

Classical Subjects Creatively Taught

LATIN

Alive!

BOOK 1

E PLURIBUS

UNU



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Latin Alive! Book 1 Teacher's Edition

© 2008 by Classical Academic Press

Version 1.1

ISBN: 978-1-60051-055-7

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Classical Academic Press

3920 Market Street

Camp Hill, PA 17011

www.ClassicalAcademicPress.com

Proofreader: Gary Varney

Cover, illustrations, and design by: Rob Baddorf





Ē pluribus ūnum

One from many

-Motto of the United States of America

This phrase is adapted from Vergil's *Moretum*, 1.104.

“color est ē pluribus ūnus”

Charles Tomson was the principal designer for the Great Seal, adopted by Congress on June 20, 1782. He gave the following explanations for the symbolism of the design.

- The shield is composed of 13 stripes representing the 13 colonies joined into one single body, the Congress of the U.S.
- The shield is borne on the breast of the American Eagle alone representing that the U.S. ought to rely on her own virtue.
- The olive branch and arrows represent the power of peace and war which is vested in Congress alone.
- The constellation of 13 stars above the eagle represents the new country (13 states) taking its place in the universe among other sovereign powers.

Chapter 1

- Latin alphabet
- pronunciation
 - syllabication
 - accent
- sentence structure

Latin has for many years carried with it a sense of foreboding. Many perceive Latin as a difficult course of study, much too difficult for any but the most intelligent and adept of students. However, this is simply not the case. The fact is that many boys and girls of various nationalities and backgrounds have studied this language over the centuries. If you take up the biographies of many men and women of reputation, including the founding fathers of America, you will find that they had quite a bit of training in Latin as youths, some in the small one-room schoolhouses of the backwoods. The truth is that English is actually much harder to learn than Latin. Compared to English, Latin is simple. Before you laugh at this remark, take the Roman point of view. Let us suppose that a young Roman boy named Marcus decided to take up the study of English. How would he, a native speaker of Latin, find this modern language?

SECTION 1. Alphabet

Marcus' first lesson would of course be the alphabet. Here he would be relieved to find great common ground, for our alphabets are very similar. The earliest writings we possess in the Latin alphabet date from the 6th century B.C. The Latin alphabet was adapted primarily from that of the Etruscans, a people who inhabited central Italy prior to the Romans, and consisted initially of only 20 letters:

A B C D E F G H I L M N O P Q R S T V X

The letters K, Y, and Z were added from the Greek alphabet later when Romans wanted to adapt Greek words to the Latin language. The letters J, U, and W were added at a much later stage also for the purposes of adapting other languages. The letter J became the consonant form of I, U is the vowel form of V, and W was introduced as a “double-u” (or double-v) to make a clear distinction between the sounds we know today as ‘v’ and ‘w.’ With these additions, the Latin alphabet, also called the Roman alphabet, has come today to be the most widely used alphabetic writing system in the world. So, Marcus need only learn a couple of new letters in order to obtain a complete understanding of the modern day alphabet. As for you, you needn't learn any, but only learn to live without a few.

SECTION 2. Pronunciation

While the alphabet will pose little or no problem for our Roman friend, Marcus, phonics will be a great obstacle. The twenty-six letters that create the modern English alphabet can make seventy-two different phonetic sounds! Consider the following list of words and read them aloud.

cat	apple	rock
city	ant	rope
chorus	avocado	love
charade	aviator	loose

Can you make one general rule for the sounds produced by each of the letters **c**, **a**, or **o**? There are phonetic rules for each of these letters, but they are numerous and there are many exceptions to almost all of them.

Marcus will most likely feel quite overwhelmed and even a bit frustrated by the numerous phonic rules he must learn. His native Latin is much simpler and very easy to understand. Each consonant produces only one sound when on its own. Most are identical to our modern pronunciation, but there are a few variations that you should learn.

CONSONANT	PHONETIC RULE	LATIN EXAMPLE
c	always hard as in cat , never soft as in cent .	cantō I sing cēna dinner
g	always hard as in goat , never soft as in gentle .	glōria glory genus birth
i (j)	as a consonant appearing before a vowel, pronounced as the 'y' in yellow .	iam now Iuppiter Jupiter
r	often rolled as in Spanish or Italian.	rectus straight
s	always like the 's' in sit , never like the 'z' sound in please .	semper always senātus senate
t	always like the 't' in table , never like the 'sh' sound in nation .	teneō I hold ratio reason
v	sounds like the 'w' in wine .	vīnum wine victoria victory
x	sounds like the 'x' in ox , not the 'gz' in exert .	nox night rēx king

Students do not need to know the definitions of the Latin examples, but we are including them here for you in anticipation of curious minds.

In English, when two consonants appear together their sound can change in a myriad of different ways. Take for instance the common pairing of 'th'.

then **theatre** **goatherd**

Once again, Marcus will be overwhelmed. He must learn another set of rules in order to know how to pronounce the consonant blend ‘th’ in varying settings. Latin is simple. On most occasions that two consonants appear together, you will pronounce each one with its individual sound as prescribed above. There are a few consonant blends, but unlike English, each blend has one assigned sound that never varies.

CONSONANT BLEND	PHONETIC RULE	LATIN EXAMPLE	
bs, bt	b sounds like p	urbs (<i>urps</i>) city obtimeō (<i>op-TIN-ay-ob</i>) I hold	
gu, qu	sounds like gw, qw as in penguin and quart (The u is considered a consonant here, not a vowel.)	lingua quod	tongue, language because
ch	each sound pronounced individually like chorus , not like bachelor	charta Chaos	paper, document Chaos
th	each sound pronounced individually like goatherd , not like then or theatre	thymum theatrum	thyme theatre
ph	pronounced like f as in philosophy	philosophia Orpheus	philosophy Orpheus
double consonants	pronounced as two individually distinct sounds with a slight pause between them	ecce (<i>EC-ce</i>) puella (<i>pu-EL-la</i>)	look girl

Vowels in Latin consist of the typical **a, e, i, o, u**. They are either long or short by nature. Thus each vowel has two and only two sounds. Unlike English, long vowels are clearly marked by a macron (from the Greek word *makros*, meaning “long”).

SHORT	LATIN EXAMPLE	LONG	LATIN EXAMPLE
a as in alike	casa	ā as in father	stāre to stand
e as in pet	memoria	ē as in they	cēna dinner
i as in pit	inter	ī as in machine	īre to go
o as in pot	bonus	ō as in hose	errō I wander
u as in put	Marcus	ū as in rude	lūdus school

Diphthongs are two vowels blended together to create one sound. Latin has only six diphthongs.

DIPHTHONG	PRONUNCIATION	LATIN EXAMPLE
ae	sounds like the ai in aisle	fēminae, aequus women, equal
au	sounds like the ou in out	laudō, auctor I praise, author
ei	sounds like the eigh in weigh	deinde then
eu	pronounced eh-oo	heu alas
oe	sounds like the oi in coil	proelium battle
ui	pronounced oo-ee as in tweet	huic, cui to this, to whom

The various sounds produced by the consonants and vowels in Latin total forty different phonetic sounds. Compare this to the seventy-two sounds produced by the English language and you can begin to see why Latin could be considered the easier of the two. However, there is still more to consider in learning how to pronounce words correctly. So, while Marcus continues to learn his seventy-two new sounds, we will turn to syllabication.

SECTION 3. Syllabication*

The term syllable is used to refer to a unit of a word that consists of a single uninterrupted sound formed by a vowel, diphthong, or by a consonant-vowel combination. Syllabication is the act of dividing a word in order to reveal its individual syllables. With English this can be tricky as there are often letters that remain silent. However, in Latin there are no silent letters, so any given Latin word will have as many syllables as it has vowels or diphthongs. The rules of syllabication are as follows:

- between two like consonants:
stel-la **ter-ra**
- between the last of two or more different consonants:
ar-ma **temp-tō**
- between two vowels, or a vowel and a diphthong (never divide a diphthong):
cha-os **di-ēi**
- a single consonant between two vowels will follow the second:
me-mo-ri-a **fē-mi-nae**

It is easy to tell long syllables in Latin, and it will be important to know how to do so in order to properly accent words. Syllables are long when they contain a long vowel (marked by a macron), a diphthong, or a short vowel followed by two consonants. Otherwise, they are usually short. Recognizing the length of a syllable will become particularly important when reading poetry later on.

Caveat Discipulus (Let the Student Beware): The length of the syllable does not change the length of the vowel. You should still pronounce short vowels according to the phonetic rules you have just learned. The length of the syllable will affect how you accent the words, as you will soon learn in Section 4.

Exercise 1. Practice dividing the following Latin words into syllables and mark the length of the syllables.

- | | | | |
|--------------------------------|--------------------------------|-------------------------------------|----------------------------------|
| 1. dominus
dō-mī-nūs | 2. annus
ān-nūs | 3. cōnsilium
cōn-sī-lī-ŭm | 4. theatrum
thē-āt-rŭm |
| 5. ager
ā-gĕr | 6. oppidum
ōp-pī-dŭm | 7. victōria
vīc-tō-rī-ă | 8. audiō
āu-dī-ō |

SECTION 4. Accent **

Accent is the vocal emphasis placed on a particular syllable of a word. As usual English complicates rules for pronunciation. Consider the following examples paying particular attention to the underlined words.

We will present the present to the birthday girl.
They object to the object of the speech.

The underlined homonyms are spelled the same, yet each one is pronounced differently. Why? Certainly Marcus or any other student attempting to learn English would be quite puzzled by this. Latin on the other hand accents words in a uniform manner. The rules for accent are as follows:

1. In words of two syllables always accent the first syllable: **áuc-tōr**
2. In words of more than two syllables accent the next to last syllable when it is long: **for-tū-na**
3. Otherwise, accent the third to last syllable: **fě-mi-na**

Exercise 2. Return to the first exercise and practice accenting the words that you have already broken down into syllables. $\text{d}\acute{o}\text{-m}\bar{i}\text{-n}\ddot{u}\text{s}$ $\acute{a}\text{n-n}\ddot{u}\text{s}$ $\text{c}\bar{o}\text{n-s}\acute{i}\text{-l}\bar{i}\text{-}\ddot{u}\text{m}$ $\text{th}\acute{e}\text{-}\bar{a}\text{t-r}\ddot{u}\text{m}$
 $\acute{a}\text{-g}\ddot{e}\text{r}$ $\acute{o}\text{p-p}\bar{i}\text{-d}\ddot{u}\text{m}$ $\text{v}\bar{i}\text{c-t}\acute{o}\text{-r}\bar{i}\text{-}\acute{a}$ $\bar{a}\bar{u}\text{-d}\bar{i}\text{-}\bar{o}$

SECTION 5. Sentence Structure

There are three common ways to communicate meaning in a language: 1) word order, 2) function words, which express the relationship between words (articles, prepositions, helping verbs, etc.), 3) inflection. English relies mainly on word order and function words to communicate meaning, but Latin relies mainly on inflection. In an English sentence we can distinguish between the subject and the object by the order in which they appear.

Greece attacks Troy.

It is clear in this sentence who is doing the attacking (the subject), and who is receiving the attacking (the object). If we were to reverse the word order, the outcome would be quite different.

Troy attacks Greece.

Greece is now the object of the verb; they are no longer doing the attacking, but are on the receiving end. This makes a big difference to the Greeks! Latin's word order is much looser than English, so it relies on the use of inflection to communicate meaning. Inflection (from the Latin *inflectere*, to change, warp) is the changing of a word's form by the addition of an affix. We often use inflection in English to indicate the difference between singular and plural:

ENGLISH:	sailor	sailors
LATIN:	nauta	nautae

*Nota Bene (Note Well): Please note that we are talking about syllable length and not vowel length. A long syllable can contain a short vowel, as in the case of the short vowel followed by two consonants. Just because a syllable is marked long does NOT mean that the vowel will become long. Such is the case with *oppidum* in Exercise 1, #6. The *o* is short, but the syllable is long because of the double consonant that follows. The length of the syllable does not change how you pronounce vowels. It will instead affect how you accent the words, as you will see in Section 4.

**Nota Bene: The last syllable is referred to as the *ultima*, meaning "last" in Latin. The next to last syllable is called the penult (almost last). The syllable third from the end is known as the antepenult (before the almost last).

Hint: Think in terms of the penult having a gravitational pull. If it is long the "gravity" pulls the accent close to it. If it is short, then there is a lack of gravity as on the moon, and the accent floats away to the third position. There is, however, an invisible force field on the other side of the antepenult, so the accent cannot float past that syllable.

Latin does the same. However, it also uses inflection to express the relationship between words in the same sentence.

Trōiam Graecia oppugnat.

Graecia Trōiam oppugnat.

Graecia oppugnat Trōiam.

Each of the above sentences means the same thing, “Greece attacks Troy,” even though the word order is different. It is the ending that indicates the subject, object, and verb, not the order of the words. English can further define the relationship between words by adding a number of function words:

Troops sail from Greece, and will attack the town of Troy.
Cōpiae ā Graeciā nāvigant, et oppidum Trōiae oppugnābunt.

You can see clearly from this example that while Latin does use a few function words (*et, ā*), it relies mostly on inflection, i.e., the changing of endings to define the relationship between the words of this more complex sentence.

It would appear that on account of the simplicity of this ancient language, students learning Latin are already well ahead of Marcus and his English studies. So, now that we have completed our introduction to the Latin language, we will bid him farewell and begin the study of Latin grammar.

Exercise 3. Define the following terms using complete sentences.

- | | |
|-------------------|--|
| 1. Diphthong | Diphthongs are two vowels blended together to create one sound. |
| 2. Syllabication | Syllabication is the act of dividing a word in order to reveal its individual syllables. |
| 3. Accent | Accent is the vocal emphasis placed on a particular syllable of a word. |
| 4. Function words | Function words express the relationship between other words. |
| 5. Inflection | Inflection is the changing of a word’s form by the addition of an affix. |

Derivative Detective

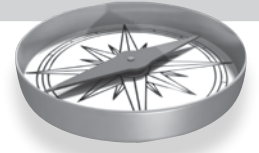
Once Marcus has completed the tedious process of learning all the rules for pronouncing and spelling English words, he will be delighted to find how similar many of them are to Latin. In fact, there are many Latin words that have been adopted into the English language without any change in spelling at all. The only challenge is that they are often pronounced differently in Latin.

Study the following list of Latin words. Divide them according to the rules of syllabication and accent them appropriately, then practice reading them aloud.

- | | | | | |
|------------------------------|------------------------------------|--|--------------------------------|------------------------------|
| 1. animal
á-ni-mal | 2. clāmor
clā-mor | 3. honor
hó-nor | 4. genus
gé-nus | 5. horror
hór-ror |
| 6. toga
tó-ga | 7. status
stá-tus | 8. paenīnsula
pae-ní-n-su-la | 9. interim
ín-te-rim | 10. neuter
néu-ter |
| 11. poēta
poē-ta | 12. ulterior
ul-té-ri-or | 13. arēna
á-re-na | 14. herba
hér-ba | 15. firmus
fír-mus |



Culture Corner: Roman Names



Most people today have three names: first, middle, and last (or surname).

e.g. Michael Richard Moore

Have you ever thought about the purposes that each of your names serves? Your last name (Moore) signifies the family to which you belong. Often either your first or middle name is inherited from a parent or ancestor. In this example Richard is a name inherited from this boy's father and grandfather. The first name is often one chosen just for you. It sets you apart from the other members of your family. Your parents may have chosen this name based on how it sounds or what it means.

Generally your friends and family call you by your first name (Michael), unless you have a nickname or preference for your middle name. Your middle name is reduced to an initial on most documents (Michael R. Moore). Rarely does anyone call you by both your first and middle name (Michael Richard) or by all three names except in formal situations such as graduation, or when your mother catches you in some mischief.

Roman names are somewhat similar. Roman boys also had three names: *nōmen*, *cognōmen*, *praenōmen*.

e.g. Gaius Julius Caesar

The *cognōmen* (Caesar) was similar to our surname. It identified the family to which that person belongs. The *nōmen* (Julius) was usually inherited from the father. This was the case with both boys and girls. The son of Julius Caesar would also be called Julius, and his daughter would be called Julia. This was the name by which you were most often addressed publicly. Girls, would you like to inherit your father's name? The *praenōmen* was your own unique name. Only your family and closest friends would address you with this name. The *praenōmen* was the name often reduced to an abbreviation: G. Julius Caesar.

Our name usually does not change, except in the instance of marriage. The Romans, however, sometimes changed or added an *agnōmen* to recognize certain accomplishments in a man's life. For example, Publius Cornelius Scipio won the Second Punic War against Carthage (a country in North Africa), and was rewarded with the *agnōmen* "Africanus." He is known in history as Scipio Africanus.

You can Latinize your own name using some of the phonetic sounds you learned in this chapter. Girls' names usually end in *-a*, and boys' names usually end in *-us*. Michael Richard Moore, for example, would be *Michael Richardus Morus*. You can also read the "Colloquāmur" section to choose an authentic Roman name for yourself.

A further note:

Students might also be interested to know that girls generally had only one name (*nomen*), which was the feminine form of their father's name. So the daughter of Cornelius would be Cornelia. The daughter of Julius would be Julia. If a man had more than one daughter the following additions were made:

1st daughter – Cornelia Maior (Older Cornelia)

2nd daughter – Cornelia Minor (Younger Cornelia)

3rd daughter – Cornelia Tertia (Third Cornelia)

It is often fun to ask the girls in your class what their Roman name might be according to this tradition.

Colloquāmur (Let's talk)



Did you know that many of our modern names come from those used by the Romans? Use the list below to see if you can find the origin of your name or choose another Roman name for yourself. Then use the conversation guide to introduce yourself to your classmates. Don't forget to pronounce them correctly!

Boys:	
Albertus	Laurentius
Antōnius	Leō
Bernardus	Leonardus
Carolus	Ludovīcus
Christophorus	Mārcus
Cornēlius	Martīnus
Dominicus	Michael
Eduardus	Patricius
Ferdinandus	Paulus
Franciscus	Petrus
Frederīcus	Philippus
Gregōrius	Raymundus
Gulielmus	Robertus
Henricus	Rūfus
Iacobus	Silvester
Ioannes	Stephanos
Iōsēphus	Timotheus
Iūlius	Victor
Iūstīnus	

GIRLS:	
Aemilia	Margarīta
Agatha	Marīa
Alma	Monica
Anastasia	Patricia
Angela	Paula
Anna	Paulīna
Barbara	Roberta
Caecilia	Rosa
Catharīna	Stella
Christīna	Teresia
Clāra	Ursula
Deana	Vēra
Dorothēa	Vēronica
Flōra	Victōria
Flōrentia	Viōla
Iūlia	Virginia
Iūliāna	Viviāna
Lūcia	

Salvē, nōmen mihi est _____. Hello, my name is _____.
 Quid nōmen tibi est? What is your name?





Annuit coeptis.

He has favored our undertakings.

-Reverse side of the seal of the United States

Charles Tomson was the principal designer for the Great Seal, adopted by Congress on June 20, 1782. He gave the following explanations for the symbolism of the design.

- The pyramid is a symbol of strength.
- The eye over the pyramid and the motto “*annuit coeptis*” refer to the interposition of God on behalf of the American Cause.
- The date in Roman numerals is 1776, a reference to the signing of the Declaration of Independence.
- The words “*novus ordo seclorum*” (a new order of the ages) refer to the beginning of a new American Era.

Chapter 2

- verbs
 - principal parts
 - 1st conjugation, present tense
 - tense, person, number

VOCABULARY

VERBS

	LATIN	ENGLISH	DERIVATIVES
	amō, amāre, amāvī, amātum	to love, like	(amorous)
	cantō, cantāre, cantāvī, cantātum	to sing	(chant, cantata)
	labōrō, labōrāre, labōrāvī, labōrātum	to work	(labor)
	nāvigō, nāvigāre, nāvigāvī, nāvigātum	to sail	(navigate, navigation)
	oppugnō, oppugnāre, oppugnāvī, oppugnātum	to attack	

ADVERB

nōn

not

Exercise 1. Using the rules for syllabication and accent that you have learned, write out the syllables and accents for the vocabulary words above. Then practice pronouncing them aloud.

SECTION 6. Principal Parts

This exercise is repeated for each chapter vocabulary list. The purpose is to prepare students for oratory and the reading of poetry in later texts. You may not wish to repeat this exercise for every single chapter.

Verbs are the central part of any sentence. In English you cannot have a complete sentence without a verb. In Latin you can have a complete sentence that consists of nothing more than a single verb. In fact, when translating any Latin sentence, it is advisable to find and translate the verb first. So, it is very important that you begin your study of Latin by learning how to recognize and translate verbs.

Every Latin verb has with it a set of principal parts. Principal parts are the forms of the verb that are considered basic and from which you create all other forms of the verb. In English, the principal parts are as follows:

1. present infinitiveto love to sing
2. 3rd person present tense.....(he) loves (he) sings
3. preterit (simple past)loved sang
4. past participle.....loved sung

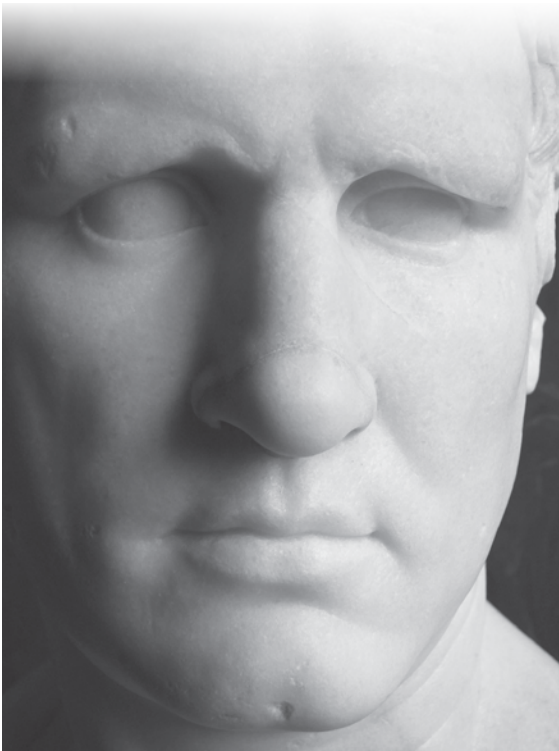
The principal parts of Latin verbs are categorically similar:

1. 1st person presentamō – I love cantō – I sing
2. present infinitive.....amāre – to love cantāre – to sing
3. 1st person perfect (simple past)amāvī – I loved..... cantāvī – I sang
4. past participle (supine).....amātum – loved..... cantātum – sung

It is worth noting that although both use the same basic forms to comprise their principal parts, Latin is much more consistent in the pattern these forms follow.

The first principal part is used to list and locate words in a Latin dictionary. The remaining three principal parts form various verb tenses. For now we will only use the first two principal parts. You should take care, however, to memorize all of them now as a complete verb set. Latin has its share of irregular verbs also, and some verbs alter their stem in the last few principal parts. You will save yourself a great deal of work later if you memorize them as part of your vocabulary list now.

SECTION 7. First Conjugation



A **conjugation** is a group of verbs that share similar patterns for their endings. Consider your family as an example. Each member in your family is a unique individual, and each one is different in his or her own way. However, your family also tends to share similar characteristics in appearance and personality. Each conjugation is a family of verbs. Each verb is a little different, but each verb within a conjugation tends to have the same set of endings and follow the same rules for changing those endings as the rest of its family members. There are four different conjugations, or groups of verbs. For now we will focus only on the first. You can always recognize the first conjugation by the second principal part which ends in *-āre*. It is from this form that a verb forms its stem:

2nd principal part – re = verb stem
 amā/re = amā
 cantā/re = cantā

Exercise 2. Following the examples of *amāre* and *cantāre* identify the stem for each of the verbs in the vocabulary list of this section.

SECTION 8. Present Tense and Personal Endings

Now that you know how to identify a verb's stem, it is time to learn how to apply a set of endings in order to create a sentence. To **conjugate** a verb is to list a verb with its endings. The verb *amāre* is conjugated below with its personal endings. The personal endings of a verb demonstrate two important characteristics: number and person.

PERSON	SINGULAR	PLURAL
1	<i>am-ō</i> I love	<i>amā-mus</i> we love
2	<i>amā-s</i> you love	<i>amā-tis</i> you (pl.) love
3	<i>ama-t</i> he/she/it loves	<i>ama-nt</i> they love

Number reveals *how many* are doing the action. There are two options for number: singular and plural.

Singular: I love. Plural: We love.

Fun Chant:
I'm Number 1,
2 is You,
He is 3.

Person reveals *who* is doing the action. There are three options for person.

1st person, the speaker is doing the action:
I love. We love.

2nd person, the person spoken to is doing the action:
You love. You (pl.) love.

3rd person, another person is being spoken about:
He/She/It loves. They love.

***Exercise 3.** Following the example of *amāre*, conjugate the verbs *cantāre*, and *nāvigāre*. Take care to notice where the macra (long marks) appear.

A third characteristic of all verbs is tense. **Tense** tells the time of the action taking place. The present tense describes action that is happening right now. In English there are three different ways to indicate action in the present tense.

simple present: I love
present progressive: I am loving
present emphatic: I do love

*If you wish, there is a reproducible conjugation worksheet included with this guide. You may use it for this exercise and even add other verbs to the assignment. The more students practice this routine orally and in writing the better they will imbed the pattern.

Fortunately for us, Latin has only one present tense form—that shown in the chart you have just seen. As a result, one present tense Latin verb can be translated in three different ways.

amō = I love. I am loving..... I do love.
cantat = She sings. He is singing..... It does sing.

Nota Bene: To change a Latin verb from declarative (making a statement) to interrogative (asking a question) simply add the suffix *-ne*.

cantatne = Does she sing?.... Is he singing?..... Does it sing?

You may want to add more oral examples to practice the concept. Students will apply this concept in the following exercise.

Exercise 4. Identify the person and number of the following Latin sentences. Then, where possible, translate them into English in three different ways.

Example: amās 2nd person, singular: you love, you are loving, you do love

1. Cantāmus. 1st person, plural: We sing. We are singing. We do sing.
2. Oppugnāsne? 2nd person, sing.: Do you attack? Are you attacking?
3. Nāvigant. 3rd person, pl.: They sail. They are sailing. They do sail.
4. Labōrātis. 2nd person, pl.: You work. You are working. You do work.

Numbers 5 and 6 use the negative *nōn*, and will not translate well in the simple past. Two answers are acceptable for these exercises.

5. Nōn nāvigatne? 3rd person, sing.: Is he not sailing? Does he not sail?
6. Nōn oppugnō. 1st person, sing.: I do not attack. I am not attacking.

Exercise 5. Identify the person and number of these English sentences, then translate them into Latin.

Example: I am singing.

1st person, singular: cantō

- | | |
|-------------------------------|---------------------------------|
| 1. I sail. | 1st person, sing.: Nāvigō. |
| 2. You (s.) do not work. | 2nd person, sing.: Nōn labōrās. |
| 3. Are they attacking? | 3rd person, pl.: Oppugnantne? |
| 4. She loves. | 3rd person, sing.: Amat. |
| 5. We do sing. | 1st person, pl.: Cantāmus. |
| 6. You (pl.) are not sailing. | 2nd person, pl.: Nōn nāvigātis. |

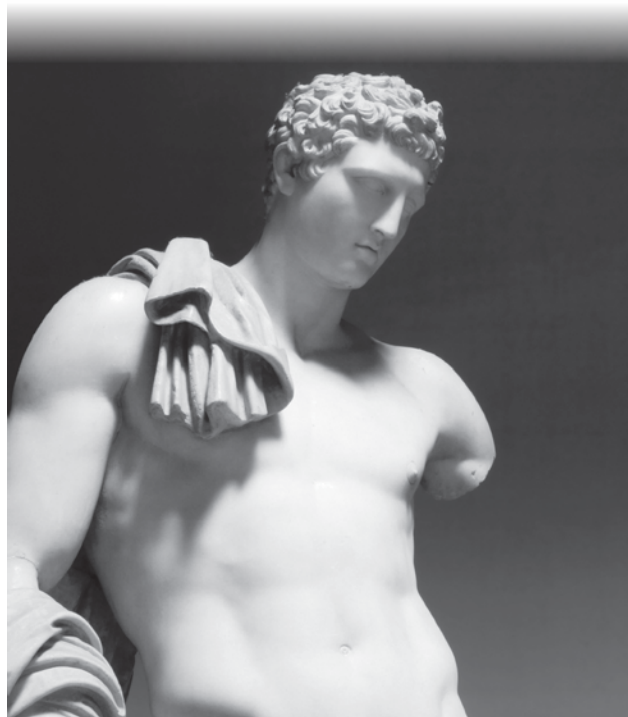
These are complete sentences so it would be advisable to require punctuation and capitalization if you wish to reinforce English grammar skills.

“Eye” Latin



Some words look the same in Latin and in English. When you can tell the meaning of a Latin word because it looks just like or nearly like an English word, you are using “eye” Latin. What is an example of “eye” Latin in the vocabulary below?

Using “eye” Latin, tell the meanings of *Trōia*, *circus*, *Rōma*, *maximum*, *māior*, and *plūs*.
Troy, circus, Rome, maximum, major, plus



Colloquāmur (Let's talk)

Use the following questions and responses to review the characteristics of some Latin verbs. Use some “eye” Latin to figure out what the responses mean.



interrogātiō:	Cuius est numerī?	What number is it?
respōnsum:	Singulāriter est.	It is singular.
	Plūrāliter est.	It is plural.
interrogātiō:	Cuius est persōnae?	What person is it?
respōnsum:	Est prīmae persōnae.	It is first person.
	Est secundae persōnae.	It is second person.
	Est tertiae persōnae.	It is third person.

The sentences above use the interrogative pronoun *cuius* to signify a question the same way English uses interrogative pronouns such as *who*, *whose*, *what*, etc. Another way to ask questions in Latin is to add the suffix *-ne* to the end of a verb just as we did in exercises 4 and 5. These types of questions expect the answer *yes* (*sīc est*) or *no* (*minimē*). Try testing your knowledge of Latin verbs with some yes/no questions.

interrogātiō:	Estne singulāriter?	Estne plūrāliter?
respōnsum:	Sīc est!	Minimē!
interrogātiō:	Estne prīmae persōnae?	
	Estne secundae persōnae?	
	Estne tertiae persōnae?	
respōnsum:	Sīc est!	Minimē!

These words are correctly put in the dative singular. This text will introduce this construction, known as the dative of possession, in chapter 17.

Novus Ordō Seclōrum
A New Order of the Ages
-Reverse of the seal of the United States



Chapter 3

Suggestion: Have students take out a dollar bill and look for the two images of The Great Seal. Discuss why these mottoes are appropriate to represent the United States of America.

- present system
 - present
 - future
 - imperfect

VOCABULARY

VERBS

LATIN	ENGLISH	DERIVATIVES
ambulō, ambulāre, ambulāvī, ambulātum	to walk	(perambulator, ambulance)
arō, arāre, arāvī, arātum	to plow	(arable)
habitō, habitāre, habitāvī, habitātum	to live, dwell	(habitat)
portō, portāre, portāvī, portātum	to carry	(portable)
rogō, rogāre, rogāvī, rogātum	to ask	(interrogation)
regnō, regnāre, regnāvī, regnātum	to rule	(reign, regnant)
vocō, vocāre, vocāvī, vocātum	to call	(vocal, vocation)

CONJUNCTIONS

et	and	
aut	or	

Exercise 1. Using the rules for syllabication and accent that you have learned, write out the syllables and accents for the vocabulary words above. Then practice pronouncing them aloud.

SECTION 9. Tense

Another important characteristic that every verb has is tense. The verb's tense indicates at what time the action takes place. Latin has six verb tenses. This chapter will focus on the present, imperfect, and future tenses. These three tenses make up what we call the present system. This is because they all use the present stem!

First, let us quickly review the present tense. The present tense describes action that is happening right now. In English there are three different ways to indicate action in the present tense.

simple present: She sings.
 present progressive: She is singing.
 present emphatic: She does sing.

The present tense is formed by simply finding the stem of a verb (2nd principal part minus *re*) and adding the personal endings.

PERSON	SINGULAR	PLURAL
1	-m/ <i>ō</i> *	-mus
2	-s	-tis
3	-t	-nt

**Nota Bene (Note Well)*:

The first person singular ending is most often *-ō*, however in some cases (such as the imperfect tense) an *-m* appears instead.

Exercise 2. Translate the following present tense verbs into Latin or English.

- Vocat. He calls. He is calling. He does call.
- Habitās. You are living. You do live. You live.
- Ambulat aut nāvigat. He walks or sails. He is walking or sailing. He does . . .
- Arātisne? Are you (pl.) plowing? Do you plow?
- He does work. Labōrat.
- We ask. Rogāmus.
- Are they calling? Vocantne?
- I rule and they work. Regnō et labōrant.

Remember that there are three options for translating the present tense into English. Encourage students to use a variety of translations.

In English we often indicate tense by the addition of a helping verb.

present: She *is* singing.
 imperfect: She *was* singing.
 future: She *will* sing.

Instead of adding a separate word as in English, Latin adds a tense marker between the stem and the personal endings, which you have already learned. A tense marker is a letter or letters that signal a change in tense. The formula for forming any verb tense is quite simple:

stem (2nd pp – *re*) + tense marker + personal endings

SECTION 10. Future Tense

The future tense uses the tense marker *-bi-*. The *'i'* drops out before the vowel ending *-ō*, and changes to a *-u-* before the consonant ending *-nt*. Notice that the stem vowel *-ā-* remains long throughout.

stem: **amā/re** + future tense marker: **bi** + personal endings

PERSON	SINGULAR	PLURAL
1	amā- b -ō I will love	amā- bi -mus we will love
2	amā- bi -s you will love	amā- bi -tis you (pl.) will love
3	amā- bi -t he/she/it will love	amā- bu -nt they will love

In Latin there is only one way to express future action. However, English has a couple of options. Either of these are acceptable when translating:

simple future: I will love
progressive future: I will be loving

Exercise 3. Identify the person and number of the following future tense verbs. Then translate in two different ways.

- | | | |
|----------------|----------------------|-----------------------|
| 1. rogābis | You (s.) will ask. | You will be asking. |
| 2. habitābimus | We will live. | We will be living. |
| 3. regnābit | He will rule. | He will be ruling. |
| 4. vocābunt | They will call. | They will be calling. |
| 5. arābitis | You (pl.) will plow. | You will be plowing. |
| 6. ambulābō | I will walk. | I will be walking. |



SECTION 11. Imperfect Tense

The imperfect tense uses the marker *-ba-*. Notice that the first person singular uses the ending *-m* instead of the more common vowel *-ō*. This is because the *-a-* from the tense marker and the *-ō* in the ending blend together and become indistinguishable. This linguistic change is the same reason that the *-ā-* drops out before the *-ō* in the first person singular of the present tense. Notice that just as with the future tense the stem vowel *-ā-* remains long throughout. The *-ba-* is long in the first person plural and in the second person, the same pattern seen in the present tense in the previous chapter.

stem: amā/re + imperfect tense marker: **ba** + personal endings

PERSON	SINGULAR	PLURAL
1	amā- ba -m I was loving	amā- bā -mus we were loving
2	amā- bā -s you were loving	amā- bā -tis you (pl.) were loving
3	amā- ba -t he/she/it was loving	amā- ba -nt they were loving

Nota Bene (Note Well):

Notice that the macra (long marks) on the endings are on the same positions as they were in the present tense: 1st person plural, 2nd person singular and plural.

Long ago the word perfect (derived from the Latin *perfectus*, finished) meant “complete, finished.” If an object or a task has been truly completed well, then you cannot improve upon it; it is perfect. If the same task is *imperfect*, then it is *not* completed. The imperfect tense, therefore, is used to describe past actions that are not known to be complete or were ongoing for a long period of time. The true English equivalent for the Latin imperfect tense is the past progressive. However, the simple past tense can also be used on some occasions.

past progressive: I was loving, I used to love, I kept on loving
 simple past: I loved

Encourage students to stick with the past progressive translation as much as possible. This will help them distinguish this tense from the perfect tense that they will learn later on.

Exercise 4. Identify the person and number of the following imperfect tense verbs. Then translate in two different ways.

- | | | |
|----------------|------------------------|---------------------|
| 1. rogābās | You (s) were asking. | You used to ask. |
| 2. habitābāmus | We were living. | We began to live. |
| 3. regnābat | He was ruling. | He kept on ruling. |
| 4. vocābant | They were calling. | They began to call. |
| 5. arābātis | You (pl) were plowing. | You used to plow. |
| 6. ambulābam | I was walking. | I kept on walking. |

(Almost always, if not always, there will be an imperfect tense verb on the National Latin Exam; and the answer for that item usually if not always includes “was” or “used to.”)

Remember there is a variety of ways to translate this tense. Encourage students to use more than two in the exercises below.

Exercise 5. To parse (from the Latin *pars*, part) a verb is to identify all of its parts. Parse each of the following verbs identifying their tense, person, and number. Then translate them into English.

LATIN	TENSE	PERSON	NUMBER	TRANSLATION
habitābam	Imp.	1	Sing.	I was living
rogābis	Fut.	2	Sing.	You will ask
ambulant	Pres.	3	Pl.	They walk
regnābāmus	Imp.	1	Pl.	We were ruling
vocābō	Fut.	1	Sing.	I will call
labōrātis	Pres.	2	Pl.	You (pl.) are working
portābat	Imp.	3	Sing.	He was carrying

There is a reproducible parsing worksheet included in this guide. You may wish to have students copy their work onto that sheet. You can also use it to add some more parsing practice if you wish.

Exercise 6. Identify the person, number, and tense of the following English sentences. Then, translate into Latin.

- | | | |
|--------------------------------|-------------------|----------------------|
| 1. We were singing. | 1, Pl., Imperfect | Cantābāmus. |
| 2. I will walk and sing. | 1, Sing., Future | Ambulābō et cantābō. |
| 3. You (pl.) were not plowing. | 3, Pl., Imperfect | Nōn arābātis. |
| 4. It sails. | 3, Sing., Present | Nāvigat. |
| 5. Will she rule? | 3, Sing., Future | Regnābitne? |

Derivative Detective

Nōn came directly into English in such words as *nonsense*. Seeing that *sequence* comes from a Latin word meaning “follow,” what do you think a *non sequitur* is?

Nauta gives us such words as *astronaut* and *nautical*. Nautical miles are measured in knots, though *knot* does not come from *nauta*.

Use your language detective skills and your dictionaries to find some more English words that use *nōn* and *nauta*.



Colloquāmur (Let's talk)

Use the following questions and responses to review the parsing exercise above. Use some “eye” Latin to figure out what the responses mean.

interrogātiō: Cuius est numerī?	What number is it?
respōnsum: Singulārīter est.	It is singular.
Plūrālīter est.	It is plural.
interrogātiō: Cuius est persōnae?	What person is it?
respōnsum: Est prīmae persōnae.	It is first person.
Est secundaе persōnae.	It is second person.
Est tertiae persōnae.	It is third person.
interrogātiō: Cuius est tempus?	What tense (time) is it?
respōnsum: Est praesēns.	It is present.
Est imperfectum.	It is imperfect.
Est futūrum.	It is future.

You can also use the yes/no questions with *-ne* that we introduced in the last chapter!

