| I can do the following: | Agree | Agree, but need to <br> improve | Not yet |
| :--- | :--- | :--- | :--- |
| Read and understand Latin sentences like the Model Sentences. |  |  |  |
| Read, comprehend, and answer questions about a Latin story <br> similar to ones in the stage. |  |  |  |
| Recognize the present active participle in English and in Latin <br> and explain its function. |  |  |  |
| Identify the forms of the personal pronoun is, ea, id in all cases. |  |  |  |
| Identify some products and practices related to science in the <br> ancient world in the fields of: medicine, mathematics, <br> astronomy, astrology, and engineering. |  |  |  |
| Pronounce all the words of the Stage 20 Vocabulary Checklist <br> correctly and know their meanings. |  |  |  |
| Define and give the Latin roots for some English words derived <br> from the Latin vocabulary in the stage. |  |  |  |

I can read and understand Latin sentences like the following samples:

1. ancillae prope lectum stābant, lacrimantēs.

The crying slave women were standing near the bed.
2. Clēmēns fēlem sacram in tabernā iacentem invēnit.

Clemens found the sacred cat lying in his shop.
3. Eutychus eīs fūstēs trādidit.

## Eutychus handed over clubs to them.

4. Petrō, postquam dē vulnere Barbillī audīvit, statim ad vīllam eius festīnāvit.

Petro, after he heard about Barbillus' wound, immediately hurried to his villa.

## I mportant Terms:

## Medicine and Science

Hippocrates $\qquad$
Herophilus $\qquad$
Euclid $\qquad$
Erathostenes $\qquad$
Hero $\qquad$

## Nova Verba:

| Stage 20 - Medicus |  |  |
| :---: | :---: | :---: |
| Latin Word | English Meaning | Derivatives |
| adeō, adīre, adiī | go up to, approach | $\begin{array}{\|l} \hline \underline{\text { ad=to }} \text {, towards, at } \\ \hline \frac{\mathbf{i} / \mathbf{i t}=\mathbf{g o}}{\text { adit }} \\ \hline \end{array}$ |
| arcessō, arcessere, arcessīvī | summon, send for |  |
| ars, artis, f. | art, skill | $\begin{array}{\|l\|} \hline \text { art/arti=art, skill } \\ \text { art, artistic, artisan, inert, artificial } \\ \hline \end{array}$ |
| crūdēlis, crūdēlis, crūdēle | cruel | cruel, cruelty |
| dēnique | at last, finally |  |
| dēsperō, dēsperāre, dēsperāvī | despair, give up hope | de=down, down from, removing sper=hope <br> despair, desperate, desperado |
| doctus, docta, doctum | learned, clever | $\begin{aligned} & \text { doc/doct=teach } \\ & \text { doctor, doctrine } \end{aligned}$ |
| domus, domūs, f. | home | dom=home <br> domestic, domicile, domain, dome |
| īnferō, īnferre, intulī | bring in, bring on | in=in, into <br> fer/lat=carry, bear, bring infer, inference, infertile |
| līberō, līberāre, līberāvī | free, set free | liber/liberat=free <br> liberate, deliver, deliverance |
| lūna, lūnae, f. | moon | lun=moon <br> lunar, lunate, lunacy, lunatic |
| mors, mortis, f. | death | mort=death <br> mortician, immortal, mortify |
| oculus, oculī, m. | eye | ocul=eye <br> ocular, binoculars, monocle, inoculate |


| persuādeō, persuādēre, persuāsī | persuade | $\begin{array}{\|l} \hline \text { per=through, extremely } \\ \text { suad/suas=urge } \\ \hline \text { persuade, persuasive, persuasion } \\ \hline \end{array}$ |
| :---: | :---: | :---: |
| pessimus, pessima, pessimum | very bad, worst | pessim=worst <br> pessimist, pessimism |
| relinquō, relinquere, relīqū̄ | leave, leave behind | re=back, again <br> linqu/lict=leave, give up <br> relinquish, relic, derelict |
| sīcut | like |  |
| tam | so |  |
| temptō, temptāre, temptāvī | try, attempt | tempt/temptat=try <br> tempt, temptation, attempt |
| vulnus, vulneris, n . | wound | vulner=wound <br> vulnerable, invulnerable |
| ūnus, ūna, ūnum | one | $\underline{u n=1}$ <br> united, union, university, unicycle, unicorn, unicameral, uniform, |
| duo, duae, duo | two | $\begin{aligned} & \text { du=2 } \\ & \text { duo, duet, dual, duality duologue } \end{aligned}$ |
| trēs, trēs, tria | three | tri=3 <br> tripod, tricycle, trident, trellis, trilogy, triangle, trident, trifocal, trireme, trisect |
| quattuor | four | quarter/quatr=4 <br> quatercentenary, quaternary, quatercentennial, quatrefoil, quatrain |
| quīnque | five | quinque=5 <br> quinquennial, cinquefoil, quintet, quintuple, quintessence |
| sex | six | sex=6 <br> sexfoil, sexennial, semester, sextet sextuplet, sextant, sextet |
| septem | seven | septem=7 <br> September, septet, septennial |
| octō | eight | $\begin{array}{\|l\|l} \hline \boldsymbol{\operatorname { o c t }}=\mathbf{8} \\ \text { octopus, } \\ \hline \end{array}$ |
| novem | nine | novem=9 <br> November, novennial |
| decem | ten | $\begin{array}{\|l\|} \hline \text { decem }=10 \\ \text { decimal, decimate, decade, December } \\ \hline \end{array}$ |
| vīgintī | twenty | vigintennial |
| trīgintā | thirty |  |
| quadrāgintā | forty | quadragenarian |
| quīnquāgintā | fifty | quinquagenarian |

## Nova Grammatica:

## Present Active Participles

Participles are part verb and part adjective. They are made from verbs but have adjective endings and act primarily as adjectives. The present participle uses 3rd declension endings.

They are used as adjectives to modify nouns but as verbs they can also take a direct object and be modified by adverbs and prepositional phrases.

Most verbs form the present active participle by following these steps.

1. Take the $2^{\text {nd }}$ Principal Part. (the infinitive - it ends in -re)
2. Drop the -re.
3. Add ns or nt.

Verbs which are $3^{\text {rd }}$ conjugation with -io in the $1^{\text {st }}$ Principal Part or are $4^{\text {th }}$ conjugation are a bit different.

1. Take the $1^{\text {st }}$ Principal Part.
2. Drop the -o.
3. Add -e.
4. Add ns or nt .

Here are some examples.

- $1^{\text {st }}$ conjugation
- $2^{\text {nd }}$ conjugation
- $3^{\text {rd }}$ conjugation
- $3^{\text {rd }}$ conjugation with "i"
- $4^{\text {th }}$ conjugation
parāns, parantis
docēns, docentis
mittēns, mittentis
capiēns, capientis
sciēns, scientis
amāns, amantis movēns, moventis
ponēns, ponentis
faciēns, facientis
audiēns, audientis

Ablative - there are 2 ablative singular endings.

- use the " $\mathbf{i}$ " when the participle is being used as an adjective. a cane latranti "by the barking dog"
- use " e " when it is used in an ablative absolute phrase. cane latrante "since the dog is barking"

|  | Singular |  | Plural |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\mathrm{M} / \mathrm{F}$ | N | $\mathrm{M} / \mathrm{F}$ | N |  |  |
| Nominative | mittēns | mittēns |  | mittentēs |  |  |
| mittentia |  |  |  |  |  |  |
| Genitive | mittentis |  |  | mittentium |  |  |
| Dative | mittentī |  | mittentibus |  |  |  |
| Accusative | mittentem |  | mittens | mittentēs |  | mittentia |
| Ablative | mittentī/ |  | mittente | mittentibus |  |  |

"is, ea, id" is a very important word in Latin and is used frequently. It not only means this, that, these, those but is often used as the missing $3^{\text {rd }}$ person pronoun and can mean he, she, it, they.

|  | Singular |  |  |  |  |  | Plural |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Masculine |  | Feminine |  | Neuter |  | Masculine | Feminine | Neuter |  |
| Nominative | is | he | ea | she | id | it | eī | eae | ea | they |
| Genitive | eius | his | eius | her | eius | its | eōrum | eārum | eōrum | their |
| Dative | eī | to/for him | eī | to/for her | eī | to/for it | eīs | eīs | eīs | to/for them |
| Accusative | eum | him | eam | her | id | it | eōs | eās | ea | them |
| Ablative | ē̄ | by/with him | eā | by/with her | ē̄ | by/with it | eīs | eīs | eīs | by/with them |

