

LATIN PRIMER 1
TEACHER'S EDITION

LATIN PRIMER SERIES

Latin Primer: Book 1, Martha Wilson

Latin Primer 1: Student Edition
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BOOK 1

Latin
PRIMER

TEACHER'S EDITION



MARTHA WILSON

Edited by LAURA STORM

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Moscow, Idaho



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INTRODUCTION

You are about to begin learning a language that most children your age do not learn. It is usually surprising to people when they hear that third-graders are learning Latin. Like most of the people you know, I didn't learn Latin in third grade. I began studying it after I had graduated from college and was teaching school.

Let me tell you a little about what you can expect. One of the first things you will learn is a little saying that begins *amō, amās, amat*. When I was just beginning to teach Latin and told my grandmother what I was doing, she said "Oh—*amō, amās, amat*." She had learned that when she was about fifteen, and this was almost eighty years later and she still remembered it! You will learn a lot of little sayings like that and if you learn them well they will help you greatly as you learn Latin. Maybe you'll be able to tell them to your grandchildren!

One thing that may seem funny is that nobody grows up speaking Latin any more and there is no country in the world where the people speak Latin. If you want to hear English being spoken, you can go to the United States or England; if you want to hear Spanish being spoken, you can go to Spain or Mexico; if you want to hear French you can go to France. But there isn't a country like that for Latin. The people that spoke Latin were the Romans, and the Roman Empire has been gone for a long time. You might wonder why you are learning Latin if that is so. There are a lot of reasons. I will tell you just a few.

I think that all of you have used these words: *animal, library, elevator, commercial*, and *scribble*. Your parents may have used these words: *constellation, coronation*, and *impecunious*. All those words and many, many more come from Latin words. In fact, over half of the words in English come from Latin. So, while you are learning Latin, you will also be learning English. Once you have studied Latin for a while, you will probably be better at learning and remembering hard English words like *impecunious* and *constellation* and *coronation*.

Someday you might want to learn Spanish or French or Italian. That will probably be easy for you because those languages are what became of Latin in different places after the Roman Empire fell apart. Sometimes I call those languages "New Latin" because that's what they are, in a way.

Let me give you another reason. I think Latin will make you smarter! I had gone to school for many years when I began learning Latin, and I had never had to learn as carefully for a school subject. That is one of the reasons I wish that I had learned Latin at your age. I might have become smarter much faster!

Here is one last reason. You might find that Latin is fun. As you learn, it will take some hard work and you will enjoy it in different ways as you get better and better. But I like Latin, and I hope you will, too!

Valete,
Martha Wilson

PRONUNCIATION GUIDE

When approaching Latin for the first time, many teachers are concerned that they pronounce the words correctly. Due to a great variety of schools of thought on Latin pronunciation (classical, ecclesiastic, Italian, English, and any hybrid thereof), we would advise a teacher not to worry, but to simply choose a pronunciation and stick with it. Spoken Latin has been dead so long that no one can be sure what a “proper” pronunciation would sound like, and there is no point in straining at gnats (or macrons). In this book, classical pronunciation is used.

Vowels:

Vowels in Latin have only two pronunciations, long and short. When speaking, long vowels are held twice as long as short vowels. Long vowels are marked with a “macron” or line over the vowel (e.g., ā). Vowels without a macron are short vowels.

When spelling a word, including the macron is important in order to determine the meaning of the word. (e.g., *liber* is a noun meaning *book*, and *liber* is an adjective meaning *free*.)

Long Vowels:

ā	like <i>a</i> in <i>father</i> : frāter, suprā
ē	like <i>e</i> in <i>obey</i> : trēs, rēgīna
ī	like <i>i</i> in <i>machine</i> : mīles, vīta
ō	like <i>o</i> in <i>holy</i> : sōl, glōria
ū	like <i>oo</i> in <i>rude</i> : flūmen, lūdus

Short Vowels:

a	like <i>a</i> in <i>idea</i> : canis, mare
e	like <i>e</i> in <i>bet</i> : et, terra
i	like <i>i</i> in <i>this</i> : hic, silva
o	like <i>o</i> in <i>domain</i> : bonus, nomen
u	like <i>u</i> in <i>put</i> : sum, sub

Diphthongs:

A combination of two vowel sounds collapsed together into one syllable is a diphthong:

ae	like <i>ai</i> in <i>aisle</i>	caelum, saepe
au	like <i>ou</i> in <i>house</i>	laudo, nauta
ei	like <i>ei</i> in <i>reign</i>	deinde
eu	like <i>eew</i> in <i>eulogy</i>	Deus
oe	like <i>oi</i> in <i>oil</i>	moenia, poena
ui	like <i>ew</i> in <i>chewy</i>	huius, hui

(Continued on the next page)

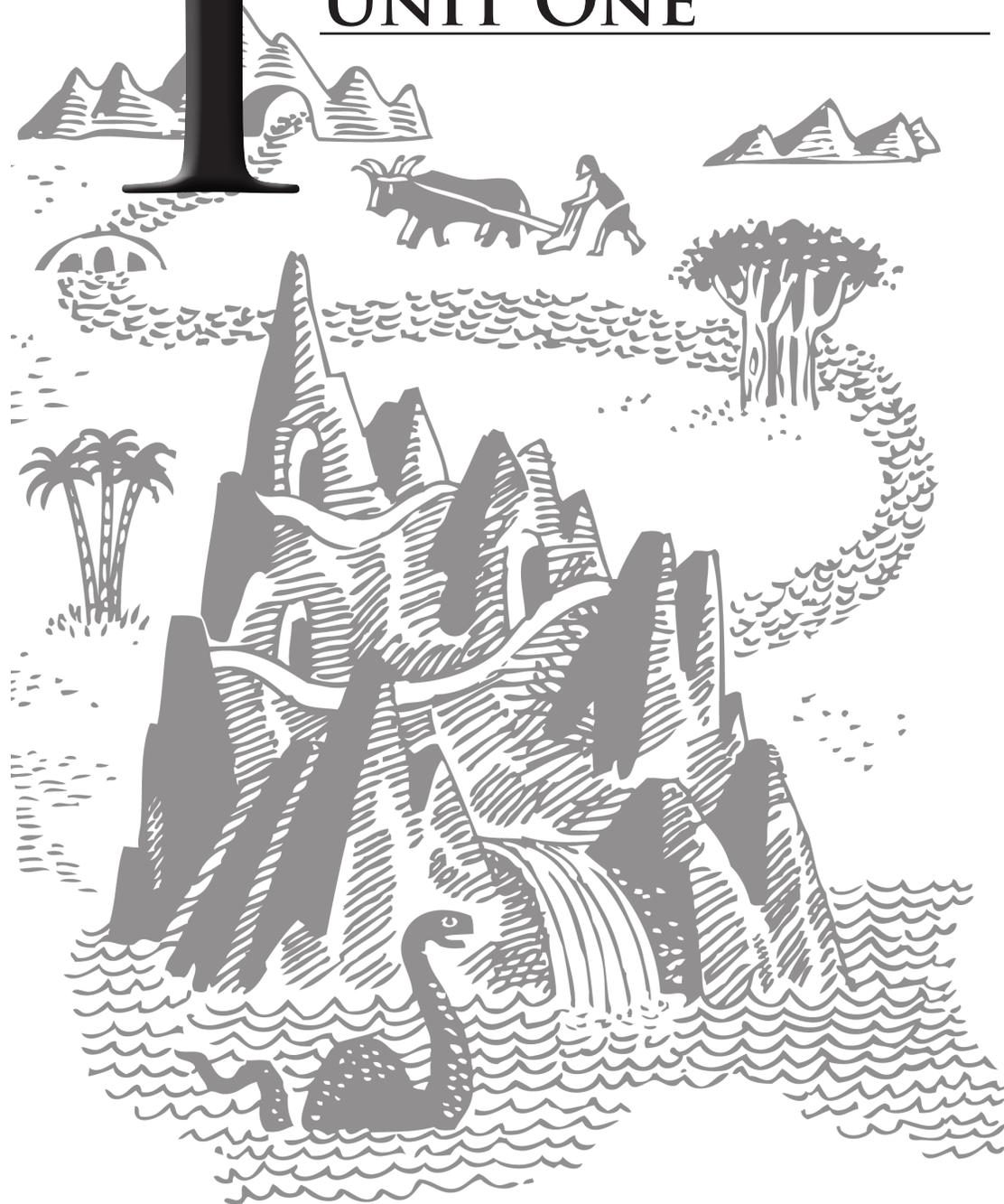
Consonants:

Latin consonants are pronounced with the same sounds as English consonants with the following exceptions:

c	like <i>c</i> in <i>come</i>	never soft like <i>city, cinema, or peace</i>
g	like <i>g</i> in <i>go</i>	never soft like <i>gem, geology, or gentle</i>
v	like <i>w</i> in <i>wow</i>	never like <i>Vikings, victor, or vacation</i>
s	like <i>s</i> in <i>sissy</i>	never like <i>easel, weasel, or peas</i>
ch	like <i>ch</i> in <i>chorus</i>	never like <i>church, chapel, or children</i>
r	is trilled	like a dog snarling, or a machine gun
i	like <i>y</i> in <i>yes</i>	when used before a vowel at the beginning of a word, between two vowels within a word; however, usually used as a vowel

1

UNIT ONE





UNIT 1: GOALS

By the end of this Unit, students should be able to . . .

- Chant from memory the *amō* and *sum* verb chants
- Chant from memory the present, future, and imperfect verb ending chants
- Recognize a first conjugation verb
- Give the meanings for Latin words (e.g., *aqua* means “water”)
- Translate simple present tense verbs (e.g., *amāmus* means “we love”)

Unit 1 Overview (Weeks 1–7)

Welcome to Unit 1! During the next seven weeks, students will primarily focus on memorizing nouns and learning about verbs and their endings. This Unit begins with a basic verb chant for the word *amō* (“I love”), followed in Week 2 by an irregular verb chant for the common word *sum* (“I am”). In the weeks to follow, students will memorize the verb endings for present, future, and imperfect tenses and learn to conjugate using them. Weeks 5 and 7 are review weeks.

Teaching Notes: Week 1

1. Word List: Introduce the Word List for Week 1, asking students to carefully imitate the pronunciation. You’ll notice that *amō* is followed by its second principal part, *amāre*, in parentheses. The second principal part is the word you use to find the verb’s stem (see page xiii). Students will not be learning the meaning of the second principal parts this year, but they will need to memorize them. Review the new Word List throughout the week on a regular basis.

2. Derivatives: Discuss the derivatives for this week’s vocabulary (listed below). An explanation of derivatives appears on pages ix–x, in the “How to Use This Book” section.

1. *caput, head*: cap, captain, chapter, capital, cape (both the garment and the land formation).
2. *et, and*: etc.
3. *amō, I love*: amateur, amorous

Have the students write this week’s derivatives in their Weekly Journal on page 161 of the their student book.

2. Chant: This week, you’ll be introducing the first conjugation or “ā” family verbs, using the *amō* chant: *amō, amās, amat, amāmus, amātis, amant*. *Amō* is a first conjugation verb. (To review verb basics, refer to pages xii–xv.)

Amō—First Conjugation or “ā” Family

In this unit, students will learn to recognize an “ā” family verb by looking at its stem. Begin this week with *amō*. To find the stem of *amō*, look at its second principal part, listed in parentheses—*amāre*. Take the second principal part and remove the *-re* ending. This will leave you with the verb’s stem; in this case, *amā-*. In this book, this will be the only way the second principal part is used.

Now let’s look at the full chant. All verbs in the first conjugation or “ā” family follow the example of *amō* when they are conjugated. This is the chant for the present tense of *amō*. You’ll see two sets of columns: the Latin chant on the left, and its English translation on the right. On the top of the chart, they are identified as either singular or plural, and to the left, whether the verb is in first, second, or third person.

In the following chant, the stem *amā-* is in bold. (Remember, in the present tense, the first person singular is the first principal part, *amō*. You will not see the stem here.)*

	LATIN		ENGLISH	
	SINGULAR	PLURAL	SINGULAR	PLURAL
1 ST	amō	amā mus	I love	we love
2 ND	amā s	amā tis	you love	you all love
3 RD	amā t	amā nt	he/she/it loves	they love

Repeat the Latin chant until it becomes comfortable, and quiz the students on the English translation of each word. Continue to review during the week.

3. Quotation: In this week's quotation, the "c" has a hard sound, and will be pronounced differently than it is in English usage. Show students examples of the commonly used abbreviation "etc." You may want to discuss why it is incorrect to write "and etc" (redundant).

Have the students write this week's quotation in their Weekly Journal on page 161 of their student book.

4. Worksheet: Follow the directions given and complete the worksheet.

5. Quiz: Administer Quiz 1 at the end of the week.

* Note that the macron in *amā-* disappears in both third person forms of the present active. This is an exception to the stem rule; in the conjugation of *amō* on page xvi, you can see two more exceptions in the present passive. In all the other listed forms, the macron remains.

WEEK 1

Word List:

NOUNS

1. caput head

VERBS

3. amō (amāre). I love

CONJUNCTIONS

2. et and

Chant:

Amō, I love—Present Active

First Conjugation or “ā” Family Verb

	LATIN		ENGLISH	
	SINGULAR	PLURAL	SINGULAR	PLURAL
1 ST	amō	amāmus	I love	we love
2 ND	amās	amātis	you love	you all love
3 RD	amat	amant	he/she/it loves	they love



Quotation:

etc., et cetera — “and the rest”



Weekly Worksheet 1: Answer Key

A. Write the chant for this week in the box (Latin on the left, English translation on the right). The verb *amō* is first conjugation or “ā” family. Once you’ve completed the chant, then answer the questions about it.

	LATIN		ENGLISH	
	SINGULAR	PLURAL	SINGULAR	PLURAL
1 ST	amō	amāmus	I love	we love
2 ND	amās	amātis	you love	you all love
3 RD	amat	amant	he/she/it loves	they love

1. In the sentence, “The rabbit loves carrots,” which word is the subject? **rabbit**
2. Which word is the verb? **loves**
3. Is *amō* a verb or a noun? **verb**
4. What is the second principal part of *amō*? **amāre**
5. What is the stem of *amō*? **amā-**
6. In the sentence, “The rabbit loves carrots,” would you use *amō*, *amat*, or *amātis*? **amat**

B. Translate each word on its line. When you *translate* a word, you give its meaning in English. The one in italics will probably be harder because you’ll need to translate it from English into Latin.

1. amō **I love** 3. *head* **caput**
2. et **and**

C. Fill in these blanks to answer these questions about *derivatives* of this week’s words. A *derivative* is an English word that comes from Latin. The English word must have a similar spelling and related meaning to the original Latin word.

1. The English word *amateur* comes from the Latin word **amō**.

2. An *amateur* does something because he **loves** it, rather than for money.

D. Fill in the blanks about the quotation you learned this week.

1. *Etc.* is an abbreviation for **et cetera** which means "**and the rest.**"

2. What is wrong with saying "and etc."? **Since et means "and," you would be saying "and" twice in a row— "and and the rest."**

Week 1 Quiz name: _____

A. Chant

Fill in the missing parts of the chant below, and answer the questions about it.

	LATIN		ENGLISH	
	SINGULAR	PLURAL	SINGULAR	PLURAL
1 ST				
2 ND	amās			
3 RD			he/she/it loves	

1. Are these words nouns or verbs? _____
2. Is this a first or second conjugation chant? _____
3. Which family does this word belong to? _____
4. What is the stem of *amō* (*amāre*)? _____

B. Vocabulary

Finish the story using Latin words from this week's Word List. They are listed below. You will have to use one word twice!

amō *caput* *et*

1. When Kyle goes to work, he wears a construction hat on his _____.
 2. For lunch, he brings carrots, a pickle, _____ a peanut butter _____ jelly sandwich.
 3. When Kyle gets home from work, he sees his wife and children and says, " _____ you!"
-

C. Derivatives

1. What is a derivative? _____

2. Write down one of your vocabulary words and one of its derivatives.

D. Quotation

1. What does *et cetera* mean? _____

2. How is it often abbreviated? _____

Week 1 Quiz: Answer Key

A. Chant

Fill in the missing parts of the chant below, and answer the questions about it.

	LATIN		ENGLISH	
	SINGULAR	PLURAL	SINGULAR	PLURAL
1 ST	amō	amāmus	I love	we love
2 ND	amās	amātis	you love	you all love
3 RD	amat	amant	he/she/it loves	they love

1. Are these words nouns or verbs? **verbs**
2. Is this a first or second conjugation chant? **first conjugation**
3. Which family does this word belong to? **"ā" family**
4. What is the stem of *amō* (*amāre*)? **amā-**

B. Vocabulary

Finish the story using Latin words from this week's Word List. They are listed below. You will have to use one word twice!

amō *caput* *et*

1. When Kyle goes to work, he wears a construction hat on his **caput**.
2. For lunch, he brings carrots, a pickle, **et** a peanut butter **et** jelly sandwich.
3. When Kyle gets home from work, he sees his wife and children and says, "**Amō** you!"

C. Derivatives

1. What is a derivative? **A word which has a Latin root.**
2. Write down one of your vocabulary words and one of its derivatives.

Possible options: amō / amateur, amorous; videō / evident, video, vision; caput / captain,

chapter

D. Quotation

1. What does *et cetera* mean? **and the rest**
2. How is it often abbreviated? **etc.**