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Lesson I

New Concepts: The noun, kinds of nouns, singular and plural in English
Grammar Workbook: Worksheet 1

There are eight parts of speech: **noun, verb, adjective, conjunction, preposition, interjection, adverb,** and **pronoun.** It is good to memorize them, so you will do that this year. Sometimes mnemonic devices can help you memorize something. This mnemonic device can help you remember the parts of speech:

Nancy vacuums all cars parked in all parks.

I. The Noun. Today you are going to learn about nouns.

A **noun** names a person, place, or thing.

There are four important kinds of nouns:

- 1) **Proper nouns** name a particular person, place, or thing (for example: Mary - a particular girl, Santa Barbara Dock - a particular wharf, Shamu - a particular whale).
- 2) **Common nouns** are general names given to persons, places, or things (for example: girl, wharf, whale).

Under common nouns, there are three kinds:

- A) Regular nouns (Same as the description for common nouns given above.)
- B) Abstract nouns name a quality or condition of something (for example: happiness, joy, or peace).

Nouns can name one thing or more than one thing. Usually a noun that names one thing is called singular (for example: man, dog). A noun that refers to a group of things is usually plural (for example: men, dogs). However, some nouns give a single name to express a group considered as one.

- C) Collective nouns are singular (single) names for a group considered as a singular unit (for example: tribe, team, crowd).

Practice Exercises

A. Underline all nouns in the following passage.

Alexander studied the behavior of the horse. Alexander saw fear in the horse. Alexander realized the horse was terrified of shadows. Alexander turned the horse so the terrified animal couldn't see the shadow, and the horse became a peaceful giant.

B. Match each noun to the correct type:

truth	abstract
Taj Majal	regular
food	proper
girl	collective
army	regular
Mary Wells	abstract
love	proper
lizard	regular

II. Forming the Singular and Plural.

The regular way to form the plural of a noun in English is to add **s** to the end. If the word ends in **x**, **s**, **z**, **ch**, or **sh**, form the plural by adding **es**. If the noun ends in a **y**, preceded by a consonant, then change the **y** to **i** and add **es**. The plural of nouns that end in **o**, preceded by a consonant, is **es**. Otherwise, just add **s**. There are a few exceptions and unusual words such as:

Singular		Plural
ox	→	oxen
foot	→	feet
man	→	men
child	→	children

Practice Exercises

C. Write the plurals of the following nouns.

a. cow

b. ox

c. fox

d. itch

e. sky

f. child

g. pie

h. radio

i. tomato

D. Make your own list of the following types of nouns.

Three *Common* Nouns:

Three *Proper* Nouns:

Three *Collective* Nouns:

Three *Abstract* Nouns:

Additional Exercises

A. Write the plurals of the following nouns.

a. woman

b. cat

c. box

d. sandwich

e. wish

f. inch

g. try

B. Write *common* or *proper* for the underlined nouns.

a. Samantha and her cat named Halley won the show.

b. I wanted to watch the television, but Mark wanted to play baseball.

c. The Smiths are friends of the family who lives down the gated road.

C. Write *regular*, *abstract*, or *collective* for the nouns below. Of course, they are all common.

- a. joy _____
- b. team _____
- c. society _____
- d. apple _____
- e. ocean _____
- f. angel _____
- g. army _____
- h. ice cream _____

D. Underline all nouns in the following exercise. Write whether each is *common* or *proper*. If it is common, specify if it is *regular*, *abstract*, or *collective*.

a. The whistle of the parrot confirmed the existence of the pirates.

b. The army had to be called out to defeat the enemy.

c. The men worked as a team.

d. The crew of the ship was driven back to the sea.

e. The brigade won under the leadership of the brilliant generals, especially General Jones.

Lesson II

New Concepts: The verb, the subject, and predicate
Review Concepts: The noun; singular and plural words in English
Grammar Workbook: Worksheet 2

I. The Verb.

The verb is a very important part of speech. You can't have a sentence without a verb.

A **verb** is a word capable of asserting something.

Verbs, as **predicates**, express either the **action** of a noun or the **being** of a noun. For example:

John runs fast. (action)

John is a boy. (being)

The most common “state of being” verbs are the following:

am	is	are	was	were
be	being	shall be	will be	has been
have been	had been	shall have been	will have been	should be
would have been	would be	could be	should have been	can be
appear	grow	seem	become	taste
smell	feel	sound	remain	

A sentence must have a noun and a verb. Nouns have different uses in a sentence. One of the most important is as the subject of the sentence. To have a sentence, you must have a verb and a noun used as a subject. (Sometimes the noun is implied if it is an imperative sentence.)

I. The Subject & The Simple and Complete Subject and Predicate.

The subject is the *who* or *what* that is talked about in the sentence. Sometimes the subject is considered to be the one main word or the main words talked about. For example:

Mary and her sisters came to the park.

The underlined words are the simple subjects. However, one could say that the subject would include all the words that modify or connect these two subject words. The noun used is called the **simple subject**, and all the words that refer to it, the **complete subject**:

Mary and her sisters came to the park.

Sometimes the verb is considered to be the one main action or being word. This is called the **simple predicate**. Sometimes there is a **complete predicate**, that is, the verb and all the words that go with the verb. For example,

Mary and her sisters came to the park.

Here, “came” is the simple verb or predicate. The complete predicate would include more:

Mary and her sisters came to the park.

The complete predicate includes all the words that are added to the verb to give more precise detail.

Practice Exercises

A. Underline the complete predicate once in the following sentences. Next, find the simple predicate (the verb) and underline it twice.

- a. Both sides wanted the prize.
- b. The pitcher ran to home base.
- c. The catcher sent him back to the mound.
- d. The poor pitcher is confused.
- e. The pitcher did not want the batter on his home base.
- f. He threw a fastball.
- g. The batter swung.
- h. Swing the bat!

B. Circle the simple subjects in the following sentences. (Hint: first find the simple predicate and then ask yourself “who” or “what” about the simple predicate.)

- a. The boy kicked the ball. Who or what *kicked*? _____
- b. The boy seems happy. Who or what *seems* happy? _____
- c. The child calls to the dog. Who or what *calls* the dog? _____
- d. Arthur rode the horse. Who or what *rode* the horse? _____
- e. The cat growled at the dog. Who or what *growled* at the dog? _____

C. Underline the *complete* subjects once and the *simple* subjects twice.

- a. Sasha and Timothy ran to the store.
- b. My sister Maggie makes great pancakes.
- c. Lunchtime in our house is exciting.
- d. A great storyteller demands perfect silence.
- e. Down the road in a small house lives a happy family.

D. Underline all verbs in the following passage.

Many people enjoy our Fourth of July holiday, but how many of them remember what it is really about? Why have we chosen the fourth of July? We celebrate independence from England on that day. We celebrate the men and women whose determination made our country great. We celebrate the men and women whose loyalty kept it strong and safe.

Additional Exercises

A. Underline all nouns in the following passage.

In the year that is now famous, 1492, Columbus and his men set out for the Indies. Several months later, they landed in a place they thought was the Indies. It turns out that they were in the Caribbean Sea, and quite far away from the Indies.

B. Underline the simple subjects in the following sentences.

- a. A big parade was held.
- b. The men of the town were blocking the road.
- c. The soldiers got to their vehicle in time.
- d. The boys and girls of the town enjoyed the show.
- e. The weather is really hot.
- f. Thomas Jefferson sent Lewis and Clark on an expedition.

C. Underline the simple *subject* once and the simple *verb* twice.

- a. Large and gaily painted gondolas drifted on the river's waters.
- b. Trumpets heralded the arrival of the king.
- c. The music, growing soft and slow, came to a halt.
- d. From behind the door, Mary could see the workman.
- e. My heroes are not athletes, but saints.

D. Notice the subject is always the “who” or “what” of the verb, but not always the one doing the action. *Active verbs* have subjects doing an action. *Passive verbs* have subjects receiving an action. Active and Passive are voices.

a. The cake **is baked** by Mary. (Passive voice: Cake is receiving the baking.)

Who or what is baked? _____ (The answer to this is the subject.)

Who or what did the baking? _____ (The answer is *not* the subject.)

b. Mary **bakes** the cake. (Active voice: Mary is doing the baking.)

Who or what bakes? _____ (The answer to this is the subject.)

Who or what did the baking? _____ (The answer is the subject.)