

LESSON III

1 ORAL RECITATION/REVIEW

Greeting

Recitation:

- active/passive personal endings
- p.p. & reg. p.p. endings of *amo, moneo, audio*
- 6 tenses active, 3 passive of all model verbs
- all irreg. p.p.
- verb meanings (Lesson I, this manual)

Grammar Questions: SF 35-65

Vocab Drill: SF Columns 1, 2

2 LATIN SAYING

Say aloud with students.

tollo, tollere *to take up*

lego, legere, legi, lectus
to read, choose, gather

Tolle/lege are both singular imperatives.

4 GRAMMAR - CHALK TALK

Ask student(s) to read over this lesson and then ask these questions. What are the three Latin moods? (indicative, imperative, subjunctive) What is the indicative mood for? (facts and questions) What is the imperative mood for? (commands) How do you form the singular imperative in all conjugations? (drop *re* from the infinitive) How do you form the plural imperative in all but the 3rd conjugation? (add *te* to the singular imperative) How can you remember the plural imperative of the 3rd conjugation? (**surge, surgite**) (You can also remember that the vowel changes from the singular form, which you know is *e*.) Who is the understood subject of an imperative? (*you* in the singular and *you all* in the plural) Give the three irregular imperatives. (**dic, duc, fac**) Ask student(s) to read imperatives on the facing page aloud and see how many they are familiar with.

All 4th and 3rd *io* verbs that have their perfect stem in the root will have these duplicate forms. They will be reviewed in the workbook this week. You might post these verb duplicates on the wall; they are confusing and difficult to remember. **In the First Form Series, accents indicate stressed syllables, but macrons distinguish duplicate or grammatical forms.** (*Venimus* in the present is accented on the penult, **vēnimus** in the perfect is accented on the antepenult.)

	Present singular	Present plural	Perfect singular	Perfect plural
4th/3rd <i>io</i> with perfect stem in root	venit	venimus	vēnit	vēnimus
	fugit	fūgimus	fūgit	fūgimus
All 3rd, not <i>io</i> , in passive voice	Present passive, 2nd P. Sing.		Future passive, 2nd P. Sing.	
	régeris		regēris	

LESSON III

Tolle et lege.* *Take up and read.* - St. Augustine

Imperatives of the four Conjugations and Sum

Verb	Imperative Singular	Imperative Plural	Meaning
amo, amare	am a	amate	Love!
moneo, monēre	mon ē	monete	Warn!
rego, régere	reg e	régite	Rule!
cápío, cápere	cap e	cápíte	Take!
áudio, audire	audi	audite	Hear!
sum, esse	es	este	Be!

Irregular Imperatives

Verb	Imperative Singular	Imperative Plural	Meaning
dico dícere	dic	dícite	Speak!
duco dúcere	duc	dúcite	Lead!
fácío fácere	fac	fácite	Make!

- ◆ The imperative mood is used for commands. The understood subject of an imperative is *you* or *you all*. To form the singular imperative for all regular conjugations, drop the **re** from the infinitive. The plural imperative of the 1st, 2nd, and 4th conjugations is formed by adding **-te** to the singular imperative.
- ◆ The troublesome 3rd conjugation presents us with that variable stem vowel, which changes to *i* in the plural imperative. Add **ite** to the root, or just remember **surge, surgite** for the imperative of 3rd and 3rd *io* verbs.
- ◆ Three regular verbs, **dico, duco, and fácio**, have irregular singular imperatives.
- ◆ On the next page are imperatives you may have learned from sayings, music, and prayers.
- ◆ The three new verbs below have very irregular principal parts.

New Vocabulary

ago ágere egi actus	to do, drive, act, treat; give (with <i>grátias</i>)	<i>agent, act, actor</i>
cogo cógere coegi coactus	to collect, force	<i>coerce</i>
tollo tollere sústuli sublatus*	to lift (up), raise	

*Saying notes on p. 25

1st/2nd Conjugation Imperatives

Latin	English	Source
<u>Da nobis hódie</u>	Give us today	<i>Pater Noster</i>
<u>Dona nobis pacem</u>	Grant us peace	Hymn (from the <i>Agnus Dei</i>)
<u>Líbera nos a malo</u>	Deliver us from evil	<i>Pater Noster</i>
<u>Ora et labora</u>	Pray and work	Latin Saying
<u>Ora pro nobis</u>	Pray for us	<i>Ave Maria</i>
<u>Festina lentē</u>	Make haste slowly	Latin Saying
<u>Cave canem</u>	Beware the dog	Latin Saying
<u>Gaude! Gaude!</u>	Rejoice! Rejoice!	<i>Veni, Veni Emmanuel</i>
<u>Gaudete, gaudete</u>	Rejoice, rejoice	<i>Resonet in Laudibus</i>
<u>Salve, salvete</u>	Be well (Hello)	Conversational Latin
<u>Vale, valete</u>	Be strong (Good-bye)	Conversational Latin
<u>Adeste fideles</u>	O, come all ye faithful	Christmas carol

3rd/4th Conjugation Imperatives

Latin	English	Source
<u>Carpe diem</u>	Seize the day	Latin Saying
<u>Claude jánuam</u>	Close the door	Classroom Command
<u>Dimitte nobis débito nostra</u>	Send away our sins	<i>Pater Noster</i>
<u>Surge, súrgite</u>	Stand up	Latin Saying
<u>Veni, veni Emmánuel</u>	O come, O come Emmanuel	<i>Veni, Veni Emmanuel</i>
<u>Veni Creator Spíritus</u>	Come Creator Spirit	Conversational Latin
<u>Benedíc Dómine Nos</u>	Bless us O Lord	Table Blessing
<u>Audi Ísrael!</u>	Hear, O Israel!	Latin Saying
<u>Tolle et lege</u>	Take up and read	Latin Saying

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VOCABULARY

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Three more irregular 3rd-conjugation verbs. The good news is that these verbs, plus the seven in the previous lesson, are the only new verbs this year. All of the rest of the vocab will be nouns, pronouns, and adjectives. So you have a whole year to master these important verbs.

Ask students to study **ago** and **cogo** and explain how they are similar. (Drop **a** from **ago ágere**, and add **co** as a prefix to form the principal parts of **cogo**.) Say these principal parts aloud many times today and for the rest of the year.

In **dic, duc, fac**, the letter **c** has the /k/, which is rare in Latin.

Vocab Drill Sheets

The **Vocab Drill Sheets** are at the end of the Student Workbook. In the Teacher Workbook Key, they are after the Grammar Questions and before the Tests and Quizzes. The vocabulary words are listed according to lesson. (Hopefully you used them last year.) The oral drill method is described on the introductory page to the **Vocab Drill Sheets**.

The ideal Latin learning experience is for students to have complete mastery over all material, and be spared the unpleasant and discouraging feeling of learning new material without a firm grasp on the old. This can only be achieved by constant review of old materials while adding new. If review is done on a daily basis, it will not be a burden, nor take up much of your instruction time. Maintaining mastery of vocabulary is the most difficult chore of all. Constant attention to vocabulary, using the **Vocab Drill Sheets** orally in class and flashcards at home, is imperative. Don't neglect it.

Translation Work

When doing exercises, especially translating sentences, you want students to **not** have to look up anything. It is hard enough to translate a Latin sentence when the student *does* know the grammar and vocab; if he doesn't, it can take ten minutes to translate one sentence, and it will be a very discouraging task. Avoid this at all costs. Do all of the translation work together so you can make sure the student can complete the translation work in a reasonable amount of time. If your student is weak on translation, you can omit the English to Latin work, and the harder Latin sentences. For the beginner, mastery of forms and vocabulary is more important than translation.