

Lesson I

English Grammar Review Concepts: The verb, noun, simple sentences, singular and plural, helping verbs, complete and incomplete verbs, simple tense.

Latin Grammar Review Concepts: Inflected language, the four conjugations, stems, personal endings, present, past and future tense, simple translations.

Grammar Workbook: Worksheet 1

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	

To have a sentence, there must be a verb and a noun.

II. The Noun.

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 one (for example: tribe, team, crowd).

Nouns have different uses in a sentence. One of the most important is 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.)

III. 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 as a subject and all the words that refer to it are called 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 you have a **complete predicate**, that is, 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.

IV. Nouns can name one thing or many as a group.

Singular means one, plural means more than one. When someone wants to know whether a word is singular or plural, they ask you what its **number** is.

For example:

Is “cat” singular in number?

What is the number of “cat”?

Is “cats” singular or plural in number?

What is the number of “birds”?

“Cat” is singular.

The number of “cat” is singular.

“Cats” is plural.

The number of “birds” is plural.

V. 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**, which is preceded by a consonant, then change the **y** to **i** and add **es**. The plural of nouns that end in **o**, which are preceded by a consonant, is **es**. Otherwise, it is just an **s** ending.

There are a few exceptions and unusual words such as:

ox (singular)	oxen (plural)
foot (singular)	feet (plural)
man (singular)	men (plural)
child (singular)	children (plural)

VI. The verb must agree with the noun in number.

This is actually easier than it might seem. If you have a plural subject, you have a plural verb. If you have a singular subject, you have a singular verb. Singular verbs, unless they are irregular, generally add an “s” in the singular.

The dog (singular) **barks**. *Barks is singular.*

The dogs (plural) **bark**. *Bark is plural.*

Because you speak in English, it should be easy to see what is right even when the verb is irregular, like the verb “to be.”

The dog (singular) **is** happy.

The dogs (plural) **are** happy.

Clearly “is” is singular and “are” is plural. Not sure about an irregular word? Just try it.

The dogs is happy. (Yikes!)

VII. Compound subjects.

Compound subjects are plural subjects. A compound subject could be a linked group of singular words. For example:

Mary and Therese run for exercise.

Mary and Therese are both singular, but together they are plural. That is why we used the plural for the verb **run**. [Compare to: “The dog (singular) **runs**.” “The dogs (plural) **run**.”]

VIII. Helping Verbs.

Some sentences have the simple form of a verb.

Mary **calls** her sister.

Mary **called** her sister.

Sometimes, though, **helping verbs** are used to assist in expressing a meaning. You know you have a helping verb when another verb comes directly after the first verb. Helping verbs can express the time and type of action precisely. Actions are divided into two groups: **complete** and **incomplete** (or ongoing). Helping verbs — which are followed by the main verb — assist in expressing the time of these actions.

	<u>Incomplete</u>	<u>Complete</u>
Past	<i>I was calling.</i>	<i>I had called.</i>
Present	<i>I call/I am calling/I do call.</i>	<i>I called/I have called/I did call.</i>
Future	<i>I will call.</i>	<i>I will have called.</i>

In the first sentence, ***I was calling***, “was” is the helping verb. It is immediately followed by the main verb “calling.” In the present incomplete section, there are two sentences with helping verbs, and one with no helping verb. ***I call*** has no helping verb, but ***I am calling*** has the helping verb “am.” ***I do call*** has the helping verb “do.”

Exercise 1: Form the plural of the following nouns.

- | | | | |
|-----------|-------|---------|-------|
| a. child | _____ | e. inch | _____ |
| b. song | _____ | f. ox | _____ |
| c. kitten | _____ | g. deer | _____ |
| d. flower | _____ | h. fly | _____ |

Exercise 2: Write *common* or *proper* for the underlined nouns.

a. Peter and his dog named Robo won the competition.

b. I wanted to play baseball, but Mark wanted to go bowling.

c. The Martins are part of the group who live on the gated road.

Exercise 3: Write *regular*, *abstract*, or *collective* for the nouns below. Of course, they are all **common**.

a. joy _____

b. team _____

c. society _____

d. apples _____

e. hill _____

f. man _____

g. army _____

h. ice cream _____

Exercise 4: Circle all verb words. Underline all nouns. Box the simple subject. Draw a line between the words separating the complete subject from the complete predicate.

- a. Mary calls the dog.
- b. Samantha and Maria worked at the store for their mother.
- c. Hobo is the dog.
- d. The river ran swiftly down the valley.

Exercise 5: Mark the sentences with an “X” whose subject and verb do not agree.

- a. The girls calls the dog. _____
- b. Patricia eats fruit. _____
- c. Marika like hot dogs. _____
- d. You is so happy. _____
- e. The man is running to the gym. _____
- f. The cat walks with a stealthy tread. _____

Exercise 6: 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.)

Exercise 7: Write the letter that corresponds to each sentence in the correct box for that sentence.

- | | |
|---|---|
| <ul style="list-style-type: none"> a. I was baking a cake. b. I am baking a cake. c. I will have eaten the cake. d. I have run to the store. e. I had eaten the pie. f. I baked a cake. | <ul style="list-style-type: none"> g. I will laugh. h. I call. i. I will have taken the car. j. I had baked a pie before this. k. I am laughing. l. I have just eaten the cake. |
|---|---|

	INCOMPLETE ACTIONS	COMPLETE ACTIONS
PRESENT		
PAST		
FUTURE		

Exercise 8: Mark with a any sentence that contains the verb “to be” used alone, that is, not as a helping verb.

_____ We are calling the horses.

_____ You are there.

_____ The cake is sweetest.

_____ David is eating a pizza.

_____ I have called the fire department.

_____ I am the fire department.

Latin is a special language because it is inflected. Inflection means there are changes to the word to show grammatical relationships. In English, these relationships are shown by the placement of the word in a sentence and the words used.

IX. Inflection of Verbs and Nouns.

The inflection of a Latin verb to denote voice, mood, tense, number, and person is called **conjugation**.¹ You will learn what these are a little later. Most verbs are grouped into one of four different “conjugations” based upon the end vowel on the stem and the endings that are added to the stem.

The inflection of a Latin noun to show gender, number, and case is called **declension**.² Again, you will learn what these are a little later.

¹ **Voice** means active and passive. *The girl baked a cake (active); the cake was baked by the girl (passive)*. **Number** is singular or plural. **Person** refers to 1st person (I, we), 2nd person (you), and 3rd person (he, she, it, they). **Mood** means whether or not the sentence is declarative/indicative (a question or statement), imperative (a command), or a wish or condition (subjunctive). **Tense** refers to present, past, or future.

² **Genders** are masculine, feminine, or neuter. The **cases** are related to uses of the noun, so the subject (called nominative in Latin) is one of them.

X. Four Conjugations.

Latin verbs are divided into conjugations. There are four conjugations that differ due to the particular vowels [**a**, **e**, **i**, **o**, and **u**] in their stems. Conjugations affect the form (and spelling). The differences in the conjugations are perhaps the result of the different origins of the words. Here are the four standard conjugations and their signs:

1 st Conjugation	laudāre	[ā before -re]
2 nd Conjugation	monēre	[ē before -re]
3 rd Conjugation	regere	[e before -re]
4 th Conjugation	audīre	[ī before -re]

XI. Verbs have a stem.

When you learn about Latin verbs, you will learn two important things; they have a **stem** and a **personal ending**. The personal ending gives you the person and number. The stem is key to identifying and building the conjugation. The stem is the word minus the **-re**. The stem is identified by the vowel sign before the **-re**. The stem is what the conjugation will be built on.

1st Conjugation	laudāre <u>-re</u> laudā (stem)	3rd Conjugation	regere <u>-re</u> rege (stem)
2nd Conjugation	monēre <u>-re</u> monē (stem)	4th Conjugation	audīre <u>-re</u> audī (stem)

There are 3 persons possible and 2 numbers, so there are six possible forms. This is true for Latin and English. These person/number combinations are:

- 1st Person, Singular Number = I**
- 1st Person, Plural Number = we**
- 2nd Person, Singular Number = you (singular)**
- 2nd Person, Plural Number = you (plural)**
- 3rd Person, Singular Number = he, she, it**
- 3rd Person, Plural Number = they**

Think about this for a little bit. It should make sense. When you speak using *I* or *we*, you are speaking in the first person, that is, in the person of yourself. When you say *you*, you are speaking to a second person, just like I am speaking to you. When you say *he* or *they*, you are speaking of another person — not yourself and not the person you are speaking to, but about a “third” party.

In Latin, these words — *I*, *we*, *you*, *he*, *she*, *it*, *they* — are signified by the personal endings that are added onto the verb stem. Here are those endings in Latin:

Person/Number	English Word	Latin Ending
1 st Person, Singular Number	I	-m or -o
1 st Person, Plural Number	we	-mus
2 nd Person, Singular Number	you	-s
2 nd Person, Plural Number	you	-tis
3 rd Person, Singular Number	he, she, it	-t
3 rd Person, Plural Number	they	-nt

XII. Present Tense of the Present System.

Remember, every Latin verb has a stem and an ending. You know how to find the stem of the verb and you know what the endings are. Now you should put them together to make statements. You will start using verbs in the third conjugation:

Verb: ducere - re = duce (“duce” is the stem)

Endings:

-o, -m = I	-s = you (sing.)	-t = he, she, it
-mus = we	-tis = you (pl.)	-nt = they

Before you can build Latin sentences, remember the discussion of incomplete and complete actions. Look up words in your glossary, and you will see that the verbs have several forms. For example: duco, ducere, duxi, ductus. For now, don't worry about the first or fourth of these forms. Look at the second. This second form “ducere” is called the *present infinitive*. When you drop the **-re**, you have the present stem of the verb. Incomplete actions are expressed using this stem with added endings. The third form “duxi, is called the *perfect (complete)*, and the stem “dux” (third form **-i**) will be used for all actions that are complete.

Today, you will learn the present tense of the present system. Tense is the time of the action or state of being, so the present tense is about things happening now, or in the present. The present system contains incomplete action. As you have already seen, there are three ways to express the present tense of the present system (incomplete actions):

Simple: he leads

Progressive: he is leading

Emphatic: he does lead

Here is the present tense of the present system in English:

I lead/am leading/do lead
 You lead/are leading/do lead
 He leads/is leading/does lead

We lead/are leading/do lead
 You (pl.) lead/are leading/do lead
 They lead/are leading/do lead

Here it is in Latin:

duco	ducimus
ducis	ducitis
ducit	ducunt

Consider the steps needed to get this Latin form:

- 1) Take the stem: duce
- 2) Change the “e” to “i.”
- 3) Add the personal endings: **-o, -s, -t, -mus, -tis, -nt**

This works for all the forms except the first person singular (duco) and the third person plural (ducunt). They are irregular.

XIII. Past Tense of the Present System.

Now you will learn the past tense (of incomplete actions) for the third conjugation verbs.

Example word: **ducere**

- 1) Take the stem: duce
- 2) Add the letters **ba** to the stem.
- 3) Add the personal endings: **-m, -s, -t, -mus, -tis, -nt**

Here is the past tense of the present system (incomplete actions) in English:

I was leading.	We were leading.
You were leading.	You (pl.) were leading.
He was leading.	They were leading.

Here it is in Latin:

ducebam	ducebamus
ducebas	ducebatis
ducebat	ducebant

XIV. Future Tense.

All verbs have a future of incomplete actions. It is called the simple future. For the future, you just add the endings to the stem. Notice that the 1st person singular form is an exception. The “e” of the stem changes to an “a.”

Here is the future tense of the present system (incomplete actions) in English:

I shall rule.	We shall rule.
You will rule.	You (pl.) will rule.
He will rule.	They will rule.

Here it is in Latin:

regam	regemus
reges	regetis
reget	regent

XV. Fourth Conjugation.

Look at the verb words in your vocabulary that end in **-ire**. These are called fourth conjugation verbs, but another name for them is “copycat i-lovers.” A verb that loves its **i** will keep it, but otherwise it copycats the **-ere** verbs. It doesn’t have to change the “e” to “i” for the present, because it is already an “i.” However, it adds the “e” for the past, so it can be just like the third conjugation **-ere** words, but it doesn’t lose its “i.” Here is an example: **munire**

Present		Past	
munio	munimus	muniebam	muniebamus
munis	munitis	muniebas	muniebatis
munit	muniunt	muniebat	muniebant
Future			
muniam	muniemus		
munies	munitis		
muniet	munient		

Exercise 9: Underline the stems and write the conjugations for these verbs.

- | | | | |
|---------------|-------|-------------|-------|
| a. orare | _____ | j. occupare | _____ |
| b. agere | _____ | k. mittere | _____ |
| c. laudare | _____ | l. bibere | _____ |
| d. ponere | _____ | m. dicere | _____ |
| e. tenēre | _____ | n. ducere | _____ |
| f. petere | _____ | o. credere | _____ |
| g. audire | _____ | p. currere | _____ |
| h. contendere | _____ | q. venire | _____ |
| i. munire | _____ | r. discere | _____ |

Exercise 10: Suppose the following verbs are going to be put into Latin. What person and number does each one show? (1st Person, 2nd Person, 3rd Person? Singular Number, Plural Number?)

- | | | | | |
|------------------------------------|-------|--------|-------|--------|
| a. <u>They</u> are. | _____ | Person | _____ | Number |
| b. <u>We</u> are running. | _____ | Person | _____ | Number |
| c. <u>I</u> call. | _____ | Person | _____ | Number |
| d. Boys, <u>you</u> must come now. | _____ | Person | _____ | Number |
| e. <u>You</u> are nice, Joseph. | _____ | Person | _____ | Number |
| f. <u>It</u> is red. | _____ | Person | _____ | Number |
| g. <u>He</u> will eat. | _____ | Person | _____ | Number |

Exercise 11: Write the Latin ending you would use for each of the following.

- | | | | |
|-------------------|-------|-----------------|-------|
| a. we | _____ | e. it | _____ |
| b. I | _____ | f. she | _____ |
| c. you (singular) | _____ | g. you (plural) | _____ |
| d. he | _____ | h. they | _____ |

Exercise 12: Conjugate the verbs *agere* and *munire* in the following charts.

agere:

STEM:	Present	Past	Future
1st Singular			
2nd Singular			
3rd Singular			
1st Plural			
2nd Plural			
3rd Plural			

munire (a copycat i-lover):

STEM:	Present	Past	Future
1 st Singular			
2 nd Singular			
3 rd Singular			
1 st Plural			
2 nd Plural			
3 rd Plural			

Exercise 13: Translate the following into English.

a. Audiet. _____

b. Ducam. _____

c. Veniebas. _____

d. Bibimus. _____

e. Current. _____

f. Currunt. _____

Exercise 14: Translate the following into Latin.

- a. I lead. _____
- b. You (pl.) come. _____
- c. They will drink. _____
- d. I was eating. _____
- e. He leads. _____
- f. He was leading. _____
- g. He will lead. _____
- h. She was leading. _____
- i. I was running. _____
- j. You (sing.) hear. _____
- k. They build. _____

Lesson II

English Grammar Review Concepts: Helping verbs, the verbs “to be” and “to be able”, moods, interjections, adverbs.

Latin Grammar Review Concepts: Imperatives, Subjunctives, “possum” and “sum”, adverbs, and interjections in Latin.

Grammar Workbook: Worksheet 2

I. Present, Past, and Future Tenses of “sum” and “possum.”

The verb “to be” in Latin is the verb “esse.” When the words “is,” “are,” etc. are used as helping verbs, they are not translated in Latin. The verb “to be” is, however. Thus:

Sum - I am

Rego - I am ruling (not “sum rego”)

You should memorize the forms of “sum.” If you memorize them, “possum” will also be very easy. Why? Compare these verbs (“sum” and “possum”) in meaning. Compare their Latin forms. Notice when “pos” is added and when “pot” is added. Make a rule for that. Start with this:

Add “pos” before the letter _____

	Present	Past	Future
1 st Singular	sum = I am	eram = I was	ero = I will be
2 nd Singular	es = you are	eras = you were	eris = you will be
3 rd Singular	est = he, she, it is	erat = he, she, it was	erit = he, she, it will be
1 st Plural	sumus = we are	eramus = we were	erimus = we will be
2 nd Plural	estis = you are	eratis = you were	eritis = you will be
3 rd Plural	sunt = they are	erant = they were	erunt = they will be

	Present	Past	Future
1 st Singular	possum = I am able	poteram = I was able	potero = I will be able
2 nd Singular	potes = you are able	poteras = you were able	poteris = you will be able
3 rd Singular	potest = he, she, it is able	poterat = he, she, it was able	poterit = he, she, it will be able
1 st Plural	possumus = we are able	poteramus = we were able	poterimus = we will be able
2 nd Plural	potestis = you are able	poteratis = you were able	poteritis = you will be able
3 rd Plural	possunt = they are able	poterant = they were able	poterunt = they will be able

II. Moods.

In English, there are different kinds of assertions.

Facts: *The cat is eating our butter.*

Wishes or things that are possible: *We may eat your cake.*

Commands: *Go to bed.*

In Latin, these ideas are called **moods**. Every verb has a mood. Here are the three moods to learn:

- **Indicative mood** (Facts)
- **Subjunctive mood** (Wishes or things that are possible)
- **Imperative mood** (Commands)

The subjunctive mood is quite complicated, so for now you will learn just one use of it: wishes.

III. Statements of Fact.

Statements of fact are expressed in the indicative mood. The past, present, and future conjugation forms you already know are for words in the indicative mood.

IV. Wishes & Expressions of Permission.

In Latin, there is a form called the **optative subjunctive**. It is for future wishes capable of happening. For this reason, the simplest form of these is called the **present subjunctives** (or **future possibles**). The best way to think about subjunctives is that they express **intent, desire, uncertainty, potentiality, or anticipation**. So it is no surprise that they have to do with the future.

Compare the **future form** to this new **present subjunctive form**.

Future: regam, reges, reget, regemus, regetis, regent

Future Possible: regam regas regat regamus, regatis, regant

The future possible is indicated by the word “**may**.”

He may rule. = regat.

Expresses permission or potentiality.

May he rule. = regat.

Wish

In this sentence, since the *may* comes before the subject, it is a wish. If the *may* comes after the subject, it is still a future possible, but it is not a wish.

Future: audiam, audies, audiet, audiemus, audietis, audient

Future Possible: audiam, audias, audiat, audiamus, audiatis, audiant

V. Commands.

Commands belong to the **imperative mood**. They are in the second person, because there is always an implied “you” as the subject. All commands are commanded in the present; no other tense is used for them. They can be singular or plural.

Singular: The singular form is the stem; nothing needs to be done to it.

Plural: For regulars, change the “e” to an “i” and add **-te**. The i-lovers already have their “i,” so just add the **-te**.

Singular regere → rege (Rule!) venire → veni (Come!) currere → curre (Run!)

Plural regere → regite (Rule!) venire → venite (Come!) currere → currite (Run!)

Two exceptions: the two words “ducere” and “dicere” are irregular in their singular form. They drop the “e” on their stem. So, the singular imperative of ducere is “duc” and of dicere is “dic.” Their plurals are formed in the usual way.

VI. Infinitives.

The present infinitive is called the *second principal part of the verb*. That is, it is the second form listed for the verbs in your vocabulary list, and it is essential to finding the present stem of the Latin word. While the infinitive is referred to as a mood, it is not one in the same sense that the others are. It does not convey a mood (command, wish, statement). You will learn more about it later this year. For now, it is just important to recognize it.

These are all infinitives:

laudare	vincere	mittere	ducere
regere	audire	vincere	

VII. Interjections.

An interjection is a special part of speech. It expresses emotion.

Interjections express emotion.

Often interjections are followed by an exclamation point. Here are some examples:

Alas! The big dog chased our rabbit.

Oh no! I lost the pin.

Two of the more common interjections in Latin are:

Eheu! (Alas!)

O! (Oh!)

VIII. Adverbs.

Adverbs are another part of speech.

Adverbs modify verbs, adjectives, or other adverbs by indicating *how*, *how much*, *in what manner*, *when*, and *where*.

The words “how,” “when,” and “where” are actually adverbs. Sometimes adding “ly” to an adjective can form an adverb. For example, the adjective “gentle” can become “gently,” an adverb describing *how* or *in what manner*. Words like “today,” “soon,” and “shortly” are also adverbs because they tell “when.” The word “very” is an adverb telling *how much*. “Very” is often seen modifying other adverbs.

He will come to the house **very soon**.

“Very” modifies “soon.” “Soon” tells “when.”
(That is why they are both adverbs.)

Note that this is not an exhaustive list of adverbs, but it includes the most common types. Later you will learn a few more. It is also worth noting that “yes,” “no,” “not,” and “certainly” are adverbs as well. They are called adverbs of affirmation or negation.

Exercise 1: Mark the box to indicate whether each of the following is a helping verb or the verb “to be.” Hint: Remember that when you see the verb “is,” “are,” “am,” “was,” “were,” “will be,” etc., by itself, you have the verb “to be.” When this word is followed by a verb word with an “-ing” ending, your verb (is, are, am, etc.) is a helping verb.

- | | | |
|---|---------------------------------------|---------------------------------------|
| a. I <u>was</u> eating my dinner. | <input type="checkbox"/> Verb “to be” | <input type="checkbox"/> Helping Verb |
| b. I <u>will be</u> five. | <input type="checkbox"/> Verb “to be” | <input type="checkbox"/> Helping Verb |
| c. The plane <u>is</u> coming in. | <input type="checkbox"/> Verb “to be” | <input type="checkbox"/> Helping Verb |
| d. There <u>is</u> gas in the tank. | <input type="checkbox"/> Verb “to be” | <input type="checkbox"/> Helping Verb |
| e. She <u>was</u> walking to the dance. | <input type="checkbox"/> Verb “to be” | <input type="checkbox"/> Helping Verb |
| f. I <u>was</u> bouncy. | <input type="checkbox"/> Verb “to be” | <input type="checkbox"/> Helping Verb |
| g. I <u>will be</u> calling at 3 o'clock. | <input type="checkbox"/> Verb “to be” | <input type="checkbox"/> Helping Verb |
| h. The child <u>is</u> singing | <input type="checkbox"/> Verb “to be” | <input type="checkbox"/> Helping Verb |
| i. Here <u>is</u> the gateway. | <input type="checkbox"/> Verb “to be” | <input type="checkbox"/> Helping Verb |
| j. She <u>was</u> building the barn. | <input type="checkbox"/> Verb “to be” | <input type="checkbox"/> Helping Verb |

Exercise 2: Circle the adverbs in these sentences. Ask yourself, “What words indicate *when*, *where*, *how*, or *how much*?”

- Tomorrow, I will go.
- Here we are.
- Very softly, he shut the door.
- Carefully, Jim handled the snake.
- Do not sing that song!

Exercise 3: What questions do these adverbs answer?

a. Here we are; very soon we will go. We will go happily if you come with us to the park.

here - _____

very - _____

soon - _____

happily - _____

b. He easily won the race.

easily - _____

c. See you later today.

later - _____

today - _____

Exercise 4: Conjugate *ponere* and *munire* in the future possible. (Remember that copycat i-lovers love their “i’s”!)

	ponere	munire
1 st Singular		
2 nd Singular		
3 rd Singular		
1 st Plural		
2 nd Plural		
3 rd Plural		

Exercise 5: Translate.

a. Write. (plural)

b. Run. (singular)

c. Eat. (singular)

d. Eat. (plural)

e. Conquer. (singular)

f. Live. (plural)

Exercise 6: Mark the mood for each of the following sentences.

Wish (potentiality/permission) = Subjunctive Mood

Command = Imperative Mood

Statement of Fact = Indicative Mood

- | | | | |
|-----------------|-------------------------------------|-------------------------------------|--------------------------------------|
| a. I sing. | <input type="checkbox"/> Indicative | <input type="checkbox"/> Imperative | <input type="checkbox"/> Subjunctive |
| b. I will sing. | <input type="checkbox"/> Indicative | <input type="checkbox"/> Imperative | <input type="checkbox"/> Subjunctive |
| c. May he sing. | <input type="checkbox"/> Indicative | <input type="checkbox"/> Imperative | <input type="checkbox"/> Subjunctive |
| d. Sing to me. | <input type="checkbox"/> Indicative | <input type="checkbox"/> Imperative | <input type="checkbox"/> Subjunctive |
| e. Run today. | <input type="checkbox"/> Indicative | <input type="checkbox"/> Imperative | <input type="checkbox"/> Subjunctive |
| f. I may run. | <input type="checkbox"/> Indicative | <input type="checkbox"/> Imperative | <input type="checkbox"/> Subjunctive |
| g. We are. | <input type="checkbox"/> Indicative | <input type="checkbox"/> Imperative | <input type="checkbox"/> Subjunctive |

Exercise 7: Write a synopsis of the verbs in the charts below. To do a synopsis, list the forms of a verb in each tense, but in only one person and number. For example, here is a synopsis of *regere* in the second person, singular:

Present: regis

Future: reges

Past: regebas

Future Possible: regas

Do you see that each of the above has the ending for the second person singular?

a. **venire** in the 2nd person plural

Present:	Past:
Future:	Future Possible:

b. **regere** in the 3rd person singular

Present:	Past:
Future:	Future Possible:

c. **bibere** in the 1st person plural

Present:	Past:
Future:	Future Possible:

Exercise 8: In the charts below, conjugate *audire* and *edere*.

STEM: audi-	Present	Past	Future (Regular)	Subjunctive Present (Future Possible)
1st Singular				
2nd Singular				
3rd Singular				
1st Plural				
2nd Plural				
3rd Plural				

STEM:	Present	Past	Future (Regular)	Subjunctive Present (Future Possible)
1st Singular				
2nd Singular				
3rd Singular				
1st Plural				
2nd Plural				
3rd Plural				

Exercise 9: In Latin, there are two kinds of adverbs. Some are formed from adjectives and some are not formed from other words. Here are some common adverbs that never change. Look up their meanings and write them below.

- | | |
|-----------------|------------------|
| a. nunc _____ | e. denique _____ |
| b. non _____ | f. ubi _____ |
| c. saepe _____ | g. cur _____ |
| d. semper _____ | h. diu _____ |

Exercise 10: Write the Latin words for the underlined words on the lines below. Translation is not necessary. Try to recall the Latin words without looking them up. If you can't remember a word, then look it up, but if you have to look up more than half of them, consider redoing this exercise in a few days.

1. Christ praised the virtue of the Christians.
2. The horseman defended the city.
3. The virgin and the shepherds seek safety in the state's mountains.
4. A holy people hear a voice across time.
5. The poet writes the name of the legion on the sign.
6. The people's king lives in peace in the forest.
7. Alas! A huge lack of supplies leads the Romans to death.

Exercise 11: Match the vocabulary.

	a, ab (ablative)
	agmen, agminis
	ante (accusative)
	ad (accusative)
	acer/acris/acre, acris
	amicus, amici
	agere
	arbor, arboris (f.)
	bibere
	audire
	bellum, belli
	bonus, -i/bona, -ae/ bonum, -i

a. bitter
b. to do, act
c. by
d. column, army
e. friend
f. to, toward
g. before
h. tree
i. war
j. good
k. to drink
l. to hear

Lesson III

English Grammar Review Concepts: Conjunctions, prepositions, clauses and phrases, uses of nouns.

Latin Grammar Review Concepts: Learning the names of the cases and their English uses, verb conjugations.

Grammar Workbook: Worksheet 3

I. Conjunctions.

Conjunctions are another important part of speech. Like prepositions, they are indeclinable. That means that they do not change form.

Conjunctions join words or groups of words together.

Here are some of the more common conjunctions in English and Latin:

and = et

but = sed

or = vel

because = quod

Memorize these four vocabulary words.

When conjunctions join words, they often join two of the same kind of word.

*She ate **and** drank.*

“and” joins two verbs: ate, drank

*Mary **and** Jane lived in the dollhouse.*

“and” joins two nouns: Mary, Jane

*Red **and** green apples were collected.*

“and” joins two adjectives: red, green

Sometimes conjunctions are used to connect groups of words, such as sentences. A **compound** sentence is one that has **two or more simple sentences joined by a coordinating conjunction** (or a semi-colon). Look at these sentences. Which are compound?

Mary and Jane rode to the park.

Simple sentence

*Mary rode, **but** Jane walked.*

Compound - two sentences

*My uncle drove the car to the dock
and then sailed the boat to the island.*

Simple - two verbs, but only one subject

It is important to note that in a compound sentence, a comma is used after the first clause, before the conjunction.

Sarah likes swimming, but Rachel likes extreme sports.

II. Prepositions.

Prepositions are another part of speech. They are indeclinable.

Prepositions are words that relate a noun to another word in the sentence.

In Latin, these prepositions usually express position, time or direction. They generally take the accusative case or the ablative case. You already know the accusative case. Here are some common prepositions:

in (ablative)	in, on	in (accusative)	into, onto
ad (accusative)	to, towards	trans (accusative)	across
per (accusative)	through	contra (accusative)	against
ante (accusative)	before	post (accusative)	after
a, ab (ablative)	by	cum (ablative)	with
de (ablative)	from, down from, concerning	e, ex (ablative)	out of

Prepositional phrases are phrases introduced by a preposition. A phrase is a group of words without a verb or a subject. Prepositional phrases don't convey a complete thought by themselves. The noun in the phrase is the object of the preposition.

Here are some examples of prepositional phrases. The objects of the prepositions are underlined.

in the garden across the sea from the valley with pleasure

Prepositions in Latin do not change forms, so they are called “indeclinable.”

III. Clauses and Phrases.

When simple sentences make up a compound sentence, the simple sentences are called **independent clauses**. A **clause** has a subject and a verb. A **phrase** is a related group of words that does not have a subject or a predicate (verb). Therefore, it cannot be a sentence on its own.

The children played ball, and they ate popcorn.

“The children played ball” and
“they ate popcorn” are clauses.

Zoe pedaled her bike down the driveway.

“down the driveway” is a phrase.

IV. Uses of Nouns.

Nouns can be used in many ways in a sentence. Here is a summary of those uses and the cases they take in Latin.

Nominative Case - Used for the subject of the sentence and for the predicate nominative.

Marissa calls her dog.

Marissa is the subject and would be in the
nominative case in Latin.

The subject is the “who or what” of the verb?

Samantha is a happy girl.

Girl is the predicate nominative and would be in the
nominative case.

Predicate nominatives follow linking verbs, so words such as “is.” They give another *name* for the subject.

Genitive Case - Used to indicate possession. Use the genitive for the word following “of.”

Patricia’s dog is friendly.

Patricia is genitive because it (she) possesses the dog.
The apostrophe is the clue.

The king of the country is good.

Country is genitive because it “possesses” the king.
It follows the word “of.”

Dative Case - Used sometimes to express purpose following the word “for.” Used for the indirect object.

Indirect Object. An indirect object is a noun *to whom* or *for whom* something is done. Spotting indirect objects in a sentence is pretty easy. The indirect object answers “to whom” or “for whom” and never “what” or “whom.”

Maggie baked a cake for Claire. Maggie baked for whom? Claire. Claire is the indirect object. It would be nice if it was as easy as looking for the object of “to” or “for” in a sentence when you want to find an indirect object, but it is not that easy. (It is that easy with genitives, though! Remember the object of “of” is **always** the possessive/genitive). Sometimes an English sentence leaves out the word “to” or “for.” Here is an example:

Maggie baked Elizabeth a cake. Maggie baked *what*? A cake. Cake is the direct object. Maggie baked *for whom*? is the indirect object.

So because English sentences do not always have the words “for” or “to,” it is very important to do the object test: *If a noun answers the question “to whom” or “for whom” following the verb, it is probably an indirect object.*

Dative “for what.” Objects of “for (what)” and “for (what purpose)” regarding a noun are common uses of the dative too. So, it is safe to say that in this course, the object of the word “for,” when translated into Latin is always going to be a dative. The answer to both questions, “for whom?” and “for what (purpose)?” is always going to be dative. But only the answer to “for whom?” is an indirect object.¹

They ate cake for dinner. (For what? Dinner)

They prepared the site for battle. (For what purpose is the site (noun)? Battle)

¹ For the student’s sake here, any “for whom” will be a dative. Some sentences may in fact express the person who received the advantage, benefit, or to whom the whole sentence is referred but those distinctions will come next year. For now, any “for whom” is a dative, lumped under the category “indirect object/object of ‘for.’” While this course is careful not to have sentences that use “for” in a sense that is not dative, you should know for the purposes of compositions that in sentences like “The tribes of France will have waged war against Rome for peace,” the word “peace” would be accusative with a preposition due to the fact that “for peace” expresses the purpose of the action “waging war,” not the purpose of the noun.

Accusative Case - Used for direct objects and for objects of certain prepositions.

The direct object is the person, place or thing directly affected by the action of the verb. For example:

John threw the football.

Threw is the verb or action word. Who threw? The answer is the subject of this sentence. John threw *whom or what?* The answer is the “football.” The football is directly affected by the throwing. It is the direct object.

When the word is not an action word, such as “sum, es, est...” it cannot take a direct object and so what follows it is often a predicate nominative.

Certain prepositions take the accusative case. You will need to memorize what case each preposition takes.

Ablative Case - Used for objects of prepositions.

Certain prepositions take the ablative case. You will need to memorize what case each preposition takes.

Accusative or Ablative. Notice that after each preposition in the Latin vocabulary there is a case listed: “accusative” or “ablative.” All prepositions in Latin are followed by one of these two cases. Memorize which case each preposition takes. In general, prepositions that take the accusative express *some kind of motion or direction*, and prepositions that take the ablative do not. Prepositions that take the ablative usually express *location, means, manner, etc.*

Exercise 1: Write *simple* or *compound* for the sentences below.

- a. North Dakota and Montana are both north. _____
- b. My cat ate food and drank water. _____
- c. I got into the boat and the sea bounced it about. _____
- d. His hair was curly; his face was dirty. _____
- e. The enemy stormed the bridge and the pass. _____

- f. Odessa and Moscow are far-away places. _____
- g. Science and history are my favorite subjects. _____
- h. Dancing along the shore, the child looked happy. _____
- i. Swimming is exercise and running is fun. _____
- j. I am the child of my parents and I am a child of God. _____

Exercise 2: Make up two of your own compound sentences (a & b) and two of your own simple sentences (c & d).

- a. _____

- b. _____

- c. _____

- d. _____

Exercise 3: Write *phrase* or *clause* to describe the underlined words.

- a. In the old days, children learned in one-room schools. _____
- b. Girls and boys also learned a trade from their parents or a relative. _____
- c. Schools taught reading, writing and arithmetic; science was not done formally. _____
- d. Still, they became great scientists due to their wonder. _____
- e. In ancient Rome, school was important. _____
- f. Working hard, the children learned valuable skills. _____
- g. The life prepared them to do great things. _____
- h. Some became orators and others became senators. _____

Exercise 4: Put parentheses around the prepositional phrases in the following sentences.

- a. By all accounts, he was a great king in his day.
- b. The squirrel dashed down the tree.
- c. I handled the package with great care.
- d. The great king turned and faced the enemy.
- e. The evening was reserved for their party.
- f. In the morning, we will eat breakfast and then we will go to the park.
- g. The beach across the bay has soft, white sand.
- h. Is there water in the glass?

Exercise 5: What is the use of the noun for each of the underlined words and what case in Latin should it be?

Marcella bought candles for her friends. The party will be a happy event. It is being held in the city's park. Cakes and party favours were purchased by Timothy. Dorothy brought Marcella the paper plates. Nathaniel brought his mom's microphone for Marcella. The girls of the town were very excited about the party.

Marcella	_____	Dorothy	_____
candles	_____	Marcella	_____
friends	_____	plates	_____
party	_____	Nathaniel	_____
event	_____	mom's	_____
city's	_____	microphone	_____
park	_____	Marcella	_____
cakes	_____	girls	_____
favours	_____	town	_____
Timothy	_____	party	_____

Exercise 6: Circle the phrases that would have the object in the accusative case.

- | | | |
|----------------------|---------------------|-----------------------|
| a. towards the enemy | e. in the glass | i. with love |
| b. from the gate | f. after a time | j. by the tree |
| c. out of the shore | g. against all odds | k. across the town |
| d. before the army | h. into the water | l. down from the hill |

e. The poet writes the name of the legion on the sign.

f. The people's king lives in peace in the forest.

g. Alas! A huge lack of supplies leads the Romans to death.

Exercise 9: Write a synopsis of the following verbs.

a. **defendere** in the 2nd person plural

Present:	Past:
Future:	Future Possible:

b. **credere** in the 1st person plural

Present:	Past:
Future:	Future Possible:

c. **currere** in the 3rd person singular

Present:	Past:
Future:	Future Possible:

Exercise 10: Write the Latin case used for each English use.

Subject	
Direct Object	
Indirect Object	
Object of “for” (for what purpose)	
Possessive	
Predicate Nominative	
Objects of Prepositions	
Objects of Prepositions	

Exercise 11: Conjugate *venire* and *agere* in the charts.

STEM:	Present	Past	Future (Regular)	Subjunctive Present (Future Possible)
1st Singular				
2nd Singular				
3rd Singular				
1st Plural				
2nd Plural				
3rd Plural				

STEM:	Present	Past	Future (Regular)	Subjunctive Present (Future Possible)
1st Singular				
2nd Singular				
3rd Singular				
1st Plural				
2nd Plural				
3rd Plural				

Exercise 12: Match the vocabulary.

	copia, copiae
	cum (abl.)
	corpus, corporis (n.)
	currere
	credere
	contra (acc.)
	de (abl.)
	cur
	denique

a. against
b. to believe
c. to run
d. from, down from, concerning
e. supply
f. with
g. why
h. body
i. finally

	defendere
	dominus, domini
	diu
	dicere
	Deus, Dei
	dolor, doloris
	discere
	ducere
	dux, ducis

a. to speak, say
b. pain, sorrow
c. to defend
d. God
e. lord
f. to learn
g. to lead
h. for a long time
i. leader