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**The Dauntless Three**  
from  
*Horatius at the Bridge*
UNIT I

Verbs
1st Conjugation and Sum
Present System

Romulus, Remus, and the She-wolf
Capitoline Museums, Rome

This iconic statue of the ancient city of Rome depicts the twin brothers, Romulus and Remus, suckled by a she-wolf. The myth that the Romans were descended from ancestors so fierce and courageous they were raised by a she-wolf fits the national character of Rome, a city chosen by destiny to conquer and rule the world. Romulus founded Rome and became her first king, giving Rome its name.

FYI (FOR YOUR INFORMATION)

VOICE: There are two voices in English and Latin, active and passive.
Active voice: John ate the cookies.
Passive voice: The cookies were eaten yesterday.

In the active voice the subject performs the action of the verb.
In the passive voice, the subject receives the action of the verb.
In the passive voice, the actual doer of the action of the verb may be expressed by a prepositional phrase.
Ex: The cookies were eaten by John yesterday.

MOOD: There are three moods in Latin. (Some grammars count the infinitive as a mood.)
The indicative mood is used for statements and questions. Ex: I have Latin homework.
The imperative mood is used for commands. Ex: Do your homework.
The subjunctive mood is used for subordinate clauses, imaginary statements, exhortation, contrary to fact, purpose, etc.
Ex: If I were you I would do my homework. Let us do our homework.

May, might, would, should, and let are helping verbs that indicate the subjunctive in English.
The subjunctive is used very little in English, but is very common in Latin.

Because all verbs in First Form are in the active voice and the indicative mood, there will be no lessons on voice and mood for students.
**LESSON I**

1 **ORAL RECITATION/REVIEW**
   Teacher: *Salvete, amici Latinae*  
   (Hello, friends of Latin)
   Students: *Salve, magistra (magister)*  
   (Hello, teacher)

   Grammar Questions: 1-16  
   (at the end of the workbook)

2 **LATIN SAYING**
   *Say aloud and ask students to repeat after you.*

   *in preposition*  in  
   *chorus noun*  together, chorus  
   *choro ablative sing. case*  2nd decl., Lesson 15

   *récito verb*  recite  
   *recitemus let us recite*

   **FYI**
   *Recitemus is the subjunctive form of récito. Recitamus means we recite and recitemus means let us recite.*
   This use of the subjunctive mood is called an *exhortation.*

3 **GRAMMAR - CHALK TALK**
   On the board, recreate in three steps the First Conjugation chart of *amo.*

   **(Step 1)** Write the English personal pronouns on the board leaving space as shown below for Steps 2 and 3.

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>am-o</td>
<td>ama-mus</td>
</tr>
<tr>
<td>2nd</td>
<td>ama-s</td>
<td>ama-tis</td>
</tr>
<tr>
<td>3rd</td>
<td>ama-t</td>
<td>ama-nt</td>
</tr>
</tbody>
</table>

   **Vocabulary**

<table>
<thead>
<tr>
<th>Latin</th>
<th>English</th>
<th>Derivatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>amo</td>
<td>I love, like</td>
<td>amorous, amateur</td>
</tr>
<tr>
<td>do</td>
<td>I give</td>
<td>donate</td>
</tr>
<tr>
<td>lavo</td>
<td>I wash</td>
<td>lavatory</td>
</tr>
<tr>
<td>nato</td>
<td>I swim</td>
<td>natatorium</td>
</tr>
<tr>
<td>oro</td>
<td>I speak, pray</td>
<td>orator</td>
</tr>
<tr>
<td>paro</td>
<td>I prepare</td>
<td>preparation</td>
</tr>
<tr>
<td>porto</td>
<td>I carry</td>
<td>portable</td>
</tr>
<tr>
<td>servo</td>
<td>I guard, keep</td>
<td>conservation</td>
</tr>
<tr>
<td>sto</td>
<td>I stand</td>
<td>status</td>
</tr>
<tr>
<td>voco</td>
<td>I call</td>
<td>vocation, vocal</td>
</tr>
</tbody>
</table>

   Teach the concept of **grammar persons**, as explained in **Bullet 5**. The **1st person** is the *person speaking*; **2nd person** is the *person spoken to*; **3rd person** is the *person spoken about*. Use example sentences: *I am the teacher; We are a class; You have done your homework; They are going home,* etc. A composition is always written in a particular person; most novels are written in the 3rd person, instructions are usually written in the 2nd person, an autobiography is written in the 1st person, etc.

   **(Step 2)** On the board, write the conjugation of *amo*, as shown in the grammar chart, leaving a space between the stem and the blue personal endings. Point to each Latin personal ending and its corresponding English pronoun, so students understand that the Latin personal ending stands for the English pronoun. Ask students to identify the **stem vowel** and **stem** as explained in **Bullets 3-4**. The stem is composed of the **root** and stem vowel.

   **(Step 3)** Complete the chart by adding the English meanings. Notice that the only time the English verb *love* changes is in the 3rd person singular.
LESSON XI

1 ORAL RECITATION/REVIEW
Teacher: Salve, amici Latinae
Students: Salve, magistra (magister)
Teacher: Súrgite (Stand up)
Teacher: Recitemus (Let us recite)
personal endings
tense endings - 5 tenses
1st conj. p.p. endings
amo - six tenses, p.p.
sum - three tenses
Teacher: Sedete
Grammar Questions: 1-56

2 LATIN SAYING
Say aloud and students repeat after you.
et conj. and
Ora and labora are the imperative forms of oro and laboro. An imperative form is used for a command. The imperative mood is not covered in this book.

3 GRAMMAR - CHALK TALK
Perfect Stem and Perfect System of Sum
What are the principal parts of sum? (sum, esse, fui, futurus) What conjugation is sum? (Sum is irregular and is not assigned to any of the four conjugations.) What is sum called in English? (the to be verb) What kind of action does sum show? (Sum does not show action; it shows existence or state of being.) What is the present stem of sum? (There is no present stem of sum because it changes, which is why sum is an irregular verb.)

Look at the Perfect System of sum and decide whether sum has a perfect stem. (Yes) What is the perfect stem of sum and how do you find it? (The perfect stem of sum is fu, which is found by removing the i from the 3rd principal part) Is the perfect stem of sum regular? (Yes, the stem is constant and the endings are regular.)

Recite in choro the present and the perfect systems of sum.

Meanings. Look at the meanings of the perfect system of sum. Compare the helping verbs to amo. (The helping verbs are the same.)
**Memorize the perfect system of *sum* and the meanings.**

**GRAMMAR - FYI**
The problem with learning meanings for Latin tenses is the lack of correspondence with the English tense system at certain points. The perfect of *sum* can also be translated *I was, you were, he was,* etc., depending on the context.