



THE

LATIN ROAD

THE
Latin

ROAD

TO
ENGLISH
GRAMMAR

VOLUME ONE

SAMPLE

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The LATIN Road to English Grammar, Volume I

Introduction

Congratulations! To this point in your schooling you have learned to read, write, and spell our English language. You first learned to speak words and communicate as a young child until you were understood by those around you. When you started school you learned the letters of the alphabet, the sounds they represent, and the various combinations of letters that represent sounds. You were taught to write your letters carefully in both manuscript and cursive. Very systematically those letters and combinations of letters were formed into words you could read, spell, and write. Now it is time to learn how words relate to one another and how to use them properly.

The LATIN Road to English Grammar is designed so that you will gain a better knowledge of English grammar and vocabulary through the study of Latin. Latin is a language which has been the most widely used in all the world's history. More than any other language, it has influenced the languages of Europe and the Americas. Over 60% of the English language is based on Latin and you will see the similarities as you study. Just as phonics help you figure out what words **are**, Latin can help you discover what words **mean**. This year you will learn the meanings of such words as *pugnacious*, *amicable*, *bellicose*, *appellation*, and many more. Your spelling will improve, your memory will become sharp, and your ability to reason will increase as you translate from English to Latin and from Latin to English.

Latin is a perfect specimen language. It is predictable in its syntax and in three years you can become proficient in Latin grammar. From Latin you can branch out into the Romance languages - French, Spanish, Italian, Portuguese and Rumanian. The study of these languages is greatly enhanced and facilitated by the knowledge of "the mother tongue." Unlike these other languages, Latin is no longer spoken commonly. Other than church liturgies and some classical music texts, you will not have a chance to hear Latin spoken. Therefore, **The LATIN Road to English Grammar** will emphasize grammar and translation skills rather than concentrate on conversation.

The best part is that you do not have to be a college student to learn Latin. **The LATIN Road to English Grammar** is a highly versatile curriculum. It serves as a language study for high school, an advanced grammar curriculum for junior high; and it can serve as a beginning English grammar course for elementary students who have finished a basic phonics curriculum such as *The PHONICS Road to Spelling and Reading*.

During the course of this study you will develop your own English-Latin handbook. All information concerning vocabulary and grammar will be recorded. This method of learning does far more to instill the information into your mind than a mere workbook method. Everything will be recorded with the essential vocabulary, and you will be able to analyze their similarities and differences.

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The LATIN Road To English Grammar



Chapter 1 - Review of English; Introduction to Latin Grammar

1.1 THE NOTEBOOK

The information you learn this year will be recorded in a notebook which will become your English-Latin handbook. Your teacher will guide you through all the information, drill the vocabulary words with you, and help you learn the structure of both English and Latin.

Let's set up your notebook first. You need a 1" wide 3-ring binder with the following index tabs: **Vocabulary, Pronunciation, Definitions, Grammar, Cases/Declensions, Conjugations, Text Work, Worksheets, Word Study, Tests** - 10 in all. All the work you do will be kept under these various headings and you will be required to learn the information as you record it in your notebook.

Throughout the lessons will be definitions you will need to write into the 'Definitions' section of your notebook. They will be in bold type usually followed by the definition in parentheses.

1.2 THE ALPHABET

We will begin with the similarities and differences between the alphabets of English and Latin. The alphabet was invented by Semites in western Asia, but it was not perfect because it had no vowels (*a, e, i, o, u*.) These were added by the Greeks when they got the alphabet from the Semitic Phoenicians. The Etruscans, northern neighbors of the Romans in Italy, learned it from the Greeks and taught it to the Romans. The Romans made some changes in the forms of the letters and passed them on to the modern world. Their alphabet is one of the great contributions of the Romans to our civilization.

Since the Roman days the alphabet has changed little. The Romans used *i* for *i* and *j*. In the 17th century it became the custom in English to use the long form of *i* for *j*, and so our *j* was formed. The letter *i* was also used for the consonant sound of our letter *y*. In the same way the Romans originally used only one character for *u* and *v*, but later they became separate in both English and Latin. The original identity is shown by another modern letter *w*, *v* and *y* are, therefore, not

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Pronunciation

Latin is no longer a language that anyone speaks as we do English, Spanish, and French, but it is important for you to learn correct pronunciation and be able to read aloud with fluency. There are two traditions of the spoken Latin language: Classical Latin pronunciation (Germanic) and Church Latin pronunciation (Italian). You will learn the Church Latin pronunciation because it is the only pronunciation you will hear today (in church liturgies and classical music texts.) And this pronunciation is closest to the sounds of English. Turn now to the ‘Pronunciation’ section of your notebook, and title a page ‘Latin Pronunciation’. Fold the page in half lengthwise to form two columns and copy the letters as you say them with your teacher. Notice that the bold-faced letters have the same sounds as English.

Consonants: **b**

c *k, ch* (when followed by *e, i, oe, ae*)
d
f
g *g, j* (when followed by *e, i*)
h
j no *j* in Latin
k
l
m
n
p
qu
r
s *s* (never says “z”)
t
v
w no *w* in Latin
x *ks, gs* (in a few Latin words)
y no *y* in Latin
z *dz*

Diphthongs: **oe** *ay*

ae *ay*
ei *ay*
au *ow*
eu *yoo*
ui *wee*

Other Phonograms:

ch *k* as in *character*
ci *chee*
gu as in *language*
ph
su *sw*
th as in *thin*
bs *ps*
bt *pt*
-tia *-tsia* in some Latin
suffixes

Vowels:

a *a* as in *father*
e *e* as in *pet*, *ē* as in *they*
i *i* as in *sit*, *ī* as in *machine*
y as in *yet* When used at the beginning of a word, or when a consonant between vowels
o *o* as in *ston*, *ō* as in *stone*
u *oo* as in

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You will notice the sounds of the vowels are somewhat different from English. Only vowels with a long sound will be marked (¯); those not marked are considered short. The vowels *a* and *u* have only one sound so they will not be marked. Make sure you learn these vowel sounds well.

Accent

There are as many syllables in a Latin word as there are separate vowels or **diphthongs** (two vowels that represent one sound: *oe*, *ae*, *ei*, *au*, *eu*, *ui*). Latin words are never accented on the last syllable. Words of two syllables are accented on the first syllable: **a'**qua, **tu'**ba. Words of more than two syllables are accented on either the next to the last syllable or second from the last syllable: po **ē'** ta, a **gri'** co la. This study will show the correct accent marks on all the vocabulary and the audio CD will pronounce all of them for you.

1.3 READING PRACTICE

The Lord's Prayer

Pater noster quī es in **caelīs**, sanctificētur **nōmen tuum**: adveniat **rēgnum tuum**: **fiat voluntas tua** sicut in **caelō** et in **terrā**. **Panem nostrum** cotīdianum da **nōbīs hodiē**: et **dīmittle nōbīs dēbita nostra**, sicut et nōs **dīmittimus dēbitoribus nostrīs**: et ne nōs **inducas** in temptatiōnem: sed **libera nōs a malō**.

1.4 THE PARTS OF SPEECH

The parts of speech in Latin are the same as in English: Nouns, Pronouns, Adjectives, Verbs, Adverbs, Prepositions, Conjunctions, and Interjections; but Latin has no Articles. In the 'Grammar' section of your notebook, make a page for each part of speech, with the correct definition on each page. (Articles, Conjunctions, and Interjections may be placed on the same page.)

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A **noun** is a word that names a person, place, thing, or idea.

persons: man, brother, teacher

places: country, city, restaurant

things: cat, bowl, bridge

ideas: humor, hope, wisdom

A noun that speaks of a *particular* person, place, or thing is called a **proper noun** and must begin with a capital letter: **J**ohn, **I**taly, **C**alifornia, etc.

A **pronoun** is a word that takes the place of a noun: *I, you, he, she, it, we, they, my, your, this*, etc.

An **adjective** is a word that modifies (describes) a noun or pronoun.

six children *red* apron *small* tree *this* book

A **verb** is a word that shows action, links another word to the subject, helps another verb, or merely indicates existence.

Spencer *ran* to the store. (action verb - shows what the subject is doing)

Kim *is* a nurse. (linking verb - links *nurse* to the subject *Kim*)

Jeremy *can* sing well. (helping verb - *can* helps the verb *sing* show action)

Laura *is* in the house. (merely indicates the existence of Laura)

An **adverb** is a word that modifies a verb, adjective, or another adverb.

sang *softly* look *here* worked *yesterday*

A **preposition** is a word that shows how a noun or pronoun is related to some other word in a sentence.

in the car *to* the store *under* the bed *beside* the table

Articles are the adjectives *a, an, and the*. Latin has no articles!

A **conjunction** is a word or group of words that join words, phrases, or clauses:

and, but, or, either - or, neither - nor, as if, so that, because, etc.

An **interjection** is an exclamatory word that is not related to the other words in the sentence.

Hey! Where are you?

Oh, I don't know.



1.5 SYNTAX

We have seen that Latin and English have the same parts of speech. Both languages have **Subjects** (whoever or whatever a sentence is about plus all the words that describe it) and **Predicates** (the action or state of being of the subject plus all the words that describe it). The **Simple Subject** is the noun (or nouns) that tells who or what the sentence is about (underlined once); the **Simple Predicate** is the verb (or verbs) that tell the action or being of the subject (underlined twice).

|—— *subject* ——|——— *predicate* ———|
Joel and Graham | were running down the street.

Now let's see some of the differences in sentence structure. **Syntax** is the relationship words have to each other in a sentence. In English, the order of the words determine their function in the sentence. You know that 'The boy rides the horse' does not mean the same thing as 'The horse rides the boy'. The words are exactly the same but the order of the words changes the meaning. The following is a chart of simple English syntax for you to enter into your notebook in the 'Grammar' section. Your teacher will teach you how to mark these sentences for future reference.

English Syntax

Subject / Verb. Chris walked.

D.O.

Subject / Verb **Direct Object**. Bob walked the dog.

I.O.

D.O.

Subject / Verb **Indirect Object Direct Object**. Linda gave the dog a bone.

Adv.

Adjective ^ Subject / Verb **Adverb**. The small dog ran fast.

Pred N

Subject / Linking Verb **Predicate Nominative**. Ramon is a student.
(renames the subject)

Pred A

Subject / Linking Verb **Predicate Adjective**. Dan is tall.
(describes the subject)

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Latin, being an older language of the Indo-European group of languages, expresses syntax by changing the endings of words. These changes of endings are called **Inflection**. When we change the endings of nouns, pronouns and adjectives it is called **Declension**; when we change the endings of verbs it is called **Conjugation**. In general, changing the order of the words in a Latin sentence does not change its meaning; the function of each word is shown by its ending. But let us look at some common sentence structures in Latin. Enter this chart into your notebook in the 'Grammar' section immediately following the previous 'English Syntax' chart.

Latin Syntax

Subject / Verb.

Subject Direct Object Verb.

Subject Indirect Object Direct Object Verb.

Subject[^] Adjective Indirect Object Direct Object Verb.

**Subject / Linking Verb Predicate Nominative OR
Subject Predicate Nominative Verb.**

**Subject / Linking Verb Predicate Adjective OR
Subject Predicate Adjective Verb.**

An important thing to remember about a Latin sentence is that the verb is commonly found at the end of a sentence. This is *very* different from English.

1.6 DERIVATIVES

About 60% of English words come from Latin. Look at the following words:

familia prōvincia natura

It is easy to see the English words that come from them:

family province nature

The meanings as well as the spellings of the above English words show the close relationship to Latin. The English people did not just make up these words but borrowed them from Latin. We say that and we call them **derivatives**

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(a word taken from another source; not original). A good dictionary will not only give you meanings of words but is useful for discovering derivatives of words. Entries in the dictionary include:

1. The main entry word
2. Guide to pronunciation
3. Part of speech
4. Derivative information (usually in brackets)
5. Definition

Locate these items in the following dictionary entry:

vil lain (vil' un) n. [M.E. *vilein* < O Fr. *vilain* < L.L. *villanus*, a farm servant < L. *villa*, a farmhouse] a person guilty of committing or likely to commit great crimes; evil or wicked person; scoundrel.

This dictionary entry shows that the word **villain** is a noun which comes from the Middle English *vilein*, which comes from the Old French *vilain*, which is from the Late Latin *villanus* meaning a farm servant, which comes from the Latin *villa* meaning a farm or farmhouse. It is interesting to note the prejudice against farmers or country people when it came into use in English.

Throughout these lessons, English derivatives will be listed next to the appropriate Latin words in the vocabulary. Make sure you can identify the meanings. Of course, the Latin word will give you a good clue to the English meaning.

Look up the following English words in a dictionary that lists derivatives, and write the complete derivation for each in the 'Word Study' section of your notebook:

literature

aquarium

serve

territory



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The LATIN Road To English Grammar, Volume I

Lesson Plans

Welcome to a rewarding study of the English language through the study of Latin. If you have never studied Latin before there is no need to be timid. Latin is a such a systematic language that it is actually easy; all you have to do is learn the "system". And by studying Latin you will gain an appreciation of just how orderly the English language is. Your enthusiasm for learning this foundational language will lead to enjoyment for both you and your students.

These lesson plans are designed to help you help your students learn Latin. I will give helps and hints along the way as well as examples of daily lessons. It has been my experience that it takes an average of two weeks to master each lesson, but do not be afraid to take an extra week if some areas prove to be harder. Oral drilling is an important part of the work you do so you will do it each day. Remember, you and your students must learn a new vocabulary as well as the structure of the language. If you are learning Latin along with your students it is important for you to do all the work they do. Only look at the answers keys to check your answers before you correct the exercises, worksheets and tests of your students.

Vocabulary Cards: The first thing you will need to do before you begin teaching is cut out all the vocabulary cards and group them together according to textbook chapters. The number on the bottom right corner of the back of each vocabulary card indicates the chapter to which it belongs. Example:

Front of card

agri'cola
agri'colae

Back of card

farmer
(agriculture)
2

The cards are color-coded to aid in memorization. All nouns are either masculine, feminine or neuter in gender; therefore, masculine nouns are on blue cards, feminine nouns are on pink cards, and neuter nouns are on yellow cards. Verbs are in blue ink, adjectives are in brown ink, and prepositions are both red and green ink to distinguish the cases with which they are used are in black ink on white

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is you study)! All other cards

The Notebook: For you to be able to teach Latin, you will do the same work that is required of the student. Your notebook is already set up for you in the Teacher's Guide but your students will need to set up their notebooks (see Text Chapter 1). Note that your Teacher's Guide begins with the tab titled "Lesson Plans" while the student notebook begins with the tab titled "Vocabulary". When you do your vocabulary pages just put them behind your lesson plans in your notebook.

You should be at least one or two days ahead of your students in your work; a week is even better. Throughout the textbook chapters is important information to be recorded in your notebook each day. This information is set apart from the rest of the text by borders and specific instructions for placement in the notebook. All textbook exercises, worksheets, tests, and word studies will be kept in your notebook for review and study; this becomes your student's Latin handbook. The importance of this is to give your students a complete notebook of information about Latin and English that can be taught to others in the future. Give your students a vision for one day teaching the things they learn to others, and they will work harder and be more interested in their subject.

The Audio Pronunciation Guide: To help you learn correct pronunciation, two audio compact discs are provided with this curriculum set pronouncing everything in the textbook that is in Latin. The CD begins with the pronunciation of the phonograms in Chapter 1 and includes all Latin forms, endings, vocabulary, exercises, and readings. Also included on the CD are examples of how to orally drill the vocabulary, declining nouns and adjectives, and conjugating verbs in the various tenses as you come to them in the textbook. The following is the list of the selections on both discs:

DISC 1

- 1 - 1.2 Pronunciation
- 2 - 1.3 Reading: *The Lord's Prayer*
- 3 - 2.2 First Declension
- 4 - 2.3 Vocabulary
- 5 - 2.6 Exercise B
- 6 - 2.7 Reading: *Pledge of Allegiance*
- 7 - 3.3 Principal Parts of a Verb;
3.4 First Conjugation
- 8 - 3.5 Vocabulary
- 9 - 3.8 Exercises B & D
- 10-3.9 Reading: Song - *America*
- 11-4.1 SUM
- 12-4.2 Vocabulary
- 13-4.5 Exercise B
- 14-4.6 Reading: Song - *All Ye*

DISC 2

- 1 - 8.1 Imperfect Tense; 8.2 Future Tense;
8.3 Vocabulary
- 2 - 8.5 Exercises A & C
- 3 - 8.6 Reading: Song - *En Natus Est*
- 4 - 9.2 Vocabulary
- 5 - 9.5 Exercise A & B
- 6 - 9.6 Reading: *The 10 Commandments (1)*
- 7 - 10.1 Imperfect & Future Tense of SUM
- 8 - 10.2 Vocabulary
- 9 - 10.5 Exercises B & D
- 10-10.6 Reading: *The 10 Commandments (2)*
- 11-11.2 Vocabulary
- 12-11.5 Exercise A
- 13-11.6 Reading: *The 10 Commandments (3)*

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| | |
|---|--|
| 15-5.1 Second Declension Masculine | 15-12.3 Vocabulary |
| 16-5.2 Vocabulary | 16-12.5 Exercises B & D |
| 17-5.5 Exercises B & C | 17-12.6 Reading: <i>Star Spangled Banner</i> |
| 18-5.6 Reading: <i>Christmas Story (1)</i> | 18-13.1 Pluperfect Tense; 13.2 Future Perfect Tense |
| 19-6.1 Second Declension Neuter | 19-13.3 Vocabulary |
| 20-6.2 Vocabulary | 20-13.6 Exercises A, B & D |
| 21-6.5 Exercises B & D | 21-13.7 Reading: Song - <i>God Bless America</i> |
| 22-6.6 Reading: <i>Christmas Story (2)</i> | 22-14.3 Vocabulary |
| 23-7.1 Adjectives of 1st/2nd Declensions; 7.2 Vocabulary | 23-14.6 Exercises A,B,C,D,E |
| 24-7.5 Exercises A & B | 24-14.7 Reading: <i>Psalm 1</i> |
| 25-7.6 Reading: <i>Christmas Story (3)</i> | |

Teacher Training Workshop Videos: A most recent supplement to the curriculum are the teacher training videos on either VHS or DVD. They are a chapter-by-chapter guide through the entire volume taught by the author. The parent/teacher will receive extra helps, hints, in-depth explanations, and examples of analyzing sentences for translation, everything a new student of Latin needs to be comfortable learning this challenging subject.

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Lesson Plan - Chapter 1

1.1 The Notebook

Have the students neatly write the ten index tabs: **Vocabulary, Pronunciation, Definitions, Grammar, Cases/Declensions, Conjugations, Text Work, Worksheets, Word Study and Tests**, and put in the notebook in that order.

1.2 The Alphabet

Pronunciation: The audio CD gives you the correct pronunciation of Latin consonants, vowels, diphthongs and other phonograms. Dictate them to the students as you write the letters on the board; have them say them as they write them in their notebooks. Make special note of the differences in the vowel sounds from English. Because there is no j, no w and no y in Latin, have the student mark a line through them as they are written. Example: \bar{j}

Accent: There are accent marks written in the vocabulary lists reading practices in each chapter. All vocabulary and readings are spoken on the audio CD for further help to you and your students.

1.3 Reading Practice

Reading Practice: The reading for this chapter is a famous Latin scripture - The Lord's Prayer. It is read on the audio CD slowly so that you may use it with your students as you learn. Say each word for your students to repeat. As you read the words notice that the accented syllables are in bold print. Practice the reading every day for the entire time you are studying Chapter 1. Encourage the students to become smooth in their reading, pausing at commas and stopping at periods.

1.4 The Parts of Speech

For older students, this is a review of the English parts of speech. For younger children with no grammar background, you might wish to spend an extra class period defining and practicing the different parts. A good grammar handbook will give added explanations and words to use if you feel the need.

Title a notebook page for each of the parts of speech (noun, pronoun, adjective, verb, adverb, and preposition). Use only one page for articles, conjunctions and interjections because there is not much information to be written about these three parts this year.

Example:

Article:

Conjunction:

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On each titled page write the definition and examples out of the textbook as they are written. The students do not have to memorize these definitions by rote because they will be presented one by one in detail in later chapters. But they should be familiar with them.

1.5 Syntax

Make sure the students enter the definitions for **subject, predicate, simple subject, simple predicate** and **syntax** into the 'Definitions' section of their notebooks.

English Syntax: This chart shows how words relate to one another in a sentence. This also introduces the students to the various markings we are going to use throughout the book. If you, as a teacher, are unfamiliar with any of the following parts of a sentence, consult a grammar handbook for review. The student should enter this chart into his notebook as you write it and mark it on the board. Example:

Subject / Verb. Chris walked.

D.O.

D.O.

Subject / Verb **Direct Object**. Bob walked the dog.

I.O.

D.O.

I.O. D.O.

Subject / Verb **Indirect Object** **Direct Object**. Linda gave the dog a bone.

Adv.

Adv.

Adjective ^ Subject / Verb **Adverb**. The small ^ dog ran fast.

Pred N

Pred N

Subject / Linking Verb **Predicate Nominative**. Ramon is a student.
(renames the subject)

Pred A

Pred A

Subject / Linking Verb **Predicate Adjective**. Dan is tall.
(describes the subject)

Latin Syntax: Begin by having the students write the definitions for **inflection, declension** and **conjugation** into the 'Definitions' section of their notebook. Write this chart like the one above. In Latin, the verb is most often found at the end of a sentence (although it is common to see a verb at the beginning of a sentence, and often a verb

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will introduce a question).

1.6 Derivatives

It is important to have a good dictionary for you and your students. This dictionary should include the five entries listed in this section. Make sure the students enter the definition for **derivative** in the 'Definitions' section of their notebooks. Go through each entry together and then assign the last four words in this section to the student to do on his own.

Worksheets

Beginning with this chapter, the students will have worksheets for each chapter. This reviews the information learned to this point. You can use it as a chapter quiz. These worksheets are found in the back of the textbook and are perforated for easy removal. When the student completes a worksheet, correct it together, and have him put it in the 'Worksheets' section of his notebook.

Example of a daily lesson plan:

- Day 1:** Set up the notebook and review the history of our alphabet.
- Day 2:** Pronunciation - learn all the phonograms and enter them into the notebook.
- Day 3:** Review phonograms; Talk about accent; define *diphthongs*; learn The Lord's Prayer (1.3).
- Day 4:** Recite The Lord's Prayer; review the phonograms; make pages for each part of speech (1.4), writing definitions and examples from the textbook.
- Day 5:** Recite The Lord's Prayer; review phonograms; define *subject*, *predicate*, *simple subject* and *simple predicate* showing markings (1.5); Write English Syntax chart into notebooks and learn markings.
- Day 6:** Recite The Lord's Prayer; review phonograms; define *inflection*, *declension* and *conjugation* in notebook; write Latin Syntax chart in notebook emphasizing the verb at the end of the sentence.
- Day 7:** Recite The Lord's Prayer; review phonograms; learn about derivatives (1.6) and complete the word study at end of this section. Do Chapter 1 worksheet.
- Day 8:** Recite The Lord's Prayer; review phonograms; correct the worksheet.

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Name _____ Date _____

**The LATIN Road To English Grammar, Volume I
Worksheet**

Chapter 1 - Review of English; Introduction to Latin Grammar

The Alphabet

1. What three letters of the English alphabet are not found in original Latin words?

_____, _____, _____.

2. What group of people developed the consonants of our alphabet? _____

3. What group of people added the vowels to our alphabet? _____

4. Name two traditions of the spoken Latin language. _____

5. What syllable in Latin is never accented? _____

Parts of Speech

Write the correct part of speech beside each definition:

_____ 6. Names a place.

_____ 7. Modifies a verb.

_____ 8. Takes the place of a noun.

_____ 9. Shows action.

_____ 10. Joins words, phrases, or clauses.

_____ 11. Shows how a noun is related to another word in a sentence.

_____ 12. An exclamatory word.

_____ 13. Names persons.

_____ **SAMPLE** un.

_____ subject.

_____ 16. Names a particular person, place, or thing.

_____ 17. The adjectives *a*, *an*, and *the*.

Syntax

18. What is the term used for the relationship words have to each other in a sentence?

19. In English, what determines the syntax? _____

20. In Latin, what determines the syntax? _____

21. All the words used to tell who or what a sentence is about is called the _____

22. All the words used to tell the action or state of being is called the _____

Mark a line dividing the subject and predicate in the following five sentences:

23. Ten small kittens ran suddenly into the street.

24. The girl with the blond hair walked past my house.

25. The older boys taught us a new game.

26. The new teacher gave a test to all her students.

27. The first grade children learned how to ride a horse.

28. The noun that tells who or what a sentence is about is called _____

29. The verb that tells the action or state of being of the subject is called the

30. What part of speech is commonly found at the end of a Latin sentence? _____

31. In sentences 23-27 above, _____ ple predicate correctly.

SAMPLE

The LATIN Road To English Grammar



Chapter 2 - Nouns

We begin with nouns because they are most used in a sentence. Nouns have several functions and Latin defines each function very clearly. Enter the following information on the page titled 'Nouns' in the 'Grammar' section of your notebook.

2.1 IDENTIFYING NOUNS

In Latin, every noun can be identified according to its.....**Number**
Gender
Case
Declension

Let's define each of these terms:

Number refers to **Singular** (one) or **Plural** (more than one).

Gender refers to the sex of the person, object or term. There are in Latin, as in English, three genders: **Masculine**, **Feminine**, and **Neuter**. In English, there is only natural gender; that is, male beings are masculine, female beings are feminine, and all others are neuter. In Latin, the gender of a term may be either natural or assigned.

Example: water, tree, and Ireland are **feminine**,
garden, circle, and fish are **masculine**,
clock and town are **neuter** by ASSIGNMENT.

The function of a noun in a sentence is called its **Case**. Latin has seven cases: **Nominative**, **Genitive**, **Dative**, **Accusative**, **Ablative**, **Locative**, and **Vocative**. The most commonly used cases are:

| Case | Function in a sentence |
|-------------------|--|
| Nominative | Subject |
| Genitive | Shows possession (<i>of, 's, or s'</i>) |
| Dative | Indirect object (<i>to, for</i>) |
| Accusa | |
| Ablativ | reposition (<i>by, with</i>)* |

SAMPLE

*The ablative case is used with several different prepositions; **by** and **with** are two common prepositions used with the ablative case that we use as examples. Until you learn the Latin words for **by** and **with**, you will see them in parentheses.

Example: (with) a farmer... or (by) a girl...

There are five **Declensions** which you will learn one by one throughout your study. They are distinguished from each other by the ending of the genitive singular and a distinguishing vowel in many of the endings:

| Declension | Genitive singular ending | Distinguishing vowel |
|---------------|--------------------------|----------------------|
| First | -ae | a |
| Second | -ī | o |
| Third | -is | i |
| Fourth | -us | u |
| Fifth | -eī | e |

In your notebook in the 'Cases/Declensions' section, title a page for each of the cases and declensions: **Nominative Case, Genitive Case, Dative Case, Accusative Case, Ablative Case, First Declension, Second Declension, Third Declension, Fourth Declension, Fifth Declension** (10 pages). We will begin learning nouns of the first declension; enter this information on the page titled 'First Declension'.

2.2 FIRST DECLENSION

First declension nouns end in **-a** in the nominative singular and in **-ae** in the genitive singular. They are feminine in gender (except the three exceptions *agricola*, *poēta*, and *nauta*), and are declined* as follows:

agri'cola, -ae farmer

| Cases | | Singular | Endings |
|-------|--------------|-----------------------------|---------|
| Nom. | agri'cola | a (the) farmer | -a |
| Gen. | agri'colae | of a (the) farmer, farmer's | -ae |
| Dat. | agri'colae | to, for a (the) farmer | -ae |
| Acc. | agri'colam | a (the) farmer | -am |
| Abl. | agri'colā** | (by, with) a (the) farmer | -ā |
| | | Plural | |
| Nom. | agri'colae | the farmers | -ae |
| Gen. | agricola'rum | of the farmers, farmers' | -a'rum |
| Dat. | agri'colīs | to, for the farmers | -īs |
| Acc. | agri'colās | the farmers | -as |
| Abl. | agri'colis | by, with the farmers | -īs |

SAMPLE s

The base of a first declension noun is found by dropping the genitive singular ending **-ae**; the endings are then added to this base.

Remember, Latin has no articles (*a*, *an*, or *the*); therefore, **agricola** may be translated *farmer*, *a farmer*, or *the farmer* depending on the context.

*To **decline** a noun is to give all its case forms, singular and plural.

A long vowel mark over the **-a in the ablative singular of the first declension is commonly seen and will help distinguish it from the nominative singular. It has nothing to do with the sound it makes.

2.3 VOCABULARY

Each chapter you will be given new vocabulary. You are expected to drill these words until you have memorized them and are ready to use them in translation. Enter each of these nouns on a page titled 'First Declension Nouns' in the 'Vocabulary' section of your notebook. Enter the two verbs (*est* and *sunt*) on a page titled 'Irregular Verbs' in the same section. **Note:** The genitive singular ending will be given after the nominative of each noun to show the declension. *f.* stands for feminine gender; *m.* stands for masculine gender.

| | | <u>Derivative</u> |
|---------------------|---|-------------------|
| agri'cola, -ae, m. | <i>farmer</i> | agriculture |
| a'qua, -ae, f. | <i>water</i> | aquatic |
| fē'mina, -ae, f. | <i>woman</i> | feminine |
| Gal'lia, -ae, f. | <i>Gaul</i> | Gallic |
| īn'sula, -ae, f. | <i>island</i> | insulate |
| Īta'lia, -ae, f. | <i>Italy</i> | |
| lin'gua, -ae, f. | <i>language, tongue</i> | linguist |
| lit'tera, -ae, f. | <i>letter (of alphabet)</i> | |
| | <i>in plural, letter or letters</i> | literature |
| nau'ta, -ae, m. | <i>sailor</i> | nautical |
| pa'tria, -ae, f. | <i>(one's own) country, native land</i> | patriotic |
| poē'ta, -ae, m. | <i>poet</i> | |
| prōvin'cia, -ae, f. | <i>province</i> | |
| puel'la, -ae, f. | <i>girl</i> | |
| sil'va, -ae, f. | <i>forest, woods</i> | Pennsylvania |
| vīl'la, -ae, f. | <i>farmhouse</i> | |
| vī'ta, -ae, f. | <i>life</i> | vital |
| est | | |
| sunt | | |

SAMPLE

2.4 LATIN SYNTAX

The Nominative Case. Write the following information in your notebook on the page titled 'Nominative Case' in the 'Cases/Declensions' section.

Subject. The subject of the verb is in the *nominative* case.

Predicate Nominative. A noun used in the predicate after a linking verb to complete its meaning is in the *nominative* case. This noun is called a *predicate nominative*. Notice the markings in the English sentence.

Nom S Nom S (Pred N)

Prōvincia est Gallia. *The province is Gaul.*

2.5 WORD STUDY

This section of each chapter will introduce you to many interesting derivatives with some historical facts. Enter information from this section into the 'Word Study' section of your notebook.

Most of the words from the preamble of the Constitution of the United States are derived from Latin, printed in the italics below. Copy the preamble using a different colored pen for the English derivatives; then look up ten of these words in a dictionary and give their derivations.

We the *people* of the *United States*, in order to form a more *perfect union*, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of *liberty* to ourselves and to our *posterity*, do *ordain* and *establish* this *Constitution* for the *United States* of America.

2.6 EXERCISES

Exercises throughout this study will be done on notebook paper and put into the 'Text Work' section of your notebook.

A. Decline each of the nouns in the vocabulary like **agricola**.

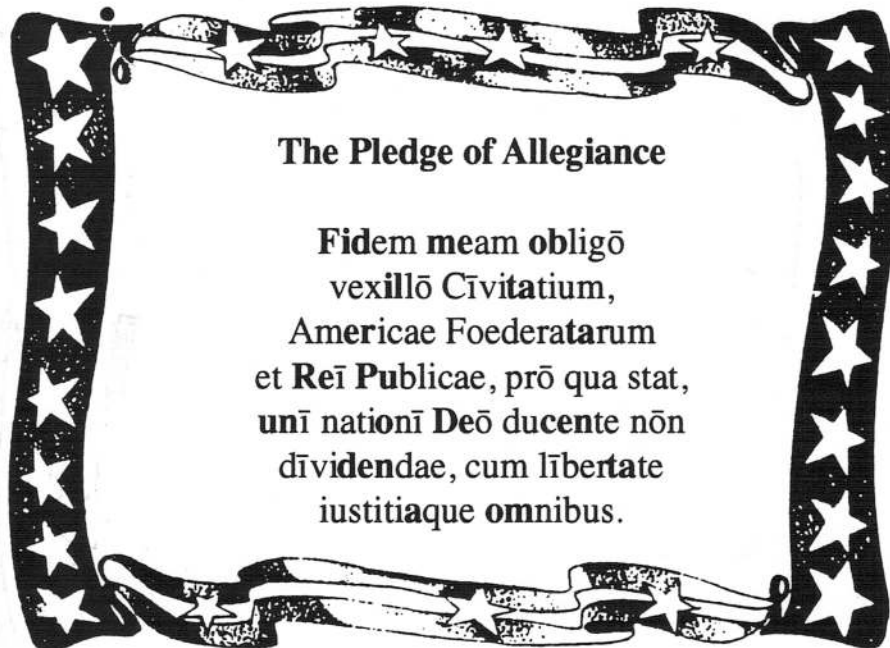
B. Give the case and number of each noun, then translate into English:

- | | | |
|----------------------|---------------|----------------------|
| 1. nautīs (ablative) | 5. Gallia | 9. silvīs (two ways) |
| 2. īnsulam | 6. vītas | 10. Est agricola. |
| 3. fēminas | | llia est prōvincia. |
| 4. patriae (three wa | SAMPLE | ētae sunt nautae. |

C. Give the case and number of each noun, then translate into Latin:

- | | | |
|------------------------|-----------------------|----------------------------|
| 1. to the farmers | 5. (with) the woman | 9. of life |
| 2. girl (accusative) | 6. letter (four ways) | 10. There is Gaul. |
| 3. of the women | 7. for Italy | 11. The poets are farmers. |
| 4. forest (nominative) | 8. (with) the sailors | 12. The province is Gaul. |

2.7 READING PRACTICE



SAMPLE

umn. Fold the sheet in half and on the back in the first column write the corresponding English derivative (if there is one). By forming the columns in this way, the students can cover any column and drill themselves; Latin to English, English to Latin, Latin to English derivative, English derivative to Latin.

Of course, the first thing you will notice on the example page is that three of the vocabulary words in this chapter are masculine with feminine endings (*agricola*, *nauta*, and *poeta*). Write these on the pink paper along with the other first declension nouns, but put an asterisk before each one and circle the m. This will make them stand out on the paper and remind the student that they are actually masculine nouns that have feminine endings.

2.4 Latin Syntax

This section summarizes the uses of the nominative case. We know from our study of the cases and their functions (2.1) that the subject is in the nominative case. Remind the student that we learned a little about predicate nominatives when we learned about English syntax (1.5). It is important to stress that a predicate nominative **renames** the subject. This information is entered into their notebooks.

2.5 Word Study

Each chapter will have a word study section in which interesting information about Latin and English will be introduced to the students. There is a special section in their notebooks especially for word studies. This first study is about words derived from Latin found in the preamble of our Constitution. Since the students get to choose any 10 words to look up in the dictionary, it would be a good idea if you look up all of them so you are prepared to check theirs.

2.6 Exercises

The exercises give the students a chance to apply the information they have been learning. All written exercises should be kept in the 'Text Work' section of their notebook. Even when you have finished checking the work it should be put right back into this section for future reference and study. I would like to emphasize that it is important that the students correct all their written work, either in class with you and the other students, or at home after you check them.

Exercise A instructs the student to decline all the new nouns in the vocabulary like *agricola* (2.2). Have their papers look like this:

| | S | | P | |
|------|------------------|-----------------------|--------------------|--------------------------|
| Nom. | <i>agricola</i> | <i>a farmer</i> | <i>agricolae</i> | <i>farmers</i> |
| Gen. | <i>agricolae</i> | <i>of a farmer</i> | <i>agricolarum</i> | <i>of farmers</i> |
| Dat. | <i>agricolae</i> | <i>to, for farmer</i> | <i>agricolis</i> | <i>to, for farmers</i> |
| Acc. | <i>agricolam</i> | | <i>s</i> | <i>farmers</i> |
| Abl. | <i>agricolá</i> | SAMPLE | <i>s</i> | <i>(by,with) farmers</i> |

First Declension Nouns

| | |
|----------------------|---|
| * agricola, -ae (m.) | farmer |
| aqua, -ae f. | water |
| femina, -ae f. | woman |
| Gallia, -ae f. | Gaul |
| insula, -ae f. | island |
| Italia, -ae f. | Italy |
| lingua, -ae f. | language, tongue |
| littera, -ae f. | s: letter of alphabet p: letter, letters |
| * nauta, -ae (m.) | sailor |
| patria, -ae f. | (one's own) country, native land |
| * poeta, -ae (m.) | poet |
| provincia, -ae f. | province |
| puella, -ae f. | girl |
| silva, -ae f. | forest, woods |
| villa, -ae f. | farmhouse |
| vita, -ae f. | life |

SAMPLE

agriculture

aquatic

feminine

Gallic

insulate

linguist

literature

nautical

patriotic

Pennsylvania

vital

SAMPLE

Irregular Verbs

est
sunt

is, there is
are, there are

SAMPLE

You can usually get about 4 or 5 words declined on one side of a piece of notebook paper. Explain to the students that this is not just busy work, but it lets them see on paper what each Latin word looks like and helps them to remember them.

In Exercise B have the student write the Latin word, then the case and number, then the English translation. In Exercise C have them write the English word, then the case and number, then the Latin translation.

2.7 Reading Practice

Here is a chance to learn the Pledge of Allegiance in Latin. Using the audio CD learn the pronunciation of each word and practice throughout the lesson.

Worksheet: The student now does the worksheet for Chapter 2 found in the back of the textbook.

Test: After every two chapters there is a test for the student to take. These tests are in a separate packet that comes with each textbook.

Example of a daily lesson plan:

Day 1: Teach and write 'Identifying Nouns' into the notebook; learn the Latin cases from the chart; introduce the five declensions, titling a page for each declension.

Day 2: Review Latin cases; present the information on the first declension, pronouncing the words and giving the English meanings; drill the endings using the vocabulary card, *The First Declension Endings*; explain declining (a model of declining is on the audio CD).

Day 3: Review the Latin cases; review the first declension endings; using the vocabulary cards, introduce the 16 nouns and 2 verbs. Instruct the student on how to write them in his notebook.

Day 4: Review the Latin cases; review the first declension endings; drill the vocabulary, first saying the words (nom. and gen. singular) with the meanings, then declining the nouns orally.

Day 5: Review Latin cases, first declension endings, and drill vocabulary with oral declining; Teach information on Latin syntax (2.4) and enter into notebook; introduce the reading of the Pledge of Allegiance using the audio for correct pronunciation.

Day 6: Review Latin cases, first declension endings, vocabulary and read the Pledge of Allegiance and have the students write the der

SAMPLE

- Day 7:** Review Latin cases, first declension endings, vocabulary, Pledge of Allegiance; do exercise A, declining on paper the nouns in the vocabulary from **agricola** to **littera**.
- Day 8:** Review Latin cases, first declension endings, vocabulary, Pledge of Allegiance; check the students' papers for mistakes in declining; do exercise A, declining the rest of the nouns.
- Day 9:** Review Latin cases, first declension endings, vocabulary, Pledge of Allegiance; check the students' papers for mistakes in declining; do exercise B and C.
- Day 10:** Review Latin cases, first declension endings, vocabulary, Pledge of Allegiance; correct exercises B and C; do the worksheet for chapter 2.
- Day 11:** Review Latin cases, first declension endings, vocabulary, Pledge of Allegiance; correct the worksheet together; do Test 1. You may correct and grade this test yourself.

SAMPLE

Name _____ Date _____

**The LATIN Road To English Grammar, Volume I
Worksheet**

Chapter 2 - Nouns

1. In Latin, every noun can be identified by its _____, _____, _____, and _____
2. Number refers to _____ and _____
3. Latin and English have the same three genders. They are _____, _____, and _____
4. Name the five common Latin cases and their function in a sentence:

| <i>Case</i> | <i>Function in a sentence</i> |
|-------------|-------------------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

5. There are how many declensions in Latin? _____
6. First declension nouns end in what letter in the nominative singular? _____; and in the genitive singular? _____
7. First declension nouns are _____ in gender except for what three exceptions? _____, _____, _____

SAMPLE

8. How do you find the base of a first declension noun? _____

9. What does it mean to decline a noun? _____

10. Since Latin has no articles, *silva* may mean _____, _____

or _____

11. What is the base of *nauta*? _____, of *silva*? _____,

of *fēmina*? _____

12. Decline **vīta**:

| <i>Case</i> | <i>Latin word</i> | <i>Singular</i> <i>English meaning</i> | <i>Ending</i> |
|-------------|-------------------|---|---------------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

| <i>Plural</i> | | | |
|---------------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

SAMPLE

13. What marks the difference between the nominative singular and the ablative singular of the first declension? _____

14. Name the three cases with the same ending. _____, _____, _____

15. What other two cases have the same ending? _____, _____

Give the genitive, gender and English meaning of the following nouns:

| | <i>Genitive</i> | <i>Gender</i> | <i>English meaning</i> |
|--------------|-----------------|---------------|------------------------|
| 16. vīlla | _____ | _____ | _____ |
| 17. Gallia | _____ | _____ | _____ |
| 18. lingua | _____ | _____ | _____ |
| 19. agricola | _____ | _____ | _____ |
| 20. fēmina | _____ | _____ | _____ |
| 21. nauta | _____ | _____ | _____ |
| 22. poēta | _____ | _____ | _____ |
| 23. silva | _____ | _____ | _____ |

Give the nominative singular, genitive singular and gender of the following words:

| | <i>Nominative</i> | <i>Genitive</i> | <i>Gender</i> |
|--------------|-------------------|-----------------|---------------|
| 24. water | _____ | _____ | _____ |
| 25. island | _____ | _____ | _____ |
| 26. girl | _____ | _____ | _____ |
| 27. Italy | _____ | _____ | _____ |
| 28. province | _____ | _____ | _____ |
| 29. country | _____ | SAMPLE | _____ |

30. letter _____

Give the case, number, and English meaning of the following nouns:

Case

Number

English meaning

31. prōvinciīs _____
(2 ways)

32. silva _____

33. fēminarum _____

34. vītae _____
(3 ways)

35. nautā _____

36. aquas _____

37. agricolam _____

Translate the following:

38. of the girls _____ 42. to the sailor _____

39. (with) a farmer _____ 43. language _____
(2 ways)

40. for the poets _____

41. a letter (pl.) _____ 44. (with) a woman _____
(2 ways)

SAMPLE

Name _____ Date _____

The LATIN Road To English Grammar, Volume I

Test 1

This test should be taken after the completion of Chapters 1 and 2.

1. Name the five Latin cases: _____, _____, _____, _____, _____.
2. The subject of the sentence is in the _____ case.
3. The indirect object is in the _____ case.
4. The noun used to indicate possession is in the _____ case.
5. The object of the preposition is in the _____ case.
6. The direct object is in the _____ case.

Give the genitive singular, gender, and meaning of the following nouns:

| | <i>Genitive</i> | <i>Gender</i> | <i>Meaning</i> |
|-------------|-----------------|---------------|----------------|
| 7. agricola | _____ | _____ | _____ |
| 8. aqua | _____ | _____ | _____ |
| 9. fēmina | _____ | _____ | _____ |
| 10. Gallia | _____ | _____ | _____ |
| 11. īnsula | _____ | _____ | _____ |
| 12. Ītalia | _____ | _____ | _____ |
| 13. lingua | _____ | _____ | _____ |
| 14. littera | _____ | _____ | _____ |
| 15. nauta | _____ | _____ | _____ |

SAMPLE

- | | | | |
|---------------|-------|-------|-------|
| 16. patria | _____ | _____ | _____ |
| 17. poēta | _____ | _____ | _____ |
| 18. prōvincia | _____ | _____ | _____ |
| 19. puella | _____ | _____ | _____ |
| 20. silva | _____ | _____ | _____ |
| 21. vīlla | _____ | _____ | _____ |
| 22. vīta | _____ | _____ | _____ |

Give the case, number, and English meaning of the following nouns:

| | <i>Case</i> | <i>Number</i> | <i>Meaning</i> |
|---------------------------|-------------|---------------|----------------|
| 23. agricolīs (2 ways) | _____ | _____ | _____ |
| | _____ | _____ | _____ |
| 24. aquam | _____ | _____ | _____ |
| 25. fēmina | _____ | _____ | _____ |
| 26. Galliae (3 ways) | _____ | _____ | _____ |
| | _____ | _____ | _____ |
| | _____ | _____ | _____ |
| 27. īnsularum | _____ | _____ | _____ |
| 28. Ītalia | _____ | _____ | _____ |
| 29. linguas | _____ | _____ | _____ |
| 30. nautā | _____ | _____ | _____ |
| 31. vītā | _____ | _____ | _____ |
| 32. poētarum | _____ | _____ | _____ |

SAMPLE

33. patriae
(3 ways)

| | | |
|--|--|--|
| | | |
| | | |
| | | |

34. prōvincia

| | | |
|--|--|--|
| | | |
|--|--|--|

35. puellīs
(2 ways)

| | | |
|--|--|--|
| | | |
| | | |

36. silvas

| | | |
|--|--|--|
| | | |
|--|--|--|

37. vīllam

| | | |
|--|--|--|
| | | |
|--|--|--|

38. vīta

| | | |
|--|--|--|
| | | |
|--|--|--|

SAMPLE