

Chapter One

*Soli Deo Gloria,
Glory to God Alone*

Introduction; The Trivium Approach; Setting Up the Notebook; Flash Cards; Grammar Review

I. Introduction by Pastor Douglas A. Busby

You are holding **the most comprehensive Latin text book to be produced using the Bible** in Latin as the primary reading source. *Latin in the Christian Trivium* provides a unique opportunity to benefit from learning Latin without having to read the pagan myths and philosophies usually associated with a Latin text book. *Latin in the Christian Trivium* gives moral and spiritual enrichment while studying the foundational disciplines of language and grammar. Instead of having students read about pagan gods attacking women and fighting each other, with this book, they can read John 3:16: “sic enim dilexit Deus mundum ut Filium suum unigenitum daret ut omnis qui credit in eum non pereat sed habeat vitam aeternam.”

Why study Latin? The inspiration of the Scriptures testifies to the importance of language skills for both comprehending and formulating verbal thought and expression. God has revealed Himself and His plan in words. Words, and the relationship of words, are the basis for ideas, and ideas have consequences in our personal lives and for history. Language skills, therefore, make us more effective in our service to God, and Latin is a powerful and effective vehicle for learning those skills.

Latin has been the most widely used language in all the world’s history, and more than any other tongue, it influenced the languages of Europe and the Americas. It has been estimated that between 60 and 70% of our English words are derived from Latin. Some words, such as *area*, *circus*, and *animal*, are spelled the same in both languages. Others, such as *cause*, *form*, and *note*, are almost like Latin (**causa**, **forma**, **nota**). Still others, like *people*, *space*, and *peace* (**populus**, **spatium**, **pax**), come indirectly from Latin. Indeed, because Latin has been the language of learned men and women, it became the basis for the vocabulary of the sciences, law, technology, music, and medicine. For developing a powerful vocabulary, Latin is a definite plus.

Latin is equally important for learning the structure of language and grammar. Most of our nation’s founders could read Latin and even Greek, and they were able to use the English language the way a fine craftsman uses his tools. Their ability to write and say what they meant with power and elegance is largely because of the skills they learned in their youth from studying these ancient languages. Furthermore, from Latin, a student can branch out into other languages with ease. Studies have shown that students who study Latin tend to perform better in all academic areas. The study habits and memory development gained in the study of Latin are vital factors for success in college and in getting higher scores on the SAT and ACT entrance exams. So now the adventure begins. Thousands upon thousands of students in both institutional and home schooling environments have studied Latin on their way to success in every walk of life.

With *Latin in the Christian Trivium*, that pathway will have the added guidance and direction provided by studying the Bible in Latin.

“Study to show thyself approved . . .” Sorry, I meant to say, “Sollicite cura te ipsum probabilem exhibere Deo operarium inconfusibilem recte tractantem verbum veritatis” (2 Tim 2:15).

II. The Trivium Approach

The trivium approach to learning is a three step operation. The first stage is called the “grammar stage,” not to be confused with English grammar. This is the time when detailed information is learned and memorized. In computer terminology this might be called “*data input*”. During this stage of learning, you want to memorize whatever you can. The second stage, the “dialectic stage” (sometimes called the logic stage) is the time for all of this information to be thoughtfully considered in light of Scripture. It is, again in computer terms, “*processing*”. You mull things over, and compare each principle and concept you have learned, seeing what things are true and logical (e.g., Scriptural), and what things are fallacies. The final stage is the “rhetoric” stage, the time you display the things you have learned. “*Data output*.” At this time you should be able to converse intelligently about the things you have studied.

III. Setting up the Notebook

When you begin studying Latin, you are in the grammar stage of the Trivium. In order to better learn the material you make a notebook and as you learn the subject, you enter the information into your notebook under various headings. This way you are re-organizing the material and beginning to process it by cataloguing the information into a different order than is in the textbook. Eventually you will be able to work independently, either writing or reading Latin, understanding for yourself the reasons you studied it. You should know, by that time, what God says about Language, Love, Peace, War and many other things.

To set up your notebook, you will need a 3” wide 3-ring binder with the following index tabs: **Pronunciation, Phrases, Grammar, Cases/Declensions, Conjugations, Vocabulary, (English) Derivatives, Culture, Bible, Study Sheets, Drill Sheets, Exercises, Tests** - 13 altogether. You will put the work you do into one of these sections of your notebook. All the material that you need to copy into your notebook will be enclosed in “boxes” in the textbook.

To store your vocabulary cards you will need a 3 X 5 card file box and 12 - 3X5 tabbed index cards. Label the tabs with the following: **Phonics, Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Prefixes, Suffixes, Interjections, and Miscellaneous**. Write the definition of each part of speech on the front of the index tab card which has its name.

IV. Grammar Review

Parts of Speech

Parts of speech in Latin are the same as in English: Nouns, Pronouns, Verbs, Adverbs, Adjectives, Prepositions, Conjunctions, and Interjections. A particular type of adjective is an Article, *a, an* and *the*. There are no words in Latin for these articles, so **agricola** means *a farmer* or *the farmer*. Translate it whichever way sounds best in the sentence.

In the section of your notebook titled “Grammar”, title a page for each of the parts of speech: noun, pronoun, verb, adverb, adjective, conjunction, preposition, and interjection.

Copy the definitions from the chart below onto each of your title pages for each part of speech.

A **noun** names. It may name a person (*Senator Helms, Patrick Henry, father*), a thing (*chair, book, spaceship*), a quality (*kindness, strength, courage*), a place (*city, Washington, the Red Sea*), or an idea (*reality, peace*). Whatever exists or can be thought to exist has a name. Its name is a noun.

A **verb** expresses an action (*bring, change, carry*), a state of being (*is, will be, seems*), or it declares, asks, or commands (*do, study, see*).

A **pronoun** takes the place of a noun (*I, you, he, she, it, we, they, this, that, everybody, yourself, who, whom, which*).

An **adjective** describes or modifies nouns and pronouns (*bright, sturdy, lovely*). It can tell how many, such as *two* men.

An **adverb** modifies verbs, adjectives or other adverbs. It answers the questions how, when, where, or to what extent (*quickly, slowly, wisely, happily*).

A **preposition** is a word that shows how a noun or pronoun is connected to some other word in the sentence (*on, in, above*).

A **conjunction** is a word that joins two similar words, phrases or clauses together in a sentence (*and, or, neither, nor*).

An **interjection** is a word standing by itself or inserted in a sentence to exclaim or command attention (*Ouch! Wow!*).

Write the answers to these questions.

1. What are five reasons for studying Latin?
2. What is a reason for studying Latin in a Christian textbook?
3. Name three other examples of each part of speech.
4. What are the three stages of the Trivium approach to education?

Chapter Three

Beatum nomen Domini sit,
Blessed be the name of the Lord.

The First Conjugation Verb; Four Principal Parts; A Brief History of Italy

A verb is the part of speech that expresses action, motion, being, suffering, or a request or command to do anything. The verb affirms, declares, asks, or commands (Webster's 1828 Dictionary).

The verb is the most important word in a sentence. In fact, a verb by itself can BE an entire sentence. For example; *Listen!* This verb is a complete thought and is therefore a complete sentence.

I. Grammar

Enter the following information on the page titled Verbs in the "Grammar" section of your notebook.

A verb can be identified according to its...

Person
Number
Voice
Tense
Mood

Write this chart and put it on the English Syntax page of the "Grammar" section.

Number refers to Singular or Plural.

Person refers to the person who is the subject of the verb:

First person: the speaker or speakers

Second person: the person(s) spoken to

Third person: whomever or whatever is
spoken about

Singular

I

you

he, she, it

Plural

we

you (all)

they

Person and Number

In English the **person** and **number** of a verb are shown by a pronoun subject shown above. In Latin they are shown by **personal endings** of the verb. Thus, we look at the ending of the Latin verb first, then look at the stem.

Below are the personal endings of verbs in Latin for the active voice:

	SINGULAR	PLURAL
1ST PERSON	-o or -m, <i>I</i>	-mus, <i>we</i>
2ND PERSON	-s, <i>you</i>	-tis, <i>you (all)</i>
3RD PERSON	-t, <i>he, she, or it</i>	-nt, <i>they</i>

HELPS AND HINTS. Memorize these endings now. In each subsequent lesson there are new ones to learn, so it is important that you take the time to memorize as you go along.

Agreement

A verb agrees with its subject in person and number. Number means, “Is the subject of the sentence singular or plural?” If the subject of a verb is singular, then the verb must also be singular. Person means, “Are we speaking about ‘me, you,’ or ‘someone else’?”

II. The First Conjugation

A. Four Principal Parts

Verbs are learned in four forms, which are called the four principal parts.

1	2	3	4
a'mo	a ma're	a ma'vi	a ma'tus
<i>I love</i>	<i>to love</i>	<i>I have loved</i>	<i>having been loved.</i>

Enter this information in the “Grammar” section of your notebook on the page titled Verbs.

The first two of the principal parts are named as follows:

Present Indicative: present active first person singular **amo**, I love
Present Infinitive: used to form the present stem **amare**, to love

B. A Paradigm. A chart or pattern is called a *paradigm*. This paradigm is the pattern used to conjugate a verb. This particular verb is being conjugated in the present tense, indicative mood, active voice. The present stem of the verb is found by removing the **-re** from the second principal part. Take the **-re** off **amare** and you have **ama-** left. To these we will add the endings as shown above in the box. For the first person singular, you do not write the “a” of the stem before the “o”.

Copy the following paradigm and put it into your notebook in the section titled, "Conjugations".
 Title the Page First Conjugation:

Present Tense, Indicative Mood, Active Voice		
	SINGULAR	PLURAL
1ST PERSON	a'mo, <i>I love, I do love, I am loving</i>	ama'mus, <i>we love, we do love, we are loving</i>
2ND PERSON	a'mas, <i>you love, you do love, you are loving</i>	ama'tis, <i>you (all) love, you (all) do love, you are loving</i>
3RD PERSON	a'mat, <i>he, she, or it loves, he, she, or it does love, he, she, or it is loving</i>	a'mant, <i>they love, they do love, they are loving</i>

You mentally read Latin verbs from right to left. Look at the endings **first**.
 For example, **amamus** = **mus**, *we* + **ama** = *love*, = *we love*.

III. Vocabulary

English Derivatives

Write each of these verbs onto a white index card using blue ink to use for flash card drills. You will need 28 white cards.

ambulo, ambulare, ambulavi, ambulatus, <i>walk, stroll</i>	(ambulatory, ambulance)
amo, amare, amavi, amatus, <i>love, like</i>	(amiable, amicable, amatory)
appello, appellare, appellavi, appellatus, <i>address, name, call</i>	(appellation)
ausculto, auscultare, auscultavi, auscultatus, <i>listen to, overhear</i>	
canto, cantare, cantavi, cantatus, <i>sing</i>	(cantata, cantor)
confirmo, confirmare, confirmavi, confirmatus, <i>strengthen, declare</i>	(confirmation)
curo, curare, curavi, curatus, <i>care for, take care of</i>	(curator)
do, dare, dedi, datus, <i>give</i>	(donation)
habito, habitare, habitavi, habitatus, <i>live, dwell</i>	(inhabit)
honoro, honorare, honoravi, honoratus, <i>honor</i>	
laboro, laborare, laboravi, laboratus, <i>work, suffer, am hard pressed</i>	(laboratory)
lacrimo, lacrimare, lacrimavi, lacrimatus, <i>cry, weep</i>	
laudo, laudare, laudavi, laudatus, <i>praise</i>	(laudable)
libero, liberare, liberavi, liberatus, <i>set free, free</i>	(liberate)
narro, narrare, narravi, narratus, <i>tell, relate</i>	(narration)
nuntio, nuntiare, nuntiavi, nuntiatum, <i>announce, report</i>	(enunciate, nuncio)
oppugno, oppugnare, oppugnavi, oppugnatus, <i>attack, assault, besiege</i>	
paro, parare, paravi, paratus, <i>prepare, prepare for</i>	(pare)
porto, portare, portavi, portatus, <i>carry</i>	(portable)
puto, putare, putavi, putatus, <i>think</i>	(impute, compute)
rogo, rogare, rogavi, rogatus, <i>ask, ask for*</i>	(interrogate)
saluto, salutare, salutavi, salutatus, <i>greet</i>	(salutation)

sanctifico, sanctificare, sanctificavi, sanctificatus, *set apart for God's purpose*
(sanctification)

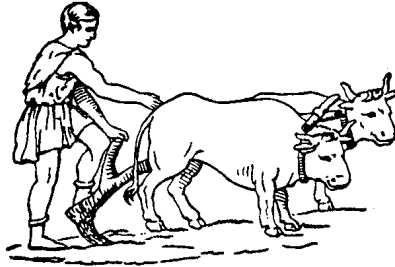
sano, sanare, sanavi, sanatus, *cure, heal* (sanitize)

servo, servare, servavi, servatus, *save, guard, protect* (preserve, conserve)

specto, spectare, spectavi, spectatus, *look at, watch* (spectacle, inspect)

voco, vocare, vocavi, vocatus, *call, summon* (vocation, vocal)

***rogo** takes two accusatives, the thing asked for, and the person asked.



AGRICOLA ARAT

IV. A Brief History of Italy

The Etruscans were people who lived in what is now called central Italy. Most scholars today believe that the Etruscans came to Etruria (a part of Italy which extended from the Arno River in the north to the Tiber River in the south, and from the Apennine Mountains in the east to the Tyrrhenian Sea in the west) about 800 B.C. from the east, probably by sea. The Etruscans conquered the people who were already living in Italy. They spread throughout Italy and the Etruscan kings controlled much of what is now Italy and developed 12 cities. The Etruscans had an urban civilization which brought their culture to the farming communities of Latium, the early name for Italy. Under the Etruscan kings the little village of Rome developed into a powerful and prosperous city.

Eventually Etruscan control of the Po Valley was broken by European barbarian tribes called Gauls in the 400's B.C. The land called Gaul encompassed primarily what is now France, but also extended to north of the Alps. The city of Rome took control of central Italy from the Gauls by the 200's B.C..

The area now called Italy was inhabited by different tribes who were primarily agrarian: the Latins, the Hernicans, the Aequians, and the Volscian tribes to name a few. According to legend, Rome was founded as a city in 753 B.C. by two brothers Romulus and Remus who were descendants of the mythical Aeneas. They had wanted to establish a city, and fought over its location. Romulus killed Remus, and then chose the spot, calling it Rome after himself. This is a myth, but it makes a colorful story.

V. Map Work (Use map on page 13.)

Identify on the map the location of the Volsci, the Aequi, Etruria, the Samnium, Gallia Cispadana, (near the Alps Mts.), Gallia Transpadana, Sicilia, Corsica, Sardinia, Roma, Carthago, the Tyrrhenian Sea, and the Adriatic Sea.



HELPS AND HINTS: As you begin translating, this seems an appropriate time to introduce you to an important Latin phrase written by a Roman named Horace who lived thousands of years ago.

Nec verbum verbo curabis reddere fidus interpres.

As a true translator you will take care not to translate word for word.

You cannot translate exactly word for word from one language to another. You must get the sense of the word and sometimes it must be translated by a phrase instead of an exact word.

VI. Exercises.

A. Identify the stem and conjugate seven of the verbs from the vocabulary.

B. Translate the following verbs. Look at the ending and notice if the ending shows you that the subject is first, second, or third person, and if it is singular or plural.

1. ambulas, cantatis, do
2. curamus, salutas, auscultatis
3. puto, putamus, spectas
4. lacrimatis, sanctificamus, das
5. amatis, laudamus, spectant
6. portat, cantat, lacrimamus
7. nuntiant, nuntiat, laboratis
8. honoramus, lacrimo, cantas
9. oppugnatis, narras, confirmat
10. sanat, habitamus, narrat
11. voco, paras, sanatis
12. rogant, rogatis, liberant
13. appellamus, servatis, sanctificat
14. narramus, dat, cantant
15. auscultas, auscultamus, damus
16. putant, spectat, spectant

C. Translate from English to Latin. "You" is singular, unless it says "(pl.)", in which case it is plural.

1. we love, we take care of, you are asking
2. you (pl.) are looking at, we set apart for God's purpose, he is carrying
3. they are relating, we are crying, we do sing
4. you (pl.) attack, we ask, they are thinking
5. she is preparing, they give, it cures
6. we cure, you are crying, we attack
7. it attacks, she strengthens, she sings
8. he guards, she is looking at, we do weep
9. you (pl.) do prepare, we are listening to, he likes
10. he loves, she is loving, they love
11. I look at, you are dwelling, he is giving
12. you are relating, we work, we suffer
13. she is hard pressed, they are giving, you do praise
14. we heal, we watch, we guard
15. you (pl.) overhear, he carries, I set apart for God's purpose.

D. Translate sentences into English.

1. Amo ambulare.
2. Amas laborare.
3. Amamus cantare.
4. Amatis rogare.

Chapter Fourteen

Dixitque Deus: Fiat Lux.
And God said, "Let there be Light."

Third Declension Nouns

I. Grammar

The third declension nouns may be recognized by their ending **-is** in the genitive singular. One difficulty with this declension is that the nominative often does not show the stem. However, when you memorize both the nominative and genitive, you can easily see the stem in the genitive. The stem often resembles the English derivative, as in **iter**, **itineris**, *route*, *itinerary*.

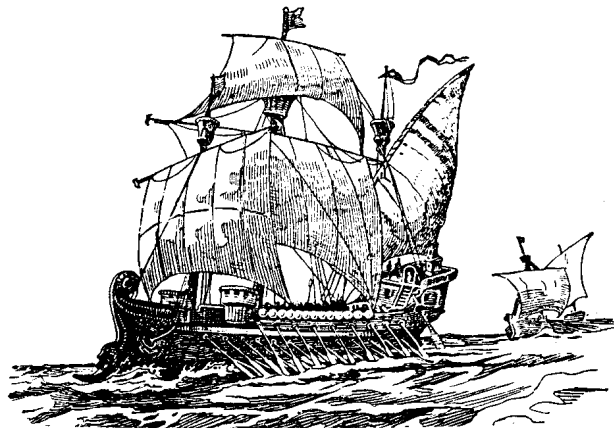
They may be either masculine, feminine, or neuter in gender, so it is important to learn the gender as you learn the vocabulary. There are some general rules, which, of course, do have exceptions, to help you if you forget the gender.

GENDER	ENDINGS
Masculine	-or, -tor, -l
Feminine	-tas, -tus, -tudo, -tio, -s, or -x (unless a male person)
Neuter	-us, -e, -al, -ar

When using an adjective of the first and second declension with a noun of the third declension, endings will not be the same, but the case, number, and gender must still agree. Thus, **magnus iudex** is *a great judge*, **magna mater**, *a great mother*, and **magnum animal**, *a great animal*. Sometimes it helps to remember gender if you memorize a noun with the proper form of an adjective with the noun.

A reminder: Notice that the neuter nominative and accusative cases are alike, and that in the plural, they end in **-a**.

NAVES LONGAE



This paradigm is of the third declension noun. It is to be copied and put into your notebook on the page titled Third Declension in the “Cases/Declensions” section of your notebook. Memorize each ending.

	frater <i>brother</i>	lex <i>law</i>	nomen <i>name</i>		
Cases	Singular			M&F,	N.
Nom.	frater	lex	nomen	----	-----
Gen.	fratris	legis	nominis	-is	-is
Dat.	fratri	legi	nomini	-i	-i
Acc.	fratrem	legem	nomen	-em	-----
Abl.	fratre	lege	nomine	-e	-e
	Plural				
Nom.	fratres	leges	nomina	-es	-a
Gen.	fratrum	legum	nominum	-um	-um
Dat.	fratribus	legibus	nominibus	-ibus	-ibus
Acc.	fratres	leges	nomina	-es	-a
Abl.	fratribus	legibus	nominibus	-ibus	-ibus

The nominative singular ending is left blank because it varies.

II. Vocabulary

English Derivatives

Put masculine nouns on blue cards (11), feminine on pink, (13), and neuter on yellow (3).

auditor, auditoris , m., <i>hearer, student</i>	(auditor, audit, auditory)
Claudia, Claudiae , f., <i>Claudia</i>	
cor, cordis , n., <i>heart, mind, judgment</i>	(cordially, cardiac)
corpus, corporis , n., <i>body</i>	(corporal, incorporate)
factor, factoris m., <i>doer, maker</i>	(factory, manufacture, factor)
fortitudo, fortitudinis , f., <i>bravery, courage, strength</i>	(fortitude)
frater, fratris , m., <i>brother</i>	(fraternity, fraternization)
furor, furoris , m., <i>madness, rage</i>	
homo, hominis , m., <i>man, as in mankind</i>	
iudex, iudicis , m., <i>judge, juror</i>	(judiciary)
lex, legis , f., <i>law</i>	(legal, legislature)
lux, lucis , f., <i>light</i>	(lucid, illuminate, Lucifer)
mater, matris , f., <i>mother</i>	(maternal, maternity)
merces, mercedis , f., <i>wages, reward</i>	(mercenary, merchant)
miles, militis , m., <i>soldier</i>	(military, militia)
multitudo, multitudinis , f., <i>great number</i>	
nomen, nominis , n., <i>name</i>	(nominal, nominate, synonym)
pater, patris , m., <i>father</i>	(paternity, paternal)
pax, pacis , f., <i>peace</i>	
plenitudo, plenitudinis , f., <i>fullness, plenty</i>	
princeps, principis , m., <i>ruler</i>	(prince)
rex, regis , m., <i>king</i>	(regal)

sal, salis, m., *salt*

soror, sororis, f., *sister*

uxor, uxoris, f., *wife*

virtus, virtutis, f., *strength, power*

voluntas, voluntatis, f., *will, e.g., 'good will'*

(sorority)

(virtue)

(voluntary)

III. Exercises

A. Decline the following.

altus puer

amica mater

bonum nomen

B. Forms. Translate from Latin to English.

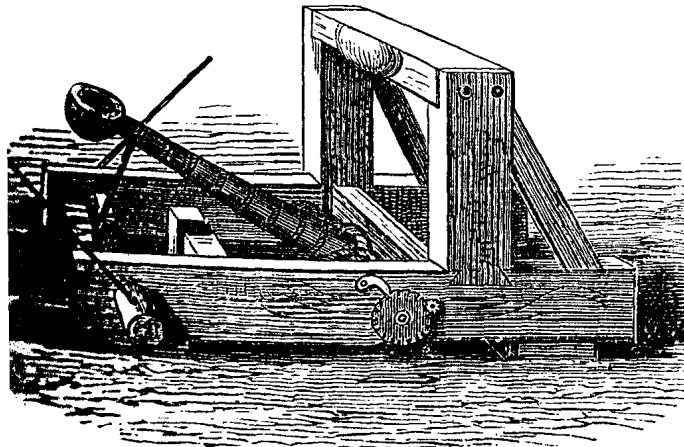
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|------------------------|------------------|--------------------|
| 1. Sanctus Deus | 6. meum nomen | 11. multis regibus |
| 2. corpora alba | 7. homines puri | 12. cum rege malo |
| 3. legem bonam | 8. cordi bono | 13. vestra mater |
| 4. suis sororibus | 9. uxoris virtus | 14. sal terrae |
| 5. multitudo feminarum | 10. lucem albam | 15. sanctas vitas |

C. Translate from Latin to English.

1. Mox mater mea mihi cantabit. 2. Date, poetae, vestris amicis epistulas. 3. Nostri patres matresque decima hora navigare temptabant. 4. Puella nomine Claudia est pulchra. 5. Natura hominum non est bona. 6. Noster princeps est vir fortitudinis magnae. 7. Multitudo militum in nostro oppido habitabit. 8. Erat septimus rex Romae. 9. Estne bona voluntas inter homines? 10. Vir et sua uxor Deum honorant.

D. English to Latin. Mark each word.

1. Give the light to the men, please. 2. We like peace and righteousness also. 3. At last it was evening and we were looking at the beautiful lights. 4. Brothers are often good friends. 5. Our reward is in heaven and often also on earth. 6. Small boys do not like the madness of our ruler. 7. Your body is not large, but the farmer's body is. 8. There will be peace for a long time. 9. "It is well with my soul." 10. There are five sisters and six brothers in our family.



CATAPULT

IV. Reading Lesson

From now on, if a word in Latin closely resembles its English meaning, the word may not be given in the Recognition Vocabulary.

Reporta ad Iudeam

Una die (*one day*) ubi Fidelius Ioannesque ad Praetoria Castra (*camp*) erant, miles Fidelio epistulam dabat. Erat a Principe Tiberio. Tiberius Fidelio (*dative case*) narrabat, “Reporta ad Iudeam cum copiis tuis nunc.”

Ubi Fidelius erat puer parvus, habitabat in Iudea, quoniam suus pater legatus in exercitu (*army*) Romano sub Caesare Augusto erat. Fidelius de terra Iudaeae et lingua et populo et moribus (*customs*) putabat. Tiberius nunc familiam ad Iudeam mittebat (*was sending*).

Fidelius Ioannesque ad insulam raeda properabant. Erant defessi sed ad insulam properabant. Fidelius familiae de epistula a Tiberio narrare amabat.

Ubi appropinquabant (*they arrived*) Fidelius familiae de epistula narrabat. Aquilla et pueri beati non erant. Puellae lacrimabant. Diu fabulas de misera vita in Iudea auscultaverant (*had heard*).

Iudea erat, et est, deserta, etiam terra est saxosa. Non erant arbores ibi. Populus erat molestus et Romanos non amabant.

Fidelius familiae de Iudea ubi puer erat narrat. Beatus erat ubi is (*he*) et sua pater mater que ibi erant. Eos (*them*) curabit et beati ibi etiam erunt. Itaque (*and so*) familia in Iudea habitare parat.

Recognition Vocabulary (some abbreviated)

arbor, arboris, f. *tree*

Caesare Augusto, *Caesar Augustus*

deserta, desertae, f., *desert*

molestus, -a, -um, *troublesome*

propero, -are, -avi, -atus, *hasten*

reporto, -are, -avi, -atus, *report*

Romanus, -a, -um, *Roman*

saxosus, -a, -um, *rocky*

Tiberius, *the emperor of Rome*

Responde Latine. Answer in a complete sentence.

1. Quid erat nuntius Fidelio a Tiberio?
2. Ubi (*When*) Fidelius in Iudea habitabat?
3. Cur ibi habitabat?
4. Erat familia beata de epistula?
5. Qualis (*What kind of*) terra erat, et est, Iudea?



AUGUSTUS CAESAR, THE VATICAN, ROME