

# LATIN PRIMER 2

TEACHER'S EDITION

## LATIN PRIMER SERIES

### **Latin Primer: Book 1, Martha Wilson**

Latin Primer 1: Student Edition  
Latin Primer 1: Teacher's Edition  
Latin Primer 1: Flashcard Set  
Latin Primer 1: Audio Guide CD

### **Latin Primer: Book 2, Martha Wilson**

Latin Primer 2: Student Edition  
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BOOK 2

Latin  
PRIMER

TEACHER'S EDITION



MARTHA WILSON

Edited by LAURA STORM

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# INTRODUCTION

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Welcome to the *Latin Primer 2!* You now have one year of Latin behind you—congratulations! Your main work last year was to memorize chants and learn vocabulary. All together you learned about four hundred words! This year, you'll notice that your Word Lists include not only new words, but old favorites as well. (And sometimes exercises will include old words you might not have seen since last year . . . just to keep you on your toes!)

Your main job this year is to begin to read and write more advanced Latin sentences. A large part of being able to read and write Latin is having lots of things (especially vocabulary!) tucked away in your memory, ready to use. By the end of this year you'll be able to translate sentences like, *Latrō quondam erat eques mīrus* ("The robber was once a wonderful knight") and *Lupī cervum nōn possunt oppugnāre* ("The wolves are not able to attack the deer").

As you learn more advanced Latin, you'll notice that you'll understand even better how our English language works. Since you're so used to using English, there are many things about it that you won't even notice until you see how Latin is different.

You may have realized last year that Latin appears in many places. I hope over the last year you've been able to recognize English names and other words that come from Latin. Maybe you've seen Latin on buildings, coins, or memorials. I've discovered that many colleges have Latin on their seals. You had a list of some of those in *Latin Primer 1*, and you'll be learning a couple more this year!

Once, at the end of a dinner I was having with my grandmother, she said with satisfaction, "*Fīnis.*" Learning Latin may not be quite as easy as eating dinner, but I hope you'll be able to say "*fīnis*" with satisfaction at the end of this year. Instead of being full of meat and potatoes, you'll be full of new knowledge!

*Valēte,*  
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 teachers 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, as it can 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
ȳ	like <i>i</i> in <i>chip</i> : grȳps, cȳgnus

### 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>eu</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

## Consonants:

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

c	like <i>c</i> in <i>come</i>	never soft like <i>city</i> , <i>cinema</i> , or <i>peace</i>
g	like <i>g</i> in <i>go</i>	never soft like <i>gem</i> , <i>geology</i> , or <i>gentle</i>
v	like <i>w</i> in <i>wow</i>	never like <i>Vikings</i> , <i>victor</i> , or <i>vacation</i>
s	like <i>s</i> in <i>sissy</i>	never like <i>easel</i> , <i>weasel</i> , or <i>peas</i>
ch	like <i>ch</i> in <i>chorus</i>	never like <i>church</i> , <i>chapel</i> , or <i>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, otherwise it's usually used as a vowel

# HOW TO USE THIS BOOK

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## Welcome to *Latin Primer 2*.

Congratulations on your continuing Latin journey!

The *Latin Primer* series covers the very essentials of classical Latin, based on the Trivium model of education. The Trivium sees students developing through varying stages of learning—namely, poll-parrot, pert, and rhetorical stages. These stages correspond roughly to elementary (ages five through ten), junior high, and high school. *Latin Primer 2* is designed for the poll-parrot/elementary stage in which children love to chant and memorize.

According to the Trivium, as explained by Dorothy Sayers in her essay “The Lost Tools of Learning,” the poll-parrot stage is the time to store away large amounts of information which the students may not yet fully understand (like the meaning of the ablative case!). In the *Latin Primer* series, students start first by memorizing vocabulary, verb endings, noun endings, and so on; a strong emphasis is placed on learning these “building blocks” of the language. Bit by bit, they are introduced to the grammar behind the language, and each grammar concept is reinforced with basic translational exercises. The ease of a Trivium approach to Latin is this focus on absorbing the frame now and understanding it later. This may seem odd initially, but it has a long historical pedigree.

The *Latin Primer 2* Teacher’s Edition follows the layout of the Student Edition, including the answers to the questions in the student text. Each lesson should take approximately one week to learn, review, and complete. Each week, you as the teacher will be given a weekly outline, typically following this pattern: Word List (vocabulary), Derivatives, Chant, Quotation, Worksheet, and Quiz. While helpful teaching notes will be included in each weekly outline, the next few pages will provide you with the overall framework for using the book. These will give both the classroom and homeschool teacher the proficiency to introduce beginning Latin with confidence.

Thank you for investing in the *Latin Primer* series, and may God bless you as you learn this incredible language!

## Word Lists

Each week, students will be given a new list of Latin vocabulary to learn. The words are broken out into parts of speech (nouns, adjectives, verbs, adverbs, and so on). Then within those groupings, the words are listed alphabetically.

## Derivatives

A derivative is not an “original” word, but a word that can be traced as coming directly from another word. (The word “derivative” itself has roots meaning “to flow downstream from” a source.) In the following example, the Latin word *māter* means “mother” in English. One of the English derivatives of *māter* is “maternal,” meaning “motherly.”

LATIN	ENGLISH	DERIVATIVE
<i>māter</i>	mother	maternal

The basic guidelines for determining if an English word is a derivative of a certain Latin word are:



1. In part or in whole, they have **similar spellings**.
2. They have **some of the same meaning**.

These are not foolproof tests—some words appear to be unlikely descendants, but in fact are, while others present themselves as heirs and are not. Discerning likely derivatives requires practice throughout the year. Some students take to it quickly; others need practice in applying the two little tests above. Working with derivatives is a good path to the growth of English vocabulary. It is also helpful for memorizing Latin vocabulary when the meaning of an English derivative is already known, and it is preferable to memorization based on fiction such as “I praise loudly” to help one remember the meaning of *laudō*. You may also find more derivatives in the Latin entries of a Latin dictionary, or refer to an English dictionary (such as *The Oxford English Dictionary*) that gives the history of the English word.

Working with derivatives should be part of the weekly routine. After introducing the weekly Word List, you may want to lead students in brainstorming possible derivatives. Included in the Teaching Notes for each weekly lesson are lists of derivatives for the current Word List. The lists are not exhaustive, but include words which will be most useful. There will be more derivatives given than you will want to use; these are for your reference rather than the students’ use. Some words will not have any listed derivatives.

In the student text, on the page following each weekly Word List, is a section where students can list the derivatives you discuss together each week.

## Chants

Chants are one of the basic building blocks for the foundation of Latin learning. This year, students will review and learn seventeen chants. If you used the *Latin Primer 1* last year, you’ll probably want to continue chanting where you left off, adding the new chants from this year to your recitation. If you’re just starting or switching to the *Primer 2* from another series, simply recite the chants in the order you learn them each week.

Students should practice their chants together verbally each day. They need to have the chants memorized thoroughly and accurately by the end of this year; however, they don’t need to fully understand how all the chants are used. Only those parts that need to be understood will be pointed out.

All of the chants in this book are meant to be recited starting at the top left, proceeding by going first through the left column and then the right.

Complete listings of the chant charts can be found in two different places in this book. First, you’ll find the charts listed with the weekly Word Lists and quotations. Second, the chant charts can be found in the back of this book (beginning on p. 391).

## Quotations

Nearly every week, students will be given a new Latin quotation to learn. These are generally common phrases in everyday English speech (i.e., *verbatim*) or well-known phrases from literature and/or history (i.e., *Ecce homō!*). These quotations are intended to be fun and help students understand that Latin is still part of contemporary speech.

In the student text, on the page following each weekly Word List, is a section where students can copy each week’s quotation.

## Worksheets

Each week, students will be expected to complete a worksheet made up of different exercises intended to reinforce and review weekly concepts.

## Quizzes

Weekly quizzes are included at the end of each lesson to test students' understanding and comprehension of each week's materials, as well as aid in reviewing older material. Teachers are permitted to copy and distribute these quizzes for use in the classroom. For printable PDFs of the student weekly quizzes, go to: [www.canonpress.com/latinprimer2](http://www.canonpress.com/latinprimer2).

## Unit Tests

This text contains four units (see the Table of Contents), comprised of eight weeks each. At the beginning of each unit, a list of goals is provided. At the end of each Unit is a comprehensive test, which allows the teacher to measure whether those goals have been reached. Teachers are permitted to copy and distribute these tests for use in the classroom. For printable PDFs of the student unit tests, go to: [www.canonpress.com/latinprimer2](http://www.canonpress.com/latinprimer2).

## Optional Games

At least once a week, you may want to play games to review and practice the vocabulary that has been covered. Four basic games are described below.

**Circum Mundum (Around the World):** Starting at some point in the room, two neighbors are given a Latin word. Whoever gives the English meaning first gets to go on to compete against the next student. If someone is in top form, he or she might make it *circum mundum*.

**Pueri contra Puellās or Puellae contra Puerōs:** The boys and girls line up in separate lines. The first girl in line competes against the first boy in line. They are given a Latin word; whoever is first with the English meaning goes to the back of the line and the loser sits down. The winning team is the one that still has at least one member standing, with the other team entirely seated.

Note: If there is a disparity in numbers, the smaller group is given "insurance" to make up for it (e.g., if there are two more boys than girls, the first two girls to lose don't have to sit down).

**Graeci et Rōmāni:** The class is divided into two groups and the first player from each team comes to the board. They face away from the board while a conjugated verb or simple sentence is written there. At a signal, they turn around and race to write a translation. The first one to do it correctly earns a point for their team.

**Vincō:** This is played the same as Bingo. To begin, the students are given a table as shown here, enlarged to fit a standard 8.5 x 11" sheet of paper.

V	I	N	C	O

From a list of words on the board such as conjugated verbs, nouns in singular or plural, or just words from the weekly lists, the students pick twenty-five to write in their squares, arranging them as they like. When the English translations are read, they find the corresponding Latin on their sheet, if it is there, and cross it out. The first one to have a row or diagonal of five crossed-out squares shouts *Vincō!* ("I conquer").

# 1

## UNIT ONE

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# UNIT 1: GOALS

---



By the end of Week 8, students should be able to . . .

- Chant from memory the first declension, second declension, and second declension neuter noun endings
- Recognize and distinguish first declension, second declension, and second declension neuter nouns
- Decline any first declension, second declension, or second declension neuter noun
- Chant from memory the present, future, and imperfect verb ending chants
- Recognize and distinguish first and second conjugation verbs by their stems
- Translate simple present, future, and imperfect tense sentences (e.g., *Delphīnī properābant* means “The dolphins were rushing”)

## Unit 1 Overview (Weeks 1–8)

Welcome to Unit 1! During the next eight weeks, students will be reviewing the noun and verb endings they learned last year. This unit begins by reviewing first, second, and second declension neuter noun endings. In the weeks to follow, students will review the verb endings for present, future, and imperfect tenses. Weeks 7 and 8 are general review.

### Teaching Notes: Week 1

**1. Word List:** Introduce the Word List for Week 1, asking students to carefully imitate the pronunciation. *Astō* is a combination of *ad* and *stō*, both words from last year's studies.

As in *Latin Primer 1*, each noun appears in its nominative singular form, followed by its genitive singular ending. (In the case of *puer*, the entire genitive form is given.) Beginning this year, the gender of each noun will also be provided. Students should memorize the entire entry, reading it off as, "amicus, -ī, masculine, friend." Note that both *nauta* and *poeta*, though in the first declension, are masculine in gender.

Also like last year, each verb is followed by its second principal part. Now that students are familiar with the concept of the second principal part, the parentheses have been dropped. It will be helpful to remind students that the second principal part is the verb form you use to find a verb's stem (see p. xii).

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 viii–ix in the "How to Use This Book" section of their student book.

- |                                                                       |                                                                                                               |
|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| 1. amicus, <i>friend</i> : amiable, amicable, amity                   | 11. poëta, <i>poet</i> : poetic, poet, poetry                                                                 |
| 2. aqua, <i>water</i> : aquatic, aquarium, aqueduct                   | 12. pontus, <i>sea</i> , <i>seawater</i>                                                                      |
| 3. caelum, <i>sky</i> , <i>heaven</i> : celestial                     | 13. puella, <i>girl</i>                                                                                       |
| 4. cibus, <i>food</i>                                                 | 14. puer, <i>boy</i> : puerile                                                                                |
| 5. colōnus, <i>settler</i> : colony, colonial                         | 15. stella, <i>star</i> : stellar, constellation                                                              |
| 6. equus, <i>horse</i> : equestrian, equine                           | 16. taurus, <i>bull</i> : taurine                                                                             |
| 7. latebra, <i>hiding place</i>                                       | 17. terra, <i>earth</i> , <i>land</i> : terrestrial, terra firma, subterranean, terrarium, inter, terra cotta |
| 8. mūrus, <i>wall</i> : mural, intramural                             | 18. virga, <i>branch</i> , <i>twig</i> : virgate                                                              |
| 9. nauta, <i>sailor</i> : nautical                                    | 19. astō, <i>I stand near</i> , <i>stand by</i>                                                               |
| 10. nimbus, <i>thundercloud</i> , <i>storm</i> : cumulonimbus, nimbus | 20. peccō, <i>I sin</i> : peccadillo, peccant                                                                 |

Have the students write this week's derivatives in the Week 1 "Derivatives" section, which appears on the page after their Word List.

**3. History:** Under the Roman Empire, all countries were united by a common language: Latin. But when the Roman Empire fell, the Latin in different countries began to change, and modern languages started to develop. Romance languages—Italian, French, Spanish, Portuguese, and Romanian—all came from the language of the Romans and therefore have vocabularies that are often very similar.

**3. Chants:** This week you'll be reviewing first declension noun endings. The following chant information should all be familiar from last year!

At the top of the chant chart, you'll see the Singular and Plural columns. To the left are the case names—Nominative, Genitive, and so on. Each of these case endings, when applied to a noun, creates a different grammatical form of the noun. Students will be responsible to know all of the case names, though they will only be working with the nominative and genitive forms in this unit. (To review the basics of Latin nouns, see page xiv–xvi.)

To say the chant, begin in the top left corner and work down the column, then chant down the right column: *a, ae, ae, am, ā / ae, ārum, īs, ās, īs*. Run through the chant several times with the students to refresh their memories.

**First Declension Noun Endings**

Every Latin noun is in a specific declension, or family. Do your students remember how can to tell which nouns are in which declension? A noun may look like it's in one family when it's really in another!

Students should recall that the key is the ending that follows after a noun—the noun's genitive singular ending. **With a noun's genitive ending, you can discover what family that noun is in.** First declension nouns will *always* have *-ae* as their genitive singular ending. When you see the *-ae* genitive ending following a noun, you can be sure you have a *first declension* noun on your hands.

For example, what family is the word *nauta* in? If we look in this week's Word List, we can see that its genitive singular ending is *-ae*. Since only first declension nouns have an *-ae* genitive ending, we know *nauta* is in the first declension.

In the following chart, *nauta* has been declined. The endings are shown in bold. The part before the endings is called the *base*. The base of *nauta* is *naut-*. To decline *nauta*, each ending is applied to its base. A noun's base is very easy to determine: simply remove the genitive ending from the word, and you are left with the base!

(Note the variety of translations given for *nauta* in the nominative: a sailor, the sailor, sailor. This same flexibility also applies to the other cases because classical Latin does not have a word for the articles *a, an, and the*.)

	LATIN		ENGLISH	
	SINGULAR	PLURAL	SINGULAR	PLURAL
NOMINATIVE	nauta	nautae	a sailor, the sailor, sailor	the sailors, sailors
GENITIVE	nautae	nautārum	of the sailor, the sailor's	of the sailors, the sailors'
DATIVE	nautae	nautīs	to, for the sailor	to, for the sailors
ACCUSATIVE	nautam	nautās	the sailor	the sailors
ABLATIVE	nautā	nautīs	by, with, from the sailor	by, with, from the sailors

Students should remember that every noun has a gender. Last year, they used a very generalized rule of thumb, determining a noun's gender based on its declension. This year, as they learn more declensions, this will be too basic; they should memorize each noun's gender as they memorize the rest of the word and its definition.

Once students have gotten back into the rhythm of chanting the first declension endings, move on to declining whole nouns out loud.

**4. Quotation:** Juvenal was a Roman satirist, born in the first century A.D. He is credited with coining the phrase *rara avis*, “a rare bird.” He used the phrase to refer to the perfect wife, but it has come to describe anything special and difficult to find—in this case, a true friend.

Have the students write this week’s quotation in the Week 1 “Quotation” section, which appears on the page after their Word List.

**5. Worksheet:** Follow the directions given and complete the worksheet.

**6. Quiz:** Administer Quiz 1 at the end of the week.

# WEEK 1

## Word List

### NOUNS

1. amīcus, -ī (m) . . . . . friend
2. aqua, -ae (f) . . . . . water
3. caelum, -ī (n) . . . . . sky, heaven
4. cibus, -ī (m) . . . . . food
5. colōnus, -ī (m). . . . . settler
6. equus, -ī (m). . . . . horse
7. latebra, -ae (f) . . . . . hiding place
8. mūrus, -ī (m). . . . . wall
9. nauta, -ae (m) . . . . . sailor
10. nimbus, -ī (m) . . . . . thundercloud, storm
11. poēta, -ae (m) . . . . . poet

12. pontus, -ī (m) . . . . . sea, seawater
13. puella, -ae (f). . . . . girl
14. puer, puerī (m) . . . . . boy
15. stella, -ae (f) . . . . . star
16. taurus, -ī (m) . . . . . bull
17. terra, -ae (f). . . . . earth, land
18. virga, -ae (f) . . . . . branch, twig

### VERBS

19. astō, astāre . . . . . I stand near, stand by
20. peccō, peccāre . . . . . I sin

## Chant:

### First Declension Noun Endings

	LATIN		ENGLISH	
	SINGULAR	PLURAL	SINGULAR	PLURAL
NOMINATIVE	-a	-ae	a, the <i>noun</i>	the <i>nouns</i>
GENITIVE	-ae	-ārum	of the <i>noun</i> , the <i>noun's</i>	of the <i>nouns</i> , the <i>nouns'</i>
DATIVE	-ae	-īs	to, for the <i>noun</i>	to, for the <i>nouns</i>
ACCUSATIVE	-am	-ās	the <i>noun</i>	the <i>nouns</i>
ABLATIVE	-ā	-īs	by, with, from the <i>noun</i>	by, with, from the <i>nouns</i>

### Quotation:

*Amīcus verus est rara avis*—"A true friend is a rare bird"



# Weekly Worksheet 1: Answer Key

A. Cross out the two wrong words in the definition below and write the correct words above them. Then, using the lines below, list all the Latin nouns from this week's Word List, their genitive ending, and gender. The first one is done for you.

**names****thing**

A noun describes a person, place, or action.

- |          |                         |           |                        |
|----------|-------------------------|-----------|------------------------|
| 1. _____ | amīcus, -ī (m)          | 10. _____ | <b>nimbus, -ī (m)</b>  |
| 2. _____ | <b>aqua, -ae (f)</b>    | 11. _____ | <b>poēta, -ae (m)</b>  |
| 3. _____ | <b>caelum, -ī (n)</b>   | 12. _____ | <b>pontus, -ī (m)</b>  |
| 4. _____ | <b>cibus, -ī (m)</b>    | 13. _____ | <b>puella, -ae (f)</b> |
| 5. _____ | <b>colōnus, -ī (m)</b>  | 14. _____ | <b>puer, puerī (m)</b> |
| 6. _____ | <b>equus, -ī (m)</b>    | 15. _____ | <b>stella, -ae (f)</b> |
| 7. _____ | <b>latebra, -ae (f)</b> | 16. _____ | <b>taurus, -ī (m)</b>  |
| 8. _____ | <b>mūrus, -ī (m)</b>    | 17. _____ | <b>terra, -ae (f)</b>  |
| 9. _____ | <b>nauta, -ae (m)</b>   | 18. _____ | <b>virga, -ae (f)</b>  |

B. Complete the review chant for this week and answer the questions about it.

	SINGULAR	PLURAL
NOMINATIVE	-a	<b>-ae</b>
GENITIVE	<b>-ae</b>	<b>-ārum</b>
DATIVE	<b>-ae</b>	<b>-īs</b>
ACCUSATIVE	<b>-am</b>	<b>-ās</b>
ABLATIVE	<b>-ā</b>	<b>-īs</b>

1. Are these endings for nouns or verbs? **nouns**

2. Which declension are these endings for? **first declension**
3. What is the gender of most nouns in this declension? **feminine**
4. Which ending tells you a noun's declension? **genitive singular**

C. Decline *virga*, -ae in the chart below, then answer the questions.

	SINGULAR	PLURAL
NOM.	virga	<b>virgae</b>
GEN.	<b>virgae</b>	<b>virgārum</b>
DAT.	<b>virgae</b>	<b>virgīs</b>
ACC.	<b>virgam</b>	<b>virgās</b>
ABL.	<b>virgā</b>	<b>virgīs</b>

1. The word *virga* means **branch or twig**.
2. Last year, you learned the word *virgō*, which means **maiden**.

D. Use your knowledge of Latin to answer the following questions about derivatives. Remember, a derivative is an English word with a Latin root.

1. The English word *noun* comes from the Latin word *nomen*, which means **name**.
2. An *aquarium* is like a zoo for sea animals. *Aquarium* is a derivative of the Latin word **aqua**.
3. A *peccadillo* is small mistake. *Peccadillo* is a derivative of the Latin word **peccō**.

Give an English derivative for each of these words. **Note: Answers may vary.**

4. mūrus **mural, intramural**
5. poēta **poet, poetic, poetry**
6. terra **terrestrial, terrarium**
7. equus **equine, equestrian**

The word for “friend” in Latin is *amicus*. Look at the word for “friend” in these languages.

ITALIAN	amico
SPANISH	amigo
FRENCH	ami

8. Why do they look so much like *amicus*? **Italian, Spanish, and French are Romance languages—languages that descended from Latin—so it makes sense that many of their words look similar to Roman words. *Amicus* is an example of this.**

E. Complete the chart!

	ENGLISH: SINGULAR	LATIN: SINGULAR	LATIN: PLURAL
1.	<b>sailor</b>	nauta	<b>nautae</b>
2.	<b>girl</b>	puella	<b>puellae</b>
3.	wall	<b>mūrus</b>	<b>mūrī</b>
4.	<b>hiding place</b>	latebra	<b>latebrae</b>
5.	<b>sea</b>	<b>pontus</b>	pontī
6.	poet	<b>poēta</b>	<b>poētae</b>
7.	horse	<b>equus</b>	<b>equī</b>
8.	<b>settler</b>	<b>colōnus</b>	colōnī
9.	<b>food</b>	cibus	<b>cibī</b>
10.	bull	<b>taurus</b>	<b>taurī</b>

F. For each noun, give its declension and gender. Then decline each noun by adding the endings to the base that is given. Each noun's nominative and genitive singular forms are provided.

	DECLENSION <u>1</u>	GENDER <u>F</u>		DECLENSION <u>1</u>	GENDER <u>F</u>
	SINGULAR	PLURAL		SINGULAR	PLURAL
NOM.	aqua	aquae		latebra	latebrae
GEN.	aquae	aquārum		latebrae	latebrārum
DAT.	aquae	aquīs		latebrae	latebrīs
ACC.	aquam	aquās		latebram	latebrās
ABL.	aquā	aquīs		latebrā	latebrīs

1. How do you find the base of a noun? **To find the base of a noun, you remove the genitive singular ending from the noun. What remains is the base.**

G. Answer the questions about this week's quotation.

1. What does *Amicus verus est rara avis* mean in English? **A true friend is a rare bird**
2. Which Latin word is the subject of this quotation? **amicus**
3. What case does the subject noun always take? **nominative**
4. Which Latin word is the verb? (Hint: you should recognize it from last year!) **est**

H. On the lines below, give the Latin word for each object.



1. **nimbus**



2. **equus**



3. **taurus**

# Week 1 Quiz

name: \_\_\_\_\_

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## A. Chant

Complete the chant chart, then answer the questions.

	SINGULAR	PLURAL
NOM.		
GEN.		
DAT.		-īs
ACC.		
ABL.	-ā	

1. The *subject* of a Latin sentence always takes the \_\_\_\_\_ case.

- a) accusative      b) singular      c) nominative

2. You can tell what declension a noun is in by looking at its \_\_\_\_\_.

- a) nominative plural ending      b) meaning      c) genitive singular ending

3. What declension is *terra, -ae* in?

- a) first      b) second      c) third

4. What is the gender of *terra, -ae*?

- a) masculine      b) feminine      c) neuter

5. What declension is *poēta, -ae* in?

- a) first      b) second      c) third
-

6. What is the gender of *poēta, -ae*?

a) masculine

b) feminine

c) neuter

Decline *stella, -ae* and *puella, -ae* in the chart below. Give each noun's declension and gender.

	DECLENSION _____	GENDER _____		DECLENSION _____	GENDER _____
	SINGULAR	PLURAL		SINGULAR	PLURAL
NOM.					
GEN.					puellārum
DAT.	stellae				
ACC.					
ABL.					

## B. Vocabulary

Translate the Latin words into English, and the English words into Latin!

1. equus \_\_\_\_\_

5. caelum \_\_\_\_\_

2. sailor \_\_\_\_\_

6. seawater \_\_\_\_\_

3. peccō \_\_\_\_\_

7. storm \_\_\_\_\_

4. cibus \_\_\_\_\_

8. I stand by \_\_\_\_\_

Give the gender of each Latin noun: masculine (M), feminine (F), or neuter (N).

9. amīcus \_\_\_\_\_

13. aqua \_\_\_\_\_

17. caelum \_\_\_\_\_

10. puella \_\_\_\_\_

14. mūrus \_\_\_\_\_

18. nauta \_\_\_\_\_

11. colōnus \_\_\_\_\_

15. virga \_\_\_\_\_

12. nimbus \_\_\_\_\_

16. taurus \_\_\_\_\_

# Week 1 Quiz: Answer Key

## A. Chant

Complete the chant chart, then answer the questions.

	SINGULAR	PLURAL
NOM.	-a	-ae
GEN.	-ae	-ārum
DAT.	-ae	-īs
ACC.	-am	-ās
ABL.	-ā	-īs

1. The *subject* of a Latin sentence always takes the \_\_\_\_\_ case.

a) accusative

b) singular

c) nominative

2. You can tell what declension a noun is in by looking at its \_\_\_\_\_.

a) nominative plural ending

b) meaning

c) genitive singular ending

3. What declension is *terra, -ae* in?

a) first

b) second

c) third

4. What is the gender of *terra, -ae*?

a) masculine

b) feminine

c) neuter

5. What declension is *poēta, -ae* in?

a) first

b) second

c) third

6. What is the gender of *poēta, -ae*?

a) masculine

b) feminine

c) neuter

Decline *stella, -ae* and *puella, -ae* in the chart below. Give each noun's declension and gender.

	DECLENSION <u>  1  </u> GENDER <u>  F  </u>		DECLENSION <u>  1  </u> GENDER <u>  F  </u>	
	SINGULAR	PLURAL	SINGULAR	PLURAL
NOM.	<b>stella</b>	<b>stellae</b>	<b>puella</b>	<b>puellae</b>
GEN.	<b>stellae</b>	<b>stellārum</b>	<b>puellae</b>	puellārum
DAT.	stellae	<b>stellis</b>	<b>puellae</b>	<b>puellis</b>
ACC.	<b>stellam</b>	<b>stellās</b>	<b>puellam</b>	<b>puellās</b>
ABL.	<b>stellā</b>	<b>stellis</b>	<b>puellā</b>	<b>puellis</b>

## B. Vocabulary

Translate the Latin words into English, and the English words into Latin!

- |           |              |               |                    |
|-----------|--------------|---------------|--------------------|
| 1. equus  | <u>horse</u> | 5. caelum     | <u>sky, heaven</u> |
| 2. sailor | <u>nauta</u> | 6. seawater   | <u>pontus</u>      |
| 3. peccō  | <u>I sin</u> | 7. storm      | <u>nimbus</u>      |
| 4. cibus  | <u>food</u>  | 8. I stand by | <u>astō</u>        |

Give the gender of each Latin noun: masculine (M), feminine (F), or neuter (N).

- |                          |                         |                         |
|--------------------------|-------------------------|-------------------------|
| 9. amīcus <u>  M  </u>   | 13. aqua <u>  F  </u>   | 17. caelum <u>  N  </u> |
| 10. puella <u>  F  </u>  | 14. mūrus <u>  M  </u>  | 18. nauta <u>  M  </u>  |
| 11. colōnus <u>  M  </u> | 15. virga <u>  F  </u>  |                         |
| 12. nimbus <u>  M  </u>  | 16. taurus <u>  M  </u> |                         |