Student Text

Lesson 1
• First/Second Form Verb Review: Add free as a definition of libreo and surpass as a definition of súpero.

Lesson 2
• First/Second Form Verb Review: Add limit as a definition of finio.

Lesson 3
• New Vocabulary: Change the derivative coerce to cogent. (Coerce comes from coercere.)
• 3rd/4th Conjugation Imperatives: Tolle et lege should be Tolle, lege in this lesson and throughout the book.

Lesson 5
• Word Study ♦ Grammar ♦ Syntax: In the 2nd and 3rd bullet points, glóriam (glory) is a word students have not learned. You may want to substitute victóriam (victory) instead.

Lesson 7
• Last Bullet Point: Christe eléison should be removed as it is Greek.

Lesson 9
• Last Bullet Point: The Latin example Fortuna fortes adjuvat should be Fortes fortuna juvat. The former is not wrong per se, but the latter is a Latin Saying from First Form Latin and thus more familiar to students.

Lesson 13
• New Vocabulary Chart: Both centum (100, Roman numeral C) and mille (1,000; Roman numeral M) should be included.

Lesson 16
• Vocabulary: The definition of tempestas should be thunderstorm.

Lesson 17
• Latin Saying Notes (on p. 63): The first sentence (A day ... ashes.) should be in quotation marks.

Lesson 18
• Latin Saying Notes: In the 1st sentence, change attributed to to by.

Unit III Review
• Vocabulary: The definition of tempestas should be thunderstorm.

Lesson 21
• Vocabulary: Add ne (not, used with subjunctive verbs).

Lesson 24
• Latin Saying Notes: References to arrest should more accurately refer to detention.

Lesson 25
• Vocabulary: Add ne ( lest, so that ... not).

Lesson 26
• Vocabulary: Remove articulate as a derivative of cursus.
• Latin Saying Notes: Officis (last word) should be Offíciis.

Unit IV Review
• Vocabulary: Add ne (not with subjunctive verbs; lest, so that ... not).

Lesson 27
• Last Bullet Point: If your student finds this bullet point confusing, use the following, simplified version instead: “Not every adjective has a comparative and superlative. Of the adjectives you have learned so far, almus, defessus, ferus, finítimus, nefárius, and sacer only have a positive form. The Naughty Nine and Possessive Pronoun Adjectives also do not have comparative and superlative forms.”

Lesson 28
• Vocabulary: Remove civility as a derivative of tristis.

Lesson 30
• Latin Saying Notes for Ánnuit Coeptis (on p. 95): In the first sentence, change a phrase from to adapted from.

Unit V Review
• Regular Comparison of Adjectives and Adverbs Chart: Add a macron to latē and latíssimē (2nd row) and to gravíssimē (last row).
• Irregular Comparison of Adjectives Chart: The Latin for many (“Positive” column, 3rd-to-last row) should be multi -ae -a, and the Latin for very many (“Superlative” column, same row as many) should be plúrimi -ae -a.
Conversational Latin Appendix
• Classroom Latin: Change Est-ne confusus? to Esne confusus? (N.B. Confusus is used when speaking to a male and confusa to a female.)

Latin Sayings - First and Second Form Review Appendix
• Third Form Lesson Two: Translation of Aut viam ... should be I shall either find a way or make one; translation of Ferrum ferro exacúitur should be Iron is sharpened by iron.

Grammar Forms Appendix
• Irregular Comparison of Adjectives Chart: The Latin for many (“Positive” column, 3rd-to-last row) should be multi -ae -a.
• Regular Comparison of Adjectives and Adverbs Chart: Add a macron to latē and latíssimē (2nd row) and to gravíssimē (last row).

Vocabulary Appendix
• Latin-English: Remove easy as a definition of mollis -e.

Workbook

Lesson 3
• II A. 1st/2nd Conjugation Imperatives: Chart: Change English (1st-column Header) to Latin.
• III. 3rd/4th Conjugation Imperatives: Saying: Change Tolle et lege. to Tolle, lege.

Lesson 6
• III. Form Drills: Drill C #7: Change spoken to prayed.
• III. Form Drills: Drill F #10: Change spoken to heard.

Unit 1 Review
• Translation C #6: Footnote added for unto so students know to use in w/acc.

Lesson 9
• VIII. Translation #1: Change male to non.

Lesson 10
• III. Adjective Form Drills: Drill B #4: Change consul to man.

Lesson 12
• IV. Form Drills: Drill B directions: Clarify that student should use the nominative singular masculine form.
• V. Adjective Review: Drill D & E directions: Clarify that student should use the nominative case.
• VII. Verb Drills: Drill H #3: Change give up to give way.
• VIII. Translation #10: Change vaccum to vácuum (one c, two u's).

Lesson 13
• VIII. Translation #7: Footnote added for celériter so students know it is an adverb and translates as swiftly.

Lesson 15
• IV. Form Drills: Drill D #1: Change Július to Caesar.
• IV. Form Drills: Drill D #12: Sentence rewritten to Specta Marcum. Videsne _ equum parvum? (The answers remain the same.)
• IV. Form Drills: Drill D #18: Sentence rewritten to Caesar Gallos audaces vincit. _ exércitus fortis non erat. (The answers remain the same.)
• VI. Reading: Add equitatus -ūs m. (cavalry) to vocabulary.

Lesson 16
• VII. Translation #8: Change felices to laeti. (The English translation is still correct.)

Lesson 19
• I. Word Study and Grammar #12: Change personal to possessive.
• VII. Reading: Add avis -is f. (bird) to vocabulary.

Unit III Review
• I. Word Study and Grammar #19: Change personal to possessive.
• VI. Translate #3: Change Currus to Hasta.

Lesson 20
• V. Form Drills: Drill C #7: Change néscimus to cógimus. (Néscimus is a correct word, but 4th conj., not 3rd.)

Lesson 21
• VIII. Translation #10: Change cart to fort.
Lesson 23

• VI. Translation #9: Change laudare to laudo.
• VIII. Reading: Change Oves (1st word, 2nd sentence of 2nd line) to Vaccæ; change clarius (5th word, last line) to pulcher; and add nix nivis f. (snow) to vocabulary.

Lesson 24

• VI. Translation #1: Change Aves to Áquilae.
• VI. Translation (con’d.) #1: Change áequore to campo.
• VII. Reading: Change et res pública sunt (1st full sentence, 2nd line) to est; add glória -ae f. (glory), fama -ae f. (fame), and Lúcius -i m. (Lucius) to vocabulary.

Lesson 25

• V. Form Drills (cont.): Drill F directions: Add "Convert the given passive form to the corresponding active form (1-5) or translate (6-10)."

Lesson 26

• VIII. Reading: Change difficíle (1st word, last line) to difficíliter; add neque ... neque (neither ... nor) to vocabulary.

Unit IV Review

• V. Vocabulary: Replace joint (2nd column, 8th-from-last) with course, running.

Lesson 28

• VIII. Reading: Add ígitur adv. (therefore) to vocabulary.

Lesson 29

• V. Translation #6: Change consuls to lieutenants.

Lesson 30

• VIII. Reading: Add consul cónsulis m. (consul) and Ásia -ae m. (Asia) to vocabulary.

Second Form Grammar Questions

• Question #9: Change Mária (accent over first a) to María (accent over i).

Third Form Vocab Drill

• Lesson 22 Vocabulary: Change saepulchrum to sepulchrum.

Quizzes & Tests

Lesson 8 Quiz

• E. Grammar #3: The name "Jesus" should be bold because it is a Latin word.

Unit 2 Test

• G. Translate #7: Change Július to Marcus.
• G. Translate #8: Change Júlio to Marco.

Unit 3 Test

• B. Decline: The headers for the 2nd, 3rd, and 4th charts on page 3 should have "Singular" over the first and third blank columns and "Plural" over the second and fourth blank columns.

Lesson 24 Quiz

• C. Translate or Answer #6: Stone should be bone.

Unit 4 Test

• A. Vocabulary #34: Change that (conj.) to in order that.

Lesson 30 Quiz

• D. Grammar #1: Change verbs the to verbs they.

Teacher Key

Lesson 1

• III. Vocabulary Review: 2nd chart (Worksheet 3): Remove wish as a meaning for opto.
• VI. Form Drills: Drill A #10: Change freed to set free.
• VI. Form Drills: Drill B #5: Change inhabited to dwelt.

Lesson 2

• 2nd Chart on Worksheet 1: For the 2nd conj., the 1st principal part ending should be eo (not e), and for the 4th conj., the 1st principal part ending should be io (not i).
• II. Latin Sayings Review #5: Change necissitate to necessitate.
• V. Conjugation (cont.): 2nd chart, 2nd row, left column under Future: Change éris to éris.
• VI. Form Drills: Drill C #9: Change lead to led.
• VIII. Translation #4: Change labor to toil.

1 Includes only corrections to the answers themselves and any other relevant information. This is to avoid duplicating what is listed above under "Workbook."
Lesson 3
- II B. Translation: #19: Remove murum as an option and leave vallum. (Students will not learn murum until Fourth Form.)

Lesson 4
- III. Form Drills: Drill F #9: Change liberated to set free.

Lesson 6
- III. Form Drills: Drill C #7: Change dicta to orata.
- III. Form Drills: Drill F #10: Change dicta to audita.

Unit 1 Review
- IV. Vocabulary (cont.): Top chart: Add thus to meanings of ita (1st row, 3rd column).
- Translation C (Worksheet 5) #7, 8: Change tentabatur to tenebatur.
- Translation D (Worksheet 5) #4: Add nostram after patriam.

Lesson 7
- V. Vocative Case: Drill B #8: Add accent mark to Lucia.

Lesson 8
- VII. Translation #2: Change on account of to because of.
- VII. Translation #3: Change given up to yielded.
- VII. Translation #8: Change picked up to raised.
- VII. Translation #10: Claude should be in parentheses because it is an alternative to Claudite. Do not use both.

Lesson 9
- I. Word Study and Grammar #12: Change Fortuna fortes adjuvat to Fortes fortuna juvat.
- III. New Vocabulary: Add alma mater as a derivative for almus, and correct the first meaning of excelsus from high to on high.
- VIII. Translation #1: Change male to non, and the corresponding translation to The tired do not wage war.

Lesson 10
- I. Word Study and Grammar #7: Change Fortuna fortes adjuvat to Fortes fortuna juvat.
- New Vocabulary (Worksheet 2): The meaning of totus should be whole, entire. The meaning of alter should be the other, the second (of two).
- III. Adjective Form Drills: Drill B #4: Change consul to vir.
- III. Adjective Form Drills: Drill C #10: Change prize to reward.

Lesson 11
- I. Word Study and Grammar #5: Change Fortuna fortes adjuvat to Fortes fortuna juvat.
- VII. Translation #7: Change harsh to sharp.

Lesson 12
- II. New Vocabulary: Add care as a derivative of carus.

Lesson 13
- I. Word Study and Grammar #2: Change Fortuna fortes adjuvat to Fortes fortuna juvat.
- I. Word Study and Grammar #7: The answer should be -ē (with a macron).

Unit II Review
- IV. Declensions: Declension of cornu (bottom of Worksheet 3): The dative, accusative, and ablative plurals should be:

<table>
<thead>
<tr>
<th>Case</th>
<th>Pl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>dat.</td>
<td>cornibus</td>
</tr>
<tr>
<td>acc.</td>
<td>cornua</td>
</tr>
<tr>
<td>abl.</td>
<td>cornibus</td>
</tr>
</tbody>
</table>

Unit III Introduction
- Question #6: Change persons or things to something.

Lesson 14
- I. Word Study and Grammar #5: Change motion (5th word) to action.
- II. New Vocabulary: The meaning of ordo should be order, rank, line, row (row was missing).
- V. Translation #17: Remove pono as an alternative to posui.
- IX. Reading: Change the translation of Dic (1st line) from tell to speak to (tell).

Lesson 15
- IV. Form Drills: Drill D chart: Cut "or ... clause" under English Meaning.

Lesson 16
- II. New Vocabulary: The meaning of tempestas should be thunderstorm.
- IV. Form Drills: Drill F #4: The answer should be haec.
- IX. Reading: Change ready (line 3) to prepared.
Lesson 23

- **II. Vocabulary**: The gender of *flos* should be masculine (m.).
- **VI. Translation** #3 (Under "Translate, giving ...."): Change *protected* to *guarded* (line 1) and *protect to guard* (line 2).
- **VI. Translation** #5 (Under "Translate, giving ...."): Change *protect* (both lines of answer) to *guard*.
- **VIII. Reading**: The following verbs should be changed to imperfect: *stood to was standing* (line 1), *felt to was feeling* (line 1), *looked to was looking* (line 1), *pleased to was pleasing* (line 4). Also change *of her to (her)* (line 2), *sheep to cows* (line 3), *flocks to herds* (line 3), and *bright to beautiful* (line 5).

Lesson 24

- **II. Vocabulary**: Remove *edifice* as a derivative of *aecquor*.
- **Answer to Drill/Test Form A**: Students do not need to give the subjunctive perfect *passive*.
- **VI. Translation (con’d)** #1: Change *level ground to a plain.*
- **VI. Translation (con’d)** #4: Change *so that he could to (or so that he might).*
- **VI. Translation (con’d)** #5: Change *taken to lifted.*
- **VIII. Reading**: Cut and the public welfare and change *are to is* (line 3).

Lesson 25

- **II. Vocabulary**: Remove *rainstorm* as a definition of *imber* to match Student Text.
- **V. Form Drills (cont.):** Drill F #2: Change *expectavissem* to *expectavissemus*.
- **V. Form Drills (cont.):** Drill F #3: Change *misissem* to *misisset*.
- **VIII. Reading**: Change *you to you all and right away* to *suddenly* (both 1st line), and *though to however* (2nd line).

Lesson 26

- **II. Vocabulary**: Replace *artus* with *cursus*.
- **Derivatives (Worksheet 2)**: Remove #2 (A bus ....).
- **III. Conjugations**: Sum - Pluperfect Subjunctive: Change the “Latin” columns as follows:

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>fuissem</td>
<td>fuissemus</td>
</tr>
<tr>
<td>2nd</td>
<td>fuisses</td>
<td>fuissetis</td>
</tr>
<tr>
<td>3rd</td>
<td>fuisset</td>
<td>fuissent</td>
</tr>
</tbody>
</table>

- **VI. Declensions**: Remove macrons over the *u* in *cornu* in the dative, accusative, and ablative singulars. (The macron is not wrong, just unnecessary.)
- **VII. Translation**: #11: Change *litorem* to *litus*.
- **VIII. Reading**: Change *cavalry to cohort* (2nd line) and *companions to companions* (2nd-to-last line of paragraph beginning "Second day.")
Unit IV Review

V. Vocabulary: Replace artus -ūs m. (2nd column of Latin, 8th-to-last) with cursus -ūs m.

Lesson 27

VIII. Reading: Change hard to difficult (3rd-to-last line).

Lesson 28

VII. Translation #2: Change history to story.
VIII. Reading: Change a human body to the body of a man (2nd-to-last line).

Lesson 29

V. Translation #6: Change cónsulum to legatorum.

Lesson 30

VIII. Translation #3: Add an asterisk after for with a note that "For here means instead of;"
VIII. Translation #6: Change felícius to laétius.
VIII. Translation #7: Change celerissimē to celeríssimē.
VIII. Translation #10: Change perículum to perículum.
IX. Reading: Change oriental to eastern (2nd-to-last line).

Lesson 31

IV. Irregular Comparison ...: Superlative adverb of multus: Change plúrimē to plúrimum.
V. Form Drills: Drill C #8: Add a macron to the final e of diutíssimē (diutíssimē).
VI. Translation #8: Change clárior to celébrior.
VI. Translation #9: Add a macron to the final e of óptime (óptimē).
VII. Reading: Change The leader ... me to The leader guards me (line 2).

Unit V Review

IV. Vocabulary (cont.): The comparative and superlative of multum should be plúrimum and plúrimum, respectively.
VII. Translation #17: Change Lúcius to Marcus.
VIII. Translation #18: Change Lúcius to Lúcius and Marcus to Maria.

Un1 Test

C. Sayings #1: Change Tolle et lege to Tolle, lege.

Lesson 7 Quiz

A. Vocabulary #35: The gender should be neuter (n).

Lessons 8, 9, 10, 14 & 29 Quizzes; Units 3 & 5 Tests

Conjugate: In the future passive, the 2nd person singular ending should have a macron (-ēris).

Lesson 12 Quiz

B. New Vocabulary: Remove ad w/acc. from #4 and add ad w/acc. to #7.

Unit 2 Test

G. Translate #7 & 8: Change Julius to Mark.

Lesson 19 Quiz / Unit 3 Test

Vocabulary #11: The Latin for Britain should have one t and two n's (Británnia).

Lesson 23 Quiz

A. Vocabulary #9: The gender of flos should be masculine (m.).

Unit 4 Test

A. Vocabulary #38: The gender of ignis should be masculine (m.).
A. Vocabulary #64: The Change ocassus to occassus (two c's).

Lesson 27 Quiz

E. Conjugate: The future passive, 1st person plural, should be parábínum (-mur ending instead of -mus).

Unit 5 Test

C. Grammar #10: The answer should have a macron (-ē).

Instructional DVDs

Lesson 12

The adjective plenus takes the genitive case. (The Student Text is correct.) Note that the DVD is not wrong in saying plenus takes the ablative. Plenus can take the genitive or ablative depending on the context, but for simplicity, Third From will only use the genitive in the Workbook.