Matin Latin II

TEACHER'S EDITION

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Preface

By choosing to study a second year of Latin you've indicated that the question "Why Latin?" has already been settled in your mind. You've seen, or are convinced of, the benefits of logical thinking skills, problem solving ability, vocabulary development, and syntax building. The challenge is to pass along the enjoyment of practical application of these benefits to your students. If Latin is merely another class in your daily schedule, students will develop a tolerance for that period of the day. Some will endure the time more cheerfully than others. However, if skills learned in other classes are used in Latin and skills learned in Latin are brought to other classes or better yet, into daily living, the time spent in the Latin text will be perceived as useful and may even come to be anticipated!

Mathematical skills may be reinforced in Latin study. Learning vocabulary is drill work quite similar to learning addition and multiplication facts. Reading or writing a Latin sentence closely resembles solving an equation for x, y, or z. Sometimes a Latin sentence will appear as a jigsaw puzzle. Music skills may be applied to learning the paradigms. The artistic side of life may be enhanced by encouraging students to picture the Latin story, the same as they would picture a story they read in English. Reading comprehension will be as much a part of Latin readings as it is of English readings. Original composition is the best method available for reviewing vocabulary and case and verb endings. Memorizing Latin poetry or scripture texts will sharpen the mind and create a storehouse of phrases for later use.

The exercises in this text have been written for variety. They certainly do not present an exhaustive resource for reviewing each lesson. By using several types of review tools or pattern drills, find the ones which best meet your students' needs and modify other drills to mimic the best ones for your students. *Beware* of the pitfall of verbatim translation. Although I have laboriously provided direct translations for the grammatical benefit of a deciphering teacher, the word-for-word method will slow down the pace of reading to a boring one at best and a time-consuming endurance contest at worst. Read sentence by sentence, paragraph by paragraph as you do in English. Then to reinforce grammar and to study style and syntax, go back over the selection at another time to parse the reading.

The beauty of language is that it is not simply mathematical, although Latin is very organized, but that there are musical qualities in the rhythm and flow of words and artistic qualities in the meanings and nuances associated with the choice of words. As you and your students become more familiar with the structure and vocabulary of Latin and English, may this new knowledge free you to express your ideas with a clarity unavailable to you before.

Lesson One

In this lesson we will review the noun cases which we have already learned.

A noun is the name of a person, place, thing, or idea. *Girl, boy, forest, water,* and *friendship* are all nouns. Can you name some other nouns? Nouns which tell who or what is doing the action of the sentence are called *subject* nouns, or the *subject* of the sentence. In Latin the subject of a sentence uses the nominative case.

> English has cases, too. They are most easily seen with third person pronouns.
>
> Subjective Case: he
>
> Possessive Case: his
>
> Objective Case: him
>
> *Example:* He saw him and his hat.
>
> In this sentence, *he* is the subject, *him* is the direct object, and *his* shows possession.
>
> There are no articles (a, an, the) in Latin.

A predicate nominative renames the subject after a linking verb. A predicate nominative also uses the nominative case.

A noun which shows possession (the *girl's* coat) uses the genitive case in Latin.

A noun which shows *to whom* or *for whom* the action of the verb was done is called the indirect object. In Latin the indirect object uses the dative case.

A noun which receives the action of a verb is the direct object. In Latin a direct object uses the accusative case.

A noun which is the object of a preposition uses the accusative or the ablative case in Latin. The case of this noun depends on the preposition and the meaning in the sentence.

CASE	SINGULAR	PLURAL
Nominative	puel*la*	puel*lae*
Genitive	puel*lae*	puel*lārum*
Dative	puel*lae*	puel*līs*
Accusative	puel*lam*	puel*lās*
Ablative	puel*lā*	puel*līs*

Teacher's Note: Students may find it helpful to highlight the declension endings. It is always best, however, to chant the paradigm using an entire noun, not simply the endings.

Lesson One Exercises

A. Underline the subject in these sentences.

1. The boys sail.

2. The slaves walk.

3. Men call.

4. Horses work.

5. A messenger tells.

6. Agricolae ambulant.

7. Poēta nārrat.

8. Nautae nāvigābant.

9. Famulae labōrābit.

10. Bēstiae vocābant.

> 1. The <u>boys</u> sail.
> 2. The <u>slaves</u> walk.
> 3. <u>Men</u> call.
> 4. <u>Horses</u> work.
> 5. A <u>messenger</u> tells.
> 6. <u>Agricolae</u> ambulant.
> 7. <u>Poēta</u> nārrat.
> 8. <u>Nautae</u> nāvigābant.
> 9. <u>Famulae</u> labōrābit.
> 10. <u>Bēstiae</u> vocābant.

B. Underline the predicate nominative and circle the direct object in these sentences.

1. Fido is a puppy.

2. The owl caught a mouse.

3. The puppy has a bone.

4. My cat is a Persian.

5. The cow eats corn.

6. Unda nāviculam portat.

7. Fīlia fēmina est.

> 1. Fido is a <u>puppy</u>.
> 2. The owl caught a (mouse).
> 3. The puppy has a (bone).
> 4. My cat is a <u>Persian</u>.
> 5. The cow eats (corn).
> 6. Unda (nāviculam) portat.
> 7. Fīlia <u>fēmina</u> est.

8. Umbrae ursam cēlābant.

9. Silva cūrās ēvocat.

10. Figūrae deae sunt.

C. Circle the indirect object and underline phrases (groups of words) which show possession. Some sentences will not be marked.

1. God gave Adam a garden.

2. Adam's garden gave Adam and Eve fruit.

3. God told Adam the rules of the garden.

4. Adam obeyed God's rules for a time.

5. Then the serpent told Eve a lie.

6. Bēstia fēminae fābulam dabat.

7. Fābula bēstiae fāma mala erat.

8. Fēmina bēstiam nōn culpābat.

9. Tum fēmina herbam dēsīderābat.

10. Deus (God) fēminae poenam nārrat.

D. Tell the object of the preposition. For the Latin sentences tell the case of the noun.

1. Galba and Silvanus are walking on the seashore.
2. Today the waves are quiet, but pirates are on a nearby island.
3. Galba lives near the coast.
4. Silvanus is a farmer and does not live near the sea.
5. His villa is near high Aetna.
6. Galba vīllam prope Aetnam spectat et fābulam nārrat.
7. "Olim ambulābam in ōrā.
8. Pīrātās cum gemmīs spectābam.
9. Pīrātae in terrā gemmās cēlābant.
10. Tum pīrātās in ōrā nōn dēsīderō!"

---

1. Galba and Silvanus are walking on the *seashore*.
2. Today the waves are quiet, but pirates are on a nearby *island*.
3. Galba lives near the *coast*.
4. Silvanus is a farmer and does not live near the *sea*.
5. His villa is near high *Aetna*.
6. Galba vīllam prope *Aetnam (accusative)* spectat et fābulam nārrat.
7. "Olim ambulābam in *ōrā (ablative)*.
8. Pīrātās cum *gemmīs (ablative)* spectābam.
9. Pīrātae in *terrā (ablative)* gemmās cēlābant.
10. Tum pīrātās in *ōrā (ablative)* nōn dēsīderō!"

E. Review the Latin noun vocabulary from Book One.

DAILY ORAL REVIEW

Complete these sentences:

A noun is

A pronoun takes the place of

A predicate nominative renames

An indirect object shows

A direct object

A noun is *the name of a person, place, or thing (or idea).*

A pronoun takes the place of *a noun.*

A predicate nominative renames *the subject (after a linking verb.)*

An indirect object shows *to whom* or *for whom* the action of the verb was done.

A direct object *receives the action of a verb.*

Teacher's Note: The daily review for each lesson should be carried into the next lesson as a part of the weekly review. Rote memory of facts combined with the practical application of those facts through the lesson exercises will give the students confidence to be quick and accurate in their work.

Lesson Fifteen

The *pluperfect tense* is sometimes called the past perfect tense. *Pluperfect* comes from two Latin words *plus* and *perfect*, and it means "more than perfect." A pluperfect action was completed before another past action. We use the helping verb *had* with this tense.

> *Before his death, Joshua* had commanded *the Israelites well.*

> *But the people* had not destroyed *their enemies before they stopped to rest.*

> *God* had made *their lives hard so they would remember Him.*

> *When they* had prayed *for help, God sent them judges.*

> *Barak* had been afraid *to go into battle before Deborah, the woman judge, agreed to go with him.*

On a timeline, the pluperfect would look like this:

```
\          All Past Times              \ Present /  Future Times  /
Pluperfect   Perfect    Imperfect  Present        Future
<— ^ ————————.————————~~~~—]----------[—————————>
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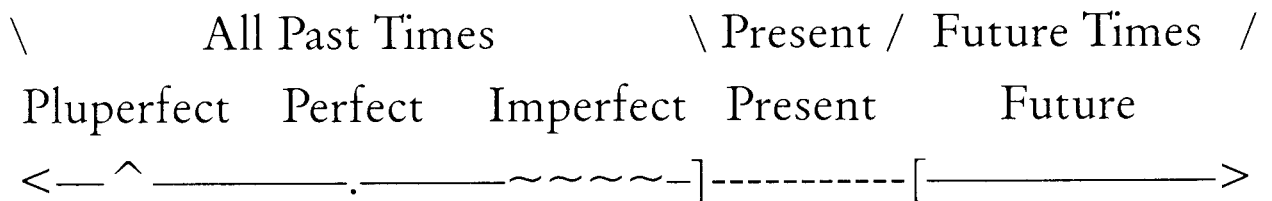
To form a pluperfect tense verb in Latin, we find the verb's perfect stem (the third principal part). Then we add the tense sign (*erā*) and the personal endings (*-m, -s, -t, -mus, -tis, -nt*).

Pluperfect tense = perfect stem + *erā* + personal endings

This is the paradigm for pluperfect, first conjugation verbs.

PLUPERFECT

vocāveram	I had called	vocāverāmus	we had called
vocāverās	you had called	vocāverātis	you (pl.) had called
vocāverat	he, she, it had called	vocāverant	they had called

The pluperfect paradigm for *sum* looks like this:

PLUPERFECT

fueram	I had been	fuerāmus	we had been
fuerās	you had been	fuerātis	you (pl.) had been
fuerat	he, she, it had been	fuerant	they had been

Lesson Fifteen Excercises

A. Tell (or write) the tense of the verbs in these English sentences. Choose from present(P), imperfect(I), future(F), perfect(PF), and pluperfect(PP).

_____1. Esau was the favored son of his father, Isaac.

_____2. Rebekah had made Jacob her favorite.

_____3. Perhaps Esau's choice of Canaanite wives made Rebekah grieved (*adj.*) with him.

_____4. Esau did not care that God had cursed the Canaanites.

_____5. Still Isaac loves his wayward son.

_____6. Isaac was planning to give Esau the blessing of the firstborn.

_____7. But Rebekah planned with Jacob to trick Isaac.

_____8. Jacob killed two goats which his mother fixed to taste like venison.

_____9. After Isaac had blessed Jacob, Esau appeared with his meal for his father.

_____10. Esau was searching for Jacob, but Jacob had gone to his Uncle's land.

I   1. Esau <u>was</u> the favored son of his father, Isaac.
PP   2. Rebekah <u>had made</u> Jacob her favorite.
PF   3. Perhaps Esau's choice of Canaanite wives <u>made</u> Rebekah grieved (*adj.*) with him.
PF/PP 4. Esau <u>did not care</u> that God <u>had cursed</u> the Canaanites.
P   5. Still Isaac <u>loves</u> his wayward son.
I   6. Isaac <u>was planning</u> to give Esau the blessing of the firstborn.
PF   7. But Rebekah <u>planned</u> with Jacob to trick Isaac.
PF/PF 8. Jacob <u>killed</u> two goats which his mother <u>fixed</u> to taste like venison.
PP/PF 9. After Isaac <u>had blessed</u> Jacob, Esau <u>appeared</u> with his meal for his father.
I/PP   10. Esau <u>was searching</u> for Jacob, but Jacob <u>had gone</u> to his Uncle's land.

B. Study this new vocabulary.
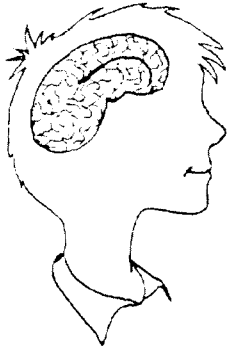
animus, -ī, m.

auxilium, auxiliī, n.

ēvolō, -āre, -āvī -ātum

familia, -ae, f.

populus, -ī, m.

ventus, -ī, m.

apportō, -āre, -āvī, -ātum   to bring, to take

celeriter *(adv.)*   quickly

dictum, -ī, n   a saying

factum, -ī, n.   deed, act

intereā *(adv.)*   meanwhile

lectus, -ī, m.   bed, couch

māne *(adv.)*   in the morning

memoria, -ae, f.   memory

mox *(adv.)*   soon

propter *(prep. w/ acc.)*   on account of, because of

semper *(adv.)*   always

C. Conjugate *apportō* and *ēvolō* in the perfect and pluperfect tenses. Conjugate *sum* in all five tenses.

PERFECT

apportāvī	[apportāvimus]
[apportāvistī]	[apportāvistis]
[apportāvit]	[apportāvērunt]

PLUPERFECT

[apportāveram]	[apportāverāmus]
[apportāverās]	[apportāverātis]
[apportāverat]	[apportāverant]

Perfect

ēvolāvī
[ēvolāvistī]

[ēvolāvit]

[ēvolāvimus]

[ēvolāvistis]

[ēvolāvērunt]

PluPerfect

[ēvolāveram]

[ēvolāverās]

[ēvolāverat]

[ēvolāverāmus]

[ēvolāverātis]

[ēvolāverant]

Present

sum
[es]

[est]

[sumus]

[estis]

[sunt]

Imperfect

[eram]

[erās]

[erat]

[erāmus]

[erātis]

[erant]

Future

[erō]

[eris]

[erit]

[erimus]

[eritis]

[erunt]

PERFECT

[fuī] _____   [fuimus] _____

[fuistī] _____   [fuistis] _____

[fuit] _____   [fuērunt] _____

PLUPERFECT

[fueram] _____   [fuerāmus] _____

[fuerās] _____   [fuerātis] _____

[fuerat] _____   [fuerant] _____

D. Read the story of Jacob and Esau in Genesis 27. Next read this short version of the story. Notice the use of different tenses. Then draw a picture on the next page to show your understanding of the part of the story written here.

Isaac oculīs nōn spectāverat, vocāvitque Esau fīlium suum maiorem et "Filī mī," inquit. Esau respondit, "Adsum."

"Tibi ōrō, bēstiam armīs tuīs necā et mihi cēnam creā," dixit Isaac. Ita Esau in silvā et in agrīs ambulābat.

Intereā Rebekah fīliō suō Jacob narrāverat, "Necā duās parvās bēstiās, dabimus cibum Isaac." Tum Rebekah togam Esau portāverat et Jacob togam cum multīs capillīs creāverat. Posteā Jacob ad Isaac cibum portāvit. Isaac putāvit Jacob Esau esse. Tum Isaac Jacob magnum benedictum dedit.

Mox Esau cibum suum portāvit ad Isaac. "Nōn es Esau," dixit Isaac, "Māne Esau erat hic. Esau benedictum dedī." Lacrimīs sed frustrā, Esau ōrāvit, "Dā mihi benedictum." Tum Isaac Esau parvum benedictum dedit. Nunc Esau īrātus erat propter Jacob. Familia maesta erat quod Jacob et Rebekah stultī et scelerātī fuerant.

maiorem—older

filī mī—my son

adsum, adesse, adfuī—to be present

tibi—to you

creō, -āre, -āvī, -ātum—create, make

necā—Kill! a command

putō, -āre, -āvī, -ātum—to think

posteā—afterwards

dixit—he said

hic (adv.)—here

dā—Give!

stultus, -a, -um—foolish

scelerātus, -a, -um—wicked

Isaac did not see with his eyes, and he called Esau his older son and said, "My Son." Esau responded, "I am here."

"I beg you, kill a beast with your weapons and make me a dinner," said Isaac. So Esau walked in the forests and in the fields.

Meanwhile Rebekah told her son Jacob, "Kill two small beasts, and we will make food for Isaac." Then Rebekah had carried Esau's toga and made Jacob a toga with many hairs. Afterwards Jacob carried food to Isaac. Isaac thought Jacob to be Esau. Then Isaac gave Jacob a great blessing.

Soon Esau carried his food to Isaac. "You are not Esau," said Isaac, "this morning Esau was here. I have given Esau his blessing." With tears, but in vain, Esau begged, "Give me a blessing." Then Isaac gave Esau a small blessing. Now Esau was angry because of Jacob. The household was sad because Jacob and Rebekah had been foolish and wicked.

Vocabulary–Nouns and Pronouns

A

Africa, -ae, f.,	Africa
ager, -rī, m.,	field, land
agricola, -ae, m.,	farmer
amīcus, -ī, m.,	friend
amita, -ae, f.,	aunt
angulus, -ī, m.,	corner
animus, -ī, m.,	mind
annus, -ī, m.,	year
Apūlia, -ae, f.,	Apulia, a district of Italy
aqua, -ae, f.,	water
āra, -ae, f.,	altar
arbor, -oris, f.,	tree
arma, -ōrum, n. pl.,	arms
armentum, -ī, n.,	herd
ars, artis, f.,	art
audācia, -ae, f.,	boldness
auxilium, auxiliī, n.,	help, aid, assistance
avāritia, -ae, f.,	greed
avia, -ae, f.,	grandmother
avus, -ī, m.,	grandfather

B

Bacchus, -ī, m.,	Bacchus, the god of the vine
bellum, -ī, n.,	war
benevolentia, -ae, f.,	favor, good will
bēstia, -ae, f.,	wild beast
bōs, bovis, m./f.,	ox
bracchium, -ī, n.,	arm
Britannia, -ae, f.,	Britain
Britannus, -ī, m.,	a Briton

C

caelum, -ī, n.,	sky

campus, -ī, m.,	plain
Campus Martius	a strip of land near the Tiber River where the Romans met
capillus, -ī, m.,	hair
captīvus, -ī, m.,	captive
caput, capitis, n.,	head
carmen, -inis, n.,	song
casa, -ae, f.,	house, cottage
causa, -ae, f.,	cause
cēna, -ae, f.,	dinner
Cerēs, Cereris, f.,	Ceres, goddess of the corn
cibus, -ī, m.,	food
cicāda, -ae, f.,	grasshopper
cīvis, -is, m./f.,	citizen
cīvitas, -ātis, f.,	state
clīvus, -ī, m.,	hill
collum, -ī, n.,	neck
columba, -ae, f.,	dove
coma, -ae, f.,	hair
constantia, -ae, f.,	constancy, steadfastness
cōpia, -ae, f.,	supply, abundance
cor, cordis, n.,	heart
corona, -ae, f.,	crown
corpus, -oris, n.,	body
cūnae, -ārum, f. pl.,	cradle
cūra, -ae, f., ·	care, worry

D

dea, -ae, f.,	goddess
deus, -ī, m.,	god
dextra, -ae, f.,	right hand
dictum, -ī, n.,	saying
dōnum, -ī, n.,	gift
duodecim	twelve