

Chapter 4

*In which the Student meets the third and fourth
Principal Parts of the Verb, who will accompany him
henceforth on his Quest; and masters Persons and
Numbers.*

Chapter 4 Teaching Notes

Chapter overview

In this chapter, students continue to conjugate and translate first conjugation verbs in the present tense. They also learn to use person and number labels for verb forms, and they're given, for the first time, all four principal parts of verbs.

Teaching tips

Vocabulary List

About **cūrō**: the meaning *care for* is roughly synonymous with *take care of*, *attend to*, etc. This is not the *care for* that means *like*, as in *she doesn't care for chocolate*.

About **expectō**: a common spelling mistake here is to omit the **s** because the English word *expect* doesn't have one. **Expectō** has the **s** because it's formed from the prefix **ex** plus the verb **spectō**, meaning *to look at or watch*—from which we derive the words *spectator*, *spectacles*, *inspect*, and so on. (The literal meaning of **expectō** is *look out for*.) I suspect that English dropped the **s** because it adds nothing to the pronunciation of the word, and since we're not used to seeing **spectō** as a separate word, we shed no tears over mutilating it.

Both **cūrō** and **expectō** have a definition that includes the English word *for*. However the word *for* might be construed grammatically in an English sentence that had nothing to do with Latin, *here* it should be considered *all one piece* with the verb. These are transitive verbs which, in Latin, will later accept an ordinary direct object. In other words, this *for* is not to be thought of as a preposition!

Ōrō has another meaning I didn't give here, namely *speak*. This speaking, though, is often a special sort of speaking: formal speech in a rhetorical setting (pleading, contending, and so on). That's why I didn't give the meaning *speak*—**ōrō** is not the common word for speaking. But there is a common derivative tied to the *speak* meaning—see below.

Grammar Lesson

Though two new topics are introduced in this grammar lesson, it's important to continue to conjugate present tense verbs in class. That's at least as important as the two new topics.

About the third and fourth principal parts: these are being introduced now with a very limited set of goals in mind. The second principal part, the infinitive, will see heavy use later in this book—in Level II, that is—both in translation sentences and as a critical step in the formation of certain verb tenses. The third and fourth principal parts, by contrast, are here merely to be memorized for future use. They will appear only on vocabulary lists, pre-quizzes, and the vocabulary section of chapter quizzes, and will never be translated individually. I've included them for a number of reasons. They are needed later in Latin study for the formation of many verb

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tenses. Dictionaries and many textbooks supply all four principal parts, for that reason. When students move on to another text, they will most likely encounter verbs in this format. Also, when students reach the *second* conjugation, with its great variety of third and fourth principal parts—often quite irregular—they are likely to be overwhelmed if the fact that verbs *have* third and fourth principal parts has not even been disclosed to them before.

Students won't be tested on the third and fourth principal parts of the Chapter 2 and 3 verbs until the Chapter 5 Pre-Quiz, so you have some time. (Chapter 5 is their first English-to-Latin review chapter, and the pre-quiz will cover vocabulary from Chapters 2-4—with all four principal parts.) Of course, they do need to know all four principal parts of the Chapter 4 verbs for the Chapter 4 Pre-Quiz.

For now, do have the students add the third and fourth principal parts of the older verbs to their vocabulary lists or flash cards for Chapters 2 and 3, depending on what they are using to study from. Otherwise when they study for the Chapter 5 Pre-Quiz they will be studying from obsolete materials!

The four principal parts are best drilled aloud at first, since the students will pick up the pattern quickly that way. The stress of the second, third, and fourth principal parts of a *regular* first conjugation verb, like these, always follows the same pattern: the stress is on the long vowel of the second-to-last syllable. (See the syllable stress summary at the end of the Chapter 1 Teaching Notes for why.) Also, some students will need to be reminded that Latin **v** makes the sound of **w**, now that they have the *-āvī* ending to contend with. I've pronounced all four principal parts on the CD.

Curious students will want to know the meaning of the third and fourth principal parts. For a verb *to X*, the third principal part means *I have X'd* and the fourth principal part means *having been X'd*. The latter is obviously not part of the current vocabulary of a young student, even in English. I don't supply the meanings of these principal parts in the text since we will not be using them in translation anytime soon, and what's important for now is just to learn the form of the Latin words themselves.

Concerning person and number, here are two drills you may find it useful to do in class after presenting the person and number material from the grammar lesson. In one drill, you supply an English personal pronoun, and they must give the person and number. In another, you supply a Latin personal ending, and they must give the person and number. At first this can be done with a helpful paradigm written out on the board; later it should be none with nothing at all written on the board!

Once the students are fluent with person and number, you can maintain that fluency by using the labels in class.

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Speaking of person and number, the *infinitive* is so called because it is the form of the verb *not limited* by person or number—so it is non-*finite*, hence *infinitive*.

Finally, about **salvē / salvēte** and **valē / valēte**: these are actually imperatives of two second conjugation verbs. Imperatives—command verbs—are a special type of second person verb. The subject of an imperative is always either *you (s.)* or *you (pl.)*—hence one form is used when addressing just one person, and another form when addressing more than one. (As the students now know, the subject of a second person verb is *spoken to*.) The literal meaning of these commands (both of them, oddly enough) is *be well* or *be in good health*. In the case of **valē / valēte**, our English *farewell* is an exact grammatical parallel. It means *good-bye* now, but it began as a gracious command to keep well: *fare well!* For now, all the students need to know is how to use these words. They will say **salvē** and **valē** to you. You will say **salvēte** and **valēte** to them—unless you have just one student.

Study Sheet

For B1-4, you may need to have **portō** on the board, appropriately labelled, to facilitate recall.

Derivative Worksheet

In Section A, students should now give all four principal parts of verbs when filling in the Latin ancestors. (For any part of speech, they should always give the full vocabulary entry in this context.)

A1: Here is **in-** meaning *not* again. (Sometimes, of course, this prefix actually means *in*, as in *invade*, *inhale*, *insert*, and so on.)

A1, 2, 3, and 8: You might want to ask students to tell you which meaning of **cūrō** each derivative is most closely related to. By the way, students who are avid readers might encounter an older meaning of *curious* in their reading, as in the phrase *curious workmanship*. This older use means *wrought with care and skill*, and so is closer in meaning to **cūrō** than our current meaning of *curious* is. Pronunciation note: the *kyoor* sound in our English derivatives is not what one would expect given the pronunciation of **cūrō**: KOO-roe.

A4-7: Interestingly enough, the word *expectorant* is *not* a derivative of **expectō**, although it resembles the **expectō** derivatives, with their absent **s**. *Expectorant* is formed of the prefix **ex-** plus the Latin root that means *breast*, **pect-**, from which we also get *pectoral muscles*.

A5: Compare *hesitating / hesitant*, *tolerating / tolerant*, and *resonating / resonant*. Even *immigrating / immigrant* and *supplicating / supplicant* display the same pattern—though there the **-ant** is a noun ending, meaning not just **-ing** but *person who is . . . -ing*.

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A7, 8, 9: Instructive contrasts here. We have it very easy.

A9: Other words with the same suffix include *conservatory* and the more lowly *lavatory*. The related suffix **-orium** often means place where, too: *auditorium*.

A10: This meaning of *oratory* is related to the meaning of **ōrō** discussed above, under *Vocabulary List*—the specialized *speak* meaning. Also in A10, students will have to *think* (O cruel requirement!) in order to answer the Word Detective question. Obviously the answer is *no*, because this meaning of **oratory** has nothing to do with place. (Perhaps there *was* a connection in the misty past—an art is practiced in a place?—but no more.)

Other derivatives of the Chapter 4 vocabulary include *invalid*, *oracle*, and *valedictorian*.

Both Translation Worksheets

Now that the students have some vocabulary words with more than one meaning, you'll want to accept either meaning in translation, so long as no context suggests one meaning over another. The answer keys will generally only show one meaning, but which one is shown is usually not significant.

From time to time it will be worthwhile to show students that one translation may be preferable to another, even though both are correct. Their vocabulary is pretty limited at this point, but with a little imagination, and some help from the teacher, a translation like *I **am** changing—I'm thinking, and I'm not shouting!* can be seen to have a certain coherence, and a faint jollity. It certainly has more literary merit than *I change—I think and don't shout*. I admit that the amount of literary merit in question is not all that great, but that's all the more reason to conserve it. In all seriousness, students should be taught to consider the three ways a present tense verb can be translated, and to think about whether one way might be preferable to another, to bring out the most meaning. You might want to take such a sentence, and have them supply all three verb translations on the board, and evaluate together whether one has more merit than another.

I don't mean to suggest that translating sentences together on the board be only an occasional undertaking. It's important to do sentences together regularly, especially in a classroom context, where it's not possible to provide the one-on-one instruction that homeschooling permits. (Homeschoolers, with this advantage, will find that the text provides enough sentences. Classroom teachers may want to make up extra sentences for in-class use.) Exemplify the translation method the students should follow, and then gradually have the students supply you with more and more of the steps themselves. This will become especially important in Chapter 6, when sentences become more complicated (with noun subjects). For now, the essential practices to model are to *translate Latin verbs from the end first, and to conserve sentence punctuation*. Then, as time permits, also teach them *to make a sensible choice of translation from the three present tense translations and from multiple vocabulary list meanings*.

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The worksheets attempt to provide you with the kinds of drills you will need to have the class do in preparation for translation. If they have any trouble with translation, it's a good idea to try to figure out which of the component steps is causing the problem, and to revisit drills which teach that step. Also concerning the worksheets—going over the instructions for any new question type before assigning the homework is always a good idea, working a sample exercise where necessary. (One hates to hear *I didn't do Exercise A because I didn't understand it . . . so I couldn't do Exercise B or C.*)

Translation Worksheet 2

Exercise A: Students only need to give one verb meaning here.

F3: Any combination of *he* and *she* is acceptable here.

F6: *He is expecting* is an acceptable translation of the last verb—though it's amusingly ambiguous.

Pre-Quiz

In this context, students should give the definitions as they appear on the vocabulary list, meaning they should include both meanings if a verb has more than one.

By the way, if parents want to know what they can do at home to help a child with Latin, enforcing vocabulary review is the single biggest item—and they can do that even if they've never studied Latin.

Chapter 4 Vocabulary List

1. **cūrō, cūrāre, cūrāvī, cūrātum** to care for or cure

2. **exspectō, exspectāre, exspectāvī, exspectātum** to wait for or expect

3. **orō, orāre, orāvī, orātum** to pray

4. **salvē (s.), salvēte (pl.)** Good day!

5. **valē (s.), valēte (pl.)** Good-bye!

Chapter 4 Grammar Lesson

Verbs, verbs, and more verbs

You've already learned a number of Latin verbs. Here's a verb you know, written just the way it appeared on your vocabulary list:

amō, amāre

I love, to love

There are two Latin words, and two English translations. **Amō** means *I love*, and **amāre** means *to love*. That's simple enough.

Now suppose I said you were going to learn a new verb, and I wrote it on the board:

ōrō, orāre

I pray, to pray

Once again, two Latin words, and two English translations. **Ōrō** means *I pray*, and **orāre** means *to pray*. Easy. But now let's look at the *same verb*, the way it *actually appears* on your new vocabulary list:

ōrō, orāre, orāvī, orātum

to pray

There are *four* Latin words, and just *one* English translation! There's **ōrō** again—you know that **ōrō** means *I pray*. Then there's **orāre** again—you know that **orāre** means *to pray*. But why are there two more Latin words? And why is there only *one* English translation?

Latin verbs have four principal parts

The four Latin words have a name. These four words are the four *principal parts* of this verb. *Principal* here means *chief* or *most important*. These four words are the most important forms of this verb to know, because once you know these four principal parts, along with some rules, you can make any form of this verb that you could ever need. Knowing the four principal parts will help you later on in Latin. Also, sometimes an English derivative is spelled more like one principal part than another, so knowing all four principal parts will help you with your derivatives.

Now you know why there are four Latin words. But why is there just *one* English translation? After all, you already know that the first two principal parts each have their own translation—**ōrō** means *I pray*, and **orāre** means *to pray*. Don't the other two words each have *their* own translations? Yes, they do! But you don't need to know them yet, so I'm not making you learn them. On your vocabulary lists, instead of four English translations for the four Latin words, as a shortcut, you will always see the infinitive translation—*to* plus the verb—standing in for the four separate translations. This means that on a vocabulary quiz, for **ōrō, orāre, orāvī, orātum**, you only need to give *to pray* as the translation. If you are asked for *to pray*, you should give all

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four principal parts: **ōrō, ōrāre, ōrāvī, ōrātum**. But if you are translating a sentence, and you see *to pray*, you should translate it just with **ōrāre**. That's the word that *by itself* really means *to pray*.

It won't be difficult to learn the four principal parts for first conjugation verbs. Most first conjugation verbs are *regular*—that means that they follow rules. Let's compare your new verbs. Look for the pattern that the endings follow.

ōrō,	ōrāre,	ōrāvī,	ōrātum	to pray
cūrō,	cūrāre,	cūrāvī,	cūrātum	to care for or cure
expectō,	expectāre,	expectāvī,	expectātum	to wait for or expect

Now let's go back to the verbs you learned in Chapters 2 and 3, and add the third and fourth principal parts. Notice how the endings follow the pattern you just saw.

amō, amāre, amāvī, amātum	to love
clāmō, clāmāre, clāmāvī, clāmātum	to shout
cōgitō, cōgitāre, cōgitāvī, cōgitātum	to think
dēmōnstrō, dēmōnstrāre, dēmōnstrāvī, dēmōnstrātum	to show
labōrō, labōrāre, labōrāvī, labōrātum	to work
laudō, laudāre, laudāvī, laudātum	to praise
mūtō, mūtāre, mūtāvī, mūtātum	to change
portō, portāre, portāvī, portātum	to carry

Person and number

In Chapter 3 you learned how to conjugate **portō** and other first conjugation verbs (in the present tense). Now study the verb box below. It shows everything we know about a conjugated verb even if we don't know what the verb means! It also gives us a useful way of referring to verb forms. You'll see how this works on the next page.

	s.		pl.		
1 st person s.	I . . .			we . . .	1 st person pl.
2 nd person s.	you (s.) . . .			you (pl.) . . .	2 nd person pl.
3 rd person s.	he, she, it . . .			they . . .	3 rd person pl.

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Here is **portō**, conjugated in the present tense, only instead of the translations, notice the *person and number* labels. (*Number* here refers to singular and plural.) We can say that **portō** is the *first person singular* form, or that **portātis** is the *second person plural* form. If your teacher asks you for the *third person plural* form, you should say **portant**.

1 st person s.	portō	portāmus	1 st person pl.
2 nd person s.	portās	portātis	2 nd person pl.
3 rd person s.	portat	portant	3 rd person pl.

Of course, **portō** means *I carry*. So the first person singular form of a verb is the *I* form. **Portātis** means *you (pl.) carry*. So the second person plural form is the *you (pl.)* form. And so on.

You might also find it helpful to notice that the subject of a first person verb is speaking: *I carry. We carry*. The subject of a second person verb is being spoken to: *you (s. or pl.) carry*. The subject of a third person verb is being spoken about: *he carries. They carry*.

Now that you know about person and number labels, look again at the four principal parts of **portō**:

portō, portāre, portāvī, portātum to carry

You already know that the second principal part has another name—**portāre** is the *infinitive*. (That was true when all you knew was **portō, portāre**, and it's still true.) We can describe the first principal part now, too. **Portō** is the *first person singular* of the present tense. Look back at the verb box above and make sure you can see that **portō** is the first person singular. The first principal part of any verb is always the *first person singular* of the present tense.

Greetings and farewells

We can begin to greet each other and say good-bye in Latin using **salvē** and **valē** (if speaking to just one person), **salvēte** and **valēte** if speaking to more than one person. Latin uses a slightly different form depending on how many people are being spoken to because these words are actually a special type of second person *verb*.

And now—**valē** or **valēte**!

Chapter 4 Study Sheet

A. Fill in the blanks. Find the answers in the Chapter 4 Grammar Lesson.

1. There's been a change to your vocabulary lists. For each verb there are now four Latin words, not just two! And now there's only one English translation!
2. Why are there four Latin words? Latin verbs have four principal parts.
3. *Principal* means chief or important.
4. Why are the four principal parts so important? When you know them, along with some rules, you can make any verb form. Knowing the four principal parts will help you later on in Latin!
5. Also, sometimes an English derivative is spelled more like one principal part than another. Knowing all four principal parts will help you with your derivatives.
6. Why is there just *one* English translation for the *four* principal parts? As a shortcut, you will always see the infinitive translation—*to* plus the verb—standing in for the four separate translations.
7. On a vocabulary quiz, for **ōrō, ōrāre, ōrāvī, ōrātum**, you only need to give to pray as the translation.
8. On a vocabulary quiz, if you are asked for *to pray*, you should give all four principal parts: **ōrō, ōrāre, ōrāvī, ōrātum**.
9. Which word, *by itself*, really means *to pray*? Ōrāre. If you see *to pray* in a sentence, you should translate it just with ōrāre.
10. Is it hard to learn the four principal parts for first conjugation verbs? No, because most first conjugation verbs are regular. They follow rules!
11. The endings of the four principal parts of most first conjugation verbs are the same. The endings are **-ō, -āre, -āvī, -ātum**, as in **ōrō, ōrāre, ōrāvī, ōrātum**.

B. Fill in the blanks. Find the answers in the Chapter 4 Grammar Lesson.

1. *Person and number* labels give us a way to refer to verb forms. **Portō** is the first person singular form. **Portātis** is the second person plural form.
2. **Portō** means I carry. So the first person singular form of a verb is the I form. **Portātis** means you (pl.) carry. So the second person plural form is the you (pl.) form. Etc.

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3. The subject of a first person verb is speaking: *I carry. We carry.* The subject of a second person verb is being _____ spoken _____ to: *you (s. or pl.) carry.* The subject of a third person verb is being spoken _____ about _____: *he carries. They carry.*

4. In **portō, portāre, portāvī, portātum**, which word is the first principal part? Portō. What does **portō** mean? I carry. The *I* form of a verb is the first person singular form. *The first principal part of any verb is always the first person singular of the present tense.*

5. In **portō, portāre, portāvī, portātum**, the second principal part is portāre. What's the other name for the second principal part? The infinitive.

6. Review: First conjugation verbs have an infinitive that ends in -āre, like **portāre!**

7. To greet someone in Latin, we say salvē if speaking to one person, but salvēte if speaking to more than one person.

8. To say *good-bye* in Latin, we say valē if speaking to one person, but we say valēte if speaking to more than one person.

9. Why does Latin have different words for *good day* and *good-bye*, depending on how many people are being spoken to? These Latin words are actually a special type of second person verb!

Chapter 4 Derivative Worksheet

A. Read the derivatives, their definitions, and the example sentences. Then write the Latin ancestor and its meaning in the blank.

1. **curable** able to be cured
incurable not able to be cured *Blindness from birth was considered **incurable** before Jesus healed the man born blind. No one had ever cured such blindness before! But for Jesus, every disease is **curable**, since he is the Son of God.*

 cūrō, cūrāre, cūrāvī, cūrātum, to care for or cure

2. **curative** tending to heal or cure; something that heals or cures *Many herbs are reported to have **curative** powers. For example, ginger has been used as a **curative** for nausea.*

 cūrō, cūrāre, cūrāvī, cūrātum, to care for or cure

3. **curator** keeper of a museum or library collection *The rare books **curator** told us how ancient and fragile manuscripts are preserved, then showed us an Egyptian papyrus.*

 cūrō, cūrāre, cūrāvī, cūrātum, to care for or cure

4. **expectant** looking forward to, anticipating *The **expectant** crowd watched the stage intently, waiting for the curtain to rise at any moment and the play to begin.*

 exspectō, exspectāre, exspectāvī, exspectātum, to wait for or expect

5. **expectant** expecting the birth of a child *The **expectant** mother carefully packed a bag with things she would need at the hospital during labor and after the baby was born.*

 exspectō, exspectāre, exspectāvī, exspectātum, to wait for or expect

(Word Detective: The adj. suffix **-ant** often means *-ing*. Someone who is **expectant** is **expecting**.)

6. **expectancy** eager anticipation *Melissa looked forward to the birth of the new baby, full of excited **expectancy** at becoming a big sister for the first time.*

 exspectō, exspectāre, exspectāvī, exspectātum, to wait for or expect

7. **life expectancy** the time most people can expect to live ***Life expectancy** in very poor countries is low; many people die before they reach fifty.*

 exspectō, exspectāre, exspectāvī, exspectātum, to wait for or expect

8. **manicure** beauty treatment for the hands and fingernails *For her birthday Dad treated Mom to the luxury of a **manicure** at a nice beauty parlor.*

 cūrō, cūrāre, cūrāvī, cūrātum, to care for or cure

9. **oratory** a place for prayer *God's persecuted people, driven out from their churches, have often used a forest as an **oratory**—even in the depths of winter.*

 ōrō, ōrāre, ōrāvī, ōrātum, to pray

(Word Detective: The suffix **-ory** often means *place where*. **Laboratory** has the same suffix.)

Chapter 4 Derivative Worksheet

10. **oratory** the art of public speaking *It is sad but true that a man gifted in oratory will do well in politics even if his ideas are unbiblical.*

_____ *ōrō, ōrāre, ōrāvī, ōrātum, to pray* _____

(Word Detective: Does the suffix **-ory** always mean *place where*? _____ **No** _____!)

B. Choose the correct derivative for each blank from the list above the sentences. There are three groups. From now on, if a noun needs to be made plural, make it plural when you fill in the blank.

curative expectant incurable oratory

1. The first day of school is a happy one for teachers, too. It's a pleasure to look out on bright _____ **expectant** _____ faces, eagerly awaiting their first Latin lesson!

2. Pouring out one's sadness to God in prayer is a powerful _____ **curative** _____ for a broken heart.

3. The doctors said her disease was _____ **incurable** _____, and that only a miracle from God could save her.

4. The Bible says that Isaac walked in the fields at evening, and communed with God. Many after Isaac have also found the countryside a suitable _____ **oratory** _____.

curator expectancy manicure oratory

5. The man who was about to speak was known for his skills in _____ **oratory** _____. A hushed _____ **expectancy** _____ settled over the crowd as the time drew near.

6. My mother isn't interested in _____ **manicures** _____. She likes to keep her nails short, and she sees no reason to pay someone to trim them!

7. The needlework _____ **curator** _____ explained that old silk samplers fade and grow brittle if kept in the sun. She only displays a few at a time; the rest are kept in storage.

curable curative expectant life expectancy

8. The _____ **expectant** _____ parents prepared a lovely nursery for the coming baby. He refinished the wood floors, and she stenciled the changing table to match the wallpaper.

9. Dr. Bailey said my skin trouble was _____ **curable** _____, and he prescribed an ointment with _____ **curative** _____ ingredients.

10. Where people drink from polluted rivers, _____ **life expectancy** _____ is shortened by disease.

Chapter 4 Translation Worksheet 1

A. Conjugate “orō” in the present tense in the verb box below, and write in the translations alongside.

I pray	orō	orāmus	we pray
you (s.) pray	orās	orātis	you (pl.) pray
he, she, it prays	orat	orant	they pray

B. Fill in the missing forms of “expectō,” present tense. Instead of writing in the translations alongside, write in the person and number of each form. A few are done for you already.

1 st person s.	expectō	expectāmus	1 st person pl.
2 nd person s.	expectās	expectātis	2 nd person pl.
3 rd person s.	expectat	expectant	3 rd person pl.

C. Fill in the blanks with the missing information about person and number.

1. amās _____ second _____ person singular
2. cūrant third person _____ plural _____
3. portat _____ third _____ person singular
4. laudāmus _____ first _____ person _____ plural _____
5. clāmō _____ first _____ person _____ singular _____
6. labōrātis _____ second _____ person _____ plural _____

D. Fill in the blanks with the other way of referring to the verb form. The first two are done for you.

1. The *you s.* form _____ second person singular _____

Chapter 4 Translation Worksheet 1

2. The third person plural form _____ the *they* form _____
3. The *we* form _____ first person plural _____
4. The second person plural form _____ the *you pl.* form _____
5. The *he, she, it* form _____ third person singular _____
6. The *I* form _____ first person singular _____

E. Translate. Remember to use all three ways of translating the present tense.

1. Ōrāmus et laudāmus. _____ We pray and we praise. (Or: are . . . or: do . . .)

2. Nōn clāmat—cōgitat! _____ He is not shouting—he's thinking!

3. Amās, et amō, et amant. _____ You (s.) love, and I love, and they love.

4. Exspectātis. _____ You (pl.) are waiting for.

(This sentence sounds as though it's missing something! Later you will learn how to add direct objects.)

5. Labōrat—ōrat et laudat. _____ He does work—he prays and he praises.

6. Portātis; nōn portāmus. _____ You (pl.) are carrying; we aren't carrying.

7. Mūtō—labōrō, et nōn clāmō! _____ I am changing—I work, and I don't shout!

8. Amant, et laudant, et ōrant. _____ They love, and they praise, and they pray.

Chapter 4 Translation Worksheet 2

A. Conjugate “cūrō” in the present tense in the verb box below, and write in the translations alongside.

I care for (or cure)	cūrō	cūrāmus	we care for
you (s.) care for	cūrās	cūrātis	you (pl.) care for
he, she, it cares for	cūrat	cūrant	they care for

B. Fill in the missing forms of “cōgitō,” present tense. Instead of writing in the translations alongside, write in the person and number of each form.

1 st person s.	cōgitō	cōgitāmus	1 st person pl.
2 nd person s.	cōgitās	cōgitātis	2 nd person pl.
3 rd person s.	cōgitat	cōgitant	3 rd person pl.

C. Write the person and number of each form in the blank. You may abbreviate.

- | | |
|---|---|
| 1. clāmās _____ 2 nd person s. | 4. laudat _____ 3 rd person s. |
| 2. dēmōnstrant _____ 3 rd person pl. | 5. exspectāmus _____ 1 st person pl. |
| 3. portō _____ 1 st person s. | 6. mūtātis _____ 2 nd person pl. |

D. Fill in the blanks with the other way of referring to the verb form.

1. The *you pl.* form _____ 2nd person pl.
2. The first person singular form _____ the *I* form
3. The *he, she, it* form _____ 3rd person s.

Chapter 4 Translation Worksheet 2

E. Translate the verb, then give its person and number.

1. clāmāmus _____ we shout—1st person pl.
2. dēmōnstrant _____ they show—3rd person pl.
3. amās _____ you (s.) love—2nd person s.

F. Translate. Remember to use all three ways of translating the present tense.

1. Mūtās, mūtō, mūtāmus. _____ You (s.) change, I change, we change.

2. Nōn cōgitant et nōn labōrant. _____ They aren't thinking and they aren't working.

3. Nōn ōrat et nōn laudat. _____ He doesn't pray and she doesn't praise.

4. Dēmōnstrāmus et laudātis. _____ We show and you (pl.) praise.

5. Nōn amātis et nōn cūrātis. _____ You (pl.) do not love and do not cure.

6. Dēmōnstrō; exspectās et exspectat. _____ I show; you (s.) expect and he expects.

7. Labōrāmus—cōgitat, et portō! _____ We do work—he thinks, and I carry!

8. Clāmant, nōn cūrant. _____ They shout, they don't cure.

9. Amō, laudās, et ōrāmus. _____ I love, you (s.) praise, and we pray.

Chapter 4 Pre-Quiz

A. Translate. Give the meanings as shown on your vocabulary list! Give both meanings where a word has two meanings. Give all four principal parts when translating verbs into Latin.

1. *cūrō, cūrāre, cūrāvī, cūrātum* _____

2. *salvē (s.), salvēte (pl.)* _____

3. *exspectō, exspectāre, exspectāvī, exspectātum* _____

4. Good-bye! _____

5. to pray _____

B. Fill in the blanks to answer these Word Detective questions.

1. The suffix **-ant**, as in *expectant*, often means _____. Someone who is *expectant* is *expect* _____ a child, or look _____ forward to something.

2. The suffix **-ory**, as in *oratory* when it means *a place for prayer*, often means _____. *Laboratory* has the same suffix, with the same meaning.

3. The suffix **-ory** also appears in the word *oratory* when it means *the art of public speaking*. So does **-ory** always mean what it means in *laboratory*? _____!

Chapter 4 Pre-Quiz

A. Translate. Give the meanings as shown on your vocabulary list! Give both meanings where a word has two meanings. Give all four principal parts when translating verbs into Latin.

1. *cūrō, cūrāre, cūrāvī, cūrātum* _____ **to care for or cure**

2. *salvē (s.), salvēte (pl.)* _____ **Good day!**

3. *exspectō, exspectāre, exspectāvī, exspectātum* _____ **to wait for or expect**

4. Good-bye! _____ *valē (s.), valēte (pl.)*

5. to pray _____ *ōrō, ōrāre, ōrāvī, ōrātum*

B. Fill in the blanks to answer these Word Detective questions.

1. The suffix **-ant**, as in *expectant*, often means -ing . Someone who is *expectant* is *expect* ing a child, or look ing forward to something.

2. The suffix **-ory**, as in *oratory* when it means *a place for prayer*, often means place where . *Laboratory* has the same suffix, with the same meaning.

3. The suffix **-ory** also appears in the word *oratory* when it means *the art of public speaking*. So does **-ory** *always* mean what it means in *laboratory*? No !

Chapter 4 Quiz

A. Conjugate “ōrō” in the present tense in the verb box below, and write in the translations alongside.

B. Fill in the missing forms of “labōrō,” present tense. Instead of writing in the translations alongside, write in the person and number of each form.

3 rd person s.	labōrat		

C. Write the person and number of each form in the blank. You may abbreviate.

- | | |
|-------------------|------------------|
| 1. labōrās _____ | 4. portat _____ |
| 2. cōgitant _____ | 5. mūtāmus _____ |
| 3. clāmō _____ | 6. amātis _____ |

D. Fill in the blanks with the other way of referring to the verb form.

1. The *we* form _____
2. The third person plural form _____
3. The *you (s.)* form _____

Chapter 4 Quiz

E. Translate the verb, then give its person and number.

1. mūtātis _____

2. dēmōnstrat _____

F. Translate. Remember to use all three ways of translating the present tense.

1. Ōrāmus et laudāmus. _____

2. Cōgitat et clāmātis. _____

3. Labōrō! Portō. Nōn portant. _____

4. Ōrās et exspectās; cūrat. _____

G. Translate.

1. salvē (s.), salvēte (pl.) _____

2. valē (s.), valēte (pl.) _____

H. Fill in the blanks with the correct derivative from the list above the sentences.

curable curative expectancy expectant

1. The lame beggar looked up at the apostles, full of hopeful _____ that they would give him money. They met his _____ gaze with something better!

2. In the name of Jesus, Peter and John commanded the lame man to walk—and he walked and leaped! The name of Jesus has _____ powers for those who believe.

3. Even lameness that no earthly doctor can heal is _____ by God—and the malady of sin is, too.

Chapter 4 Quiz

A. Conjugate “ōrō” in the present tense in the verb box below, and write in the translations alongside.

I pray	ōrō	ōrāmus	we pray
you (s.) pray	ōrās	ōrātis	you (pl.) pray
he, she, it prays	ōrat	ōrant	they pray

B. Fill in the missing forms of “labōrō,” present tense. Instead of writing in the translations alongside, write in the person and number of each form.

1 st person s.	labōrō	labōrāmus	1 st person pl.
2 nd person s.	labōrās	labōrātis	2 nd person pl.
3 rd person s.	labōrat	labōrant	3 rd person pl.

C. Write the person and number of each form in the blank. You may abbreviate.

- | | |
|---|--|
| 1. labōrās _____ 2 nd pers. s. | 4. portat _____ 3 rd pers. s. |
| 2. cōgitant _____ 3 rd pers. pl. | 5. mūtāmus _____ 1 st pers. pl. |
| 3. clāmō _____ 1 st pers. s. | 6. amātis _____ 2 nd pers. pl. |

D. Fill in the blanks with the other way of referring to the verb form.

1. The *we* form _____ 1st pers. pl.
2. The third person plural form _____ the *they* form
3. The *you (s.)* form _____ 2nd pers. s.

Chapter 4 Quiz

E. Translate the verb, then give its person and number.

1. mūtātis _____ you (pl.) change—2nd pers. pl. _____
2. dēmōnstrat _____ he (or she or it) shows—3rd pers. s. _____

F. Translate. Remember to use all three ways of translating the present tense.

1. Ōrāmus et laudāmus. _____ We pray and we praise. _____

2. Cōgitat et clāmātis. _____ He's thinking and you (pl.) are shouting. _____

3. Labōrō! Portō. Nōn portant. _____ I do work! I carry. They don't carry. _____

4. Ōrās et exspectās; cūrat. _____ You (s.) pray and expect; he cures. _____

G. Translate.

1. salvē (s.), salvēte (pl.) _____ Good day! _____
2. valē (s.), valēte (pl.) _____ Good-bye! _____

H. Fill in the blanks with the correct derivative from the list above the sentences.

curable curative expectancy expectant

1. The lame beggar looked up at the apostles, full of hopeful _____ expectancy _____ that they would give him money. They met his _____ expectant _____ gaze with something better!
2. In the name of Jesus, Peter and John commanded the lame man to walk—and he walked and leaped! The name of Jesus has _____ curative _____ powers for those who believe.
3. Even lameness that no earthly doctor can heal is _____ curable _____ by God—and the malady of sin is, too.