Exmouth Community College

Latin

Year 8

Spring Term
Knowledge Organizer

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ACADEMY TRUST

In class	
Quiz your neighbour	Your teacher will tell you which section to focus on. Test each other.
Low stakes quiz	Sometimes your teacher will prepare a quick quiz for you at the start of the lesson.
Key words	As you come across key words in lessons, tick them off. Record them in your vocabulary book.
Vocabulary test	Sometimes your teacher will give you a vocabulary test on the key words.
References	If you get stuck, check whether the information you need is here.
Extended translation	As your knowledge of the vocabulary increases, you will sometimes be asked to translate a passage of text from Latin into English.
Knowledge test	Once a term, your teacher will give you a test to see how well you have learnt the information. These marks will help your teacher decide how you are progressing against your KS3 target colour.

At home	
Homework (20 minutes per week)	Your teacher will tell you your homework for the week. The homework will also be posted on Class Charts.
Quiz Yourself	Sometimes your teacher will prepare a quick quiz for you at the start of the lesson.
Create flashcards	Turn the information into flashcards (Latin – English). You could also include pictures.
Quizlet	Use Quizlet to help you learn the vocabulary.
Application	Once you have learnt the information on the Knowledge Organiser, your teacher will test you in the next lesson. This could be in the form of a test/quiz.
Revise	Use your flashcards/quizlet, exercise book, vocabulary book and Knowledge Organiser to revise regularly. You will be tested on your progress in lessons (weekly/once a term).

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What are declensions?

Nouns belong to groups, or families, called declensions.

We can identify which declension an accusative noun belongs to by looking at the letter before the **–m**.

If a noun belongs to the **first declension**, its accusative ending is **–am**.

If a noun belongs to the **second declension**, its accusative ending is **–um**.

If a noun belongs to the **third declension**, its accusative ending is **–em**.

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Can you identify which declension these nouns belong to?

Nominative	Accusative	Translation
āctor	āctōrem	*actor*
agricola	agricolam	*farmer*
lībertus	lībertum	*freedman, ex-slave*
nauta	nautam	*sailor*
nūntius	nūntium	*messenger, news*
pastor	pastōrem	*shepherd*
spectātor	spectātōrem	*spectator*
turba	turbam	*crowd*

'origin of words' challenge:

Can you think of an English word that might have come (or 'derived') from the following Latin words?

agricola   nauta   pastor

_____   _____   _____

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Nominative plural	Declension	Translation
ancillae	first	
dominī		masters
fēminae		women
iuvenēs	third	
puellae		girls
puerī	second	
senēs	third	
servī		slaves
virī	second	

Why are declensions important?

Declensions are important for lots of reasons – firstly, because they tell us how a noun will look in the plural. (dogs, cats, etc).

If a noun belongs to the **first declension**, its nominative plural ending is –**ae**.

If a noun belongs to the **second declension**, its nominative plural ending is –**ī**.

If a noun belongs to the **third declension**, its nominative plural ending is –**ēs**.

Can you complete the table above?

sunt = (they) are

mercātorēs **sunt** *in viā*
= the merchants **are** in the street

argentāriī **sunt** *in forō*
= the bankers **are** in the forum

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Nominative nouns and verbs

If a nominative noun is **singular** (e.g. dog, cat), then the verb must be **singular** too.

If a nominative noun is **plural** (e.g. dog<u>s</u>, cat<u>s</u>), then the verb must be **plural** too.

… This means that our verb needs to change slightly if our nominative noun is plural!

Look at the verbs in the table below. Can you identify which verbs are plural?

audit	bibit	cōnsūmunt
dormiunt	gustat	intrat
labōrant	portant	quaerit
rīdet	sedet	vīsitant

Verb endings

Sentences with a **singular** nominative noun:

ancilla labōra**t**	= *the slave girl works*
dominus sede**t**	= *the master sits*
mercātor scrībi**t**	= *the merchant writes*

Sentences with more than one nominative noun (**plural**):

ancill**ae** labōra**nt**	= *the slave girl<u>s</u> work*
domin**ī** sede**nt**	= *the master<u>s</u> sit*
mercātor**ēs** scrību**nt**	= *the merchant<u>s</u> write*

If our nominative noun is a plural, then our verb must end in –**nt**!

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Translation task

Complete the sentence by circling the right form of the nominative in the brackets. Then translate the sentence.

(**Hint:** translate the verb first!

1. (actor / āctōrēs) ad theātrum **ambulant**   The actors walk to the theatre.

2. (mercātor / mercātōrēs) pecūniam nōn **habet**   ....

3. (puer / puer et puella) canem **laudant**   ....

4. (fēmina / fēminae) iānuam **spectat**   ....

5. (nūntius / nūntiī) in forō **clamant**   ....

6. (iuvenis/ iuvenēs) amicum **salūtat**   ....

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Verbs: person endings

Latin verbs change their endings according to who is performing the verb.

The present tense person endings are as follows:

ambul**ō**	I walk
ambul**ās**	you *(singular)* walk
ambul**at**	he/she/it walks
ambul**āmus**	we walk
ambul**ātis**	you *(plural)* walk
ambul**ant**	they walk

These person endings are attached onto a 'stem,' usually adding a vowel between the stem and the personal ending. In this case, the stem is 'ambul' and the vowel is 'a'.

Translate these verbs into English (using Quizlet for vocabulary help, if needed):
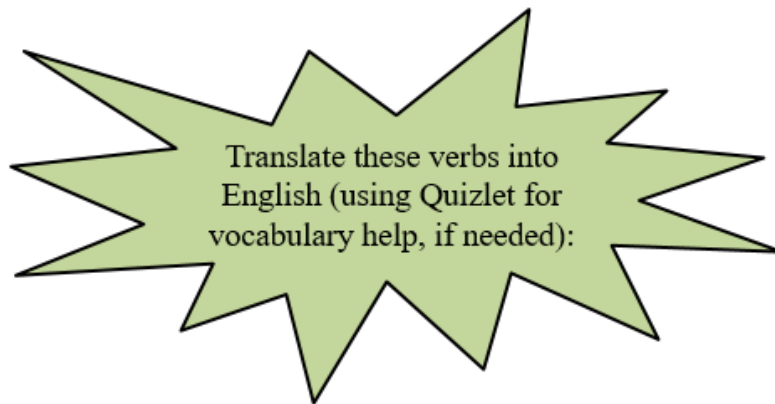
Verb	Translation
spectō	I look at
cōnsūmitis	
labōrāmus	
trādis	
clāmat	
salūtant	
laudāmus	
audiō	
bibitis	
habent	
sedēs	
dormit	

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Translation task

By this point, you should feel comfortable translating sentences that use the person endings of the present tense.

(**Hint:** translate the verb first!)

1. canem salūtātis — *You (pl.) greet the dog.*

2. amīcum vīsitō — ....

3. ad theātrum ambulāmus — ....

4. forum circumspectās — ....

5. cēnam cōnsūmitis — ....

6. nūntium audīmus — ....

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Nominative Pronouns

As with the nominative pronouns **ego** and **tū**, sometimes an extra word is used to emphasise who is performing the verb.

If we want to emphasise that 'we' are doing the verb (we walk, we shout, etc.) then we use the word **nōs**.

If we want to emphasise that more than one 'you' is doing the verb (lots of you walk, lots of you shout, etc.) then we use the word **vōs**.

However, we do not need these pronouns, as the person ending of our verb tells us who is performing the verb. For example:

The –ō ending tells us that this is an 'I' verb, so we do not need the ego!

ego amīcum salūt**ō** = *I greet the friend*

vōs amīcum salūtā**tis** = *You (pl.) greet the friend*

And the –tis ending tells us that this is a 'you (pl.)' verb, so we do not need the vōs!

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Translation task

By this point, you should feel comfortable translating sentences with the nominative pronouns **nōs** and **vōs**.

(**Hint:** translate the verb first!)

1. nōs āctōrem plaudimus   We applaud the actor.

2. vōs ad vīllam revenītis   ....

3. vōs cēnam gustātis   ....

4. nōs servum laudāmus   ....

5. vōs ē theātrō ambulātis   ....

6. nōs vīnum nōn bibimus   ....

7. vōs pictūram spectātis   ....

8. nōs dominum vituperāmus   ....

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esse – 'to be'

The verb 'to be' is irregular in many languages: this includes in French (*être*), in Spanish (*ser*) and also in Latin (*esse*) and Ancient Greek (*εἶναι*).

esse is irregular because, unlike most verbs, the 'stem' of *esse* changes depending on who is performing the verb: the stem can be **su-**, **e-** or **es-**!

We then add our person endings onto the end of our changing stem:

sum	*I am*
es	*you (s.) are*
est	*he/she/it is*
sumus	*we are*
estis	*you (pl.) are*
sunt	*they are*

VERB TO BE

Ser – to be

*This is an **irregular** verb.
It has to be learnt off by heart!!!

Yo	Soy	I am
Tú	Eres	You are
Él/Ella	Es	He/She is
Nosotros	Somos	We are
Vosotros	Sois	You all are
Ellos/Ellas	Son	They are

It's easy to see where the Spanish and French 'to be' verbs came from!

VERB TO BE

Être = To be

*This is an **irregular** verb and must be memorised!

Je suis	I am
Tu es	You are
Il/ Elle/ On est	He is/She is/We are
Nous sommes	We are
Vous êtes	You are
Ils/ Elles sont	They are

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Translation task

Have a go at translating the eight *esse* sentences below.

(**Hint:** remember to look up unfamiliar words in your vocabulary books/ on Quizlet/ in the CLC dictionary!)

1. Caecilius est in tablinō   *Caecilius is in the study.*

2. ego sum in ātriō   ....

3. coquī sunt in culīnā   ....

4. vōs eratis in theātrō   ....

5. spectātorēs sunt in viā   ....

6. nōs sumus in triclīniō   ....

7. tū es in forō   ....

8. canis est in hortō   ....

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The past tense: *esse*

In the past tense, *esse* does not change its person endings, but its stem changes to era- or erā-:

eram	*I was*
erās	*you (s.) were*
erat	*he/she/it was*
erāmus	*we were*
erātis	*you (pl.) were*
erant	*they were*

e.g.   ego **eram** in forō
= *I was in the forum*

āctōrēs **erant** in theātrō
= *The actors were in the theatre*

Translation task

Have a go at translating these past sense *esse* sentences:

(**Hint:** remember to look up unfamiliar words in your vocabulary books/ on Quizlet/ in the CLC dictionary!)

1. turba erat in viā   *The crowd was in the street.*

2. tū erās in culīnā   ....

3. nōs erāmus in theātrō ....

4. ego eram in tablinō   ....

5. nūntiī erant in forō   ....

6. vōs erātis in ātriō   ....

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Verbs and tenses

With the exception of *esse*, every Latin verb that we have encountered so far has been a present tense verb.

In English, we have multiple present tenses (the *present simple*, the *present perfect* and the *present continuous*) but Latin uses just the one tense. This is why this sentence has two meanings:

servus labōrat = the slave *works*
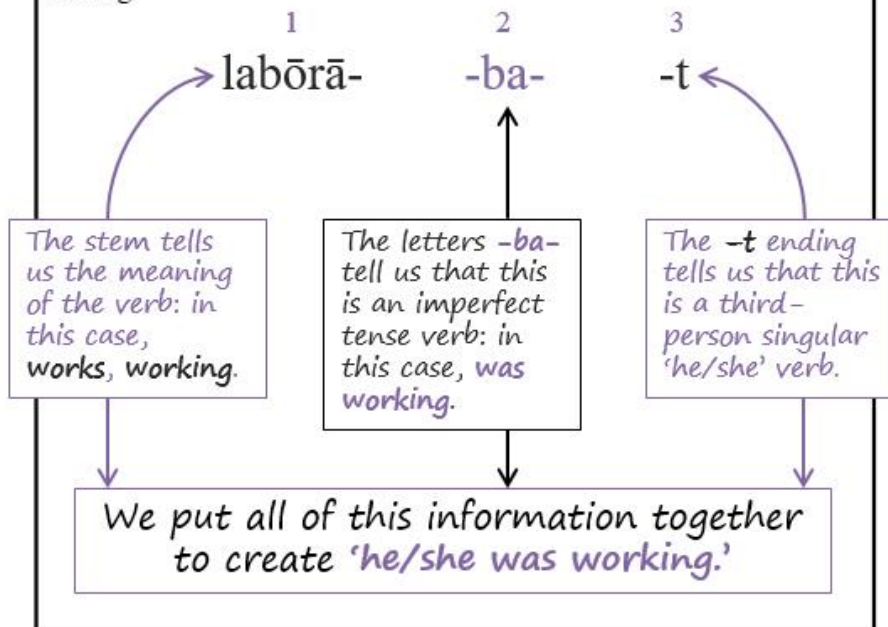 = the slave *is working*

The *past continuous* (imperfect) tense

Over the next few weeks, we shall learn how to identify Latin verbs in the *past continuous* tense. This tense is called the **imperfect tense** in Latin, and is used like so:

servus labōrā**ba**t = the slave *was working*

This tense is very similar to the present tense; the letters '-**ba**-' are added after the stem of our verb, but before the verb's person ending.

$$\underset{1}{\text{labōrā-}} \quad \underset{2}{\text{-ba-}} \quad \underset{3}{\text{-t}}$$

The stem tells us the meaning of the verb: in this case, **works**, **working**.

The letters -ba- tell us that this is an imperfect tense verb: in this case, was working.

The -t ending tells us that this is a third-person singular 'he/she' verb.

We put all of this information together to create 'he/she was working.'

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Translation task

Have a go at translating these imperfect tense sentences:

(**Hint:** remember to look up unfamiliar words in your vocabulary books/ on Quizlet/ in the CLC dictionary!)

1. servus cēnam portābat   *The slave was carrying the dinner.*

2. canis in hortō dormiēbat   ....

3. puella amīcum exspectābat   ....

4. dominus ancillam laudābat   ....

5. turba nūntium audiēbat   ....

6. iuvenis tabernam intrābat   ....

7. puer ē vīllā ambulābat   ....

8. senex in ātriō sedēbat   ....

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Most common translation mistakes:	
Latin has no word for 'the' or 'a.' It is up to you to translate Latin sentences into **good English** – which means adding in 'the' or 'a.'	**bad:** *Caecilius is father.* ☒ **good:** *Caecilius is **the** father.* ☑ *Caecilius is **a** father.*
Latin only uses a capital letter for proper nouns (names). However, when you translate sentences into English, you should remember to put a capital letter at the start of your sentence.	**bad:** *the dog is in street.* ☒ **good:** *The dog is in **the** street.* ☑

Most common spelling mistakes (in translation):	
correct: Caecilius ☑ **incorrect:** Ceacilius, Caecillius ☒	**correct:** praises ☑ **incorrect:** praizes ☒
correct: shepherd ☑ **incorrect:** shepard, sheperd ☒	**correct:** theatre ☑ **incorrect:** theater ☒