

# *Prima Lingua*

A preparatory course for the study of foreign languages

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For further information see  
[www.primalingua.net](http://www.primalingua.net)

## TO THE STUDENT

This workbook is intended to follow up on lessons done in class. You should take notes in class even if the material is printed in the workbook. The workbook should be a place where you reflect on and practice what has been learned in class. The exercises in this book will give you the opportunity to rewrite, reorganize, and rethink the information from class and your notes.

Every lesson starts with a box that lists the main points that were covered in class.

Visit [www.primalingua.net](http://www.primalingua.net) for interactive games and activities and for links to help you with assignments.

For more customizable games, visit  
[www.LinguaZone.com](http://www.LinguaZone.com)

## ACKNOWLEDGEMENTS

With deep thanks to Colin Angevine for designing the Prima Lingua website, creating all of the games and activities, and helping to edit this workbook.

[www.primalingua.net](http://www.primalingua.net)

and to my Springside students, Class of 2005, who worked on the 1<sup>st</sup> edition.

*Mox placida simul compassi in pace quiescent.*

to David  
and  
in honor of our children  
Douglas, Colin, and Annie  
who have taught me more about language learning than anyone else

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# UNIT 1

## WHAT IS LANGUAGE?

### Lesson 1

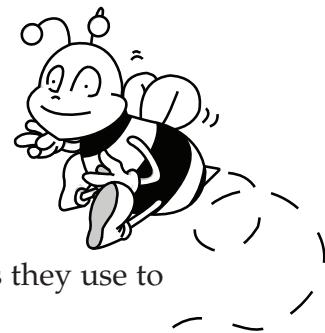
### *The first language*

#### Points to consider...

- What was the first language? Imagine before there were even humans speaking on earth. Perhaps the first language was between animals. We can examine how animals communicate today to give us ideas.
- How and why did the language develop? We can look at pre-historic cave paintings to give us ideas.

❖ Animals develop different ways of communicating information to each other. What are some common pieces of information that animals communicate?

❖ In what ways do animals communicate their messages?



❖ List three specific examples of animals and the behaviors they use to communicate a message.

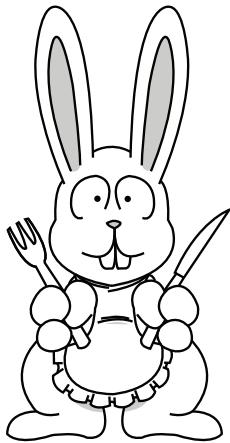
	<u>Animal</u>	<u>Information</u>	<u>Method</u>
Eg:	Bee	Where the pollen can be found	Dance

❖ What type of language do you think primitive humans first used?

**Points to consider . . .**

- Just as different animals communicate in different ways, people from different places communicate in different ways. Languages and even gestures can be different in other parts of the world.
- If you were to meet someone who spoke a language you did not know, then you could only communicate basic things, as you could with a dog.

❖ What does your pet communicate to you? How does it do this?  
If you do not have a pet, choose an imaginary one.



❖ Pretend you have been out shopping. You come home to find that your house has been robbed. Your dog is agitated and is trying to communicate that something bad has happened.

**What can the dog not tell you?**



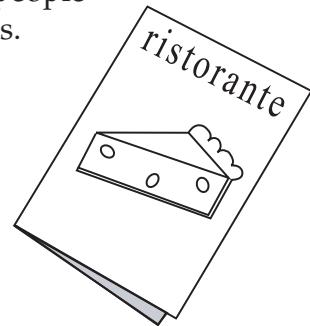
## Lesson 3

## *Communicating without words*

### **Points to consider...**

- Words and ideas can be spoken or gestured, written or drawn.
- There are ways to communicate other than with words.
- Usually only emotions and basic ideas are communicated without words.
- If we want to communicate with more detail, we need words, but also a complex language that uses these words. During this course we will learn how to work with words to make them communicate a greater variety of ideas.

You are going out to dinner with a group of friends. Decide where you are going, when, how you will get there, what you will do, what other people you will invite, what you will eat...but do it all without words.



❖ What methods did you develop to communicate?

❖ What information was easy to communicate without words?

❖ What information was difficult to communicate without words?

❖ Try the same activity, but have a discussion about your favorite movie and why you like it.

*What limitations did you experience without words?*

# UNIT 2

## THE VARIETY OF LANGUAGES

### Lesson 1

### *Importance of speaking other languages*

#### Points to consider...

- Often we expect the rest of the world to speak the way we do.
- Just as there is a great variety of people and of cultures in this world, so there is a great variety of languages.
- There are many benefits to being able to speak more than just your own language.

❖ Do you know any words in a foreign language? List some words and what languages they are.

- 
- 
- 
- 
- 
- 

❖ Where have you heard a foreign language being used?



❖ List some jobs that people have that require them to use a foreign language.

Why are there so many different languages?

- Perhaps the first human words were formed by mimicking sounds in the environment. Different areas of the world had different sounds in their environments, and so humans might have developed different sound patterns.
- Could there originally have been one universal language or many fewer languages than there are today? Could this one language simply have developed in different ways, creating new languages?

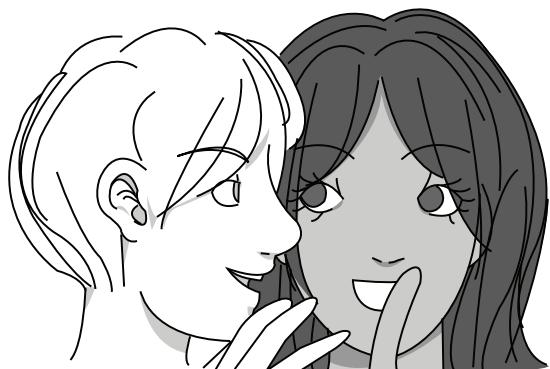


In the Whisper-Down-the-Lane experiment, record the beginning word and the ending word. Explain any changes that you observed as the word was passed orally and in writing from person to person.

First word

Last word

Does this happen to languages? There are many different languages in the world, but many of them share some common characteristics. Could they have grown out of the same language and simply changed as they were passed along as in Whisper-Down-the Lane? This year we will explore the similarities that languages have.



## Lesson 2

## *Your Personal Language History*

## **FAMILY BACKGROUND**

Ask the people in your household what languages they know or have at some point studied. Make a list of all of the languages known by your family.

What does the Latin word **lingua** mean? \_\_\_\_\_ or \_\_\_\_\_

What does the Greek word **glotta** (γλωττα) mean? \_\_\_\_\_

What does **bilingual** mean? \_\_\_\_\_

If you could be **trilingual**, which languages would you like to know?

What is a **polyglot**?

What is a **polyglot**?

## DIALECTS

One language may have many different forms in the different regions in which it is spoken. The difference could be in pronunciation, vocabulary, or grammar.

Where are some different dialects of English spoken?

List some words that are in a different English dialect from your own.  
e.g. soda is called pop in the Midwest

**Points to consider...**

- A language does not have to include spoken or written words.
- Any system that is designed to communicate information, ideas, or emotions is a language.

❖ Signs are a form of language that communicate information without using words. What do the following signs communicate to you?



❖ Some people learn how to read the language of music. What is communicated by the musical notation? What could be communicated by the music itself when it is played?

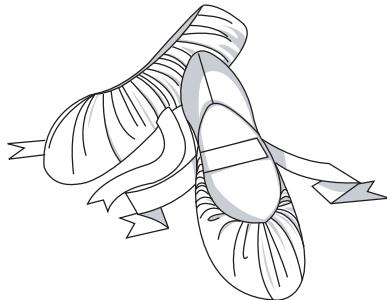


❖ Some symbols are used to represent words or actions. Write the symbols that are used in the language of math? What word or action does each symbol represent?

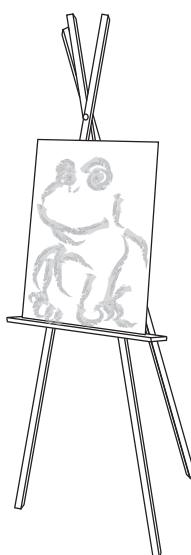
# NON-VERBAL COMMUNICATION

List some methods we have of expressing ideas, emotions, or information but which do not use spoken or written words.

What can be communicated with these other types of languages?



❖  
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Vocabulary
lingua

## Terms

- bilingual
- trilingual
- dialect
- polyglot

# UNIT 3

## SPOKEN VS. WRITTEN

### Lesson 1

### *The Development of Writing*

#### Points to consider...

- **Oral** communication is any language that involves speaking. The first languages were oral.
- As civilizations formed, they developed the need to write things down.
- The first written languages were **pictograms**.
- Different civilizations developed different systems of writing using pictures or symbols to represent ideas, groups of sounds, and individual sounds.
- An **alphabet** is a set of symbols that represent individual sounds. These symbols can be combined to create the greatest variety of words. There are many different alphabets used around the world.

Prehistoric cave people were perhaps the first to create a written language. Pictures have been found in caves in Lascaux, France that are 15,000 years old. Many of the pictures represent scenes of hunting.

Although the most famous example of the first system of picture-writing is Egyptian hieroglyphics, picture-writing has been found around the world from South America and the Mayan glyphs to Asia and the Chinese characters.

- ❖ Why did the first civilizations need a written language? What things might they have written down?



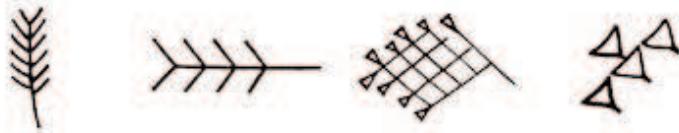
## PICTOGRAMS

The first people to write language used pictures to represent objects from the world around them. The problem was that pictures can mean different things to different people.

Draw a sentence and see if a classmate can interpret it.

 = He sees the fish.

## MAYAN GLYPHS



## IDEOGRAMS

Another type of early writing used pictures to represent ideas. A picture of the sun might represent a day or the idea of heat or light.

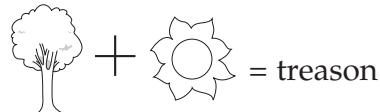
Draw a new sentence in which some of your pictures stand for ideas instead of objects.

 = The king sails to his home.

## LOGOGRAMS

Pictures then came to represent sounds instead of whole words and could be combined to form words. A picture of the sea and a picture of the sun could be put together to make the word season. The pictures are now just representing the sounds in the word season, but have nothing to do with the actual sea and sun.

Create a word that uses pictures to represent sounds.



## ALPHABETS

Eventually symbols came to represent smaller parts of sounds, and so more symbols could be combined to create an even greater variety of words. These symbols were letters of an alphabet.

Below are some examples of alphabets that different languages use. Try writing some of these symbols. **P**

## Burmese

## Coptic

ଗ	ର	ନ	ବ	ଚ
ଠ	ହ	ରେ	ଏ	ଲୁ
ଙ୍କ	ଙ୍ଗ	ଙ୍କୁ	ଙ୍କ	ଙ୍ଗା
ଠୀ	ଠୀ	ଠୀ	ଠୀ	ଠୀ
ପ	ଫ	ଫୁ	ଫା	ଫା
ଯ	ରୀ	ରା	ରୀ	ରା
	ଯୁ	ଯା	ଯୀ	ଯା

## Arabic

Arabic		Transcription	
أ	أَلْف	a	alif
ب	بَاء	b	ba
ت	تَاء	t	ta
ث	ثَاء	t	ta
ح	جِيم	g	gim
خ	خَاء	h	ha
خ	خَاء	h	ha
د	دَال	d	dal
ذ	ذَال	d	dal
ر	رَاء	r	ra
ز	زَاءِي	z	zai
س	سِين	s	sin
ش	شِين	s	sin
ص	ضَاد	s	sad
ض	ضَاد	d	dad
ط	طَاء	t	ta
ظ	ظَاء	z	za
ع	غَيْن	*	gayn
غ	غَيْن	g	gayn
ف	فَاء	f	fa
ق	قَاف	q	qaf
ك	كَاف	k	kaf
ل	لَام	l	lam
م	مِيم	m	mim
ن	نُون	n	nun
ه	هَاء	h	ha
و	وَاء	w	uw
ي	يَاء	y	yu

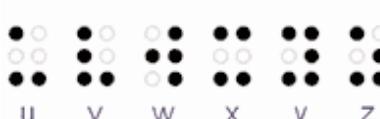
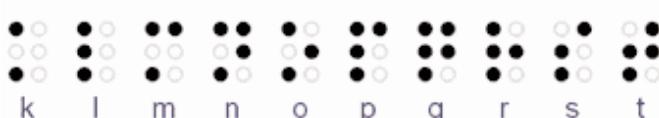
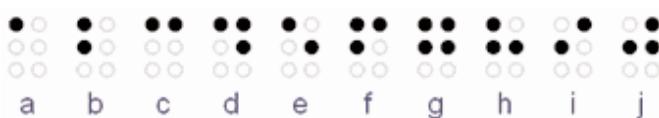
## Russian

Аа Бб Вв Гг Дд Ее Ёё Жж Зз Ии  
а б в г д ё ѿ ж з и

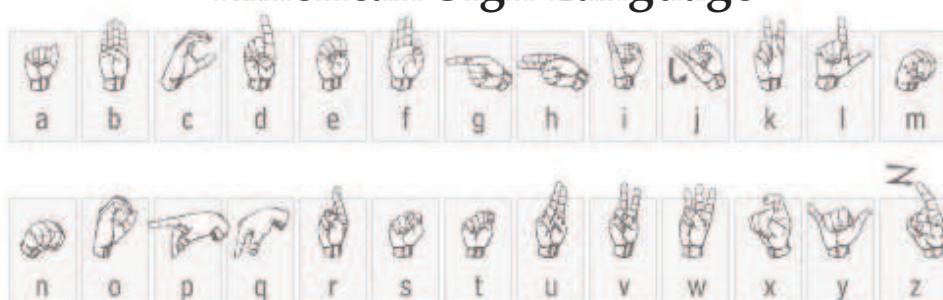
Сс Тт Уу Йы Фф Хх Іі Чч ІІІІ  
s t u ü f (k)h ts ch sh

Щщъыъ Ээ Юю Яя  
Shch i e yu ya

## Braille



## American Sign Language



# UNIT 4

## LANGUAGE FAMILIES

## Lesson 1

## *Languages of the World*

List as many names of languages as you can without looking up anything. Then add to your list by using different resources to discover more names of languages. List any resources that you use, i.e. dictionary, atlas, parents.

Choose five languages from your list on the previous page. Research and find out the countries where these languages are spoken. Create a color or pattern code for each language that you will use on the map on the next page.

Language:	Code:
Countries:	

Language:	Code:
Countries:	

Language:	Code:
Countries:	

Language:	Code:
Countries:	

Language:	Code:
Countries:	



Color code the languages from the boxes on the previous chart.

Roughly color in the areas of the world where each language is spoken.

If a language is spoken in more than one country,  
where do you think the language originated?

Write the name of your five languages on this page and draw an arrow to its country of origin.

### Points to consider...

- Some languages are spoken in many different countries of the world. Some of these countries are at great distances from each other.
- Often the name of a language is the same as the name of the people who speak it. e.g. Italian is spoken by the Italian people.
- The name of a language, however, is not always the same as the name of the people who speak it. e.g. Latin was the language of the Romans; English is spoken by Americans.
- Always capitalize the name of a language. English Spanish French

❖ Did you discover any languages that are spoken in very different areas of the world? Give some examples.

❖ How might one language spread to other lands?

❖ Give historical proof for one of your ideas above.

For example: Spanish originated in Spain but spread to Central America by way of explorers and settlers.

## Lesson 2

### *Language Families*

#### Points to consider...

- Languages change over time. New languages develop from languages that already exist. These newer languages are related to the older languages; they belong to the same **language family**.
- Languages in the same family will have common features but also their own characteristics.
- **Branches** within a language family group the languages that developed more closely and share more common characteristics.
- We can look at which languages developed from others by creating language family trees.

❖ Below are some of the major language families of the world. Fill in some languages that belong to the each language family.

**Altaic**

**Uralic**

**Sino-Tibetan**

**Niger-Congo**

**Afro-Asiatic**

**Malayo-Polynesian**

# Indo-European

Indo-European is one of the largest language families in the world. It is subdivided into branches. Fill in the languages that belong to each branch of this language family.

<b>Italic / Romance</b>	<b>Slavic</b>	<b>Germanic</b>
<b>Hellenic</b>	<b>Baltic</b>	<b>Iranian</b>
<b>Indic</b>	<b>Celtic</b>	

### Points to consider...

- Indo-European is probably the largest family of languages, although there are many other language families.
- Proto-Indo-European was a language that was spoken thousands of years ago. It no longer exists in any complete form.
- Many languages, however, developed from this common root, and we call these **Indo-European languages**.
- You have discovered that many languages that are very different, that even use different alphabets, descended from the same original language. How could these languages have developed such differences?

- ❖ With a dark pen or marker, color in the area that would have been the original area of Proto-Indo-European, from Europe over to India.
- ❖ Now using some of the previous exercises you have done, consider what languages have descended from this ancient language Indo-European and where these languages are spoken.
- ❖ With a light marker, color in all areas of the world where languages descended from Indo-European are spoken.



- ❖ Consider how the influence of a culture can spread across the world along with the spread of these languages.

**Points to consider...**

- Latin is an ancient language that is a part of the Italic group of the Indo-European family.
- Latin was spoken by the Romans.
- The Romans were a powerful people who conquered many lands. As they gained control of the lands around the Mediterranean Sea and even beyond, they spread their customs, their beliefs, their inventions, and their language to these other lands.
- New languages developed over time in the lands that the Romans conquered. These languages were heavily influenced by Latin, the language which the ruling Romans used. These languages are called **Romance languages** because of the influence of the Romans.

❖ What languages are known as the Romance languages?

- 
- 
- 
- 

(Did you capitalize the names of the languages?)

❖ What two Latin words are in the name **Mediterranean**? What does Mediterranean mean literally?

- 
- 
- 

**Vocabulary**

terra

❖ Julius Caesar, the great Roman leader and conqueror, was killed in 44 b.c.e. What rulers in modern times took their names from his?

**Terms**

- Indo-European
- Romance language

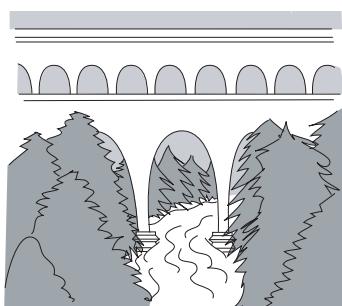
**Points to consider...**

- A large part of our culture has come from the Romans. The influence of the Roman language, Latin, is strong in English and the Romance languages.
- By studying the Romans we can discover from where many of our traditions came.
- By studying Latin we can understand why some languages do certain things. Latin will be used as a tool in our study of how languages work.

**LATIN SCAVENGER HUNT**

Find things in the world today that came from the Romans.

Use this space to jot down notes on things that you find.



# UNIT 5

## NAMES

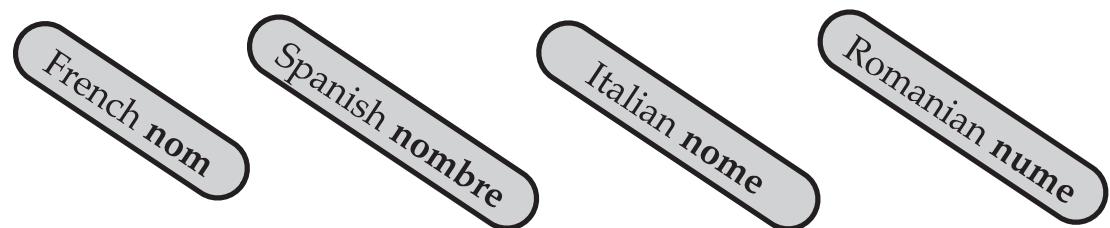
### Lesson 1

### *Roman names*

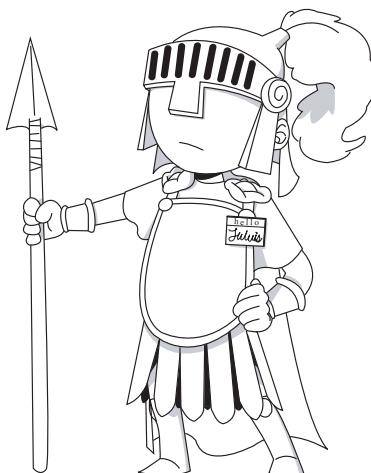
#### Points to consider...

- Different cultures have different traditions for naming members of the family.
- Roman men had three names: **praenomen**, **nomen**, **cognomen**.
- A Roman girl would have a feminine version of her father's nomen and add her husband's nomen if she became married.
- Today your own family might have its own tradition for naming.

#### Latin **nomen**



Roman men had three parts to their name:



#### praenomen   nomen   cognomen

Gaius      Julius      Caesar

**praenomen** was like our first name. There were a few common first names like Gaius. *Prae* means before in Latin. This is the part of the name that comes before the nomen.

**nomen** was the name of the clan or larger family group. This man belonged to the Julian clan.

**cognomen** was the nickname of the particular branch of the family.

## COGNOMEN

The cognomen sometimes developed from a nickname given to someone in that branch of the family. It might have described a characteristic of someone in the family or might have been the name of a place that the head of that branch conquered.

**Gaius Julius Caesar** → Caesar means curly-haired. Perhaps that branch of the family originally was known for their curly hair. Later the cognomen Caesar became equal to the term *ruler* or *emperor* because of the famous G. Julius Caesar himself.

**Gaius Mucius Scaevola** → “left-handed.” This member of the Mucius clan was said to have held his right hand in a fire until it burned off as a sign of his bravery when he was captured. His descendants were proud to use this nickname as their cognomen.

**Publius Cornelius Scipio Africanus** → This member of the Scipio branch of the famous Cornelius clan became known for conquering in Africa. This added nickname could also be called an agnomen or “added name.”

**Lucius Cornelius Scipio Asiaticus** → Publius’s brother got his added nickname for conquering in Asia.

**Marcus Tullius Cicero** → Someone in the family of this famous orator may have had an unsightly facial feature. Look up *cicer* in a Latin dictionary and try to guess what it might have been.

*cicer* = \_\_\_\_\_

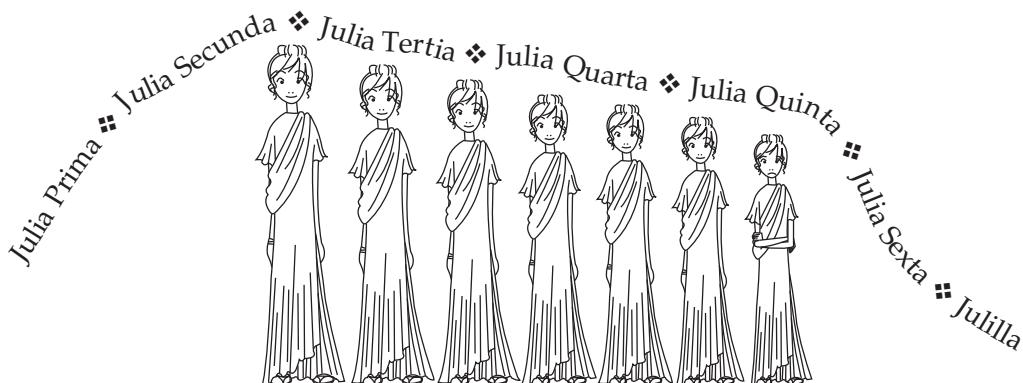
## NAMING DAUGHTERS

Daughters took a feminine form of the father’s nomen →

-us at the end of the nomen would change to -a

Gaius Julius Caesar’s daughter would be **Julia**. Two daughters would be named **Julia Major** and **Julia Minor**, Julia the Bigger and Julia the Smaller. Other daughters could be named **Julilla**, little Julia, or numbered in order as the second, third, etc.

These might be Julius Caesar’s daughters from eldest to youngest:



**Points to consider...**

- Some names have a **masculine** version for men and a **feminine** version for women.
- *Masculine* and *feminine* are called **genders**.
- Most Latin masculine names end with **-us** and feminine names with **-a**.
- Other languages also have masculine and feminine versions of the same name. English even has masculine and feminine versions of some words referring to people. e.g. waiter and waitress.
- Many English names come from Latin names.

**COMMON ROMAN PRAENOMINA**

*Write the gender of the following Roman first names.*

Lavinia		Paulina	
Sextus		Tullia	
Rufus		Livius	
Gaia		Octavius	
Caecilius		Aemilia	
Clara		Claudius	
Trebius		Antonius	
Maria		Aurelia	
Publius		Anna	
Julius		Silvia	
Davus		Marcus	

**CHANGING GENDERS**

List three of the masculine names from above. Change them to feminine forms.

- ❖
- ❖
- ❖

List three of the feminine names from above. Change them to masculine forms.

- ❖
- ❖
- ❖

## ENGLISH DERIVATIVES

Do some of the Roman first names look familiar? Many of our English names come from these Roman names. The English words are *derived* from the Latin.

List as many English names as you can that seem to have come from the Roman names listed on the last page.

\* Notice that you will sometimes have to change the spelling.

## ENGLISH MASCULINE AND FEMININE NAMES

English has its own patterns for showing gender in names. Change the following masculine names to feminine.

- George
- Paul
- Victor
- Joseph
- Mark
- Henry
- Erik
- Louis
- Robert

What endings are used in English to show that a name is feminine?

How are these similar to Latin?

## GENDER IN OTHER ENGLISH WORDS

Some other English words have masculine and feminine forms. These words refer to people although they are not names. e.g. duke → duchess

List some of your own pairs of words that have masculine and feminine forms.

\_\_\_\_\_ → \_\_\_\_\_  
\_\_\_\_\_ → \_\_\_\_\_  
\_\_\_\_\_ → \_\_\_\_\_  
\_\_\_\_\_ → \_\_\_\_\_  
\_\_\_\_\_ → \_\_\_\_\_  
\_\_\_\_\_ → \_\_\_\_\_  
\_\_\_\_\_ → \_\_\_\_\_  
\_\_\_\_\_ → \_\_\_\_\_  
\_\_\_\_\_ → \_\_\_\_\_

What patterns of gender endings do you notice?

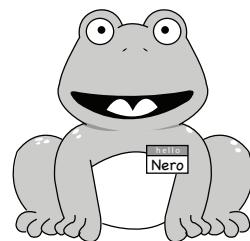
Try to find the feminine form of the following word in an English dictionary.

executor →

## PRACTICING WITH LATIN NAMES

*Answer in complete Latin sentences*

Nomen mihi est Magistra. Nomen sibi est Nero.



Quid est nomen **tibi**? \_\_\_\_\_

Quid est nomen **mihi**? \_\_\_\_\_

Quid est nomen **sibi**? \_\_\_\_\_

### Vocabulary

nomen  
magistra  
magister

### Terms

gender  
masculine  
feminine

## Lesson 3

## Understanding Foreign Names

### Points to consider...

- A **prefix** is something attached to the beginning of a word that adds meaning to the word. • the Latin word **pre** means **before**
- A **suffix** is something attached to the end of a word. • the Latin word **sub/suf-** means **at the foot of or under**
- Many cultures attach prefixes and suffixes in their own languages to names. We can tell something about the names by understanding what these attachments mean.

MEANING	NATIONALITY	PREFIX	SUFFIX
Mc	son of	Scottish	✓
Mac	son of	Irish	✓
Ben	son of	Hebrew	✓
-son, -s	son of	Scandinavian, English	✓
-vich	son of	Russian	✓
du, de	of the, from, land holders	French, Spanish Italian	✓
von, van	of the, from	German, Dutch	✓

❖ What do you think these names mean. Can you find some of these words in a foreign language dictionary?

Erikson deVille

duPont Tsarovich

Benjamin van Dyke

Roberts McDonald

❖ Make up a new surname for yourself using one of the above prefixes or suffixes.

e.g.  
if you live near Philadelphia - duPhilly  
or  
if your father's name is David - Davovich

### Terms

prefix  
suffix

## Lesson 4

## *Scientific Names*

### Points to consider...

- Every plant and animal in the world has a scientific name in Latin. Although there are seven parts to this name, the last two Latin words are usually given as the scientific name. The first tells the **genus** to which it belongs and the second tells the **species**.
- By looking up the Latin words used to name the genus and species of a plant or animal, we can figure out some interesting facts about them or why they were given these names.

Look up the underlined parts of the following scientific names in a Latin dictionary. If a part is double-underlined, then look up this part of the word separately.  
*After discovering what the Latin words mean, answer the question about the species.*

**Gautheria procumbens** \_\_\_\_\_  
What can you tell about the WINTERGREEN SHRUB from the name of this species?



**Sequoia sempervirens** \_\_\_\_\_  
What can you tell about the REDWOODS of California from the name of this species?

**Ruta graveolens** \_\_\_\_\_  
What can you tell about this herb from the name of the species?

**Papaver somniferum** \_\_\_\_\_  
What special trick does the POPPY have?



**Pomum granatum** \_\_\_\_\_  
Why do you think the POMEGRANATE was given these two names?



**Phascolarctos cinereus**

What can you tell about the color of the KOALA from the name of this species?

**Mantis religiosa**

What trait of the PRAYING MANTIS is described by the name of this species?

**Ursus arctos horribilis**

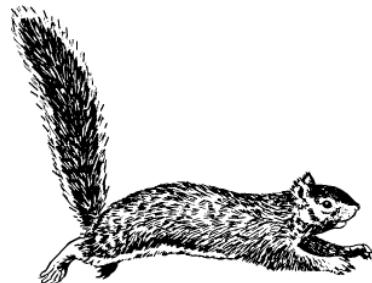
What do these two names tell us about the GRIZZLY BEAR?

**Orcinus orca**

The genus name of the KILLER WHALE refers to where it lives. The species name describes a characteristic of this whale. Explain the references.

**Pteromys volans**

What special trick does this SQUIRREL do?



**Lampyris noctiluca**

How did the GLOW-WORM get its name?

**Acinonyx jubatus** \_\_\_\_\_

What special trait does the CHEETAH have?

**Felis concolor** \_\_\_\_\_

Why was the MOUNTAIN LION given these two names?



**Mephitis mephitis** \_\_\_\_\_

For what is the SKUNK known?

**Ursus maritimus** \_\_\_\_\_

What makes the POLAR BEAR different from other bears?

SOME SCIENTIFIC NAMES ARE FROM GREEK ROOTS.

Can you guess what the following underlined Greek words mean? You can look in an English dictionary to hunt for words that use these stems.

**Macropus giganteus** \_\_\_\_\_

For what feature is the KANGAROO named?



**Haliaetus leucocephalus** \_\_\_\_\_

What type of EAGLE is this?



Latin was used in European universities to study all subjects up until the 18th century. That meant that even if you were taking a math class, it would have been taught in Latin.

Today we can communicate with people around the world in seconds using a computer. In some ways the language of technology is the same around the world, although still we all speak our own languages.

Do you think it would be useful to have one universal language today? All subjects in school could be taught in this language and all email communication could be in this language.

What are some of the benefits and some of the drawbacks?

## ***BENEFITS***

## ***DRAWBACKS***

# UNIT 6

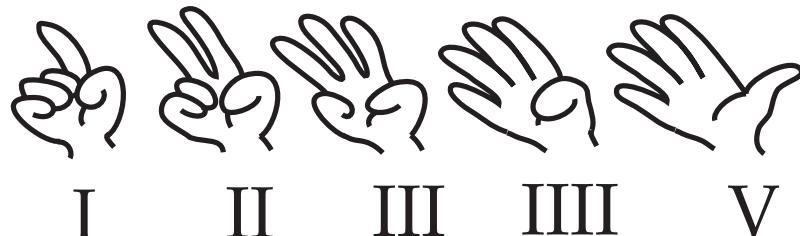
## NUMBERS AND WORD COMPARISONS

### Lesson 1

### *Roman Numerals, Singular and Plural*

#### Points to consider...

- The Latin word for finger is **digitus manus**. In English fingers are called **digits**.
- Some Roman numerals were made from finger symbols. This is why we have the mathematical term **digit** for numeral.
- Just as numbers can be **singular** or **plural**, words can also be in singular or plural form. Words that refer to one thing only are said to be in singular form.  
e.g. frog = singular, frogs = plural



**V** Using the letter V to stand for 5 came from the shape formed between the fingers and thumb.

**X** Using the letter X to stand for 10 came from putting two hands of five together, one upside down.

**C** Using the letter C to stand for 100 came from the Latin word **centum**, meaning one hundred.

**M** Using the letter M to stand for 1000 came from the Latin word **mille**, meaning one thousand.

**IV** If a smaller number is in front of a larger one, then it is subtracted from the larger number. Four is also written as IV which means one less than five. Nine is one less than ten or IX.

**L** 50 has a Greek root and is not connected to any counting on the hands.

**D** 500 is from the Latin word **demi-mille**, meaning half a thousand.

Write the current year in Roman numerals: \_\_\_\_\_

The numbers we use are Arabic numbers. Change these Roman numerals into Arabic numbers.

XLIV \_\_\_\_\_

XXIII \_\_\_\_\_

CCXIX \_\_\_\_\_

MCXI \_\_\_\_\_

XCVII \_\_\_\_\_

MMCM \_\_\_\_\_

Change these Arabic numbers into Roman numerals.

159 \_\_\_\_\_

2361 \_\_\_\_\_

14 \_\_\_\_\_

48 \_\_\_\_\_

438 \_\_\_\_\_

523 \_\_\_\_\_

### SINGULAR VS. PLURAL

In English we show that a noun is plural by adding an **-s** to the end of the word.

In Latin nouns are made plural by changing the ending on the word.

Change the masculine noun to plural:

#### Vocabulary

discipulus  
discipula  
rana

#### Terms

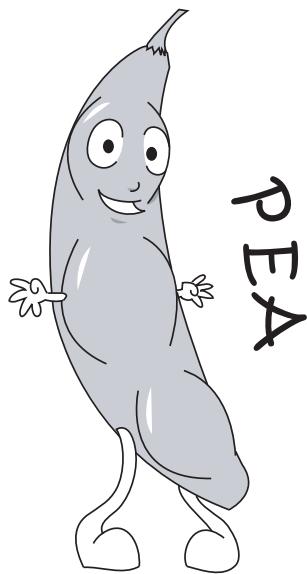
singular  
plural

discipulus →

Change the feminine noun to plural:

discipula →

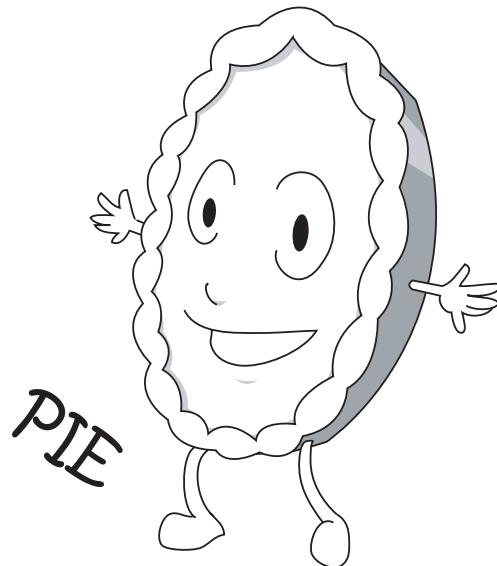
\_\_\_\_\_



MASCULINE

us → i

rhymes with pea



FEMININE

a → ae

rhymes with pie

## Lesson 2

## *Latin numbers and memorization*

### Points to consider...

- There are many words in English and other languages that have come from the Latin words for the numbers.
- Thinking of these English words can help us remember which words stand for which numbers. e.g. an octopus has eight legs and that helps us remember that Latin *octo* means *eight*.
- Other tricks can be used to memorize foreign words. Reciting words in rhythm like a poem or singing them to a tune you know can make it easier to remember.

List some English words that have come from the Latin words for the numbers.

I	<b>unus/una</b>	
II	<b>duo</b>	
III	<b>tres</b>	
IV	<b>quattuor</b>	
V	<b>quinque</b>	
VI	<b>sex</b>	
VII	<b>septem</b>	
VIII	<b>octo</b>	
IX	<b>novem</b>	
X	<b>decem</b>	
C	<b>centum</b>	
M	<b>mille</b>	

Sing the following song to the tune of Ten Little Indians.

Ten Little Frogs  
Una, duo, tres ranae  
Quattuor, quinque, sex ranae  
Septem, octo, novem ranae  
Decem ranae parvae.

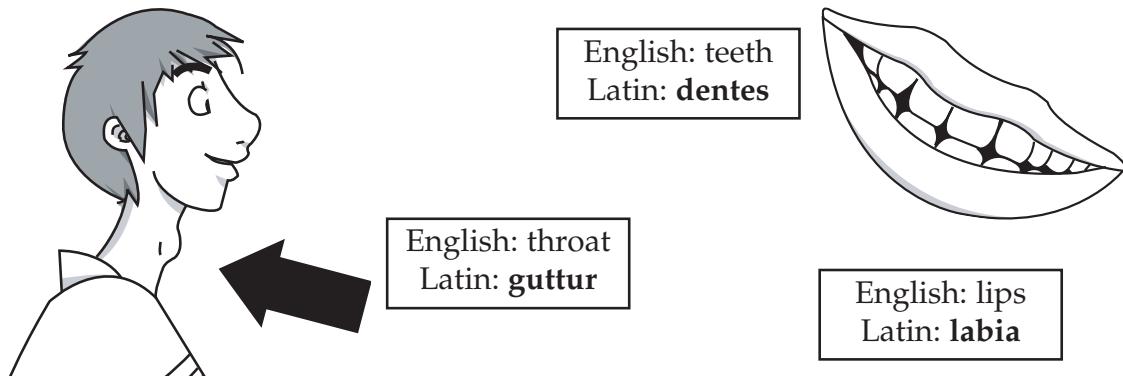


## Lesson 3

### Linguistic Sound Groups

#### Points to consider...

- The sounds that different letters make come from the different positions in which you put your tongue, teeth, and lips.
- You make **voiced** sounds by using your vocal chords. You make **unvoiced** sounds simply by expelling air past your tongue, teeth, and lips.
- Some consonants are directly related, because you use the same position of your mouth to make them. The only difference might be that one uses voice and the other uses air.
- These related letters are in the same **linguistic sound group**.



#### LINGUISTIC SOUND GROUPS

Group	Sound is made	Voiced	Unvoiced
Guttural	in the throat	g	k,c,q
Dental	against the teeth	d	t
Labial	with the lips	b	p
Labio-dental	teeth on lip	v	f

- In Classical Latin pronunciation, every **g** and **c** makes a guttural sound.
- In English and many other languages, **g** and **c** are guttural unless followed by the letters **i** or **e**. Then they become soft instead of hard.

COMPARE			
SOFT G AND C		GUTTURAL G AND C	
giraffe	cinder	guitar	cute
gem	celery	good	cook
giant	cedar	gate	carrot

#### Terms

guttural  
 dental  
 labial  
 labio-dental

*ciao* in Italian, **c** followed by **i** or **e** makes the soft sound of **ch**, as in chocolate.

## Lesson 4

## *Linguistic Comparison of Numbers*

### Points to consider...

- **Linguistics** is the study of language.
- To see if there are any similarities across languages, we can compare the words linguistically.
- If we find two words that at first appearance are not similar, we can check to see if their letters belong to the same linguistic sound group. If they do, then these words could share a common root.

Latin	Italian	Spanish	French	Greek	German	English
unus, una	uno, una	uno, una	un, une	heis, mia	eins	one
duo	due	dos	deux	duo	zwei	two
tres	tre	tres	trois	treis	drei	three
quattuor	quattro	cuatro	quatre	tettares	vier	four
quinque	cinque	cinco	cinq	pente	funf	five
sex	sei	seis	six	hex	sechs	six
septem	sette	siete	sept	hepta	sieben	seven
octo	otto	ocho	huit	okto	acht	eight
novem	nove	nueve	neuf	ennea	neun	nine
decem	dieci	diez	dix	deka	zehn	ten
centum	cento	ciento	cent	hekaton	hundert	hundred
mille	mille	mil	mille	chilioi	tausend	thousand

**I** In what way are German and English different from the other languages for #1?

In what way are they similar to most of the other languages?

**II** What makes English #2 similar to the other languages?

German **z** can be pronounced **ts**. What does this explain?

**III** What makes German #3 similar to the other languages?

# IV

In what way are the German and English #4 connected?

How does Spanish **cuatro** share the same root as the other Romance languages?

# V

Look at the end of the German word for #5. How is this similar to English?

What is an English word that comes from the Greek word for #5?

# VI

If you think of the letter **x** as being made up from the sounds **ks**, what two languages does this help us to explain linguistically?

# VII

In what way are Latin and German connected for #7

# VIII

The Latin word for #8 combines two sound groups - guttural and dental. Which one disappears in Italian?

# IX

How can you tell that French for #9 is connected to the other Romance languages?

# X

In what way is #10 across all of the languages similar linguistically to #2?

Term
linguistics

- All of these languages are connected historically to Indo-European.
- Even though they can look and sound very different, they have many similarities.
- Perhaps even languages that are not connected historically to another root language have similarities in the way they work as languages.
- This is what we will look for in our study of the way languages work.

## Lesson 5

### Language in math

#### Points to consider...

- The Greek and Latin words for 10, 100, and 1000 can be found in many mathematical terms.
- The words for the numbers are altered slightly so they can be used as prefixes on other words.
  - Latin - deci, centi, milli
  - Greek - deka, hecto, kilo
- These prefixes are added to units of measurement such as a meter. They are used to multiply or divide the units by 10, 100, or 1000.

Look up the following units of measurement. Check the language used for the prefix.

METER		
one tenth 1/10	e.g. decimeter	<input type="checkbox"/> Greek <input checked="" type="checkbox"/> Latin
one hundredth 1/100		<input type="checkbox"/> Greek <input type="checkbox"/> Latin
one thousandth 1/1000		<input type="checkbox"/> Greek <input type="checkbox"/> Latin
10 x meter		<input type="checkbox"/> Greek <input type="checkbox"/> Latin
100 x meter		<input type="checkbox"/> Greek <input type="checkbox"/> Latin
1000 x meter		<input type="checkbox"/> Greek <input type="checkbox"/> Latin

GRAM		
one tenth 1/10		<input type="checkbox"/> Greek <input type="checkbox"/> Latin
one hundredth 1/100		<input type="checkbox"/> Greek <input type="checkbox"/> Latin
one thousandth 1/1000		<input type="checkbox"/> Greek <input type="checkbox"/> Latin
10 x gram		<input type="checkbox"/> Greek <input type="checkbox"/> Latin
100 x gram		<input type="checkbox"/> Greek <input type="checkbox"/> Latin
1000 x gram		<input type="checkbox"/> Greek <input type="checkbox"/> Latin

ARE		
one hundredth 1/100		<input type="checkbox"/> Greek <input type="checkbox"/> Latin
100 x are		<input type="checkbox"/> Greek <input type="checkbox"/> Latin

Which language is used to divide a measurement into smaller units? \_\_\_\_\_

Which language is used to multiply a measurement into larger units? \_\_\_\_\_

# UNIT 7

## NOUNS AND ADJECTIVES

### Lesson 1

### *Describing*

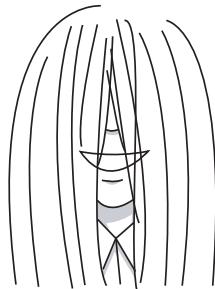
#### Points to consider...

- A **noun** is a person, place, thing, or idea. e.g. a teacher, a school, a class, truth
  - Some nouns are called **proper nouns** and are always capitalized. They are the names of people, places, and things.  
e.g. Uncle Harry, San Diego, Phillies
  - Some nouns you can touch. These are called **tangible nouns**.  
e.g. a frog
  - Some nouns you cannot touch. These are called **intangible nouns**.  
e.g. an odor, jealousy
- An **adjective** is a word that describes a noun. e.g. the ridiculous assignment

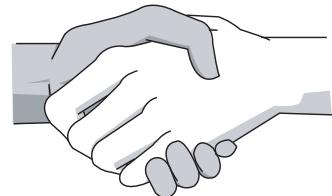
❖ Add an adjective to describe each of the nouns pictured.



the \_\_\_\_\_ fishbowl



the \_\_\_\_\_ girl



a \_\_\_\_\_ agreement



❖ Circle every adjective in the following sentences.

On a rainy day in November, a demented scientist decided to try an interesting experiment. He secretly made a volatile mixture of dangerous chemicals in his secluded lab. The toxic fumes spurted from the fragile beakers, but he quickly extinguished the tiny flame and tamed the bubbling potion.

❖ Finish the following sentence using at least five adjectives.

Once upon a time there was a ...

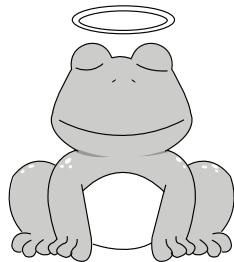
## Lesson 2

### *Adjective placement*

#### Points to consider...

- In foreign languages adjectives are also used to describe nouns.
- Many adjectives in foreign languages, however, are placed after the noun instead of before it.
- In foreign languages adjectives usually change their endings when the nouns do. If the noun becomes plural, then the adjective describing the noun will also become plural. The adjective then **agrees** with the noun.

PLACEMENT
English: <u>good</u> frog
Latin: rana <u>bona</u>



PLURAL
English: good frogs <u>s</u>
Latin: ran <u>ae</u> bona <u>ae</u>

#### Observation #1

#### Adjective Placement

English	
Foreign languages	

#### Observation #2

#### Plural Adjectives

English	
Foreign languages	

## Lesson 3

## *Latin nouns and adjectives*

### Points to consider...

- In foreign languages adjectives must agree with nouns in **gender**.  
If a noun is masculine, then the adjective will be in a masculine form.  
If the noun is feminine, the adjective will change its ending to a feminine form.
- English adjectives never change their form or ending.

Based on what you learned about masculine and feminine endings on Latin names, write the gender next to each new Latin noun.

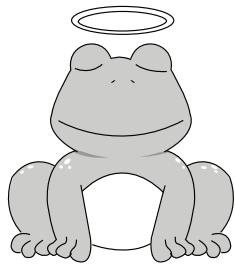
lingua \_\_\_\_\_ amicus \_\_\_\_\_ equus \_\_\_\_\_

puella \_\_\_\_\_ via \_\_\_\_\_ femina \_\_\_\_\_

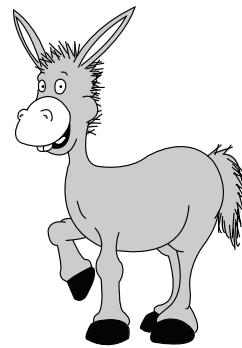
taurus \_\_\_\_\_ terra \_\_\_\_\_ schola \_\_\_\_\_

cibus \_\_\_\_\_ rana \_\_\_\_\_ discipulus \_\_\_\_\_

amica \_\_\_\_\_ asinus \_\_\_\_\_ discipula \_\_\_\_\_



rana bona BUT asinus bonus



Add the adjective **good** in Latin to each noun. Translate.

asinus \_\_\_\_\_ translation \_\_\_\_\_

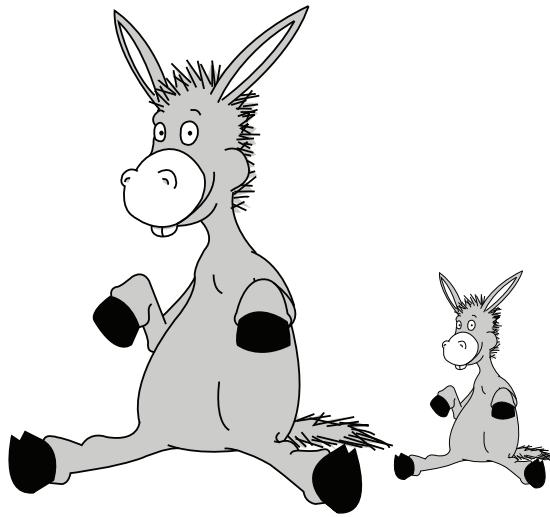
puella \_\_\_\_\_ translation \_\_\_\_\_

taurus \_\_\_\_\_ translation \_\_\_\_\_

cibus \_\_\_\_\_ translation \_\_\_\_\_

amica \_\_\_\_\_ translation \_\_\_\_\_

amicus \_\_\_\_\_ translation \_\_\_\_\_



**asinus magnus    asinus parvus**

Vocabulary	
<b>Nouns</b>	<i>equus</i> <i>taurus</i> <i>asinus</i> <i>amicus</i> <i>amica</i> <i>cibus</i> <i>schola</i> <i>via</i> <i>puella</i> <i>femina</i>
<b>Adjectives</b>	<i>magnus / magna</i> <i>parvus / parva</i> <i>bonus / bona</i> <i>malus / mala</i>

Choose a noun from the vocabulary list and an adjective to describe it. Make sure the adjective agrees. Write the Latin words below and illustrate in the box.



\_\_\_\_\_

Use the same noun, but choose the adjective that means the opposite to describe it. Write the Latin words below and illustrate in the box.



\_\_\_\_\_

**Points to consider...**

- Some languages group nouns according to their endings. A **declension** is a group of nouns that have the same endings.
- In Latin all nouns that end with **-a** belong to **1<sup>st</sup> declension**.  
All nouns that end with **-us** or **-r** belong to **2<sup>nd</sup> declension**.
- Not all words in **1<sup>st</sup> declension** are feminine and not all masculine words are in **2<sup>nd</sup> declension**. Words in the same declension simply share the same endings.

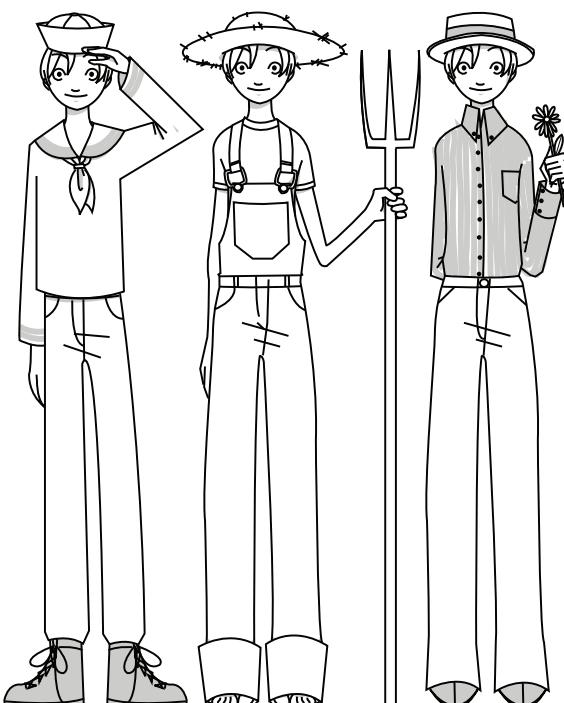
The three words pictured below belong to 1<sup>st</sup> declension, because they have the same endings as the words in that group, but they are masculine words.

An adjective agreeing with any of these new words will have to be masculine.

**e.g. agricola malus**

They do not look the same, but they agree.

Write the declension to which each noun belongs. Remember that the gender of the noun does not tell you in which declension it is.



Term
declension

Vocabulary
vir
puer
nauta
agricola
poeta
longus/longa
latus/lata

lingua \_\_\_\_\_ amicus \_\_\_\_\_ equus \_\_\_\_\_  
 puella \_\_\_\_\_ via \_\_\_\_\_ femina \_\_\_\_\_  
 taurus \_\_\_\_\_ terra \_\_\_\_\_ schola \_\_\_\_\_  
 cibus \_\_\_\_\_ rana \_\_\_\_\_ discipulus \_\_\_\_\_  
 amica \_\_\_\_\_ asinus \_\_\_\_\_ discipula \_\_\_\_\_

Add a different Latin adjective to each noun. Translate.

asinus \_\_\_\_\_ TRANSLATION \_\_\_\_\_

puella TRANSLATION

## vir TRANSLATION

cibus \_\_\_\_\_ TRANSLATION \_\_\_\_\_

agricola TRANSLATION

poeta \_\_\_\_\_ TRANSLATION \_\_\_\_\_

puer \_\_\_\_\_ TRANSLATION \_\_\_\_\_

discipula \_\_\_\_\_ TRANSLATION \_\_\_\_\_

Illustrate any one of the noun and adjective combinations from this page.

Translate the following English noun and adjective combinations into Latin.

## the wide bull TRANSLATION

the big boy TRANSLATION \_\_\_\_\_

the long road TRANSLATION \_\_\_\_\_

## the small student (masc.) TRANSLATION

## the big farmer TRANSLATION

## Lesson 5

### *Agreement of Adjectives, Articles*

#### Points to consider...

- In foreign languages adjectives agree with nouns in **gender** and in **number**. If a noun is feminine singular, then the adjective will be in a feminine singular form.
- If the noun is masculine plural, the adjective will be in a masculine plural form.
- **Articles** do not exist in Latin. We have to supply them when we translate into English.      **definite article: the**      **indefinite article: a, an**

Rana bona est. → Ranae bonae sunt.

Equus bonus est. → Equi boni sunt.

Now you need to know four forms for every Latin adjective:

masculine singular	•	masculine plural	•	feminine singular	•	feminine plural
<b>bonus</b>		<b>boni</b>		<b>bona</b>		<b>bonae</b>

Observation #3	Agreement of Adjectives
English	
Foreign languages	

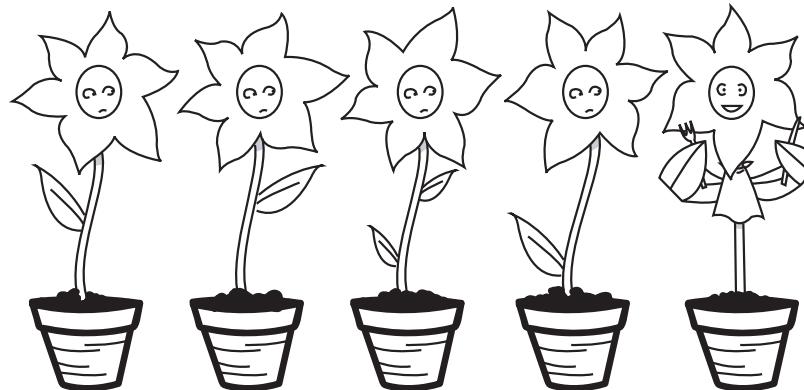
Change the following singular sentences to plural and plural ones to singular.

Singular Sentences	Plural Sentences
Amica bona est.	
	Scholae magnae sunt.
Taurus malus est.	
	Pueri parvi sunt.
Via lata est longa.	

When we translate a Latin sentence into English, what words do we add to make it sound better?

Rana est bona. -----> The frog is good. It is a good frog.

---



**Indefinite article:** I would like a flower. Any one will do.

**Definite article:** I would like the hungry flower. I want a specific - definite - one.

Latin does not have articles. When we translate, we have to choose which article would be appropriate, definite or indefinite.

Although Latin does not have articles, the articles in the Romance languages come from Latin words. In Latin **ille / illa = that** and **unus / una = one**. Can you see how the word that is connected to something definite and the word one is something more indefinite?

#### Terms

number  
article

ARTICLES	definite singular	definite plural	indefinite
French	le , la	les	un, une
Spanish	el , la	los , las	un, uno, una
Italian	il , lo , la	i , gli , le	un, uno, una

\* Note that the articles in these languages change gender and number, just like their adjectives.

\* English articles do not change gender and number.

French: la fleur bonne → les fleurs bonnes

Spanish: la flor buena → las flores buenas

Italian: il fiore buono → i fiori buoni

**Points to consider...**

- Two singular nouns being described together use a plural adjective.  
**singular noun + singular noun = plural adjective**
- Any combination of masculine and feminine nouns being described together use the masculine form of the adjective.  
**masculine noun + feminine noun = masculine plural adjective**

Taurus est magnus. Asinus est magnus.

[ Taurus et asinus ] sunt magni.

singular noun + singular noun = plural adjective

\*\*\*\*\*

Discipulus est bonus. Discipula est bona.

[ Discipulus et discipula ] sunt boni.

masculine noun + feminine noun = masculine plural adjective

Translate the following sentences into Latin. Remember that a small change in one word in English might change several words in a foreign language.

**Vocabulary**

et

1. The school is good.
2. The big school is good.
3. The big schools are good.
4. The big horses are good.
5. The horses are small.
6. The frogs are small.
7. The frog is small.
8. The frog and the girl are small.
9. The frog and the horse are small.

# UNIT 8

## DERIVATIVES

### Lesson 1

### *Derivative requirements*

#### Points to consider...

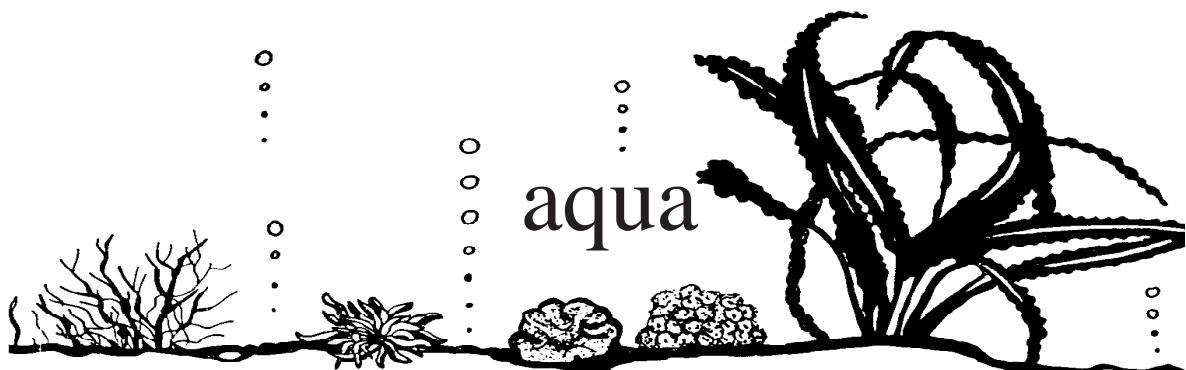
- What is left of a word after the ending is taken off is called the **stem**, the **root**, or the **base** of the word. Sometimes the stem of a word is the whole word itself. e.g. equus, vir
- You can use the stem of a word to create a new word. e.g. aqua → aquarium
- This new word will have something to do with the meaning of the original word.
- The new word is called a **derivative** of the original word.

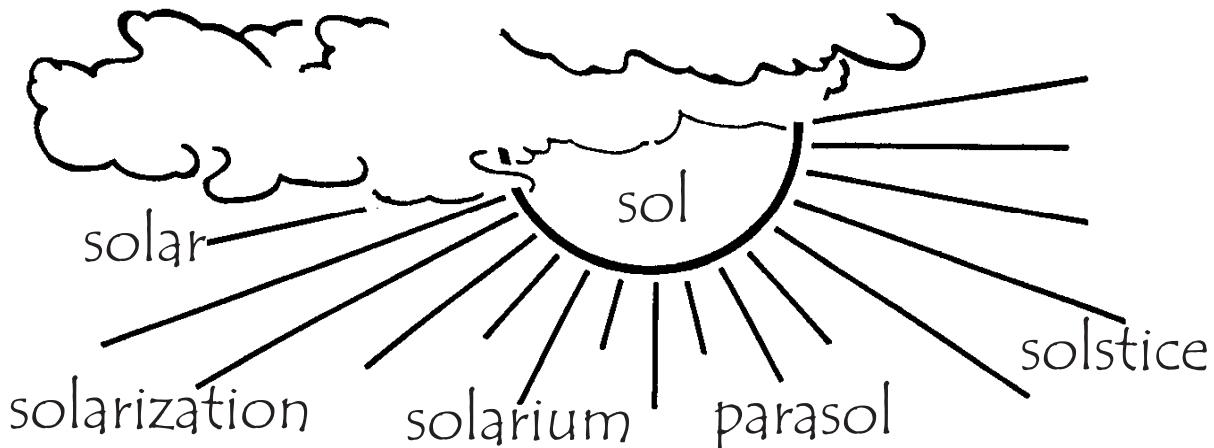
To be a derivative a word must satisfy two requirements:

**It must have the stem of the original word somewhere in it.**

**It must have something to do with the meaning of the original word.**

Add some derivatives of the word aqua to the picture.





What do all of these words, which are derivatives of sol, have in common?

1.

2.

What must the Latin word sol mean?

❖ Underline the stem of the following Latin words.

lingua	terra	schola	femina	taurus
malus	bonus	amica	discipula	longus
poeta	nauta	magnus	latus	familia
luna	porta	servus	solus	albus

Terms
derivative
stem
root
base

Vocabulary
familia
luna
porta
servus
liber
solus/sola
albus/alba

Some Latin words that end in **-r** keep the whole word as the stem:

vir      puer

Some Latin words that end in **-r** lose the **-e-** before the **-r** to make the stem.

mater → matr      pater → patr      magister → magistr

These two Latin words that end in **-r** look very similar, but their stems are different

liber → liber = free  
 liber → libr = book

## Lesson 2

### *Finding derivatives*

#### **Points to consider...**

- A derivative can be in any other language or in the same language as the original word.
  - Many Romance language words are derivatives of Latin words.
  - Many English words are derivatives of either Latin or German words.
- By looking at how many derivatives of one language are in another language, we can tell how much of an influence one culture had on another.

WHEN YOU FIND A DERIVATIVE, MAKE SURE:

1. You can underline the stem of the original word in it.
2. The definition of the derivative has something to do with the meaning of the original word.

e.g. library = a place where books are kept

ORIGINAL WORD and its definition	DERIVATIVE with stem underlined	DEFINITION OF DERIVATIVE emphasizing meaning of original word

ORIGINAL WORD and its definition	DERIVATIVE with stem underlined	DEFINITION OF DERIVATIVE emphasizing meaning of original word

# UNIT 9

## NOUN AND VERB FUNCTIONS

### Lesson 1

### *Transitive and Intransitive Verbs*

#### Points to consider...

- A **verb** is usually an action word.
- Some verbs do their action to another object. These are called **transitive verbs**. Think of the transitive verb as crossing over to something else. It needs something else to complete it.
- Other verbs are **intransitive** verbs. They do not cross over to anything else, nor do they need another object to complete the phrase. They do not do their actions to something else. They can stand alone.

**Transitive verbs:** You can ask the question **What?** after a transitive verb.

The frog loves what?

Transitive has the word **trans** = across in it.

**Intransitive verbs:** You may want to ask the question **where?** or **how?** after this but you do not need a **what** to complete it.

The frog jumps.

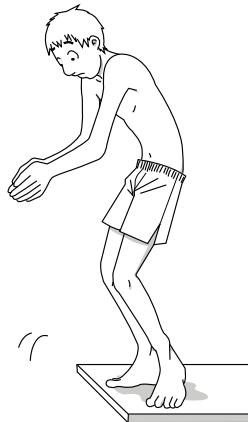
Label the following verbs as transitive or intransitive.



The girl is **skating** along the sidewalk.



The man **caught** a little fish.



The man is **diving** into the pool.



The boy **dribbles** the basketball.

Terms	Some verbs can be used in a transitive way in some sentences, and in an intransitive way in others. e.g. <b>to sing a song</b> (transitive) but <b>to sing loudly</b> (intransitive)
verb transitive intransitive	

to laugh  to smile  to enjoy  to enter  to work  to move  to sail  
 to weep  to break  to carry  to push  to create  to shop  to choose  
 to warm  to skip  to talk  to pluck  to kill  to help  to own  
 to build  to teach  to show  to float  to hop  to fold  to wiggle  
 to rule  to close  to poke  to grasp  to smell  to sneeze  to eat

Choose some of the verbs above and write sentences using them below. See if there are some verbs that you can use in one sentence as transitive and in another as intransitive. Put a check by the verbs above that you think can be used as a transitive and an intransitive verb.

## TRANSITIVE

## INTRANSITIVE

In the space below, put a picture of someone or something doing a transitive verb and another picture of someone doing an intransitive verb. You can cut and paste pictures from a magazine or the computer, use photographs, or draw them yourself. Write the verb underneath the picture.

TRANSITIVE VERB

INTRANITIVE VERB

## Lesson 2 *Subjects and Direct Objects*

### Points to consider...

- A noun that does the action in a sentence is called the **subject**.
- A noun that receives the action or has the action done to it is called the **direct object**.
- Transitive verbs take direct objects and intransitive verbs do not.
- The **function** of a word is the role it plays in a sentence. A noun can have the function of being a subject or a direct object in a sentence.



The hungry monkey is holding a banana.

subject

verb

direct  
object

The entertainer dances with his cane.

subject

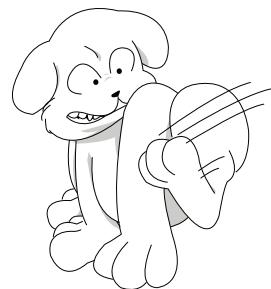
verb

- Every sentence has a verb. Look for the verb first.
- Figure out who or what is performing the action. This is the subject.
- If the verb is transitive, then it will have a direct object. The subject will be doing the verb to the direct object.
- If the verb is intransitive, there may still be other words after the verb, but they are not direct objects.

### Terms

subject  
direct object  
function

Label this sentence like the ones above.



After a long walk in the park, the poor dog discovered fleas all over his body.

- ❖ Underline the verb in each sentence. Write T or I on the line to indicate if it is a transitive or intransitive verb.
- ❖ Put a blob around the subject.
- ❖ If there is a direct object, put a box around it.

\_\_\_ Early one morning I went to the pond with my friends.  
\_\_\_ My friends and I saw three fat frogs.  
\_\_\_ The frogs were sitting on a log.  
\_\_\_ A fly flew past one of the frogs.  
\_\_\_ Quickly its tongue darted out of its mouth.  
\_\_\_ It caught the fly.  
\_\_\_ In less than a second the hungry amphibian had devoured the insect.  
\_\_\_ The other two frogs jealously eyed the tasty meal.  
\_\_\_ After dark we took the two starving frogs to our house for dinner.

Choose 3 transitive and 3 intransitive verbs from the list in Lesson 1. Write a sentence for each verb. Label the subjects, verbs, and direct objects as above.

### **T**RANSITIVE SENTENCES:

**T**



### **I**NTRANSITIVE SENTENCES:

**I**



## Lesson 3

## *Inflections and Word Order*

### Points to consider...

- **Inflections** are endings on words that indicate what function they are in a sentence.
- Languages that use a lot of endings on words to show their functions are called **inflected languages**.
- In languages that are not highly inflected, we depend on word order to indicate the functions of words.

- Most of the Romance languages are much more inflected than English but not as inflected as Latin.
- Subjects in Latin use the endings **-a** and **-us / -r**.
- When a Latin noun changes its function in a sentence to direct object, it changes its ending.

### Terms

inflection  
inflected language

### Vocabulary

amat

Translate the following sentences.

**rana amat magistrum**

---

**ranam amat magistra**

---

**magistrum rana amat**

---

**magistra amat ranam**

---

**magistrum amat rana**

---

**amat magistrum rana**

---

**amat ranam magistra**

---

**amat magistra ranam**

---

★ In English we depend on the order of these three words to tell us which is the subject and which is the direct object. In Latin we depend on the inflections to tell us the functions of the nouns.

## Lesson 4

## *Nominative and accusative cases*

Latin nouns belong to the same group, the same **declension**, if they have the same endings.

All the words that attach **-a** for subjects and **-am** for direct objects belong to 1st declension.

All the words that attach **-us / -r** for subjects and **-um** for direct objects belong to 2nd declension.

### Points to consider...

- Inflections also belong to groups based on their functions. These groups are called **cases**.
- All endings that are used for subjects (-a and -us / -r) are in a group called the **nominative case**.
- All endings that are used for direct objects (-am and -um) are in a group called the **accusative case**.

### FUNCTIONS

Subject	Direct Object
does the action	has the action done to it
nominative case	accusative case
1st declension -a (plural: -ae)	1st declension -am
2nd declension -us / -r (plural: -i)	2nd declension -um

Read each sentence and decide what function the underlined word is. What function would that be in Latin. Finally, check the word it would be in Latin.

1. In the barn the farmer is taking care of the cows.

function: \_\_\_\_\_

case: \_\_\_\_\_

agricola  agricolam

### Terms

case  
nominative case  
accusative case

2. The chef prepared food for the entire group.

function: \_\_\_\_\_

case: \_\_\_\_\_

cibus  cibum

3. Can you see the full moon in the sky tonight?

function: \_\_\_\_\_

case: \_\_\_\_\_

lunam  luna

4. Through the fence I see the bull ready to charge.

function: \_\_\_\_\_  
case: \_\_\_\_\_  
 taurus  taurum

5. Yesterday the young boy went to school for the first time.

function: \_\_\_\_\_  
case: \_\_\_\_\_  
 puer  puerum

6. My friend helps me whenever she can.

function: \_\_\_\_\_  
case: \_\_\_\_\_  
 amica  amicam

7. Take the short road; you'll get there faster.

function: \_\_\_\_\_  
case: \_\_\_\_\_  
 via  viam

8. Every day the servant has to do what his master commands.

function: \_\_\_\_\_  
case: \_\_\_\_\_  
 servum  servus

9. A very stubborn, old donkey kicked her as she was trying to feed it.

function: \_\_\_\_\_  
case: \_\_\_\_\_  
 asinus  asinum

10. I read a good book last month about turtles.

function: \_\_\_\_\_  
case: \_\_\_\_\_  
 liber bonus  librum bonum

11. The lonely poet composed an ode to his lost love.

function: \_\_\_\_\_  
case: \_\_\_\_\_  
 poeta sola  poeta solus  poetam solam  poetam solum

Remember:  
Adjectives agree with nouns  
in  
case, number, and gender.

**Points to consider...**

- Endings on verbs are also called **inflections**.
- Just as an adjective has to agree with a noun, a verb has to agree with its subject in **number: singular or plural**. If there is a plural subject doing the action, the ending on the verb must be plural.

- The number and gender of the direct object are not connected in any way to the number and gender of the subject or the number of the verb.

e.g. One teacher can teach many students.  
 sing. pl.

A male teacher can teach female students.  
 masc. sing. fem. pl.

**Vocabulary**

videt  
 pulsat  
 portat  
 vocat  
 habet  
 laborat

❖ Does the ending on an English verb ever change when the subject becomes plural?

He has	→ They _____
She sees	→ _____
It pulls	→ _____
The kid laughs	→ _____
The child cries	→ _____

❖ What is the difference between the Latin verb inflections -t and -nt?

Magistra ranam amat. Magistræ ranam amant.

❖ Change singular subjects to plural and plural subjects to singular. Make appropriate changes in the verb. (Careful: think about what you will do to the direct objects.)

1. Puella nautam videt.
2. Servi cibum portant.
3. Amicae ranam amant.
4. Femina mala equum pulsat.
5. Discipulus bonus scholam magnam habet.

- When there is no visible subject, nothing in the nominative case in Latin, the subject is hidden in the verb inflection.
- **-t** means the subject is one singular person or thing, **he, she, or it**
- **-nt** means the subject is plural people or things, **they**
- Figure out if you want to use he, she, or it from context, or choose one if there is no context.

★ **amat** can mean **he loves, she loves, it loves**. It will mean simply **loves** if there ★ is a separate word for the subject there.

Translate: Magistra ranam amat. \_\_\_\_\_

Ranam amat. \_\_\_\_\_

-or- Ranam amat. \_\_\_\_\_

-or- Ranam amat. \_\_\_\_\_

Magistrae ranam amant. \_\_\_\_\_

Ranam amant. \_\_\_\_\_

### Subject - Verb Agreement

English  
and  
Foreign languages

The subject and the verb agree in number.  
This may change the ending of the verb.

### Agreement of Adjectives

English

The adjective does not change when the noun changes. Adjectives do not become plural or change gender.

Foreign  
languages

The adjective changes if the noun changes.  
Adjectives agree with nouns in  
**gender** (masculine, feminine) and  
**number** (singular, plural)  
**case** (nominative, accusative)

## Lesson 6

### *Linking Verbs, Predicate Nominative*

#### Points to consider...

- The verb **to be** is a **linking verb**.
- It links the subject to a **predicate nominative**.

- **est, sunt, is, are, am, were, was** are all forms of the verb **to be**.

- This special verb is not doing an action either alone or to something else; so it is neither a transitive nor an intransitive verb.

- The verb **to be** explains that one thing is equal to another.

The girl **is** a student.

They **are** small.

The girl = a student.

They = small.

- This type of verb is called a **linking verb**, because it links the subject to something equal to it.
- Just as the two things on either side of an equal sign must be equal in math, so in language they must be equal.

If the subject is in the nominative case then what it equals on the other side of the linking verb must be in the nominative case.

Rana **est** bona.

Agricola **est** vir.

Equi **sunt** magni.

Both are nominative, feminine, singular

Both are nominative, masculine, singular

Both are nominative, masculine, plural.

- This type of nominative that comes after a linking verb is called a **predicate nominative**.

- A predicate nominative is the noun or adjective that completes a subject and linking verb; it can be in any language.

#### Terms

linking verb  
predicate nominative

Subject	Direct Object	Predicate Nominative
does the action	has the action done to	equals the subject
nominative case	accusative case	nominative case
1 <sup>st</sup> decl. -a (pl: -ae)	1 <sup>st</sup> decl. -am	1 <sup>st</sup> decl. -a (plural: -ae)
2 <sup>nd</sup> decl. -us / -r (pl: -i)	2 <sup>nd</sup> decl. -um	2 <sup>nd</sup> decl. -us / -r (plural: -i)

## IDENTIFYING FUNCTIONS

1. In the autumn the weather is very cold.

Circle the whole verb.

Subject: \_\_\_\_\_

Verb:  linking  transitive  intransitive

Which of the following does the sentence have:

direct object \_\_\_\_\_

predicate nominative \_\_\_\_\_

neither

2. Finally she gave me the right answer.

Circle the whole verb.

Subject: \_\_\_\_\_

Verb:  linking  transitive  intransitive

Which of the following does the sentence have:

direct object \_\_\_\_\_

predicate nominative \_\_\_\_\_

neither

3. Very often the children spill their food on the floor.

Circle the whole verb.

Subject: \_\_\_\_\_

Verb:  linking  transitive  intransitive

Which of the following does the sentence have:

direct object \_\_\_\_\_

predicate nominative \_\_\_\_\_

neither

4. When should I walk through the park?

Circle the whole verb.

Subject: \_\_\_\_\_

Verb:  linking  transitive  intransitive

Which of the following does the sentence have:

direct object \_\_\_\_\_

predicate nominative \_\_\_\_\_

neither

5. Douglas and Colin were sick yesterday.

Circle the whole verb.

Subject: \_\_\_\_\_

Verb:  linking  transitive  intransitive  
Which of the following does the sentence have:  
 direct object \_\_\_\_\_  
 predicate nominative \_\_\_\_\_  
 neither

6. The tall fir trees were waving in the wind.

Circle the whole verb.  
Subject: \_\_\_\_\_  
Verb:  linking  transitive  intransitive  
Which of the following does the sentence have:  
 direct object \_\_\_\_\_  
 predicate nominative \_\_\_\_\_  
 neither

7. The cute frogs provided entertainment for the class.

Circle the whole verb.  
Subject: \_\_\_\_\_  
Verb:  linking  transitive  intransitive  
Which of the following does the sentence have:  
 direct object \_\_\_\_\_  
 predicate nominative \_\_\_\_\_  
 neither

8. Really, the dog ate my homework last night.

Circle the whole verb.  
Subject: \_\_\_\_\_  
Verb:  linking  transitive  intransitive  
Which of the following does the sentence have:  
 direct object \_\_\_\_\_  
 predicate nominative \_\_\_\_\_  
 neither

9. I will run around the block three times.

Circle the whole verb.  
Subject: \_\_\_\_\_  
Verb:  linking  transitive  intransitive  
Which of the following does the sentence have:  
 direct object \_\_\_\_\_  
 predicate nominative \_\_\_\_\_  
 neither

## TRANSLATING SENTENCES

- Put a cloud around each subject.
- Put a line under each verb. Label the verb as linking, transitive, or intransitive.
- If there is a direct object, put a box around it.  
If there is a predicate nominative, put another cloud around it, so that it will equal the subject.
- Translate Latin  $\rightarrow$  English or English  $\rightarrow$  Latin.

1. The girl hits the bad frog.
2. The long roads are wide.
3. The good boy loves the family.
4. The donkey sees the farmer.
5. The small families have good food.
6. Asinum magnum agricola habet.
7. Discipulae malae sunt.
8. Amici mali amicum pulsant.
9. Equus parvus ranam magnam portat.
10. Nautae lunam albam vident.

# UNIT 10

## PARTS OF SPEECH

### Lesson 1

#### *Vocabularies Change*

##### **Points to consider...**

- As time passes and you grow older, you learn more words, use different words; your vocabulary changes.
- This happens to cultures as well. As time passes, words change meaning, and new words are added to a culture's vocabulary.

❖ Write down some words that probably did not exist 200 years ago.

❖ Most of these words probably represent things that did not exist long ago. Even though these things did not exist, the words for them may have come from ancient words. Can you break down any of the above into some ancient words or roots? e.g. **television** comes from a Greek words **tele** meaning **far away** and the Latin verb **to see**. It is an invention that allows us to see pictures from far away.

❖ List some words that probably did not mean the same to your grandparents as they mean to us today. e.g. **printer**

- ❖ List some things that could cause changes in vocabulary over time.
- ❖ How do changes in vocabulary spread? e.g. newspapers
- ❖ Do you think changes spread faster today than 3000 years ago? Why?
- ❖ 3000 years ago the Latin language was just evolving. Then it became the most widely used language in the world. New languages evolved from it and were influenced by it, including English which has now become one of the most widely used languages in the world. From what you have just done, you know that languages are constantly changing, so what do you think will happen to the English language in another 3000 years? Write a paragraph.

**Points to consider...**

- Languages also change by adopting words from other languages. When cultures mix, their languages mix.
- The English language includes words that have come from many different cultures.

❖ List some types of food that represent words from different cultures that have been adopted as English words. e.g. lasagne - Italian; filet mignon - French



❖ How did these foreign words become a part of the English language?

### HOW TO FIND THE DERIVATION OF A WORD IN THE DICTIONARY.

After the pronunciation, parts of speech, and the different forms the word might take, there will be information in brackets [ like this ]. There will be abbreviations of languages, such as Fr. for French and then perhaps a list of foreign words from which the English word came. It will trace the derivation back as far as it can. You will have to go to the front of the dictionary to the list of abbreviations to figure out what some of the languages are.

e.g. **yodel** \yod-1\ *vb* yodelled or yodelling [G *jodeln*] to sing by changing from a natural voice to a falsetto voice.

It is the information in brackets that tells us the word is German.

❖ Look up the following common English words to discover their languages of origin.

**barbecue**

**kindergarten**

**pajamas**

**dinner**

**zero**

**cruise**

### SUMMARY: how languages can change

- new words can be added to a vocabulary
- words can change their meaning
- words can be adopted from another culture's vocabulary

**Points to consider...**

- Words within a language can change their endings to be used in different ways.
- These different forms of a word are different parts of speech. Each part of speech has its own function.
- Dividing words into different parts of speech is the most basic way of starting to look at what words can do, what their different roles are in a sentence.
- Almost every language divides all of its words into the same parts of speech, and so this is one of the most basic things that languages have in common - the parts of speech - the building blocks of grammar.

- ❖ What is the derivation of the word **beauty** from the dictionary?
- ❖ What other forms of the word **beauty** are there? List them with their parts of speech. e.g. beauty: noun
- ❖ Change the endings of the noun **terror** to form different parts of speech. List the part of speech of each new word.

Just like derivatives from other languages, these words will all share a common stem and meaning. These words, however, will not share a common function. Some will be people, places, or things. Some will be describing, and some will be actions.

## Lesson 4

### *A Common Characteristic of Languages*

#### **Points to consider...**

- One of the most basic common characteristics of different languages is the division of all words into the 9 parts of speech.



❖ Color the above picture.

These people all share a common feature: they all have hair.

There are differences, however, in how each person's hair looks. One is short and another long; one curly and another straight; one red and another brown.

Languages are like these people. Languages have common features but differences in the way they style them. All languages have words that represent:

- the facts in a sentence ----- nouns
- the action ----- verbs
- the details, the descriptions ----- adjectives

#### **Terms**

parts of speech  
preposition  
adverb  
conjunction  
interjection  
pronoun

In fact, every word in a language belongs to a group which defines the role it will play in a sentence. These groups are the **parts of speech**.

Even if two languages do not belong to the same family group, even if they do not use the same alphabet, even if their words are totally different, these groups of words are the same.

The word frog is a noun in French, in Japanese, and in Swahili.

## Lesson 5

### *The Eight Parts of Speech*

**Oh, I really love the poisonous frog and spider, which are under the desk.**

In the above sentence, every part of speech is represented.

List the eight parts of speech and the corresponding word or words from the above sentence.

- 
- 
- 
- 
- 
- 
- 
- 

Write your own sentence that has all eight parts of speech in it. You can use a part of speech more than once, but you can write only one sentence. No run-ons!

List the eight parts of speech again and the corresponding word or words from your sentence above.

- 
- 
- 
- 
- 
- 
- 
-

Fill in the following chart with the parts of speech, an example or two of each, a short explanation of the function, and the test your class has developed to determine whether or not a word belongs to each group.

PART OF SPEECH	EXAMPLE	FUNCTION	TEST

## What Is the Part of Speech?

Using the chart and the tests that you have developed, try to figure out the parts of speech of all of the following words. Some may be more than one.

beauty	literary
beautiful	transliterate
beautify	knee
thought	act
think	actor
thoughtful	with
and	everywhere
frighten	interrogation
frightening	interrogate
no	poison
sick	poisonous
sickness	because
sicken	in
exterminator	donor
exterminate	donate
book	retire
laughing	retirement
laugh	hate
laughable	hateful
she	humor
the	humorous
moving	under
move	comfort
movement	speaker
who	amaze
window	never
literature	through

## Lesson 6

## *Suffixes on Parts of Speech*

### Points to consider...

- By changing the endings of words, we can make different uses for words. We can then express ourselves with greater variety.
- In highly inflected languages, such as Latin, when we change the inflection of a word, we can change its gender, number, and function in a sentence.
- In English and many other languages when we change the ending of a word, when we use a different suffix, we can completely change the part of speech of the word.

- ❖ Group the suffixes that you found on the last page by parts of speech.

**nouns:**

**verbs:**

**adjectives:**

**adverbs:**

You can often figure out the part of speech by recognizing a common suffix. But there is some other interesting information to figure out by looking at the suffixes.

List some words that follow these patterns.

**-tor, -or, -er** refer to people (e.g. aviator)

**-ness** is a noun that has been made from an adjective (e.g. happiness from happy)

**-tion** is a noun that has been made from a verb (e.g. creation from create)

## Lesson 7

### *Parts of Speech Game*

- Everyone in your group will need blank paper and pens.
- Read through the instructions and follow them step by step.

1. Your group will pick **one card at a time**. Keep it until you are finished getting all of the points you can for that one word. Then put it back in the pile for another team to pick.
2. On one piece of paper write as many versions of this word as you all can. Change the suffixes to make this word into different parts of speech or different versions of the same part of speech.
3. One person from your team will take your list to the teacher, and get one point for each correct word. Keep track of your points on the board.
4. Together as a team again, label the part of speech of each correct word you had. Take this to the teacher again - one point for each correct answer.
5. Write one sentence in which you use three forms of your word. Make sure you use the parts of speech correctly, adjectives describing nouns, etc.  
e.g. The beautiful beautician loved to beautify her customers.
6. Check your sentence with the teacher - three points for a correct sentence. Return your word to the pile, choose a new one, and return to step #2.

Reproduce as many of the answers as you can from the game. List variations of each word and label their parts of speech. You can use a dictionary.

**federation**

**glory**

**administer**

**produce**

**favor**

**breath**

**divide**

**fright**

**narrate**

**dictate**

**captive**

**dominant**

## Lesson 8

### *Parts of Speech Project*

You and your partner have landed a multi-million dollar advertising campaign. You have a product to sell. You must make sure that the public is well-informed about your product, that they have the facts, but you also want to make sure that they will invest big money in your product. Make your ad campaign informative, persuasive, entertaining, creative...

Your product is \_\_\_\_\_.

Your salary (grade) will be earned based on the following factors:

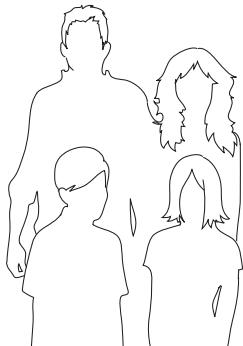
- cooperation as a team (i.e. fair distribution of tasks; listening to each other's ideas)
- effort (i.e. how interested you are in doing a good job and how much you put into accomplishing this)
- creativity, originality (i.e. a good idea)
- clarity (i.e. neatness of work; can your audience understand what you are doing)

# UNIT 11

## PRONOUNS

### Lesson 1

### *Different Types of Pronouns*



#### Points to consider...

- A pronoun takes the place of a noun in a sentence.
- Instead of repeating the same noun, we can refer to it with a pronoun.

Rewrite this paragraph using pronouns to refer to the over-used noun.

My brother's name is Bob. Bob loves to go fishing. Every time Bob catches a fish, Bob shouts out, "Bob caught another one. Look at Bob!" Usually, I end up pushing Bob into the lake.



Imagine these parents are speaking to their baby. As the child grows up, the parents will start to use pronouns instead of repeating the names every time. Rewrite these sentences using the pronouns these parents would use.



Mommy loves Annie. \_\_\_\_\_.

Mommy and Daddy love Annie. \_\_\_\_\_.

Mommy and Daddy love Annie and Colin. \_\_\_\_\_.

★ These pronouns are all called **personal pronouns**. ★



If you do not know what the noun is, you can refer to it with an **interrogative pronoun**.

These pronouns ask questions.

**who? whom? what? whose? which?**

You ate what for dinner? I ate artichokes. (What took the place of the noun artichokes.)

Who ran with Andrew? Jessie ran with Andrew. (Who took the place of Jessie.)

Brutus killed whom? Brutus killed Caesar. (Whom referred to the direct object noun Caesar.)

❖ Replace the nouns or noun phrases with pronouns. Notice the ones that turn into questions.

1. My friend and I are planning to pick peaches at the orchard.  
\_\_\_\_\_ are planning to pick peaches at the orchard.

2. I heard that Peter really loves Carol.  
I heard that \_\_\_\_ really loves \_\_\_\_.

3. Yes, and I heard that Carol likes Peter a lot too.  
Yes, and I heard that \_\_\_\_ likes \_\_\_\_ a lot too.

4. Lasagne is for dinner.  
\_\_\_\_\_ is for dinner?

5. Frogs are amphibians.  
\_\_\_\_\_ are amphibians.

6. Our teacher has some weird thing going on about frogs.  
\_\_\_\_\_ has some weird thing going on about \_\_\_\_.

7. The pizza that I had for dinner was cold.  
\_\_\_\_\_ was cold.

8. The delivery boy was lost.  
\_\_\_\_\_ was lost?

9. The little girl hugged her father.  
\_\_\_\_\_ did the little girl hug?

## OTHER TYPES OF PRONOUNS

Demonstrative pronouns
this, that, these, those
refer to a specific thing
We have chocolate cake and vanilla ice cream. You could have <u>this</u> or <u>that</u> .

Reflexive pronouns
myself, yourself, himself, herself, itself, ourselves,
refer back to a noun that is already in a sentence
 The girl looked at <u>herself</u> in the mirror.

Relative pronouns
who, whom, whose, which
relate a word in a clause to a noun in the main part of a sentence
 This section, <u>which</u> is about other types of pronouns, is just some extra information for your general education.

## Lesson 2

### *Subject and Object Forms of Pronouns*

#### Points to consider...

- English personal pronouns have different forms when they are used as objects.
- This reminds us of Latin that has different endings for objects. By examining the pronouns, we can tell that **English is an inflected language** too.
- In fact, two of the object pronouns look as if they have come directly from the Latin accusative case: him, them.

#### PERSONAL PRONOUNS

	subject	object
1 sg.	I	me
2 sg.	you	you
3 sg.	he, she, it	him, her, it
1 pl.	we	us
2 pl.	you	you
3 pl.	they	them

✿ Remember: in English we use the predicate nominative after linking verbs too, so we have to use the subject form of a pronoun after the verb 'to be.'

e.g. This is **she**.

Reverse the action. Turn the subject pronouns into objects.

#### Term

personal pronoun

1 sg. I was hitting the frog, but then the frog hit \_\_\_\_\_.

2 sg. **You** were hitting the frog, but then the frog hit \_\_\_\_\_.

3 sg. **He** was hitting the frog, but then the frog hit \_\_\_\_\_.

**She** was hitting the frog, but then the frog hit \_\_\_\_\_.

**It** was hitting the frog, but then the frog hit \_\_\_\_\_.

1 pl. **We** were hitting the frog, but then the frog hit \_\_\_\_\_.

2 pl. **You** were hitting the frog, but then the frog hit \_\_\_\_\_.

3 pl. **They** were hitting the frog, but then the frog hit \_\_\_\_\_.

❖ In the following sentences choose whether you need a subject or object form of the pronoun number in parentheses.

1. \_\_\_\_\_ (3 pl.) saw \_\_\_\_\_ (1 sg.) at the Circus Maximus with \_\_\_\_\_ (2 pl.).
2. \_\_\_\_\_ (1 pl.) love to eat potatoes with \_\_\_\_\_ (3 pl.).
3. \_\_\_\_\_ (2 pl.) like \_\_\_\_\_ (1 pl.), don't you?
4. Yesterday \_\_\_\_\_ (1 sg.) told \_\_\_\_\_ (3 sg.), but then today \_\_\_\_\_ (3 sg.) told \_\_\_\_\_ (2 sg.).
5. "Is David there?" "Yes, this is \_\_\_\_\_ (3 sg.)."
6. \_\_\_\_\_ (2 sg.) ate that?!



A story in the **3rd person** uses  
**he, she, they.**  
A story in the **1st person** uses **I, we.**

**Points to consider...**

- Subject pronouns indicate who is doing the verb. There is a personal pronoun for every possible person or thing that could do a verb.
- In English we rely on these pronouns (if there is not a separate noun as a subject) to tell us who is doing the action.
- In some more inflected languages, the personal pronoun subjects are not necessary. They are, basically, built into the endings on the verbs.

❖ Since these are subject forms of pronouns, they must be able to do verbs.  
Write the appropriate form of the verb 'to see' after each pronoun.

1 sg.	I	_____
2 sg.	you	_____
3 sg	she	_____
1 pl.	we	_____
2 pl.	you	_____
3 pl.	they	_____

Term	This is called <b>conjugating</b> : joining together in a list all of the people who do the verb.
to conjugate	Which one of the conjugated forms of 'to see' has a different ending? _____

❖ What would happen if you took away the personal pronouns from the conjugation?

❖ Conjugate the verb to be. It has a much more inflected conjugation.

1 sg.	I	_____
2 sg.	you	_____
3 sg	she	_____
1 pl.	we	_____
2 pl.	you	_____
3 pl.	they	_____

❖ What happens if we take away the personal pronoun?

**Conclusion:** the subject pronouns are completely necessary when conjugating an English verb to tell who is doing the action.

❖ Conjugate *videre*, the verb to see in Latin, using the Latin personal pronouns.

1 sg.	ego	_____
2 sg.	tu	_____
3 sg	is, ea	_____
1 pl.	nos	_____
2 pl.	vos	_____
3 pl.	ei, eae	_____

❖ What happens if you take away the pronouns?

**Conclusion:** Latin is highly inflected. English is only slightly inflected.

Other foreign languages fall somewhere between English and Latin in terms of how inflected they are. Look at the conjugations of the verb **to see** in these other languages.

	Spanish	French	Italian	German
1 sg.	yo <u>veo</u>	je <u>vois</u>	io <u>vedo</u>	Ich <u>sehe</u>
2 sg.	tu <u>ves</u>	tu <u>vois</u>	tu <u>vedi</u>	du <u>siehst</u>
3 sg.	el/ella <u>ve</u>	il/elle <u>voit</u>	lui,lei <u>vede</u>	er/sie <u>sieht</u>
1 pl.	nosotros <u>vemos</u>	nous <u>voyons</u>	noi <u>vediamo</u>	wir <u>sehen</u>
2 pl.	vosotros <u>veis</u>	vous <u>voyez</u>	voi <u>vedete</u>	ihr <u>seht</u>
3 pl.	ellos/ellas <u>ven</u>	ils/elles <u>voient</u>	loro <u>vedono</u>	sie <u>sehen</u>

❖ In which languages do you think it would be necessary to use the personal pronoun? Why?

❖ In which languages do you think it would be unnecessary to use the personal pronoun? Why?

**Conclusion:** In any given language, if the verb inflections not only look but also sound completely different, then there is no need to use personal pronouns.

## Lesson 4

## Foreign Language Pronouns

### Points to consider...

- All languages list the personal pronouns in the same order:  
1st singular → 3rd plural

	Spanish	French	Italian	Latin	German	English
1 sg.	yo	je	io	ego	Ich	I
2 sg.	tu	tu	tu	tu	du	you
3 sg.	el/ella	il/elle	lui,lei	is, ea	er/sie	he, she
1 pl.	nosotros	nous	noi	nos	wir	we
2 pl.	vosotros	vous	voi	vos	ihr	you
3 pl.	ellos/ellas	ils/elles	loro	ei, eae	sie	they

- ❖ For each person and number (i.e. 1 sg.) group the pronouns that seem to be similar and explain in what way they are similar.

1<sup>st</sup> singular:

2<sup>nd</sup> singular:

3<sup>rd</sup> singular:

1<sup>st</sup> plural:

2<sup>nd</sup> plural:

3<sup>rd</sup> plural:

### Pronunciation tips

Latin: v = w

German: w = v

French: final 's' is silent

Spanish: ll = y

Memorize the personal pronouns in Latin and in two other languages of your choice. Use the blank charts below to practice writing the pronouns over and over.

My languages are Latin , \_\_\_\_\_, and \_\_\_\_\_.

Language:	
1 sg.	
2 sg.	
3 sg.	
1 pl.	
2 pl.	
3 pl.	

Language:	
1 sg.	
2 sg.	
3 sg.	
1 pl.	
2 pl.	
3 pl.	

Language:	
1 sg.	
2 sg.	
3 sg.	
1 pl.	
2 pl.	
3 pl.	

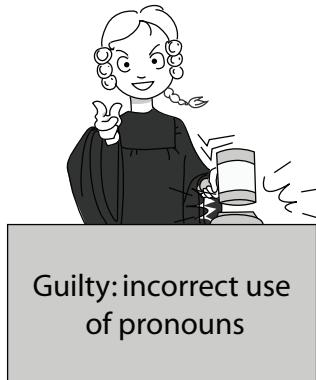
Language:	
1 sg.	
2 sg.	
3 sg.	
1 pl.	
2 pl.	
3 pl.	

Language:	
1 sg.	
2 sg.	
3 sg.	
1 pl.	
2 pl.	
3 pl.	

Language:	
1 sg.	
2 sg.	
3 sg.	
1 pl.	
2 pl.	
3 pl.	

## Lesson 5

## *Common Pronoun Mistakes*



### Points to consider...

- The interrogative pronoun **who** also has an object form, **whom**.
- People often make mistakes when using pronouns by using object forms when they should be using subject forms or vice versa.

Below are examples of five common mistakes made with pronouns.

- ❖ Correct each example.
- ❖ Then create your own example of an incorrect sentence, and correct it as well.

### 1. object form used as a subject

e.g. Me and my brother went to the beach.

correction:

another incorrect sentence:

correction:

### 2. object form after a linking verb

e.g. It's him.

correction:

another incorrect sentence:

correction:

### 3. subject form in a prepositional phrase (over-correction)

e.g. This is just between you and I.

correction:

another incorrect sentence:

correction:

### 4. whom ignored

e.g. Who do you love?

correction:

another incorrect sentence:

correction:

### 5. Reflexive not referring back to anything

e.g. He gave the answer to Douglas, Raaj, and myself.

correction:

another incorrect sentence:

correction:

# UNIT 12

## PREPOSITIONS

### Lesson 1

### *Derivation of preposition and the Prepositional Phrase*

#### Points to consider...

- A preposition starts a phrase that describes the position or direction of something.
- Prepositions are put before nouns and pronouns. There may be adjectives and articles with the nouns.
- The preposition together with the noun or pronoun is called a **prepositional phrase**.
- The function of the noun or pronoun after the preposition is called the **object of the preposition**. Object forms of pronouns must be used. *e.g. around them*



A preposition by definition is something that is placed before another word and so should not end up being the last word in a sentence.

Sir Winston Churchill had this to say about putting prepositions at the end of a sentence:

"That is the type of impudence up with which I shall not put."

Correct this sentence so that it does not end with a preposition.

→ Who are you going to the movie with?

#### Terms

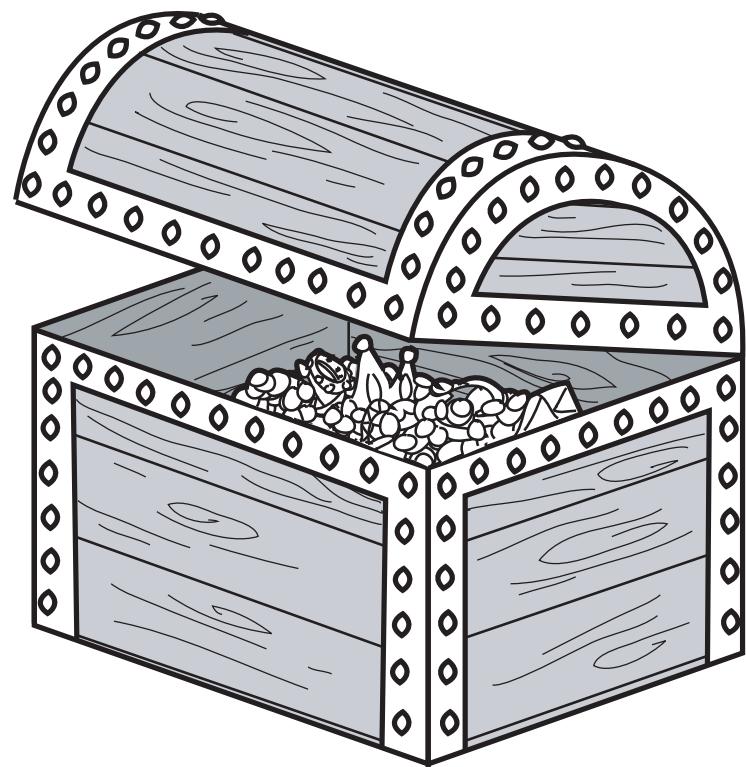
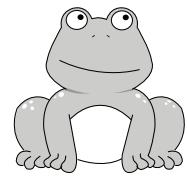
prepositional phrase  
object of preposition

From what two Latin words does the word **preposition** come?

Prepositional phrase formula:

preposition + \_\_\_\_\_  
preposition + \_\_\_\_\_  
preposition + \_\_\_\_\_

❖ Describe all of the places a frog can be or move with respect to this van. List as many prepositional phrases as you can. Make the van the object of every prepositional phrase. Try writing some of your prepositional phrases directly on the picture.



- Choose a children's song and substitute as many prepositions as you can for the real words of the song.

-or-

- Write your own poem about prepositions.

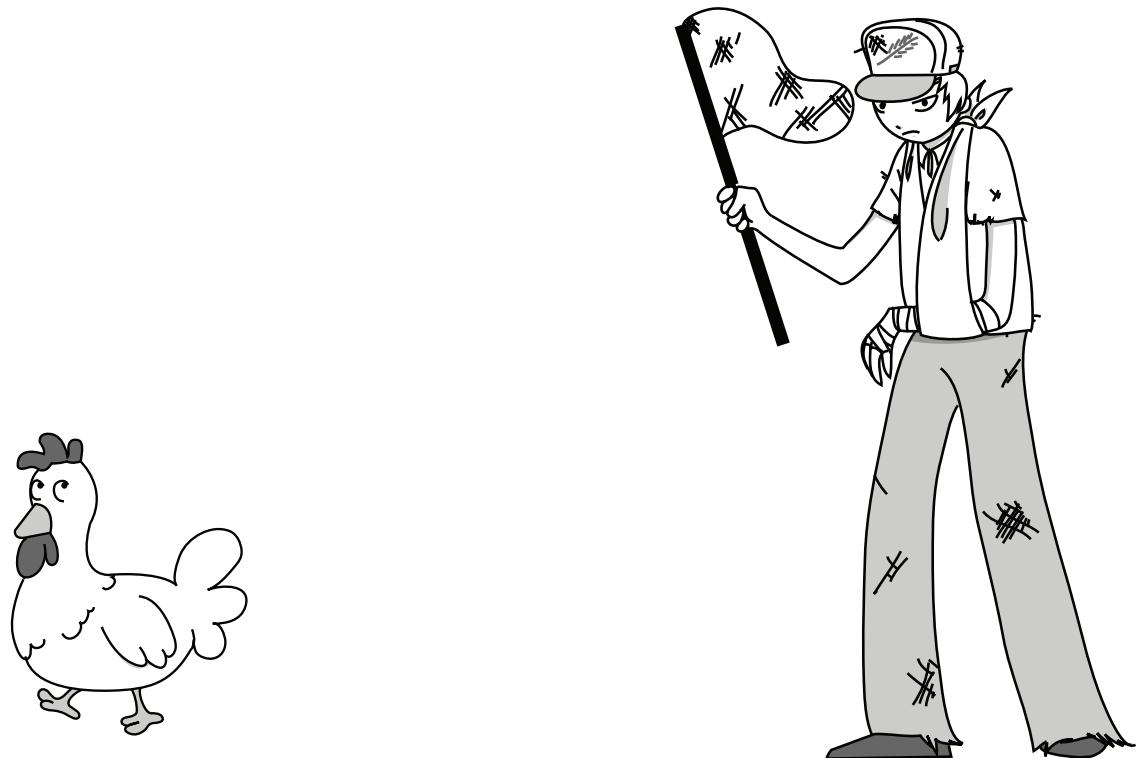
e.g. Twinkle, twinkle little preposition,  
On, under, through, around, between,  
Up above the world so high  
For, without, against, and by,  
Twinkle, twinkle little preposition,  
Away from, out of, because of, in.

## Lesson 2

### *Identifying Prepositional Phrases*

Complete this sentence with ten prepositional phrases. Try to have some prepositional phrases with nouns, some with nouns and adjectives, and some with pronouns.

The farmer chased the chicken...



### Points to consider...

- Since the function of the noun after the preposition is a type of object, then in Latin we will have to use an object case ending on the nouns.
- For direct objects in Latin we use the accusative case.
- For objects of prepositions in Latin, two cases are used.
- Some prepositions are followed by objects in the accusative case, but some prepositions are followed by objects in a new case, the **ablative case**.

### Lesson 3

### *Latin Prepositions*

	Ablative endings	Example
1st declension	-â	ranâ
2nd declension	-ô	asinô, puerô

There is an easy way to remember which prepositions use ablative and which use accusative for their objects. Memorize the following poem. If a Latin preposition occurs in the poem, it uses the ablative; if it is not in the poem, it uses the accusative.

#### Term

ablative case

### ABLATIVE PREPOSITION POEM

a, ab, ex, e  
sine, pro, cum, de,  
sometimes in  
sometimes sub  
always in the ablative

What is the difference between **a** and **ab**? **ex** and **e**?

Explain the difference between **in** and **sub** with the ablative and with the accusative.

in aquâ = \_\_\_\_\_  
in aquam = \_\_\_\_\_

You have now studied four functions of a noun, four roles that a noun can play in a sentence: **subject**, **direct object**, **predicate nominative**, and **object of a preposition**.

Subject	Direct Object
does the action	has the action done to it
nominative case	accusative case
1st declension -a (plural: -ae) 2nd declension -us / -r (plural: -i)	1st declension -am 2nd declension -um

Predicate Nominative	Object of a Preposition
equals the subject	noun or pronoun after a preposition
nominative case	ablative or accusative case
1 <sup>st</sup> decl. -a (plural: -ae) 2 <sup>nd</sup> decl. -us / -r (plural: -i)	1 <sup>st</sup> declension -â or -am 2 <sup>nd</sup> declension -ô or -um

Add a different Latin noun to each of the prepositions to create fifteen separate prepositional phrases. Make sure the objects are in the correct case! Translate.

LATIN PREPOSITIONAL PHRASE	ENGLISH TRANSLATION
e.g. sub lunâ	under the moon
ex	
in	
pro	
circum	
ad	
de	
prope	
ab	
sine	
cum	
per	
trans	
ante	
post	

## Vocabulary

ex  
sub  
in  
pro  
circum  
ad  
de  
prope  
ab  
sine  
cum  
per  
trans  
ante  
post

Choose the correct form of the object to follow each preposition.

Translate.

1. sine  cibum  cibô
2. cum  amicam  amicâ
3. prope  viam  viâ
4. de  lunam  lunâ
5. per  hortum  hortô
6. in  scholam  scholâ
7. pro  virum  virô
8. ab  asinum malum  asinô malô

Complete this Latin sentence with ten prepositional phrases.

Translate.

*Agricola equum portat...*



Translate the underlined phrases into Latin. Remember to put the object of the preposition into the correct case.

1. The sad boy is without a friend (f.) at the park.
2. Follow the road, and after the donkey you will come to the house.
3. We will walk around the farmer three times.
4. Athens is not near Rome.
5. They sat under the moon for hours.
6. In the big family there are fifteen kids.
7. The girl jumped down from the horse when she was finished riding.
8. Are you with the good student (m.)?
9. She paid a lot of money for the bad food.
10. When you go into the school, look for the teacher.
11. Don't take the toy from the small boy!

## Lesson 4

### *Latin Prepositions as Prefixes*

#### Points to consider...

- Latin prepositions are used as prefixes on words in English and in many other languages.
- In some cases the preposition changes form slightly so that it will sound better on the beginning of a word.

Sometimes the final letter of the Latin preposition will **assimilate** to the first letter of the word to which it is attaching. It becomes **similar to** it, so that the word will not sound awkward when it is pronounced.

The word **assimilate** itself is made from a form of the word **similar** and the Latin preposition **ad**: to make something similar to something else.

The final letter of **ad** changes to become the same as the first letter in **similar**, so that it is easier to say. So the word assimilation is, in fact, an example of assimilation.

ad + similare = adsimilate ☹

ad + similare = assimilate ☺

Here is another example of a preposition assimilating:

sub + port = subport ☹

sub + port = support ☺

❖ For each Latin preposition, find one English word that uses it as a prefix, a derivative. Write a definition of the word that emphasizes the meaning of the preposition.

e.g. a transatlantic flight goes **across** the Atlantic Ocean.

**pro**     • derivative =  
              • definition of derivative =

**de**     • derivative =  
              • definition of derivative =

**per**     • derivative =  
              • definition of derivative =

**trans** • derivative =  
• definition =

**ab, a** • derivative =  
• definition =

**ex, e** • derivative =  
• definition =

**post** • derivative =  
• definition =

**cum, con-** • derivative =  
**col-, cor-** • definition =  
**co-, com-**

**in, im-** • derivative =  
**il-, ir-** • definition =

**sub, sup-** • derivative =  
**sus-** • definition =

**ad, at-, ap-** • derivative =  
**as-** • definition =

**circum** • derivative =  
• definition =

**ante** • derivative =  
• definition =

These Romance languages use Latin prepositions as prefixes too.

Fill in the Latin preposition that is used as a prefix on each foreign word.

Try to guess what these foreign words mean, then use an online dictionary to see if you are correct.

Language	Derivative	Prefix	Guess the definition
French	<b>submerger</b>		
	<b>circonstance</b>		
	<b>producteur</b>		
Portuguese	<b>externo</b>		
	<b>persuadir</b>		
Romanian	<b>descendent</b>		
	<b>tranzactie</b>		
Italian	<b>avviso</b>		
	<b>invitare</b>		
Spanish	<b>congreso</b>		
	<b>inventar</b>		
	<b>abolir</b>		

# UNIT 13

## CONJUGATING

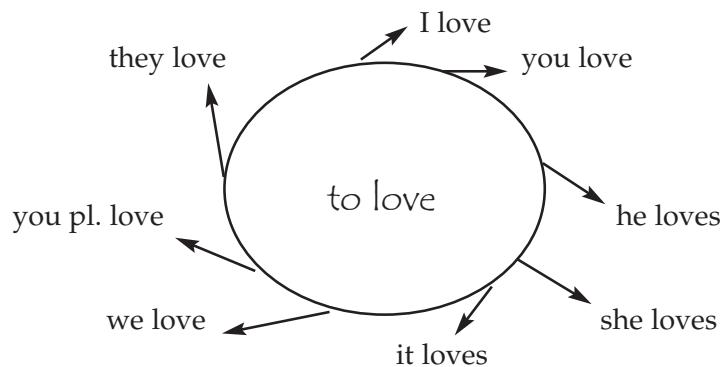
### Lesson 1

### *Conjugating and the Infinitive*

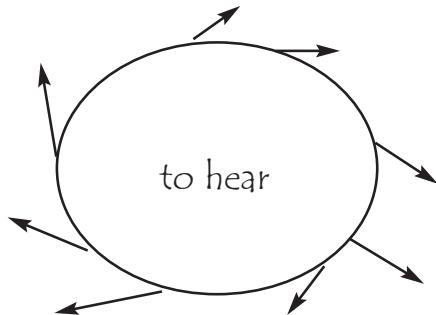
#### Points to consider...

- **To conjugate** is to join together all of the forms for all of the people who can do a verb.
- Every language conjugates verbs in the same order: 1<sup>st</sup> person singular - 3<sup>rd</sup> person plural.
- The **infinitive** is the form of the verb when no subject is doing it: to love.
- English infinitives are always more than one word, beginning with **to**. In most other languages the infinitive is one word with a special infinitive ending.
- Romance language infinitives all have an **-r-** somewhere in that special ending.

#### Conjugating to love



#### Now conjugate to hear



❖ Circle all of the words that are in the infinitive form.

to watch

eating

he has thrown

to wonder

amare

amamus

portat

portare

they will see

laborant

laborare

to examine

est

to conjugate

we are conjugating

you conjugated

❖ List the infinitive forms of these three verbs in as many of the following languages as you can find. Use classroom dictionaries or dictionaries found on the Internet.

	<b>to love</b>	<b>to see</b>	<b>to hear</b>
<b>Latin</b>			
<b>French</b>			
<b>Spanish</b>			
<b>Portuguese</b>			
<b>Italian</b>			
<b>German</b>			
<b>Dutch</b>			

✍ Write any observations you can make about these infinitive forms. What patterns do you see?

## Lesson 2

## Person, Number, Tense

### Points to consider...

- Each individual verb form in a conjugation conveys three pieces of information about the verb: the person, the number, and the tense.
- The **person** tells who is doing the verb: **1<sup>st</sup> person**, **2<sup>nd</sup> person**, or **3<sup>rd</sup> person**.
- The **number** tells how many are doing the verb: **singular** or **plural**.
- The **tense** tells when the verb is happening: **past**, **present**, **future**.
- In many foreign languages all of this information can be conveyed simply by the verb ending.

Examine the present tense conjugation of **to see** in the following languages.

	Spanish	French	Italian	Latin
1 sg.	yo veo	je vois	io vedo	ego video
2 sg.	tu ves	tu vois	tu vedi	tu vides
3 sg.	el/ella ve	il/elle voit	lui,lei vede	is/ea videt
1 pl.	nosotros vemos	nous voyons	noi vediamo	nos videmus
2 pl.	vosotros veis	vous voyez	voi vedete	vos videtis
3 pl.	ellos/ellas ven	ils/elles voient	loro vedono	ei/ea vident

	English	German
1 sg.	I see	Ich sehe
2 sg.	you see	du siehst
3 sg.	he/she sees	er/sie sieht
1 pl.	we see	wir sehen
2 pl.	you see	ihr seht
3 pl.	they see	sie sehen

Look at the inflections for each person and number across these languages. Following the example for 1<sup>st</sup> person singular below, make note of which languages have similar endings.

**1<sup>st</sup> sg.** e.g. Spanish, Italian, and Latin all use **-o** as the inflection. German also ends in a single vowel.

**2<sup>nd</sup> sg.**

### Terms

person  
number  
tense

**3<sup>rd</sup> sg.**

**1<sup>st</sup> pl.**

**2<sup>nd</sup> pl.**

**3<sup>rd</sup> pl.**

✓ Did you discover that Latin was the language that had the most in common with the other languages? Explain why.

If you learn the present tense endings of a Latin conjugation, you will be able to recognize endings in other languages. Memorize them attached to the verb **amare**.

♥  
**amo**  
**amas**  
**amat**  
**amamus**  
**amatis**  
**amant**

♥

Also memorize the endings alone. Try fitting them into a song to help you remember them like this Mouseketeer Song.

**O, S, T**  
**M - U - S**  
**T - I - S, N - T**  
**PRESENT TENSE, PRESENT TENSE**  
**PRESENT TENSE, PRESENT TENSE**  
**FOREVER WE WILL CONJUGATE OUR VERBS....**

## Lesson 3

## *Conjugations*

### Points to consider...

- Nouns that have the same endings are put into groups called **declensions**.
- Verbs that have the same infinitive ending are put into groups called **conjugations**.
- In Latin the group containing **-are** verbs are called 1st conjugation, and **-ere** verbs are called 2nd conjugation.

Putting different endings on verbs is called **conjugating**; so what do you think it is called when you put different endings on nouns?

**The Stem:** remove the **-re** from the infinitive form and what remains is the **stem** of the verb.  
e.g. **ambulare** → **ambula**  
**terrere** → **terre**

### Vocabulary

ambulare  
narrare  
tenere  
movere  
monstrare  
terrere  
pugnare  
monere

The vowel that is on the end of the stem can be called the **theme vowel**.

If the theme vowel is **-a-** then the verb belongs to 1<sup>st</sup> conjugation.

If the theme vowel is **-e-** then the verb belongs to 2<sup>nd</sup> conjugation.

❖ Separate the new verbs into two categories based on their infinitive endings or stems. Look back through all the other Latin verbs you have learned, and add them to the appropriate columns as well.

1<sup>ST</sup> CONJUGATION

2<sup>ND</sup> CONJUGATION

To conjugate a Latin verb, you attach the endings to the stem. The endings will tell you the person, number, and tense of the verb form, and the stem will tell you the definition of the word.

am + o	vide + o
ama + s	vide + s
ama + t	vide + t
ama + mus	vide + mus
ama + tis	vide + tis
ama + nt	vide + nt

❖ 1st person singular in 1st conjugation loses the theme vowel: amo not amao.  
 1st person singular in 2nd conjugation does not lose the theme vowel: video

❖ Conjugate the following verbs in the present tense.

	ambulare	tenere	moveare	pugnare
1 sg.				
2 sg.				
3 sg.				
1 pl.				
2 pl.				
3 pl.				

	terrere	monstrare	monere	narrare
1 sg.				
2 sg.				
3 sg.				
1 pl.				
2 pl.				
3 pl.				

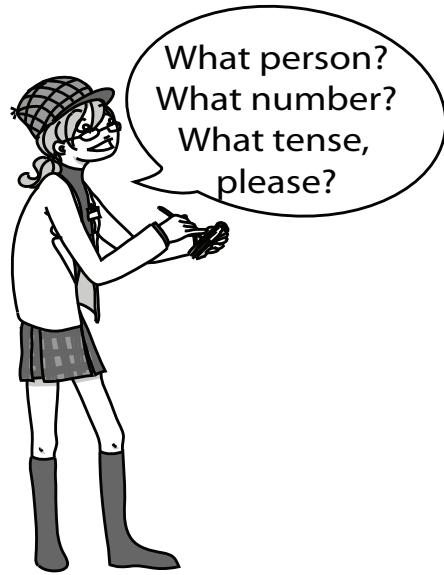
## Lesson 4

### Practicing Verb Forms

❖ Find the verb, underline it, and identify its person and number.

e.g. Every day we have waffles for breakfast.

Answer: Every day we have waffles for breakfast.



1<sup>st</sup> pl.

1. She eats five slices of pizza.

2. You are the best friends in the world to me.

3. On Tuesdays I go to art after music.

4. The doctors operate on the ruptured spleen.

5. With its sticky tongue the frog catches flies.

Translate the underlined verb into Latin.

e.g. Early in the morning the children see their mother in bed. vident

1. When we go to the track, we walk around it sixteen times. \_\_\_\_\_

2. The hairy warts on his nose scare me. \_\_\_\_\_

3. I tell the story to you, so that you will pass it on to others. \_\_\_\_\_

4. When the sharks swim close to shore, the lifeguard warns the swimmers. \_\_\_\_\_

❖ Find the verb, underline it, and translate it into English.

e.g. Multum cibum in culina habemus.

Answer: **Multum cibum in culina habemus.** \_\_\_\_\_ we have \_\_\_\_\_

1. Puellae in scholam magnam ambulant. \_\_\_\_\_

2. In casam novam in Rom? movetis. \_\_\_\_\_

3. Vir magnus cum gladi? pugnat. \_\_\_\_\_

4. Multas ranas in classe me? monstro. \_\_\_\_\_

5. Infantem parvam cum cur? tenes. \_\_\_\_\_

❖ Fill in the missing boxes based on the one piece of information given.

person, number, Latin infinitive	Latin form	English translation
1 pl. movere		
	narras	
		they see
	ambulatis	
1 sg. monstrare		
		she scares
2 sg. vocare		
	pulsat	
		you pl. fight
3 pl. portare		
	habemus	
		it loves
1 sg. tenere		
		we work
	monetis	

# UNIT 14

## COMMON IRREGULAR VERBS

## Lesson 1

## *to be or not to be*

- A regular verb is one that follows a consistent, common pattern when conjugated.
- An irregular verb strays from the common pattern.

Conjugate the regular verb **to look** in English in simple present and past tenses. Circle any inflections - endings that do not appear on the infinitive form.

# Simple Present Tense

## Simple Past Tense

Conjugate the verb **to see** in English in simple present and past tenses.  
Circle any forms that do not use the regular inflections.

# Simple Present Tense

# Simple Past Tense

★ **to see** is an irregular verb in English. It does not follow the standard pattern.

Conjugate the verbs **to do** and **to have** in English in simple present and past tenses. Circle any forms that are not perfectly regular.

<b>Simple Present Tense</b>	<b>Simple Past Tense</b>
<b>Simple Present Tense</b>	<b>Simple Past Tense</b>

★ **to do** and **to have** are also irregular verbs in English. In what way are they even more irregular than **to see**?

Most irregular verbs in English are perfectly regular in the present and just have a different form when used in the simple past. Notice that even **to do** and **to have** retain the regular 3<sup>rd</sup> sg. -s inflection in the present.

One special verb, however, is very irregular. Not any of its forms in the simple present or past resemble the infinitive form. It is the most irregular verb in the English language.

to be



### Simple Present Tense

### Simple Past Tense

☞ The verb **to be** is the most irregular verb in most languages.  
Form a theory, your own explanation, about why this might be true.

To be	English - to be	German - sein	French être
1 sg.	I am	Ich bin	je suis
2 sg.	you are	du bist	tu es
3 sg.	he is	er ist	il est
1 pl.	we are	wir sind	nous sommes
2 pl.	you are	ihr seid	vous êtes
3 pl.	they are	sie sind	ils sont

List 20 English infinitives. Put a check by those that you think are irregular verbs.

## Lesson 2

### *Checking Irregular Verbs*

#### Regular Verb Test

I __	I __ed
you __	you __ed
she __s	she __ed
we __	we __ed
you __	you __ed
they __	they __ed

Check the following verbs by using the above test. Conjugate each verb aloud. If it fits the inflections given in the box, then mark it as a regular verb. If it does not, then mark it as irregular.

#### Regular Irregular

<input type="checkbox"/>	<input type="checkbox"/>	to burp
<input type="checkbox"/>	<input type="checkbox"/>	to argue
<input type="checkbox"/>	<input type="checkbox"/>	to drive
<input type="checkbox"/>	<input type="checkbox"/>	to taste
<input type="checkbox"/>	<input type="checkbox"/>	to blow
<input type="checkbox"/>	<input type="checkbox"/>	to shiver
<input type="checkbox"/>	<input type="checkbox"/>	to write
<input type="checkbox"/>	<input type="checkbox"/>	to hit
<input type="checkbox"/>	<input type="checkbox"/>	to swear
<input type="checkbox"/>	<input type="checkbox"/>	to whine
<input type="checkbox"/>	<input type="checkbox"/>	to twist
<input type="checkbox"/>	<input type="checkbox"/>	to sleep

# UNIT 15

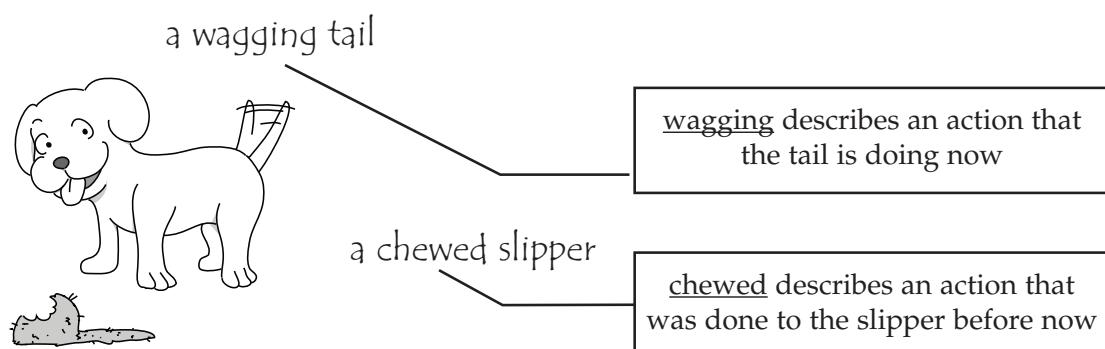
## PARTICIPLES

### Lesson 1

### *Present Active and Past Passive*

#### Points to consider...

- Adjectives made from verbs are called **participles**.
- If something does an action, the action is **active**.
- If an action is done to something, the action is **passive**.
- Participles that are active, ending with **-ing**, sound as if they are happening now in the present. They describe an object as doing an action. They are called **present active participles**.
- Participles that are passive sound as if the action has already happened. They describe an object that has had an action done to it. They are called **past passive participles**.



Use these adjective-noun phrases as you would any other adjective-noun combination in a sentence. Even though this special kind of adjective has been made from a verb, it is not the main action in the sentence. The participle can be removed from the sentence; the verb cannot be removed.

#### Term

participle

The dog has a wagging tail. She is proud to see her puppies playing with a chewed slipper.

Can you find the other participle in the above sentences? Underline it.

Which type of participle is it?

What noun is it describing?

## Making participles:

### **present active participles: verb + ing**

- all verbs form these participles in the same way
- they are all regular
- every verb can be made into a present active participle

to laugh = laughing →

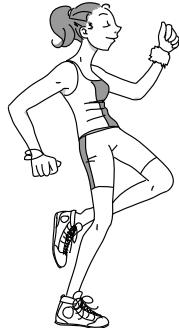
The laughing hyena eats lions.

to be = being →

The student being studious is smart.

to object = objecting →

The judge recognizes the objecting lawyer.



add a present active participle  
the \_\_\_\_\_ girl

### **past passive participles: verb + ed**

- some verbs make the past passive participle by adding -ed; these are regular past participles
- many verbs, however, have irregular past participles
- we know the irregular forms because they sound right to us, but people who are learning English simply have to memorize them

to attack = attacked →

The attacked lion licks his wounds.

to write = written →

The student takes the test written by the teacher.

to convict = convicted →

The judge sentences the convicted woman.



add a regular past participle  
the \_\_\_\_\_ boy



add an irregular past participle  
the \_\_\_\_\_ apple

List five present active participles, five regular past passive participles, and five irregular past passive participles.

present active participle	regular past passive participle	irregular past passive participle

Figure out the past passive participle of each of the following verbs.  
Check the box to tell if it is regular or irregular.

1. to scare → \_\_\_\_\_  regular  irregular
2. to draw → \_\_\_\_\_  regular  irregular
3. to make → \_\_\_\_\_  regular  irregular
4. to skip → \_\_\_\_\_  regular  irregular
5. to color → \_\_\_\_\_  regular  irregular
6. to drive → \_\_\_\_\_  regular  irregular
7. to kick → \_\_\_\_\_  regular  irregular
8. to move → \_\_\_\_\_  regular  irregular
9. to catch → \_\_\_\_\_  regular  irregular
10. to sell → \_\_\_\_\_  regular  irregular

## Lesson 2

### *Verbs without participles*

#### **Points to consider...**

- All verbs can be made into present active participles.
- Not all verbs, however, can be made into past passive participles.
- What verbs cannot be turned into past passive participles?

After creating the participles below from each verb, check the boxes where the past passive participles just don't make sense.  
Be careful - some are silly, but are still grammatically correct.

	<u>PRESENT ACTIVE PARTICIPLE</u>	<u>PAST PASSIVE PARTICIPLE</u>
to hate	the _____ girl	<input type="checkbox"/> the _____ frog
to throw	the _____ girl	<input type="checkbox"/> the _____ frog
to hold	the _____ girl	<input type="checkbox"/> the _____ frog
to chew	the _____ girl	<input type="checkbox"/> the _____ frog
to hop	the _____ girl	<input type="checkbox"/> the _____ frog
to sleep	the _____ girl	<input type="checkbox"/> the _____ frog
to laugh	the _____ girl	<input type="checkbox"/> the _____ frog
to fly	the _____ girl	<input type="checkbox"/> the _____ frog
to kiss	the _____ girl	<input type="checkbox"/> the _____ frog
to paint	the _____ girl	<input type="checkbox"/> the _____ frog
to break	the _____ girl	<input type="checkbox"/> the _____ frog
to vomit	the _____ girl	<input type="checkbox"/> the _____ frog
to write	the _____ girl	<input type="checkbox"/> the _____ frog
to hide	the _____ girl	<input type="checkbox"/> the _____ frog
to cough	the _____ girl	<input type="checkbox"/> the _____ frog
to cut	the _____ girl	<input type="checkbox"/> the _____ frog
to choose	the _____ girl	<input type="checkbox"/> the _____ frog

to spit	the _____ girl	<input type="checkbox"/> the _____ frog
to bite	the _____ girl	<input type="checkbox"/> the _____ frog
to smack	the _____ girl	<input type="checkbox"/> the _____ frog
to teach	the _____ girl	<input type="checkbox"/> the _____ frog
to bathe	the _____ girl	<input type="checkbox"/> the _____ frog
to read	the _____ girl	<input type="checkbox"/> the _____ frog

★ What do all of the verbs that are checked have in common? ★

❖ Passive action describes what is being done to an object just as active action does. The object of an active verb then becomes the subject of a passive verb.

e.g. **active** ➔ The girl kisses the frog.  
**passive** ➔ The frog is kissed by the girl.

**The frog is still having the action done to him.**

❖ Passive participles describe something that is the recipient of an action, a kind of object.

e.g. the **kissed** frog vs. the **kissing** girl

**The frog is having the action done to him.**

❖ Verbs that do not have objects, that do not do their action to something else, cannot then be made into past passive participles.  
 ❖ These are **intransitive verbs**.

# UNIT 16

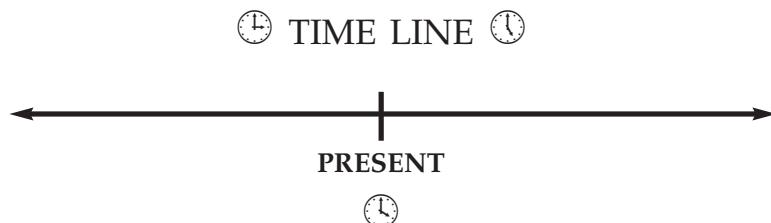
## TENSES

### Lesson 1

### *The Present*

#### Points to consider...

- The tense of a verb tells when the verb is happening.
- The **present tense** is used for an action that is happening now.
- There are six tenses that are common to most languages.
- English has twelve common variations of these six tenses.



Everything to the left of present has happened before now. It is the past.  
Everything to the right of the present point is still to happen. It is the future.

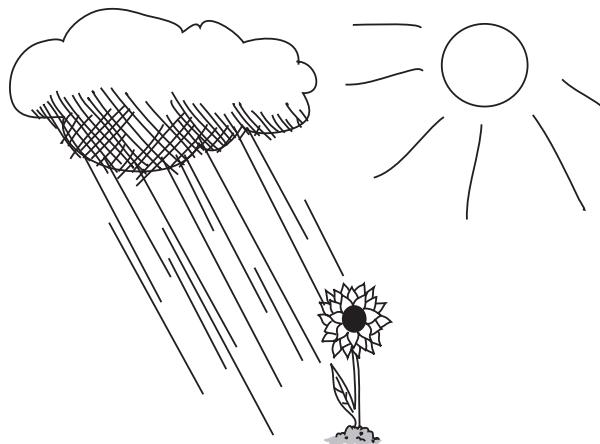
I eat  
I am eating  
I do eat

#### Terms

tense  
present

These three actions are all in the present tense.

They are all happening now, but we use these forms of the present in different ways.  
Demonstrate the difference by using these three verb forms in context.



general fact

Plants **need** water.

in progress

The rain **is watering** the plant.

affirming

The plant **does need** the sun too.

Conjugate the verb **to walk** in these three forms of the present tense.

PRESENT TENSE		
GENERAL FACT	IN PROGRESS	AFFIRMING

✍ Write a paragraph on a separate piece of paper in which you pretend to be a reporter for an international news agency. Describe what is happening at this media event which you are covering. In your paragraph use the three different forms of the present tense. Underline one example of each.

e.g. I am walking over to the burning tower right now... I do want to show you this incredible bit of footage, but the camera has just caught on fire ... Burning video equipment smells foul ...

## Lesson 2

## *Understanding the Past*

### Points to consider...

- The **perfect tense** describes an action that was completed once in the past.
- The **imperfect tense** describes an action that was either repeated in the past or that happened over a period of time, not in one completed action.
- The **pluperfect tense** describes an action that had been completed before another action in the past. Plu = plus = more. The pluperfect is more in the past than the perfect tense.

Plot the names of the past tenses on the time line.



Perfect:

We kicked.  
We have kicked.  
We did kick.

Imperfect:

We used to kick.  
We were kicking.  
We kicked.

Pluperfect:

We had kicked.



### Terms

perfect  
imperfect  
pluperfect

Two verb forms look identical, but the difference can be figured out by the context.

**We kicked the ball to Martha, but she missed the pass.**

Perfect: this is a completed action in the past.

**We kicked the ball every time we got near the goal.**

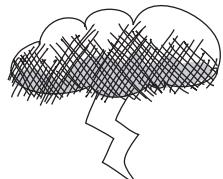
Imperfect: a repeated action in the past.

Pluperfect would be before either of those past actions occurred.

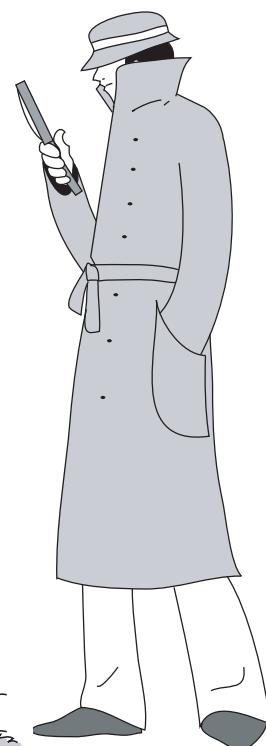
**I had passed him the ball, so he was able to make a goal.**

Label the tenses of the underlined verbs.

The suspect had escaped before the detective found any clues.



It was raining the night of the murder.



The killer stabbed his victim several times.

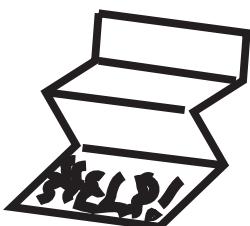
The detective had searched the whole house before he saw anything.

But he did discover the weapon finally.



The killer and his victim used to live in the same house.

The detective has solved the crime.



The victim is resting in peace.



### perfect tense vs. imperfect tense

☒ If a student hands in a paper, and the teacher returns it saying that it is perfect, then that means that the student's work is completed; there is nothing more he can do; his work is perfect / completed.

☒ If a student's work is handed back labeled imperfect, then that student has to do it over and over until it is completed; it is imperfect / not completed once.

### PERFECT TENSE


### IMPERFECT TENSE

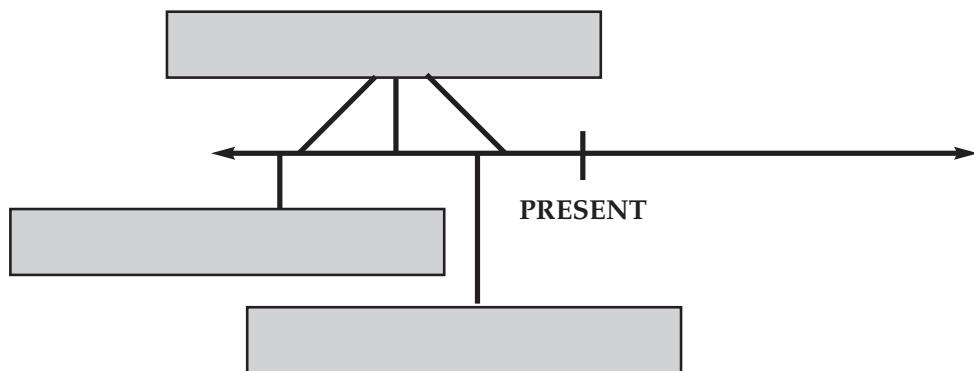

### PLUPERFECT TENSE

Conjugate the verb **to walk** in all the forms of the past tenses.


❖ Underline every verb and name the tense.

1. Last night I ate three artichokes for dinner.
2. We used to go to McDonald's, but now we only go to Burger King.
3. I was walking down the street, when two eagles flew down on my right side.
4. They had taken \$20 out of the bank, before they bought the new CD.
5. She threw the basketball again and again, until she finally scored two points.
6. You did want the dress with the pink stripes, didn't you?
7. I have given you three chances to win the game.
8. We are learning all about verb tenses in this class.
9. You know the present, perfect, imperfect, and pluperfect tenses.
10. You will study the future tense tomorrow.

❖ Plot three verbs from the above sentences on the time line - one from each of the past tenses.

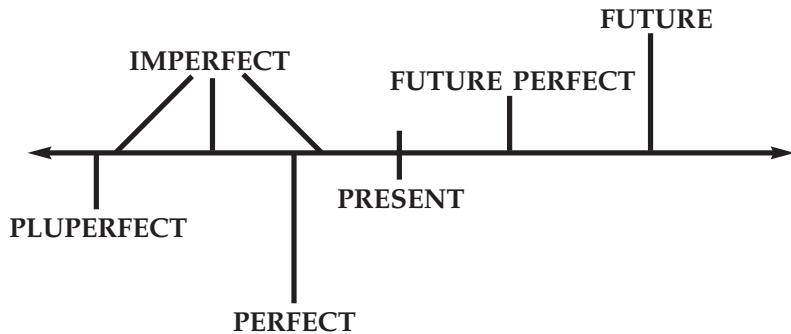


**Points to consider...**

- The **future tense** describes an action that will happen after the present, after now.
- The **future perfect tense** describes an action that will have been completed before another action in the future. Remember: perfect means completed.
- Some verb forms are made up of more than one word. These extra words which help us make the different tenses are called **helping verbs**.
- Helping verbs are forms of the irregular verbs **to be**, **to do**, and **to have**.

What will you do when you go home today?

What will you have done before you go home but after this class today?



Conjugate the verb **to walk** in the two future tenses.

FUTURE TENSE

FUTURE PERFECT TENSE

Terms
helping verb
future
future perfect

### Schedule of the Day

Write the name of the highlighted tense at the end of each sentence.

7 a.m. Ⓛ I **had finished** breakfast before the bus came.  
8 a.m. Ⓛ I **arrived** at school.  
9 a.m. Ⓛ I **went** to music class.  
10 a.m. Ⓛ I **ate** potato chips at snack.  
11 a.m. Ⓛ I **answered** a question in math every time the teacher called on me.  
12 p.m. Ⓛ I **did fail** the test in English class.  
1 p.m. Ⓛ I **explained** to my teacher that I **had studied**.  
2 p.m. Ⓛ I **was taking** notes, when the fire alarm **rang**.  
3 p.m. Ⓛ I **have survived** another exciting day at school.  
4 p.m. Ⓛ I **will do** my homework as soon as I get home.  
5 p.m. Ⓛ Maybe I'll **do** my homework later.  
9 p.m. Ⓛ I **will have finished** it, before I fall asleep.  
11 p.m. Ⓛ I **will snooze** until dawn.

Write your own schedule of the day.

Underline your verbs and label the tenses you used.

7 a.m. Ⓛ

8 a.m. Ⓛ

9 a.m. Ⓛ

10 a.m. Ⓛ

11 a.m. Ⓛ

12 p.m. Ⓛ

1 p.m. Ⓛ

2 p.m. Ⓛ

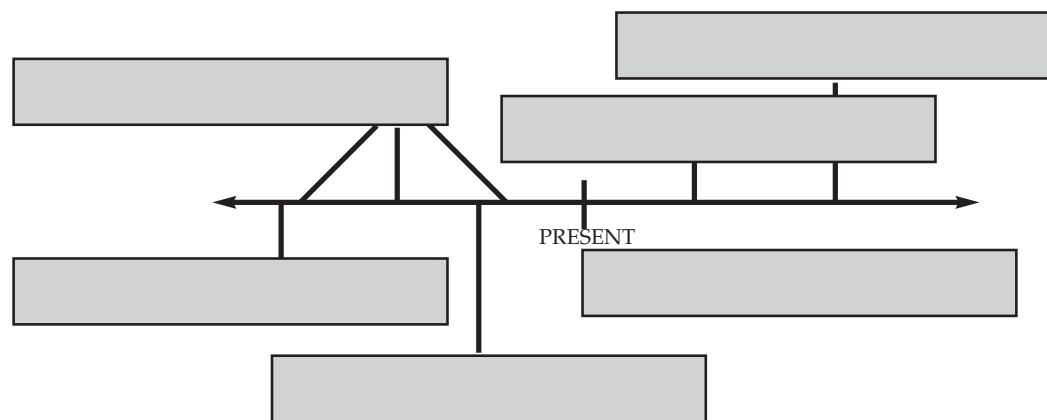
3 p.m. Ⓛ

4 p.m. Ⓛ

❖ Underline every verb and name the tense.

1. We will have a quiz on the tenses on Friday.
2. You will have studied all of your notes, before you will take it.
3. You are asking questions right now, so that you will understand everything.
4. We studied the present tense last Monday, but we reviewed the past tenses all week.
5. You have seen many examples of the tenses.
6. Some of these examples will be on the test.
7. While I was writing the test yesterday, my computer crashed.
8. I had finished creating the test, however, before I went to bed last night.

❖ Plot an action from each tense from the above sentences on the time line.



❖ Below are examples of verb forms from each variation of the six tenses. Rewrite the verb forms in the appropriate groups.

- I look ▫ I am looking ▫ I do look ▫ I used to look ▫ I was looking ▫ I looked ▫
- I did look ▫ I have looked ▫ I had looked ▫ I will look ▫ I will have looked ▫

with helping verb - to be

with helping verb - to have

with helping verb - to do

without helping verbs

\* How can you tell when **to be** is being used as a helping verb and when it is simply a linking verb?

➔ The helping verb will be followed by a participle.

The monster **was** scaring the timid children.

➔ The linking verb will be followed by a predicate nominative, something that describes the subject.

The monster **was** a big, hairy beast.

Helping verb or linking verb?

1. She **is** going to the nearest exit.
2. The news **was** heard around the world.
3. I **am** sending you email.
4. They **were** tired of running.
5. We **are** best friends.

### Points to consider...

- A formula can be made for every tense which describes the parts that go into making up each verb form.

e.g. Present tense in progress formula:

personal pronouns + present tense of **to be** + present participle of the verb

If we had not been raised to speak English, we would have to learn how to create all of these different tenses and the variations within the tenses in English.

Pretend we have to teach a foreign friend the English tenses. We have already taught them what it means **to conjugate** and what **participles** and **helping verbs** are.

Looking at the twelve variations of the tenses, make up a formula for how to create each verb tense in English.

Present Tense (general fact)

Present Tense (in progress)

Present Tense (affirming)

Perfect Tense 1

Perfect Tense 2

Perfect Tense 3

Imperfect Tense 1

Imperfect Tense 2

Imperfect Tense 3

Pluperfect Tense

Future Tense

Future Perfect Tense

Write one sentence in which you include the required verb forms.  
Try to create a situation that will highlight the given tenses.

1. 1<sup>st</sup> sg. imperfect **to sleep**

2<sup>nd</sup> pl. perfect **to pour**

2. 3<sup>rd</sup> sg. pluperfect **to push**

3<sup>rd</sup> pl. perfect **to break**

3. 1<sup>st</sup> pl. future perfect **to climb**

1<sup>st</sup> pl. future **to shout**

4. 2<sup>nd</sup> sg. present general fact **to live**

5. 3<sup>rd</sup> pl. imperfect **to run**

3<sup>rd</sup> pl. present in progress **to lift**

6. 1<sup>st</sup> sg. present affirming **to believe**

# UNIT 17

## PRINCIPAL PARTS OF VERBS

### Lesson 1

### *Finding principal parts*

#### Points to consider...

- The **principal parts** of a verb are the basic building blocks of a verb. They are the parts that are used to make up verb forms.
- Principal parts = the infinitive, past stem, past participle
- If the past stem and past participle are different, then the verb is an **irregular verb**. e.g. see, saw, seen
- If the past stem and past participle end with **-ed**, then the verb is a **regular verb**. e.g. look, looked, looked

Write the 1<sup>st</sup> sg. of the verb **to see** in the twelve variations of the six tenses.

Write

- the personal pronoun in one color
- any helping verbs in another color
- and the main part of the verb in a third color.

Present (general fact)	Present (in progress)	Present (affirming)
Perfect	Perfect	Perfect
Imperfect	Imperfect	Imperfect
Pluperfect	Future	Future Perfect

- Write all of the different versions of the main verb in the boxes below (everything in the third color.)
- Give a name to each form.

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Now do the same thing but with the 1<sup>st</sup> sg. of the verb **to look**.

Present (general fact)	Present (in progress)	Present (affirming)
Perfect	Perfect	Perfect
Imperfect	Imperfect	Imperfect
Pluperfect	Future	Future Perfect

- Write all of the different versions of the main verb in the boxes below (everything in the third color.)
- Give a name to each form.

---

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- ♦ Since the **present participle** of every verb is formed in the same way, it does not need to be memorized for each verb.
- ♦ If the past stem and past participle both end in **-ed**, the verb is regular. There is no need to memorize any parts of the verb.
- ♦ If, however, the past stem and past participle are different, the verb is irregular. Three parts of the verb must be memorized; these are the **principal parts** of the verb.

the infinitive – the past stem – the past participle

- ♦ We usually know a verb's principal parts because they sound right to us, but sometimes people do not know the correct principal parts of a verb, and so they make the verb forms incorrectly.
- ♦ A person just learning English would have to memorize the principal parts and the formulae for each tense.
- ❖ What tests could you use to figure out a verb's principal parts?

Term
principal parts

**Lesson 2*****Irregular Principal Parts***

Fill in the missing principal parts.

Irregular Principal Parts		
infinitive	past stem	past participle
		swum
to sink		
	drove	
to cut		
		spoken
	ran	
to sing		
		ridden
	threw	
to say		
		chosen
to lie		
to lay		
	went	
		eaten
to fight		
	held	
		written
to drink		
		flown
	fell	
to teach		
	read	
		drawn
to be		

Label the tense of the underlined verbs and the principal part that was used to make that tense.

(The present participle is made from the 1<sup>st</sup> principal part: seeing = see + ing)

Tense

Principal Part

\_\_\_\_\_

1. You did feed the cat, didn't you?

\_\_\_\_\_

2. Today we are having hamburgers.

\_\_\_\_\_

3. Gertrude will never know the question.

\_\_\_\_\_

4. They went to the park every day.

\_\_\_\_\_

5. You do like potatoes; I saw you eating them.

\_\_\_\_\_

6. She had thrown it away before he wanted it.

\_\_\_\_\_

7. Fish swim in the ocean.

\_\_\_\_\_

8. He used to like me.

\_\_\_\_\_

9. I was grading the test when you arrived.

\_\_\_\_\_

10. I have seen the most wonderful sight.

\_\_\_\_\_

11. We fought the battle and lost.

\_\_\_\_\_

12. Do you think they will have eaten dinner

before they arrive?

# UNIT 18

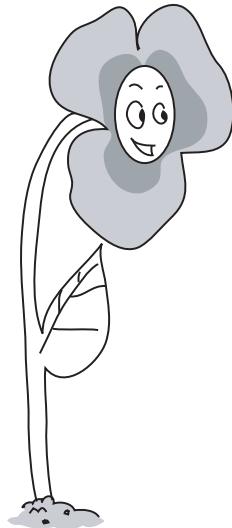
## INTERROGATIVES AND NEGATIVES

### Lesson 1

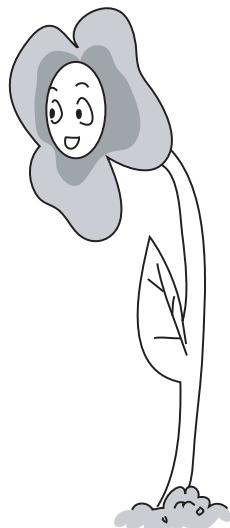
### *The Interrogation*

#### Points to consider...

- In Latin **to ask = rogare**. Interrogation and interrogator are derivatives with the prefix **inter** = between.
- An interrogation = an asking between two parties.
- **Interrogative** words ask questions. They come in different parts of speech:
  - pronoun: who? whom? what?
  - adjective: which?
  - adverb: where? when? how? why?



who?	• my mother
whom?	• him
what?	• bird seed
which?	• the tallest one
where?	• on the hill
when?	• in the morning
how?	• carefully
why?	• because I said so



The words that are in direct response to the question will give a clue as to what part of speech the interrogative word was.

- A question using an **interrogative pronoun** will be answered by a noun or pronoun.
- A question using an **interrogative adjective** will be answered by an adjective or phrase that describes a noun.
- A question using an **interrogative adverb** will be answered by a prepositional phrase, an adverb, or a whole clause.

Write a question for each of the following answers. You will be asking specifically about the underlined words.

Make sure your questions are full sentences.

On the line, write the part of speech of the interrogative word used in your question.

\_\_\_\_\_ 1.

I need the red pen for this exercise, not the blue one.

\_\_\_\_\_ 2.

The rubber duck is in the bathtub.

\_\_\_\_\_ 3.

The boys had chicken nuggets and fries for lunch today.

\_\_\_\_\_ 4.

We like them the best of all.

\_\_\_\_\_ 5.

He always goes swimming after school on Fridays.

\_\_\_\_\_ 6.

The teacher gave a pop quiz, because she wanted to know if they had done their homework.

\_\_\_\_\_ 7.

I passed the time quietly.

\_\_\_\_\_ 8.

Everyone gets this, so let's move on...

**Points to consider...**

- You do not have to use an interrogative word to ask a question. Another way to ask a question is to use **inversion**. The subject and the helping verb switch places. They **invert**, change places.
- If there is no helping verb in the verb form, one will have to be added.
- If the main verb is the verb **to be**, then no helping verb needs to be added in inversion.

Go back to last exercise and circle the helping verbs and main parts of verbs in all of the questions that you wrote.

What is between every helping verb and main verb?

Are there any questions where this pattern does not work? Explain.

Conjugate the verb **to walk** in 2<sup>nd</sup> sg. in all of the tense variations. Add the interrogative word **where** and rewrite each verb form.

TENSE	STATEMENT	QUESTION
Present		Where
Present		Where
Present		Where
Perfect		Where
Perfect		Where
Perfect		Where
Imperfect		Where
Imperfect		Where
Imperfect		Where
Pluperfect		Where
Future		Where
Future Perfect		Where

Write an observation about what happened to the verbs in question form.

We can also ask a question without using an interrogative word, simply by inverting the helping verb and subject:

STATEMENT	QUESTION
<b>We are</b> going to the movies.	<b>Are we</b> going to the movies? ↗

If there is no helping verb in the statement form, then one has to be added so it can be inverted.

STATEMENT	QUESTION
<b>He finished</b> his work.	<b>Did he</b> finish his work? ↗

\* If the verb **to be** is the main verb, then no helping verb is added when inverting for a question.

He is a writer. → Is he a writer? Why is he a writer?

**Points to consider...**

- In English we signal that a statement has become a question on paper with a question mark, but when it is spoken we signal that it is a question by changing the **intonation** of our voice.
- Questions can be made in three ways:
  - inverting the helping verb and subject, i.e. inversion
  - using an interrogative word and inversion
  - changing the intonation of the voice without inversion of the verb

Read these two statements out loud. Notice the difference in the intonation of your voice.

**My mother told you to do that.**

**My mother told you to do that?**

In written language:

**English**

puts its signal for a question at the end of the sentence, so if there is no interrogative word and no inversion, there is no warning until the end of the sentence that this is a question.



**Spanish**



has signals at the beginning and end of a question. There is a warning at the beginning to use a questioning intonation.  
*¿ qué es eso?*



**Latin -ne**

attaches **-ne** to the end of the first word, if there is no interrogative word. Like Spanish, this gives a warning at the beginning of the sentence to use an interrogative intonation.  
*Amatne ranas?*



## Lesson 4

## *Negatives*

## Points to consider...

- If the response to a question is **affirmative**, the answer is yes, and the verb form stays positive.
  - If the response to a question is **negative**, the answer is no, and the verb form becomes negative.
  - Different languages have different formulae for making a verb form negative.

Quid est? → Est dens.



Estne dens bona?  
Ita, dens est bona.

## AFFIRMATIVE RESPONSE

Quid est? → Est altera dens.



Estne dens bona?  
Minime, dens non est bona.

## NEGATIVE RESPONSE

In Latin we make a statement negative by putting the word **non** before the verb.

Amasne magistram?	Ita,
	Minime,
Pulsatne puer puellam?	Ita,
	Minime,

Conjugate the verb **to want** in 3<sup>rd</sup> pl. in all of the tense variations. Then make each verb form negative.

TENSE	AFFIRMATIVE	NEGATIVE
Present		
Present		
Present		
Perfect		
Perfect		
Perfect		
Imperfect		
Imperfect		
Imperfect		
Pluperfect		
Future		
Future Perfect		

Write an observation about what happened to the verbs in negative form.

Look at the 1<sup>st</sup> sg. perfect of the verb **to see** in the following languages. Compare English to the other languages in how they make the verb negative. Note the similarities and differences.

English: I have **not** seen

Latin: **non** vidi

Spanish: Yo **no** he visto

Italian: Io **non** ho visto

French: Je **n'ai pas** vu

In whatever language you study, you have to learn formulae for many different things.  
e.g. how to form tenses, how to make sentences interrogative and negative

#### Terms

interrogative  
inversion  
intonation  
negative

# UNIT 19

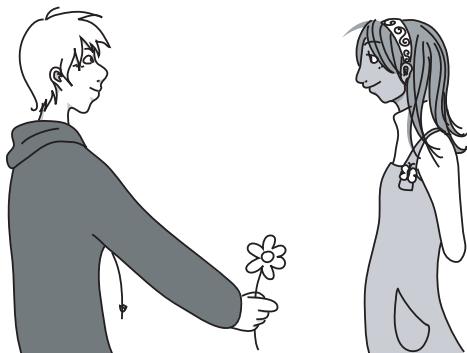
## THE THREE TO'S

### Lesson 1

### *The indirect object*

#### Points to consider...

- We have already studied two structures that use the English word **to** in front of them.
  - The infinitive: **to** love
  - The prepositional phrase: **to** the store
- The indirect object is a third structure, another kind of **to**.
  - Indirect object: give it **to** her
- Indirect objects often appear when the verbs **to give**, **to show**, or **to tell** are in a sentence. The thing being given, shown, or told is the direct object. The one to whom the thing is being given, shown, or told is the indirect object.



#### INDIRECT OBJECT

He gave a flower to his girlfriend for her birthday.

the flower is the **direct object** - it is the thing being given.

the girlfriend is the **indirect object** - she is the one receiving what is being given.

The word **to** can be left out and the indirect object can be placed before the direct object.

He gave his girlfriend a flower. -or- He gave her a flower.



#### INFINITIVE

The cat's owner wanted him to take a bath.

#### PREPOSITIONAL PHRASE

Now he is going to move to a new house.

What tests can you develop to figure out which kind of to is being used in a sentence:

THE INFINITIVE	
INDIRECT OBJECT	
PREPOSITIONAL PHRASE	

Is the **to** part of an indirect object, an infinitive, or a prepositional phrase?  
Label on the line.

- \_\_\_\_\_ 1. We have given three examples to the teacher.
- \_\_\_\_\_ 2. I told you to come as soon as you could.
- \_\_\_\_\_ 3. Will you tell that to the others?
- \_\_\_\_\_ 4. Douglas and Colin went to the toy store.
- \_\_\_\_\_ 5. She used to show her homework to her mother.
- \_\_\_\_\_ 6. Please show her how to do it.
- \_\_\_\_\_ 7. Come over to my house tomorrow.
- \_\_\_\_\_ 8. Did she give him the answer to write on the test?
- \_\_\_\_\_ 9. She looked to the stars for her wish.
- \_\_\_\_\_ 10. We wanted to give them another chance.

In English we use the same word **to** for these very different uses, but other languages do not do this. Other languages have entirely different ways of signaling the infinitive, the preposition, and the indirect object. It is important, therefore, to know which **to** we are using in English, because we will not simply translate this word **to** into a foreign language. We will learn a different structure for each of these three things.



Write a story about this picture which is loaded not only with the three functions of the word **to**, but also with the three homophones: **to, too, and two**.

# UNIT 20

## WORD BUILDING

### Lesson 1

### *Prefixes and Suffixes*

#### Points to consider...

- By using Latin prepositions as prefixes, stems of Latin words, and suffixes for different parts of speech, we can build many words.
- We can also figure out the meaning of difficult vocabulary words in English by breaking them down into these parts: prefixes, stems, and suffixes.

### PREFIXES

Review the Latin prepositions that can be used as prefixes.

Latin Prepositions	Prefix translations
ex, e	
sub, sup-, sus-	
in, im-, il-, ir-	
pro	
circum	
ad, at-, ap-, as-	
de	
prope	
ab, a	
cum, con-, col-, cor-, co-, com-	
per	
trans	
ante	
post	
pre	
re-	back, again
inter	between

## STEMS

For the base of an English word, we can use stems that we know from Latin vocabulary words. Review these common stems found from Latin verbs. Stems can be taken from any part of speech.

Latin Verb Stems	Translations
labor-	
terr-	
puls-	
mon-	
ambul-	
mov-	
port-	
ten-	
vid- / vis-	
monstr-	
voc-	
narr-	

## SUFFIXES

These suffixes as well as others from Unit 10 can be attached to the end of a word. Try attaching different suffixes to the same stems to change the part of speech.

Suffix	Meaning	Part of Speech
-able, -ible	able to	adjective
-ous	full of	adjective
-ive	likely to do an action	adjective
-ary, -ory, -al	pertaining to	adjective
-ment	condition	noun
-tion, -sion	state of being	noun
-or, -tor, -er, -	one who	noun
-ance	action or quality	noun
-ize	cause to be like	verb
-ate	to make or cause	verb
-y	characterized by	adjective
-y	state, condition	noun

Break the following words apart into their prefixes, stems, and suffixes.

Figure out what the parts mean separately, and then write a good definition for what you think the whole word means. Check in the dictionary after you have made your guess.

For example:

Vocabulary Word: collaboration		
Prefix	Stem	Suffix
col-	labor-	-tion
together	work	state of
your definition: state of working together		
dictionary definition: "to work jointly with others"		

Vocabulary Word: invocation		
Prefix	Stem	Suffix
your definition		
dictionary definition		

Vocabulary Word: *de*visive

Prefix	Stem	Suffix

your definition:

dictionary definition:

Vocabulary Word: *ad*monition

Prefix	Stem	Suffix

your definition:

dictionary definition:

Vocabulary Word: *de*partment

Prefix	Stem	Suffix

your definition:

dictionary definition:

Vocabulary Word: **perambulatory**

Prefix	Stem	Suffix

your definition:

dictionary definition:

Vocabulary Word: **demonstrate**

Prefix	Stem	Suffix

your definition:

dictionary definition:

Vocabulary Word: **provision**

Prefix	Stem	Suffix

your definition:

dictionary definition:

Try formulating your own words using prefixes + stems + suffixes. Check in the dictionary to see if the words that you create are real words. Some of your words may only have a prefix + stem or a stem + suffix.

Vocabulary Word:		
Prefix	Stem	Suffix
your definition:		
Is it real? dictionary definition:		

Vocabulary Word:		
Prefix	Stem	Suffix
your definition:		
Is it real? dictionary definition:		

Vocabulary Word:		
Prefix	Stem	Suffix
your definition:		
Is it real? dictionary definition:		

# UNIT 21

## GREEK ORAL TRADITION

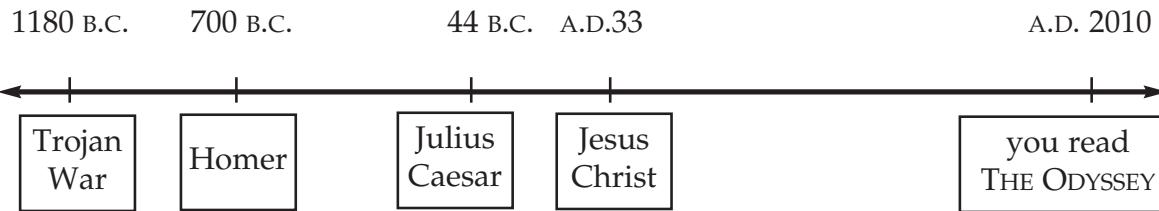
### Lesson 1

### *Oral tradition*

#### Points to consider...

- In the **oral tradition** a story is passed on by one generation telling it to the next.
- Many cultures used the oral tradition to pass down historical and religious beliefs.
- When stories are passed down by the oral tradition and not written, they can change with each telling.
- The ancient Greek storyteller, **the bard**, was often a blind man. His job was to preserve and pass on the stories of their culture. In this way he could serve his country by preserving its fame, since he could not serve in battle, being blind.

- ♦ Based on what archaeologists have found, the Trojan War may really have happened around 1180 b.c.e.
- ♦ Bards passed on the story by the oral tradition, each adding his own details about the involvement of the gods and other special characters.
- ♦ The story came to represent an important part of the Greek culture including its religion and its history.
- ♦ Several hundred years later a bard, given the name Homer, finally wrote down the story in two parts. THE ILIAD is the story of the war itself, and THE ODYSSEY is the story of Odysseus's travels home after the war.
- ♦ How far from reality was the story in the years it was passed on by the oral tradition? What might the story be like today if it had never been written down?



How did the Greeks make use of their language in the oral tradition?

- the stories were spoken in meter with music from the lyre
- the meter and music would help the bard remember long passages
- they made use of sound groups in their language to communicate
- using many guttural sounds would give the effect of harshness as in a battle scene
- using sibilant sounds, s's, would convey seduction or stealth

## Lesson 2

### *Greek alphabet*

Practice writing the letters of the Greek alphabet

$\alpha$  A alpha

$\beta$  B beta

$\gamma$   $\Gamma$  gamma

$\delta$   $\Delta$  delta

$\epsilon$  E epsilon

$\zeta$  Z zeta (zeta)

$\eta$  H eta

$\theta$   $\Theta$  theta

$\iota$  I iota

$\kappa$  K kappa

$\lambda$   $\Lambda$  lambda

$\mu$  M mu

v N nu

xi E xi

o O omicron

pi II pi

rho P rho

sigma  $\Sigma$  sigma ( $\varsigma$  at the end of a word)

tau T tau

upsilon Y upsilon

phi  $\Phi$  phi

chi X chi

psi  $\Psi$  psi

omega  $\Omega$  omega

**Points to consider...**

- To **transliterate** is to change the letters of a word into another alphabet.
- When we transliterate Greek words into our alphabet, the Roman alphabet, we see that some English words come directly from Greek words.
- Some English words are derivatives of Greek words.

1. δραμα

2. βιογραφια

3. γενεσις

4. αγορα

5. θεατρον

6. βιος

7. κρισις

8. μετρον

9. νεκταρ

10. ποιητης

11. ρινοκερως

12. συνωνυμος

13. φιλος

14. αδελφος

15. χορος

16. χαρακτηρ

17. ωκεανος

## Points to consider...

- **Meter** is the pattern of the rhythm of poetry.
- The meter of the *Odyssey* is **dactylic hexameter**.
- Derivation of **hexameter** = six measures. Measures are also called **feet** in poetry.
- A **dactyl** is either a long beat followed by two shorts — U U, or two long beats — — in one measure.
- So a line of dactylic hexameter has six measures of long-short-short, or long-long beats in any combination.

## Terms

transliterate  
oral tradition  
bard  
meter  
dactylic hexameter

Separate the following lines of dactylic hexameter into its six measures (or feet). Draw a slash after every measure.

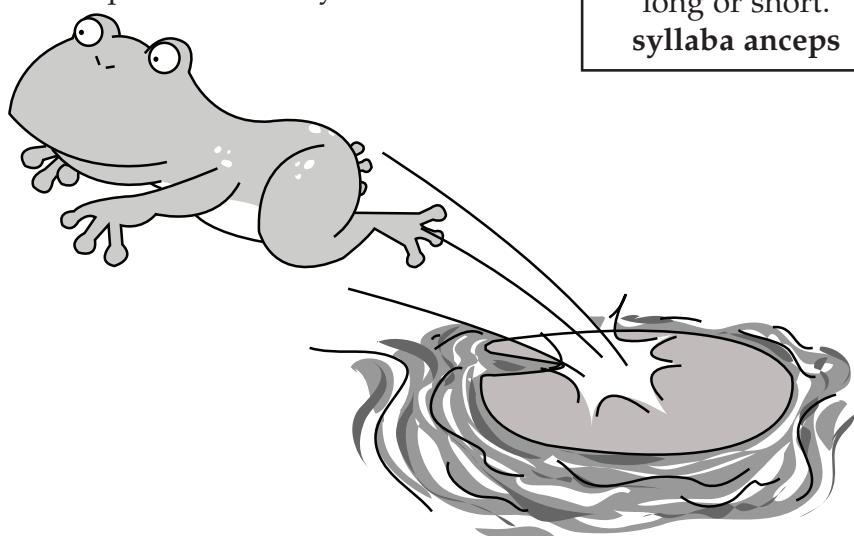
— U U — U U — U U — — — — X  
Once in a while when I look at a frog and hear it ribbit

— U U — U U — U U — U U — U U — X  
Tears softly fall down my cheek as my heart leaps with joy and with gladness.

— — — — — U U — U U — X  
But then soon my spirits crash as it hops, gone forever.

— U U — U U — U U — — — U U — X ←  
Never again will I look at that pond to find my dear rana.

The last foot is  
always two beats. It  
doesn't matter if it is  
long or short.  
**syllabanceps**



THE SIRENS PASSAGE FROM THE ODYSSEY

Transliterate your line

1. δευρ αγ ιων, πολυαιν Οδυσευ, μεγα κυδο? Αχαιων  
Come over here, much-praised Odysseus, great glory of the Greeks
  
2. νηα καταστησον, ινα νωιτερην οπ ακουσης.  
guide your ship where you can hear the two of us.
  
3. ου γαρ πω τις τηδε παρηλασε νηι μελαινη  
No man has ever yet sailed past this place in his dark ship
  
4. πριν γ ημεων μελιγηρυν απο στοματων οπ ακουσαι  
before hearing the sweet-as-honey voice from our mouths;
  
5. αλλα ο γε τερψαμενος νειται και πλειονα ειδως.  
and he taking delight in it will return home knowing more.
  
6. ιδμεν γαρ τοι πανθε ος ενι Τροιη ευρειη  
For we know all that happened on the Trojan fields
  
7. Αργειοι Τρωες τε θεων ιοτητι μογησαν  
what the Trojans and Greeks suffered by the will of the gods;
  
8. ιδμεν δ οσσα γενηται επι χθονι πουλυβοτειρη  
and we know all that will happen on the face of this earth.

9. ως φασαν ιεισαι οπα καλλιμον, αυταρ εμον κηρ  
And so they spoke with their beautiful voices, and my heart

10. ηθελ ακουεμεναι λυσαι τ εκελευον εταιρους  
wished to hear them and I begged my men to loosen me

11. οφρυσι νευσταζων, οι δε προπεσοντες ερεσσον  
nodding with my eyebrows, but they went on rowing.

12. αυτικα δ ανσταντες Περιμηδης Ευρυλοχος τε  
Perimedes and Eurylochus stood up immediately

13. πλειοσι μ εν δεσμοισι δεον μαλλον τε πιεζον  
and tied me with more rope and squeezed me more.

14. αυταρ επει δη τας γε παρηλασαν, ουδ ετ επειτα  
And when we sailed a long way past them

15. φθογγον Σειρηνων ηκουομεν ουδε τ αοιδην  
and could not hear the voice of the Sirens

16. αιψ απο κηρον ελοντο εμοι εριηρες εταιροι  
my faithful companions took the wax from their ears

17. ον σφιν επ ωσιν αλειψ εμε τ εκ δεσμουν ανελυσαν  
and loosened me from the ropes.

IN METER

— U U— U U— U U— U U— X

1. δευρ αγ ιων, πολυαιων Οδυσευ, μεγα κυδος Αχαιων  
Come over here, much-praised Odysseus, great glory of the Greeks

— U U— — — U U— U U— U U — X

2. νηα καταστησον, ινα νωιτερην οπ ακουσης.  
guide your ship where you can hear the two of us.

— — — — — U U— U U— U U— X

3. ου γαρ πω τις τηδε παρηλασε νηι μελαινη  
No man has ever yet sailed past this place in his dark ship

— U U— U U— U U— U U— U U— X

4. πριν γ ημεων μελιγηρυν απο στοματων οπ ακουσαι  
before hearing the sweet-as-honey voice from our mouths;

— U U — U U— — — — — U U — X

5. αλλε ο γε τερψαμενος νειται και πλειονα ειδως.  
and he taking delight in it will return home knowing more.

— — — — — U U — — — U U — X

6. ιδμεν γαρ τοι πανθε ος εν-ι Τροι-η ευρ-ε-ι-η  
For we know all that happened on the Trojan fields

— — — — — U U— U U— U U— X

7. Αρ-γει-οι Τρω-ες τε θεων ι-ο-τη-τι μογησαν  
what the Tojans and Greeks suffered by the will of the gods;

— — — U U — U U — U U — U U — X

8. ιδμεν δ οσσα γεν-η-ται επ-ι χθονι πουλυβοτειρη  
and we know all that will happen on the face of this earth.

— U U —— — U U — U U — U U — X

9. ως φασαν ι-ει-σαι οπα καλλιμον, αυταρ εμον κηρ  
And so they spoke with their beautiful voices, and my heart

— U U — U U —— — U U — U U — X

10. ηθελ α-κου-ε-μεν-αι λυσαι τ εκ-ε-λευ-ον εταιρους  
wished to hear them and I begged my men to loosen me

— U U — — — — U U — U U — X

11. οφρυσι νευσταζων, οι δε προπεσοντες ερεσσον  
nodding with my eyebrows, but they went on rowing.

— U U — — — U U — — — U U — X

12. αυτικα δ ανσταντες Περι-μη-δης Ευρυλοχος τε  
Perimedes and Eurylochus stood up immediately

— U U — — — U U — — — U U — X

13. πλει-ο-σι μ εν δεσμοισι δεον μαλλον τε πι-εζ-ον  
and tied me with more rope and squeezed me more.

— U U — — — U U — U U — U U — X

14. αυταρ επει δη τας γε παρηλασαν, ουδ ετ επ-ει-τα  
And when we sailed a long way past them

— — — — — U U — U U — X

15. φθογγον Σειρηνων η-κου-ο-μεν ουδε τ α-οι-δην  
and could not hear the voice of the Sirens

— U U — U U — U U — U U — U U — X

16. αιψ απο κηρον ελοντο ε-μοι ερ-ι-η-ρες εταιροι  
my faithful companions took the wax from their ears

— U U — U U — U U — — — U U — X

17. ον σφιν επ ωσιν αλειψ εμε τ εκ δεσμουν ανελυσαν  
and loosened me from the ropes.

## VOCABULARY

### NOUNS

agricola.....	farmer
amica.....	(female) friend
amicus.....	(male) friend
asinus.....	donkey
cibus.....	food
discipula.....	(female) student
discipulus.....	(male) student
equus.....	horse
familia.....	family
femina.....	woman
liber.....	book
lingua.....	language
luna.....	moon
magister.....	(male) teacher
magistra.....	(female) teacher
nauta.....	sailor
nomen.....	name
poeta.....	poet
porta.....	door
puella.....	girl
puer.....	boy
rana.....	frog
schola.....	school
servus.....	(male) servant
taurus.....	bull
terra.....	land, earth
via.....	path, road, way
vir.....	man

### ADJECTIVES

albus / alba.....	white
bonus / bona.....	good
latus / lata.....	wide
liber / libera.....	free
longus / longa.....	long
magnus / magna.....	big
malus / mala.....	bad
parvus / parva.....	small
solus / sola.....	alone, lonely

### VERBS

amare.....	to love
ambulare.....	to walk
habere.....	to have
laborare.....	to work
monere.....	to warn
monstrare.....	to show
movere.....	to move
narrare.....	to tell
portare.....	to carry
pugnare.....	to fight
pulsare.....	to hit
tenere.....	to hold
terrere.....	to scare
videre.....	to see
vocare.....	to call

### PREPOSITIONS

ab, a.....	away from
ad.....	to, towards, at
ante.....	before
circum.....	around
cum.....	with
de.....	down from
ex, e.....	out of
in (with ablative case).....	in, on
in (with accusative case).....	into, onto
per.....	through
post.....	after, behind
pro.....	for
prope.....	near
sine.....	without
sub.....	under
trans.....	across

### CONJUNCTION

et.....	and
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