

CHAPTER 1

Introduction to the Sentence
Parts of Speech
What Different Words Do
Sentence Patterns: Intransitive, Transitive
The Verb: 1st and 2nd Conjugations
Present Active Indicative and Infinitive
Principal Parts
Indicative Uses: Statements, Questions
Infinitive Use: Complementary Infinitive

1. The Sentence

A sentence in Latin, as in English, is made up of words which express a complete thought. The simplest form of a sentence includes only a subject and a verb:

The farmer works. They walk.

In order to understand sentences in English, we depend on knowing some rules of word order, for example: subjects come before verbs. Latin, however, uses a system which adds different endings onto certain words to make their function and meaning clear, so you will need to learn those endings before you can read Latin. You will also need to understand the different types of words which make up a sentence and what each of those words does.

2. Parts of Speech

Latin does not have an article (*the, a, an*), but otherwise has the same parts of speech as English:

PART OF SPEECH	DEFINITION	ENGLISH EXAMPLES
• Verb	a verb expresses existence, action, occurrence	is, hits, teaches, happens
• Noun	a noun names a <i>person, place, or thing</i> (including an <i>idea</i> or a <i>quality</i>)	farmer, house, truth, Frank
• Adjective	an adjective adds to (modifies) the meaning of a noun or pronoun to specify a quality	large, old, good, true

PART OF SPEECH	DEFINITION	ENGLISH EXAMPLES
• Adverb	an adverb usually modifies a verb, giving information about time, place, manner or degree	today, often, here, well, very
• Preposition	a preposition connects a noun or pronoun to another word and shows a relationship between the two	from, into, with, by
• Pronoun	a pronoun substitutes for a noun, referring to something without naming it	he, who, it, this, that
• Conjunction	a conjunction connects words or groups of words	and, but, if, when
• Interjection	an interjection is an exclamation	oh!, alas, huh?

Each of the different parts of speech just listed has a function in the sentence which will be the focus of this and future chapters. Chapter vocabulary will be listed by part of speech. This chapter includes only verbs and nouns.

3. Function (What Words Do)

The **Subject** of a sentence is the person or thing the sentence is about. To identify the subject, use the verb of the sentence and ask “who/what _____s?” — the answer will be the subject. It is usually a noun or pronoun.

The woman praises the boy. > who praises? > woman = subject

The **Verb** of a sentence expresses what is being said about the subject (an action, occurrence, etc.). The same term, “verb,” names both the part of speech and its function.

The woman praises the boy. > what about the woman? > she praises = verb

The **Direct Object** of a sentence is the person or thing that receives the action of the verb directly. Like the subject, it is usually a noun or pronoun.

The woman praises the boy. > who receives praise? > the boy = direct object

4. Sentence Patterns

Reading Latin (or any language) becomes easier if you know what to expect in a sentence. It is therefore useful to recognize certain common sentence patterns and their core parts. This chapter will teach you 2 common patterns, and future chapters will add 4 more. While you don’t need to know the names of these patterns to read Latin, it will be easier to talk about them if you learn the terms in bold below. Notice that each “sentence pattern” is really determined by the verb in the sentence.

This chapter began with a sentence pattern which included only a **subject** and a **verb**. This is the **Intransitive** pattern:

The farmer works.	Subject = farmer	Verb = works
They walk.	Subject = they	Verb = walk

Verbs which do not take a direct object are called **intransitive verbs**.

Another type of sentence includes a **subject**, a **verb** and a **direct object (D.O.)**.

This is the **Transitive** pattern:

The woman holds a rose.	Subject = woman	Verb = holds	D.O. = rose
We call the farmer.	Subject = we	Verb = call	D.O. = farmer

Verbs which take a direct object are called **transitive verbs**.

5. The Verb

Verbs in Latin fall into four regular groups, called **Conjugations**. Each conjugation has a common set of endings which are added to the **Stem** of the verb. The verb stem carries the meaning of the verb and a characteristic vowel:

1ST CONJUGATION [-a-]		2ND CONJUGATION [-ē-]	
amā-	love	docē-	teach
laudā-	praise	vidē-	see

The endings are called **Personal Endings** because they carry information about who the subject of the verb is. These endings are traditionally identified by **Person** (1st, 2nd, or 3rd) and **Number** (singular or plural) as follows:

	SINGULAR		PLURAL	
<i>1st person</i>	-ō	I	-mus	We
<i>2nd person</i>	-s	You	-tis	You, you all
<i>3rd person</i>	-t	He, she, it	-nt	They

Verb forms with personal endings are called **Finite** forms (from the Latin for “limit,” *fnis*) because they are limited by identifying the subject.

Verbs are also identified by

- Tense - when an action happens (e.g. Present, Future)
- Voice - whether the subject is doing the action (Active) or receiving the action (Passive)
- Mood - whether the verb is a simple statement or question (Indicative), or a command (Imperative), etc.

These items will be discussed in future chapters.

This chapter introduces Present Active Indicative verb forms of the 1st and 2nd Conjugations:

	1ST CONJUGATION		2ND CONJUGATION	
<i>1st sg</i>	amō	I love	docēō	I teach
<i>2nd sg</i>	amās	You love	docēs	You teach
<i>3rd sg</i>	amat	He, she it loves	docet	He, she it teaches
<i>1st pl</i>	amāmus	We love	docēmus	We teach
<i>2nd pl</i>	amātis	You (all) love	docētis	You (all) teach
<i>3rd pl</i>	amant	They love	docent	They teach

Notice that the personal endings are the same for both conjugations and are added directly to the stem of the verb in each form. In the “I” form (1st person singular) of the 1st conjugation, the stem vowel **-a-** contracts with the personal ending to produce the form **amō** rather than **amaō**.

Two important points should be noted here:

- The present tense can be translated “I love,” “I am loving,” or “I do love.”
- Because the ending on the verb tells you who the subject is, Latin does not have to use a separate word for the subject as we do in English: **vident** = *they see*.

The **Infinitive** is a form of the verb which is not limited (*infinitus*) by a personal ending. Here are the Present Active Infinitive verb forms of the 1st and 2nd Conjugations:

1ST CONJUGATION		2ND CONJUGATION	
amāre	to love	docere	to teach
laudare	to praise	videre	to see

To find the present stem of a verb, drop the **-re** from the present active infinitive. The vowel on the verb stem will show what conjugation the verb belongs to:

amā (re) - 1st conjugation

docē (re) - 2nd conjugation

6. Principal Parts

The dictionary entry for a verb includes the first person singular indicative form (*I love*) and the present infinitive form (*to love*), along with two other forms which will be introduced in future chapters. These forms are called **Principal Parts** because they contain the verb stems on which all other forms are built. Because it is not always possible to predict these stems, it is important to memorize all the principal parts for each verb. Here are some examples for the 1st and 2nd conjugations:

1ST CONJUGATION			
amō	amāre	amāvī	amātus
I love	to love	I have loved	having been loved
laudō	laudare	laudāvī	laudātus
I praise	to praise	I have praised	having been praised

2ND CONJUGATION

videō I see	vidēre to see	vīdī I have seen	vīsus having been seen
doceō I teach	docēre to teach	docuī I have taught	doctus having been taught

Some verbs do not have all four principal parts (and are often called “defective” because they are missing forms). You will notice this in the dictionary listing when it happens.

7. Indicative and Infinitive Uses

Indicative verb forms are used to **make simple statements** and to **ask simple questions**:

Fēmina labōrat.	The woman works.
Fēmina labōrat? Labōratne fēmina?	Does the woman work?

Notice that Latin does not require any change of word order to signal a question. Often the enclitic **-ne** (§F) is added on the end of the first word of a question.

Infinitive verb forms have several different uses. One of the most common is to **complete the meaning of another verb**. This use of the infinitive is called the **Complementary Infinitive**:

Labōrāre debeō.	I ought to work.
Optatne docēre ?	Does he want to teach?

EXERCISE 1. Identify each of the following forms by person and number, then translate into English.

Example: amant 3rd person, plural; “they love” or “they are loving”
or “they do love”

- | | |
|--------------|-------------|
| 1. optat | 6. vocās |
| 2. vident | 7. tacēs |
| 3. habēmus | 8. iacētis |
| 4. labōrātis | 9. superant |
| 5. timeō | 10. iuvāmus |

EXERCISE 2. Identify each of the following English verbs by person and number, then translate into Latin.

Example: they are afraid 3rd person, plural; timent

1. he is working	6. am I silent?
2. do they love?	7. she teaches
3. it lies	8. you (pl.) call
4. you (s.) desire	9. they do see
5. we owe	10. you (s.) have

EXERCISE 3. Using the stem meanings given below, translate each of the following into English. Then, paying attention to the stem vowel in each form, see if you can write the 1st two principal parts which would appear in the dictionary for each verb.

Example: errant (wander) “they wander”; errō, errāre

- | | |
|---------------------|---------------------|
| 1. pugnās (fight) | 6. navigāmus (sail) |
| 2. terret (terrify) | 7. tenēs (hold) |
| 3. volant (fly) | 8. servātis (save) |
| 4. dolētis (grieve) | 9. ridēmus (laugh) |
| 5. audent (dare) | 10. stat (stand) |

EXERCISE 4. Some of the following sentences contain nouns which will be explained in Chapter 2. For now, if the noun ends in **-a**, it is the subject; if it ends in **-am**, it is the direct object. Translate each of the following sentences into English.

- | | |
|------------------------|--------------------------|
| 1. Agricola labōrat. | 6. Fēminam docent. |
| 2. Agricolam vocāmus. | 7. Labōrāre optās? |
| 3. Fēmina rosam habet. | 8. Fortūna nautam iuvat. |
| 4. Tacētis. | 9. Tacēre debeō. |
| 5. Nauta aquam videt? | 10. Fāmam amāmus. |

Chapter 1 Vocabulary

Nouns (these forms will be explained in Chapter 2)

agricola, agricolae, m.	farmer
aqua, aquae, f.	water
fāma, fāmae, f.	fame, report, reputation; rumor
fēmina, fēminae, f.	woman; wife
fortūna, fortūnae, f.	chance, luck, fortune
nauta, nautae, m.	sailor
rosa, rosae, f.	rose

Verbs (English translations will be given in the infinitive form)

amō, amāre, amāvī, amātus	to love
dēbeō, dēbere, dēbuī, dēbitus	to owe; to be obligated to (“I ought” to)
doceō, docere, docuī, doctus	to teach
habeō, habere, habuī, habitus	to have, hold; consider
iaceō, iacere, iacuī, iaciturus	to lie (e.g. on the ground), lie dead
iuvō, iuvare, iuvī, iūtus	to help; please
labōrō, labōrare, labōravī, labōrātus	to work
laudō, laudare, laudāvī, laudātus	to praise
optō, optare, optāvī, optātus	to choose, desire, wish for
superō, superare, superāvī, superātus	to overcome, conquer, surpass
taceō, tacere, tacuī, tacitūrus	to be silent (“I am silent”)
timeō, timere, timuī	to fear, be afraid
videō, videre, vīdī, vīsus	to see
vocō, vocare, vocāvī, vocātus	to call; name

Other

-ne (attached to the end of the first word in the sentence, usually the most important word in the question)	signals a simple question (no English translation)
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(21)

CHAPTER 2

Latin Cases: Nominative and Accusative Case Uses
The Noun: 1st and 2nd Declensions
Gender
Dictionary Entry
The Conjunction
A Note on Reading Latin: Using Expectations

8a. Latin Cases

Instead of using word order to identify subjects and other elements in a sentence, Latin uses forms, called **Cases**, which provide information about what each noun (pronoun or adjective) is doing in a sentence. Sometimes the function is equivalent to an English Subject or Direct Object (as you saw in the sentences in Chapter 1), but sometimes the case must be translated with an English preposition in addition to the noun. Latin has six common cases (and a seventh less common one). Each case may signal more than one function, but the most common uses are these:

CASE NAME	COMMON USE
Nominative	Subject of a finite verb
Genitive	Possession; “of ____”
Dative	Indirect Object; “to ____,” or “for ____”
Accusative	Direct Object
Ablative	“by, with, from, in _____”
Vocative	Direct Address
Locative	Place

This chapter includes only the **Nominative** and **Accusative** case uses. The other cases will be introduced in Chapters 3, 4 and 6. Sample paradigms will typically list only the first five cases.

8b. Case Uses

Nominative

- Subject of a finite verb (a verb with a personal ending - §5)

Agricola labōrat.

The **farmer** works.

Accusative

- Direct Object

Fēminam amant. They love the **woman**.

** Special Note - some verbs, especially those of *asking* and *teaching*, regularly take **two accusatives**, one of the person (direct object), the other of the thing (secondary object):

Litterās puerōs docēs. You are teaching the **boys literature**.
Dōnum virum ōrant. They are asking the **man** for a **present**.

9. The Noun

Nouns in Latin fall into five regular groups, called **Declensions**, each of which has a common set of case endings which are added to the base of the noun. The noun base carries the meaning of the noun and the case endings indicate its function in the sentence. To find the base of a noun, drop the Genitive singular ending, which is unique to each declension:

agricol (ae) - 1st declension

amīc (ī) - 2nd declension

The stem of a noun is the base plus the characteristic letter of the declension:

agricol-**ā** - 1st declension (sometimes called the A-stem declension)

amīc-**ō** - 2nd declension (sometimes called the O-stem declension)

In addition to being marked for **Case**, the endings on a noun, like the personal endings on verbs, are also marked for **Number** (singular or plural).

10. Gender

Latin nouns are also identified by **Gender** (masculine, feminine or neuter). Gender can be predicted for some words but not for others, so you will need to memorize the gender of each noun when you learn it. Some general patterns, however, are useful to remember:

- most 1st declension nouns are feminine. The common exceptions are often remembered as the “PAIN” words, which are all masculine:

<u>P</u> oēta	poet
<u>A</u> gricola	farmer
<u>I</u> ncola	inhabitant
<u>N</u> auta	sailor

- most 2nd declension nouns with a nominative in **-us** or **-er** are masculine. The most common exceptions are:

humus	ground	feminine
vulgus	crowd	neuter (sometimes masculine)
pelagus	sea	neuter
names of trees, towns and islands (e.g. quercus “oak”)		feminine

- 2nd declension nouns with a nominative in **-um** are neuter.

11. Dictionary Entry

The **dictionary entry** for a noun lists the nominative singular form, the genitive singular form, and the gender of the noun. The genitive singular form identifies the noun’s declension:

puella, puellae, f.	girl	Gen. -ae = 1st declension
locus, locī, m.	place	Gen. -ī = 2nd declension
regnum, regnī, n.	kingdom	Gen. -ī = 2nd declension

Here are sample nouns for the first and second declensions, with the case endings listed separately to the right.

12. 1st Declension

SINGULAR	NOUN	ENGLISH MEANING	ENDINGS
<i>Nominative</i>	fēmina	a woman _____s	-a
<i>Genitive</i>	fēminae	of a woman	-ae
<i>Dative</i>	fēminae	to/for a woman	-ae
<i>Accusative</i>	fēminam	_____s a woman	-am
<i>Ablative</i>	fēminā	by, with, from a woman	-ā
PLURAL			
<i>Nominative</i>	fēminae	women _____	-ae
<i>Genitive</i>	fēminārum	of women	-ārum
<i>Dative</i>	fēminīs	to/for women	-īs
<i>Accusative</i>	fēminās	_____s women	-ās
<i>Ablative</i>	fēminīs	by, with, from women	-īs

Notice the following:

- The long **ā** of the Ablative singular ending distinguishes it from the Nominative singular, so it should be memorized from the outset.
- The Dative and Ablative plural have the same ending, **-īs**. In a sentence, the context will usually make the identification of the case clear. The same is true for the Genitive and Dative singular and the Nominative plural endings (**-ae**).

EXERCISE 5. Identify each of the following 1st declension nouns by case and number. If the ending is ambiguous, include all possibilities.

Example: nautam Accusative singular

- | | |
|-----------|----------------|
| 1. rosā | 4. fortūnae |
| 2. nātūra | 5. agricolārum |
| 3. aquīs | 6. puellās |

EXERCISE 6. Following the pattern of **fēmina**, decline **nauta** and **aqua** in all cases, singular and plural.

13a. 2nd Declension: masculine

SINGULAR	NOUN	NOUN	ENDINGS
<i>Nominative</i>	animus	puer	-us or -er
<i>Genitive</i>	animī	puerī	-ī
<i>Dative</i>	animō	puerō	-ō
<i>Accusative</i>	animum	puerum	-um
<i>Ablative</i>	animō	puerō	-ō
PLURAL			
<i>Nominative</i>	animī	puerī	-ī
<i>Genitive</i>	animōrum	puerōrum	-ōrum
<i>Dative</i>	animīs	puerīs	-īs
<i>Accusative</i>	animōs	puerōs	-ōs
<i>Ablative</i>	animīs	puerīs	-īs

Notice the following:

- As in the 1st declension, the Dative and Ablative plural have the ending **-īs**. The Dative and Ablative singular of the 2nd declension also have the same ending, **-ō**.
- Also as in the 1st declension, the Genitive singular and Nominative plural endings (**-ī**) are the same. Once again, the context will usually make the identification of the case clear.
- Some words in **-er** drop the **-e-** from the base in all but the Nominative singular. Compare **puer, puerī** with **ager, agrī**. The Genitive singular shows you which base will be used for the remaining forms.

13b. 2nd Declension: neuter

SINGULAR	NOUN	ENDINGS
<i>Nominative</i>	regnum	-um
<i>Genitive</i>	regnī	-ī
<i>Dative</i>	regnō	-ō
<i>Accusative</i>	regnum	-um
<i>Ablative</i>	regnō	-ō

PLURAL

<i>Nominative</i>	rēgna	-a
<i>Genitive</i>	rēgnōrum	-ōrum
<i>Dative</i>	rēgnīs	-īs
<i>Accusative</i>	rēgna	-a
<i>Ablative</i>	rēgnīs	-īs

Notice the following:

- In the neuter pattern, the Nominative and Accusative case endings are ALWAYS the same, both in the singular and the plural. Use the context of the sentence to decide which case is being used.
- All other endings are the same as those for the masculine pattern.

EXERCISE 7. Given the gender indicated, identify each of the following 2nd declension nouns by case and number. If the ending is ambiguous, include all possibilities.

Example: dominōs Accusative plural

- | | |
|-----------------|---------------|
| 1. amīcum (m.) | 4. dōna (n.) |
| 2. bellum (n.) | 5. animī (m.) |
| 3. locōrum (m.) | 6. virīs (m.) |

EXERCISE 8. Following the 2nd declension patterns above, decline **amīcus**, **ager** and **bellum** in all cases, singular and plural.

EXERCISE 9. In each of the following sentences, replace the underlined word with the correct form of the word in parentheses. Write out the whole sentence.

Example: Fēmina puellās amat. (puer, pl.) > **Puerī** puellās amat.

- | | |
|-------------------------------------|--|
| 1. <u>Rosās</u> habeō. (ager, pl.) | 4. <u>Puer</u> terret. (agricola, pl.) |
| 2. <u>Puellam</u> vocāmus. (vir) | 5. Dominus <u>puerōs</u> docet. (puella, pl.) |
| 3. Vidēsne <u>nautam</u> ? (rēgnum) | 6. Domini <u>consilium</u> habent.
(dōnum, pl.) |

EXERCISE 10. Identify the case of each noun and the person and number of each verb. Remember that the Nominative case marks the Subject and the Accusative marks the Direct Object; translate each of the following sentences into English.

- | | |
|--------------------------|------------------------------|
| 1. Virī clāmant. | 6. Nautae clāmāre audent. |
| 2. Agricola agrum videt. | 7. Cōnsilium laudāmus. |
| 3. Puellās docēs? | 8. Fēmina dōna optat. |
| 4. Amīcī dōnum amant. | 9. Iuvātisne dominōs? |
| 5. Bellum animum terret. | 10. Rēgna superāre dubitant. |

EXERCISE 11. Translate into Latin.

- | | |
|-----------------------------------|--------------------------------|
| 1. The boys are shouting. | 4. The woman loves the hero. |
| 2. I have gifts. | 5. Do they see the fields? |
| 3. We ought to help (our) friend. | 6. The lord praises the plans. |

14. The Conjunction

Latin uses “coordinating” **conjunctions** (words like *and*, *but*, *or*) just as English does, to connect words, phrases and sentences. The most important thing to notice is that **the words being connected always have the same function** (e.g. 2 subjects, 2 verbs; never a subject and a verb, or a subject and direct object):

The sailor helps and works.	2 verbs: help + work
The woman and the man teach.	2 subjects: woman + man
The boy shouts but the man is silent	2 sentences: boy shouts + man is silent

As in English, conjunctions in Latin are commonly placed between the words or phrases they connect. An exception to this is the enclitic **-que** which is added to the *second* word of those being connected:

puer et puella	boy and girl
puer puellaque	boy and girl
ōrāmus clāmāmusque	we are begging and shouting

If two subjects are joined by a conjunction, the verb will be plural:

Agricola et fēmina labōrant.	The farmer and his wife are working.
-------------------------------------	--------------------------------------

EXERCISE 12. In the following sentences, identify the two items being connected and their function; then translate the sentence into English.

Example: Puerī labōrant et clāmant. labōrant + clāmant: verbs
“The boys are working and shouting.”

- | | |
|-------------------------------------|--|
| 1. Bellum puerōs et puellās terret. | 4. Iacent virī et fēminae ōrant. |
| 2. Puer puellaque labōrant. | 5. Dōnum videt sed tacet. |
| 3. Habēmusne aquam et rosās? | 6. Et agricola et nauta locum laudant. |

15. Reading Latin: Using Expectations

In order to read successfully (in any language), it is necessary to have a sense of what makes a complete sentence. In English we expect a simple statement to appear in the order Subject + Verb + Direct Object (“the woman praises the boy”), and we become so accustomed to this pattern that we don’t think about it as we read. Similarly, if we see the verb “hit,” we know the sentence is not complete without a direct object (§4). Since Latin does not use the same word order pattern as English, it is more difficult to know at first when a sentence is complete. Once you learn to notice certain clues, however, you will find that you can predict what will come next even in a Latin sentence.

Chapter 1 introduced two common sentence patterns and some endings which help you to identify verbs. This chapter has introduced endings which help you identify the case of a noun and therefore its use in a sentence. With these tools, you should be able to predict what to expect as you read a Latin sentence.

Intransitive: **agricola labōrat.** The farmer works.

- subject nominative case ending
- verb verb ending

Transitive: **fēmina rosam habet.** The woman holds a rose.

- subject nominative case ending
- verb verb ending
- direct object accusative case ending

Because conjunctions connect items with the same function (§14), you should also be able to predict what form is coming next when you see a phrase such as “**puella et _____**” (*another nominative*). If you pay close attention to the endings on words and practice the art of expecting what is likely to come next in a sentence, you will soon find yourself reading Latin successfully.

EXERCISE 13. In the following sentences, use your knowledge of sentence patterns, verb and noun endings, vocabulary, and how conjunctions work to fill in the blank with the form needed to complete each sentence.

Example: Puerī iuva____. Puerī iuvant.
(Puerī is nominative plural, so it needs a 3rd person plural verb)

- | | |
|---------------------------------|---|
| 1. Fēmina iac____. | 5. Vir____ clāmant. |
| 2. Puell____ rosam habet. | 6. Naut____ agricolaeque locum laudant. |
| 3. Vir amīc____ (sg.) docet. | 7. Terretne puerōs bell____? |
| 4. Dominī dōn____ (pl.) optant. | 8. Virum vidē____ et vocāmus. |

EXERCISE 14. Translate each of the following sentences.

- | | |
|------------------------------------|---|
| 1. Vir puerque dominum vident. | 7. He wants to see the gift. |
| 2. Puella clāmat et fēmina timet. | 8. The lord praises the heroes. |
| 3. Nauta iacet sed amīcus labōrat. | 9. Is she teaching* the girls literature? |
| 4. Vidēsne dōna? | 10. They ought to see the place. |
| 5. Cōnsilium habētis. | 11. We conquer the kingdoms. |
| 6. Agricolam aquam ōrāre audent.* | 12. Both the farmer and the hero are calling the sailors. |

* see §8b special note

NARRATIVE A

A short description of Italy before wars with neighbors and with foreigners interrupted the peaceful life of the people:

Ītalia agrōs et agricolās habet. Nātūra aquam cibumque dat et bellum puerōs puellāsque nōn terret. Locum virī fēminaeque laudant. Iuvat fortūna populōs!

VOCABULARY:

<i>Ītalia, Ītaliae, f.</i>	Italy	<i>dō, dare</i>	to give
<i>cibus, cibī, m.</i>	food	<i>populus, populī, m.</i>	people

Chapter 2 Vocabulary

Nouns

ager, agrī, m.	(cultivated) field; countryside
amīcus, amīcī, m.	friend
animus, animī, m.	mind, spirit, courage
bellum, bellī, n.	war
cōnsilium, cōnsiliī, n.	plan, advice
dominus, dominī, m.	master, lord
dōnum, dōnī, n.	gift, present
littera, litterae, f.	letter (of the alphabet); pl. letter, literature
locus, locī, m.	place, position
<i>(in pl. sometimes also neuter)</i>	
nātūra, nātūrae, f.	nature
puer, puerī, m.	boy
puella, puellae, f.	girl
rēgnum, rēgnī, n.	kingdom, royal power
vir, virī, m.	man; hero; husband

Verbs

audeō, audēre, ausus sum	to dare
clāmō, clāmāre, clāmāvī, clāmātus	to shout
dubitō, dubitāre, dubitāvī, dubitātus	to hesitate, doubt
ōrō, ōrāre, ōrāvī, ōrātus	to pray, beg, beg for
terreō, terrēre, terruī, territus	to terrify, scare

Conjunctions

et	and
et ... et	both ... and
-que	and
sed	but