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LESSON PLAN I

FIRST CONJUGATION

1 Opening

Begin each class with the dialogue below, followed by the prayer, and music (optional).

Teacher: *Salvete, amici Latinae*
(Hello, friends of Latin)

Students: *Salve, magister / magistra*
(Hello, teacher)

Teacher: *Súrgite* (Stand up)

Teacher: *Oremus* (Let us pray)

All: *Table Blessing*

Music: *Christus Vincit*

2 Latin Saying

Write saying on board, pronounce, and have students repeat after you. Explain significance of saying using the notes below.

Ora et Labora. *Pray and work.*

St. Benedict has been called one of the founders of Western Civilization, and even the *Father of Europe*. In 530 A.D., while the barbarians were fighting over Rome, St. Benedict and a small band of monks established a monastery at Monte Cassino, eighty-five miles southeast of Rome. The monasteries preserved the Christian faith and civilization during the dark ages. St. Benedict's famous Rule for the life of monks spread across Europe in the following centuries. *Ora et labora* is a summary of the Rule of St. Benedict and is a good rule for our lives too.

NOTE: Students may ask why **Ora** and **Labora** end in **a** instead of **o**. They are the singular imperatives of the verbs **oro** and **laboro**, a concept beyond the scope of an introductory course. Like English sayings, many Latin sayings won't perfectly match the common rules of grammar because of their unique nature.

5 Grammar

Write grammar forms on board. Tell students this is the *1st Conjugation* and they will learn what it means next week. Pronounce each word in the first column and then in the second column. Have students repeat after you several times. The conjugation is rhythmical and easy to learn. Teach by the **Disappearing Word Technique**. Erase **amo** and recite the complete conjugation with students. Point to where **amo** was written and ask students what was there. Erase **amas** and again recite complete conjugation with students from beginning. Point to where **amo** and **amas** were and ask students what was there. Continue erasing one word at a time, reciting complete conjugation each time with students, until the whole conjugation has been erased. Repeat several times. Ask for a volunteer to stand and recite conjugation from memory. Continue until every student has recited.

N.B. In all written work, students do not need to include accent marks. Those marks are provided as an aid to correct pronunciation only.

LESSON I



Latin Saying

Ora et labora. Pray and work.
—St. Benedict

Vocabulary

amo	I love, like	<i>amateur</i>
laboro	I work	<i>laboratory</i>
laudo	I praise	<i>laudable</i>
oro	I pray, speak	<i>orator</i>
voco	I call	<i>vocal</i>

Grammar Forms

1st Conjugation

Person	Singular		Plural	
1st	am-o	-o	ama-mus	-mus
2nd	ama-s	-s	ama-tis	-tis
3rd	ama-t	-t	ama-nt	-nt



EXERCISES: Lesson I

A. Phrases and Sayings: Translate.

- Salve, magistra. (p. 73) Hello, teacher. (female)
- Ora et labora. Pray and work.
- laudo I praise
- oro I pray
- amo I love

B. Grammar

- A verb is a word that shows action.
- The letter **o** at the end of a Latin verb stands for the pronoun I.
- A/An pronoun is included in every Latin verb.

C. Derivatives: Complete these sentences with derivatives you have learned in class.

- Scientists perform experiments in a/an laboratory.
- Someone who is a good public speaker is a/an orator.
- Something that is worthy to be praised is laudable.
- He is a/an amateur, not a professional.

Lesson I 11

3 Word Study

Write the five vocabulary words and meanings on the board. Pronounce each word and have students repeat after you. Ask the questions below. Help students if intended student responses are not forthcoming.

Teacher: *What is similar about the words in today's lesson?*

Student: *They all end in the letter **o**, and they are all verbs.*

Teacher: *What is a verb?*

Student: *A verb is a word that shows action.*

Teacher: *What letter in these verbs do you think stands for the pronoun **I**?*

Student: *The letter **o**.*

Teacher: *In every Latin verb, a pronoun is included in the word!*

Word Choice: There are two or more meanings for many vocabulary words. All choices are correct unless there are specific restrictions about certain meanings. The answer key doesn't always give each alternative meaning.

4 Derivatives

Teacher: *Many English words come from Latin words. Look at **laboro**. Does it remind you of any English words?*

Continue to go through the vocabulary and write one derivative next to each Latin word on the board. Teach only words that are age-appropriate for your students. Be sure to include the words that are used in Part C of the exercises. A complete listing of derivatives and definitions is available in the back of this manual. Students should record derivatives either in their book next to the vocabulary word or in a notebook.

amateur

orator

amorous

oratory

laboratory

vocal

laud

vocation

laudable

STOP: If you have not read the Grammar Overview and Teaching Guidelines at the beginning of this manual, read them closely before teaching this course.

LESSON PLAN II

FIRST CONJUGATION

1 Opening

Teacher: *Salvete, amici Latinae*
(Hello, friends of Latin)

Students: *Salve, magister / magistra*
(Hello, teacher)

Teacher: *Súrgite* (Stand up)

Teacher: *Oremus* (Let us pray)

All: *Table Blessing*

Music: *Christus Vincit*

2 Recitation - cue words

amo

3 Latin Saying

Mater Itáliae — Roma

The mother of Italy — Rome

This saying is from the Roman historian Florus. The ideals and language of Rome became the source of unity for the diverse peoples of the Italian peninsula, and eventually the whole Mediterranean world.

NOTE: *Itáliae* is the genitive singular (possessive) of the noun *Itália*. The first declension will be introduced in Lesson 3.

LESSON II



Latin Saying

Mater Itáliae — Roma

The mother of Italy — Rome

Vocabulary

aqua	water	<i>aquarium, aqueduct</i>
glória	glory	<i>glorify, glorious</i>
Itália	Italy	
memória	memory	<i>memorial</i>
Roma	Rome	
victória	victory	<i>victorious</i>
vita	life	<i>vitamin</i>
návigo	I sail	<i>navigate</i>
paro	I prepare	<i>preparation</i>
specto	I look at	<i>spectator</i>

Grammar Forms

1st Conjugation - Present Tense

present stem: **voca-**

Person	Singular		Plural	
1st	voc-o	<i>I call</i>	voca-mus	<i>we call</i>
2nd	voca-s	<i>you call</i>	voca-tis	<i>you all call</i>
3rd	voca-t	<i>he/she/it calls</i>	voca-nt	<i>they call</i>

6 Grammar

NOTE: You will notice that the student text used **amo** last lesson and is using **voco** this lesson. Students began with **amo** because it is the traditional model verb of the 1st conjugation, with the phrase "**amo, amas, amat**" being a Latin saying in its own right. However, **voco** is a superior model verb because it lacks an **a** in the stem, allowing students to distinguish more clearly between the stem and ending (e.g., **amamus** vs. **vocamus**).

Personal Endings: Last week we saw that Latin verbs include a pronoun. What are some more pronouns besides I? (*You, he/she/it, we, they*) What is the difference between these? (To whom the speaker is directing his speech.) What is the definition of a *pronoun*? (A pronoun is a word that stands for a noun.) What is the difference between the *singular* and *plural* pronoun? (In the singular, the pronoun refers to only one person, and in the plural, it refers to more than one person.)

Write the grammar forms from Lessons 1 and 2 on the board and ask students if they see similarities. Circle the similar endings (**o, s, t, mus, tis, nt**). Ask, "If **o** stands for the pronoun *I*, what do you think the other endings represent?" Write the meanings after the forms of **voco** as given in the student text. Also write a separate chart of Latin personal endings and their corresponding English pronouns (found on opposite page).

Illustrating Grammatical Person: To illustrate the difference between persons, have three students come to the front and demonstrate the concepts of 1st, 2nd, and 3rd *person* by saying something like *I like Latin*, *You like Latin*, and *He likes Latin*. Switch students around to show that the persons are always in reference to who is doing the speaking. Add a fourth student to demonstrate the plural forms *we*, *you (all)*, and *they*.



EXERCISES: Lesson II

A. Phrases and Sayings: Translate.

- Salvete, discipuli. (p. 73) Hello, students.
- Mater Itáliae — Roma The Mother of Italy — Rome
- Ora et labora. Pray and work.
- Mihi nomen est ... (p. 73) My name is ...

B. Grammar

- A noun is a word that names a/an person, place, or thing.
- A pronoun takes the place of a/an noun.
- Singular means one in number.
- Plural means more than one.
- The first person is the person speaking.
- The second person is the person spoken to.
- The third person is the person spoken about.
- Write the English pronouns that correspond to these endings:

-o <u>I</u>	-mus <u>we</u>
-s <u>you</u>	-tis <u>you all</u>
-t <u>he/she/it</u>	-nt <u>they</u>

C. Derivatives: Complete these sentences with derivatives you have learned in class.

- The fish were swimming in the aquarium.
- The spectators cheered their team.
- Rome was always victorious over her enemies.
- Careful preparation usually leads to success.
- Vitamins contribute to good health.
- Rome built many aqueducts to carry water to the cities.
- The river was difficult to navigate.

Lesson II 13

4 Word Study

Teacher: This lesson includes both verbs and nouns. What is a noun?

Student: A noun is a word that names a person, place, or thing.

Teacher: What words in the vocabulary list are nouns, and how do they end?

Student: Words 1-8 and they end with the letter -a.

Teacher: Do all of the nouns in English have the same endings?

Student: No, not as regularly as Latin endings.

Teacher: There are only five groupings of noun endings in Latin. How many can you think of in English? Is there a pattern to the English endings? (No.)

5 Derivatives

aquarium	vitamin
aquatic	navigate
aqueduct	navigation
glorify	navy
glorious	preparation
memorial	spectacle
memorize	spectacular
victorious	spectator
vital	inspect

Conjugating Verbs: Conjugate is a big word for writing the verb in its different forms. Write the verb to be conjugated, **paro**, on the board, and underneath write **paro** again. Erase the **o** at the end and put the stem vowel **a** in its place, giving the stem **para-**. Now add the rest of the endings to the stem **para-**. The stem is the part of the word that doesn't change. (The stem vowel **a** is missing from the first form.) Making these six forms would be considered conjugating the verb in the present tense. In addition to conjugating, the students should translate the forms like **voco** is translated in their texts. Students should conjugate additional verbs on the board or in their notebooks. (See "Drill/practice" below.)

Personal Endings

Person	Singular	Plural	Singular	Plural
1st (person speaking.)	-o	-mus	I	we
2nd (person spoken to.)	-s	-tis	you	you all
3rd (person spoken about)	-t	-nt	he/she/it	they

Drill/practice: Have the students conjugate these 1st conjugation verbs:

laudo (laudo, laudas, laudat, laudamus, laudatis, laudant)

oro (oro, oras, orat, oramus, oratis, orant)

specto (specto, spectas, spectat, spectamus, spectatis, spectant)