

LESSON PLAN IX

SECOND DECLENSION,
AGREEMENT OF PLURAL
SUBJECT AND VERB

OPENING

Salvete amici Latinae

Salve, magistra

Surgite

Oremus: Table Blessing

Music: Adeste Fideles

RECITATION

amo

o

voco

sum

mensa

a, ae

servus

LATIN SAYING

Senatus Populusque Romanus.

S.P.Q.R. is the symbol of the Roman Republic, written on all official government papers, monuments, etc. It is similar to the seal of the *Office of the President* in America, or *O.H.M.S, On Her Majesty's Service*, in England.

Latin Saying

Senatus Populusque Romanus
S.P.Q.R.

The Senate and People of Rome

Vocabulary

1. gládus, gladii	sword
2. murus, i	wall
3. ludus, i	game, school
4. pópulus, i	people
5. ánimus, i	mind, spirit
6. pecúnia, ae	money
7. ecclésia, ae	church
8. áquila, ae	eagle
9. coróna, ae	crown
10. mora, ae	delay

Grammar Forms

2nd Declension Case Endings Masculine

<i>Singular</i>	<i>Plural</i>
-us	-i
-i	-orum
-o	-is
-um	-os
-o	-is

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Grammar

Write the first and second declension endings on the board and let students make comparisons: *um-am, orum-arum, is-is, os-as, o-a*. Teach these endings and practice declining other second declension nouns. Ask students how to say plural forms of these nouns (in nominative case).

Let's make some sentences with plural subjects. Write the conjugation of *voco* on the board. *The girl calls* is *Puella vocat*. How would we write *The girls (they) call*? *Puellae vocant*. Practice writing sentences with plural subjects. Remember:

The verb must agree with its subject in person and number.

The student works

Discipulus laborat

The students work

Discipuli laborant

The girl prays

Puella orat.

The girls pray.

Puellae orant.

A. Translation

- | | |
|----------------------------------|--------------------------|
| 1. How are you? | <u>Quid agis?</u> |
| 2. Semper fidelis | <u>Always faithful</u> |
| 3. Surgite | <u>Stand up (pl)</u> |
| 4. Pray and work. | <u>Ora et labora.</u> |
| 5. In the year of Our Lord, A.D. | <u>Anno Domini</u> |
| 6. Valete, discipuli | <u>Goodbye, students</u> |

B. Grammar

The Nominative case is always used for the subject of a sentence.

C. Circle plural endings and translate.

- | | | | |
|-----------|--------------------|-------------|------------------|
| 1. gladii | <u>swords</u> | 6. walls | <u>murī</u> |
| 2. servi | <u>slaves</u> | 7. students | <u>discipulī</u> |
| 3. filii | <u>sons</u> | 8. friends | <u>amicī</u> |
| 4. legati | <u>lieutenants</u> | 9. years | <u>annī</u> |
| 5. ludī | <u>games</u> | 10. crowns | <u>coronae</u> |

D. Singular and Plural subjects. Translate these sentences.

- | | |
|---|--|
| 1. Gladius superat. <u>The sword overcomes.</u> | 5. Servus pugnat. <u>The slave fights.</u> |
| 2. Gladii superant. <u>The swords conquer.</u> | 6. Servi pugnant. <u>The slaves fight.</u> |
| 3. Legatus portat. <u>The lieutenant carries.</u> | 7. Puella laudat. <u>The girl praises.</u> |
| 4. Legati portant. <u>The lieutenants carry.</u> | 8. Puellae laudant. <u>The girls praise.</u> |

E. Derivatives

- Gladiators fought in the Colosseum. (**gladius**)
 - The candidate was popular with the people. (**populus**)
- Advanced Derivatives**
- The coronation of Charlemagne took place on Christmas day in Rome. (**corona**)
 - A moratorium on homework would be nice. (**mora**)
 - His ludicrous comment caused everyone to laugh. (**ludus**)
 - His pecuniary interests were reflected in his large bank account. (**pecunia**)
 - A wall painting is called a mural. (**murus**)
 - The aquiline nose is a characteristic Roman feature. (**aquila**)

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WORD STUDY

Distinguish between 1st and 2nd declension nouns. Remember that in Latin vocabulary lists it is customary to write the genitive singular ending after each noun. In the Second Declension the genitive singular ends in **i**. (We are working with plural nouns in the nominative case for plural subjects, so don't confuse these two endings which happen to be the same. The two endings, genitive singular and nominative plural, are not the same in the rest of the declensions.)

DERIVATIVES

<i>gladiator</i>	<i>pecuniary</i>
<i>gladiola</i>	<i>peculiar</i>
<i>mural</i>	<i>Ecclesiastes</i>
<i>ludicrous</i>	<i>ecclesiastical</i>
<i>population</i>	<i>aquiline</i>
<i>popular</i>	<i>coronation</i>
<i>animated</i>	<i>moratorium</i>
<i>animal</i>	

Grammar Cont.

In the conjugation of an English verb the only ending change is in the 3rd person singular, thus

I	shout	we	shout
you	shout	you	shout
he, she, it	shouts	they	shout

When students see the *s* in the 3rd person singular of the English verb they immediately think plural. You will have to remind them that the *s* in *he shouts* has nothing to do with plural.