

New!  
Revised  
Edition

# Latin *for* Children

— PRIMER A —

Classical or Ecclesiastical  
Pronunciation



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## How to Teach

# Latin for Children Primer A

### A Suggested Schedule

This is a basic weekly schedule, taking approximately thirty minutes per day, to be modified as necessary by the teacher.

1

**Day One:** Present the paradigm (grammar chant) and vocabulary, and introduce the grammar from the grammar page. The students should chant through the paradigm and vocabulary two to three times. Watch the video.

2

**Day Two:** Review the paradigm (grammar chant) and vocabulary and have students chant through them again two to three times. Spend time explaining the grammar page, paying special attention to the examples. You may want to have students read the grammar page out loud, and then ask them which sentences appear to be the most important. Have the students circle those key sentences (with a colored pencil, if possible) for future reference. After this, the worksheet can be started in class or assigned as homework. The students should also begin *Activity Book!* exercises (to impart mastery of the vocabulary and paradigm).

3

**Day Three:** Once again, the day should start with some quick chanting of the paradigm and vocabulary. The worksheet should be either started or completed. Check students' work and have them make any necessary corrections. Grammar should be reviewed and retaught as necessary. One means of reviewing grammar can be to view the grammar video again, to ensure students understand the key grammatical concepts for that chapter. Continue with *Activity Book!* assignments (this could be done as homework or as part of the students' seat work).

4

**Day Four:** Have students do a quick chanting of the paradigm and vocabulary. Next, have them complete the puzzles from the *Activity Book!* chapter. Review the video as necessary. Begin the *History Reader* after students have completed the worksheet. (**Note:** We suggest starting the *LFCA History Reader* roughly halfway through the *LFCA* textbook.)

5

**Day Five:** Students should take the quiz. Finish/complete the *History Reader* chapter.

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# Introduction to Students

We are glad that you will be studying Latin! Latin is an old language that was spoken by some of the most interesting and famous people who ever lived: ancient Romans, as well many other people throughout Europe (in such countries as England, France, Spain, Germany, and Italy). Ancient Romans were well known for their innovations and ideas. They were the best builders of their time, and many of the roads and buildings they created 2,000 years ago are still standing today! Their highly organized society produced a government that developed many useful laws. The Romans were also very strong fighters, with large and powerful armies. They conquered and ruled over most of modern-day Europe and every land that bordered on the Mediterranean Sea.

The Romans were also interested in art and literature. They admired the Greeks (whom they conquered) and tried to copy much of the art the Greeks had made, including sculptures, paintings, and buildings. Great Roman scholars wrote many interesting and famous stories, poems, and plays that people have continued to read and study for over 2,000 years. Two of the most famous Roman writers are Caesar and Cicero. Caesar was an army general (and later a dictator) who wrote about his victorious battles, and Cicero was a famous senator (a kind of leader) who wrote books about how to speak well. Other famous Latin writers include the poet Vergil (who wrote a book called the *Aeneid*), the poet Horace, and the historians Livy and Tacitus.

## People have been studying Latin for a long time . . .

Did you know that for nearly 2,000 years, most boys and girls going to school in Europe studied Latin (and usually Greek, too) when they were young students? Children learned Latin because it was spoken very widely, and because many of the world's important books were written in Latin.

The Latin language has been so popular for the last 2,000 years that many other languages have borrowed words from Latin. Did you know that about five out of every ten English words come from a Latin word? That means that when you learn Latin, you are also learning a good bit of English. Here is an example: In the sentence “Let *me demonstrate* how the *aquarium* is a *habitat* for this *turtle*,” six of the twelve words (the ones in italics) come from Latin. So studying Latin will help you understand a lot more about your own language (your “mother tongue”: the language you have grown up speaking).

Studying Latin will also help you to one day read some of the world's very best books in the language in which they were written. You will be able to read Latin books in Latin!

While learning Latin words will be interesting and enjoyable, like anything that is worth learning, it will take some hard work. We will do all that we can to help you to clearly understand everything we teach you, step by step.

# Introduction to Students

## How to study and learn Latin using this book

Latin will be enjoyable to learn if you first learn how to learn it! Your teacher or parent will be of great help to you, but you must be ready to do your part. Here are some important tips:

- Do your exercises regularly and well. Your assignments should not be too long, but you will have at least two every week.
- Try to speak Latin as soon as you can, even when you only have learned a little.
- Ask questions whenever you are not sure of something.
- The most important thing you can do is *memorize your Latin words*. You will only have to learn about ten words a week. Here are some tips to help you memorize your words so that you will never forget them:
  - ✦ Chant or sing your words, just like you will learn them in class. It is much easier to remember what you sing or chant. Try to look at the words you chant while you are chanting them, so you are using your eyes and your voice.
  - ✦ If you have the video that accompanies this book, sing and chant along with the students in the video.
  - ✦ Review your Latin words every day (or night) for about 5–15 minutes. A little bit of review every day is very, very helpful. Keep reviewing words from earlier chapters to make sure you have really mastered them.
  - ✦ Make Latin vocabulary cards, with the Latin word on one side and the English word on the other. You can also purchase fun, colored Clash Cards from our website at [www.ClassicalAcademicPress.com](http://www.ClassicalAcademicPress.com). Clash Cards are helpful and easy-to-use flash cards. They are also a card game that makes practicing vocabulary words fun and exciting!
- If you have the *LFC History Reader* that accompanies this book, use it weekly for additional translation work and to learn some Greek and Roman history.
- For a fun way to review vocabulary and grammar, make use of the *LFC Activity Book!* that accompanies this primer. You can preview samples on our website.
- Quiz your classmate or anyone else taking Latin. Quiz your teacher or parent, and have them quiz you. Have contests to see who can get the most right, or who can give the answers fastest.
- Try to find new derivatives (English words that come from Latin) for the Latin words you know.
- Visit [www.HeadventureLand.com](http://www.HeadventureLand.com) for free games, videos, and readers that will help you practice Latin in fun and creative ways. Review your vocabulary online by playing **Latin FlashDash**: the game that tests your vocabulary chapter by chapter. The site also has additional worksheets, exercises, and tests.
- Questions? Feel free to ask questions using our Ask the Magister online form, and check out other supplemental material at [www.ClassicalAcademicPress.com](http://www.ClassicalAcademicPress.com).

We hope that you will find your study of Latin this year rewarding and a lot of fun. Please contact us with questions and ideas at [ClassicalAcademicPress.com](http://ClassicalAcademicPress.com) or on Facebook. We would love to hear from you.

*Pax* (Peace),

Dr. Christopher A. Perrin and Dr. Aaron Larsen

# Classical Pronunciation

There are twenty-four letters in the Latin alphabet: there is no *j* or *w*. The letters *k*, *y*, and *z* were used very rarely. Letters in Latin are never silent. There are two systems of pronunciation in Latin: classical and ecclesiastical.

## Latin Consonants

Consonants are pronounced the same as in English with these exceptions.

Letter	Pronunciation	Example	Sound
<b>b</b>	before <i>s</i> or <i>t</i> like English <b>p</b>	<b>urbs:</b> city	<i>urps</i>
<b>c/ch</b>	always hard like English <b>k</b>	<b>cantō:</b> I sing <b>sepulchrum:</b> tomb	<i>kahn-toh</i> <i>seh-pul-kruhm</i>
<b>g</b>	always hard like English <b>g</b> , as in <b>goat</b>	<b>gaudium:</b> joy	<i>gow-diyum</i>
<b>gn</b>	in the middle of the word like English <b>ngn</b> , as in <b>hangnail</b>	<b>magnus:</b> big	<i>mang-nus</i>
<b>i</b>	before a vowel, a consonant like the English <b>y</b>	<b>iaceō:</b> I lie down	<i>yah-keh-oh</i>
<b>r</b>	should be rolled as in Spanish or Italian	<b>rēgina:</b> queen	<i>ray-geen-ah</i>
<b>s</b>	always like the <b>s</b> in the English <b>sing</b>	<b>servus:</b> servant	<i>ser-wus</i>
<b>v</b>	always as an English <b>w</b>	<b>vallum:</b> wall, rampart	<i>wa-luhm</i>

# Classical Pronunciation

## Diphthongs

Diphthongs are two vowels with a single sound.

<b>ae</b>	<b>au</b>	<b>ei</b>	<b>oe</b>
as in eye	as in out	as in stray	as in coil

Note that *ui* is not a diphthong because it doesn't produce a single sound. It is pronounced *oo-ee*, as in "acquiesce" (a-kwee-es).

## Latin Short and Long Vowels

Vowels can be short or long in Latin. When they are long, they have a little dash called a macron placed over them. Long vowels take about twice as long to say as short ones.

Short Vowels			Long Vowels		
LETTER	EXAMPLE	SOUND	LETTER	EXAMPLE	SOUND
<b>a</b> in Dinah	<b>casa:</b> house	<i>ka-sa</i>	<b>ā</b> in father	<b>stāre:</b> to stand	<i>stah-reh</i>
<b>e</b> in pet	<b>rectus:</b> straight	<i>rehk-tus</i>	<b>ē</b> in they	<b>vidēre:</b> to see	<i>wi-dey-reh</i>
<b>i</b> in pit	<b>silva:</b> forest	<i>sil-wah</i>	<b>ī</b> in machine	<b>īre:</b> to go	<i>ee-reh</i>
<b>o</b> in pot	<b>bonus:</b> good	<i>bah-nus</i>	<b>ō</b> in hose	<b>errō:</b> I wander	<i>e-roh</i>
<b>u</b> in put	<b>cum:</b> with	<i>kum</i>	<b>ū</b> in rude	<b>lūdus:</b> school	<i>loo-duhs</i>



# Ecclesiastical Pronunciation

## Classical or Ecclesiastical Pronunciation?

Both dialects are really quite similar, so ultimately the decision is not a significant one. The classical dialect attempts to follow the way the Romans spoke Latin (an older dialect), while the ecclesiastical dialect follows the way Latin pronunciation evolved within the Christian Church during the Middle Ages, particularly within the Roman Catholic Church.

The main difference between the two dialects is the way *c* and *v* are pronounced. The classical dialect pronounces *c/ch* as an English *k*, whereas the ecclesiastical pronounces it (Italian style) as an English *ch* (as in *check*). The ecclesiastical pronounces *v* as the English *v* (as in *victory*), whereas the classical pronounces it as an English *w*. In the ecclesiastical dialect, a *j* occasionally appears in place of an *i*, and the *t* has a special pronunciation, like *ts* as in *cats*. See the chart below in which the ecclesiastical pronunciation is shaded.

So, take your pick and stick with it! Either choice is a good one. Our audio CDs and DVDs contain both pronunciations.

There is no *w*. The letters *k*, *y*, and *z* were used very rarely. Letters in Latin are never silent.

## Latin Consonants

**Consonants are pronounced the same as in English, with these exceptions. The yellow rows indicate where the pronunciation differs from classical pronunciation.**

Letter	Pronunciation	Example	Sound
<b>b</b>	before <i>s</i> or <i>t</i> like English <b>p</b>	<b>urbs</b> : city	<i>urps</i>
<b>c</b>	before <i>e</i> , <i>i</i> , <i>ae</i> , <i>oe</i> , and <i>y</i> always like English <b>ch</b>	<b>cēna</b> : food	<i>chey-nah</i>
<b>c</b>	before other letters, hard <b>c</b> like English <b>cap</b>	<b>cantō</b> : I sing	<i>kahn-toh</i>
<b>ch</b>	always hard like the English <b>k</b>	<b>sepulchrum</b> : tomb	<i>seh-pul-kruhm</i>
<b>g</b>	soft before <i>e</i> , <i>i</i> , <i>ae</i> , <i>oe</i> like English <b>germ</b>	<b>magistra</b> : teacher	<i>mah-jee-stra</i>

# Ecclesiastical Pronunciation

Letter	Pronunciation	Example	Sound
<b>g</b>	before other letters, hard like English goat	<b>gaudium:</b> joy	<i>gow-diyum</i>
<b>gn</b>	in the middle of the word like English <b>ngn</b> in hangnail	<b>magnus:</b> big	<i>mang-nus</i>
<b>j</b>	like the English <b>y</b> in yes	<b>jaceō:</b> I lie down	<i>yah-keh-oh</i>
<b>r</b>	should be rolled as in Spanish or Italian	<b>rēgīna:</b> queen	<i>ray-geen-ah</i>
<b>s</b>	always like the <b>s</b> in the English sing	<b>servus:</b> servant	<i>ser-vus</i>
<b>t</b>	when followed by <i>i</i> and another vowel, like <b>tsee</b>	<b>silentium:</b> silence	<i>see-len-tsee-um</i>
<b>v</b>	always as an English <b>v</b>	<b>vallum:</b> wall, rampart	<i>va-luhm</i>

## Diphthongs

Diphthongs are two vowels with a single sound.

<b>ae</b>	<b>au</b>	<b>oe</b>
as in stray	as in out	as in coil

Note that *ui* is not a diphthong because it doesn't produce a single sound. It is pronounced *oo-ee*, as in "acquiesce" (a-kwee-es).

## Latin Short and Long Vowels

Vowels can be short or long in Latin. When they are long, they have a little dash called a *macron* placed over them. Long vowels take about twice as long to say as short ones. In the ecclesiastical pronunciation, short and long vowels are pronounced in the same way as they are in the classical pronunciation. See the short and long vowel table on page x for those pronunciations.

# Chapter 1

## Memory Page



### Chapter Maxim

**In prīncipiō erat Verbum.**

In the beginning was the Word. —Latin Vulgate

### New Chant

#### First-Conjugation Verb—*amō*

	Singular	Plural
1st person	<b>amō</b>	<b>amāmus</b>
2nd person	<b>amās</b>	<b>amātis</b>
3rd person	<b>amat</b>	<b>amant</b>

### Vocabulary

Latin	English
Verbs show action.	
<b>amō, amāre, amāvī, amātum</b>	I love, to love, I loved, loved
<b>dō, dare, dedī, datum</b>	I give, to give, I gave, given
<b>intrō, intrāre, intrāvī, intrātum</b>	I enter, to enter, I entered, entered
<b>labōrō, labōrāre, labōrāvī, labōrātum</b>	I work, to work, I worked, worked
<b>nārrō, nārrāre, nārrāvī, nārrātum</b>	I tell, to tell, I told, told
Nouns name a person, place, or thing.	
<b>aqua, aquae</b>	water
<b>fābula, fābulae</b>	story
<b>porta, portae</b>	gate
<b>silva, silvae</b>	forest
<b>terra, terrae</b>	earth











## Along the Appian Way, Part 1

*Italy, during the reign of Tiberius Julius Caesar, AD 14–37*

Marcus stared down at the road beneath his feet, studying it intently.

“Did you find any yet?” asked Julia, who was now getting quite bored. “Why did I decide *dare* ( ) my afternoon for this silly hunt?” She kicked a rock, sending it skittering away.

Marcus moved back and forth, methodically scanning between the stones that made up the road. He didn’t answer, but reviewed the map on the scroll he was holding.

“Hello? Marcus, are we rich yet? I could have stayed home if I wanted *labōrāre* ( ).”

Marcus looked up. “No, but I bet there’s something right around the corner. This is the Appian Way, the finest road in the world! *Amō* ( ) this road! Remember when we found three coins all in the same day?” He tapped an area on the map. “Right here by the *silva* ( ).”

“Yes, yes. And we nearly got arrested for theft!” said Julia. “Remember that part of the *fābula* ( )?”

Marcus shook his head. “If we could even find one coin, it could buy us—”

“Wait! Wait . . .” Julia interrupted. She got quiet and listened. “Do you hear that?” The *terra* ( ) began to shake.

A horse suddenly galloped into view, rounding the corner from behind a line of cypress trees. Julia dove off the side of the road. Marcus froze as the rider barrelled down on him.

## Grammar Lesson



### Verbs: Action Words

In this first chapter, you will learn five verbs and five nouns. The first five words on your vocabulary list are verbs. **Verbs are words that show action or a state of being.** For example, in the clause “I work in the forest,” which word is the action word? Well, “work,” of course! The way we say “I work” in Latin is *labōrō*: so *labōrō* is a verb, a Latin action word. Sometimes verbs can show a state of being, too, like when we say, “He *is* tired.” The word “is” is a kind of verb that shows a state of being (being tired), but we will teach you about verbs that show a state of being later. For now, just remember the definition of verbs as words that show action or a state of being.







# Grammar Lesson

## Latin: Fewer Words Than English, But Many Word Endings

There are a lot of words in English, but they rarely have different endings. For example, the verb “love” stays the same whether we say “I love,” “we love,” or “they love.” Sometimes we do add an ending, like when we say “he loves” or “we loved.” In Latin, though, the verb for love (*amō*) changes its ending very often! We will learn the various endings that come with Latin verbs (and nouns) so that we can know what they mean and how to translate them. (**To translate a Latin word, by the way, means to tell what a Latin word means in English.** The translation of *amō* is “I love.”) Now you know that Latin is a language of many endings, but fewer words than English!



Look at the chant chart at the beginning of the chapter. It shows you one of the most common words in Latin (the verb “love”) with all its endings: the singular and the plural for present, active, and indicative—six endings in all. When we list a verb with all its endings, it’s called **conjugating** a verb.

You can also see that a Latin verb such as *amō* actually contains two words in English! The word *amō* means “I love,” so it contains not only the word “love,” but also the word “I.” The ending of the verb (*-o* in this case) tells you that it is “I” who is doing the loving. **Pronouns such as “I,” “you,” “he,” “she,” “it,” “we,” and “they” are all little words that tell you who is doing the action of the verb.** The ending of a Latin verb tells you which pronoun to use in English. We will study these endings next week, so don’t worry too much about them now. Figure 1-1, however, shows you how the verb endings change:

	Singular	Plural
1st person	<b>amō:</b> I love	<b>amāmus:</b> we love
2nd person	<b>amās:</b> you love	<b>amātis:</b> you all love
3rd person	<b>amat:</b> he, she, or it loves	<b>amant:</b> they love

Figure 1-1:  
Verb endings  
for *amō*

## A Verb in Four Parts: The Four Principal Parts

If you look at the Memory Page, you will see that each Latin verb has four different forms (*amō, amāre, amāvī, amātum*). We call each form a **principal part**. Why? Because each part is an important form that shows us how to make other forms of the verb. It is a principal part because it is an *important* part to know. No need to worry about the other forms that come from these principal parts: you will learn those in good time. Learning the principal parts now, however, will be fun and will save you a lot of time later!



Here are the names for each of the four principal parts:

amō	amāre	amāvī	amātum
Present	Infinitive	Perfect	Passive Participle or Supine

Figure 1-2:  
Four principal  
parts

## Nouns

You will learn five nouns in this chapter, too: *aqua*, *fābula*, *porta*, *silva*, *terra*. **Nouns are used to name a person, place, or thing (or sometimes an idea).** You can see that nouns, like verbs, also have endings. For example, *aqua* and *aquae* are both forms for the word “water”: one form ends with *-a* (*aqua*) and the other form ends with *-ae* (*aquae*). Don’t worry now about the endings for nouns; you will learn these in chapters 3 and 4.

Painting: *Naval Battle between Romans* by Ulpiano Checa, 1894





# Worksheet

## A. Translation

1. **amō** \_\_\_\_\_
2. **intrō** \_\_\_\_\_
3. **dō** \_\_\_\_\_
4. **labōrō** \_\_\_\_\_
5. **fābula** \_\_\_\_\_
6. **In principiō erat Verbum.** \_\_\_\_\_
7. **aqua** \_\_\_\_\_
8. **porta** \_\_\_\_\_
9. **nārrō** \_\_\_\_\_
10. **silva** \_\_\_\_\_
11. **terra** \_\_\_\_\_

## B. Chant

 Conjugate the verb **amō**. See if you can remember how to fill in the boxes.

	<b>amō</b>	

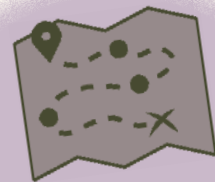
## C. Grammar

1. In Latin, both \_\_\_\_\_ and \_\_\_\_\_ have endings.
2. Latin is a language of fewer \_\_\_\_\_ but many \_\_\_\_\_.
3. What kind of word names the action or state of being in a sentence? \_\_\_\_\_
4. To \_\_\_\_\_ a verb is to \_\_\_\_\_ all of its \_\_\_\_\_.

## D. Derivatives

On the next page we explain what a derivative is, but before you head there, in the following sentences try to figure out the derivative by circling the word that you think might come from the Latin word that is provided.

1. Aesop is famous for his **fables** / **animals**. (*fābula*)
2. Reward will follow hard **times** / **labor**. (*labōrō*)



As you travel along your Latin adventure, check off your progress using the checklist that begins on page 245.

