

Beginning Latin III

Student Manual

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INTRODUCTION

This course is intended to follow *Beginning Latin II*. It is not a stand-alone course. In the first lessons, students review *Beginning Latin II* concepts, and this is done at a fairly rapid pace. The reason for the rapid pace is to solidify the concepts covered in the first two years of the program, while emphasizing nouns and adjectives and when their endings agree and when they won't.

Students in *Beginning Latin III* also complete exercises that are more analytic in nature than those in the previous two years. This third year program is designed to begin an analytic process utilizing memorization of forms and observation (side-by-side comparison of those forms) to link the appropriate items.

Students will more regularly utilize paradigms in this course but there is still some review of the parts of the verbs and nouns (stems and endings) and some study of endings separate from paradigm words. These are essential elements of the Beginning Latin series.

Most courses will give the students verbs in paradigms (amo, amas, amat...) or will have the students learn endings first (-o, -s, -t...) In the Beginning Latin program, before jumping into these endings or paradigms, students spend a great deal of time on the parts of verbs (endings and stems). Most Latin programs do not focus on the parts of a verb adequately, which in my experience, leaves students guessing as to how to combine the ending and the stem. Before understanding that verbs can be conjugated, students must understand that the verbs have parts so that conjugation can be done correctly.

Decoding

I introduce endings and stems next because of my extensive experience teaching Latin to students. Knowing how to build a Latin verb on a stem has been a constant problem and one I particularly aimed to correct in writing this program. You can't know the whole in a distinct manner if you don't know the parts. Additionally, students need universal rules regarding common features in order to determine the conjugation to which a verb belongs. Learning verbs separately (which is what students often do) creates unnecessary work for the young student and doesn't help later when the students reach a higher level where quick recognition of parts is needed. In this program, after recognizing the parts, students are asked to find the commonalities. This is why we then progress next to grouping verbs into "conjugations."

Once students know the conjugations, they can learn rules for conjugating verbs in different tenses. This is the time to introduce past, present, and future. For the sake of the young student's understanding, what is commonly called the "imperfect" is called the "past" here. This will not cause trouble later because we don't use the term "perfect" until we introduce complete actions. Students are in fact learning a past tense when they learn the imperfect, it is just the past of ongoing actions. Students are taught this so that they can later make the logical distinction between complete and ongoing actions and recognize that they each have a past, present, and

future. It will only be by understanding what we call the “present system” in light of ongoing actions that the tense use becomes clear. Similarly, the “perfect system” is for complete actions. Students who understand the purpose and true difference between these systems now will be more precise translators later.

Strange verbs

It is also worth noting that this is the only program I know of where the irregular verbs are taught right away, as are the third and fourth conjugation verbs. This is because many of the irregular verbs are fundamental to knowing Latin well. Memorizing them while young is best, for children have the greatest facility for memorization. (Students start by memorizing the Latin only, and then add the English meanings — thus the emphasis is on memorization, not understanding, yet.) The focus is on the third conjugation for a simple reason. ***Most Latin verbs are in this conjugation.*** So if a student wants to read Latin later on, he needs to know the third conjugation really well. Students who learn the first and second conjugation first have trouble identifying the “e” + ending as a future. They think of future as the “bo, bis, bit” words. This causes a great deal of trouble in later Latin study. The fourth conjugation is learned after the third, because it is so similar to the third that it is easy to remember.

Future Possible

I am sure very few of you have ever heard this term. It is my name for the subjunctive present. The present subjunctive has a sense of possibility and in that way it is like the future indicative (indicative is the mood used for facts). The whole goal is to help students see that the subjunctive present is like the regular indicative future and that the subjunctive has a sense of potentiality.

Nouns

Noun cases are taught through observing the uses of nouns in sentences. Students begin by learning the third declension, rather than the first or second. Again, this is because there are far more words in the third declension than in the other declensions. Familiarity with the words from the largest category of words makes reading the language much easier. Noun use is practiced through sentence translations. Students also learn how to build nouns on their stems, how to identify the stems, and the English name equivalents of the Latin cases.

Learning Latin

Students are encouraged to use flashcards and do oral drill with their mom. However, the program is set up so that a student can complete the worksheets on his own. Students who do this will learn the vocabulary despite lack of formal study, because no new words are introduced after about Week 16 or so. This gives the student time to learn and practice using the vocabulary.

I wish to thank Jessica Pipes, Lisa Berquist, and Dominique Grimes, who assisted with the development of these materials. And, of course, all my students who helped me in giving these courses a test run.

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Lesson I

Review these every day for 10 minutes.

VERBS

agere	to act, do	laudare	to praise
audire	to hear	mittere	to send
bibere	to drink	monēre	to warn
cedere	to yield	munire	to build, fortify
credere	to believe	petere	to seek
currere	to run	ponere	to put, place
defendere	to defend	regere	to rule
dicere	to say	scribere	to write
discere	to learn	sentire	to feel
ducere	to lead	trahere	to draw
edere	to eat	vincere	to conquer
gerere	to wage, conduct	vivere	to live

NOUNS

arbor, arboris (f.)	tree	caput, capitis	head
Caesar, Caesaris	Caesar	caritas, caritatis	love
canis, canis (m./f.)	dog	Cicero, Ciceronis	Cicero

NOUNS (continued)

civis, civis (m./f.)	citizen	mare, maris	sea
civitas, civitatis	state	mons, montis (m.)	mountain
crux, crucis	cross	panis, panis (m.)	bread
dolor, doloris	pain, sorrow	pastor, pastoris	shepherd
dux, ducis (m.)	leader	pax, pacis	peace
flumen, fluminis	river	rex, regis (m.)	king
fons, fontis (m.)	fountain	sol, solis (m.)	sun
gens, gentis	tribe	tentatio, temptationis	temptation
homo, hominis (m.)	man	tempus, temporis (n.)	time
lex, legis	law	urbs, urbis	city
libertas, libertatis	freedom, liberty	veritas, veritatis	truth
lux, lucis	light	virgo, virginis	virgin

INDECLINABLES*

Prepositions

a, ab (ablative)	by	contra (accusative)	against
ad (accusative)	to, towards	cum (ablative)	with
ante (accusative)	before	de (ablative)	from, down from

Prepositions (continued)

e, ex (ablative)	out of	per (accusative)	through
in (ablative)	in, on	post (accusative)	after
in (accusative)	into, onto	trans (accusative)	across

Adverbs

bene	well	non	not
diu	for a long time	saepe	often

*Indeclinable means the word never changes, even its ending.

Gender Rules

Feminine nouns usually end in **s-o-x**.

Neuter nouns usually end in **l-a-n-c-e-t**.

Masculine nouns end in **er-r-or**.

Words that clearly denote a person of a particular gender are in that gender. (E.g. Cicero is masculine.)

i-Stem Rules

A noun is i-stem if it:

Rule A: Ends in **-is** or **-es** in the nominative first form and has the same number of syllables in the first and second form.

Rule B: Ends in **-s** or **-x** in the nominative first form and has a stem that ends in two consonants.

Rule C: Ends in **-al**, **-ar**, or **-e** in the nominative first form (neuter nouns).

Noun Declension

SINGULAR CHART

(Includes *i*-stems)

Nominative = Subject = **First Form**

Genitive = Possessive ('s or the object of "of") = **Second Form**

Dative = Indirect Object (object of "for") = **Stem + i**

Accusative MASCULINE & FEMININE = Direct Object or Object of some
Prepositions = **Stem + em**

Accusative NEUTER = Direct Object or Object of some Prepositions =
Same as Nominative Singular

Ablative = Object of some Prepositions = **Stem + e** (**stem + i** if neuter *i*-stem)

PLURAL CHART

Nominative MASCULINE & FEMININE = Subject = **Stem + es**

Nominative NEUTER = Subject = **Stem + a** (**stem + ia** if *i*-stem)

Genitive = Possessive ('s or the object of "of") = **Stem + um** (**stem + ium** if *i*-stem)

Dative = Indirect Object (object of "for") = **Stem + ibus**

Accusative = Direct Object or Object of some Prepositions =
Same as Nominative Plural

Ablative = Object of some Prepositions = **Stem + ibus**

Personal Endings for Verbs

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

Verb Forms

3rd Present	4th Present	3rd Past	4th Past
rego	audio	regebam	audiebam
regis	audis	regebas	audiebas
regit	audit	regebat	audiebat
regimus	audimus	regebamus	audiebamus
regitis	auditis	regebatis	audiebatis
regunt	audiunt	regebant	audiebant
3rd Future	4th Future	3rd Future Possible	4th Future Possible
regam	audiam	regam	audiam
reges	audies	regas	audias
reget	audiet	regat	audiat
regemus	audiemus	regamus	audiamus
regetis	audietis	regatis	audiatis
regent	audient	regant	audiant

Irregular Verbs

sum, es, est, sumus, estis, sunt

(I am, you are, he is, we are, you are, they are)

eram, eras, erat, eramus, eratis, erant

(I was, you were, he was, we were, you were, they were)

ero, eris, erit, erimus, eritis, erunt

(I will be, you will be, he will be, we will be, you will be, they will be)

possum, potes, potest, possumus, potestis, possunt

(I am able, you are able, he is able, we are able, you are able, they are able)

poteram, poteras, poterat, poteramus, poteratis, poterant

(I was able, you were able, he was able,
we were able, you were able, they were able)

potero, poteris, poterit, poterimus, poteritis, poterunt

(I will be able, you will be able, he will be able,
we will be able, you will be able, they will be able)

volo, vis, vult, volumus, vultis, volunt

(I am willing, you are willing, he is willing,
we are willing, you are willing, they are willing)

nolo, non vis, non vult, nolumus, non vultis, nolunt

(I am not willing, you are not willing, he is not willing,
we are not willing, you are not willing, they are not willing)

malo, mavis, mavult, malumus, mavultis, malunt

(I prefer, you prefer, he prefers, we prefer, you prefer, they prefer)
Prefer means “to be more willing.”

fero, fers, fert, ferimus, fertis, ferunt

(I bear, you bear, he bears, we bear, you bear, they bear)

Today begin with a review of the vocabulary and grammar. It will take a few weeks to get command of it all, so the first few weeks will be exercises that review this content.

Day 1, Exercise 1: Draw lines to match the following.

-o

you (pl.)

-t

we

-mus

I

-s

you (sing.)

-tis

he, she, it

-nt

they



Day 1, Exercise 2: Write a complete synopsis of the verb *regerē*.

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 and future, so it can be just like the third conjugation -ere words, but it doesn’t lose its “i.” It loves its “i.” The future possible changes the “e” of the regular to an “a.”

	Present	Past	Future (Regulars)	Future (Possibles)
1 st Singular				
2 nd Singular				
3 rd Singular				
1 st Plural				
2 nd Plural				
3 rd Plural				

Day 2, Exercise 1: Write a complete synopsis of the verb *audire*.

	Present	Past	Future (Regulars)	Future (Possibles)
1 st Singular				
2 nd Singular				
3 rd Singular				
1 st Plural				
2 nd Plural				
3 rd Plural				

Day 2, Exercise 2: Circle true or false.**A noun is i-stem if it...**

Ends in **-er** or **-or** in the nominative first form and has the same number of syllables in the first and second form. True False

Ends in **-s** or **-x** in the nominative first form and has a stem that ends in two consonants. True False

Ends in **-al**, **-ar**, or **-e** in the nominative first form (masculine nouns). True False

Day 2, Exercise 3: Draw lines to match the following:

1st Person Plural

he, she, it

2nd Person Singular

you (singular)

3rd Person Plural

I

2nd Person Plural

they

1st Person Singular

we

3rd Person Singular

you (plural)

Day 3, Exercise 1: Write the stem of the following words.

a. scribere

b. lux, lucis

c. urbs, urbis

d. civis, civis

e. trahere

f. pastor, pastoris

g. audire

Day 3, Exercise 2: Complete the first chart for a regular word and the second chart for an i-stem word of your choice.

Gender	Case	Singular	Plural
M/F	Nominative = Subject		
N			
All	Genitive = Possessive		
All	Dative = Indirect Object		
M/F	Accusative = Direct Object or Object of some Prepositions		
N			
All	Ablative = Object of some Prepositions		

Gender	Case	Singular	Plural
M/F	Nominative = Subject		
N			
All	Genitive = Possessive		
All	Dative = Indirect Object		
M/F	Accusative = Direct Object or Object of some Prepositions		
N			
M/F	Ablative = Object of some Prepositions		
N			

Lesson II

Review these every day for 10 minutes.

VERBS

agere	to act, do	laudare	to praise
audire	to hear	mittere	to send
bibere	to drink	monēre	to warn
cedere	to yield	munire	to build, fortify
credere	to believe	petere	to seek
currere	to run	ponere	to put, place
defendere	to defend	regere	to rule
dicere	to say	scribere	to write
discere	to learn	sentire	to feel
ducere	to lead	trahere	to draw
edere	to eat	vincere	to conquer
gerere	to wage, conduct	vivere	to live

NOUNS

arbor, arboris (f.)	tree	caput, capit is	head
Caesar, Caesaris	Caesar	caritas, caritatis	love
canis, canis (m./f.)	dog	Cicero, Ciceronis	Cicero

NOUNS (continued)

civis, civis (m./f.)	citizen	mare, maris	sea
civitas, civitatis	state	mons, montis (m.)	mountain
crux, crucis	cross	panis, panis (m.)	bread
dolor, doloris	pain, sorrow	pastor, pastoris	shepherd
dux, ducis (m.)	leader	pax, pacis	peace
flumen, fluminis	river	rex, regis (m.)	king
fons, fontis (m.)	fountain	sol, solis (m.)	sun
gens, gentis	tribe	tentatio, temptationis	temptation
homo, hominis (m.)	man	tempus, temporis (n.)	time
lex, legis	law	urbs, urbis	city
libertas, libertatis	freedom, liberty	veritas, veritatis	truth
lux, lucis	light	virgo, virginis	virgin

INDECLINABLES

Prepositions

a, ab (ablative)	by	contra (accusative)	against
ad (accusative)	to, towards	cum (ablative)	with
ante (accusative)	before	de (ablative)	from, down from

INDECLINABLES (continued)

Prepositions

e, ex (abative)	out of	per (accusative)	through
in (abative)	in, on	post (accusative)	after
in (accusative)	into, onto	trans (accusative)	across

Adverbs

bene	well	non	not
diu	for a long time	saepe	often

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Neuter nouns usually end in l-a-n-c-e-t.

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Words that clearly denote a person of a particular gender are in that gender. (E.g. Cicero is masculine.)

i-Stem Rules

A noun is i-stem if it:

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Rule B: Ends in -s or -x in the nominative first form and has a stem that ends in two consonants.

Rule C: Ends in -al, -ar, or -e in the nominative first form (neuter nouns).

Noun Declension

SINGULAR CHART (Includes *i*-stems)

Nominative = Subject = **First Form**

Genitive = Possessive ('s or the object of "of") = **Second Form**

Dative = Indirect Object (object of "for") = **Stem + i**

Accusative MASCULINE & FEMININE = Direct Object or Object of some Prepositions = **Stem + em**

Accusative NEUTER = Direct Object or Object of some Prepositions =
Same as Nominative Singular

Ablative = Object of some Prepositions = **Stem + e** (**stem + i** if neuter *i*-stem)

PLURAL CHART

Nominative MASCULINE & FEMININE = Subject = **Stem + es**

Nominative NEUTER = Subject = **Stem + a** (**stem + ia** if *i*-stem)

Genitive = Possessive ('s or the object of "of") = **Stem + um** (**stem + ium** if *i*-stem)

Dative = Indirect Object (object of "for") = **Stem +ibus**

Accusative = Direct Object or Object of some Prepositions =
Same as Nominative Plural

Ablative = Object of some Prepositions = **Stem +ibus**

Personal Endings for Verbs

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

Verb Forms

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regis	audis	regebas	audiebas
regit	audit	regebat	audiebat
regimus	audimus	regebamus	audiebamus
regitis	auditis	regebatis	audiebatis
regunt	audiunt	regebant	audiebant
3rd Future	4th Future	3rd Future Possible	4th Future Possible
regam	audiam	regam	audiam
reges	audies	regas	audias
reget	audiet	regat	audiat
regemus	audiemus	regamus	audiamus
regetis	auditis	regatis	audiatis
regent	audient	regant	audiant

Irregular Verbs

sum, es, est, sumus, estis, sunt

(*I am, you are, he is, we are, you are, they are*)

eram, eras, erat, eramus, eratis, erant

(*I was, you were, he was, we were, you were, they were*)

ero, eris, erit, erimus, eritis, erunt

(*I will be, you will be, he will be, we will be, you will be, they will be*)

possum, potes, potest, possumus, potestis, possunt

(*I am able, you are able, he is able, we are able, you are able, they are able*)

poteram, poteras, poterat, poteramus, poteratis, poterant

(*I was able, you were able, he was able,*

we were able, you were able, they were able)

potero, poteris, poterit, poterimus, poteritis, poterunt

(*I will be able, you will be able, he will be able,*

we will be able, you will be able, they will be able)

volo, vis, vult, volumus, vultis, volunt

(*I am willing, you are willing, he is willing,*

we are willing, you are willing, they are willing)

nolo, non vis, non vult, nolumus, non vultis, nolunt

(*I am not willing, you are not willing, he is not willing,*

we are not willing, you are not willing, they are not willing)

malo, mavis, mavult, malumus, mavultis, malunt

(*I prefer, you prefer, he prefers, we prefer, you prefer, they prefer*)

Prefer means “to be more willing.”

fero, fers, fert, ferimus, fertis, ferunt

(*I bear, you bear, he bears, we bear, you bear, they bear*)

Today begin with a review of the vocabulary and grammar. It will take a few weeks to get command of it all, so the first few weeks will be exercises that review this content.

Day 1, Exercise 1: Write a complete synopsis of the verb *bibere*.

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 and future, so it can be just like the third conjugation -ere words, but it doesn’t lose its “i.” It loves its “i.” The future possible changes the “e” of the regular to an “a.”

	Present	Past	Future (Regulars)	Future (Possibles)
1 st Singular				
2 nd Singular				
3 rd Singular				
1 st Plural				
2 nd Plural				
3 rd Plural				

Day 1, Exercise 2: Write a complete synopsis of the verb *venire*.

	Present	Past	Future (Regulars)	Future (Possibles)
1 st Singular				
2 nd Singular				
3 rd Singular				
1 st Plural				
2 nd Plural				
3 rd Plural				

Day 1, Exercise 3: Complete the first chart for a regular word and the second chart for an i-stem word of your choice.

Gender	Case	Singular	Plural
M/F	Nominative = Subject		
N			
All	Genitive = Possessive		
All	Dative = Indirect Object		
M/F	Accusative = Direct Object or Object of some Prepositions		
N			
All	Ablative = Object of some Prepositions		

Gender	Case	Singular	Plural
M/F	Nominative = Subject		
N			
All	Genitive = Possessive		
All	Dative = Indirect Object		
M/F	Accusative = Direct Object or Object of some Prepositions		
N			
M/F	Ablative = Object of some Prepositions		
N			

Day 2, Exercise 1: Answer the questions and fill in the charts.

Which rule indicates “caput, capitis” is neuter? _____

Is it an i-stem? Yes No

If yes, which rule does it follow? _____

Case	Singular	Plural
Nominative	caput	
Genitive		
Dative		
Accusative		
Ablative		

Which rule indicates “dux, ducis” is masculine? _____

Is it an i-stem? Yes No

If yes, which rule does it follow? _____

Case	Singular	Plural
Nominative	dux	
Genitive		
Dative		
Accusative		
Ablative		

Which rule indicates “panis, panis” is masculine? _____

Is it an i-stem? Yes No

If yes, which rule does it follow? _____

Case	Singular	Plural
Nominative	panis	
Genitive		
Dative		
Accusative		
Ablative		

Day 2, Exercise 2: Fill in the chart.

Word	Regular/i-Stem	Gender	Case	Number
urbium	<i>i</i> -Stem	<i>Feminine</i>	<i>Genitive</i>	<i>Plural</i>
lege				
capitis				
pastori				

Day 3, Exercise 1: Write the meaning of the indeclinables.

non _____

saepe _____

diu _____

bene _____

in (ablative) _____

ad (accusative) _____

per (accusative) _____

ante (accusative) _____

a, ab (ablative) _____

- e, ex (ablative) _____
- in (accusative) _____
- trans (accusative) _____
- contra (accusative) _____
- post (accusative) _____
- cum (ablative) _____
- de (ablative) _____

Day 3, Exercise 2: Circle the nominative/subject, box the genitive/possessives, underline the accusative/direct objects, and dash underline the datives/indirect objects (objects of “for”). Put parentheses around prepositions and their objects and label the prepositions with a “P.” Also, underline the objects of accusative prepositions.

Before doing this exercise, follow these steps. Look at your list of prepositions in the vocabulary section. Write a “P” above the prepositions in the sentences on the next page. (Notice the “P” above “through” and “by” in the example below?)

Next, find the object of the prepositions. It’s the next important word. Put parentheses around the entire prepositional phrase, as in the example below. The object of “through” is “road”, so there is a set of parentheses around “through the road.” Similarly for “by the house.” (The object of “by” is “house.”) The word “the” is crossed out, of course.

Finally, look at the vocabulary list to see if those prepositions take the accusative or ablative case. In the example, “through” takes an accusative object, and “by” takes an ablative object. The object of “through” is underlined, but not the object of “by.” **The object should be underlined when it is accusative, but not when it is ablative.** The word “road” is underlined with a single line because single underlines are used for accusative/direct objects. **Single underlines are used for all accusatives,** both accusative/direct objects and accusative/objects of prepositions.

Example: The man's cat ran (through the road) (^P by the house).

Mark the sentences as instructed.

1. The girl sang a song for the feast.
2. Sara walked into a gymnasium.
3. The man is calling the manager.
4. Mark earned money.
5. Sam wants Hershey's candy from the store.

