

LATINA CHRISTIANA

Introduction to Christian Latin

TEACHER MANU

Cheryl Lowe

CLASSICAL TRIVIUM CORE SERIES

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BOOK II

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LATINA CHRISTIANA: TEACHER MANUAL ii

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HISTORY GUIDE AND KEY

Teacher Guide

Grammar Overview

REVIEW LESSONS

The first five lessons review all of the vocabulary and forms from BOOK I. However, new grammar material, the use of the accusative case for direct objects, is taught in Lessons 2-5, so do not skip these lessons. This new grammar material was inserted into these review lessons so that students could learn a new skill using familiar words.

NOUNS

Declensions

There are five declensions in Latin, two of which were in BOOK I. The last three will be covered in this text in Lessons 18-24.

Cases

In BOOK I the nominative case was used for singular and plural subjects and predicate nominatives and adjectives. In BOOK II, Lesson 6, students will be given a chart which summarizes the functions of all of the cases, which they will use in Drills A and B of their Exercises. In actual translation only two new cases will be used, the accusative and ablative. The accusative case is used for direct objects of verbs, Lessons 2-5, and the objects of some prepositions, Lesson 10. The ablative case is also used for prepositional objects, Lesson 10. Both of these skills will be practiced for the remainder of the book.

ADJECTIVES

Students will learn to make adjectives agree with their nouns in both the nominative and accusative cases and when the noun and its adjective are in different declensions (Lesson 19). Ten new adjectives are given in Lesson 25.

VERBS

There are four conjugations. Students learned the first two conjugations in three tenses in BOOK I. BOOK II will cover the last two conjugations in two tenses, the present and imperfect. Students will begin learning about the principal parts of verbs. Three tenses of the irregular linking verb sum, "to be", will be learned. New verbs are covered in Lessons 11-17.

Teaching Guidelines

In general follow the teaching guidelines from Book I. Three new sections in the lesson plans are: Related Latin words and sayings: Sayings or words students have had in previous lessons that contain a new vocabulary word. Nota bene: Notes on mistakes students are likely to make, or confusions they are likely to experience. Ab extra: Material of interest from our Christian and Classical heritage.

EXERCISES

The principal purpose of the exercises is for students to gain skills in recognizing and writing nouns, verbs and adjectives in their inflected forms.

The exercises in BOOK II are considerably more difficult than in BOOK I and students in grades 4-6 will need much help in doing them. Start by doing all of the exercises with your students in class and then gradually leave some of each exercise or drill to be done by the students alone as they gain confidence.

When students are translating sentences (Exercises A and B), especially beginning in Lesson VI, they will be using words from previous lessons. In order to prevent the frustration of continually looking up old words, (1) go over words (and any word facts needed) before students begin these two exercises, (2) emphasize word mastery in your teaching so that students will rarely experience the need to look up a word in the index. 4th and 5th graders will need assistance in translating from English to Latin throughout the year.

EMPHASIZING MASTERY OF VOCABULARY AND FORMS

The failure to master vocabulary is the primary reason students become frustrated and want to quit Latin or any language study. Students who fail to retain vocabulary will find doing their exercises very time consuming and tedious. This should be prevented, if at all possible, by constant attention on the part of the teacher to Mastery learning. When something is mastered it becomes a part of the permanent memory and is there for the student to use when needed. There are two aids to memory which are imperative for even the best of students.

Call Cards

Students should have made vocabulary cards in the first year's study, but often good students may get by without them. As the words accumulate in the second year even students with the best of memories begin to confuse similar words and become frustrated at their forgetfulness. Memoria Press publishes Latina Christiana flash cards that are color coded by part of speech. The set also includes all of the conjugations, declensions, cue words, and sayings and can be purchased from your favorite book supplier or online at MemoriaPress.com.

Alternatively, card stock in bright colors can be purchased at office supply stores and copy shops will cut card stock paper into 3x4 or 2x3 sizes for a minimal charge. Insist that all students make vocabulary cards and review them weekly. If this is practiced consistently students will be able to acquire a large vocabulary and to translate Latin with a minimum of frustration. Suggested homework assignments are given for a few of the first lessons to illustrate how you might want to use the CALL CARDS to correlate with each lesson.

Teaching Guidelines

Call Card Review Form

Students should be assigned a certain number of their vocabulary cards to review every week. A reproducible form is provided on page 4 for students to keep a permanent record of cards reviewed. The card group could be all nouns, all verbs, third declension nouns, etc. Students should review words at least once each way, from Latin to English, and from English to Latin. Cards missed should be put in a left hand stack and reviewed again. The time required and the number of cards in the group can also be recorded. In drilling from English to Latin you may want to require students to write the Latin word in order to check their spelling.

During drill time at the beginning of every class, the teacher should call out the cards to students around the room. A student who misses a card may receive an appropriate punishment such as a withering stare or writing the word and its meaning 5 times on the board. CALL CARD time can be a fun time for most students. CALL CARD time informs the teacher about the level of vocabulary mastery among the students and which words are the most troublesome. Students will probably need to keep their CALL CARDS in a card file box, with dividers according to parts of speech and declension/conjugation.

Recitation

There is a strong tendency for Latin study to be visual because Latin is not a spoken language. However, hearing the forms, endings, principal parts, and vocabulary spoken aloud is a great aid to memory. Remind students to always say the words or forms they are learning at home out loud. In addition, every class period should begin with oral recitation of all of forms and endings from Book I and those in Book II as they are added, as well as prayers, songs, etc. After the oral recitation, do a CALL CARD drill. This complete oral drill at the beginning of each class is essential.

SUGGESTED CLASS LESSON PLAN

1. Salutation. Recitation of prayers, memorized passages all forms. Call Cards.
2. Review for quiz over previous week's vocabulary and forms.
3. Quiz
4. Check homework (exercises). Students should have papers ready and books open. Going around the room, students should promptly read question and give answer.
Students should write sentence translations (Exercises A and B) on the board. A military-style discipline makes this time go quickly.
5. New Latin lesson. Work on exercises in class until students have confidence to do some alone.
6. History lesson.
7. Review time, games, songs.
8. Valete!

Student Goals for Second Year Latin

A major goal for second year Latin is for students to practice writing and reading nouns, adjectives, and verbs in their inflected forms. The many exercises which require students to write and translate words in their inflected forms may seem tedious but they give students this needed practice in seeing and writing vocabulary words as they will appear in actual Latin sentences. To read Latin sentences, students must (1) identify the root of the word to know its meaning and (2) identify the inflected ending to know how the word is used in the sentence. It will take many years of practice before students can do this with speed and accuracy.

1. Pronounce, spell and translate 200 Latin words from Book I, and 200 words from Book II.
2. Read and translate 25 Latin sayings from Book I and 20 sayings from Book II. Memorize additional prayers, passages, and songs from Book II.
3. Grammar
 - a. Define noun, verb, adjective and preposition.
 - b. Understand concept of tense, person, and number.
 - c. Conjugate 1st and 2nd conjugation verbs in present, imperfect, and future tenses, and 3rd and 4th conjugation verbs in the present and imperfect tenses.
 - d. Give principal parts for regular and some irregular verbs of all four conjugations.
 - e. Decline nouns in all five declensions.
 - f. Use 1st/2nd declension adjectives in agreement with nouns in all declensions.
 - g. Translate simple sentences with direct objects and prepositional phrases from English to Latin and Latin to English.
4. Derivatives
 - a. Be exposed to many English words of Latin origin and use them correctly in sentences.
5. History and Geography
 - a. Read stories 14-30 in Famous Men of Rome.
 - b. Be familiar with three periods of Roman government, and decline of Roman civilization.
 - c. Have some knowledge of Roman world at the time of the birth of Christ and the struggle between Christianity and paganism.

Call Cards Form (for vocabulary cards)

CALL CARDS FORM (Vocabulary cards)

Date	Card group	Number of cards	L>E E>L	Cards in left stack	Time
------	---------------	--------------------	------------	------------------------	------

Lesson Plans & Keys

Lesson Plan I

1. **WORD STUDY.** All first and second conjugation verbs are listed from BOOK I. Now is the time to address problems such as difficult spellings, confusion about similar words: habito and habeo, moneo and moveo, libero and laboro, etc. There are 33 words in this review lesson. Students should master all forms, vocabulary, and sayings.

2. **GRAMMAR.** Summary of all work on conjugations and tenses. Students should know names of tenses, endings, and how to conjugate any verb in any tense, and its English meaning. A good way to study verbs for the next five review lessons is to play games (verb bee or gladiators) or do drills. Example: Give verb forms in either the English or Latin, e.g. clamabamini or we were shouting, and students compete to translate correctly.

New grammar lesson

There are three English translations for a Latin verb in the present tense.

Voco can mean	I call
	I do call
	I am calling

/ do call is called the emphatic in English, and / am calling is called the progressive. There is no way to express the emphatic or progressive in Latin. In English, do, is, are, am are helping verbs and verbs that can stand alone. This is confusing to students because there are no helping verbs in Latin, there are helping endings instead! Students will try to translate these helping verbs by adding the Latin forms for the verbs be and do. Remember / am calling is voco not sum voco.

Present tense

voco	I call, I do call I am calling	vocamus	we call, we do call we are calling
vocas	you call, you do call you are calling	vocatis	you call, do call are calling
vocat	he, she, it calls, does call, is calling	vocant	they call, do call are calling

3. **Assignment.** (1) Assign Call Cards for all verbs in this lesson, L>E, E>L. Students should review with call cards until there are no cards in the left stack. Write frequently misspelled words, such as appello, occupo several times. Students should know correct spelling of both Latin and English verbs. (2) Exercises (3) Study for quiz over all words, forms and sayings.

Lesson 1 Answer Key

- A. 1. he (she, it) carries, he does carry, he is carrying
 2. I praise, I do praise, I am praising
 3. you (pl.) teach, you do teach, you are teaching
 4. we see, we do see, we are seeing

- B 1. nt, The girls pray (Girls pray, do pray, are praying)
 2. t, The (A) slave prays, does pray, is praying.
 3. t, The sailor calls, does call, is calling.
 4. nt, Sailors call, do call, are calling.
 5. nt, Slaves sit, do sit, are sitting.
 6. t, The friend sits, does sit, is sitting.
 7. t, The kingdom overcomes, does overcome, is overcoming.
 8. nt, Kingdoms overcome, do overcome, are overcoming.

- C 1. bant, they were praising
 2. bimus, we will love
 3. batis, you (pl.) were living
 4. nt, they warn
 5. bat, he was teaching
 6. bunt, they will carry
 7. bis, you will see
 8. bas, you were ordering (commanding)
 9. bam, I was judging, considering
 10. batis, you (pl.) were having

- | | |
|-----------------------|------------|
| D. 1. Pugno | 6. Datis |
| 2. Prohibent | 7. Clamant |
| 3. Lavat | 8. Ambulat |
| 4. Non clamant | 9. Movent |
| 5. Judicas, judicatis | 10. Oramus |

- E. 1. pres. - do, das, dat, damus, datis, dant. imperfect - dabam, dabas, dabat, dabamus, dabatis, dabant. future - dabo, dabis, dabit, dabimus, dabitis, dabunt.
 2. jubeo, jubes, jubet, jubemus, jubetis, jubent, jubebam, jubebas, jubebat, jubebamus jubebatis, jubebant, jubebo, jubebis, jubebit, jubebimus, jubebitis, jubebunt.

Lesson Plan II

1. **WORD STUDY.** Students should know all vocabulary, forms, and sayings. There are 46 first declension nouns in addition to the declension of the personal pronouns. Stress that the genitive singular ending for 1st declension nouns is ae.

2. **GRAMMAR.** Review declensions, formation of plurals in the nominative case, and names of cases.

New grammar lesson

Today we will learn how to make sentences with action verbs and direct objects. An action verb describes an action, whether mental, like love, or physical, like fight. "The slave calls" is a sentence with an action verb, but no direct object. But what if we say:

The slave calls Mary.

The subject is slave, the action verb is calls, but what function does the noun Mary have in this sentence? It is the direct object that receives the action of the verb. (You might illustrate a direct object by saying / hit the table while hitting the table.) The table receives the action of the verb.

The subject is the person or thing that performs the action of the verb.

The direct object is the person or thing that receives the action of the verb.

We know how to say slave and calls, but how do we say Mary? The direct object is written in the accusative case. Write all of the case endings for the first declension on the board and have a student circle the accusative endings, am and as. In Latin the verb usually stands last in the sentence so the sentence would look like this.

Servus Mariam vocat.

The slave calls Mary

The model for this type of sentence is:

subject	direct object	action verb
sub.	d.o.	a.v.

Translate these sentences.

Femina fenestram lavat.

The woman washes the window.

Nauta hi nam videt.

The sailor sees the moon.

Regina gloriam amat.

The queen loves glory.

The woman washes the windows.

Femina fenestras lavat.

3. **ASSIGNMENT.** (1) Drill with **CALL CARDS** for vocabulary in this lesson. (2) Exercises (3) Learn definitions of subject and direct object. (4) Study for quiz over all forms, sayings, and vocabulary.

Lesson II Answer Key

Grammar

1. nominative, genitive, dative, accusative, ablative
2. direct object
3. accusative
4. subject, direct object, verb

Drill A.

1. cenam, cenas
2. horam, horas
3. herbam, herbas
4. togam, togas

Drill B.

1. ace. s.
2. gen.s., dat. s., nom. pi.
3. dat. pi., abl. pi.
4. gen. pi.
5. nom. s., abl. s.

Exercise A.

1. cenam, The girl prepares [A girl is, does prepare] dinner. (Different forms will not be given for the rest of the exercises.)
2. insulas, Rome is seizing the islands.
3. fenestras, Mary is washing the windows.
4. aquam, A woman will carry water.
5. Stellas, The daughter sees the stars.

Exercise B.

1. dinner, Cenam paramus.
2. tables, Puellae mensas movent.
3. crown, Regina coronam habet.
4. girls, Undae puellas terrent.

Lesson Plan III

1. **WORD STUDY.** Second declension nouns, both masculine and neuter, 47 words in all. Learn all forms, sayings, and vocabulary. Emphasize that the genitive singular ending for 2nd declension nouns is always *-i*. The nominative singular can end in *-us* and *-urn*. Because the nominative endings of nouns can vary, the genitive is always used to (a) identify the declension and (b) find the stem. This is true for all five declensions.
2. **GRAMMAR** - Review the plural forms of these nouns in the nominative case.

New grammar lesson

Teach the accusative of the second declension masculine. (The neuter accusative will be taught in lesson 4.) Write the masculine case endings on the board and have a student circle the nominative and accusative endings. Once students have identified the endings, they should be ready to translate sentences with direct objects in the second declension masculine.

The	slave	calls	the friend.
	sub.	a.v.	d.o.

Since Latin word order is usually: sub, d.o. a.v.

Servus amicum vocat

Classroom exercises

Singular subjects and direct objects.

The barbarian carries a sword.

Barbarus gladium portat.

The woman prepares food.

Femina cibum parat

Plural direct objects.

The barbarian carries swords.

Barbarus gladios portat.

The woman prepares foods.

Femina cibos parat.

Plural subjects and direct objects.

Barbarians carry swords.

Barbari gladios portant.

The women prepare foods.

Feminae cibos parant.

3. **ASSIGNMENT.** (1) CALL CARDS (2) Exercises (3) Study for quiz

Lesson III Answer Key

Grammar

1. direct object, accusative
2. subject, nominative
3. ae, i

Drill A.

1. capillum, capillos
2. oculum, oculos
3. nimbum, nimbos
4. campum, campos

Drill B.

1. dat. s., abl. s.
2. dat. pi., abl. pi.
3. gen. pi.
4. gen. s., nom. pi.
5. ace. s.

Exercise A.

- | | |
|----------------|--|
| 1. mundum, | God loves the world. |
| 2. barbaros, | Rome conquers the barbarians. |
| 3. gladium, | The lieutenant carries a sword. |
| 4. discipulos, | Christ teaches the students (disciples). |
| 5. hortum, | The friend was looking at the garden. |

Exercise B.

- | | |
|----------------------|--|
| 1. ally, | Oppidum socium habet. |
| 2. slaves, | Dominus servos liberat. |
| 3. horses, | Legatus equos videt. |
| 4. Lord, | Populus Dominum timet. (Populus is a singular collective noun naming a group.) |
| 5. winds and clouds, | Filius ventos et nimbos videt. |

Lesson Plan IV

1. **WORD STUDY.** These third declension nouns need much practice. Teach all vocabulary and sayings for mastery. Focus on the vowel changes between the nominative and the genitive. The genitive singular ending for 3rd declension nouns is *is*.

The italicized letters after some nouns indicate gender: masculine, feminine, **COMMON** (either), and neuter. Ignore them for now.

2. **GRAMMAR.** Students will learn the declension of these nouns later this year. For this lesson continue teaching students how to write direct objects in the accusative case, this time in the 2nd declension neuter. Write 2nd decl. neuter endings on board and circle nominative and accusative endings. // is a characteristic of all neuter nouns in Latin that the nominative and accusative case endings are the same, in both the singular and plural. Practice writing and translating sentences on the board. Students will confitise the nominative singular of first declension nouns with the nominative and accusative plural of second declension neuter nouns. In the sentences below, *Roma* is a singular subject, but *dona* is a plural direct object.

Roma vallum habet.

Deus dona dat.

Miles signa spectat.

Mater bellum timet.

Imperator oppidum terret.

Rome has a wall.

God gives gifts.

The soldier looks at the signs.

Mother fears war.

The general frightens the town.

Lesson IV Answer Key

Grammar

1. a us, um varies
ae i is

2. The genitive case is used to identify the declension and find the stem because the genitive is always the same for all words in a declension, but the nominative can vary.

Drill A.

1. doloris, pain, sorrow
2. mortis, death
3. civitatis, state
4. militis, soldier
5. hominis, man
6. capitis, head
7. nominis, name
8. fluminis, river
9. noctis, night

Drill B

1. tergum, terga
2. proelium, proelia
3. auxilium, auxilia
4. praemium, praemia

Drill C

1. dat. s., abl. s.
2. nom. pl., ace. pl.
3. gen. pl.
4. gen. s.
5. dat. pl., abl. pl.

Exercise A.

1. tela, The soldier was preparing weapons.
2. praemia, The Lord gives rewards.
3. oppida, Rome is seizing the towns.
4. frumentum, The ship is carrying grain.

Exercise B.

1. Mater bella non amat.
2. Caesar proelia amat.
3. Urbs vallum habet.
4. Imperator donum dat.

Lesson Plan V

1. **WORD STUDY.** Students confuse totus, tutus, and tuns, as well as magnus, mains and multus. Review definition of adjective.
2. **GRAMMAR.** From Book 1, review the lesson on adjectives, gender and agreement between adjectives and their nouns in gender, number and case. Last year we learned that in Latin adjectives can be written either before or after the noun. The general rule is that adjectives of quantity (size, how many) precede their nouns and adjectives of quality (good, new, etc.) follow their nouns.

New grammar lesson

Now that we are using the accusative case, students must think about the case of the noun before they write its adjective.

Mary calls the good girl.

Maria puellam bonam vocat.

Good Mary calls the girl.

Maria bona puellam vocat.

The Queen calls the small woman.

Regina parvam feminam vocat.

The small Queen calls the woman.

Parva regina feminam vocat.

An adjective must agree with its noun in
gender, number and case.

Lesson V Answer Key

Grammar

- 1 An adjective is a word that modifies a noun or a pronoun.
- 2 gender, number, case
- 3 masculine, feminine, neuter

Exercise A.

- 1 parvum filium, The queen loves the small son.
- 2 multum cibum, Brother has much food.
- 3 multos capillos, The barbarians have many hairs (much hair).
- 4 proxima oppida, The king was seizing the nearest towns.
- 5 filium meum, The girls will praise my son.

Exercise B.

- 1 Filius meus, My son loves your daughter.
- 2 Servus malus, The bad slave was frightening the horses.
- 3 Legatus novus, The new lieutenant will call the girls.
- 4 Magnae feminae, The large women are moving the long tables.
- 5 Sanctus Deus, A Holy God does not like sins.

Exercise C.

- 1 Filia tua equos adorat.
- 2 Altum vallum videbit.
- 3 Roma magnam gloriam amat.
- 4 Deus vitam aeternam dat.

Derivatives

- 1 multitude
- 2 approximate
- 3 sanctify
- 4 plenty

Review Lesson A & Key

Assign students full set of CALL CARDS for BOOK I. Vocabulary and forms for first year should be mastered thoroughly, before the 200 new words in this book are begun. At this point students will still be making many mistakes in using the accusative case and in translating and this is not a problem. Failure to master the vocabulary is a problem. The grammar and sentence translation sections of the Exercises should also be studied for the test.

REVIEW LESSON A ANSWER KEY

Drill A. Give the case, number and translation.

	Norn.	Ace.	PI.	Meaning
1. loci				places
2. gaudium			X	joy
3. barbarum			X	barbarian
4. peccata			^^^= X	sins
5. fama			X	fame
6. tergum			X	back
7. muros			X	walls
8. hortum			X	garden
9. debita			^^^_ X	debts
10. fuga			X	flight
11. morae			X	delays
12. auxilium			X	help

READING #1

Jesus Christ

Jesus is a man. Jesus is God. Jesus is both man and God. Jesus loves girls and women, boys and men. Jesus loves slaves, sailors, and students. Jesus came into the world. Jesus was walking on the earth. Jesus was telling many stories. Jesus was walking on water. Jesus was overcoming the world. Jesus now is in Heaven. Jesus is the Christ.

The imperfect tense is the only past tense students know and will be used in this book even though it often sounds awkward. The Latin imperfect can sometimes be translated by the English past tense, depending on the context, and may be so translated this year for convenience in these readings. (Jesus walked on the earth, told many stories, walked on water, etc.)

Lesson Plan VI

1. **SAYING.** This is an abbreviated form of *Vade retro me Satana*, in Mark 8:33, where Jesus rebukes Peter for having in mind the things of the world instead of God. A similar saying is *Apage Satanas, Away with thee, Satan*, in Matt. 4:10, where Jesus rebukes Satan during his temptation in the wilderness. These are useful expressions for us today since we still struggle with temptation.

2. **DERIVATIVES.** Umbrella, porch, portal, porthole, village, villain, fable, fabulous.

3. **GRAMMAR.** This chart is traditional in Latin books and gives students the approximate meanings of the cases they have learned.

The genitive case is used to express possession and most of phrases in English. The dative case is used for indirect objects and many to/for phrases in English. These two cases will not be used in sentences this year, but will be used in the drills.

The accusative and ablative cases are used for objects of prepositions which will be taught in Lesson 10.

The ablative case is often used without prepositions to mean by, with, or from. The ablative case is called the by/with/from case.

In lessons 6-9, Drill A exercises will give the nouns from that lesson in the various case forms. These exercises help students to recognize nouns in their inflected forms.

Over the next several lessons students should become very familiar with this chart and eventually commit it to memory.

4. **ASSIGNMENT.** (1) Tape exercise form for Lesson VI (2) Exercises (3) Study for quiz over vocabulary and saying (4) **CALL CARDS** for all first declension nouns (Lessons II and VI), L>E, E>L. Begin learning some of the conversational Latin and some of the selections for memorization.

Lesson VI Answer Key

Grammar

1. by, with, or from case
2. to or for case

Drill A.

- | | |
|-------------------------------|---|
| 1. gen.pl., | of the shadows |
| 2. ace. sing., | the (a) farmhouse |
| 3. acc.pl., | the chairs |
| 4. dat.,abl.,pl., | to/for the gates, by/with/from the gates |
| 5. acc.pl., | the stories |
| 6. nom., abl., sing., | Lucy, by/with/from Lucy |
| 7. gen., dat. sing., nom. pi. | of the province, to/for the province, the provinces |
| 8. dat., abl. pi., | to/for, by/with/from, the trumpets |
| 9. ace. pi., | shadows |

Drill B

1. timebimus
2. jubebant
3. laboras
4. debetis
5. superabo
6. adorat
7. pugnabamus
8. habitabunt

Exercise A

1. Good Lucy will tell stories.
2. Good memories give joy.
3. My friend sees an eagle
4. A small girl was calling the horse.
5. A bad soldier seizes the farmhouse.

Exercise B.

1. Lucia sellas movebat.
2. Roma provinciam occupabat.
3. Puellae tubas portabunt.
4. Lucia umbram videt.
5. Villa portas novas habet.

Lesson Plan VII

1. **SAYING** This aphorism suggests the slow continuous processes by which all natural events occur. Evolutionists, recognizing the truth of this expression, conceived of the evolutionary process as one of slow continuous change with innumerable intermediate forms. The crises in contemporary evolutionary theory stems from these leaps (gaps) between organisms; the near total absence of intermediate forms. Nature does not make leaps—but God may! Modern taxonomy was founded in 1735 by Carl Linnaeus with his *Systema Naturae*, written in Latin, of course, and based on a study of the profound discontinuity (gaps) between living organisms and their inability to cross natural boundaries.

2. **WORD STUDY.** A *tabella* is a small tablet like a student would carry. A *villa* from lesson VI was a large country estate of a wealthy person. A *casa* would be a small country house of a peasant. *Agricola*, *nauta* and *poeta* are rare exceptions to the rule that all first decl. nouns are feminine. These words are masculine because only men were farmers, sailors, and poets. They are declined just like other first decl. nouns. (When writing an adjective modifying these words the adjective must be written in the masculine form.)

3. **DERIVATIVES,** science, conscience, conscious, omniscient, casino, *Casa Nostra*, tavern, tabernacle, Janus (god of doors, entrances), janitor, January, epistle, culinary, kiln, agriculture, poetry.

4. **GRAMMAR.** There are no new forms this week. Use time to drill on any forms and vocabulary in which students are weak. Continue to teach the chart in Lesson VI.

Lesson VII Answer Key

Grammar

1. genitive singular
2. first
3. nauta, poeta, agricola

Drill A.

1. gen., dat., s., nom. pi., of the shop, to/for the shop, shops.
2. gen. pi., of the letters
3. ace. pi., doors
4. dat., abl., pi., to/for, by/with/from the harps
5. gen. pi., of the kitchens
6. dat., abl., pi. to/for, by/with/from the poets
7. nom. pi., abl. s., altar, by/with/from the altar
8. ace. s., knowledge

Drill B.

1. janua nova, januae novae, januae novae, januam novam, janua nova
januae novae, januarum novarum, januis novis, januas novas, januis novis
2. poeta bonus, poetae boni, poetae bono, poetam bonum, poeta bono
poetae boni, poetarum bonorum, poetis bonis, poetas bonos, poetis bonis

Exercise A.

1. Rome will overcome many lands.
2. The general was conquering many towns.
3. The people do not like long wars.
4. Mother will adore the new gifts.

Exercise B.

1. small tablet, Discipulus tabellam parvam portat.
2. large tablets, Discipuli magnas tabellas portant.
3. table and chair, Culina mensam et sellam habet.
4. harp, Poeta citharam amat.
5. shop, Agricola tabernam videt.

Derivatives

1. Culinary
2. Conscience
3. Agriculture
4. Conscious

Lesson Plan VIII

1. SAYING. A useful expression for any teacher!

2. WORD STUDY. Ager is an agricultural field, campus is a field used for games, assemblies, etc. The first three words in this list are second declension masculine nouns that have er in the nominative singular instead of us. The genitive singular forms, agri and libri, drop the e. Our English words agriculture, library, and magistrate show the spelling of the stem, rather than the nominative form, and are a good way to help remember these words. These words illustrate again the reason for the important rule that

The genitive singular is always used to
(a) identify the declension and (b) find the stem.

Nota bene: Gallia and Gallus. Gallia is a country like America, Gallus is a person from that country like an American. The same thing applies to Roma, and Romanus.

3. DERIVATIVES, agriculture, library, magistrate, magisterium (teaching office of the Catholic church), majesty, vicinity.

4. GRAMMAR. Once the stem is found by dropping the i from the genitive singular, these nouns are declined regularly.

5. ASSIGNMENT. (1) CALL CARDS for all masculine nouns, Lessons in, VIII, (2) Tape Form for today's vocabulary, (3) Exercises (4) Study for quiz.

Lesson VIII Answer Key

Sayings

1. Get thee behind me, Satan.
2. Nature does not make leaps.
3. Thank you

Drill A.

1. dat., abl. sing., to/for, by/with/from the village
2. gen. sing., nom. pi., of the apostle, the apostles
3. gen. pi., of the Romans
4. ace. pi., the Christians
5. dat., abl. pi. to/for, by/with/from the books
6. ace. sing., the wolf

Drill B.

1. sellae, vici
2. villas, lupos
3. vitis, agnis

Drill C.

1. liber, libri, libro, librum, libro, libri, librorum, libris, libros, libris
2. magister, magistri, magistro, magistrum, magistro, magistri, magistrorum, magistris, magistros, magistris

Exercise A.

1. Lucy has a book.
2. The Romans conquer the Gauls.
3. The farmer does not love the wolf.
4. Christians praise God.
5. Christ WAS calling the apostles.

Exercise B.

1. Agnus lupum non amat.
2. Magister discipulos docebat.
3. Galli vicum occupabunt.
4. Libri sunt novi.

F. agriculture, library, magistrate. The words are derived from the genitive form.

Lesson Plan IX

1. **SAYING.** This is the education motto of the Jesuits, history's most famous and successful educators. Jesuit schools emphasized Latin and were unsurpassed in their reputation for excellence. This saying has great import for the study of Latin, because repetition and drill are so important in mastering this language or any language. The process of learning something new is often hard and unpleasant. The unfamiliar becomes familiar and loved only through repetition.

2. **WORD STUDY.** Puer and vir are two more 2nd decl. masculine nouns. vir means man as compared to woman; a male person, a man of courage. Homo means man as compared to animals; man as a human being.

Related Latin words and sayings: Novus ordo seclorum, (seclorum is a form of saeculum). Sicut erat in principio, et nunc et semper et in saecula saeculorum. (From the Gloria Patri)

3. **DERIVATIVES,** peril, perilous, escutcheon (a shield on which a coat of arms is displayed), study, student, studious, studio, secular, evangelist, evangelism, evangelical, mandate, mandatory, principle, principal, angelic, puerile, virtue, virile, virtual, triumvirate.

4. **GRAMMAR.** Remove the genitive singular ending, i, to find the stem puer and vir. The second declension masculine endings are then added regularly to the stems. Ask students to decline vir.

vir	vir-i
vir-i	vir-orum
vir-o	vir-is
vir-um	vir-os
vir-o	vir-is

Second declension nouns that end in er or ir are in two groups:

- (1) magister, liber, ager: drop the e in the genitive.
- (2) puer, vir: the nominative form is identical to the stem.

Ab extra

Try translating these Bible verses.

In principio creavit Deus caelum et terram. In the beginning God created the heaven and earth.

In principio erat Verbum et Verbum apud Deum et Deus erat Verbum.

In the beginning was the Word and the Word was with God and the Word was God.

5. **ASSIGNMENT. CALL CARDS** for all neuter nouns from today's lesson and Lesson III. Exercises and quiz as usual.

Lesson IX Answer Key

Sayings

1. Magister dixit.
2. Natura non tacit saltum.
3. Retro Satana.
4. As it was in the beginning, is now and ever shall be, world without end.
5. New order of the ages.

Drill A.

1. nom., acc., pl., dangers
2. gen. pi., of the angels
3. dat., abl., sing., to/for, by/with/from the foundation
4. nom., ace., sing., age, time, etc.
5. dat., abl., sing., to/for, by/with/from learning
6. gen. s., nom. pi., of the shield, shields

Drill B.

1. periculi, angeli, casae
2. scientiae, Gallo, scuto
3. peccatis, viris, januis
4. agricolae, mandata, pueri

Exercise A.

1. The students love many books
2. Christ will judge bad men.
3. The wolf does not fear dangers.
4. God gives the highest commandments.

Exercise B.

1. Deus puellas et pueros amat.
2. Miles magnum gladium et scutum portabat.
3. Angeli citharas habent.
4. Romani Gallos monebant.

Derivatives

1. mandatory
2. perilous
3. virile
4. puerile
5. principal
6. principle

Lesson Plan X

1. **SAYING.** Hannibal led his armies through the countryside of Italy for nine years, but he never had the siege equipment and resources necessary to take a well-fortified city like Rome. Nevertheless Romans rightly feared that Hannibal would soon be at their gates. Did nervous Roman mothers frantically call their children home with this cry? In our age we have had our own version, The Russians are coming!

2. **WORD STUDY.** All of these words are prepositions. **Ab** before a noun that begins with a consonant is shortened to **a**; before a noun that begins with a vowel it is **ab**. Similar to our use of **a** and **an**.

3. **DERIVATIVES.** The Latin prepositions **ab**, **cum** (**com**), **de**, **in**, **circum**, **ad**, **per**, **trans**, are also common prefixes in English which have the same meanings as they do in Latin. Many words should come to mind as examples of English words with these Latin prefixes: absent, absorb, comfort, commit, descend, deport, transport, admit, indent, circumnavigate, circumference, perfect, percussion.

4. **GRAMMAR.** A preposition is a word that shows the relationship between a noun (or pronoun) and another word in the sentence. Prepositions may indicate direction, time, manner, means, or agent. You may illustrate one of these, direction, by setting a book on a desk and writing on the board: the book is on the desk. **On** shows the relationship between the book and desk. Put the book under the desk or above the desk and write these prepositional phrases on the board. A prepositional phrase consists of the

preposition + its object (and modifiers, if any)

above the desk

under the desk

above the old desk

under the new desk

Most of the prepositions in this lesson express direction.

Prepositions are used extensively in English, less so in Latin (which often uses the dative and ablative without prepositions to express these relationships). However Latin does have prepositional phrases similar to English. In Latin the object of the preposition may be in either the accusative or ablative case. In English, of course, there is no objective case for nouns but we do put pronouns in the objective case when they are prepositional objects: the book is under him. **Him** is the objective case of the pronoun he.

In general prepositions whose meanings indicate forward motion take the accusative case: **trans**, **per**, **ad**, **circum**, **in**, whereas prepositions which indicate backward motion or no motion take the ablative case: **ab**, **cum**, **de**, **in**, **sine**.

The preposition **in** takes either case, depending on its meaning. If **in** means location or place, it takes the ablative.

In **ria** sedet. **He** is sitting in the road.

If **in** indicates forward motion (i. e. into), it takes the accusative case.

Lesson Plan X & Key

In silvam ambulat. He walks into the forest.

Related Latin words and sayings: Per Christum Dominion Nostrum, Amen. (Table blessing.) Libera nos a ma/o (Pater Noster, a (ab), deliver us from evil). In Caelis, in caelo et in terra (Pater Noster, in followed by the abl.). In tentationem (Pater Noster, in followed by the aec. and indicating motion). Prepositions should be learned in a prepositional phrase, if possible.

Ab extra: Cum laude, with honors. Dominus vobiscum, the Lord be with you. Cum is often added to the end of the word that is its object. Dominus tecum, the Lord is with thee (Ave Maria).

Prepositions from BOOK I, ante, contra, inter, post, supra, take the ace. Ex takes the abl., and sub, like in takes either the ace. or abl. depending on whether motion is indicated. Ante bellum, post mortem, post scriptum (P.S.).

LESSON X ANSWER KEY

Sayings

1. Repetition is the mother of learning.
2. Magister dixit.
3. Natura non facit saltum.
4. Through Christ Our Lord, Amen
5. before the war

Grammar

1. A preposition shows the relationship between a noun (or pronoun) and another word in the sentence.
2. ablative, accusative
3. motion
4. position

Drill A.

- | | | |
|---------------------|---------------------------|-----------------------|
| 1. with friends | 4. in the water | 7. without knowledge |
| 2. across the field | 5. down from heaven | 8. toward the shops |
| 3. through the door | 6. away from the villages | 9. across the kitchen |

Drill B.

- | | | |
|-------------------|-------------|---------------------|
| 1. per scutum | 4. ad lupum | 7. trans provinciam |
| 2. sine periculis | 5. invicem | 8. de villa |
| 3. in principio | 6. in sella | 9. a porta |

Exercise A.

- | | |
|--------------------------------------|--|
| 1. Lucy is walking in the farmhouse. | 3. The farmer works without danger. |
| 2. Mark was walking into the cottage | 4. Boys and men sail around the world. |

Exercise B.

- | | |
|---|-------------------------------|
| 1. Agricola et poetae in vico habitant. | 3. Nauta trans aquam navigat. |
| 2. Pueri cum puellis ambulant. | 4. Sellam ad mensam movet. |

Review Lesson B & Key

Assign CALL CARDS for all 1st and 2nd decl. nouns and prepositions from Lessons II- X. The tests in BOOK II do not include vocabulary from BOOK I, except as it occasionally appears in translation. However, you will want to include some of the BOOK I vocabulary on some quizzes and tests.

A good classroom assignment is to translate the Pater Noster. Make a copy without the pronunciation guide and with plenty of space underneath each word for students to write their translation. Students will be amazed at how many of the words they know or can figure out. Try to parse some words, that is, give the part of speech and declension, gender, case, part of sentence for nouns and adjectives, or conjugation, tense, person, number for verbs.

Assign the Doxology for memorization and translation. When translating, students should be given a copy that they can write the English word(s) beneath each Latin word. Students enjoy the accomplishment of being able to translate something real.

REVIEW LESSON B ANSWER KEY

Drill A.

- | | |
|-------------|-------------------------------|
| 1. periculo | to/for danger |
| 2. januarum | of the doors |
| 3. mandatis | by/with/from the commandments |
| 4. viris | to/for the men |
| 5. agrorum | of the fields |
| 6. casae | cottages |
| 7. saeculo | by/with/from the age |
| 8. puerum | boy |
| 9. scuta | shields |
| 10. aras | altars |

Drill B.

- | | | |
|-------------------|---------------------|---------------------|
| 1. into the water | 3. around the earth | 5. into the cottage |
| 2. cum studio | 4. ad Christianos | 6. circumsellam |

READING #2

Rome and Carthage

Rome and Carthage are cities. Rome is in Italy. Carthage is in Africa. Both Rome and Carthage have empires.* Carthage has command (an empire) in Spain and Sicily. Rome has command in Italy. Rome does not like Carthage. Carthage does not like Rome. Carthage has many ships and slaves. Carthage has much money. Rome does not have ships. Rome has farmers and soldiers. Will Carthage conquer Rome?

Lesson Plan XI

The forms in this lesson are the three tenses of the linking verb to be.

A linking verb is almost like an equal sign. It expresses state of being, not action.

Mark	is	a	boy.	Mark	=	boy
sub.		i. v.	pred. nom.			predicate nominative
Marcus	est		puer			
Mark	is		small	Mark	=	small
sub.		i. v.	pred. adj.			predicate adjective
Marcus	est		parvus			

Predicate nominatives and predicate adjectives rename or describe the subject, and are therefore always in the nominative case. They always follow linking verbs. (Every sentence has two parts: a subject and a predicate. The subject *is* the thing or person that the sentence *is* about. The predicate makes an assertion about the subject and contains the verb.)

In English the forms of the verb to be {am, is, are, was, were, will be} are also helping verbs.

Marcus is walking through the fields,
sub. a.v. prep, phrase
Marcus ambulat per agros.

This sentence has an action verb is walking which consists of the main verb walking with a helping verb is. In this sentence is is a helping verb, not a linking verb. Students must learn to recognize when the forms of "to be" are linking verbs and when they are helping verbs.

The basic sentence patterns that will be used in this book are:

(1) Subject	verb	
(2) Subject	direct object	action verb
	and/or	
	prepositional phrase	
(3) Subject	linking verb	predicate nominative
(4) Subject	linking verb	predicate adjective
(5) Subject	linking verb	prepositional phrase

It must be remembered that word order in a Latin sentence is much more flexible than in English. The order presented in these models is not as important as the grammatical units. All nouns, of course, may be modified by adjectives.

Lesson XI Answer Key

LESSON XI

Exercise A.

- erat (1)
- erant (2)
- (4)
- est (2)
- erat (4)
- erunt (1)
- (4)
- 8. erunt (2)
- 9. (3), (4)
- 10. (3)
- 11. erant (4)
- 12. est (1)

Mark was a teacher, i. v.
The wolves were alone. /i. v.
Gauls were fighting in the fields, h. v.
God is highest, /i. v.
A book was on the table. i. v.
The men will be lieutenants. /i. v.
Mark is walking with friends, h. v.
The letters will be long. /i. v.
The apostles were addressing Christians in Rome. h. v.
Christ was warning the people, h. v.
Slaves were in the garden. i. v.
Christ is Lord. /i. v.

Exercise B.

- 1. Mark will be a soldier. /i. v., (1)
- 2. Mary is living in the farmhouse, h. v., (4)
- 3. The apostles were holy. /i. v., (2)
- 4. Caesar was a great general, /i. v., (1)
- 5. The farmers in the field. /i. v., (4)
- 6. The soldier is my brother, /i. v., (1)
- 7. The farmers are moving the lambs into the field, h. v., (3), (4)
- 8. The shops are full. i. v., (2)
- 9. The harps are new, /i. v., (2)
- 10. Lucy was washing the table in the kitchen, h. v., (3), (4)
- 11. The battle will belong. /i. v., (2)
- 12. The battles will be long, /i. v., (2)

Marcus miles erit.
Maria in villa habitat.
Apostoli erant sancti.
Caesar magnus imperator erat.
Agricola in agro est.
Miles est frater meus.
Agricolae agnos in agrum movent.
Tabernae sunt plenae.
Citharae novae sunt.
Lucia mensam in culina lavabat.
Proelium longum erit.
Proelia longa erunt.

Lesson Plan XII

1. **SAYING** You will hear this saying often, once the students have realized its potential. Alexander Pope added to it: To err is human; to forgive, divine.

2. **DERIVATIVES**, vocation, vocal, vocabulary, conserve, conservative, arable, expectation, temptation, natatorium (indoor swimming pool), errant, erratic, aberration, salutation, salute, stable, station, status, donate, donation, donor.

3. **WORD STUDY**. First Conjugation verbs. The first verb, voco, is written with all of its principal parts.

Related Latin words and sayings: Vox, vocis, specto, servus, In tentationem (Pater Noster, tentatio, tentationis = temptation).

Nota Bene:

(1) Small words such as aro, erro are easy to learn but are also easy to confuse with each other and other short words such as the future and imperfect forms of sum, or ara, ae (altar).

(2) Notice the spelling of exspecto differs from the English expect, without the s.

(3) In English the word wait is incomplete without the preposition for, but in Latin the sense of this preposition is included in the verb itself and it is incorrect to add the Latin word for for. This is similar to the verb specto, look at.

4. **GRAMMAR**. The principal parts are those forms of a verb from which all of the other forms are derived. In English there are three principal parts:

Regular principal parts

infinitive	past tense	past participle
to walk	walked	(have) walked
to kill	killed	(have) killed
to clean	cleaned	(have) cleaned

Irregular principal parts

to be	was	(have) been
to go	went	(have) gone
to write	wrote	(have) written

In Latin most verbs have four principal parts, the first of which students will recognize as the form of the verb written in the vocabulary list, the first person singular of the present tense. The second principal part is called the infinitive. The infinitive expresses the pure form of the verb unassociated with any person or tense, "to call". In English, the infinitive is always preceded by the preposition "to". It is from the infinitive ending, are, that the stem vowel a originates. It is also the infinitive that classifies the verb according to conjugation.

Lesson Plan XII

Verbs whose infinitive ends in *are* are first conjugation verbs.

The third and fourth principal parts will be used in subsequent years to form additional tenses and forms of the verbs.

Most verbs in the first conjugation have regular principal parts like *voco*:

voco, vocare, vocavi, vocatus

The stem is *voc* and the regular endings for the principal parts are:

o are avi atus

The *(i)* written after verbs 3-8 in the student book indicates that they are first conjugation verbs with regular principal parts, like *voco* and *servo*. The irregular principal parts of verbs, like *sto* and *do*, will be written out and must be memorized. All of the first conjugation verbs from Review Lesson 1, except for *do*, have regular principal parts.

Principal parts of verbs may look intimidating to students, especially the irregular ones. The best way to learn them is to say them out loud. Like the declensions and conjugations, they should be learned as a unit, and repeated over and over. The principal parts of verbs in any language must be mastered thoroughly.

LESSON XII ANSWER KEY

Lesson Plan XII

Sayings

1. Repetitio mater studiorum.
2. Natura non facit saltum.
3. Give us today
4. The master has spoken.
5. Ora et labora.

Grammar

1. principal parts
2. infinitive
3. to
4. nato, natus, natavi, natatus; porto, portare, portavi, portatus; laudo, laudare, laudavi, laudatus.

Drill A.

- | | |
|--------------------|-----------------------|
| 1. he was guarding | 5. they were tempting |
| 2. we err | 6. they will wait for |
| 3. we were | 7. they were giving |
| 4. we will swim | 8. they plow |

Drill B.

- | | | |
|--------------|----------------|------------------|
| 1. errabit | 5. temptabit | 9. servabam |
| 2. natabamus | 6. stabitis | 10. expectabatis |
| 3. servant | 7. arabat | 11. temptabat |
| 4. das | 8. salutabimus | 12. stabunt |

Exercise A.

1. The boys will guard the small village.
2. The farmers are plowing (plow, do plow) the nearest fields.
3. The men were waiting for the good women.
4. Boys and girls were swimming in the water.
5. Mark greets (does greet, is greeting) the girl in the cottage.

Exercise B.

1. Angeli janua[m] servant.
2. Mater et pater in culina stant.
3. Filius meus et filia mea cum amicis sunt.
4. Angeli pueros et puellas non temptant.
5. Romanipericulum et bellum non timent.

Lesson Plan XIII

1. **SAYING.** Traditionally *it was* the buyer that suffered the consequences for the shortcomings of the product he purchased. Today, because technology *is* so complicated, the government *is* taking a more active role in protecting the consumer, *Acaveat* *is* a general warning to beware that something could be other than *it seems*.

2. **WORD STUDY.** Second conjugation verbs. The accent mark on the *e* of the infinitive *is* very important because *it* distinguishes the second conjugation from the third.

Nota Bene: Caveo, like exspecto and specto requires a preposition in English, but not in Latin, to complete *its* meaning.

3. **DERIVATIVES,** monitor, admonish, pleasant, placid, valiant, valuable, augment, caution, feeble, ridicule, ridiculous, respond, response, permanent, mansion, tenant, tenacious.

4. **GRAMMAR.** The endings for the regular principal parts of the second conjugation are those for moneo: moneo, monere, monui, monitus

eo ere ui itus

The infinitive ending *ere* provides the stem vowel *e* for the second conjugation.

Verbs whose infinitives end in *ere* belong to the second conjugation.

There are many verbs in the second conjugation with some irregularity in their principal parts. The only verbs which have regular principal parts in this lesson are moneo, placeo, valeo. The (2) following valeo indicates *it is* a 2nd conjugation verb with regular principal parts. Verbs 4-1 have irregular principal parts and will be learned later. In Review Lesson 1, terreo, habeo, debeo, and prohibeo have regular principal parts.

Lesson XIII Answer Key

Sayings

1. Errare est humanum.
2. Be well (Good-bye).
3. Good-bye, Teacher.
4. Fools laugh at the Latin language.
5. Hannibal ad portas!

Grammar

1. second
2. eo, ere, ui, itus.
3. valeo, valere, valui, valitus; habeo, habere, habui, habitus; debeo, debere, debui, debitus.

Drill A.

- | | |
|--------------------------|----------------------|
| 1. he will guard against | 6. I was pleasing |
| 2. they hold | 7. you answer |
| 3. they will please | 8. you will increase |
| 4. he laughs | 9. we will be well |
| 5. they were weeping | 10. you remain |

Drill B.

- | | | |
|------------------|------------|---------------|
| 1. manebunt | 5. vales | 9. respondeo |
| 2. tenebant | 6. ridemus | 10. placebo |
| 3. respondebimus | 7. manebat | 11. cavebam |
| 4. flet | 8. augetis | 12. tenebimus |

Exercise A.

1. The allies guard against Rome.
2. The student was holding books and letters.
3. He will remain in the garden.
4. The boys were increasing knowledge in school.
5. The slaves were laughing and weeping.

Exercise B.

1. Agricola lupum cavet.
2. Puellae pueros monent.
3. Vir epistulam respondebit.
4. Pueriet puellae in agris rident et flet.

Lesson Plan XIV

1. **SAYING.** The beginning of the Nicene Creed, recited in worship in many Christian churches. A meeting of all the bishops of the Church was called by Constantine in 325 A.D. in Nicaea, a city in Turkey, to deal with the Arian heresy about the divine nature of Christ. The creed is a summary of the most important doctrines of the Church and states in very clear language the triune nature of God and the divine and human nature of Jesus Christ.

2. **WORD STUDY.** There are four conjugations in Latin, and these words belong to the **THIRD CONJUGATION**. *Habito* means to inhabit, dwell. *Vivo* means to live, be alive, to enjoy life.

Related Latin words, sayings: *dux, ducis; rex, regis; regnum, tibi gratias ago, gratias agimus tibi (Gloria), et ne nos inducas in tentationem, (Pater Noster). Vivat academia, Vivant professores, etc., Et qui illam regit, (Gaudeamus Igitur).*

Nota Bene: *Trado, tradere* is a compound of *do* and the prefix *trans*, and like *specto* and *exspecto*, the preposition which in Latin is included in the verb, in English must be expressed separately.

3. **DERIVATIVES,** agent, agile, current, currency, concurrent, duke, duchess, abduct (*ab + duco, lead away from*). aqueduct, conduct, bib, beverage, imbibe, regal, direct, exponent, position, postpone, tradition, cadence, cascade, credible, incredible, creed, credit, revive, vivid, revival. *Educate* is a compound of *ex* and *duco*, meaning to lead out (of self).

4. **GRAMMAR.** The infinitive of the third conjugation ends in *ere* like the second, but without the accent mark.

Verbs whose infinitive ends in *ere* belong to the third conjugation.

When learning these verbs it is very important to learn the second principal part along with the first, because in the first principal part these verbs are indistinguishable from the first conjugation.

1st Conj.	2nd Conj.	3rd Conj.
voco	moneo	ago
vocare	monere	agere

Second conjugation verbs are easily remembered because the *e* is present in the first person singular, the form of the verb written in the vocabulary list. First and third conjugation verbs will be confused unless students know the infinitive of each verb as thoroughly as they know the first principal part.

There is no model for principal parts in the third conjugation; each verb must be learned individually. However, students will begin to see patterns, so these verbs are not as difficult as they first appear. The principal parts for two verbs are given and should be committed to memory. The principal parts of the rest of these verbs will be learned later.

Since the infinitive of third conjugation verbs ends in *ere*, students will expect to see the *e* as the stem vowel in the present tense, but that is not the case. The acronym **IOU** may be helpful in remembering the variable stem vowel in the third conjugation present tense.

Lesson XIV Answer Key

Sayings

1. Natiira non facit saltum.
2. Repetitio mater studiorum.
3. Thank you
4. I am a soldier of Christ.
5. Whither goest thou?

Grammar

1. third
2. duco, ducere, duxi, ductus; pono, ponere, posui, positus
3. trado, tradis, tradit, tradimus, traditis, tradunt; curro, curris, currit, currimus, curritis, currunt.

Drill A.

- | | | |
|--------------------------------|--------------|-------------------|
| 1. you do, (drive, act, treat) | 5. you place | 9. you rule |
| 2. they live | 6. we drink | 10. he hands over |
| 3. he falls | 7. they run | 11. they drive |
| 4. you believe | 8. you lead | 12. we believe |

Drill B.

- | | | |
|------------|-----------|------------|
| 1. bibit | 5. agitis | 9. regimus |
| 2. ducimus | 6. curro | 10. ducis |
| 3. tradunt | 7. cadit | 11. ago |
| 4. vivis | 8. ponunt | 12. ponit |

Exercise A.

1. The boys and girls run in the field.
2. Books and tablets fall from the high table.
3. The general rules a large province.
4. The lieutenant hands over many letters.

Exercise B.

1. Christus apostolos ducit.
2. Marcus trans agrum currit.
3. Mensam in casa ponunt.
4. Lucia tubas et citharas tradit.

Lesson Plan XV

1. **SAYING** The opening line of the Aeneid, the great epic poem written by Virgil during the reign of Augustus, the golden age of Roman literature. The Aeneid describes the wanderings of the Trojan hero, Aeneas, after the fall of Troy and his subsequent settlement in Latium. His descendants, of course, were the founders of Rome. The Aeneid was written to show that the Romans were destined by the gods for glory and greatness and that their ancestry goes back to the heroes of Troy, and to the gods themselves, since Aeneas's mother was the goddess Venus. The Romans, befitting their greatness, felt the necessity of an epic as great as the Iliad, the national epic of the Greeks and so Virgil produced this masterpiece of Latin for the emperor and the people of Rome. Traditionally it has been read in the third or fourth year of Latin study. Virgil is considered the greatest of the Roman poets.

2. **WORD STUDY.** More third conjugation verbs. Again two verbs are written with their complete principal parts.

Related Latin words and sayings: Veni, vidi, vici; Agnus Dei, qui tollis peccata mundi. Dimitte, dimittimus (Pater Noster) are forms of dimitto: a compound of mitto which means to send away or dismiss. Christus vincit. Cantet nunc Io (Adeste fidelis). (Both canto and cano mean sing.)

3. **DERIVATIVES,** defensive, defense, defendant, convict, invincible, edible, tolerance, canticle, cantata, mission, missionary, emit, omit, admit, transmit, submit, permit, scribe, describe, postscript (p.s.), scripture, scribble, dictionary, dictator, predict, verdict, contradict, clause, close, closet, claustrophobia, petition.

4. **GRAMMAR.** The imperfect of the third conjugation follows the pattern of the first and second conjugations. The e from the infinitive ere appears as the stem vowel.

Lesson XV Answer Key

Sayings

1. I came, I saw, I conquered.
2. Lamb of God, who takes away the sins of the world.
3. The master has spoken.
4. Caveat emptor
5. Credo in unum Deum

Grammar

1. vinco, vincis, vincit, vincimus, vincitis, vincunt
vincebam, vincebas, vincebat, vincebamus, vincebatis, vincebant
tollo, tollis, tollit, tollimus, tollitis, tollunt
tollebam, tollebas, tollebat, tollebamus, tollebatis, tollebant
2. vinco, vincere, vici, victus; mitto, mittere, misi, missus

Drill A

- | | | |
|---------------------|---------------------------|----------------------|
| 1. you seek | 6. I was raising up | 11. you were sending |
| 2. he says | 7. they write (not flit.) | 12. he sings |
| 3. they eat | 8. they were writing | 13. he was writing |
| 4. they were eating | 9. we were defending | 14. they raise up |
| 5. you were singing | 10. you conquer | 15. he was seeking |

Drill B

- | | |
|-------------|----------------|
| 1. canebam | 5. claudibamus |
| 2. vincebas | 6. mittitis |
| 3. scribunt | 7. petebant |
| 4. edit | 8. tollis |

Exercise A.

1. The apostles were writing many holy letters.
2. Christ takes away sins.
3. The angels sing with harps and trumpets.
4. The Romans were conquering the barbarians in Gaul.

Exercise B

1. Agricolaes et poetae in taberna edebant et bibebant.
2. Marcus januam claudibat.
3. Barbari Galliam defendunt.
4. Apostoli Evangelia scribebant.

Review Lesson C

Assign CALL CARDS for all verbs, including those from Book 1. Verbs should always be said with their infinitive forms. Verbs should be drilled until students know them without hesitation. Assign the Ave Maria and/or Sanctus or Gloria for translation and memorization. Students should be learning music and memorization selections by singing and recitation every week.

Review Lesson C Answer Key

Drill A. Check the correct tense, number and person. Translate.

	Tense			Number		Person		
	Pres.	Fut.	Imp.	S.	Pl.	1	2	3
1. arabimus		X			X	X		
2. stabit		X		X				X
3. natas	X			X			X	
4. valebunt		X			X			X
5. ridet	X			X				X
6. augebam			X	X		X		
7. eritis		X			X		X	
8. currebat			X	X				X
9. tradebas			X	X			X	
10. cadebant			X		X			X
11. vivis	X			X			X	
12. vincunt	X				X			X
13. dicebas			X	X			X	
14. petimus	X				X	X		
15. edebamus			X		X	X		
16. dabo		X		X		X		
17. servabitis		X			X		X	
18. scribebatis			X		X		X	

- | | |
|--------------------------|--------------------------|
| 1. we will plow | 10. they were falling |
| 2. he will stand | 11. you live |
| 3. you swim | 12. they conquer |
| 4. they will be well | 13. you were praying |
| 5. he is laughing | 14. we seek |
| 6. I was increasing | 15. we were eating |
| 7. you will be | 16. I will give |
| 8. he was running | 17. you will guard, keep |
| 9. you were handing over | 18. you were writing |

READING #3

Lucy and Mark

Lucy and Mark were living in Italy. Lucy and Mark lived (were living) in a farmhouse in Naples. Mark and Lucy were brother and sister. Mark was shouting and fighting. Lucy was praying and singing. Lucy was running away from Mark. Lucy was running to the farmhouse. Mother and father were eating and drinking in the kitchen with friends. Lucy (ran) was running through the kitchen toward the fields. The slaves were plowing in the fields. The shepherds were guarding against wolves. Lucy was running across the fields toward a cottage. A teacher was teaching boys and girls in the cottage. Students were writing on tablets. Lucy (ran) was running around the cottage toward the village. People in the village were laughing and weeping because poets were telling stories. Lucy was sitting on a chair in the shop. Lucy was alone and happy. Mark sees Lucy. Mark greets her and sits (down). Poor Lucy.

Lesson Plan XVI

1. **SAYING** The words of the gladiators as they entered the arena for mortal combat; a line students may feel appropriate as they enter the classroom for a particularly difficult test.

2. **WORD STUDY.** These words belong to the **FOURTH CONJUGATION**.

Verbs whose infinitive ends in **ire** belong to the fourth conjugation.

Related Latin words and sayings: Veni. vidi, vici; Benedictus qui venit (Sanctus), Veni Creator spiritus, Veni. Veni Emmanuel Venite adoremus (Adeste fideles), scientia, ae

3. **DERIVATIVES,** audition, auditorium, audible, audience, dormitory, dormant, dormer, ammunition, munitions, impediment, science, conscience, conscious, final, finite, punitive, advent, intervene, event, aperture, sensitive, resent, sentimental, sentiment.

4. **GRAMMAR.** Most of these verbs have regular principal parts like audio: audio, audire, audivi, auditus. The regular endings for the principal parts are:

10 ire 1V1 itus

Second and fourth conjugation verbs are easily distinguished in their first principal parts because the stem vowel **i** is present.

voco moneo rego audio

For verbs like voco and rego it is especially important to learn infinitives in order to remember what conjugation the verbs belong to, e.g. voco, vocare: rego, regere

The present tense of the fourth conjugation is similar to the third, except that the stem vowel, **i**, is present in the 1st person singular and the 3rd person plural. The same three vowels appear in the present tense, IOU.

Lesson XVI Answer Key

Sayings

1. I came, I saw, I conquered.
2. Anna virumque cano.
3. Errare est humanum.
4. Mater Italiae- Roma

Grammar

1. fourth
2. munio, munire, munivi, munitus; scio, scire, scivi, scitus
3. venio, venis, venit, venimus, venitis, veniunt
impedio, impedis, impedit, impedimus, impeditis, impediunt

Drill A.

- | | | |
|---------------|--------------|------------------|
| 1. you finish | 5. we feel | 9. you hear |
| 2. he comes | 6. they know | 10. you impede |
| 3. they sleep | 7. he opens | 11. he fortifies |
| 4. you punish | 8. we punish | 12. they fortify |

Drill B.

- | | |
|------------|--------------|
| 1. munimus | 5. aperit |
| 2. venio | 6. dormitis |
| 3. scis | 7. sentit |
| 4. finiunt | 8. impediunt |

Exercise A

1. Men sleep at the gate.
2. Boys and men hear stories.
3. The girl opens the door.
4. The student finishes the tablet.
5. The Romans are coming into Gaul.

Exercise B.

1. Poetae multas fabulas sciunt.
2. Romani Gallos puniunt.
3. Scientiam impedis.
4. Agricola circum casam venit.

Lesson Plan XVII

1. **WORD STUDY.** Latin has many adverbs and conjunctions which are not particularly memorable, but must be learned nevertheless. It is helpful to learn them in expressions which are memorable, or make up a useful nonsense phrase to aid memory. Hodie mihi, eras tibi. Today for me, tomorrow for thee. A favorite with students: Semper ubi sub ubi. Always wear underwear.

Ab extra: Ex nihilo nihil fit. Nothing can be made out of nothing. The Greek philosophers and the Romans after them believed that the world could not have been made out of nothing and thus was eternally existent. Jewish and Christian tradition have always interpreted Genesis to mean that God created the universe ex nihilo, out of nothing; God is eternally existent, but matter had a beginning in time.

2. **GRAMMAR.** The imperfect of the fourth conjugation has the regular imperfect endings preceded by the two vowels *ie*. The third and fourth conjugations are similar and should be learned in comparison to each other. This will become more evident when the future tense of these two conjugations is learned later.

Lesson XVII Answer Key

Sayings

1. Ave Caesar, morituri te salutamus.
2. Pax Romana
3. Vox populi, Vox dei
4. Retro Satana
5. Repetitio mater studiorum.

Grammar

1. dico, dicis, dicit, dicimus, dicitis, dicunt
dicebam, dicebas, dicebat, dicebamus, dicebatis, dicebant
dormio, dormis, dormit, dormimus, dormitis, dormiunt
dormiebam, dormiebas, dormiebat, dormiebamus, dormiebatis, dormiebant

Drill A

- | | |
|--------------------------------|---------------------------------|
| 1. Today they are coming. | 5. Today he is sleeping. |
| 2. Yesterday they were coming. | 6. Yesterday he was sleeping. |
| 3. Today you are saying. | 7. Today we are finishing. |
| 4. Yesterday you were saying. | 8. Yesterday we were finishing. |

Drill B.

- | | |
|---------------------|-------------------|
| 1. Cras flebimus. | 5. Hodie arat. |
| 2. Hodie scribimus. | 6. Heri arabant. |
| 3. Heri aperiebat. | 7. Cras servabit. |
| 4. Cras errabis. | 8. Hodie rideo. |

Exercise A.

1. What are you doing?
2. I love poets because they tell stories.
3. I like the book because it is good.
4. Why are you laughing?
5. Where are you?
6. A farmer was plowing the field but the poet was singing.
7. What do you hear? We hear nothing.

Exercise B.

1. Cur in tabella scribes?
2. Quis arat?
3. Quis in culina est?
4. Quid edit?
5. Ubi estagnus?

Lesson Plan XVIII

1. **LATIN SAYING.** Christ chose as his emissaries to the world, not those clothed in the greatness and power of Rome, but the simple and humble fishermen of Galilee. St. Augustine wrote *Civitas Dei*, the City of God, in 430 A.D., while Rome was falling to the invasion of the barbarians. In this work he contrasted the City of Man, exemplified by Rome, and the true city destined for immortality and greatness, the City of God. The City of God consists of those who follow the way of Christ, and it has its visible expression in the supranational organization, the Church.

2. **WORD STUDY.** Students should recognize these nouns as more of the third declension nouns learned last year. Since the genitive form has to be learned also, this list may look formidable, but because many of the nouns are so similar to English and they change in such predictable ways, this vocabulary list should pose no problems. Invite students to make observations. Pastor, senator, clamor, and orator are the same as our English words. Along with clamor, piscator, and timor the change in form from the nominative to the genitive is *-oris*. Other English words with the *-or* ending are actor, debtor, etc. Remember that the letter *g* is soft before *e* and *i* and hard before *a*, *o* and *u*.

Related Latin words and sayings: *Pisces*, *virgo*, *clamo* *clamare*, *oro* *orare*, *timeo* *timere*. *Senatus Populusque Romanus*, *Fiat voluntas tua* (*Pater Noster*). In the declension of *lex*, students have heard the *-ibus* ending from *debitoribus* in the *Pater Noster*.

3. **DERIVATIVES,** clamor, clamorous, exclamation, orator, oratorio, oratory, moral, timorous, timid, intimidate, voluntary, pastoral, lecture.

4. GRAMMAR.

All nouns whose genitive singular ends in *-is* belong to the third declension.

In the third declension, masculine and feminine nouns are declined the same way. The declension of third declension nouns should be practiced in class until you are sure students understand how to (1) find the stem and (2) add the endings. The genitive singular form provides the stem, *leg.* Find the stem for all of the words in the vocabulary list: clamor, orator, senator, mor, timor, voluntat, pastor, virgin, lection, piscator.

Gender: In the third declension there are no characteristic endings to distinguish gender, as there are in the first two declensions. Each word has to be learned individually. Several rules can help in learning the gender of these nouns, however, and will be taught in the next few lessons. All gender rules have exceptions except for the first one.

Rule 1 - Natural gender: Words naming male persons are masculine; words naming female persons are feminine. There are no exceptions to this rule and it is always applied before any other rule, and applies to all declensions.

Rex, *frater*, *pater*, *imperator*, *miles*, *senator*, *orator*, *pastor*, *piscator*, *centurio*, *homo* are all masculine. *Poeta*, *nauta*, and *agricola* are masculine even though they are first declension nouns. Women had few occupations outside of the home, so any word describing a traditionally male role would be masculine.

Some words like *hostis* or *civis*, can refer either to a male or female and are indicated **COMMON** gender, *c.*

Ask students to pick out third decl. words that are feminine from last year's words in Lesson IV and this lesson: *mater*, *soror*, *virgo*

Lesson Plan XVIII & Key

Rule 2 - Masculine Endings Rule: Most words that have these endings are masculine.

or-oris

tor-toris

In the vocabulary lists, the gender of words with these endings will not be given unless they are exceptions. What words in today's vocabulary are masculine according to this rule? clamor, timor

LESSON XVIII ANSWER KEY

Sayings

1. Senatus Populusque Romanus
2. Thy will be done
3. Ave, Caesar, morituri te salutamus.

Grammar

1. third
2. Nouns that name male persons are masculine and nouns that name female persons are feminine. It applies to all declensions.
3. According to the natural gender rule the nouns in today's lesson that are masculine are: orator, senator, pastor, piscator. The nouns that are feminine are: virgo.
4. Applying the natural gender rule, nouns in Lesson IV that are masculine are: frater, pater, centurio, Caesar, imperator, miles, rex, homo. Feminine nouns from lesson IV are: mater, soror. Words like hostis and cards that can refer to either a male or female are called COMMON gender, c, and can be either masculine or feminine gender.
5. nauta, poeta, agricola.
6. clamor, clamoris; timor, timoris.
7. mos, moris, mori, MOREM, more, mores, MORUM, moribus, mores, moribus.
pastor, pastoris, pastori, pastorem, pastore, pastores, pastorum, pastoribus, pastores,
pastoribus. miles, militis, militi, militem, milite, milites, militum, militibus, milites, militibus.
piscator, piscatoris, piscatori, piscatorem, piscatore, piscatores, piscatorum, piscatoribus, piscatores,
piscatoribus.
clamor, clamoris, clamori, clamorem, clamore, clamores, clamorum, clamoribus, clamores, clamoribus.

Drill A

- | | | |
|-----------------------|-------------------------|---------------------------|
| 1. pastorem, pastores | 3. lectionem, lectiones | 5. piscatorem, piscatores |
| 2. clamorem, clamores | 4. virginem, virgines | 6. voluntatem, voluntates |

Drill B.

- | | | |
|-----------------|-------------------|------------------|
| 1. cumvoluntate | 4. in lectionibus | 7. clamoribus |
| 2. senatori | 5. timorum | 8. ad piscatores |
| 3. sine pastore | 6. moribus | |

Exercise A.

1. Christ WAS calling the fishermen.
2. The shepherd leads the lambs.
3. What were the senators saying in the forum?
4. The students will prepare lessons.
5. The Romans were farmers, not fishermen.

Exercise B.

1. Timores populum impediunt.
2. Mores populum ducunt.
3. Cum pastore ambulabat.
4. Virgo est sancta.
5. Marcus clamores audit.

Lesson Plan XIX

1. **SAYING** Cato ended every speech in the Senate with these words. Eventually Rome followed his advice and utterly destroyed her mortal enemy, Carthage, sowing the ground with salt.

2. **WORD STUDY.** Students should start to see patterns in the changes from nominative to genitive forms. io - ionis, tas - tatis, or - oris, x - cis, x - gis. According to Natural Gender Rule, what is the gender of dux and custos?

Related Latin words and phrases: Tempto, temptare; duco, ducere; libero, liberare. Panem nostrum cotidianum; et ne nos inducas in tentationem (Pater Noster).

3. **DERIVATIVES,** pantry, companion*, custody, custodian, temptation, pedal, centipede, pedestrian, impede, impediment, duke, duchess, aqueduct, arboretum, arbor, solar, solstice, parasol, care, charity, passion. * (companion - together/with bread- Breaking bread with someone is an act of friendship, fellowship.)

4. **GRAMMAR.** By the third declension students may start to confuse the different endings and feel overwhelmed. An index card containing all of the endings organizes the Latin declensions for students and makes the task appear much less intimidating. After all, anything that can be contained on an index card can't be all that difficult to learn! Students can use the card as a handy reference until they are confident without it. On a 3x5 or 4x6 card, draw one horizontal and three vertical lines and use each block for a set of endings. Add the endings in the top four blocks and the bottom left block as shown below. (The bold i in the genitive plural, 3rd decl., will not be added until lesson 20.) When the card is finished at the end of the year, students will feel a great sense of accomplishment and also feel they have a "handle" on the declensions.

1st decl. F.	2nd. decl. M.	2nd. decl. N.	Cases	Use
s. PL	s. PI.	s. PI.		
a ae	us i	um a	Nom.	sub.
ae arum	i orum	i orum	Gen.	poss.
ae is	is	is	Dat.	I.O.
am as	um OS	um a	Ace.	D.O.
a is	is	is	Abl.	by/with/from
3rd decl. Ml F.	3rd decl. N	4th decl.	5th decl.	
s. PL	s. PI.	s. PL	s. PL	
es	a	us	es	es
is ium	is um	us uum	ei	erum
i ibus	i ibus	ui ibus	ei	ebus
em es	a	um us	em	es
e ibus	e ibus	u ibus	e	ebus

Gender. Rule 3 - Feminine Endings Rule: Words with these endings are usually feminine.

tas - tatis
tus - tutis
tudo - tudinis
tio - tionis

Lesson Plan XIX & Key

The gender of words that observe this rule will not be given in vocabulary lists.

Legio is a word like ship, city, or nation. Even though a ship may have only men it is still considered feminine, even in English. Legio and passio have the endings io-ionis, which is not the same as tio-tionis. Both words, however, are feminine.

LESSON XIX ANSWER KEY

Sayings

1. Non oratorem, non senatorem, sed piscatorem.
2. Arma virumque cano.
3. Natura non facit saltum.
4. Credo in unum Deum.

Grammar

1. Custos, dux are masculine.
2. Arbor is an exception to the masculine rule.
3. Tentatio, libertas, caritas are feminine. From lesson XVII voluntas and lectio are feminine. From lesson IV, civitas, Veritas, virtus are feminine.
4. panis, panis, pani, panem, pane, panes, panum, panibus, panes, panibus.
arbor, arboris, arbori, arborem, arbore, arbores, arborum, arboribus, arbores, arboribus.
dux, ducis, duci, ducem, duce, duces, ducum, ducibus, duces, ducibus.
tentatio, tentationis, tentationi, tentationem, tentatione, tentationes, tentationum, tentationibus,
tentationes, tentationibus.
custos, custodis, custodi, custodem, custode, custodes, custodum, custodibus, custodes, custodibus.

Drill A

- | | |
|-------------------------------------|--|
| 1. by/with/from the leader, abl. s. | 5. with love, abl. s. |
| 2. to/for the guard, dat. s. | 6. by/with/from; to/for temptations, dat., abl., pl. |
| 3. bread, ace. s. | 7. of the feet, gen. pl. |
| 4. of the suns, gen. pl. | 8. of the trees, gen. pl. |

Drill B.

- | | |
|------------------|------------------|
| 1. sine passione | 5. tentationes |
| 2. in arboribus | 6. ad libertatem |
| 3. pani | 7. trans solem |
| 4. ducum | 8. circum pedes |

Exercise A

- | | |
|-------------------------------------|---------------------------------------|
| 1. Lucy places bread on the table. | 4. The earth moves around the sun. |
| 2. Christ gives liberty. | 5. The guards were closing the doors. |
| 3. The moon moves around the earth. | |

Exercise B

- | | |
|--|---|
| 1. Arbores in vento movent. | 3. Duces et senatores libertatem laudant. |
| 2. Apostoli tentationes et passionem habebant. | 4. Sol trans caelos* movebat (caelum is neuter in the singular, masculine in the plural). |

Lesson Plan XX

1. **SAYING.** Roman citizens had rights and protections that other subjects of the empire did not possess. Even st. Paul valued his Roman citizenship and used it to secure a trial after he was arrested. The conditions of his imprisonment were pleasant compared to the usual treatment of Christians. Eventually he met his death by beheading, rather than the horrible death of crucifixion, suffered by most of the other apostles. The feeling of Roman citizens moving about the empire must have been similar to the feelings of Americans as we travel about the world. Most governments are very concerned for the safety of the lives of American citizens, fearing to incur the wrath of the American government. Because the best of the ideals of Aeterna Roma are part of the foundation of western civilization, we can say proudly with st. Paul and others throughout history, I am a citizen of Rome.

2. **WORD STUDY.** Another pattern for third declension words is *ns - ntis*.

Related Latin words and phrases: *sedeo, civitas, finio finire. Mentis tuorum visita (Veni Creator Spiritus).*

3. **DERIVATIVES,** aviation, aviator, aviary, orbit, mental, artist, artificial, finish, definite, dental, dentist, sedentary, sedimentary, civil, civilian, civilization.

4. **GRAMMAR.** *Pars, partis, part*, is a third declension noun from Book I. What is the difference between this declension and the previous one? There is an *i* in the genitive plural. All of the nouns in today's lesson have this *i* in the genitive plural and are called *i*-stems. This will not pose any problem to students if it is presented as a little irregularity found in the third declension. Have students put a red *i* before the genitive plural ending on their index card to remind them that some third declension nouns have this irregularity. *I*-stem nouns can be *M*, *F*, or *N*.

3rd Decl. M/F

s.	PL
	es
is	ium
i	ibus
em	es
e	ibus

Words from Book I that are also *i*-stems are *hostis, urbis, ignis, collis, navis, nox, gens, mons, mors, pars*. In general these words are one or two syllables and often have the same number of syllables in both the nominative and genitive forms, *hostis, avis, finis, sedes, civis, orbis*, etc. It is not necessary for students to remember which nouns are *i*-stems this year or to overemphasize this lesson, since the genitive is not used this year.

Third declension nouns and 1st/2nd declension adjectives.

The adjectives learned last year and listed in lesson V are called 1st/2nd declension adjectives because they are declined exactly like the nouns from the first two declensions. But what if a third declension noun is modified by a 1st/2nd declension adjective? How would you say good leader or good law? Leader, *dux*, is a 3rd declension masculine noun and *good* is a 1st/2nd declension adjective which must agree with its noun in gender, number, and case. Therefore, good leader is *dux bonus* and good law is *lex bona*.

Good leaders are fighting in the battle.

The senators write good laws.

Duces boni in proelio pugnant.

Senatores leges bonas scribunt.

Lesson Plan XX & Key

The declensions of good leader and good law are:

S.	PI.	S.	PI.
dux bonus	duces boni	lex bona	leges bonae
ducis boni	ducum bonorum	legis bonae	legum bonarum
duci bono	ducibus bonis	legi bonae	legibus bonis
ducem bonum	duces bonos	legem bonam	leges bonas
duce bono	ducibus bonis	lege bona	legibus bonis

LESSON XX ANSWER KEY

Sayings

1. Hodie Christus natus est.
2. Delenda est Carthago
3. Caveat emptor
4. Anno Domini

(grammar

1. I-stems
2. dens, dentis, denti, dentem, dente, dentes, dentium, dentibus, dentes, dentibus.
sedes, sedis, sedi, sedem, sede, sedes, sedium, sedibus, sedes, sedibus.
ovis, ovis, ovi, ovem, ove, oves, ovium, ovibus, oves, ovibus.
- 3 (a) dux malus, ducis mali, duci malo, ducem malum, duce malo
duces mali, ducum malorum, ducibus malis, duces malos, ducibus malis
(b) lex bona, legis bonae, legi bonae, legem bonam, lege bona
leges bonae, legum bonarum, legibus bonis, leges bonas, legibus bonis

Drill A.

1. with the citizens
2. in snow
3. around the world
4. without skill
5. teeth
6. seats
7. of the birds
8. to/for the sheep
9. by/with/from the mind
10. end
11. of the citizens
12. to/for the bird

Drill B.

1. multae aves
2. parvae oves, parva ovis
3. artium
4. avium
5. cum ovibus/ove
6. sede
7. ad finem
8. magnae mentes

Exercise A.

1. The citizens are falling in the snow.
2. Birds do not have teeth.
3. The shepherds were leading the sheep.
4. What are the orators saying?
5. Poets sing with skill.

Exercise B.

1. Pastores oves defendebant.
2. Cives aves semper spectabant.
3. Nix de caelo cadit.
4. Puer dentem malum habet.

Review Lesson D & Key

Assign Call Cards for all words in this Review Lesson. When students have mastered the vocabulary (0 cards in the left stack), they should practice spelling the Latin words either orally or written, when going from English to Latin. To know a Latin noun means to know its spelling, declension and gender. To know a Latin verb means to know its spelling, conjugation, and principal parts (if given).

Continue to work on memorized passages and music.

REVIEW LESSON D ANSWER KEY

Drill A.

1. venit, he is coming
2. finiebatis, you were finishing
3. munimus, we fortify
4. puniebant, they were punishing
5. scis, you know

Drill B.

1. dens, dentis, m.
2. timor, timoris, m.
3. lectio, lectionis, f.
4. libertas, libertatis, f.
5. passio, passionis, f.
6. panis, panis, m.
7. sedes, sedis, f.
8. mens, mentis, f.
9. custos, custodis, m.
10. sol, solis, m.

READING#4

Caesar

Gauls and Romans were always fighting. The Gauls were barbarians. The Romans were citizens. The Senate and People of Rome were sending Caesar into Gaul. Caesar was punishing the Gauls because they were coming across the boundary of the province. Caesar and the soldiers were coming (came) into Gaul. Caesar was defending Rome and the Roman empire (Romanus can also be an adjective). The Gauls were brave but Caesar was conquering them. The Gauls were having (had) a great leader but Caesar was conquering him. Caesar was sailing toward Britain but he was not conquering Britain. However, Caesar was the greatest general. Caesar was a great orator, general and writer. Do you praise Caesar?

Lesson Plan XXI

1. **SAYING** Cicero opened his famous speech in the Senate against Catiline with **How** long will you abuse our patience, Catiline, and then he exclaimed, **Tempora, () mores**. This is the classic expression for those who want to bemoan the conditions of their **OWN** culture.
2. **WORD STUDY**. All of the words in today's lesson are neuter, except for **sal, salis** which is masculine.
3. **DERIVATIVES**, itinerary, vulnerable, invulnerable, saline, marine, maritime, submarine, cordial, core, courage, rural, vernal, operator, operation, fluid.
4. **GRAMMAR**. Invite students to compare the declension of these nouns with second declension neuter nouns. Neuter nouns always have the same nominative and accusative endings in both the singular and the plural. The vowel **a** is the plural ending in these two cases, as it **was** in the second declension.

Gender - The Neuter Endings Rule: 3rd decl. nouns which end in these letters are usually neuter.

US
E
EN
AR

The gender of words that observe this rule will not be given in the vocabulary lists.

ASSIGNMENT. Assign **CALL CARDS** for all third declension neuter words, Lessons IV, and XXI.

Lesson XXI Answer Key

Sayings

1. Romanus civis sum
2. Hannibal ad portas!
3. Non oratorem, non senatorem, sed piscatorem
4. Labor omnia vincit.

Grammar

1. All of the nouns in Lesson XXI, except sal, salis are neuter. The nouns that have typical neuter endings are: vulnus, mare, rus, opus, tempus, corpus. The neuter words in Lesson IV are: caput, tempus, flumen, nomen, corpus
2. carmen, carminis, carmini, carmen, carmine, carmina, carminum, carminibus, carmina, carminibus. vulnus, vulneris, vulneri, vulnus, vulnere, vulnera, vulnerum, vulneribus, vulnera, vulneribus. opus, operis, operi, opus, opere, opera, operum, operibus, opera, operibus. cor, cordis, cordi, cor, corde, corda, cordum, cordibus, corda, cordibus. miles, militis, militi, militem, milite, milites, militum, militibus, milites, militibus.
3. altum flumen, alti fluminis, alto flumini, altum flumen, alto flumine
alta flumina, altorum fluminum, altis fluminibus, alta flumina, altis fluminibus.
longum iter, longi itineris, longo itineri, longum iter, longo itinere
longa itinera, longorum itinerum, longis itineribus, longa itinera, longis itineribus.

Drill A.

- | | | | |
|--------------------|---------------|----------------|--------------------|
| 1. flumen, flumina | 2. cor, corda | 3. opus, opera | 4. vulnus, vulnera |
|--------------------|---------------|----------------|--------------------|

Drill B.

- | | |
|---------------------------|---------------------------|
| 1. great work | 5. through the rivers |
| 2. full heart | 6. by/with/from the wound |
| 3. many songs | 7. without many wounds |
| 4. across the countryside | 8. in salt |

Drill C

- | | |
|---------------------|---------------------|
| 1. cordibus | 5. in alto mare |
| 2. itinera | 6. carminum bonorum |
| 3. in alto flumine | 7. carminis boni |
| 4. per altum flumen | 8. operibus bonis |

Exercise A.

1. The journey is long.
2. The wounds were bad.
3. The soldiers were coming across many rivers.
4. The soldiers have many wounds but are fighting.
5. Many sheep and lambs are in the countryside.

Exercise B.

- | | |
|---------------------------------|-------------------------------------|
| 1. Poeta sine corde canit. | 3r. Milites in rure pugnant. |
| 2. Poetae multa carmina canunt. | 4. Pueri et puellae ver exspectant. |

Lesson Plan XXII & Key

1. SAYING. Even the smallest action has consequences, casts a shadow.
2. WORD STUDY. All of these words except for the three nouns are adverbs. They are often some of the most difficult words to learn because they usually are not related to English words and the meanings are easily confused. I think the best way to learn them is to say the words aloud with the English meaning immediately afterwards. Many students learn a pun or some trick to help bring the meaning to mind.
3. DERIVATIVES, oral, orifice, jury, just, injure, font, fount
4. GRAMMAR. Add these endings to student index card. Only two more blocks to fill and students will have learned all of their declensions!

LESSON XXII ANSWER KEY

Sayings

1. O tempora, O mores
2. Mea culpa
3. Romanus civis sum
4. Stupor mundi

Grammar.

1. nominative and accusative
2. fons, fontis, fonti, fontem, fonte, fontes, fontium, fontibus, fontes, fontibus.
jus, juris, juri, jus, jure, jura, jurumjuribus, jura, juribus.
os, oris, ori, os, ore, ora, orum, oribus, ora, oribus.

Drill A.

- | | |
|--------------------------------|------------------------------------|
| 1. rights | 5. from all sides |
| 2. of the fountains | 6. also |
| 3. to/for, by/with/from mouths | 7. to/for, by/with/from the rights |
| 4. for a long time | 8. to/for the fountain |

Drill B.

1. amico, ori, pani, stellae, gaudio
2. venti, puellae, juris, legis, studii
3. pueris, casis, mandatis, fontibus, timoribus

Exercise A.

1. At that time the soldiers were coming from all sides.
2. The senators have many fears, however they are staying.
3. Even the fountain does not have water.
4. The teacher was teaching, however the student was opening (his) mouth.

Exercise B.

1. Statim imperator pacem petit.
2. Cives pacem petunt, imperatores autem bellum parant.
3. Fontes multam aquam habebunt.
4. Custodes portas diu aperiunt.

Lesson Plan XXIII

1. **SAYING.** Satire from Cicero. The scriptures also speak of wolves in sheep's clothing. It is often the sad state of affairs that the very men we need to be protected from are, in fact, put in authority over us.

2. **WORD STUDY.** Like some English words, the singular and plural of these 4th declension words cannot be distinguished in the nominative (sheep). Fourth declension words are masculine unless otherwise indicated. The fourth and fifth declensions are very small, containing few words.

Related Latin words and phrases; equus, porta (gate), Senatus Populusque Romanus, venio.

3. **DERIVATIVES,** advent, adventure, equestrian, exercise, port, seaport, spiritual, fruit, impetuous.

4. **GRAMMAR.** This declension is easy, u being the dominant vowel. Add these endings to student index card and look forward to the 5th and last declension next week.

Lesson XXIII Answer Key

Sayings

1. Etiam capillus unum habet umbram.
2. Glory to the Father, Son, and the Holy Ghost.
3. semper fidelis
4. Arma virumque cano.

Grammar

4th

masculine

equitatus, equitatus, equitatui, equitatum, equitatu

equitatus, equitatum, equitatibus, equitatus, equitatibus

altus lacus, alti lacus, alto lacui, altum lacum, alto lacu

alti lacus, altorum lacuum, altis lacibus, altos lacus, altis lacibus

usus, usus, usui, usum, usu, usus, usuum, usibus, usus, usibus

Drill A

1. fructum, fructus
2. equitatum, equitatus
3. usum, usus
4. impetum, impetus

Drill B

- | | |
|-------------------------------------|------------------------------------|
| 1. Of the fruits | 8. attack |
| 2. arrival | 9. in the spirit |
| 3. to/for, by/with/from the harbors | 10. with the senate |
| 4. without the cavalry | 11. to/for, by/with/from the lakes |
| 5. away from the lake | 12. " the experiences |
| 6. down from the harbor | |
| 7. toward the army | |

Drill C.

- | | |
|-----------------|----------------|
| 1. circum lacum | 5. portuum |
| 2. per portus | 6. adventui |
| 3. in equitatum | 7. usu |
| 4. cum exercitu | 8. trans lacum |

Exercise A.

1. The general was leading the army around the lake.
2. The Senate will wait for the arrival.
3. The farmers will carry fruit to the harbor.
4. The general was preventing the attack.

Exercise B.

1. Exercitus ad Carthaginem venit.
2. Equitatus undique venit.
3. Christus Spiritum Sanctum mittit.
4. Imperator magnum exercitum ducit.

Lesson Plan XXIV

1. **SAYING** The Dies Irae is a beautiful and famous hymn (a good college dictionary will have an entry for Dies Irae) from the Middle Ages that is sung in the Requiem Mass (funeral Mass). It describes the day of judgment and implores God for mercy. The Dies Irae has been a favorite of composers because of its dramatic qualities and beauty. Mozart's Requiem Mass is the most famous and is performed often by Choral groups, much like Handel's Messiah. The mysterious circumstances surrounding the commission of this Mass by a stranger and Mozart's death before its completion add to the mystique of this much performed work. This story is retold in the contemporary movie Amadeus, which does have a beautiful sound track, containing some of the Dies Irae, even though the portrayal of Mozart is disappointing.

2. **WORD STUDY.** Fifth declension words usually end in es in the nominative. The genitive singular ending is ei. Students will have some difficulty with these words because of the double vowel and the fact that the stem may end in an i. The stem of dies is di, the stem ofacies is aci, the stem of res is r. Fifth declension words are feminine unless otherwise noted.

Ab extra: Carpe diem, Seize the day. Per diem, per day. The battle cry of the Protestant reformation was sola fide, by faith alone (in the ablative case). The three Christian virtues are fides, spes and caritas.

3. **DERIVATIVES,** dial, diary, fidelity, infidel, real, republic, despair, desperado, meridian, facial, facade, facile.

4. **GRAMMAR.** Add these endings to the final block in student index cards and have a celebration.

This passage from I Cor. 13: 12-13 may provide a good classroom exercise in translation. Read aloud from an English translation and then let students copy the Latin and match English and Latin words.

Videmus	nunc	per	speculum	in	enigmate,	tunc	autem	facie	ad	faciem.
We see	now	through	mirror	in	darkness	then	however	face	to	face.

Nunc	cognosco	ex parte,	tunc	autem	cognoscam	sicut	et	cognitus	sum.
Now	I know	from (in) part,	then	however	I will know	as (also)		I am known	

Nunc	autem	manet,	fides	spes,	caritas,	tria haec.
Now	however	remains	faith	hope	charity (love)	three these

Maior	autem	his	est	caritas.
Greatest	however	of these	is	love.

Lesson Plan XXIV Answer Key

Sayings

1. Signum Cruris
2. Etiam capillus unus habet umbram.
3. praeclarum custodem ovium lupum.
4. Thank you

Grammar

1. 5th
2. feminine, dies, meridies
3. facies nova, faciei novae, faciei novae, faciem novam, facie nova, facies novae, facierum novarum, faciebus novis, facies novas, faciebus novis. dies bonus, diei boni, diei bono, diem bonum, die bono, dies boni, dierum bonorum, diebus bonis, dies bonos, diebus bonis, spes, spei, spei, spem, spe, spes, sperum, spebus, spes, spebus.

Drill A.

1. diem, dies
2. spem, spes
3. rem, res
4. faciem, facies

Drill B.

1. into the long battle line
2. holy faith
3. through hope
4. without many things
5. from the battle line
6. after midday
7. of good things
8. to/for, by/with/from many good days

Drill C.

1. multis et bonis rebus
2. sola fide
3. facierum
4. sine spe
5. sine diebus
6. sine fide
7. facies tua
8. rerum novarum

Exercise A.

1. God prepares many good things.
2. Christians have faith and hope.
3. The soldier was fighting in the long battle line.
4. The girl has a new face!

Exercise B.

1. Facies mea discipulum monet.
2. Equitatus in aciem venit.
3. Deus speremdat.
4. Dies longi sunt.

Lesson Plan XXV

1. **SAYING** Happiness is closely allied to gratitude. Deo gratias for another year of Latin!

2. **WORD STUDY.** Students should recognize these words as first and second declension adjectives. Christiamis and Rumanus can be both nouns and adjectives as they are in English.

Related Latin words and phrases: alma mater, Veritas, O praeclarum custodem ovium lupum. Laeti triumphantes (Adeste Fidelis/

3. **DERIVATIVES,** clarity, clearance, clarify, clarinet, Cupid, cupidity, albino, alien, alienate, verily, verify, verdict, beatitude.

4. **GRAMMAR.** More practice in using first and second declension adjectives modifying nouns in other declensions.

Lesson XXV Answer Key

Sayings

1. Dies Irae
2. praeclarum custodem ovium lupum.
3. O tempora, O mores
4. Alma mater

Drill A.

- | | |
|------------------|------------------------|
| 1. famous man | 7. nurturing friends |
| 2. famous woman | 8. true faith |
| 3. happy men | 9. Blessed Virgin Mary |
| 4. happy women | 10. Roman village |
| 5. white lamb | 11. happy poet |
| 6. foreign enemy | 12. Christian virtues |

Drill B.

- | | |
|---------------------------|-------------------|
| 1. g ^{ns} aliena | 7. cor verum |
| 2. coralmum | 8. fides alma |
| 3. Christiana fides | 9. nix albina |
| 4. deiRomani | 10. ovesalbinae |
| 5. annus beatus | 11. custosalienus |
| 6. spesvera | 12. puercupidus |

Exercise A.

1. Christians have the True Faith.
2. What are the Christian virtues? The Christian virtues are Faith, Hope and Charity.
3. The soldier has an eager heart.
4. The poets love a happy song.

Exercise B.

1. Christiani cum Jesu in Caelo beati et laeti erunt.
2. Iter longum erat, sed laetum.
3. Bella Romana sunt clara.
4. Romani cum gentibus alienis pugnabant.

Review Lesson E & Answer Key

Assign all CALL CARDS for words in this review lesson.

Assign the Pater Noster again for students to translate. They know most all of the words and can now identify the cases of many of the words and what part of the sentence they are. Try some other memorized passages or songs for classroom translation.

REVIEW LESSON E ANSWER KEY

Drill A.

1. fluminibus	to/for the rivers
2. fide	by/with/from faith
3. spirituum	of the spirits
4. jura	rights
5. vera	springs
6. lacibus	by/with/from the lakes
7. usus	of the use
8. aciei	to/for the battle line
9. os	mouth
10. sali	to/for the salt

READING # 5

Christians and Romans

For a long time the Romans were not liking (did not like) the Christians. The Christians were adoring (worshipping) Christ, God, and the Holy spirit. Christians were singing songs in church. Christians were eating bread and drinking wine in church. Christians were teaching and believing the truth. Christians were placing faith in Christ, not in Caesar. Christians were not worshipping (adoring) Caesar.

The Romans were punishing the Christians. There was a great fire in Rome (A great fire was in Rome). Nero, the Roman emperor, addressed the Christians. You have guilt (are guilty), he said. However, the Christians were not fearing Nero because they were placing faith in Christ. Nero was ordering the Christians to the Colosseum. Lions were coming into the Colosseum. However, the Christians were not fearing the lions. The Christians were praying and praising Christ in songs. Christians were giving their lives for Christ. The Christians were happy and blessed and now are in Heaven. Do you praise the Christians or the Romans?

Tests and Keys

Test I

Latin II Test Lessons 1-5

nomen

datum

A. Grammar

1. List all five Latin cases.

2. The direct object is always in the _____ case.

3. Fill in these boxes with the usual word order of a Latin sentence.

4. Give the nominative and genitive singular endings for each declension.

First Declension

Second Declension

Third Declension

nominative

genitive

5. Give all three English meanings for voco in the present tense,

voco

vocas

vocat

vocamus

vocatis

vocant

B. Sayings. Translate

1. The mother of Italy - Rome

2. Ever higher!

3. Lamb of God who takes away the sins of the world.

4. The Roman Peace

C. Forms. Give the correct forms for each noun.

	Norn. Pl.	Ace. S.	Ace. Pl.
1. gaudium			
2. corona			
3. locus			
4. signum			
5. nuntius			
6. femina			

D. Forms. Give the correct form of each verb.

- | | |
|---------------------|-----------------|
| 1. They are walking | 2. He does work |
| 3. I was praying | 4. We will move |

F Translation

- Roma magnam gloriam amat.
- Deus multa praemia dabit.
- Rex gladios occupabat.
- The people fear the Lord.

G. Vocabulary. Give the nominative and genitive for nouns.

- | | |
|-----------|-----------------|
| 1. sister | 2. ship |
| 3. death | 4. fire |
| 5. dinner | 6. bear |
| 7. eye | 8. sin, mistake |
| 9. first | 10. against |
| 11. often | 12. bad |

Test II

Latin II Test II Lessons 6-10

nomen

datum

A. Grammar

1. The genitive singular is always used to (a)
(b)
2. Three 1st declension nouns that are masculine are
3. Give the correct case or cases for the following:
 - a. subject
 - b. direct object
 - c. objects of prepositions
4. Define
 - a. subject
 - b. direct object
 - c. preposition _

B. Vocabulary. Give nominative form and genitive singular ending (or form) for nouns.

- | | |
|-------------------------|---------------------|
| 1. door, entrance | 11. harp |
| 2. commandment | 12. farmhouse |
| 3. altar | 13. book |
| 4. town, village | 14. a Gaul |
| 5. across | 15. around, about |
| 6. without | 16. danger, peril _ |
| 7. time, period, age | 17. gate, door |
| 8. shadow | 18. knowledge |
| 9. enthusiasm, learning | 19. beginning _ |
| 10. through | 20. shield |

C. Sayings. Translate.

1. The master has spoken
2. Natura non facit salrum
3. Retro Satana!
4. Hannibal at the gates!
5. Repetition is the mother of learning

D. Forms: Decline puer and liber

E. Translate

1. The lamb does not love the wolf.
2. Discipulilibrosmultosamant.
3. Farmers and poets live in the village.
4. Marcus in casam ambulabat.

Test III

Latin II Test III Lessons 11-15

nomen

datum

A. Grammar

1. Give the endings for the regular principal parts:

1st conjugation verbs

2nd conjugation verbs

2. Give the principal parts for these verbs. The principal parts are irregular.

a. pono

b. do

c. sto

d. mitto

3. Give the principal parts for these verbs. The principal parts are regular.

a. moneo

b. voco

c. valeo

d. tempto

4. Conjugate SUM in three tenses with English meanings.

Test III

B. Forms. Conjugate *rego* in the present and imperfect tenses.

D. Sayings.

1. *in* sing of arms and a man.

2. Let the buyer beware.

3. To err is human.

4. *in* believe in one God.

E. Vocabulary. Give the Latin verb with its 2nd principal part.

1. do, drive, act, treat

7. drink

2. seek, beg

8. believe

3. answer, reply

9. say, tell

4. greet

10. laugh_

5. rule

11. lead, guide

6. remain, stay

12. eat

F Translate

1. *Pueri et puellae in agro currunt.*

2. Girls are warning the boys.

3. *Angeli cum citharis et tubis canunt.*

4. A book was on the table.

Test IV

Latin II Test IV Lessons 16-20

nomen

datum

A. Grammar

1. Give the endings for the regular principal parts,

- a. 1st conjugation
- b. 2nd conjugation
- c. 4th conjugation

2. a. Give the principal parts of audio.

b. On the back conjugate audio with meanings in the present and imperfect tenses.

3. Give the endings for:

nominative singular

genitive singular

- a. 1st declension
- b. 2nd declension
- c. 3rd declension

4. Decline lex and pars.

Test IV

B. Gender. Give the gender of these nouns and the rule.

noun	gender	rule
1. lectio, lectionis		
2. pastor, pastoris		
3. voluntas, voluntatis		
4. clamor, clamoris		

C. Sayings.

- 1 Carthage must be destroyed.
2. I am a citizen of Rome.
3. Non oratorem, non senatorem, sed piscatorem.
4. Hail Caesar, we who are about to die salute you.

D. Vocabulary. Give nominative and genitive forms for nouns.

1 tomorrow	11. nothing
2. custom	12. yesterday
3. foot	13. love, charity
4. tree	14. tooth
5. bird	15. snow
6. sheep	16. world, orbit, circle
7. seat, abode	17. freedom, liberty
8. suffering __	18. temptation
9. bread	19. guard
10. because	20. who?

E. Translate

- 1 A girl is opening the door.
2. The leaders and senators praise liberty.
3. Lucia panem in mensa ponit.
4. Ubi est agnus?

Test V

Latin II Test V Lessons 21-25

nomen

datum

A. Grammar

1. Give the nominative and genitive singular endings for each declension.

Third Declension

Fourth Declension

Fifth Declension

nominative

genitive

2. In Latin, neuter nouns in any declension, singular or plural, always have the same endings in what two cases?

3. Decline (a) flumen

(b) portus

(c) res

Test V

B. Vocabulary. Write words with endings given in vocabulary lists. Give gender for ex. cr.

- | | |
|-----------------|--------------------------|
| 1. heart | 11. sea |
| 2. song | 12. fountain |
| 3. on all sides | 13. at once, immediately |
| 4. lake, pit | 14. attack |
| 5. midday | 15. battle line |
| 6. true | 16. blessed |
| 7. glad, happy | 17. white |
| 8. face | 18. army |
| 9. mouth | 19. however |
| 10. journey | 20. work, deed |

C. Sayings

1. Day of Wrath
2. O the times, O the customs
3. Deo gratias
4. O excellent protector of sheep, the wolf.
5. Etiam capillus unus habet umbram.

D. Translate.

1. Multi oves et agni in rure sunt.
2. Miles cor cupidum habet.
3. Poets love a happy song.

Test Key

Test :

A. Grammar

1. nominative, genitive, dative, accusative, ablative
2. accusative
3. subject direct object verb
4. a us, urn varies (—
 ae i is
5. i call, do call, **am** calling
 you call, do call, are calling
 he, she, it calls, **does** call, is calling
 we call, do call, are calling
 you call, do call, are calling
 they call, do call, are calling

B. Sayings

1. **Mater** Italiae - Roma
2. Excelsior!
3. **Agnus Dei** qui tollis peccata mundi.
4. **Pax Romana**

C. Forms

1. gaudia, gaudium, gaudia
2. corone, coronam, coronas
3. loci, locum, locos
4. signa, signum, signa
5. nuntii, nuntium, nuntios
6. feminae, feminam, feminas

D. Forms

- | | |
|-------------|--------------|
| 1. ambulant | 2. laborat |
| 3. orabam | 4. movebimus |

E. Translation

1. **Rome** loves great glory.
2. **God** will give **many** rewards.
3. The king was seizing the swords.
4. **Populus Dominum** timet.

F. Vocabulary

- | | |
|-------------------|----------------------|
| 1. soror, sororis | 2. navis, navis |
| 3. mors, mortis | 4. ignis, ignis |
| 5. cena, cenae | 6. ursae, ursae |
| 7. oculus, oculi | 8. peccatum, peccati |
| 9. primus, a, um | 10. contra |
| 11. saepe | 12. malus, a, um |

Test Key

Test II

A. Grammar

1. (a) identify the declension, (b) find the stem.
2. nauta, poeta, agricola
3. a. nominative
b. accusative
c. accusative and ablative
4. a. The subject is the thing or person that performs the action of the verb.
b. The direct object is the thing or person that receives the action of the verb.
c. A preposition is a word that shows the relationship between a noun (or pronoun) and another word in the sentence.

B. Vocabulary

- | | |
|----------------|-------------------|
| 1. janua, ae | 11. cithara, ae |
| 2. mandatum, i | 12. villa, ae |
| 3. ara, ae | 13. liber, libri |
| 4. vicus, i | 14. Gallus, i |
| 5. trans | 15. circum |
| 6. sine | 16. periculum, i |
| 7. saeculum, i | 17. porta, ae |
| 8. umbra, ae | 18. scientia, ae |
| 9. studium, i | 19. principium, i |
| 10. per | 20. scutum, i |

C. Sayings

1. Magister dixit.
2. Nature does not make leaps.
3. Get thee behind me Satan.
4. Hannibal ad portas!
5. Repetitio mater studiorum.

D. Forms

puer	pueri	liber	libri
pueri	puerorum	libri	librorum
puero	pueris	libro	libris
puerum	pueros	librum	libros
puero	pueris	libro	libris

E. Translate

1. Agnus lupum non amat.
2. Students love many books.
3. Agricolae et poetae in vico habitant.
4. Mark was walking into the cottage.

Test Key

Test III

A. Grammar

1. o, are, avi, atus
eo, ere, ui, itus
2. a. pono, ponere, posui, positus
b. do, dare, dedi, datus
c. sto, stare, steti, status
d. mitto, mittere, misi, missus
3. a. moneo, monere, monui, monitus
b. voco, vocare, vocavi, vocatus
c. valeo, valere, valui, valitus
d. tempto, temptare, temptavi, temptatus
4.

sum	I am	sumus	We are
es	you are	estis	you are
est	he, she, it	sunt	they are
	is		
eram	I was	eramus	We were
eras	you were	eratis	you were
erat	he, she, it	erant	they were
	was		
ero	I will be	erimus	We will be
eris	you will be	eritis	you will be
erit	he, she, it	erunt	they will be
	will be		

B. Forms

rego	regimus	regebam	regebamus
regis	regitis	regebas	regebatis
regit	regunt	regebat	regebant

D. Sayings

1. Arma virumque cano.
2. caveat emptor
3. Errare est humanum.
4. Credo in unum Deum.

E. Vocabulary

- | | |
|--------------------------|-------------------|
| 1. ago, agere | 7. bibo, bibere |
| 2. peto, petere | 8. credo, credere |
| 3. respondeo, respondere | 9. dico, dicere |
| 4. saluto, salutare | 10. rideo, ridere |
| 5. rego, regere | 11. duco, ducere |
| 6. maneo, manere | 12. edo, edere |

F. Translate

1. Boys and girls are running in the field.
2. Puellae pueros monent.
3. Angels are singing with harps and trumpets.
4. Liber in mensa erat.

Test Key

Test IV

A. Grammar

1. a. o, are, avi, atus
b. eo, ere, ui, irus
c. io, ire, ivi, irus
2. a. audio, audire, audivi, auditus
b. audio I hear audimus we hear
audis you hear auditis you hear
audit he, she, it audiunt they hear
hears
audiebam / was hearing audiebamus we were hearing
audiebas you were hearing audiebatis you were hearing
audiebat he, she, it was audiebant they were hearing
hearing
3. a. a ae
b. us, um, er, ir i
c. vanes is
4. lex leges pars partes
legis legum partis partium
legi legibus parti partibus
legem leges partem partes
lege legibus parte partibus

B. Gender

1. feminine feminine endings rule (tio, tionis)
2. masculine natural gender, shepherds were all men
3. feminine feminine endings rule, (tas, tatis)
4. masculine masculine endings rule (or, oris)

Sayings

1. Delenda est Carthago
2. Romanus civis sum
3. Not an orator, not a senator, but a fisherman
4. Ave Caesar, morituri te salutamus

D. Vocabulary

- | | |
|----------------------|---------------------------|
| 1. eras | 11. nihil |
| 2. mos, moris | 12. heri |
| 3. pes, pedis | 13. caritas, caritatis |
| 4. arbor, arboris | 14. dens, dentis |
| 5. avis, avis | 15. nix, nivis |
| 6. ovis, ovis | 16. orbis, orbis |
| 7. sedes, sedis | 17. libertas, libertatis |
| 8. passio, passionis | 18. tentatio, tentationis |
| 9. panis, panis | 19. custos, custodis |
| 10. quod | 20. quis |

E. Translate

1. Puella Januam aperit.
2. Duces et senatores libertatem laudant.
3. Lucy is putting bread on the table.
4. Where is the lamb?

Test Key

TestV

A. Grammar

1.

varies	us	es
is	us	ei

2. nominative and accusative

flumen	flumina	portus	portus	res	res
fluminis	fluminum	portus	portuum	rei	rerum
flumini	fluminibus	portui	portibus	rei	rebus
flumen	flumina	portum	portus	rem	res
flumine	fluminibus	portu	portibus	re	rebus

B. Vocabulary

- | | |
|--------------------------------------|-----------------------|
| 1. cor, cordis, n. | 11. mare, maris, n. |
| 2. c ^o mien, carminis, n. | 12. fons, fontis, n. |
| 3. undique | 13. statim |
| 4. lacus, us, m. | 14. impetus, us, m. |
| 5. meridies, ei, m. | 15. acies, ei, / |
| 6. verus, a, urn | 16. beatus, a, um |
| 7. laetus, a, um | 17. albus, a, um |
| 8. facies, ei, / | 18. exercitus, us, m. |
| 9. os, oris, n. | 19. autem |
| 10. iter, itineris, n. | 20. opus, operis, n |

C. Sayings

1. Dies Irae
2. tempora, mores
3. Thanks be to God
4. praeclarum custodem ovium lupum
5. Even one hair has a shadow

D. Translate

- 1 Many sheep and lambs are in the countryside.
- 2 The soldier has an eager heart.
- 3 Poetae carmen laetum amant.

History Guide and Key

History Guide and Key

Chapter 14

1. The Punic Wars
2. Punic refers to Roman name for Phoenicia.
3. About 500 years, from 753 B.C. to 264 B.C.
4. Carthage had a navy.
5. Rome was originally based on a farming economy. Carthage was a great commercial city, engaging in trade throughout the Mediterranean world. Romans thought the only honorable work for a man was farming or soldiering. Carthaginians were sailors and traders.
6. Rome worshipped the pagan gods similar to those of the Greek religion. Romans were especially devoted to the domestic gods of hearth and home. Carthage received her religion from her motherland, Phoenicia. It was the religion, described in the Bible, as the worship of Baal or Moloch. It involved human sacrifice, especially of infants, on a very large scale and was the most evil religion in the ancient world.
7. Sicily
8. Regulus took a Roman army to northern Africa to defeat Carthage, but lost the battle and was captured.
9. Regius valued his word, and the welfare and honor of Rome.

Chapter 15

1. Spain
2. By acts of kindness
3. The Alps
4. Hannibal was one of the greatest generals in history; he had brilliant strategy and used the topography of the land to his advantage. Hannibal had elephants.
5. A Fabian policy is one of delay, avoiding a direct confrontation, attempting to defeat the enemy by wearing him down rather than winning a pitched battle. It got its name from the Roman general Fabius who used this tactic rather than meeting Hannibal in a direct battle, which he knew he could not win.
6. At the battle of Cannae, the Romans lost 70,000 men.
7. Scipio took an army to north Africa and Hannibal went back to defend Carthage.
8. Hannibal offered to divide the Mediterranean Sea between Rome and Carthage, so that both could be great nations.
9. Alexander the Great, Pyrrhus, Hannibal.
10. Hannibal did not have the siege equipment necessary to take a large and well fortified city like Rome. Hannibal received very little support from the Italian people who, he had hoped, would rise up against Rome and follow him as their liberator. The Italian allies of Rome were, for the most part, loyal to her. Carthage foolishly failed to send reinforcements to Hannibal that would have enabled him to complete the conquest of Rome, preferring instead to enjoy its wealth, material comforts, and pleasures of city life. The people of Carthage did not have the spirit of sacrifice and love of country that enabled Rome to always defeat her enemies. The discipline and virtues of Rome defeated the genius and wealth of Carthage.

Chapter 16

1. Cato did the job of censor so well that he was thereafter identified with it and it with him. He brought discipline back to Rome. Cato was serious, disciplined, severe, humorless.
2. Delenda est Carthago: Carthage must be destroyed.
3. Rome asked Carthage to move the city ten miles inland.
4. 264 B.C. - 146 B.C., 118 years

History Guide and Key

Chapter 17

1. Cornelia, the daughter of Scipio, called her sons, her jewels.
2. The patricians had ceased to observe the ancient custom of dividing up the public lands with the plebeians. All of the land went to the nobles who worked it with slaves and the plebeians who had fought in the wars of conquest had no farms to till.
3. He proposed a land distribution law: the nobles would get 500 acres plus 250 acres for each son, and the rest of the public lands would be divided among the plebeians.
4. His brother, Caius.
5. The nobles said that the Gracchi wanted to be kings.
6. In order to prevent war between the nobles and plebeians.

Chapter 18

1. Marius
2. They needed him for the defense of Rome because he was such a great general.
3. The Cimbri, Teutones, and Ambrones were from the shores of the Baltic Sea in northern Europe.
4. The barbarians relied upon emotion and physical strength to win battles. The Romans relied upon discipline, organization, and skill. The battle cry and savage appearance of the barbarians is similar to the American Indian preparation for battle.
5. They asked for land and he said "Never mind the Teutones and Ambrones, they have lands already. We have given them some which they will keep forever. We will give you the same".
6. The Social War was a war between Rome and her socii, allies, in Italy. The Italian tribes and nations had made a great contribution to Rome's struggle with Carthage and now wanted to be rewarded with the benefits of citizenship. Sulla gained great praise because of the Social War and was said to be a better general than Marius.
7. The war against Mithridates, king of Pontus.
8. "Go tell your governor that you saw Caius Marius sitting on the ruins of Carthage."
9. While Sulla was in the east fighting Mithridates, Cinna raised an army for the plebeian party and asked Marius to come back to Rome. Marius took revenge on the supporters of Sulla, killing many of them. He died two weeks after becoming consul for the seventh time.

Chapter 19

1. Mithridates, king of Pontus.
2. It was the most strongly fortified city in the ancient world.
3. A battering ram.
4. The Marian party, Cinna, and Marius the Younger.
5. All of the followers of Marius were hunted out of their hiding places and killed without mercy. Every day a list was made up of those to be found and killed. In the Triumph, Sulla rode in a splendid chariot like a king, followed by a parade of soldiers, slaves, and wagons full of riches captured in the war.
6. He resigned as dictator and retired to his villa in Naples, passing his time in feasting, merriment and study.

Chapter 20

1. People living on the coasts of Asia Minor built fast ships and raided trading ships and coastal communities.
2. Pompey divided the Mediterranean Sea up into 3 districts and sent a fleet of Roman ships into each district to hunt the pirates down and destroy them and their ships.

History Guide and Key

- 3 Pompey entertained the people in a new large theater, seating 40,000, with wonderful exhibitions and games. He established a gladiator school. While the people were amused, he ran the government to suit himself.
4. Pompey had fought with Sulla against the Marians.

Chapter 21

- 1 Julius Caesar was a great writer, orator, general, politician. A few men in history excel in one or two of these fields; no other man in history excelled in all of them.
2. Caesar's aunt was the wife of Marius.
- 3 "In that young man, there is many a Marius."
4. The plebeians.
- 5 Governor of Spain
6. 3000
7. eagle
8. Caesar's campaign in Gaul took 8 years. His military journal is De Bello Gallico, About the Gallic War. It is traditionally read in the second year of Latin study in high school.
9. Pompey
10. Pompey passed a law that Caesar was a public enemy and must be put down.
11. Rubicon
12. In the plain of Pharsalia, in Thessaly, a district of Greece.
13. Pompey was treacherously killed in Egypt by the order of Ptolemy, the king.
14. "Veni, vidi, vici."
15. Emperor
16. He corrected the calendar by adding a day every four years.
17. Beware the ides of March. Ides is the 15th of the month.
18. Brutus
19. They said they had "saved the republic" by keeping Caesar from becoming a king.
20. Antony

These questions are suitable for class discussions, especially for older students. A variety of opinions may be expressed. Some suggested answers follow.

- A. Caesar, like Pompey, lavished much of his money on the people with entertainments and games. The influence of money on elections is a problem in all republics, as it is in America today,
- B. It means that a person has taken a fateful step from which there is no turning back. The step has grave consequences. Caesar is reputed to have said at that crossing "The die is cast."
- C The Roman virtues necessary for self-government had already been destroyed by the wealth and power that had come to Rome through her conquest of other nations. Sulla, Marius, Pompey and Caesar had all been dictators because the Senate no longer had the respect and moral authority necessary to rule the people. Republican government could not be restored to Rome by killing Caesar.
- D. A republic is based on self-government; empire is the governing of foreign peoples. There is a fundamental conflict between these two. This is illustrated by the demand of the Italian allies for Roman citizenship; the conquered nations wanted to be incorporated into the Roman republic. Republican government is not suited well for large areas and diverse peoples. An empire is too large to be ruled by democratic or republican processes. Empire building creates great wealth that has a corrupting effect on

History Guide and Key

the upper classes and destroys the very virtues that enabled the nation to build an empire in the first place. Which is better: empire or a republic? The Roman empire brought prosperity, peace and Graeco-Roman culture to the peoples she conquered. For the Roman people, however, the empire brought the loss of self-rule and the impoverishment of the plebeians. The ideal age of Rome is always considered to be the glory days of the Republic, not the decadent empire.

- E. This question is a good one for many interesting discussions. American military presence, on land and sea, is completely dominant throughout the world and is a defacto empire although not an acknowledged one. American commercial and cultural interests are also very dominant in every part of the world. There are many similarities and differences between Rome and America.

Chapter 22

- 1 Cicero
- 2 Catiline conspiracy
- *3. Catiline Orations
- *4. During the time Caesar was a high priest in Rome, before the Gallic War, 63 B.C.

Chapter 23

- 1 The Second Triumvirate was Octavius, Antony, Lepidus. (The First Triumvirate was Caesar, Pompey, Crassus)
- 2 Rule by three men.
- 3 Brutus was defeated at Philippi in Macedonia, and he fell on his sword.
4. Octavius defeated Antony and Cleopatra at the battle of Actium. Antony stabbed himself and Cleopatra died from the bite of a poisonous snake called an asp.
5. Octavius
6. Octavius' name was changed to Augustus, which means sacred.
7. Augustus became emperor in 23 B.C.
8. Praetorian Guard
9. Horace, Virgil, Varius, Ovid, Livy. Jesus Christ was born during the reign of Caesar Augustus, Luke 2:1.

Chapter 24

- 1 Tiberius, Caligula, Claudius, Nero
2. Poison, drowning
- 3 Christians. The Apostle Paul was beheaded and Peter was crucified.
4. Seneca, Lucan
- *5. It means that the rulers are amusing themselves, instead of attending to the the serious problems of the nation.

Chapter 25

1. Galba, Otho, Vitellius
2. Titus destroyed Jerusalem and the temple in 70 A.D.
- *3. Matthew 24: 1-35, especially verses 1, 2, 34.
- *4. The Arch of Titus is still standing in the Forum in Rome and its carving of the menorah being carried out to the Temple is very clear. It was built to commemorate the destruction of Jerusalem and other accomplishments of Titus.

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5. Titus finished the Colosseum, and he built the Baths of Titus and the Arch.
6. Pompeii and Herculaneum

Chapter 26

1. Domitian and Nerva
2. Dacia, Armenia, Mesopotamia
3. Hungary, north of Danube R.
4. Armenia, between Black Sea and Caspian Sea.
5. Iraq, between the Tigris and Euphrates R.
6. Trajan's Forum, Column, bridge over the Danube, and improved the Circus Maximus
7. AS great as Augustus and as good as Trajan

Chapter 27

1. Hadrian's Wall and Hadrian's Tomb
2. Hadrian's Wall was built in northern Britain to keep the fierce tribes of Scotland from raiding the Roman province of Britain. Photographs of sections of this wall are quite famous.
3. It was a huge structure in which many emperors were buried. After the fall of Rome it was used as a fortress for the Popes and was connected to the Vatican by an underground passage. It is now called Castle St. Angelo. The bridge over the Tiber R. which leads to it is lined with statues of angels.
4. He was a good man and kind to Christians.
5. The catacombs were underground passages where Christians worshipped and buried their dead.
6. Stoicism. The stoics were followers of Zeno. Stoics believed the highest good was to control one's feelings, experiencing neither joy or sorrow and to do what is right because it is one's duty.
7. The "Thundering Legion," because a sudden rain storm occurred after they had prayed for rain.
8. He was very kind, moral, compassionate, not desirous of power or glory. He established good schools and hospitals in Rome.
9. Marcus Aurelius had no hope. He did seem to have love for his fellow man, but he acted out of duty, not out of love for Christ. Marcus Aurelius demonstrates the failure of paganism to offer a religion that fulfills the human heart. He was the best example of a virtuous pagan, yet the dominant note of his life is sadness. Faith, hope and joy. Marcus Aurelius had no faith, therefore he was without hope and thus his life was without joy.

Chapter 28

1. Military anarchy from 180-285 A.D. Increase in taxes, inflation, crime, ruination of middle class.
2. by the army
3. Diocletian
4. Diocletian
5. He divided the empire into two parts and set up a plan for the peaceful succession of co-emperors. He broke armies and provinces up into smaller units and created an Inspectorate. He established price controls.
- *6. Regulations do not create virtuous citizens. The beliefs and values that created Rome were dying.

Chapter 29

1. Constantine
- *2. The battle of Milvian Bridge

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3. In hoc signo vinces. In this sign YOU will conquer.
4. He moved the capital to Byzantium which he renamed Constantinople.

Chapter 30

- 1 Julian the Apostate
- 2 He attempted to rebuild the Temple of Jerusalem, destroyed by Titus, and thereby contradict the prophecy of Christ. The destruction of the Temple was a symbol of God's judgment against the Jews and the replacement of Judaism by Christianity.
- 3 Balls of fire burst from the ground where they were working. "Thou has conquered, O Galilean."
4. Emperor of the East and Emperor of the West.
- 5 Theodosius had to do penance before returning to church, because he had massacred over 6000 citizens.
6. Romulus Augustulus was the last Emperor of the West and he was deposed in 476 A.D. by Odoacer, an Italian soldier from a barbarian tribe who had decided to make himself king.
7. 1453 A.D.

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