

GRADE 5 LATIN

First edition

5 units

10 lessons • one quarter

A video for every lesson

FIRST EDITION

COURSE GUIDE

This short course is a first real look inside the Latin language for a fifth grader: not just word lists, but how the language actually works. Each lesson is built around a real person, place or object: the Forum where Latin was spoken every day, the wax tablets Roman children wrote on, the dedication carved at the foot of Trajan's Column, a birthday invitation written in ink by a Roman officer's wife, Jerome translating the whole Bible into Latin, Cicero facing a conspirator in the Senate, and Virgil opening the *Aeneid* with three words in an order English cannot copy.

Every lesson follows the same path. First comes **the story**. Then **how Latin works**: the endings, the patterns and the rules the story opens up, explained for a fifth grader. Then **say it out loud**, because Latin is learned by chanting, reciting and reading aloud. Last, **try it**: the student makes flashcards, builds sentences from cards on the table, writes on a homemade wax tablet, translates real Latin sentences, and finishes the quarter by reading a whole Latin story and designing a family motto.

By the end of the quarter the student can read and write the five singular cases of a first-declension noun, chant the present tense of *amo*, *moneo* and the irregular verb *sum*, find the subject and the direct object of a Latin sentence by their endings, explain why Latin word order is free where English word order is fixed, and translate simple sentences both ways. Latin built the church's hymns, the scientist's names for every plant and animal, the lawyer's phrases and more than half of English's long words; the old saying on our crest, *Fabricando fit faber*, "by making, one becomes a maker," is Latin too. This course is where a student stops looking at Latin from the outside and walks in.

Most videos come from trusted teaching channels: latintutorial (a Latin teacher's animated grammar lessons), TED-Ed, Khan Academy, Visual Latin (Dwane Thomas, a favorite of Christian homeschoolers), Magister Craft (short stories spoken in clear, slow Latin with English subtitles, filmed in Minecraft), Learn Bright, RobWords and the British

Council. Every video was previewed for accuracy and content. A few are made for a slightly older audience; the lesson notes say so. You may hear small differences in pronunciation between channels (classical and church pronunciation); both are correct, and this course teaches the classical sounds. Some channels end with an invitation to subscribe; you can stop the video when the teaching ends.

Start with Lesson 1.1 →

WHO IT IS FOR

Written for students in grade 5 (about ages 10–11) who read independently. No earlier Latin is needed: the course begins with the sounds of the letters and builds from there, though a student who knows some Latin words from earlier grades will feel at home. A parent or teacher reads along, joins the chants and checks the practice. Nothing needs to be bought: every activity uses paper, index cards or cut paper strips, pencil, crayons and household things.

HOW TO USE THIS COURSE

1. **The weekly rhythm.** The quarter has 10 lessons, one a week, each with three sessions of 30–40 minutes. Session 1 is the warm-up, the video, the teaching and the picture study. Session 2 is the activity and the Latin notebook. Session 3 is the worked examples, the practice sentences and a recitation: the student chants the week's endings and reads the week's Latin out loud to the family. In the second week of each unit, use part of Session 3 for the unit review and the unit challenge.
2. **Chant it every day.** Latin endings are learned the way multiplication tables are: out loud, in rhythm, a few minutes a day. From Unit 2 on, open every session by chanting the endings learned so far (puella, puellae, puellae, puellam, puella; amo, amas, amat, amamus, amatis, amant; sum, es, est, sumus, estis, sunt). Five minutes of cheerful chanting beats an hour of silent staring.
3. **Story, then grammar, then doing.** The core ideas are written to be read aloud or read by the student. The paragraph marked *The story* tells what happened; *How Latin works* explains the grammar; *Say it out loud* gives the sounds and chants; *Try it* explains the activity. After each paragraph, ask the student to tell it back in his or her own words.

4. **Flashcards and the word wall.** Every lesson adds new Latin words. Make a flashcard for each one (Latin on the front, English on the back) and keep the growing deck in a box or on a ring. Review the whole deck at the start of Session 2 and Session 3: a word the student gets right three times in a row can move to a weekly pile. By the end of the quarter the deck holds about 60 words.
5. **The word list.** The whole course teaches 64 words, in this order. Unit 1, first roots: aqua, terra, stella, luna, via, silva, corona, familia. Unit 2, first-declension nouns: puella, regina, filia, domina, nauta, agricola, poeta, epistula, mensa, porta; then fabula, pecunia, patria, cena, hora. Unit 3, verbs and adjectives: amo, porto, voco, laudo, ambulo, canto, specto, narro, laboro, oro; then sum (the whole chant), moneo, video, habeo, timeo, doceo, sedeo, and the adjectives bona, magna, parva, longa, clara. Unit 4, second-declension nouns: dominus, servus, magister, discipulus, amicus, filius, equus, deus; then the neuters verbum, bellum, caelum, donum, oppidum, and arma. Unit 5, forum words: forum, taberna, uva, cibus, populus. This list is the flashcard deck; a student who owns these 64 cards has the course's vocabulary.
6. **The Latin notebook.** Use any notebook for the whole quarter. It holds the vocabulary lists, the ending charts, the derivative trees, the translated sentences and the final story. Date every page. Neat charts matter: a student who can find his own paradigm chart from week 3 in week 9 has learned how to study.
7. **Translation is a two-way street.** From Unit 3 on, the practice has both directions: Latin into English and English into Latin. Going into Latin is harder and matters more; let the student use the notebook charts freely. The answer is right when the endings are right, not just the words.
8. **Practice on the web.** Our companion site, [Latin Launchpad](http://LatinLaunchpad.com), is free and has matching games, flashcards and quizzes sorted by grade; its grade 3–5 word packs cover most of this course's word list (all but a handful, such as domina and uva), and its grammar games drill the same endings. It makes a good Session 2 finisher or a rainy-Saturday review. It is optional: the course is complete with cards and paper.
9. **Unit review and unit challenge.** Each unit ends with a short review (30 points), which may be done orally, and a unit challenge: a derivative poster, a homemade wax tablet with a declined noun, an illuminated verse, a sentence-building game for the family, and at last a Roman market morning run in Latin. Keep the challenge work in a folder.

10. **The Latin day.** In the last week, the student hosts a short family Latin day: he or she reads the forum story aloud in Latin and English, teaches the family three phrases, serves bread and grapes like a Roman taberna, and unveils the family motto plaque.

SCOPE AND SEQUENCE

UNIT 1 • WEEKS 1–2

Latin Is Alive

How a language whose empire fell is still alive in church, science, law and half of English, through the ruins of the Roman Forum; the classical sounds of the alphabet and vowels; and how Linnaeus used Latin to name every living thing, with a derivative tree the student grows from aqua, stella and silva.

- 1.1 The Language That Would Not Die
- 1.2 English Wears a Toga: Latin Derivatives

UNIT 3 • WEEKS 5–6

Verbs Do the Work

A birthday invitation from Claudia Severa at Vindolanda opens the present tense of amo (one verb, six persons, no pronouns needed); then Jerome's great translation opens the verb to be (sum, es, est) and the second conjugation (moneo, video), with sentences like puella bona est.

- 3.1 A Letter from the Edge of the World: Amo, Amas, Amat
- 3.2 Jerome's Big Job: The Verb To Be

UNIT 2 • WEEKS 3–4

Nouns Change Their Endings

A Roman schoolboy's day with wax tablet and magister, and how puella becomes puellae when one girl becomes many; then the dedication carved at Trajan's Column and the five singular cases of the first declension, chanted and written on a homemade wax tablet.

- 2.1 A Roman Schoolboy's Words: One and Many
- 2.2 Letters in Stone: The Cases of Puella

UNIT 4 • WEEKS 7–8

Who Does What to Whom

Cicero stands up in the Senate and the sentence Cicero Catilinam accusat shows how the nominative does and the accusative receives; then Virgil opens the Aeneid with arma virumque cano, and the student discovers why Latin word order is free where English is fixed.

- 4.1 Cicero Stands Up: Subject and Object
- 4.2 Arma Virumque Cano: Latin Word Order

UNIT 5 • WEEKS 9–10

Reading Rome

Everything comes together: the student reads a whole Latin story set in the Roman Forum, with real market words and the Appian Way underfoot; then finds the Latin hiding in daily life, from *e pluribus unum* and A.D. to *et cetera*, and designs a family motto for a plaque.

5.1 A Morning in the Forum

5.2 Latin All Around You

WEEKLY PACING CALENDAR

WEEK	PLAN
1	• Session 1: Lesson 1.1 The Language That Would Not Die: warm-up, video, teaching and picture study • Session 2: Lesson 1.1 activity (sound cards) and Latin notebook • Session 3: Worked examples, practice, and the first recitation out loud <i>Three short sessions a week is the usual rhythm: one to learn, one to make, one to practice and recite. Add a few minutes of flashcards on the other days if you like.</i>
2	• Session 1: Lesson 1.2 English Wears a Toga: warm-up, video, teaching and picture study • Session 2: Lesson 1.2 activity (derivative hunt) and Latin notebook • Session 3: Worked examples, practice and recitation • Session 3 (end of unit): Unit 1 review and unit challenge (the derivative tree poster)
3	• Session 1: Lesson 2.1 A Roman Schoolboy's Words: warm-up, video, teaching and picture study • Session 2: Lesson 2.1 activity (ending-flip cards) and Latin notebook • Session 3: Worked examples, practice and recitation
4	• Session 1: Lesson 2.2 Letters in Stone: warm-up, video, teaching and picture study • Session 2: Lesson 2.2 activity (the case staircase) and Latin notebook • Session 3: Worked examples, practice and recitation • Session 3 (end of unit): Unit 2 review and unit challenge (the wax tablet)
5	• Session 1: Lesson 3.1 A Letter from the Edge of the World: warm-up, video, teaching and picture study

WEEK	PLAN
	- Session 2: Lesson 3.1 activity (the verb wheel) and Latin notebook - Session 3: Worked examples, practice and recitation
6	- Session 1: Lesson 3.2 Jerome's Big Job: warm-up, video, teaching and picture study - Session 2: Lesson 3.2 activity (est sentences) and Latin notebook - Session 3: Worked examples, practice and recitation - Session 3 (end of unit): Unit 3 review and unit challenge (the illuminated verse)
7	- Session 1: Lesson 4.1 Cicero Stands Up: warm-up, video, teaching and picture study - Session 2: Lesson 4.1 activity (sentence-building cards) and Latin notebook - Session 3: Worked examples, practice and recitation
8	- Session 1: Lesson 4.2 Arma Virumque Cano: warm-up, video, teaching and picture study - Session 2: Lesson 4.2 activity (word-order experiments) and Latin notebook - Session 3: Worked examples, practice and recitation - Session 3 (end of unit): Unit 4 review and unit challenge (the family sentence game)
9	- Session 1: Lesson 5.1 A Morning in the Forum: warm-up, video, teaching and picture study - Session 2: Lesson 5.1 activity (reading the story) and Latin notebook - Session 3: Read the story aloud again, worked examples, practice and recitation
10	- Session 1: Lesson 5.2 Latin All Around You: warm-up, video, teaching and picture study - Session 2: Lesson 5.2 activity (the motto workshop) and Latin notebook - Session 3: Worked examples, practice and recitation - Session 3 (end of unit): Unit 5 review and unit challenge (the family Latin day) <i>Last week. Host the family Latin day: the student reads the forum story in Latin and English, teaches the family three phrases, serves bread and grapes like a Roman taberna, and unveils the family motto plaque.</i>

MATERIALS

Latin notebook (any notebook)

One for the quarter: vocabulary lists, ending charts, derivative trees, translations, the final story and the motto drafts.

Index cards or paper cut into card-sized pieces, and a box, bag or binder ring to keep them

For the flashcard deck that grows every lesson, and for the sentence-building cards in Unit 4.

Pencil, colored pencils or crayons, and a fine-tip marker

For charts, the derivative tree poster, the illuminated verse and the motto plaque.

A shallow box lid or piece of sturdy cardboard, crayons and a craft stick or old pen cap

For the homemade wax tablet in Unit 2: a thick layer of crayon scribbled on cardboard scratches like real wax.

Scissors, glue and a sheet of poster board or printer paper taped together

For the derivative tree and the family motto plaque.

Bread, grapes and a cloth

For the Roman taberna at the family Latin day in week 10. Any simple snack works.

GRADING

Grades come mostly from the daily work: the recitations, the flashcard reviews, the notebook and the practice sentences, because a language is learned by steady, honest repetition. A student who chants faithfully, keeps a neat notebook and corrects his or her own practice earns full credit.

PART	%
Recitation and flashcards (daily chanting, vocabulary reviews, reading aloud)	30
Latin notebook (dated pages, charts, translations, reflections)	25
Practice sentences (both directions, corrected with the answer key)	15
Unit reviews	15
Unit challenges	15

Scale: A 90–100, B 80–89, C 70–79, D 60–69. Below 60: repeat the chants and practice with help.

- An ending counts, a guess does not: a practice sentence is right when the endings are right. Let the student use the notebook charts for every exercise; the charts come to live in the head by being used, not by being hidden.

- Unit reviews may be done orally for a student who writes slowly; the parent writes down the answers.
- Pronunciation is graded on courage and consistency, not perfection. Any student who says Latin out loud every day is doing it right.

A NOTE TO PARENTS

You do not need to know Latin to teach this course. Every chart has its chant written out, every Latin sentence has its translation in the answer, and every video does the explaining a specialist would. Learn alongside your child: chant together in the car, quiz each other with the flashcards at the table, and let your child catch your mistakes. A parent who is cheerfully learning teaches more than any speech about why Latin matters.

Why Latin at all? Because it is the mother of Spanish, French and Italian and the quarry for more than half of English's long words, so every hour spent here pays back in reading and spelling; because its tidy endings teach grammar better than English can, since English hides what Latin shows; and because it is the language of Western civilization and of the church for most of its history. When your child meets *aqua*, *verbum* or *gloria* here, he or she is picking up the same words Augustine and Jerome used for water, word and glory.

The stories are all cheerful or noble. The lesson on Cicero mentions that Catiline had planned to overthrow the government and that his plot was defeated; it is told simply, with the focus on standing up and speaking the truth. The video for Lesson 4.2 and the one for Lesson 5.2 were made for a slightly older audience; the lesson notes say so, and both were previewed.

PRINTABLE WORD LIST

VOCABULARY FOR THE COURSE

Classical Latin (restored). Restored classical Latin, the sounds of Caesar's day, which is what this course teaches from grade 3 on. The five long vowels are the grade 3 chant: a ah, e ay, i ee, o oh, u oo. An unmarked e says eh, an unmarked o says o, and an unmarked u says u; i and ī both say ee. The capital letters are the stressed syllable.

Every week's list is printed again inside that lesson. Say the capital letters loudest.

1.1 THE LANGUAGE THAT WOULD NOT DIE

sermō

SER-moh

noun · sermō, sermōnis, m.

speech, conversation

ENGLISH sermon

imperium

eem-PEH-ree-um

noun · imperium, imperiī, n.

command; an empire

ENGLISH imperial

lēx

LAYKS

noun · lēx, lēgis, f.

a law

ENGLISH legal

rēx

RAYKS

noun · rēx, rēgis, m.

a king

ENGLISH regal

urbs

URBS

noun · urbs, urbis, f.

a city

ENGLISH urban

prōvincia

proh-WEEN-kee-ah

noun · prōvincia, prōvinciae, f.

a province

ENGLISH province

mīles

MEE-les

noun · mīles, mīlitis, m.

a soldier

ENGLISH military

exercitus

eh-KSER-kee-tus

noun · exercitus, exercitūs, m.

an army

ENGLISH exercise

cīvis

KEE-wees

noun · cīvis, cīvis, c.

a citizen

ENGLISH civic

ōrātiō

oh-RAH-tee-oh

noun · ōrātiō, ōrātiōnis, f.

a speech

ENGLISH oration

colōnia

ko-LOH-nee-ah

noun · colōnia, colōniae, f.

a colony

ENGLISH colony

1.2 ENGLISH WEARS A TOGA: LATIN DERIVATIVES

quercus

KWER-kus

noun · quercus, quercūs, f.

an oak

apis

AH-pees

noun · apis, apis, f.

a bee

ENGLISH apiary

bēstia

BAYS-tee-ah

noun · bēstia, bēstiae, f.

a beast

ENGLISH bestial

planta

PLAHN-tah

noun · planta, plantae, f.

a plant

ENGLISH plant

flōs

FLOHS

noun · flōs, flōris, m.

a flower

ENGLISH floral

genus

GEH-nus

noun · genus, generis, n.

a kind, a family

ENGLISH genus

speciēs

SPEH-kee-ays

noun · speciēs, speciēi, f.

a kind, a species

ENGLISH species

animal

AH-nee-mahl

noun · animal, animālis, n.

an animal

ENGLISH animal

lupus

LU-pus

noun · lupus, lupī, m.

a wolf

cervus

KER-wus

noun · cervus, cervī, m.

a deer

mel

MEL

noun · mel, mellis, n.

honey

2.1 A ROMAN SCHOOLBOY'S WORDS: ONE AND MANY

lūdus

LOO-dus

noun · lūdus, lūdī, m.

a school; a game

ENGLISH ludicrous

magister

mah-GEES-ter

noun · magister, magistrī, m.

a teacher, a schoolmaster

ENGLISH magistrate

tabula

TAH-bu-lah

noun · tabula, tabulae, f.

a tablet; a board

stylus

STYLUS

noun · stylus, stylī, m.

a stylus, the writing point

ENGLISH style

domina

DO-mee-nah

noun · domina, dominae, f.

a mistress of the house; a lady

fābula

FAH-bu-lah

noun · fābula, fābulae, f.

a story

ENGLISH fable

discipulus

dees-KEE-pu-lus

noun · discipulus, discipulī, m.

a student

ENGLISH disciple

paedagōgus

pye-dah-GOH-gus

noun · paedagōgus, paedagōgī, m.

the servant who walked a boy to school

ENGLISH pedagogue

cēra

KAY-rah

noun · cēra, cērae, f.

wax

rēgula

RAY-gu-lah

noun · rēgula, rēgulae, f.

a rule; a ruler

ENGLISH regular

līnea

LEE-neh-ah

noun · līnea, līneae, f.

a line

ENGLISH line

2.2 LETTERS IN STONE: THE CASES OF PUELLA

patria

PAH-tree-ah

noun · patria, patriae, f.

one's homeland

ENGLISH patriot

ancilla

ahn-KEEL-lah

noun · ancilla, ancillae, f.

a maidservant

incola

EEN-ko-lah

noun · incola, incolae, c.

an inhabitant

memoria

meh-MO-ree-ah

noun · memoria, memoriae, f.

memory

ENGLISH memory

culpa

KUL-pah

noun · culpa, culpaе, f.

fault, guilt

ENGLISH culpable

fōrma

FOHR-mah

noun · fōrma, fōrmae, f.

a shape, a form

ENGLISH form

poena

POY-nah

noun · poena, poenae, f.

a punishment

ENGLISH penalty

fuga

FU-gah

noun · fuga, fugae, f.

flight, running away

ENGLISH fugitive

cūra

KOO-rah

noun · cūra, cūrae, f.

care

ENGLISH cure

vīta

WEE-tah

noun · vīta, vītae, f.

life

ENGLISH vital

fortūna

for-TOO-nah

noun · fortūna, fortūnae, f.

fortune

ENGLISH fortune

3.1 A LETTER FROM THE EDGE OF THE WORLD: AMO, AMAS, AMAT

narrō

NAHR-roh

verb · narrō, narrās, narrat, narrāmus, narrātis, narrant

I tell, I relate

ENGLISH narrate

ōrō

OH-roh

verb · ōrō, ōrās, ōrat, ōrāmus, ōrātis, ōrant

I speak; I pray

ENGLISH orator

exspectō

ekss-PEK-toh

verb · exspectō, exspectās, exspectat, exspectāmus, exspectātis, exspectant

I wait for

ENGLISH expect

salūtō

sah-LOO-toh

verb · salūtō, salūtās, salūtat, salūtāmus, salūtātis, salūtant

I greet

ENGLISH salute

cēnō

KAY-noh

verb · cēnō, cēnās, cēnat, cēnāmus, cēnātis, cēnant

I dine

optō

OP-toh

verb · optō, optās, optat, optāmus, optātis, optant

I wish, I choose

ENGLISH option

properō

PRO-peh-roh

verb · properō, properās, properat, properāmus, properātis, properant

I hurry

dēmōnstrō

day-MOHNST-roh

verb · dēmōnstrō, dēmōnstrās, dēmōnstrat, dēmōnstrāmus, dēmōnstrātis, dēmōnstrant

I show, I point out

ENGLISH demonstrate

iuvō

YU-woh

verb · iuvō, iuvās, iuvat, iuvāmus, iuvātis, iuvant

I help

probō

PRO-boh

verb · probō, probās, probat, probāmus, probātis, probant

I approve; I prove

ENGLISH prove

cōgitō

KOH-gee-toh

verb · cōgitō, cōgitās, cōgitat, cōgitāmus, cōgitātis, cōgitant

I think

ENGLISH cogitate

3.2 JEROME'S BIG JOB: THE VERB TO BE

moneō

MO-neh-oh

verb · moneō, monēs, monet, monēmus, monētis, monent

I warn, I advise

ENGLISH admonish

habeō

HAH-beh-oh

verb · habeō, habēs, habet, habēmus, habētis, habent

I have

ENGLISH habit

timeō

TEE-meh-oh

verb · timeō, timēs, timet, timēmus, timētis, timent

I fear

ENGLISH timid

doceō

DO-keh-oh

verb · doceō, docēs, docet, docēmus, docētis, docent

I teach

ENGLISH docent

sedeō

SEH-deh-oh

verb · sedeō, sedēs, sedet, sedēmus, sedētis, sedent

I sit

ENGLISH sedentary

sum

SUM

verb · sum, es, est, sumus, estis, sunt

I am

magnus

MAHG-nus

adjective · magnus, magna, magnum

big, great

ENGLISH magnitude

parvus

PAHR-wus

adjective · parvus, parva, parvum

small

longus

LON-gus

adjective · longus, longa, longum

long

ENGLISH longitude

clārus

KLAH-rus

adjective · clārus, clāra, clārum

clear; famous

ENGLISH clarity

taceō

TAH-keh-oh

verb · taceō, tacēs, tacet, tacēmus, tacētis, tacent

I am silent

ENGLISH tacit

4.1 CICERO STANDS UP: SUBJECT AND OBJECT

accūsō

ahk-KOO-soh

verb · accūsō, accūsās, accūsāt, accūsāmus, accūsātis, accūsant

I accuse

ENGLISH accuse

cōnsul

KOHN-sul

noun · cōnsul, cōnsulis, m.

a consul, one of Rome's two yearly leaders

ENGLISH consul

ōrātor

oh-RAH-tor

noun · ōrātor, ōrātōris, m.

an orator

ENGLISH orator

senātor

seh-NAH-tor

noun · senātor, senātōris, m.

a senator

ENGLISH senator

coniūrātiō

ko-nee-oo-RAH-tee-oh

noun · coniūrātiō, coniūrātiōnis, f.

a conspiracy

cīvitās

KEE-wee-tahs

noun · cīvitās, cīvitātis, f.

a state; citizenship

ENGLISH city

virtūs

WEER-toos

noun · virtūs, virtūtis, f.

courage, virtue

ENGLISH virtue

hostis

HOS-tees

noun · hostis, hostis, m.

a public enemy

ENGLISH hostile

inimīcus

ee-nee-MEE-kus

noun · inimīcus, inimīcī, m.

a personal enemy

ENGLISH inimical

iūdicium

yoo-DEE-kee-um

noun · iūdicium, iūdicī, n.

a judgment; a trial

ENGLISH judicial

reus

REWS

noun · reus, reī, m.

a defendant

4.2 ARMA VIRUMQUE CANO: LATIN WORD ORDER

verbum

WER-bum

noun · verbum, verbī, n.

a word

ENGLISH verb

oppidum

OP-pee-dum

noun · oppidum, oppidī, n.

a town

arma

AHR-mah

noun · arma, armōrum, n. pl.

arms, weapons

ENGLISH armor

canō

KAH-noh

verb · canō

I sing

ENGLISH canticle

Trōia

TROH-ee-ah

noun · Trōia, Trōiae, f.

Troy

Aenēās

eye-NAY-ahs

noun · Aenēās, Aenēae, m.

Aeneas, the hero of Virgil's poem

versus

WER-sus

noun · versus, versūs, m.

a line of verse

ENGLISH verse

fātum

FAH-tum

noun · fātum, fātī, n.

fate

ENGLISH fate

hērōs

HAY-rohs

noun · hērōs, hērōis, m.

a hero

ENGLISH hero

Mūsa

MOO-sah

noun · Mūsa, Mūsae, f.

a Muse

ENGLISH museum

-que

KWE

conjunction

and, clipped onto the second word

5.1 A MORNING IN THE FORUM

forum

FO-rum

noun · forum, forī, n.

the public square

ENGLISH forum

cibus

KEE-bus

noun · cibus, cibī, m.

food

populus

PO-pu-lus

noun · populus, populī, m.

a people

ENGLISH popular

clāmor

KLAH-mor

noun · clāmor, clāmōris, m.

a shout

ENGLISH clamor

multitūdō

mul-tee-TOO-doh

noun · multitūdō, multitūdinis, f.

a crowd

ENGLISH multitude

argentum

ahr-GEN-tum

noun · argentum, argentī, n.

silver

aurum

OW-rum

noun · aurum, aurī, n.

gold

ENGLISH auric

pistor

PEES-tor

noun · pistor, pistōris, m.

a baker

ēemptor

AYMP-tor

noun · ēemptor, ēemptōris, m.

a buyer

venditor

WEN-dee-tor

noun · venditor, venditōris, m.

a seller

ENGLISH vendor

pretium

PREH-tee-um

noun · pretium, pretiī, n.

a price

ENGLISH precious

5.2 LATIN ALL AROUND YOU

tempus

TEM-pus

noun · tempus, temporis, n.

time

ENGLISH temporal

fugiō

FU-gee-oh

verb · fugiō

I flee

ENGLISH fugitive

semper

SEM-per

adverb

always

fidēlis

fee-DAY-lees

adjective · fidēlis, fidēle

faithful

ENGLISH fidelity

asper

AHS-per

adjective · asper, aspera, asperum

rough

ENGLISH asperity

sōlus

SOH-lus

adjective · sōlus, sōla, solum

alone

ENGLISH sole

carpō

KAHR-poh

verb · carpō

I pluck, I seize

diēs

DEE-ays

noun · diēs, diēī, m.

a day

ENGLISH diary

festīnō

fes-TEE-noh

verb · festīnō, festīnās, festīnat, festīnāmus, festīnātis, festīnant

I hurry

salūs

SAH-loos

noun · salūs, salūtis, f.

safety, health; salvation

ENGLISH salutary

faber

FAH-ber

noun · faber, fabrī, m.

a maker, a craftsman

ENGLISH fabric

plūs

PLOOS

noun · plūs, plūris, n.

more

UNIT 1

LATIN IS ALIVE

Rome began as a few huts on a hill beside the Tiber and grew into the greatest empire the West has ever seen. The empire fell more than fifteen hundred years ago, and the Forum where its laws were argued stood in ruins, but something astonishing happened: the language refused to die. Latin went on being spoken in churches, copied in monasteries, and written by scholars; it slowly turned into Italian, Spanish, French, Portuguese and Romanian; and it poured thousands of words into English. In this unit you will stand in the ruined Forum with the painter Panini, learn why Isaac Newton was still writing his greatest book in Latin in 1687, and train your mouth to make the real classical sounds: every letter pronounced, c always hard, v like our w.

Then you will discover how much Latin you already speak. More than half of English's longer words are built from Latin roots, and in Lesson 1.2 you will meet eight mother words, aqua, terra, stella, luna, via, silva, corona and familia, and shake the English words out of them like fruit out of a tree: aquarium, territory, constellation, lunar, viaduct, Pennsylvania, coronation, family. You will also meet Carl Linnaeus, the Christian naturalist who gave every plant and animal a Latin name so that scientists

in every country could understand one another, and you will start the flashcard deck and the Latin notebook you will keep all quarter.

PREREQUISITES

- Reads independently and can copy a short chart neatly
- Can say the English alphabet and the five English vowels
- No earlier Latin is needed; the course starts with the sounds of the letters

MASTERY CHECKLIST

- ☐ I can tell how Latin outlived the Roman Empire, and name three of its daughter languages.
- ☐ I can say the five Latin vowels with their long sounds (ah, ay, ee, oh, oo) and pronounce c, g, v and ae the classical way.
- ☐ I can read ten Latin words aloud so a Roman could have understood me.
- ☐ I can say what a derivative is and give an English derivative for aqua, stella, terra and via.
- ☐ I can explain why Linnaeus chose Latin for the names of plants and animals.
- ☐ I have started my flashcard deck and my Latin notebook, with a dated page for each lesson.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- ***Latin for Beginners*, by Benjamin L. D'Ooge (1911):** Free online. The classic beginner's grammar this course leans on. Parents who want to see where the road leads can skim its first lessons; the charts match ours.
- ***Getting Started with Latin*, by William E. Linney:** A gentle one-new-thing-per-lesson paperback made for homeschool families with no Latin background. A good daily supplement for this quarter and beyond.
- ***Latin Launchpad*:** Free. Our companion practice site: flashcards, matching games and quizzes sorted by grade, covering most of this course's word list. A good Session 2 finisher.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

1.1 The Language That Would Not Die

3 sessions of 30–40 minutes

1.2 English Wears a Toga: Latin Derivatives

3 sessions of 30–40 minutes

UNIT 1 REVIEW

Answer each question in complete sentences. The review is worth 30 points. It may be done orally, with a parent writing down the answers.

1. **5 pts**

Tell how Latin survived after the Roman Empire fell. Name at least two of the three keepers.

2. **5 pts**

Name the five Romance languages and explain what 'Romance' means in that name.

3. **5 pts**

Pronounce these the classical way and state the rule each one shows: cena, via, caelum.

4. 5 pts

Give the long sounds of the five Latin vowels, each with a Latin example.

5. 5 pts

What is a derivative? Give one English derivative each for aqua, stella and terra.

6. 5 pts

Who was Carl Linnaeus, and why did he choose Latin for his two-part names?

ANSWER KEY

1. The church kept praying, singing and reading Scripture in Latin; monks copied the old books by hand; and scholars across Europe kept writing to each other in Latin. (Any two.)
2. Italian, Spanish, French, Portuguese and Romanian. Romance means 'from the Romans': they grew out of spoken Latin.
3. KAY-nah (c is always hard), WEE-ah (v sounds like w), KYE-lum (ae says eye, and the c is hard).
4. A ah (aqua), E ay (cena), I ee (via), O oh (corona), U oo (luna).
5. An English word built on a Latin root. Examples: aquarium (or aqueduct, aquatic); stellar (or constellation); terrace (or territory, terrain, subterranean).
6. A Swedish naturalist (1707–1778) who gave every plant and animal a two-part scientific name. He chose Latin because scholars in every country read it and its meanings stayed fixed, so one name served the whole world. He saw his naming as following Adam's first task.

UNIT CHALLENGE: THE DERIVATIVE TREE

Make a poster of a great tree. On the trunk, write LATINA LINGUA. On eight thick branches, write your eight roots: aqua, terra, stella, luna, via, silva, corona, familia, each with its meaning. From each branch, hang the English derivatives you caught in your hunt as leaves or fruit, at least two per branch, and more where you can. Decorate the borders with your favorite Latin words in your best lettering. Then present the tree to your family: pick three branches and explain, out loud, how the Latin root gives each English word its meaning. Hang the poster where you will see it all quarter.

LOOK FOR	WHAT IT MEANS
Complete tree	All eight roots appear with correct meanings, each with at least two honest derivatives.
True derivatives	The words on the leaves really come from their roots in meaning, not just in spelling.
Craftsmanship	Lettering is neat and large enough to read across a room; the tree is colored and finished.
Presentation	The student explained three branches aloud, pronouncing the Latin the classical way.

UNIT 1 • LATIN IS ALIVE • LESSON 1.1 OF 10 • 3 SESSIONS OF 30–40 MINUTES

1.1 THE LANGUAGE THAT WOULD NOT DIE

OBJECTIVES

- Tell how Latin spread with Rome, outlived the empire, and turned into the Romance languages.
- Name the five Latin vowels and give their long sounds.
- Pronounce c, g, v, ae and the other classical sounds correctly in real Latin words.
- Read ten Latin words aloud with confidence.

Warm-up. Say these words out loud: aquarium, video, exit, bonus, animal, circus, campus, villa. Now the surprise: every one of them is pure Latin, letter for letter. You have been speaking Latin your whole life without knowing it. Today you find out where those words came from, and how the Romans themselves would have said them.

WATCH

The Latin Alphabet - Vowel Pronunciation

latintutorial · 3:07

<https://www.youtube.com/watch?v=LwtgvwJljto>

WHEN TO WATCH

After the story and the How Latin works paragraphs, before Say it out loud.
Repeat each vowel sound after the narrator; nobody is listening but the family.

Note: The narrator is a Latin teacher using the restored classical pronunciation, the same one this course teaches. The long marks (macrons) he draws over vowels are the little lines some books print to show a long vowel.

BACKUP VIDEO

The Latin Alphabet - Consonant Pronunciation

latintutorial · 4:46

<https://www.youtube.com/watch?v=0oWWOJW3948>

Watch this one too if you have time: it covers c, g, v and the other consonant sounds from the lesson.

KEY TERMS

Latin

The language of ancient Rome, spoken across its empire and kept alive afterward by the church and by scholars.

classical pronunciation

Saying Latin the way Romans of Caesar's day said it: c always like k, g always hard, v like our w, ae like the eye in pie.

Romance languages

The daughter languages that grew out of spoken Latin: Italian, Spanish, French, Portuguese and Romanian. Romance here means from the Romans, not love stories.

long vowel

A vowel held a little longer: a as in father, e like ay, i like ee, o as in hope, u like oo. Some books mark long vowels with a small line called a macron (ā).

Forum

The open square at the heart of Rome where laws were read, speeches were made, business was done, and Latin filled the air every day.

VOCABULARY FOR THE WEEK

Classical sounds: c is always k, g is always hard, v is w, and ae says eye. Capitals show the stress. A macron marks a long vowel.

sermō

SER-moh

noun · sermō, sermōnis, m.

speech, conversation

ENGLISH sermon

imperium

eem-PEH-ree-um

noun · imperium, imperiī, n.

command; an empire

ENGLISH imperial

lēx

LAYKS

noun · lēx, lēgis, f.

a law

ENGLISH legal

rēx

RAYKS

noun · rēx, rēgis, m.

a king

ENGLISH regal

urbs

URBS

noun · urbs, urbis, f.

a city

ENGLISH urban

prōvincia

proh-WEEN-kee-ah

noun · prōvincia, prōvinciae, f.

a province

ENGLISH province

mīles

MEE-les

noun · mīles, mīlitis, m.

a soldier

ENGLISH military

exercitus

eh-KSER-kee-tus

noun · exercitus, exercitūs, m.

an army

ENGLISH exercise

cīvis

KEE-wees

noun · cīvis, cīvis, c.

a citizen

ENGLISH civic

ōrātiō

oh-RAH-tee-oh

noun · ōrātiō, ōrātiōnis, f.

a speech

ENGLISH oration

colōnia

ko-LOH-nee-ah

noun · colōnia, colōniae, f.

a colony

ENGLISH colony

CORE IDEAS

The story. Around 750 years before Christ, Rome was a cluster of huts on the Palatine hill, and Latin was the little language of the farmers and shepherds who lived there. As Rome grew, from city to republic to empire, its soldiers, roads, laws and merchants carried Latin to Britain, Spain, Gaul, North Africa and the East. For centuries, to get on in the world was to speak Latin. Then the empire crumbled. In A.D. 476 the last emperor in the West was pushed off his throne, the aqueducts broke, and cattle ended up grazing in the Roman Forum, which people took to calling the Campo Vaccino, the cow field. By every rule of history the language should have died with the empire. It did not.

How it survived. Three things kept Latin alive. First, the church: Scripture was read, prayers were prayed and hymns were sung in Latin all across Europe for well over a thousand years. Second, the copyists: monks in cold monasteries copied the old Roman books by hand, letter by letter, so Virgil and Cicero survived to be read. Third, the scholars: Latin stayed the shared language of every educated person in Europe, so an Englishman, a Pole and a Spaniard could argue, write letters and publish books to one another. When Isaac Newton published the greatest science book of his age in 1687, he wrote it in Latin and gave it a Latin name, *Principia Mathematica*, because that way every scientist in Europe could read it. Meanwhile, ordinary spoken Latin slowly softened and shifted in each land until it had become Italian, Spanish, French, Portuguese and Romanian, the Romance languages, Latin's daughters.

How Latin works: the letters. The Roman alphabet is the one you already write; English borrowed it whole. The Romans used about 23 letters: no w, and no separate j or u (they wrote i and v and made each do two jobs). Every letter is pronounced; Latin has no silent letters at all. The big differences from English are easy to list. **C is always hard**, like k: *cena* (dinner) starts like kay. **G is always hard** as in go. **V sounds like our w**: *via* (road) sounds like WEE-ah. **AE sounds like the eye in pie**: *caelum* (sky, heaven) is KYE-lum. And r is lightly rolled if you can manage it, like a cat's purr; if you cannot yet, do not worry, that trill takes practice.

Say it out loud. The five vowels are the heart of it. Long a says ah as in father: *aqua*. Long e says ay as in they: *cena*. Long i says ee as in machine: *via*. Long o says oh as in hope: *corona*. Long u says oo as in rule: *luna*. Short vowels are the same sounds said quickly. Now put it together and greet someone: *salve* (SAHL-way) means hello to one person; *salvete* (sahl-WAY-teh) to more than one; *vale* (WAH-lay) means farewell. Say all three to your family today and teach them to answer.

Try it. This week you will make sound cards for the five vowels and the four special consonant rules, drill them until the sounds are yours, and read your first ten Latin words aloud: *aqua*, *terra*, *via*, *luna*, *stella*, *cena*, *caelum*, *corona*, *silva*, *familia*. A Roman standing in the Forum two thousand years ago would have understood every one.

PICTURE STUDY



View of the Roman Forum, Giovanni Paolo Panini, 1747 · Oil on canvas · Detroit Institute of Arts

Image: [Wikimedia Commons](#), public domain

Panini painted the Forum as travelers found it in 1747: the proud columns broken off, arches half-buried, and herdsman letting their cattle graze where senators once walked. People then called it the Campo Vaccino, the cow field. Yet in the very year he painted this, books, church services and letters between scientists all across Europe were still being written in the language once spoken under these arches.

Look closely

- Find the three tall columns standing together near the middle. They belonged to a Roman temple; count how much taller they are than the people below.
- Look at the large arch on the right side. Romans built arches like this to celebrate victories, and carved Latin words across the top.
- Find the cattle and the herdsman. What has the great square become by 1747?
- Look at the far end for the bell tower. A church stands among the ruins; the church is one reason the language of this place survived.

Talk about it

1. The buildings fell but the words did not. What kept Latin alive after the empire ended?
2. If you could walk into this painting and then back two thousand years, what would you hear people doing in this square?

3. Why do you think people wanted one shared language for books and letters across many countries?

ACTIVITY

Sound cards and your first ten words

Latin is learned out loud. Today you build the nine sound cards you will use all quarter, and then prove they work by reading ten real Latin words a Roman could have understood.

You will need

- 9 index cards (or paper cut into card-sized pieces)
- Pencil and colored pencils or markers
- Your Latin notebook

Steps

1. Make five vowel cards. On the front write the vowel big: A, E, I, O, U. On the back write its long sound and a Latin example: A says ah (aqua), E says ay (cena), I says ee (via), O says oh (corona), U says oo (luna).
2. Make four rule cards: C is always hard like k (cena = KAY-nah); G is always hard as in go (gloria); V sounds like w (via = WEE-ah); AE sounds like eye (caelum = KYE-lum).
3. Drill the nine cards: a parent or sibling holds them up in any order, and you give the sound and the example. Go through the stack three times.
4. Now write these ten words where you can see them: aqua, terra, via, luna, stella, cena, caelum, corona, silva, familia. Read each one aloud slowly, sound by sound, then again at normal speed.
5. Finish by greeting each person in the house with salve (or everyone at once with salvete), and leaving the room with vale.

Tips

- Say every letter. Latin has no silent letters, so famil-i-a has four syllables: fah-MEE-lee-ah.
- If the rolled r will not come, say a plain r and keep going; the trill arrives with practice.
- Big and loud beats small and mumbled. Chant like a herald, not a mouse.

Check your work

- ☐ I can give the long sound of all five vowels without peeking.

- ☐ I can say the c, g, v and ae rules and give the example for each.
- ☐ I read all ten words aloud and someone checked me against the cards.
- ☐ I greeted my family with *salve* and said *vale* when I left.

LATIN NOTEBOOK

1. Start your Latin notebook: write your name and the date, and the title *Lingua Latina* (the Latin language).
2. Copy the vowel chart into your notebook: the five vowels, their long sounds and one Latin example each.
3. Copy the four consonant rules (c, g, v, ae) with their examples.
4. Write three sentences about how Latin survived the fall of Rome: one about the church, one about the monks who copied books, one about the scholars.

From history. You can hear Latin turning into its daughters. Latin *aqua* (water) became Italian *acqua*, Spanish *agua* and French *eau*; Latin *caelum* (sky) became Italian *cielo*, Spanish *cielo* and French *ciel*. A student who learns Latin is learning the trunk of a whole family tree, which is why Spanish and French come so much more easily afterward.

WORKED EXAMPLES

Example 1. How would a Roman pronounce *cena* (dinner)?

▼ **Show solution**

1. Apply the c rule: c is always hard, like k.
2. Apply the vowel sounds: e says ay, a says ah.
3. Put it together, stressing the first syllable.

Answer: KAY-nah. Never SEE-nah; Latin c never softens to s.

Example 2. How would a Roman pronounce *via* (road)?

▼ **Show solution**

1. Apply the v rule: v sounds like our w.
 2. Apply the vowels: i says ee, a says ah.
 3. Two syllables: vi-a.
-

Answer: WEE-ah.

Example 3. How would a Roman pronounce *caelum* (sky, heaven)?

▼ **Show solution**

1. Apply the c rule: hard c, like k.
 2. Apply the ae rule: ae says eye.
 3. Finish with u saying oo, shortened: -lum.
-

Answer: KYE-lum.

PRACTICE

1. **Easy** What sound does c make at the start of *corona*?

▼ **Show answer**

A hard k sound: ko-RO-nah. Latin c is always hard.

2. **Easy** What sound does v make in *vale*?

▼ **Show answer**

Our w sound: WAH-lay.

3. **Easy** Give the long sounds of the five vowels, with one Latin example each.

▼ **Show answer**

A says ah (aqua), E says ay (cena), I says ee (via), O says oh (corona), U says oo (luna).

4. **Medium** Pronounce *stella* (star) and *silva* (forest) the Roman way.

▼ **Show answer**

STEL-lah (say both l's) and SIL-wah (v like w).

5. **Medium** The name *Caesar* begins with c and has ae in it. How did Romans say it?

▼ **Show answer**

KYE-sar: hard c, then ae like eye. The German title Kaiser keeps the old sound.

6. **Medium** Name the five Romance languages, Latin's daughters.

▼ **Show answer**

Italian, Spanish, French, Portuguese and Romanian.

7. **Hard** Latin has no silent letters. How many syllables are in *familia*, and where is the stress?

▼ **Show answer**

Four: fa-MI-li-a (fah-MEE-lee-ah), stressed on the second syllable. Every vowel is sounded.

8. **Challenge** In 1687 Isaac Newton wrote his great science book in Latin, twelve centuries after the empire fell. Give two reasons a scientist would choose Latin.

▼ **Show answer**

Every educated person in every country of Europe could read it, so one book reached them all; and Latin was no longer anyone's street language, so its meanings held still and stayed exact.

COMMON MISTAKES

- Softening c before e or i, saying SEE-nah for cena or SIS-ero for Cicero. Classical c is always k: KAY-nah, KIH-keh-ro.
- Saying v like English v. Classical v is w: via is WEE-ah, vale is WAH-lay.
- Skipping vowels the English way. Latin sounds every letter: familia has four syllables, not three.
- Thinking Latin is dead and gone. It never stopped: church, science, law and five living languages carry it still.

Make it a game • Five Vowel Sprint. Set five vowel cards in a row on the floor. The parent calls a sound, ah, ay, ee, oh or oo, and you leap to the right card. Then the parent shows a Latin word like Roma or lingua and you read it aloud with classical sounds. Count how many words you read correctly in 60 seconds, then beat that score.

Scripture. “This title then read many of the Jews: for the place where Jesus was crucified was nigh to the city: and it was written in Hebrew, and Greek, and Latin.” (John 19:20, KJV)

The sign over the cross was written in the three great languages of that world, and Latin was one of them. The language you begin today was read at Calvary.

UNIT 1 • LATIN IS ALIVE • LESSON 1.2 OF 10 • 3 SESSIONS OF 30-40 MINUTES

1.2 ENGLISH WEARS A TOGA: LATIN DERIVATIVES

OBJECTIVES

- Say what a derivative is and trace an English word back to its Latin root.
- Learn the first eight vocabulary words: aqua, terra, stella, luna, via, silva, corona, familia.
- Give at least two English derivatives each for aqua, terra, stella and via.
- Tell how and why Linnaeus gave every plant and animal a Latin name.

Warm-up. Chant your nine sound cards from last week, then read your ten words aloud: aqua, terra, via, luna, stella, cena, caelum, corona, silva, familia. Now think: where do you keep fish at the zoo? What do we call a rocket's path to the moon? You are about to find Latin hiding inside hundreds of English words.

WATCH

Where did English come from? - Claire Bower

TED-Ed · 4:54

<https://www.youtube.com/watch?v=YEaSxhcns7Y>

WHEN TO WATCH

After the story paragraph. Listen for how English is a Germanic language that borrowed a flood of words from Latin and from French, Latin's daughter.

Note: An animated lesson about the family tree of languages. It moves quickly; watch it twice if you like.

BACKUP VIDEO

Latin and Greek roots and affixes | Reading | Khan Academy

Khan Academy · 6:23

<https://www.youtube.com/watch?v=fiaPqgwJFo4>

Watch after the How Latin works paragraph for more practice pulling words apart into roots.

KEY TERMS

derivative

An English word built from a Latin root, the way aquarium is built from aqua, water.

root

The Latin word (or piece of a word) that carries the main meaning inside a longer English word.

vocabulary

Your growing stock of Latin words. Each one goes on a flashcard, Latin on the front, English on the back.

scientific name

The two-part Latin name Linnaeus's system gives every living thing, such as *Quercus alba* for the white oak, so scientists everywhere mean the same creature.

VOCABULARY FOR THE WEEK

Classical sounds: c is always k, g is always hard, v is w, and ae says eye. Capitals show the stress. A macron marks a long vowel.

quercus

KWER-kus

noun · quercus, quercūs, f.

an oak

apis

AH-pees

noun · apis, apis, f.

a bee

ENGLISH apiary

bēstia

BAYS-tee-ah

noun · bēstia, bēstiae, f.

a beast

ENGLISH bestial

planta

PLAHN-tah

noun · planta, plantae, f.

a plant

ENGLISH plant

flōs

FLOHS

noun · flōs, flōris, m.

a flower

ENGLISH floral

genus

GEH-nus

noun · genus, generis, n.

a kind, a family

ENGLISH genus

speciēs

SPEH-kee-ays

noun · speciēs, speciēī, f.

a kind, a species

ENGLISH species

animal

AH-nee-mahl

noun · animal, animālis, n.

an animal

ENGLISH animal

lupus

LU-pus

noun · lupus, lupī, m.

a wolf

cervus

KER-wus

noun · cervus, cervī, m.

a deer

mel

MEL

noun · mel, mellis, n.

honey

CORE IDEAS

The story. In 1707 a boy named Carl Linnaeus was born in Sweden, in a pastor's family. He loved two things: the garden behind the house, and the order he believed God had woven into creation. When he grew up and became a naturalist, he faced a mess: the same wildflower had one name in Sweden, another in England, another in France, and scholars could never be sure they were talking about the same plant. Linnaeus's fix was simple and brilliant: give every living thing one two-part name, in Latin, the one language every scholar in every country already read. The lion became *Panthera leo*; the white oak, *Quercus alba*; the honeybee, *Apis mellifera*. Scientists still use his system today, and still coin the names in Latin, three hundred years later. He

saw his work as thinking God's thoughts after Him, naming the creatures as Adam first did in the garden.

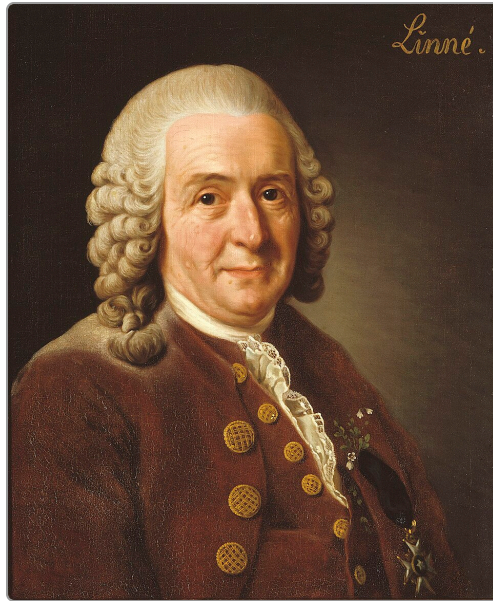
How Latin got into English. English is not a daughter of Latin; it is a Germanic language, a cousin. But it borrowed from Latin again and again: first a few words from Roman traders and soldiers, then church words like altar and candle, then, after the Normans conquered England in 1066, a flood of French words that were really Latin wearing a French coat, and finally thousands of words that scholars lifted straight out of Latin books. The result: more than half of the longer words in English have Latin inside them. That is why Latin pays the English-speaking student back double: every root you learn unlocks not one word but a whole cluster.

How Latin works: derivatives. A derivative is an English word built on a Latin root. Take *aqua*, water: an aquarium is a water-house for fish, an aqueduct is a water-leader (it led water into Rome's fountains), aquatic means living in water. Take *stella*, star: stellar means starry or outstanding, and a constellation is a group of stars. Take *terra*, earth: a terrace is a flat shelf of earth, territory is land, and subterranean means under the earth. Take *via*, road: a viaduct carries a road over a valley. Once you know the root, long English words stop being scary: you can take them apart like machines and see what they mean.

Say it out loud. Here are your first eight flashcard words, all of them roots with big English families: *aqua* (water), *terra* (earth, land), *stella* (star), *luna* (moon), *via* (road, way), *silva* (forest), *corona* (crown), *familia* (family, household). Say each one the classical way, then its meaning, then one derivative: aqua, water, aquarium. Do the whole set twice. Here is a surprise for the end: William Penn's colony was named Pennsylvania, Penn's forest land, with *silva* right in the middle of it.

Try it. This week you go derivative hunting. With your eight roots in hand, you will search labels, books and the rooms of your house for English words with Latin inside, and record your catches in your notebook. At the end of the unit you will grow your best finds into a full derivative tree poster: roots at the trunk, English words on the branches.

PICTURE STUDY



Portrait of Carl Linnaeus, Alexander Roslin, 1775 · Oil on canvas · Nationalmuseum, Stockholm

Image: [Wikimedia Commons](#), public domain

Roslin painted Linnaeus near the end of his life, in his red coat, holding a sprig of his favorite flower, the twinflower, which carries his own name in Latin: *Linnaea borealis*. By then his Latin names for plants and animals were being used by scientists all over the world, as they still are.

Look closely

- Find the little plant in his hand. For Linnaeus, a flower was worth looking at as closely as a book.
- Look at the papers and writing tools on his table. Naming creation was desk work as much as field work.
- Look at his face. Does he look stern or quietly pleased? Painters of this age chose expressions carefully.
- Find the medal ribbon. Kings honored him for giving science a common tongue.

Talk about it

1. Why was it a problem that one flower had different names in different countries?
2. Why was Latin the right language to fix that problem, instead of Swedish or English or French?

3. Adam's first task in the garden was naming the creatures (Genesis 2:19). What does careful naming show about how we regard what God has made?

ACTIVITY

The derivative hunt

Armed with eight Latin roots, you are going hunting through your own house and bookshelf for English words with Latin hiding inside. Every catch goes in the notebook; the best ones will grow into your unit challenge poster.

You will need

- 8 index cards for the new vocabulary
- Your Latin notebook and a pencil
- A few books, food labels or a newspaper to hunt in

Steps

1. Make a flashcard for each new word: aqua, terra, stella, luna, via, silva, corona, familia. Latin on the front, English meaning on the back. Add them to your deck and run the whole deck once.
2. In your notebook, give each root its own line with room beside it. Write what it means.
3. Hunt for 15 minutes: scan book pages, labels, maps and signs for English words that contain your roots (aquarium, terrace, constellation, lunar, viaduct, Pennsylvania, coronation, familiar...). A parent may call out candidate words for you to test.
4. For each catch, write the English word beside its root and say what the Latin inside tells you about its meaning.
5. Test three tricky ones together: Does 'luna' hide in lunch? (No.) In lunar? (Yes.) Does 'terra' hide in terrible? (No, that is a different root.) A real derivative keeps the root's meaning.
6. Finish by reading your full catch list aloud: Latin root, then English derivatives.

Tips

- Look for the meaning, not just the letters. Carpet contains 'pet' but has nothing to do with pets; aquarium contains aqua and is truly about water.
- Maps are rich hunting grounds: Pennsylvania, Terra Haute, Montana's Via roads.

- Science words are nearly all Latin or Greek; a nature book is a treasure chest.

Check your work

- ☐ My eight new flashcards are made and in the deck.
- ☐ I found at least ten honest derivatives and wrote them under their roots.
- ☐ I can explain why one look-alike word (like lunch) is not a real derivative.
- ☐ I read my list aloud with classical pronunciation.

LATIN NOTEBOOK

1. Write the eight new vocabulary words with their meanings, dated, in a neat two-column list.
2. Record your derivative hunt: each root with the English words you caught under it.
3. Write the scientific names *Panthera leo* and *Quercus alba*, and what creature each names.
4. Copy this sentence and finish it: 'Latin pays an English speaker back double because...'

From history. Even the calendar speaks Latin. January is named for Janus, the Roman god of doorways, pictured with two faces looking back at the old year and forward to the new; March for Mars; July for Julius Caesar; August for Augustus. September, October, November and December are simply Latin for seventh, eighth, ninth and tenth, from the days when the Roman year began in March.

WORKED EXAMPLES

Example 1. Build the derivative family of *aqua* (water): what do aquarium, aqueduct and aquatic each mean?

▼ Show solution

1. Find the root: aqua, water, sits inside all three.
2. Aquarium ends in -arium, a place for: a place for water (and the fish in it).
3. Aqueduct ends in -duct, from ducere, to lead: a channel that leads water.
4. Aquatic ends in -ic, having to do with: having to do with water.

Answer: A water-house for fish; a water-leading channel; living or happening in water. One root, three words unlocked.

Example 2. A book calls a performance 'stellar.' What does the Latin inside tell you?

▼ **Show solution**

1. Spot the root: stella, star.
 2. Attach the meaning: stellar is starry, star-like.
 3. Apply it to the sentence: a performance like a star.
-

Answer: Outstanding, brilliant; the writer is calling the performance star-quality.

Example 3. Take apart *subterranean*.

▼ **Show solution**

1. Sub- is Latin for under.
 2. Spot the root terra, earth.
 3. -anean turns it into a describing word.
-

Answer: Under the earth: a subterranean tunnel runs underground.

PRACTICE

1. **Easy** Give the English meaning: aqua, stella, via, familia.

▼ **Show answer**

Water, star, road (way), family (household).

2. **Easy** Which Latin root hides in *lunar*, and what does a lunar rover drive on?

▼ **Show answer**

Luna, moon; a lunar rover drives on the moon.

3. **Easy** What is a derivative?

▼ **Show answer**

An English word built from a Latin root, like aquarium from aqua.

4. **Medium** Give one derivative each for terra, corona and via.

▼ **Show answer**

Examples: terra: terrace, territory, terrain, subterranean; corona: coronation, coronet; via: viaduct (or the phrase 'via,' by way of).

5. **Medium** Pennsylvania means Penn's forest land. Which Latin root is inside it, and what does that root mean?

▼ **Show answer**

Silva, forest. Sylvania is forest land.

6. **Medium** Why did Linnaeus write his names for plants and animals in Latin?

▼ **Show answer**

Latin was the one language scholars of every country could read, and since it was no one's street language its meanings stayed fixed, so one name could serve the whole world.

7. **Hard** True derivative or impostor? Explain: (a) constellation, (b) terrible, (c) familiar.

▼ **Show answer**

(a) True: con- (together) + stella, stars grouped together. (b) Impostor: terrible comes from terrere, to frighten, not terra, earth. (c) True: from familia, belonging to the household, well known.

8. **Challenge** English is a Germanic language, yet over half its longer words carry Latin. Name two of the ways Latin words got into English.

▼ **Show answer**

Any two: church Latin from the early missionaries; the Norman Conquest of 1066 bringing French, Latin's daughter; and scholars borrowing words straight from Latin books.

COMMON MISTAKES

- Matching letters instead of meanings. Carpet is not from pet, lunch is not from luna; a real derivative keeps the root's meaning.
- Thinking English is a daughter of Latin. English is Germanic; it borrowed Latin heavily but grew from a different trunk.
- Forgetting the flashcards after the lesson. The deck works because you run it every session; three right answers in a row moves a card to the weekly pile.
- Writing scientific names carelessly. The first part is capitalized, the second is not: *Panthera leo*.

Make it a game · Derivative Detective. Write aqua, terra, stella, luna, via, silva, corona and familia on cards. Draw one and, within 30 seconds, name its meaning and an English derivative, like aquarium or terrestrial. The parent can challenge with a fake word. Each right word earns a point; each caught impostor earns two. See if you can reach 12 points.

Scripture. “And out of the ground the LORD God formed every beast of the field, and every fowl of the air; and brought them unto Adam to see what he would call them: and whatsoever Adam called every living creature, that was the name thereof.” (Genesis 2:19, KJV)

Naming the creatures was man's first recorded work. Linnaeus kept a copy of this calling in mind: his careful Latin names continue a task as old as Eden.

UNIT 2

NOUNS CHANGE THEIR ENDINGS

English tells you who is who by word order; Latin tells you with endings. This unit is where you learn to read them. You will start in a Roman schoolroom, where boys your age chanted their letters at dawn and scratched their lessons into wax tablets with a pointed stylus, and you will meet the first declension, the great family of nouns ending in -a: one girl is *puella*, two girls are *puellae*, and that tiny change of ending does the work that the word 's' does in English. You will learn your first full set of these nouns, including three surprises, *nauta*, *agricola* and *poeta*, sailor, farmer and poet, which wear the -a ending but are men.

Then you will look up at one of the most famous carvings in the world, the dedication at the foot of Trajan's Column, cut in A.D. 113 in the square capital letters our books still use, and you will learn the whole singular staircase of the first declension: five cases, five jobs, five endings. Nominative does the action, genitive owns, dative receives, accusative is acted on, ablative works with and by. By the end of the unit you can chant *puella*, *puellae*, *puellae*, *puellam*, *puella* like a Roman schoolboy, decline any first-declension noun on a wax tablet you made yourself, and read the endings the way a Roman read them: as the skeleton of the sentence.

PREREQUISITES

- Can pronounce Latin vowels and consonants the classical way (Lesson 1.1)
- Knows the eight Unit 1 vocabulary words by flashcard
- Can copy a chart neatly into the Latin notebook

MASTERY CHECKLIST

- ☐ I can tell what a Roman school was like: the ludus, the magister, the wax tablet and the stylus.
- ☐ I can turn any first-declension noun from singular to plural in the nominative (puella to puellae) and back.
- ☐ I know that nauta, agricola and poeta are masculine even though they end in -a.
- ☐ I can name the five cases and the job each one does.
- ☐ I can chant and write the full singular of puella: puella, puellae, puellae, puellam, puella.
- ☐ I can decline a new first-declension noun I have never seen, by matching it to the pattern.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- **Visual Latin, by Dwane Thomas (Compass Classroom)**: A friendly video Latin course from a Christian teacher, loved by homeschool families. The free sample lessons pair well with this unit; the full course is a natural next step after this quarter.
- ***Latin for Children, Primer A* (Classical Academic Press)**: A full grade-school Latin program with chants and songs on audio. If this quarter leaves your student hungry for a daily program, this is a good one.
- **Latin Launchpad**: Free. The grade 3–5 word packs and matching games cover most of this unit's nouns (puella, regina, filia, poeta, epistula, mensa, porta and more).

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch has no ties to these authors, publishers or companies.

2.1 A Roman Schoolboy's Words: One and Many

3 sessions of 30–40 minutes

2.2 Letters in Stone: The Cases of Puella

3 sessions of 30–40 minutes

UNIT 2 REVIEW

Answer each question in complete sentences, except where a chart is asked for. The review is worth 30 points. It may be done orally, with a parent writing down the answers.

1. **5 pts**

Describe a Roman ludus: when school met, who the magister was, and how students wrote and erased.

2. **5 pts**

Turn these into plurals: puella, mensa, epistula. Turn these into singulars: portae, nautae, horae.

3. **5 pts**

Three first-declension nouns in your deck are masculine. Name them, give their meanings, and explain why they are masculine.

4. **5 pts**

Name the five cases in order and give each one's job.

5. **5 pts**

Decline *fabula* through the singular staircase.

6. **5 pts**

What does SPQR stand for, in Latin and in English, and where was it carved in A.D. 113?

ANSWER KEY

1. School met at dawn in a simple rented room; the magister was the schoolmaster seated in the tall chair; students scratched letters into wax tablets with the pointed end of a stylus and erased by smoothing the wax with the flat end. Lessons were chanted out loud.
2. Puellae, mensae, epistulae; porta, nauta, hora.
3. Nauta (sailor), agricola (farmer), poeta (poet). The meaning decides gender, and these name men's work in Rome.
4. Nominative, the subject (does the action); genitive, of, owning; dative, to or for, receiving; accusative, the direct object (gets done-to); ablative, by, with or from.
5. Fabula, fabulae, fabulae, fabulam, fabula.
6. Senatus Populusque Romanus, the Senate and the People of Rome. It opens the dedication carved at the base of Trajan's Column, whose letters our capital letters still copy.

UNIT CHALLENGE: THE WAX TABLET

Make a Roman-style wax tablet and write on it the way a Roman student did. Take a shallow box lid or a piece of sturdy cardboard with edges, and scribble a thick, waxy layer of crayon over the whole writing area, pressing hard, two or three coats deep (dark colors work best). Make a stylus from a craft stick, an old pen cap or a toothpick with a taped handle: one pointed end to write, one flat end to smooth and erase. Then, scratching into the crayon wax, write: your name, the title TABULA MEA (my tablet), and the full singular staircase of one first-declension noun you choose, with each case labeled. Read your tablet aloud to the family, erase one line by rubbing it flat, and write it again from memory. Keep the tablet with your course folder; you will want it on display at the family Latin day.

LOOK FOR	WHAT IT MEANS
A working tablet	The crayon-wax surface takes scratched letters and can be smoothed to erase, like real wax.
A correct declension	All five singular cases of the chosen noun are written and labeled correctly.
Roman letters	The writing is in clear capital letters, with V for U if the student wants full Roman style.
Recitation	The student read the tablet aloud, erased a line and rewrote it from memory.

UNIT 2 • NOUNS CHANGE THEIR ENDINGS • LESSON 2.1 OF 10 • 3 SESSIONS OF 30-40 MINUTES

2.1 A ROMAN SCHOOLBOY’S WORDS: ONE AND MANY

OBJECTIVES

- Describe a Roman school: the ludus, the magister, the wax tablet and the stylus.
- Learn the first-declension vocabulary set: puella, regina, filia, domina, nauta, agricola, poeta, epistula, mensa, porta.
- Turn first-declension nouns from singular to plural in the nominative (-a to -ae) and back.
- Explain why nauta, agricola and poeta are masculine despite ending in -a.

Warm-up. Run your flashcard deck out loud, fast. Then play one-and-many in English: I say girl, you say girls; I say table, you say tables; I say child, you say... children! English changes words to show more than one, but it changes them in several messy ways. Today you learn how Latin does it: one neat ending, every time, for a whole family of nouns.

WATCH

The First Declension

[latintutorial](#) · 6:44

<https://www.youtube.com/watch?v=9kUxUV7R3vc>

WHEN TO WATCH

After the How Latin works paragraph. The video shows the whole first-declension chart, singular and plural; today you only need the top row (nominative), and the rest of the singular comes next lesson. Do not worry about memorizing the plural cases yet.

Note: The narrator uses the Latin case names you will learn in Lesson 2.2. Hearing them today plants the seed.

BACKUP VIDEO

Basics of Declension

[latintutorial](#) · 4:23

<https://www.youtube.com/watch?v=8QhpM9hG-TI>

If the first video feels like too much chart at once, watch this gentler overview of what declension means, then return to the other.

KEY TERMS

ludus

The Roman word for an elementary school, and also the word for a game. Romans used one word for both.

magister

The schoolmaster or teacher. Our word magistrate and the title 'master' come from it.

wax tablet (tabula)

A wooden frame filled with a thin layer of wax. Students scratched letters into it with a stylus and smoothed the wax flat to erase.

nominative

The naming case: the form a noun wears when it is the subject, the one doing or being. Puella is nominative singular; puellae is nominative plural.

declension

A family of nouns that all change their endings the same way. First-declension nouns end in -a.

gender

Every Latin noun counts as masculine, feminine or neuter. Most first-declension nouns are feminine, but nauta, agricola and poeta are masculine, because sailors, farmers and poets were men.

VOCABULARY FOR THE WEEK

Classical sounds: c is always k, g is always hard, v is w, and ae says eye. Capitals show the stress. A macron marks a long vowel.

lūdus

LOO-dus

noun · lūdus, lūdī, m.

a school; a game

ENGLISH ludicrous

magister

mah-GEES-ter

noun · magister, magistrī, m.

a teacher, a schoolmaster

ENGLISH magistrate

tabula

TAH-bu-lah

noun · tabula, tabulae, f.

a tablet; a board

stylus

STYLUS

noun · stylus, stylī, m.

a stylus, the writing point

ENGLISH style

domina

DO-mee-nah

noun · domina, dominae, f.

a mistress of the house; a lady

fābula

FAH-bu-lah

noun · fābula, fābulae, f.

a story

ENGLISH fable

discipulus

dees-KEE-pu-lus

noun · discipulus, discipulī, m.

a student

ENGLISH disciple

paedagōgus

pye-dah-GOH-gus

noun · paedagōgus, paedagōgī, m.

the servant who walked a boy to school

ENGLISH pedagogue

cēra

KAY-rah

noun · cēra, cērae, f.

wax

rēgula

RAY-gu-lah

noun · rēgula, rēgulae, f.

a rule; a ruler

ENGLISH regular

līnea

LEE-neh-ah

noun · līnea, līneae, f.

a line

ENGLISH line

CORE IDEAS

The story. Imagine Rome before sunrise. A boy of ten walks through dark streets carrying a satchel, often with a trusted household servant called a paedagogus walking beside him to keep him out of trouble. School, the *ludus*, is one rented room open to the street, sometimes just a corner behind a curtain. The *magister* sits on a tall chair; the boys sit on benches with wooden tablets on their knees. The tablet, a *tabula*, is a frame filled with smooth wax. The boy writes by scratching with the pointed end of a *stylus*, and erases by flipping it around and smoothing the wax with the flat end. All morning the room rings with chanting: letters, syllables, lines of poetry, and endings, endings, endings, said out loud together until they stick. A stone carving from Neumagen, in Roman Germany, shows exactly this scene: a magister in his chair, boys with scrolls, a lesson in progress. When you chant your Latin endings this quarter, you are doing precisely what Roman children did two thousand years ago, and for the same reason: it works.

How Latin works: one neat family. Latin nouns come in families called declensions, and every noun in a family changes its endings the same way. The first declension is the -a family: *puella* (girl), *regina* (queen), *filia* (daughter), *domina* (lady of the house), *epistula* (letter), *mensa* (table), *porta* (gate). To say more than one, Latin swaps -a for -ae: *puella*, one girl; *puellae*, girls. *Regina*, one queen; *reginae*, queens. That is the whole trick, and it never has exceptions the way English child/children and mouse/mice do. One ending change, a thousand nouns.

The three surprises. Three common first-declension nouns are men: *nauta*, the sailor; *agricola*, the farmer; *poeta*, the poet. They wear the -a ending, but Latin counts them

masculine, because the sailors, farmers and poets of Rome were men. Remember them as a crew: the sailor, the farmer and the poet walked into the first declension and stayed. Latin gives every noun a gender, masculine, feminine or neuter; for now you only need to know that the -a family is feminine except for that crew.

Say it out loud. Chant the pairs like a Roman classroom, clapping the rhythm: puella, puellae! regina, reginae! filia, filiae! domina, dominae! nauta, nautae! agricola, agricolae! poeta, poetae! epistula, epistulae! mensa, mensae! porta, portae! Notice your mouth doing the work: -a snaps shut, -ae opens like eye. When the chant is smooth, point at one thing on the table and say mensa; point at a drawing of two and say mensae.

Try it. This week you build ending-flip cards: each noun written on a card with its -a ending on a fold-back flap, and -ae hidden underneath. Flip the flap, flip the number: one girl, many girls. You will drill them until switching singular and plural is as automatic as turning a light switch, and that automatic reflex is exactly what reading Latin feels like.

PICTURE STUDY



A Teacher with His Students (the Neumagen school relief), Unknown Roman sculptor, About A.D. 180–185
· Carved stone funerary relief · Rheinisches Landesmuseum, Trier, Germany

Photo: Carole Raddato, via [Wikimedia Commons](#), CC BY-SA 2.0

This stone was carved for the tomb of a Roman teacher near Trier, on the empire's German frontier, about A.D. 180. He chose to be remembered doing his work: seated in the master's chair, mid-sentence, hand raised, while his students hold their scrolls. A third student, on the part of the stone not shown here, arrives late with his satchel.

Look closely

- Find the magister's chair. It has a high rounded back, the seat of honor in the room; the students sit lower.
- Look at the scroll in the student's hands. Books were rolls, not bound pages; reading meant unrolling with both hands.
- Look at the teacher's raised hand and open mouth. The sculptor froze him teaching out loud; a Roman classroom was never silent.
- Notice everyone's clothing: heavy cloaks. This classroom was in Roman Germany, a long way from sunny Italy, and Latin was being chanted there all the same.

Talk about it

1. This stone was carved about 1,850 years ago on the empire's cold northern edge. What does that tell you about how far the ludus and the Latin language

had traveled?

2. The teacher wanted to be remembered teaching. What would you want a carving to show you doing?
3. Roman students learned by chanting together out loud. Why does saying something out loud fix it in the memory better than reading it silently?

ACTIVITY

Ending-flip cards

Roman students erased and rewrote the same endings until they were reflexes. Your version: ten cards whose endings flip from one to many, and a drill to make the switch automatic.

You will need

- 10 index cards and a pencil
- Scissors (to snip a fold-back flap)
- Your flashcard deck and Latin notebook

Steps

1. On each card write one noun's stem large, stopping before the ending: puell, regin, fili, domin, naut, agricol, poet, epistul, mens, port.
2. Fold the right edge of the card back about an inch to make a flap. On the flap write -a. On the card underneath, where the flap hides it, write -ae.
3. Flap down, the card says puella: one girl. Flap open, puellae: girls. Make all ten.
4. Drill 1, you flip: go through the stack saying each word both ways with its meaning: puella, girl; puellae, girls.
5. Drill 2, the caller flips: a parent or sibling shows cards in any order, flap down or open; you say the Latin and the meaning. Three seconds per card.
6. Drill 3, English first: the caller says an English cue (queens! one sailor! gates!) and you answer in Latin: reginae! nauta! portae!
7. Add flashcards for the ten new nouns to your deck (full words this time: puella, regina, filia, domina, nauta, agricola, poeta, epistula, mensa, porta).

Tips

- Pronounce -ae as eye every time; the chant drills your mouth as well as your memory.
- When you hit nauta, agricola or poeta, tap the table: that is the crew of masculine ones. The tap builds the memory.
- Short and daily beats long and rare: two minutes of flip drills at breakfast all week is perfect.

Check your work

- ☐ All ten flip cards are made and flip cleanly between -a and -ae.
- ☐ I can go English to Latin: hearing 'gates' I say portae without pausing.
- ☐ I can name the three masculine nouns of the set without looking.
- ☐ The ten new flashcards are in my deck, and I ran the whole deck once.

LATIN NOTEBOOK

1. Write the ten new vocabulary words with meanings in a dated two-column list, and mark nauta, agricola and poeta with a small m for masculine.
2. Draw a Roman wax tablet and stylus, and label tabula and stylus.
3. Write five singular-plural pairs from memory: puella/puellae and four more.
4. Write two sentences about the Roman ludus: when school started, and how students wrote.

From history. The Roman word for elementary school, ludus, is also the word for a game, and the Romans heard both meanings at once: school was where you trained, the way athletes and even gladiators trained at their own ludus. School started at dawn and was done by midday; there were no grades and few books, so nearly everything was learned by chanting aloud after the magister, exactly as you are doing.

WORKED EXAMPLES

Example 1. Make *filia* (daughter) plural, and say what changed.

▼ Show solution

1. Find the ending: filia ends in -a, so it belongs to the first declension.
2. Swap -a for -ae.
3. Say both forms aloud with meanings.

Answer: Filiae, daughters. The ending -a became -ae; nothing else moved.

Example 2. Translate *nautae*. One sailor or more?

▼ **Show solution**

1. Spot the -ae ending; that is the plural nominative shape.
 2. Recall the word: nauta, sailor, one of the masculine crew.
 3. Put it together.
-

Answer: Sailors, more than one. (Next lesson you will meet another job the -ae ending can do, but in a word list like this, -ae means plural.)

Example 3. A story says: *Reginae ad portam ambulant*, the queens walk to the gate. How do you know more than one queen is walking?

▼ **Show solution**

1. Look at the ending of reginae: -ae.
 2. The -ae nominative ending signals the plural subject.
 3. Check the verb: ambulant is a 'they' form, which agrees. (Verbs come in Unit 3.)
-

Answer: The -ae on reginae shows the subject is plural: queens, not a queen.

PRACTICE

1. **Easy** Give the plural: puella, mensa, porta.

▼ **Show answer**

Puellae, mensae, portae.

2. **Easy** Give the singular: epistulae, filiae, stellae.

▼ **Show answer**

Epistula, filia, stella.

3. **Easy** Translate into English: agricola, agricolae; regina, reginae.

▼ **Show answer**

Farmer, farmers; queen, queens.

4. **Medium** Which of these first-declension nouns are masculine, and why? puella, nauta, mensa, poeta, agricola.

▼ **Show answer**

Nauta, poeta and agricola, because sailors, poets and farmers in Rome were men. The -a ending does not decide the gender by itself.

5. **Medium** Translate into Latin: tables, a daughter, sailors, the lady of the house.

▼ **Show answer**

Mensae, filia, nautae, domina.

6. **Medium** What two things could a Roman student do with the two ends of a stylus?

▼ **Show answer**

Write with the pointed end by scratching the wax, and erase with the flat end by smoothing the wax flat again.

7. **Hard** Your Unit 1 words aqua, terra, stella, luna, via, silva, corona and familia are all first declension. Write the plural of each.

▼ **Show answer**

Aquae, terrae, stellae, lunae, viae, silvae, coronae, familiae.

8. **Challenge** Latin ludus means both school and game, and your word list came to English too: what English words can you find from magister and from ludus?

▼ **Show answer**

From magister: master, magistrate, magisterial. From ludus: ludicrous (playable-at, laughable) and interlude (a game or piece between). Accept any honest derivative.

COMMON MISTAKES

- Writing -ea or -ia for the plural. The plural of puella is puellae: the stem keeps its spelling and only -a becomes -ae.
- Calling nauta, agricola or poeta feminine because of the -a. The meaning decides: they are men, so the words are masculine.
- Pronouncing -ae like ay or ah. It is eye: puellae rhymes with 'pell-eye'.
- Treating the chant as babble. Always say the meaning with the form: puella, girl; puellae, girls. Sound and sense must travel together.

Make it a game · Ludus Quiz Master. Play teacher in the ludus. Write puella, regina, filia, domina and the other vocabulary words on cards. Quiz the parent, who must give the meaning and the plural form. The parent will make one deliberate mistake, so listen carefully. Catch it and you win a point. Swap roles, and let the parent be the stern magister.

Scripture. “A wise man will hear, and will increase learning; and a man of understanding shall attain unto wise counsels.” (Proverbs 1:5, KJV)

Learning by hearing is God's old design. A Roman classroom ran on it, and your chanting does too: the ear teaches the heart.

UNIT 2 · NOUNS CHANGE THEIR ENDINGS · LESSON 2.2 OF 10 · 3 SESSIONS OF 30-40 MINUTES

2.2 LETTERS IN STONE: THE CASES OF PUELLA

OBJECTIVES

- Tell the story of the dedication carved at the foot of Trajan's Column, and read the letters SPQR.
- Name the five cases and the job each one does in a sentence.
- Chant and write the singular of puella through all five cases: puella, puellae, puellae, puellam, puella.
- Decline a new first-declension noun by matching it to the pattern.
- Learn the new vocabulary: fabula, pecunia, patria, cena, hora.

Warm-up. Flip-card drill, fast: singulars and plurals until the switch is automatic. Then try this English puzzle: in 'The girl sees the queen' and 'The queen sees the girl,' the words are identical; only the order tells you who sees whom. Scramble an English sentence and it breaks. Today you learn Latin's answer: hang the job of each word on its ending, and then the order can dance.

WATCH

Latin's Case System

latintutorial · 8:57

https://www.youtube.com/watch?v=2fhP_fk2wNQ

WHEN TO WATCH

After the How Latin works paragraph. It walks through each case's job with clear examples. The video also mentions cases beyond your five; this course uses the five of the classic chant, and the extras can wait for later years.

Note: The longest video of the course so far; feel free to pause after each case and tell back its job before going on.

BACKUP VIDEO

The Nominative Case

Dwane Thomas (Visual Latin) · 3:29

<https://www.youtube.com/watch?v=kedOnNM96pU>

A short, cheerful second pass at the first case on the staircase, from a favorite Christian homeschool Latin teacher.

KEY TERMS

case

The form a noun wears to show its job in the sentence. Latin's five everyday cases are nominative, genitive, dative, accusative and ablative.

genitive

The 'of' case, for owning: puellae, of the girl. Corona reginae: the queen's crown.

nominative

The subject case: the doer or be-er.
Puella cantat: the girl sings.

dative

The 'to or for' case, for receiving:
puellae, to the girl. You give the letter to the girl.

accusative

The direct-object case: the one the action lands on. Puellam: the girl, when something is done to her.

ablative

The 'by, with, from' case: puella, with or by the girl. It often works with little words like in, cum and ab.

decline

To recite or write a noun through all its cases in order, the way you run down a staircase.

VOCABULARY FOR THE WEEK

Classical sounds: c is always k, g is always hard, v is w, and ae says eye. Capitals show the stress. A macron marks a long vowel.

patria

PAH-tree-ah

noun · patria, patriae, f.

one's homeland

ENGLISH patriot

ancilla

ahn-KEEL-lah

noun · ancilla, ancillae, f.

a maidservant

incola

EEN-ko-lah

noun · incola, incolae, c.

an inhabitant

memoria

meh-MO-ree-ah

noun · memoria, memoriae, f.

memory

ENGLISH memory

culpa

KUL-pah

noun · culpa, culpae, f.

fault, guilt

ENGLISH culpable

fōrma

FOHR-mah

noun · fōrma, fōrmae, f.

a shape, a form

ENGLISH form

poena

POY-nah

noun · poena, poenae, f.

a punishment

ENGLISH penalty

fuga

FU-gah

noun · fuga, fugae, f.

flight, running away

ENGLISH fugitive

cūra

KOO-rah

noun · cūra, cūrae, f.

care

ENGLISH cure

vīta

WEE-tah

noun · vīta, vītae, f.

life

ENGLISH vital

fortūna

for-TOO-nah

noun · fortūna, fortūnae, f.

fortune

ENGLISH fortune

CORE IDEAS

The story. In A.D. 113 Rome unveiled a marble column ten stories tall, carved from base to crown with 2,600 figures spiraling up like a stone scroll, celebrating the emperor Trajan's victories across the Danube. At its foot the dedication was cut in letters so clear and well-made that type designers still copy them today: every capital letter in this very book descends from them. The inscription begins SENATUS POPULUSQUE ROMANUS, the Senate and the People of Rome, the phrase Romans shortened to SPQR and stamped on their standards, their buildings and their law. Here is the wonder: a Roman reading those carved words did not need them in any particular order. Each word carries its ending like a badge of office, telling exactly what job it does. English words show up to the sentence in plain clothes and must stand in line to be understood; Latin words arrive in uniform.

How Latin works: five jobs, five endings. A noun's job in its sentence is shown by its case, and the first declension has a clean singular staircase. **Nominative** *puella*, the subject: the girl sings. **Genitive** *puellae*, of the girl: the girl's book is liber puellae. **Dative** *puellae*, to or for the girl: give the letter to the girl. **Accusative** *puellam*, the direct object: the queen praises the girl, and the -m lands on the one being praised. **Ablative** *puella*, by, with or from the girl, the case little words like cum (with) and in (in) call for. Yes, genitive and dative singular look alike (both -ae, and so does the nominative plural you learned last week); real Romans told them apart the same way you tell 'bark' of a dog from 'bark' of a tree: by how the word is used around its neighbors. For now, when you meet -ae inside a sentence, try 'of the...' first; it is the most common.

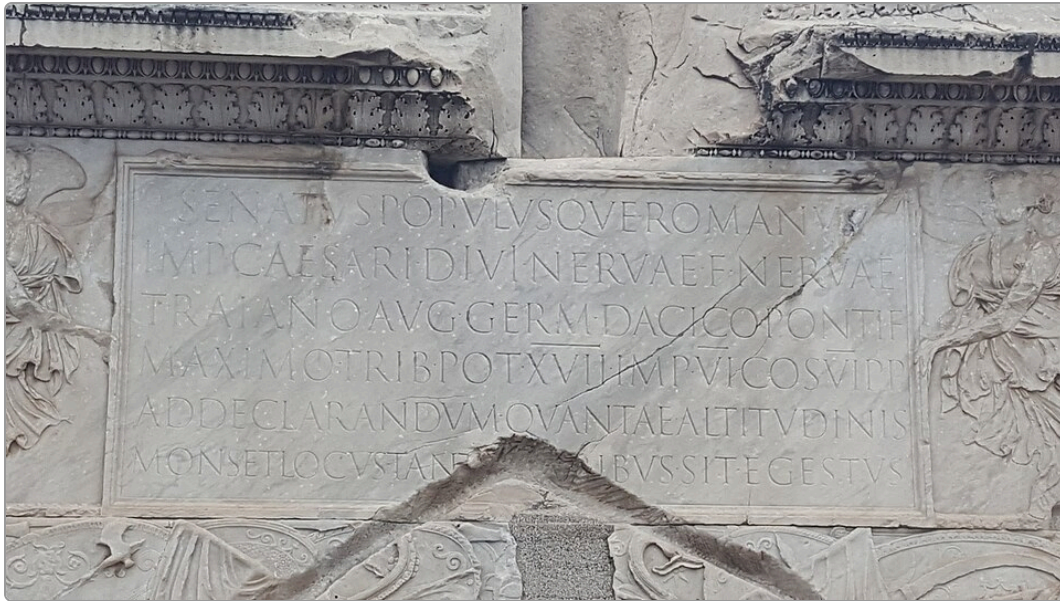
Say it out loud: the staircase chant. Chant it with a steady beat, stepping your hand down an imaginary staircase: **puella, puellae, puellae, puellam, puella**. Then with the jobs: puella, the girl does it; puellae, of the girl; puellae, to the girl; puellam, the girl gets done-to; puella, by or with the girl. Chant it at breakfast, in the car, marching down real stairs. Every first-declension noun in Latin rides this same staircase:

regina, reginae, reginae, reginam, regina; aqua, aquae, aquae, aquam, aqua. Learn the staircase once and you own ten thousand nouns.

New words for the staircase. Five new first-declension nouns join your deck, chosen because Rome ran on them: *fabula*, story (a fable is a little *fabula*); *pecunia*, money (pecuniary!); *patria*, fatherland, native country (patriot!); *cena*, dinner, the main Roman meal; *hora*, hour, which marched into English almost unchanged. Decline one of them down the staircase right now, out loud, to prove the pattern transfers: *fabula*, *fabulae*, *fabulae*, *fabulam*, *fabula*.

Try it. This week you build the case staircase chart for your notebook, a five-step stair with each case's name, job, ending and example, and then you decline two nouns you choose yourself. At the end of the unit you will make a real Roman-style wax tablet from cardboard and crayon and scratch a full declension into it with a homemade stylus, writing exactly the way the boys in the Neumagen relief wrote.

PICTURE STUDY



*The Dedication Inscription of Trajan's Column, Unknown Roman letter-cutters, A.D. 113 · Carved marble ·
Base of Trajan's Column, Rome*

Photo: MumblerJamie, via [Wikimedia Commons](#), CC BY-SA 2.0

These six lines, cut into marble in A.D. 113, are among the most admired letters ever made. Type designers call them the ancestor of our capital letters: the Trajan letterforms have been copied for nineteen centuries, and you have seen their children on book covers and building fronts all your life.

Look closely

- Read the first two words: SENATVS POPVLVSQVE. Remember that Romans wrote V where we write U: Senatus Populusque, the Senate and the People.
- Notice there are no lowercase letters, and the dots placed between some words instead of spaces.
- Look at how the strokes end in little feet (serifs). The carver's chisel made those, and our fonts still imitate them.
- Find the word ROMANVS at the end of line one, and TRAIANO, Trajan's own name, in line three.

Talk about it

1. Why would Romans carve their important words in stone rather than only writing them in wax or ink?
2. The letters still speak clearly after 1,900 years. What do you want to write that would still be worth reading in 1,900 years?

3. SPQR stood for the Senate and People of Rome. What words or letters stand for your country?

ACTIVITY

The case staircase

Five cases, five jobs, five endings: today you build the chart you will use for the rest of the course, and prove it works on nouns you pick yourself.

You will need

- Your Latin notebook, pencil and colored pencils
- A ruler
- 5 index cards for the new vocabulary

Steps

1. Across a full notebook page, draw a staircase of five steps going down from left to right, big enough to write on each step.
2. On each step, write four lines: the case name, its job in your own words, the ending, and the puella example. Step 1: Nominative, does the action, -a, puella. Step 2: Genitive, of (owns), -ae, puellae. Step 3: Dative, to or for, -ae, puellae. Step 4: Accusative, gets done-to, -am, puellam. Step 5: Ablative, by, with, from, -a, puella.
3. Color-code the endings: one color for each case, used every time that case appears in your notebook from now on.
4. Chant the staircase five times, stepping your hand down the chart.
5. Choose two nouns from your deck (not puella) and write their full singular staircases beside the chart from memory, checking against the pattern.
6. Make flashcards for fabula, pecunia, patria, cena and hora, and add them to the deck.

Tips

- Say the job with the form every time: puellam, the girl gets done-to. Jobs are the point; endings are just their uniforms.
- Genitive and dative twins (-ae and -ae): put a small 'of' on one step and 'to/for' on the other in extra-large letters so the jobs stay separate even where the endings match.
- Keep the chart page flat and clean; you will flip back to it for weeks.

Check your work

- ☐ My staircase has all five cases with name, job, ending and example.
- ☐ I chanted *puella* down the staircase five times without reading.
- ☐ I declined two new nouns correctly on the first try, or found and fixed my own mistakes.
- ☐ The five new flashcards are in my deck.

LATIN NOTEBOOK

1. Write the five new vocabulary words with meanings, dated: *fabula*, *pecunia*, *patria*, *cena*, *hora*.
2. Write the full singular staircase of *regina* with the job of each form beside it.
3. Copy *SENATVS POPVLVSQVE ROMANVS* in your best Roman capitals, and write what it means and what *SPQR* stands for.
4. Answer in a sentence: why can Latin scramble its word order when English cannot?

From history. *SPQR*, *Senatus Populusque Romanus*, is still the official emblem of the city of Rome. Walk through Rome today and you will find the four letters on manhole covers, buses, fountains and lampposts, a two-thousand-year-old abbreviation still on duty.

WORKED EXAMPLES

Example 1. Decline *cena* (dinner) through the singular staircase.

▼ Show solution

1. Find the stem by removing -a: *cen-*.
2. Attach the staircase endings in order: -a, -ae, -ae, -am, -a.
3. Say each form with its job.

Answer: *Cena* (the dinner, subject), *cenae* (of the dinner), *cenae* (to or for the dinner), *cenam* (the dinner, object), *cena* (by or with the dinner).

Example 2. What job is *pecuniam* doing, and how do you know?

▼ **Show solution**

1. Strip the ending: pecuni- plus -am.
 2. Match -am on the staircase: accusative.
 3. Recall the accusative's job: the direct object, the thing acted on.
-

Answer: Pecuniam is accusative: the money is having something done to it, as in 'the farmer counts the money.'

Example 3. Translate the phrase *corona reginae*.

▼ **Show solution**

1. Corona wears -a: nominative, the subject thing, the crown.
 2. Reginae wears -ae: inside a phrase like this, try the genitive first: of the queen.
 3. Assemble: the crown of the queen.
-

Answer: The queen's crown (the crown of the queen).

PRACTICE

1. **Easy** Chant (or write) the singular staircase of *puella*, with the five case names in order.

▼ **Show answer**

Nominative *puella*, genitive *puellae*, dative *puellae*, accusative *puellam*, ablative *puella*.

2. **Easy** Which case does each job? (a) the subject; (b) 'of'; (c) the direct object.

▼ **Show answer**

(a) Nominative; (b) genitive; (c) accusative.

3. **Easy** Translate: *fabula*, *pecunia*, *patria*, *cena*, *hora*.

▼ **Show answer**

Story, money, fatherland (native country), dinner, hour.

4. **Medium** Decline *via* (road) through the singular.

▼ **Show answer**

Via, viae, viae, viam, via.

5. **Medium** Give the case and job: *aquam*, *patriae* (two possible answers), *fabula*.

▼ **Show answer**

Aquam: accusative, direct object. *Patriae*: genitive (of the fatherland) or dative (to/for the fatherland); the sentence decides. *Fabula*: nominative subject (or ablative 'by/with the story'; in a bare list, nominative).

6. **Medium** Translate the phrases: *porta patriae*; *epistula poetae*.

▼ **Show answer**

The gate of the fatherland; the poet's letter (the letter of the poet).

7. **Hard** Write in Latin, choosing the right case: (a) of the hour; (b) the story (as a direct object); (c) with the queen (use *cum*).

▼ **Show answer**

(a) *Horae*; (b) *fabulam*; (c) *cum regina* (*cum* calls for the ablative).

8. **Challenge** The -ae ending can be three different things. Name all three, and say what you would look at to decide.

▼ **Show answer**

Genitive singular (of the...), dative singular (to/for the...), or nominative plural (more than one, as subject). You decide from the sentence around it: a nearby noun suggests 'of,' a giving-verb suggests 'to,' and a plural verb suggests plural subject.

COMMON MISTAKES

- Learning endings without jobs. The chant must carry meaning: -am is not just a sound, it is 'gets done-to.'
- Panicking over the -ae twins. Genitive, dative and plural nominative share a shape; the surrounding sentence always settles it, and 'of' is the best first guess.
- Changing the stem. Only the ending moves: *pecunia*, *pecuniae*, never *pecunea*.
- Reading Latin left to right like English and ignoring the uniforms. The ending outranks the word order, every time.

Make it a game • Case Staircase Race. Draw five steps on paper and label them nominative, genitive, dative, accusative and ablative. Roll a pebble up each step by stating the job of that case aloud. Then the parent says a sentence job, like 'who owns it', and you point to the case. Make it up and down the staircase without a mistake.

Scripture. “For verily I say unto you, Till heaven and earth pass, one jot or one tittle shall in no wise pass from the law, till all be fulfilled.” (Matthew 5:18, KJV)

A jot is the smallest letter, a tittle the smallest stroke of the pen. In Latin, too, the smallest marks, the difference between -a and -am, carry the meaning. Small and faithful things matter.

UNIT 3

VERBS DO THE WORK

In 1973 archaeologists digging in the wet ground of a Roman fort near Hadrian's Wall found slivers of wood the size of postcards, covered in faded ink: the everyday letters of Roman soldiers and their families, nineteen hundred years old. One of them is a birthday party invitation from an officer's wife named Claudia Severa, the oldest known Latin written by a woman's own hand. Letters are made of verbs, I write, you come, we celebrate, and in this unit the verbs take over. You will learn the great secret that makes Latin verbs easy: the ending is the pronoun. Amo means I love, amas means you love, amat means he loves, with nobody needing to say I, you or he at all. One chant, amo, amas, amat, amamus, amatis, amanti, and you can run every verb in the first conjugation.

Then you will sit down beside one of the great workers of church history: Jerome, who spent more than twenty years in a study in Bethlehem translating the whole Bible into the common Latin of ordinary people, the Vulgate, the most copied book of the Middle Ages and the first big book Gutenberg ever printed. From the Vulgate's opening of John's Gospel, *In principio erat Verbum*, you will learn the most important verb in Latin, the irregular to be: *sum, es, est, sumus, estis, sunt*, and how it links sentences together: *puella bona est*, the girl is good. With nouns in one hand and verbs in the other, you are two lessons away from reading real Latin sentences of your own.

PREREQUISITES

- Can chant the first-declension singular staircase and flip singular/plural (Unit 2)
- Knows the Unit 1 and Unit 2 vocabulary by flashcard
- Can say the five vowel sounds and the c, g, v, ae rules without help

MASTERY CHECKLIST

- ☐ I can tell the story of the Vindolanda tablets and Claudia Severa's birthday invitation.
- ☐ I can chant the present tense of amo with meanings: amo I love, amas you love, amat he/she loves, amamus we love, amatis you all love, amant they love.
- ☐ I can conjugate any first-conjugation verb from my list the same way.
- ☐ I can tell the story of Jerome and the Vulgate.
- ☐ I can chant sum, es, est, sumus, estis, sunt with meanings, and use est and sunt in sentences like puella bona est.
- ☐ I can translate short subject-verb sentences both ways: Nautae laborant; the girls sing.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- **latintutorial (YouTube channel)**: Free. The animated grammar channel behind most of this course's videos; its verb playlists make good extra review for this unit.
- ***Lingua Latina per se Illustrata: Familia Romana*, by Hans Ørberg**: A famous reader written entirely in Latin that starts so simply a beginner can follow it. A stretch for grade 5, but a wonderful family read-later; many Latin students call it their favorite book.
- **Magister Craft (YouTube channel)**: Free. Short stories about Roman life spoken in clear, slow Latin with subtitles, filmed in Minecraft. Painless listening practice; you will meet it again in Unit 5.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch has no ties to these authors, publishers or companies.

3.1 A Letter from the Edge of the World: Amo, Amas, Amat 3 sessions of 30–40 minutes

3.2 Jerome's Big Job: The Verb To Be 3 sessions of 30–40 minutes

UNIT 3 REVIEW

Answer each question in complete sentences, except where forms are asked for. The review is worth 30 points. It may be done orally, with a parent writing down the answers.

1. 5 pts

What are the Vindolanda tablets, and why is Tablet 291 famous?

2. 5 pts

Write the six person endings with their meanings, then the full present of amo.

3. 5 pts

Conjugate *porto* and *video* in the present, and say which conjugation each belongs to.

4. 5 pts

Who asked Jerome to make a new Latin Bible, what language did Jerome learn for the job, where did he work, and what was the result called?

5. 5 pts

Write the present of *sum* with meanings.

6. 5 pts

Translate both ways: (a) *Fabulae clarae sunt*. (b) The girl carries water. (Use *portat* and the right case of *aqua*.)

ANSWER KEY

1. Thin wooden leaf tablets with everyday Roman letters in ink, preserved in wet ground at a fort near Hadrian's Wall and dug up from 1973 on. Tablet 291 is Claudia Severa's birthday invitation to Sulpicia Lepidina, with a closing in Severa's own handwriting, the oldest known Latin written by a woman's own hand.
2. -o I, -s you, -t he/she/it, -mus we, -tis you all, -nt they. Amo, amas, amat, amamus, amatis, amanti: I love, you love, he/she loves, we love, you all love, they love.
3. Porto, portas, portat, portamus, portatis, portant (first conjugation, the a-family). Video, vides, videt, videmus, videtis, vident (second conjugation, the e-family).
4. The bishop of Rome (Pope Damasus) asked him in 382; Jerome learned Hebrew; he worked over twenty years in Bethlehem; the result was the Vulgate, the common Latin Bible.
5. Sum I am, es you are, est he/she/it is, sumus we are, estis you all are, sunt they are.
6. (a) The stories are famous. (b) Puella aquam portat: aqua takes the accusative -am because the water is carried.

UNIT CHALLENGE: THE ILLUMINATED VERSE

Letter the opening of John's Gospel in Jerome's Latin, *In principio erat Verbum*, as an illuminated verse for your wall. Lightly pencil guide lines on a sheet of good paper. Write the words in your best Roman capitals, large enough to read across the room. Then illuminate the first letter, the great I of *In*, the way medieval copyists of the Vulgate did: draw it double-height, and fill and surround it with gold (yellow or metallic pencil), vines, stars or a scene from the verse. Add the English underneath in smaller letters: *In the beginning was the Word*. When it is done, read the Latin aloud to your family, word by word, telling them what each word means, and hang the verse where the household will see it. Keep a photograph or the original for the family Latin day.

LOOK FOR	WHAT IT MEANS
Accurate text	The Latin is spelled exactly: <i>In principio erat Verbum</i> , with the English translation beneath.
Roman letters	Capitals are even, guided by ruled lines, and readable across a room.
Illumination	The first letter is enlarged and decorated with care, in the spirit of the old copied Bibles.
Recitation	The student read the verse aloud and explained each Latin word's meaning.

UNIT 3 • VERBS DO THE WORK • LESSON 3.1 OF 10 • 3 SESSIONS OF 30–40 MINUTES

3.1 A LETTER FROM THE EDGE OF THE WORLD: AMO, AMAS, AMAT

OBJECTIVES

- Tell the story of the Vindolanda tablets and Claudia Severa's birthday invitation.
- Explain how a Latin verb ending contains its own pronoun.
- Chant and write the present tense of *amo*: *amo, amas, amat, amamus, amatis, amanti*.
- Conjugate other first-conjugation verbs on the same pattern: *porto, voco, laudo, ambulo, canto, specto, narro, laboro, oro*.
- Translate subject-verb sentences both ways: *Puella cantat*; the farmers work.

Warm-up. Chant the puella staircase down and back up. Then play the shrinking sentence: say 'I love' in English. Two words. Spanish says it in one: amo. Italian: amo. Latin said it first: amo. One word that carries both the lover and the loving. Today you learn the six magic endings that let Latin verbs carry their own pronouns.

WATCH

The Present Tense

[latintutorial](#) · 5:53

<https://www.youtube.com/watch?v=VTI7H0WFwbE>

WHEN TO WATCH

After the How Latin works paragraph. Watch for the six person endings, -o, -s, -t, -mus, -tis, -nt, and chant along with the amo column.

Note: The video also shows the second conjugation (moneo), which you will meet properly next lesson; a preview does no harm.

BACKUP VIDEO

The Singular of the Present Tense

[latintutorial](#) · 6:08

<https://www.youtube.com/watch?v=88MBAmVNQMM>

If six forms at once feel like a lot, this one walks through just amo, amas and amat, the singular half, at an easier pace.

KEY TERMS

verb

The action or being word of a sentence: sings, works, loves, is.

person

Who is doing the verb: first person is I or we, second is you, third is he, she, it or they.

conjugation

A family of verbs that change their endings the same way (like a declension, but for verbs). First-conjugation verbs go like amo.

person ending

The verb's last letters, which name the doer: -o I, -s you, -t he/she/it, -mus we, -tis you all, -nt they.

stem

The part of the verb that carries its meaning, before the ending: ama- in amas, porta- in portas.

VOCABULARY FOR THE WEEK

Classical sounds: c is always k, g is always hard, v is w, and ae says eye. Capitals show the stress. A macron marks a long vowel.

narrō

NAHR-roh

verb · narrō, narrās, narrat, narrāmus, narrātis, narrant

I tell, I relate

ENGLISH narrate

ōrō

OH-roh

verb · ōrō, ōrās, ōrat, ōrāmus, ōrātis, ōrant

I speak; I pray

ENGLISH orator

exspectō

ekss-PEK-toh

verb · exspectō, exspectās, exspectat, exspectāmus, exspectātis, exspectant

I wait for

ENGLISH expect

salūtō

sah-LOO-toh

verb · salūtō, salūtās, salūtat, salūtāmus, salūtātis, salūtant

I greet

ENGLISH salute

cēnō

KAY-noh

verb · cēnō, cēnās, cēnat, cēnāmus, cēnātis, cēnant

I dine

optō

OP-toh

verb · optō, optās, optat, optāmus, optātis, optant

I wish, I choose

ENGLISH option

properō

PRO-peh-roh

verb · properō, properās, properat, properāmus, properātis, properant

I hurry

dēmōnstrō

day-MOHNST-roh

verb · dēmōnstrō, dēmōnstrās, dēmōnstrat, dēmōnstrāmus, dēmōnstrātis, dēmōnstrant

I show, I point out

ENGLISH demonstrate

iuvō

YU-woh

verb · iuvō, iuvās, iuvat, iuvāmus, iuvātis, iuvant

I help

probō

PRO-boh

verb · probō, probās, probat, probāmus, probātis, probant

I approve; I prove

ENGLISH prove

cōgitō

KOH-gee-toh

verb · cōgitō, cōgitās, cōgitat, cōgitāmus, cōgitātis, cōgitant

I think

ENGLISH cogitate

CORE IDEAS

The story. At the far northwest corner of the Roman world, where the empire ran out at the cold hills of Britain, stood the fort of Vindolanda. Around A.D. 100 its soldiers

and their families wrote to each other constantly, in ink, on leaves of wood thinner than a modern postcard. When they moved on, they dumped the old letters, and the wet, airless ground preserved them like a time capsule. In 1973 archaeologists began pulling them out of the mud, and suddenly we could read the Romans' everyday mail: requests for warm socks, inventories of beer and bacon, notes between friends. The most famous, Tablet 291, is a birthday invitation. Claudia Severa, the wife of a fort commander, invites her dear friend Sulpicia Lepidina to her party on the third day before the Ides of September, and at the bottom, in her own handwriting, she adds: I shall expect you, sister; farewell, dearest soul. It is the oldest known Latin written by a woman's own hand, and it sparkles with verbs: I invite, you will come, I expect, farewell.

How Latin works: the ending is the pronoun. English needs two words for 'I love': the pronoun I and the verb love. Latin folds the pronoun into the verb's ending. Six endings cover everybody: -o means I, -s means you, -t means he, she or it, -mus means we, -tis means you all, -nt means they. Put them on the stem ama- (love) and you get the most famous chant in Latin: **amo** I love, **amas** you love, **amat** he or she loves, **amamus** we love, **amatis** you all love, **amant** they love. Six words, six complete English sentences. That is why a one-word Latin sentence is perfectly normal: Canto. I sing. Laboramus. We work.

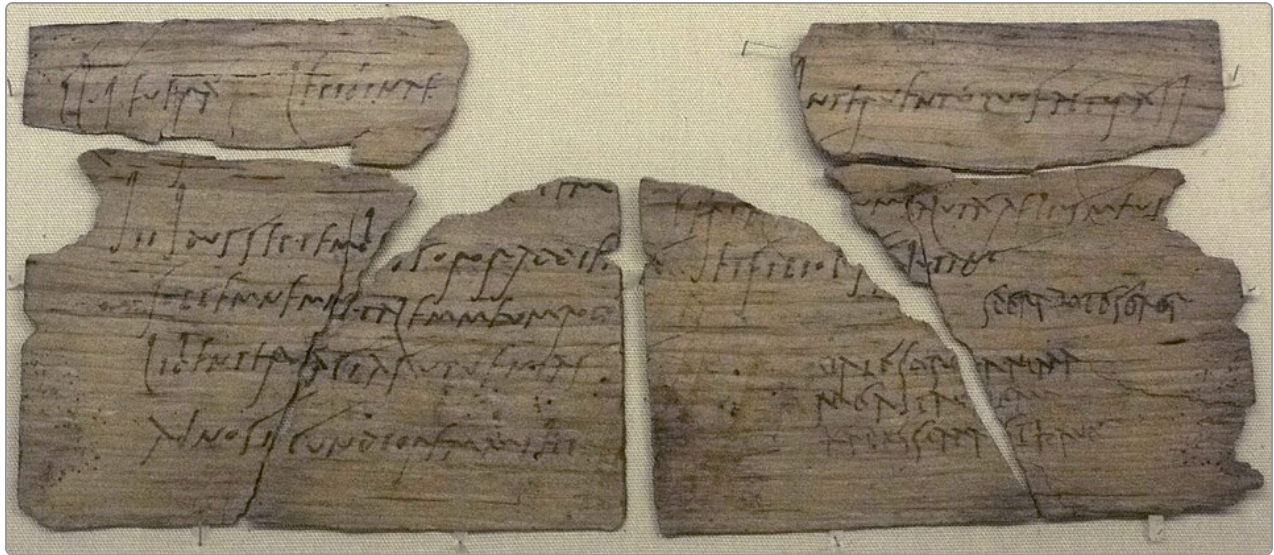
One pattern, many verbs. Every verb in the first conjugation, the -are family, runs on the same rails. Your new verbs: *porto* I carry (porter, transport), *voco* I call (vocal, vocation), *laudo* I praise (applaud), *ambulo* I walk (amble, ambulance, a walking hospital!), *canto* I sing (chant), *specto* I watch (spectator, inspect), *narro* I tell (narrate), *laboro* I work (labor), *oro* I pray, I plead (oration, orator). Swap the stem, keep the endings: porto, portas, portat, portamus, portatis, portant. You now command sixty verb forms with one chant.

Say it out loud, then read. Chant amo down the column three times, with English: amo, I love; amas, you love... Then put verbs with your nouns and read your first real sentences. *Puella cantat.* The girl sings: puella is nominative (the doer) and -t says she. *Nautae laborant.* The sailors work: -ae plural subject, -nt they. *Agricolae ambulat.* *Poeta narrat.* *Reginae cantant.* Notice the agreement: singular subject takes -t, plural subject takes -nt. The noun and the verb shake hands.

Try it. This week you build a verb wheel: a spinner that matches the six endings to their six persons, and you use it to conjugate every verb on your new list. Then you

write a three-line wooden-postcard letter of your own, Roman style, using I-forms:
Laboro. Canto. Te amo (I love you), and deliver it to someone in your house.

PICTURE STUDY



Vindolanda Tablet 291: Claudia Severa's Birthday Invitation, Claudia Severa and her household scribe, About A.D. 100 · Ink on thin wooden leaf tablets · Found at Vindolanda fort, Britain; now in the British Museum, London

Photo via [Wikimedia Commons](#), CC BY-SA 3.0

This is the invitation itself: wood shaved thinner than cardboard, written on in ink nineteen hundred years ago, folded, delivered, read and thrown away, then kept safe by the wet ground until 1973. Most of it was written by a household scribe, but the warm closing lines were added by Claudia Severa in her own hand, the oldest Latin we have from a woman's own pen.

Look closely

- Look at the ink. It is faded but real: carbon black mixed with gum and water, applied with a reed or quill.
- Find the crack down the middle. The letter was scored and folded like a card; the address went on the outside.
- Compare the handwriting on the left and right. Can you spot where a second hand, Severa's own, takes over with the closing greeting?
- The letters look strange because Romans wrote cursive for every day; the grand capitals of Trajan's Column were for stone.

Talk about it

1. What do you learn about Roman families from the fact that an officer's wife threw a birthday party and sent written invitations?

2. Why did the wet ground preserve wood and ink that would normally rot in a year or two?
3. If someone dug up one of your notes in the year 3900, what would you want it to say?

ACTIVITY

The verb wheel and a wooden postcard

Six endings, every verb. Today you build a spinner that drills them, and then you write and deliver your first Latin letter, just as the families at Vindolanda did.

You will need

- Two circles of paper or card, one a bit smaller than the other, and a brad or pushpin (or just two cards side by side)
- 9 index cards for the new verbs
- A strip of cardboard or heavy paper for the postcard, and a pen

Steps

1. Make the wheel: around the big circle write the six persons with meanings: I; you; he/she; we; you all; they. Around the small circle write the endings: -o, -s, -t, -mus, -tis, -nt. Pin the small circle on top so each ending can line up with its person.
2. Spin and chant: line up each ending with its person and say the amo form: -o with I, amo, I love. Go around three times.
3. Now work the list: for each new verb (porto, voco, laudo, ambulo, canto, specto, narro, laboro, oro), spin to three random persons and say the form: ambulo with 'we'... ambulamus, we walk.
4. Make the nine verb flashcards (dictionary form on the front: porto; meaning on the back: I carry) and add them to the deck.
5. Write your wooden postcard: on the cardboard strip, write a three-line letter in I-forms to someone in your house, for example: Laboro. Canto. Te amo. Sign it with your name and VALE.
6. Deliver it, read it aloud, and translate it for the recipient.

Tips

- Always say the meaning with the form: portamus, we carry. An ending without a meaning is an empty shell.
- Stress stays put: AH-mo, AH-mas, AH-mat, a-MA-mus, a-MA-tis, AH-mant. Chant with a clap on the stress.

- Te (you) is a bonus word; te amo, te laudo and te voco make fine postcard lines.

Check your work

- ☐ My wheel lines up all six endings with the right persons.
- ☐ I can conjugate a verb I choose at random from the list, all six forms with meanings.
- ☐ My nine verb flashcards are in the deck.
- ☐ I wrote, delivered and translated my postcard.

LATIN NOTEBOOK

1. Write the six person endings with their meanings in a column, dated: -o I, -s you, -t he/she/it, -mus we, -tis you all, -nt they.
2. Write the full present of amo with English beside each form.
3. Write the full present of one more verb you choose from the new list.
4. Copy and translate: Puella cantat. Nautae laborant. Agricolaе ambulant.

From history. The Vindolanda tablets were found because archaeologist Robin Birley kept digging below the obvious ruins into the wet, oxygen-poor layers where wood survives. Among the hundreds of letters is a soldier's care package note mentioning socks and underwear sent from home, proof that mothers have worried about cold feet for two thousand years.

Practice habit. From today, open every Latin session with the double chant: the puella staircase, then the amo column, both out loud with meanings. Two minutes, every time, until the end of the course. This pair is the skeleton key of Latin.

WORKED EXAMPLES

Example 1. Conjugate *laboro* (I work) through the present tense.

▼ **Show solution**

1. Find the stem: labora-.
2. Attach the six endings: -o (the a drops before o), -s, -t, -mus, -tis, -nt.
3. Say each with its meaning.

Answer: Laboro I work, laboras you work, laborat he/she works, laboramus we work, laboratis you all work, laborant they work.

Example 2. Translate *ambulamus* into English.

▼ **Show solution**

1. Split off the ending: ambula- + -mus.
2. -mus means we.
3. Ambulo means I walk, so the stem means walking.

Answer: We walk (or we are walking); Latin's one form covers both.

Example 3. Translate into Latin: The sailors work.

▼ **Show solution**

1. Subject: the sailors, plural doer, nominative plural: nautae.
2. Verb: work, with a they-ending to agree: labora- + -nt.
3. Assemble.

Answer: Nautae laborant.

PRACTICE

1. **Easy** What person does each ending name? -t, -mus, -o, -nt.

▼ **Show answer**

-t he, she or it; -mus we; -o I; -nt they.

2. **Easy** Translate: canto, cantas, cantant.

▼ **Show answer**

I sing, you sing, they sing.

3. **Easy** Give the meanings: porto, voco, specto, oro.

▼ **Show answer**

I carry, I call, I watch, I pray (or I plead).

4. **Medium** Translate into English: Poeta narrat. Reginae cantant.

▼ **Show answer**

The poet tells (a story). The queens sing.

5. **Medium** Translate into Latin: we praise; you walk; they watch.

▼ **Show answer**

Laudamus; ambulas (one person) or ambulatis (you all); spectant.

6. **Medium** Why can Canto stand alone as a complete Latin sentence when 'Sing' cannot stand alone as a complete English statement?

▼ **Show answer**

The -o ending contains the subject: canto means I sing, pronoun included. English has to add the pronoun.

7. **Hard** Fix the agreement and translate: Puellae cantat. Nauta laborant.

▼ **Show answer**

Either Puellae cantant (the girls sing) or Puella cantat (the girl sings); either Nautae laborant (the sailors work) or Nauta laborat (the sailor works). Plural subject needs -nt, singular needs -t.

8. **Challenge** Each of these English words hides one of your new verbs. Name the verb and connect the meanings: spectator, narrator, ambulance, laudable.

▼ **Show answer**

Spectator from specto, one who watches; narrator from narro, one who tells; ambulance from ambulo, originally a walking (traveling) hospital; laudable from laudo, worthy of praise.

COMMON MISTAKES

- Adding pronouns out of habit: writing ego amo for I love. It is not wrong, but Latin saves ego for emphasis; amo already says I.
- Forgetting agreement: a plural subject (nautae) needs a plural ending (-nt).
- Writing amao: the stem vowel a drops before the -o. Amo, never amao.
- Chanting forms without meanings. Always amas, you love, never just amas.

Make it a game · Verb Wheel Spin. Make a paper wheel with six person endings around the edge and six English pronouns in the center. Turn the wheel to line up a pronoun, then say the matching Latin form of *amo*. The parent checks and turns the next one. Score a point for each correct form. Reach 12 points, then write a birthday invitation to a friend, Claudia Severa style.

Scripture. “As cold waters to a thirsty soul, so is good news from a far country.” (Proverbs 25:25, KJV)

Claudia Severa's invitation traveled rough roads at the empire's cold edge to reach a friend. A good word carried a long way is one of God's everyday gifts; so is a letter to someone who misses you.

UNIT 3 · VERBS DO THE WORK · LESSON 3.2 OF 10 · 3 SESSIONS OF 30-40 MINUTES

3.2 JEROME’S BIG JOB: THE VERB TO BE

OBJECTIVES

- Tell the story of Jerome and the Vulgate, the Latin Bible of the common people.
- Chant and write the present of *sum*: *sum, es, est, sumus, estis, sunt*.
- Use *est* and *sunt* to link subjects with describing words: *puella bona est*.
- Meet the second conjugation (*moneo, video, habeo, timeo, doceo, sedeo*) and conjugate it on the *amo* pattern with *-e-*.
- Learn five adjectives: *bona, magna, parva, longa, clara*.

Warm-up. The double chant: *puella staircase*, then *amo column*, out loud with meanings. Then count how many times your family says *is, are* or *am* before breakfast ends; you will lose count. To be is the busiest verb in every language, and in Latin, as in English, it refuses to follow the rules. Today you tame it.

WATCH

Irregular Verbs: sum, esse

latintutorial · 6:58

<https://www.youtube.com/watch?v=6fP-jHYayk0>

WHEN TO WATCH

After the How Latin works paragraph. Chant the sum column along with the video. It also shows past and future forms of sum; you only need the present row this year.

Note: Notice the narrator calling sum irregular: it breaks the ending patterns, just as English am, is, are break theirs. The six present forms are the ones to own.

BACKUP VIDEO

Visual Latin | Sample Lesson 1A | Being Verb Basics - To Be and Not To Be

Dwane Thomas (Visual Latin) · 6:34

<https://www.youtube.com/watch?v=WOQ5sJyR6Sk>

A cheerful second pass at the being verb from a favorite Christian homeschool teacher; good for Session 2 if sum needs another lap.

KEY TERMS

Vulgate

Jerome's Latin translation of the whole Bible, finished about A.D. 405. The name comes from vulgata, 'for the common people,' because it was written in everyday Latin.

linking verb

A verb that works like an equals sign, joining the subject to a description: puella bona est, the girl is good.

irregular verb

A verb that breaks the normal ending patterns. Sum (I am) is the most important irregular verb in Latin, just as be, am, is, are is in English.

second conjugation

The -ere verb family with a telltale e before the endings: moneo, mones, monet. First conjugation loves a (amas); second loves e (mones).

adjective

A describing word. In Latin it changes endings to match its noun: puella bona, a good girl; puellae bonae, good girls.

VOCABULARY FOR THE WEEK

Classical sounds: c is always k, g is always hard, v is w, and ae says eye. Capitals show the stress. A macron marks a long vowel.

moneō

MO-neh-oh

verb · moneō, monēs, monet, monēmus, monētis, monent

I warn, I advise

ENGLISH admonish

habeō

HAH-beh-oh

verb · habeō, habēs, habet, habēmus, habētis, habent

I have

ENGLISH habit

timeō

TEE-meh-oh

verb · timeō, timēs, timet, timēmus, timētis, timent

I fear

ENGLISH timid

doceō

DO-keh-oh

verb · doceō, docēs, docet, docēmus, docētis, docent

I teach

ENGLISH docent

sedeō

SEH-deh-oh

verb · sedeō, sedēs, sedet, sedēmus, sedētis, sedent

I sit

ENGLISH sedentary

sum

SUM

verb · sum, es, est, sumus, estis, sunt

I am

magnus

MAHG-nus

adjective · magnus, magna, magnum

big, great

ENGLISH magnitude

parvus

PAHR-wus

adjective · parvus, parva, parvum

small

longus

LON-gus

adjective · longus, longa, longum

long

ENGLISH longitude

clārus

KLAH-rus

adjective · clārus, clāra, clārum

clear; famous

ENGLISH clarity

taceō

TAH-keh-oh

verb · taceō, tacēs, tacet, tacēmus, tacētis, tacent

I am silent

ENGLISH tacit

CORE IDEAS

The story. Jerome was born about A.D. 347, a sharp-tongued, brilliant boy from the edge of Italy who grew into the greatest Bible scholar of his age. By his day, Latin-speaking Christians had only patchy, clumsy translations of the Scriptures, so in 382 the bishop of Rome asked Jerome to make one good Latin Bible for everyone. Jerome took the job seriously enough to do something almost unheard of: he learned Hebrew, so he could translate the Old Testament from the original instead of secondhand. He moved to Bethlehem and settled into a study near the place of the Lord's birth, and there he worked for more than twenty years, surrounded by dictionaries and manuscripts, writing letters to friends across the empire, until the whole Bible stood in plain, strong, everyday Latin, the kind a farmer or a soldier could hear and understand. People called it the *versio vulgata*, the common version: the Vulgate. For a thousand years it was the book of Europe, copied more than any other; and when Gutenberg built the first printing press around 1455, the first great book he printed was Jerome's Latin Bible.

How Latin works: the being verb. Open the Vulgate's Gospel of John and you meet Latin's most important verb three times in one line: *In principio erat Verbum, et Verbum erat apud Deum, et Deus erat Verbum*: In the beginning was the Word, and the Word was with God, and the Word was God. The verb to be refuses to follow the patterns in every language, English says am, is, are, and Latin says: **sum** I am, **es** you are, **est** he, she or it is, **sumus** we are, **estis** you all are, **sunt** they are. Look closely and you will spot your old friends hiding at the ends: the -s of es, the -t of est, the -mus, -tis, -nt. Even the rule-breaker keeps some of the rules.

Linking sentences. Sum does not act on anything; it links, like an equals sign. *Puella bona est*. The girl is good: girl = good. *Fabulae longae sunt*. The stories are long. Both sides of the equals sign wear the nominative, and the adjective dresses to match its noun: *puella bona*, one good girl, but *puellae bonae*, good girls. Your first five adjectives: *bona* good, *magna* big, great, *parva* small, *longa* long, *clara* bright, famous.

And notice what Latin does with *est*: it loves the end of the sentence. *Roma magna est*. *Via longa est*. *Deus bonus est*.

The second conjugation. One more verb family joins you today, the -e- lovers: *moneo* I warn (admonish), *video* I see (video!), *habeo* I have, *timeo* I fear (timid), *doceo* I teach (doctor, a teacher), *sedeo* I sit (sedentary). They take the exact endings you already know, with e where *amo* has a: *moneo*, *mones*, *monet*, *monemus*, *monetis*, *monent*. *Video*, *vides*, *videt*. If you can chant *amo*, you already own them.

Try it. This week you will build *est*-sentences from word cards on the table, matching adjectives to their nouns, and translate them both ways. At the end of the unit you will letter the Vulgate's greatest opening line, *In principio erat Verbum*, as an illuminated verse for your wall, decorating the first letter the way the monks who copied Jerome's Bible decorated theirs.

PICTURE STUDY



Saint Jerome in His Study, Albrecht Dürer, 1514 · Engraving · National Gallery of Art, Washington

Image: [Wikimedia Commons](#), CC0 (National Gallery of Art)

Dürer engraved this eleven hundred years after Jerome died, imagining the great translator in a snug German study. Sunlight pours through the round window panes, the hourglass runs, the dog sleeps, and the famous lion, from the old story that Jerome once pulled a thorn from a lion's paw, dozes like a house cat. Everything in the room says: long, patient, peaceful work.

Look closely

- Find Jerome at his slanted writing desk. He worked more than twenty years on the Vulgate; Dürer shows him unhurried.
- Find the lion and the dog. The legend says the lion stayed with Jerome after he pulled the thorn from its paw.
- Find the hourglass, and the skull on the windowsill. Scholars kept such things as reminders that life is short and work must be faithful.
- Look at the light through the bottle-glass windows. Dürer made sunshine with nothing but engraved black lines; look closely at how.

Talk about it

1. Jerome learned Hebrew in middle age so he could translate accurately. What does that tell you about how he regarded God's Word?
2. Why do you think Dürer filled the room with such peace, a sleeping dog, warm light, when translation is hard mental work?

3. What long, patient work would you be willing to give twenty years to?

ACTIVITY

Est-sentence building

With sum in hand you can build real Latin sentences on the tabletop: subject card, adjective card, est card, slide them together and read. Today you become a sentence mason.

You will need

- About 15 index cards and a pencil
- Your flashcard deck and Latin notebook
- 11 more cards for new vocabulary (sum gets a special card)

Steps

1. Make sentence cards: five noun cards (puella, regina, via, fabula, Roma), five adjective cards (bona, magna, parva, longa, clara), and two verb cards (est, sunt).
2. Build and read: lay out puella + bona + est. Read it aloud, translate it: the girl is good. Build five different sentences, translating each.
3. Go plural: add -e to your noun card by laying a scrap with -ae over the ending (puellae), match the adjective (bonae), and swap est for sunt: puellae bonae sunt, the girls are good. Build three plural sentences.
4. English to Latin: a parent calls out sentences (The road is long! The stories are small!) and you build them from cards: Via longa est. Fabulae parvae sunt.
5. Chant sum through all six forms with meanings, three times.
6. Make flashcards for sum (front: sum, es, est...; back: I am, you are...), for the five adjectives and for the six second-conjugation verbs (moneo, video, habeo, timeo, doceo, sedeo), and add them to the deck.

Tips

- Keep est and sunt at the end of the sentence; it is the most Roman-sounding place for them.
- Match the dress: singular noun, singular adjective, est; plural noun, plural adjective, sunt.
- Say every sentence aloud before translating; the rhythm (PUEL-la BO-na EST) helps the meaning land.

Check your work

- ☐ I built and translated five singular and three plural est-sentences.
- ☐ I can chant sum, es, est, sumus, estis, sunt with meanings, no peeking.
- ☐ I can conjugate video on the e-pattern: video, vides, videt, videmus, videtis, vident.
- ☐ The twelve new flashcards are in my deck, and I ran the whole deck.

LATIN NOTEBOOK

1. Write the present of sum with meanings in a column, dated, and decorate the word EST in Roman capitals.
2. Write the five adjectives with meanings: bona, magna, parva, longa, clara.
3. Write the six second-conjugation verbs with meanings and one derivative each (video: video; doceo: doctor...).
4. Copy and translate: In principio erat Verbum. (Erat means 'was': the past of est.)

From history. The Vulgate was the most copied book of the Middle Ages, and when Johannes Gutenberg perfected printing with movable type around 1455, the first major book off his press was Jerome's Latin Bible, the famous Gutenberg Bible. About 48 copies survive, and they are among the most treasured books on earth.

WORKED EXAMPLES

Example 1. Translate: *Roma magna est.*

▼ Show solution

1. Roma: nominative subject, Rome.
2. Magna: adjective matching Roma: great.
3. Est links them: is.

Answer: Rome is great.

Example 2. Translate into Latin: The stories are long.

▼ **Show solution**

1. Subject plural: fabulae.
 2. Adjective matches: longae.
 3. Linking verb plural: sunt, at the end.
-

Answer: Fabulae longae sunt.

Example 3. Conjugate *video* (I see) in the present.

▼ **Show solution**

1. Second conjugation: keep the e before the endings.
 2. Attach -o, -s, -t, -mus, -tis, -nt.
-

Answer: Video I see, vides you see, videt he/she sees, videmus we see, videtis you all see, vident they see.

PRACTICE

1. **Easy** Chant (or write) the present of *sum* with meanings.

▼ **Show answer**

Sum I am, es you are, est he/she/it is, sumus we are, estis you all are, sunt they are.

2. **Easy** Translate: Puella parva est. Viae longae sunt.

▼ **Show answer**

The girl is small. The roads are long.

3. **Easy** Give the meanings: moneo, video, habeo, timeo, doceo, sedeo.

▼ **Show answer**

I warn, I see, I have, I fear, I teach, I sit.

4. **Medium** Translate into Latin: The queen is famous. The tables are big.

▼ **Show answer**

Regina clara est. Mensae magnae sunt.

5. **Medium** Translate: Habemus pecuniam. Timetis nautam.

▼ **Show answer**

We have money. You all fear the sailor.

6. **Medium** Who was Jerome, and why is his Bible called the Vulgate?

▼ **Show answer**

The scholar (about A.D. 347–420) who translated the whole Bible into everyday Latin, working over twenty years in Bethlehem and learning Hebrew to do it. Vulgata means 'common': it was Latin for ordinary people.

7. **Hard** Fix the matching and translate: Puellae bona est. Fabula longae sunt.

▼ **Show answer**

Puella bona est (the girl is good) or Puellae bonae sunt (the girls are good); Fabula longa est (the story is long) or Fabulae longae sunt (the stories are long). Noun, adjective and verb must agree in number.

8. **Challenge** The Vulgate renders 1 John 4:8 as *Deus caritas est*. Caritas means love (think charity). Translate the sentence, and explain why est comes last.

▼ **Show answer**

God is love. Latin likes its linking verb at the end of the sentence; the two nominatives, Deus and caritas, are joined by est like an equals sign.

COMMON MISTAKES

- Treating sum like a first-conjugation verb (sumo, sumas...). It is irregular: sum, es, est, sumus, estis, sunt, memorized as its own chant.
- Forgetting the adjective must match: puellae bona sunt mixes plural noun with singular adjective. Puellae bonae sunt.
- Translating est as 'eats' (from English-sounding 'est'). Est is is; a hungry Roman uses a different verb.
- Mixing the families: amo takes a (amas), moneo takes e (mones). Listen for the vowel.

Make it a game · Sum Sentence Builders. Write sum, es, est, sumus, estis and sunt on cards, and put some nouns and adjectives on others. Build short est-sentences like 'Puella bona est' and read them aloud. Parent shuffles one word so the sentence is wrong and you fix it. Chant the whole present of sum from memory to end each round.

Scripture. “In the beginning was the Word, and the Word was with God, and the Word was God.” (John 1:1, KJV)

In Jerome's Latin: In principio erat Verbum, et Verbum erat apud Deum, et Deus erat Verbum. You can now read pieces of it yourself: verbum, word; erat, was; Deus, God.

UNIT 4

WHO DOES WHAT TO WHOM

This is the unit the whole quarter has been building toward: reading and writing real Latin sentences with a doer, a deed and a done-to. Your guide is Cicero, Rome's greatest speaker, on the most dramatic day of his life: November 8, 63 B.C., when he stood up in the Senate, looked the conspirator Catiline in the eye, and spoke the most famous opening line in Roman history. The whole scene fits in two Latin words and a verb: Cicero Catilinam accusat, Cicero accuses Catiline. Flip the endings, Ciceronem Catilina accusat, and the accusation flies the other way, even though the word order never moved. The nominative does; the accusative receives; the endings, not the order, tell you who does what to whom. Along the way the second declension joins your deck: dominus and servus, magister and discipulus, amicus, filius, equus and deus.

Then comes the payoff of the whole system. Because the endings carry the jobs, Latin can put its words in nearly any order, and Rome's poets made music with that freedom. Virgil opened the greatest poem in the Latin language with the object first: Arma virumque cano, arms and the man I sing. You will hear the story of the Aeneid, the poem Virgil ordered burned and Augustus saved, you will experiment with scrambled sentences that refuse to break, and you will build a sentence-making card game and teach it to your family. When you can shuffle a Latin sentence and still read it correctly, you are no longer looking at Latin from the outside: you are thinking like a Roman.

PREREQUISITES

- Can chant the puella staircase, the amo column and the sum column with meanings (Units 2–3)
- Can translate simple subject-verb and est sentences both ways
- Knows the flashcard deck through Unit 3

MASTERY CHECKLIST

- ☐ I can tell the story of Cicero and Catiline, and what happened in the Senate on November 8, 63 B.C.
- ☐ I can pick out the subject and the direct object of a Latin sentence by their endings, whatever the word order.
- ☐ I can decline the second-declension pattern dominus, domini, domino, dominum, domino, and use -us/-um for who-does/who-receives.
- ☐ I can translate sentences like magister discipulum laudat both ways, and build them from cards.
- ☐ I can tell the story of Virgil and the Aeneid, and translate its first three words.
- ☐ I can write one Latin sentence three ways by moving the words without changing the meaning.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- **Famous Men of Rome, by John Haaren and A. B. Poland (1904)**: Free online (and in print from several publishers). Thirty short lives from Romulus to Constantine, including Cicero and the poets' Rome. A perfect read-aloud companion to this unit's stories.
- **Magister Craft (YouTube channel)**: Free. Keep up the listening: the Roman daily life videos use the same simple sentence patterns you are now reading.
- **Latin Launchpad**: Free. The grammar games on subjects and objects match this unit.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch has no ties to these authors, publishers or companies.

4.1 Cicero Stands Up: Subject and Object

3 sessions of 30–40 minutes

4.2 Arma Virumque Cano: Latin Word Order

3 sessions of 30–40 minutes

UNIT 4 REVIEW

Answer each question in complete sentences, except where forms are asked for. The review is worth 30 points. It may be done orally, with a parent writing down the answers.

1. **5 pts**

Tell the story of November 8, 63 B.C.: who stood up, against whom, and what happened next.

2. **5 pts**

In *Cicero Catilinam accusat*, which case is each name wearing, and what job does each case do? How would you reverse the accusation?

3. **5 pts**

Give the accusative singular of: servus, magister, puella, nauta, donum.

4. **5 pts**

Translate both ways: (a) *Discipuli magistrum laudant*. (b) The master calls the sons.

5. **5 pts**

Translate *Arma virumque cano*, name the poem and poet it opens, and explain where the subject hides.

6. **5 pts**

Why can Latin put its words in nearly any order when English cannot, and what does Latin do with that freedom?

ANSWER KEY

1. Cicero, consul of Rome, summoned the Senate and denounced Catiline to his face for plotting to overthrow the city, beginning *Quo usque tandem abutere, Catilina, patientia nostra?* The senators shrank away from Catiline, he fled Rome that night, and the conspiracy collapsed.
2. Cicero is nominative, the doer; Catilinam is accusative, the receiver. Reverse the uniforms, not the seats: *Catilina Ciceronem accusat.*
3. *Servum, magistrum, puellam, nautam, donum* (neuter: unchanged).
4. (a) The students praise the teacher. (b) *Dominus filios vocat.*
5. Arms and the man I sing: the opening of Virgil's Aeneid. The subject, I, hides in the -o ending of *cano*.
6. Latin marks each word's job with case endings, so the jobs survive any order; English marks jobs by position. Latin uses the freedom for emphasis, spotlighting the first (and last) words, as Virgil spotlighted *arma*.

UNIT CHALLENGE: THE FAMILY SENTENCE GAME

Turn your card decks into a game and teach it to your family. Using your color-coded cards, at least eight nouns showing both nominative and accusative forms, six verbs with singular and plural sides, build a draw-and-play game: each player draws a doer, a receiver and a verb, lays them out in any order, and must read the Latin aloud and translate it correctly to keep the point; a wrong reading may be stolen by the first player to correct it. Include two challenge rules of your own invention, for example, double points for a sentence read correctly in a scrambled order, or a bonus for using -que to join two objects. Write the rules neatly on a card, play at least two rounds with your family, and record in your notebook the best sentence anyone built and the funniest.

LOOK FOR	WHAT IT MEANS
A working deck	Nouns show correct nominative and accusative forms; verbs show correct singular and plural; colors mark the roles.
Correct Latin	Sentences built in play are grammatical, and the student catches and explains ending mistakes.
Clear rules	The rules card is complete enough that the family could play without the student explaining.
The game was played	At least two rounds with the family, with the best and funniest sentences recorded in the notebook.

UNIT 4 • WHO DOES WHAT TO WHOM • LESSON 4.1 OF 10 • 3 SESSIONS OF 30–40 MINUTES

4.1 CICERO STANDS UP: SUBJECT AND OBJECT

OBJECTIVES

- Tell the story of Cicero, Catiline and the speech of November 8, 63 B.C.
- Identify the subject (nominative) and direct object (accusative) of a Latin sentence by endings alone.
- Learn the second-declension masculine pattern: dominus, -us nominative, -um accusative, -i plural.
- Learn the new vocabulary: dominus, servus, magister, discipulus, amicus, filius, equus, deus.
- Translate subject-object-verb sentences both ways: Magister discipulum laudat; the daughter calls the sailor.

Warm-up. The double chant, then this experiment: say 'The dog bites the man.' Now say 'The man bites the dog.' Same four words, opposite story, and the only thing that changed was the order. English meaning hangs by the thread of word order. Today you learn how Latin cuts that thread and ties the meaning to the endings instead.

WATCH

The Nominative and Accusative Cases

[latintutorial](#) · 4:18

<https://www.youtube.com/watch?v=wTACFB3Z1O4>

WHEN TO WATCH

After the How Latin works paragraph. Watch for the subject and direct object finding each other by ending, not position.

Note: The examples use both first- and second-declension nouns, exactly the mix you are learning today.

BACKUP VIDEO

The Accusative Case | Visual Latin Chalkboard #7

[Dwane Thomas \(Visual Latin\)](#) · 4:23

https://www.youtube.com/watch?v=drPJwv_M7b0

A chalkboard second pass at the direct object; good for Session 2 if the accusative needs another lap.

KEY TERMS

subject

The doer or be-er of the sentence, wearing the nominative case: Cicero accuses.

second declension

The -us family of nouns, mostly masculine: dominus, servus, amicus. Nominative -us, accusative -um, plural -i.

direct object

The one the action lands on, wearing the accusative case: Cicero accuses Catilinam.

transitive verb

A verb whose action carries across to an object: laudat, vocat, portat. You praise someone, call someone, carry something.

conspiracy

A secret plan by a group to do something wrong, like Catiline's plot to overthrow Rome's government.

VOCABULARY FOR THE WEEK

Classical sounds: c is always k, g is always hard, v is w, and ae says eye. Capitals show the stress. A macron marks a long vowel.

accūsō

ahk-KOO-soh

verb · accūsō, accūsās, accūsāt, accūsāmus, accūsātis, accūsant

I accuse

ENGLISH accuse

cōnsul

KOHN-sul

noun · cōnsul, cōnsulis, m.

a consul, one of Rome's two yearly leaders

ENGLISH consul

ōrātor

oh-RAH-tor

noun · ōrātor, ōrātōris, m.

an orator

ENGLISH orator

senātor

seh-NAH-tor

noun · senātor, senātōris, m.

a senator

ENGLISH senator

coniūrātiō

ko-nee-oo-RAH-tee-oh

noun · coniūrātiō, coniūrātiōnis, f.

a conspiracy

cīvitās

KEE-wee-tahs

noun · cīvitās, cīvitātis, f.

a state; citizenship

ENGLISH city

virtūs

WEER-toos

noun · virtūs, virtūtis, f.

courage, virtue

ENGLISH virtue

hostis

HOS-tees

noun · hostis, hostis, m.

a public enemy

ENGLISH hostile

inimīcus

ee-nee-MEE-kus

noun · inimīcus, inimīcī, m.

a personal enemy

ENGLISH inimical

iūdicium

yoo-DEE-kee-um

noun · iūdicium, iūdicī, n.

a judgment; a trial

ENGLISH judicial

reus

REWS

noun · reus, reī, m.

a defendant

CORE IDEAS

The story. In 63 B.C. Rome's republic was led by two elected consuls, and one of them was Marcus Tullius Cicero, a farmer's grandson who had risen on the power of his voice alone. That autumn, a proud, bankrupt nobleman named Catiline, angry at losing the election, gathered a secret band and plotted to seize the city: there were weapons stockpiled, an army waiting in the north, and a plan to kill Cicero at his own front door. Cicero's spies brought him everything. On November 8 he summoned the Senate to the temple of Jupiter Stator, and when Catiline brazenly walked in and took his seat, Cicero rose and turned on him before them all: *Quo usque tandem abutere, Catilina, patientia nostra?* How long, Catiline, will you go on abusing our patience? Senators slid away from Catiline's bench until he sat alone. That night he fled the city, and the plot soon collapsed. The painter Maccari put the scene on a wall of the Italian Senate's own palace: every age needs reminding that one prepared man, standing up and telling the truth out loud, can stop a conspiracy.

How Latin works: the doer and the done-to. Put the scene in Latin: *Cicero Catilinam accusat*. Cicero wears the nominative, his plain naming form: he is the doer. Catilina has swapped his -a for -am: he is the done-to, the direct object of the accusing. Now watch what the endings can do. *Catilinam Cicero accusat*: same meaning, Cicero still accuses, because Catiline is still wearing the -am. To reverse the accusation you must change the uniforms, not the seats: *Catilina Ciceronem accusat*. In English, whoever stands before the verb does the deed; in Latin, whoever wears the nominative does the deed, wherever he stands.

The second declension. Today the -us family joins your deck, the masculine mirror of the -a family: *dominus* master of the house (dominate), *servus* servant, slave (serve), *magister* teacher, *discipulus* student (disciple, a learner), *amicus* friend (amicable), *filius* son, *equus* horse (equestrian), *deus* God. Their staircase will feel familiar: *dominus*, *domini*, *domino*, *dominum*, *domino*, and for now you need the two ends of it: **-us does, -um receives**. *Dominus servum vocat*: the master calls the servant. *Servus dominum vocat*: the servant calls the master. The plurals: -i does (*domini*, the masters), -os receives (*dominos*); and the first declension's plural object is -as (*puellas*). *Magister* is the one oddball: it drops the -us in the nominative (*magister*, not *magisterus*) but behaves everywhere else: *magistrum*, the teacher as object.

Say it out loud. Chant the new pattern beside the old: *puella, puellam; dominus, dominum! puellae, puellas; domini, dominos!* Then read these aloud and feel the endings do the work: *Magister discipulum laudat*. The teacher praises the student.

Discipulus magistrum laudat. The student praises the teacher. *Filia nautam vocat.*
Dominus equum spectat. *Servi cenam portant.* Latin's favorite order puts the verb last,
doer-receiver-deed, but the endings would carry the meaning in any order at all.

Try it. This week you build sentence cards: subjects in one color, objects in another,
verbs in a third, and you assemble, read and translate Latin sentences on the tabletop.
Then comes the switcheroo drill: your caller scrambles the cards, and you prove the
meaning held, because you read uniforms, not seating charts.

PICTURE STUDY



Cicero Denounces Catiline, Cesare Maccari, 1889 · Fresco · Palazzo Madama (the Italian Senate), Rome

Image: [Wikimedia Commons](#), public domain

Maccari painted this scene for a wall of the building where Italy's own Senate meets, so that modern lawmakers would deliberate under the gaze of Cicero. It shows the moment of the first speech against Catiline: Cicero on his feet, the Senate crowded to the left, and on the right, the loneliest seat in Roman history.

Look closely

- Find Cicero. How does the painter make sure your eye goes to him first, without making him the biggest figure?
- Find Catiline on the right. Count the empty seats around him. The senators have slid away as if from a sickness.
- Look at Catiline's posture, hunched, chin down, arms crossed, and compare it with Cicero's open, upright stance.
- Look at the faces of the listening senators. Find one who looks alarmed, one who looks angry, and one who seems to be weighing every word.

Talk about it

1. Maccari tells the whole story with distance: a crowd on one side, one man alone on the other. How does empty space accuse Catiline?
2. Cicero defeated an armed conspiracy with words and preparation. What makes truthful speech that powerful?

3. When is it hardest to stand up and say the truth out loud, and what helps a person do it anyway?

ACTIVITY

Sentence-building cards and the switcheroo drill

Today you build the card deck that turns grammar into a game: subjects, objects and verbs that snap together into true Latin sentences, and survive any shuffle.

You will need

- About 18 index cards and three colors of pencil or marker
- 8 more cards for the new vocabulary
- Your Latin notebook

Steps

1. Make six subject cards in one color, writing both forms with the nominative on top: puella/puellam, regina/reginam, nauta/nautam, dominus/dominum, servus/servum, discipulus/discipulum. Add magister/magistrum.
2. Make five verb cards in a second color: laudat, vocat, spectat, amat, portat; on the back, their plural partners: laudant, vocant, spectant, amant, portant.
3. Build: choose two noun cards and a verb. Turn one noun nominative-side up (the doer) and the other accusative-side up (the receiver). Read aloud and translate: Dominus servum vocat, the master calls the servant.
4. Build eight different sentences, writing your three favorites in the notebook with translations.
5. The switcheroo: a parent rearranges your three cards in any order, object first, verb in the middle, anything. You read it and prove the meaning held: Servum dominus vocat still means the master calls the servant. Then the parent flips which noun shows -us/-a and which shows -um/-am, and now the meaning truly reverses. Say what changed and why.
6. Make flashcards for the eight new nouns (dominus, servus, magister, discipulus, amicus, filius, equus, deus) and add them to the deck.

Tips

- Color is your friend: doers and receivers in different colors train the eye to hunt endings.
- Keep the verb card last at first, the classic Roman order; scramble only in the switcheroo.

- Say every sentence out loud before translating. Ears catch ending mistakes that eyes miss.

Check your work

- ☐ I built and translated eight sentences with the cards.
- ☐ I survived three switcheroo scrambles: the meaning stayed with the endings.
- ☐ I can explain the difference between *Dominus servum vocat* and *Dominum servus vocat*.
- ☐ The eight new flashcards are in my deck.

LATIN NOTEBOOK

1. Write the eight new nouns with meanings and one derivative each (*dominus*: dominate; *discipulus*: disciple...), dated.
2. Write the pattern pair in two columns: *puella/puellam/puellae/puellas* beside *dominus/dominum/domini/dominos*.
3. Copy and translate: *Cicero Catilinam accusat. Magister discipulum laudat. Servi cenam portant.*
4. Write two sentences about what Catiline planned and how Cicero stopped him.

From history. Rome kept a proverb from its scariest war: *Hannibal ad portas*, Hannibal at the gates, first said when the great Carthaginian general threatened the city, and used for centuries afterward to mean danger is close. Notice the grammar on duty: *ad* (to, toward) calls for the accusative, *portas*, the gates. Roman parents reportedly hushed unruly children with it.

WORKED EXAMPLES

Example 1. Who praises whom? *Discipulus magistrum laudat.*

▼ Show solution

1. Hunt the nominative: *discipulus* wears -us, the doer.
2. Hunt the accusative: *magistrum* wears -um, the receiver.
3. Verb: *laudat*, praises (singular, agreeing with *discipulus*).

Answer: The student praises the teacher.

Example 2. Translate into Latin: The daughter calls the sailor.

▼ **Show solution**

1. Doer: the daughter, nominative: filia.
 2. Receiver: the sailor, accusative: nautam (first declension, so -am even though he is a man).
 3. Verb last, agreeing with filia: vocat.
-

Answer: Filia nautam vocat.

Example 3. Same words, scrambled: *Nautam filia vocat*. Did the meaning change?

▼ **Show solution**

1. Check the uniforms, not the seats: filia still wears nominative -a.
 2. Nautam still wears accusative -am.
 3. The order moved; the endings did not.
-

Answer: No: the daughter still calls the sailor. Only new endings, not new seats, could change who does what.

PRACTICE

1. **Easy** Which word is the subject and which the object? *Regina servum vocat*.

▼ **Show answer**

Regina (nominative -a) is the subject; servum (accusative -um) is the object: the queen calls the servant.

2. **Easy** Give the accusative singular: dominus, puella, equus, fabula.

▼ **Show answer**

Dominum, puellam, equum, fabulam.

3. **Easy** Translate: Dominus equum spectat.

▼ **Show answer**

The master watches the horse.

4. **Medium** Translate into Latin: The teacher praises the student. The student praises the teacher.

▼ **Show answer**

Magister discipulum laudat. Discipulus magistrum laudat.

5. **Medium** Translate: Filius amicum vocat. Servi mensas portant.

▼ **Show answer**

The son calls his friend. The servants carry the tables.

6. **Medium** Make the whole sentence plural and translate: Discipulus fabulam narrat.

▼ **Show answer**

Discipuli fabulas narrant: the students tell stories. (Subject -i, object -as, verb -nt.)

7. **Hard** These three say things in different orders. Translate each and say which words do the deciding: (a) Puella nautam amat. (b) Nautam puella amat. (c) Puellam nauta amat.

▼ **Show answer**

(a) and (b) both mean the girl loves the sailor: puella is nominative in both, and only the order moved. (c) means the sailor loves the girl: now nauta wears the nominative and puellam the accusative. The endings decide; the order never does.

8. **Challenge** Cicero said the plot was defeated because he was prepared: his famous boast was that nothing happened in Rome he did not know. Put this little report into Latin: The friends warn Cicero. (Use amici and monent; Cicero's accusative is Ciceronem.)

▼ **Show answer**

Amici Ciceronem monent. The friends (nominative plural) warn (plural verb) Cicero (accusative).

COMMON MISTAKES

- Reading by position, English-style. Nautam puella amat does not mean the sailor loves anyone; the -am says he is the one being loved.
- Forgetting that nauta, agricola and poeta take -am like any -a noun, even though they are men: nautam, agricolam, poetam.

- Writing *magisterum*. *Magister* drops nothing but the -us: nominative *magister*, accusative *magistrum*.
- Leaving the verb unagreed: *servi portat* mixes a plural subject with a singular verb. *Servi portant*.

Make it a game · Switcheroo Drill. Write a subject, verb and object on three cards, such as *Cicero*, *vocat*, *consulem*. Arrange them in different orders, but add the right endings to show who does what. The parent reads and acts out each order, and you decide whether the meaning changed. Find who is the subject by the ending alone. Score a point per correct call.

Scripture. “Open thy mouth for the dumb in the cause of all such as are appointed to destruction. Open thy mouth, judge righteously, and plead the cause of the poor and needy.” (Proverbs 31:8–9, KJV)

Cicero's gift was his voice, and on that November day he used it to protect his city. Scripture commands the same use of speech: open your mouth for those in danger, and judge righteously.

UNIT 4 · WHO DOES WHAT TO WHOM · LESSON 4.2 OF 10 · 3 SESSIONS OF 30–40 MINUTES

4.2 ARMA VIRUMQUE CANO: LATIN WORD ORDER

OBJECTIVES

- Tell the story of Virgil, the *Aeneid*, and how the poem survived its author.
- Translate the poem's first three words and explain their unusual order.
- Explain why Latin word order is free where English order is fixed, and what Latin's favorite order is.
- Use word order for emphasis: write one Latin sentence three ways.
- Learn the new vocabulary: *verbum*, *bellum*, *caelum*, *donum*, *oppidum*, and the plural noun *arma*.

Warm-up. The double chant, plus the new pattern: *dominus*, *dominum*, *domini*, *dominos*! Then try to say this in English with the object first: 'The dragon the knight fought.' It sounds like Yoda, and listeners cannot be sure who won. Today you meet the poet who put the object first in the most famous opening in Latin, on purpose, and made it majestic.

WATCH

Why should you read Virgil's "Aeneid"? - Mark Robinson

TED-Ed · 5:36

<https://www.youtube.com/watch?v=p4mbk59rbjE>

WHEN TO WATCH

After the story paragraph. Listen for why Augustus refused to let the poem be burned, and for the hero's full name, pius Aeneas, Aeneas the faithful.

Note: Made for a slightly older audience: it sketches the whole epic, including the war in Italy and the fall of Troy, in quick animated scenes. Previewed and fine for a ten-year-old with a parent nearby.

BACKUP VIDEO

Basic Latin Word Order

latintutorial · 5:46

https://www.youtube.com/watch?v=J_BYm26BdxA

After the How Latin works paragraph, or instead of the primary if you prefer a pure grammar lesson: it explains subject-object-verb order and why it can bend.

KEY TERMS

epic

A long poem about a hero's great deeds, like Homer's *Odyssey* in Greek or Virgil's *Aeneid* in Latin.

emphasis

The spotlight of a sentence. Latin shines it by putting the important word first (or last): *Arma virumque cano* puts arms front and center.

word order

The sequence words come in. English uses it to show who does what; Latin uses endings instead, so its order is free to show emphasis.

-que

Latin's clip-on 'and': attached to the end of the second word. *Virumque* = et virum, 'and the man.' You met it in *SENATUS POPULUSQUE ROMANUS*.

neuter

The third gender of Latin nouns,
neither masculine nor feminine:
verbum, bellum, donum. Watch out:
neuters wear -um in the nominative and
the accusative alike.

VOCABULARY FOR THE WEEK

Classical sounds: c is always k, g is always hard, v is w, and ae says eye. Capitals show the stress. A macron marks a long vowel.

verbum

WER-bum

noun · verbum, verbī, n.

a word

ENGLISH verb

oppidum

OP-pee-dum

noun · oppidum, oppidī, n.

a town

arma

AHR-mah

noun · arma, armōrum, n. pl.

arms, weapons

ENGLISH armor

canō

KAH-noh

verb · canō

I sing

ENGLISH canticle

Trōia

TROH-ee-ah

noun · Trōia, Trōiae, f.

Troy

Aenēās

eye-NAY-ahs

noun · Aenēās, Aenēae, m.

Aeneas, the hero of Virgil's poem

versus

WER-sus

noun · versus, versūs, m.

a line of verse

ENGLISH verse

fātum

FAH-tum

noun · fātum, fātī, n.

fate

ENGLISH fate

hērōs

HAY-rohs

noun · hērōs, hērōis, m.

a hero

ENGLISH hero

Mūsa

MOO-sah

noun · Mūsa, Mūsae, f.

a Muse

ENGLISH museum

-que

KWE

conjunction

and, clipped onto the second word

CORE IDEAS

The story. Publius Vergilius Maro, called Virgil, was a shy farmer's son from northern Italy who became the most honored poet of Rome. Around 29 B.C., with Rome exhausted from civil wars, he began the work of his life: the Aeneid, the story of Aeneas, a Trojan prince who escapes the fall of Troy carrying his old father on his back and his young son by the hand, and sails west through storms, trials and wars to found the people who will one day build Rome. Virgil wrote slowly, sometimes satisfied with three lines in a day, and after ten years the poem was still not polished to his standard. In 19 B.C., returning from a voyage to Greece, he fell ill, and dying at Brundisium he asked that the unfinished manuscript be burned. The emperor Augustus himself overruled the request and ordered the poem published. Within a generation, schoolboys all over the empire were copying its opening onto their wax tablets, and people scratched its lines on walls in Pompeii, where some can still be read today.

Three words that could not be English. The poem opens: *Arma virumque cano*. Word by word: arma, arms, weapons; virumque, and the man (virum, the man as object, plus the clip-on -que, and); cano, I sing. 'Arms and the man I sing.' Look at what Virgil did: the objects come first, the verb last, and the subject is not a separate word at all; it lives inside the -o of cano. English cannot open a story this way without sounding scrambled, but Latin can, because arma and virum wear their object endings like name tags. Virgil chose the order for majesty: the first word of the whole epic is war, the second is the hero, and the poet himself enters only quietly, folded into a verb ending.

How Latin works: free order, favorite order. Latin's everyday favorite is subject, object, verb: *Puella nautam amat*, the girl loves the sailor. But every arrangement of those three words means the same thing, because the endings never change jobs: *Nautam puella amat*. *Amat puella nautam*. *Puella amat nautam*. What changes is the spotlight: Latin tends to shine it on the first word (and keeps a soft glow on the last). *Nautam puella amat* means roughly: it is the sailor the girl loves. Writers of Latin prose, like Cicero, usually kept the verb at the end; poets like Virgil moved

everything, weaving word patterns English can only envy. For you, the practical rules are two: read by endings always, and when you write, put the verb last unless you have a reason.

The neuter family. A small new set of nouns joins you for the finale, the second-declension neuters, all ending in -um: *verbum* word (verb), *bellum* war (rebel, belligerent), *caelum* sky, heaven, *donum* gift (donate), *oppidum* town. And the poem's own first word, *arma*, arms, which Romans used only in the plural. Neuters carry one famous trap: their nominative and accusative look the same (-um singular, -a plural), so *Bellum* is at the start of a sentence may be doer or done-to, and only the rest of the sentence tells you. *Donum* is both 'the gift does' and 'the gift gets given.' Keep calm and check the verb.

Try it. This week you run word-order experiments: one sentence written on three cards, shuffled into every order, read and translated each time to prove the meaning holds; then you write your own three-word sentence three ways and pick the order whose emphasis you like best, exactly the choice Virgil made with *Arma virumque cano*.

PICTURE STUDY



Virgil Reading the Aeneid to Augustus, Octavia and Livia, Jean-Joseph Taillasson, 1787 · Oil on canvas · National Gallery, London

Image: [Wikimedia Commons](#), public domain

An old story says Virgil read parts of the unfinished *Aeneid* aloud to the emperor's family. In Book VI, the poem praises Octavia's young son Marcellus, who had just died in real life, and at the words *tu Marcellus eris*, 'you shall be Marcellus,' Octavia, his grieving mother, fainted. Taillasson paints the moment the words land: the power of poetry read aloud.

Look closely

- Find the scroll in Virgil's hands. The whole *Aeneid* lived on rolls like this one, and on his famous deathbed request, in danger of the fire.
- Look at Augustus, the most powerful man in the world, reduced to an anxious brother reaching toward his sister.
- Look at Octavia's hands. The painter tells you the exact line has just been read.
- Notice how plain the room is: a curtain, a bench, three figures. Nothing competes with the words.

Talk about it

1. Augustus saved this poem from burning. After seeing what it could do to its listeners, why do you think he refused to lose it?
2. Words made this happen, read out loud from a scroll. What have you read or heard that moved you like that?

3. Virgil spent ten years and called it unfinished. What does that kind of patience teach about work worth doing?

ACTIVITY

Word-order experiments

A scientist tests a claim by experiment; today the claim is Latin's boldest: scramble the sentence and the meaning survives. Then you use the freedom the way Virgil did, to choose your emphasis.

You will need

- Index cards and a pencil
- Your sentence cards from Lesson 4.1
- Your Latin notebook
- 6 cards for the new vocabulary

Steps

1. Write one word per card: PUELLA, NAUTAM, AMAT. Lay them in all six possible orders, reading each aloud and translating. Record the verdict in your notebook: how many orders, how many meanings?
2. Now run the English control: cards THE GIRL, LOVES, THE SAILOR. How many of the six orders still clearly mean the same thing? Write the comparison in a sentence.
3. Emphasis round: read Puella nautam amat, then Nautam puella amat, stressing the first word of each aloud. Say in English what each version spotlights.
4. Build Virgil's opening from cards: ARMA, VIRUMQUE, CANO. Translate it word by word, then smoothly. Explain to your parent where the subject is hiding.
5. Write your own three-word Latin sentence (pick a subject, an object and a verb from your deck). Write it three ways in your notebook, choose your favorite order, and mark the word you meant to spotlight.
6. Make flashcards for verbum, bellum, caelum, donum, oppidum and arma, and add them to the deck.

Tips

- Read every arrangement out loud; your ear will learn to trust the endings before your eye does.

- In your own sentence, try the object first once, Virgil-style. It feels daring, and it is perfectly correct.
- Remember the neuter trap: donum looks the same as doer and as done-to; let the verb and sense decide.

Check your work

- ☐ I tested all six orders of Puella nautam amat and the meaning held every time.
- ☐ I can say what Nautam puella amat spotlights.
- ☐ I translated Arma virumque cano and found the hidden subject.
- ☐ My own sentence stands in three orders in my notebook, favorite marked, and the six new flashcards are in the deck.

LATIN NOTEBOOK

1. Write the new vocabulary with meanings and a derivative each: verbum, bellum, caelum, donum, oppidum, arma.
2. Copy Arma virumque cano in your best Roman capitals with the word-by-word translation beneath.
3. Write your three-orders sentence experiment with its translations.
4. Answer in two sentences: why can Latin scramble where English cannot, and what does Latin use the freedom for?

From history. On the walls of Pompeii, buried by the eruption of Vesuvius in A.D. 79, archaeologists have found the Aeneid's opening words scratched as graffiti, sometimes just 'Arma virumque...!', by people showing off the one line everybody knew, the way people today quote a famous first sentence. Virgil had been dead only a hundred years, and his poem was already in everyone's pocket.

Example 1. Translate *Arma virumque cano* word by word, and find the subject.

▼ **Show solution**

1. Arma: arms, weapons, an object (neuter plural).
2. Virumque: virum, the man, object (-um), plus -que, and.
3. Cano: I sing; the -o ending is the subject, I, the poet himself.

Answer: Arms and the man I sing. The subject is hidden in cano's -o: Virgil.

Example 2. Do these differ in meaning, and how? *Donum reginae portat servus.*
Servus donum reginae portat.

▼ **Show solution**

1. Find the nominative in each: servus, both times. He carries.
2. Donum wears neuter -um: here the carried thing (the verb and sense confirm).
3. Reginae: -ae between a gift and carrying, read it as 'of the queen' or 'to the queen.'
4. Only the order changed; the uniforms did not.

Answer: Both mean the servant carries the queen's gift (a gift for the queen). The first order spotlights the gift, the second the servant.

Example 3. Write 'The poet sings of war' three ways in Latin. (Use bellum as the object of canto/cano-style singing: Poeta bellum cantat.)

▼ **Show solution**

1. Pick the uniforms: poeta nominative, bellum accusative, cantat verb.
2. Arrange three ways, keeping uniforms fixed.
3. Mark the spotlight of each.

Answer: Poeta bellum cantat (plain). Bellum poeta cantat (spotlight on war, Virgil's choice). Cantat poeta bellum (spotlight on the singing). All three mean the same.

PRACTICE

1. **Easy** Translate: verbum, bellum, donum, caelum, oppidum.

▼ **Show answer**

Word, war, gift, sky (heaven), town.

2. **Easy** What does -que do, stuck on the end of a word? Translate Senatus Populusque Romanus.

▼ **Show answer**

It means 'and,' joining its word to the one before: the Senate and the People of Rome.

3. **Easy** What was Virgil's dying request, and who overruled it?

▼ **Show answer**

He asked for the unfinished Aeneid to be burned; the emperor Augustus refused and had it published.

4. **Medium** Translate all three, then say whether the meaning differs: Magister fabulam narrat. Fabulam magister narrat. Narrat magister fabulam.

▼ **Show answer**

All three: the teacher tells a story. The endings never changed, so the meaning never changed; only the emphasis moves.

5. **Medium** Why is a sentence beginning with *Donum...* trickier to read than one beginning with *Dominum...*?

▼ **Show answer**

Dominum's -um can only be accusative (the nominative is dominus), but donum is neuter, so -um could be doer or done-to; you must read on and let the verb and sense decide.

6. **Medium** Translate into Latin, verb last: The friends carry gifts.

▼ **Show answer**

Amici dona portant. (Neuter plural object dona.)

7. **Hard** Arrange 'Deus caelum spectat' (God watches the heavens... wait, who watches what?) — identify doer and done-to, translate, then rewrite it to spotlight caelum.

▼ **Show answer**

Deus is nominative (the -us family), caelum the object: God watches the sky.
Spotlight version: Caelum Deus spectat, it is the heavens God watches.

8. **Challenge** English once had more Latin-like freedom, and poetry keeps a little still ('The Lord is my shepherd; I shall not want... goodness and mercy shall follow me'). Find or write one English sentence with unusual order that still works, and explain what signals rescue the meaning.

▼ **Show answer**

Examples: 'Great is thy faithfulness.' 'Blessed are the meek.' The meaning survives because the verb to be links rather than acts, or because sense makes only one reading possible; English allows such inversions mostly in poetry and Scripture, where the old freedom lingers.

COMMON MISTAKES

- Translating the first noun as the subject out of habit. Arma virumque cano would then be nonsense: weapons do not sing. Endings first, always.
- Treating -que as a word of its own. It clips to the end of the second item: virumque, and the man.
- Forgetting the neuter trap: -um on verbum, bellum, donum is nominative or accusative; the sentence decides.
- Thinking scrambled order is wrong. It is correct Latin; prose just prefers subject-object-verb, and you should too, until you scramble on purpose.

Make it a game • Word Order Experiment. Write Arma virumque cano on three strips. Rearrange the strips in every possible order and read each aloud. Tell whether the meaning changed or only the emphasis. The parent guesses which word the poet wanted loudest. Then make your own sentence using three Latin words and rearrange it. Score a point for each order you can explain.

Scripture. “My heart is inditing a good matter: I speak of the things which I have made touching the king: my tongue is the pen of a ready writer.” (Psalm 45:1, KJV)

The psalmist sings of a king with a crafted, overflowing poem, as Virgil sang of a founder. All real gifts of poetry are from God, and the best songs are sung to the King.

UNIT 5

READING ROME

Everything you have built this quarter, the sounds, the staircase of cases, the verb chants, the subject and the object, was for this: reading Latin that tells a story. In this unit you will walk into the Roman Forum on market morning with Marcus and Lucia, two Roman children, and read what happens to them in real Latin sentences, every ending of which you already know. You will hear the Forum described in slow, clear spoken Latin, study the queen of roads that carried Romans there, the Via Appia, and perform the story aloud, because Latin was a spoken language in living streets long before it was a subject in school.

Then, in the last lesson, you will discover that you have been surrounded all along. The dollar bill in the kitchen drawer says *E pluribus unum*; the clock says A.M. and P.M.; the history book says A.D.; the Marines say *semper fidelis*; Kansas says *ad astra per aspera*; Bach signed his music *Soli Deo Gloria*; and our own crest says *Fabricando fit faber*. You will learn to read the Latin mottoes and abbreviations of everyday American life, and then make one your own: a family motto, worked out together and lettered on a plaque. The quarter ends with a family Latin day, with the story read aloud, phrases taught, bread and grapes served from your own *taberna*, and the motto unveiled.

PREREQUISITES

- Can chant the puella staircase, the dominus pattern, the amo column and sum with meanings
- Can translate subject-object-verb and est sentences both ways (Unit 4)
- Knows the flashcard deck through Unit 4 (about 60 words)

MASTERY CHECKLIST

- ☐ I can read the Marcus and Lucia story aloud with classical pronunciation and translate it sentence by sentence.
- ☐ I can pick any sentence from the story and name the case and job of every noun in it.
- ☐ I can tell what the Via Appia was, who began it, and why Romans called it the queen of roads.
- ☐ I can translate ten common Latin mottoes and abbreviations, including e pluribus unum, A.D., A.M., P.M., etc. and semper fidelis.
- ☐ I helped choose or compose a family motto and can explain its Latin word by word.
- ☐ I hosted the family Latin day and read Latin aloud to my family.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- ***Minimus: Starting out in Latin*, by Barbara Bell (Cambridge):** A beloved beginner's Latin book told as a comic about a mouse who lives at Vindolanda, the very fort from Lesson 3.1, with the real family from the tablets as characters. A delightful next step or sibling read.
- **Roman Forum Guided Tour, narrated by a licensed guide (Prowalk Tours):** Free. A long, calm 4K walk through the real Forum's ruins. Not a lesson video; keep it for a family evening after Lesson 5.1 and wander as long as you like.
- **Latin Launchpad:** Free. The phrases and culture pages pair with Lesson 5.2's mottoes, and the games make good review for the whole quarter.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch has no ties to these authors, publishers or companies.

5.1 A Morning in the Forum

3 sessions of 30–40 minutes

5.2 Latin All Around You

3 sessions of 30–40 minutes

UNIT 5 REVIEW

Answer each question in complete sentences, except where translations are asked for. The review is worth 30 points. It may be done orally, with a parent writing down the answers.

1. **5 pts**

Translate from the Forum story: *Agricolae et nautae in foro laborant. Populus poetam laudat.*

2. **5 pts**

Translate into Latin: Lucia loves the grapes. The shops are small.

3. **5 pts**

What was the forum in a Roman town, and what was the Via Appia?

4. **5 pts**

Translate these everyday Latin expressions: *e pluribus unum*; A.D.; P.M.; etc.; *semper fidelis*; *solī Deo gloria*.

5. **5 pts**

Tell the story of *E pluribus unum*: where it appears, when the seal was adopted, and why the motto fit.

6. **5 pts**

Write your family's motto (or your favorite from the course) in Latin, translate it, and explain one word's ending using your charts.

ANSWER KEY

1. The farmers and sailors work in the forum. The people praises the poet (populus is singular, one body).
2. Lucia uvas amat. Tabernae parvae sunt.
3. The forum was the open public square at the heart of town: market, court, meeting place and news center. The Via Appia was the great paved road south from Rome, begun by Appius Claudius in 312 B.C., called the queen of roads.
4. Out of many, one; anno Domini, in the year of the Lord; post meridiem, after midday; et cetera, and the rest; always faithful; glory to God alone.
5. It is on the scroll in the eagle's beak on the Great Seal of the United States (and the dollar bill), adopted in 1782 under Charles Thomson; its thirteen letters stood for thirteen states become one nation, out of many, one.
6. Answers vary; look for correct endings and a word-by-word explanation, for example: Laboramus et oramus, we work and we pray: -mus is the we-ending on both verbs.

UNIT CHALLENGE: THE FAMILY LATIN DAY

Close the quarter the Roman way: with family, food and words said aloud. The student plans and hosts a short family Latin day. The program: (1) Salvete! The student greets the family in Latin and teaches everyone three phrases to use all evening: salve and salvete, vale, and one more of the student's choice (gratias, thank you, is a good one). (2) The Forum story, performed: Latin with expression, English translation after each sentence, encore of Lucia's line by the whole family. (3) The taberna: bread and grapes (or any simple snack) served by the student, who names the food in Latin: cibus! uvae! (4) The motto unveiling: the plaque is revealed, the Latin explained word by word, and the motto's first official family recitation is held. (5) Vale! The student shows the quarter's works, the wax tablet, the derivative tree, the illuminated verse, the sentence game, and the family answers with the new farewell. Take a photograph of the plaque and the spread for the course folder.

LOOK FOR	WHAT IT MEANS
Latin spoken aloud	Greetings, the story, the food and the farewell were all delivered in real, clearly pronounced Latin.
The story performed	All ten sentences read with expression and correctly translated for the audience.
The motto explained	The plaque was unveiled and every Latin word accounted for, ending and all.
The family took part	The household used the taught phrases, joined the recitation, and saw the quarter's works.

UNIT 5 • READING ROME • LESSON 5.1 OF 10 • 3 SESSIONS OF 30–40 MINUTES

5.1 A MORNING IN THE FORUM

OBJECTIVES

- Read a connected Latin story aloud with classical pronunciation.
- Translate the story sentence by sentence, naming the case and job of each noun.
- Learn the new vocabulary: forum, taberna, uva, cibus, populus.
- Tell what the Forum was in daily Roman life, and what the Via Appia was.
- Perform the story for the family with expression.

Warm-up. The full chant parade one last building time: vowels, puella staircase, dominus pattern, amo, sum. Then close your eyes while a parent reads this list: bread baking, fish frying, a poet shouting verses, lawyers arguing, money clinking, children racing between stalls. That was the sound of the Roman Forum on a market morning, and today you are going in.

WATCH

Roman Forum - Latin - Minecraft

Magister Craft · 9:56

<https://www.youtube.com/watch?v=GgDgZXWEWVo>

WHEN TO WATCH

After the story paragraph and before you read the Latin passage. It is narrated in slow, clear Latin with English subtitles: real listening practice. Catch every word you can on the first pass; on a second pass, pause when you hear words you own, like forum, via, est.

Note: A teacher reads the Latin aloud over a Minecraft reconstruction of the Forum. You will not understand everything, and you are not supposed to: hearing your words swim past in real Latin is the point.

BACKUP VIDEO

Ancient Rome for Kids | Learn all about the History of the Roman Empire for Kids

Learn Bright · 8:04

https://www.youtube.com/watch?v=Wo0KujQEJ_s

If you want the big picture of Rome in English before walking into the Forum, watch this first; it reviews the whole sweep of Roman history at a grade-school level.

KEY TERMS

forum

The open public square of a Roman town: market, courthouse, meeting place and news center in one. Rome's Forum Romanum was the most famous square on earth.

taberna

A shop or stall opening onto the street, the ancestor of our word tavern.

uva

A grape. First declension: uvam, the grape you buy; uvas, the grapes you carry home.

cibus

Food. Second declension: cibum when the food is bought, carried or eaten.

populus

The people, as one body, and so a singular noun in Latin: populus laudat, the people praises. It is the P in SPQR.

Via Appia

The Appian Way, begun in 312 B.C. by Appius Claudius: the great paved road south from Rome, called by the Romans the queen of roads, regina viarum.

VOCABULARY FOR THE WEEK

Classical sounds: c is always k, g is always hard, v is w, and ae says eye. Capitals show the stress. A macron marks a long vowel.

forum**FO-rum**

noun · forum, forī, n.

the public square

ENGLISH forum

cibus**KEE-bus**

noun · cibus, cibī, m.

food

populus**PO-pu-lus**

noun · populus, populī, m.

a people

ENGLISH popular

clāmor**KLAH-mor**

noun · clāmor, clāmōris, m.

a shout

ENGLISH clamor

multitūdō

mul-tee-TOO-doh

noun · multitūdō, multitūdinis, f.

a crowd

ENGLISH multitude

argentum

ahr-GEN-tum

noun · argentum, argentī, n.

silver

aurum

OW-rum

noun · aurum, aurī, n.

gold

ENGLISH auric

pistor

PEES-tor

noun · pistor, pistōris, m.

a baker

ēemptor

AYMP-tor

noun · ēemptor, ēemptōris, m.

a buyer

venditor

WEN-dee-tor

noun · venditor, venditōris, m.

a seller

ENGLISH vendor

pretium

PREH-tee-um

noun · pretium, pretiī, n.

a price

ENGLISH precious

CORE IDEAS

The story. Every Roman town, from Britain to Africa, had a forum at its heart, and the heart of all of them was the Forum Romanum, the strip of ground you saw in Panini's painting in week 1, as it looked when it was alive. Before dawn the shopkeepers took down their shutters: bakers, fruit sellers, silversmiths, booksellers whose slaves copied whole scrolls to order. By mid-morning the square roared: lawyers argued cases on the court platforms, senators crossed to the Senate house, boys recited for their magister under a colonnade, and a poet might climb the steps and declaim his newest lines for anyone who would stop. Into this square on market morning walk two children, Marcus and his sister Lucia, with their father, past the golden milestone from which every road in the empire measured its distance, and down the worn stones that the Via Appia, the queen of roads, had been feeding travelers onto for three hundred years.

Now read it in Latin. Here is their morning, in ten sentences made entirely of grammar you own. Read each sentence aloud first, then translate it, then name the case of each noun. (Two sight phrases are glossed for you: *in foro*, in the forum, uses the ablative you chanted; *Romam* is Rome wearing the accusative.)

1. *Marcus et Lucia in foro ambulant.*
2. *Agricolae et nautae in foro laborant.*
3. *Lucia uvas spectat.*
4. *“Uvas amo!” cantat Lucia.*
5. *Agricola uvas portat.*
6. *Marcus tabernas spectat.*
7. *Poeta fabulam narrat.*
8. *Populus poetam laudat.*
9. *Roma magna est; Via Appia longa est.*
10. *Marcus et Lucia Romam amant.*

How Latin works: reading in order. Real reading is not decoding backwards; it is taking the words as they come, letting each ending tell you its job, and holding the picture open until the verb closes it. Take sentence 5: *Agricola*, a farmer, nominative, so he will do something... *uvas*, grapes wearing the object plural, so something is being done to grapes... *portat*: carries. The farmer carries the grapes. Sentence 8 holds a small Roman lesson: *populus*, the people, is singular in Latin, one body, so it takes *laudat*, not *laudant*: the people, as one voice, praises the poet. And sentence 9 is pure est-grammar: *Roma magna est*, *Via Appia longa est*, each adjective dressed to match its noun.

The queen of roads. The *Via Appia* deserves her title. Begun in 312 B.C. by the censor Appius Claudius, she ran south from Rome toward the sea roads to Greece, paved with fitted stones so tight a knife blade could not slip between them, with milestones counting the distance and the city's tombs lining her first miles. Parts of her pavement are still there, and you can still walk on stones that felt the sandals of legions, merchants, and the apostle Paul, who came up the Appian Way to Rome under guard (Acts 28:15–16), while believers walked out from the city to meet him on the road.

Try it. This week the activity is the story itself: read it, translate it, mark every case, and then rehearse it as a performance, narrator reading the Latin, a second voice reading the English, with Lucia's line delivered with feeling, ready for the family Latin day. A story read aloud is Latin doing what Latin was made to do.

PICTURE STUDY



Via Appia, John Linton Chapman, 1867 · Oil on canvas · Georgia Museum of Art, Athens, Georgia

Image: [Wikimedia Commons](#), public domain

An American painter in Italy, Chapman painted the Appian Way as the 1800s found her: the queen of roads grown old, her pavement worn, her roadside tombs crumbled to picturesque ruins, the Roman countryside glowing around her. Travelers on the Grand Tour walked here on purpose, to stand on stones that had carried two thousand years of footsteps.

Look closely

- Follow the road with your eye. Roman engineers ran their roads straight as a chalk line wherever the land allowed; see how far you can trace it before it melts into the light.
- Find the ruined monuments along the sides. Roman law kept burials outside the city walls, so the first miles of the Via Appia were lined with tombs; travelers read the names as they walked.
- Find the figures and the cart. How small has the painter made them against the road and sky, and what does that make you feel about the road's age?
- Look at the worn wheel ruts and broken paving in the foreground; those grooves were cut by centuries of cart wheels.

Talk about it

1. A road is just stones, yet this one outlived the empire that built it by many centuries. What makes a built thing last?

2. The apostle Paul walked up this road to Rome, and friends walked out along it to meet him. What would it feel like to meet a friend on a road like this?
3. If the Via Appia could tell one story from her stones, which traveler's story would you want to hear?

ACTIVITY

Reading and staging the Forum story

This is the quarter's summit: a real Latin story, read, understood, marked up like a scholar and performed like a Roman. Take it in three passes.

You will need

- The ten-sentence story (copy it into your notebook, one sentence per line, leaving a blank line under each)
- Pencil and your case-color pencils from Unit 2
- 5 index cards for the new vocabulary
- Your family as an audience, later in the week

Steps

1. First pass, sound: read the whole story aloud in Latin, slowly, classical sounds, without stopping to translate. Then once more.
2. Second pass, sense: sentence by sentence, write the English under the Latin. Work left to right the Roman way: name each word's job as it comes, and let the verb close the picture.
3. Third pass, scholar's markup: with your case colors, underline every nominative and every accusative in the story, and circle the two est-sentences. Check sentence 8: why laudat and not laudant? Write the answer in the margin: *populus* is one body, singular.
4. Make flashcards for *forum*, *taberna*, *uva*, *cibus*, *populus* and add them to the deck.
5. Rehearse the performance: you read the Latin with expression (Lucia's '*Uvas amo!*' should ring across the room); a parent or sibling reads your English translation after each sentence.
6. Perform it once now for whoever is home. Keep it warm for an encore at the family Latin day.

Tips

- Read in word-groups, not word-by-word: *Marcus et Lucia... in foro... ambulant.*

- If a sentence resists, hunt the verb first, then the nominative, then let the accusative fall into place.
- Performance covers a multitude of stumbles: commit to Lucia's line and the audience is yours.

Check your work

- ☐ I read the whole story aloud in Latin twice before translating.
- ☐ My translation sits under every sentence, and my case markup is complete.
- ☐ I can explain *populus laudat*.
- ☐ The story was performed, Latin and English, for at least one listener, and the five new flashcards are in my deck.

LATIN NOTEBOOK

1. Copy the ten-sentence story with your translation beneath each line and your case markup in color.
2. Write the five new vocabulary words with meanings: *forum*, *taberna*, *uva*, *cibus*, *populus*.
3. Write three facts about the Via Appia: who began it, when, and what the Romans called her.
4. Answer in a sentence: how did Paul come to Rome, and who met him on the way? (Acts 28:15–16 will tell you.)

From history. In the Forum stood the *miliarium aureum*, the golden milestone, set up by Augustus: the zero point from which every road in the empire measured its miles. Every Roman road ran, ultimately, to that one gilded column, which is where the proverb comes from: all roads lead to Rome.

WORKED EXAMPLES

Example 1. Work through sentence 5 the Roman way: *Agricola uvas portat.*

▼ **Show solution**

1. Agricola: -a nominative, a farmer, the doer (one of the masculine crew).
2. Uvas: -as accusative plural, grapes, the done-to.
3. Portat: carries, singular, agreeing with agricola, and the picture closes.

Answer: The farmer carries the grapes (or is carrying; Latin's present covers both).

Example 2. Why does sentence 8 say *Populus poetam laudat* and not *laudant*?

▼ **Show solution**

1. Populus, the people, is grammatically singular in Latin: one body.
2. A singular subject takes the -t ending.
3. Poetam wears the accusative: the poet receives the praise.

Answer: Because populus is singular: the people, as one voice, praises the poet.

Example 3. Translate into Latin: Marcus watches the food. (Use cibus.)

▼ **Show solution**

1. Doer: Marcus, nominative, as he stands.
2. Receiver: the food, cibus made accusative: cibum.
3. Verb last, singular: spectat.

Answer: Marcus cibum spectat.

PRACTICE

1. **Easy** Translate from the story: Marcus et Lucia in foro ambulant.

▼ **Show answer**

Marcus and Lucia walk in the forum.

2. **Easy** Translate: forum, taberna, uva, cibus, populus.

▼ **Show answer**

Public square, shop (stall), grape, food, the people.

3. **Easy** In *Lucia uvas spectat*, which word is the object and how do you know?

▼ **Show answer**

Uvas: it wears the accusative plural -as, so the grapes are what she watches.

4. **Medium** Translate: *Poeta fabulam narrat. Populus poetam laudat.*

▼ **Show answer**

The poet tells a story. The people praises the poet (singular *populus*; natural English says 'the people praise').

5. **Medium** Translate into Latin: The sailors watch the shops.

▼ **Show answer**

Nautae tabernas spectant.

6. **Medium** Who began the Via Appia, when, and what did Romans call her?

▼ **Show answer**

The censor Appius Claudius, in 312 B.C.; Romans called her *regina viarum*, the queen of roads.

7. **Hard** Rewrite sentence 3 to spotlight the grapes, Virgil-style, and translate. Then make sentence 7 plural (poets, stories) and translate.

▼ **Show answer**

Uvas Lucia spectat: it is the grapes Lucia is watching. *Poetae fabulas narrant*: the poets tell stories.

8. **Challenge** Compose one more sentence for the story in correct Latin: Father (*pater*, nominative, a bonus word) carries the food and calls Marcus and Lucia. (Use *et* twice, or -que for style.)

▼ **Show answer**

Pater cibum portat et Marcum et Luciam vocat. (Accept *Marcum Luciamque vocat*, with -que for the second 'and'.)

COMMON MISTAKES

- Translating backwards from the verb instead of reading in order. Train the left-to-right habit now; it is the difference between decoding and reading.
- Making *populus* plural. One people, one body, singular verb.
- Forgetting that *agricola* and *poeta* are men even in a story: the farmer and the poet, not the farmer-woman.

- Reading in foro as an object. After in, the -o is the ablative you chanted: in the forum, a place, not a receiver.

Make it a game • Forum Stage Play. Cast the Forum story as a short play. Read each sentence aloud in Latin, then the parent acts it out while you name the case and job of each noun. If you misname a noun, the parent freezes in the wrong position. Swap roles for the second scene. Finish with a bow, Roman style.

Scripture. “Therefore disputed he in the synagogue with the Jews, and with the devout persons, and in the market daily with them that met with him.” (Acts 17:17, KJV)

Paul took the gospel to the agora, the Greek forum, because that is where the people were. The same Paul later walked the Via Appia into Rome (Acts 28:15–16), and the brethren came down the road to meet him.

UNIT 5 • READING ROME • LESSON 5.2 OF 10 • 3 SESSIONS OF 30–40 MINUTES

5.2 LATIN ALL AROUND YOU

OBJECTIVES

- Read and translate the common Latin mottoes and abbreviations of everyday life: e pluribus unum, A.D., A.M., P.M., etc., P.S., semper fidelis, ad astra per aspera, tempus fugit, soli Deo gloria.
- Explain the story of E pluribus unum and the Great Seal of 1782.
- Use course grammar to take simple mottoes apart word by word.
- Choose or compose a family motto in Latin and letter it for a plaque.
- Host the family Latin day.

Warm-up. Send the family on a two-minute Latin scavenger hunt right now: check a dollar bill, a clock app, a history book's dates, a jar of et cetera in anyone's speech. Bring the catches back to the table. The quarter began with the claim that Latin never died; today you hold the evidence in your hands.

WATCH

The Latin words you don't know you're using

RobWords · 12:36

<https://www.youtube.com/watch?v=Lf9Q68DZlok>

WHEN TO WATCH

After the story paragraph. It is the longest video of the course, a friendly tour of the Latin hiding in everyday English, from abbreviations to whole phrases. Keep a tally of every expression you already knew.

Note: Made for a general audience, previewed and clean; the host moves fast, so feel free to pause and repeat. Stop at the end screen when he invites subscriptions.

BACKUP VIDEO

Latin words in everyday English - a Mini English Lesson

British Council | English · 2:36

<https://www.youtube.com/watch?v=yeUuo9NjyK0>

A two-minute version of the same idea if the primary runs long for your session.

KEY TERMS

motto

A short saying a family, state or nation chooses to live by, very often in Latin because Latin says much in little.

A.D.

Anno Domini, in the year of the Lord: our calendar counts the years from the birth of Christ.

E pluribus unum

Out of many, one: the motto on the Great Seal of the United States, adopted in 1782, thirteen letters for thirteen states become one nation.

A.M. and P.M.

Ante meridiem and post meridiem: before and after midday. Your clock speaks Latin twice a day, all day.

etc.

Et cetera, and the rest. Its cousins: P.S., post scriptum, written after; i.e., id est, that is; e.g., exempli gratia, for the sake of an example.

Soli Deo Gloria

Glory to God alone. Johann Sebastian Bach wrote its initials, S.D.G., at the end of his musical works.

VOCABULARY FOR THE WEEK

Classical sounds: c is always k, g is always hard, v is w, and ae says eye. Capitals show the stress. A macron marks a long vowel.

tempus

TEM-pus

noun · tempus, temporis, n.

time

ENGLISH temporal

fugiō

FU-gee-oh

verb · fugiō

I flee

ENGLISH fugitive

semper

SEM-per

adverb

always

fidēlis

fee-DAY-lees

adjective · fidēlis, fidēle

faithful

ENGLISH fidelity

asper

AHS-per

adjective · asper, aspera, asperum

rough

ENGLISH asperity

sōlus

SOH-lus

adjective · sōlus, sōla, solum

alone

ENGLISH sole

carpō

KAHR-poh

verb · carpō

I pluck, I seize

diēs

DEE-ays

noun · diēs, diēī, m.

a day

ENGLISH diary

festīnō

fes-TEE-noh

verb · festīnō, festīnās, festīnat, festīnāmus, festīnātis, festīnant

I hurry

salūs

SAH-loos

noun · salūs, salūtis, f.

safety, health; salvation

ENGLISH salutary

faber

FAH-ber

noun · faber, fabrī, m.

a maker, a craftsman

ENGLISH fabric

plūs

PLOOS

noun · plūs, plūris, n.

more

CORE IDEAS

The story. On July 4, 1776, the very day independence was declared, Congress asked for a national seal, and the design took six years and three committees. The man who finally pulled it together, in 1782, was Charles Thomson, secretary of Congress, a former Latin teacher. On the front: an American eagle holding an olive branch and arrows, and in its beak a scroll with a Latin motto proposed back in 1776: *E pluribus unum*, out of many, one, thirteen letters, one for each of the thirteen states that had become a single nation. Why Latin, for a brand-new country? For the same reasons you have met all quarter: Latin was the shared inheritance of educated people everywhere, it carried the dignity of Rome's republic, which the founders studied and imitated, and it says much in little. Three words settle what a paragraph of English would argue.

How Latin works: reading the mottoes. Your grammar now opens these like a key. *Tempus fugit*, time flies: a nominative subject and a third-person verb, the same shape as *puella cantat*. *Semper fidelis*, always faithful, the motto of the United States Marines: an adverb and an adjective, no verb needed, Latin trusts you to supply 'be.' *Ad astra per aspera*, to the stars through hardships, the motto of Kansas: *ad* and *per* both call for the accusative, and there it is, *astra* and *aspera*. *Soli Deo gloria*, glory to God alone: *Deo* is a dative, the to-or-for case from your staircase, giving the glory where it goes. Even the abbreviations obey: *anno Domini*, in the year of the Lord, rides the ablative; *post meridiem*, after midday, the accusative after *post*.

Latin says much in little. This knack for compression is why mottoes, seals, coins and gravestones speak Latin. *Carpe diem*, seize the day. *Tempus fugit*, time flies, carved on sundials and clocks. *Festina lente*, hurry slowly, the favorite saying of Augustus

himself: make haste, but carefully. States besides Kansas chose Latin too: Missouri's *Salus populi suprema lex esto*, the welfare of the people shall be the supreme law, there is your populus again, and dozens of colleges and ministries use *Soli Deo Gloria*, as Bach did, signing S.D.G. at the end of his cantatas to say whose the music was. And the crest of this course's own school says *Fabricando fit faber*: by making, one becomes a maker, which is how you learned Latin this quarter, by making sentences, cards, tablets and posters.

Your family's turn. A motto is chosen, not assigned. This week your family gets one. You may adopt a ready-made Latin motto, or build a simple one from words you know, with the patterns you own: *Deus bonus est. Semper fideles. Laboramus et oramus*, we work and we pray. *Ad astra. Familia nostra Deum amat*, our family loves God. Keep it short, keep it true, and be ready to explain every word, because from now on you are the family's Latin scholar, and someone will ask.

Try it. The motto workshop: gather the family, offer three candidates, Latin with translations, let the household debate and choose, then letter the winner on a plaque in your best Trajan capitals. Unveil it at the family Latin day, the quarter's closing feast, where you will also perform the Forum story, teach three phrases, and serve bread and grapes from your own taberna. *Fabricando fit faber*: you made things all quarter, and the things made a Latin student.

PICTURE STUDY



The Great Seal of the United States (obverse), Designed by Charles Thomson and William Barton; this rendering, U.S. Government, Adopted 1782 · National seal (official rendering) · In use on documents, the one-dollar bill and federal buildings

Image: [Wikimedia Commons](#), U.S. Government work, public domain

This is the front of the national seal adopted on June 20, 1782, and it has sealed treaties and commissions ever since; you can find it on the back of any one-dollar bill. Its final designer, Charles Thomson, had taught Latin and Greek, and the motto in the eagle's beak had been proposed by the first committee on July 4, 1776 itself.

Look closely

- Read the scroll in the eagle's beak: E PLURIBUS UNUM. Count the letters: thirteen, like the states, like the stripes on the shield, like the stars above the eagle's head, like the olive leaves and the arrows.
- Look at the two talons: an olive branch for peace, arrows for defense, and notice which way the eagle's head faces.
- Find the shield's design: the thirteen stripes hold together under one blue chief, many under one, the motto drawn as a picture.
- Look at the constellation breaking through the clouds above: a new nation taking its place, the designers said, among the powers of the earth.

Talk about it

1. Why would a brand-new republic, writing its birth certificate, reach for the old language of Rome's republic?

2. E pluribus unum: where else in life do many become one without stopping being many, a family, a church, a team?
3. If you designed a seal for your family, what picture and what Latin words would be on it? (Hold the thought: the motto workshop is this week.)

ACTIVITY

The motto workshop

Nations, states, schools and families put their hearts into a few Latin words. This week, yours does too, and you are the Latin authority at the table.

You will need

- Paper for drafts; poster board, heavy paper or a smooth board for the plaque
- Pencil, ruler, and markers or paint for the lettering
- Your notebook list of mottoes from this lesson

Steps

1. Draft three candidates. At least one adopted classic (*semper fidelis*; *solī Deo gloria*; *ad astra per aspera*; *tempus fugit* used as a reminder; *festina lente*) and at least one built from your own grammar (*Laboramus et oramus*; *Familia nostra Deum amat*; *Deus bonus est*; or your own, checked against your charts).
2. Write each candidate large on its own draft sheet, with the translation beneath and one sentence on why it fits your family.
3. Hold the vote at dinner: present all three, explain the Latin word by word, answer questions, and let the family choose.
4. Rule guide lines on the plaque and letter the winning motto in Trajan-style capitals, the ones you studied on the column. Sketch in pencil first; ink or paint when the spacing pleases you.
5. Add a small crest if you like: an animal, a tool, a tree, something your family is about, drawn simply.
6. Keep the plaque hidden until the family Latin day, and plan its unveiling as the finale.

Tips

- Short mottoes letter better: two to four words is the classic weight.
- All capitals, and V for U if you want full Roman stone style: *SEMPER FIDELIS* or *SEMPER FIDELIS*.

- Letter spacing matters more than fancy strokes: keep the gaps even and the lines level, and it will look carved.

Check your work

- ☐ Three candidates were drafted with translations and reasons.
- ☐ The family voted after hearing the Latin explained word by word.
- ☐ The plaque is lettered in even, ruled capitals with the translation in small letters beneath.
- ☐ The unveiling is planned for the family Latin day.

LATIN NOTEBOOK

1. Make your motto glossary: ten everyday Latin expressions with translations: e pluribus unum, A.D., A.M., P.M., etc., P.S., i.e., e.g., semper fidelis, soli Deo gloria. Add tempus fugit and carpe diem for good measure.
2. Write the story of the Great Seal in three sentences: who, when, and why Latin.
3. Copy your family's three motto candidates with translations, and record the vote.
4. Last page of the quarter: write Fabricando fit faber, and under it list the things you made this course, cards, tablet, tree, verse, game, story, plaque, and what each one taught you.

From history. Johann Sebastian Bach began his compositions with J.J., Jesu juva, Jesus, help, and ended them S.D.G., Soli Deo Gloria, glory to God alone. A working musician with a houseful of children, writing a cantata a week, he framed every week's labor between a Latin prayer and a Latin dedication.

WORKED EXAMPLES

Example 1. Take apart *E pluribus unum*.

▼ Show solution

1. E (ex before vowels): out of, from, a little word that calls for the ablative.
2. Pluribus: many, wearing that ablative.
3. Unum: one, standing alone as the result.

Answer: Out of many, one: thirteen states, one nation. Three Latin words doing a paragraph's work.

Example 2. Your clock says 7:30 A.M. Unfold the Latin.

▼ **Show solution**

1. A.M. = ante meridiem.
 2. Ante, before, calls for the accusative; meridiem, midday, wears it.
 3. P.M. = post meridiem, after midday, same grammar.
-

Answer: Ante meridiem, before midday. Every clock face in America quietly speaks Latin.

Example 3. Build a family motto meaning 'We work and we pray' from your own verbs.

▼ **Show solution**

1. We work: laboro with the we-ending: laboramus.
 2. And: et.
 3. We pray: oro with the we-ending: oramus.
-

Answer: Laboramus et oramus. (The old monastic motto was ora et labora, pray and work, the same words in command form.)

PRACTICE

1. **Easy** Translate: e pluribus unum, semper fidelis, tempus fugit.

▼ **Show answer**

Out of many, one; always faithful; time flies.

2. **Easy** What do A.D., A.M. and P.M. stand for, in Latin and English?

▼ **Show answer**

Anno Domini, in the year of the Lord; ante meridiem, before midday; post meridiem, after midday.

3. **Easy** What is etc. short for, and what does it mean? What about P.S.?

▼ **Show answer**

Et cetera, and the rest; post scriptum, written after (the letter).

4. **Medium** Kansas's motto is *Ad astra per aspera*. Translate it, and name the case ad and per call for.

▼ **Show answer**

To the stars through hardships; both ad and per take the accusative (astra, aspera).

5. **Medium** Bach wrote S.D.G. at the end of his works. What did it stand for, and which case is Deo?

▼ **Show answer**

Soli Deo Gloria, glory to God alone; Deo is dative, the to-or-for case: the glory is given to God.

6. **Medium** Who finished the design of the Great Seal in 1782, what had he taught, and why thirteen letters in the motto?

▼ **Show answer**

Charles Thomson, secretary of Congress and a former Latin (and Greek) teacher; the motto's thirteen letters matched the thirteen states made one.

7. **Hard** Use your grammar on Missouri's motto, *Salus populi suprema lex esto* (the welfare of the people shall be the supreme law): which word is your old friend from the Forum story, and what case is it wearing here?

▼ **Show answer**

Populi is populus, the people, wearing the genitive: of the people, the welfare of the people.

8. **Challenge** Compose a motto of two to four Latin words for something you love, your family, your team, your workshop, using only grammar and words from this course, and translate it.

▼ **Show answer**

Accept any grammatical construction, for example: Deum amamus, we love God; Semper laboramus, we always work; Fabulae bonae sunt, stories are good; Ad caelum, toward heaven. Check endings against the charts.

COMMON MISTAKES

- Reading A.D. as 'after death.' It is anno Domini, in the year of the Lord, counting from Christ's birth, not His death.

- Writing a motto with English word order and Latin words. Check every ending against your charts; two right words with wrong endings is not yet Latin.
- Saying et cetera as 'ex cetera.' It is et, and: and the rest.
- Letting the quarter end. Keep the deck, keep the double chant, and keep reading: Latin rewards the faithful plodder, fabricando fit faber.

Make it a game • Motto Match Duel. Write ten mottoes on cards, like e pluribus unum, semper fidelis and tempus fugit, and their meanings on others. Shuffle all twenty and lay them face down. Take turns flipping two cards to find a match. A match must be read aloud and translated to keep. The player with more pairs wins. Share the story of the Great Seal at the end.

Scripture. “Whether therefore ye eat, or drink, or whatsoever ye do, do all to the glory of God.” (1 Corinthians 10:31, KJV)

Soli Deo gloria is this verse folded into three Latin words. It makes a fine last line for a course, and a better one for a life.