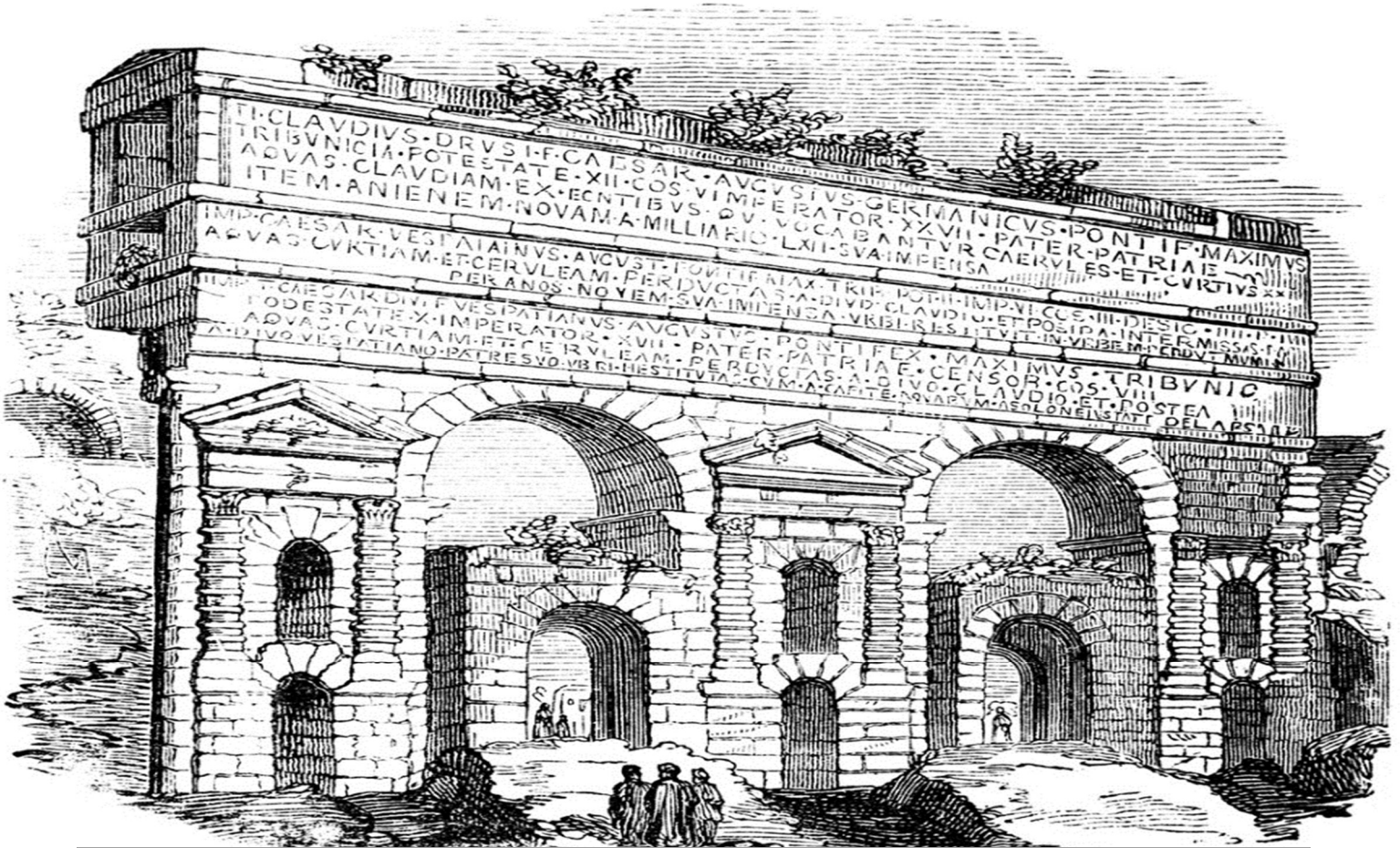


*Ad maiorem Deī gloriam!*



# Henle Latin Prep Workbook

## Volume III

Verb Conjugations



[www.henleprep.com](http://www.henleprep.com)

# **Henle Latin Prep Workbook Volume III**

## **Verb Conjugations**

*Ad maiorem Deī gloriam!*

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## Introduction

*History of the Latin Language:* Latin has its roots in the land of Latium, a small region along the Tiber River in ancient Italy, inhabited by the Latian tribe. During the 7<sup>th</sup> century BC, this land became home to one of the first city-states developed by the Romans, the city of Rome. Although Greek was a dominant language in the Roman Empire, the language of the Latian tribe persisted in areas near Rome. The language of this tribe eventually became the ancestor to the language adopted in the western provinces of the Roman Empire, and the predecessor to one of the most well-known languages in Western civilization.<sup>1</sup> Latin thus became the root language for the Romance languages: Italian, French, Spanish, and others.

*Benefits of Studying Latin:* Learning the structure and base words of Latin will be very useful to you now and in your future education. Studying Latin will improve your vocabulary and understanding of scientific, legal, logical, and theological terms, **and your ability to learn another language**. Learning any language is a difficult task to undertake, but in the process your mind will be stretched, and you will grow as a person.

*Purpose & Features:* The purpose of each Henle Prep Workbook is to help you prepare for the rigor and difficulty of your first year Henle Latin class—and to succeed! The focus of Volume I is on the five Latin noun declensions. Volume II focuses on Latin adjectives and prepositions. This Volume III workbook in your hands focuses on the four Latin verb conjugations and does not cover every Latin verb form, such as the “-io” verbs of the third conjugation or every irregular verb. *Although the lessons are completely original and independent of the Henle textbook, the vocabulary and the lessons are purposely aligned with the Henle textbook.* While the Henle textbook moves at a very challenging pace, this workbook breaks down the content into smaller chunks with reviews, providing more opportunity to absorb the content.

*Prerequisites:* As with prior volumes of Henle Latin Prep Workbooks, an assumption made is that you have a solid English grammar background. You should know all the parts of speech and how they are used in a sentence. If you have not mastered these concepts, a review of English grammar is necessary before using this workbook. Additionally, you must have completed or are very familiar with the concepts in Volume I: Noun Declensions. If necessary, spend time memorizing the Master Noun Declension Chart (Appendix B). However, you are not required to have completed Volume II: Adjectives & Prepositions. Finally, this workbook finds the Latin verb stems using the same method as taught in the *Henle Latin First Year* textbook. This is not the most common method in modern Latin grammar textbooks. If you are curious, the differences are explained in Appendix F.

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<sup>1</sup> “The first or second language of more than a billion people [is] derived from Latin” (James Clackson, *A Companion to the Latin Language*, p. 1).

*Tips to learning Latin:*

1. Be patient. Patience is required when learning a new language! Do not rush through the lessons. Take your time. Re-read materials as needed.
2. Be persistent. If at first you don't understand it, try, try again. Ask God for help. ☺
3. Be disciplined. In other words: drill, drill, drill the vocabulary with flashcards. The more you practice, the more you will remember.
4. Look for patterns in the verb endings. Please be aware that learning the first conjugation in Unit 2 will feel overwhelming. However, the following units will be easier as you recognize the patterns in verb endings.

*Structure of this Workbook:* Each unit teaches one of the Latin verb conjugations. Each unit includes several lessons for practicing vocabulary and verb endings. Each lesson has the following or similar structure:

1. Review Question to review the previous lesson's content
2. Explanation of the current lesson and concept(s) to be studied
3. Vocabulary terms and verb endings to be studied
4. "Let's Practice" section to practice applying what is being studied
5. Challenge Questions for those who want more of a challenge (but not required)

Each unit concludes with a review of the unit, a fun activity page, and a Unit Quiz to measure your comprehension. You will find useful appendices at the end of the workbook.

*How to Use this Workbook:* Use the charts in the appendix as you learn each declension. You will want to progressively fill out the blank Master Verb Chart and use flashcards to memorize the vocabulary as you learn new material. You should work through one lesson at a time, and in between lessons, spend time memorizing the vocabulary and verb endings. For example, following Lesson One, continue practicing and memorizing before moving on to Lesson Two. Following Lesson Two, drill and practice the content before moving on to Lesson Three. Try different methods of memorization besides flashcards, such as singing Latin verb songs found on youtube or practicing on [quizlet.com/subject/henle-prep](https://quizlet.com/subject/henle-prep).

If you purchased the Answer Key, complete the exercise or quiz first, and then check your work. Research shows that students learn best by committing their answers first, and then checking their answers to evaluate comprehension.

Finally, if you have any questions, or to share your feedback on this workbook, feel free to contact me. May God bless your Latin learning journey! *Ad maiorem Deī gloriam!*

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## UNIT 1: Elements of Verbs

### Lesson 1: Tense

Welcome to the *Henle Latin Prep Workbook, Volume III!* You are a brave student to learn Latin verbs, and this workbook is designed to make them as simple as possible! In this first unit, we will review the basic elements of English verbs, such as tense, person and number. Next, we will learn similar elements of Latin verbs, such as tense, person and number, voice and mood. At the end of this unit, we will pull all these pieces together.

**Reminder:** We will not have time and space in this workbook to review nouns or adjectives. Knowing Latin adjectives is helpful, but knowing Latin nouns is essential before starting this workbook. If necessary, first spend time memorizing the Master Noun Declension Chart (Appendix B).

**Study tip:** As you work on each lesson in this workbook, write down an answer before checking the answer key. **You will learn better by forcing yourself to write down an answer first, then checking the answer key.**

Let's begin with a basic review of English verbs. What is a verb? For our purposes in this workbook, **a verb is a word that shows an action, shows a state of being, or links words together.** Verbs are important to the meaning of a sentence because they indicate not only what takes place, but they also provide clues as to when an event took place. For example:

My mother **eats** ham and eggs.  
John and Mary **are** good friends.

As you can see, both verbs are in the present tense. “Eats” is the verb in the first sentence and is an action verb. “Are” is the linking verb in the second sentence. As a linking verb, “are” connects the subject (John and Mary) to more details about the subject (they are friends). But the point is that these verbs are in the present **tense** which means that the *action* or the *state of being* are not taking place in the past or the future, but in the present! In other words, **the tense of a verb refers to the time period in which an action occurs.\***

The three simplest verb tenses are **past, present, and future.** These are the only tenses we will learn in this workbook, but there are other and more complex verb tenses. Let's revisit the sentence we looked at a moment ago in these three tenses:

<b>Present tense:</b>	My mother <b>eats</b> ham and eggs. (happening in the present)
<b>Past tense:</b>	My mother <b>ate</b> ham and eggs. (happened in the past)
<b>Future tense:</b>	My mother <b>will eat</b> ham and eggs. (happens in future)

*\*This definition from Dictionary.com is being used because it is one of the simplest ways to define “tense.”*

Each of the three sentences above are about eating ham and eggs but they are taking place in different time periods. A different verb **tense** is being used so that the reader knows when the event happened. As you can see, knowing verb tense is very important in language learning so that we can clearly communicate (or understand as readers) what and when things are happening.

**Let's Practice!**

**Ex. 1.1** The sentences below are in the present tense in English. Read the sentence and underline the verb. Next, write the verb to express the sentence in past and future tense. The first one is done for you.

	<b>Past Tense</b>	<b>Future Tense</b>
1. Paul <u>runs</u> in the park.	<i>ran</i>	<i>will run</i>
2. You drink lemonade.	_____	_____
3. I like cereal with toast.	_____	_____
4. Rome is the capital of Italy.	_____	_____
5. Bob speaks Spanish well.	_____	_____
6. Where are your markers?	_____	_____
7. We love Sundays with the family.	_____	_____
8. My friends play volleyball.	_____	_____
9. I give the big gift to Susan.	_____	_____
10. You draw on the wall.	_____	_____

**Ex. 1.2** Look at the infinitive verbs below (such as to fly, to enjoy, etc.) and write each verb in a short sentence in the 3 simplest tenses. The first one is done for you.

	<b>Present</b>	<b>Past</b>	<b>Future</b>
1. to fly:	<u>I fly airplanes.</u>	<u>I flew airplanes.</u>	<u>I will fly airplanes.</u>
2. to enjoy:	_____	_____	_____
3. to cook:	_____	_____	_____
4. to climb:	_____	_____	_____

**Ex. 1.3 CHALLENGE:** Read the sentences below and underline each verb/verb phrase and label the tense: either present, past, or future.

*When my mother came home from work, she was so mad when she saw the mess which I made in the kitchen. I told her, "I am so sorry, Mom, I will clean it up right now."*



## Lesson 2: Person & Number

Review: Explain what “tense” means in relation to verbs: \_\_\_\_\_

Why is it important to understand different verb tenses? \_\_\_\_\_

What are the three simplest verb tenses? \_\_\_\_\_

Now that we have reviewed the meaning of verb tense, we will move on to what is called “person” and “number.” **Person identifies whether the subject is speaking about oneself, to someone, or about someone.** Thus, *person* refers to the relationship between the subject and the verb. Of course, not all verbs are literally “speaking” but this is simply a way to think about the meaning of *person*. Next, **number simply identifies whether the person is singular or plural.** Naturally, “singular” means one and “plural” means more than one. Look at the sentences below.

I read a lot of books  
You read a lot of books.  
Ben reads a lot of books.

In these examples, “I” is called *first person singular*, “you” is called *second person singular (or plural depending on context)*, and “Ben” is an example of the *third person singular*. Look at the chart below to see all six possible combinations of “person and number.”

### Subject Pronouns

Person	Definition	Singular	Plural
First	Person speaking	I	We
Second	Person who is being spoken to	You(s)	You(pl)
Third	Person/thing who is being spoken about	He/She/It	They

The subject and verb in a sentence need to “agree” with each other in person and number. This means that if the subject is *first person singular*, then the verb form needs to be in the *first person singular*. Likewise, if the subject is *second person plural*, then the verb form needs to be in the *second person plural*. In Latin, the verb will have a “personal sign” ending which is always in agreement with the *person* and *number* of the subject of the sentence. We will learn about personal signs in the next lesson.

**Let's Practice!**

**Ex. 2.1** Read the sentences below and circle the subject(s) of each sentence. Also, write an **S** above the subject if it is singular and **P** if it is plural. The first one is done for you.

**P**

1. Parents like to run outside.
2. The dog will eat a lot of meat.
3. I want to go to the mall today.
4. You (all) are very funny people.
5. Bob grew six inches this year.
6. It is really big!
7. Paul and Simon walked to the store.
8. The tomatoes are very red and juicy.
9. They rode the train to Chicago.
10. I saw my friend and told her she was late. (*this sentence has two subjects*)

**Ex. 2.2** Read the different descriptions below of person and number and write a sentence which would include that type of description. You will want to reference the chart on the previous page to help you complete this exercise. The first one has been done for you.

1. First person plural: \_\_\_\_\_ **We went to the museum.** \_\_\_\_\_
2. Second person singular: \_\_\_\_\_
3. First person singular: \_\_\_\_\_
4. Third person singular: \_\_\_\_\_
5. Second person plural: \_\_\_\_\_
6. Third person plural: \_\_\_\_\_
7. First person plural: \_\_\_\_\_

**Ex. 2.3 CHALLENGE:** Select one sentence from the Ex. 2.2 and change the subject and verb tense of what you have already written. Then draw a picture of your new sentence below.

## Lesson 22: Second Conjugation Verb Endings

Review: List out three second conjugation verbs with all four principal parts and explain what each verb means in English.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Now that we know the meaning of a few second conjugation verbs, we are going to learn how the second conjugation verbs are constructed for the indicative active in the present, imperfect, and future tense. In this lesson, we will focus on the present tense. Just like when we conjugated first conjugation verbs, we will be using the second principal part to find the stem, then we will add on the appropriate endings. For example, with the verb, *monēre*, below, you need to take off the “ēre” and then add the stem vowel, “ē”, and lastly add the personal signs. Also, notice that these endings use the same personal signs we used with first conjugation verbs, which is in agreement with the subject of the sentence just as we saw with first conjugation verbs.

### PRESENT Indicative Active moneō, monēre, monuī, monitus = to warn/advise

Number	Person	Conjugation	Meaning
Singular	1 <sup>st</sup>	mon-eō	<i>I warn, I am warning, I do warn</i>
	2 <sup>nd</sup>	mon-ēs	<i>You(s) warn, you are warning, you do warn</i>
	3 <sup>rd</sup>	mon-et	<i>He/She/It warns, he/she/it is warning, he/she/it does warn</i>
Plural	1 <sup>st</sup>	mon-ēmus	<i>We warn, we are warning, we do warn</i>
	2 <sup>nd</sup>	mon-ētis	<i>You(pl) warn, you are warning, you do warn</i>
	3 <sup>rd</sup>	mon-ent	<i>They warn, they are warning, they do warn</i>

First conjugation verbs had the vowel, “ā” as the stem vowel but second conjugation verbs have the stem vowel, “ē” as part of their endings. Look at the equation below:

$$\begin{array}{l} \text{mon} + \bar{e} + \text{mus} = \text{“we warn/advise”} \\ \text{stem} \quad 2^{\text{nd}} \text{ Conj} \quad \text{personal sign (1}^{\text{st}} \text{ person plural)} \end{array}$$

Notice that everything is the same as first conjugation verbs except that the vowel changed from an “ā” to an “ē.” Looks pretty simple, right? These first two conjugations are very similar, although third and fourth conjugations have a few variations and irregularities.

**Let's Practice!**

**Ex. 22.1** Complete the charts below for the following second conjugation verbs. If needed, reference the verb chart in this lesson to help you.

**Present Indicative Active of: videō, vidēre, vidī, visus = to see**

<b>Number</b>	<b>Person</b>	<b>Conjugation</b>	<b>Meaning</b>
Singular	1 <sup>st</sup>		
	2 <sup>nd</sup>		
	3 <sup>rd</sup>		
Plural	1 <sup>st</sup>		
	2 <sup>nd</sup>		
	3 <sup>rd</sup>		

**Present Indicative Active of: moveō, movēre, mōvī, mōtus = to move**

<b>Number</b>	<b>Person</b>	<b>Conjugation</b>	<b>Meaning</b>
Singular	1 <sup>st</sup>		
	2 <sup>nd</sup>		
	3 <sup>rd</sup>		
Plural	1 <sup>st</sup>		
	2 <sup>nd</sup>		
	3 <sup>rd</sup>		

**Ex. 22.2** Conjugate the verb, *habēre*, in the present tense for each subject below paying close attention to the verb endings. Use the charts you created in this lesson to help you as needed.

1. Caesar \_\_\_\_\_
2. Ducēs \_\_\_\_\_
3. You(s) \_\_\_\_\_
4. I \_\_\_\_\_
5. Mater \_\_\_\_\_
6. We \_\_\_\_\_
7. Amicī \_\_\_\_\_
8. You (pl) \_\_\_\_\_

**Ex. 22.3** Read the following Latin sentences and conjugate the missing verb in parenthesis by adding the correct ending based on the subject of the sentence. Some subjects are written, and the ones that are not are given in parenthesis. Next, translate the sentence in the space below the original sentence.

1. Servōs in silvā \_\_\_\_\_ (warn/advise- we)  
\_\_\_\_\_
2. Maria omnēs gladiōs \_\_\_\_\_ (have)  
\_\_\_\_\_
3. Milēs impetum Galliōrum \_\_\_\_\_ (withstand)  
\_\_\_\_\_
4. Magnōs Romanōs \_\_\_\_\_ (fear- I)  
\_\_\_\_\_
5. Oppidum in Italiā \_\_\_\_\_ (see- you(pl))  
\_\_\_\_\_
6. Imperatorēs in montibus \_\_\_\_\_ (remain)  
\_\_\_\_\_

**Ex. 22.4 CHALLENGE:** Write this simple sentence in Latin using the second conjugation verb endings.

*You(s) fear the Romans in Rome.* \_\_\_\_\_

## Lesson 34: Practice with Present Tense Third Conjugation Verbs

Review: List the present tense endings in order for the third conjugation: \_\_\_\_\_

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In this lesson, we are going to continue practicing the third conjugation present tense verbs. Refer to the chart in the previous lesson as needed to help you with these exercises.

### Let's Practice!

**Ex. 34.1** Fill in the first blank below with a famous person or group of people then conjugate the verb in parenthesis in the present tense, adding the correct endings. Lastly, add another English word or phrase to complete your thought. The first one is done for you. (Note: the Latin verb usually is placed at the end of the sentence.)

<u>Subject</u>	<u>Direct Object</u>	<u>Verb</u>
1. <u>Minnesota Vikings</u>	<u>Seattle Seahawks</u>	(vincere) <u>vincunt</u>
2. _____	_____	(instruere) _____
3. _____	_____	(pōnere) _____
4. _____	_____	(petere) _____
5. _____	_____	(incendere) _____
6. _____	_____	(gerere) _____
7. _____	_____	(occīdere) _____
8. _____	_____	(pellere) _____

**Ex. 34.2** Translate the following sentences about Hitler during World War II. All of the Latin verbs are in the present tense. You may need a Latin dictionary to help you define a few terms.

*Hitler mīlitēs et populum Germaniae ducit. Hitler et Japan bellum cum Americā gerunt. Hitler et exercitus multum populum occīdunt. Exercitus multa oppida incendit. Populus mīlitēs prō salutē petit. Hitler nōn vincit sed America Germaniam vincit.*

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**Ex. 34.3** Study the picture below of the Battle of New Orleans during the War of 1812, and then write five Latin sentences about it using the third conjugation present tense.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Ex. 34.4 CHALLENGE:** Write the following English sentences into Latin.

1. *We wage war with the Gauls in the river.* \_\_\_\_\_  
\_\_\_\_\_
2. *You(s) defend the battle line with swords.* \_\_\_\_\_  
\_\_\_\_\_

## Lesson 48: Unit 5 Review Activity

Review: Write the forms of the verb, *sum*, in the present tense: \_\_\_\_\_

What makes this verb unique? \_\_\_\_\_

In this lesson, we are going to review the fourth conjugation verb endings and the verb, *sum*, putting all the forms together. Use the charts from this unit to help you do these review exercises. Pay close attention to the verb endings so you know what tense and person each verb is.

**Ex. 48.1** Read the following sentences about a family in Rome and then underline each of the verbs which are in the fourth conjugation or are from the verb *sum, esse, fui, futurus*. Then under the words, translate the sentences into English. Lastly, on the lines below, write the verb and describe what the tense, person, and number are for each one. The first one is done for you.

*Mater et pater in Romā perveniēbant. Roma est magna et fortis. Mater et pater erant in viā*  
*Mother and father were arriving in Rome.*

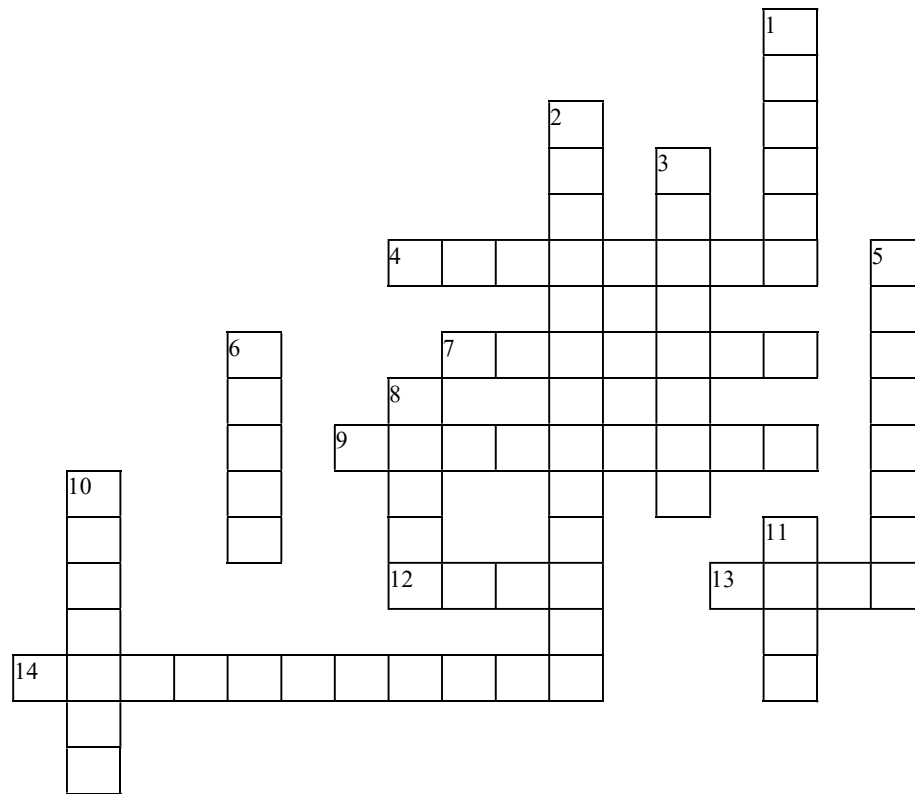
*cum filiō. Filius populum audiēbat. Populus Romae in viā cum matre et patre conveniēbat.*

*Populus et mater et pater mūrūm prō Romānīs mūnient. Mūrus altus et fortis erit. Populus et mater et pater sunt fortēs.*

1. perveniēbant      imperfect, 3<sup>rd</sup> person, plural
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



**Ex. 48.2** Practice the verb endings for the three main tenses for the fourth conjugation and the verb, *sum*, by reading the crossword clues below and then conjugating the various verbs for the tense and person described.



**Across**

- 4. present tense 2nd person singular (*pervenire*)
- 7. future tense 3rd person plural (*munire*)
- 9. imperfect tense 3rd person plural (*munire*)
- 12. present tense 3rd person plural (*esse*)
- 13. imperfect tense 1st person singular (*esse*)
- 14. future tense 2nd person plural (*pervenire*)

**Down**

- 1. present tense 2nd person singular (*sentire*)
- 2. imperfect tense 2nd person plural (*convenire*)
- 3. imperfect tense 3rd person singular (*venire*)
- 5. imperfect tense 1st person singular (*audire*)
- 6. present tense 3rd person singular (*venire*)
- 8. present tense first person plural (*esse*)
- 10. future tense 3rd person plural (*audire*)
- 11. future tense 3rd person singular (*esse*)

## Lesson 49: Unit 5 Quiz

I. Verbs & Meanings: Write the English definition to the following Latin infinitive verbs.

1. venīre \_\_\_\_\_
2. pervenīre \_\_\_\_\_
3. mūnīre \_\_\_\_\_
4. convenīre \_\_\_\_\_
5. esse \_\_\_\_\_
6. sentīre \_\_\_\_\_
7. audīre \_\_\_\_\_

II. Fill in the blank with the present tense form of the verb, **venīre**, next to the subjects below.

1. Mater \_\_\_\_\_
2. I \_\_\_\_\_
3. We \_\_\_\_\_
4. You(pl) \_\_\_\_\_
5. You(s) \_\_\_\_\_
6. Regēs \_\_\_\_\_

III. Translate the following sentences into English.

1. Homō est pater in silvā. \_\_\_\_\_
2. In oppidum cum militibus veniēbāmus. \_\_\_\_\_  
\_\_\_\_\_
3. Vocem matris in flumine audiam. \_\_\_\_\_  
\_\_\_\_\_
4. Servī viās ē Romā muniunt. \_\_\_\_\_  
\_\_\_\_\_
5. Populus in oppidō cum gladiīs conveniēbat. \_\_\_\_\_  
\_\_\_\_\_
6. Erātis imperatorēs in bellō. \_\_\_\_\_