
LATIN
Primer
Book III

TEACHER'S EDITION

SECOND EDITION

Martha Wilson

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TEACHING NOTES

UNIT 1 (LESSONS 1-8; WORD LISTS 1 & 2)

Vocabulary review

Review characteristics of Latin nouns, verbs, and adjectives

Review definition of English and Latin nouns, verbs, and adjectives

Translation of present, future, and imperfect tenses

LESSON 4

An example of macaronic verse, “Possum Carmen”, is included in the student book. You might want to save it for later.

UNIT 2 (LESSONS 9-14; WORD LISTS 3 & 4)

1st, 2nd, and 3rd declensions

Nominative case for a subject

Accusative case for a direct object

Nominative case for a predicate nominative

UNIT 3 (LESSONS 15-22; WORD LISTS 5 & 6)

Review definition of adjective

Gender

Adjectives matching nouns in gender, number, and case

LESSON 20

The new chant (es, es, ei...) is the pattern for the fifth and last declension.

UNIT 4 (LESSONS 23-30; WORD LISTS 7 & 8)

Verbs

principal parts

use of “ne”

commands

sum, esse, fui, futurum

LESSON 23

It is probably enough for now for the children to be able to call the 1st principal part the present indicative and the 2nd part the infinitive, but it would be good for them to know that there are other infinitives and indicatives.

LESSON 28

Notice that *hic* and *ille*, along with their related forms, are in a different chant format than the rest of the chants in this book. The reason the chants for those words are done that way is because of tradition: they are traditionally learned that way because of the similarity of the endings in the different cases. *Ille* (its many forms included) is a pronoun and adjective meaning “that”.

TRANSLATIONS

Translations are given at the back of the book, and are marked according to unit, beginning with Unit 4. They may be used for games, drills, or other extra practice. These are not included in the student book.

UNIT 5 (LESSONS 31-37; WORD LISTS 9 & 10)

Dative case for indirect object
mastery of verb synopsis
introduction of “i” stems:is, is and es, is

LESSON 33

B) In the first example, “wife” is the object of the preposition “to”. In the second example, “wife” is an indirect object. But both English sentences are translated into Latin in the same way: by using the dative case for “wife” with no preposition. This is an early example of a distinction in one language that doesn’t exist in the other. Just because two things are handled the same in one language doesn’t ensure that they will be in the other.

LESSON 34

A neuter noun of the 3rd declension takes the regular characteristics of neuter nouns: The nominative and accusative forms are the same and the nominative and accusative plural ending is "a." They just take these characteristics in the context of the 3rd declension instead of the 2nd where neuter nouns have been encountered before.

An "i" stem merely has an "i" before the "um" in the genitive plural.

UNIT 6 (LESSONS 38-44; WORD LISTS 11 & 12)

Adverbs

Conjunctions: sed, et, -que

LESSON 39

A) A reminder: the stem of *pulcher* is shown to be *pulchr-* from its feminine form.

LESSON 41

#20 on List #12 is left blank for each student to choose from a Latin dictionary their own word that interests them. The supplement for this lesson that is included is an example of what might be done for A) in Lesson 41.

UNIT 7 (LESSONS 45-52; WORD LIST 13)

Genitive of possession

Predicate adjectives

UNIT 8 (LESSONS 53-60; WORD LIST 14)

Perfect tense

Prepositions: per, in, trans

There are three tenses built on the perfect stem: the perfect tense, the pluperfect tense, and the future perfect tense. The perfect tense has been compared to the imperfect tense as a snapshot to a moving picture. The pluperfect has the sense of being before something in the past (I had stood). The future perfect has the sense of being in the past at some future time (I will have stood.)

LESSON 57

“Quintilius Varus, Give back my legions.” The verb is in the imperative mood, Quintili Vari is in the vocative case.

UNIT 9 (LESSONS 61-68; WORD LISTS 15 & 16)

Ablative of place in which
 3rd-declension “i” stems: neuters ending in e, al, ar
 3rd conjugation
 Ablative of time when

LESSON 64

You may not want to ask your students to handle a new conjugation this late in the year. If not, make these adjustments:

Skip: Lesson 64

Lesson 65 B) and C)

Lesson 66 the last 2 sentences of B), C)

Lesson 67 the third column of A),

for B) Use these sentences as replacements.

1. Agricola animalia in stabulum portavit.

Lesson 68 A)

B) the second and fourth sentences

Even without vowel markings, you can tell a 2nd-conjugation verb from one in the 3rd conjugation since the first principal part in the 2nd conjugation ends in “eo,” while the first principal part in the 3rd conjugation ends in just “o.”

If the children have trouble with the present and future tenses of the 3rd conjugation, this mnemonic device might help: i, o, u are the ending vowels in the present tense, and the remaining vowels, a and e are used in the future tense.

LESSON 66

The ablative of time when or within which does not tell the duration of time. The accusative case is used for that.

UNIT 10 (LESSONS 69-74)

Grammar and vocabulary review

Hic, haec, hoc

If you are foregoing the 3rd conjugation for now, make these changes in the unit.

LESSON 70

A) 7. Potestne portare vir marmorem?

8. Adulescens marmorem paene portavit.

LESSON 71

C) 2. Mensa firma potest portare onus magnum.

LESSON 74

B) 4. Skip

5. Skip

WORD LISTS

WORD LIST 1

1. fenestra, ae	window
2. vultus, ūs	face, expression
3. collum, ī	neck
4. carrus, ī	a two-wheeled wagon
5. rota, ae	wheel
6. dens, dentis	tooth
7. cinis, cineris	ashes, death, destruction
8. nervus, ī	string, sinew
9. ōs, ōris	mouth
10. audācia, ae	boldness
11. culpa, ae	fault, blame, sin
12. rīdeō, rīdēre	laugh, smile
13.* tardō, tardare	slow down, delay
14. aeger, aegra, aegrum	sick, feeble
15. trepidus, a, um	trembling, very frightened

* Bolded numerals indicate vocabulary introduced in previous primers. New vocabulary numerals are not bolded.

WORD LIST 2

1. palma, ae	palm
2. digitus, ī	finger, inch
3. campus, ī	plain, athletic field, level area
4. serpens, serpentis	snake
5. capillus, ī	hair
6. fluvius, ī	river
7. cuspis, cuspidis	point (of a spear)
8. mola, ae	millstone
9. hērōs, herōis	hero
10. argentum, ī	silver, money
11. poena, ae	penalty, punishment
12. portō, portāre	carry
13. lūceō, lūcēre	shine, be bright
14. horrendus, a, um	dreadful, awful, fearful
15. ūmidus, a, um	wet, damp, moist
16. pollex, pollicis	thumb
17. anulus, ī	ring
18. patella, ae	small pan or dish
19. cervix, cervicis	neck (and shoulders)
20. index, indicis	an informer, a sign, the forefinger

LESSONS

LESSON 1

A) FILL IN THE BLANKS ABOUT PARTS OF SPEECH.

A noun names a person, place, or thing.

A verb expresses action or state of being.

An adjective describes a noun or a pronoun.

B) LABEL THESE WORDS FROM THIS WEEK'S LIST ACCORDING TO WHETHER THEY ARE NOUNS (N), VERBS (V), OR ADJECTIVES (A).

1. (n) cinis/ashes

6. (n) vultus/face

2. (n) culpa/fault

7. (v) rideo/I laugh

3. (a) trepidus/trembling

8. (n) collum/neck

4. (n) fenestra/window

9. (a) aeger/sick

5. (n) audacia/boldness

10. (v) tardo/I delay

C) TRANSLATE THESE SENTENCES.

1. Puella ridet. The girl is laughing.

2. Puella aegra ridebat. The sick girl was laughing.

3. Saxa in via puellam tardabunt. Rocks in the road will delay the girl.

D) COMPLETE FROM MEMORY THE VERB CHANTS THAT ARE BEGUN BELOW.

amo amamus

video videmus

duco ducimus

amas amatis

vides videtis

ducis ducitis

amat amant

videt vident

ducit ducunt

audio	<u>audimus</u>	sum	<u>sumus</u>	possum	<u>possumus</u>
<u>audis</u>	<u>auditis</u>	<u>es</u>	<u>estis</u>	<u>potes</u>	<u>potestis</u>
<u>audit</u>	<u>audiunt</u>	<u>est</u>	<u>sunt</u>	<u>potest</u>	<u>possunt</u>

LESSON 2

A) COMPLETE EACH STATEMENT ACCORDING TO WHETHER IT IS TRUE OF NOUNS, VERBS, OR ADJECTIVES.

1. Nouns name a person, place, or thing.
2. Adjectives describe a noun or a pronoun. They can tell what kind, which one, how many.
3. Verbs express action or state of being.
4. *a, ae, ae, am* and *a* are endings for nouns.
5. *o, s, t, mus, tis,* and *nt* are endings for verbs.
6. The endings on Latin verbs tell the person and tense.
7. The ending on a Latin noun tells whether it is singular or plural and what its function in the sentence is.
8. Most Latin adjectives have three endings so that they can match the noun they are describing.
9. In a Latin dictionary, a noun is given in its nominative form and its genitive form is also given.
10. In a Latin dictionary, the infinitive is given for a verb.

B) WRITE THE TRANSLATIONS FOR THESE WORDS IN THE FIRST BLANK AND THEIR PLURAL FORMS IN THE SECOND. WHAT PART OF SPEECH ARE THEY ALL? (NOUNS)

- | | | |
|-----------|--------------|----------------|
| 1. luna | <u>moon</u> | <u>lunae</u> |
| 2. corona | <u>crown</u> | <u>coronae</u> |
| 3. cibus | <u>food</u> | <u>cibi</u> |

4. terra	<u>land or earth</u>	<u>terrae</u>
5. liber	<u>book</u>	<u>libri</u>
6. lupus	<u>wolf</u>	<u>lupi</u>
7. audacia	<u>boldness</u>	<u>audaciae</u>
8. gladius	<u>sword</u>	<u>gladii or gladi</u>

C) *PISCIS* IS A WORD YOU LEARNED IN THE FIRST BOOK WHICH MEANS FISH. THERE IS A NICE COLLECTION OF LATIN WORDS RELATED TO *PISCIS* :

piscator, piscatorius, piscatus, pisciculus, piscina, piscinarius, piscor, and piscosus.

You can tell whether they are nouns, verbs, or adjectives by how they are listed in a Latin dictionary. By using a dictionary, write each word, its definition, and the other information that you have learned about it on a line in the correct group. You will probably not recognize the verb from its Latin forms because it is a kind of verb that you have not learned about yet, but look for an English meaning that shows action. *Piscis* is done as an example.

NOUNS

1. piscis, is	a fish
2. <u>piscator, oris</u>	<u>a fisherman</u>
3. <u>piscatus, us</u>	<u>fishes, a catch</u>
4. <u>pisciculus, i</u>	<u>a little fish</u>
5. <u>piscina, ae</u>	<u>a fish-pond</u>
6. <u>piscinarius, i</u>	<u>one fond of fish ponds</u>

LESSON 31

A) DO THE VERB SYNOPSES BY LISTING THE PRINCIPAL PARTS OF EACH VERB AND THE CORRECT FORM IN EACH TENSE.

READ OUT LOUD recito, recitare, recitavi, recitatum

first person plural

present recitamus

future recitabimus

imperfect recitabamus

GIVE do, dare, dedi, datum

third person singular

present dat

future dabit

imperfect dabat

B) COMPLETE THE DECLENSION OF THESE NOUNS.

benevolentia

benevolentiae

populus

populi

benevolentiae

benevolentiarum

populi

populorum

benevolentiae

benevolentiais

populo

populis

benevolentiam

benevolentias

populum

populoros

benevolentia

benevolentiais

populo

populis

vinum	vina	lex	leges
vini	vinorum	legis	legum
vin <u>o</u>	vin <u>is</u>	legi	legibus
vin <u>um</u>	vin <u>a</u>	legem	leges
vin <u>o</u>	vin <u>is</u>	lege	legibus

laus	<u>laudes</u>
laudis	<u>laudum</u>
<u>laudi</u>	<u>laudibus</u>
<u>laudem</u>	<u>laudes</u>
<u>laude</u>	<u>laudibus</u>

C) WRITE THE NAMES OF THE CASES IN ORDER ON THE LINES.

- | | |
|----------------------|----------------------|
| 1. <u>nominative</u> | 4. <u>accusative</u> |
| 2. <u>genitive</u> | 5. <u>ablative</u> |
| 3. <u>dative</u> | |

D) WRITE THE DATIVE AND ACCUSATIVE FORMS OF THESE WORDS AND THEN CIRCLE THE ENDINGS.

	DATIVE	ACCUSATIVE
1. benevolentia	<u>benevolentia</u> e	<u>benevolentia</u> m
2. populus	<u>popul</u> o	<u>popul</u> um
3. vinum	<u>vin</u> o	<u>vin</u> um
4. lex	<u>leg</u> i	<u>leg</u> em
5. laus	<u>laud</u> i	<u>laud</u> em