forma	fór-ma



**Annuit coeptis.**

He has favored our undertakings.

—motto on the reverse side  
of the seal of the United States

# Chapter 1

## Lesson Focus

### Latin Verbs

- principal parts
- first conjugation, present tense
- complementary infinitive

## Vocabulary

Verbs		
Latin	English	Derivatives
amō, amāre, amāvī, amātum	to love, like	(amorous)
ambulō, ambulāre, ambulāvī, ambulātum	to walk	(perambulator, ambulance)
cantō, cantāre, cantāvī, cantātum	to sing	(chant, cantata)
labōrō, labōrāre, labōrāvī, labōrātum	to work	(labor)
nāvigō, nāvigāre, nāvigāvī, nāvigātum	to sail	(navigate, navigation)
necō, necāre, necāvī, necātum	to kill	

Verbs		
Latin	English	Derivatives
<b>optō, optāre, optāvī, optātum</b>	choose, want	(option)
<b>pugnō, pugnāre, pugnāvī, pugnātum</b>	to fight	(pugnacious)
<b>saltō, saltāre, saltāvī, saltātum</b>	to dance	(saltation)
<b>volō, volāre, volāvī, volātum</b>	to fly	(volatile)
Adverbs		
<b>ecce</b>	behold, look	
<b>nōn</b>	not	(nonsense)
<b>ubi</b>	in what place?, where?	
Conjunctions		
<b>et</b>	and <b>et . . . et</b> = both . . . and	(etcetera, etc.)
<b>sed</b>	but	

**Exercise 1.** Practice this chapter's new vocabulary with one or more of the following activities.

- Using the rules for syllabication and accent that you have learned, write out the syllables and accents for the vocabulary words above. Then practice pronouncing them aloud.
- Create flash cards. On the obverse side (front) write the infinitive form and draw an image that represents the meaning of the word. On the reverse side (back) write all principal parts, including macra, and the meaning of the word. You may also include a derivative.

## Section 1. Principal Parts & Conjugations

### A. Principal Parts

Verbs are the central part of any sentence. In English, a complete sentence is defined as having a subject and a verb. In Latin you can have a complete sentence that consists of nothing more than a single verb. In fact, when translating any Latin sentence, it is advisable to find and translate the verb first. So, it is very important that you begin your study of Latin by learning how to recognize and translate verbs.

Every Latin verb is introduced with a set of principal parts. **Principal parts** are the forms of the verb that are considered basic and from which you create all other forms of the verb. In English, the principal parts are as follows:

- |                               |            |            |
|-------------------------------|------------|------------|
| 1. infinitive                 | to love    | to sing    |
| 2. third-person present tense | (he) loves | (he) sings |
| 3. preterit (simple past)     | loved      | sang       |
| 4. past participle            | loved      | sung       |

The principal parts of Latin verbs are categorically similar:

- |                                       |                        |                          |
|---------------------------------------|------------------------|--------------------------|
| 1. first-person present               | <i>amō</i> (I love)    | <i>cantō</i> (I sing)    |
| 2. present infinitive                 | <i>amāre</i> (to love) | <i>cantāre</i> (to sing) |
| 3. first-person perfect (simple past) | <i>amāvī</i> (I loved) | <i>cantāvī</i> (I sang)  |
| 4. past participle (supine)           | <i>amātum</i> (loved)  | <i>cantātum</i> (sung)   |

It is worth noting that although both languages use the same basic forms to comprise their principal parts (to love, loves, loved, loved), Latin is much more consistent in the pattern these forms follow. The first principal part is used to list and locate words in a Latin dictionary. The remaining three principal parts form various verb tenses. For now, we will only use the first two principal parts (first-person present and infinitive). You should take care, however, to memorize all of them now as a complete verb set. Latin has its share of irregular verbs with some altering their **stem** (the base part of every verb) in the last few principal parts. You will save yourself a great deal of work and frustration later if you memorize them as part of your vocabulary list now.

## B. First Conjugation

A **conjugation** is a group of verbs that share similar patterns for their endings. Consider your family as an example. Every member in your family is a unique individual, and each one is different in his or her own way. However, your family also tends to share similar characteristics in appearance and personality. Similarly, each conjugation is a family of verbs. Each verb is a little different, but each verb within a conjugation tends to have the same set of endings and follow the same rules for changing those endings as the rest of its family members.

There are four different conjugations, or groups of verbs. For now, we will focus only on the first. You can always recognize the first conjugation by the second principal part (present infinitive), which ends in *-āre*. It is from this form that almost every verb forms its present-tense stem:

**second principal part – re = verb stem**

**amā/re = amā**

**cantā/re = cantā**

The infinitive is translated “to \_\_\_\_\_”

amāre “to love”

cantāre “to sing”

**Exercise 2.** Use the second principal part to identify the stem for each of the verbs in the vocabulary list of this section. Do not translate.

**Exempli Grātiā:**

*amā/re* stem = *amā*

## Section 2. Present Tense and Personal Endings

Now that you know how to identify a verb’s stem, it is time to learn how to apply a set of endings in order to create a sentence. To **conjugate** a verb is to list a verb with its endings. The verb *cantāre* is conjugated below with its personal endings. The personal endings of a verb demonstrate two important characteristics: number and person.

Person and Number		
Person	Singular	Plural
1	cant- <b>ō</b> - I sing	cantā- <b>mus</b> - we sing
2	cantā- <b>s</b> - you sing	cantā- <b>tis</b> - you (pl.) sing
3	canta- <b>t</b> - he/she/it sings	canta- <b>nt</b> - they sing



**Number** reveals *how many* are doing the action. There are two options for number: singular and plural.

Singular: I sing.                      Plural: We sing.

**Person** reveals *who* is doing the action. There are three options for person:

First person, the speaker is doing the action:

**Exemplī Grātiā:**                      I sing.                      We sing.

Second person, the person spoken to is doing the action:

**Exemplī Grātiā:**                      You sings.                      You (pl.) sing.

Third person, another person is doing the action:

**Exemplī Grātiā:**                      He/She/It sings.                      They sing.

**Exercise 3.** Following the example of *cantāre*, conjugate the verbs *amāre* and *nāvigāre*. Take care to notice where the macra (long marks) appear.

A third characteristic of all verbs is tense. **Tense** indicates *when* an action occurs. The **present tense** describes action that is happening right now. In English, there are three different ways to indicate action in the present tense:

Simple Present:                      I sing.

**Ex** Present Progressive:                      I am singing.

Present Emphatic:                      I do sing.

Fortunately for us, Latin has only one present-tense form, which is shown in the “Person and Number Chart” you have just seen. Therefore, one present-tense Latin verb can be translated in three different ways:

*Pugnō* =                      I fight.                      I am fighting.                      I do fight.

*Cantat* =                      She sings.                      He is singing.                      It does sing.

When using the negative adverb *nōn*, there are only two ways to translate the present tense.

*Nōn pugnō* =                      I do not fight.                      I am not fighting.

*Nōn cantat* =                      He does not sing.                      He is not singing.

“Do” or “does” is also often required for the simple present in questions:

*Amāsne mē?*                      Do you love me?

Remember, the infinitive is translated “to\_\_\_\_\_”:

*Pugnāre*                      to fight                      to be fighting

*Cantāre*                      to sing                      to be singing

**Exercise 4.** Identify the person and number of the following Latin sentences. Then, where possible, translate them into English in two different ways.

Example: *Amās*. **2nd person, singular: You love. You are loving. You do love.**

- |                  |                |                 |
|------------------|----------------|-----------------|
| 1. Cantāmus.     | 5. Nāvigat.    | 9. Amās.        |
| 2. Pugnās.       | 6. Nōn pugnō.  | 10. Labōrō.     |
| 3. Nōn nāvigant. | 7. Optātis.    | 11. Ambulāmus.  |
| 4. Labōrātis.    | 8. Nōn necant. | 12. Nōn saltat. |

## Section 3. Complementary Infinitives

The present tense verbs you have just learned indicate the main action of a sentence. Sometimes they use an infinitive to complete the action. We call these **complementary infinitives**.

optāmus - we want

optāmus cantāre - we want to sing

**Exercise 5.** Read the following sentences aloud and translate.

1. Optāmus amāre.
2. Ubi labōrās?
3. Amāmus cantāre.
4. Ecce! Pugnans sed nōn necant.
5. Nōn volāmus.
6. Cantātis.
7. Ubi ambulātis?
8. Nōn amant nāvigāre.
9. Ecce, nāvigant!
10. Saltāre nōn optō.
11. Et cantāmus et labōrāmus.
12. Ecce! Saltant!
13. Nōn necat.
14. Ecce! Pugnāmus!

**Exercise 6.** Identify the person and number of each verb in the following English sentences, then translate them into Latin. **Hint:** When translating “non,” place it before the verb that it negates.

Example: I am singing. **first person, singular: cantō.**

She is not singing. **third person, singular: nōn cantat.**

1. You (s.) do not work.
2. Behold, they are fighting and killing!  
(= “they are fighting and they are killing”)
3. She loves to sing.
4. We do not kill.
5. You (pl.) are not working, but you (pl.) are sailing.
6. I choose to love, not to fight.
7. He does not like to sail.
8. Where do we work?
9. They do not fly.
10. You (s.) sing.
11. We are walking.
12. Where are you (pl) dancing?

### Exercise 7. *Lūdēmus!* (Let’s Play)

Ask students to take turns acting out the actions described by the verbs listed in this chapter. Spectators should identify the action with the appropriate person and number. Actors should confirm in Latin when the spectators have identified the correct action as well.

#### Exempli Grātiā:

Actor begins dancing.

Spectator: *Saltās!* (“You are dancing.”)

Actor: *Sīc est, saltō.* (“Yes, I am dancing.”)



## Colloquāmur (Let's Talk)



Use the following questions and responses to review the characteristics of some Latin verbs. Use some “eye” Latin to figure out what the responses mean.



**interrogātiō:** Cūius est numerī? What number is it?

**responsum:** Singulāris est. It is singular.

Plūrālis est. It is plural.

**interrogātiō:** Cūius est persōnae? What person is it?

**responsum:** Est primāe persōnae. It is first person.

Est secundae persōnae. It is second person.

Est tertiae persōnae. It is third person.

**interrogātiō:** Quid significat? What does it mean?

The sentences above use the **interrogative pronoun** (a pronoun used to ask questions) *cūius* to signify a question the same way English uses interrogative pronouns such as *who*, *whose*, *what*, etc. The way to ask questions expecting the answers “yes” (*sīc est*) or “no” (*minimē*) in Latin is to add the suffix *-ne* to the end of the first word of a sentence. This will usually be the verb. Try testing your knowledge of Latin verbs with some yes/no questions.

**interrogātiō:** Estne singulāris? Estne plūrālis?

**responsum:** Sīc est! / Ita vērō! Minimē!

**interrogātiō:** Estne primāe  
persōnae?

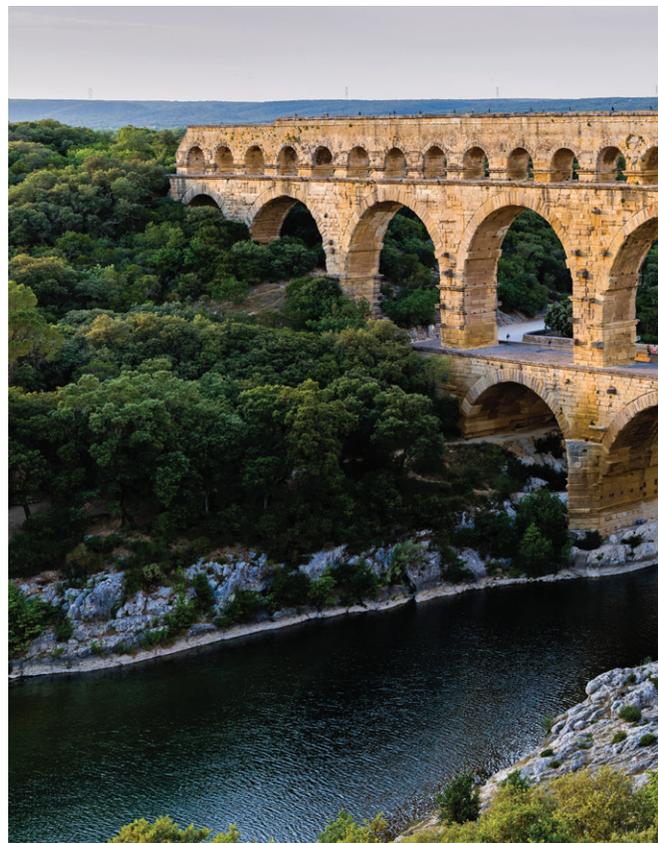
Estne secundae  
persōnae?

Estne tertiae persōnae?



**responsum:** Sīc est! Minimē!

Classroom Tip: Use this *colloquāmur* exercise to check your answers to exercises 4–6 as a class.



## Classroom Etiquette:

It is always nice to begin a class with salutations:

*Salvēte, Discipulī!*      *Salvē, Magister!*

And to conclude with expressions of gratitude:

*Valēte, Discipulī!*      *Valē, Magister! Grātiās tibi agō!*

*Libenter!*

Here are some other useful phrases for good classroom etiquette:

**Sī placet.** Please.

**Grātiās tibi agō.** Thank you (sing.)

**Grātiās vōbīs agō.** Thank you (pl.)

**Libenter.** Gladly. (cf. you are welcome)

**Omnēs, surgite.** Everyone, rise.

**Omnēs, cōsīdite.** Everyone, sit down.

**Aperīte librōs.** Open the books.

**Claudite librōs.** Close the books.

**Distribuite chartās.** Pass/Hand out/Distribute the papers.

**Intellegisne hoc?** Do you understand this?

**Sīc est** Yes.

**Minimē** No.

Pont du Gard Roman Aqueduct



# Chapter 1 Teacher's Pages

**A** Planning Advice: Teachers may wish to have a one dollar bill on hand to pass around the classroom as they discuss the national mottoes referenced both here and in chapter 1.

**B** US Seal, reverse (back)

Charles Thomson was the principal designer for the Great Seal, which was adopted by Congress on June 20, 1782. Thomson gave the following explanations for the symbolism of the design.

- The pyramid is a symbol of strength.
- The eye over the pyramid and the motto *annuit coeptis* refer to the interposition of God on behalf of the American cause.
- The date in Roman numerals is 1776, which is a reference to the signing of the Declaration of Independence.
- Publius Vergilius Maro (Vergil) is the most celebrated of Rome's poets. Moreover, he is a significant influence on later poets such as Dante and Milton. The phrase *annuit coeptis* is adapted from Vergil's *Aeneid*, X.625. *Iuppiter omnipotens, audacibus adnue coeptis* (All powerful Jupiter, favor my bold undertakings). Vergil uses a similar phrase in *Georgics* I.40, *da facilem cursum atque audacibus annue coeptis* (give an easy course and favor our bold undertakings).
- The words *novus ordo saeculorum* (a new order of the ages) also appear on the reverse seal. This phrase refers to the beginning of a new American era. This phrase is adapted from Vergil's *Eclogues* IV.6, *Magnus ab integro saeculorum nascitur ordo* (a great order of the ages is born afresh).
- The national seal references in its three mottoes, the three great works of the poet Vergil: *Georgics*, *Eclogues*, *Aeneid*

## Warm Up!

The following are suggestions for using the chapter 1 motto and its accompanying image as a warm-up. You may use these in a single day or stretch them out over multiple days.



1. Ask students if they recognize any of the words in the motto or can suggest an interpretation for the motto. Even recognizing one word is a win. Encourage students, "Don't let what you don't know rob you of what you do know!"
2. Discuss the meaning and origin of the motto.
3. Discuss the history of the seal, including the symbolism of the images.
4. Discuss the seal in Latin, asking students *Quid est in pictura?* In early chapters, teachers may need to provide prompts or even use the *Colloquāmur* model in chapter 2 to guide students through a discussion of what they are seeing. For this seal, you may want to point out:
 

a. <i>Caelum est.</i> (There is sky.)	d. <i>Herba est.</i> (There is grass.)
b. <i>Terra est.</i> (There is land.)	e. <i>Numerus est.</i> (There is a number.)
c. <i>Oculus est.</i> (There is an eye.)	f. <i>Pyramis est.</i> (There is a pyramid.)

**C** Teachers will need to guide students through exercise b. We suggest creating a few model cards or drawing a large example of the front and back of a note card on the classroom whiteboard. Students can then follow the model to complete exercise B using the vocabulary chart.

**Exercise 2.**

amā/re ⇨ amā

ambulā/re ⇨ ambulā

cantā/re ⇨ cantā

labōrā/re ⇨ labōrā

nāvigā/re ⇨ nāvigā

necā/re ⇨ necā

optā/re ⇨ optā

pugnā/re ⇨ pugnā

saltā/re ⇨ saltā

volā/re ⇨ volā

**D** Here is a fun chant to help your students memorize the differences in person:

I'm Number 1,

2 is You,

He is 3.

**E** You may want to photocopy the reproducible conjugation worksheet supplied on page ??? of this teacher's edition or download and print the PDF from the Support tab on the *Latin Alive! Book 1* product page at [www.ClassicalAcademicPress.com](http://www.ClassicalAcademicPress.com). You may use the worksheet for this exercise and even add other verbs to the assignment. The more students practice this routine orally and in writing the better they will imbed the pattern.

**Exercise 3:**

amō	"I love."	amāmus	"We love."
amās	"You love." (sg.)	amātis	"You love." (pl.)
amat	"He/She/It loves."	amant	"They love."
nāvigō	"I sail."	nāvigāmus	"We sail."
nāvigās	"You sail." (sg.)	nāvigātis	"You sail." (pl.)
nāvigat	"He/She/It sails."	nāvigant	"They sail."

**F** Certain verbs in English don't usually use the present progressive (e.g., "I am loving") or mean something different in the present progressive (e.g., "I am having a hamburger"). You may want to let students know that they should choose a different translation if one doesn't sound right.

**Exercise 4.**

- |                  |                |                 |
|------------------|----------------|-----------------|
| 1. Cantāmus.     | 5. Nāvigat.    | 9. Amās.        |
| 2. Pugnās.       | 6. Nōn pugnō.  | 10. Labōrō.     |
| 3. Nōn nāvigant. | 7. Optātis.    | 11. Ambulāmus.  |
| 4. Labōrātis.    | 8. Nōn necant. | 12. Nōn saltat. |

- 1st person, plural: We sing. We are singing. [We do sing.]
- 2nd person, singular: You (sg.) fight. You (sg.) are fighting. [You (sg.) do fight.]
- 3rd person, plural: They do not sail. They are not sailing.
- 2nd person, plural: You (pl.) work. You (pl.) are working.
- 3rd person, singular: He/She/It sails. He/She/It is sailing. [He/She/It does sail.]
- 1st person, singular: I do not fight. I am not fighting.
- 2nd person, plural: You (pl.) choose. [You (pl.) are choosing. You (pl.) do choose.]
- 3rd person, plural: They do not kill. They are not killing.
- 2nd person, singular: You (sg.) love. [You do love.]
- 1st person, singular: I work. I am working. [I do work.]

11. 1st person, plural: We walk. We are walking. [We do walk.]  
 12. 3rd person, singular: He does not dance. He is not dancing.

**Exercise 5.** Read the following sentences aloud and translate.

- |                                  |                               |
|----------------------------------|-------------------------------|
| 1. Optāmus amāre.                | 8. Nōn amant nāvigāre.        |
| 2. Ubi labōrās?                  | 9. Ecce, nāvigant!            |
| 3. Amāmus cantāre.               | 10. Saltāre nōn optō.         |
| 4. Ecce! Pignant sed nōn necant. | 11. Et cantāmus et labōrāmus. |
| 5. Nōn volāmus.                  | 12. Ecce! Saltant!            |
| 6. Cantātis.                     | 13. Nōn necat.                |
| 7. Ubi ambulātis?                | 14. Ecce! Pugnāmus!           |
- 
- |   |  |
|---|--|
| 1. We choose to love.   | 8. They do not love to sail.                             |
| 2. Where do you work? / Where are you working?  | 9. Look, they are sailing!                               |
| 3. We love to sing.   | 10. I do not choose/want to dance.                       |
| 4. Look! They are fighting but they are not killing. /<br>Look! They fight but do not kill. | 11. We both sing and we work.                            |
| 5. We do not fly.   | 12. Look! They are dancing!                              |
| 6. You (pl.) sing. / You (pl.) are singing.   | 13. He/she/it does not kill. / He/she/it is not killing. |
| 7. Where are you (pl.) walking? / Where do you (pl.)<br>walk?                               | 14. Look! We are fighting!                               |

**Exercise 6.**

- |   |                                 |
|---|---------------------------------|
| 1. You (s.) do not work.  | 7. He does not like to sail.    |
| 2. Behold, they are fighting and killing!<br>(= “they are fighting and they are killing”) | 8. Where do we work?            |
| 3. She loves to sing.   | 9. They do not fly.             |
| 4. We do not kill.  | 10. You (s.) sing.              |
| 5. You (pl.) are not working, but you (pl.) are sailing.                                  | 11. We are walking.             |
| 6. I choose to love, not to fight.  | 12. Where are you (pl) dancing? |

- |                                  |   |                   |
|----------------------------------|---|-------------------|
| 1. Nōn labōrās.                  | 5. Nōn labōrātis, sed nāvigātis.              | 9. Nōn volant.    |
| 2. Ecce! Pignant et necant!      | 6. Optō amāre, nōn pugnāre.                   | 10. Cantās.       |
| 3. Cantāre amat. / Amat cantāre. | 7. Nāvigāre nōn amat. /<br>Nōn amat nāvigāre. | 11. Ambulāmus.    |
| 4. Nōn necāmus.                  | 8. Ubi labōrāmus?                             | 12. Ubi saltātis? |

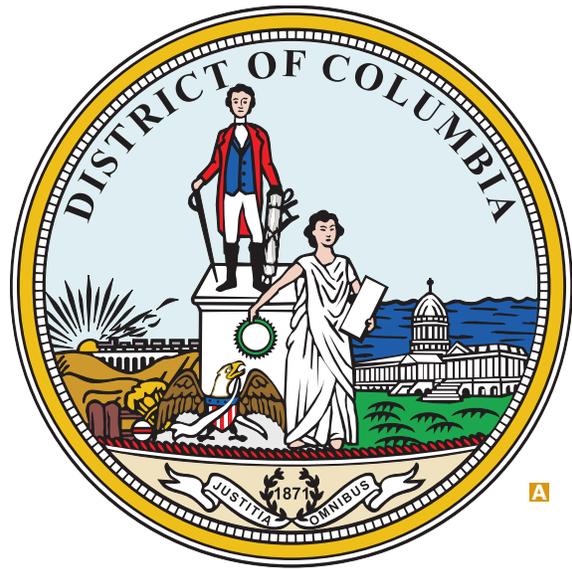
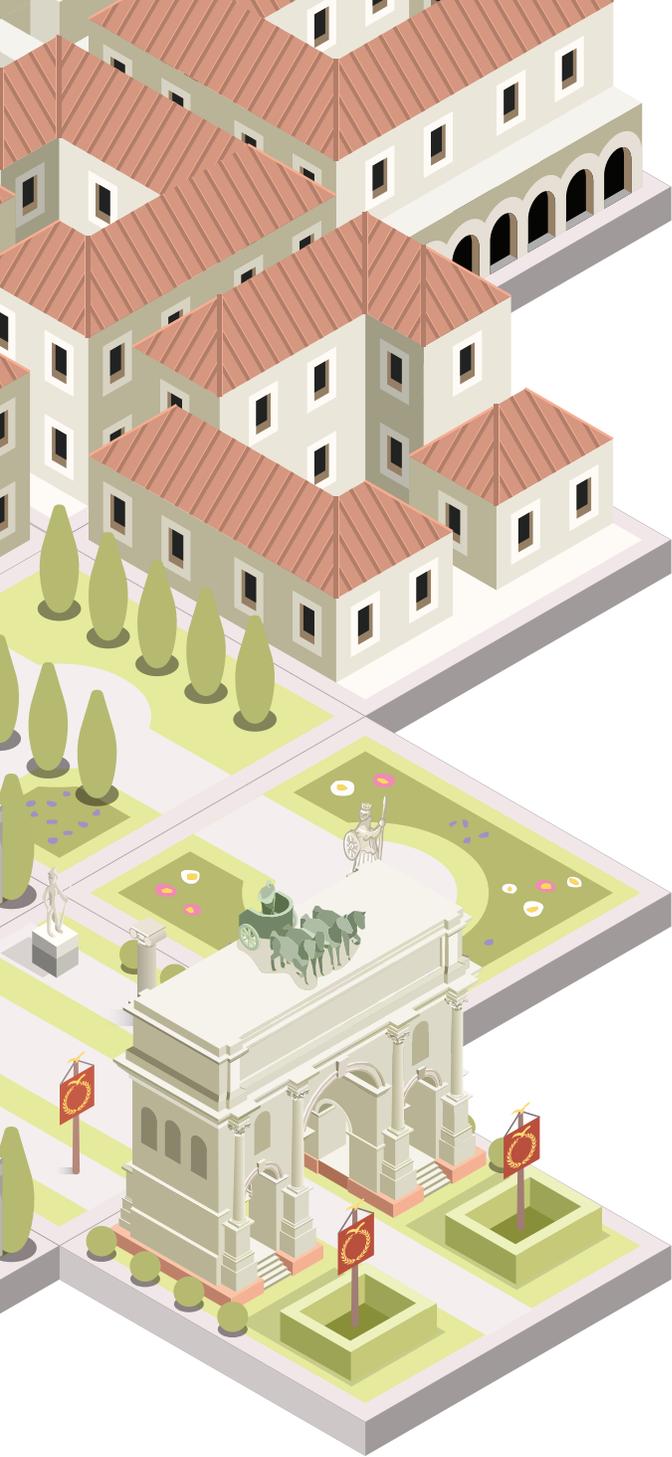
**G** It is important to note that the *nōn* must precede the verb *amat* not the verb *nāvigāre*, since that would mean something different.

**H** The genitive case in this exercise is the usual way to ask the question in Latin. It is called a genitive of description/characteristic: “Of what number is . . . ?” The formal lesson on the genitive of description appears in chapter 13 of this text. It is beneficial to use such expressions in these informal exercises without explaining them in detail. Let students become comfortable with the Q&A routine.

There is no one word for “yes” in Latin. *sīc est, ita vērō*, and other expressions are often used, though just repeating the verb is also common. Likewise, though *minimē* is the standard “no” in spoken Latin, *nōn* is perfectly acceptable.

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*Notā Bene:* Not every *colloquāmur* word must be learned through an assigned list of words. Many can be learned through regular use in everyday routines. Begin to adopt simple words and phrases into your routines. As students grow confident in these, add more.



**lūstītia omnibus**  
Justice for all

—District of Columbia

# Chapter 2

## Lesson Focus

### Latin Nouns

- first declension
  - nominative case: subject
  - vocative case: direct address

## Vocabulary

Nouns			
	Latin	English	Derivatives
	agricola, agricolae, m.	farmer	(agriculture)
	aquila, aquilae, f.	eagle	(aquiline)
	amīca, amīcae, f.	friend (female friend)	(amicable)
	fēmina, fēminae, f.	woman	(feminine)
	filia, filiae, f.	daughter	(filial)
	īnsula, īnsulae, f.	island	(insulate)

Nouns		
Latin	English	Derivatives
nauta, nautae, m.	sailor	(nautical)
patria, patriae, f.	fatherland, home-country	(patriot)
poēta, poētae, m.	poet	(poet)
puella, puellae, f.	girl	(puellile)
rēgīna, rēgīnae, f.	queen	(reginal)
terra, terrae, f.	earth, land	(terrain)
Verbs		
vocō, vocāre, vocāvī, vocātum	to call	(vocation)
habitō, habitāre, habitāvī, habitātum	to live, dwell	(habitat)
rēgnō, rēgnāre, rēgnāvī, rēgnātum	to reign, rule	(reign, regnant)

**Exercise 1.** Practice this chapter’s new vocabulary with one or more of the following activities.

- Using the rules for syllabication and accent that you have learned, write out the syllables and accents for the new vocabulary words. Then practice pronouncing them aloud.
- Create flash cards. On the obverse side (front) write the nominative form of each noun or the infinitive form of each verb. Then, draw an image that represents the meaning of the word. On the reverse side (back) write all the remaining forms listed in the first column of your vocabulary list, including the gender and the macra, and the meaning(s) of the word. You may also include a derivative.

## Section 4. First-Declension Nouns

Just as with English, a Latin **noun** (from Latin *nōmen*, “name”) is a word that names a person, place, thing, or idea. When a Latin noun is listed in a dictionary it provides three pieces of information: the nominative singular, the genitive singular, and the gender. The first form, called **nominative** (also from Latin *nōmen*) indicates that a noun or pronoun is the subject in a sentence or clause rather than its object. It is used to list, or name, words in a dictionary. The second form, the **genitive** (from Latin *genus*, “origin, kind, or family”) which is often the possessive case, is used to find the stem of the noun and to determine the declension, or noun family, to which it belongs. To find the stem of a noun, simply look at the genitive singular form and remove the ending *-ae*. The genitive also reveals which declension or family of nouns from which this word originates. The final piece of information is an abbreviation that refers to the noun’s gender since it is not always evident by the noun’s endings. We will discuss each of these forms in more detail in this section.

**Exercise 2.** Use the genitive singular to identify the stem for each of the nouns in the vocabulary list.

**Exempli Grātiā:**     *fēmina, fēmin/ae*     stem = *fēmin*

Like verbs, nouns also have families or groups that share similar characteristics and behavior patterns. A **declension** is a group of nouns that share a common set of inflected (changing) endings. We call these case endings. There are five declensions in Latin, but for now we will focus only on the first declension. All nouns that belong to the first declension have a genitive singular that ends in *-ae*.

All Latin nouns have three characteristics: case, number, and gender. There are three **genders**: masculine, feminine, and neuter. In English the gender of a noun is determined by its sex. All female things are feminine, male things are masculine, and everything that is neither male nor female must be neuter (from the Latin *neuter*, “neither”). In Latin, however, the noun’s gender does not necessarily match the gender of the object it describes. Nouns describing a

female person (e.g., girl, woman, queen, Julia) are generally feminine. Nouns describing a male person (e.g., boy, man, king, sailor, Marcus) are generally masculine. However, if an object is neither gender (e.g., table, tree, town) Latin may classify the noun in any of the three genders. Therefore, the best way to learn the gender of a Latin noun is simply to memorize it, unless there is an obvious pattern.

While most first-declension nouns will be feminine in gender, there are a few first-declension nouns that are masculine. These words either refer specifically to men, or what would have clearly been a man's office in ancient Rome. The most common masculine words of the first declension can be remembered by the acronym **PAIN**.

Poëta	Agricola	Incola	Nauta
(poet)	(farmer)	(settler)	(sailor)

**Number** simply indicates whether a noun is singular (one) or plural (more than one).

nauta = sailor	nautae = sailors
fēmina = woman	fēminae = women

**Exercise 3.** Using the examples of *nauta* and *fēmina*, make the following Latin nouns plural. This may be a written or oral exercise.

Example: nauta = sailor	nautae = sailors
1. insula = island	_____ insulae = islands
2. rēgīna = queen	_____ rēgīnae = queens
3. poëta = poet	_____ poëtae = poets
4. puella = girl	_____ puellae = girls
5. agricola = farmer	_____ agricolae = farmers
6. terra = land	_____ terrae = lands
7. aquila = eagle	_____ aquilae = eagles
8. filia = daughter	_____ filiae = daughters

**Case** is the form of a noun or pronoun (a word used in place of a noun) that reveals its job, or how it functions, in a sentence. In Latin, there are five main cases.<sup>1</sup> The chart below identifies these cases and some of the jobs assigned to them. It also declines the noun *puella* (girl) along with the appropriate meanings for each case. To **decline** a noun is to list a noun with all the case endings that belong to its declension. Before you decline a noun, however, you must first identify its stem.



Basilica of Saint Paul Outside the Walls (Rome, Italy)

1. *Notā Bene:* There are additional cases known as the vocative, which generally has the same forms as the nominative, and the locative. These cases, however, are much less common and you will cover them later in greater detail.

Case Endings of <i>puell/ae</i>   stem: <i>puell/ae</i>				
Case	Endings		Feminine	
	Singular	Plural	Singular	Plural
<b>Nominative</b> Subject, Predicate	-a	-ae	<b>puell -a</b> the girl	<b>puell -ae</b> the girls
<b>Genitive</b> Possession	-ae	-ārum	<b>puell -ae</b> of the girl	<b>puell -ārum</b> of the girls
<b>Dative</b> Indirect Object	-ae	-īs	<b>puell -ae</b> to/for the girl	<b>puell -īs</b> to/for the girls
<b>Accusative</b> Direct Object, Object of a Preposition	-am	-ās	<b>puell -am</b> the girl	<b>puell -ās</b> the girls
<b>Ablative</b> Object of a Preposition	-ā	-īs	<b>puell -ā</b> by/with/from the girl	<b>puell -īs</b> by/with/from the girls
<b>Vocative</b> Direct Address	-a	-ae	<b>puell -a</b> girl	<b>puell -ae</b> girls

#### Notā Bene:

- Note the thematic vowel *a* appears in nearly every form. This is unique to this declension.
- While some endings are identical, the context of a sentence will help you discern the proper case and meaning when reading.
- The nouns *filia* and *dea* use the ending *-ābus* in the dative and ablative plural: *filiābus* and *deābus*.

**Exercise 4.** Declining practice. Following the pattern of *puella*, decline *nauta* in both Latin and English. F

**Exercise 5.** Noun parsing. To **parse** (from the Latin *pars*, “part”) a noun is to identify all of its parts. Parse each of the following nouns, identifying their case, number, and gender. Then translate them into English using the first-declension noun chart to guide you. Note that some boxes have already been filled in for you. G

**Hint:** Reference the noun charts in the grammar appendix as needed.

Latin	Case	Number	Gender	Translation
<b>puellā</b>	<b>Abl.</b>	<b>Sing.</b>	<b>F</b>	<b>by/with/from the girl</b>
<b>agricolae</b>	Nom.	<b>Pl.</b>	M	the farmers
<b>īnsulam</b>	Acc.	Sing.	F	the island
<b>amicīs</b>	<b>Abl.</b>	Pl.	F	by/with/from the friends
<b>pātriae</b>	Dat.	Sing.	F	<b>for the fatherland</b>
<b>terra</b>	Acc.	Sing.	F	the land
<b>puellae</b>	<b>Gen.</b>	Sing.	F	of the girl

Latin	Case	Number	Gender	Translation
fēminās	Acc.	Pl.	F	the women
nautārum	Gen.	Pl.	M	of the sailors
amicīs	<b>Dat.</b>	Pl.	F	to/for the friends
rēgīna	Nom.	Sing.	F	the queen

## Section 5. Nominative Case: Subject

The nominative case (from the Latin *nōmen*, “name”) is often referred to as the naming case. As the standard form used to list Latin words in the dictionary, it is a point of reference or identification for every Latin noun. More importantly, it is the case that “names” the **subject**, which is the noun or pronoun the sentence is about. For example:

**Graecia Trōiam oppugnat.** Greece attacks Troy.

**Quis Trōiam oppugnat? Graecia.** Who attacks Troy? Greece.

It is evident by the nominative ending *-a* that Greece is the subject, the one attacking Troy. Look again at the next sentence. Take note of how the subject and the verb both change from singular to plural.

**Nautae Trōiam oppugnant.** Sailors attack Troy.

**Quī Trōiam oppugnant? Nautae.** Who attacks Troy? Sailors.

The “number” of a verb tells the reader “how many” are doing the action. That means that the number of the verb (singular/plural) must be the same as the number of the subject (one plural noun or two or more singular nouns in the nominative case). This is called **subject-verb** agreement.

**Exercise 6.** With the assistance of the nominative endings in the “Case Endings **puell/ae** Chart,” underline the subject(s) in each of the following sentences. Do not translate.

- Aquila volat.
- Nautae ad terram nāvigant.
- Filia in casā habitat.
- Poētae cantant.
- Fēminae lābōrant, sed nautae nōn lābōrant.
- Agricola terram arat.
- Et fēmina et amīcae nōn saltant.
- Puellae ambulant, sed aquila volāre optat.

**Caveat Discipulus (Let the Student Beware):** When translating Latin verbs in a sentence with a separate subject noun, it is important to remember that it is not necessary to include the English personal pronoun alongside the subject. In fact, sometimes this would make for bad English.

Latin	Bad English	Good English
Rēgīna rēgnat.	The queen she rules.	The queen rules.
Nautae nāvigant.	The sailors they are sailing.	The sailors are sailing.

## Section 6. Vocative Case: Direct Address

The **vocative** case (from Latin *vocāre*, “to call”) is the case of direct address. We use this case when talking directly to someone or something. Often the person or thing addressed is set apart by commas. For most Latin nouns, the vocative case uses the same endings as the nominative case.

**Amīca**, ubi puellae ambulant?

**Friend**, where are the girls walking?

Ecce, **amīcae**, aquila volat!

Look, **friends**, the eagle is flying!

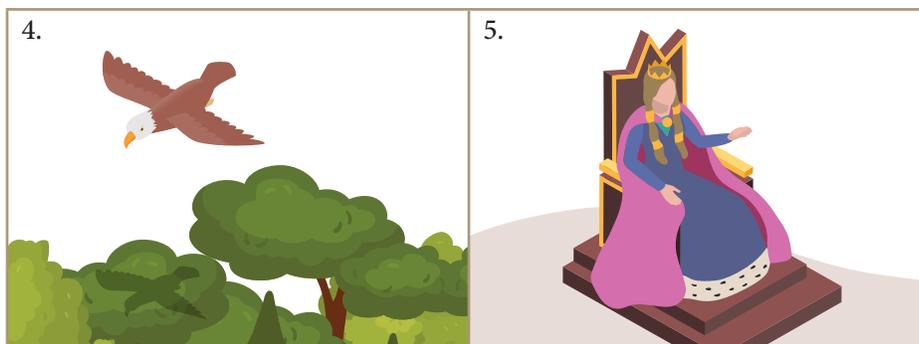
### Exercise 7. Translation Practice.

Parse each noun with its case, number, and gender. Parse each verb with its person and number. Then, label the words identifying the verb (V), adverb (Adv), conjunctions (c), subject (S), and direct address (DA). Then translate.

**Hint:** Sometimes the subject and the verb are in the same word.

1. Amīcae, poētae cantant!
2. Poēta, cantās.
3. Et poēta et puella cantant.
4. Nautae et nāvīgant et cantant.
5. Nautae, ubi nāvīgāre optātis?
6. Agricola labōrat sed nōn cantat.
7. Aquila, ubi volās?
8. Agricolae et nautae nōn rēgnant, sed rēgīna rēgnat.
9. Puellae, aquila vocat.
10. Poēta et agricola nōn pugnāt sed cantant.

### Exercise 8. Dēcribē Haec! (Describe these!) Write a simple sentence to describe each picture.



## Derivative Detective

*Nōn* came directly into English in such words as “nonsense.” Seeing that “sequence” comes from a Latin word meaning “follow,” what do you think a *nōn sequitur* is?

*Nauta* gives us such words as “astronaut” and “nautical.” Nautical miles are measured in knots, though “knot” does not come from *nauta*.

Use your language detective skills and your dictionaries to find some more English words that use *nōn* and *nauta*.



## Culture Corner



Greece was not a single city or even a single country. It was a collection of city-states spread over a large peninsula in Europe, including some of its surrounding islands. A city-state is, “a city that rules itself and the territory around it, and has no higher ruler in charge of it.”<sup>2</sup> The city of Troy was located in Asia Minor, in what is modern-day Turkey. According to legend, the Greeks and Trojans fought a war at Troy for ten years. We know this war as the Trojan War. We do not know if this legendary war took place, but many historians tell us that the people of Asia Minor and Greece fought many wars over the centuries. You will learn more about this legendary ten-year war and its aftermath as you study the Chapter Readings, and the Culture Corner sections in this book.

## Colloquāmur (Let’s Talk)



Use the following conversation to practice identifying things around your classroom.

Latin	Case	Translation
<b>Magister:</b>	Salvēte, discipulī.	Hello students!
<b>Discipulī:</b>	Salvē, magister/magistra.	Hello, teacher (m/f).
<b>Magister:</b>	Haec est charta. Quid est haec?	This is paper. What is this?
<b>Discipulī:</b>	Est charta!	It’s paper!
<b>Magister:</b>	Haec est penna. Quid est haec?	This is a pen. What is this?
<b>Discipulī:</b>	Est penna!	It’s a pen!
<b>Discipulī:</b>	Est sēdes!	It’s a chair!
<b>Magister:</b>	Haec est mēnsa. Quid est haec?	This is a table. What is this?
<b>Discipulī:</b>	Est mēnsa!	It’s a table!
<b>Magister:</b>	Haec est tabula. Quid est haec?	This is a tablet/board. What is this?
<b>Discipulī:</b>	Est tabula!	It’s a tablet/board!
<b>Magister:</b>	Hīc est liber. Quid est hīc?	This is a book. What is this?
<b>Discipulī:</b>	Est liber!	It’s a book!

Use the following phrases to review these classroom items:

*Ubi est . . . ?*      *Where is . . . ?*

*Ecce! Est . . . !*      *Look/Behold! There is the . . . !*

2. Aaron Larsen and Claire Larsen, s.v. “city-state,” *The Curious Historian Level 2A: Greece and the Classical World* (Camp Hill, PA: Classical Academic Press, 2022), p. 14.

# Chapter 2 Teacher's Pages



<sup>A</sup> Washington, DC, adopted this seal in 1871, the year shown at the bottom of the seal. In the background, you can see the landscape of our nation's capitol building. In the foreground, Lady Justice places a wreath on the statue of George Washington. The motto *lūstitia omnibus* is also the last phrase in the Latin translation of the Pledge of Allegiance.

*lūstitia* is an excellent example of a first-declension nominative noun, which students will learn in this chapter. You might ask them to parse the noun together when you arrive at that lesson: nominative, singular, feminine. The adjective *omnibus* will appear in chapter 13 of this text. It is the source of many wonderful English derivatives such as: omnipotent, omniscient, omnipresent. In modern times "omnibus" is the name of a public transportation vehicle designed to give rides to a large number of people. We have shortened that term to "bus."



## Warm Up!

The following are suggestions for using the chapter 2 motto and its accompanying image as a warm-up. You may use these in a single day or stretch them out over multiple days.

1. Ask students if they recognize any of the words in the motto or can suggest an interpretation for the motto. Even recognizing one word is a win. Encourage students, "Don't let what you don't know rob you of what you do know!"
2. Discuss the meaning and origin of the motto.
3. Discuss the history of the seal, including the symbolism of the images.
4. Discuss the seal in Latin, asking students *Quid est in pictura?* In early chapters, teachers may need to provide prompts or even use the *Colloquāmur* model in this chapter to guide students through a discussion of what they are seeing. For this seal you may point out:
  - a. *Fēmina est.* (There is a woman.)
  - b. *Terra est.* (There is land.)
  - c. *Aqua est.* (There is water.)
  - d. *Herba est.* (There is grass.)
  - e. *Caelum est.* (There is sky.)
  - f. *Vir est.* (There is a man.)
  - g. *Statua est.* (There is a statue.)
  - h. *Sol est.* (There is a sun.)

<sup>B</sup> *poēta*—The diphthongs, like *oe*, are only diphthongs when neither vowel is long. Otherwise, they are separate syllables.

<sup>C</sup> *rēgnāre*—This verb does not take a direct object.

<sup>D</sup> The Latin word for "noun" is *nōmen substantivum* since *nōmen* was used for all declined words and the distinction between them was given by their adjective: *nōmen substantivum* for "nouns" and *nōmen adiectivum* for "adjectives."

## Exercise 2:

agricola, agricolae, m.	agricol
aquila, aquilae, f.	aquil
amīca, amīcae, f.	amīc
fēmina, fēminae, f.	fēmin

filia, filiae, f.	fili
īnsula, īnsulae, f.	īnsul
nauta, nautae, m.	naut
patria, patriae, f.	patri

poëta, poëtae, m.	poet
puella, puellae, f.	puell

rēgīna, rēgīnae, f.	rēgīn
terra, terrae, f.	terr

<sup>E</sup> There are also *pīrāta* (pirate), *bibliopōla* (bookseller), *aurīga* (charioteer), and *āthlētā* (athlete). There are others, too; however, these are the four that students most often encounter.

#### Exercise 4:

nauta	nautae	nautam	nautās
the sailor	the sailors	the sailor	the sailors
nautae	nautārum	nautā	nautīs
of the sailor	of the sailors	by/with/from the sailor	by/with/from the sailors
nautae	nautīs	nauta	nautae
to/for the sailor	to/for the sailors	sailor	sailors

<sup>F</sup> A reproducible declension worksheet is included in this teacher's edition and as a downloadable PDF at [www.ClassicalAcademicPress.com](http://www.ClassicalAcademicPress.com). You may use it for exercise 4 and even add other nouns to the assignment. The more students practice this routine orally and in writing the better they will embed the pattern for declining nouns in their minds.

<sup>G</sup> After students complete this exercise individually, check all answers orally using the *colloquāmur* for grammar review.

<sup>H</sup> The purpose of this exercise is to train students to find the subject in a sentence. Since these sentences contain examples of vocabulary and grammar the students do not know, they do not need to translate them, but merely find the nominative subject.

#### Exercise 6:

1. Aquila volat.
2. Nautae ad terram nāvigant.
3. Filia in casā habitat.
4. Poëtae cantant.
5. Fēminae lābōrant, sed nautae nōn lābōrant.
6. Agricola terram arat.
7. Et fēmina et amīcae nōn saltant.
8. Puellae ambulat, sed aquila volāre optat.

<sup>I</sup> Remember that there are multiple ways to translate the present tense. For example: "The poet sings." "The poet is singing." "The poet does sing." In compound sentences, such as sentence 7, students might even mix two styles of translation. Take time to review the sentences in this exercise orally and discuss different interpretations. The provided answer key has not provided every possibility, but has given varied possibilities to show how flexible a translation can be.

## Exercise 7:

DA S V  
1. Amīcae, poētae cantant!  
v/pl/f n/s/m 3/s

Friends, the poet is singing

DA SV  
2. Poēta, cantās.

v/s/m 3/s

Poet, you are singing.

c S c S V  
3. Et poēta et puella cantant.  
n/s/m n/s/f 3/pl

Both the poet and the girl sing.

Both the poet and the girl are singing.

S c V c V  
4. Nautae et nāvīgant et cantant.

N/pl/m 3/pl 3/pl

The sailors both sail and sing.

The sailors are both sailing and singing.

DA Adv Inf SV  
5. Nautae, ubi nāvīgāre optātis?

v/pl/m 2/pl

Sailors, where do you want to sail?

S V c Adv V

6. Agricola labōrat sed nōn cantat.

n/s/m 3/s 3/s

The farmer often works but does not sing.

The farmer is often working, but does not sing.

DA Adv SV  
7. Aquila, ubi volās?

v/s/f 2/s

Eagle, where are you flying? Eagle, where do you fly?

S V PrN  
8. Īnsula est patria.

The island is the home-country.

S c S Adv V c S V  
9. Agricolae et nautae nōn rēgnant, sed rēgīna rēgnat.  
n/pl/m n/pl/m 3/pl n/s/f 3/s

Farmers and sailors do not reign, but the queen reigns.

S c S Adv V c V  
10. Poēta et agricola nōn pugnant sed cantant.

n/s/m n/s/m 3/pl 3/pl

The poet and the farmer do not fight but sing.

The poet and the farmer are not fighting but singing.

<sup>J</sup> Encourage students to only use the vocabulary and grammar introduced in these first two chapters. Some will want to be very creative and use a separate Latin dictionary to find new words. However, these “new” words may be from different declensions and conjugations that act differently than those introduced in this book thus far. The purpose of this exercise is to review words the students already know. Trying to use words they do not yet know, which may be from different verb conjugations and noun declensions, can lead to confusion and frustration.

<sup>K</sup> [from. Latin *astrum*, “star” + *nauta*, “sailor” = “sailor of the stars”]

<sup>L</sup> Consider making Latin labels for these objects around the room. You could make a Latin label for each item, and then put the label on the object as the class goes through this conversation.

**M** Not every vocabulary word must be learned through an assigned list of words. Many can be learned through regular use in everyday routines. Guide your students in adopting simple words and phrases into their routines. As students grow confident in these, add more.

**Exempli gratiā:** Here are a few examples to get you started. It is just fine if the students do not understand the grammar of the phrase. This is learning through modeling and imitation. You may want to repeat the Latin phrase in English the first few times you use it.

Hint: The words ending in *-te* are plural commands. When speaking to one student you can make them plural by dropping the *-te*. (*Salvē!*)

- *Salvēte, discipulī!* (Hello, students!)
- *Audīte mē.* (Listen to me.)
- *Spectāte mē.* (Watch/Look at me.)
- *Aprīte librōs.* (Open your books.)
- *Spectāte pāginam \_\_\_\_\_.* (Look at page \_\_\_\_\_.) Use the appendix on verbs to choose a number. You will be surprised how quickly students pick these patterns up and recognize the numbers.
- *Respondēte Latīnē.* (Answer in Latin.)
- *Quid Anglicē significat?* (What does it mean in English?) This can be used when reading and translating sentences and stories written in Latin.
- *Cantēmus \_\_\_\_\_.* (Let us chant \_\_\_\_\_.) Insert with a noun to be declined or a verb to be conjugated.
- *Orēmus.* (Let us pray.) This could be followed by memorizing the Pater Noster.
- *Vālēte, discipulī!* (Goodbye, students!)